MINNESOTA STATE
Board of Trustees

30 East 7th Street
St. Paul, MN 55101

651-201-1705

Board of Trustees Meetings
March 16-17, 2021

MINNESOTA STATE
Board of Trustees

30 East 7th Street, Suite 350
St. Paul, MN 55101-7804

651-201-1705

REVISED – 3/15/2021

Board of Trustees

March 16-17, 2021
Virtual Meeting

The Board of Trustees is adhering to Governor Walz's Executive Order 20-01, the State of Minnesota Peacetime Emergency Declaration, and the Center for Disease Control's social distancing guidelines. Meetings will be conducted on a virtual meeting platform. Interested parties can listen to the live stream of the proceedings from the Board website. 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.

Tuesday, March 16, 2021

10:00 AM Committee of the Whole, Jay Cowles, Chair

1. **Minnesota State Taskforce on Law Enforcement Education Reform Update**

11:00 AM BREAK

11:15 AM Finance Committee, Roger Moe, Chair

Other board members may be present constituting a quorum of the board.

1. **Minutes of January 26, 2021**
2. FY2021 Operating Budget Update

12:15 PM Meeting ends

Wednesday, March 17, 2021

8:30 AM Academic and Student Affairs Committee, Cheryl Tefer, Chair

Other board members may be present constituting a quorum of the board.

1. **Minutes of January 27, 2021**
2. **Proposed Amendment to Board Policy 2.9 Academic Standing and Financial Aid Satisfactory Academic Progress (Second Reading)**
3. **Proposed Amendment to Board Policy 3.29 College and University Transcripts (Second Reading)**
4. **Mission Statement change – St. Cloud Technical and Community College**
5. College Transitions and the Learner Lifecycle: Minnesota's P20 Education Partnership

9:45 AM Diversity, Equity, and Inclusion Committee, Rudy Rodriguez, Chair

Other board members may be present constituting a quorum of the board.

1. **Minutes of January 26, 2021**
2. Equity Scorecard Introduction

10:45 AM BREAK

11:00 AM Human Resources Committee, Michael Vekich, Chair
Other board members may be present constituting a quorum of the board.

1. **Minutes of Joint Meeting: Audit and Human Resources Committees on November 17, 2020**
2. **Appointment of President for Minnesota State University, Mankato**
3. **Appointment of President for Saint Paul College**

11:30 AM Board of Trustees, Jay Cowles, Chair

12:30 PM Meeting ends

Bolded items indicate action is required.

MINNESOTA STATE
Board of Trustees

30 East 7th Street
St. Paul, MN 55101

651-201-1705

Committee Rosters
2020 - 2021
(Updated October 12, 2020)

Executive
Jay Cowles, Chair
Roger Moe, Vice Chair/Treasurer
Alex Cirillo
Dawn Erlandson
April Nishimura
Cheryl Tefer
Michael Vekich

Academic and Student Affairs
Cheryl Tefer, Chair
Alex Cirillo, Vice Chair
Asani Ajogun
Dawn Erlandson
Javier Morillo
Oballa Oballa
Rudy Rodriguez

President Liaisons:
Michael Berndt
Robbyn Wacker

Audit
George Soule, Chair
April Nishimura, Vice Chair
Asani Ajogun
Jerry Janezich
Michael Vekich

President Liaisons:
Richard Davenport
Michael Seymour

Diversity, Equity, and Inclusion
Rudy Rodriguez, Chair
George Soule, Vice Chair
Ahmitara Alwal
Javier Morillo
April Nishimura
Oballa Oballa
Cheryl Tefer

President Liaisons:
Jeffery Boyd
Anne Blackhurst

Facilities
Jerry Janezich, Chair
Roger Moe, Vice Chair
Alex Cirillo
Kathy Sheran
Oballa Oballa

President Liaisons:
Kent Hanson
Faith Hensrud

Finance
Roger Moe, Chair
April Nishimura, Vice Chair
Ahmitara Alwal
Jerry Janezich
Kathy Sheran
George Soule
Michael Vekich

President Liaisons:
Joe Mulford
Scott Olson

Human Resources
Michael Vekich, Chair
Dawn Erlandson, Vice Chair
Ahmitara Alwal
Alex Cirillo
Roger Moe
George Soule
Cheryl Tefer

President Liaisons:
Annette Parker
Ginny Arthur

Outreach and Engagement Committee
Dawn Erlandson, Chair
Alex Cirillo, Vice Chair
Asani Ajogun
Kathy Sheran
Cheryl Tefer

President Liaisons:
Carrie Brimhall
Ginny Arthur

Nominating Committee
Alex Cirillo, Chair
Rudy Rodriguez, Vice Chair
Dawn Erlandson

Chancellor Review
Jay Cowles, Chair
Roger Moe, Vice Chair
Dawn Erlandson
Michael Vekich

MINNESOTA STATE
Board of Trustees

30 East 7th Street
St. Paul, MN 55101

651-201-1705

Approved FY2021 and FY2022 Board Meeting Dates

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

FY2021 Meeting Calendar

Meeting	Date	If agendas require less time, these dates will be cancelled.
Board Meeting/Combined meeting Leadership Council *Anoka-Ramsey Community College, Coon Rapids*	July 21-22, 2020	July 22, 2020
Orientation for new trustees	*August or after governor makes the appointments*	
Executive Committee	September 2, 2020	
Board Retreat: Date change	September 22-23, 2020	
Executive Committee	October 7, 2020	
Committee / Board Meetings	October 20-21, 2020	October 20, 2020
Executive Committee	November 3, 2020	
Committee / Board Meetings Combined with Leadership Council	November 17-18, 2020	November 17, 2020
No December meeting		
Executive Committee	January 6, 2021	
Committee / Board Meetings Combined with Leadership Council	January 26-27, 2021	
No February meeting		

Executive Committee	March 3, 2021	
Committee / Board Meetings	March 16-17, 2021	March 16, 2021
Executive Committee	April 7, 2021	
Committee / Board Meetings	April 20-21, 2021	April 20, 2021
Executive Committee	May 5, 2021	
Committee / Board Meetings	May 18-19, 2021	May 18, 2021
Executive Committee	June 2, 2021	
Committee / Annual Board Meetings	June 15-16, 2021	June 15, 2021

FY2022 Meeting Calendar

Meeting	Date	If agendas require less time, these dates will be cancelled.
Board Meeting/Combined meeting Leadership Council	July 20-21, 2021	July 21, 2021
No meetings in August		
Board Retreat	September 21-22, 2021	
Executive Committee	October 6, 2021	
Committee / Board Meetings	October 19-20-2021	October 19, 2021
Executive Committee	November 3, 2021	
Committee / Board Meetings Combined with Leadership Council	November 16-17, 2021	November 16, 2021
No meetings in December		

Executive Committee	January 5, 2022	
Board Meeting/Combined meeting with Leadership Council	January 25-26, 2022	January 26, 2022
No meetings in February		
Executive Committee	March 2, 2022	
Committee / Board Meetings	March 15-16, 2022	March 15, 2022
Executive Committee	April 6, 2022	
Committee / Board Meetings	April 19-20, 2022	April 19, 2022
Executive Committee	May 4, 2022	
Committee / Board Meetings	May 17-18, 2022	May 17, 2022
Executive Committee	June 1, 2022	
Committee / Board Meetings	June 21-22, 2022	June 21, 2022

National Higher Education Conferences:

ACCT Virtual Leadership Congress: October 5-8, 2020
ACCT National Legislative Summit: February 7-10, 2021, Washington, DC.
AGB National Conference: April 11-13, 2021, San Diego
ACCT Leadership Congress: October 13-16, 2021, San Diego
ACCT National Legislative Summit: February 2022 (dates not posted)
AGB National Conference: April 10-12, 2022, Orlando

AGB is the Association of Governing Boards of Universities and College
ACCT is the Association of Community College Trustees

Recommended Motion – June 17, 2020

The Board of Trustees approves the revised FY2021 and proposed FY2022 meeting calendars. Changes to the calendar will be publicly noticed.

MINNESOTA STATE

Committee of the Whole
March 16, 2021
10:00 AM
Virtual Meeting

REVISED – 3/15/2021

Note: Committee/board meeting times are tentative. Committee/board meetings may begin up to 45 minutes earlier than the times listed below if the previous committee meeting concludes its business before the end of its allotted time slot.

Committee of the Whole, Jay Cowles, Chair

1. **Minnesota State Taskforce on Law Enforcement Education Reform Update**

Bolded items indicate action is required.

MINNESOTA STATE
BOARD OF TRUSTEES
Agenda Item Summary Sheet

Name: Committee of the Whole **Date:** March 16, 2021

Title: Minnesota State Law Enforcement Education Reform Update

Purpose (check one):

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

Brief Description:

The Minnesota State Taskforce on Law Enforcement Education Reform was convened in the fall of 2020. Comprised of members representing a wide, diverse, and inclusive cross section of external and internal key stakeholders - including leaders and professionals in or affiliated with law enforcement, community partners, government representatives, as well as faculty, staff, and students - the taskforce has been examining and developing recommendations on issues, initiatives, programming, and priorities relative to an anti-racist law enforcement education. The taskforce will not only help to set priorities for Minnesota State regarding our law enforcement education, but also has the potential to impact law enforcement across the state. This presentation will provide an update on the taskforce's work and share a summary of key recommendations.

Scheduled Presenter:

Satasha Green-Stephen, Associate Vice Chancellor for Academic Affairs, Minnesota State
Dennis Olson, Commissioner, Minnesota Office of Higher Education
George Soule, Board of Trustees, Minnesota State
Merrill Irving, Jr., President, Hennepin Technical College

MINNESOTA STATE
BOARD OF TRUSTEES

BOARD ACTION
MINNESOTA STATE LAW ENFORCEMENT EDUCATION REFORM UPDATE

BACKGROUND

With approximately 86 percent of Minnesota's graduates in law enforcement graduating from one of our colleges or universities, we recognize Minnesota State's important role in advancing meaningful reforms in law enforcement. While education alone is not the entire solution to police reform, it is a piece of the puzzle, and Minnesota State has been working to make the needed changes in our law enforcement and criminal justice programming to develop and prepare our graduates for the important work ahead.

While this update focuses on the work of the taskforce (described in further detail below), the multipronged approach to Minnesota State law enforcement education reform includes the following efforts:

- The Minnesota State Taskforce on Law Enforcement Education Reform
- Law Enforcement Faculty Community of Practice
- Program Review and Quality Assurance
- Revision of Minnesota Transfer Curriculum Goal Area 7: Human Diversity to Provide Systemwide Racial Issues Requirement for Graduation Diversity
- Strategic Plan for the Recruitment and Retention of Faculty of Color

The Minnesota State Taskforce on Law Enforcement Education Reform
Comprised of members representing a wide, diverse, and inclusive cross section of external and internal key stakeholders - including leaders and professionals in or affiliated with law enforcement, community partners, government representatives, as well as faculty, staff, and students - the Minnesota State Taskforce on Law Enforcement Education Reform has been examining and developing recommendations on issues, initiatives, programming, and priorities relative to an anti-racist law enforcement education. The taskforce will not only help to set priorities for Minnesota State regarding our law enforcement education, but also has the potential to impact law enforcement across the state.

With a focus on the following approaches, the taskforce has been meeting during the 2020-2021 academic year and has developed a set of initial recommendations. The taskforce's charge and scope was as follows:

Purpose: To advise the Chancellor and Board of Trustees (BOT) on issues, initiatives, programming and priorities relative to anti-racism law enforcement education and preparing

graduates for transformative policing of our communities.

Scope: Preparation of law enforcement professionals (peace officers, correction officers, etc.) including academic programming, instructional development, capacity building, and transfer; relationships and collaborations related to certification, state approval from the MN Board of Peace Officer Standards and Training (POST) and professional workforce issues (pipeline and workforce development); and recommendations regarding diversity, equity and inclusive practices across Minnesota State.

The taskforce is being co-convened by **Satasha Green-Stephen**, Associate Vice Chancellor for Academic Affairs, Minnesota State; **Dennis Olson**, Commissioner, Minnesota Office of Higher Education; and **George Soule**, Trustee, Minnesota State Board of Trustees.

RECOMMENDED COMMITTEE ACTION

The Committee of the Whole recommends that the Board of Trustees approve the following motion:

On the recommendation of the Chancellor, the Board of Trustees accepts the taskforce report and commends the taskforce members for their work. The Board charges the Chancellor, after appropriate consultation with stakeholders, to prioritize the recommendations and work with colleges and universities to implement them in a timely manner. The Chancellor and staff are to update the Board on implementation progress on a regular basis.

RECOMMENDED BOARD OF TRUSTEES ACTION

On the recommendation of the Chancellor, the Board of Trustees accepts the taskforce report and commends the taskforce members for their work. The Board charges the Chancellor, after appropriate consultation with stakeholders, to prioritize the recommendations and work with colleges and universities to implement them in a timely manner. The Chancellor and staff are to update the Board on implementation progress on a regular basis.

TASKFORCE MEMBERS
The taskforce members are listed below.

Malaysia Abdi
Student at Metropolitan State University
Students United

Salah Ahmed
Patrol Sergeant
Metro Transit Police Department, Somali American Police Association

Joe Bathel
The Shakopee Mdewakanton Sioux Community
Minnesota Indian Affairs Council

Theresa Battle
Superintendent
Burnsville-Eagan-Savage School District 191

Michael Birchard
Associate Vice President of Equity and Inclusion
Inver Hills Community College; Dakota County Technical College

Jeffery Boyd
President
Rochester Community and Technical College

Stephanie Burrage
Interim Superintendent
Robbinsdale Area Schools

Elliot Butay
Criminal Justice Coordinator
National Alliance on Mental Illness

Jon Dalager
System Director, Academic Programs and Quality Assurance
Minnesota State

Gae Davis
Criminal Justice Coordinator
Central Lakes College

Andriel Dees
Interim System Diversity Officer
Minnesota State

James Densley
Chair of the School of Law Enforcement and Criminal Justice
Metropolitan State University

Samantha Diaz
Legislative and Policy Director in Education
Minnesota Council on Latino Affairs

Joe Gothard
Superintendent
Saint Paul Public Schools

Sia Her
Executive Director
Council on Asian Pacific Minnesotans

Teri Hinds
Senior Director of Strategic Initiatives – Equity 2030
Minnesota State

Merrill Irving
President
Hennepin Technical College

Arrick Jackson
Vice President of Academic Affairs
Minnesota State University Moorhead

Amber Jones
Community Outreach Coordinator
Council for Minnesotans of African Heritage

Ascan Koerner
Associate Dean for Undergraduate Education, College of Liberal Arts
University of Minnesota

Wade Lamirande
Law Enforcement Program Coordinator
Fond du Lac Tribal & Community College

Kim Lund
Lieutenant
Minneapolis Police Department, Association of Women Police

Priscilla Mayowa
Student at North Hennepin Community College
President, LeadMN

Kristy Modrow
Student Relations and Experiential Learning Director, School of Public Affairs
St. Cloud State University

Marta Mohr
Interim System Director for Transfer
Minnesota State

Henry Morris
Vice President for Diversity and Inclusion and Diversity Officer
Minnesota State University, Mankato

Evan Olson
Student at Minnesota State University, Mankato
Students United

Lyndsey Olson
City Attorney
City of Saint Paul

Paula Palmer
Director of Career and College Success
Minnesota Department of Education

Tia Robinson-Cooper
Provost and Vice President of Academic Affairs
Inver Hills Community College

Rick Sansted
Superintendent
Alexandria School District

Peggy Strand
Education Coordinator
Minnesota Board of Peace Officer Standards and Training (POST Board)

Sherrise Truesdale-Moore
Associate Professor, College of Social and Behavioral Sciences
Minnesota State University, Mankato

Robbyn Wacker
President
St. Cloud State University

Dawanna Witt
Major
Hennepin County Sheriff's Office, Minnesota Black Police Officers Association

Pheng Xiong
Police Officer
City of Saint Paul, Minnesota Asian Peace Officers Association

February 26, 2021

Office of Academic and Student Affairs

Minnesota State Taskforce on Law Enforcement Education Reform Update

Advisory and Recommendations Report

MINNESOTA STATE

Foreword

Minnesota State has adopted the aspirational goal of eliminating equity gaps across all campuses by 2030, an outgrowth of a yearlong Board of Trustees initiative to "Reimagine Minnesota State." In order to assist in eliminating the equity gap by 2030, Minnesota State will directly address injustice and racism within our workplace and campus communities, but also within our curricula. While this requires continued attention and work within all of our academic programs, it is particularly critical in law enforcement, criminal justice, and related academic programs. Minnesota State educates approximately 86% of Minnesota's police officers through our law enforcement and criminal justice programs. These programs are certified by the Peace Officer Standards and Training (POST) Board and designed to meet POST Board standards. Additionally, Minnesota State wants to ensure that these programs also directly address issues of racism and social justice, producing graduates who are culturally competent and able to equitably respond to all of those whom they are charged to serve and protect regardless of skin color, national origin, or identity. Minnesota State recognizes its important role in advancing meaningful reforms in law enforcement. While education alone is not the entire solution to police reform, it is a piece of the puzzle, and Minnesota State is seeking to make the needed changes in its law enforcement and criminal justice programming to develop and prepare our graduates for the important work ahead. Therefore, Minnesota State has prioritized the work of Law Enforcement Education Reform through a multi-prong approach. This multi-prong approach includes the creation of the Minnesota State Taskforce on Law Enforcement Education Reform.

The Minnesota State Taskforce on Law Enforcement Education Reform was created to advise the Minnesota State Chancellor and Board of Trustees on issues, initiatives, programming and priorities relative to anti-racism and inequities in law enforcement and criminal justice education systemwide as well as policing within our communities. The scope and responsibilities of this taskforce were to facilitate communication among Minnesota State faculty, staff, students, administrators and external community partners on the preparation of law enforcement professionals (peace officers, correction officers, etc.) including academic programming, instructional development, capacity building, and transfer; relationships and collaborations related to certification, state approval from the Minnesota Board of Peace Officer Standards and Training (POST) and professional workforce issues such as pipeline and workforce development; and recommendations regarding diversity, equity and inclusive practices across Minnesota State and the State of Minnesota. The Minnesota State Taskforce on Law Enforcement Education Reform embarked on a process of discovery, planning, adoption and analysis regarding issues related to the preparation of law enforcement professionals.

The work of the Taskforce aligned with Equity 2030 and was responsible for the facilitation of the transformational ideals of Equity 2030. Equity 2030 seeks to address the educational attainment goals of an ever-growing diverse racial and socioeconomic student body, and those who represent first generation students. Facilitating and nurturing Equity 2030 required the Taskforce to demonstrate how diversity and inclusion are at the forefront of curriculum design in law enforcement, criminal justice and related programming and how culturally relevant approaches are demonstrated in program/curricula development. The Minnesota State Taskforce on Law Enforcement Education Reform met over the Fall 2020 and Spring 2021 semesters and Taskforce members were expected to provide recommendations to the Chancellor and Minnesota State Board of Trustees that meet student, institutional, and system needs (see Appendix B: Taskforce Charge).

About Taskforce

Minnesota State's Chancellor Devinder Malhotra began discussing the idea of a Taskforce to identify potential reforms and changes to Minnesota State's law enforcement and criminal justice education with the Academic and Student Affairs Leadership two weeks (June 2020) after the death of George Floyd. In July 2020, the Minnesota State Board of Trustees (BOT) commenced a discussion regarding the review of law enforcement and criminal justice academic programming and next steps to law enforcement education reform. In August 2020, Chancellor Malhotra announced a Taskforce of 30 members that he chose to ensure a wide, diverse, and inclusive cross section of external and internal key stakeholders including leaders and professionals in or affiliated with law enforcement, community partners, government representatives, as well as faculty, staff, and students. Chancellor Malhotra appointed three Taskforce Conveners.

Satasha Green-Stephen
Associate Vice Chancellor
Minnesota State

Satasha Green-Stephen has served Minnesota State as Associate Vice Chancellor for Academic Affairs since 2018, and was a tri-convener of the Taskforce. Collectively, a total of 24 Minnesota State colleges and universities offer 93 programs in law enforcement, criminal justice, and related fields.

Dennis Olson
Commissioner
Minnesota Office of Higher Education

Dennis Olson Jr. has served as the Commissioner of the Minnesota Office of Higher Education since 2019 and was a tri-convener of the Taskforce. Previously, he served as the Executive Director of the Minnesota Indian Affairs Council where he worked to highlight and address issues important to all Tribal Nations and American Indian communities in Minnesota.

George Soule
Trustee
Minnesota State Board of Trustees

George Soule has served on the Minnesota State Board of Trustees since 2018 and was a tri-convener of the Taskforce. He is a founding partner of the Minneapolis law firm Soule & Stull, LLC. George is a member of the White Earth Nation and a judge on its Tribal Court of Appeals.

After the first Taskforce meeting in August 2020, the Minnesota State Chancellor expanded the Taskforce by two more student members (to 32 members), to respond to student systemwide leadership's feedback that student voice and advocacy needed more representation. The goal of the Taskforce was to make actionable recommendations to the Chancellor and Minnesota State BOT that, if implemented, will help to train culturally competent peace officer candidates. The Taskforce held monthly meetings over the Fall 2020 and early Spring 2021 semesters inviting guest presenters focusing on:

- Minnesota State's colleges and universities' (Minnesota State University Mankato and Inver Hills Community College) current work on redesigning their law enforcement and criminal justice programs to be culturally responsive;

- Hennepin Technical College's law enforcement skills training/certificate program;

- Metropolitan State University's (MSU) *Policing one2one* an experiential learning program;

- Minnesota Department of Education and Minnesota State Career and Technical Education Division's partnership in recruiting diverse law enforcement candidates;

- Dr. Debra Leigh, Interim Vice President of Cultural Fluency, Equity and Inclusion from St Cloud Technical & Community College presented on *What is Anti-racist Education?*;

- Ms. Gae Davis, Criminal Justice Coordinator from Central Lakes College presented on the process for becoming a peace officer in the State of Minnesota; and

- Chief Medaria Arradondo, Minneapolis Police Department presented on *What Police Departments Need from Colleges and Universities When Training Candidates.*

The Taskforce meetings were closed sessions. The meeting agendas and meeting summaries were shared with the public through the Minnesota State Law Enforcement Education Reform website: https://www.minnstate.edu/le/index.html

Meeting Schedule

(All meetings held virtually via Zoom)

August 26, 2020
First Meeting of Taskforce – Orientation and Context Setting

September 30, 2020
Minnesota State Law Enforcement Programming, Enrollment, Exam Pass Rates

October 28, 2020
Skills Training in Minnesota State Law Enforcement Programming

November 25, 2020
Recruitment of Students of Color in LE Programs
What is anti-racist education?
Experiential learning programs

December 23, 2020
Process for Becoming a Peace Officer in the State of Minnesota
What Police Departments Need from Colleges and Universities When Training Candidates

January 27, 2021
Review and feedback on DRAFT Summary Recommendations:
Category 1: Education and Training of NEW Officers
Category 2: Recruitment and Retention of BIPOC Law Enforcement Officers
Category 3: Education and Training of CURRENT Officers

February 10, 2021
Review and feedback on DRAFT Summary Recommendations:
Category 2: Recruitment and Retention of BIPOC Law Enforcement Officers
Category 3: Education and Training of CURRENT Officers

February 24, 2021
Final Review and Adoption of Recommendations
Process for consideration of Taskforce Recommendations

Taskforce Recommendations and Action Steps

OUTCOME I: Reform Law Enforcement education by creating anti-racism law enforcement education programs

OUTCOME II: Propose/develop competencies for Law Enforcement education programming that prepare graduates for transformative policing of our communities.

CATEGORY 1: EDUCATION AND TRAINING OF NEW OFFICERS

1.1 Recommendation

All Minnesota State law enforcement and criminal justice programs will commit to the training of culturally competent peace officers for the State of Minnesota.

Action Step 1.1: Cultural Competency[1] incorporated in curriculum

Tactic 1.1.1: Require and provide cultural competency principles in all law enforcement and criminal justice programming

Tactic 1.1.2: Standardize cultural competency outcomes across Minnesota State Law Enforcement programs (Learning Objectives for Professional Peace Officer Education [PPOE] *2. Recognizing and Valuing Diversity and Cultural Differences*) to ensure consistency for all students receiving this education/training

Tactic 1.1.3: Standardize experiential training in diverse communities – internships, etc. (Learning Objectives for Professional Peace Officer Education [PPOE] *1. Philosophy of Effective Citizenship and Community Service*) to ensure consistency for all students receiving experiential training in diverse and BIPOC[3] communities

Tactic 1.1.4: Build greater partnership and immersion programming

Tactic 1.1.5: Increase culturally responsive education on mental health, mental illnesses, and trauma, and scenario-based crisis intervention training

Tactic 1.1.6: Require and provide culturally responsive trauma-informed training in law enforcement and criminal justice programs that help officers discern and understand cultural characteristics of victims

[1] Cultural Competency is being defined as the ability to use critical-thinking skills to interpret how values and belief influence conscious and unconscious behavior; the understanding of how inequity can be and has been perpetuated through socialized behaviors; and the knowledge and determined disposition to disrupt inequitable practices to achieve greater personal and professional success (Minnesota State Colleges and Universities, Office of Equity and Inclusion Terms of Equity and Inclusion, 2021).

[3] BIPOC is being defined as Black, Indigenous, People of Color (Minnesota State Colleges and Universities, Office of Equity and Inclusion Terms of Equity and Inclusion, 2021).

Action Step 1.2: Infuse law enforcement programming with anti-racist[2] education

Tactic 1.2.1: Require and provide anti-racist education principles in all law enforcement and criminal justice courses
Tactic 1.2.2: Require anti-racist education course(s) be a part of the core set of course requirements for law enforcement programming
Tactic 1.2.3: Require, provide and practice anti-racist education in Law Enforcement skills training courses
Tactic 1.2.4: Increase crisis intervention training and education on relating to diverse communities and the differences in understanding mental health and wellness in different cultures

Action Step 1.3: Program Advisory Committee membership and training

Tactic 1.3.1: Ensure that all colleges and universities have a Program Advisory Committee that must include representatives from impacted communities, diverse and BIPOC communities and organizations
Tactic 1.3.2: Require anti-racist and cultural competency training for Program Advisory Committee members

Action Step 1.4: Incorporate leadership training and development in curriculum

Tactic 1.4.1: Ensure that all Minnesota State law enforcement and criminal justice programs embed and implement peer intervention training

Action Step 1.5: Transformative policing practices with an emphasis of the role of law enforcement as public servants within communities

Tactic 1.5.1: Emphasize programming on Law Enforcement as public servants with the fundamental duty to serve and protect the community from harm and respect the constitutional rights of all to liberty, equality and justice
Tactic 1.5.2: Rename Minnesota State Law Enforcement Programs to *Peace Officer Training Programs*
Tactic 1.5.3: Remove paramilitary language from all law enforcement education programs, courses and training

[2] Ant-racist is being defined as someone who is supporting an antiracist policy through their actions or expressing antiracist ideas. This includes the expression or ideas that racial groups are equals and do not need developing, and supporting policies that reduce racial inequity (Kendi, 2019) (Minnesota State Colleges and Universities, Office of Equity and Inclusion Terms of Equity and Inclusion, 2021).

Action Step 1.6: Restructure onboarding practices

Tactic 1.6.1: Ensure all colleges and universities survey students to ascertain their cultural competency, motivations for wanting to enter law enforcement and expectations related to job functions and responsibilities
Tactic 1.6.2: Incorporate the use of assessments upon entry and exit of programming that are culturally relevant, have an anti-racist lens and examine a candidate's cultural competency and implicit biases

Action Step 1.7: Complete an assessment of Law Enforcement and Criminal Justice Programs

Tactic 1.7.1: Complete a program review of law enforcement and criminal justice programs conducted by the Minnesota State system office
Tactic 1.7.2: Align law enforcement and criminal justice programming between Minnesota State 2 and 4 year programs
Tactic 1.7.3: Establish seamless transfer from Minnesota State 2 year to 4 year law enforcement and criminal justice programs
Tactic 1.7.4: Build 4 year law enforcement and criminal justice programs to be distinct from 2 year law enforcement and criminal justice programs and focused on more advanced education and training concepts

CATEGORY II: RECRUITMENT AND RETENTION OF BIPOC LAW ENFORCEMENT OFFICERS

2.1 Recommendations

Action Step 2.1: Faculty and Staff training in cultural competency concepts

Tactic 2.1.1: Require professional development for all Minnesota State faculty and staff in cultural competency
Tactic 2.1.2: Require professional development for all Minnesota State faculty and staff in anti-racist education
Tactic 2.1.3 Partner with experts in the field of diversity, equity and inclusion and diverse communities in creating professional development requirements and curricula

Action Step 2.2: Diversify, attract and retain BIPOC faculty and staff in Law Enforcement and Criminal Justice programs

Tactic 2.2.1: Identify and remove barriers that hinder the opportunity to bring BIPOC populations into law enforcement as faculty and staff
Tactic 2.2.2: Train hiring managers on strategies that support the hiring and diversification of staff and faculty in law enforcement and criminal justice programs
Tactic 2.2.3: Provide financial resources to support and incentivize recruitment, hiring and retention of BIPOC faculty and staff in law enforcement programs

Action Step 2.3: Diversify, attract and retain BIPOC students in law enforcement and criminal justice programs

Tactic 2.3.1: Identify incentives and examine and remove barriers to recruiting BIPOC students into law enforcement and criminal justice programming
Tactic 2.3.2: Create intentional partnerships with POST-certified PPOE programs and P-12 School Districts to recruit and retain BIPOC students in law enforcement and criminal justice programs
Tactic 2.3.3: Examine law enforcement programming advertisements to ensure they accurately represent the profession and are culturally appropriate and inclusive

CATEGORY III: EDUCATION AND TRAINING OF CURRENT OFFICERS

3.1 Recommendations

Action Step 3.1: Redesign and increase anti-racist and cultural competency continuing education opportunities for law enforcement officers

Tactic 3.1.1: Partner with experts in the field of diversity, equity and inclusion and members of our diverse communities to create professional development requirements and curricula
Tactic 3.1.2: All continuing education offerings will address cultural competency, social and political oppression, and racism and will incorporate examination of implicit and explicit bias over the course of an officer's career
Tactic 3.1.3: Provide a range of continuing education offerings that will advance development of anti-racist practices over the course of an officer's career
Tactic 3.1.4: Develop partnerships with peace officer professional associations, particularly those serving BIPOC officers, and law enforcement agencies to create mentorship programming and opportunities for graduates going into the field
Tactic 3.1.5: Provide leadership training with an emphasis on cultural competency, anti-racist education, and transformative policing for community policing leaders
Tactic 3.1.6: Increase culturally responsive continuing education on mental health, mental illnesses, and trauma, and scenario-based crisis intervention training

Action Step 3.2: Build greater and more influential partnerships with departments

Tactic 3.2.1: Develop and embed service learning and internship opportunities with law enforcement and corrections organizations that express a commitment to anti-racism and cultural competence

Meeting Summaries

TASKFORCE MEETING ONE - AGENDA AND SUMMARY

Welcome by Taskforce Conveners

Introductions of Taskforce Members

Charge for Taskforce

Communication and Media

Overview of Minnesota State Multi-prong Approach to Law Enforcement Education Reform | Minnesota State
Associate Vice Chancellor Satasha Green-Stephen

- **Minnesota State System | Minnesota State Trustee George Soule**
- **Equity 2030 | Teri Hinds, Minnesota State**
- **Minnesota State Law Enforcement Education Reform approaches | | Minnesota State Associate Vice Chancellor Satasha Green-Stephen**

Discussion Topic(s) | Commissioner Dennis Olson

- **What are the characteristics of cultural competence?**
- **How does it relate to the work of training and education law enforcement candidates?**

The first Minnesota State Taskforce on Law Enforcement Education Reform meeting was on Wednesday, August 26, 2020 at 12:00 p.m. via Zoom. Tri-convened by Satasha Green-Stephen, Dennis Olson, and George Soule.

Charge for Taskforce

The Charge of the Taskforce was to advise the Minnesota State Board of Trustees and system leadership on initiatives, programming and priorities relative to an anti-racist law enforcement education and transformative policing of our communities. The Taskforce would not only help to set priorities for Minnesota State regarding law enforcement education, but also had the potential to impact law enforcement across the state. Taskforce review focused on directly addressing issues of racism and social justice by producing graduates who are culturally competent and able to equitably respond to all of those whom they are charged to serve and protect regardless of skin color, national origin, or identity. The operating ground rules/principles of how Taskforce meetings would operate was shared to ensure everyone's voice was heard and respected during discussions and dialogues.

Communication and Media

Minnesota State Director of Media Communications addressed the Taskforce on media protocol. Any media inquiries regarding the Taskforce should be forwarded to the Minnesota State Director of Media Communications. The Associate Vice Chancellor for Academic Affairs is the Taskforce spokesperson for the media. A news release regarding the first Taskforce meeting was distributed on Wednesday, August 26, 2020. Taskforce meetings were not public; however, there is a public website of the Minnesota State Taskforce on Law Enforcement Education Reform that include: Meeting agendas, meeting minutes, and member bios.

Minnesota State Multi-prong Approach

This Taskforce was a part of a comprehensive/multi-prong approach to address injustice and racism within our workplace, our campus communities and our curriculum. This work aligned with the Minnesota State Equity 2030 aspirational goal to eliminate educational equity gaps across all campuses by 2030. This multi-prong approach to law enforcement education reform included:

- Minnesota State Taskforce on Law Enforcement Education Reform
- Creation of Law Enforcement Faculty Community of Practice
- Systemwide program review and quality assurance process
- Revision of Minnesota Transfer Curriculum (MnTC) Goal Area 7: Human Diversity
- Strategic plan to recruit and retain faculty of color

There were short-term and long-term goals to this multi-prong approach. The **short-term goals** at the Individual level are to train the best candidates by reviewing our programs and talking about our curriculum; at the Agency level is to become partners/allies with other anti-racist organizations across Minnesota; and at the macro and systematic level is to help inform statewide policing certification requirements. The **long-term goals** were to increase racial/ethnic diversity of our Minnesota State faculty; provide Minnesota State students with a human diversity course(s); and establish a system wide program review and quality assurance process.

Taskforce Discussion Topics:

What are the characteristics of cultural competence?

- Taskforce members shared what the term cultural competency meant to them. It was recognized that the term cultural competency was not the most easily defined term. It was suggested to move away from the word competency and instead use the words, literacy or humility.
- Defining the term for operational use for the group; several descriptions were shared:
    - Becoming engaged
    - Characteristic of empathy
    - Knowing and understanding your own biases
    - Cultural relations cross cultures
    - Understanding there is more than one perspective in the world and more than one history
    - Understanding social political histories
    - Moving toward an immersive perspective

    - Understanding Power dynamics
    - Being trauma informed
    - Seeing people as human beings, as a person
    - Being open to new perspectives
- **How does it relate to the work of training and educating law enforcement candidates?** Several Taskforce members shared how the term cultural competency related to training and educating law enforcement candidates. Several thought that there needed to be:
    - Intentional experiences for candidates with diverse communities
    - More scenario-based training
    - An avoidance of like-minded partnerships
    - Training on how to manage conflict and trauma

TASKFORCE MEETING TWO - AGENDA AND SUMMARY

Welcome by Taskforce Conveners

Minnesota State Law Enforcement Programming, Enrollment, Exam Pass Rates
- **Presentation: Inver Hills Community College Law Enforcement Program**
- **Presentation: Minnesota State University, Mankato Law Enforcement Program**

Discussion Topic | Trustee George Soule

Initial thoughts about Minnesota State Law Enforcement Programming
- **What about the Minnesota State programming did you not previously know?**
- **What did you find pleasantly surprising about Minnesota State programming?**
- **What is unclear about Minnesota State programming?**
- **What is missing from Minnesota State programming?**

How does this fit into the external discussions and efforts on Police reform?
What additional information would you like to have?
Who would you like to hear from?

The second Minnesota State Taskforce on Law Enforcement Education Reform meeting was on Wednesday, September 30, 2020 at 12:00 p.m. via Zoom. Tri-convened by Satasha Green-Stephen, Dennis Olson, and George Soule.

Taskforce Discussion Topics:
Summarization of characteristics of cultural competence

- The key themes collected from the cultural competency discussion was presented and assisted in the creation of a draft operational definition of the term cultural competence.
- The drafted definition of the term cultural competence was shared with the Taskforce for review.

- Minnesota State Office of Equity and Inclusion (OEI) created reference guide, glossary of terms and language commonly used in reference to equity and inclusion efforts was shared with the Taskforce.
    - The reference guide definitions were created in collaboration with campus and system partners.
    - The reference guide is updated on an ongoing basis. Feedback is encouraged and welcomed.

Minnesota State Law Enforcement Programming, Enrollment, Exam Pass Rates:

- Approximately 86% of Minnesota graduates in law enforcement graduated from one of the Minnesota State colleges or universities.
- A total of 93 academic programs in law enforcement, criminal justice, and related fields are offered across 24 Minnesota State colleges and universities.
- There are a total of 22 Board-certified Professional Peace Officer Education (PPOE) Programs. When students complete these programs, they are eligible to sit for the licensing exam for the State of Minnesota to be a police officer.
- There are 11 campuses that offer the Law Enforcement Transfer Pathway.
- **Fiscal Year (FY) 2020 Student Characteristics** in Minnesota State Law Enforcement, Criminal Justice and Corrections Programs: College programs: 23% American Indian students and students of color, 76% White students, and 1% unreported. University programs: 22% American Indian students and students of color, and 78% White students.
- A five-year enrollment trend for Law Enforcement Majors by Race/Ethnicity data shows that colleges went from 15% in FY2015 to 23% in FY2020, and universities went from 12% in FY2015 to 22% in FY2020.
- **Fiscal Year (FY) 2020 Faculty Characteristics** who teach in Minnesota State's Law Enforcement, Criminal Justice and Corrections Programs: College programs: 6.3% American Indian faculty and faculty of color, 92.7% White faculty, and 1% unreported. University programs: 11.6% faculty of color, 87.4% White faculty, and 1% unreported.
- **Fiscal Year (FY) 2020 Credentials Conferred**: College programs: 357 Associate degrees, 23 Transition/Transfer program, and 279 Law Enforcement Skill program. University programs: 115 Bachelor degrees, and 6 Transition program.
- Credentials conferred from FY2015 to FY2020, the data shows that there has been a decline in all credentials over the past 6 years: specifically, there were declines of 12.3% in our Associate degrees, 27.5% in our Transition/Transfer program, 38% in our Bachelor degrees, and 21% in our Law Enforcement Skill program.
- Two of the Minnesota State institutions, Minnesota State University (MSU), Mankato and Inver Hills Community College (IHCC) presented to the Taskforce their work around redesigning their law enforcement programs.

Taskforce Discussion Topics

Initial thoughts about Minnesota State Law Enforcement Programming

- Taskforce members had a brief initial discussion on Minnesota State law enforcement programming. The following questions guided the conversation:

- What about the Minnesota State programming did you not previously know?
- What did you find pleasantly surprising about Minnesota State programming?
- What is unclear about Minnesota State programming?
- What is missing from Minnesota State programming?
- How does this fit into the external discussions and efforts on Police reform?

What additional information would you like to have?

- Taskforce members shared that they would like to have more information on the following topics:
  - Communication about difficult/uncomfortable topics.
  - What are the values on the offered programs?
  - What are the best practices?

TASKFORCE MEETING THREE - AGENDA AND SUMMARY

Welcome by Taskforce Conveners

Review of Taskforce Goals and Outcomes

Discussion Topics Continued

Initial thoughts about Minnesota State Law Enforcement Programming

- **What about the Minnesota State programming did you not previously know?**
- **What did you find pleasantly surprising about Minnesota State programming?**
- **What is unclear about Minnesota State programming?**
- **What is missing from Minnesota State programming?**

How does this fit into the external discussions and efforts on Police reform?
What additional information would you like to have?
Who would you like to hear from?

Skills Training in Minnesota State Law Enforcement Programming

- **Presentation: Hennepin Technical College Skills Programs**

Discussion Topics:

- **What are the police for? What are the role of the police?**
- **What qualities are you looking for in a peace officer?**
- **How do you identify and measure those qualities?**
  - **Then what are those competencies that those people should have?**

The third Minnesota State Taskforce on Law Enforcement Education Reform meeting was on Wednesday, October 28, 2020 at 12:00 p.m. via Zoom. Tri-convened by Satasha Green-Stephen, Dennis Olson, and George Soule.

Charge of Revisited Taskforce Goals and Outcome

A flow chart with Taskforce Outcomes was shared with the Taskforce. The Taskforce will advise and make recommendation to the Chancellor and the State Board of Trustees that fall within Outcome 1-2 and Buckets 1-3. Based upon the Taskforce discussions and knowledge of those involved, the deadline on recommendations has been extended to Spring 2021.

Taskforce Discussion Topics

Revised Initial thoughts about Minnesota State Law Enforcement Programming

The Taskforce members discussed the redesign of law enforcement programs presented by Minnesota State University, Mankato and Inver Hills Community College. Minnesota State University, Mankato had town hall meetings and workgroup documents have been completed/submitted to the President. Basic topic recommendations were:

1. General Education courses that align with cultural competency
2. Program specific curriculum that include mental health
3. Faculty—Facilitating uncomfortable conversations in the classroom and curriculum design assistance to incorporate cultural pedagogy.
4. Clarity of the programs
5. Program structures

IHCC focused on redesigning their curriculum to be culturally responsive. Revising about 80% of their curriculum. IHCC anticipates programs offered and available in Fall 2021. The five-prong culturally responsive program framework are:

1. Holistic admissions
2. Developmental instruction
3. Teaching and learning framework
4. Culturally responsive curriculum
5. Scholar-practitioner model

The members continued their discussion on Minnesota State Law Enforcement programming. The following questions guided the conversation:

- What about the Minnesota State programming did you not previously know?
- What did you find pleasantly surprising about Minnesota State programming?
- What is unclear about Minnesota State programming?
- What is missing from Minnesota State programming?

How does this fit into the external discussions and efforts on Police reform?
What additional information would you like to have?

- Taskforce members would like more information on the following topics:
    - What is considered “training?” Education training vs Police training. Standardize training.
    - Students transferring between institutions—What knowledge do they take with them? How is the curriculum delivered? Operationalized the program.

- Basic skills training vs advance training. Peace officers and part-time peace officers must successfully complete 48 hours of law enforcement related continuing education every three years during their license renewal period.
- Recruiting diverse students into our programs.

Who would you like to hear from?

Skills Training in MN State Law Enforcement Programming

Hennepin Technical College presented on their law enforcement skills training/certificate program.

- **Key Points Discussed:** Program overview, academic plan, in progress crimes, traffic enforcement, defensive tactics (physical contact), crime scene and evidence, firearms, tactical driving for law enforcement, class structure, POST Board standards/exam, facilities-simulation space and range, and consortium agreement.
- Most students enrolling in the skills program come from the consortium institutions:
  - Century College
  - Inver Hills Community College
  - Minneapolis College
  - Normandale Community College
  - North Hennepin Community College
- The State of Minnesota requires a two or four year degree in law enforcement to become a police officer. Most other states require a high school education and a valid driver's license to become a police officer.

Taskforce Discussion Topics

It was recognized that many of the questions were difficult to answer. Taskforce members briefly discussed their views on the following questions:

- What are the police for? What are the role of the police?
  - Enforce the laws/rules
  - Police should be invested in the community that they serve
  - Serve the citizenry
- What qualities are you looking for in a peace officer?
  - Humility, empathy, elements of incorporating service learning, community/public service, public trust, culture awareness
- How do you identify and measure those qualities?
  - Then what are those competencies that those people should have?
    - Certified/trained instructors
    - Integrating knowledge into practical training
    - Continuing education courses

TASKFORCE MEETING FOUR - AGENDA AND SUMMARY

Welcome by Taskforce Conveners

Summarize ideas and concepts from previous meetings

Presentations
Recruitment of Students of Color in LE Programs | Paula Palmer, Minnesota Department of Education and Jeralyn Jargo, Minnesota State Career Technical Education

What is anti-racist education? | Debra Leigh, St. Cloud Technical and Community College

Experiential learning programs? | James Densley, Metropolitan State University

The fourth Minnesota State Taskforce on Law Enforcement Education Reform meeting was on Wednesday, November 25, 2020 at 12:00 p.m. via Zoom. Tri-convened by Satasha Green-Stephen, Dennis Olson, and George Soule.

Ideas and Concepts

A draft list of recommendations within Outcomes 1-2 and Buckets 1-3 were shared. These recommendations summarized ideas and concepts from previous Taskforce meetings. The Taskforce had a discussion regarding the shared list of recommendations and provided additional recommendations.

Proposed Recommendations:

- Provide needed funds and/or resources to assist in hiring people of color in law enforcement programs
- Diversify faculty, attract and retain effective faculty of color
- Professional development for all faculty in cultural competency
- Add 3 credit cultural diversity/literacy course into the curriculum
- 2-year and 4-year programs provide immersive community experiences for students
- Survey students upon entry into the program(s)
- Complete rigorous research on what is working or not (assessment of the programming)
- Require an internship or exponential learning experience upon degree completion (working with professionals in the real world, be intentional)
- Assess cultural competence not only on a test but also on performance in the community,
- Leadership skills: provide training opportunities for leaders
- Incentivize recruiting practices

Strengthening Career and Technical Education (aka Perkins V) for 21st Century

Minnesota State in partnership with Minnesota Department of Education presented on recruiting students of color in Law Enforcement Programs.

- There are 26 consortia in Minnesota
- The Perkins V is funded by federal dollars. The vision, mission, and principles are:
    - **Vision:** Advancing career and technical education empowers every learner to realize a rewarding career.
    - **Mission:** Quality career and technical education ensures every learner has equitable access to career-connected learning through a network of knowledgeable partners.
    - **Principles:** An equity lens for decision-making; Inclusion of all stakeholders; Being bold, innovative and focused on continuous improvement; and Responsiveness to the evolving labor market.
- Perkins V must include recruitment and retention of diverse/special/non-traditional populations and to increase gender equity and racial ethnicity in programs
- The law enforcement and criminal justice typically is considered non-traditional based on gender (predominately male industry).
- The work of Perkins V is about quality programs of study, learner success, workforce development, and economic vitality.
- This is accomplished by programs and services that begin with career exploration and authentic career connected learning for students (e.g. recruitment, retention, support, and development of professional educators).

What is anti-racist education?

Dr. Debra Leigh, Interim Vice President for Diversity and Inclusion at St. Cloud Technical and Community College presented to the Taskforce on *What is ant-racist education?* Her work in this space started with participating in a workshop offered by *The People's Institute of Survival and Beyond* out of New Orleans. Her training and growth continued with the *Crossroads Antiracism Organizing and Training* and *Minnesota Collaborative Antiracism Coalition* (MCARI).

Dr. Leigh defined and described **Antiracism Education** as:

- Teaching based on conscious efforts and actions
- Teaches students to rethink systemic power and understand privilege
- Students learn how to act against racism by acknowledging personal privileges, confronting acts of racial discrimination, and working to change personal bias
- It is education that helps students move past "guilt" or "feeling bad" about generations of oppression and encourages them to notice, process, and break down their own racial beliefs
- Teaches students to analyze and reframe how they see the value, worth, and stories of other cultures
- Teaches students about their own identities and sense of place.

In order to effectively implement anti-racist pedagogy, faculty will need to be aware of their social position to begin and continue critical self-reflection. The three components needed:

1. Incorporating the topics of race and inequality into the course content
2. Teaching from an anti-racist pedagogical approach
3. Anti-racist organizing within the campus and lining our efforts to the surrounding community

There are questions educators should ask themselves:

- Will I work to be antiracist? (Self-work)
- Will I continue allowing racism to affect my classroom, school, and community?
- Should I actively take a stand against racism to end racism's systemic grasp? (Organizing)

Experiential Learning Programs

- Metropolitan State University (MSU) offers degreed programs in Criminal Justice and Law Enforcement and a certificate program in law enforcement.
- MSU instituted a racial studies graduation requirement that all students must take a racial studies/issues course.
- The course *Diversity in Criminal Justice* was one of the first courses accepted to meet this graduation criteria.
- MSU offers a program called *Policing one2one* that is an experiential learning program that provides students with real world experiences.

TASKFORCE MEETING FIVE - AGENDA AND SUMMARY

Welcome by Taskforce Conveners

Ideas and Concepts | Trustee George Soule

- **Summarize ideas and concepts from previous meetings**
- **Review and feedback on Draft Summary Recommendations Report**

Presentations

- **What's Next After Graduation? POST Board Process | Gae Davis | Central Lakes College**
- **What Police Departments Need from Colleges and Universities When Training Candidates | Chief Medaria Arradondo| Minneapolis Police Department**

The fifth Minnesota State Taskforce on Law Enforcement Education Reform meeting was on Wednesday, December 23, 2020 at 12:00 p.m. via Zoom. Tri-convened by Satasha Green-Stephen, Dennis Olson, and George Soule.

Ideas and Concepts

The draft list of recommendations within Outcomes 1-2 and Buckets 1-3 were revisited. These recommendations summarized ideas and concepts from previous Taskforce meetings. The Taskforce had a continuation of the discussion regarding the shared list of recommendations and provided additional recommendations.

What's Next After Graduation? POST Board Process

Gae Davis, Criminal Justice Coordinator at Central Lakes College presented to the Taskforce on the admission process for Central Lakes College Criminal Justice programming and the POST Board process for certification to become a peace officer in the State of Minnesota.

The POST Board process for certification:

Once a student graduates what do they do next?

- Once the transcript posts at the school and the students have completed EMR certification they can go on the Post Board website and pay the fee to sit for the Post Board exam. From that point the Coordinator signs off that the student has met all objectives to sit for the licensing exam.

What qualifies a person to take the certification exam?

The student must of all, criteria met from (answer #1) and have a transcript posted. A student can take an exam after they have graduated from the CJ AAS degree.

What score do you need to pass the certification exam?

70%

How long is the certification for?

- Once the license is activated by a law enforcement agency and the officer completes 48 hours of continuing education credits the licensed is renewed every 3 years.
- Inactive licenses also have to have 48 credits every 3 years

Is this certification good in other states? Do other states recognize this certification?

Yes, it is recognized in some other states.

What are the requirements for continuing education for officers in the field?

- Every active and inactive peace officer and active part-time peace officer must complete a minimum of 48 hours of continuing education within the three -year licensing period in order to maintain and renew their license.
- Active officers are mandated to train annually in use of force and once every five years in emergency vehicle operations/pursuit driving. It is the officer's discretion which law enforcement related courses they complete to satisfy the remainder of the required 48 hours.
- Beginning July 1, 2018, the chief law enforcement officer of every state and local law enforcement agency will have to provide in-service training in these three areas: Crisis intervention and mental illness crises, Conflict management and mediation, Recognizing and valuing community diversity and cultural differences to include implicit bias.
- The training must consist of a combination of 16 of these continuing education credits within an officer's three-year licensing cycle.
- Inactive peace officers are not required to complete mandated training, however are required to have 48 hours of law enforcement related continuing education training.

What Police Departments Need from Colleges and Universities When Training Candidates

Chief Medaria Arradondo of the Minneapolis Police Department discussed with the Taskforce his thoughts on the needed training for peace officers in the State of Minnesota. He also discussed the changes he has made in the hiring process for Minneapolis Police officers.

TASKFORCE MEETING SIX - AGENDA AND SUMMARY

Welcome by Taskforce Conveners

Review and feedback on Draft Summary Recommendations

Category 1: Education and Training of NEW Officers
Category 2: Recruitment and Retention of BIPOC Law Enforcement Officers
Category 3: Education and Training of CURRENT Officers

Facilitated by Dr. Merrill Irving, Jr., Hennepin Technical

The sixth Minnesota State Taskforce on Law Enforcement Education Reform meeting was on Wednesday, January 27, 2021 at 12:00 p.m. via Zoom. Tri-convened by Satasha Green-Stephen, Dennis Olson, and George Soule.

Recommendations and Action Steps

The draft list of recommendations created by the Taskforce within Outcomes 1-2 and Buckets 1-3 was compiled and presented to the Taskforce to review for accuracy and to provide additional feedback. The Taskforce talked through each recommendation and made further suggestions and edits before final recommendations are to be shared with the Minnesota State Chancellor in late February and the Minnesota State Board of Trustees in March.

The meeting was intended to have breakout sessions to discuss each recommendation category in small groups; however, due to technology issues breakout sessions were not possible. Each recommendation was discussed as a larger Taskforce.

Recommendation Category I: Education and Training of NEW Officers

President Irving of HTC facilitated the discussion. The following questions guided the discussion:

- Is the recommendation complete?
- Are there any suggested changes to the recommendation?
- Do the tactics align with meeting this recommendation goal?
- Are additional tactics needed to meet this recommendation goal?

Discussion:

- Several members had questions about the process for submission and approval of the Taskforce's recommendations to Minnesota State Chancellor and Board of Trustees.

- The recommendations are not approved by the Taskforce. The role of the Taskforce is to provide recommendations to the Minnesota State Chancellor and Board of Trustees for consideration.
- It was discussed that the term "cultural competency" may be too broad of a term. It was discussed that Taskforce recommendations should be more specific because being too broad can exclude Black, Indigenous, and People of Color (BIPOC) from the intent of the recommendations.

Action items:

- It was suggested to avoid redundancy therefore, combine Tactic 1.1.1 and 1.1.2.
- Two Learning Objectives for Professional Peace Officer Education (PPOE) are currently in place for pre-licensing: 1. Philosophy of Effective Citizenship and Community Service and 2. Recognizing and Valuing Diversity and Cultural Differences. It was recommended to incorporate these objectives into the recommendations.
- Tactic 1.1.5: It was suggested that this be at a higher level of recommendation.
- It was suggested to add Minnesota State Office of Equity and Inclusion's standardized definition for cultural competency.
- Taskforce members will review Minnesota State's reference guide/glossary. Members will consider the utilization of these definitions.
- The Minnesota State Office of Equity and Inclusion will help include definitions to the document before the recommendations.
- *Action Step 1.3 and 3.2:* Members wanted clarification on these as they believe there is no difference.
- *Tactic 1.4.1:* There were no objections to this tactic; however, the Taskforce thought more description was needed. It was suggested to rephrase this action step and remove the words warrior and guardian to emphasize transformative policing practices, with emphasis on the role of law enforcement as public services/public servants.
- It was suggested to define what paramilitary means in the recommendations.
- T*actic 1.5.1:* Individuals are screened before entering into the program(s). Taskforce members reminded the group that the idea of psychological examinations is Eurocentric and there is a prevalence of misdiagnose of persons of color. So, instead of a screening tool for candidates, candidates should be provided an examination of their view on cultural competency, implicit bias, anti-racism at entry and exit of Law Enforcement and Criminal Justice programs.
- It was recommended to survey/assess individuals before graduating from programs.
- Several members of the Taskforce thought it was important to note the difference between law enforcement and criminal justice programming. Law Enforcement is about being a police officer. Criminal Justice is about all other aspects around criminal justice systems.
- *Tactic 1.6.2:* It was suggested to strengthen the vocabulary for this tactic from "examine" to perhaps use "fix or solve."
- *Tactic 1.6.3:* The Taskforce had several questions regarding the transferability of 2 year law enforcement programs to 4 years programs. It was stressed that if there is not

seamless transfer from these programs, it could impede the diversification of students going into four-year programs.

Next Steps

- Due to robust discussions the Taskforce only had time to review Recommendation Category I. The Taskforce determined that in February they will meet twice.
- Meeting date: February 10, 2021
    - Taskforce will review Category II: Recruitment and Retention of Law Enforcement Officers of Color and Category III: Education and Training of CURRENT Officers

TASKFORCE MEETING SEVEN - AGENDA AND SUMMARY

Review and feedback on Draft Summary Recommendations

Category 2: Recruitment and Retention of BIPOC Law Enforcement Officers
Category 3: Education and Training of CURRENT Officers

Facilitated by Dr. Merrill Irving, Jr. of Hennepin Technical College

The seventh Minnesota State Taskforce on Law Enforcement Education Reform meeting was on Wednesday, February 10, 2021 at 12:00 p.m. via Zoom. Tri-convened by Satasha Green-Stephen, Dennis Olson, and George Soule.

Recommendations and Action Steps

The draft list of recommendations created by the Taskforce within Outcomes 1-2 and Buckets 1-3 was compiled and presented to the Taskforce to review for accuracy and to provide additional feedback. The Taskforce reviewed and talked through Category 2 and 3. Further recommendations, suggestions, and edits were discussed. These will be shared with the Minnesota State Chancellor in late February and the Minnesota State Board of Trustees in March.

- President Irving of Hennepin Technical College facilitated the discussion.

Recommendation Category 2: Recruitment and Retention of BIPOC Law Enforcement Officers

The following questions guided the discussion:

- Is the recommendation complete?
- Are there any suggested changes to the recommendation? Do the tactics align with meeting this recommendation goal?
- Are additional tactics needed to meet this recommendation goal?

Recommendation Category 3: Education and Training of CURRENT Officers

The following questions guided the discussion:

- Is the recommendation complete?
- Are there any suggested changes to the recommendation? Do the tactics align with meeting this recommendation goal?
- Are additional tactics needed to meet this recommendation goal?

Discussion:

Several Taskforce members needed further clarification on the draft list of recommendations in Category 2 and 3. It was discussed that the recommendations should be more specific because being too broad can exclude Black, Indigenous, and People of Color (BIPOC), and Minnesota State faculty and staff from the intent of the recommendations.

Action items:

- A list of suggested changes to Category 2 and 3 will be sent to the Taskforce members to review for accuracy. The Taskforce members are to send any changes and edits to the Associate Vice Chancellor for Academic Affairs by Friday, February 19, 2021.
- The Taskforce members were tasked to review Action Step 3.2, Tactic 3.2.1. Any recommended changes are to be sent to the Associate Vice Chancellor for Academic Affairs.
- The updated draft recommendations, Category 1, 2, and 3, will be shared with the Taskforce during the final meeting. At this meeting, the Taskforce will review the document for accuracy and finalize the list of recommendations.
- The final process and wrap up will be discussed with the Taskforce during the final meeting on February 24, 2021. Questions and concerns will be discussed during that meeting.
- The final recommendation list will be shared with the Minnesota State Chancellor in late February and the Minnesota State Board of Trustees in March.

TASKFORCE MEETING EIGHT - AGENDA AND SUMMARY

Welcome by Taskforce Conveners

Final Review and Adoption of Recommendations

Facilitated by Dr. Merrill Irving, Jr. of Hennepin Technical College

Process for Consideration of Taskforce Recommendations

The eighth and final Minnesota State Taskforce on Law Enforcement Education Reform meeting was on Wednesday, February 24, 2021 at 12:00 p.m. via Zoom. Tri-convened by Satasha Green-Stephen, Dennis Olson, and George Soule.

Recommendations and Action Steps

The final list of recommendations created by the Taskforce within Outcomes 1-2 and Buckets 1-3 was compiled and presented to the Taskforce for final review and adoption. The Taskforce reviewed Categories 1, 2 and 3.

- President Irving of Hennepin Technical College facilitated the discussion.

Final Review and Adoption of Recommendations

The Taskforce reviewed and adopted the final recommendation document.

Process for Consideration of Taskforce Recommendations:

- AVC Green-Stephen presented to the Taskforce on next steps for considerations of the Taskforce recommendations by Minnesota State Chancellor and Board of Trustees.
- The Taskforce recommendations will be shared with the Chancellor late February and presented to the Board of Trustees at the March 16-17, 2021 Board of Trustee meeting(s).
- March—May 2021 the Taskforce recommendations will be evaluated, assessed and prioritized to create a systemwide vision based on the recommendations. This will consist of:
    - March 2021 (after the Board of Trustee Meeting) — Taskforce recommendations will be shared with the Law Enforcement and Criminal Justice Faculty Community of Practice.
        - May—Summer 2021 — Law Enforcement and Criminal Justice Faculty Community of Practice will create a process of implementation of Taskforce recommendation's that align with program review, revision of POST Board standard(s) as well as any needed faculty professional development.
    - April—May 2021-- Taskforce recommendations will be shared with Minnesota State stakeholders.

Timeline: Review, Adoption and Implementation of Taskforce Recommendations

Appendix A: Taskforce Members

Malaysia Abdi
Student at Metropolitan State University
Students United
Malaysia is a graduate student at Metropolitan State University receiving her Masters in Advocacy and Political Leadership an active community member.

Salah Ahmed
Patrol Sergeant
Metro Transit Police Department, Somali American Police Association
Salah Ahmed began his law enforcement career in 2010. He is currently a Patrol Sergeant with the Metro Transit Police Department. Salah has led training on topics such as cultural awareness, implicit bias, equity, and Islamophobia. He earned a Master of Arts in Public Safety and Law Enforcement Leadership. Additionally, he is fluent in Arabic and Somali.

Joe Bathel
The Shakopee Mdewakanton Sioux Community
Minnesota Indian Affairs Council
Joseph Bathel, Taskforce Delegate from The Shakopee Mdewakanton Sioux Community (SMSC). Joseph is currently studying for his law enforcement degree, is a Board Member of the Civilian Review Board, Group Leader of the Natural Resources and Infrastructure Work Group, and will be Liaison to the SMSC Conservation and Enforcement Department.

Theresa Battle
Superintendent
Burnsville-Eagan-Savage School District 191
Dr. Theresa Battle is Superintendent of Burnsville-Eagan-Savage School District 191, serving more than 8,000 students and their families in a diverse Minneapolis suburb. She has previously served students and families as a classroom teacher, Principal, Curriculum Director and Assistant Superintendent.

Michael Birchard
Associate Vice President of Equity and Inclusion
Inver Hills Community College; Dakota County Technical College
Michael Birchard is the Vice President of Equity and Inclusion at Inver Hills Community College and Dakota County Technical College. He has taught courses on democratic citizenship, Race in America, American Indian studies, human relations, leadership, and community organizing at North Hennepin Community College, Minneapolis College, St. Cloud State University, and Saint Mary's University of Minnesota.

Jeffery Boyd
President
Rochester Community and Technical College
Jeffery Boyd, Ed.D., has served Rochester Community and Technical College and Minnesota State since 2018. Following graduation from a community college, Dr. Boyd served nine years as a police officer before transitioning to teaching Criminal Justice. Dr. Boyd has served several community colleges in roles including dean, provost, and president.

Stephanie Burrage
Interim Superintendent
Robbinsdale Area Schools
Dr. Stephanie Burrage is the Interim Superintendent of the Robbinsdale Area Schools with 35 years of experience in education. A published author, her most recent article is published in the Journal of the Center for Policy, Analysis and Research, "Expanding Early Childhood Resources to Address Racial Disparities in Education, Employment and Incarceration."

Elliot Butay
Criminal Justice Coordinator
National Alliance on Mental Illness
Elliot Butay is the Criminal Justice Coordinator for NAMI (National Alliance on Mental Illness) Minnesota, a statewide grassroots organization that champions justice, dignity, and respect for all people affected by mental illnesses through education, support, and advocacy. Elliot coordinates NAMI's advocacy efforts to decriminalize mental illnesses in Minnesota.

Jon Dalager
System Director, Academic Programs and Quality Assurance
Minnesota State

Dr. Jon Dalager is the System Director for Academic Programs and Quality Assurance at Minnesota State. He practiced law in West Central Minnesota before becoming a professor of political science and an academic dean. He has taught courses on the legal system, civil rights, and constitutional law.

Gae Davis
Criminal Justice Coordinator
Central Lakes College

Gae Davis has worked for Central Lakes College over two decades, serving 10 of those years as a Coordinator for the Law Enforcement Program. Davis has a Masters in Criminal Justice from SCSU. She has worked for the Mille Lacs Tribal Police, Motley Police, and the Crow Wing County Sheriff's Office.

Andriel Dees
Interim System Diversity Officer
Minnesota State

Andriel Dees is the Interim System Diversity Officer for Minnesota State, and has oversight of the system's strategy to support diversity, equity and inclusion. Previously, she served in Diversity and Inclusion leadership roles at Capella University, University of Wisconsin River-Falls, and William Mitchell College of Law. Andriel holds a Juris Doctorate from William Mitchell College of Law and a Bachelor of Arts degree in English from Hampton University in Hampton, Virginia.

James Densley
Chair of the School of Law Enforcement and Criminal Justice
Metropolitan State University

Professor James Densley is Chair of the School of Law Enforcement and Criminal Justice at Metropolitan State University. He is the author of four books and over 100 articles on crime and policing; and a co-creator of The Violence Project, a NIJ-funded database of mass shooters that has received global media attention. He earned his PhD in sociology from the University of Oxford.

Samantha Diaz
Legislative and Policy Director in Education
Minnesota Council on Latino Affairs

Samantha N. Diaz has been the Legislative and Policy Director in the area of education at the Minnesota Council on Latino Affairs since 2019. MCLA is a state agency that advises and informs the governor and legislators on matters of importance to Latinos in Minnesota.

Joe Gothard
Superintendent
Saint Paul Public Schools

Dr. Joe Gothard is Superintendent of Saint Paul Public Schools, serving more than 37,000 PreK-12 students with more than 5,500 full-time staff. Previously, Dr. Gothard served as Superintendent in the Burnsville-Eagan-Savage School District. He has also served as Assistant Superintendent, High School and Middle School Principal in Madison, Wisconsin.

Sia Her
Executive Director
Council on Asian Pacific Minnesotans

Sia Her has been executive director of the Council since 2013. Before joining the Council, Sia served as campaign manager for the successful Saint Paul Public Schools' "Strong Schools, Strong Communities" levy referendum. She has a master's degree in public policy from the Hubert H. Humphrey School of Public Affairs and a bachelor's degree in political science from Macalester College.

Teri Hinds
Senior Director of Strategic Initiatives – Equity 2030
Minnesota State

Teri Lyn Hinds joined Minnesota State as the Senior Director of Strategic Initiatives – Equity 2030 in March 2020. In her previous role as the Director of Policy Research and Advocacy at NASPA – Student Affairs Administrators in Higher Education she worked regularly with staff from the International Association of Campus Law Enforcement Administrators (IACLEA) on issues of campus safety.

Merrill Irving
President
Hennepin Technical College

Dr. Merrill Irving Jr. is president of Hennepin Technical College (HTC) which is comprised of 46% students of color and has a 99% job placement rate. The HTC Law Enforcement and Criminal Justice Education Center provides skills training for more licensed peace officers employed in Minnesota than any other Minnesota State institution.

Arrick Jackson
Vice President of Academic Affairs
Minnesota State University Moorhead

Arrick Jackson is Vice President for Academic Affairs at Minnesota State University Moorhead. He provides leadership for academic programs and builds strong partnerships in community and economic development. He holds a B.S. and M.S. in criminal justice and a Ph.D. in political science. He is an experienced fundraiser and community developer.

Amber Jones
Community Outreach Coordinator
Council for Minnesotans of African Heritage

Amber Jones is the Outreach Coordinator for the Council for Minnesotans of African Heritage. She has ten years of community engagement & advocacy experience working in various industries including education, economic development, museums, & state government. Amber is a summa cum laude graduate from the University of Minnesota-Twin Cities with a B.A. in African American & African Studies.

Ascan Koerner
Associate Dean for Undergraduate Education, College of Liberal Arts
University of Minnesota

Ascan F. Koerner is Professor of Communication Studies and Associate Dean for Undergraduate Education at the College of Liberal Arts of the University of Minnesota, the largest college in the state. He is an expert in family communication and conflict resolution, as well as career readiness of liberal arts students.

Wade Lamirande
Law Enforcement Program Coordinator
Fond du Lac Tribal & Community College

Wade Lamirande is the Law Enforcement Program Coordinator at Fond du Lac Tribal and Community College, one of Minnesota State's largest Law Enforcement classroom and skills training programs. Lamirande's professional experience covers 26 years in law enforcement as a chief of police, detective, and patrol officer, plus completion of FBI National Academy Leadership Training.

Kim Lund
Lieutenant
Minneapolis Police Department, Association of Women Police

Kim Lund has been a Minnesota police officer for 36 years and has served on the Crime Victims Reparations Board, The Minnesota Juvenile Officers Association Board, and the board for the Minnesota Association of Women Police. Kim was appointed to a group that reviewed academic programming in our juvenile corrections facilities during Gov. Ventura's administration.

Priscilla Mayowa
Student at North Hennepin Community College
President, LeadMN

Priscilla is currently a student at North Hennepin and Bemidji State getting her bachelor's in accounting. During the day she serves as President of LeadMN – College students connecting for change and at night she tries to meet all her 11:59pm deadlines. In her free time she podcasts, cooks, bake breads, watches TV and brainstorm ways to dismantle systems of oppression.

Kristy Modrow
Student Relations and Experiential Learning Director, School of Public Affairs
St. Cloud State University

Kristy Modrow has served in higher education for 15 years. She is the School of Public Affairs Student Relations and Experiential Learning Director at St. Cloud State University. She connects criminal justice students with criminal justice and governmental agencies to create mutually meaningful applied learning experiences.

Marta Mohr
Interim System Director for Transfer
Minnesota State
Marta Mohr has served Minnesota State in academic programming and transfer since 2008. She holds a M.A. in Counseling and a Ph.D. in Sociology. Marta has Individual, Group, Family, and Addiction Counseling faculty experience. She has worked with tribal, city, county, state and federal probation, law enforcement, and treatment programs.

Henry Morris
Vice President for Diversity and Inclusion and Diversity Officer
Minnesota State University, Mankato
Dr. Henry Morris is the Vice President for Diversity & Inclusion and Diversity Officer at Minnesota State University, Mankato. He has served many different senior level administrative positions over 29 years at Minnesota State Mankato. Dr. Morris also serves on the Mankato Criminal Justice Taskforce and has served on many state and local boards.

Evan Olson
Student at Minnesota State University, Mankato
Students United
Evan Olson is a third-year Law Enforcement major at Minnesota State University, Mankato.

Lyndsey Olson
City Attorney
City of Saint Paul
Lyndsey Olson is the Saint Paul City Attorney, appointed by Mayor Melvin Carter in 2018. Her office operates under a vision of inclusion, access to justice, sustainable legal processes and innovative legal solutions. Ms. Olson also is a Lieutenant Colonel in the Minnesota National Guard Judge Advocate General's Corps and Staff Judge Advocate for 34th Infantry Division.

Paula Palmer
Director of Career and College Success
Minnesota Department of Education

Paula Palmer, M.A., is currently serving as the Director of the Career and College Success Division at the Minnesota Department of Education. She oversees early college programs, partnerships, and strategic initiatives with PreK-20 including Career and Technical Education, High School to Postsecondary Initiatives, MN Career Information System, Adult Basic Education, Online Learning, and Alternative Programs.

Tia Robinson-Cooper
Provost and Vice President of Academic Affairs
Inver Hills Community College

Tia Robinson-Cooper has served Inver Hills Community College as the Provost/Vice-President of Academic Affairs since 2018. She currently leads the Law Enforcement Advisory Board to address racial equity across the curriculum through the development of a Culturally Responsive Law Enforcement program. Inver Hills offers degrees and certificates in Law Enforcement and Criminal Justice Studies.

Rick Sansted
Superintendent
Alexandria School District

Rick Sansted currently serves as Superintendent for Alexandria Public Schools. With over 20 years of education experience across the state, a focus area includes growing partnerships with the community and higher education to help students follow their passion toward a career. Alexandria Technical and Community College hosts a Law Enforcement program.

Peggy Strand
Education Coordinator
Minnesota Board of Peace Officer Standards and Training (POST Board)

Peggy Strand serves as an education coordinator for the Minnesota Board of Peace Officer Standards and Training which certifies 30 colleges and universities, including 21 Minnesota State schools, to provide the professional peace officer education that is one of the requirements for peace officer licensure in Minnesota.

Sherrise Truesdale-Moore
Associate Professor, College of Social and Behavioral Sciences
Minnesota State University, Mankato

Dr. Sherrise Truesdale-Moore has served as a professor in the Corrections/Criminal Justice Program at Minnesota State University, Mankato for 16 years. She holds a PhD from Howard University with a concentration in criminology and urban sociology and a Master's in criminal justice from Coppin State University. She has over 27 years of professional criminal justice experience. She conducts cultural competency training for criminal justice professionals.

Robbyn Wacker
President
St. Cloud State University

Dr. Robbyn Wacker is the 24th President of St. Cloud State University since 2018. She is an experienced administrator and a tenured professor with a reputation for leadership of strategic initiatives, encouraging innovation, and advancing student enrollment, retention. She has served as a leader on numerous boards and committees.

Dawanna Witt
Major
Hennepin County Sheriff's Office, Minnesota Black Police Officers Association

Dawanna Witt has been in law enforcement/corrections for 21 years. She is currently a Major with the Hennepin County Sheriff's Office, with Black Police Officers Association and an Adjunct Instructor at Inver Hills Community College. Major Witt holds master's degrees in Management and Public Safety Administration from Saint Mary's University of Minnesota.

Pheng Xiong
Police Officer
City of Saint Paul, Minnesota Asian Peace Officers Association

Pheng Xiong is a 1st generation immigrant from Thailand, oldest of 5 children, raised in the Frogtown neighborhood in St. Paul. He worked for Police Departments in Coon Rapids and New Hope. He is now an 8-year veteran Police Officer with the City of Saint Paul. Pheng is the elected President of the Minnesota Asian Peace Officer Association.

Appendix B: Taskforce Charge

MINNESOTA STATE TASKFORCE ON LAW ENFORCEMENT EDUCATION REFORM CHARGE DOCUMENT

Purpose: To advise the Chancellor and Board of Trustees (BOT) on issues, initiatives, programming and priorities relative to anti-racism law enforcement education and preparing graduates for transformative policing of our communities.

Scope: Preparation of law enforcement professionals (peace officers, correction officers, etc.) including academic programming, instructional development, capacity building, and transfer; relationships and collaborations related to certification, state approval from the MN Board of Peace Officer Standards and Training (POST) and professional workforce issues (pipeline and workforce development); and recommendations regarding diversity, equity and inclusive practices across Minnesota State.

Primary Responsibilities:

1. Facilitate communication among faculty, staff, students, administrators, and other stakeholders.
2. Advise the Chancellor and the BOT on systemwide issues related to preparation of law enforcement professionals.
3. Make recommendations to the Chancellor and the BOT that result from a process of discovery, planning, adoption and analysis.

Equity 2030: The Minnesota State Taskforce on Law Enforcement Education Reform is responsible for the facilitation of the transformational ideals of Equity 2030. Equity 2030 seeks to address the educational attainment goals of an ever-growing diverse racial and socioeconomic student body, and those who represent first generation students. Facilitating and nurturing Equity 2030 requires the taskforce to demonstrate how diversity and inclusion are at the forefront of curriculum design in law enforcement and how culturally relevant approaches are demonstrated in program/curricula development.

Operating Guidelines:

1. The Taskforce has a convener and a co-convener appointed by the Chancellor and/or designee. The conveners, along with the Minnesota State Law Enforcement Planning and Advising Commission, will take the lead in identifying issues to be addressed by the Taskforce.
2. The Taskforce charge document, membership list, meeting schedule, agendas, meeting summaries, and other information will be available and distributed to taskforce members and other constituent groups.
3. A liaison from the Taskforce will attend meetings of the Law Enforcement Faculty Community of Practice.

Meeting Times and Dates: The Taskforce meets on a regular basis during the Fall 2020 semester. The Taskforce convener(s) will determine the frequency and schedule of meetings with input from Taskforce members. The system office will pay travel expenses for faculty and student members as

needed. Institutions are expected to pay travel expenses for Minnesota State administrators. Taskforce members' external to Minnesota State parking will be validated for face-to-face meetings at the System Office.

Taskforce Member Expectations: Members are expected to:

1. Attend and participate in meetings as scheduled;
2. Represent the positions of their constituents;
3. Work with all members to build consensus in decisions and recommendations;
4. Respond objectively to requests from the Minnesota State Law Enforcement Planning and Advising Commission and Chancellor;
5. Provide recommendations to the Chancellor that meet student, institutional, and system needs;
6. Communicate discussions and recommendations back to their constituents.
7.

Taskforce Leaders: Conveners will be appointed and serve at the will of the Chancellor. The conveners and the Associate Vice Chancellor for Academic Affairs will take the lead in identifying issues to be discussed by the Taskforce, and help develop the full taskforce agenda.

Ad Hoc Subgroups: In order for the Minnesota State Taskforce on Law Enforcement Education Reform to function in the most effective manner, ongoing or short-term ad hoc-subgroups may be formed to address specific topics or issues. These ad hoc-subgroups may include subject matter experts who are not currently serving on the Taskforce. Ad hoc-subgroups forward recommendations to the Taskforce for consideration in their development of recommendations to the Chancellor.

Taskforce Members: Membership of the taskforce should include at least one member from each of the following groups. Appointees shall be recruited by the co-chairs with assistance from the responsible division/organization. The membership will be approved by the Chancellor.

1. **University Faculty (IFO)**: two faculty members who teach in law enforcement, criminal justice or related program.
2. **College Faculty (MSCF)**: two faculty members who teach in law enforcement, criminal justice or related program.
3. **Administrators:** one college administrator and one university administrator with a law enforcement or criminal justice program.
4. **University Administrative and Service Faculty (MSUAASF):** one member
5. **Presidents:** two College Presidents and one University President with a law enforcement or criminal justice program.
6. **Professional Staff (MAPE):** one member
7. **University Students (Students United):** two students enrolled in a law enforcement or criminal justice program
8. **College Students (LeadMN):** two students enrolled in a law enforcement or criminal justice program
9. **Academic and Student Affairs Division Staff, System Office:** one member
10. **Equity and Inclusion Division Staff, System Office:** one member
11. **Equity 2030 Staff:** one member
12. **Diversity Officers:** one college diversity officer and one university diversity officer
13. **Minnesota State Law Enforcement Planning and Advising Commission:** two members
14. **Minnesota Board of Peace Officer Standards and Training (POST):** one member
15. **Official/Representative from City of Saint Paul:** one member
16. **School District:** one rural district, one urban district, two suburban districts

17. **Police Affinity Groups:** four members (one member from each MN National Black Police Officers Association, MN Asian Peace Officers Association, Somali American Police Association, MN Association of Women Police).
18. **MN Office of Higher Education:** one member
19. **MN Department of Education:** one member
20. **Community Organization(s):** one member National Alliance on Mental Health
21. **State Affinity Councils:** four members (one member from each MN Indian Affairs Council, MN Council on Latino Affairs, Council on Asian Pacific Minnesotans, Council for Minnesotans of African Heritage).
22. **University of Minnesota:** one member
23. **Minnesota State Board of Trustee:** one member

March 2021

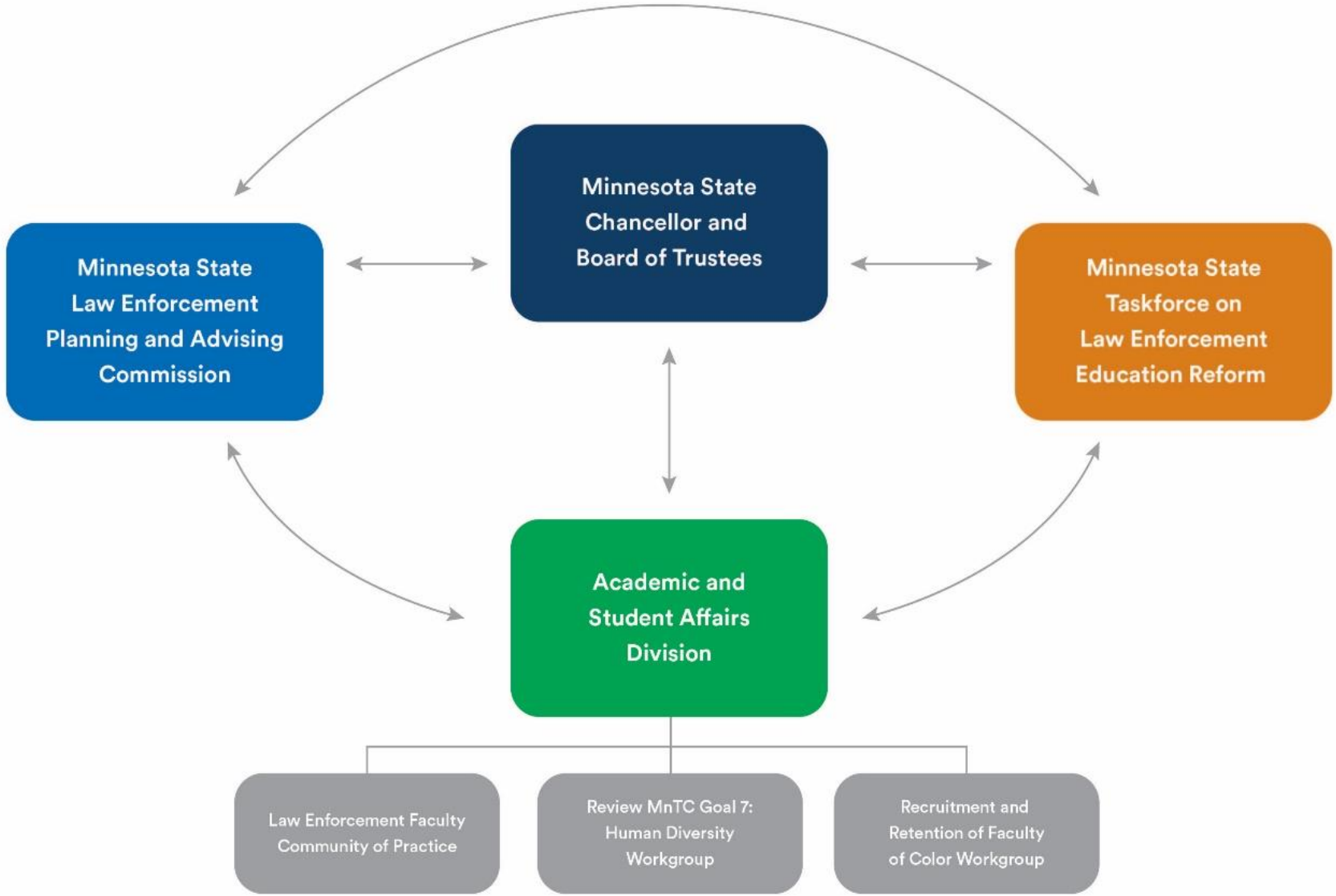
Minnesota State Taskforce on Law Enforcement Education Reform Update

Board of Trustees

MINNESOTA STATE

MINNESOTA STATE

MINNESOTA STATE
LAW ENFORCEMENT EDUCATION REFORM



MINNESOTA STATE

Tri-Conveners Minnesota State Taskforce on Law Enforcement Education Reform

Satasha Green-Stephen
Associate Vice Chancellor
Minnesota State

Dennis Olson
Commissioner
Minnesota Office of Higher Education

George Soule
Trustee
Minnesota State
Board of Trustees

MINNESOTA STATE

Charge of Taskforce

Purpose: To advise the Chancellor and Board of Trustees on issues, initiatives, programming and priorities relative to anti-racism law enforcement education and preparing graduates for transformative policing of our communities.

Scope: Preparation of law enforcement professionals (peace officers, correction officers, etc.) including academic programming, instructional development, capacity building, and transfer; relationships and collaborations related to certification, state approval from the MN Board of Peace Officer Standards and Training (POST) and professional workforce issues (pipeline and workforce development); and recommendations regarding diversity, equity and inclusive practices across Minnesota State.

Alignment with Equity 2030

Equity 2030:

The Minnesota State Taskforce on Law Enforcement Education Reform is responsible for the facilitation of the transformational ideals of Equity 2030. Equity 2030 seeks to address the educational attainment goals of an ever-growing diverse racial and socioeconomic student body, and those who represent first generation students. Facilitating and nurturing Equity 2030 requires the taskforce to demonstrate how diversity and inclusion are at the forefront of curriculum design in law enforcement and how culturally relevant approaches are demonstrated in program/curricula development.

Taskforce Members

- University Faculty (IFO) (2)
- College Faculty (MSCF) (2)
- Minnesota State Administrators (2)
- University Administrative and Service Faculty (MSUAASF) (1)
- MN State Presidents (3)
- Professional Staff (MAPE) (1)
- University Students (Students United) (2)
- College Students (LeadMN) (1 of 2)
- Academic and Student Affairs Division Staff, System Office: (1)
- Equity and Inclusion Division Staff, System Office: (1)
- Equity 2030 Staff (1)
- Diversity Officers (2)
- Minnesota State Law Enforcement Planning and Advising Commission (2)
- Minnesota Board of Peace Officer Standards and Training (POST) (1)
- Official/Representative from City of Saint Paul (1)
- School Districts (4)
- Police Affinity Groups (4)
- MN Office of Higher Education (1)
- MN Department of Education (1)
- Community Organization(s): National Alliance on Mental Health (1)
- State of Minnesota Affinity Councils (4)
- University of Minnesota (1)
- Minnesota State Board of Trustees (1)

Minnesota State Taskforce on Law Enforcement Education Reform

- The Taskforce met monthly from August 26, 2020 through February 24, 2021.

- All meeting agendas and meeting summaries/minutes have been posted to www.MinnState.Edu.

Taskforce Recommendations and Action Steps

OUTCOME I: Reform Law Enforcement education by creating anti-racism law enforcement education programs

OUTCOME II: Propose/develop competencies for Law Enforcement education programming that prepare graduates for transformative policing of our communities.

CATEGORY I: **EDUCATION AND TRAINING OF NEW OFFICERS**

CATEGORY II: **RECRUITMENT AND RETENTION OF BIPOC LAW ENFORCEMENT OFFICERS**

CATEGORY III: **EDUCATION AND TRAINING OF CURRENT OFFICERS**

1.1 Recommendation

All Minnesota State law enforcement and criminal justice programs will commit to the training of culturally competent peace officers for the State of Minnesota.

Action Step 1.1: Cultural Competency incorporated in curriculum

Action Step 1.2: Infuse law enforcement programming with anti-racist education

Action Step 1.3: Program Advisory Committee membership and training

Action Step 1.4: Incorporate leadership training and development in curriculum

Action Step 1.5: Transformative policing practices with an emphasis of the role of law enforcement as public servants within communities

Action Step 1.6: Restructure onboarding practices

Action Step 1.7: Complete an assessment of Law Enforcement and Criminal Justice Programs

2.1 Recommendations

Recruitment and Retention of BIPOC Law Enforcement Officers

Action Step 2.1: Faculty and Staff training in cultural competency concepts

Action Step 2.2: Diversify, attract and retain *BIPOC faculty and staff in Law Enforcement and Criminal Justice programs

Action Step 2.3: Diversify, attract and retain BIPOC students in law enforcement and criminal justice programs

Footnote: Black Indigenous People of Color (BIPOC)

3.1 Recommendations

Educate and Training of CURRENT Officers

Action Step 3.1: Redesign and increase anti-racist and cultural competency continuing education opportunities for law enforcement officers

Action Step 3.2: Build greater and more influential partnerships with departments

College Perspective: Work of the Taskforce & Recommendations

Dr. Merrill Irving, Jr.
President, Hennepin Technical College
Co-Chair of Minnesota State Law Enforcement Planning and Advising Commission

What's Next

Minnesota State Taskforce on Law Enforcement Education Reform

June 2020—The Multi-prong approach to Law Enforcement Education Reform was shared with Minnesota State's Board of Trustees

July 2020—Sent letter of Invitation to participate on Taskforce

August 2020—1st meeting of Taskforce

February 2021—Submit recommendations to Commission to incorporate into full report

February 2021---Review, finalize and submit recommendations and full report to Minnesota State Chancellor

March 2021– Minnesota State Chancellor provide Final Report and update to Board of Trustees

Law Enforcement and Criminal Justice Faculty Community of Practice

October 2020—1st meeting of the Faculty Community of Practice (FCOP).

--The FCOP also met in Nov. 2020 and their next meeting is March 2021

March 2021—Share Recommendations and Report with Faculty Community of Practice

Other Minnesota State Stakeholder Groups

March-May 2021—Share Recommendations and Report with:

-Leadership Council

-Senior Academic Officers/Senior Student Affairs Officers

-Statewide Faculty Leadership

-Statewide Student Leadership

-Statewide Senior Diversity Officers

NOTE: This is not an exhaustive list of Minnesota State stakeholders

Minnesota State Academic & Student Affairs & FCOP

March-May 2021—Evaluate, assess and prioritize recommendations to create a system-wide vision based on the recommendations.

May-Summer 2021--Create process of implementation of recommendations that align with program review, revision of POST Board standards, and faculty professional development.

Update Board of Trustees on Multi-Prong Approach

March 2021

- Provide Board of Trustees recommendations submitted from Minnesota State Taskforces on Law Enforcement Education Reform

May 2021

- Provide Board of Trustees an update on the revision and implementation of Minnesota Transfer Curriculum (MnTC) Goal 7: Human Diversity

September 2021

- Provide update on Law Enforcement and related program review and quality assurance process
- Update on Peace Officer Standards and Training (POST) Board rulemaking
- Provide update on Strategic Plan on the recruitment and retention of Faculty of Color

MINNESOTA STATE

Questions and Discussion

Recommended Committee Action

The Committee of the Whole recommends that the Board of Trustees approve the following motion:

On the recommendation of the Chancellor, the Board of Trustees accepts the taskforce report and commends the taskforce members for their work. The Board charges the Chancellor, after appropriate consultation with stakeholders, to prioritize the recommendations and work with colleges and universities to implement them in a timely manner. The Chancellor and staff are to update the Board on implementation progress on a regular basis.

MINNESOTA STATE

Finance Committee
March 16, 2021
11:15am
McCormick Room
30 7th Street East
St. Paul MN

Note: Committee/board meeting times are tentative. Committee/board meetings may begin up to 45 minutes earlier than the times listed below if the previous committee meeting concludes its business before the end of its allotted time slot.

Finance Committee, Roger Moe, Chair
Other board members may be present constituting a quorum of the board.

1. **Minutes of January 26, 2021** (pp. 1-8)
2. FY2021 Operating Budget Update (pp. 9-29)

Committee Members:
Roger Moe, Chair
April Nishimura, Vice Chair
Ahmitara Alwal
Jerry Janezich
Kathy Sheran
George Soule
Michael Vekich

President Liaisons:
Joe Mulford
Scott Olson

Bolded items indicate action is required.

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Minnesota State Board of Trustees
Finance Committee Meeting Minutes
January 26, 2021
McCormick Room
30 7th Street East
St. Paul, MN

Finance Committee members present: Roger Moe, Chair; April Nishimura, Vice Chair; Trustees Ahmitara Alwal, Kathy Sheran, George Soule, Michael Vekich, and Chancellor Devinder Malhotra.

Other board members present: Jay Cowles, Chair; Trustees Asani Ajogun, Alex Cirillo, Dawn Erlandson, Javier Morillo, Oballa Oballa, Rudy Rodriguez, and Cheryl Tefer.

Cabinet Members Present: Vice Chancellor Bill Maki

President Liaisons Present: President Joe Mulford, Pine Technical and Community College and President Scott Olson, Winona State University.

This meeting was hosted online via Zoom. Committee Chair Moe called the virtual meeting to order at 12:30pm and a roll-call was taken.

Chair Moe provided a brief outline of the agenda for the meeting.

1. **Approval of the Finance Committee Meeting Minutes**
   Committee Chair Moe noted that there was a change to the minutes to include those trustees that had inadvertently been left off of the version published in the packet. A revised version of the minutes with the noted changes has since been provided to the Board Secretary and will replace those in the final published proceedings. With that, Chair Moe called for a motion to approve the Finance Committee Meeting minutes from November 18, 2020. Trustee Vekich made the motion, Vice Chair Nishimura seconded. A roll-call vote was taken, The minutes were approved as amended.

   The Chair recognized Vice Chancellor Bill Maki.

   Vice Chancellor Maki thanked the Chair and recognized Chancellor Malhotra to make a statement.

   Chancellor Devinder Malhotra wanted to share good news on the Governor's budget proposal which recommends $61 million (out of the $75 million in our biennial budget request) for campus stabilization and operating dollars, $2.5 million (out of the $45 million in the affordability and equity portion of our request) to deal with mental health issues for students. In addition, the governor's budget included for the Office of Higher Education $35 million for workforce stabilization grants to support dislocated workers and those making $50K or less.

The chancellor thanked the bargaining unit and student association leadership, the government relations team, and Vice Chancellor Maki for their advocacy and leadership which have helped lead to this result.
Vice Chancellor Maki was recognized again and gave updates on the following topics:

- *The NextGen contract was signed on December 23, 2020. Implementation work with Deloitte and Workday has begun.*
- *Finance Division had our annual virtual conference in early December with a focus on:*
  - *NextGen implementation*
  - *An EAB presentation on financial operations*
  - *Results of a financial modeling survey and discussion*

2. Contracts Exceeding $1 Million:

a. Contract for Flight Training Program Facilities and Services – Rochester Community and Technical College

Vice Chancellor Maki provided a summary of the proposed contract. Committee Chair Moe called for questions.

There being no questions, Committee Chair Moe asked for a motion to adopt the following:

RECOMMENDED COMMITTEE MOTION:
The Finance Committee recommends that the Board of Trustees authorize the chancellor or the chancellor's designee to execute an agreement for up to three years for the period July 1, 2021-June 30, 2024 for an amount not to exceed $5.5 million. The board directs the chancellor or his designee to execute all necessary documents.

RECOMMENDED BOARD OF TRUSTEES MOTION:
The Board of Trustees authorizes the chancellor or the chancellor's designee to execute an agreement for up to three years for the period July 1, 2021-June 30, 2024 for an amount not to exceed $5.5 million. The board directs the chancellor or his designee to execute all necessary documents.

Trustee Soule moved to approve the motion. Trustee Nishimura seconded. A roll-call vote was taken. The motion was adopted with five in favor (Chair Moe, Vice Chair Nishimura, Trustees Alwal, Sheran, and Soule) and one opposed (Trustee Vekich).

b. Contract for Printer/Copier Multi-Function Devices – Rochester Community and Technical College

Vice Chancellor Maki provided a summary of the proposed contract. Committee Chair Moe called for questions.

There being no questions, Committee Chair Moe then asked for a motion to adopt the following:

RECOMMENDED COMMITTEE MOTION:
The Finance Committee recommends that the Board of Trustees authorize the chancellor or the chancellor's designee to execute a new agreement with Metro Sales, Inc. through the Omnia Partners Cooperative Purchasing Program for a term through June 2024 for a cumulative total amount from March 2016 through June 2024 of up to $1.3 million. The board directs the chancellor or his designee to execute all necessary documents.

RECOMMENDED BOARD OF TRUSTEES MOTION:
The Board of Trustees authorizes the chancellor or the chancellor's designee to execute a new agreement with Metro Sales, Inc. through the Omnia Partners Cooperative Purchasing Program for a term through June 2024 for a cumulative total amount from March 2016 through June 2024 of up to $1.3 million. The board directs the chancellor or his designee to execute all necessary documents.

Trustee Soule moved to approve the motion. Trustee Vekich seconded. A roll-call vote was taken. The motion was adopted with six in favor (Chair Moe, Vice Chair Nishimura, Trustees Alwal, Sheran, Soule, and Vekich).

c. Contract for Office 365 Management Tool – System Office

Vice Chancellor Maki provided a summary of the proposed contract. Committee Chair Moe called for questions.

Trustee Soule asked if the program had any relationship with NextGen or would be replaced by NextGen. Vice Chancellor Maki stated that he did not believe there was any connection to NextGen but would defer to Interim Vice Chancellor Ross Berndt for a definitive answer. Vice Chancellor Berndt confirmed that this software has no relationship to NextGen.

Trustee Alwal asked if this would help students logging in or if user names would change as a result of this software update. Vice Chancellor Berndt responded that the issues noted are campus related issues and while this software will not directly help those issues it will help campus IT staff the insight into the tenant to help relieve these problems sooner.

Another feature of this change will enable faculty and staff to move their phones into the Office365 tenant.

There being no further questions, Committee Chair Moe then asked for a motion to adopt the following:

RECOMMENDED COMMITTEE MOTION:
The Finance Committee recommends that the Board of Trustees authorize the chancellor or the chancellor's designee to execute an agreement on behalf of the system for a term up to five (5) years to not exceed $1,700,000. The board directs the chancellor or his designee to execute all necessary documents.

RECOMMENDED BOARD OF TRUSTEES MOTION:
The Board of Trustees authorizes the chancellor or the chancellor's designee to execute an agreement on behalf of the system for a term up to five (5) years to not exceed $1,700,000. The board directs the chancellor or his designee to execute all necessary documents.

Vice Chair Nishimura moved to approve the motion. Trustee Sheran seconded. A roll-call vote was taken. The motion was adopted with six in favor (Chair Moe, Vice Chair Nishimura, Trustees Alwal, Sheran, Soule, and Vekich).

Vice Chancellor Maki yielded to Associate Vice Chancellor Brian Yolitz to provide a summary of the next two proposed contracts. Associate Vice Chancellor Yolitz noted that both contracts had already been reviewed and approved in the Facilities Committee which met prior.

d. Student Affairs Renovation – Minneapolis Community and Technical College

A brief summary was provided by Associate Vice Chancellor Yolitz. Committee Chair Moe called for questions.

There being no questions, Committee Chair Moe then asked for a motion to adopt the following:

RECOMMENDED COMMITTEE MOTION:
The Board of Trustees authorizes the chancellor or the chancellor's designee to execute a construction contract not to exceed $2.9 million for Phases 3 and 4 of the student affairs renovation on the T-Building at Minneapolis Community and Technical College.

RECOMMENDED BOARD OF TRUSTEES MOTION:
The Board of Trustees authorizes the chancellor or the chancellor's designee to execute a construction contract not to exceed $2.9 million for Phases 3 and 4 of the student affairs renovation on the T-Building at Minneapolis Community and Technical College.

Trustee Sheran moved to approve the motion. Trustee Vekich seconded. A roll-call vote was taken. The motion was adopted with six in favor (Chair Moe, Vice Chair Nishimura, Trustees Alwal, Sheran, Soule, and Vekich).

e. Comstock Memorial Union Roof Replacement – Minnesota State University, Moorhead

Associate Vice Chancellor Brian Yolitz provided a summary of the proposed contract. Committee Chair Moe called for questions.

There being no questions, Committee Chair Moe then asked for a motion to adopt the following:

RECOMMENDED COMMITTEE MOTION:
The Board of Trustees authorizes the chancellor or the chancellor's designee to execute a construction contract not to exceed $1.3 million for replacing the roofing at Areas B1, B2 and B3 of the Comstock Memorial Union.

RECOMMENDED BOARD OF TRUSTEES MOTION:
The Board of Trustees authorizes the chancellor or the chancellor's designee to execute construction contract not to exceed $1.3 million for replacing the roofing at Areas B1, B2 and B3 of the Comstock Memorial Union.

Vice Chair Nishimura moved to approve the motion. Trustee Vekich seconded. A roll-call vote was taken. The motion was adopted with six in favor (Chair Moe, Vice Chair Nishimura, Trustees Alwal, Sheran, Soule, and Vekich).

Trustee Vekich suggested a procedural change for the committee to consider with respect to contracts like those for the flight training program at Rochester Community and Technical College. Recommended for inclusion going forward would be the following items which were not included in the board packet this time:

- *A fiscal note for a program or investment*
- *A Risk/Reward analysis*
- *Market analysis that indicates an ongoing need*

- *Recognition of competition between programs and how this would be addressed during the consultation process.*

These are recommended from a good governance standpoint. This applies specifically to items that require additional scrutiny before approval by the committee.

Committee Chair Moe thanked Trustee Vekich and agreed that these are good suggestions.

3. Federal Higher Education Funding Update

Vice Chancellor Maki provided an informational overview of the higher education funding programs: The Coronavirus Aid, Relief, and Economic Security Act (CARES) and the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA).

Vice Chancellor Maki read a question submitted by Trustee Erlandson: "Related to exceptional financial need, how do we figure that out? A previously middle-class family could have lost their business due to COVID and would not have qualified for PELL grants for example". The vice chancellor responded that this was a very good point and is something that we are working through. We have heard through our schools that there are many students in economic distress due to the pandemic that may not be PELL eligible, but their needs need to be addressed in some way. This is part of the process that is being worked out right now.

Upon conclusion of the presentation, Chair Moe asked for questions and comments from the Board.

Chair Moe called attention to the final slide and the wisdom of making sure we have solid principles and transparency in the expenditure of these funds. This is good guidance for all.

4. College and University Financial Performance Update

Vice Chancellor Maki was joined by Denise Kirkeby, System Director for Financial Reporting and Steve Ernest, System Director for Financial Planning & Analysis. Together, they provided a comprehensive informational overview of the annual update on the college and university financial health indicators.

Trustee Sheran asked the vice chancellor to define one of the acronyms used. Vice Chancellor Maki stated that GASB stands for Government Accounting Standards Board.

Trustee Sheran asked for a clarification of when GASB is included or not included. Vice Chancellor Maki responded that GASB is not included per board procedure. There are two components, GASB-68 and GASB-75 which are the pension components and these are pulled out when calculating the numbers used to determine the health indicators.

Trustee Rodriguez asked how our enrollment decline compares to national trends or those of other Minnesota institutions. The vice chancellor answered that more specific information would be forthcoming, but in general, because of the demographic component and what we are experiencing, the trend line we are in is similar to what's happening nationally. Also, as we learned earlier from EAB and Senior Vice Chancellor Anderson, what we have seen more recently in this pandemic environment, has been consistent with what other institutions have been experiencing.

Trustee Sheran asked what the system's response would be if enrollment is more than eight percent in decline for a college or university. The vice chancellor responded that the system asks for an enrollment management plan response; what will enrollment look like and what is being done to try and stem the problem. Each of these colleges and universities have or will provide a summary of the strategies they are looking at in order to address their enrollment issues. For example, one institution has a plan to convert concurrent enrollment students to enrolled students upon their high-school graduation. Other examples include being more proactive in following up more directly with prospective students and using new CRM strategies.

Upon conclusion of the presentation, Chair Moe asked for additional questions and comments from the committee. There being no questions from other members, Chair Moe asked if there will be another federal response to the pandemic and if it will include some additional focus on higher education. Vice Chancellor Maki stated that based on what we have learned so far from President Biden's proposal, we would expect that there would be more funding coming to higher education if there is a Stimulus 3 package and it would be an amount that is closer to the amount of money from the CRRSAA funding than the CARES funding.

The meeting was adjourned at 1:55pm.

Respectfully submitted: Don Haney, Recorder

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MINNESOTA STATE
BOARD OF TRUSTEES
Agenda Item Summary Sheet

Name: Finance Committee **Date** March 16, 2021

Title: FY2021 Operating Budget Update

Purpose (check one):

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

Brief Description:

This item provides the Board of Trustees with a second and spring semester update on the Fiscal Year 2021 Annual Operating Budget for the System.

The Board approved the annual operating budget at its June 2020 meeting. At that time, there was a great deal of uncertainty regarding the effects the COVID-19 pandemic would have on enrollment as well as the delivery of courses, programs, and services for the current academic year. Due to this uncertainty, FY2021 budget updates in October and March were built into the Finance committee's annual plan.

Based on experience to date, colleges and universities have updated their budgets for the year.

Scheduled Presenters:

Bill Maki, Vice Chancellor for Finance and Facilities
Steve Ernest, System Director, Financial Planning and Analysis

MINNESOTA STATE
BOARD OF TRUSTEES

BOARD INFORMATION ITEM
FY2021 OPERATING BUDGET UPDATE

SUMMARY

Since the Board's October update on the FY 2021 operating budget, critical concerns have been addressed but uncertainty still remains in near- and long-term projections. Federal assistance is providing valuable help in addressing changes in spending and revenue patterns, but a return to business post-COVID-19 will require more than a vaccinated public. Budget concerns of high significance will persist in many areas, including:

- Enduring difficulty in predicting enrollment that may return slowly and unevenly;
- Continuing high potential for revenue shortfalls beyond tuition; and
- Utilizing Federal assistance to cover short-term pandemic-related costs, while not relying on them to cover on-going costs.

On an all-funds bases, the March revision of the FY 2021 budget shows a slight improvement over the October budget update. Specifically:

- For the System as a whole, enrollment has stayed slightly higher than the projections used in the June FY 2021 budget, with tuition revenues estimated to be as originally budgeted;

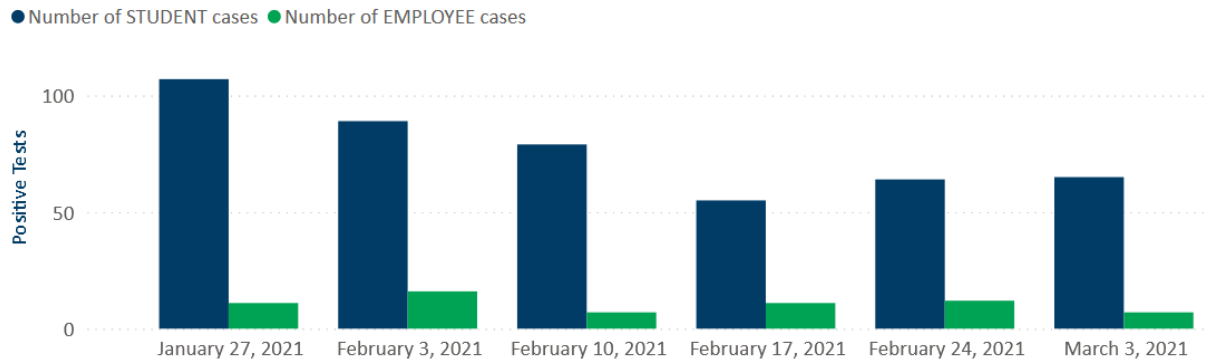
- Revenues in other areas, such as on-campus room and board, event and parking revenues, continue to be lower than projected, though some of those areas will receive additional help from Federal replacement of lost revenues; and

- Federal CARES and CRRSAA funds will continue to provide temporary support in the coming months, both to students and to help colleges and universities recover from the effects of the pandemic. As was mentioned in October, this has helped delay potential needs for some institutions to access fund balance.

COVID-19 UPDATE

Cases of COVID-19 reported by colleges and universities, including positive tests reported to campuses by the Minnesota Department of Health and by self-reporting of results from campus communities, show that cases of infection are still occurring, though at noticeably lower levels. Chart 1 shows the current status as reported on Minnesota State's COVID-19 dashboard for the system.

Chart 1. COVID-19 Case Reporting, Positive Cases by Reporting Date

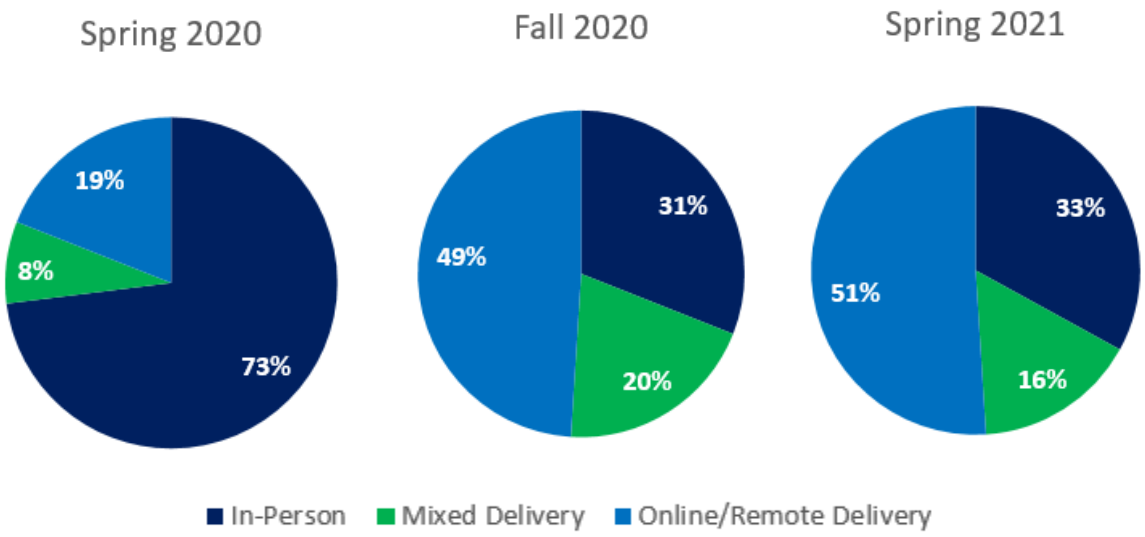


Recently reported cases are less than half of what they were at the time of the October budget update, as Colleges and Universities have maintained strong health and safety practices within course delivery structures redesigned to meet the educational needs of our students. In addition, Colleges and Universities have continued to follow guidance from the Minnesota Department of Health to mitigate the risk of COVID-19 cases. Examples include managing students return to campus after Thanksgiving, semester break, and spring break.

ENROLLMENT UPDATE

Based on experience gained since last spring, course delivery for the spring 2021 term has continued with a significant reliance on online and mixed-delivery options. Chart 2 shows that spring course deliver was similar to fall. Focusing first on providing a high level of protection for the health of all involved, a variety of in-person activity in classrooms and labs, and at athletic and other venues, has been possible.

Chart 2. Course Delivery Methods



On a year-to-year basis, the system's combined summer and fall enrollment was 3.8 percent below enrollment for summer and fall the year before: down 2.8 percent at colleges and down 4.4% at universities. Enrollment for the current spring term is currently 8.2% below the prior year, with colleges 9.8% below last year and universities 5.7% below last year. These are full year equivalent (FYE) numbers, reflect the number of credits sold rather than the number of students served. Estimated headcounts for spring term at the 30-day mark again show slightly less decline than the FYE numbers: 7 percent overall, with colleges down 8.6 percent and universities down 3.9 percent. This indicates that some students are choosing to take fewer classes but not to discontinue their education.

Looking at enrollment for the full fiscal year 2021 (summer 2020, fall 2020, and spring 2021 terms), February projects confirm improvement over original budget that was shown in the October update. Table 1 shows that overall enrollment for the year is now projected to be 5.8 percent down for the system: 7.1 percent lower for colleges and 3.7 percent lower for universities. In comparison, the projections presented to the Board in June—those on which the FY 2021 operating budget was built—estimated that enrollment would be down 7.7 percent overall: 9.1 percent lower at colleges and 5.6 percent lower at universities.

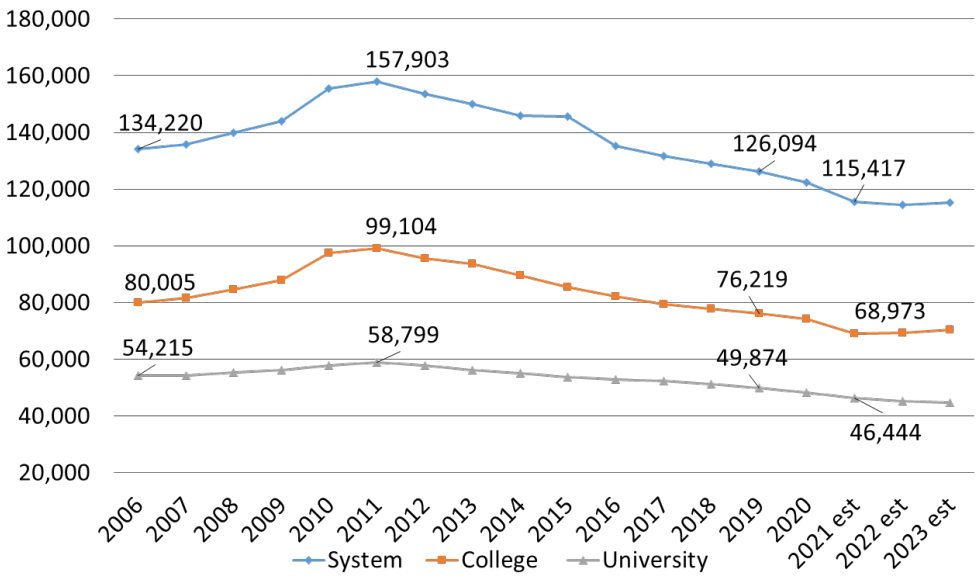
Table 1. FY 2021 Enrollment Projections

FY2021 Compared to FY2020	June Enrollment Projections	October Enrollment Projections	February Enrollment Projections
Colleges	-9.1%	-7.4%	-7.1%
Universities	-5.6%	-4.3%	-3.7%
System	-7.7%	-6.2%	-5.8%

While most institutions showed roughly the same annual enrollment projection as in October, improvement at a few was able to show slight improvements in the numbers for both the college and university sectors. All in all, FY2021 enrollment numbers for most institutions appear to be coming in at the lower range of the 5%, 10%, and 20% scenarios modeled for the board at its April 2020 meeting, with no institution experiencing a loss of 20 percent or more.

Looking ahead to the next biennium, enrollments are expected to stabilize but are still at levels lower than they were 20 years ago. A 0.8 percent decrease is currently projected for FY 2022 and a 0.6 percent increase for FY 2023. These projections are less optimistic than they were in October as slight increases were being projected at that time. Chart 3 shows the historical perspective. Change in enrollment is by far the primary budget risk noted by colleges and universities in their operating budget materials.

Chart 3. Historical and Projected Enrollment for the System



REVISED FISCAL YEAR 2020 BUDGETS

Fiscal Year 2021 General Fund Operating Budget

Table 2 shows the March revised FY 2021 General Fund budget compared to the General Fund budget update presented to the Board in October. While tuition revenues are lower than the October estimates, the current estimates are at the level that was originally projected when the annual operating budgets were originally prepared. More importantly, the combined revenues budgets are starting to show the effects of that this year's Federal assistance is having, which is pushing down the amounts institutions to utilize from their fund balances to cover all their costs. This is helped by the spending reductions institutions are now projecting compared to October. Projected use of General Fund balance for the system has gone from $57.9 million in the original June budgets, to $50.7 million in October, to $47.6 million in the current budget updates. As additional guidance is received on specific application of Federal assistance is received, it is estimated that use of fund balance will be reduced further.

Table 2. Fiscal Year 2021 General Fund Operating Budget

$s in millions	FY2021 Updated Budget (October)	FY2021 Updated Budget (March)	$ Change	% Change
Revenues				
State appropriation	$765.7	$765.7	$0.0	0.0%
Tuition	$715.3	$709.8	($5.5)	-0.8%
Other revenues	$139.1	$141.1	$2.0	1.4%
Programmed fund balance	$50.7	$47.6	($3.2)	-6.2%
Revenue Total	$1,670.8	$1,664.1	($6.7)	-0.4%
Expenses				
Compensation	$1,241.1	$1,236.4	($4.7)	-0.4%
Other operating costs	$429.8	$424.4	($5.3)	-1.2%
Expenses Total	$1,670.8	$1,660.8	($10.0)	-0.6%
Budget balance	$0	$0	$3.3	

**Numbers may not add due to rounding*

Fiscal Year 2021 All Funds Operating Budget

Table 3 shows the revised All Funds budget.

Table 3. Fiscal Year 2021 All Funds Operating Budget

$s in millions	FY2021 Updated Budget (October)	FY2021 Updated Budget (March)	$ Change	% Change
Revenues				
General Fund	$1,670.8	$1,664.1	($6.7)	-0.4%
Revenue Fund	$108.1	$108.3	$0.2	0.2%
Other Funds	$283.0	$266.2	($16.8)	-5.9%
Cares Act	$37.2	$41.4	$4.1	11.1%
CRRSAA Act		$115.0		
Revenues Total	$2,099.2	$2,195.1	$95.9	4.6%
Expenses				
Compensation	$1,347.7	$1,351.2	$3.5	0.3%
Other Operating	$752.2	$840.7	$88.5	11.8%
Expenses Total	$2,099.8	$2,191.9	$92.0	4.4%
Budget balance	($0.6)	$3.2	$3.8	

**Numbers may not add due to rounding*

From an All-Funds budget perspective, Federal funds show significant assistance against other revenue declines. Much of the Federal funds are designated for direct-to-student grants, but expanded eligible uses of Federal funds also allow for institutions to recover from revenue losses in areas that were reduced due to the pandemic. The $88.5 million or 11.8% increase in other operating expenses is largely due to the addition of the CRRSSA Act funds. This will be especially significant for residential and other activities and facilities that rely on dedicated revenues to keep them available and operating safely. As with the General Fund, further clarification on specific application of Federal assistance is needed to help clarify the significance of these numbers across the system's campuses.

REVENUE FUND UPDATE

As with the October budget update, a significant amount of budget disruption continues to occur in the Revenue Fund. This fund dedicates specific revenues to keep specific facilities available, maintained, and safe. Most housing, parking, athletic and other event facilities rely on the revenue fund. Table 4 shows March projections compared to October projection.

Table 4. Fiscal Year 2021 Revenue Fund Budget

$s in millions	FY2021 Updated Budget (October)	FY2021 Updated Budget (March)	$ Change	% Change
Revenues				
Other revenues	$95.1	$94.8	($0.3)	-0.3%
Programmed fund balance	$12.9	$13.5	$0.6	4.7%
Revenue Total	$108.9	$108.3	($0.6)	-0.6%
Expenses				
Compensation	$27.9	$26.3	($1.6)	-5.7%
Other operating costs	$81.1	$82.2	$1.1	1.4%
Expenses Total	$109.0	$108.5	($0.5)	-0.5%
Budget balance	($0.1)	($0.2)		

**Numbers may not add due to rounding*

Revenues in this fund continue to show losses compared to original annual budgets, and thus increased use of fund balance. In June, campuses were projecting total revenues of $108.2M. With the delivery of programs and services being fairly consistent in fall and spring semesters, there is not much opportunity to increase revenue in these areas. Table 4 shows an additional 0.3 percent decline in revenues compared to the October update, which was 12.1 below originally-budgeted revenues. Marginal decreases in expenditure projections between October and March are not enough to stop the projected use of fund balance from increasing further. The October to March increase is small, but it is on top of an $8 million increase in the October update, meaning it is a persisting concern. Again, though, it is anticipated that clarification on the use of Federal assistance in these areas will enable colleges and universities to reduce their use of fund balance.

Budget tables for each college and university are appended to this document.

STATUS OF STATE FINANCIAL SUPPORT

Since the October 2020 budget update, the State of Minnesota's economic condition for both the 2020-21 biennium and the 2022-23 biennium has improved considerably. At the time of the approval of our fiscal year 2021 operating budgets, there was a likelihood there could be a rescission or an unallotment of Minnesota State' s fiscal year 2021 state appropriation. The May 2020 Interim Budget Forecast issued by Minnesota Management and Budget (MMB) showed a $2.426 billion deficit in the State General Fund budget for the 2020-21 biennium. This was the last official forecast from MMB when the Board approved the fiscal year 2021 operating budget and when an update on the budget was provided in October 2020.

When MMB released the State of Minnesota's November economic forecast, it indicated that for the remainder of the current biennium (which runs through June 2020), there is a projected $641 million surplus, which was driven by higher-than-expected consumer spending and federal pandemic relief. This was an improvement of over $3 billion from the May 2020 interim forecast. The November forecast also projected a $1.27 billion deficit for the next biennium, 2022-2023. However, this was a big improvement over the earlier projected $4.7 billion deficit for the 2022-23 biennium.

The February 2021 forecast released on February 26 by MMB showed an increase in the projected surplus for FY2020-21 to $940 million and reported there is no longer an anticipated shortfall for the 2022-2023 biennium. The state is now projecting a surplus of $1.6 billion for FY2022-23. MMB also said improvements to the economic outlook have not been spread equally, as unemployment continues to disproportionately impact lower-wage workers.

Minnesota State's 2022-2023 $120M biennial budget request will now be evaluated in a much more positive state financial environment than when it was originally passed by the Board last November. Since the system's biennial budget request was submitted, the state of MN's projected financial position has improved nearly $3 billion and so instead of being evaluated within in a deficit situation, it will now within the parameters of a $1.6 billion surplus.

STATUS OF FEDERAL FINANCIAL SUPPORT

Since the October 2020 budget update, Minnesota State has received an additional $187 million from the $900 billion stimulus bill that was signed into law on December 27, 2020 to assist with the economic fallout of the COVID-19 pandemic. The U.S. Department of Education announced on January 14, 2021 that the additional $21.2 billion was now available to institutions of higher education to serve students and ensure learning continues during the COVID-19 pandemic. This funding was allocated to the Higher Education Emergency Relief Fund II (HEERF II) by the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA).

CRRSAA funding is in addition to the $97 million received last spring by Minnesota State from CARES funding to help bridge the financial challenges our students and our campuses are experiencing. Most the CARES assistance was used in FY2020 and helped college and university budgets to react to the initial financial shocks of the pandemic. CRRSAA funding has been able to provide further help in supporting FY2021 budget and will also provide support for FY2022 budgets. Colleges and universities have indicated they plan to expend about $115 million or 61% of the funds in FY2021 with the balance to be budgeted and expended for their FY2022 budgets.

Of the $187 million in CRRSAA funding, a minimum of $46.7 million will be awarded directly to students through grants. These grants will be prioritized to go to students with a demonstrated exceptional need. Chancellor Malhotra provided the college and university presidents guidance that included the following parameters:

- At least 10% of the minimum amount for Student Aid as determined by the US Department of Education must be held aside to be awarded through student emergency grants.
- Review to ensure your student emergency grant process is easily accessible and clear for students.
- Each college and university must develop a robust student consultation process with their local student senate that includes discussions on but not limited to:
    - Process for allocating student aid funding
    - Review of student emergency grant process and application
    - Process for student communication

The maximum amount of institutional aid for CRRSAA funding is $140.2M. For fiscal year 2021, the planned highest uses of these funds are:

- $33M to cover lost revenue
- $15M for technology
- $13M for additional student grants

With the transition that has occurred at the federal level in the Department of Education, we expect to receive additional guidance on how CRRSAA funding can be spent. There are still some significant questions that all institutions of higher education are awaiting clarification on that will dictate how these funds are ultimately expended.

As of March 8, 2021, Minnesota State has begun planning in anticipation of a third round of federal funding. The U.S. Senate chamber passed the American Rescue Plan by a vote of 50-49. The bill will now head back to the U.S. House, where it was expected to be voted on Tuesday, March 9, with the bill being signed into law possibly as soon as the week of March 15, 2021. This $1.9 trillion package includes a provision that would provide $39.6 billion for higher education emergency relief. Institutions would be required to use at least half of the funding they receive for emergency financial aid grants to students. The $39.6 billion for higher education emergency relief in the American Rescue Plan compares to $12.5 billion in the CARES Act and $20.2 billion in CRRSAA funding. While this bill is still in progress, we estimate that Minnesota State Colleges and Universities will receive an allocation greater than the combined amount ($280.3 million) from the first two rounds of funding.

REMAINDER OF FISCAL YEAR 2021 AND FISCAL YEAR 2022 and 2023 PLANNING

A final update of the fiscal year 2021 operating budgets will be provided in June when the fiscal year 2022 operating budget is submitted to the Board for consideration. As additional information is known related to the federal financial support, an update will be provided to the Finance committee in April or May 2021.

As colleges and universities are planning for the next biennium, they will see some short-term one-time relief from federal funding. In the long-term colleges and universities still rely primarily on state appropriation and tuition revenue to fund their operational costs along with stable enrollments. Long-term structural issues and enrollment declines will still pressure many colleges and universities to make budget adjustments such as:

- Further reductions in faculty and staff
- Elimination of low-enrollment, high-cost programs important to regional economies
- Reductions in course offerings
- Reductions in student services
- Continued delays in addressing deferred maintenance needs
- Delays in implementation of strategic initiatives

CONCLUSION

The COVID-19 pandemic has caused challenges for budgets system-wide. These challenges come on top of existing long-term concerns regarding inflationary pressures and declining enrollments. Since the October 2020 update there have been positive external developments that have stabilized fiscal year 2021 operating budgets:

- Reduction in COVID-19 cases at our campuses and statewide
- Additional federal financial relief to assist college and universities with pandemic-related expenses
- Improvement in the revenue and economic forecasts for the State of Minnesota

The revised fiscal year 2021 all funds operating budget shows a slight 0.8 percent improvement from the one presented to the Board in June. Strong efforts by colleges and universities have shifted course delivery methods while continuing to provide affordable programs and services to students. Enrollment rates have been somewhat better than projected in June for many institutions. For other institutions, enrollment has been somewhat lower than was hoped for. Revenue fund revenues—income from room and board, parking and a variety of on-campus activities—have been realized at levels lower than projected in June. This poses critical challenges if it impacts fiscal year 2022 to a similar extent it did for fiscal years 2020 and 2021.

While FY 2021 budgets have been able to withstand the challenges posed to date, prospects for future enrollment levels, post COVID-19 campus programs and services, and adjustment back to operating budgets without the benefit of one-time federal assistance, are all high-level risks for our institutions.

Minnesota State Colleges and Universities
FY2021 Update
Operating Budgets (Gross Before Net of Financial Aid)

Alexandria Technical & Community College

	FY2021 October UPDATE					FY2021 March UPDATE					
Sources	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	CRRSAA	Total
State Appropriation	11,564,616	0	0	0	11,564,616	11,528,961	0	0	0	0	11,528,961
Tuition	8,657,859	0	0	0	8,657,859	8,457,859	0	0	0	0	8,457,859
Other	4,227,270	136,700	4,951,686	541,680	9,857,336	4,581,007	136,700	5,084,249	541,680	903,655	11,247,291
Fund Balance	1,079,596	0	33,160	0	1,112,756	1,436,085	0	48,331	0	0	1,484,416
Total Sources	25,529,341	136,700	4,984,846	541,680	31,192,567	26,003,912	136,700	5,132,580	541,680	903,655	32,718,527
Uses											
Personnel	18,344,053	0	676,051	80,000	19,100,104	18,337,539	0	686,251	80,000	30,000	19,133,790
Other Operating Costs	7,185,288	136,700	4,308,795	461,680	12,092,463	7,666,373	136,700	4,446,329	461,680	873,655	13,584,737
Total Uses	25,529,341	136,700	4,984,846	541,680	31,192,567	26,003,912	136,700	5,132,580	541,680	903,655	32,718,527
Sources/Uses	**0**	**0**	**0**	**0**	**0**	**0**	**0**	0	0	0	**0**

Anoka Ramsey Community College - Anoka Technical College

	FY2021 October UPDATE					FY2021 March UPDATE					
Sources	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	CRRSAA	Total
State Appropriation	32,266,807	0	0	0	32,266,807	32,266,807	0	0	0	0	32,266,807
Tuition	28,894,122	0	0	0	28,894,122	28,569,672	0	0	0	0	28,569,672
Other	4,227,974	801,650	5,937,745	2,072,727	13,040,096	4,527,085	801,650	5,937,745	2,072,727	7,557,134	20,896,341
Fund Balance	2,971,272	0	0	0	2,971,272	738,093	0	0	0	0	738,093
Total Sources	68,360,175	801,650	5,937,745	2,072,727	77,172,297	66,101,657	801,650	5,937,745	2,072,727	7,557,134	82,470,913
Uses											
Personnel	56,112,672	197,358	0	967,308	57,277,338	55,075,655	197,358	0	967,308	4,534,280	60,774,601
Other Operating Costs	12,247,503	585,078	5,937,745	1,105,419	19,875,745	11,025,931	585,078	5,937,745	1,105,419	3,022,854	21,677,027
Total Uses	68,360,175	782,436	5,937,745	2,072,727	77,153,083	66,101,586	782,436	5,937,745	2,072,727	7,557,134	82,451,628
Sources/Uses	**0**	**19,214**	**0**	**0**	**19,214**	**71**	**19,214**	**0**	**0**	**0**	**19,285**

Bemidji State University/Northwest Technical College - Bemidji

	FY2021 October UPDATE					FY2021 March UPDATE					
Sources	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	CRRSAA	Total
State Appropriation	27,038,276	0	0	0	27,038,276	27,277,855	0	0	0	0	27,277,855
Tuition	30,802,722	0	0	0	30,802,722	31,718,287	0	0	0	0	31,718,287
Other	7,093,000	5,043,388	19,348,412	539,728	32,024,528	6,050,083	5,108,814	17,674,999	471,446	2,388,781	31,694,123
Fund Balance	2,784,612	2,739,050	561,112	0	6,084,774	2,525,489	3,484,908	71,216	0	0	6,081,613
Total Sources	67,718,610	7,782,438	19,909,524	539,728	95,950,300	67,571,714	8,593,722	17,746,215	471,446	2,388,781	96,771,878
Uses											
Personnel	52,570,805	2,583,489	2,565,372	78,879	57,798,545	52,081,967	2,579,469	2,340,121	34,007	388,650	57,424,214
Other Operating Costs	15,147,805	5,198,949	17,344,152	370,643	38,061,549	15,489,747	6,014,253	15,393,874	437,439	2,000,131	39,335,444
Total Uses	67,718,610	7,782,438	19,909,524	449,522	95,860,094	67,571,714	8,593,722	17,733,995	471,446	2,388,781	96,759,658
Sources/Uses	**0**	**0**	**0**	**90,206**	**90,206**	**0**	**0**	**12,220**	**0**	**0**	**12,220**

Minnesota State Colleges and Universities
FY2021 Update
Operating Budgets (Gross Before Net of Financial Aid)

Central Lakes College

	FY2021 October UPDATE					FY2021 March UPDATE					
Sources	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	CRRSAA	Total
State Appropriation	16,112,634	0	0	0	16,112,634	15,936,027	0	0	0	0	15,936,027
Tuition	10,975,312	0	0	0	10,975,312	10,475,312	0	0	0	0	10,475,312
Other	2,911,994	0	12,910,710	721,427	16,544,131	4,601,646	0	13,122,986	721,427	1,406,736	19,852,795
Fund Balance	777,650	0	44,214	0	821,864	285,854	0	151,393	0	0	437,247
Total Sources	30,777,590	0	12,954,924	721,427	44,453,941	31,298,839	0	13,274,379	721,427	1,406,736	46,701,381
Uses											
Personnel	22,985,166	0	2,526,364	561,427	26,072,957	22,892,279	0	2,770,706	135,000	10,500	25,808,485
Other Operating Costs	7,792,424	0	10,428,560	160,000	18,380,984	8,406,560	0	10,503,673	586,427	1,396,236	20,892,896
Total Uses	30,777,590	0	12,954,924	721,427	44,453,941	31,298,839	0	13,274,379	721,427	1,406,736	46,701,381
Sources/Uses	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Century College

	FY2021 October UPDATE					FY2021 March UPDATE					
Sources	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	CRRSAA	Total
State Appropriation	27,653,135	0	0	0	27,653,135	27,653,135	0	0	0	0	27,653,135
Tuition	27,970,000	0	0	0	27,970,000	27,970,000	0	0	0	0	27,970,000
Other	3,597,080	275,000	23,000,000	0	26,872,080	3,597,080	275,000	23,000,000	700,000	10,765,177	38,337,257
Fund Balance	0	0	0	0	0	0	0	0	0	0	0
Total Sources	59,220,215	275,000	23,000,000	0	82,495,215	59,220,215	275,000	23,000,000	700,000	10,765,177	93,960,392
Uses											
Personnel	49,416,078	25,000	4,000,000	0	53,441,078	49,416,078	25,000	4,000,000	0	50,000	53,491,078
Other Operating Costs	9,804,137	250,000	19,000,000	0	29,054,137	9,804,137	250,000	19,000,000	700,000	10,715,177	40,469,314
Total Uses	59,220,215	275,000	23,000,000	0	82,495,215	59,220,215	275,000	23,000,000	700,000	10,765,177	93,960,392
Sources/Uses	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Dakota County Technical College - Inver Hills Community College

	FY2021 October UPDATE					FY2021 March UPDATE					
Sources	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	CRRSAA	Total
State Appropriation	27,192,926	0	0	0	27,192,926	28,011,903	0	0	0	0	28,011,903
Tuition	22,912,513	0	0	0	22,912,513	21,773,525	0	0	0	0	21,773,525
Other	11,904,028	0	14,307,269	2,184,952	28,396,249	8,463,803	0	14,971,651	2,184,952	5,031,809	30,652,215
Fund Balance	0	0	0	0	0	3,249,757	0	0	0	0	3,249,757
Total Sources	62,009,467	0	14,307,269	2,184,952	78,501,688	61,498,988	0	14,971,651	2,184,952	5,031,809	83,687,400
Uses											
Personnel	48,446,565	0	3,303,310	0	51,749,875	48,033,421	0	3,849,180	0	0	51,882,601
Other Operating Costs	13,562,902	0	11,003,959	2,184,952	26,751,813	13,465,567	0	11,122,471	2,184,952	5,031,809	31,804,799
Total Uses	62,009,467	0	14,307,269	2,184,952	78,501,688	61,498,988	0	14,971,651	2,184,952	5,031,809	83,687,400
Sources/Uses	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Minnesota State Colleges and Universities
FY2021 Update
Operating Budgets (Gross Before Net of Financial Aid)

Fond du Lac Tribal & Community College

	FY2021 October UPDATE					FY2021 March UPDATE					
Sources	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	CRRSAA	Total
State Appropriation	6,048,029	0	0	0	6,048,029	6,048,029	0	0	0	0	6,048,029
Tuition	2,275,000	0	0	0	2,275,000	2,000,000	0	0	0	0	2,000,000
Other	645,000	0	5,000,000	1,250,870	6,895,870	630,000	0	5,000,000	1,279,010	400,000	7,309,010
Fund Balance	215,126	0	0	0	215,126	186,986	0	0	0	0	186,986
Total Sources	9,183,155	0	5,000,000	1,250,870	15,434,025	8,865,015	0	5,000,000	1,279,010	400,000	15,544,025
Uses											
Personnel	7,546,400	0	1,200,000	590,400	9,336,800	7,830,200	0	1,200,000	196,400	10,000	9,236,600
Other Operating Costs	1,636,755	0	3,800,000	660,470	6,097,225	1,034,815	0	3,800,000	1,082,610	390,000	6,307,425
Total Uses	9,183,155	0	5,000,000	1,250,870	15,434,025	8,865,015	0	5,000,000	1,279,010	400,000	15,544,025
Sources/Uses	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Hennepin Technical College

	FY2021 October UPDATE					FY2021 March UPDATE					
Sources	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	CRRSAA	Total
State Appropriation	20,688,908	0	0	0	20,688,908	20,859,678	0	0	0	0	20,859,678
Tuition	14,286,531	0	0	0	14,286,531	13,959,745	0	0	0	0	13,959,745
Other	4,302,113	0	11,464,451	0	15,766,564	3,857,428	0	11,464,451	997,622	685,000	17,004,501
Fund Balance	1,347,825	0	62,711	0	1,410,536	0	0	62,711	0	0	62,711
Total Sources	40,625,377	0	11,527,162	0	52,152,539	38,676,851	0	11,527,162	997,622	685,000	51,886,635
Uses											
Personnel	31,232,801	0	1,398,155	0	32,630,956	30,851,456	0	1,398,155	0	0	32,249,611
Other Operating Costs	9,392,576	0	10,129,007	0	19,521,583	7,825,395	0	10,129,007	997,622	685,000	19,637,024
Total Uses	40,625,377	0	11,527,162	0	52,152,539	38,676,851	0	11,527,162	997,622	685,000	51,886,635
Sources/Uses	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Lake Superior College

	FY2021 October UPDATE					FY2021 March UPDATE					
Sources	General Fund		Other Funds	CARES Act	Total	General Fund		Other Funds	CARES Act	CRRSAA	Total
State Appropriation	18,014,683	0	0	0	18,014,683	18,151,183	0	0	0	0	18,151,183
Tuition	13,117,874	0	0	0	13,117,874	12,964,560	0	0	0	0	12,964,560
Other	6,387,510	0	8,878,579	400,000	15,666,089	6,188,034	0	8,810,575	400,000	0	17,078,609
Fund Balance	620,097	0	137,933	0	758,030	1,187,071	0	137,933	0	0	1,325,004
Total Sources	38,140,164	0	9,016,512	400,000	47,556,676	38,490,848	0	8,948,508	400,000	1,680,000	49,519,356
Uses											
Personnel	26,242,262	0	1,321,804	0	27,564,066	26,012,040	0	1,321,804	0	0	27,333,844
Other Operating Costs	11,897,902	0	7,694,708	400,000	19,992,610	12,478,808	0	7,626,704	400,000	1,680,000	22,185,512
Total Uses	38,140,164	0	9,016,512	400,000	47,556,676	38,490,848	0	8,948,508	400,000	1,680,000	49,519,356
Sources/Uses	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Minnesota State Colleges and Universities
FY2021 Update
Operating Budgets (Gross Before Net of Financial Aid)

Metropolitan State University

	FY2021 October UPDATE					FY2021 March UPDATE					
Sources	General Fund		Other Funds	CARES Act	Total	General Fund		Other Funds	CARES Act	CRRSAA	Total
State Appropriation	33,371,587	0	0	0	33,371,587	33,371,587	0	0	0	0	33,371,587
Tuition	46,807,160	0	0	0	46,807,160	46,807,160	0	0	0	0	46,807,160
Other	1,799,064	3,326,000	65,424,958	2,060,495	72,610,517	1,799,064	3,326,000	65,424,958	2,060,495	2,500,000	75,110,517
Fund Balance	1,704,558	0	0	0	1,704,558	1,704,558	0	0	0	0	1,704,558
Total Sources	83,682,369	3,326,000	65,424,958	2,060,495	154,493,822	83,682,369	3,326,000	65,424,958	2,060,495	2,500,000	156,993,822
Uses											
Personnel	54,786,566	0	1,665,988	0	56,452,554	54,786,566	0	1,665,988	0	0	56,452,554
Other Operating Costs	28,895,803	3,326,000	63,758,970	2,060,495	98,041,268	28,895,803	3,326,000	63,758,970	2,060,495	2,500,000	100,541,268
Total Uses	83,682,369	3,326,000	65,424,958	2,060,495	154,493,822	83,682,369	3,326,000	65,424,958	2,060,495	2,500,000	156,993,822
Sources/Uses	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Minneapolis Community & Technical College

	FY2021 October UPDATE					FY2021 March UPDATE					
Sources	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	CRRSAA	Total
State Appropriation	24,438,762	0	0	0	24,438,762	24,438,762	0	0	0	0	24,438,762
Tuition	22,820,763	0	0	0	22,820,763	21,223,310	0	0	0	0	21,223,310
Other	2,239,037	1,608,250	21,718,453	2,020,061	27,585,801	2,059,914	1,550,000	21,718,453	4,640,122	10,358,338	40,326,827
Fund Balance	243,230	613,248	0	0	856,478	1,216,014	678,617	0	0	0	1,894,631
Total Sources	49,741,792	2,221,498	21,718,453	2,020,061	75,701,804	48,938,000	2,228,617	21,718,453	4,640,122	10,358,338	87,883,530
Uses											
Personnel	41,438,146	577,881	3,298,435	1,010,031	46,324,493	40,688,000	585,000	3,298,435	92,491	0	44,663,926
Other Operating Costs	8,303,646	1,643,617	18,420,018	1,010,030	29,377,311	8,250,000	1,643,617	18,420,018	4,547,631	10,358,338	43,219,604
Total Uses	49,741,792	2,221,498	21,718,453	2,020,061	75,701,804	48,938,000	2,228,617	21,718,453	4,640,122	10,358,338	87,883,530
Sources/Uses	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Minnesota State College - Southeast

	FY2021 October UPDATE					FY2021 March UPDATE					
Sources	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	CRRSAA	Total
State Appropriation	8,600,000	0	0	0	8,600,000	8,600,000	0	0	0	0	8,600,000
Tuition	5,600,000	0	0	0	5,600,000	5,500,000	0	0	0	0	5,500,000
Other	1,200,000	0	3,600,000	333,223	5,133,223	1,200,000	0	3,600,000	311,995	1,133,223	6,245,218
Fund Balance	0	0	0	0	0	0	0	0	0	0	0
Total Sources	15,400,000	0	3,600,000	333,223	19,333,223	15,300,000	0	3,600,000	311,995	1,133,223	20,345,218
Uses											
Personnel	12,000,000	0	0	0	12,000,000	12,000,000	0	0	0	0	12,000,000
Other Operating Costs	3,400,000	0	3,600,000	333,223	7,333,223	3,100,000	0	3,600,000	311,995	1,133,223	8,145,218
Total Uses	15,400,000	0	3,600,000	333,223	19,333,223	15,100,000	0	3,600,000	311,995	1,133,223	20,145,218
Sources/Uses	**0**	**0**	**0**	**0**	**0**	**200,000**	**0**	**0**	**0**	**0**	**200,000**

Minnesota State Colleges and Universities
FY2021 Update
Operating Budgets (Gross Before Net of Financial Aid)

Minnesota State Community & Technical College

	FY2021 October UPDATE					FY2021 March UPDATE					
Sources	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	CRRSAA	Total
State Appropriation	21,922,366	0	0	0	21,922,366	21,922,366	0	0	0	0	21,922,366
Tuition	14,975,486	0	0	0	14,975,486	14,975,486	0	0	0	0	14,975,486
Other	5,020,787	136,148	13,937,261	1,463,609	20,557,805	5,020,787	136,148	13,937,261	1,463,609	1,883,237	22,441,042
Fund Balance	1,207,413	35,821	0	0	1,243,234	990,486	35,821	0	0	0	1,026,307
Total Sources	43,126,052	171,969	13,937,261	1,463,609	58,698,891	42,909,125	171,969	13,937,261	1,463,609	1,883,237	60,365,201
Uses											
Personnel	34,452,660	72,000	1,468,321	250,000	36,242,981	34,952,660	72,000	1,468,321	250,000	0	36,742,981
Other Operating Costs	8,673,392	99,969	12,468,940	1,213,609	22,455,910	7,956,465	99,969	12,468,940	1,213,609	1,883,237	23,622,220
Total Uses	43,126,052	171,969	13,937,261	1,463,609	58,698,891	42,909,125	171,969	13,937,261	1,463,609	1,883,237	60,365,201
Sources/Uses	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Minnesota State University Moorhead

	FY2021 October UPDATE					FY2021 March UPDATE					
Sources	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	CRRSAA	Total
State Appropriation	28,084,577	0	0	0	28,084,577	28,071,974	0	0	0	0	28,071,974
Tuition	38,131,129	0	0	0	38,131,129	37,363,056	0	0	0	0	37,363,056
Other	2,245,937	10,951,350	21,708,387	1,884,267	36,789,941	2,245,937	9,856,215	19,537,548	1,759,267	5,854,257	39,253,224
Fund Balance	4,155,650	1,937,724	0	0	6,093,374	4,104,409	3,032,859	359,920	0	0	7,497,188
Total Sources	72,617,293	12,889,074	21,708,387	1,884,267	109,099,021	71,785,376	12,889,074	19,897,468	1,759,267	5,854,257	112,185,442
Uses											
Personnel	57,441,297	2,857,839	3,599,201	0	63,898,337	56,609,380	2,857,839	3,599,201	0	0	63,066,420
Other Operating Costs	15,175,996	10,031,235	18,109,186	1,884,267	45,200,684	15,175,996	10,031,235	16,298,267	1,759,267	5,854,257	49,119,022
Total Uses	72,617,293	12,889,074	21,708,387	1,884,267	109,099,021	71,785,376	12,889,074	19,897,468	1,759,267	5,854,257	112,185,442
Sources/Uses	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**(0)**	**0**	**0**	**(0)**

Minnesota State University, Mankato

	FY2021 October UPDATE					FY2021 March UPDATE					
Sources	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	CRRSAA	Total
State Appropriation	58,466,916	0	0	0	58,466,916	58,466,916	0	0	0	0	58,466,916
Tuition	116,725,000	0	0	0	116,725,000	116,725,000	0	0	0	0	116,725,000
Other	19,564,765	28,873,639	50,099,490	2,181,765	100,719,659	19,564,765	28,373,639	50,099,490	2,181,765	11,917,272	112,136,931
Fund Balance	2,500,000	81,281	0	0	2,581,281	2,500,000	10,000	0	0	0	2,510,000
Total Sources	197,256,681	28,954,920	50,099,490	2,181,765	278,492,856	197,256,681	28,383,639	50,099,490	2,181,765	11,917,272	289,838,847
Uses											
Personnel	143,053,183	7,908,556	10,229,851	0	161,191,590	143,053,183	7,741,889	10,229,851	484,500	1,403,571	162,912,994
Other Operating Costs	54,203,498	21,046,364	39,869,640	2,181,765	117,301,267	54,203,498	20,641,750	39,869,640	1,697,265	10,513,701	126,925,853
Total Uses	197,256,681	28,954,920	50,099,490	2,181,765	278,492,856	197,256,681	28,383,639	50,099,490	2,181,765	11,917,272	289,838,847
Sources/Uses	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Minnesota State Colleges and Universities
FY2021 Update
Operating Budgets (Gross Before Net of Financial Aid)

Minnesota West Community & Technical College

	FY2021 October UPDATE					FY2021 March UPDATE					
Sources	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	CRRSAA	Total
State Appropriation	13,575,190	0	0	0	13,575,190	13,575,190	0	0	0	0	13,575,190
Tuition	9,418,308	0	0	0	9,418,308	9,418,308	0	0	0	0	9,418,308
Other	3,044,377	0	7,109,410	236,047	10,389,834	3,044,377	0	7,109,410	250,844	1,253,476	11,658,107
Fund Balance	1,299,225	0	2,300,000	0	3,599,225	1,299,225	0	2,300,000	0	0	3,599,225
Total Sources	27,337,100	0	9,409,410	236,047	36,982,557	27,337,100	0	9,409,410	250,844	1,253,476	38,250,830
Uses											
Personnel	19,965,486	0	771,472	90,000	20,826,958	19,965,486	0	771,472	90,000	0	20,826,958
Other Operating Costs	7,371,614	0	8,637,938	146,047	16,155,599	7,371,614	0	8,637,938	160,844	1,253,476	17,423,872
Total Uses	27,337,100	0	9,409,410	236,047	36,982,557	27,337,100	0	9,409,410	250,844	1,253,476	38,250,830
Sources/Uses	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Normandale Community College

	FY2021 October UPDATE					FY2021 March UPDATE					
Sources	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	CRRSAA	Total
State Appropriation	27,486,053	0	0	0	27,486,053	27,486,053	0	0	0	0	27,486,053
Tuition	33,292,647	0	0	0	33,292,647	36,309,009	0	0	0	0	36,309,009
Other	7,496,939	1,805,663	22,321,430	2,772,275	34,396,307	6,985,134	2,716,747	22,321,430	2,772,275	8,053,306	42,848,892
Fund Balance	153,159	373,670	2,300,000	0	2,826,829	0	473,670	2,300,000	0	0	2,773,670
Total Sources	68,428,798	2,179,333	24,621,430	2,772,275	98,001,836	70,780,196	3,190,417	24,621,430	2,772,275	8,053,306	109,417,624
Uses											
Personnel	47,954,070	402,036	2,007,819	0	50,363,925	50,536,065	402,036	2,007,819	0	0	52,945,920
Other Operating Costs	20,474,728	2,970,000	22,633,249	2,772,275	48,850,252	17,603,762	2,970,000	22,633,249	2,772,275	8,053,306	54,032,592
Total Uses	68,428,798	3,372,036	24,641,068	2,772,275	99,214,177	68,139,827	3,372,036	24,641,068	2,772,275	8,053,306	106,978,512
Sources/Uses	**0**	**(1,192,703)**	**(19,638)**	**0**	**(1,212,341)**	**2,640,369**	**(181,619)**	**(19,638)**	**0**	**0**	**2,439,112**

North Hennepin Community College

	FY2021 October UPDATE					FY2021 March UPDATE					
Sources	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	CRRSAA	Total
State Appropriation	19,266,212	0	0	0	19,266,212	19,837,437	0	0	0	0	19,837,437
Tuition	18,693,314	0	0	0	18,693,314	16,392,365	0	0	0	0	16,392,365
Other	1,600,000	0	19,000,000	3,021,426	23,621,426	1,600,000	0	19,000,000	3,021,424	6,915,296	30,536,720
Fund Balance	4,138,693	0	0	0	4,138,693	5,868,417	0	0	0	0	5,868,417
Total Sources	43,698,219	0	19,000,000	3,021,426	65,719,645	43,698,219	0	19,000,000	3,021,424	6,915,296	72,634,939
Uses											
Personnel	35,675,000	0	2,517,391	0	38,192,391	35,675,000	0	2,517,391	0	0	38,192,391
Other Operating Costs	8,023,219	0	16,482,609	3,021,426	27,527,254	8,023,219	0	16,482,609	3,021,424	6,915,296	34,442,548
Total Uses	43,698,219	0	19,000,000	3,021,426	65,719,645	43,698,219	0	19,000,000	3,021,424	6,915,296	72,634,939
Sources/Uses	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Minnesota State Colleges and Universities
FY2021 Update
Operating Budgets (Gross Before Net of Financial Aid)

Northeast Higher Education District

	FY2021 October UPDATE					FY2021 March UPDATE					
Sources	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	CRRSAA	Total
State Appropriation	20,651,745	0	0	0	20,651,745	20,877,655	0	0	0	0	20,877,655
Tuition	13,473,987	0	0	0	13,473,987	13,547,839	0	0	0	0	13,547,839
Other	3,668,994	1,282,500	17,368,000	1,124,686	23,444,180	2,746,326	870,000	14,662,200	1,118,211	908,151	20,304,888
Fund Balance	2,438,270	0	37,000	0	2,475,270	1,515,230	170,000	560,743	0	0	2,245,973
Total Sources	40,232,996	1,282,500	17,405,000	1,124,686	60,045,182	38,687,050	1,040,000	15,222,943	1,118,211	908,151	56,976,355
Uses											
Personnel	31,115,232	372,000	2,767,200	0	34,254,432	31,012,050	340,000	4,017,843	158,561	0	35,528,454
Other Operating Costs	9,117,764	714,550	14,386,500	1,124,686	25,343,500	7,675,000	700,000	11,205,100	959,650	908,151	21,447,901
Total Uses	40,232,996	1,086,550	17,153,700	1,124,686	59,597,932	38,687,050	1,040,000	15,222,943	1,118,211	908,151	56,976,355
Sources/Uses	**0**	**195,950**	**251,300**	**0**	**447,250**	**0**	**0**	**0**	**0**	**0**	**0**

Northland Community & Technical College

	FY2021 October UPDATE					FY2021 March UPDATE					
Sources	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	CRRSAA	Total
State Appropriation	13,884,869	0	0	0	13,884,869	13,971,648	0	0	0	0	13,971,648
Tuition	9,624,232	0	0	0	9,624,232	9,513,001	0	0	0	0	9,513,001
Other	3,022,676	0	8,466,259	227,705	11,716,640	3,271,867	0	8,206,259	227,704	1,677,704	13,383,534
Fund Balance	800,000	0	78,000	0	878,000	1,119,202	0	188,000	0	0	1,307,202
Total Sources	27,331,777	0	8,544,259	227,705	36,103,741	27,875,718	0	8,394,259	227,704	1,677,704	38,175,385
Uses											
Personnel	21,146,858	0	1,236,543	227,705	22,611,106	20,706,600	0	1,236,543	82,004	0	22,025,147
Other Operating Costs	6,184,919	0	7,307,716	0	13,492,635	7,169,118	0	7,157,716	145,700	1,677,704	16,150,238
Total Uses	27,331,777	0	8,544,259	227,705	36,103,741	27,875,718	0	8,394,259	227,704	1,677,704	38,175,385
Sources/Uses	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Pine Technical & Community College

	FY2021 October UPDATE					FY2021 March UPDATE					
Sources	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	CRRSAA	Total
State Appropriation	5,508,449	0	0	0	5,508,449	5,485,997	0	0	0	0	5,485,997
Tuition	2,631,137	0	0	0	2,631,137	2,570,407	0	0	0	0	2,570,407
Other	3,904,236	0	4,074,453	295,668	8,274,357	3,904,236	0	4,074,453	275,725	405,000	8,659,414
Fund Balance	0	0	0	0	0	0	0	0	0	0	0
Total Sources	12,043,822	0	4,074,453	295,668	16,413,943	11,960,640	0	4,074,453	275,725	405,000	16,715,818
Uses											
Personnel	8,801,093	0	342,572	100,000	9,243,665	8,740,363	0	342,572	16,000	0	9,098,935
Other Operating Costs	3,242,729	0	3,731,881	195,668	7,170,278	3,220,277	0	3,731,881	259,725	405,000	7,616,883
Total Uses	12,043,822	0	4,074,453	295,668	16,413,943	11,960,640	0	4,074,453	275,725	405,000	16,715,818
Sources/Uses	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Minnesota State Colleges and Universities
FY2021 Update
Operating Budgets (Gross Before Net of Financial Aid)

Ridgewater College

	FY2021 October UPDATE					FY2021 March UPDATE					
Sources	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	CRRSAA	Total
State Appropriation	17,036,063	0	0	0	17,036,063	16,845,065	0	0	0	0	16,845,065
Tuition	11,631,646	0	0	0	11,631,646	11,919,091	0	0	0	0	11,919,091
Other	3,902,044	0	11,298,921	863,936	16,064,901	3,683,678	0	9,584,804	863,936	0	16,318,020
Fund Balance	2,304,427	0	0	0	2,304,427	1,621,162	0	0	0	0	1,621,162
Total Sources	34,874,180	0	11,298,921	863,936	47,037,037	34,068,996	0	9,584,804	863,936	2,185,602	46,703,338
Uses											
Personnel	27,044,153	0	1,178,777	0	28,222,930	26,155,357	0	1,079,566	145,000	0	27,379,923
Other Operating Costs	7,830,027	0	10,120,144	863,936	18,814,107	7,913,639	0	8,505,238	718,936	2,185,602	19,323,415
Total Uses	34,874,180	0	11,298,921	863,936	47,037,037	34,068,996	0	9,584,804	863,936	2,185,602	46,703,338
Sources/Uses	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Riverland Community College

	FY2021 October UPDATE					FY2021 March UPDATE					
Sources	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	CRRSAA	Total
State Appropriation	12,316,342	0	0	0	12,316,342	12,464,675	0	0	0	0	12,464,675
Tuition	10,920,797	0	0	0	10,920,797	10,920,797	0	0	0	0	10,920,797
Other	2,025,860	0	9,500,000	657,070	12,182,930	4,040,384	0	9,500,000	657,070	1,200,000	15,397,454
Fund Balance	0	0	0	0	0	0	0	0	0	0	0
Total Sources	25,262,999	0	9,500,000	657,070	35,420,069	27,425,856	0	9,500,000	657,070	1,200,000	38,782,926
Uses											
Personnel	20,173,991	0	700,000	250,000	21,123,991	20,425,856	0	700,000	175,000	100,000	21,400,856
Other Operating Costs	5,089,008	0	8,800,000	407,070	14,296,078	6,500,000	0	8,800,000	482,070	1,100,000	16,882,070
Total Uses	25,262,999	0	9,500,000	657,070	35,420,069	26,925,856	0	9,500,000	657,070	1,200,000	38,282,926
Sources/Uses	**0**	**0**	**0**	**0**	**0**	**500,000**	**0**	**0**	**0**	**0**	**500,000**

Rochester Community & Technical College

	FY2021 October UPDATE					FY2021 March UPDATE					
Sources	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	CRRSAA	Total
State Appropriation	0	0	0	0	0	0	0	0	0	0	0
Tuition	17,734,661	0	0	0	17,734,661	17,734,661	0	0	0	0	17,734,661
Other	3,492,566	0	15,851,032	1,525,025	20,868,623	3,492,566	0	15,851,032	1,525,025	1,714,550	22,583,173
Fund Balance	1,293,836	0	348,943	0	1,642,779	1,293,836	0	348,943	0	0	1,642,779
Total Sources	41,851,853	0	16,199,975	1,525,025	59,576,853	41,851,853	0	16,199,975	1,525,025	1,714,550	61,291,403
Uses											
Personnel	32,583,990	0	3,158,662	0	35,742,652	32,583,990	0	3,158,662	0	0	35,742,652
Other Operating Costs	9,267,863	0	13,041,313	1,525,025	23,834,201	9,267,863	0	13,041,313	1,525,025	1,714,550	25,548,751
Total Uses	41,851,853	0	16,199,975	1,525,025	59,576,853	41,851,853	0	16,199,975	1,525,025	1,714,550	61,291,403
Sources/Uses	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Minnesota State Colleges and Universities
FY2021 Update
Operating Budgets (Gross Before Net of Financial Aid)

Saint Paul College

	FY2021 October UPDATE					FY2021 March UPDATE					
Sources	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	CRRSAA	Total
State Appropriation	21,981,668	0	0	0	21,981,668	21,981,668	0	0	0	0	21,981,668
Tuition	18,514,856	0	0	0	18,514,856	18,514,856	0	0	0	0	18,514,856
Other	3,490,587	1,362,300	23,210,500	2,708,585	30,771,972	3,490,587	1,362,300	23,210,500	2,708,585	1,946,721	32,718,693
Fund Balance	0	0	0	0	0	0	0	0	0	0	0
Total Sources	43,987,111	1,362,300	23,210,500	2,708,585	71,268,496	43,987,111	1,362,300	23,210,500	2,708,585	1,946,721	73,215,217
Uses											
Personnel	35,756,634	100,000	2,929,714	500,000	39,286,348	35,756,634	100,000	2,929,714	500,000	0	39,286,348
Other Operating Costs	8,230,477	1,262,300	20,280,786	2,208,585	31,982,148	8,230,477	1,262,300	20,280,786	2,208,585	1,946,721	33,928,869
Total Uses	43,987,111	1,362,300	23,210,500	2,708,585	71,268,496	43,987,111	1,362,300	23,210,500	2,708,585	1,946,721	73,215,217
Sources/Uses	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

St. Cloud State University

	FY2021 October UPDATE					FY2021 March UPDATE					
Sources	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	CRRSAA	Total
State Appropriation	54,762,000	0	0	0	54,762,000	60,073,000	0	0	0	0	60,073,000
Tuition	71,775,000	0	0	0	71,775,000	69,000,000	0	0	0	0	69,000,000
Other	8,451,000	12,598,661	50,880,000	565,598	72,495,259	12,500,000	13,800,000	42,500,000	565,598	9,910,882	79,276,480
Fund Balance	9,101,000	3,310,973	1,520,000	0	13,931,973	7,100,000	1,223,000	500,000	0	0	8,823,000
Total Sources	144,089,000	15,909,634	52,400,000	565,598	212,964,232	148,673,000	15,023,000	43,000,000	565,598	9,910,882	217,172,480
Uses											
Personnel	117,619,000	4,888,707	2,650,000	0	125,157,707	115,507,000	3,523,000	4,950,000	0	0	123,980,000
Other Operating Costs	26,470,000	11,020,927	49,750,000	565,598	87,806,525	33,166,000	11,500,000	38,050,000	565,598	9,910,882	93,192,480
Total Uses	144,089,000	15,909,634	52,400,000	565,598	212,964,232	148,673,000	15,023,000	43,000,000	565,598	9,910,882	217,172,480
Sources/Uses	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

St. Cloud Technical & Community College

	FY2021 October UPDATE					FY2021 March UPDATE					
Sources	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	CRRSAA	Total
State Appropriation	15,610,284	0	0	0	15,610,284	15,810,284	0	0	0	0	15,810,284
Tuition	14,232,271	0	0	0	14,232,271	15,055,000	0	0	0	0	15,055,000
Other	1,614,664	0	13,629,235	1,625,129	16,869,028	1,939,168	0	13,329,235	1,625,129	863,800	17,757,332
Fund Balance	1,520,519	0	0	0	1,520,519	0	0	0	0	0	0
Total Sources	32,977,738	0	13,629,235	1,625,129	48,232,102	32,804,452	0	13,329,235	1,625,129	863,800	48,622,616
Uses											
Personnel	27,459,373	0	1,326,062	0	28,785,435	26,992,373	0	1,326,062	52,162	0	28,370,597
Other Operating Costs	5,518,365	0	12,303,173	1,625,129	19,446,667	5,812,079	0	12,003,173	1,572,967	863,800	20,252,019
Total Uses	32,977,738	0	13,629,235	1,625,129	48,232,102	32,804,452	0	13,329,235	1,625,129	863,800	48,622,616
Sources/Uses	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Minnesota State Colleges and Universities
FY2021 Update
Operating Budgets (Gross Before Net of Financial Aid)

South Central College

	FY2021 October UPDATE					FY2021 March UPDATE					
Sources	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	CRRSAA	Total
State Appropriation	13,484,663	0	0	0	13,484,663	13,484,663	0	0	0	0	13,484,663
Tuition	9,292,200	0	0	0	9,292,200	9,292,200	0	0	0	0	9,292,200
Other	2,500,000	0	17,300,000	917,500	20,717,500	2,500,000	0	17,300,000	936,741	1,536,741	22,273,482
Fund Balance	442,609	0	0	0	442,609	0	0	0	0	0	0
Total Sources	25,719,472	0	17,300,000	917,500	43,936,972	25,276,863	0	17,300,000	936,741	1,536,741	45,050,345
Uses											
Personnel	20,222,472	0	650,000	0	20,872,472	20,222,472	0	650,000	136,000	0	21,008,472
Other Operating Costs	5,497,000	0	16,650,000	917,500	23,064,500	5,054,391	0	16,650,000	800,741	1,536,741	24,041,873
Total Uses	25,719,472	0	17,300,000	917,500	43,936,972	25,276,863	0	17,300,000	936,741	1,536,741	45,050,345
Sources/Uses	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Southwest Minnesota State University

	FY2021 October UPDATE					FY2021 March UPDATE					
Sources	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	CRRSAA	Total
State Appropriation	18,973,535	0	0	0	18,973,535	18,970,263	0	0	0	0	18,970,263
Tuition	19,532,461	0	0	0	19,532,461	19,532,461	0	0	0	0	19,532,461
Other	2,803,501	5,710,098	11,663,052	367,201	20,543,852	2,803,501	5,252,000	11,063,052	367,201	3,072,117	22,557,871
Fund Balance	921,551	0	121,883	0	1,043,434	921,551	544,404	21,883	0	0	1,487,838
Total Sources	42,231,048	5,710,098	11,784,935	367,201	60,093,282	42,227,776	5,796,404	11,084,935	367,201	3,072,117	62,548,433
Uses											
Personnel	34,111,966	1,628,255	1,087,051	0	36,827,272	34,108,694	1,605,000	1,087,051	0	25,333	36,826,078
Other Operating Costs	8,119,082	4,081,843	10,697,884	367,201	23,266,010	8,119,082	4,191,404	9,997,884	367,201	3,046,784	25,722,355
Total Uses	42,231,048	5,710,098	11,784,935	367,201	60,093,282	42,227,776	5,796,404	11,084,935	367,201	3,072,117	62,548,433
Sources/Uses	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**(0)**	**(0)**

Winona State University

	FY2021 October UPDATE					FY2021 March UPDATE					
Sources	General Fund	Revenue Fund	Other Funds	CARES Act	Total	General Fund	Revenue Fund	Other Funds	CARES Act	CRRSAA	Total
State Appropriation	39,552,602	0	0	0	39,552,602	39,552,602	0	0	0	0	39,552,602
Tuition	49,597,545	0	0	0	49,597,545	49,597,545	0	0	0	0	49,597,545
Other	10,709,244	20,527,759	29,013,319	2,674,811	62,925,133	10,709,244	20,527,759	29,013,319	2,674,811	8,890,555	71,815,688
Fund Balance	4,044,449	3,859,960	1,555,079	0	9,459,488	4,044,449	3,859,960	1,555,079	0	0	9,459,488
Total Sources	103,903,840	24,387,719	30,568,398	2,674,811	161,534,768	103,903,840	24,387,719	30,568,398	2,674,811	8,890,555	170,425,323
Uses											
Personnel	77,154,142	5,776,138	4,909,731	300,000	88,140,011	77,154,142	5,776,138	4,909,731	300,000	300,000	88,440,011
Other Operating Costs	26,749,698	18,611,581	25,643,552	2,374,811	73,379,642	26,749,698	18,611,581	25,643,552	2,374,811	8,590,555	81,970,197
Total Uses	103,903,840	24,387,719	30,553,283	2,674,811	161,519,653	103,903,840	24,387,719	30,553,283	2,674,811	8,890,555	170,410,208
Sources/Uses	**0**	**0**	**15,115**	**0**	**15,115**	**0**	**0**	**15,115**	**0**	**0**	**15,115**

MINNESOTA STATE

ACADEMIC AND STUDENT AFFAIRS COMMITTEE
MARCH 17, 2021
8:30 AM
_____
VIRTUAL MEETING

Please note: Committee/Board meeting times are tentative. Committee/Board meetings may begin up to 45 minutes earlier than the times listed below if the previous committee meeting concludes its business before the end of its allotted time slot**.**

Academic and Student Affairs Committee, Cheryl Tefer, Chair
Other board members may be present constituting a quorum of the board.

1. **Minutes of January 27, 2021 (pp 1-5)**
2. **Proposed Amendment to Board Policy 2.9 Academic Standing and Financial Aid Satisfactory Academic Progress (2nd Reading) (pp 6-10)**
3. **Proposed Amendment to Board Policy 3.29 College and University Transcripts (2nd Reading) (pp 11-13)**
4. **Mission, Vision and Value Statement change - St. Cloud Technical and Community College (pp 14-27)**
5. College Transitions and the Learner Lifecycle: Minnesota's P20 Education Partnership (pp 28-77)

ACADEMIC AND STUDENT AFFAIRS COMMITTEE
Cheryl Tefer, Chair
Alex Cirillo, Vice Chair
Asani Ajogun
Dawn Erlandson
Javier Morillo
Oballa Oballa
Rudy Rodriguez

Presidents Liaisons
Michael Berndt
Robbyn Wacker

Bolded items indicate action required.

Minnesota State Board of Trustees
Academic and Student Affairs Committee
January 27, 2021
McCormick Room
30 7th Street East
St. Paul, MN

Academic and Student Affairs Committee members present via Remote connection: *Cheryl Tefer Chair; Alex Cirillo Vice Chair; Asani Ajogun, Dawn Erlandson, Javier Morillo, Oballa Oballa, and Rudy Rodriquez*

Academic and Student Affairs Committee members absent:

Other board members present via Remote connection: *Ahmitara Alwal, Jay Cowles; Roger Moe, April Nishimura, Kathleen Sheran George Soule, Michael Vekich, and Chancellor Devinder Malhotra.*

Committee Chair Tefer called the meeting to order at 11:06 am.

1. **Minutes of November 17, 2020**

Chair Tefer called for approval of the minutes from November 17, 2020. Trustee Erlandson moved to approve the minutes as written. The motion was seconded by Trustee Rodriquez. In lieu of a voiced vote, Chair Tefer executed roll call of ASA Committee members:

Trustee Ajogun - Aye
Trustee Cirillo - Aye
Trustee Erlandson - Aye
Trustee Morillo - Aye
Trustee Oballa - Aye
Trustee Rodriquez – Aye
Trustee Tefer - Aye

The minutes were approved as written.

Chair Tefer stated that in the interest of time, the three (3) policies requiring approval (Agenda items 2-5) would be grouped together for one motion and roll call vote.

2. **Proposed Amendment to Board Policy 2.1 Campus Student Associations (2nd Reading)**

Chair Tefer stated this is a second reading of Board Policy 2.1 Campus Student Associations. No comments or changes have been made since the first reading of the policy. No questions or discussions were brought forth by committee members.

3. **Proposed Amendment to Board Policy 3.1 Student Rights and Responsibilities (2nd Reading**

Chair Tefer stated this is a second reading of Board Policy 3.1 Student Rights and Responsibilities. No comments or changes have been made since the first reading of the policy. No questions or discussions were brought forth by committee members.

4. Proposed Amendment to Board Policy 3.6 Student Conduct (2nd Reading)

Chair Tefer stated this is a second reading of Board Policy 3.6 Student Conduct. No comments or changes have been made since the first reading of the policy. No questions or discussions were brought forth by committee members.

A motion to approve all three policies as written was made by Trustee Cirillo and seconded by Trustee Ajogun. In lieu of a voiced vote, Chair Tefer executed roll call of ASA Committee members:

Trustee Ajogun - Aye
Trustee Cirillo - Aye
Trustee Erlandson - Aye
Trustee Morillo - Aye
Trustee Oballa - Aye
Trustee Rodriquez – Aye
Trustee Tefer - Aye

Board Policies 2.1, 3.1 and 3.6 were approved as submitted.

5. **Proposed Amendment to Board Policy 3.7 Statewide Student Associations (Single Reading, Technical Change Only)**

Chair Tefer stated that Board Policy 3.7 was reviewed as part of the five year review cycle. This policy has only one technical change. The single edit replaced the word "board" with "Board of Trustees" in Part 3 of the policy. The change was made so the policy would be in compliance with the writing standards applied to all board policies. Chari Tefer asked for questions or comments, of which there were none.

A motion to approve the edit was made by Trustee Erlandson and seconded by Trustee Rodriquez. In lieu of a voiced vote, Chair Tefer executed roll call of ASA Committee members:

Trustee Ajogun - Aye
Trustee Cirillo - Aye
Trustee Erlandson - Aye
Trustee Morillo - Aye
Trustee Oballa - Aye
Trustee Rodriquez – Aye
Trustee Tefer - Aye

Board policy 3.7 was approved as presented.

6. Proposed Amendment to Board Policy 2.9 Academic Standing and Financial Aid Satisfactory Academic Progress (1st Reading)

Chair Tefer stated that Board Policy 2.9 was reviewed as part of the five year review cycle. She then asked Sr. Vice Chancellor Ron Anderson to review the changes that are proposed. Sr. Vice Chancellor Anderson stated that the definition of academic amnesty/renewal was added to the policy. Also, language was added in Part 3 to clarify that academic amnesty does not apply to financial aid eligibility. No action is required since this is the first reading of the policy

7. Proposed Amendment to Board Policy 3.29 College and University Transcripts (1st Reading)

Chair Tefer stated that Board Policy 3.29 was reviewed as part of the five year review cycle. She then asked Sr. Vice Chancellor Anderson to review the proposed changes. Sr. Vice Chancellor Anderson stated that the only change replaced "Integrated Statewide Record System" with "student information system" to remove language specific to former systems and give clarity to new IT systems. Several technical edits were also made to this policy. No action is required since this is the first reading of the policy.

8. **Mission, Vision and Name Change related to NHED Consolidation**

Chair Tefer introduced Michael Raich, Interim President of the Northeast Higher Education District, to address this agenda item. Interim President Raich spoke about the history and current structure of the Northeast Higher Education District (NHED). NHED was formed in 1999 and is currently composed of five independently-accredited colleges on six campuses. The colleges are: Hibbing Community College, Itasca Community College, Mesabi Range College, Rainy River Community College and Vermillion Community College (with campuses in Vermillion and Ely). The colleges have a shared president and several shared services but still operate independently in several aspects including enrollment management, academic programing, budgets, athletic programs and data bases. The intended merger of the 5 colleges would be an operational merger, meaning there would be one accredited college on six campuses. The new model would begin in the Fall Semester of 2022.

President Raich went on to review the reasons and realities for the change, including:

- Student Demographics;
- Significant and sustained enrollment decline;
- Fewer employees;
- Shared services barriers such as multiple databases and bargaining units; and
- Student barriers such as access to programs and services.

He then reviewed the opportunities that would result from the merger. Highlighted were: flexible and seamless learning experiences for students, a comprehensive enrollment management plan, expanded campus academic programming, advanced regional industry and educational partnerships with being one accredited institution, mission-centric investments, and focused roles for employees.

President Raich stated just as important as what will change, are the things that will not change with a merger. He stated that each campus has individual connections with within their community and this would not change. Each campus would retain their own identity and things that make them unique, such as their campus foundations, niche programming, face-to-face academic programming and athletic programs that will remain as competing.

He reviewed the process that led to the decision for the merger, which began with District-wide Strategic Planning in 2016. Planning and listening sessions occurred over the next several years and in January 2020 the intent to merge the 5 accredited colleges into one accredited college was approved by the Board of Trustees.

President Raich stated that since January, 2020 several steps have been taken to arrive at recommendations that are being brought forth at today's meeting. He further stated that work to combine the institutions into one-accredited institution has begun with the Higher Learning Commission. Academic instructional and non-instructional work has been reviewed with the unions and an Academic Affairs and Standards Council Group. This work is focusing to avoid duplication and ensure continuity after the merger. IT systems, partnerships and stakeholder relationships have been and are being reviewed. President Raich stated that VisionNE was developed as a framework to guide the efforts needed to merge the five colleges. Vision NE has included convening a VisionNE Advisory Council of students, community members, faculty and staff, who provide the critical link between the colleges' leaders and the various constituents associated with NHED's colleges.

President Raich stated that per Board Policies, the action to be taken at the meeting is to approve the mission and name of the one merged institution. He commented that the vision is provided as an action item even though Board policy does not require Board approval. President Raich stated that the employees, community stakeholders, and students gathered to provide input on the mission, vision, and naming elements for the merged college. Development teams then used that input to create drafts, which were reviewed by students, employees, leadership, community stakeholders, and system office staff.

President Raich read the following final proposal for the Name, Mission and Vision of the merged institution:

Proposed Name: Minnesota North College

Mission: Minnesota North College prepares lifelong learners and engaged citizens through inclusive, transformative experiences reflecting the character and natural environment of the region.

Vision: Minnesota North College will be the premier provider of life-changing education and the catalyst for regional prosperity.

President Raich stated that upon approval of the name, mission and vision; the branding and marketing process would begin. Continued operational planning would take place and be brought before the Board of Trustees for final approval. Application for final approval by the Higher Learning Commission would then be submitted. Finally, the new operational model would be launched in September 2022.

Chair Tefer opened the floor for comments or questions.

Trustee Rodriquez thanked President Raich for the presentation and pointed out his agreement with the mission. He stated that he was looking forward to the communication that would start to emerge as part of the branding and marketing process and stated it was important to have the campus names associated with the overall name of the one accredited institution.

Chair Tefer stated that the process showed there was competent leadership to date. She also agreed that given the proximity of the campuses, the word "North" is needed in the name.

Hearing no additional comments, Chair Tefer read the motion before the committee:

"Upon the recommendation of the Chancellor, the Academic and Student Affairs Committee recommends that the Board of Trustees approve the name, mission, and vision of the new single college that will be formed upon the future merger of Hibbing Community College, Itasca Community College, Mesabi Range College, Rainy River Community College, and Vermilion Community College."

Trustee Erlandson moved to accept the motion, which was seconded by Trustee Rodriquez. In lieu of a voiced vote, Chair Tefer executed roll call of ASA Committee members:

Trustee Ajogun - Aye
Trustee Cirillo - Aye
Trustee Erlandson - Aye
Trustee Morillo - Aye
Trustee Oballa - Aye
Trustee Rodriquez – Aye
Trustee Tefer - Aye

Chair Tefer stated that the recommendation will be forwarded to the Board of Trustees for approval.

Chair Tefer adjourned the meeting at 11:40 am.

Meeting minutes prepared by Rhonda Ruiter 2/4/21.

MINNESOTA STATE
BOARD OF TRUSTEES

Agenda Item Summary Sheet

Name: Academic and Student Affairs Committee **Date:** March 17, 2021

Title: Proposed Amendment to Policy 2.9 Academic Standing and Financial Aid Satisfactory Academic Progress

Purpose (check one):

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

Brief Description:

Policy 2.9 was reviewed as part of the 5-year review cycle pursuant to Board Policy 1A.1 Minnesota State Colleges and Universities Organization and Administration, Part 6, Subpart H, Periodic review. The proposed amendment adds a definition section and the definition of "academic amnesty" in Part 2, clarifying academic amnesty in Part 3, and adding the word "designee" in Part 5.

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

Scheduled Presenter:

Ron Anderson, Senior Vice Chancellor for Academic and Student Affairs

MINNESOTA STATE
BOARD OF TRUSTEES

BOARD ACTION
POLICY 2.9 ACADEMIC STANDING AND FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS

BACKGROUND

Board Policy 2.9 Academic Standing and Financial Aid Satisfactory Academic Progress was adopted and implemented by the Board of Trustees on September 20, 1995. The policy was last reviewed in 2016 as part of Charting the Future. The 2016 amendment clarified the policy language to better align with federal regulations.

The proposed amendment to Board Policy 2.9 consists of the addition of a definition section and the definition of "academic amnesty" in Part 2, clarifying academic amnesty in Part 3, and adding the word "designee" in Part 5.

RECOMMENDED COMMITTEE MOTION

The committee recommends the Board of Trustees adopt the proposed amendment to Board Policy 2.9.

RECOMMENDED BOARD MOTION

The Board of Trustees approve the proposed amendment to Board Policy 2.9.

Date Presented to the Board of Trustees: *03/17/21*
Date of Implementation: *xx/xx/xx*

MINNESOTA STATE
BOARD OF TRUSTEES

BOARD POLICY - SECOND READING		
Chapter 2	**Chapter Name**	Students
Section 9	**Policy Name**	Academic Standing and Financial Aid Satisfactory Academic Progress

Policy 2.9 Academic Standing and Financial Aid Satisfactory Academic Progress

Part 1. Introduction

Measurement of student satisfactory academic progress toward achievement of an academic award is an important activity in higher education. Measurement provides feedback to students and ensures responsible action by colleges and universities regarding effective use of state resources.

Student academic progress must also be monitored to ensure effective and responsible management of federal and state student financial aid. Students within the Minnesota State Colleges and Universities are often enrolled in more than one institution and they frequently transfer. Therefore, college and university financial aid satisfactory academic progress policies should be as uniform as possible, consistent with individual college and university missions.

Part 2. Definition

Academic amnesty/renewal
Attempted credits and grades earned that are not used in the calculation of a student's grade point average. Also known as academic renewal, academic forgiveness, and fresh start.

Part 32. Academic Standing Policy

Each college and university shall develop a policy requiring students to maintain good academic standing and describing the academic performance standards students must meet to maintain good academic standing. ~~This~~ The policy must apply to all students, whether receiving financial aid or not. Each college and university shall ensure that their Financial Aid Satisfactory Academic Progress Policy and Academic Standing Policy have the same grade point average requirement and percentage of completion requirement.

Academic Amnesty/renewal (a.k.a. academic forgiveness, fresh start, etc.) may be offered under the Academic Standing Policy but is never allowable under the Financial Aid Satisfactory Academic Progress Policy. Other aspects of the Academic Standing Policy and the Financial Aid Satisfactory Academic Policy including maximum timeframe, recognition of academic amnesty/renewal, and other elements,

may vary, provided that the Financial Aid Satisfactory Academic Policy must be as strict as, or stricter than, the Academic Standing Policy.

College and university policies may provide for reinstatement to enroll in classes following academic suspension under conditions different from those required for financial aid reinstatement.

Part 4.~~3~~. Satisfactory Academic Progress Policy

Each college and university shall develop a satisfactory academic progress policy that applies to all students receiving federal or state financial aid and conforms to the requirements of System Procedure 2.9.1.

Part 5.~~4.~~ Annual Review and Report to the Board

The chancellor or designee shall annually review each college and university financial aid satisfactory academic progress policy and procedure to ensure continued compliance with System Procedure 2.9.1. Significant exceptions must be reported to the Board of Trustees.

Related Documents:

- System Procedure 2.9.1 Financial Aid Satisfactory Academic Progress
- Operating Instruction 7.6.2.1 Satisfactory Academic Progress Exception
- Federal Financial Aid Handbook

Policy History:

Date of Adoption: *09/20/95*
Date of Implementation: *09/20/95*
Date of Last Review: *05/18/16*

Date and Subject of Amendment:

*xx/xx/21 – Added new Part 2 definition section and definition of a*cademic amnesty. Clarified academic amnesty in Part 3, and added "designee" in Part 5.

11/16/11 - Effective 1/1/12, the Board of Trustees amends all board policies to change the term "Office of the Chancellor" to "system office," and to make necessary related grammatical changes.

05/17/06 - amended the title to include Academic Standing and added new part 1, Academic Standing Policy. Also repealed Carry Forward Community College Policies III.02.06 Academic Standards and IV.07.01Academic Suspension.

03/17/04 - replaced almost all policy language.

No additional HISTORY

MINNESOTA STATE
BOARD OF TRUSTEES

Agenda Item Summary Sheet

Name: Academic and Student Affairs Committee **Date:** March 17, 2021

Title: Proposed amendment to Policy 3.29 College and University Transcripts

Purpose (check one):

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

Brief Description:

The policy was reviewed as part of the five year review cycle pursuant to Board Policy 1A.1 Minnesota State Colleges and Universities Organization and Administration, Part 6, Subpart H, Periodic review. The proposed amendment replaces "Integrated Statewide Record System" with "student information system" and applies new formatting and writing styles.

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

Scheduled Presenter:
Ron Anderson, Senior Vice Chancellor for Academic and Student Affairs

MINNESOTA STATE
BOARD OF TRUSTEES

BOARD ACTION
POLICY 3.29 COLLEGE AND UNIVERSITY TRANSCRIPTS

BACKGROUND

Board Policy 3.29 College and University Transcripts was adopted by the Board of Trustees on January 20, 2005 and implemented on July 1, 2005. The policy was last reviewed in 2016 when editorial and formatting changes were made to comply with the new formatting and writing standards.

The proposed amendment to Board Policy 3.29 consists of editorial changes and the deletion of redundant language that authorized the chancellor to create a procedure.

RECOMMENDED COMMITTEE MOTION

The committee recommends the Board of Trustees adopt the proposed amendment to Board Policy 3.29.

RECOMMENDED BOARD MOTION

The Board of Trustees approve the proposed amendment to Board Policy 3.29.

Date Presented to the Board of Trustees: *03/17/21*
Date of Implementation: *xx/xx/xx*

MINNESOTA STATE
BOARD OF TRUSTEES

BOARD POLICY – SECOND READING			
Chapter	3	**Chapter Name**	Students
Section	29	**Policy Name**	College and University Transcripts

3.29 College and University Transcripts

Part 1. Uniform Paper Transcript

In furtherance of a common system identification, Minnesota State ~~C~~colleges and ~~U~~universities shall use a uniform format for their official paper transcripts.

Part 2. Paper Transcript Format

The chancellor shall establish a procedure for a uniform paper transcript format for Minnesota State Colleges and Universities.

Part 3. Electronic Transcript (eTranscript)

~~In lieu of an official paper transcript, c~~Colleges and universities shall use the eTranscript within the ~~Integrated Statewide Record System~~ student information system to document previous academic work completed by students transferring between Minnesota State colleges and universities.

Related Documents:

- **System Procedure 3.29.1** College and University Transcripts

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Policy History:

Date of Adoption: *01/20/05,*
Date of Implementation: *07/01/05,*
Date of Last Review: *03/16/16,*

Date & Subject of Revisions:

Xx/xx/21 – Replaced "Integrated Statewide Record System" with "student information system" and applied new formatting and writing styles.

03/16/16 - Editorial and formatting changes made, deleted unnecessary language authorizing the chancellor to create a procedure.

04/21/10 - Part 3 added to designate the eTranscript within the Integrated Statewide Record System (ISRS) as an official transcript for students transferring within the system.

No additional HISTORY

MINNESOTA STATE
BOARD OF TRUSTEES
Agenda Item Summary Sheet

Name: Academic and Student Affairs Committee **Date:** March 17, 2021

Title: Approval of Mission Statement: St. Cloud Technical and Community College

Purpose (check one):

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

Brief Description:

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

Scheduled Presenter(s):
Ron Anderson, Senior Vice Chancellor for Academic and Student Affairs
Annesa Cheek, President, St. Cloud Technical and Community College

MINNESOTA STATE
BOARD OF TRUSTEES

BOARD ACTION
Approval of Mission Statement: **St. Cloud Technical & Community College**

BACKGROUND

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

St Cloud Technical & Community College (SCTCC) was founded in 1948 as the second technical college in Minnesota. In 2010, SCTCC became a comprehensive technical and community college offering a Liberal Arts and Sciences AA degree. SCTCC is accredited by the Higher Learning Commission, with a number of its programs also being accredited by professional organizations.

SCTCC pride themselves on being a regional workforce partner offering credit and non-credit education and training in high-demand occupations such as health care, business management, computer technology, manufacturing, construction, and transportation. The largest program by enrollment, the Liberal Arts and Sciences A.A. degree prepares students for transfer to pursue a bachelor's degree.

Nearly 400 students are enrolled at SCTCC earning college credits while finishing high school through the Postsecondary Enrollment and Discovery Academy options. SCTCC students enjoy a rich campus life experience with an active Student Senate, clubs, and intercollegiate athletics including baseball, softball, basketball, and volleyball. Approximately 1,000 students graduate annually and boast a 96% job placement rate.

The College is an emerging regional leader in diversity, equity, and inclusion work. Recognizing that students come to SCTCC with a diverse set of assets, the college continues to make investments that transform the institution to provide every student with a sense of belonging and the opportunity to learn and thrive.

Student Demographic Profile

- Full-time: 53%
- Part-time: 47%
- Male: 42%
- Female: 58%

- Students of Color: 28%
- First Generation: 61%
- Pell Recipients: 40%

The revised mission and vision statements are designed to meet the criteria identified in Board Policy 3.24 Institution Type and Mission, and System Mission, Part 4: Approval of College or University Mission Statements.

Current Mission Statement:
St. Cloud Technical & Community College prepares students for life-long learning by providing career, technical and transferable education.

Proposed Mission Statement:
We provide the education, training, and support necessary for equitable participation in our society, economy, and democracy.

Current Vision Statement:
St. Cloud Technical & Community College is the college of choice for quality career, technical and transferable education, focused on highly-skilled employment and life-long learning opportunities.

Proposed Vision Statement:
We are a community of learners rooted in meaningful relationships where everyone belongs and thrives.

Current Values Statement:
Shared Beliefs

- Student success through collaboration and cooperation
- A friendly, respectful, enthusiastic, safe, and diverse atmosphere
- Student-centered from prospect through alumni
- Staff development and success
- A team oriented environment
- Relationships with industry and community
- Quality and continuous improvement
- Innovation, creativity, and flexibility
- Contextual and technologically driven learning experiences

Proposed Values Statement:
Shared Beliefs

- Education empowers individuals and transforms generations.
- Every individual has intrinsic value and every voice deserves to be heard.
- Our differences enrich our community.
- An antiracist and antidiscrimination ethos is necessary for advancing social justice

and equity.
- It is our responsibility to ensure equitable outcomes for our students. Each student can succeed.
- Innovation, flexibility, and life-long learning are critical for our community to thrive.
- Mutually accountable relationships built on trust are essential for our success.
- Community partnerships strengthen and sustain us.

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

1. The alignment of the proposed mission with the system mission and statewide needs;

   The system's mission emphasizes access for all Minnesotans and the role that colleges and universities play in strengthening Minnesota's workforce and meeting the needs of the community. The proposed mission statement emphasizes these priorities by directly linking the education and training the college provides to the economic and civic outcomes of students, which fulfill workplace and community needs. The proposed statement further emphasizes the college's focus on equity, aligning with the statewide need to close opportunity gaps and realize the goals of Equity 2030 and the Office of Higher Education's 70% attainment goal.

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

   SCTCC will continue to fulfill the expectations outlined in 135A.011 State Higher Education Objectives and 135A.052 Postsecondary Missions. Specifically, it will continue to offer high quality instruction in a broad range of technical and professional fields as well as the arts and sciences. SCTCC provides programs and services to ensure that students identify and meet their goals. The revised mission statement more explicitly reflects the role the college plays in promoting democratic values and preparing students to participate in the economy, strengthening Minnesota's workforce. The emphasis on equity ensures that the college remains focused on ensuring all Minnesotans benefit from the education and training it provides.

3. The array of awards it offers;

   St. Cloud Technical & Community College offers certificates, diplomas, and AAS, AA, AS and AFA degrees. (See attached program inventory).

4. The compliance of the college or university mission with statute, policy, and regional accreditation requirements;

   The mission and related statements serve as anchors to guide the college's work and ensure that it is meeting all relevant requirements. SCTCC has not changed its core purpose, but has articulated it to better reflect its role in the lives of the students and community. SCTCC

will continue to provide high quality instruction to prepare students for the workforce or for transfer according to their educational objectives, meeting the expectations outlined in statute and policy. As outlined in accreditation requirements, the mission and related documents will continue to inform how the college prioritizes its resources to accomplish its goals.

5. The consultation with faculty, students, employers, and other essential stakeholders;

   SCTCC began a Strategic Planning process in November 2019 in partnership with an external consultant, Kevin David, Ph.D., of CampusWorks. It has engaged students, faculty, staff, and members of the public throughout the planning process. Early on, students and community members participated in focus groups and employees completed a survey as part of an environmental scanning process. Their perspectives helped to shape the work of the College's Strategic Planning Committee—a representative group of approximately 40 staff, faculty, and administrators. On February 14, 2020, the Future Summit brought together 212 college employees along with 79 student and community representatives to collaborate on a set of impact statements that were used to inform the College's strategic priorities. The Presi-dent's Cabinet and Strategic Planning Committee completed an anti-racism workshop to ensure that they were producing statements through an equity lens. The draft statements were shared college-wide for input and the mission was presented for feedback at a Student Senate meeting. The President's Cabinet incorporated the feedback and endorsed the final draft statements presented here.

   SCTCC consulted with the system office Marketing and Communication Division on January 8, 2021. Noelle Hawton reviewed and approved the mission and vision statements. She provided feedback that SCTCC consider inserting "St. Cloud Technical & Community College" in place of "We" to make the statements stronger. The Strategic Planning Committee discussed the use of the first and third person and chose the first person to make the statement personal and emphasize the shared responsibility of those at the college in accomplishing the mission and vision.

RECOMMENDED COMMITTEE ACTION

Upon the recommendation of the Chancellor, the Academic and Student Affairs Committee recommends that the Board of Trustees approve the proposed mission statement of St. Cloud Technical & Community College.

RECOMMENDED MOTION

The Board of Trustees approves the mission statement of St. Cloud Technical & Community College.

ST. CLOUD TECHNICAL & COMMUNITY COLLEGE

A member of Minnesota State

STRATEGIC PLAN2026

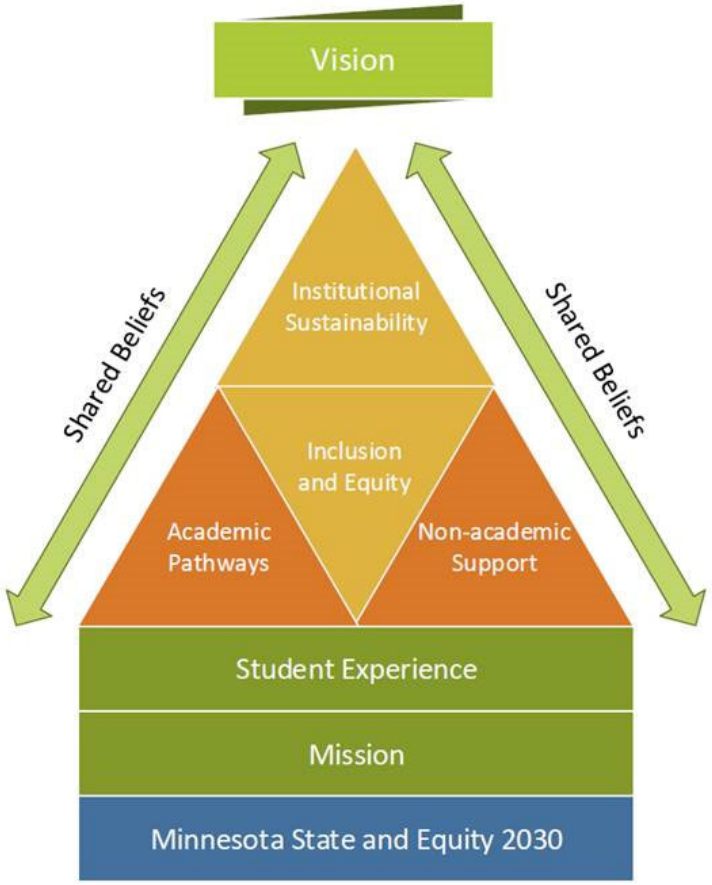
Request for Approval of Mission Statement

March 17, 2021

Creating a Shared Future, Together.

Presented by: Dr. Annesa Cheek, President

Strategic Plan Framework



ST. CLOUD TECHNICAL & COMMUNITY COLLEGE
A member of Minnesota State
STRATEGIC PLAN2026

ST. CLOUD TECHNICAL & COMMUNITY COLLEGE
A member of Minnesota State

STRATEGIC PLAN2026

Desired Student Experience

SCTCC is committed to **student success**, **equity in outcomes**, and providing an **empowering** and **transformational** student experience of:

- educational programs that prepare students for the future of work and life through **innovative**, **flexible**, and **relevant** learning experiences;
- **personalized** and **supportive** services that help learners achieve their academic and career goals and meet their non-academic needs;
- a **welcoming** and **engaging** environment that fosters a **sense of belonging** through meaningful **connections** with employees and other students; and
- clear **pathways** to completion, transfer, and a **fulfilling** career.

ST. CLOUD TECHNICAL & COMMUNITY COLLEGE
A member of Minnesota State
STRATEGIC PLAN2026

Desired Student Experience

SCTCC will promote this experience by providing:

- a **caring**, **inclusive**, and culturally responsive **community** that ensures **equitable outcomes** for all students;
- **streamlined** processes that ensure timely **communications** and delivery of resources and services when students need them;
- **proactive**, **effective**, and ongoing **supports** that guide students in selecting and progressing through their program of study; and
- a **quality** and **affordable** education in a student-ready environment that meets students where they are and serves the **whole person**.

ST. CLOUD TECHNICAL & COMMUNITY COLLEGE
A member of Minnesota State
STRATEGIC PLAN2026

Mission Statement

Current

St. Cloud Technical & Community College prepares students for life-long learning by providing career, technical and transferable education.

New

We provide the education, training, and support necessary for equitable participation in our society, economy, and democracy.

ST. CLOUD TECHNICAL & COMMUNITY COLLEGE
A member of Minnesota State
STRATEGIC PLAN2026

Vision Statement

Current

St. Cloud Technical & Community College is the college of choice for quality career, technical and transferable education, focused on highly-skilled employment and life-long learning opportunities.

New

We are a community of learners rooted in meaningful relationships where everyone belongs and thrives.

ST. CLOUD TECHNICAL & COMMUNITY COLLEGE
A member of Minnesota State
STRATEGIC PLAN2026

Shared Beliefs

- Education empowers individuals and transforms generations.
- Every individual has intrinsic value and every voice deserves to be heard.
- Our differences enrich our community.
- An antiracist and antidiscrimination ethos is necessary for advancing social justice and equity.
- It is our responsibility to ensure equitable outcomes for our students. Each student can succeed.
- Innovation, flexibility, and life-long learning are critical for our community to thrive.
- Mutually accountable relationships built on trust are essential for our success.
- Community partnerships strengthen and sustain us.

ST. CLOUD TECHNICAL & COMMUNITY COLLEGE
A member of Minnesota State
STRATEGIC PLAN2026


Thank You.

MINNESOTA STATE
BOARD OF TRUSTEES
Agenda Item Summary Sheet

Name: Academic and Student Affairs Committee **Date:** March 17, 2021

Title: Minnesota P-20 Education Partnership

Purpose (check one):

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

Brief Description:

The Minnesota P-20 Education Partnership was created by the Minnesota Legislature as a cross-sector representative organization charged with creating "a seamless system of education that maximizes achievements of all students, from early childhood through elementary, secondary, and postsecondary education, while promoting the efficient use of financial and human resources" (Minn. Stat. § 127A.70). Each year the Partnership prepares a report to the Governor and legislative leaders summarizing the Partnership's progress in meeting its goals and identifying legislation that might be needed to further its goals. During this presentation, the leadership of the P-20 Education Partnership will provide an overview of the recent re-centering of the group's work around a clear and demonstrable goal: achieving the state postsecondary attainment goal set by the Minnesota Legislature in 2015. The recommendations developed in support of this goal both align with and support Minnesota State's Equity 2030 commitment, and will be described within the context of both current and emergent work to align education and workforce development outcomes.

Scheduled Presenters:
Ron Anderson, Senior Vice Chancellor for Academic and Student Affairs
Dennis Olson, Commissioner, Minnesota Office of Higher Education
Robert McMaster, Vice Provost and Dean of Undergraduate Education, University of Minnesota
Mary Cathryn Ricker, Commissioner, Minnesota Department of Education

MINNESOTA STATE BOARD
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BOARD INFORMATION ITEM
MINNESOTA P-20 EDUCATION PARTNERSHIP

BACKGROUND

In 2009, legislation was enacted to formally codify the Minnesota P-20 Education Partnership (formerly called the Minnesota P-16 Education Partnership). The purpose of the Partnership is to "create a seamless system of education that maximizes achievements of all students, from early childhood through elementary, secondary, and postsecondary education, while promoting the efficient use of financial and human resources" (Minn. Stat. § 127A.70). The P-20 Education Partnership is jointly led by the commissioner of education, the chancellor (or designee) of Minnesota State, and the president (or designee) of the University of Minnesota. The chair of the partnership rotates every two years between the commissioner and the higher education leaders. Dr. Ron Anderson, Senior Vice Chancellor of Minnesota State, became the chair of the P-20 Education Partnership in the summer of 2019 and will serve through June of 2021. Dr. Robert McMaster, Vice Provost and Dean of Undergraduate Education at the University of Minnesota, has served as vice chair during this time period and will assume the role of chair in July 2021.

The Partnership is required to submit an annual report to the governor and legislative leaders that summarizes the Partnership's progress in meeting its goals and that identifies the need for any draft legislation that might be needed to further its goals. A copy of the group's 2021 report is appended to this document.

Current Context

In the summer of 2019, leaders of the P-20 Education Partnership, along with representatives from DEED, the Office of Higher Education, and the governor's office, participated in a convening of the Level UP Coalition–a collaborative of state and national partners focused on "measurably increasing the numbers of high school students prepared for and successfully transitioning to postsecondary education and training programs" (http://edstrategy.org/level-up-launch/).

This convening served as a catalyst for re-centering the work of the P-20 Education Partnership around a clear and demonstrable goal: achieving the state postsecondary attainment goal set by the Minnesota Legislature in 2015. This goal aims to increase the proportion of Minnesotans age 25-44 who have attained a postsecondary certificate, diploma, or degree to 70 percent by 2025, **within each racial/ethnic group.** This focus on disaggregated attainment rates is

significant and somewhat unique, and is critically important to the citizens of Minnesota as our state continues to have the largest gaps in educational outcomes in the country.

Setting the 2025 state attainment goal as its north star, the P-20 Education Partnership refocused its work and set out to strengthen and expand bridges across the P-12 education, postsecondary education, and the workforce to ensure that sectors are working together to support students through their educational and training transitions so that all Minnesotans are prepared to be lifelong learners and productive citizens.

Equity Grounding

The P-20 Education Partnership is committed to being a champion for lifelong learning—focusing on strategies across the learner lifespan, including early childhood, Pre-K-12, postsecondary, and the workforce. The Partnership has expanded the scope of its work to intentionally and explicitly include workforce development and ensuring that credential attainment is aligned with state workforce needs and not simply chasing a numeric goal. This mission and work is grounded in equity, particularly in light of the state and the nation's recent reckoning around racial justice. Earlier this year, the P-20 Education Partnership developed the following set of equity principles that undergird all of our work:

- We commit to approaching our work from an equity, anti-racism, and unity lens.
- We recognize that we cannot achieve our goals without directly addressing systemic racism, oppression, and economic and educational inequities within our spheres of influence and impact, and we are committed to doing so.
- We will strive for educational equity (not equality), which means that we will meet learners and communities where they are and provide what they need to succeed and meet their goals.
- We commit to actively engaging with data and those whom it represents, and to safeguarding that data to ensure its ethical use.
- We commit to bringing the resources of our organizations to this work, leveraging resources across sectors and organizations.

Overview of Work Accomplished and Focus for the Future

Over the past year, the P-20 Education Partnership has engaged in a learning and planning process focused on better understanding activities already underway within Minnesota to support postsecondary attainment, and also on promising practices and efforts underway across the country. Building on that foundational knowledge, the Partnership developed both short and long-term recommendations for cross-sector work and collaboration:

- The short-term recommendations laid out in the P-20 Education Partnership's 2021 report to the legislature will serve as the action agenda for the P-20 Education Partnership for 2021
    - As a means of further defining and implementing these recommendations, the P-20 Education Partnership has developed working groups comprised of cross sector/interagency representatives and charged them with developing tangible

action steps to make each of the short term recommendations a reality within the next year, and developing a strategy for enacting the longer term recommendations by the end of 2022

- The long-term recommendations require more planning, discussions and collaboration with people and organizations not currently part of the Partnership's discussions, which will be undertaken during 2021

This presentation will provide an overview of the recommendations developed by the P-20 Education Partnership and its affiliates over the past year, addressing ways in which the state can work to achieve its postsecondary attainment goal. This year's focus was on how to best leverage the ongoing work to smooth transitions for students between high school and postsecondary across four topic areas: (1) data use & capacity, (2) financial aid & literacy, (3) credentials of value, and (4) dual credit and exam-based credit.

Report to the Legislature
January 15, 2021

Minnesota P-20 Education Partnership

2021 Report to the Legislature

As required by Minnesota Statute, Section 127A.70

Submitted by:

Dr. Ron Anderson
Senior Vice Chancellor, Minnesota State
Chair, Minnesota P-20 Education Partnership

The report was prepared by Chair Anderson with extensive support from the Education Strategy Group (a mission-driven organization that works with Pre-K-12, higher education, and workforce leaders to improve student success and advance equity), Vice Chair Robert McMaster (Vice Provost and Dean of Undergraduate Education at the University of Minnesota), Mary Cathryn Ricker (Commissioner of the Minnesota Department of Education) and Dennis Olson (Commissioner of the Minnesota Office of Higher Education).

Cost of Report Preparation

The total cost of preparing this report was approximately $1,500 with most costs involving staff time to prepare the written report. The majority of this cost was covered by a grant from Joyce Foundation, which has supported the engagement of the Education Strategy Group since fall 2019.

Estimated costs are provided in accordance with Minnesota Statutes 2011, section 3.197, which requires that at the beginning of a report to the Legislature, the cost of preparing the report must be provided.

Minnesota P-20 Education Partnership

2021 Report to the Legislature

Purpose

In 2009, legislation was enacted to formally codify the Minnesota P-20 Education Partnership (formerly called the Minnesota P-16 Education Partnership). The purpose of the Partnership is to "create a seamless system of education that maximizes achievements of all students, from early childhood through elementary, secondary, and postsecondary education, while promoting the efficient use of financial and human resources" (Minn. Stat. § 127A.70). The P-20 Education Partnership is jointly led by the commissioner of education, the chancellor (or designee) of Minnesota State, and the president (or designee) of the University of Minnesota. The chair of the partnership rotates every two years between the commissioner and the higher education leaders. Dr. Ron Anderson, Senior Vice Chancellor of Minnesota State, became the chair of the P-20 Education Partnership in the summer of 2019 and will serve through June of 2021. Dr. Robert McMaster, Vice Provost and Dean of Undergraduate Education has served as vice chair during this time period and will assume the role of chair in July 2021.

The Partnership is required to submit an annual report to the governor and legislative leaders that summarizes the Partnership's progress in meeting its goals and that identifies the need for any draft legislation that might be needed to further its goals.

Background and Context

In the summer of 2019, leaders of the P-20 Education Partnership, along with representatives from DEED, the Office of Higher Education, and the governor's office, participated in a convening of the Level UP Coalition–a collaborative of state and national partners focused on "measurably increasing the numbers of high school students prepared for and successfully transitioning to postsecondary education and training programs" (http://edstrategy.org/level-up-launch/).

This convening served as a catalyst for re-centering the work of the P-20 Education Partnership around a clear and demonstrable goal: achieving the state post-secondary attainment goal set by the Minnesota Legislature in 2015. This goal aims to increase the proportion of Minnesotans age 25-44 who have attained a postsecondary certificate, diploma, or degree to 70 percent by 2025, **within each racial/ethnic group.** This focus on disaggregated attainment rates is significant and somewhat unique, and is critically important to the citizens of Minnesota as our state continues to have the largest gaps in educational outcomes in the country.

Setting the 2025 state attainment goal as its north star, the P-20 Education Partnership refocused its work and set out to strengthen and expand bridges across the P-12 education, postsecondary education, and the workforce to ensure that sectors are working together to

support students through their educational and training transitions so that all Minnesotans are prepared to be lifelong learners and productive citizens.

The P-20 Education Partnership is committed to being a champion for lifelong learning - focusing on strategies across the learner lifespan, including early childhood, Pre-K-12, postsecondary, and the workforce. The Partnership has expanded the scope of its work to intentionally and explicitly include workforce development and ensuring that credential attainment is aligned with state workforce needs and not simply chasing a numeric goal. This mission and work is grounded in equity, particularly in light of the state and the nation's recent reckoning around racial justice. Earlier this year, the P-20 Education Partnership developed the following set of equity principles that undergird all of our work:

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- We commit to bringing the resources of our organizations to this work, leveraging resources across sectors and organizations.

Overview of Work Accomplished and Focus for the Future

Over the past year, the P-20 Education Partnership has engaged in a learning and planning process focused on better understanding activities already underway within Minnesota to support postsecondary attainment, and also on promising practices and efforts underway across the country. Building on that foundational knowledge, the Partnership developed both short and long-term recommendations for cross-sector work and collaboration:

- The short term recommendations laid out in this legislative report will serve as the action agenda for the P-20 Education Partnership for 2021
- The long term recommendations require more planning, discussions and collaboration with people and organizations not currently part of the Partnership's discussions, which will be undertaken during 2021
- Our intent is to develop working groups comprised of cross sector/interagency representatives in January 2021 that will be charged with developing tangible action steps to make each of the short term recommendations a reality within the next year, and to present the Governor and Legislature a strategy for enacting the longer term recommendations by the end of 2022. The 2021 Annual Report from the P-20 Education Partnership will provide a detailed update on the actions taken and the proposals to the Governor and Legislature for acting on all of the remaining recommendations.

The recommendations outlined in the following pages reflect the shared learning, insights, and feedback provided by members of the P-20 Education Partnership and its affiliates to the executive team over the past year, and address ways in which the state can work to achieve its postsecondary attainment goal. This year's focus was on how to best leverage the ongoing work to smooth transitions for students between high school and postsecondary across four topic areas: (1) data use & capacity, (2) financial aid & literacy, (3) credentials of value, and (4) dual credit.

Data Use & Capacity (DUC)

The P-20 Education Partnership benefited from a year-long effort by the Learner Lifespan Working Group (LLWG), which was created by the Executive Committee to review the current data pertaining to the attainment goal, to create a strategic vision around how data can inform the efforts and goals of the Partnership. Their work and summary report will inform the ongoing work of the Partnership. As such, we plan on transitioning this ad hoc work group into a standing committee of the Partnership to continue to integrate data into all of our work.

DUC Recommendation 1: Expand the state's data capacity to meet the increasing demand for information around education and training.

Short-term actions:

1. Task the LLWG and SLEDS Governance Committee with analyzing the existing landscape of research-practice partnerships and then develop a strategy for better connecting and leveraging the various research centers across the state's higher education institutions to expand the state's analytical capacity.
2. Explore membership in the National Network of Education Research-Practice Partnerships (NNERPP) to benefit from learning from other states' experiences and practices.
3. Create forums and platforms to more effectively share and disseminate the results of research around education and training (e.g. website, newsletters, social media, annual convenings, etc.).

Longer-term actions:

4. Invest in expanding the state's research-practice partnerships.

DUC Recommendation 2: Build the data use capacity within the P-20 Education Partnership's member organizations, agencies, affiliates and other stakeholders in Minnesota.

Short-term actions:

1. Conduct a short survey among Partnership members to identify their biggest needs for support around understanding and using data.
2. Provide training and supports (e.g. through webinars, handouts, dedicated time during P-20 Partnership meetings, etc.) targeted towards the identified gaps.

3. Encourage members to involve their organizations' data staff by inviting them to join the standing data committee, as well as to attend the full P-20 meetings, as relevant.
4. Focus on the need to prioritize trust and transparency around all data efforts; consider creating or adapting an existing set of data principles which lay out values of using data ethically and appropriately to help people.

Longer-term actions:

5. Secure a Strategic Data Fellow to support the work of the P-20 Education Partnership and manage the LLWG.

DUC Recommendation 3: Develop a tool (i.e. dashboard) to track leading indicators that impact the state's progress in meeting its postsecondary attainment goal and use the data to guide members through decision-making to accelerate the state's progress, especially for low-income students, and black, indigenous, and students of color.

Short-term actions:

1. Prioritize a set of leading indicators of student success across the transition from Pre-K-12 to postsecondary and the workforce based on the work of the LLWG. Include metrics that gauge 21st Century Skills in this work.
2. Create and manage a data page on the yet-to-be-resuscitated P-20 Education Partnership website that presents all of the existing data sets, dashboards, and tools that already exist around education and training in Minnesota (see LLWG appendix for this list).

Longer-term actions:

3. Develop a strategy for the purpose, audience, development, and management of a single, connected P-20W (with the W representing an expansion of focus to include workforce outcomes) dashboard that captures the learner lifespan and highlights the pain points where individuals are lost in the transition points of their education/career journey. This will require funding (from the legislature and/or a philanthropic partner) and designation of the appropriate agency to manage and maintain the tool.

Below are examples of existing efforts within Minnesota to leverage:

- Learner Lifespan Work Group (LLWG)
- SLEDS Governance Committee
- Existing research-practice partnerships

Financial Aid & Literacy (FAL)

The P-20 Education Partnership recognizes the importance of taking a multi-pronged approach to addressing college affordability, particularly in the current economic climate. The state

should raise awareness on the long-term value of a postsecondary education, as well as on the multiple options for affording them. This communications effort should be coupled with targeted support to low-income and first-generation college students and their families to deepen their understanding of the actual costs of attendance and to develop a plan for financing their education. Far too often, this type of support comes too late. As such, the P-20 Education Partnership recommends extending these supports into middle school or earlier. Additionally, the state should double down on its ongoing efforts to increase FAFSA completion rates across the state, leveraging its recent legislation to develop a cross-agency goal.

FAL Recommendation 1: Develop a joint MDE-OHE communications campaign geared towards students and families to raise awareness of the long-term value of postsecondary education and training for promoting economic opportunity, as well as on the myriad of options for accessing and affording them.

Short-term actions:

1. Launch a joint OHE and MDE statewide communications campaign about the value of a postsecondary education or training program in the current economic climate, and how existing efforts (e.g. dual credit coursework) mitigate the costs of attaining a postsecondary credential.
2. Develop a shared definition for affordability among higher education institutions, OHE, and MDE.
3. Promote the use of the newly updated College Scorecard to help students and families understand their options.

Longer-term actions:

4. Leverage the state's research-practice partnerships to conduct a study on the return on investment of postsecondary education or training for Minnesotan students.

FAL Recommendation 2: Provide targeted support to middle and high school students and their families to help them better understand their options for preparing to pay for a postsecondary education.

Short-term actions:

1. Support postsecondary institutions' integration of financial literacy into Summer Bridge and orientation programs for incoming college students.
2. Expand MDE guidance to school systems on how to leverage the requirement that all students create a personal learning plan to expose students to their postsecondary options and to provide targeted support around key financial aid milestones.

Longer-term actions:

3. Develop and launch an interactive tool to help students and families understand the cost of attendance across systems and institutions.
4. Integrate financial literacy into high school course standards.

5. Standardize the format of award letters to make them easier to interpret and compare among institutions.

FAL Recommendation 3: Leverage the state's recent legislation to develop a cross-agency goal for increasing FAFSA completion to bolster support and develop joint strategies towards meeting it.

Short-term actions:

1. Expand the number of school systems using the state's platform for accessing student-level FAFSA completion data to enable them to better target student supports.
2. Provide targeted assistance and capacity from MDE and OHE to school systems with the lowest rates of FAFSA completion overall and for low-income students, and black, indigenous, and students of color.
3. Expand the state's communications efforts focused on the benefits of FAFSA completion, including the development of a common toolkit of best practices and messaging materials for increasing FAFSA completion for schools and school systems.

FAL Recommendation 4: Use available state and federal funds to bolster advising supports that are targeted toward low-income students and families to build their awareness of their postsecondary pathway options and the myriad of ways to afford them.

Short-term actions:

1. Leverage GEAR UP and other federal funds to target support to communities with the lowest direct college enrollment rates.
2. Expand the Minnesota Goes to College program to include support to students across the state on applying for financial aid, interpreting award letters, and making smart financial decisions.

Below are examples of existing efforts within Minnesota to leverage:

- Minnesota Goes to College (MDE and OHE)
- Minnesota FAFSA Goal Legislation (SF 3683)
- Minnesota Get Ready (OHE)

Credentials of Value (COV)

The P-20 Education Partnership's focus on credentials reinforces the broader need to be more inclusive of the workforce and employers in the Partnership's structure and leadership; this necessitates stronger engagement with DEED, DLI and employers. By fostering stronger cross-

sector partnerships, the state can develop a shared definition of a high-quality credential, identify a prioritized list of credentials with labor market value, and integrate them into meaningful career pathway programs. The Partnership also expressed the urgent need to keep equity at the center of these recommendations, recognizing that low-income students, and black, indigenous, and students of color have been disproportionately represented in two-year and certificate programs.

COV Recommendation 1: Adopt a single statewide definition of a high-quality credential across P-20 and workforce.

Short-term actions:

1. Strengthen DEED, DLI and employer engagement in the P-20 Education Partnership to ensure the workforce is included in this group's focus on human capital development.
2. Convene a working group within P-20 with representation across Pre-K-12, postsecondary education, and workforce to develop a shared definition of a high-quality credential that builds upon the state's existing efforts to define college and career readiness and to reinforce the need of credentials to be stackable, recognizable, and leading to a family-sustaining wage.

Longer-term actions:

3. Codify the definition into legislation to incentivize education and training providers to focus on high-quality credentials and to phase out those that lack currency in the labor market.

COV Recommendation 2: Create a single list of all the credentials offered in the state, and highlight those which meet the state's definition of high quality and have greatest labor market value

Short-term actions:

1. Expand the work to catalog credentials on the Credential Registry to include all education and training credentials, and include ways to designate the credentials that have the greatest labor market alignment and set up students for careers with family-sustaining wages and/or are stackable on a path to those careers.
2. Incent adoption of the Credential Transparency Data Language throughout Minnesota to ensure that there is interoperability across all education and training providers and systems and to create ease of comparability across programs.
3. Encourage the business community to incorporate specific credential requirements into job postings.
4. Consider legislation or executive action to create incentives (e.g. funding, regulatory, etc.) for guiding providers and opportunity seekers to focus on credentials of value.

Longer-term actions:

5. Develop pathways incorporating credentials for the state's most in-demand industries and occupations; ensure employers are part of this process.
6. Build a portal geared toward allowing students and opportunity seekers of all ages to be able to search labor market information and credential offerings.

COV Recommendation 3: Better align and connect education with industry needs.

Short-term actions:

1. Collect information on industry-recognized credential attempts and attainment and explore the feasibility of including those data in the high school report card, higher education transcript, and/or the P-20 dashboard.
2. Build upon the work of the 21st Century Skills Working Group and consider ways to integrate these skills into industry-recognized credentials.
3. Create mechanisms for greater collaboration among education, industry, and employers.

Longer-term actions:

4. Align academic standards with industry-recognized credentials for the purposes of earning credit toward a high school diploma.

COV Recommendation 4: Develop a public information campaign to inform students, families and opportunity seekers of all ages about the shifting economy, the value of a range of postsecondary education and training opportunities, and the growing importance of industry-recognized, high-quality credentials.

Short-term actions:

1. Ensure consistent messaging around credentials that are inclusive of four-year degree programs.
2. Ensure that a focus on credentials is equity-centered by disaggregating credential attainment by race, ethnicity and socioeconomic status to ensure that low-income students, and black, indigenous, and students of color do not continue to be disproportionately represented in two-year and certificate programs.

Longer-term actions:

3. Leverage the state's research-practice partnerships to conduct a study on the ROI of various credential options for Minnesotan students.
4. Develop a set of centralized resources that can be leveraged by school counselors, and other third-party advising support organizations, to help students and adults understand their pathway options beginning in high school and connecting to postsecondary education and training programs and careers.

Below are examples of existing efforts within Minnesota to leverage:

- Apprenticeship Minnesota (DLI)
- Minnesota PIPELINE Program (DLI)
- Youth Skills Training Program (DLI)
- Business Education Network (MN Chamber)

- CTECH
- Credential Registry (Minnesota State)
- National Governors Association's Education for Opportunity Project

Dual Credit and Exam-based Credit (DCEC)

Minnesota is one of the leading states in the nation for dual credit. With that said, the P-20 Education Partnership is committed to addressing the equity gaps in access, participation, and success in rigorous coursework for low-income students, and black, indigenous, and students of color. As such, they recommend deepening the review of disaggregated data to identify gaps, providing incentives to local communities to expand their rigorous coursework options, communicating to families on the value of dual credit and exam-based credit programs, and expanding the pool of credentialed educators.

DCEC Recommendation 1: Expand access to courses that will enable students to gain college credit while in high school, with a special focus on supporting the success of low-income students, black, indigenous, and students of color, and those in rural communities.

Short-term actions:

1. Set an equity goal and monitor progress for increasing dual credit participation for low-income students, and black, indigenous, and students of color.
2. Create incentives (i.e., financial, accountability, flexibility) to increase the participation and success of low-income students, black, indigenous, and students of color, and those in rural communities in any early postsecondary credit option.
3. Leverage Perkins to increase CTE offerings for dual credit linked to high-demand career pathways.

Longer-term actions:

4. Use multiple measures (i.e., prior course grades in subject, overall GPA, teacher recommendation, MCA scale score) for students to meet the eligibility requirements for courses.
5. Develop "co-requisite" supports for high school students to ensure they can be successful in dual credit courses.
6. Put in place proactive advising supports for early identification and outreach to students with rigorous course taking potential.

DCEC Recommendation 2: Provide a more robust set of disaggregated data on access and success to shine a light on opportunity gaps.

Short-term actions:

1. Integrate findings on longitudinal outcomes for students who participate in all early postsecondary credit options, disaggregated by student subgroup, in the Minnesota Department of Education's Rigorous Coursetaking report and/or other public-facing reports.

2. Create tools and resources for each participating district and institution to review its own disaggregated data, practices around eligibility and student support, and barriers to student access and success.
3. Expand training for school systems about the purpose of the common course numbering system, and how it can help them meet their goals for advanced coursework.

Longer-term actions:

4. Create an incentive for participating in the state's common course numbering system.
5. Create a disaggregated reporting tool (or incorporate into the state's potential P-20-W dashboard) for dual credit and exam-based credit access and success by school and district.

DCEC Recommendation 3: Expand the pool of eligible educators and provide space for greater collaboration among high school educators and college faculty.

Short-term actions:

1. Set a goal for increasing the diversity of dual credit and exam-based credit educators.
2. Host an annual conference or joint training session for educators and faculty to discuss student expectations.
3. Partner with regional centers of excellence to offer expanded professional learning opportunities.

Longer-term actions:

4. Create more sustainable paths for CTE instructor credentialing.
5. Embed the required discipline-specific credits into graduate teacher education programs to increase the pipeline of diverse, qualified dual enrollment instructors that meet Higher Learning Commission credential expectations.

DCEC Recommendation 4: Expand communications to students and families about the value of college credit while in high school and the multiple, high-quality options available to them.

Short-term actions:

1. Increase access to information - in multiple languages - on dual enrollment options and their value for students and families, specifically targeting outreach to low-income students, and black, indigenous, and students of color.
2. Provide counselors with additional training about potential career pathways so that they can help students explore and make informed choices about courses.

Longer-term actions:

3. Create a centralized hub of information on programs, courses offered and how they transfer, and eligibility requirements that is accessible to counselors, students, and families.

Below are examples of existing efforts within Minnesota to leverage:

- University of Minnesota's College in the Schools
- Minnesota State's PSEO Strategic Plan
- Early College at Irondale High School

Looking Ahead

In addition to the four focus areas enumerated above, the P-20 Education Partnership has identified organizational, operational, and management changes that is will implement during 2021 to improve its efficiency and effectiveness, ensure knowledge transfer and smooth transitioning over leadership and membership changes, and strengthen the alignment between education and workforce development.

While the work of the P-20 Education Partnership over the past 18 months has not yet led to development of formal recommendations for executive or legislative action, it is likely that such recommendations will emerge as we progress through the implementation of action steps identified in this report. Future needs identified thus far include dedicated staffing support for the P-20 Education Partnership, as well as support for the development and ongoing maintenance of a P-20 website, knowledge management system, and data dashboard or data aggregating and reporting tool. At this time, however, we will move forward with our work within the context of existing policy structures and with existing resources.

The P20 Education Partnership is well poised to be the central forum for coordinating a more effective human capital development system in Minnesota, and we embrace both the challenges and opportunities that role presents. We set out to revive this partnership over the past year and a half, and we now have a clearer vision, a broader and more engaged membership (both formal members and invited guests/advisors), a set of shared values around equity, and an emerging call to collaborative action. We enter 2021 with an exciting energy and growing momentum, and are eager to build on the conversations and learning we shared this past year to better position Minnesota's investment in its people so that **all** Minnesota citizens are prepared for lifelong learning and success in the workplace.

Appendix A: Minn. Stat. § 127A.70

Appendix B: P-20 Education Partnership Member and Affiliate Roster for 2020-2021

Appendix A
127A.70 MINNESOTA P-20 EDUCATION PARTNERSHIP

Subdivision 1. **Establishment; membership.** (a) A P-20 education partnership is established to create a seamless system of education that maximizes achievements of all students, from early childhood through elementary, secondary, and postsecondary education, while promoting the efficient use of financial and human resources. The partnership shall consist of major statewide educational groups or constituencies or non-educational statewide organizations with a stated interest in P-20 education. The initial membership of the partnership includes the members serving on the Minnesota P-16 Education Partnership and four legislators appointed as follows:

(1) one senator from the majority party and one senator from the minority party, appointed by the Subcommittee on Committees of the Committee on Rules and Administration; and

(2) one member of the house of representatives appointed by the speaker of the house and one member appointed by the minority leader of the house of representatives.

(b) The chair of the P-16 education partnership must convene the first meeting of the P-20 partnership. Prospective members may be nominated by any partnership member and new members will be added with the approval of a two-thirds majority of the partnership. The partnership will also seek input from nonmember organizations whose expertise can help inform the partnership's work.

(c) Partnership members shall be represented by the chief executives, presidents, or other formally designated leaders of their respective organizations, or their designees. The partnership shall meet at least three times during each calendar year.

(d) The P-20 education partnership shall be the state council for the Interstate Compact on Educational Opportunity for Military Children under section 127A.85 with the commissioner or commissioner's designee serving as the compact commissioner responsible for the administration and management of the state's participation in the compact. When conducting business required under section 127A.85, the P-20 partnership shall include a representative from a military installation appointed by the adjutant general of the Minnesota National Guard.

Subd. 2. **Powers and duties; report.** (a) The partnership shall develop recommendations to the governor and the legislature designed to maximize the achievement of all P-20 students while promoting the efficient use of state resources, thereby helping the state realize the maximum value for its investment. These recommendations may include, but are not limited to, strategies, policies, or other actions focused on:

(1) improving the quality of and access to education at all points from preschool through graduate education;

(2) improving preparation for, and transitions to, postsecondary education and work;

(3) ensuring educator quality by creating rigorous standards for teacher recruitment, teacher preparation, induction and mentoring of beginning teachers, and continuous professional development for career teachers; and

(4) realigning the governance and administrative structures of early education, kindergarten through grade 12, and postsecondary systems in Minnesota.

(b) Under the direction of the P-20 Education Partnership Statewide Longitudinal Education Data System Governance Committee, the Office of Higher Education and the Departments of Education and Employment and Economic Development shall improve and expand the Statewide Longitudinal Education Data System 127A.70 2 (SLEDS) and the Early Childhood Longitudinal Data System (ECLDS) to provide policymakers, education and workforce leaders, researchers, and members of the public with data, research, and reports to:

(1) expand reporting on students' educational outcomes for diverse student populations including at-risk students, children with disabilities, English learners, and gifted students, among others, and include formative and summative evaluations based on multiple measures of child well-being, early childhood development, and student progress toward career and college readiness;

(2) evaluate the effectiveness of early care, educational, and workforce programs; and

(3) evaluate the relationships among early care, education, and workforce outcomes, consistent with section 124D.49.

To the extent possible under federal and state law, research and reports should be accessible to the public on the Internet, and disaggregated by demographic characteristics, organization or organization characteristics, and geography.

It is the intent of the legislature that the Statewide Longitudinal Education Data System and the Early Childhood Longitudinal Data System inform public policy and decision-making. The SLEDS governance committee and ECLDS governance committee, with assistance from staff of the Office of Higher Education, the Department of Education, and the Department of Employment and Economic Development, shall respond to legislative committee and agency requests on topics utilizing data made available through the Statewide Longitudinal Education Data System and the Early Childhood Longitudinal Data System as resources permit. Any analysis of or report on the data must contain only summary data.

(c) By January 15 of each year, the partnership shall submit a report to the governor and to the chairs and ranking minority members of the legislative committees and divisions with jurisdiction over P-20 education policy and finance that summarizes the partnership's progress in meeting its goals and identifies the need for any draft legislation when necessary to further the goals of the partnership to maximize student achievement while promoting efficient use of resources.

Subd. 2a. **Career pathways and technical education; key elements; stakeholder collaboration.** (a) The partnership must work with representatives of the Department of Education, the Department of Employment and Economic Development, the Department of Labor, the Professional Educator Licensing and Standards Board, the Board of School Administrators, trade associations, local and regional employers, local school boards, adult basic education program providers, postsecondary institutions, parents, other interested and affected education stakeholders, and other major statewide educational groups and constituencies to recommend to the legislature ways to identify specific policy, administrative, and statutory changes needed under sections 120B.11, 120B.125, 122A.09, 122A.14, 122A.18, and 122A.60, among other statutory provisions, to effect and, if appropriate, revise a comprehensive, effective, and publicly accountable P-20 education system premised on developing, implementing, and realizing students' individual career and college readiness plans and goals. In developing its recommendations, the partnership must consider how best to:

(1) provide students regular and frequent access to multiple qualified individuals within the school and local and regional community who have access to reliable and accurate information, resources, and technology the students need to successfully pursue career and technical education, other postsecondary education, or work-based training options;

(2) regularly engage students in planning and continually reviewing their own career and college readiness plans and goals and in pursuing academic and applied and experiential learning that helps them realize their goals; and

(3) identify and apply valid and reliable measures of student progress and program efficacy that, among other requirements, can accommodate students' prior education-related experiences and applied and experiential learning that students acquire via contextualized projects and other recognized learning opportunities.

(b) The partnership must recommend to the commissioner of education and representatives of secondary and postsecondary institutions and programs how to organize and implement a framework of the foundational knowledge and skills and career fields, clusters, and pathways for students enrolled in a secondary school, postsecondary institution, or work-based program. The key elements of these programs of study for students pursuing postsecondary workforce training or other education must include:

(1) competency-based curricula aligned with industry expectations and skill standards;

(2) sequential course offerings that gradually build students' skills, enabling students to graduate from high school and complete postsecondary programs;

(3) flexible and segmented course and program formats to accommodate students' interests and needs;

(4) course portability to allow students to seamlessly progress in the students' education and career; and

(5) effective and sufficiently strong P-20 connections to facilitate students' uninterrupted skill building, provide students with career opportunities, and align academic credentials with opportunities for advancement in high-skill, high-wage, and high-demand occupations.

(c) Stakeholders under this paragraph must examine possibilities for redesigning teacher and school administrator licensure requirements, and make recommendations to the Professional Educator Licensing and Standards Board and the Board of School Administrators, respectively, to create specialized licenses, credentials, and other endorsement forms to increase students' participation in language immersion programs, world language instruction, career development opportunities, work-based learning, early college courses and careers, career and technical education programs, Montessori schools, and project and place-based learning, among other career and college ready opportunities. Consistent with the possibilities for redesigning educators' licenses, the stakeholders also must examine how to restructure staff development and training opportunities under sections 120B.125 and 122A.60 to realize the goals of this subdivision.

(d) The partnership must recommend to the Department of Education, the Department of Employment and Economic Development, and postsecondary institutions and systems how best to create a mobile, web-based hub for students and their families that centralizes existing resources on careers and employment trends and the educational pathways required to attain such careers and employment.

Subd. 3. [Repealed, 2014 c 286 art 8 s 40]

History: *2009 c 96 art 2 s 58; 2013 c 99 art 2 s 2; 2014 c 272 art 1 s 41; art 3 s 49,50; art 10 s 1; 1Sp2015 c 3 art 12 s 3; 1Sp2017 c 5 art 12 s 22; 2019 c 64 art 2 s 2.*

Appendix B
P-20 Education Partnership Member and Affiliate Roster for 2020-2021

VOTING MEMBERS	DESIGNEE
Citizens League	
Kate Cimino, Executive Director kcimino@citizensleague.org	Amanda Koonjbeharry, Policy Director akoonjbeharry@citizensleague.org
Education Minnesota	
Denise Specht, President president.denise.specht@edmn.org	Sara Gjerdrum, Executive Director Sara.Gjerdrum@edmn.org
Legislators	
Representative Lisa Demuth rep.lisa.demuth@house.mn	
Representative Ami Wazlawik rep.ami.wazlawik@house.mn	
Senator Chuck Wiger sen.chuck.wiger@senate.mn	
Minnesota Association for the Education of Young Children (MnAEYC)	
Sara Benzkofer, Executive Director sarab@mnaeyc-mnsca.org	
Minnesota Association of Charter Schools	
Eugene Piccolo, Executive Director eugene@mncharterschools.org	
Minnesota Association of Colleges for Teacher Education (MACTE)	
Rhonda Bonnstetter, President rhonda.bonnstetter@smsu.edu	
Minnesota Association of School Administrators (MASA	
Deb Henton Executive Director deb.henton@mnasa.irg	
Minnesota Association of Secondary School Principals (MASSP)	
David Adney, Executive Director dadney@massp.org	
Minnesota Business Partnership	
Charlie Weaver, Executive Director charlie.r.weaver@mnb.com	Amy Walstien, Education Policy and Workforce Development Director amy.walstien@mnb.com
Minnesota Career College Association (MCCA)	
Katie Misukanis, Government Relations Director Kathleen.misukanis@rasmussen.edu	

VOTING MEMBERS	DESIGNEE
Minnesota Department of Education (MDE)	
Mary Cathryn Ricker, Commissioner marycathryn.d.ricker@state.mn.us	Doug Paulson, Director of Academic Standards and Instructional Effectiveness doug.paulson@state.mn.us
	Bobbie Burnham, Assistant Commissioner for the Office of Teaching & Learning bobbie.burnham@state .mn.us
Minnesota Department of Employment and Economic Development (DEED)	
Steve Grove, Commissioner s.grove@state.mn.us	Hamse Warfa, Assistant Commissioner hamse.warfa@state.mn.us
	Blake Chaffee, Deputy Commissioner blake.chaffee@state.mn.us
Minnesota Minority Education Equity Partnership (MnEEP)	
Carlos Mariani-Rosa, Executive Director cmariani@mneep.org	Jennifer Godinez, Associate Director jgodinez@mneep.org
Minnesota Elementary School Principals Association (MESPA)	
Jon Millerhagen, Executive Director jhm@mespa.net	
Minnesota Independent School Forum (MISF)	
Tim Benz, President tbenz@misf.orr	
Minnesota Office of Higher Education (OHE)	
Dennis Olson, Commissioner Dennis.w.olson@state.mn.us	Winnie Sullivan, Deputy Commissioner winnie.sullivan@state.mn.us
	Meredith Fergus, Research and SLEDS Manager meredith.fergus@state.mn.us
Minnesota Private College Council (MPCC)	
Paul Cerkvenik, President pcerkvenik@mnprivatecolleges.org	Alison Groebner, Director of Government & Community Relations agroebner@mnprivatecolleges.org
Minnesota State Colleges and Universities	
Devinder Malhotra, Chancellor chancellor@minnstate.edu	Ron Anderson, Senior Vice Chancellor ron.anderson@minnstate.edu
University of Minnesota	
Joan T.F. Gabel, President upres@umn.edu	Bob McMaster, Vice Provost and Dean of Undergraduate Education mcmaster@umn.edu
	Julie Sweitzer, Executive Director of College Readiness Consortium sweit01@umn.edu

Minnesota PTA	
Heather Starks, President president@mnpta.org	Amy Nelson, Vice President education@mnpta.org

AFFILIATES
Generation Next
Jeremiah Ellis, Director of Partnerships jeremiah@gennextmsp.org
University of Minnesota
David Laporte, Professor of Biochemistry, Molecular Biology and Biophysics, University of Minnesota dlaporte@umn.edu
Minnesota Rural Education Association (MREA)
Bob Indihar, Executive Director bob.ctr@mreavoice.org
Association of Metropolitan School Districts (AMSD)
Scott Croonquist scroonquist@amsd.org
Minnesota Chamber of Commerce
Lauryn Schothorst Director, Workplace Management and Workforce Development Policy lschothorst@mnchamber.com
Minnesota Department of Labor and Industry
Heather McGannon, Assistant Commissioner Heather.mcgannon@state.mn.us

March 17, 2021

Academic & Student Affairs

College Transitions and the Learner Lifecycle: Minnesota P-20 Education Partnership

Board of Trustees

P-20 Leadership and Presenters

Mary Cathryn Ricker
Commissioner, Minnesota Department of Education

Dennis Olson
Commissioner, Minnesota Office of Higher Education

Robert McMaster
Vice Provost and Dean of Undergraduate Education, University of Minnesota

Ron Anderson
Senior Vice Chancellor for Academic and Student Affairs, Minnesota State

MINNESOTA STATE

P-20 Education Partnership Purpose

To “create a seamless system of education that maximizes achievements of all students, from early childhood through elementary, secondary, and postsecondary education, while promoting the efficient use of financial and human resources” (Minn. Stat. § 127A.70).

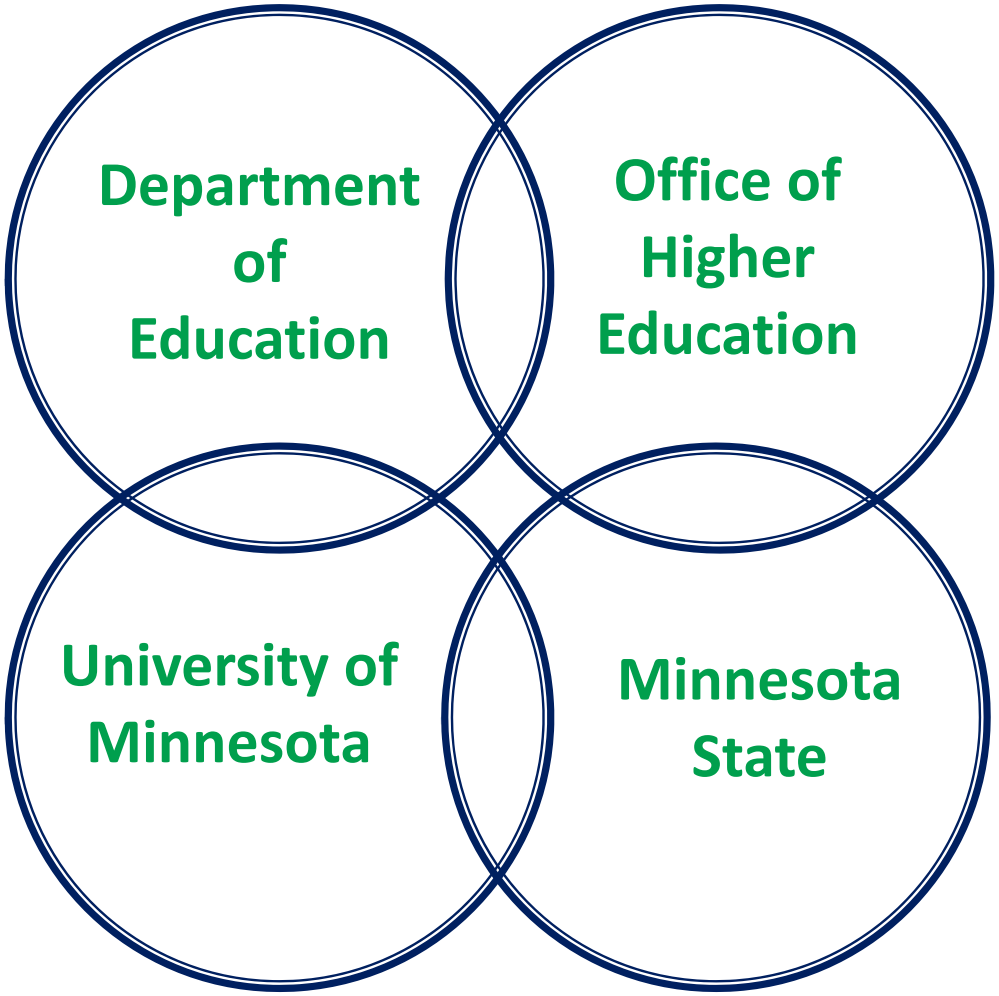
MINNESOTA STATE

2019: Re-energized and Re-focused

- Strengthening and expanding bridges across education and workforce sectors
- Preparing all Minnesotans to be lifelong learners and productive citizens

Minnesota State

Leadership Partners



P-20 Partnership Members

- Citizens League
- Education Minnesota
- Legislators (3)
- Minnesota Association for the Education of Young Children (MnAEYC)
- Minnesota Association of Charter Schools
- Minnesota Association of Colleges for Teacher Education (MACTE)
- Minnesota Association of School Administrators (MASA
- Minnesota Association of Secondary School Principals (MASSP)
- Minnesota Business Partnership
- Minnesota Career College Association (MCCA)
- Minnesota Department of Employment and Economic Development (DEED)
- Minnesota Minority Education Equity Partnership (MnEEP)
- Minnesota Elementary School Principals Association (MESPA)
- Minnesota Independent School Forum (MISF)
- Minnesota Private College Council (MPCC)
- Minnesota PTA

MINNESOTA STATE

Guiding North Star

Achieving the State of Minnesota's Postsecondary Attainment Goal:

Increase the proportion of Minnesota adults age 25-44 who have attained a postsecondary certificate, diploma, or degree to **70%** by 2025, **within each racial/ethnic group**

- 2015 Minnesota Session Law

MINNESOTA STATE

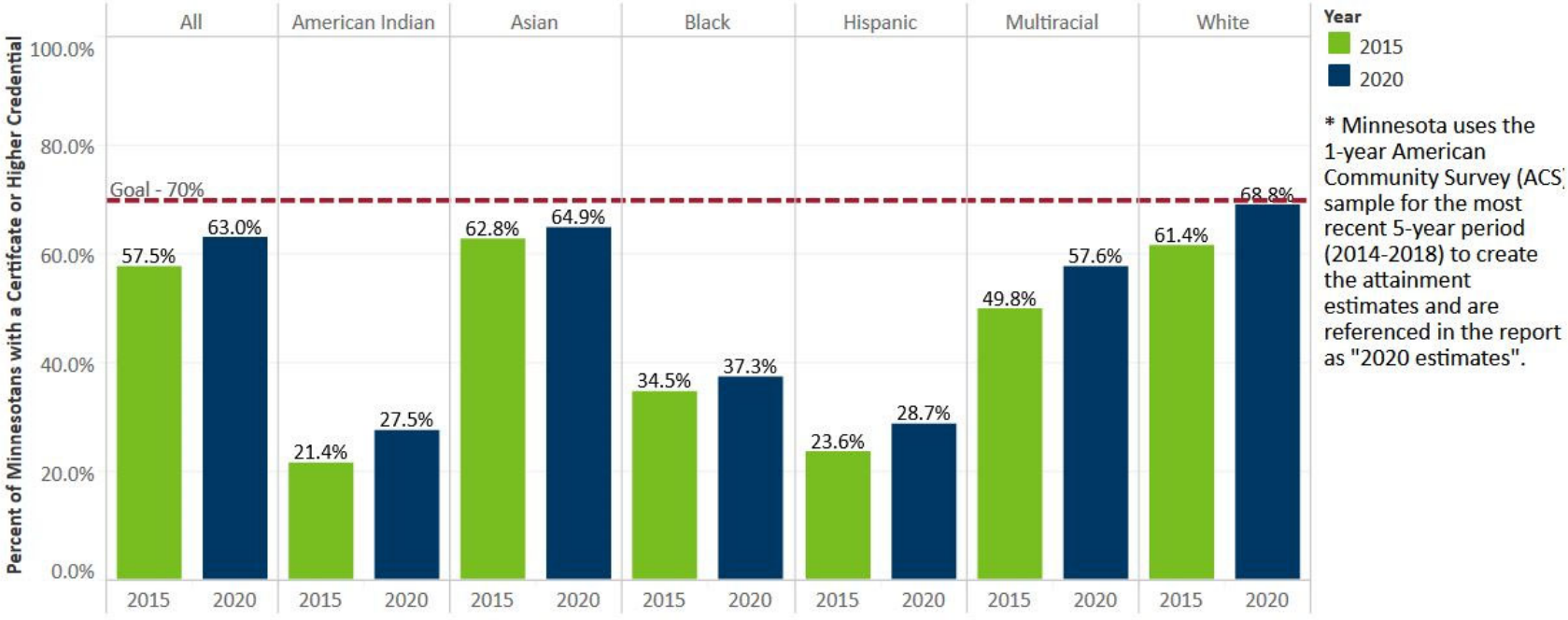
Grounded in Equity

P-20 Guiding Principles

- We commit to approaching our work from an equity, anti-racism, and unity lens.
- We recognize that we cannot achieve our goals without directly addressing systemic racism, oppression, and economic and educational inequities within our spheres of influence and impact, and we are committed to doing so.
- We will strive for educational equity (not equality), which means that we will meet learners and communities where they are and provide what they need to succeed and meet their goals.
- We commit to actively engaging with data and those whom it represents, and to safeguarding that data to ensure its ethical use.
- We commit to bringing the resources of our organizations to this work, leveraging resources across sectors and organizations.

Minnesota State

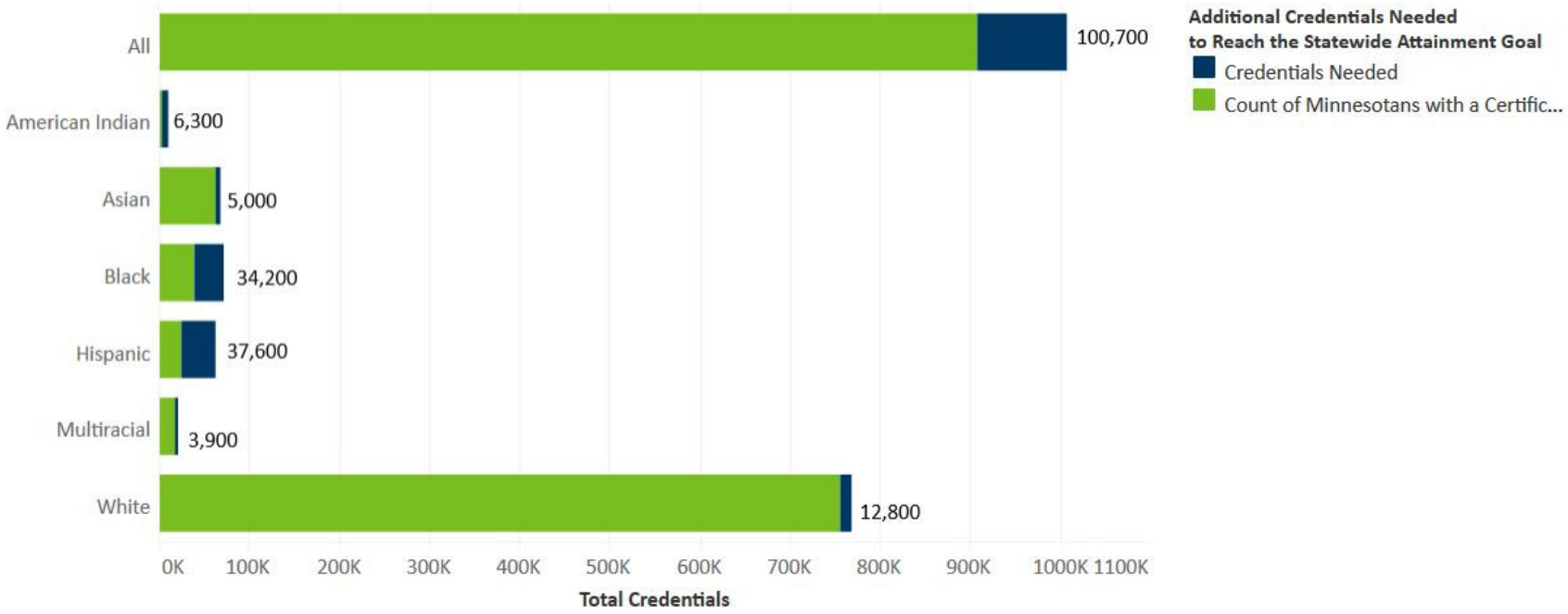
Minnesota Educational Attainment 2020



Source: Office of Higher Education, 2020

MINNESOTA STATE

Additional Credentials Needed by 2025



Source: Office of Higher Education, 2020

MINNESOTA STATE

Understanding the Learner Lifespan

- **Map the metrics** that document a learner's progress
- **Identify pain points** along the learner lifespan journey that demand action or have disparate equity impacts
- **Identify evidence-based strategies** for addressing the pain points

MINNESOTA STATE

Contextualizing the Learner Lifespan

- **Individual** metrics of the learner's journey encompassing early care, K-12, postsecondary and workforce outcomes
- **Social and economic context** under which a Minnesotan is living and learning that affects these events
- **Organizations and systems** that impact the outcomes of learners
- Measures of **equity** that show the disparate impact of policies, practices and structures

MINNESOTA STATE

National Approaches: North Carolina

myFUTURENC
2 million by 2030.

ABOUT WHO WE ARE THE GOAL DASHBOARD NEWS RESOURCES CONTACT

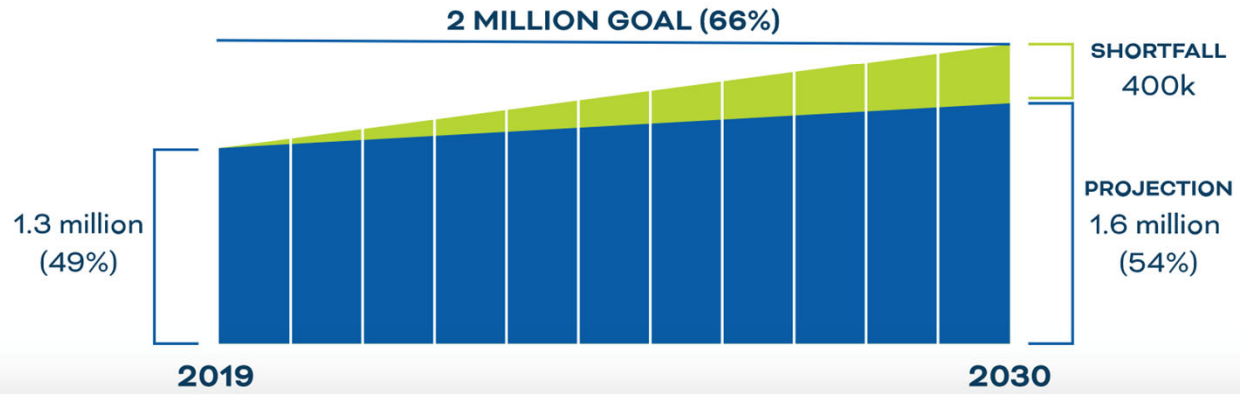
Measuring Our Progress

TOWARDS OUR GOAL: 2 MILLION BY 2030

Without action, **we are projected to fall short in 2030 by 400,000 individuals** with the skills needed to fill our projected job needs. This dashboard tracks progress toward the 2030 statewide attainment goal, using proven indicators, and establishes benchmarks to show how North Carolina students are performing along the entire education continuum, from NC Pre-K through college and career.

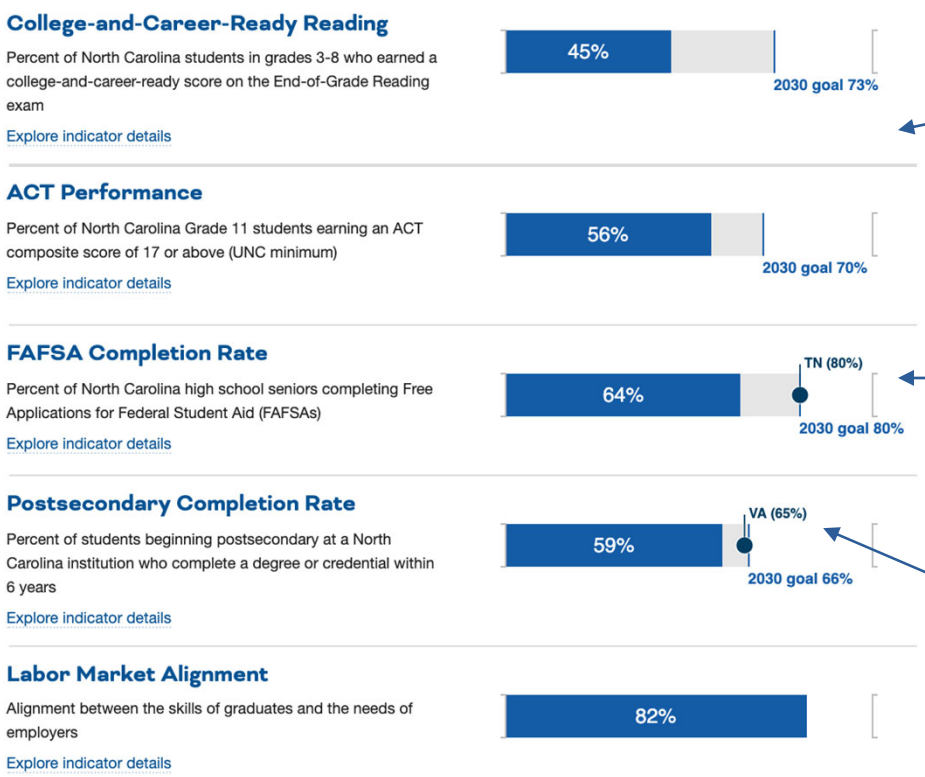
Without Action, We Will Fall Short

NC DEGREES / CREDENTIALS INDIVIDUALS AGED 25-44



MINNESOTA STATE

National Approaches: North Carolina



Prioritizes five indicators (of 18) across K-12, higher education, and workforce on the main page.

Sets individual targets for each metric, and shows progress based on current performance.

Benchmarks against the highest performing peer state in the South.

MINNESOTA STATE

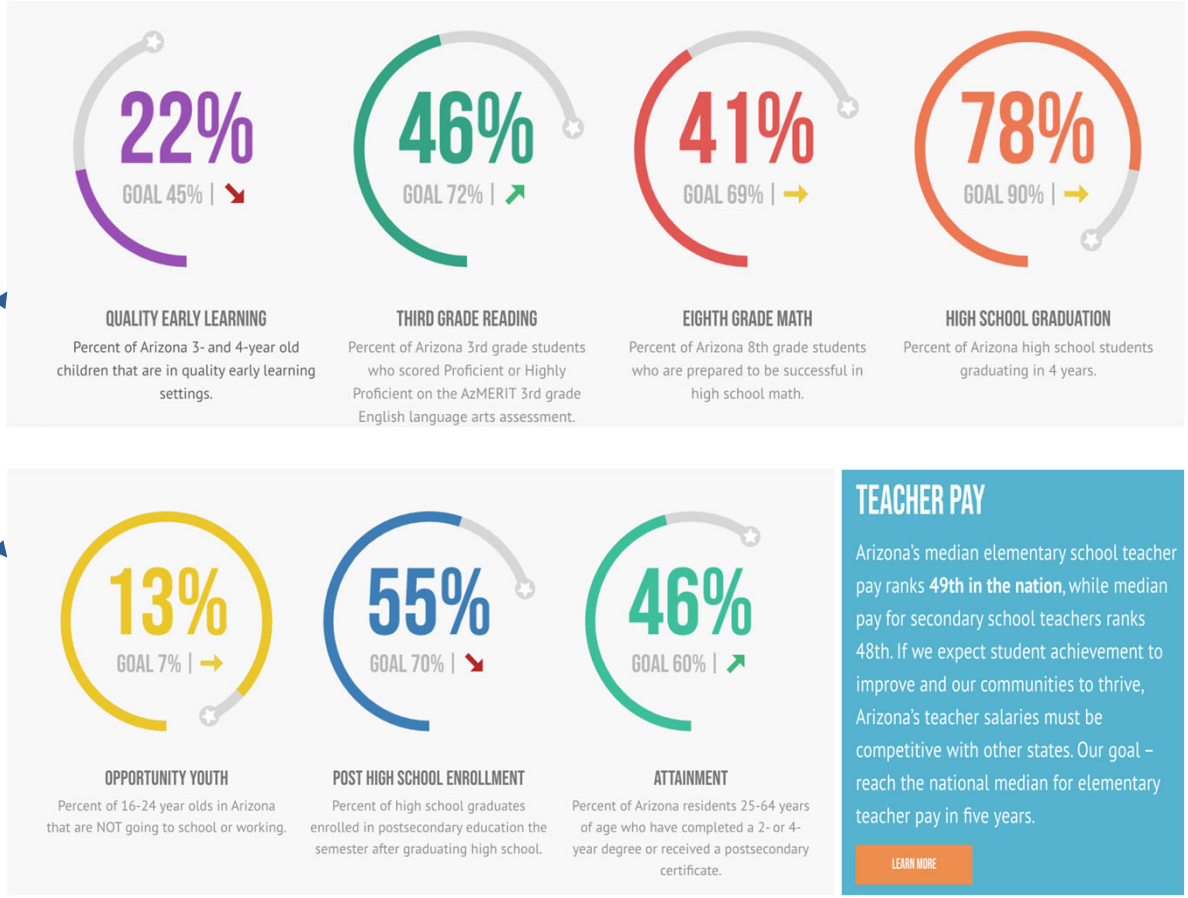
National Approaches: Arizona

Partners	Expect More Arizona® THE MOVEMENT FOR WORLD-CLASS EDUCATION Center for the Future of Arizona ASU Decision Center for Educational Excellence, Arizona State University
Purpose	To unite people around a **shared vision** for where we agree we should be as a state, and allow us to **measure progress**, **celebrate successes,** and **take action** together. To **drive meaningful conversation** about the policies and funding that are needed to reach the state's **attainment goal.**
Audience	1) General public 2) State and local leaders 3) Practitioners

Minnesota State

National Approaches: Arizona

Focuses on eight priority indicators.



Minnesota State

Minnesota Focal Areas

- Data Use and Capacity
- Financial Aid and Literacy
- Credentials of Value
- Dual Credit and Exam-based Credit

Data Use and Capacity

- Expand the state's data capacity to meet the increasing demand for information around education and training
- Build the data use capacity within the P-20 Education Partnership's member organizations, agencies, affiliates and other stakeholders in Minnesota
- Develop a tool (i.e. dashboard) to track leading indicators that impact the state's progress in meeting its postsecondary attainment goal

Minnesota State

Financial Aid and Literacy

- Develop a joint MDE-OHE communications campaign focused on the long-term value of postsecondary education
- Increase student and family understanding of available support to pay for postsecondary education
- Establish cross-agency goal for increasing FAFSA completion
- Bolster advising support for low-income students and families to build awareness of postsecondary pathway options and the myriad of ways to afford them

Minnesota State

Credentials of Value

- Adopt a single statewide definition of a high-quality credential across P-20 and workforce
- Create statewide inventory of credential programs, highlighting those meeting definition of high quality and with greatest labor market value
- Better align and connect education with industry needs
- Develop public information campaign focused on the range of postsecondary education and training opportunities, and the growing importance of industry-recognized, high-quality credentials.

Minnesota State

Dual Credit and Exam-based Credit

- Expand access to college credit while in high school
- Provide robust set of disaggregated data on access and success
- Expand the pool of eligible educators and provide space for greater collaboration among high school educators and college faculty
- Expand communications about the value of earning college credit while in high school, as well as the multiple, high-quality options available

Minnesota State

What's Next

- Action planning within each focal area
- Alignment of existing agency/institutional work
- Deepened engagement with workforce agencies, business, industry and employer partners, and BIPOC (Black, Indigenous, People of Color) communities
- Identification of additional public policy and funding needed to support the work

Minnesota State

Questions and Discussion

Diversity, Equity, and Inclusion Committee
March 17, 2021
9:45 A.M.
Virtual/Zoom

Note: Committee/board meeting times are tentative. Committee/board meetings may begin up to 45 minutes earlier than the times listed below if the previous committee meeting concludes its business before the end of its allotted time slot.

1. **Minutes of January 26, 2021 (pp. 1 – 14)**
2. Equity Scorecard Introduction (pp. 15 – 17)

Committee Members:
Rudy Rodriguez, Chair
George Soule, Vice Chair
Ahmitara Alwa
Javier Morillo
April Nishimura
Oballa Oballa
Cheryl Tefer

President Liaisons:
Anne Blackhurst
Jeffrey Boyd

Bolded items indicate action is required.

Minnesota State Board of Trustees
Diversity, Equity and Inclusion Committee
Meeting Minutes
Virtual
January 26, 2021

DEI Committee members present by remote access: Rudy Rodriguez, Chair; George Soule, Vice Chair; Trustees: Ahmitara Alwal, Javier Morillo, April Nishimura, Oballa Oballa, and Cheryl Tefer; President Liaisons: President Anne Blackhurst and President Jeffrey Boyd

Guest Presenters:
Priyank Shah, Interim Assistant Diversity Officer
Tarrence Robertson, Project Director for Diversity, Equity and Inclusion
Wendy Marson, Director of Institutional Research of Dakota County Technical College & Inver Hills Community College
Henry Morris, Vice President of Diversity and Inclusion of Minnesota State University-Mankato

Committee Chair Rodriguez called the meeting to order and took roll call at **10:47 AM**.

Chair Rodriguez: Today, we have updates on strategic equity and Equity by Design. With that, I will turn it over to the Interim System Diversity Officer, Andriel Dees, to lead our discussion.

Andriel: Thank you Trustee Rodriguez and good morning everyone. I want to be respectful of time, I do want to acknowledge just for your information, a strategic equity update. This is kind of a look back at the past year at 2020, from the standpoint of the division, we're excited about where we are and where we're going, continuing the good work that was started by my predecessor, Dr. Clyde Pickett and Assistant Diversity Officer, Dr. Josefina Landrieu. We were saddened to see them go but excited to continue the good work and the foundation of moving and advancing equity and inclusion at a system and campus levels. One of the key things that is very poignant, given our recent conversation around looking at higher education post pandemic is that we are very much aligned in terms of making sure that we're being intentional with addressing the needs of our students at both the community and state levels. One of the things that I think continues to be a theme for us is looking at tools that will shape and move the dial for moving us through the process of our moonshot goal of Equity 2030. Again, I won't belabor any discussion point around the strategic equity update but I will open for any questions in case anyone had any questions or concerns.

Hearing none. With members of my team, Dr. Priyank Shah, Interim Assistant Diversity Officer and Tarrence Robertson, who is our Project Director, very much a vital voice in this work as we move forward. We are also excited to have our campus representatives,

Dr. Wendy Marson from Dakota County Technical College and Inver Hills Community College and Dr. Henry Morris from Minnesota State University Mankato to discuss and walk through an update regarding Equity by Design.

We just want to set the stage around why we are here today. What are the key pieces and why are we even pursuing Equity by Design. When we started really working around understanding what Equity 2030 was about and what was needed to get us through the long arc of a 10 year goal of going to a zero sum gap. One of the key things that we wanted to provide to our campuses were opportunities and tools to think differently from a system perspective down to the very granular perspective about what are we doing at our institutions that can really change the dial to be more student focused. We have the abstract perspective of being student focus but not hitting the targets that we want to hit when it comes to addressing the equity concerns within our higher education structures. Quite frankly the last two decades, there's been a movement in higher education towards developing an equity based educational environment. With the need to move into being more intentional and conscientious in unpacking what our systems can do and where we are actually creating the barriers for our students. To that end, Minnesota State's guiding principle of Equity 2030 and our state priority is really geared toward addressing and moving our system's policies and practices towards a place that will let lead us to zero sum gaps between our students. This goal is not really just based on change management organizational principles but a strong social imperative and a responsibility Minnesota State leads to calling the attention to inequality. The events that occurred here in Minneapolis, where people are calling it a place of ground zero. It was a national call to drawing attention to the inequalities of all of our systems but more importantly, narrowing in on the area of higher education. Overall, we want to ensure that all of our stakeholders are receiving that guidance and approach towards meeting and advancing equity and inclusion throughout our campuses.

Priyank: Equity by Design is strategy and framework for examining disparities in the outcomes and experiences of our stakeholders, namely students and employees. In broad terms, Equity by Design, or EbD for short, seeks to elucidate disparities through the disaggregation of data by social or demographic characteristics. For example, disaggregating data to look at differences in graduation rates between racial groups. Differences in graduation rates, let's say, between white and Latinx students or black students, are identified as equity gaps.

The EbD framework calls for closely analyzing equity gaps in order to understand how and why the disparate outcomes take shape. Of particular importance, is the need for viewing equity gaps through an equity minded lens, which ask us to think about how our institutions shape or exacerbate the disparate outcomes of our students. This methodology intently calls for a shift from a student deficit approach, where the lack of

success is attributed to the student's background or lack of academic preparation to an institutional approach, where the role of our institution is meaningfully considered. That is to say we aim to understand the equity gaps through deliberate examination of how our institutions and system's structures, practices, policies, and pedagogy shape disparate outcomes. The student's experiences and assets certainly matter for the disparities we observe, however, EbD emphasizes the role of the institution. This approach is effectively calling for the shift from the mindset of college ready students to that of student ready colleges.

Equity minded inquiry the framework aims to identify opportunities for improvement. Improvement in how we engage, support and teach our students in a more equitable manner. It is important to understand this work has a long arc and can certainly be complex. This methodology can be adapted and applied across a wide range of facets of Minnesota State's enterprise. In the current iteration of our EbD work, the focus is on racial disparities and core success outcomes with an eye towards classroom factors that shape equity gaps. In broad stroke, this diagram provides a visual representation of the key phases of EbD and illustrates how the methodology works. It is important to note that within AND between each of the phases, there are a multitude of additional steps and nuance that need to be considered and navigated. We begin with Phase A, where there is an existing recognition or growing awareness disparate outcomes for stakeholders and a desire to improve outcomes. Initiating EbD moves us on to phase B, where relevant data points are disaggregated by key group characteristics such as race, Native American identity, gender, or Pell eligibility. The disaggregation of data is key step for revealing disparate patterns in the outcomes of stakeholders.

As we move into Phases C and D, we consider the role of our institutions in shaping and contributing disparities, looking at institutional factors and dynamics both inside and outside of the classroom. The C and D phases require undertaking equity minded inquiry, which is often complex and not always linear, back and forth movement between the two can be expected and is often warranted. Phase E signifies the introduction of changes that are highlighted through the deliberate use of equity minded inquiry. The changes aim to improve outcomes and mitigate equity gaps between groups. As changes are made, there is a need for assessing the impact and efficacy of the interventions, which brings us back to phase B. And the cycle continues. Having provided an overview of EbD, Tarrence will now share some important highlights of our work over the past year.

Tarrence: Over the course of the last year, our system has made significant progress toward institutionalizing equity-minded inquiry across Minnesota State. As we solidified our strategy last spring to bring this work forward to all of our institutions, we were well positioned to launch this methodology and framework system wide in June 2020.

Since that time, we have facilitated six training seminars, published a corresponding toolkit, provided numerous consultations with several different campuses, and adjusted our approach to best meet the needs of our stakeholders. Moving into 2021, we are continuing to provide ongoing opportunities for training, cross-campus collaboration, and further engagement throughout the evolution of Equity by Design.

To highlight a couple of our major milestones over the course of this last year. In February 2020, we convened a large working group comprised of a variety of stakeholder groups including faculty, students, partners from IR/IE, campus equity practitioners, and other stakeholders from Academic and Student Affairs from both the system office and different campuses. As this work evolves, our workgroup continues to meet regularly and really has been instrumental in helping shape and inform the strategy of how we advance Equity by Design.

I previously noted the publication of the Equity by Design tooklit, as well as the ongoing training opportunities for our campuses undertaking this work. As campus needs continue to evolve, we are working diligently to ensure that our resources meet the needs of our campuses throughout this challenging endeavor. I would be remiss if I didn't mention that the key to our success of our strategy has truly been the collaboration with so many different partners.

Over the last year, we've developed a course success database in conjunction with our colleagues from IR & IT. We continue working closely with Ed Innovations and our Faculty Equity Inclusion Coordinators to expand faculty professional development opportunities within the Network for Educational Development (NED). We are also the expertise from our colleagues across various colleges and universities who have been engaging in this work and providing valuable insights, best practices, and illuminating different approaches in their processes. Finally to note, our communication and outreach. We recognize that the complexity of this work requires us to be proactive in our communication and outreach strategies. We are sustaining our engagement with members of IR community, our CDOs, Faculty, Deans, and many others to continue learning about their needs, challenges, and opportunities as this work evolves.

Priyank: As we roll out and lead the EbD work and trainings, we are being mindful of the differing circumstances and contexts of our Minnesota state colleges and universities. This in large part entails engaging the EbD campus teams to understand their needs, challenges, as well as their strengths and opportunities. The first two bullet points highlight our active work with our partners and teams to adapt our strategies, trainings, and timelines to best support their needs and success.

The third bullet point about continued development of tools and resources is an extension of the first two items. Having already provided resources such as the “EbD

Tool Kit," we are continuing our work with our partners to develop, design, and deliver tools that support the work across the system. For example, a number of our campus partners have shared the need for conversation and group facilitation guides, which can help team members engage their campus colleagues in EbD related discussions.
We are currently working with our system office partners, Equity Inclusion Coordinators, and faculty colleagues to develop these tools. The great advantage we have as a system is the presence of great work occurring and unfolding across our campuses. For example, work tied to culturally responsive pedagogy, professional development opportunities out of Academic and Student Affairs Education & Innovations team. As well as campus level led strategies, trainings, and tools for how to engage faculty and staff colleagues in meaningful equity work.

Tarrence: Just to touch on the last three points, I've alluded to the ongoing partnerships throughout this work and that continues to be one of the major opportunities that we have. As this work evolves to use the methodology of Equity by Design to assess and mitigate some of the outside of the classroom disparity factors, we are leveraging and enhancing our connections with our key stakeholders to align our efforts, training, and resources to assist our campuses in their pursuit of Equity 2030.

As we continue our engagement with campuses we are trying to be extremely mindful of assessing where they are and what realistic progress looks like from campus to campus. We are continuously assessing our trajectory and our goals over the next 3 to 5 years to ensure our campuses are in the best position to carry this work forward.

Finally, with regard to supporting Equity 2030 – Equity by Design is a methodology and an approach to critically examine the institutions role in causing disparities. While the current iteration is primarily focused on the in-classroom factors which give rise to inequity, this methodology can be applied to examine and mitigate disparities across the enterprise to support achieving and aligning our efforts in the pursuit of Equity 2030.

Andriel: Well, thank you so much Tarrence and Priyank for your insights on the workings of Equity 2030. Before we get into campus perspectives though, I did want to open up the floor to the committee to ask any questions that you may have with respect to what you're seeing in terms of the work that we're producing with Equity by Design.

Trustee Soule: For the various steps of Equity by Design, where are we in the process? What progress have we made in going down that list of things that have to be done in order to achieve our goal?

Priyank: In looking at the slide, this broad methodology truly represents the broad strokes of the work. Given that many of our institutions and our campus teams are at different starting points, where some are have already been undertaking this work, such

as DCTC and Inver Hills as our colleague, Wendy Marson will be sharing in a few moments. There are other institutions that are engaged in this work but are trying to adapt and map the EbD methodology onto their existing work. Overall, most of our EbD campus teams are somewhere between Phase C and D. Where they're engaging their faculty colleagues and Deans to determine where they want to focus their energies. Then start with disaggregating course or subject level data to identify and move into that equity minded inquiry phase. Phase D is really an exciting space right now given that there's a lot of engagement with our faculty and our administrative partners in developing those cultural responsive pedagogy curriculum opportunities to understand what is it about how we teach and engage students inside the classroom that can lead to disparate outcomes. There are certainly those colleagues that have been undertaking this work for more than two or three years. They are in that change place where they are actively bringing in change to their classroom in terms of how they engage students, how they teach and what the curriculum entails to advance success. So the short answer is, most campuses are between Phases C and D.

Trustee Soule: So we have looked at the data?

Priyank: Our campuses are either looking at the data or at a slice of the data. The real challenge with looking at the data in broad stroke is it's hard to engage all of our faculty colleagues and our leadership in looking across all subjects. We're really advocating for EbD to fit the campus context and the campus need. So if a campus decides to look at math, English or social sciences, that's really in their purview. In terms of subject, I'd venture to say, over half of our teams are focusing on math and/or English as a starting point. With a fair number also starting with some of the STEM courses around biology and chemistry as starting points. Our hope is for as this work progresses, that these growing eccentric and concentric circles of expansion. That if this year, we started with one subject or a set of courses that, as this work moves forward, it'll expand to encompass another set of subjects and courses in a manner that's manageable and feasible for our campuses.

Andriel: Thank you, Dr. Shah and one thing I will note, if we can probably move back to the slide that talks about campus perspectives. You'll be able to get a more practical perspective about how the methodology is put into action and so from that standpoint. We're excited to have Dr. Wendy Marson is the Director of Institutional Research at Inver Hills Community College and Dakota County Technical College. What she brings to the table is a lot of really good and deep experience with a lot of passion to this work, having graduated as a first generation non-traditional student. She really brought to the table the ability to work with a very similar methodology while she was at the University of Wisconsin Stout. Wendy, I can attest to, also having worked at the Wisconsin system, looking at that opportunity to really engage and understand around the success factors,

particularly for students of color. With that, I will turn it over to Wendy to do a deeper dive into what's going on at Inver Hills and Dakota Tech.

Wendy: Okay, thank you so much for that introduction. It is an honor to be here speaking to you today about our work. Since Michael Birchard, who could not be here today, encouraged me a year ago to become part of the system office group around Equity by Design. I've come to believe that this work will be the most important work that I will do at Minnesota State because of its potential for meaningful and lasting change.

Being an institutional research has always meant seeking out large numbers because they mean that we can be confident in generalizing about our results and making decisions. We're comfortable with the suppression of small cell sizes because we're uneasy with small numbers and their volatility. Equity by Design by its very nature of disaggregating data to very small numbers, has been frankly a challenge for me and for others in institutional research. While I have now reframed my narrative around this work in small numbers through all my Equity by Design work at both colleges. I've been transparent with others about my discomfort and apprehension with small numbers, and I have acknowledged the faculty and staff that this is now a new approach. I have also shared with them what I have learned about this level of disaggregation, which is how large numbers may will obscure what's happening with our students of color. And that by teasing out new information through this lens of equity, much has revealed this faith in large numbers has perhaps enabled us to resist change.

The next challenge has been in bringing difficult information forward and having conversations about it in environments where people feel safe. In these conversations, stay student centered versus slipping back into a familiar student deficit model is crucial. Chancellor Malhotra, when you introduced Equity 2030 to us in 2019, you told us that blaming others, including our own students for our equity gaps was not acceptable. We have taken that to heart in our work. Indeed, while we can acknowledge that our students of color often have difficult circumstances that we cannot influence. That should make us more compassionate, more willing to identify and change what we can control. Basically our own policies, practices, and pedagogies that create barriers for our most vulnerable students.

We have faced this challenge at my colleges by taking a wider view of Equity by Design. We are able to do this because DCTC, while formerly doing this work since 2017, was conducting it informally before that at a grassroots level, led by Harold Torrance. DCTC now has two cohorts of faculty and an expanded core team. Well Inver, new to Equity by Design in 2020, under the bold and unflinching leadership of Dr. Tia Robinson-Cooper, created a large cross disciplinary team of 12 to lead the work. She has been steadfast in her promise that we will meet inequity head on. And we will refuse to tiptoe

around the issues. Additionally, I have the privilege of leading a remarkable team of analysts, who have risen to the challenge of preparing information for this project in new ways. Finally, we all stand on the shoulders of those at both colleges who have long been advocates for this work and who now join us as equity champions. To be successful, sustainable and inclusive, this work has to first acknowledge what already exists to support and enlarge it.

This wider view has shown us that our gaps begin even before students reach the classroom. We convert students of color at a lower rate than white students so there is a need to examine our practices and identify barriers. When students of color enter our colleges, we have also found that an increasingly high percentage make up our developmental course enrollments. In some cases, our students of color are lost at an alarming rate when they begin at the lowest developmental level, indicating that our existing work with multiple measures needs to focus there.

The next barrier is the gateway courses which are necessary for degree progression and our equity gaps in those courses, which only widen when we further disaggregate by course delivery method. This work has emerged through IR's work with Martin Springboard, Director of Teaching and Learning, who has created a pilot to collaborate with faculty and redesigning courses to address these delivery gaps. We're also examining classroom policies and practices which may be creating barriers to success. Engaging faculty from multiple disciplines to discuss classroom policies and how inconsistencies in those applications of policies between courses may be negatively impacting our students. We all share in our commitment to our students and we all need to own our own part in identifying and closing the gaps, not assuming that someone else should fix it. And I've already seen that Equity by Design, by taking success data down to the subject level and lower, encourages faculty to invest personally and making a difference. I've already had multiple requests from faculty to look not only at their departmental gaps but their own individual gaps to see what how their students are doing.

Inver's mission includes the phrase the power and promise of education. These seats that we counted Equity by Design to measure gaps were all filled by human beings by our students who place their trust in us to deliver that transformative experience at both colleges. In nine short years, we will be measured on how we met this challenge, while acknowledging the enormity of the task and knowing we will meet resistance. We will persist and we will prevail. I'd like to close with what will guide the work going forward from the amazing Amanda Gorman, "We lift our gaze is not what stands between us but what stands before us." Thank you.

Andriel: Thank you Dr. Marson, what an excellent presentation. Kudos to Inver Hills and Dakota County Technical College for really digging into the data and setting a really good

strong mindset for understanding what these gaps mean. Then moving towards changing our framework so that we are addressing how to deal with these gaps. So thank you very much. Real quick, I do want to be respectful of time but are there any questions from any of the trustees at this time.

Trustee Morillo: Could she help me understand the relationship to the data and its impact? Like their relationship to that and curriculum content or what does Minnesota State look like after we've implemented fully of this versus what it looks like now? After we recognize what the disparities are and we enter the fantastic work of disaggregating data but what does it then mean for the experience of students, a change in curriculum and for us?

Andriel: What we all think is what does it look like and what is the utopian effect of all of this work, where do we go? And really what it comes down to is, no matter what a student comes in with, we're looking at moving from a deficit mindset to really being a an asset mind. That our students are coming in with assets that we can take and mold and move forward to get them to where they need to go. So that requires us to really take a strong look at the delivery, curriculum of the classroom but also the co-curricular components, the policies the practices. This is why it's such a huge large undertaking because it really basically almost turning our system topsy-turvy. Hopefully at the end of the day, the utopian effect is that any student that comes into any of our campuses has the ability to be nurtured, to move forward and to get to where they need to. Ultimately, where they need to get to should be either in from an entrepreneurial state, if they're willing and interested in creating their own space for business opportunities and/or a job in the workforce. And if we have not met that that structure, then we need to go back because we would have failed that student by leaving them with a diploma in hand but debt and an inability to really make a difference with their lives.

Trustee Rodriguez: Andriel, wondering if you could comment for the members today, just a little bit of our discussions about the scorecard that you're working on. I think Trustee Soule and Trustee Morillo were hinting at. Like where we are with the metrics and maybe give an update of when you expect to share an example of the revised scorecard with this group.

Andriel: We are really excited to present to the Board of Trustees at the next board meeting with a full discussion and presentation on the equity scorecard. To that end, when we're talking about measurements, we will be able to create and sustain a perspective at the system as well as the campus level of how we are doing, how we're making progress and what ultimately will hopefully look like at 2030. A system that is truly in the business of addressing the needs of all the students, regardless of how they come into our space.

Chancellor Malhotra: Going back to the question which Trustee Morillo raised is an important one: what would it look like as a result of all this? How would we look? How would our teaching and learning look different? Afterwards as compared to before. A theme that emerged in an earlier presentation this morning, was that in order for students to be successful, we have to personalize and customize the educational experience. So the phase B and C would give us the information from the aggregated data at the student level which will help us understand as to what kind of holistic support structures, both in and outside the classroom, students would need in order to successfully navigate the educational journey. So that robustness is really ultimately what would be reflected once all these changes are embedded and institutionalized.

Andriel: Dr. Marson, this was very informative and really good to look at the college what's happening at the college level. We'd like to take you now into what's happening at the university level and to that end, we have we're excited to have Dr. Henry Morris who serves as the Vice President for Diversity and Inclusion at Minnesota State University Mankato. Dr. Morris has been has served in a variety of senior level administrative positions for over 29 years in Mankato and we look to him as one of the key people that helps us to understand how we can really do well for all of our students but particularly our students of color and any students that are marginalized. From that standpoint, I wanted to just acknowledge the depth of knowledge that Dr. Morris brings to the conversation and with that I will turn it over to him.

Henry: Thank you for that great introduction. At Mankato, we started our Equity by Design using data to help us inform our decisions in 2017. It really was crystallized with the chance in Minnesota Stat's Equity 2030, to help us really crystallize and gave us a little extra push to move a little faster than we may have been moving in the past. As I like to say, every year we don't fix the problem, thousands of students are negatively affected.

First thing we discovered after looking at the data was the equity gap was really three challenges impacting our students keeping them from being successful. Those three challenges are academic, financial, and environmental that created the equity gap. So you can have a student with a 4.0, loves the university but can't afford to be there. Or you could have somebody who loves the university, has money to be there but is not doing well academically. There other variations of those combinations is what keeps our students from being successful. There is not one thing that's making that happen. We actually found that we were losing more students for financial challenges. Academic being a strong second and environmental being the third. Even though, environmental is third, it is probably one of the hardest things to change. A lot of that is mindset, both by the students and the university.

One of the things, environmentally we found and this was important. It wasn't something we were glad to look at but as we like to say, don't take the data personally. Let's look at it and fix it. We found when we looked at data that a black male from Minnesota State Mankato was three times more likely to have a disciplinary hold on their transcript than any other group on campus. Certainly as a university, it is something we need to look at, we are and we have. The other thing because of the three areas that required that we share the data across the university and departments. Again, looking at the student as a whole person, it isn't just an academic person, isn't just a financial person or environmental. All of those things need to work holistically for us to have the best opportunity to have our students be successful. And that's why we like to say it takes a university to close the opportunity gap.

We have to not be afraid of what the data tells us. Earlier I talked about how a black male is three times more likely to have a disciplinary hold on them than other groups. It required conversations with res life, student affairs and others of why that was happening and what we needed to do different. It wasn't huge numbers but it was part of the problem. The other thing when we looked at the data to help people understand the data and initiate one of our initiatives called, Strive for Five. It was that we broke that percentage down to numbers. We found that if we could just save 44 more students, keep them at the institution moving toward their goals, we would have no opportunity gap. And that's where the Strive for Five initiative came for each division/college to help students move toward their goals of graduation and success.

As I said earlier, we can't be afraid of the data because that's what stops us. You can't take it personally when the data is telling us something that we think is directed at us. You need to move away from us, from the people center to student center, it isn't your problem and it is actually a student's challenge that’s keeping them from being successful. We have lots of examples of those data points that are causing problems. On the academics, we know the high failing classes and the high gap classes. We know our policies and procedures that stand in the way of students being successful. How they made it easier for us but did not make it easier for students to be successful. Financial challenges, again, when we looked at all the data, there was no data set that included just students of color. Just as students were color were indeed disproportional to their rate after university. So actually a lot of changes we have made were good for our overall student enrollment situation, because we haven't yet created a solution that did not impact all our students.

In return, then creates a bigger problem because as the bigger number gets bigger, we have to move twice as fast to close the gap. And we know that we initiated some things to close that gap quicker as we know there is no data set that will fix this or if we just fix that one data set, all our problems we got will be over. Not true, so there is no easy fix. Third thing we discovered because of the multiple challenges facing our students that

we had to share the information about the student between departments and divisions. So as soon as the student sat and talked to somebody, that person should be empowered to help them fix their problem. Not send the student to four other offices, all trying to silo information. We need to be bold about sharing information. That's the only way we will close this gap and be involved in looking at new ways of doing it. The definition of insanity is to keep doing the same thing over and over and think you're going to have a new outcome. And that's one of the things higher ed has a habit of doing. You just need to fine tune something, break it down and totally start over again.

Minnesota State has two things going for it, a very robust IR area and a very robust diversity inclusion area. One of the things about data that I had said is you can't take it personally. While I know it takes a university to close the gap, there are other people, departments and areas that involved with doing that. I still think as a person, professional and as a person of color, it is my personal responsibility to be part of the solution. But again, we can't do it by ourselves. I like to say, I don't know, a student that left the university because of what we do in diversity and inclusion. I can name more of why they stay because of what we do but we still need to be part of the solution. We need to change what we do so we move from a primary programming area to a very student centered division.

We have the saying that go along with that, one student at a time, one semester at a time. How can we help the student finish the current semester? Can you continue to be eligible for the next semester and continued progressing toward graduation? So every time we meet with a student, that's what we say: How do we keep Johnny or Jane in school this semester? What do we need to make that happen? What do we need to do to make them stay eligible for the next semester and the next lesson? So when they look up, they're walking across the stage at graduation, whether that is a two year, four year or certificate.

We did what we did with the data and Dr. Davenport has been real supportive of this. He created a division of student success that’s data driven to help the overall university. Again, we looked at these problems, they weren't just student of color problems, they were all of our student problems. And we needed to figure that out and student success has the overall arching responsibility for looking at student success across the university. We look individually, diversity inclusion specifically as students of color. And I think that's important that there is somebody looking at the problem with the authority to fix the problem. It hasn't been an easy journey as we heard about, people like to take things personal, when it's not. We have lots of initiatives that we have done since we started the journey. To pre-COVID, we cut the opportunity gap in half around 5%. We were moving toward to hope to finish it in about year 2025 to have no gap. Then the pandemic came up and it affected people of color across the nation disproportionately again. And obviously, in higher ed, we've seen that number that was going down, went

back up. But we now know why and who along with the things that we can fix. So we're trying to make sure that that blip is not a new trend.

I want to thank the system office, Chancellor and Trustees for making Equity 2030 a priority because I think it has given new life to it on campuses. And I want to say, you cannot fix the problem without data. You don't know what you're fixing if you don't know what the data is telling you. We can't be afraid of sharing the data and thinking it is somehow directed at you, it is not, it is for student success. Thank you.

Andriel: Thank you, Dr. Morris. I just want to extend also a big thank you to our leaders at these institutions, Dr. Michael Berndt and Dr. Richard Davenport for their continued support of this work. As we wrap up this morning, we just wanted to acknowledge the final slide that there are some significant next steps that we are looking to take. We will not go in those details today, just to be cognizant of time, but suffice to say we'll be happy to come back and give you an update. Probably incorporating the work of the scorecard, that we'll be talking about next month as well as seeing where we are in terms of engaging and thriving as a system but also at the campus level on the work of Equity by Design. With that, I'll turn it over to Trustee Rodriguez and thank you again for your time this morning.

Chair Rodriguez: Trying to keep us on track, I know that Trustee Tefer had a question.

Trustee Tefer: This is just a general kind of comment and I probably get to be a broken record because it seems like I've talked about this too, maybe a lot. When you're talking about looking at teaching methodologies, I think about evaluation. It was the thing that in my experience, when there were issues with students, it turned out that when I conceptualize Equity by Design, I have a particular population and students in my mind. They are students who are English language learners. I found throughout my many years of teaching that some of the most talented students in my classroom could absolutely not succeed on these crazy time tests that people continue to put in front of them. These students constantly read in their language, they translate in their head and then they go back to the material. I learned this without anybody telling me. It's just on the face surface when you meet these students. Some of the best students in a classroom, not succeeding in a competitive discipline, for example nursing since that's the one I know best, is a total tragedy. It is ignorance, who swear to you that even a post nursing student needs to take a timed test because the licensure exams are timed. In the back of the heads of the academics of the faculty often are their pass rates and they're concerned about that. They don't seem to mind that these students aren't there anymore. And, again, maybe I am talking old school because a number of years, there may have been many light years of difference. I just think that whenever anybody is talking especially to faculty and the mindfulness of the whole operation of everything. Learning the engagement of a student and methodologies in the classroom ought to be

competent and to reflect the students for whom they are with and teaching. On the other hand, please just make sure that that extra piece is always in there too. Ultimately, it can be buried in the shuffle of it.

Trustee Rodriguez: Thank you Trustee Tefer. We'll move quickly to Trustee Soule as you had a question about metrics.

Trustee Soule: Yes, I just wondered about when Wendy and Henry discuss the data at their schools. I'm wondering if the trustees can see that data. And do we have system wide or by school data on equity gaps and whether we can get updated on those? Not right now but at some point.

Priyank: Thank you trustees so we can certainly follow up and coordinate efforts with Chancellor Malhotra and Kari share that information. So give us the opportunity to follow up with you and we will certainly bring that information back to you.

Trustee Rodriguez: I wanted thank Interim Diversity Officer Dees, Priyank, Tarrence, Dr. Marson and Dr. Morris for your presentations. The key takeaways for me is that we heard a lot of interesting feedback and we've had this discussion as a committee, about seeing the metrics and the disaggregated data by diversity dimension. We look forward to those discussions and then the follow up from Trustee Soule on the metrics that were discussed today. I want to recognize Dr. Morris' comment about how we all need to continue to learn and not take these comments as personal but where we have opportunities to learn. I totally agree with that and I also really resonated with his comments about focusing in on the data that shows where the gaps or the opportunities are. That the numbers are just numbers and it's an opportunity for us to get better so thanks to everybody. Lastly, I would like someone to make a motion to approve our November meeting minutes for the committee so would someone from the committee like to pass that motion.

Trustee Soule: So moved.

Trustee Alwal: Second.

Trustee Rodriguez: All those in favor say aye.

DEI Committee members: Aye.

Trustee Rodriguez: Our November meeting minutes are approved.

The meeting adjourned at 11:44 AM
Ka Her, Recorder

MINNESOTA STATE
BOARD OF TRUSTEES
Agenda Item Summary Sheet

Name: Diversity, Equity, and Inclusion **Date:** March 17, 2021

Title: Equity Scorecard Introduction

Purpose (check one):

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

Brief Description:

This presentation will provide an overview and important information about the Equity Scorecard. It will discuss the purpose of the scorecard, the Key Performance Indicators and associated metrics, prototype development, and timeline for delivering the inaugural system wide scorecard. The Equity Scorecard aims to provide clear and holistic view of equity gaps for key facets of equity and inclusion for the Minnesota State.

Scheduled Presenter(s):
Andriel Dees, Interim System Diversity Officer
Priyank Shah, Interim Assistant Diversity Officer
Tarrence Robertson, Project Director for Diversity, Equity and Inclusion

Handout

MINNESOTA STATE
BOARD OF TRUSTEES

BOARD INFORMATION ITEM
Equity Scorecard Introduction

Objectives

The Equity Scorecard seeks to provide a clear and holistic view of equity gaps for key facets of equity and inclusion. The scorecard serves as a vehicle for creating greater accountability in pursuing equity and inclusion for all stakeholders across the system and at our 37 colleges and universities.

1. *Increase Transparency* and monitoring necessary to realize greater equity, diversity, & inclusion (EDI)
2. *Make Disparities Evident* and readily understandable for key dimensions of EDI
3. *Facilitate Improvement* by identifying improvement opportunities & existing areas of success.
4. *Inquiry & Targeted Action* to prompt inquiry into factors that impede equitable outcomes
5. *Support Assessment* by measuring progress in, and impact of strategy on EDI goals
6. *Demonstrate Commitment* to equity in student and employee outcomes and experiences.

Key Performance Indicators (KPIs)

1. ***Student Success:*** Measures of academic success outcomes
2. ***Compositional Diversity:*** Alignment in faculty, staff, and student demographic composition
3. ***Employee Retention & Development:*** Assess ability to retain & support development needs of employees
4. ***Supplier Diversity:*** Assess diverse representation in supply chain & public expenditures to support economic growth in a socially responsible & equitable manner.
5. *Campus Climate:* Assess sense of belonging & inclusiveness for employees & students
6. *Equity Strategy:* Document presence of institutional efforts & structures for advancing EDI

Timeline

- March-May 2021: Share & Propose KPI's & Metrics to Leadership
- June-July 2021: Scorecard Prototypes - System wide, All Colleges Rollup, & All Universities Rollup
- FY 2022: Develop College & University Scorecards and Dashboards

Key Considerations

1. Equity 2030
2. Continued metric development/refinement for key equity indicators
3. Strategy and process for target setting; expectations & directions
4. Monitoring, progression, and accountability versus diagnostic mechanisms
5. Different audiences; customizing accessibility
6. Institutionalizing / normalizing campus “expectations” and “requirements”

MINNESOTA STATE
Board of Trustees

30 East 7th Street, Suite 350
St. Paul, MN 55101-7804

651-201-1705

Human Resources Committee
March 17, 2021
11:00 am
Virtual / Remote

Note: Committee/board meeting times are tentative. Committee/board meetings may begin up to 45 minutes earlier than the times listed if the previous committee meeting concludes its business before the end of its allotted time slot. The committee/board members are adhering to the CDC guidelines of social distancing and are attending either by conference call or on a virtual meeting platform. Other members may be present constituting a quorum of the board.

1. Minutes of the Joint Audit/Human Resources Committee, 11/17/20 (pp 1-6)
2. Minutes of the Human Resources Committee, 11/17/2020 (pp 7-8)
4. Appointment of President to Minnesota State University, Mankato (pp 9-10)
5. Appointment of President to Saint Paul College (pp 11-12)

Committee Members:

Michael Vekich, Chair
Dawn Erlandson, Vice Chair
Ahmitara Alwal
Alex Cirillo
Roger Moe
George Soule
Cheryl Teffer

President Liaisons:
Annette Parker
Ginny Arthur

MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
AUDIT / HUMAN RESOURCES JOINT COMMITTEE MEETING MINUTES
November 17, 2020

Consistent with the federal and state guidance on the COVID-19 pandemic, Chair Cowles has determined that in-person meetings will not be held for the foreseeable future. As a result, members of the public were not permitted to attend meetings due to the current pandemic. The board provided access for the public to monitor meetings via live audio-streaming of the proceedings.

Committee Members Present by Remote Access: Trustees George Soule, Michael Vekich, April Nishimura, Asani Ajogun, Jerry Janezich, Dawn Erlandson, Ahmitara Alwal, Alex Cirillo, Roger Moe, and Cheryl Tefer.

Committee Members Absent: None.

Committee Chair Soule called the virtual meeting to order at 12:37 p.m.

1. Human Resources Transactional Service Model (HR-TSM) Project Review Update
   Mr. Eric Wion, Executive Director for the Office of Internal Auditing, introduced Christine Smith of Baker Tilly.

   Mr. Wion reminded stated that the HR-TSM advisory report had been released on November 5, 2020 and copies were sent by email to board members. The HR-TSM project began in 2017. The purpose of the project was to move human resources and payroll transactional work off campuses to a central service center. Mr. Wion stated that the internal audit team spent a significant amount of time listening to stakeholders as part of this most recent assessment. Ten colleges and universities were selected for this project and they had discussions with more than 50 leaders in finance, information technology, human resources, and academic affairs, including presidents and almost all service center staff. In addition, a survey was sent out to all the other colleges and universities to solicit their feedback.

   Ms. Smith provided an overview of internal audit's involvement and collaboration with HR-TSM. She reviewed the internal audit objectives and conclusion. She stated that although progress has been made, the HR Transaction Service Model is not consistently achieving the intended benefits nor is the environment stabilized. Stakeholders understand the potential positive impact of the HR Transaction Service Model and are committed to its success; however, a high level of frustration exists with the current level of stabilization and perceived value. Addressing the remaining risks and issues will require buy-in and intentional focus from leadership and stakeholders across Minnesota State.

Ms. Smith stated that although it may seem like three years is a long time, Baker Tilly noted that it was not uncommon with other shared service operations that they have worked with, to take from three to five years to truly stabilize and for the expected return on investment to be realized.

Ms. Smith reviewed some of the strengths and barriers. She provided a summary of risk areas impacting service center stabilization. She noted that discussions across the ten institutions revealed three categories of risk that still exist as barriers to achieving the full stabilization of the service centers.

Ms. Smith reviewed the seven highest priority recommendations that need to be focused on in the next six months to position the service center for stabilization. Ms. Smith reviewed additional priorities that included the need for management to lay out a plan that included timelines for when issues might be addressed. Currently many resources are being invested in NextGen, but Ms. Smith encouraged Minnesota State to consider the possibility of freeing up some existing IT resources on a short term basis to address some quick enhancements to system functionality that the service centers need. Finally, she added that it was important to be clear on what outcomes were expected to be achieved through the development of service centers and how it would be determined that success had been accomplished.

Mr. Eric Davis, Vice Chancellor for Human Resources, thanked Baker Tilly and the advisory project team for their work. It was a time consuming and comprehensive effort and he expressed his gratitude. Like internal audit, Vice Chancellor Davis stated that he has been listening to campus leaders at all levels and has heard about the strengths and deficiencies. Vice Chancellor Davis stated that they take the recommendations in the advisory project report very seriously.

Four months ago, the HR-TSM project was completed with the implementation of the shared payroll and reconciliation services for the entire enterprise. There was not much fanfare at the end of this project, as everyone was actively engaged in pandemic response planning and preparations, but Vice Chancellor Davis took the opportunity to affirm and commend the work of the employees of the shared service center and the remarkable job they had done under difficult circumstances.

Earlier in the calendar year, the service centers were reorganized from four regional centers into one service center, essentially managed with a workforce of skilled technicians and specialists distributed throughout the state. This distributed team was rehearsed at getting their shared work done remotely, and it has served us very well as the entire team now works principally from their homes throughout the state of Minnesota in response to the pandemic.

This report highlighted a number of strengths. In addition, Vice Chancellor Davis emphasized that the project teams concerted efforts to define and adopt standardized processes and definitions for all HR and payroll transactions and reconciliation efforts effectively give the HR function a head start for preparing for the transition to the new NextGen ERP. In addition,

particular attention has been paid to controlling assignment and payroll errors that result in employee overpayments or underpayments. Because of this effort the percentage of assignment details that have resulted in payroll errors has been reduced to a .3% error rate. The goal remains eliminating assignment and payroll errors, and Vice Chancellor Davis indicated they were getting closer.

Vice Chancellor Davis acknowledged that there are still struggles that they are working to manage and improve. Too many campus partners and stakeholders are justifiably frustrated with the current level of modeled stabilization, communication protocols and practices, and responsiveness to campus priorities and concerns. Vice Chancellor Davis stated that they had already begun to work on many of the recommendations contained in the report. In response to prior customer satisfaction surveys and stakeholder feedback, the HR service center operations team developed a FY21 action plan. This plan was shared with campus stakeholders in July and has been implemented in a way to address the highest priority concerns first. He added that they continue to work with campus stakeholders and service center staff and will continue to improve communication and further clarify roles and expectations. Many of the observed gaps in the report related to the Cherwell ticketing system have been addressed, and they anticipate further enhancements as they prepare to implement a new system for monitoring and tracking tickets sent to the system Service Center by campuses.

Vice Chancellor Davis stated that they manually track and report on service metrics related to the accuracy, responsiveness, and timeliness of the work, and those dashboards are published monthly. The first dashboard was published in November. He stated that they planned to automate and refine the service center and campus metrics to help monitor and continuously improve performance. In addition, they have developed and continue to improve existing training resources and self-help documents for both campus and service center reference, though not all of those documents and resources are readily accessible in a single repository, as the report calls out. They have also developed and updated comprehensive service level agreements that document both campus and service center risk responsibilities and workshops are routinely offered to support end users both on campus and at the service center.

In the January 2018 advisory report on enterprise shared service governance roadmap, the report's authors predicted that the transition to these types of enterprise Shared Services would not be easy, especially in an organizational context which is based on independence of thinking and local regional solutions to meeting educational needs. Although it has been a challenging transition at times, there is a sustained willingness to collaborate and complete the necessary actions to overcome the barriers to full stabilization and to realize the full benefits of this shared service model. Vice Chancellor Davis stated that success in this endeavor depends on sustained cooperation and willingness to collaborate across the system. Toward that end, he added that they were committed to working closely with stakeholders to address observed areas of risk specified in this report, to include governance structure, service center operations and process standardization, and the accountability frameworks and approaches that will ensure viability and long term sustainability.

Vice Chancellor Davis agreed that a well-run service center must have the required infrastructure and resources to be able to create the efficiencies and economies of scale inherent to its benefit as a Service Center. The report observes that the HR transaction service model currently operates with an estimated $300,000 annual structural deficit, relative to the funding required to support the current baseline level of transaction center staffing. The original fees will be insufficient to operate the service center without a subsidy from the system office. He noted that although that was how the budget gap was addressed in past years, it was not a sustainable approach in the future. In addition, given anticipated budgetary constraints and challenges across the system, this gap is expected to worsen as the revenue not only fails to account for inflationary increases in salaries, benefits and equipment, but predictably decreases in correlation with an anticipated and gradual reduction in overall headcount system wide. Vice Chancellor Davis stated that they will be working very closely with campus and system leaders, and in particular with the CHRO community, to evaluate alternatives, including the options offered in this report, to ensure that the baseline infrastructure of the service center operations will be financially supported in a sustainable fashion for years to come.

Trustee Soule asked how the service centers will operate once the system transition to NextGen. Vice Chancellor Davis stated that NextGen will replace ISRS. NextGen will be how and where transactions are entered and how they are processed. The service center is designed to operate in the same manner as it does today.

Trustee Sheran asked about the types of strategic human resource initiatives that can be realized as transactional work is moved to the service center. Ms. Smith stated that the hope would be that campus human resource staff would be freed up to focus on things like recruitment of the most qualified employees, retention of employees, and development of employees within that college or university. So, rather than focusing time and effort on transactions, there would be an opportunity to use those HR resources to help the institution become more competitive.

Trustee Sheran asked if stabilization of the transactional service model included building technology that allows transactions to be done more quickly and more accurately. Ms. Smith stated that stabilization encompasses everything that the operation needs to ensure that it functions as effectively and as efficiently as possible. That might require some system technology focus, it might require clarity on roles, and it might require a better understanding between the service center and the campus about the information being sent so that it can be standardized in a way that allows it to be processed appropriately. Ms. Smith added that a lot of people were working really hard to make sure things work as intended and much progress has been made. There is always a need for improved transparency, communication and trust, but she added that the involved parties were working as quickly as possible to resolve what has not been working as well as it should, and they have system interests at heart.

President Michael Seymour, Alexandria Technical & Community College, stated that their team appreciated the opportunity for input into how to make the service centers more effective. He added that from a service center perspective, he thought the points being made were reflective

of what his staff has been sharing with him.

President Ginny Arthur, Metropolitan State University, thanked Vice Chancellor Davis for being a good and patient listener as presidents have brought up these issues over the past year. She stated that she appreciated the work that Baker Tilly had done on this project. Metropolitan State University was one of the ten institutions that were selected for the project, and she was part of the interview process. She noted that it was very thorough, and she felt that they had been heard. President Arthur stated that she thought the presentation reflected the kinds of issues and concerns that they had at the campus level. She added that the frustration that both Vice Chancellor Davis and Ms. Smith referred to, may have come from a difference in expectations at the outset of the project. There was an expectation that campuses would save money through efficiency and have more resources on their campus to do strategic human resource work, but neither of those expectations have been realized yet. Given the budget situation that will affect everyone, there was concern that colleges and universities may have to find ways on their campuses to help bridge that gap in the resources and the underfunding. That will be a concern for presidents for a while, but she added that she thought the recommendations were robust and were designed to address the issues that had been identified.

Trustee Janezich expressed concerns that resources might be an issue for this initiative and that colleges and universities might end up responsible for paying for much of it. He asked how much money it would take to bridge the gap in resources. Vice Chancellor Davis stated that he has been working closely with finance to identify an appropriate per head fee, but he anticipated the increase would be modest. However, he acknowledged that under the budget outlooks, that any increase will be unwelcome. He added that they were working hard to try to minimize the impact of those increases. Trustee Janezich reminded the board that they needed to look closely at the financial burden to colleges and universities before committing to new initiatives. He hoped that there might be a way to offset some of the resource gap on this project, even from the system level.

Trustee Soule stated that there would be cost savings to do this work in one central location versus remanding to transactional work back to the campuses. Chancellor Devinder Malhotra stated that the service centers spend fewer personnel hours accomplishing the same transactional tasks than when the work needs to be done at every institution. The Chancellor noted however, that the presidents were also correct that it has been difficult to realize those savings, particularly for smaller campuses, because those transactional tasks were not the only work that individual employees did for the campus, so the campuses have had to retain the same number of employees in order to continue with the other work that needs to be done.

Chancellor Malhotra stated that many of the errors that remain occur in faculty payments. Faculty payments are fairly complex as they are not paid per hour but rather by credit, and the number of classes they teach, and other activities they do each week. The design structure for this project does take that into consideration, but it remains a complex transaction. Vice Chancellor Davis agreed that a disproportional percentage of corrections occur in resolving

changes in faculty assignments and workload that are either processed in an untimely manner or are not communicated accurately. With hourly or classified employees, errors are exceedingly rare.

Trustee Janezich asked about the cost to put tools in place to help campuses realize savings. Baker Tilly had observed that some technology improvements or enhancements could be made that would aid campuses. Vice Chancellor Davis noted that the ability to develop those improvements was less about finances and more about freeing up information technology staff to work on the project. Currently those same individuals are dedicated to the development of NextGen.

Trustee Sheran noted that it can take time to get a new initiative operating in a way that satisfies customers. There is a building phase where problems need to be resolved to make it work and people can start to feel disappointed, especially when there are other pressures on the campuses as well. She noted that if the ultimate benefits of the project remain possible, then it is the job of the system office and the board to sustain the vision and perhaps develop a timeline for resolutions to issues in order to strengthen colleges and universities in the work that needs to continue.

Trustee Soule thanked everyone for the good discussion. Trustee Cowles agreed and stated that he will be interested in getting an update on the progress. He also expressed an interest in the dashboards that Vice Chancellor Davis and his team are developing. Vice Chancellor Davis stated that in their work plan there was a tentative plan to return in May with an update to the human resources committee

Trustee Janezich asked if that timeframe was acceptable to the presidents. President Arthur agreed that May would allow enough time to see progress. President Seymour agreed.

The meeting adjourned at 1:35 p.m.
Respectfully submitted by Darla Constable

Minnesota State Board of Trustees
Human Resources Committee
Meeting Minutes of November 18, 2020
Virtual, Zoom

HR Committee members present: Chair Michael Vekich, Vice Chair, Dawn Erlandson, and Trustees: Alex Cirillo, Roger Moe, George Soule, Cheryl Tefer. Absent: Trustee Ahmitara Alwal.
Other Leadership Council: Devinder Malhotra, Chancellor.

1. **Minutes from October 21, 2020 HR Committee**

Chair Cowles opened the meeting and introduced Committee Chair Vekich who called the meeting to order and announced a quorum. Chair Vekich took committee roll call and asked for comments from the Human Resources Committee regarding the minutes presented. Hearing none the chair entertained a motion to adopt the minutes. Trustee Moe and Trustee Tefer motioned and the October 21, minutes were adopted.

2. **Appointment of Interim President of Northland Community and Technical College.**

Chancellor Malhotra addressed Chair Cowles and members of the Board.

In August, Northland Community and Technical College President Dennis Bona announced his retirement, effective December 31, 2020. Today, the chancellor presented to the Board a recommendation for interim leadership of the college.

Chancellor Malhotra thanked President Bona for his dedicated service and strong leadership to Northland Community and Technical College over the last six years. From the onset of his presidency, he redefined the institution's mission and vision and keenly focused on expanding community and workforce partnerships.

President Bona has always been deeply committed to student success. Chancellor Malhotra recalled conversations in which President Bona could sum up a discussion with one simple question: what is best for students? During his tenure, President Bona has led Northland's East Grand Forks and Thief River Falls campuses during times of change and challenge in higher education, including through the ongoing COVID-19 pandemic.

President Bona's remarkable 41-year career in higher education, genuine care and concern for students, his partnerships with local businesses and communities, and his ability to move forward strategic priorities will leave a lasting legacy that will benefit Northland and the region for years to come.

The chancellor noted his appreciation for Dennis's candor – his authenticity, advice and counsel as a leader and as a person and wished him the very best in his next adventure.

Chancellor Malhotra, recommended to the board **Dr. Shannon Jesme** as the interim president of Northland Community & Technical College.

Dr. Jesme has been serving at the helm with Northland since June 2010, in her leadership role as the Director of Finance and Chief Financial Officer. In 2015, she was promoted to Vice President of Administrative Services and CFO, where she has been overseeing and managing a variety of important college functions including in finance, compliance, information technology, facilities, and the safety and security departments of the college.

Shannon comes highly recommended by her colleagues and is well attuned to the changing landscape of higher education and the needs of Northland and the region. She understands all aspects and functions of the college and has served as a critical leader in navigating the college through the pandemic crisis.

Before serving in leadership positions at Northland, Dr. Jesme taught courses in accounting at the University of Mary in Fargo, North Dakota and at Northland Community & Technical College.

She holds

- a B.A. in Accounting with a concentration in Business Management from the College of St. Scholastica,
- a M.B.A. from Metropolitan State, and
- a Ph.D. in Higher Education Administration from the University of North Dakota.

In addition, Dr. Jesme brings over ten years' experience as a public accountant and continues to maintain her CPA license.

Shannon demonstrates strong ethics, analytical expertise, and tenacity. She has the skills, experience, and leadership traits to carry the momentum built under President Bona, forward and will prepare the college well for the incoming president.

Chair Vekich thanked the chancellor and asked the committee for a motion to adopt the recommendation before the committee of **Dr. Shannon Jesme** as interim president of Northland Community & Technical College effective January 1, 2021. Trustee Cirillo motioned. Trustee Moe second the motion. Chair Vekich took a role call to approve. Approval was unanimous and the motion passed.

Chair Cowles thanked President Dennis Bona for his valuable years of service.

Chair Cowles concluded the session at 11:05am
Tamara Mansun – recorder.

MINNESOTA STATE
BOARD OF TRUSTEES
Agenda Item Summary Sheet

Name: Human Resources Committee **Date: March 17, 2021**

Title: Appointment of President of Minnesota State University, Mankato

Purpose (check one):

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

Brief Description:

It is anticipated that Chancellor Malhotra will recommend an individual to appoint as President of Minnesota State University, Mankato.

Scheduled Presenter: Devinder Malhotra, Chancellor

MINNESOTA STATE
BOARD OF TRUSTEES

BOARD ACTION
APPOINTMENT OF PRESIDENT OF MINNESOTA STATE UNIVERSITY, MANKATO

BACKGROUND

It is anticipated that Chancellor Malhotra will recommend an individual to appoint as President of Minnesota State University, Mankato

RECOMMENDED COMMITTEE MOTION

The Human Resources 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 Minnesota State University, Mankato, effective July 1, 2021, 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 Human Resources 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 of Adoption: March 17, 2021

Date of Implementation: July 1, 2021

MINNESOTA STATE
BOARD OF TRUSTEES
Agenda Item Summary Sheet

Name: Human Resources Committee **Date: March 17, 2021**

Title: Appointment of President of Saint Paul College

Purpose (check one):

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

Brief Description:

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

Scheduled Presenter: Devinder Malhotra, Chancellor

MINNESOTA STATE
BOARD OF TRUSTEES

BOARD ACTION
APPOINTMENT OF PRESIDENT OF SAINT PAUL COLLEGE

BACKGROUND

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

RECOMMENDED COMMITTEE MOTION

The Human Resources 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 Saint Paul College effective July 1, 2021, 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 Human Resources 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 of Adoption: March 17, 2021

Date of Implementation: July 1, 2021

MINNESOTA STATE
Board of Trustees

30 East 7th Street, Suite 350
St. Paul, MN 55101-7804

651-201-1705

Board of Trustees Meeting

Minnesota State
Wednesday, March 17, 2021
11:30 AM
Virtual Meeting

REVISED – 3/15/2021

The Board of Trustees are adhering to Governor Walz's Executive Order 20-01, the State of Minnesota Peacetime Emergency Declaration, and the Center for Disease Control's social distancing guidelines. Meetings will be conducted on a virtual meeting platform. Interested parties can listen to the live stream of the proceedings from the Board website. 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.

Convene and Call to Order, Jay Cowles, Chair

Chancellor's Report, Devinder Malhotra

Chair's Report, Jay Cowles

Consent Agenda

1. **Minutes of the Board of Trustees Meeting, January 27, 2021**
2. **Minutes of the Executive Committee Meeting, March 3, 2021**
3. **Minnesota State Taskforce on Law Enforcement Education Reform Update**
4. **Mission Statement Change – St. Cloud Technical and Community College**

Board Policy Decisions (Second Readings)

1. **Proposed Amendment to Policy 2.9 Academic Standing and Financial Aid Satisfactory Academic Progress**
2. **Proposed Amendment to Policy 3.29 College and University Transcripts**

<u>Board Standing Committee Reports</u>

Human Resources Committee, Michael Vekich, Chair

- **Appointment of President for Minnesota State University, Mankato**
- **Appointment of President for Saint Paul College**

Executive Committee, Jay Cowles, Chair

- **Proposed Amendment to Board Policy 1A.2 Board of Trustees (Second Reading)**
- **Proposed Committee Charter Revisions (Second Reading)**

Committee of the Whole, Jay Cowles, Chair

- Report of the Committee

Academic and Student Affairs Committee, Cheryl Tefer, Chair

- Report of the Committee

Diversity, Equity, and Inclusion Committee, Rudy Rodriguez, Chair

- Report of the Committee

Finance Committee, Roger Moe, Chair

- Report of the Committee

Student Associations

1. Lead MN, Priscilla Mayowa, President
2. Students United, Jonathan McNicholes, State Chair

Minnesota State Colleges and Universities Bargaining Units

1. American Federation of State, County, and Municipal Employees, Jennifer Erwin, President, AFSCME Council 5
2. Inter Faculty Organization, Brent Jeffers, President
3. Middle Management Association, Gary Kloos, Executive Director
4. Minnesota Association of Professional Employees, Jerry Jeffries, Regional Director
5. Minnesota State College Faculty, Matt Williams, President
6. Minnesota State University Association of Administrative and Service Faculty, Tracy Rahim, President

Trustee Reports

Adjournment

Bolded items indicate action is required

MINNESOTA STATE
Board of Trustees

30 East 7th Street, Suite 350
St. Paul, MN 55101-7804

651-201-1705

Consent Agenda

Minnesota State
Virtual Meeting
March 17, 2021
11:30 AM

REVISED – 3/15/2021

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1. **Minutes of the Board of Trustees Meeting, January 27, 2021**
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Board Policy Decisions (Second Readings)

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2. **Proposed Amendment to Board Policy 3.29 College and University Transcripts**

Bolded items indicate action is required.

Minnesota State Colleges and Universities
Board of Trustees Meeting Minutes
January 27, 2021

Present: Chair Jay Cowles, Vice Chair Roger Moe, Trustees Asani Ajogun, Ahmitara Alwal, Alex Cirillo, Dawn Erlandson, Javier Morillo, April Nishimura, Oballa Oballa, Rudy Rodriguez, Kathy Sheran, George Soule, Cheryl Tefer, Michael Vekich, and Chancellor Devinder Malhotra.

Absent: Trustee Jerry Janezich

Call to Order
Chair Jay Cowles called the meeting to order at 11:45 am. He welcomed all trustees, presenters, participants, and the audience listening to the live stream.

Representatives of the bargaining units and student associations were requested to submit their written testimony in advance of the meeting. All testimony was distributed to trustees for their review yesterday evening and has also been posted to the Board website.

Chair Cowles conducted a roll call of the trustees who were participating by Zoom.

Chancellor Devinder Malhotra Remarks

Chair Cowles, Vice Chair Moe, and members of the board,

It has been almost one year ago today that we last came together and convened for an in-person board meeting.

2020 is certain to forever hold strong in our memories and in our country's history. Twenty-twenty was marked by a global pandemic, economic crisis since the Great Depression, a national and local reckoning on racial justice and disparities and political turmoil. COVID-19 has brought tremendous loss, grief, pain, and acute hardship.

Yet, through the uncertainty, challenges, and crises, we also experienced tremendous innovation and technological advancements previously unimaginable – including in higher education. Our experiences have exponentially expanded what it means to transform.

While the violent occupation of the U.S. Capitol on January 6th left us deeply shaken. We must continue to aspire "to form a more perfect Union" – as set forth in our Constitution.

Last week we witnessed a hallmark of our democracy in the peaceful transition of power. As we look ahead, we all have a responsibility to help strengthen our nation's civic resilience. It is a charge we must all take seriously.

While I have a number of important topics to touch on today, I lead with extending my deepest gratitude to you, and to our campus and system leadership, faculty, staff, students, and the entire Minnesota State community.

In particular, thank you, Chair Cowles and trustees for your leadership and guidance. The enormous scale and overwhelming speed of events created extraordinary demands. Chair Cowles, you and I have talked more this past year than we both could have ever anticipated. That communication, the commitment by the board, and the stability you all provide is vital. Minnesota State truly is a resilient organization.

Legislative Session

Yesterday, Governor Walz announced his priorities for the 2022-2023 biennium budget.

I want to thank Trustee Moe as chair of the Finance Committee and Vice Chancellor of Finance Bill Maki and his team for their thoughtful work in putting together Minnesota State's budget proposal, which is focused on meeting the pressing needs of our students and colleges and universities during these challenging times.

The preparation of the Minnesota State budget was done in consultation with our student, faculty, and staff organizations. Their partnerships are is deeply appreciated.

The budget proposal centers on two main priorities. The first area is the core level of funding needed to stabilize our colleges and universities. The second priority area focuses on equity and affordability.

We greatly appreciate the time that the Governor, Lt. Governor, Commissioners Schowalter and Olson took in listening to and considering our proposal. It was made clear during our conversations that Equity 2030 aligns with the Governor's priorities.

I also appreciate Chair Cowles and Vice Chair Moe for their help in providing valuable legislative testimony before the Minnesota House and Senate. This afternoon, Presidents Charlier, Atewologun, Wacker, and Olson will join in testifying before the House. I am grateful for their participation and sharing the campus perspective.

As Vice Chancellor Maki shared yesterday, both federal stimulus bills have provided much needed funding to our students and our campuses. I am grateful for the engagement and support of the Minnesota congressional delegation. We stay engaged with our federal delegation on the third stimulus bill that is being debated now.

I also want to thank all the presidents and their teams throughout our 37 colleges and universities for engaging in our Virtual Minnesota State Days at the Capitol. Each college and university has their own special day to share their stories using social media and engaging directly with their local legislators. Their advocacy is a vital part of how

Minnesota State tells its multifaceted story and helps legislators see the value we bring to every corner of the state.

Executive Searches

Now, turning to our five presidential searches that are currently underway, I am pleased to share that Minnesota State University, Mankato and St. Paul College have completed their first round of interviews. We'll be meeting with the finalists in the next couple of weeks, and I look forward to bringing forth my recommendations for these two presidential roles to the board at the March meeting.

At the same time, our presidential searches for Northland Community and Technical College, the Northeast Higher Education District, and Minnesota State College Southeast are following closely behind.

I extend my appreciation to Presidents Wacker, Atewologun, Brimhall, Mulford, and Parker for their leadership as chairs of the search advisory committees and the students, faculty, staff, and community members serving on these committees.

We have also launched our search for the Vice Chancellor of Equity and Inclusion position, partnering with AGB Search. My thanks to President Pierce who has agreed to serve as the chair of the search advisory committee and President Blackhurst for agreeing to serve.

Finally, over the next couple of weeks, we will move forward with the Vice Chancellor of Information Technology search. We are partnering with an executive search firm that focuses specifically on IT leadership recruitment in higher education. It is coincidentally and aptly named, Next Generation Partners. My appreciation to President Olson for chairing this search advisory committee with the support of President Millender who will also serve on the committee.

NextGen Update

Members of the board, as we are on the topic of IT, it is a good segue to NextGen.

Following the Board's approval in November to enter into a contract with Workday, I am pleased to share I signed the contract on December 23rd, and the NextGen implementation has moved into high gear.

The Minnesota State NextGen Project team has begun to meet with their counterparts from Workday, which includes Workday's implementation team from Deloitte.

With Finance and Human Resources moving through implementation first, one of the first critical steps is to expand the Minnesota State team to include functional area

project leads, coordinators, and subject matter experts from across our colleges and universities and the system office.

NextGen will play a critical role in our ability to increase the success of our students at every step on their higher education journey, and I look forward to sharing future NextGen key updates and progress with the board.

Mental Health Summit

Last October, Minnesota State partnered with the University of Minnesota to host a first-ever statewide Mental Health Summit to discuss strategies and address the needs of our students.

Subsequently, University of Minnesota President Gabel is launching the President's Initiative on Student Mental Health taskforce. I am pleased that Dr. Paul Shepherd, who serves as the System Director for Student Development and Success, will represent Minnesota State on the task force. Dr. Shepherd was a critical partner that made the Mental Health Summit a reality.

There are great opportunities for the state's two public systems of higher education to partner to increase the services and support available to students and I look forward to continuing our joint work in this area.

Through the summit and subsequent discussions, we have identified concrete steps that Minnesota State must take if we are to increase our capacity to serve students. I have charged Sr. Vice Chancellor Anderson and his team to complete:

- a needs assessment and gaps analysis around mental health services – what is currently offered and what else can be done, and
- increasing the resources and training for faculty and staff to give them the tools to help support our students.

Given the urgency in addressing the challenges and pressing concerns regarding student mental health, I am creating a chancellor's fellow position to abet in this critical work. It is my intention to open the opportunity for the chancellor fellowship by mid-February.

Equity 2030 – Conclusion

Chair Cowles and members of the board, in sum, while the coronavirus has significantly impacted higher education, we continue to successfully proceed in moving forward with fundamental organizational operations and our strategic priorities.

The creativity and ingenuity of our faculty and staff, in partnership with the Minnesota Department of Health, has enabled us to successfully finish the semester while protecting health and safety and helping our students achieve their educational goals.

Case in point: our colleges and universities served over 163,000 students this fall semester. And, in the midst of the pandemic, between spring and summer semesters, our students earned over 26,000 degrees, certificates, and diplomas.

At the same time, the pandemic has exposed our frailties, laying bare deeply rooted systemic and persistent inequities – in society and our institutions, including in higher education.

That is why achieving Equity 2030 is paramount. The crisis has propelled our sense of urgency and unites us in purpose.

Only by closing the educational equity gaps will students – of all backgrounds and socioeconomic status – have the opportunity to gain social mobility and economic security.

And, only by closing the educational gaps will Minnesota be equipped with the skilled workforce it needs for our state's economic recovery and long-term vitality.

Once again, Chair Cowles and members of the board, this has been a time like no other. But it has brought out – and continues to bring out –the best in the Minnesota State community.

Chair's Report, Jay Cowles

We started off this month's meeting with a joint meeting with the Minnesota State Leadership Council. Our time together was facilitated by EAB, a best practices firm that uses research, technology, and consulting to address challenges within the education industry. The session focused on the future of higher education in the shadow of COVID. The presentation, along with small discussion groups made up of trustees, presidents, and members of the Chancellor's cabinet, provided stimulating and meaningful discussion of what the future may look like and how our system can best position itself for the future. I will be working with committee chairs to ask them to take the month of February to reflect on yesterday morning's discussion and think about potential committee topics for the upcoming year that will allow the board to continue consideration of these areas.

I also would like to report out on a discussion at the January 6th Executive Committee meeting regarding a proposed inclusive board leadership plan. A summary of this plan can be found in the meeting minutes, which are included in this month's board materials. This plan was developed as a follow-up to the Board training held last July and came out of conversations with the Chancellor and Trustee Rodriguez who chairs the board's Diversity, Equity, and Inclusion Committee. System Diversity Officer Andriel

Dees also assisted in the development of this plan. I'm thankful to all involved for their thoughtful efforts. During the January 6th meeting, Trustee Rodriguez walked us through the particulars of this plan which is based in the interests of supporting Minnesota State in delivering on the Equity 2030 plan and focusing on board development activities that allow trustees to lead by example. The objectives for trustee learning through this plan include building self-awareness about different dimensions of diversity; demonstrating leadership commitment to diversity, equity, and inclusion; embedding inclusive leadership in trustee decision-making; and helping trustees become allies for underrepresented population. I look forward to continuing to work with Trustee Rodriguez and others in the coming months as we plan specific opportunities related to this work, much of it self-directed in order to allow trustees to approach this learning in a manner that best meets their needs. As mentioned during the Executive Committee meeting, trustees should feel free to reach out to Trustee Rodriguez with feedback… this plan is for and by the board in order to become a better leadership body so input from trustees is important. I look forward to hearing from Trustee Rodriguez on next steps in the coming weeks.

And lastly, I would like to express my appreciation for the support of Minnesota State that Governor Walz and Lieutenant Governor Flanagan have demonstrated in their recently released biennial budget recommendation. If enacted, this proposal will support students in continuing their educational journeys and will help stabilize the financial positions of our colleges and universities. I also want to echo Chancellor Malhotra's appreciation for the efforts of Finance Committee Chair and Board Vice Chair Moe and Vice Chancellor of Finance Bill Maki and his team in developing Minnesota State's budget proposal as well as the partnerships with our student, faculty, and staff organizations that supported these efforts.

Consent Agenda
Chair Cowles asked if anyone wanted to remove an item from the Consent Agenda. No items were removed.

Following a motion from Trustee Cirillo and a second from Trustee Rodriguez, a roll call vote was conducted, and motion passed unanimously. The Consent Agenda was adopted.

Consent Agenda

1. **Minutes of the Board of Trustees Meeting, November 18, 2020**
2. **Minutes of the Committee of the Whole Meeting, November 18, 2020**
3. **Minutes of the Executive Committee Meeting, January 6, 2021**
4. **Contracts Exceeding $1 Million:**
    a. **Contract for Flight Training Program Facilities and Services – Rochester Community and Technical College**

   b. **Contract for Printer/Copier Multi-Function Devices – Rochester Community and Technical College**
   c. **Contract for Office 365 Management Tool – System Office**
   d. **Student Affairs Renovation - Minneapolis Community and Technical College**
   e. **Comstock Memorial Union Roof Replacement - Minnesota State University Moorhead**
5. **Proposed Amendment to Board Policy 2.1 Campus Student Associations (Second Reading)**
6. **Proposed Amendment to Board Policy 3.1 Student Rights and Responsibilities (Second Reading)**
7. **Proposed Amendment to Board Policy 3.6 Student Conduct (Second Reading)**
8. **Proposed Amendment to Board Policy 3.7 Statewide Student Association (Single Reading, Technical Change Only)**
9. **Mission, Vision, and Name Change related to Northeast Higher Education District (NHED) Consolidation**

Board Standing Committee Reports

Academic and Student Affairs Committee, Cheryl Tefer, Chair
Committee Chair Tefer reported that the committee met on January 26th and voted by unanimous consent to recommend that the board adopt proposed changes to the following board policies: Board Policy 2.1 Campus Student Associations, Board Policy 3.1 Student Rights and Responsibilities, Board Policy 3.6 Student Conduct, and Board Policy 3.7 Statewide Student Associations. Senior Vice Chancellor Anderson gave a first reading and described proposed changes to Board Policy 2.9 Academic Standing and Financial Aid Satisfactory Academic Progress and Board Policy 3.29 College and University transcripts. The committee heard a presentation from Interim President Michael Raich related to the Northeast Higher Education District's (NHED) proposed new mission statement, vision statement and name change for board approval as next steps in merging NHED's five independently accredited institutions. The committee voted unanimously to recommend that the Board of Trustees adopt these changes.

Audit Committee, George Soule, Chair
Committee Chair Soule reported that the committee received an update on the results of the Comprehensive Workforce Solutions (CWS) project review. The committee also received an update from Executive Director of Internal Auditing Eric Wion on the internal audit plan for the 2020-2021 year.

Chair Cowles noted that he and the Chancellor have begun conversations for bringing the CWS conversation back to the board in the future.

Diversity, Equity, and Inclusion Committee, Rudy Rodriguez, Chair
Committee Chair Rodriguez reported that they received an update regarding Equity by Design from Interim System Diversity Officer Andriel Dees followed by a Strategic Equity Update from Interim Assistant System Diversity Officer Priyank Shah and Project Director for Diversity, Equity and Inclusion Tarrence Robertson. Dr. Wendy Marson from Inver Hills Community College/Dakota County Technical College and Dr. Henry Morris from Minnesota State University, Mankato also joined the committee to share their campus perspectives. Trustee Rodriguez noted that a key follow-up was a desire from trustees to see more metrics behind diversity and inclusion and that he and Interim System Diversity Officer Dees commit to sharing an update on this at the next board meeting. Lastly, Trustee Rodriguez thanked the Chancellor, Chair Cowles, and Trustee Soule for contributing to the board inclusive leadership learning plan that Chair Cowles noted in his remarks and encouraged trustees to reach out to him with feedback on what they would like to see in this plan.

Facilities Committee, Roger Moe, Vice Chair
Vice Chair Moe reported that the committee received an update on the 2020-2021 legislative capital budget request from Associate Vice Chancellor Brian Yolitz who shared that the request for $188M includes $103M for HEAPR projects and $84M for 2 different projects. There were also two contracts exceeding $1M that were approved on the consent agenda.

Finance Committee, Roger Moe, Chair
Committee Chair Moe reported that Vice Chancellor Bill Maki gave an update on the general workflow of NextGen and audit topics. There were five contracts exceeding $1M which were all approved in the consent agenda. There was discussion related to the Federal Higher Education Funding update and a breakdown of the $187M that Minnesota State will potentially receive. Lastly, the committee received an update on College and University Financial Performance.

Chair Cowles noted that the federal funding is one-time funding and not to be used for ongoing expenses or compensation. It is to provide an opportunity to deal with short term revenue and expense issues caused by the current pandemic.

Human Resources Committee, Michael Vekich, Chair
Committee Chair Vekich reported that the Human Resources Committee met in closed session. An informative report of the current state of the bargaining units' negotiations was provided by Vice Chancellor Eric Davis and Senior System Director for Labor Relations Chris Dale.

Outreach and Engagement Committee, Dawn Erlandson, Chair
Committee Chair Erlandson reported that the committee heard from Pine Technical and Community College and Metropolitan State University on their current partnerships to support student food insecurity. They talked about a holistic approach to meeting students' non-academic needs so they can connect with community partners to help them find food, heating assistance, housing, healthcare, and other resources that will be available after they leave our campuses.

Student Associations | Minnesota State Colleges and Universities Bargaining Units

Student associations and bargaining units were invited to submit written testimony in lieu of the opportunity to address the Board in person. The testimony was distributed to trustees for their review in advance and has also been posted to the Board website under the meeting materials link. Written testimony for student associations was submitted by Lead MN President Priscilla Mayowa and Students United Vice Chair Emma Zellmer.

Written testimony was submitted by the following bargaining units: AFSCME, Jennifer Erwin, President; Inter Faculty Organization, Brent Jeffers, President; and Minnesota State College Faculty, Matt Williams, President.

Chair Cowles added that the structure and management of board meetings has been an ongoing topic and that he and the Chancellor share a desire to ensure the consultative process is robust. He noted that in addition to the testimony received as part of the board meeting, there are regular meetings between campus presidents and representatives of student associations and bargaining units as well as conversations with the Chancellor on a statewide basis with the leaders of student associations and bargaining units. Chair Cowles noted that as trustees review testimony, they are thinking of future agenda items and conversations for committee meetings in order to be responsive to what we are hearing.

Trustee Reports

Trustee Erlandson reminded everyone that there is an upcoming virtual ACCT National Legislative Summit February 8-10. Trustee Erlandson also noted that there are three trustee groups that meet regularly: African American Trustees, Latinx Trustees, and Asian Pacific Islander Native American Trustees. Links can be sent if interested.

Trustee Erlandson noted that she had a meeting with the CEO of ACCT and the current Board Chair and the CEO of the Association of Governing Boards (AGB). The purpose of the meeting was to talk about collaboration between the two organizations in particular the onboarding of new trustees.

Chair Cowles thanked Trustee Erlandson for her work at ACCT in the past and for representing Minnesota State very well.

Trustee Oballa wanted to thank Metropolitan State University and Pine Technical and Community College on their presentation and research regarding food insecurity and noted it is especially important to be mindful during this pandemic.

Trustee Oballa commented that student associations and bargaining units used to be able to present their testimony in person and receive feedback directly and the current practice of written testimony only feels different. He asked when we would go back to allowing them to testify in person. He noted that yesterday's discussions with presidents was good but stressed that it is important to have interactions with students as part of these opportunities in order to learn from their perspectives.

Chair Cowles responded that this matter is under consideration and there are dynamics involved that will need to be considered including time and the nature of the virtual meeting environment. Chair Cowles also noted again that there is ongoing consultation occurring throughout the system and presuming written testimony is the same that it would be in person, the message is still received. He also noted that he understands that if trustees have follow-up questions or comments. Lastly, Chair Cowles noted that yesterday's discussion related to re-inventing higher education was designed for presidents and trustees and that he will work with the Chancellor to consider how those discussions could continue with more stakeholders.

Chancellor Malhotra noted that he will work with Chair Cowles to determine how future joint meetings can be accessible to student associations and bargaining units while we are still needing to meet remotely due to the pandemic.

Trustee Oballa thanked Chair Cowles and Chancellor Malhotra for their thoughts and noted that as a former student association leader, he is aware of the critical importance of opportunities for student perspectives to be part of leadership discussions.

Trustee Soule shared that the Minnesota State Taskforce on Law Enforcement Education Reform has concluded hearing from resources and is now focused on preparing to present their thoughts to the board at its March meeting.

Chair Cowles noted that there will be training for the trustees on the executive search process directly after this meeting. There will also be a zoom social at 5pm today.

The next Board meeting is scheduled for March 16-17, 2021

Adjournment
The meeting adjourned at 12:39 pm.

MINNESOTA STATE BOARD OF TRUSTEES
Executive Committee Meeting Minutes
March 3, 2021

Executive Committee Members Present: Chair Jay Cowles, Vice Chair Roger Moe, Trustees Alex Cirillo, Dawn Erlandson, Cheryl Tefer, and Michael Vekich, and Chancellor Devinder Malhotra

Executive Committee Members Absent: Trustee April Nishimura

Other Trustees Present: Asani Ajogun, Rudy Rodriguez, Kathy Sheran, George Soule

Call to Order
Chair Cowles called the virtual meeting to order at 8:00am.

Chair's Updates

At January's Executive Committee, I shared some thoughts related to the Board's ongoing commitment to adopt practices and agendas that ensure we are responding to emerging challenges in higher education and are focused on the most critical strategic priorities for Minnesota State. One outcome of that meeting is the development of a more extensive series of opportunities for trustees to deepen our knowledge and awareness of unconscious bias and the implications for our board work and Minnesota State policies. We will kick off an initial discussion of this topic during our March board meetings.

As part of our board's commitment to high performance, I also want to undertake a board governance review, last conducted 4-5 years ago. Building off of last summer's board assessment survey and ongoing trustee feedback, I intend that the Executive Committee use this Spring and next Fall to look at meeting practices and agendas, committee communication and process, trustee orientation and development, and other elements that support board effectiveness. The goal is to ensure our structure and practices lead to better meetings and discussions that focus our efforts on the key priorities for the system, and meet the challenge of Equity 2030 in a fast-changing world. I will be bringing topics to this committee throughout the coming year to support this work, and welcome your suggestions as we proceed.

I also want to provide a note about two of today's agenda items for the awareness of committee members. We will be reviewing proposed amendments to Board Policy 1A.2 as well as three proposed committee charter revisions. The proposed changes are a result of discussion and consultation with trustees, the Chancellor and staff. If the Executive Committee supports the amendments and revisions, I will be asking the committee to suspend rules requiring two readings of these changes.

Following these items, Kari Campbell will be introducing a specific proposal for our discussion, aimed at improving our committees' communications among trustees.

As a reminder: our next board and committee meetings are scheduled for March 16-17 in a

Zoom format for both days.

Chancellor's Updates

Chair Cowles, Vice Chair Moe, trustees-

It has been a year now that our colleges and universities have navigated through the COVID pandemic. I'm sure not one of us believed that we would still have such a dramatic hold on how we educate our students. I will share more in my formal remarks to the board in a few weeks, but I want to state it again for the record – how extremely thankful I am to our students, faculty, staff, and campus and system leadership for all that they have done and continue to do amidst the pandemic.

Just as there has been since the beginning – there remains questions on the minds of our campus communities:

- How will we celebrate the end of another academic year, and
- What will summer and fall look like?

Our continued partnership with the MN Department of Health and the MN Office of Higher Education is and will remain critical in the months ahead as additional guidance comes forward to help us in our planning.

As the number of vaccinations administered continued to grow each day across the state, I share the concerns of our faculty and staff about access to vaccines. We continue to share these concerns with our partners at MDH and OHE as they work to ensure access across the state to all Minnesotans.

<u>Federal Efforts</u>

We, as many across the country are doing also, watching closely the steps Congress is taking to provide a third coronavirus relief package. The budget reconciliation if passed would quickly distribute funds to our students, and our colleges and universities as they deal with the effects of COVID.

Over the course of the last two weeks, I, along with Trustee Erlandson, have engaged in calls with our federal delegation and had zoom meetings with all ten of our congressional offices and it was great that 7 members of congress were able to join us. I greatly appreciate their engagement and continued support of Minnesota State.

During those discussions, we continued to advocate for flexibility and clarity in the upcoming federal relief package so that it would help return more students to our classroom so we can help them continue their educational journey. As you are aware the third stimulus bill has passed the United States House of Representatives and is under consideration in the Senate. The appropriation in this bill is nearly double of what was in the second stimulus bill and as we get more details I look forward to working with Vice

Chancellor Maki, Finance Chair Moe to bring forward additional background on how this funding will impact our students, our campuses and the communities we serve.

I will have to say Trustee Erlandson knows how to make the sale when it comes to finding resources and I appreciated her time over a two day period.

State Efforts

Over the past several weeks we have had an opportunity to present both our biannual budget and capital request to the appropriate committees. The legislative session is moving along and we continue to engage with members on a wide variety of issues and without a doubt the recent improvement in the economic outlook will hopefully assist the legislature and Governor to finish their work in few months.

Although I focused mostly on state and federal efforts in our biennial budget requests, even during the pandemic other work has continued. The foundational work around Equity 2030 is going on and executive searches are going fine and I expect to bring two recommendations to the March board meeting. Similarly our colleges and universities are working hard to bring the spring semester to a successful culmination and to begin planning for the fall semester.

Proposed Amendments to Board Policy 1A.2 Board of Trustees (First Reading)

Proposal to change Human Resources Committee to Workforce and Organizational Effectiveness Committee

Vice Chancellor for Human Resources Eric Davis shared that after consultation with committee leadership (Committee Chair Vekich, Committee Vice Chair Erlandson, committee president liaisons Presidents Arthur and Parker) and HR division members as well as research into how this work is described in both private and non-profit sectors describe this work. Based on this, the proposal is to amend policy and charter language to use the more modern approach to identifying this work as the Workforce and Organizational Effectiveness Committee. Committee Chair Vekich reiterated the work that went into this recommendation and concurred that the new proposed name better describes this function within the organization.

Trustee Rodriguez noted that from a corporate perspective the words for this function are evolving quickly and that 'workforce of the future' is a common phrase and organizational effectiveness remains top of mind. Trustee Erlandson thanked Committee Chair Vekich and Vice Chancellor Davis for their persistence and leadership in moving language out of the industrial age when people were treated as 'capital' rather than people.

Trustee Tefer asked if there is a plan for updating language across the system to use this new terminology. Chair Cowles reminded the group that board committees do not need to follow the organizational structure of our campuses and system. Vice Chancellor Davis added that there is not a plan to radically change language but that this change will permeate into how we think about and approach this work. Chancellor Malhotra noted that name changes occur when the underlying work and its approach is changing, which has already started with this work. The HR

function across our system is already moving away from just being compliance to be about leadership and talent development, campus climate, better working relationships with employees, etc.

Proposal to change the Outreach and Engagement Committee from ad hoc to standing committee

Committee Chair Erlandson provided some history for the Outreach and Engagement Committee. Prior to the committee's inception the board directed Minnesota State to rebrand the system and develop a more cohesive, strategic approach to communicating the value of public higher education and the Minnesota State story. Developing a committee offered the board an ongoing governance role with this work and allows an appropriate channel to help shape and provide feedback on the work and how Minnesota State is projected to its key stakeholders. Since its inception in 2018 the Outreach and Engagement Committee has met nine times. In addition to learning about the work Minnesota State is doing to engage with external stakeholders to share its story and value proposition to the state of Minnesota and its citizens, the committee has heard from 12 different colleges and universities about how they are engaging with prospective students and outside organizations to secure learning opportunities and support services for their students. In addition, the committee has heard from 12 different community partners such as K-12 districts, non-profits, foundations, and employers who are partnering with our colleges and universities every day to ensure an exceptional education and the support students need to persist. These presentations have served as a vital portal for the board to understand the experiences of individual students, the broader needs they represent within our student population as a whole, and how the colleges and universities are marshalling outside resources to serve them. Given these results, Trustee Erlandson recommends that the committee be made permanent.

Chair Cowles concurred that the Outreach and Engagement Committee has given the Board a valuable forum in which to learn about the work of the colleges and universities, and the partnerships they have developed to advance their efforts. He also noted that the committee has afforded the board a channel within which to regularly be updated about work at the system level to build awareness of Minnesota State and the value it delivers to its students, the communities in which they live and work, and to the state's economic future. Chair Cowles expressed full support for making this committee a standing board committee.

Chief Marketing and Communications Officer Noelle Hawton shared the following language proposed to be added to Policy 1A.2, Part 5:

> *Subpart I. Outreach and Engagement Committee*
> *The Outreach and Engagement Committee of the board consists of no fewer than five members to be appointed by the board chair annually. The Outreach and Engagement Committee is charged with assisting the board in fulfilling its governance responsibilities in the arena of key stakeholder engagement and how Minnesota State tells its story, fosters a society-wide understanding of public higher education systems, and articulates its value proposition as an invaluable public good.*

Chancellor Malhotra pointed out that the work of this committee spans beyond marketing and communication work and also includes government relations at the state and federal level and

advocacy among non-profit sectors and other governmental entities.

Committee Chair Erlandson extended thanks to both Noelle Hawton and Bernie Omann with Government Relations for their work over the years to keep the board aware and focused on these important functions.

Chair Cowles asked for a motion to suspend the rules to allow board consideration on an item requiring two readings for approval. Trustee Vekich provided the motion with a second from Vice Chair Moe. A roll call vote was conducted and the motion carried unanimously.

Chair Cowles read the following recommendation statement:

The Executive Committee approves the proposed amendments to Board Policy 1A.2, Board of Trustees changing the name of the Human Resources Committee and changing the current ad hoc committee on Outreach and Engagement to a standing committee and recommends approval by the Board of Trustees.

Trustee Cirillo provided a motion to forward this to the Board of Trustees with a second from Vice Chair Moe. A roll call vote was conducted and the motion carried unanimously.

Chair Cowles stated that the recommendation will be forwarded to the Board of Trustees for approval at its March 17th meeting.

Proposed Committee Charter Revisions (First Reading)
Chair Cowles introduced the next agenda item and noted that committee charters are not part of board policy but are instead an agreement amongst trustees as to the work and scope of each charter. Chair Cowles summarized the changes:

- Executive Committee – remove language that states this committee must include chairs of all standing committees; the problem is that there are more committee chairs than slots on the committee given the maximum number of members of seven.
- Human Resources Committee – update the name to the proposed new name of Workforce and Organizational Effectiveness Committee along with technical changes to format and style.
- Outreach and Engagement Committee – remove language that states the committee is ad hoc.

Chair Cowles asked for a motion to suspend the rules to allow board consideration on an item requiring two readings for approval. Trustee Vekich provided the motion with a second from Vice Chair Moe. A roll call vote was conducted and the motion carried unanimously.

Chair Cowles read the following recommendation statement:

The Executive Committee recommends the Board of Trustees adopt the revised charters for the Executive, Human Resources, and Outreach and Engagement Committees.

Trustee Cirillo provided a motion to forward this to the Board of Trustees with a second from Vice Chair Moe. A roll call vote was conducted and the motion carried unanimously.

Chair Cowles stated that the recommendation will be forwarded to the Board of Trustees for approval at its March 17th meeting.

New agenda item: proposed amendment to Board Policy 1A.2 related to terms of office
Chair Cowles called on Trustee Vekich to introduce a topic he asked be added to today's agenda. Trustee Vekich noted for context that when the Board of Trustees was formed, there was debate about length of term for board officers; the decision was to go with a one year term which could be described as a defensive move rather than good governance. Trustee Vekich noted that yearly elections can be disruptive and that the board has become much more sophisticated in its functioning and he therefore is proposing that the board consider changing policy to make the length of terms two years. Trustee Vekich also clarified that he proposes this change take effect on July 1, 2022. Trustee Cirillo asked for clarification of number of consecutive terms that an officer could serve; Trustee Vekich stated he recommends that consecutive terms be limited to one. Trustee Vekich introduced proposed language to policy in Part 4, Subpart B.

Trustee Cirillo noted that this is a reasonable change and it would get more people involved in board leadership. Trustee Erlandson urged that any adopted change be flexible to allow chairs to serve less if their personal circumstances warranted that. Trustees Cirillo and Erlandson both noted that one year is pretty brief in terms of understanding the role and accomplishing goals. Trustee Tefer asked if we will keep the language that there needs to be a 'pause' between terms served. Trustees Vekich and Cirillo noted that this would need to be included in the language.

Trustee Sheran noted that two years seems short and asked if two years is sufficient time to be in the role. Trustee Vekich that two years is a lot of time without needing to think about re-election and that two years would allow a chair to work uninterrupted. He also noted a potential challenge with an overlap with the transition of a new chancellor which could be addressed if the board suspended the rules to allow a chair to continue to serve during the chancellor transition time.

Trustee Sheran asked if there are term limits for committee chairs. Chair Cowles noted that these appointments occur annually at the discretion of the board chair, which allows trustees learning and engagement to be broaden and refreshed. Trustee Cirillo added that this should also include a trustee development piece to prepare trustees for leadership roles.

Chair Cowles noted that this proposal is reasonable and suggested that we continue to discuss this and perhaps bring this back to the next Executive Committee meeting. Chair Cowles asked Trustee Vekich that this language be forwarded to Interim Board Director Kari Campbell.

Proposal to improve committee effectiveness
Chair Cowles introduced the topic by noting that Kari Campbell has been serving as Interim Board Director for nine months and thus far things have been going well. He noted that Kari brings two

valuable strengths to this role: 1) 23 years of experience in the system, both campus and system office with a web of relationships and perspective that she brings to the work; and 2) project management skills and experience partnering with leadership to get things done. Chair Cowles noted that in consultation with Chancellor Malhotra, he is asking Kari to become more involved in board processes and committees, particularly in terms of communication to make sure there are additional channels to learn and be prepared for committee and board meetings. Chair Cowles noted that he also asked Vice Chair Moe and Trustee Cirillo for counsel on these matters and asked Kari to bring forward a proposal for initial actions.

As background for the proposal, Kari referenced the board self-assessment conducted in Fall 2020. Scores related to committee-related board performance were fair to good; comments related to committee-related board performance indicated desire for more discussion especially for strategic priorities. Kari noted the following goals for this work:

- Ensure committee members are aware of priorities for committee work
- Improve committee communication, agenda-setting, and meeting discussion
- Support continued board development so all trustees understand their role and responsibilities

Kari walked through the proposed activities:

- Review FY2021 committee work plan and clarify priorities for remaining meetings – this work plan was first reviewed at the September 2020 retreat
- Provide pre-meeting support & communication and solicit regular trustee feedback on committee experience – this work is to ensure that committee members are prepared for committee meetings and are aware of agenda topics, their purpose, any needed action; it would ensure that committee members have information relevant to meetings with more lead time than the full board packet being distributed; it would ensure there's a regular mechanism for soliciting feedback from committee members on their experience; the intention is to have the board office assume the role of ensuring committee communication is occurring
- Ensure agendas include focus and appropriate discussion on strategic priorities – this work includes ensuring ample time but support for questions focused on key priorities
- Ongoing learning opportunities to support board development – orientation and ongoing learning opportunities

Kari noted that this is a pilot effort and we will learn as we go and invited feedback from this group. Chair Cowles asked for an example of how she sees her role in these new proposed activities. Kari noted that currently staff leads have regular meetings with committee chairs and, in some cases committee vice chairs, to review agenda items and prep for meetings but there are varied practices in terms of communication with other committee members. Kari envisions being more involved in the meetings with staff leads as agendas are being set and for an outcome to be a communication piece that goes to committee members earlier than the board packet. Chair Cowles noted that such a communication should underscore that committee members should ask questions in advance to support well-informed discussion during meetings.

Trustee Erlandson suggested sending a survey to trustees to inquire about interests and questions to kick start this effort, which would allow honest, straightforward feedback and all voices to be heard. She also noted that it's important to involve all committee members in the work of committees.

Trustee Moe noted that during the March meeting, there will be a finance overview that should help all trustees understand the cadence of that work as well as the critical question of the long-term financial sustainability of the system.

Trustee Soule noted that the meetings that committee leadership has with staff leads are very helpful in terms of understanding and focused on the issues to be discussed. Trustee Cirillo noted that in its simplest form, there are meeting notes that are prepared for committee chairs that explain topics, how they fit and why they are on the agenda, which could go to committee members. Trustee Cirillo also noted that for more complicated matters, there could be a white paper prepared by staff leads or Kari to provide more information.

Kari also shared that she would appreciate feedback on whether the information included in the board packet is the correct level to be helpful.

Trustee Cirillo noted that it is important to keep in mind the steep learning curve for student trustees. Trustee Ajogun concurred and noted that it is often difficult to have sufficient time to read materials and ask for clarification on topics.

Trustee Rodriguez noted that the extra rigor and support will be very helpful and that he's already noticed that Kari has started to provide this type of support so formalizing it is a good step.

Chair Cowles reiterated that this is a pilot effort and that Kari will start to incorporate this work in the coming months and will make it more robust and focused as we learn. He also thanked Vice Chair Moe, Trustee Cirillo, and Chancellor Malhotra for their advice and counsel on this topic. He also thanked Kari for her work on this and noted that this is an opportunity to see the Board Office role in a differently than it has operated historically.

Adjourn
The meeting adjourned at 9:28 am.

MINNESOTA STATE
BOARD OF TRUSTEES

Agenda Item Summary Sheet

Name: Board of Trustees **Date:** March 17, 2021

Title: Proposed Amendment to Policy 1A.2 Board of Trustees

Purpose (check one):

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

Brief Description:

Board Policy 1A.2 was reviewed to change the name of the Human Resources Committee and change the current ad hoc committee on Outreach and Engagement Committee to a standing committee. The proposed amendment changes the name of the Human Resources Committee to the Workforce and Organizational Effectiveness Committee in Part 5, Subp. C. and changes the Outreach and Engagement Committee to be listed as a standing committee in Part 5, Subp. I. Technical edits were also made to comply with the new writing and formatting standards.

Scheduled Presenter:

MINNESOTA STATE
BOARD OF TRUSTEES

BOARD ACTION – SECOND READING
PROPOSED AMENDMENTS TO BOARD POLICY 1A.2 BOARD OF TRUSTEES

BACKGROUND
Board Policy 1A.2 Board of Trustees was adopted and implemented by the Board of Trustees on March 21, 1995. The policy was last reviewed in 2018. The current review was undertaken to change the name of the Human Resources Committee and change the Outreach and Engagement Committee to a standing committee.

The proposed amendment changes the name of the Human Resources Committee to the Workforce and Organizational Effectiveness Committee in Part 5, Subp. C. and changes the Outreach and Engagement Committee to be listed as a standing committee in Part 5, Subp. I. Technical edits also were made to comply with the new writing and formatting standards.

RECOMMENDED COMMITTEE MOTION
The Executive Committee approves the proposed amendments to Board Policy 1A.2, Board of Trustees changing the name of the Human Resources Committee and changing the current ad hoc committee on Outreach and Engagement to a standing committee and recommends approval by the Board of Trustees.

RECOMMENDED BOARD MOTION
The Board of Trustees approves the proposed amendments to Board Policy 1A.2, Board of Trustees changing the name of the Human Resources Committee and changing the current ad hoc committee on Outreach and Engagement to a standing committee.

Date Presented to the Executive Committee: *March 3, 2021*
Date Presented to the Board of Trustees: *March 17, 2021*
Date of Implementation: *xx/xx/xx*

MINNESOTA STATE
BOARD OF TRUSTEES

BOARD POLICY – FIRST READING		**1A.2**
Chapter 1	**Chapter Name** System Organization and Administration	
Section A.2	**Policy Name** Board of Trustees	

Single underlining represents proposed new language.
~~Strikeouts~~ represent existing language proposed for deletion.

1A.2 Board of Trustees

Part 1. Membership

Membership of~~n~~ the board is defined in Minn. Stat. §136F.02, subdivision 1, as follows:

> *The Board consists of 15 members appointed by the governor, including three members who are students who have attended an institution for at least one year and are currently enrolled at least half time in a degree, diploma, or certificate program in an institution governed by the board. The student members shall include one member from a community college, one member from a state university, and one member from a technical college. One member representing labor must be appointed after considering the recommendations made under section 136F.045. The governor is not bound by the recommendations. Appointments to the board are with the advice and consent of the senate. At least one member of the board must be a resident of each congressional district. All other members must be appointed to represent the state at large. In selecting appointees, the governor must consider the needs of the board of trustees and the balance of the board membership with respect to labor and business representation and racial, gender, geographic, and ethnic composition.*
>
> *A commissioner of a state agency may not serve as a member of the board.*

Part 2. Board Expenses, Per Diem, and Reimbursement

Per diem and expense reimbursement, as authorized in Minn. Stat. §15.0575, subd. 3 and the Commissioner's Plan, must be provided for the following.

1. Regular, special, emergency board committee and working group meetings,
2. Presentations before legislative committees or other legislative bodies as a representative of the board,
3. Commencements at college and university campuses within ~~the~~ Minnesota State~~, system,~~
4. Expense Allowance for the board chair. This allowance must be set annually by the board.

Per diem and expenses may be provided for attendance at national conferences or meetings of higher education organizations in which Minnesota State is a member. Per diem and expense reimbursement also may be provided for attendance at other meetings related to college and university issues or legislative hearings when approved by the board chair. All expenses for out-of-state travel require prior approval of the board chair.

Requests for reimbursement of expenses and per diems must be signed by the trustee.

Part 3. Powers and Duties

Subpart A. General statutory authority

The general authority of the board is set forth at Minn. Stats. Ch 136F.06, subds. 1 and 2 which state:

"Subdivision 1. General authority. The board shall possess all powers necessary to govern the state colleges and universities and all related property. Those powers shall include, but are not limited to, those enumerated in this section. The board shall prescribe conditions of admission, set tuition and fees, approve programs of study and requirements for completion of programs, approve the awarding of appropriate certificates, diplomas, and degrees, enter into contracts and other agreements and adopt suitable policies for the institutions it governs. To the extent practicable in protecting statewide interests, the board shall provide autonomy to the campuses while holding them accountable for their decisions. Sections 14.01 to 14.47 do not apply to policies and procedures of the board.

Subd. 2. Governance authority. The board shall have the authority needed to operate and govern the state colleges and universities unless otherwise directed or prohibited by law. The board is responsible for its operations and necessary decisions unless these are specifically delegated by law to a state department or agency."

Subpart B. Board of Trustees office and staff support

The board shall establish an office of the trustees and may employ staff to support its administrative operation.

Part 4. Officers of the Board.

Subpart A. Officers

The officers of the board ~~shall~~ consist of a chair and vice chair. The chair and vice chair must ~~shall~~ be elected from the members of the board.

Subpart B. Terms of office

The chair and vice chair ~~of the board~~ must be elected for a one-year term. An officer's term commences on July 1, or upon the office becoming vacant, whichever is earlier. No trustee shall hold the same office for more than three consecutive terms.

Subpart C. Duties and responsibilities of the board chair

The duties and responsibilities of the ~~board~~ chair are as follows:

1. Meetings.
    a. The chair shall call, set the agenda for, and preside at all meetings of the board. Any matter requiring committee consideration that does not fall within the described duties of any committee or falls within the described duties of more than one committee must be assigned to a committee by the chair.
    b. The chair may call an emergency or special meeting of the board and may cancel a scheduled meeting due to lack of quorum, inclement weather or other exigent circumstances.
2. Budget. The chair shall recommend an annual board operations budget and budget increases to the executive committee for approval.
3. Appointment authority.
    a. At the request of the chair, the vice chair or another member of the board may preside at meetings of the board.
    b. The chair shall name all members to standing and ad hoc committees, and appoint the chair and vice chair of each standing and ad hoc committee.
    c. The chair shall establish all ad hoc committees and describe the charge of the ad hoc committees. The chair shall fill standing and ad hoc committee vacancies.
    d. The chair may appoint working groups composed of members of the board and/or members of the public to advise on issues of concern to the board or a committee. The term of a working group must not exceed one year without reauthorization by the chair.
    e. The chair shall assist board members with ethical obligations and board development.
4. Other. The chair shall approve or disapprove requests by the chancellor to accept reimbursement of travel or meals from outside sources when required by Minn. Stat. §43A.38.

Subpart D. Duties of the vice chair

The vice chair, in the absence of the chair, shall perform the duties ordinarily performed by the chair.

Subpart E. Election of officers

The election of the chair and vice chair must be conducted at the annual meeting of the board. Any board member who wishes to run for chair or vice chair shall submit her/his name in writing to the Nominating Committee at least sixty days prior to the date of the annual meeting. The Nominating Committee may also solicit members to be candidates. At least 30 days prior to the date of annual meeting, the Nominating Committee shall deliver to the board office a list of at least one candidate for each office. The board office shall, at

least 25 days prior to the date of the election, mail to each board member the list of candidates identified by the Nominating Committee.

The election for each officer of the board must be conducted separately in the following manner: (a) If there is one nominee, voting must be by acclamation or, on request, by roll call. (b) If there are two or more nominees, the vote must be by secret ballot with the individual receiving a majority of the votes being elected.

Subpart F. Board officer vacancies

In the event of a vacancy of any officer of the board, an election must be held for the unexpired term at the earliest possible meeting of the board following the notification of all members of the vacancy. Any board member who wishes to run for a position as an officer shall submit her/his name in writing to the system office at least twenty-one days prior to the date of election. At least eighteen days prior to the date of election, the board office staff shall mail a list of candidates to each board member. Nominations from the floor must be received at any meeting where an election occurs.

Subpart G. Secretary to the board

The board shall appoint a member of the chancellor's staff as secretary to the board. The secretary is responsible for acting on behalf of the board in making certain the records of the board are properly kept. The secretary is responsible for keeping a fair and full record of the proceedings in compliance with Minnesota law and shall insure that these records be properly duplicated and distributed.

Subpart H. Treasurer to the board

The chair of the Finance Committee shall serve as treasurer. The sole duty of the treasurer is to serve as custodian of the special revenue fund as provided under Minn. Stat. § 136F.94.

Part 5. Standing Committees, Committees, and Working Groups of the Board

The board establishes the standing committees identified in ~~at~~ subparts A through ~~I~~J and may establish additional standing committees as necessary. A joint meeting of standing committees may be scheduled only after prior consultation with the board chair.

All members of the board serve as ex-officio members of every committee to which they are not appointed. The ex-officio members are granted the right to fully participate in committee discussion and deliberations, but do not have the power to vote and are not included for purposes of a quorum.

Subpart A. Executive Committee

1. The Executive Committee of the board consists of not fewer than five and not more than seven trustees, and must include the chair, the vice chair, the past chair if that person continues to serve as a trustee, and is available to serve, and additional trustees as determined by the chair to ensure broad representation.

2. The board chair and vice chair shall serve as the Executive Committee chair and vice chair respectively. ~~of the Executive Committee~~.
3. The Executive Committee may meet during periods between regular meetings of the board at the call of the chair.
4. The Executive Committee shall also act as a governance committee and as such is charged with oversight of the board's integrity and effectiveness. The Executive Committee recommends board policies not within the purview of other standing committees, evaluates the effectiveness of the board annually, identifies best practices for boards with an educational mission, reviews the board's practices with respect to participation and conflict of interest, act on unresolved conflict of interest questions, designs and oversees orientation of new board members and leads in succession planning by identifying, to the governor, qualities to be sought in a trustee and potential new members
5. The Executive Committee may act on those issues delegated to it by the full board and shall consider issues that require attention prior to the next regular board meeting. The Executive Committee shall not have the authority to act on behalf of the board unless specifically delegated by the board except in the case of an emergency which, in the judgment of the chair, requires action more immediately than an emergency meeting of the board. In such instances, the chair shall report to members of the board as soon as possible after the emergency and seek ratification of emergency actions at the next possible meeting.
6. The Executive Committee shall approve the annual operating budget for the board office, subject to the regular budget review and approval procedures of the facilities/finance committee and the board. The Executive Committee periodically shall review the budget and provide a yearend report to the board at the conclusion of the fiscal year.

Subpart B. Finance Committee

The Finance Committee of the board consists of no fewer than five and no more than seven members to be appointed by the chair annually. The Finance Committee is charged with governance of the short and long term financial strategic conditions and economic health of the system and its colleges and universities. The committee's scope includes oversight of board policies for the administrative, information technology, and financial management of the system so to assure the highest possible quality of administrative services, data integrity and the efficient use of the system's information resources. The committee recommends the annual operating and capital budget for the system and its colleges and universities including tuition, fees and allocation decisions, the issuance of debt, and other policy oversight according to its charge in support of academic priorities.

Subpart C. ~~Human Resources~~ Workforce and Organizational Effectiveness Committee

The ~~Human Resources~~ Workforce and Organizational Effectiveness Committee of the board consists of no fewer than five and no more than seven members to be appointed by the chair annually. The ~~Human Resources~~ Workforce and Organizational Effectiveness Committee is charged with oversight of all system personnel policies for administrators, and

student employees, collective bargaining agreements throughout the system, and climate, diversity and equity matters related to system employees.

Subpart D. Academic and Student Affairs Committee

The Academic and Student Affairs Committee of the board consists of no fewer than five and no more than seven members to be appointed by the chair annually. The Academic and Student Affairs Committee is charged with governance and oversight of the academic programs and student services provided at the system's colleges and universities. The committee's scope includes oversight of board policies for the all system academic and student services to assure the highest possible quality of academic programming and service to students and the efficient use of the system's academic and service resources. The committee also provides oversight to systemwide academic and student service strategic planning, diversity and equity matters related to students and academic programs, and academic or student related technology matters.

Subpart E. Audit Committee

The Audit Committee of the board consists of no fewer than three and no more than seven members to be appointed by the board chair ~~of the board~~ annually. The committee shall meet at the call of its chair. The Audit Committee is charged with oversight of internal and external audits of all system functions including individual campus audits. The board shall hire an executive director of internal auditing and other auditors who shall report directly to the committee and the board. Committee members must receive training annually on their auditing and oversight responsibilities.

The Audit Committee is responsible for overseeing the service of internal and independent external auditors. Board Policy 1D.1 governs the Office of Internal Auditing. The committee has the following responsibilities for independent external auditors:

1. Oversee the process for selecting and removing independent auditors. The committee shall select one or more independent auditors to audit system-level or institutional financial statements and recommend their appointment to the board.
2. Review any non-audit services proposed by independent auditors under contract for audit services. The board must approve in advance any non-audit services to be provided by independent auditors under contract for audit services unless the scope of non-audit services is completely distinct from the scope of the audit engagement.
3. Review and discuss the results of each audit engagement with the independent auditor and management prior to recommending that the board release the audited financial statements.

Subpart F. Diversity, Equity, and Inclusion Committee

The Diversity, Equity, and Inclusion Committee of the board consists of no fewer than five and not more than seven members to be appointed by the board chair ~~of the board~~ annually. The Diversity, Equity, and Inclusion Committee is charged with oversight of incorporation of diversity and equity into the work of the system. Annually, the board will assess progress on this charge.

Subpart G. Facilities Committee

The Facilities Committee of the board consists of no more than five members to be appointed by the board chair annually. The Facilities Committee is charged with governance of the short and long term facilities management of the system to assure the highest efficient use of the system's physical resources. The committee is further charged with oversight of college and university safety and security, occupational health, environment compliance, and emergency management strategies and program and stewardship of all real estate. The committee recommends the annual capital budget for the system and its colleges and universities, and other policy oversight according to its charge in support of academic priorities.

Subpart H. Nominating Committee

The Nominating Committee of the board consists of no more than three members to be appointed by the board chair annually. The Nominating Committee shall meet at the call of its chair. The Nominating Committee is charged with nominating and slating candidates for board chair and board vice chair ~~of the board~~. The Nominating Committee shall follow Part 4, Subp. E of this policy. The Nominating Committee, in consultation with the board chair, is also authorized to advise the governor's office on preferred qualifications and attributes for effective trustees.

Subpart I. Outreach and Engagement Committee

The Outreach and Engagement Committee of the board consists of no fewer than five members to be appointed by the board chair annually. The Outreach and Engagement Committee is charged with assisting the board in fulfilling its governance responsibilities in the arena of key stakeholder engagement and how Minnesota State tells its story, fosters a society-wide understanding of public higher education systems, and articulates its value proposition as an invaluable public good.

Subpart ~~I~~J. Ad hoc committees and working groups

In accordance with Part 4, Subp. C, 3b, the board chair ~~of the board~~ may appoint ad hoc committees. The chair of a standing committee may request that the board chair consider appointing a working group under Part 4, Subp. C~~.~~, 3d~~.~~ to advise on issues of concern to the committee.

Part 6. Meetings of the Board

Subpart A. Types of meetings

The board shall have an annual meeting, regular meetings, and, if necessary, special meetings and emergency meetings. Notice of meetings must be provided in accordance with Minn. Stat. Ch. 13D, the Minnesota Open Meeting Law.

1. Annual meeting. An annual meeting will be held during the month of June. At the annual meeting the board shall elect officers, establish a calendar of regular board and committee meetings, and consider other business as appropriate.

2. Regular meetings. Regular meetings of the board must follow the calendar established at the annual meeting. Regular meetings must include approval of minutes, report of the chair, report of the chancellor, reports from standing committees, reports from special committees, and other business.
3. Special meetings. A special meeting of the board to consider specific items of business may be called by the chair, and shall be called by the chair at the request of any five members. The secretary shall provide notice of special meetings by posting written notice of the date, time, place and purpose of the meeting in the board's office and by mailing or otherwise delivering notice of the meeting to each board member and each person who has filed a written request for notice of special meetings.
4. Committee and Working Group Meetings. Committee meetings and working group meetings must be scheduled on a regular basis as determined by the chair. All meetings must be coordinated through the board secretary for purposes of scheduling and providing required public notification.
5. Emergency Meetings. An emergency meeting is a special meeting called because of circumstances that require immediate consideration of the board. If an emergency meeting is required, the secretary shall make good faith efforts to provide notice of the meeting according to the provisions of the Minnesota open meeting law.

Subpart B. Protocol for meetings

Comments and discussion from the general public must be permitted at the discretion of the chair ~~of the board~~, subject to approval by the board.

1. Quorum. A majority of the members of the board or, in the case of a committee, a majority of the members of the committee, constitutes a quorum. Neither the board nor a committee shall take official action without a quorum present.
2. In the absence of a quorum, the committee chair shall first determine whether a quorum can be obtained by locating the absent members of the committee. If that is not possible, the committee chair shall assess whether it is possible to postpone the meeting to a later time in order to obtain a quorum. The committee chair may convene the meeting without a quorum if there are exceptional reasons to do so.
3. Minutes. Minutes of the proceedings of the board are kept by the secretary, who shall cause them to be printed, bound, and preserved and who shall transmit copies to the members of the board, administration, libraries and to other places where it is deemed appropriate. All lengthy reports must be referred to in the minutes and be kept on file as part of the board's records, but such reports need not be incorporated in the minutes except when so ordered by the board. The minutes must reflect the votes cast in committee meetings on matters recommended to the board for action.
4. Voting. The decision of the majority voting on a question prevails. Whenever the vote is not unanimous, a member may request a roll call vote. The secretary shall record all votes. A member may abstain from voting. Voting by proxy or by mail is not ~~be~~ permitted.

5. Open Meetings. All meetings of the board must be in accordance with Minn. Stat. Ch. 13D, the Minnesota Open Meeting Law. All meetings of the board must be open to the public except as provided by law, including disciplinary proceedings, employee performance evaluations, consideration of matters protected by the attorney-client privilege or consideration of strategy for labor negotiations.
6. Closed Session Meetings. The board ~~of trustees~~ through the board or committee chair may limit attendees to board members for sessions closed pursuant to the Minnesota Open Meeting Law. Others, including the chancellor, deputy chancellor, appropriate vice chancellors, recorder and legal counsel, may be invited to attend at the discretion of the board chair or standing committee chair if their presence is required by the closed session discussion.
7. Labor Strategy Meetings. A decision to hold a non-public meeting to consider strategy for labor negotiations will be announced at a public meeting of the board, and a written roll of those present will be made available to the public after such a meeting. The proceeding of such a meeting will be tape-recorded and preserved for two (2) years after the contract is signed, and made available to the public after all labor contracts are signed by the board for the current budget period.

Subpart C. Agenda

The chair shall prepare agendas for all meetings of the board ~~of trustees~~ as follows:

1. Regular Agenda. The board agenda must be set by the chair. The board shall publish all action items on its regular monthly board agenda. Board action must be reserved to the published agenda items that are marked for board action and ~~mailed~~ distributed to board members not less than five business days prior to the board meeting.
2. Action on Non-Agenda Items. Requested board action on unpublished agenda items or published agenda items not marked for action must be postponed until the next board meeting unless there is a suspension of the rules as provided in Board Policy 1A.1, Part 6, Subp. D.
3. Consent Agenda. The ~~board~~ chair may designate appropriate items to be included on a consent agenda for consideration by the full board. Items suitable for a consent agenda include those that have been considered by a committee, are noncontroversial in nature and do not require further discussion or explanation. Consent agenda items also may include items not requiring committee action, such as honors or commendations issued by the board. Changes to policy, matters requiring public hearing and items requiring a roll call vote must not be included on a consent agenda. An item listed on a consent agenda must be removed from the consent agenda upon request by any trustee. Consent agendas must not be used by board committees.

Related Documents:

- Board Policy 1A.1 Minnesota State Colleges and Universities Organization and Administration (Part 6, Subpart C. Policy adoption)
- System Procedure 1A.2.2 Delegation of Authority

- Charter of the Board of Trustees
- Executive Committee Charter
- Outreach and Engagement Committee Charter
- Academic and Student Affairs Committee Charter
- Audit Committee Charter
- Facilities Committee Charter
- Finance Committee Charter
- ~~Human Resources~~ Workforce and Organizational Effectiveness Committee Charter
- Nominating Committee Charter
- Commissioner's Plan

To view any of the following related statutes, go to the Revisor's Web site (**http://www.revisor.leg.state.mn.us/**). You can conduct a search from this site by typing in the statute number.

- Minn. Stat. 13D.01 Meetings Must be Open to the Public; Exceptions
- Minn. Stat. 15.0575 Administrative Boards and Agencies
- Minn. Stat. 43A.38 Code of Ethics in the Executive Branch
- Minn. Stat. 136F.02 Board of Trustees
- Minn. Stat. 136F.06 Powers and Duties, subd. 1. General authority, and subd. 2. Governance authority

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Policy History:

Date of Adoption: *3/21/95*
Date of Implementation: *3/21/95*
Date of Last Review: *8/31/18*

Date & Subject of Amendments:

Xx/xx/21 – In part 5, changed the name of Human Resources Committee to Workforce and Organizational Effectiveness Committee and created a new Part I. Outreach and Engagement Committee.

08/31/18 – Finance and Facilities Committee was separated into two committees, created a new Part G. Facilities Committee. Added new Part H. Nominating Committee and new Part I. Ad hoc committees and working groups. Subpart E. Elections of Officers was also amended. There were numerous technical edits throughout and applied the new formatting and writing styles to the entire policy.

03/16/16 - Amended Part 5 to update the responsibilities of the standing committees. Formatting changes throughout the policy.

*Additional **HISTORY***

MINNESOTA STATE
BOARD OF TRUSTEES

Agenda Item Summary Sheet

Name: Board of Trustees **Date:** March 17, 2021

Title: Proposed committee charter revisions

Purpose (check one):

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

Brief Description:

The following committee charter edits were made:

- Update the charter of the Executive Committee to edit language related to committee structure.
- Update the charter of the Human Resources Committee to reflect a new committee name.
- Update the charter of the Outreach and Engagement Committee to reflect a change to standing committee status.

Scheduled Presenter:

MINNESOTA STATE
BOARD OF TRUSTEES

BOARD ACTION
PROPOSED COMMITTEE CHARTER REVISIONS

BACKGROUND
The charter of the Executive Committee currently defines committee structure as including "the chair, the vice chair, the past chair if still serving on the board and the chairs of the standing committees". However, given the number of standing board committees, this language conflicts with charter language that states membership "shall not constitute a majority of the board". The proposed revision to the Executive Committee charter removes language related to chairs of standing committees.

The board is being asked to approve amendments to Board Policy 1A.2 to change the name of the Human Resources Committee and change the current ad hoc committee on Outreach and Engagement Committee to a standing committee. The charters of both committees have been revised to reflect these changes.

RECOMMENDED COMMITTEE MOTION
The Executive Committee recommends the Board of Trustees adopt the revised charters for the Executive, Human Resources, and Outreach and Engagement Committees.

RECOMMENDED BOARD MOTION
The Board of Trustees approves the revised charters for the Executive, Human Resources, and Outreach and Engagement Committees.

Date presented to the Executive Committee: *3/3/2021*
Date presented to the Board of Trustees: *3/17/2021*
Date of Implementation: *xx/xx/xx*

Charter of the Board of Trustees Executive Committee

Approved ~~March 16, 2016~~ March xx, 2021

Purpose:

The Executive Committee provides ongoing oversight of the administration of the board. In addition, the Executive Committee provides a forum for trustees to address all issues of board governance. The Executive Committee acts on behalf of the Minnesota State Colleges and Universities Board of Trustees on matters delegated to it by the full board and shall consider issues that require attention prior to the next regular board meeting. The Executive Committee does not act on behalf of the board unless specifically delegated by the board except in the case of an emergency. In such instances, the chair reports to members of the board as soon as possible after the emergency and seek ratification of emergency actions at the next meeting. The Executive Committee meets at the call of the chair.

Committee Structure:

The members of the Executive Committee will include ~~are~~ the chair, the vice-chair, and the past chair if still serving on the board ~~and the chairs of the standing committees,~~ and total membership ~~which~~ shall not constitute a majority of the board. The chair of the board chairs the Executive Committee.

Authority:

The principal elements of the Charter of the Executive Committee shall be:

1. Provide advice and counsel to the chancellor. (This duty is shared with all other board members).
2. Conduct ongoing reviews of board operations procedures.
3. Approve the annual operating budget for the board office, subject to the regular budget review and approval procedures of the facilities/finance committee and the board. The Executive Committee periodically shall review the budget and provide a yearend report to the board at the conclusion of the fiscal year.
4. Assure that policies and procedures are in place and being implemented to ensure that the board, and its individual members, operate with the highest ethical standards and integrity, including duties of care and loyalty. Act on unresolved issues of conflict of interest.
5. Recommend proposed board policies not within the purview of other standing committees.
6. Research and identify best practices for boards with an educational mission and recommends particular practices to the board.
7. Design and oversee the orientation process for new trustees so that new trustees may be fully prepared for decision making. Design and implement training for current board members as appropriate.
8. Plan for trustee succession by identifying to the governor desired qualities of a trustee and identifying potential candidates.

9. Ensure that policies and procedures are in place and being implemented to ensure that the committees of the board are fulfilling their obligations as defined by their respective charters. Provide a process for each committee to review and update its charter annually.
10. Review periodically the governance processes, including board organization and structure, frequency of meeting and attendance and make any necessary recommendations to the board in accordance with the Two-Read Policy.
11. Perform a board self-evaluation at least annually.

Charter of the Board of Trustees
~~Human Resources~~ Workforce and Organizational Effectiveness Committee

Revised ~~February 2016~~March xx, 2021

Purpose:
The ~~Human Resources~~ Workforce and Organizational Effectiveness Committee is charged with assisting the Board of Trustees in fulfilling its oversight responsibilities in the arena of ~~personnel~~ workforce policy and compensation. The board acknowledges ~~that~~ to fulfill the mission of the organization, a high level of professionalism and commitment to student success is critical. It further holds that ~~MnSCU~~ Minnesota State will endeavor to nurture a safe, inclusive, and supportive workplace for all faculty, staff, and student employees.

Committee Structure:
The ~~Human Resources~~ Workforce and Organizational Effectiveness Committee of the board shall consist of no fewer than five and no more than seven members to be appointed by the chair of the board annually.

Authority:
The principal elements of the Charter of the ~~Human Resources~~ Workforce and Organizational Effectiveness Committee are:

1. To provide advice and counsel to the chancellor and vice chancellor for ~~Human~~ human ~~Resources~~resources.
2. The preparation of an annual committee work plan that considers critical ~~Human Resources strategic components~~ workforce and organizational effectiveness strategies (with an eye toward proactive innovation), such as:
    a. Talent ~~pipeline~~ management (succession planning, staff/faculty development, diversity, ~~etc.)~~and related)
    b. Workforce trends
    c. Organizational development
    d. ~~Search and recruitment~~ Recruitment and selection processes
    e. Retention
3. Recommending employment contract (union) negotiation strategies and contract approvals.
4. Recommending employment plan (non-union) approvals.
5. Recommending selection of senior system executives (chancellor, vice chancellors, and college/university presidents).
6. Address additional matters deemed appropriate by the chancellor, vice chancellor for human resources, or the board.

The ~~Human Resources~~ Workforce and Organizational Effectiveness Committee shall not act on behalf of the board unless specifically delegated to do so by the board.

Charter of the Board of Trustees
Outreach and Engagement Committee

~~April 16, 2019~~Approved March xx, 2021

Purpose:

Outreach and Engagement is ~~an ad hoc~~ a committee charged with assisting the Board of Trustees in fulfilling its governance responsibilities in the arena of key stakeholder engagement and how Minnesota State tells its story, fosters a society-wide understanding of public higher education systems, and articulates its value proposition as an invaluable public good. It will be a communication channel for the board and an opportunity for the board to develop expectations, offer input and oversight, and receive assurances regarding stakeholder engagement. The Committee shall meet at the call of the committee chair.

Committee Structure:

The Outreach and Engagement Committee of the board shall consist of no fewer than five members to be appointed by the chair of the board annually.

The Outreach and Engagement Committee shall not act on behalf of the board unless specifically delegated to do so by the board.

~~The Outreach and Engagement Committee will cease to exist at the end of June 2020 following analysis of committee work results unless the board agrees to extend the timeline or considers making it a standing committee.~~

Charge:

The principal elements of the Charter of the Outreach and Engagement Committee are:

1. To provide counsel regarding the approach to engaging stakeholders, such as:
   a. Strategic messaging
   b. Message delivery channels and coordination across the state
2. To provide advice, counsel, and make recommendations to the chancellor, chief marketing and communications officer and government relations director regarding critical strategic engagement, relationship-building, and cohesive, unified messaging to key stakeholders, such as:
   Marketing and Communications
   a. Students, both current and prospective
   b. Families, mentors, employers, and other influencers
   Value of Higher Education as a Public Enterprise
   c. Government agencies and legislators at both the state and federal level
   Stewardship of Place

d. Business / labor partners
e. Business / labor community leaders
f. Pre-K-12 partners

<u>Advancement</u>

g. Major foundations and other philanthropic organizations
h. Non-profit and community organizations
i. Citizens of Minnesota

Minnesota State Acronyms

AACC	American Association of Community Colleges
AASCU	American Association of State Colleges and Universities
ACCT	Association of Community College Trustees
ACE	American Council on Education
AFSCME	American Federation of State/County/Municipal Employees
AGB	Association of Governing Boards of Universities and Colleges
API	Application Programming Interface
AQIP	Academic Quality Improvement Program
ASA	Academic and Student Affairs
BPAC	Business Practices Alignment Committee
CAG	Cross-functional Advisory Group
CAS	Course Applicability System
CASE	Council for the Advancement and Support of Education
CCSSE	Community College Survey of Student Engagement
CFI	Composite Financial Index
CIP	Classification of Instructional Programs
COE	Centers of Excellence

- Advance IT Minnesota
- 360° Manufacturing and Applied Engineering Center of Excellence
- HealthForce Minnesota
- Minnesota Center for Engineering and Manufacturing Excellence (MNCEME)
- Center for Agriculture - Southern Minnesota
- Minnesota Agriculture Center for Excellence – North – AgCentric
- Minnesota Energy Center
- Minnesota Transportation Center

CRM	Constituent Relationship Management
CSC	Campus Service Cooperative
CST	Collaborative Sourcing Team
CTF	Charting the Future
CTL	Center for Teaching and Learning
CUPA	College and University Personnel Association
DARS	Degree Audit Reporting System
DEED	Department of Employment and Economic Development
DOA	Department of Administration
DOER	Department of Employee Relations (merged with MN Management and Budget)
EEOC	Equal Employment Opportunity Commission
EIC	Enterprise Investment Committee
ERP	Enterprise Resource Planning
FERPA	Family and Educational Rights and Privacy Act
FIN	Finance
FTE	Full Time Equivalent
FUG	Financial User Group
FY	Fiscal Year (July 1 – June 30)
FYE	Full Year Equivalent
HEAC	Higher Education Advisory Council
HEAPR	Higher Education Asset Preservation
HLC	Higher Learning Commission
HR	Human Resources
HR-TSM	Human Resources Transactional Service Model

IAM	Identity and Access Management
IDM	Identity Management (Old term)
IFO	Inter Faculty Organization
iPASS	Integrated Planning and Advising for Student Success
IPEDS	Integrated Postsecondary Education Data System
ISEEK	CareerWise Education
ISRS	Integrated Statewide Records System
IT	Information Technology
ITS	Information Technology Services
LTFS	Long-term Financial Sustainability
MAPE	Minnesota Association of Professional Employees
MDOE	Minnesota Department of Education
MDVA	Minnesota Department of Veterans Affairs
MHEC	Midwestern Higher Education Compact
MMA	Middle Management Association
MMB	Minnesota Management and Budget
MnCCECT	Minnesota Council for Continuing Education and Customized Training
MMEP	Minnesota Minority Education Partnership
MNA	Minnesota Nurses Association
MOU	Memorandum of Understanding
MSCF	Minnesota State College Faculty
MSCSA	Minnesota State College Student Association
MSUAASF	Minnesota State University Association of Administrative and Service Faculty
MSUSA	Students United (previously known as MSUSA or Minnesota State University Student Association)

NASH	National Association of System Heads
NCAA	National Collegiate Athletic Association
NCHEMS	National Center for Higher Education Management Systems
NSSE	National Survey of Student Engagement
OCR	Office for Civil Rights
OET	Office of Enterprise Technology
OHE	Minnesota Office of Higher Education
OLA	Office of the Legislative Auditor
PEAQ	Program to Evaluate and Advance Quality
PM	Project Manager
PSEO	Post-Secondary Enrollment Options
RFP	Request for Proposal
SAG	Services Advisory Group
SCUPPS	State College and University Personnel/Payroll System
SEMA4	Statewide Employee Management System
SER	Subcommittee on Employee Relations
SHEEO	State Higher Education Executive Officers
SME	Subject Matter Experts
USDOE	United States Department of Education
USDOL	United States Department of Labor