

St. Cloud State University (SCSU) is one of ten institutions selected to participate in the International Academic Partnerships Program, funded by the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE).

This is a new initiative that seeks to increase the number of international partnerships between higher education institutions in the U.S. and those in India. SCSU's application stood out for its demonstrated support from both administration and faculty, commitment to increasing internationalization on campus, and the desire to foster a partnership with an Indian institution.

St. Cloud State University is one of 74 colleges and universities selected as an exhibitor and partner at the inaugural USA Science and Engineering Festival in Washington, D.C. this October.

The Festival is the country's first national science festival and is a collaborative effort of over 500 of the country's leading science and engineering organizations aiming to reignite the interest of science and engineering in the nation's youth.

Consultants to the Midwestern Higher Education Compact (MHEC) have

The amendment requires a first and second reading of requests for a change in mission allowing the authority to offer a new award. The amendment also would give the Chancellor the authority to approve minor revisions to an approved mission and vision statement.

Trustee Van Houten said the Board should be advised of any minor revisions to missions or vision statements approved by the Chancellor. Trustees agreed to revise the amendment language to: “The Chancellor shall have authority to approve minor revisions to an approved mission and vision statement and shall report such changes to the Board.”

A motion was made by Trustee Englund, seconded by Trustee Rice and carried that the Academic and Student Affairs Committee recommend that the Board of Trustees approve the following amended motion:

The Board of Trustees approves the proposed amendment to Policy 3.24 System and Institutional Missions.

5. ~~AdBd~~ **3.29 CHU**
~~RRJ~~

This was a second reading of this policy amendment which would designate the eTranscript within the Integrated Statewide Records System (ISRS) as an official transcript for students transferring within the system.

The eTranscript was developed as a way of streamlining the transfer process. Transcript information will be transferred automatically, so students will not have to request a transcript or pay a fee.

Trustee Englund asked if such transcripts would be transferrable to or accepted by institutions outside the system. Senior Vice Chancellor Baer said that would likely depend on if the requesting institution accepts eTranscripts.

Trustee Sundin asked if the eTranscript could be forwarded to potential employers. Associate Vice Chancellor Mike Lopez said privacy laws would prevent this electronic transcript to be sent directly to employers outside the system. In these instances, students will need to request a paper transcript.

A motion was made by Trustee Dickson, seconded by Trustee Benson and carried that the Academic and Student Affairs Committee recommends that the Board of Trustees adopt the following motion:

The Board of Trustees approves the proposed amendment to Policy 3.29 College and University Transcripts.

6. ~~AdBd~~
~~RJ~~

~~3.26 IJFt~~

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Gary Hunter, System Director for Intellectual Property

This was a first reading of an ame

- **B, No4, MRa**

Chair McElroy said the “use” of the syllabi he is concerned with is use by a student so he or she can understand and evaluate the content of a course.

Trustee Van Houten said he would like to have student access to course syllabi guaranteed if the policy is going to be approved. The idea that a professor can decide who is allowed to know what he or she is teaching in a course approved by an institution as part of a program approved by the Board of Trustees is unacceptable, he said.

Trustee Rice said questioned how distance learning fits into the definition of scholarly works.

If a faculty member creates an online course, that would be considered scholarly work and he or she would own it, Mr. Hunter said. However, if the system commissions the work through a written agreement, there is language in that agreement that states the ownership of the work will be transferred from the faculty member to the college or university. Minnesota Online issues grants for the development of online courses and then the college or university owns the course, Mr. Hunter explained.

Chair McElroy said Policy 3.22 Course Syllabi has not been reviewed since 2002 and he suggested that be scheduled for review by the Board. He asked if the IFO would consider the issue of making course syllabi available to students in advance of taking a course and offer an opinion when the policy is next considered.

Trustee Dickson asked that as part of the next discussion on this policy, the distinctions between a course outline and course syllabi be made clear. Is one preferable and, if so, why? This would be helpful since it appears a course outline could be carried over year after year, while a course syllabus could change each time the course is offered.

Mr. Hunter said the last sentence of the Policy 3.22 requires a faculty member to provide a copy of his or her syllabi to the college or university for use in local administrative purposes.

Trustee Van Van Houten said issues brought up about course outlines and syllabi could be addressed and resolved in the review of Policy 3.22, as long as it is clear that the language in both policies relate to each other.

Trustee Frederick said he has a concern with the definition in Subpart R, Student Employee. It says “a student employee is a student who is paid by any system college, university, or the Office of the Chancellor for services performed. Graduate assistants and work-study students are student employees.” Graduate assistants often do scholarly work during their employment, such as preparing course syllabi or doing instructional materials,

and it is unclear if this work would be considered scholarly work and the assistant would have intellectual property rights to it, Trustee Frederick said.

Mr. Hunter said if they are teaching a course as a graduate assistant, then they would be considered faculty under the definition of faculty and they would own their scholarly work, such as course materials created for a class.

If that is the case, then the language that states graduate assistants are student employees should be changed, since they actually would be faculty members, Trustee Frederick said.

Chair McElroy agreed and asked Mr. Hunter to clarify the definition in Subpart R pertaining to graduate assistants who teach.

Anne-Marie Ryan-Guest, vice president with the MSCF, addressed the Trustees. She said the MSCF would like to be involved the next time the policy concerning syllabi and the common course outline is discussed.

Chair McElroy said additional input would be helpful. Trustees will need help in understanding the differences between course outlines and syllabi and which are most helpful to students. They do not want students to feel that they are taking “mystery courses” because they lack access to information.

Course outlines and course syllabi are very dissimilar, Trustee Van Houten said. There could be three professors teaching the same course based on the same course outline, but all three could have a different course syllabus. The courses could have differences in textbooks, required readings, papers and examinations. He said he has talked to at least two of the system’s presidents who have told him that it is not routine at their campus for the deans, or even their department chairs, to review and approve the professors’ syllabi for a given course. There is a significant difference between course outlines and course syllabi and he said the syllabi is where the control has to lie.

Ms. Ryan-Guest offered a comparison of a course outline and syllabus. The common course outline, she said, is developed when members of the department come together and determine the overall course content and student learner outcomes. This is the document that is used for transfer. She said the syllabus allows the teacher the latitude to teach the defined course contents to his or her strength. For example, one teacher may teach an economics course with an analytical focus, while another may teach it with a theoretical focus. The course outlines indicates the content, while the syllabus gives an indication of how the information will be delivered to students. That is where the syllabi is different and becomes the teacher’s intellectual property because he or she has created it based on their personal strengths, she said.

Chancellor McCormick said it is imperative that transfer and transparency be kept as important goals during the discussion of course syllabi and course

outlines. There is a need to improve transfer and these documents can assist in that effort, he said.

Chair McElroy said it is understandable that faculty would have concerns that their work could be easily copied or stolen. However, students have the right to know in advance information about potential courses. It will be necessary to work together to find a balance, he said.

7. ~~AdB.27 RHB~~
~~CMFRU~~

This is a first reading of a policy that addresses the copyright issues that arise within the system. The current amendment seeks to provide guidance to help system colleges, universities and their respective students and employees comply with federal copyright laws.

The copyright policy aims to help institutions protect their copyrights through registration and placement of a copyright notice on certain materials that will be displayed or disseminated to the public, Mr. Hunter said. It also has a legal compliance component. This policy is simplified since ownership issues have been moved to Policy 3.26.

Trustee Dickson said in the Minnesota State Colleges and Universities system, copyrights are owned by the system, while at the University of Minnesota it appears copyrights are owned by the University's Board of Regents. She asked Mr. Hunter to explain the difference.

When a person looks up a copyright, it will indicate the owner is the Board of Trustees, Minnesota State Colleges and Universities. There are some programs out there that are owned by the system, but they are being home-grown at a local institution. In those cases, the Board of Trustees and the institution both will be listed in the copyright registration name to help guide people to the proper institution. An example would be the GPS Life Plan, which is a project developed by and registered to Century College, in addition to the system.

Trustee Rice asked for a clarification of language that refers to the sharing of new knowledge for course development to improve student learning, such as through creative commons licenses.

Creative Commons is a non-profit organization that is leading the charge for free sharing of information, such as scholarly works, Mr. Hunter said. A person can post his or her scholarly work on a database called a creative commons with certain types of licenses, such as right to attribution or a right to make derivative works, meaning allowing a change in the original work to create something. Creative Commons is a vehicle for people to share information with the goal of advancing student learning, he said.

staff is looking to work with students to determine the best ways to communicate the information, she said.

Trustee Benson said his concern is that most of the attempts at transfer are done after a course has been taken. There is a need to inform the students prior to the taking of a course since they don't often realize they will have problems with transfer until long after they have taken a course.

Chair McElroy said students also have expressed concerns about how a course will transfer. There is a difference between a course being accepted as a required course or as an elective.

It is necessary to work with students to encourage them to create a smart transfer plan at the onset of their college career, Senior Vice Chancellor Baer said. Typically, students who planned ahead and received transfer information early were far more likely to be successful when it came to transferring. Students who don't think they will want to transfer also should be given information at orientation on the need for a transfer plan since their career plans may change in the future.

A good marketing plan regarding getting information out on student transfer is important for students and constituencies, Trustee Rice said.

There are three different communications involved in this discussion, Trustee Van Houten said. One is the course outline, which follows the general approval of the department faculty and has been approved by the dean. The second is the course catalog description, which briefly describes what is in the course outline, and that is what students see. The third is the course syllabus. He said the course outline is available to other colleges deciding whether or not they will accept the course in a transfer, but the faculty syllabus doesn't necessarily agree with either the course outline or catalog description since nobody reviews the course syllabus.

The policy states a receiving system college or university shall accept courses in transfer that it determines to be comparable or equivalent to specific courses it offers, Trustee Van Houten said. A comparable or equivalent course is defined as being similar in nature, content and level of expected student performance on course outcomes. The level of expected student performance has to do with evaluations and a course outline does not cover evaluation. Course evaluation is found in the syllabus. If the decision is made to promote the use of the course outline in transfer, there should be some requirement at the institutional level that the department or dean review the syllabus to ensure it agrees with the course outline.

Associate Vice Chancellor Mike López said the definition of a course outline includes the topics to be covered and most importantly the learning outcomes, which is what the institutions are expected to use in determining whether or not courses are comparable. The reason this definition of a course outline was chosen

is that it corresponds almost exactly with what is contained in a curriculum approval form that a faculty member in a department must submit when submitting a course for approval. In terms of the syllabus, the policy also requires that a syllabus has to be provided to students no later than the second class session, he said.

Chair McElroy said Policy 3.22 Course Syllabi will be brought back for review and then Trustee Van Houten's concern about what processes are in place to ensure outlines and syllabuses are aligned can be discussed.

Trustee Frederick said he supports this policy and the use of course outlines. He said he comes from a department where course outlines are used and emphasized and the syllabus only highlights the outcomes that are going to be taught in the class, so as a student, you know what to expect. He said the policy is a giant step forward. Using course outlines are the way to improve transferability, he said.

Trustee Sundin asked if the student associations have reviewed the policy and also agree that it is a step forward.

Each policy goes through a policy council vetting process and student associations are represented on the council, Senior Vice Chancellor Baer said. Policy changes are also discussed during the chancellor's regular conversations with students.

Chair McElroy invited student association representatives to let him know of any concerns they have pertaining to student association Chair and

Performance measures already are being integrated into the FY 2010-2012 Online Action Plan, Senior Vice Chancellor Baer said. Several key success measures are being developed with Research and Planning, including a dashboard of student success measures for online courses.

To help enhance student success, there are efforts underway not only to help better prepare faculty to teach online, but also to prepare students to take online courses. Online student support services will be bolstered by the Students First initiative and regular audits of online student services, Senior Vice Chancellor Baer said.

Referring to the preparation of online faculty, Trustee Van Houten said this would be an activity that could be centralized easily. Faculty from throughout the system could be taught how to teach online via an online course offered by a centralized source, he said.

Online enrollment increases continue, Senior Vice Chancellor Baer said. Enrollments for online learning have increased by more than 20 percent in each of the last five years and online courses now comprise 17 percent of total system courses.

A biennial cost analysis of online learning was conducted for FY2009.

Results included:

- Instructional costs for online courses appear to be comparable to costs for classroom courses;
- Costs for activities other than instruction appear to be slightly higher

In 2009, the system served nearly 8,000 employers with training or services and 184,000 individuals through non-credit instruction.

The OLA report said the system's role in customized training and continuing education is not well defined. Senior Vice Chancellor Baer said some presidents surveyed indicated they didn't see the value of the system office oversight in this area. Some indicated this is a function that can be handled locally.

Senior Vice Chancellor Baer said the office provides the following system-level services:

- Administers the fund for customized training/continuing education. Ninety-eight percent of this fund is distributed directly to colleges and universities according to a defined funding formula or through grants. Two percent is retained by the system for system-wide coordination.
- Serves on the Minnesota Jobs Skills Partnership Board to advocate for competitive grant applications from system institutions.
- Manages system-level communications with statewide business and industry associations and organizations;
- Manages innovation grants to build curriculum to support collaboration and to create services for dislocated and under-employed workers.

Senior Vice Chancellor Baer said in 2009 the Office of the Chancellor, in consultation with continuing education and customized training administrators, agreed on new priorities:

- Support for innovative projects;
- Development of new marketing tools for staff;
- Formation of a new strategic management team of college and university continuing education/customized training administrators;
- Management of system-level communication with statewide business associations and state agencies.

Chair McElroy said the system's role in customized training still appears unclear and needs clarification.

Chancellor McCormick said the system will be faced with severe budget cuts and if campuses are questioning the need for system involvement in this area, it may be an area to consider for reduction.

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The OLA report indicated that the Fire/EMS center is a less essential part of the system office than it once was and the need for system oversight is

unclear. Some presidents surveyed during the audit said the Fire/EMS Center has little impact on training programs.

Senior Vice Chancellor Baer said the Fire/EMS Center oversees 12 fire and 17 emergency management programs statewide to ensure compliance with

to industry and the support for innovation. Evaluation findings were presented to Trustees.

Centers are showing a level of impact consistent with the time they have had had to develop, Mr. Owen said. They are showing the ability to:

- Create new pathways for communication and collaboration among industry leaders, education and learners. Over 90 percent of stakeholders reported evidence that the Center helped to increase communication among colleagues in different programs or institutions.
- Identify industry opportunities, innovations and needed workforce preparation. Over 90 percent of stakeholders reported that the centers helped increase communication between educators and people in industry. Some said center activities caused educators to become more aware of current innovation or challenge. Students are being better prepared for careers as a result of center activities, many reported.
- Help learners of all ages discover and prepare for careers with center focused industries. Stakeholders indicated the center's work led to more student interest and more realistic ideas about careers in the field. Many said the centers also helped learners to become better prepared for those careers.
- Encourage cross-campus activity that strengthens learner opportunities and creates premier course offerings. Over half of faculty and administrators reported at least one example of cross campus activities that

time that the presidents would be held accountable for doing this and he asked if they could receive some feedback pertaining to this at the next meeting.

Chair McElroy said more discussion pertaining to the Centers of Excellence will be needed in the future. Decisions will need to be made on funding. He noted that year-to-year funding impacts center staffing and operation.

The meeting adjourned at 2:40 pm
Respectfully submitted,
Margie Takash, Recorder