



DIVERSITY AND MULTICULTURALISM COMMITTEE
MARCH 17, 2010
1:00 PM

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

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

Committee Chair Duane Benson calls the meeting to order.

- (1) **Minutes of January 19, 2010** (pp. 1-3)
- (2) Diversity and Multiculturalism Division Update
- (3) Follow-up to OLA Evaluation of the System Office (pp. 4-7)

Members

Duane Benson, Chair
Clarence Hightower, Vice Chair
Christopher Frederick
Tom Renier
Louise Sundin
Terri Thomas

Bolded items indicate action required.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
DIVERSITY AND MULTICUTURALISM COMMITTEE
MEETING MINUTES
January 19, 2010**

Diversity and Multiculturalism Committee Members Present: Trustees Duane Benson, Chair; Clarence Hightower, Vice Chair; Christopher Frederick, Louise Sundin; Terri Thomas

Diversity and Multiculturalism Committee Members Absent: Tom Renier,

Other Board Members Present: Trustees Cheryl Dickson, David Paskach, Christine Rice, Scott Thiss, James Van Houten.

Leadership Council Members Present: Dr. Whitney Harris, Executive Director; President Phil Davis.

A meeting of the Diversity and Multiculturalism Committee was held on January 19, 2010, at Wells Fargo Place, 4th Floor Board Room, 30 7th Street East, St. Paul. Chair Benson called the meeting to order at 12:34 p.m.

1. Minutes of the November 17, 2009 Diversity and Multiculturalism Committee

The minutes of the November 17, 2009 meeting were approved as written.

2. Diversity and Multiculturalism Update

1) Planning

- The staff of the Diversity and Multiculturalism division completed 17 campus meetings/work sessions since the last Board meeting. The purpose of those sessions is to help campuses develop accountability measures and implement their diversity and access, opportunity and success plans. The goal is to have at least two work sessions per campus per academic year.

2) Evaluation, assessment and accountability

- Professional development sessions were conducted at two schools. One session focused on issues of disability, updating the campus on the changes in the disability law. Another was on investigator training, relating to the Board of Trustees Policy 1B.1, Nondiscrimination in Employment and Education Opportunity.

3) Operations

- The Office of the Chancellor received a regional award from the Council for the Advancement and Support of Education for a joint project of the Diversity and Multiculturalism and the Public Affairs divisions. This is for the

recruitment program that includes the brochures and web site in multiple languages and also the bus ads. The National Association of Diversity Officers in Higher Education has invited Whitney Harris and Linda Kohl to present on this program as a webinar on January 29, 2010, as an example of cooperative ventures between public relations and diversity.

- As mentioned in an earlier meeting, Raúl Ramos, Senior Access and Opportunity Specialist, is currently at an event in Washington, D.C., where he is a featured panelist

3. Final Report of Male Access and Success at Minnesota State Colleges and Universities Study Group

About eighteen months ago, the Diversity and Multiculturalism division established a study group to consider factors that might increase access and success for males in Minnesota. The study group has completed a report that will be posted on the division web page. There has been a nationwide decrease in males accessing higher education. This year, however, the increase of males in the Minnesota State system has been higher than females in all demographic groups except for American Indians. Dr. Harris said he thought the GI Bill and unemployment are factors that may have contributed to this change. He also hopes that current access, opportunity and success programs are a factor in this change.

Whitney Harris offered the following proposals:

1. **Provide assistance with financial issues and financial literacy.** There appears to be a gap for males in their basic financial knowledge and their ability to connect with financial aid. Sometimes a basic lack of knowledge prevents the current programs from being of use.
2. **Develop or modify programs in conjunction with secondary schools.** In particular, he recommends programs that will increase family involvement in the consideration of college, beginning around the ninth grade. One way is to meet males where they are, possibly in athletics.
3. **Provide professional development to teachers.** Teachers in middle and high schools could use more professional development around male discipline issues in order to more effectively assist males to successfully complete school.
4. **Focused outreach to males in tutoring programs and learning communities.** Many of these types of programs already exist, but there is a shortage of male participation; the goal would be to engage more males in participation, particularly lower-income males, which is the group that is underrepresented in these programs.

Dr. Harris reiterated that although many of these programs already exist, they may need to be enhanced; and although these programs and practices have shown some level of success, none of them have as yet been validated by external evaluators. What he proposes are college- or university-based efforts, where the system assists with

coordination between programs and assists with evaluation of the activities as a way to further identify the most promising practices.

Trustee Hightower suggested that there be two or three clear directives for action. He sees that the work of the committee as broadening the base of students that attend system institutions, not just attracting those who are already predisposed toward college.

Dr. Harris said the system has to find ways to address the lack of interest and preparation in higher education.

4. American Indian Initiative Update

This issue was not addressed at the meeting.

The meeting adjourned at 1:20 p.m.

Respectfully submitted by Gale Rohde

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

Agenda Item Summary Sheet

Committee: Diversity and Multiculturalism

Date of Meeting: March 17, 2010

Agenda Item: Follow-up to OLA Evaluation of the System Office

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

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

This item is in response to Chair David Olson’s charge to each committee to develop a strong response to the appropriate findings or recommendations in the recent evaluation of the Office of the Chancellor by the Minnesota Office of the Legislative Auditor (OLA).

Scheduled Presenter(s):

Whitney Stewart Harris, Executive Director, Diversity and Multiculturalism

Outline of Key Points/Policy Issues:

The Diversity and Multiculturalism Committee will provide direction to the Diversity and Multiculturalism division regarding appropriate responses to the findings and recommendations of the OLA report.

Background Information:

David Olson, Chair, and James McCormick, Chancellor, of the Minnesota State Colleges and Universities requested that the Minnesota Legislative Audit Commission authorize the Office of the Legislative Auditor to conduct an organizational evaluation of the Office of the Chancellor.

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

INFORMATION ITEM
FOLLOW-UP TO OLA EVALUATION OF THE SYSTEM OFFICE

BACKGROUND

Mr. David Olson, Chair, and James McCormick, Chancellor, of the Minnesota State Colleges and Universities requested that the Minnesota Legislative Audit Commission authorize the Office of the Legislative Auditor to conduct an organizational evaluation of the Office of the Chancellor. The final report was released in February 2010. The Diversity and Multiculturalism division of the Office of the Chancellor was included in the assessment.

Chair Olson has charged each committee with developing a strong response to this report as it concerns the role of the committee. This information item provides a framework for responding to the OLA report.

OLA Recommendation: Efficiency and Effectiveness

“There may be opportunities for administrative efficiencies through multi-campus or centralized delivery of some services” (page 28 of report). The report included a list of possible areas of study (page 30 of the report).

“Table 2.5: Examples of Campus Administrative Services That Could be Candidates for Multi-Campus or Centralized Service Delivery” (page 30 of the report)

1) “Campus Diversity Training and Recruiting” (page 30 of the report)

Diversity and Multiculturalism Response:

The Diversity and Multiculturalism division currently provides training in both multi-campus and centralized formats. The Diversity and Multiculturalism division has sponsored numerous multi-campus diversity training activities. These include training for New Immigrants provided at Minnesota State Community and Technical College, two American Indian conferences at Bemidji State University and three regional training sessions on backward design. Training on 1B.1 Nondiscrimination in Employment and Education Opportunity Policy is done in a multi-campus format. Training is also provided in many different formats, including electronic delivery systems, for affirmative action officers.

The Diversity and Multiculturalism division also provides technical assistance on affirmative action. In addition, it assists in recruitment by purchasing systemwide

services from MinnesotaDiversity.com (\$14,000) and by supporting participation in the Upper Midwest Higher Education Recruitment Consortium.

The Minnesota State Colleges and Universities system is well aware of the need for an educated workforce. With the changing demographics of Minnesota, it was imperative to reach out to some of our underrepresented communities to let them know that Minnesota State Colleges and Universities is ready to serve them. To reach those underserved populations, the Diversity and Multiculturalism division collaborated with Public Affairs to develop a student recruitment campaign, “Make College a Part of Your Future.” The campaign involved advertising as well as brochures in 9 languages and a multi-language Web site. After 11 months, 86% of the brochures were distributed and several are currently being reprinted.

2) “Development of Reports on Students and Programs that Requires use of System Office Data” (Page 30 of the Report)

Diversity and Multiculturalism response

The Diversity and Multiculturalism division utilizes the Office of the Chancellor’s Research and Planning division to generate student reports, and the Human Resources division to generate reports concerning employees.

OLA Recommendation: monitoring and benchmarks

“Where feasible, the MnSCU system office should (1) improve its ability to monitor the administrative productivity and efficiency of institutions and (2) measure institution and system office administrative costs against reasonable benchmarks” (page 43 of report).

Diversity and Multiculturalism response

Measuring the effectiveness of Diversity and Multiculturalism presents some inherent challenges. One of the greatest challenges is accurately measuring behavioral changes. For example, the Super Weekend campaign by the Chancellor and other campus officials may result in more students from underrepresented communities, but it is difficult to determine that a particular event resulted in a student enrolling in a specific institution. There are a myriad of factors that have probably contributed to that decision. For example, this spring Minnesota State Colleges and Universities had an increase of 14% in the number of students of color as compared to an increase of 9 % in white students. Although not directly measurable, the Diversity and Multiculturalism division believes its efforts have contributed to the increase. The amount each institution spends on targeted recruitment and retention activities is collected and will be reported to the Board of Trustees in the fall. The following are proposed actions for addressing productivity, efficiency and accountability. Some are already being implemented; some are changes:

- a.** Conduct federally required Office for Civil Rights reviews each year. The reviewed colleges submit voluntary compliance plans that are monitored until all corrective

- action items have been completed. Reports are submitted to the U.S. Department of Education semi-annually. Expected outcome: 100% of campuses will complete their voluntary compliance plans within the assigned time frame.
- b.** Affirmative Action goals will be evaluated to determine whether progress has been made. Expected outcome: 80% of the colleges will have achieved their Affirmative Action goals.
 - c.** All campuses will have campus diversity plans that support the system strategic plan's goals. The division of Diversity and Multiculturalism will evaluate each institution's progress in achieving their plans' objectives on an annual basis. Expected outcome: 100% of the institutions will have a diversity plan that includes timetables and measurable outcomes for improving the success of underrepresented, underserved (disaggregated by race and ethnicity) and American Indian students by 6/31/2011. All campuses will have made progress at achieving their diversity plans' goals.
 - d.** Diversity and Multiculturalism, in collaboration with Student Affairs and Human Resources, will report several accountability measures in the upcoming year:
 - Data on enrollment, recruitment and retention of underrepresented students
 - Underrepresented employee data
 - Access, Opportunity and Success programs outcome data
 - Diversity spending data