



ACADEMIC AND STUDENT AFFAIRS COMMITTEE

MAY 19, 2009

2:30 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 McElroy calls the meeting to order.

- (1) Minutes of April 15, 2009** (pp. 1-6)
- (2) Academic and Student Affairs Update (p. 7)
- (3) Accountability Framework (pp. 8-11)
- (4) 2010 Action Plan for the Minnesota State Colleges and Universities** (pp. 12-15)
- (5) South Central College Mission Approval** (pp. 16-23)
- (6) Hibbing Community College Mission Approval** (pp. 24-29)
- (7) Minnesota State University Moorhead Mission Approval** (pp. 30-37)
- (8) Proposed Partnership between the Minnesota State Colleges and Universities system and the Archibald Bush Foundation** (pp.38-40)

Members

Dan McElroy, Chair
Christine Rice, Vice Chair
Duane Benson
Cheryl Dickson
Jacob Englund
Louise Sundin
James Van Houten

Bolded items indicate action required.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
APRIL 15, 2009**

Academic and Student Affairs Committee Members Present: Dan McElroy, Chair; Trustees Christine Rice, Duane Benson, Cheryl Dickson, Louise Sundin, James Van Houten and Jacob Englund.

Other Board Members Present: Trustees David Olson, Thomas Renier, Scott Thiss and Ruth Grendahl.

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

The Minnesota State Colleges and Universities Academic and Student Affairs Committee held a meeting on April 15, 2009, at Wells Fargo Place, 4th Floor, Board Room, 30 East 7th Street in St. Paul. Chair McElroy called the meeting to order at 8:13 am.

1. Minutes of March 17 and March 18, 2009 Meetings

Trustee Van Houten requested that the minutes of March 18 be amended to include a transcript of a portion of the discussion on the agenda item “Overview of Academic Program Review.”

A motion was made by Trustee Rice and seconded by Trustee Benson to approve the minutes of March 17, 2009, as written and the minutes of March 18, 2009, as amended. Motion carried.

2. Bush Foundation’s Goal to Increase Educational Achievement

Presenters:

Peter Hutchinson, Bush Foundation President

Lee-Hoon Benson, Program Officer

Susan Heegaard, Vice President and Educational Achievement Team Leader

The Bush Foundation has a goal of increasing educational achievement in Minnesota, North Dakota and South Dakota. The key strategy in achieving this goal is the creation of 25,000 new and highly effective teachers over the next decade.

In March, Bush Foundation President Peter Hutchinson gave the Academic and Students Affairs Committee an overview of his effort and how this goal may fit into the work done by Minnesota State Colleges and Universities. He said the Foundation now wants the Board of Trustees to offer a resolution of support for the effort.

The Foundation's ultimate goal will be that the percent of students in the region from pre-kindergarten through college who are on track to earn a degree after high school will increase by 50 percent and disparities among diverse students groups will be eliminated by the year 2018.

The key to this success will be effective teaching, Mr. Hutchinson said. Research collected in Dallas showed effective teaching was a powerful school-related variable that affected student achievement.

The predictors of teaching effectiveness appear to be academic ability, subject area knowledge, content-based teaching skills and effective early support.

At the campus level, producing high-caliber teachers will require a willingness to change the way things have always been done, Mr. Hutchinson said. Recruitment efforts will need to focus on attracting the best and brightest students graduating from high school, as well as mid-career people who are interested in becoming teachers.

Once recruited, those students will need to be exposed to improved teacher preparation, including revamped curriculum, methods and enhanced guidance.

The commitment to create effective teachers will not end at graduation, he added. Efforts will be needed to ensure graduates are placed in receptive classrooms and that they continue to receive support and guidance during their first years of teaching to achieve high levels of classroom performance.

A successful effort will require involvement from a variety of partners, including higher education institutions, K-12 schools, government leaders, stakeholders, program area experts and foundations.

Not all teacher education programs in the state will be involved in the Bush Foundation's teacher preparation effort, Mr. Hutchison said. The foundation expects to select five to eight institution campuses in the three states to participate.

The campus commitment will need to come not only from the president, but also from campus provosts, deans and faculty. Support from faculty throughout the institution, not just the teacher education faculty, is important, he added.

Campuses selected must be willing to create and sustain a preparation program that guarantees the effectiveness of graduates teaching. They also must be willing to collect and use data as a basis for assessing effectiveness, which includes gains in student learning or value added.

Once a campus is selected, the Bush Foundation will offer an initial planning grant of \$100,000 to \$150, 000 to help fund a four-month planning effort.

After that period, there will be an assessment done of the planning efforts and successful campuses will be given another grant for a seven-month design phase.

The design phase will focus on plans for recruiting, training and support for teachers. There will be efforts to build internal support for the initiative. The campus will need to work closely with stakeholders and partners to develop ways to guarantee the education of and placement of effective graduates.

During this time, experts will be made available to campuses to give them as much support as possible. In order for the effort to succeed, the Foundation will put every resource it can at the disposal of the people who have to do the work and help create an environment in which they can get that done, Mr. Hutchinson said.

Following the design phase will be a nine-month development phase, with a launch anticipated in late 2010 and early 2011.

At the onset of the effort, the Bush Foundation is looking for the Board of Trustees to adopt a resolution which offers commitment to the goal. In addition to offering support to campuses, the system will be asked to develop long-term finance strategies which reward outcomes rather than enrollment levels in teacher education programs.

Teacher education improvement processes have been tried by others but have not been successful, Mr. Hutchinson said. Past failures were caused by several factors, including a lack of understanding about expectations or outcomes, too many parties without clear roles and responsibility, and a lack of agreement regarding the data and its use.

Trustee Benson said many of the measurable outcomes are years in the future and asked how they will be managed.

Mr. Hutchinson said there will be assessments done at various established milestones, including after the recruitment of the first class starting the revamped program. The quality of those recruits will have a large impact on the quality of teachers produced, he said.

There will be additional ongoing assessments, including upon teacher graduation and after the new teachers' first year in the classroom.

Trustee Olson asked about the potential financial commitment for the system.

Mr. Hutchinson said the system will need to commit to realigning finances so there are incentives in developing effective teachers, not just enrolling students in teacher education.

He added the system can continue to spend the same amount of money it currently does on teacher education programs at selected institutions, but that funding will be concentrated on fewer students. While that may cause a temporary loss of tuition in the programs, he reminded the Trustees that the students will be enrolled for a longer period of time.

Trustee Dickson noted that students who are not accepted into these programs likely will end up being absorbed into other teacher education programs.

As for the Foundation, Mr. Hutchinson said he doesn't think money will be a limiting factor as the process evolves. The Bush Foundation has adequate resources to fund this and is prepared to provide the resources, he said. If the process fails, it will be because of a lack of commitment, rather than a lack of funds.

Trustee Van Houten said he feels the system has not done a good job of closely supervising its presidents and institutions in the past. If the Board commits to this effort, he asked the Chancellor if the presidents will be held accountable to direct and supervise deans and faculty in their efforts to promote selective recruitment in the teacher education program and to reduce faculty levels to accommodate the reduced number of enrolled students.

Chancellor McCormick said the system office has had a policy of not micro-managing institution presidents. The system was designed by the Legislature to allow campus presidents to have a fair amount of autonomy in the operation of their institutions and in turn the system expects them to be good managers. He said presidents or deans who are not committed to this process and all that it involves probably will not seek to be one of the institutions selected by the Bush Foundation.

Trustee Van Houten said if the Board commits to the effort, it should be made clear that job descriptions will change from the president down through the dean and faculty levels to ensure there is accountability and these efforts should be included in performance reviews.

The Chancellor said it will be his responsibility to include an assessment of the efforts during presidential evaluations.

Mr. Hutchinson said the Foundation is not interested in working with any president, provost or dean who is not strongly committed to the effort, or where the faculty is not committed. Commitment on all levels is integral to a successful effort, he said.

One barrier to the success of the effort may be cultural in nature, Trustee Renier said. In our society, teaching is a profession that is undervalued and there will be a need to change how people, including parents and students, view the teaching profession, he said.

Mr. Hutchinson agreed. Altering compensation options to attract high-caliber students and retain effective teachers would help. The Foundation also could work on ways to enhance the public's perception of teaching in various ways, such as public service campaigns, billboards or public speaking opportunities.

Trustee Van Houten asked about teacher education curriculum and expressed concern about the rigor of current courses. He said curriculum will be another key ingredient in the success of the program.

Mr. Hutchinson said curriculum will need to be rigorous in terms of content and pedagogy. The Foundation would be available to help support the development of curriculum that is challenging and rigorous, since that will be a cornerstone for the creation of effective teachers.

There was a discussion on the learning environment that will be needed for these new teachers.

Trustee Sundin said hiring standards and human resources practices at the K-12 level will need to be changed in order for these teachers to be hired and be effective in the classroom.

There needs to be much work done on the K-12 human management efforts, Mr. Hutchinson said, adding, effective teachers will have more clout when it comes to hiring and classroom environment. In design process, campuses will be encouraged to be explicit in what is expected from the districts where students will be teaching.

Trustee Dickson said a uniform curriculum is another necessity when it comes to effectiveness.

It will be necessary for K-12 system to be involved in the development of the program, Mr. Hutchinson said. There have to be mutual expectations on what the classrooms should be like and consistent curriculum across the district should be promoted. These new teachers need to be put in a system where they can succeed, he said.

Trustee Benson said it has been his experience that superintendents tend to focus more on funding rather than teacher quality. It will be important to include them in the development phase since they steer the operation of the districts.

Chancellor McCormick agreed that the superintendents' commitment is vital and measures should be taken to include them in the process. He said this effort will not be successful without them.

Mr. Hutchinson said in the 1970s there was a Bush Educators program which worked with superintendents and there has been discussion on bringing it back to promote the development, training and support of current school superintendents.

Trustee Rice said this effort is exciting. While it may not work, the Trustees would be remiss to dismiss it, she said. It is frustrating to see bright people who will not consider teaching as a career or end up leaving the profession, she said.

Chancellor McCormick said he would like to keep the system's goals of access and affordability at the forefront of the process. This may include developing some kind of scholarship opportunities to attract low-income or diverse populations. There also needs to be continued efforts to close the achievement gap for students of color and increase teachers in the area of math and sciences.

Trustee Dickson said she supports the Board's commitment to a resolution of support, but she has some trepidation pertaining to the use of the word guarantee. It may not be possible for the system to guarantee school districts effective teachers.

Mr. Hutchinson said that the Board should concentrate on the partnership at this point. The Foundation is asking the Board to agree to be a partner with the Foundation on designing a program that results in more effective teachers in the classroom.

Chair McElroy said a draft resolution may need to be fine-tuned and he directed Senior Vice Chancellor Baer to work with Susan Heegaard and Lee-Hoon Benson in that task. The resolution will then come before the committee in mid-May and then will proceed to the full Board for a vote.

Mr. Hutchinson expressed concern over the timeframe. By mid-May spring semester will be over and many faculty will be off campus.

Chair McElroy said the committee will not be able to adopt a resolution until Mid-May when the full Board meets, but added he hasn't heard anything from members that would lead him to believe that a resolution won't receive committee support at that time.

The meeting adjourned at 9:55 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: May 19, 2009

Agenda Item: Academic and Student Affairs Update

Proposed
Policy Change

Approvals
Required by
Policy

Other
Approvals

Monitoring

Information

Explain reason for item to go before the Board:

The purpose of this item is to provide an update of Academic and Student Affairs activities since the March 2009 meeting.

Presenter:

Linda L. Baer, Senior Vice Chancellor for Academic and Student Affairs

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: May 19, 2009

Agenda Item: Accountability Framework Update

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 adopted a report of its Ad Hoc Committee on System and Institutional Assessment in November, 2007. The report included recommendations for refinements in the Board's Accountability Framework, including development and launch of an Accountability Dashboard. The dashboard was successfully launched in June, 2008.

Scheduled Presenter(s):

Linda L. Baer, Senior Vice Chancellor for Academic and Student Affairs
Leslie Mercer, Associate Vice Chancellor for Research and Planning
Craig Schoenecker, System Director for Research

Outline of Key Points/Policy Issues:

This item provides an update on the dashboard, the drill-down dashboards and new measures.

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

INFORMATION ITEM
ACCOUNTABILITY FRAMEWORK UPDATE

BACKGROUND

The Board of Trustees adopted a report of its Ad Hoc Committee on System and Institutional Assessment in November, 2007. The report included recommendations for refinements in the Board’s Accountability Framework, including development and launch of an Accountability Dashboard. The dashboard was successfully launched in June, 2008.

The committee included five trustees, five presidents and five system executives. The committee discussed customers for accountability, reviewed other accountability systems and consulted with Dr. Peter Ewell from the National Center for Higher Education Management Systems. Committee members also guided development of the accountability dashboard. Finally, system stakeholders were consulted regularly during the design and development of the dashboard.

ACCOUNTABILITY DASHBOARD

The purpose of the Accountability Dashboard is twofold: first, to promote continuous improvement and second, to provide accountability to system stakeholders by providing an ongoing strategic assessment of system and institution performance. It is designed primarily for the Board of Trustees and other policymakers and stakeholders. Once fully developed, the dashboard will report ten important outcomes that indicate whether the system is achieving the strategic directions identified in the Board’s Strategic Plan. The performance of the system and each college and university is classified into one of three categories: exceeds expectations, meets expectations, or needs attention.

EXISTING MEASURES AND DRILL-DOWNS

This update provides a progress report on the ongoing development of the Accountability Dashboard. The dashboard will ultimately report ten performance measures and include drilldown dashboards that provide detail for each measure. Data were available for six of the ten measures when the dashboard was launched.

Existing Measures: Data and comments are being updated for the six measures now reported in the dashboard.

Drill-Down Dashboards: Drill-down dashboards have been developed and deployed for four measures: persistence and completion; licensure exam pass rates; tuition and fees; and facilities condition index. The drill-down dashboard for the enrollment measure will be deployed by June,

2009 and the drill-down dashboard for the graduate related employment rate will be deployed in fall 2009.

NEW MEASURES

Work is proceeding on development of four remaining measures: student engagement, partnerships, high quality learning and innovation.

Student Engagement: Each college and university has administered one of the two national surveys of student engagement this biennium and will continue to administer it once each biennium. Eleven colleges participated in the Community College Survey of Student Engagement (CCSSE) and one university participated in the National Survey of Student Engagement (NSSE) in fiscal year 2008. The remaining colleges and universities are participating in the surveys this fiscal year. Staff has developed the measure and performance classification process. It is anticipated that data on the student engagement measure will be reported in the dashboard in fall 2009.

Partnerships: This measure will assess the satisfaction of partners with college and university partnering efforts and activities. This approach was developed by the system's Accountability Drafting Team and has been discussed with other constituencies within the system. Data collection will be modeled on a Rochester Community and Technical College survey of its partnering organizations.

Partners will be surveyed about the nature and extent of their activities with the college or university and about their satisfaction with those activities. Partners will include employers, elementary and secondary education organizations, units of government, non-profit organizations, community and economic development organizations and others. Staff is working with a contractor to develop and administer the partnership survey.

High Quality Learning: Two approaches for the quality measure have been discussed with the presidents, college and university academic and student affairs officers and other constituency groups. The following approaches are under consideration:

- **Standardized Assessments** – This approach would use standardized assessments of learning that are under development or implemented through national or other external agencies. All seven state universities have committed to participate in the Voluntary System of Accountability (VSA) sponsored by two public university associations. VSA participants must use one of three standardized learning assessments and report results publically. The recent reauthorization of the federal Carl Perkins Act requires institutions that receive funds under the act to measure technical skill attainment with standardized assessments.

The system high quality measure would be an index of the results of these assessments. The advantage of this approach is that it would utilize existing standardized assessments. Existing instruments, however, may not be available for all fields of study and may or may not capture the knowledge and skills that the system and institutions hope to achieve.

- **Learning Assessment Process Measure** – This approach would measure the extent to which each college and university’s assessments of learning outcomes comply with a common set of process standards. The standards would be developed to reflect national best practices. While assessing process is not an ideal or robust measure of high quality learning, this method could serve as a near term option since the other options would take several years to develop and implement. A survey of the assessment practices used by U. S. colleges and universities that is currently being conducting National Institute for Learning Outcomes Assessment may help inform the development of this approach.

Innovation: This measure is the most challenging to develop because of the varied nature of innovation. Efforts have focused on reviewing the literature on innovation and studying how firms, industries and not-for-profit organizations define and measure innovation. One option being considered is the development of a qualitative measure that would characterize the varied nature and extent of innovation within the system.

Staff will continue the efforts to develop and refine these four measures and continue to consult with system constituencies to insure broad input into the process.

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: May 19, 2009

Agenda Item: 2010 Action Plan for the Minnesota State Colleges and Universities

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

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

The FY10 Action Plan is being presented for final approval to guide office of the chancellor and presidential workplans.

Scheduled Presenter(s):

Linda L. Baer, Senior Vice Chancellor for Academic and Student Affairs

Outline of Key Points/Policy Issues:

To provide the Board of Trustees with the opportunity to discuss and approve priority initiatives for FY10. The attached document denotes system strategic plan priorities and related initiatives for the FY10 Action Plan for review and approval.

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

**2010 ACTION PLAN FOR THE MINNEOTA STATE
COLLEGES AND UNIVERSITIES**

BACKGROUND

The System Strategic Plan and annual Action Plan serve as a primary means for identifying strategic priorities and guiding allocation decisions. The document provided includes the FY10 Action Plan initiatives as they align with the system strategic directions and selected goals. In light of budgetary circumstances and planning as well as the ongoing action plan targets, the Leadership Council has proposed that these initiatives remain as the areas of focus for FY11. Appendix A is provided as examples of activities related to the FY10 Action Plan initiatives that will guide office of the chancellor and presidential workplans.

The initiatives related to *Reaching the Underrepresented*, *Science, Technology, Engineering and Mathematics (STEM)*, and *Workforce of the Future* are included in the Action Plan as areas of ongoing emphasis. Following on Board consideration of the *Minnesota Online and e-Learning* at the March Board meeting, the initiative in this area will focus on goals set out in recent planning efforts. The newly proposed FY10 initiative on *Organizational Change* is proposed in light of the current fiscal challenges. Members of the Leadership Council Futures Group raised the issue of shared administrative services and other efficiency efforts to address the fiscal crises. This currently proposed initiative provides a general framework for moving forward in consultation with system stakeholder groups. *Energy Conservation* was considered during the FY09 annual planning process but was held over to FY10 to provide the office of the chancellor and institutions adequate time to focus activities in this area.

2010 Action Plan Minnesota State Colleges and Universities

System Strategic Direction	System Strategic Plan Goal	FY10 Action Plan Initiative	Measures
Strategic Direction 1 Increase access and opportunity	Goal 1.1 Raise Minnesota's participation and achievement rates	<i>Reaching the Underrepresented</i> – Recruit and retain students from low-income families, students of color, first-generation college-goers and students from immigrant families	Action Plan Target to increase the second fall persistence and completion rate of full time entering underrepresented students from 70.6 percent in 2007 to 73.7 percent in 2014
Strategic Direction 2 Promote and measure high-quality learning programs and services	Goal 2.2 Produce graduates who have strong, adaptable and flexible skills	<i>STEM and Healthcare</i> – Advance student engagement, learning opportunities, industry responsiveness, and supportive infrastructure in support of STEM- and health care-related areas	Action Plan Target to increase the percentage of students enrolled in one or more college level STEM courses by 2.9%, from 45.9% in Fiscal Year 2005 to 48.8% in 2011 Action Plan Target to increase the number of secondary teachers prepared for licensure in math and science by 119 or 115.5% between Fiscal Years 2005 and 2011
	Goal 2.3 Provide multiple delivery options for educational programs and student services	<i>Minnesota Online & e-Learning</i> – Increase access and student success through online learning	Action Plan Target to increase the percentage of credits provided system-wide through online and blended courses to 25% by Fiscal Year 2015 Develop and complete integrated and seamless student services
Strategic Direction 3 Provide programs and services that enhance the economic competitiveness of the state and its regions	Goal 3.1 Be the state's leader in identifying workforce education and training opportunities and seizing them.	<i>Workforce of the Future</i> – Support regional prosperity and community success by expanding outreach and enhanced educational services to Minnesota businesses	Accountability Dashboard Measure on related employment rate Increase in number of dislocated workers served over prior fiscal year
Strategic Direction 4 Innovate to meet current and future needs	Goal 4.1 Build organizational capacity for change to meet future challenges and remove barriers to innovation and responsiveness	<i>Organizational Change</i> – Advance organizational efficiencies throughout the system, including the Office of the Chancellor Support faculty and administration in developing new models for teaching and learning	Resource savings - Efforts and/or savings related to shared services and other efficiency strategies Continuous improvement in programs and learning outcomes resulting from reconfigured curriculum and service delivery
	Goal 4.2 Reward and support institutions, administrators, faculty and staff for innovations that advance excellence and efficiency	<i>Energy Conservation</i> - Develop policy and prepare a plan to advance sustainable campuses by focusing on improved facilities planning processes, construction, renovation and operation of campus facilities	Establishment of an energy benchmarking system to support future measurement

Appendix A - System and Institutional Activities in FY2010

The following are initiative areas of focus for system and institutional activities and for potential resource commitments.

Serving the Underrepresented

- *Advance Access and Opportunity Centers and related Institutional Allocation efforts* (contingent on ongoing funding).
- *Respond to National Association of System Heads (NASH) effort* to close by half the gaps in college-going and college completion that separate underrepresented students from others.

STEM and Related Efforts in Health Care

- *Expand K-12 Pipeline in STEM* through expansion of Project Lead the Way and summer camps, support teachers through new models of recruitment, preparation, and professional development, and other connections to K-12.
- *Engage Students in STEM Coursework* through redesign of introductory STEM courses with active learning as feeders for higher-level STEM coursework.
- *Advance Efforts Related to Biosciences Industry* including expansion of Bioscience Internship/Externship Program, support for the BioBusiness Alliance Destination 2025 initiative, and other state and regional industry strategies.
- *Expand Health Care Program Capacity and Collaboration* by meeting the needs of communities for nursing education and assist health care providers to implement and train for health information technology.

Minnesota Online and e-Learning

- *Validation of a Benchmark* for online and blended learning to refine system action target and data reporting.
- *Ensure the Quality of Online Education* by using a standard course development rubric (e.g., Quality Matters); providing additional resources for faculty development and training, and offering tools for online student preparation.
- *Advance "Students First" Initiative* with Academic Affairs, Finance and Information Technology creating a single electronic entrance enabling students to fully and easily access programs and services within and across institutions.

Workforce of the Future

- *Improve Services to Business* by implementing Workforce of the Future recommendations that focus on internships, online learning and other flexible delivery models of education and training, as well as review of curricular areas that could be strengthened to reflect emerging skill needs of employers, including the Minnesota Transfer Curriculum.
- *Leverage Partnerships and Promote Innovation* to advance key industries in consultation with statewide and local chambers of commerce, Department of Employment and Economic Development, University of Minnesota; and internal partners including the Centers of Excellence, customized training, and academic specialists.
- *Leverage System Capacity in Recovery Efforts* for the needs of displaced workers and related grant opportunities.
- *Advance the Centers of Excellence* through K-12 and industry partnerships and innovation in key industry areas (contingent on ongoing initiative funding).

Organizational Efficiency

- *Leverage Collaboration and Capacity* through advancement of opportunities that better utilize and coordinate system resources, including co-location, leasing, rightsizing, external partnerships, among other potential areas.
- *Advance Efficiencies* through statewide, regional and local efforts to improve or consolidate functions within and across the system and institutions.
- *Advance System Transformation Efforts* by engaging system faculty and administration in defining the characteristics of the future learning environment and the related implications for human resources.

Energy Conservation

- *Develop a Comprehensive Environmental Sustainability Policy for Board Adoption* to advance sustainable campuses by focusing on improved facilities planning processes, construction, renovation and operation of campus facilities.
- *Publish Procedures and Standards* for sustainable planning, design, construction and operation of facilities.
- *Develop a System-wide Energy Benchmarking System* to capture data on consumption of energy in physical plant, guide establishment of benchmarks, and measure and compare progress in reducing energy consumption and costs.
- *Report to Board of Trustees on Accomplishments* towards achieving sustainable campuses.

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: May 19, 2009

Agenda Item: South Central College Mission Approval

Proposed
Policy Change

Approvals
Required by
Policy

Other
Approvals

Monitoring

Information

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

Board Policy 3.24 System and Institutional Missions, Part 2: Review and Approval of Institutional Missions requires institutions to have new missions approved by the Board. As required by procedure, the institution must indicate:

- a. How its mission and vision respond to the definitions in procedure 3.24.1.
- b. The extent to which the institution will meet expectations of law, how it relates to other institutions of higher education, and how its mission, vision and purposes support fulfillment of the system mission and vision.
- c. Its purposes and the array of awards it offers.
- d. How the new mission compares with the former mission.
- e. Ample consultation with faculty, students, employers and other essential stakeholders.

Scheduled Presenter(s):

Keith Stover, President, South Central College

Linda L. Baer, Senior Vice Chancellor for Academic and Student Affairs

Outline of Key Points/Policy Issues:

The proposed vision, mission and purposes of South Central College meet the criteria identified in Board Policy 3.24 System and Institutional Missions, Part 2: Review and Approval of Institutional Missions. The Higher Learning Commission requires accredited institutions to get approval from their governing boards for new missions.

Background Information:

The new mission for South Central College has been reviewed and found to meet all Board requirements for institutional missions.

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

**SOUTH CENTRAL COLLEGE
MISSION APPROVAL**

EXECUTIVE SUMMARY

The proposed vision, mission and purposes of South Central College meet the criteria identified in Board Policy 3.24 System and Institutional Missions, Part 2: Review and Approval of Institutional Missions.

South Central College’s vision, mission, purposes and array of awards are:

Vision: South Central College will be the region’s leading institution for transitioning individuals into the college environment, educating students for technical careers, and building student capacity for future study through inclusive student-centered programs and services. The college will be a committed partner in the regional economy, helping individuals and organizations compete in the global marketplace.

Mission: South Central College provides accessible higher education to promote student growth and regional economic development.

Statement of Purpose includes the following:

Purpose 1 Foster a welcoming environment that cultivates a sense of respect and appreciation for differences.

Purpose 2 Provide educational options that prepare students for entry into the workforce, career advancement, and academic transfer opportunities.

Purpose 3 Offer student services and enrichment experiences that support academic success.

Purpose 4 Provide educational opportunities that develop our students’ ability to understand and evaluate personal, social, civic, and global perspectives.

Purpose 5 Deliver education, training, and consulting services for business, industry, and government organizations that help maximize productivity, profitability, and sustainability in a global marketplace.

Purpose 6 Promote the economic, cultural, and intellectual development of the community through collaboration with our stakeholders.

1 **Array of Awards:** South Central College offers the Associate in Arts, Associate in Applied
2 Science and Associate in Science degrees as well as a variety of technical certificates and
3 diplomas.

4
5 **An institution’s mission, vision and purposes shall support achievement of the system**
6 **mission and vision:** South Central College’s mission to provide “accessible higher education to
7 promote student growth and regional economic development,” supports the system mission by
8 focusing on accessibility for students and promoting vibrant economies in the institution’s region
9 of the state.

10
11 **An institution’s mission, vision, and purposes shall provide a foundation for evaluation,**
12 **accountability, and regional accreditation:** South Central College’s vision, mission, and
13 purposes provide a basis for evaluation, accountability, and regional accreditation.

14
15 **Compliance:** South Central College’s vision, mission, and purposes are consistent with statute,
16 policy, and regional accreditation requirements.

17 **BACKGROUND**

18 **HISTORY OF SOUTH CENTRAL COLLEGE**

19
20 South Central College is the newest comprehensive community and technical college in the state
21 of Minnesota. South Central College has campuses in Faribault and North Mankato that offer
22 over 50 career and professional majors. South Central College is a proud member of the
23 Minnesota State Colleges and Universities system. The system approved SCC’s mission change
24 on March 16, 2005, allowing the college to provide an Associate in Arts degree in Liberal Arts
25 and Sciences.
26

27 **North Mankato Campus**

28 Mankato Vocational Technical School was founded in 1946 as the first, public post-secondary
29 vocational-technical school in the state of Minnesota by the Mankato Public Schools. The Kline
30 Garage, in downtown Mankato, became the site for the vocational school that offered programs
31 in electrical, machine tool and auto mechanics. In 1950, classes moved into a new building
32 behind the Mankato High School (West High Annex). Classes were relocated to a new 45-acre
33 North Mankato campus (1920 Lee Boulevard) in the fall of 1968. A 100,000 sq. ft. addition
34 (added to the original 200,000 sq. ft. building) was completed in 1989. At the same time, the
35 mission changed to a degree-granting college, so the name changed to Mankato Technical
36 College.
37

38
39 A merger joined Mankato Technical College with Albert Lea Technical College, to create the
40 new South Central Technical College (SCTC) in July of 1992, governed by a regional board.
41 Three years later, SCTC became part of the Minnesota State Colleges and Universities system.
42

43 **Faribault Campus**

44 The Faribault Campus received official designation in July, 1964, based on the Faribault School
45 District’s long history of providing technical education. In the 1940’s, one of Minnesota’s first
46 occupational programs in practical nursing was started through a partnership between the school

1 district and the hospital. The Minnesota State Board of Education approved a \$2 million addition
2 during the 1987 school year. The college was operated by the school district until July 1, 1991.
3 On that date, Faribault Technical College merged with technical colleges in Austin and
4 Rochester to form the Joint Vocational District #2501, named the Minnesota Riverland
5 Technical College. At the same time, the mission changed to make Faribault a degree-granting
6 college. On July 1, 1995, the Faribault campus, along with all colleges and universities in
7 Minnesota, became part of the system.

8 9 **South Central Technical College**

10 On July 1, 1996, Faribault campus merged with the North Mankato campus to create the new
11 South Central Technical College. For ten years (July 1, 1995-June 30, 2005), SCTC's Faribault
12 campus provided programming for the Minnesota Correctional Facility, Faribault.

13 14 **South Central College**

15 In the spring of 2005, the name of the institution changed from South Central Technical College
16 to South Central College to reflect the expanded mission of the new comprehensive college.

17
18 Today, South Central College has a growing online presence and offers fully accredited
19 courses/majors that are taught by the college's credentialed faculty. In addition to the two
20 campus locations, SCC operates ten Farm Business Management offices located in Blue Earth,
21 Fairfax, Faribault, Glencoe, North Mankato, Montgomery, New Ulm, Nicollet, Sleepy Eye and
22 Waldorf. Small Business Management offices include Faribault, North Mankato, Chanhassen
23 and the Owatonna campus of Riverland Community College.

24
25 South Central College enjoys established partnerships with regional businesses and industries.
26 These partnerships provide great opportunities for student employment and internships. In
27 addition, SCC's business partners support the campus foundations and provide over one-quarter
28 of a million dollars in scholarships annually.

29 30 **Accreditation**

31 South Central College is accredited by the Higher Learning Commission of the North Central
32 Association of Colleges and Schools. In 1999, the Higher Learning Commission granted the
33 college 10-year re-accreditation. Accreditation to include all online degrees and the new
34 Associate in Science (A.S.) degree in Nursing was granted in 2003, and in 2006, accreditation
35 was granted to include the delivery of the Associate in Arts (A.A.) degree in Liberal Arts and
36 Sciences. The next comprehensive evaluation by the Higher Learning Commission will take
37 place on February 1-3, 2010.

38 39 **Mission, Vision and Purposes Application Analysis**

40 The proposed vision, mission, and purposes of South Central College meet the criteria identified
41 in Board Policy 3.24 System and Institutional Missions, Part 2: Review and Approval of System
42 Institutional Missions.

43
44 As required by procedure, the institution must indicate:

- 45 a. How its mission and vision respond to the definitions in procedure 3.24.1.

- 1 b. The extent to which the institution will meet expectations of law, how it relates to other
- 2 institutions of higher education, and how its mission, vision and purposes support fulfillment
- 3 of the system mission and vision.
- 4 c. Its purposes and the array of awards it offers.
- 5 d. How the new mission compares with the former mission.
- 6 e. Ample consultation with faculty, students, employers and other essential stakeholders.
- 7 Additionally, the institution’s mission must be compliant with statute, policy, and regional
- 8 accreditation requirements.

9
10 **Review of South Central College’s Mission, Vision and Purposes**

11 South Central College’s vision, mission and purposes meet these requirements.

12
13 a. The mission and vision respond to the definitions in the procedure:

14
15 South Central College’s mission to provide “accessible higher education to promote student

16 growth and regional economic development” focuses the institution in the following areas:

- 17
- 18 • Serving individuals and organizations from the institution’s primary service area and
- 19 beyond.
- 20
- 21 • Advancing outcomes contributing to student achievement and placement as well as
- 22 business and industry success.
- 23
- 24 • Existing to serve as an open enrollment 2-year college providing area students with
- 25 accessible technical and liberal arts opportunities that lead to student growth and regional
- 26 economic development.

27
28 The mission for South Central College is guided by a vision that reads “South Central College

29 will be the region’s leading institution for transitioning individuals into the college environment,

30 educating students for technical careers, and building student capacity for future study through

31 inclusive student-centered programs and services. The college will be a committed partner in the

32 regional economy, helping individuals and organizations compete in the global marketplace.”

33
34 South Central College envisions a future in which:

35 The college is seen as the place to get started and/or pick up on educational goals. We want to be

36 known for being able to jump start students’ academic capacity for higher education, provide

37 them with a stellar technical education, and prepare them for any current or future educational

38 goals. The college also envisions that it will have further developed its expanded mission

39 including our curricular, co-curricular, and student life opportunities.

40
41 The distinctiveness of South Central College lies in our status as an open enrollment institution,

42 our skills in preparing students for higher education, our continued dedication to educating for

43 technical careers, and our commitment to building a student’s capacity for future study at our

44 primary university partner, Minnesota State University, Mankato, or any other institution of

1 higher education. Additionally our Center for Business and Industry provides flexible
2 customized instructional options to over 16,000 individuals annually.

3
4 b. The extent to which the institution will meet expectations of law, how it relates to other
5 institutions of higher education, and how its mission, vision and purposes support fulfillment
6 of the system mission and vision:

7
8 South Central College’s mission supports the system mission by advancing SCC’s role in a
9 collaborative and responsive state system striving to meet the needs for a diverse group of
10 learners, providing not only access, but building blocks to successfully meet one’s personal
11 and/or professional goals.

12
13 **Increase Access and Opportunity** by fostering a welcoming environment that cultivates a sense
14 of respect and appreciation for differences and offering student services and enrichment
15 experiences that support academic success.

16
17 **Promote and Measure High-Quality Learning Programs & Services** by providing
18 educational options that prepare students for entry into the workforce, career advancement, and
19 academic transfer opportunities and that develop our students’ ability to understand and evaluate
20 personal, social, civic, and global perspectives.

21 .
22 **Strengthen Community Development and Economic Vitality** by delivering education,
23 training, and consulting services for business, industry, and government organizations that help
24 maximize productivity, profitability, and sustainability in a global marketplace.

25
26 **Innovate for the Future** by collaborating with stakeholders to promote the economic, cultural,
27 and intellectual development of the community.

28
29 The South Central College vision supports the system vision by providing students with both
30 accessibility and incredible value.

31
32 c. Its purposes and the array of awards it offers:

33
34 **Purpose 1** Foster a welcoming environment that cultivates a sense of respect and appreciation
35 for differences.

36
37 **Purpose 2** Provide educational options that prepare students for entry into the workforce, career
38 advancement, and academic transfer opportunities.

39
40 **Purpose 3** Offer student services and enrichment experiences that support academic success.

41
42 **Purpose 4** Provide educational opportunities that develop our students’ ability to understand
43 and evaluate personal, social, civic, and global perspectives.

1
2 **Purpose 5** Deliver education, training, and consulting services for business, industry, and
3 government organizations that help maximize productivity, profitability, and sustainability in a
4 global marketplace.

5
6 **Purpose 6** Promote the economic, cultural, and intellectual development of the community
7 through collaboration with our stakeholders.

8
9 The South Central College vision, mission, and purposes are consistent with statute, policy, and
10 regional accreditation requirements.

11
12 d. How the new mission compares with the former mission:

13
14 The former mission of South Central College was, “South Central College provides
15 comprehensive higher education for employment and continuous learning to promote individual
16 growth and economic development.”

17
18 The new mission reads, “South Central College provides accessible higher education to promote
19 student growth and regional economic development.”

20
21 Our current mission statement was created as part of SCC’s mission review process in 2005. We
22 feel that we are currently in a much better position to know what our expanded mission means to
23 the college, our growing population of students, and our stakeholders. Additionally we are
24 preparing for a visit in February 2010 by the Higher Learning Commission and the more our
25 HLC teams discussed “mission” the more we felt we were ready for a refinement and a
26 recommitment to our expanded role in the regional community. Fundamentally we seek to
27 eliminate the redundancy communicated in our current mission statement.

28
29 e. Ample consultation with faculty, students, employers and other essential stakeholders:

30
31 January

- 32 • SCC gathered ratings and input on college vision, mission, purpose statements and values
33 from faculty/staff at the spring in-service.
- 34 • Information on peers’ mission, purpose, vision, and values statements was gathered.
- 35 • A college wide review committee was recruited.

36 February

- 37 • College wide faculty/staff/administration review committee met three times to review
38 ratings, input, system/peer statements, and develop modifications to mission statements.

39 March

- 40 • SCC SWOT analysis was distributed to 54 regional business and community leaders. Results
41 were reviewed for alignment and consistency with committee’s draft statements.
- 42 • Draft statements were presented for comment to the Faribault Campus Student Senate, North
43 Mankato Campus Student Senate, Faculty Shared Governance Council, MMA Meet and
44 Confer, MAPE and AFSCME Meet and Confer, Administration, and the college wide
45 Strategic Planning Committee.

1 April

- 2 • Review Committee members reviewed comments and made desired modifications to draft
- 3 mission statements.
- 4 • Draft statements were presented to President Stover.
- 5 • Discussion about the vision statement between President Stover and the Review Committee
- 6 resulted in an additional modification.
- 7 • President Stover approved draft statements and gave authorization to seek Board of Trustees
- 8 approval.

9

10 **RECOMMENDED COMMITTEE MOTION**

11

12 The Academic and Student Affairs Committee recommends that the Board of Trustees approve
13 the South Central College vision, mission, purposes, and array of awards as listed in the
14 executive summary.

15

16 **RECOMMENDED MOTION**

17

18 The Board of Trustees approves the request by South Central College to approve its vision,
19 mission, purposes, and array of awards as listed in the executive summary.

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: May 19, 2009

Agenda Item: Hibbing Community College Mission Approval

Proposed
Policy Change

Approvals
Required by
Policy

Other
Approvals

Monitoring

Information

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

Board Policy 3.24 System and Institutional Missions, Part 2: Review and Approval of Institutional Missions requires institutions to have new missions approved by the Board. As required by procedure, the institution must indicate:

- a. How its mission and vision respond to the definitions in procedure 3.24.1.
- b. The extent to which the institution will meet expectations of law, how it relates to other institutions of higher education, and how its mission, vision and purposes support fulfillment of the system mission and vision.
- c. Its purposes and the array of awards it offers.
- d. How the new mission compares with the former mission.
- e. Ample consultation with faculty, students, employers and other essential stakeholders.

Scheduled Presenter(s):

Kenneth Simberg, Provost, Hibbing Community College
Linda L. Baer, Senior Vice Chancellor for Academic and Student Affairs

Outline of Key Points/Policy Issues:

The proposed vision, mission and purposes of Hibbing Community College meet the criteria identified in Board Policy 3.24 System and Institutional Missions, Part 2: Review and Approval of Institutional Missions. The Higher Learning Commission requires accredited institutions to get approval from their governing boards for new missions.

Background Information:

The new mission for Hibbing Community College has been reviewed and found to meet all Board requirements for institutional missions.

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

**HIBBING COMMUNITY COLLEGE
MISSION APPROVAL**

EXECUTIVE SUMMARY

The proposed vision, mission and goals of Hibbing Community College meet the criteria identified in Board Policy 3.24 System and Institutional Missions, Part 2: Review and Approval of Institutional Missions.

Hibbing Community College’s vision, mission, purposes and array of awards are:

Vision: Hibbing Community College will be recognized for educational innovation and excellence and as a leader for economic development and community vitality.

Mission: Hibbing Community College provides life-changing educational opportunities in a dynamic learning environment.

Goals and Associated Purposes:

Strategic Goal 1: Hibbing Community College will employ intentional enrollment management strategies to include recruitment, enrollment, retention, and completion.

Hibbing Community College is committed to:

- Student success
- Inclusion of diversity
- Open-door admissions

Strategic Goal 2: Hibbing Community College will provide quality, innovative and flexible education to meet the needs of students and employers.

Hibbing Community College is committed to:

- Advancement of knowledge
- Collaboration to advance innovation
- Excellence in teaching and learning
- High academic standards
- Academic freedom and diversity of thought

Strategic Goal 3: Hibbing Community College will support economic development through education & provide cultural opportunities by bringing the World to Us.

Hibbing Community College is committed to:

- Promotion of economic growth
- Enrichment of cultural understanding

1 **Strategic Goal 4:** Hibbing Community College will provide up-to-date and technologically
2 equipped facilities while being responsible to the environment.

3 Hibbing Community College is committed to:

- 4 • Sustainability of the environment
- 5 • Modern learning facilities, equipment and technology

6
7 **Strategic Goal 5:** Hibbing Community College will responsibly utilize human, financial,
8 alternative funding, and technological resources to meet the current and future operational needs
9 of the college.

10 Hibbing Community College is committed to:

- 11 • Development of faculty and staff

12
13 **Array of Awards:** Hibbing Community College offers the Associate in Arts, Associate in
14 Applied Science and Associate in Science degrees as well as a variety of technical certificates.

15
16 **An institution’s mission, vision and purposes shall support achievement of the system**

17 **mission and vision:** Hibbing Community College’s mission to “provide life-changing
18 educational opportunities in a dynamic learning environment” and the associated purposes focus
19 the institution on being an open access institution for a wide range of learners committed to
20 excellence in teaching and learning in a dynamic and innovative learning environment to meet
21 the needs of the Hibbing community and the larger region that it serves.

22
23 **An institution’s mission, vision, and purposes shall provide a foundation for evaluation,**

24 **accountability, and regional accreditation:** Hibbing Community College’s vision, mission, and
25 purposes provide a basis for evaluation, accountability, and regional accreditation.

26
27 **Compliance:** Hibbing Community College’s vision, mission, and purposes are consistent with
28 statute, policy, and regional accreditation requirements.

29
30 **BACKGROUND**

31
32 Hibbing Community College, a technical and community college, was established on July 1,
33 1996, through the consolidation of Hibbing Community College and Range Technical College-
34 Hibbing. Hibbing Community College joined the Academic Quality Improvement Program on
35 July 12, 2006 and will have its next reaffirmation of accreditation in 2013-2014.

36
37 Hibbing Community College is centrally located on the Iron Range of Northeastern Minnesota.
38 Its role has long been to provide Liberal Arts and technical education to the region and serve as a
39 leader in economic development and community vitality as identified in the college’s vision
40 statement.

41
42 **Mission, Vision and Purposes Application Analysis**

43 The proposed vision, mission, and purposes of Hibbing Community College meet the criteria
44 identified in Board Policy 3.24 System and Institutional Missions, Part 2: Review and Approval
45 of System Institutional Missions.

1
2 As required by procedure, the institution must indicate:

- 3 a. How its mission and vision respond to the definitions in procedure 3.24.1.
 - 4 b. The extent to which the institution will meet expectations of law, how it relates to other
5 institutions of higher education, and how its mission, vision and purposes support fulfillment
6 of the system mission and vision.
 - 7 c. Its purposes and the array of awards it offers.
 - 8 d. How the new mission compares with the former mission.
 - 9 e. Ample consultation with faculty, students, employers and other essential stakeholders.
- 10 Additionally, the institution's mission must be compliant with statute, policy, and regional
11 accreditation requirements.

12 13 **Review of Hibbing Community College's Mission, Vision and Purposes**

14 Hibbing Community College's vision, mission and purposes meet these requirements.

15 16 a. The mission and vision respond to the definitions in the procedure:

17
18 Hibbing Community College's mission to "provide life-changing educational opportunities in a
19 dynamic learning environment" and the associated purposes support the following areas:

- 20
21 • Serving individuals seeking college level educational opportunities from an open-door
22 admissions institution inclusive of diversity as stated in the college's commitments.
- 23
24 • Focusing the institution on learning outcomes that demonstrate life changing education.
- 25
26 • Staying true to our ultimate purpose of providing collegiate, dynamic, educational
27 opportunities.

28
29 The mission for Hibbing Community College is guided by a vision that reads "Hibbing
30 Community College will be recognized for educational innovation and excellence and as a leader
31 for economic development and community vitality."

32
33 Hibbing Community College envisions a future in which:

- 34
35 • The college will be recognized for its innovation and related ability to lead in economic
36 development and community vitality.
- 37
38 • In five years, the college will be more directly tied to the evolving economy due, in part,
39 to its innovative means of meeting student and employer needs.
- 40
41 • The college's distinction in Northeastern Minnesota comes from its depth and breadth of
42 educational offerings. It is a college with strength in both liberal arts and technical
43 education curriculum plus a significant presence in customized education; thereby,
44 serving a vast array of educational needs in the area.

1 b. The extent to which the institution will meet expectations of law, how it relates to other
2 institutions of higher education, and how its mission, vision and purposes support fulfillment
3 of the system mission and vision:

4
5 Hibbing Community College’s mission supports the system mission in meeting students personal
6 and career goals and enhancing the quality of life for Minnesotans. The institution’s goals
7 support the system strategic plan in the following ways:

8
9 **Increase Access and Opportunity** in focusing on enrollment management strategies to include
10 recruitment, enrollment, retention, and completion.

11
12 **Promote and Measure High-Quality Learning Programs & Services** in focusing on quality,
13 innovative and flexible education to meet the needs of students and employers.

14
15 **Strengthen Community Development and Economic Vitality** in focusing on economic
16 development through education and on cultural opportunities that bring the World to Us.

17
18 **Innovate for the Future** in focusing on human, financial, alternative funding, and technological
19 resources to meet the current and future operational needs of the college and providing up-to-
20 date and technologically equipped facilities while being responsible to the environment.

21
22 The Hibbing Community College vision supports the system vision in providing education that
23 supports the success of our communities.

24
25 c. Its purposes, values and array of awards it offers:

26
27 Hibbing Community College’s Purposes includes the following:

- 28 1. Student success
- 29 2. Inclusion of diversity
- 30 3. Open-door admissions
- 31 4. Advancement of knowledge
- 32 5. Collaboration to advance innovation
- 33 6. Excellence in teaching and learning
- 34 7. High academic standards
- 35 8. Academic freedom and diversity of thought
- 36 9. Promotion of economic growth
- 37 10. Enrichment of cultural understanding
- 38 11. Development of faculty and staff
- 39 12. Sustainability of the environment
- 40 13. Modern learning facilities, equipment and technology

41
42 The Hibbing Community College vision, mission, and purposes are consistent with statute,
43 policy, and regional accreditation requirements.

1 d. How the new mission compares with the former mission:

2
3 The former mission of Hibbing College was, “Hibbing Community College (HCC), a technical
4 and community college, provides excellence in lifelong educational and career opportunities in a
5 responsive learning environment.”

6
7 The new mission reads, “Hibbing Community College provides life-changing educational
8 opportunities in a dynamic learning environment.”

9
10 Hibbing Community College’s previous mission statement was developed at the time of merger
11 between the former Hibbing Technical College and former Community College, which is stated
12 prominently. The new mission statement reflects the melding of the two former colleges into its
13 current institution with a combined identity of “Hibbing Community College”. Remaining in the
14 new mission statement is the college focus on students, quality and learning.

15
16 Ample consultation with faculty, students, employers and other essential stakeholders:

- 17
18 • Hibbing Community College’s new mission, vision and goals were developed from a
19 college wide strategic planning process.
20
21 • A 16 member planning group broadly representing the college, including faculty, staff,
22 administration and students, engaged in the strategic planning process over a four month
23 period, including SWOT analysis drawing on labor market, demographic, student
24 engagement, community surveys, and other data sources, analysis of vision, mission, and
25 goals of other institutions, and prioritization of the most important areas of focus for the
26 institution.
27
28 • College wide input was solicited during two separate all employee development days and
29 also through electronic communication.
30
31 • Guidance and approval was sought from Northeast Higher Education District President
32 Sue Collins in advancing the mission, vision, and goals to the Board of Trustees.
33
34 • Todd Harmening, Interim System Director for Planning in the Office of the Chancellor,
35 served as lead facilitator of the planning process.
36

37 **RECOMMENDED COMMITTEE MOTION**

38
39 The Academic and Student Affairs Committee recommends that the Board of Trustees approve
40 the Hibbing Community College vision, mission, goals, purposes, and array of awards as listed
41 in the executive summary.

42
43 **RECOMMENDED MOTION**

44
45 The Board of Trustees approves the request by Hibbing Community College to approve its
46 vision, mission, goals, purposes, and array of awards as listed in the executive summary.

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: May 19, 2009

Agenda Item: Minnesota State University Moorhead Mission Approval

Proposed
Policy Change

Approvals
Required by
Policy

Other
Approvals

Monitoring

Information

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

Board Policy 3.24, System and Institutional Missions, Part 2, Review and Approval of Minnesota State Colleges and Universities Institutional Missions, requires the Board of Trustees to approve each institution's mission, vision, and purposes. The mission of an institution accredited by the Higher Learning Commission must be approved by its governing board.

Scheduled Presenter(s):

Edna Mora Szymanski, President, Minnesota State University Moorhead
Linda L. Baer, Senior Vice Chancellor for Academic and Student Affairs

Outline of Key Points/Policy Issues:

Minnesota State University Moorhead proposes new mission, vision and purpose statements. The proposed revisions meet Board Policy 3.24, System and Institutional Missions, Part 2, Review and Approval of Minnesota State Colleges and Universities Institutional Missions.

Background Information:

The proposed vision, mission and purpose statements replace language adopted in 1994.

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

**MINNESOTA STATE UNIVERSITY MOORHEAD
MISSION APPROVAL**

EXECUTIVE SUMMARY

The proposed vision, mission and purposes of Minnesota State University Moorhead meet the criteria identified in Board Policy 3.24 System and Institutional Missions, Part2, Review and Approval of Minnesota State Colleges and Universities Institutional Missions.

Minnesota State University Moorhead’s Proposed Vision, Mission, Purposes and Array of Awards are:

Vision

Minnesota State University Moorhead will be a welcoming educational community that offers rigorous courses of study and places high expectations upon its students. Our strong commitment to faculty-mentored undergraduate research and intellectual growth will provide students with continual opportunities for personal and professional achievement. MSUM will continue to foster an environment that encourages students to become versatile, thoughtful, innovative, and engaged leaders who contribute to their professions and their communities.

MSUM values diversity and mutual respect and will strive to instill these ideals throughout the institution. MSUM honors its heritage as a respected, student-focused, public university and will continue to enhance our students’ lives at the same time that it contributes to the community and the region. MSUM will offer graduate and professional programs that contribute to the state and region through increased collaboration with local and state business, industry, and human services to assure optimal preparation of graduates.

Minnesota State University Moorhead will build upon a solid foundation of high quality teaching and learning as it commits to a future as the premiere liberal arts and sciences-based university in the region.

Mission

Minnesota State University Moorhead is a caring community promising all students the opportunity to discover their passions, the rigor to develop intellectually and the versatility to shape a changing world.

1
2 **Purposes**

3
4 Purpose 1

5 Support comprehensive, evolving, and innovative curricular designs that prepare students for
6 emerging technologies, increasing global connections, and complex ethical, social, civic, and
7 environmental responsibilities.

8
9 Purpose 2

10 Emphasize undergraduate research and creative activity in a faculty-mentored environment.

11
12 Purpose 3

13 Focus on holistic student development through programs that integrate diversity, student
14 organizations, intramural activities, engaged responsible living, and service learning.

15
16 Purpose 4

17 Concentrate on graduate and professional programs that contribute to the state and region
18 through increased collaboration with business, industry, and human services to assure optimal
19 preparation of graduates to meet state and regional needs.

20
21 Purpose 5

22 Develop transparent fiscal models that promote long term fiscal stability and reflect our
23 institution's values.

24
25 **Array of Awards**

26
27 Minnesota State University Moorhead awards certificates, associate degrees, bachelor's degrees,
28 master's degrees, applied doctorate degrees, specialist degrees, and graduate certificates.

29
30 **BACKGROUND**

31
32 Minnesota State University Moorhead was chartered as Moorhead Normal School in 1887. Its
33 role in providing teachers for the region expanded, and in 1921 the name was changed to
34 Moorhead State Teachers College. Over the years, the college expanded its offerings to the
35 broader mission of a liberal arts college, and in 1957 MSTC became Moorhead State College.
36 Enrollment growth and expanding programs resulted in a name change to Moorhead State
37 University in 1975, along with similar changes to the names of other system universities founded
38 as Normal schools. In 2000, the name was changed to Minnesota State University Moorhead.

39
40 Minnesota State University Moorhead was most recently accredited by the Higher Learning
41 Commission in 2007. The HLC recommended that the next full accreditation visit take place in
42 2016-2017.

1 Minnesota State University Moorhead is the system’s university asset in Northwest Minnesota
2 and, because of the proximity of the border, it draws one-third of its students from North Dakota.
3 The university is one of several higher education institutions in Moorhead and Fargo, but it is the
4 only one to offer a high-quality, student-centered, liberal arts and sciences-based education at a
5 public university price.

6
7 Minnesota State University Moorhead’s niche is serving students with a wide array of abilities
8 and helping them to achieve higher levels of accomplishment than would otherwise be possible.
9 University faculty have earned more Minnesota Carnegie Professor of the Year awards (eight)
10 than any other higher education institution in Minnesota. The university sponsors an annual
11 campus-wide, faculty-mentored, Student Academic Conference (2009 was the 11th year of the
12 conference and 585 students participated).

13
14 The university is a caring campus, and in times of community emergency, it is a crucial resource.
15 During the 2009 flood, the university was Moorhead’s volunteer center and registered 25,000
16 individuals for emergency work. In addition, one of the interactive classrooms was put into
17 service as Moorhead and Clay County’s Emergency Operations Call Center. Athletic and
18 performance programs bring thousands of people to the campus. The Small Business
19 Development Center has provided consulting to more than 230 Minnesota businesses.

20
21 The university’s current mission statement has been in effect since 1994. Dr. Edna Mora
22 Szymanski became the tenth president of Minnesota State University Moorhead on July 1, 2008.
23 The institutional profile developed during the search process for a new president recommended a
24 renewed focus on the university’s mission in light of significant changes in the local and regional
25 circumstances in which the university operates.

26 27 **ANALYSIS**

28
29 The proposed vision, mission, and purposes for Minnesota State University Moorhead meet the
30 criteria in Board Policy 3.24, System and Institutional Missions, Part 2, Review and Approval of
31 Minnesota State Colleges and Universities Institutional Missions and the related System
32 Procedure 3.24.1.

33 34 **How the mission and vision respond to definitions in System Procedure 3.24.1**

35
36 According to System Procedure 3.24.1, a mission statement answers the following questions:
37 Who is to be served? What are our outcomes? Why do we exist?

38
39 The proposed new mission statement commits the university to serve all students who are part of
40 its caring community. Students who attend Minnesota State University Moorhead will become
41 versatile life-long learners who use their critical thinking skills “to shape a changing world.”
42 The university exists to provide access and opportunity and the “rigor to develop intellectually.”
43

1 Under the System Procedure, a vision statement answers the following questions: What will the
2 ideal future look like for the institution? What will be the primary products or services and which
3 ones are particularly new? What is likely to be different about the institution and its environment
4 five years from now? What is distinctive or unique about the institution? How will the enterprise
5 operate?
6

7 The proposed vision statement describes an ideal future as the “premiere liberal arts and
8 sciences-based university in the region” that values “diversity and mutual respect.” MSUM
9 expects to continue its “heritage as a respected, student-focused, public university.” The vision
10 assumes that methods of instruction will utilize more technological interactivity and that state
11 financial support will remain well below historic highs, requiring the institution to be more
12 effective in recruiting students into financially sustainable programs and to be more nimble in
13 dealing with change. To succeed in this environment, there will be “increased collaboration”
14 with related businesses and industries to “assure optimal preparation of graduates.”
15

16 The university asserts that one of its distinctive qualities is a “strong commitment to faculty-
17 mentored undergraduate research and intellectual growth.” For more than a decade, the
18 university has scheduled a campus-wide Student Academic Conference that gives students an
19 opportunity to share their knowledge and receive constructive criticism.
20

21 **The extent to which the institution will meet expectations of law, how it relates to other**
22 **institutions of higher education, and how its mission, vision and purposes support**
23 **fulfillment of the system mission and vision**
24

25 The mission, vision, and purposes of Minnesota State University Moorhead support the mission,
26 vision and strategic plan of the Minnesota State Colleges and Universities system.
27

28 In its mission statement, the university proclaims that it values the goals of individual learners,
29 diversity, social responsibility and critical thinking. The university’s mission is to prepare
30 students to be effective in the changing world.
31

32 The vision statement expands on how the university will achieve its mission as part of the
33 Minnesota State Colleges and Universities system. In support of both individual success and
34 advancement of the state of Minnesota, MSUM will “foster an environment that encourages
35 students to become versatile, thoughtful, innovative and engaged leaders who contribute to their
36 professions and their communities.”
37

38 Minnesota State University Moorhead’s mission and vision will help achieve the system strategic
39 plan:
40

41 • **Strategic Direction One: Increase access and opportunity**

42 The mission states that the university promises opportunities for all students, including
43 opportunities to “discover their passions.”
44

1 • **Strategic Direction Two: Promote and measure high-quality learning programs and**
2 **services**

3
4 As stated in the mission, MSUM students will experience “the rigor to develop
5 intellectually and the versatility to shape a changing world.” The vision expresses the
6 university’s commitment to “rigorous courses of study,” “high expectations,” and
7 “faculty-mentored undergraduate research and intellectual growth.”
8

9 • **Strategic Direction Three: Provide programs and services that enhance the**
10 **economic competitiveness of the state and its regions**

11 As stated in the vision, MSUM will “offer graduate and professional programs that
12 contribute to the community and region through collaboration with local and state
13 business, industry and human services to assure optimal preparation of graduates.”
14

15 • **Strategic Direction Four: Innovate to meet current and future educational needs**

16 As stated in Purpose 1, MSUM will “support comprehensive, evolving, and innovative
17 curricular designs that prepare students for emerging technologies, increasing global
18 connections, and complex ethical, social, civic, and environmental responsibilities.”
19

20 The proposed mission and vision are in accordance with state and federal law.
21

22 **The institution’s purposes and array of awards**

23
24 Minnesota State University Moorhead identifies the following purposes as goals to carry out its
25 mission:
26

27 Purpose 1

28 Support comprehensive, evolving, and innovative curricular designs that prepare students for
29 emerging technologies, increasing global connections, and complex ethical, social, civic, and
30 environmental responsibilities.
31

32 Purpose 2

33 Emphasize undergraduate research and creative activity in a faculty-mentored environment.
34

35 Purpose 3

36 Focus on holistic student development through programs that integrate diversity, student
37 organizations, intramural activities, engaged responsible living, and service learning.
38

39 Purpose 4

40 Concentrate on graduate and professional programs that contribute to the state and region
41 through increased collaboration with business, industry, and human services to assure optimal
42 preparation of graduates to meet state and regional needs.
43
44

1 Purpose 5
2 Develop transparent fiscal models that promote long term fiscal stability and reflect our
3 institution's values.

4
5 Minnesota State University Moorhead awards certificates, associate degrees, bachelor's degrees,
6 master's degrees, applied doctorate degrees, specialist degrees, and graduate certificates. No
7 change in the array of awards is proposed.

8
9 **How the new mission compares with the former mission**

10
11 The former mission statement was approved by the State University Board in 1994. It states:
12

13 The mission of Minnesota State University Moorhead is to foster excellence in teaching
14 and learning. The University strives to provide an educational environment that supports
15 intellectual development, that welcomes diversity, and that develops the skills and talents
16 of women and men so that they have the capacity to live usefully, act responsibly, and be
17 learners all their lives. The academic programs at the University are founded upon a
18 common liberal studies experience and emphasize developing the unique talents of each
19 person. The University provides baccalaureate-level programs in the liberal arts, natural
20 and social sciences, teacher education, business and technology, the fine arts, and
21 professional areas. It provides selected graduate programs in response to regional needs.

22 The University encourages scholarly and creative endeavors that promote a commitment
23 by faculty and students to their disciplines, to continuing professional development, and
24 to excellence in learning.

25 The University enhances the quality of life in the region with the professional, cultural,
26 and recreational services offered by its students, faculty, and staff.

27 Minnesota State University Moorhead is one of seven comprehensive Minnesota state
28 universities established to provide the citizens of Minnesota access to quality educational
29 programs at moderate cost. Minnesota State University Moorhead's primary
30 responsibility is to provide baccalaureate programs to residents of northwest and west
31 central Minnesota. Through tuition reciprocity agreements, the University also provides
32 educational services to residents of several regional states and one province.

33
34 Because of the length of this statement, the University Planning and Budget Committee approved
35 a condensed version in 2003 which reads:

36
37 We develop knowledge, talent, and skills for a lifetime of learning, service, and
38 citizenship.

39
40 The proposed statement of mission is much briefer, stronger, more memorable than the previous
41 Board-approved statement. The new mission underscores the value of community, the

1 significance of a supportive environment for discovery, the importance of critical thinking skills,
2 and the ability to adapt to accelerating change.

3
4 **Consultation with faculty, students, employers and other essential stakeholders**

5
6 President Szymanski initiated the review of the university's mission and vision in October, 2008,
7 by naming a Vision Task Force and charging it to draft a vision for the next five and 10 years
8 and to refine the university's mission statement. In addition to university students, faculty, staff,
9 and administrators, the 30 member task force included representatives of the community,
10 foundation board, and alumni association.

11
12 During its work, the task force reviewed Board of Trustees 2020 planning and constructed
13 several scenarios for the university's market niche.

14
15 Over the course of several months, drafts of the new vision and mission statements were broadly
16 shared at campus-wide meetings, with bargaining units, and with students. Subsequent drafts
17 incorporated recommendations from the meetings. Consultation included both on-campus and
18 off-campus constituencies:

- 19 • Comments on drafts of the vision and mission statements were solicited on the home page
20 of the university Web site and at three town meetings.
- 21 • President Szymanski described the mission review process during her meetings with
22 business leaders to review their relationships with the campus.
- 23 • Members of the Mission Subcommittee tested language informally with on and off-
24 campus contacts.
- 25 • Draft statements were presented to the President's Advisory Board comprised of
26 professionals from outside the university.
- 27 • At the final town meeting, the revised vision and mission were presented in the context of
28 an upcoming strategic planning process for the university.

29
30 **RECOMMENDED COMMITTEE MOTION**

31
32 The Academic and Student Affairs committee recommends that the Board of Trustees approve
33 the vision, mission, purposes and array of awards of Minnesota State University Moorhead as
34 listed in the Executive Summary.

35
36 **RECOMMENDED BOARD MOTION**

37
38 The Board of Trustees approves the vision, mission, purposes and array of awards of Minnesota
39 State University Moorhead as listed in the Executive Summary.

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

Agenda Item Summary Sheet

Committee: Academic and Student Affairs

Date of Meeting: May 19, 2009

Agenda Item: Proposed Partnership between the Minnesota State Colleges and Universities system and the Archibald Bush Foundation

- 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 requested that this item be placed on the Academic and Student Affairs Committee's agenda for action.

Scheduled Presenter(s):

Linda L. Baer, Senior Vice Chancellor for Academic and Student Affairs

Outline of Key Points/Policy Issues:

The Bush Foundation's three new goal areas include the development of 25,000 new effective P-12 teachers in the next ten years. The foundation is interested in working with the Minnesota State Colleges and Universities to achieve that goal.

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

BOARD ACTION

**PROPOSED PARTNERSHIP BETWEEN THE MINNESOTA STATE COLLEGES
AND UNIVERSITIES SYSTEM AND THE ARCHIBALD BUSH FOUNDATION**

BACKGROUND

Following the April 15, 2009 meeting of the Education Policy Committee, Chair David Olson named three trustees to discuss the Bush Foundation proposal. They include Trustee McElroy, Trustee Benson and Trustee Sundin. The Chancellor joined the group discussion. A key issue expressed by the trustees was the need for more information related to the material Peter Hutchinson, President of the Bush Foundation, presented to the Board in March and April.

Working from a document created by staff in the Office of the Chancellor and the Bush Foundation, the work group developed a recommended Board Motion.

The university presidents discussed the Bush Foundation proposal during the May Leadership Council meeting. The Presidents identified several areas as needing more information or consideration. They suggested that the Board and the Chancellor in discussions with the Bush Foundation consider the following:

1. Clarify the plan for implementation (e.g. timeline, goals, funding).
2. Clarify the expectations and responsibilities of each party in the initiative- the Bush Foundation, the Office of the Chancellor and the individual campuses.
3. Gather and compile a concise document demonstrating the data-based evidence to support the Bush Foundation proposal.
4. Explore options to include an urban teacher component or pilot.
5. Recommend and set expectations for how Centers of Excellence in Teacher Education will share best practices and lessons learned from this initiative.

RECOMMENDED COMMITTEE MOTION:

The Academic and Student Affairs Committee recommends that the Board of Trustees adopt the following motion;

RECOMMENDED BOARD OF TRUSTEES MOTION:

In order to educate and support effective teachers for Minnesota:

1. The Minnesota State Colleges and Universities Board of Trustees will work with the Bush Foundation to support the design, development and commitment to programs that produce effective teachers. These teacher education programs will prepare and assure the effectiveness of new teachers that graduate and teach in Minnesota classrooms.

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- 2. The Chancellor will work with the participating universities and the Bush Foundation to develop a plan by the fall of 2009 that will include proposals for:
 - a. Measures of the effectiveness of the teacher education graduates.
 - b. Policies and procedures recommended to support effective teacher preparation programs.
 - c. Funding mechanisms and resources from the Board of Trustees and the Bush Foundation that reward campuses for preparing and graduating effective teachers.
 - d. Key outcomes used to evaluate the success of the initiative.

- 3. The Chancellor and the Bush Foundation will report progress and recommend next steps to the Board in the fall of 2009.

Date of Adoption: 05/20/09
Date of Implementation: 05/20/09