



**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**JANUARY 28, 2015**

**1:15 P.M.**

**MCCORMICK ROOM**

**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.**

- (1) **Minutes of October 22, 2014 (pp.1-5)**
  - (2) **Minutes of November 19, 2014 (pp.6-10)**
  - (3) Transfer Degree Pathways for Baccalaureate Completion (pp.11-12)
  - (4) Student Spotlight, Minnesota State University, Mankato (pp.13-15)
- Note: This item will be presented during the Board of Trustees Meeting

**Academic and Student Affairs Committee**

Margaret Anderson Kelliher, Chair

Louise Sundin, Vice Chair

John Cowles

Dawn Erlandson

Maleah Otterson

Elise Ristau

**Bolded** items indicate action required.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES  
BOARD OF TRUSTEES  
ACADEMIC AND STUDENT AFFAIRS COMMITTEE  
OCTOBER 22, 2014**

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**Academic and Student Affairs Committee Members Present:** Chair Margaret Anderson Kelliher, Trustees John Cowles, Dawn Erlandson, Maleah Otterson, Elise Ristau and Louise Sundin.

**Other Board Members Present:** Trustees Ann Anaya, Duane Benson, Kelly Charpentier-Berg, Alexander Cirillo, Robert Hoffman, Philip Krinkie, Thomas Renier, Elise Ristau, Michael Vekich and Erma Vizenor.

**Leadership Council Representatives Present:** Chancellor Steven Rosenstone, Senior Vice Chancellor John O'Brien, and President M. Sue Collins.

The Minnesota State Colleges and Universities Academic and Student Affairs Committee held a meeting on October 22, 2014 at Wells Fargo Place, 4<sup>th</sup> Floor, Board Room, 30 East 7<sup>th</sup> Street in St. Paul. Academic and Student Affairs Committee Chair Anderson Kelliher called the session to order at 10:10 am.

**1. Minutes of the June 17, 2014 Academic and Student Affairs Committee**

*Trustee Sundin moved that the minutes from the June 17, 2014 meeting of Academic and Student Committees be approved as written. Motion carried.*

**2. Mesabi Range College Mission Statement**

**Presenters:**

John O'Brien, Senior Vice Chancellor for Academic and Student Affairs  
Carol Helland, Provost, Mesabi Range College  
M. Sue Collins, President, Northeast Higher Education District

President Collins said the proposed mission reflects a transformation that the college has undergone since the current mission was approved in 1999. Now the college not only offers students a variety of liberal arts and technical degrees, but also access to baccalaureate degrees made possible through collaboration with system universities.

The proposed mission statement was formed with input from various stakeholders, including business and industry partners, college advisory councils, community leaders and students, President Collins said. It is:

“Mesabi Range College is a progressive, student-focused institution, located in the heart of northeastern Minnesota, preparing diverse learners for fulfilling careers, college transfer and lives of intellectual curiosity and discovery.”

Trustee Sundin expressed concern with the new mission statement, saying it lacks mention of technical education. The mission does not give students an indication of the array of technical programs the college offers which can lead to employment, she said.

President Collins said the college is not forgoing technical education and has even been touted as having world-class technical programs by area businesses and industries. However, the college has evolved into offering students a more comprehensive educational experience and they felt it was necessary to revise the mission to reflect that fact, she said.

Board Chair Renier said the college should be judged more by its actions than words in a mission statement. Mesabi College is part of the Applied Learning Institute which involves a partnership with 26 regional high schools. This partnership sends the right messages to students about technical careers, he said, adding technical education is far from being lost on the Iron Range.

Trustee Otterson said she likes the fact that the new mission is more student oriented but asked if is broad enough for the college 10 years from now. Provost Helland said conversations about the college's mission and vision will continue and may evolve in the future.

*Trustee Otterson moved and Trustee Cowles seconded the following motion: Upon the recommendation of the chancellor, the Academic and Student Affairs Committee recommends that the Board of Trustees approve the mission of Mesabi Range College. Motion carried, with Trustee Sundin voting against.*

### **3. Developmental Education**

#### **Presenters:**

John O'Brien, Senior Vice Chancellor for Academic and Student Affairs

Craig Schoenecker, Senior System Director of Research

Pakou Yang, Interim System Director of P20 and College Readiness

Trustees were provided with an update on developmental education redesign within the system. Developmental courses are offered to students who do not meet college-level placement in the areas of English, reading and mathematics.

This presentation included an overview of developmental education, including trend data on enrollment in developmental courses, college readiness of entering students, and student persistence and completion.

There are 42,000 students in developmental courses and 4,000 of that number are university students. The number of students enrolled in developmental courses grew by 9,000 during the recession, but now have dropped back to previous levels.

Senior Vice Chancellor O'Brien said during a recent presentation to the board it was noted that developmental education costs the system \$29 million in direct costs and \$36 million in indirect costs.

Effective developmental education is important for several reasons:

- Large numbers of traditional and adult students are not ready for college-level courses when they enroll
- Students who are not college ready are less likely to persist in college
- Developmental education and support services are essential to help students achieve needed proficiency.

Secondary and post-secondary re-alignment strategies will be needed to reduce the need for developmental coursework, Senior Vice Chancellor O'Brien said. These strategies could include:

- Alignment of high school assessment with measures of readiness for post-secondary education
- Providing targeted support to high school students who are not on track to being ready for post-secondary education
- Offering high school students who are ready for post-secondary education opportunities to earn post-secondary credits earlier
- Creating better alignment between workforce needs and students' educational plans.

Representatives from three colleges gave presentations on developmental education efforts on their campuses.

### **Century College**

#### **Presenter:**

Jackie Reichter, Peer Tutor Coordinator  
Andrea Rystrom, Dean of Student Services

Tutors Linked to Classes is a strategy being used with great success at Century College. Student tutors are "linked" to a specific class, typically one they have already completed. The tutors sit in the classroom so they can be available to assist students and also are available to meet with them and offer help before and after class.

The goal of Tutors Linked to Classes is to increase course completion rates, improve retention, positively impact program completion rates and ultimately improve graduation rates.

Data shows the program is working. In 2013-2014, there were 59 development course sections. The average GPA, average credit completion and retention of students linked to a tutor were all higher than students who were in non-supported sections.

### **Normandale Community College**

#### **Presenters:**

Mark Ahrens, Faculty and Chair of the Math and Computer Science Department  
Cary Komoto, dean of STEM (science, technology, engineering and mathematics)  
Julie Guelich, Vice President of Academic Affairs

Campus representatives from Normandale Community College gave a presentation on the college's use of Statway, a two-semester course aimed at helping students complete developmental math and introductory statistics classes with less frustration and lower dropout rates.

Nationwide, 28 institutions in eight states are using Statway. In Minnesota, colleges participating in addition to Normandale Community College are Minneapolis Community and Technical College and North Hennepin Community College.

Statway is a problem-focused class which allows groups of students to work cooperatively on activities and promotes conceptual understanding rather than procedural learning. Instead of relying on textbooks, Statway curriculum relies on instructor-driven samples and engagement.

Statistics from the Statway project at Normandale Community College are promising. In 2013-2014, 63 percent of students in two math sections were successful. Overall, 32 of 73 students (44 percent) participating in Statway were successful.

### **North Hennepin Community College**

#### **Presenters:**

Shirley Johnson, faculty and faculty association president  
Landon Pirius, Vice President of Student Affairs and Enrollment

Campus representatives gave an overview of the North Hennepin Community College Student Success Prediction Model for new students.

North Hennepin Community College focuses on student achievement in the first term. A GPA of above 2.0 in the first term helps get students off to a good start, while a GPA of 3.2 will provide them with even higher odds of success.

Another predictor of success is continuous enrollment in fall and spring terms, Landon Pirius said. Summer enrollments help, but are not essential. Stopping out for a fall or spring term puts student success at risk. Students who don't take any semesters off have a 53 percent graduation rate. The rate drops to 2 percent when students take off one or more semesters.

Information showing improvements following curriculum redesigns in English and Sociology at the college also was presented.

The three campus presentations on developmental education strategies show there is not just one way for colleges and universities to improve student success, Senior Vice Chancellor O'Brien said.

Chancellor Rosenstone added that creative faculty and administrators deserve credit for driving new strategies to improve student success. These strategies are critical to making good on the system's promise to not leave any students behind, he added.

## **4. TRIO**

#### **Presenters:**

Tallie Sertich, Upward Bound Director, Hibbing Community College and MN TRIO Association President-Elect  
Shelly Siegel, Director of TRIO Programs at North Hennepin Community College  
Awale Osman, North Hennepin Community College graduate and former college TRIO student

TRIO programs were started 50 years ago as part of the civil rights movement and the War on Poverty. The programs were created as a way to provide college access to underrepresented students and to provide them with the opportunities and tools to earn college degrees and end the cycle of poverty.

The three original TRIO programs were Upward Bound, Talent Search and Student Support Services. There are now seven TRIO programs and all are represented in MnSCU.

There are 69 TRIO projects in Minnesota which serve students over 11,500 students per year from sixth grade through college/doctoral preparation. Fifty-three of the programs are

hosted at MnSCU colleges and universities. These projects receive over \$13 million in federal funding.

TRIO programs are designed for students who historically and statistically do not attend college or, if they attend, do not complete. These groups include low-income students, students with disabilities and underrepresented students in graduate education.

TRIO helps support MnSCU's strategic direction and goals by increasing access, opportunity and success. The programs:

- Raise Minnesota participation and achievement in post-secondary education by meeting the needs of students with diverse backgrounds and educational goals.
- Prepare young people to enroll in higher education ready for college-level work by working with schools and other organizations.
- Support students to reach their educational goals with a focus on graduation or transfer.
- Produce graduates who have strong, adaptable, globally competitive and flexible skills
- Employ outstanding faculty and staff who bring current knowledge, professional skills and cultural competence to educate students.

Trustees heard Awale Osman, a graduate of North Hennepin Community College, tell his personal story. Born to Somalian parents in a refugee camp in Kenya, Awale and his family had the opportunity to move to the US when he was 11 years old. He began college at North Hennepin Community College as a PSEO student and eventually graduated with highest honors.

A college campus and community leader and winner of many awards and accolades, Awale now is a Ronald E. McNair scholar at Augsburg College. He credits TRIO for helping him develop to his full potential.

Trustee Anaya said Awale's success is due to his personal fortitude and she called him an inspiration.

The meeting adjourned at 12:26 pm  
Respectfully submitted,  
Margie Takash, Recorder

**MINNESOTA STATE COLLEGES AND UNIVERSITIES  
BOARD OF TRUSTEES  
ACADEMIC AND STUDENT AFFAIRS COMMITTEE  
NOVEMBER 19, 2014**

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*Academic and Student Affairs Committee Members Present:* Chair Margaret Anderson Kelliher, Trustees John Cowles, Dawn Erlandson, Maleah Otterson, Elise Ristau and Louise Sundin.

*Other Board Members Present:* Trustees Duane Benson, Kelly Charpentier-Berg, Alexander Cirillo, Robert Hoffman, Thomas Renier and Erma Vizenor.

*Leadership Council Representatives Present:* Chancellor Steven Rosenstone, Senior Vice Chancellor John O'Brien, Presidents Sue Collins and Earl Potter.

The Minnesota State Colleges and Universities Academic and Student Affairs Committee held a meeting on October 22, 2014 at Wells Fargo Place, 4<sup>th</sup> Floor, McCormick Room, 30 East 7<sup>th</sup> Street in St. Paul. Academic and Student Affairs Committee Chair Anderson Kelliher called the session to order at 8:32 am.

**1. Minutes of the October 22, 2014 Academic and Student Affairs Committee**

Approval of the minutes from the Oct. 22, 2014 meeting was tabled until the January committee meeting since the minutes were not included in the Trustees' meeting packet.

**2. Student Demographics**

**Presenters:**

John O'Brien, Senior Vice Chancellor for Academic and Student Affairs  
Craig Schoenecker, Senior System Director for Research

Senior Vice Chancellor O'Brien presented information on trends in college and university enrollment and student characteristics. This demographic information will help provide a context for board deliberations throughout the coming year.

In 2014, the system had 410,498 students. Of that number, 264,520 students took courses for credit, and 145,978 took non-credit courses. Student headcount peaked in 2010 and has remained stable since that time.

Predictors of student headcount include: the number of high school students; the adult population aged 24 to 34; the state's unemployment rate; and Minnesota per-capita income. Three of these predictors are in decline: the unemployment rate; the number of public high school graduates; and the population aged 25 and 34.

The system's student demographics shows:

- 58 percent of students attend colleges and universities in greater Minnesota
- 23 percent (62,000 students) are American Indian or students of color
- 38 percent are age 25 or older; the average age is 26
- 55 percent are female
- 37 percent (98,700 students) are Pell Grant-eligible

- 53 percent (139,000 students) are from underrepresented groups
- 11,000 are veterans

Students of color and American Indian students comprise an increasing percentage of students and their enrollment has grown in all regions of the state.

Significantly more students are low income (eligible for Pell grants) and an increasing percentage of students are from groups underrepresented in college.

The student body is also diverse in terms of age. The largest percentage of students, 41.5 percent, are between ages 19 and 24; 22.3 percent are between ages 25-34; 15.6 percent are age 35 or older; and 20.1 percent are students who are 18 years or younger.

There were 8,712 students who identified themselves as having disabilities, such as learning disabilities or issues with hearing, vision, mobility or mental health.

International students attending the system's colleges and universities come from around the world, including 59 percent from Asia and Pacific countries; 8 percent from Europe and Central Asia; 7 percent from the Middle East and North Africa; 20 percent from Sub-Saharan Africa; and 5 percent from the Americas.

Students are academically diverse, including those in high school, high school graduates, graduate students, adult learners and career professionals. Enrollment data shows:

- 58 percent of college and 35 percent of university students enroll part-time;
- 42 percent take one or more online course and 13 percent are exclusively online students;
- 13 percent enroll at more than one college or university in a year;
- 57 percent of college and 21 percent of university first-time students take developmental courses;
- 39 percent of college and 18 percent of university first-time students take developmental math courses.

Senior System Director Schoenecker said older students tend to need developmental math courses. The need for reading and writing developmental courses is less with this age group.

Statistics show that completion rates vary by academic preparation and financial need. The most highly-prepared students with the lowest financial need are the ones most likely to complete academic programs in a timely fashion.

Chancellor Rosenstone said preparation and financial need are critical factors when it comes to persistence and completion rates. He said he has been working in collaboration with the Minnesota Department of Education to help ensure students are adequately prepared for college coursework when they enroll. The system also has launched a scholarship campaign to help make college more affordable for students.

Students finance their education in various ways:

- 52 percent who apply for financial aid are considered to be independent of their parents;
- 62 percent of all students receive some form of financial aid;
- 46 percent receive grants;
- 9 percent receive scholarships;
- 42 percent take out student loans;



- 4 percent receive work-study awards or student employment.

Recent legislation allows part-time students to participate in the state financial aid grant program. Senior System Director Schoenecker said his staff will be doing an analysis of the number of part-time students utilizing financial aid, the amount of their financial aid grants, and how this financial aid assistance relates to their persistence toward earning a degree.

The median debt for graduates earning a baccalaureate degree is \$18,327 and \$9,028 for those receiving an associate's degree.

There also is a large number of students who graduate from a system college or university debt-free, Senior Vice Chancellor O'Brien said. Data shows:

- 26.9 percent of students earn a baccalaureate degree without debt;
- 34 percent of students earn an associate's degree without debt;
- 46.4 percent of students earn a certificate or diploma without debt.

### **3. Meeting the Baccalaureate Needs of the Twin Cities Metro Area**

#### **Presenters:**

John O'Brien, Senior Vice Chancellor for Academic and Student Affairs

This presentation is a follow-up to one in January 2014 which offered an overview of possible strategies to accelerate baccalaureate degree programs in the Twin Cities metropolitan area. Senior Vice Chancellor O'Brien said the plan was refined after extensive consultation with key stakeholders, including union representatives, students, administrators and diverse community representatives.

Over the next three decades, the Twin Cities area population will increase by nearly 1 million people and it's estimated over 400,000 jobs will be created. Of those jobs, it is estimated that 216,805 of those jobs will need to be filled with employees who hold a baccalaureate degree.

Underrepresented populations are projected to constitute 100 percent of the projected population growth in the Twin Cities metropolitan area over this time period.

The system needs to find innovative ways to meet the need for increased baccalaureate opportunities, Senior Vice Chancellor O'Brien said. Sound planning is especially important since, historically, underrepresented populations are the least likely to participate in post-secondary education.

There will be a need to ensure geographic accessibility and make courses, resources and support services more easily available through flexible delivery systems, Senior Vice Chancellor O'Brien said. Greater affordability of higher education also will enhance access.

There is a need to increase metro area graduates in high-growth, high-demand sectors, including financial services and insurance, health and life sciences, innovation technology and advanced manufacturing, business services, food and agribusiness.

The system also will need to continue to graduate students who have excellent world language and communication skills, as well as students who are critical thinkers and problem solvers, since these qualities will be in high demand in the future workforce.

Although enrollment at Metropolitan State University has grown by 20 percent and the number of degrees conferred is up by 38 percent since 2008, expanding the university cannot

be the exclusive approach taken to meet the growing student and workforce needs in the metropolitan area. The university does not offer academic programs in cognitive science, biochemistry, physics, statistics, engineering, manufacturing or world languages.

Bilateral college-university partnerships also cannot make up the gap. There were 125 full-time students enrolled in non-metropolitan state university baccalaureate programs, which was down from 220 in FY12.

Growing baccalaureate opportunities in the metropolitan area does not have to come at the expense of out-state colleges and universities, Senior Vice Chancellor O'Brien said. The system needs to focus on ways to attract more of the 76,000 metro area students who are earning a two-year college degree and are on their way to earning a baccalaureate degree. Currently, only 30 percent of the students in this pool stay in the system by going to Metropolitan State University (14 percent) or going to universities in greater Minnesota (16 percent).

Instead, many of these students opt to attend a for-profit or non-profit private institution or transfer to the University of Minnesota. A large share of these students leave Minnesota, often to attend a university in a neighboring state.

Currently, there are 53,000 students who attend two-year colleges but do not transfer or enroll in any university within four years. Capturing a portion of that group is critical, Senior Vice Chancellor O'Brien said, since many of them are not able to leave the metropolitan area because of personal circumstances, such as family commitments or jobs.

The proposed action to increase metropolitan baccalaureate opportunities involves three elements:

- 1) Build on existing strengths
  - Metropolitan State University should continue to grow – it could meet about 50 percent of the increased need capacity with additional facilities;
  - Currently 28 percent of greater Minnesota universities' enrollments are students from the Twin Cities metro area and this service to metro area students should grow;
  - Partnerships between a university and college/multiple colleges should grow, especially to deliver specialized (and high cost) programs to metro area students.
- 2) Deploy innovative strategies
  - Create student support services that serve all metro area students, not only students at a single college or university;
  - Develop dual admission programs in the metro area to strengthen pathways from colleges to baccalaureate completion;
  - Foster intentional collaborative development of new academic programs through a collaborative academic planning group. This will not supplant an individual institution's program development and approval processes.
- 3) Develop an additional location
  - Explore potential sites accessible by public transportation and capable of serving the projected growth in baccalaureate needs for the metro region;
  - This location would be used by both Metropolitan State University and greater Minnesota universities offering programs in the metro area;
  - Regardless of the location, the new location would have to offer a full array of student-support services; offer face-to-face, hybrid and online programs; have an experiential focus (problem-based learning, internships, and apprenticeships);

have programs aligned with career opportunities in high demand; and have a focus on multi-culturalism/diversity and national best practices for student success.

Chair Anderson Kelliher asked a sampling of current university and college presidents to weigh in on the proposal.

Devinder Malhotra, Interim President of Metropolitan State University, said his university is ready to take on the challenge of meeting the increasing need for baccalaureate degrees and enhancing public urban higher education opportunities. However, the university does not have the means or facilities to meet the demand by itself and the Board of Trustees will need to leverage the strength of the system to make this growth happen, he said. A collaborative approach to broaden the scope and portfolio of academic offerings, flexibility, adaptability, access and affordability will be needed, he said.

Richard Davenport, President of Minnesota State University, Mankato, said his university has a history of serving students in the metropolitan area. The university's efforts have largely focused in graduate education. Currently, 70 percent of the students who are enrolled at the Mankato campus are from the metropolitan area, but there remains a large number of students who, for various reasons, cannot attend a residential university in greater Minnesota. He said a coordination of efforts will be needed so programming and enrollments at the greater Minnesota universities are not negatively affected.

Both Normandale Community College President Joyce Ester and Northeast Higher Education District President Sue Collins said community colleges are willing to join in the collaborative efforts to enhance public higher education in the state.

There has been good progress made on the proposal, Trustee Sundin said, but added that there continues to be work needed, including student support services, programming and transportation. She added branding and creating an "identity" are important components still missing in the plan.

Trustee Hoffman said he is concerned that the proposal will take resources away from existing rural institutions, especially since it is likely that there will not be additional funding coming from the Legislature.

Chair Anderson Kelliher said she will be working with Senior Vice Chancellor O'Brien on the next steps to broaden the proposal. This will involve gathering information on potential costs, locations and branding, she said.

The meeting adjourned at 10:38 pm  
Respectfully submitted,  
Margie Takash, Recorder

**MINNESOTA STATE COLLEGES AND UNIVERSITIES  
BOARD OF TRUSTEES  
Agenda Item Summary Sheet**

**Name:** Academic and Student Affairs Committee

**Date:** January 28, 2015

**Title:** Transfer Degree Pathways for Baccalaureate Completion

**Purpose (check one):**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Proposed<br>New Policy or<br>Amendment to<br>Existing Policy | <input type="checkbox"/> Approvals<br>Required by<br>Policy | <input type="checkbox"/> Other<br>Approvals |
| <input type="checkbox"/> Monitoring /<br>Compliance                                   | <input checked="" type="checkbox"/> Information             |   |

**Brief Description:**

This presentation will provide a preview of a plan currently being developed by the Charting the Future Academic Planning and Collaboration implementation team in accordance with 2014 Session Laws H.F. 3172, Chapter 312, Sec. 12, and its mandate to the board to report on a plan to implement multi-campus articulation agreements that lead to baccalaureate degree completion.

**Scheduled Presenter(s):**

Richard Hanson, President, Bemidji State University  
John O'Brien, Senior Vice Chancellor for Academic and Student Affairs

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

**INFORMATION ITEM**

**TRANSFER DEGREE PATHWAYS FOR BACCALAUREATE COMPLETION**

**BACKGROUND**

In 2014, the Minnesota Legislature required the Minnesota State Colleges and Universities Board of Trustees to report in March 2015 on a plan to implement multi-campus articulation agreements that lead to baccalaureate degree completion. The law assigned the task of developing the plan to a Charting the Future implementation team.

**2014 Session Laws H.F. 3172, Chapter 312, Sec. 12**

The Board of Trustees of the Minnesota State Colleges and Universities shall develop a plan to implement multi-campus articulation agreements that lead to baccalaureate degree completion upon earning the number of credits required for the degree minus 60 credits at a system university after transfer to the system university by a student with an associate in arts degree, associate of science degree, or an associate of fine arts (AFA) degree from a system college. The board shall assign the task of developing the plan to the appropriate committee formed under the board's "Charting the Future" initiative. The board shall report on this plan to the legislative committees with primary jurisdiction over higher education finance and policy by March 15, 2015.

The plan has been under development by the Academic Planning and Collaboration implementation team, and a draft was distributed on January 6, 2015 to students, faculty, administrators, and staff for comment and feedback.

This preview will discuss the team's research and consultation process and the following elements of the draft plan. The final report will be presented for approval by the board at its March 2015 meeting.

- Goals of the Transfer Degree to Baccalaureate Completion plan
- Program Articulation Committees by discipline
- Structure of the transfer degree pathways
- Timeline

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

**Agenda Item Summary Sheet**

**Name:** Academic and Student Affairs Committee

**Date:** January 28, 2015

**Title:** Student Spotlight: Minnesota State University, Mankato

**Purpose (check one):**

Proposed  
New Policy or  
Amendment to  
Existing Policy

Approvals  
Required by  
Policy

Other  
Approvals

Monitoring /  
Compliance

Information

**Brief Description:**

This item will provide a ten minute spotlight on a student success story from Minnesota State University, Mankato. The student will have two to three minutes to give a brief background of their time with Minnesota State Mankato and how it has shaped their life.

**Scheduled Presenter(s):**

Trustee Anderson Kelliher (introduces institution)

John O'Brien

Abrar Zawed (Student and presenter)

President Richard Davenport

David Sharlin (Abrar's Research Professor - attendee)

Brian Martensen (Interim Dean of the College of Science, Engineering & Technology - attendee)

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

<b>INFORMATION ITEM</b>
<b>STUDENT SPOTLIGHT: MINNESOTA STATE UNIVERSITY, MANKATO</b>

**BACKGROUND**

Minnesota State Colleges and Universities Board Trustee Anderson Kelliher implemented a student and institution spotlight for each board meeting, where students and institutions from the MnSCU system tell their stories of success.

This information item will present students from the campuses for trustees to meet and hear their stories of how the offerings of MnSCU institutions made quality higher education accessible to them or others.

The student spotlight for this meeting includes:

Abrar Zawed, a junior from Chittagong, Bangladesh is enrolled in Minnesota State Mankato's Honors program and was awarded a RISE (Research Internships in Science and Engineering) Fellowship to the Max Planck Institute of Biochemistry in Martinsried, Germany. Last May he spent 10 weeks in Martinsried, Germany, assisting the doctoral research of Neysan Donnelly. Zawed's research studied the effects of chromosome abnormalities on human cells.

Zawed has participated in undergraduate research at Minnesota State Mankato under the supervision of David Sharlin, an assistant professor in Minnesota State Mankato's Department of Biological Sciences.



## **Student Receives 10-Week International Fellowship**

### **Junior Abrar Zawed to assist doctoral research in Martinsried, Germany.**

Mankato, Minn. – Minnesota State University, Mankato student Abrar Zawed (pictured) was recently awarded a RISE (Research Internships in Science and Engineering) Fellowship to the Max Planck Institute of Biochemistry in Martinsried, Germany.

Beginning May 20, Zawed will spend 10 weeks in Martinsried, a suburb of Munich, Germany, assisting the doctoral research of Neysan Donnelly. Zawed’s research will study the effects of chromosome abnormalities on human cells.

Zawed, a junior from Chittagong, Bangladesh, is enrolled in Minnesota State Mankato’s Honors Program and is majoring in biomedical sciences and minoring in chemistry. He is one of 300 undergraduates to receive the award from more than 2,200 applicants from the United States, Canada and the U.K. A stipend from DAAD covers interns’ living expenses.

“I would like to thank the (Minnesota State Mankato) Honors Program and Office of University Fellowships for their support and encouragement,” said Zawed. “This research experience will motivate me to come up with new ideas regarding my ongoing research and help me to achieve my academic goals in the future.”

Zawed has participated in undergraduate research at Minnesota State Mankato under the supervision of David Sharlin, an assistant professor in Minnesota State Mankato’s Department of Biological Sciences.

“Abrar has played an integral part in lab’s goal to develop new molecular tools for investigating the role of thyroid hormone action in auditory system development,” said Sharlin. “His project has provided the opportunity for him to develop modern molecular biology skills that will serve him in his future research career. It is great to know that his hard work was acknowledged with being awarded this prestigious fellowship.”

Zawed will present research in April at both the National Conference on Undergraduate Research in Lexington, Ky., and the Undergraduate Research Symposium at Minnesota State Mankato.

The RISE Fellowship Program is sponsored by Deutscher Akademischer Austausch Dienst, or DAAD (German Academic Exchange Service), which offers undergraduate students the chance to work with research groups at universities and institutions across Germany.