Charting the Future

Final Report

Minnesota State

Charting the Future June Report

Overview

 This final report provides detail on the progress achieved during the final year of implementation. **As of May 1, 2017, the activities and milestones of all fifteen initiatives were either completed or near completion.**

Executive Summary

 In January 2012, the Board of Trustees adopted the Strategic Framework, making three core commitments:

- Ensure access to an extraordinary education for all Minnesotans,
- Be the partner of choice to meet Minnesota's workforce and community needs,
- Deliver to students, employers, communities and taxpayers the highest value/most affordable higher education option.

In fall 2012, three workgroups were created and charged with identifying strategies for meeting the Strategic Framework commitments. Their report – *Charting the Future for a More Prosperous Minnesota* – was adopted by the board in November 2013. Eight implementation teams comprised of 173 team members from 30 campuses drafted 42 recommendations. Leadership Council identified 21 initiatives to incorporate into the Leadership Council's Charting the Future work plan. Some FY2016 initiatives were completed and operationalized; 15 others rolled into the FY2017 plan.

 In FY2017, the focus has been on continued implementation to reach the goals and milestones set at the outset of Charting the Future and to ensure that this work can integrated into the ongoing work of campuses in FY2018 and beyond.

 As Charting the Future nears completion at the end of FY2017, it will be important for Minnesota State to continue to support the incredible gains made across the enterprise in organizational development and change, including the way we work together to achieve common goals. In addition, it will be critical to maintain the inclusion of all voices in planning and implementation of campus and enterprise work.

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Chart 1
Overview of Charting the Future Activities (Fiscal Years 2016 and 2017)

2015	
July 13-14	Initial discussion of 42 strategies with Leadership Council
Sept 9-10	Discussion of work plan draft at Leadership Council retreat *Bargaining unit and student association leaders join for several hours to be briefed on the work plan, to ask questions, and to provide suggestions*
Sept 11	Charting the Future work plan shared with Board of Trustees
Sept16	Charting the Future work plan discussed at Board of Trustees retreat
Sept 28	31-member Coordinating Committee met for the first time
Oct 21	Chancellor Rosenstone shared an update with the board, detailing next steps which included: formation of campus teams, development of FY2016 Gantt charts to articulate workflow for each initiative, development of quarterly reports, development of FY2016 communication plan, and established two board study sessions
Oct 1	Campus and system level initiative work begins
Oct 31	Campus teams in place
Nov 12	Coordinating Committee second meeting – provided suggestions on Gantt charts, communication plan, and initial quarterly report template to gather initiative efforts
Nov 21	FY2016 Gantt charts shared with board and posted to the CTF blog
Dec 9	Coordinating Committee third meeting – refined the quarterly report template
Dec 11	Requests to presidents and vice chancellors to submit the first CTF quarterly report with a deadline of January 7, 2016
2016	
Jan 7	Quarterly reports submitted by presidents and vice chancellors *All quarterly report can be found in the Appendix on the CTF blog*

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Jan 27	Initial CTF quarterly report shared and Board of Trustees CTF study session
Jan	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.
Jan28	Coordinating Committee fourth meeting – reviewed first quarterly reports, refined quarterly report template for quarter two.
Feb 26	Requests to presidents and vice chancellors to submit the second CTF quarterly report with a deadline of April 1, 2016.
March 8	Workplace solutions (initiative 2.1.1) business models proposed at Leadership Council.
March 18	FY2016 Gantt charts updated and posted to the CTF blog.
April 1	Quarterly reports submitted by presidents and vice chancellors. *All quarterly reports can be found in the Appendix on the CTF blog.*
April 5	Initial discussion of CTF FY2017 planning at Leadership Council.
April 5	Initial discussion of online strategy (initiative 1.2.1) with Leadership Council.
April 20	Second CTF quarterly report submitted to Board of Trustees.
May 3	Second discussion of CTF FY2017 planning process at Leadership Council. Small group formed to draft CTF FY2017 work plan.
May 16	CTF workgroup (Academic Advising, Academic Planning & Collaboration, and Student Support Technologies) recommendations submitted to Vice Chancellor Anderson.
May 17	Leadership Council small group meeting to continue drafting CTF FY2017 work plan.
May 26	Leadership Council small group second meeting to draft CTF FY2017 work plan.
June 1	Quarterly reports submitted by presidents and vice chancellors. *All quarterly reports can be found in the Appendix on the CTF blog.*
June 7	Initial discussion of CTF FY2017 draft work plan and CTF workgroup recommendations at Leadership Council.

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June 22	Third CTF quarterly report submitted to Board of Trustees and Board of Trustees study session.
July 13	Leadership Council CTF workgroup development of FY2017 CTF work plan
Aug 2	Leadership Council reviewed draft FY2017 CTF work plan
Aug 2	Leadership Council discuss Comprehensive Workplace Solutions (CWS)
Aug 8–Oct 1	Campus conversations on the draft FY2017 CTF work plan
Sept 12	Leadership Council discussion on online education strategy
Sept12	Leadership Council adoption of CWS enterprise model and implementation strategy
Sept 16–Oct 14	Campus conversations on CTF workgroup recommendations
Sept 30	CTF Coordinating Committee Meeting – review draft FY2017 CTF work plan
Oct 10	Leadership Council adopts FY2017 CTF work plan
Nov 1	Campus conversations on online education strategy begin
Nov 9	CTF Coordinating Committee Meeting – initiative updates and evaluation discussion
Nov 9	Comprehensive Workplace Solutions Task Forces launch
Nov 1–Dec 16	Campus conversations on online strategy
2017	
Jan 24	BOT CTF Study session
Feb 2	CTF Coordinating Committee Meeting – initiative updates
Feb 16	Online Strategy Workgroup launches
March 7	CTF Workgroup Recommendations finalized (Academic Planning and Collaboration, Academic Advising, Student Support Technology and Equity and Diversity Professional Development)
May 1	Online Strategy – Discussion of future vision

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Chart 2
Initiative Progress across All Initiatives as Reported by Colleges, Universities, Leadership Council, and Vice Chancellors in their Bi-annual Reports

#	Initiative	FY2016 Goals	FY2017 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 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 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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Initiatives are sorted by functional areas. What follows are key activities and milestones met during fiscal years 2016 and 2017. Additional detail and college/university and division 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:
  Hundreds of students, faculty and staff serving on the Transfer Pathways Coordinating Team and Transfer Pathways Teams developed 30 transfer pathways over the past two fiscal years. The first four pathways were completed in spring of 2016 and have been moving through the college and university curriculum processes for implementation with awards to be available to students starting fall 2017.

  During the fall 2016 semester, twelve transfer pathways teams developed an additional twelve transfer pathways. The drafts were presented in November and eleven of the final pathways were approved in February 2017 and have been forwarded to campuses. Those pathways will go through the college and university curriculum processes for implementation by fall 2018.

  During the spring 2017 semester, an additional fourteen transfer pathways were developed. Eleven pathways were approved in May 2017 and will be forwarded to campuses for implementation. Two pathways are still under review and will be addressed in September 2017. Two pathways were suspended due to complexities of the program.

- Academic planning and collaboration (APC):
  In spring 2016, a group of students, faculty and staff formed a workgroup 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 submitted three recommendations to Leadership Council for consideration.

  During fall 2016, Leadership Council was charged with review of the recommendations in order to determine next steps. In early fall, colleges and universities reviewed and commented on the recommendations submitted to help inform the Leadership Council's discussion. In spring 2017, Leadership Council reviewed feedback provided by campuses and approved a set of revised recommendations, as follows:

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- System policies and processes should ensure that strategic planning, with academic planning as a major component, drives budget, facilities, technology, diversity, and other planning priorities.
- The system will conduct systematic and strategic analysis of gaps and opportunities in academic programs statewide that can provide a framework for the collective academic aspirations and priorities of Minnesota State colleges and universities.
- Each college and university will have a comprehensive academic plan that advances its distinctive mission, culture, and academic priorities.

Implementation of the three recommendations will begin in fall 2017.

- <u>Resources to support collaboration and transfer:</u>
  The focus for this initiative was on identifying collaboration resources and the development of a transfer website. During FY2016, research was conducted with campus groups to identify collaboration resource needs and current resources available. A website was developed to house the collaboration toolkit and resources (both public and internal). The transfer website design was created in early 2016. The goal was to launch the site in fall 2016, however there was a delay in order to consider the new transfer pathway work.

  Work on the transfer website continued through FY2017. The project team developed requirements to allow Transfer Specialists and administrators to enter transfer agreements and transfer pathways electronically. The goal is to move from static .pdf documents to dynamic agreements. ITS development is nearly complete and expected to go live in June 2017.

1.1.2 – Strengthen academic advising

In spring 2016, a statewide academic advising workgroup was established. The group met between January and May to research promising practices in academic advising, to identify and distribute campus-based promising practices, and to identify common training and professional development needs and programming for faculty and staff who provide academic advising. The group presented three recommendations to Leadership Council for review at the end of spring 2016.

During fall 2016, Leadership Council was charged with review of the recommendations in order to determine next steps. In early fall, colleges and universities were asked to review and comment on the recommendations submitted to help inform the Leadership Council's discussion. In spring 2017, Leadership Council reviewed feedback provided by campuses and approved two of the recommendations, as follows:

- Ensure that all students are assigned to a faculty or staff member who provides academic advising services. Develop a campus strategy for mandatory academic advising for at-risk populations (populations and type of contact are determined by each institution).
- Create a plan to continue the collection of meaningful information on best practice in advising. Use the data collected to enable ongoing assessment and improvement of advising services at the campus level.

Implementation of these two recommendations will begin in fall 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, comprised of students, faculty and staff was formed. The group defined requirements, completed a business case for ITS, completed an RFP, scored vendor responses, and conducted vendor presentations. The group is in final discussions and will be making a recommendation to Leadership Council in summer 2017.

- U.Achieve Self-Service:
  U.Achieve Self-Service will provide students with degree planning capability that would most likely not be found in an enterprise constituent relationship management solution. Due to competing priorities, progress on this has been slow. Internal testing of the tool and development of a plan for deployment will begin the end of FY2017.

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 first half of the fiscal year, a business case was recreated for the redesign with the inclusion of Transfer, CAREERwise, and GPS content. Work has progressed on review and clean-up of website content to align with the minnstate.edu website purpose of providing a rebranded, cohesive website that tells the stories of the colleges and universities, our student

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stories, and the stories of our faculty and staff and provides relevant information and news to external audiences. Transfer documents have been reviewed and are in process of being converted to dynamic content versus static pdfs, which will make the site easier to navigate. Project goals for CAREERwise and GPS are being further defined in order to determine scope and next steps in broader redesign efforts.

1.2.1 – Develop a strategy for quality online education

Due to competing priorities, this initiative was slow to start in FY2016. President Blackhurst, Minnesota State University Moorhead and Interim President Opatz, Century College assumed leadership of this initiative in spring 2016. During FY2016, initial conversation with Leadership Council identified what might be included in a system strategy for online education and how the work should move forward.

Four core pillars for the strategy were identified and adopted by the Leadership Council: 1) access, 2) quality, 3) affordability, and 4) collaboration. Each campus was asked to provide information on local strategies being employed, as well as recommendations for how local strategy could best be supported and augmented by a global system-wide strategy that would better position the system to grow and strengthen its online programming. Campus input was analyzed and used to inform the Online Education Strategy Workgroup's thinking and direction as it developed the system-wide plan.

The Online Education Strategy Workgroup convened in February and drafted a system-wide strategy structured around the four pillars of access, quality, affordability, and collaboration, and based on system wide research and data gathering from a number of sources:
1) Campus input (analyzed independently by the OERG);
2) ECAR student technology survey;
3) 2016 Summary of Online Education in Minnesota (current state).

Specific actions supporting each strategy are currently under development. The draft plan will be completed in summer 2017.

1.2.2 – Ensure technology infrastructure supports access to and use of technology
The purpose of this initiative is assess the current state of campus technology equipment and infrastructure, to better understand how students and faculty use technology, and to better understand how technology is integrated into academic programs. In fiscal year 2016 the ECAR student survey was completed. The FY2017 assessment was completed through the administration of two additional systemwide surveys: one addressing core data services, and one querying faculty usage of technology.

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Colleges and universities received their results from the student ECAR survey in Summer 2016 and have been analyzing that data to determine next steps. Examples of the work occurring on college and universities include:

- Multiple campuses identified wireless capacity as an issue and have added additional capacity in the areas identified.
- Central Lakes College piloted a spring semester "Live Online" course delivery project.
- Mesabi Range College was awarded a $25,000 project grant to increase faculty awareness and adoption of open textbooks and OERs.

Next steps will involve the review and analysis of results from 2017 core data services and faculty surveys to determine alignment of services and infrastructure with student and faculty needs.

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

This initiative has undergone change in focus and leadership over the past two fiscal years. Beginning in July 2016, Presidents Dastmozd, Davenport, Maki, Parker, and Urban were charged with leading this initiative, with support from Senior Project Lead Trent Janezich. The enterprise model of comprehensive workplace solutions that emerged from the work of these presidents was presented to Leadership Council and approved for continued development in summer 2016. Four workgroups comprised of continuing education and customized training staff and administrators and other subject matter experts were charged with developing the main elements of the model. The workgroups were launched in November 2016, and presented their recommendations for strategies and tactics to move the concept of an enterprise model forward to the presidential leadership team. The presidents reviewed the recommendations and brought forward a comprehensive plan for consideration by the full Leadership Council and Chancellor Rosenstone in March and April of 2017.

A final plan, based on feedback and recommendations over the past year, was presented to the Leadership Council by Chancellor Rosenstone on June 5th, 2017. The plan consisted of twelve elements that would lay the foundation for an enterprise approach to Continuing Education/Customized Training (CE/CT) delivery. They include:

- Link local CE/CT activities to the enterprise
- Implement multi-campus "Enterprise Sales Zones"
- Develop "Enterprise Sectors"
- Create a visible state-wide portal and adopt a single online registration system
- Develop and implement a joint state-wide marketing plan that includes common naming conventions
- Adopt a single, enterprise-wide customer relations management system (CRM)
- Implement one institutional ID and unique campus IDs

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- Design and implement a talent strategy
- Appoint senior leadership
- Drive innovation
- Set better performance metrics

In addition, the plan also details a three-year implementation timeline with prioritized activities, a governance structure that is driven by campus presidents, and a framework for a financial model with the goal of being profitable without utilizing any state appropriation currently allocated to our campuses.

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

Presidents Parker and Arthur lead this initiative with support from the CPL Liaison team. Two large groups of campuses have piloted the strategies developed by the CPL team, engaging in work across three areas: advancing business practices, professional development, and creating a common toolkit and set of resources. The pilot groups have made the following progress:
- Business Practices Team – focused on consistency of CPL coding/transcripting and developing a business model for campus implementation of CPL and/or adoption of shared services to improve efficiency and access to CPL for students, faculty and staff.
- Professional Development Team – focused on providing professional development for campus teams, development of a subject matter expert list, and coordination of campus-based professional development activities.
- Toolkit and Resources Team - online resources using a "toolkit" were approved and materials are being added to the SharePoint site. A new CPL new website is in development.

The remainder of campuses will begin local implementation of the CPL strategies in fall 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 FY2016, colleges and universities submitted their campus diversity plans to Chancellor Rosenstone for review and comment. During fall 2016, campus Chief Diversity Officers (CDOs) received training on how to define, implement, and empower the campus Diversity/Inclusion Committees to act as a working group in the implementation of diversity plan strategies.

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Throughout FY2017, the Office of Equity and Inclusion has continued to support the campus implementation of diversity plans. This has included work with campuses to increase the capacity of CDOs, diversity committees, and taskforces to implement and track progress with diversity plans; providing technical assistance and advice; and facilitating professional development activities. They continue to partner with campus CDOs to learn and discuss campus progress with implementation efforts.

Some examples of campus implementation strategies include:
- South Central Technical and Community College, Alexandra Technical and Community College and Ridgewater College have met to explore how they partner to better serve students in regard to their diversity plans.
- Dakota County Technical College has organized their Diversity Council into three Learning Circles to address particular elements of the specific objectives of the Diversity Plan.

- <u>Improve the recruitment and retention of diverse faculty and staff:</u> See Human Resources section

- <u>Provide professional development to increase faculty and staff intercultural and global competency:</u>
  In spring 2016, the offices of Diversity and Equity and Academic and Student Affairs (ASA) worked with campuses in March to inventory existing local professional development opportunities as well as system-level professional development opportunities. In April and May 2016, ASA and Diversity and Equity division leadership engaged a subgroup of 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.

  During fall 2016, Leadership Council was charged with review of the recommendations in order to determine next steps. In early fall, colleges and universities were also asked to review and comment on the recommendations submitted to help inform the Leadership Council's discussion. In spring 2017, Leadership Council reviewed feedback provided by campuses and approved the recommendations, as follows:
  o Identify common definitions of organizational cultural competence. Develop best practices guide for cultural competence common expectations, professional development, and assessment.
  o Identify and document expectations for diversity and equity professional development and competency in position descriptions and performance evaluations at the campus level.

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- Implement and support high-quality models for cultural competence and culturally relevant pedagogy development (i.e.: Seeking Education Equity Diversity, Center for Anti-Racist Education, and Institute for Culturally Relevant Pedagogy).

Implementation of the three recommendations will begin in fall 2017.

1.3.2 – Diversity mapping and assessment of diversity and equity

From 2014-2017, one college and three universities engaged in diversity mapping activities to trace and evaluate diversity programs, curricula, practices, and events. Ultimately, this was an effort aimed at increasing the capacity of the institution to deliver on equity and inclusion goals. A report on the outcome of these pilots will be presented to Leadership Council in fall 2017 in order to determine next steps.

Finance and Facilities

3.1.1 – Ensure affordability for all students

This initiative has two components:
- Fundraising campaign:
  In summer 2016, a $50 million dollar fundraising campaign kicked off. Shortly after, a Capacity Building Task Force and the Joint Fundraising Task Force began meeting to develop plans and resources to support the fundraising effort on campuses. The following work has been accomplished in FY2017:
    - An initial compilation of resource and proposed supportive strategies were developed and are under review by campus foundation leaders.
    - Training support featuring regular webinars, e-news and annual conference has been launched.
    - On-boarding support for new campus foundation leaders has been established.
    - Research was conducted on best practices for supporting the enhanced fundraising success of campus foundations.

  As of December 2016, the second Access to Excellence scholarship campaign was launched. Half-way through the campaign, $42,000,000 has been raised toward a $50 million goal, enabling the award of 21,000 scholarships.

- Financial literacy:

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In FY2016 campuses piloted various strategies to address the financial literacy of students. This fiscal year, campuses have been working to inventory those strategies and evaluate their effectiveness in order to determine next steps.

Some examples of campus efforts include:
- Century College has developed short videos on financial literacy to play on hallway monitors and use during orientation.
- Fond du Lac Tribal and Community College partnered with Great Lakes Guaranty to initiate a program called Project Success to help retain and graduate students by providing emergency aid grants and funds for paid internships and mentorships.

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

In FY2016 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 and November, 2016. The recommendations included several changes to the allocation model, including a one percent priority set-aside for cooperation and collaboration, and assigning the full one-third debt service cost of capital projects to the benefitting college or university. Implementation of the recommended changes will begin in FY18.

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

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

In spring 2017, the Human Resources data analytics dashboard project made significant progress in facilitating predictive analytics for strategic workforce planning. In addition, the planning group began developing a transformational HR regional development program. This work is in the initial phase of development and is targeted for completion in FY2018.

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

Design and space planning for this initiative was completed in fall 2016, allowing for the creation of four campus-based HR service centers. Locations for these centers were selected through a competitive RFP process in early 2016, and the service center buildouts are now complete. In addition, service center managers have been hired and completing their onboarding. Staff hiring, technology development, and the financial model supporting these centers are also now completed. Additionally, the HR-TSM leadership team has created a detailed Phase 1 work plan and timeline for various work categories, and has worked with the HR community to refine and further develop this important planning effort.

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 will transition colleges and universities to Office 365 single tenancy, allowing students, faculty, and staff to share a single collaborative workspace. Currently there are 14 campuses and the system office in the single tenancy. Campus transitions to Office 365 single tenancy will continue through FY2018.

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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 FY2017, the ITS division, in consultation with campus CIOs and other stakeholder groups established the infrastructure needed to support the service. The service will be rolled out for adoption in the first quarter of FY2018. The service is currently in testing.

- 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 will allow for greater access and ease of use. The StarID Tiger Team was formed and kicked off in November. Work on project planning will continue throughout FY2018 with a deliverable (IAM Roadmap) expected in the spring of 2018.

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

Building on the work completed in FY2016, this project continues to move ahead with the development of a business case, securing Board of Trustees approval and seeking legislative funding. During the first half of the year, the business case planning and funding proposal was presented to the Board of Trustees for review and approval. During this reporting period, the legislative request was completed and project is awaiting funding decisions. The project will officially kick off in July 2017.

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