



ACADEMIC AND STUDENT AFFAIRS COMMITTEE

MAY 19, 2015

1:00 P.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 April 22, 2015 (pp.1-2)**
- 2. Proposed Amendment to Policy 2.2 State Residency (Second Reading)(pp.3-8)**
- 3. Proposed Amendment to Policy 2.6 Intercollegiate Athletics (Second Reading)(pp.9-12)**
- 4. Minneapolis Community and Technical College: Approval of College Mission Statement (pp.13-17)**
5. Centers of Excellence (18-20)
6. Program Inventory and Collaboration Report (pp.21-22)
7. Study Session on Developmental Education (pp.23-24)
8. Spotlight: Minnesota State University, Mankato 3-D Technology Innovations (pp.25-26)
(presented at the Board of Trustees meeting during the report of the committee)

Academic and Student Affairs Committee

Margaret Anderson Kelliher, Chair

Louise Sundin, Vice Chair

John Cowles

Dawn Erlandson

Maleah Otterson

Elise Ristau

Bolded items indicate action required.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
APRIL 22, 2015**

Academic and Student Affairs Committee Members Present: Chair Margaret Anderson Kelliher, Trustees John Cowles, Maleah Otterson and Elise Ristau.

Academic and Student Affairs Committee Members Absent: Dawn Erlandson and Louise Sundin.

Other Board Members Present: Trustees Duane Benson, Kelly Charpentier-Berg, Alex Cirillo, Robert Hoffman, Philip Krinkie and Erma Vizenor.

The Minnesota State Colleges and Universities Academic and Student Affairs Committee held a meeting on April 22, 2015 at Wells Fargo Place, 4th Floor, McCormick Room, 30 East 7th Street in St. Paul. Academic and Student Affairs Committee Chair Anderson Kelliher called the session to order at 8:30 am.

1. Minutes of the March 18, 2015 Academic and Student Affairs Committee meeting

Trustee Cowles moved and Trustee Ristau seconded that the minutes from the March 18, 2015 meeting be approved as written. Motion carried.

2. Proposed Amendment to Policy 2.2 – State Residency (First Reading)

Presenters:

John O'Brien, Senior Vice Chancellor
Toya Younger, Associate Vice Chancellor

This was a first reading of a language change in Policy 2.2 State Residency.

ASA staff reviewed Policy 2.2 as a result of federal legislation passed in 2014. The proposed amendment adds veterans and family members eligible under the Choice Act to the list of students who qualify for resident tuition.

Associate Vice Chancellor Younger said the system has been in compliance with the law for some time and this amendment merely updates the policy's language.

This policy will receive a second reading at the next committee meeting.

3. Proposed Amendment to Policy 2.6 – Intercollegiate Athletics (First Reading)

Presenters:

John O'Brien, Senior Vice Chancellor

Toyia Younger, Associate Vice Chancellor

The proposed amendment replaces outdated gender language with language that reflects the inclusive environment at Minnesota State Colleges and Universities, Associate Vice Chancellor Younger said.

References to “male and female students” is being replaced with “students of all gender identifies and gender expressions” in the policy.

This policy will receive a second reading at the next committee meeting.

The meeting adjourned at 8:36 am
Respectfully submitted,
Margie Takash, Recorder

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

Agenda Item Summary Sheet

Name: Academic and Student Affairs Committee

Date: May 19, 2015

Title: Proposed Amendment to Policy 2.2 State Residency (Second 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:

ASA staff reviewed Policy 2.2 as a result of federal legislation passed in 2014. The proposed amendment adds veterans and family members eligible under the Choice Act to the list of students who qualify for resident tuition.

The proposed revision was reviewed by the Office of General Counsel, cabinet, then sent out for formal consultation and received support from the presidents, employee representative groups, student associations and campus leadership groups. All comments received from the consultation were taken into consideration.

Scheduled Presenter(s):

Toyia Younger, Associate Vice Chancellor for Student Affairs

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

BOARD ACTION
POLICY 2.2 STATE RESIDENCY (SECOND READING)

1 **BACKGROUND**

2
3 Board Policy 2.2 State Residency was adopted by the Board of Trustees on July 18, 1995 and
4 implemented on August 15, 1997. The policy was last reviewed in 2013 and amended to bring
5 Minnesota State Colleges and Universities into compliance with the Minnesota Prosperity Act of
6 2013. Board Policy 1A.1, Part 6, Minnesota State Colleges and Universities Organization and
7 Administration, requires periodic review of all board policies.

8
9 The Veterans Access, Choice and Accountability Act of 2014 (“Choice Act”) provides that
10 students who meet certain requirements shall be charged resident tuition at state colleges and
11 universities. This federal legislation requires an amendment to Board Policy 2.2 State Residency
12 to accommodate the additional students who qualify for resident tuition.

13
14 **PROPOSED AMENDMENTS**

15
16 The proposed amendments to Policy 2.2 are identified by strikethrough and underlining in the
17 policy on the following page. The new language on page 2, lines 6 and 7 was pre-approved by
18 the U.S. Department of Veterans Affairs and will bring MnSCU into compliance with the Choice
19 Act.

20
21 **REVIEW PROCESS**

22
23 The proposed board policy revision was circulated to all presidents, employee representative
24 groups, student associations, and campus leadership groups. The policy review was discussed
25 with the Leadership Council. All comments received during the review process have been
26 examined and responses sent to the commentators.

27
28 **RECOMMENDED COMMITTEE ACTION**

29
30 The Board of Trustees approves the recommended changes to Policy 2.2 State Residency.

31
32 **RECOMMENDED BOARD MOTION**

33
34 The Board of Trustees approves the recommended changes to Policy 2.2 State Residency.

35
36 *Date Presented to the Board of Trustees: April 22, 2015*

37 *Date of Implementation: April 22, 2015*

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

BOARD POLICY	2.2
Chapter 2. Students	
Section 2. Proposed Amendment to Policy 2.2 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 of
4 federal and state reporting requirements, for institutional research purposes, and in some cases,
5 determination of the tuition to be charged to individual students. This policy provides standards
6 for the initial classification of students as state residents or non-residents, determination of
7 appropriate tuition charges, and the procedures to be followed in order to change the state
8 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 applying
15 for admission, or dependent students who have a parent or legal guardian residing in
16 Minnesota on the date the students apply. Residency in the state during this period must not
17 have been solely or primarily for the purpose of attending a college or university.
18
- 19 B. Minnesota residents who can demonstrate that they were temporarily absent from the state
20 without establishing residency elsewhere.
21
- 22 C. Persons who moved to the state for employment purposes and, before moving and before
23 applying for admission to a public postsecondary institution, accepted a full-time job in the
24 state, or students who are spouses or dependents of such persons.
25

26 **Part 3. Tuition.** Students who are classified as Minnesota state residents shall be charged the
27 resident tuition rate. Students who are residents of states with which the state of Minnesota has a
28 reciprocity agreement shall be charged the appropriate reciprocity tuition rate. All other students
29 shall be charged the non-resident tuition rate, unless they qualify under one of the exceptions
30 provided in Part 4 below.
31

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

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.

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

36
37 **Subpart B. Discretionary Exceptions.** Non-residents of Minnesota may be charged the
38 resident tuition rate under one or more of the following exceptions.
39

- 40 **1. Single Tuition Rate.** With Board of Trustees approval, a college or university may adopt
41 a policy to charge one tuition rate to all students.
42
- 43 **2. International Students.** Colleges and universities may charge resident tuition to
44 nonimmigrant international students classified under 8, U.S.C. 1101 (a) (15) (B), (F), (H),
45 (J), and (M).
46

- 1 3. Graduate ~~A~~ssistants. Universities may charge resident tuition to graduate students
2 appointed to graduate assistant positions.
3
- 4 4. Intergovernmental ~~A~~greements. A college or university may have an agreement with a
5 governmental subdivision of another state to charge certain students resident tuition
6 approved by the Board of ~~T~~rustees.
7
- 8 5. High ~~A~~bility ~~S~~tudents. Colleges and universities may adopt a policy to charge resident
9 tuition to high ability students who are in the top 15 percent of their high school class or
10 who score above the 85th percentile on a nationally-normed, standardized achievement
11 test and who reside in states that do not have reciprocity agreements with Minnesota.
12
- 13 6. Other ~~C~~ategories. With Board of ~~T~~rustees approval, colleges and universities may
14 charge resident tuition to other specific categories of students.
15

16 **Part 5. Appeal of Initial Residency Classification.** Each college and university policy and
17 procedure shall provide for an appeal to an appropriate college or university administrator of a
18 decision not to classify a student as a Minnesota resident as described in this policy. The
19 administrator's decision shall be final. A student whose appeal is successful shall be charged the
20 resident tuition rate retroactive to the beginning of the first term of enrollment.
21

22 **Part 6. Change of Residency Status.** Under certain conditions, students who are initially
23 classified as not being Minnesota state residents may have their status changed to that of
24 resident. The ~~C~~hancellor shall develop a system procedure that describes the conditions under
25 which residency status may be changed.

26 ***Related Documents:***
27

- 28 • [Minnesota State Statutes 135A.031, subd. 2](#)
- 29 • [Procedure 2.2.1](#) State Residency

30 ***Policy History:***
31

32 *Date of Adoption: 7/18/95,*

33 *Date of Implementation: 8/15/97,*
34

35 ***Date & Subject of Revisions:***

36 *4/22/2015, Amended Part 4, Subpart A1, by adding language reflecting current practice of*
37 *charging veterans and family members the non-resident tuition rate when eligible under the*
38 *Post-9/11 GI Bill, Montgomery GI Bill, or Marine Gunnery Sergeant John David Fry*
39 *Scholarship.*
40

41 *3/19/14, Amended to add Part 4, Subpart A6, Prosperity Act*
42

43 *5/22/13, Amended Part 2A requires that residency in the state cannot be for the sole purpose of*
44 *attending a college or university. Amended Part 4, Subpart A to provide for possible changes in*
45 *future legislative or congressional action. Amended Part 4, Subpart A1 to clarify intent and*
46 *simplify language.*

1
2 *9/17/08 - Policy completely revised. New sections developed for classification of residents and*
3 *non-residents, appropriate tuition rates, exceptions and appeals. Process used to determine*
4 *residency moved to a new system procedure.*

5
6 *Click here for additional 2.2 **HISTORY***

Single underlining represents proposed new language.

~~Strikeouts~~ represent existing language proposed to be eliminated.

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

Agenda Item Summary Sheet

Name: Policy 2.6

Date: May 19, 2015

Title: Proposed Amendment to Policy 2.6 – Inter-collegiate Athletics (Second 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:

Board Policy 1A.1, Part 6, Minnesota State Colleges and Universities Organization and Administration, requires periodic review of all board policies. Staff reviewed Policy 2.6 in 2015 as part of the normal five year review cycle. The proposed amendment updates the student gender language with language that reflects the inclusive environment at Minnesota State Colleges and Universities.

The proposed revision was reviewed by the Office of General Counsel, cabinet, then sent out for formal consultation and received support from the presidents, employee representative groups, student associations and campus leadership groups. All comments received from the consultation were taken into consideration.

Scheduled Presenter(s):

Toyia Younger, Associate Vice Chancellor for Student Affairs

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

BOARD ACTION

POLICY 2.6 INTERCOLLEGIATE ATHLETICS (SECOND READING)

1 BACKGROUND

2
3 Board Policy 2.6 Intercollegiate Athletics was adopted by the Board of Trustees on May 16,
4 1995 and implemented on July 1, 1995. The policy was last reviewed in 2010 and amended to
5 clarify that Board approval was required to add a sport at the Division I level and that all student
6 athletes were required to have adequate health insurance. Board Policy 1A.1, Part 6, Minnesota
7 State Colleges and Universities Organization and Administration, requires periodic review of all
8 board policies. Policy 2.6 was reviewed in 2015 as part of the normal five year review cycle.

9 PROPOSED AMENDMENTS

10
11
12 The proposed amendments to Policy 2.6 are identified by strikethrough and underlining in the
13 policy on the following page. The revision in Part 2 replaces the gender terms “male” and
14 “female” with the phrase “of all gender identities and gender expressions”. The new language
15 more accurately reflects the inclusive environment at Minnesota State Colleges and Universities.

16 REVIEW PROCESS

17
18
19 The proposed revision to Board Policy 2.6 was circulated to all presidents, employee
20 representative groups, student associations, and campus leadership groups. The policy review
21 was discussed with the Leadership Council. All comments received during the review process
22 have been examined and responses sent to the commentators.

23 RECOMMENDED COMMITTEE ACTION

24
25
26 The Board of Trustees approves the changes to Policy 2.6 Intercollegiate Athletics.

27 RECOMMENDED BOARD MOTION

28
29
30 The Board of Trustees approves the changes to Policy 2.6 Intercollegiate Athletics.

31
32 *Date Presented to the Board of Trustees: April 22, 2015*

33 *Date of Implementation: April 22, 2015*

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

BOARD POLICY	2.6
Chapter 2. Students	
Section 2. Proposed Amendment to Policy 2.6 Intercollegiate Athletics	

2.6 INTERCOLLEGIATE ATHLETICS.

Part 1. Conference and Division Membership. Consistent with the unique identity and mission of the institution, a college or university may engage in programs of intercollegiate athletics. A college or university may join one or more conferences and add or remove sports after a review of the impact on students, ~~and finances,~~ ~~and~~ the institution's facilities master plan, Title IX compliance, and completion of the student and college/university consultation process. The college or university shall operate according to the rules and standards of the conference as long as such rules are not in conflict with federal or state law, board policies, or system procedure. Adding any sport at the National Collegiate Athletic Association or the National Junior College Athletic Association division-one level requires a recommendation from the chancellor and prior approval by the board. A request for ~~h~~Board approval of participation in a division-one-level sport shall be directed to the chancellor or designee and shall include analysis and review of the expected impact on students, institutional and student services finances, the institution's mission and facilities master plan, compliance with equal opportunity requirements, and a report of the consultation process used.

Part 2. Gender Equity in Athletics. The Minnesota State Colleges and Universities are committed to providing equal opportunity in athletics for ~~male and female~~ students of all gender identities and gender expressions. Each college or university with intercollegiate athletics must provide athletic opportunities for students ~~male and female students~~ in accordance with federal and state requirements.

Part 3. Student Athlete Health Insurance. Students participating in intercollegiate athletics are required to maintain health insurance through a plan or rider that includes coverage for participation in intercollegiate athletics. Prior to student participation in intercollegiate athletics, colleges and universities must provide adequate written notice to students of the requirement for health insurance.

Related Documents:

- [Minnesota Statutes §13.392](#), Subdivisions 1 and 2
- ~~Minnesota Government Data Practices Act~~

Policy History:

1 *Date of Adoption: 5/16/95,*
2 *Date of Implementation: 7/01/95,*

3
4 ***Date & Subject of Revisions:***
5 *4/22/15 – Editorial changes and revised language in Part 2 to encompass all gender identities*
6 *and expressions of students.*

7
8 *03/17/10 - Amends Part 1 clarifying that Board approval is required in order to add a sport at*
9 *the Division 1 level. Amends Part 3 to require student athletes to have adequate health*
10 *insurance.*

11
12 *12/17/03 - Deleted Part 1. Definitions, Subparts A and B; clarified conference and division*
13 *membership by colleges and universities (Part 2) and renumbered to Part 1; amended language*
14 *in Part 3 and renumbered to Part 2; deleted Part 4.*

15
16 *There is no additional HISTORY for policy 2.6.*

17
Single underlining represents proposed new language.
~~*Strikeouts*~~ *represent existing language proposed to be eliminated.*

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

Agenda Item Summary Sheet

Name: Academic and Student Affairs Committee

Date: May 19, 2015

Title: Minneapolis Community and Technical College: Approval of College Mission

Purpose (check one):

Proposed
New Policy or
Amendment to
Existing Policy

Approvals
Required by
Policy

Other
Approvals

Monitoring /
Compliance

Information

Brief Description:

The mission of Minneapolis Community and Technical College is being presented for Board approval. The mission and vision meet the criteria in Board Policy 3.24 Institution Type and Mission, and System Mission, Part 4: Approval of College or University Mission Statements.

Scheduled Presenter(s):

Avelino Mills-Novoa, Interim President, Minneapolis Community and Technical College

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

BOARD ACTION ITEM

**MINNEAPOLIS COMMUNITY AND TECHNICAL COLLEGE:
APPROVAL OF COLLEGE MISSION STATEMENT**

BACKGROUND

The mission of Minneapolis Community and Technical College is being presented for Board approval. The mission and vision meet the criteria identified in Board Policy 3.24 Institution Type and Mission, and System Mission, Part 4: Approval of College or University Mission Statements.

Current Mission: Minneapolis Community and Technical College makes individual dreams achievable by providing access to learning opportunities that prepare students to live and work in a democratic society within a global community. The college fulfills this mission through:

- General education
- Liberal education
- Technical education
- Baccalaureate transfer education
- Workforce development
- Developmental education
- English language learning
- Continuing education

Proposed Mission: MCTC provides access to the transformative power of education in a diverse and dynamic downtown environment.

Rationale for revisions: The new mission statement conforms to Policy 3.24, Part 2, which states that a mission statement should describe the distinct purpose of the institution as well as the constituents served and expected outcomes.

- Describes the outcome students should experience – the “transformative power of education”
- Describes unique aspects of MCTC – “diverse and dynamic downtown environment”

Vision: We see a college that provides access to excellence and pathways to opportunity.

Values:

Student-centered: Anchor all decisions, programs and services around student needs.

Inclusion: Create a climate that empowers, supports and invites participation in the college and the community.

Community: Build an interdependent community allied with our external partners.

Excellence: Work daily to create an outstanding environment for learning and success.

Integrity: Be guided by honesty, fairness, and compassion in all our dealings.

The college vision and mission respond to the following elements in the system procedure:

1. Alignment of proposed mission with the system mission and statewide needs

The link between the new mission statement phrase “transformative power of education” and the System Strategic Framework can be found in Strategic Directions I (“Extraordinary Education”) and II (“Partner of Choice”):

- Strategic Direction I: “Preparing graduates to lead”; will be “the place of opportunity.”
 - By “transformative power,” we mean that graduates will be able to transform their own lives and the lives of their communities through personal empowerment, greater economic upward mobility and career success.
- Strategic Direction II: “Help them solve real-world problems” and “keep Minnesotans at the leading edge of their professions;” “increasing the number of Minnesotans who complete certificates, diplomas and degrees.”
 - By “diverse and dynamic downtown environment,” we highlight that one of the things that makes MCTC a unique learning environment for students is that it is situated in the heart of the state’s largest urban center and in one of the most diverse communities in the upper midwest. This provides outstanding learning opportunities for students, and enables the college to help our community meet employers’ needs for a culturally diverse and well-prepared workforce.

2. The extent to which the college or university will meet expectations of statute and how it relates to other institutions of higher education

The mission statement revision does not change MCTC’s mission to deliver comprehensive education in transfer, occupational, and basic education areas. State Statute 135A.052 states that comprehensive colleges will offer lower-division instruction [that]...will be accepted for transfer for a baccalaureate degree,” and “vocational training and education for skilled occupations that do not require a baccalaureate degree.” The proposed revision does not change the extent to which the college will meet these expectations. Additionally, MCTC will continue relating collaboratively with other colleges and universities in the state as it does currently.

3. Array of awards it offers

Minneapolis Community and Technical College is a comprehensive college that offers transfer, occupational and basic education programs. Students can earn two-year Associate in Arts (A.A.) and Associate in Science (A.S.) degrees as well as complete the Minnesota Transfer Curriculum to prepare for transfer to a four-year college or university. MCTC offers career programs that prepare students for immediate employment with certificates, diplomas and

Associate in Applied Science (A.A.S.) credentials. MCTC’s top-awarding programs are shown below.

Program Awards FY14 ¹		
Rank	Program Group	Awards ²
1	Liberal Arts	427
2	Nursing	133
3	Graphic Design: Print and Web	99
4	Information Technology	96
5	Business Management	93

¹Data are from Program Review on December 8, 2014. Prepared by Tabatha Miller.

²Students are unduplicated within program, but may be in more than one program group.

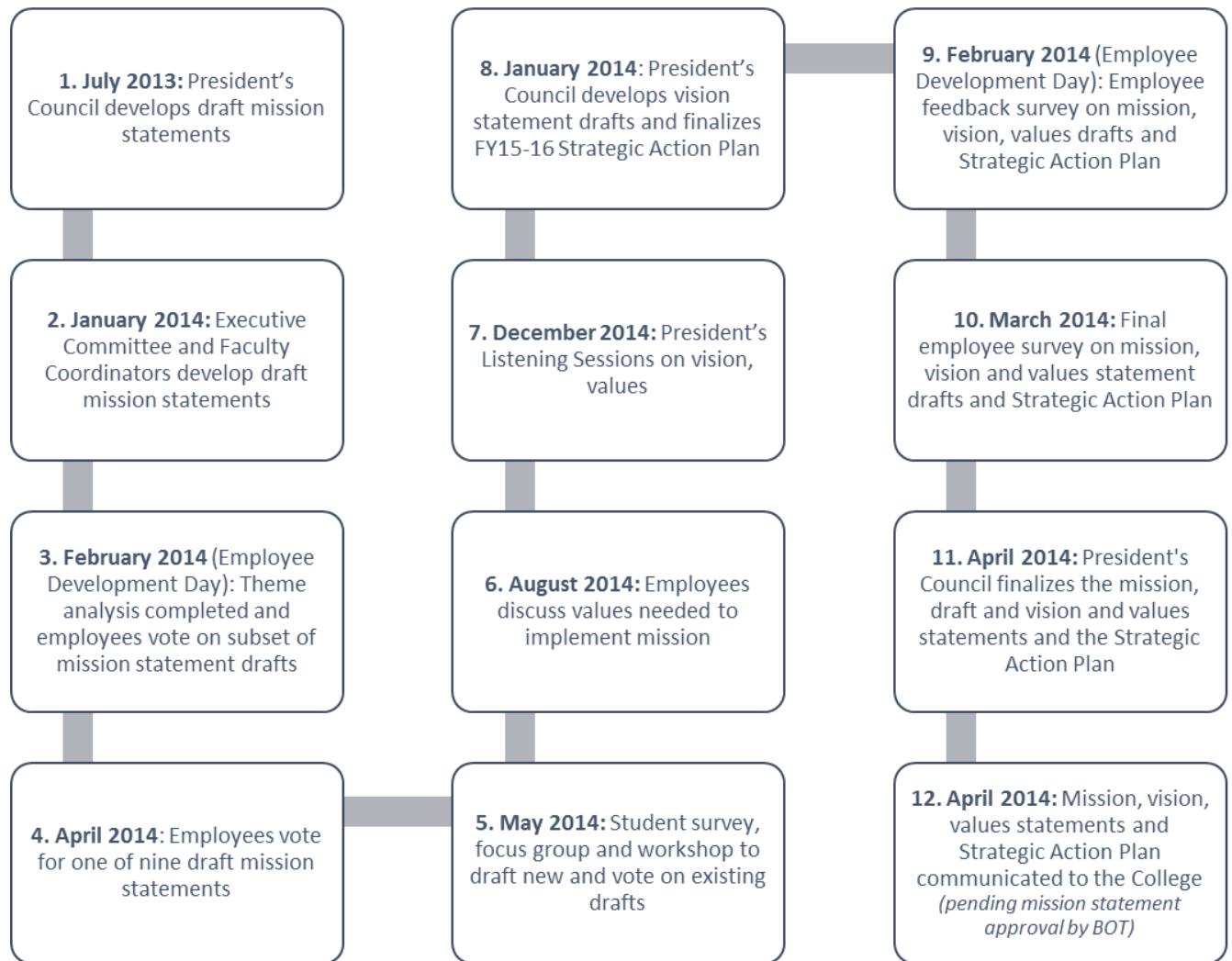
4. *Compliance of the college mission with statute, policy, and regional accreditation requirements*

Board policy 3.24 states that “Mission means the distinct purpose of the college or university, the constituents served and the expected outcomes...” The revised mission statement meets each of these criteria.

State Statute 136F.05 states that a distinct mission should be developed for each campus. The statement “transformative power of education” coupled with “diverse and dynamic downtown environment” highlights MCTC’s unique position as the critical provider of transfer, occupational and basic education for the City of Minneapolis, a function that could not be accomplished by another entity.

The **Higher Learning Commission’s Criterion One** requires that “The institution’s mission is clear and articulated publicly; it guides the institution’s operations.” Sub-criterion 1.C. states that “The institution understands the relationship between its mission and the diversity of society.” The new mission statement is succinct and clear with relation to location, population and expected outcome. In terms of public articulation, MCTC’s Marketing Department will highlight the new mission on the College website, intranet, display monitors, internal newsletters, external blogs, departmental fliers, banners and signage. The mission statement itself and the plan to communicate it through multiple venues will meet HLC’s criteria related to mission.

5. Consultation with faculty, students, employers, and other essential stakeholders



RECOMMENDED COMMITTEE ACTION

Upon the recommendation of the chancellor, the Academic and Student Affairs Committee recommends that the Board of Trustees approve the mission of Minneapolis Community and Technical College.

RECOMMENDED MOTION

The Board of Trustees approves the mission of Minneapolis Community and Technical College.

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

Agenda Item Summary Sheet

Name: Academic and Student Affairs Committee

Date: May 19, 2015

Title: Centers of Excellence

Purpose (check one):

- | | | |
|---|---|---|
| <input 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 checked="" type="checkbox"/> Information | |

Brief Description:

MnSCU's Centers of Excellence promote connectivity between Minnesota industry and the state's colleges and universities. Center programs help students with career exploration, learn on the latest technologies, and participate in work-based experiences. Working with faculty and partner organizations, the Centers support teaching and learning, curriculum development and help elevate industry's need for innovation in educational programs. Centers support the development of talented and educated individuals for Minnesota's leading industries in healthcare, information technology, manufacturing and engineering, agriculture, energy, and transportation.

Scheduled Presenter(s):

Mary Rothchild, Senior System Director, Workforce Development
Karen White, Director, 360 Manufacturing and Applied Engineering ATE Regional Center of Excellence
Bruce Lindberg, Director, AdvanceIT Minnesota
Valerie DeFor, Director, HealthForce Minnesota
Larry Lundblad, President, Central Lakes College

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

INFORMATION ITEM
CENTERS OF EXCELLENCE

BACKGROUND

Minnesota State Colleges and Universities’ Centers of Excellence were created in 2005 as an initiative of the Governor and enacted by the legislature per Minnesota Session Law 2005, Chapter 107, Article 2, Section 31, M.S.136F.31 with initial funding of \$5 million per year for four years.

Centers of Excellence champion and orchestrate targeted talent development efforts to respond to specific employer needs within strategic industry sectors of the Minnesota economy.

Strategic Objectives

1. Expand career awareness and interest among middle and high school students, with special emphasis on diverse populations
2. Increase enrollment in educational programs that prepare students for targeted careers
3. Enhance alignment of curriculum and programs with workplace expectations and requirements
4. Improve Minnesota employers’ access to future talent

Strategies

1. Build partnerships and alliances with industry employers, associations and like-minded organizations to improve coordination of efforts and leverage resources
2. Facilitate collective action among MnSCU faculty and staff to enhance the scale and effectiveness of addressing workforce and education needs
3. Provide opportunities for students, educators and employers to build relationships with one another to increase communication, understanding and collaboration
4. Serve as an advocate and convener for industry stakeholders to explore new ideas, address concerns and promote innovative programs

Common or typical approaches

Expanding career awareness, interest and readiness

- “Career camps” sponsored in conjunction with industry partners that engage students in active learning, with expert faculty and practicing professionals

- Secondary school curricular support to introduce students through active learning strategies to the nature of work in a particular field
- Connecting students with employers and faculty through events and activities

MnSCU collaboration and responsiveness

- Convene faculty and other stakeholders to create new curricula (courses and programs) that address specific workplace talent needs
- Lead collaboration on grants to help fund new programs
- Support research and data gathering on trends that address the needs of Minnesotans

The centers and their websites are:

AdvanceIT Minnesota	www.advanceitmn.org
AgCentric	www.agcentric.org
HealthForce Minnesota	www.healthforceminnesota.org
Mn Center for Engineering and Manufacturing	http://cset.mnsu.edu/mnceme/
Minnesota Energy Center	www.minnesotaenergycareers.com
Minnesota Transportation Center	www.minntran.org
Southern Minnesota Center of Agriculture	www.centerofagriculture.org
360 Manufacturing and Applied Engineering	www.360mn.org
ATE Regional Center of Excellence	

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

Agenda Item Summary Sheet

Name: Academic and Student Affairs Committee

Date: May 19, 2015

Title: Program Inventory and Collaboration Report

Purpose (check one):

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

Brief Description:

Policy 3.36 states: *The chancellor shall maintain the academic program inventory and annually report to the Board of Trustees on the status of the inventory. The annual report to the Board will include data and analysis of programs measured against program goals established by the Chancellor.*

The report provides updated details on program statistics: programs offered by award level, institution, and institution type; online and blended; new, closed, modified and suspended programs. Highlights include trends in number of online programs, an overview of recent inter-campus collaborations in program offerings, and progress toward achievement of 60/120-credit limits in degree programs.

A PowerPoint will be presented.

Scheduled Presenter(s):

Lynda Milne, Associate Vice Chancellor for Academic Affairs

Jon Dalager, System Director, Academic Programs

Cary Komoto, Dean of Science, Technology, Mathematics & Education, and

Nancy Louwagie, Program Chair, Normandale Community College

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

INFORMATION ITEM
PROGRAM INVENTORY AND COLLABORATION REPORT

BACKGROUND

Policy 3.36 states: *The chancellor shall maintain the academic program inventory and annually report to the Board of Trustees on the status of the inventory. The annual report to the Board will include data and analysis of programs measured against program goals established by the Chancellor.*

The report provides updated details on program statistics: programs offered by award level, institution, and institution type; online and blended; new, closed, modified and suspended programs. Highlights include trends in number of online programs, an overview of recent inter-campus collaborations in program offerings, and progress toward achievement of 60/120-credit limits in degree programs.

The system’s goals for the program inventory are emerging from current practice and from strategic planning processes. The report calls for a collaborative and coordinated academic planning process that advances affordability, transferability, and access to our programs and services across the state and for new models of collaboration for system colleges and universities to be the preferred provider of comprehensive workplace solutions through programs and services that build employee skills and solve real-world problems.

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

Agenda Item Summary Sheet

Name: Academic and Student Affairs

Date: May 19, 2015

Title: Study Session on Developmental Education

Purpose (check one):

- | | | |
|---|---|---|
| <input 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 checked="" type="checkbox"/> Information | |

Brief Description:

This study session on developmental education will provide information for trustees and an update on developmental education within the system. The study session will include a presentation on developmental education that provides information on why we offer developmental education, who does developmental education serve, and how we deliver developmental education. The presentation will include examples of current developmental education approaches, programs, and practices through a discussion with MnSCU faculty members and discuss how MnSCU institutions will continue to support and innovate developmental education programs to improve student success.

Scheduled Presenter(s):

Craig Schoenecker, Senior System Director, Research
Pakou Yang, System Director, P-20 and College Readiness

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

INFORMATION ITEM
STUDY SESSION ON DEVELOPMENTAL EDUCATION

BACKGROUND

Minnesota State Colleges and Universities offer developmental courses available to students who do not meet college-level placement in the areas of English, reading and mathematics.

Minnesota State Colleges and Universities Board Policy 3.3 requires each institution to have a course placement policy and requires the chancellor to select a system-endorsed placement instrument for assessment of reading comprehension, written English, and mathematics. System Procedure 3.3.1 defines developmental and college-level courses, identifies the system endorsed instrument, provides for exemptions from placement testing for certain students, and establishes minimum scores for placement into college level courses.

This study session on developmental education will provide information for trustees and an update on developmental education within the system. The study session will include a presentation on developmental education that provides information on why we offer developmental education, who does developmental education serve, and how we deliver developmental education. The presentation will include examples of current developmental education approaches, programs, and practices through a discussion with MnSCU faculty members and discuss how MnSCU institutions will continue to support and innovate developmental education programs to improve student success.

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

Agenda Item Summary Sheet

Name: Academic and Student Affairs Committee

Date: May 19, 2015

Title: Spotlight: Minnesota State University, Mankato 3-D Technology Innovations

Purpose (check one):

Proposed
New Policy or
Amendment to
Existing Policy

Approvals
Required by
Policy

Other
Approvals

Monitoring /
Compliance

Information

Brief Description:

Representatives from Minnesota State University, Mankato will present on 3-D Technology Innovations.

Scheduled Presenter(s):

- Richard Davenport, President
- Ed Clark, CIO and Vice President for Technology
- Jude Higdon, Ed.D., Interim Associate Vice President for IT
- Matt Clay, Assistant CIO for Academic Technology and Technology Consulting
- Jeff Henline, Enterprise Academic Technology Coordinator

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

INFORMATION ITEM
SPOTLIGHT: MINNESOTA STATE UNIVERSITY, MANKATO 3-D TECHNOLOGY INNOVATIONS

BACKGROUND

At each board meeting, the board pauses to spotlight students or the work of Minnesota State Colleges and Universities on behalf of students. This month's presentation will spotlight Minnesota State University, Mankato's 3-D Technology Innovations:

The recent emergence of sophisticated 3-D modeling, visualization, and printing holds great promise for a wide variety of disciplines. Imagine a medical student printing a high-definition 3-D model of a tumored organ to practice a surgery; an automotive student printing a hard to find part to repair a vintage car; or an art history student in the U.S. manipulating a 3-D model of a Jade Buddha from China. This presentation will showcase our nascent exploration of these possibilities, including creating 3-D models, curating them in a digital library (including a VR tour of the 3-D artifacts), and printing the models.