## Charting the Future Work Plan (FY 2016 and FY 2017)

### STRATEGIC FRAMEWORK #1: Ensure access to an extraordinary education for all Minnesotans

<table>
<thead>
<tr>
<th>Strategy 1: Establish clear pathways for students that lead to increased retention and completion</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Lead</th>
<th>FY2016 Actions/Milestones</th>
<th>FY2017 Actions/Milestones</th>
</tr>
</thead>
</table>
| **1.1** Improve curriculum alignment (CTF 21, 22, 24) | Transfer Pathways Teams (ASA) | ▪ Develop four (4) initial transfer pathways and identify an additional 20-25 pathways to be developed (5/30/16)  
▪ Report to legislature on plan to expand AAS to BAS pathways (3/1/16)  
▪ Convene a work group to explore and research additional considerations from the Academic Programs & Collaboration team such as: (10/31/15)  
  ▪ Collate resources needed for successful collaborations and make them easily accessible for all  
  ▪ Merge all transfer resources into one website that is easy to navigate and user friendly  
▪ Identify priorities and develop project plan with detailed steps/owners/ timeframes/deliverables (3/31/16) | Implementation of transfer evaluation/appeal process (9/1/16)  
Launch identified projects identified by work group (10/1/16)  
Develop an additional 20-25 transfer pathways (5/30/17) |
| All internal stakeholders facilitated by ASA and Academic Affairs Council | | | |
| **1.1.2** Strengthen academic advising (CTF 1, 3) | Colleges/universities (ASA and Student Affairs Council) | ▪ Convene campus-based advising work group and supporting subcommittee within Student Affairs Council (11/15/15)  
  ▪ Research advising best practices and develop specific recommendations for strengthening advising (which may include pre-college and current students)  
  ▪ Identify and distribute campus-based best practices  
  ▪ Identify training and professional development needs and programming for faculty and staff advisors  
▪ Compile campus-level descriptions of advising process, staffing, and early alert process and report to Leadership Council (6/1/16)  
▪ Complete college/university Student Success plan (6/1/16) | Identify resource requirements for strengthening advising (10/1/16)  
Begin to develop and deploy opportunities created by faculty and staff development experts within the system (4/1/17) |
| 1.1.3 | Develop a metric on satisfaction and the efficacy of advising (CTF 4) | ASA Institutional Research in collaboration with college/university research directors | • Define the metric (3/1/16)  
• Metric defined and tested through appropriate consultation channels (5/1/16)  
• New metric included in institutional performance metrics reports (6/1/16) |
| 1.1.4 | Review and revise policies (where appropriate) to mitigate unintended consequences and remove unnecessary barriers (CTF 5) | ASA Policy Council in consultation with Finance | • Refer to ASA Policy Council: (10/1/15)  
  - 2.9 Financial Aid Satisfactory Academic Progress (SAP), and  
  - 5.12 Tuition and Fee Due Dates, Refunds, Withdrawals and Waivers  
• Shepherd changes through policy consultation and approval process (6/30/16) |
| 1.1.5 | Identify partnership opportunities for technology tools to support retention and completion (CTF 6, 23) | ASA in collaboration with colleges/universities | • Convene a workgroup to evaluate existing resources and services used on campus and determine common needs (12/31/15)  
  - CRM system for early alert and advising  
  - Graduation planner for advising  
  - Predictive Analytics for targeting student success interventions and managing enrollment (build on existing BI Tiger team efforts)  
• Report on common products and needs and recommendations to vice chancellors of ASA and ITS (6/30/16) |
| 1.1.6 | Deploy online resources for prospective and current students, including transfer information for use in planning, registration, and advising (CTF 2, 21) | Colleges/universities (ASA) | • Complete evaluation of existing resources and services for meeting the needs of future and current students in transition and campus staff who work with students (6/30/16) |

*Parentheticals identify divisions or systemwide groups that will provide support and coordination for the work*
## Strategy 2: Expand innovative use of technology

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Lead</th>
<th>FY2016 Actions/Milestones</th>
<th>FY2017 Actions/Milestones</th>
</tr>
</thead>
</table>
| 1.2.1 **Develop a strategy for quality online education (CTF 18)** | Leadership Council planning group in coordination with ASA Coordinating Commission | ▪ College/university conversations with students, faculty, and staff on current and future online and technology supported education (2/1/16)  
▪ Online Education Workshop with Leadership Council (informed by campus conversations) to evaluate MnSCU online strategy (4/1/16) | Develop recommendation (10/31/16) |
| 1.2.2 **Ensure all students have access to technology (CTF 19)** | Colleges/Universities (ASA Technology Council)  
Finance in collaboration with colleges/universities | ▪ Conduct a campus-level assessment to better understand academic program/discipline needs, future and current student needs and access, and institutional capacity to meet needs of future and current students and faculty (6/1/16)  
▪ Convene technology fee discussion (6/1/16) | Conduct a technological and financial feasibility study (5/1/17) |
| 1.2.3 **Increase opportunities for exploration of emerging technologies and professional development for students, faculty, and staff (CTF 16, 20)** | ASA Technology Council | ▪ Expand current offerings (e.g., Improving your Online Course workshop, D2L Brightspace webinars) (5/1/16)  
▪ Create and support communities of practice around effective teaching with technologies in specific disciplines, in conjunction with Ignite conference (5/1/16)  
▪ Continue to assess campus and system programs and resources and identify opportunities to share best practices and opportunities to fulfill unmet needs (6/1/16) | Continue to develop and deploy opportunities created by faculty and staff development experts within the system (7/1/17) |

*Parentheticals identify divisions or systemwide groups that will provide support and coordination for the work*
## Strategy 3: Close the opportunity gap and increase equity across our colleges and universities

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Lead</th>
<th>FY2016 Actions/Milestones</th>
<th>FY2017 Actions/Milestones</th>
</tr>
</thead>
</table>
| **1.3.1** Develop campus diversity plans, integrated into each college/university overall Student Success plan (CTF 1, 10, 11) | Colleges/universities (Diversity) | ▪ Create guidelines with common elements to be used by all colleges/universities, linked to institutional performance metrics, and related data elements, including the role of the Chief Diversity Officer (10/30/15)  
▪ Assess current college/university plans and provide feedback vis a vis new guidelines (12/31/15)  
▪ Complete college/university plans (6/1/16) |  |
| **1.3.2** Diversity mapping and assessment of diversity and equity (CTF 9) | College/university pilots (Diversity) | ▪ Complete and evaluate campus-based pilots (6/1/16)  
- MSU Moorhead – Diversity Mapping  
- Century - PACE Survey Diversity Subscale  
- Normandale – Intercultural Development Inventory (IDI) | Develop strategy for diversity assessment (9/30/16) |
| **1.3.3** Improve the recruitment and retention of diverse faculty and staff (CTF 15) | Human Resources in collaboration with colleges/universities (Diversity and ASA) | ▪ Compile best recruitment and retention practices implemented across the system and develop a common toolkit for searches and retention efforts (12/31/15)  
▪ Establish hiring and retention goals on each campus and in the system office, aligned with existing affirmative action plans (12/31/15)  
▪ Review hiring and retention practices on each campus and in the system office and strengthen practices through alignment with identified best practices (6/1/16) | Implement best practices (7/1/16) |

*Parentheticals identify divisions or systemwide groups that will provide support and coordination for the work*
| 1.3.4 | Provide professional development to increase faculty and staff intercultural and global competency and increase understanding and use of culturally relevant pedagogy (CTF 7, 8) | ASA Coordinating Commission and Diversity | - Inventory colleges/universities and system resources and programs (12/31/15)  
- Determine gaps and best approach to filling them (1/31/16)  
- Identify additional resource needs and strategies for sourcing (6/30/16) | Implement professional development programs to fill gaps across the system (9/1/16) |

**Other ongoing Initiatives:**
- Developmental Education reform
- Metro Baccalaureate Plan
- Scholarship campaign (see 3.1.1 in plan)
- E-textbooks/Open Educational Resources (OERs) (see 3.1.2 in plan)
- Partnership with MN Department of Education
- Succession Planning
- Native Nations Taskforce
- Increase PSEO and concurrent enrollment opportunities
## STRATEGIC FRAMEWORK #2: Be the partner of choice to meet Minnesota’s workforce and community needs

### Strategy 1: Work together under new models to be the preferred provider of comprehensive workplace solutions through programs and services that build employee skills and solve problems for business across the state

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Lead</th>
<th>FY2016 Actions/Milestones</th>
<th>FY2017 Actions/Milestones</th>
</tr>
</thead>
</table>
| 2.1.1 Confirm and endorse the value proposition for our colleges and universities to provide comprehensive workplace solutions for employers (CTF 26-28, 35) | Leadership Council in collaboration with CECT Leadership Council | § Develop collaborative approaches for colleges and universities to collectively grow a continuum (two-year to graduate level) and increase capacity to meet the following goals: (12/1/15)  
  - Expand services to business and industry  
  - Leverage campus resources  
  - Develop (CECT) revenue generating programs  
  § Present a proposed revenue/expense model to Leadership Council (2/1/16)  
  § Consensus reached by Leadership Council on a shared strategies for colleges/universities to deliver comprehensive workplace solutions (3/1/16) | Implementation of model begins (7/1/16) |

### Strategy 2: Broaden students’ opportunities to earn credit for prior learning by developing a certification process to award transferable competency-based credit

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Lead</th>
<th>FY2016 Actions/Milestones</th>
<th>FY2017 Actions/Milestones</th>
</tr>
</thead>
</table>
| 2.2.2 Advance strategies and capacity for competency certification and credit for prior learning at all colleges and universities (CTF 28-33) | College/university pilots (ASA) | § College/university faculty and staff assess campus interest, programmatic opportunities, and readiness (12/1/15)  
  § Colleges/universities indicate interest in working collaboratively as a pilot group to: (2/1/16)  
  - Create and test a replicable process for awarding credit for prior learning and developing competency-based programs starting with the “toolkit” developed by the Competency Certification & Credit for Prior Learning team  
  - Develop business model and approaches to deliver professional development and to enhance capacity building resources with other colleges/universities building on campus based practices  
  - Identify policies and procedures for review in FY17 | Report on pilot findings to Leadership Council (10/1/16)  
  Expand pilot group (2/1/17) |

### Other ongoing Initiatives:
- Financial allocation model (see 3.2.1)
- Multi-state Learning Outcomes Collaborative
- Workforce alignment through Real Time Talent initiative
STRATEGIC FRAMEWORK #3: Deliver to students, employers, communities and taxpayers the highest value/most affordable option

<table>
<thead>
<tr>
<th>Strategy 1: Deliver to students the most affordable option to an extraordinary education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initiative</strong></td>
</tr>
</tbody>
</table>
| 3.1.1 Ensure affordability for all students (CTF 13) see initiatives in Strategic Framework #1 | College/University Development Officers and Presidents | ▪ Increase scholarship support for students with a major campaign (second phase) to raise $50M over two (2) years  
▪ Define new campaign (12/31/15)  
▪ Continue to deploy financial literacy programs for students as well as family financial planning and education | Launch new campaign (7/1/16) |
| 3.1.2 Develop a comprehensive strategy to increase awareness and development of e-textbooks and open educational resources (OERs) (CTF 17) | Faculty pilots (ASA) | ▪ Based on FY15 efforts, continue pilots and scale initiatives (6/1/16)  
- Scale faculty reviews in partnership with the UofMN (up to 175 faculty)  
- Provide support to 7-10 colleges/universities to pilot campus-level OERs  
- Integrate OERs with four (4) Transfer Pathways Teams | Evaluate and expand on campus OER pilots and scaled faculty work |

<table>
<thead>
<tr>
<th>Strategy 2: Redesign our financial and administrative models to reward collaboration, drive efficiencies and strengthen our ability to provide access to an extraordinary education for all Minnesotans</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initiative</strong></td>
</tr>
</tbody>
</table>
| 3.2.1 Redesign the current (internal) financial model to incent and reward collaboration, Strategic Framework commitments, and Charting the Future recommendations (CTF 25, 34) | Finance division in consultation with colleges/universities | ▪ Use campus expertise from technical advisory committee (9/30/15)  
▪ Board of Trustees consideration of design principles (11/30/15)  
▪ Run scenarios, test, consult, and revise (5/31/16)  
▪ Ongoing consultation | Ongoing consultation Board of Trustees consideration (10/31/16)  
Implementation (7/1/17) |
### 3.2.2 Develop and implement new systemwide human resources transactional service delivery model

<table>
<thead>
<tr>
<th>Campus HR staff with support from vice chancellor for human resources with HR division</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Convene pilot workgroup to begin process mapping of transactional services (8/1/15)</td>
</tr>
<tr>
<td>▪ Service model identified (1/15/16)</td>
</tr>
<tr>
<td>▪ First transactional workgroup kick-off (10/5/15)</td>
</tr>
<tr>
<td>▪ Second transactional workgroup kick-off (3/1/16)</td>
</tr>
<tr>
<td>▪ Training HR staff on new transactional processes (1/18/16-ongoing)</td>
</tr>
<tr>
<td>Third transactional workgroup kick-off (9/5/16)</td>
</tr>
<tr>
<td>Service model phase 1 launched (12/30/16)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ITS in consultation with colleges/universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Infrastructure work to be completed (6/30/16)</td>
</tr>
<tr>
<td>▪ Complete StarID rollout at two remaining institutions</td>
</tr>
<tr>
<td>▪ Create a single Office 365 tenancy that can be adopted by colleges and universities</td>
</tr>
<tr>
<td>Assess and establish core organizational process requirements for identification processes (6/1/17)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ITS in consultation with colleges/universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Complete ISRS campus listening sessions (10/31/15)</td>
</tr>
<tr>
<td>▪ Create a roadmap for the business case to upgrade/replace ISRS in FY18/FY19 (3/1/16)</td>
</tr>
<tr>
<td>▪ Begin mapping existing processes to enterprise to identify gaps</td>
</tr>
<tr>
<td>▪ Ongoing consultation</td>
</tr>
<tr>
<td>Consideration by Board of Trustees as part of the legislative biennial budget request</td>
</tr>
<tr>
<td>Secure legislative funding for replacement (6/1/17)</td>
</tr>
<tr>
<td>Ongoing work – FY18/FY19</td>
</tr>
</tbody>
</table>

### Other ongoing Initiatives:
- Workgroup on Long-term Financial Sustainability
- Campus Service Cooperative initiatives
- Continue to reduce administrative, institutional, and instructional costs