



Meeting Presentations April 19 - 20, 2023

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DEVELOPING MINNESOTA'S ENERGY WORKFORCE

Powering the future.



MINNESOTA STATE
Energy Center of Excellence

Introductions

Rose Patzer

Executive Director, Minnesota State Energy Center of Excellence

Bruce Peterson

Energy Careers Academy Manager, Minnesota State Energy Center of Excellence

Tony Gagliardo

Assistant Vice President, Enterprise and Technical Learning, Xcel Energy

Doug Barber

Director of Maintenance & Technical and Energy Supply Training, Xcel Energy

DeCarlo Canty

Student, Energy Careers Academy

Marcus Davis

Student, Energy Careers Academy



MINNESOTA STATE
Energy Center of Excellence

Overview

About the Minnesota State Energy Center of Excellence

Developing the Energy Workforce in Minnesota

- Minnesota Energy Consortium
- Solar Camp
- Program Funding and Development
- Outreach and Inspiration
- Energy Education for Educators

Innovation in Collaboration

- Energy Careers Academy

Questions and Answers



MINNESOTA STATE
Energy Center of Excellence

Our Mission in Action

Engaging Industry.

Minnesota Energy Consortium host and leader. The Minnesota connection to the Center for Energy Workforce Development.

Enhancing Education.

K-12 labs, customized training opportunities, and curriculum alignment.

Inspiring Students.

Energy Trailer, mobile classroom, career fairs and field demonstrations.



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Energy Programs in MN



12 Campuses
30 Programs



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Energy Programs in MN

Solar Technology Programs

Advanced Solar Photovoltaic Energy Systems
 Certificate 30 Credits, 1 Year
 Century College White Bear

Solar Assessor
 Certificate 16 Credits, 1 Year
 Century College White Bear

Solar Sales and Marketing
 Certificate 16 Credits, 1 Year
 Century College White Bear

Advanced Solar Thermal Energy Systems
 Certificate 30 Credits, 1 Year
 Century College White Bear

Solar Photovoltaic Technician
 Certificate 25 Credits, 1 Year
 MN West Canby

Clean Energy Careers

Wind Energy Technology
 A.A.S. 60 Credits, 2 Years
 MN West Canby

Wind Energy Mechanic
 Diploma 34 Credits, 1 Year
 MN West Canby

Windsmith
 Certificate 16 Credits, 1 Year
 MN West Canby

Biofuels Technology Biodiesel
 Certificate 18 Credits, 1 Year
 MN West Granite Falls

Biofuels Technology Ethanol
 Certificate 18 Credits, 1 Year
 MN West Granite Falls

Renewable Energy
 Certificate 9 Credits, 1 Year
 MSU, Mankato Mankato

Clean Energy Technician
 Certificate 21 Credits, 1 Year
 FDLTCC Cloquet

Powerline Technician Programs

Electrical Lineworker
 A.A.S. 60 Credits, 2 Years
 DCTC Rosemount

Electrical Lineworker
 Diploma 45 Credits, 2 Years
 DCTC Rosemount

Electrical Lineworker Technology
 A.A.S. 68 Credits, 2 Years
 M State Wadena

Electrical Lineworker Technology
 Diploma 36 Credits, 1 Year
 M State Wadena
 M State *Minneapolis

Powerline Technology
 A.A.S. 64 Credits, 2 Years
 MN West Jackson

Powerline Technician
 Diploma 61 Credits, 2 Years
 MN West Granite Falls, Jackson

Powerline
 Diploma 38 Credits, 1 Year
 MN West Granite Falls, Jackson

Traditional Energy Careers

Electric Utility Technology
 A.A.S. 60 Credits, 2 Years
 FDLTCC Cloquet

Electric Utility Substation Technology
 A.A.S. 60 Credits, 2 Years
 MN West Jackson

Electric Utility Substation Technician
 Diploma 60 Credits, 2 Years
 MN West Jackson

Facility and Service Technology
 A.A.S. 69 Credits, 2 Years
 RCTC Rochester

Facility and Service Technology
 Diploma 69 Credits, 2 Years
 RCTC Rochester

Instrumentation & Process Control
 A.A.S. 60 Credits, 2 Years
 SCTCC St. Cloud

Energy Technical Specialist

Energy Technical Specialist
 A.A.S. 60 Credits, 2 Years
 Century College White Bear Lake

Minnesota West
 Granite Falls

South Central College
 North Mankato

St. Cloud Technical and Community College
 St. Cloud

DEVELOPING THE ENERGY WORKFORCE IN MINNESOTA

Engage, Enhance, Inspire.



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Minnesota Energy Consortium

Industry, Businesses, Education, Non-Profits, and Government Agencies

- Over 15 years of industry engagement
- National Partner with the Center for Energy Workforce Development (CEWD)
- Industry led think tank for tackling MN unique workforce and talent needs

150+ Members Strong

- Steering Committee meets six times a year
- State of Energy Meeting happens twice a year

2023 Industry Challenges

- Workforce shortages continue
- New hires have less experience
- Employer offerings fall short of expectations
- Candidate Ghosting



Solar Camp

Open to ALL Minnesota State Electrical Students

- Twelve Students Completed the Program
- One Online Course March-May, Three Weeks on Site
- Free Room and Board
- Industry and Employer Engagement
 - Sponsored Meals
 - Project Showcase and Demos



Program Funding & Development

Solar For Schools Grant

- Minnesota West at Canby
- Student training and learning opportunity

FY 24 Congressionally Directed Spending Request

- Electric Vehicle Charger Technician Program
 - Five Campuses
- \$1.7 Million Request
 - Equipment
 - Lab Renovations
 - Instructor Training
 - Curriculum Development



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Program Funding & Development

Exploring Additional Offerings and Programs

- Battery Storage Programming
- Solar Skills Trainings in Minneapolis
- Hydrogen Economy



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Outreach and Inspiration Events

State Fair, Recharge MN, State FFA Career Connections

- Regional and Statewide Awareness and Influence

CTE Works! Summit

- Investment and Professional Development for Career and Technical Training

Career Exploration Events

- High School Career Fairs
- Job Fairs for Targeted Populations
- Career Exploration Workshops and Engagements



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Energy Education for Educators

Free K-12 Educator Workshop

- June 12-13, 2023, St. Cloud MN
- June 14-15 2023, Marshall MN

Benefits

- 16 CEU's
- Industry Tours
- Lunches and One Night's Stay
- Curriculum Resources
- Free Lab Kits for Classrooms
- Access to our Mobile Energy Classroom

Registration Open Through May 11



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INNOVATION IN COLLABORATION

Industry and Education



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Energy Careers Academy



Minnesota State
Community and Technical College



Energy Careers Academy

Meeting the Challenge

- Answer to the PUC call for a more diverse energy workforce
 - Matching Xcel's commitment to a diverse workforce and engaged communities
- Creating metro access to energy career training
- Recruitment efforts focused on students of color, women, and veterans

Developing Key Partnerships

- Minnesota State Community and Technical College
- Xcel Energy

Eleven Students are Currently Enrolled in Powerline Program

- Accelerated Degree
- On site instruction delivery and coaching at Xcel Energy

Gas Utility Program to Start Fall 2023



Minnesota State
Community and Technical College



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Energy Careers Academy

Systems and Support from M State

- Faculty and Curriculum
 - Accreditation
 - Degree requirements and validation
- Support Services
 - Connections to campus
 - Advising and career placement
 - Social work and counseling
 - Financial resources

Facilities, Equipment, Commitment and Mentorship from Xcel Energy

- Training facilities in North Minneapolis on a live generation plant
- Commitment to building and lifting service communities
- Real world training and equipment
- Building industry connections and networks



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Energy Careers Academy



Energy Careers Academy



DeCarlo Canty



Marcus Davis



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Energy Careers Academy

Fundraising for the Future

- Student support needs
- Additional equipment
- Operating and staffing costs
- New program development

Student Recruitment Events

- Community events and career fairs
- Referrals, Word of Mouth, and Social Media

Graduation

- Monday, May 8, 2023
- 6:00 p.m.
- Minneapolis Central Library



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Thank You!

Questions?

Connect With Us

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Minnesota State is an [affirmative action, equal opportunity employer and educator.](#)





April 18, 2023

Diversity, Equity and Inclusion Committee

Equity 2030 in Action: Campus Stories

Andriel Dees, Vice Chancellor for Equity and Inclusion

Kent Hanson, President

Brandyn Woodard, Vice President of Equity and Inclusion

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Building BRIDGES

Anoka Technical College

Anoka-Ramsey Community College

Brandyn Woodard

Vice President of Equity and Inclusion

April 18, 2023

Presentation to Minnesota State Board of Trustees

How did we get here



What is BRIDGES



What we have been doing



What's next



Why this approach



Connection to Equity 2030



How we got here

VPEI POSITION DESCRIPTION

“The Vice President of Equity and Inclusion position exists to create a comprehensive vision providing strategic leadership for both Anoka Technical College and Anoka-Ramsey Community College in the development and implementation of college-wide goals to create a diverse, equitable, and inclusive learning and work environment where all members of the college community can fulfill their academic and employment goals. This position is a member of the President's Cabinet and is the President's primary advisor on issues regarding equity and inclusion. This position will oversee policies, procedures and programs in support of the colleges' strategic plan, strategic diversity plan, the campus' diversity climate and the system goal of Equity 2030.”

Equity: The proactive reinforcement of policies, practices, attitudes, and actions that produce equitable power, access, opportunities, treatment, impacts and outcomes for all. The creation of opportunities for historically underrepresented populations to have equal access to and participate in education programs that are capable of closing the achievement (equity) gaps in student success and completion.

Inclusion: Authentically bringing traditionally excluded individuals and/or groups into processes, activities and decision/policy making in a way that shares power. (Power WITH instead of power OVER.)

CONVERSATION WITH PRESIDENT HANSON

Call people in
instead of call
people out (BRGS)

Unify Equity &
Inclusion work (S)

Help people want
to change (BRIG)

Identify ways to
make us better
(RGES)

Help students be
more successful
(BRIGE)

Complaint policies
and procedures
need to be
revamped (RGES)

Come up with a
strategic equity
and inclusion plan
2.0 (IDGES)

APPROACH



Conversations
with
colleagues



Draft of
BRIDGES to
select
colleagues for
feedback



Revised draft
shared across
the colleges



Institutional,
Department /
Program, and
Individual
BRIDGES
workshops



Gallery Walks



Building
BRIDGES Team





What is BRIDGES?



BELONGINGNESS

The sense of belonging is the degree to which students, employees, and community members feel connected to the institutions via our intentional and unintentional everyday behaviors, policies, and culture. It is the experience of mattering or feeling cared about, accepted, respected, valued, and important to the campus community, and it is critical for retaining all students, employees, and community members—particularly those from BIPOC (Black, Indigenous, and People of Color) and other historically underserved communities.

ATC and ARCC will increase employees', students', and community members' sense of belonging to the institutions and amongst each other.

RESTORATION

Restorative practices are processes freely entered into where honesty, accountability, empathy, and humility are used to build and strengthen relationships, repair harm, and work together to co-create a healthy community. They require seeing a person as fully human and in relationship with others and engaging in dialogue-driven, healing-centered, and community-based practices.

ATC and ARCC will become restorative institutions by acknowledging how our nation's, state's, and colleges' histories require responsibility and action to bring about healing, justice, and equity.





INCLUSION

Inclusion is the process of co-creating a culture that builds trusting relationships through collaboration, flexibility, and fairness, especially with and for people who have been historically excluded from such spaces. It enables and supports every person being valued and all voices being acknowledged and respected.

ATC and ARCC will ensure an inclusive and accessible climate and culture for students, employees, and community members.

DIVERSITY

There are significant demographic shifts happening in our community and being responsive to these changes is essential to promoting and sustaining the success of all students and employees. Diversity is what makes each of us unique and includes our backgrounds, personality, life experiences, beliefs, and all the things that make us who we are.

ATC and ARCC will increase the representation and inclusion of BIPOC and other historically underserved communities in our student and employee populations, and in programming.





GROWTH

Our mission and work embody our growth-through-effort mindset. Our success is based on our dedication to student, employee, and community growth through lifelong learning, content and skill mastery, and a willingness to embrace feedback, challenges, and changes with perseverance, practice, and support. Growth praises the learning process and not just the outcome.

Informed by data, ATC and ARCC will provide opportunities for students, employees, and community members to learn, grow, and improve professionally, academically, and personally.



EQUITY

Equity is recognizing and respecting the unique contributions of each student and employee (especially those who have been historically and systemically underserved) and providing the necessary and customized resources, opportunities, and support needed to achieve their professional, academic, and personal goals.

ATC and ARCC will establish and implement plans to regularly assess and bolster our students', employees', and community members' access to resources, opportunities, experiences, and outcomes.



SUSTAINABILITY



In order to sustain the inclusive communities we are co-creating, we must design, implement, and support structures and initiatives that enable our current and future students', employees', and community members' empowerment, growth, development, and equitable access to and responsible usage of resources. By honoring the contributions made in the past that laid the groundwork for this moment, we will continue to build an inclusive and equitable educational and work experience and environment, and community.

ATC and ARCC will review and continue implementing equitable practices, policies, and procedures that will ensure continuity into the future.





What we have been doing?

Building BRIDGES Team

Fall 2022

SDIP 2016 – 2020 initiatives to move forward

- Completion funding
- Retention resources and connections

Equity Lens in BRIDGES

BRIDGES Gallery Walks

Spring 2023

Developing training for all employees

Developing a BRIDGES Plan for every department

BRIDGES Gallery Walks feedback – OEI and BBT prioritization

OTHER WORK AND INITIATIVES

BRIDGES Cookbook (<https://bridgesforstudents.com/bridges-cookbook/>)

Search Advocates

ARCC campus name

Multicampus Faculty of Color Mentoring Program Collaboration Grant

Trainings: Shared Equity Leadership and Racial Equity Lens

Equity By Design

Culture Renovation (Oakes, 2021)

CULTURE RENOVATION

1. Develop and Deploy a Comprehensive Listening Strategy.
2. Figure Out What to Keep.
3. Set Your Cultural Path.
4. Define the Desired Behaviors.
5. Identify Influencers, Energizers, and Blockers.
6. Determine How Progress Will Be Measured, Monitored, and Reported.
7. Clearly Communicate That Change Is Coming.
8. Identify* Skeptics and Nonbelievers Early.
9. Paint a Vision for the Future.
10. Consciously Collaborate.
11. Establish a Co-creation Mindset.
12. Provide Training on the Desired Behaviors.
13. Make Onboarding About Relationships Versus Red Tape.
14. Promote Those Who Best Represent the New.
15. Change Performance Management Practices.
16. Leverage Employee Affinity Groups.
17. Increase the Focus on Talent Mobility.
18. Don't Underestimate the Value of External Sentiment.



What's next?

FALL 2023

BRIDGES Training (ongoing)

BRIDGES Plans (ongoing)

Search Advocate usage and training (ongoing)

Equity by Design training (ongoing)

Restorative Justice Training

Gallery Walk Feedback (ongoing)

- Faculty mentoring program
- New employee on-boarding and orientation
- ARCC-CR campus name
- BRIDGES Advisory Board (Students)
- Data analysis and interpretation (PACE) and interventions
- Prepping for the Next Step: Opportunities to Advance

SPRING 2024

BRIDGES Training (ongoing)

BRIDGES Plans (ongoing)

Search Advocate usage and training (ongoing)

Equity by Design training (ongoing)

Gallery Walk Feedback (ongoing)

- BRIDGES as part of all employee reviews, evaluations, and appraisals
- Prepping for the Next Step: Removing the Barriers
- Stay and departure interviews
- BRIDGES statements on all position descriptions



Why this approach?

“Remember, your return on leadership depends on your investment in relationships.”

Dr. Talaya Tolefree

Founder and CEO of Koinonia Leadership Academy, LLC

Conversations with colleagues

“Do it” – poor, non-existent, and unsustainable results

Micro, Meso, and Macro engagement and responsibility – “ours” not “theirs”

Capacity building

Responsive instead of reactive or dictatorial

Collaborative and asset-based

Allows for tweaks to current practices, some overhaul, and new possibilities

Sustainability



Connection to Equity 2030



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



Academic Success by establishing guided learning pathways that focus on academic preparation, progression, and accomplishment within an area of study and career



Student Engagement within the institution, both academic and non-academic, including supporting basic needs

Land Acknowledgement, History, Responsibility, and Action Plan

GLP Math with a BRIDGES Lens
Equity by Design
Proposals to evaluate every class every semester by faculty leadership

Food Pantry (both colleges) with a BRIDGES Lens
Student BRIDGES Advisory Board
OEI Focus Groups



Evidence-based decision making by building a technology infrastructure and expanding capacity for deeper data analytics

Course evaluations
Qualitative feedback



Financial Resources for students and growing the financial resource base for campuses

Completion grants data and alternatives
(Dr. R. Perez)



Workforce and Talent Diversity 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

BRIDGES Training
Development opportunities

A diagram consisting of two circles and two arrows. The left circle is orange and contains the text 'Why won't this work in our efforts to achieve Equity 2030?'. The right circle is blue and contains the text 'What have you seen that gives you hope that it could?'. An orange arrow points from the left circle to the right circle, and a blue arrow points from the right circle to the left circle.

Why won't
this work in
our efforts to
achieve
Equity 2030?

What have
you seen
that gives
you hope
that it could?

Questions & Comments





April 18, 2023

Office of Internal Auditing

Joint Audit and Diversity, Equity, and Inclusion Committees

Project Results – Equity 2030 Assessment

(Advisory Project)

MINNESOTA STATE

Background & Approach

- **June 2019:** The Board approved the Equity 2030 Goal which aims to close educational equity gaps across race and ethnicity, socioeconomic status, and geographic location by the end of the decade at every Minnesota State college and university.
- **June 2022:** The Audit Committee of the Board of Trustees approved an advisory review on the status of the Equity 2030 goal to provide an objective lens on maturity and progress.



Selected seven colleges and universities for a detailed review



Developed observations and recommendations to assist the system to focus on next steps and continue their progression towards Equity 2030



Objectives

The overall objective of this review was to assess the status of the six strategic dimensions of Equity 2030:

Academic Success

Evidence-based
Decision Making

Student Engagement

Financial Resources

Workforce and Talent
Diversity

Enhanced Access

The report focused on:

- Accelerators to success of Equity 2030
- Obstacles to success of Equity 2030
- Resources needed to achieve the goals outlined in Equity 2030
- Areas of ambiguity or inconsistency across the system
- Measures to determine achievement of Equity 2030 goals and accountability for maintaining these goals

Risk

Why does it matter?

Insufficient guidance or resources, keeping in mind the differing contexts of the 33 colleges and universities, 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.



Conclusion

What did we find?

Minnesota State set an impressive and impactful goal with Equity 2030. The system, including the Office of Equity and Inclusion, have established strong foundational elements to support Equity 2030 and have 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. The system needs to further mature accountability and metrics as well as focus on collaboration between the system office and institutions to advance progress toward the Equity 2030 goal.



Improvement Opportunities and Recommendations

Areas of Ambiguity/Inconsistency

- Develop a system wide roadmap and implementation guidelines
- Develop institution level Equity 2030 strategic plans
- Enhance institutional engagement through targeted awareness and communication efforts

Resourcing

- Evaluate staffing to ensure sufficient focus on Equity 2030 at the colleges and universities
- Assess and monitor allocation of funds and maximize usage of tools systemwide
- Enhance and formalize processes to drive supplier diversity

Metrics for Success

- Continue to define the purpose, standards, and requirements for Equity Scorecards at the institution level
- Continue to identify and implement relevant metrics to track progress against goals systemwide and at the institution level



Management Response

Next Steps

Andriel Dees, Vice Chancellor for
Equity and Inclusion



Management Response and Next Steps

- Create an Equity 2030 accountability framework, including an evaluation framework, utilizing current tools such as Minnesota State Guided Learning Pathways framework to monitor progress and implementation towards established goals
- Create a roadmap of milestones and reporting cadence of the accountability 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

Management Response and Next Steps

- OEI and system division partners will explore and implement resource and information sharing mechanisms across the system.
- 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.

Management Response and Next Steps

- Supplier diversity monitoring through creating dashboard reports that will allow campuses to monitor diverse spend against a baseline. Reports will be available at the system and institutions.
- Review and implementation of supplier diversity procedure



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April 18, 2023

Board Policy 5.11 Tuition and Fees (First Reading)

Board Policy 5.11 Tuition & Fees

- Part 1 Policy objectives
 - Affordable access, sustainability, equity, transparency, flexibility for innovation & emerging markets
- Part 2 Authority
 - Minnesota Statutes 136F.06 and 136F.70 provide that the board shall set tuition and fees and adopt suitable policies for the colleges and universities it governs
- Part 3 Tuition
 - Per credit, banded, differential, and market driven
- Part 4 Authorization and notice
 - Fees identified separately on a tuition and fee statement
- Part 5 Fees
 - Four types of fees (required, campus discretionary, personal property, revenue fund) to be charged to students
 - Board sets fee maximums
- Part 6 Student consultation
 - Tuition and fees are subject to student consultation as defined by board policy (Board policy 2.3)



Board Policy and System Procedure

- Board policy 5.11 Tuition and Fees authorizes four types of fees and charges:
 - **Required fees:** established in statute or by board policy and are required to be charged by all colleges and universities. These include *parking, senior citizen in lieu of tuition, late payment plan, and statewide student association fees.*
 - **Campus discretionary fees:** established by board policy and adopted at the discretion of the college/university president. These *include student life/activity, athletics, health services, technology, residential learning community, and new student orientation*
 - **Personal property charges, services charges, and assessments:** established by board policy and adopted at the discretion of the college/university president. Colleges and universities may charge students the actual cost of property retained by students or services received by students.
 - **Revenue fund fees:** authorized in statute, board policy, and through the board approved related bond indenture. Fee revenue supports facilities funded with the proceeds from revenue bond sales and *include room and board, student unions, wellness centers and recreation facilities, parking ramps and lots.*
- System procedures provides additional guidance including assessing fees, use of fee revenue, requiring budgets for specific fees, requiring student consultation, and setting reasons when a president may waive amounts due



FY2023 Select Campus Discretionary Fees Charged to all Students

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



FY2023 Maximums on Select Campus Discretionary Fees

	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



FY2023 Review Process

- All seven state universities requested a review of fee maximums
- Students United presented a resolution to the Chancellor to increase fee maximums
- Board Policy 5.11 Tuition and Fees and related procedures were due for a five-year review
- Review process included the Finance Resource and Allocation Policy (FRAP) workgroup meeting over the winter to make recommendations to Vice Chancellor Maki
- Recommendations drafted and submitted for 30 day comment period



Sustainability Fee

- New sustainability fee aligns with the system's sustainability priority as reflected in Board Policy 5.17 Commitment to Environmental Sustainability and System Procedure 5.17.1 Environmental Sustainability Practices
- Many colleges and universities around the country implemented sustainability type fees
- Bemidji State University currently assesses a green fee as part of the student life/activity fee and students at other institutions have expressed interest in a sustainability fee
- A separate sustainability fee is more transparent to students
- Adding a sustainability fee would require affirmative vote of the campus student association



Feedback During Comment Period

- Students United expressed support for the proposed maximum increases and adding a discretionary sustainability fee in the association's comments at the March 2023 Board of Trustees meeting
- LeadMN submitted a letter objecting to the proposals, the process used, and the system's consultation process
- A majority of college and university comments supported the proposed changes including increases to select fee maximums
- Several university comments suggested we align graduate application fees with our tuition policy for graduate programs making these market driven



Addressing Concerns

- System will consult with constituent groups (statewide student associations, college and university student leaders, campus administrators, and system office staff) to review policy and procedures that govern student consultation under the direction of Academic and Student Affairs
- The review process may result in changes to Board Policy 2.3 and System Procedure 2.3.1 Student Involvement in Decision-Making and will go out for a formal review process
- Vice Chancellor for Finance and Facilities will work with LeadMN to address specific concerns about fee-related expenses



Policy and Procedure Recommendations

- 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 review (5 years);
 - adds a sustainability fee under campus discretionary fees.
- 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—



Recommended Maximum Campus Discretionary Fees Charged to all Students

	Technology	Health services	Student life/activity	Sustainability Fee	Athletics
Last year maximum increased	FY2020	FY2020	FY2000	New Fee	FY2009
Current fee maximum	\$12 per credit	\$75 per term	\$112.50 per term	New Fee	\$55 per term
26 Colleges: # at max/ # charging fee	2/26	0/15	6/26	NA	1/5
7 Universities: # at max/ # charging fee	1/7	2/7	3/7	NA	4/6
Inflation-adjusted maximum*	\$14.00	\$87.00	\$194.00	NA	\$74.50
Proposed maximum	\$14 per credit	\$90 per term	\$174.00 per term	\$20 per term	\$75 per term

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



Fee Amount Attachment Recommendations

- Changes in policy and procedure also modified the Fee Amount attachment to 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 amounts according to table on slide 11
 - adds a sustainability fee with maximum of \$20 per term
- Approving fee maximum rates does not result in automatic increases to fees. Colleges and universities will need to consult with students and may also require referendums to make changes to fee amounts





April 18, 2023

Operating Budget and Enrollment Update

Presentation Outline

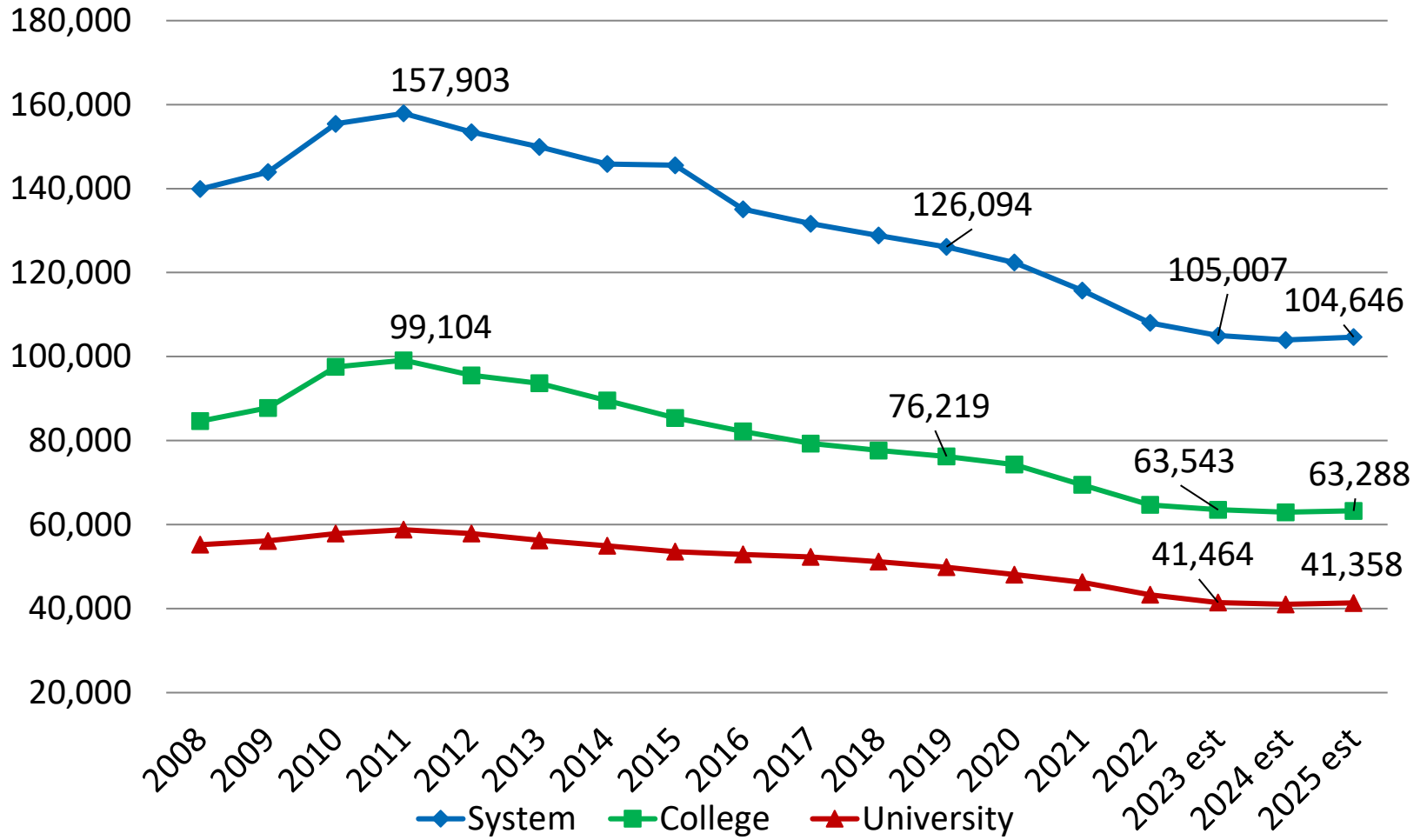
- Enrollment update
- Fiscal Year 2023 budget update
- Legislative update
- Fiscal Year 2024 annual operating budget timeline



System's enrollment outlook for FY2023

	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	-2.0%	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

Enrollment History and 2024-2025 Enrollment Outlook



System's Enrollment Change FY2019-FY2023

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%

General Fund Structural Gap

	Approved Budget (June 2022)	Budget Update (Fall)	Budget Update (Spring)
\$s in millions			
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)

**Numbers may not add due to rounding.*

Fiscal Year 2023 Budgetary Gaps

- The system level general fund gap has remained relatively stable during the fiscal year
- System level general fund gap is less than five percent of the year's budgeted spending
 - Less than 5% - 15 colleges/4 universities
 - 5% to 10% - 9 colleges/2 universities
 - 10% to 15% - 2 colleges/1 university
- The budgetary gaps are covered by remaining HEERF funds, programmed fund balance, and expense reductions/delayed investments

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

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

2024-2025 State Biennial Budget Positions Ongoing vs. One-Time as of April 5, 2023

Appropriation \$ in thousands	System Request	Governor's Budget	House Bill	Senate Bill
System Stabilization				
Ongoing	\$125,000	\$125,000	\$96,000	\$125,000
One-time stabilization			\$29,000	
One-time campus support			\$50,000	\$74,000
Student Support				
Ongoing	\$125,000	\$38,000	\$79,000	\$10,000
One-time			\$24,000	\$16,000
Workforce & Economic Development				
Ongoing	\$100,000	\$10,000		
One-time		\$1,500	\$50,000	\$30,000
Other				
Ongoing		\$521	\$3,351	\$1,285
One-time				
Total Ongoing	\$350,000	\$173,521	\$178,351	\$136,285
Total Onetime	\$0	\$1,500	\$153,000	\$120,000



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

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

Fiscal Year 2024 Annual Operating Budget Timeline

- May 16-17 - Board meeting: first reading of the FY2024 operating budget
- May 22 – End of 2023 legislative session
- June 20-21 – Board meeting: second reading of the FY2024 operating budget

Conclusions

- Enrollment projected to stabilize in fiscal year 2025
- Colleges and universities will likely to continue to manage one-time revenues with investments in key areas
- Legislative session likely to end with significant new investments in Minnesota State



4/18/2023

Finance Division

Facilities Overview

Brian Yolitz, Associate Vice Chancellor - Facilities

Michelle Gerner, System Director, Capital Planning and Analysis

MINNESOTA STATE

Purpose

- Inform the Finance and Facilities Committee on the scope of Minnesota State owned and operated facilities and real estate.
- Provide an overview of the governance structure and resourcing avenues.
- Review strategic metrics on resource streams, condition, and utilization.
- Highlight future board actions and activities.



Strategic questions

- Who are our students when a digital platform like Zoom allows up to 300 participants, of any age or location, to audit a class or hear a lecture?
- Who are our faculty when experts from around the world can log on to a class to teach or interact with students?
- And why have a campus when professors and students can teach and learn from almost anywhere in the world?

Thomas Fisher
*Space, structures, and design
in a post-pandemic world*



Challenges and initiatives

- Challenges
 - Forecasting
 - Future of work
 - Future of learning
 - Enrollment
 - Resourcing
 - Inflation
 - Major construction
 - Operations and Maintenance
 - Staffing
 - Athletic facilities
- Initiatives
 - Comprehensive Facilities Planning
 - Facility condition assessments
 - Recommissioning

Agenda

- Overview
- Governance
- State of plant
- Funding trends
- Utilization
- Future board actions

Minnesota State physical space



- Access
- Sense of place
- Recruitment and retention
- Variety
- Assets
- Liabilities



Buildings are a \$12.1 billion asset

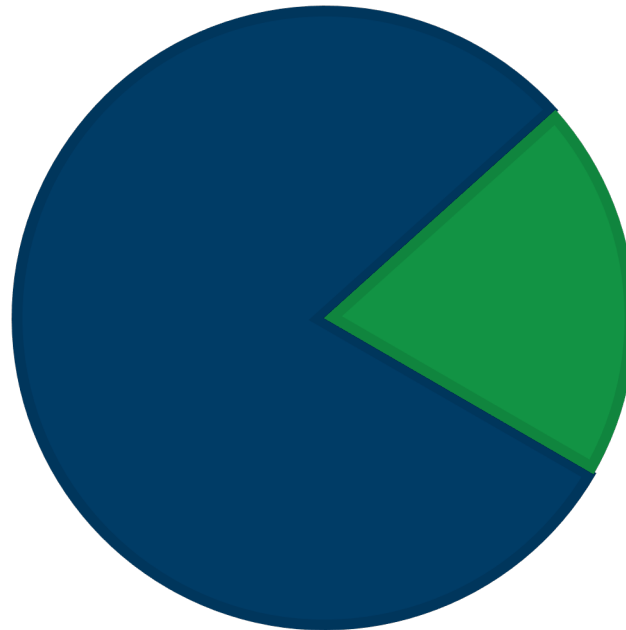
All Space (Sq. ft.)	28.6 million
General fund space (sq. ft.):	22.5 million
Revenue fund space (sq. ft.)	6.1 million
Current replacement value (CRV):	\$12.1 billion
Backlog/deferred maintenance:	\$1.6 billion
Facilities Condition Index (FCI)	0.13
Renewal need (10 year):	\$1.4 billion
10-year investment need	\$3.0 billion

Source: VFA Facility, FY2022

Minnesota State facilities

Academic spaces:

- 2,000 Classrooms
- 1,750 Labs
- Offices
- Plant Operations



Revenue Fund:

- 45 Residence Halls
 - 10,900 Beds
- 6 Dining Facilities
- 9 Student Unions
- 7 Parking Ramps
- 3 Wellness Centers

■ Academic - General Fund ■ Revenue Fund - Auxiliary

Significant leased spaces

Location	Institution	Square Footage	Use
1450 Energy Park	Metropolitan State University	58,368	Undergrad, graduate programs
Downtown Duluth	Lake Superior College	30,200	Undergrad programs
7700 France	Minnesota State University, Mankato	17,961	Graduate programs
Plymouth Road	St. Cloud State University	12,687	Graduate programs
400 Broadway	Winona State University	11,170	Graduate programs



Roles and responsibilities

Role / Position	Responsibilities
Board of Trustees	<ul style="list-style-type: none"> • Strategic direction and intent • Capital program approval and oversight • Contract approval >\$1M
Chancellor – system office	<ul style="list-style-type: none"> • Program management • Subject matter expertise, coaching and mentoring • Procedures, guidelines, standards, and compliance • Contract approval: <\$1M
Presidents – CFO and facilities	<ul style="list-style-type: none"> • Project management, execution, and delivery • Scope, budget, and schedule • Approvals • Contract approval: <ul style="list-style-type: none"> - Professional technical: <\$100K - Construction: <\$250K



Facility funding

Funding avenue	Cost or investment	Type of Facility	Notes and considerations
General Operating Funds	Operations, maintenance, small repair and renovation projects	Academic	<ul style="list-style-type: none"> • Tuition, fees, and state appropriations
General Obligation Bonds	Capital investments, new construction, replacement, major renovation and asset preservation	Academic	<ul style="list-style-type: none"> • State bond sales • Responsible for 1/3 debt • Tuition and state appropriations
Revenue Fund operating / reserves	Operations, maintenance, small repair and renovation projects, contributions to capital projects	Auxiliary	<ul style="list-style-type: none"> • Fees and service charges
Revenue Fund Bonds	Capital investments, new construction, replacement, major renovation and asset preservation	Auxiliary	<ul style="list-style-type: none"> • System Revenue Fund bond sales • Full debt responsibility • Fees and service charges
Other Sources	Capital investments, new construction, replacement, renovation	Varies	<ul style="list-style-type: none"> • Donations • Grants • Local taxes

Board policy – Chapter 6 Facilities Management

- **6.9 Capital Planning**
 - Comprehensive Facilities Plans
 - Capital program guidelines and recommendations
- **6.10 Design and Construction**
 - Procedures, standards, and oversight practices
- **6.11 Facility Management and Operations**
 - Efficient and effective management
 - Fulfill their mission of teaching, research, and public service.
 - Sound stewardship
- **6.7 Real Estate Transactions and Management**
 - processes regarding acquisition, sales, leasing, and any other real estate
- **6.8 Naming Buildings, Sites and Common Areas**
 - Chancellor authority to approve
 - Recommendation and consultation process outlined in system procedure 6.8.1



Comprehensive Facilities Plans

Product:

- Assessment of facilities support of academic programming and campus mission, Strategic Framework
- Documents short-, mid-, and long-range capital plans
- Recent shift toward focus on sustainability and resilience

Process:

- 5 year cycle, 9-12 month process
- Consultant facilitated
- Campus and community discussions
- Chancellor approves final plan



Design and construction

State statute and rule driven

- Life cycle cost and sustainability (B3)

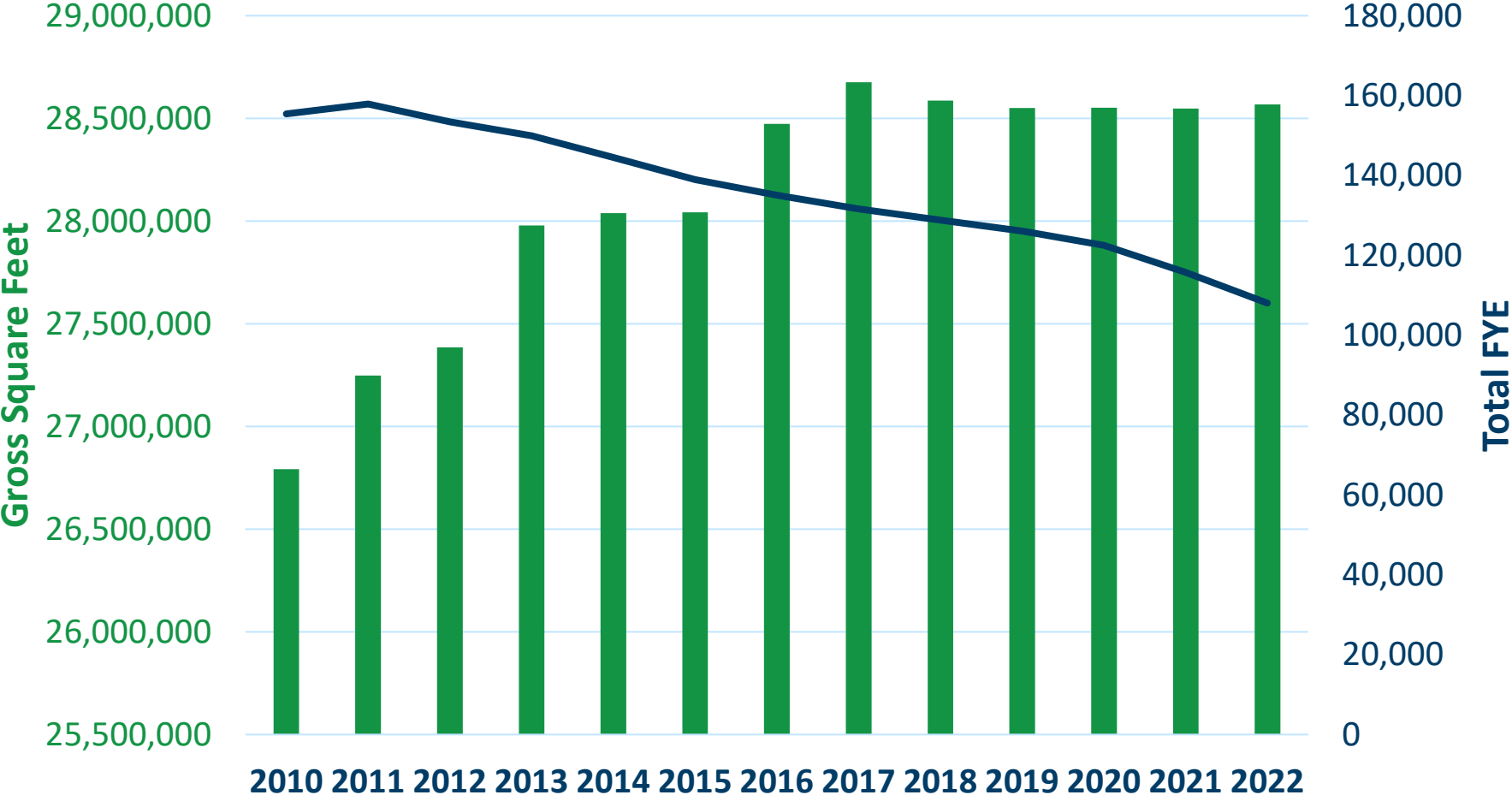
Delegated execution

- Program vs project management

Tools and resources

- Design standards
- e-Manual and e-Builder
- Specialty consultants and commissioning

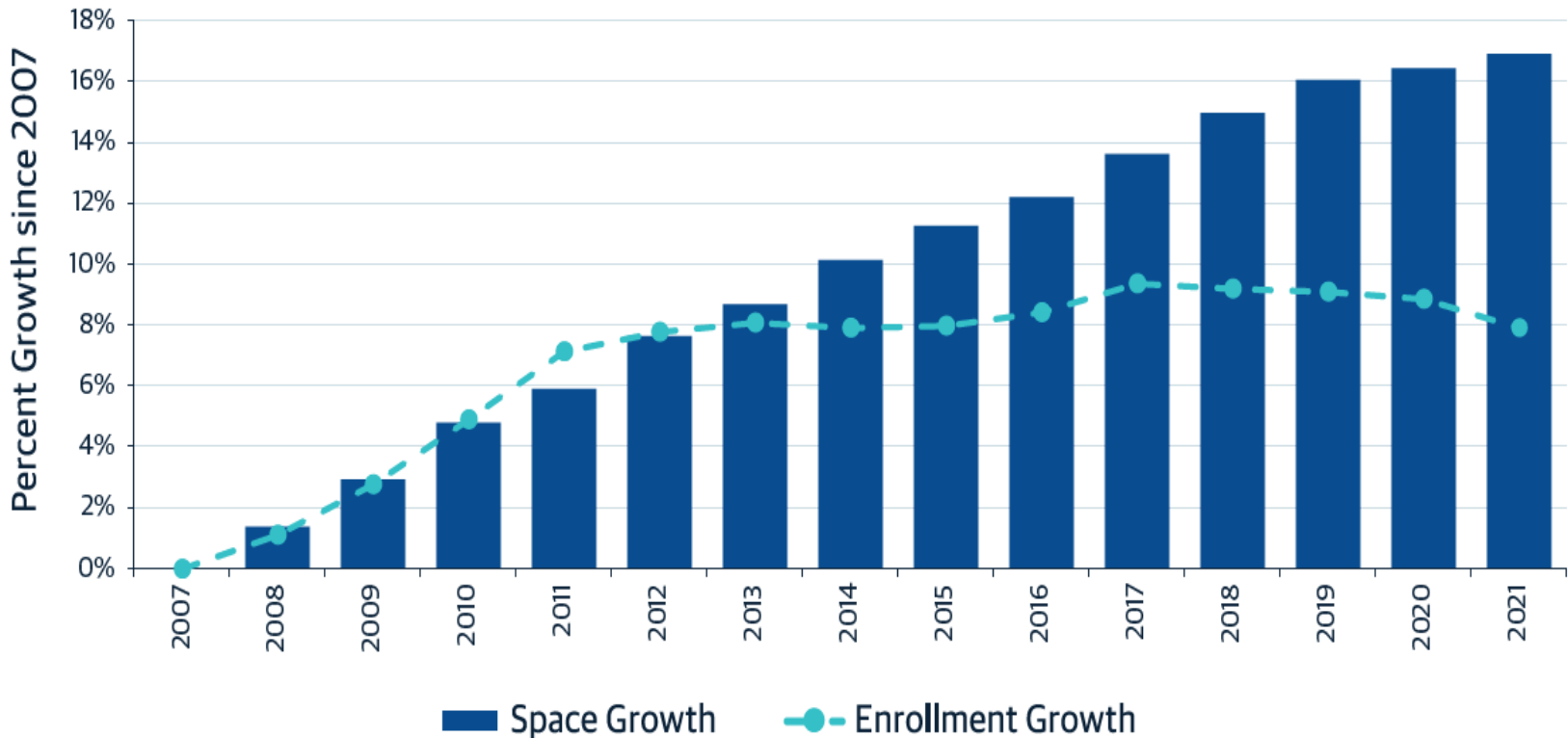
Space (GSF) vs. enrollment (FYE)



Consistent with national trends

Campus Growth Remains an Acute Liability

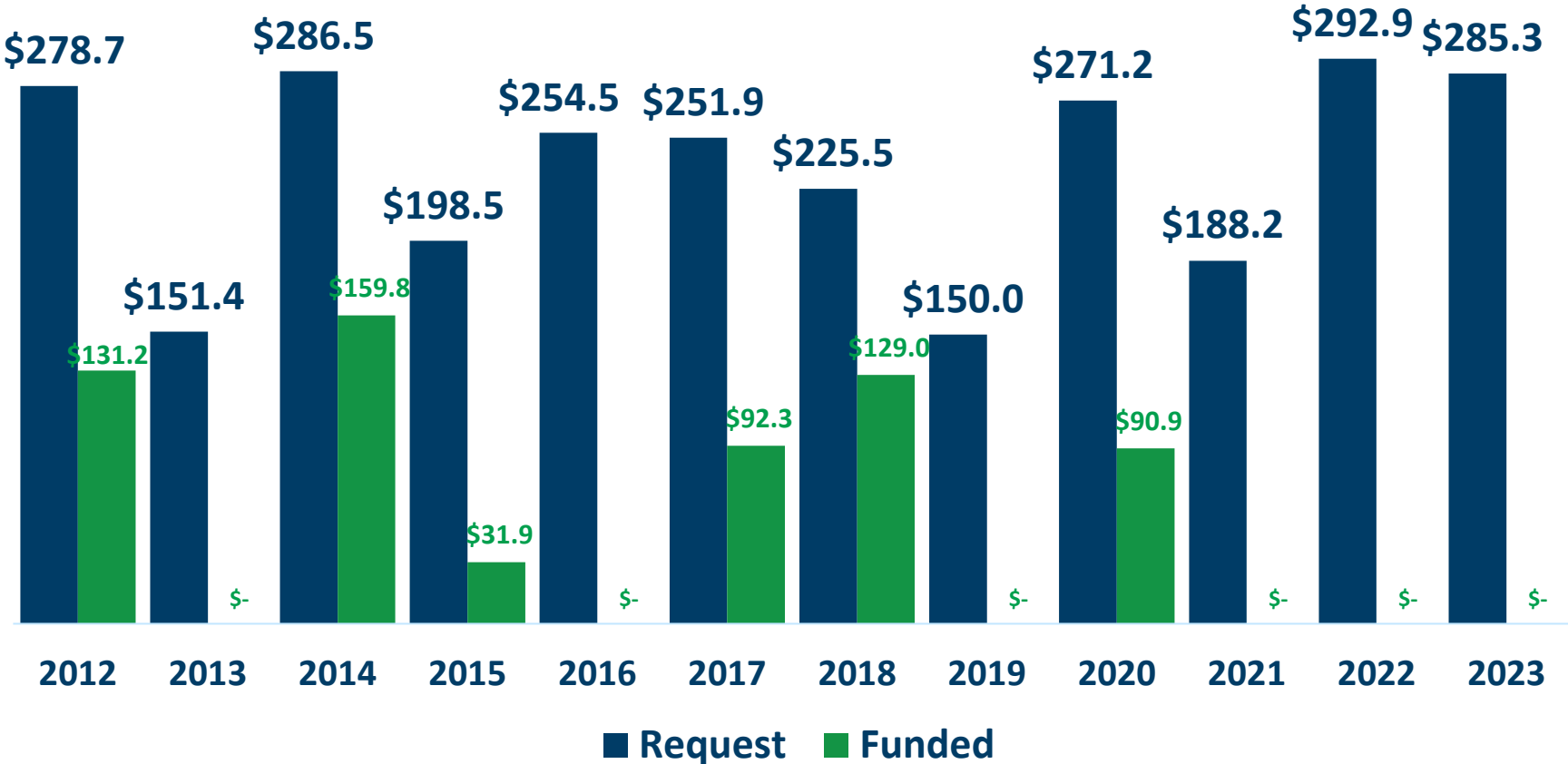
Space Growth vs. Enrollment Growth



Source: *White Paper: Finance, Facilities and Planning: Rethinking the framework for Collaboration in Higher Education*, APPA, Gordian, NACUBO

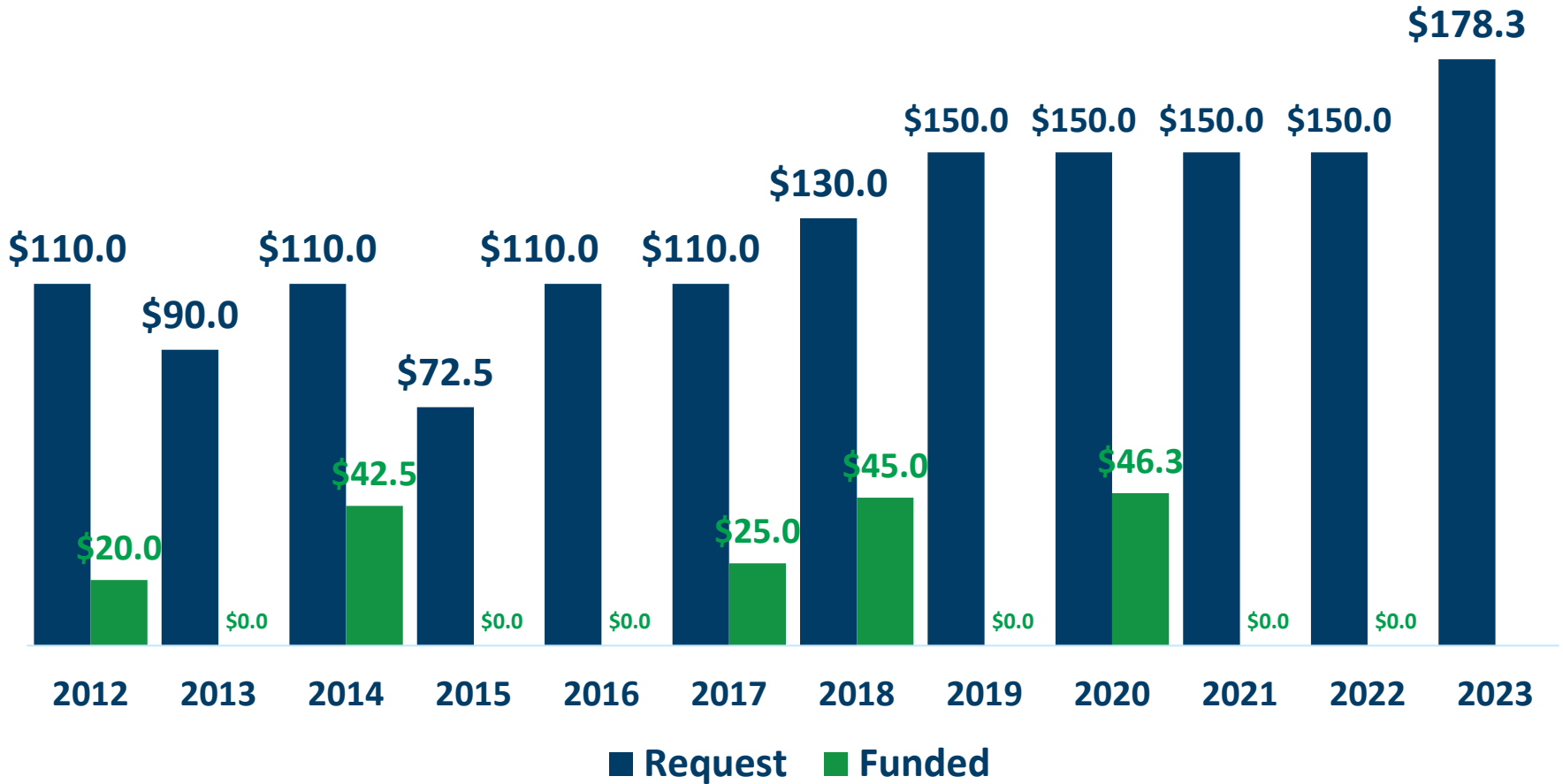
Capital bonding history

Requested vs Funded (\$M)



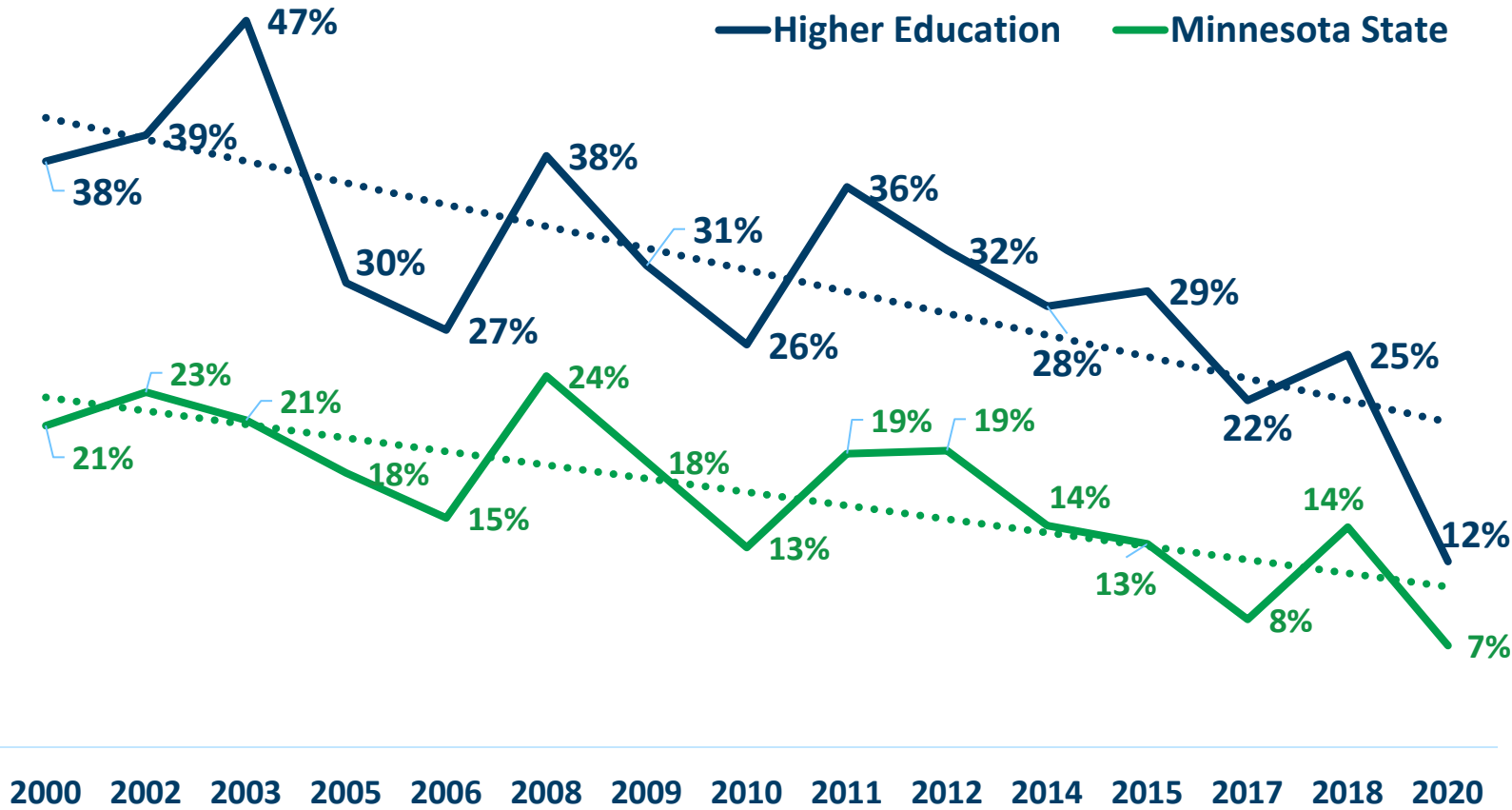
HEAPR funding history

Requested vs Funded (\$M)



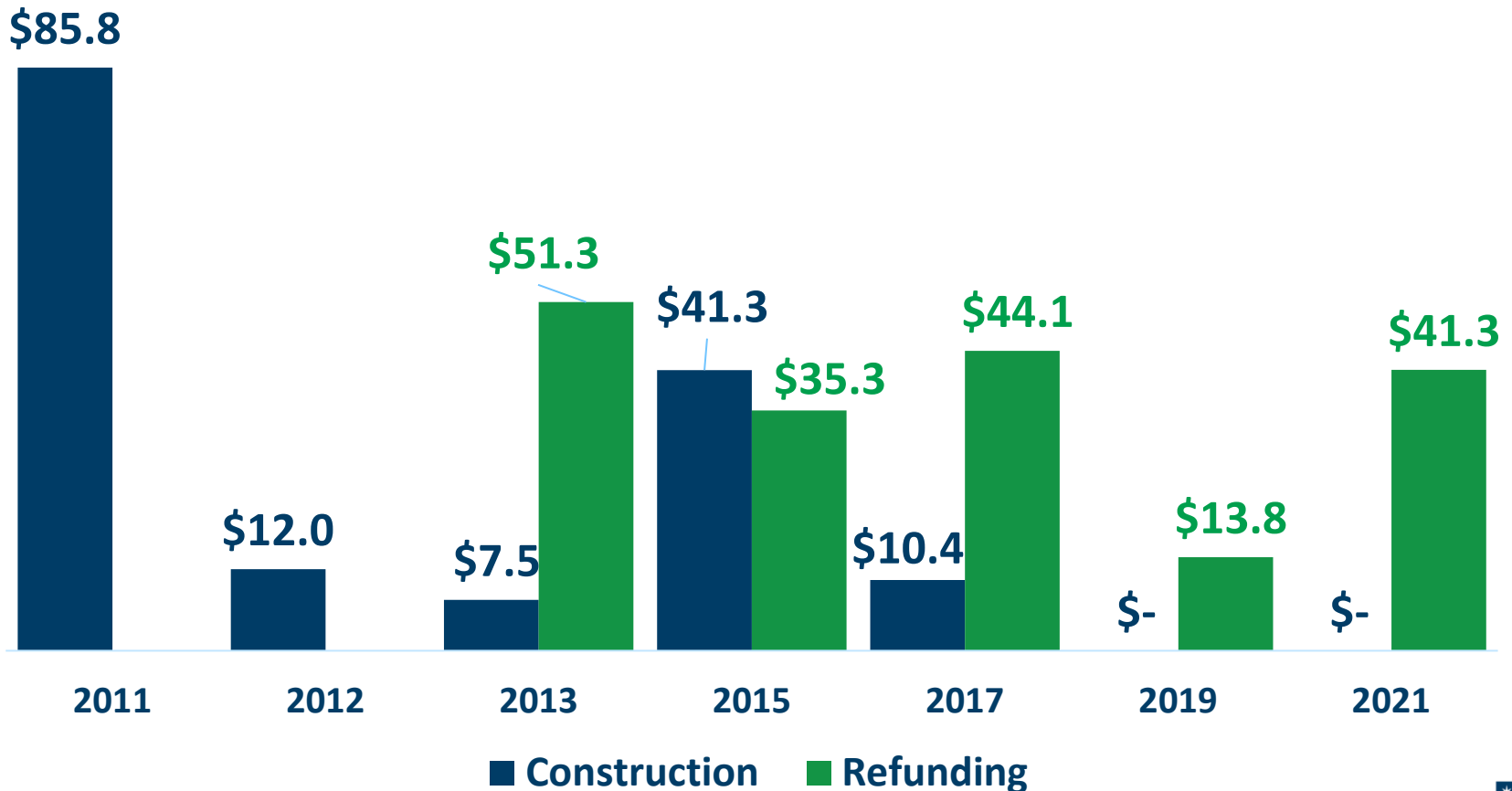
Capital investment in higher education

Percent of total state GO investment



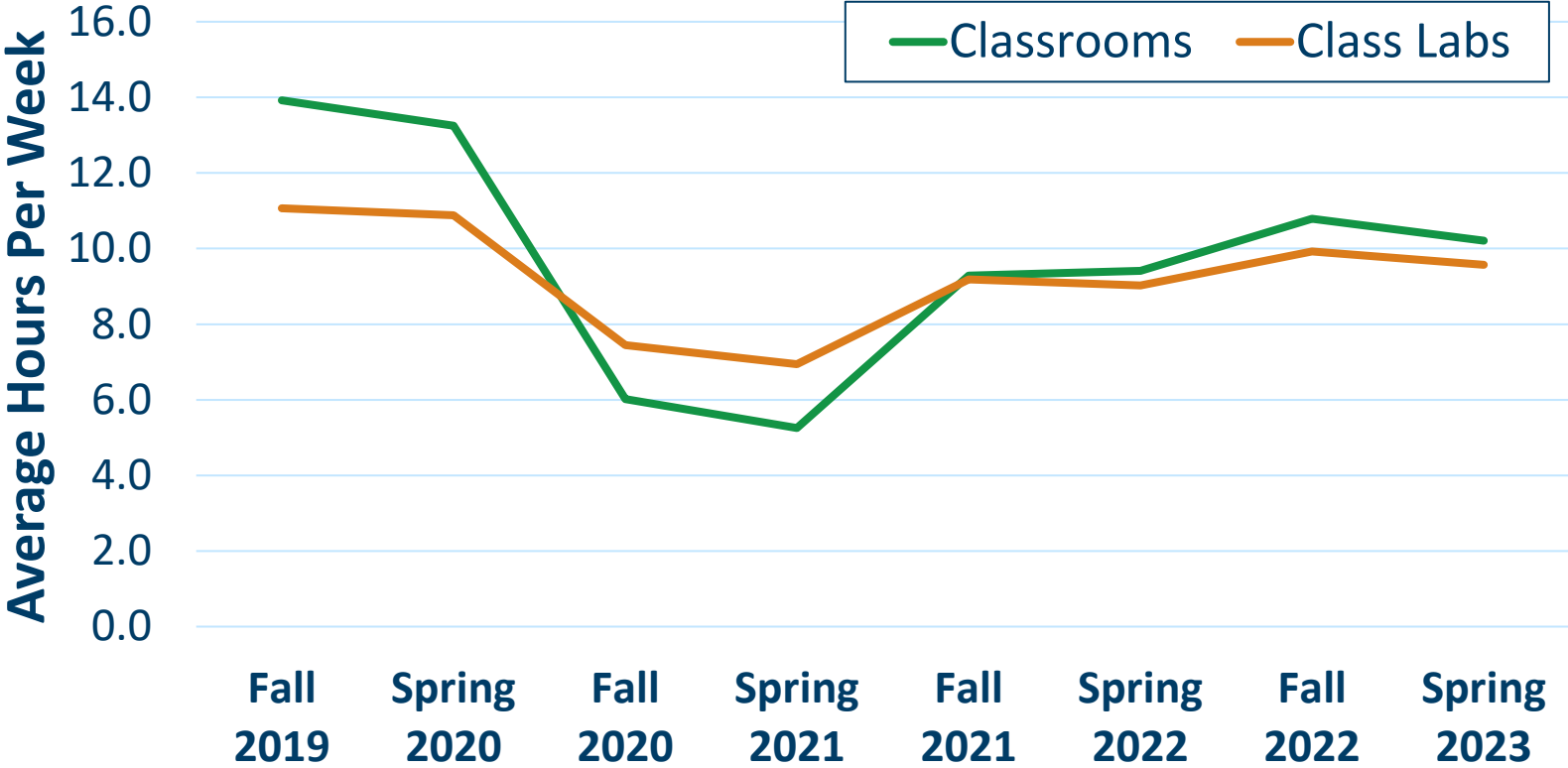
Revenue Fund bond sales

Construction vs Refunding (\$M)



Weekly room utilization

Classroom vs Class Lab



(Minnesota State benchmark: 32 hours/week)

Room use intensity

% of benchmark - **high** to **low**

	M	T	W	Th	F
7a	2.6	2.8	2.7	2.7	1.4
8a	18.3	19.5	18.8	19.2	10.8
9a	31.3	32.3	31.7	31.6	18.4
10a	35.3	37.0	35.6	36.4	20.1
11a	31.6	34.8	32.0	34.3	17.5
12p	26.4	28.0	26.3	27.3	12.0
1p	31.5	32.8	32.5	31.6	11.9
2p	26.9	28.0	28.6	27.0	7.9
3p	17.6	16.9	19.4	16.9	3.9
4p	11.3	11.2	11.7	10.9	1.7
5p	8.3	7.8	8.4	7.1	0.8
6p	12.3	12.6	12.6	9.9	0.7
7p	10.7	11.0	10.7	8.6	0.6
8p	7.3	7.2	7.1	5.8	0.5
9p	2.0	1.8	2.0	1.5	0.2

Fall 2019

	M	T	W	Th	F
7a	2.2	2.5	2.4	2.6	1.3
8a	11.7	12.3	12.9	12.6	6.7
9a	16.9	18.3	18.1	18.4	9.7
10a	18.6	19.8	19.5	19.8	10.7
11a	15.9	17.2	17.0	17.6	9.3
12p	12.9	13.5	14.0	12.8	6.2
1p	16.2	16.1	16.9	15.6	6.6
2p	14.5	15.6	15.7	14.6	4.9
3p	9.9	10.7	11.7	10.1	2.8
4p	6.4	6.8	7.1	6.1	1.1
5p	4.5	4.3	5.0	3.9	0.6
6p	4.6	4.7	5.1	4.0	0.6
7p	3.7	3.8	4.2	3.2	0.5
8p	2.2	2.6	2.6	2.2	0.3
9p	0.5	0.5	0.5	0.5	0.1

Fall 2020

	M	T	W	Th	F
7a	2.6	2.7	2.6	2.7	1.4
8a	14.1	15.9	15.2	15.2	8.3
9a	24.2	26.8	24.6	24.9	14.2
10a	26.7	29.6	26.3	27.7	14.8
11a	23.6	27.5	23.2	26.2	13.1
12p	19.1	21.2	19.0	19.3	8.9
1p	23.1	24.7	22.4	22.6	8.9
2p	19.9	22.2	19.8	20.5	5.9
3p	13.4	14.9	13.8	13.5	3.2
4p	8.1	9.1	8.6	8.0	1.6
5p	5.8	5.8	6.1	5.2	0.7
6p	7.0	7.3	7.1	6.0	0.6
7p	5.9	6.1	5.9	4.8	0.5
8p	3.5	3.4	3.6	2.9	0.3
9p	0.7	0.7	0.8	0.7	0.1

Fall 2021

	M	T	W	Th	F
7a	2.4	2.6	2.8	2.8	1.3
8a	16.0	17.1	16.8	17.9	8.8
9a	27.7	27.9	27.4	29.1	15.6
10a	31.1	31.4	30.7	32.6	16.3
11a	27.7	27.8	27.4	29.5	14.3
12p	22.3	22.5	21.8	22.8	9.5
1p	26.4	26.9	26.6	26.8	9.8
2p	22.5	23.4	23.2	23.2	6.2
3p	13.5	14.8	15.1	13.9	3.3
4p	8.4	9.2	9.3	8.4	1.7
5p	5.5	5.5	6	5.4	0.8
6p	7.4	7.3	7.7	6.7	0.8
7p	6.5	6.1	6.5	5.6	0.7
8p	3.9	3.6	4	3.5	0.5
9p	0.9	0.7	0.9	0.8	0.2

Fall 2022



Board actions and activities

- Approve: 2024 Capital Bonding Request
 - First Reading: May 16/17, 2023
 - 2023 Legislative Session ends Monday, May 22
 - Second Reading: June 20/21, 2023
- Participate: Bonding Tours
 - House and Senate Capital Investment Committees
 - Minnesota Management and Budget
 - Governors Office
 - August – December 2023
- Approve: 2026 Capital Program Guidelines
 - Set program focus and scope
 - January / March 2024



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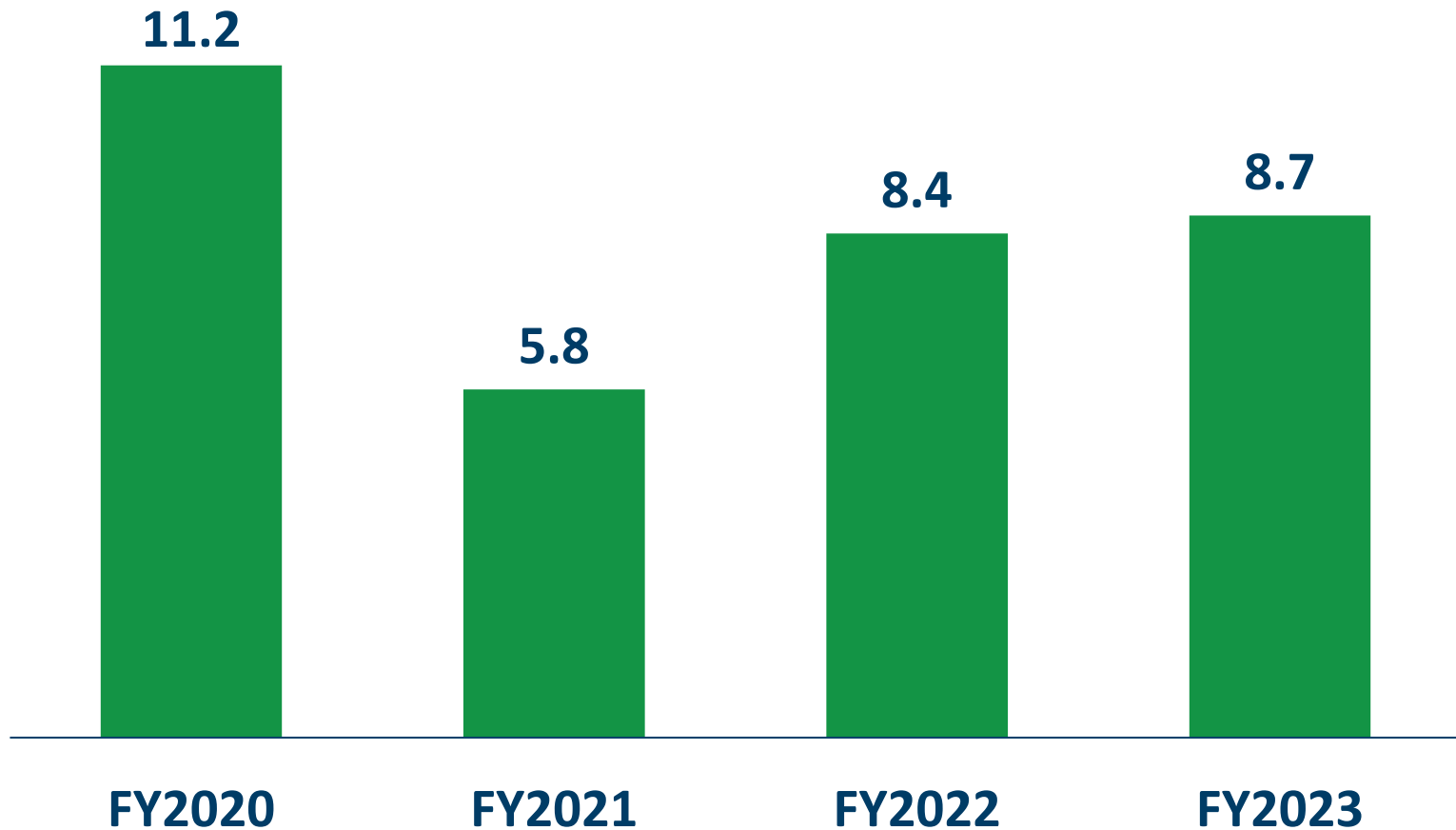
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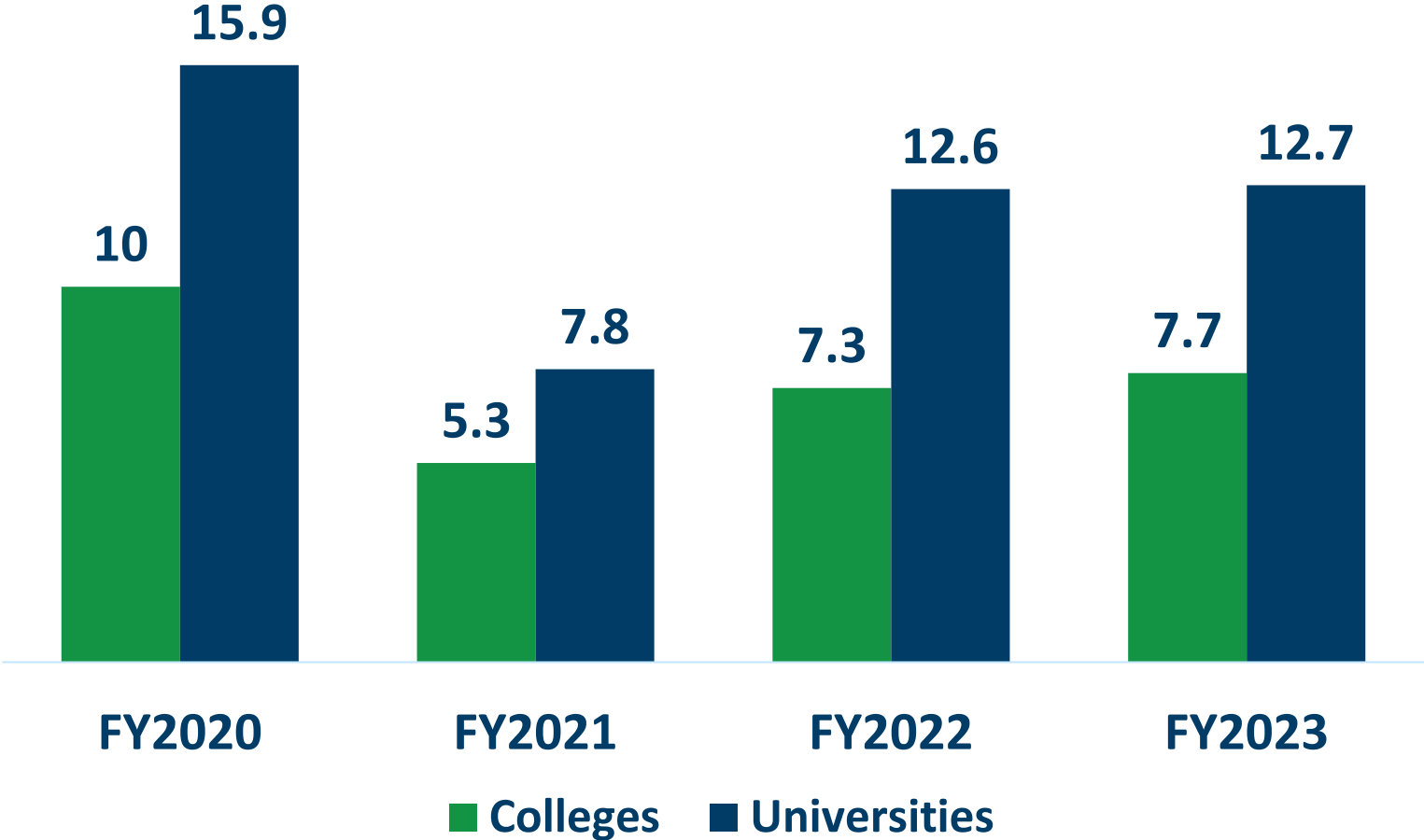
Weekly space utilization hours

For-credit scheduled classrooms and labs



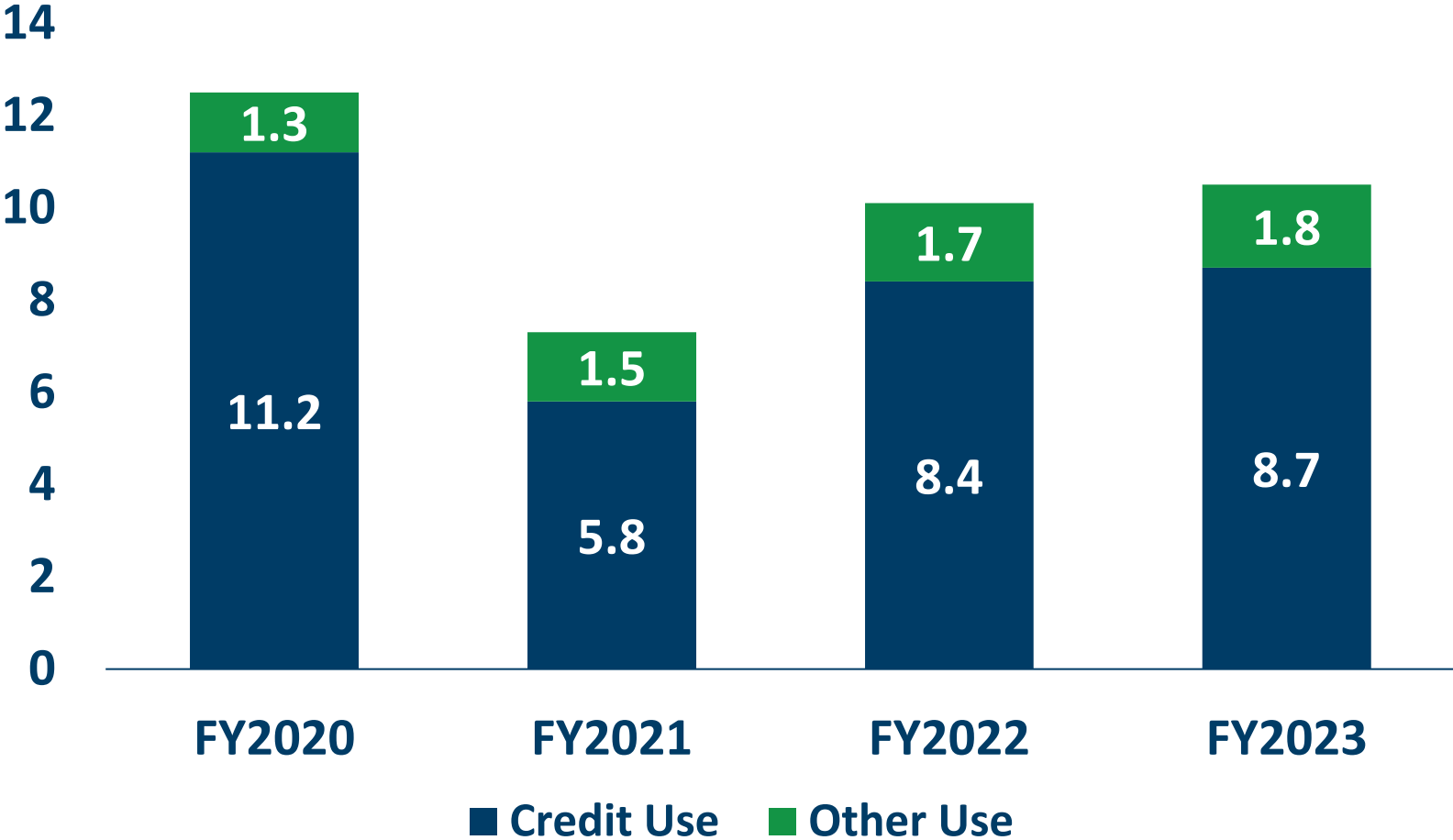
Weekly space utilization hours

For-credit sector breakout



Weekly space utilization hours

Classroom and lab - credit and other use



Statutory basis

136F.05 Missions.

...efficient use of the facilities and staff...

...control administrative costs...

136F.06 Powers and Duties.

...protecting statewide interests, ...provide autonomy to the campuses while holding them accountable...

...better target the use of state resources

...achieve budgetary savings and efficiencies...

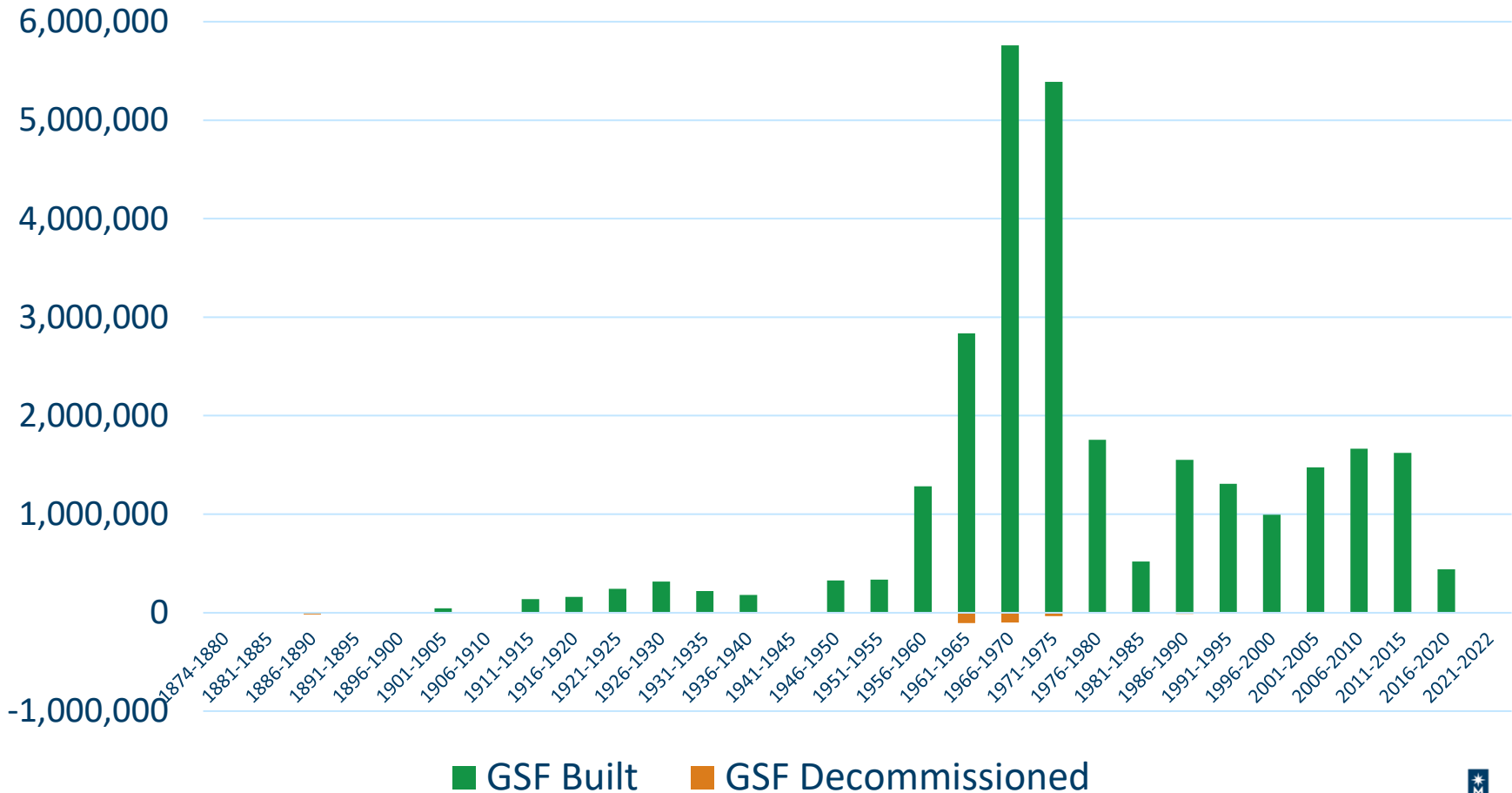


Capital project funding

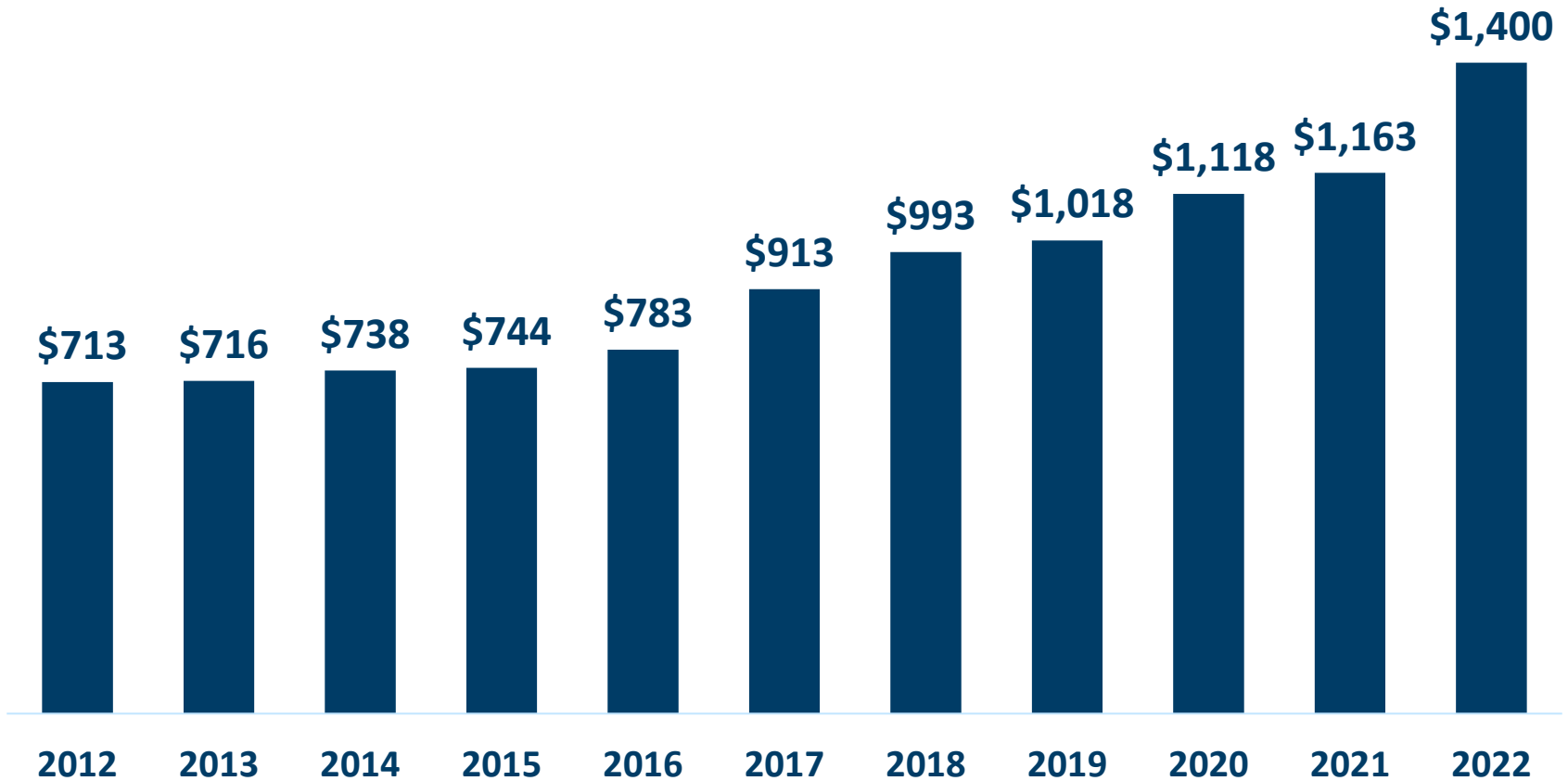
	Capital Bonding	Revenue Fund Bonds
Purpose	Academic facilities	Dormitories, unions, dining, parking, or others
Funding approval	<ul style="list-style-type: none"> • Board prioritizes • Legislature/governor approve 	Board approves
Debt Responsibility	1/3 debt on major projects	Full debt, NTE \$405M
Debt payment source	Tuition and state appropriations	User fees
Total/Annual Debt Service	\$153.8M / \$24.8M	\$172.8M / \$22.6M

Middle-aged buildings

All Buildings Gross Square Feet (GSF) by Year Constructed

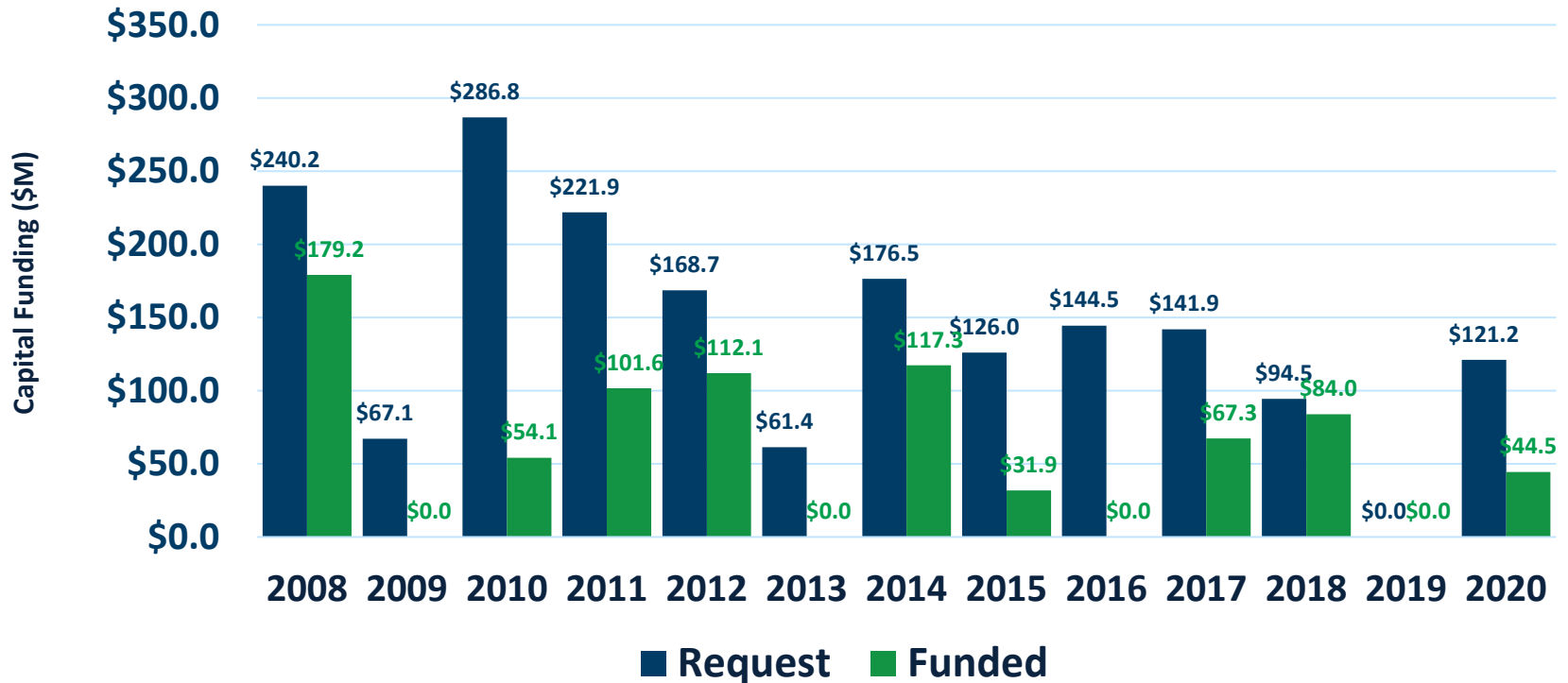


Backlog of maintenance (\$000)



Major Capital Project Funding History

Requested vs Funded



Capital Funding History

Total GO Funding Received

