



ACADEMIC AND STUDENT AFFAIRS COMMITTEE

APRIL 20, 2011

8:00 A.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 March 15, 2011 (pp. 1-11)**
- (2) Academic and Student Affairs Update
- (3) **2012-2014 System Action Plan (pp. 12-14)**
- (4) **Mission Approval: St. Cloud State University – Institutional Profile (pp. 15-36)**
- (5) **Proposed Amendment to Policy 3.28 Charter School Sponsorship (Second Reading) (pp. 37-39)**
- (6) Proposed Amendment to Policy 3.22 Course Syllabi (First Reading) (pp. 40-42)

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
MARCH 15, 2011**

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

Academic and Student Affairs Committee Members Absent: Trustee Christopher Frederick.

Other Board Members Present: Trustees Cheryl Dickson, Jacob Englund and Alfredo Oliveira.

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 March 15, 2011, at Wells Fargo Place, 4th Floor, Board Room, 30 East 7th Street in St. Paul. Chair Rice called the meeting to order at 12:37 pm.

1. Minutes of January 19, 2011

Trustee Van Houten said on Page 2 of the minutes it states: “General Counsel Gail Olson said the Board has adopted a policy which delegates the responsibility for program approval to the Chancellor.” He asked if responsibility is the right word to use. The Board is accountable for the statutory responsibilities assigned to it by the Legislature, he said, adding he thinks the Board can delegate only authority, not responsibility.

General Counsel Olson said when the Board delegates authority for a task or activity, it also delegates responsibility for it. This does not mean that the Board rids itself of responsibility or authority; it means that the Board is sharing the responsibility, she said.

Trustee Van Houten said there is a difference between authority and responsibility. The Board can assign its authority, but it cannot assign its responsibility under fiduciary law. There is a line where the Board has to stay involved for governance purposes, he said.

Although the Board gives responsibility and authority to another individual to carry out a certain activity, it does not mean that the Board isn’t ultimately responsible for ensuring that it is being done properly, General Counsel Olson said.

Chair Rice said statute indicates the one thing the Board cannot delegate is the hiring of a chancellor. Policy allows the Board to delegate other tasks to the Chancellor. If the Board receives and reviews reports on these delegated activities, then it has fulfilled its fiduciary responsibility, she said.

Chair Rice told Trustee Van Houten if he is interested in changing policy, he should bring a proposal forward at a future meeting for discussion.

Trustee Van Houten said the Board does not always get feedback on activities delegated to the Chancellor. For example, he said the Board has not received a summary of program closures. This information is important to Trustees since institutions are facing tight budgets and are being forced to make decisions on which programs to close, he said.

Chair Rice said Interim Vice Chancellor Olson will be providing information on where to find a program closure report during his update.

The minutes from the January 19, 2011 Academic and Student Affairs Committee meeting were approved as written.

2. Academic and Student Affairs Update – Interim Vice Chancellor Scott Olson

- Interim Vice Chancellor Olson said a listing of program closures can be found on the following website:
<http://www.academicaffairs.mnscu.edu/academicprograms/index.html>

Click on Program Inventory on the right side, then scroll down to the heading: “View report of 2007-2011 program closure activity.”

Interim Vice Chancellor Olson said the main reasons for program closure include:

- High cost. Campus officials often use the system’s cost study as a tool when determining if the cost of a program is financially viable;
- Low or declining enrollment;
- Program quality;
- Mission relevance;
- Needs of the state. Although a program could be high cost or have low enrollment, it may be saved from closure if it is deemed to be critical to the future needs of the state.

The system is rolling out a new regional process related to program closure, Interim Vice Chancellor Olson said.

In the past, many institutions suspended a program and then, after three years, the system automatically closed it if it wasn’t reinstated. Interim Vice Chancellor Olson said a new process requires institutions to submit a plan for reinstatement before a program is suspended. If there is no plan for reinstatement, the institution is asked to close the program.

- At the request of industry representatives, the Office of the Chancellor organized a summit in October 2010 to engage industry and system stakeholders in a discussion about the future of the Centers of Excellence in the state, especially in light of the current fiscal challenges. A report summarizing this summit has been received from the Wilder Foundation.

Highlights from the report include:

- There is strong support from industry representatives for the Centers. They agree that the work done by the Centers is important and effective.
 - There was a clear message from business and stakeholder groups about the importance of paying attention to the long-term sustainability of the Centers.
 - Centers fulfill several functions for the system that would be difficult to accomplish in their absence. These include cross-campus activity that helps to strengthen learning and expansion of pathways for communication among all partners.
- Chancellor McCormick hosted a conference call involving all college presidents to discuss interest in a statewide proposal to the U.S. Department of Labor for its Trade Adjustment Act Community College and Career Training Initiative. Twenty-two presidents showed interest in being part of a state-wide proposal.

Riverland Community College and its President, Terry Leas, will serve as the lead for the grant submission, which will focus on the MN FastTRAC initiative, the Lumina Foundation degree-completion initiative and regional workforce and industry needs.

Participation in the state-wide initiative does not preclude any other system college (except Riverland Community College) from serving as lead for a different proposal, so there may be some individual proposals and proposals from smaller consortiums submitted as well. Interim Vice Chancellor Olson said it has been suggested that an appendix be added to each grant proposal which crosswalks to the other system proposals and indicates how the proposals are complementary.

- The report to the Minnesota Legislature on Technical Education Program Certificate and Diploma Requirements, Educational Career Path, which was done with the Minnesota Chamber, has been completed.

Four technical education industry clusters were studied: Construction and architecture; manufacturing; information technology; and distribution, transportation and logistics. In addition, a survey was sent to Minnesota Chamber members and local union personnel to examine their views of technical education and career paths.

General findings in the report included:

- Seventy percent of the system's programs can be completed in two years or less;

- For all industry clusters, except construction, the number of graduates have increased in each of the past three years (in programs of two years or less);
 - Minnesota ranks sixth nationally for the percentage of long-term certificates (over one year) awarded by public institutions;
 - Seventy-two percent of employers and 58 percent of labor representatives surveyed agreed that system colleges offer programs that permit employees to pursue a career path.
- New regulations proposed by the Department of Education will affect the system's delivery of online education, Interim Vice Chancellor Olson said. An institution offering the online course to a student in another state now will have to meet that state's educational requirements.

This is a radical departure from past practice and has major implications, Interim Vice Chancellor Olson said. The system currently offers online coursework in all 50 states and state regulations vary considerably. Currently, there is no single list of the requirements across the states, although some higher education associations are compiling these.

The system's presidents, governmental affairs unit, as well as staff from Academic and Student Affairs, are aware of this regulation and are working on a response, Interim Vice Chancellor Olson said. There will be an effort made to involve the University of Minnesota, as well as the state's private colleges and for-profit institutions, in the response. Regional accreditation agencies are also working on this issue.

- Trustee Van Houten asked about the system's current contract with the Wilder Foundation pertaining to the evaluation of the Centers of Excellence.

Associate Vice Chancellor Leslie Mercer said the current contract is for two years at an annual cost of approximately \$90,000. Trustee Van Houten said when the contract ends, the system should consider having the internal audit department to take over the evaluation responsibilities. That may offer a cost savings, he said.

Associate Vice Chancellor Mercer agreed use of the internal audit department can be considered when the current contract with the Wilder Foundation expires.

3. Mission Approval: Winona State University

Presenters:

Judith Ramaley, President

Nancy Jannik, Associate Vice President for Research, Graduate Studies and Assessment

Nancy Peterson, Director of Grants and Sponsored Projects

Caitlin Stene, Student and vice chair of the state university student association.

President Ramaley said in addition to requesting approval of their mission and vision, their presentation would include a campus profile.

Winona State University (WSU) has more than 8,500 students and nearly 400 faculty in more than 80 discipline areas. In fall of 2010, 984 students were enrolled at the university's Rochester Campus, and 7,647 at the Winona Campus.

Students at WSU may choose to pursue studies in five colleges: Science and Engineering, Business, Education, Liberal Arts and Nursing and Health Sciences. The university offers 62 undergraduate degree programs, 10 pre-professional programs, 18 master's degree programs and a doctor of nursing practice degree.

Institutional Distinctions:

- WSU is a leader in technology-infused learning.
- The nursing and health-related sciences programs have high levels of success. Registered nursing students have achieved a 95 percent first-time state certification pass rate and graduate nurse practitioners have achieved a 99 percent pass rate.
- The College of Education prepares 250 teachers in 25 licensure areas. The college is undertaking a comprehensive redesign of teacher education program with the support of a teaching grant from the Bush Foundation. The program, which involves seven regional partners, will fundamentally change the way the university recruits, prepares and supports teachers for success in all types of learning environments.
- WSU has the only undergraduate program in the nation in Composite Materials Engineering (CME). The CME operates the Composite Materials Technology Center to foster interaction with industry and enhance engineering education. It is staffed by engineering students who work under the direction of faculty and staff.
- The National Child Protection Training Center at WSU annually trains more than 10,000 child protection professionals. In partnership, WSU created the first model undergraduate Child Advocacy Studies (CAST) curriculum. CAST trains students who will advocate for child abuse victims through careers in health care, criminal justice and social services.
- HealthForce Minnesota is one of four Centers of Excellence. It is a collaborative partnership of more than two dozen education, industry and community organizations dedicated to increasing the number and quality of health care workers throughout the state.
- The Integrated Wellness Complex (IWC) integrates multiple facets of wellness, including: expanded academic and research programs; classrooms; advanced health care technologies; fitness facilities; recreational sports and intercollegiate athletics; student health and wellness services; nutrition education; counseling services; and a public pharmacy.
- WSU was an early signatory to the American College and University Presidents Climate Commitment. The university has taken action to strengthen the "Sustain Winona" alliance, an organization of seven

community-based partner institutions focused on a wide range of sustainability goals.

Knowledge, Practice

WSU students' education is enriched with experiential learning opportunities outside the classroom. This may include career-related student work and hands-on internships. Members of the faculty encourage students to undertake independent research and creative projects, as well as collaborative community projects. Many students present at professional conference and local research symposia.

Integrated Planning

In 2010, WSU established an office of Institutional Planning, Assessment and Research, which conducts an annual Student Assessment Day and provides data and analysis to support informed decision-making. The hybrid office is part of a comprehensive Professional Resource Center that serves faculty and staff with a "hub" of services, support, resources and professional development opportunities.

In Rochester, the co-location of WSU and Rochester Community and Technical College has allowed the institutions to develop a "Path to Purple" which offers students a variety of pathways to successfully move from a two-year program into the pursuit of a baccalaureate degree in either Rochester or Winona. WSU and RCTC work collaboratively to enhance student support services and process improvements.

Futures Planning 2020 - Demographics

Current WSU enrollment strategy seeks to create a stable enrollment base and generate resources for future investments. The goals will be achieved by: targeting recruitment and follow-up; becoming more "transfer friendly; increasing student success and retention; and attracting more advanced students with a growing portfolio of graduate and professional programming.

To encourage more young people to pursue higher education, there are several programs offered, including: College for Kids, a summer enrichment program for children in grades 3-8; Scrubs Camp, a five-day summer experience allowing students to participate in hands-on healthcare workshops and learn about healthcare career opportunities; Hope Academy, a summer enrichment academy for high school students; and Grandparents University, an intergenerational learning for grandparents and their grandchildren ages 8-14.

The proposed mission statement for Winona State University is: The mission of Winona State University is to enhance the intellectual, social, cultural and economic vitality of the people and communities we serve. We offer undergraduate programs based on the traditions and values of the arts and sciences and an array of graduate and professional programs that are especially responsive to the needs of the Upper Midwest. We prepare our graduates to serve generously, lead responsibility and respond imaginatively and creatively to the

challenges of their work, their lives and their communities. Winona State University is a community of learners improving our world.

The proposed vision statement is: Winona State University aspires to be known for academic excellence, our commitment to promoting the health and well-being of our community and our success in making our university a model of environmental sustainability. We will be a wise steward of the distinctive environment in which we live, study and work and the resources entrusted to our use. Our graduates will be involved, well-educated, citizens who make a difference in the changing context of professional practice and community life.

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 approve the vision, mission and purposes and array of awards of Winona State University as listed in the Executive Summary. Motion carried.

4. Update on Remedial and Developmental Educational Discussion

The Academic and Student Affairs Committee adopted a goal of studying the pros and cons of moving responsibility for remedial or developmental education from state universities to state colleges. Chair Rice said after several months of study, the committee has decided to drop this approach.

A pressing issue is the fact that many incoming students are not prepared for college-level coursework, Chair Rice said. This results in students needing to enroll in developmental coursework before they can begin their program of study. She said the Board should focus on ways to ensure students are prepared for college once they leave the K-12 system.

Trustee Renier made a motion to suspend the rules in order to consider an issue not on the agenda as an action item. Trustee Benson seconded. Motion carried.

Trustee Benson said he is bringing forward the following motion: *The Board directs the Chancellor to take appropriate steps to seek legislation that requires every high school student in Grade 11 to participate in a uniform assessment identified by an appropriate entity determined at a later date to assess students' readiness for college-level math and English.*

The system, Trustee Benson said, has failed to engage students and their family in what is expected of students when they begin their post-secondary career. Often they don't find out that they are not prepared for college coursework until they are in the college setting and then it is too late to avoid remediation.

He said the motion proposes only an assessment of students' academic skill levels while in Grade 11. The students and parents then could use this assessment information to help make decisions about what courses the student should take during the final year of high school.

Chair Rice pointed out that Minnesota is one of only eight states in the nation that have not adopted common core standards. States across the country are recognizing that there is a need to ensure students are prepared academically for higher education once they leave high school.

Trustee Van Houten asked if this was a first reading of this motion and whether it can be passed with public notice that it was being considered or input from experts in this area.

General Counsel Gail Olson said polices require a first and second reading. This motion does not involve a policy, so it does not require two readings. If passed, the motion would be brought before the full Board of Trustees during its meeting on March 16.

Trustee Van Houten said mandatory use of ACT or SAT testing for all high school students has been discussed in many states but has not been adopted because of the costs associated with that testing.

Common core standards typically are not based on mandatory ACT or SAT testing, Chair Rice said. She said the K-12 and higher education systems in most states have come together to develop core standards in high school which, when completed, help prepare students for the rigors of college coursework.

Trustee Dickson said the uniform assessment would not prescribe what coursework a student needs to take. Rather, it would just inform students on the skills they may need to enhance if they are interested in going on to post-secondary education.

Trustee Paskach said he likes to make informed decisions and wasn't comfortable with the motion as presented since he is not sure of the process that led up to it. Grade 11 may already be too late for some students to improve their academic skills enough to avoid the need for remedial education in college, he said.

The Board can have endless discussions about the large number of students who aren't prepared for college, but that won't help reach a solution, Trustee Sundin said. This motion would promote interaction with students and their families when there is still time for students to improve their chances for a successful transition into higher education. The system could work with the University of Minnesota so this would become a collaborative effort.

Trustee Renier said collaboration between the K-12 system, MnSCU and the University of Minnesota would be powerful in terms of helping to make students more prepare for the academic challenges of college.

Trustee Oliveira said he supports this proposal. The costs of Accuplacer tests, which are typically done for placement at colleges, are minimal. It would be a

good investment for students who otherwise would have to spend much more money to take developmental coursework when they start college, he said.

Chancellor McCormick said there is a meeting of the Higher Education Advisory Council (HEAC) this week and the proposal could be brought up for discussion. HEAC includes the heads of education organizations in Minnesota, including the Minnesota Career College Association, the Minnesota Department of Education, the Minnesota Private College Council, Minnesota State Colleges and Universities, and the University of Minnesota.

Interim Vice Chancellor Olson said the proposal could also be brought up for discussion at the P-20 Council, which includes representatives from the Department of Education and the heads of higher education systems in the state.

Trustee Van Houten said he would recommend that the motion be tabled for a future meeting when people can be brought in to discuss the pros and cons of the proposal. He said Trustees do not have enough information available to make an informed decision.

Trustee Van Houten made a motion to table the motion. Trustee Paskach seconded. The motion to table the motion failed on a 2-4 vote, with Trustees Van Houten and Paskach voting in favor of tabling, and Trustees Rice, Benson, Renier and Sundin voting against tabling. A vote was taken on approving the motion: The Board directs the Chancellor to take appropriate steps to seek legislation that requires every high school student in Grade 11 to participate in a uniform assessment identified by an appropriate entity determined at a later date to assess students' readiness for college-level math and English. The motion passed on a 4-2 vote, with Trustees Rice, Benson, Renier and Sundin voting in favor and Trustees Van Houten and Paskach voting against.

Trustee Benson then asked the Committee to consider a second motion: *The Board directs the Chancellor to take appropriate steps to seek legislation that requires every high school student in Grade 12 to complete an application to a post-secondary institution.*

Trustee Benson said this motion is aimed at helping high school students know what is required to fill out an application for post-secondary education. Although there is no requirement that this application be submitted, just filling it out would help some students realize that post-secondary education is an option for them.

Trustee Dickson said she likes the idea, but wonders if Grade 12 is too late. Students may benefit by filling out post-secondary applications earlier in their high school career. That would give them more time to hone their skills or participate in activities which could enhance their applications.

Trustee Renier noted this proposal would not result in making students more academically prepared to enter college. Currently, the system's two-year colleges

have an open enrollment policy and anyone who submits an application is admitted.

Trustee Benson agreed, but said the objective is to get students who may not otherwise fill out an application realize the opportunities they have for a post-secondary education. It could be seen as a “teaser” in getting all students to think about their life after high school.

Trustee Van Houten spoke against the motion. He said it directs the Chancellor to lobby for a law that would directly affect the costs and behavior of the K-12 system. Since there was no data submitted to support this motion, he said he is not convinced this is the best action to take to achieve the results desired. He suggested the motion be tabled.

Trustee Sundin said innovation comes from ideas and this idea is good in that it works to get a message to students who might not otherwise think they would have the ability or opportunity to go to college. This is only the first step in the process and by the time any legislation would be ready for discussion at the Legislature, it would be more specific, she added.

Trustee Van Houten made a motion to table the motion. Trustee Paskach seconded. The motion to table the motion failed on a 2-4 vote, with Trustees Van Houten and Paskach voting in favor of tabling, and Trustees Rice, Benson, Renier and Sundin voting against tabling. A vote was then taken to approve the following motion: The Board directs the Chancellor to take appropriate steps to seek legislation that requires every high school student in Grade 12 to complete an application to a post-secondary institution. The motion passed on a 4-2 vote, with Trustees Rice, Benson, Renier and Sundin voting in favor and Trustees Van Houten and Paskach voting against.

5. 2012-2014 System Action Plan – First Reading

The System Action Plan focuses on key prominent issues in the current environment and provides opportunities for a shared and strategic agenda for the system.

In the past, the Board has developed a one-year System Action Plan which was usually approved in the summer. To make it more relevant for campuses, the board is looking to finalize the action plan by May, which will allow campuses time to incorporate action plan goals into their institutional plans for the upcoming academic year.

President Hammersmith said the Leadership Council has discussed and refined the system action plan’s focus areas and implementation strategies. The action areas are:

Action One: Develop a Student Success Agenda that advances Minnesota as the most educated state in the nation. Actions to achieve this goal include partnering to improve K-12 preparedness, serving under-represented students and meeting the needs of working adult learners.

Action Two: Advance a quality and fiscal sustainability agenda that draws on the collaborative and creative capacity of the system. The system will re-imagine higher education for Minnesota to align with the fiscal realities and future direction of higher education.

Trustee Van Houten said the length of the discussion on previous items was limiting time available to fully discuss this item. He suggested that the item be held over until the next meeting when there is more time for a quality discussion.

Chair Rice pointed out the Action Plan has been discussed by the Committee before and it was the topic of an hour-long study session in January.

Trustee Renier said since this was a first reading for this item, time could be reserved on the April agenda for an in-depth discussion.

6. Proposed Amendment to Policy 3.28 Charter School Sponsorship – First Reading

Associate Vice Chancellor Mike Lopez said language changes are being proposed to the Board's charter school sponsorship policy to bring it into compliance with statutory changes made during the 2009 and 2010 legislative session.

Trustee Sundin said there could be additional changes in charter school statutes following the current legislative session. Trustee Van Houten added law changes may affect the financial risk to system schools that sponsor charter schools.

Interim Vice Chancellor Olson said staff will make sure schools that sponsor charter schools are aware of any statutory changes.

The meeting adjourned at 2:19 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:** April 20, 2011

Agenda Item: 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 Board of Trustees periodically develops a System Action Plan that is based on the Strategic Plan and identifies a select number of priority items for increased attention and activity.

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 the two selected areas for action
- Initial direction to guide further development and a timeline for the action areas
- Approval of the 2012-14 Action Plan

Background Information: The Board has developed several Action Plans usually one year in length and often approved in the summer. The FY12-14 Action Plan develops a multi-year agenda prior to the start of the FY12 academic year which enables institutions to better incorporate features of the System Action Plan into campus planning. The two priority areas selected are based on initial input from presidents, corresponding discussion at the January Board of Trustees study session and subsequent review by the Leadership Council and the Board of Trustees.

- *Student Success* – Develop a *Student Success Agenda* that advances Minnesota as the most educated state in the nation.
- *Financial sustainability* – Advance a *Fiscal Sustainability Agenda* that draws on the collaborative and creative capacity of the System.

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

ACTION ITEM
2012-14 SYSTEM ACTION PLAN

BACKGROUND

The System Action Plan focuses on two key issues in the current environment and provides opportunities for a shared and strategic agenda for the system. These two focus areas grow out of and align with four of five strategic directions in the current system strategic plan, *Designing the Future*.

Priority One – Develop a *Student Success Agenda* that advances Minnesota as the most educated state in the nation, aligns with strategic directions one and two

- Increase access, opportunity and success
- Achieve high-quality learning through a commitment to academic excellence and accountability

Priority Two – Advance a *Fiscal Sustainability Agenda* that draws on the collaborative and creative capacity of the System, aligns with strategic directions four and five

- Innovate to meet current and future educational needs
- Sustain financial viability during changing economic and market conditions

Only strategic direction three – Provide learning opportunities, programs and services to enhance the global economic competitiveness of the state, its regions and its people – is not directly addressed by this action plan.

The Action Plan strategies will include the following activities:

- Engage the Board of Trustees in considering the context around the focus areas, setting initial direction and goals, and in reviewing progress and emergent policy issues
- Advance opportunities for institutions to collectively identify and share strategies and identify major policy issues for consideration by system leadership
- Provide a common focus to align and prioritize current and emergent Office of the Chancellor and system activities
- Engage faculty, administration, staff and external stakeholders in development of innovative and collaborative strategies to achieve major goals

Despite the serious fiscal challenges facing the state and the system, there is renewed interest and recognition that a more educated citizenry is essential for the future well-being of the state and its people. These challenges require us to focus the system on educational achievement and on more effective and efficient use of resources. As the system of access and opportunity, the Minnesota State Colleges and Universities has made significant strides and must continue to provide flexible and high quality learning options to a diverse student population. The System Action Plan articulates opportunities to create greater alignment and engage the collaborative capacity of the system to respond to these challenges.

System Action Plan Focus Areas and Related Implementation Strategies

Action One: Develop a *Student Success Agenda* that advances Minnesota as the most educated state in the nation. Actions to achieve this goal include partnering to improve K-12 preparedness, serving under-represented students, and meeting the needs of working adult learners. Several current initiatives are in place to support this goal and align with system strategic plan goals. However, this Action Plan will focus on high school to college transitions with the goal of improving readiness for college and college level work. To accomplish this each stakeholder group within the system will be engaged in the coming months:

- a. The Board of Trustees, in consultation with appropriate stakeholder groups, will consider the major issues and other context for setting policy directions and goals. (Fall 2011)
- b. System institutions will engage in strategies for improved student success, sharing of effective and collaborative practices, and identification of major policy issues requiring system leadership and summarize these in an Action Plan Response. (Spring/Summer 2011)
- c. The Office of the Chancellor will facilitate dialogue among system stakeholder groups, sharing of effective strategies in recruitment, retention, and success, and identify opportunities and challenges for system policy leadership. (ongoing)
- d. The Board of Trustees will advance a common agenda with leaders from the state's other educational providers that results in improved readiness for college and college level work.
- e. The Board of Trustees will set and monitor achievement of agreed upon goals. (Fall 2011 and ongoing)

Action Two: Advance a *Fiscal Sustainability Agenda* that draws on the collaborative and creative capacity of the System. The system will re-imagine higher education for Minnesota to align with the fiscal realities and future direction of higher education. To accomplish this:

- a. The Board of Trustees, in consultation with appropriate stakeholder groups, will consider the major issues and other context for setting policy directions and goals. (Fall 2011)
- b. System institutions will engage in sharing strategies to respond to the fiscal challenges, opportunities for advancing collaboration and leveraging of limited resources, and identification of major policy issues requiring system leadership and summarize these in an Action Plan response. (Spring/Summer 2011)
- c. The system will engage current consultation groups and other networks of faculty, administration and staff in exploring creative means for providing quality and flexible programs and services for students and employers. (ongoing)
- d. The Office of the Chancellor will facilitate opportunities for program collaboration and efficient administrative and technological practices. (ongoing)
- e. The Board of Trustees will set and monitor achievement of agreed upon goals. (Fall 2011 and ongoing)

RECOMMENDED COMMITTEE MOTION

The Academic and Student Affairs Committee recommends that the Board of Trustees approve the 2012-14 System Action Plan.

RECOMMENDED MOTION

The Board of Trustees approves the 2012-14 System Action Plan.

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs **Date of Meeting:** April 20, 2011

Agenda Item: Mission Approval: St. Cloud State University – Institutional Profile

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 the Board to approve institution missions at least once every five years.

Scheduled Presenter(s):

Earl Potter, President, St. Cloud State University

Outline of Key Points/Policy Issues:

The vision, mission and purposes presented by St. Cloud State University 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.

Along with a recent change in Board policy to approve missions every five years, institution strategic profiles are now presented to the Board in the same meeting. The combined process will provide additional context for Board approval of institutional missions.

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

BOARD ACTION
MISSION APPROVAL: ST. CLOUD STATE UNIVERSITY

1 **EXECUTIVE SUMMARY**

2
3 St. Cloud State University proposes a new mission and vision for Board of Trustees review and
4 approval. The new statements will be presented along with the mission profile.
5

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

10 **St. Cloud State University’s proposed vision, mission, purposes and array of awards are:**

11
12 **Vision**

13 Through active discovery, applied knowledge and creative interaction, we positively transform
14 our students and the communities where they live and work.
15

16 **Mission**

17 We prepare our students for life, work and citizenship in the twenty-first century.
18

19 **Purposes/Goals**

20
21 ***SCSU Distinctive Characteristic: Accessibility that leads to success***

22 Embedded in this Distinctive Characteristic is SCSU’s commitment to providing access to a
23 high quality education with a commitment to individual student success. An important
24 component of our mission and vision is our ability to meet the needs of our changing student
25 populations.
26

27 **SCSU Strategic Initiatives:**

- 28
- 29 • Craft an integrated student experience that supports the student horizontally, from
30 curricular to co-curricular, and vertically from the first-year through graduation.
 - 31 • Create recruitment and support strategies for underrepresented students that support their
32 academic and personal success
 - 33 • Develop and strengthen our preK-16 partnerships to improve student preparedness and
34 teacher education

1 ***SCSU Distinctive Characteristics: Education that drives knowledge into action***

2 Central to our mission and vision is our commitment to ensuring our students have the
3 opportunity to be engaged in active and applied learning while at SCSU. We are developing
4 and expanding academic programs that prepare our students for success in work and life
5 through integrated learning and the expert and innovative application of knowledge.
6

7 SCSU Strategic Initiatives:

- 8 • Develop systems and structures to create an environment that supports basic and applied
9 research, scholarship and creative expression for our faculty and students
- 10 • Expand and institutionalize our international activities and partnerships that provide
11 global learning opportunities for our students, faculty and staff
- 12 • Develop a plan for on-line courses and programs that support the needs of our students
13 and the market

14
15 ***SCSU Distinctive Characteristics: A portfolio of distinctive programs***

16 The ongoing development and enhancement of high-quality, distinctive academic programs
17 is critical to the future success of St. Cloud State University.
18

19 SCSU Strategic Initiatives:

- 20 • Expand applied graduate education opportunities that fit student and market demand and
21 align with our undergraduate strengths
- 22 • Build interdisciplinary programs with a clear research and service connection
- 23 • Develop academic programs with a focus on sustainability

24
25 ***SCSU Distinctive Characteristic: Character that reflects our region***

26 As a public regional comprehensive university, SCSU has a unique responsibility to be a
27 good “steward of place” by meaningfully engaging in the social and economic issues facing
28 our communities and state. Community engagement is an important component of our
29 mission and vision and is one of the pillars of the learning experience of our students.
30

31 SCSU Strategic Initiatives:

- 32 • Expand and institutionalize our commitment to civic and community engagement
- 33 • Expand Science, Technology, Engineering & Mathematics (STEM) initiatives that
34 strengthen our basic and applied science programs and science education

35
36 ***SCSU Distinctive Characteristic: Institutional capacity for excellence and innovation***

37 The changing environment and expectations of public higher education require SCSU to
38 operate very differently in order to operate in the “new normal” of public higher education.
39 Through this priority, SCSU will develop internal structures and capacities that support the
40 achievement of our mission, vision and Strategic Action Plan.
41

42 SCSU Strategic Initiatives:

- 43 • Recruit, develop, and retain a high-quality, diverse workforce to meet current and future
44 educational needs
- 45 • Develop planning, assessment and data infrastructures to support decision-making and
46 continuous improvement

- 1 • Leverage technology to enhance student access, learning and service and organizational
- 2 efficiency and effectiveness
- 3 • Create facilities and spaces designed to house critical current and future programs
- 4 • Expand private support for university priorities and to support student achievement and
- 5 success
- 6 • Strengthen our approach to alumni relations to encourage active engagement of our
- 7 graduates with the university for life

8
9 **Array of Awards**

10 St. Cloud State University awards certificates, associate degrees, bachelor's degrees, master's

11 degrees, applied doctorate degrees, specialist degrees, and graduate certificates.

12

13

14 **REQUIREMENTS FOR MISSION, VISION AND PURPOSES**

15

16 The proposed vision, mission, and purposes of St. Cloud State University meet the criteria

17 identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and

18 Approval of College and University Mission and Vision Statements.

19

20 As required by procedure, the institution must:

- 21 A. Describe how its mission and vision align with the requirements in Policy 3.24;
- 22 B. Articulate how the college or university will meet expectations of law, how it relates to
- 23 other institutions of higher education, and how its mission, vision, and purposes
- 24 support fulfillment of the system mission and vision;
- 25 C. Describe the array of awards it offers;
- 26 D. Indicate if the college or university mission is compliant with statute, policy, and
- 27 regional accreditation requirements; and
- 28 E. Describe consultation with faculty and staff, students, employers and other essential
- 29 stakeholders.

30 Additionally, the institution's mission must be compliant with statute, policy, and regional

31 accreditation requirements.

32

33 **ANALYSIS**

34 The proposed vision, mission, and purposes of St. Cloud State University meet the criteria

35 identified in Board Policy 3.24 System and College and University Missions, Part 4: Review and

36 Approval of College and University Mission and Vision Statements.

37

38 **The proposed mission, vision, and purposes respond to the system procedure and are**

39 **compliant with statute, policy and regional accreditation requirements**

40

41 St. Cloud State University's vision, mission, and purposes are consistent with statute, policy, and

42 regional accreditation requirements. The University mission, vision, and purposes demonstrate

43 alignment with the system mission and vision. The profile summary provided by St. Cloud State

44 University articulates the background, distinctive elements, accreditation, and other related

45 aspects that demonstrate consistency with statute, policy and other requirements.

46

1 **The university’s proposed mission, vision, purposes, and array of awards meet expectations**
2 **of law, how it relates to other institutions of higher education, and how the university will**
3 **support fulfillment of the system mission and vision**
4

5 The mission, vision, and purposes of St. Cloud State University support the mission, vision and
6 strategic directions of the Minnesota State Colleges and Universities system.
7

8 The new proposed **mission** of St. Cloud State University is:
9

10 “We prepare our students for life, work and citizenship in the twenty-first century.”
11

12 The former mission statement was approved by the Board of Trustees in October 2002. It states:
13 “St. Cloud State University is committed to excellence in teaching, learning, and service,
14 fostering scholarship and enhancing collaborative relationships in a global community.”
15

16 The new mission statement articulates:
17

- 18 • Who is to be served? The university’s primary service group is students. Through
19 students’ educational preparation, the university also serve the states and communities in
20 which they live and work.
21
- 22 • What outcomes will be achieved? Students will be well-prepared to be successful in their
23 chosen career or life-path and to make meaningful contributions to the communities and
24 organizations in which they live and work. Their education at St. Cloud State University
25 provides them with the requisite knowledge and experiences for success immediately
26 after graduation and the educational foundation for life-long learning and ongoing
27 development throughout their lives and careers.
28
- 29 • Why does the university exist? St. Cloud State University exists to prepare students for
30 success in their chosen career or life path and to meaningfully engage in addressing the
31 social and economic issues facing the university’s communities and state.
32

33 In its mission statement, the university advances the system mission in the following ways:
34

- 35 • The system mission identifies one purpose of the system as offering “higher education
36 that meets the personal and career goals of individual learners.” SCSU’s mission
37 statement aligns with and supports this purpose by identifying the primary purpose as
38 preparing students for “work and life in the 21st century.”
39
- 40 • SCSU’s commitment to preparing students for citizenship aligns directly to the system
41 purpose of enhancing “the quality of life for all Minnesotans” and sustaining “vibrant
42 economies.” Preparing students for citizenship means they will be engaged members and
43 good stewards of their communities and actively engaged in the health, economic and
44 civic vibrancy and long-term sustainability of the regions and communities in which they
45 live and work.

1 The university’s strategic action plan is directly supported by the new mission statement. It
2 clearly articulates responsibility to student learning and development and commitment to an
3 academic experience that provides students with the foundation for success and life-long learning
4 in an ever changing global community.

5
6 The proposed **vision** statement is:

7
8 “Through active discovery, applied knowledge and creative interaction, we positively
9 transform our students and the communities where they live and work.”

10
11 In advancing this vision, St. Cloud State University is committed to the following:

- 12
13 • The university seeks to provide rigorous and relevant academic experiences with
14 engaged, active learning opportunities in an intellectually vibrant, inclusive and diverse
15 campus community. Graduates are well-prepared to act as responsible global citizens and
16 professionals who remain actively connected with the university.
- 17
18 • Embedded in the vision statement is a set of learning commitments that make an
19 education at St. Cloud State University distinctive. Through an integrated student
20 experience, which intentionally links curricular and co-curricular activities and learning
21 experiences from the first-year through graduation, St. Cloud State University students
22 will develop skills and competencies in four crucial areas. These are the pillars of an
23 SCSU student experience:
 - 24 • Active and applied learning
 - 25 • Community engagement
 - 26 • Sustainability
 - 27 • Global and cultural understanding
- 28
29 • Through a recent reorganization, the university has aligned systems and structures to
30 support the mission, vision and ideal future. Five years from now, the university expects
31 to have the systems and programs in place to ensure the learning commitments articulated
32 in the vision are integrated into the educational experience of all SCSU students and to be
33 able to document student growth and development along these outcomes.
- 34
35 • The environment in which the university exists will continue to change, which will
36 require that ongoing assessment of academic programs and student services be integrated
37 into the regular functioning of the university. Innovation and responsiveness to changing
38 community, market and student needs will be critical to ensuring that the university and
39 its programs remain rigorous and relevant and that students are well-prepared to be
40 successful in the rapidly changing environment.

41
42 St. Cloud State University’s proposed vision statement directly supports the vision statement of
43 the Minnesota State Colleges and Universities system. The system vision statement articulates
44 the role of public higher education in enabling “the people of Minnesota to succeed.” SCSU’s
45 vision shares that commitment and articulates the specific type of educational experiences that
46 SCSU provides to shape that success, including active discovery, applied knowledge and creative

1 interaction. It also defines a commitment to providing an educational experience that not only
2 provides a transformational experience for students but prepares them to enter the workforce and
3 return to their communities with knowledge and experiences that prepare them to have a positive
4 impact on the places in which they live and work.

5
6 The **purposes** of St. Cloud State University and alignment with system strategic directions and
7 priorities:

- 8
9 • Through the distinctive characteristic of “Accessibility that leads to success,” SCSU is
10 pursuing initiatives that support the Minnesota State Colleges and Universities goals for
11 raising student participation and achievement, with a focus on underrepresented students,
12 and partnering with K-12 schools to ensure young people are prepared for college.
- 13
14 • Through the distinctive characteristic of “Education that drives knowledge into action,”
15 SCSU supports the Minnesota State Colleges and Universities goals of developing
16 graduates with strong, adaptable and globally competitive skills, providing multiple
17 delivery options for programs and services, and supporting the development of faculty
18 who are prepared to educate students for the future.
- 19
20 • Through the distinctive characteristic of “A portfolio of distinctive programs,” SCSU is
21 assessing existing programs, building on prominent programs and creating new programs
22 that align with the priorities of the state and region and support the Board’s commitment
23 to being the state’s leader in workforce education.
- 24
25 • Through the distinctive characteristic of “Character that reflects our region,” SCSU will
26 offer an array of programs and services that reflect the needs of the community and state
27 and support the Board’s priority of improving the competitiveness of Minnesota and its
28 people.
- 29
30 • Through the distinctive characteristic of “Institutional capacity for excellence and
31 innovation,” SCSU will support the Board’s priorities of innovation and financial
32 sustainability.

33
34 The **array of awards** provided by St. Cloud State University includes certificates, associate
35 degrees, bachelor's degrees, master's degrees, applied doctorate degrees, specialist degrees, and
36 graduate certificates. No change in the array of awards is proposed.

37 38 **Consultation with faculty, students, employers and other essential stakeholders**

39
40 The new mission, vision and Strategic Action Plan were developed through a collaborative
41 process that directly engaged SCSU faculty, staff and students, regional community and business
42 leaders, national best practices in specific areas, and SCSU alumni.

43
44 Internally, the process was led by a campus-wide, 35-member Strategic Planning Committee that
45 included membership from each employee bargaining units, Student Government

1 representatives, and faculty representatives from each academic college. The SPC is co-chaired
2 by an administrator and a faculty member.

3
4 Input for the planning elements came from strategic planning work completed by each academic
5 department and through cross-functional work groups that focused on developing plans for major
6 strategic priorities, such as community engagement, research and scholarship, international
7 programming, technology and diversity. These cross-functional work groups expanded the
8 planning circle and included input from community and business leaders, alumni and national
9 experts.

10
11
12 **RECOMMENDED COMMITTEE MOTION**

13
14 The Academic and Student Affairs Committee recommends that the Board of Trustees approve
15 the vision, mission, purposes and array of awards of St. Cloud State University as listed in the
16 Executive Summary.

17
18 **RECOMMENDED BOARD MOTION**

19
20 The Board of Trustees approves the vision, mission, purposes and array of awards of St. Cloud
21 State University as listed in the Executive Summary.



ST. CLOUD STATE
UNIVERSITY

MISSION, VISION
AND LEARNING COMMITMENTS

ST. CLOUD STATE UNIVERSITY
BOARD OF TRUSTEES

APRIL 20, 2011

MISSION:

We prepare our students for life, work and citizenship in the twenty-first century.

VISION:

Through active discovery, applied knowledge and creative interaction, we positively transform our students and the communities where they live and work.

Our vision defined:

St. Cloud State University makes a positive, long-term impact on the lives of our students. We provide rigorous and relevant academic experiences with engaged, active learning opportunities in an intellectually vibrant, inclusive and diverse campus community. Our graduates are well-prepared to act as responsible global citizens and professionals who remain actively connected with our university.

LEARNING COMMITMENTS:

- Active and applied learning
- Community engagement
- Sustainability
- Global and cultural understanding



ST. CLOUD STATE
UNIVERSITY

CAMPUS PROFILE APRIL 2011

PRESIDENT EARL H. POTTER, III

STCLOUDSTATE.EDU

In 1869 St. Cloud Normal School's first 70 students came from local neighborhoods and farms to learn how to teach Minnesota schoolchildren – a profound need for a growing state not yet in its teens. Today St. Cloud State University's 18,300 students have been welcomed from central Minnesota and every corner of the world to prepare for a wide range of career fields and a lifetime of successfully embracing opportunities and tackling challenges that impact their communities and their world.

In the past four years our campus has engaged in amplified collaborative planning discussions about how to best adapt and improve to meet the changing needs of our students and the world in which they will live and work. We have stepped back as a campus community and talked honestly about the character of our institution and how we should build on its strong foundation. That foundation was built by the contributions of dedicated people before us who served the State of Minnesota through their commitment to the mission of this University. The foundation they built has served the University well. Yet, in a time when the fundamental value of what we do is being examined in a national debate and change is pressed upon us, we must change and change fast in order to protect our ability to honor the sacred trust that I believe we hold in our hands. This trust is no less than the future of our graduates and thus the future of the communities in which they will work and live.

As we move forward with a direct, clear mission and vision along with a new academic structure, St. Cloud State University will continue to anticipate and respond to the needs of our region. We will be accountable to the increasingly diverse mix of students who come to us with expectations and dreams that we will help them all achieve. We have a fundamental obligation to all we serve to step up to the very real challenges facing all public institutions and to continue to be the very best we can be.



**MATH-SCIENCE-COMPUTER CAMPS
TURN STUDENTS ON TO COLLEGE**

For 24 years Ethnic Studies Professor Robert C. Johnson's residential math-science-computer camps have provided life-altering experiences to more than 3,100 students from grade 2 to grade 12. The camps serve demographic groups which have traditionally been underrepresented in STEM fields, including those from ethnic minority and immigrant backgrounds, low- or moderate-income families and a high proportion of females. They also serve as a pipeline to college for a significant number of participants by exposing them to campus life and the opportunities of education. For his work in this field Dr. Johnson has been honored with a Minnesota Minority Education Partnership Award for promoting success for students of color.

Professor Johnson's work is supported by a grant from the Office of the Chancellor to promote access and opportunity.

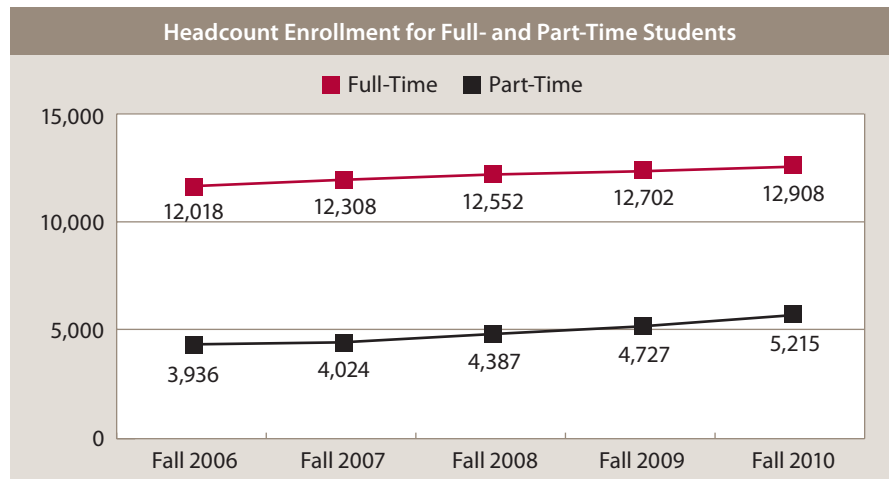
St. Cloud State's commitment to building a more diverse student population and closing achievement gaps is essential to achieving our mission. Planned student of color enrollment has increased from 583 self-identified in 2000 to 1,706 students in 2010, or 9.3% of the student body. Our six-year graduation rate for students of color is 43%.

The University also is committed to access and opportunity for students. In 2009-2010, St. Cloud State had 4,381 Pell Grant recipients awarded on the federal formula of income, assets, family size, number in college and other items. For the same year, among our 18,300 students, there were 13,259 financial aid recipients receiving \$125,204,390.

ENROLLMENT

FYE (Full Year Equivalent)	
2010	15,096
2009.....	14,563
2008.....	14,382
2007.....	14,070
2006	13,825

Source: Office of the Chancellor Research, Planning, and Effectiveness



STUDENT CHARACTERISTICS

Age Groups of St. Cloud State University Students in FY2010		
Age	Number	Percent
<21	9,791	45%
21-24	6,853	31%
25-34	3,478	15%
35-44	1,012	5%
45>	716	3%

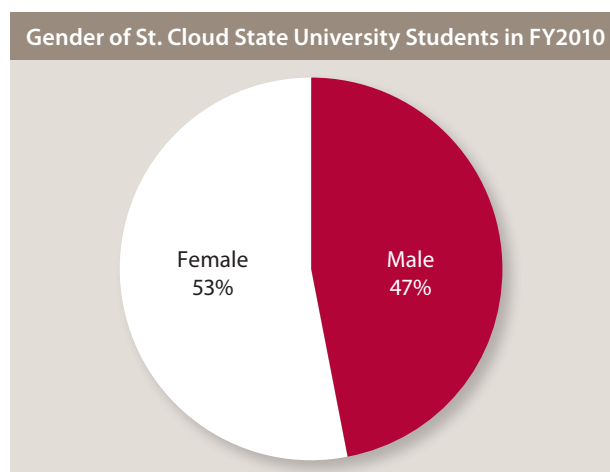
Percent Unknown = <1%

FACULTY PUBLICATIONS

- The most recent book by Ethnic Studies Professor Christopher Lehman, "Slavery in the Upper Mississippi Valley, 1787-1865," was released last month. The publication documents the persistence of slavery in Illinois, Iowa, Minnesota and Wisconsin through the end of the Civil War.
- History Professor Mary Wingerd's "North Country: The Making of Minnesota," was published by the University of Minnesota Press. It offers a fresh and long-overdue account of the founding of Minnesota and examines its multicultural, multiracial origins.
- Geography Professor Mikhail Blinnikov has published one of the few textbooks that exist in English about his native Russia, "Geography of Russia and Its Neighbors."
- English Professor Steve Klepetar has had 75 poems published in recent years and been a multi-year nominee and recipient of the Pushcart Prize. In addition, his chapbook, "Thirty Six Crows," was published last year by erbacce press.
- The Academy of American Poets has selected one of English Professor Steve Crow's poems for their "Poem in Your Pocket (for Kids)" program for National Poetry Month in April.
- English Professor Bill Meissner's novel, "Spirits in the Grass," was published by the University of Notre Dame Press in 2008. It won the 2008 Midwest Book Award for the novel and was a Forward magazine finalist for the Book of the Year.
- Human Relations Professor Julie Andrzejewski was the lead editor and author of a book which received the 2009 Peace Studies Book of the Year Award from the Central New York Peace Studies Consortium, "Social Justice, Peace, and Environmental Education: Transformative Standards."

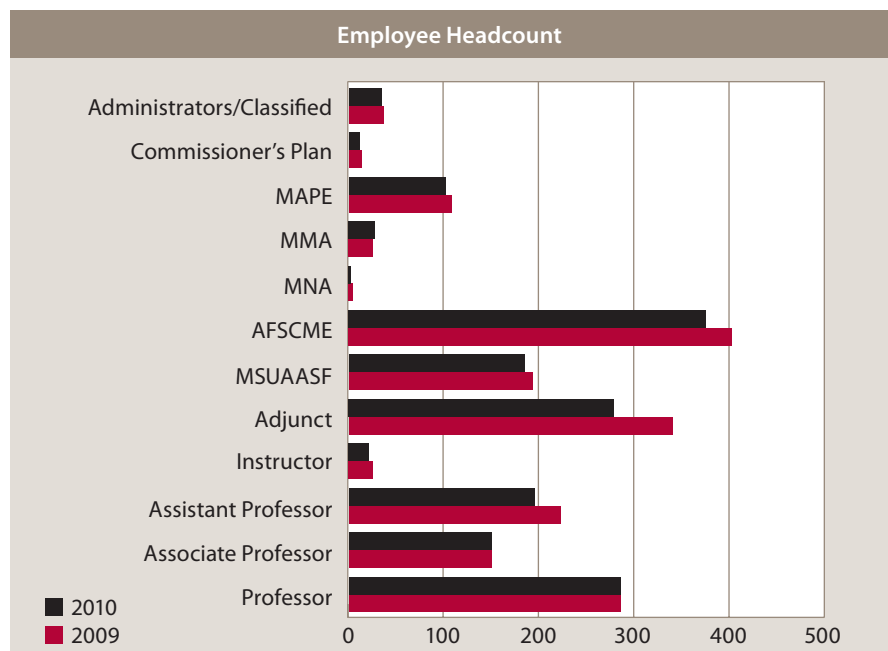
Race/Ethnicity for St. Cloud State University Students in FY2010		
	Number	Percent
African American	888	4%
American Indian	173	<1%
Asian	655	3%
Caucasian	18,040	82%
Hispanic	268	1%
Non-resident alien	1,253	6%
Total	21,939	100%

Percent Unknown = 3%



Source: Office of the Chancellor Research, Planning, and Effectiveness

HUMAN RESOURCES



Source: MnSCU HR Oracle Database

FACULTY AWARDS, PRODUCTIONS

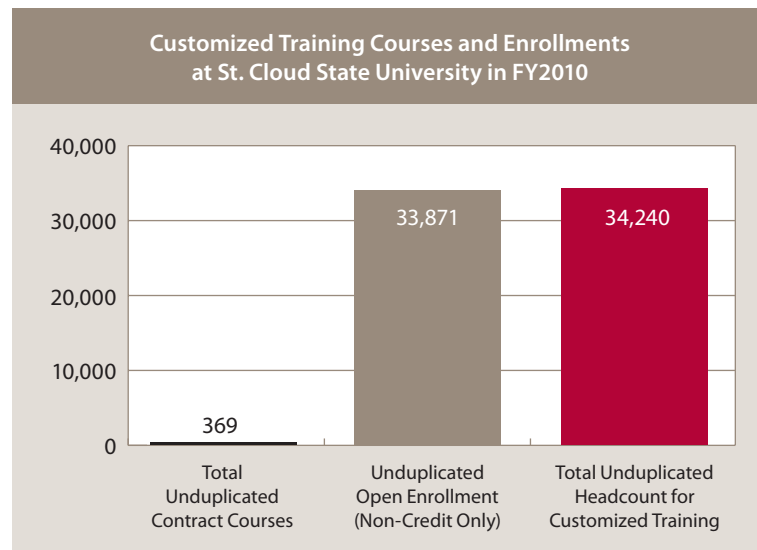
- Professors G.N. Rangamani, Communication Sciences and Disorders, Lakshmaiah Sreerama, Chemistry, and Artatrana Ratha, Economics, are 2011 recipients of Fulbright Awards.
- Communication Studies Professor Erika Vora has been named the International Listening Association Listening Legend for 2011. She has also released her most recent book, "The Will to Live: a German Family's Flight from Soviet Rule."
- Phyllis Greenberg, associate professor of Gerontology, was awarded the 2011 Gerontologist of the Year Award for her outstanding contributions to the field.
- Rona Karasik, director of the Gerontology program and professor of Community Studies, was the recipient last year of the Distinguished Faculty Award from the Association for Gerontology in Higher Education.
- Steve Frank, professor of Political Science, received the first Distinguished Political Scientist Award from the Minnesota Political Science Association in 2009. A founder and co-director of the SCSU Survey, which has earned considerable credibility for its statewide political polling as well as work with various state agencies, local governments and non-profit organizations, also is a City Council member for St. Cloud's neighboring municipality, St. Joseph.
- The off-Broadway run of English faculty member Trista Baldwin's play, "American Sexy," has been extended this spring in New York.
- Professor of Biology Matthew Julius spoke at the 50th anniversary of the National Science Foundation's Tokyo Office last year at a one-day symposium which celebrated research advances achieved through U.S.-Japan collaboration.

ACADEMIC OFFERINGS

Majors of Graduates by Program Area in FY2010		
Top Categories	Majors	% of All Majors
Agriculture, Conservation, Park & Rec.	73	2%
Business and Marketing	783	24%
Child Development and Personal Services	2	<1%
Communication and Comm. Technology	240	7%
Computer Science and Engineering	141	4%
Education	521	16%
Health Professions	205	6%
Liberal Arts and Sciences	1,045	33%
Protective Services, Public Admin. & Law	205	6%
Total Majors	3,215	100%

Instructional Programs by Program Area in FY2010	
Instructional Program Area	# of Programs
Agriculture, Conservation, Park & Rec.	9
Business and Marketing	15
Communication and Comm. Technology	6
Computer Science and Engineering	16
Education	68
Health Professions	19
Liberal Arts and Sciences	109
Protective Services, Public Admin. & Law	7
Trades, Mechanics, & Transportation	2
Total Program Awards	251

Source: Office of the Chancellor Research, Planning, and Effectiveness



Source: Office of the Chancellor Research, Planning, and Effectiveness

FACULTY AWARDS, PRODUCTIONS CONTINUED

- Music Department faculty members have had recent releases of CD recordings of their work; trombonist Mark Springer with “ARIA: Music for Trombone and Organ,” with Charles Echols, organ; and electro-acoustic composer and musician Scott Miller’s Grammy-nominated “Willful Devices” with collaborator and clarinetist Pat O’Keefe.
- Music Department faculty chamber music ensemble Trio Lorca has been selected to perform on the 2011-2012 Distinguished Concerts Artists Series in New York. Trio members include Catherine Verrilli-voice, Melissa Krause-flute, and Terry Vermillion-percussion.
- Music Department faculty members Scott Miller and Kristian Twombly hosted the 25th Anniversary National Conference (2010) for the Society for Electro-Acoustic Music in the U.S. (SEAMUS) at St. Cloud State University. 160 composers, performers, and other participants from the U.S. and Europe shared over 120 compositions, installations, scholarly presentations and videos in 13 concerts over three days in April.
- SCSU faculty received more than \$7.3 million in external grants and contracts last year. Examples of research partnerships with regional businesses include Algadyne and LVX.

FACILITIES

Deferred Maintenance			
	Deferred Maintenance	Sq. Feet	DM/SF
St. Cloud State University	\$35,353,000	\$2,001,258	\$18
System	\$632,242,000	\$21,515,447	\$29

Fall 2010 Space Utilization	
Campus	Percent Room Usage
St. Cloud State University	85%

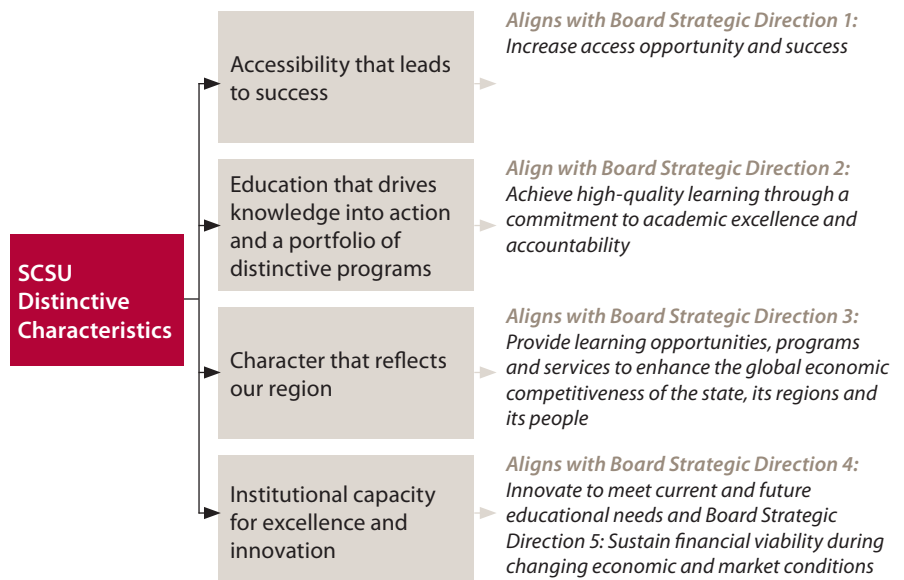
Repair and Replacement Expenditures		
	Expense	\$/GSF
FY2008	\$2,298,553	\$1.17
FY2009	\$1,156,916	\$0.58
FY2010	\$2,567,889	\$1.28

Source: Office of the Chancellor, Facilities Unit

PROFILE SUMMARY

INSTITUTIONAL DISTINCTION AND INTEGRATED PLANNING

St. Cloud State University has been engaged in active strategic and operational planning for the last three years. Throughout our planning process, SCSU has given careful consideration to the Strategic Plan of the Minnesota State Colleges and Universities System to ensure alignment and support. During spring 2008, SCSU completed its Strategic Action Plan which was organized around the following Distinctive Characteristics, or sets of knowledge, strengths and qualities, that we must focus on if we are to achieve our goals. As the following graphic illustrates, each SCSU Distinctive Characteristic aligns directly to one of the four strategic directions in the Minnesota State Colleges & Universities Strategic Plan that was approved last year.



SUPPORTING INTERCULTURAL
UNDERSTANDING, SUCCESS

COMMUNICATING COMMON

GROUND, a service-learning project initiated in 2007 by Associate Professor Eddah Mutua-Kombo, brings students in her intercultural communication classes into three local high schools to facilitate honest dialogue among students from diverse backgrounds about the challenges and prospects of intercultural and interracial relations in the St. Cloud area. The initiative impacts her students as well as the community, promoting intercultural understanding. To date, a total of 315 students have acquired intercultural communication skills that will serve them well in the future.

THE GREATER ST. CLOUD AREA

THRIVE PROJECT, a collaborative venture between Sauk Rapids-Rice Early Childhood Program and St. Cloud State College of Education, began in 2007 with a mission to support healthy social/emotional development of children ages 0-5 in the greater St. Cloud area. The project, originally funded by the Initiative Foundation, has leveraged additional funding to support five collaborative projects that are impacting more than 600 children through the Child Care Connections and early Intervention projects as well as providing training opportunities for mental health clinicians, early care and other education professionals and parents. The project currently is engaged in a Blue Cross Blue Shield Foundation grant to explore ways to make the early intervention system more accessible and responsive to the community's immigrant and refugee children.

ACCESSIBILITY THAT LEADS TO SUCCESS:

Embedded in this Distinctive Characteristic is SCSU's commitment to providing access to a high quality education with a commitment to individual student success. An important component of our mission and vision is our ability to meet the needs of our changing student populations. Through this priority, SCSU is pursuing initiatives that support the Board's goals for raising student participation and achievement, with a focus on underrepresented students, and partnering with K-12 schools to ensure our young people are prepared for college.

SCSU Strategic Initiatives:

- » Craft an integrated student experience that supports the student horizontally, from curricular to co-curricular, and vertically from the first-year through graduation
- » Create recruitment and support strategies for underrepresented students that support their academic and personal success
- » Develop and strengthen our preK-16 partnerships to improve student preparedness and teacher education

Evidence of success:

- » Student of color enrollment has increased from 583 students in 2000 to 1,706 students in 2010, 9.3% of our student body. Among these students are 799 self-identified Black or African-American students compared to 113 in 2002. Through efforts such as our Advanced Preparation Program and programs developed as part of the Access, Opportunity and Success program, we have seen improvement in the retention and success rates for students of color.
- » We were designated a Military Friendly School by GI Jobs Magazine and a "Beyond the Yellow Ribbon Campus" by the Minnesota National Guard for providing student veterans and their families with a high-quality and caring learning environment.
- » St. Cloud State is one of 14 colleges and universities in the Dakotas and Minnesota sharing in a \$40 million Bush Foundation grant that is aimed at helping schools of education recruit high quality students and guarantee teacher effectiveness among their graduates. The Teacher Preparation Initiative (TPI) has engaged over 100 faculty and staff from different colleges across campus and teachers and administrators from six partner districts in reviewing and redesigning our teacher preparation programs.
- » The innovative Teacher Quality Enhancement (TQE) project at St. Cloud State has received national recognition for researching and developing Co-teaching strategies in the preparation of teacher candidates. In 2007, the American Association of State Colleges and Universities (AASCU) recognized this project with a Christa McAuliffe Excellence in Teacher Education award. In 2008, the American Association of Colleges of Teacher Education (AACTE) recognized this work with a Best Practice Award in Support of Teacher Education Quality and Accountability.
- » SCSU, in partnership with the St. Cloud Technical and Community College and local school district 742, has created the Access and Opportunity program to increase participation in college preparatory course work in grades 8-12, improving high school graduation rates, and increasing postsecondary participation among underrepresented students.



STEM INITIATIVES BRING SCIENCE TO LIFE

Science Express, a unique mobile science lab, is bringing hands-on, high-tech, inquiry learning to outstate Minnesota school districts since 2009. University officials created the Science Express to bridge the gap between what professional scientists use and what is available in rural and small-town classrooms. Nearly 12,000 students from 29 schools combined for nearly 14,000 visits to the 52-foot retrofitted Medtronic training trailer during 2009-2010. The rolling laboratory will visit 33 schools and anticipates serving more than 16,000 by the end of the academic year.

St. Cloud State was one of 75 U.S. colleges and universities to participate in the inaugural USA science expo that was a collaboration of more than 500 of the nation's leading science and engineering organizations in an effort to reignite interest among youth in the study of related fields.

- » In Minnesota there are 10,315 teachers, 675 school administrators and 419 coaches who are St. Cloud State alumni educating the state's youth.
- » During 2010-11 the Office of Clinical Experiences in the College of Education has made 717 student teaching placements and 1421 field experience placements in 185 schools in 41 school districts in our region.

EDUCATION THAT DRIVES KNOWLEDGE INTO ACTION:

Central to our mission and vision is our commitment to ensuring our students have the opportunity to be engaged in active and applied learning while at SCSU. We are developing and expanding academic programs that prepare our students for success in work and life through integrated learning and the expert and innovative application of knowledge. Through this priority, we support the Board's goals of developing graduates with strong, adaptable and globally competitive skills, providing multiple delivery options for our programs and services, and supporting the development faculty who are prepared to educate our students for the future.

SCSU Strategic Initiatives:

- » Develop systems and structures to create an environment that supports basic and applied research, scholarship and creative expression for our faculty and students
- » Expand and institutionalize our international activities and partnerships that provide global learning opportunities for our students, faculty and staff
- » Develop a plan for on-line courses and programs that support the needs of our students and the market

Evidence of success:

- » Committed to the internationalization of campus, St. Cloud State is ranked 11th in the country among masters level institutions in 2009-2010 in international student enrollment. Currently there are 1,076 international students from 86 countries. In the last five years more than 2,000 St. Cloud State students have studied abroad, which ranks St. Cloud State 31st nationally by the Institute for International Education. In 2010-2011 St. Cloud State is hosting 26 international students studying on government-sponsored programs, including eight who have Fulbright awards.
- » SCSU generated more than 47,000 on-line credits in fiscal year 2010, the highest in the MnSCU system and nearly 40% more than the next largest provider. St. Cloud State's on-line credits have more than tripled since 2005 and represent 7 percent of MnSCU's 654,527 registered on-line credits.
- » Our Applied Behavioral Analysis program, a completely on-line graduate program, is seen as a national model for delivering graduate education in the field.
- » St. Cloud State is a participant in the Red Balloon Project, a national initiative launched by the American Association of State Colleges and Universities (AASCU) to re-imagine and then redesign undergraduate education for the 21st century. We are partnering with Winona State University in Next Generation Learning Challenges-AASCU and The University of Central Florida Project on Blended Learning, which involves exploring new opportunities related to curriculum in developmental Math and English courses.

UNIVERSITY SUSTAINABILITY ACTIVITIES

- President Potter has signed the AASCU President's Climate Commitment.
- The University has completed its carbon footprint assessment as it moves to limit or level the carbon output.
- The University is constructing and renovating building to LEED standards.
- The University has worked with Sodexo food services to provide trayless dining, which has led to a decrease in food waste, and encouraging use of local foods in food preparation.
- The University has added two rain gardens to campus as well as other storm water runoff mitigation measures.
- The campus power distribution system is poised to directly connect to the Hydroelectric plant in the Mississippi River on the east side of campus to provide nearly all its power needs when the current contract with Excel expires.

FACULTY SUSTAINABILITY ACTIVITIES

- 36% of faculty responding to a recent survey stated they were involved in sustainability activities in their teaching, scholarly and service work. They indicated involvement in 75 categories of sustainability.
- 29% were currently using sustainability themes in their teaching. These faculty teach more than 90 courses in 23 departments and programs across campus.
- 32% were currently engaged in scholarly activities (i.e. research, creative initiatives) that contain a sustainability component.
- 37% were performing service work that contains a sustainability component.

- » St. Cloud State's Meteorology program is recognized as the best in the Upper Midwest.
- » St. Cloud State's accredited Applied Sociology program is the only applied program in the Midwest.
- » SCSU's three nationally accredited arts programs in Music, Theatre and Art—the only 4-year institution in the state of MN with this distinction (including the U of M)—will anchor the newly organized School of the Arts.
- » The Atwood Memorial Center Community Farmer's Market was launched in 2009 to promote sustainability by making locally grown foods provided by off-campus vendors as well as campus growers available on campus.

CHARACTER THAT REFLECTS OUR REGION:

As a public regional comprehensive university, SCSU has a unique responsibility to be a good "steward of place" by meaningfully engaging in the social and economic issues facing our communities and state. Community engagement is an important component of our mission and vision and is one of the pillars of the learning experience of our students. Through this priority, SCSU will offer an array of programs and services that reflect the needs of our community and state and support the Board's priority of improving the competitiveness of Minnesota and its people.

SCSU Strategic Initiatives:

- » Expand and institutionalize our commitment to civic and community engagement
- » Expand Science, Technology, Engineering & Mathematics (STEM) initiatives that strengthen our basic and applied science programs and science education

Evidence of our success:

- » St. Cloud State was recently awarded the 2010 Community Engagement Classification by the Carnegie Foundation for the Advancement of Teaching, recognizing the institution's "practices that support dynamic and noteworthy community engagement. A total of 311 schools among the 3,900 degree-granting institutions are recognized.
- » The Faculty Research Group on Immigrant Workers in Minnesota, incorporating faculty from six departments across campus, has been conducting research projects in conjunction with community organizations on developing data of use to community and academics on the social conditions of immigrant workers in Minnesota communities. The group has led two "Global Goes Local" conferences that have been supported by MnSCU grant funds and the second co-sponsored by the University of Minnesota's Immigration History Research Center.
- » The Minnesota Trade Office satellite office is housed in St. Cloud State University's Small Business Development Center (SBDC). The SBDC worked with clients who bought or started 53 businesses in 2010 which created 121 jobs and had a capital infusion of \$6.2 million in loans and equity. They delivered 3,715 hours of business counseling to 433 clients including 231 women and minorities and 51 veterans.
- » The first Minnesota satellite office of the Minneapolis office of the Better Business Bureau is housed with the University's Small Business Development Center.

**TOP 10 EMPLOYERS
OF OUR GRADUATES
(NUMBER EMPLOYED SINCE 2000):**

- Target – 218
- Wells Fargo – 187
1976 graduate John Stumpf is CEO of Wells Fargo
- State of MN—185
- St. Cloud Hospital – 183
- Military – 171
- St. Cloud State University – 147
- ING Direct – 102
- Enterprise Rentacar – 77
- Menards – 68
- US Bank – 68
- TCF – 65
- CH Robinson – 59
- Larson Allen – 55
- City of St. Cloud – 53

A LOCAL LEADER’S PERSPECTIVE

“As one of the largest employers of St. Cloud State students and graduates, I continue to be impressed with the quality of students that St. Cloud State University produces. They are ready to work and regardless of their major, add value to our organization. St. Cloud State University is truly an asset in our community and greatly contributes to the economic vitality of Central Minnesota and to the growth of ING DIRECT USA in the State of Minnesota.”

*Brian H. Myres,
Head of Sales, ING DIRECT USA*

**THE “MINNEAPOLIS ST. PAUL
BUSINESS JOURNAL” RECENTLY
PUBLISHED THE TOP 25
ACCOUNTING FIRMS --
4 ARE RUN BY SCSU ALUMNI**

- #2 ranked Larson Allen, top metro exec alumnus *Gordon Viere, B.S. 1975, Accounting*
- #10 ranked KDV, top metro exec alumnus *Loren Viere, B.S. 1976, Accounting*
- #21 ranked Boyum & Barencheer, top metro exec alumnus *Thomas Margarit, M.B.A. 1983*
- #23 ranked Froehling Anderson, top metro exec is alumnus *David Benusa, B.S. 1991, Accounting*

- » St. Cloud State University had a \$369 million economic impact on the economy in 2006 when it enrolled 15,444 students. Today’s enrollment is more than 18,300 students.
- » The Microloan Program through the G.R. Herberger College of Business provides small loans to individuals interested in starting a business but who do not meet the eligibility criteria for a traditional bank loan. University partners, such as ING Direct and US Bank, provided capital, and SCSU students serve as consultants to the microloan recipient. The program remains relatively unique in its focus to involve students with microenterprises to enhance business development. Universities such as Yale and Rutgers have similar programs; we believe SCSU’s program is the only Midwest program of its kind.

INSTITUTIONAL CAPACITY FOR EXCELLENCE AND INNOVATION:

The changing environment and expectations of public higher education requires SCSU to operate very differently in order to operate in the “new normal” of public higher education. Through this priority, SCSU will develop internal structures and capacities that support the achievement of our mission, vision and Strategic Action Plan and support the Board’s priorities of innovation and financial sustainability.

SCSU Strategic Initiatives:

- » Recruit, develop, and retain a high-quality, diverse workforce to meet current and future educational needs
- » Develop planning, assessment and data infrastructures to support decision-making and continuous improvement
- » Leverage technology to enhance student access, learning and service and organizational efficiency and effectiveness
- » Create facilities and spaces designed to house critical current and future programs
- » Expand private support for university priorities and to support student achievement and success
- » Strengthen our approach to alumni relations to encourage active engagement of our graduates with the university for life

Evidence of success:

- » SCSU’s approach to strategic program appraisal and reorganization is being presented at national conferences and is receiving recognition by peer institutions as a model for collaborative strategic planning in higher education.
- » As a demonstration of our commitment to accountability and student learning and success, SCSU was a founding member in both the AASCU/ APLU Voluntary System of Accountability and the National Institute for Learning Outcomes Assessment’s President’s Alliance for Student Learning & Accountability.
- » The Strategic Analytics & Management Systems (SAMS), SCSU’s approach to business intelligence and performance management data and analysis, is being seen as a model within the Minnesota State Colleges & Universities system and at universities across the country.
- » The renovation of Riverview, built in 1911 and the only campus building listed on the National Register of Historic Places, has received local and state preservation awards. Once the home of a laboratory school where



COBORN PLAZA COMES ALIVE

St. Cloud State's new front door, the 12,000-square-foot Welcome Center, opened last fall as home to University offices that interface with the community such as Continuing Studies, the Central Minnesota Small Business Development Center, the university's micro-loan program, Admissions and a satellite bookstore. Meeting rooms are being used by community organizations related to the university. St. Cloud State's unique residence hall, the Coborn Plaza Apartments, is in the upper three floors of two four-story buildings that are part of Coborn Plaza, the first phase of the Fifth Avenue Live! development plan for a revitalized Fifth Avenue corridor from the Civic Center downtown to the National Event and Hockey Center on the south end of campus. Coborn Plaza also includes several retail shops. The apartments and the Welcome Center are leased from J.A. Wedum, a Minneapolis-based foundation which has developed student and senior housing in several Minnesota communities.

- St. Cloud Normal School students honed their teaching skills to the benefit of local schoolchildren, the building now houses the Communication Studies Department. This campus gem, reopened in the fall of 2009, is a stunning reminder of both our strong heritage and our promising future.
- » Biology and Chemistry departments moved physically into the 21st century with safer and more modern classrooms, laboratories and offices in the Wick Science Center Addition, opened in 2009. This important move was the first in a three-step science initiative that will strongly support campus leadership in science and engineering education with facilities that support academic excellence and service to students and faculty.
- » Brown Hall, renovated and reopened in spring 2010, is home to St. Cloud State's growing Nursing Sciences program, as well as Continuing Studies and Communication Sciences and Disorders. The renewed facilities will allow the campus to double its nursing enrollment in order to address one of Minnesota's most pressing workforce needs.
- » 15,000 unique St. Cloud State students had at least one course via D2L (Desire2Learn) during spring semester 2010.

COLLABORATIONS

St. Cloud State University actively seeks collaborations and partnerships that further the mission of the university and provides mutual benefits for both partners. SCSU has more than 300 active partnerships and agreements with system institutions, school districts, clinical sites, international universities, and public agencies that support student learning and experiences.

- The St. Cloud Technical & Community College Connection (SCTCCC) Program provides an excellent opportunity to begin the college experience. The program is offered to freshman applicants who do not qualify for admission to St. Cloud State University programs. Students accepted into the program take classes taught by St. Cloud Technical & Community College faculty on the campus of St. Cloud State University. St. Cloud State also provides for SCTCC students: Comprehensive Student Health Services; Public Safety services; living space and service in residence halls; satellite U-Choose Program; coordination relating to St. Cloud Police Reports (sharing daily police reports that involve their students and inviting their personnel to attend St. Cloud State's monthly meeting with police personnel; Metro Bus service; telephone and voice mail service; parking and recreation programs; Learning Resources facilities and support services; and Campus Card service.
- In partnership with Metropolitan State University, SCSU offers the Masters in Engineering Management degree.
- SCSU has formed strategic partnerships with Nelson Mandela Metropolitan University in Port Elizabeth, South Africa, Universidad de Concepción in Concepción, Chile, and Nankai University/Bin Hai College, China. These strategic international partnerships provide global learning and research opportunities for SCSU students and faculty.
- SCSU is engaged as a partner with local agencies on the continued development and implementation of the St. Cloud region's cultural plan, including the ArtWORKS Initiative to creatively engage, transform and enhance the community through the arts.
- The Communication Sciences and Disorders Department provides clinical experiences for its students and clinical services to the community through its audiology, speech therapy and autism programs. They engage in partnerships

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: April 20, 2011

Agenda Item: Proposed Amendment to Board Policy 3.28 Charter School Sponsorship

Proposed
Policy Change

Approvals
Required by
Policy

Other
Approvals

Monitoring

Information

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

This is an amendment to Board Policy, requiring action by the Board

Scheduled Presenter(s):

Mike López

Outline of Key Points/Policy Issues:

The policy is being amended to comply with legislative changes to Minnesota Statutes Section 124.10.

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

BOARD ACTION ITEM

PROPOSED AMENDMENT TO BOARD POLICY 3.28 CHARTER SCHOOL SPONSORSHIP

1 **BACKGROUND**

2 The language changes being proposed to Board Policy 3.28 are intended to bring the policy into
3 compliance with changes made during the 2009 and 2010 legislative sessions to Minnesota
4 Statutes section 124D.10.
5
6

7 **CONSULTATION**

8 Consultation for the policy was undertaken as follows:

- 9 • Reviewed by Academic & Student Affairs Policy Council – January 28, 2011
 - 10 • Reviewed at Academic and Student Affairs Leadership Council – March 1, April 5, 2011
 - 11 • Mailed out for review and comment – February 4, 2011
 - 12 • Reviewed at MSCF Meet and Confer – February 24, 2011
 - 13 • Reviewed at IFO Meet and Confer- February 11, 2011
 - 14 • Reviewed at MSUAASF Meet and Confer- February 18, 2011
- 15
16

17 **RECOMMENDED COMMITTEE ACTION**

18 The Academic and Student Affairs Committee recommends that the Board of Trustees adopt the
19 following motion:
20

21
22 **RECOMMENDED MOTION**

23 The Board of Trustees approves the amendments to Policy 3.28 Charter School Sponsorship.

BOARD ACTION ITEM

PROPOSED AMENDMENT TO POLICY 3.28
CHARTER SCHOOL SPONSORSHIP
SECOND READING

1 **3.28 Charter School Authorizers Sponsorship**

2 **Part 1. Definitions. of Charter School.**

3 **Subpart A. Charter school.** A charter school is a public school established under Minnesota State
4 Statutes section 124D.10 as either a cooperative or a non-profit corporation. Charter schools and their
5 sponsors authorizers are subject to the requirements in Minnesota State Statutes section 124D.10.

6 **Subpart B. Authorizers.** For purposes of this procedure, authorizer means a system college or
7 university, authorized under Minnesota Statutes section 124D.10, subdivision 3, and Board Policy
8 3.28, and System Procedure 3.28.1 to serve as an authorizer of a charter school and approved as an
9 authorizer by the commissioner of the Minnesota Department of Education (MDE).

10 **Part 2. Authorizer Sponsorship Responsibilities.**

11 To support, improve, and enhance elementary and secondary education in Minnesota, a MnSCU system
12 college or university may serve as a charter school authorizer sponsor consistent with its mission,
13 Minnesota State Colleges and Universities policy and procedure, and Minnesota Statutes section
14 124D.10. Sponsoring Authorizing institutions shall comply with all statutory sponsorship requirements
15 for authorizers and shall adhere to sponsorship standards established for authorizers by the Minnesota
16 Department of Education (MDE) Children, Families, and Learning (MDCFL).

17 **Part 3. Annual Report.**

18 The Chancellor shall report to the Board annually on the status of charter schools authorized
19 sponsorships by MnSCU system Colleges and universities, including terminations and nonrenewals in
20 the prior year.

21 **Part 4. Termination or Nonrenewal of Sponsorship Charter School Contract.**

22 A college or university may terminate or not renew a charter school contract in accordance with
23 Minnesota Statutes section 124D.10. ~~For purposes of a~~ A college or university may terminate terminating
24 or non-renewing a charter school its sponsorship, for good cause. Good cause includes, but is not limited
25 to, a determination by the college or university that it is unable to continue acting as authorizer sponsor
26 because of administrative, programmatic, or financial considerations of the college or university, or
27 because of ~~continued failure or inability~~ of the charter school to ~~comply with expected performance,~~
28 ~~budget, and administrative standards~~ meet pupil performance requirements specified in the contract,
29 failure to meet generally accepted standards of fiscal management, or violations of law.

Date of Implementation:

Date of Adoption:

Date and Subject of Revision:

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: April 20, 2011

Agenda Item: Proposed amendment to policy 3.22 Course Syllabi

Proposed Policy Change Approvals Required by Policy Other Approvals Monitoring

Information

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

Amendments to Board Policy require approval of the Board.

Scheduled Presenter(s):

Scott Olson, Interim Vice Chancellor for Academic and Student Affairs

Mike López, Associate Vice Chancellor for Student Affairs

Outline of Key Points/Policy Issues:

The proposed amendment draws a clear distinction between course syllabi and course outlines, and establishes the course outline as the document used to determine course equivalencies.

Background Information:

Over the past two years, several examinations of the course transfer process have pointed to course syllabi as presenting problems for students. Students wanting to transfer courses when equivalencies have not been previously established were often asked to produce course syllabi. This was occasionally a problem when a student had discarded or lost the course syllabus and the course instructor was unavailable or unwilling to provide the syllabus. Last year, the Board adopted an amendment to Policy 3.21 Undergraduate Course Credit Transfer requiring colleges and universities to post course outlines on their websites in order to facilitate transfer.

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

BOARD ACTION ITEM

**PROPOSED AMENDMENT TO POLICY 3.22
COURSE SYLLABI**

Board Policy 3.22 Course Syllabi

The Office of the Chancellor is submitting a proposed amendment to Policy 3.2 Course Syllabi.

BACKGROUND

The proposed amendment is intended to facilitate transfer by drawing a clear distinction between course syllabi and course outlines and establishing that the course outline is the document to be used in determining course equivalencies.

CONSULTATION

Consultation for the policy has occurred as follows:

- Reviewed by Academic & Student Affairs Policy Council – January 28, March 17, 2011
- Reviewed at Academic and Student Affairs Leadership Council – March 1, April 5, 2011
- Mailed out for review and comment – January 31, 2011
- Reviewed at MSCF Meet and Confer – February 24, 2011
- Reviewed at IFO Meet and Confer- January 14, February 11, 2011
- Reviewed at MSUAASF Meet and Confer- February 18, 2011

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

BOARD ACTION ITEM

PROPOSED AMENDMENT TO BOARD POLICY 3.22 COURSE SYLLABI

1 **3.22 Course Syllabi and Course Outlines**

2 **Part 1. Purpose.** The purpose of this policy is to define and govern dissemination of course syllabi ~~and~~
3 course outlines. ~~is prepared to provide students with information on the course content, course~~
4 ~~requirements, and course expectations.~~

5 **Part 2. Definitions.**

6 **Subpart A. Course outline.** The course outline is the document approved by the appropriate college
7 or university ~~curriculum~~ committee to communicate information about system college and university
8 courses.

9 **Subpart B. Course syllabus.** The course syllabus is a document that contains the elements of the
10 corresponding course outline, standards for evaluation of student learning, and additional information
11 which reflects the creative work of the faculty member.

12 **Part 3. Course Syllabi Dissemination to Students.** Each college and university shall establish
13 institutional procedures which assure that each student enrolled in a course shall be provided a course
14 syllabus within a maximum of one week ~~after~~ ~~from~~ the first class meeting. When courses are offered in a
15 condensed format, the time frame for distribution of the syllabus shall be adjusted accordingly.

16 **Part 4. Course Syllabi Dissemination to College or University Administration.** Within the limitations
17 specified in System Procedure 3.22.1 and according to institutional procedures and contractual
18 obligations, the faculty member shall, upon request, provide a copy of the current course syllabus to the
19 college or university administration for purposes described in System Procedure 3.22.1.

20 **Part 5. Course Outlines.**

21 **Subpart A. Course outline dissemination.** Each system college and university shall post course
22 outlines for all courses on its institutional website.

23 **Subpart B. Student transfer.** Course outlines shall be the official System document used to
24 determine course equivalencies for student transfers. For additional guidance, see Board Policy 3.21
25 Undergraduate Course Credit transfer, Part 4. Course Outlines.

Related Documents:

- Policy 3.21 Undergraduate Course Credit Transfer
- Policy 3.26 Intellectual Property
- Policy 3.27 Copyrights

Date of Implementation: 7/01/98

Date of Adoption: 6/17/98

Date & Subject of Revisions: 6/19/02 - Adds Part 1. Purpose, Part 2. Definitions and Part 4. Dissemination to College or University Administration