January 2017

Charting the Future

Semi-annual Report

Minnesota State

Charting the Future January Report

Executive Summary

      In keeping with the core commitment of Charting the Future, to provide opportunities for all Minnesotans to create a better future for themselves, for their families, and for their communities, Minnesota State colleges and universities have continued implementing the work initially identified in the fiscal year 2016 work plan and more recently presented in the fiscal year 2017 work plan. The January 2017 semi-annual report provides all stakeholders with the opportunity to monitor the progress being made across all CTF initiatives. The report builds on the progress made in fiscal year 2016, and identifies activities and milestones for the coming year.

      In summer 2016, Leadership Council began drafting the fiscal year 2017 work plan by identifying work that had been completed in fiscal year 2016, work that had already been operationalized into existing activities, as well as lessons learned in the area of communication. After consultation with stakeholder groups, including campus conversations conducted at all campuses, the fiscal year 2017 work plan was approved by Leadership Council in October, 2016.

      The fiscal year 2017 plan identified work that would need to continue beyond fiscal year 2016 to reach the goals set forth by Charting the Future. Several initiatives were combined and others removed from the plan because the work had been completed or operationalized within existing activities that were put in place to support the work. An updated communication plan was included to support the important two-way communication needed to inform as well as elicit feedback on progress and planning.

      Over the past six month, the focus has been on a continuation of implementation to reach the goals and milestones set in the work plan for all fifteen initiatives. **As of December, 2016, 13 of 15 initiatives have reached the midpoint of completion of fiscal year 2017 activities and milestones.** All 4 initiatives led by campuses have completed at least 50% or more of fiscal year 2017 tasks, on average. In addition, vice chancellors indicated that 92% of initiatives they lead or support are at project mid-point or beyond, completing at least fifty percent or more of all activities and milestones outlined for fiscal year 2017.

      In preparation for the transition from the Charting the Future work plan to imbedding the initiatives within existing structures, it will be important for Leadership Council to consider the following:

- Examine internal structures to support the continuation of the work beyond the Charting the Future work plan

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- Maintain the inclusion of all voices in the planning and implementation of system wide work.
- Reflect on progress made and the impact of Charting the Future

Charting the Future began as a strategic effort to think differently about the way we work together to ensure access to an affordable and extraordinary education for all Minnesotans. Minnesota State colleges and universities are in a strong position moving into FY18 because of the completion of the work and realization of the goals identified through Charting the Future.

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Overview of fiscal year 2017 Activities July-November, 2016

Activity	Date
Leadership Council CTF workgroup development of fiscal year 2017 CTF work plan	July 13, 2016
Leadership Council reviewed draft fiscal year 2017 CTF work plan	August 2, 2016
Leadership Council discuss Comprehensive Workplace Solutions (CWS)	August 2, 2016
Campus conversations on the draft fiscal year 2017 CTF work plan	August 8, 2016 – October 1, 2016
Leadership Council discussion on online education strategy	September 12, 2016
Leadership Council adoption of CWS enterprise model and implementation strategy	September 12, 2016
Campus conversations on CTF workgroup recommendations	September 16 – October 14, 2016
CTF Coordinating Committee Meeting – review draft fiscal year 2017 CTF work plan	September 30, 2016
Leadership Council adopts fiscal year 2017 CTF work plan	October 10, 2016
Campus conversations on online education strategy begin	November 1, 2016
CTF Coordinating Committee Meeting – initiative updates and evaluation discussion	November 9, 2016

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Chart 1: Initiative progress as reported by colleges and universities in their semi-annual reports.

#	Initiative	FY 2016 Goals	FY 2017 Goals
1.1.1	Improve curriculum alignment	●	◑
1.2.2	Ensure technology infrastructure supports access to and use of technology	●	◑
1.3.1	Implement diversity plans	●	◑
3.1.1	Ensure affordability for all students	●	◑

Key; ◔=initial progress; ◑=mid-point; ◕=near completion; ●=Fiscal year tasks completed

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#	Initiative	FY 2016 Goals	FY 2017 Goals
1.1.1	Improve curriculum alignment	●	◑
1.1.2	Strengthen academic advising	●	◑
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 technology infrastructure supports access to and use of technology	●	◑
1.3.1	Implement diversity plans	●	◑
1.3.2	Diversity mapping and assessment of diversity and equity	●	◕
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	●	◑
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	Develop and implement new system wide 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 Minnesota State	●	◑
3.2.4	Replace or re-engineer ISRS (Integrated Statewide Record System)	●	◑

Key; ◔=initial progress; ◑=mid-point; ◕=near completion; ●=Fiscal year tasks completed

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Initiative Updates

Initiatives are sorted by functional areas. What follows are key activities and milestones accomplished during the first half of the year (July 2016-November 2016) and key activities and milestones planned for the second half of the year (January 2017-May 2017). 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:
  In fiscal year 2016, four transfer pathways (Biology, Business, Psychology, and Theater) were finalized. Finalized pathways have been sent to colleges and universities to prepare for implementation, including campus program/course modification, catalog updates, advisory training and development of promotional materials. An additional 14 pathways are currently being created by Transfer Pathway Teams, which kicked off in late August. An additional 12 pathways will be created in spring 2017.

- Academic planning and collaboration (APC):
  The APC workgroup submitted three recommendations to Leadership Council in spring 2016. Leadership Council has been charged with the review of those recommendations in order to determine next steps during fall 2016. In early fall 2016, colleges and universities were asked to review and comment on the recommendations submitted to help inform Leadership Council's discussion. Leadership Council will be reviewing and determining next steps for the recommendations in December 2016.

- Resources to support collaboration and transfer:
  The goal for this work is to create a centrally maintained student-focused system (through mnscu.edu) to allow potential and current students to consume consistent and accurate information about transfer within the Minnesota State system. This is a part of a larger initiative, outlined in 1.1.6.

1.1.2 – Strengthen academic advising

During spring 2016, the Academic Advising workgroup submitted three recommendations to Leadership Council. Leadership Council has been charged with the review of those recommendations in order to determine next steps during Fall 201. In early fall 2016, colleges and universities were asked to review and comment on the recommendations

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submitted to help inform Leadership Council's discussion. Leadership Council will be reviewing and determining next steps for the recommendations in January 2017.

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

In spring 2016, two recommendations were provided to Leadership Council to support this initiative. In early fall, colleges and universities were asked to review and provide comment in order to inform the Leadership Council's discussion on the recommendations. The recommendations have begun to move forward in two ways:

- Constituent Relationship Management solution:
  A request for proposal (RFP) team, made up of students, faculty and staff has been formed. The group has defined requirements, completed a business case for ITS, and completed a draft RFP to be posted. In the next half of the year, responses to the RFP will be scored, presentations completed, and a CRM vendor selected.

- U.Achieve Self-Service:
  Knowing that it is unlikely for a CRM tool to satisfy all the requirements identified in the original initiative, system IT staff and DARs staff are working 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

The goal for this initiative is to reinvent and revitalize the user experience, content, and web-based functionality of the Minnesota State web site to provide a Minnesota State brand and student-focused web experience that assists the student throughout the student life-cycle.

During the summer and early Fall, a business case was recreated for the redesign with the inclusion of Transfer, CAREERwise, and GPS content. A User group, made up of college, university, and Minnesota State staff was formed to begin to identify the scope of the project. In the latter half of the year, the user group will continue to define and implement a solution to build a student-centric site.

1.2.1 – Develop a strategy for quality online education

This initiative had a slow start in fiscal year 2016, but is moving ahead so far this fiscal year. After reviewing Minnesota State online education data and online strategies from other systems, ASA staff initiated conversations with Leadership Council, CAO/deans, Academic Planning and Collaboration work group, Academic Affairs Council, and ASA Technology Council.

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From that work, four categories were identified (access, quality, affordability, collaboration) and a campus conversation guide was drafted, shared with councils for feedback, and sent to campus contacts identified by presidents.

In spring 2017, the feedback received from the conversation guide will be analyzed and provided to a workgroup, made up of students, faculty, and staff, to review and develop recommendations, in consultation with additional stakeholder groups, for an online strategy to present to Leadership Council for review and approval.

1.2.2 – Ensure technology infrastructure supports access to and use of technology

In fiscal year 2016 Academic and Student Affairs coordinated with all Minnesota State colleges and universities to distribute the ECAR survey. In addition, Information Technology Services has been coordinating with college and university CIOs to facilitate the ECAR Core Data Service Survey, being taken by colleges and universities this fall and spring.

Colleges and universities received their results from the student ECAR survey this summer and have been analyzing that data to determine next steps. Many campuses identified wireless access as a key finding in the survey results. In response, campuses are evaluating, adding, and upgrading existing infrastructure that supports wireless access.

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

Presidents Dastmozd, Davenport, Maki, Parker, and Urban are leading this initiative with the support of Senior Project Lead Trent Janezich. During the summer, the Presidents met with Leadership Council to develop an enterprise model of comprehensive workplace solutions, including a plan for implementation to launch in late fall. The model adopted, positions Comprehensive Workplace Solutions (CWS) in a way that will redesign the way our system delivers customized training and continuing education, to be more efficient and to eliminate competition across our campuses while generating revenue grow to be less dependent upon system appropriation. This initiative will also design a system of workforce grant services and innovation solutions that will allow our outreach professionals to take their interactions with business and industry to the next level, on behalf of our colleges and universities, while also driving financial sustainability.

Four task forces (Business and Industry Solutions, Continuing Education Solutions, Innovation and Emerging Solutions, and Workforce Grant Solutions) have been formed and launched on Nov. 9, 2016. These groups, are charged with the development of structures and plans to support the phased implementation of the Enterprise Model. Plans will be presented to Leadership Council in May for consideration, with implementation beginning in July 2017.

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2.2.2 – Advance strategies and capacity for competency certification and credit for prior learning at all colleges and universities

President Parker, South Central College and President Arthur, Metropolitan State University continue to lead this initiative, with support from the CPL Liaison team. At the end of fiscal year 2016, the round one pilot group of colleges and universities had just begun their work to advance strategies and capacity for competency certification and credit for prior learning. They continue to work on the development of a CPL toolkit, business practices, policies and procedures, and a network for professional development opportunities. The call for the round two pilot was distributed to colleges and universities in mid-November. It is expected for that pilot to launch in January of 2017. The final round three pilot call will go out in late spring 2017 and is expected to launch in September of 2017.

Diversity and Equity

1.3.1 – Implement diversity plans

The initiative is made up of three components:
- <u>Implement campus diversity plans, integrated into each college/university overall student success plan:</u>
  At the end of fiscal year 2016, campuses submitted their campus diversity plans to Chancellor Rosenstone for review and comment. Since that time campuses have identified campus Diversity/Inclusion Committees or Taskforces. All campus Chief Diversity Officers have received training on how to define, implement, and empower these groups to act as a working group in the implementation of the diversity plan strategies.

  The Office of Equity and Inclusion created and disseminated campus-specific "Educational disparities data briefs". The briefs provide institutions with literature, data, and recommendations for addressing education disparities; a key component of all campus diversity plans. A tool to track system-wide equity and diversity goals was developed in fall 2016 and is under review by campus Chief Diversity Officers.

  Campuses have been organizing to determine the best way to approach the implementation of diversity plans. Some examples of strategies include:
    - Anoka Ramsey Community College has formed task forces, made up of members of their Diversity Council, charged with ensuring that each goal in the plan is completed.
    - Dakota County Technical College has formed learning circles to follow through on their plan's objectives.

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- Improve the recruitment and retention of diverse faculty and staff: See Human Resources section

- Provide professional development to increase faculty and staff intercultural and global competency:
  During spring 2016, three recommendations were submitted to Leadership Council to advance this initiative. Leadership Council has been charged with the review of those recommendations in order to determine next steps during Fall 201. In early fall 2016, colleges and universities were asked to review and comment on the recommendations submitted to help inform Leadership Council's discussion. Leadership Council will be reviewing and determining next steps for the recommendations in January 2017.

1.3.2 – Diversity mapping and assessment of diversity and equity

In fiscal year 2016 a handful of campuses elected to participate in diversity mapping, a process of self-inquiry, identifying where a campus is with regard to establishing a deeply embedded campus structure for diversity in terms of values, principles, objectives, goals, outcomes and resource allocation. During fall, 2016, the office of Equity and Diversity conducted an overview of the work these campuses did and will present their findings to the Leadership Council in order to determine next steps.

Finance and Facilities

3.1.1 – Ensure affordability for all students

This initiative has two components:
- Fundraising campaign:
  This summer a $50 million dollar fundraising campaign kicked off. Since that time a Capacity Building Task Force and the Joint Fundraising Task Force have been meeting to develop plans and resources. In the coming months, the groups are working to build capacity for fundraising efforts, including:
    - Establishing a set of standard policies, procedures, practices and tools for campus development staff.
    - Developing and implementing a communications program to enhance communication among and between development staff.
    - Developing and delivering a menu of training programs for campus development staff.
    - Completing a joint fundraising plan to support scholarships in healthcare careers.

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- Financial literacy:

  In fiscal year 2016 campus pilot various strategies to address the financial literacy of students. This year, campuses are working to inventory those strategies and evaluate their effectiveness in order to determine next steps. For example:

  - Minneapolis Community and Technical College has formed a financial literacy committee to conduct its work. They have determined that GradReady has been successful in meeting their goals. They are continuing to focus on the implementation and evaluation of the tool.
  - Minnesota State Community and Technical College found that 5.5% of borrowers reduced or cancelled their original loan amounts requested. An indication of the success of their financial literacy strategies. Their financial aid staff will be reviewing these practices in February to determine which strategies should be expanded or added.

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

In fiscal year 2016 the Allocation Framework Technical Advisory Committee (TAC) met monthly to develop recommended changes to the allocation framework. Recommended changes to the allocation framework were presented and approved by the Board of Trustees in October, 2016. The recommendations included several changes to the allocation model, including a one percent priority set-aside for cooperation and collaboration, and assigns the full one-third debt service cost of capital projects to the benefitting college and university. A phased implementation of the recommended changes will begin in FY18.

Human Resources

1.3.1 – Implement diversity plans (Improve the recruitment and retention of diverse faculty and staff)

To continue to the focus on intentional recruitment and retention of diverse faculty and staff, colleges and universities began incorporating the Search Advisory Committee training resources into hiring practices this fall. In addition, a comprehensive set of recruiting tools and training resources for campuses have been added to a comprehensive SharePoint site to aid in campuses intentional efforts to hire and retain outstanding faculty and staff, and intentionally search among the many diverse communities within our region and across the country.

This spring, the Human Resources data analytics dashboard project, to facilitate predictive analytics for strategic workforce planning, will be completed. In addition, work will continue on the development of the strategic workforce planning toolkit.

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3.2.2 – Develop and implement new system wide human resources transactional service delivery model (HR-TSM)

Based on the results of a campus RFP process in early 2016, four (4) HR service center sites have been selected: Mesabi Range College, Minnesota State College Southeast – Winona, Hennepin Technical College – Brooklyn Park, and Dakota County Technical College. Design and space planning is complete. Construction, furniture, and technology procurement is underway. All four sites will be ready to occupy by January 2017.

One manager will be hired for each service center, and will supervise a team of HR professionals responsible for processing transactions. The HR service center manager hiring process is complete and managers will be on board in mid-December 2016. In addition, with the assistance of the finance division, the HR-TSM leadership team has been discussing and analyzing possible financing models. The goal is to adopt a financing model for implementation in the FY2019 budget cycle.

Phase 1 will see transactions involving the instructional faculty employee groups (IFO and MSCF faculty) transition to the service centers and will a span of one year during which various building blocks will be laid and transactional work will begin moving from campuses to the service centers. During Phase 1, campus employees will continue to work directly with their campus HR teams and system enhancements and new processes will be finalized. Campus HR teams will adjust local practices as needed in order to begin moving transactional work to the service centers as the system enhancements and new processes are ready for implementation. Service center staff will partner with and provide transitional support to campus HR teams to ensure the handoff goes smoothly. Additionally, the HR-TSM leadership team has created detailed Phase 1 work plans and timelines for various work categories and sought feedback from the HR community to refine and further develop this important planning efforts.

Information Technology Services

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

This initiative has three components:
- Office 365 single tenant:
  This project continues from fiscal year 2016, transitioning colleges and universities to Office 365 Single Tenant. The goal of the project is to allow students, faculty and staff to share a single collaborative workspace. During the first half of the year, thirty percent of campuses have joined to the single tenant. The latter half of the year will see an additional fifty percent of campuses join to the single tenant.

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- Eduroam (a secure, world-wide roaming access service):
  Eduroam is a service that will allow students to connect to wireless networks across the system with just one credential. During fiscal year 2017, the ITS division, in consultation with campus CIOs and other stakeholder groups, will establish the infrastructure needed to support the service.

- StarID:
  This component of the initiative involved a reexamination of Minnesota State's Star ID process in order to develop a system wide plan for comprehensive identity and access management. The new plan would allow for greater access and ease of use. The StarID Tiger Team was formed and kicked off in November. They group will be responsible for building a business case with recommendations on next steps by June, 2017.

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

Building on the work completed in fiscal year 2016, this project continues to move ahead with the goal to develop a business case, secure Board of Trustees approval and funding and move forward to replace ISRS. During this reporting period, the business case planning and funding proposal was presented to the Board of Trustees for review and approval. In the next half of the year, the legislative budget request will be developed to pursue funding during the 2017 legislative session.

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