



**DIVERSITY AND MULTICULTURALISM COMMITTEE**

**JUNE 21, 2011**

**12:00 P.M.**

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

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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.

Committee Chair Louise Sundin calls the meeting to order.

- (1) **Minutes of April 19, 2011** (pp. 1-4)
- (2) Diversity and Multiculturalism Division Update
- (3) Progress on Committee Goals (pp. 5-10)
- (4) 2011 Office of the Chancellor Performance Report – Diversity and Multiculturalism Division (pp. 11-14)

Members

Louise Sundin, Chair  
Duane Benson, Vice Chair  
Jacob Englund  
Alfredo Oliveira  
Christine Rice  
James Van Houten

**Bolded** items indicate action required.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES  
BOARD OF TRUSTEES  
DIVERSITY AND MULTICULTURALISM COMMITTEE  
MEETING MINUTES  
April 19, 2011**

**Diversity and Multiculturalism Committee Members Present:** Trustees Louise Sundin, Chair; Trustee Duane Benson, Vice Chair; Jacob Englund; Alfredo Oliveira; James Van Houten

**Diversity and Multiculturalism Committee Members Absent:** Trustee Christine Rice

**Other Board Members Present:** Trustees Cheryl Dickson, Clarence Hightower, Dan McElroy, Thomas Renier, Scott Thiss

**Leadership Council Members Present:** Whitney Stewart Harris, Executive Director; Phil Davis, President

A meeting of the Diversity and Multiculturalism Committee was held on April 19, 2011, at Wells Fargo Place, 4<sup>th</sup> Floor Board Room, 30 7<sup>th</sup> Street East, St. Paul. Chair Sundin called the meeting to order at 1:37 p.m.

**1. Minutes of March 15, 2011**

The minutes of the March 15, 2011, meeting were approved as written.

**2. Diversity and Multiculturalism Division Update**

Trustee Sundin called on Dr. Whitney Harris to give the update.

- Education Training
  - The Office of the Chancellor's Diversity and Multiculturalism division recently hosted a regional professional development session for metro campus chief diversity officers. Ten of the eleven metro campus diversity officers attended this session, which focused on best practices to recruit and retain first-generation college students. The group also discussed how to recognize and address stereotype threat and imposter syndrome, two things which could hinder underrepresented students from success in higher education.
  
- Compliance
  - Decisionmaker Training was provided at St. Cloud Technical College to approximately 38 leaders throughout the Minnesota State Colleges and University system. Trained decisionmakers are necessary to implement the Board of Trustees 1B.1 Nondiscrimination in Employment and Education Opportunity policy.

Trustee Oliveira said he had participated in two of the division webinars. He thanked the division for the webinars and asked that they be continued.

### **3. Demographic Characteristics of College and University Graduates**

Dr. Craig Schoenecker presented this agenda item. The presentation was in response to a request from Trustee Van Houten for an examination of the majors selected by underrepresented students.

The total number of graduates systemwide has increased by seven or eight percent over the past five years, both at the colleges and at the universities. There has also been a large growth in enrollment, but most of that has been more recent and is not yet reflected in graduation rates. In fiscal year 2010, about two-thirds of the graduates' highest awards are sub-baccalaureate awards; this includes associate degrees (38 percent of graduates), diplomas and certificates (30 percent). Approximately 25 percent received bachelor's degrees and five percent received graduate degrees.

Underrepresented groups are more concentrated at the sub-baccalaureate level and are also more concentrated in health-related awards (degrees, certificates and diplomas) and less concentrated in teacher education. The differences between underrepresented and non-underrepresented student awards are not significant in other categories. Students of color are also more heavily concentrated at the certificate level and less at the bachelor's degree level. As with the other underrepresented students, students of color are more concentrated in health-related fields than education. They also are more represented in business awards.

Older graduates (25 and up) are more likely to be at the certificate level and at the graduate level and less likely to be at the baccalaureate level. They are more likely to be in health-related fields, less likely to be in the liberal arts fields. Thus, they are not very different from other students in other categories.

Female graduates are more likely to be at the associate level and more likely to major in health and education. Males are more likely to earn diplomas and more likely to major in Science, Technology, Engineering, and Mathematics (STEM) fields or in the trades.

### **4. The Center for College Readiness - Minnesota State Community and Technical College**

Dr. Harris introduced Paul Drange, Director of the Center for College Readiness, and Dr. Jill Abbott, Executive Dean of the eCampus and the K-12 collaboration, to speak about the Center for College Readiness. Mr. Drange has significantly increased the number of underrepresented students served above the targeted goals, increased the number of new schools that will be part of the program, and formed new partnerships with other system centers of excellence.

Paul Drange said that according to a 2010 study, 40 percent of students entering college in Minnesota needed at least one remedial reading or math course. The center works with junior high and high school underrepresented students and Minnesota State Colleges and Universities system institutions. Programs include Ready or Not Writing, Step Write Up, Ready or Not Reading, Math Works and Science Works, and summer camps for middle school students. Math Works and Science Works are still being refined but are already producing good results.

Ready or Not Writing relies on a submission and feedback process. Students are mainly sophomores and juniors. Papers are submitted to college faculty members, who then send feedback to students and their teachers. The feedback is in the form of a personalized letter and ratings on their writing skills in five different areas. Test scores for students who have had two years of the center's writing programs are markedly above the state average.

The program center has been collaborating with several Minnesota colleges and universities and is adding more. Dr. Harris reminded the Board that at the time the centers were established, the expectation was that they would share their knowledge with the other campuses. Chancellor McCormick said that one of the hopes was that these centers would produce a body of knowledge and results that would be there if the money stopped. Mr. Drange said that the center is also expanding to collaborate with more high schools across the state to bring this program to additional underrepresented students. In answer to a question, Mr. Drange said that the program also could work well with adult learners, but additional funding would be needed.

The summer camp program serves fifth through eighth graders and provides an opportunity to build relationships and introduce students to educational concepts. The program also allows broader partnerships with system institutions and paves the way for future collaboration.

Mr. Drange said he believes these tools can have a profound impact on the students' college readiness and success, and he appreciates the support the Board and the Office of the Chancellor have provided.

##### **5. Proposed Amendment to Board Policy 1B.4 Access for Individuals with Disabilities (First Reading)**

Whitney called on Renée Hogoboom to present on the proposed revisions to Board Policy 1B.4. The first change was to add a policy statement to make the policy more consistent with other current policies. In answer to a question from Trustee Dickson, people are sometimes treated as having a disability or regarded as having a disability even though they are not actually disabled. Trustee Dickson said that there are people who are regarded as disabled but not discriminated against, and there are people who are disabled who are not viewed as disabled. She thinks that the policy needs further work.

Dr. Harris said that the “regarded as” issue has often showed up in an employment situation where a person would be regarded as having a disability and discriminated against as a result. A disabled person needs to present appropriate documentation. He and Ms. Hogoboom will look at the policy language again and use the committee discussion to inform the next revision. In answer to a question, the language came from Minnesota Statute 363A.03, part of the Human Rights Act. Diversity staff members were instructed to review the policy in light of the discussion and to revise as appropriate.

Trustee Sundin said that the Minnesota State Colleges and Universities system was one of approximately 20 institutions that supported the 12<sup>th</sup> Annual White Privilege Conference, which was held this year, April 13-16, at the Bloomington Sheraton Hotel. There have been columns in the newspaper attacking and defending the conference. She believes that the conference is valuable. A number of public school teachers attend, and some suburban schools are using it to increase staff understanding of their increasingly diverse student bodies. She asked if Board members had questions about the conference. She had heard there had been concerns.

Trustee Van Houten said that a keynote speaker of a previous conference had attacked capitalism and called the United States a colonial power. He had six people contact him with concerns about the conference. Trustee Thiss said he had received calls and responded to them, and this seemed to resolve the fears. Trustee Dickson said it would be helpful to give the Trustees advance notice of issues and sponsorships that might prove controversial, telling them that they might get inquiries and this is the reason for the action taken. Trustee Sundin said that President Hammersmith attended the conference and said it was very good. She might be able to provide further information, if Board members have questions.

Chair Sundin called on Trustee Van Houten to raise a new issue. He said that one of the goals of the Minnesota State system is to promote democratic values and to enhance Minnesota’s quality of life by developing an understanding and appreciation of a free and diverse society. The state has a large immigrant population, and he thought it would be a good policy to influence system institutions to help this group have a deeper understanding of the country’s history and system of governance, to better prepare them for citizenship. Dr. Harris said that a starting point would be to work with Academic and Student Affairs and to see what they are currently doing and what they might do in the future. He will discuss this issue with them.

The Chancellor suggested that it would also be good to investigate what is needed for citizenship. Trustee Sundin said she had seen recent statistics showing a decrease in the percentage of immigrants that actually chose to become citizens and completed the process. The numbers dropped from about 55 percent to about 35 percent. This would be worth investigating as well.

The meeting adjourned at 3:00 p.m.

Respectfully submitted by Gale Rohde

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

**Agenda Item Summary Sheet**

**Committee:** Diversity and Multiculturalism      **Date of Meeting:** June 21, 2011

**Agenda Item:** Report Progress on Committee Goals

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

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

Each committee of the Board of Trustees selected achievement goals for fiscal year 2011. At the November 2010 meeting, the Diversity and Multiculturalism Committee approved the goals. This is a report on the work completed to achieve the goals.

**Scheduled Presenter(s):**

Whitney Stewart Harris, Executive Director for Diversity and Multiculturalism  
Craig Schoenecker, System Director for Research

**Outline of Key Points/Policy Issues:**

**Diversity and Multiculturalism Committee Goals**

Minnesota State Colleges and Universities will:

1. Increase the successful recruitment, persistence, completion and credit transfer of underrepresented students using Action Analytics and existing measures (e.g., Community College Survey of Student Engagement, dashboard measures) to evaluate the effectiveness of campus programs.
2. Reward campuses that demonstrate measurable progress toward, or achievement of, benchmarks in building relationships that support student engagement and success of underrepresented students. The project that supports this goal is referred to as Resources for Relationships (formerly the “R” Factor Program).

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

|                                    |
|------------------------------------|
| <b>INFORMATION ITEM</b>            |
| <b>PROGRESS ON COMMITTEE GOALS</b> |

**BACKGROUND**

The Diversity and Multiculturalism Committee of the Board of Trustees directed the Office of the Chancellor to develop a plan to implement the committee’s fiscal year 2011 goals and the accompanying Resources for Relationships program (formerly the “R” Factor Program). This is a follow-up report regarding the progress made on achieving the goals.

**Committee Goals**

Minnesota State Colleges and Universities will:

1. Increase the successful recruitment, persistence, completion and credit transfer of underrepresented students using Action Analytics and existing measures (e.g., Community College Survey of Student Engagement, dashboard measures) to evaluate the effectiveness of campus programs.
2. Reward campuses that demonstrate measurable progress toward, or achievement of, benchmarks in building relationships that support student engagement and success of underrepresented students using Action Analytics and other measures. (The project that supports this goal is referred to as Resources for Relationships that Support Success.)

**Progress**

**Goal 1:** A PowerPoint presentation will address this goal.

**Goal 2:** A pilot project of the Resources for Relationships that Support Success program will be implemented as a component of the Diversity and Multiculturalism campus awards program beginning in FY 2012. In FY 2011, the emphasis was on laying the groundwork for the inception of the new program.

Most of the material below was presented to the Board Diversity and Multiculturalism Committee at the January meeting. At that time, Diversity and Multiculturalism staff and

the Leadership Council Diversity Committee had hoped to wait to develop the criteria section until the Resources for Results program had been further developed.

With the implementation of Resources for Results being deferred until 2013, the Diversity Committee decided not to wait but to proceed with the Resources for Relationships program as a pilot project for FY 2012. The committee clarified the goals of the program and added a qualitative component.

## **The Resources for Relationships Program Proposed Implementation Strategy**

### **Purpose (Goal)**

The purpose of the Resources for Relationships program is to reward campuses that demonstrate measurable progress toward, or achievement of, benchmarks in building relationships that support student engagement and success of underrepresented students.

### **Guiding Principles**

The following principles will guide the work focused on achieving the committee goals and the implementation of the Resources for Relationships program.

1. There is a preference for offering rewards based on performance measures that are currently in use at colleges and universities and for which systemwide data is being collected.
2. All presidents currently have targets on retention; this work should build on those measures.
3. The results of progress toward the targets will be aggregated to demonstrate system progress. The type of progress might be based upon most improvement and/or best achievement.
4. The Leadership Council Diversity and Academic and Student Affairs Committees will participate in refining and benchmarking targets.
5. The goals or targets will be stretch goals.
6. The Resources for Relationships program will:
  - a. Complement and be compatible with any existing and future system measures, including “Resources for Results,” implemented by the Minnesota State Colleges and Universities system;
  - b. Reward innovation that produces measurable results; and
  - c. Reward institutions rather than individuals.
7. Measures of performance of underrepresented students’ transfer and graduation should be a part of presidents’ annual performance appraisals.



8. A committee composed of representatives from constituent groups will be established to monitor the progress and determine the manner in which the awarded funds will be used. Groups represented could include labor, management, students and others.

### **Outcome Measures<sup>1</sup>**

Outcome measures:

- a. Measurement of awards conferred
- b. Fall-to-fall persistence and completion rate  
**Expected completion date: June 2012**

### **Implementation Strategy**

- Review program with Leadership Council for critique and support.  
**Expected completion date: June 2011**
- Develop a formula for determining award recipients. Both number and type of awards will be factored into the formula.  
**Expected completion date: September 2011**
- Communicate and distribute information about the Resources for Relationships program to colleges and universities.  
**Expected completion date: September 2011**
- Collect baseline data.
  - a. The number and types of awards granted by each institution 2009 – 2011
  - b. The fall-to-fall persistence/completion rate**Expected completion date: September 2011**
- Secure funding to support awards.
  - a. Internal funding sources
  - b. External funding sources**Expected completion date: August 2011**

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<sup>1</sup> The outcome measures will be revised as needed.

- Campuses will establish committees composed of representatives from constituent groups to monitor the progress and determine the manner in which awarded funds will be used.

**Expected completion date: December 2011**

- Awards will be conferred at a Board of Trustees meeting.

**Expected completion date: October 2012**

## **Criteria**

Each nominee will prepare a portfolio that demonstrates measurable progress toward, or the achievement of, benchmarks in building relationships that support student engagement and success of underrepresented students. The portfolio will include both quantitative and qualitative data.

- **Quantitative**
  - Measurement of awards conferred
  - Fall-to-fall persistence and completion rate

- **Qualitative**

Colleges and universities may include artifacts that support any or all of the following criteria:

- Demonstrate the engagement of and positive learning outcomes for students, faculty, administration and staff.
- Demonstrate community engagement through service learning.
- Address a demonstrable diversity need on campus.
- Demonstrate collaboration of curricular/co-curricular programs and/or entities based on established competencies, goals and plans for intentional learning.
- Demonstrate a consistent pattern of firm commitment to affirmative hiring.
- Demonstrate an increase of collaboration in cross-cultural engagement with other college or university departments or with the local community.
- Demonstrate campus diversity through social and/or educational co-curricular activities that benefit the campus and the surrounding communities.
- Demonstrate and cultivate diversity initiatives that establish and foster a more inclusive and equitable work/learning environment.

- Demonstrate intentional programming and planning of activities that support increased engagement among students, faculty and staff from different economic, social, and racial or ethnic backgrounds.
- Demonstrate intentional programming and planning of activities that contribute to students' understanding of today's international/multi-cultural world.

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

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

**Agenda Item Summary Sheet**

**Committee:** Diversity and Multiculturalism Committee **Date of Meeting:** June 21, 2011

**Agenda Item:** 2011 Office of the Chancellor Performance Report – Diversity and Multiculturalism Division

Proposed Policy Change       Approvals Required by Policy       Other Approvals       Monitoring

Information

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

This summary reports provides the Board of Trustees and the Chancellor with an overview of the function, relationship to campuses, budget and major accomplishments of the unit.

**Scheduled Presenter(s):**

Whitney Stewart Harris, Executive Director, Diversity and Multiculturalism division

**Outline of Key Points/Policy Issues:**

Major work plan accomplishments

- Enrollment of underrepresented students increased by 29 percent, or 29,094, from 101,534 in 2005 to 130,628 in 2010. As a percentage of the total enrollment, Pell-eligible students increased from 18.1 to 31.1 percent.
- Provided approximately 120 administrators and staff members with Investigator and Decisionmaker training.
- Completed four U.S. Department Office for Civil Rights campus audits.
- Conducted four webinars for the entire system on diversity and affirmative action topics.

Office of the Chancellor Performance Report  
Diversity and Multiculturalism Division

**I. Multi-year Financial and Personnel Data**

| Cost Category / Financing                | 2010-11 Biennium |             | 2012-13 Biennium |                |
|--|------------------|-------------|------------------|----------------|
|  | 2010 Actual      | 2011 Actual | 2012 Estimate    | 2013 Projected |
| Salaries & Benefits                      | 561,818          | 534,446     |                  |                |
| Consulting Contracts                     | 41,627           | 40,820      |                  |                |
| Other Administrative Costs               | 171,758          | 76,943      |                  |                |
| Total Administrative Costs               | 775,203          | 652,209     |                  |                |
| Less: External Funding (1)               | 0                | 0           |                  |                |
| General Fund Financed Costs              | 775,203          | 652,209     |                  |                |
| Distribution of General Fund Activities  |                  |             |                  |                |
| Direct Services to Colleges/Universities | 277,034          | 273,058     |                  |                |
| Systemwide Services                      | 498,169          | 379,151     |                  |                |
| Division Employee FTE                    | 6.5              | 5           |                  |                |

**II. Explain the structural distribution between the functional duties performed by this division and similar activities performed by the colleges and universities.**

| Office of the Chancellor Functions   | Colleges and Universities Functions   |
|--|---|
| Conduct Office for Civil Rights (OCR) campus reviews as required by federal law and policy.  | Create OCR Voluntary Compliance Plans to address areas where corrective action is needed.                           |
| Monitor the progress of campus compliance plans developed from the Office for Civil Rights reviews.  | Implement OCR Voluntary Compliance Plans.   |
| Develop the biennial report that goes to the Department of Education concerning OCR audits.  | No action required.   |
| Conduct Policy 1B.1 Nondiscrimination in Employment and Education Opportunity investigations at the Office of the Chancellor.  | No action required.   |
| Conduct 1B.1 investigations of senior campus administrators.   | Conduct most other 1B.1 investigations, with technical assistance from the Diversity and Multiculturalism division. |
| Provide technical assistance to campuses in implementing, monitoring and conducting 1B.1 investigations.   | Conduct most other 1B.1 investigations, with technical assistance from the Diversity and Multiculturalism division. |
| Monitor the systemwide access, persistence and completion rates of underrepresented students. Note that the Diversity and Multiculturalism division has only indirect influence on these outcomes. | Each institution monitors its own access, persistence and completion rates.   |

**Office of the Chancellor Performance Report  
Diversity and Multiculturalism Division**

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|---|---|
| Provide technical assistance to campuses in their work to achieve student recruitment, retention and success.   | Direct recruitment of students is done by the colleges and universities.  |
| Assist in the implementation of federal, state and board policies related to equal opportunity, affirmative action and compliance.  | Colleges and universities are charged with implementing the policies.   |
| Conduct affirmative action, harassment, discrimination and anti-racism training on campuses. Technical assistance is provided to colleges and universities that conduct this training for their campuses.                       | Campuses with appropriate resources conduct affirmative action, harassment, discrimination and anti-racism training on their campuses.  |
| Research best practices for the recruitment and retention of students and employees from traditionally underrepresented communities and communicate them to campuses.   | Colleges and universities implement best practices, as appropriate. Student recruitment is primarily the responsibility of each campus. |
| Facilitate the systemwide Community Action Diversity Council; and provide technical assistance, best practices and feedback from the Community Action Diversity Council regarding access, opportunity and success for students. | Some campuses establish local diversity councils.   |
| Provide resources and technical assistance for targeting systemwide employee recruitment.   | Each campus manages the recruitment and retention of its employees.   |
| Provide methods of assessing and accountability for campus leadership for diversity work focused on access, opportunity and success.  | Each campus develops and implements diversity work focused on access, opportunity and success.  |
| Provide technical assistance and monitor campuses to ensure that their talent management programs comply with affirmative action and are inclusive.   | Campuses provide employee development opportunities and programs.   |

**III. Cite performance metrics and major accomplishments from the past year (tie to prior year division/committee work plan, if possible).**

**2011 Work Plan Accomplishments**

- Enrollment of male students from spring 2009 to spring 2010 increased by 11.9 percent, from 54,142 to 60,595 students.
- Students of color constituted 17.6 percent of the system enrollment in 2010, up from 10.6 percent in 2001.
- Between 2001 and 2010, enrollment of students of color increased by 118 percent from 21,634 to 47,268.

## Office of the Chancellor Performance Report Diversity and Multiculturalism Division

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- Enrollment of students eligible for a federal Pell grant, a measure of low-income status, increased by 53 percent to 86,113 from 2001 to 2010. As a percentage of the total enrollment, Pell-eligible students increased from 18.1 to 31.1 percent.
- Enrollment of underrepresented students increased by 29 percent or 29,094, from 101,534 in 2005 to 130,628 in 2010.
- Approximately 120 administrators and staff members completed Investigator and Decisionmaker training.
- Completed four U.S. Department Office for Civil Rights campus audits.
- Provided training at the Federal U.S. Department of Education Office for Civil Rights annual conference to appointed administrators from all states.
- Completed the systemwide diversity plan for 2011-2014.
- Conducted four webinars on diversity and affirmative action topics available to entire system.
- Conducted four regional professional development sessions for campus diversity officers.
- Completed an online affirmative action training module for search committee use throughout the system.
- Created and implemented an American Indian Forum for Indian Educators throughout Minnesota.

#### **IV. Identify major division/committee work plan activities planned for upcoming year.**

- Implement the *Resources for Relationships* project.
- Complete the Office of the Chancellor Affirmative Action Plan 2012-2014
- Conduct four regional best practice seminars focused on the recruitment, retention and success of underrepresented students.
- Conduct U.S. Department of Education Office for Civil Rights campus audits during Fiscal Year 2012. In addition, monitor and provide technical assistance to campuses which need corrective action.
- Provide methods of assessing and accountability for campus leadership for diversity work focused on access, opportunity and success.
- Develop an updated American Indian Higher Education Work Plan.
- Develop the biennial report that goes to the Department of Education concerning OCR audits.
- Collaborate and monitor the system's developing talent management (succession planning) project.