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LUOMA PROJECT TEAM 3

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Executive Summary

Team Charge

Validate the needs and expectations from both host and tenant perspective by building upon the work done within the report of *College University Partnership Baccalaureate Programs: Student Services* ([See Appendix III](#)), define an array of student success considerations, research methodologies being used across the country in higher education systems for the sharing of and incentivizing the sharing of facility space and the associated support and services, and recommend actions for adoption at the system level that would provide significant incentive for colleges and universities to consider implementation.

Process

Our team began the project with a focus on student success. It was important to keep students in the forefront of our work. We developed a student satisfaction survey and requested data from the system office regarding students who are in process or have completed a baccalaureate degree at a two-year college campus. After learning that the system does not currently have a way to track these students, our team re-focused our work. We began interviewing system leaders, faculty in current partnership programs, and conducting research outside the system and higher education. Our process then ended where it began: a focus on students and their success.

Key Findings

- 70 percent of students at Minnesota State 2-year institutions transfer to baccalaureate programs outside of the system
- Partnerships are formed by people. People are transient, partnerships must be sustainable
- Cost of sharing space vs the cost of not sharing – student success often depends on accessibility

Recommendations

- Create a truly strategic system-wide Academic Master Plan addressing partnerships
- Build a systemic process to create holistic, sustainable partnerships
- Review, update and implement appropriate recommendations from the report of *College University Partnership Baccalaureate Programs: Student Services*
- Track students who enroll in partnership degree programs to gather student success data
- Develop onboarding for all staff involved in new partnerships, focusing on eliminating barriers, fostering community, shared mission and pride for our students
- Keep students at the center of this work

Leadership Lessons Learned

- Relationships matter. Value differences
- Embrace “Aha!” moments
- It’s okay to rethink your direction
- Keep your focus
- Have fun! (Build trust)

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Introduction

In today's political and economic climate, higher education institutions across the country are being held accountable to more effectively and efficiently utilize their limited resources. Minnesota State Colleges and Universities (Minnesota State/MnSCU) is challenged to create and implement improved means by which we manage our facility resources, specifically space in the delivery of higher education and student success for Minnesota. Sharing of institutional space for the purposes of providing educational opportunities for students is complex. Space is perceived to be owned by individual institutions due to the financial implications of managing those spaces however the State of Minnesota, acting through the Minnesota State system, technically owns the space. This sense of institutional ownership and financial responsibility creates challenges when one institution has a need for space and another institution has the space available for use. The opportunity is generally seen through the lens of tenant/landlord, a purely business-based proposition. However, the sharing of space is not as simple as a tenant/landlord relationship due to the nature of the full spectrum of student success services that need to be considered. Most importantly, everything we do should focus on student success.

The Problem

In an environment where colleges and universities are tasked to form partnerships while doing more with less, faculty and staff have had limited success creating improvements in their processes due to a variety of factors (i.e. time, staff-power, incompatible systems, etc.).

However, we believe there is significant value to creating facility sharing arrangements that incent and encourage our colleges and universities and go beyond basic cost savings. These arrangements would be focused on student success in terms of academic potential and attainment, while taking into account the full spectrum of services and support required to enhance the use of underutilized facility spaces of a host site while addressing the needs and expectations of a system partner or tenant in utilizing those spaces.

Reasons to Solve the Problem

Financial Sustainability

With continued pressure to maintain affordability and access, Minnesota State colleges and universities are looking for ways to serve more students with less resources. State appropriation

has begun to stabilize over the past few years, however the funding mix is still significantly different from the 1/3rd tuition 2/3rd state appropriation model that existed up until 2002. (Fiscal Year 2017 Annual Operating Budget Presentation MnSCU Board 5/17/16) One way to increase our revenue is to serve more students within our existing infrastructure, thereby enhancing financial stability (Minnesota State Colleges and Universities, 2016).

Academic space from a system perspective could be reduced by 25% and not have a major impact on academic programming, and could produce as much as \$37.5 million in annual operating savings. Conversely the unscheduled space (and underutilized space) represents an opportunity (Long-Term Financial Sustainability Work Group, Brian Yolitz Presenter, 2016).

Is current space utilization maximized? How has the increase in online offerings affected space utilization? Do ownership and financial implications get in the way of sharing space? Do institutions avoid responsibilities for serving students in programs that are sharing space, because they are technically not registered with their institution? Should all students be considered as our students if they are registered with a Minnesota State institution?

Underutilized Space

The system's academic space served on average more than 250,000 headcount/supported 145,000 full year equivalent (FYE) annually over the last 10 years within existing rooms and seats at far less than full room utilization (32-hours) (50%) and seat fill (Estimated at ~45%. More students could be served in the current academic footprint in a couple of ways:

- Increasing Room Utilization from 50% to 75% could serve more students (125,000 HC / 72,500 FYE). Recognizing there would need to be faculty available to support programming.
- Increasing Seat Utilization from 50% to 75% could serve more students (125,000 HC / 72,500 FYE). Recognizing faculty workloads would have to be considered.

(Long-Term Financial Sustainability Work Group, Brian Yolitz Presenter, 2016).

A combination of both, better room utilization and seat utilization, could double those increases to 250,000 HC / 145,000 FYE...essentially doubling the students served within the current plant (Long-Term Financial Sustainability Work Group, Brian Yolitz Presenter, 2016).

Unmet Need

We are in the business of educating students. Minnesota State colleges' 2012 headcount was 104,807 students at colleges in the metro area, but only 11,379 at Minnesota State Universities in the Metro (Luoma Project Team 6, 2014, p. 102). Unmet need and future demographic changes require growing access to baccalaureate education in the metro area (Luoma Project Team 6, 2014, p. 100).

We have an obligation to meet Minnesota workforce needs. As a result of estimated population growth in the metro area over the next three decades, nearly 570,000 incremental new jobs will need to be filled. 421,800 of these incremental jobs will need to be filled with employees who hold a post-secondary credential. 210,900 of these incremental jobs will need to be filled with employees who hold a baccalaureate degree (Luoma Project Team 6, 2014, p. 100).

There is an opportunity to provide access to higher education for underserved populations as 100% of growth is in communities of color (Luoma Project Team 6, 2014, p. 100). In the metro area, there is an unmet need for adult learners ages 25-45. "MnSCU has the opportunity to expand upon its current leadership in offering education opportunities to this adult learner segment." (Cushman and Wakefield, 2015, p. 5)

To provide a comprehensive study, our team divided our charge into four parts which will serve as headings in our report:

- 1) Validate the needs and expectations from both host and tenant perspective by building upon the work done within the report of *College University Partnership Baccalaureate Programs: Student Services*.
- 2) Define an array of student success considerations
- 3) Research methodologies
 - a. Those being used across the country in higher education systems for the sharing of and incentivizing the sharing of facility space and the associated support and services.
 - b. Further research conducted by our project team.
- 4) Recommended actions for adoption at the system level that would provide significant incentive for colleges and universities to consider implementation.

Validate the needs and expectations from both host and tenant perspective by building upon the work done within the report of *College University Partnership Baccalaureate Programs: Student Services*

Based on the *College University Partnership Baccalaureate Programs: Student Services* ([See Appendix III](#)) report, our team conducted research through interviews with Minnesota State system leaders including College and University Presidents, Vice Presidents, System Directors, and an interview outside higher education. In the report, three desired outcomes were assumed:

- Students enrolled in baccalaureate programs located on community college campuses should have a high quality experience in and out of the classroom.
- Students should experience a transition from the community college to the university that is easy to navigate.
- Students should have a sense of belonging both at the college and as a part of the university.

(Minnesota State Colleges and Universities Project Team, 2013)

Our research validates these outcomes although there is a significant amount of work that needs to be accomplished to fully realize these outcomes. In addition to these three outcomes, several principles were documented that need to be kept in the forefront of any memorandums of understanding when creating college and university partnerships.

Throughout our research and interviews, we were able to validate the expectations listed in the sample memorandum of understanding in the *College University Partnership Baccalaureate Programs: Student Services* report (Minnesota State Colleges and Universities Project Team, 2013).

The chart below documents specific pieces validated through our work.

Memorandum of Understanding	Validation
Governance and Management	<ul style="list-style-type: none"> ○ Establish and maintain an active Partnership Council to keep interests of both college and university in mind. ○ A memo of understanding should be agreed upon when starting a new partnership. ○ A signed Inter-Agency Agreement should be in place.

Memorandum of Understanding	Validation
Facility Utilization	<ul style="list-style-type: none"> ○ Ensure access to the space if academic calendars differ. Better yet, a common academic calendar across the system should be developed. ○ Classroom scheduling should be equitable for all partners using space. ○ Billing for space should be a cost-recovery model and the college should not profit. ○ Billing for other services should be equitable based on the fees charged and services offered. ○ Signage for partners should be available and clear.
Academic Degree Programs	<ul style="list-style-type: none"> ○ The system needs to develop strong transfer pathways. ○ A process should be in place to develop new partnerships so that they do not end if people who start them leave the system. ○ The system needs to implement better technology support to serve college and university students in one location.
Faculty and Staff Services	<ul style="list-style-type: none"> ○ Again, the technology needs development to serve faculty and staff on varying locations. ○ Parking and other fees should be charged fairly.
Student Services	<ul style="list-style-type: none"> ○ Technology needs to be available to serve students at any location. ○ Staff need to be trained to understand programs offered and transfer pathways options.

Define an array of student success considerations

Our team confirms that student success should be at the center of all decisions regarding sharing facility space. Early on in our project, we developed a student satisfaction survey to gauge the experience of the students who enroll in baccalaureate programs on two-year campuses. We requested data on these students from the system office and after waiting for a lengthy time, we were informed there is not a current way for the system to track these students. The student success considerations that should be reviewed are referenced in the *College University Partnership Baccalaureate Programs: Student Services* report on pages 7 – 11 (Minnesota State Colleges and Universities Project Team, 2013). As mentioned earlier, there are additional projects that need to be implemented in order for these partnerships to be successful.

Despite Minnesota State's push to create system-wide processes, campuses still want and desire autonomy and individual identity. Students and alumni crave a sense of belonging, a phenomenon that has deep roots and history in academia, in our nation and beyond. Students, faculty and staff want to have a sense of pride and belonging. Campus Foundations and Alumni organizations depend on that sense of pride and belonging to achieve their financial goals, which benefit the individual institutions.

With our students' connection to their college in mind, our team outlines below a recommendation to develop an onboarding program for all faculty and staff involved in new partnerships, to ensure that all parties see the partnership as a joint venture and true collaboration ("ours", not "yours and mine"). The onboarding program would address community between the academic programs involved, assist with recruitment, eliminate barriers for students (namely, many of the items listed in the chart above), and instill a clear, shared mission and pride for our students and their success.

Finally, assessment is a primary student success consideration. All aspects of these partnerships need to be assessed, and if possible, this data should be obtained from the point of view of the students and their experiences, in addition to gathering programmatic assessment and other data points, as described in our recommendations below. We need to know whether or not our students are succeeding in such partnerships, and if not, what the barriers are in reaching success. Thus our team also recommends a system-wide method to track students who enroll in partnership degree programs to gather student success data.

Research Methodologies

Our team researched various methodologies used within the Minnesota State system, as well as in other higher education systems and institutions across the country. The following list provides an overview of our research:

- Reviewed the Maricopa System Web Site
- Reviewed the partnership between Drexel (Philadelphia, PA) and Burlington County College (New Jersey). Drexel is also partnering with Montgomery County Community College and Delaware County Community College.
- Reviewed Lone Star College's University Center, which hosts bachelors and masters degrees from six institutions (comprised of private and public universities).
- Reviewed the document titled "Community College and University Partnerships" by Martha Ellis, Ph.D., Associate Vice Chancellor for Community College Partnerships, at the University of Texas System.
- Reviewed the 2013 *MnSCU College University Partnership Baccalaureate Programs: Student Services* study
- Reviewed the November 2015 *Long-Term Financial Sustainability* document.
- Submitted a student data request to Minnesota State. The request was unfilled as the data is not retrievable.

In addition to the research that was conducted in 2013 cited in the *College University Partnership Baccalaureate Programs: Student Services* study, our team interviewed a number of additional individuals to add to the breadth and depth of the work already completed. Our interviews included Minnesota State campus presidents, including those new to the system, those with a longer history in the system, and some that were no longer a part of the system; a commercial real estate expert; a former Associate Vice Chancellor for Community College and University Partnerships with the University of Texas system; faculty teaching in a collaborative degree program; a chief marketing and communications officer; and a director of extended learning and academic outreach.

Through all of the information available to us the same themes continued to emerge:

- Cost of the space for both the host and the tenant
- Course scheduling concerns
- Campus identity concerns for faculty and students
- Institutional branding issues

- Articulation agreements are confusing and quickly inaccurate
- Determining which services students need/require/want
- Student access to the services available to them
- Technology issues

In reviewing these themes, our team concluded that the issues were not insurmountable and that if the focus is kept on the students and their needs, the solutions can be identified and systemized in a way that positively impacts the student and the institutions involved, thus strengthening the access and impact of Minnesota State.

Recommended actions for adoption at the system level that would provide significant incentive for colleges and universities to consider implementation

In the context of our research and student success considerations, our team recommends the following:

- Review, update and implement appropriate recommendations from the report of *College University Partnership Baccalaureate Programs: Student Services*.
 - **Library:** The first of these would address library issues and would need to involve campus librarians and MnPALS staff. The project would focus on solving the technical issues involved in providing seamless library services that meet the needs of students in partner baccalaureate programs.
 - **Student Information:** A second project would address the need to identify students enrolled in partner programs and to create efficient ways of handling student information to make the delivery of student services possible. Progress has already been made in this area but it is incomplete.
 - **Student Transition from College to University:** It is critical to the success of college/university partnerships that there is a seamless transition for students from the college to the university. To that end, a model for pre-admission advising, new student orientation, and partner communication should be developed.
- Review the *Long-Term Financial Sustainability and College and University Facilities Report* by the Long-Term Financial Sustainability Work Group ([See Appendix II](#)). More students could be served in the current academic footprint in a couple of ways:

- Increasing Room Utilization from 50% to 75% could serve more students (125,000 HC / 72,500 FYE). Recognizing there would need to be faculty available to support programing.
- Increasing Seat Utilization from 50% to 75% could serve more students (125,000 HC / 72,500 FYE). Recognizing faculty workloads would have to be considered.
- Increase classroom utilization to 3.8 hours per day (59%).
- Increase lab utilization to 3.0 hours per day (47%).

(Long-Term Financial Sustainability Work Group, Brian Yolitz Presenter, 2016)

- Track students who enroll in partnership degree programs to gather student success data.
 - Survey students ([See Appendix I](#))
 - Gather data related to the persistence, retention and completion of students who are currently completing or have completed a Bachelor's degree on a 2-year campus in the system (or a 2-year degree on a 4-year campus). Our Team was told the system could not identify these students to collect this data.
 - The data we suggest asking for is:
 - Numbers of students who have completed or are in process
 - Demographics of the students
 - Institutions (where they earned their 2-year)
 - Programs/majors
 - Job placement rates
 - Persistence rates
 - Completion rates
 - Suspension/probation/warning holds rate
 - Cumulative GPA
 - Number of semesters in program
 - Number of credits per semester participating
 - Class time of day
 - Online, blended vs on campus classes
 - Campus and personal email addresses
 - Fees paid and for what amounts (any dual fees)

- Consider true academic partnership that may include joint delivery, dual recruiting, dual enrollment, and sharing costs/revenues.

- Keep in mind that autonomy is important. Students, faculty and staff want to have a sense of pride and belonging.
- Develop onboarding for all staff involved in new partnerships, focusing on eliminating barriers, fostering community, shared mission and pride for our students, to ensure that partnerships form as true partnerships from the beginning. There needs to be gains for all sides in true partnerships. Rather than protecting their own interests, everybody should come at this from the perspective of “how does this help students”.
- Develop a Master Academic Plan that is truly strategic in determining which programs should form partnerships. This would not only identify which institutions excel and are known for certain programs, but in addition, it should address location and proximity, balanced against resources.
- Build a systemic process to create holistic, sustainable partnerships. Through our collective research and shared experiences, partnerships often develop via relationships between people. This is natural, and such collaboration is often filled with energy and optimism. However, partnerships suffer when the people leading them can no longer contribute or lead. Therefore we recommend the development of a system wide process for sharing space and starting new partnerships, so that these endeavors do not collapse if those who start a partnership burn out, move on to other positions/jobs, or are otherwise reassigned to other responsibilities.

Concluding Statement

Most people talk about issues surrounding joint sharing of space, but it extends into all kinds of things beyond space. Our organizational structures are set up to do things within one institution, and so space sharing models require a different organizational structure and embracing a different mindset between institutions.

We have room for sharing. However, student success and student experience need to be at the forefront of choices made in implementing a successful solution to this challenge.

References

- Cushman and Wakefield. (2015). *MARKET OPPORTUNITY STUDY, STEP 1 FINDINGS – TARGET STUDENT*. St. Paul: Minnesota State Colleges and Universities.
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- Luoma Project Team 6. (2014). *Long-Term Sustainability and Growth Plan for the North*. St. Paul: MnSCU Human Resources.
- Minnesota State Colleges and Universities. (2016). MnSCU Board Materials May 2016. *Minnesota State Colleges and Universities Board of Trustees* (p. 40). St. Paul: Minnesota State Colleges and Universities.
- Minnesota State Colleges and Universities Project Team. (2013). *College University Partnership Baccalaureate Programs: Student Services*. St. Paul: Minnesota State Colleges and Universities.

Appendix I

Survey Questions

1. Which best describes you:

- I have completed my Bachelors Degree
- I am currently working on completing my Bachelors Degree
- I have taken courses towards my Bachelor's Degree, but am not currently enrolled.

2. What format did you take your courses:

- Land based (face to face)
- Online
- Combination of both

3. If you took land based (face to face) courses were they offered at a convenient time?

- Yes
- No
- Not applicable

4. If you took courses on line, which best describes why:

- I prefer the format
- The online course fit my schedule
- Online was the only option available for me
- Not applicable

5. What mode of transportation did you primarily use to get to campus?

- Personal vehicle
- Public transportation
- Biking/walking
- Carpool/relied on rides from others
- Combination of the above
- Not applicable / Online only student

6. How satisfied with availability of faculty outside of the class (face to face, email, phone, etc.)

- Not satisfied to Highly Satisfied scale

7. How connected to the 4 year institution did you feel?

- Not satisfied to Highly Satisfied scale

8. How connected to the 2 year institution did you feel?

- Not satisfied to Highly Satisfied scale

9. How satisfied were you with the following services:

- Not satisfied to Highly Satisfied scale (with a not applicable option)
 - Financial Aid
 - Parking
 - Health Services
 - Fitness/Wellness Center
 - Library Services
 - IT/Technology support
 - Printer access/functionality
 - Student ID's
 - Meal plan options
 - Bookstore services (including online ordering)
 - Athletic events
 - Student activity events
 - Student clubs and organization access
 - Course registration process
 - Academic Advising
 - Business Office Services
 - Academic records/Registrar's Office (including transfer)

10. What is your level of satisfaction with services you had access to in relation to the fees paid for those services?

- Not satisfied to Highly Satisfied scale

Optional questions

11. Please tell us what worked well for you in your college experience.

12. What improvements would you recommend to the colleges & universities who are partnering to offer 4 year degree options on 2 year campuses.

13. Based on your experience, would you recommend this educational option to family and/or friends? If yes or no, Why?

14. Is there any additional information you think would be helpful to these academic partnerships?

15. What campus(es) did you take courses from?

Appendix II

6/7/2016

Long-Term Financial Sustainability and College and University Facilities



Long-Term Financial Sustainability Work Group
January 13, 2016

Brian Yelitz, Associate Vice Chancellor – Facilities

The Minnesota State Colleges and Universities system is an Equal Opportunity employer and educator.

Overview

Purpose:

- Provide the Work Group key characteristics regarding college and university buildings and infrastructure
- Provide potential ramifications of physical plant on the long-term financial sustainability of the system
- Facilitate Work Group discussion on impact college and university mission success and long-term financial sustainability



Discussion Questions

Given the state's demographic outlook, academic trends in higher education, and system economic circumstances:

- How can system facilities (more) effectively contribute to mission fulfillment and financial sustainability of our colleges and universities?
- Are there alternative approaches to system facility organization or management that would enhance academic excellence, student access and affordability, and financial sustainability? What are they?
- Are there academic, administrative, or operational practices or strategies that should be enlisted to enhance the effective use of college and university facilities and support financial sustainability?



Agenda

- Where is our facility space?
- What do we know about it?
- How is it being used?
- Discussion



Setting the stage

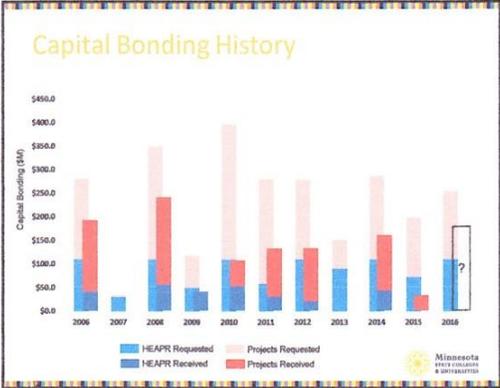
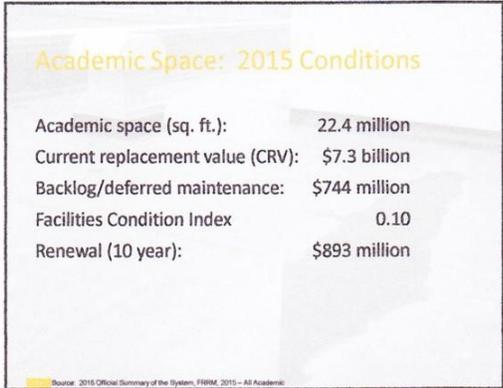
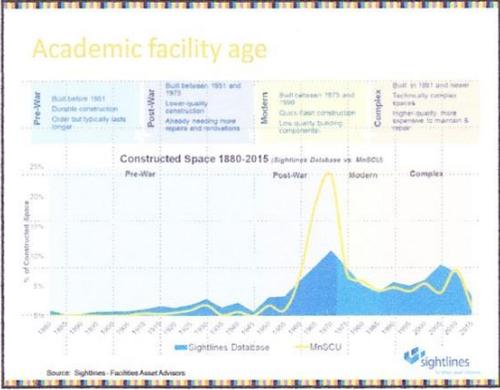
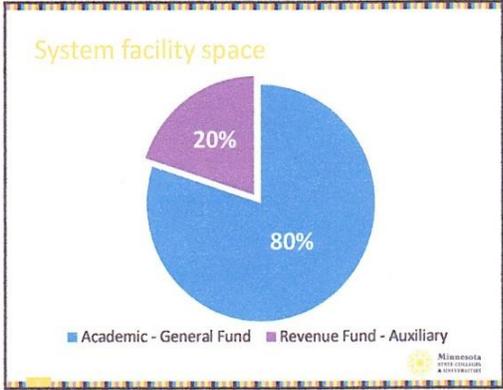
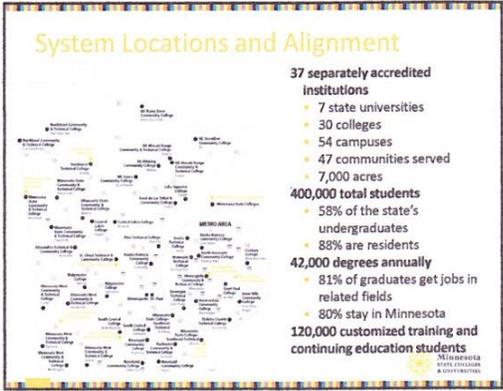
- Data presented at system or regional level
 - Not indicative of any individual institution or campus, unless otherwise noted
 - Gathered from best available data sources
 - Always desire for more detail
 - Focus on magnitudes and trends, not decimal points
- Emphasis is on 'academic' space
- Measuring students
 - Full Year Equivalent (FYE)
 - Headcount (HC)

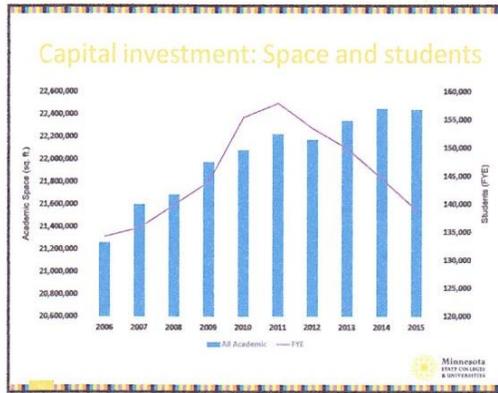
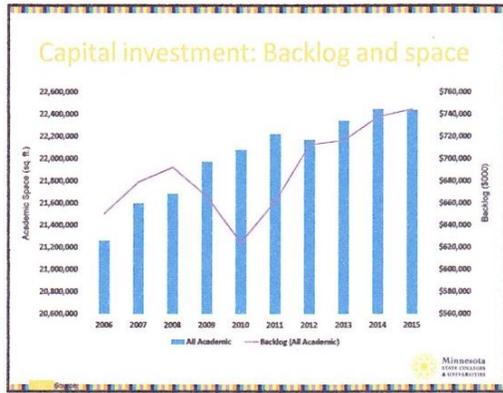


Where is our facility space?



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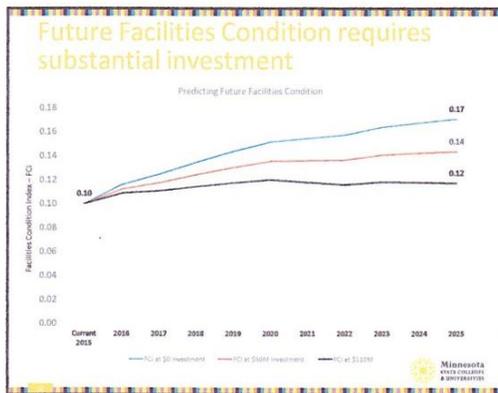


Academic space categorized

Building Condition Category	Facilities Condition Range (State of Minnesota)	Sq. Ft.	% of Total	Ave. Original Build Date
Excellent	< 0.05	9,849,870	43.90%	1987
Good	0.05-0.15	6,286,023	27.92%	1975
Average	0.15-0.30	5,488,181	24.46%	1972
Poor	0.30-0.50	709,655	3.16%	1967
Crisis	> 0.50	125,253	0.56%	1970

- 96% of system academic space is in average condition or better
- Less than 4% is characterized as poor or in crisis*

Source: 2015 FRM, report 5.5.1, All Academic



Observations Regarding Facilities Condition

Buildings are experiencing their mid-life crisis

- Built in the 1970s or earlier
- \$1.6 billion 10-year investment needed
- Not accounting for program upgrades and modernization

State has invested \$1 billion in academic space

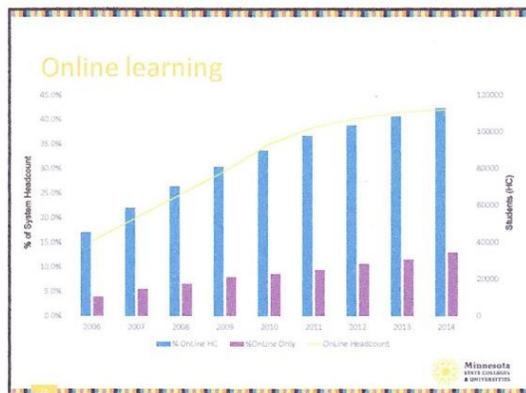
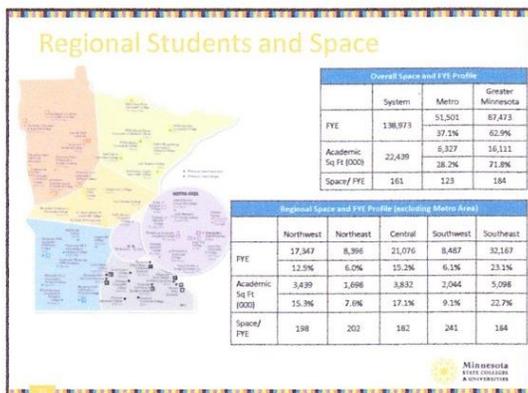
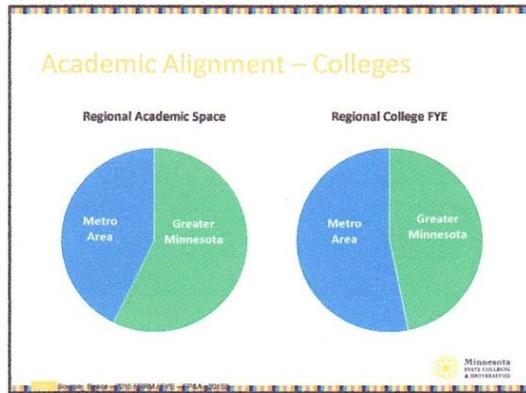
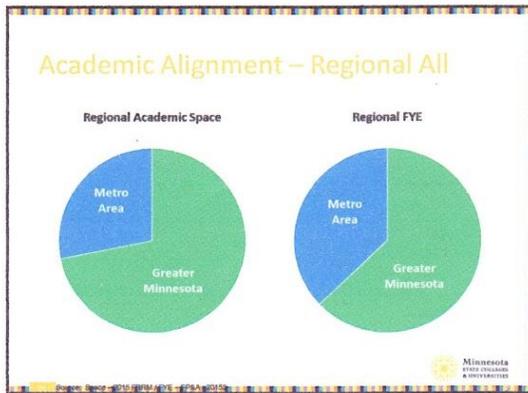
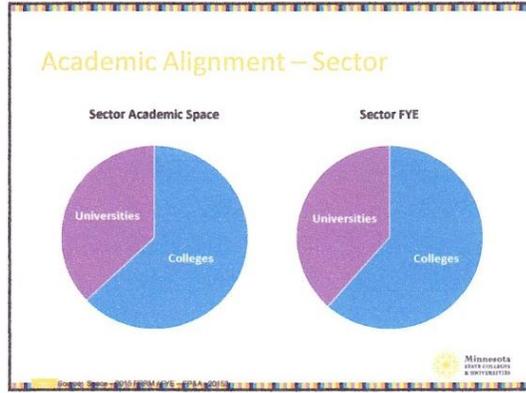
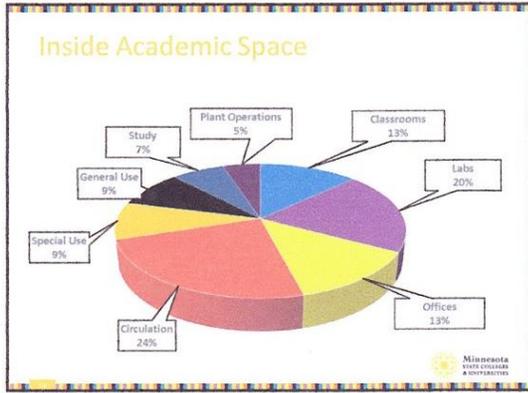
- Asset preservation through HEAPR has not kept up
- Backlog has grown by 20% since 2010
- Growth in academic space has stopped

Majority of space is "average" condition or better; of the space that is "poor" or "crisis" status – most are non-core spaces

- With historical capital investment funding, backlog will continue to increase; facility condition will deteriorate

Physical Plant – Students and Usage

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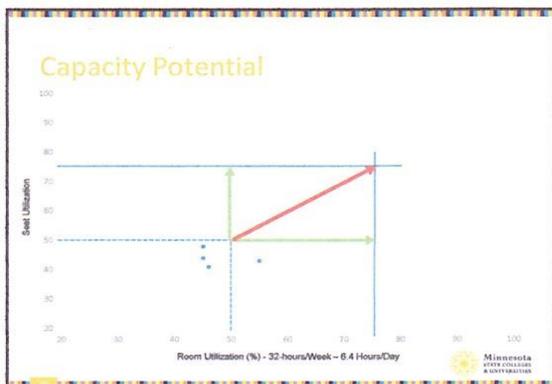
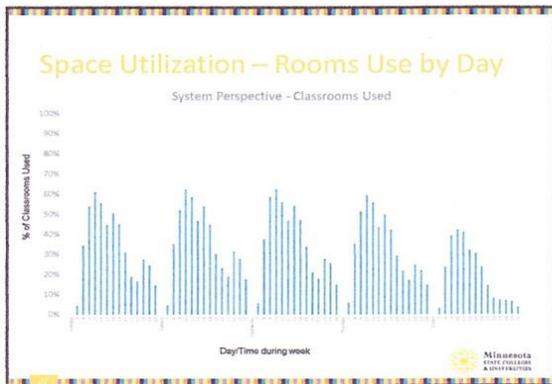
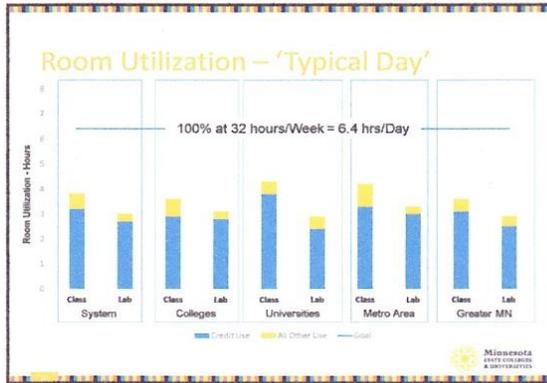
Measuring space utilization

Classroom and Lab Utilization

- Based on assessing scheduled room use: YES/NO
 - Does not account for numbers of seats/positions filled
- Academic (for-credit) use: 100% = 32 hours per week
 - 32 hours per week / 5 days per week = 6.4 hours per day
 - Currently part of system performance metrics

Seat Utilization

- Currently observed only
- Not a part of any performance metric

Students and Usage Observations

- Facilities are not being used to their full potential
- Facilities capacity exists; strategic remodeling may be required as programs emerge or require new space needs



Discussion Questions

Given the state's demographic outlook, academic trends in higher education, and system economic circumstances:

- How can system facilities (more) effectively contribute to mission fulfillment and financial sustainability of our colleges and universities?
- Are there alternative approaches to system facility organization or management that would enhance academic excellence, student access and affordability, and financial sustainability? What are they?
- Are there academic, administrative, or operational practices or strategies that should be enlisted to enhance the effective use of college and university facilities and support financial sustainability?



Small Group

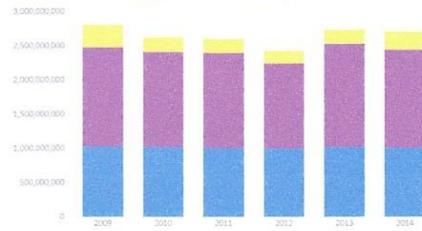
1. What is your immediate reaction to this information?
2. Given demographic trends, what is the potential for/challenges in increasing space utilization/filling existing classroom and lab space?
3. What should be the system's capital investment strategy in the coming years? Should the system look to reduce square footage over time?
4. What strategies or incentives should be explored to better align or expand academic programming within the existing physical plant?



Questions?



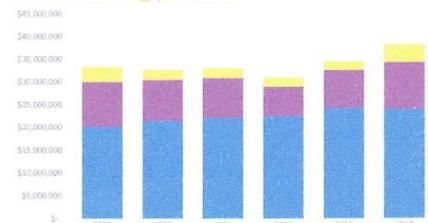
Total Energy Consumption



The category "Other" mainly consists of Fuel Oil and Steam/Hot Water and Propane
 Source: B3 Energy Benchmarking "Actual" consumption data, not normalized for weather or



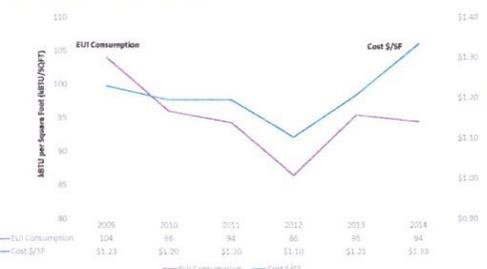
Total Energy Cost



The category "Other" mainly consists of Fuel Oil and Steam/Hot Water and Propane
 Source: B3 Energy Benchmarking "Actual" consumption data, not normalized for weather or



Energy Intensity



EUI = "Actual" kBtu/Campus\$/Year
 Source: B3 Energy Benchmarking "Actual" consumption data, not normalized for weather or



Appendix III

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College University Partnership Baccalaureate Programs: Student Services

Project Report

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Introduction

A key strategy for ensuring an educated workforce for Minnesota is for MnSCU colleges and universities to partner to provide baccalaureate programs on community college campuses. These partnerships are especially critical for the Twin Cities metro area and the production of a sufficient number of graduates with baccalaureate degrees.

As more institutions engaged in planning the academic aspects of partnerships, there was a recognition that attention would also need to be paid to the identification of services that students need, how services would be funded, and who would provide services. There are a variety of services, some funded through student fees, others with general fund dollars. These include, but are not limited to advising, billing, conduct, counseling, disability accommodations, financial aid, health, library, recreation, student activities, textbooks, technology and tutoring.

Student services form an integral part of students' educational experience, are important to students' success, and to their ability to complete the academic program. The Higher Learning Commission considers provision of services at off-campus locations when conferring accreditation to institutions. Further, it was apparent that there would be efficiency in creating a common approach to the provision of services rather than solutions being invented anew for every partnership.

To address these issues, Vice Chancellor Doug Knowlton charged a project team with developing a proposal for the delivery of services to students enrolled in baccalaureate programs offered in partnership between MnSCU colleges and universities and located on

community college campuses. The complete project charter is attached to this document as Appendix A.

This report summarizes the work of the team.

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Background Research

To provide a foundation upon which to base a proposal, the team conducted research on how other institutions with similar partnerships handled student services, distributed a survey to MnSCU stakeholders and held two student focus groups.

Other Institutions

Team members gathered information from five university partnership centers and from three MnSCU colleges who have partnerships in place with universities. Some were freestanding centers hosting multiple university partners, other community colleges hosting programs. A listing of institutions contacted is in Appendix B. The team learned the following:

1. Institutions need a comprehensive memorandum of understanding that details responsibilities. (“How we dance together.”)
2. Communication, strong relationships and open dialogue between partners are key. An advisory board with partner institutions is standard practice.
3. Problems need to be worked through as they occur. There also needs to be a regularly scheduled review of how things are working to catch small problems before they become major.
4. Appropriate access to student records can be a challenge.

Stakeholder Survey

An open-ended five question survey was distributed to CAOs, CSAOs and CFOs at Metro Alliance colleges and all MnSCU universities. The major findings from this survey were:

1. Students should receive services comparable to those received by other students at the college and at the university partner campus. There should not be extensive variation among and between campuses.
2. Academic advising is considered an essential service that is key to the success of students and programs. While other services were cited as important, advising was mentioned most often.
3. Technology will play a role in the delivery of services but it is not sufficient. One respondent commented that, “The strategy can USE technology but it can’t BE just technology.”
4. There is a need for students to feel connected to and identified with the university in whose program they are participating.

Student Focus Groups

Two student focus groups were conducted, one at North Hennepin Community College with students enrolled in MSU-Moorhead programs and one at Normandale Community College with students enrolled in MSU-Mankato programs. The major findings from these focus groups were:

1. Library and tutoring services, particularly for upper division courses, were mentioned frequently by students as important to them.

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2. Students talked about being unaware of services, particularly student life and recreation, that were available to them. However, many also said that competing life responsibilities made using these services difficult and said they were not important to them.

3. Students expressed concern about paying for services that they cannot easily access without traveling to the university campus and for paying a distance education fee. They viewed both of these as unfair.

4. Student articulated their appreciation for the presence of baccalaureate programs at a location where they could access them.

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Principles

Extracting ideas from this research, the project team developed a set of principles to guide the provision of services to MnSCU students enrolled in university baccalaureate programs located on community college campuses. In developing these principles, the team assumed three desired outcomes:

1. Students enrolled in baccalaureate programs located on community college campuses should have a high quality experience in and out of the classroom.
2. Students should experience a transition from the community college to the university that is easy to navigate.
3. Students should have a sense of belonging both at the college and as a part of the university.

In the interest of achieving these outcomes, the following principles are proposed:

1. Services provided to students should be substantially comparable to those services they would receive were they enrolled in a program on the university campus.
2. Students should have convenient access to an appropriate range of services to support their academic success and personal development.
3. A comparable array of services should be provided to all baccalaureate students on a college campus; that is, all university partners should all provide similar services.

4. The college and the university should agree on desired student service outcomes, data that will be collected, and regular reports that will be generated.
5. If a service is funded via a student fee, the fee assessed to students should be appropriate to the service available to them.
6. If a service cannot be reasonably accessed by a student by virtue of the location of the college, the student should not be charged for that service.
7. Students should be provided with information about services they can access and the fees that they are charged for these services.
8. The determination of charges to the university for services provided to students by the college will be based on a cost recovery model; the college will not profit financially.
9. Each college and university partnership should be guided by a standard Memorandum of Understanding that specifies the institutional responsibilities and an Interagency Agreement that sets out financial arrangements.
10. Both the college and the university should appoint a primary point of contact to facilitate partnerships.
11. Quarterly meetings of all university contacts should be scheduled by the college for the purpose of facilitating communication and problem-solving. Data should be utilized to drive decisions.
12. University personnel should be granted access to student information for the purposes of pre-admission advising and so that they can provide other needed services.

Services and Financial Arrangements

Following the development of the principles above, a proposal for the provision of services was developed. It is recognized that the methodology described in the grid below may not be appropriate for all college/university partnership programs, that the size and maturity of programs may drive specific decisions, and that there is information technology work to be accomplished to make some of the suggested service delivery methods possible.

Service

Area

Delivery

Method

Financial Arrangements

College

University

System Office

1

Academic advising

College advisors provide general information to students about the availability of programs.

Advising is provided by university personnel located at the college campus or available virtually.

Assistance needed from System Office ITS

Level of demand on college staff will need to be monitored. The university may need to support additional college staff.

2

Admissions

College admissions staff provide general information to students about the availability of programs.

University admits students to the institution and programs.

Level of demand on college staff will need to be monitored. The university may need to support additional college staff.

3

Athletics

Fees are only assessed when students can reasonably attend events. Attendance is commensurate with athletic fees paid.

Students are not assessed the university athletic fee unless they can receive services at the college. .

4

Attorney (Students')

For universities where this is a service, students access attorney remotely (telephone or online).

5

Billing/Bursar

College bursar's office staff provide general information in response to student inquiries.

University bursar's office is primary provider in communicating with students regarding deadlines and policies. Students' access is largely via e-services.

Assistance needed from System Office ITS

Level of demand on college staff will need to be monitored. The university may need to support additional college staff.

6

Bookstore (Textbooks)

If requested, textbooks may be available at the college bookstore.

Textbooks are handled by the university bookstore unless requested otherwise.

7

Bus pass subsidy

Discounted bus passes are available for purchase at the college.

Financial arrangements will vary depending on how the college funds subsidies. University will be responsible for reimbursing the college for any bus pass subsidies paid for university partner

10/2/13 College University Partnership Baccalaureate Programs: Student Services Page | 8

Service

Area

Delivery

Method

Financial Arrangements

students.

8

Career services

Alternate: College personnel provide career services.

University personnel provide career services through staff located at the college campus or virtually.

If college personnel provide, university reimburses college for personnel costs.

9

Commencement

The college and the university determine which commencement ceremony student will participate in.

The college and the university determine which commencement ceremony student will participate in..

10

Community Notification System

Communicate relevant college information (events and non-emergency).

Communicate relevant university information (policies and academic program information).

Assistance needed from System Office ITS

11

Conduct and Discipline

College personnel respond if immediate action is required, refer to university for adjudication.

University personnel adjudicate conduct matters. (This assumes that the University is the student's home institution) University personnel will keep college personnel informed of any student conduct concerns.

12

Counseling

College personnel respond if immediate action is required. Refer to university or community resources.

University to provide services or support the cost of community resources.

13

Customer Service

Work in collaboration with the university partner to make the partner aware of any complaints received that reflect service improvement needed by the university partner.

Work in collaboration with the college partner to make the partner aware of any complaints received that reflect service improvement needed by the college partner.

14

Dining Services

College provides services to university partners' students similar to the services provided to college students.

15

Disability accommodations

College staff arrange accommodations and communicate with university.

University informs college of disability accommodations needed.

The university reimburses the college on a cost-recovery basis.

16

Emergency notification

The college includes university students in its emergency notification database

Assistance needed from System Office ITS

10/2/13 College University Partnership Baccalaureate Programs: Student Services Page | 9

Service

Area

Delivery

Method

Financial Arrangements

and includes them in emergency notifications.

17

Financial aid

College financial aid office staff provide general information in response to student inquiries.

University financial aid office is primary provider in communicating with students regarding deadlines and policies. Students' access is largely via e-services.

Assistance needed from System Office ITS

Level of demand on college staff will need to be monitored. The university may need to support additional college staff.

18

Food shelf

College provides services to university partners' students similar to the services provided to college students.

19

Health

If college provides health services, those services are available to university students.

University may identify local resources for students.

Students are not assessed the university health fee unless they can receive services at the college. If services are provided by the college, the university pays the college the equivalent student health fee.

20

ID Card

ID cards produced by the college. The look of the ID card will reflect the university's identity.

The university provides registered student information.

The university reimburses the college on a cost-recovery basis.

21

Information Desk

College provides services to university partners' students similar to the services provided to college students.

22

International Students

College official may be designated by the university as the onsite DSO.

University is responsible for maintaining student status and paperwork but may designate a college official to be the DSO on site.

Depending on volume of work, the university will reimburse the college for performing DSO functions.

23

Internships

/Co-ops

College staff provide general information in response to student inquiries.

University provides support for students.

24

Library

Students may borrow books from the college library.

The university provides access to online databases and other electronic resources.

Assistance on MnPALS to support the partnership.

Level of demand on college staff will need to be monitored. The university may need to support additional college staff.

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Service

Area

Delivery

Method

Financial Arrangements

25

Multicultural Center

University partner students may participate in programs offered by the college similar to the access college students have.

26

Orientation

Will assist in providing space for orientation needs.

University provides support for students.

If space needs exceed a casual use level, the university may be charged.

27

Parking

Parking services for university partner students is similar to the access college students have.

Financial arrangements will vary depending on how the college collects parking fees.

University will be responsible for reimbursing the college for any parking services not paid for directly by university partner students.

28

Printing Services

University partner students will have services similar to the services college students have.

The university pays the college the equivalent of the college's student technology fee.

29

Recreation

University partner students may participate in programs offered by the college similar to the access college students have.

The university pays the college the equivalent of the college's student life fee. The student pays the university this fee.

30

Registrar/Records

College records office staff provide general information in response to student inquiries.

University records office is primary provider in communicating with students regarding deadlines and policies. Students' access is largely via e-services.

Assistance needed from System Office ITS

Level of demand on college staff will need to be monitored. The university may need to support additional college staff.

31

Service Learning

Allow students to participate in events and activities, but not allow university partner students to hold positions.

32

Student activities

Students may participate in recreation programs offered by the college.

The university pays the college the equivalent of the college's student life fee (if applicable).

33

Student Center

All services at the student center are available to university students.

The university pays the college the equivalent of the college's student center fee (if applicable).

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Service

Area

Delivery

Method

Financial Arrangements

34

Student Senate

35

Technology Service

The college provides a network logon for university partner students to ensure access to the internet/Wi-Fi and computer labs similar to the services provided to college students.

The university provides students' email accounts.

The university pays the college the equivalent of the college's student technology fee.

36

Testing

Make-up and alternative testing services will be provided by the college.

Level of demand on college staff will need to be monitored. The university may need to support additional college staff.

37

Tutoring

The college provides tutoring services as requested by the university. Tutors employed by the university may operate out of the college's tutoring center.

Online tutoring available to students. Tutors for upper division courses may be employed by the university.

The university reimburses the college on a cost-recovery basis for tutoring provided by the college.

38

Veterans

The college provides veterans gathering space, which is available to university students. A college official may be designated by the university to serve as a certifying official.

University personnel may act as veteran certifying official or a college official may be designated. If a college official is designated as a certifying official, appropriate security rights would need to be granted by the university.

Depending on volume of work, the university will reimburse the college for performing certifying official functions.

Writing Center

Provide university students access to the center and the resources within.

Level of demand on college staff will need to be monitored. The university may need to support additional college staff.

The matrix above outlines a high level description of service delivery and financial arrangements. Greater detail is presented in the sample Memorandum of Understanding in Appendix C. Note that the MOU includes areas beyond the scope of this project. The section titled "Student Services" is most relevant for this report.

In addition to the MOU, a sample Intra-Agency Agreement is attached as Appendix D. This document is a companion to the MOU and outlines the financial agreement between partners.

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Next Steps

Vetting

The project team recommends that this report be circulated for review and feedback by various stakeholders. In particular the following groups should be consulted:

1. Presidents
2. CSAOs and student affairs staff
3. CFOs and business and operations staff
4. CAOs and academic affairs staff
5. System office staff

Based on feedback received, the body of the report and the appendices may need to be revised. The revised report should then be disseminated to the groups above and made available on the MnSCU web site.

Need for Additional Projects

The project team recommends that several additional projects be initiated.

1. Library

The first of these would address library issues and would need to involve campus librarians and MnPALS staff. The project would focus on solving the technical issues involved in providing seamless library services that meet the needs of students in partner baccalaureate programs.

2. Student Information

A second project would address the need to identify students enrolled in partner programs and to create efficient ways of handling student information to make the delivery of student services possible. Progress has already been made in this area but it is incomplete.

3. Student Transition from College to University

It is critical to the success of college/university partnerships that there is a seamless transition for students from the college to the university. To that end, a model for pre-admission advising, new student orientation, and partner communication should be developed.

Utilizing the Recommendations of this Project

Once approved, the work products of this project should be widely disseminated and readily available. Further, someone or some group should be designated to periodically update the principles, service matrix, sample Memorandum of Understanding and the sample Intra-Agency Agreement so that these documents can continue to serve the needs of MnSCU colleges and universities.

Project Charter

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Appendix A

Project Charter

Creation Date: November 6, 2012

Executive Sponsor: Doug Knowlton, Vice Chancellor, Academic and Student Affairs, MnSCU

Sponsor: Lisa Wheeler, Vice President, Student Affairs, Normandale Community College

Definition: This project will develop a proposal for the delivery of services to students enrolled in MnSCU university baccalaureate programs located on community college campuses.

Goals:

1. To anticipate the need for support services and allow for their development concurrent with the development of new academic programs.
2. To identify areas of service that might be delivered under the auspices of the Campus Service Cooperative.
3. To develop a standard methodology and funding mechanism for the delivery of services.
4. To avoid duplication of effort that would arise from multiple institutions in multiple partnership arrangements developing separate methodologies and funding mechanisms.

Deliverables:

1. Summary of models employed in other systems that may have applicability for MnSCU institutions.
2. Stakeholder communication plan including a process for gathering initial requirements, providing input into draft documents, and for disseminating the final project report.
3. Proposal for the delivery and funding of student services including but not limited to advising, billing, conduct, counseling, disability accommodations, financial aid, health, library, recreation, student activities, textbooks, technology and tutoring.
4. Proposal for a process through which colleges and universities would adopt the proposed delivery and funding of student services.

Assumptions:

1. Student services are critical to the success of students, the effectiveness of the institution, and for compliance with state and federal law.
2. The project team will need to utilize the expertise of campus staff from advising, billing, conduct, counseling, disability accommodations, financial aid, health, library, recreation, student activities, textbooks, technology, tutoring and other relevant areas.
3. The use of work groups to address specific issues (e.g., library services) may be necessary.
4. Students are entitled to receive services for which they are paying via tuition and fees. Tuition and fees paid by university students to their home institution will be used to fund services provided to them at the college at which they are located or to fund online services that they can access.
5. Where there is a difference between the university and the college in how services are provided (e.g., academic advising), the delivery of services should follow university practice to the extent possible.

Project Charter

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Scope:

In

1. Student services including advising, billing, conduct, counseling, disability accommodations, financial aid, health, library, recreation, student activities, textbooks, technology, and tutoring.
2. Services for students enrolled in university baccalaureate programs at community colleges
3. Methodology for delivery and funding of services
4. Identification of opportunities for campus shared services that could fill needs for the provision of services

Out

1. Academic program development
2. Services for students enrolled in university baccalaureate programs at universities
3. Services for students enrolled in non-baccalaureate college programs at community colleges
4. Moving the proposal through the approval process
5. Implementation of the proposal

Stakeholders:

1. Students enrolled in university baccalaureate programs at community colleges
2. Faculty teaching in university baccalaureate programs at community colleges
3. Student affairs officers
4. Business officers
5. MnSCU leadership

Project Team and Roles:

1. Mike Eisenbeisz, Metropolitan State University (Project Manager)
2. David Jones, Associate VP for Student Affairs and Enrollment Management, Minnesota State University Mankato (University CSAO)
3. Landon Pirus, Chief Student Affairs Officer, North Hennepin Community College (College CSAO)
4. Mike López, Associate Vice Chancellor, MnSCU Liaison
5. Scott Erickson, CFO, Minneapolis Community and Technical College

Measurable Results:

1. Project completed according to timeline
2. Completion of all deliverable

Institutions Contacted

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Appendix B

List of Institutions Contacted

1. Central Washington University
2. Lone Star College University Centers

3. Minneapolis Community and Technical College
4. Normandale Community College
5. North Hennepin Community College
6. St. Petersburg College: University Partnership Center
7. University Center of Lake County, IL
8. University Center of North Puget Sound

Memorandum of Understanding

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Appendix C

Sample Memorandum of Understanding

I. INTRODUCTION

This Memorandum of Understanding (MOU) has been prepared to state the core agreement and understanding between the partnering educational institutions participating in the provision of university baccalaureate programs at a community college campus and is intended to be effective Month Date, Year regardless of the date of execution.

II. MISSION

The mission of the Minnesota State Colleges and Universities is to provide accessible high quality, future-oriented education and community service through technical, pre-baccalaureate, baccalaureate, master's, occupational and continuing education programs. Each state college and university has a distinct mission that is consistent with and supportive of the overall mission of Minnesota State Colleges and Universities. Baccalaureate programs are delivered principally by state universities; the provision of university baccalaureate programs on college campuses expands access to baccalaureate degrees to communities that might otherwise be underserved.

This MOU is meant to accompany an Inter-Agency Agreement and to confirm expectations that will contribute to the success of partnering institutions. The cooperation and collaboration of all participants helps to ensure a stable and reliable educational opportunity for students who enroll in university partners' programs.

III. RESPONSIBILITIES AND EXPECTATIONS

University partner will:

Deliver courses that satisfy the upper division requirements of agreed upon baccalaureate program(s) at the partner college. (Appendix 1)

- Offer sufficient credit hours per semester for each program offered to allow students the opportunity for financial aid eligibility.

- Work with college partner staff to provide seamless student support services for students moving from a college to a university program. (Appendix 13)
- Contribute to an atmosphere of cooperation and mutual success between partners.
- Recognize this document as it identifies partner expectations and responsibilities both explicit and implicit.

College partners will:

- Provide space for baccalaureate program and staffing .

Memorandum of Understanding

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- Work with university staff to provide seamless student support services for students moving from a college to a university program. (Appendix 13)
- Contribute to an atmosphere of cooperation and mutual success between partners.
- Recognize this document as it identifies partner expectations and responsibilities both explicit and implicit.

IV. GOVERNANCE AND MANAGEMENT

1) GOVERNANCE - Partnership Council

The Partnership Council is an advisory group developed to assist the college and university partners to coordinate activities and make recommendations regarding provision of baccalaureate programs at the college. The President of each university partner institution may appoint up to three members. The President of the college will appoint up to three members. College personnel will convene and facilitate the Partnership Council. The Partnership Council will meet quarterly and as needed. Committees and task forces may be created or dissolved by the Partnership Council as needed.

University partner will:

- Attend and participate as a part of the Partnership Council

College partners will:

- Organize quarterly meetings, attend, and participate as part of the Partnership Council

2) MANAGEMENT

An Inter-Agency Agreement outlining financial arrangements will be drafted by the partner college and agreed upon by both parties. (Appendix 10) The college will seek input from the university partners for planning, evaluation, dispute resolution and common problem solving.

3) COMPLAINTS

University partner will:

- Work in collaboration with the college partner to make the partner aware of any complaints received that reflect service improvement needed by the college partner.
- Educate the university partner students as to where complaints can be filed.

College partner will:

- Work in collaboration with the university partner to make the partner aware of any complaints received that reflect service improvement needed by the university partner.
- Receive all complaints and refer to the university for resolution as appropriate

V. FACILITIES UTILIZATION BY THE UNIVERSITY PARTNERS

Memorandum of Understanding

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Partnership Center space will be assigned on a priority basis according to Inter-Agency Agreement each university partner has with the college partner. Additional space may be temporarily assigned if available. Space requests will not be granted to university partners to hold classes and/or seminars that are in competition with any of the activities of the college's Continuing Education and Customized Training unit.

1) ACADEMIC CALENDAR/CANCELLATIONS

University partner will:

- Provide compensation for the public safety costs incurred for facility coverage when academic calendars do not align and the partner college is not in session.
- Notify faculty, students, and the college partner classroom scheduler of any scheduling changes including course cancellations for the semester or day.

College partner will:

- Ensure the classroom space and offices are open for the university if the academic calendar varies from the college academic calendar (Appendix 3)
- Provide regular access to the college partner campus during business hours and add additional hours as needed for partner programs.

2) CLASSROOM SCHEDULING AND USE:

University partner will:

- Request academic room space no later than March 1 for fall term, October 1 for spring term, and February 1 for summer terms.

o Provide the name of the course, the baccalaureate granting degree program it is associated with, the course request time, the faculty member teaching the course, whether that faculty is

permanent faculty or semester faculty, whether that faculty member is requesting office space use.

o Send the information to the space coordinator and Project Consultant for Partnerships at the college partner.

- Leave the space in the condition it was found at the conclusion of the activities in the space.
- Provide any special equipment needs beyond the technology provided in the classrooms.

College partner will:

- Provide facilities for courses that satisfy the upper division requirements of agreed upon baccalaureate program at the partner college.
- Schedule the classroom space based on space prioritization. (Appendix 9)
- Provide a standard course offering time schedule with 10 minutes between classes.

3) OTHER SPACE USE:

University partner will:

Memorandum of Understanding

10/2/13 College University Partnership Baccalaureate Programs: Student Services Page | 19

- Direct additional space requests to space coordinator.

College partner will:

- Provide university faculty, staff, and students' use of college facilities including but not limited to the student center, bookstore, library, and recreation facilities.
- Provide administrative office spaces for faculty and support staff that shall be private or semi-private. Space is owned by College partner and will be assigned on a priority basis based on program offerings. (Appendix 9)
- Provide furniture and technology equipment in offices and classrooms.
- Provide use of conference room and work room space within the Partnership Suite
- Provide additional space at no charge based on the college Rental Pricing Criteria as long as the space is being used by university partners to host meetings or conduct business directly related to their partnership function or student outreach. (Appendix 6)
- Maintain the right to schedule college facilities and its services to non-partner educational institutions, organizations, and businesses on a space available basis.
- Provide information to familiarize university faculty with the college office areas and services. (Appendix 6)

4) LIBRARY

University partner will:

- Be responsible for providing the necessary learning resource materials for the degrees/programs and courses that it will offer through the college.

College partner will:

- Make space available for university holdings (when provided by the university) for a specific academic program.

5) FINANCE/BILLING

University partner will:

- Pay on a cost recovery basis for space usage according to the Inter-Agency Agreement (Appendix 10)
- Pay on a cost recovery basis for other fees associated with the partnership, billed by term or quarterly. (Appendix 10)
- Be responsible for the cost to repair damages that are deemed to be beyond normal wear and tear of space.
- Billing payments are due within 30 days.

College partner will:

- Provide an Inter-Agency space agreement and billing 3 times a year. Fall term on October 1, spring term on January 1, and summer term on July 1.

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- Provide a bill for other campus services use on July 1, October 1, January 1, and April 1

6) MAIL SERVICES

University partner will:

- Follow campus mailing procedures (Appendix 6)
- Pay for postage usage billed quarterly.

College partner will:

- Provide mail services similar to the services received by the college users.

7) SIGNAGE

University partner will:

- Provide signage in accordance with college signage policies

- Ensure signage is consistent with the Partner Marketing Guidelines

College partner will:

- Post signage for the university partner

VI. ACADEMIC DEGREE PROGRAMS AND COURSES

1) ACCREDITATION

The college and university partners are responsible for their own regional and specialized program accreditations.

2) ARTICULATION AGREEMENTS

The college and university partners are responsible for jointly approving articulation agreements for each degree offering (Appendix 2). The articulation agreements will identify each college course that the university partner will accept as an equivalent for the required and elective courses for that specific degree program. The articulation agreement will also state the requirements for admission to the degree program. Where possible the university partner will encourage the completion of an Associate's degree as a requirement for admission to the partnership baccalaureate degree program and build degree plans accepting specified Associates degrees and/or Minnesota transfer curriculum.

3) DUAL ENROLLMENT

Dual admission provides a smooth and successful transition for students from a college to university. Students are considered fully admitted to both programs as long as the requirements of the programs are continually met.

College partner will:

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- Communicate enrollment information to the university partner financial aid officer for financial aid eligibility verification of dual enrolled students (when applicable).

It will be the responsibility of both the university partner and the college partner to work together to share transcript information to assist in completing the reverse transfer process.

4) DEGREE PROGRAMS AND OFFERINGS

Each university partner that offers a degree at the college is solely responsible for the admission process, the degree plans, academic advising and the conferring of such degrees. It is the responsibility of each individual institution to maintain all of its own academic records.

The college is responsible for providing lower division courses for each of the baccalaureate degrees. In those cases where the college does not offer a required freshman or sophomore level course, the college will provide prior written permission to the appropriate partner

university to teach that specific lower division course at the college until such time that the college offers that course or a suitable equivalent.

In critical areas such as faculty qualifications, standards of instruction, accreditation, learning resources, instructional materials, evaluation of courses, reports, and record keeping, the courses and degree programs offered at the college will be maintained and supported at the same level of quality as those on the main campus of the partner institutions. Faculty teaching courses at the college will be employed by the university responsible for teaching the course.

University partners are encouraged to propose new degree programs and to discontinue programs if they do not meet enrollment expectations. University partners have a reasonable expectation that programs they offer will not be duplicated by another partner university unless there is sufficient demand for more than one program and the program targets a different population or is offered in a different format. In addition, once a degree program has begun the expectation is that the program would continue until such time that one or more partners determine that the program is no longer viable, at which time the program would need to enter a phasing out schedule to ensure the students in the program had the opportunity to finish their degree.

5) ACADEMIC PROGRAM PROMOTION and PARTNERSHIP MARKETING

University partner will:

- Be responsible for their program promotion following the partner marketing guidelines (Appendix 11)
- Work collaboratively on a recruitment plan and produce marketing and advertising pieces for the partnership program.
- Provide the resources to cover the costs of all marketing pieces
- Provide detail on the university webpage of program offerings on the partner college campus.
- Work in partnership with the college to promote the university identity.
- Provide communication and training for college admission representatives to use in promoting the partnership during regular college partner recruiting efforts.
- Provide press release information to college Director of Media/PR
- Provide a representative from the university at college partner open houses to talk about transfer opportunities.

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College partner will:

- Work collaboratively on a recruitment plan and production of co-branding program materials.
- Provide links on the college webpage of university program offerings on the partner college campus.
- Work in partnership with the university to promote the university identity.
- Invite university partners to hold campus based information sessions to promote degree programs at the college.
- Invite university partner representatives to college campus Open Houses.
- Invite university partners to present to “gateway” classes in articulated programs.
- Allow approved advertisement to be posted on campus promoting the partner degree programs.
- Provide a list of adults in the service area (if possible) with two year degrees but not four year degrees to the university partner.
- Include partner information in the semi-annual campus magazine
- Allow approved signage to be placed at the college.

6) TECHNOLOGY SERVICES

University partner will:

- Incur the cost for and provide to the partner college any course specific software needed for installation.
- Pay for, on a cost recovery basis, any charges incurred for the use of AV and technology setup for courses.
- Pay for, on a cost recovery basis, for the use of other technology such as telepresence or ITV.

College partner will:

- Install any course specific software provided for university partners.
- Provide technology services similar to the services received by college partner faculty and staff.

VII. FACULTY AND STAFF SERVICES

1) HUMAN RESOURCES/COMPUTER ACCESS

University partner will:

- Provide information to initiate getting faculty and staff keys, phone numbers, and IT logon information. (Appendix 6)

- Provide a staff member or contribute to a shared position so that there is a consistent partner presence at the college.
- Cross train partner staff and faculty so students are provided a quality experience when seeking guidance.
- Provide all other Human Resources functions for faculty and staff.

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College partner will:

- Provide HR information to familiarize university faculty and staff with the college partner facility. (Appendix 4)
- Will invite staff to attend new employee orientation for aspects that impact the university partner employees.
- Will allow partner faculty and staff to participate in all activities similar to the faculty and staff at the college campus.

2) ID CARDS:

University partner will:

- Provide ID cards from their institution for their faculty and staff.

3) PUBLIC SAFETY

University partner will:

- Will report any worker's compensation injury or illness while performing work. The employee or, in the event of the employee's incapacity, the employee's supervisor must notify the partner university within 24 hours. The partner university is required to handle the filing and processing related to the employee's workers' compensation case. The employee should also complete a Risk Management Incident Report form available through college Public Safety.

College partner will:

- Will provide Public Safety services to all university partner faculty and staff.

4) PARKING

University partner will:

- Pay for the parking fees for university faculty and staff working on the partner campus.

College partner will:

- Provide faculty and staff parking facilities on campus as any member of the college faculty and staff would have. The costs to be paid by the university partner.

VIII. STUDENT SERVICES

1) ACADEMIC ADVISING

University partner will:

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- Agree to employ personnel to be located at the college to coordinate and provide on-site academic advising.
- Develop student degree plans for each degree/program offered at the college and keep the updated on the university webpage.
- Develop student degree plans for each degree/program offered at the college.
- Provide academic advisement to the students admitted to their degrees/programs and to any non-degree students granted admission to a specific course.
- Provide communication and training for college academic advisors and faculty in associated articulated college partner degree area.
- Under the university's FERPA policy, provide "school official" status to the college partner staff to answer general questions.

College partner will:

- Provide information to access degree plans on the university partner webpage and will provide basic information to students.
- Make degree plans available to students and will provide basic information to students.
- Invite university partners to be a part of the department meetings to promote collaboration.
- Provide a location within the college office for the university partner to use for office hours.

2) ADMISSIONS DEPARTMENT

University partner will:

- Align activities with the Partner Marketing Guidelines
- Agree to locate personnel at the college to coordinate and provide on-site services in Admissions.
- Provide co-branded literature describing the details of the program along with the admissions requirements, application procedures, dates and deadlines.

- Provide contact information for the person employed by the university partner who is responsible for admission to university program(s).

College partner will:

- Align activities with the Partner Marketing Guidelines
- Make general admissions information available to students about the availability of four year degree partnership programs.
- Provide assistance with completing the MnSCU online application.

3) ATHLETICS

University partner will:

- Agree to not charge students an athletic fee if the student would not have reasonable access to athletic games.

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4) ATTORNEY SERVICES (Include this only if the university provides access to an attorney.)

University partner will:

- Provide student with attorney services through the university if this is a service offered to other university students.

5) BILLING/BURSAR

University partner will:

- Serve as the primary provider in communicating with students regarding deadlines and policies.
- Serve students primarily through e-services or by phone.
- Consider adding a staff position at the partner campus when the need for services becomes apparent.
- Under the university's FERPA policy, provide "school official" status to the college partner staff to answer general questions.

College partner will:

- Provide general information to assist students and be knowledgeable about a phone number and contact person at the university partner to refer the student to.
- Provide space for the university partner staff to office if the need arises.

6) BOOKSTORE (textbooks)

University partner will:

- Provide the ability to order textbooks through an online environment for students.
- Provide college campus bookstore with a booklist and enrollment numbers for courses if the instructor wants the books available at the college campus bookstore.

College partner will:

- If requested, provide appropriate bookstore services for university students, including sale of textbooks for university courses taught at the college.
- If requested, sell clothing and other memorabilia with the partner institution's logo.

7) BUS PASSES:

College partner will:

- Negotiate bus passes for university students at the discounted rate.
- The cost for these fees will be recouped through the use charges calculated into classroom use rates.

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8) CAREER SERVICES

University partner will:

- Provide services to students who contact the university partner's Career Development Center.

College partner will:

- Provide general information to assist students and be knowledgeable about contact information for the university partner for student referrals.

9) COMMENCEMENT

University partner will:

- Handle all commencement activities.

College partner will:

- Accommodate space request if university requests to hold commencement on the college campus.

10) COMMUNITY NOTIFICATION SYSTEM

University partner will:

- Communicate relevant university information (policies and academic program information).
- Under the university’s FERPA policy, provide “school official” status to the college partner staff to answer general questions.

College partner will:

- Communicate relevant college community information (events and non-emergency)

11) CONDUCT AND DISCIPLINE

University partner will:

- Be responsible for all student conduct and discipline matters relating to the academic operations, including grade appeals, allegations of cheating, plagiarism or issues occurring within the classroom.
- Align with the college partner if needed in enforcement of disciplinary action of the university partner students.

College partner will:

- Respond when immediate action is required to address student behavior.

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- Be responsible for addressing nonacademic student misconduct and discipline matters, including conduct that may violate criminal law or disrupt the facility or programs of other institutions. In all such nonacademic student misconduct or discipline matters, partner college’s policies and procedures shall apply.
- Communicate any actions and incidents to the university partner where the student subject to disciplinary action is enrolled.
- A copy of the college's code of conduct is available on the college web site.

12) COUNSELING SERVICES

University partner will:

- Accept and act upon referrals to the university partner of their students.

College partner will:

- Address emergency counseling of students and work to make a smooth transition to the university partner for ongoing services.
- Provide referral services to community providers.

13) CUSTOMER SERVICE

University partner will:

- Work in collaboration with the college partner to make the partner aware of any complaints received that reflect service improvement needed by the college partner.

College partner will:

- Work in collaboration with the university partner to make the partner aware of any complaints received that reflect service improvement needed by the university partner.
- Receive all complaints.

14) DINING SERVICES

University partner will:

- Pay the college food service provider directly for payment of any catering functions.

College partner will:

- Provide the use of campus dining services during normal operating hours.

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15) DISABILITY ACCOMODATIONS

Each partner asserts that it has adopted appropriate policies and procedures under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act (Section 504). Nothing in this MOU shall be interpreted to change each partner's continuing responsibility.

University partner will:

- Refer to college personnel any students with disability services needs.
- Provide contact information for the person employed by the university partner who is responsible for student and employee disability issues.
- Be responsible for the costs associated on a cost recovery basis when a requested accommodation requires an adaptation to the facility or to shared equipment.
- Assist in document sharing with the college partner.
- Reimburse college for any accommodation services provided to university partner students.
- Under the university's FERPA policy, provide "school official" status to the college partner staff to answer general questions.

College partner will:

- As the owner and manager of the facility be responsible for ensuring that the college is accessible to users of the facility.

- Bill the university partner on a cost recovery basis.
- Assist in document sharing with the university partner.

16) EMERGENCY NOTIFICATIONS

University partner will:

- Under the university’s FERPA policy, provide “school official” status to the college partner staff to have access to student contact information.
- Educate students about the college’s emergency alert system.

College partner will:

- Notify students of emergencies through the emergency notification database which includes university partner faculty, staff and student information.

17) FINANCIAL AID SERVICES

College and university partners shall enter into a Student Financial Aid Consortia Agreement, in accordance with U.S. Department of Education directives.

University partner will:

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- Be responsible for providing financial aid services for students enrolled in its degree programs offered at the college.
- University partner is considered the “home institution”
- Communicate with students regarding deadlines and packaging.
- Serve students primarily through e-services or by phone.
- Consider adding a staff position at the partner campus when the need for services becomes apparent.
- Under the university’s FERPA policy, provide “school official” status to the college partner staff to answer general questions.
- Under the university’s FERPA policy, provide “school official” status to the college partner staff to be able to retrieve award data to defer course payments for dual enrollment programs.

College partner will:

- Provide general information to assist students and be knowledgeable about contact information for the university partner for student referrals.

- Provide space for the university partner staff to office as needed.

18) FOOD SHELF (Include this only if the university provides a food shelf.)

College partner will:

- Provide the use of the campus food shelf to all university partner students similar to the use provided to college students.

19) HEALTH (Include this only if the university provides student health services.)

University partner will:

- Identify local health services for university partner students and provide that information to the students.
- Agree to not charge students a health fee if the student would not have reasonable access to health services.

College partner will:

- Provide services to university students if health services are provided to college students.

20) ID CARDS

University partner will:

- Work in collaboration with the college partner to provide appropriate ID cards for use at the college campus.
- Provide authorization for the use of the university logo on the ID card.

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- Provide background graphics according to specifications provided by the college partner.
- Communicate with university partner students regarding the ID process.
- Under the university's FERPA policy, provide "school official" status to the college partner staff to provide access to partner student information and ensure that information is accurate and updated daily.
- Provide MnPALS barcode information for production of the ID card for Library services.
- Reimburse the college partner for the cost of ID card production (including equipment, labor, and card stock).

College partner will:

- Work in collaboration with the university partner to provide appropriate ID cards for use at the college campus.

- Provide ID cards with the look and feel of the university partner ID card with a college partner designation.
- Ensure the ID card produced will allow the university partner students to access agreed upon services at the college.
- Bill on a cost recovery basis the charges associated with producing the ID cards.

21) INFORMATION DESK

College partner will:

- Provide general campus information
- Provide contact information for university programs
- Provide lost and found services

22) INTERNATIONAL STUDENTS

University partner will:

- Be responsible for international students enrolled in the university.
- Ensure that the appropriate documentation is maintained at their main campuses for international students.

23) INTERNSHIPS AND CO-OPS

University partner will:

- Communicate with the college to coordinate local contacts for opportunities. Once the contacts have been co-established the university partner provides support for university students.

College partner will:

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- Work with the university partner (if requested) to coordinate local contacts for opportunities. Once the contacts have been co-established the college partner provides support for college students.

24) LIBRARY

Partner libraries will work together to provide an appropriate mix of on-campus and off-campus library services to serve the needs of the university partner faculty and students.

University partner will:

- Direct students to link to the library websites/information portals of their home university. (Appendix 7)

- Provide university students access to inter-library loan services. Delivery and pickup of materials will be at the college partner location.

College partner will:

- Provide a resources guide to university partner in orienting the partner students to the partner library. (Appendix 7)

- Provide electronic access (link) from the college partner library to the university partner institutions library.

- Allow books to be checked out using the students ID card which is linked to the MnPALS system.

- Provide university students a location for delivery and pickup of materials at the college partner location.

25) MULTICULTURAL CENTER

College partner will:

- Allow university partner students to be involved in activities and events similar to the college students.

26) ORIENTATION

University partner will:

- Provide orientation for university partner students.

- Direct students to orientation information provided by the college partner related to facilities and services.

College partner will:

- Provide an orientation guide to help partner students in assimilating to the college campus and accessible services. (Appendix 8)

27) PARKING

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College partner will:

- Provide students parking facilities on campus in the same manner that they are provided to college students.

- If there is a universal parking fee, the cost will be recouped through the use charges calculated into classroom use rates.

28) PRINTING SERVICES

University partner will:

- Advise university students of printing services and how to access those resources.

College partner will:

- Provide printing capability for university students in computer center labs.

29) PUBLIC SAFETY

College partner will:

- Address any university partner student needs with the same procedure used for college students.

30) RECREATION SERVICES AND FITNESS CENTER

College partner will:

- Provide access to services similar to the access provided to the college students.
- Allow students to participate in college sponsored recreation sports and activities.
- The cost for these fees will be recouped through the use charges calculated into classroom use rates.

31) REGISTRAR/RECORDS

University partner will:

- Notify college partner with the dates and times for university registration.
- Facilitate the registration of students at the partner institutions. This may include on-site registration events.
- Serve students primarily through e-services or by phone.
- Consider adding a staff position at the partner campus when the need for services becomes apparent.
- Under the university's FERPA policy, provide "school official" status to the college partner staff to answer general questions

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- Under the university's FERPA policy, provide "school official" status to the college partner staff to be able to retrieve student records.

College partner will:

- Assist in facilitating registration events.
- Provide temporary space for the purpose of university partner registration events.
- Provide general information to assist students and be knowledgeable about contact information for the university partner for student referrals.

32) SERVICE LEARNING

University partner will:

- Communicate with the college in order to coordinate local contacts for service opportunities. Once contacts have been co-established the university partner provides support for university students.

College partner will:

- Work with the university partner (if requested) to coordinate local contacts for service opportunities.
- Provide general information to assist students and be knowledgeable about contact information for the university partner for student referrals.
- Allow students to participate in events and activities, but not allow university partner students to participate in areas that receive funding (i.e., America Reads and Counts tutors)

33) STUDENT ACTIVITIES

College partner will:

- Allow university partner students to participate in student clubs, events and activities.
- Student life fees will be recouped through the use charges calculated into classroom use rates.

34) STUDENT CENTER

University partner will:

- Provide necessary certificate of insurance for special events held in the Student Center.
- Provide payment for the use of space in accordance with the college Facility Rental Rates.

College partner will:

- Provide the use of the Student Center public areas and public meeting space to all university partner students similar to the use provided to college student.
- Provide assistance in scheduling rooms and event setup support as needed.

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- Provide access to billiards and gaming system rentals for university partner students similar to the services provided to college partner student.
- Provide vending refunds.
- The cost for these fees will be recouped through the use charges calculated into classroom use rates.

35) STUDENT SENATE

College partner will:

- Students' eligibility to participate will be based on the guidelines/by-laws of the college

36) TECHNOLOGY SERVICES

University partner will:

- Provide students a university email account.
- Under the university's FERPA policy, provide "school official" status to the college partner staff to create IT usernames for use at the college.
- Reimburse college on a cost recovery basis for services provided to university students.

College partner will:

- Provide a username and password for access to college technology services.
- Allow university partner students' access to computer labs similar to the access provided to college students.
- Provide wireless internet access.
- Bill the university partner on a cost recovery basis.

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37) TESTING

University partner will:

- Reimburse college on a cost recovery basis for services provided to university students.

College partner will:

- Inform university students about available testing services.
- Bill the university partner on a cost recovery basis for services provided.

38) TUTORING SERVICES

University partner will:

- Provide students with the information about the college partner resource.
- Identify tutors to offer desired tutoring on the college campus.
- Provide access to online tutoring services.
- Reimburse college on a cost recovery basis for services provided to university students.

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College partner will:

- Provide space for tutoring on the college campus or provide desired service through the college's tutoring center.
- Bill the university partner on a cost recovery basis for services provided if tutoring is provided through the college's tutoring center.

39) VETERANS

University partner will:

- Serve as the certifying official for university student veterans.
- Provide registration and benefits services for university student veterans.

College partner will:

- Provide referrals to the university partners certifying official.
- Provide access to the college's veteran's center.

IX. CIVIL RIGHTS POLICIES AND PROCEDURES

Each of the university partners is an equal opportunity educational institution and employer with established policies and procedures to respond to civil rights complaints brought forward by students, employees or guests. Nothing in this MOU shall change the obligation of each partner to advise its employees and students regarding complaint resolution processes. Each partner agrees that it will identify ways to make its complaint resolution processes available to its students and employees engaged in study or work at the college. Each partner agrees to provide to the college, the name and contact information of each person responsible for responding to civil rights complaints. Each partner agrees to cooperate fully and assist in the resolution of any civil rights complaint regarding the conduct of its employees or students at the college.

X. GENERAL PROVISIONS

The Partnership Council will be responsible for identification of additional general provisions if needed. Any amendments or additions to this MOU shall be in writing and approved in the same manner used to approve this MOU.

The signatures below reflect the commitment of each partner institution.

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MOU Appendices

The actual documents that make up these appendices are not attached to this report. These documents are specific to the partnership institutions.

1. List of Baccalaureate Programs offered at Partner College
2. List of Articulation Agreements
3. Academic Calendar and Building Hours of Operation
4. Human Resources information for staff and faculty safety
5. Rental Pricing Criteria
6. Partnership Suite information
7. Library information for orienting faculty and student
8. Student Orientation Guide
9. Space Prioritization/Allocation Guidelines, and request Calendar
10. Inter-Agency Agreement Summary of Cost of Classroom Use and Billed Costs
11. Partner Marketing Guidelines
12. Facility Rental Rates
13. Campus Forms

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Appendix D

Sample Intra-Agency Agreement

STATE OF MINNESOTA

MINNESOTA STATE COLLEGES AND UNIVERSITIES

XXX Community College

INTRA-AGENCY AGREEMENT

This form may ONLY be used for agreements between two or more members of the Minnesota State Colleges and Universities. This form may NOT be used for agreements with private parties or with the University of Minnesota. UNLESS ALL SIGNATORIES TO THIS DOCUMENT

ARE EMPLOYEES OF THE MINNESOTA STATE COLLEGES AND UNIVERSITIES, THIS AGREEMENT SHALL BE INVALID AND UNENFORCEABLE.

A. This Intra-Agency Agreement is entered into between XXX Community College and XXX University.

The purpose of this Agreement is: to document the financial agreement between the partner institutions to offer baccalaureate completion programs on the campus of XXX Community College.

B. The parties agree that:

1) PROVIDING AGENCY DUTIES. The College shall:

a) Provide Space:

i) Faculty and staff work space, comprised of both private and shared, equipped with functioning computers and telephones at each work station.

ii) Conference room and work room space equipped with conference phone, copier, refrigerator, microwave, and coffee maker which will be shared with other university partners.

b) Provide use of classrooms and conference rooms equipped with technology for student instruction based on priority scheduling for courses that satisfy the upper division requirements of agreed upon baccalaureate programs at the college.

2) REQUESTING AGENCY DUTIES. The University shall:

a) Provide classroom reservation requests (including expected enrollment) no later than March 1 for Fall, October 1 for Spring, and February 1 for Summer terms.

b) Confirm with the designated partnership coordinator the office spaces that will be needed eight (8) weeks prior to the beginning of each term.

3) CONSIDERATION AND TERMS OF PAYMENT. Charges will be determined on a cost recovery basis for operational costs (utilities, insurance, custodial, maintenance and related facility), debt service costs and student fee based services (technology, parking, student center, student life). See Appendix 1 for more detailed information.

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Classroom Use

Small - 4 credit hour course cost \$x,xxx

Large - 4 credit hour course cost \$x,xxx

Office Space Use in Partnership Suite

Private office - annual cost \$x,xxx

Semi-private office – annual cost \$x,xxx

4) TERMS OF PAYMENT. Payment shall be made by the REQUESTING AGENCY 30 days after the PROVIDING AGENCY has presented invoices for services performed. Billing will be three (3) times each year, at the beginning of each academic term, summer July 1, fall October 1, and spring January 1 for class usage and at the beginning of the summer July 1 for office usage.

5) CONDITIONS OF PAYMENT. All services provided by the PROVIDING AGENCY pursuant to this Agreement shall be performed to the satisfaction of the REQUESTING AGENCY, as determined at the sole discretion of its Authorized Representative.

6) TERMS OF AGREEMENT. This agreement shall be effective xxx, or upon the date that the final required signature is obtained by the PROVIDING AGENCY, whichever occurs later, and shall remain in effect until XXX, or until all obligations set forth in this Agreement have been satisfactorily fulfilled, whichever occurs first.

7) CANCELLATION. This Agreement may be cancelled by the REQUESTING AGENCY or the PROVIDING AGENCY at any time, with or without cause, upon one hundred eighty (180) days written notice to the other party or sooner if mutually agreed upon. In the event of such a cancellation, the PROVIDING AGENCY shall be entitled to payment, for work or services satisfactorily performed through the end of the academic term.

8) WORKERS COMPENSATION. Should a faculty or staff member incur a Worker's Compensation injury or illness while performing work at XXX Community College, the employee or in the event of the employee's incapacity, the employee's supervisor must notify the REQUESTING AGENCY within 24 hours. The REQUESTING AGENCY is required to handle the filing and processing related to the employee's workers' compensation case.

9) AUTHORIZED REPRESENTATIVES. The REQUESTING AGENCY'S Authorized Representative for the purposes of administration of this Agreement is

The PROVIDING AGENCY'S Authorized Representative for the purpose of administration of the Agreement is

Each Authorized Representative shall have final authority for acceptance of services of the other party and shall have responsibility to insure that all payments due to the other party are made pursuant to the terms of this Agreement.

10) ASSIGNMENT. Neither the PROVIDING AGENCY nor the REQUESTING AGENCY shall neither assign nor transfer any rights or obligations under this Agreement without the prior written consent of the other party.

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11) AMENDMENTS. Any amendments to this Agreement shall be in writing, and shall be executed by the same parties who executed the original agreement, or their successors in office.

12) LIABILITY. Each party will be responsible for its own acts and the results thereof to the extent authorized by law and shall not be responsible for the acts of any others and the results thereof. The PROVIDING AGENCY and the REQUESTING AGENCY liabilities shall be governed by the provisions of the Minnesota Tort Claims Act, Minnesota Statutes, Chapter 3.376, and other applicable law.

C. Unless the parties have agreed to a different method of dispute resolution, as attached to this Agreement, they shall submit the dispute to the Chancellor or the Chancellor's designee for resolution.

D. This Agreement may be amended at any time with the mutual written consent of each College/University/Office of the Chancellor.

E. This Agreement will be effective XXX.

F. Other provisions (Attach additional pages as necessary)

a. It is explicitly understood by the Requesting Agency that any and all facility usage agreements between the Providing Agency and the Requesting Agency that have been used in past semesters up through XXX are now null and void. This agreement is effective beginning XXX for all facilities used by the Requesting Agency on the Providing Agency's campus.

b. The Memorandum of Understanding for partnerships (outlining responsibilities and expectations, governance and management, facilities utilization, academic degree programs, faculty and staff services, and student services) as agreed to by the providing and requesting agencies will become part of this agreement upon its execution.

(Signature blocks not included in this document)