



April 2023 board and committee meetings

Minnesota State Colleges and Universities
System office, 30 East 7th Street, St. Paul, MN
Apr 18, 2023 10:00 AM - Apr 19, 2023 1:00 PM CDT

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Board of Trustees
April 18 - 19, 2023
McCormick Room, 4th floor

Times are tentative – meetings are scheduled to follow each other consecutively and may start earlier or later than the posted time depending on the length of previous meetings. Interested parties can listen to the live stream of the proceedings from the [Board website](#). Other board members may be present at committee meetings constituting a quorum of the board.

Tuesday, April 18, 2023

- 10:00 a.m. Outreach and Engagement Committee, Dawn Erlandson, Chair
1. **Minutes of January 24, 2023**
 2. Developing Minnesota’s Energy Workforce
- 11:00 a.m. Diversity, Equity and Inclusion Committee, George Soule, Chair
1. **Minutes of March 21, 2023**
 2. Equity 2030 in Action: Campus Stories
- 11:45 a.m. Lunch
- 12:30 p.m. Joint Meeting of Audit and Diversity, Equity and Inclusion Committees, Alex Cirillo and George Soule, Co -Chairs
1. Project Results: Equity 2030
- 1:30 p.m. Finance and Facilities Committee, Jay Cowles, Chair
1. **Minutes of March 22, 2023**
 2. **Contracts Requiring Board Approval**
 - a. **Exclusive Sports Medicine Provider for Athletics, Minnesota State University, Mankato**
 - b. **Athletics Apparel Contract, Southwest Minnesota State University**
 - c. **Student Center/Library Bookstore Renovation, Metropolitan State University**
 3. **Proposed Amendment to Board Policy 5.24 Safety and Security Compliance (Second Reading)**
 4. Proposed Amendment to Board Policy 7.4 Financial Reporting (First Reading)
 5. Proposed Amendment to Board Policy 5.11 Tuition and Fees (First Reading)
 6. FY2023-2025 Operating Budget and Enrollment Update
 7. Minnesota State Facilities Overview
- 4:00 p.m. Meeting ends

Wednesday, April 19, 2023

9:30 a.m. Workforce and Organizational Effectiveness Committee, George Soule, Chair

1. Minutes of March 22, 2023

2. Appointment of President for Riverland Community College

10:00 a.m. Board of Trustees, Roger Moe, Chair

11:00 a.m. Meeting end

11:30 a.m. Board of Trustees Awards for Excellence - Luncheon and Program
DoubleTree by Hilton Hotel St. Paul Downtown

1:00 p.m. Program ends

Bolded items indicate action is required.



FY2023 and FY2024 Board Meeting Dates

The meeting calendar is subject to change. Changes to the calendar will be publicly noticed on the board website.

Revised FY2023 Meeting Calendar

NOTE: if agendas require less time, the second date will be cancelled for joint Board and Leadership Council meetings and the first date will be cancelled for all other meetings

MEETINGS	OTHER IMPORTANT DATES
<p>July 19-20, 2022 Board Meeting/Combined meeting Leadership Council Location: System office</p>	
<p>August 2022 New Trustee Orientation – date TBD pending governor appointments</p>	
<p>September 7, 2022 Executive Committee</p> <p>September 20-21, 2022 Board Retreat Location: Riverland Community College</p>	
<p>October 5, 2022 Executive Committee</p> <p>October 18-19, 2022 Committee / Board Meetings</p>	<p><i>ACCT Leadership Congress: October 26-29, 2022, New York</i></p>
<p>November 2, 2022 Executive Committee</p> <p>November 15-16, 2022 Committee / Board Meetings Combined with Leadership Council Location: TBD</p>	

MEETINGS	OTHER IMPORTANT DATES
<p>December 2022 No meetings</p>	
<p>January 4, 2023 Executive Committee</p> <p>January 24-25, 2023 Committee/Board Meetings Combined meeting with Leadership Council Location: TBD</p>	
<p>February 2023 No meetings</p>	<p><i>ACCT National Legislative Summit: February 5-8, 2023, Washington, D.C.</i></p>
<p>March 1, 2023 Executive Committee</p> <p>March 21-22, 2023 Committee / Board Meetings</p>	
<p>April 5, 2023 Executive Committee</p> <p>April 18-19, 2023 Committee / Board Meetings</p>	<p><i>AGB National Conference on Trusteeship: April 2-4, 2023, San Diego</i></p>
<p>May 3, 2023 Executive Committee</p> <p>May 16-17, 2023 Committee / Board Meetings</p>	
<p>June 7, 2023 Executive Committee</p> <p>June 20-21, 2023 Committee / Board Meetings</p>	

Proposed FY2024 Meeting Calendar

MEETINGS	OTHER IMPORTANT DATES
<p>July 18-19, 2023 Board Meeting/Combined meeting Leadership Council Location: TBD</p>	
<p>August 2023 New Trustee Orientation – date TBD pending governor appointments</p>	
<p>September 19-20, 2023 Board Retreat Location: TBD</p>	
<p>October 4, 2023 Executive Committee</p> <p>October 17-18, 2023 Committee / Board Meetings</p>	<p><i>ACCT Leadership Congress:</i> October 9-12, 2023, Las Vegas</p>
<p>November 1, 2023 Executive Committee</p> <p>November 14-15, 2023 Committee / Board Meetings Combined with Leadership Council Location: TBD</p>	
<p>December 2023 No meetings</p>	
<p>January 3, 2024 Executive Committee</p> <p>January 23-24, 2024 Committee/Board Meetings Combined meeting with Leadership Council Location: TBD</p>	
<p>February 2024 No meetings</p>	

MEETINGS	OTHER IMPORTANT DATES
<p>March 6, 2024 Executive Committee</p> <p>March 19-20, 2024 Committee / Board Meetings</p>	
<p>April 3, 2024 Executive Committee</p> <p>April 16-17, 2024 Committee / Board Meetings</p>	
<p>May 1, 2024 Executive Committee</p> <p>May 21-22, 2024 Committee / Board Meetings</p>	
<p>June 5, 2024 Executive Committee</p> <p>June 18-19, 2024 Committee / Board Meetings</p>	

National Higher Education Conferences:

AGB is the Association of Governing Boards of Universities and College

ACCT is the Association of Community College Trustees

Committee Rosters*
2022- 2023

Executive

Roger Moe, Chair
George Soule, Vice Chair
Jay Cowles, Treasurer
Dawn Erlandson
April Nishimura
Kathy Sheran
Cheryl Tefer

Academic and Student Affairs

Cheryl Tefer, Chair
Alex Cirillo, Vice Chair
Victor Ayemobuwa
Jerry Janezich
Javier Morillo
Kathy Sheran
New Student Trustee 1

President Liaisons:
Deidra Peaslee
Scott Olson

Audit

Alex Cirillo, Chair
Jay Cowles, Vice Chair
Dawn Erlandson
Tim Huebsch
April Nishimura
New Student Trustee 2

President Liaisons:
Lori Kloos
Anne Blackhurst

Diversity, Equity, and Inclusion

George Soule, Chair
Javier Morillo, Vice Chair
Victor Ayemobuwa
Jim Grabowska
April Nishimura
Kathy Sheran
New Student Trustee 2

President Liaisons:
Annette Parker
Ginny Arthur

Finance and Facilities

Jay Cowles, Chair
April Nishimura, Vice Chair
Victor Ayemobuwa
Jim Grabowska
Tim Huebsch
Jerry Janezich
Kathy Sheran

President Liaisons:
Joe Mulford
Edward Inch



*Rosters will be updated when student trustee appointments are announced.

Outreach and Engagement Committee

Dawn Erlandson, Chair
Jerry Janezich, Vice Chair
Alex Cirillo
Jim Grabowska
Cheryl Tefer

New Student Trustee 1

New Student Trustee 2

President Liaisons:

Michael Raich

Kumara Jayasuriya

Workforce and Organizational

Effectiveness

George Soule, Chair
Kathy Sheran, Vice Chair
Dawn Erlandson
Tim Huebsch
Javier Morillo
Cheryl Tefer

New Student Trustee 1

President Liaisons:

Carrie Brimhall

Robbyn Wacker

Nominating Committee

Jerry Janezich, Chair
Jay Cowles, Vice Chair
Cheryl Tefer

Chancellor Performance Review

Roger Moe, Chair
George Soule, Vice Chair
Alex Cirillo
April Nishimura

Outreach and Engagement Committee
April 18, 2023
10:00 a.m.
McCormick Room, 4th Floor

Times are tentative – meetings are scheduled to follow each other consecutively and may start earlier or later than the posted time depending on the length of previous meetings.

- 1. Minutes of January 24, 2023**
2. Developing Minnesota’s Energy Workforce

Committee Members

Dawn Erlandson, Chair
Jerry Janezich, Vice Chair
Alex Cirillo
Jim Grabowska
Cheryl Tefer

President Liaisons

Michael Raich
Kumara Jayasuriya

Bolded items indicate action required.



**Outreach and Engagement Committee
Meeting Minutes
January 24, 2023**

A meeting of the Outreach and Engagement Committee of the Board of Trustees was held on January 24, 2023, in the McCormick Room, 4th Floor.

Committee members present: Dawn Erlandson, Chair; Jerry Janezich, Vice Chair; Alex Cirillo, and Jim Grabowska.

Committee members absent: Cheryl Tefer.

Other board members present: Victor Ayemobuwa, Jay Cowles, Tim Huebsch, Roger Moe, April Nishimura, Kathy Sheran and George Soule.

Staff present: Devinder Malhotra, Chancellor; Noelle Hawton, Chief Marketing and Communications Officer.

The meeting materials for this meeting are available [here](#), starting on page 50. An audio recording of the meeting is available [here](#).

Committee Chair Erlandson called the meeting to order at 1:06 p.m.

Agenda Item 1: Approval of the Meeting Minutes for November 16, 2022

Committee Chair Erlandson asked if there are any changes or amendments to the minutes. There being none, a roll call vote was conducted and the minutes were approved unanimously.

Agenda Item 2: Economic Impact Study

Committee Chair Erlandson invited Noelle Hawton, and Nichole Parker, President of Parker Philips, to review and discuss the newly completed FY2022 Minnesota State Economic Contribution Analysis. Minnesota State conducts an economic impact report every four years. Following a robust RFP process, Parker Philips was hired to develop the FY2022 report. As a part of this work, the colleges and universities all had the option of requesting an individualized analysis that details the economic impact each school has at the local community level. The presentation materials are available [here](#), beginning on page 18.

This being an informational item, there was no vote taken.

Adjournment

The committee chair adjourned the meeting at 1:49 p.m.



MINNESOTA STATE
Board of Trustees

AGENDA ITEM SUMMARY

NAME: Outreach and Engagement Committee

DATE: April 18, 2023

TITLE: Developing Minnesota's Energy Workforce

- Proposed New Policy or Amendment to Existing Policy Approvals Required by Policy Other Approvals
- Monitoring/Compliance Information

PRESENTERS

- Noelle Hawton, Chief Marketing and Communications Officer
- Rose Patzer, Executive Director, Minnesota State Energy Center of Excellence
- Bruce Peterson, Project Director, Minnesota State Energy Center of Excellence
- Logan Schrader, Communications Coordinator, Minnesota State Energy Center of Excellence
- DeCarlo Canty, Student, Energy Academy/ Minnesota State Community and Technical College
- Marcus Davis, Student, Energy Academy/ Minnesota State Community and Technical College
- Tony Gagliardo, VP of Enterprise Learning and Technical Training, Xcel Energy
- Doug Barber, Director of Maintenance and Energy Supply Training, Xcel Energy

PURPOSE

The Outreach and Engagement Committee will learn about the industry engagement efforts of the Minnesota State Energy Center of Excellence for the benefit of students and overall workforce development across the state.

BACKGROUND INFORMATION

Minnesota State hosts eight Centers of Excellence - each serving a major industry that faces serious workforce challenges. The centers collaborate with industry and educators to attract and prepare students for success in high-demand careers.

Strategically located throughout the state, the Minnesota State Centers of Excellence drive workforce innovation through education and industry collaboration, and provide thought leadership on workforce development in their respective industries.



Diversity, Equity and Inclusion Committee
April 18, 2023
11:00 a.m.
McCormick Room, 4th Floor

Times are tentative – meetings are scheduled to follow each other consecutively and may start earlier or later than the posted time depending on the length of previous meetings.

- 1. Minutes of March 21, 2023**
2. Equity 2030 in Action: Campus Stories

Committee Members

George Soule, Chair
Javier Morillo, Vice Chair
Victor Ayemobuwa
Jim Grabowska
April Nishimura
Kathy Sheran

Presidents Liaisons

Annette Parker
Ginny Arthur

Bolded items indicate action required.





**Diversity, Equity and Inclusion Committee
Meeting Minutes
March 21, 2023**

A meeting of the Diversity, Equity and Inclusion Committee of the Board of Trustees was held on March 21, 2023.

Committee members present: George Soule, Chair; Javier Morillo, Vice Chair; Victor Ayemobuwa, Jim Grabowska, and Kathy Sheran

Diversity, Equity and Inclusion Committee members absent: April Nishimura.

Other board members present: Alex Cirillo, Dawn Erlandson, Tim Huebsch, Jerry Janezich, Roger Moe, Cheryl Tefer.

Staff present: Devinder Malhotra, Chancellor; Andriel Dees, Vice Chancellor for Equity and Inclusion

The meeting materials for this meeting are available [here](#), starting on page 46. An audio recording of the meeting is available [here](#).

Committee Chair Rodriguez called the meeting to order at 2:04 p.m.

Agenda Items 1 & 2: Approval of the Meeting Minutes of June 21, 2022 of Diversity, Equity and Inclusion and Workforce and Organizational Effectiveness Committees and the Approval of the Meeting Minutes of June 22, 2022 of Diversity, Equity and Inclusion

Committee Chair Soule asked if there are any changes or amendments to the minutes then asked for a motion to approve. Trustee Grabowska made the motion and Trustee Sheran provided a second.

A roll call vote was conducted and the minutes were approved unanimously.

Agenda Item 3: Equity 2030 in Action: Campus Stories

Committee Chair Rodriguez invited Vice Chancellor Dees along along with President Annette Parker, South Central College, John Harper, Vice President of Diversity, Equity and Inclusion, South Central College, and Kelcey Woods-Nord, Vice President of Strategic Partnerships, South Central College to present South Central College’s Partnership Through a Shared Vision for Institutional and Community Sustainability, as detailed in the meeting materials. South Central invited Nort Johnson, President of Fairbault Chamber of Commerce and Jody Long, General Manager for Jennie-O to showcase part of their continued collaboration to employer partnerships. The meeting materials for this item begin on page 51.

This being an informational item, there was no vote taken.

Adjournment

The committee chair adjourned the meeting at 3:15 p.m.

**MINNESOTA STATE
BOARD OF TRUSTEES
Agenda Item Summary Sheet**

Name: Diversity, Equity and Inclusion Committee

Date: April 18, 2023

Title: Equity 2030 in Action: Campus Stories

Purpose (check one):

Proposed New Policy or
Amendment to Existing Policy

Approvals Required
by Policy

Other Approvals

Monitoring/Compliance

Information

Brief Description:

Today, Anoka Technical College and Anoka-Ramsey Community College will present on ***Building Bridges at Anoka Technical College and Anoka-Ramsey Community College***. This presentation will continue to showcase part of our efforts to illustrate how Equity 2030 is activated throughout the system at our colleges and universities.

Scheduled Presenter(s):

Andriel Dees, Vice Chancellor for Equity and Inclusion

Kent Hanson, President, Anoka Technical College and Anoka-Ramsey Community College

Brandyn Woodard, Vice President of Equity and Inclusion

**MINNESOTA STATE
BOARD OF TRUSTEES**

BOARD INFORMATION ITEM

Equity 2030 in Action: Campus Stories

BACKGROUND

Anoka Technical College (ATC) and Anoka-Ramsey Community College (ARCC) will share how BRIDGES is the framework ATC and ARCC are using to guide their push towards Equity 2030, a cultural renovation that supports and sustains our efforts, and offers a lens that can inform and guide our decision-making.

Joint Meeting: Audit and Diversity, Equity, and Inclusion Committees
April 18, 2023
12:30 p.m.
McCormick Room, 4th Floor

Times are tentative – meetings are scheduled to follow each other consecutively and may start earlier or later than the posted time depending on the length of previous meetings.

1. Project Results: Equity 2030

Audit Committee Members

Alex Cirillo, Chair
Jay Cowles, Vice Chair
Dawn Erlandson
Tim Huebsch
April Nishimura

President Liaisons

Anne Blackhurst
Lori Kloos

Diversity, Equity, and Inclusion Committee Members

George Soule, Chair
Javier Morillo, Vice Chair
Victor Ayemobuwa
Jim Grabowska
April Nishimura
Kathy Sheran

President Liaisons

Ginny Arthur
Annette Parker

Bolded items indicate action required.





MINNESOTA STATE
Board of Trustees

AGENDA ITEM SUMMARY

NAME: Joint Audit and Diversity, Equity, and Inclusion Committees

DATE: April 18, 2023

TITLE: Project Results: Equity 2030

- | | | |
|--|---|--|
| <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 | |

PRESENTERS

Amy Jorgenson, Chief Audit Officer
Andriel Dees, Vice Chancellor for Equity and Inclusion
Ashley Deihl, Partner, Baker Tilly

PURPOSE

In June 2022, the Minnesota State Board of Trustees Audit Committee approved an advisory review on the status of the Equity 2030 goal to provide an objective lens on the maturity and progress towards equity. Our overall objective was to assess the status of the six strategic dimensions and whether an Equity 2030 evaluation framework is in place to evaluate progress to date.

BACKGROUND INFORMATION

Equity 2030 is built upon the following six strategic dimensions:

- Academic success
- Student engagement
- Evidence-based decision making
- Financial resources
- Workforce and talent diversity
- Enhanced access

We selected seven institutions to review in detail to determine how Equity 2030 principles have been operationalized at the campus level.



April 7, 2023
Office of Internal Auditing

Equity 2030 Status Assessment

Advisory Project

MINNESOTA STATE

Reference Number: 2023-03
Report Classification: Public

April 7, 2023

Members of the Minnesota State Board of Trustees,
Devinder Malhotra, Chancellor, and
Andriel Dees, Vice Chancellor for Equity and Inclusion

The attached report presents the summary results of our advisory review of Equity 2030.

We have identified observations and provided recommendations to support Equity 2030 throughout Minnesota State. We met with system office leadership on March 3rd and March 10th to discuss our results. In addition, on March 13, 2023 we met the Executive Campus Diversity Officer Council to discuss themes from our review.

The project was conducted in conformance with the International Standards for the Professional Practice of Internal Auditing.

We appreciate the excellent cooperation and assistance we received from the Office of Equity and Inclusion and employees from colleges and universities.

Sincerely,



Amy Jorgenson, CPA
Chief Audit Officer, Office of Internal Auditing

C: Melissa Primus, Deputy Director, Office of Internal Auditing



EQUITY 2030 STATUS ASSESSMENT

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Executive Summary

In June 2022, the Board of Trustees Audit Committee approved an advisory project for Equity 2030 at Minnesota State. Below, we provide a summary and overall project conclusion. We also provide specific observations and recommendations in the attached Detailed Report.

Report Summary	
<p>Scope <i>What did we do?</i></p>	<p>The goal of this review was to objectively assess Minnesota State’s maturity and growth towards the Equity 2030 goal. We reviewed the six original strategic dimensions and assessed whether an Equity 2030 evaluation framework is in place. We highlighted accelerators and obstacles to the future success of Equity 2030.</p> <p>We selected seven colleges and universities to perform a detailed review and assessment.¹</p> <p>We developed recommendations and assigned priority levels for each of the observations identified through our review to help the Office of Equity and Inclusion, in partnerships with other system office divisions, and the institutions focus on next steps to continue their progression towards Equity 2030.</p>
<p>Conclusion <i>What did we find?</i></p>	<p>Minnesota State has set an impressive and impactful goal for itself with Equity 2030. The system, including the Office of Equity and Inclusion, has established strong foundational elements to support Equity 2030 and has raised awareness of the goal. Despite the challenges inherent in a system with a variety of locations and demographics, Minnesota State has established Equity 2030 as a foundational principle. However, the system needs to further mature accountability and metrics to advance progress toward the Equity 2030 goal. Collaboration between the system office and institutions should focus on:</p> <ul style="list-style-type: none"> • Developing guidance for expectations and responsibilities • Defining Equity 2030 related priorities • Developing milestones and action items to work towards those priorities on a campus level • Evaluating resources and tools • Leveraging practices already working well across Minnesota State

¹ We selected institutions to provide geographic representation, as well as varying demographics, size, and levels of progress toward Equity 2030 goals.

Report Summary	
	<ul style="list-style-type: none"> Increasing accountability through additional metrics to better measure progress against goals
<p>Risk <i>Why does it matter?</i></p>	<p>Insufficient guidance or resources, keeping in mind the differing contexts of the 33 institutions, may adversely impact the system’s ability to reach the goals outlined in Equity 2030. Further, a lack of defined accountability, monitoring, and measurement of outcomes may result in inconsistencies across the system or insufficient progress against goals.</p>
<p>Recommendation <i>How can we fix?</i></p>	<p>The Office of Equity and Inclusion, in partnership and coordination with all system office divisions and Minnesota State institutions, should ensure resources are leveraged in a manner which benefits the system and its institutions, establish clear and consistent accountability across the system, and set robust, standardized measurements to monitor outcomes. The Office of Equity and Inclusion, in partnership and coordination with all system office divisions should enable data-driven decisions to continually monitor progress towards the ultimate goal of eliminating educational equity gaps by 2030.</p>

Detailed Report

Background

In June 2022, the Minnesota State Board of Trustees Audit Committee approved an advisory review on the status of the Equity 2030 goal to provide an objective lens on the maturity and progress towards equity. The Minnesota State [Office of Equity and Inclusion](#) website states the goal:

In June 2019, a goal was set: “By 2030, Minnesota State will eliminate the educational equity gaps at every Minnesota State college and university. It is a staggeringly ambitious goal and one which will require both intentional systems and culture change and innovation, as well as advocacy and leadership with partners and stakeholders across the state to accomplish.”

The Equity 2030 goal aims to eliminate inequities across all campuses. “Equity 2030 seeks to bridge efforts occurring within divisions and institutions, creating an intentional statewide culture of equity-minded collaboration and resulting in equitable practices embedded throughout our institutions.”

Equity 2030 is built upon the following six strategic dimensions:

- Academic success
- Student engagement
- Evidence-based decision making
- Financial resources
- Workforce and talent diversity
- Enhanced access

Project Objectives

Our overall objective was to assess the status of the six strategic dimensions and whether an Equity 2030 evaluation framework is in place to evaluate progress to date. Specifically, the questions we asked were:

1. What are the accelerators to the success of Equity?
2. What are the obstacles to the success of Equity 2030 and how can the system office address those obstacles to better enable Equity 2030 goals in the short and long-term timeframes?
3. Does the system office as well as the colleges and universities have the resources needed to achieve the goals outlined in Equity 2030? Resources may include people, funding or budgets, and tools.
4. What are the areas of ambiguity or inconsistency relating to Equity 2030 across the system office and how can they be addressed to achieve a more consistent adoption of Equity 2030 principles?
5. Does the system office have adequate measures in place to determine when and if the system has achieved its Equity 2030 goals? If not, what additional measures need to be

put into place to show evidence of success? Are these measures assessing accountability for both achieving and maintaining goals and objectives?

Scope and Methodology

For this review, we performed a variety of procedures, including interviewing staff at the system office and seven colleges and universities, and reviewing documentation, data, and benchmarking procedures. Our interviews included discussions with system office leadership responsible for strategic direction or operations related to Equity 2030, including the Office of Equity and Inclusion (OEI) staff, as well as senior leadership at the system office. We interviewed college and university owners such as Campus Diversity Officer (CDO) or equivalent, college and university leadership, and committees.

We gained an understanding of system Equity 2030 goals, metrics, and progress related to each of the six strategic dimensions. We gained an understanding of communications and expectations set by the system office as well as by college and university leadership related to Equity 2030. We also assessed college and university communication pathways and protocols to the system office, to external parties, such as the media or Board of Trustees, and within the colleges and universities to employees, faculty, and staff for completeness, accuracy, and consistency of narrative.

We reviewed documentation of Equity 2030 current state, progress to date, and anticipated future actions at the system office level, as well as available data on the adoption and outcomes of Equity 2030 goals. We discussed college and university successes and challenges and the integration of Equity 2030 concepts to their overall environments and activities, versus Equity 2030 as a “silo” goal. We also reviewed metrics and data for completeness, accuracy, and ability to adequately portray both activities and outcomes, as well as accountability of achieving goals. In addition, we assessed resource availability, allocation, and constraints affecting the college and universities’ implementation of Equity 2030 principles.

We selected the seven institutions listed below to review in detail to determine how Equity 2030 principles have been operationalized at the institution level².

- Metropolitan State University
- Minnesota North College
- Normandale Community College
- Northland Community and Technical College
- Riverland Community College
- Southwest Minnesota State University
- Saint Paul College

Conclusion

Minnesota State has set an impressive and impactful goal for itself with Equity 2030. The system, specifically, the Office of Equity and Inclusion, have established strong foundational elements to support Equity 2030 and have raised awareness. Despite the challenges inherent in

² The institutions included a range of student, faculty, and staff demographic profiles and geographic diversity.

a system with a variety of locations, demographics, funding, racial dynamics, and existing capacity, Minnesota State has established Equity 2030 as a foundational principle. However, the system needs to further mature accountability and metrics to advance progress toward the Equity 2030 goal. Collaboration between the system office and institutions should focus on developing guidance for expectations and responsibilities, defining Equity 2030 related priorities, developing goals and action items to work towards those priorities on a campus level, evaluating resources and tools, leveraging practices already working well across Minnesota State, and increasing accountability through additional metrics to better measure progress against goals.

Observation Summary

Our review focused on five questions to assess the overall progress and maturity towards Equity 2030. The first question focuses on accelerators, which we have identified below. The remaining questions focus on obstacles to the success of Equity 2030, and we identified opportunities for improvement or enhancement.

Accelerators

Project Question #1: What are the accelerators to the success of Equity 2030?

Through our review of documentation and discussions with key personnel, we identified the following accelerators or strengths related to the success of Equity 2030.

- In 2022, the system office created Equity Scorecards for each institution. Scorecards consist of important, institution-specific data related to the Equity 2030 goal. Scorecards can measure the equity gap using metrics such as graduation completion for students of color, indigenous students, low-income, or first-generation when compared to majority students, term-to-term persistence along racial, ethnic, socioeconomic, geographic, and other major demographic groupings.
- The system office is continually defining roles with specific Equity 2030 oversight responsibilities.
- Individuals across Minnesota State, including executive leadership and specifically those with designated Equity 2030 roles, are dedicated and passionate about moving the goal forward. Institutions with full-time CDO or similar positions have shown more progress moving the goal forward.
- The creation of the Executive Campus Diversity Officer Council, with institution representation, focuses on equity and is an important resource. It shows commitment and oversight to Equity 2030 and other diversity related matters.
- A university created a 21-person workgroup representing various areas to follow a commitment of being an anti-racist, trauma-informed culture over the 2020-2025 period.
- One college identifies departments every semester to take a 14-hour course on equity and inclusion with an educational component and coaching sessions.
- Several institutions have mandatory training programs and designated days to help drive Equity 2030 engagement.
- One college created an Equity and Inclusion committee at the campus level, which includes many community members.
- One college used a third-party vendor and premier assessment tool called Equimetrics to create an assessment. 52% of the college faculty and staff took an assessment surveying how well the college rates in areas of Diversity, Equity, Inclusion, and Cultural Competency.
- One university currently has a description about who they are and what they do related to Equity 2030 which is shared with hired vendors.

- One university has a strategic plan where every priority aligns with an element of Equity 2030. The plan includes designating resources, revising the mission, values, and vision, training, and creating an Office of Diversity, Equity, and Inclusion (DEI) and a position focused entirely on equity.
- One college has a strategic framework which includes the goal of having all employees complete and continue ongoing DEI mandatory training established by the equity and inclusion team. By December 2025, all employees will have completed at least one of the programs established and offered.
- Leadership’s commitment to conducting this assessment further supports Minnesota State’s focus on this critical goal. The results of this assessment will provide direction and opportunities for future progress on Equity 2030. There are opportunities to use this assessment as a baseline for future equity assessment, prior to 2030.

Obstacles

Project Question #2: What are the obstacles to the success of Equity 2030 and how can the system office address those obstacles to better enable Equity 2030 goals in the short-term and long-term timeframes?

We did not identify obstacles outside the categories of ambiguity, resourcing, and metrics.

Areas of Ambiguity

Project Question #4: What are the areas of ambiguity or inconsistency relating to Equity 2030 across the system office and how can they be addressed to achieve a more consistent adoption of Equity 2030 principles?

We identified three areas of ambiguity: 1) roadmap and guidelines, 2) institutional equity strategic plans, and 3) institutional engagement. These obstacles are discussed in the Detailed Observations and Recommendations section.

Resourcing

Project question #3: Does the system office as well as the colleges and universities have the resources needed to achieve the goals outlined in Equity 2030? Resources may include people, funding, budgets, and tools.

We identified three specific resource obstacles: 1) staffing, 2) allocation of funds and tools, and 3) supplier diversity. Details related to these obstacles are discussed in the following section.

Metrics for Success

Project Question #5: Does the system office have adequate measures in place to determine when and if the system has achieved its Equity 2030 goals?

We identified two obstacles related to project measures: 1) equity scorecards, and 2) accountability and metrics, which are discussed in the following section.

Detailed Observations and Recommendations

The tables below include more detail related to the observations and recommendations previously discussed in the Observation Summary. The below observations are presented at a summary level; in many cases certain institutions have made more significant progress than others and the system has the opportunity to leverage the successes of the more advanced institutions to drive progress system wide.

Areas of Ambiguity

During our review, we noted areas of ambiguity. The areas were related to roadmaps or guidelines, documented strategic plans, and institutional engagement. Below, we discuss guidance for colleges and universities, such as a roadmap or guidelines.

Ambiguity #1: Roadmap and Guidelines	
Observation	Colleges and universities do not receive sufficient implementation guidance for Equity 2030 from the system office.
Background	<p>Interviewees consistently noted a lack of clarity around actionable steps and timelines they should take to support Minnesota State Equity 2030 goals.</p> <p>A strategic roadmap is a link between a strategy or set of goals and execution. The purpose is to align actionable steps with the achievement of goals and positive outcomes. A strategic roadmap provides opportunities for focus, direction, and systemness as each institution makes efforts to embrace their individuality and uniqueness on a campus level. An Equity 2030 roadmap would help to clearly define the Equity 2030 goals, actions, and milestones over a set timeline to help guide progress. Institutions could leverage this roadmap to inform their institution-level equity strategic plans (see Ambiguity Observation #2 Institutional Equity Strategic Plans).</p> <p>Additionally, establishing and tracking progress against specific targeted goals in a central Equity 2030 roadmap would provide an organized framework to drive ongoing communication between the system office and the institutions, creating additional opportunities to clarify expectations, share successes and lessons learned, and provide guidance on prioritized, actionable, and measurable steps.</p>
Benchmarking	Benchmarking research from the State University of New York (SUNY)

Ambiguity #1: Roadmap and Guidelines	
	<p>shows they have mapped a 25-Point Diversity, Equity, and Inclusion plan. This plan outlines the action items they will be taking to close racial equity gaps and eliminate educational barriers. On the system website, SUNY tracks how many of the action items are completed, nearly completed, and in progress. All 25 action items follow under five overarching goals:</p> <ol style="list-style-type: none"> 1. Close student academic equity gaps 2. Create a more inclusive culture at SUNY System Administration 3. Embed racial equity into curriculum and toward racial equity 4. Strengthen institutional role of CDO on every campus 5. Increase diversity of faculty and staff at SUNY <p>Action items are very straight forward and achievable. Examples include expanding and developing programs, establishing groups on campus, conducting an audit and updating policies.</p>
<p>Risk <i>Risk Prioritization:</i> HIGH</p>	<p>Without a roadmap or similar document, there is a lack of clear and actionable steps and milestones for the institutions to work towards.</p>
<p>Recommendation <i>Recommendation Prioritization:</i> HIGH</p>	<p>OEI, in partnership and coordination with system office divisions (Human Resources, Finance, Academic and Student Affairs, Information Technology, Office of General Counsel) and Minnesota State institutions, should consider creating an Equity 2030 Strategic Roadmap. The roadmap should:</p> <ul style="list-style-type: none"> • Clearly state overarching goals and objectives of Equity 2030 • Outline a timeline for achieving goals and objectives at both the system office and institution level • Include key qualitative and quantitative milestones, such as actions, steps, deliverables, metrics, marking significant achievements, and serve as indicators of progress • Specify resources, technologies, and budgets when applicable • Highlight interdependencies and opportunities to leverage the work other institutions are doing • Include performance metrics <p>Additionally, OEI, in partnership and coordination with system office divisions and institutions and staff designated with equity-related responsibilities should facilitate additional means of communication such as:</p> <ul style="list-style-type: none"> • Establish regular communications outside of the CDO group with other key personnel to share best practices, obstacles, and feedback between the institutions • Consistently share messages on Equity 2030 and specifically around

Ambiguity #1: Roadmap and Guidelines

	<p>the expectations and actionable steps to support the goal</p> <ul style="list-style-type: none"> • Define the Equity 2030 goal as foundational and one that Minnesota will continually work towards as opposed to a “moonshot goal,” to emphasize the ability to continually progress towards closing the gap • Consider formalizing the frequency for blog updates (monthly, quarterly, etc.) as well as enhancing and increasing communications regarding the Equity 2030 blog and website • Additionally, consider leveraging the information on the Equity 2030 blog and website at the system level to help develop similar websites, blogs, or forums at the college and university level to better target their uniqueness and local communities • Update the system office website to make finding information on Equity 2030 easy • Establish training for faculty and staff at the institutions to ensure awareness and understanding of the Equity 2030 goal and the institution’s strategic plan
<p>Management Action Plan</p>	<p>In line with the chancellor and system office workplan, the system OEI, in conjunction with system office and institutional level stakeholders, will:</p> <ul style="list-style-type: none"> • Create an Equity 2030 framework, including an evaluation framework, utilizing current tools such as presidential evaluations, Minnesota State Guided Learning Pathways framework to monitor progress and implementation towards established goals • Create a roadmap for implementation of the framework • Continue to roll out accountability measures such as the Equity Scorecard • Further support institutions through mechanisms such as trainings, including discussions of corrective actions, which will serve as an accountability check <p>OEI will continue to implement and expand trainings and consultations available to campuses relating to:</p> <ul style="list-style-type: none"> • Equity Scorecard • Equity by Design • Equity 2030 (integrated into all trainings) • Cultural awareness • Engagement with senior leadership at institutions to leverage their abilities to initiate campus-level responses

The second ambiguity we noted is related to documenting Equity 2030 strategic plans at colleges and universities.

Ambiguity #2: Institutional Equity Strategic Plans	
Observation	Colleges and universities have not consistently and formally documented institutional level, equity-related priorities, strategies, and plans.
Background	<p>Only some of the colleges and universities we reviewed have equity-related strategic plans or planning documents. The system office has an opportunity to help expand the practice to all institutions.</p> <p>Institutions should define strategic priorities that align with their institution, as well as the overall goals of Equity 2030. Given the size and varying demographics across Minnesota State, these strategic priorities will and should vary. For instance, defining priorities that focus on metrics outside of race, which is the primary metric of the scorecards, may be significantly more beneficial on an institution level. Documenting priorities around first generation or Pell-eligible students may be vital. Once the institutions have defined their own priorities, documenting equity-related strategic plans and activities at the institutional level will ensure responsibilities are defined and actionable plans are in place to align with Minnesota State’s overall Equity 2030 goals. This approach should also enhance the feeling of inclusion at institutions as the link between the institutional plan and the system plan feels more within reach.</p>
Benchmarking	<p>During our benchmarking procedures, we noted seven of the 16 peer institutions³ had institution level diversity-related strategic plans. Data from 95 researched institutions showed 57% have programs unified by a “coherent strategic plan.”⁴</p> <p>As discussed in detail in Observation 1, a best practice noted an action plan at the State University of New York (SUNY). Their 25-Point Diversity, Equity, & Inclusion Action Plan maps out specific action items to allow them to close racial equity gaps and eliminate academic barriers.</p>
Risk <i>Risk Prioritization:</i> MODERATE	Without clear institution strategic priorities and direction, institutions may not be working consistently towards shared Minnesota State Equity 2030 goals.
Recommendation <i>Recommendation Prioritization:</i>	Each college and university should define equity related strategic priorities and formalize an equity related strategic plan which defines tasks and contains uniform, measurable goals to align with Equity 2030 and its six dimensions. We recognize Equity 2030 requires buy-in from the entire

³ Ohio State University, University of Minnesota, University of Colorado System, North Carolina Community College System, Virginia Community College System, Florida State System, University of Maryland System

⁴ Research from 95 institutions show only 57% of the institutions have programs offering consistent opportunities for discussions of DEI.⁴

Ambiguity #2: Institutional Equity Strategic Plans	
MODERATE	<p>system and individual CDOs cannot be solely responsible for achieving these goals. With this in mind, the following should be included in the plans:</p> <ul style="list-style-type: none"> • Documentation of current state and desired future state in relation to each of the six dimensions • Actionable steps to achieve progress in each of the six dimensions specifically tailored to the institution’s position and environment • Defined CDO tasks and other roles and responsibilities (see Resourcing Observation #1 Staffing for recommendations) with consideration of differences between institutions such as size • Proper designation of titles to accurately reflect tasks and responsibilities • Designate Equity Champions with responsibility to aid in aligning student and faculty recruitment with Equity 2030 • Timelines outlining the start and completion dates for each milestone • Metrics used to evaluate progress (see Metric Observation #2 Accountability and Metrics for recommendations) • The system office website needs to continue to provide up-to-date status of each item as complete, nearly complete, and in progress. <p>Each college and university should post its strategic plan on their website and the system office should consider referencing all plans from its central Equity 2030 website.</p>
Management Action Plan	<ul style="list-style-type: none"> • Target setting and assessment through Key Performance Indicator (KPI) 5 (Equity Scorecard), which will feed into the Equity 2030 guiding framework and evaluation framework (noted above) • The system office, led by OEI, will provide a template for equity strategic plans (outlining critical elements to include) for senior leadership to utilize • The system office will provide guidance on how equity strategic plans provide alignment with annual performance measures and processes • The system office will provide guidance on how institutions can ensure alignment with the Equity 2030 guiding framework and evaluation framework (noted above)

The third ambiguity we noted is related to college and university engagement to implement Equity 2030.

Ambiguity #3: Institutional Engagement	
Observation	There are opportunities to increase institutional engagement of Equity 2030 goals and involvement from administrators, faculty, staff, students, and the local community.
Background	<p>Based on interviews, there is concern certain institutional stakeholder groups may misunderstand and, in some instances, resist the Equity 2030 goal, for example:</p> <ul style="list-style-type: none"> • Perception the goal is not inclusive • Belief the system office’s commitment is not clear • Feeling the input and feedback of their stakeholder group is not valued <p>Interviewees indicated cultural differences within the community can make it difficult to fully implement Equity 2030 goals. Without support from the institution community and larger surrounding community, there will continue to be systemic and structural inequities. As noted in Ambiguity #2 Institutional Equity Strategic Plans, the more closely institutions can define priorities aligning with their specific needs, the more likely they will be to develop targeted outreach within their communities and gain traction.</p> <p>Administrators, faculty, staff, and students are passionate about what Equity 2030 stands for, but many feel overwhelmed by the ambitious goals coupled with lack of clear direction and guidance on implementation. These goals are perceived to be an addition to full-time responsibilities and priorities. Interviewees consistently noted concerns with potential for “burn out” related to Equity 2030, as well as a lack of time to prioritize.</p> <p>In some instances, there is a mindset that Equity 2030 will pass with leadership changes. There was a challenge in gaining traction and commitment as some felt this may require significant effort for a goal which may ultimately change with a new chancellor.</p>
Benchmarking	Benchmarking research from ninety-five institutions indicates 57% of the institutions have programs offering consistent opportunities for faculty and staff to have discussions around DEI. These programs provide professional development, a safe space to learn, and enhance teaching and equity outcomes. A best practice we observed is North Carolina Community College System’s development of a series of webinars and workshops on Diversity, Equity, and Inclusion.
Risk <i>Risk Prioritization:</i> HIGH	A lack of support and engagement will negatively impact the ability to achieve the goals of Equity 2030.

Ambiguity #3: Institutional Engagement	
<p>Recommendation</p> <p><i>Recommendation Prioritization:</i> HIGH</p>	<p>Colleges and universities should consider implementing some of the following actions to drive campus community engagement, tailoring the approach to the institution’s stakeholder profile and viewpoints:</p> <ul style="list-style-type: none"> • Create a welcoming community initiative by establishing a presentation for the institution and training or educational information • Create an institution Equity and Inclusion committee which includes members of the local community • Conduct regularly scheduled town hall meetings to incorporate community feedback • Collaborate with Marketing and Communications departments to distribute Equity 2030 information and updates on a regularly-scheduled basis • Task faculty with creating a diverse and inclusive curriculum across departments, while taking considering academic freedom and campus individuality, by evaluating course loads and reviewing standard syllabus policies for equity. We noted one of the seven institutions reviewed had a goal to incorporate an anti-racist and trauma-informed pedagogy throughout the academic experience and require student involvement in the curriculum. Other institutions should consider expanding their curriculums to provide additional courses on a range of cultural competencies and require all students to complete a cross-cultural competency course. Certain elements of academic programming may be leveraged across institutions. • Educate faculty on how to include matters of equity, diversity, inclusion, and cultural responsiveness within professional development plans • Evaluate and modify job descriptions to ensure equity is considered consistently • Task Equity Champions with aligning student and faculty recruitment with Equity 2030 • Develop Equity 2030 awards and acknowledge notable progress aligned with Equity 2030 objectives
<p>Management Action Plan</p>	<ul style="list-style-type: none"> • Target setting and assessment through KPI 5 (Equity Scorecard), which will feed into the Equity 2030 guiding framework and evaluation framework (noted above). • OEI and Network for Educational Development (NED) will identify lessons learned from ongoing landscape scans on the implementation of Equity by Design, and explore avenues to expand such assessments to physical and digital spaces.

Ambiguity #3: Institutional Engagement	
	<ul style="list-style-type: none"> • OEI will continue to partner with NED and equity coordinators and ensure alignment with Equity 2030 goals. • OEI will encourage and highlight best practices relating to Equity by Design through trainings. • OEI will partner with Human Resources and other stakeholders to explore practices and accountability measures to ensure regular implementation of equity considerations within the hiring process. • Under the current structure Minnesota State recognizes and awards individuals that exhibit innovative ideas to advance equity in conjunction with the Academic and Student Affairs Division. OEI will explore options to revitalize Equity Excellence Awards across functional areas, and highlight existing initiatives to recognize progress towards Equity 2030 through all system divisions.

Resourcing

During our review, we noted themes related to resourcing Equity 2030. They include staffing, allocation of funds and tools, and supplier diversity. Below, we discuss staffing.

Resourcing Issue #1: Staffing	
Observation	Staffing to support responsibilities of Equity 2030 at the system office, as well as each of the institutions, should continue to be evaluated.
Background	<p>We found inconsistencies in staffing of individuals with Equity 2030 oversight responsibilities and determined at some institutions responsibility and oversight is likely insufficient. Only some of the institutions have a CDO, or similar position, focused primarily on DEI and equity-related matters. Per interviews, this is due in part to staffing constraints experienced across the higher education industry, in part to budget constraints, and potentially because responsibilities and ownership for Equity 2030 are not clearly defined.</p> <p>During our discussions, we learned there was resistance from faculty at several of the institutions we reviewed because equity is not in their job description. We also learned certain institutions have made attempts to recruit a CDO but have been unsuccessful given the current job market.</p> <p>We learned one college contracted with an external DEI firm to assist with equity initiatives through a series of surveys related to climate, retention,</p>

Resourcing Issue #1: Staffing	
	<p>satisfaction, etc. While this may prove beneficial, it was due to lack in resources and personnel.</p> <p>There is an Equity and Inclusion Council which meets quarterly, with the purpose of bringing representatives from the institutions, as well as system office leadership together to share ideas and best practices, related to Equity 2030 and other diversity related matters. Leveraging the council provides an opportunity to share different perspectives and successful practices across the system office.</p>
Benchmarking	<p>Through benchmarking research, we noted a best practice of formally documenting the roles and responsibilities for DEI positions. SUNY has a formal document created during the recruitment process for equity positions which provides an overview of the mission and university, the Office of Diversity, Equity, and Inclusion, a candidate profile containing responsibilities and goals for the position.</p> <p>In addition, Minnesota State is in line with institutions such as University System of Maryland, University of North Carolina, University of Iowa, and others who have established an Executive Campus Diversity Officer Council. These groups allow the institutions to align with equity goals and promote a positive and inclusive environment.</p>
Risk <i>Risk Prioritization:</i> HIGH	<p>A lack of sufficient staff will inhibit the ability to support actionable steps to support Equity 2030.</p>
Recommendation <i>Recommendation Prioritization:</i> HIGH	<p>Equity 2030 is not the responsibility of select people and positions, but rather needs to be embedded within the structures and leadership of every institution. Equity and inclusion offices across Minnesota State need to be adequately staffed and resourced to undertake a multitude of responsibilities related to this goal. The colleges, universities, and system office should consider evaluating staffing to ensure responsibilities related to Equity 2030 are designated. This includes utilizing all faculty and establishing a CDO level position, or similar, at each college and university. Further, they should ensure:</p> <ul style="list-style-type: none"> • CDO positions or a position with equity related oversight, resourcing, and responsibility such as equity champion or liaison is created and integrated within campus leadership structures • CDOs communicate feedback such as progress on goals, best practice updates, or obstacles to the system office • The system office should develop and maintain a repository for sharing information and documentation, such as a shared drive or

Resourcing Issue #1: Staffing	
	<p>cloud location to store templates or other Equity 2030 related documents so college leadership teams can access repositories</p> <ul style="list-style-type: none"> • Designate an Equity 2030 coordinator to maintain and update their institution’s folder with information and best practices • CDOs establish trainings and information sessions such as webinars across institutions as they hold extensive knowledge regarding diversity on their campus • CDOs, or positions with equity related oversight, need to be included in regularly scheduled meetings with the institution cabinet level leadership <p>Utilizing the council as an additional resource may help address staffing constraints.</p>
Management Action Plan	<ul style="list-style-type: none"> • Target setting and accountability will occur through the implementation of KPI 5 (Equity Scorecard), which will feed into the Equity 2030 evaluation framework. • OEI will explore how existing resource and information sharing mechanisms can be further developed. While Teams Sites are already used for stakeholder groups that are supported by OEI, other mechanisms can be identified to increase uptake of existing resources available. • OEI will work with CDOs and other stakeholders to encourage institutional practices that allow for institutional memory and resources relating to equity to be preserved during periods of staff turnover.

Below, we discuss the second resourcing theme we noted related to allocation of funds and tools.

Resourcing Issue #2: Allocation of Funds and Tools	
Observation	The system office, in partnership and coordination with institution staff and leaders, should consider evaluating funding and tools in place to support the Equity 2030 goal and determining if they are sufficient to meet needs.
Background	<p>There are inconsistencies in the level of funding and utilization of tools across the colleges and universities.</p> <p>We noted a lack of consistent and sufficient funding for Equity 2030 across Minnesota State. At the system office, OEI receives approximately 3.4% of the total budget (\$1.2 million of a \$34.4 million budget). This is partially used to cover staffing costs. The remaining budget, about \$69,000, covers</p>

Resourcing Issue #2: Allocation of Funds and Tools	
	<p>costs of hosted training and conferences supported and held, and other operational costs. Funding can support a range of high quality inclusive and equitable programs and activities, making allocation of monies to support equity efforts critical to the overall success of Equity 2030.</p> <p>There is an opportunity for the system office to increase standardized system tools (data collecting platforms, survey, etc.) which each of the institutions could leverage. Currently, it does not appear there is consistent or widespread use of available tools across Minnesota State. We were informed new employees with the desire to get involved with Equity 2030 struggled to find pertinent information during onboarding and beyond. These challenges can be mitigated through investing in tools across the system using available funding.</p>
Benchmarking	<p>Minnesota State may be able to mitigate the challenges regarding tools and instruments through investment of unused funds by:</p> <ul style="list-style-type: none"> • The University of California System utilizes a smartphone application to serve as a toolkit for DEI matters. Additionally, the University of Carolina provides a toolkit to its leadership team and requires online unconscious bias training • Performance management software can help track the progress of tasks, projects, and responsible team members. • Enhanced utilization of communication and collaboration tools such as Microsoft Teams • Data analysis tools to support more accurate, timely, and visually attractive metrics • External training courses for faculty, staff, and students to bring DEI knowledge to their institutions
Risk <i>Risk Prioritization:</i> HIGH	<p>Without proper funding and tools to support Equity 2030, institutions across the system office may have challenges maturing as it relates to equity, as well as making progress towards the goals defined in Equity 2030.</p>
Recommendation <i>Recommendation Prioritization:</i> HIGH	<p>The system office, colleges, and universities should formally evaluate resources in place to support Equity 2030. This could include:</p> <ul style="list-style-type: none"> • Creating a repository such as a shared drive or cloud-based storage site to share tools, templates, and other documentation • Developing an Equity 2030 toolkit and means to communicate it • Formally evaluating and longitudinal tracking of current funds, allocations, and designated use of the funds • Formally documenting the intended use of funds and measuring the success and return as a result of spending

Resourcing Issue #2: Allocation of Funds and Tools	
	Once institutions formalize their strategic plans, designating funds and utilizing tools, they need to formalize plans to define and monitor their budgetary needs. The system can provide oversight through shared tools as institutions go through this process.
Management Action Plan	<ul style="list-style-type: none"> • Incorporate component relating to financial resources in equity strategic plan template for campuses. • If funding is specifically attributed to Equity 2030 goals, OEI will partner with system office divisions, including Finance, to develop equity-conscious policies and guidance. • OEI will explore opportunities to enhance communication mechanisms to increase uptake of information shared.

The third area pertaining to resourcing Equity 2030 relates to supplier diversity and is discussed below.

Resourcing Issue #3: Supplier Diversity	
Observation	There is an opportunity to enhance and formalize processes for determining and monitoring supplier diversity and alignment with Equity 2030 goals.
Background	<p>The viewpoints and goals defined in Equity 2030 should extend beyond the institutions of Minnesota State. The use of diverse suppliers is critical to upholding the system’s commitment to Equity 2030 and its potential for broader community impact.</p> <p>During our discussions, employees noted there is no formalized process for identifying diverse suppliers, nor is there a mechanism in place to monitor expectations once a supplier relationship is created. Interviewees from institutions stated it is challenging to identify and assess vendors without additional resources or consistent assessment requirements. Interviewees also noted in certain geographic areas, such as rural, there are additional challenges due to the low number of available suppliers and diverse suppliers.</p> <p>Additionally, many institutions have maintained long-term vendor relationships without ever undergoing an assessment to ensure the company, product, or service aligns with Equity 2030 goals.</p> <p>At the system office, 1.8% of the vendors are targeted business groups (TBGs). TBGs includes any group who faces systemic disadvantages in</p>

Resourcing Issue #3: Supplier Diversity

	<p>society. Additional data from the Equity Scorecards obtained showed a 7.8% diverse spend⁵ as the highest from the institutions we reviewed.</p> <p>Below are three significant aspects to effectively identify and monitor supplier diversity and expectations:</p> <ol style="list-style-type: none"> 1. Equity 2030 Information: Institutions do not formally and consistently share information related to the Equity 2030 goal with current or prospective vendors. Sharing its Equity 2030 goals and objectives would provide vendors with insight as to where Minnesota State is headed and what values it upholds, as well as the expectations it has for suppliers. 2. Supplier data: There is no process to collect information to assess vendor DEI initiatives or alignment with Equity 2030 values. Gathering this data can be cumbersome, and due to budget constraints Minnesota State would likely need to shift the responsibility for providing the data to the prospective or current supplier. 3. Monitoring vendor expectations: There is no process to monitor Equity 2030 expectations once there is an agreement or relationship with a third parties or vendors in place. <p>Below is a list of current initiatives utilized by institutions we reviewed. The system could leverage these practices across remaining institutions:</p> <ul style="list-style-type: none"> • Designation of a diverse supplier project champion • Evaluation of progress during institution performance evaluations • Outreach programs to strengthen relationships with local or diverse affiliations or organizations
<p>Benchmarking</p>	<p>Below is a list of best practices from peer institutions Minnesota State should consider incorporating:</p> <ul style="list-style-type: none"> • Florida State University has developed a Supplier Diversity Policy with a purpose to promote and use small businesses for state contracting, including those owned by ethnic or racial minorities, veterans, and women. • The University of California System (UC) has a Diversified Returns Program designed to foster diversity on the UC Investments team and among its investment partners and investee companies. As noted from an Insight into Diversity article, UC conducts interviews

⁵ Diverse spend refers to funding spent on small and diverse businesses (TBGs)

Resourcing Issue #3: Supplier Diversity	
	and demographic surveys to gauge each firm’s DEI progress. An annual report is published.
Risk <i>Risk Prioritization:</i> MODERATE	A lack of formal processes to identify and monitor vendor commitments to diversity and inclusion may result in inconsistencies in expectation setting for vendors as well as vendor selection which does not appropriately value suppliers whose values and actions align with Equity 2030.
Recommendation <i>Recommendation Prioritization:</i> MODERATE	<p>The Finance Division procurement department, with the help OEI should consider formalizing procedures to identify and monitor supplier diversity.</p> <p>Information and requirements about the Supplier Diversity program should be shared routinely with all institutions to ensure their own vendor expectations and requirements align. The policies, procedures, and various forms, such as supplier diversity forms, terms and conditions, and veteran-owned forms, on Procurement’s website should be shared with each college and university.</p> <p>Additionally, the system office, in partnership and coordination with institutions involved in procurement and equity should:</p> <ul style="list-style-type: none"> • Develop diverse supplier procedures with recommended requirements for evaluation, as well as inclusion of a phrase such as, “no potential supplier will be precluded from consideration on the basis of race, creed, color, religion, sex, age, disability, veterans’ marital status, sexual orientation, gender identity, gender expression, or national origin or any other protected group status” • Develop material to share with current and prospective vendors to outline Equity 2030, its goals, vendor expectations, and how expectations and commitments will be monitored • Develop a questionnaire to collect data and supporting documentation from current and prospective vendors. Data should include, but not be limited to: <ul style="list-style-type: none"> ○ Vendor’s workforce diversity statistics such as women, people of color, and people with disabilities ○ Vendor’s inclusion practices in place such as policies, programs, and training ○ Vendors community engagement such as partnerships and affiliations with local organization ○ DEI Certifications such as the National LGBT Chamber of Commerce ○ Relevant information from websites, social media, and customer reviews

Resourcing Issue #3: Supplier Diversity

	<ul style="list-style-type: none"> ○ Industry associations with DEI related associations or groups ○ Referrals they have from other businesses or higher education institutions ○ Proof of valid vendor licensing ○ Opportunity to explain any disputes or legal action ● Actively seek out Minority Business Enterprises (NBE) and Disadvantaged Business Enterprises (DBE), which can be found from government codes ● Develop an approved Diverse Supplier list and include all NBEs and DBEs. Once a supplier has gone through the process(es) defined above, they should be added to the approved list for future use and reference ● Develop a system supplier diversity training for any position with procurement responsibilities on how to select and monitor vendors compliance with Equity 2030 expectations
<p>Management Action Plan</p>	<p>The Finance Division’s procurement and contract management department is currently addressing a supplier diversity strategy plan, a new system procedure, and commitment. In addition, as part of developing a procurement and contracting community, users have many supplier diversity resources available from one location on an open access SharePoint site. This community site serves as a one-stop resource for contracting, sourcing, governance, vendor management, and supplier diversity.</p> <p>Identified gaps outlined in the supplier diversity strategy identify opportunities in current functionality. These opportunities will be included in the new system procedure 5.14.6 Supplier Diversity. This procedure will provide a framework and intentionality for including diverse suppliers in direct purchases, sourcing, and contracting opportunities. In addition, the department is assessing options for including, storing, and reporting diversity classifications and certifications for target group businesses (TGBs) that go beyond the limited classifications received from SWIFT (Minnesota's official vendor management resource). This expansion should allow Minnesota State to capture additional DEI certifications. One resource being considered is using a third-party solution to capture and report the data outlined in recommendations.</p> <p>The system office procurement and contract management team is currently creating dashboard reports that will allow campuses to monitor diverse spend against a baseline. Reports will be available at the system and institutions.</p>

Resourcing Issue #3: Supplier Diversity

	Training and onboarding for continued momentum on supplier diversity initiatives were included in the strategy.
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Metrics for Success

Finally, the last category of obstacles we found were related to measuring success. The first area we discuss is related to equity scorecards.

Metrics for Success #1: Equity Scorecards

Observation	There is a need to further formalize standards related to the purpose, monitoring, and reporting of the Equity Scorecards.
Background	<p>OEI, with the help from Information Technology (IT), Human Resources (HR), and Finance divisions, developed a system of Equity Scorecards for the institutions. The Equity Scorecards leveraged existing institution data used to generate annual system performance metrics. To determine Equity Scorecard criteria, a working group was created comprised of institution colleagues including diversity officers, human resources, information technology, finance, legal, academic and student affairs, Title IX officers, and student organizations. The group was tasked with the conceptual creation of each scorecard KPI and its subsequent metrics and has met monthly since 2020.</p> <p>The conceptual framework and prototypes for the scorecards was presented to stakeholder groups to bring awareness and gather feedback. These stakeholder groups included the chancellor’s cabinet, leadership council, and bargaining units. The system Equity Scorecard was created in fall of 2021, and each institution received an Equity Scorecard in the summer and fall of 2022. Equity Scorecards provide data on race, gender, Pell-eligibility,⁶ first-generation status, completion rates, student versus faculty diversity, retention rates, and diversity of vendors. Additionally, Equity Scorecards contain data on the equity gap, the change in the equity gap over three years, the success rate, and the number required to achieve parity and eliminate the equity gap. Scorecard KPIs include:</p> <ul style="list-style-type: none"> • KPI 1 Undergraduate student success • KPI 2 Compositional diversity • KPI 3 Employee retention and development • KPI 4 Supplier diversity

⁶ For a student to be Pell-eligible, they must meet general federal student aid eligibility requirements. The criteria can be found here: [Eligibility Requirements | Federal Student Aid](#)

Metrics for Success #1: Equity Scorecards

	<p>OEI has created and provided guidance resources for leveraging the scorecard. The need to define the purpose, intended use, and ownership of the Equity Scorecards is vital to the success of Equity 2030. Formal and consistent reporting of Equity Scorecard data and information will allow system office leaders, as well as CDOs and institution leadership, to effectively monitor the progress of Equity 2030. Currently, the Equity Scorecard data points will be updated between December and April of an academic year. The system office consulted with IT to build a system to update most data points in an “automatic” manner. However, the scorecard data for KPI 5 Strategies and Structures and KPI 6 Campus Climate Assessments must be provided by the institutions. However, IT is developing a process to incorporate the data.</p> <p>Consistent utilization of equity scorecards across Minnesota State will support data-guided decision-making and impact the ability to achieve Equity 2030 goals. Therefore, it is critical Minnesota State standardize the use of scorecards and communicate the purpose, expectations, and requirements to the institutions.</p> <p>Further, Minnesota State has the opportunity to leverage the results of campus climate surveys to enhance and increase Equity Scorecard data, specifically related to:</p> <ul style="list-style-type: none"> • Demographic data and metrics • Culture and acceptance of people from all backgrounds • Attitudes about academic experiences • Perceptions of how activities affect the climate • Strengths and opportunities for improvement
<p>Benchmarking</p>	<p>Benchmarking ⁷ indicates Minnesota State’s implementation of Equity Scorecards puts the system ahead of or in line with peer systems. However, we learned through interviews, as well as observation of supporting documents, there is a lack of understanding regarding the use of the Equity Scorecards at the institutions, and there is no formalized monitoring or reporting requirements related to the document. Additionally, reporting and sharing of data across Minnesota State would lead to enhanced visibility and consistency. As a peer example, the University of California system developed a dashboard on its website demonstrating progress at both the system level and the institutional level related to its UC2030 initiative.</p>

⁷ University of Minnesota, Pennsylvania State System, University of Illinois, Wisconsin Technical College System, University of Colorado System, North Carolina Community College System, Oklahoma State System of Higher Education

Metrics for Success #1: Equity Scorecards	
Risk <i>Risk Prioritization:</i> MODERATE	A lack of standardized Equity Scorecards requirements may result in insufficient and inconsistent data collection and ultimately impede progress towards Equity 2030 across the system office.
Recommendation <i>Recommendation Prioritization:</i> MODERATE	<p>The colleges and universities, with guidance and support from OEI, should consider standardizing guidelines of Equity Scorecards and formally communicate and publish those requirements. These should include defining:</p> <ul style="list-style-type: none"> • Owner and responsible parties • Data collection guidance • Monitoring mechanisms, which should be occurring at the system and institution level • Reporting requirements, such as format or frequency <p>The system office has provided Equity Scorecard training and should consider further facilitating Equity Scorecard training to campus leaders to better inform responsible parties on the purpose of the scorecards as well as the proper utilization. The training should be required for personnel with DEI responsibilities and specifically those related to the compilation of the data included. Training should be held at least annually, or more frequently, if necessary, such as when responsibility changes occur. Attendance should be mandated so the system office can monitor participation and follow up as needed to improve the consistency of understanding and utilization. Additionally, Equity Scorecard trainings should be offered in a variety of formats or platforms to provide flexibility for attendees, such as recorded or on-demand webinars or in-person.</p> <p>Lastly, the system office should consider including utilization of the Equity Scorecard as well as adherence to reporting requirements as part of each of the institution’s leadership performance evaluations.</p>
Management Action Plan	<p>The system office is using a phased approach to implement the six Equity Scorecard KPIs. OEI is currently in the phase of acclimating stakeholders with the first four KPIs that have been established, and developing KPIs 5 and 6. The next phase will focus on implementation and encouraging evidence-based decision making and uptake of data to inform practice.</p> <p>OEI already provides trainings and consultations to stakeholders on the Equity Scorecard, and will enhance the availability of this resource as the system moves from the acclimation phase to implementation.</p> <p>The Equity Scorecard will also feed into the broader Equity 2030 framework, to be developed by OEI, as well as its corresponding evaluation</p>

Metrics for Success #1: Equity Scorecards	
	<p>frameworks including presidential evaluations and Guided Learning Pathways Framework.</p> <p>The KPI of the Equity Scorecard can also inform discussions within the presidential evaluations, which include components related to Equity 2030 more broadly, campus climate, and the Equity Scorecard itself.</p>

The second area we discuss related to measures for success includes accountability and metrics.

Metrics for Success #2 Accountability and Metrics	
Observation	With no established evaluation framework, the institutions are not formally reporting on the status of Equity 2030 progress.
Background	<p>There is no consistent expectation for institutions to report on Equity 2030 progress and obstacles to the system office. One of the seven institutions we reviewed confirmed it had not been asked to report an update in the past two to three years. Without a requirement to provide status updates, there is no way to properly monitor progress, identify opportunities for intervention, or utilize escalation or consequences to achieve accountability for the institutions.</p> <p>Additionally, there is an opportunity to develop additional formalized metrics to track progress and outcomes at the institutional level. Metrics are important because they provide a way to measure and monitor progress toward objectives. Metrics also serve as an indicator of what is working well and what may not. Using standardized metrics during the status report process will ensure goals are being monitored at each institution and will assure goals are measurable and achievable.</p>
Benchmarking	<p>We reviewed several peer institutions’ metrics related to equity. See Appendix B Gap Analysis of Metrics for full benchmarking detail. Our research indicated some peers include metrics to measure:</p> <ul style="list-style-type: none"> • Gender • Sexual orientation • Academic equity • Types of degrees conferred • Curriculum diversity
Risk <i>Risk Prioritization:</i> HIGH	Without formalized status reports from the institutions, the system office will struggle to effectively track progress and identify opportunities to increase engagement and involvement.
Recommendation <i>Recommendation Prioritization:</i> HIGH	<p>The system office, along with the support of the institutions, should consider establishing an accountability framework or guidelines by incorporating and using standard metrics.</p> <p>The system office should consider:</p>

Metrics for Success #2 Accountability and Metrics	
	<ul style="list-style-type: none"> • Implementing an equity component into each institution’s performance evaluation • Establishing a means of sharing significant milestones between institutions utilizing familiar platforms, such as Microsoft Teams file sharing function <p>Institutions, in partnership with the system office, should consider standardizing the metrics to be utilized such as:</p> <ul style="list-style-type: none"> • Undergraduate student success • Compositional diversity • Diverse employee retention and development • Supplier diversity • Student salary after attending the institution • Student transfers • Admissions scores • Faculty such as full-time faculty or percentage of faculty with terminal degrees • Affordability of institution, such as comparison of tuition and fees to average family income • Financial aid • Time to degree • Graduate employment rate • Academic staff to student ratios • Gender • Sexual orientation • Degrees conferred • Curriculum diversity <p>Together, institutions should use Appendix B Gap Analysis of Metrics to assess metrics currently used and consider incorporating metrics by similar institutions and systems.</p>
Management Action Plan	<ul style="list-style-type: none"> • OEI, in conjunction with stakeholders, will develop an Equity 2030 framework and corresponding evaluation framework (as indicated above). • OEI will continue to roll out the Equity Scorecard (moving from acclimation to implementation and monitoring). • OEI will explore opportunities to enhance communication and information sharing mechanisms to increase uptake of information shared.

Appendices

Appendix A: Documents Reviewed

We reviewed the following documentation:

- 2019 Access and Opportunity Funds (AOS) Survey Data
- 2021 to 2023 Inter Faculty Organization Master Agreement
- AOS Funds Final Review and Recommendations
- Equity 2030 Key Messages and Resources
- Equity 2030 Summary and Priorities
- Equity by Design Campus Team Toolkit
- Equity Lens to Policy Review
- Equity Scorecard Guide and Facilitation Tool
- Equity Scorecard Rollup for Board of Trustees
- January 2021 Fellows Report
- June 2020 Final New Monitoring and Evaluation Plan
- Equity Scorecards
 - Metropolitan State University
 - Minnesota North College
 - Normandale Community College
 - Northland Community and Technical College
 - Riverland Community College
 - Southwest Minnesota State University
 - Saint Paul College
- Normandale Community College
 - Equimetrics Data Review Snapshot Report
 - Sample Instructor Report
 - Sample Survey
 - Strategic Framework
- Saint Paul College
 - Anti-Racist, Trauma-Informed Institution Plan (ARTII) Summary
 - Full ARTII Plan

Appendix B: Gap Analysis of Metrics

This crosswalk summarizes our research benchmarking similar colleges and systems. The information is categorized to align with Equity 2030's six dimensions.

Equity 2030 Dimension	Current Minnesota State Scorecard Metrics Aligned to Dimensions	Suggested Metrics to Enhance Measurements of Success ⁸
<p>Enhanced Access to a higher education by strengthening partnerships and collaboration with K-12, business and industry, community-based organizations, and philanthropic partners to expand and grow current programming and identify new ways to support students</p>	<p><u>K-12</u> N/A</p>	<p><u>K-12</u></p> <ul style="list-style-type: none"> • Percentage of incoming freshman by race, Pell eligibility, first generation, gender • Percentage of applicant pool by race, Pell eligibility, first generation, gender • Assessment of equity through a third-party vendor*
	<p><u>Business and industry</u> KPI 4: Supplier Diversity Metric 1: Percentage of spend with diverse vendors for all contracted construction, goods and services</p>	<p><u>Business and industry</u></p> <ul style="list-style-type: none"> • Number or dollar value of partnerships, agreements, or memoranda of understanding with diverse businesses • Increasing vendors with designation*
	<p><u>Community-based organizations</u> N/A</p>	<p><u>Community-based organizations</u></p> <ul style="list-style-type: none"> • Return on investment (ROI) of community programs and social events • Tracking attendance of community programs and social events • Percentage of student body by adult learners • Departments identified every semester to take a 14-hour course* • All college day for staff and faculty with an equity component and opportunity for mental health training* • Assess how well the institution ranks in areas of diversity, equity, and inclusion and cultural competency* • All employees involved in ongoing DEI mandatory training*

⁸ Note: Bullets marked with an asterisk (*) are metrics currently being tracked at one or more Minnesota State institutions but not consistently across all. All other metrics were compiled from peer benchmarking.

Equity 2030 Dimension	Current Minnesota State Scorecard Metrics Aligned to Dimensions	Suggested Metrics to Enhance Measurements of Success ⁸
	<p><u>Philanthropic partners</u> N/A</p>	<p><u>Philanthropic partners</u></p> <ul style="list-style-type: none"> • Percentage of diverse donors • Percentage of diverse corporate partnerships
<p>Workforce Diversity and Strategic Talent Management by incorporating the local and national context with the changing student and employee demographics and needs - focusing on cultural competence development, inclusive hiring practices, and improved campus climate</p>	<p><u>Cultural competence development</u> KPI 3: Employee retention and development: by employee of color status, by gender, by color status and gender, and employee equity gaps and retention counts</p>	<p><u>Cultural competence development</u></p> <ul style="list-style-type: none"> • Percentage of equity related learning, development, and training programs • Attendance of equity related learning, development, and training programs
	<p><u>Inclusive hiring practices</u> KPI 2: Compositional diversity Metric 1: Student diversity relative to faculty and staff diversity (faculty and staff of color vs. students of color, white faculty and staff vs. white students) Metric 2: Employee diversity (employees of color by role, gender)</p>	<p><u>Inclusive hiring practices</u></p> <ul style="list-style-type: none"> • Diversity percentages of applicant pools by race, Pell eligibility, first generation, gender • Diversity percentages of applicants in the interview stage of the hiring process to accepting an offer of employment
	<p><u>Improved campus climate</u> KPI 2: Compositional diversity Metric 1: Student diversity relative to faculty and staff diversity (faculty and staff of color vs. students of color, white faculty and staff vs. white students) Metric 2: Employee diversity (employees of color by role, gender)</p>	<p><u>Improved campus climate</u></p> <ul style="list-style-type: none"> • Racial or ethnic distribution of staff, faculty, and academic employees, by location • Retention rates of diverse faculty, staff, and administration • Number of equity related programming opportunities • Attendance in numbers and demographics of equity related programs • Percentage of diverse board members (trustees)
<p>Financial Resources and Support for students and growing the financial resource base for campuses</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Scholarship dollars available for diverse applicants • Grant funding available for diverse applicants • Scholarships available for diverse applicants • Funds distributed by campus location to diverse applicants • Average scholarship awarded for diverse applicants

Equity 2030 Dimension	Current Minnesota State Scorecard Metrics Aligned to Dimensions	Suggested Metrics to Enhance Measurements of Success ⁸
<p>Evidence-Based Decision Making by building a technology infrastructure and expanding capacity for deeper data analytics</p>	<p>N/A</p>	<ul style="list-style-type: none"> • Creation of a public, high level dashboard incorporating metrics suggested by the gap analysis at a system and institutional level • Development of a clear accountability structure where goals are set at each institution, metrics are used to track progress against goals, and decisions are made based on progress to adjust the direction of Equity 2030, such as allocation of resources, accountability assignments, performance reviews, educational focus areas, goal setting, etc.
<p>Student Academic Success by establishing guided learning pathways focused on academic preparation, progression, and accomplishment within an area of study and career</p>	<p>KPI 1: Undergraduate Student Success Metric 1: First year outcome by race Metric 2: First year outcome by Pell eligibility and first-generation status Metric 3: Completion rate of three year and six year colleges by race Metric 4: Completion rate of three year and six year colleges by Pell eligibility and first generation</p>	<p><u>Academic preparation</u></p> <ul style="list-style-type: none"> • Highschool grade point average (GPA) • ACT and SAT scores including a breakdown of demographics • Percentage of students who complete Advancement Placement courses • Number of students proficient in more than one language • Placement rates* • Requirement of all students to complete a cross-cultural competency course* • Requirement to incorporate diversity within faculty's professional development plan* <p><u>Academic progression</u></p> <ul style="list-style-type: none"> • Monitor and track course attendance • Grade point average (GPA) • Course completion rates • Retention within a program from year to year • Number of credits earned by first spring of college* • Incorporate anti-racist and trauma-informed pedagogy throughout the academic experience* • Expand curriculum to provide additional courses on range of cultural competencies and awareness, action*

Equity 2030 Dimension	Current Minnesota State Scorecard Metrics Aligned to Dimensions	Suggested Metrics to Enhance Measurements of Success ⁸
		<p><u>Academic accomplishment</u></p> <ul style="list-style-type: none"> • Graduation rates across demographics • Employability rates after graduation • Evaluate success rates, aggregated by race and ethnicity, for all classes • College level course completion rates* • Course success (GPA, withdrawal rates, warning rates, suspension rates, completion rates, transfer rates) * • Completion or baccalaureate transfer of 50% or better for degree seeking students by 2030* • Completion of associates degree within 3 years* • Transfer to baccalaureate program within 3 years*
<p>Student Engagement and Support Within the institution, both academic and non-academic, including supporting basic needs</p>	<p>N/A</p>	<p><u>Academic student engagement and support</u></p> <ul style="list-style-type: none"> • Attendance rates by race, Pell eligibility, first generation, gender • Participation rates by race, Pell eligibility, first generation, gender • GPAs by race, Pell eligibility, first generation, gender • Course evaluations and feedback by race, Pell eligibility, first generation, gender • Tutoring by race, Pell eligibility, first generation, gender • Engagement with career fair by race, Pell eligibility, first generation, gender <p><u>Non-academic student engagement and support</u></p> <ul style="list-style-type: none"> • Number and demographics of students who participate in student organizations • Number and demographics of students who participate on athletic teams, clubs, or organizations • Campus event attendance in numbers and demographics • Mental health resources and utilization • Wellness resources and utilization • Number of diverse student organizations

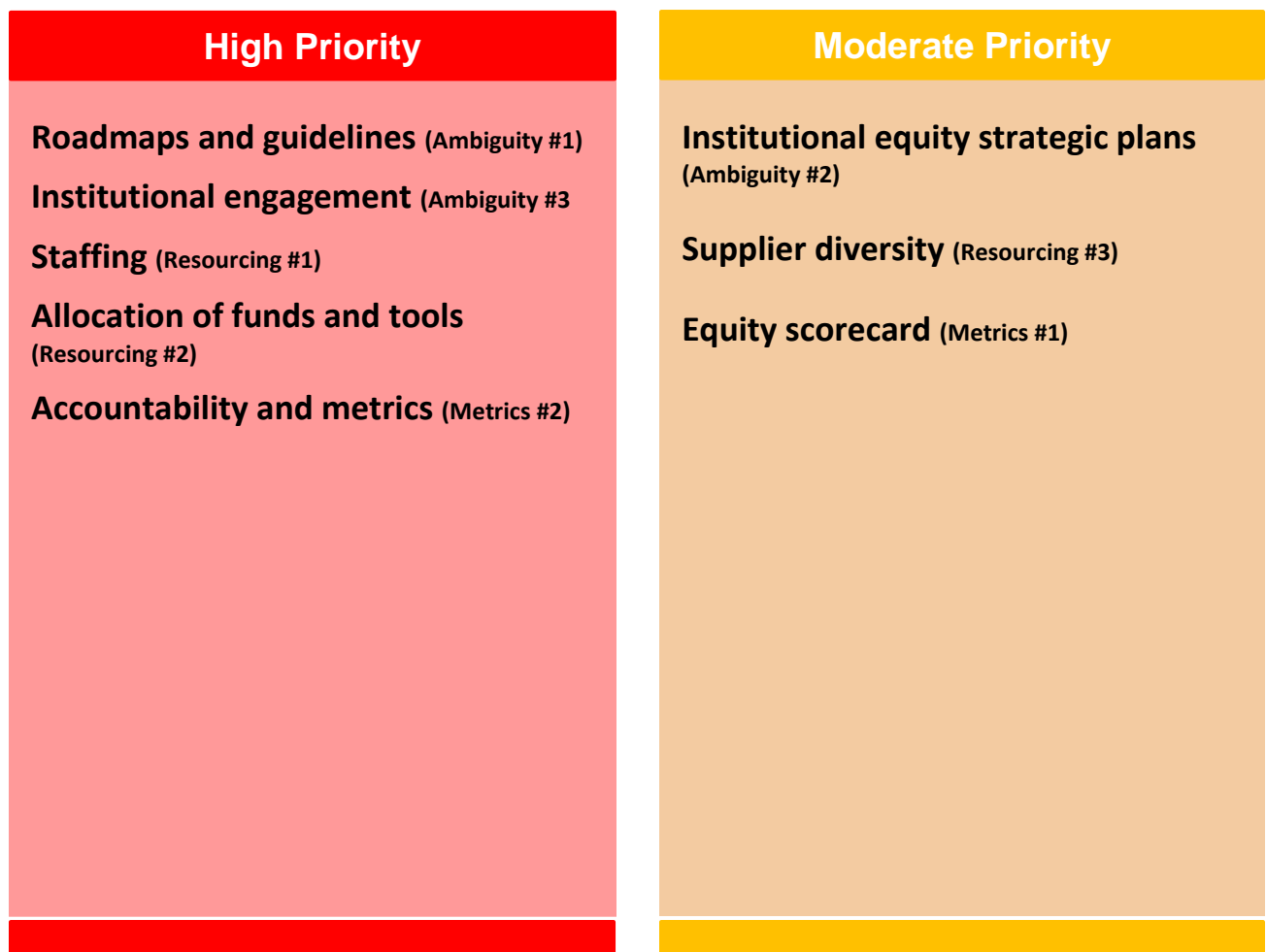
Appendix C: Prioritization of Recommendations

The graphic below indicates the prioritization of the recommendations included in this report.

High priority: Critical for success, high risk if not implemented, potential to rapidly accelerate the success of the Equity 2030 goal.

Medium priority: Important for success, moderate risk if not implemented, potential to significantly impact the success of the Equity 2030 goal.

Low priority (none identified): Less important for success and has a low impact on the success of the achievement of the Equity 2030 goal.



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Office of Internal Auditing



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Finance and Facilities Committee
April 18, 2023
1:30 p.m.
McCormick Room, 4th Floor

Times are tentative – meetings are scheduled to follow each other consecutively and may start earlier or later than the posted time depending on the length of previous meetings.

1. **Minutes of March 22, 2023**
2. **Contracts Requiring Board Approval:**
 - a. **Exclusive Sports Medicine Provider for Athletics, Minnesota State University, Mankato**
 - b. **Athletics Apparel Contract, Southwest Minnesota State University**
 - c. **Student Center/Library Bookstore Renovation, Metropolitan State University**
3. **Board Policy 5.24 Safety and Security Compliance (Second Reading)**
4. Board Policy 7.4 Financial Reporting (First Reading)
5. Board Policy 5.11 Tuition and Fees (First Reading)
6. FY2023-2025 Operating Budget and Enrollment Update
7. Minnesota State Facilities Overview

Committee Members

Jay Cowles, Chair
April Nishimura, Vice Chair
Victor Ayemobuwa
Jim Grabowska
Tim Huebsch
Jerry Janezich
Kathy Sheran

President Liaisons

Edward Inch
Joe Mulford

Bolded items indicate action required.



FY2023 Board Committee Work Plan - Revised

Finance and Facilities Committee

	Oct 2022	Nov 2022 <i>Joint with Leadership Council</i>	Dec 2022	Jan 2023 <i>Joint with Leadership Council</i>	Feb 2023	March 2023	April 2023	May 2023	June 2023
Operational	FY2024-2025 Biennial Budget Request 1 st Reading FY2023 Operating Budget Update Contracts Requiring Board Approval	FY2024-2025 Biennial Budget Request 2 nd Reading FY2023 Capital Program Recommendations Approval Contracts Requiring Board Approval		College and University Financial Performance Update: System Procedure 7.3.16 Financial Health Indicators Contracts Requiring Board Approval		Minnesota State Environmental Health & Safety Overview Contracts Requiring Board Approval	FY2023-FY2024 Budget Update Contracts Requiring Board Approval	FY2024 Annual Operating Budget 1 st Reading 2023 Legislative Summary FY2024 Capital Program Recommendations 1 st Reading Contracts Requiring Board Approval	FY2024 Annual Operating Budget 2nd Reading FY2024 Capital Program Recommendations 2 nd Reading Contracts Requiring Board Approval
Board Policy Considerations						Board Policy 5.24 Safety and Security Compliance 1 st Reading	Board Policy 5.11 Tuition & Fees 1 st Reading Board Policy 6.7 Real Estate Transactions 1 st Reading Board Policies 7.4 Financial Reporting 1 st Reading Board Policy 5.24 Safety and Security Compliance 2 nd Reading	Board Policy 5.11 Tuition & Fees; 2nd Reading Board Policy 6.7 Real Estate Transactions 2 nd Reading Board Policies 7.4 Financial Reporting 2 nd Reading	
Strategic				Long-Term Financial Trends (Training Session)			Minnesota State Facilities Overview	System Procurement Strategy: Board Policy 5.14 Contracts, Procurement and Supplier Diversity	

**Finance and Facilities Committee
Meeting Minutes
March 22, 2023**

A meeting of the Finance and Facilities Committee of the Board of Trustees was held on Wednesday, March 22, 2023.

Committee members present: Jay Cowles, Chair; Jim Grabowska, Tim Huebsch, Jerry Janezich, and Kathy Sheran.

Committee members absent: Victor Ayemobuwa, April Nishimura

Other board members present: Alex Cirillo, Dawn Erlandson, Roger Moe, Javier Morillo, George Soule, and Cheryl Tefer

Staff present: Devinder Malhotra, Chancellor; Bill Maki, Vice Chancellor for Finance and Facilities

The meeting materials for this meeting are available <[here](#)>, starting on page 57. An audio recording of the meeting is available <[here](#)>.

Committee Chair Cowles called the meeting to order at 9:58 a.m.

Agenda Item 1: Approval of the Meeting Minutes for January 24, 2022

Committee Chair Cowles asked if there were any changes or amendments to the minutes, then asked for a motion. Trustee Grabowska made the motion and Trustee Huebsch provided a second.

A roll call vote was conducted. The vote was as follows:

Trustee Ayemobuwa	Absent
Trustee Cowles	Aye
Trustee Grabowska	Aye
Trustee Huebsch	Aye
Trustee Janezich	Aye
Trustee Nishimura	Absent
Trustee Sheran	Aye



Agenda Item 2: Contracts Requiring Board Approval

Committee Chair Cowles invited Vice Chancellor Bill Maki to present the nine contracts that required board approval as detailed in the meeting materials. The meeting materials for this item begin on page 64.

Committee Chair Cowles asked committee members to consider the following recommended committee motion for **Agenda Item 2a: Customized Training, Dakota County Technical College:**

The Finance and Facilities Committee recommends that the Board of Trustees authorize the chancellor or the chancellor's designee to approve a \$1.201M increase to the contract, bringing the total contract amount to \$2.2M and with a term of five years for the purposes of maintaining the training curriculum for aerospace clients. The Finance and Facilities Committee further recommends that the Board of Trustees directs the chancellor or his designee to execute all necessary documents.

Trustee Huebsch made the motion and Trustee Grabowska seconded. A roll call vote was conducted. The vote was as follows:

Trustee Ayemobuwa	Absent
Trustee Cowles	Aye
Trustee Grabowska	Aye
Trustee Huebsch	Aye
Trustee Janezich	Aye
Trustee Nishimura	Absent
Trustee Sheran	Aye

The committee voted to approve the recommended motion.

Committee Chair Cowles asked committee members to consider the following recommended committee motion for **Agenda Item 2b: Marketing/Advertising Contract, Winona State University:**

The Finance and Facilities Committee recommends that the Board of Trustees authorize the chancellor or the chancellor's designee to enter into a contract not to exceed \$1,300,000 and with a term up to three years for the purposes of Marketing and Advertising. The Finance and Facilities Committee further recommends that the Board of Trustees directs the chancellor or his designee to execute all necessary documents.

Trustee Huebsch made the motion and Trustee Janezich seconded. A roll call vote was conducted. The vote was as follows:

Trustee Ayemobuwa	Absent
Trustee Cowles	Aye
Trustee Grabowska	Aye
Trustee Huebsch	Aye
Trustee Janezich	Aye
Trustee Nishimura	Absent
Trustee Sheran	Aye

The committee voted to approve the recommended motion.

Committee Chair Cowles asked committee members to consider the following recommended committee motion for **Agenda Item 2c: Library Renovation and Tutor and Learning Center Consolidation, Lake Superior College:**

The Finance and Facilities Committee recommends that the Board of Trustees authorize the chancellor or the chancellor's designee to enter into a construction contract not to exceed \$2,000,000 to renovate the library, consolidate it with the Tutor and Learning Center, and renovate TRiO program spaces at Lake Superior College. The Board of Trustees directs the chancellor or his designee to execute all necessary documents.

Trustee Janezich made the motion and Trustee Huebsch seconded. A roll call vote was conducted. The vote was as follows:

Trustee Ayemobuwa	Absent
Trustee Cowles	Aye
Trustee Grabowska	Aye
Trustee Huebsch	Aye
Trustee Janezich	Aye
Trustee Nishimura	Absent
Trustee Sheran	Aye

The committee voted to approve the recommended motion.

Committee Chair Cowles asked committee members to consider the following recommended committee motion for **Agenda Item 2d: Window and Siding Replacement, Williams Hillside Apartments, Minnesota State Community and Technical College – Fergus Falls Campus:**

The Finance and Facilities Committee recommends that the Board of Trustees authorize the chancellor or the chancellor's designee to enter into a construction contract not to exceed \$1,200,000 to replace exterior siding and windows on the Williams Hillside Apartments at the Fergus Falls campus of Minnesota State Community and Technical College. The Board of Trustees directs the chancellor or his designee to execute all necessary documents.

Trustee Huebsch made the motion and Trustee Grabowska seconded. A roll call vote was conducted. The vote was as follows:

Trustee Ayemobuwa	Absent
Trustee Cowles	Aye
Trustee Grabowska	Aye
Trustee Huebsch	Aye
Trustee Janezich	Aye
Trustee Nishimura	Absent
Trustee Sheran	Aye

The committee voted to approve the recommended motion.

Committee Chair Cowles asked committee members to consider the following recommended committee motion for **Agenda Item 2e: Parking Lot #6 Pavement Rehabilitation, Normandale Community College:**

The Finance and Facilities Committee recommends that the Board of Trustees authorize the chancellor or the chancellor's designee to enter into a construction contract not to exceed \$1,300,000 to repair and improve Parking Lot #6, Normandale Community College. The Board of Trustees directs the chancellor or his designee to execute all necessary documents.

Trustee Huebsch made the motion and Trustee Grabowska seconded. A roll call vote was conducted. The vote was as follows:

Trustee Ayemobuwa	Absent
Trustee Cowles	Aye
Trustee Grabowska	Aye
Trustee Huebsch	Aye
Trustee Janezich	Aye
Trustee Nishimura	Absent
Trustee Sheran	Aye

The committee voted to approve the recommended motion.

Committee Chair Cowles asked committee members to consider the following recommended committee motion for **Agenda Item 2f: Library Building Renovation Construction Contract – Phase 1, Normandale Community College:**

The Finance and Facilities Committee recommends that the Board of Trustees authorize the chancellor or the chancellor's designee to enter into a construction contract not to exceed \$15,000,000 for Phase 1 of the Library Building Renovation project at Normandale Community College. The Board of Trustees directs the chancellor or his designee to execute all necessary documents.

Trustee Huebsch made the motion and Trustee Grabowska seconded. A roll call vote was conducted. The vote was as follows:

Trustee Ayemobuwa	Absent
Trustee Cowles	Aye
Trustee Grabowska	Aye
Trustee Huebsch	Aye
Trustee Janezich	Aye
Trustee Nishimura	Absent
Trustee Sheran	Aye

The committee voted to approve the recommended motion.

Committee Chair Cowles asked committee members to consider the following recommended committee motion for **Agenda Item 2g: Construction Phase 2 Locker Room Project, Riverland Community College:**

The Finance and Facilities Committee recommends that the Board of Trustees authorize the chancellor or the chancellor's designee to enter into a construction contract not to exceed \$1,200,000 to renovate and upgrade the locker rooms at the Austin campus of Riverland Community College. The Board of Trustees directs the chancellor or his designee to execute all necessary documents.

Trustee Grabowska made the motion and Trustee Janezich seconded. A roll call vote was conducted. The vote was as follows:

Trustee Ayemobuwa	Absent
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Trustee Cowles	Aye
Trustee Grabowska	Aye
Trustee Huebsch	Aye
Trustee Janezich	Aye
Trustee Nishimura	Absent
Trustee Sheran	Aye

The committee voted to approve the recommended motion.

Committee Chair Cowles asked committee members to consider the following recommended committee motion for **Agenda Item 2h: Campus-wide Door Hardware and Access, Rochester Community and Technical College:**

The Finance and Facilities Committee recommends that the Board of Trustees authorize the chancellor or the chancellor's designee to enter into an amended construction contract not to exceed \$1,100,000 to provide door access controls at Rochester Community and Technical College. The Board of Trustees directs the chancellor or his designee to execute all necessary documents.

Trustee Huebsch made the motion and Trustee Grabowska seconded. A roll call vote was conducted. The vote was as follows:

Trustee Ayemobuwa	Absent
Trustee Cowles	Aye
Trustee Grabowska	Aye
Trustee Huebsch	Aye
Trustee Janezich	Aye
Trustee Nishimura	Absent
Trustee Sheran	Aye

The committee voted to approve the recommended motion.

Committee Chair Cowles asked committee members to consider the following recommended committee motion for **Agenda Item 2i: Heintz Center South Parking Lot Improvements, Rochester Community and Technical College:**

The Finance and Facilities Committee recommends that the Board of Trustees authorize the chancellor or the chancellor's designee to enter into a construction contract not to exceed \$1,200,000 to repair and improve the Heintz Center South Parking Lot Improvements, Rochester

Community and Technical College. The Board of Trustees directs the chancellor or his designee to execute all necessary documents.

Trustee Janezich made the motion and Trustee Grabowska seconded. A roll call vote was conducted. The vote was as follows:

Trustee Ayemobuwa	Absent
Trustee Cowles	Aye
Trustee Grabowska	Aye
Trustee Huebsch	Aye
Trustee Janezich	Aye
Trustee Nishimura	Absent
Trustee Sheran	Aye

The committee voted to approve the recommended motion.

Agenda Item 3: Environmental Health and Safety Overview

Committee Chair Cowles invited Vice Chancellor Maki, Associate Vice Chancellor Brian Yolitz, and System Director John Dingmann to provide an overview on Environmental Health and Safety as detailed in the meeting materials. The meeting materials for this item begin on page 77.

This being an informational item, there was no vote taken.

Agenda Item 4: Proposed Amendment to Board Policy 5.24 Safety and Security Compliance, (First Reading)

Committee Chair Cowles invited Vice Chancellor Maki to provide information on the first reading of the proposed amendments to Board Policy 5.24 Safety and Security Compliance as detailed in the meeting materials. The meeting materials for this item begin on page 88.

This being the first reading of the policy, there was no vote taken.

Adjournment

The committee chair adjourned the meeting at 12:00 p.m.



MINNESOTA STATE
Board of Trustees

AGENDA ITEM SUMMARY

NAME: Finance and Facilities Committee

DATE: April 18, 2023

TITLE: Contracts Requiring Board Approval

- a. Exclusive Sports Medicine Provider for Athletics, Minnesota State University, Mankato
- b. Athletics Apparel Contract, Southwest Minnesota State University
- c. Student Center/Library Bookstore Renovation, Metropolitan State University

Proposed New Policy or
Amendment to Existing Policy

Approvals Required by
Policy

Other Approvals

Monitoring/Compliance

Information

PRESENTERS

Bill Maki, Vice Chancellor for Finance and Facilities

Brian Yolitz, Associate Vice Chancellor for Facilities

Tim Anderson, System Director for Procurement and Contract Management

Rick Straka, Vice President for Finance and Administration, Minnesota State University, Mankato

Deb Kerkaert, VP for Finance & Administration, Southwest Minnesota State University

Jennifer Flowers, Director of Athletics, Southwest Minnesota State University

Ginny Arthur, President, Metropolitan State University

Stephen Kent, Vice President for Finance and Operations, Metropolitan State University

Chris Maas, Director of Facilities, Metropolitan State University

PURPOSE

Board Policy 5.14, Contracts, Procurements, and Supplier Diversity, requires Board of Trustees approval of any procurement, lease agreement, or professional, technical, or consulting service contract with a value in excess of \$1,000,000 or contract amendment that would increase the total value of a contract to more than \$1,000,000.

Contract Requiring Board Approval: Exclusive Sports Medicine Provider for Athletics, Minnesota State University, Mankato

BACKGROUND

This contract's purpose is to provide sports medicine support for Intercollegiate Athletics and to provide sports medicine physicians coverage for identified sports competitions and weekly medical appointments coverage for student athletes. The provider will also partner with athletic training staff on the diagnosis, treatment and rehabilitation of injuries.

The contract will supplement sports medicine coverage provided by the university's athletic training staff that will include physician coverage for selected higher risk sports, along with weekly on-campus visits during the school year to assist with injury evaluation. The partnership is expected to yield a substantial investment by the contracted sports medicine partner of cash, sponsorship, and in-kind benefits that will in part be used to offset up to 50% of the institution's athletic training staffing costs.

FINANCIAL TERMS

An RFP was designed as an income contract that should require no expense or investment by the institution. The RFP process was established to solicit vendor interest in a new contract. Although the current partner submitted a proposal, this award will be viewed by all parties as a new contract. We anticipate the value of the contract to not exceed \$4,500,000. Minnesota State desires to enter into a contract with the successful Vendor(s) effective December 1, 2023 or on the date the last recognized signature is obtained, whichever occurs later. The length of such contract(s) will be five (years) and seven (7) months; ending on June 30, 2029 pending final Board of Trustees approval.

The sourcing process was based on a request for proposal (RFP) process. The RFP was published on January 5, 2023 with a vendor response deadline of March 1, 2023. The responses were independently evaluated by a five-person committee across five established criteria using the RFP template scorecard. The committee considered the following factors in awarding the RFP: Annual cash investment to the university, net athletic sponsorship/investments, and physician coverage and in-kind services. The Mayo Clinic Health System was ultimately selected as the successful vendor.

RECOMMENDED COMMITTEE MOTION

The Finance and Facilities Committee recommends that the Board of Trustees authorize the chancellor or the chancellor's designee to enter a contract with Mayo Clinic Health System, not to exceed \$4,500,000 and with term of five years and seven months for the purposes of providing exclusive sports medicine coverage. The Finance and Facilities Committee further recommends that the Board of Trustees directs the chancellor or his designee to execute all necessary documents.

RECOMMENDED BOARD MOTION

The Board of Trustees authorizes the chancellor or the chancellor's designee to enter a contract with Mayo Clinic Health System, not to exceed \$4,500,000 and with term of five years and seven months for the purposes of providing exclusive sports medicine coverage. The Finance and

Facilities Committee further recommends that the Board of Trustees direct the chancellor or his designee to execute all necessary documents.

Date Presented to the Finance and Facilities Committee: 4/18/2023

Date Presented to the Board of Trustees: 4/19/2023

Date of Implementation: 4/19/2023

Contract Requiring Board Approval: Athletics Apparel Contract, Southwest Minnesota State University

BACKGROUND

The purpose of this contract is to provide exclusive Adidas head to toe footwear, clothing and accessories for the Southwest Minnesota State University (SMSU) athletic department. Athletic teams and the department purchase uniforms, practice gear, and other accessories via this contract. Having the department in a unified apparel brand, along with our SMSU colors and logo being used, builds very strong brand awareness for SMSU athletics. The Adidas gear is well respected and also provides the SMSU student-athletes and coaches quality gear. The contract also includes the opportunity to promote the University, department, and teams by selling athletic apparel and merchandise to the general public. This is coming before the Board of Trustees for two (2) reasons: 1) the extension moves the contract past 5 years and, 2) the extension causes the total value of the contract to exceed \$1 million.

The goal is to extend the current contract by one additional year, before issuing a new RFP. The additional year is being requested in large part due to the leadership change in the SMSU athletic department. Director of Athletics, Jennifer Flowers, began in July which would have been the appropriate time to initiate the RFP given this is the final year of the contract. Ms. Flowers is requesting an extension as she needed time to understand the contract, how it is or is not working currently for the respective SMSU teams and determine what is necessary to be included in the next RFP. Apparel and accessories contracts are very large contracts and to possibly change brands is a significant investment by the department. It will take years to implement a change like that, if that is the eventual direction. The extension allows SMSU and Ms. Flowers to follow a significantly more appropriate timeline for putting the contract out on RFP, making a decision, and transitioning in whatever direction is chosen.

FINANCIAL TERMS

The original contract dates were July 1, 2018 - June 30, 2023, which came at the conclusion of a public RFP process that was issued on December 20, 2017. We are asking for a one-year extension so the contract would end June 30, 2024. The original contract was \$875,000. We believe the extension will add an additional \$225,000 making the full six-year contract worth \$1,100,000. Payment will be from the general fund and student activities and local account used for fundraising.

RECOMMENDED COMMITTEE MOTION

The Finance and Facilities Committee recommends that the Board of Trustees authorize the chancellor or the chancellor's designee to enter a contract amendment with BIG Athletics for one year and an additional \$225,000 to bring the total contract to six years and \$1,100,000 for the purposes of providing athletics apparel and accessories. The Finance and Facilities Committee further recommends that the Board of Trustees directs the chancellor or his designee to execute all necessary documents.

RECOMMENDED BOARD MOTION

The Board of Trustees authorizes the chancellor or the chancellor's designee to enter a contract amendment with BIG Athletics for one year and an additional \$225,000 to bring the total contract

to six years and \$1,100,000 for the purposes of providing athletics apparel and accessories. The Finance and Facilities Committee further recommends that the Board of Trustees directs the chancellor or his designee to execute all necessary documents.

Date Presented to the Finance and Facilities Committee: 4/18/2023

Date Presented to the Board of Trustees: 4/19/2023

Date of Implementation: 4/19/2023

**Contract Requiring Board Approval: Student Center/Library Bookstore Renovation,
Metropolitan State University**

BACKGROUND

Metropolitan State University seeks board approval for a construction contract not to exceed \$1,500,000 to renovate its Student Center and Library Bookstore to align space assignments and increase utilization while creating a more welcoming environment for students, employees and visitors as outlined in the university’s Comprehensive Facilities Plan.

Student Center renovations transform the former cafeteria space on the first floor to accommodate the Student Parent Center and Food Pantry and relocates the Bookstore from the Library. Renovation of the vacated Library Bookstore space enables relocation and realignment of the Institute for Community Engagement and Scholarship and the Gordon Parks Gallery and creates flexible hoteling type space for university employees. See Attachment for details.

FINANCIAL TERMS

This construction contract will be funded with university operating funds and not exceed \$1,500,000. Subject to board approval, the construction contract will be publicly advertised via QuestCDN, our electronic bidding system, and awarded to the lowest responsible bidder.

RECOMMENDED COMMITTEE MOTION

The Finance and Facilities Committee recommends that the Board of Trustees authorize the chancellor or the chancellor’s designee to enter into a construction contract not to exceed \$1,500,000 to renovate the library and student center at Metropolitan State University. The Board of Trustees directs the chancellor or their designee to execute all necessary documents.

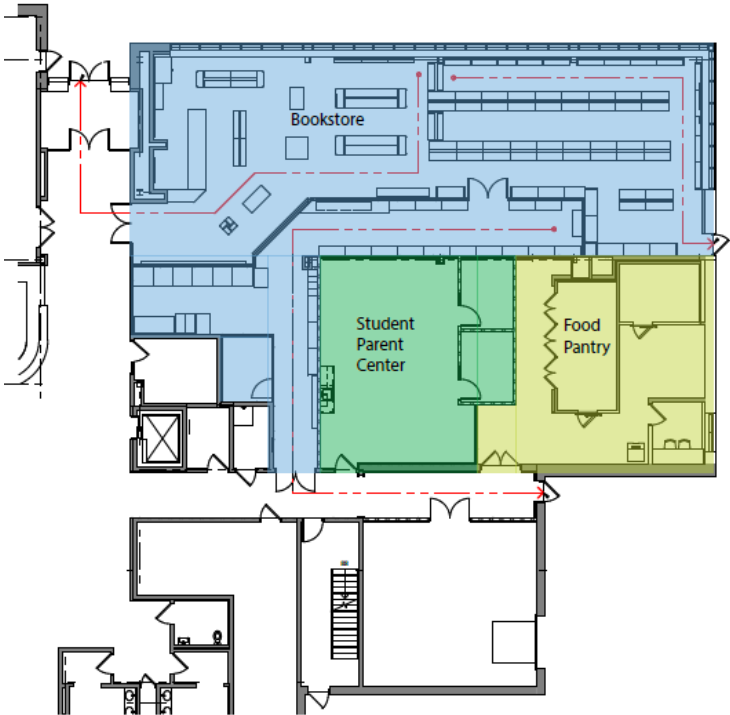
RECOMMENDED BOARD MOTION

The Board of Trustees authorize the chancellor or the chancellor’s designee to enter into a construction contract not to exceed \$1,500,000 to renovate the library and student center at Metropolitan State University. The Board of Trustees directs the chancellor or their designee to execute all necessary documents.

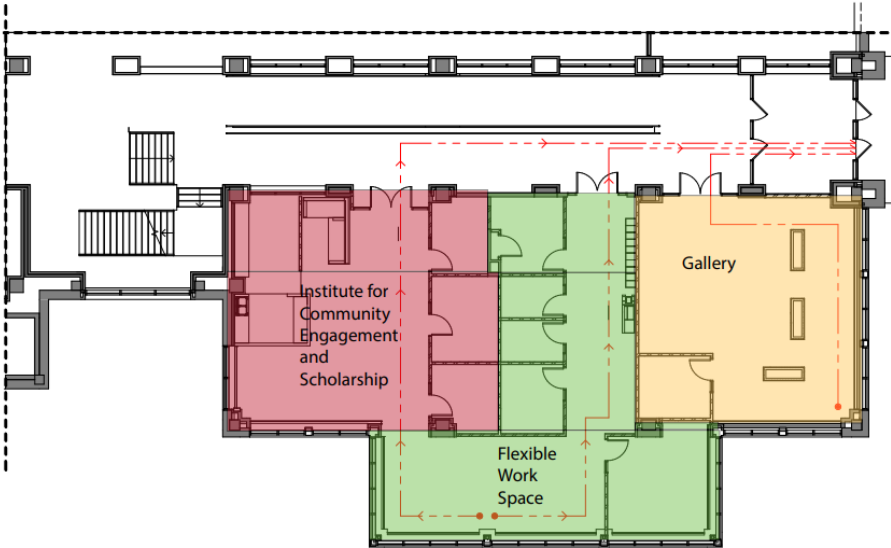
Date Presented to the Finance and Facilities Committee: 4/18/2023
Date Presented to the Board of Trustees: 4/19/2023
Date of Implementation: 4/19/2023

ATTACHMENT A
Student Center and Library Bookstore Renovation
Metropolitan State University

Student Center Renovation – Floor Plan



Library Renovation – Floor Plan





MINNESOTA STATE
Board of Trustees

AGENDA ITEM SUMMARY

NAME: Finance and Facilities Committee

DATE: April 18, 2023

TITLE: Board Policy 5.24 Safety and Security Compliance (Second Reading)

- Proposed New Policy / Amendment to Existing Policy
- Approvals Required by Policy
- Other Approvals
- Monitoring/Compliance
- Information

PRESENTERS

Bill Maki, Vice Chancellor for Finance and Facilities
Brian Yolitz, Associate Vice Chancellor for Facilities

PURPOSE

Board Policy 1A.1 Minnesota State Colleges and Universities Organization and Administration, Part 6. Board Policies and System Procedures requires board review and approval of proposed board policy changes and that each board policy is reviewed at least once every five years.

BACKGROUND INFORMATION

The proposed amendment consists of technical edits and the application of new formatting and writing standards.

RECOMMENDED COMMITTEE MOTION

The Finance and Facilities Committee recommends that the Board of Trustees approve the proposed amendment to Policy 5.24 Safety and Security Compliance.

RECOMMENDED BOARD MOTION

The Board of Trustees approves the proposed amendment to Policy 5.24 Safety and Security Compliance.

Date Presented to the Finance and Facilities Committee: 4/18/2023
Date Presented to the Board of Trustees: 4/19/2023
Date of Implementation: 4/19/2023

PROPOSED CHANGES (FIRST READING DRAFT)

Single underlining represents proposed new language.

Strikeouts represent existing language proposed to be removed.

1 5.24 Safety and Security Compliance

2

3 **Part 1. Policy Statement.**

4 Minnesota State ~~Colleges and Universities~~ is committed to creating and maintaining safe and secure
5 environments ~~in order~~ to fulfill its mission of providing high quality higher education. Each college, ~~and~~
6 university, ~~and~~ the system office shall create, implement, and monitor appropriate plans, programs,
7 procedures, and training to comply consistent with applicable ~~regulations~~ legal and professional
8 standards, ~~regulations and available resources to promote and ensure the~~ safety and security of
9 individuals and ~~system~~ Minnesota State property. ~~These measures include, but are not limited to,~~
10 ~~compliance with standards for security for individuals and system property; environmental health;~~
11 ~~occupational safety; and emergency management.~~

12

13 **Part 2. Definitions.**

14

15 **Subpart A. Security.**

16 Actions, practices, procedures, ~~processes, and~~ programs, and their implementation associated with
17 protecting individuals and ~~the~~ physical assets from threat of, or actual, damage or loss. Physical
18 assets include such as property, facilities, vehicles, equipment, and material on ~~system~~ Minnesota
19 State property and operating locations ~~from threat of or actual damage or loss.~~

20 **Subpart B. Environmental health.**

21 Actions, practices, procedures, ~~processes, and~~ programs, and their implementation associated with
22 preserving and protecting the natural environment (air, soil, and water) of ~~system~~ Minnesota State
23 property and operating locations.

24

25 **Subpart C. Occupational safety.**

26 Actions, practices, procedures, ~~processes, and~~ programs, and their implementation associated with
27 protecting the safety, health, and well-being of employees in performing their assigned
28 responsibilities on ~~system~~ Minnesota State property and operating locations.

29

30 **Subpart D.**

31 **Emergency management.**

32 Planning, organizing, coordination, integration, training, ~~and~~ execution of efforts to prevent,
33 minimize, respond to, and recover from injury or damage resulting from natural or manmade
34 disasters or other crisis situations.

35

36 **Subpart E. System Minnesota State property.**

37 ~~System property means the f~~ facilities and land owned, leased, or under the primary control of
38 Minnesota State ~~Colleges and Universities~~, its Board of Trustees, colleges, universities, and the
39 system office, ~~colleges, and universities.~~

40

41 **Subpart F. Applicable Regulations.**

42 Regulations administered by the following agencies fall under the scope of this policy: Federal
43 Environmental Protection Agency (EPA), Federal Department of Transportation (DOT), Federal

44 [Department of Education, Federal Aviation Administration \(FAA\), Minnesota Occupational Safety](#)
45 [and Health Administration \(MNOSHA\), MPCAMinnesota Pollution Control Agency \(MPCA\),](#)
46 [Minnesota Department of Health \(MDH\), and various county and local agencies.](#)
47

48 **Part 3. Applicability.**

49 This policy applies to all [Minnesota State](#) employees and students ~~of the Minnesota State Colleges~~
50 ~~colleges and Universities universities system.~~ To the extent that more than one standard is established
51 for matters subject to this policy, the more stringent standard shall govern.

Related Documents:

- [Procedure 5.24.1](#) Hazardous Waste Management and Donated Materials

Policy History:

Date of Adoption: 4/17/13,

Date of Implementation: 4/17/13,

Date of last Review:

Date & Subject of Amendments:

Xx/xx/23 – (add summary of changes)

No additional HISTORY

5.24 Safety and Security Compliance**Part 1. Policy Statement**

Minnesota State is committed to creating and maintaining safe and secure environments to fulfill its mission of providing high quality higher education. Each college, university, and the system office shall create, implement, and monitor appropriate plans, programs, procedures, and training to comply with applicable regulations and professional standards and ensure the safety and security of individuals and Minnesota State property.

Part 2. Definitions**Security**

Actions, practices, procedures, programs, and their implementation associated with protecting individuals and physical assets from threat of, or actual, damage or loss. Physical assets include property, facilities, vehicles, equipment, and material on Minnesota State property and operating locations

Environmental health

Actions, practices, procedures, programs, and their implementation associated with preserving and protecting the natural environment (air, soil, and water) of Minnesota State property and operating locations.

Occupational safety

Actions, practices, procedures, programs, and their implementation associated with protecting the safety, health, and well-being of employees in performing their assigned responsibilities on Minnesota State property and operating locations.

Emergency management

Planning, organizing, coordination, integration, training, and execution of efforts to prevent, minimize, respond to, and recover from injury or damage resulting from natural or manmade disasters or other crisis situations.

Minnesota State property

Facilities and land owned, leased, or under the primary control of Minnesota State, its Board of Trustees, colleges, universities, and the system office.

Applicable Regulations

Regulations administered by the following agencies fall under the scope of this policy: Federal Environmental Protection Agency (EPA), Federal Department of Transportation (DOT), Federal Department of Education, Federal Aviation Administration (FAA), Minnesota Occupational Safety and Health Administration (MNOSHA), Minnesota Pollution Control Agency (MPCA), Minnesota Department of Health (MDH), and various county and local agencies.

Part 3. Applicability

This policy applies to all Minnesota State employees and students. To the extent that more than one standard is established for matters subject to this policy, the more stringent standard shall govern.

Related Documents:

- [Procedure 5.24.1](#) Hazardous Waste Management and Donated Materials

Policy History:

Date of Adoption: 4/17/13,

Date of Implementation: 4/17/13,

Date of last Review:

Date & Subject of Amendments:

Xx/xx/23 – (add summary of changes)

No additional HISTORY



MINNESOTA STATE
Board of Trustees

AGENDA ITEM SUMMARY

NAME: Finance and Facilities Committee

DATE: April 18, 2023

TITLE: Board Policy 7.4 Financial Reporting (First Reading)

- Proposed New Policy /
Amendment to Existing
Policy Approvals Required by Policy Other Approvals
 Monitoring/Compliance Information

PRESENTERS

Bill Maki, Vice Chancellor for Finance and Facilities
Brian Yolitz, Associate Vice Chancellor for Facilities

PURPOSE

Board Policy 1A.1 Minnesota State Colleges and Universities Organization and Administration, Part 6. Board Policies and System Procedures requires board review and approval of proposed board policy changes and that each board policy is reviewed at least once every five years.

BACKGROUND INFORMATION

The proposed amendment consists of technical edits and the application of new formatting and writing standards.

RECOMMENDED COMMITTEE MOTION (FIRST READING DRAFT)

The Finance and Facilities Committee recommends that the Board of Trustees approve the proposed amendment to Policy 7.4 Financial Reporting.

RECOMMENDED BOARD MOTION (FIRST READING DRAFT)

The Board of Trustees approve the proposed amendment to Policy 7.4 Financial Reporting.

Date Presented to the Finance and Facilities Committee: 4/18/2023

Date Presented to the Board of Trustees: First reading – no action taken.

Date of Implementation: TBD

PROPOSED CHANGES (FIRST READING DRAFT)

Single underlining represents proposed new language.

Strikeouts represent existing language proposed to be removed.

1 7.4 Financial Reporting

2

3 **Part 1. Policy Statement.**

4 ~~It is the policy of the~~ The Board of Trustees ~~shall to~~ provide financial statement information
5 that is accurate, timely, reliable, and consistent. Information provided to the state as part
6 of the state-wide financial audit will be of high quality and consistent with standards of
7 excellence. The chancellor and presidents will be dedicated to continuous improvement
8 of financial reporting.

9 ~~It is the policy of the Board of Trustees to~~ The board shall seek audited financial
10 statements for Minnesota State Colleges and Universities the system as a whole, the
11 Revenue Fund, and individual colleges and universities institutions as designated by
12 ~~B~~board action. Additionally, individual activity financial statements may be required
13 through bond covenants and other statutory requirements. To that end, the ~~board~~ Board
14 ~~of Trustees~~ has adopted a multi-year audit plan. The chancellor shall periodically advise
15 the ~~B~~board of progress toward the ~~B~~board's audit plan.

16 **Part 2. Responsibilities.**

17 All financial reports must shall be prepared in accordance with the provisions of
18 Minnesota ~~Statutes~~ statutes, official directives of Minnesota Management and Budget,
19 and in conformity with the guidelines of the Governmental Accounting Standards Board
20 (GASB), and the guidelines of the National Association of College and University Business
21 Officers (NACUBO). The colleges, ~~and~~ universities, and system office must provide
22 accurate, timely, reliable, and consistent financial information necessary for the prudent
23 stewardship of the colleges, ~~and~~ universities, and system office and for systemwide
24 reporting. The reports must shall be approved by the Vice Chancellor for Finance and
25 Facilities vice-chancellor chief financial officer.

26 The annual Minnesota State ~~Colleges and Universities~~ financial report must shall be
27 prepared under the direction of the ~~vice-chancellor chief financial officer~~ Vice Chancellor
28 for Finance and Facilities and filed with Minnesota Management and Budget as specified
29 by law and governmental accounting standards.

30 **Part 3. Accountability/Reporting.**

31 Financial statements will be presented annually to the ~~B~~board ~~of Trustees for its for~~
32 review and the authorization to release.

Related Documents:

To view any of the following related statutes, go to the [Revisor's Office website](#). You can conduct a search from this site by typing in the statute number.

- Minnesota Statute 16A.50, Financial Report to Legislature

- Minnesota Statute 16A.501, Report on Expenditure of Bond Proceeds
 - Audit Schedule
-

Date of Implementation: 06/21/00

Date of Adoption: 06/21/00

Date of Last Review: 3/17/10

Date & Subject of Amendments:

03/17/10 - Amended to reflect the name change of the Department of Finance to Minnesota Management and Budget. Amendments also clarifies that financial statements for individual institutions are designated by Board action.

Additional [HISTORY](#)



1 **7.4 Financial Reporting**

2

3 **Part 1. Policy Statement**

4 The Board of Trustees shall provide financial statement information that is accurate,
5 timely, reliable, and consistent. Information provided to the state as part of the state-
6 wide financial audit will be of high quality and consistent with standards of excellence.
7 The chancellor and presidents will be dedicated to continuous improvement of financial
8 reporting.

9 The board shall seek audited financial statements for Minnesota State , the revenue fund,
10 and individual colleges and universities as designated by board action. Additionally,
11 individual activity financial statements may be required through bond covenants and
12 other statutory requirements. To that end, the board has adopted a multi-year audit
13 plan. The chancellor shall periodically advise the board of progress toward the board's
14 audit plan.

15 **Part 2. Responsibilities**

16 All financial reports must be prepared in accordance with the provisions of Minnesota
17 statutes, official directives of Minnesota Management and Budget, and in conformity with
18 the guidelines of the Governmental Accounting Standards Board (GASB) and the
19 guidelines of the National Association of College and University Business Officers
20 (NACUBO). The colleges, universities, and system office must provide accurate, timely,
21 reliable, and consistent financial information necessary for the prudent stewardship of
22 the colleges, universities, and system office and for systemwide reporting. The reports
23 must be approved by the Vice Chancellor for Finance and Facilities.

24 The annual Minnesota State financial report must be prepared under the direction of the
25 Vice Chancellor for Finance and Facilities and filed with Minnesota Management and
26 Budget as specified by law and governmental accounting standards.

27 **Part 3. Accountability/Reporting**

28 Financial statements will be presented annually to the board for review and the
29 authorization to release.

Related Documents:

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- Minnesota Statute 16A.50, Financial Report to Legislature

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Date of Implementation: 06/21/00

Date of Adoption: 06/21/00

Date of Last Review: 3/17/10

Date & Subject of Amendments:

03/17/10 - Amended to reflect the name change of the Department of Finance to Minnesota Management and Budget. Amendments also clarifies that financial statements for individual institutions are designated by Board action.

Additional [HISTORY](#)



MINNESOTA STATE
Board of Trustees

AGENDA ITEM SUMMARY

NAME: Finance and Facilities Committee

DATE: April 18, 2023

TITLE: Board Policy 5.11 Tuition and Fees (First Reading)

- Proposed New Policy /
Amendment to Existing
Policy Approvals Required by Policy Other Approvals
- Monitoring/Compliance Information

PRESENTERS

Bill Maki, Vice Chancellor for Finance and Facilities

PURPOSE

Board Policy 1A.1 Minnesota State Colleges and Universities Organization and Administration, Part 6. Board Policies and System Procedures requires board review and approval of proposed board policy changes and that each board policy is reviewed at least once every five years.

BACKGROUND INFORMATION

Board Policy [5.11](#) Tuition and Fees and its related documents provide the framework under which colleges and universities set tuition and fee rates that are appropriate to their institutions. Student fees are generally assessed to support specific student services or activities, such as instructional and classroom technology, student life/activity, health services, athletics, and parking. Fees are also assessed to support facilities funded through the sale of revenue bonds such as wellness centers, student unions, parking facilities, and student housing. The policy identifies five objectives in setting tuition and fee rates: 1) affordable access to higher education, 2) sustainability, 3) equity, 4) transparency, 5) flexibility for innovation and emerging markets. The board reviewed and approved updates to this policy in June 2018.

Policy 5.11 authorizes four types of fees and charges.

- 1) *Required fees* are established in statute or by board policy and are required to be charged by all colleges and universities. The required fees and charges are parking, senior citizen in lieu of tuition, late, payment plan, and statewide student association fees.
- 2) *Campus discretionary fees* are established by board policy and adopted at the discretion of the college/university president. The authorized campus discretionary fees are student life/activity, athletics, health services, technology, special events, application, credit for prior learning assessment, residential learning community, and new student orientation.

- 3) *Personal property charges, services charges, and assessments* are established by board policy and adopted at the discretion of the college/university president. Institutions may charge students the actual cost of property retained by students or services received by students. Policy also allows institutions to charge assessments to discourage certain behaviors, such as late fees.
- 4) *Revenue fund fees* are authorized in statute, board policy, and through the board approved related bond indenture. Fees support facilities funded with the proceeds from revenue bond sales and include charges for room and board, student unions, wellness centers and recreation facilities, parking ramps and lots.

All fees are subject to board-mandated student consultation requirements. In addition, Minnesota Statute Section [135A.0434](#) requires a campus-wide student referendum approving an increase to mandatory student activity fees by more than two percent. Student activities are defined in section [136F.01](#). The referendum requirement was enacted during the 2017 legislative session, first impacting the system’s fiscal year 2019 operating budget process. Since enacted, the system has seen seven referendums—three at colleges and four at universities. Of these seven, one referendum failed and six were successful.

Campus Discretionary Fees

Four of the campus discretionary fees described above are generally charged to all students attending the campus opting to assess the fee: technology, health services, student life/activity, and athletics. Table 1 summarizes by sector how many colleges and universities assess the four major discretionary fees charged to all students and the range of fees charged per student.

**Table 1
Campus Discretionary Fees Charged to all Students, Fiscal Year 2023**

Institutions Charging Fee	Technology (per credit)	Health services (per term)	Student life/activity (per term)	Athletics (per term)
Colleges	26	15	26	5
College Average Rate	\$10.36	\$27.32	\$84.77	\$42.08
Universities	7	7	7	6
University Average Rate	\$10.76	\$62.08	\$97.90	\$53.69
System	33	22	33	11
System Average Rate	\$10.43	\$37.90	\$86.91	\$48.41
System Range	\$7.74-\$12.00	\$9.60-\$75.00	\$21.45-\$112.50	\$16.20-\$55.00

This table shows that:

- All colleges and universities assess a technology fee. The technology fee is a per credit fee that ranges from \$7.74 to \$12.00 per credit, with an average fee of \$10.43 per credit.

- Fifteen colleges and all seven universities assess a health services fee. The health services fee ranges from \$9.60 to \$75.00 per term, with an average fee of \$37.90 per term for those campuses assessing the fee.
- All colleges and universities assess a student life/activity fee. The student life/activity fee ranges from \$21.45 to \$112.50 per term, with an average fee of \$86.91 per term.
- Five colleges and six universities assess an athletic fee. The athletic fee ranges from \$16.20 to \$55.00 per term, with an average fee of \$48.41 per term for those campuses assessing the fee.

Board Fee Maximums

Fee maximums are established by the board for individual fee types. Colleges and universities may charge up to the fee maximum but may not exceed it without specific authorization from the board. The board sets fee maximums to maintain oversight over the level of fees charged to students while allowing individual colleges and universities the ability to assess differing fee rates within those limits based on individual campus needs. The fee maximums are the same for colleges and for universities; they are not sector specific.

The board has set fee maximums for the following campus discretionary fees charged to all students: technology, health services, student/life activity, and athletics. Table 2 shows the current fee maximums, the number of colleges and universities currently charging the maximum, the last fiscal year the maximum was changed, and the inflation adjusted maximum.

**Table 2
Maximum Campus Discretionary Fees Charged to all Students, Fiscal Year 2023**

	Technology	Health services	Student life/activity	Athletics
26 Colleges: # at max/ # charging fee	2/26	0/15	6/26	1/5
7 Universities: # at max/ # charging fee	1/7	2/7	3/7	4/6
Last year maximum increased	FY2020	FY2020	FY2000	FY2009
Current fee maximum	\$12 per credit	\$75 per term	\$112.50 per term	\$55 per term
Inflation-adjusted maximum*	\$14.00	\$87.00	\$194.00	\$74.50

* Based on CPI-U as of October 2022, rounded to nearest \$0.50

This table show that:

- Based on when each fee maximum was last increased, there are significant gaps between the current maximum and the inflation-adjusted fee maximum.
- Declining enrollment has reduced the revenue generated from fees.
- Because a significant number of the programs supported through fees employ professional staff, the combination of inflation and declining enrollment has compounded the financial pressures on providing the programs and activities expected by students.

- If the four major campus discretionary fees maximums had kept pace with inflation, the technology fee would increase from \$12 to \$14 per credit, the health services fee from \$75 to \$87, the student life/activity fee from \$112.50 to \$194 per term, and the athletic fee from \$55 to \$74.50.
- Two colleges and one university charge the technology fee maximum.
- No colleges and two universities charge the health services fee maximum.
- Six colleges and three universities charge the student life/activity fee maximum.
- One college and four universities charge the athletic fee maximum.

As has been discussed both before the pandemic and increasingly since then, increased demand for fee-funded services has put additional pressure on fee-supported budgets.

It is important to stress that setting fee maximums at certain rates does not mean that student fees assessed at colleges and universities will necessarily be increased to those rates. Depending on the fee type, more than three-fourths of the colleges are not at the current fee maximums and less than half the universities are for three of the four fee maximums that are being proposed to be increased. The purpose of fee maximums is to provide colleges and universities with reasonable options for the rates at which each sets these fees. All fee rate proposals follow the student consultation process defined in system procedure 2.3.1 and parameters defined by the chancellor. Over the last decade or so, the system generally has held colleges and universities to an aggregate 3 percent annual increase in all other fees required and campus discretionary fees.

2023 REVIEW AND RECOMMENDATIONS

Board Policy 5.11 Tuition and Fees is a policy managed by the board’s Finance and Facilities Committee, and as such, changes are shepherded through the finance division, under the direction of the Vice Chancellor for Finance and Facilities. The vice chancellor has an advisory group that reviews matters of interest and provides advice for consideration. This group is comprised of campus subject matter experts in the areas of finance, academic and student affairs, and diversity, equity and inclusion.

This advisory group, the Financial Resource Allocation and Policy (FRAP), reviewed tuition and fee policy and procedure modifications during their January, February, and March meetings. In January, they reviewed current policy and procedures and discussed possible modifications. In February, they returned to continue discussing modifications and to create recommended changes.

The proposed changes to policy, procedure, and the attachment were submitted first to the Vice Chancellor for Finance and Facilities as advice, then to the Chancellor for review, and lastly, to the System Director for Policy, Procedure and Intellectual Property and the Office of General Counsel. After passing through each of these reviews, the proposal was posted to the system’s policy and procedure review site for a 30-day consultation and comment by the system’s students, faculty, and staff. This comment period concluded on March 31, 2023.

PROPOSED CHANGES TO POLICY, PROCEDURE, AND ATTACHMENT

The proposed changes to Board Policy 5.11 Tuition and Fees does three things:

- modifies the order of policy objectives in Part 1 and provides edits throughout the document for style, formatting, and clarity;
- aligns review of fee maximums with policy and procedure review (5 years);
- adds a sustainability fee under campus discretionary fees.

Changes to policy require changes to procedure to ensure alignment. In this case, the proposed changes to System Procedure 5.11.1 Tuition and Fees provides two things:

- edits throughout the document for style, formatting, and clarity;
- adds sustainability fee language that creates the campus discretionary fee and provides the parameters under which it may be charged—an affirmative vote of the campus student association, the kinds of expenses allowable under the fee, and the process by which the annual budget for use of these funds is developed. This fee would support student-led, campus-based efforts to further the goals of existing Board Policy [5.17](#) Commitment to Environmental Sustainability.

Finally, changes in policy and procedure generally result in changes to the attachment that lists fee maximums. The modifications to the Fee Amount attachment include:

- edits throughout the document for style, formatting, and clarity
- amends the graduate application fees to market driven
- amends residential learning community to no maximum
- amends existing fee maximum amounts according to Table 3, below
- adds a sustainability fee with maximum of \$20 per term

Table 3
Recommended Maximum Campus Discretionary Fees Charged to all Students

	Technology	Health services	Student life/activity	Athletics
Last year maximum increased	FY2020	FY2020	FY2000	FY2009
Current fee maximum	\$12 per credit	\$75 per term	\$112.50 per term	\$55 per term
Proposed maximum	\$14 per credit	\$90 per term	\$174.00 per term	\$75 per term

SUMMARY OF INPUT AND FEEDBACK FROM MINNESOTA STATE COMMUNITY

In the fall of 2022, the seven universities sent a joint letter requesting a review of fee maximums with the goal of adjusting the established maximums by the rate of inflation. In addition, Students United, the statewide student association for the universities, passed a resolution in November 2022, in favor of increasing the cap on the student life/activities fee for the seven state universities. They stated that student engagement and belonging is crucial for each campus, and each campus should have the ability to decide on increasing student fees to ensure funding is available to support campus programs, events and organizations that help create a culture of belonging.

Additionally, the student senates at a number of universities individually expressed their support

for increasing the student life/activity fee maximum. Also, some university senates requested the establishment of a new sustainability fee to support focused funding for student-led environmental sustainability efforts. Bemidji State University has had a green fee (hosted under the student life/activity fee) since 2008.

Students United, the statewide student association for the universities, expressed support for both requests and has encouraged the system to move forward in this area. At the March 2023 Board of Trustees meeting, the chair of Students United submitted written remarks that read, in part, *“Students United would also like to express our support for the proposed maximum increases and discretionary sustainability fee as read in Board Policy 5.11 and System Procedure 5.11.1. We continue to support raising the fee maximum for the student life/activities fee, and we are excited to see the proposal of a discretionary sustainability fee. We received substantial feedback from our students in support of this fee, including our leaders at Bemidji. We are eager to see the impact of the sustainability fee as it supports the diverse green initiatives across the seven state universities.”*

LeadMN, the statewide student association for the colleges, submitted a letter that indicated they had several concerns regarding the proposed changes and requested that they be sent back for further review. The concerns focused on the following areas:

- Contention that the consultation process is broken and there is no formal mechanism to address issues if student leaders believe that Board Policy 2.3 is not being followed. LeadMN is concerned about the lack of consultation on the current policy and procedure process, and reiterated concerns about the annual process. These concerns were also documented in a consultation letter from the association and shared with the Board at the 2nd reading of the annual operating budget in June.
- There are no clear definitions of what are and what are not legitimate expenses related to use of student fees.
- The sustainability fee proposal should not be a fee that students are required to pay. Existing campus budgets should bear the expenses of investing in environmental sustainability initiatives.
- Students cannot afford increases.

To address these concerns, the system office will take the following steps over the next year:

- The system will consult with constituent groups to review the policy and procedures that govern the student consultation process. The process will include students, campus administrators, and system office staff, and will be convened under the direction of Academic and Student Affairs. This process could result in a designated work group, additional training opportunities, or other strategies to better identify opportunities to improve the process. The conclusion of this process will take Board Policy 2.3 Student Involvement in Decision-Making and System Procedure 2.3.1 Student Involvement in Decision-Making through the formal review process as this policy and procedure were last updated in April 2019.
- The Vice Chancellor for Finance and Facilities will work with LeadMN to address specific concerns related to fee-related expenses identified in their letter and to

review parameters of Board Policy 2.8 Student Life and System Procedure 2.8.1 Student Life as they related to approval of student life/activity fee expenses. Additionally, the system office will update and provide additional guidance to campuses related to determining the eligibility of expenses from these accounts.

During the formal 30-day comment period, constituent groups provided additional feedback on these proposed changes. The creation of a discretionary sustainability fee received favorable comments with a few exceptions. Increasing fee maximums received favorable comments from almost all of the responders that provided comments in this area. In addition, several university commenters suggested we align graduate application fees with our tuition policy for graduate programs, resulting in a modification to the proposal, making these items market driven.

SUMMARY

Board Policy 5.11 Tuition and Fees and related procedures are due for a five-year review and are recommended to be modified at the request of the state university students in order to adjust fee maximums and create a discretionary fee in support of student-led environmental sustainability efforts.

The proposed changes have gone through the 30-day review and comment period that are required of policy and procedure revisions.

These increases in fee maximums do not automatically increase the fees that students pay. Instead, they provide additional flexibility at each institution for the students and administration to make decisions that best serve local needs and desires. All campuses are still subject to limited annual increases (2 percent annually) in both student life/activity and athletic fees unless student referendums approve higher increases. Additionally, over the past decade or so, the system generally has held colleges and universities to an aggregate 3 percent annual increase in all other fees required and campus discretionary fees.

This is the first reading of the proposed changes.

RECOMMENDED COMMITTEE MOTION (FIRST READING DRAFT)

The Finance and Facilities Committee recommends that the Board of Trustees approve the proposed amendments to Board Policy 5.11 Tuition and Fees, System Procedure 5.11.1 Tuition and Fees, and the Fee Maximum Amount attachment, including the creation of a sustainability fee as a campus discretionary fee.

RECOMMENDED BOARD MOTION (FIRST READING DRAFT)

The Board of Trustees approves the proposed amendments to Board Policy 5.11 Tuition and Fees, System Procedure 5.11.1 Tuition and Fees, and the Fee Maximum Amount attachment, including the creation of a sustainability fee as a campus discretionary fee.

Date Presented to the Finance and Facilities Committee: 4/18/2023
Date Presented to the Board of Trustees: First reading – no action taken.
Date of Implementation: TBD

PROPOSED CHANGES (FIRST READING DRAFT)

Single underlining represents proposed new language.

Strikeouts represent existing language proposed to be removed.

5.11 Tuition and Fees

Part 1. Policy objectives

The tuition and fees policy of Minnesota State Colleges and Universities seeks to balance five values:

- a. **Affordable access to higher education:** Minnesota State will champion a quality affordable higher education that all Minnesotans can access.
- b. Equity: Minnesota State students taking similar academic programs are charged similar rates across Minnesota State colleges and universities.
- c. Transparency: Minnesota State students will know what they are paying for and how their total tuition and fee charges are calculated.
- ~~b-d.~~ **Institutional Financial Sustainability:** Minnesota State seeks to provide the resources needed for colleges and universities to support quality higher education and long term financial viability.
- ~~c-a. Equity: Minnesota State students taking similar academic programs are charged similar rates across Minnesota State colleges and universities.~~
- ~~d-a. Transparency: Minnesota State students will know what they are paying for and how their total tuition and fee charges are calculated.~~
- e. **Flexibility for innovation and emerging markets:** Minnesota State seeks to support the flexibility to be innovative, respond to the marketplace, and address emerging program and course development requirements.

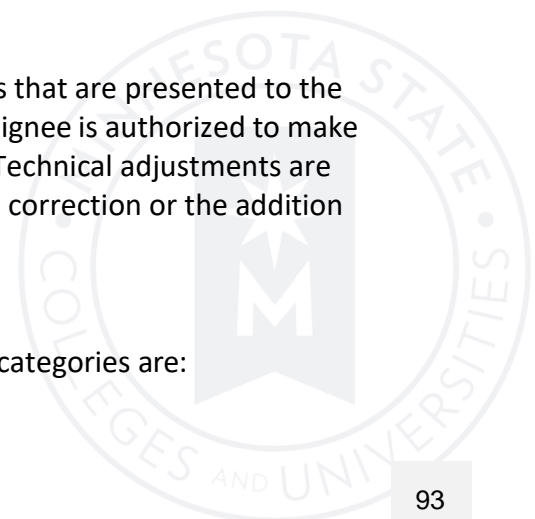
Part 2. Authority

Minnesota Statutes § 136F.06, Powers and Duties, and ~~Minnesota Statutes § 136F.70, Tuition; Fees; Activities Funds~~ provide that the Board of Trustees board shall set tuition, ~~and~~ fees, and refunds adopt suitable policies for the colleges and universities it governs. All colleges and universities shall charge tuition and fees consistent with Minnesota Statutes, board policies, and system procedures. The board shall approve the tuition and fee structure for all colleges and universities.

The chancellor may establish limits on tuition and fee rate increases that are presented to the board as part of the annual operating budget. The chancellor or designee is authorized to make any necessary technical adjustments to the tuition rates and fees. Technical adjustments are defined as changes in tuition and fee rates ~~which~~that are deemed a correction or the addition of a program rate for a new program established in the interim.

Part 3. Tuition

Tuition shall be charged by all colleges and universities. The tuition categories are:



- 39 a. Per credit
- 40 b. Banded
- 41 c. Differential course and program
- 42 d. Market driven

43

44 Each tuition category may include resident, reciprocity, and nonresident rates. All tuition must
45 be identified separately on a tuition and fee statement.

46

47 **Part 4. Authorization and notice.**

48

49 **Subpart A. Authorization of required and campus discretionary fees.**

50 The board authorizes ~~the following~~ four categories of fees to be charged to Minnesota State
51 students. The amount of the fees and how they are charged are determined by ~~a~~ each
52 college ~~and/or~~ university, subject to Minnesota statutes and board policy.

53

54 1. Required fees are in statute or established by board policy and are required to be
55 charged by all colleges and universities.

56

57 2. Campus discretionary fees are established by board policy and adopted at campus
58 discretion.

59

60 3. Personal property charges, service charges, and assessments are established by
61 board policy and adopted at campus discretion.

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63 4. Revenue Fund fees are established in accordance with statutes, board policy, and
64 bond indenture.

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67 **Subpart B. Notice required**

68 All fees must be identified separately on a tuition and fee statement. On an annual basis,
69 colleges and universities shall publish all fees that are charged to their students.

70

71 **Part 5. Fees**

72

73 **Subpart A. Required fees**

74 There are five required fees:

75

76 1. Senior citizen fee in lieu of tuition

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78 2. Parking fee, permits, or charges

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80 3. Late fee

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82 4. Payment plan fee

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84 5. Statewide student association fee

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86 All colleges and universities shall charge these fees consistent with Minnesota Statutes,
87 board policies, and system procedures.

88

89 **Subpart B. Campus discretionary fees**

90 The board authorizes the campus discretionary fee categories and approves the fee
91 maximums. The system office shall review, report, and make recommendations to the
92 board regarding fee maximum levels every ~~two~~ five years.

83
84 The authorized campus discretionary fees are:

- 85 1. Application fee
- 86 2. Credit for prior learning assessment fee
- 87 3. Student life/activity fee
- 88 4. Athletics fee
- 89 5. Health services fee
- 90 6. Special events fee
- 91 7. Residential learning community fee
- 92 8. Technology fee
- 93 9. New student orientation fee

94 10. Sustainability fee

95
96 Colleges and universities may establish policies to charge campus discretionary
97 fees. These fees are not to exceed the maximum amount approved by the board
98 and published as an attachment to board policy. If an institution has multiple
99 campuses or sites, they may choose to assess the fees on a campus by campus or
100 site by site basis.

101
102 **Subpart C. Personal property charges, service charges, and assessments.**

103 Colleges and universities may charge students the cost of property retained by the student
104 and services received by the student. The allowable charge must be based on actual costs.
105 Colleges and universities may also assess charges to discourage certain behaviors.

106
107 **Subpart D. Revenue fund facility fees.**

108 Adequate fees must be charged for the use of revenue fund facilities to meet the
109 requirements of Minnesota Statutes §§136F.93 and 136F.95 and the Master Indenture of
110 Trust. The fees must be sufficient to cover debt, operating cost, and all repair and
111 replacement costs, and reserves.

112
113 There are two types of revenue fund fees:

- 114 1. Revenue fund fees. Colleges and universities shall charge revenue fund fees for
115 facilities that were constructed, renovated or acquired using revenue bonds or
116 facilities that the board designated as part of the revenue fund. Revenue fund fees
117 include but are not limited to:
 - 118 a. Room and board fees
 - 119 b. Student union facilities fees
 - 120 c. Wellness center and recreation facility fees
 - 121 d. Parking ramp and surface lot facility fees
 - 122 e. Other revenue fund fees for eligible projects as may be approved by the
123 board
- 124 2. Revenue fund fees charged for use of facilities. Colleges and universities shall charge
125 fees for the use of revenue fund facilities, which must be reported to the board as
126 part of the annual operating budget. On an annual basis, colleges and universities

127 shall publish all fee schedules or explanation of fees that are charged to their
128 students for revenue fund facilities. Revenue fund fees include but are not limited to
129 event or facility usage fees, service charges, and equipment charges. The president
130 of the college or university shall have final approval on all fees and subsequent rates
131 for the use of revenue fund facilities.

132
133 **Part 6. Student Consultation**

134 All tuition and fees are subject to the student consultation requirements in as defined by
135 ~~Board Policy~~ ~~2.3 Student Involvement in Decision-making and associated system procedures.~~

Related Documents:

- ~~System Procedure 5.11.1 Fees~~
- ~~Fee Amounts~~
- Board Policy 2.2 State Residency Requirements
- Board Policy 2.3 Student Involvement in Decision-Making
- ~~Board Policy 5.9 Biennial and Operating Budget Planning & Administration Including Revenue Fund~~
- System Procedure 2.3.1 Student Involvement in Decision-Making
- ~~Board Policy 5.9 Biennial and Operating Budget Planning & Administration Including Revenue Fund~~
- System Procedure 5.11.1 Fees
- Operating Instruction 5.11.1.3 - Senior Citizen Charges and Fees
- Fee Amounts

To view any of the following related statutes, go to the [Revisor's Office website](#). You can conduct a search from this site by typing in the statute number.

- Minn. Stat. §135A.04 Variable Tuition
- Minn. Stat. §135A.51 Definitions
- Minn. Stat. §135A.52 Program and Qualifications (Senior Citizens Higher Education Program)
- Minn. Stat. §136F.06 Powers and Duties [of Board of Trustees]
- Minn. Stat. §136F.50 Cooperation or Promotion of a State College or University
- Minn. Stat. §136A.08 Reciprocal agreements relating to nonresident tuition and other states or provinces

Policy History:

Date of Adoption: 06/21/00

Date of Implementation: 08/15/07

Date of Last Review: 06/20/18

Date & Subject of Amendments:

Xx/xx/23 (Add summary)

06/20/18 – Effective July 1, 2018. Added new Part 1 Policy Objectives. Additional amendments codify the chancellor’s authority to establish limits on tuition and fee increases, clarifies and provides further guidance on tuition types, establishes the ability for colleges and universities to create guaranteed tuition rates for undergraduate programs, clarifies definitions of ‘mandatory’ and ‘optional’ fees, clarifies assessments to discourage certain behaviors are permitted by policy, establishes a requirement for system office review and recommendations regarding board maximum rates for campus discretionary fees, establishes a new campus discretionary fee to support new student orientation, and requires an affirmative vote of the campus student association in order to implement this fee, clarifies that colleges and universities with multiple campuses or sites may assess fees on a campus by campus or site by site basis and modifies Revenue Fund fee language.

Additional [HISTORY](#)



Chapter 5 – Administration

Board Policy 5.11 Tuition and Fees

Part 1. Policy objectives

The tuition and fees policy of Minnesota State Colleges and Universities seeks to balance five values:

- a. **Affordable access to higher education:** Minnesota State will champion a quality affordable higher education that all Minnesotans can access.
- b. **Equity:** Minnesota State students taking similar academic programs are charged similar rates across Minnesota State colleges and universities.
- c. **Transparency:** Minnesota State students will know what they are paying for and how their total tuition and fee charges are calculated.
- d. **Institutional Financial Sustainability:** Minnesota State seeks to provide the resources needed for colleges and universities to support quality higher education and long term financial viability.
- e. **Flexibility for innovation and emerging markets:** Minnesota State seeks to support the flexibility to be innovative, respond to the marketplace, and address emerging program and course development requirements.

Part 2. Authority

Minnesota Statutes § 136F.06 Powers and Duties and § 136F.70 Tuition; Fees; Activities Funds provide that the Board of Trustees shall set tuition, fees, and refunds for the colleges and universities it governs. All colleges and universities shall charge tuition and fees consistent with Minnesota Statutes, board policies, and system procedures. The board shall approve the tuition and fee structure for all colleges and universities.

The chancellor may establish limits on tuition and fee rate increases that are presented to the board as part of the annual operating budget. The chancellor or designee is authorized to make any necessary technical adjustments to the tuition rates and fees. Technical adjustments are defined as changes in tuition and fee rates that are deemed a correction or the addition of a program rate for a new program established in the interim.

Part 3. Tuition

Tuition shall be charged by all colleges and universities. The tuition categories are:

- a. Per credit
- b. Banded
- c. Differential course and program
- d. Market driven

Each tuition category may include resident, reciprocity, and nonresident rates. All tuition must be identified separately on a tuition and fee statement.

Part 4. Authorization and notice

Subpart A. Authorization of required and campus discretionary fees

The board authorizes four categories of fees to be charged to Minnesota State students. The amount of the fees and how they are charged are determined by each college and university, subject to Minnesota statutes and board policy.

1. Required fees are in statute or established by board policy and are required to be charged by all colleges and universities.
2. Campus discretionary fees are established by board policy and adopted at campus discretion.
3. Personal property charges, service charges, and assessments are established by board policy and adopted at campus discretion.
4. Revenue Fund fees are established in accordance with statutes, board policy, and bond indenture.

Subpart B. Notice required

All fees must be identified separately on a tuition and fee statement. On an annual basis, colleges and universities shall publish all fees that are charged to their students.

Part 5. Fees

Subpart A. Required fees

There are five required fees:

1. Senior citizen fee in lieu of tuition
2. Parking fee, permits, or charges
3. Late fee
4. Payment plan fee
5. Statewide student association fee

All colleges and universities shall charge these fees consistent with Minnesota Statutes, board policies, and system procedures.

Subpart B. Campus discretionary fees

The board authorizes the campus discretionary fee categories and approves the fee maximums. The system office shall review, report, and make recommendations to the board regarding fee maximum levels every five years.

The authorized campus discretionary fees are:

1. Application fee
2. Credit for prior learning assessment fee
3. Student life/activity fee
4. Athletics fee
5. Health services fee

6. Special events fee
7. Residential learning community fee
8. Technology fee
9. New student orientation fee
10. Sustainability fee

Colleges and universities may establish policies to charge campus discretionary fees. These fees are not to exceed the maximum amount approved by the board and published as an attachment to board policy. If an institution has multiple campuses or sites, they may choose to assess the fees on a campus by campus or site by site basis.

Subpart C. Personal property charges, service charges, and assessments

Colleges and universities may charge students the cost of property retained by the student and services received by the student. The allowable charge must be based on actual costs. Colleges and universities may also assess charges to discourage certain behaviors.

Subpart D. Revenue fund facility fees

Adequate fees must be charged for the use of revenue fund facilities to meet the requirements of Minn. Stat. §§136F.93 and 136F.95 and the Master Indenture of Trust. The fees must be sufficient to cover debt, operating cost, all repair and replacement costs, and reserves.

There are two types of revenue fund fees:

1. Revenue fund fees. Colleges and universities shall charge revenue fund fees for facilities that were constructed, renovated or acquired using revenue bonds or facilities that the board designated as part of the revenue fund. Revenue fund fees include but are not limited to:
 - a. Room and board fees
 - b. Student union facilities fees
 - c. Wellness center and recreation facility fees
 - d. Parking ramp and surface lot facility fees
 - e. Other revenue fund fees for eligible projects as may be approved by the board
2. Revenue fund fees charged for use of facilities. Colleges and universities shall charge fees for the use of revenue fund facilities, which must be reported to the board as part of the annual operating budget. On an annual basis, colleges and universities shall publish all fee schedules or explanation of fees that are charged to their students for revenue fund facilities. Revenue fund fees include but are not limited to event or facility usage fees, service charges, and equipment charges. The president of the college or university shall have final approval on all fees and subsequent rates for the use of revenue fund facilities.

Part 6. Student Consultation

All tuition and fees are subject to the student consultation requirements in Board Policy 2.3 Student Involvement in Decision-making and associated system procedures.

Related Documents:

-
- [Board Policy 2.2](#) State Residency Requirements
- [Board Policy 2.3](#) Student Involvement in Decision-Making
- [Board Policy 5.9](#) Biennial and Operating Budget Planning & Administration Including Revenue Fund
- [System Procedure 2.3.1](#) Student Involvement in Decision-Making
- [System Procedure 5.11.1](#) Fees
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- Minn. Stat. §136F.50 Cooperation or Promotion of a State College or University
- Minn. Stat. §136A.08 Reciprocal agreements relating to nonresident tuition and other states or provinces

Policy History:

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Date of Implementation: 08/15/07

Date of Last Review: 06/20/18

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Xx/xx/23 (Add summary)

06/20/18 – Effective July 1, 2018. Added new Part 1 Policy Objectives. Additional amendments codify the chancellor’s authority to establish limits on tuition and fee increases, clarifies and provides further guidance on tuition types, establishes the ability for colleges and universities to create guaranteed tuition rates for undergraduate programs, clarifies definitions of ‘mandatory’ and ‘optional’ fees, clarifies assessments to discourage certain behaviors are permitted by policy, establishes a requirement for system office review and recommendations regarding board maximum rates for campus discretionary fees, establishes a new campus discretionary fee to support new student orientation, and requires an affirmative vote of the campus student association in order to implement this fee, clarifies that colleges and universities with multiple campuses or sites may assess fees on a campus by campus or site by site basis and modifies Revenue Fund fee language.

PROPOSED CHANGES (FIRST READING DRAFT)

Single underlining represents proposed new language.

Strikeouts represent existing language proposed to be removed.

1 **5.11.1 Tuition and Fees**

2
3 **Part 1. Authority**

4 Board Policy 1A.1 delegates authority to the chancellor to develop procedures on behalf of the
5 Board of Trustees~~board~~ for purposes of implementing board policy.

6
7 All tuition and fee rate structures are authorized by the board. Tuition and fees collected
8 must~~shall~~ be deposited and reported through the business office at each college or university.

9
10 Discretion is given to presidents to establish certain tuition and fee rates in accordance with
11 board policy and system procedure. Before any new fee category is added or any increase is
12 made in the fee maximums, the system office shall consult with the statewide student
13 associations.

14
15 **Part 2. Tuition**

16 All colleges and universities shall charge tuition consistent with Minnesota statutes and policies.
17 The tuition categories are per credit, banded, differential course and program, and market
18 driven. Any tuition category may include international, resident, reciprocity, and nonresident
19 rates. All tuition must~~shall~~ include the cost of consumable supplies used in the classroom or
20 laboratory. Advance deposits are considered prepayment of tuition and are refundable in
21 accordance with ~~b~~Board ~~p~~Policy 5.12.

22
23 **Subpart A. Per credit tuition**

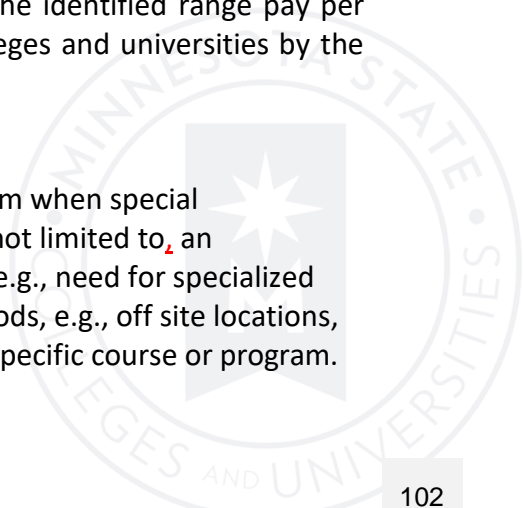
24 Colleges and universities may charge tuition on a per credit basis for undergraduate and
25 graduate programs. Per credit tuition rates are approved for individual colleges and
26 universities by the board as part of the annual operating budget process.

27
28 **Subpart B. Banded tuition**

29 Banded tuition is defined as charging a single-rate tuition for credits registered within an
30 identified range of credits. Individuals falling above or below the identified range pay per
31 credit tuition rates. Banded tuition rates are approved for colleges and universities by the
32 ~~B~~board as part of the operating budget process.

33
34 **Subpart C. Differential course and program tuition**

35 Colleges and universities may charge tuition by course or program when special
36 circumstances exist. These circumstances may include, ~~but~~ are not limited to, ~~an~~
37 extraordinary cost of offering the course or academic program (e.g., need for specialized
38 equipment and supplies; accreditation standards; delivery methods, e.g., off site locations,
39 online, clinical experience) or a desire to incent enrollment in a specific course or program.



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Part 3. Required Fees

Required fees are in statute or policy and ~~are required to~~ must be charged at all colleges and universities. All required fees must be at or below board specified maximums.

Subpart A. Senior citizen fee in lieu of tuition

Each college and university shall charge an administrative fee in lieu of tuition to senior citizens pursuant to Minn.~~esota~~ Stat.~~ute~~ §135A.51 and ~~Minnesota Statute~~ §135A.52. A senior citizen enrolled under this section must pay any materials, personal property, or service charges for the course.

Subpart B. Parking fees, permits, or charges

1. Colleges and universities shall develop a policy to charge parking fees to generate revenue for parking lot repair or construction, pursuant to Minn. Stat. §136F.67 ~~improvements and maintenance~~, and parking operations including enforcement, ~~pursuant to Minn.esota Stat.ute §136F.67~~.
2. The president shall determine the fees, permits or charges, and how they are assessed.
3. Students shall pay an amount that is equal to or less than that paid by the colleges' and universities' employees for the same type of parking (e.g. reserved, general, etc.).
4. Colleges and universities have the option to collect fines and towing fees for parking violations pursuant to Minn.~~esota~~ Stat.~~ute~~ §136F.53.

Subpart C. Statewide student association fees

All colleges and universities shall collect a statewide student association fee as authorized by Minn.~~esota~~ Stat.~~utes~~ §136F.22 and in accordance with board policy.

Subpart D. Fees associated with tuition and fee payments

1. Colleges and universities shall establish a policy to charge a fee for late payment of tuition and/or fees. A late fee may also be charged for late payment under an approved payment plan. Consistent with Minn.~~esota~~ Stat.~~ute~~ §197.775, students who are eligible and have applied for but not yet received veterans' benefits are exempt from being charged a late fee.
2. The policy may provide for specific situations wherein the president of the college or university may waive this fee. Documentation concerning waivers must be retained and made available upon request.
3. Colleges and universities shall establish a policy to charge a fee for payment plans. This fee ~~must~~shall allow students to pay their tuition and fees over the course of the semester.

Part 4. Campus Discretionary Fees

Colleges and universities may choose among the fees detailed below in determining those that are appropriate to the college or university and may establish the appropriate level of the fees

84 consistent with board policy and system procedure. -All campus discretionary fees must be at or
85 below board specified maximums. The president of the college or university shall have final
86 approval on all campus discretionary fees and subsequent rates, subject to limits established at
87 the discretion of the chancellor.

88
89 After consultation with the recognized campus student association, the president may exempt
90 certain campuses, sites, or specific groups of students (e.g., fully online students) from all or a
91 percentage of any campus discretionary fees when deemed to be in the best interests of the
92 college or university. Colleges and universities shall maintain and appropriately disseminate
93 policies that define the terms under which students are not charged specific fees covered by
94 this policy. Upon request, the specific group exemption and number of exempt students
95 ~~must~~ be published and disseminated to students, and the number of exempt students
96 ~~must~~ be reported to the appropriate campus student associations.

97 98 **Subpart A. Student application fee**

- 99 1. Colleges and universities may establish a policy to charge a fee for student
100 applications, consistent with ~~b~~Board ~~p~~Policy 3.4 and ~~s~~System ~~p~~Procedure 3.4.1. The
101 local college or university policy ~~must~~ list situations in which students are not
102 charged this fee.
- 103 2. Undergraduate or graduate application fees may be assessed at each college or
104 university to all credit-seeking applicants. Students denied enrollment to the college
105 or university due to program size limitations or closure ~~must~~ receive a refund of
106 this fee.

107 108 **Subpart B. Credit for prior learning assessment fee**

- 109 1. Colleges and universities shall establish policies for credit for prior learning pursuant
110 to board policy and system procedure. The policies may include fees for credit for
111 prior learning as indicated below.
- 112 2. The fees charged ~~must~~ reasonably reflect the cost of services provided in
113 assessing the learning and awarding of credit, and are reviewed by system office
114 personnel for consistency and compliance with procedure.
- 115 3. A fee ~~must~~ not be charged for previously evaluated credit for prior learning
116 students seeking transfer of credits from other regionally or nationally accredited
117 higher education institutions.
- 118 4. A fee ~~must~~ not be charged for transcribing credits for an award of credit for
119 prior learning.
- 120 5. A fee ~~must~~ not be charged for students seeking faculty consent for enrollment
121 in a course or waiver of prerequisites that does not involve an award of credit for
122 prior learning.
- 123 6. A fee ~~must~~ not be charged for analysis and awarding of credit for military
124 courses and military training pursuant to Minn.~~esota~~ Stat.~~utes~~ §197.775.

125 126 **Subpart C. Student life/activity fee**

1. Colleges and universities may establish a policy to charge a fee for student life activities as defined by Minn.~~esota~~ Stat.~~ute~~ §136F.01, subd. 5 and Board Policy 2.8; Student Life.
2. College or university programming and budgeting processes for the use of these funds ~~mustshall~~ be governed by ~~b~~Board ~~p~~Policy 2.8; Student Life.
3. Colleges and universities must not increase student life activity fees by greater than two percent relative to the previous academic year unless the increase is approved by a majority of students voting in a campus referendum, pursuant to Minn.~~esota~~ Stat.~~utes~~ §135A.0434.

Subpart D. Athletics fee

1. Colleges and universities, by an affirmative vote of the campus student association, may establish a policy to charge a fee for athletics. This fee will support student athletics and replace annual requests for funding from the student life/activity fee.
2. College or university programming and budgeting processes for the use of these funds ~~mustshall~~ be similar to those processes used for student life activities.
3. For this fee, students will receive admission to regular athletic contests, pursuant to an agreement with the campus student association and based on ticket availability.
4. Colleges and universities must not increase student athletic fees by greater than two percent relative to the previous academic year unless the increase is approved by a majority of students voting in a campus referendum, pursuant to Minn.~~esota~~ Stat.~~utes~~ §135A.0434.

Subpart E. Health services fee

1. Colleges and universities may establish a policy to charge students a fee for health services as defined by Minn.~~esota~~ Stat.~~ute~~ §136F.20 including mental health services.
2. College or university programming and budgeting processes for the use of these funds ~~mustshall~~ be similar to those processes used for student life activities.
3. The decision to charge the fee as per credit (including the number of credits the fee is assessed on) or per term ~~mustshall~~ be made after consultation with the campus student association.

Subpart F. Fees for voluntary special events

1. Colleges and universities may establish a policy to charge students for special campus events in which participation is voluntary. Colleges and universities may only charge students who participate in the special campus event.
2. These voluntary events may include, but are not limited to, activities such as seminars, workshops, lectures, orientations, Welcome week activities, enrichment events, concerts, convocations, ceremonies such as graduation, and athletic events.

Subpart G. Residential learning community fee

1. Colleges and universities may establish a policy to charge a residential learning community fee.

- 171 2. The fee ~~must~~ be charged only to students participating in this program.
- 172 3. Student program participants ~~must~~ be included in the process for allocating this
- 173 fee.

174 **Subpart H. Technology fee**

- 175 1. Colleges and universities may establish a policy to charge a fee to students for the
- 176 acquisition, upgrading and/or maintenance of technology for academic and student
- 177 support activities that provide or enhance student access to technology. Academic
- 178 and student support activities include, but are not limited to, technology
- 179 infrastructure, computer labs, wireless networks, ongoing technology support, and
- 180 software licensing.
- 181 2. ~~Each college and university shall have a~~ technology fee advisory committee. ~~shall~~
- 182 ~~exist for each college or university.~~ A majority of the committee members ~~must~~
- 183 be students. The campus student association(s) shall appoint the student members
- 184 of the technology fee advisory committee. Prior to making recommendations to the
- 185 college or university president, the technology fee advisory committee will present
- 186 the recommendations to the campus student association(s) for advice and
- 187 recommendation.

188
189
190 The campus student association(s) and the ~~college or university institution~~ president

191 or designee shall jointly determine a schedule for the technology fee advisory

192 committee to ensure that the plan and budget for the technology fee will be

193 completed for action prior to the end of the spring semester. The college or

194 university shall provide the necessary background materials in advance to the

195 technology fee advisory committee in accordance with System Procedure 2.3.1,

196 ~~Part 32~~, subpart B.

- 197 3. The college or university president shall review any modifications to the
- 198 recommendation with the campus student association(s) and the technology fee
- 199 advisory committee prior to the implementation for that year.

200 **Subpart I. New student orientation fee**

- 201 1. Colleges and universities, by affirmative vote of the campus student association,
- 202 may establish a policy to charge a new student orientation fee. ~~This fee will be~~
- 203 ~~assessed to all new students enrolling for the first time at the college or~~
- 204 ~~university. -Students who are permitted to enroll but are not candidates for~~
- 205 ~~diplomas, certificates, or degrees at that college or university~~ ~~must~~ not be
- 206 charged the new student orientation fee.
- 207 2. The new student orientation fee will support new student orientation activities and
- 208 other strategies designed to assist new students in making a successful academic
- 209 and social transition to the college or university. ~~Examples of strategies include, but~~
- 210 ~~are not limited to, orientation and welcome week activities. -The new student~~
- 211 ~~orientation fee should not fund course registration activities.~~
- 212 3. Initiatives funded by the new student orientation fee must be open and accessible
- 213 for all new students to participate.
- 214

- 215 4. The budgeting process used for the allocation of these funds ~~must~~ be similar to
216 the processes used for student life activities.

217
218 **Subpart J. Sustainability fee**

- 219 1. Colleges and universities, by affirmative vote of the campus student association,
220 may establish a policy to charge a sustainability fee.
221 2. The sustainability fee will be used in support of progress toward the system's
222 commitment to environmental sustainability as outlined in Board Policy 5.17 and
223 System Procedure 5.17.1, excluding capital projects.
224 3. The budgeting process used for the allocation of these funds shall be similar to the
225 processes used for student life activities.

226
227 **Part 5. Personal ~~p~~Property ~~c~~Charges, ~~s~~Service ~~c~~Charges, and ~~a~~Assessments**

228 Personal property charges, service charges, and assessments are authorized by the board and
229 adopted at campus discretion. -Students may not be charged for consumable supplies related
230 to instruction.

231
232 Individual personal property charges, service charges, and assessments ~~must~~ be approved
233 by the president. The approximate range or rate ~~must~~ be available to students at the time
234 of registration. A list of these charges ~~must~~ be available to students upon request at each
235 campus. Documentation of charge calculations must be maintained for audit purposes.

236
237 **Subpart A. Personal property charges**

238 Personal property charges ~~must~~ be for items that become the personal property of a
239 student and have an educational or personal value beyond the classroom. These items may
240 include, but are not limited to, tools, books, and materials retained by the student. It also
241 includes official transcripts, identification cards, and replacement or additional diplomas.

242
243 **Subpart B. Service charges**

244 Service charges ~~must~~ be for services for or on the behalf of the student and may
245 include:

- 246 1. Equipment, including purchases, special leases, or rentals as required by ~~an~~
247 ~~institution or~~ program, college, or university. Situations requiring students to
248 purchase or lease college- or university-wide technology ~~must~~ be reviewed by
249 the technology fee advisory committee and the campus student association(s)
250 ~~must~~ be consulted.
251 2. Special testing, including, but not limited to, testing for counseling (e.g. career
252 interest inventories, type indicators, etc.); occupational certification, licensure, or
253 assessment; retesting of entry level assessment; and optional testing requested by
254 the student. Students ~~must~~ not be charged for initial entry assessment or
255 required outcome assessment.
256 3. Other instructional services, such as:
257 a. additional instructional costs not included in tuition but paid by the student
258 to a vendor or auxiliary service (e.g. theater tickets, bowling lane rentals,

- 259 green fees, ski lift tickets, etc.) may be a service charge if identified at the
260 time of registration.
- 261 b. costs of private lessons or services associated with a credit-bearing course
262 (e.g. flight training, voice or instrument, art, etc.) may be charged in addition
263 to tuition.
- 264 c. electronic course materials, including online subscriptions but not including
265 open educational resources (OER) materials.
- 266 4. Other non-instructional services provided to students such as legal services, health
267 services, background checks, drug and alcohol screening, and insurance.
- 268 5. Actual course-related travel costs required for transportation, room, board and
269 other expense.

271 **Subpart C. Assessments**

272 Colleges and universities may assess charges to discourage certain behaviors, such as a
273 library overdue charge, a non-sufficient funds bank charge, restitution charge to pay for
274 damage incurred, or violations of campus health and safety policies.

276 **Part 6. Revenue Fund Fees**

277 Revenue fund fees must be charged to generate sufficient revenue to pay the debt service,
278 equip, operate, maintain, and repair revenue fund facilities. Fees ~~must~~ be sufficient to
279 provide adequate operating reserves. Revenue fund fees are charged for room and board,
280 student union facilities, wellness center, and outdoor recreation, parking, and for any other
281 revenue generating facility that is designated as part of the revenue fund by the Board.
282 Optional fees may be charged and include other usage, service, and equipment fees.

284 **Subpart A. Room and board fees**

285 The room fee is the amount an enrolled student pays for occupying a residence hall room
286 while attending a college or university. The board fee is the amount an enrolled student
287 pays for their selected meal plan offerings.

289 **Subpart B. Student union facilities fees**

290 The amount an enrolled student pays to support the debt operations and maintenance of a
291 student union facility while attending a college or university.

293 **Subpart C. Wellness center and recreation facility fees**

294 The amount an enrolled student pays to support the debt, operations, and maintenance of
295 a student wellness center or recreation facility or area while attending a college or
296 university.

298 **Subpart D. Parking ramp and surface lot fees**

299 The amounts that students, faculty, staff, and visitors pay for parking in or on parking
300 facilities in the revenue fund.

301

302 **Subpart E. Other facilities fees**

303 The board may from time to time approve fees for revenue fund facilities that are not
304 otherwise contemplated above. Those facilities fees ~~must~~ shall be charged to an enrolled
305 student to support such a revenue generating facility, which ~~must~~ shall be designated by the
306 board as part of the revenue fund.

307
308 **Subpart F. Revenue fund fees charged for use of facilities**

309 Colleges and universities shall charge revenue fund fees for the use of revenue fund
310 facilities. Revenue fund fees charged for use of facilities are items such as event or facility
311 usage fees, service charges, and equipment charges. -The president of the college or
312 university shall have final approval on all such ~~usage~~ usage fees and subsequent rates. The
313 president may exempt specific groups from all or a percentage of room or facility usage or
314 rental fees provided the revenue fund program remains financially viable and such
315 exemption is deemed to be in the best interests of the college or university and consistent
316 with the waiver process established by the campus. -The three major categories of optional
317 revenue fund ~~usage~~ usage fees are listed below:

- 318 1. Room or facility usage or rental fees, such as for use of rooms in the student union,
319 athletic facilities, fields, ~~and~~ residence hall common rooms. Fees may also be
320 charged for facility usage outside a typical academic year, such as for summer or
321 conference activities, storage, and early or between semester occupancy of
322 residence halls. -It is usual and customary that recognized campus student
323 organizations (as defined under ~~Student Life System~~ Procedure 2.8.1 Student Life)
324 are exempt from ordinary room or facility usage or rental fees.
- 325 2. Service charges, such as for lost or damaged items or modification of contractual
326 terms. -A sampling of such fees may include, but are not limited to, a fee for early
327 release from a residence hall contract, residence hall cancellation fee, late charges,
328 installment payment charges, lost key charge, loaner key charge, room changes
329 charge, damages to residence hall room or common areas.
- 330 3. Equipment and personal property fees for use in Revenue fund facilities, such as fees
331 for rental of athletic equipment, installation of equipment (i.e. air conditioning in
332 residence halls), technology, or other items or services otherwise available for use
333 by students who use the facility.

334 **Related Documents:**

- 336 • [Board Policy 2.2](#) State Residency Requirement
- 337 • [Board Policy 2.3](#), Student Involvement in Decision-Making
- 338 • ~~[Board Policy 3.4](#) Undergraduate Admissions~~
- 339 • [Board Policy 5.9](#) Biennial and Operating Budget Planning & Administration Including
340 Revenue Fund
- 341 • [Board Policy 5.11](#) Tuition and Fees
- 342 • [Board Policy 5.12](#) Tuition and Fee Due Dates, Refunds, Withdrawals and Waivers
- 343 • [System Procedure 2.3.1](#) Student Involvement in Decision-Making ~~for Board Policy 2.3~~
- 344 • [System Procedure 3.4.1](#) Undergraduate Admissions
- 345 • [System Procedure 7.3.5](#) Revenue Fund Management

- 346 • [Fee Amounts](#)
- 347 • [Operating Instruction 5.11.1.3](#) - Senior Citizen Charges and Fees Board Action on Tuition
- 348 and Fees
- 349 - [June 20, 2018](#) (FY2019)
- 350 - [June 17, 2015](#) (FY2016)
- 351 - [June 18, 2014](#) (FY2015)
- 352 - [June 19, 2013](#) (FY2014)
- 353 - [June 20, 2012](#) (FY2013)
- 354 - [June 21, 2011](#) (FY2012)
- 355 - [May 19, 2010](#) (FY2011)
- 356 - [July 22, 2009](#) (FY2010)
- 357 - [May 21, 2008](#) (FY2009)
- 358 - [June 20, 2007](#) (FY2008)
- 359 - [June 21, 2006](#) (FY2007)
- 360 - [July 19, 2005](#) (FY2006)
- 361 - [June 16, 2004](#) (FY2005 - Revised)
- 362 - [July 16, 2003](#) (FY 2004 & FY2005)
- 363 - [May 22, 2002](#) (FY2003)
- 364 - [July 18, 2001](#) (FY2002)
- 365 - [January 19, 2000](#) (FY2001)
- 366 - [July 21, 1999](#) (FY2000)

367
368 To view any of the following related statutes, go to the [Revisor's Office website](#). You can
369 conduct a search from this site by typing in the statute number.

- 370
- 371 • [Minn. Stat. § 135A.04](#), Variable Tuition
- 372 • [Minn. Stat. § 135A.0434](#) Mandatory Student Activity Fees Referendum
- 373 • [Minn. Stat. §135A.165](#), Deaf Student; Tuition Assistance
- 374 • ~~[Minn. Stat. §135A.51 Definitions and 135A.52, Senior Citizens Higher Education Program](#)~~
- 375 • [Minn. Stat. §135A.55 Program and Qualifications \(Senior Citizens Higher Education](#)
- 376 [Program\)](#)
- 377 • [Minn. Stat. §136F.01](#) Definitions
- 378 • [Minn. Stat. §136F.06](#), Powers and Duties [of Board of Trustees]
- 379 • [Minn. Stat. §136F.20](#) Student Health
- 380 • [Minn. Stat. §136F.22](#) Student Associations
- 381 • [Minn. Stat. §136F.50](#), Cooperation or Promotion of a State College or University
- 382 • [Minn. Stat. §136F.53](#) Parking and Traffic Regulation
- 383 • [Minn. Stat. §136F.67](#) Financing of Child Care; Parking.
- 384 • [Minn. Stat. §136F.70](#) Tuition; Fees; Activity Funds
- 385 • ~~[Minn. Stat. §136F.70](#) Tuition; Fees; Activity Funds~~
- 386 • [Minn. Stat. §136A.08](#), Reciprocal agreements relating to nonresident tuition and other
- 387 • [Minn. Stat. §197.775](#) Higher Education Fairness

Procedure History:

Date of Adoption: 06/21/00

Date of Implementation: 08/06/08

Date of Last Review: 08/02/18

Date and Subject of Amendments:

[Xx/xx/xx - Add Summary](#)

11/30/18 – Part 4, Subpart I, was amended to directly define a special student status.

08/02/18 - Procedure 5.11.1 went through a periodic review, substantive changes were made throughout the procedure. Part 4, Subpart I, New student orientation fee was added. Part 5, Subpart C, Assessments was added. The language and formatting were updated with the new writing and formatting styles.

Additional [HISTORY](#)



Chapter 5 – Administration

Procedure 5.11.1 Tuition and Fees

Part 1. Authority

Board Policy 1A.1 delegates authority to the chancellor to develop procedures on behalf of the Board of Trustees for purposes of implementing board policy.

All tuition and fee rate structures are authorized by the board. Tuition and fees collected must be deposited and reported through the business office at each college or university.

Discretion is given to presidents to establish certain tuition and fee rates in accordance with board policy and system procedure. Before any new fee category is added or any increase is made in the fee maximums, the system office shall consult with the statewide student associations.

Part 2. Tuition

All colleges and universities shall charge tuition consistent with Minnesota statutes and policies. The tuition categories are per credit, banded, differential course and program, and market driven. Any tuition category may include international, resident, reciprocity, and nonresident rates. All tuition must include the cost of consumable supplies used in the classroom or laboratory. Advance deposits are considered prepayment of tuition and are refundable in accordance with Board Policy 5.12.

Subpart A. Per credit tuition

Colleges and universities may charge tuition on a per credit basis for undergraduate and graduate programs. Per credit tuition rates are approved for individual colleges and universities by the board as part of the annual operating budget process.

Subpart B. Banded tuition

Banded tuition is defined as charging a single-rate tuition for credits registered within an identified range of credits. Individuals falling above or below the identified range pay per credit tuition rates. Banded tuition rates are approved for colleges and universities by the board as part of the operating budget process.

Subpart C. Differential course and program tuition

Colleges and universities may charge tuition by course or program when special circumstances exist. These circumstances may include, but are not limited to, an extraordinary cost of offering the course or academic program (e.g., need for specialized equipment and supplies; accreditation standards; delivery methods, e.g., off site locations, online, clinical experience) or a desire to incent enrollment in a specific course or program.

Part 3. Required Fees

Required fees are in statute or policy and must be charged at all colleges and universities. All required fees must be at or below board specified maximums.

Subpart A. Senior citizen fee in lieu of tuition

Each college and university shall charge an administrative fee in lieu of tuition to senior citizens pursuant to Minn. Stat. §135A.51 and §135A.52. A senior citizen enrolled under this section must pay any materials, personal property, or service charges for the course.

Subpart B. Parking fees, permits, or charges

1. Colleges and universities shall develop a policy to charge parking fees to generate revenue for parking lot repair or construction, pursuant to Minn. Stat. §136F.67 and parking operations including enforcement.
2. The president shall determine the fees, permits or charges, and how they are assessed.
3. Students shall pay an amount that is equal to or less than that paid by the colleges' and universities' employees for the same type of parking (e.g. reserved, general, etc.).
4. Colleges and universities have the option to collect fines and towing fees for parking violations pursuant to Minn. Stat. §136F.53.

Subpart C. Statewide student association fees

All colleges and universities shall collect a statewide student association fee as authorized by Minn. Stat. §136F.22 and in accordance with board policy.

Subpart D. Fees associated with tuition and fee payments

1. Colleges and universities shall establish a policy to charge a fee for late payment of tuition and/or fees. A late fee may also be charged for late payment under an approved payment plan. Consistent with Minn. Stat. §197.775, students who are eligible and have applied for but not yet received veteran benefits are exempt from being charged a late fee.
2. The policy may provide for specific situations wherein the president of the college or university may waive this fee. Documentation concerning waivers must be retained and made available upon request.
3. Colleges and universities shall establish a policy to charge a fee for payment plans. This fee must allow students to pay their tuition and fees over the course of the semester.

Part 4. Campus Discretionary Fees

Colleges and universities may choose among the fees detailed below in determining those that are appropriate to the college or university and may establish the appropriate level of the fees consistent with board policy and system procedure. All campus discretionary fees must be at or below board specified maximums. The president of the college or university shall have final approval on all campus discretionary fees and subsequent rates, subject to limits established at the discretion of the chancellor.

After consultation with the recognized campus student association, the president may exempt certain campuses, sites, or specific groups of students (e.g., fully online students) from all or a

percentage of any campus discretionary fees when deemed to be in the best interests of the college or university. Colleges and universities shall maintain and appropriately disseminate policies that define the terms under which students are not charged specific fees covered by this policy. Upon request, the specific group exemption and number of exempt students must be published and disseminated to students, and the number of exempt students must be reported to the appropriate campus student associations.

Subpart A. Student application fee

1. Colleges and universities may establish a policy to charge a fee for student applications, consistent with Board Policy 3.4 and System Procedure 3.4.1. The local college or university policy must list situations in which students are not charged this fee.
2. Undergraduate or graduate application fees may be assessed at each college or university to all credit-seeking applicants. Students denied enrollment to the college or university due to program size limitations or closure must receive a refund of this fee.

Subpart B. Credit for prior learning assessment fee

1. Colleges and universities shall establish policies for credit for prior learning pursuant to board policy and system procedure. The policies may include fees for credit for prior learning as indicated below.
2. The fees charged must reasonably reflect the cost of services provided in assessing the learning and awarding of credit, and are reviewed by system office personnel for consistency and compliance with procedure.
3. A fee must not be charged for previously evaluated credit for prior learning students seeking transfer of credits from other regionally or nationally accredited higher education institutions.
4. A fee must not be charged for transcribing credits for an award of credit for prior learning.
5. A fee must not be charged for students seeking faculty consent for enrollment in a course or waiver of prerequisites that does not involve an award of credit for prior learning.
6. A fee must not be charged for analysis and awarding of credit for military courses and military training pursuant to Minn. Stat. §197.775.

Subpart C. Student life/activity fee

1. Colleges and universities may establish a policy to charge a fee for student life activities as defined by Minn. Stat. §136F.01, subd. 5 and Board Policy 2.8 Student Life.
2. College or university programming and budgeting processes for the use of these funds must be governed by Board Policy 2.8 Student Life.
3. Colleges and universities must not increase student life activity fees by greater than two percent relative to the previous academic year unless the increase is approved by a majority of students voting in a campus referendum, pursuant to Minn. Stat. §135A.0434.

Subpart D. Athletics fee

1. Colleges and universities, by an affirmative vote of the campus student association, may establish a policy to charge a fee for athletics. This fee will support student athletics and replace annual requests for funding from the student life/activity fee.
2. College or university programming and budgeting processes for the use of these funds must be similar to those processes used for student life activities.
3. For this fee, students will receive admission to regular athletic contests, pursuant to an agreement with the campus student association and based on ticket availability.
4. Colleges and universities must not increase student athletic fees by greater than two percent relative to the previous academic year unless the increase is approved by a majority of students voting in a campus referendum, pursuant to Minn. Stat. §135A.0434.

Subpart E. Health services fee

1. Colleges and universities may establish a policy to charge students a fee for health services as defined by Minn. Stat. §136F.20 including mental health services.
2. College or university programming and budgeting processes for the use of these funds must be similar to those processes used for student life activities.
3. The decision to charge the fee as per credit (including the number of credits the fee is assessed on) or per term must be made after consultation with the campus student association.

Subpart F. Fees for voluntary special events

1. Colleges and universities may establish a policy to charge students for special campus events in which participation is voluntary. Colleges and universities may only charge students who participate in the special campus event.
2. These voluntary events may include, but are not limited to, activities such as seminars, workshops, lectures, orientations, Welcome week activities, enrichment events, concerts, convocations, ceremonies such as graduation, and athletic events.

Subpart G. Residential learning community fee

1. Colleges and universities may establish a policy to charge a residential learning community fee.
2. The fee must be charged only to students participating in this program.
3. Student program participants must be included in the process for allocating this fee.

Subpart H. Technology fee

1. Colleges and universities may establish a policy to charge a fee to students for the acquisition, upgrading and/or maintenance of technology for academic and student support activities that provide or enhance student access to technology. Academic and student support activities include, but are not limited to, technology infrastructure, computer labs, wireless networks, ongoing technology support, and software licensing.
2. Each college and university shall have a technology fee advisory committee. A majority of the committee members must be students. The campus student association(s) shall appoint the student members of the technology fee advisory committee. Prior to making recommendations to the college or university president, the technology fee advisory committee will present the recommendations to the campus student association(s) for advice and recommendation.

The campus student association(s) and the college or university president or designee shall jointly determine a schedule for the technology fee advisory committee to ensure that the plan and budget for the technology fee will be completed for action prior to the end of the spring semester. The college or university shall provide the necessary background materials in advance to the technology fee advisory committee in accordance with System Procedure 2.3.1, Part 3, subpart B.

3. The college or university president shall review any modifications to the recommendation with the campus student association(s) and the technology fee advisory committee prior to the implementation for that year.

Subpart I. New student orientation fee

1. Colleges and universities, by affirmative vote of the campus student association, may establish a policy to charge a new student orientation fee. This fee will be assessed to all new students enrolling for the first time at the college or university. Students who are permitted to enroll but are not candidates for diplomas, certificates, or degrees at that college or university must not be charged the new student orientation fee.
2. The new student orientation fee will support new student orientation activities and other strategies designed to assist new students in making a successful academic and social transition to the college or university. Examples of strategies include, but are not limited to, orientation and welcome week activities. The new student orientation fee should not fund course registration activities.
3. Initiatives funded by the new student orientation fee must be open and accessible for all new students to participate.
4. The budgeting process used for the allocation of these funds must be similar to the processes used for student life activities.

Subpart J. Sustainability fee

1. Colleges and universities, by affirmative vote of the campus student association, may establish a policy to charge a sustainability fee.
2. The sustainability fee will be used in support of progress toward the system's commitment to environmental sustainability as outlined in Board Policy 5.17 and System Procedure 5.17.1, excluding capital projects.
3. The budgeting process used for the allocation of these funds shall be similar to the processes used for student life activities.

Part 5. Personal Property Charges, Service Charges, and Assessments

Personal property charges, service charges, and assessments are authorized by the board and adopted at campus discretion. Students may not be charged for consumable supplies related to instruction.

Individual personal property charges, service charges, and assessments must be approved by the president. The approximate range or rate must be available to students at the time of registration. A list of these charges must be available to students upon request at each campus. Documentation of charge calculations must be maintained for audit purposes.

Subpart A. Personal property charges

Personal property charges must be for items that become the personal property of a student and have an educational or personal value beyond the classroom. These items may include, but are not limited to, tools, books, and materials retained by the student. It also includes official transcripts, identification cards, and replacement or additional diplomas.

Subpart B. Service charges

Service charges must be for services for or on the behalf of the student and may include:

1. Equipment, including purchases, special leases, or rentals as required by program, college, or university. Situations requiring students to purchase or lease college- or university-wide technology must be reviewed by the technology fee advisory committee and the campus student association(s) must be consulted.
2. Special testing including, but not limited to, testing for counseling (e.g. career interest inventories, type indicators, etc.); occupational certification, licensure, or assessment; retesting of entry level assessment; and optional testing requested by the student. Students must not be charged for initial entry assessment or required outcome assessment.
3. Other instructional services, such as:
 - a. additional instructional costs not included in tuition but paid by the student to a vendor or auxiliary service (e.g. theater tickets, bowling lane rentals, green fees, ski lift tickets, etc.) may be a service charge if identified at the time of registration.
 - b. costs of private lessons or services associated with a credit-bearing course (e.g. flight training, voice or instrument, art, etc.) may be charged in addition to tuition.
 - c. electronic course materials including online subscriptions but not including open educational resources (OER) materials.
4. Other non-instructional services provided to students such as legal services, health services, background checks, drug and alcohol screening, and insurance.
5. Actual course-related travel costs required for transportation, room, board and other expense.

Subpart C. Assessments

Colleges and universities may assess charges to discourage certain behaviors, such as a library overdue charge, a non-sufficient funds bank charge, restitution charge to pay for damage incurred, or violations of campus health and safety policies.

Part 6. Revenue Fund Fees

Revenue fund fees must be charged to generate sufficient revenue to pay the debt service, equip, operate, maintain, and repair revenue fund facilities. Fees must be sufficient to provide adequate operating reserves. Revenue fund fees are charged for room and board, student union facilities, wellness center, outdoor recreation, parking, and for any other revenue generating facility that is designated as part of the revenue fund by the board. Optional fees may be charged and include other usage, service, and equipment fees.

Subpart A. Room and board fees

The room fee is the amount an enrolled student pays for occupying a residence hall room

while attending a college or university. The board fee is the amount an enrolled student pays for their selected meal plan offerings.

Subpart B. Student union facilities fees

The amount an enrolled student pays to support the debt operations and maintenance of a student union facility while attending a college or university.

Subpart C. Wellness center and recreation facility fees

The amount an enrolled student pays to support the debt, operations, and maintenance of a student wellness center or recreation facility or area while attending a college or university.

Subpart D. Parking ramp and surface lot fees

The amounts that students, faculty, staff, and visitors pay for parking in or on parking facilities in the revenue fund.

Subpart E. Other facilities fees

The board may from time to time approve fees for revenue fund facilities that are not otherwise contemplated above. Those facilities fees must be charged to an enrolled student to support such a revenue generating facility, which must be designated by the board as part of the revenue fund.

Subpart F. Revenue fund fees charged for use of facilities

Colleges and universities shall charge revenue fund fees for the use of revenue fund facilities. Revenue fund fees charged for use of facilities are items such as event or facility usage fees, service charges, and equipment charges. The president of the college or university shall have final approval on all such usage fees and subsequent rates. The president may exempt specific groups from all or a percentage of room or facility usage or rental fees provided the revenue fund program remains financially viable and such exemption is deemed to be in the best interests of the college or university and consistent with the waiver process established by the campus. The three major categories of optional revenue fund usage fees are listed below:

1. Room or facility usage or rental fees, such as for use of rooms in the student union, athletic facilities, fields, and residence hall common rooms. Fees may also be charged for facility usage outside a typical academic year, such as for summer or conference activities, storage, and early or between semester occupancy of residence halls. It is usual and customary that recognized campus student organizations (as defined under System Procedure 2.8.1 Student Life) are exempt from ordinary room or facility usage or rental fees.
2. Service charges, such as for lost or damaged items or modification of contractual terms. A sampling of such fees may include, but are not limited to, a fee for early release from a residence hall contract, residence hall cancellation fee, late charges, installment payment charges, lost key charge, loaner key charge, room changes charge, damages to residence hall room or common areas.
3. Equipment and personal property fees for use in Revenue fund facilities, such as fees for rental of athletic equipment, installation of equipment (i.e. air conditioning in residence halls), technology, or other items or services otherwise available for use by students who use the facility.

Related Documents:

- [Board Policy 2.2](#) State Residency Requirement
- [Board Policy 2.3](#), Student Involvement in Decision-Making
- [Board Policy 3.4](#) Undergraduate Admissions [Board Policy 5.9](#) Biennial and Operating Budget Planning & Administration Including Revenue Fund
- [Board Policy 5.11](#) Tuition and Fees
- [Board Policy 5.12](#) Tuition and Fee Due Dates, Refunds, Withdrawals and Waivers
- [System Procedure 2.3.1](#) Student Involvement in Decision-Making
- [System Procedure 3.4.1](#) Undergraduate Admissions
- [System Procedure 7.3.5](#) Revenue Fund Management
- [Fee Amounts](#)
- [Operating Instruction 5.11.1.3](#) - Senior Citizen Charges and Fees Board Action on Tuition and Fees
 - [June 20, 2018](#) (FY2019)
 - [June 17, 2015](#) (FY2016)
 - [June 18, 2014](#) (FY2015)
 - [June 19, 2013](#) (FY2014)
 - [June 20, 2012](#) (FY2013)
 - [June 21, 2011](#) (FY2012)
 - [May 19, 2010](#) (FY2011)
 - [July 22, 2009](#) (FY2010)
 - [May 21, 2008](#) (FY2009)
 - [June 20, 2007](#) (FY2008)
 - [June 21, 2006](#) (FY2007)
 - [July 19, 2005](#) (FY2006)
 - [June 16, 2004](#) (FY2005 - Revised)
 - [July 16, 2003](#) (FY 2004 & FY2005)
 - [May 22, 2002](#) (FY2003)
 - [July 18, 2001](#) (FY2002)
 - [January 19, 2000](#) (FY2001)
 - [July 21, 1999](#) (FY2000)

To view any of the following related statutes, go to the [Revisor's Office website](#). You can conduct a search from this site by typing in the statute number.

- Minn. Stat. § 135A.04 Variable Tuition
- Minn. Stat. § 135A.0434 Mandatory Student Activity Fees Referendum
- Minn. Stat. §135A.165, Deaf Student; Tuition Assistance
- Minn. Stat. §135A.51 Definitions Minn. Stat. §135A.55 Program and Qualifications (Senior Citizens Higher Education Program)
- Minn. Stat. §136F.01 Definitions
- Minn. Stat. §136F.06 Powers and Duties [of Board of Trustees]
- Minn. Stat. §136F.20 Student Health
- Minn. Stat. §136F.22 Student Associations
- Minn. Stat. §136F.50 Cooperation or Promotion of a State College or University
- Minn. Stat. §136F.53 Parking and Traffic Regulation
- Minn. Stat. §136F.67 Financing of Child Care; Parking.

- Minn. Stat. §136F.70 Tuition; Fees; Activity Funds
- Minn. Stat. §136F.582 Local Contracting Authority [for customized training]
- Minn. Stat. §136A.08 Reciprocal agreements relating to nonresident tuition and other states or provinces
- Minn. Stat. §197.775 Higher Education Fairness

Procedure History:

Date of Adoption: 06/21/00

Date of Implementation: 08/06/08

Date of Last Review: 08/02/18

Date and Subject of Amendments:

Xx/xx/xx - Add Summary

11/30/18 – Part 4, Subpart I, was amended to directly define a special student status.

08/02/18 - Procedure 5.11.1 went through a periodic review, substantive changes were made throughout the procedure. Part 4, Subpart I, New student orientation fee was added. Part 5, Subpart C, Assessments was added. The language and formatting were updated with the new writing and formatting styles.

Additional [HISTORY](#)

PROPOSED CHANGES (FIRST READING DRAFT)

Single underlining represents proposed new language.

Strikeouts represent existing language proposed to be removed.

Attachment to Procedure 5.11.1 - Fee Maximums and Amounts**Required Fees**

	Amount
Senior Citizen in Lieu of Tuition	Maximum of \$20 per credit
Parking	No maximum
Statewide Student Association	Students United: \$.61 per credit Lead Minnesota: \$.35 per credit
Payment Plan	Maximum \$30 per term
Late	Maximum \$50 per term

Campus Discretionary Fees

	Amount
Application	\$20 per undergraduate application; Maximum-\$40 masters application; Maximum-\$55 doctoral application
Credit for prior learning assessment	Reflects Cost
Student life/activity	Maximum of \$ 112.50 <u>174.00</u> per term
Athletics	Maximum \$ 55-75 per term
Health services	Maximum of \$ 75-90 per term
Special event	No maximum
Residential learning community	Lourdes Hall (Winona) - \$150 per term Engineering program (Itasca Community College) - \$50 per term <u>No maximum</u> Residential learning community (MSU Moorhead) - \$150 per term
Technology	Maximum \$ 12-14 per credit
<u>Sustainability</u>	<u>Maximum - \$20 per term</u>

Personal property charges and service charges

Reflects cost

Revenue Fund Fees

No maximums

Date of Implementation: 08/15/07

Date of Adoption: 05/20/98

Date of Last Review: 06/20/18

Date and Subject of Amendments:

11/14/18 – Changed Mandatory Fees to Required Fees and Optional Fees to Campus Discretionary Fees. Increased Health services maximum to \$75 per term and Technology maximum to \$12 per credit.

6/20/18 – increased Students United fee from \$.47 to \$.61 per credit hour beginning fall semester 2018.

6/21/17 - amended MSUSA Statewide Student Association fee from \$.43 to \$.47 per credit.

Also amended the MSUSA name to Students United, and MSCSA to Lead Minnesota.

8/6/15 - amended MSCSA Statewide Student Association fee from \$.31 to \$.35 per credit.

6/20/12 - amended to add an optional Residential learning community fee for MSU Moorhead.

5/19/11 - Amended language to permit fee assessments by term rather than semester. Added Revenue Fund Fees as per Procedure 5.11.108/15/07 - Late and Payment Plan fees are added to the mandatory fee category and are removed from the optional fees category.

6/20/07 - amended application fee from graduate to masters and added doctoral application fee.

6/21/06 - amended to increase health services maximum to \$60 per semester and increase the Technology maximum to \$10 per semester credit.

05/17/06 - amended to increase MSCSA fee to \$.31 per semester credit hour and increase MSUSA fee to

\$.43 per semester credit beginning fall semester, academic year 2006-2007.

12/20/05 - Removes Drop fee and Career Services fee as optional fees (note: Career Services costs are recoverable as a personal property and services charge per Procedure 5.11.1 Tuition and fees.)

05/18/05 - Increased MSCSA Fee from \$.28 from \$30

06/16/04 - Adds Residential Learning Community at Itasca Community College - Engineering program - \$50 per semester

07/16/03 - Maximum of \$40 was applied to the graduate application fee; late fee maximum went up from \$30 per semester to \$50 per semester; a payment plan fee of maximum \$30 per semester was added; Credit for Prior Learning Assessment fee maximum language was changed to "Reflects Cost"; Health Services fee maximum went up from \$45 per semester to \$51 per semester; Personal Property and Service Charge fee maximum language was changed to "Reflects Cost"

05/21/03 - MSCSA Fee went down from \$.30 from \$.28

06/19/02 - MSCSA Fee went up to \$.30 from \$.25

06/21/00 - Moved language formerly in system procedure 5.2.1.

7/21/99 - MSCSA Fee went up to \$.25 from \$.23 and the Technology Fee went up to \$8 from \$5

Attachment to Procedure 5.11.1 - Fee Maximums and Amounts

Required Fees	Amount
Senior Citizen in Lieu of Tuition	Maximum of \$20 per credit
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Payment Plan	Maximum \$30 per term
Late	Maximum \$50 per term
Campus Discretionary Fees	Amount
Application	\$20 per undergraduate application; \$40 masters application; \$55 doctoral application
Credit for prior learning assessment	Reflects Cost
Student life/activity	Maximum of \$174.00per term
Athletics	Maximum \$75 per term
Health services	Maximum of \$90 per term
Special event	No maximum
Residential learning community	
No maximum	
Technology	Maximum \$14 per credit
Sustainability	Maximum - \$20 per term
Personal property charges and service charges	Reflects cost
Revenue Fund Fees	No maximums

Date of Implementation: 08/15/07

Date of Adoption: 05/20/98

Date of Last Review: 06/20/18

Date and Subject of Amendments:

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MINNESOTA STATE
Board of Trustees

AGENDA ITEM SUMMARY

NAME: Finance and Facilities Committee

DATE: April 18, 2023

TITLE: FY2023-2025 Operating Budget and Enrollment Update

Proposed New Policy or
Amendment to Existing Policy

Approvals Required by
Policy

Other Approvals

Monitoring/Compliance

Information

PRESENTERS

Bill Maki, Vice Chancellor for Finance and Facilities

Steve Ernest, System Director for Financial Planning and Analysis

PURPOSE

This item provides the Board of Trustees with an update on System Enrollment, the Fiscal Year 2023 Annual Operating Budget, and the 2024-2025 Biennial Budget Request currently being considered by the legislature.

BACKGROUND INFORMATION

Fiscal year 2023 is the second year of the state's 2022-2023 biennium. As Minnesota State's colleges and universities manage the final months of this year's operating budgets, they are also planning for a variety of factors that will largely define the parameters of their operating budgets for the coming two years. One of the main revenue factors institutions need to plan for is the level of state funding that will be appropriated to the system and what additional requirements or limitations may be included in the state budgetary legislation.

Some of the key features of operating budgets during the pandemic years have been significant losses of operating revenue, extraordinary additional costs, and unprecedented amounts of one-time funding. While some of the one-time federal Higher Education Emergency Relief Funds (HEERF) assistance has matched well in terms of budgetary structural balance (revenues pairing well with expenditures), a structural imbalance can be created or exacerbated if dollars claimed as lost revenue are not subsequently replaced in budgets by traditional revenues returning at levels sufficient to cover the expense patterns that were maintained during the pandemic. Two of the original purposes of federal assistance were to provide financial support to those students that have the most need and to retain personnel to minimize the negative impact on the economy during the pandemic. A side effect of this, however, in some cases was to make it harder for institutions to conduct normal budgetary planning and budgetary balancing activities. Where

long-term declines in revenue streams had already existed prior to the pandemic, most budget restructuring was delayed and may be even more difficult after the federal assistance goes away.

This report will provide an update on the scope of the challenges colleges and universities are overcoming as they close out their fiscal year 2023 operating budgets. It will then provide an update on the legislative developments that are setting the stage in terms of state appropriation, tuition rates, student assistance, and other issues that will play critical roles in developing operating budgets in the coming biennium.

ENROLLMENT UPDATE

At its October 19, 2022, meeting, the Finance and Facilities Committee was provided with an update on system enrollment. At that time, enrollment had weakened as compared to the projections used when the fiscal year 2023 budget was approved. As a system, the October report adjusted the original projected decline of 2.4 percent to a projected system decline of 3.8 percent for the year. College enrollment projections worsened from a 2.2 percent decline to a 3.0 percent decline, and university enrollment projections worsened from a 3.0 percent decline to a 5.0 percent decline. As Table 1 shows, current projections somewhat reverse the October assessment. Both college and university sectors are now projecting better enrollment than in October. Enrollment for the college sector is now projected to be slightly better than the original budget assumption, at 1.8 percent down from the prior year. Enrollment for the university sector is now projected at 4.3 percent down from the prior year, still below the originally budgeted level.

Table 1
System Enrollment Outlook for Fiscal Year 2023

	May 2022		October 2022		February 2023	
FY2023 Compared to FY2022	% Change FY23 vs. FY22	FY2023 FYE	% Change FY23 vs. FY22	FY2023 FYE	% Change FY23 vs. FY22	FY2023 FYE
Colleges	-2.2%	63,430	-3.0%	62,763	-1.8%	63,543
Universities	-3.0%	42,039	-5.0%	41,160	-4.3%	41,464
System	-2.4%	105,469	-3.8%	103,923	-2.8%	105,007

Twelve colleges are now projecting higher enrollment than they were in October and seven colleges are now projecting lower enrollment than they were in October. All seven universities are projecting better numbers than in October, though four of them are still projecting lower enrollment than they had originally budgeted for.

Looking further ahead, both the college and university sectors are projecting a slight decline of approximately one percent for fiscal year 2024, followed by an increase of a little less than one percent in fiscal year 2025. This means that by the end of the 2024-2025 biennium, most colleges

and universities expect to have about the same enrollment they have this year, which is a twelve-year low for the system.

GENERAL FUND BUDGET UPDATE

In February 2023, in an effort to better understand the need for Minnesota State’s biennial budget request, the House Higher Education Finance Committee asked for an institution-specific analysis of the sources-versus-uses structural balance we would likely have if the system’s biennial budget request is appropriated as requested. Included in this request was an update of fiscal year 2023 college and university operating budgets.

Table 2 compares the General Fund budgetary balance between the time the budget was approved in June to the latest update for Spring of 2023.

Table 2
Fiscal Year 2023 General Fund Budget Gaps
Approved Budget, Fall Update, Spring Update

\$s in millions	Approved Budget (June 2022)	Budget Update (Fall 2022)	Budget Update (Spring 2023)
Revenue/Sources	\$1,633.4	\$1,623.6	\$1,624.7
Expenses/Uses	\$1,702.4	\$1,701.3	\$1,699.6
Budget gap	(\$69.0)	(\$77.6)	(\$74.8)

This table reflects the slight fluctuations in projected enrollment discussed above, and also shows marginal reductions in projected spending. The net between the two does show a small increase in structural gap, but this is not necessarily a problem in itself since there can be a variety of reasons why a structural gap might exist for a college or university.

Structural gaps can be caused by pre-planned one-time spending on projects where the revenue may have come in over many years, but the spending occurs in just one or two years. Other causes of gaps can be changes that are more difficult to plan for. Since planning for changes to programs and courses that will be offered in an upcoming academic year needs to be completed many months before the year begins, expenditure budgets usually take longer to catch up with changes in revenue streams.

For years, college and university gaps have been caused by long-term declines in enrollment (tuition revenues) and state appropriations that provided smaller shares of overall budgets than they had in the past. More recently, gaps have been exacerbated by unforeseen external variables such as the pandemic supply chain issues and low unemployment. These changes have been difficult to anticipate and plan for.

Many recent revenue declines have hit universities harder than colleges because most universities have a residential component and more on-campus activities that contribute to revenue streams as well as needing a longer time period to recover from enrollment declines during the pandemic. While some colleges are still able to claim federal HEERF dollars to replace

lost revenues in fiscal year 2023 and apply those towards their budgetary gaps, most universities utilized available HEERF resources much more quickly than colleges did. One of the main reasons for this was the losses related to on-campus housing and other on-campus activities.

Of the 26 colleges, 15 currently show remaining fiscal year 2023 budgetary gaps of less than five percent of their budgeted expenditures; 9 show gaps from five to ten percent; and 2 show gaps from ten to fifteen percent. Of the 7 universities, 4 currently show remaining fiscal year 2023 budget gaps of less than five percent of their budgeted expenditures; 2 show gaps from five to ten percent; and 1 shows a gap from ten to fifteen percent.

At the system level, the general fund budgetary gap is less than five percent of the year's budgeted spending. It is anticipated that approximately one-third of this will be covered using institutions' remaining HEERF funds and approximately two-thirds will be covered with programmed use of fund balance. Individual colleges and universities will experience various levels of strain on resources and the system office is actively working with several to help manage these issues. Continued prudent planning and decision-making will make it possible for our institutions to close out the year's budgets successfully.

LEGISLATIVE ACTIONS TO DATE ON STATE BIENNIAL BUDGET REQUEST

At its November 16, 2022, meeting, the board approved a biennial budget request of \$350 million for the 2024-2025 biennium. The request includes:

- \$125 million over the biennium to support college and university operations, systemwide technology costs and other system-level operations,
- \$125 million over the biennium to freeze tuition rates across the system, provide additional staffing to directly support students, provide additional resources for student basis needs, and to provide student financial assistance in the form of scholarships, emergency grants, and free course materials, and
- \$100 million over the biennium to be matched by non-state contributions from local community partners and invested in regionally significant advanced technologies and learning environments, program development specific to locally important industry sectors, and scholarships to incentivize new students and students returning from the workforce to enter high-demand occupations upon graduation.

In his revised biennial budget, issued after the State's February Economic Forecast was released, the Governor supported the full \$125 million amount of the system operations request. He also supported the full \$26 million requested for student support and basic needs, the full \$12 million requested for transfer scholarships, \$11.5 million of the request for advanced technologies and learning environments, and an additional \$521,000 to raise the employer contribution rate for certain retirement accounts so they will match the employee contribution rates.

As the legislature began its spring break two weeks ago, the Higher Education Committee in each body had completed a biennial budget bill and passed it on for coordination with other bills and approval by the full House or Senate. By the time of today's Board of Trustees meeting, it is expected these bills will be in conference committee to work out the differences. Table 3 compares the funding provisions currently in each bill.

Table 3
2024-2025 State Biennial Budget Positions as of April 5, 2023

New Appropriations in Thousands of Dollars	System Request	Governor's Budget	House Bill	Senate Bill
System Stabilization	\$125,000	\$125,000	\$125,000	\$125,000
One-time Operation Support			\$50,000	\$74,000
IRAP Employer Contributions		\$521	\$1,733	\$521
Unemployment Insurance			\$1,618	
Tuition Freeze	\$75,000		\$75,000	
Student Support, Basic Needs	\$26,000	\$26,000	\$26,000	\$26,000
Menstrual Products				\$764
Transfer Scholarships	\$12,000	\$12,000		
Emergency Grants	\$10,000			
Z-degrees/Free Materials	\$2,000		\$2,000	
Advanced Technology/Facilities	\$49,000	\$11,500	\$25,000	\$20,000
Industry Sector Development	\$25,500		\$12,500	\$10,000
Workforce Scholarships	\$25,500		\$12,500	
Total	\$350,000	\$175,021	\$331,351	\$256,285

The most significant difference between the two bills that will need to be resolved is the status of tuition rates for the coming biennium. The system’s request to fund a freeze on tuition is included in the House bill, while the Senate (and Governor) did not include the funding and remained silent on this. The \$75 million in the system’s request is calculated to replace a 3.5 percent increase in tuition rates.

Although in both bills, the next largest difference in funding is for one-time operational support for college and university operations. The House bill includes \$50 million for this purpose and the Senate bill includes \$74 million. This funding is provided in response to the structural gaps remaining in institutional budgets as the effects of the pandemic continue to recede. Allocation of this money would be based upon each institution’s estimated tuition revenue loss due to declines in enrollment from fiscal year 2019 to fiscal year 2023, except that no institution would receive less than a certain amount: \$200,000 in the House bill and \$300,000 in the Senate bill. Table 4 shows enrollment changes from 2019 to 2023, using February 2023 projections until more definitive numbers are available.

Table 4
Enrollment Change, Fiscal Year 2019 Compared to Projected Fiscal Year 2023

FY2019 Compared to FY2023 Projected	FY2019 FYE	FY2023 Projected FYE (February 2023)	Difference	% change
Colleges	76,219	63,543	(12,676)	-16.6%
Universities	49,874	41,464	(8,410)	-16.9%
System	126,094	105,007	(21,086)	-16.7%

Other items that are in one bill but not the other include

- \$12.5 million in the House bill for workforce scholarships
- \$2 million in the House bill for Z-degrees/Free Materials
- \$1.618 million in the House bill to fund costs incurred due to extending potential unemployment benefit eligibility to postsecondary educational institution employees who are between terms, but only if they worked in a capacity other than instruction, research, or principal administration.
- \$764,000 in the Senate bill to ensure free menstrual products are available in restrooms across all Minnesota State college and university facilities.

In addition, both bills provide funding for the employer retirement contributions increase included in the Governor’s budget. The House increases the contribution rate all at once, whereas the House phases in the increase, as in the Governor’s budget.

Both bills differ from the system’s request in the provisions they include for the continuity of appropriations into the 2026-2027 biennium. Table 5 shows amounts tracked for inclusion in 2026 and 2027 base budgets.

Table 5
2026-2027 State Biennial Budget Positions as of April 5, 2023

New Appropriations in Thousands of Dollars	System 2026-2027	Governor 2026-2027	House 2026-2027	Senate 2026-2027
System Stabilization	\$170,000	\$168,000	\$96,000	\$170,000
IRAP Employer Contributions		\$1,245	\$1,777	\$1,245
Unemployment Insurance			\$1,618	
Tuition Freeze	\$100,000		\$100,000	
Student Support, Basic Needs	\$26,000	\$26,000	\$4,000	\$10,000
Menstrual Products				\$564
Transfer Scholarships	\$12,000	\$12,000		
Emergency Grants	\$10,000			
Z-degrees/Free Materials	\$2,000			
Advanced Technology/Facilities	\$49,000	\$10,000		
Industry Sector Development	\$25,500			
Workforce Scholarships	\$25,500			
Total	\$420,000	\$217,245	\$203,395	\$181,809

While the 2026 and 2027 amounts are not actual appropriations, appropriation language that provides for inclusion in future base budgets is an indication that appropriations will be made by the following legislature. Significantly, under the House language, colleges and universities would need to plan for a decrease in state support in fiscal year 2026. Since employee compensation is the largest item in institutional budgets, colleges and universities will need to manage investments in new positions in a similar fashion to when they receive external grant funding by determining a sustainment plan for new positions or determining the length of the positions will align with the available funding.

UPCOMING TIMELINE

The latest possible date the 2023 legislative session can end is May 22nd. This is a week after the Board has its May meeting, during which the first reading of the fiscal year 2024 annual operating budget will be presented.

- May 16-17 Board meeting: first reading of FY24 budget
- May 22 End of 2023 legislative session
- June 20-21 Board meeting: second reading of FY24 budget

Likely legislative outcomes will at least be narrowing by the May board meeting. As those become known, colleges and universities will finalize the details of their budgets to account for anticipated appropriation amounts, any potential language related to tuition, and the effects of any new programs enacted by the legislature. At its June meeting, the board will be presented with detailed annual operating budgets for approval.



MINNESOTA STATE
Board of Trustees

AGENDA ITEM SUMMARY

NAME: Finance and Facilities Committee

DATE: April 18, 2023

TITLE: Minnesota State Facilities Overview

- Proposed New Policy /
Amendment to Existing
Policy Approvals Required by Policy Other Approvals
- Monitoring/Compliance Information

PRESENTERS

Brian Yolitz, Associate Vice Chancellor for Facilities

Michelle Gerner, System Director, Capital Planning and Analysis

PURPOSE

- To inform the board of the scope of owned and operated facilities and real estate,
- Review the governance structure and resourcing avenues,
- Present system level metrics on resource streams, condition, and utilization,
- Highlight key initiatives, challenges, and opportunities associated with the facilities portfolio.

BACKGROUND INFORMATION

- Information briefing for the Committee to understand the scope and breadth of the facilities portfolio.



Workforce and Organizational Effectiveness Committee

April 19, 2023

9:30 a.m.

McCormick Room, 4th Floor

Times are tentative – meetings are scheduled to follow each other consecutively and may start earlier or later than the posted time depending on the length of previous meetings.

- 1. Minutes of March 22, 2023**
- 2. Appointment of President for Riverland Community College**

Committee Members

George Soule, Chair

Kathy Sheran, Vice Chair

Dawn Erlandson

Tim Huebsch

Javier Morillo

Cheryl Tefer

President Liaisons

Carrie Brimhall

Robbyn Wacker

Bolded items indicate action required.





**Workforce and Organizational Effectiveness Committee
Meeting Minutes
March 22, 2023**

A meeting of the Workforce and Organizational Effectiveness Committee of the Board of Trustees was held on March 22, 2023.

Committee members present: George Soule, Chair; Kathy Sheran, Vice Chair; Dawn Erlandson, Tim Huebsch, Javier Morillo, Cheryl Tefer

Committee members absent: None

Other board members present: Alix Cirillo, Jay Cowles, Jim Grabowska, Jerry Janezich, Roger Moe

Staff present: Devinder Malhotra, Chancellor; Eric Davis, Vice Chancellor for Human Resources

The meeting materials for this meeting are available [here](#), starting on page 93. An audio recording of the meeting is available [here](#).

Committee Chair Soule called the meeting to order at 12:05 p.m.

Agenda Item 1: Minutes for January 25, 2023

Committee Chair Soule asked if there are any changes or amendments to the minutes then asked for a motion to approve. Trustee Huebsch made the motion and Trustee Tefer provided a second.

A roll call vote was conducted, and the minutes were approved unanimously.

Agenda Item 2: Appointment of President for Minnesota State University Moorhead

Committee Chair Soule invited Vice Chancellor Davis to present the Appointment of President for Minnesota State University Moorhead, as detailed in the meeting materials. The meeting materials for this item begin on page 97.

Committee Chair Soule asked committee members to consider the following recommended committee motion:

The Board of Trustees, upon the recommendation of Chancellor Malhotra, appoints Tim Downs as President of Minnesota State University Moorhead, with the anticipated effective date of July 1, 2023, subject to the completion of an employment agreement. The board authorizes the chancellor, in consultation with the chair for the board and chair of the Workforce and Organizational Effectiveness Committee, to negotiate and execute an employment agreement in accordance with the terms and conditions of the Minnesota State Colleges and Universities Personnel Plan for Administrators.

Trustee Huebsch made the motion and Trustee Erlandson seconded. A roll call vote was conducted. The vote was as follows:

Trustee Erlandson	Yes
Trustee Huebsch	Yes
Trustee Morillo	Yes
Trustee Sheran	Yes
Trustee Soule	Yes
Trustee Tefer	Yes

The committee voted to approve the recommended motion.

Adjournment

The committee chair adjourned the meeting at 12:18 p.m.



MINNESOTA STATE
Board of Trustees

AGENDA ITEM SUMMARY

NAME: Workforce and Organizational Effectiveness Committee **DATE:** April 19, 2023

TITLE: Appointment of President for Riverland Community College

- Proposed New Policy or Amendment to Existing Policy
- Approvals Required by Policy
- Other Approvals
- Monitoring/Compliance
- Information

PRESENTERS

Devinder Malhotra, Chancellor

PURPOSE

The committee will recommend the appointment of President for Riverland Community College.

BACKGROUND INFORMATION

It is anticipated that Chancellor Malhotra will recommend an individual to appoint as President of Riverland Community College.

RECOMMENDED COMMITTEE MOTION

The Workforce and Organizational Effectiveness Committee recommends that the Board of Trustees adopt the following motion.

RECOMMENDED BOARD MOTION

The Board of Trustees, upon the recommendation of Chancellor Malhotra, appoints _____ as President of Riverland Community College, with the anticipated effective date of _____, 2023, subject to the completion of an employment agreement. The board authorizes the chancellor, in consultation with the chair of the board and chair of the Workforce and Organizational Effectiveness Committee, to negotiate and execute an employment agreement in accordance with the terms and conditions of the Minnesota State Colleges and Universities Personnel Plan for Administrators.

Date Presented to the xxx Committee: 04/19/23
Date Presented to the Board of Trustees: 04/19/23
Date of Implementation: xx/xx/23

Board of Trustees Meeting
April 19, 2023
10:00 a.m.
McCormick Room, 4th Floor

Times are tentative – meetings are scheduled to follow each other consecutively and may start earlier or later than the posted time depending on the length of previous meetings. Interested parties can listen to the live stream of the proceedings from the [Board website](#).

Call to Order, Roger Moe, Chair

Chancellor’s Report, Devinder Malhotra

Chair’s Report, Roger Moe

Consent Agenda

- 1. Minutes of the Board of Trustees Meeting, March 22, 2023**
- 2. Proposed Amendment to Board Policy 5.24 Safety and Security (Second Reading)**
- 3. Contracts Requiring Board Approval**
 - a. Exclusive Sports Medicine Provider for Athletics, Minnesota State University, Mankato**
 - b. Athletics Apparel Contract, Southwest Minnesota State University**
 - c. Student Center/Library Bookstore Renovation, Metropolitan State University**

Workforce and Organizational Effectiveness Committee, George Soule, Chair

- **Appointment of President for Riverland Community College**

Diversity, Equity and Inclusion Committee, George Soule, Chair

- Report of the Committee

Joint Meeting of Audit Committee and Diversity, Equity and Inclusion Committees, Alex Cirillo and George Soule, Co-Chairs

- Report of the Committee

Finance and Facilities Committee, Jay Cowles, Chair

- Report of the Committee

Outreach and Engagement Committee, Dawn Erlandson, Chair

- Report of the Committee



Student Associations

1. Lead MN, John Runnigen, President
2. Students United, Kaileigh Weber, State Chair

Minnesota State Colleges and Universities Bargaining Units

1. American Federation of State, County, and Municipal Employees Council 5, Minnesota State Policy Committee, Jennifer Erwin, President
2. Inter Faculty Organization, Jenna Chernega, President
3. Middle Management Association, Gary Kloos, Executive Director
4. Minnesota Association of Professional Employees, Nicole Emerson, Regional Director
5. Minnesota State College Faculty, Kevin Lindstrom, President
6. Minnesota State University Association of Administrative and Service Faculty, Kristy Modrow, President

Trustee Reports

Adjournment

Bolded items indicate action is required.



Consent Agenda
April 19, 2023

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**Board of Trustees
Meeting Minutes
March 22, 2023**

A meeting of the Board of Trustees was held on March 22, 2023.

Trustees present: Roger Moe, Chair; George Soule, Vice Chair; Alex Cirillo, Jay Cowles, Dawn Erlandson, Jim Grabowska, Tim Huebsch, Jerry Janezich, Javier Morillo, Kathy Sheran, Cheryl Tefer

Trustees absent: Asani Ajogun, Victor Ayemobuwa, April Nishimura, Oballa Oballa,

Staff present: Devinder Malhotra, Chancellor

The meeting materials for this meeting are available [here](#) starting on page 98. An audio recording of the meeting is available [here](#).

Chair Moe called the meeting to order at 1:17 p.m.

Chancellor's Report, Devinder Malhotra

Chair Moe, Vice Chair Soule, and trustees:

Today, we will celebrate the culmination of search for the next leader for Minnesota State University Moorhead. It is so wonderful to see so many of the MSUM university leaders here at today's meeting. For those listening back on campus – I look forward to celebrating with all of you on Friday during the official campus presentation. I wanted to share with you an update on the other Executive Searches that are well underway. Well, not all of them...

I shared with you late February that after a national search Ms. Shannon Bryant will be joining Minnesota State on May 1 as the new Executive Director for Workforce and Economic Development. Shannon's leadership and expertise are well aligned to the needs of our Workforce and Economic Development strategies. She brings a wealth of experience and a great understanding of what it takes to deepen and enhance this work. Shannon currently serves Tarrant County College (TCC) as the Executive Vice President for the Office of Corporate Solutions & Economic Development. Prior to joining TCC, she served as the Vice President of Workforce Development at Sinclair College in Dayton, Ohio, where she led one of the largest workforce development programs for a community college in the country. Prior to her time in higher education, Bryant spent 17 years working in the financial services industry helping individuals build

career paths and passing security licensing and professional development exams. I am beyond thrilled that Shannon will be joining our team to work alongside our campus and system leaders to support and expand the work of our colleges and universities as we augment our ability to provide Minnesota the talent and workforce it needs.

Later this week, we will announce the finalists for the next president for Riverland Community College. Later this month finalists will visit the campus communities and meet students, faculty, staff, and community leaders; in addition to meeting with myself, members of my cabinet, and trustees. It is my intention to bring forward my recommendation for the next President of Riverland College to the Board's April meeting.

After consultation with the Tribal College Board of Directors earlier this month, we launched a nationwide search for the next president for Fond du Lac Tribal and Community College. We have secured the services of ACCT search and Cynthia Lopez to assist us with this search. Cindy previously worked with Achieving the Dream where she focused on supporting data capacity building and reform implementation with 33 tribal colleges and universities. My many thanks to Joe Mulford, President of Pine Technical and Community College and Dr. Robert Peacock, Director and CEO of the Fond du Lac Tribal College Board for agreeing to co-chair the search advisory committee. It is my intent to bring forward my recommendation to the Board in June. Hence a condensed timeline from our previous searches and this decision was not made lightly. Fond du Lac Tribal and Community College went through very difficult time with the passing of the president Stephanie Hammitt. But after much consultation with the college community and the Tribal College Board of Directors, we all felt that this was in the best interest of the college so that it may continue the forward momentum of serving students and being a leader of Indigenous education and service for Minnesota State.

As we all know, we are in the decision-making time at the Legislature. I want to thank the campus leadership, faculty, students and community leaders for their tireless advocacy. We have been working on this biennial budget request since August, and we have two more months to go. Mister Chair, the request that was submitted by the Board of Trustees was prepared before the election or the announcement of the historic state budget surplus. The clarity and boldness of our request has been well received at the Legislature, and we are grateful for the Governor's additional supplemental budget recommendation for Minnesota State, and that public higher education has champions in Chair Pelowski, Chair Fateh, and Commissioner Olson.

Just yesterday, the Governor and the Speaker announced the targets for the upcoming biannual budget. The Higher Ed target was set up at \$650 million dollars. This is the largest target ever for Higher Ed. This target is direct result of the tireless advocacy on behalf of Higher Ed by Chairs Pelowski and Fateh. It is also demonstrative of the impact of unified and strong advocacy for our budget by our bargaining units and the student associations. I attended a rally at the capitol steps organized by our bargaining units and student associations which was ably led by Jenna Chernega, President of IFO. It was

evident the rally had the attention of key legislators who were there despite a very cold morning. I truly appreciated the strong partnership we have forged with our student associations and bargaining units. I want to also thank my presidential colleagues and other campus leaders for their efforts in engaging their area legislators around our request. We are not done yet and I am confident that Minnesota State's budget request is well positioned as we enter the last few weeks.

Chair Moe, I want to thank you for your guidance, as well as all the trustees for your work in preparing our budget request to reflect what we heard at the 12 listening sessions this fall. I am more hopeful than ever that at the end of the session we will have a budget that significantly moves the dial towards the state appropriation/tuition split of 2/3 state resources and 1/3 tuition. Chair Moe, your herculean efforts and inordinate amount of time you have spent on this work will yield results. It has been a delight to watch you work your magic up close.

Finally, we continue to press our case with a capital investment bill and will continue to do so until we get the bill over the finish line.

And with that Chair Moe, that concludes my remarks.

Chair's Report

Thank you, Chancellor, for your remarks.

I concur with you that the biennial budget process is time consuming and critical for Minnesota State, our stakeholders and the citizens of Minnesota. I want to echo that this year's request was spot on with the needs of our students, our campuses and the communities we serve. In the coming weeks at the Legislature, we will continue to make our case for this much needed investment. I want to thank the students, faculty, staff and campus and system leadership for their advocacy so far this session.

Throughout the month of February, Minnesota State hosted six Regional Legislative Breakfasts at Saint Paul College. Each breakfast brought together legislators, business, community and K-12 partners, and campus leaders for meaningful discussion around Minnesota State's budget request. Along with Chancellor Malhotra and his team, I was able to attend all of these breakfasts. During these breakfasts - unfortunately one had to be cancelled due to weather - our message was shared with over 50 legislators. House Higher Education Chair Gene Pelowski attended half of the breakfasts, and his insight was extremely valuable. We also were joined by Leadership from the higher education committees, legislative leadership and Office of Higher Education Commissioner Dennis Olson. Approximately 200 business, community and K-12 partners attended the breakfasts, and provided valuable insight into their partnerships with Minnesota State colleges and universities, and how funding Minnesota State's budget request supports the work that they do.

I want to also recognize Trustees Cowles, Erlandson, Grabowska, Huebsch, and Tefer for attending many of these breakfasts. I also want to give a big thank you to President Peaslee for her hospitality. I know moving forward, the Minnesota State Government Relations team will be engaging in conversation with campuses on how we continue this work.

I'd like to provide the Board an update on a Senate Higher Education Committee hearing last week on our workforce and economic development request. Along with great presentations from Pine Technical and Community College, St. Cloud Technical and Community College, and Minneapolis College describing how these investments are crucial to their work. We have been reaching out to business, labor and industry leaders since last fall to talk with them about our budget request and the work we do in partnership. We had a dozen of these statewide leaders attend the hearing to testify in support of our request. These leaders represented business, labor, healthcare, agriculture, manufacturing, construction, and public safety, and they were crystal clear that Minnesota State is a strong partner.

I mention this because we need to continue this work moving forward – serving the workforce is essential to who we are as an organization. I also want campus leaders and stakeholders to know that this outreach will continue to be a Board priority.

Finally, I want to thank presidents and campus leaders who met with their local community partners and provided letters of support for our budget request from every corner of the state. These letters have been widely shared with legislators, and highlights these important partnerships.

Consent Agenda

Chair Moe asked if anyone wanted to remove an item from the Consent Agenda. It was noted that Proposed Amendment to Board Policy 3.32 Faculty Qualifications has been added to the Consent Agenda since it was approved by the Academic and Student Affairs Committee after a suspension of rules that require two readings. Trustee Grabowska made the motion to approve the consent agenda and Trustee Huebsch seconded. A roll call vote was conducted. The vote was as follows:

Trustee Ajogun	Absent
Trustee Ayemobuwa	Absent
Trustee Cirillo	Yes
Trustee Cowles	Yes
Trustee Erlandson	Yes
Trustee Grabowska	Yes
Trustee Huebsch	Yes
Trustee Janezich	Yes
Trustee Moe	Yes
Trustee Morillo	Yes
Trustee Nishimura	Absent

Trustee Oballa	Absent
Trustee Sheran	Yes
Trustee Soule	Yes
Trustee Tefer	Yes

The board voted to approve the consent agenda as follows:

1. **Minutes of the Board of Trustees Meeting, November 15, 2022**
2. **Minutes of the Board of Trustees Meeting, January 25, 2023**
3. **Proposed Amendment to Board Policy 2.8 Student Life**
4. **Proposed Amendment to Board Policy 3.32 Faculty Qualifications**
5. **Contracts Requiring Board Approval**
 - a. **Customized Training, Dakota County Technical College**
 - b. **Marketing/Advertising Contract, Winona State University**
 - c. **Library Renovation and Tutor and Learning Center Consolidation, Lake Superior College**
 - d. **Window and Siding Replacement, Williams Hillside Apartments, Minnesota State Community and Technical College - Fergus Falls Campus**
 - e. **Parking Lot #6 Pavement Rehabilitation, Normandale Community College**
 - f. **Library Building Renovation Construction Contract – Phase 1, Normandale Community College**
 - g. **Construction Phase 2 Locker Room Project, Riverland Community College**
 - h. **Campus-wide Door Hardware and Access, Rochester Community and Technical College**
 - i. **Heintz Center South Parking Lot Improvements, Rochester Community and Technical College**

Board Standing Committee Reports

Workforce and Organizational Effectiveness Committee, George Soule, Chair

Committee Chair Soule reported that that committee approved recommendations for one appointment.

The Workforce Organization Effectiveness Committee recommends the Board of Trustees adopt the following motion:

The Board of Trustees, upon the recommendation of Chancellor Malhotra, appoints Tim Downs as President of Minnesota State University Moorhead, with the anticipated effective date of July 1, 2023, subject to the completion of an employment agreement. The board authorizes the chancellor, in consultation with the chair for the board and chair of the Workforce and Organizational Effectiveness Committee, to negotiate and execute an employment agreement in accordance with the terms and conditions of the Minnesota State Colleges and Universities Personnel Plan for Administrators.

Recommendations of a committee do not require a second. A roll call vote was conducted. The vote was as follows:

Trustee Ajogun	Absent
Trustee Ayemobuwa	Absent
Trustee Cirillo	Yes
Trustee Cowles	Yes
Trustee Erlandson	Yes
Trustee Grabowska	Yes
Trustee Huebsch	Yes
Trustee Janezich	Yes
Trustee Moe	Yes
Trustee Morillo	Yes
Trustee Nishimura	Absent
Trustee Oballa	Absent
Trustee Sheran	Yes
Trustee Soule	Yes
Trustee Tefer	Yes

The board voted to approve the recommended motion. Tim Downs was introduced to make remarks.

The board also received reports from meetings of the following committees:

- Academic and Student Affairs Committee, Cheryl Tefer, Chair
- Audit Committee, Alex Cirillo, Chair
- Diversity, Equity and Inclusion Committee, George Soule, Chair
- Finance and Facilities Committee, Jay Cowles, Chair

Student Associations and Bargaining Units

Student associations and bargaining units were invited to submit written remarks and were given the opportunity to address the board in person. Written remarks were provided by AFSCME and Students United and have been posted to the board website. Virtual remarks were provided by Kaileigh Weber, State Chair of Students United.

In person remarks were provided by:

- Lead MN: Karina Villeda, Vice President
- American Federation of State, County and Municipal Employees: Jennifer Erwin, President – Minnesota State Policy Committee
- Minnesota Association of Professional Employees (MAPE): Nicole Emerson, Minnesota State Meet & Confer Chair

Trustee Reports

No additional remarks were made by trustees.

The next board meetings are scheduled for April 18-19, 2023.

Adjournment

Chair Moe adjourned the meeting at 2:30 p.m.