



ACADEMIC AND STUDENT AFFAIRS COMMITTEE

JANUARY 22, 2014

9:00 A.M.

**MCCORMICK ROOM
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 Update on the Itasca Workforce Alignment Group, November 20, 2013 (pp.1-2)**
- (2) Minutes of Meeting of November 20, 2013 (pp.3-5)**
- (3) Pine Technical College-Change in Institution Type and Change in Name (Second Reading) (pp.6-13)**
- (4) Mesabi Range Community & Technical College: Proposed Name Change (pp.14-18)**
- (5) Proposed Amendment to Board Policy 2.2 State Residency (First Reading) (pp.19-23)
- (6) Proposed Amendment to Board Policy 3.36 Academic Programs (First Reading) (pp.24-29)
- (7) Proposed New Policy 3.40 Recognition of Veteran Status (First Reading) (pp.30-32)
- (8) Meeting the Baccalaureate Needs of the Twin Cities Metro Area (pp.33)

Academic and Student Affairs Committee

Margaret Anderson Kelliher, Chair

Louise Sundin, Vice Chair

Duane Benson

Cheryl Dickson

Dawn Erlandson

Alfredo Oliveira

Maria Peluso

Bolded items indicate action required.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
NOVEMBER 20, 2013**

Academic and Student Affairs Committee Members Present: Chair Margaret Anderson Kelliher; Trustees Duane Benson, Dawn Erlandson, Alfredo Oliveira and Louise Sundin.

Academic and Student Affairs Committee Members Absent: Cheryl Dickson and Maria Peluso.

Other Board Members Present: Trustees Ann Anaya, Alexander Cirillo, Clarence Hightower, Phil Krinkie, Thomas Renier, Elise Ristau, and Michael Vekich.

The Minnesota State Colleges and Universities Academic and Student Affairs Committee held a meeting on November 20, 2013 at Wells Fargo Place, 4th Floor, Board Room, 30 East 7th Street in St. Paul. Academic and Student Affairs Committee Chair Anderson Kelliher called the session to order at 10:02 am.

1. Update on the Itasca Workforce Alignment Group

Presenters:

Scott Peterson, Executive Vice President and Chief Human Resources Officer, The Schwan Food Company, and Co-Chair of the Itasca Project Workforce Alignment Team.

Jaime Simonsen, Interim System Director, Workforce Development

The Itasca Project is an employer-led alliance focused on finding new and better ways to address regional issues that impact the state's future competitiveness and quality of life. Participants include large and small employers, public and private institutions of higher education, government and community organizations.

The Itasca Project's priorities are to:

- Generate high quality job growth
- Improve the region's educational system
- Advance a comprehensive and aligned transportation system
- Reduce socioeconomic disparities.

A higher education task force was convened by the Itasca Project to identify strategies that can be implemented to drive long-term, sustainable economic growth and prosperity. This task force aligned around several strategic priorities, including aligning academic offerings with workforce needs and graduating more students.

Scott Peterson presented on the Workforce Alignment Group. This group, which is chaired by him and Chancellor Rosenstone, is a cross-sector partnership of leaders from the employer, higher education, foundation, government and nonprofit sectors – all who have a vested interest in workforce issues. The group is focusing on the alignment between what students and job seekers are learning in post-secondary education and what employers need in the Minnesota economy.

The state has a growing need for an educated workforce, Mr. Peterson said. By 2020, 74 percent of Minnesota jobs will require post-secondary education. The Workforce Alignment Group is looking at ways to guide more post-secondary students to pursuing academic programs that align their interests with high-demand, high-growth jobs. The group wants to ensure academic programs are turning out the right number of graduates with the right capabilities to meet Minnesota's future workforce needs.

Over the last few months, the group has been gathering insight into what stakeholders need to enable workforce alignment. More than 500 stakeholders have been involved in the needs assessment so far, including employers, academic leaders, workforce developers, career counselors, foundations and government entities.

After gathering the stakeholders' input, the Workforce Alignment Group will be using a pilot approach to determine which needs can be met by existing tools and which needs require new tools or approaches. The pilot will involve a diverse set of employers and academic institutions, Mr. Peterson said.

Funds to run the pilots have been secured from a range of foundations which have a strong interest in higher education and funds from the system office. An external evaluation team also is in place and an anchor organization is being identified. This anchor organization will ensure sustainability and momentum of this effort, Mr. Peterson said, and should be operational by July 1, 2014.

The Workforce Alignment Group's overall goals are:

- Having the most effective human capital pipeline from higher education to employment in the country
- Ensuring more students are on track to educational paths that lead to jobs in high demand
- Creating an efficient deployment of their education resources
- Reducing the skills gap and in time required to fill job openings
- Responding faster to changes in labor market
- Enhancing business growth in the state.

Chancellor Rosenstone said the efforts of the Workforce Alignment Group will have a tremendous impact on the state's economy.

The meeting adjourned at 11:02 pm
Respectfully submitted,
Margie Takash, Recorder

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
NOVEMBER 20, 2013**

Academic and Student Affairs Committee Members Present: Chair Margaret Anderson Kelliher; Trustees Duane Benson, Dawn Erlandson, Maria Peluso (via telephone) and Louise Sundin.

Academic and Student Affairs Committee Members Absent: Cheryl Dickson and Alfredo Oliveira.

Other Board Members Present: Trustees Alexander Cirillo, Clarence Hightower, David Paskach, Thomas Renier and Elise Ristau.

Leadership Council Representatives Present: Chancellor Steven Rosenstone, Interim Vice Chancellor John O'Brien, Presidents Sue Collins and Earl Potter.

The Minnesota State Colleges and Universities Academic and Student Affairs Committee held a meeting on November 20, 2013 at Wells Fargo Place, 4th Floor, Board Room, 30 East 7th Street in St. Paul. Academic and Student Affairs Committee Chair Anderson Kelliher called the session to order at 1:05 pm.

1. Minutes of October 23, 2013

Trustee Benson moved that the minutes from the October 23, 2013 Academic and Student Affairs Committee be approved as written. Motion carried.

2. Pine Technical College – Change in Institution Type and Change in Name – First Reading

Presenters:

John O'Brien, Interim Vice Chancellor, Academic and Student Affairs
Robert Musgrove, President, Pine Technical College

This was the first reading of Pine Technical College's request for a mission change to become a comprehensive technical and community college. The college also is requesting a change in name to Pine Technical and Community College.

If the Board of Trustees approves the mission change, students at Pine Technical College would be able to complete an Associate in Arts (AA) degree.

Interim Vice Chancellor John O'Brien said surveys of regional high school students indicate substantial interest in career paths that require a four-year degree. Input from technical program advisory committees and system workforce listening sessions indicated strong support for a mission change to increase opportunities for students and employees in the region.

The Pine Technical College service area remains well below state averages in bachelor's degree attainment and that deficit ultimately results in lower per-capital

incomes, greater levels of poverty and higher rates of unemployment than the rest of Minnesota and Wisconsin, Interim Vice Chancellor O'Brien said. A mission change would ensure more people who seek a postsecondary education, who want to update their skills or who need to prepare for new careers would have access to higher education.

The system workforce assessment survey findings highlight a need for "soft skills," including communication, interpersonal, critical thinking and analytical skills. A mission change would allow Pine Technical College faculty to teach more liberal arts and transfer courses to enhance the soft skills sets which are deemed essential for the competitiveness and economic health of the region.

Pine Technical College has had substantial enrollment growth, resulting in a much-improved fiscal picture and a growing faculty and staff, Interim Vice Chancellor O'Brien said. Student full-year equivalents (FYE) at the college have increased from 410 in 2006 to 667 in 2013, an increase of 63 percent. The increase in headcount is even more substantial, with unduplicated credit hour headcount rising from 963 to 1865, a growth of over 94% over the same time period.

This growth has generated tuition revenue and has improved the college's share of the state appropriation as driven by the system allocation formula. The college projects continued 3 percent per year enrollment growth in FYEs and headcount.

With regard to facilities, the college has demonstrated that there is substantial room for growth to accommodate the classroom-based courses taught in the AA degree. The college's new science laboratory provides a modern facility for teaching its lower-division science course inventory and can accommodate additional course sections if needed.

In the past several years, Pine Technical College has attempted to partner in good faith with other colleges to offer the AA degree on campus, Interim Vice Chancellor O'Brien said. However, these attempts have proven to be largely unworkable for students.

The mission change will allow undecided students to enter Pine Technical College with a declared AA major and be eligible for financial aid. This means they can maintain eligibility for financial aid while exploring degree and career options, including those in technical areas.

Interim Vice Chancellor O'Brien said Pine Technical College's request for a mission change comes with significant stakeholder support, including the college student senate, the college's academic affairs and standards council, faculty-shared governance, the college's leadership team and college foundation. In addition, the college consulted with civic clubs, school boards, city council and county commissions, regional legislative delegation and all of its program advisory committees and received support for the proposal.

Pine Technical College's history, heritage and culture are centered on technical education and will continue to be, even if the mission is changed, President Musgrove

said. This past fall they added seven new technical programs and 4 new IT certifications. This speaks to the fact that technical education is deeply valued at the college, he said.

Chair Margaret Anderson Kelliher said the proposal is strong and she has a high degree of confidence that students will be better served with the mission change.

Trustee Benson said recent mission changes at two other technical colleges stirred some controversy among board members who feared technical education in the system would be diminished. It turns out that those concerns were unfounded, he said, adding he supports this mission change since it is the best thing for students.

The second reading of the proposal will be in January.

The meeting adjourned at 1:25 pm
Respectfully submitted,
Margie Takash, Recorder

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
Agenda Item Summary Sheet**

Name: Academic and Student Affairs Committee

Date: January 22, 2014

Title: Pine Technical College - Change in Institution Type & Change in Name (Second Reading)

Purpose (check one):

- | | | |
|---|--|---|
| <input type="checkbox"/> Proposed
New Policy or
Amendment to
Existing Policy | <input checked="" type="checkbox"/> Approvals
Required by
Policy | <input type="checkbox"/> Other
Approvals |
| <input type="checkbox"/> Monitoring /
Compliance | <input type="checkbox"/> Information | |

Brief Description:

Pine Technical College is requesting a change in institution type to become a comprehensive technical and community college. A request by a college or university for a change in institution type is subject to approval by the Board, following a first and second reading in accordance with Policy 3.24, Part 3, Change in Institution Type. The college is also requesting a change in name which is subject to approval by the Board in accordance with Policy 3.23, Part 2, Name Change.

New information on the requested name change is provided at the end of this document just prior to the recommended motions. The proposed name is Pine Technical and Community College. All other elements of the document remain unchanged from the Board documents reviewed by the Academic and Student Affairs Committee in November.

Scheduled Presenter(s):

John O'Brien, Interim Vice Chancellor for Academic and Student Affairs
Robert Musgrove, President, Pine Technical College
Leslie Mercer, Associate Vice Chancellor for Research, Planning and Policy

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

BOARD ACTION ITEM

**PINE TECHNICAL COLLEGE – CHANGE IN INSTITUTION TYPE
AND CHANGE IN NAME (SECOND READING)**

INTRODUCTION

Pine Technical College is requesting a change in institution type to expand its mission (hereafter referred to as mission change) to a comprehensive technical and community college. Board approval of this request will enable the college to offer the Associate in Arts degree and to change its official name. A request by a college or university for a change in institution type is subject to approval by the Board, following a first and second reading in accordance with Policy 3.24. A mission change will require approval of the Higher Learning Commission subsequent to Board approval.

After extensive review, the Interim Vice Chancellor for Academic and Student Affairs fully supports the proposed mission change by Pine Technical College. The college has demonstrated the capacity to offer the Associate in Arts degree and the benefit that it will bring to the region and students.

Current mission: Provide superior education and social services that enhance the communities we serve.

Proposed mission: Through extraordinary technical and transfer education and superior services, Pine Technical and Community College develops innovative workers, fosters educated citizens, builds strong communities, and promotes healthy economies.

Current Vision: Pine Technical College will be a vibrant, comprehensive college and community resource for quality education and services that improve lives and empower learners.

Proposed Vision: No change is proposed. The proposed mission change does not alter the vision of Pine Technical College. The vision for the college is intended to be far-reaching and to encompass a time span during which Pine Technical College would achieve mission change and become a comprehensive technical and community college.

The proposed name change will be considered in concert with the mission change.

BACKGROUND

A mission change at Pine Technical College would enable students to complete an Associate in Arts degree. The mission change would also support students interested in exploring a technical career but unsure of which path to take by providing them with access to financial aid. The Pine Technical College application for a mission change and for the ability to offer an Associate in

Arts degree addressed the following elements based in system procedures that are elaborated below:

- Mission Alignment
- Market Demand
- Partnership Opportunities
- Comprehensive Planning
- Current and Future Capacity

Over the past decade, a number of colleges have requested and received approval for the same changes requested by Pine Technical College, including Saint Paul College and South Central College—along with, more recently, Alexandria Technical and Community College and St. Cloud Technical and Community College. The proposal from Pine Technical College to offer the Associate in Arts degree and change its mission is in line with those previous requests.

Pine Technical College consulted extensively with internal constituent groups including the Pine Technical College Student Senate, the Academic Affairs and Standards Council, faculty shared governance, and the college’s leadership team. In addition, the college consulted with civic clubs, local school boards, city council and county commissions, as well as the Pine Technical College Foundation. The college also met with its regional legislative delegation and all of its program advisory committees to seek input. The response was extremely positive, including numerous letters of support from regional workforce agencies, local community organizations, and our state universities.

Mission Alignment

The proposed mission change will advance strategic framework objectives of the Minnesota State Colleges and Universities in the following ways:

1. Ensure access to an extraordinary education for all Minnesotans

- Access to the Associate in Arts degree advances the strategic framework in an under-served region of the state, where bachelor’s degree attainment rates are half of the state average. Pine Technical College’s mission change would ensure more people (many of whom are place bound) have that access.
- The change will position Pine Technical College as a place of opportunity by making education accessible to Minnesotans who seek a postsecondary education, who want to update their skills, or who need to prepare for new careers.

2. Be the partner of choice to meet Minnesota’s workforce and community needs

- The real-world challenge of inadequate basic and soft skills will be addressed with this change, positioning Pine Technical College to keep Minnesotans at the leading edge of their professions.
- Pine Technical College, through this change, will enable east central Minnesota to meet the need for a better educated workforce by increasing the number of Minnesotans who have access to and complete Associate in Arts degrees.

3. Deliver to students, employers, communities and taxpayers the highest value / most affordable option

- As one of the most affordable system institutions, Pine Technical College will be in a position to make that affordability available to transfer-minded Minnesotans in this region.

The college recognizes potential concerns about the impact of a mission change on technical education and remains committed to its technical college mission. As noted in the recent workforce listening sessions, general education will provide more options and access for students and will complement rather than compete with skills requested by employers. The proposed name change to Pine Technical and Community College is based on the interest in maintaining the college's tradition of providing technical education and being referred to as Pine Tech.

Market Demand

Expansion of the college mission to include the Associate in Arts degree has been driven by student interest and community input. Surveys of regional high school students indicate substantial interest in career paths that require a four-year degree. Input from technical program advisory committees, system workforce listening sessions, and other employer input indicate strong support for a mission change to increase opportunities and options for students and employees in the region.

A balanced offering of liberal arts and sciences and workforce programs is a critical need in the region. The system workforce assessment survey findings highlight a pervasive need for the so-called "soft skills" across all sectors. Consequently, a mission change and the ability to teach those skills through liberal arts courses and a transfer degree are essential for the competitiveness and civic and economic health of the region. A comprehensive approach to the needs of the region requires a comprehensive college able to provide workforce and transfer options.

The statewide workforce listening sessions revealed significant needs for the types of skills most closely associated with the Minnesota Transfer Curriculum. Regardless of the sector, employers call for communications skills, interpersonal skills, analytical and problem-solving ability, teamwork and critical thinking. The statewide, multi-sector assessment noted the importance of foundational knowledge provided in the Associate in Arts degree as a platform for meeting those expressed needs and required job skills. These types of skills match up with the program and course outcomes ingrained in the Pine Technical College liberal arts and sciences courses and are aligned with the intended program and college outcomes developed as part of the Pine Technical College learner outcomes and assessment processes.

The college has experienced substantial enrollment growth, resulting in a much-improved fiscal picture and a growing faculty and staff. Student full-year equivalents (FYE) at Pine Technical College have increased from 410 in 2006 to 667 in 2013 – an increase of 63%. The increase in headcount is even more substantial, with unduplicated credit hour headcount rising from 963 to 1865 – a growth of over 94% over the same time period. This growth has generated tuition revenue and has improved the college's share of the state appropriation as driven by the system allocation formula. The college projects continued 3% per year enrollment growth in FYEs and headcount. Based on recent growth, the large percentage of the region's population with little or no higher education, and employment demand, this projection is a reasonable one.

Despite that enrollment growth, participation and education attainment rates remain a critical issue in East Central Minnesota. In 2009, only 42% of high school graduates from the region went on to enroll at a Minnesota institution. In Pine County, the rate is even lower at 32%. The Pine Technical College service area remains well below state averages in bachelor's degree attainment and that deficit ultimately results in lower per capita incomes, greater levels of poverty, and higher rates of unemployment than the rest of Minnesota and Wisconsin.

- Pine County's bachelor's degree attainment is among the lowest in the state with 12.9% and neighboring Kanabec County at 13.8% (statewide figure is 20%).
- Pine County had the highest poverty rate (15.2%) in the region, which was much higher than the state of Minnesota as a whole (11.5%) in 2010.

Another troubling aspect is the significant gap in the intentions of local high schools students and their eventual postsecondary participation rates. According to the ACT PLAN survey, almost 70% of 10th graders in the region intend to seek a bachelor's degree. However, as noted earlier, the reality is that only around 40% of graduates in the region actually do enroll in postsecondary education after high school graduation.

Partnership Opportunities

Pine Technical College has attempted to use partnerships to offer the Associate in Arts degree. However, much like the previous partnership efforts and mission changes proposed by Alexandria Technical and Community College and St. Cloud Technical and Community College, the college has found that partnership in offering the Associate in Arts degree is not a workable model for students.

Through a mission change and the implementation of an Associate in Arts degree, the college would remove barriers that prevent students from taking advantage of higher education because of location or financial issues. The requested mission change will allow undecided students to enter Pine Technical College with a declared major (the Associate in Arts) and meet federal regulatory requirements that limit student access to financial aid for those courses required for a particular program. Since the Associate in Arts degree is not as narrowly proscribed as many technical degree programs, students can maintain eligibility for financial aid while they are exploring degree and career options.

Despite efforts to partner with Mesabi Range Community and Technical College and Lake Superior College in offering the Associate in Arts degree, barriers related to federal Title IV financial aid eligibility for undeclared majors and enrollment at the degree-granting institution make it unnecessarily burdensome for students to co-enroll at Pine Technical College and the partner institutions. The mission change and offering of the Associate in Arts degree is the best solution to this problem and the best option for Pine Technical College students.

Comprehensive Planning

The planning process undertaken by the college has involved the entire college community and many external stakeholders, including city and county governments, school districts, employer groups, and program advisory committees. Campus-wide strategic planning days in the spring and fall of 2012 focused on this project and mission change. Each unit of the college examined ways in which it could make a positive contribution to the success of the mission change effort, and each has developed action goals with measurable outcomes.

The college community and external stakeholders support the ways that the mission change will substantially increase higher education opportunities for the region. Two primary objectives identified by these stakeholders are to provide additional transfer opportunities and

to enable students who are undecided to take courses and receive support in establishing an educational plan.

Current and Future Capacity

Pine Technical College has demonstrated the capacity to offer the Associate in Arts degree through its improved financial condition, growth in enrollment, and increased course offerings. The primary additional capacity and costs are associated with increased library staff and faculty credit load, support for advising, a transfer specialist, and marketing. The system office Finance division has reviewed the college estimates on projected enrollment, existing capacity, and potential emerging costs to offer and support the Associate in Arts degree and is satisfied with the financial pro forma that supports the proposed mission change.

Pine Technical College has increased its available inventory of general education courses from a total of 121 semester credit hours in 2006 to 243 semester credit hours in 2012. The college has 79 courses across the ten goal areas of the Minnesota Transfer Curriculum with excess capacity in those offerings to accommodate projected enrollment. The college employs 18 core general education faculty members, and all of the faculty members meet credentialing requirements.

Fiscally, the college's three-year average Composite Financial Index (CFI) stands at 3.17, which is above the system average of 2.98 for all colleges. Some fluctuation occurs, particularly in 2012, when a large capital project was completed. The college's reserves as a percentage of operating revenue stand at 8.0%, better than the 6.6% for all colleges as identified by system accounting. Actual available cash is nearly 25% of operating revenue. In addition, the college has strengthened its regional partnerships to position itself to be competitive in the acquisition of grant funds. Since 2009, Pine Technical College and its partner colleges have received \$39.6 million in Federal grant funds to significantly enhance and expand programs in allied health, manufacturing and information technology. These funds have covered the first three years of start-up costs for additional programs and enabled the college to broaden its program inventory and enhance its enrollment and viability. Due to the college's negotiated Federal indirect cost rate of 29.7%, Pine Technical College has been able to add to its strategic reserves for future investment.

With regard to facilities, the college has demonstrated that there is substantial room for growth to accommodate the classroom-based courses taught in the Associate in Arts degree. The college's new science laboratory provides a modern facility for teaching its lower division science course inventory. At present the laboratory is used 33 hours per week, with availability in the evenings and on weekends to accommodate additional course sections, should those be needed.

CONCLUSION

Pine Technical College's history, heritage, and culture are centered on technical education. This proposed change in mission to become a comprehensive college will strengthen, not diminish, this focus. The mission change is not a wholesale change for the college but the completion of a process that has been underway for some time. The substantial benefits of providing educational access to students in this part of the state far outweigh the costs and risks. It is clear the college intends to retain its heritage as a college that educates students primarily for the workforce – but

also enhances its ability to provide an extraordinary education for students in its service area in the most accessible and effective way possible.

NAME CHANGE (this is new information not included in the November Board packet)

Pine Technical College requests a name change, in accord with Minnesota State Colleges and Universities Board of Trustees Policy 3.23: Naming Colleges and Universities.

New Name: Pine Technical and Community College

Current Name: Pine Technical College

The rationale for the name change is the pending approval of the college's change in institution type from a technical college to a comprehensive technical and community college. Chancellor Steven Rosenstone recommends approval of the name change, pending approval of the change in mission.

Under Board Policy 3.23, Part 2, Subpart A, "If a state college or university requests a change to its official name, or if a new institution is created through merger or other means, the college or university president shall forward the proposed name to the Chancellor for recommendation to the Board. The Board shall establish a name after receiving a recommendation from the Chancellor."

"A state college or university seeking to change its name, or a new institution seeking to create a name, must clearly state the rationale for the name change or new name." President Robert Musgrove's letter requesting the name change, which outlines the consultation and research the college has undertaken, is provided below.

According to Board Policy 3.23, Part 2, Subpart D, "Approval of a name change by the board under this policy shall constitute an amendment of Board policy 1A.11 to reflect the approved name, with no further action of the board required."

RECOMMENDED COMMITTEE MOTIONS

The Academic and Student Affairs Committee recommends that the Board of Trustees approve the change in institution type and corresponding mission proposed by Pine Technical College.

Upon the recommendation of the Chancellor, the Academic and Student Affairs Committee recommends that the Board of Trustees change the name of Pine Technical College to Pine Technical and Community College.

RECOMMENDED MOTIONS

The Board of Trustees approves the request by Pine Technical College for a change in institution type and corresponding mission.

The Board of Trustees approves changing the name of Pine Technical College to Pine Technical and Community College.

Date Presented to the Board of Trustees: January 22, 2014

December 1, 2013

Chancellor Steven Rosenstone
Minnesota State Colleges and Universities
Wells Fargo Place
30 7th Street E
St. Paul, MN 55101

Dear Chancellor Rosenstone:

Pine Technical College is requesting a name change as part of its overall request for a mission change to comprehensive college status. This is in keeping with Policy 3.23, Procedure 3.23.1: Naming Colleges and Universities, as established by the MnSCU Board of Trustees.

The college identified five prospective new college names as part of its planning and communications process. In the course of seeking input on the mission and name changes, college officials met and surveyed a number of PTC constituent or stakeholder groups, including:

- Program advisory committees,
- The Faculty Shared Governance Council,
- The Student Senate,
- The Foundation Board,
- The Campus Roundtable,
- Regional high school administrators,
- PTC's regional Manufacturing Alliance and Healthcare Alliance.

Further, as is stated in our narrative on the mission change, the College is committed to its role as the principal provider of technical education in this region, and it is proud of its heritage as a technical college. Neither the expansion of the mission nor the name change will impair that focus and that commitment.

As a result of the conversations, surveys and meetings listed above and in keeping with its history and commitments, the College has chosen to select the following name after mission change: **Pine Technical and Community College**. We would also note that this phraseology is in keeping with recent practice in the system concerning similar changes at Alexandria and St. Cloud technical colleges.

The mission expansion, coupled with this name change, will empower the College to continue its record of service and program excellence. They will enable Pine Technical and Community College to provide even greater service to the region and its students through both excellent technical programs and the highest quality liberal arts, science and math transfer offerings.

Sincerely,



President, Pine Technical College

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
Agenda Item Summary Sheet**

Committee: Academic and Student Affairs

Date of Meeting: January 22, 2014

Agenda Item: Mesabi Range Community & Technical College: Proposed Name Change

Purpose (check one):

Proposed
New Policy or
Amendment to
Existing Policy

Approvals
Required by
Policy

Other
Approvals

Monitoring /

Information

Brief Description:

Board Policy 3.23 requires Board approval of changes in the naming of colleges and universities.

Scheduled Presenter(s):

Sue Collins, President, Northeast Higher Education District
Carol Helland, Interim Provost, Mesabi Range Community & Technical College
John O'Brien, Interim Vice Chancellor for Academic and Student Affairs
Leslie Mercer, Associate Vice Chancellor for Research, Planning and Policy

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

BOARD ACTION ITEM

Mesabi Range Community & Technical College: Proposed Name Change

EXECUTIVE SUMMARY

Proposed Name Change

Mesabi Range Community & Technical College requests a name change, in accord with Minnesota State Colleges and Universities Board of Trustees Policy 3.23, Procedure 3.23.1 Naming Colleges and Universities.

New Name: Mesabi Range College

Current Name: Mesabi Range Community & Technical College

The rationale for the name change is the support from the internal and external college community support for the new name. While the Board approved name of Mesabi Range Community & Technical College is noted in formal communications from the college, it is not as commonly referenced within the region by various constituent groups.

Under Board Policy 3.23, Part 2, Subpart A, “If a state college or university requests a change to its official name, or if a new institution is created through merger or other means, the college or university president shall forward the proposed name to the Chancellor for recommendation to the Board. The Board shall establish a name after receiving a recommendation from the Chancellor.”

“A state college or university seeking to change its name, or a new institution seeking to create a name, must clearly state the rationale for the name change or new name. The institution must conduct market research and consult with key stakeholders within the campus or campuses and the surrounding communities. The rationale and the results of the market research and consultation must be presented to the chancellor at the time the request is made.”

President Sue Collin’s letter requesting the name change, which outlines the consultation and research the college has undertaken, is attached.

According to Board Policy 3.23, Part 2, Subpart D, “Approval of a name change by the board under this policy shall constitute an amendment of Board policy 1A.11 to reflect the approved name, with no further action of the board required.”

RECOMMENDED COMMITTEE MOTION

Upon the recommendation of the Chancellor, the Academic and Student Affairs Committee recommends that the Board of Trustees change the name of Mesabi Range Community & Technical College to Mesabi Range College.

RECOMMENDED MOTION

The Board of Trustees approves changing the name of Mesabi Range Community & Technical College to Mesabi Range College.

Date Presented to the Board of Trustees: January 22, 2014

MEMBER COLLEGES:

HIBBING
COMMUNITY COLLEGE

1515 East 25d1 St.
Hibbing, MN 55746
2 18-262-7200
800-224-4422

ITASCA
COMMUNITY COLLEGE

1851 E. Hwy. 169
Grand Rapids, MN 55744
218327-4460
800-9966422

MESABI RANGE
COMMUNITY &
TECHNICAL COLLEGE

Virginia Campus:
1001 Chestnut St. W.
Virginia, MN 55792
218-749-0313
800-657-3860

&

Eveleth Campus:
1100 Industrial Park Drive
Eveleth, MN 55734
2 18-744-7495
800657-3860

RAINY RIVER
COMMUNITY COLLEGE

1501 Hwy 71
International Falls, MN 56649
218-285-7722
800-456-3996

VERMILION
COMMUNITY COLLEGE

1900 East Camp St.
Ely, MN 55731
218-365-7200
800.657-3608

NHED

NORTHEAST HIGHER EDUCATION DISTRICT

O F F I C E O F T H E P R E S I D E N T

December 18, 2013

Chancellor Steven Rosenstone
Minnesota State Colleges and Universities
30 7th Street E., Suite 350
St. Paul, MN 55101

Dear Chancellor Rosenstone:

I write to formally forward a name change request for Mesabi Range Community and Technical College. As you know, Board Policy 3.23, Part 2, Subpart A instructs me to forward the proposed new name to you for recommendation to the Board of Trustees. Last year, we surveyed college and community members to get their opinion about Mesabi Range College. This year, Ms. Carol Helland, Interim College Provost, expanded our consultation efforts with internal constituents as noted below and has recommended "Mesabi Range College" as the new, official name for consideration by the Board.

As per Board Policy, Provost Helland provided the following information as rationale for the proposed name change:

- A survey was sent to 425 community leaders connected with the college (including advisory board members, alumni association members and foundation board members). The survey found that 77% of the respondents supported the name change, 18% preferred the Board approved name; and 5% suggested other options. This study was conducted to satisfy the policy requirement to conduct market research and consult with key stakeholders within the college and surrounding communities.
- A ballot was distributed internally on both campuses to faculty, staff, and students with 49% selecting Mesabi Range College (MRC) as their preference. Thirty-six percent preferred keeping the current name as the official/legal name (MRCTC) and using a moniker (MRC), and 14% preferred keeping the current name (MRCTC).
- In addition, bargaining unit leaders further canvassed their constituents and we received letters of support from MAPE, AFSCME, MMA and MSCF for the change to "Mesabi Range College."
- State signs along Highway 53 (the major thoroughfare connecting Eveleth and Virginia) identify the college as Mesabi Range College-Eveleth campus and Mesabi Range College-Virginia Campus.

1001 Chestnut Street West · Virginia, MN 55792
218-471-0015 · FAX: 218-471-0017 · e-mail: scollins@nhed.edu

Member of Minnesota State Colleges and Universities

Chancellor Steven Rosenstone
December 18, 2013
Page 2

- The change positions the official name to align better with community perception of college identity.
- While we continue to use the Board-approved name in all official communications, Mesabi Range College has become a more commonly referenced name by community members and students in and around the region.

Given the support expressed by key constituents and stakeholders, I am in support of this requested name change. I therefore ask for your consideration of the name Mesabi Range College and your recommendation of this abbreviated version of the current name to the Board of Trustees to be included in their January Board agenda. Please do not hesitate to contact me or Interim Provost Helland if you have any questions regarding this request.

Most sincerely,

M. Sue Collins, President
Northeast Higher Education District

pc: Carol Helland, Interim Provost/Chief Academic Officer

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
Agenda Item Summary Sheet**

Name: Academic and Student Affairs Committee

Date: January 22, 2014

Title: Proposed Amendment to Board Policy 2.2 State Residency (First Reading)

Purpose (check one):

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Proposed
New Policy or
Amendment to
Existing Policy | <input type="checkbox"/> Approvals
Required by
Policy | <input type="checkbox"/> Other
Approvals |
| <input type="checkbox"/> Monitoring /
Compliance | <input type="checkbox"/> Information | |

Brief Description:

The proposed amendment adds to the list of students who qualify for resident tuition by incorporating the language of the Prosperity Act into the policy.

Scheduled Presenter(s):

Leslie Mercer, Associate Vice Chancellor for Research, Planning and Policy

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

BOARD INFORMATION ITEM

**PROPOSED AMENDMENT TO BOARD POLICY
2.2 STATE RESIDENCY (FIRST READING)**

BACKGROUND

The Prosperity Act passed by the state legislature in 2013 provides that students who meet certain requirements shall be charged resident tuition at state colleges and universities. This legislation requires that current Board policy on resident tuition be amended to accommodate the additional students who qualify for resident tuition.

Section 1. **[135A.043] RESIDENT TUITION.**

(a) A student, other than a nonimmigrant alien within the meaning of United States Code, title 8, section 1101, subsection (a), paragraph (15), shall qualify for a resident tuition rate or its equivalent at state universities and colleges if the student meets all of the following requirements:

(1) high school attendance within the state for three or more years;

(2) graduation from a state high school or attainment within the state of the equivalent of high school graduation; and

(3) in the case of a student without lawful immigration status: (i) documentation that the student has complied with selective service registration requirements; and (ii) if a federal process exists for the student to obtain lawful immigration status the student must present the higher education institution with documentation from federal immigration authorities that the student has filed an application to obtain lawful immigration status.

(b) This section is in addition to any other statute, rule, or higher education institution regulation or policy providing eligibility for a resident tuition rate or its equivalent to a student.

(c) The Board of Regents of the University of Minnesota is requested to adopt a policy implementing this section.

EFFECTIVE DATE.This section is effective July 1, 2013, and applies to tuition for school terms commencing on or after July 1, 2013.

RECOMMENDED COMMITTEE ACTION

This is a first reading, no action is required.

RECOMMENDED MOTION

NA

Date Presented to the Board of Trustees: January 22, 2014

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

BOARD POLICY
Chapter #2 Students
Section #2 State Residency

1 **2.2 State Residency**
2

3 **Part 1. Purpose.** Determination of the state of residency of students is necessary for a variety
4 of federal and state reporting requirements, for institutional research purposes, and in some
5 cases, determination of the tuition to be charged to individual students. This policy provides
6 standards for the initial classification of students as state residents or non-residents,
7 determination of appropriate tuition charges, and the procedures to be followed in order to
8 change the state residency status of students.
9

10 **Part 2. Classification as State Residents.** Students who meet one or more of the following
11 conditions on the date they apply for admission to a state college or university shall be classified
12 as residents of Minnesota.
13

- 14 A. Students who resided in the state for at least one calendar year immediately prior to
15 applying for admission, or dependent students who have a parent or legal guardian
16 residing in Minnesota on the date the students apply. Residency in the state during this
17 period must not have been solely or primarily for the purpose of attending a college or
18 university.
- 19 B. Minnesota residents who can demonstrate that they were temporarily absent from the
20 state without establishing residency elsewhere.
- 21 C. Persons who moved to the state for employment purposes and, before moving and before
22 applying for admission to a public postsecondary institution, accepted a full-time job in
23 the state, or students who are spouses or dependents of such persons.
24

25 **Part 3. Tuition.** Students who are classified as Minnesota state residents shall be charged the
26 resident tuition rate. Students who are residents of states with which the state of Minnesota has a
27 reciprocity agreement shall be charged the appropriate reciprocity tuition rate. All other students
28 shall be charged the non-resident tuition rate, unless they qualify under one of the exceptions
29 provided in Part 4. below.
30

31 **Part 4. Non-Resident Students Allowed to Pay the Resident Tuition Rate.**
32

33 **Subpart A. Required Exceptions.** Non-residents of Minnesota who meet one or more of
34 the following conditions shall be charged the resident tuition rate unless otherwise prohibited
35 by applicable state or federal law or regulations.
36

- 37 1. **Current and Former Service Members.** Current and former members of the U.S.
38 military, their spouses, and dependent children.

- 1 2. **Migrant Farmworkers.** Students who have been in Minnesota as migrant
2 farmworkers, as defined in the Code of Federal Regulations, title 20, section 633.104,
3 over a period of at least two years immediately before admission or readmission to a
4 Minnesota public postsecondary institution, or students who are dependents of such
5 migrant farmworkers.
- 6 3. **Minnesota High School Graduates.** A student who graduated from a Minnesota
7 high school, if the student was a resident of Minnesota during the student's period of
8 attendance at the Minnesota high school and the student physically attends a
9 Minnesota State College or University.
- 10 4. **Employment-related Relocation.** Persons who were employed and were relocated
11 to the state by the person's current employer.
- 12 5. **Refugees and Asylees.** Students who are recognized as refugees or asylees by the
13 Office of Refugee Resettlement of the United States Department of Health and
14 Human Services.
- 15 6. **Prosperity Act.** Students, other than nonimmigrant aliens within the meaning of
16 United States Code, title 8, section 1101, subsection (a), paragraph (15), who meet the
17 following requirements established in Minnesota Statutes 135.043.
 - 18 a. High school attendance within the state for three or more years;
 - 19 b. graduation from a state high school or attainment within the state of the
20 equivalent of high school graduation; and
 - 21 c. in the case of a student without lawful immigration status: (i) documentation
22 that the student has complied with selective service registration requirements;
23 and (ii) if a federal process exists for the student to obtain lawful immigration
24 status the student must present the higher education institution with
25 documentation from federal immigration authorities that the student has filed
26 an application to obtain lawful immigration status.

27
28 **Subpart B. Discretionary Exceptions.** Non-residents of Minnesota may be charged the
29 resident tuition rate under one or more of the following exceptions.

- 30
31 1. **Single Tuition Rate.** With Board of Trustees approval, a college or university may
32 adopt a policy to charge one tuition rate to all students.
- 33 2. **International Students.** Colleges and universities may charge resident tuition to
34 nonimmigrant international students classified under 8, U.S.C. 1101 (a) (15) (B), (F),
35 (H), (J), and (M).
- 36 3. **Graduate Assistants.** Universities may charge resident tuition to graduate students
37 appointed to graduate assistant positions.
- 38 4. **Intergovernmental Agreements.** A college or university may have an agreement
39 with a governmental subdivision of another state to charge certain students resident
40 tuition approved by the Board of Trustees.
- 41 5. **High Ability Students.** Colleges and universities may adopt a policy to charge
42 resident tuition to high ability students who are in the top 15 percent of their high
43 school class or who score above the 85th percentile on a nationally-normed,
44 standardized achievement test and who reside in states that do not have reciprocity
45 agreements with Minnesota.

1 6. **Other Categories.** With Board of Trustees approval, colleges and universities may
2 charge resident tuition to other specific categories of students.
3

4 **Part 5. Appeal of Initial Residency Classification.** Each college and university policy and
5 procedure shall provide for an appeal to an appropriate college or university administrator of a
6 decision not to classify a student as a Minnesota resident as described in this policy. The
7 administrator's decision shall be final. A student whose appeal is successful shall be charged the
8 resident tuition rate retroactive to the beginning of the first term of enrollment.
9

10 **Part 6. Change of Residency Status.** Under certain conditions, students who are initially
11 classified as not being Minnesota state residents may have their status changed to that of
12 resident. The Chancellor shall develop a system procedure that describes the conditions under
13 which residency status may be changed.

Date of Adoption: 8/15/97;

Date of Implementation: 7/18/95,

Date & Subject of Revisions:

5/22/13, Amended Part 2A requires that residency in the state cannot be for the sole purpose of attending a college or university. Amended Part 4, Subpart A to provide for possible changes in future legislative or congressional action. Amended Part 4, Subpart A1 to clarify intent and simplify language.

9/17/08 - Policy completely revised. New sections developed for classification of residents and non-residents, appropriate tuition rates, exceptions and appeals. Process used to determine residency moved to a new system procedure.

7/21/99, Subpart C, added number 8, regarding military personnel serving on active duty assignment in Minnesota

12/18/96 Part 1 – Stricken language, Part 2A – Strict Definition of Domicile, Add Part 2C – Exceptions, Part 3 – Stricken

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
Agenda Item Summary Sheet**

Name: Academic and Student Affairs Committee

Date: January 22, 2014

Title: Proposed Amendment to Board Policy 3.36 Academic Programs (First Reading)

Purpose (check one):

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Proposed
New Policy or
Amendment to
Existing Policy | <input type="checkbox"/> Approvals
Required by
Policy | <input type="checkbox"/> Other
Approvals |
| <input type="checkbox"/> Monitoring /
Compliance | <input type="checkbox"/> Information | |

Brief Description:

As a first reading, two changes are proposed for policy 3.36 – Academic Programs:

- Part 2 – revise the definition of credit and
- Part 7 – delete language regarding annual academic program review summary reports to the chancellor

A revised definition of credit would place less emphasis on instructional time and incorporate new language on student learning outcomes.

Deletion of a requirement to annually report a summary of academic program reviews to the chancellor would reduce reporting burden on colleges and universities. A requirement for colleges and universities to regularly review programs would continue without change.

Scheduled Presenter(s):

Leslie Mercer, Associate Vice Chancellor for Research, Planning and Policy

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

BOARD INFORMATION ITEM

**PROPOSED AMENDMENT TO BOARD POLICY
3.36 ACADEMIC PROGRAMS (FIRST READING)**

BACKGROUND

Two readings and Board of Trustees approval is required for adoption of new and revised policy language.

Development of proposed policy language includes prior review by the Academic and Student Affairs Policy Council as well as meet and confer sessions with the Inter Faculty Organization, Minnesota State Colleges Faculty and Minnesota State University Association of Administrative and Services Faculty.

As a first reading, two changes are proposed for 3.36 – Academic Programs policy: Part 2 – revise the definition of credit and Part 7 – delete language regarding annual academic program review summary reports to the chancellor.

RECOMMENDED COMMITTEE ACTION

This is a first reading, no action is required.

RECOMMENDED MOTION

NA

Date Presented to the Board of Trustees: January 22, 2014

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

BOARD POLICY
Chapter #3 Educational Policies
Section #36 Academic Programs

1 **3.36 Academic Programs**
2

3 **Part 1. Purpose and Applicability.** The purpose of the Academic Programs policy is to direct
4 decision-making regarding the development, approval and management of credit-based academic
5 programs.
6

7 The academic programs of the Minnesota State Colleges and Universities should prepare
8 graduates for work, life, and citizenship. Academic programs should create graduates who are
9 creative, innovative, and able to respond with agility to new ideas, new technologies, and new
10 global relationships. Graduates should be able to lead their professions and adapt to the multiple
11 careers they will have over their lifetimes. Graduates should have the ability to think
12 independently and critically; be able to resourcefully apply knowledge to new problems;
13 proactively expect the unexpected, embrace change and be comfortable with ambiguity; and be
14 able to communicate and work effectively across cultural and geographic boundaries.
15

16 In order to meet Minnesota’s educational needs, the Minnesota State Colleges and Universities
17 shall endeavor to:
18

- 19 1. Ensure quality and excellence that is competitive on a national and international level in
20 meeting the needs of students for occupational, general, undergraduate, and graduate
21 education;
- 22 2. Facilitate ease of transfer among schools and programs, integrate course credit, and
23 coordinate degree programs;
- 24 3. Give highest priority to meeting the needs of Minnesota employers for a highly skilled
25 and adaptable workforce;
- 26 4. Enhance Minnesota’s quality of life by developing understanding and appreciation of a
27 free and diverse society; and
- 28 5. Eliminate unnecessary duplication and achieve efficient and streamlined operations.
29

30 **Part 2. Definitions.** The following definitions have the meanings indicated for all Board
31 policies unless the text clearly indicates otherwise.
32

33 **Subpart A. Academic award.** Academic award means a certificate, diploma or degree.
34

35 **Subpart B. Academic program.** Academic program means a cohesive arrangement of
36 college-level credit courses and experiences designed to accomplish predetermined
37 objectives leading to the awarding of a degree, diploma, or certificate. Undergraduate degree

1 programs shall include a general education component. The purpose of an academic program
2 is to:

- 3 1. increase students' knowledge and understanding in a field of study or discipline,
- 4 2. qualify students for employment in an occupation or range of occupations, and/or
- 5 3. prepare students for advanced study.

6
7 **Subpart C. Academic program inventory.** Academic program inventory means the
8 official list of academic programs offered by system colleges and universities.

9
10 **Subpart D. Credit.** Credit means a quantitative measure ~~of instructional time~~ assigned to a
11 system college or university course offering or an equivalent learning experience ~~such as~~
12 class time per week over an academic term that takes into consideration achieved student
13 learning outcomes and instructional time.

14
15 **Subpart E. General education.** General education means a cohesive curriculum defined by
16 faculty through system college or university procedures to develop reasoning ability and
17 breadth of knowledge through an integration of learning experiences in the liberal arts and
18 sciences.

19 20 **Part 3. Authorized Academic Awards.**

21
22 **Subpart A. System college and university award authority.** System colleges and
23 universities have authority to confer academic awards only as specified below.

- 24
25 1. **Community colleges.** Community colleges have the authority to confer
26 undergraduate certificates, diplomas, associate in arts, associate in fine arts,
27 associate in science, and associate in applied science degrees.
- 28
29 2. **Consolidated colleges.** Consolidated colleges have the authority to confer
30 undergraduate certificates, diplomas, associate in arts, associate in fine arts,
31 associate in science, and associate in applied science degrees.
- 32
33 3. **Technical colleges.** Technical colleges have the authority to confer undergraduate
34 certificates, diplomas, associate in science, and associate in applied science degrees.
- 35
36 4. **Universities.** Universities have the authority to confer undergraduate and graduate
37 certificates and associate in arts, associate in fine arts, associate in science,
38 baccalaureate, and graduate degrees.

39
40 Approval by the Board of Trustees is required for a system college or university to confer
41 an academic award type for which specific authority is not granted in this policy.

42
43 **Subpart B. Academic award characteristics.** The chancellor shall specify the
44 characteristics of academic awards.

1 **Subpart C. Academic program credit length limits.** Academic programs that lead to an
2 associate degree shall be limited to 60 credits and academic programs that lead to a
3 baccalaureate degree shall be limited to 120 credits unless the chancellor grants a waiver
4 based on industry or professional accreditation standards that require a greater number of
5 credits.

6
7 The chancellor shall set program credit length requirements and waiver criteria for
8 undergraduate certificates, diplomas and graduate level awards.

9
10 **Part 4. Authority to Establish Academic Program Locations.** Approval of the chancellor is
11 required for establishment of a location at which an academic program may be offered.

12
13 **Part 5. Academic Program Approval.** Approval of the chancellor is required for new
14 academic programs, changes to existing academic programs, suspension of academic programs,
15 and closure of academic programs at system colleges and universities.

16
17 An approved academic program shall include curricular requirements for earning an academic
18 award, such as credits in general education, a major and/or minor, and all prerequisite courses.
19 The chancellor shall maintain the academic program inventory and annually report to the Board
20 of Trustees on the status of the inventory. The annual report to the Board will include data and
21 analysis of programs measured against program goals established by the Chancellor. The goals
22 will be based on aligning program offerings to workforce needs statewide, regionally and locally
23 in collaboration with the Department of Employment and Economic Development and the
24 Governor's Workforce Development Council (GWDC), and including data from the State
25 Demographer. Only academic programs approved by the chancellor as recorded in the academic
26 program inventory may be offered by system colleges and universities.

27
28 **Part 6. Student Options when Academic Programs are Suspended, Closed, or Changed.** A
29 system college or university shall provide a student admitted to an academic program an
30 opportunity, consistent with system college or university policy, to complete the academic
31 program when it is suspended or closed or when the requirements have changed.

32
33 **Part 7. Academic Review.** Each system college and university shall regularly review its
34 academic programs for the purpose of academic planning and improvement.
35 ~~Each system college and university shall submit an annual summary of its academic program~~
36 ~~review activity to the chancellor.~~

37
38 The chancellor, as appropriate, may conduct statewide or regional reviews of academic programs
39 or program clusters, report findings to the Board of Trustees and, when necessary, impose
40 conditions on academic programs.

*Date of Adoption: 6/20/07,
Date of Implementation: 8/01/07,*

*Date & Subject of Revisions:
11/16/11 - Amends Part 1 to include foundational language that specifically reflects legislation found in State
Higher Education Objectives, Budget Priorities, Powers and Duties, Missions, Courses and Programs, and*

Education Priorities. Amends Part 5 to require that the annual academic program status report to the Board include data and analysis of programs measured against program goals established by the Chancellor.

1/21/09 - Amends Part 2, Subp. B to require undergraduate degree programs to include a general education component. Adds Part 3, Subp C, Academic Program Credit Length Limits.

6/20/07 - Repealed the following policies:

3.2 - Academic Program Inventory

3.10 - Academic Program Review

3.12 - Academic Program Suspension and Reinstatement and Closure

3.14 - Academic Program Approval

Procedure 3.14.1 - Addressing Transfer in Approval of New Programs

3.17 - Degrees, Diplomas and Certificates

Procedure 3.17.1 - Degrees, Diplomas and Certificates

3.19 - Academic Program Redesign.

3.20 - Academic Program Replication or Relocation.

3.25 - Degree Granting Authority.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
Agenda Item Summary Sheet**

Name: Academic and Student Affairs Committee

Date: January 22, 2014

Title: Proposed Policy 3.40 Recognition of Veteran Status (First Reading)

Purpose (check one):

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Proposed
New Policy or
Amendment to
Existing Policy | <input type="checkbox"/> Approvals
Required by
Policy | <input type="checkbox"/> Other
Approvals |
| <input type="checkbox"/> Monitoring /
Compliance | <input type="checkbox"/> Information | |

Brief Description:

The proposed new policy establishes a requirement that state universities establish local policies to recognize veteran status as a positive factor in the admission decisions made by graduate and professional programs. The policy also requires that universities maintain records on the number of veterans who apply and the number accepted to graduate and professional programs so that this information may be reported to the legislature.

Scheduled Presenter(s):

Leslie Mercer, Associate Vice Chancellor for Research, Planning and Policy

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

BOARD INFORMATION ITEM

**PROPOSED POLICY 3.40 RECOGNITION
OF VETERAN STATUS (FIRST READING)**

BACKGROUND

Legislation passed during the 2013 session requires that an applicant's veteran status be recognized as a positive factor in making admission decisions for graduate and professional degree programs at MnSCU state universities. The proposed new policy meets the requirements of the legislation by requiring that the state universities develop policies recognizing veteran status as a positive factor in admissions decisions made by individual graduate and professional programs. In addition the proposed new policy requires that state universities maintain appropriate records so that the number of veterans who apply for admission and the number accepted may be reported to the legislature.

Sec. 23. Minnesota Statutes 2012, section 197.775, is amended by adding a subdivision to read:

Subd. 2a. **Recognition of veteran status.** (a) With the policy in this subdivision, the state recognizes veterans' selfless sacrifices in service to our nation, and their varied and specialized military education and training, as well as the need for their timely and meaningful reintegration into civilian society. The state also recognizes the special value of veterans in furthering the goal of creating a diverse student population in the state's postsecondary institutions.

(b) Minnesota State Colleges and Universities must adopt a policy recognizing, for applicants who are veterans, the applicant's veteran status as a positive factor in determining whether to grant admission to a graduate or professional academic degree program. The Board of Trustees must report to the chairs and ranking minority members of the legislative committees and divisions with jurisdiction over higher education policy and finance annually by February 15 on the number of veterans who apply for a graduate or professional academic degree program and the number accepted.

(c) The University of Minnesota, and private colleges and universities in Minnesota, are encouraged to adopt a policy recognizing, for applicants who are veterans, the applicant's veteran status as a positive factor in determining whether to grant admission to an undergraduate, graduate, or professional academic degree program.

RECOMMENDED COMMITTEE ACTION

This is a first reading, no action is required.

RECOMMENDED MOTION

NA

Date Presented to the Board of Trustees: January 22, 2014

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

BOARD POLICY
Chapter #3 Educational Policies
Section #40 Recognition of Veteran Status

1 **3.40 RECOGNITION OF VETERAN STATUS**
2

3 **Part 1. Purpose.** This policy establishes veteran status as a factor to be recognized in evaluating
4 applicants for admission to graduate and professional programs, in accordance with Minnesota
5 Statutes 197.775.
6

7 **Part 2. Definitions.**
8

9 **Subpart A. Graduate or Professional Programs.** Graduate or professional programs
10 means post-baccalaureate educational programs leading to master’s, specialist, or doctoral
11 degrees offered by Minnesota state universities.
12

13 **Subpart B. Veteran.** Veteran means a person who is currently serving or has ever served in
14 the United State armed forces and has been discharged under honorable conditions.
15

16 **Part 3. Policy.** Each Minnesota state university shall adopt a policy recognizing, for applicants
17 who are veterans, an applicant's veteran status as a positive factor in determining whether to
18 grant admission to a graduate or professional academic degree program.
19

20 **Part 4. Report.** By January 15 of every year, each Minnesota state university shall submit a
21 report to the system office on the number of veterans who applied for a graduate or professional
22 academic degree program and the number accepted during the previous fiscal year.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
Agenda Item Summary Sheet**

Committee: Academic and Student Affairs

Date of Meeting: January 22, 2014

Agenda Item: Meeting the Baccalaureate Needs of the Twin Cities Metro Area

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

Brief Description:

This is a follow-up to the June 2013 Board meeting where an overview was given of the current needs, strategies, outcomes and options for accelerating baccalaureate degree programs in the Twin Cities metropolitan area including-

- Projected 570,000 new jobs over the next three decades, 399,000 of which will require a postsecondary credential and 199,500 of which will require a bachelor's degree
- Proposed creation of academic centers to develop collaborative programs that provide seamless program pathways for students and respond to critical workforce needs

The Board of Trustees requested that more information on other options be brought forward for further discussion.

Scheduled Presenter(s):

John O'Brien, Interim Vice Chancellor for Academic and Student Affairs
Leslie Mercer, Associate Vice Chancellor for Research, Planning and Policy