



ACADEMIC AND STUDENT AFFAIRS COMMITTEE

JULY 15, 2008

1:00 P.M.

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

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

Committee Chair Dan McElroy calls the meeting to order.

- (1) Minutes of May 20 and 21, 2008** (pp. 1-11)
- (2) Academic and Student Affairs Update (pp. 12-14)
- (3) Metropolitan Area Planning (pp. 15-36)
- (4) Annual Sabbatical Report (pp. 37-46)

Members

Dan McElroy, Chair
Christine Rice, Vice Chair
Duane Benson
Cheryl Dickson
James Van Houten
Vacancy
Vacancy

Bolded items indicate action required.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
MAY 20, 2008**

Academic and Student Affairs Committee Members Present: Dan McElroy, Chair; Trustees Duane Benson, Ann Curme Shaw, Caleb Anderson, Christine Rice, Cheryl Dickson and James Van Houten.

Other Board Members Present: Trustees Tom Renier, Michael Boulton, David Paskach and Scott Thiss.

Leadership Council Committee Co-Chairs Present: Senior Vice Chancellor Linda Baer and President Ann Valentine.

The Minnesota State Colleges and Universities Academic and Student Affairs Committee held its meeting on May 20, 2008, at Wells Fargo Place, 4th Floor, Board Room, 30 East 7th Street in St. Paul. Chair McElroy called the meeting to order at 2:05 pm.

1. Campus Strategic Profile: Century College

Presenters:

Larry Litecky, President
John O'Brien, Vice President of Academic Affairs
Mary McKee, Vice President of Continuing Education and Customized Training
Mike Bruner, Vice President of Student Services
Michelle Neaton, Director of the Center for Teaching and Learning
Century students Bee Xiong, Alex Schostag and Zachary Rossow

Strategic Campus Profiles are presented to showcase each institution in the system. The profiles include information on integrated planning, institutional programming and collaboration, futures planning, facilities projects and other data.

Century College is a student-centered, open-access, comprehensive community and technical college in White Bear Lake, Minnesota serving over 12,000 credit students and 12,400 non-credit students annually.

1. Institutional Distinction

a. Unique institutional and academic features

- Century currently has the largest FYE in its history;
- Century is the largest two-year community and technical college in the East Metro area, seventh largest higher education institution in Minnesota, serving over 12,000 students;

- With the sole exception of the University of Minnesota, Twin Cities, more graduates of the St. Paul public schools attend Century than any other college or university;
- Century College's students are from diverse racial and ethnic backgrounds (24%). This is the third-highest number among the 32 colleges and universities in the system;
- As a comprehensive community and technical college, Century offers liberal arts and occupational/technical program in 60 areas;
- Century provides pathways for students to transfer to over 30 four-year colleges and universities to continue educational opportunities, including an articulation to the BSN program at Metropolitan State University;
- Century offers unique programs and awards in orthotics/prosthetics, women's studies, global studies, emergency medical services (EMS), law enforcement, dental hygiene and assisting, and horticulture. The College is a center for Century CSI, which includes programs in computer forensics, investigative science, forensic photography, forensic science and biology, interviews, interrogation, hazardous materials, homeland defense and crime mapping;

b. *Student development opportunities for recruitment and retention*

- Century designed and implemented the award-winning GPS *LifePlan*, a new initiative to assist students in making decisions on career, personal and educational choices prior to enrolling in college courses and throughout their educational experience. The College is currently developing a software application that will provide the GPS *LifePlan* for high schools and system institutions;
- Century's Student Success Day provides opportunities for more than 2,000 students each semester to meet with instructors, tutors and attend seminars on relevant topics such as test taking, study and organizational skills. This program has received the "Outstanding Innovative Program" award from the system;
- In 2006, Century opened the Kopp Technology Center, a \$5.4 million state-of-the-art information and computer technology training facility offering cutting-edge convergence technology (data, video and voice);
- The Tuition Free program offers up to two years of tuition-free college and intensive support services for recent Minnesota public high school graduates;
- Century College in the last administration of the Community College Survey of Student Engagement (CCSSE) improved in all five benchmark areas. In the last Noel-Levitz Survey (Student Satisfaction Inventory) Century College improved scores in every question over the previous survey administration.

2. Institutional Profile

a. *Unique demographics*

- Over 24% of Century students are persons of color, with a high proportion of Somali and Hmong refugees; 59% (of students who disclosed this formation) are first generation students;
- Full time students make up 48% of the student body, part time students make up 52%, and female students make up 58% of enrollment and male students make up 42%;
- Century has one of the highest proportion of students in English for Speakers of Other Languages (ESOL) courses among two-year colleges in the Twin Cities area;
- The average age of students at Century is 25 years; Century College has implemented two new initiatives (Adult Options aged 25-54) and PRIME Time (aged 55 and older);
- Students taking online or hybrid-delivered classes have more than doubled in the last five years.

b. *Unique partnerships*

- Bachelor of Science in Nursing partnership with Metropolitan State University, Minneapolis Community and Technical College, Hennepin Technical College, St. Paul and Inver Hills Community College;
- Designated Access and Opportunity Center (with Inver Hills Community College), preparing underserved and underprepared students for post-secondary education (College Within Your Reach);
- A Tuition Free program that provides up to two-years of tuition-free education for qualified recent public high school graduates and is funded through grants from foundations;
- The Service Learning Program (nationally recognized) providing over 2000 students with learning activities that benefit local businesses, K-12 schools and governmental organizations (providing 20% of all service learning experiences in the system);
- University of Minnesota partnership in an NSF STEM grant to encourage and support minority students in Science, Technology, Engineering and Mathematics.

3. Integrated Planning for 2020 Vision

a. *Planning in context*

- Participated in the Higher Learning Commission (HLC) Examiner Survey, All College Development Day, and Strategy Forum to develop current and future priorities and Academic Quality Improvement Program (AQIP) projects.
- Established a Planning Committee that oversees the development, implementation and measurement of the Biennial Action Plan, AQIP Action Projects and performance indicators.

4. Futures Planning – 2015

a. *Program and institutional accreditation*

- Fully accredited by the HLC through 2013;
- Member of AQIP since 2005; the Systems Portfolio (required for reaffirmation of accreditation) is due June, 2009;
- Accredited programs: Auto Service, Cosmetology, Dental Assisting; Dental Hygiene, Kitchen and Bath Design, Medical Assisting, Nursing, Radiologic Technology, Orthotic Technician, Prosthetic Technician, Orthotic Practitioners, Prosthetic Practitioner, and Paramedic.

b. *Facility and technology planning*

- Opened the Kopp Technology Center in 2006 (\$5.4 million);
- Developed a five-year master facility plan in 2007;
- Completed the Science/Library Building (\$20 million) in May 2008;
- Received Phase II capital bonding award of \$7.9 million to renovate the vacated space (for programs moving to the Science/Library Building). \$2.0 million was awarded for the development of a new Radiologic Technology Laboratory and major renovation projects of current facilities.

5. Resource Deployment

a. *Resource use and fiscal responsibility*

- Century College serves over 12,000 credit students and 12,300 non-credit Continuing Education and Customized Training students;
- Century College is the 6th largest undergraduate institution in the state;
- Century College's Continuing Education and Customized Training unit is the largest in the system;
- Total assets of the College in 2007 increased 39% to \$49.1 million, compared to \$35.4 million in fiscal year 2006;
- Century College adds \$157.8 million to the local economy each year;
- Space utilization is 116%.

b. *Sustainability*

- Century College in 2007/08 had over \$1.1 million in grants from the federal government (e.g. Perkins, NSF, TRIO, CCAMPIS/Childcare);

- Continuing Education/Customized was awarded a contract from the Minnesota Department of Human Services (DHS) in the amount of \$3.2 million;
- Many Minnesota foundations have supported College programs the past three years (examples include; Jay and Rose Phillips, St. Paul Foundation, Travelers Foundation, Kopp Foundation, Pohlad Foundation, Deluxe Foundation, Mardag Foundation, Bigelow Foundation);
- The Century College Foundation raised \$783,123 in 2006/07 (\$820,529 in 2005/06).

Trustee Van Houten asked how the college is working to increase its male student population. President Litecky said the college is attempting to get grant money to take its fabrication lab on the road to middle schools and high schools. The fab lab promotes learning by engaging students in hands-on fabrication projects. Introducing applied learning to younger students may help ignite their interest in pursuing post-secondary study in this or similar fields of study.

Another way the college is trying to connect with potential students is through the GPS Life Plan, which helps assist students in making decisions on career, personal and educational choices prior to enrolling in college courses and throughout their educational experience.

The college also has 1,400 high school students who attend Northeast Metro 916 Intermediate School in campus buildings weekly. President Litecky said they need to bolster their efforts to connect with those students and inform them about the post-secondary opportunities at the college.

Chancellor McCormick said Century College was considered a challenged institution at one time, but under the leadership of President Litecky it has grown to be an exciting and exemplary institution.

Senior Vice Chancellor Baer added Century College leadership not only successfully merged a community college and technical college, but also did it while championing innovation and fostering substantial growth.

President Litecky said there have always been good faculty, staff and administrators at the college. It was just a matter of finding the right way to engage and motivate them to turn the college into a first-rate, two-year institution, he said.

The meeting adjourned at 2:55 pm
Respectfully submitted,
Margie Takash, Recorder

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
MAY 21, 2008**

Academic and Student Affairs Committee Members Present: Dan McElroy, Chair; Trustees Duane Benson, Ann Curme Shaw, Christine Rice, Cheryl Dickson and James Van Houten.

Academic and Student Affairs Committee Members Absent: Caleb Anderson

Other Board Members Present: Trustees Tom Renier, Ruth Grendahl, Michael Boulton, David Paskach and Scott Thiss.

Leadership Council Committee Co-Chairs Present: Senior Vice Chancellor Linda Baer and President Ann Valentine.

The Minnesota State Colleges and Universities Academic and Student Affairs Committee held its meeting on May 21, 2008, at Wells Fargo Place, 4th Floor, Board Room, 30 East 7th Street in St. Paul. Chair McElroy called the meeting to order at 9:07 am.

1. Approval of Minutes of March 18, 2008

Trustee Van Houten noted that the minutes pertaining to the Accountability Framework discussion did not note that the educational quality measure still needs to be finalized. He said this is an important piece in the accountability dashboard. Chair McElroy said the finalization of this measure will be a priority for the committee.

Trustee Van Houten made a motion to approve the minutes of the March 18, 2008 Academic and Student Affairs Committee as written. Cheryl Dickson seconded and the motion carried.

2. Academic and Student Affairs Update – Senior Vice Chancellor Baer

Senior Vice Chancellor Baer gave an update on this year's Action Plan Goals:

- **Reaching the Underserved**

- a) Twelve focus groups of middle-school age students from groups traditionally underrepresented in higher education were convened to determine how they get information about colleges and what types of messages appeal to them. The research will better inform advertising, public relations and marketing efforts toward underrepresented groups.
- b) Reports on current spending for recruitment and retention efforts toward students in underrepresented groups, as well as a report on the strategies pertaining to recruitment and retention of these students, will be presented to the Board.
- c) Recruitment programs and activities in the metropolitan area focused on new Americans and other underrepresented groups were reviewed by an

Admissions and Diversity Study Group. Findings and recommendations will be presented to the Metro Alliance in July.

- d) Work on revamping and updating the “Make College Part of Your Future” brochure is underway.
 - e) The campus customer service survey will be conducted in fall 2009.
 - f) The System has established three college access and opportunity centers resulting from a competitive request for proposal process. The centers are at St. Cloud State University, Minnesota State Community and Technical College and Century College with Inver Hills Community College. They aim to improve student readiness for college, student advising and engagement, as well as professional development for K-12 teachers.
- **Enhancing Science, Technology, Engineering and Mathematics (STEM)**
 - a) The Center for Teaching and Learning grant awards targeted the goals of improving student learning and increasing course enrollments in STEM disciplines. Thirteen grants totaling \$250,106 to six colleges and five universities were granted. The average award was \$19,200.
 - b) STEM funds were used to leverage large-impact partnerships such as Project Kaleidoscope, a STEM-faculty professional development organization.
 - c) The System purchased a subscription for MentorNet, an e-mentoring program which will allow every student in the System to have the opportunity to receive one-on-one mentoring with a corporate professional.
 - d) Awards totaling \$323,000 to seven state universities have supported various projects designed to meet the goal of doubling the number of new science and math teachers by 2011.

Trustee Benson asked if it would be possible to receive cost breakdowns for some of these efforts. He said a cost-per-student and gender breakdown for initiatives such as recruitment and retention of underrepresented students and MentorNet would be helpful when they make decisions about these initiatives in the future.

3. **2009 Action Plan for the Minnesota State Colleges and Universities**

Senior Vice Chancellor Baer reviewed the 2009 Action Plan for the System. At the Board of Trustees’ retreat last year, five initiative areas were identified as strategic priorities for fiscal year 2009:

- **Reaching the Underrepresented**

The priority will be to build on current initiatives at institutions to recruit and retain students from low-income families, students of color, first-generation college-goers and students from immigrant families.
- **Tuition Study and Price of Attendance**

A study of tuition polices that includes an assessment of price of attendance and cost to educate students will be conducted.

- **STEM**
Efforts will be aimed at increasing student engagement in STEM coursework. This includes incentives for STEM faculty and teachers, improvement of the infrastructure for STEM programs and development of STEM learning opportunities that meet current industry needs.
- **Workforce of the Future**
Support of regional prosperity and community success by expanding outreach and enhancing educational services to Minnesota businesses is a priority. Strategies will focus exclusively on the workforce needs of industry.
- **Succession Planning**
This includes current and future initiatives of the system and individual institutions to address pending retirements, primarily pertaining to executive-level leadership.

A recently-proposed initiative on promotion of environmental sustainability was discussed. Chancellor McCormick said he suggested this initiative be added to the Action Plan as a way for the System to promote environmental efficiencies. This could be done by reviewing or modifying facilities design and construction standards or by reducing carbon footprints and dependence on non-renewable energy sources.

Trustee Van Houten said he concurs with the parts of the proposed initiative relating to promoting environmental efficiencies. However, he said he was concerned with the language pertaining to sustainability efforts, including promotion of sustainability efforts System-wide and promotion of the inclusion of sustainability concepts in relevant curriculum and programs. He said the term “sustainability” can have philosophical or political implications and that would necessitate more debate by the Board.

Chair McElroy agreed that the word “sustainability” is becoming a political term. He suggested the proposal be redrafted to clarify that it relates to solely to environmental sustainability and efficiency concepts. The proposal then could come back to the committee for further consideration and the workplan could be amended if necessary.

4. Pine Technical College Mission Approval

The Office of the Legislative Auditor (OLA) audited Pine Technical College in 2007. In the report, auditors questioned if services provided by the Pine Technical College Employment and Training Center (ETC) comply with the System’s statutory mission.

The programs provided by the ETC are related to social service and employment programs under the auspices of local counties. Because they comprise a significant portion of the College’s operations, the OLA questioned if the Board of Trustees is fully informed on the degree to which Pine Technical College’s operations were focused the ETC.

Pine Technical College President Robert Musgrove said the college has had an association with the ETC since 1987. Currently Pine Technical College contracts with various counties to conduct Welfare-to-Work employment services, diversionary work

program services and child care resource and referral services. Out of the \$8.9 million Pine Technical College budget, \$3.4 million is related to the operation of the ETC. Out of the college's 88 employees, 28 are staff at ETC.

In 2007, 1,912 clients were served, and of that number 1,096 were enrolled as Pine Technical College students, either for credit or non-credit.

President Musgrove said he has worked with the System's general counsel to revise the college's mission statement so that it includes reference to providing education and social services that enhance the communities it serves.

Trustee Van Houten said he is concerned that the new mission statement is too broad in terms of social services and this could allow for "mission creep." He added this could have implications for other institutions.

Chair McElroy said Pine Technical College's situation regarding such services is unique in the System. If other colleges or universities would want to pursue a similar course, they would have to come before the Board for approval.

Executive Director of Internal Auditing John Asmussen said he is confident that the new mission statement proposed satisfies the concerns expressed by the OLA.

Trustee Rice made a motion to recommend that the Board of Trustees approve the request by Pine Technical College to modify its mission statement to: "Our mission is to provide superior education and social services that enhance the communities we serve." Trustee Benson seconded the motion. The motion carried with Trustee Van Houten dissenting.

**5. Proposed Policy 3.35 Credit for Prior Learning, Repeal of Carry Forward Policy
CC III.02.01 Awarding Credits (First Reading)**

This was the first reading of a new policy that directs System colleges and universities to:

- a) Provide opportunities that allow students to demonstrate college-level learning through a variety of methods;
- b) Develop or update institutional policy in accordance with System policy;
- c) Comply with Statute 197.775, Higher Education Fairness as it applies to Minnesota State Colleges and Universities; and
- d) Disseminate information about prior learning assessment opportunities to students.

Senior Vice Chancellor Baer said a policy that allows for credit based on prior learning is important, especially as it applies to veterans. For example, a veteran who has experience with emergency medical services in combat situations should be entitled to receive credit for that experience, she said.

Associate Vice Chancellor Mike Lopez said the new policy provides potential students a clear framework for consistency, reliability and measurement as it pertains to credit for prior learning.

Minnesota State University Student Association Executive Director JJ Jouppi said his organization was involved in the creation of the new policy and supports its passage.

Chair McElroy asked staff to provide an implementation timeline when the policy is presented for a second reading.

6. Proposed Amendment to Policy 2.2 State Residency Requirements (First Reading)

The current policy on state residency relies on a statute that has been repealed. The proposed amendment establishes a limited set of criteria for classification as a state resident. Conditions under which non-residents may pay the resident tuition rate are established.

Minnesota State University Student Association Executive Director JJ Jouppi said his organization supports passage of the amendment. He said it will make residency requirements more transparent for students.

Trustee Van Houten posed a question pertaining to when non-resident graduate teaching assistants pay resident tuition. Chair McElroy directed staff to clarify the issue of tuition when teaching assistants are not teaching during a semester.

7. Metropolitan Area Planning Update

Two of the System's prime strategic challenges in the metro area are the capacity to serve the education needs of the growing population in the Twin Cities and a limited number of upper-division and graduate-education offerings.

A survey of 1,000 recently-enrolled residents ages 25-54 in the 13-county metropolitan area was conducted. Some of the findings show adult learners prefer:

- Locations close to home;
- Shorter-length courses;
- Online and hybrid courses;
- Web sites and web searches for information

Of those surveyed, 70 percent said the ability to complete a bachelor's degree by taking university courses on the campus of a community or technical college is an attractive option.

The most popular fields of study at the undergraduate level are business, health professions, computer/information sciences and social sciences. For graduate-level students, the most popular fields of study are business, education and health professions.

Several principles to guide planning for upper-division and graduate education in the metropolitan area are proposed as the basis for the next stages of planning.

Principals proposed pertaining to institutions include continued development of Metropolitan State University as the primary state university in the region, continued use of non-metropolitan state universities for selected programs and locations and no established “geographic territories.”

Pertaining to programs, guiding principles proposed include use of lower-division capacity in colleges for upper-division courses, meeting unmet needs and expanding access and avoiding unnecessary duplication.

In terms of facilities, the proposed principles include limiting the number of locations, using existing campuses when feasible and leasing for testing the demand and temporary needs before approving construction.

Trustee Van Houten said “brand” – if students indicate a preference for receiving degrees from certain schools – also should be considered, as well as ultimate cost to taxpayers and program quality.

Staff will be analyzing strategic options pertaining to metropolitan area programs and facilities. There will be consultation with each state university and a framework will be presented to the Board at a future date.

8. Centers of Excellence: Wilder Research Program Evaluation

Because of a lack of time, this item was tabled and will be placed the agenda for a future meeting.

The meeting adjourned at 10:32 am
Respectfully submitted,
Margie Takash, Recorder

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: July 15, 2008

Agenda Item: Academic and Student Affairs Update

Proposed Policy Change Approvals Required by Policy Other Approvals Monitoring

Information

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

At the May 2008 Board of Trustees meeting Chair Olson asked for an update on the four priorities selected by the Board at its October 2007 retreat.

Scheduled Presenter(s):

Leslie K. Mercer, Associate Vice Chancellor for Research and Planning

Outline of Key Points/Policy Issues:

The four issues are:

- Reaching the underrepresented
- Increasing science, technology, engineering, and math (STEM) enrollments
- Engage in a tuition study
- Succession planning

Background Information:

These priorities have been incorporated into the FY09 Action Plan along with one additional item, "Building the Workforce of the Future". The Action Plan was approved at the May 2008 meeting.

BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES
INFORMATION ITEM

ACADEMIC AND STUDENT AFFAIRS UPDATE

BACKGROUND

The Board of Trustees at its October 2007 retreat selected four priority items for planning and some action during the remainder of FY 08 and incorporation into the FY09 Action Plan. The Action Plan was approved at the May 2008 meeting and progress to-date on each was reported in the respective committees- Finance, Facilities and Technology; Human Resources; Academic and Student Affairs and Diversity.

These four initiatives build directly from, *Designing the Future: Minnesota State Colleges and Universities Strategic Plan, 2008-2012*. This update is intended to recap and update the progress to date in one single report in response to a request by Chair Olson. No action is requested.

Strategic Plan Goal 1.1 *Raise Minnesota's participation and achievement rates*

Hard to Reach: Also called Reaching the Under-represented, this priority item builds on current initiatives at institutions to recruit and retain students from low-income families, students of color, first-generation college-goers and students from immigrant families.

In addition to updates on current spending for recruitment and retention efforts, a preliminary report on recruitment and retention strategies for students in underrepresented groups was delivered during the May 2008 board meeting focusing on TRIO and Trio-like programs. Campus staff from admission and diversity offices in the metropolitan area reviewed current recruitment programs and activities focused on new Americans and other underrepresented groups. Findings and recommendations are scheduled for presentation to the Metro Alliance in July 2008.

The work on revamping and updating the "Make College Part of Your Future" brochure is underway. The brochure will be translated into eight languages appropriate to the population demographics of Minnesota: Dakota, French, Hmong, Ojibwe, Russian, Somali, Spanish, and Vietnamese. Introductory system Web pages also will be translated into these languages. Fourteen focus groups of middle-school-age students from groups traditionally underrepresented in higher education have been convened to learn how they prefer to get information about colleges and what types of messages appeal to them.

The System has established three college access and opportunity centers resulting from a competitive RFP process. The institutions are St. Cloud State University, Minnesota State Community and Technical College and Century College with Inver Hills Community College. The goals are improved high school graduation readiness supported by rigorous college preparatory and/or college-level courses; student advising and parent engagement/support, professional development for K-12 teachers and partnerships with K-12 school districts.

Strategic Plan Goal 1.3 *Maintain an affordable cost of attendance for Minnesota residents*

Tuition Study: Staff were charged to conduct a study of tuition policies that includes an assessment of price of attendance and cost to educate students. The study will inform the FY2010-2011 biennial budget and the FY2010 operating budget.

A white paper outlining the key issues and approach of the study will be presented to the Finance, Facilities and Technology committee this month. The final report is scheduled to be completed and presented to the Board in September and after discussion with the Board it is expected that the recommendations will become a part of the 2010-2011 biennial budget planning.

Strategic Plan Goal 2.2 *Produce graduates who have strong, adaptable and flexible skills*

STEM: The system has pursued two primary courses of action to increase STEM course taking. The first is to fund projects at colleges and universities that are designed to both improve student learning and increase course-taking in STEM fields. The Center for Teaching and Learning awarded \$250,106 in 13 grants to six colleges and five universities -- an average award of roughly \$19,200 per project. Each project was required to achieve two goals: improving student learning and increase course enrollments in STEM disciplines.

The second is to use a relatively small portion of STEM funds (\$100,000) to leverage large-impact partnerships with respected national STEM organizations. We are participating in Project Kaleidoscope (PKAL), the premiere STEM faculty professional development organization, in an NSF-funded pilot project to develop systemwide networks of STEM faculty leveraging best practices and expertise in STEM teaching from across the country. We have purchased a systemwide subscription for MentorNet, the premiere e-mentoring program in the country. As a result, in FY09, every student in the system will have the opportunity to receive one-on-one mentoring through email with a corporate professional working in a STEM field.

To increase and improve STEM teacher preparation and K-12 outreach, \$340,000 has been distributed to the seven state universities under the "More and Better Mathematics and Science Teaching and Learning" initiative. This funding, awarded through a competitive grant process, is supporting projects designed to achieve progress toward the Board/Action Plan goal to more than double the number of new science and mathematics teachers prepared within the system by 2011. The state universities have submitted two proposals to National Science Foundation that build on the initial work. Planning is underway to expand professional development opportunities for science teachers through a statewide network built collaboratively by the system's Teacher Center in partnership with the Science Museum of Minnesota.

Strategic Plan Goal 4.3 *Hire and develop leaders who will initiate and support innovation*

Succession Planning: The Human Resources Committee reviewed and discussed materials related to succession planning for the position of Chancellor. They reviewed a timetable for the search process and the make-up of a search advisory committee. These two basic documents provide the board with a process which they can revise as appropriate when they are needed. There was considerable discussion about the selection of a consulting search firm, determination of qualifications and procedures for background and reference checks. The succession planning work for the position of Chancellor is substantially complete until such time as a transition to new leadership is imminent.

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: July 15, 2008

Agenda Item: Metropolitan Area Planning

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

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

To continue the Board's discussions about planning for growth in upper division and graduate capacity in the Twin Cities metropolitan area.

Scheduled Presenter(s):

Leslie K. Mercer, Associate Vice Chancellor for Research and Planning

Outline of Key Points/Policy Issues:

Information is provided for Board discussion on:

- Proposed characteristics of an ideal framework to promote and guide expansion in the metropolitan area
- Suggested principles for future development of baccalaureate and graduate education in the Twin Cities
- Potential strategies for expansion of baccalaureate and graduate programs
- Potential strategies for use and development of facilities

Background Information:

Previous Board discussions occurred in September, 2007; January, 2008; and May, 2008.

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

METROPOLITAN AREA PLANNING

In previous months, the Board has discussed the system's challenges in serving the growing population in the Twin Cities metropolitan area. This update includes suggested principles and analysis of options for developing more upper division and graduate capacity in the Twin Cities through Metropolitan State University or through the other state universities.

No Board action is requested at this meeting. Suggested Board discussion questions are found later in this document.

BACKGROUND

A presentation in September, 2007 reviewed demographic trends and proposed two conclusions:

- Because future population growth is uncertain and will occur over many years, the system can adapt gradually by expanding existing campuses, leasing additional facilities and using online instruction to replace some classroom needs.
- The system's current programs in the Twin Cities are concentrated in lower division associate degrees, diplomas and certificates offered through 10 two-year community and technical colleges. As the population attains higher levels of college participation and as more jobs require advanced skills, Twin Cities residents will need more access to baccalaureate and graduate education.

Subsequent Board discussions in January and May, 2008, focused on the merits of adopting a planned strategy or framework to guide expansion in the Twin Cities, especially of baccalaureate and graduate education. In discussions, Board members expressed a desire to include consideration of a new university for the Twin Cities.

Students age 25 and older make up approximately 44 percent of students who enroll in credit courses in the Metro Alliance¹ institutions. A recent market study of adult learners in the

¹The Metro Alliance consists of the 11 institutions in the Twin Cities region: Anoka-Ramsey Community College, Anoka Technical College, Century College, Dakota County Technical College, Hennepin Technical College, Inver Hills Community College, Metropolitan State University, Minneapolis Community and Technical College, Normandale Community College, North Hennepin Community College, and Saint Paul College.

metropolitan area provides insight into their needs and preferences. The study, sponsored by the Metro Alliance and the Office of the Chancellor, surveyed Twin Cities adults age 25 to 54 who recently took undergraduate or graduate courses from any public or private institution. Results affirmed demand for more upper division opportunities. Adult students seek out programs that offer a convenient schedule and generally prefer locations near where they live.

The Senior Vice Chancellor for Academic and Student Affairs has met with the presidents of the Metro Alliance institutions to discuss these issues, including advocacy in the Twin Cities colleges for baccalaureate programs that can serve their alumni. Presidents of the seven state universities and the Senior Vice Chancellor will meet to discuss what roles the universities could be prepared to play in the Twin Cities in the short term and what strategies and policies could guide future development.

SERVING THE REGION WITH FRAMEWORK TO GUIDE FUTURE GROWTH

Rather than a detailed “master plan,” a regional framework could:

- Develop short term and long term strategies that will expand the system’s upper division and graduate educational opportunities in the Twin Cities metropolitan area, and
- Build on capacity as a system of higher education institutions located throughout the metropolitan area and the state.

An ideal framework for developing additional opportunities in the Twin Cities would incorporate the following attributes:

- **Flexibility:** Ability to adapt to changing program needs and demand over time
- **Geographic coverage:** Ability to serve populations across the metropolitan area
- **Cost effectiveness:** Containment of operating costs and capital outlays
- **Competitive:** Attractive to students from different learner segments², based on quality and convenience
- **System advantage:** Deploying the resources and power of a system of institutions to benefit students and employers
- **Right-sizing:** Capacity to handle developing demand, limited risk of excess capacity

²Learner segments were initially defined by PricewaterhouseCoopers and subsequently revised to identify the following six types of students served by the system: Employer sponsored learners, degree completion learners, college experience learners, pre-college learners, occupation/professional enhancement and life fulfillment learners, and remediation learners (may overlap with any of the first five segments).

SUGGESTED PRINCIPLES FOR A TWIN CITIES DEVELOPMENT FRAMEWORK

For Board discussion, the following principles for development of baccalaureate and graduate education in the Twin Cities are suggested. These principles were introduced in a document for the May, 2008 meeting of the Academic and Student Affairs Committee.

Institutional Roles and Responsibilities

- Metropolitan State University will remain the primary state university in the Twin Cities. As it is able and as documented demand warrants, Metropolitan State should continue aggressive development of new baccalaureate and graduate programs delivered on its own campuses and in partnership with the Metro Alliance colleges.
- There will be a role for the non-metropolitan state universities in meeting needs that cannot be addressed by Metropolitan State University.
- While a framework for expanding state university programs is desirable, assigning exclusive responsibility for geographic areas does not allow sufficient flexibility to take advantage of the different program capacities and strengths of each university or to create metro-wide programs.

Program Development

- Baccalaureate and graduate programs offered by non-metropolitan state universities in the Twin Cities should build upon the lower division capacity of the Metro Alliance institutions.
- Upper division programs should welcome students who have many types of prior lower division course credits. In other words, many students will not follow a traditional 2 + 2 pattern of two years at a community or technical college followed by transfer to a single baccalaureate institution for the final two years of the degree.
- Upper division and graduate programs should be delivered and marketed to Twin Cities residents who cannot move to attend the non-metropolitan universities and do not have access to local programs at the University of Minnesota or private institutions. To the extent possible, Twin Cities program development should expand opportunities and not compete with on-campus enrollments in the non-metropolitan universities.

Facilities

- Because development is occurring throughout the region, a single location would restrict access. However, it would be desirable to limit the number of locations for several reasons: to maximize public visibility and identity, to provide consistency for students and faculty, to be able to offer on-site auxiliary services, and to incur fewer transaction costs for acquiring and modifying facilities.

- When capacity exists or can be built, existing system campuses should be a first choice for locating additional upper division and graduate programs.
- Leasing is an attractive option for testing the market in new locations and for meeting temporary needs.

STRATEGIC OPTIONS

To develop a framework for expanding the system's capacity to provide baccalaureate and graduate education in the Twin Cities, the Board could address two broad areas of potential strategy:

- The first set of strategic issues concerns how state university upper division and graduate programs should be organized. What should be the roles of Metropolitan State University and other state universities in the Twin Cities?
- A second related set of decisions involves how and where facilities should be created or modified to accommodate upper division and graduate enrollments and curriculum.

For initial discussion, a range of strategies has been identified for each of these issues. Attachment A provides information on the advantages and disadvantages of strategies that could be employed to facilitate program development. Attachment B provides similar information on different facilities strategies.

Program Strategies	Summary Analysis (See Attachment A for more detail)
1. Continue current practice	Rewards initiative and voluntary partnerships but may not be systematic, efficient, or adequate to serve needs, possibly confusing to the public
2. Accelerated development of Metropolitan State University	Promotes expansion of the local university; requires dedicated resources; inhibits expansion of other state universities into the metro area
3. Metropolitan State University as broker/coordinator	Takes advantage of Metropolitan State University's regional focus and resources at other universities; could inhibit expansion of other state universities in the metro area
4. Designated or niche specialties	Takes advantage of strengths at different state universities; discourages duplication and competition in the metro area, but may retard future initiatives
5. Existing relationships and partnerships	Builds on voluntary connections and success; probably inadequate to meet all future needs
6. Systematic pairing of colleges and universities	Utilizes existing college campuses which are attractive sites for adult learners; could draw upon resources of all state universities; builds sustained partnerships; could be too inflexible and discourage other partnerships
7. Metro-wide programs	Draws on capacity at multiple universities but can be difficult to develop; not possible for all programs
8. Solicit proposals	Creates incentives to meet critical demands and to be responsive and cost-effective; requires targeted resources
9. New university	Would have mission distinct from Metropolitan State University, including possible residential, traditional university opportunities; most expensive and long-term strategy

Facilities Strategies	Summary Analysis (See Attachment B for more detail)
1. Temporary leased space	Can be used to test market or for short term needs; less opportunity to build visibility or create specialized space
2. On college campuses: Use existing facilities	Attractive sites for adults learners; takes advantage of past investment in facilities but inadequate to offer all courses and programs currently in demand; shared space can become an issue
3. On college campuses: Build upper division/graduate centers	Attractive sites for adult learners; visible presence; takes advantage of auxiliary services in place; need acceptable policies regarding use of space
4. Standalone upper division/graduate centers	Can build a visible presence; may not have many services found on a campus; need acceptable policies regarding use if multiple universities offer courses
5. Online and blended courses	Popular with many students; reduces pressure on facilities, but not suitable for all students or programs
6. Permanent new campus	Requires certainty about significant increases in enrollment to sustain; could include residential facilities; no clear location to serve entire region; expensive and time-consuming to create

FOR BOARD DISCUSSION

- This document suggests characteristics of an ideal framework to promote and guide expansion in the metropolitan area. Do these attributes capture the desired vision for a system strategy in the Twin Cities? *(See second page of this agenda item)*
- Based on the system's mission and current capacity, do the suggested principles lay a reasonable foundation for future development of baccalaureate and graduate education in the Twin Cities? *(See third and fourth pages of the this agenda item)*
- Which strategies for expansion of baccalaureate and graduate programs and courses in the Twin Cities appear to have the best potential? *(See fifth page and Attachment A of this agenda item)*
- Which strategies for use and development of facilities merit further analysis? *(See above and Attachment B of this agenda item)*

STRATEGIC APPROACH TO UPPER DIVISION AND GRADUATE PROGRAMS:

- 1. Continue current practice: Metropolitan State University supplemented with programs initiated by other state universities (subject to program and facilities review procedures)**

How It Would Work

Under the system's current approach, Metropolitan State University is the sole system university with a permanent campus in the Twin Cities metropolitan area and offers most of the upper division and graduate instruction provided by the system in the region. Metropolitan State University expands programming as resources and demand allow.

Because Metropolitan State has not been able to address all program areas, other state universities offer individual programs as off-campus extensions of their main campuses. Universities take different approaches to these arrangements, sometimes partnering or locating on college campuses and sometimes choosing other locations. In order to be approved, proposals for these programs must demonstrate that they do not unnecessarily duplicate existing Metropolitan State or other state university programs.

Advantages

Under the current approach, over time, Metropolitan State University has developed more and more program options to serve Twin Cities residents. In limited circumstances, the system has approved programs proposed by other state universities when demand is strong and they have been able to make the case that they are not unnecessarily duplicating existing programs. Because universities initiate programs and partnerships, they are likely to make arrangements that suit their resources and priorities, a ingredient favoring successful outcomes.

Disadvantages

Metropolitan State University does not have the internally-generated resources to offer programs in all fields of study and locations in demand in the metropolitan area. When other state universities offer programs in the region, however, long term future development of Metropolitan State can be seen as threatened. Having multiple universities within the system serving the region could appear confusing to students and give the appearance of duplication.

STRATEGIC APPROACH TO UPPER DIVISION AND GRADUATE PROGRAMS:

2. Accelerated development of Metropolitan State University

How It Would Work

The system could accelerate program development at Metropolitan State University by dedicating resources based on priority regional needs. Additional funding would allow the University to add programs that cannot be initiated with allocation funding and other university-generated resources.

Advantages

Metropolitan State University has established its reputation as a flexible institution with a history of serving adult learners. It currently offers courses on 8 of the 10 Metro Alliance college campuses. Focusing on one university in the metropolitan area could simplify student transfer and degree completion as well as marketing of upper division and graduate programs in the region. As a local institution, Metropolitan State has an advantage in managing programs over other state universities that must deploy resources at a distance from their home campuses.

Disadvantages

Funding to augment internally-generated resources at Metropolitan State would need to be set aside at the expense of other system priorities and needs in other regions of the state. Enhanced development at Metropolitan State would limit the potential for other state universities to offer their resources, and derive revenues from, Twin Cities markets. Some Twin Cities students might prefer local access to programs that could be offered by other state universities.

STRATEGIC APPROACH TO UPPER DIVISION AND GRADUATE PROGRAMS:

3. Metropolitan State University as broker/coordinator in the Twin Cities

How It Would Work

In addition to directly serving the Twin Cities with its own programs, Metropolitan State University could be given responsibility for working with other state universities to expand upper division and graduate programs in the region. In some instances, Metro State might ask other universities to provide particular courses or other program components of a Metro State degree program based on their expertise and resources. Metro State could also invite other state universities to offer needed programs in the region, either in their entirety or by utilizing Metro State faculty for certain courses.

Advantages

Responsibility for coordinating upper division and graduate programs would be assigned to an institution familiar with local markets and needs. The metropolitan area would be able to benefit from programs made available through all system institutions. This strategy could be a transition as Metropolitan State University builds out its program offerings. It could allow Metropolitan State to develop capacity in new fields of study with the assistance of expertise in the other state universities.

Disadvantages

While system institutions bear particular obligations to their regions, the system has never employed designated geographic territories, which this option resembles. It would give one university a degree of control over the programs of other state universities.

STRATEGIC APPROACH TO UPPER DIVISION AND GRADUATE PROGRAMS:

4. Designated or niche program specialties for state universities in the Twin Cities

How It Would Work

State university roles in the Twin Cities could be clarified by designating responsibilities for needed baccalaureate and graduate fields of study. To fill gaps that cannot be met through Metropolitan State University, designations would be in fields with unmet demand that have strong existing on-campus programs in the non-metropolitan state universities. An example could be Minnesota State University Moorhead's strengths in biology which are being brought to the northern metropolitan area.

Advantages

This strategy takes advantage of the developed capacity of different system universities and minimizes the potential for unnecessary duplication. Depending on interest and resources, there potentially could be a designated role for each university in supplementing Metropolitan State University programming in the Twin Cities.

Disadvantages

Program designations could reduce flexibility for other universities to offer their programs in the Twin Cities, even if program resources and expertise change over time. It is likely that some program needs could not be foreseen. Metropolitan State University could be prevented from developing future program areas.

STRATEGIC APPROACH TO UPPER DIVISION AND GRADUATE PROGRAMS:

5. Further development of existing relationships and partnerships between colleges and universities

How It Would Work

State universities have existing programs and relationships in the Twin Cities that can continue to deliver baccalaureate and graduated education, either as they exist today or as a foundation for future growth. Metropolitan State University offers upper division or graduate courses on 8 of the 10 metropolitan area colleges. Bemidji State University, Minnesota State University, Mankato, Minnesota State University Moorhead, St. Cloud State University and Southwest Minnesota State University each provide programs on at least one Twin Cities college campus.

Advantages

Established partnerships between universities and colleges are partnerships of choice. Partners are selected because programs are related or other factors that promise success are in place. With experience, faculty and administrators of different institutions learn how to work together so that students can move seamlessly from lower to upper division.

Disadvantages

While existing state university offerings can provide a foundation for future growth, they are likely to be insufficient to address all needs in the Twin Cities. Some relationships between universities and colleges are relatively shallow—more like a landlord-tenant relationship than a true partnership. This type of connection provides limited benefits in creating new programs that depend on the lower division capacity of area colleges.

STRATEGIC APPROACH TO UPPER DIVISION AND GRADUATE PROGRAMS:

6. Systematic pairing arrangements between colleges and state universities

How It Would Work

To build out baccalaureate and graduate programs in the Twin Cities, each college could be paired with one or more state universities that would offer upper division and graduate courses on its campus. Metropolitan State University might serve any or all college locations. For the non-metropolitan universities, pairings would likely be based on geographic proximity but they could also be based on programmatic connections. Universities and colleges could choose their partners under a process designed to include every college and all interested state universities.

Advantages

Market research indicates that college campuses are attractive locations for baccalaureate completion programs for Twin Cities adult learners. With a planned pairing strategy, partnerships between colleges and universities would be sustained, allowing the development of deeper connections over time. Potentially, there could be a role for each university in addressing Twin Cities baccalaureate and graduate education needs. Marketing could promote a network of programs utilizing each campus in the region.

Disadvantages

A pairing strategy might be too inflexible and reduce healthy competition in serving the Twin Cities market. Past state university experience with geographic territories in the Twin Cities was not successful and this strategy could display similar attributes. Metropolitan State University could be prevented from developing future program areas.

STRATEGIC APPROACH TO UPPER DIVISION AND GRADUATE PROGRAMS:

7. Metro-wide programs delivered through multiple universities

How It Would Work

For program areas that are too large or complex for one university, several or all state universities could offer collaborative programs in the Twin Cities. Degrees would be awarded by one or more of the participating institutions. An example of a cooperative program is the new Doctor of Nursing Practice program provided by four state universities.

Advantages

The chief advantage of collaborative programs is that they take advantage of faculty and other resources available in more than one university. In place of several smaller, individually-designed programs, they can offer students a wider choice of course locations. Advising for potential students is simplified. For baccalaureate programs, a common lower division curriculum can be created for all “feeder” two-year colleges.

Disadvantages

This strategy probably cannot be applied as a generic approach to Twin Cities needs. Each program raises unique issues which must be handled on a case-by-case basis. Collaborative programs take more time and energy to develop than programs at a single institution. Degree authorization, tuition charges and revenue sharing complicate relationships.

STRATEGIC APPROACH TO UPPER DIVISION AND GRADUATE PROGRAMS:

8. Solicit proposals from the state universities for expanded programs

How It Would Work

The Office of the Chancellor could manage program expansion in the Twin Cities by issuing a Request for Proposals for key degrees and areas of study.

In the State of Washington, the State Board for Community and Technical Colleges sought proposals from universities to provide bachelor's degrees on three of its campuses under contracts funded with a special appropriation.

Advantages

A competitive process would allow universities to publicly put forth their capabilities to provide high quality, responsive programs in the Twin Cities. Universities would take on responsibilities that fit their goals and resources. A Request for Proposals could focus on collaborative programs, online learning, or labor market needs that are priorities for the system. Employers could be involved in the selection for appropriate programs.

Disadvantages

Dedicated resources might need to be offered as an incentive. Over time, changing needs and conditions would have to be addressed.

STRATEGIC APPROACH TO UPPER DIVISION AND GRADUATE PROGRAMS:

9. New baccalaureate and graduate degree-granting university

How It Would Work

To establish a second state university in the Twin Cities, the system could convert a two-year college into a university by adding upper division and graduate programming, or a wholly new institution could be created. The Higher Learning Commission, as well as the Board of Trustees, would be need to approve the mission of the new institution.

Advantages

A second state university offers an opportunity for Metropolitan State University to retain its historic focus on being a great urban university focused on the needs of urban learners. Depending on the location and mission chosen for a new university, it would be possible to include residential facilities and programming for students seeking a traditional university experience.

Costs to establish a new university would be reduced by using land and buildings of an existing college campus.

Disadvantages

This option requires solid projections of significant increases in demand. Unless roles were clarified, a second state university in the region would introduce more competition and potential for duplication with Metropolitan State University. A second state university would need to establish its reputation with potential students from scratch.

Growth in the Twin Cities is occurring throughout the region and there is no single location that can serve the needs of all Twin Cities residents. If an existing college were converted to a university, union issues would need to be resolved since college and university faculty are in separate bargaining units. Conversion of an open admissions college to a university could mean a loss of access and the community college mission in that part of the metropolitan area.

Most universities which started as upper division institutions, including Metropolitan State University, usually have not been sustained in that form. The economics of curriculum delivery, student preferences and community pressures usually lead to eventual transition to a full four-year baccalaureate program.

STRATEGIC APPROACH TO FACILITIES FOR UPPER DIVISION AND GRADUATE EDUCATION:

1. Temporary leased space

Description

Space leased on the open market is not widely used for state university classes in the metropolitan area. Minnesota State University, Mankato, however, recently entered into a 5 year lease near the Southdale Center to provide upper division and graduate education to residents of the southwest metro/169 corridor.

All off-campus leasing requires a written lease or license/use agreement. Each president has authority to enter into leases up to \$100,000 or for 5 years or less. The Vice Chancellor and Chief Financial Officer approves leases in excess of \$100,000 or longer than 5 years. The Board of Trustees approves all leases valued at \$2 million or more.

Advantages

With a limited investment compared to most capital projects, leased space that is not considered a permanent location allows a institution to serve short-term needs or to test the market in a new area. When one institution leases space for its own use, it controls room assignments and other issues that can complicate shared space.

Disadvantages

Depending on the facility, there may be no student access to lounges, food service, student affairs offices or other support functions normally found on-campus. Leased space may not be optimally designed for the planned educational uses.

In contrast to leased space, the system and State of Minnesota hold a tangible asset with state-owned facilities. Over time, owning buildings is less expensive to institutions than leasing because, in part, state capital appropriations help pay for building or purchasing property.

STRATEGIC APPROACH TO FACILITIES FOR UPPER DIVISION AND GRADUATE EDUCATION:

2. On college campuses: Use existing facilities

Description

With the exception of Anoka Technical College, all Twin Cities colleges hosted classes from one or more state universities in fall 2007.

Advantages

A recent market study showed that most Twin Cities adult undergraduates think that college campuses would be attractive sites for completing their bachelor's degrees. The colleges are distributed throughout the metropolitan area and can provide efficient shared access to auxiliary functions such as food service. Depending on their qualifications, college faculty may be available to teach some courses for the university. Little or no capital investment is needed beyond what the college would normally require. Nationally, there is anecdotal evidence that the ability to complete a bachelor's degree at the college location helps attract high achieving students to attend a community college for their lower division classes.

Disadvantages

Space on Twin cities colleges is heavily used, especially during premium evening hours. Lack of space has prevented Metropolitan State University and other universities from offering some desired courses on college campuses.

A variety of financial and scheduling arrangements are used to provide college space for university courses. When space is tight, the college is likely to give its own courses priority.

STRATEGIC APPROACH TO FACILITIES FOR UPPER DIVISION AND GRADUATE EDUCATION:

3. On college campuses: Build upper division/graduate centers (used by one or multiple universities)

Description

Recently approved capital projects for North Hennepin Community College and Anoka-Ramsey Community College include science labs and other space to be used for upper division and graduate courses provided by state university partners. Normandale Community College is planning a similar project. One objective of these projects is to have a separate, visible presence that promotes the availability of bachelor's and graduate degrees at that location.

Advantages

This strategy has similar benefits to using existing college facilities but can also help solve a general shortage of space in the Twin Cities area. In a designated facility on the campus, the baccalaureate and graduate programs have greater visibility and opportunity for community that they do when integrated into the overall college space assignments.

Adult learners appear to like the convenience of completing their degrees on college campuses which are distributed across the metropolitan area. College faculty may have an opportunity to teach upper division courses that the university offers at the college. College campuses offer access to food services and other amenities that would not be available or would have to be built in an off-campus location.

Disadvantages

A capital investment is required to build or convert facilities. Since the college owns the facility, financial and other conditions of use could be unacceptable to the university.

STRATEGIC APPROACH TO FACILITIES FOR UPPER DIVISION AND GRADUATE EDUCATION:

4. Standalone upper division/graduate centers (used by one or multiple universities)

Description

Faced with growing demands in areas without adequate higher education capacity, other regions have built university centers linked to a single university or housing multiple universities. Unlike freestanding institutions or branch campuses, instructional programs offered through higher education centers usually have limited local faculty or autonomy.

Multi-institution centers operate with a variety of sponsors and other arrangements. One of the oldest and largest centers, the Denver's Auraria Higher Education Center, operates under a separate board which manages facilities shared by the Community College of Denver and three public universities. In the Houston suburbs, the local community college district manages a permanent facility hosting six public universities. North of Chicago, the University Center of Lake County is governed by an independent board and includes 18 public and private universities offering classes on two campuses (one is on a community college campus) and several other locations.

Advantages

The motivation to establish a higher education center usually is to meet regional needs without creating a new institution or branch campus. Many are in rural areas or small cities. In addition to containing costs, a center can avoid politically difficult decisions to allow a single institution to serve the area. When multiple institutions are involved, there is greater flexibility over time to change the program mix as the market evolves. Larger centers can provide auxiliary services and amenities similar to a regular campus and divide the cost among participating institutions.

Disadvantages

Many centers host institutions that have separate governing boards and compete for students. When space is used by multiple institutions, room assignments and cost sharing are often perennial issues. Since the Twin Cities area is growing in most suburban/exurban areas, there is no single location that would provide access to residents from throughout the region. The experience in other states is that pressures to build a new institution or branch campus frequently remain.

STRATEGIC APPROACH TO FACILITIES FOR UPPER DIVISION AND GRADUATE EDUCATION:

5. Online and blended courses that replace some facilities needs

Description

Online education will be significant component of the system's future capacity to serve Twin Cities residents. Although online education to residents of the metropolitan area can be provided by non-metropolitan institutions, national research shows that online students tend to choose local institutions. Three-fourths of the system's online students enroll in classroom courses at the same time.

Advantages

In a recent market study among Twin Cities residents age 25 to 44 who have taken graduate courses, 20 percent of the respondents prefer entirely online courses and another 40 percent would like some online work in combination with classroom instruction. Each online component that replaces a regular class session reduces demand on classroom space, parking and other facilities.

Disadvantages

Not all students are attracted to online instruction. Some subjects require hands-on work that cannot be accomplished online.

STRATEGIC APPROACH TO FACILITIES FOR UPPER DIVISION AND GRADUATE EDUCATION:

6. One or more permanent new campuses

Description

A new campus could be built for Metropolitan State University, a branch of one of the other state universities, or a newly created state university. A campus would include a full array of services, such as faculty, administrative and student services offices, food services, and a library.

Advantages

A new campus offers the opportunity to establish Minnesota State Colleges and Universities in a growing or underserved area of the Twin Cities. It could include residential facilities to provide a traditional university experience which the system does not now offer in the metropolitan area.

Disadvantages

A critical level of anticipated enrollments is necessary to sustain an entirely new campus in the metropolitan area.

This option could be a long term solution, not a strategy for addressing immediate and short-term needs. Land would need to be acquired and significant capital funds appropriated. Wherever located, it would not be accessible to commuting students who live in all parts of the metropolitan area.

Because it is the most expensive option, funding requirements are most likely to detract from other system obligations and priorities.

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs **Date of Meeting:** July 15, 2008

Agenda Item: Annual Sabbatical Report

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

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

The Board of Trustees has, by tradition, received a macro-level summary of sabbatical leaves taken at the Minnesota State Colleges and Universities. Sabbaticals are addressed in the collective bargaining agreements between the Minnesota State Colleges and Universities Board of Trustees and the Inter Faculty Organization (IFO) and between the Minnesota State College and Universities Board of Trustees and the Minnesota State College Faculty (MSCF).

The attached report presents summary data for fiscal year 2007.

Scheduled Presenter(s):

Leslie K. Mercer, Associate Vice Chancellor for Research and Planning

Outline of Key Points/Policy Issues:

Contractually required.
Benefits accrue to system and its institutions.
Enhances the teaching, learning and research dynamic within the system.

Background Information:

Please see attached report.

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

SABBATICAL REPORT

OVERVIEW

The report, which follows, summarizes sabbatical leaves taken at Minnesota State College and Universities state universities and community and technical colleges in fiscal year 2007. Sabbaticals are addressed in the collective bargaining agreements between the Minnesota State College and Universities Board of Trustees and the Inter Faculty Organization (IFO) and between the Minnesota State College and Universities Board of Trustees and the Minnesota State College Faculty (MSCF).

SABBATICAL LEAVES DEFINED

In order to maintain and continue the high level of academic excellence necessary to meet our mission, it is important for faculty members to periodically update and strengthen their professional skills and expand their horizons. Sabbatical leave is a program of funded opportunities for faculty to engage in activities which will enhance their effectiveness as teacher-scholars and to provide faculty an opportunity for intellectual enrichment and growth. The ultimate purpose of sabbatical leaves is to maintain a vibrant, engaged, and up-to-date community of teacher-scholars. Designed to enable faculty to pursue professional development more intensively than is normally possible, sabbatical leaves are an investment of the college/university in its academic future and reputation.

Sabbatical leaves may be awarded for various reasons related to scholarly growth, development, or renewal, including creative endeavors that promise to enhance the professional effectiveness of the applicant. Typical sabbatical undertakings include, but are not limited to, activity that enhances one's teaching and research pursuits, writing, work related to the visual and performing arts (creation or performance), post-terminal degree study, and travel abroad for the purpose of study or research.

Such leaves should be considered to fall within the scope of an individual's normal college/university responsibilities, including intellectual inquiry and activities related to the maintenance and further development of faculty excellence in teaching and scholarship.

GENERAL PRINCIPLES REGARDING SABBATICAL LEAVES

- Faculty accrue sabbatical leave credit under the relevant contractual agreements.
- Application to take a sabbatical leave is made to the Chief Academic Officer and includes a description of the project, including an elaboration of the benefits to the college/university.
- The faculty awarded such a leave is required, within a specified number of days following return from leave, to submit a report of sabbatical leave activities.
- Following sabbatical leave, all appointees are required to return to college/university service for at least an academic year.
- Salary while on sabbatical leave varies with the time option selected within the existing contractual agreement.
 - Sabbatical leave pay may be supplemented by fellowships, grants, or other sources provided that:
 - activities resulting from additional compensation are not in conflict with the purposes of the sabbatical leave;
 - grants or stipend adjustments to defray family travel, cost-of living allowances, and/or research expenses may be accepted.
 - Sabbatical leave pay may be supplemented by continued normal consulting arrangements, provided they do not conflict with the purpose and spirit of the sabbatical program and have been approved through appropriate administrative channels, namely the institution's Chief Academic Officer.

CURRENT STATUS OF SABBATICALS WITHIN MINNESOTA STATE COLLEGES AND UNIVERSITIES

- Salary benefits while on sabbatical leave vary with the time option selected within the existing contractual agreement and are consistent across contracts.
- Under the provisions of Article 19, Professional Improvement, Section C, Sabbatical Leave, subd. 4 in the agreement between the Minnesota State College and Universities Board of Trustees and the Inter Faculty Organization (IFO); Article 17, Professional Development and Academic Affairs, Section 4, Sabbatical Leave, subd. 8 in the agreement between the Minnesota State College and Universities Board of Trustees and the Minnesota State College Faculty (MSCF) sabbatical leave may be granted for:
 - one semester at full base salary;
 - the academic year at two-thirds of base salary.

The conditions, such as length of service, allowing for sabbatical leave opportunities vary somewhat from contract to contract:

- Under the provisions of Article 19, Professional Improvement, Section C, Sabbatical Leave, subd. 2., in the agreement between the Minnesota State College and Universities Board of Trustees and the Inter Faculty Organization (IFO), a faculty member must have completed seven (7) years of service at the university or have at least six (6) years of service since the last sabbatical. However, a faculty member shall be granted a sabbatical upon request after ten (10) years of service. Based on verbal reports from the Presidents and Chief Academic Officers, the vast majority of sabbatical leaves for state university faculty are restricted to the obligatory (10-year) sabbatical leaves required by the contractual language.
- Under the provisions of Article 17, Professional Development and Academic Affairs, Section 4, Sabbatical Leave subd. 1 in the agreement between the Minnesota State College and Universities Board of Trustees and the Minnesota State College Faculty (MSCF), a faculty member must have six (6) or more years of service with an aggregate of twelve (12) semesters of actual service to be eligible for a sabbatical leave.

THE DATA

Fiscal Year 2007 Total Number of Sabbaticals

In fiscal year 2007, there were 276 faculty sabbaticals taken within Minnesota State Colleges and Universities at a cost of \$13,689,922. Fiscal year 2007 saw seven (7) more sabbaticals than fiscal year 2006 and thirty-seven (37) more sabbaticals than fiscal year 2005.

Fiscal Year 2007 Total Number of Sabbaticals				
FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
222	262	239	269	276

Fiscal Year 2007 Sabbaticals by Institution

Alexandria Technical College	1	Minnesota State University Moorhead	8
Anoka-Ramsey Community College	11	Minnesota West Community and Technical College	3
Anoka Technical College	1	Normandale Community College	19
Bemidji State University	3	North Hennepin Community College	12
Central Lakes College	8	Northland Community and Technical College	8
Century College	15	Northwest Technical College	1
Dakota County Technical College	2	Pine Technical College	0
Fond du Lac Tribal and Community College	4	Rainy River Community College	1
Hennepin Technical College	5	Ridgewater College	8
Hibbing Community College	3	Riverland Community College	8
Inver Hills Community College	9	Rochester Community and Technical	14

		College	
Itasca Community College	4	St. Cloud State University	19
Lake Superior College	8	St. Cloud Technical College	2
Mesabi Range Community and Technical College	5	St. Paul College	3
Metropolitan State University	11	South Central Technical College	4
Minneapolis Community and Technical College	10	Southwest Minnesota State University	3
Minnesota State Community and Technical College	6	Vermilion Community College	3
Minnesota State College-Southeast Technical	2	Winona State University	12
Minnesota State University, Mankato	41	TOTAL	276

Fiscal Year 2007 Sabbaticals by Length

In fiscal year 2007, the largest proportion of sabbaticals (151) was for one semester in duration (54.7%) while 45.3% or 125 sabbaticals were for one year in length. Fiscal year 2007 represents an anomaly when compared to the three previous years in that semester-long sabbaticals outnumbered year-long sabbaticals.

Fiscal Year 2007 Sabbaticals by Length							
FY 2004		FY 2005		FY 2006		FY 2007	
Year	Semester	Year	Semester	Year	Semester	Year	Semester
55%	45%	53%	47%	54%	46%	45%	55%

Fiscal Year 2007 Sabbaticals by Institute Type

In fiscal year 2007, the proportion of sabbaticals awarded to faculty at the two year institutions was 65% (179), and the remaining 35% (97) reflects state university faculty. Although slightly elevated in fiscal 2007, this result reflects a relatively stable pattern of sabbaticals by institutional type over a four year period.

Fiscal Year 2007 Sabbaticals by Institutional Type							
FY 2004		FY 2005		FY 2006		FY 2007	
2-Year	4-Year	2-Year	4-Year	2-Year	4-Year	2-Year	4-Year
61%	39%	61%	39%	61	39%	65%	35%

Fiscal Year 2007 Sabbaticals by Category

Sabbaticals can be classed into four broad categories:

- Educational - wherein faculty pursue a formal program of education which results in either an advanced degree, a specialized certification or licensure, or permits acquisition of new knowledge/skills outside the individual's original area of expertise.
- Curriculum Development - wherein faculty work on basic restructuring or materials development for a course or set of courses, or focus their attention on larger curricular issues on behalf of their department/division or institution.
- Professional Development - wherein faculty pursues personal development aimed at enhancing their teaching or research, pursue creative endeavors/performances, which contribute to their primary role as teacher-scholars or follow personal programs of professional development, which expand their horizons in general.
- Research - wherein faculty pursues research on their own specific, focused projects, undertake curricular research (e.g. conversion of self-paced learning modules in their specific discipline) or spend time with a prominent researcher in their field of endeavor.

Sabbaticals in Minnesota State Colleges and Universities have previously been concentrated in general professional development and in curricular development efforts.

- Professional development accounted for 31% of all sabbaticals in FY 2007 a consistent pattern over the last several years.
- Curriculum development accounted for 35% of all sabbaticals in the study year demonstrating a return to teaching-learning focused sabbaticals.
- Research sabbaticals had been inching upwards in previous years, 16% in FY 2003, level at 16% in FY 2004, to 19% in FY 2005 to and to 22% in FY 2006. FY 2007 saw a return to FY 2005 levels at 19%.
- Educational sabbaticals have always been a relatively small proportion of all sabbaticals. The recent steady decline—from 19.5 percent of FY 2003 sabbaticals to 19 percent in FY 2004, to 15% in FY 2005—returned in FY 2007 when educational sabbaticals dropped to 13.8% after a brief upsurge in FY 2006.

Fiscal Year 2007 and prior year Sabbaticals by Category*								
Professional Development			Curriculum Development			Research		
FY'05	FY'06	FY'07	FY'05	FY'06	FY'07	FY'05	FY'06	FY'07
32%	32%	31%	34%	29%	35%	19%	22%	19%
Education						Other		
FY'05	FY'06	FY'07				FY'05	FY'06	FY'07
15%	17%	14%				1%	1%	1%

* For teaching faculty bargaining units only

Fiscal Year 2007 Sabbaticals by Bargaining Unit

Consistent with the earlier distribution by type of institution, all reported sabbaticals were awarded to faculty: the Minnesota State College Faculty were awarded 179 (65%) of the 276 sabbaticals and Inter Faculty Organization faculty were awarded 97 (35%). There were no reports of sabbaticals to members of the Minnesota State University Association of Administrative and Service Faculty (ASF) or university administrators.

Fiscal Year 2007 Sabbaticals by Bargaining Unit								
FY 2004		FY 2005		FY 2006			FY 2007	
IFO	MSCF	IFO	MSCF	IFO	MSCF	ASF	IFO	MSCF
41%	59%	40%	60%	35%	61%	3%	35%	65%

NOTEWORTHY SABBATICALS

The materials submitted in proposing sabbaticals indicate how sabbatical leaves translate into improved and engaged teaching, new approaches to assisting and serving students, and accelerated research activities. Some representative extracts from college and university transmission of sabbatical data allow a glimpse into the impact sabbaticals have on teaching, students and research.

Inver Hills Community College

- Diane Elifrits (Nursing) researched the use of simulations in Nursing and EMT programs and studying how to use the “Newborn Delivery” mannequin. With this knowledge, she developed a simulation in the area of maternal/child health and obstetrical nursing appropriate to collaborative learning with both nursing and paramedic students. In this process, Ms. Elifrits facilitated collaboration between Nursing and EMT programs in implementing the simulation. Taking it even further, Ms. Elifrits applied what she learned in an online course on online instruction in Nursing to the development of two instructional D2L modules related to postpartum care and labor and delivery issues.

Itasca Community College

- Ron Ulseth (Engineering) obtained nearly \$3.5 million in funding for the college; strengthened external relationships with local schools, students, parents and businesses and with the National Science Foundation; hosted 2-week engineering academy workshops; and established Project Lead the Way in four area high schools.

Metropolitan State University

- Janet Henquinet’s (Management) sabbatical is noteworthy because of the extraordinary amount and quality of work that she accomplished while on sabbatical. She was able to put the Human Resource Management major online. This included recruiting and coordinating the training of faculty to teach online; preparing information for the appropriate university web sites, catalog and publications; and completing content review of the online curriculum and working with faculty on curricular revisions. She also produced a draft of a handbook for Human Resource Management instructors to help them design and develop online courses. In addition, she designed a Human Resource Management minor and got it approved and implemented. The offering of degree programs online such as this is a significant way in which Metropolitan State University's faculty demonstrate fulfillment of the Board of Trustees' strategic plan to increase access and opportunity, promote and measure high-quality learning programs and services, provide programs and services integral for state and regional economic needs, and innovate to meet current and future educational needs efficiently.

Minnesota State University, Mankato

- As a Fulbright Senior Fellowship recipient, Dr. Judith Maginnis Kuster (Speech, Hearing and Rehabilitation Services) attended the 8th World Congress for People Who Stutter, in Croatia, where she presented a poster session and received an International Stuttering Association award. She also chaired a consumer panel

on cluttering (also called *tachyphemia*, is a speech disorder) at the First World Conference on Cluttering, in Bulgaria; and lectured at Southwestern/American University, Bulgaria, on the role of counseling in communication disorders. Dr. Kuster was involved in planning for the 10th International Stuttering Awareness Day Online Conference and presented at conferences in Minnesota, Nevada, Oklahoma, Iowa, Illinois and South Dakota.

- Walter Roberts, Jr. (Counseling and Student Personnel) continued his research and writing in the area of bullying prevention and violence reduction in the school setting. This sabbatical allowed Dr. Roberts to follow-up on his earlier work and write a book, *Working with Parents of Bullies and Victims*. He also finalized a chapter contribution in the edited book, *Critical Incidents in Clinical Supervision*, drafted three major journal articles, presented a keynote at the 2006 Education Minnesota Annual Conference; and presented the preconference address at the 2007 Minnesota School Counselor Association annual conference. In addition, he testified multiple times before the Minnesota Legislature on a variety of professional counseling-related topics; completed continuing education opportunities relevant for licensure and certification purposes at the state and national levels; and continued public service on the Minnesota Board of Behavioral Health and Therapy.
- Fred Slocum (Geography) was selected to be a participant in the Oxford Round Table, in England, in March 2007. He presented a paper for the workshop on Diversity in Society, one of his specializations. Dr. Slocum also conducted research on Southern politics (another specialization) at the University of Iowa, and presented on his research as part of their Political Science Department's Bose Lecture Series. In addition, he finished a series of eight articles he had written for publication in the *International Encyclopedia of Social Sciences*, 2nd edition.

North Hennepin Community College

- Peggy LePage (Biology) redesigned, in conjunction with Tinna Ross the other full time faculty who teaches the course, the Anatomy and Physiology I Laboratory Manual as part of her sabbatical. Their work expanded the old lab manual to include self assessment, group assessment, study tips, and a variety of active learning activities to enhance student learning. In addition, although not covered under the sabbatical plan, the entire manual was placed on line with copious detailed pictures so students could access the models and keys off site for additional study beyond open lab times.

Rochester Community & Technical College

- One of the more dramatic incidents involved Pat Kraemer (Art) who, just months into her sabbatical was involved in a serious accident which nearly severed her right arm. Pat, who is right-handed, nonetheless completed a body of work in another area of her field which resulted in both finalist and prize results in at least five different competitions.
- John “Mike” Mutschelknaus (English) one semester sabbatical led to research and creation of an online assessments for one of his online courses; an annotated bibliography about refugee education and presentations on this topic at a national conference. In addition, he studied best practices in composition pedagogy that resulted in one professional article submission, a workshop for using Web 2.0 in the classroom, and a full collection of English composition rubrics

St. Cloud State University

- Philip J. Grossman (Economics) used a one-semester sabbatical to research the economics of home ownership, measurement of risk aversion and the impact of Hurricane Katrina on charitable giving. The research resulted in three published articles, an additional six papers submitted for consideration, and six presentations at conferences.
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- During her one-semester sabbatical, Marya Teutsch-Dwyer (English) conducted research in child bilingualism , language policy and language discrimination in Europe through extensive interviews with bi- and multi-lingual parents and children. Findings are being applied to the education of bilingual refugee and immigrant children in Minnesota.

SUMMARY

Designed to enable faculty to pursue professional development more intensively than is normally possible, sabbatical leaves are an investment of the college/university in its academic future and reputation. Sabbatical leaves granted under the provisions of the collective bargaining agreements have permitted faculty to revitalize their teaching, improve their research skills, and maintain a vibrant, engaged, and up-to-date outlook on their profession.