

Charting the Future

Quarterly Report
2015-2016 Year-End Summary

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Minnesota
STATE COLLEGES
& UNIVERSITIES

Executive Summary

In September 2015, the Leadership Council presented the Charting the Future (CTF) work plan for fiscal year 2016 to the Board of Trustees. The work plan took the 42 recommendations presented by the implementation teams, which identified opportunities and potential strategies to advance the CTF recommendations, and forged a viable plan to move the work forward. Immediately, colleges, universities and divisions responded by forming teams and workgroups, representative of students, faculty and staff, to organize and prepare for the work ahead. In addition, the CTF Coordinating Committee comprised of leaders from each bargaining unit, both student associations, and campus and system office leaders was formed to advise on priorities and provide guidance on opportunities to increase engagement.

The work plan presented by the Leadership Council identified 21 initiatives to move CTF work forward. Throughout the year, the focus has been on a continuation of planning and preparation as well as initial implementation to reach the goals and milestones set in the work plan for all 21 initiatives. **At the end of FY 2016, 19 of 21 initiatives have reached near completion or completion of FY 2016 activities and milestones as compared to 3 of 21 in the first quarter.** All five initiatives led by campuses are near completion (up to 75%) or have completed (up to 100%) FY 2016 activities and milestones, on average. In addition, vice chancellors indicated that 90% of initiatives they are leading or supporting have completed all activities and milestones outlined for FY 2016. The majority of these initiatives will continue with work planned in FY 2017 and beyond. As can be expected with large, complex projects, delays have occurred for two initiatives, including online strategy and comprehensive workplace solutions. Leadership Council has discussed these initiatives and have structured plans to get the work back on track.

In addition to the continued progress across initiatives, college and universities articulated the organizational changes they have seen as CTF work has progressed. This is significant, as CTF work is as much about the specific initiatives as it is about organization change. As noted in *Charting the Future for a Prosperous Minnesota*, “implementation of these recommendations will require significant collaboration among our colleges and universities and a transformation of our culture...” Colleges and universities experienced the following changes across their organizations and communities:

- An increase in cohesion and a sense of shared purpose for campus priorities, reinforced by the CTF initiatives.
- An increase in awareness and desire to ensure that all voices are heard across campus, especially the student voice.
- An increase in communication and collaboration within and between campuses, as well as a renewed desire for partnerships.

In preparation for FY 2017, there are lessons to be learned from the past year, which will put us in a stronger position as we move forward with CTF work. Leadership Council will want to consider the following:

- Maintain momentum amidst participation fatigue, summer breaks, and recurring student turnover.
- Improve two-way communication on the full scope of CTF initiatives and related work, with the dual purpose to inform as well as elicit feedback on progress and planning.

- Examine progress made across initiatives in order to determine what work continues to be addressed by CTF and what has become operationalized into campus/system practices.
- Identify budget and resource demands for continued implementation of CTF initiatives.
















Charting the Future has seen an immense amount of progress through fiscal year 2016. In order to remain focused, we will need to continue to focus not only on the tasks of the individual initiatives but also on continuous improvement in how we collaborate and plan our work as a system. We are in a much better position as we move into fiscal year 2017, with the collaborations and partnerships that have been formed as well as the preparation and organization that has been done. It will be imperative that leadership engages stakeholders in a review of what has been learned in FY 2016 and addresses the challenges and opportunities noted, to ensure that the work continues to progress, but also that we continue to experience the organizational change needed to meet the needs of our community.

Overview of FY 2016 activities to date

Initial discussion of 42 strategies with Leadership Council	July 13-14, 2015
Discussion of work plan draft at Leadership Council retreat <i>Bargaining unit and student association leaders join for several hours to be briefed on the work plan, to ask questions, and to provide suggestions</i>	September 9-10, 2015
Charting the Future work plan shared with Board of Trustees	September 11, 2015
Charting the Future work plan discussed at Board of Trustees retreat	September 16, 2015
31-member Coordinating Committee met for the first time	September 28, 2015
Chancellor Rosenstone shared an update with the board which detailed next steps which included: formation of campus teams, development of FY 2016 Gantt charts to articulate workflow for each initiative, development of quarterly reports, development of FY 2016 communication plan, and established two board study sessions	October 21, 2015
Campus and system level initiative work begins	October 1, 2015
Campus teams in place	October 31, 2015
Coordinating Committee second meeting – provided suggestions on Gantt charts, communication plan, and initial quarterly report template to gather initiative efforts	November 12, 2015
FY 2016 Gantt charts shared with board and posted to the CTF blog	November 21, 2015
Coordinating Committee third meeting – refined the quarterly report template	December 9, 2015
Requests to presidents and vice chancellors to submit the first CTF quarterly report with a deadline of January 7, 2016	December 11, 2015
Quarterly reports submitted by presidents and vice chancellors <i>All quarterly report can be found in the Appendix on the CTF blog</i>	January 7, 2016
Initial CTF quarterly report shared and Board of Trustees CTF study session	January 27, 2016
Three CTF Workgroups (Academic Advising (initiative 1.1.2), Academic Planning and Collaboration (initiative 1.1.1) and Student Support Technologies (initiative 1.1.5) convene and begin their work.	January, 2016

Coordinating Committee fourth meeting – reviewed first quarterly reports, refined quarterly report template for quarter two.	January 28, 2016
Requests to presidents and vice chancellors to submit the second CTF quarterly report with a deadline of April 1, 2016.	February 26, 2016
Workplace solutions (initiative 2.1.1) business models proposed at Leadership Council.	March 8, 2016
FY 2016 Gantt charts updated and posted to the CTF blog.	March 18, 2016
Quarterly reports submitted by presidents and vice chancellors. <i>All quarterly reports can be found in the Appendix on the CTF blog.</i>	April 1, 2016
Initial discussion of CTF FY 2017 planning at Leadership Council.	April 5, 2016
Initial discussion of Online strategy (initiative 1.2.1) with Leadership Council.	April 5, 2016
Second CTF quarterly report submitted to Board of Trustees.	April 20, 2016
Second discussion of CTF FY 2017 planning process at Leadership Council. Small group formed to draft CTF FY 2017 work plan.	May 3, 2016
CTF workgroup (Academic Advising, Academic Planning & Collaboration, and Student Support Technologies) recommendations submitted to Vice Chancellor Anderson.	May 16, 2016
Leadership Council small group meeting to continue drafting CTF FY 2017 work plan.	May 17, 2016
Leadership Council small group second meeting to draft CTF FY 2017 work plan.	May 26, 2016
Quarterly reports submitted by presidents and vice chancellors. <i>All quarterly reports can be found in the Appendix on the CTF blog.</i>	June 1, 2016
Initial discussion of CTF FY 2017 draft work plan and CTF workgroup recommendations at Leadership Council.	June 7, 2016
Third CTF quarterly report submitted to Board of Trustees and Board of Trustees study session.	June 22 , 2016

Chart 1: FY 2016 Initiative progress as reported by colleges and universities in their quarterly reports.

#	Initiative	Qtr. 1 Jan	Qtr. 2 April	Qtr. 3 June
1.1.2	Strengthen academic advising			
1.1.6	Deploy online resources for prospective and current students, including transfer information for use in planning, registration, and advising			
1.2.2	Ensure all students have access to technology			
1.3.1	Develop campus diversity plans, integrated into each college/university overall Student Success plan			
3.1.1	Ensure affordability			

Key: ○ =not started; ◐ =initial progress; ◑ =mid-point; ◒ =near completion; ● =FY16 tasks completed

- Overall, campus-led initiatives have completed or are on track to complete FY16 activities.
- Colleges and universities self-reported initiative status only on initiatives that are campus-led.
- Responses were totaled and the average is displayed in the chart above.

Chart 2: FY 2016 Initiative progress across initiatives led or supported by vice chancellors

#	Initiative	Qtr. 1 Jan	Qtr. 2 April	Qtr. 3 June
1.1.1	Improve curriculum alignment	◐	◑	●
1.1.2	Strengthen academic advising	◐	◑	●
1.1.3	Develop a metric on satisfaction and the efficacy of advising	◐	◑	●
1.1.4	Review and revise policies (where appropriate) to mitigate unintended consequences and remove unnecessary barriers	◐	◑	●
1.1.5	Identify partnership opportunities for technology tools to support retention and completion	◐	◑	●
1.1.6	Deploy online resources for prospective and current students, including transfer information for use in planning, registration, and advising	◐	◑	●
1.2.1	Develop a strategy for quality online education	◐	◑	◐
1.2.2	Ensure all students have access to technology	◐	◑	●
1.2.3	Increase opportunities for exploration of emerging technologies and professional development for students, faculty, and staff	◐	◑	●
1.3.1	Develop campus diversity plans, integrated into each college/university overall Student Success plan	◐	◑	●
1.3.2	Diversity mapping and assessment of diversity and equity	◑	◐	●
1.3.3	Efforts to improve the recruitment and retention of diverse faculty and staff	◐	◑	●
1.3.4	Professional development to increase faculty and staff intercultural and global competency and increase understanding and use of culturally relevant pedagogy (also included in Academic and Student Affairs)	◐	◑	●
2.1.1	Confirm and endorse the value proposition for our colleges and universities to provide comprehensive workplace solutions for employers	◐	◑	◐
2.2.2	Advance strategies and capacity for competency certification and credit for prior learning at all colleges and universities	◐	◑	●
3.1.1	Ensure affordability for all students (scholarship campaign)	○	◐	●
3.1.2	Develop a comprehensive strategy to increase awareness and development of e-textbooks and open educational resources (OERs)	◐	◑	●
3.2.1	Redesign the current (internal) financial model to incent and reward collaboration, Strategic Framework commitments, and Charting the Future recommendations	◐	◑	●
3.2.2	New systemwide human resources transactional service delivery model	◐	◑	●
3.2.3	Align student and employee identification practices to increase access and communication for students, faculty, and staff across MnSCU	◐	◑	●
3.2.4	Replace or re-engineer ISRS (Integrated Statewide Record System)	◑	◑	●

Key: ○ =not started; ◐ =initial progress; ◑ =mid-point; ◒ =near completion; ● =FY16 tasks completed
 *FY16 Initiative progress may not be an accurate measure as campuses may be reporting on progress of the initiative as a whole, not only on FY16 tasks.

Stakeholder Engagement

At the outset of Charting the Future, it was clear that in order to succeed, the collective energy and ideas of the entire MnSCU community were going to be needed. For the work to continue to move forward and to reach the work plan goals, participation and engagement of students, faculty, and staff in the work was essential. At the beginning of FY 2016, college and university presidents met with their campus communities to engage in conversations around the work to be done and the goals that had been set. It was originally estimated that teams would be in place by early October, however, the time to engage in meaningful dialogue across institutions was underestimated. As a result, teams were formed later than anticipated; however, campus teams were the stronger for it, given the time spent to gather stakeholders and engage in meaningful dialogue around the CTF FY 2016 work plan and campus-based initiatives. It was also very important to ensure that students and all bargaining units were represented on CTF teams and committees. By the January quarterly report, all college and university CTF teams had reached this goal. The purposes of the campus-based teams vary by college and university but most importantly reflect the existing college and university strategic planning activities.

Students continued meeting with the president through her “Lunch with Laura” sessions and providing feedback on a variety of topics related to CTF.

~Alexandria Technical and Community College

In addition, workgroups were being formed, representative of all bargaining units and students organizations to move the work of three initiatives forward: academic planning and collaboration, academic advising, and students support technologies. The charge of the

Two student senators served on the 2016-2020 Strategic Planning Task Force. The task force concluded in April by proposing new College strategic goals. Our senators brought the Task Force’s developed goals to Student Success Day for feedback and validation directly from students.

~Lake Superior College

workgroups was to develop recommendations on how to make the work in these three areas actionable. The groups were formed in December and met for the first time in January 2016. Another group, the technical advisory committee, was meeting to formulate and submit recommendations on the allocation framework to the Leadership Council and Board of Trustees to reach the goals stated in the CTF FY 2016 work plan.

Throughout the spring semester, colleges and universities began planning and implementing the action items for the five initiatives lead by them. To begin, presidents worked with campus constituencies to establish communication channels to ensure that stakeholders were

regularly updated on the work that was occurring, both at the system level and the campus level. Many campuses made the decision to existing forums, including meet and confer, shared governance, staff and faculty development days, student senate meetings, and others. Campuses also chose to establish additional modes of communication, including CTF websites, casual and formal conversation forums, and standing items on committee, staff, and faculty department meetings.

A few concerns regarding continued engagement and communication exist that Leadership Council and campus leaders may need to address when planning for continued implementation in FY 2017. Due to the complexity and size of this endeavor, communication is

challenging. Many campuses have articulated their concern over ensuring that relevant information is communicated to and from various groups across their campus, between campuses, as well as between the system office and campuses. It will be necessary to review the communication plan for CTF in order to determine where there may be gaps and opportunities to be timelier with CTF information. A small group of Presidents will conduct this review in June and July 2016, with a goal to present an updated CTF communication plan to Leadership Council in August 2016.

In addition, with the engagement and involvement of so many students, faculty, and staff in CTF work, it will be important to pay attention to participant fatigue. Several campuses voiced their concern that it will be challenging to maintain momentum and participation, especially through the summer months and into the fall, given the time and commitment necessary to continue to address CTF initiatives. Creativity will be needed to determine how best to continue to get the collective voice of stakeholders knowing that this challenge exists.

Organizational Impact

As stated in the September 11, 2015 memo to the board, the most important outcome of this process may not be this initial work plan, but the further development of our ability to work together and think in a more collaborative way that keeps the success of our students and our commitments to the State of Minnesota at the heart of what we do. In this last quarterly report, we asked campuses to articulate how Charting the Future has impacted how their campus works. It is clear by the answers we received, that change is happening. We are moving towards our goal of a more collaborative, strategically focused organization, with student success as our central driver.

Campuses expressed that there has been a renewed desire to work collaboratively and seek out opportunities to partner in order to reach shared goals. Several campuses mentioned that they have engaged in sharing of ideas, best practices, and different approaches to the work with other campuses. Northeast Higher Education District stated, “CTF has dramatically increased the level of collaboration throughout the district”. Dakota County Technical College wrote, “More so than before, DCTC is looking for ways to collaborate with Inver Hills and other MnSCU institutions.” Their report goes on to articulate several partnerships that they have begun as they work to implement CTF initiatives as well as other work. This increase in desire and opportunity for partnership and collaboration within and between our campuses can only strengthen their ability to meet the needs of their students and communities.

CTF has dramatically increased the level of collaboration throughout the district.

~Northeast Higher Education District

CTF has provided a structure and framework which we have used to maintain focus on current institutional initiatives that have strategic importance to the success of students.

~Northland Community and Technical College

Many institutions mentioned that their work felt more focused and strategic. They felt that the CTF initiatives provided reinforcement of campus priorities and an increased focus on student success. The increased focus and prioritization allowed for better alignment of all campus plans as well as a more cohesive community with a shared vision and purpose. In their report, Minnesota State University Moorhead stated, “The main impact of CTF at MSUM has been to ensure a broad sense that our local and regional aspirations for the university are part of a broad, generally-shared approach to the future of public higher education in Minnesota.” They go on to say, in reference to

their campus priorities, “the fact that they are echoed in CTF ensures (a) that our regional aspirations are embraced at the system level and (b) that they are timely and widely shared and valued goals. This has the effect of underwriting and inspiring the work and continuing its implementation.”

Finally, the third most articulated effect of CTF on campuses during FY 2016, is the increased communication and engagement across campus groups and communities. Several colleges articulated the renewed awareness of ensuring that all groups and committees on campus be representative and that all

constituencies have a voice in the work being done. As mentioned earlier, all college and university CTF teams include members from all bargaining units and student organizations. In particular, the focus on students’ voices was communicated within the reports. St. Paul articulated this focus very clearly in their report when they wrote, “The composition of this team encouraged reflective conversations about who is involved in work around the Charting the Future initiatives at the College. The team has considered who has a voice at the table on our campus committees, workgroups, and also how stakeholders can contribute to this work. Included in this reflection is how the College can involve students in all aspects of Charting the Future and has been a priority for the team throughout the year.”

We have better communication between students, staff, and faculty. This has led to a significant increase in student engagement on committees.

~Central Lakes College

Initiative Updates

Initiatives are sorted by functional areas. What follows are key activities and milestones accomplished during FY16 and preliminary plans for FY17, sorted by initiative. Additional detail and college/university and division quarterly reports can be found in Appendix A.

Academic and Student Affairs

1.1.1 – Improve curriculum alignment

The initiative is made up of three components:

- Transfer Pathways Teams:

One hundred and twenty students, faculty and staff serving on the Transfer Pathways Coordinating Team and four Transfer Pathways Teams met over 37 times between January and June in various locations around the state. The groups were charged with the development of transfer pathways in four disciplines: biology, business, psychology, and

theatre. Four discipline stakeholder meetings occurred during March and April to obtain systemwide feedback on the proposed pathways. Over 475 statewide discipline stakeholders provided feedback through an online survey as well as the in-person meetings. The groups are finalizing the pathways during this final quarter. The process taken was evaluated as highly successful (survey, 5/15/16).

In FY 2017 finalized pathways will be sent to colleges and universities to prepare for implementation, including campus program/course modification, catalog updates, advisory training and development of promotional materials. More information can be found on the Transfer Pathways website at <http://asa.mnscu.edu/transfer/pathways>.

- Academic Planning and Collaboration workgroup:

This workgroup began meeting in mid-January to explore and research considerations identified by the original APC implementation team around collaborative and coordinated academic planning that advances affordability, transferability, and access to programs and services across the state. The workgroup has met bi-weekly to review academic planning processes systemwide, identify working assumptions and principles related to academic planning across the system. Recommendations for academic planning and collaboration for the system and at individual colleges and universities were developed, refined and submitted to Vice Chancellor Anderson on May 16, 2016. For more information on this workgroup, you can visit the website at <http://www.asa.mnscu.edu/ctf>.

Feedback was obtained from 45+ CAOs and deans at the Spring ASA conference on May 24th. The recommendations will be reviewed by the Leadership Council during the first quarter of FY 2017 to determine next steps.

The recommendations submitted are as follows:

1. System policies and processes should ensure that academic planning drives budget, facilities, technology, diversity, and other planning priorities. The system and the campuses must have academic planning processes that:
 - a. Foster engagement of faculty and administration in identifying academic priorities and collaborative opportunities
 - b. Can anticipate and respond to evolving individual, community, and state needs
 - c. Integrate and advance strategic planning priorities within academic plans
2. The system will have a comprehensive academic plan that provides a framework for the collective academic aspirations and priorities of system colleges and universities. The system academic plan will:
 - a. Advance regional and statewide collaboration and collective strategies for providing relevant education in response to diverse and shifting demographics.
 - b. Align with the system strategic framework (extraordinary education, partner of choice, most accessible and highest value)
 - c. Inform and provide leadership for the educational priorities of the state of Minnesota
 - d. Anticipate opportunities and demonstrate leadership at the national level

- e. Identify, communicate, and support opportunities for broader collaboration emerging from campus level academic plans
3. Each college and university will have a comprehensive academic plan that advances its distinctive mission, culture, and academic priorities. College and university academic plans will address the following:
 - a. Articulate how the institution achieves its unique academic mission and vision.
 - b. Serve student employment, career, and personal development goals
 - c. Reflect collaboration with community stakeholders to anticipate workforce and industry needs
 - d. Encourage innovation and tolerance for risk
 - e. Identify opportunities for collaboration with other system colleges and universities, including operational risks and benefits
 - f. Drive campus planning and assessment activities including, but not limited to, facilities, student services, and associated metrics
 - g. Ensure compliance with program and institution accreditation requirements.
 - h. Demonstrate advancement of the system strategic framework
- Resources to support collaboration and transfer:
 Research was conducted with campus groups and faculty to identify collaboration resource needs and to identify current resources. A website to house the collaboration toolkit and resources (both public and internal) was built and went live in May. The toolkit was presented to Chief Academic Officers at their winter meeting and at the Spring Academic and Student Affairs conference for feedback and refinement of content.

Work is also underway on the development of a transfer website with the initial pre-design work completed and consultation with students and staff to identify needs. Phase one of the design phase launched in April and continued through this last quarter. Information Technology Services will engage staff and students in a review of user experience analysis with a goal of launching the site in Fall of 2016.

1.1.2– Strengthen academic advising

As outlined in the work plan, each college and university was to focus efforts on strengthening academic advising. For many campuses, this reinforced good work that was already underway. For example,

- Alexandria Technical and Community College continued construction on their Transfer Advising Center, which will be operational in FY 2017, providing space for advisement on course selection and assistance to ensure transfer of credits.
- Anoka Technical College and Anoka-Ramsey-Community College create an Advising Think Tank to provide recommendations on advising practices, including staffing levels, advising practices, and departmental initiatives.
- Several campuses are in the process of implementing Hobsons Agile Advising and Agile Grad, technology products that assist with managing advising cohorts, online appointment scheduling, online note/record-keeping, and academic plan building.
- Several campuses made the decision to implement cohort-specific advising models and are preparing to implement or have begun implementing this model.

There are many opportunities for cross-campus conversations to share best practices throughout the work plan, but perhaps one of the greatest needs is in academic advising. The Academic Communities and Advising Committee chair from Minneapolis Community and Technical College expressed interest in connecting with leads at other campuses so that the college's work can be integrated with work happening across the system. To assist with this, a statewide academic advising workgroup was established. Although this group was initially intended to launch by the end of November, the process to call for and collect bargaining units and student associations' member appointments took longer than planned. The group's first meeting was held on January 19, 2016. The group met four times between January and May to research academic advising promising practices, identify and distribute campus-based promising practices, identify training and professional development needs and programming for faculty and staff providing academic advising.

The group distributed a survey to campuses in February to inventory advising practices, as well as promising practices occurring across MnSCU colleges and universities. The majority of campuses participated, allowing for a clear picture of advising practices occurring across the system. Interviews were also conducted with 15 campuses who indicated they were engaging in promising practices in advising to gather more detailed information on staffing, funding, implementation, and assessment of such practices. The workgroup has collected, catalogued, and analyzed the data to determine gaps and opportunities for strengthening advising practices.

Recommendations were developed, refined, finalized and submitted to Vice Chancellor Anderson on May 16th, 2016. Leadership Council will review the recommendations during the first quarter of FY 2017 to determine next steps. For more information on this workgroup and its work, visit the website at <http://www.asa.mnscu.edu/ctf>.

The recommendations include the following:

1. Ensure that all students are assigned to a faculty or staff member who provides academic advising services and utilize mandatory academic advising for at-risk populations (populations and type of contact are determined by each institution).
2. Create a plan to collect appropriate data on advising services to enable ongoing assessment and improvement of advising services at both the system and campus level.
3. In order to ensure student success, create a systemwide enrollment deadline that limits late registration.

1.1.3– Develop a metric on satisfaction and the efficacy of advising

This initiative kicked off early, beginning with consultation of campus institutional research directors in January to begin initial discussion about the creation of an advising performance measure, as recommended by the student success implementation team. Institutional Research conducted an analysis of student responses to advising questions on the NSSE and CCSSE student engagement survey instruments. It was determined that because there is only one question about student satisfaction with advising that is common to both NSSE and CCSSE and because the surveys have different response scales, it is not an ideal data source for a performance metric. The academic advising workgroup and institutional research directors were consulted to explore further opportunities for assessing academic advising. It was determined that the recommendation to explore other opportunities for assessment would be included in the workgroup's recommendations, as noted above, to Vice Chancellor Anderson for further direction.

1.1.4– Review and revise policies (where appropriate) to mitigate unintended consequences and remove unnecessary barriers

As recommended in the work plan, the Academic and Student Affairs Policy Council reviewed Board Policy 2.9, Academic Standing and Financial Aid Satisfactory Academic Progress this past fall. The policy went through its first reading at the March Board of Trustees meeting and was adopted after the second reading at the May Board of Trustees meeting. As a result of the review of Policy 2.9, the ASA policy council recommended the creation of a new procedure to explain the use of academic plans for students who have been academically suspended. A rough draft of the procedure was shared with multiple constituents for feedback during April and May. The proposed procedure will be taken back to the ASA Policy Council in FY 2017 to determine if the proposed procedure is needed, and if so, what the scope of the procedure should be. The feedback from constituents was mixed as to whether the procedure is actually needed.

A number of activities will help to collectively inform the five initiatives below.

- Academic and Student Affairs and Information Technology Services worked with Educause to develop a means by which all colleges and universities could elect to participate in a series of Educause Center for Analysis and Research (ECAR) surveys.
- A tool was developed and distributed to campuses to inventory and evaluate existing technology resources across the student lifecycle.
- A series of focused visits across campuses are engaging stakeholders to gather ideas for connecting learning research, leading technology-facilitated advising models, and next generation tools.

1.1.5 – Identify partnership opportunities for technology tools to support retention and completion

Although the Student Support Technologies workgroup was initially intended to launch by the end of November, the process to call for and collect bargaining units and student associations' member appointments took longer than planned. The group's first meeting was held on January 20, 2016 and they met seven times between January and May.

The workgroup developed and distributed a survey to campuses to inventory and evaluate existing technologies utilized across the student lifecycle. Twenty-nine colleges and universities provided responses to questions about the tools and practices used to support students in areas such as recruitment, admissions and enrollment, course mapping and degree planning, degree progressing, communications and student activities, and career services and career counseling.

An RFI was drafted and posted to the MN State register in March, to evaluate a student centered higher education constituent relationship management (CRM) solution that can support access, success, retention, and completion goals throughout the student lifecycle. The RFI was completed with four companies that responded and made presentations to the workgroup. Companies included Hobsons, Enrollment Rx, Oracle Corporation, and TargetX.

Recommendations were developed, prioritized and submitted to Vice Chancellor Anderson. Leadership Council will review the recommendations during the first quarter of FY 2017 to determine next steps. For more information on this workgroup, please visit the website at <http://www.asa.mnscu.edu/ctf>.

The recommendations submitted are as follows:

1. Complete a request for proposals (RFP) for a constituent relationship management (CRM) solution that can store required student data fields within a single relational database.
2. Knowing that it is unlikely for a CRM tool to satisfy all requirements identified in the original initiative, system IT staff and DARs staff should work together to enable the "self-service" function of u.achieve, as a step towards fulfilling some of the requirements identified in the initiative.

1.1.6 – Deploy online resources for prospective and current students, including transfer information for use in planning, registration, and advising

For many colleges and universities, this initiative has been embedded with their website rebranding and redesign efforts. Colleges and universities are looking at how they can leverage technology and collaborate with other campuses to meet the varying needs of students. A few examples of those follow:

- Minnesota State Community and Technical College launched “The Source”, an online orientation program intended to provide students with timely information throughout their education.
- Northeast Higher Education District’s Summer Online is fully implemented, which allows students access to an array of courses by registering through their home campus.

Academic and Student Affairs along with three campus chief information officers created a comprehensive inventory of current online resources available to students throughout the enterprise. Twenty-nine colleges and universities participated in the inventorying of technology tools deployed to support and/or engage with students from recruitment through graduation. Academic and Student Affairs and the Student Support Technologies workgroup identified trends and themes within the data to help inform the recommendations submitted to the Vice Chancellor Anderson on May 16, 2016.

1.2.1 – Develop a strategy for quality online education

Due to other priorities, presidents were not identified as timely as was planned. President Blackhurst, Minnesota State University Moorhead and Interim President Opatz, Century College were identified in late February to lead this initiative. Initial conversations have occurred to determine the direction for this initiative. The Leadership Council met in early April and had preliminary conversations about what might be included in a system strategy for online education. Data related to the current state of online education in MnSCU was shared at this meeting. Online education now accounts for one-fifth of MnSCU’s full-year equivalent (FYE) enrollment or about twenty-five percent of total revenue in MnSCU. The group concluded that any strategy for online education should align with the academic plans an institution has made.

Feedback on what might be included in a system strategy for online education was collected at the 2016 Spring Academic and Student Affairs Leadership Conference. The

Leadership Council will continue the conversation in August in preparation for campus conversations this coming fall.

1.2.2 – Ensure all students have access to technology

The progress on this initiative varies among the colleges and universities as it is not just about increasing infrastructure or equipment, but also involves understanding how students use and want to use technology and how technology is integrated into academic programs. Academic and Student Affairs coordinated with all MnSCU colleges and universities to distribute the ECAR survey through June. At the time of writing this report, 11,000 student respondents from MnSCU campuses (a 13.1% response rate) have responded to the survey. Colleges and universities will receive their results in July 2016 and Academic and Student Affairs will work to interpret the data at a system level. A second survey will focus on core data services. The ECAR Core Data Service Survey is highly technical and can be challenging to complete, especially the first time. Vice Chancellor Padilla has committed to bringing chief information officers together this summer to ensure consistent and comparable responses when they complete the survey in Fall 2016.

Colleges and universities also focused this quarter on increasing technology infrastructure to provide increased access for students to software, Wi-Fi, computers, and other technology related tools. Some examples include:

- Anoka Ramsey-Community College and Anoka Technical College are implementing and testing mobile devices and cloud-based services for tutoring, advising and classroom usage.
- Minnesota State University Moorhead continues to pilot an iPad/Tablet initiative for programs in the Music Industry, Graduate School Psychology, and Speech Language Hearing Science. They are working on a plan to sustain the resources within these programs.

1.2.3 – Increase opportunities for exploration of emerging technology and professional development for students, faculty, and staff

A number of activities were scheduled to support this initiative. The Shark Tank initiative, an initiative to support student, faculty, and staff innovation that shows potential for improving teaching, learning, or other core academic objectives, was launched this year. Over 30 intents were received to pitch innovative proposals. 11 projects were funded, aiming to address obstacles to student success by using existing technologies, resources, or practices in innovative ways.

Campus Academic Technology Teams were formed to have broad representation across the system, ensuring a full range of input at the campus level. These teams are networked across MnSCU to understand emerging needs and to share innovations and practices with one another. They have met six times this year and the final gathering was an in person meeting at the Shark Tank event on April 14. CATT teams provided feedback on the process from this past year and suggested topics for next year. This information will be reviewed as topics are selected for FY 2017.

Academic and Student Affairs continues to plan for a summer faculty inquiry group (FIG), with a focus on online education. The program will provide individual support to faculty members who want to explore particular student learning challenges within online courses. In

addition, other new and enhanced professional development opportunities continue to be developed:

- 100 faculty and staff participated in STAR Symposium, a virtual conference on quality online and blended learning.
- 150 faculty and staff participated in a captioning symposium to understand legal issues and best practices, including demos and live captioning.
- There has also been an increase in workshops offered through the Minnesota Online Quality Initiative and an expanded network of faculty development leaders.

This initiative is now complete as work in this area has been fully operationalized.

1.3.4 – Professional development to increase faculty and staff intercultural and global competency and increase understanding and use of culturally relevant pedagogy

In recognition of the need to intentionally expand and support innovation and infusion of diversity and equity perspectives in pedagogy and course content, grant opportunities (e.g., Educational Innovation grants) were created to support pilot work across the system. A revision of the college faculty credentialing course *Philosophy of Community and Technical College Education* is underway to integrate cultural competency and pedagogy into the course content. In partnership, Academic and Student Affairs and Diversity and Equity worked with campuses in March to inventory existing local professional development opportunities as well as system-level professional development opportunities. In April and May, ASA and Diversity and Equity division leadership engaged Chief Human Resources Officers, Chief Diversity Officers and faculty development leaders to develop a set of recommendations to present to Interim Chief Diversity Officer Younger and Vice Chancellor Anderson. Those recommendations are in the process of being finalized and will be submitted mid-June. Leadership Council will review the recommendations to determine next steps.

2.1.1 – Confirm and endorse the value proposition for our colleges and universities to provide comprehensive workplace solutions for employers

President Mulford led the start of this initiative with assistance from Presidents Helens and Potter. Continuing Education and Customized Training administrators met three times in January and February and developed four proposed service delivery models. At March Leadership Council the group continued their discussion on the proposed delivery models. Presidents identified multiple challenges that need to be addressed to better serve employers, including: 1) current capacity of colleges/universities to meet customer demands, 2) opportunity to grow market share in current training areas, and 3) need for development in new or emerging training areas. Presidents determined that there may be other solutions to address the challenges.

A small group of presidents convened in April to brainstorm additional solutions, recognizing that there are lessons to be learned from other collaborative efforts. This has been a multi-year conversation by Leadership Council and the group recognizes the increased competition from other providers. Presidents have been charged to work with their regional colleagues to design a regional model that is responsive to business and industry. Draft plans will be discussed in September with the goal of implementation to begin November 1, 2016.

2.2.2 – Advance strategies and capacity for competency certification and credit for prior learning (CC/CPL) at all colleges and universities

President Parker, South Central College and President Arthur, Metropolitan State University are leading this initiative, with support from the CPL Liaison team. Colleges and

universities were identified for the Round 1 Credit for Prior Learning Pilot. The first group was convened on March 31 and April 28 to kick off their work to advance strategies and capacity for competency certification and credit for prior learning. Three teams were formed to refine the CC/CPL toolkit, develop business practices to support CC/CPL and identify and develop networks for professional development opportunities through collaboration among MnSCU colleges and universities. A CPL SharePoint site was created to support the work of the round 1 pilot groups and teams. A public CPL site is currently in development with a goal to go live in Fall of 2016. Two more rounds of CPL pilots will launch in FY 2017-2018, one in January 2016 and another in September 2017. Campuses will receive calls for participation for each of the pilot groups.

3.1.2 – Develop a comprehensive strategy to increase awareness and development of e-textbooks and open education resources (OERs)

Three rounds of open textbook trainings have occurred since December 2015, training over 100 MnSCU faculty, representing 26 colleges and universities. Textbook reviews by faculty can be found at the Open Textbook Library at <https://open.umn.edu/opentextbooks/>. Earlier this fall, a RFP was issued to campuses to solicit campus open textbook projects. Twelve proposals were received and seven project grants (up to \$25,000) were awarded in January and have initiated research on the use of OERs. The data shows that faculty are averaging a 45% adoption rate for OERs after having gone through training. This data has been shared with the Open Textbook Network at the University of Minnesota. In addition, there is exciting work happening locally:

- Distance Minnesota, which several colleges and universities belong to, was awarded funding through Achieve the Dream for Open Education Resources. The objective of the grant is to develop or modify a one- or two-year program/degree to use only OER materials.
- Central Lakes College secured a grant to expand OER work to include College in the Schools partner high schools.

Diversity and Equity

1.3.1 – Develop campus diversity plans, integrated into each college/university overall Student Success plan

In Fall, a Diversity Planning Toolkit and template was shared with campuses to support the development/review of diversity plans. In addition Chief Diversity Officers received training at their annual retreat in October 2015. A diversity planning webinar occurred on February 2, 2016 and had over 13 colleges and universities represented, with 43 members of campus diversity planning committees participating. The second workshop, Data-informed Decision Making in the Diversity Planning Process occurred on March 31, 2016 and had 13 institutions represented, with 33 members participating. The workshop focused on supporting campus diversity planning teams in utilizing data and relevant information to identify outcome areas, action steps, and measurements of progress and impact in their diversity plans.

All campus diversity plans are focused on reducing and eliminating the student success gap. There is an expectation that college and university diversity plans will vary to meet the local needs of the campus; however, at a minimum, plans should address the following areas:

- Work with partners to reduce and eliminate the student success gap
- Increase diversity of students and strategies for retention

- Increase diversity of faculty and staff and strategies for retention
- Build effective partnerships with communities of color
- Ensure a supportive and welcoming environment

Campus and University reports indicate that positive work has occurred during FY 2016. Presidents are required to submit their diversity plans to the Chancellor in June. Colleges and universities identified common challenges as they prepare for implementation of their diversity plans, including:

- time and resources available
- the ability to engage stakeholders

The concerns will need to be addressed by Leadership Council as they build the CTF FY 2017 work plan, as it relates to campus diversity plans.

1.3.2 – Diversity mapping and assessment of diversity and equity

Information was shared in Fall 2015 with Chief Diversity Officers on different mapping and assessment tools available (e.g., Diversity Mapping, Equity Score Card, Diverse Learning Environment, etc.) to assist campuses with identifying the most appropriate tool for diversity planning and programming. Four campuses launched their Diversity Mapping processes (e.g., Anoka-Ramsey Community College, Minnesota State University Moorhead, Bemidji State University and Northwest Technical College). In addition almost half of the colleges and universities have expressed interest in or are currently using a diversity assessment tool.

At the Student Affairs and Diversity Conference in March, a workshop was delivered to share an example of one campus diversity mapping practice (Bemidji State University). Additional examples of campus diversity mapping practice include:

- Normandale Community College has had three groups complete the Intercultural Development Inventory (IDI). Their Student Senate executive board will take the IDI next, and the administrative council will meet next month to review their results.
- Riverland Community College completed their diversity mapping and assessment, compiled their results, and used those results to develop their Equity and Inclusion Plan for the college.

Finance and Facilities

3.1.1 – Ensure affordability for all students (scholarship campaign and financial literacy)

This initiative has two components:

- A second systemwide scholarship campaign with the goal of raising \$50 million over the next two years.

Chancellor Rosenstone launched a committee of foundation directors on January 18, 2016 not only to help design the next scholarship campaign but also to review and make recommendations on opportunities to enhance college and university foundation operations and additional support or training to support foundation staff and boards.

The committee, led by Associate Vice Chancellor Davis, and including foundation/advancement directors, has met ten times to set a campaign goal of \$50 million for the two-year period beginning July 1, 2016. A kick-off event to launch the campaign is scheduled for June 29, 2016.

- Continue to deploy financial literacy training to students and families.
Campuses have deployed a series of different methods including online information, workshops at orientation, and making resource information visible on campus. Some examples of campus efforts, include:
 - Many campuses indicated that they have made GradReady, an online tool, available to their students, to help support students' financial literacy skill development.
 - Several campuses have embedded financial literacy modules into their First Year Experience courses.
 - Saint Paul College has developed a plan to identify programs with high default rates, with "at-risk" student populations, to deploy specific interventions. The plan will be implemented in Summer 2016.

3.2.1 – Redesign the current (internal) financial model to incent and reward collaboration, Strategic Framework commitments, and Charting the Future recommendations

The Allocation Framework Technical Advisory Committee (TAC) has been meeting monthly in FY 2016 to develop recommended changes to the allocation framework. Redesign principles were drafted and approved by the Board of Trustees in November 2015. The committee has developed an initial set of recommendations, and is still considering others. The preliminary recommendations include:

- Eliminate the enrollment adjustment in the current framework
- Incorporate a student success component into the allocation framework (1% of appropriations) 2 performance measures (Second term persistence and completion rate and student success ratio (SOC to white students/narrowing the gap))
- Shift library expenses to instruction/academic support; remove the research/public service component in the allocation framework.

Recommendations still under consideration include:

- Cooperation, collaboration and partnerships
- Student services and institutional support
- Facilities & revenue buy-down calculation

Presentations on preliminary recommendations and proposals under consideration have been made to bargaining units, statewide student associations, CFOs, and ASA leaders. They were also brought forward to Leadership Council in May and will be presented to the Board of Trustees in June for review. The recommendations will go through a consultation period through October, and revised recommendations will be presented to the Board of Trustees at the end of October 2016. The goal is that phased implementation will begin in FY18.

Human Resources

1.3.3 – Efforts to improve the recruitment and retention of diverse faculty and staff

Student success depends on a diverse learning environment. Hiring faculty and staff is one of the most important decisions we make on our students' behalf. We must be intentional in our efforts to hire and retain outstanding faculty and staff, and intentionally search among the many diverse communities within our region and across the country.

At the January Leadership Council meeting, the *Intentional Recruitment and Retention* model was shared with Presidents and discussed. Under this model, leveraging data and carefully examining the needs of the organization *well before vacancies occur* are the two fundamental steps toward achieving a MnSCU comprehensive recruitment and retention strategy. This proactive approach would allow us to:

- Leverage internal and external data to better understand our employee base
- Reasonably predict workforce needs wells before vacancies occur
- Maximize the effectiveness of our recruitment strategies and attract top talent
- Increase the effectiveness of our hiring practices
- Retain the best and brightest talent
- And most importantly, meet student needs

Additionally, this model has been introduced to both faculty and staff bargaining units and will continue to be emphasized at both faculty and staff union meet and confers. Over 30 MnSCU faculty and administrators attended the Keeping Our Faculty Symposium VII in April to learn new strategies for recruiting and retaining faculty of color and American Indian faculty. Following the symposium, a systemwide diversity forum was held in May to discuss learnings from the symposium and identify ways to enhance recruitment and retention efforts for faculty and staff of color and American Indian faculty and staff.

In addition, action steps are being taken in four focus areas:

- Leadership: A discussion with Leadership Council occurred in January. Future discussions with Leadership Council are planned for FY17. A diversity symposium and forum was held in April/May. Additionally, a presentation to the Board of Trustees is scheduled for June.
- Search Committees: a systemwide search advisory committee handbook has been developed with draft online training modules, currently under review, with a goal to integrate these tools into college and university hiring practices in Fall 2016.
- Recruitment: development of a targeted strategic plan to be launched this quarter. The Intentional Recruitment and Retention (IRR) model was presented to stakeholder groups including Leadership Council, Luoma Leadership Academy participants, Talent Management Steering Committee, and the Diversity Forum.
- Retention: the 2015 Executive Leadership program launched October 2015, addressing succession planning and talent development. A temporary part-time (TPT) to unlimited part-time (UPT) faculty study will be completed this quarter in addition to exploration of additional recruiting tools such as virtual job fairs.

3.2.2 – New systemwide human resources transactional service model (HR-TSM) delivery

To help guide this work, an HR-TSM Leadership team made up of college and university Chief HR Officers and system office subject matter experts has met monthly since May 2015. Human resource staff from across the MnSCU system engaged in discussion at their Fall HR conference in October 2015 and at the HR Spring Meeting in April 2016.

A campus RFP process was launched in January 2016 to identify campus locations for four regional HR service centers and identify space and technology needs. As a result of this process, four regional human resources service center sites have been selected:

- Northern Region - Mesabi Range College
- Southern Region – Minnesota State College-Southeast Technical College – Winona
- West Central Region - Hennepin Technical College – Brooklyn Park
- East Central Region - Dakota County Technical College

Design and space planning will begin at these sites over summer 2016 with needed buildouts completed by fall 2016.

Twenty-five workgroups have convened and are meeting to map out current and future processes to develop common transaction work practices. Workgroups will meet through June 2016 and will resume in the fall after prioritizing the remaining processes that need to be mapped. During summer 2016 and continuing into fall, and with help from the entire HR community, we will focus our efforts on communication and training needs for Phase 1 processes.

The Service Center supervisor positions have been established and the hiring process will soon begin with a goal of having supervisors on board by early fall 2016. The Service Center staff classifications and FTE have yet to be determined; the HR-TSM leadership team will be working on this as part of initial FY 2017 work.

In addition to keeping the HR community highly informed and included in key decision making since the beginning of this effort, HR-TSM leadership team members have briefed the Board of Trustees, Leadership Council, all bargaining units at statewide meet and confer meetings, and other leadership group meetings including chief finance officers and chief academic officers. The HR-TSM leadership team is currently developing a more rigorous communication plan for campus employees through their CHROs.

As FY 2017 begins, work will focus on preparing for Phase 1 implementation to begin in January 2017. Phase 1 is a span of one year during which various building blocks will be laid and work will begin moving to service centers. During Phase 1, campus employees will continue to work directly with their campus HR teams. Campus HR will adjust local practices in order to begin moving transactional work to the service centers as system enhancements and new processes are ready. Service center staff will partner with and provide transitional support to campus HR to help the handoff go smoothly versus simply handing over the work to start processing; the focus will be on data integrity, relationship building, and IT system development and enhancements.

Information Technology Services

3.2.3 – Align student and employee identification practices to increase access and communication for students, faculty, and staff across MnSCU

To realize this initiative, there are three separate projects which provide the foundation for creating the platform to align student and employee identification practices. The three separate projects are:

- Office 365 Single Tenancy is active and continuing to accept campuses that meet specific criteria. Campuses continue with readiness assessments. Eight campuses will be in the tenancy by December 2016.
- Office 365 SharePoint This particular part of the initiative did not move ahead as fast as anticipated due to technical issues. The team transitioned to creating all new SharePoint

requests in Office 365 SharePoint. Sites are being migrated as site owners request sites to be migrated. Once the requests stop coming in for migration, the team will review the remaining sites to determine which ones should be migrated and which ones will be archived. Those to be migrated will be prioritized and migrated. There are approximately 20-25 sites currently in Office 365.

- Eduroam Contracting phase is completed. Active design phase began in April and will continue through June of 2016.

3.2.4 – Replace or re-engineer ISRS (Integrated Statewide Record System)

By January, 33 campus listening sessions were completed in addition to 1,265 surveys completed by students, faculty, and staff. A business case report was compiled and shared with the Board of Trustees in March 2016. Phase one of this project will be considered complete at the November, 2016 Board of Trustees meeting. FY 2017 will see final document preparations, communication of final report to stakeholder communities and planning for the next phase.

Next Steps for Charting the Future, Fiscal Year 2017

During FY 2016, colleges and universities, as well as divisions have done an excellent job planning for implementation as well as beginning implementation of the CTF initiatives. At the outset, when the initiatives were formed and the work plan presented, it was clear that the majority of the initiatives were going to have work that continued into future fiscal years, while a small minority would be completed at the end of FY 2016. As CTF moves forward, it will be important that what has been accomplished, as well as what remains to be completed, is assessed thoroughly.

At the May 2016 Leadership Council meeting there was a call for a small group of presidents to review the work completed over the past year and draft a CTF FY 2017 work plan. This small group began their work in early May with review of the original charge of Charting the Future in 2013, the FY 2016 work plan activities and milestones, as well as all quarterly reports. From that review, presidents have drafted an initial FY 2017 work plan and have presented it to Leadership Council at their June 2016 meeting. The work plan will be shared and reviewed with stakeholders during the summer months, with the goal of submitting a final CTF FY 2017 work plan at the August Leadership Council meeting.

The small group of presidents have also discussed the importance of reviewing the FY 2016 CTF communication plan to determine where opportunities exist to improve communication in FY17. As noted earlier in this document, this will be an important task, given some of their concerns expressed by colleges and universities within their quarterly report.

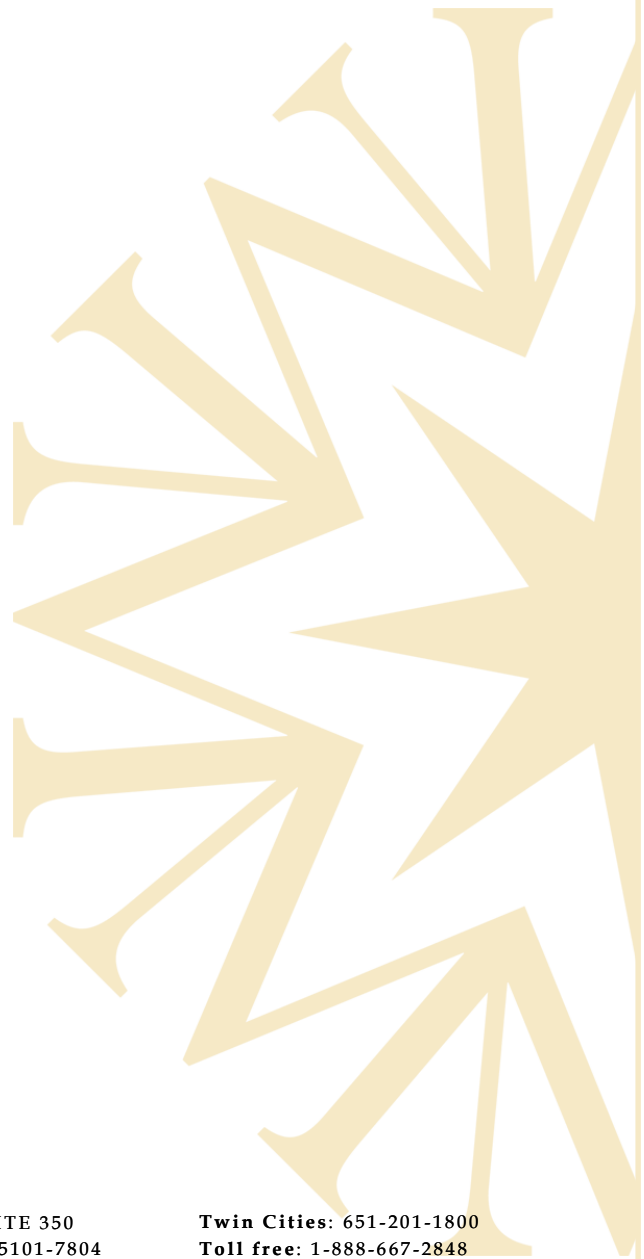
It will be important for the Leadership Council to review additional concerns expressed by colleges and universities for continued CTF implementation in FY 2017. Many colleges and universities articulated concerns regarding budget and resources to accomplish the goals set forth in the CTF work plan. Especially with new recommendations coming forward from the FY 2016 work groups, it will be important to determine budget considerations and the financial impact on colleges and universities these recommendations might have.



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