



MINNESOTA STATE

Board of Trustees

30 East 7th Street
St. Paul, MN 55101

651-201-1705

Board of Trustees Meetings January 29-30, 2019



Minnesota State is an affirmative action, equal opportunity employer and educator.



Board of Trustees Meeting

January 29-30, 2019
Minnesota State
30 7th Street East
St. Paul, Minnesota

Unless noticed otherwise, all meetings are in the McCormick Room on the fourth floor. Committee and board meeting times are tentative. Meetings may begin up to 45 minutes earlier than the times listed if a committee meeting concludes its business before the end of its allotted time slot. In addition to the board or committee members attending in person, some members may participate by telephone.

Tuesday, January 29, 2019

- 8:30 am Closed Session: Board of Trustees, Michael Vekich, Chair
McCormick Room, 4th Floor
Pursuant to Minn. Stat. § 13D.03, Closed Meetings for Labor Negotiations Strategy and Minn. Stat. § 13D.05, (2018) Data Classified as Not Public (Minnesota Open Meeting Law)
1. Labor Negotiations Strategy
 2. Minnesota State Retirement Plan
- 9:30 am Committee of the Whole, Michael Vekich, Chair
McCormick Room, 4th Floor
- NextGen Update
- 10:30 am Joint Meeting: Audit and Human Resources Committees, Michael Vekich and Jay Cowles, Co-chairs
1. **Minutes of Joint Meeting on November 13, 2018**
 2. HR-TSM Update
- 11:30 am Audit Committee, Michael Vekich, Chair
1. **Minutes of November 14, 2018**
 2. Shared Services Governance Roadmap Advisory Project
 3. NCAA Agreed Upon Procedures External Audit
- 12:30 pm Luncheon, Rooms 3304/3306
NextGen Tabletop Presentations
- 2:00 pm Depart for Capitol
- 2:30 pm Showcasing Minnesota State Colleges and Universities: Capitol Rotunda

- 4:00 pm Showcase ends
- 5:45 pm Dinner (social event, not a meeting)

Wednesday, January 30, 2019

- 8:00 am Diversity, Equity, and Inclusion Committee, Rudy Rodriguez, Chair,
1. Minutes of Joint Meeting of the Diversity, Equity, and Inclusion and Finance Committees on October 16, 2018
2. Strategic Equity Update
3. Equity by Design Update
- 9:00 am Facilities Committee, Jerry Janezich, Chair
1. Minutes of November 13, 2018
2. Contracts Exceeding \$1 Million: Minneapolis Community and Technical College Student Affairs Renovation
3. Contract Exceeding \$1 Million and Revenue Fund Bond Allocation: MSU, Mankato Sports Bubble Construction
4. Surplus Property, Alexandria Technical and Community College
- 10:00 am Finance Committee, Roger Moe, Chair
1. Minutes of November 13, 2018
2. Contracts Exceeding \$1 Million:
a. **Minneapolis Community and Technical College Student Affairs Renovation**
b. **Oracle (formerly RightNow) CRM**
3. Contract Exceeding \$1 Million and Revenue Fund Bond Allocation: MSU, Mankato Sports Bubble Construction
- 10:30 am Academic and Student Affairs, Alex Cirillo, Chair
1. Minutes of November 13, 2018
2. Approval of Mission Statement: Northland Community and Technical College
3. Proposed Amendments to Policies (First Readings)
a. 3.18 Honorary Degrees
b. 3.36 Academic Programs
4. Guided Learning Pathways: Career Technical Education and Comprehensive Workforce Solutions
- 12:30 pm Luncheon, Rooms 3304/3306
- 1:30 pm Human Resources Committee, Jay Cowles, Chair
• **Emeriti Recognition**

2:00 pm Board of Trustees Meeting

3:30 pm Meeting Ends

Bolded items indicate action is required



Committee Roster
2018-2019

Executive

Michael Vekich, Chair
Jay Cowles, Vice Chair
Roger Moe, Treasurer
Alex Cirillo
Dawn Erlandson
Louise Sundin
Cheryl Tefer

Academic and Student Affairs

Alex Cirillo, Chair
Cheryl Tefer, Vice Chair
Ashlyn Anderson
Dawn Erlandson
Jerry Janezich
Rudy Rodriguez
Louise Sundin

President Liaisons:

Hara Charlier
Connie Gores

Audit

Michael Vekich, Chair
April Nishimura, Vice Chair
Bob Hoffman
Jerry Janezich
George Soule

President Liaisons:

Richard Davenport
Pat Johns

Diversity, Equity, and Inclusion

Rudy Rodriguez, Chair
Louise Sundin, Vice Chair
AbdulRahmane Abdul-Aziz
Ashlyn Anderson
Jay Cowles
April Nishimura
George Soule

President Liaisons:

Anne Blackhurst
Sharon Pierce

Facilities

Jerry Janezich, Chair
George Soule, Vice Chair
Roger Moe
Louise Sundin
Samson Williams

President Liaisons:

Faith Hensrud
Barbara McDonald

Finance

Roger Moe, Chair
Bob Hoffman, Vice Chair
AbdulRahmane Abdul-Aziz
Ashlyn Anderson
Jerry Janezich
April Nishimura
Samson Williams

President Liaisons:

Richard Davenport
Joe Mulford

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Human Resources

Jay Cowles, Chair
Cheryl Tefer, Vice Chair
Alex Cirillo
Dawn Erlandson
Bob Hoffman
Roger Moe
Samson Williams

President Liaisons:

*Ginny Arthur
Adenuga Atewologun*

Nominating Committee

Members will be named later

Ad Hoc Committee on Outreach and Advocacy

Dawn Erlandson, Chair
Louise Sundin, Vice Chair
AbdulRahmane Abdul-Aziz
George Soule
Rudy Rodriguez

President Liaisons:

*Rassoul Dastmozd
Scott Olson*

Chancellor Review

Michael Vekich, Chair
Jay Cowles, Vice Chair
Dawn Erlandson
Bob Hoffman



Approved FY2019 and FY2020 Board Meeting Dates

The FY2019 and FY2020 meeting dates are listed below. The calendar is subject to change. Changes to the calendar will be publicly noticed.

FY2019 Meeting Calendar

Meeting	Date	If agendas require less time, these dates will be cancelled.
Board Meeting/Joint Meeting with Leadership Council	July 25-26, 2018	July, 26, 2018
Added: Special Meeting - Executive Committee	August 21, 2018	
Added: Special Meeting – Board Meeting	August 31, 2018	
Orientation and Board Retreat	September 18-19, 2018	
Cancelled: Executive Committee	October 3, 2018	
Committee / Board Meetings	October 16-17, 2018	October 16, 2018
Cancelled: Executive Committee	November 7, 2018	
Committee / Board Meetings	November 13-14, 2018	November 13, 2018
Added: Special Meeting – Chancellor Performance Review Committee (Closed Session)	November 19, 2018	
Cancelled: Executive Committee	January 2, 2019	
Rescheduled: Executive Committee	January 9, 2019	
Committee / Board Meetings Joint Meeting with Leadership Council	January 29-30, 2019	January 29, 2019

Meeting	Date	If agendas require less time, these dates will be cancelled.
Executive Committee	March 6, 2019	
Committee / Board Meetings	March 19-20, 2019	March 19, 2019
Executive Committee	April 3, 2019	
Committee / Board Meetings/ Awards for Excellence in Teaching	April 16-17, 2019	
Executive Committee	May 1, 2019	
Committee / Board Meetings	May 21-22, 2019	May 21, 2019
Executive Committee	June 5, 2019	
Committee / Annual Board Meetings	June 18-19, 2019	June 18, 2019

FY2020 Meeting Calendar

Meeting	Date	If agendas require less time, these dates will be cancelled.
Board Meeting/Joint Meeting with Leadership Council	July 23-24, 2019	
Orientation and Board Retreat	September 17-18, 2019	
Executive Committee	October 2, 2019	
Committee / Board Meetings	October 15-16, 2019	October 15, 2019
Executive Committee	November 6, 2019	
Committee / Board Meetings	November 19-20, 2019	November 19, 2019
Executive Committee	January 8, 2020	
Committee / Board Meetings Joint Meeting with Leadership Council	January 28-29, 2020	

Meeting	Date	If agendas require less time, these dates will be cancelled.
Executive Committee	March 4, 2020	
Committee / Board Meetings	March 17-18, 2020	March 17, 2020
Executive Committee	April 1, 2020	
Committee / Board Meetings Awards for Excellence in Teaching	April 21-22, 2020	
Executive Committee	May 6, 2020	
Committee / Board Meetings	May 19-20, 2020	May 19, 2020
Executive Committee	June 3, 2020	
Committee / Annual Board Meetings	June 16-17, 2020	June 16, 2020



MINNESOTA STATE

Board of Trustees

30 East 7th Street
St. Paul, MN 55101

651-201-1705

Closed Session: Board of Trustees

January 29, 2019

8:30 am

Minnesota State

McCormick Room, 4th Floor

30 7th Street East

St. Paul, Minnesota

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- 8:30 am Closed Session: Board of Trustees, Michael Vekich, Chair
Pursuant to Minn. Stat. § 13D.03, Closed Meetings for Labor Negotiations Strategy and Minn. Stat. § 13D.05, (2018) Data Classified as Not Public (Minnesota Open Meeting Law)
1. Labor Negotiations Strategy
 2. Minnesota State Retirement Plan



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**MINNESOTA STATE
BOARD OF TRUSTEES
Agenda Item Summary Sheet**

Name: Closed Session: Board of Trustees

Date: January 29, 2019

Title: Labor Negotiations Strategy

Purpose (check one):

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

Brief Description:

In a closed session Pursuant to Minnesota Statutes §13D.03, Closed Meetings for Labor Negotiations Strategy (Minnesota Open Meeting Law) (2018) the Board will hear the current status of labor contract negotiations and will discuss strategy.

Scheduled Presenter(s):

Eric Davis; Vice Chancellor for Human Resources
Chris Dale; Senior System Director for Labor Relations

**MINNESOTA STATE
BOARD OF TRUSTEES**

INFORMATION ITEM
Labor Negotiations Strategy

BACKGROUND

In a closed session Pursuant to Minnesota Statutes §13D.03, Closed Meetings for Labor Negotiations Strategy (Minnesota Open Meeting Law) (2018) the Board will hear the current status of labor contract negotiations and will discuss strategy.

**MINNESOTA STATE
BOARD OF TRUSTEES
Agenda Item Summary Sheet**

Name: Minnesota State Retirement Plan

Date: January 29, 2019

Title: Minnesota State Retirement Plan

Purpose (check one):

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

Brief Description:

In a closed session pursuant to Minnesota Statute §13.05 subd. (b), the Board will hear information regarding IRS compliance within the Individual Retirement Account Plan (IRAP).

Scheduled Presenter(s):

Eric Davis; Vice Chancellor for Human Resources
Derek Hughes; System Director Retirement and Compensation

**MINNESOTA STATE
BOARD OF TRUSTEES**

INFORMATION ITEM
Minnesota State Retirement Plan

BACKGROUND

In a closed session pursuant to Minnesota Statute §13.05 subd. (b), the Board will hear information regarding IRS compliance within the Individual Retirement Account Plan (IRAP).



MINNESOTA STATE

Committee of the Whole

January 29, 2019

9:30 AM

Minnesota State

30 7th Street East

St. Paul, Minnesota

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

Committee of the Whole, Michael Vekich, Chair

1. NextGen Enterprise Update (pp. 1-49)

Bolded items indicate action is required.



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

Name: Committee of the Whole

Date: January 29, 2019

Title: NextGen Enterprise Update

Purpose (check one):

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

Brief Description:

The NextGen Presentation will provide the board with a project status report, including an assurance update. Project Work Teams will be recognized for their outstanding service to the project in phase 1.

Scheduled Presenter(s):

Ramon Padilla, Vice Chancellor – Chief Information Officer
Melinda Clark, Project Manager
Brent Glass, Associate Vice Chancellor of Student Affairs
Scott Olson, President Winona State University
Eric Wion, Interim Executive Director of Internal Auditing

**MINNESOTA STATE
BOARD OF TRUSTEES**

INFORMATION ITEM
NextGen Enterprise Update

BACKGROUND The NextGen Presentation will provide the board with a project status report, including an assurance update. Project Work Teams will be recognized for their outstanding service to the project in phase 1.

Date Presented to the Board of Trustees: January 29, 2019



January 2019

NextGen ERP Update

Board of Trustees Meeting

Topics

- Internal Audit Update
 - Internal Audit Activities Update
 - Key Lessons Learned from OLA MNLARS Study
- Quarterly Project Update
 - Status Update / Upcoming Milestones
 - Our Journey: From initiation to now
 - Current & Future State Business Processes: Who Participated & Examples of Deliverables
 - RFP Process: Teams & Timeline
 - Change Management Update
 - Implementation Timeline



NEXTGEN INTERNAL AUDIT UPDATE

Leading Practices for Board's Role

Project governance and management

- Approve upcoming key milestones as recommended by the Steering Committee
- **Monitor project risks (via regular project team updates and PRRs)**

Organizational change management

- Promote and support the project goals
- Direct any individual wanting to provide feedback to the project team

Stakeholder involvement

- Promote and support the participation of key stakeholder constituencies in the project

Project execution

- No board role in project execution

Internal Audit Activities Update

- Project risk review checkpoint #3
 - Status = In progress
 - Deliver results = March Board of Trustees meeting
- Trustees requested Internal Audit review lessons learned that are potentially helpful to NextGen from other State of Minnesota agency's large transformational software projects
- Internal Audit used the three publicly available Office of Legislative Auditor (OLA) reports on the State of Minnesota's Licensing and Registration System (MNLARS) to inventory and assess the potential impact of lessons learned on NextGen

Key Lessons Learned

- OLA identified 22 lessons learned (i.e., findings)
- 12 have applicability to NextGen (see table below)
- 10 were specific to motor vehicle management and not applicable to Minnesota State

OLA lessons learned topic (lessons per topic)	NextGen Phase 1 project actions
Project management (1)	Addressed
Data accuracy (3)	Addressed
Policy impacts (2)	In progress
User training (1)	Addressed
System controls for data accuracy (1)	In progress with IA recommendation
System availability (4)	In progress with IA recommendation



QUARTERLY PROJECT UPDATE



PREPARED BY : Melinda Clark

REPORT DATE : 12/26/2018

OVERALL HEALTH STATUS

	OVERALL	SCOPE	SCHEDULE	BUDGET	RESOURCES
CURRENT STATUS	ON TRACK				
LAST STATUS	ON TRACK				

Phase 1 Budget (FY18-FY19)

Legislative Funds \$ 8,000,000.00

Campus/System Office Contributions \$ 8,000,000.00

Total Funding Sources \$ 16,000,000.00

Spent to Date \$ 1,932,463.39

Current Obligations \$ 3,371,811.39

REMAINING BUDGET \$ 10,695,725.22

HEALTH STATUS NOTES:

Overall status remains ON TRACK. Future State Business Process will be finalized January 2019. CampusWorks and the Minnesota State RFP Team is in the process of reviewing and editing RFP requirements. The NextGen RFP will be published June 2019.

CampusWork's Change Management Lead is on track to present The NextGen Organizational Readiness Assessment to the Steering Committee in January 2019. The Minnesota State Change Management Lead posting will be posted by end of January.

PHASE 1 TIMELINE

10/26/2018

	FY18				FY19				FY20				
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
JUL 2017													
AUG 2017													
SEP 2017													
OCT 2017													
NOV 2017													
DEC 2017													
JAN 2018													
FEB 2018													
MAR 2018													
APR 2018													
MAY 2018													
JUN 2018													
JUL 2018													
AUG 2018													
SEP 2018													
OCT 2018													
NOV 2018													
DEC 2018													
JAN 2019													
FEB 2019													
MAR 2019													
APR 2019													
MAY 2019													
JUN 2019													
JUL 2019													
AUG 2019													
SEP 2019													
OCT 2019													
NOV 2019													
DEC 2019													
JAN 2020													
FEB 2020													
MAR 2020													
<div style="border: 1px solid black; padding: 5px;"> <p>Business Process Reviews (HR, Finance & Student)</p> <p>Future State & Gap Analysis</p> <p>Current State</p> <p>Planning</p> </div>													
<div style="border: 1px solid black; padding: 5px;"> <p>RFP for BPR and ERP Consulting Services</p> </div>													
<div style="border: 1px solid black; padding: 5px;"> <p>RFP Process, Evaluation, Vendor Selection for ERP Solution</p> </div>													
<div style="border: 1px solid black; padding: 5px;"> <p>Post RFP, Evaluation, Vendor Selection, Contract Negotiations</p> </div>													
<div style="border: 1px solid black; padding: 5px;"> <p>RFP Planning & Requirements</p> </div>													
<div style="border: 1px solid black; padding: 5px;"> <p>Legacy Technology Preparation</p> </div>													



PREPARED BY : Melinda Clark

REPORT DATE : 12/26/2018

MILESTONE STATUS

MILESTONES	START DATE	END DATE	LEADERSHIP		STATUS
			COUNCIL REVIEW	BOARD OF TRUSTEES REVIEW	
Business Case w/ High-level Timeline for ERP Replacement	7/2015	3/2016	3/2016	3/2016	COMPLETE
Funding Strategy	1/2016	6/2017	6/2017	6/2017	COMPLETE
Project Charter	9/2017	9/2017		1/2018	COMPLETE
Risk Management Plan	1/2018	1/2018	--	--	COMPLETE
Communications Plan	1/29/18	4/03/18	5/2018	6/2018	COMPLETE
Change Management Plan	1/24/18	7/27/18	9/10/18	--	COMPLETE
PHASE 1					
Planning	1/23/18	4/04/18	--	3/2018	COMPLETE
Current State Process Reviews	2/12/18	6/29/18	--	--	COMPLETE
Future State Business Process Mapping	7/16/18	1/18/19	1/2019	1/2019	ON TRACK
Conduct ERP Request for Proposal (Draft, Post, Evaluation)	7/16/18	11/2019	--	--	ON TRACK
Finalize Phase 2 Funding Strategy	5/2019	5/2019	5/2019	5/2019	Not Started
Vendor Selection (Selection, Negotiations)	12/2019	3/2020	12/2019	12/2019	Not Started
Legacy Technology Updates	7/2016	3/2020	--	--	ON TRACK
PHASE 2					
Finance Planning & Implementation	4/2020*	9/2022*	TBD	TBD	Not Started
HR Planning & Implementation	4/2021*	12/2022*	TBD	TBD	Not Started
Student Planning & Implementation	4/2022*	8/2024*	TBD	TBD	Not Started

*Tentative – dates subject to change during implementation planning with ERP vendor.



PREPARED BY : Melinda Clark

REPORT DATE : 12/26/2018

Summary of Activities

- ✓ **ACCOMPLISHMENTS** (since last update)
- ✓ BPR: Conducted Vendor Showcases
- ✓ BPR: Student, HR and Finance Teams finalized current state business processes
- ✓ BPR: Student, HR and Finance Teams began mapping future state
- ✓ BPR: Conducted Data Management Team and IT Team Kickoff
- ✓ BPR: Data Management and IT Teams began mapping current & future state
- ✓ BPR: Student, HR and Finance Teams map future state
- ✓ BPR: Data Management and IT Teams map current & future state
- ✓ BPR: Conducted Data Management Tech Talk with Minnesota State Community
- ✓ BPR: Conduct IT Tech Talks with Minnesota State Community to identify current & future state 3rd party integration needs.
- ✓ BPR: Conduct Future State Regional Reviews.
- ✓ CM: Finalize Change Management Plan
- ✓ CM: Launched Readiness Assessment
- ✓ CM: Conducted Transition Management Team Kickoff
- ✓ CM: Conduct Readiness Assessment.
- ✓ CM: Identified Transition Management Teams.
- ✓ RFP: Began RFP Planning
- ✓ RFP: Finalized RFP Timeline
- ✓ RFP: Identify RFP Team
- ✓ RFP: RFP Team Kickoff

UPCOMING ACTIVITIES

December 2018

- BPR: Finalize Future State Processes (all teams), **In progress, to be completed by 1/18/19**
- CM: Post Minnesota State Change Management Lead Position, **In progress, to be completed by 1/31/19**
- CM: Post Request for Instructional Designer, **In progress, to be completed by 1/31/19**
- RFP: Draft RFP Requirements, **In progress, to be completed by 2/28/19**

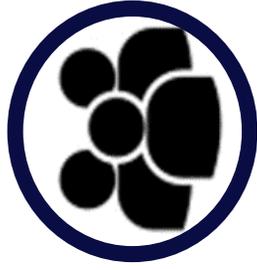
January 2019

- BPR: Finalize Future State Processes (all teams)
- CM: Post Minnesota State Change Management Lead Position
- CM: Post Request for Instructional Designer
- CM: Publish Organizational Readiness Assessment
- RFP: Draft RFP Requirements

February 2019

- CM: Identify Change Management Lead
- CM: Identify Instructional Designer for Change Management Training Materials
- RFP: Conduct Final Reviews of RFP Requirements

NextGen | Our Journey



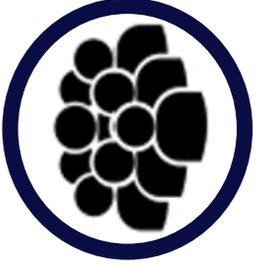
1 Project Initiation 2015 to 2016

Project identified as a key priority by Charting the Future Technology Team.

ISRS NextGen project was developed and kicked-off in January 2015.

Conducted 52 listening sessions with students, faculty and staff and a statewide survey (633 responses; 28% from students). Identified Minnesota State's challenges and opportunities with ISRS.

13 Engaged 3rd party experts to establish business case for Phase 1 funding which was approved March 2016.

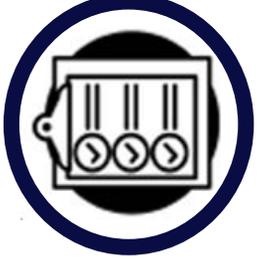


2 Current and Future State Business Processes Apr 2018 to Jan 2019

Conducted three custom, pre-recorded showcases to learn about features provided by modern student and administrative technology solutions.

Working teams defined current and future state needs for a technology solution for Student Services, Finance and Human Resources.

Conducted regional reviews to provide feedback on current and future state documents.



3 Identify Technology Solution July 2018 to March 2020

The Request for Proposal (RFP) Team, in partnership with CampusWorks, writes RFP and identifies RFP requirements for a student and administrative technology solution.

RFP will be published in June 2019.

A NextGen vendor will be selected with a contract signed no later than March 2020.



4 Implementation: Configure, Test and Deploy 2020 to 2025

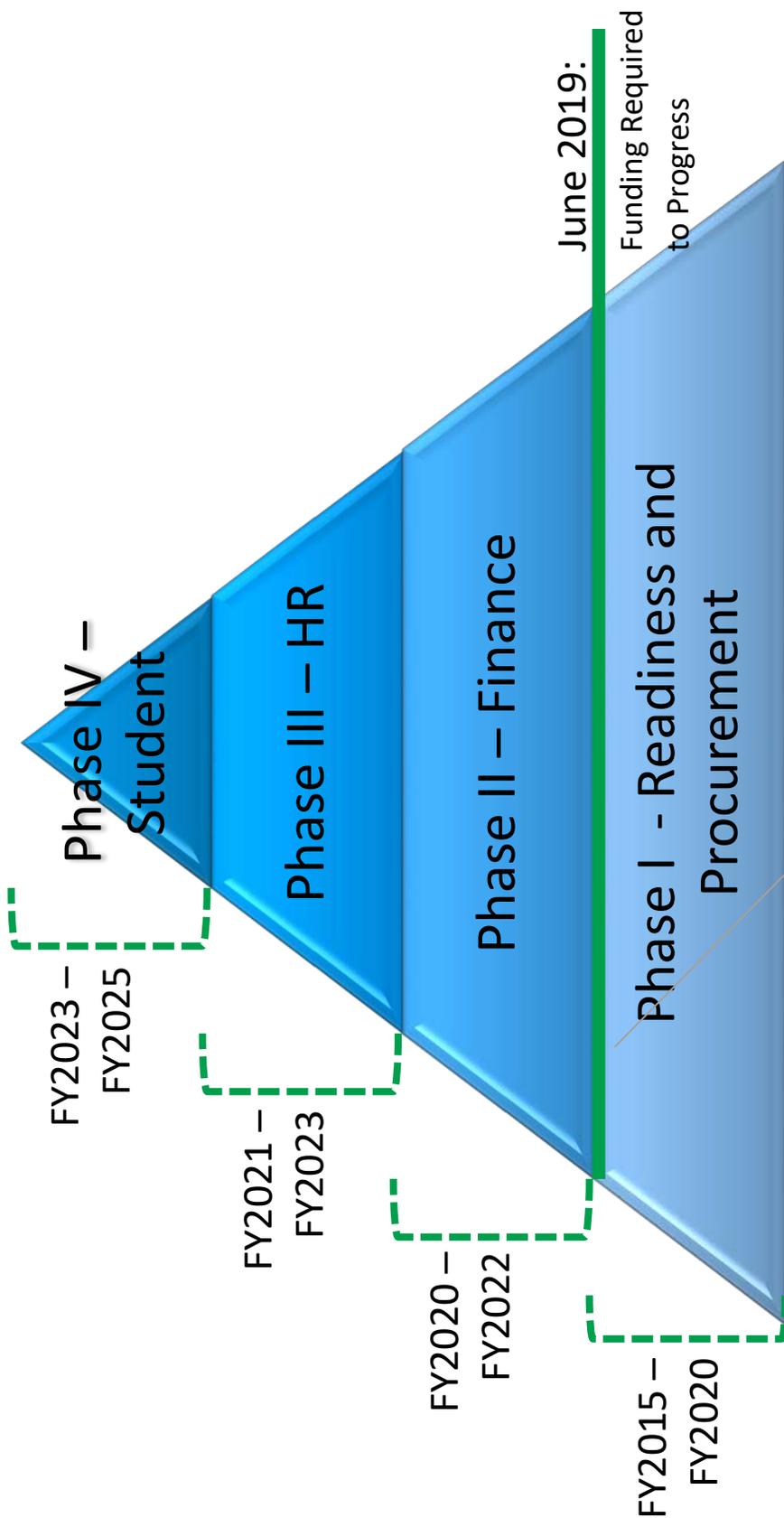
Implementation teams work with the selected vendor(s) to configure, test, train and transition to the new student and administrative technology solution.

Targeted implementation dates:

- Finance, July 2020
- HR/ Payroll, January 2023
- Student & Academic Services, Spring 2024



NextGen | Phases



Phase 1 | Working Teams

COORDINATING COMMITTEE (24 team members)

HUMAN RESOURCES/PAYROLL

- Staffing (13)
- Personnel Actions (10)
- Faculty (16)
- Benefits (11)
- Payroll (10)

FINANCE

- Finance Operations and Budgeting (29)
- Facilities and Public Safety (29)
- Accounts Receivable (24)
- Procurement, Payables and Equipment (19)
- Accrual, Auxiliary and Grants (20)
- Student Payroll and Taxes (15)

STUDENT SERVICES

- Curriculum (23)
- Admissions (24)
- Financial Aid (22)
- Workforce Solutions (13)
- Student Success (26)
- Academic Records (27)

INFORMATION TECHNOLOGY (22)

DATA MANAGEMENT (32)

COMMUNICATIONS (19)

REPORTING STANDARDS (62)

Phase 1 | Current State

SSS.110 | Campus/Community Resource and Referral

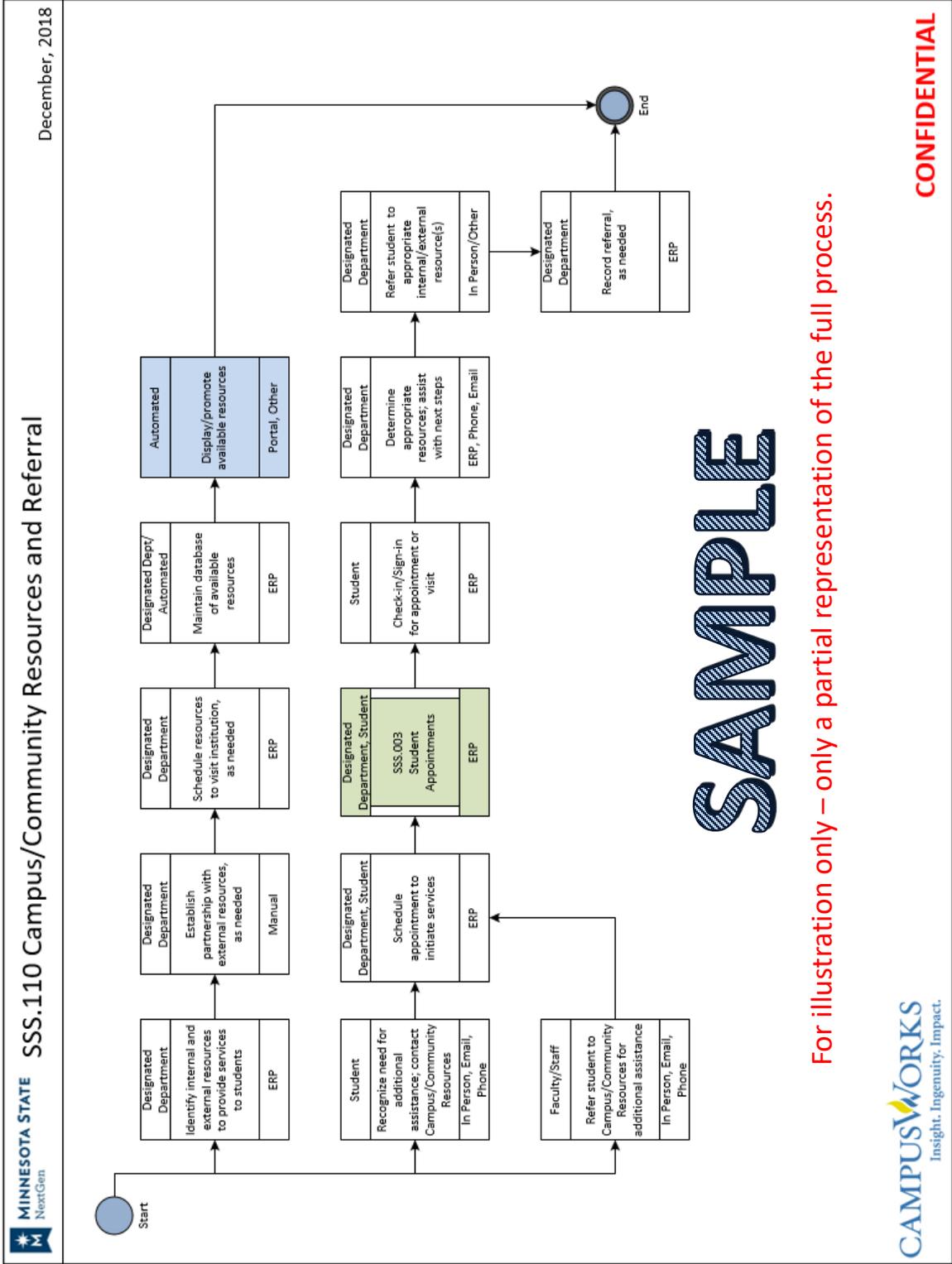
The following information focuses on understanding the current state of this process.

PLANNING	CURRENT STATE ANALYSIS	FUTURE STATE ANALYSIS	GAP ANALYSIS
<p>OBJECTIVES:</p> <ul style="list-style-type: none"> • Connect students to campus and community resources to address non-academic needs 	<p>TASKS & ACTIVITIES:</p> <ul style="list-style-type: none"> • Provide services to students in need, referring to community resources as necessary • Screen students for service eligibility • Maintain records of participation 		
<p>KEY CONSIDERATIONS:</p> <ul style="list-style-type: none"> • FERPA constraints/requirements • Confirm eligibility to receive services • Examples include but not limited to: <ul style="list-style-type: none"> ○ Housing ○ Food ○ Childcare ○ Transportation ○ Financial Emergency Benefits ○ Health Insurance ○ Legal Services 	<p>ROLES:</p> <ul style="list-style-type: none"> • Student Life • Academic Advisors • Community Partners • Case Managers • BIT • Financial Aid • Foundation • Counseling Services 	<p>DELIVERABLES:</p> <ul style="list-style-type: none"> • Services and referrals provided to students • Retention of student completed • Basic needs met 	

SAMPLE

For illustration only – only a partial representation of the full process.

Phase 1 | Future State Student



SAMPLE

For illustration only – only a partial representation of the full process.

Phase 1 | Future State Data & IT

Data Management

- Describe current state data management challenges and opportunities by reflecting on and adding to a study conducted by a Minnesota State community of practice group in 2015
- Recommend requirements are for enterprise wide data management, warehousing, and analytics functionality

Information Technology (Local Integrations)

- Identify products/services (commercial or home grown) are in use at campuses today because ISRS:
 - Does not fill a need and the functionality is not present in ISRS.
 - Does not fill a need because ISRS functionality is present but not sufficient.
 - Does not fill a need but the need is out of scope for an ERP.
- Propose campus applications that will no longer be needed when a modern enterprise ERP becomes available

Phase 1 | RFP Team

- The RFP team consist of 57+ members from the system office and campuses
- The Team will be actively involved in the selection of a new ERP system. Their role includes:
 - Advising on development of requirements
 - Evaluating and scoring functional sections of vendor proposals
 - Engaging in the vendor demos and interview process
 - Recommending selected vendors to the ERP Steering Committee
 - Ensuring a fair and equitable process to select a recommended vendor for this project

Phase 1 | RFP Structure



November to February

- Draft requirements,
- Seek Input from Advisory Groups & Finalize
- Finalize RFP
- Identify Additional Subject Matter Experts for Demos

July 2019

Vendor Proposals Due

July to September

Score Proposals & Determine Finalists for Demos

September to November

Conduct Demos & Reference Checks

November to December

Vendor Selection

December/January

Board of Trustees Approves Procurement

March 2020

Contract Signed

March to June

Compile RFP/Legal Review

June: Release RFP

Phase 1 | Change Management

Transition Management Teams (TMTs) have been created at all institutions to provide local NextGen communications and coordination.

Roles & Responsibilities

- Preparing the local institution for NextGen
- Coordinating institutional NextGen activities
- Identify impediments to the NextGen transition
- Provide feedback to NextGen project management
- Understand and champion change management at their institution
- Organize monthly local transition management meetings
- Attend bi-monthly statewide meetings (via skype)

Things to look for

- Are any groups getting forgotten
- Is the communication getting through
- Is the communication being believed
- Are any groups having any trouble letting go of the old ways (ISRS processes)
- Are there any policies, practices or structures that are impeding transition
- What information, skills or assistance do people need

Phase 1 | Change Management

Organizational Readiness Assessment

- All presidents, faculty and staff (from the system office and campuses) were invited to participate in a readiness assessment survey in September. 1,859 responses were received, with responses from each institution.
- Data from the survey will be presented in the Organizational Readiness Assessment which will focus on the following areas:
 1. NextGen Change Readiness and Engagement Approach
 2. NextGen Change Readiness Survey Results
 3. NextGen Change Readiness Detailed Findings & Recommendations, focusing on:
 - a) Awareness
 - b) Readiness
 - c) Vision / Impact
 - d) Leadership
 - e) Communication
 - f) Capacity
 - g) Training
 - h) Culture
 4. NextGen Change Readiness Conclusion
- The Organizational Readiness Assessment will be presented to the Steering Committee in January 2019 and published to the NextGen site.

Timeline | Implementation

- **April 2020:** Phase 2 planning will kickoff once we contract with the ERP solution is selected, contract with our 3rd Party Owners Rep; and identify internal planning teams.
 - Finalize detailed project plan for Finance. Including but not limited to (and in no specific order): resource requirements, scope, design, local prep activities, testing, pilot, cutover, issue resolution, and ongoing support, training & communications
 - High-level project plan HR and Student
- **April 2020 – December 2020:** Identify Finance Implementation Team(s)
- **January 2021:** Kickoff Implementation Phase
- **July 2022:** Finance Cutover (align to fiscal year)
- **January 2023:** HR Cutover (align to calendar year)
- **Spring 2024:** Student Solutions Cutover (to support summer / fall start)

NOTE! All implementation dates are TENTATIVE.
Dates are subject to change during implementation planning with ERP vendor.



In December, each working team member was thanked individually by a letter and certificate from the Chancellor.

Thank you!

- ...to those who participated on a NextGen team.
- ...to those who supported staff on a NextGen team.
- ...to those who participated during regional reviews.

Phase 1 | Finance Team

NAME	INSTITUTION
Marissa Miller	Anoka Ramsey Community College
Kim Bienfang	Anoka Ramsey Community College
Mary Gish	Bemidji State University
Monte Hegg	Bemidji State University
Ron Beckstrom	Bemidji State University
Kari Christiansen	Central Lakes College
Christina Anderson	Central Lakes College
Tracy Riba	Century College
Sheila Reed	Fond du Lac Tribal & Community College
Pauline Arnst	Hennepin Technical College
Kim McLaughlin	Hibbing Community College
Al Finlayson	Lake Superior College
Autumn Johnson	Lake Superior College
Nickoel Anderson	Lake Superior College
Michelle Broz	Metropolitan State University
Sou Vang	Metropolitan State University
Nicole Arvidson	Metropolitan State University
Pa Her	Metropolitan State University
Chris Rau	Metropolitan State University
Ronika Rampadarat	Minneapolis Community and Technical College
Jason Dorsett	Minneapolis Community and Technical College
Janine Corbin	Minneapolis Community and Technical College
Pat Nordick	Minneapolis Community and Technical College
Wayne Wolden	Minnesota State Community and Technical College
Jenna Sobiech	Minnesota State Community and Technical College
Karen Gabrielson	Minnesota State Community and Technical College
Cheryl Miller	Minnesota State University Mankato
Cheryl Haefner	Minnesota State University Mankato
Debbie Sinning	Minnesota State University Mankato
Rick Straka	Minnesota State University Mankato



Phase 1 | Finance Team

NAME	INSTITUTION
Steve Smith	Minnesota State University Mankato
Twyla Tinney	Minnesota State University Mankato
Ginny Bachmann	Minnesota State University Moorhead
Jodi Landgaard	Minnesota West Community and Technical College
Derek Guither	Normandale Community College
Cindy Rinta	North Hennepin Community College
Karen Kedrowski	Northeast Higher Education District
Billie Sikkila	Northeast Higher Education District
Shannon Jesme	Northland Community and Technical College
Michelle Bakken	Northland Community and Technical College
Christine Gerding	Ridgewater College
Dan Holtz	Ridgewater College
Jennifer Loeschen	Ridgewater College
Cheryl Norlien	Ridgewater College
George Bass	Riverland Community College
Rob Wittenberg	Rochester Community and Technical College
Elizabeth Schmidt	Saint Paul College
Scott Mitchell	Saint Paul College
Scott Wilson	Saint Paul College
Stephanie Adams	South Central College
Deb Kerkaert	Southwest Minnesota State University
Jackie Tauer	Southwest Minnesota State University
Anita Baugh	St Cloud Technical and Community College
Laura Gapinski	St Cloud Technical and Community College
Kimberly Wolters	St Cloud Technical and Community College
Diane Illies	St Cloud Technical and Community College
Jill Jochum	St Cloud Technical and Community College
Greg Aalbers	St. Cloud State University
Lisa Sparks	St. Cloud State University



Phase 1 | Student Services Team

NAME	INSTITUTION
Brian Wollum	Anoka Ramsey Community College
Brittany Tweed	Anoka Ramsey Community College
Deidra Peaslee	Anoka Ramsey Community College
Ricardo Gonzalez	Anoka Ramsey Community College
Heather Moeller	Anoka Technical College
Lesa Lawrence	Bemidji State University
Nina Johnson	Bemidji State University
Kris Williams	Bemidji State University, Northwest Technical College
Crystal Olson	Central Lakes College
Wendy Adamson	Central Lakes College
Katie Svoboda	Century College
Kirsten Fabozzi	Century College
Pam Engebretson	Century College
Scott Roelke	Dakota County Technical College
Rhonda Allen	Hennepin Technical College
Tracy Seran	Hennepin Technical College
Jennifer Evenson	Hibbing Community College - AdvancedMN
Aaron Salasek	Inver Hills Community College
Scott Klaehn	Inver Hills Community College
Hanna Erpestad	Lake Superior College
Karla Seymour	Lake Superior College
LaNita Robinson	Lake Superior College
Peggy Gustofson	Lake Superior College
Robyn Rohweder	Lake Superior College
Tamara Arnott	Lake Superior College
Cindy Bourke	Metropolitan State University
Daryl Johnson	Metropolitan State University
Lois J. Larson	Metropolitan State University



Phase 1 | Student Services Team

NAME	INSTITUTION
Chris Rau	Minneapolis Community and Technical College
Jason Dorsett	Minneapolis Community and Technical College
Tara Martinez	Minneapolis Community and Technical College
Tom Williamson	Minneapolis Community and Technical College
Jennifer Eccles	Minnesota State College Southeast
Dave Dumbleck	Minnesota State Community and Technical College
Janet Johnson	Minnesota State Community and Technical College
Julianna Lindsey	Minnesota State Community and Technical College
Krista Shaikoski	Minnesota State Community and Technical College
Kyle Johnston	Minnesota State Community and Technical College
Brian Jones	Minnesota State University Mankato
Chris Mickle	Minnesota State University Mankato
Donna Marzolf	Minnesota State University Mankato
Dr. Lynn Akey	Minnesota State University Mankato
Elizabeth Lohrenz	Minnesota State University Mankato
Ginger Zierdt	Minnesota State University Mankato
Jacy Fry	Minnesota State University Mankato
John Engquist	Minnesota State University Mankato
Louise Dickmeyer	Minnesota State University Mankato
Nikki Stock	Minnesota State University Mankato
Tyler Heu	Minnesota State University Mankato
Heather Soleim	Minnesota State University Moorhead
Melissa Dingmann	Minnesota State University Moorhead
Tom Reburn	Minnesota State University Moorhead
Jodi Landgaard	Minnesota West Community and Technical College
Brenda Dickinson	Normandale Community College
Justin Martin	Normandale Community College
Lucas Feldkamp	Normandale Community College
Matt Traxler	Normandale Community College
Susan Ant	Normandale Community College



Phase 1 | Student Services Team

NAME	INSTITUTION
Meghan Rucinski	North Hennepin Community College
Steve Yang	North Hennepin Community College
Carla Johanson	Northwest Technical College
Sarah Doman-Flygare	Noth Hennepin Community College
Sean Olson	Noth Hennepin Community College
Erin White	Pine Technical and Community College
Jessica Migler	Pine Technical and Community College
Robin Johnson	Pine Technical and Community College
Brad Krasaway	Rainy River Community College
Jim Martinson	Ridgewater College
Jim Rice	Ridgewater College
Rebecca Peine	Rochester Community and Technical College
Sarah Carrico	Saint Paul College
Judy Zeiger	South Central College
Pat Carmody	Southwest Minnesota State University
Beth Knutson-Kolodzne	St. Cloud State University
Mike Uran	St. Cloud State University
Sue Bayerl	St. Cloud State University
Anita Baugh	St. Cloud Technical & Community College
Darcie Mueller	Winona State University
Denise McDowell	Winona State University
Dr. Linda Kingston	Winona State University
Lori Beseler	Winona State University
Mari Livingston	Winona State University
Paul Stern	Winona State University
Tania Schmidt	Winona State University

Phase 1 | Student Services Team

NAME	INSTITUTION
Brenda Bailey	System Office ASA
Brent Glass	System Office ASA
Cassandra Levesque	System Office ASA
Chris Halling	System Office ASA
Gary Hunter	System Office ASA
Katie Vaccari	System Office ASA
Kim Lynch	System Office ASA
LeAnn Snidarich	System Office ASA
Louise DiCesare	System Office ASA
Marla Sykes	System Office ASA
Marta Mohr	System Office ASA
Michael Olesen	System Office ASA
Miranda Evans	System Office ASA
Pakou Yang	System Office ASA
Paul Shepherd	System Office ASA
Paul Zak	System Office ASA
Sheri Hutchinson	System Office ASA
Tim Anderson	System Office ASA
Todd Harming	System Office ASA
Andy Levesque	System Office ITS
Annie Salner	System Office ITS
Brian Murphy	System Office ITS
Eric White	System Office ITS
Guillette Douvier	System Office ITS
Jeff Crandall	System Office ITS
Jill Bedel	System Office ITS
Jodie Sahlstrom	System Office ITS
Kristie Cencer	System Office ITS
Lisa Carter	System Office ITS



Phase 1 | Student Services Team

NAME	INSTITUTION
Michelle Pichaske	System Office ITS
Patricia Hammer	System Office ITS
Ron DeJong	System Office ITS
Shari Anderson	System Office ITS
Sonya Jacobs	System Office ITS
Sue Schnabel	System Office ITS

Phase 1 | Human Resources Team

NAME	INSTITUTION
Dawn Hohmann	Anoka-Ramsey Community College
Sharon Wolfgram	Anoka-Ramsey Community College
Mary Nienebar	Century College
Robin Layer	Century College
Heather Schultz	Dakota County Technical College
Julia Glenn	Dakota County Technical College
Laura Sorenson	Dakota County Technical College
Val Beighley	Dakota County Technical College
Melissa Danner	Hennepin Technical College
Judi Seifert	Lake Superior College
Andrew Skluzacek	Metropolitan State University
Carla Ballard	Metropolitan State University
Kellie Cecil-Medina	Metropolitan State University
Sue Raddatz	Metropolitan State University
Cindy Brimacomb-Whiteaker	Minnesota State College Southeast
Pat Nordick	Minnesota State Community and Technical College
Angela Marie Johnson	Minnesota State University Mankato
Brian Breck	Minnesota State University Mankato
Deborah Anderson	Minnesota State University Mankato
Debra Norman	Minnesota State University Mankato
JoAnn Scholtz	Minnesota State University Mankato
Nina Stupeck	Minnesota State University Mankato
Melissa Osland	Minnesota State University Moorhead
Tim Killian	NHED Mesabi Range College
Dawn Cooper	Normandale Community College
Karen Melin	North Hennepin Community College
Brenda Skluzacek	Pine Technical and Community College
Alex Sedlmayr	Winona State University
Ashley Anderson	Winona State University
Jessica Wenzel	Winona State University
Lori Adler	Winona State University



Phase 1 | Human Resources Team

NAME	INSTITUTION
Andrea Kubat	System Office HR
Barb Bijjan	System Office HR
Chris Dale	System Office HR
Faith Latimer	System Office HR
Gretchen Michienzi	System Office HR
Jim Jorstad	System Office HR
Jim Jorstad	System Office HR
Joe Trcka	System Office HR
Kathy Running	System Office HR
Toni Munos	System Office HR
Wendy McCance	System Office HR
Debbie Schadewald	System Office IT
Lynn Lutz	System Office IT
Marie Krey	System Office IT
Michael Freund	System Office IT

Phase 1 | Finance Team

NAME	INSTITUTION
Mark Wegge	St. Cloud State University
Stacey Matthees	Winona State University
Tanya Schamaun	Winona State University
Andy Bestler	System Office Finance
Ge Thao	System Office Finance
Denise Kirkeby	System Office Finance
Metody Popov	System Office Finance
Mike Nordby	System Office Finance
Susan Anderson	System Office Finance
Ann Page	System Office Finance
Steve Gedhalske	System Office Finance
Kathy Froyland	System Office ITS
Lisa Lijedahl	System Office ITS
Dave Lund	System Office ITS
Roger Gillson	System Office ITS
Brianna Trembulak	System Office ITS
Marie Krey	System Office ITS
Amy Deck	System Office ITS

Phase 1 | Facilities & Safety Team

NAME	INSTITUTION
Travis Barnes	Bemidji State University
Kari Christiansen	Central Lakes College
Chad Haatvedt	Itasca Community College
Al Finlayson	Lake Superior College
Chris Maas	Metropolitan State University
Curt Schmidt	Minneapolis Community and Technical College
Roger Broz	Minneapolis Community and Technical College
Chandler Holland	Minnesota State University Mankato
Pat Buhl	Normandale Community College
Shayn Jensson	Rochester Community and Technical College
Heidi Andersen	South Central College
Don Beckering	System Office Safety & Security
LeAnn Snidarich	System Office Workforce Solutions
Dave Marshall	Vermilion Community College
Tania Schmidt	Winona State University
Cheri Coughlin	System Office Facilities
Emily Ziring	System Office Facilities
Greg Ewig	System Office Facilities
Heidi Myers	System Office Facilities
Kay Buhl	System Office Facilities
Paul Harrington	System Office Facilities
Stacy Brown	System Office Facilities
Amy Deck	System Office ITS
Dave Lund	System Office ITS
Jill Bedel	System Office ITS
Jim Nelson	System Office ITS
Maureen Cade	System Office ITS
Roger Gillson	System Office ITS
Tom Chervenak	System Office ITS

Phase 1 | Communications Team

NAME	INSTITUTION
Autumn Johnson	Lake Superior College
Hanna Erpestad	Lake Superior College
Julio Vargas Essex	Metropolitan State University
Jennifer Eccles	Minnesota State College Southeast
Brian Jones	Minnesota State University Mankato
Nikki Stock	Minnesota State University Mankato
Angela Proehl	Normandale Community College
Carrie Shidla	Normandale Community College
Susan Ant	Normandale Community College
Jackie Tauer	Southwest Minnesota State University
Pat Carmody	Southwest Minnesota State University
Anita Baugh	St. Cloud Technical and Community College
Brent Glass	System Office ASA
Tim Anderson	System Office ASA
Dana Michalick	System Office ITS
Eric White	System Office ITS
Kathy Froyland	System Office ITS
Michelle Pichaske	System Office ITS
Shari Anderson	System Office ITS

Phase 1 | IT Team

NAME	INSTITUTION
Kris Engesather	Bemidji State University
Clay Passick	Century College
Michael Grotzer	Hennepin Technical College
Ravi Gupta	Hennepin Technical College
Steve Fudally	Lake Superior College
Ben Deneen	Metropolitan State University
Steve Reed	Metropolitan State University
Luke Brandt	Minneapolis Community and Technical College
Linda Peters	Minnesota State University Mankato
Joseph Collins	North Hennepin Community College
Todd Luebke	North Hennepin Community College
Kristi Karels	Northwest Technical College
Christy Westfield	Southwest Minnesota State University
Amy Simon	St. Cloud State University
Edward Callahan	Winona State University
Jan Erwin	Winona State University
Lori Mjoen	Winona State University
Lisa Carter	System Office
Mari Payton	System Office
Mark Malecek	System Office
Mike Janke	System Office
Shari Anderson	System Office

Phase 1 | Data Management Team

NAME	INSTITUTION
Doug Olney	Bemidji State University
Wendy Adamson	Central Lakes College
Nichole Petersen	Century College
Tracey Roy	Itasca Community College
Dr. Lynn Akey	Minnesota State University Mankato
Mark Lewis	Normandale Community College
Patrick Walker	Normandale Community College
Andrew Mundt	North Hennepin Community College
Carla Johanson	Northwest Technical College
Laura Kriese	Ridgewater College
Logan Michels	Riverland Community College
Nichole Sorenson	Saint Paul College
Narren J. Brown	South Central College
Alan Matzner	Southwest Minnesota State University
Brent Donnay	St. Cloud State University
Bill Soranno	Winona State University
Andy Levesque	System Office
Ann Page	System Office
Brent Glass	System Office
Dick McMullen	System Office
Katie Vaccari	System Office
Lisa Liljedahl	System Office
Lynn Lutz	System Office
Metody Popov	System Office
Mike Nordby	System Office
Paul Guillaume	System Office
Paul Zak	System Office
Stacy Brown	System Office
Summer Harrison	System Office
Susan Anderson	System Office
Susan Carter	System Office
Tom Chervenak	System Office



Phase 1 | Reporting Standards Team

NAME	INSTITUTION
Doug Olney	Bemidji State University
Kris Engesather	Bemidji State University
Wendy Adamson	Central Lakes College
Nichole Petersen	Century College
Clay Passick	Century College
Michael Grotzer	Hennepin Technical College
Ravi Gupta	Hennepin Technical College
Tracey Roy	Itasca Community College
Steve Fudally	Lake Superior College
Tamara Arnott	Lake Superior College
Ben Deneen	Metropolitan State University
Steve Reed	Metropolitan State University
Luke Brandt	Minneapolis Community and Technical College
Jennifer Eccles	Minnesota State College Southeast
Dr. Lynn Akey	Minnesota State University Mankato
Linda Peters	Minnesota State University Mankato
Brian Jones	Minnesota State University Mankato
Mark Lewis	Normandale Community College
Patrick Walker	Normandale Community College
Susan Ant	Normandale Community College
Carrie Shidla	Normandale Community College
Andrew Mundt	North Hennepin Community College
Joseph Collins	North Hennepin Community College
Todd Luebke	North Hennepin Community College
Carla Johanson	Northwest Technical College
Kristi Karels	Northwest Technical College
Laura Kriese	Ridgewater College
Logan Michels	Riverland Community College
Nichole Sorenson	Saint Paul College



Phase 1 | Reporting Standards Team

NAME	INSTITUTION
Narren J. Brown	South Central College
Pat Carmody	Southwest Minnesota State University
Alan Matzner	Southwest Minnesota State University
Christy Westfield	Southwest Minnesota State University
Amy Simon	St. Cloud State University
Brent Donnay	St. Cloud State University
Anita Baugh	St. Cloud Technical & Community College
Bill Soranno	Winona State University
Edward Callahan	Winona State University
Jan Erwin	Winona State University
Lori Mjoen	Winona State University
Andy Levesque	System Office ASA
Brent Glass	System Office ASA
Katie Vaccari	System Office ASA
Paul Zak	System Office ASA
Susan Carter	System Office ASA
Summer Harrison	System Office Facilities
Stacy Brown	System Office Facilities
Ann Page	System Office Finance
Metody Popov	System Office Finance
Mike Nordby	System Office Finance
Susan Anderson	System Office Finance
Paul Guillaume	System Office HR
Dick McMullen	System Office ITS
Jill Bedel	System Office ITS
Lisa Carter	System Office ITS
Lisa Liljedahl	System Office ITS
Lynn Lutz	System Office ITS
Michelle Pichaske	System Office ITS
Tom Chervenak	System Office ITS

Phase 1 | Reporting Standards Team

NAME	INSTITUTION
Mari Payton	System Office ITS
Mark Malecek	System Office ITS
Mike Janke	System Office ITS

Phase 1 | Coordinating Committee

NAME	INSTITUTION
Kari Christensen	Central Lakes College
Al Finlayson	Lake Superior College
Sue Raddatz	Metropolitan State University
Tom Williamson	Minneapolis Community and Technical College
Lynn Akey	Minnesota State University Mankato
Mark Johnson	Minnesota State University Mankato
Rick Straka	Minnesota State University Mankato
Melissa Osland	Minnesota State University Moorhead
Deb Kerkaert	Southwest Minnesota State University
Mike Uran	St. Cloud State University
Lori Adler	Winona State University
Barb Biljan	System Office
Brent Glass	System Office
Denise Kirkeby	System Office
Greg Ewig	System Office
Joe Trcka	System Office
Kari Campbell	System Office
LeAnn Snidarich	System Office
Mari Payton	System Office
Mark Malecek	System Office
Mike Janke	System Office
Shari Anderson	System Office
Tim Anderson	System Office
Toni Munos	System Office

Appendix

NextGen Overview

Project Objective: Provide an enhanced student experience and “future proof” our technology investment.

- Deliver tools to improve registration, degree planning, credit transfer, online advising, data analytics, recruitment and administrative processes to support student success
- Phase 1 – Design phase (2017 – 2019)
Business process reviews, RFP development, data integration, project management, communications and ISRS platform refresh
- Phase 2 – Implementation phase (2020 – 2025)
Implementation of all new functionality, new reporting and data analytics

Topics Presented To Date

BOT SESSION	TOPICS PRESENTED	DECISIONS MADE
June 2014	<ul style="list-style-type: none"> • Topic introduced 	
October 2015	<ul style="list-style-type: none"> • Student Experience (overview) • Update on listening sessions and business case development 	
March 2016	Presentation of NextGen Business Case	Board supports... <ul style="list-style-type: none"> • moving forward with planning • submitting FY2018 biennial legislative request
October 2016	Presented estimates timeline and budget	NextGen updates to be presented to Board biannually - in January and June
June 2017	<ul style="list-style-type: none"> • Received \$8M from FY2018 legislative request - enough for team to kickoff Phase 1 (business process reviews, RFP, legacy technology preparation) • RISK! Failure to provide sufficient funding to enter into long term contracts for Phase 2 (implementation) will add significant and critical delays to the project. 	Board supports... <ul style="list-style-type: none"> • moving forward with Phase 1 • submitting FY2018 supplemental funding request and FY2019 biennial legislative request
January 2018	<ul style="list-style-type: none"> • Introduction of ERP Steering Committee • Introduction of Phase 1 and vendor (CampusWorks) 	Board supports... <ul style="list-style-type: none"> • Project overall design • Phase I timeline

Topics Presented To Date

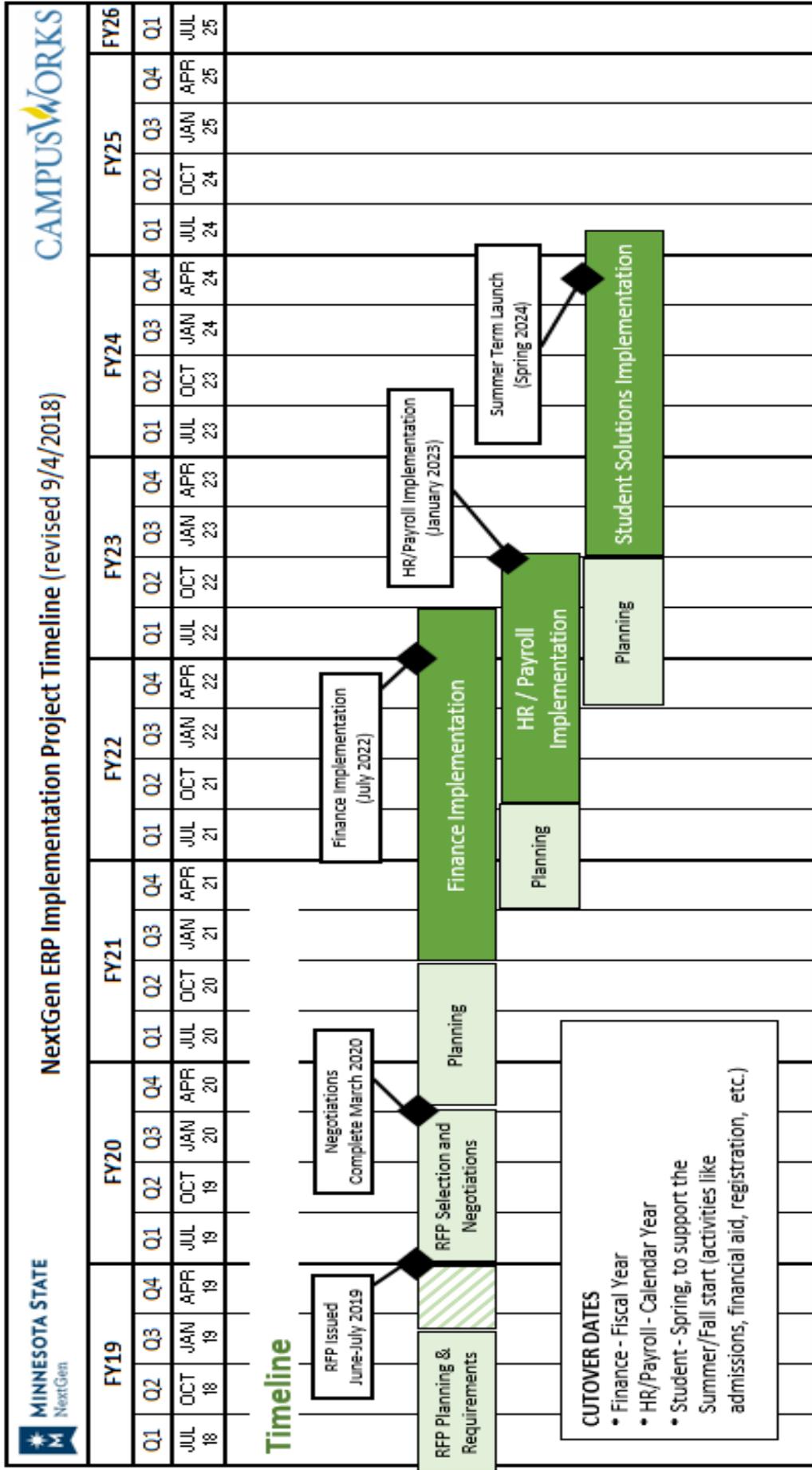
BOT SESSION	TOPICS PRESENTED	DECISIONS MADE
March 2018	<ul style="list-style-type: none"> • Project organization structure • Reviewed program dashboard template • Communication Plan for BOT and Leadership Council Updates 	Board supports... <ul style="list-style-type: none"> • Revised project team structure • Reporting format • Update cadence for BOT and LC
June 2018	<ul style="list-style-type: none"> • Communications Plan • Change Management Strategy 	Board supports... <ul style="list-style-type: none"> • Communication vehicles and cycles • Change Management Strategy and looks forward to seeing the Change Management Plan during the September Board Meeting.
September 2018	<ul style="list-style-type: none"> • Revised project timeline • Change Management Plan 	Board supports... <ul style="list-style-type: none"> • Tactical adjustments made for the good of the project • Change Management role of the Board of Trustees
October 2018	<ul style="list-style-type: none"> • TSM Lessons Learned • Critical Success Factors 	n/a – informational presentation showing the project’s commitment towards continuous improvement (learning from prior projects).

NextGen vs. Legacy Rewrite

NextGen Project	Typical Legacy Rewrite Project
<p>Purchase of commercially available software.</p> <p>No customizations allowed – change business processes to match software.</p>	<p>Contractor/internal staff hired to rewrite in house/legacy code.</p> <p>Code is written to accommodate business practices. Emphasis on process standardization varies by project.</p>
<p>Business readiness and organizational change management is part of the software as a service acquisition process.</p> <p>Project governance, stakeholder engagement, board and audit oversight are integral to the project. There are many checkpoints for course correction.</p>	<p>Process tends to focus on transferring legacy functionality to new software platform; may not start with effort to rethink how business is done.</p> <p>Often seen as an IT project since the focus is on rewriting existing system.</p>
<p>Software is maintained and hosted by vendor.</p> <p>Project design includes substantial user engagement in product selection and change management.</p>	<p>Resulting software is “one of a kind” tailored to own environment.</p> <p>Project design may or may not include user engagement as code is written.</p>

Timeline | Implementation

SPEAKER: Melinda



NOTE! All implementation dates are TENTATIVE. Dates are subject to change during implementation planning with ERP vendor.

Recap of Upcoming Activities

January 2019

- BPR: Finalize Future State Processes (all teams)
- CM: Post Minnesota State Change Management Lead Position
- CM: Post Request for Instructional Designer
- CM: Publish Organizational Readiness Assessment
- RFP: Draft RFP Requirements

Next Board Update:

- Written Update: 2/2019
- BoT Training Session: 3/2019

February 2019

- CM: Identify Change Management Lead
- CM: Identify Instructional Designer for Change Management Training Materials
- RFP: Conduct Final Reviews of RFP Requirements



MINNESOTA STATE

Joint Human Resources / Audit Committees
January 29, 2019
10:30 a.m.
McCormick Room

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 Joint Meeting on November 13, 2018 (pages 1-6)**
2. HR-TSM Update (pages 7-34)

Human Resources Committee Members:

Jay Cowles, Chair
Cheryl Tefer, Vice Chair
Alex Cirillo
Dawn Erlandson
Bob Hoffman
Roger Moe
Samson Williams

Audit Committee Members:

Michael Vekich, Chair
April Nishimura, Vice Chair
Bob Hoffman
George Soule
Jerry Janezich

Bolded items indicate action is required.



Minnesota State Board of Trustees
Joint Audit and Human Resources Committee Meeting Minutes
November 13, 2018

Audit and Human Resources Committee members present: Jay Cowles, Chair; Cheryl Tefer, Vice Chair; Trustees Alex Cirillo, Dawn Erlandson, Bob Hoffman by phone, Roger Moe, Samson Williams, Michael Vekich, Chair; April Nishimura, Vice Chair; Trustees George Soule and Jerry Janezich.

Other board members present: Ashlyn Anderson

The Minnesota State Colleges and Universities Joint Human Resources / Audit Committees held its meeting on November 13, 2018, in the 4th Floor McCormick Room, 30 East 7th Street in St. Paul. Trustee Cowles called the meeting to order at 1:43 p.m.

1. Human Resources Transactional Service Model (HR-TSM) Project Update - Ms. Sue Appelquist, Interim Vice Chancellor of HR, provided an update on progress to date in areas needing attention to achieve the desired result. Mr. Eric Wion, Interim Executive Director for Internal Auditing and Ms. Christine Smith, Director with Baker Tilly joined Vice Chancellor Appelquist at the table to share their observations and recommendations.

Vice Chancellor Appelquist stated that Internal Audit has been engaged in an advisory capacity with the HR-TSM project. In May of 2018 they issued their initial report containing observations and related recommendations to assist Minnesota State with project implementation. Since issuing the report, Internal Audit has continued in an advisory capacity on the project.

This project is about creating a new HR business practice model across the system that allows campus HR teams to focus on the strategic needs of their institution and better serve faculty, staff and of course our students. By moving to a shared service environment, we expect to deliver cost effective, high quality, products and services, establish common business practices, provide system wide business continuity, mitigate risk that comes with lean staffing and unexpected turnover and allow campus HR teams to better focus on the strategic needs of their institution.

Executive Director Wion stated that Internal Audit has been involved with the HR-TSM project since early this calendar year. Internal Audit provides advisory services for the project and Mr. Wion laid out a number of activities being done as part of the advisory work.

Mr. Wion stated that Audit looks at risk areas in four different categories for HR-TSM. Those areas are leadership, oversight, advocacy and decision making,

stakeholder involvement, organizational change management, and project execution. Mr. Wion reviewed a number of activities that have been completed.

Internal Audit has asked Baker Tilly to help create a shared services governance roadmap or framework showing how to manage the initiatives moving forward based on what is learned from the HR-TSM project. This will make it easier and more successful earlier on in the process as the different initiatives are adopted.

Ms. Smith stated, that Baker Tilly was asked to serve an advisory role to the HR-TSM sponsor and project manager. She met with Vice Chancellor Appelquist and Ms. Kari Campbell, Project Manager, and discussed project timelines, specific milestones, and improving Phase 2 communication strategies with stakeholders across the campuses.

Vice Chancellor Appelquist stated, that since May the leadership team has been focusing on six areas needing immediate attention based on Baker Tilly's report.

The areas were reported out to the Board of Trustees in May and another report was provided in June. Vice Chancellor Appelquist provided an update on the six areas highlighting work completed with upcoming activities.

Project Governance

Work Completed:

- Expanded governance team to include 8 CHROs, 2 CFOs, and 2 academic deans from both colleges and universities
- Established the operations teams with similar cross-functional membership

Upcoming Activities:

- Monthly governance team meetings and bi-weekly operations teams meetings
- Bi Weekly operations teams meetings

Enhanced Communication

Work Completed:

- Communication plan revised by Governance Team
- Regular updates to bargaining unit leaders at statewide meet and confer meetings
- Bi-weekly project updates provided to HR stakeholders

Upcoming Activities:

- Campus progress dashboards (example shown) will be sent to Presidents and CHROs with expected follow-through in areas needing greater attention
- Leadership Council updates
- Monthly project updates provided to stakeholders beyond HR

Improved Technology Functionality

Work Completed:

- Implemented new technology and enhancement in all modules:
 - Faculty Workload Management
 - Employee Home
 - HR Campus
- Training plans for campuses and service center in place and training activities are ongoing

Upcoming Activities:

- HR-TSM reporting to provide campuses more detailed information related to personnel costs
- Credentialing for high school instructors enhancement
- Credentialing and salary placement for IFO and MSUAASF

Clarifying Roles and Responsibilities

Work to date:

- Phase 2 readiness checklists with target timeframe for completion, resources, and training links have been provided to each campus to ensure a successful transition
- Regular communications between and among system office staff, service center managers, and client campuses

Upcoming Activities:

- Finalizing the common service level agreement (SLA) articulating roles and responsibilities between service centers and their client campuses
- Creating a resource portal for all users to make learning more efficient and easy to access

Establishment of Reporting and Metrics

Work completed to date:

- Evaluated service center and campus readiness for Phase 2 transition
- Worked closely with Internal Audit to:
 - draft a Phase 2 project timeline that includes activities, milestones and deadlines
 - develop and collect metrics to assess progress

Upcoming Activities:

- Phase 2 project timeline and metrics will be regularly updated and communicated to all involved parties

Revising our Transition Plan

Work completed to date:

- In August, four (4) institutions participated in a pilot program to enable effective technology adoption and process standardization
- In October, four (4) additional institutions joined the pilot

Upcoming Activities:

- This month, eight (8) additional colleges and universities will begin moving their non-faculty transaction work to their service center
- All other colleges and universities will move in January

The presidents and CHROs in the pilot have provided feedback. The pilots, for the most part, are going well and the presidents and CHROs appreciate the high level of communication and engagement with their service centers.

Another update will be provided in March once we are through Phase 2. Vice Chancellor Appelquist stated that some of our presidents and CHROs will be invited to that meeting to talk about their experiences.

Vice Chancellor Appelquist reviewed a Gantt chart that provided a high level view of the Phase 2 transition which has been modified to allow more time with the pilot group. This delay gives the eight institutions in the pilot time to identify and correct issues and gaps.

Vice Chancellor Appelquist stated that the plan going forward will be to focus system wide on data integrity and data clean up to ensure our campuses are adopting common business practices, and the technology to enable the workflow from the campus to the service centers.

Trustee Cowles asked to what extent Internal Audit will continue to be involved in the HR-TSM consultation. Executive Director Wion said that it would be ongoing and have already begun in the last two weeks to be heavily engaged.

Trustee Cowles asked if the project would be launched as a shared service throughout the system by February or March. Vice Chancellor Appelquist replied that the goal would be to be fully transitioned by March or April. That would be the definitive marker of full transition.

Trustee Cowles asked if there was a summary of the possible risks involved in this transition completion this spring. Ms. Smith stated that the two biggest risks were making sure to stay on top of the timeline and ensuring that the two-way feedback between the campuses and the people actually doing the development occurs. The dashboard will be a good tool to highlight the meaningful information and ensure everyone is on the same page.

Trustee Cowles asked if the Dashboard is campus specific. Vice Chancellor Appelquist said that the Dashboard is campus specific, but they also include information from other institutions so the campus presidents can see how they are doing compared to other institutions. There is a mechanism in place to elevate any concern that might come up at a campus.

Trustee Tefer asked what the relationship is with the project timeline and the NextGen system. Vice Chancellor Appelquist replied that the shared services environment puts Human Resources at an advantage when it comes to the NextGen system. Currently, Human Resources processes are being done 32 different ways. This model will create common and standardized Human Resources processes and things will no longer be done differently at every institution. This will ensure that Human Resources is ready to move to the new system.

Trustee Nishimura asked how many Shared Service Centers there were currently. Vice Chancellor Appelquist said there were four locations that make up the service center. A review will be done after Phase 2 to determine if four service centers are needed.

Trustee Nishimura asked if there were any identified efficiencies gained up front by moving to the shared services environment. Vice Chancellor Appelquist stated that the biggest gain will be common business practices across the system that will mitigate risk. Business practices varied greatly and created errors. In addition Human Resources Teams are very lean at the colleges and universities. Sudden retirements or turn overs put those HR offices at extreme risk. Often the system was called upon to send staff out to help. Moving this transactional work to the service centers mitigates that risk as well.

Trustee Hoffman stated that he has been concerned about adding another layer of bureaucracy to the process. He has concerns about whether it will be cost effective. He has asked to hear from some of the presidents at the update in March.

Trustee Cirillo asked if there were metrics in place to identify how processes align, when a campus is assigned to a service center. Vice Chancellor Appelquist stated a lot of that information is self-reported by the CHROs on an extensive checklist. There are deadlines set for the CHROs to submit their reporting. The checklist items are that alignment. Trustee Cirillo asked for percent conversion information in January that will help identify where they were in the project.

Trustee Cowles asked for another joint Human Resources/Audit Committee Meeting in January, as well as in the March, to give an update on how the work is going.

The meeting adjourned at 2:25 PM
Respectfully submitted by Wendy Schultze

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

Name: Joint Human Resources / Audit Committees

Date: January 29, 2019

Title: HR-TSM Update

Purpose (check one):

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

Brief Description:

The Human Resources Transactional Service Model (HR-TSM) is a campus-driven, system-wide effort to migrate HR transactions and payroll services to a shared service environment to improve quality, reduce risk, drive efficiency, and allow campus HR teams to better focus on the needs of their institutions.

Internal Auditing has been engaged in an advisory capacity and issued an initial report in May 2018. The report contained observations and related recommendations to assist Minnesota State with the HR-TSM implementation. Since issuing the report, Internal Auditing has continued to provide advice on the project.

This joint session will provide the Board with a project update from management, an assessment from internal audit, and a discussion about campus perspectives and experiences from four college and university leaders.

Scheduled Presenter(s):

Eric Wion, Interim Executive Director of Internal Auditing
Christine Smith, Director with Baker Tilly
Eric Davis, Vice Chancellor for Human Resources
Sue Appelquist, Associate Vice Chancellor for Human Resources
Ginny Arthur, President, Metropolitan State University
Deb Gehrke, Chief Human Resources Officer, Metropolitan State University
Michael Berndt, Interim President, Inver Hills Community College and Dakota County Technical College
Laina Carlson, Chief Human Resources Officer, Inver Hills Community College and Dakota County Technical College

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

BOARD INFORMATION
HR-TSM Update

BACKGROUND

The Human Resources Transactional Service Model (HR-TSM) is a campus-driven, system-wide effort to migrate HR transactions and payroll services to a shared service environment to improve quality, reduce risk, drive efficiency, and allow campus HR team to better focus on the needs of their institutions.

- From the enterprise perspective, the project strives to create consistent practices across the system, mitigate the risk that comes from disparate practices, and provide business continuity in the event of an emergency.
- From the campus perspective, the project increases the ability to work more efficiently, and increases capacity for transformational HR work to occur such as strategic workforce planning, talent acquisition, employee engagement, and training and development.

Phase 2 of the project is currently in progress.

Date Presented to the Board of Trustees: January 29, 2019



January 29, 2019

HR-TSM Project Update

Board of Trustees

Joint Audit and Human Resources Committee Meeting

PROJECT GOAL

The Human Resources Transactional Service Model (HR-TSM) is a system-wide effort to migrate HR transactions and payroll services to a shared service environment to:

- improve quality
- reduce risk
- drive efficiency
- allow campus HR teams to better focus on the needs of their institutions

ANTICIPATED BENEFITS OF A MATURE OPERATION

Enterprise Needs Met

- Creates consistent practices across the system
- Mitigates the risk that comes from disparate practices
- Provides systemwide business continuity in the event of an emergency

Campus Needs Met

- Increases capacity for strategic HR work to occur such as:
 - Workforce planning
 - Talent acquisition
 - Employee engagement
 - Training and development

PROJECT PHASES

Phase 1

Campus adoption of new Faculty Workload Management (FWM) technology and transfer all teaching faculty transactions (MSCF and IFO) to the HR services centers.

Phase 2

Transfer transactions for all other employee groups, including AFSCME, MAPE, MMA, MSUAASF, and Administrators to the HR service centers.

Phase 3

Transfer all campus payroll and reconciliation activities to the HR service centers.



INTERNAL AUDIT UPDATE

Internal Audit Role - Post May 2018 Report

- Collaborate with project sponsor and manager to define milestones and criteria to assess project status
- Recommend modifications to the project management approach, activities, metrics and the creation of dashboards
- Draft independent summary of dashboard results and assess progress to date
- Advise on:
 - Communication activities
 - Key metrics/reporting items
 - Governance activities
 - Project management tools and templates
 - Mid-course corrections

Key Risks Identified for HR-TSM

Leadership, oversight, advocacy and decision-making for the project

Effectiveness of the governance and operational teams, and the level of project advocacy across the colleges and universities.

May IA findings: project engagement, mid-phase reset

Organizational change management

Planning, communications, training and support related to the successful transition and adoption.

May IA findings: transition efforts, communication

Stakeholder involvement

Two-way information exchange to align modifications in HR strategy, approaches and process to expected outcomes. Understand and address unique needs of campus based leaders, processes and control owners.

May IA findings: project engagement, roles and responsibilities, communication, process standardization, reporting

7

Project execution

Effectiveness of implementation activities including progress toward defined goals (e.g., mature service center capabilities and performance), timelines and required technology support enhancements.

May IA findings: staffing, technology enhancements, reporting



Phase 1 and 2 Progress to Plan



Project is progressing as planned. Project risks are managed.

Current Conclusion

Project is delayed and risks are not being managed. Project failure is at risk.

Note: Conclusion is based on the information available to Internal Audit and analyzed as of January 15, 2019.

Progress to Plan (Phase 1 and Phase 2) – *Leadership, Oversight, Decision-making, Advocacy*

Mitigation Activities

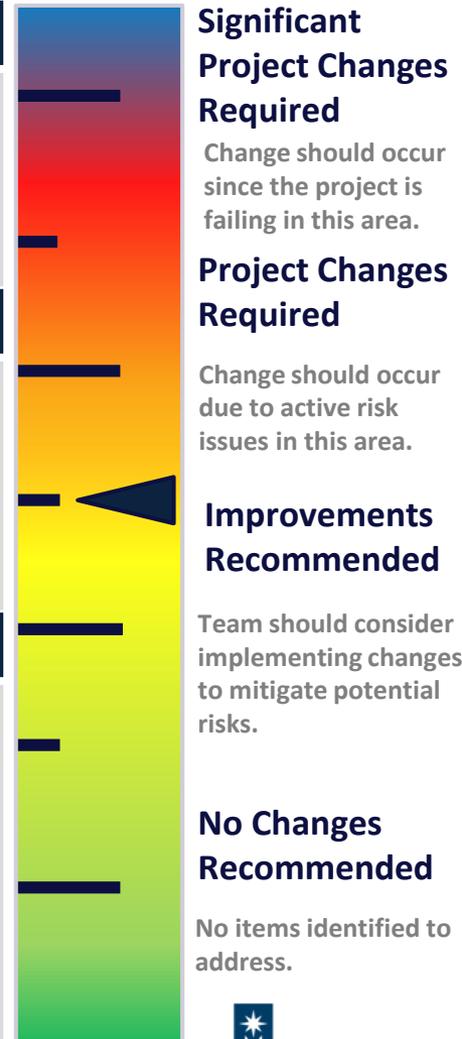
- Regular Governance and Operation team meetings
- Cross-functional involvement on Governance and Operation teams
- Issue tracking through resolution

Risks Impacting Continued Progress

- Objectively communicating progress with all levels, across all institutions
- Varying level of project advocacy at institutions and active leadership engagement

Recommended Actions

1. Address the lack of progress at individual institutions and escalate issues as necessary
2. Clearly communicate the accountability structure and repercussions for missed deadlines
3. Actively monitor progress to plan based on refined metrics and the achievement of deadlines



Progress to Plan (Phase 1 and Phase 2) – *Organizational Change Management*

Mitigation Activities

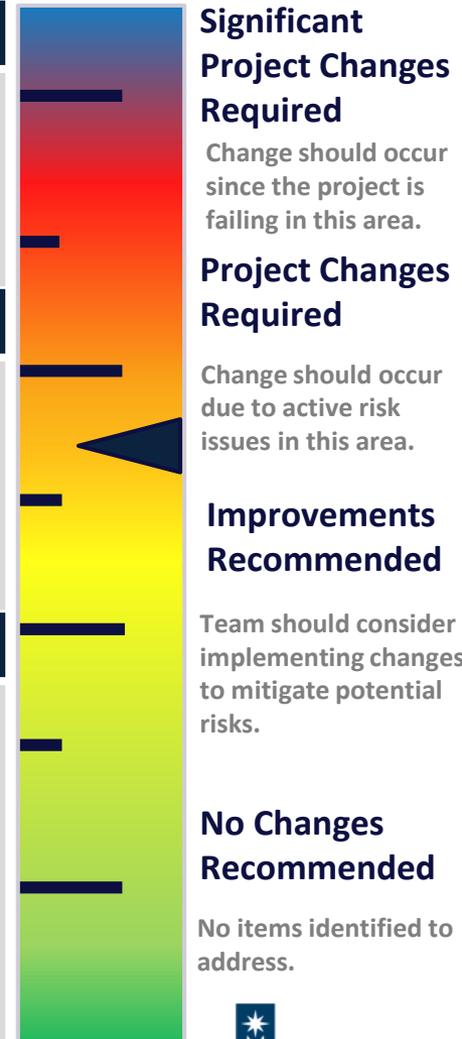
- Continuous trainings for new technology releases
- Deliberation of process changes by operations/technology teams

Risks Impacting Continued Progress

- Ability of institutions to give up processing responsibilities
- Ability of institutions to adopt standards and technology
- Consistency of messaging on expectations
- Training requirement for institutions

Recommended Actions

1. Set deadline for the removal of transaction processing capabilities at the institutions
2. Consider requiring training for institutions that are not achieving the defined deadlines and thresholds
3. Offer specialized training for service centers that are not meeting the deadlines defined in the SLA's



Progress to Plan (Phase 1 and Phase 2) – Stakeholder Involvement

Mitigation Activities

- Dashboards to discuss progress
- Service center regular check-ins with institutions
- Regular communication to HR community on project updates

Risks Impacting Continued Progress

- Agreement to standard processes
- Clarity around exceptions to standard processes
- Customer satisfaction assessment

Recommended Actions

1. Agree on all standard processes and the accepted exceptions to the standard processes
2. Document all standard processes and make them easily accessible to the institutions and service centers
3. Provide consistent communication to all institutions regarding project progress (overall and individual)
4. Develop mechanism to assess customer satisfaction and service center performance



Significant Project Changes Required

Change should occur since the project is failing in this area.

Project Changes Required

Change should occur due to active risk issues in this area.

Improvements Recommended

Team should consider implementing changes to mitigate potential risks.

No Changes Recommended

No items identified to address.



Progress to Plan (Phase 1 and Phase 2) – *Project Execution*

Mitigation Activities

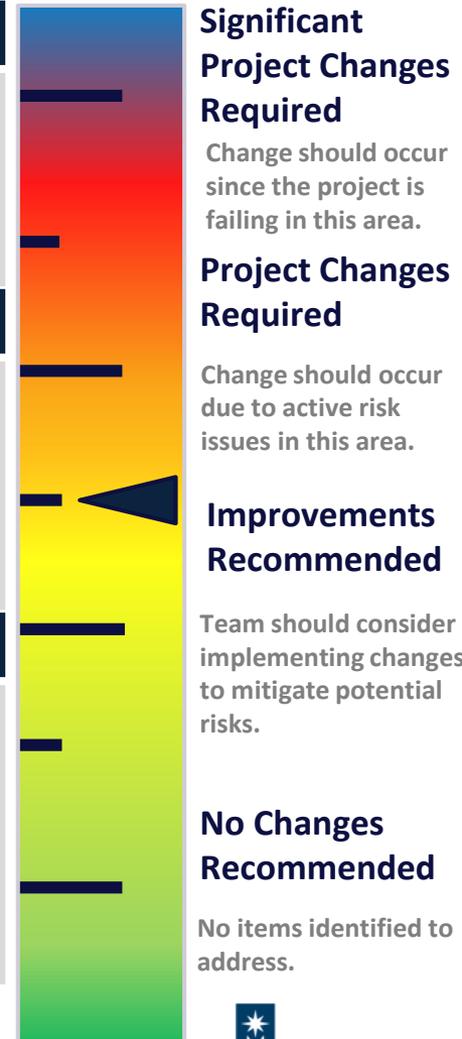
- IT development plan
- Tracking progress metrics for institutions and service centers
- Development and communication of activity milestone deadlines

Risks Impacting Continued Progress

- Establishment of clear and consistent accountability structure
- Data reliability
- Service Center dashboard tracking
- Consequences for failure to progress as intended

Recommended Actions

1. Define consistent parameters and acceptable thresholds for the metrics being tracked
2. Continue to work with IT to generate reliable and valuable data for reporting progress to stakeholders
3. Begin assessing the project’s return on investment





HR TEAM PROJECT UPDATE

AREAS OF INTENTIONAL EFFORTS

Reporting and Metrics

Provide campus and service center metrics that indicate Phase 2 progress and areas needing improvement

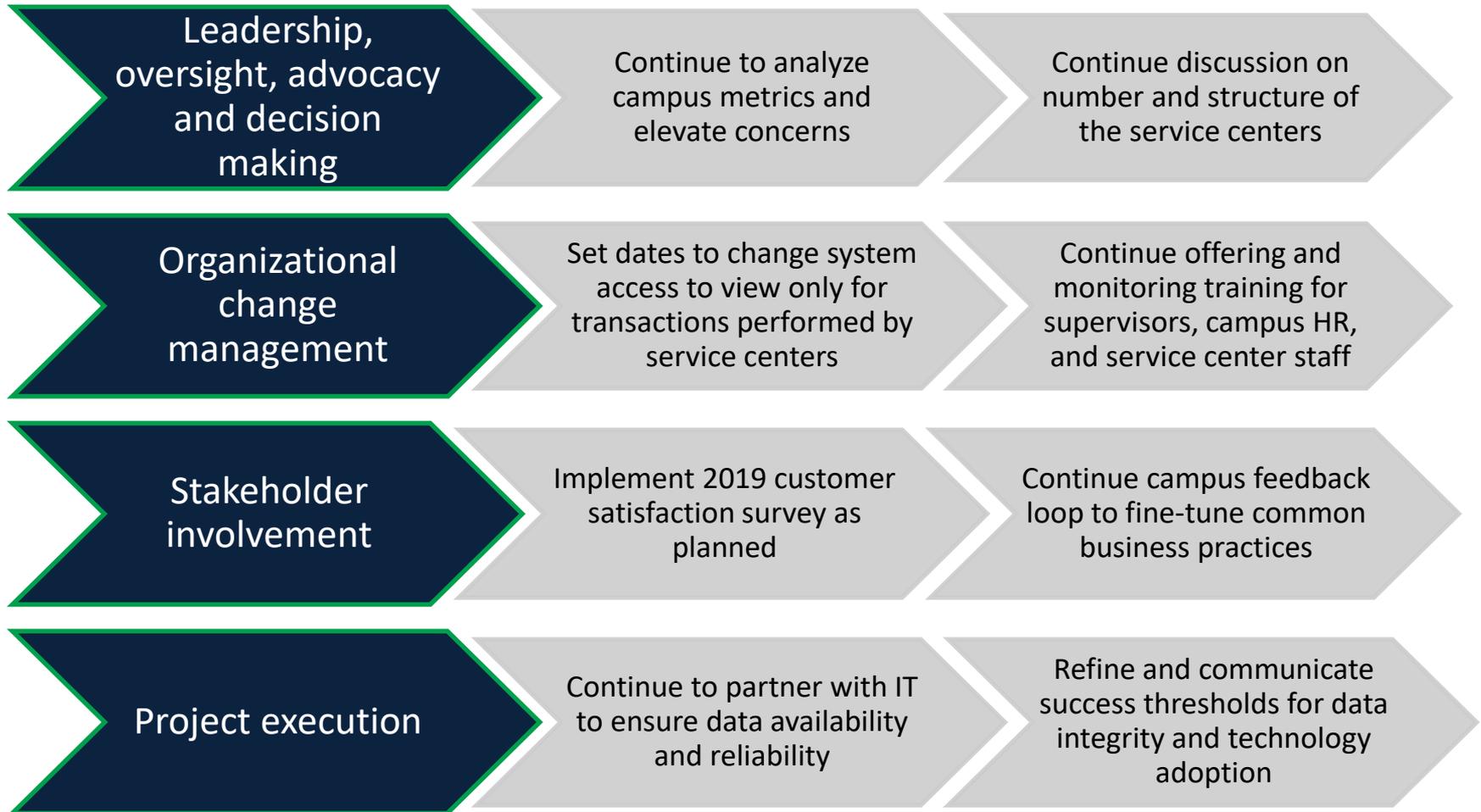
Data Integrity

Ensure all HR data is accurate and up-to-date so the information flows from campus to service centers accurately

Technology Adoption

Ensure campuses are utilizing the enhanced technology to adopt common practices

PLANNED DELIVERABLES





Benefits administration
Employee set-up and maintenance
Paid leave management
Payroll processing
Payroll reconciliation
Performance evaluation tracking
Retirement administration
Salary changes
Separation and payouts

Diversity, equity and inclusion
Employee engagement
Intentional recruitment and retention
Labor relations
New employee onboarding
Performance management
Succession planning
Training and development
Workforce planning and design

STRATEGIC WORK ON OUR CAMPUSES

SCSU and Century:

Changing their HR department structures to an HR business partner model.

SMSU, CLC, Pine TCC, NHCC:

More collaboration with equity and inclusion team, and expanding diversity and inclusion practices to enhance recruitment and retention efforts, particularly in rural areas.

The Anokas, South Central, Riverland, SPC:

Increasing focus on HR metrics, such as affirmative action hiring data, employee engagement, and retiree forecasting.

Fond du Lac, Lake Superior, MnWest, NHED:

Enhancing new employee onboarding and orientation processes.

Normandale, RCTC, Alexandria, Riverland, SCTCC:

Increasing effort around succession planning and organizational structure.

DCTC/IHCC, HTC, M-State, Ridgewater, System Office, BSU/NTC, Metro State, MSU Moorhead:

Expanding training and development for employees and supervisors. Provide meaningful training opportunities tied to campus strategies and priorities.

Minneapolis:

Launching a 3-month research project to help them identify key strategies to ensure broad employee engagement.



CAMPUS PERSPECTIVES



MINNESOTA STATE

THANK YOU

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APPENDIX

Phase 1 (Faculty Workload Management)

Progress to Plan

Phase 1 Metrics	Deadline	Progress Data	Notes
Average % of <i>Instructional</i> Faculty Transactions Processed at the Service Centers	12/31/18	93%	5 institutions are below 95%
			Ranges from 58% - 100%
Average % of <i>Non-instructional</i> Faculty Transactions Processed at the Service Centers	12/31/18	85%	11 institutions are below 95%
			Ranges from 19% - 100%

- Phase 1 began January 2017 for all institutions and service centers.
- Based on data as of 1/9/19.

Overall Phase 2 Progress to Plan

Overall Transaction Processing	Pilot	Group 1	Group 2	Total
Average % of employee transactions processed at the service centers	92%	98%	80%	87%
	Ranges from 38% - 100%	Ranges from 97% - 100%	Ranges from 38% - 93%	Ranges from 38% - 100%

*All averages are calculated based on the 31 institution groups serviced by the service centers.

**The statistic above includes all employee transactions transferred to the service center from 12/26/18 – 1/8/19.

Overall Phase 2 Progress to Plan

Milestone Activity	Pilot	Group 1	Group 2
Readiness – Data Clean up	7/7 institutions have achieved the threshold *11/30/18 deadline	7/8 institutions have achieved the threshold *12/15/18 deadline	11/16 institutions have achieved the threshold *1/9/19 deadline
Readiness – Service Level Agreement (SLA) Execution	7/7 institutions have an executed SLA with their service center *11/30/18 deadline	8/8 institutions have an executed SLA with their service center *12/15/18 deadline	11/16 institutions have an executed SLA with their service center *1/9/19 deadline
Process and Technology Transition (new employees)	69% of the transactions are processed using the Phase 2 technology *11/30/18 deadline	59% of the transactions are processed using the Phase 2 technology *1/7/18 deadline	52% of the transactions are processed using the Phase 2 technology *2/18/19 deadline

Metrics and Reporting Schedule (aka Dashboards)

Activity	Pilot Group	Group 1	Group 2
1st progress report due	November 30	November 30	December 7
1st campus dashboard sent to presidents, CHROs	December 7	December 7	December 14
Readiness checklist deadline	November 30	December 15	January 9
Transition start date	August 8	November 14	January 23
Biweekly reporting <ul style="list-style-type: none"> • Progress reports due • Campus dashboards published 	December 14 January 4 January 18	December 14 January 4 January 18	December 21 January 4 January 18 February 1 February 15
Monthly reporting <ul style="list-style-type: none"> • Progress reports due • Campus dashboards published 	Starting February 1 Starting February 8	Starting February 1 Starting February 8	Starting March 1 Starting March 8



Campus Supervisory Training on New Technology

6/12/18	St Cloud State University
6/13/18	St Cloud Technical & Community College
7/25/18	Minnesota State University Moorhead (w/IFO contract training)
7/31/18	Dakota Community & Technical College (w/MSCF contract training)
8/2/18	Central Lakes College (w/MSCF contract training)
11/7/18	Saint Paul College
11/19/18	Minnesota State University Moorhead
11/20/18	Minnesota State Community & Technical College
12/5/18	North Hennepin Community College
12/12/18	Hennepin Technical College
12/14/18	St Cloud Technical & Community College
1/7/19	Minnesota State University Moorhead (webinar)
1/9/19	Riverland Community College
1/11/19	Century College
1/14/19	Southwest Minnesota State University
1/22/19	NHED-Itasca Community College
1/22/19	NHED-Mesabi Range College
1/25/19	Lake Superior College
1/28/19	Central Lakes College, Brainerd
1/31/19	Winona State University
2/19/19	Alexandria Technical & Community College
2/22/19	South Central College, North Mankato
3/6/19	Rochester Community & Technical College
TBD	Minneapolis College
TBD	Normandale Community College



MINNESOTA STATE

Audit Committee
January 29, 2019
11:30 a.m.
McCormick Room

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 Audit of November 14, 2018 (pages 1-6)**
2. Shared Services Governance Roadmap Advisory Project (page 7-39)
3. NCAA Agreed Upon Procedures External Audit (pages 38-46)

Committee Members:

Michael Vekich, Chair
April Nishimura, Vice Chair
Bob Hoffman
George Soule
Jerry Janezich

Bolded items indicate action is required.



**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
AUDIT COMMITTEE MEETING MINUTES
November 13, 2018**

Audit Committee Members Present: Trustees Michael Vekich, Robert Hoffman (phone), Jerry Janezich, April Nishimura, and George Soule.

Audit Committee Members Absent: None.

Other Trustees Present: Trustees Ashlyn Anderson, Alex Cirillo, Jay Cowles, Dawn Erlandson, Roger Moe, Louise Sundin, and Cheryl Tefer.

The Minnesota State Colleges and Universities Audit Committee held its meeting on November 13, 2018, in the 4th Floor McCormick Room, 30 East 7th Street in St. Paul. Trustee Vekich called the meeting to order at 2:35 p.m.

1. Minutes of October 16, 2018

The minutes of the October 16, 2018 audit committee were approved as published.

2. Role and Responsibilities of Audit Committee Members

Mr. Eric Wion, Interim Executive Director for Internal Auditing, explained that board policy requires annual training. Each Audit Committee member received training and reference material in October, and Mr. Wion has met with a few members and remains available to meet with all committee members.

3. FY2018 and FY2017 Audited Financial Statements and Student Financial Aid Audit

Chair Vekich welcomed Mr. Don Loberg, Partner with CliftonLarsonAllen, Ms. Brenda Scherer and Mr. Chris Knopik. Mr. Wion, explained that the system had contracted with CliftonLarsonAllen to provide audits of the systemwide financial statement, the revenue fund financial statement, St. Cloud State University financial statement and Itasca Community College Student Housing audit. He stated the audit committee members had received copies of all four sets of financial statements prior to the meeting, and he added that he and Vice Chancellor King had met with members of the audit committee to review the individual financial statements.

Mr. Wion stated that board policy requires that the audit committee review and discuss the results of the audit engagement with the auditors prior to recommending that the Board release the financial statements. Once released, the financial statements get incorporated into the State of Minnesota's financial statements. Mr. Wion stated that in addition to the audited financial statements, they were also going to talk about the Student Financial Aid audit which is actually more than two months early. He stated that having these results so early is a fantastic accomplishment. He thanked CliftonLarsonAllen, the staff on campuses

and the system office financial reporting staff for this amazing accomplishment. He hopes this will be a new tradition of combining these reports in November going forward. Chair Vekich congratulated everyone as well.

Mr. Loberg began by reviewing the scope of the audits and how that has changed over the years. He reminded members that they would also be conducting a review of the NCAA Agreed Upon Procedures which happens every three years. That work was just beginning, so those results will be presented at a later date.

Ms. Scherer began by presenting the results of the Student Financial Aid audit work. She stated that they were very excited to be finished with this work so far ahead of previous years. She explained the approach to the audit. Finally she stated the opinion is an unmodified opinion on compliance, or a clean opinion. That's the best that can be issued, and she offered her congratulations. There were no material weaknesses, but there were two findings that were significant deficiencies. She reviewed the two findings and stated that there were both very minor. Mr. Loberg stated that there were over 600 different federal compliance regulations, so these audit results are really a positive outcome.

Mr. Knopik reviewed the auditor's responsibilities. He stated that they would opine on the fairness of the financial statements as a whole. Part of the audit is understanding the key internal controls but they do not give an opinion on them. He stated that they do test controls on a rotating process.

Mr. Knopik stated that as part of the audit they looked at the risk based audit approach. Through conversations with leadership, trustees, college and universities they come up with a potential risk profile for Minnesota State which looks at several areas.

Mr. Knopik reviewed the audit approach to the financial statements. The audit is conducted on a risk based approach. He noted that they conduct audits on a rotation of procedures so that all colleges and universities are included over a three year basis as well as rotating audit areas so that each college and university is included in some form each year.

Mr. Knopik stated that they do some IT procedures within the system to understand how the system is operating but they do not opine on the controls. He stated that they also review internal controls to gain an understanding of design and a walkthrough of effectiveness as well as expanded tests of certain controls. Finally he stated that they rely on other independent auditors for work that they have done, such as foundation audits.

Mr. Loberg reviewed the final systemwide audit results. They issued an unmodified opinion on the financial statements. There were no material audit adjustments, no material weaknesses, and no significant deficiencies. He added that this was a statement in itself with a system this big and complex.

Mr. Loberg reviewed the other individual audit results.

St. Cloud State University had an unmodified opinion, with no material weaknesses and no significant deficiencies. Itasca Community College had an unmodified opinion, with no material weaknesses and no significant deficiencies. The Revenue Fund had an unmodified opinion, with no material weaknesses and no significant deficiencies. No opinion was issued for the IT Procedures however the results support the individual audits.

Mr. Knopik reviewed the information in the governance communications letter. Audit committee members will receive this letter. There were no changes in the scope of the audit. There were two new GASBs implemented in the current year. GASB 75, Accounting and Financial Reporting for Postemployment Other than Pensions and GASB 89, Accounting for Interest Cost Incurred before end of a Construction Period. There were estimates involved in the financial statements but CliftonLarsonAllen is comfortable with management's estimates. There were no difficulties or disagreements encountered during the audit. Finally there were no material audit adjustments recorded and no uncorrected misstatements. The management representation letters was signed and received. Mr. Loberg stated that they were almost done with everything that they do for Minnesota State from an assurance point of view. He added that the financial reporting staff and the student financial aid staff did a fantastic job.

Trustee Soule asked why there were still separate audits for St. Cloud State University and Itasca Community College. Mr. Loberg stated that St. Cloud State University requested to be audited. Mr. Knopik added that Itasca Community College has some bonds that are issued through their local housing redevelopment authority and they have a separate audit requirement as part of those bonds.

Trustee Tefer stated that these were amazing results. She asked how unusual it was to see this level of achievement. Mr. Loberg stated that it was not common to have a string of no material weaknesses or disagreements because Minnesota State does have a lot of complexities. The attitudes and philosophies of management at Minnesota State is about getting it right. The culture in itself is the driver as to why the reports are so positive. He added that Ms. Laura King's team and Mr. Chris Halling's team and many others – this is a job for a village and not an individual. The tones are correct from the start.

Chair Vekich thanked Mr. Loberg and his team. Good work as usual.

Vice Chancellor King introduced Ms. Denise Kirkeby, System Director for Financial Reporting, and she introduced the financial team. Vice Chancellor King stated that there have been nine years of positive financial statement audits and eleven years of good results for the revenue fund. She thanked her team and thanked the staff on all of the campuses for the culture of commitment and dedication that cumulated in these audit results. She also thanked the team at CliftonLarsonAllen.

Vice Chancellor King presented a high level overview of the Minnesota State FY2018 and FY2017 results. She also talked about the new GASB Statements impact on the financial statements. The focus was on the systemwide level including the systemwide statements, the revenue fund, St. Cloud State University and the Itasca program. She stated that the overall conclusions were good. They received unmodified opinions with no audit adjustments. She stated that once the Board had reviewed and released the financial statements results, they would be forwarded to the executive branch and then rolled into the statewide annual financial statements.

The production of financial statements on an accrual basis used to provide critical information concerning the continuing financial condition of the colleges and universities. Vice Chancellor King stated that the changes that the pension requirements have brought to the financial statements have rendered them much less useful to us than they used to be. She added that they will continue to produce information both with and without the pension liability entries because they make it much more difficult to characterize to the board the health of the system. The pension entries started showing up three years ago. GASB continues to issue new guidance so it is a continuous modification process.

Vice Chancellor King stated that all colleges and universities except one reported an operating loss in FY2018 which was substantially attributable to the GASB effects. Excluding the effects of GASB 68/75, the system reported a \$10.3M gain, an improvement of \$27.3M over FY2017. FY2018 adjusted operating margins improved due to state funding increase and campus budget management. Investments in buildings (completed construction) was down from FY2017 due to modest capital investments by the state in FY2014/15 being closed out and no new GO bond proceeds provided in FY2016 for delivery and completion in FY2018.

Chair Vekich asked Vice Chancellor King to explain how these entries were not considered cash entries. She stated that they were not considered cash entries. There were a series of entries that were made concerning the pension liabilities, and an adjustment to salary and benefit payments which has the effect of producing cash on the statement that isn't really there. We made an adjustment to liabilities to reflect liability for the life of current and retired employees, and we made an adjustment to assets to reflect retirement liabilities attributable to a future obligation. And the two larger entries were non cash entries.

Trustee Janezich asked if Minnesota State had a problem. Vice Chancellor King stated that the state plans report themselves funded anywhere from 65-80% and so, on a national basis the Minnesota plans are healthier than most states. She added that the system would not have a problem from a financial standpoint unless the state government dissolved and triggered our obligation to pay off the unfunded liability. She stated that this was really a just a reporting requirement.

Trustee Vekich asked how the bond markets react to the financial statements. Vice Chancellor King stated that the rating agencies have been changing their analytics to adjust

for these liabilities. Minnesota continues to have a AA / AAA credit rating, and she added that the rating agencies have acknowledged Minnesota's recent reforms to the pension program which has had the consequence of improving the financial health of Minnesota programs.

Trustee Sundin pointed out that in order to fulfill the reforms to the pension program an ongoing commitment by the state would need to be legislated every biennium. Vice Chancellor King also noted that Minnesota State has an advantage because it has its own defined contribution program which takes about half of the employees out of this calculation altogether, which lowers our liability.

Vice Chancellor King outlined some of the key performance metrics for fiscal year 2018. She reported a slight decline in both FYE and headcount in 2018. Vice Chancellor King pointed out that if they ignore the GASB change there would have been an increase of \$38.8M in the net position, but with the GASB adjustment of \$179M, they system ends up with a negative \$140M in net position. The pension adjustments really alter the message in the financial results. Colleges and universities maintained or slightly consuming budget reserves in FY18 over FY17, but overall, they system has maintained 7% of revenue in reserves which is right at the board's requirement.

Vice Chancellor King noted that there had been a decreased loan taking behavior by students in the past year. She stated the data showed that the percent of students taking out loans had declined from 65% to 60%. She added that they didn't know why students were taking less loans. She stated that they were taking fewer credits and the PELL award had increased so that might be a couple reasons for the decrease. Trustee Janezich asked if the potential debt declining if fewer students were taking out loans. Vice Chancellor King stated that the amount students were borrowing had remained the same. She stated that fewer students were borrowing, but the ones that were borrowing, were borrowing about the same amount as in previous years. Chancellor Malhotra added that the composition of students has changed as well. We have more part time students and more adult learnings. Those are the types of students who traditionally take fewer loans. Vice Chancellor King agreed but added that they would continue to follow this trend.

Trustee Tefer asked if the system got information from the federal government about the student loan default rate in our population of students. Vice Chancellor King stated that they did get that information. Mr. Chris Halling, System Director for Financial Aid, added that the information on student loan default rate is public and it is presented every year. He stated that the default rates were calculated on defaults over the prior three years during which the student would have been able to enter repayment. Our default rates on average across the system have been declining and also at the institutions. He added that they had done a lot of work around student financial literacy and counseling students who were in a position where they were delinquent but were not defaulted.

Vice Chancellor King reviewed the Composite Financial Index (CFI). She stated that the Board has been a strong supporter of the CFI reporting discipline, and a support of the goal of improving college, university and overall system performance with this number. The CFI improved from 2017, before the addition of the pension liabilities, however with the addition of the GASB the CFI goes more negative because of the increase in the unfunded liability that had to be recorded. She noted that the CFI calculation had been prepared with and without the GASB entries in order to provide year over year comparison data. The rating agencies and the Higher Learning Commission has asked for the calculation both ways as well.

Vice Chancellor King thanked the board for their commitment to this discipline, she thanked the campuses for their strong financial management, commitment to quality, and reliability, and she thanked Ms. Kirkeby and her very capable team for the strong results.

Trustee Vekich asked if the Higher Learning Commission was ignoring the GASB implications. Vice Chancellor King stated that they actually ask for the numbers to be reported in both formats, with and without the unfunded liabilities. Mr. Loberg added that he thought the Higher Learning Commission was still trying to figure out how to deal with the GASB effects, but they did not seem to be taking it into account for bonding purposes.

RECOMMENDED COMMITTEE ACTION:

The audit committee has reviewed the fiscal year 2018 audited financial statements and discussed them with representatives of management and the system's external auditing firm. The committee recommends that the Board of Trustees adopt the following motion:

RECOMMENDED BOARD MOTION:

Based on the review and recommendation of the audit committee, the Board of Trustees approves the release of the fiscal year 2018 audited financial statements as submitted.

The meeting adjourned at 3:30 p.m.
Respectfully submitted by Darla Senn

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

Name: Audit Committee

Date: January 29, 2019

Title: Shared Services Governance Roadmap Advisory Project

Purpose (check one):

Proposed
New Policy or
Amendment to
Existing Policy

Approvals
Required by
Policy

Other
Approvals

Monitoring /
Compliance

Information

Brief Description:

Minnesota State has engaged the Office of Internal Auditing to assist leadership with the development of an enterprise shared services governance roadmap or framework for initiating, developing, and evaluating enterprise shared services. The roadmap will assist the organization to achieve the full impact of effective shared service delivery models, and will position the system for successful transition to enterprise shared services by providing governance frameworks for clarity on roles, desired outcomes, priorities/milestones, and critical service delivery implementation actions and communications.

Scheduled Presenter(s):

Eric Wion, Interim Executive Director of Internal Auditing

Chris Jeffrey, Baker Tilly Partner

Christine Smith, Baker Tilly Director

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

BOARD INFORMATION

SHARED SERVICES GOVERNANCE ROADMAP ADVISORY PROJECT

BACKGROUND

Minnesota State has engaged the Office of Internal Auditing to assist leadership with the development of an enterprise shared services governance roadmap for initiating, developing, and evaluating enterprise shared services. This *Enterprise Shared Services Roadmap* will assist Minnesota State to achieve the full impact of effective shared service delivery models, and will position the system for successful transition to enterprise shared services by providing governance frameworks for clarity on roles, desired outcomes, priorities/milestones, and critical service delivery implementation actions and communications.

As Minnesota State’s college and university leaders rethink their academic, and institutional support approaches in the context of student success and the assumed continual innovation to compete, the importance of realizing inherent synergies, forming new partnerships, and embracing collaborative-based platforms for delivering programs and services will only escalate. Similarly, the ability to show impactful results that are fiscally sustainable, and ensure accountability and cost effectiveness while also aligning program and service responsiveness to changing needs will become even more vital.

The transition to these types of enterprise shared services is not easy – especially in an organizational context which is based on independence of thinking and local/regional solutions to meeting educational needs. A real challenge for the Minnesota State Board of Trustees and leadership is to adopt an enterprise shared service governance framework, which allows for meaningful innovation and experimentation, while at the same time assuring the resultant nimble approaches directly impact student success, cost effectiveness and scalable operations accountabilities. The roadmap will serve to help ensure that a structured approach is taken to raising up scalable innovations, prioritizing their adoption through enterprise shared service models, and ensuring their successful implementation which ultimately offers more responsive approaches and the potential to realign resources to areas directly aligned with student success.

Date Presented to the Board of Trustees: January 29, 2019



DATE: January 29, 2019

TO: Board of Trustees
Leadership Council

FROM: Devinder Malhotra, Chancellor

SUBJECT: Enterprise Shared Services (ESS) Governance Roadmap

As the leaders of Minnesota State, our focus on transformation and optimizing the opportunities in front of us on behalf of our students, requires us to rethink how we “do business” on all fronts. The expectation that we continue to be good stewards of state resources was evident last week during our time with the Legislature. Therefore, our commitment must start with ensuring that we have intentionally allocated resources in alignment with our first priority – which is student success.

This Fall our efforts included Leadership Council discussions of **enterprisewide shared services** (ESS) to gain insight into what was of most importance in creating a framework and implementing enterprise shared services and began to examine what makes sense to do collectively and what operationally is best left to be done at the institutional level. The execution of ESS can serve as a catalyst to ensure strategic focus, enhance financial and programmatic sustainability, and support student success. As we all know, the execution of such operations are not without their challenges. Thus, the attached roadmap and execution framework offer a guide to proactively manage those challenges as we identify and implement ESS initiatives. This is a conceptual framework based on leading practices and lessons learned in implementing shared services within higher education.

The benefits of successful ESS execution are many as outlined by the principles in the attached. It is up to us to clearly define our specific expectations for each of the ESS initiatives we embrace. Further, it is our responsibility as leaders to serve as champions and advocates for the successful execution of these enterprise shared services which is one critical tool available to us as we transform Minnesota State for the future.

As always, your feedback is welcome - I look forward to your partnership.



January 29, 2018

Office of Internal Auditing

ENTERPRISE SHARED SERVICES GOVERNANCE ROADMAP

Advisory Project

Minnesota State

Reference Number: 2019-02
Report Classification: Public



Minnesota State is an affirmative action, equal opportunity employer and educator.

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REPORT SUMMARY

Background and Objective

Minnesota State has engaged the Office of Internal Auditing to assist leadership with the development of an enterprise shared services governance roadmap for initiating, developing, and evaluating enterprise shared services. This *Enterprise Shared Services Roadmap* will assist Minnesota State to achieve the full impact of effective shared service delivery models, and will position the system for successful transition to enterprise shared services by providing governance frameworks for clarity on roles, desired outcomes, priorities/milestones, and critical service delivery implementation actions and communications.

As discussed through the Board of Trustees' Reimagining Minnesota State initiative, the evolving and competitive landscape of higher education compels all higher education leaders to address demands to "prove" the value of higher education and ensure student-centric, cost effective operations and service delivery models.

The Board of Trustees directed itself to determine how to enable a large, complex risk and change adverse organization to transition itself into a more nimble, responsive and dynamic enterprise centered on enhancing student success.

As Minnesota State college and university leaders rethink their academic, and institutional support approaches in the context of student success and the assumed *continual innovation to compete*, the importance of realizing inherent synergies, forming new partnerships, and embracing collaborative-based platforms for delivering programs and services will only escalate. Similarly, the ability to show impactful results that are fiscally sustainable, and ensure accountability and cost effectiveness while also aligning program and service responsiveness to changing needs will become even more vital.

The transition to these types of enterprise shared services is not easy – especially in an organizational context which is based on independence of thinking and local/regional solutions to meeting educational needs. A real challenge for the Minnesota State Board of Trustees and leadership is to adopt an enterprise shared service governance framework, which allows for meaningful innovation and experimentation, while at the same time assuring the resultant nimble approaches directly impact student success, cost effectiveness and scalable operations accountabilities. The roadmap will serve to help ensure that a structured approach is taken to raising up scalable innovations, prioritizing their adoption through enterprise shared service models, and ensuring their successful implementation which ultimately offers more responsive



approaches and the potential to realign resources to areas directly aligned with student success.

Scope and Approach

The scope of this advisory project included three steps to create a roadmap for initiating, developing, and evaluating enterprise shared services: 1) obtaining strategy endorsement, 2) outlining governing principles & prioritization of areas and 3) creating a governance roadmap.

To accomplish the objective of the project, Internal Audit performed the following activities:

- Performed research on effective enterprise shared service execution.
- Conducted interviews with and reviewed shared service work performed at Minnesota State including the Shared Services Advisory Group (SSAG) work, the Comprehensive Workplace Solutions (CWS) work and the Human Resources Transaction Service Model (HR-TSM) work.
- Conducted interviews with key strategic stakeholders.
- Presented and held discussions with presidents and system office leaders at the September and November Leadership Council meetings to gain insight on what is of utmost importance to creating the governance roadmap and implementing enterprise shared services across Minnesota State colleges and universities.

The roadmap which follows is intended to offer important guidance and critical considerations as Minnesota State embraces enterprise shared services as a delivery model and navigates the challenges executing this model. Recognition that this roadmap: a) is a starting point; and b) will evolve as our industry context changes and as we reach a more mature state relative to this service delivery model is imperative to its effective use.

DETAILED REPORT

Endorsement of Strategy

Given the level of effort and required navigation of the obstacles involved in successfully executing enterprise shared service models, the reasoning behind it and the expected long term benefits/return on investment must be understood and agreed to upfront by stakeholders. This upfront agreement about why a change is being made is non-negotiable if the new model is to be palatable and its success sustainable. As such, and in response to requests from the Leadership Council for a clear enterprise shared services strategy, the following was developed as the overall strategy for all enterprise shared service initiatives at Minnesota State:

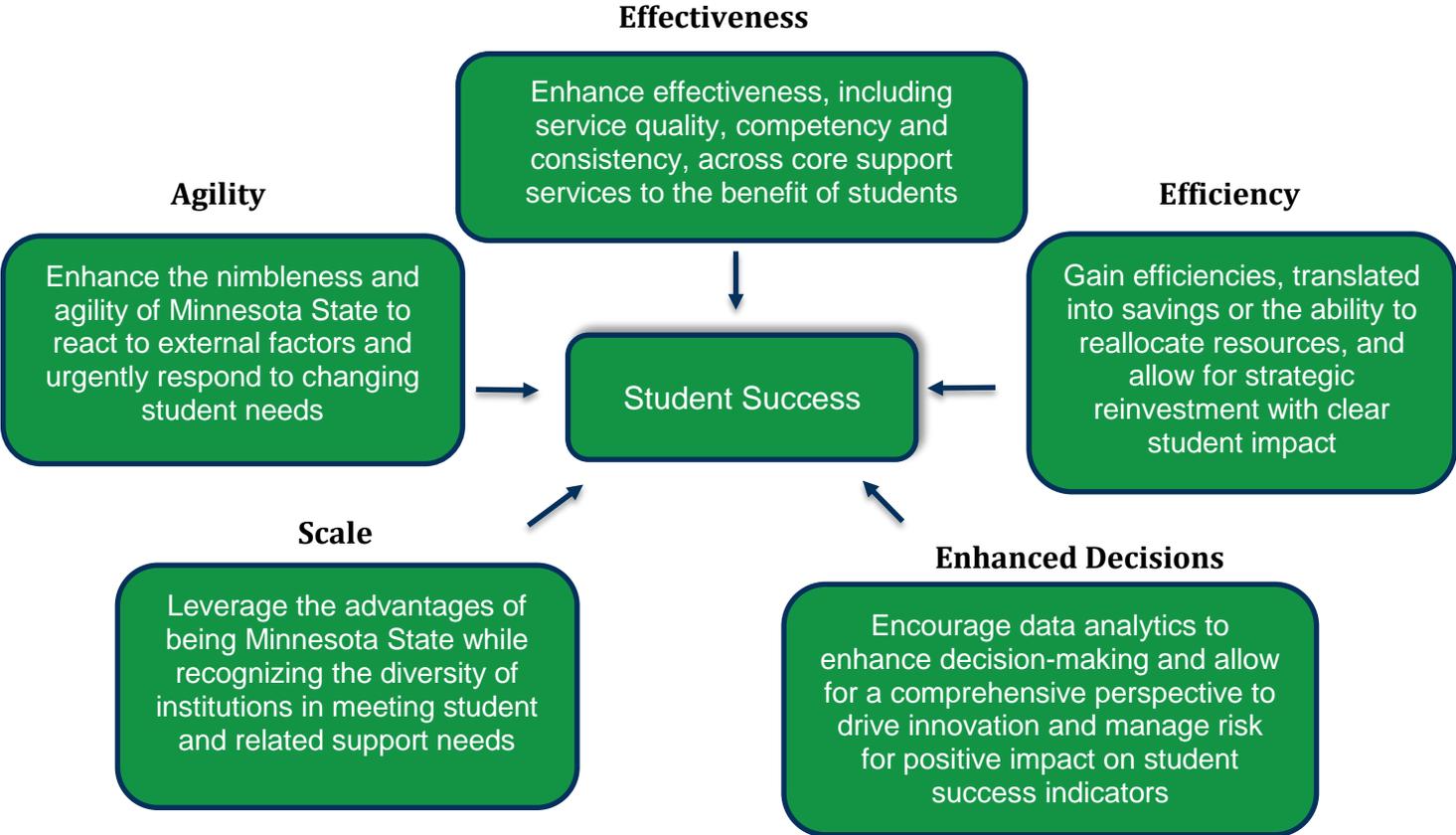
Enterprise shared services should leverage resources to best impact student success and drive effective system-wide support efficiencies, and strengthen core competencies.

Governing Principles

Achieving the potential transformative impact of an enterprise shared service model requires a bold vision, rigorous institutional self-appraisal and clarity on the expected benefits. The understanding and adoption of the governing principles by all stakeholders is essential for successful enterprise shared service implementation, and the principles must be inherent in all selected enterprise shared service initiatives. Research on successful higher education enterprise shared service models indicates that staying competitive will require more assertive, intentional and focused forms of collaboration, especially as it relates to internal shared services. To guide the “what” and “why” decisions when evaluating enterprise shared service initiatives, the five governing principles below should be applied.



Enterprise Shared Service Governing Principles



- The governing principles are important to ensure realization of the intended benefits, and to also proactively manage potential risks as Minnesota State works through implementation. The features below should be carefully considered and designed into the enterprise shared service development process to ensure successful execution: Leadership sponsorship.
- Change management strategy.
- Managing the project planning, implementation, and monitoring.
- Process standardization that supports the competitive advantage of specific institution(s).
- Function/service geography dependency.
- Tracking of expected return on investment and expected strategic outcomes.

Adopting the outlined governing principles and utilizing the roadmap which follows will help Minnesota State successfully navigate the execution of enterprise shared services, and



transition itself into a more nimble, responsive, and dynamic enterprise better able to prioritize resources for student success.

Enterprise Shared Service Governance Roadmap Design & Execution

Minnesota State should establish a governance structure/governing body for enterprise shared services to act as a champion for and create momentum around enterprise shared service initiatives (i.e., enterprise shared services program). Appropriate governance will guide the program from an enterprise level, and will oversee evaluation approaches to ensure alignment between Minnesota State’s strategic objectives and selected enterprise shared service initiatives. The governing body will also determine the overarching process for generating and approving enterprise shared service proposals.

Constituting the structure that will govern all shared services across Minnesota State (i.e., the enterprise shared services program governance) is essential prior to executing the prioritization of candidates described below. Similarly, once a specific shared service initiative is prioritized for execution, a specific governance structure for that shared service initiative must be adopted.

To ensure an inclusive process where appropriate considerations are taken into account when utilizing the principles to evaluate, initiate, design, and implement enterprise shared service initiatives, the following steps should be performed:

1. Compare the enterprise shared service initiative suggestions to the governing principles and identify realistic candidates.
2. Prioritize the enterprise shared service candidates using the prioritization criteria template below.
3. Gain appropriate approvals to pursue an enterprise shared service initiative.
4. Use the roadmap on page 7 to guide the implementation and execution of the enterprise shared service.

Once a function or service area has been defined as a potential candidate for enterprise shared services based on the prioritization criteria below, it will also be important to analyze and share how each of the following will be handled with the Leadership Council and the Board of Trustees:

- Defining the agile change team to be appropriate representative.
- Balancing the “ask” of each individual college and university (e.g., sharing the level of campus related execution effort across all initiatives, ensuring that institutions equally share in the benefits and drawbacks of each).

- Articulating clearly the expected ROI, cost, and effort to transition.
- Considering competing institutional and overall Minnesota State academic calendar year priorities in setting initiative calendars and execution deadlines.
- Confirming two-way communication loops are working and escalation protocols are followed.

Enterprise shared services are to be offered to all institutions, however the mechanism for delivering such services can take many forms. Enterprise shared services can be offered at a consolidated level through a service delivery organization, through centers of excellence at one or more institutions or through regional or centralized transaction processing center(s). The ImageNow system (hosted by Minnesota State University Mankato) is via one institution whereas the services rendered for processing faculty and employee HR transactions are performed at four service centers throughout the state. The determination of the service delivery model is included as a specific activity within the Execution and Governance Roadmap outlined below.



Prioritization Criteria Template

As noted in Step 2 above, once enterprise shared service candidates/initiatives are identified, they should be assessed and prioritized using the criteria below. This tool will be key to ensuring that enterprise shared service initiatives with the highest impact and likelihood of success will be considered for adoption. The fields below should be completed for each candidate for effective prioritization.

Weight: Considers the relative importance of each criterion (i.e. the criteria focused on student success should be more heavily weighted). Weigh each criterion from 1 to 10.

Criteria Scoring Descriptions: Provides guidance on how to appropriately score each initiative for the given criterion.

Criteria Score: Rate the criteria for each initiative from 0 to 10 based on the descriptions.

Weighted Score: Weight x Criteria Score = Weighted Score. Initiatives with the highest weighted score should be prioritized over projects with lower weighted scores.

	Priority-setting Criteria	Description	Weight (1-10)	Criteria Scoring Descriptions	Criteria Score (1-10)	Weighted Score
1	Strategic Alignment	Degree of alignment with governing principles		0: No alignment 5: Partially aligned 10: Completely aligned		
2	Financial Impact	Level of fiscal impact		0: New ongoing investment or one-time investment with no future cost savings/ revenue 5: Breakeven; cost savings equal investment 10: Cost savings or reallocation outweigh investment		
3	Service Impact	Level of service responsiveness and quality impact		0: Little to no impact 10: Substantial impact		
4	Service Impact	Level of service scalability potential		0: Not scalable 10: Highly scalable		
5	Student Impact	Span of students positively impacted		0: Little to no impact 10: Substantial impact		
6	Student Impact	Ability of change to impact student success KPIs (e.g., access, retention, degree attainment, job placement)		0: Little direct impact on student success 5: Direct impact on student success, one KPI 10: Direct impact on student success, multiple KPIs		
7	Staff and Faculty Impact	Span of staff and faculty positively impacted		0: Little to no impact 10: Substantial impact		
8	Organization Capability & Capacity	Consider the ease of implementation, the level of process variance, the investments/ level of technology development required		0: Limited experience or capacity to execute; many process variances between colleges and universities 10: Have experience and capacity to execute; little to no process variance between colleges and universities		
9	Risk Mitigation	Contribution of project to risk mitigation		0: Does not mitigate prevalent risks at Minnesota State 5: Mitigates low/medium level risks at Minnesota State 10: Mitigates high risk areas at Minnesota State		
10	Execution Risk	The potential of failed implementation to colleges, universities, and the system office; considers duration, cost, complexity, change management and magnitude of the initiative		0: Very risky, across all entities and risk types 5: Some risk, across several entities and/or risk types 10: Little to no risk		
Total						XXX

Enterprise Shared Service Execution & Governance Roadmap

Once the enterprise shared service initiative is prioritized and approved using the template above, the governance roadmap below will serve to guide “what” and “how” enterprise shared service operations will be designed and executed. The questions below outline high level topics that should be considered before each project’s initiation. The following page includes detailed considerations that should be evaluated and managed during each phase of the project.



Design

- What are the key transformative outcome(s) Minnesota State is hoping to achieve from this enterprise shared service?
- What are the core competencies and service goals that must be improved, or at a minimum maintained?
- What input, communication, and feedback is critical to overall success?
- What is the funding mechanism and cost allocation method?

Execution

- What governance structure is required to ensure standards, processes and technology are agreed to by those impacted?
- What change management steps should be in place to ensure a successful transition?
- How will risk be monitored?

Evaluation

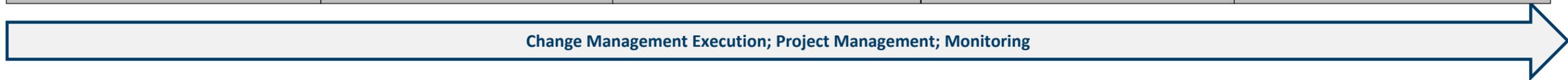
- What indicators will be tracked to show when the initiative has achieved a “mature” state?
- How will ROI be evaluated and communicated?
- How will issues be evaluated and escalated to the appropriate individuals?



Enterprise Shared Service Execution & Governance Roadmap



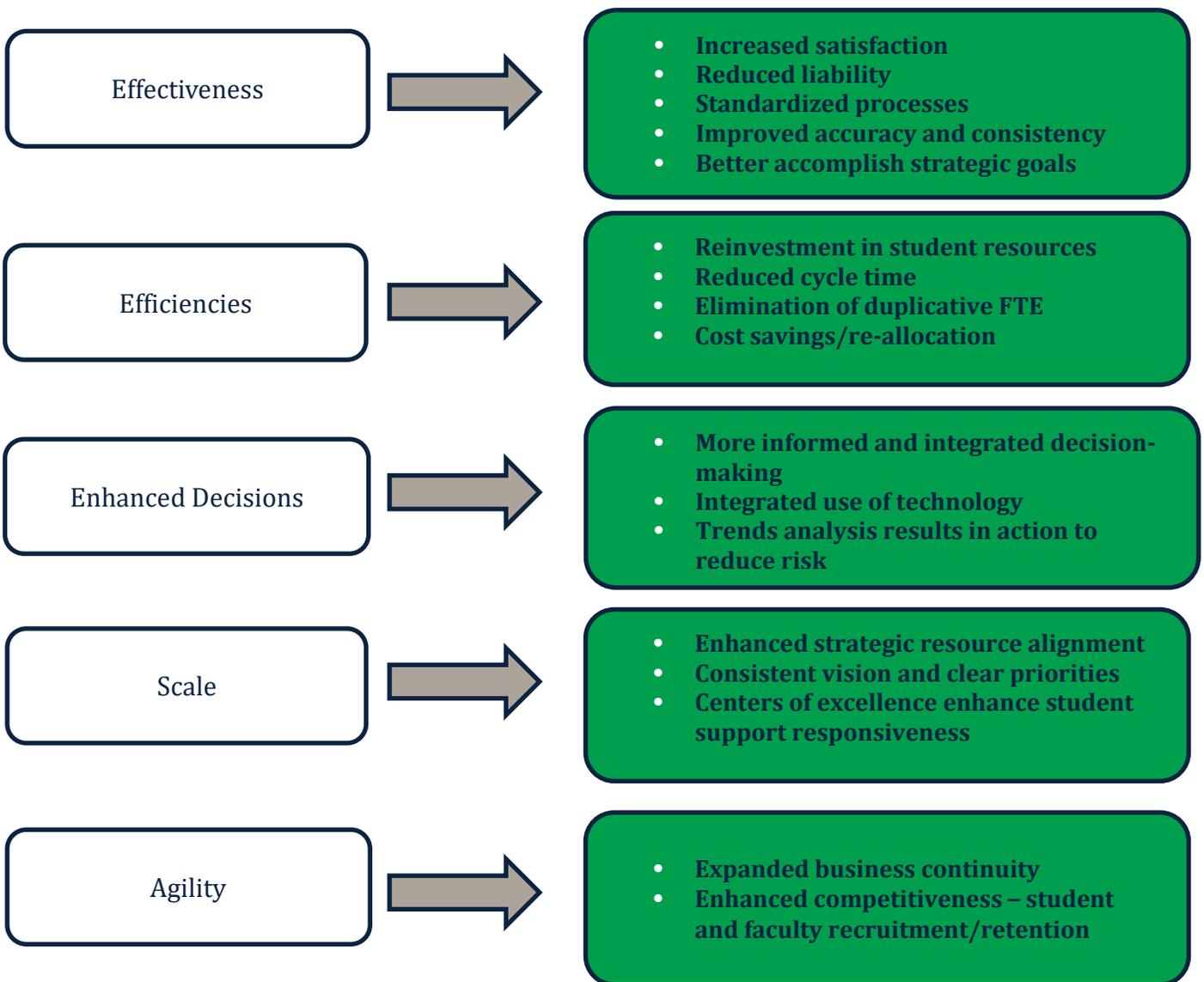
	Project Planning	Enterprise Shared Services Model Design	Technology Development for Enterprise Shared Services	Implementation of Enterprise Shared Services	Enterprise Shared Services Ongoing Monitoring
Governance	<p>Determine governance model and key stakeholders*</p> <p>Translate principles into initiative specific ROI and outcomes*</p> <p>Develop and receive necessary approval of funding model, mechanisms and cost allocation plan*</p> <p>Determine strategy for monitoring of compliance and policy</p> <p>Develop a roles and decision-making matrix considering Cabinet, Leadership Council, and functional leads</p>	<p>Ensure accreditation compliance including local control requirements*</p> <p>Establish if enterprise shared service will be mandatory for all or opt-in*</p> <p>Determine service delivery model (centralized, regional, # of centers, remote, etc.)</p> <p>Identify variations between 2 and 4 year institutions</p> <p>Determine level of independence</p>	<p>Support the technology development process and make decisions to guide “what”, “when” and “how” the technology is designed, developed, tested, and released</p> <p>Determine the IT design and testing process including metrics to capture adoption</p>	<p>Receive status updates on the implementation of the enterprise shared service</p> <p>Make informed decisions when delays occur or issues arise</p>	<p>Review reports on the progress towards achieving the governing principles*</p> <p>Report to stakeholders on the impact of the enterprise shared service</p> <p>Ensure the communicated benefits of the enterprise shared service implementation are being realized and make changes as necessary</p>
Project Management	<p>Develop project plan – phases, timelines, milestones, deadlines*</p> <p>Identify project management resource requirements (funding and personnel)*</p> <p>Define the feedback process for all project phases</p> <p>Establish a change management and onboarding plan</p> <p>Decide on issue tracking and monitoring mechanism(s) *</p>	<p>Define standardization requirements*</p> <p>Develop the staffing and operations model</p> <p>Select the required in-person activities</p> <p>Receive feedback on project design and address /escalate issues as necessary*</p> <p>Define comprehensive training and education plan</p>	<p>Create asset map of IT resources available v. required *</p> <p>Outline additional IT platforms or functionality required and ensure it aligns with project timeline*</p> <p>Communicate the IT development and testing phase roles, milestones, and deadlines*</p> <p>Develop and document standard IT processes*</p> <p>Outline and build functional reporting needs</p> <p>Receive feedback on the IT design development and address/escalate issues as necessary*</p>	<p>Communicate the phase expectations, milestones, and deadlines*</p> <p>Determine and communicate the transition plan *</p> <p>Develop a plan for capturing and reporting on progress*</p> <p>Monitor the execution of the onboarding plan for all participants*</p> <p>Ensure roles and decision-making matrix is being followed</p> <p>Analyze metrics and highlight focus areas *</p> <p>Receive feedback throughout the implementation phase and address /escalate issues as necessary*</p>	<p>Report on the progress towards achieving the governing principles*</p> <p>Track and deliver progress and ROI reports to stakeholders*</p> <p>Continually evaluate the metrics for operation performance (inputs/outputs and functional level outcomes related to cycle time, error rates, etc.)*</p> <p>Receive feedback on processes and tools</p> <p>Receive feedback throughout the implementation phase and address /escalate issues as necessary*</p> <p>Document lessons learned</p>



* = High priority actions

Anticipated Outcomes

Achieving the potential impact of an enterprise shared service requires a bold vision, rigorous institutional and clarity on the expected benefits; it also requires continuous focus on service management and improvement. The governance roadmap outlined key considerations for each project phase, one being “translate principles into initiative specific ROI and outcomes”. The expected outcomes will differ between initiatives/projects, and is dependent on many factors like scope, type of service being rendered, and the overall project objective. The outcomes listed below are benefits that are typically realized from implementing enterprise shared service initiatives. Articulating and achieving agreement upfront regarding the *specific* outcomes expected from each enterprise shared service initiative is a key step in realizing enterprise-wide acceptance, adoption and satisfaction.



Next Steps

Prior to implementing additional enterprise shared service initiatives at Minnesota State, key activities must be completed to be sufficiently prepared to successfully manage enterprise shared service initiatives. The key next steps for Minnesota State to embark on the execution of enterprise shared service platforms include:

1. Identify the overall enterprise shared services governance structure.
2. Establish the solicitation and approval process that encompasses all shared service initiatives at Minnesota State.
3. Adopt an initiative prioritization process including determine the weight for each criterion listing in the prioritization template on page 6.
4. Identify upfront funding parameters, expected approval timelines and staff supports required to coordinate the enterprise shared services program and approval process.

Outline critical messaging and communicate expectations relative to the role of enterprise services in the overall transformation of Minnesota State.



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January 29, 2019

Office of Internal Auditing

Internal Audit Report to the Audit Committee

Agenda

- FY19 Audit Plan Project Updates
- Enterprise Shared Services Governance Roadmap Results
- NCAA Agreed Upon Procedures Results (CliftonLarsonAllen)



FY19 Audit Plan Project Updates



FY19 Audit Plan Project Updates

Projects/Objective	Status
<p>ERM Advisory – Participate in the ERM Steering Committee and assist as requested. Assist the Committee in facilitating an annual enterprise risk management assessment; conduct facilitated discussions with key stakeholders.</p>	<p>Ongoing; Planning ERM process for FY20</p>
<p>NextGen Steering Committee Participation – Participate in the ERP Steering Committee, provide professional advice, and assist as requested.</p>	<p>Ongoing</p>
<p>NextGen Project Risk Review (PRR) Phase 1 – Conduct business process reviews and assess specific project processes and products. Enhance management insight into project performance to mitigate the risk that the project will not achieve goals in terms of schedule, scope, and budget. Recommend and validate that appropriate and adequate internal controls are implemented with the system and business process changes.</p>	<p>Completed; Results discussed at Committee of the Whole meetings:</p> <ul style="list-style-type: none"> ✓ Checkpoint #1 (June 2018) ✓ Checkpoint #2 (October 2018) <p>Future work to be completed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Checkpoint #3 (March 2019) <input type="checkbox"/> Checkpoint #4 (June 2019) <input type="checkbox"/> Checkpoint #5 (September 2019)

FY19 Audit Plan Project Updates

Projects/Objective	Status
<p>Enterprise Shared Services Governance Roadmap (Shared Services Governance Framework Review) – Develop a roadmap to govern and manage shared service implementation initiatives and operations; grounded in leading practice, considering potential risks, and informed by lessons learned.</p>	<p>Completed; Results discussed herein</p>
<p>Information Security Consultation Phase 2 – Develop methodology for assessing institution’s Top 5 (information security controls) implementation plan. Conduct pilot assessment with 4 institutions.</p>	<p>In Process; Completed fieldwork in December. Results to be presented in March</p>
<p>HR-TSM Advisory – Continue to review the HR service center model progress to date, and the extent to which the desired project goals and objectives have been achieved. Review the Phase 2 plan and offer insights to enhance probability of successful execution, ensure appropriate timing, and highlight keys for project management.</p>	<p>Ongoing; Previous results discussed at joint meetings of the Audit and Human Resources Committees:</p> <ul style="list-style-type: none"> ✓ May 2018 ✓ November 2018 ✓ January 2019

FY19 Audit Plan Project Updates

Projects/Objective	Status
<p>Enrollment Forecasting Review (Enrollment Initiative Review) – Review enrollment forecasting practices across various colleges and universities and identify areas of strength and opportunities to align with industry leading practices. Consider opportunities to develop tools or resources that could be deployed across multiple colleges and universities.</p>	<p>In Process; Scheduling College and University onsite fieldwork. Results to be presented in May</p>
<p>Compliance Practices Assessment – Review Minnesota State’s compliance governance structures, accountabilities and responsibilities, and monitoring and oversight practices, with a focus on the delegation of responsibilities between the college and university and system office leadership.</p> <p>Project is being performed under Attorney Client Privilege.</p>	<p>In Process; Fieldwork completed in December and completing assessment reporting</p>
<p>E-Procurement Controls Review – As an extension of the purchasing card follow-up audit, perform a comprehensive review of the sourcing and procurement processes. Compare the System’s procurement approach to industry leading practices and assess risks related to methods of contracting and procurement across the System.</p>	<p>In Process; Fieldwork to be completed this month and reporting is in process; results to be presented in March</p>

FY19 Audit Plan Project Updates

Projects/Objective	Status
<p>Institution Financial Controls Review Project Planning and Pilot – Develop and pilot a multi-year audit plan that would result in key financial controls being audited at each college and university.</p>	<p>In Process; Planning meetings scheduled with system office personnel to discuss pilot and timeline</p>
<p>Information Technology Risk Assessment Phase 1 – Perform an initial review to identify and prioritize top IT risks for the System Office IT systems and services. Develop a high-level approach for future IT risk assessment projects at the campus level.</p>	<p>Completed; Results discussed at joint Audit and Finance Committee meeting October 16, 2018</p>

Enterprise Shared Services Governance Roadmap Advisory Project Results



Enterprise Shared Services Governance Roadmap Advisory Project Background

- As discussed through the Board of Trustees' Reimagining Minnesota State initiative, the evolving and competitive landscape of higher education compels all higher education leaders to address demands to “prove” the value of higher education and ensure student-centric, cost effective operations and service delivery models.
- The Board of Trustees directed itself to determine how to enable a large, complex risk and change adverse organization to transition itself into a more nimble, responsive and dynamic enterprise centered on enhancing student success.
Enterprise Shared Services offers one potential means to achieve this goal.

Enterprise Shared Services Governance Roadmap Scope and Objective

- Scope: Create a roadmap for initiating, developing, and evaluating enterprise shared services:
 - obtain strategy endorsement,
 - outline governing principles & framework to prioritize enterprise areas
 - create a governance roadmap.
- Objective: Assist the system with achieving the full impact of effective shared service delivery models and position the system for successful adoption of enterprise shared services.

Enterprise Shared Services Governance Roadmap Activities Performed

Part 1 Obtained Strategy Endorsement

- Held facilitated discussions with presidents at the September and November Leadership Council meetings.

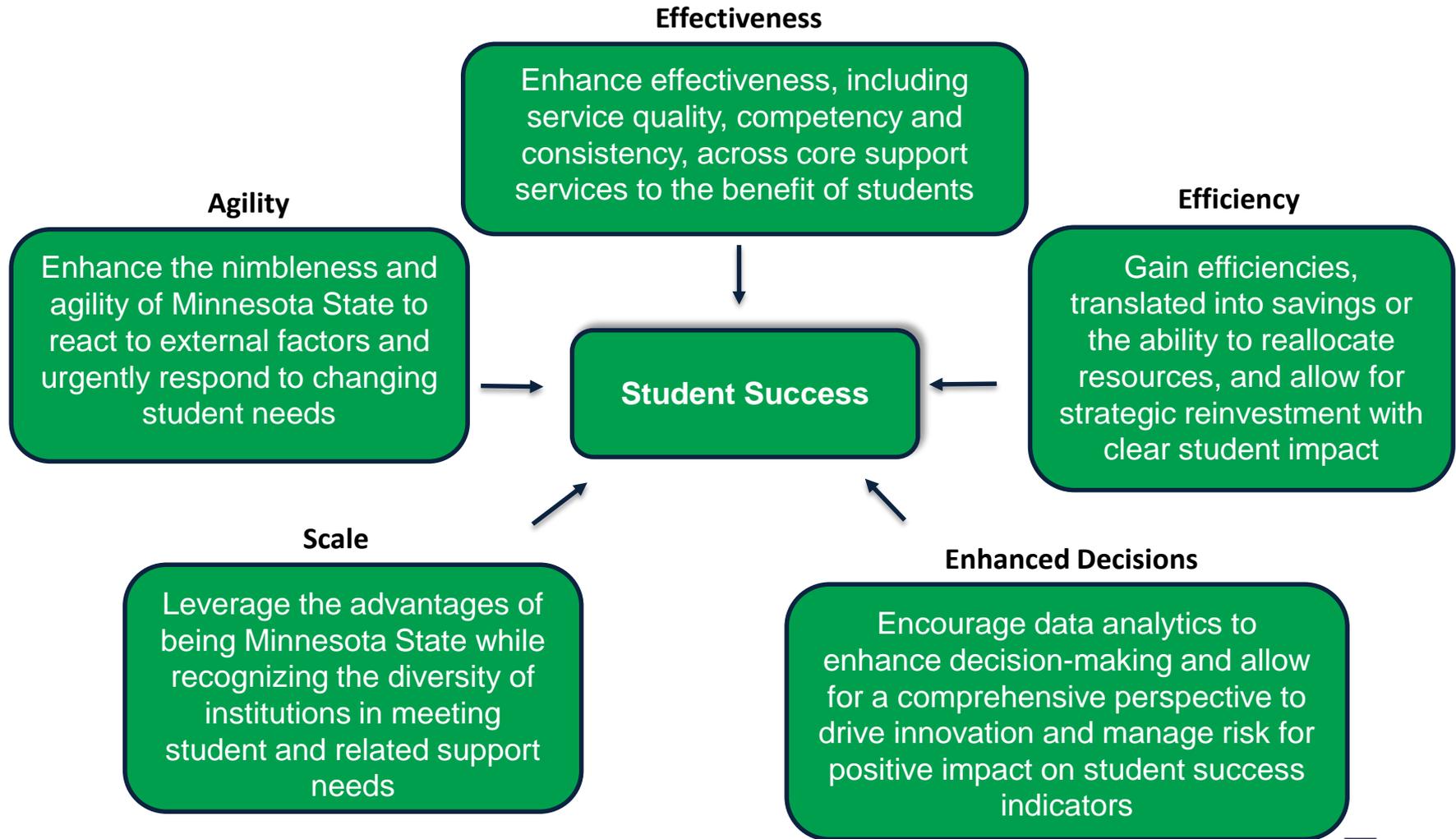
Part 2 Outlined Governing Principles & Priority Framework

- Reviewed work supporting enterprise shared services including work completed by the Shared Services Advisory Group (SSAG), work related to the Comprehensive Workplace Solutions (CWS) project and the Human Resources Transaction Service Model (HR-TSM) project.
- Conducted interviews with the SSAG, CWS and HR-TSM project leaders and stakeholders.
- Worked with the Leadership Council to update the five Governing Principles for all enterprise shared services (see slide 11).
- See detailed report for Prioritization Criteria Template.

Part 3 Created a Governance Roadmap

- See page 7 within the detailed report for the Enterprise Shared Services Governance Roadmap.

Enterprise Shared Services Governance Roadmap Governing Principles



Enterprise Shared Services Governance Roadmap

- The governance roadmap:
 - Serves to guide “what” and “how” enterprise shared service operations will be designed and executed.
 - Provides key considerations for each phase of the enterprise shared service project.
 - Ensures appropriate governance for all enterprise shared service initiatives.
 - Mitigates risks related to financial sustainability, resource optimization, institution/system synergy and change management.

Enterprise Shared Services Governance

Roadmap Next Steps

- Identify the overall enterprise shared services governance structure.
- Establish a solicitation and initial approval process that encompasses all shared service initiatives at Minnesota State.
- Adopt an initiative prioritization process including determining the weight for each criterion.
- Identify upfront funding parameters, expected approval timelines and staff supports required to coordinate the enterprise shared services program and approval process.

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

Name: Audit Committee

Date: January 29, 2019

Title: NCAA Agreed Upon Procedures External Audit

Purpose (check one):

Proposed
New Policy or
Amendment to
Existing Policy

Approvals
Required by
Policy

Other
Approvals

Monitoring /
Compliance

Information

Brief Description:

Six state universities with intercollegiate athletic programs, classified as Division II institutions by the NCAA, are required to have a financial agreed upon procedures review once every three years.

CliftonLarsonAllen recently completed the work and will present an overview of the results.

Scheduled Presenter(s):

Eric Wion, Interim Executive Director, Office of Internal Auditing

Brenda Scherer, Manager with CliftonLarsonAllen, LLP

Chris Knopik, Principal with CliftonLarsonAllen, LLP

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

BOARD INFORMATION
NCAA AGREED UPON PROCEDURES EXTERNAL AUDIT

BACKGROUND

NCAA member institutions submit financial data detailing operating revenues and expenses related to its intercollegiate athletics program to the NCAA on an annual basis. The financial data are subject to agreed-upon procedures performed by a qualified independent accountant annually for Division 1 members, at least every three years for Division II members and voluntarily for Division III members. The following six state universities with intercollegiate athletic programs are considered Division II members for this purpose.

- Bemidji State University
- Minnesota State University, Mankato
- Minnesota State University Moorhead
- St. Cloud State University
- Southwest Minnesota State University
- Winona State University

Each of the required reviews were recently completed by CliftonLarsonAllen under its external auditing services contract that includes Minnesota State’s annual financial statement and federal student financial aid compliance audits.

Date Presented to the Board of Trustees: January 29, 2019

Minnesota State Colleges and Universities

NCAA Agreed Upon Procedures

WEALTH ADVISORY | OUTSOURCING | AUDIT, TAX, AND CONSULTING

Investment advisory services are offered through CliftonLarsonAllen Wealth Advisors, LLC, an SEC-registered investment advisor



Create Opportunities

Scope of Work Provided

- Services to meet the NCAA's 2018 Agreed Upon Procedures guide for the following school's:
 - Bemidji State University
 - Minnesota State University, Mankato
 - Minnesota State University, Moorhead
 - St. Cloud State University
 - Southwest Minnesota State University
 - Winona State University



NCAA Agreed Upon Procedures - Background

- Completed every three years
- Not an audit but procedures prescribed by the NCAA
- The procedures include tracing NCAA report numbers to supporting schedules plus limited support testing
- Reports were due January 15, 2019
- Reports are provided to the Presidents of the Universities and is not submitted to the NCAA



NCAA Agreed Upon Procedures - Process

- Provided request for information to each of the Universities
- Had a planning call with all of the Athletic Directors and accounting representatives
- Received information via our secure portals
- Performed the related tests
- Had numerous communications with the key stakeholders



Additional Procedures to the NCAA Procedures

- **Minimum Agreed Upon Procedures Program for Other Reporting Items (new since the last reporting period)**
 - Excess Transfers to Institution Expenses
 - Conference Realignment Expenses
 - Total Athletics Related Debt
 - Total Institutional Debt
 - Value of Athletics Dedicated Endowments
 - Value of Institutional Endowments
 - Total Athletics Related Capital Expenditures



NCAA Agreed Upon Procedures - Results

- Given it occurs every three years, procedures change significantly from the previous engagement and many times new players are involved
- Common themes:
 - Revenue is not budgeted based on the NCAA reporting categories
 - Variances in ticket sales – outside vendors
 - Variances in student fees – banded rates
 - Other variances between detail provided and what was reported in the Statement of Revenues and Expenses





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MINNESOTA STATE

Diversity, Equity, and Inclusion Committee

January 30, 2019

8:00 A.M.

McCormick Room

30 7th Street East

Saint Paul, MN

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

- 1. Minutes of Joint Meeting of the Diversity, Equity, and Inclusion and Finance Committees on October 16, 2018 (pp. 1-6)**
2. Strategic Equity Update (pp. 7-9)
3. Equity by Design Update (pp. 10-25)

Committee Members:

Rudy Rodriguez, Chair

Louise Sundin, Vice Chair

AbdulRahmane Abdul-Aziz

Ashlyn Anderson

Jay Cowles

April Nishimura

George Soule

President Liaisons:

Anne Blackhurst

Sharon Pierce

Bolded items indicate action is required.



Minnesota State Board of Trustees
Joint Diversity, Equity and Inclusion and Finance Committee Meeting Minutes
October 16, 2018
Winona State University
East Hall, Kryzsko Commons,
175 West Mark St. Winona, MN

Joint Diversity, Equity, and Inclusion and Finance Committee members present: Rudy Rodriguez, Chair; Roger Moe, Chair; Louise Sundin, Vice Chair; Bob Hoffman, Vice Chair; Trustees AbdulRahmane Abdul-Aziz, Ashlyn Anderson, Jay Cowles, Jerry Janezich, April Nishimura, George Soule (phone), Samson Williams and Chancellor Devinder Malhotra.

Other board members present: Laura M. King, Vice Chancellor of Finance

Guest Presenter: Michael Noble-Olson, Chief Procurement Officer

Chair Rodriguez called the meeting to order at 11:21 AM.

Chair Rodriguez: The purpose of the meeting is to provide an overview of the key findings from the 2017 Joint Disparity Study. We will hear some of the proposed strategies and action plans from Dr. Clyde Pickett, Michael Noble-Olson – Chief Procurement Officer and Vice Chancellor King. I will turn it over to Dr. Pickett.

Dr. Pickett addresses the members of the committees and trustees:

We are here this morning to provide an overview and review of the findings of the 2017 Joint Disparity Study that Minnesota State was a participant of along with 9 other public entities. We will present not only the overview of findings but will present information on proposed strategies and actions to positively adjust the findings of the study and further advance our equity goals in the areas of procurement. With me today is my colleagues, Vice Chancellor King and Chief Procurement Officer, Michael Noble-Olson of the System Office. Please note this is a work in progress but more importantly, an expression of our commitment to improve and advance equity and inclusion across the enterprise. It represents a very important element of economic equity and the impact on our state. In our on-going efforts to support equity and inclusion, a team of system leaders has been working on a strategic action plan before you today.

Vice Chancellor King and Chief Procurement Officer Noble-Olson will present the findings and then I will return to talk about some our strategies and plans we have for improving our performance.

Vice Chancellor King: Many of you had a briefing from us last spring as this work was emerging out of the public square. We would like take a few minutes to study the results here again today, never had it on a formal committee agenda and there was a lot

of information coming across your desk in the spring then lay our leadership commitment. Then Dr. Pickett will talk through our proposed strategies and action steps.

The 2017 Joint Disparity Study is a periodic study conducted by Minnesota Department of Administration to re-authorize TGED program. They opened up participation open to other local entities and Minnesota State chose to participate. Other participants included: State of Minnesota – Dept. of Administration and Transportation, Metropolitan Airports Commission, Metropolitan Council, Cities of Minneapolis and St. Paul, Hennepin County, and Metropolitan Mosquito Control District.

The work was done by Keen Independent Consultants, an experienced firm who has conducted over 100 studies in the past 25 years. These types of studies are designed to provide a legal foundation for a public entity offering gender and race preferences in procurement. The study question was to examine whether there was a level playing field for minority and woman owned firms in the marketplace and in public entity procurement.

Their scope was both qualitative and quantitative, looking at W/MBE (women/minority business entity) availability and utilization and market conditions. Michael worked with our IT folks and shipped them an enormous amount of data concerning over 10k procurements done by Minnesota State over a 5-years study period FY12-FY16, about \$1 billion of activity (including construction, professional and technical goods and services, and other contracts). Some spending that was excluded were government, non-profit, utilities, banks, insurance, educational institutions, travel, most hospital/physician services, etc., because of little to no discretion. For example, if you only have one gas or electrical company in town, you don't have any other options.

All in all, about 5,000 business entities was found available for this work. The qualitative findings concluded on behalf of Minnesota State and all participants practices that in fact unequal opportunities for W/MBE to enter and advance in the marketplace or as employees and capital formations and requirements. Key take away is that these disparities were present across all the parties and industries. The report is available on the Department of Administration's website in both chapter and summary forms for each of the participants.

Due to a lot of questions that were asked last spring regarding the findings of all participants and how they did. 92780934 This final report offered summary information for all participants and individual reports with specific data for each party. The study found that the marketplace had about 20% of the firms were W/MBE available to do the work but the utilization rate amongst all the parties was 10%. The consultant has developed a "Disparity Index" which is the fraction represented by utilization over

availability, so 10.35% over 19.85% = 52% which is considered substantial disparity. Overall for Minnesota parties to the study there is substantial in our purchasing practices for the disadvantage of W/MBE available in the marketplace to do the work but not getting the work. The consultants view is that the disparity index below 80 is considered substantial. The availability results for all parties are the same but we underperform the overall average in terms of utilization. I will turn this over to Michael who will talk about this regarding Minnesota State's data particularly.

Chief Procurement Officer Michael Noble-Olson: As Vice Chancellor King mentioned, the availability is about 20% in the marketplace, the breakdown between women owned is 13% and minority owned makes about up almost 7%. Regarding our utilization, minority owned vendors comes under 1.5% and women owned is about 6% so our disparity index according to Keen's formula, comes to 38%. As stated, a significant disparity is under 80 so we underperform a little bit compared to the overall results of 52. We definitely have some work ahead of us as our performance is uneven between the W/MBE, our utilization of women owned is slightly higher to minority owned because we have one women owned construction locally that has done significant work for the system.

Summary of our results divided amongst four categories: Construction, Professional Services, Goods and Other Services as well as across the vendor identities except for two instances (metro versus outstate), our results shows substantial disparity. Similar charts were done for all participants in the study and the results are substantially the same. For Minnesota State, based on the 5yrs of data, our utilization for all spend categories by group shows uneven performance. For example of African Americans vendors, is about 0.5% but availability is under 3%, that category alone is a significant disparity. Our findings were that we as a system is that we room for improvement which provides a benchmark. Minnesota State findings were consistent with the overall conclusions for all entities and that they're persistent, metro and non-metro greater areas.

Trustee Simon: Is it because when we host opportunities that the W/MBE doesn't apply or are they turned down?

Chief Procurement Officer Noble-Olson: It is a combination of structural disadvantages, less resources and access to certain things.

Vice Chancellor King: Some of these barriers we can fix because currently for them to get vendor preference, the Department of Administration have them go through a certification process. Many found the process to be cumbersome so it drives vendors away. In the qualitative reports, from interviewing quite a few vendors, most stated it took too much time and when they are a small shop they cannot afford to go through the process. One of the recommendations as we go through the presentation, we can

add to the pool of resources. The governor has been really good in support of the effort as well as Leadership Council to the success of this program.

Trustee Simon: Can we seek out W/MBE and is it permissible for us to expand our list?

Vice Chancellor King: Trustee Simon, we have jumped ahead, which is great as we have the answers to your questions. So let's just hold questions for a second so we can get to our recommendations. Let's get back to the presentation and then we can discuss. The consultants offer advice to all parties on recommendations for program design.

Leadership Council is in support of this effort and shares our commitment with our four step strategy listed here.

Chief Procurement Officer Noble-Olson: Part of our policy commitment and goals, we have a goal setting for 2026 across all procurement activities. We want to include annual improvement goals but it will require substantial change in what we as a system practice. We are looking to partner with the Department of Administration and others for M/WBE rostering and certification lists; amend state procurement standards and rules which will include "Doing business as" or "Doing business with Minnesota State"; and Capacity development training and education. We will also expand partnerships with minority and women professional organizations.

Vice Chancellor King: We recognize that this will be aggressive but achievable; it will be supported by accounting and reporting infrastructure to meet the goals and target. We will work to implement public sector and higher education best practices. Focus on Equity Select program for smaller purchases, update policies and procedures, offer training and education to our system office, college and university leadership as well as procurement personnel.

The passion that we feel about this and commitment and recognize that by next spring that we will come back with some policy rewrites that are necessary to capture the work. One of the things to Trustee Sundin and others' questions, we expect to expand the programs that we accessed in order to expand the universe of vendors that's available to us, that is one of the ways we can make a difference here. We will commit to substantial action, build partnerships with state agencies but we recognize that it represents a cultural shift that will really take intentionality, time and commitment.

From an action step standpoint, we expect purchasing policy and procedure rewrites, procurement changes; some goal setting; and certainly some training and reporting. Much of the work has already started, we will keep going forward with a timeline to bring results as soon as January of next year.

This a very aggressive timeline, we recognize that, but we will do our best to execute on it as it is central to our mission and commitment to equity and diversity and in our grasp to make a difference in our days ahead.

Dr. Pickett: As we conclude and we facilitate an opportunity to discuss this matter more, we of course summarize that our participation in the disparity study found inequity. There are opportunities to improve utilization and participation to with regard to W/MBE. If we think of all system procurement, there is an opportunity for broad partnership and an opportunity we have now for a basis for legal preface to advance this work. Certainly we can improve our efforts and cultivate ongoing relationships by doing so is a further extension and prioritization of our work to impact equity and inclusion. This is a shift as noted, system policies and commitment, it resuscitates practice to commit equity, a commitment by all parties. A shift in culture and commitment but an opportunity to truly advance equity in its fullest context. Thank you for allowing us the opportunity to present this and look forward to the discussion.

Discussion:

Trustee Cowles: Back to slide 16 in regards to goals, the goals by 2026, it's unclear of the third bullet but more meaningful to me in the light of the report's framing is to identify whether we would erase the finding of substantial deficit by 2026 or a very focused system goal is to be consistent with that. Considering this to be a measure of the entire system as well as individual campuses, consider this is a collaborative effort that ought to recognize or have recognition or even financial reward associated with success or outstanding performance. I think this could be a terrific area identifying a system value that is highly defined.

Vice Chancellor King: Trustee Cowles, to your question for slide 16, the 3rd bullet, it was constructed to eliminate substantial disparity across all sectors by 2026 because the gap was different by sector, we had different rates of improvement.

Trustee Cowles: Great, that is a more meaningful statement.

Vice Chancellor King: I think you're urging us to turn this into a singular goal expression is also a good advice and we'll do that. As far as financial incentives for high performing campuses, I'll defer to the Chancellor.

Trustee Rodriguez: I just have a few brief comments to continue on, I agree with your comments on being intentional and it'll be difficult work. It's not easy to move the needle in some of these areas, it requires dedicated resources, in terms of people, investment and technology but also changing policies to identity and perhaps develop suppliers. This work can fit with our Reimagining the Future work and we are looking at this work as a deficit. I would encourage you to take a look at the possibilities to use supplier diversity to build our reputation, deliver better innovation and deliver a better

cost and price for each sourcing or event. In the public sector, how do we leverage the power of diversity to fuel our growth and ambition for change? In looking to define diversity, we should also explore different dimensions of diversity, like LGBTQ and Veterans suppliers were not on the list. So we shouldn't limit what we've done in the past but what's best in class, as it can help build our reputation. In relation to workforce development, how can we help these suppliers build with all the resources that we have, offer support and encouragement to work with a diversity owned firm to help them establish those partnerships. Another thing that we need to consider is, how do we measure supplier diversity when it is only one firm and it's not diversity owned. To the extent to encourage other firms to review their representation numbers to have Tier 2 reporting. Have the expectations with all the firms that we work with to have them disclose their representation numbers as part of the process of doing business with us. In order to make progress, be transparent, showing that we aren't where we want to be but discussing our ambitions publicly as it'll hold us responsible and create trust with the public.

Dr. Pickett: Chair Rodriguez, we certainly appreciate the comments as we advance this work, that goes a long way in terms of our efforts to connect not only with who was identified in the study but to have a broader net, to talk about true equity and outreach for all parties.

Trustee Simmons: As much as the Chancellor evaded the opportunity to leap in and throw some money on the table, I do think that incentives and rewards are appropriate here. At some point, it should be a part of the discussion.

The meeting adjourned at 11:52 AM.

Recorder, Ka Her

**MINNESOTA STATE
BOARD OF TRUSTEES
Agenda Item Summary Sheet**

Name: Diversity, Equity, and Inclusion Committee

Date: January 30, 2019

Title: Strategic Equity Update

Purpose (check one):

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

Brief Description:

This session will provide an update to the committee about the Office of Equity and Inclusion with campus visit reflections, strategic planning process overview, policy review, and national trends in higher education.

Scheduled Presenter(s):

Clyde Wilson Pickett, Chief Diversity Officer

**MINNESOTA STATE
BOARD OF TRUSTEES**

INFORMATION ITEM
Strategic Equity Update

EQUITY AND INCLUSION OFFICE INFRASTRUCTURE

The Office of Equity and Inclusion continues to expand staff support to support strategic equity and inclusion priorities.

- Ka Her has transitioned to the role of Executive Assistant.
- Briana Williamson joined the OEI team as the Director of Equity Assessment, having previously served at Minnesota State University, Mankato.
- Civil Rights/Title IX Compliance Officer (In Process) and Project Director for Diversity, Equity and Inclusion (In Process).
- OEI submitted a Letter of Intent and application to host a College Health Corps VISTA position providing additional support to OEI leadership and supporting positions.

COMPLIANCE AND TITLE IX

In the fall of 2018, the Department of Education announced proposed changes to Title IX of the Education Amendments of 1972. The Minnesota State offices of the General Counsel, Human Resources, Academic and Student Affairs, campus Title IX designees, and the Office of Equity and Inclusion advanced a system review of the proposed changes.

OFFICE OF CIVIL RIGHTS SITE REVIEWS

For 2018-2019, the following colleges are part of the OCR site-visits (Central Lakes College, Minneapolis College, Minnesota State College Southeast, and Minnesota State Community and Technical College).

NATIONAL TRENDS IN HIGHER EDUCATION

The following trends indicate areas of priority for colleges and universities across MN and around the country:

- The disproportionate impact of food and housing insecurity affecting students
- The impact of federal government shutdown and implications for non-traditional and adult learners
- An increase in students seeking mental health support
- Supporting religiously diverse students (sanctuary spaces and foot washing basin installation)

EQUITY BY DESIGN

The Office of Equity and Inclusion continues to work with Central Lakes College, Dakota Community and Technical College, Minneapolis College, Bemidji State University, and other

pilot campuses to advance Equity by Design. Equity by Design is a data-informed methodology to influence organization development, readiness and re-design of student success strategies. Equity by Design supports higher education leaders to address educational disparities, moving beyond policy and planning to direct institutional practices. With clear expectations and prescribed desired outcomes for leadership philosophy, localized context, institutional change and accountability. Equity by design provides a wide array of capacity building tools for campuses to become student-ready spaces for higher learning.

EQUITY LENS TO POLICY REVIEW

An equity lens to policy review includes equity as an imperative for the development and application of policy and its impact on all constituents. Implementation of an equity based approach to policy review emerged from system and campus needs of a uniform application of processes and procedures in campus operations. A system-wide workgroup has drafted a tool that:

- Infuses equity as an area of consideration of policy and procedure.
- Prioritizes the consideration of disparate impact to underserved and marginalized populations.
- Provides campuses a tool they can operationalize in the development, implementation, and assessment of policies.

CAMPUS CLIMATE ASSESSMENT

In 2018 the Office of Equity and Inclusion rolled out a strategic framework for Campus Climate assessment and shared it broadly with campuses. Pilot teams from Southwest Minnesota State University, North Hennepin Community College, Minneapolis College and Minnesota State Community and Technical College are working close with the Organizational Effectiveness Research Group to develop a campus climate assessment tool.

- Campuses will begin utilizing the assessment beginning January 28th-February 28, 2019
- Campuses have created an individualized plan to incentivize participation from stakeholders
- The Office of Equity and Inclusion continues to provide leadership and technical assistance to the pilot institutions.

PROFESSIONAL DEVELOPMENT

The Office of Equity and Inclusion continues to provide a wide-range of professional development and competency development opportunities across the system. These efforts aim to support employees and campuses in cultural competency development and underscore equity as a priority. This spring, professional development offerings include:

State of Minnesota Demographic Trends	January 22, 2019
Power in Diversity Professional Development Day	January 25, 2019
Bias Response Protocol Training	February 21, 2019
Sexism and Impact Training	March 22, 2019
Equity Minded Language for Higher Education Leaders	April 19, 2019

**MINNESOTA STATE
BOARD OF TRUSTEES
Agenda Item Summary Sheet**

Name: Diversity, Equity, and Inclusion Committee

Date: January 30, 2019

Title: Equity by Design Update

Purpose (check one):

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

Brief Description:

This session will provide an update to the committee on Equity by Design including background information with project workgroup updates, campus summaries and the re-engineering to incorporate leadership strategy. The committee will also be provided with the next steps in project development/scholarship and metrics for Equity by Design.

Scheduled Presenter(s):

Clyde Wilson Pickett, Chief Diversity Officer
Josefina Landrieu, Assistant Chief Diversity Officer

MINNESOTA STATE
BOARD OF TRUSTEES

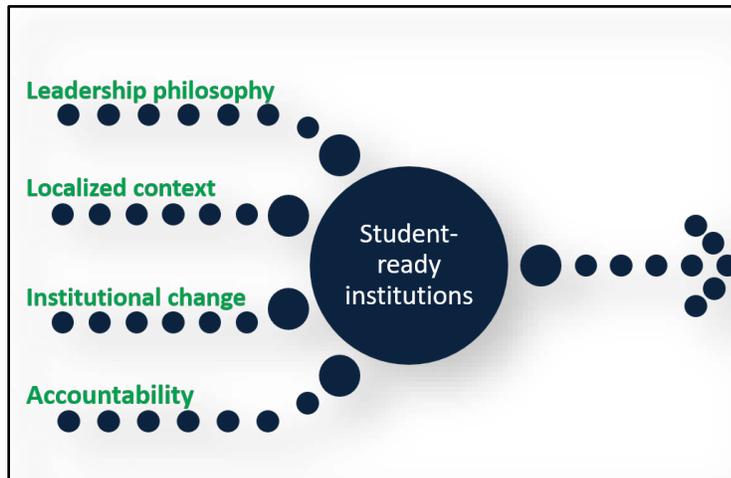
INFORMATION ITEM
Equity by Design Update

EQUITY BY DESIGN: WHAT IS IT?

Equity by Design is an organizational methodology that helps equip higher education leaders with tools to address disparities and assist with policy and planning to advance institutional equity-minded practices. The methodology is influenced by the research and literature of Dr. Estela Bensimon (2014) at the Center for Urban Education at the University of Southern California. Furthermore, this work:

- Is data-informed.
- Influences organizational development.
- Prepares institutions to be **student-ready**.

HOW DOES EQUITY BY DESIGN WORK?



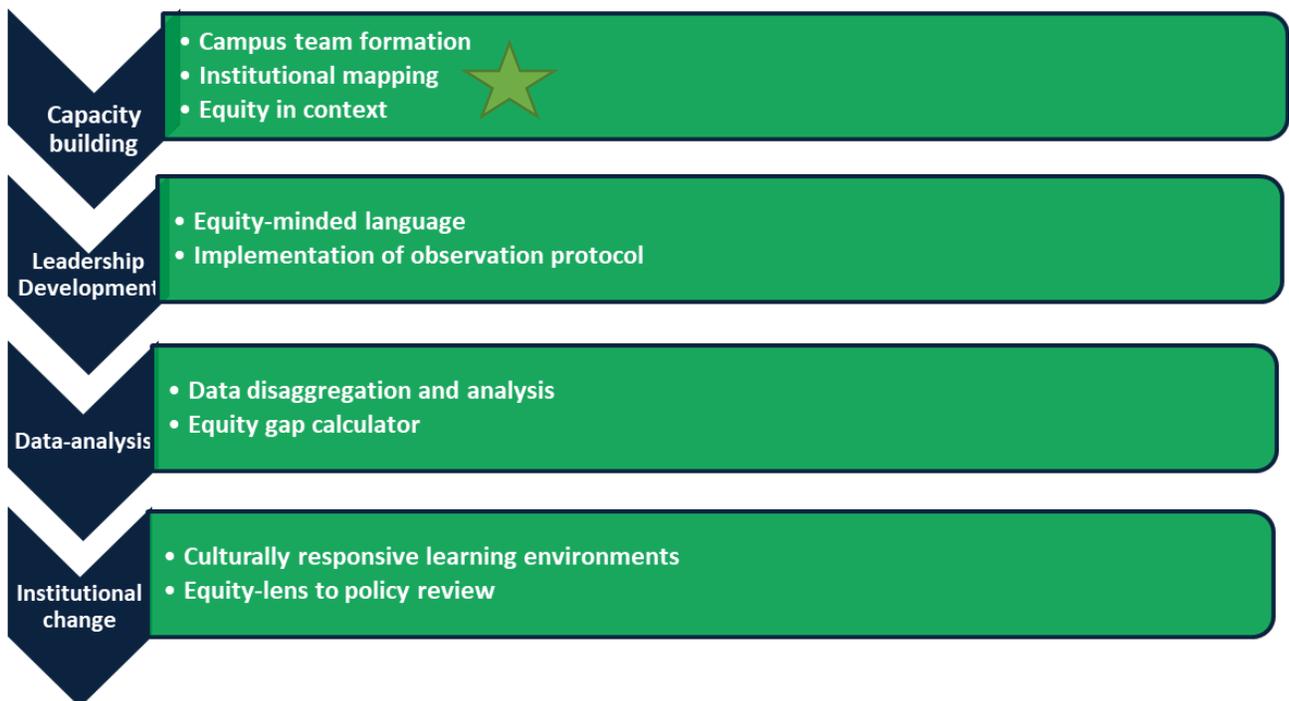
The following components are necessary for the successful implementation of the Equity by Design methodology:

- **Leadership Philosophy:** Higher education leaders who wish to engage their campus teams in the use of Equity by Design must be committed to understanding equity. Leaders should support data disaggregation and analysis

close to practice; in doing so they foster an environment where faculty and academic leaders execute an in-depth view of department and course success rates. Particular focus and attention is placed on students’ race and ethnicity, first generation, and socio-economic status and their impact on academic outcomes.

- **Localized Context:** The Equity by Design methodology considers the institutional readiness to implement the work on campus. Such readiness includes the campuses capacity to collect, analyze, and disaggregate data in actionable and meaningful ways. A campus-based infrastructure and strategy that prioritizes diversity, equity and inclusion in campus operations and outcomes. Furthermore, implementing Equity by Design must consider the socio-cultural environments of the campus and the surrounding community.
- **Institutional Change:** Equity by Design requires higher education to make changes at the institutional level as campuses strive to be student-ready spaces. As a result of engaging in an Equity by Design process, campuses apply a magnifying glass to data and practices that illustrate academic equity-gaps. In doing so, campus teams and leaders will drive change in organizational structures, practices, and policies.
- **Accountability:** Equity by Design tools and resources necessitate data-informed analysis of equity gaps at the department or course level. Implementation of the Equity by Design tools leads campuses to understand disparate impact of policies and practices and promotes opportunities to identify disparity. Most importantly, this work underscores the need for campus leaders to shoulder responsibility and determine campus-based solutions that address academic equity gaps. These campus-based strategies with system partners to further drive broader strategy.

EQUITY BY DESIGN TRANSFORMATIVE TOOLS AND RESOURCES



CAMPUS PILOT EQUITY BY DESIGN (2017-2018)

Pilot campuses completed an Equity by Design process in 2017-2018 under the leadership of the Office of Equity and Inclusion. The pilot process represented 13 Minnesota State institutions. Pilot campuses:

- Conducted equity-minded analysis of course and program level data to identify gaps
- Strengthened capacity for data disaggregation and analysis.
- Began implementation of proposed recommendations

Throughout the pilot year the Office of Equity and inclusion continued technical assistance to campuses, began developing scholarship and disseminating the concepts of Equity by Design methodology. In addition, a comprehensive toolkit is currently under development for implementation in fall 2019.



January 2019

Office of Equity and Inclusion

Strategic Equity Update & Equity by Design

Board of Trustees
Diversity, Equity, and Inclusion Committee

AGENDA OVERVIEW

- CDO Campus Visits
- Equity by Design Project Update
- Campus Climate Assessment Update/Timeline

CDO Campus Visit Reflections

3



CAMPUS VISIT THEMES/TRENDS

- Changing Campus/Community Demographics
 - Impact of Enrollment Management strategy
 - Impact on student support
 - Impact on community partnership and engagement
- Campus Community Relations
- Diversity in Representation of Faculty and Staff
- Access and Opportunity Funds
- CDO Positioning and Support

4



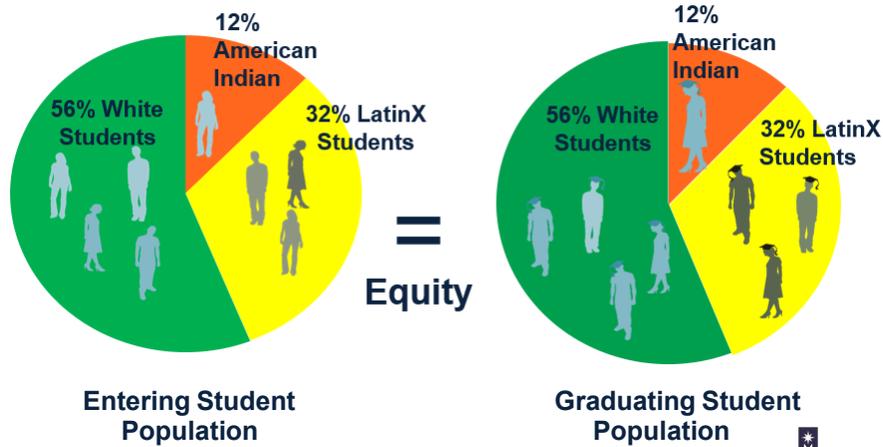
EQUITY BY DESIGN PROJECT UPDATE (Methodology and Next Steps)

EQUITY DEFINED

- Equity is when an individual's race, gender, economic status, sexual orientation, etc. do not determine their educational, economic, social, or political opportunities.
- This is clearly distinct from equality! Equity prioritizes leveling the playing field, ensuring the starting line does not determine where one finishes.
- An **equity lens** requires analyzing organizational culture structure and policies and their impact on marginalized and under-served individuals and communities.

EQUITY DEFINED

EQUITY = parity in outcomes. It is the proportional representation of historically marginalized groups in **outcomes**.



7



MAKING SENSE OF STUDENT SUCCESS DATA

Entering Cohort	Actual Students	Graduating Cohort	Actual Students
56% White	196 students	56% White	168 students
12% American Indian	42 students	12% American Indian	36 students
32% LatinX	112 students	32% LatinX	96 students
100 %	350 students	100 %	300 students

- Department/Program/Course level analysis
- Data disaggregated by race/ethnicity/gender/SES/etc.
- Gap identification and sense-making of the data.

8



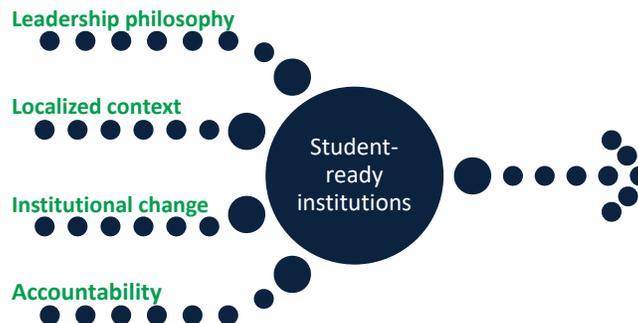
WHAT IS EQUITY BY DESIGN?

- Equity by Design is a methodology that equips higher education leaders to address educational disparities and to move beyond policy and planning to institutional equity-minded practices.
 - Data-informed
 - Influences organizational development
 - Prepares institutions to be **student-ready**

9



ELEMENTS OF EQUITY BY DESIGN



10



LEADERSHIP PHILOSOPHY

- Commitment to **understanding equity**.
- The ability to lead a campus team through the methodology in an **intentional and equity-focused way**.
- Support data disaggregation and analysis **close to practice**.
- Lead and support faculty and academic leaders to take an **in-depth view of course success rates**.

11



LOCALIZED CONTEXT

- Consider the institutional readiness to implement this work.
 - Level of maturation (equity & inclusion)
 - Campus and community context (socio-historical)
 - Capacity (data, research, and equity infrastructure)

12



INSTITUTIONAL CHANGE

- Changes occurs at the institutional level
- College-ready students **vs. Student-ready colleges**
- Apply a magnifying glass to data and practices that illustrate academic equity-gaps.

13



ACCOUNTABILITY

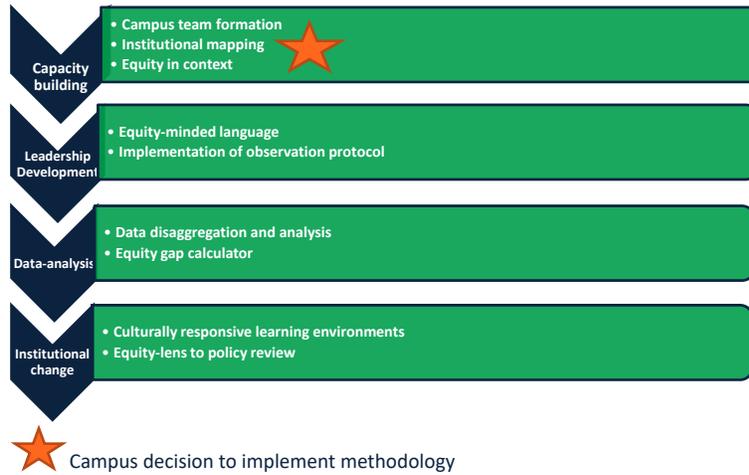
- Data-informed analysis of equity gaps at the course level.
- Understanding disparate impact of policies and practices and move to address such disparity.
- Responsibility to determine campus-based solutions that address academic equity gaps.

14



EQUITY BY DESIGN IMPLEMENTATION

Transformative tools and processes



15

SYSTEM AND CAMPUS APPROACHES

SYSTEM (Macro-level)

- Methodology implementation
- Toolkit development
- Technical assistance
- Potential for broader impact
- System-wide metrics and accountability

CAMPUS (Micro-level)

- Apply Equity by Design methodology
- Intrusive academic support with case management
- Capacity building
- Partnership and communication with faculty

16

PILOT AND NEXT STEPS

- Pilot campuses completed Equity by Design process in 2017-2018.
 - Course and program level data to identify gaps
 - Strengthened capacity for data disaggregation and analysis.
 - Began implementation of proposed recommendations
- Continued technical assistance to campuses.
- Scholarship and concept dissemination
- Toolkit under development for implementation in Fall 2019.

17



CAMPUS CLIMATE ASSESSMENT UPDATE/TIMELINE

18



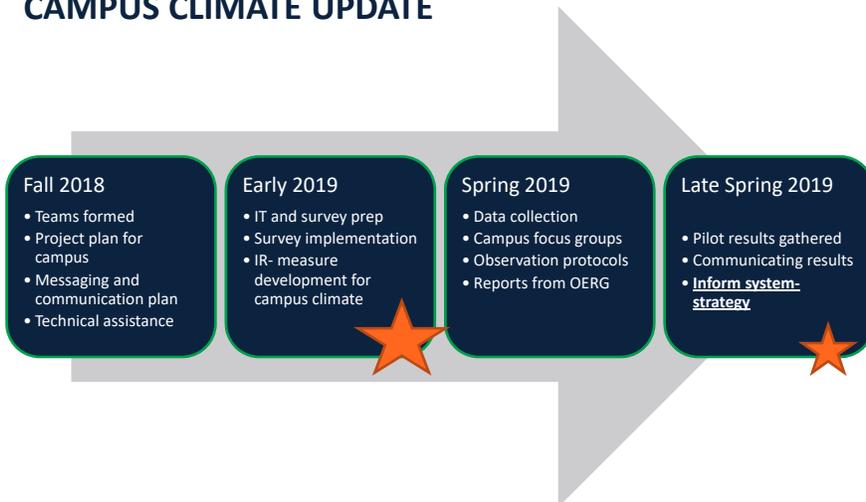
CAMPUS EFFORTS TO ASSESS CLIMATE

- Four institutions participating in the pilot.
- Each campus has designed their own marketing campaign, including President's correspondence.
- Campus teams administering the survey for three weeks (Feb. 2019).
- Additional data points include focus groups with key stakeholders and observation protocols.

19



CAMPUS CLIMATE UPDATE



20



AREAS OF CONSIDERATION

- Equity-minded leadership strategy (Board support)
- Imperative to operationalize campus-level tools, especially around accountability and assessment of student success.
- The importance of compositional representation in leadership roles to drive forward an Equity by Design methodology.

21



MINNESOTA STATE

THANK YOU

30 East 7th Street
St. Paul, MN 55101

651-201-1800
888-667-2848

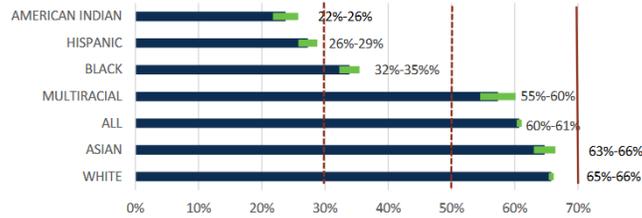


MINNESOTA STATE IS AN EQUAL OPPORTUNITY EMPLOYER AND EDUCATOR

22

Minnesota's Educational Attainment Goal: 70% of adults will have a Certificate or Higher by 2025

Figure 1. Minnesota's Estimated Population Age 25 to 44 with a Certificate or Higher Credential, by Basic Race and Ethnicity Categories, 2011-2015

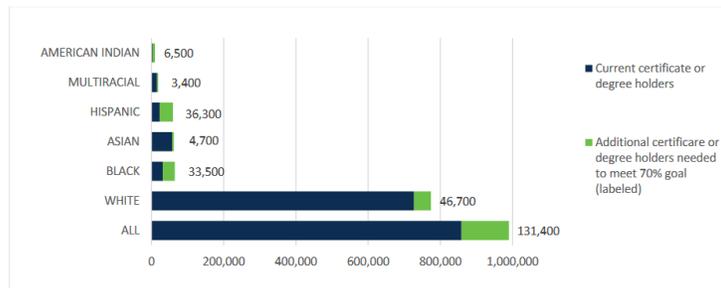


Source: IPUMS microdata version of U.S. Census Bureau 2011-2015 American Community Survey, with tabulations and additional analysis by the Minnesota Demographic Center.

23

Number of additional adults needed to earn certificate or higher by 2025

Figure 3. Increase Needed of Minnesotans Age 25-44 with Postsecondary Certificates or Degrees to Attain 70% Goal by 2025 - Basic Race/Ethnicity Groups (2011-2015)



Source: IPUMS microdata version of U.S. Census Bureau 2011-2015 American Community Survey, with tabulations and additional analysis by the Minnesota Demographic Center.

24



MINNESOTA STATE

Facilities Committee

January 30, 2019

9:00 AM

McCormick Room

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 from November 13, 2018 (pp. 1-4)**
2. **Contract Exceeding \$1 Million: Minneapolis Community and Technical College Student Affairs Renovation (pp. 5-10)**
3. **Contract Exceeding \$1 Million and Revenue Fund Bond Allocation - MSU, Mankato Sports Bubble Construction (pp. 11-15)**
4. **Surplus Property, Alexandria Technical and Community College (pp. 16-19)**

Committee Members:

Jerry Janezich, Chair

George Soule, Vice Chair

Roger Moe

Louise Sundin

Samson Williams

President Liaisons:

Faith Hensrud

Barbara McDonald



Bolded items indicate action is required.

**Minnesota State
Board of Trustees
Facilities Committee Meeting Minutes
November 13, 2018
McCormick Room
30 7th Street East
St. Paul, MN**

Facilities Committee members present: *Jerry Janezich, Chair; George Soule, Vice Chair; Trustees Roger Moe, Samson Williams, Chancellor Devinder Malhotra*

Facilities Committee members absent: *Trustee Louise Sundin*

Other board members present: *Trustees Jay Cowles, April Nishimura, Cheryl Tefer, and Board Chair Michael Vekich.*

Cabinet members present: *Vice Chancellor Laura King*

Others present:

*Leadership Council Liaison: President Barbara McDonald, North Hennepin Community College,
Associate Vice Chancellor for Facilities Brian Yolitz,
System Director for Capital Development Greg Ewig,
Vice President for Finance and Facilities, Stephen Kent North Hennepin Community College
Jennifer Jordan, City of Brooklyn Park*

Committee Chair Janezich called the meeting of the Facilities Committee to order at 9:03 a.m. and indicated there was a quorum present.

Approval of the Facilities Committee Meeting Minutes

Chair Janezich went over the key action and topics from the last meeting and then called for a motion to approve the Facilities Committee Meeting Minutes. A motion to approve was made by Trustee Moe and seconded by Trustee Soule. The minutes were approved as written.

Facilities Update: Brian Yolitz

Yolitz provided updates before turning to the formal agenda.

1. A memo reflecting the 2019 bonding request of \$150M for HEAPR has gone to the governor and legislative leaders.
2. In early November, President Jeff Boyd and Rochester Community and Technical College hosted community leaders and celebrated the ground breaking of their \$23 million

Memorial and Plaza Hall replacement and renovation project. The project is targeted for completion in the summer of 2020. The project will have great impact on students.

3. Normandale Community College selected McGough Construction as their Construction Manager at Risk for their Classroom and College Services Center project funded in the 2018 bonding bill. McGough was competitively selected (4 total) based on the firm's qualifications, team personnel, and approach to the project.
4. To ensure that Minnesota State owned properties are in compliance with fire and life safety requirements each institution participates in a loss control program called COPE visits or inspections.

COPE is an acronym for Construction Occupancy Protection Exposure. It is a coordinated walk through visit with the system office, campus facility personnel, and the State Risk Management Division. Six visits have been completed, with 2 more to do, and the goal is to complete 10 by end of the calendar year.

Intuitions receive a report with COPE recommendations. Most recommendations are in regards to sprinklers and codes. These recommendations are built into their Comprehensive Facilities Plans. Findings and recommendations are shared across the system to aid in compliance action at all of our colleges and universities.

College, university and system office staff completed their joint technical reviews of more than 20 candidate capital projects for the 2020 legislative session. In early January 2019, representatives from our colleges and universities will score all candidate projects against Board Guidelines approved last March. This scoring will inform the Chancellor's recommendation to the Committee for consideration and approval in May and June next year.

1. Surplus Property, North Hennepin Community College

Committee Chair Janezich asked President Barb McDonald, Vice President for Finance and Facilities Stephen Kent, and Jennifer Jordan, who represents the city of Brooklyn Park, to join Brian Yolitz at the presenter table to provide details for this recommendation.

Orientation

Yolitz presented an aerial view of the subject property located across 85th Avenue to the north-northeast of the North Hennepin Community College Campus, adjacent to a town house complex. The main campus area including all facilities and parking is south of 85th Avenue. Property to the west the subject property owned by the college is currently being considered for campus and community development as part of their capital plans.

Key Details

Appraisal value: at least \$2.35 million

Zoning: Public Institution (but abutting R4A (townhouse residential))

Statute calls for proceeds from the sale to be used for capital investment in campus facilities and infrastructure.

Request

For the board to declare property at North Hennepin Community College as surplus and enabling it to be offered for sale.

Chair Janezich asked for questions and comments from North Hennepin Community College and the City of Brooklyn Park representatives. President McDonald stated the plan for the 6 acres property is to work with the city of Brooklyn Park to provide affordable housing and daycare to be available for students. Jennifer Jordan (city of Brooklyn Park) commented some of the property will be used for the Blue Line, which will run through downtown Minneapolis and west of the campus. North Hennepin Community College has partnered well with the City of Brooklyn Park in area planning and with four workshops to prepare the community for future development and the consensus is to provide affordable multi-family housing, and street level commercial businesses.

Chair Janezich asked where the proposed light rail train will run. He liked the idea of the Blue Line because kids need to be able to get to campus without vehicles. Yolitz showed where the Blue Line will run and said it will be of great boost to the college and the community.

Trustee Williams asked about parking. Stephen Kent said parking space is available now and in the future and not an issue. His additional comments included that it is the right thing to do for students and employees, and is good to partner with the city and their needs. Important for students to be close to campus and have affordable housing. Yolitz pointed out the parking orientation. President McDonald said a study previously conducted anticipates that Blue Line ridership will be at 50% by students and employees and that will decrease the amount of parking needed.

Trustee Soule asked the status of Blue Line and who will build the housing project. Jennifer Jordan anticipated Blue Line construction to begin in 2020, with completion in 2024. They are confident the project will move forward with the next step being the federal share agreement.

Trustee Soule asked again who will build the housing project. President McDonald responded that there are a number of steps involved moving forward and that the developer would be a private entity identified sometime in the future. They are working with EDA, city, and the property needs rezoning to residential. They have held conversations with affordable housing developers and looking to find the right development partner.

Trustee Tefer asked for clarification regarding campus involvement in the development of the property and whether it was a sale. Yolitz responded the process calls for the board to approve property as surplus and offer it for sale. Then it is offered for sale to local governments prior to being offered to the public. The college would have input into the redevelopment process as a community partner and neighbor.

Trustee Cowles asked if due to unforeseen circumstances the property is not developed as anticipated, would it change your recommendation to surplus decision. President McDonald responded if there is a refusal from a local government to purchase the property, the college may chose not to proceed with the sale. Yolitz commented that if they don't find a satisfactory purchaser, they don't have to proceed with the sale.

Trustee Williams asked if these plans were in line with city affordable housing because we want to be in accordance with that. Jennifer Jordan said a housing gaps analysis conducted in the spring showed Brooklyn Park is lacking overall in affordable and multi-family housing. The desired affordable housing is consistent with the city's plans and needs.

Recommended motion:

Trustee Moe made the motion that the Board of Trustees designates the approximately 6.2 acres of land north of 85th Avenue N and east of College Parkway at the North Hennepin Community College as surplus and authorizes the chancellor or the chancellor's designee to offer the property for sale and execute the documents necessary to finalize the transaction.

Trustee Soule seconded. The motion carried.

The meeting adjourned at 9:25 AM.

Respectfully submitted: Kathy Kirchoff, Recorder

**MINNESOTA STATE
BOARD OF TRUSTEES
Agenda Item Summary Sheet**

Name: Facilities Committee

Date: January 30, 2019

Title: Contract Exceeding \$1 Million: Minneapolis Community and Technical College, Student Affairs Renovation

Purpose (check one):

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

Brief Description:

Board Policy 5.14, *Contracts and Procurements*, requires advance approval by the Board of procurement contracts in excess of \$1 million.

Minneapolis Community and Technical College plans to renovate the second floor of its Technical Building (T-Building) as part of its effort to modernize its delivery of student services. The college seeks approval of a construction contract for Phase 1 of the project with a contract value not to exceed \$1.2 million. The college intends to seek Board approval prior to initiation of each subsequent phase (between 4-5 phases total). The project will be funded from the college's reserves.

Scheduled Presenter: Brian Yolitz, Associate Vice Chancellor for Facilities

**MINNESOTA STATE
BOARD OF TRUSTEES**

BOARD ACTION
CONTRACT EXCEEDING \$1 MILLION: MINNEAPOLIS COMMUNITY AND TECHNICAL COLLEGE, STUDENT AFFAIRS RENOVATION

AUTHORITY

Board Policy 5.14, *Contracts and Procurements*, requires advance approval by the Board of procurement contracts in excess of \$1 million.

Approval of Construction Contracts in Excess of \$1 million: Minneapolis Community and Technical College, Student Affairs Renovation

Minneapolis Community and Technical College plans to renovate the second floor of its Technical Building (T-Building) as part of its effort to modernize its delivery of student services. The college seeks approval of a construction contract for Phase 1 of the project with a contract value not to exceed \$1.2 million. The college intends to seek Board approval prior to initiation of each subsequent phase (between 4-5 phases total). The project will be funded from the college's reserves.

BACKGROUND

Minneapolis Community and Technical College updated their Comprehensive Facilities Plan (CFP) in 2017 which contemplated an extensive renovation of academic and student affairs service spaces. Most of these services are concentrated on the 2nd and 3rd floors of the T-Building. In June 2017, shortly after the college's CFP was adopted, the Board approved a construction contract for a \$2.5 million renovation of the Academic Success Center on the 3rd floor of the T-Building. This project was completed earlier this year, resulting in a remarkable transformation of the Academic Success Center space.

The college now seeks to initiate a multi-phase renovation of approximately 43,000 square feet on the 2nd floor of the T-Building, which houses Student Affairs and related services. The 2nd floor Student Affairs spaces are often seen as the "front door" to students and the public arriving on campus from the parking ramp. This "front door" and its functional layout are in need of upgrading and reorganization to better serve students.

SCOPE OF STUDENT AFFAIRS SERVICE RENOVATION

Board approval of this request will allow the college to commence with schematic design of the entire project and prepare a bid package for the first phase of construction work. Phase 1 construction work will renovate the existing southeast floor segment of Student Services including registration and records, financial aid, bills and payment and One-Stop and install stairs between the 2nd and 3rd floors. (See **Attachment A**). Acknowledging the size and scope of the college's plans, the college intends to seek approval from the Board prior to each subsequent phase as outlined below.

SCHEDULE AND PHASING

The long project timeline is organized in multiple phases to minimize disruption to students and to ensure service levels are appropriately maintained throughout the project. The college opted to self-finance the work from its reserves instead of capital bonding to a) remove funding uncertainties and b) better control the planning, outlay of funds over multiple fiscal years as well as the physical work on campus space. Pending Board approval, the college contemplates a design kick off starting in February 2019. The college expects to fully design Phase 1 and complete schematic design of all phases this spring at an estimated cost of \$200,000. The college would enter into a construction contract for phase 1 in fall 2019 not to exceed \$1.2 million. The summary project timeline of all phases are as follows:

Current Request for Approval

Phase 1 – Design entire project and renovate existing southeasterly floor segment and construct stairs between 2nd to 3rd floors. Feb 2019 – Dec 2019

Future Board approvals (preliminary phasing plans, subject to modification)

Phase 2 – Renovate east floor segment, July 2020 – March 2021

Phase 3 – Renovate northeast floor segment, July 2021 – March 2022

Phase 4 – Renovate Admission/onboarding, northwest floor segment, July 2022 – February 2023.

FUNDING AND COSTS

In anticipation of this work, the college has been intentional in budgeting and building their reserves to enhance access and better serve students. Tuition and fees will not be impacted by this project. The college elected to pursue the project outside of a capital bonding request due to the pressing need to improve student services and the ability to control the timing of the project and funding delivery without being reliant on the bonding process. The college expects that renovation costs will temporarily impact the college's Composite Financial Index (CFI) during the term of work. The college has maintained a healthy CFI, has the fiscal resources necessary for

this project, and planned for this investment when updating its comprehensive facilities plan. The college anticipates that this space will enhance student success, graduation rates, and retention.

STUDENT CONSULTATION.

Along with the Academic Success Center, Minneapolis Community and Technical College briefed the Student Senate, faculty and staff on several occasions regarding the planning of this project. Student Senate representatives have served on the CFP Committee, have hosted tours of the building to gather input and suggestions for services to be provided, and provided feedback regarding design, technology, and furniture elements they would like to see incorporated.

At the end of the project, the college will improve and realign admissions, advising, student resources and support (career, accessibility, student-parent support), billing, financial aid, student ID, and create presentation space for orientation and other topics. The goals of the space were organized around: flexibility, creating a lasting positive first impression (typically the first space the student sees when arriving from the parking ramp skyway), ease wayfinding and access, and improving space utilization.

RECOMMENDED COMMITTEE MOTION

The Facilities Committee recommends the Board adopt the following motion:

The Board of Trustees authorizes the chancellor or the chancellor's designee to execute a construction contract not to exceed \$1.2 million for purposes of Phase 1 construction of the student affairs renovation located in the T-Building at Minneapolis Community and Technical College as part of the college's total project schematic design and initial construction efforts estimated to cost \$1.4 million.

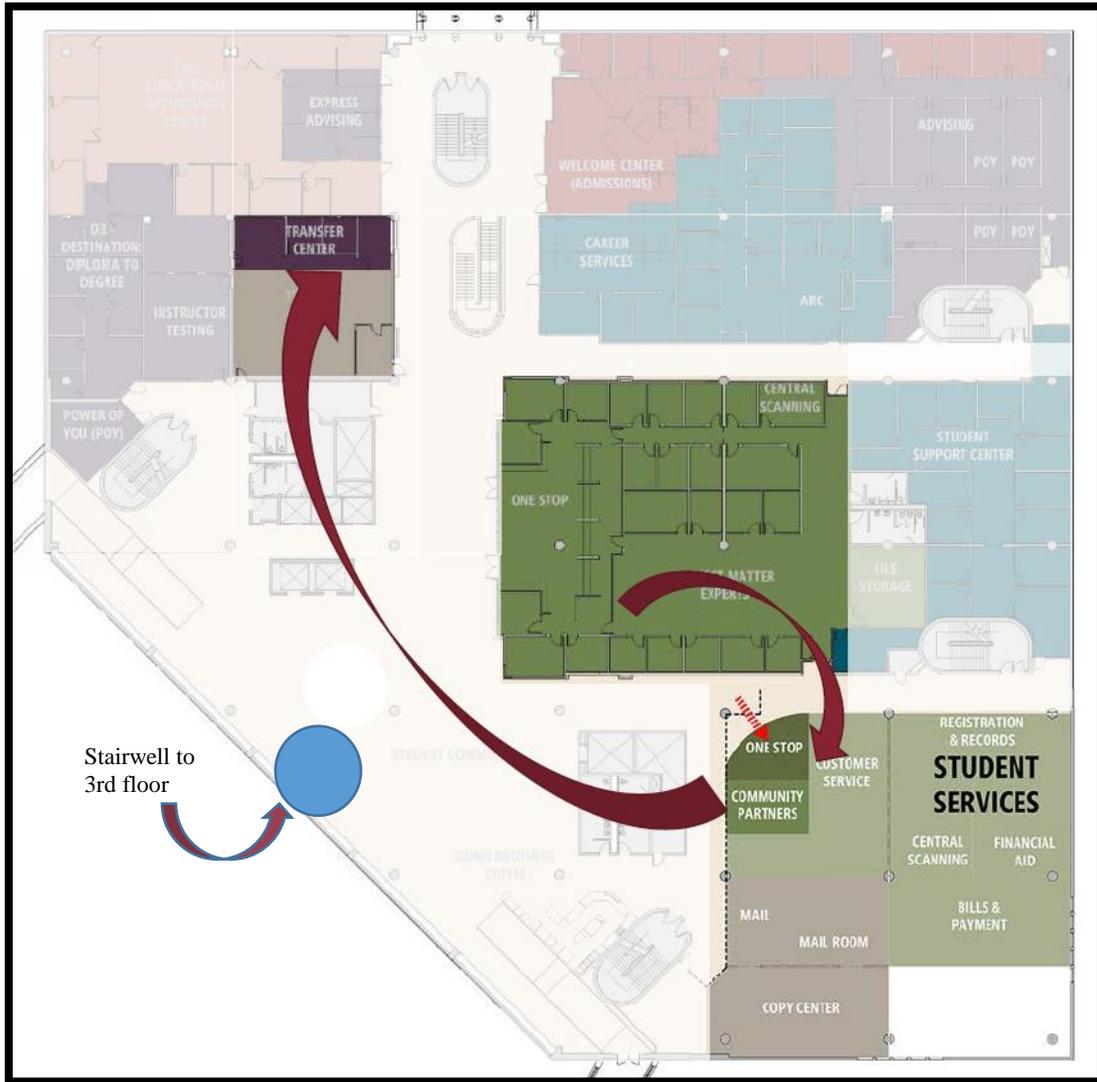
RECOMMENDED BOARD ACTION

The Board of Trustees authorizes the chancellor or the chancellor's designee to execute a construction contract not to exceed \$1.2 million for purposes of Phase 1 construction of the student affairs renovation located in the T-Building at Minneapolis Community and Technical College as part of the college's total project schematic design and initial construction efforts estimated to cost \$1.4 million.

Date Presented to the Board of Trustees: 1/30/2019
Date of Implementation: 1/30/2019

ATTACHMENT A

Student Affairs Renovation, Phase 1 Construction Contract Minneapolis Community and Technical College, T-Building, 2nd Floor



**MINNESOTA STATE
BOARD OF TRUSTEES
Agenda Item Summary Sheet**

Name: Facilities Committee

Date: January 30, 2019

Title: Contract Exceeding \$1 Million and Revenue Bond Fund Allocation: MSU, Mankato, Sports Bubble Construction

Purpose (check one):

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

Brief Description:

Board Policy 5.14, *Contracts and Procurements*, requires advance approval by the Board of procurement contracts in excess of \$1 million.

MSU, Mankato plans to construct a 240' x 450' (108,000 sq. ft) seasonal sports dome with an attached 4,300 square foot support building containing mechanical equipment, restrooms and to provide seasonal dome storage. The total project cost is estimated to be approximately \$5.7 million. The college is seeking Board approval to a) enter a construction contract (including the cost of purchasing the dome itself) in excess of \$1.0 million and b) allocate approximately \$2.0 million of available proceeds of the Revenue Fund Bonds, Taxable Series 2015B (the "Series 2015B Bonds"), issued by the Board of Trustees, Minnesota State Colleges and Universities on February 26, 2015 to finance a portion of the project cost.

Scheduled Presenter: Brian Yolitz, Associate Vice Chancellor for Facilities

**MINNESOTA STATE
BOARD OF TRUSTEES**

BOARD ACTION

CONTRACT EXCEEDING \$1 MILLION AND REVENUE BOND FUND ALLOCATION: MSU, MANKATO, SPORTS BUBBLE CONSTRUCTION
--

AUTHORITY

Board Policy 5.14, *Contracts and Procurements*, requires advance approval by the Board of procurement contracts in excess of \$1 million.

BACKGROUND

**Approval of Construction Contract in Excess of \$1 million Revenue Fund Bond Allocation:
MSU, Mankato, Sports Bubble Construction**

MSU, Mankato plans to construct a 240' x 450' (108,000 sq. ft) seasonal sports dome with an attached 4,300 square foot support building containing mechanical equipment, restrooms and to provide seasonal dome storage. The total project cost is estimated to be approximately \$5.7 million. The college is seeking Board approval to a) enter a construction contract (including the cost of purchasing the dome itself) in excess of \$1.0 million and b) allocate approximately \$2.0 million of available proceeds of the Revenue Fund Bonds, Taxable Series 2015B (the "Series 2015B Bonds"), issued by the Board of Trustees, Minnesota State Colleges and Universities on February 26, 2015 to finance a portion of the project cost.

BACKGROUND

The university's 2013 CFP, which included an Athletic Master Plan, contemplated an indoor turf practice facility on campus. Since that time, the university has supplemented the facility plan with a feasibility study for a domed sports center and convened an Athletics and Campus Recreation Programming and Space Needs Task Force, which included student leaders, student athletes and campus recreational facility users, campus recreational staff, and athletic department staff. The task force vetted and further refined the sports dome concept. The resulting task force recommendations generated substantial momentum to pursue a sports dome, culminating in a student referendum held December 4, 2018, in support of a seasonal indoor recreation facility fee in support of the project debt service from taxable revenue bonds. The sports dome will be a mixed use athletic facility with the facility being shared by student recreation, student athletics, and community partners. The planned location is shown on **Attachment A**.

SCHEDULE

The university used its own funds to complete the schematic design for the project. Pending Board approval and allocation of revenue bonds, the university intends to complete design work and plans to bid the project in the summer of 2019 with an anticipated completion date by November 1, 2019. The dome could be in use as early as late Fall 2019.

FUNDING

The project will have two (2) primary sources of capital funding: \$2 million of Series 2015B Bonds to be allocated from the 2015 revenue bond sale and approximately \$3.7 million of university reserves. There is a possibility of a third funding source from the philanthropic community that would reduce the university's capital contribution, but the commitment had not yet been formalized in time to be included in this Board report. The university does not anticipate any impact on tuition rates as a result of this project, but students have voted in support of a revenue fund fee to support this seasonal recreational facility, specifically a fee not to exceed \$0.83 per credit or \$10.00 per semester with banded tuition for a period of 10 years. The new fee will be included in the university's annual tuition and fee submittal later this year and become effective starting in FY2020.

Relating to the taxable revenue bonds contemplated for this project, the system regularly issues between \$1-\$3 million of taxable bonds during each regularly scheduled bond sale to advance design or deploy for smaller revenue bond projects. The Board originally authorized a \$73 million revenue bond sale in February 2015 to finance several revenue fund projects, which included \$2.5 million of Series 2015B Bonds for future project design or construction. Of the Series 2015B Bonds, \$2.0 million remains available for project use. Bond counsel recommends that bond proceeds should be fully committed within three (3) years of a bond sale, and the MSU Mankato project would fully utilize the remaining \$2.0 million in bond proceeds.

STUDENT REFERENDUM

Because the dome will support recreational sports and involve revenue fund debt service, the university worked closely with the students as they developed a student referendum during fall 2018 to approve a facility fee supporting the seasonal recreational dome. Students were asked to vote in support of a Seasonal Recreational Facility Student Fee for a period of 10 years at a cost not to exceed \$0.83 per credit or \$10.00 per semester with banded tuition. The new fee would begin in the Fall 2019 semester. In order to be considered a valid referendum vote, the Student Government Constitution required that the number of participants in the vote equal at least half of the number of participants in the last regular election. In Spring 2018, 2,155 voters participated, meaning that 1,078 participants would be required for the fee referendum to be considered. The results of the December 4 vote were substantially in favor of the fee and project:

Of the 2,915 participants, 1,900 (65%) voted "Yes", 997 (34%) voted "No" and there were 18 (1%) abstentions.

Although the referendum outlined a separate seasonal recreational facility fee, university currently has a revenue fund facility fee for its outdoor recreational fields, and the indoor recreational facility fee would be reported under the university's revenue fund recreational fee facility line with the specific fee amount identified.

RECOMMENDED COMMITTEE MOTION

The Facilities Committee recommends the Board of Trustees adopt the following motion:

The Board of Trustees authorizes the chancellor or the chancellor's designee to execute a construction contract not to exceed \$5.7 million for the construction of the seasonal sports dome and authorizes the allocation of \$2.0 million of Series 2015B Bonds to Minnesota State University, Mankato, for the project.

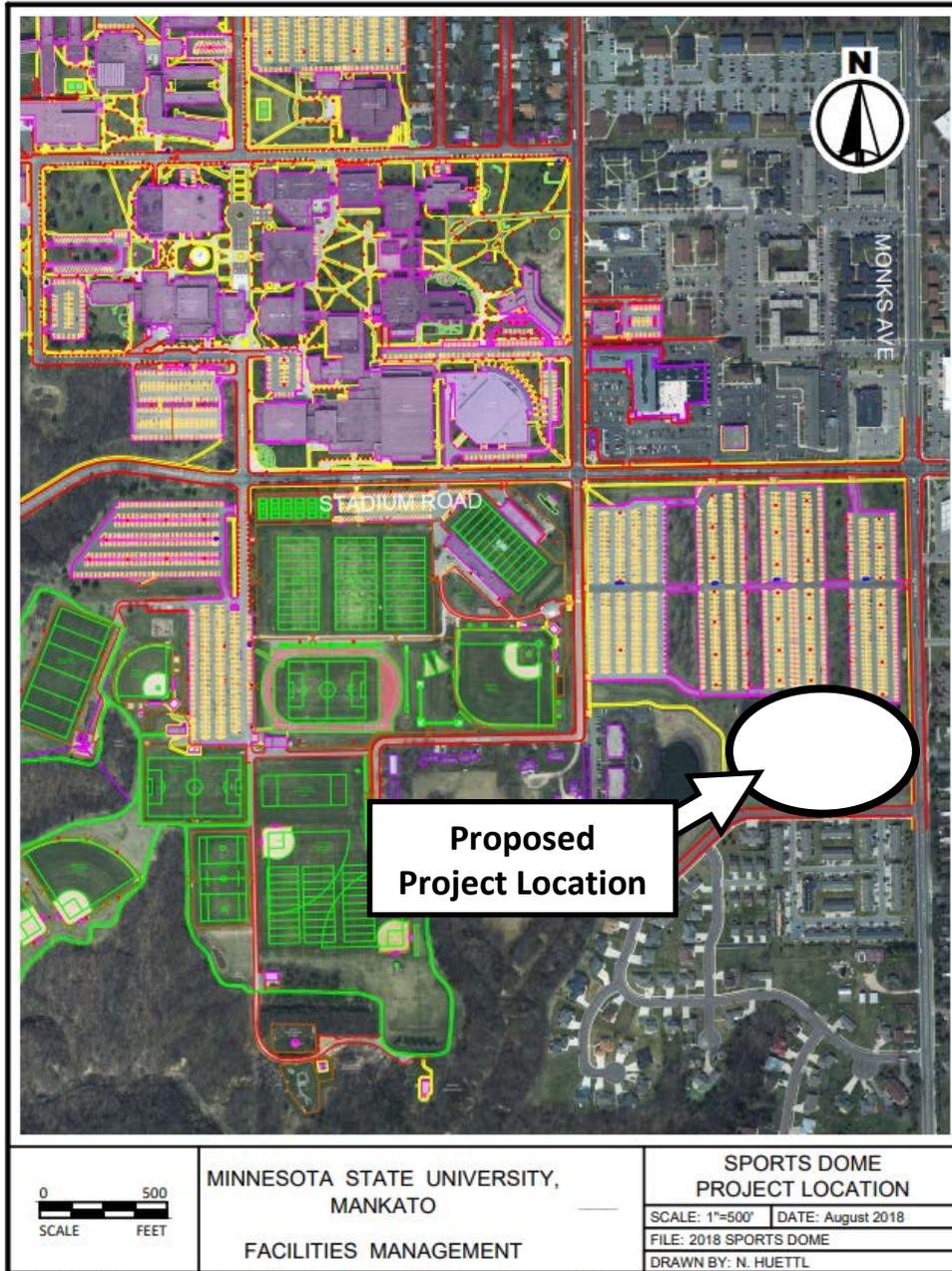
RECOMMENDED BOARD MOTION

The Board of Trustees authorizes the chancellor or the chancellor's designee to execute a construction contract not to exceed \$5.7 million for the construction of the seasonal sports dome and authorizes the allocation of \$2.0 million of Series 2015B Bonds to Minnesota State University, Mankato.

Date Presented to the Board of Trustees: 1/30/2019
Date of Implementation: 1/30/2019

ATTACHMENT A

Sport Bubble Construction Minnesota State University, Mankato



**MINNESOTA STATE
BOARD OF TRUSTEES
Agenda Item Summary Sheet**

Name: Facilities Committee

Date: January 30, 2019

Title: Surplus Property, Alexandria Technical and Community College

Purpose (check one):

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

Brief Description:

The Board may designate as “surplus” and offer real property for sale under its control pursuant to Minnesota Statute §136F.60, subdivision 5 and Board policy. Board Policy 6.7, *Real Estate Transactions and Management*, provides for the Board to first designate as surplus the real property that has an expected appraised value greater than \$250,000. Under state statute, the Board is obligated to offer the surplus property first to local jurisdictions, including the city, county and school district. The offering process is initiated with an independent appraisal which establishes the minimum sale price.

Alexandria Community and Technical College seeks to surplus and offer for sale approximately 3.67 acres of campus land on the westerly side of Jefferson Avenue that is no longer needed for college purposes. The Douglas County Hospital, one of the local jurisdictions with a first right of purchase, has expressed interest in the parcel for building a rehabilitation clinic.

Scheduled Presenter: Brian Yolitz, Associate Vice Chancellor for Facilities

MINNESOTA STATE
BOARD OF TRUSTEES

BOARD ACTION

SURPLUS PROPERTY, ALEXANDRIA TECHNICAL AND COMMUNITY COLLEGE

AUTHORITY

The Board may designate as “surplus” and offer real property for sale under its control pursuant to Minnesota Statute §136F.60, subdivision 5 and Board policy. Board Policy 6.7, *Real Estate Transactions and Management*, provides for the Board to first designate as surplus the real property that has an expected appraised value greater than \$250,000. Under state statute, the Board is obligated to offer the surplus property first to local jurisdictions, including the city, county and school district. The offering process is initiated with an independent appraisal which establishes the minimum sale price.

REQUEST

Alexandria Community and Technical College seeks to surplus and offer for sale approximately 3.67 acres of campus land on the westerly side of Jefferson Avenue that is no longer needed for college purposes. The Douglas County Hospital, one of the local jurisdictions with a first right of purchase, has expressed interest in the parcel for building a rehabilitation clinic.

BACKGROUND

Alexandria Community and Technical College is located on approximately 109 acres southeast of downtown Alexandria. In the 2017 edition of its Comprehensive Facility Plan, the college identified selling a 3.67 acre parking lot located along the south side of 17th Avenue (west of Foundation Hall), and west of Jefferson Street. **Attachment A** provides a site overview illustrating the relative location of the surplus parcel and the college foundation apartments between the college’s parking lot parcel and the main campus. The proposed action will not impact parking for the foundation apartments.

SURPLUS REAL ESTATE

The college is proposing to surplus the parking lot. The county and college have had long-running discussions about selling the parcel to the county for hospital use, and the discussions have accelerated as the hospital contemplates siting an orthopedic rehabilitation center at this location. Although the county is one of the jurisdictions with the statutory first right of offer for the parcel, the college has informally discussed the possible sale with the city and school district, and neither have expressed an objection.

The one complicating factor regarding the proposed surplus parcel is a reversionary clause dating back to the original conveyance of the property in 1971 between 3M and the City of Alexandria. When the city conveyed the parcel to the predecessor to the college (the school district) the

parcel was subject to use as either a public park, public educational or public recreational purpose. The college intends to ask 3M to relinquish their reversionary interest in the land, an action that was successful in support of the college foundation's apartment development on the adjacent land. There is also legal precedent to believe that the reversionary clause was extinguished at the time of merger of the Minnesota State system. Nevertheless, the college opted to pursue this strategy to eliminate any possibility of a cloud on title and reinforce their relationship with 3M.

Provided the title issue is successfully resolved as expected, the college would like the Board to designate the parking lot parcel as surplus and begin negotiations regarding a possible sale to the county hospital. The college obtained an independent real estate appraisal, and the estimated highest and best use appraised value on the parcel is at least \$1 million.

State statute requires the college to use the sale proceeds toward a capital project on campus, and the college would like to use the proceeds to purchase land adjacent to campus on the eastern boundary, as noted on **Attachment A**, to use as replacement parking. The proposed acquisition would replace any parking lost in the sale and, more importantly, position it closer to the core of the main campus. Such action will also be governed by Board Policy 6.7, *Real Estate Transaction Management*, which requires property acquisitions valued at \$1,000,000 or 1% (whichever is greater) of the college or university annual operating budget to be approved by the Board of Trustees before closing.

RECOMMENDED COMMITTEE MOTION:

The Facilities Committee recommends that the Board of Trustees adopt the following motion:

The Board of Trustees designates the approximately 3.67 acres of land located south of 17th Avenue and west of Jefferson Street at the Alexandria Community and Technical College campus as surplus and authorizes the chancellor or the chancellor's designee to offer the property for sale and execute the documents necessary to finalize the transaction.

RECOMMENDED BOARD MOTION:

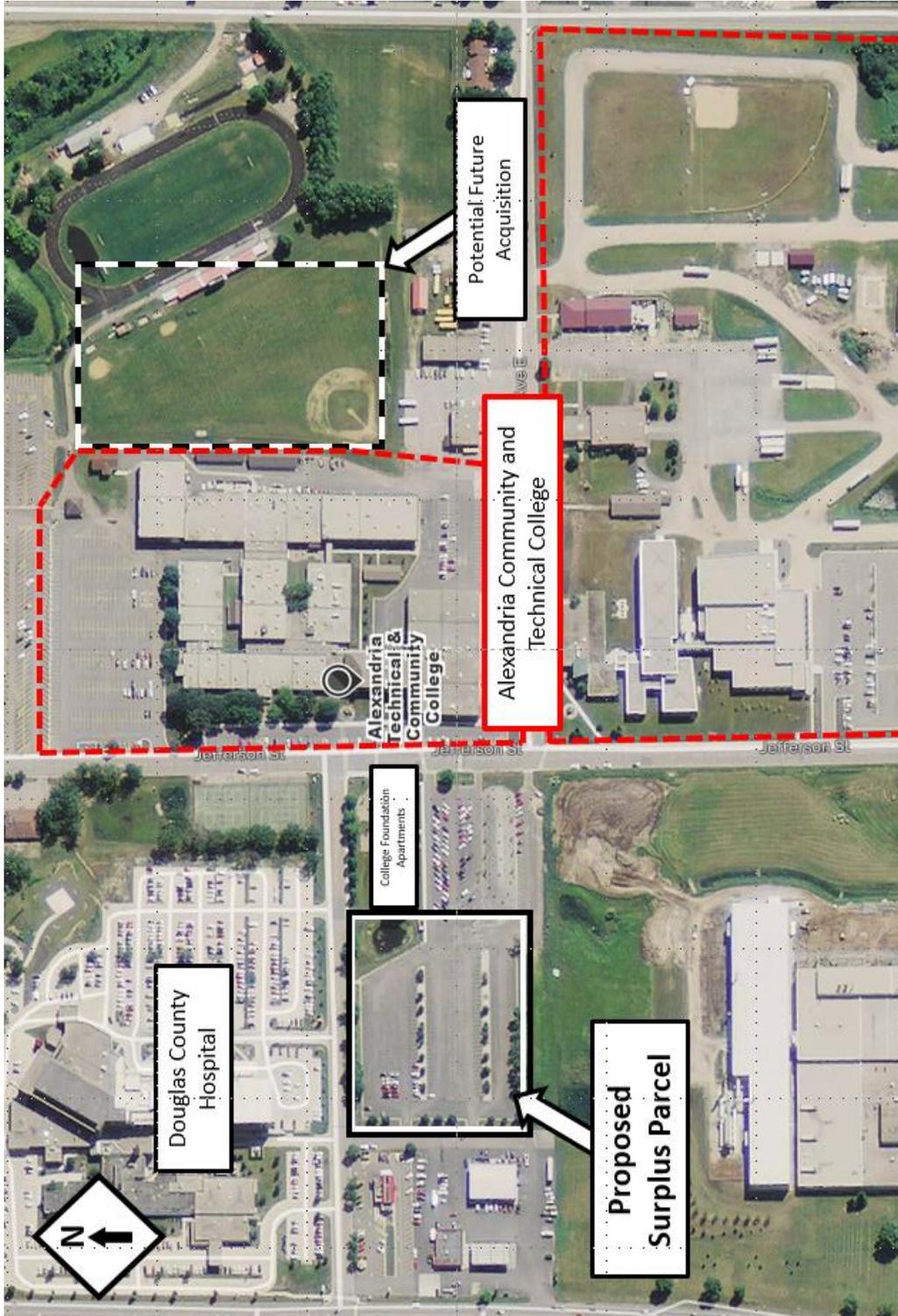
The Board of Trustees designates the approximately 3.67 acres of land located south of 17th Avenue and west of Jefferson Street at the Alexandria Community and Technical College campus as surplus and authorizes the chancellor or the chancellor's designee to offer the property for sale and execute the documents necessary to finalize the transaction.

Date Presented to the Board of Trustees: 1/30/2019

Date of Implementation: 1/30/2019

ATTACHMENT A

**Surplus Property
Alexandria Technical and Community College**





MINNESOTA STATE

**Finance Committee
January 30, 2019
10:00 am
McCormick Room
30 7th Street East
St. Paul MN**

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

Finance Committee, Roger Moe, Chair

- 1. Minutes of November 13, 2018 (pp. 1-8)**
- 2. Contracts Exceeding \$1 Million: (pp. 9-14)**
 - a. Minneapolis Community and Technical College Student Affairs Renovation**
 - b. Oracle (formerly RightNow) CRM**
- 3. Contract Exceeding \$1 Million and Revenue Fund Bond Allocation:
MSU, Mankato Sports Bubble Construction (pp. 15-19)**

Committee Members:

Roger Moe, Chair
Robert Hoffman, Vice Chair
AbdulRahmane Abdul-Aziz
Ashlyn Anderson
Jerry Janezich
April Nishimura
Samson Williams

President Liaisons:

Richard Davenport
Joe Mulford

Bolded items indicate action is required.



**Minnesota State Board of Trustees
Finance Committee Meeting Minutes
November 13, 2018
McCormick Room
30 7th Street East
St. Paul, MN**

Finance Committee members present: *Roger Moe, Chair; Bob Hoffman, Vice Chair; Trustees Ashlyn Anderson, Jerry Janezich, April Nishimura, Samson Williams and Chancellor Devinder Malhotra.*

Present by Telephone: *Bob Hoffman, Vice Chair*

Finance Committee members absent: *Trustee AbdulRahmane Abdul-Aziz*

Other board members present: *Trustees Alex Cirillo, Dawn Erlandson, George Soule, Louise Sundin, and Cheryl Tefer. In addition, Board Chair Michael Vekich, and Board Vice Chair Jay Cowles were present.*

Cabinet Members Present: *Vice Chancellor Laura King*

Committee Chair Moe called the meeting to order at 9:31 AM

1. Approval of the Finance Committee Meeting Minutes

Committee Chair Moe called for a motion to approve the Finance Committee Meeting Minutes from October 16, 2018. Trustee Janezich made the motion, Trustee Anderson seconded. The minutes were approved with the following edits requested by Board Vice Chair Cowles: On page 6 and page 9, strike the references to "Chair Cowles".

2. FY2020-FY2021 Legislative Biennial Budget Request (Second reading)

Committee Chair Moe offered some brief remarks in support of the budget request before inviting Vice Chancellor King to present the second reading. President Joe Mulford (Pine Technical & Community College) and President Richard Davenport (Minnesota State University, Mankato) joined Vice Chancellor King at the presenter's table.

The board discussed formulation of the request at its September retreat and heard a more comprehensive presentation at the October Finance Committee meeting.

In developing the proposal, both statewide student associations, all statewide bargaining units, the Leadership Council, and the Board of Trustees were invited to provide input and guidance.

Many of the themes and suggestions identified by these groups have been incorporated into the legislative operating budget proposal.

The proposal requests \$246 million in additional funding over the biennium (\$96.5 million in FY2020 and \$149.5 million in FY2021):

Campus Investments:

- \$169 million to keep our tuition affordable by funding inflationary costs at three percent each year of the biennium and repair a portion of the structural funding gap from the FY2018-FY2019 biennium.
- \$37 million to support ISRS NextGen, a mission-critical, multi-year technology infrastructure project to replace our out-of-date enterprise technology system.

Strategic Investments:

- \$25 million in targeted financial support to strengthen access and help our students advance and succeed, especially diverse student populations.
- \$15 million to address the workforce gap through innovative career, technical and workforce programming serving business and industry.

The required materials will be submitted at the conclusion of the board's November meeting. There has not yet been any indication of a staff meeting with Minnesota Management & Budget (MMB) leadership and the new administration but an invitation is expected in December. The incoming administration has until February 19th, 2019 (third Tuesday in February) to submit its operating budget proposal to the legislature.

The Minnesota State biennial budget proposal recognizes the statutory authority of the Board of Trustees to govern and operate Minnesota State, including setting tuition rates. If the proposed legislative request is fully funded by the legislature, it is recommended that the board commit to holding undergraduate tuition rates at their current levels.

The committee's recommended motion is found on page 15.

Committee Chair Moe invited President Joe Mulford to provide additional comments.

President Mulford stated that there have been many discussions in support of the budget within the leadership council and the 2-year sector. Many of the ideas within the request were formulated out of those discussions. Trustee Erlandson commended all for the work done, particularly the strategic priorities embedded within the proposal. On the College Promise program, it is important that we share with the new administration that Minnesota is not on the leading edge of this. Minneapolis College and others piloted this many years ago. We must share what is happening around the country and highlight the College Promise Campaign.

Vice Chancellor King agreed and stated that there are at least 2 dozen variations of this program in effect around the country. Each are a little different but all are targeted at improving persistence through degree completion and advancement.

President Davenport stated that there has been a robust conversation around the proposal within the Leadership Council. Both 2 and 4-year presidents fully support the proposal even though they serve different populations. The budget does a good job of reflecting the differences with the breakout on the grants and the extra support in workforce development. The presidents are fully behind this.

Committee Chair Moe invited Brent Jeffers, president, Inter Faculty Organization (IFO) to make a few comments.

President Jeffers stated that the campuses continue to face financial challenges, such that an inflationary request only would not have been adequate. This would have continued to have a profound negative impact on students. IFO's primary input to the chancellor was to ask the campuses what they need, not only for inflationary costs but for growth. IFO appreciates the request because it reflects that priority. IFO also appreciates the money allocated for the structural deficit. This is a first step to help move past the problems created in past budgets. Faculty appreciate the creative thinking that went into the goals of increasing recruitment and retention efforts. Although there are some concerns about the details, IFO is willing to work with the board and system office to address these concerns. Faculty are committed to working hard through the month of May to ensure the needs of students, campuses, and communities are fully understood by the legislature. IFO supports the legislative request and thanks the Chancellor's Office and Vice Chancellor King.

Trustee Williams thanked the administration for their work and stated that they have clearly sought out the interests of the students and not downplayed what students are faced with. He suggested that there should be a strategy in place to keep students informed of the grant program benefits and to ensure that students are aware of these upcoming scholarships.

Vice Chancellor King indicated that there is good communication with both student associations but we are 7 months from knowing what we can celebrate because we have to go through the legislative process.

Chancellor Malhotra offered some closing comments. There were three organizing principles established at the start of the process: student success, diversity, equity and inclusion, and programmatic and financial sustainability. This request embodies all three of those principles which were the building blocks for developing this proposal. Additional themes that have emerged on the partnership tour have included affordability, and enhancing access to our institutions, and community workforce building. These elements are also represented in this budget proposal. We are very excited about this proposal and look for your leadership as we engage the incoming administration and legislature around this issue.

Committee Chair Moe called to adopt the following recommended motion:

The FY2020-FY2021 legislative request strengthens the state's commitment to access and affordability, invests in critical technology infrastructure, and supports student success. The Board of Trustees approves the 2020-2021 biennial budget request in the amount of \$817,919,000 in FY2020 and \$870,919,000 in FY2021 for a total of \$1,688,838,000. The Board strongly urges the state of Minnesota to support Minnesota State's biennial budget request.

The Board of Trustees has been granted the authority in state statute to govern and operate Minnesota State. The board, after full consultation with Minnesota State constituencies, will make final budget decisions, including setting tuition rates, at the conclusion of the legislative session. If the legislative request is fully funded, the board intends to hold undergraduate tuition rates at current levels.

Trustee Hoffman made the motion. Trustee Anderson seconded. The motion was adopted.

3. Increases to Board Established Fee Maximums

Vice Chancellor King began by reminding the board that staff presented the Fee Study at the October Finance Committee meeting.

The study in the October materials illustrated a comparative analysis of the total fee package of Minnesota State college students compared to similar colleges across the country. The Minnesota State package of required fees is lower than the average by about \$30 per year or approximately 5%. Universities were also compared across the nation with their peers and were found to rank 32 out of 49 in the fees charged to university students, a difference of about \$800 per year.

Fee practices in the study found that fee maximums governed by board policy have not been increased in at least 10 years and in some instances as long as 18 years. The recommended board action today is to raise the fee maximums for both the technology and health services fees. Pent up demand exists in both of these areas because of expanding technology and health services requirements.

This action would enable, in concert with the chancellor's guidance, an increase of no more the \$18 overall in college fees and no more than \$35 overall in university fees. The chancellor's guidance to the presidents limits mandatory fee increases to no more than 3% in aggregate. Therefore these fee amounts would be the cap in what we could expect to see, even though the board action raises the maximums allowed in policy. Board practice establishes fee maximums in policy and then delegates to the presidents, with consultation of the chancellor, individual fee increases so long as they are maintained underneath the board's maximums.

The recommended board motion is on page 20 of the packet.

Committee Chair Moe invited questions from the committee members.

Trustee Anderson asked if the table on page 19 showed the annualized impact of the recommended full increase amount per full time student. Vice Chancellor King stated that the table showed what would happen if the fee increase was from the current cap to the new cap but that that will not happen due to the aggregate 3% increase limit. The cap goes up \$80 but the aggregate limit only goes up by \$18 (colleges) or \$35 (universities).

Trustee Nishimura stated that it will be important to communicate the value-add to the students.

President Davenport commented that NextGen will generate extra costs that need to be absorbed. Technology today is nothing like it was since the last fee increase and an increase in this area is very much needed. It is also important to make sure faculty understand the fee increase around technology. The same is true with health services. A challenge not reflected here is finding qualified health services professionals who are not affiliated with another institution and free to work in a health service environment. This requires cooperation with Mayo Clinic or other health services clinics in our region.

President Mulford added that the Leadership Council had robust discussions about fees. All are concerned about increasing costs on students but also sustaining our organizations and making sure that the quality of education is up to date and state of the industry. Industry moves very quickly, particularly around technology. As a primarily technical institution, resources are critical in making sure computers are new whether it be in the automotive program or welding program. There is more and more pressure on resources to support simulation equipment in nursing programs or new software in scan tools in the auto program. Technology is everywhere.

Committee Chair Moe invited Frankie Becerra, President of LeadMN to testify.

President Becerra thanked the chancellor and Vice Chancellor King for their measured recommendations in targeting the proposed fee maximum increases to technology and health services only. LeadMN appreciates that the chancellor has outlined that the fee increases be limited to only 3% in aggregate and would encourage the board to adopt this as a policy. There are some concerns in the increases of technology fee maximums in that this fee would be used to offset the NextGen costs, placing the burden of the costs of this project on the shoulders of students. There is a concern that allowing the increases in the technology fee, this would be a back door to ask students to support the bill for the NextGen system. LeadMN does not believe that the health services fee increase is necessary because none of the 12 colleges that currently charge the fee has yet hit the fee maximum. LeadMN previously raised concerns about the proposal to automatically increase fee maximums based on inflation. The committee did not

move this issue forward for board approval. At this time we have not heard from student leaders that the fee maximums were an issue. There is also some concern about the message that increasing fee maximums may send to legislators during the next legislative session given that legislators have made it very clear that they are concerned about rising student fees.

Trustee Cowles asked Vice Chancellor King if there was a previous discussion of a new category of fees around orientation. There is no reference to this category in the motion. Where did that discussion conclude?

Vice Chancellor King responded that before the board last spring was a review of the tuition and fee policy. The policy included language to clear up some confusion about the approach to orientation fees. The board adopted language that would provide clarity about the conditions under which an orientation fee could be charged. There was a recommendation that no fee be charged at the colleges until there was completion of a study on the relationship between orientation fees and student success. The study is on the verge of release. The fee is in policy, its availability is in policy, and it is governed by 5.11 and treated as an optional fee so it is not in the discussion over fee maximums. There is language requiring a vote by campus student associations before it can be installed at the colleges and universities.

Trustee Anderson asked about the bylaws stating that a student referendum is required for any increases over 2%. Given that the recommended increases are at 3% in aggregate, will the presidents contact the student groups for opinions?

Vice Chancellor King said that she could guarantee that there will be robust consultation on campus about the entire budget process and all the fees. However, the fees that State statute requires a referendum for increases over 2% are just the athletic fees and student life and activity fees. The referendum requirement does not concern the other fees in this discussion. There is language that governs the technology advisory process but it does not call for a referendum.

Trustee Sundin asked for a clarification of the required fees listed on page 21, in particular the first line which states "Senior Citizen in Lieu of Tuition". Does this mean that seniors can either pay tuition or the fee?

Vice Chancellor King responded that this is like an audit fee for senior citizens to take a class for a charge of \$20.

Trustee Williams expressed some concern that we are going above 3% when we are obligated to have discussions with student groups.

Vice Chancellor King stated that for clarity purposes, the chancellor's guidance to presidents is that aggregate increase of fees is limited to 3% but individual fee increases could exceed this.

However, other fees would drop to meet the overall aggregate increase limit of 3%. It is not expected that the technology fee will increase 3% but that the presidents work with their students and staff to encourage a balanced conversation about what their needs are on campus. Guidance recommends that there be overall limits but individual flexibility based on campus interests.

Following up on comments made by the representative from LeadMN, Vice Chancellor King stated that it is correct that none of the colleges are at the limit on the health services fee cap. This action would have no impact on the colleges other than the 3% overall increase. The benefit for the health services fee increase is at the universities where all but one of them are at the limit and facing tremendous pressure. In the case of the technology fee, Vice Chancellor King recalled that many of the colleges and universities are at the cap but could not be more specific without the data in hand.

Trustee Cowles reminded Vice Chancellor King that LeadMN was seeking assurances that technology fees will not be used to offset NextGen costs and that the fee increases in this area would be applied to ancillary services. Trustee Cowles asked if the vice chancellor could reassure us of this distinction.

Vice Chancellor King stated that the budget proposal just approved asks the legislature to pay the full cost of the NextGen project. This discussion will conclude in the spring based on the outcome of the legislative decision. The message to the campuses has been that the system office does not have a view on how campus budgets will determine the source of their contribution to the NextGen project, should one be needed. The technology fee is governed in policy as to its purposes. It is directed towards technology that is facing students and technology that the student advisory process brings forward. The system office is trying not to take a position and is trying to defer to the presidential leadership around this question.

Chancellor Malhotra added that when a fee increase is proposed, a robust consultation with students occurs. The administration makes it very clear what the fees will be used for. There are already safeguards in place if student groups do not want fees to be used for a particular purpose. At the campus level, a consultation always occurs between the students and administration.

Trustee Erlandson asked if it is possible to audit a class if you are not a senior and how much does it cost. Vice Chancellor King called on the campus representatives for an answer. President Mulford responded that he could not recall if anyone had been allowed to audit without a tuition payment. President Davenport stated that it was the same for the universities.

Committee Chair Moe called to adopt the following recommended motion:

The Board of Trustees establishes the fee maximums as displayed in Attachment 1.

Trustee Anderson made the motion. Trustee Janezich seconded. The motion was adopted.

The meeting adjourned at 10:33 a.m.

Respectfully submitted: Don Haney, Recorder

**MINNESOTA STATE
BOARD OF TRUSTEES
Agenda Item Summary Sheet**

Name: Finance Committee

Date: January 30, 2019

Title: Contracts Exceeding \$1 million:

- a. Minneapolis Community and Technical College Student Affairs Renovation
- b. Oracle (formerly RightNow) CRM

Purpose (check one):

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

Brief Description:

Board Policy 5.14, Procurement and Contracts, requires that contracts, including amendments, with values greater than \$1,000,000, must be approved in advance by the Board of Trustees.

Minneapolis Community and Technical College plans to renovate the second floor of its Technical Building (T-Building) as part of its effort to modernize its delivery of student services. The college seeks approval of a construction contract for Phase 1 of the project with a contract value not to exceed \$1.2 million. The college intends to seek Board approval prior to initiation of each subsequent phase (between 4-5 phases total). The project will be funded from the college's reserves.

The existing Oracle Service Cloud (formerly RightNow) constituent relationship management (CRM) contract expires on June 30, 2019. This renewal will allow the seventeen (17) colleges and universities currently utilizing this CRM to continue using these services to manage communications and relationships with students and other stakeholders. Colleges and universities not currently utilizing Oracle Service Cloud will have the opportunity to subscribe to this license, or use one of the three CRM master contracts that were approved.

Scheduled Presenter: Laura M. King, Vice Chancellor - CFO

**MINNESOTA STATE
BOARD OF TRUSTEES**

BOARD ACTION

CONTRACTS EXCEEDING \$1 MILLION:

- a. MINNEAPOLIS COMMUNITY AND TECHNICAL COLLEGE STUDENT AFFAIRS RENOVATION**
- b. ORACLE (FORMERLY RIGHTNOW) CRM**

BACKGROUND

Board Policy 5.14, Procurement and Contracts, requires that contracts, including amendments, with values greater than \$1,000,000, must be approved in advance by the Board of Trustees.

a. MINNEAPOLIS COMMUNITY AND TECHNICAL COLLEGE STUDENT AFFAIRS RENOVATION

Minneapolis Community and Technical College plans to renovate the second floor of its Technical Building (T-Building) as part of its effort to modernize its delivery of student services. The college seeks approval of a construction contract for Phase 1 of the project with a contract value not to exceed \$1.2 million. The college intends to seek Board approval prior to initiation of each subsequent phase (between 4-5 phases total). The project will be funded from the college's reserves.

Minneapolis Community and Technical College updated their Comprehensive Facilities Plan (CFP) in 2017 which contemplated an extensive renovation of academic and student affairs service spaces. Most of these services are concentrated on the 2nd and 3rd floors of the T-Building. In June 2017, shortly after the college's CFP was adopted, the Board approved a construction contract for a \$2.5 million renovation of the Academic Success Center on the 3rd floor of the T-Building. This project was completed earlier this year, resulting in a remarkable transformation of the Academic Success Center space.

The college now seeks to initiate a multi-phase renovation of approximately 43,000 square feet on the 2nd floor of the T-Building, which houses Student Affairs and related services. The 2nd floor Student Affairs spaces are often seen as the "front door" to students and the public arriving on campus from the parking ramp. This "front door" and its functional layout are in need of upgrading and reorganization to better serve students.

SCOPE OF STUDENT AFFAIRS SERVICE RENOVATION

Board approval of this request will allow the college to commence with schematic design of the entire project and prepare a bid package for the first phase of construction work. Phase 1 construction work will renovate the existing southeast floor segment of Student Services

including registration and records, financial aid, bills and payment and One-Stop and install stairs between the 2nd and 3rd floors. (See **Attachment A**). Acknowledging the size and scope of the college's plans, the college intends to seek approval from the Board prior to each subsequent phase as outlined below.

SCHEDULE AND PHASING

The long project timeline is organized in multiple phases to minimize disruption to students and to ensure service levels are appropriately maintained throughout the project. The college opted to self-finance the work from its reserves instead of capital bonding to a) remove funding uncertainties and b) better control the planning, outlay of funds over multiple fiscal years as well as the physical work on campus space. Pending Board approval, the college contemplates a design kick off starting in February 2019. The college expects to fully design Phase 1 and complete schematic design of all phases this spring at an estimated cost of \$200,000. The college would enter into a construction contract for phase 1 in fall 2019 not to exceed \$1.2 million. The summary project timeline of all phases are as follows:

Current Request for Approval

Phase 1 – Design entire project and renovate existing southeasterly floor segment and construct stairs between 2nd to 3rd floors. Feb 2019 – Dec 2019

Future Board approvals (preliminary phasing plans, subject to modification)

Phase 2 – Renovate east floor segment, July 2020 – March 2021

Phase 3 – Renovate northeast floor segment, July 2021 – March 2022

Phase 4 – Renovate Admission/onboarding, northwest floor segment, July 2022 – February 2023.

FUNDING AND COSTS

In anticipation of this work, the college has been intentional in budgeting and building their reserves to enhance access and better serve students. Tuition and fees will not be impacted by this project. The college elected to pursue the project outside of a capital bonding request due to the pressing need to improve student services and the ability to control the timing of the project and funding delivery without being reliant on the bonding process. The college expects that renovation costs will temporarily impact the college's Composite Financial Index (CFI) during the term of work. The college has maintained a healthy CFI, has the fiscal resources necessary for this project, and planned for this investment when updating its comprehensive facilities plan. The college anticipates that this space will enhance student success, graduation rates, and retention.

STUDENT CONSULTATION

Along with the Academic Success Center, Minneapolis Community and Technical College briefed the Student Senate, faculty and staff on several occasions regarding the planning of this project. Student Senate representatives have served on the CFP Committee, have hosted tours of the building to gather input and suggestions for services to be provided, and provided

feedback regarding design, technology, and furniture elements they would like to see incorporated.

At the end of the project, the college will improve and realign admissions, advising, student resources and support (career, accessibility, student-parent support), billing, financial aid, student ID, and create presentation space for orientation and other topics. The goals of the space were organized around: flexibility, creating a lasting positive first impression (typically the first space the student sees when arriving from the parking ramp skyway), ease wayfinding and access, and improving space utilization.

b. ORACLE (FORMERLY RIGHTNOW) CRM

The existing Oracle Service Cloud (formerly RightNow) constituent relationship management (CRM) contract expires on June 30, 2019. The Academic and Student Affairs community undertook an extensive examination of CRM strategy in light of the pending Next Gen ERP installation. It was determined that movement to a single CRM at this time was imprudent and instead several master contracts were established. The Board previously approved the other contracts in action of June 2018. The purpose of this action is to request authorization to renew the existing Oracle Service agreement for five (5) years with the option to extend for up three (3) additional years. This renewal will allow the seventeen (17) colleges and universities currently utilizing this CRM to continue using these services to manage communications and relationships with students and other stakeholders. Colleges and universities not currently utilizing Oracle Service Cloud will have the opportunity to subscribe to this license, or use one of the three CRM master contracts that were approved.

The proposed action item is for Board approval of a contract for an initial five-year term and an additional up to three-year extension for a total possible term from July 1, 2019 – June 30, 2027. The total value of the potential eight-year agreement will not exceed \$2,720,000. This contract will be encumbered through the System Office with the subscribing colleges and universities reimbursing the System Office for their license costs.

RECOMMENDED COMMITTEE MOTION

The Finance Committee recommends the Board of Trustees adopt the following motion:

- a. The Board of Trustees authorizes the chancellor or the chancellor's designee to execute a construction contract not to exceed \$1.2 million for purposes of Phase 1 construction of the student affairs renovation located in the T-Building at Minneapolis Community and Technical College as part of the college's total project schematic design and initial construction efforts estimated to cost \$1.4 million.
- b. The Board of Trustees authorizes the chancellor or his designee to execute a contract with Oracle Service Cloud (formerly RightNow) for five years with the option to renew for up to three additional years. The total not to exceed cost for this agreement is

\$2,720,000. The board directs the chancellor or his designee to execute all necessary documents.

RECOMMENDED BOARD MOTION

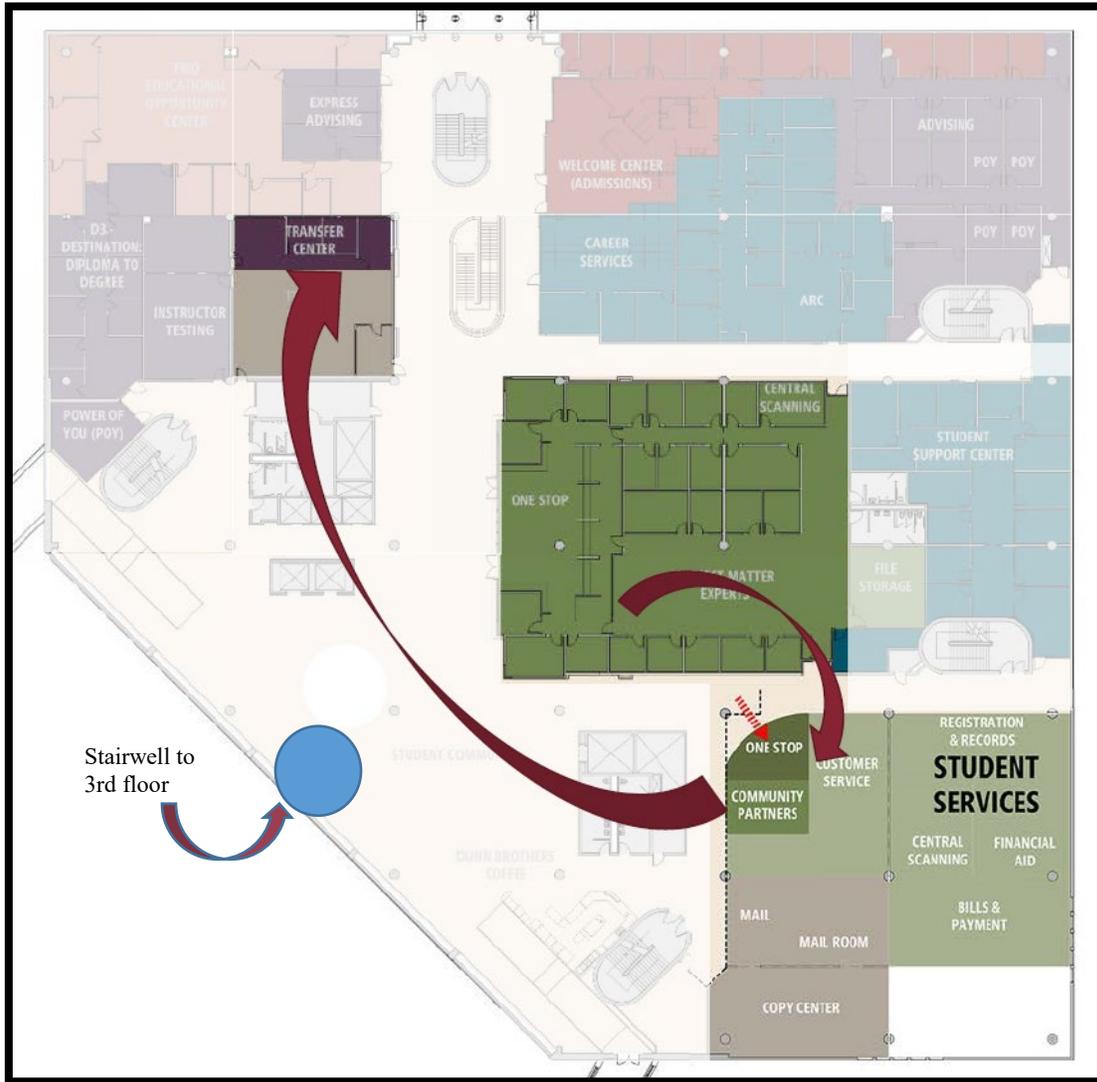
- a. The Board of Trustees authorizes the chancellor or the chancellor’s designee to execute a construction contract not to exceed \$1.2 million for purposes of Phase 1 construction of the student affairs renovation located in the T-Building at Minneapolis Community and Technical College as part of the college’s total project schematic design and initial construction efforts estimated to cost \$1.4 million.

- b. The Board of Trustees authorizes the chancellor or his designee to execute a contract with Oracle Service Cloud (formerly RightNow) for five years with the option to renew for up to three additional years. The total not to exceed cost for this agreement is \$2,720,000. The board directs the chancellor or his designee to execute all necessary documents.

Date Presented to the Board of Trustees:	1/30/2019
Date of Implementation:	1/30/2019

ATTACHMENT A

Student Affairs Renovation, Phase 1 Construction Contract Minneapolis Community and Technical College, T-Building, 2nd Floor



**MINNESOTA STATE
BOARD OF TRUSTEES
Agenda Item Summary Sheet**

Name: Finance Committee

Date: January 30, 2019

Title: Contract Exceeding 1 million and Revenue Bond Fund Allocation: MSU, Mankato, Sports Bubble Construction

Purpose (check one):

Proposed
New Policy or
Amendment to
Existing Policy

Approvals
Required by
Policy

Other
Approvals

Monitoring /
Compliance

Information

Brief Description:

Board Policy 5.14, Procurement and Contracts, requires that contracts, including amendments, with values greater than \$1,000,000, must be approved in advance by the Board of Trustees.

MSU, Mankato plans to construct a 240' x 450' (108,000 sq. ft) seasonal sports dome with an attached 4,300 square foot support building containing mechanical equipment, restrooms and to provide seasonal dome storage. The total project cost is estimated to be approximately \$5.7 million. The college is seeking Board approval to a) enter a construction contract (including the cost of purchasing the dome itself) in excess of \$1.0 million and b) allocate approximately \$2.0 million of available proceeds of the Revenue Fund Bonds, Taxable Series 2015B (the "Series 2015B Bonds"), issued by the Board of Trustees, Minnesota State Colleges and Universities on February 26, 2015 to finance a portion of the project cost

Scheduled Presenter: Laura M. King, Vice Chancellor - CFO

**MINNESOTA STATE
BOARD OF TRUSTEES**

BOARD ACTION

**CONTRACT EXCEEDING \$1 MILLION AND REVENUE BOND FUND ALLOCATION:
MSU, MANKATO, SPORTS BUBBLE CONSTRUCTION**

AUTHORITY

Board Policy 5.14, *Contracts and Procurements*, requires advance approval by the Board of procurement contracts in excess of \$1 million.

BACKGROUND

MSU, Mankato plans to construct a 240' x 450' (108,000 sq. ft) seasonal sports dome with an attached 4,300 square foot support building containing mechanical equipment, restrooms and to provide seasonal dome storage. The total project cost is estimated to be approximately \$5.7 million. The college is seeking Board approval to a) enter a construction contract (including the cost of purchasing the dome itself) in excess of \$1.0 million and b) allocate approximately \$2.0 million of available proceeds of the Revenue Fund Bonds, Taxable Series 2015B (the "Series 2015B Bonds"), issued by the Board of Trustees, Minnesota State Colleges and Universities on February 26, 2015 to finance a portion of the project cost.

The university's 2013 CFP, which included an Athletic Master Plan, contemplated an indoor turf practice facility on campus. Since that time, the university has supplemented the facility plan with a feasibility study for a domed sports center and convened an Athletics and Campus Recreation Programming and Space Needs Task Force, which included student leaders, student athletes and campus recreational facility users, campus recreational staff, and athletic department staff. The task force vetted and further refined the sports dome concept. The resulting task force recommendations generated substantial momentum to pursue a sports dome, culminating in a student referendum held December 4, 2018, in support of a seasonal indoor recreation facility fee in support of the project debt service from taxable revenue bonds. The sports dome will be a mixed use athletic facility with the facility being shared by student recreation, student athletics, and community partners. The planned location is shown on **Attachment A**.

SCHEDULE

The university used its own funds to complete the schematic design for the project. Pending Board approval and allocation of revenue bonds, the university intends to complete design work and plans to bid the project in the summer of 2019 with an anticipated completion date by November 1, 2019. The dome could be in use as early as late Fall 2019.

FUNDING

The project will have two (2) primary sources of capital funding: \$2 million of Series 2015B Bonds to be allocated from the 2015 revenue bond sale and approximately \$3.7 million of university reserves. There is a possibility of a third funding source from the philanthropic community that would reduce the university's capital contribution, but the commitment had not yet been formalized in time to be included in this Board report. The university does not anticipate any impact on tuition rates as a result of this project, but students have voted in support of a revenue fund fee to support this seasonal recreational facility, specifically a fee not to exceed \$0.83 per credit or \$10.00 per semester with banded tuition for a period of 10 years. The new fee will be included in the university's annual tuition and fee submittal later this year and become effective starting in FY2020.

Relating to the taxable revenue bonds contemplated for this project, the system regularly issues between \$1-\$3 million of taxable bonds during each regularly scheduled bond sale to advance design or deploy for smaller revenue bond projects. The Board originally authorized a \$73 million revenue bond sale in February 2015 to finance several revenue fund projects, which included \$2.5 million of Series 2015B Bonds for future project design or construction. Of the Series 2015B Bonds, \$2.0 million remains available for project use. Bond counsel recommends that bond proceeds should be fully committed within three (3) years of a bond sale, and the MSU Mankato project would fully utilize the remaining \$2.0 million in bond proceeds.

STUDENT REFERENDUM

Because the dome will support recreational sports and involve revenue fund debt service, the university worked closely with the students as they developed a student referendum during fall 2018 to approve a facility fee supporting the seasonal recreational dome. Students were asked to vote in support of a Seasonal Recreational Facility Student Fee for a period of 10 years at a cost not to exceed \$0.83 per credit or \$10.00 per semester with banded tuition. The new fee would begin in the Fall 2019 semester. In order to be considered a valid referendum vote, the Student Government Constitution required that the number of participants in the vote equal at least half of the number of participants in the last regular election. In Spring 2018, 2,155 voters participated, meaning that 1,078 participants would be required for the fee referendum to be considered. The results of the December 4 vote were substantially in favor of the fee and project:

Of the 2,915 participants, 1,900 (65%) voted "Yes", 997 (34%) voted "No" and there were 18 (1%) abstentions.

Although the referendum outlined a separate seasonal recreational facility fee, university currently has a revenue fund facility fee for its outdoor recreational fields, and the indoor recreational facility fee would be reported under the university's revenue fund recreational fee facility line with the specific fee amount identified.

The Finance Committee recommends the Board of Trustees adopt the following motion:

RECOMMENDED COMMITTEE MOTION

The Board of Trustees authorizes the chancellor or the chancellor's designee to execute a construction contract not to exceed \$5.7 million for the construction of the seasonal sports dome and authorizes the allocation of \$2.0 million of Series 2015B Bonds to Minnesota State University, Mankato, for the project.

RECOMMENDED BOARD MOTION

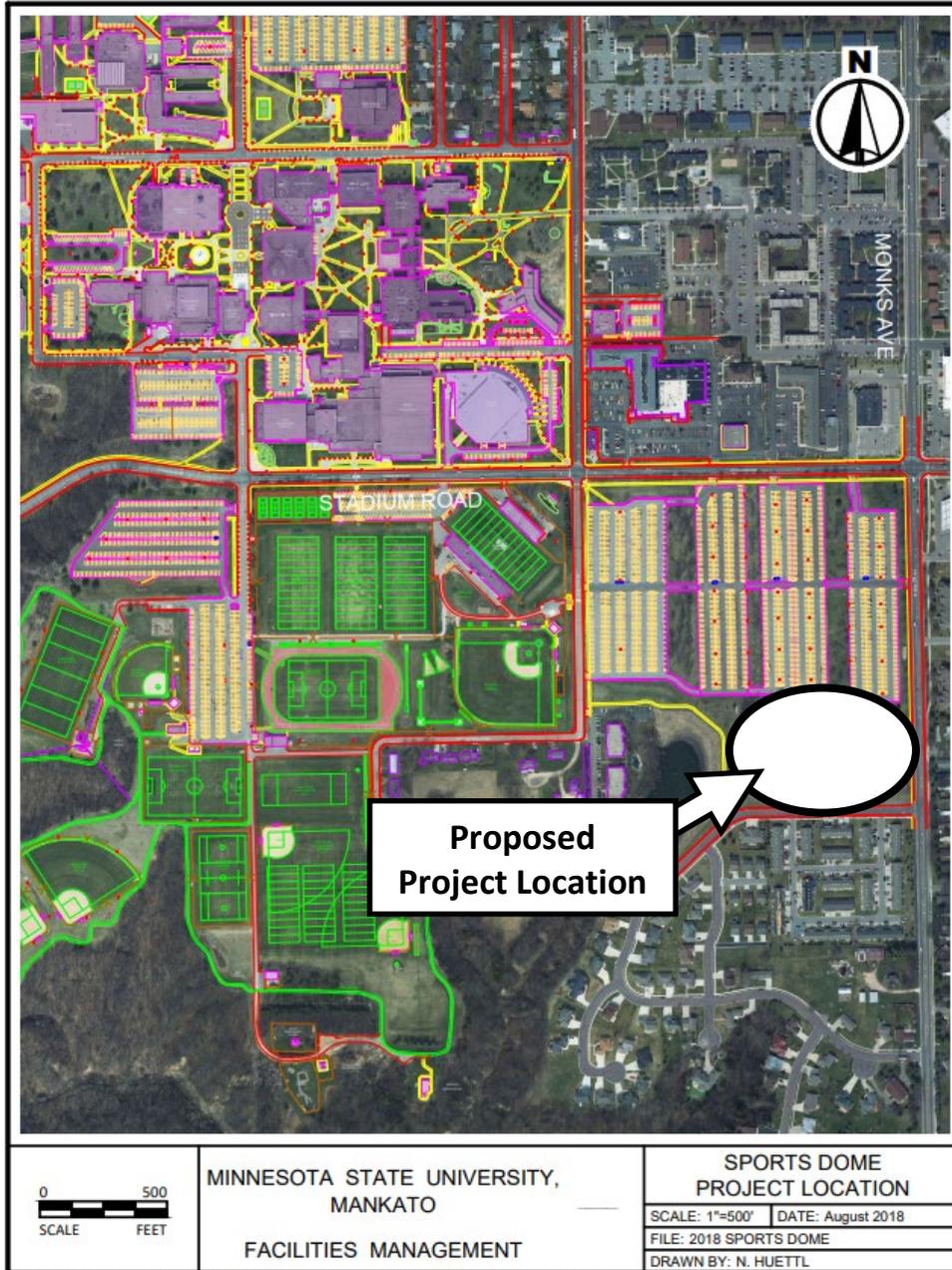
The Board of Trustees authorizes the chancellor or the chancellor's designee to execute a construction contract not to exceed \$5.7 million for the construction of the seasonal sports dome and authorizes the allocation of \$2.0 million of Series 2015B Bonds to Minnesota State University, Mankato.

Date Presented to the Board of Trustees: 1/30/2019

Date of Implementation: 1/30/2019

ATTACHMENT A

Sport Bubble Construction Minnesota State University, Mankato





MINNESOTA STATE

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

JANUARY 30, 2019

10:30 AM

MCCORMICK ROOM

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.

- 1. Minutes of November 13, 2018 (pp. 1-8)**
- 2. Approval of Mission Statement: Northland Community and Technical College (pp. 9-12)**
3. Proposed Amendments to Policies (First Readings)
 - a. 3.18 Honorary Degrees (pp. 13-16)
 - b. 3.36 Academic Programs (pp.17-22)
4. Guided Learning Pathways: Career Technical Education and Comprehensive Workforce Solutions (pp. 23-66)

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Alex Cirillo, Chair

Cheryl Tefer, Vice Chair

Ashlyn Anderson

Dawn Erlandson

Jerry Janezich

Rudy Rodriguez

Louise Sundin

Bolded items indicate action required.



**Minnesota State Board of Trustees
Academic and Student Affairs Committee
November 13, 2018
McCormick Room, 30 7th Street East
St. Paul, MN**

Academic and Student Affairs Committee members present: *Alex Cirillo, Chair; Cheryl Tefer, Vice Chair; Ashlyn Anderson; Dawn Erlandson; Jerry Janezich; Louise Sundin*

Academic and Student Affairs Committee members absent: *Rudy Rodriguez*

Other board members present: *Michael Vekich; Jay Cowles; Roger Moe; April Nishimura; George Soule; Samson Williams; Chancellor Devinder Malhotra.*

Committee Chair Cirillo called the meeting to order at 10:40 AM.

1. Approval of the Academic and Student Affairs Committee October 16, 2018, Meeting Minutes:

Chair Cirillo called for a motion to approve the Academic and Student Affairs Committees Meeting Minutes. The minutes were approved as written.

**2. Approval of Mission Statement: Bemidji State University
Presenters:**

Faith Hensrud, President, Bemidji State University
Satasha Green-Stephen, Associate Vice Chancellor for Academic Affairs

Proposed new Mission Statement: We create an innovative, interdisciplinary and highly accessible learning environment committed to student success and sustainable future for our communities, state and planet. Through the transformative power of the liberal arts, education in the professions, and robust engagement of our students, we instill and promote service to others, preservation of the Earth, and respect and appreciation for the diverse peoples of our region and world.

Proposed new Vision Statement: We educate people to lead inspired lives.

MOTION: *Upon the recommendation of the Chancellor, the Academic and Student Affairs Committee recommends that the Board of Trustees approve the mission of Bemidji State University.*

***The new mission carries.**

3. Proposed Amendment to Board Policy 3.3 Assessment for Course Placement (Second Reading)

Presenter:

Satasha Green-Stephen, Associate Vice Chancellor for Academic Affairs

AVC Green-Stephen: There have been no changes or comments since the first reading in October.

MOTION: Move to accept the proposed amendment to Board Policy 3.3 Assessment for Course Placement as written.

***The motion carries.**

4. Proposed Amendment to Policy 3.41 Education Abroad Programs (Second Reading)

Presenter:

Satasha Green-Stephen, Associate Vice Chancellor for Academic Affairs

AVC Green-Stephen: There have been no changes or comments since the first reading in October.

MOTION: Move to accept the proposed amendment to Policy 3.41 Education Abroad Programs as written.

***The motion carries.**

5. Innovation and Evolution: Shaping Our Work

Presenters:

Kim Lynch, Senior System Director for Educational Innovations, Academic and Student Affairs

J.C. Turner, Riverland Community College

Brenda Flannery, Minnesota State University, Mankato

Karen Pikula, Central Lakes College

Kim Lynch: One of the three interdependent principles guiding Academic and Student Affairs is Innovation and Evolution which means we will “re-envision higher education as a collective and collaborative enterprise where innovation and evolution are integral to our culture.” We have adopted this because we must if we want our work in higher education to be relevant.

Our students are increasingly demographically diverse. Our students are also academically diverse. Many enroll on a part time basis. Fifty percent take one or more online courses and 17% are entirely online. We are working to develop and refine a comprehensive online strategy around access, quality, collaboration, and

affordability. Implementation teams are completing work that will be brought to the Board this spring.

Thirty-three percent of students are transfer students so the ongoing efforts with Transfer Pathways and making transfer work is timely and important. Seventeen percent of our students are still in high school and are taking advantage of the PSEO program to earn college credits. In particular there has been an increase in concurrent enrollment at our high schools. Four percent of our students are enrolled at our universities at the graduate level so the newly focused work with the Graduate Education Committee is also timely based on the opportunity to grow.

If we aim to serve students who are currently different from ten years ago and also aim to serve future students who continue to change we see value in identifying innovators, providing resources to innovate, and building community around what works for our present and future students. So how are we doing this?

Shark Tank Open – these innovators have been diverse in their roles at their colleges and universities and they have been wide ranging in their ideas. However all of those seeking funding were asked to show directly how the innovation would impact the success of our students, impact our commitment to equity and inclusion, or impact the financial sustainability of our colleges and universities. Those selected pitched their ideas to a panel of students, educators and industry representatives in hopes of getting the resources they needed. Those who attend are also there to look for solutions, find ways to improve what they are already doing, or create a new future they see in the ideas of others. This year's innovation event will be in April and I hope some of you are able to come and experience first-hand the range of innovation and innovators across our system.

FlexPace began at Riverland College with a proposal to develop a competency based business certificate based on mastery learning and structured to work for adult learners as one way to develop and educate a workforce in the community. The demand was overwhelming and the students were successful. FlexPace expanded to sustain and grow to an AS degree and other subject areas at Riverland, clearly something that needed to sustain and grow. Since the FlexPace Associate of Science degree is in fact a Transfer Pathway AS, it didn't take long for Riverland and Minnesota State University Mankato to see the value of collaboration so from Certificate to AS to BBA all designed to work for adult learners.

Minnesota State Community and Technical College heard about this at the Shark Tank Open event and they received pay it forward funds to work with Riverland experts and replicated it at their campus serving a very different community.

JCTurner: FlexPace began as a direct response to student need. We had one of our Business majors in her 40's, a parent, works full time. She could only manage to take one course at a time. She realized it would take her a decade to complete her two year degree. She had aspirations to also get a bachelor's degree and it would take her a similar amount of time to complete the next two years of that.

We were looking for ways to respond to this need and the opportunity through the Shark Tank Open came along and we hit on the idea that maybe we could take our Business Certificate and pitch it as a competency based program. There are a lot of challenges with true competency based education (CBE). It operates under a separate set of rules under the Higher Learning Commission (HLC) compared to traditional courses. Our current system is not really designed to support CBE types of programs. We hit upon the idea of trying to take many of the CBE elements, call them mastery-based and incorporate those into a fully online program and design it to be kind of like summer courses year round. They would be short 5-6 week courses and this would allow student to complete three courses in a semester even though taking them one at a time.

If they have work experience they are able to test out at the chapter or unit level and demonstrate what they already know so they can move ahead more quickly. If they are struggling we have alternative pathways that automatically open up for the student to give supplemental instruction and then they will be assessed again and hopefully at that point they will achieve the minimum percentage to move on. Every student is achieving a minimal level of mastery on every unit throughout the program.

We started with 20 students and 17 completed. Thirteen of those were interested in continuing on for an AS degree. We got a second Shark Tank grant which allowed us to adapt six additional courses that included Speech, Economics, accounting and theater. Then we were able to partner with MSU Mankato and get a collaboration grant. We are now in the process of finishing up adapting the remaining courses in the AS degree to the FlexPace format.

We pay the faculty to develop the alternative pathways and the test outs as a part of the course and then it is jointly owned by the college and the faculty member where they are free to take it elsewhere if they leave but if we need to add additional sections to the courses to grow the program we are able to do that.

Chair Cerillo: Is this available to every student?

JCTurner: We have been piloting it and as part of the pilot we have the students complete an employer verification form so we have been focusing on people who are working full time at this point.

Trustee Tefer: Do you award grades still?

JCTurner: These courses are the same as other courses and we do give traditional grades. Transferability is very traditional as well.

Brenda Flannery: Bachelor Business Administration for working adults via FlexPace. We partnered with industry to develop the curriculum.

Chair Cerillo: Part of building an organization that is innovative is the ability to fail and not be punished. So I would like to ask my colleagues what our sense of danger is here and I would like to ask you folks – what are the barriers and where could this have gone off the tracks? And why are we not afraid of that.

JCTurner: It does help to have administrative support. Our president has been very supportive from the get go. When you have that support it makes it easier for all the other people to come in line.

Trustee Tefer: Are you looking at people who graduate from your FlexPace program and where they are going and how successful they are? What do they look like in the world of work? Do you have the financial ability to do the work to get those answers?

Brenda Flannery: We worked very closely with industry. Many of these individuals are working full time for companies we are working with. Many companies are looking at this program to benefit their existing employees.

Trustee Tefer: Is there a formal process where you can track metrics on these people?

JCTurner: That is part of what we are working on that we have to build in because ISRS is not set up to track those.

Chancellor Malhotra: This work is usually done in partnership with businesses right from the get go. The innovations really lie in three areas. One is it suppresses the normal delivery time of higher ed., second is in the paradigm shift itself to mastery based education, third it is always offered in partnership with business and industry and has built in systems that allow it to adjust as needs change. President Adenuga is in the audience. I invite him to share with you the excitement of Federated Insurance with regard to this FlexPace program and what it has done to their tuition reimbursement program.

President Adenuga: The partnership that Chancellor Malhotra mentioned is very crucial. So one example is Federated Insurance, the largest employer in Owatonna. They doubled their tuition reimbursement for their employees who enroll in this program. They are looking at this as an opportunity for some of

their underemployed employees to now take higher positions. It is a win for them as a company, the employees look at it as a win for them, and it is a win for Minnesota State.

Chair Cerillo: Are we assuming that having a partner in industry is an outcome for these types of programs as a necessary situation?

Brenda Flannery: It is possible to do it otherwise but it is safer to do it this way.

President Adenuga: Part of the paradigm shift is we need to be ready to respond to change.

Chair Cerillo: How do we prepare our teachers to be ready for this type of thing and to respond to the needs of the industries?

Brenda Flannery: We have to get them close to industry, having faculty who come from industry is important and bringing them to partner with academics.

Karen Pikula: The OER initiative at Central Lakes College. The reason we are so successful at Central Lakes College is because of the collaboration across so many entities – the administration, the faculty, our bookstore, IT department, librarians, and our students.

We realized we had faculty who created their own materials throughout the years who had no idea they are potential open educational resources or resources that they could legitimately be using in their classrooms. Our small committee decided we needed money in order to move this forward. At that time the System Office was offering some grants. We wrote a grant based on the learning circle process that I created based off the research I did for my dissertation working with novice teachers and asking them about how well the things they had learned in their teacher education courses actually transferred to use in their classrooms.

Please refer to hand out (attached).

Part of the structure of the learning circle model that made it so effective is that it is facilitated by the librarian and by me as a faculty member. We meet faculty where they are in the process of developing new materials and provide support for them. The plan is flexible and will change but they are accountable to provide their progress in developing the materials each week. They have 10 weeks to develop their materials.

I was asked to scale this up to the System level. Last spring we ran our first System level learning circles. Ran very much like I do at the institutional level except moving up so that our one hour a week learning circle where we share and collaborate across disciplines was now done virtually through a zoom room.

Now we have university and college faculty from different disciplines collaborating every week for an hour and sharing ideas, supporting each other, asking questions, offering resources.

Stipends at the institutional level were \$500 for a review and \$1500 for a course re-design or for authoring ancillary materials or authoring textbooks. Those funds came from a grant that we were awarded in 2016. We received three additional grants from the System Office which has made it possible for us to sustain the work that we are doing. We have saved a lot of money in textbook costs for PSEOs and that money is now being fed back into the OER program enabling us to sustain the program and receive fewer grants from the System Office.

People can now receive an AA degree with no textbook costs at Central Lakes College. We also have a print on demand service. We can print materials for any institution in the System.

A bonus is we are able to bring in issues of accessibility, equity and inclusion. The faculty are creating materials that make the resources that they use in their courses relevant to their students. The faculty, when they are given the resources and the support they need and are engaged in a good faculty development research based initiative, can do phenomenal things.

Chair Cerillo: How do we protect the intellectual property piece of this for the faculty member?

Karen Pikula: They are Creative Commons licenses. They allow the person to share their work out at whatever level they would like to share it out.

Kim Lynch: This program not only allows us to make our courses meaningful and relevant and addresses the issues of equity and inclusion and think about faculty academic freedom but also to save our students money.

Trustee Tefer: How do you handle disciplines that require licenses such as nursing that heavily depend on textbooks?

Kim Lynch: We have looked into this and have the blueprints needed and the community of people in the System who are eager to develop these resources throughout nursing education. Looking to the future this will be one of our next efforts.

Kim Lynch: Other programs in the works are **Student Learner Hub** and **Dreaming by Degrees**. Two one-minute podcasts from Dreaming by Degrees program shown as examples.

https://www.youtube.com/watch?v=rm0La_zHyBk&feature=youtu.be

<https://www.youtube.com/watch?v=jhXi83Flg6g&feature=youtu.be>

Louise Sundin: I haven't heard the innovation in partnering with Unions – pipefitters, h-vac, carpenters, etc. We need to think about more and more ways to partner with high school and vo-tech programs. I hope our description of innovation includes all kinds of workers.

The meeting adjourned at 12:09 PM.

Meeting minutes prepared by Kathy Pilugin

11/21/2018

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

Name: Academic and Student Affairs Committee

Date: January 30, 2019

Title: Approval of Mission Statement: Northland Community and Technical College

Purpose (check one):

Proposed
New Policy or
Amendment to
Existing Policy

Approvals
Required by
Policy

Other
Approvals

Monitoring /
Compliance

Information

Brief Description:

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

Scheduled Presenter(s):

Dennis Bona, President, Northland Community and Technical College

Ron Anderson, Senior Vice Chancellor for Academic and Student Affairs

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

BOARD ACTION ITEM
Approval of Mission Statement: Northland Community and Technical College

BACKGROUND

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

Current Mission Statement:

Northland Community & Technical College is dedicated to creating a quality learning environment for all learners through partnerships with students, communities, businesses, and other educational institutions.

Proposed Mission Statement:

Northland is an innovative leader in higher education, preparing all learners with work and life skills that advance personal well-being and regional prosperity.

Current Vision Statement:

Northland Community & Technical College will be widely recognized as a progressive leader in community and technical college education, responsive to the needs of our learners through the use of partnerships, innovation, and technology.

Proposed Vision Statement:

Northland will be highly valued for providing exceptional education that transforms lives and strengthens the communities we serve.

Northland’s new mission more succinctly describes our focus on students and their success not only in career pathways but through personal growth as well. We believe that this new mission will provide a more global aspect of who we are and that impact on those around us. As the communities, businesses, and industries surrounding us have changed, so has our focus. We must now look at the people and disciplines we teach with that same thought process.

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

1. The alignment of the proposed mission with the system mission and statewide needs;
The revised mission and vision align with the system strategic framework:
 - Ensure access to an extraordinary education for all Minnesotans.
 - Be the partner of choice to meet Minnesota's workforce and community needs.
 - Deliver to students, employers, communities and taxpayers the highest value/most affordable higher education option.

Foster Student Success

- Improve institutional performance for student success as demonstrated by outcomes related to:
 - Transfer, graduation, training certificates, job placement and career advancement.
 - Communication skills, critical thinking skills, global and civic responsibility, information and applied technology, and personal development.

Advance the Development of the College

- Stabilize student enrollment
- Cultivate high quality faculty and staff
- Develop new programs and delivery methods to engage more effectively with learners and communities in the region
- Increase revenues from entrepreneurial and philanthropic sources

Values

- Meet students where they are
 - Focus on student success
 - Provide a high-value learning experience
 - Work collaboratively and build relationships
 - Advance diversity, equity, and inclusion
 - Promote global competency
 - Encourage innovation and creativity
 - Pursue quality and continuous improvement
 - Meet community and workforce needs
 - Practice responsible financial stewardship
2. The extent to which the college or university will meet expectations of statute and how it relates to other institutions of higher education;
The proposed revision does not change the extent to which the college will meet expectations of statute or how the college relates to other institutions of higher education. Northland Community and Technical College will remain a comprehensive community and technical college governed by statutes, accreditation requirements and the policies of the Board of Trustees.
 3. The array of awards it offers;
The proposed revision of the mission statement does not change the array of awards offered by Northland Community and Technical College.

4. The compliance of the college or university mission with statute, policy, and regional accreditation requirements;
Northland Community and Technical College will remain a comprehensive community and technical college governed by statutes, accreditation expectations of the Higher Learning Commission and Board of Trustees policies and procedures. The new Northland Community and Technical College mission statement is more direct than our previous mission statement, and a broad base of stakeholder feedback was incorporated into the development of the revised statement.
5. The consultation with faculty, students, employers, and other essential stakeholders;
The changes outlined above were brought about through input from multiple groups and individuals. The college brought in a consultant from The Praxis Strategy Group to help gather our ideas and develop the revised mission and vision statements. The consultant assembled community and internal groups for brainstorming sessions that resulted in a number of new ideas. Those ideas were further refined through group discussions and revisions culminating in our final mission and vision. The revision is a result of a recent institutional review and was facilitated by an external agency. The review incorporated input from college faculty, staff, and administration as well as external community members. It has been reviewed by the NCTC President's Cabinet and approved by the president.

RECOMMENDED COMMITTEE ACTION

Upon the recommendation of the Chancellor, the Academic and Student Affairs Committee recommends that the Board of Trustees approve the mission of Northland Community and Technical College.

RECOMMENDED MOTION

The Board of Trustees approves the mission of Northland Community and Technical College.

**MINNESOTA STATE
BOARD OF TRUSTEES
Agenda Item Summary Sheet**

Name: Academic and Student Affairs Committee

Date: January 30, 2019

Title: Proposed Amendment to Policy 3.18 - Honorary Degrees - First Reading

Purpose (check one):

Proposed
New Policy or
Amendment to
Existing Policy

Approvals
Required by
Policy

Other
Approvals

Monitoring /
Compliance

Information

Brief Description:

The policy was reviewed as part of the five year review cycle pursuant to Board Policy 1A.1 Minnesota State Colleges and Universities Organization and Administration, Part 6, Subpart H, Periodic review.

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

Scheduled Presenter:

Ron Anderson, Senior Vice Chancellor for Academic and Student Affairs

**BOARD OF TRUSTEES
MINNESOTA STATE**

INFORMATION ITEM

PROPOSED AMENDMENT TO POLICY 3.18 HONORARY DEGREES - FIRST READING

BACKGROUND

Board Policy 3.18 Honorary Degrees was adopted and implemented by the Board of Trustees in September of 1996. The policy was reviewed as part of the five year review cycle pursuant to Board Policy 1A.1 Minnesota State Colleges and Universities Organization and Administration, Part 6, Subpart H, Periodic review.

The proposed amendment consists of technical changes resulting from the application of the new writing and formatting standards.

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

**MINNESOTA STATE
BOARD OF TRUSTEES**

BOARD POLICY – FIRST READING		
Chapter 3	Chapter Name	Educational Polices
Section 18	Policy Name	Honorary Degrees

1 **3.18 Honorary Degrees**

2

3 **Part 1. Purpose-**

4 ~~This policy~~ To establishes the rationale for honorary degrees, authorizes colleges and universities to
5 grant honorary degrees, and provides standards and guidelines under which honorary degrees will be
6 conferred.

7

8 **Part 2. Definition-**

9

10 **Honorary degree**

11 ~~Honorary degree means a~~ A degree awarded as an honor for an outstanding contribution in some
12 field, rather than as the result of matriculating and earning a degree based on studies at the
13 ~~institution~~ college or university.

14

15 **Part 3. Rationale-**

16 The rationale for honorary degrees is to:

- 17 1. recognize and honor persons who have made exceptional contributions to a specific field or to
18 society in general;
- 19 2. establish a public association between Minnesota State Colleges and Universities and such
20 exceptional persons, thereby providing testimony to the values and quality of the state colleges
21 and universities; and
- 22 3. assist the state colleges and universities with the goals and objectives of their educational
23 programming, their service and outreach missions, and their institutional advancement.

24

25 **Part 4. Authorization-**

26 Colleges and universities may confer honorary degrees according to procedures established by, and
27 with the approval of, the chancellor.

28

29 **Part 5. Internal Process-**

30 A college or university choosing to award an honorary degree shall establish its own internal process
31 for determining honorary degree recipients consistent with the chancellor’s procedure.

32

33

34

35 **Part 6. Limits to Eligible Recipients.**

36 Honorary degrees may not be conferred on currently serving faculty or staff members within the
37 Minnesota State Colleges and Universities system, current members of the Board of Trustees, or
38 current holders of elected political office.

39

40 **Part 7. Report to Board.**

41 The Chancellor shall provide an annual report to the Board on honorary degrees awarded. The
42 report shall include information about the number of degrees awarded, names of recipients, and
43 degree designations. Colleges and universities shall report to the system office on the honorary
44 degrees awarded each year.

**MINNESOTA STATE
BOARD OF TRUSTEES
Agenda Item Summary Sheet**

Name: Academic and Student Affairs Committee

Date: January 30, 2019

Title: Proposed Amendment to Policy 3.36 - Academic Programs - First Reading

Purpose (check one):

Proposed
New Policy or
Amendment to
Existing Policy

Approvals
Required by
Policy

Other
Approvals

Monitoring /
Compliance

Information

Brief Description:

The policy was reviewed as part of the five year review cycle pursuant to Board Policy 1A.1 Minnesota State Colleges and Universities Organization and Administration, Part 6, Subpart H, Periodic review.

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

Scheduled Presenter:

Ron Anderson, Senior Vice Chancellor for Academic and Student Affairs

**BOARD OF TRUSTEES
MINNESOTA STATE**

INFORMATION ITEM

PROPOSED AMENDMENT TO POLICY 3.36 ACADEMIC PROGRAMS - FIRST READING

BACKGROUND

Board Policy 3.36 Honorary Degrees was adopted by the Board of Trustees in June of 2007. The policy was reviewed as part of the five year review cycle pursuant to Board Policy 1A.1 Minnesota State Colleges and Universities Organization and Administration, Part 6, Subpart H, Periodic review.

The proposed amendment proposes to replace outdated language and definitions with terminology more reflective of the current programs and goals. The proposed amendments also consists of technical changes resulting from the application of the new writing and formatting standards.

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

**MINNESOTA STATE
BOARD OF TRUSTEES**

BOARD POLICY – FIRST READING		
Chapter 3	Chapter Name	Educational Polices
Section 36	Policy Name	Academic Programs

3.36 Academic Programs

Part 1. Purpose and Applicability.

The purpose of the Academic Programs policy is to direct decision-making regarding the development, approval, and management of credit-based academic programs.

Part 2. Background Academic Program Goals

The academic programs of the Minnesota State Colleges and Universities

- should prepared graduates for work, life, and citizenship;
- Academic programs should create graduates who are creative, innovative, and able to respond with agility to new ideas, new technologies, and new global relationships.;
- Graduates should be able to lead their professions and adapt to the multiple careers they will have over their lifetimes.;
- Graduates should have the ability to think independently and critically; be able to resourcefully apply knowledge to new problems; proactively expect the unexpected;; embrace change and be comfortable with ambiguity; and be able to communicate and work effectively across cultural and geographic boundaries.

Minnesota State Colleges and Universities provide learning opportunities to develop graduates who are:

- a. prepared for work, life, and citizenship;
- b. creative, innovative, and able to respond with agility to new ideas, new technologies, and new global relationships;
- c. able to lead their professions and adapt to the multiple careers they will have over their lifetimes;
- d. able to think independently and critically and resourcefully apply knowledge to new problems;
- e. able to embrace change and be comfortable with ambiguity; and,
- f. able to communicate and work effectively across cultural and geographic boundaries.

~~In order to meet Minnesota's educational needs, the Minnesota State Colleges and Universities shall endeavor to:~~

- a. ~~Ensure quality and excellence that is competitive on a national and international level in meeting the needs of students for occupational, general, undergraduate, and graduate education;~~
- b. ~~Facilitate ease of transfer among schools and programs, integrate course credit, and coordinate degree programs;~~
- c. ~~Give highest priority to meeting the needs of Minnesota employers for a highly skilled and adaptable workforce;~~
- d. ~~Enhance Minnesota's quality of life by developing understanding and appreciation of a free and diverse society; and~~
- e. ~~Eliminate unnecessary duplication and achieve efficient and streamlined operations.~~

Part 32. Definitions. The following definitions have the meanings indicated for all Board policies unless the text clearly indicates otherwise.

~~Subpart A. Academic award.~~

~~Academic award means a A certificate, diploma, or degree.~~

~~Subpart B. Academic program.~~

~~Academic program means a A cohesive arrangement of college-level curricular requirements, credit courses and experiences designed to accomplish predetermined objectives leading to an academic award. ~~the awarding of a degree, diploma, or certificate. Undergraduate degree programs shall include a general education component. The purpose of an academic program is to:~~~~

- ~~1. increase students' knowledge and understanding in a field of study or discipline,~~
- ~~2. qualify students for employment in an occupation or range of occupations, and/or~~
- ~~3. prepare students for advanced study.~~

~~Subpart C. Academic program inventory.~~

~~Academic program inventory means the official list of academic programs offered by system colleges and universities.~~

~~Subpart D. Credit.~~

~~Credit means a A unit of quantitative measure assigned to a system college or university course offering or an equivalent learning experience that takes into consideration achieved student learning outcomes and instructional time.~~

~~Subpart E. General education.~~

~~General education means a cohesive curriculum defined by faculty through system college or university procedures to develop reasoning ability and breadth of knowledge through an integration of learning experiences in the liberal arts and sciences.~~

Part 43. Authorized Academic Awards.

Subpart A. ~~System~~ college and university award authority.

76 ~~System~~ Colleges and universities have authority to confer academic awards only as specified
77 below.

- 79 1. **Community colleges.** Community colleges have the authority to confer undergraduate
80 certificates, diplomas, and the following degrees: associate ~~in~~ of arts, associate ~~in~~ of fine
81 arts, associate ~~in~~ of science, and associate ~~in~~ of applied science ~~degrees~~.
- 82 2. **Consolidated colleges.** Consolidated colleges have the authority to confer undergraduate
83 certificates, diplomas, and the following degrees: associate ~~in~~ of arts, associate ~~in~~ of fine
84 arts, associate ~~in~~ of science, and associate ~~in~~ of applied science ~~degrees~~.
- 85 3. **Technical colleges.** Technical colleges have the authority to confer undergraduate
86 certificates, diplomas, and the following degrees: associate ~~in~~ of science, and associate ~~in~~ of
87 applied science ~~degrees~~.
- 88 4. **Universities.** Universities have the authority to confer undergraduate and graduate
89 certificates and associate ~~in~~ of arts, ~~associate in fine arts, associate in science,~~
90 baccalaureate, and graduate degrees.

91
92 Approval by the Board of Trustees is required for a ~~system~~ college or university to confer an
93 academic award type for which specific authority is not granted in this policy.

94 **Subpart B. Academic award characteristics-**

95 The chancellor shall specify the characteristics of academic awards.

96 **Subpart C. Academic program credit length limits-**

97
98 Academic programs that lead to an associate degree ~~shall~~ must be limited to 60 credits, and
99 academic programs that lead to a baccalaureate degree ~~shall~~ must be limited to 120 credits unless
100 the chancellor grants a waiver based on industry or professional accreditation standards that
101 require a greater number of credits.

102
103
104 The chancellor shall set program credit length requirements and waiver criteria for undergraduate
105 certificates, diplomas, and graduate-level awards.

106 **Part 54. Authority to Establish Academic Program Locations-**

107 Approval of the chancellor is required for establishment of a location at which an academic program
108 may be offered.

109 **Part 65. Academic Program Approval-**

110 Approval of the chancellor is required for new academic programs, changes to existing academic
111 programs, suspension of academic programs, and closure of academic programs at ~~system~~ colleges and
112 universities. Colleges and universities shall only offer academic programs that are approved by the
113 chancellor and recorded in the academic program inventory.

114 ~~An approved academic program shall include curricular requirements for earning an academic award,~~
115 ~~such as credits in general education, a major and/or minor, and all prerequisite courses.~~ The chancellor
116 shall maintain the academic program inventory and annually report to the ~~board~~ Board of Trustees on

120 the status of the inventory. ~~The annual report to the Board will include data and analysis of programs~~
121 ~~measured against program goals established by the Chancellor. The goals will be based on and where~~
122 ~~appropriate, aligning program offerings to workforce needs. statewide, regionally and locally in~~
123 ~~collaboration with the Department of Employment and Economic Development and the Governor's~~
124 ~~Workforce Development Council (GWDC), and including data from the State Demographer. Only~~
125 ~~academic programs approved by the chancellor as recorded in the academic program inventory may~~
126 ~~be offered by system colleges and universities.~~

127
128 **Part ~~76~~. Student Options ~~when~~When Academic Programs ~~are~~ Are Suspended, Closed, or Changed.**
129 A ~~system~~ college or university shall provide a student admitted to an academic program an
130 opportunity, consistent with ~~system~~ college or university policy, to complete the academic program
131 when it is suspended or closed or when the requirements have changed.

132
133 **Part ~~87~~. Academic Review.**

134 Each ~~system~~ college and university shall regularly review its academic programs for the purpose of
135 academic planning and improvement.

136
137 The chancellor, ~~as appropriate~~, may conduct statewide or regional reviews of academic programs or
138 program clusters, report findings to the ~~board~~ Board of Trustees and, when necessary, impose
139 conditions on academic programs.

**MINNESOTA STATE
BOARD OF TRUSTEES
Agenda Item Summary Sheet**

Name: Academic and Student Affairs

Date: January 30, 2019

Title: Guided Learning Pathways: Career Technical Education and Comprehensive Workforce Solutions

Purpose (check one):

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

Brief Description:

This presentation and discussion will expand upon the work of the system's colleges and universities to strengthen and re-envision workforce development programming in the areas of career technical education and continuing education and customized training. Academic and Student Affairs leadership will provide an overview of system-wide strategy and execution, with campus presidents discussing implementation at the campus and regional levels.

Scheduled Presenters:

Ron Anderson, Senior Vice Chancellor for Academic and Student Affairs
Rassoul Dastmozd, President, St. Paul College
Ginny Arthur, President, Metropolitan State University
Hara Charlier, President, Central Lakes College
Jeralyn Jargo, System Director for Career Technical Education, and State Director for Career Technical Education
Trent Janezich, Interim Executive Director for Workforce Solutions

**BOARD OF TRUSTEES
MINNESOTA STATE**

INFORMATION ITEM

**Guided Learning Pathways: Career and Technical Education and
Comprehensive Workforce Solutions**

BACKGROUND

Minnesota State plays a critical role in preparing the Minnesota workforce, conferring more than half (58%) of all post-secondary credentials earned in the state each year. Minnesota State educates **9 out of 10** mechanics; **9 out of 10** employees in manufacturing; **8 out of 10** employees in law enforcement; **2 out of 3** nurses; **7 out of 10** employees in the trades; **6 out of 10** employees in agriculture; **half** of all teachers, **half** of IT professionals, and **half** of all business graduates. Future workforce needs, however, are forecast to outstrip current availability of qualified workers. This growing employment gap increases the importance of Minnesota State to provide students with guided pathways to education and employment, and underscores the need to dramatically increase the knowledge and skills of Minnesotans of all ages to meet future workforce needs.

As we reimagine Minnesota State and re-envision our role in workforce development, critical changes to educational programming are being developed and made. Key among these are our approaches to career technical education, and continuing education and customized training.

Career Technical Education (CTE)

Minnesota State's colleges offer more than 2,500 credential programs in career technical education fields, ranging from short term certificates to diplomas and two-year associate degrees. In FY17, nearly 21,000 career technical credentials were awarded. These credentials account for 72% of all credentials awarded by the colleges, and nearly half (46%) of the total number of credentials awarded across the system. In close partnership with secondary schools and with business and industry, career technical education programming is coordinated and supported through 26 consortia across that state, guided by local workforce needs and national efforts aligned through the Carl D. Perkins Act. As states work to address new requirements under Perkins V, local consortia and our colleges are re-envisioning their programming, partnerships, and alignment to ensure that students have a clear path to their desired career.

Comprehensive Workforce Solutions (CWS)

During FY18, Minnesota State colleges and universities collectively executed over 2,700 contracts with businesses and other organizations, and delivered customized training and continuing education to approximately 120,000 individuals. Historic models of providing this training, however, have resulted in competition and inefficient use of campus and training

resources. Though this training generates roughly \$33M in revenue, expenses continue to exceed revenues in aggregate.

Emerging from the work of Charting the Future, Comprehensive Workforce Solutions (CWS) represents a redesign of the way our colleges and universities interact with and deliver customized training and continuing education (CECT) to businesses and other organizations across the state. Through the creation of eight “Enterprise Regions” (integrated regional shared services units) campuses are collaborating as joint entities to deliver customized and open enrollment training to businesses, organizations, and individuals all across the state of Minnesota. This model not only improves the financial sustainability of our continuing education and customized training programming, but also increases capacity across the state by providing a mechanism for campuses to share programming across content areas and to deliver a broader portfolio of training than possible for a single institution. The model also provides a mechanism for shared accountability with clear performance metrics and expectations.

In this presentation and discussion, we will expand upon the work of the system’s colleges and universities to strengthen and re-envision workforce development programming in the areas described above (career technical education and continuing education and customized training). Academic and Student Affairs leadership will provide an overview of system-wide strategy and execution, and campus presidents will discuss implementation at the campus and regional levels.



January 30, 2019

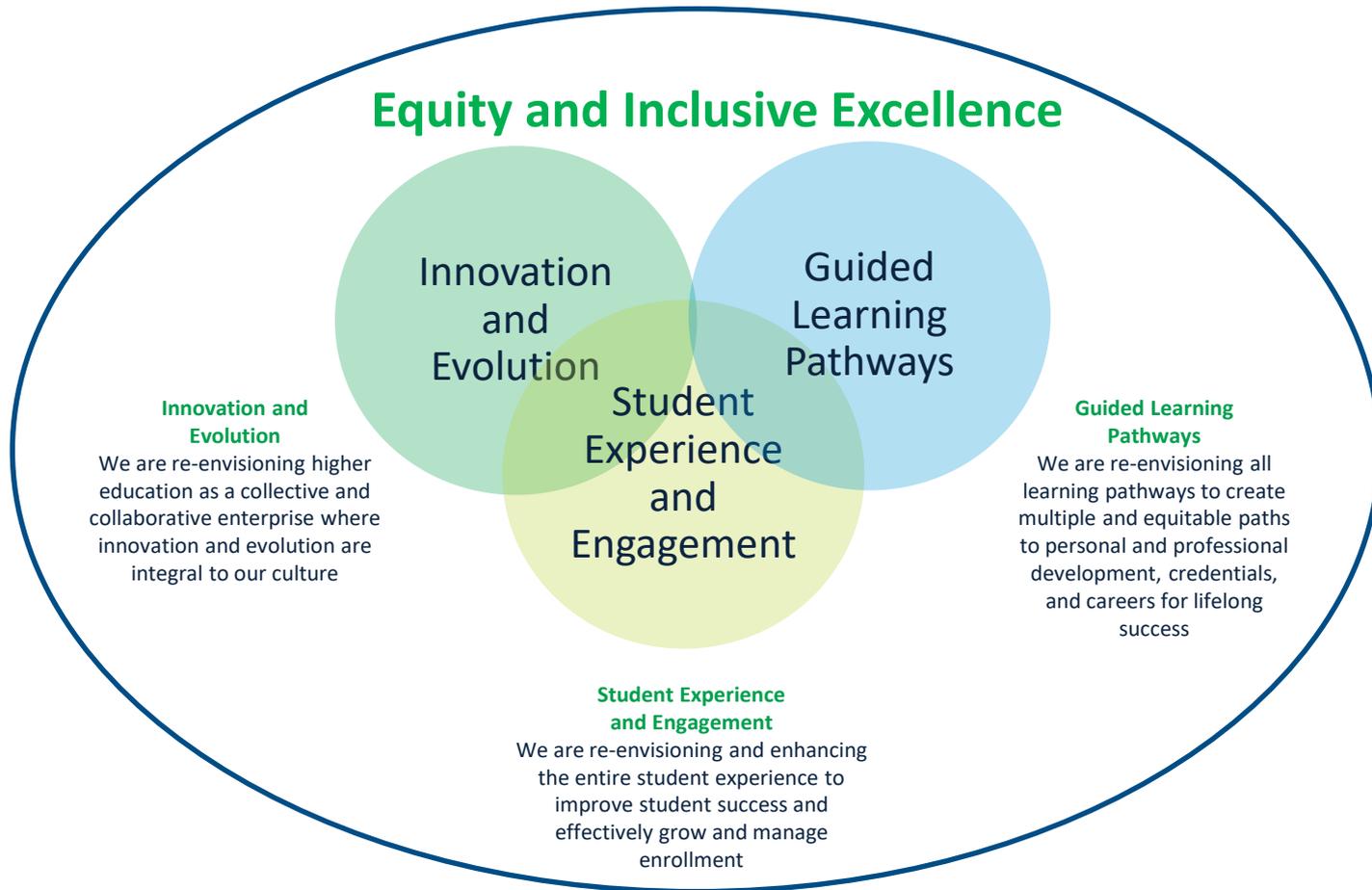
Academic & Student Affairs

Guided Learning Pathways: Career Technical Education and Comprehensive Workplace Solutions

Board of Trustees

Academic and Student Affairs Committee

Academic and Student Affairs Framework



Guided Learning Pathways: The Road to Workforce Development

“Preparation for the workforce should be the goal and outcome for every student, for every program of study, and for every education institution. Preparation for the workforce is not solely the province of community colleges and not solely the purview of technical and/or trade programs. Every program along the career pathway continuum from P-12 through graduate school prepares persons for the workforce...”

- Rhonda Tracy, former chancellor
Kentucky Community and Technical College System





Supportive Education

- ★ Adult Basic Education
- ★ Developmental Education Redesign
- ★ Community-Based Organizations
- ★ Workforce Centers (CareerForce)

Career Technical Education

Career Technical Education (CTE) provides guided learning pathways that enable learners to obtain the knowledge and skills they need to be prepared for college, careers, and lifelong learning. CTE gives purpose to learning by emphasizing *real-world skills* and *practical knowledge* within a *selected career focus*.



National and State Visions for Career Technical Education

National CTE Vision

To transform and expand CTE so that each learner – of any background, age and zip code – is prepared for career and college success.

State CTE Vision:

Advancing career and technical education empowers every learner to realize a rewarding career



Minnesota State Vision

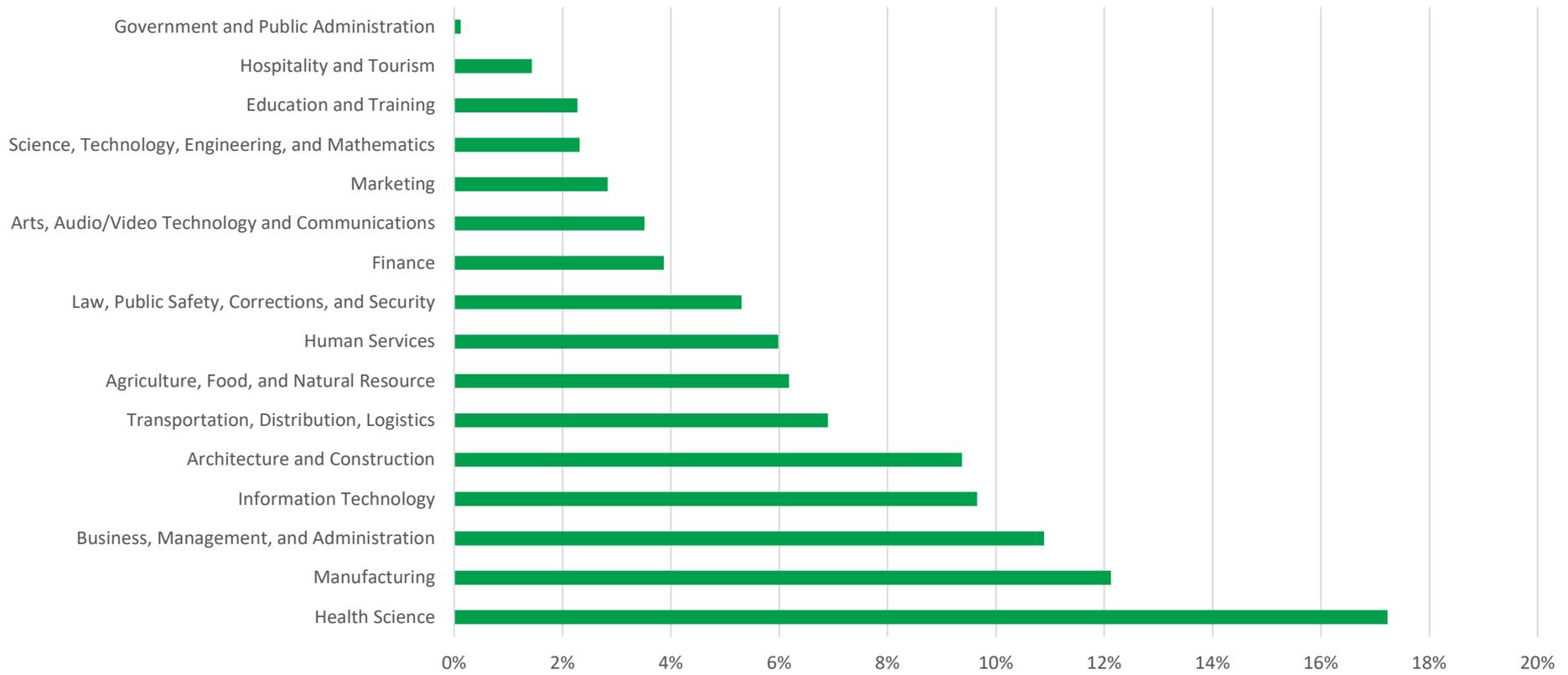
To be a national leader in providing the highest quality, contemporary, and future-oriented two-year career technical education that is:

- 1) Aligned with local, regional, and state workforce needs
- 2) Continually recreating a workforce that is highly skilled, adaptable to technological change, and prepared to solve the problems of the future
- 3) A driver of regional and state economic development



Minnesota State Provides Over 2,500 Career Technical Program Options

CTE Programs by Career Cluster



Educating the People Who Make Minnesota Work

9 out of 10 mechanics

9 out of 10 in manufacturing

8 out of 10 in law enforcement

2 out of 3 nurses

7 out of 10 in trades

6 out of 10 in agriculture

5 out of 10 of all new teachers

5 out of 10 of all new IT professionals

5 out of 10 of all business graduates

Partnership with K-12 and Business and Industry is Core to CTE for:

- Pipeline development
- Workforce needs assessment
- Program planning and development
- Ongoing advisory board involvement
- Scholarship support
- Internship and work-based learning opportunities
- Mentoring
- Employment



Minnesota State Partnership Tour



By the numbers...so far

22 stops

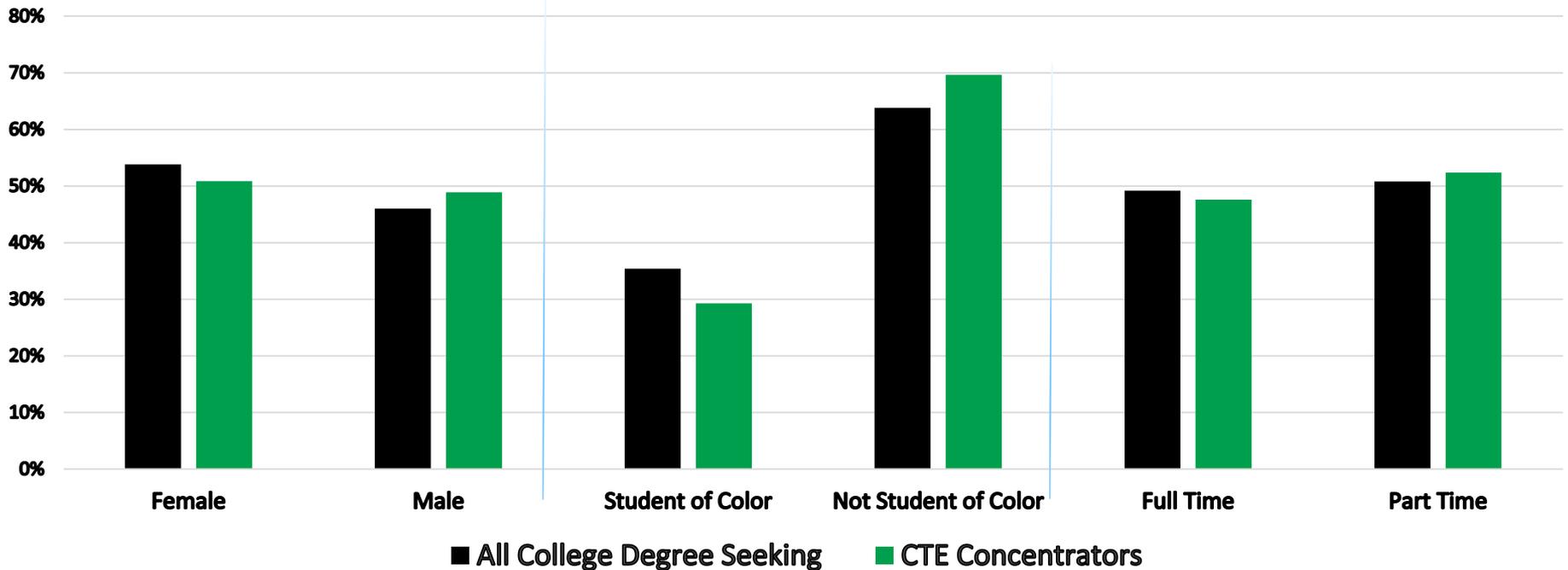
- August - November
- 67 legislators and staff
- 600+ attendees

What we heard:

- Our colleges and universities are vital community partners and sources of innovation
- Labor shortage is pervasive – our industries need more graduates with the right skills
- Affordability is key to serving current and future students

Minnesota State Educates More Than 109,707 Students in Career Technical Programs

Comparison of Postsecondary Student Characteristics



Funding Support for Career Technical Education

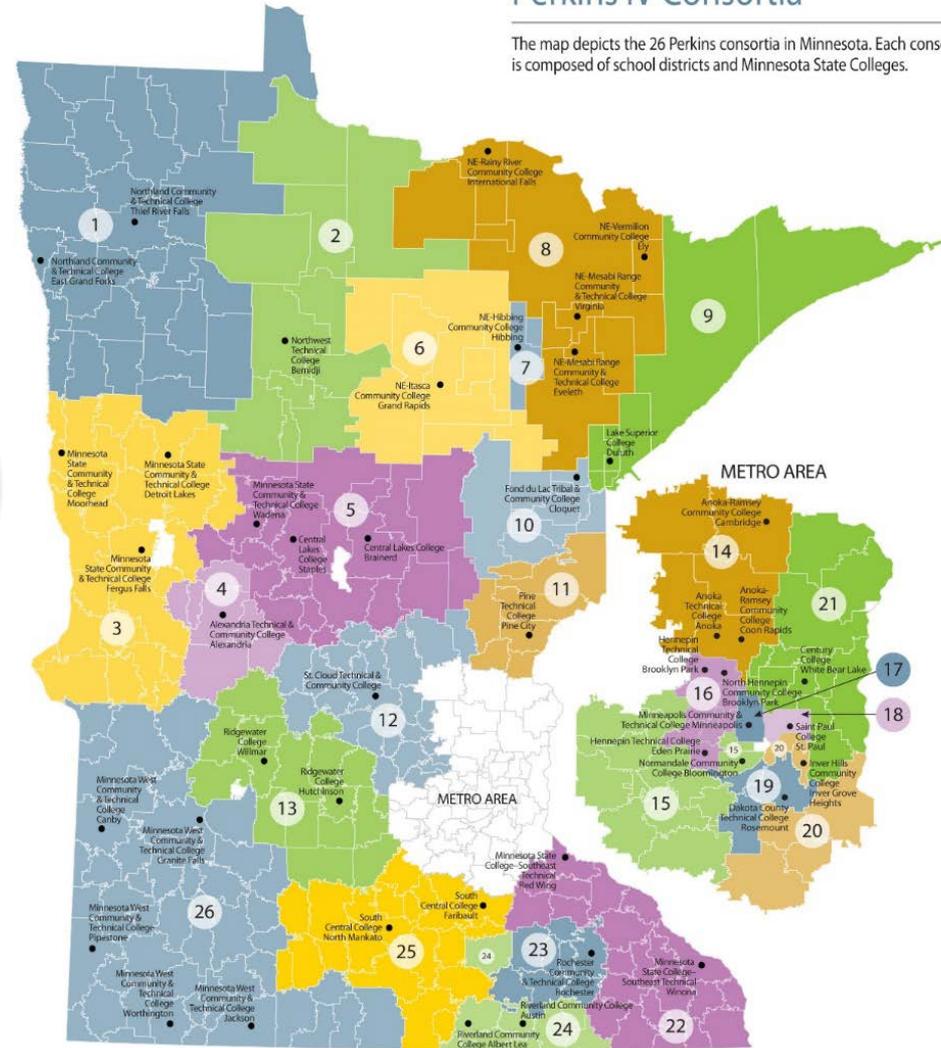
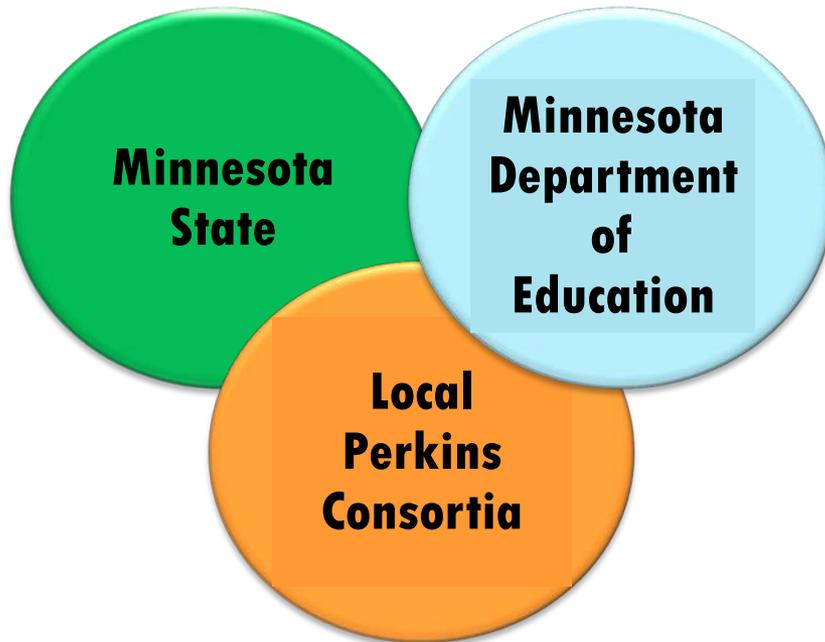
- State allocation
- Federal Carl D. Perkins Grant
- Leveraged equipment fund
- 2020-2021 biennial budget request for strategic investment in workforce development



Minnesota Leadership Model: State to Local Consortia

Perkins IV Consortia

The map depicts the 26 Perkins consortia in Minnesota. Each consortium is composed of school districts and Minnesota State Colleges.



Strategic Directions under Perkins V

Advancing CTE

- Comprehensive Needs Assessment
- Accountability
- Outreach
- Awareness and communication

Career-Connected Learning

- Career Pathways
- Career Preparation

Integrated Network

- Business and Industry
- State and federal programs; state agencies
- Educational Partners
- Consortia / Minnesota State / MDE

Equity and Inclusion

- Service Partnerships
- Providing resources
- Data/data management

Knowledgeable Experts

- Professional Development/technical assistance
- Licensure Preparation Programs
- Mentor/mentee relationships
- Consortia Leadership



Campus Programming and Perspective

- **President Dastmozd**—Saint Paul College

Comprehensive Workforce Solutions

A new model for doing business better and moving from competition to integration



Quick Facts: The Scope of Our Continuing Education and Customized Training Work

- Serve approximately 120,000 learners each year
- Provide over 2.2 million hours of training, through 2,700 contracts with business and industry
- Generate \$33 million dollars of external revenue



The Case for a New Model of Delivery

- Historic model was rooted in a culture of competition
- Loosely coordinated offerings, rather than comprehensive solutions
- Financially unsustainable
- External competition
- Market-based approach working with business and industry
- Disruption





An Enterprise Approach

- Creation of 8 “Enterprise Regions,” each functioning as one operational entity
- Single Customer Relationship Management (CRM) platform
- Single fiscal agent per region
- Redefined performance metrics at the regional level
- Local relationships retained at local campus



Implementation: Challenges and Opportunities

- Moving from autonomous to collective approach
- Culture of competition
- Moving from open enrollment model to sales-driven model
- Staff Turnover
- “This too shall pass”
- Determining non-negotiable parameters and degrees of freedom

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"Time is money - order more clocks."



Governance Structure

- CWS Steering Committee
- CWS Operations Committee
- Regional Advisory Councils

Regional Discussions and Perspective

CWS Steering Committee representatives

- **President Arthur**—Metropolitan State University
- **President Charlier**—Central Lakes College

Next Steps

- Robust Online Marketplace (Google/Amazon)
- Regional organizing principle for outreach activities
- Build out the function of “Workforce Navigators”
- Strengthen alignment with credit programming and creating additional learning pathways



Key Linkages

Minnesota State initiatives

- Collaborative campus and regional planning
- Transfer pathways
- Credit for prior learning expansion
- HR-TSM

National issues and trending themes

- The value and purpose of higher education
- Student success, enrollment, and changing student demographics
- Innovation and quality in curriculum, programming, services, and operations
- Leadership and change



Strategic Questions

1. What additional questions should we be asking as we move forward in establishing our regional and consortium approaches to workforce development?
2. As we reimagine Minnesota State, are there other opportunities that the board sees for expanding these collaborative approaches?
3. Are there additional policy implications that we should consider as we further this work?



Additional Background Information on Career Technical Education



Minnesota State Vision for Career Technical Education

To be a national leader in providing the highest quality contemporary and future oriented two-year career technical education that is:

- 1) Aligned with local, regional, and state workforce needs
- 2) Continually recreates a workforce that is highly skilled, adaptable to technological change, and prepared to solve the problems of the future
- 3) A driver of state and regional economic development

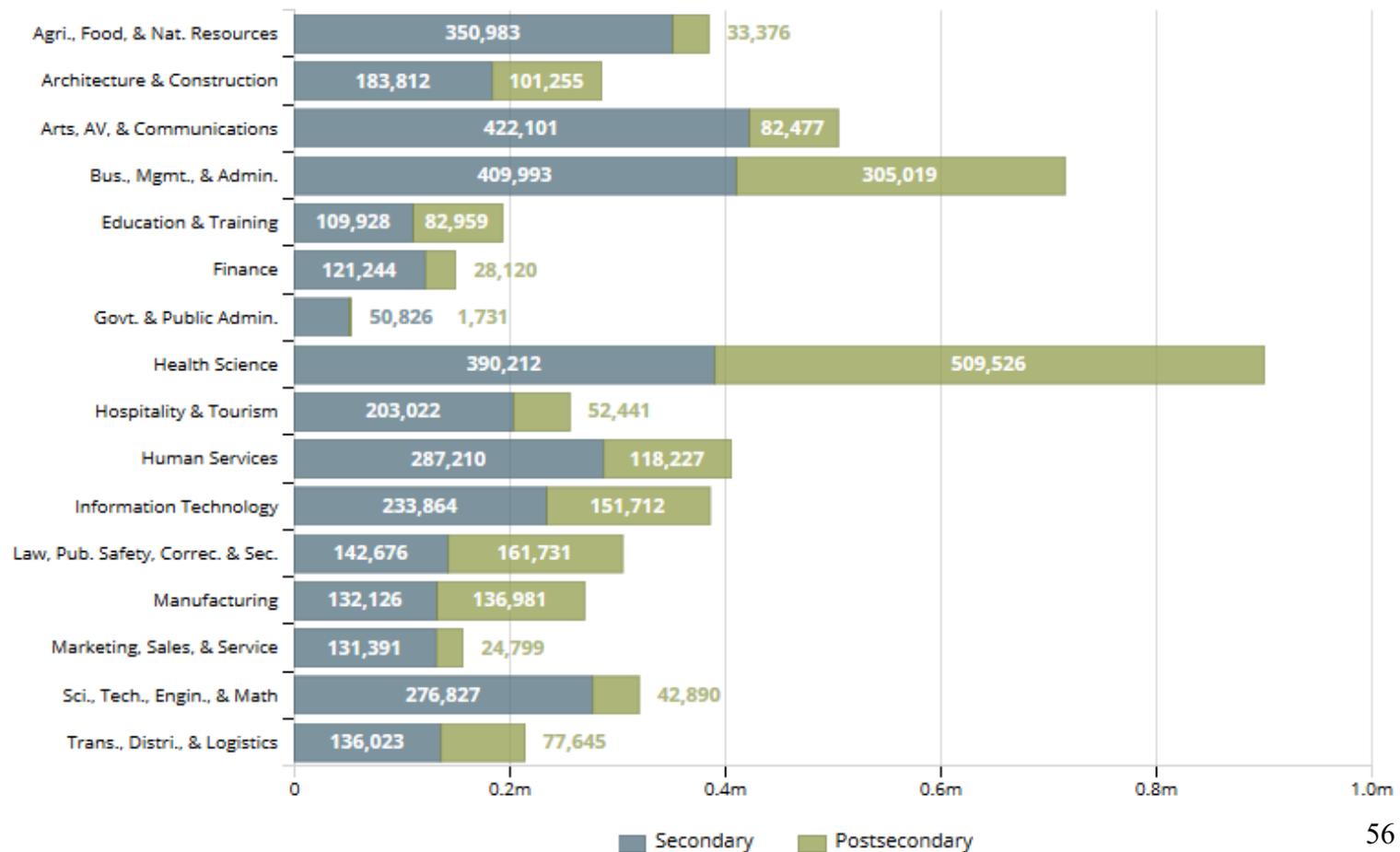


Leadership Council Priorities

- 1) Reclaim the public narrative surrounding career technical education to grow and strengthen career technical education enrollment and programming and build Minnesota's workforce
- 2) Expand and strengthen CTE programming to advance equity and address disparities
- 3) Grow the faculty pipeline for career technical education at both the secondary and post-secondary levels

Alignment of Secondary and Post-Secondary Career Opportunities in Minnesota

2016-2017 CTE Concentrator Enrollment by Career Cluster



Educating the People Who Make Minnesota Work

CTE credential programs range from:

- Short term certificates (39%)
- Diplomas (24%)
- Two-year associate degrees (38%)

In FY18, CTE credentials accounted for:

- 72% of all credentials conferred by our colleges
- 46% of all credentials conferred by the system

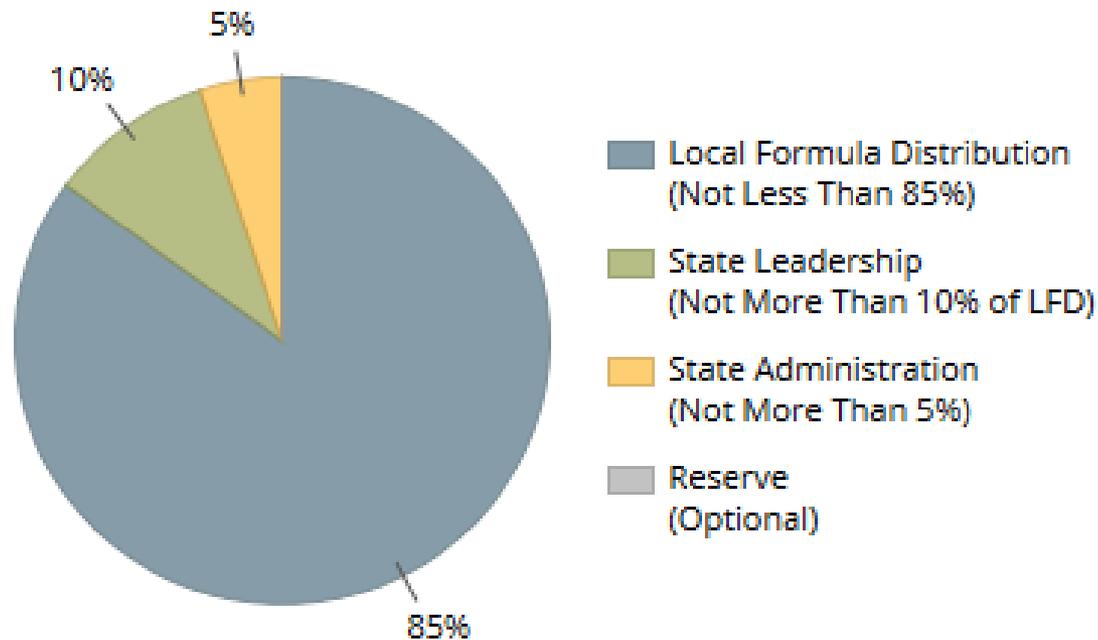


Career Technical Credentials Lead to Jobs

- 80% of postsecondary concentrators graduated or continued their education within 3 years
- 59% of postsecondary graduates directly entered the workforce after graduation
- 87% of postsecondary graduates were placed or retained in employment by the end of the 2nd quarter following the completion of their CTE program

Federal Funding for CTE Through the Carl Perkins Grant

Distribution of FY 2018 Total Title I Allocation

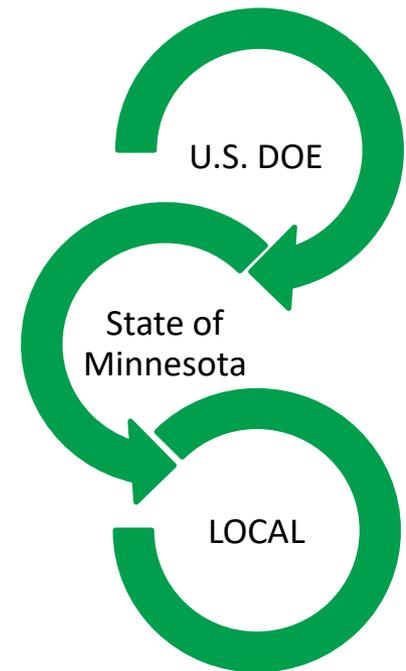


Current Minnesota CTE Goals under Perkins IV

1. Develop rigorous programs of study and career pathways
2. Partner with business, industry, and local communities
3. Improve services to special populations
4. Provide a continuum of service and transition for students
5. Sustain the consortia model of Minnesota school districts and 2-year colleges

Transitioning to Perkins V: What's the Same

- Purpose and Intent
- Focus on improvement and innovation
- Support of institutions and programs
- Formula based funding
- Importance of partnerships
- Support of special populations and non-traditional participants



Transitioning to Perkins V: What's Changing

State Plan

- Expanded consultation, including Governor sign-off
- Engagement with other agencies

Local Application

- Results of needs assessment
- Courses and activities to be supported, including state-approved program of study
- Career exploration/career guidance and counseling
- Activities for special populations
- Work-based learning opportunities
- State set targets for performance accountability measures

Transitioning to Perkins V: What's Changing

Formal needs assessment
now required

- includes consultation
- an evaluation of program
- alignments to state, regional, Tribal or local need
- responsive to high skill, high wage in-demand industry sectors or occupations.



Strategic Directions under Perkins V

Advancing CTE

- Comprehensive Needs Assessment
- Accountability
- Outreach
- Awareness and communication

Career-Connected Learning

- Career Pathways
- Career Preparation

Integrated Network

- Business and Industry
- State and federal programs; state agencies
- Educational Partners
- Consortia / Minnesota State / MDE

Equity and Inclusion

- Service Partnerships
- Providing resources
- Data/data management

Knowledgeable Experts

- Professional Development/technical assistance
- Licensure Preparation Programs
- Mentor/mentee relationships
- Consortia Leadership



Statewide Planning for CTE

Vision

- Advancing career and technical education empowers every learner to realize a rewarding career

Mission

- Quality career and technical education ensures every learner has equitable access to career-connected learning through a network of knowledgeable partners

Principles

We are committed to ensuring:

- An equity lens for all decision-making
- Inclusion of all stakeholders
- Being bold, innovative, and focused on continuous improvement
- Responsiveness to the evolving labor market



State CTE Plan Development and Submission Process

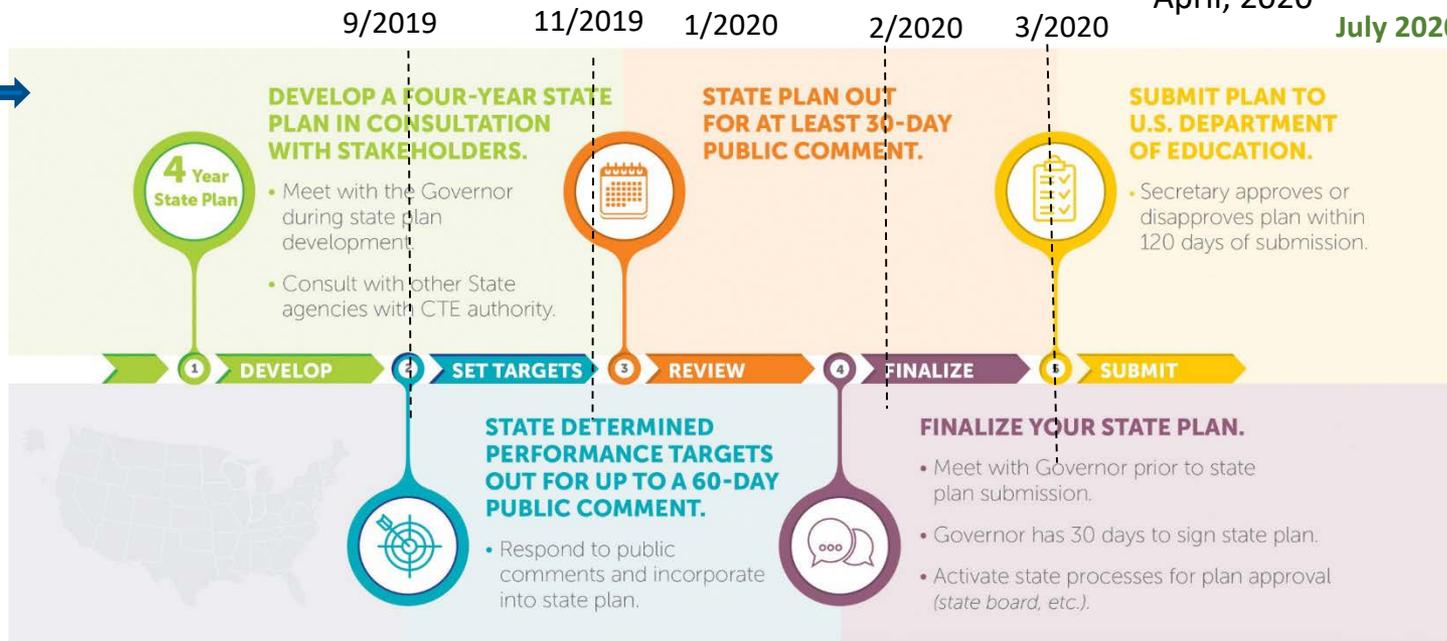
Transition Plan Submitted April, 2019

4-year Plan Submitted April, 2020

July 2020

Start

Begin implementation





MINNESOTA STATE

Human Resources Committee
January 30, 2019
1:30 pm
McCormick Room 4th Floor

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. **Emeriti Recognition**

Committee Members:

Jay Cowles, Chair
Cheryl Tefer, Vice Chair
Alex Cirillo
Dawn Erlandson
Bob Hoffman
Roger Moe
Samson Williams

President Liaisons:

Ginny Aurthur
Adenuga Atewologun

Bolded items indicate action is required.



**MINNESOTA STATE
BOARD OF TRUSTEES
Agenda Item Summary Sheet**

Name: Human Resources Committee

Date: January 29, 2019

Title: Emeriti Recognition

Purpose (check one):

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

Brief Description:

Pursuant to Board Policy 4.8, Emeritus Status, Chancellor Malhotra will present his three recommendations to confer presidential emeritus status upon the following presidents, who have served as presidents in good standing.

Scheduled Presenter:

Devinder Malhotra, Chancellor

**MINNESOTA STATE
BOARD OF TRUSTEES**

BOARD ACTION
EMERITI RECOGNITION

1 **BACKGROUND**

2 Pursuant to Board Policy 4.8, Emeritus Status, Chancellor Malhotra will present his three
3 recommendations to confer presidential emeritus status upon the following presidents, who
4 have served as presidents in good standing.

5
6 Joyce Helens: Served as president of St. Cloud Technical and Community College from 2006 to
7 2017 (retired). Also served as interim president of Rochester Community and Technical College
8 from January to June, 2016.

9
10 Larry Anderson: served as president of Fond du Lac Tribal and Community College from 2009 to
11 2018 (retired) and as interim president from 2008 to 2009.

12
13 Peggy Kennedy: served as president of Minnesota State Community and Technical College from
14 2012 to 2018 (retired) and as interim president from 2011 to 2012.

15
16 **RECOMMENDED COMMITTEE MOTION**

17 The Human Resources Committee recommends the Board of Trustees adopt the following
18 motion:

19
20 **RECOMMENDED BOARD MOTION**

21 Upon the recommendation of Chancellor Malhotra, in recognition that the following individuals
22 have served as presidents with great distinction, the Board of Trustees hereby confers the
23 honorary title of President Emeritus upon Joyce Helens, St. Cloud Technical and Community
24 College; Larry Anderson, Fond du Lac Tribal and Community College; and Peggy Kennedy,
25 Minnesota State Community and Technical College.

26
27 *Date Presented to the Board of Trustees:* 01/30/19
28 *Date of Implementation:* 01/30/19



Board of Trustees Meeting

Minnesota State
McCormick Room
Wednesday, January 30, 2019
2:00 PM

In addition to the board members attending in person, some members may participate by telephone.

Call to Order, Michael Vekich, Chair

Chair's Report, Michael Vekich

- Update on Reimagining Minnesota State

Chancellor's Report, Devinder Malhotra

Consent Agenda

- 1. Minutes of November 14, 2018**
- 2. Approval of Mission Statement: Northland Community and Technical College**
- 3. Contracts Exceeding \$1 Million:**
 - a. Minneapolis Community and Technical College Student Affairs Renovation**
 - b. Oracle (formerly RightNow) CRM**
- 4. Contract Exceeding \$1 Million and Revenue Fund Bond Allocation: MSU, Mankato Sports Bubble Construction**
- 5. Surplus Property, Alexandria Technical and Community College**

Board Standing Committee Reports

Human Resources Committee, Jay Cowles, Chair

- **Emeriti Recognition**

Joint Meeting: Audit and Human Resources Committees, Michael Vekich and Jay Cowles, Co-chairs

- HR-TSM Update

Audit Committee, Michael Vekich, Chair

1. Shared Services Governance Roadmap Advisory Project
2. NCAA Agreed Upon Procedures External Audit

Diversity, Equity, and Inclusion Committee, Rudy Rodriguez, Chair

1. Strategic Equity Update
2. Equity by Design Update

Minnesota State is an affirmative action, equal opportunity employer and educator.



Facilities Committee, Jerry Janezich, Chair
Report

Finance Committee, Roger Moe, Chair
Report

Academic and Student Affairs Committee, Alex Cirillo, Chair

1. Proposed Amendments to Policies (First Readings)
 - a. 3.18 Honorary Degrees
 - b. 3.36 Academic Programs
2. Guided Learning Pathways: Career Technical Education and Comprehensive Workforce Solutions

Student Associations

1. Lead MN
2. Students United

Minnesota State Colleges and Universities Bargaining Units

1. American Federation of State, County, and Municipal Employees
2. Inter Faculty Organization
3. Middle Management Association
4. Minnesota Association of Professional Employees
5. Minnesota State College Faculty
6. Minnesota State University Association of Administrative and Service Faculty

Trustee Reports

Other Business

Adjournment

Bolded items indicate action is required



Board of Trustees Meeting

Minnesota State

McCormick Room

Wednesday, January 30, 2019

2:00 PM

In addition to the board members attending in person, some members may participate by telephone.

Consent Agenda, Chair Vekich

- 1. Minutes of November 14, 2018 (pp. 1-9)**
- 2. Approval of Mission Statement: Northland Community and Technical College (pp. 9-12 of the Academic and Student Affairs Committee's materials)**
- 3. Contracts Exceeding \$1 Million: (pp. 9-14 of the Finance Committee's materials)**
 - a. Minneapolis Community and Technical College Student Affairs Renovation**
 - b. Oracle (formerly RightNow) CRM**
- 4. Contract Exceeding \$1 Million and Revenue Fund Bond Allocation: MSU, Mankato Sports Bubble Construction (pp. 15-19 of the Finance committee's materials)**
- 5. Surplus Property, Alexandria Technical and Community College (pp. 16-19 of the Facilities Committee's materials)**

Bolded items indicate action is required



Minnesota State Colleges and Universities

Board of Trustees

St. Paul, MN

November 14, 2018

Present: Chair Michael Vekich, Vice Chair Jay Cowles, Treasurer Roger Moe, and Trustees AbdulRahmane Abdul-Aziz, Ashlyn Anderson, Alex Cirillo, Dawn Erlandson, Bob Hoffman, Jerry Janezich, April Nishimura, Rudy Rodriguez, George Soule, Louise Sundin, Cheryl Tefer, Samson Williams, and Chancellor Devinder Malhotra

Call to Order

Chair Vekich called the meeting to order at 8:40 am. Trustees AbdulRahmane Abdul-Aziz and Bob Hoffman participated by telephone.

Veterans Day Recognition

Chair Vekich made the following comments:

Before we begin today, this past Sunday we celebrated Veterans Day. This day renamed in 1954 celebrates the service of all U.S. military veterans. I would like to take a few moments to honor those students, faculty, and staff who have or are currently serving in the armed forces. Your dedication and commitment to our country is deeply appreciated.

To the families of those who have served or are serving, thank you for your strength and your support.

Annually Minnesota State serves approximately 10,000 veterans and service members. This is a 40.7% increase since FY2008. Minnesota State is a national leader in awarding credit for military courses and occupations. In fact, more than 75 schools from 25 other states have turned to Minnesota State to learn from our veterans groups. Minnesota State has awarded more than 197,000 credits for military courses and experiences, and saved veterans and service members more than \$37 million dollars and 8 million hours in time served.

The trustees and I have had the opportunity to share this work with members of the Minnesota congressional delegation, and let me tell you – they are impressed by the work and commitment of our faculty and staff. This weekend, FOX 9 featured a wonderful story on two students at Inver Hills Community College and Dakota County Technical College. A special thank you to our staff in marketing and communications, and Gina Sobiana, director of military, veteran and adult learner services and the staff at the two colleges for their services. On your way into the building, you may have noticed the posters recognizing system office employees for their service.

Chair Vekich invited Trustee Alex Cirillo, President Faith Hensrud, and members of the system office who have served to come to the front to lead us in the Pledge of Allegiance.

Chair's Report, Michael Vekich

Chair Vekich commented that it is an honor today to have Lt. Governor Fischbach join us. He also recognized Madelyn Nelson from the Governor's Office and Jason Fossum, committee administrator, Senate Higher Education Committee. Chair Vekich read the following resolution from Board of Trustees and Chancellor Malhotra honoring Governor Mark Dayton and Lt. Governor Michelle Fischbach for their service.

WHEREAS, Minnesota State values partnerships with communities, faculty, staff, and elected officials in order to serve 375,000 Minnesotans; and

WHEREAS, in January of 2019 Governor Mark Dayton and Lieutenant Governor Michelle Fischbach, both of whom have been unwavering leaders for Minnesota State, will be completing their terms; and

WHEREAS, Governor Dayton began his career as a teacher and made inclusivity a central issue of his administration; and

WHEREAS, Governor Dayton has provided strategic investments benefiting students and the communities we serve; and

WHEREAS, Governor Dayton signed into law \$676.7 million for capital improvements to keep Minnesota States students safe, warm, and dry; and

WHEREAS, Lieutenant Governor Fischbach served as chair of the Senate Higher Education Finance Committee; and

WHEREAS, Senator Fischbach has supported campuses across Minnesota and authored Minnesota State's Leveraged Equipment Program and Workforce Development Scholarships; and

WHEREAS, Lieutenant Governor Fischbach and family members are proud Minnesota State graduates;

NOW THEREFORE, BE IT RESOLVED THAT THE MINNESOTA STATE BOARD OF TRUSTEES AND CHANCELLOR MALHOTRA on this day, November 14, 2018, pay tribute to Governor Dayton and Lieutenant Governor Fischbach, whose leadership will benefit generations of Minnesotans to come.

The resolution was seconded and passed unanimously.

Chair Vekich invited Lieutenant Governor Fischbach to make some comments.

Lieutenant Governor Fischbach Comments

Lieutenant Governor Fischbach thanked the Board of Trustees and Chancellor Malhotra on behalf of Governor Dayton and herself. She added that the governor would have liked to be present, but he is still recovering from back surgery. He thought a lot of Minnesota State and greatly appreciates the honor.

Lt. Gov. Fischbach said that she and the governor will miss visiting the campuses and meeting with the students. She thanked Chair Vekich, Chancellor Malhotra, and the Board of Trustees for the honor, and she recognized Trustees Jerry Janezich and Roger Moe, both of whom she had the honor of serving with in the legislature. Last, she also recognized Bernie Omann, director, government relations, for his insights into legislation, and Jason Fossum, for his service as the Senate Higher Education Committee Administrator.

Trustee Jerry Janezich commented that as a former colleague, Lt. Governor Fischbach will be missed at the legislature. There was a time when it did not matter what party you were; you could have a friend. Lt. Gov. Fischbach will always be a friend, not just because of what she did from Minnesota State, but because of who she is. For young people, and people across the state, that is the way politics should be.

Chair Vekich thanked Lt. Gov. Fischbach for attending the meeting.

Update on Reimagining Minnesota State

Chair Vekich commented that Reimagining Minnesota State is underway. The trustees, Leadership Council, and leaders of the bargaining groups and student associations all received the November update. The Forum members have met twice so far. The first public forum will be on December 10 at Minneapolis College. A link to the website containing information about the sessions will be released soon.

Chancellor's Report, Devinder Malhotra

Chair Vekich, Vice Chair Cowles, and trustees - as I prepared for my remarks for today, one word kept coming back to my mind again and again, and that word is...PARTNERSHIPS.

During my visits to Lake Superior College, Southwest Minnesota State University, and Alexandria Technical and Community College, it was the importance of partnership that came out loud and clear from faculty, staff, students and the community as we begin the search for their new presidents.

- They wanted a partner to work with to lead their institution;
- They wanted a partner that recognizes both the strengths and opportunities of their institution;
- They wanted a partner who is laser-focused on student success as they are;
- They wanted a partner to address both enrollment and programmatic and financial sustainability.

My tours across the state have been focused on learning about current partnerships with the communities and highlighting those across the state and to uncover new potential partnerships with businesses, K-12 and community leaders.

As an example, during my visit to Southwest Minnesota State University – which is heavily focused on agriculture – a new type of farming is growing, SHRIMP! Yes, truShrimp is a new firm there which along with SMSU and Minnesota West are partnering to develop the workforce needed to grow the new emerging workforce for growing shrimp in Southwest Minnesota.

To offer you some examples of what has resulted as a result of these partnerships

- Minnesota West is currently working on a two-year technical degree but in the meantime, they are offering an Introduction to Shrimp course to students at Russel Tyler Ruthton High School and Tracy High School.
- Through the Launch Your Future Today program which I spoke about last month, students have aquaculture tanks in their classroom and then go to truShrimp two days a week. This opportunity provides exposure to the industry and understanding of the workforce demands to our students.
- SMSU science students and faculty are partnering to conduct research work involving bacterial testing during the growing process, while SMSU Culinology students are conducting sensory testing on the harvested shrimp for consumer satisfaction and marketing input.

This new industry will create a demand to develop new curriculum to provide trained/skilled workers in the areas of water management and aquaculture and provide internship and employment opportunities for Biology, Chemistry, and Bio-Science students. truShrimp is an example of one business, in one region of the state, partnering with higher education and K-12.

This type of partnership is what our colleges and universities do every day. We might not always hear about it or see it in the newspaper but it is woven into each and every one of our colleges and universities missions and the system as a whole – to be the partner of choice for all Minnesotans.

Today perhaps we enter into our most important partnership, the legislative session and our goal is to advance the board's biennial budget request. The board's request is big and bold but I am confident that due to the broad consultation conducted by myself and members of my team, that it is the right request.

From day one, I heard from bargaining unit leaders...ask for what you need. We took that advice. The biennial budget request won't address all that needs to be done for

programmatic and financial sustainability. Those are the steps that we, as a system, as a board, and as colleges and universities are undertaking each and every day.

We continue the partnership with the State of Minnesota to support the funding for ISRS/NextGen. This is a critical endeavor to provide students with the technology they need and expect for success and the infrastructure for our faculty and staff to deliver on that promise.

The College Promise and Transfer grants offer us a new path to provide access and opportunity to all Minnesotans. The grants are a focused initiative to increase enrollments and degree completion.

The strategic workforce investments, part of the biennial legislative request, are centered on partnership. It provides our colleges and universities the investments to continue partnering not only with local businesses and organizations but calls on the system to enhance our partnerships with state agencies as well, including the Minnesota Department of Education, Labor and Industry, and Employment and Economic Development.

We can't do it alone. The partnership that developed this request must continue until the last gavel of the legislative session. We are stronger together. We need each trustee, president, faculty, staff, and students to be laser focused on the board's request.

That is why in a couple of weeks, presidents along with the individual they identified on their campus as their campus advocate will come together for a two-day workshop to understand the new legislative landscape and to develop local and regional advocacy plans.

I want to thank the board for passing the resolution honoring Governor Dayton and Lt. Governor Fischbach. It reflects that as an organization we appreciate the work of our friends and of our advocates. We honor those that have served and look forward to the work that is ahead with the new members of the legislature in sharing the story of Minnesota State's colleges and universities and earning their support.

Chair Vekich, Vice Chair Cowles – before I conclude my remarks today I would like to invite Eric Davis, our incoming vice chancellor for human resources, to share a few remarks in person this time. As you recall, Eric will be joining us on January 7 as the vice chancellor for human resources. He was unable to join us in November when the board appointed him to this position.

Eric has already begun his onboarding. I have met with him along with Interim Vice Chancellor Sue Appelquist and Senior System Director Chris Dale. Over the course of the next month, he will meet with members of the Human Resources team, Cabinet, Leadership Council Executive Committee, and members of the Board of Trustees. In addition, I have

asked the Human Resources team and Cabinet to develop transition materials to provide background on strategic initiatives so that he can hit the ground listening on January 7.

Chancellor Malhotra introduced incoming Vice Chancellor Eric Davis.

Incoming Vice Chancellor Erik Davis Comments

Mr. Davis said it is a tremendous honor to join Minnesota State, and that he is grateful for the opportunity to be the next vice chancellor for human resources. He started his career in the U.S. Air Force, and then joined the Minnesota Department of Transportation as the Human Resources Director. He also spent three years as the human resources supervisor with the Stillwater Area Public Schools, he returned to the Minnesota Department of Transportation, where he has been honored to serve for the past six years as the Chief of Staff to Commissioner Charlie Zelle. Mr. Davis said he is looking forward to joining Minnesota State on January 7, 2019. He thanked the Board of Trustees and Chancellor Malhotra for the opportunity.

Consent Agenda

- 1. Minutes, Board of Trustees Retreat, September 18-19, 2018**
- 2. Minutes, Committee of the Whole, October 16, 2018**
- 3. Minutes, Board of Trustees, October 17, 2018**
- 4. Surplus Property, North Hennepin Community College**
- 5. Increases to Board Established Fee Maximums**
- 6. Approval of Mission Statement: Bemidji State University**
- 7. FY2018 and FY2017 Audited Financial Statements and Student Financial Aid Audit**

Following a motion by Trustee Roger Moe and a second by Trustee Alex Cirillo, the Consent Agenda was adopted.

Board Policy Decisions

- 1. Proposed Amendments to Policy 3.3 Assessment for Course Placement**
- 2. Proposed Amendments to Policy 3.41 Education Abroad**

Chair Vekich announced that the Academic and Student Affairs Committee has recommended approval of the proposed amendments to Policy 3.3 and Policy 3.41. The proposed amendments were adopted.

Board Standing Committee Reports

Facilities Committee

Committee Chair Jerry Janezich commented that the Surplus Property for North Hennepin Community College was approved on the Consent Agenda.

Finance Committee

Committee Chair Roger Moe reported that the Finance Committee had several important items before them, of which one, the Increases to Board Established Fee Maximums, was adopted on the Consent Agenda. The substantive discussion focused on the Biennial Budget Request. The

following motion was approved by the committee which also recommended approval by the Board of Trustees.

- **FY2020-FY2021 Legislative Biennial Budget Request**

The FY2020-FY2021 legislative request strengthens the state's commitment to access and affordability, invests in critical technology infrastructure, and supports student success. The Board of Trustees approves the 2020-2021 biennial budget request in the amount of \$817,919,000 in FY2020 and \$870,919,000 in FY2021 for a total of \$1,688,838,000. The Board strongly urges the state of Minnesota to support Minnesota State's biennial budget request.

The Board of Trustees has been granted the authority in state statute to govern and operate Minnesota State. The board, after full consultation with Minnesota State constituencies, will make final budget decisions, including setting tuition rates, at the conclusion of the legislative session. If the legislative request is fully funded, the board intends to hold undergraduate tuition rates at current levels.

The motion was adopted.

Academic and Student Affairs

- Innovation and Evolution: Shaping Our Work

Committee Chair Alex Cirillo thanked the representatives of Riverland Community College, MSU, Mankato, and Central Lakes College for introducing us to the FlexSpace program and open educational resources. He also acknowledged and thanked Kim Lynch, senior system director for educational innovations.

Ad Hoc Committee on Outreach and Advocacy, Dawn Erlandson, Chair

- Economic Contribution Analysis

Committee Chair Dawn Erlandson reported that the committee received the Minnesota State Driving Economic and Social Vitality across Minnesota report. It is an analysis of the individual colleges and universities and their economic impact on their local communities during FY2017. She encouraged everyone to review it.

Joint Audit and Human Resources Committees, Michael Vekich and Jay Cowles, Co-chairs

- HR-TSM Advisory Project Update

Committee Co-chair Jay Cowles commented that our consulting partners Chris Jeffrey and Christine Smith with Baker Tilly and Sue Appelquist, interim vice chancellor for human resources and Eric Wion, interim director of Internal Auditing, reported on the progress of the HR-TSM Advisory Project. A number of adjustments have been made over the past six months to improve our HR functions and to minimize systemwide risks associated with HR processes. There will be an interim report at the January meeting.

Audit Committee, Michael Vekich, Chair

- **Role and Responsibilities of Audit Committee Members**

Committee Chair Vekich announced that there is an annual training for members of the Audit Committee and it has been completed. Executive Director Wion provided the training materials to each member in October and has offered to meet individually for additional training.

The committee also heard from our external auditors from CliftonLarsonAllen who presented the results of five recently completed audits with overall excellence results. The Student Financial Aid Compliance Audit had a clean opinion on compliance with no material weaknesses and only two minor findings. The Four Financial Statement Audits: Systemwide; Revenue Fund, St. Cloud State University, and Itasca Community College Student Housing all had unmodified clean reports, with no material weaknesses, and no significant deficiencies. To continue to receive unmodified reports for an organization as vast and complex as ours is due to the leadership at the colleges, universities, and the system office. Chair Vekich complimented Vice Chancellor for Finance Laura King for her leadership.

Student Associations

LeadMN

Fankie Becerra, president, addressed the Board of Trustees.

Minnesota State Colleges and Universities Bargaining Units

Inter Faculty Organization

Brent Jeffers, president, addressed the Board of Trustees.

Minnesota State College Faculty

Kevin Lindstrom, president, addressed the Board of Trustees. He introduced Kent Quamme, MSCF's Treasurer, who developed and runs the Emerging Leaders College. Members of the third class of Emerging Leaders College were present and introduced themselves, as follows:

- Richard Finley, Riverland Community College
- Forrest Brownlee, Hibbing Community College
- Jennifer Joffee, Inver Hills Community College
- Nate Maertens, Normandale Community College
- K.C. Hanson, Minnesota State Community and Technical College, Moorhead
- Maran Wolston, Minneapolis College
- Donovan Jackman, Anoka Technical College
- Linda Samuelson, Northland Community and Technical College, Thief River Falls
- Brent Braga, Northand Community and Technical College, East Grand Forks
- Melissa Siebke, Riverland Community College

Trustee Reports

Trustee Moe congratulated St. Cloud State University and Minnesota State University, Mankato for their rankings in college hockey.

Vice Chair Cowles reported that he attended the Association of Community College Trustees Annual Congress. He added that Trustee Dawn Erlandson was elected as chair-elect of ACCT's Board of Directors. Trustee Erlandson announced that she will become the chair of ACCT's Board of Directors at the association's annual congress next October in San Francisco. Minnesota State will host the ACCT board retreat in the summer of 2020.

Adjournment

Chair Vekich announced that the next meeting is the Executive Committee on January 9, and the committee and board meetings on January 29 and 30, 2018.

The meeting adjourned at 9:40 am.

Recording Secretary

Ingeborg K. Chapin, Secretary to the Board

Minnesota State Acronyms

AACC	American Association of Community Colleges
AASCU	American Association of State Colleges and Universities
ACCT	Association of Community College Trustees
ACE	American Council on Education
AFSCME	American Federation of State/County/Municipal Employees
AGB	Association of Governing Boards of Universities and Colleges
API	Application Programming Interface
AQIP	Academic Quality Improvement Program
ASA	Academic and Student Affairs
BPAC	Business Practices Alignment Committee
CAG	Cross-functional Advisory Group
CAS	Course Applicability System
CASE	Council for the Advancement and Support of Education
CCSSE	Community College Survey of Student Engagement
CFI	Composite Financial Index
CIP	Classification of Instructional Programs
COE	Centers of Excellence <ul style="list-style-type: none">• Advance IT Minnesota• 360° Manufacturing and Applied Engineering Center of Excellence• HealthForce Minnesota• Minnesota Center for Engineering and Manufacturing Excellence (MNCEME)• Center for Agriculture - Southern Minnesota• Minnesota Agriculture Center for Excellence – North – AgCentric• Minnesota Energy Center• Minnesota Transportation Center

CRM	Constituent Relationship Management
CSC	Campus Service Cooperative
CST	Collaborative Sourcing Team
CTF	Charting the Future
CTL	Center for Teaching and Learning
CUPA	College and University Personnel Association
DARS	Degree Audit Reporting System
DEED	Department of Employment and Economic Development
DOA	Department of Administration
DOER	Department of Employee Relations (merged with MN Management and Budget)
EEOC	Equal Employment Opportunity Commission
EIC	Enterprise Investment Committee
ERP	Enterprise Resource Planning
FERPA	Family and Educational Rights and Privacy Act
FIN	Finance
FTE	Full Time Equivalent
FUG	Financial User Group
FY	Fiscal Year (July 1 – June 30)
FYE	Full Year Equivalent
HEAC	Higher Education Advisory Council
HEAPR	Higher Education Asset Preservation
HLC	Higher Learning Commission
HR	Human Resources
HR-TSM	Human Resources Transactional Service Model

IAM	Identity and Access Management
IDM	Identity Management (Old term)
IFO	Inter Faculty Organization
iPASS	Integrated Planning and Advising for Student Success
IPEDS	Integrated Postsecondary Education Data System
ISEEK	CareerWise Education
ISRS	Integrated Statewide Records System
IT	Information Technology
ITS	Information Technology Services
LTFS	Long-term Financial Sustainability
MAPE	Minnesota Association of Professional Employees
MDOE	Minnesota Department of Education
MDVA	Minnesota Department of Veterans Affairs
MHEC	Midwestern Higher Education Compact
MMA	Middle Management Association
MMB	Minnesota Management and Budget
MnCCECT	Minnesota Council for Continuing Education and Customized Training
MMEP	Minnesota Minority Education Partnership
MNA	Minnesota Nurses Association
MOU	Memorandum of Understanding
MSCF	Minnesota State College Faculty
MSCSA	Minnesota State College Student Association
MSUAASF	Minnesota State University Association of Administrative and Service Faculty
MSUSA	Students United (previously known as MSUSA or Minnesota State University Student Association)

NASH	National Association of System Heads
NCAA	National Collegiate Athletic Association
NCHEMS	National Center for Higher Education Management Systems
NSSE	National Survey of Student Engagement
OCR	Office for Civil Rights
OET	Office of Enterprise Technology
OHE	Minnesota Office of Higher Education
OLA	Office of the Legislative Auditor
PEAQ	Program to Evaluate and Advance Quality
PM	Project Manager
PSEO	Post-Secondary Enrollment Options
RFP	Request for Proposal
SAG	Services Advisory Group
SCUPPS	State College and University Personnel/Payroll System
SEMA4	Statewide Employee Management System
SER	Subcommittee on Employee Relations
SHEEO	State Higher Education Executive Officers
SME	Subject Matter Experts
USDOE	United States Department of Education
USDOL	United State Department of Labor