

Minnesota State Colleges and Universities

DIVERSITY AND EQUITY COMMITTEE

NOVEMBER 19, 2014

MCCORMICK ROOM

30 7TH STREET EAST

ST. PAUL, MN

Committee Members Present: Ann Anaya, Chair; Trustees Elise Ristau, Kelly Charpentier-Berg, Alexander Cirillo, Thomas Renier and Louise Sundin

Other Board member Present: Margaret Anderson Kelliher, Duane Benson, John Cowles, Robert Hoffman, Michael Vekich, and Erma Vizenor

Leadership Council Representatives Present: Chancellor Steven Rosenstone, Chief Diversity Officer Leon Rodrigues, President Cecilia Cervantes, President Adenuga Atewologun and President Richard Davenport

Convene

The Diversity and Equity Committee met on November 19, 2014, 4th Floor, McCormick Room, 30 East 7th Street in St. Paul. Chair Ann Anaya called the meeting to order at 10:32 am

Minutes of the Diversity and Equity Committee of October 22, 2014

The minutes of October 22, 2014 were approved as submitted.

Proposed Amendment to Policy 1B.1 Equal Opportunity and Nondiscrimination in Employment and Education (First Reading)

Chair Anaya introduced the first reading of the proposed amendment to Board Policy 1B.1 Equal Opportunity and Nondiscrimination in Employment and Education Opportunity. The purpose of the amendment is that on May 11, 2014, Governor Mark Dayton signed the Women's Economic Security Act (WESA), which expanded the Minnesota Human Rights Act to cover familial status. Previously, familial status was limited only to the housing context; meaning, property owners could not deny housing to an individual that was living with a minor child or pregnant. With WESA a women with a minor child or pregnant will have protection under Minnesota Employment Law. An employer cannot treat such individuals differently based on their familial status. In response to the legislation, the proposed changes to Board Policy 1B.1 Equal Opportunity and Nondiscrimination in Employment and Education Opportunity were submitted. Chair Anaya introduced Renée Hogoboom, Associate Director for Diversity and Equity to present on the proposed amendment. Ms. Hogoboom stated that Policy 1B.1 has always mirrored the Minnesota Human Rights Act and that is why this change is included in employment.

Associate Director. Hogoboom stated that familial status language-was added to lines 16, 17 and 21, and is the only change made to the policy. Associate Director Hogoboom reminded

the committee that the last time the 1B.1 policy was reviewed, was two years ago. The policy is on a cyclical review of every three years; however, the change in statute required the amendment. Chair Anaya clarified that there is a change to subpart E Protected Class and that the dates will be changed and finalized with the second reading of the policy. Associate Director Hogoboom affirmed that the comment was correct.

Chair Anaya asked for feedback on the policy amendment proposal. Trustee Alex Cirillo asked if anyone would be opposed to the changes. Ms. Hogoboom confirmed that this is a straightforward change to the policy.

Recruitment of Diverse Students

Committee Chair Anaya introduced the next topic and stated that when we started our strategy for the diversity committee for this year we were looking internally at our staff and faculty for diversity and we now look externally at recruitment of students. As we follow the Academic and Student Affairs presentations, Trustee Anderson Kelliher stated that a collaborative effort between the two committees makes sense. As we recruit diverse students, it pairs nicely with the committee. We work towards a day where there is no need for the Diversity and Equity Committee and that the Academic and Student Affairs and the Diversity committees work jointly.

Committee Chair Anaya introduced presenters, Chief Diversity Officer Leon Rodrigues, Presidents Cecilia Cervantes, Hennepin Technical College, Adenuga Atewologun, Riverland Community and Technical College and Richard Davenport, Minnesota State University, Mankato.

Dr. Rodrigues explained that when we discuss the recruitment of diverse candidates traditional students are ones who complete high school and are considering post-secondary education, career and technical education as well as students currently enrolled in high school and Post-Secondary Options. Dr. Rodrigues thanked Vice Chancellor John O'Brien for setting up the context for this discussion in his earlier presentation to the board. Dr. Rodrigues shared that the focus is on students who may not have contemplated college or may have given up on the idea of college. The recruitment process for diverse students therefore also includes reaching students who have an interest in pursuing a college degree, career or technical qualification, but have not done so immediately after high school, often referred to as non-traditional students as well as students who may be seeking a degree, certification, or updating of their educational qualifications. Dr. Rodrigues shared an overview of predicted high school graduates; current diverse student participation rates and what might be considered non-traditional students. Dr. Rodrigues added that while much of this conversation refers to students from diverse race and ethnic backgrounds, or gender, the efforts to recruit also includes students who have disabilities, identify as Lesbian, Bisexual, Gay, Transgender, and Questioning (LGBTQ) or are returning veterans.

Dr. Rodrigues shared enrollment trends, recruitment strategies and campus practices aimed at recruiting and serving diverse students at MnSCU and preparing them for careers and participation in society. He also shared information on initiatives led by system office staff that pertain to our P-20 partnerships, College Readiness programs, and Adult Basic

Education Programs, which are aimed at attracting non-traditional students. These partnerships are fostered to ensure successful college engagement and academic success. Dr. Rodrigues highlighted system enrollment trends, which include – underrepresented groups, students who are first generation college goers and those who are from lower socio-economic households.

Dr. Rodrigues presented three charts. Chart 1 shows the percentage of American Indian students, other students of color, and Pell Eligible students, which comprise an increase in Minnesota High School graduates. American Indian and students of color, show the highest growth in the next 10 years. The data collection is every two years and the last collection was completed in 2011. Chart 2 demonstrates MnSCU enrollment by students of color by head count on Pell eligible students. Minnesota State Colleges and Universities serve more diverse students than all other Minnesota higher education institutions combined. Chair Anaya clarified that although MnSCU has a head count drop as described in an Academic and Student Affairs presentation that the rate of students of color has risen. Dr. Rodrigues confirmed that she is correct and the number of students of color enrollment will continue to increase over the next 10 years and there will be a decline of white students as seen in Chart 3. Chair Anaya inquired where the students of color reside geographically in comparison to where they are attending school. Are they attending in the metro because that is where they reside or are they also attending outstate? Dr. Rodrigues replied that based on the predictions there is much work to do.

Dr. Rodrigues commented that recruiting diverse students not only includes the deliberate planning and actions of our institutions, but also includes relationships with other structures, such as K-12 and Adult Basic Education, to ensure that Minnesotans have access to postsecondary education. He added that MnSCU has been collaborating with the Minnesota Department of Education to increase high school completion, college and career readiness, and college enrollment of diverse students. He pointed out that one key aspect of the partnership is co-sponsoring summits in which secondary and postsecondary leaders and educators from across the state are working on issues that are common to us. This would be to specifically look at issues of the achievement gap and highlight examples of successful local and national models that have served low-income, first generation, students of color, and English language learners. He adds that these summits have called for secondary and postsecondary partners to create or expand programs that provide more opportunities for high school students to develop career pathways and access to college credits early on, which reduce the cost of college tuition. Over 750 leaders and educators attended these summits last year and there are already close to 800 registered for this year.

Dr. Rodrigues shared that in addition to Pathways to Postsecondary 2.0 summits, another set of statewide forums that bring together leaders and educators from career and technical education are offered on developmental education, and Adult Basic Education. These forums concentrate on collaborative efforts with ABE to serve diverse adult learners in career pathways, and include a showcase of ABE/postsecondary partnership models, and practice models serving low-income, first generation college students, students of color, and English language learners. Dr. Rodrigues added that through partnerships between MnSCU, the Department of Education, and Adult Basic Education, MnSCU continues to support its goals

of increasing diverse students' access to postsecondary education and our recruitment of diverse students.

Cecilia Cervantes, president of Hennepin Technical College stated that staff at the college that the increases in our communities of color were indeed going to be significant in the metro area. If Hennepin Technical College were going to meet the mission of serving all citizens, particularly those of color, it was important to be intentional in pursuing those communities. She added that due to their decrease in funding and their need to accomplish the mission, they researched Federal Grants from the U.S. Department of Education and other sources in order to bring in resources to help in the efforts to recruit more communities of color to take advantage of the array of technical programs. President Cervantes added that Hennepin Technical College was also hearing from community partners that they needed their students to be well-trained employees. Their grant research was successful; there are now four grants and a Gateway to College grant. Those grants have allowed them to hire individuals to go out into the community and work with public schools to help create a college-going culture in the school and familiarize them with programs and services that they offer at Hennepin Technical College. They have also attributed the positions to a redistribution of funds in the college. Staff has engaged with students to support them as they form affinity clubs to be more comfortable on campus and to plan multicultural events. Hennepin Technical College was the recipient for an outstanding award for LGBTQ club last year. The increase in students of color at the college has risen 10 percent. The achievement gap at Hennepin Technical College is close to being eliminated.

Committee Chair Anaya exclaimed that she is very impressed with the work done at Hennepin Technical College. She added that programs like this are what encouraged her to go to college. Chair Anaya commented that it is forgotten if you do not grow up in a family where it is presumed that you will go to college, there needs to be some convincing and comfort given and this can only be done by someone that shows care and concern for a student's future. Chair Anaya applauded Hennepin Technical College and their accomplishments.

Adenuga Atewologun, president, Riverland Community and Technical College, commented on recruitment events. He shared that there is a common theme at the college - collaboration, partnership and intentionality. He noted that Hennepin Technical College, Riverland Community and Technical College, and Minnesota State University, Mankato are three campuses out of 11 that received awards from the Mexican Consulate from the Institute for Mexicans Abroad and this shows a targeted approach to help those in our communities. President Atewologun stated that his focus is to be all-inclusive, not just the minority but the majority as well for all multi-cultural events. Riverland Community and Technical College wants it to be known that diversity is good for all. President Atewologun stated that it is important to know your community demographics, to assist those appropriately that are in that community based on their cultural demographic.

President Atewologun - Riverland Community and Technical Colleges recruitment events:

- Multicultural staff and Student Ambassadors
- Latino Student Summit with 200 Latino High School students participating

- Multicultural Career Day and College Fair. The Goal was to encouraged and motivated students to pursue educational opportunities. There are 300 underrepresented and minority students to participate. Sponsors include Riverland, Minnesota College Access Network and Minnesota State University, Mankato
- Latino and Somali Education Nights for students and parents

President Atewologun talked about the collaboration and partnership with organizations in the community to gain scholarship money, including a successful program with the Hormel Foundation in Austin. The college receives typically \$200,000 to \$300, 000 a year to support the Be Your Best and Cycles of Success High School student programs.

Committee Chair Anaya expressed appreciation to Riverland Community and Technical College for their commitment and dedication.

Richard Davenport, president, Minnesota State University, Mankato spoke about the 2014 Inside Higher Education Report on nationwide ACT scores that show that 57% of the graduation class took the ACT test. Of those students, on the average white students scored 22.3, African American students scored 17; Latinos scored 18.8, and Asians 23.5. These scores show how disadvantaged students are to get into universities. President Davenport described the change in culture on the campus. Ten years ago, if there was a person of color everyone noticed them. Today it is very different. The numbers of people of color have multiplied at least four fold on campus. As of last year, the numbers of people of color has increased to 11.3%, which does not include international students. At MSU, Mankato they talk about it being everyone's responsibility to recruit and especially retain students of color. MSU, Mankato's retention is not as good as they would like it to be, retention over all is about 51 % and for those of color, it is 42%, and they are looking to close the gap. There are partnerships with campuses to assist with student success and to make the move to a four-year degree. There are five strategic priorities in addition to the MnSCU priorities and their number one priority is Diversity. MSU, Mankato's focus is not only on getting those underrepresented students on the campus but ultimately to graduate them. Intrusive advising and early alert has been critical.

Trustee Benson stated that it was most important for retention of diverse students to have a teacher/mentor relationship, such as that reflected in sports teams and coaches. He asked if that model been thought of and what are the obstacles? President Cervantes responded that the model is indeed used by utilizing the various advisors and advocates and the relationships that are built. They also work with them on academic programming and courses each semester; this builds relationships so the student is then comfortable to ask for advice on issues they are facing. A program was started where incoming students were identified as highest risk and those students are followed up with. Trustee Bensons added that he would like to see it go a step further. We would like you to recruit these hard to recruit populations and retain them.

Trustee Cirillo stated that when looking at the recruiting models there are usually schools that you go to as feeder schools. He asked if the feeder schools have a diverse population. President Atewologun replied that they do have schools with diversity and they maintain relationships with those schools and the diversity staff. At Riverland, the success coaches represent those minority students they support. Trustee Cirillo added that those schools should be part of the

marketing programs at each of the campuses. Dr. Rodrigues explained that most of the campuses have relationships with the schools and send out recruiters to college fairs at those schools. He also shared that he attended the Latino Engineering day at MSU, Mankato State University and was impressed with the different speakers and activities for the students and how they were introduced to the different aspects of campus life. The students were given Mankato memorabilia to help them identify with the college. Many were Spanish speaking and the staff were Spanish speaking. President Davenport added that experience is so important; it helps those students get a sense of the campus. Mankato is currently collaborating with South Central College on a partnership program. The program has a bus that goes back and forth from South Central to Mankato State campus so the students can live in Mankato and complete their degree at South Central. This has helped to break down the barriers and reduce the fears some students have for attending a bigger campus.

Committee Chair Anaya thanked the committee for their work and for the presentations. She stated that the key to retention is inclusion and that the committee is on the right path. These are the commendable strategies. Trustee Anaya commented that she would like to see more collaboration and partnership with Academic and Student Affairs committee in the next phase.

The meeting adjourned at 11:21 a.m.

Respectfully submitted,
Sonya Castillo, Recorder