



**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**JULY 20, 2010**

**11:30 A.M.**

**WELLS FARGO PLACE  
30 7TH STREET EAST  
SAINT PAUL, MN**

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**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.**

Committee Chair Rice calls the meeting to order.

- (1) **Minutes of June 15, 2010** (pp. 1-15)
- (2) Academic and Student Affairs Update
- (3) **FY 11 System Action Plan** (pp. 16-21)
- (4) Charter School Report (pp. 22-29)
- (5) Annual Sabbatical Report (pp. 30-39)
- (6) Discussion of Committee Goals

Members

Christine Rice, Chair  
Duane Benson, Vice Chair  
Christopher Frederick  
David Paskach  
Tom Renier  
Louise Sundin  
James Van Houten

**Bolded** items indicate action required.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES  
BOARD OF TRUSTEES  
ACADEMIC AND STUDENT AFFAIRS COMMITTEE  
JUNE 15, 2010**

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**Academic and Student Affairs Committee Members Present:** Chair Dan McElroy; Trustees Christine Rice, Duane Benson, Cheryl Dickson, Jacob Englund, James Van Houten and Louise Sundin.

**Other Board Members Present:** Trustees Scott Thiss, Terri Thomas, Thomas Renier, Ruth Grendahl and Christopher Frederick.

**Leadership Council Committee Co-Chairs Present:** Senior Vice Chancellor Linda Baer and President Patrick Johns.

The Minnesota State Colleges and Universities Academic and Student Affairs Committee held a meeting on June 15, 2010, at Wells Fargo Place, 4<sup>th</sup> Floor, Board Room, 30 East 7<sup>th</sup> Street in St. Paul. Chair McElroy called the meeting to order at 1:37 pm.

**1. Minutes of May 18, 2010**

*The minutes from the May 18, 2010 Academic and Student Affairs Committee Study Session were approved as written.*

*The minutes from the May 18, 2010 Academic and Student Affairs Committee Meeting were approved as written.*

**2. Academic and Student Affairs Update – Senior Vice Chancellor Baer**

Chair McElroy noted that this would be the last meeting attended by Senior Vice Chancellor Baer, who has accepted a position as a senior officer with the Bill and Melinda Gates Foundation. He said Dr. Baer has not only acted as a senior administrator in the system, but has also led the system's scholarly side and has done both jobs well.

Senior Vice Chancellor Baer thanked the Trustees for the opportunity to serve Minnesota, the system and Bemidji State University. In her new position with the foundation, she will be collaborating with colleges and universities across the nation to develop best practices and policies for improving college completion rates in post-secondary education.

Senior Vice Chancellor Baer said she is proud of accomplishments made during her tenure and noted statistics related to underrepresented students. The system enrolled 96,000 underrepresented students in fall 2009, which was nearly a 20 percent increase compared to 2008, she said, adding this is an astounding accomplishment lead by the Board of Trustees. Other statistics she cited

included: enrollment of students of color increased by 16 percent in 2009; enrollment of Pell Grant-eligible students increased by 34 percent; enrollment of first-generation students increased by 11 percent; and there was a 22 percent increase in retention fall 2008 to fall 2009.

These statistics show things are working even in these difficult times, Senior Vice Chancellor Baer said. Each and every campus works hard every day to serve students and the citizens of the state in the best way possible, she said.

### **3. Proposed Revisions to System Strategic Plan (Second Reading)**

This was the second reading of revisions to the system's strategic plan, updating it through 2014. Proposed changes to the plan will direct the system as it faces significant financial challenges.

Plan revisions place new emphasis on program completion, student learning and valued faculty and staff. Also being added is a new strategic direction on sustaining financial viability during changing economic and market conditions.

Chair McElroy said much of the work in updating the plan was conducted by the Ad Hoc Committee on System Planning established by the Board in November 2009. He was a member of the committee, and he recognized the other members: Trustees Christopher Frederick, David Paskach and Christine Rice; Presidents Cecila Cervantes, Richard Davenport, Kevin Kopischke and Edna Szymanski; Senior Vice Chancellor Baer; Vice Chancellors Laura King and Lori Lamb; and Interim Vice Chancellor Carolyn Parnell.

*A motion was made by Trustee Benson, seconded by Trustee Englund and carried that the Academic and Student Affairs Committee recommends that the Board of Trustees adopt the following motion:*

*The Board of Trustees approves the final draft of the System Strategic Plan 2010-2014 Designing The Future.*

### **4. Alexandria Technical College Change in Mission (Second Reading)**

#### **Presenters:**

Kevin Kopischke, President

Jan Doebbert, Executive Vice President of Academic and Student Affairs

This was the second reading of a proposed mission change at Alexandria Technical College to change from being a technical college to a comprehensive community and technical college authorized to offer the Associate in Arts (AA) degree.

The college offered the following reasons for the request:

- To respond to student interest and community requests for additional access to lower-division transfer education.

There are over 600 students currently at the college who are undeclared or undecided and most of these students are ineligible to receive financial aid because they are not enrolled in an approved AA program.

In addition, a high percent of students enrolling in college are undecided about their final career objective. The AA degree meets this need by allowing students to progress in lower division coursework without loss of credit for transfer.

- To create awareness of technical degrees and related career opportunities.

Students who take the AA degree would be required to demonstrate career awareness. AA students will be exposed to fellow students majoring in technical programs which will increase their awareness of these opportunities.

- To meet the strategic objectives of the system in the competitive environment of higher education with today's market realities.

President Kopischke said Alexandria Technical College is considered one of the premiere technical colleges in the country and trustees can be assured that the college will not lose sight of that mission. However, the changing marketing is causing them to seek a mission change. He said this is not a short-term tactic, but rather a long-term marketing strategy.

As the college attempts to attract students in high school, as well as non-traditional students, new access or entry points are needed. The AA becomes a critical entry point for those who are undecided in their career plans, President Kopischke said.

Responding to a question from Chair McElroy, President Kopischke said the college has several programs aimed at introducing high school students to technical programs. One activity is a "sophomore sneak-a-peek" which brings 400-500 students to campus to give them an opportunity to spend several three-hour blocks sampling different program areas.

Juniors are invited to campus for a full-day program which allows them to sample programs in a chosen field, he said.

Vice President Doebbert said one summer activity for high school students is an engineering and manufacturing camp in which students come on campus and spend time designing and building a holder for an iPod Nano. In addition, they tour several manufacturing industries to find out about possible careers.

Another summer program brings high school instructors to campus to offer them training and certification in teaching various technical skills, such as marine small engine repair. Often the instructors are able to take donated equipment home to their school districts to help them with teaching those skill sets to high schoolers.

Prior to the request for a mission change, extensive consultations took place with many stakeholders, including advisory committees, which offered unanimous support for the change, President Kopischke said. Support also was received from the area economic development organizations, chambers of commerce, legislators, businesses and industries, high schools and the college faculty union.

Trustee Van Houten said the fact that a college with fixed operational costs and a larger enrollment likely will be more financially secure is a strong argument in favor of the mission change. Taking that into consideration, it would be hard to refuse any technical college's conversion to a comprehensive and technical college status, he said, but added that this means the system is no longer in a position of promoting the advantages of specialization. Decisions will be made largely on financial outcomes and he said he is not sure that is adequate.

Chair McElroy said he shares some of those same concerns, but said the marketplace plays an important role. If there are jobs for young people in technical fields, he said he is confident that technical education will continue to play a major role in the system. Alexandria Technical College's request to move to a comprehensive status makes sense considering the indecision of 18-year-olds and the way financial aid is structured.

The mission change argument is more compelling with institutions in the rural area, Chair McElroy added. There are fewer options for rural students to attend a nearby college with a transfer curriculum.

The closest colleges that offer AA degrees are Central Lakes College in Brainerd, St. Cloud Technical and Community College and Minnesota State Community and Technical College's Fergus Falls campus.

The Board must not lose sight or become complacent to the fact that technical colleges are one thing that makes this system different from most across the nation, Chair McElroy said.

Chancellor McCormick said one question he often gets asked is if technical programs will be sacrificed by colleges that need to raise money to remain viable.

There tends to be a cycling of programs at the college, President Kopischke said. However, their technical programs are as strong as ever since 13 technical programs were full this past fall. He added they wouldn't cut an expensive technical program to save money. Instead, it would be cut because of low enrollments or other factors, such as poor retention or graduation rates or few job opportunities.

President Kopischke said the college is constantly looking to develop programs in response to the marketplace and they never stop looking for opportunities in the technical field. The AA is a limited program which provides transfer opportunities to a certain number of students. The AA also supports many of the AS and AAS programs on campus.

Trustee Van Houten said he would vote in favor of approving this mission change, since it would be unfair to treat this college president and his staff differently than other colleges that have recently received approval of similar changes. However, he said he is still uncomfortable with the fact that the decisions pertaining to mission changes for technical colleges appear to be subjective. He suggested that the committee address this issue more thoroughly in the future.

Chair McElroy agreed with that suggestion.

*A motion was made by Trustee Rice, seconded by Trustee Dickson and carried that the Academic and Student Affairs Committee recommends that the Board of Trustees adopt the following motion:*

*The Board of Trustees approves the request by Alexandria Technical College to change its mission to become a comprehensive two-year college. The new mission is, “Alexandria Technical and Community College creates opportunity for individuals and businesses through education, innovation and leadership. The college’s high-quality technical and transfer programs and services meet their needs, interests and abilities and strengthen the economic, social and cultural life of Minnesota’s communities.”*

## **5. Proposed Amendments to Board Policy 3.26 Intellectual Property (Second Reading)**

Second reading of this amendment which clarifies Board Policy 3.26 pertaining to the ownership of intellectual property within the system.

Chair McElroy said the language in the amendment has been revised after consultation and agreement with faculty union groups. The amendment adds the definition of “faculty” in order to identify the employees who are entitled to own their scholarly works and deleting the term “professional staff” throughout the policy to reflect the “work made for hire” language in federal copyright law.

*A motion was made by Trustee Dickson, seconded by Trustee Van Houten and carried that the Academic and Student Affairs Committee recommends that the Board of Trustees adopt the following motion:*

*The Board of Trustees approves the proposed amendment to Policy 3.26 Intellectual Property.*

**6. Follow-up to the OLA Evaluation of System Office**

- Update on Actions Taken to Address the Issues in the OLA Report
- Implications for FY11 ASA Committee and Division Work Plans

The recent Office of Legislative Audit (OLA) review of the Office of the Chancellor identified six “areas of concern” related to the system’s Academic and Student Affairs division. Action steps are being offered pertaining to these areas.

**Impact and cost-effectiveness of online instruction**

Primary finding: A majority of system presidents are satisfied with the system’s office activities supporting online education, but the overall impact of Minnesota Online has not yet been systematically assessed.

*Proposed action steps:*

- Evaluate the cost of online delivery to students;
- Use Quality Matters (or a comparable rubric) when developing courses;
- Provide resources to institutions to support Quality Matters;
- Support the cost of training on applying the Quality Matters Rubric and Peer Review Certification for up to 10 faculty and/or staff;
- Implement student support services in *Students First*;
- Provide ongoing training to staff for serving online students;
- Develop a set of performance measures and dashboard.

Trustee Benson said when businesses or industries adopt technology, it typically lowers costs. He asked why that isn’t true in higher education and online education.

Senior Vice Chancellor Baer said with businesses, technology has been infused into the operation, making it more efficient because of better productivity, improved efficiencies or lower costs. Higher education, to date, has not embedded technology in the same way. Instead, online has become another delivery system. There are comparable labor costs, class sizes and costs – and in some cases the costs are more because of the technology needed. She said she thinks technology is catching up to a place where more efficiencies can be claimed.

Trustee Thiss said students, rather than the system, are the ones benefitting from efficiencies. For example, students can save money by not having to drive to class or they can take classes that don’t interfere with their work schedules. These types of efficiencies are difficult to measure, he pointed out.

Trustee Sundin said technology often provides cost savings in the private sector since it has been used to replace human beings. Teaching is different and

education will not realize the same type of one-to-one cost savings. She said cost savings should not cut into what is considered appropriate education.

It is not surprising that online education is as expensive or more expensive than land-delivered programs, Trustee Van Houten said. Colleges and universities are doing everything as they have been before, and have just added online offerings to existing departments. None of the costs were eliminated with the adoption of online offerings, and that is not an effective way to implement it, he said.

Senior Vice Chancellor Baer said one example of innovation is Distance Minnesota, which involves four campuses that collaborate on online curriculum. There are savings and efficiencies in this type of arrangement, she said.

### **Oversight of customized training and continuing education**

Primary finding: The system office plays a limited role in oversight of customized training and many institution presidents question the value of the system-level oversight.

#### *Proposed action steps:*

- Transition oversight to a new Business and Industry Outreach Council comprised of college and university customized training and continuing education administrators, a president, a community member and Office of the Chancellor staff;
- Secure a system-level agreement for online registration and payment for customized training and continuing education as recommended in the report;
- Fund innovative projects that serve industry employers and incumbent workers.

### **Oversight of specialized training in firefighting and emergency medical services**

Primary finding: The Fire/EMS Center is a less essential part of the MnSCU system office than it once was and the need for specialized oversight of firefighting and EMS training by the system office is unclear.

#### *Proposed action steps:*

The Fire/EMS Safety Center is re-positioning its activities to focus on its system-level oversight role in safety and all-hazards training and compliance for the system's colleges and universities statewide. Toward this end, the following actions steps are in process:

- Evaluation of the Center's role in the fire and EMS training will be reviewed through three focus group sessions;
- Consideration of transition of the Center from Academic and Students Affairs Division to Finance Division in the Office of the Chancellor;
- Realignment of staff and budget based on the preceding evaluations.



A survey is being done with fire and EMS responders and managers to help determine the proper oversight of these programs and where the center should be located.

Chair McElroy said there have been different locations for the center in the past and the cost-savings that could be realized by locating it on a campus should be explored.

Senior Vice Chancellor Baer said the system office may elect not to do some of the functions of the Fire Center, or may elect to move some of the functions in a different location. However, there are some functions that should remain in the central office because system facilities rely on the staffing for risk management and emergency preparedness activities.

**System-wide academic planning and curriculum development; Approvals of campus proposals to begin, revise or close programs**

Primary Findings: The MnSCU system office has usually conducted reviews of new program proposals in a reasonable amount of time; Many campus officials have not been satisfied with the ASA Division's efforts to foster ideas for new academic programs and reduce program duplication among campuses.

*Proposed action steps:*

- Reduce time to approval through technological process improvements for program application submission and review and system-wide management of program inventory data;
- Develop guidelines and provide data to support institution, region and statewide program management decisions;
- Develop state-wide and regional processes so that program closure decisions lead to more efficient operations while continuing to ensure access and responsiveness.

**Faculty professional development**

Primary Finding: The system office has played a reasonable role in promoting the professional development of faculty members, but this role should be re-evaluated as budgets grown tighter.

*Proposed action steps:*

- Create a highly focused work plan of system-office faculty development for 2011-15 to ensure system priorities are productively addressed in the area of student learning outcomes and key teaching strategies and methods to improve them;
- Obtain current opinions of faculty, deans and chief academic officers regarding need for CTL programs and services;
- Conduct regular needs assessment on campus faculty development to identify specific strengths and weaknesses. Identify methods to achieve greater efficiency, stability and consistency in campus-based faculty professional

development. Encourage increases in inter-institutional, possibly regional, faculty development programs.

Chair McElroy said there should be some balance between central functions at faculty professional development and campus functions, as well as between large and small institutions. A regional approach may be helpful, as well as greater use of technology, he said.

These areas of concern will be reviewed throughout the upcoming year during committee meetings.

## **7. Academic and Student Affairs Division Annual Performance Report**

The Office of the Legislative Auditor recommended that the Board of Trustees improve its oversight of the Office of the Chancellor performance. Each division has completed a performance reporting template for reporting on budget and staffing, system functions, previous-year accomplishments and upcoming division activities.

Senior Vice Chancellor Baer said the division spent \$3 million on consultant contracts, although of that amount, 49 percent is supported through non-state funded sources. This includes federal Perkins leadership funds, Department of Labor funds and veterans grant dollars which are being used to serve specific products, such as career information websites or veterans online credit services.

There are consultant contracts for activities such as printing marketing brochures and products, evaluation of Centers of Excellence and transfer website development. It is common to contract with campuses for a portion of someone's time to work on a project and that is considered a consultant contract.

Associate Vice Chancellor Leslie Mercer said 37 of the 94 employees in ASA have salaries paid for with non-state funds.

Trustee Van Houten said he is dissatisfied with the report. It offers a listing of the general activities of the division, but not outcomes related to those activities. For example, he noted the division assists with policy compliance, but there is no information on what compliance issues have been improved or which policies need attention.

Trustee Rice agreed that the report in its current form does not give enough information to be able to make judgments on what activities are the most important in the division.

Chair McElroy said this is the first iteration of the report. He said he would be wary of adding performance indicators or benchmarks to each activity, since that would result in more staff needed to do performance tracking.

Senior Vice Chancellor Baer said staff followed the template instructions. This was intended to be a description of functions.

Chair McElroy said the report could be brought back as an informational item in the future. Outcomes may not be needed for every activity, but including some major outcomes would be helpful.

Trustee Van Houten agreed. He said the OLA report recommended that duplication of similar functions between campuses and the system be eliminated as a way to reduce unnecessary expenditures. More information on outcomes is needed so trustees can determine if activities should be a system-level function or if the implementation-level function at the campus is adequate.

Chair McElroy said as the committee's workplan is developed for the next year, time should be allotted for these discussions.

## **8. Campus Profile: Minneapolis Community and Technical College**

### **Presenter:**

Phil Davis, President

Dawn Skelly, Director of Marketing and Public Relations

Strategic Campus Profiles are presented to showcase each institution in the system. The profiles include information on integrated planning, institutional programming and collaboration, futures planning, facilities projects and other data.

Minneapolis Community and Technical College (MCTC) is a comprehensive college located in the heart of Minneapolis with a rich history of providing high-quality career and technical programs, along with leading liberal arts options for a diverse population of students. MCTC currently offers two year degrees, diplomas and certificate programs with flexible day, evening, weekend and online courses. The College is one of the most diverse college or university in Minnesota - MCTC students speak more than 80 languages and dialects.

### **Enrollment Patterns, Trends and Demographics**

MCTC has experienced significant growth over the past five years in overall student enrollment (44.4 percent) and in enrollment of students of color (57.3 percent) and recent high school graduates (116.7 percent).

In FY2010, MCTC overall enrollment is 14,942 of which 45.5 percent are students of color. The largest students of color group is Black or African American, at 33 percent of the total population.

### **Scope of Educational Offerings**

MCTC is dedicated to enacting its vision and mission through a variety of education offerings.

- The broad scope of educational offerings – 50 career programs and 40 liberal arts disciplines in all – is necessary to meet the needs of a diverse student body and the dual demands of employers in a dynamic economy and of transfer institutions with divergent expectations.
- The healthcare industry is one of the State’s strongest economic contributors, and Minneapolis healthcare employees represent more than 12 percent of the City’s workforce (Mayor R.T. Rybak, 2009 State of the City Address). MCTC’s highly regarded nursing program graduates on average 140 students per year and has a licensure pass rate of 91 percent.
- In response to new healthcare demands, MCTC recently launched unique programs in polysomnography (study of sleep disorders) and electroneurodiagnostic technology, two high-wage career programs.
- In addition to programs in many traditional technical fields, such as Graphic Design, Law Enforcement, Construction Electricity, and Information Technology, MCTC offers programs unique in the region. These include Air Traffic Control, Homeland Security, Information Security Assurance, and Library Technology. In 2009, the Transportation Security Administration (TSA) chose Minneapolis Community and Technical College (MCTC) to provide a higher education curriculum for airport security officers and other TSA personnel. MCTC is one of four schools nationwide that is partnering with TSA to provide Transportation Security Officers the opportunity to work toward a TSA Homeland Security Certificate and/or an associate degree in Homeland Security.
- MCTC offers students pursuing associate degrees many specialized emphases: Biotechnology, Cinema, Screenwriting, and Teacher Education.
- To benefit students who intend to transfer to a four-year college in the sciences, engineering or mathematics, MCTC has A.S. degree programs in Biology, Chemistry and Mathematics, and for students preparing for careers in the creative arts, A.F.A .degrees in Visual Arts and Theatre.
- With a large portion of its students coming from at-risk urban environments and immigrant populations, MCTC provides Developmental Education in reading, writing and mathematics and English for Speakers of Other Languages (ESOL). MCTC’s ESOL department is the largest in the MnSCU system. In 2009-2010, 4,098 students enrolled in Developmental Education courses and 667 students enrolled in ESOL courses.
- During FY2010, 228 online course sections were offered and 3,943 students took at least one online course. In February 2010, MCTC was granted approval through the Higher Learning Commission to offer distance education Associate of Science and Associate of Applied Science degrees and additional programs offered through MnOnline.

### **Finance**

- MCTC’s emphasis on solid financial management is evidenced by the MnSCU Excellence in Financial Management Awards in 2005, 2006, 2007, 2008, and 2009.

- MCTC created a model Finance Master Plan which is utilized as a template by other MnSCU institutions. The MCTC Master Finance Plan has had a significant and positive impact on the College's financial position over the past five years, including an improved Composite Financial Index (CFI).

### **Facilities**

- MCTC is located in the downtown of the city of Minneapolis on 14 acres of land. There is over 1.0 million GSF of building space. MCTC also has a parking ramp over 447,000 GSF with 1,400 parking stalls. The campus location is ideal for Metro Transit accessibility.
- The space utilization rate of classroom and lab space is currently at 92 percent (rate does not include the classroom use by Metropolitan State University).
- Since 2000, over \$60 million has been invested in MCTC's physical plant. Between 2000 and 2010, MCTC has added a new Library Building, Science Building and Law Enforcement Center, and completed major remodeling to the Student Services suite which enabled the co-location arrangement with Metropolitan State University. Current projects include a remodeled outdoor plaza and an indoor cafeteria plus an expanded Student Center funded by the revenue fund.
- In 2007, MCTC committed to sharply reducing and eventually eliminating all of the College's global warming emissions by signing the American College & University Presidents Climate Commitment, joining the leaders of over 450 other institutions across the country.

### **Foundation**

- The MCTC Foundation is the only MnSCU-affiliated foundation that meets the standards set by the Charities Review Council.
- The Minneapolis Community and Technical College Foundation was formed as a 501(c)(3) non-profit corporation in 1977 with a mission of providing financial assistance and educational support to students of need who attend Minneapolis Community and Technical College.
- For FY2009, the Foundation's public return on investment (ROI) was \$2.94 – a leader among MnSCU peers.
- For FY2009, revenue for the MCTC Foundation was \$745K - the highest among two-year Metro peers (Minnesota Attorney General's Office, Charities Division).
- Committed to removing barriers to higher education and providing other support to students who face financial hardships, the Foundation offers a variety of scholarships. In FY10, 106 MCTC Foundation scholarships totaling \$128,619 were awarded to students.

### **Access and Opportunity**

- The holistic approach to meeting the needs of low-income, first generation college students and immigrants is a hallmark of MCTC.
- The College has implemented a highly successful reach-back program in collaboration with Minneapolis Public Schools, in order to support MPS

students becoming college-prepared. Through collaboration with the Minneapolis public and charter schools, MCTC's K-12 Connections Department trains and educates students, teachers, counselors, administrators and parents on current labor market trends, college and career readiness standards, and life skills that promote college and career success. MCTC received the MnSCU 2009 Innovative Partnering and Collaboration Award for its work with Minneapolis Public Schools and AchieveMpls.

- The Power of You program makes the first two years of college available tuition-free for graduates of Minneapolis and Saint Paul public high schools. This program, collaboration among MCTC, Saint Paul College and Metropolitan State University, is designed to significantly increase post-secondary participation rates of urban students, particular students of color. The Power of YOU program has served 949 students since the fall of 2006; 74.4 percent of those are students of color.
- MCTC's TRiO programs are not only the first established, they are also the largest, serving over 5,000 students per year. Federally funded TRiO programs at MCTC include Educational Opportunity Centers, Educational Talent Search, High School Upward Bound, Starting Point and Veterans Upward Bound. MCTC's two Educational Opportunities Centers provide college access services for adults in the Metro area.

### **Collaborations and Partnerships**

- MCTC regularly connects with thriving non-profit organizations, internationally known civic and cultural groups, and numerous businesses – from start-ups to Fortune 500 companies—all of which are steps away from the MCTC campus.
- MCTC has partnered with the State Organization of OICs, Summit Academy OIC, Anishanabe OIC and East Metro OIC on a Department of Labor Community-Based Job Training Grant. Approximately 500 individuals received Pre-Apprentice Construction/ Carpentry Training in FY2009 and FY2010.
- Since 2006, a partnership with US Bank, Project for Pride in Living (PPL), and MCTC has served 400 students in the Financial Careers Institute. This partnership was focused on entry-level training in finance and banking and a unique outreach to the Spanish-speaking community in South Minneapolis. 170 ESL learners received entry-level training in finance and banking and 38 managers were trained in Spanish and cultural sensitivity,
- A fast-track grant partnership between Minneapolis ABE, Goodwill Easter Seals and MCTC has provided curricular transitions from the Goodwill Easter Seals banking programs into MCTC's Financial Careers program.
- The Health Careers Institute, a partnership between MCTC and Abbott Northwestern Hospital, Children's Hospital, Hennepin County Medical Center and PPL, initiated in 2000, provided entry-level health careers training and education to 720 people.
- In 2005, the Health Careers Institute transitioned to PPL. The current partnership includes Nursing Assistant/ Home Health Aid classes at Roosevelt

High School, continued partnership with Service Employees International Union (SEIU), health career awareness events to promote health careers, and a new MCTC/ PPL/ Children’s Hospital partnership to develop programming for medical laboratory professionals (funding pending).

- A partnership with SICO America allowed 32 students to receive custom credit classes in welding, math, and measurements. Non-credit classes in business writing, LEAN Manufacturing, process improvement, welding techniques are included in this partnership.

### **Accountability & Quality Improvement**

- MCTC joined the Academic Quality Improvement Program of the Higher Learning Commission of the North Central Association in 2003. A Quality Check-up Team visited MCTC in March 2009 and MCTC’s accreditation was reaffirmed for the maximum time of seven years within the AQIP model.

### **Integrated Planning**

- The MnSCU Strategic Plan and MCTC’s five year strategic plan provide the Master Academic Plan that envisions the framework for the future academic curriculum planning and reporting framework for MCTC’s annual planning activities.
- MCTC’s long term Facilities Master Plan is updated every five years and is closely aligned with the Master Academic Plan and the Finance Master Plan.

### **Futures Planning**

- FY2010 has been a year of planning at MCTC, with major initiatives on the Master Academic Plan 2011- 2015, the MCTC Strategic Plan 2011 - 2015, and the Facilities Master Plan.
- In November, 2009, an Internal Graduation Task Force was appointed and charged with developing recommendations for improving graduation and transfer rates at MCTC that included target goals, intervention strategies, process and systems improvement, and national benchmarked “best practices.” The work of the Internal Graduation Task force is supervised by an External Graduation Task Force of community leaders.

### **Resource Deployment**

- MnSCU requires institutions to reallocate and evaluate the overall operating budget relative to operational and organizational goals. Significant focus has been on improving overall institutional efficiency to stay current with revenue resources.
- The Financial Master Plan outlines a number of areas requiring improvement to meet competing financial priorities. MCTC is accomplishing these goals by increasing productivity and efficiency.
- MCTC is currently in a healthy financial position. The fund balance is projected to be \$20 million for FY10. Over \$8 million of this is planned for building improvements to address the need for additional class space and

deferred maintenance. Additionally, the balance allows MCTC to have the lowest tuition increase among MnSCU institutions for FY11.

- FYE personnel costs have decreased from \$5,127 in 2006 to \$4,108 today.

Trustee Dickson asked about MCTC graduation rates.

President Davis said the rate of graduation is about half of where the college would like it to be. The rate of graduation for all students at MCTC is 42 percent and 38 percent for students of color. The rate is the lowest for African American men and the college is determined to improve that statistic, President Davis said.

Trustee Thiss asked what percentage of funds is spent on college readiness. President Davis said almost the entire Perkins federal grant of \$1 million is used to improve college readiness in the K-12 system. College readiness is not the college's primary mission, but it is an important part of what they do, he said.

Trustee Sundin asked about technical education at the college and concerns that it has been diminished over time.

President Davis said there is a misconception about technical education offerings at MCTC. One-third of the student population is enrolled in technical education, he said, which is the same rate as existed when the community college and technical college merged in 1996.

Chancellor McCormick said one problem may be that not everyone sees technical education programs in the same way. Some new programs being developed are considered technical programs by the system, but are not seen that way by the public.

President Davis agreed there is a problem of perception. A few years ago the college closed its upholstery program since there were few job opportunities for graduates and replaced it with new health programs in polysomnography (study of sleep disorders) and electroneurodiagnostic technology, which are two high-wage, emerging technical career programs.

The college looks at job opportunities and potential wages students can expect when considering program closures, President Davis said. They also consider what programs other nearby institutions in the system offer. He said the college is striving to be as effective with its dollars as possible, while offering students a high return on their financial investment.

The meeting adjourned at 3:28 pm  
Respectfully submitted,  
Margie Takash, Recorder



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

**Agenda Item Summary Sheet**

**Committee:** Academic and Student Affairs

**Date of Meeting:** July 20, 2010

**Agenda Item:** FY 2011 System Action Plan

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

**Presenter:**

Scott R. Olson, Interim Vice Chancellor for Academic and Student Affairs

**Explain reason for item to go before the Board:**

The FY 2011 System Action Plan is being presented for approval to guide Office of the Chancellor and institutional work plans for the upcoming fiscal year. The system strategic plan and action plan serve as a primary means for identifying strategic priorities and guiding allocation decisions.

**Purpose and Background:**

To provide the Board of Trustees with the opportunity to discuss and approve priority initiatives for the FY 2011 action plan as aligned to the recently approved system strategic plan. Just as the system strategic plan is built on the prior strategic plan, the related initiatives for the FY 2011 action plan build upon the FY 2010 action plan. The Leadership Council requested that the Board of Trustees consider a two-year action plan cycle, in light of budgetary circumstances, the timing of the action plan cycle, and the ongoing action plan targets.

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

<b>ACTION ITEM</b>
<b>FY 2011 System Action Plan</b>

**BACKGROUND**

The initiatives related to *Reaching the Underrepresented*, and *Science, Technology, Engineering and Mathematics (STEM)* are included in the Action Plan as areas of ongoing emphasis for target setting. The STEM targets are in their final year for FY 2011. The Underrepresented Students targets for institutions and the system continue to Fall 2014.

The ongoing initiatives related to *Minnesota Online/Students First* and *Energy Conservation* included progress during FY 2010 that will support improved performance monitoring. Specifically, definitions and coding of online learning will support the target setting progress in that area. As presented to the Board of Trustees in June, energy usage data is now available to colleges and universities to guide establishment of benchmarks, and measure and compare progress in reducing energy consumption and costs. The *Workforce of the Future* initiative remains as an area of focus in to FY 2011, in part, due to the recession recovery efforts and the demographic changes impacting the Minnesota workforce.

The ongoing initiatives related to *Collaboration and Efficiencies* and *Organizational Change and Improvement* support system efforts to engage faculty, staff, and students in addressing the fiscal challenges and advancing improved processes to support change and innovation, respectively. The addition of the Composite Financial Index to the accountability dashboard will support system measurement in this area.

The new action plan initiative for FY 2011 is a heightened focus on *Transfer* in light of the Office of the Legislative Auditor concerns in this area and the corresponding addition of Transfer Success to the Accountability Dashboard.

**RECOMMENDED COMMITTEE MOTION**

The Academic and Student Affairs Committee recommends that the Board of Trustees approve the FY 2011 System Action Plan.

**RECOMMENDED MOTION**

The Board of Trustees approve the FY 2011 System Action Plan.

## 2011 Action Plan Minnesota State Colleges and Universities

*The FY2011 Action Plan is presented in two formats for Board of Trustees consideration. The format below notes revisions to the FY 2010 Action Plan as underlined and strikethrough text including changes in the system strategic plan and corresponding action plan initiatives. Following this format is a FY 2011 Action Plan with these changes presented as regular text for Board of Trustees approval.*

System Strategic Direction	System Strategic Plan Goal	FY11 Action Plan Initiative	Measure
<b>Strategic Direction 1</b> Increase access, <del>and opportunity, and success</del>	<b>Goal 1.1</b> Raise Minnesota's participation and achievement rates	<b><i>Reaching the Underrepresented</i></b> – Recruit and retain students from low-income families, students of color, first-generation college-goers and students from immigrant families	Action Plan Target to increase the second fall persistence and completion rate of full time entering underrepresented students from 70.6 percent in 2007 to 73.7 percent in 2014
	<b><u>Goal 1.4</u></b> <u>Support students to reach their educational goals with a focus on graduation or transfer</u>	<b><u>Transfer</u></b> – <u>Implement the Smart Transfer plan to reduce the loss of credits and ensure full implementation of transfer tools and related data entry.</u>	<u>Accountability Dashboard Measure: Transfer Credit Acceptance</u>
<b>Strategic Direction 2</b> <del>Achieve Promote and measure</del> high-quality learning <u>through a commitment to academic excellence and accountability programs and services</u>	<b>Goal 2.2</b> Produce graduates who have strong, adaptable, <u>globally competitive</u> and flexible skills	<b><i>STEM and Healthcare</i></b> – Advance student engagement, learning opportunities, industry responsiveness, and supportive infrastructure in support of STEM- and health care-related areas	Action Plan Target to increase the percentage of students enrolled in one or more college level STEM courses by 2.9%, from 45.9% in Fiscal Year 2005 to 48.8% in 2011  Action Plan Target to increase the number of secondary teachers prepared for licensure in math and science by 119 or 115.5% between Fiscal Years 2005 and 2011
	<b>Goal 2.3</b> Provide multiple <u>efficient and effective</u> delivery options for educational programs and student services	<b><i>Minnesota Online &amp; e-Learning</i></b> – Increase access and student success through online learning  <u>Students First – Implementation of the projects to provide seamless and shared services</u>	Action Plan Target to increase the percentage of credits provided system-wide through online and blended courses to 25% by Fiscal Year 2015  <u>Students First - Develop and e</u> Complete integrated and seamless student services
<b>Strategic Direction 3</b> Provide <u>learning opportunities,</u> programs and services <del>that to</del> enhance the <u>global</u> economic competitiveness of the state, <del>and its regions, and its people</del>	<b>Goal 3.1</b> Be the state's leader in <del>identifying</del> workforce education and training <del>opportunities and seizing them.</del>	<b><i>Workforce of the Future</i></b> – Support regional prosperity and community success by expanding outreach and enhanced educational services to Minnesota businesses	Accountability Dashboard Measure: Related Employment Rate  <del>Increase in number of dislocated workers served over prior fiscal year</del>

<p><b>Strategic Direction 4</b></p> <p>Innovate to meet current and future educational needs</p>	<p><b>Goal 4.1</b></p> <p>Build organizational capacity for change to meet future challenges and remove barriers to innovation and responsiveness</p> <p><b>Goal 4.2</b></p> <p>Draw on the talents and expertise of faculty, staff, students and others to meet the challenges facing the system.</p>	<p><b>Organizational Change <u>and Improvement</u></b> –</p> <p><u>Advance organizational efficiencies throughout the system, including the Office of the Chancellor</u></p> <p>Support faculty and administration in developing new models for teaching and learning</p> <p><u>Engage faculty, staff and bargaining units in conversations and joint problem solving toward continuous improvement</u></p>	<p><u>Resource savings— Efforts and/or savings related to shared services and other efficiency strategies</u></p> <p>Continuous improvement <u>efforts related to -in</u> programs and learning outcomes, <u>resulting from</u> reconfigured curriculum and service delivery, <u>and associated efforts to engage and support faculty and staff</u></p>
<p><b>Strategic Direction 5</b></p> <p><u>Sustain financial viability during changing economic and market conditions</u></p>	<p><b>Goal 5.1</b></p> <p><u>Make budget decisions that reflect priorities in the core mission and fiscal stewardship</u></p> <p><b>Goal 5.2</b></p> <p><u>Rigorously pursue ways to reduce unnecessary costs</u></p>	<p><b><u>Advance Collaboration and Efficiencies</u></b> - <u>Advance organizational efficiencies throughout the system, including the Office of the Chancellor</u></p> <p><b>Energy Conservation</b> - Develop policy and prepare a plan to advance sustainable campuses by focusing on improved facilities planning processes, construction, renovation and operation of campus facilities</p>	<p><u>Accountability Dashboard Measure: Composite Financial Index</u></p> <p><u>Resource savings - Efforts and/or savings related to shared services and other efficiency strategies</u></p> <p><u>Establishment of an Use -energy benchmarking system data to support future measurement ongoing improvement and efficiency</u></p>

## 2011 Action Plan Minnesota State Colleges and Universities

System Strategic Direction	System Strategic Plan Goal	FY11 Action Plan Initiative	Measure
<b>Strategic Direction 1</b> Increase access, opportunity, and success	<b>Goal 1.1</b> Raise Minnesota's participation and achievement rates	<i>Reaching the Underrepresented</i> – Recruit and retain students from low-income families, students of color, first-generation college-goers and students from immigrant families	Action Plan Target to increase the second fall persistence and completion rate of full time entering underrepresented students from 70.6 percent in 2007 to 73.7 percent in 2014
	<b>Goal 1.4</b> Support students to reach their educational goals with a focus on graduation or transfer	<i>Transfer</i> – Implement the Smart Transfer plan to reduce the loss of credits and ensure full implementation of transfer tools and related data entry	Accountability Dashboard Measure: Transfer Credit Acceptance
<b>Strategic Direction 2</b> Achieve high-quality learning through a commitment to academic excellence and accountability	<b>Goal 2.2</b> Produce graduates who have strong, adaptable, globally competitive and flexible skills	<i>STEM and Healthcare</i> – Advance student engagement, learning opportunities, industry responsiveness, and supportive infrastructure in support of STEM- and health care-related areas	Action Plan Target to increase the percentage of students enrolled in one or more college level STEM courses by 2.9%, from 45.9% in Fiscal Year 2005 to 48.8% in 2011  Action Plan Target to increase the number of secondary teachers prepared for licensure in math and science by 119 or 115.5% between Fiscal Years 2005 and 2011
	<b>Goal 2.3</b> Provide multiple efficient and effective delivery options for educational programs and student services	<i>Minnesota Online &amp; e-Learning</i> – Increase access and student success through online learning  <i>Students First</i> – Implementation of the projects to provide seamless and shared services	Action Plan Target to increase the percentage of credits provided system-wide through online and blended courses to 25% by Fiscal Year 2015  <i>Students First</i> - Complete integrated and seamless student services
<b>Strategic Direction 3</b> Provide learning opportunities, programs and services to enhance the global economic competitiveness of the state, its regions, and its people	<b>Goal 3.1</b> Be the state's leader in workforce education and training	<i>Workforce of the Future</i> – Support regional prosperity and community success by expanding outreach and enhanced educational services to Minnesota businesses	Accountability Dashboard Measure: Related Employment Rate
<b>Strategic Direction 4</b> Innovate to meet current and future educational needs	<b>Goal 4.1</b> Build organizational capacity for change to meet future challenges and remove barriers to innovation and responsiveness	<i>Organizational Change and Improvement</i> – Support faculty and administration in developing new models for teaching and learning	Continuous improvement efforts related to programs and learning outcomes, reconfigured curriculum and service delivery, and associated efforts to engage and support faculty and staff

	<p><b>Goal 4.2</b> Draw on the talents and expertise of faculty, staff, students and others to meet the challenges facing the system.</p>	<p>Engage faculty, staff and bargaining units in conversations and joint problem solving toward continuous improvement</p>	
<p><b>Strategic Direction 5</b> Sustain financial viability during changing economic and market conditions</p>	<p><b>Goal 5.1</b> Make budget decisions that reflect priorities in the core mission and fiscal stewardship</p> <p><b>Goal 5.2</b> Rigorously pursue ways to reduce unnecessary costs</p>	<p><i>Advance Collaboration and Efficiencies</i> - Advance organizational efficiencies throughout the system, including the Office of the Chancellor</p> <p><i>Energy Conservation</i> - Develop policy and prepare a plan to advance sustainable campuses by focusing on improved facilities planning processes, construction, renovation and operation of campus facilities</p>	<p>Accountability Dashboard Measure: Composite Financial Index</p> <p>Resource savings - Efforts and/or savings related to shared services and other efficiency strategies</p> <p>Use energy benchmarking data to support ongoing improvement and efficiency</p>

7/7/10

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

**Agenda Item Summary Sheet**

**Committee:** Academic and Student Affairs

**Date of Meeting:** July 20, 2010

**Agenda Item:** Charter School Report

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

**Cite policy requirement, or explain why item is on the Board agenda:**

Board Policy 3.28 Charter School Sponsorship requires completion of an annual report about all charter schools sponsored by colleges and universities within the Minnesota State Colleges and Universities system.

**Scheduled Presenter(s):**

None (this is informational item)

**Outline of Key Points/Policy Issues:**

Statutory changes made in response to a report by the Office of the Legislative Auditor and the work of a joint House-Senate charter school working group resulted in a fundamental shift in responsibilities for approving charter schools. Sponsors are now authorizers, approved by the Minnesota Department of Education and, in turn, are responsible for authorizing charter schools.

**Background Information:**

Currently, charter schools are in operation in thirty-nine states and the District of Columbia. There are currently more than 4,900 charter schools in the U.S. with a total enrollment of more than 1.4 million students. According to the Minnesota Association of Charter Schools, approximately 33,000 Minnesota students are currently enrolled in 152 charter schools. Within the Minnesota State Colleges and Universities, three colleges currently sponsor five charter schools.

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

<b>INFORMATION ITEM</b>
<b>Charter School Report</b>

**Introduction**

This report was prepared to meet the requirements of Board Policy 3.28 Charter School Sponsorship using information submitted by each institution within the Minnesota State Colleges and Universities system that is a sponsor of one or more charter schools. It describes charter school activities and performance during the 2008-2009 school year.

**Background**

Charter schools are public schools established under Minnesota Statute 124D.10 as either a cooperative or a non-profit corporation. The first charter school in Minnesota, and in the nation, was approved in 1991 and became operational in 1992. Each charter school must have an elected board of directors, which is responsible for the school’s education program, management, and administration, and an authorizer (previously sponsor), which can be a school district, a public or private postsecondary institution, or a nonprofit organization. Operating and reporting requirements for charter schools are articulated in MS 124D.10 and in rules and regulations promulgated by the Minnesota Department of Education. Authorizer/sponsorship contracts set forth responsibilities of and requirements for charter school boards and authorizers. Minnesota Statute sets forth the means by which an authorizer is approved by the Minnesota Department of Education and by which authorizers enter into and terminate contracts.

**National Trends and Issues**

Currently, charter schools are in operation in 39 states and the District of Columbia. There are currently more than 4,900 charter schools in the U.S. enrolling more than 1.4 million students. According to the Minnesota Association of Charter Schools, there are currently 152 charter schools operating in Minnesota with a total enrollment of approximately 33,000. About half of all Minnesota charter schools are sponsored or authorized by non-profit organizations, with the remaining schools sponsored by colleges and universities, school districts, and the Minnesota Department of Education. There are currently approximately 50 different entities serving as sponsors/authorizers of Minnesota charter schools.

In Minnesota, the charter school landscape is changing because of statutory provisions enacted in 2009 that shifted the responsibility for approval of charter schools from the Minnesota Department of Education to authorizers. Authorizers must now be approved by the Minnesota



Department of Education and they, in turn, are responsible for approving charter schools. This and related changes resulted from the findings of the 2009 report by the Office of the Legislative Auditor and the work of a legislative charter school work group. Discussions continued during the 2010 legislative session about how to address issues regarding charter school facilities; because no action was taken in 2010, further discussions are likely in 2011.

Nationally, several major reports about charter schools and their impact were released over the past year. One study, completed by researchers at **Stanford University's Hoover Institute**, found that fewer than one-fifth of charter schools across the country offered a better education than did comparable local schools and more than one-third were "significantly worse." The report found that a significant factor in determining quality is the rigor of the authorities that grant charters. The report's authors noted that a small minority of charter schools enjoy significant publicity and high-profile financial support and that charter schools are largely an urban phenomenon, with charter schools in 72 cities now enrolling 10 percent or more of public school students. They also concluded that a major problem is an apparent lack of will or willingness to close poorly performing schools.

A recent report released by the **Thomas Fordham Institute** focused on the degree and nature of autonomy allowed for charter schools. The analysis was generally positive about Minnesota charter school provisions, awarding full points for all identified aspects of vision, culture, and programs, as well as specific elements of finance and governance (budgetary fungibility, management organizations, and procurement) and staffing (dismissal of employees and teacher employment terms), while finding less flexibility in the areas of teacher certification, salary schedules or retirement plans, and the composition of school boards.

## **Charter Sponsors in the Minnesota State Colleges and Universities**

During the 2008-2009 academic year, three colleges within the Minnesota State Colleges and Universities System – Alexandria Technical College, Century College, and Rochester Community and Technical College – continued their sponsorship of a total of five charter schools. No new sponsorships were initiated, nor were any ended, during that time, but discussions begun in 2008-2009 have led to concrete steps being taken by Anoka Technical College to establish a new charter school. From time to time, system institutions are contacted by potential new charter school developers; often, the costs of sponsorship and the need for an appropriate "fit" between the mission of a given school and its sponsor emerge as key factors in determining whether to take on a sponsorship role.

As expectations have become clearer about the role of sponsors and as it has evolved to that of authorizers, some institutions have found it more challenging to fulfill these requirements within current budgetary limits. This continues to underscore the importance of a close and mutually beneficial working relationship between a college or university and the school it authorizes. In light of the significant financial and academic pressures faced by charter schools, it is critical that

the school and its authorizer share information openly and work together effectively to help ensure that each school meets its goals. In response to the statutory changes previously referenced, current sponsors will have to apply to the Commissioner of Education to continue serving as authorizers by June 30, 2011. As a result, the Minnesota Department of Education has begun conducting workshops and providing other guidance to prepare sponsors for the new role of authorizers and to prepare to submit documentation for approval to authorize charter schools. To date, the Department has approved six authorizers, including Anoka Technical College.

## **Institutional Report Summaries, 2008-2009**

**Sponsor:** Alexandria Technical College

**School:** Lakes Area Charter School

**Location:** Osakis, MN

**Status of Sponsorship:** Continuing

**Sponsor Comments:** “LACS has a credit recovery program that provides the opportunity for students who are behind to graduate on time. The program has been a key factor in moving students toward graduation. Lakes Building Corporation is an associated building corporation that has a loan in process with Minnesota Rural Development through the USDA to construct a larger facility across from the present location with construction scheduled to start during 2010.”

**School Mission and Programs:** It is the mission of the Lakes Area Charter School to provide quality education for the youth of the community in support of personal growth and academic excellence. The three components of the curriculum include state mandated academics, individualized instruction, and technology with an emphasis on individual student needs.

**Enrollment:** During 2008-2009, enrollment was approximately 70 students. The school primarily serves students in grades 9-12 but is authorized to serve 7<sup>th</sup> and 8<sup>th</sup> grades. LACS had students “open enrolled” from 14 surrounding communities. The demographic breakdown of the school’s study body was 3.5% American Indian, 5.4% Asian, 1.8% Hispanic, 5.4% African American, and 83.9% White. Special education enrollment was approximately 30% and has only changed slightly over the years.

**Staff:** LACS employed seven teachers, one counselor, and one administrator in 2008-2009, as well as a retired superintendent as a budgetary consultant.

**Board of Directors:** The elected board of directors consists of three teachers and two parents.

**Academic Progress:** Data used to evaluate student performance include graduation numbers, attendance data, and results of state required tests in mathematics, writing, and reading as well as the Test of Adult Basic Education (TABE). Seventy percent of students who tested in reading in May 2009 demonstrated improved scores, 74% demonstrated improved math computation scores, 74% demonstrated improved applied math scores, 70% demonstrated improved language scores, and 65% had improved spelling scores. Overall score increases averaged 28.31% in reading, 19.23% in math computation, 24.75% in applied math, 17.09 in language, and 18.54 in spelling. New software is being used to track students’ progress toward graduation. LACS has an excellent graduation rate of 91.65%, which exceeds the state target of 80%. LACS students also exceeded state targets in attendance and achieved adequate yearly progress in reading but did not

make AYP in math.

**Audit Summary:** The audit report, prepared by Larson Allen, LLP found that the financial statement represents fairly the financial status of the schools. The only material weaknesses noted are a lack of segregation of duties, which the board works to address by reviewing and approving all expenditures at its monthly board meetings and adjusting accounting procedures and practices to limit the potential of material misstatements of annual financial statements. It was also recommended that the school retain all records for its scholarship fund in the future.

**Sponsor:** Century College

**School:** Twin Cities International Elementary School (TIES)

**Location:** 277 12<sup>th</sup> Avenue North, Minneapolis, MN

**Status of Sponsorship:** Continuing

**Sponsor Comments:** “Century College sponsors three charter schools: Twin Cities International Elementary Schools (TIES), Minnesota International Middle School (MIMS) (TIES and MIMS are co-located in Minneapolis), and the Ubah Medical Academy located in Hopkins. The schools continue to make positive academic progress and are in good financial condition. We value our past and present relationships and we firmly support the educational missions of these very successful charter schools. In light of recent policy changes by the Minnesota Department of Education, and given that our present commitments continue to June 30, 2011, Century’s executive leaders are closely evaluating its sponsorship relationships with a focus on determining the most advantageous arrangement for the well-being of the three schools. In our review, we are making a careful assessment of our present and future capacity to provide effective oversight and the resources and time needed to fulfill the needs of these three schools.”

**School Mission and Programs:** The mission of TIES is to “provide a rigorous education in a culturally sensitive environment.” As such, it “seeks to prepare students for successful and productive lives as United States citizens while allowing them to retain their unique cultural heritage.”

**Enrollment:** Enrollment at TIES remained steady at approximately 600.

**Staff:** The TIES staff in 2008-2009 included 42 teaching positions; two full-time assistant directors/parent liaisons; and a school director.

**Board of Directors:** The board consists of eleven members, including five teachers, four community members (two of whom are parents), and two ex-officio members (the sponsor liaison and school director).

**Academic Progress:** TIES students made AYP in both math and reading in 2008-2009, and students with limited English proficiency showed solid performance on required language assessments. The school uses Success For All for reading interventions and offers an after school program to build reading and math skills. The school achieved an overall attendance rate of 94.5% in 2008-20089 and an AYP participation rate of 100%.

**Audit Summary:** The audit conducted in 2008-2009 was “clean” with the exception of a single internal control finding that resulted in a recommendation to put controls in place to obtain required reports from employees working on more than one federal award as required under Title

I provisions.

**Sponsor:** Century College

**School:** Minnesota International Middle School (MIMS)

**Location:** 277 12<sup>th</sup> Avenue North, Minneapolis, MN

**Status of Sponsorship:** Continuing

**Sponsor Comments:** See above

**School Mission and Programs:** See description for TIES above.

**Enrollment:** Enrollment at MIMS declined modestly from 360 students in 2007-2008 to 320 in 2008-2009.

**Staff:** In 2008-2009, MIMS employed 23 teachers, including four in grade 5, five in grade 6, four in grade 7, four in grade 8, and three in special education.

**Board of Directors:** The board consists of ten members, including four teachers, four community members, and two ex-officio members (the sponsor liaison and school director).

**Academic Progress:** MIMS came very close to making AYP again in 2008-2009 and attributes the fact that it missed this benchmark (by less than two percent) to late enrollments. Overall, the school saw dramatic increases in student progress, with most students showing an increase in content knowledge in both reading and math. The school's participation rate in AYP exceeded 94%. The school continued to emphasize after school programming and summer school as strategies to enhance student learning, and curricula were selected to strengthen math and reading skills.

**Audit Summary:** The school had a clean audit for 2008-2009.

**Sponsor:** Century College

**School:** Ubah Medical Academy (UMA)

**Location:** 277 12<sup>th</sup> Avenue North, Minneapolis, MN

**Status of Sponsorship:** Continuing

**Sponsor Comments:** See above

**School Mission and Programs:** The mission of Ubah Medical Academy is to provide students with a rigorous education that will prepare them for college and the pursuit of medical or other meaningful careers in the community.

**Enrollment:** Enrollment declined from 271 in 2007-2008 to 220 in 2008-2009.

**Staff:** UMA had a staff of 19 teachers in 2008-2009, including three each in math and science and two each in language arts and social studies. The remaining teachers were in ESL (four) and special education (one).

**Board of Directors:** The board is made up of nine elected members, including four teachers, three community members, and two parents.

**Academic Progress:** Ubah tests student performance with the state's GRAD test and Minnesota Comprehensive Assessments (MCA IIs) and two ESL tests (TEAE and MNSOLOM). The school again made AYP in reading, with 28.6% of 10<sup>th</sup> graders scoring as proficient compared to 21% in 2007-2008. UMA did not meet AYP standards in mathematics despite continuing gains. The school is above the state target in progress toward English language proficiency and

attainment of English language proficiency but below the state target in content ability in math and science. After school programs focused on academic, language, college prep, and computer applications; SIOP (Sheltered Instruction Observation Protocol); and participation in Admission Possible, College in the Schools, and Century College's PACE program are among the strategies used to build student knowledge, skills, and aspirations. The schools' attendance increased slightly in 2008-2009 to 96.21%.

**Audit Summary:** The school had a clean audit for 2008-2009.

**Sponsor:** Rochester Community and Technical College

**School:** Rochester Off Campus (ROC) Charter School

**Location:** Rochester, MN

**Status of Sponsorship:** Continuing

**Sponsor Comments:** "RCTC enjoys the affiliation we have with ROC and we are proud of the accomplishments of the faculty and students in this learning community. It is remarkable to watch how this unique educational environment can promote success in students who have not been successful at other schools. ROC gives these students the confidence to attempt postsecondary education and succeed! RCTC continues to enjoy and take pride in this charter school sponsorship. ROC satisfies its unique mission very well, and RCTC is more than pleased to assist in that mission."

**School Mission and Programs:** Rochester Off Campus was established "to assist young people in developing the life, work, and academic skills necessary for transition to adulthood and the workplace." It seeks to provide a safe and healthy learning community that nurtures educational rigor and engages students, parents, and the community in a partnership to that end.

**Enrollment:** Enrollment at ROC remained stable at 125 students in 2008-2009, enrolling students from 18 school districts. Of these students, 27 percent received special education services and 64 percent were eligible for free or reduced lunch. The school enjoys a strong gender balance, with an enrollment consisting of 49% female and 51% male students. Fifty-three percent of the school's 2009 graduates were enrolled in postsecondary institutions in 2009-2010, and 100 percent of students surveyed expect to graduate from high school.

**Staff:** The staff of ROC consisted of 12 licensed teachers, with 100% retention from 2007-2008 to 2008-2009.

**Board of Directors:** The school has a ten member board, made up of five teachers, three community members, one parent, and a representative of Rochester Community and Technical College serving ex-officio.

**Academic Progress:** ROC focuses on three primary benchmarks – NWEA's Measure of Academic Progress (MAP), the Minnesota Comprehensive Assessments (MCAs), and attendance. Previously, the Adult Basic Learning Examination (ABLE) was used in place of MAP; with this change, no comparison data will be available until the 2009-2010 school year. The MCA scores showed a decline in reading, writing, and math in 2008-2009. As a result, the school has been identified as "pre-restructuring" under NCLB. Staff has carefully studied test data from the last three assessment cycles and identified and isolated areas of deficiency most

common in students' profiles in order to modify the curriculum and the School Improvement Plan. It is important to note that 87% of the newly enrolled students in 2008-2009 had yet to pass one or more of their state assessments, reflecting a continuing trend among referred and newly enrolled students and presenting a significant challenge to the school. In addition, students enrolled at ROC for more than one school year passed state assessments at a rate higher than those who had been enrolled for less than one year, and all seniors met state assessment standards and were conferred diplomas. At the same time, ROC reported daily attendance at or above 84 percent, with an average of nine days missed per student that year compared to an average of 22 days per year per student during the last semester at the students' previous schools.

**Audit Summary:** The school had a "clean" audit in 2008-2009 and the school continued to maintain an exceptionally strong financial structure and increased its fund balance despite unstable economic conditions.

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

**Agenda Item Summary Sheet**

**Committee:** Academic and Student Affairs

**Date of Meeting:** July 20, 2010

**Agenda Item:** Annual Sabbatical Report

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

**Cite policy requirement, or explain why item is on the Board agenda:**

The Board has traditionally received annual summaries of sabbatical leaves across the system.

**Scheduled Presenter(s):**

None (This is an informational item).

**Outline of Key Points/Policy Issues:**

- Contractually required;
- Benefits accrue to system and its institutions;
- Enhances the teaching, learning and research dynamic within the system.

**Background:**

The Board of Trustees has, by tradition, received a macro-level summary of sabbatical leaves taken at system state universities and two-year colleges. Sabbaticals are addressed in the collective bargaining agreements between the Minnesota State Colleges and Universities' Board of Trustees and the Inter Faculty Organization (IFO), between the Minnesota State Colleges and Universities' Board of Trustees and the Minnesota State University Association of Administrative Service Faculty (MSUAASF), and between the Minnesota State Colleges and Universities' Board of Trustees and the Minnesota State College Faculty (MSCF).

The attached report presents summary data for fiscal year 2009.

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

**INFORMATION ITEM**

**Annual Sabbatical Report**

**OVERVIEW**

The report which follows summarizes sabbatical leaves taken at all system colleges and universities in fiscal year 2009. Sabbaticals are addressed in the collective bargaining agreements between the Minnesota State Colleges and Universities' Board of Trustees and the Inter Faculty Organization (IFO), between the Minnesota State Colleges and Universities' Board of Trustees and the Minnesota State University Association of Administrative Service Faculty (MSUAASF), and between the Minnesota State Colleges and Universities' Board of Trustees and the Minnesota State College Faculty (MSCF).

**SABBATICAL LEAVES DEFINED**

In order to maintain and continue the high level of academic excellence necessary to meet our mission, it is important for faculty members to periodically update and strengthen their professional skills and expand their horizons. Sabbatical leave is a program of funded opportunities for faculty to engage in activities which will enhance their effectiveness as teacher-scholars and to provide faculty an opportunity for intellectual enrichment and growth. The ultimate purpose of sabbatical leaves is to maintain a vibrant, engaged, and up-to-date community of teacher-scholars. Designed to enable faculty to pursue professional development more intensively than is normally possible, sabbatical leaves are an investment of the college/university in its academic future and reputation.

Sabbatical leaves may be awarded for various reasons related to scholarly growth, development, or renewal, including creative endeavors that promise to enhance the professional effectiveness of the applicant. Typical sabbatical undertakings include, but are not limited to, activity that enhances one's teaching and research pursuits, writing, work related to the visual and performing arts (creation or performance), post-terminal degree study, and travel abroad for the purpose of study or research.

Such leaves should be considered to fall within the scope of an individual's normal college/university responsibilities, including intellectual inquiry and activities related to the maintenance and further development of faculty excellence in teaching and scholarship.

**GENERAL PRINCIPLES REGARDING SABBATICAL LEAVES**

- Faculty accrue sabbatical leave credit under the relevant contractual agreements.
- Application to take a sabbatical leave is made to the Chief Academic Officer and includes a description of the project, including an elaboration of the benefits to the



college/university.

- The faculty awarded such a leave is required, within a specified number of days following return from leave, to submit a report of sabbatical leave activities.
- Following sabbatical leave, all appointees are required to return to college/university service for at least an academic year.
- Salary while on sabbatical leave varies with the time option selected within the existing contractual agreement.
  - Sabbatical leave pay may be supplemented by fellowships, grants, or other sources provided that:
    - activities resulting from additional compensation are not in conflict with the purposes of the sabbatical leave;
    - grants or stipend adjustments to defray family travel, cost-of-living allowances, and/or research expenses may be accepted.
  - Sabbatical leave pay may be supplemented by continued normal consulting arrangements, provided they do not conflict with the purpose and spirit of the sabbatical program and have been approved through appropriate administrative channels, namely the institution's Chief Academic Officer.

## **CURRENT STATUS OF SABBATICALS WITHIN MINNESOTA STATE COLLEGES AND UNIVERSITIES**

- Salary benefits while on sabbatical leave vary with the time option selected within the existing contractual agreement and are consistent across contracts.
- Under the provisions of Article 19, Professional Improvement, Section C, Sabbatical Leave, subd. 4 in the agreement between the Minnesota State Colleges and Universities' Board of Trustees and the Inter Faculty Organization (IFO); Article 15, Professional Development, Section C, Sabbatical Leave in the agreement between the Minnesota State Colleges and Universities' Board of Trustees and the Minnesota State University Association of Administrative Service Faculty (MSUAASF); Article 17, Professional Development and Academic Affairs, Section 4, Sabbatical Leave, subd. 8 in the agreement between the Minnesota State Colleges and Universities' Board of Trustees and the Minnesota State College Faculty (MSCF) sabbatical leave may be granted for:
  - one semester at full base salary;
  - the academic year at two-thirds of base salary.

The conditions, such as length of service, allowing for sabbatical leave opportunities vary somewhat from contract to contract:

- Under the provisions of Article 19, Professional Improvement, Section C, Sabbatical Leave, subd. 2., in the agreement between the Minnesota State Colleges and Universities' Board of Trustees and the Inter Faculty Organization (IFO), a faculty member must have completed seven (7) years of service at the university or have at least six (6) years of

service since the last sabbatical. However, a faculty member shall be granted a sabbatical upon request after ten (10) years of service. Based on verbal reports from the Presidents and Chief Academic Officers, the vast majority of sabbatical leaves for state university faculty are restricted to the obligatory (10-year) sabbatical leaves required by the contractual language.

- Under the provisions of Article 15, Professional Development, Section C, Sabbatical Leave, subd. 2., in the agreement between the Minnesota State Colleges and Universities' Board of Trustees and the Minnesota State University Association of Administrative Service Faculty (MSUAASF), a member must have completed at least six (6) consecutive years of at least half-time service since initial appointment or the last sabbatical. The president has considerably greater leeway in approving or not approving sabbatical requests in the context of this contract.
- Under the provisions of Article 17, Professional Development and Academic Affairs, Section 4, Sabbatical Leave subd. 1 in the agreement between the Minnesota State Colleges and Universities' Board of Trustees and the Minnesota State College Faculty (MSCF), a faculty member must have six (6) or more years of service with an aggregate of twelve (12) semesters of actual service to be eligible for a sabbatical leave.

## THE DATA

### Fiscal Year 2009 Total Number of Sabbaticals

In fiscal year 2009, there were 291 faculty sabbaticals taken within Minnesota State Colleges and Universities at a cost of \$17,281,930. Fiscal year 2009 saw eighteen (18) fewer sabbaticals than fiscal year 2008 and twenty-nine (29) more sabbaticals than in fiscal year 2004. This growth is attributable to the significant growth in university-based sabbaticals, from an average of 100 over the previous four fiscal years to 133 in fiscal year 2009. The growth reflects a large number of university faculty reaching the ten-year compulsory threshold in the contract provisions.

FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
262	239	269	276	309	291

FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
5.2%	4.6%	5.1%	4.9%	5.7%	5.4%

<sup>1</sup> Eligible faculty is defined as the number (headcount) of tenured/tenure track faculty (IFO), unlimited faculty (MSCF), and permanent faculty (MSUASSF).

<b>Table 2. Fiscal Year 2009 Sabbaticals by Institution</b>			
Alexandria Technical and Community College	0	Minnesota State University Moorhead	10
Anoka-Ramsey Community College	11	Minnesota West Community and Technical College	4
Anoka Technical College	1	Normandale Community College	14
Bemidji State University	10	North Hennepin Community College	8
Central Lakes College	4	Northland Community and Technical College	7
Century College	11	Northwest Technical College	0
Dakota County Technical College	2	Pine Technical College	0
Fond du Lac Tribal and Community College	5	Rainy River Community College	0
Hennepin Technical College	2	Ridgewater College	6
Hibbing Community College	4	Riverland Community College	3
Inver Hills Community College	9	Rochester Community and Technical College	16
Itasca Community College	4	St. Cloud State University	31
Lake Superior College	8	St. Cloud Technical and Community College	3
Mesabi Range Community and Technical College	4	Saint Paul College	1
Metropolitan State University	17	South Central College	5
Minneapolis Community and Technical College	15	Southwest Minnesota State University	5
Minnesota State Community and Technical College	8	Vermilion Community College	3
Minnesota State College-Southeast Technical	0	Winona State University	18
Minnesota State University, Mankato	42	<b>TOTAL</b>	291

### **Fiscal Year 2009 Sabbaticals by Length**

In fiscal year 2009, the largest proportion (50.7%) of sabbaticals (147) was for one semester in duration while 49.3% or 144 sabbaticals were for one year in length. Fiscal year 2009 reflects an emerging pattern when compared to the three previous years with semester-long sabbaticals continuing to outnumber year-long sabbaticals for a third consecutive year.

<b>Table 3. Fiscal Years 2004-2009 Sabbaticals by Length</b>											
FY 2004		FY 2005		FY 2006		FY 2007		FY 2008		FY 2009	
Year	Semester	Year	Semester	Year	Semester	Year	Semester	Year	Semester	Year	Semester
55%	45%	53%	47%	54%	46%	45%	55%	46%	54%	49%	51%

### Fiscal Year 2009 Sabbaticals by Institution Type

In fiscal year 2009, the proportion of sabbaticals awarded to faculty at the two year institutions was 54% (158), and the remaining 46% (133) reflects state university faculty (both Inter Faculty Organization and the Minnesota State University Association of Administrative Service Faculty); these proportions are roughly equivalent to that of the overall population of faculty. Fiscal year 2009 reflects a continuation of the prior year's pattern; the number and percentage of sabbaticals that were university-based has remained steady after a significant change last year. The backlog in sabbaticals reaching the compulsory ten-year contractual threshold may account for this continued distribution pattern.

FY 2004		FY 2005		FY 2006		FY 2007		FY 2008		FY 2009	
2Year	4Year	2Year	4Year	2Year	4Year	2Year	4Year	2Year	4Year	2Year	4Year
61%	39%	61%	39%	61%	39%	65%	35%	55%	45%	54%	46%

### Fiscal Year 2009 Sabbaticals by Category

Sabbaticals can be classed into four broad categories:

- Educational - wherein faculty pursue a formal program of education which results in either an advanced degree, a specialized certification or licensure, or permits acquisition of new knowledge/skills outside the individual's original area of expertise.
- Curriculum Development - wherein faculty work on basic restructuring or materials development for a course or set of courses, or focus their attention on larger curricular issues on behalf of their department/division or institution.
- Professional Development - wherein faculty pursues personal development aimed at enhancing their teaching or research, pursue creative endeavors/performances, which contribute to their primary role as teacher-scholars or follow personal programs of professional development, which expand their horizons in general.
- Research - wherein faculty pursues research on their own specific, focused projects, undertake curricular research (e.g. conversion of self-paced learning modules in their specific discipline) or spend time with a prominent researcher in their field of endeavor.

Sabbaticals in Minnesota State Colleges and Universities have previously been concentrated in general professional development and in curricular development efforts.

- Professional development accounted for 26% of all sabbaticals in FY 2009, a decrease from the pattern seen over prior years and steady vis-à-vis FY'08.
- Curriculum development accounted for 30% of all sabbaticals in the study year, a reflection of the continuing importance of teaching-and-learning focused sabbaticals.

- Research sabbaticals had been inching upwards in previous years, 16% in FY 2003, level at 16% in FY 2004, to 19% in FY 2005 to and to 22% in FY 2006. FY 2009 saw a return to the prior trend as the level rose to 27%.
- Educational sabbaticals have always been a relatively small proportion of all sabbaticals. A steady decline, from 19.5% of FY 2003 sabbaticals to 19% in FY 2004, to 15% in FY 2005, to a brief upsurge in FY 2006 (17%) returned to old patterns in FY 2007 when educational sabbaticals dropped (13.8%), a slight rebound in FY 2008 to a recent high (18%) and a return in FY 2009 to decreasing significance in the overall sabbatical pattern.

<b>Table 5. Fiscal Year 2005-2009 Sabbaticals by Category*</b>				
<b>Professional Development</b>				
FY'05	FY'06	FY'07	FY'08	FY'09
32%	32%	31%	26%	26%
<b>Curriculum Development</b>				
FY'05	FY'06	FY'07	FY'08	FY'09
34%	29%	35%	32%	30%
<b>Education</b>				
FY'05	FY'06	FY'07	FY'08	FY'09
15%	17%	14%	18%	12%
<b>Research</b>				
FY'05	FY'06	FY'07	FY'08	FY'09
19%	22%	19%	22%	27%

\* For all faculty bargaining units; non-specified sabbaticals account for roughly 5% of sabbaticals in FY'09 timeframe.

### **Fiscal Year 2009 Sabbaticals by Bargaining Unit**

Consistent with the earlier distribution by type of institution, all reported sabbaticals were awarded to faculty: the Minnesota State College Faculty were awarded 158 (54%) of the 291 sabbaticals and Inter Faculty Organization faculty were awarded 133 (43%). There were seven (7) sabbaticals to members of the Minnesota State University Association of Administrative and Service Faculty (ASF) and two excluded administrators [not in calculations].

FY 2005		FY 2006			FY 2007		FY 2008			FY 2009		
IFO	MSCF	IFO	MSCF	ASF	IFO	MSCF	IFO	MSCF	ASF	IFO	MSCF	ASF
40%	60%	35%	61%	3%	35%	65%	43%	55%	2%	43%	54%	2%

## **NOTEWORTHY SABBATICALS**

The materials submitted in proposing sabbaticals indicate how sabbatical leaves translate into improved and engaged teaching, new approaches to assisting and serving students, and accelerated research activities. Some representative extracts from college and university transmission of sabbatical data allow a glimpse into the impact sabbaticals have on teaching, students and research.

### North Hennepin Community College

- Paul Melchior: Increased his knowledge of coastal and ocean influenced ecology to bring a different perspective into the classroom; presented all-college seminars on science education in the Irish Universities and biogeography and ecosystems of Ireland; implemented discovery-based biology labs; and developed a collaborative undergraduate research proposal between a foreign university, MSUM, and NHCC.
- Cynthia Pins and Janice Hancock: Both Nursing faculty were on sabbatical at the same time and worked together to implement the SmarTest software for nursing faculty to give the nursing curriculum tests. This involved training students and faculty on how to use the program; training faculty on how to use the program and obtaining testing reports to make their tests better; and developing a large test bank of questions for all faculty to use for testing. All previous tests were analyzed on how well they met criteria for the NLNAC, NCLEX, and Bloom’s taxonomy. Feedback was given to faculty authors. All test items that were developed for the test bank were connected to Bloom’s taxonomy, the NCLEX requirements, and NLNAC competencies.

### Normandale Community College

- Joyce Carey, faculty in Communications, spent fall and spring semesters researching study abroad. Professor Carey developed a model for a “Travel Learn Program” that could be used by Continuing Education, the Foundation, and the Office of Multicultural Services to provide opportunities for students, alumni and the community to travel abroad in an educational setting without registering for credit. Since Professor Carey returned from sabbatical, she has worked with the dean for CECT and the VP of Academic Affairs to set up a trip to Turkey in FY 2011.

- Professor David Pates, faculty in English, who teaches writing and literature courses at Normandale Community College, spent much of his sabbatical year focused on improving the technical writing course. He conducted literature reviews and interviewed personnel at Target Corporation and Boston Scientific to determine what technical writing skills Normandale Community College graduates should have in order to be successful in a business setting.
- Professor Joanna Piotrowska, faculty in Chemistry, spent the academic year updating her knowledge of nano-structured solids and exchanging observations, experiences and ideas with chemistry faculty who teach courses equivalent to Normandale Community College courses at various institutions of higher education. The focus of these discussions was on the approach and methods used in teaching general chemistry.

#### Fond du Lac Tribal and Community College

- Jonah Braxton-Brown, History/Political Science, wrote a manuscript (*North American Tribal Governments and the United States Federal Government: Past, Present, and Future*), written from the vantage point of tribal governments rather than the traditional federal perspective.
- Roxanne DeLille, Speech/American Indian Studies, explored the development of an intertribal/intercollege student exchange program, and then focused on developing an online, multi-institutional, team-taught course on Contemporary Indian Concerns. The work has produced discussions emphasizing resolution of logistical challenges in both areas.

#### Hennepin Technical College

- Rick Boehm, a Student Affairs, Counselor, spent his sabbatical gaining knowledge in the areas of mood disorders, stress, complicated grief, depression, and recognizing symptoms, in order to assist students with problem areas. Among his numerous learning activities he visited workforce centers in Red Wing and Bloomington to find out if participants were experiencing heightened anxiety as a result of losing a job, and if so, what counseling or a support groups in place. Mr. Boehm is planning to help students learn how to overcome depression and anger so they can cope with school and life.

#### Northland Community and Technical College

- David Christian, Psychology, focused his semester sabbatical on researching academic dishonesty (AD) in on-line courses. Conducted a series of interviews with instructors and held focus groups with students, all of whom had experiences with on-line coursework.

### Ridgewater College

- Cheryl Pankow, Math, spent a semester researching the Accuplacer Math placement exam; disseminating resources to all high schools and creating a new website [www.accuplacermath.project.mnscu.edu](http://www.accuplacermath.project.mnscu.edu) available to anyone; conducted a survey of MnSCU assessment coordinators and results reported back to those individuals.

### Winona State University

- Dr. Donald Salyards, Economics and Finance, studied cutting-edge entrepreneurship education programs to incorporate into WSU's Collegiate Entrepreneurship course and Outreach Programs. This project aligns very well with WSU's growing interest in economic community development. Early responses indicate a successful mini-camp.
- Dr. Mingrui Zhang, Computer Science, strengthened research collaborations with Mayo Clinic which was important to the university. He also continued research on remote sensing with the Naval Research Laboratory. These efforts support WSU's growing emphasis on the health sciences.

### **SUMMARY**

Designed to enable faculty to pursue professional development more intensively than is normally possible, sabbatical leaves are an investment of the college/university in its academic future and reputation. Sabbatical leaves granted under the provisions of the collective bargaining agreements have permitted faculty to revitalize their teaching, improve their research skills, and maintain a vibrant, engaged, and up-to-date outlook on their profession.

07/02/10