

Chapter Two: Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

The CLC Story: “We build futures”

**Assurance Argument
Higher Learning Commission
Accreditation 2023**

Chapter 2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

2.A.1. Central Lakes College developed the institutional mission statement, which was then adopted by the governing board of the Minnesota State Board of Trustees. The mission was developed in 2007 through an iterative process where stakeholder input was collected and integrated in advance of adoption by the board in 2008 as described in Criterion 1.A.1.

CLC is governed by the laws of the State of Minnesota and the policies of the Minnesota State Colleges and Universities (Minnesota State) Board of Trustees. The Minnesota State system office is led by the Chancellor, who reports to the Board of Trustees.

2.A.2. Central Lakes College operates with integrity in financial, academic, human resources, and auxiliary functions. Under laws and statutes of the State of Minnesota and regulations of Minnesota Management and Budget, Minnesota State system policies and procedures ensure system institutions operate with integrity in financial, academic, human resource, and auxiliary functions.

Financial Integrity

Minnesota State requires CLC to comply with policies and procedures articulated in Minnesota State Policy 5.10 Reserves and Year End Balances. As a member institution of Minnesota State, CLC must report all financial data, including composite financial index (CFI), primary reserve ratio, return on net assets, viability ratio, and operating margin ratio.

CLC follows financial policy guidance in Minnesota State Policy 7.1 Finance and Administrative Authority of Board, Chancellor and Presidents. This policy delegates authority to the Chancellor and college and university presidents to develop procedures and guidelines to implement the Board's policies for the administrative and financial management of the System's colleges and universities. Balanced budgets, addressing all financial components, are required to be submitted annually as mandated by Minnesota's State Policy 5.9 Biennial and Annual Operating Budget Planning and Approval.

The Board of Trustees maintains the authority to set tuition rates for all system institutions. In addition, it regulates students' fees per Minnesota State Policy 5.11 Tuition and Fees. Feedback from students is collected when tuition rates or fees increase to better understand the impact on learners and increase transparency.

At the college level, the president holds responsibility for fiscal integrity, as designated by the Board of Trustees and Chancellor, and delegates local financial leadership to the Vice President of Administrative Services, as noted in the college's organizational chart.

CLC's Administrative Services provide the college with budget guidance, including a planning timeline, process, and budget assumptions for accurate and timely submission of budget requests. In addition, the college submits financial reports and statements to the Minnesota State system office, subject to audit, annually as outlined in Minnesota State Policy 7.4 Financial Reporting. The Minnesota State Colleges and Universities Annual Financial Reports for the years ending in 2020 and 2021 demonstrate appropriate financial management for the Minnesota State system and CLC. Additional discussion on budgeting and resource allocation is available in 5.B.3 and 5.B.4.

CLC also stresses financial integrity through training and publications such as the Business Services Manual.

Academic Integrity

CLC works to ensure that its programs and coursework are consistent and aligned to the CLC mission and academic standards for a two-year institution of higher education. The college shares governance and leadership of its curriculum with the faculty-led Academic Affairs and Standards Council (AASC), noting in Article 8 Section 2 of contract language:

Faculty have a fundamental and unique responsibility in matters affecting the academic well-being of the state colleges. Therefore, the parties agree that the faculty is critical in college academic decision-making. To ensure such a role, the parties agree to establish an Academic Affairs and Standards Council to which management and faculty will bring all proposals regarding academic affairs and standards.

AASC meets throughout the academic year to review academic program and course proposals, additions, changes, and closures. Its work is documented in AASC meeting minutes and the yearly action log.

The college also maintains an active assessment agenda to help faculty develop and use student learning assessment tools. By enlisting a faculty member to serve as an assessment leader and liaison to other faculty, the college maintains the commitment that the curriculum is the primary domain of the faculty. In addition, an internal CLC SharePoint site is active with assessment strategies and varied tactics for implementation. This area of work is further detailed in Criterion 4.B.

Additionally, CLC students must adhere to academic integrity, as prescribed in CLC's Procedure 3.6.1 Student Code of Conduct, prohibiting students from acts of dishonesty, such as cheating, plagiarism, or other forms of academic dishonesty. Violation of this procedure results in student discipline such as a written warning, admonition, or reprimand.

As a member of the Minnesota State system, CLC adheres to the System's faculty credentialing and qualifications based on program or discipline area. Minnesota State Policy 3.32 Faculty Qualifications ensures that qualified individuals perform faculty work that aligns to credentials. The Joint Committee on Credential Fields is an ongoing committee established under the Minnesota State College Faculty (MSCF) collective bargaining agreement, Article 20, section 8. Its purpose is to recommend credential fields and minimum qualifications for two-year faculty and includes aligning appropriate credential fields with programs and disciplines at the system level. The committee is comprised of six faculty members appointed by MSCF and six administrators appointed by the Minnesota State system office. More information on faculty credentialing can be found in subcomponent 3.C.3.

CLC ensures that our students and employees abide by the highest academic integrity and honesty standards. Students receive guidance regarding academic standards in multiple venues, including syllabi for individual courses and the CLC Student Handbook. In addition, the college implemented an academic misconduct form/registry to monitor student misconduct and academic infringement, utilizing an online form for faculty to use to document student violations of the college's academic standards.

Personnel/Human Resource Integrity

CLC facilitates strict enforcement of non-discrimination and equal opportunity practices in its education and employment efforts. Faculty and staff receive training in Minnesota State Policy 1B.1 Equal Opportunity and Nondiscrimination in Employment and Education, with many employees trained by the system office to investigate possible infractions and related concerns. The CLC Affirmative Action Plan provides further evidence of the College's commitment to fair and ethical treatment of all members of the CLC community.

All faculty, staff, and administrative positions are covered by collective bargaining agreements or union contracts that articulate requirements and protections for a specific position. Each contract defines the rights and responsibilities of employees and delineates procedures for grievances and discipline. The college believes that collective bargaining agreements support transparency of behavior and communication among faculty, staff, and administration. The college also requires that its employees abide by Minnesota State Procedure 1C.0.1 Employee Code of Conduct.

At the system level, members of the Board of Trustees must disclose any potential conflicts of interest and are not permitted to use their political appointment to secure personal benefits. In addition, trustees must abide by Minnesota State Policy 1C.1 Board of Trustee Code of Conduct. All Minnesota State employees are held to high standards, including those administered statewide by the Minnesota Management & Budget Code of Conduct, to prevent the misuse of their position as state and system employees.

Minnesota State and CLC are committed to facilitating equal employment opportunities, and all employees are held accountable for preventing harassment of fellow employees or potential hires. Minnesota State and CLC policy requires that new administrators undergo a series of professional development training sessions, either online or in person. These trainings include but are not limited to information on (a) the art and science of supervision, (b) non-

discrimination in the workplace, (c) processing sexual violence complaints, and (d) financial management.

Finally, student complaints may be filed using the Student Complaint form. CLC maintains a confidential, online student complaint log to ensure that all student complaints are tracked and addressed and that college employees demonstrate and interact professionally and ethically when working with students.

Auxiliary

CLC ensures that auxiliary services, including food services, retail sales, parking fee management, and other contracted services, operate in accordance with policies and procedures to ensure integrity and fiscal accuracy. The Office of the Vice President of Administrative Services manages auxiliary operations following Minnesota State Policy 7.3 Financial Administration. Minnesota State Procedure 7.3.2 Auxiliary Operations regulates auxiliary functions that are part of CLC for effective management. Minnesota State Procedure 7.3.5 Revenue Fund establishes guidelines for managing the revenue fund.

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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

2.B.1 Central Lakes College ensures the accuracy of any representations regarding academic offerings, requirements, faculty and staff, costs to students, governance structure, and accreditation relationships.

Program Information and Admission Requirements

The fully accessible CLC website provides up-to-date and comprehensive background and specific information on programs and courses offered by the college. The Academic Programs website allows students the option to search for programs alphabetically or by career areas. In addition, details of specific program admissions, graduation requirements, and learning outcomes are available on the program and departmental web pages.

The college operates as an open-enrollment institution and does not require a minimum ACT or SAT score for admission. Instead, the CLC enrollment pathway provides prospective students with four-step guidance to move forward in the admissions and enrollment process.

Some CLC programs require students to provide evidence of reading and/or math skills for course placement before registering for classes. If course placement is a requirement for the program, student course placement must be determined before registering for classes. Course placement utilizes a multiple measures approach by evaluating a student's previous college coursework, high school GPA, ACT / SAT / MCA scores, or Accuplacer scores. Students may also opt for guided self-placement. Guided self-placement requires completing an agreement and a meeting with an academic advisor.

CLC has a few academic diplomas and degrees that have program-specific admission requirements beyond admission to CLC. These requirements are clearly stated on the academic program webpages, within the curriculum, and in the CLC Academic Catalog. These academic programs are

- Criminal Justice
- Dental Assisting
- Early Childhood Education

- Emergency Medical Response Technician
- Heavy Equipment Operation and Maintenance
- Human Services
- Medical Assistant
- Nursing—Advanced Standing
- Nursing—Traditional
- Occupational Skills
- Practical Nursing
- Pre-Social Work

In addition, each academic program webpage has direct links to the Minnesota Department of Employment and Economic Development (DEED), the Bureau of Labor Statistics Occupational Handbook, and Minnesota State CAREERwise for information regarding employment statistics, career salary information, and estimated job growth.

While the CLC website is the primary source of information for students and the public regarding the college, the CLC Academic Catalog is issued every two years to provide information about programs of study, admissions, cost of attendance, financial aid, transfer policies, course descriptions, student policies, and more. The catalog is available in PDF format on the college's website.

Faculty and Staff

As a Minnesota State college, CLC is a public two-year institution of higher education. Faculty and staff are listed in the CLC Academic Course Catalog, and directory information for all employees is available on the CLC website. Faculty credentials are set by Minnesota State Policy 3.32, with public query readily available.

Costs to Students

CLC provides complete, current cost of attendance information, including student tuition and fees. Further, the CLC Financial Aid website provides comprehensive information on nearly every aspect of the cost of attending college and associated fees, as well as options to bring these costs down, such as scholarships from the CLC Foundation.

As noted in subcomponent 2.A.2, Minnesota State Policy 5.11 Tuition and Fees establishes the rates for tuition and fees for Minnesota State colleges and universities. As required by the U.S. Department of Education, net price calculator information is available on the CLC website.

CLC demonstrates initiative in reducing student expenses by using and promoting OERs and the creation of the Z-Degree. As a result, CLC Z-Degree students can earn their Associate of Arts degree by taking selected classes without the expense of buying a textbook. The degree was created in 2017 and is available for interested students. OER content allows faculty to provide students with quality electronic textbooks embedded in their online courses at no cost to learners.

Governance Structure and Accreditation Relationships

CLC communicates its external and internal governance structure to students and public clearly through its web link, “About CLC.” CLC provides information about its alignment in the Minnesota State system; CLC’s Organizational Chart; its accreditation status with HLC, its national accrediting body; and its college policies that govern its internal actions. As Minnesota State Board Policy 3.43 Accreditation mandates that higher education institutions must achieve and maintain accreditation, CLC communicates its relationship and status on its website with both national and programmatic accrediting bodies.

In addition to CLC's national accreditation with HLC, the institution also presents publicly its specialized accreditation for academic programs:

- Automotive Technology program is fully accredited through the ASE Education Foundation.
- Criminal Justice program is approved by the Minnesota Professional Peace Officer Education (PPOE). The Minnesota Board of Peace Officer Standards and Training (POST) has certified CLC to provide a program of professional peace officer education (PPOE).
- Dental Assisting program has been accredited by the Commission on Dental Accreditation (CODA) since 1967.
- Diesel Equipment Technician: This program is accredited by the Associated Equipment Distributors Foundation.
- The Medical Assistant program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), on the recommendation of the Medical Assisting Education Review Board, or MAERB. The program is also a member of the American Medical Technologists.
- Nursing: CLC's nursing programs are accredited by the National League for Nursing Education Accreditation (NLN CNEA).
- CLC's College in the Schools, or CIS, is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP).

2.B.2 Central Lakes College ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose, and economic development.

Research

With its mission as a two-year community and technical college, the college's research opportunities are represented to students and the public on its website, illustrating course and campus level activities. For example, CLC's research includes work by students in the research-focused ENGL 1421: Honors Composition II course. Each year, the original research findings are compiled and presented to the college's administration for review, discussion, and action. The most recent research findings are available in the Honors Composition II Recommendations for 2022. CLC also conducts research at its Ag and Energy Center, which is a hub for agriculture

research and demonstration in Central Minnesota. The Ag & Energy Center, through its web site, provides descriptions of its current research projects that contribute to the economic vitality of the region.

Community Engagement

Community engagement and support initiatives are evident to students and the public at CLC through the CLC web site and through community partners. For example, CLC works closely with the Brainerd Chamber of Commerce to introduce careers and career exploration to more than 24 regional high schools through the Career Depot, the Game of Careers, and an annual career exploration day.

Community engagement is also communicated through the community-focused Central Lakes Performing Arts Center. The series presents a wide variety of quality artists from the worlds of theatre, music, dance, and literature to the community, and funding for the Cultural Arts Series is made possible, in part, by the voters of Minnesota through a grant from the Five Wings Arts Council, thanks to a legislative appropriation from the Arts & Cultural Heritage Fund.

Community engagement is also communicated publicly through Verse Like Water, ongoing celebration of great imaginative literature, as its purpose is to dream of bringing first-class literary events to the Brainerd Lakes Region. The series is funded by CLC Student Life funds and grants from the Minnesota Legacy Fund and accessed through Five Wings Arts Council and the Minnesota State Arts Board. In addition, Minnesota Public Radio cosponsors each reading.

Regional Race Equity is a community partnership between CLC and the Mille Lacs region, and this work is presented to the public in the Mille Lacs Area Promise to Act Equity Report 2014. In addition, CLC continues to serve in a consultative role to help address disparities in student preparedness for school, college, and careers.

Experiential Learning

CLC presents evidence of experiential learning through its web site and course options. For example, one experiential learning course is demonstrated in NATR 1152: Field Methods in Freshwater Studies. Another example of an experiential learning class can be found in CDEV 1112: Child Behavior and Guidance. If students are looking for experiential learning opportunities, course descriptions indicate when this option is available.

Economic Development

CLC demonstrates its commitment to economic development publicly on its website, as it houses the North Central Small Business Development Center (SBDC). Also, the economic impact of CLC's collaboration with the SBDC is available online in the most recent Minnesota DEED SBDC statewide annual report from 2019.

CLC's Customized Training and Continuing Education Office is also evidence of programming for individuals and organizations seeking to maximize skills and applications while creating growth opportunities for the future. Customized Training and Continuing Education offer a wide range of open enrollment, non-credit classes, and programs that are easily accessible and affordable. As a result, individuals can gain new skills and knowledge or stay up to date in their

profession. In FY 2021, the Customized Training and Continuing Education Office recorded 165 courses, 1,559 participants, and 48,234 training hours, or CEUs.

Moreover, CLC's academic programs create skilled workers that enhance economic development. CLC's completion rates, licensure pass rates, placement rates, transfer rates, and gainful employment statistics are indicators of this. For example, in 2018, CLC had a combined graduation/transfer rate of 60%, while the national average was 45%. In 2021, CLC maintained an employment rate for students of 91.5%.

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2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

2.C.1. The governing board is trained and knowledgeable to make informed decisions concerning the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities. The Minnesota State governing board, known as the Board of Trustees, was established in a manner and continues to operate with respect, knowledge, and capability to meet its legal and fiduciary responsibilities.

In 1995, the Minnesota Legislature's 1991 legislation created the Minnesota State Colleges and Universities (Minnesota State) system. This legislative action combined the separate boards of the Minnesota State universities, community colleges, and technical colleges into one system governed by a single, statewide Board of Trustees.

The mission of the Minnesota State Board of Trustees is provided in Minnesota Statute 136F.05:

The board's mission is to provide study programs that meet students' occupational, general, baccalaureate, and graduate education needs. The state universities, community colleges, and technical colleges shall have distinct missions as provided in section 135A.052, subdivision 1. Within that statutory definition and subject to the board's approval, each community college, state university, and technical college may develop its own distinct campus mission. The board shall develop administrative arrangements that make possible the efficient use of the facilities and staff of the technical colleges, community colleges, and state universities for providing these several different programs of study so that students may have the benefit of improved and broader course offerings, ease of transfer among schools and programs, integrated course

credit, coordinated degree programs, and coordinated financial aid. The board shall control administrative costs by eliminating duplicative administrative positions and course offerings.

The Board of Trustees, as authorized by Minnesota Statute 136F.06, shall possess all powers necessary to govern the state colleges and universities and all related property. The board shall prescribe conditions of admission, set tuition and fees, approve programs of study and requirements for completion of programs, approve the awarding of appropriate certificates, diplomas, and degrees, enter into contracts and other agreements, and adopt suitable policies for the institutions it governs.

Minnesota Statute 136F.02 articulates board membership, terms, compensation, removal, vacancies, and board administration. In addition, Minnesota Statutes 136F.03 and 136F.045 articulate the process and procedures for Board of Trustee selection and recommendations. The Executive Committee of the Board of Trustees is charged with, among other things, oversight of the board's integrity and effectiveness, identifying best practices for boards with an educational mission, and the orientation of new board members, ensuring that this governing board is properly equipped to make informed decisions.

The Minnesota State Board of Trustees appoints the Chancellor for the Minnesota State system, who is accountable for Minnesota State Board policies, recommending operating and capital budgets, leading system-level services, and planning for the higher education needs of the Minnesota State colleges and universities. In addition, the presidents of all Minnesota State colleges and universities are appointed by the Minnesota State Board of Trustees, based on the recommendation of the Chancellor, and are direct reports to the Chancellor. Dr. Devinder Malhotra is the current Chancellor of the Minnesota State system.

Balanced budgets, addressing all financial components, must be submitted annually as mandated by Minnesota State Policy 5.9 Biennial and Annual Operating Budget Planning and Approval.

2.C.2. The deliberations of the governing board for Minnesota State, and thus, CLC, reflect priorities to preserve and enhance the institution. The system-level deliberations brought to street-level on individual campuses demonstrate the Board of Trustees' concerns for proper use of resources in service to students in Minnesota. Therefore, the three-fold Strategic Framework for Minnesota State College and Universities is to:

1. Ensure access to an extraordinary education for all Minnesotans
 - *Our faculty and staff will provide the best education available in Minnesota, preparing graduates to lead in every sector of Minnesota's economy.*
 - *We will continue to be the place of opportunity, making education accessible to all Minnesotans who seek a college, technical or university education; those who want to update their skills; and those who need to prepare for new careers.*
2. Be the partner of choice to meet Minnesota's workforce and community needs
 - *Our colleges and universities will be the partner of choice for businesses and communities across Minnesota to help them solve real-world problems and keep Minnesotans at the leading edge of their professions.*

- *Our faculty and staff will enable Minnesota to meet its need for a substantially better-educated workforce by increasing the number of Minnesotans who complete certificates, diplomas, and degrees.*
- 3. Deliver to students, employers, communities, and taxpayers the highest value/most affordable option
 - *Our colleges and universities will deliver the highest value to students, employers, communities, and taxpayers.*
 - *We will be the highest value / most affordable higher education option.*

Minnesota State recognizes the vital role it plays within the state college system. Thus, Minnesota State seeks to eliminate educational equity gaps at every Minnesota State college and university. The future of Minnesota's workforce and the economy is more diverse than ever. By enhancing access to higher education and closing the educational equity gaps, low-income students, first-generation students, and students of color will have the opportunity to gain social mobility and economic security while providing Minnesota the skilled, resilient workforce it needs:

Equity 2030 aims to close the educational equity gaps across race and ethnicity, socioeconomic status, and geographic location in the next ten years. It is an ambitious goal we embrace with a renewed sense of urgency. It will require cohesive and coordinated approaches across our schools, cultural change and innovation, and, most importantly, leadership with a steadfast focus to support all our students.

2.C.3. The Minnesota State Board of Trustees is deeply involved in reviewing and considering the reasonable and relevant interests of internal and external constituencies as part of its decision-making processes. As an example, the student voice is heard as a result of Minnesota Statute 136F.04, Student Board Member Selection, which dictates the responsibility, criteria, recruiting, screening, and recommendation of students to serve on the Minnesota State Board of Trustees. The Board of Trustees abides by Minnesota State Policy 2.3 Student Involvement in Decision Making. Further, three students are voting members of the Board of Trustees as codified in Minnesota Statute 136F.02 Subdivision 1:

The board consists of 15 members appointed by the governor, including three members who are students who have attended an institution for at least one year and are enrolled at the time of appointment at least half-time in a degree, diploma, or certificate program in an institution governed by the board. The student members shall include one member from a community college, one from a state university, and one from a technical college. In addition, one member representing labor must be appointed after considering the recommendations made under section 136F.045.

The Minnesota State Board of Trustees has a plethora of standing committees and working groups to further ascertain information and research pertinent to decision-making. Minnesota State Board Policy 1A.2 expounds on the roles and duties of Board members while also listing and defining the various committees and working groups.

Institution presidents and their delegates are often asked to address the board to provide enlightenment on topics critical to the interests of the colleges and universities. Student leadership groups and representatives of the various bargaining units are also invited to speak or provide written comments at board meetings, as evidenced in the Board of Trustees meeting minutes from 10/19/2022.

2.C.4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties. Minnesota State policies guide and preserve the independence of the Board of Trustees.

Minnesota State Board of Trustees abides by Board Policy 1C.1 Code of Conduct. This policy provides general standards of conduct regarding authority to act, informed decision-making, support for board decisions, and more. In addition, part 5 of the policy lists prohibited activities related to using the position to secure benefits, confidential or protected communications, and use of influence. This policy aids in legitimizing the Board of Trustees and ensures that its members remain independent from undue influence.

To facilitate transparency in all deliberations of the Minnesota State Board of Trustees, all meetings of the Board and Board Committees are open to the public, with advance agendas and subsequent minutes publicly shared.

In Minnesota State Policy 5.15, Fund Raising, fundraising controls are clear, with principles and guidelines noted. Minnesota State Board Policy 7.7, Gifts and Grants Acceptance provides further clarification and guidance. Finally, Minnesota State Board Policy 8.3, College and University Related Foundations outlines the standards and relationships between colleges, universities, and their supporting foundations. These policies ensure that Minnesota State and CLC fundraising and supporting foundations activities are transparent and law-abiding.

2.C.5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

According to Minnesota Statute 136F.07, the Board of Trustees is required to appoint a chancellor, who shall perform duties as assigned by the Board. Each college or university shall have a president appointed by the Board upon recommendation by the Chancellor. Minnesota State Policy 4.2, part 1 clearly establishes the president as the chief executive officer, and defines key responsibilities.

At CLC, the institution is organized for effective and efficient management. The President's Executive Team consists of the following:

- CLC President
- CLC Vice President of Academic and Student Affairs
- CLC Vice President of Administrative Services
- CLC Vice President of Human Resources & Culture

Further campus-level governance is outlined in the MNSCF Contract, Article 8, Section 1. This section iterates that governance is shared between CLC and its faculty. Subdivision 1 of this Article states the purpose of the Shared Governance Council:

The Employer and the MSCF recognize that the faculty has a direct interest in college issues including, but not limited to, long- and short-range planning, priorities in the deployment of financial resources, acquisition and use of existing physical and human resources, institutional self-study, marketing, public relations, and recruiting activities. Accordingly, the parties agree that the council is established to make recommendations to the college on the following topics: Personnel, Student Affairs, Facilities, Fiscal Matters, and General Matters. Nothing contained in this Article shall be construed to prevent the Employer from having discussions with any individual or organization, provided such discussions do not conflict with P.E.L.R.A. or other provisions of this agreement.

CLC also adheres to the MNSCF Contract Article 8, Section 2 regarding the Academic Affairs and Standards Council, which is a faculty-led body charged with overseeing academic matters:

Faculty have a fundamental and unique responsibility in matters affecting the academic well-being of the state colleges. Therefore, the parties agree that the faculty hold a critical role in academic decision-making at the colleges. To ensure such a role, the parties agree to establish an Academic Affairs and Standards Council to which management and faculty will bring all proposals regarding academic affairs and standards.

The AASC Handbook further details the roles and responsibilities of this committee.

Sources

- 2.C.1.a Minnesota State - Board of Trustees Meeting Calendar 06272022
- 2.C.1.b Minnesota Statute 136F.05 Missions 07202022
- 2.C.1.c Minnesota statute 136F.06 06272022
- 2.C.1.d Minnesota Statute 136F.03 07202022
- 2.C.1.e Minnesota Statute 136F.045 072022
- 2.C.1.f MinnState Chancellor 06292022
- 2.C.1.g MinnState Board Policies and Procedures Index 06292022
- 2.C.1.h MinnState Policy 4.2 06272022
- 2.C.1.i MinnState Annual Financial Report 2020 and 2021 06292022
- 2.C.1.j MinnState Annual Financial Report Supplement 2020 and 2021 06292022
- 2.C.1.k MinnState Policy 5.9 07062022
- 2.C.2.a MinnState Strategic Framework 06272022
- 2.C.2.b MinnState Equity 2030 07112022

- 2.C.3.a Minnesota Statute 136F.04 07202022
 - 2.C.3.b MinnState Policy 2.3 06272022
 - 2.C.3.c Minnesota statute 136F.02 06272022
 - 2.C.3.d MinnState Board of Trustees Committees 07112022
 - 2.C.3.e MinnState Policy 1A.2 Board of Trustees 07202022
 - 2.C.3.f COMBINED October 2022 Minutes
 - 2.C.4.a MinnState Policy 1C.1 07062022
 - 2.C.4.b MinnState Board of Trustees Meeting Agendas FY 22 06272022
 - 2.C.4.c COMBINED October 2022 Minutes
 - 2.C.4.d MinnState Policy 5.15 06272022
 - 2.C.4.f MinnState Policy 7.7 Gifts and Grants Acceptance 07202022
 - 2.C.4.f MinnState Policy 8.3 06272022
 - 2.C.5.a CLC Org Structure 07192022
 - 2.C.5.b MSCF Contract Article 8 Shared Governance and Academic Affairs 07182022
 - 2.C.5.c MSCF Contract 06282022
 - 2.C.5.c MSCF Contract 06282022 (page number 21)
 - 2.C.5.d AASC Handbook 2021
 - 2.C.5.g Mn Statute 136F.07
 - 2.C.5.h Board Policy 4.2
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2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Argument

2.D. CLC is unwavering in its support of freedom of expression and the pursuit of truth in its teaching and learning practices.

Faculty academic freedom is ensured in the MSCF Faculty Contract, Article 23, ensuring that “each faculty member shall have the right to teach in an atmosphere of free intellectual inquiry and shall not be subjected to restraints or harassment that would impair teaching. Under the contract, faculty members have the right to freely discuss the faculty member’s subject in teaching, to choose teaching methods consistent with available resources, to evaluate student performance, to select library and other educational materials consistent with available resources, and to research and publish. The faculty member is “entitled to freedom in research and in the publication of the results, subject to adequate performance of other academic duties.”

Student freedoms are formalized in Minnesota State Policy 3.1 Student Rights and Responsibilities, which governs students’ freedom to learn, freedom of expression, freedom of association, freedom to assemble, among other freedoms, if done responsibly. This explicitly states that students “shall be free to examine and to discuss all questions of interest to them and to express opinions publicly and privately. They shall be free to support causes by orderly means that do not substantially disrupt the regular and essential operations of the college.”

If students believe they are treated unfairly for exercising their rights at the college, they have the right to resolve disputes in the classroom through the CLC Student Complaint and Reporting process outlined in CLC’s 3.8 Student Complaints and Grievances Policy, and they are entitled to seek an appropriate remedy.

CLC also provides campus webinars and information sessions, through the Minnesota State system, related to academic freedom and speech. An example is a September 18, 2022 webinar by the Minnesota State Office of General Counsel: Politics and Speech on Campus.

Another example of CLC's commitment to freedom of expression and academic discourse is the Gordon Rosenmeier Center for State and Local Government Forums. The CLC Rosenmeier Forums attract notable speakers to CLC, and information is presented on various issues. Moreover, CLC supports freedom of expression and academic discourse through its Cultural Thursdays programming which seeks to expand perspectives and address contemporary issues in an environment of respect and intellectual balance.

Further protections for respectful and unfettered freedom of speech and expression for students and employees are provided in the Minnesota Management & Budget, or MMB, Code of Ethical Conduct and the Minnesota State System Procedure 1C.0.1 Employee Code of Conduct Policy.

Sources

- 2.D.1.b MSCF Contract Article 23 06282022
 - 2.D.1.c MinnState Policy 3.1 06282022
 - 2.D.1.f Politics and Speech on Campus
 - 2.D.1.g CLC Rosenmeier Forums 06282022
 - 2.D.1.h CLC Cultural Thursdays - YouTube channel 06272022
 - 2.D.1.i MMB Code of Ethical Conduct 06282022
 - 2.D.1.j MinnState System Procedure 1C.0.1 06282022
 - 2.D.1.k CLC 3.8 Student Complaints and Grievances Policy
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2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

2.E.1. As a two-year, lower-division, career-focused institution with a primary emphasis on teaching and learning, CLC has a limited research and disciplinary scholarship plan for faculty, staff, and students. Yet, CLC supports basic and applied research and maintains professional standards and oversight when such limited opportunities arise.

Extensive applied research is conducted by the college's Ag and Energy Center. Examples of research include the annual demonstration trials for corn and soybeans and the Byron Project with the mission to "*design and execute a land management plan that fosters soil health and provides adaptive management options that can be replicated to ultimately balance financial and environmental sustainability.*" These research projects have assigned faculty subject matter experts and research staff who are provided oversight through an academic dean.

Sabbatical leave is provided to faculty through Minnesota State Board Policy 4.7 Sabbatical Leaves to maintain academic excellence and meet the institution's mission. Article 17 of the MSCF contract is devoted to professional development and sabbatical leave. The article includes procedures for faculty development funds, sabbatical leave criteria, application, and expectations. HR and the departmental dean review proposed research plans and final sabbatical reports to ensure the planned research or activities were carried out in accordance with the sabbatical plan.

While, as noted, the college experiences limited research activity, CLC has partnered with St. Cloud State's institutional review board (IRB) to ensure that research practices are ethical, with appropriate controls and releases in place when required. Oversight of a research project is the responsibility of the dean, VPASA, and HR to review the proposed research plan as part of the sabbatical leave, and as such are responsible to uphold ethical standards and regulatory

compliance. In addition to SCSU's IRB, the college also has six other research institutions within Minnesota with whom CLC can partner for IRB services.

2.E.2. CLC provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students. Minnesota State Policy 1C.2 Fraudulent of Other Dishonest Acts defines a number of dishonest acts, including some relevant to the use of intellectual property and other topics that would pertain to the integrity of research and scholarly practice. This policy refers to Minnesota Statute 43.A.38, which establishes a Code of Conduct for state employees.

Faculty are supported in their teaching and learning practices, including associated research, through CLC's role as a Minnesota State institution of higher education, dedicated to the free expression of views and truth claims (as articulated in 2.D), and via the faculty's MSCF employment contract, and Article 23, Section 4 Subdivision 1 which specifies:

***Subd. 1. Faculty Ownership.** A faculty member shall be entitled to complete ownership and control of any patentable discoveries or inventions or intellectual property and copyrighted material, except where the faculty member's normal workload was reduced for purposes of the development project, where the college has provided substantial support for or involvement in the project, or where the inventions or discoveries are produced as a result of agreements or contracts between the college and external sponsors. Intellectual property produced during a sabbatical leave shall be considered scholarly work.*

Student scholarship is, likewise, protected as noted in Minnesota State Policy 3.26 Intellectual Property:

Student Works. a) Intellectual property rights in student works belong to the student who created the work. b) Creative work by a student to meet course requirements using college or university resources for which the student has paid tuition and fees to access courses/programs or using resources available to the public is the property of the student.

2.E.3. CLC guides the ethics of research and the use of information resources by students, with the CLC Library serving as the primary resource for students and faculty. CLC is proud of its libraries and the resources available for student, faculty, staff, and community access. The Library's resources include more than 40,000 printed titles, access to 58 MnPALS consortia libraries, and extensive online resources. The college Librarian makes frequent presentations to CLC classes, providing information about library resources and ethical use to all students, including those taking College in the Schools classes. The Library also provides computer access and individual and group study rooms.

The library's Research and Writing Tools webpage provides resources to help students research, properly annotate, and effectively use information resources in their coursework. In addition,

Turnitin.com is available on the D2L Brightspace learning management system for students and instructors to identify plagiarism in student work. The CLC Library also provides reference assistance to help students access guidance from other colleges and universities in their academic work.

Information literacy and research are covered primarily in writing classes. In the ENGL 1410 Composition I course objectives, students learn to locate, evaluate, and synthesize responsible material from diverse sources. Composition II, ENGL 1411 Course Outline focuses on research-based writing and information literacy. Students learn to conduct academic research, including locating, accessing, evaluating, and synthesizing traditional and online resources. In addition, students learn how to evaluate sources for quality and how to document sources accurately using citations.

2.E.4. CLC enforces policies on academic honesty and integrity. College policy provides guidance to students, with CLC Policy 3.6.1 Student Code of Conduct Procedure articulating and differentiating what cheating and plagiarism are:

Subpart K. *Cheating includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of the college faculty or staff; (4) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.*

Subpart L. *Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotations, of another person's published or unpublished work without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in selling term papers or other academic materials.*

CLC students are encouraged to familiarize themselves with policies, as stated in the CLC Academic Catalog. The policy website is provided in the catalog, as well. When faculty identify a breach in academic behavior, they may submit observations via an online form processed in accordance with CLC Procedure 3.6.1 Student Code of Conduct. Submission of this form is voluntary.

Students, in all cases, hold the right to appeal any findings regarding their behavior, whether academic or in another domain of their college experience. CLC Policy 3.8, Student Complaints and Grievances Policy, states that a student has the right to seek a remedy for a dispute or disagreement through the college's complaints and grievances process. CLC's policy directly aligns with and reflects that of the Minnesota State Board Policy 3.8, Student Complaints and Grievances.

Sources

- 2.E.1.a MinnState Policy 4.7 Sabbatical Leaves 07202022
- 2.E.1.b MSCF Contract Article 17 07202022
- 2.E.1.c Byron Project
- 2.E.1.d 2021 Corn Brand Demonstration Report
- 2.E.2.a MSCF Article 23 Section 4 06282022
- 2.E.2.b MinnState Board Policy 3.26 Intellectual Prop 06282022
- 2.E.2.c Board Policy 1C2 Fraudulent or Other Dishonest Acts
- 2.E.2.c SCSU IRB 06282022
- 2.E.2.d Minnesota Statute 43A.38
- 2.E.3.a CLC Library Information 06282022
- 2.E.3.b CLC Library Research and Writing Tools 06282022
- 2.E.3.c CLC Policy 3.6.1 Student Code of Conduct 06282022
- 2.E.3.d CLC Academic Catalog 2020-22 07062022
- 2.E.3.d CLC Academic Catalog 2020-22 07062022 (page number 301)
- 2.E.4.a CLC Academic Misconduct Reporting form 07052022
- 2.E.4.b CLC Policy 3.6.1 Student Code of Conduct 062820221
- 2.E.4.c CLC 3.8 Student Complaints and Grievances Policy
- 2.E.4.d CLC Student Complaint Process 06282022
- 2.E.4.e Minnesota State Board Policy 3.8 Student Complaints and Grievances
- 3.D.4.j ENGL 1410 Course Outline
- 3.D.4.k ENGL 1411 Course Outline