



ACADEMIC AND STUDENT AFFAIRS COMMITTEE

NOVEMBER 16, 2010

3:00 P.M.

**WELLS FARGO PLACE
30 7TH STREET EAST
SAINT PAUL, MN**

Please note: Committee/Board meeting times are tentative. Committee/Board meetings may begin up to 45 minutes earlier than the times listed below if the previous committee meeting concludes its business before the end of its allotted time slot.

- (1) Minutes of September 14 2010** (pp. 1-8)
- (2) Academic and Student Affairs Update
- (3) Mission Reaffirmations:** (pp. 9-23)
 - **Bemidji State University**
 - **Minnesota State University, Mankato**
- (4) Progress on Committee Goals (pp. 24-30)
- (5) Development of the 2012-2014 System Action Plan (pp. 31-32)
- (6) Follow-up to OLA Evaluation of the System Office (pp. 33-40)
- (7) Recognition of SkillsUSA Award Recipients (pp. 41-43)

Members

Christine Rice, Chair
Duane Benson, Vice Chair
Christopher Frederick
David Paskach
Tom Renier
Louise Sundin
James Van Houten

Bolded items indicate action required.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
SEPTEMBER 14, 2010**

Academic and Student Affairs Committee Members Present: Chair Christine Rice;
Trustees Duane Benson, Tom Renier, Louise Sundin and James Van Houten.

Academic and Student Affairs Committee Members Absent: Christopher Frederick and
David Paskach.

Other Board Members Present: Trustees Scott Thiss, Jacob Englund, Dan McElroy,
Alfredo Oliveira, Michael Vekich and Cheryl Dickson.

Leadership Council Committee Co-Chairs Present: Interim Vice Chancellor Scott
Olson and President Sue Hammersmith.

The Minnesota State Colleges and Universities Academic and Student Affairs Committee held a meeting on September 14, 2010, at Wells Fargo Place, 4th Floor, Board Room, 30 East 7th Street in St. Paul. Chair Rice called the meeting to order at 1:23 pm.

1. Minutes of July 20, 2010

The minutes from the July 20, 2010 Academic and Student Affairs Committee meeting were approved as written.

2. Minutes of August 19, 2010

The minutes from the August 19, 2010 Academic and Student Affairs Committee meeting were approved as written.

3. Academic and Student Affairs Update – Interim Vice Chancellor Olson

- Interim Vice Chancellor Olson gave an overview of the budget reductions in the Academic and Student Affairs Division. He said cuts were made strategically.

Four areas in the division are impacted by the reductions, with a total loss of 11 positions. Combined with 11 additional positions cut the past two years, the division will have a 32 percent overall reduction in state-funded positions.

The Center for Teaching and Learning and the Credentialing unit are being restructured, which will result in a reduction of several personnel. One position is being cut in Research and Planning and the EMS functions of the Fire Center will be transferred to the Finance Division, he said.

Trustee Van Houten asked if the Fire Center Library would be moving to a campus. He said it is an outstanding resource and is one of the few places where safety officials in the Midwest can do research.

Interim Vice Chancellor Olson said there are ongoing conversations about moving the library, as well as some of the Fire Center's educational functions, to a campus, but no decisions have been made yet.

- A new online service to help veterans and members of the armed forces identify whether their military training can count for college credits in the Minnesota State Colleges and Universities system has recently been launched, Interim Vice Chancellor Olson said. The Veterans Education Transfer System (VETS) is the first of its kind in the nation.

The system was developed with the assistance of the Minnesota National Guard and the Minnesota Department of Veterans Affairs. Funding for developing the transfer system came from a federal grant supported by members of Minnesota's congressional delegation.

- There is a new Career OneStop website, done in collaboration with the Department of Employment and Economic Development, which helps people match current occupational skills and experiences to new careers and suggests training needed for these career changes. The website is called mySkills myFuture.
- Trustee Benson said the Board of Trustees' retreat in October will focus on what the Board can do that will have the greatest impact on the students and state in the future, long after current members have left the Board.

4. Mission Approvals:

Board Policy 3.24 requires institutions to have their missions approved by the Board of Trustees at least once every five years.

- **Dakota County Technical College**
Presenter: Kelly Murtaugh, Vice President of Academic and Student Affairs

College vision: Dakota County Technical College will be recognized as a leader in providing quality technical and general education needed for employment in an ever-changing work environment.

Mission statement: The mission of Dakota County Technical College is to provide collegiate-level education for employment that will empower individuals to enhance their opportunities for career advancement and success in a global economy.

Discussion:

Vice President Murtaugh said the vision, mission and purposes presented reaffirm the institutional mission approved by the Board of Trustees in 1998. The college continues to be committed to technical education excellence and there are no changes in the mission statement, she said.

When asked about enrollment trends at the college, Vice President Murtaugh said enrollment is going upward at a steady rate. It is up 9 percent this year and spring enrollment looks to be as strong as last year's rate, which was one of the best semesters ever at the college.

The college's primary service area is the southern metro area, but several unique and innovative programs draw students from throughout the state, as well as the nation, she said. Those programs include railroad conductor, biomedical equipment repair, nanoscience technician and wood finishing technology.

Trustee Benson asked Vice President Murtaugh if it would be helpful if the Board were to clearly specify college readiness expectations for incoming freshmen.

Vice President Murtaugh said defined expectations may be helpful since many students, as well as their parents, have assumptions about programming at an open access technical college. The college and its curriculum have dramatically changed over the past 40 years, she said.

Trustee Van Houten said he remains concerned about the state of technical education in the system. The Board of Trustees recently approved mission changes for two technical colleges, allowing them to become comprehensive colleges. Such changes should be made in a more strategic manner, he said, adding he would like to see this issue receive additional discussion by the Board.

A motion was made by Trustee Benson and seconded by Trustee Renier that the Academic and Student Affairs Committee recommends that the Board of Trustees approve the request by Dakota County Technical College to reaffirm its vision, mission, purposes and array of awards as listed in the executive summary. The motion carried, with one abstention from Trustee Van Houten, who said he would like the issue of technical college mission changes to be discussed again by the Board of Trustees and handled in a more strategic manner.

- **Northland Community and Technical College:**
Presenter: President Anne Temte

College vision: Northland Community and Technical College will be widely recognized as a progressive leader in community and technical college education, responsive to the needs of our learners through the use of partnerships, innovation and technology.

College mission: Northland Community and Technical College is dedicated to creating a quality learning environment for all learners through partnerships with students, communities, businesses, and other educational institutions.

Discussion:

President Temte said the college had a very robust strategic planning process in fiscal year 2008-2009 which involved 350 participants. At that time participants determined that they were satisfied with the existing mission and vision statements, which were approved by the Board in 1999.

The northwestern part of the state has not suffered the effects of the recession as severely as other regions have, President Temte said. Companies in their area are still hiring and experiencing growth. Enrollment at the college was up 6 percent last year and enrollment is holding steady so far this year.

Part of the enrollment increases may be linked to strong recruitment efforts, President Temte said. There are ongoing efforts to make connections with students who are in jeopardy of not completing high school. Since many high schools have reduced technical education offerings the past few years, the college has worked to attract students who are more inclined toward vocational education.

There also has been a 12.5 percent increase in students of color at the school, President Temte said.

Trustee Van Houten asked what is meant by the terms “progressive leader” in the vision statement. President Temte said that terminology is meant to indicate a desire to develop and offer cutting-edge programming and services in anticipation of the needs of students and communities.

Chancellor McCormick noted the college was able to adapt and adjust to major changes in the aviation industry and has made a remarkable turnaround in that program area.

President Temte said the college’s Aviation Maintenance Program has been awarded an American Recovery and Reinvestment Act grant of \$5 million, allocated over the next three years. It will be used to establish an Unmanned Aircraft Systems Maintenance Training Center, the first of its

kind in the country.

This grant will position the college to be at the forefront of this developing industry, along with partners at the University of North Dakota and the Grand Forks Air Force Base, President Temte said. With the aviation maintenance expertise at the airport site in Thief River Falls, the region will become a leader in the emerging technology of remotely piloted aircraft.

A motion was made by Trustee Van Houten and seconded by Trustee Sundin that the Academic and Student Affairs Committee recommends that the Board of Trustees approve the request by Northland Community and Technical College to reaffirm its vision, mission, purposes and array of awards as listed in the executive summary. Motion carried.

- **Minnesota State College – Southeast Technical**
Presenter: Jim Johnson, President

College vision: Shaping the workforce by providing quality education for today and tomorrow.

College mission: Minnesota State College – Southeast Technical is dedicated to providing education for employment, skill enhancement, and retraining. The primary focus is to anticipate and meet the educational and training needs of students and employers.

Minnesota State College – Southeast Technical provides students with a strong foundation of general and technical educational opportunities for acquiring knowledge, skills and attitudes for a lifetime of learning. The college anticipates and responds to global, technological and social changes.

Minnesota State College – Southeast Technical provides equal opportunity and recognizes individual needs in its education, service and employment practices. Certificates, Diplomas, Associate in Science and Associate in Applied Science Degrees are awarded upon successful completion.

Discussion:

President Johnson said the college's mission and vision statements are not changing. The college will continue to concentrate on being a leader in technical education and because of partnerships with other system institutions, he doesn't foresee a need for the college to become a comprehensive college.

Technical colleges such as Minnesota State College – Southeast Technical have benefitted from being in a merged system, President Johnson said.

The merger allows technical colleges to be treated equally in the higher education community

The college's growth took off when the effort was made to align the college strategic goals with the strategic goals of the system, President Johnson said. There was a 21 percent growth in enrollment last year and an additional 4 percent this year.

Trustee Van Houten noted males make up only 37 percent of the student population at Minnesota State College – Southeast Technical and asked why the figure is so low. President Johnson said this is a trend throughout the higher education community. Part of the reason may be that the college has strong allied health education programs which tend to attract more females than males.

A motion was made by Trustee Benson and seconded by Trustee Renier that the Academic and Student Affairs Committee recommends that the Board of Trustees approve the request by Minnesota State College – Southeast Technical to reaffirm its vision, mission, purposes and array of awards as listed in the executive summary. The motion carried, with one abstention from Trustee Van Houten, who said he would like the issue of technical college mission changes to be discussed again by the Board of Trustees and handled in a more strategic manner.

5. 2009-2010 Honorary Degrees Report

The annual report on honorary doctorates awarded in fiscal year 2010 was presented.

Two honorary degrees were awarded:

- Gordon Viere, CEO of LarsonAllen, was presented an honorary Doctorate of Business Administration by St. Cloud State University. LarsonAllen is one of America's 20 largest accounting and consulting firms and Viere was granted the doctorate in recognition of achievement and outstanding success in his professional and personal life.
- Shigeko Sasamori was awarded an Honorary Doctorate of Humane Letters from Winona State University. Ms. Sasamori is a survivor of the Hiroshima bombing and was recognized for her commitment to promoting worldwide peace.

6. Discuss and Select Committee Goals

Chair Thiss sought input from each trustee concerning key issues or ideas that the Board of Trustees might consider and discuss during the fiscal year. In August, the committee refined and sorted a list of ideas and got feedback from the Leadership Council. Two goals for inclusion in its work plan were identified:

moving responsibility for remedial education to two-year colleges; and studying a 12-month academic calendar and a three-year baccalaureate program.

Chair Rice said the selection of these two goals does not mean that the committee can't discuss or act on other goal suggestions, such as making college readiness expectations clear to prospective students.

Trustee Englund asked how much remedial education currently is done at universities.

President Hammersmith said Metropolitan State University, for example, does not offer remedial courses. Students go to two-year colleges for developmental coursework.

Interim Vice Chancellor Olson said staff could obtain information on the status of remedial education at universities and report back to the Board.

Trustee McElroy asked if students needing developmental coursework could obtain it through adult basic education programs. This may be a less-expensive way for students to receive this type of coursework, he said.

A motion was made by Trustee Benson and seconded by Trustee Sundin that the Academic and Student Affairs Committee recommends that the Board of Trustees approves the following goals that will be added to the committee's FY 2011 work plan:

- *Study the pros and cons of moving responsibility for remedial education from the universities to the colleges and make a decision on implementation by June 21, 2011; and*
- *Study the pros and cons of implementing a 12-month academic calendar and a three-year baccalaureate program and make a decision on implementation by June 21, 2011.*

7. 60/120 Credit Length Legislative Report

By October 1, 2010, the Board of Trustees must provide a report to the Legislature providing information about the status of program credit length reductions and the disposition of waiver applications submitted during FY 2010.

Laws passed in recent years affect the length of selected degree programs. The maximum number of semester credits required for a baccalaureate degree must be 120 credits by June 2012. The maximum credits in an associate degree must be 60 credits by that date.

The law permits the board to grant waivers for specific degree programs in which industry or professional accreditation standards require a greater number of credits.

During FY 2010, 327 degree programs reduced credit lengths to 60/120 and now 87 percent of the degree programs are now in compliance with Minnesota statute and Chancellor's policy and procedure

Six waiver applications pertaining to engineering programs were submitted and approved. During 2011 and 2012, group waivers applications are expected in areas such as law enforcement, health care and teaching programs.

Interim Vice Chancellor Olson said students in programs, such as engineering, need to have additional coursework to meet national accreditation standards. Extra coursework may be necessary in some areas of teacher education as well.

Chair Rice asked why some state universities offer associate degrees.

Associate Vice Chancellor Manuel López said historically no community colleges were located in the same community as a state university. This caused some universities to begin to offer associate of arts and associate of applied science degrees to serve more students in each university's service area. Few associate degrees are awarded by universities today, he said.

Trustees discussed if this is something that should be promoted. Trustee McElroy pointed out students possibly could earn an associate's degree, even if they leave the university before earning enough credits for a baccalaureate degree. This would help improve institutional graduation rates, he said. People with degrees tend to be more employable and earn higher wages, he added.

President Hammersmith said universities offering associate degrees are more common in states that do not have a strong community college network. Associate degrees would often be aimed at students interested in transferring to a specialty program, such as veterinary medicine, at another school. These degrees also could be appealing to students who not only want a two-year degree, but also a university experience, such as living in a campus residence hall.

Interim Vice Chancellor Olson said this topic is something the committee could discuss in the future.

The meeting adjourned at 2:35 pm
Respectfully submitted,
Margie Takash, Recorder

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES**

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: November 16, 2010

Agenda Item: Mission Reaffirmations: Bemidji State University; Minnesota State University, Mankato

Proposed
Policy Change

Approvals
Required by
Policy

Other
Approvals

Monitoring

Information

Cite policy requirement, or explain why item is on the Board agenda:

Board Policy 3.24 System and College and University Missions, Part 4: Review and Approval of College and University Mission and Vision Statements requires institutions to have their missions approved by the Board at least once every five years.

Scheduled Presenter(s):

Richard Hanson, President, Bemidji State University
Richard Davenport, President, Minnesota State University, Mankato

Outline of Key Points/Policy Issues:

The vision, mission and purposes presented by Bemidji State University reaffirm the institutional mission approved by the Board of Trustees in 1998. The reaffirmed statements meet the criteria identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and Approval of College and University Mission and Vision Statements.

The vision, mission and purposes presented by Minnesota State University, Mankato reaffirm the institutional mission approved by the Board of Trustees in 1996. The reaffirmed statements meet the criteria identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and Approval of College and University Mission and Vision Statements.

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

BOARD ACTION
Mission Reaffirmation: Bemidji State University

1 **EXECUTIVE SUMMARY**

2 The vision, mission and goals of Bemidji State University meet the criteria identified in Board
3 Policy 3.24 System and College and University Missions, Part 4: Review and Approval of
4 College and University Mission and Vision Statements. The university is reaffirming its mission
5 (previously approved by the Board of Trustees in September 1998) under the new Board policy
6 requirement that colleges and universities seek Board approval at least once every five years.
7

8 **Bemidji State University’s vision, mission, purposes and array of awards are:**

9
10 **Vision:** Shaping Potential, Shaping Worlds: Bemidji State University is a catalyst for shaping the
11 potential of those it serves, who in turn, shape the worlds in which they live and work.
12

13 **Mission:** Engage. Embrace. Educate. As northern Minnesota’s university, we engage in new
14 worlds of thought, embrace responsible citizenship, and educate for a future that can only be
15 imagined.
16

17 **Purpose 1: Engage Students for Success in Careers, Communities and Life**

18 Strategic Imperative: Create opportunities for student success through high quality programs and
19 services. Value Statement: Bemidji State recognizes the value of higher education as a public
20 good, provides student-centered access to learning, meets the needs of our diverse, rural and
21 nontraditional students, and promotes lifelong learning.
22

23 **Purpose 2: Promote Vital Communities through Involvement**

24 Strategic Imperative: Support and promote community vitality through Bemidji State’s
25 commitments within our local, regional, national and world spheres. Value Statement: Bemidji
26 State values the supportive relationships between the university and its communities.
27

28 **Purpose 3: Innovate for a Changing World**

29 Strategic Imperative: Accommodate change through an organizational culture of creativity,
30 innovation and planning. Value Statement: Bemidji State values flexibility and adaptability as a
31 means to change.
32

33 **Purpose 4: Optimize Resources to Achieve the University’s Vision and Mission**

1 Strategic Imperative: Effectively manage and increase enrollment and resources in support of the
2 university's vision and mission. Value Statement: Bemidji State recognizes and honors the role
3 of the university in the stewardship of its resources and the importance of accountability.
4
5

6 **Purpose 5: Execute the Recalibration of Bemidji State University**

7 Strategic Imperative in dealing with the projected budgetary problem in the 2012-13 biennium:

- 8 • To *preserve* our capacity to create *transformational* learning environments
- 9 • To *recalibrate* our institution to *sharpen* our educational focus
- 10 • To be *richly innovative* in improving our *capacity* to *keep improving* what we do

11
12 **Array of Awards:** The *array of awards* offered by Bemidji State University includes Associate
13 degrees; Baccalaureate degrees; Master's degrees; Pre-professional programs of study and
14 Certificate programs.
15

16 **BACKGROUND**

17 Minnesota's state legislature chartered Bemidji State University as Bemidji Normal School in
18 1919. The intent was to train public school teachers for rapidly expanding communities in
19 northern Minnesota. Initial enrollment was 38 students. Today the university offers
20 approximately 65 baccalaureate and 14 graduate degrees and enrolls an average of 5,000 students
21 annually, including in teacher training programs. Service to the Bemidji area and the northern
22 tier of Minnesota continues to be a focus of the university even while it extends its reputation
23 statewide, nationally and internationally. Situated near the fledgling Mississippi River, just 41
24 road miles (62 river miles) from the Headwaters, the city of Bemidji serves a population of
25 nearly 15,000 and provides educational, medical, commercial and governmental services to a
26 regional population of over 30,000. Three American Indian tribal communities, Leech Lake, Red
27 Lake and White Earth, lie within a 75 mile radius of Bemidji.
28

29 Bemidji State shares many services with Northwest Technical College, also located in the City of
30 Bemidji. For example, Bemidji State offers NTC learners reserved seats in certain designated
31 classes, resident housing, health care, and access to campus events. Administrative systems, such
32 as Records, Financial Aid and Purchasing, are operated primarily from the university campus but
33 are shared across the two institutions. Bemidji State's president serves as president of NTC.
34 NTC, however, remains a separately accredited college.
35

36 In its 90 year history, Bemidji State has evolved from a teacher-training institution to a
37 university:

- 38 • 1919 Bemidji Normal School
- 39 • 1921 Bemidji State Teachers College
- 40 • 1957 Bemidji State College
- 41 • 1975 Bemidji State University

42
43 Bemidji State University just completed a site visit (Spring 2010) for continuing accreditation by
44 the Higher Learning Commission. The visiting team completed their work, with a follow-up

1 recommendation for continuing work on assessment of outcomes, and the report was approved
2 by the internal mechanisms of the HLC. We have already started the processes necessary to
3 follow-up on the recommendations of the visiting team. With reaccreditation complete, the next
4 HLC evaluation will occur in 10 years.

6 **OVERVIEW OF MISSION, VISION AND PURPOSES**

7 The proposed vision, mission, and purposes of Bemidji State University meet the criteria
8 identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and
9 Approval of College and University Mission and Vision Statements.

10
11 As required by procedure, the institution must:

- 12 A. Describe how its mission and vision align with the requirements in Policy 3.24;
- 13 B. Articulate how the college or university will meet expectations of law, how it relates to
14 other institutions of higher education, and how its mission, vision, and purposes
15 support fulfillment of the system mission and vision;
- 16 C. Describe the array of awards it offers;
- 17 D. Include a statement that the college or university mission is compliant with statute,
18 policy, and regional accreditation requirements; and
- 19 E. Describe consultation with faculty and staff, students, employers and other essential
20 stakeholders.

21 Additionally, the institution's mission must be compliant with statute, policy, and regional
22 accreditation requirements.

24 **REVIEW OF BEMIDJI STATE UNIVERSITY'S MISSION, VISION AND PURPOSES**

25
26 **The mission, vision, and purposes respond to the system procedure.** Bemidji State
27 University's vision, mission, and purposes are consistent with statute, policy, and regional
28 accreditation requirements. The College mission, vision, and purposes demonstrate alignment
29 with the system mission and vision.

30
31 The university is reaffirming an institution mission that was approved by the Board in
32 September, 1998.

33
34 The *mission* of Bemidji State University is "Engage. Embrace. Educate. As northern
35 Minnesota's university, we engage in new worlds of thought, embrace responsible citizenship,
36 and educate for a future that can only be imagined."

37
38 As northern Minnesota's university, Bemidji State University serves undergraduate students
39 from the state of Minnesota and from at least 34 other states in the U.S. It serves almost 300
40 international students and nearly 200 Native American students from several tribes in the upper
41 Midwest. BSU serves the community of Bemidji as a partner in community and economic
42 development, as a partner in neighborhood revitalization and as a partner in manufacturing and
43 industry development. Bemidji State University serves the mission of graduate education with
44 several high quality masters degrees programs.

45
46 The university strives for outcomes that support the ways in which it:

- 1 • shapes individuals and thus shapes worlds;
- 2 • engages students in thinking and creativity;
- 3 • embraces notions of responsible citizenship, from the personal world to the global world;
- 4 and
- 5 • educates students for thinking toward the future—a collective act of the imagination.

6
7 Bemidji State University exists to provide transformational learning environments that create the
8 following personal strengths (for our students), institutional strengths (for BSU), and community
9 strengths (for our region, for the state and for the expanded reach of the institution):

- 10
- 11 • Sustainability – The university’s programs and services will: comply with system, state,
12 and federal regulations; provide academic and monetary resources sufficient to ensure
13 sustainability well into the future; meet the learner’s and university’s needs of the present
14 without compromising the capacity of the institution to meet the needs of future
15 generations; and use assessment information for continuing improvement.
- 16 • Innovation – The university will apply new methods, ideas, significant new elements of
17 “innovativeness” to attract and retain learners; offer unique and demanding programs and
18 services within higher education and/or within a discipline and produce new and unique
19 routines, outcomes or processes.
- 20 • Distinctiveness – The university’s programs and services will: encompass and
21 express/project the unique academic, social and economic characteristics of the
22 institution to the world; present a world richly understood and intensely explored;
23 operationalize the idea that “learning should be an act of discovery,” have or give style or
24 distinction locally and regionally and stand above other similar programs in other
25 universities or colleges.

26
27 The university mission supports the system mission in the following ways:

28 The university’s mission statement identifies the actions that carry out values expressed in the
29 vision. It explains the ways in which the university shapes individuals and thus shapes worlds:
30 we engage students in thinking and creativity; we embrace notions of responsible citizenship,
31 from the personal world to the global world; and we educate students for thinking toward the
32 future—a collective act of the imagination. The use of verbs in the mission statement is
33 intentional: Bemidji State University is a university of action.

34
35 Bemidji State’s Signature Themes support the university’s mission and help focus efforts to
36 move toward a more intentional university culture.

37 Students, through the sum of their educational experience at Bemidji State, will have multiple
38 opportunities to learn about, experience, and reflect on the university’s Signature Themes. The
39 themes represent core values that guide curriculum and services. Not tightly defined, they invite
40 interpretation and discovery.

- 41 • *International/Multicultural understanding* (System Strategic Direction: 1.2, 2.2, 3.3)
- 42 • *Civic engagement* (System Strategic Direction: 1.2, 3.2, 3.3)
- 43 • *Environmental stewardship* (System Strategic Direction: 2.2, 3.2, 3.3)

1 The university values diversity in myriad forms: it values actions by individuals who shape the
2 worlds they inhabit and for which they are responsible; it values the Earth we live on and accepts
3 responsibility for its health and well-being.

4 These values fire the imagination and lead to action. They are the passion that fuels change; that
5 shapes potential and worlds.

6
7 The Center for Professional Development supports faculty excellence through its services. These
8 include provision of mid-term and end-of-term course evaluations, observation of and feedback
9 for instructors, programs, forums and a library of higher education resources. The Center's web
10 site offerings include white papers, a template for syllabi, instructor evaluation forms, guides for
11 department chairs and a handbook for adjuncts. As noted above, the university supports the CPD
12 with three credits of reassigned time per semester for the CPD director and with an annual
13 programming budget.

14 Bemidji State participates in faculty professional development opportunities provided by the
15 system. The Center for Teaching and Learning regularly offers programming on learning and
16 teaching.

17 Bemidji State offers students preparation in traditional liberal studies programs, such as those in
18 the College of Arts & Sciences, and in its select professional programs, such as those in the
19 College of Business, Technology & Communication and the College of Health Sciences &
20 Human Ecology. No one program dominates the academic landscape at Bemidji State. Rather,
21 each of the three colleges is home to several distinctive programs.

22 *By way of example:*

- 23 • College of Arts & Sciences: Bachelor of Fine Arts in Creative and Professional Writing,
24 the first BFA in writing in Minnesota and recipient of a system award "in recognition of
25 outstanding educational achievement 2006 Excellence in Curriculum Programming."
- 26 • College of Business, Technology & Communication: 360 Degrees, a system Center of
27 Excellence in Manufacturing and Applied Engineering.
- 28 • College of Health Sciences & Human Ecology: Nursing four-year degree, built on
29 extensive needs assessment and collaboration with community health partners.

30 Program Distinctiveness and Accreditations: Bemidji State assures learning and teaching
31 excellence through distinctive, excellent programs. The university's curriculum process is
32 rigorous, as are five-year program reviews and assessments.

33 In addition to institutional accreditation with the Higher Learning Commission, six of Bemidji
34 State's programs are accredited by national agencies:

- 35 • Accounting and Business Programs: International Assembly for Collegiate Business
36 Education
- 37 • Chemistry Program: American Chemical Society
- 38 • Industrial Technology Programs: The Association of Technology, Management, and
39 Applied Engineering (formerly National Association of Industrial Technology Board of
40 Accreditation)
- 41 • Music Program: National Association of Schools of Music

- 1 • Nursing Program: Commission on Collegiate Nursing Education
- 2 • Social Work Program: Council of Social Work Education

3 Programs that are especially distinctive in nature, many with a focus on online and online/hybrid
4 formats, include the following:

- 5 • Bachelor of Applied Science in Applied Engineering (online)
- 6 • Bachelor of Applied Science in Technology Management (online)
- 7 • Bachelor of Fine Arts in Creative and Professional Writing
- 8 • Bachelor of Science in Nursing
- 9 • RN to Baccalaureate - blended format nursing program in cooperation with Anoka
10 Ramsey Community College, Cambridge
- 11 • Bachelor of Science in Accounting (online)
- 12 • Bachelor of Science in Business Administration (online)
- 13 • Bachelor of Science in Criminal Justice (online)
- 14 • Bachelor of Science in Teacher Education, Distributed Learning in Teacher Education
15 (DLiTE) (online/hybrid)
- 16 • Portfolio Teaching Certification (FasTrack) (online/hybrid)

17
18
19 The *vision* for Bemidji State University states “Shaping Potential, Shaping Worlds: Bemidji
20 State University is a catalyst for shaping the potential of those it serves, who in turn, shape the
21 worlds in which they live and work.”

22
23 The ideal future for Bemidji State University is recognized in its mission statement that Bemidji
24 State University turns its attention toward “a future that can only be imagined” and the
25 recognition that a primary responsibility of higher education today is to prepare students not only
26 for immediate careers, rich personal lives and citizenship, but for the entire arc of their life
27 journeys. The university’s Student Development & Enrollment Master Plan reflects the breadth
28 and depth of that challenge, and guides programs, services and staff in efforts to meet the
29 challenges of a thousand unpredictable tomorrows.

30
31 The plan confirms the university’s commitment to student access and success and aligns with the
32 System’s Strategic Directions 1 and 2:

- 33 1. Support and promote students’ learning. Self-confidence, self-reliance and responsibility
34 for self lie close to the heart of academic success.
- 35 2. Support and promote students’ personal well-being. Personal wellness has many facets,
36 including physical competence, emotional intelligence, a sense of geographic place,
37 spirituality, life-style balance, and a positive sense of self and well-being.
- 38 3. Challenge and support, i.e., empower, students as they navigate their journey. The
39 constant for the future is change. In addition to being prepared for careers and graduate
40 study, students who are ready for the future will have knowledge and skills that prepare
41 them to be effective in team work, to think critically and to discern values.

- 1 4. Ensure ease of access to the university and to campus services and programs. By leading,
2 initiating, intervening, following through, reaching out and networking, Student
3 Development & Enrollment advocates - makes things happen - for students.
4

5 The stated *purposes* of Bemidji State University are:

6 **Purpose 1: Engage Students for Success in Careers, Communities and Life**

7 Strategic Imperative: Create opportunities for student success through high quality programs and
8 services. Value Statement: Bemidji State recognizes the value of higher education as a public
9 good, provides student-centered access to learning, meets the needs of our diverse, rural and
10 nontraditional students, and promotes lifelong learning. (System Strategic Direction Alignment:
11 1.1, 1.4, 2.1, 2.2)
12

13 **Purpose 2: Promote Vital Communities through Involvement**

14 Strategic Imperative: Support and promote community vitality through Bemidji State's
15 commitments within our local, regional, national and world spheres. Value Statement: Bemidji
16 State values the supportive relationships between the university and its communities. (System
17 Strategic Direction Alignment: 1.2, 1.4, 2.2, 2.3, 3.1, 3.2, 3.3)
18

19 **Purpose 3: Innovate for a Changing World**

20 Strategic Imperative: Accommodate change through an organizational culture of creativity,
21 innovation and planning. Value Statement: Bemidji State values flexibility and adaptability as
22 means to change. (System Strategic Direction Alignment: 4.1, 4.2, 4.3)
23

24 **Purpose 4: Optimize Resources to Achieve the University's Vision and Mission**

25 Strategic Imperative: Effectively manage and increase enrollment and resources in support of the
26 university's vision and mission. Value Statement: Bemidji State recognizes and honors the role
27 of the university in the stewardship of its resources and the importance of accountability.
28 (System Strategic Direction Alignment: 1.4, 5.1, 5.2, 5.3)
29

30 **Purpose 5: Execute the Recalibration of Bemidji State University**

31 Strategic Imperative in dealing with the projected budgetary problem in the 2012-13 biennium:

- 32 • To *preserve* our capacity to create *transformational* learning environments
- 33 • To *recalibrate* our institution to *sharpen* our educational focus
- 34 • To be *richly innovative* in improving our *capacity* to *keep improving* what we do

35 (System Strategic Direction Alignment: 1.1, 1.4, 2.1, 2.2, 3.2, 3.3, 4.2, 4.3, 4.4, 5.1, 5.3)
36

37 The *array of awards* offered by Bemidji State University includes an associate degree;
38 baccalaureate degrees; master's degrees; specialist degrees; applied doctoral degrees; pre-
39 professional programs of study and certificate programs.
40

41 **RECOMMENDED COMMITTEE MOTION**
42

43 The Academic and Student Affairs Committee recommends that the Board of Trustees approves
44 the request by Bemidji State University to reaffirm its vision, mission, purposes, and array of
45 awards as listed in the executive summary.

1 **RECOMMENDED MOTION**

2

3 The Board of Trustees approves the request by Bemidji State University to reaffirm its vision,
4 mission, purposes, and array of awards as listed in the executive summary.

5

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

BOARD ACTION

Mission Reaffirmation: Minnesota State University, Mankato

EXECUTIVE SUMMARY

The vision, mission and goals of Minnesota State University, Mankato meet the criteria identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and Approval of College and University Mission and Vision Statements. The university is reaffirming its mission (previously approved by the Board of Trustees in September 1996) under the new Board policy requirement that colleges and universities seek Board approval at least once every five years.

Minnesota State University, Mankato’s vision, mission, purposes and array of awards are:

Vision: Minnesota State University, Mankato will be known as a university where people expect to go further than they thought possible by combining knowledge and the passion to achieve great things. Our foundation for this vision is our heritage of both dedicated teaching and the direct application of knowledge to improve a diverse community and world. We will achieve it by actively nurturing the passion within students, faculty and staff to push beyond possibility on the way to realizing dreams.

Mission: Minnesota State University, Mankato promotes learning through effective undergraduate and graduate teaching, scholarship, and research in service to the state, the region and the global community.

Purpose 1 The University will foster an actively engaged and inclusive learning community based upon civility, trust, integrity, respect, and diversity in a safe, welcoming physical environment.

Purpose 2 The University will prepare students for careers and for life-long learning by providing a clearly defined general education program and focused undergraduate pre-professional, professional, and liberal arts programs.

Purpose 3 The University will strengthen its role as a major provider of graduate education, offering intensive, scholarly graduate programs including collaborative efforts with other institutions and professionals, culminating in student expertise at professional levels.

1 **Purpose 4** The University will enhance advising, support services, and learning experiences that
2 aid students in identifying life goals, planning academic careers, and achieving timely
3 graduation.

4
5 **Purpose 5** The University will increase the quantity and quality of service to the state, region,
6 and global community through collaboration, partnerships, and opportunities for cultural
7 enrichment and continuous learning.

8
9 **Purpose 6** The University will invest in the professional development of all members of the
10 University Community and in the appropriate technologies necessary to achieve excellence in
11 learning through teaching, research, and service.

12
13 **Purpose 7** The University, as a whole and in all of its parts, will establish priorities through
14 planning and assessment processes that anticipate our needs and focus our efforts and resources
15 in support of our mission and goals.

16
17 **Array of Awards:** The *array of awards* offered by Minnesota State University, Mankato
18 includes an Associate Degree; Baccalaureate degrees; Master’s degrees; Specialist degree;
19 Doctoral degrees; Pre-professional programs of study and Certificate programs.

20
21
22 **BACKGROUND**

23 Minnesota State University, Mankato’s beginnings can be traced to a Mankato attorney who, in
24 1867, persuaded the Minnesota Legislature to authorize the city of Mankato to sell bonds for the
25 \$5,000 required to open the state’s second normal school. He promised Mankato citizens that if
26 they would support the school, “untold benefits would be repaid tenfold for every dollar
27 invested.”

28
29 Mankato Normal School opened in 1868 with 27 students. Tuition was free in return for a
30 pledge to teach two years in Minnesota schools. Old Main was constructed in 1870, beginning
31 the Valley Campus that would serve the institution for over a century. The institution expanded
32 and the curriculum grew. In 1921, the school became Mankato State Teacher’s College, and in
33 1927, the first four-year degree (a bachelor of education) was awarded.

34
35 In the late 1950’s, the college was renamed Mankato State College to reflect its expanding
36 curriculum. At the same time, the college was outgrowing the Valley Campus and construction
37 began on a parcel of land named the Highland Campus.

38
39 In 1975 full university status was accorded and four years later, the Valley Campus closed and
40 all activities consolidated on the Highland Campus. In September 1998, the Board of Trustees
41 approved a name change, and Mankato State University became Minnesota State University,
42 Mankato to reflect its expanded role in the state and region.

43
44 The Higher Learning Commission completed a comprehensive evaluation during the 2005-2006
45 academic year. Prior to the site visit, the university had completed a self-study which included
46 consultation with faculty, staff, students, community members and other stakeholders regarding

1 the University's mission. Minnesota State University, Mankato was reaccredited by the Higher
2 Learning Commission for a ten year period. The next comprehensive evaluation is scheduled for
3 the 2015-2106 academic year.
4

5 **OVERVIEW OF MISSION, VISION AND PURPOSES**

6 The proposed vision, mission, and purposes of Minnesota State University, Mankato meet the
7 criteria identified in Board Policy 3.24 System and College and University Missions, Part 4:
8 Review and Approval of College and University Mission and Vision Statements.
9

10 As required by procedure, the institution must:

- 11 A. Describe how its mission and vision align with the requirements in Policy 3.24;
- 12 B. Articulate how the college or university will meet expectations of law, how it relates to
13 other institutions of higher education, and how its mission, vision, and purposes
14 support fulfillment of the system mission and vision;
- 15 C. Describe the array of awards it offers;
- 16 D. Include a statement that the college or university mission is compliant with statute,
17 policy, and regional accreditation requirements; and
- 18 E. Describe consultation with faculty and staff, students, employers and other essential
19 stakeholders.

20 Additionally, the institution's mission must be compliant with statute, policy, and regional
21 accreditation requirements.
22
23

24 **REVIEW OF MINNESOTA STATE UNIVERSITY, MANKATO'S MISSION, VISION 25 AND PURPOSES/GOALS**

26
27 **The mission, vision, and purposes respond to the system procedure.** Minnesota State
28 University, Mankato's vision, mission, and purposes are consistent with statute, policy, and
29 regional accreditation requirements. The College mission, vision, and purposes demonstrate
30 alignment with the system mission and vision.
31

32 The university is reaffirming an institution mission that was approved by the Board in
33 September, 1996.
34

35 The *mission* of Minnesota State University, Mankato, is "Minnesota State University, Mankato
36 promotes learning through effective undergraduate and graduate teaching, scholarship, and
37 research in service to the state, the region and the global community."
38

39 Minnesota State University, Mankato serves the people of Minnesota, the Midwest region and
40 the global community.
41

42 The university provides effective undergraduate and graduate learning experiences in the
43 classroom through faculty who engage in scholarly activities and provide research opportunities
44 (primarily in applied research) for faculty and students.
45

1 The university provides higher education to prepare students for careers and for life-long
2 learning, and as a major provider of graduate education, additionally conducts research that
3 benefits mankind.
4

5
6 The university mission supports the system mission in the following ways:

- 7 • Being a distinct institution that collaborates with others in the system
- 8 • Meeting personal and career goals of a wide range of individual learners
- 9 • Enhancing the quality of life through scholarly and creative pursuits
- 10 • Partnering with business, industry, government, and non-profit organizations in research
11 opportunities to sustain economies

12
13 Minnesota State University, Mankato is a leader in the Minnesota State Colleges and
14 Universities system in providing quality undergraduate programs as well as a growing graduate
15 school that includes 4 applied doctoral programs. With more than 150 undergraduate programs
16 of study and more than 100 graduate programs, the University's learning is structured in six
17 academic colleges and the graduate college. The University is expanding off campus outreach
18 through its 7700 France Avenue site in Edina and through online programs. Several centers
19 provide research opportunities and the University collaborates with its partner colleges in the
20 Minnesota Center for Engineering and Manufacturing Excellence. Our academic quality is
21 recognized by 24 regional or national accrediting agencies, including the Higher Learning
22 Commission. Our most popular programs are elementary education, physical education, biology,
23 law enforcement, management (business) and psychology.
24

25 The *vision* for Minnesota State University, Mankato states that "Minnesota State University,
26 Mankato will be known as a university where people expect to go further than they thought
27 possible by combining knowledge and the passion to achieve great things. Our foundation for
28 this vision is our heritage of both dedicated teaching and the direct application of knowledge to
29 improve a diverse community and world. We will achieve it by actively nurturing the passion
30 within students, faculty and staff to push beyond possibility on the way to realizing dreams."
31

32 To achieve this vision, Minnesota State University, Mankato will provide high quality learning
33 experiences for students so that they can achieve more than they thought possible. This
34 enthusiasm (passion) for learning and discovery will permeate the campus. Our graduates will be
35 leaders in their communities and professions. So that passion and learning can be nurtured, there
36 will continue to be an emphasis on providing collaborative learning areas – whether in academic,
37 administrative or student buildings. There will be additional learning communities within the
38 residence halls. Research opportunities will continue to grow as will our graduate, doctoral,
39 extended learning, and online areas.
40

41 Our campus culture wishes to excel. We desire as a university to be among the very best. We
42 set stretch goals and achieve them. We want our students to be prepared for leadership roles.
43 We encourage scholarly, creative, and research activities. We provide opportunities for our
44 faculty to become better teachers. We seek out diversity, and our retention rates for
45 underrepresented populations are among the highest in the system. We want to be a Great Place
46 to Work and are striving to achieve this goal.

1
2 The university’s vision for itself is consistent with the vision for the Minnesota State Colleges
3 and Universities system:

- 4 • Desire for student success
- 5 • Access for diverse groups
- 6 • Impact on the quality of life beyond state boundaries

7
8 The university’s strategic priorities align with system goals in the following ways:

9 We will plan and build the Campus of the Future (Strategic Direction 1,2,3,4,5)

10 We will think and act like a Doctoral Institution (Strategic Direction 2,4)

11 We will grow Extended Learning (Strategic Direction 1,2,3,4)

12 We will promote Global Solutions (Strategic Direction 1,2,3)

13 We will embody Quality and Excellence in all that we do (Strategic Direction 2)

14
15 The stated *purposes* of Minnesota State University, Mankato are:

16
17 **Purpose 1** The University will foster an actively engaged and inclusive learning community
18 based upon civility, trust, integrity, respect, and diversity in a safe, welcoming physical
19 environment.

20
21 **Purpose 2** The University will prepare students for careers and for life-long learning by
22 providing a clearly defined general education program and focused undergraduate pre-
23 professional, professional, and liberal arts programs.

24
25 **Purpose 3** The University will strengthen its role as a major provider of graduate education,
26 offering intensive, scholarly graduate programs including collaborative efforts with other
27 institutions and professionals, culminating in student expertise at professional levels.

28
29 **Purpose 4** The University will enhance advising, support services, and learning experiences
30 that aid students in identifying life goals, planning academic careers, and achieving timely
31 graduation.

32
33 **Purpose 5** The University will increase the quantity and quality of service to the state, region,
34 and global community through collaboration, partnerships, and opportunities for cultural
35 enrichment and continuous learning.

36
37 **Purpose 6** The University will invest in the professional development of all members of the
38 University Community and in the appropriate technologies necessary to achieve excellence in
39 learning through teaching, research, and service.

40
41 **Purpose 7** The University, as a whole and in all of its parts, will establish priorities through
42 planning and assessment processes that anticipate our needs and focus our efforts and resources
43 in support of our mission and goals.

44
45 Examples of how the Minnesota State Mankato purposes are supporting the mission and goals of
46 the Minnesota State Colleges and Universities system include:

- 1 • Provides accessible higher education for a diversity of individual learners
- 2 • Prepares students to succeed
- 3 • Offers higher education that meets the personal and career goals of individual learners
- 4 • Enhances the quality of life through collaborations, partnerships and opportunities for
- 5 cultural enrichment and continuous learning
- 6

7 The *array of awards* offered by Minnesota State University, Mankato includes an associate
8 degree; baccalaureate degrees; master’s degrees; specialist degrees; applied doctoral degrees;
9 pre-professional programs of study and certificate programs.

10
11 The university offers more than 150 undergraduate programs of study, including 16 pre-
12 professional, seven certificate, one associate and 127 bachelor’s degree programs. More than 100
13 graduate programs include master’s, specialist, certificate and 4 applied doctoral programs.

14
15 **RECOMMENDED COMMITTEE MOTION**
16
17 The Academic and Student Affairs Committee recommends that the Board of Trustees approves
18 the request by Minnesota State University, Mankato to reaffirm its vision, mission, purposes, and
19 array of awards as listed in the executive summary.

20
21 **RECOMMENDED MOTION**
22
23 The Board of Trustees approves the request by Minnesota State University, Mankato to reaffirm
24 its vision, mission, purposes, and array of awards as listed in the executive summary.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES**

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: November 16, 2010

Agenda Item: Progress on Committee Goals

Proposed Policy Change Approvals Required by Policy Other Approvals Monitoring

Information

Cite policy requirement, or explain why item is on the Board agenda:

As part of its FY2011 work plan, the Academic and Student Affairs Committee will study and consider implementation of these goals: implementation of three-year baccalaureate degree programs and a 12-month calendar in the Minnesota State Colleges and Universities system; and moving responsibility for remedial education from the universities to the colleges.

Scheduled Presenter(s):

Scott Olson, Interim Senior Vice Chancellor for Academic and Student Affairs

Outline of Key Points/Policy Issues:

The Office of the Chancellor's understanding of the study objectives and plans to support the work of the committee are presented for review.

Background Information:

This study addresses progress on committee goals on the FY2011 work plan of the Academic and Student Affairs Committee. The goals are:

- Study the pros and cons of implementing a 12-month calendar and a three-year baccalaureate program;
- Study the pros and cons of moving responsibility for remedial education from the universities to the colleges.

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

BOARD INFORMATION
Progress on Committee Goals

BACKGROUND

On September, 15, 2010, the Board of Trustees approved the following goals in the FY2011 work plan of the Academic and Student Affairs Committee:

- Study the pros and cons of implementing a three-year baccalaureate program and a 12-month calendar and make a decision on implementation by June 21, 2011.
- Study the pros and cons of moving responsibility for remedial education from the universities to the colleges and make a decision on implementation by June 21, 2011.

The Office of the Chancellor's understanding of the study objectives and plans to support the work of the committee are presented for review.

Three-Year Baccalaureate and Twelve-Month Calendar

STUDY PROCESS

With the advice of an ad hoc advisory committee, the Office of the Chancellor will identify the implications of three-year baccalaureate programs and 12 month academic calendars and prepare materials for the Board's Academic and Student Affairs committee that outline issues and options before the system.

Based on the study findings and consultation, the Interim Senior Vice Chancellor will make recommendations to the Academic and Student Affairs Committee on whether to proceed with development of a three-year baccalaureate degree program and/or a 12 month academic calendar. Recommendations will be presented for review at the May, 2011 committee meeting and possible action by the Board in June, 2011.

The Academic Programs and Research, Planning and Effectiveness units in Academic and Student Affairs will lead work within the Office of the Chancellor.

ASSUMPTIONS

A 12 month calendar and a three-year baccalaureate program are related, but separate, issues to be studied and considered by the Board.

Three-Year Baccalaureate Program

- A three-year baccalaureate program might or might not require attendance year round; a 12 month calendar is not assumed to be a necessary condition for offering degrees that can be completed in three years of enrollment in post-secondary education.
- A three-year baccalaureate program would be an option available to undergraduate students on a voluntary basis.
- A three-year baccalaureate program would include the same learning outcomes and academic requirements as traditional baccalaureate programs, but program delivery would be designed to allow completion within a shorter elapsed time.
- The system's approach to a three-year baccalaureate could incorporate opportunities for high school students to begin to fulfill requirements for their bachelor's degrees. It would not, however, depend on fundamental, widespread changes in K-12 education such as reforms that would mirror the European higher education structure under the Bologna Process.
- The study will address pros, cons and other implications of adopting different three-year baccalaureate degree models. It will result in recommendations on whether and how the system should proceed to facilitate three-year baccalaureate degree programs. If the Board chooses to pursue a three-year degree option, further work would follow to design and implement programs at the state universities.

12 Month Academic Calendar

- While a 12 month calendar could improve opportunities for earning a baccalaureate degree in less than four years, it could also provide benefits other than early graduation.
- A 12 month academic calendar might consist of three semesters of equal or similar length but other approaches may be feasible or preferable.
- Participation in a 12 month calendar would be an option for students.
- Piloting this approach at one institution could be part of the study of the pros and cons of such an approach.

PRELIMINARY STUDY TOPICS

Topics addressed in the study will emerge during research and consultation but are expected to include the following:

- National context and the rationale for accelerated degree programs and year round calendars
- Models of three-year baccalaureate programs and 12 month calendars operating in other institutions and pros, cons and other implications of these approaches
- Current early graduation rates and supports that allow students to earn a baccalaureate degree in three years within Minnesota State Colleges and Universities
- Summer sessions now offered by Minnesota State Colleges and Universities

- Implications of delivering structured three-year baccalaureate opportunities and 12 month academic calendar options in Minnesota State Colleges and Universities
 - Potential benefits to students and institutions
 - Concerns of students and institutions
 - Most promising curricular and delivery models
 - Student demand
 - State university and college roles
 - Eligible students and programs
 - Resource requirements
 - Information technology support
 - Impacts of Federal and state legislation, Board policy, accreditation requirements and collective bargaining agreements on implementation

TIMELINE

Discussion of study objectives and plan in Academic and Study Affairs Committee of the Leadership Council	November 1, 2010
Discussion of study objectives and plan in the Board of Trustees Academic and Student Affairs Committee	November 16/17, 2010
Visit in the Office of the Chancellor of Robert Zemsky, Professor, University of Pennsylvania, and an advocate for expanding access to three-year baccalaureate degrees	November 9, 2010
Members of hoc advisory committee identified <ul style="list-style-type: none"> • Nominations from Inter Faculty Organization, Minnesota State College Faculty, Minnesota State University Association of Administrative Service Faculty • Nominations from Minnesota State University Student Association and Minnesota State College Student Association • Administrators named by Office of the Chancellor 	November, 2010
Convene first meeting of ad hoc advisory committee (additional meetings as needed)	December, 2010 — January, 2011
Meet and confer meetings with collective bargaining representatives	IFO <ul style="list-style-type: none"> •February 11, 2011 •April 29, 2011 MSCF <ul style="list-style-type: none"> •February 24, 2011 •May 5, 2011

	MSUAASF •February 18, 2011 •May 6, 2011
Review of study and recommendations in Academic and Study Affairs Committee of the Leadership Council	May 3, 2011
First reading of study and recommendations in Board of Trustees Academic and Student Affairs Committee	May 17/18, 2011
Board of Trustees decision on implementation	June 21/22, 2011

Moving Remedial Education to Colleges

STUDY PROCESS

With the advice of an ad hoc advisory committee, the Office of the Chancellor will identify the cost savings and other benefits, as well as the potential risks and disadvantages, of moving all remedial coursework from the state universities to the colleges. The advisory committee will also study alternative methods of delivering remedial education. A report will be prepared for the Board's Academic and Student Affairs committee outlining the options for delivering remedial education and the benefits and disadvantages of having all remedial education delivered by the colleges.

Based on the study findings and consultation, the Interim Vice Chancellor for Academic and Student Affairs will make recommendations to the Academic and Student Affairs Committee on whether to proceed with moving all remedial education to the colleges and on the delivery of remedial education using alternative methods. Recommendations will be presented for review at the May, 2011 committee meeting and possible action by the Board at the meeting in June, 2011.

Staff support for the study will be provided by the Student Affairs unit in Academic and Student Affairs with assistance from the Academic Programs and the Research, Planning and Effectiveness units.

ASSUMPTIONS

- The Board's interest in the feasibility of moving remedial education to the colleges is founded on a motivation for efficiency and effectiveness in the delivery of remedial education.
- Current state university admission requirements would not be changed under a plan to eliminate remedial courses from the state university curriculum.
- The study will address the advantages and disadvantages of different models and methods of providing remedial education to state college students. Based on the results of the study and the advice of the ad hoc advisory group, the Interim Vice Chancellor will

provide recommendations on whether the system should consider adoption of any of these alternative methods. If the Board decides that one or more of these methods should be adopted, additional work will follow.

- Adoption of alternative methods of providing remedial education may require changes to the collective bargaining agreement with the Minnesota State College Faculty.

PRELIMINARY STUDY TOPICS

Topics addressed in the study will emerge during research and consultation but are expected to include the following:

- Current data and trends of students' need for remedial education at the state universities,
- Remedial education at the university level within a national context, what other states are doing,
- Alternative models and methods of delivering remedial education, costs and benefits of these methods, and indications of subsequent success of students provided remedial education with these alternate methods

TIMELINE

Discussion of study objectives and plan in Academic and Student Affairs Committee of the Leadership Council	November 1, 2010
Discussion of study objectives and plan in the Board of Trustees Academic and Student Affairs Committee	November 3, 2010
Members of hoc advisory committee identified <ul style="list-style-type: none"> • Nominations from Inter Faculty Organization, Minnesota State College Faculty, Minnesota State University Association of Administrative Service Faculty • Nominations from Minnesota State University Student Association and Minnesota State College Student Association • Administrators named by Office of the Chancellor 	November, 2010
Convene first meeting of ad hoc advisory committee (additional meetings as needed)	December, 2010 — January, 2011
Meet and confer meetings with collective bargaining representatives	IFO <ul style="list-style-type: none"> • February 11, 2011 • April 29, 2011 MSCF <ul style="list-style-type: none"> • February 24, 2011 • May 5, 2011

MSUAASF

- February 18, 2011
- May 6, 2011

Review of study and recommendations in Academic and Study Affairs Committee of the Leadership Council May 3, 2011

First reading of study and recommendations in Board of Trustees Academic and Student Affairs Committee May 17/18, 2011

Board of Trustees decision on implementation June 21/22, 2011

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES**

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: November 16, 2010

Agenda Item: Development of the 2012-2014 System Action Plan

Proposed
Policy Change

Approvals
Required by
Policy

Other
Approvals

Monitoring

Information

Cite policy requirement, or explain why item is on the Board agenda:

The Chair of the Board of Trustees requested an opportunity to consider a revised timeline for system action plan development and the corresponding institutional work plan process.

Scheduled Presenter(s):

Scott R. Olson, Interim Vice Chancellor for Academic and Student Affairs

Outline of Key Points/Policy Issues:

The following are primary topics for discussion-

- Review of a proposed timeline for development of the system action plan and institutional work plans
- Consideration of potential system action plan focus areas

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

BOARD INFORMATION

Development of the 2012-2014 System Action Plan

**Proposed Timeline for FY 2012-14 System Action Plan Development
and Institutional Work Plan Process**

- | | |
|----------------------|--|
| November 2010 | <ul style="list-style-type: none">• Leadership Council Academic and Student Affairs Committee reviews proposed timeline and process• Board of Trustees Academic and Student Affairs Committee reviews proposed timeline and process |
| December 2010 | <ul style="list-style-type: none">• Leadership Council discussion of potential system action plan focus areas for target setting or further planning and development |
| January 2011 | <ul style="list-style-type: none">• Leadership Council reviews proposed system action plan elements• Board of Trustees study session on proposed system action plan elements and potential referral of action plan items to appropriate Board committees• Employee bargaining units and student organizations review and consultation on proposed action plan elements |
| March 2011 | <ul style="list-style-type: none">• Leadership Council review of draft system action plan• Board of Trustees first reading of draft system action plan |
| April 2011 | <ul style="list-style-type: none">• Leadership Council review of format and focus areas for institutional work plan• Board of Trustees second reading and approval of system action plan• Office of the Chancellor memorandum and institutional work plan format sent to presidents/institutions |
| May 2011 | <ul style="list-style-type: none">• Presidents submit institutional work plans by late-May• Office of the Chancellor reviews institutional work plans |
| June 2011 | <ul style="list-style-type: none">• Institutional work plans included in materials submitted as part of Presidential evaluation portfolio |

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES**

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: November 16, 2010

Agenda Item: Follow-up to OLA Evaluation of the System Office

- Proposed Policy Change Approvals Required by Policy Other Approvals Monitoring
- Information

Cite policy requirement, or explain why item is on the Board agenda:

The committee is being asked to review the actions taken by Academic and Student Affairs, Office of the Chancellor prior to development and submission of the final report that will be submitted to the Office of Legislative Auditor by the Chair of the Board and the Chancellor.

Scheduled Presenter(s):

Interim Vice Chancellor Scott Olson

Outline of Key Points/Policy Issues:

Each issue has been addressed and the actions taken are described in the report.

Background Information:

In response to the Office of Legislative Auditor's evaluation of the System Office, several items that were identified for consideration were referred to the Academic and Student Affairs Committee.

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

BOARD INFORMATION
RESPONSE TO THE OLA EVALUATION OF THE SYSTEM OFFICE

1 **BACKGROUND**

2 The Office of Legislative Auditor recommendations in its February 2010 evaluation report on the MnSCU System Office included
3 seven items that were referred to the Academic and Student Affairs Committee. Below is a status of each recommendation.

4

System Office Division or Function	Issues	Action
Oversight of student credit transfer	Easier transfer was a key merger goal and campuses past efforts have resulted in limited progress, but system leaders are making renewed attempts and student associations report continued problems.	<p>Academic and Student Affairs (ASA) has made significant progress in addressing transfer concerns. In January 2010, the Minnesota Student College Association and the Minnesota Student University Association, in association with the system office conducted a survey of students to better identify what the specific transfer concerns were. At the same time, an internal audit was conducted using a sample of student transcripts. The results of the survey and audit led to the development of the Smart Transfer Plan. The Board passed amendments to Policy 3.21, establishing requirement that colleges and universities post course outlines on their websites, making DARS and u.select the official repository of course equivalents and requiring that colleges and universities keep these databases up to date, and requiring the colleges and universities to inform students about the opportunity to appeal decisions about credit transfer.</p> <p>The Smart Transfer Plan includes five major components:</p> <ul style="list-style-type: none"> • Timeline for posting college and university course outlines by July 2011 • Complete evaluation of course equivalencies of all Minnesota Transfer Curriculum courses by July 2011 and remaining courses by July 2013 • Ensure that students are informed of credit transfer appeal processes by

System Office Division or Function	Issues	Action
(Transfer cont'd)		<p>July 2011</p> <ul style="list-style-type: none"> • Implement review process to ensure compliance with Minnesota Transfer Curriculum requirements and develop communication channels to broaden awareness of Transfer Curriculum and other transfer information • Provide expanded training opportunities for college and university staff involved in transfer, with a goal that every transfer staff member attends at least one training event each year. <p>Other actions include</p> <ul style="list-style-type: none"> • A continuous improvement addenda that will ensure continued attention to transfer as new questions or issues arise will be completed by December 31, 2010. • A Transfer Measure [credits accepted] has been added to the Board's Accountability Dashboard • Approval to hire an additional staff member in the Transfer unit to handle additional workload. Note: this brings staffing in the Transfer unit back to two, the same staffing level as in 2008.

System Office Division or Function	Issues	Action
System-wide academic planning and curriculum development	Some campuses want system office to more actively foster program ideas and reduce duplication.	<p>Preliminary versions of a revised process, accommodating regional planning/consultation on new programs and program closures has been discussed with presidential leadership in October and November is scheduled for discussion with academic leaders (chief academic officers and deans) in late October. The revised process will be in place for 2011-12 academic year.</p> <p>Within fiscal limitations, several units (Minnesota Online, the Perkins program and, formerly, the Center for Teaching and Learning) currently provide funding for program development in specific areas through a competitive request for proposals process.</p>

System Office Division or Function	Issues	Action
Approval of campus proposals to begin, revise, or close programs	Campus concerns about system office's timeliness, clarity of standards, and responsiveness.	<p>Implemented a new automated program approval process that streamlines the process for campuses as well as the Office of the Chancellor staff; worked with the Leadership Council to create a new flow chart outlining a simplified process for the development or closure; process is still in draft stage with completion in Spring 2011</p> <ul style="list-style-type: none"> • Forms are being redesigned to eliminate unnecessary detail while remaining compliant with Board policy and statutory requirements. • A new Web-based system (Navigate) is replacing the current Program Inventory System (Prinsys) which will significantly reduce paperwork and accelerate the processing of new program applications, program redesigns, program replications and program locations consistent with both Board policy and regional accreditor (Higher Learning Commission of the North Central Association) standards. • Preliminary versions of a revised process, accommodating regional planning/consultation on new programs and program closures has been discussed with presidential leadership and October and November Leadership Council and with academic leaders (chief academic officers and deans) at the Fall Conference in late October. • New streamlined process will be fully implemented by start of FY11-12 academic year.

System Office Division or Function	Issues	Action
Faculty professional development	Campuses could play a stronger role, although the system office has provided good support.	<p>A September 7, 2010 memorandum from the Chancellor has initiated a re-assessment of the faculty development role and a restructuring of the Center for Teaching and Learning. Reduced the staff in the Center for Teaching and Learning from 6.5 to 2.5 FTE relying more heavily on institutions providing this function.</p> <ul style="list-style-type: none"> • The Center for Teaching and Learning’s Steering Committee has been asked to participate in a year-long re-assessment of the Office of the Chancellor’s role in professional development of faculty. • Campuses are being asked to re-assess their role in providing faculty development opportunities formerly offered by the Center for Teaching and Learning. <ul style="list-style-type: none"> ○ Initial discussions have occurred at Metropolitan Alliance (a coalition of metropolitan area Minnesota State College and University institutions) chief academic and presidential meetings on alternatives to previous CTL-facilitated options. ○ Further discussions are scheduled between ASA leadership and Metropolitan Alliance leaders on these alternatives.

System Office Division or Function	Issues	Action
Impact and cost-effectiveness of online instruction	Need better assurance of the quality and cost-effectiveness of online instruction.	<ul style="list-style-type: none"> • Minnesota Online continues to induce colleges/universities to adopt Quality Matters. QM) is a faculty-centered, peer review process that is designed to certify the quality of online and blended courses. QM is a leader in quality assurance for online education and has received national recognition for its peer-based approach and continuous improvement in online education and student learning] • The Minnesota Online Council approved a competency framework for the development of a resource to prepare faculty to teach online. Faculty representatives were part of the committee that helped create these competencies and the action. Minnesota Online is working with CTL to develop the material and information to "populate" the resource. • Minnesota Online staff are reviewing data from an audit by the <i>Center for Transforming Student Services</i> (CENTSS), a partnership including the Western Cooperative for Educational Telecommunications (WCET) which provides educational institutions with the tools and training they need to develop and deliver high-quality student services online. • Minnesota Online has a service level agreement (SLA) with Research and Planning to develop (a) Student success measures (b) Course completion measures and (c) a dashboard • Data from Noel-Levitz' Priorities Survey for Online Learners™ is being analyzed by Minnesota Online staff to identify areas of improvement.

System Office Division or Function	Issues	Action
Oversight of customized training and continuing education	System office role is unclear; many presidents don't see clear purpose or leadership in this area.	Office of Chancellor System Director for Customized Training is being eliminated. Business and Industry Advisory Council has been created, and feedback supporting coordination to reduce unneeded duplication and competition has led us to conclude that some system oversight and use of innovation funds is warranted
Oversight of specialized training in firefighting and emergency medical services	Unclear why system office needs specialized staff to oversee these programs. Mixed views of system office performance by customers.	The firefighter training and EMT components and the library of the Fire Center will be eliminated or relocated to a campus, resulting in a reduction of 4 FTE. The remaining regulatory, compliance and emergency preparedness functions are located within the Facilities unit.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES**

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: November 16, 2010

Agenda Item: Recognition of SkillsUSA Award Recipients

- Proposed Policy Change Approvals Required by Policy Other Approvals Monitoring
- Information

Cite policy requirement, or explain why item is on the Board agenda:

Recognition of SkillsUSA student award winners is in response to a Board of Trustee request for formal recognition of the system college award winners from the national SkillsUSA conference held June19-24, 2010 in Kansas City.

Scheduled Presenter(s):

Interim Vice Chancellor Scott Olson

Outline of Key Points/Policy Issues: n/a

Background Information: A record number of students in technical and career education programs at the Minnesota State Colleges and Universities won gold, silver and bronze medals at the SkillsUSA National Leadership and Skills Conference.

Overall, 31 system students won medals – eight gold, seven silver and 16 bronze – in 19 skill areas, such as crime scene investigation, power equipment technology, automated manufacturing technology, residential wiring, sheet metal, cabinetmaking and entrepreneurship. Minnesota ranked seventh in the nation in the medal count.

In addition to recognition of these students during the Academic and Student Affairs Committee meeting, a reception will be held on Tuesday, November 16, 2010 at 5:00 p.m. in Conference Room 3310 of the Wells Fargo Building.

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

BOARD INFORMATION

Recognition of SkillsUSA Award Recipients
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BACKGROUND: A record number of students in technical and career education programs at the Minnesota State Colleges and Universities won gold, silver and bronze medals at the SkillsUSA National Leadership and Skills Conference held June 19-24 in Kansas City, Mo.

Overall, 31 system students won medals – eight gold, seven silver and 16 bronze – in 19 skill areas, such as crime scene investigation, power equipment technology, automated manufacturing technology, residential wiring, sheet metal, cabinetmaking and entrepreneurship. Minnesota ranked seventh in the nation in the medal count. An additional 22 system students ranked in the top 10 nationally in their competitive events.

More than 5,600 other students took part in the national competition, which is designed to recognize the achievements of career and technical education high school and college students. Each competitor at the national conference had to have earned gold medals at the state level.

Minnesota State Colleges and Universities students, including high school students who took college courses through the Post-Secondary Enrollment Options program, competed at the national level from the following colleges: Alexandria Technical and Community College, Dakota County Technical College, Hennepin Technical College, Lake Superior College, Minneapolis Community and Technical College, Minnesota State Community and Technical College, Ridgewater College, Riverland Community College, St. Cloud Technical and Community College, Saint Paul College and South Central College. A full list of the students receiving awards is attached.

At the July 21, 2010 meeting of the Academic and Student Affairs Committee, Interim Vice Chancellor Scott Olson reported on the success of the system’s college students where it was recommended that the Board of Trustees give more formal recognition of these students at a future Board of Trustees’ meeting. In addition to letters of congratulations sent by Chair Scott Thiss, a reception in recognition of the student’s achievements will be held immediately following the Academic and Student Affairs Committee Meeting on Tuesday, November 16, 2010 at 5:00 p.m. in Conference Room 3310 of the Wells Fargo Building.



Minnesota
STATE COLLEGES
& UNIVERSITIES

2010 SkillsUSA Medalists

Alexandria Technical and Community College

Gold

Jordan Haugen, CNC Turning
Joel Hedlof, Mechatronics (high school division)
Patrick Schueller, Mechatronics (high school division)
Tim Evans, Mechatronics
Patrick Triemert, Mechatronics

Silver

Leo Steffl, CNC Milling Technology
Kyle Stach, Marine Service Technology
Eric Nelson, Power Equipment Technology

Dakota County Technical College

Bronze

Michal Albers, Chapter Display
Robert Clark, Chapter Display
Robert Vovk, Chapter Display

Hennepin Technical College

Silver

Rafael Morales, HVACR

Bronze

Paul Manthei, Cabinetmaking
Christopher McCullough, Diesel Equipment Technology

Lake Superior College

Silver

Julie Lagios, Promotional Bulletin Board

Minneapolis Community and Technical College

Bronze

Philip Patton, HVACR (High school division)

Minnesota State Community and Technical College

Bronze

Tyler Foss, Telecommunications Cabling

Ridgewater College

Silver

Ryan Dagen, Welding Art Sculpture

Riverland Community College

Gold

Amber Engebretson, Crime Scene Investigation
John Jorgensen, Crime Scene Investigation
T.J. Lynch, Crime Scene Investigation

St. Cloud Technical and Community College

Bronze

Jacob Wagner, Residential Wiring

Saint Paul College

Bronze

Daniel Hillmer, Sheet Metal

South Central College

Silver

Logan Wilberts, PIN Design

Bronze

Derek Deling, Automated Manufacturing Technology
Jim Walser, Automated Manufacturing Technology
Eric Zins, Automated Manufacturing Technology
David Flicek, Entrepreneurship
Silas Mauk, Entrepreneurship
Jon Smith, Entrepreneurship
Trevor Weaver, Entrepreneurship