

# Charting the Future:

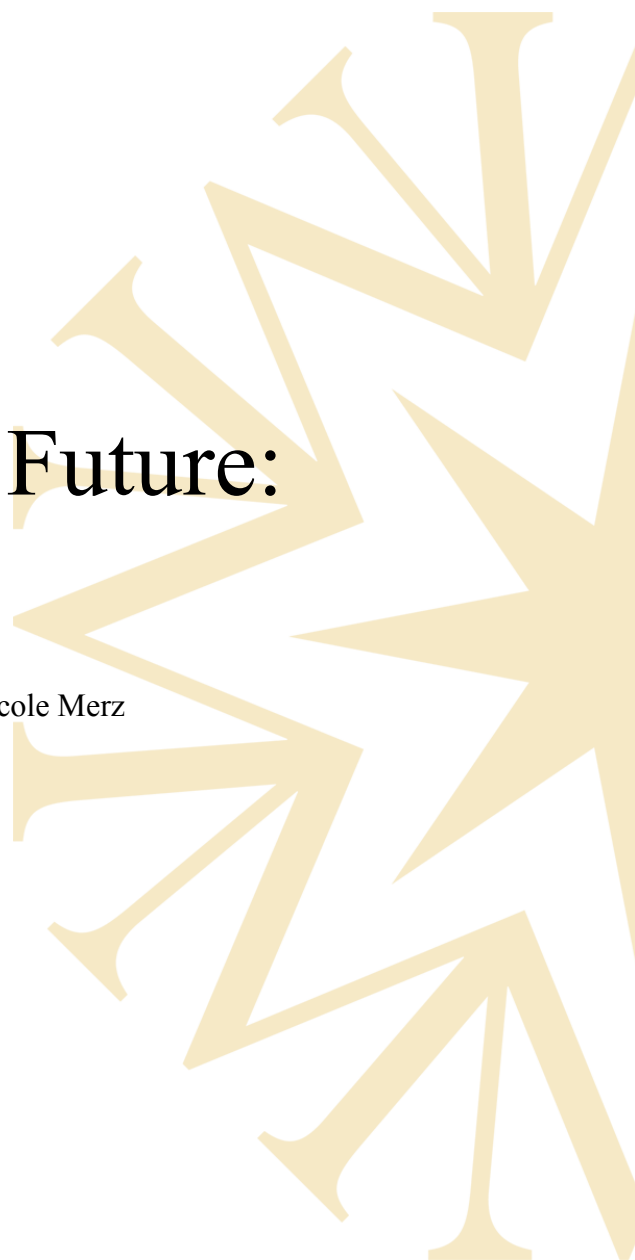
## Quarterly Report

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**Minnesota**  
STATE COLLEGES  
& UNIVERSITIES



## Executive Summary

The core commitment of Charting the Future (CTF) is to provide opportunities for all Minnesotans to create a better future for themselves, for their families, and for their communities. This commitment is what distinguishes us from other higher education providers in our state. It is with this purpose that the Leadership Council shared their work plan with the Board of Trustees in September 2015. Two primary mechanisms were established to monitor work plan progress: Board of Trustees study sessions and quarterly reports. The quarterly reports provide all stakeholders with the opportunity to monitor the progress being made across the work plan. The quarterly report is also intended to identify opportunities where Leadership Council can engage to provide additional support or clarification. This second quarterly report builds on the progress made in the previous quarter, as well as provides additional clarity to milestones and challenges in planning for FY17.

The CTF FY16 work plan identifies specific objectives to be achieved for each initiative. **In the second quarter, 14 of 21 initiatives have reached the project midpoint or beyond (completed 50% or more of FY16 objectives) as compared to 3 of 21 in the first quarter.** All five initiatives led by campuses have reached the project midpoint, on average. In addition, vice chancellors indicated that 85% of initiatives they are leading or supporting have reached the project midpoint.

In the first quarter, three areas were identified for Leadership Council to address. The included:

- An opportunity to provide a mechanism for colleges and universities to collaborate and to learn from each other.
- The challenge of collecting and distributing information at both the campus and system levels that aid the advancement of the work plan. Much of this information can be collected through the use of survey tools. However, careful attention must be paid in order to avoid overtaxing students, faculty, staff and infrastructure.
- Bandwidth to provide colleges and universities with the support and connections to execute initiatives successfully.

While efforts have been made to make progress and/or resolve these challenges, each remains relevant and actionable as we move into the third quarter identify key deliverables for FY17.

In the second quarter, as mentioned, progress across initiatives has been made. Initiatives such as transfer pathways continue to charge ahead, meeting all milestones as planned, while others, such as online strategy, have progressed at a slower pace, not due to lack of interest or necessity, but because of the complexity of coordinating people and resources across a large system to engage in multi-faceted work. There are lessons to be learned from the past year, which will put us in a much better position as we continue implementation for FY17. As the work progresses, Leadership Council will need to consider the following:

- Determine FY17 work plan structure, taking into account how initiatives may have morphed and changed over the past year.
- Think creatively about the challenge of capacity of students, faculty, and staff to engage in CTF work.

- Continue to engage constituencies in two-way communication on the full scope of CTF initiatives, 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.

Charting the Future focuses not only on the tasks of the individual initiatives but on improving how we collaborate and plan our work as a system. We are in a much better position as we move into the third quarter, to continue our work next year, having begun to work through many of the complexities that come along with implementing systemwide efforts, such as timing of the work, capacity of resources, and communication. It will be imperative that leadership engages stakeholders in a review of what has been learned in FY16 and addresses the challenges and opportunities noted, to ensure that the work continues to progress, but also that we experience the organizational change needed to meet the needs of our community.

## Overview of Activities to Date

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
FY2016 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 CTF blog.</i>	April 1, 2016
Initial discussion of CTF FY17 work plan 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

**Chart 1: 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 are on track.**
- 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: 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.

Collective engagement of students, faculty, and staff that are reflective of the local campus community continues to be a critical, if not the most crucial component of the Charting the Future (CTF) work. At the outset of launching the CTF FY16 work plan, the Leadership Council Executive Committee stated in their memo to the Board of Trustees, “We will need the collective strength and talents of our students, faculty, and staff to succeed.” This statement continues to hold true. In the first quarterly report, campuses shared how they were engaging their communities. Campuses were working hard to form teams and establish communication channels. For quarter two, colleges and universities made progress identifying specific ways they were engaging all groups on campus.

In the second quarter there has been movement beyond general engagement to a more specific strategy to engage all constituencies on campus, including students, faculty, staff, and community members. Many colleges and universities have established CTF-specific websites, where they can share information and connect the campus to the work that is occurring, both at the

Student leaders meet with the President and other college leaders monthly. In addition, students are invited to open forums; Coffee & Conversation events; participate in Charting the Future Committee and other college work groups and committees; and receive collegewide communications.  
--Hennepin Technical College (on engaging students)

The University has expanded the membership and responsibility of its standing Planning Sub-Meet and Confer to provide campus-wide representation and involvement in campus-based Charting the Future initiatives. To support transparency and engagement a Campus-Based Charting the Future website was launched to document activities and progress.

--Minnesota State University, Mankato (on campus engagement)

campus and at the system level. Campus CTF teams have expanded to ensure the inclusion of all constituency groups. Some presidents have established monthly open forums, specific to constituency groups, to engage in conversation about the CTF work that is occurring and share ideas and recommendations. Others provide regular updates in the form of emails or newsletters.

A challenge exists in regularly communicating to all constituencies the full scope of Charting the Future work and progress due to the complex nature of it. As FY16 comes to a close, Leadership Council will need to ensure that what we have learned over this past year in our work on Charting the Future is shared widely and deeply.

All members must be engaged in the identification of challenges, strategies, and opportunities for collaboration to ensure we have the best possible chance for success in FY17.

## Initiative Updates

Initiatives are sorted by functional areas. What follows are key activities and milestones accomplished during the second quarter (January-March 2016) and key activities and milestones planned for next quarter (April-June 2016) 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 31 times in various locations around the state and held four discipline stakeholder meetings to obtain systemwide feedback on four proposed transfer pathways (biology, business, psychology, and theatre). Over 475 statewide discipline stakeholders provided feedback through an online survey as well as the in-person meetings. Pathway Teams will continue to meet through June to finalize the degree pathways. After which, colleges and universities will prepare for implementation in FY18. In addition, a report on transfer pathways was submitted on March 15, 2016 to the legislature. More information can be found on the Transfer Pathways website at <http://asa.mnscu.edu/transfer/pathways>.
- Academic Planning and Collaboration (APC) 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 across the system, identify working assumptions and principles related to academic planning across the system, and begun drafting recommendations for action to the Vice Chancellor for Academic and Student Affairs by May 16, 2016.
- Resources to support collaboration and transfer: Based on the research conducted with campus groups and faculty to identify collaboration resource needs, the website to house the collaboration toolkit and resources went live this past quarter. The toolkit was presented to the Chief Academic Officers at their winter meeting for feedback and refinement of content and graphics continued this quarter as well. A session on the toolkit will be presented at the Spring Academic and Student Affairs conference for further feedback. Work is also continuing on the development of a transfer website with phase one of the design phase launching this past quarter. Information Technology Services will engage staff and students in a review of user experience analysis in the upcoming months. The goal is to launch the site in Fall 2016.

### 1.1.2 – Strengthen academic advising

During this quarter, campuses continued to focus efforts on strengthening academic advising. For example,

- Several campuses have convened cross-departmental campus committees to evaluate advising on campus, working to identify gaps in service and opportunities for improvement.
- Northland Community and Technical College continues to implement a program-specific advising model with a mandatory advising component.
- Minnesota State University, Mankato's academic advising task force has identified high potential strategies and goals to strengthen academic advising services to support the success and timely degree completion of its students.



- Metropolitan State University is currently in the process of developing a Student Success Center with an Advising Center component that will focus on working with undecided to students.

To support the campuses in this work, the academic advising workgroup was established and began meeting in January. The group has met three times during this quarter 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. The group will continue to review the data collected as well as standards around academic advising provided by the Council for the Advancement of Standards in Higher Education (CAS) to develop and finalize recommendations for action to the Vice Chancellor for Academic and Student Affairs by May 16, 2016.

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

Institutional Research conducted an analysis of student responses to advising questions on the NSSE and CCSSEE 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 CCSSEE and because the surveys have different response scales, it is not an ideal data source for a performance measure. The next step is to consult with the academic advising workgroup as well as institutional research directors to explore further opportunities for assessing academic advising and refine and finalize the proposal for a student advising measure.

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

This quarter Policy 2.9 Academic Standing and Financial Aid Satisfactory Academic Progress had its first reading at the March Board of Trustees meeting. A draft of the proposed new Procedure 2.9.2 Return to Good Academic Standing was created by recommendation from the ASA Policy Council to highlight the flexibilities that colleges and universities have to retain students who are academically suspended. Further review and evaluation to determine the procedure's scope and necessity will occur for initial review by the Academic and Student Affairs Policy Council in September 2016. Additional board policies have been identified and will continue to go through the consultative process this Spring.

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.
- This quarter, the tool that was developed and distributed to campuses to inventory and evaluate existing technology resources across the student lifecycle has yielded preliminary data.
- This quarter, a series of focused visits across campuses will engage 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**

The Student Support Technologies workgroup began meeting in January and has met three times. 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 deadline for submissions is in late March. Next quarter, the workgroup will be engaged in vendor presentations and drafting final recommendations to the Vice Chancellor for Academic and Student Affairs by May 16, 2016.

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

Many campuses are addressing this work through website redesigns and/or adding technology tools to better support students throughout their lifecycle with the campus. This past quarter, 29 colleges and universities participated in an inventorying of technology tools deployed to support and/or engage with students from recruitment through graduation. Academic and Student Affairs collected the data and will be working with the Student Support Technologies workgroup this quarter to identify trends and themes within the data to help inform their recommendations to the Vice Chancellor for Academic and Student Affairs by May 16, 2016.

Colleges and universities are also looking at how they can leverage technology and collaborate with other campuses to meet the varying needs of students. For example,

- Many colleges work closely with Distance MN to provide online resources for both instruction and student support. This collaboration assists students by providing them with consistent and reliable information while assisting colleges who might not have the resources to provide such services on their own.

- Bemidji State University and Northwest Technical College recently implemented Cranium Café – an online student engagement and collaboration tool. This tool allows students to have complete access to the services they would receive on campus completely online. They have also implemented Hobsons Starfish to provide a holistic approach to supporting students throughout their college career. This technology will allow the campus to track student progress and provide support and intervention when needed.

### **1.2.1 – Develop a strategy for quality online education**

President Blackhurst, Minnesota State University Moorhead and Interim President Opatz, Century College were identified in late February to lead this initiative. Initial conversations have begun 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. The Leadership Council will continue the conversation in July in preparation for campus conversations this coming fall.

### **1.2.2 – Ensure all students have access to technology**

Academic and Students Affairs is coordinating with all MnSCU colleges and universities to distribute the ECAR survey. This survey is intended to identify how students use technology, how they want to use technology, and how technology is integrated into academic programs. The survey is currently being administered. Campuses will receive their data to interpret and Academic and Student Affairs will work to interpret the data at a system level. A second survey, available in FY17, 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. The Vice Chancellor of Information Technology Services 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:

- Minneapolis Community and Technical College has established a digital citizenship task force to provide training in digital literacy, etiquette, laws and security.
- Minnesota State University Moorhead is engaging in an iPad/Tablet initiative in several programs and are also providing campus wide cloud printing for all students.

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

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,

continues to move forward. Projects that are funded will aim to address obstacles to student success by using existing technologies, resources, or practices in innovative ways. On April 14, selected students, faculty, and staff will conduct pitch presentations in four categories, High Impact Practices, Mentoring & Counseling, Competency-Based Learning & Analytics, and Simulation & Gamification. Funding will be determined by the panelists, in collaboration with Education Innovations staff. The goal is to fund up to 10 of the 22 proposals being pitched.

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 will be an in person meeting at the Shark Tank event on April 14. An evaluation of the teams is slated to occur in May.

Academic and Student Affairs continues to plan for a summer faculty inquiry group (FIG), with a focus on online courses. This was approved to move forward by the ASA Technology Council this past quarter. 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. One hundred faculty and staff participated in STAR Symposium, a virtual conference on quality online and blended learning. One hundred and fifty 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.

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

In partnership, Academic and Student Affairs and Diversity and Equity worked with campuses this quarter to inventory existing local professional development opportunities as well as system-level professional development opportunities. Next quarter, ASA and Diversity and Equity will work with campus faculty development offices to inventory existing opportunities in the utilization and understanding of culturally relevant pedagogy. ASA and Diversity and Equity will engage campus constituencies in a review of the information collected to identify gaps and begin planning for the creation of expanded opportunities.

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

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. The group will continue to meet to further refine the solution and present the plan to the full Leadership Council in June.

## **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, is leading this initiative, with support from the CC/CPL Liaison team. Colleges and universities were identified for the Round 1 Credit for Prior Learning Pilot Project in February. The first group was convened in late March to begin their work to advance strategies and capacity for competency certification and credit for prior learning. The group will work 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.

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

The second round of open textbook trainings occurred this quarter with 21 additional faculty participating. Reviews have now been completed for round 1 and 2. The third round of training will occur in April, with an additional 25 faculty. After all three trainings are completed, over 100 MnSCU faculty, representing 26 colleges and universities will have participated in the open textbook training and review process. Textbook reviews by faculty can be found at the Open Textbook Library at <https://open.umn.edu/opentextbooks/>.

The 7 campuses that were awarded project grants (up to \$25,000) to explore this topic have initiated research on the use of OERs. In addition, campuses are engaging in exciting work on this topic. For example,

- Northland Community and Technical College is partnered with Distance Minnesota campuses on a proposal for an Achieving the Dream grant for \$300,000 dollars that would support the development of an online Association of Arts degree pathway that uses only OERs.
- Winona State University hosted six online workshops and three face-to-face workshops on the use of e-textbooks and OERs this past quarter. They have two research projects underway: a systemwide survey of ebook usage and an open textbook personalization pilot project involving the Flat World Knowledge.

## **Diversity and Equity**

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

Development and refinement of campus diversity plans continued this quarter, with continued support from the Diversity & Equity division. Workshops, as well as site visits and plan reviews have occurred this quarter. The diversity planning webinar occurred on February 2 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.

The emphasis on campus diversity plans is 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

Webinars and workshops will continue next quarter to support campuses in further developing their plans, as well as monitor their progress in equity and diversity strategies. Campus and University reports from this quarter indicate that positive work is under way. For example:

- Bemidji State University recently delivered a draft of their Diversity plan for both campuses to their President. The BSU Diversity Task Force meets every other week with the goal of completing the plan by the end of this academic year. They have built into their timeline the vetting of the plan with all campus and community constituency groups.
- Metropolitan State University's Diversity Council is advancing an updated, multiyear Diversity, Inclusion & Equity Plan focusing on eight strategic goal areas. To accomplish this task they held a campus summit to ensure engagement from employee and community constituencies. The budget for this initiative is currently being formulated.
- Saint Paul College has established a Diversity and Racial Equity Taskforce that continues to meet biweekly. They are working to develop a three year comprehensive Diversity and Racial Equity plan for FY17-FY20, identifying data variables that will need to be collected and utilized within the planning and implementation process.

Challenges have also been identified by colleges and universities as they continue to develop their diversity plans. Time and resources available as well as the ability to engage stakeholders continue to be a concern and will need to be addressed by Leadership Council as they build the CTF FY17 work plan, as it relates to campus diversity plans.

### **1.3.2 – Diversity mapping and assessment of diversity and equity**

At the Student Affairs and Diversity Conference this past quarter a workshop was delivered illustrating an example of the diversity mapping process (Bemidji State University). Several campuses that indicated interested in this process, have begun the diversity mapping process as well as assessment of diversity and equity on their campus. For example

- Anoka-Ramsey Community College had 89 employees participate in the diversity mapping survey and 185 students, 79 faculty, and 82 staff participate in the needs assessment.
- Fond du Lac Tribal & Community College's new Social Justice and Equity Team began working on the diversity mapping initiative on campus and have built it into the college's strategic plan.

- Minnesota State University Moorhead are incorporating the results of the diversity mapping and assessment process into the university's new academic master plan.

In addition to diversity mapping and assessment, colleges and universities have been busy identifying assessment tools and conducting initial assessments with these tools to determine gaps and opportunities for growth in this area.

## **Finance and Facilities**

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

This initiative has two components:

- Second scholarship campaign - The committee, established by Chancellor Rosenstone, led by Associate Vice Chancellor Phil Davis, and including foundation/advancement directors, has met six times this past quarter and 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. A development conference has been scheduled for next quarter.
- Campuses continue to deploy campus financial literacy training to students and families.

### **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) continued to meet this quarter to develop recommended changes to the allocation framework. This quarter they have developed an initial recommendation on eliminating enrollment adjustment, have reached initial agreement on student success outcome measures to be incorporated into the allocation model, and have considered eliminating two components of the current model and revising a third component. A joint WebEx was delivered on February 17, 2016 updating statewide student associations and bargaining units. A second WebEx will be offered on May 5, 2016 to provide updates as the TAC group continues to meet to come to agreement on the preliminary recommendations. A report to leadership council and the board of trustees will occur in June, 2016.

## **Human Resources**

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

At the January Leadership Council meeting, a model called Intentional Recruitment and Retention (IRR) was 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 much needed MnSCU comprehensive recruitment and retention strategy. 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. Both faculty and staff unions have been invited to participate in a diversity symposium and forum scheduled for April/May.

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

- Leadership: quarterly Leadership Council sessions are being developed. A diversity symposium and forum will be held in April/May. Additionally, a presentation to the Board of Trustees is scheduled for June.
- Search Committees: a system search committee training module aimed at addressing cultural and ethnic biases within a search process has been developed and will be implemented by June 2016.
- Recruitment: continued emphasis will be made on introducing the Intentional Recruitment and Retention model including introducing the model to CHROs, AAOs, and CDOs.
- Retention: the 2015 Executive Leadership program was launched October 2015 and well underway. Lessons learned from the April diversity symposium and forum events will be considered and used to refine the IRR model.

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

A campus RFP process was launched in January 2016 to identify campus locations for four regional human resources 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

Process workgroups continue to meet to map out current and future processes to develop common transaction work practices with 30 percent of the processes completed by end of March 2016. The entire human resources community is being engaged at the Human Resources spring meeting in early April to provide feedback on which human resources processes could be performed at service centers beginning with Phase 1 launch in January 2017. The Human Resources Academy will continue to be developed to build training components for new common business practices as well as campus-based human resources capacity for transformational/strategic human resources work.

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. Additionally, the HR-TSM leadership team provide an update on the project at the March Board of Trustees Human Resources Committee meeting.

## **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 needed to create the platform to align student and employee identification practices. The three separate projects are:



- Office 365 Single Tenancy – is active and ready to accept some campuses that meet specific criteria. Hibbing Community College was moved to the single tenancy during this quarter.
- Office 365 SharePoint – active design phase continued in this quarter. This particular part of the initiative is not moving ahead as fast as anticipated due to technical issues, which will continue to be addressed in the next quarter.
- Eduroam – contracting phase is complete. Active design phase is expected to begin next quarter.

Site migrations were anticipated to take place this past quarter. This was not able to happen; however, global address book was provisioned with all users throughout the system in preparation for site migrations. Site migrations should begin next quarter.

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

A business case report was completed in March and presented to the Board of Trustees at the March board meeting. Phase one of this project will be considered complete at the November, 2016 Board of Trustees meeting. The next quarter will see final document preparations, communication of final report to stakeholder communities and planning for the next phase.

## **Next Steps**

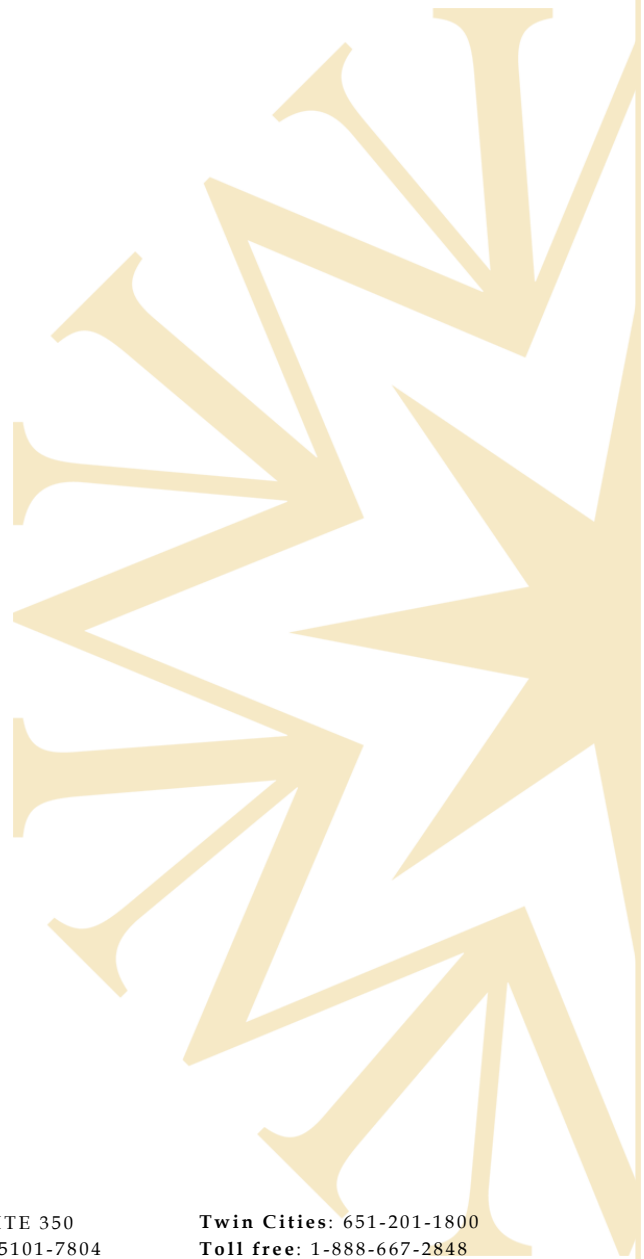
- Initiative Gantt charts will be updated and posted on the CTF blog
- Coordinating Committee will evaluate and discuss improvements for the next quarterly report, scheduled for June 2016.
- In addition to the sharing of their college/university report, presidents will share the CTF quarterly report with their campus community.
- Presidents and vice chancellors will review concerns and issues identified by colleges and universities and address those that are appropriate and timely.
- Presidents and vice chancellors will review progress on FY16 CTF goals in order to determine priorities and focus for the FY17 CTF Work Plan. Initial discussions on the CTF FY17 work plan will occur at Leadership Council in May.



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