Salary equity work will result in “checks” for some faculty based on adjustments from fiscal years 12 and 13. Individuals receiving back pay will be given notification. Notification and back pay should occur before last duty day of spring.

Academic year 2021-2022 IFO meeting calendar was adopted.


Equity committees put forward a proposal for the Equity and Inclusion Coordinator position for fiscal year 2022. Proposal is to have two faculty be co-coordinators with 12 credits reassign time for each person. A call will be coming out in early March.

IFO fiscal year 2022 budget proposal from Treasurer’s Advisory Committee (TAC) was presented and discussed. Proposed budget would result in an approximate deficit for fiscal year 2022 of $230,000. Proposal did not address the IFO’s structural budget problems in any meaningful way. Extensive discussion followed. Minimal adjustments to proposed budget were made which reduced deficit slightly and then adjusted budget recommendation was passed by the IFO Board. IFO Board then passed a motion recommending to Delegate Assembly that dues increase from 1.3% of base pay to 1.4% of base pay.

Academic Affairs update given. Written report at end of this document.

Delegate Assembly update given. Details surrounding holding a virtual DA are being worked through.

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IFO Academic Affairs Board Report
Submitted by IFO AA Liaisons Jenna Chernega & Sara Fier
2/25/21

Academic Affairs Council
2/8/21
(submitted by Sara Fier)

IFO Initiative: Racial Issues Graduation Requirement (Brent Jeffers)

The IFO has challenged campuses to institute a racial issues graduation requirement. Metro already has that requirement (RIGR). There is legislation that prohibits degrees from going over 60 (2-year) and 120 (4-year) credits.

Bemidji: Bemidji has an Indigenous Studies graduation requirement and hopes to implement it for fall 2021.
Southwest: Southwest has had an initial discussion and plans to wait to see what happens with the Goal 7 discussion.

St. Cloud: St. Cloud once had this graduation requirement. The courses are still in the curriculum. The requirement has recently passed the Faculty Senate. The recommendation has gone to meet & confer. They hope to implement it for fall 2021.

Winona: Discussions have begun at Winona. They plan to conduct focus groups this semester with the hope of having a report to the faculty senate by the end of the semester.

Mankato: Mankato has begun discussions. They currently have a diverse cultures graduation requirement.

Moorhead: Moorhead is waiting to see what happens with the Goal 7 review.

Metro State: Metro has the RIGR requirement.

**Proposed Academic System Start Dates** Satasha Green-Stephen

It is time to develop start dates again. Ron Anderson asked that a workgroup of Academic Affairs Council and Student Affairs Council. Based on how start dates have been selected in the past, start dates would be: 8/18/23, 1/8/24, 8/26/24, 1/13/25, 8/25/25, 1/12/26, 8/24/26, 1/11/27, 8/23/27, 1/10/28.

Minnesota State Colleges and Universities Board Police 3.34 Academic Start Dates states that: “The Chancellor, shall establish, at least one year (12 months) in advance, the official system academic semester start dates which shall apply to all colleges and universities in the system.” Procedures 3.34.1, part 2 also lists the following general provisions for establishing academic semester start dates.

“The following criteria shall be considered when establishing academic semester start dates:

1. Fall semester start date will allow for the student contact time necessary to complete the semester, including exams, prior to December 24.
2. A winter break (of approximately three weeks) will be established between the official fall and spring academic semesters, and
3. A spring semester state date will accommodate the winter break and attempt to avoid starting on a Thursday or Friday.”

**Academic Affairs Strategic Plan Alignment with Equity 2030** (Satasha Green-Stephen)

Other groups have strategic plans and are wondering if they align with the strategic goals of the Academic Affairs Council. The work of other committees should help move the work of the Academic Affairs Council forward. Brent, Nerita, and Satasha will meet with the committees under the Academic Affairs Council to discuss reporting structure.

**All Learning Counts** (Jess Niebuhr, Senior Manager for Strategic Partnerships & Larry Handlin, Director, Adult College Readiness)

The focus of All Learning Counts is on underprepared adult learners and making entry into the system easier for them.
Minnesota Attainment Goal 2025: 70 percent of Minnesotans 25-44 will have attained a post-secondary credential by 2025.

All Learning Counts is funded by the Lumina Foundation through 12/31/21, with additional funding from Greater MSP WIN and Center for Economic Inclusion.

Seeks to identify and address barriers to partnerships and pathways for underrepresented learners.

11 mini grants related to credit for prior learning, reverse referrals, and more.

Faculty Convenings: main way to engage faculty. Peer-to-peer faculty conversations about providing access and additional support to underrepresented adult learners.

Collaboration with C-PLAN (Credit for Prior Learning Assessment Network): assessment of workforce training and ABE for CPL; critical analysis of cultural knowledge and experience; developing CPL assessments for world languages. A lot of this work was previously done through articulation agreements, but they haven’t been effective.

GED College Ready: Test scores of 165-174 demonstrate skills needed to start college.

Request #1: GED College Ready + Credit: Test-takers who score 175-200 demonstrate skills that are taught in college-level courses and may be eligible for up to 3 credits in math, 3 credits in science, 3 credits in social studies, and 1 credit in English. Would like the Academic Affairs Council to support this.

Request #2: Ability to Benefit—allows someone without a high school diploma to receive financial aid; would require a policy change. Proposing to write a state plan so each individual school doesn’t need its own plan. Would model the Minnesota program after Wisconsin. It allows reverse transfer. University courses can be used to earn high school credit.

There were a number of questions related to the initiatives. There was a vote to support continuing the work of the initiatives to engage stakeholders and refine details to be voted on by the Academic Affairs Council in the future.

**Academic Equity Committee**

I was only able to attend part of this meeting and the minutes are not yet out. There was an update on Equity 2030 from Teri Hinds. It sounds like a lot of the work is still focused around Equity by Design. Terri did mention the webinar series that the Chancellor’s Fellows were holding and that a webpage was being developed so that people could download their report with their recommendations directly.

There was a discussion about creating a Systemwide Financial Aid Consortia—something akin to the private colleges where students could take classes at other institutions without having to pay extra tuition or deal with financial aid headaches. I believe that conversations will continue about this.

There was discussion about grading options, namely expanding the drop/add period or the time frame in which a student could choose No Credit as a grading option. There was general consensus that students dropping was less disruptive than a student trying to add a course after the first week and there was not a lot of support for extending the “add” period. It sounds like institutions vary widely in their timeframes for choosing a No Credit option, so it might be an individual campus issue to work out.
There was an update on the work of the MNTC Goal Area 7 Workgroup.

Next meeting is March 3, 2021.

ASA Policy Council

Next meeting is March 8th.

Assessment for Course Placement Committee

The committee continues to investigate various ways to place students in appropriate college level courses in English and Math. Normandale presented on work they have been doing around alternative tests, GPA cutoffs and a self-assessment tool that students fill out. They continue to see equity gaps for placement, but success of students seems to be comparable or higher with the alternatives to Accuplacer. Current Accuplacer contract ends June 2021 with possibility of renewing for 2 years. RFP will be going out for new contract for a placement tool or tools. ACPC is forming a subgroup of existing members to do an initial review of functional requirements and draft guiding principles. A steering group for RFP process will be pulled together.

BOT Award Meeting

2/17/20

Proposed revisions to the process are summarized in Appendix A.

Developmental Education Committee

This committee discussed a set of bills being proposed in the legislature that would affect Developmental Education in MinnState.

Legislation is being proposed for K-12 summer school that would allow for developmental education from colleges and universities. If this bill is passed, the schools would have to implement very quickly.

The legislators responsible are Davnie and Chamberlain.

HF 673, SF 473: Bill would allow students to use ACT scores to replace MCA.

MNEEP: Minnesota Education Equity Partnership is looking for a legislative sponsor to phase out 75% of developmental education by 2025 and invest in co-requisite models. This is being driven by a private college association, hoping to move more money to private colleges.

Equity & Inclusion Council

Next meeting is March 24th.

Faculty Development Committee

2/8/21
(submitted by Kate Borowske)

1. Faculty Development Committee Outcomes:
- Outcome 1: Continually grow as evidenced based educators through reflective practice (Chism, 1999; Collins-Brown et al., 2018; Darling-Hammond, Hyler, & Gardner, 2017; Learning Forward, 2011; Sorcinelli, 2002).
- Outcome 2: Design, implement, and assess student centered curriculum and instruction (Borko, 2004; Chism, 1999; Collins-Brown et al., 2018; Darling-Hammond, Hyler, & Gardner, 2017; Donlan, Loughlin, & Byrne, 2019; Learning Forward, 2011; Murray, 2002; Sorcinelli, 2002).
- Outcome 3: Grow as educators and scholars in collaboration and community with colleagues. (Borko, 2004; Collins-Brown et al., 2018; Darling-Hammond, Hyler, & Gardner, 2017; Learning Forward, 2011; Sorcinelli, 2002).

2. **We had small group discussions on Communication & Collaboration.** The Committee is taking a hard look at how we can improve communication about System-wide faculty development opportunities and communication in general with our bargaining units. I am happy to pass along to the Committee any comments you might have.
   - What are the main challenges with communication/collaboration of faculty development?
   - What would it look like if faculty development was really well done both locally and across the system (e.g. communication, collaboration, complementary alignment)
   - What are next steps? What are tangible things this committee can do to improve communication and collaboration on faculty development?

3. **NEED INPUT:** Suggestions for future faculty development webinars or courses? Please let Kate know.

**Goal 7 Workgroup**

Ruthanne Kim, a co-chair of the Workgroup, brought a draft of “aspirational” Goal Area 7 language for discussion. Given the time constraints, the Workgroup chose to ask some members who had experience teaching in Goal Area 7 to meet together to discuss the draft in more detail. That meeting occurred last Friday and several options for new language were brainstormed. We are supposed to vote for the versions we like and the new document(s) will be presented at the next Workgroup meeting.

**Global Education Committee**

Next meeting is March 5.

**Graduate Education Committee**

**IFO Academic Affairs Meeting**

2/19/21

(submitted by Sara Fier)
D2L access for students beyond course end date (Sara Fier): Discussion occurred, and no campuses are currently allowing access to the next semester’s D2L course for a student with an incomplete from the previous semester. There seems to be a FERPA issue with students seeing the course roster for the future semester’s course. The suggestion was that the IFO legal team look into the FERPA issue and have the Technology Council look into technology workarounds. Sara will contact Kathryn Engdahl, and Jenna will contact the Technology Council. This plan was endorsed by unanimous consent of the committee.

SKEEP (Secondary K-12 Education Enhancement Project) groups (Sara Fier): Jenna Chernega informed the group about the SKEEP groups. They are groups for which the system education deans got a grant to explore issues related to education. There were three SKEEP groups last year. There are two this year. One is about multilingual learners and the other is about chemistry education. The multilingual learner group seems to have good goals. The chemistry education group plans to pilot a program in which students would take their chemistry courses through an online program offered by one university. This is concerning because it has the potential to hurt campus chemistry programs. The group did not have chemistry faculty on it last year.

Jenna Chernega proposed that this committee recommend IFO participation in the multilingual learner group and that additional IFO representation be requested on the chemistry education group. Sara Fier proposed that she and Jenna also brief the representatives on the concerns and ask that they report back. The IFO Academic Affairs Committee supported these proposals. The proposals were endorsed by unanimous consent of the committee.

Proposed changes to PDF/PDR deadlines (Gabriel Warren): Gabriel had to leave to go to another meeting, so Dee Dee spoke on this agenda item. The BSU Deans want to incorporate the future PDP into the current PDR. Faculty want to keep the processes separate as they currently are. This agenda item will be carried over to the next meeting.

“Program Navigator” changes from Summer 2020: Craig Upright shared that the System Office has made changes to the process for proposing new programs. The System Office is wanting to vet new programs before the Faculty Association has vetted them. The change was implemented last summer. There is a System Office document that outlines both the old and new processes. Craig will assemble and distribute additional information on the topic.

**Learning Environment Committee**

Focused on D2L contract extension/RFP process (see notes form LMS RFP Workgroup below).

**Learning Management System RFP Workgroup**

2/12/21
(submitted by Craig Upright)

After a long delay, the LMS-RFP workgroup reconvened to discuss next steps.

At the outset, I have to state that I agreed to a confidentiality statement. So I am apparently limited in how much information I can impart. But I know that I can tell you that the system office is now moving forward to negotiate a multi-year extension of the current Brightspace/D2L contract. It has crafted a starting proposal, and Scott Wojtanowski (Minnesota State System Director for Educational Technology and Development) anticipates that this process will be completed before the end of this semester.
The system office requested one IFO and one MSCF representative from the current LMS-RFP workgroup join the negotiating team. I agreed to represent the IFO, and Andy Aspaas (Anoka-Ramsey) answered the call for MSCF. Our first meeting with representatives from Brightspace/D2L is scheduled for next Tuesday, February 16th.

Media Management and Web Conferencing Committee
2/23/21
(submitted by Kate Borowske)

Kaltura Mediaspace:

- Talked about Kaltura’s focus for their future road map (New Row, Live Events and V7 Player).
- Discussed Non-Star ID access and the potential for a tighter Zoom integration.
- Desire to have automatic captions included in processing all assets as long as it doesn’t impact performance and remains hidden and labeled accordingly.
- Language interpretation will be available to moderated professional services (fee-based services) as requested.

Zoom updates:

- New updates – Better shared content indication, and chat functionality.
- Large meeting trial feedback (1000+ attendees, with breakout rooms), checked to see if this was an existing need or void, looking at getting pulse for campus graduation plans to see if tech is capable for needs.

PSEO Workgroup
(submitted by Richard Lahti)

It has been a while since the group has met. Focus groups are starting this week, and surveys have been distributed to key constituents.

Student Affairs Council

Next meeting is in March.

Teacher Education Committee
(submitted by Sonya Vierstraete and Kristin Carlson)

The group is beginning the strategic planning process and is scheduled to meet on March 5th.

Textbook Affordability

Committee discussed definitions related to OERs and Z-degrees to create a “glossary” that might be useful for legislators and others. There is interest in making sure we all are talking about the same things. Discussion of course search/textbook cost tool was tabled until the next meeting because of time. Dan Allosso suggests connecting with MSCF member Maran Wollston about Z-degrees and other textbook affordability issues.
Technology Council

Discussed “Innovating toward Equity 2030.” There is an RFP going out for the Learning Management Software (D2L Brightspace).

Transfer Governance Team

TGT discussed a new charge/charter based on the shifting work of this group (now that Transfer Pathways are in different phases of implementation). The new charge/charter was affirmed.

There was a presentation about data and work from the Tackling Transfer grant/project. This was a project that MinnState entered into with two other states to look at transfer numbers and obstacles. According to this data, MinnState continues to have low numbers of transfers from 2 year institutions to 4 year institutions within the system and, subsequently, low rates of 2 year students completing a 4 year degree. The presentation focused around a hypothetical student (Isabella) who started at a 2 year community college and transferred to a 4 year institution. She encountered a number of bureaucratic barriers such as a 2 year long wait for her transfer credits to be evaluated, poor or insufficient advising at both the 2 year and 4 year level, the need to take more classes than “necessary” which added to her costs, etc. I had to leave at during the discussion of the presentation, but I noted that the slides had not spent any time talking about the quality of education that relies heavily on transfer and if she felt that she had received a cohesive experience. The notes from the rest of the meeting aren’t available yet.
Appendix A

Board of Trustees Awards for Excellence
The purpose of this group is to review and make recommendations around financial sustainability and equity across bargaining groups for the BOT Awards of Excellence beginning in FY22.

Suggested Revisions:

1. **Reduced number "Of the Year" Awards from 8 awards (1 – ASF, 3 – IFO, 4 – MSCF) to 4 awards (1 – ASF, 1 – IFO, 1 – MSCF/Community, 1 – MSCF/Technical)**

*Conversation and Justification:* Across the awards, it is unclear what metric is being used to determine the quantity of Educators of the Year and Outstanding Service Faculty of the Year Awards. If a metric was previously identified, it isn’t applied across all 3 bargaining groups, which makes the awards feel inequitable. Stakeholder groups and award nominees from each campus don’t seem to have concerns about competing for 1, 3, or 4 “of the year” awards as it is an honor to be nominated by the campus. Concern about the award being heavily skewed towards liberal arts and humanities at the college level signaled the movement towards 2 awards associated with MSCF: 1 for the community college and 1 for the technical college. The reduced “of the year” awards will also reduce the financial amount connected to them from $40,000 (not including fringe) to $20,000 (not including fringe).

2. **Use Student FYE for institution nominee allocations for all awards**

*Conversation and Justification:* The existing nominee allocation is based on student FYE for the Excellence in Teaching Award. The nominee allocation for the Excellence in University Service Award is different and based on institution (1 per). Especially at the university level, service faculty and teaching faculty serve the same students, so why is the allocation different? Conversation included student FYE/headcounts as well as faculty FYE/headcounts and the differences in sizes of the bargaining groups. If the purpose of the award is to serve students (both teaching and service) then student FYE is reasonable for application to all nominee allocations for each award. This will have implications for the ASF contract negotiations as current contract language includes a financial award from each university to the nominee. The change to using student FYE to determine nominee allocation would increase the total nominees from 7 (1 per university) up to 28 (per student FYE).

3. **Financial Award - Change guideline language around University Teaching financial award to clarify financial award to department instead of “of the year” recipient.**

*Conversation and Justification:* Especially because the total number “of the year” awards will decrease from 8 to 4, the amount of the financial award does not need to be decreased. Additionally, if the intent is to be good financial stewards, the significant decrease as a result of fewer awards accomplishes this. If the event needs to cost less, then consideration should be given to other cost saving measures (i.e. reducing event attendance list). In ASF, few opportunities exist to earn additional monetary awards or opportunities.
The change around the financial award is clarifying the language in the guidelines to reflect the current practice of financial allocation. The current guidelines for the university service award identify the individual as the recipient of faculty development funds. In practice, this is not accurate; funds are awarded to the department and allocated through established departmental processes. Guidelines need to include language recognizing the department and communities that supported the work for the recognized individual.

4. **Award medals to all award recipients; discontinue the pin as award to university service faculty**

*Conversation and Justification:* Many university service faculty also attend commencement and have an opportunity to wear the medal with regalia. An effort to encourage all award recipients to wear medals should be made to draw continued attention to the award. A medal also lends itself to be displayed (more than a pin) if desired. This also supports equity across awards.

5. **Develop a review cycle for the Board of Trustees Awards for Excellence**

*Conversation and Justification:* Establishing a review cycle keeps the award fresh and relevant. This should take place for both Teaching Excellence and Service excellence criteria in addition to the overall award process and guidelines. For example, the format of portfolio may or should be reviewed to allow for alternative presentation (video vs. written). It also presents the opportunity to make review part of a standard practice and not perceived as reactionary or spark questions as to why a review should take place.