



MINNESOTA STATE

Chancellor/System Office Workplan FY 2022

November 2021



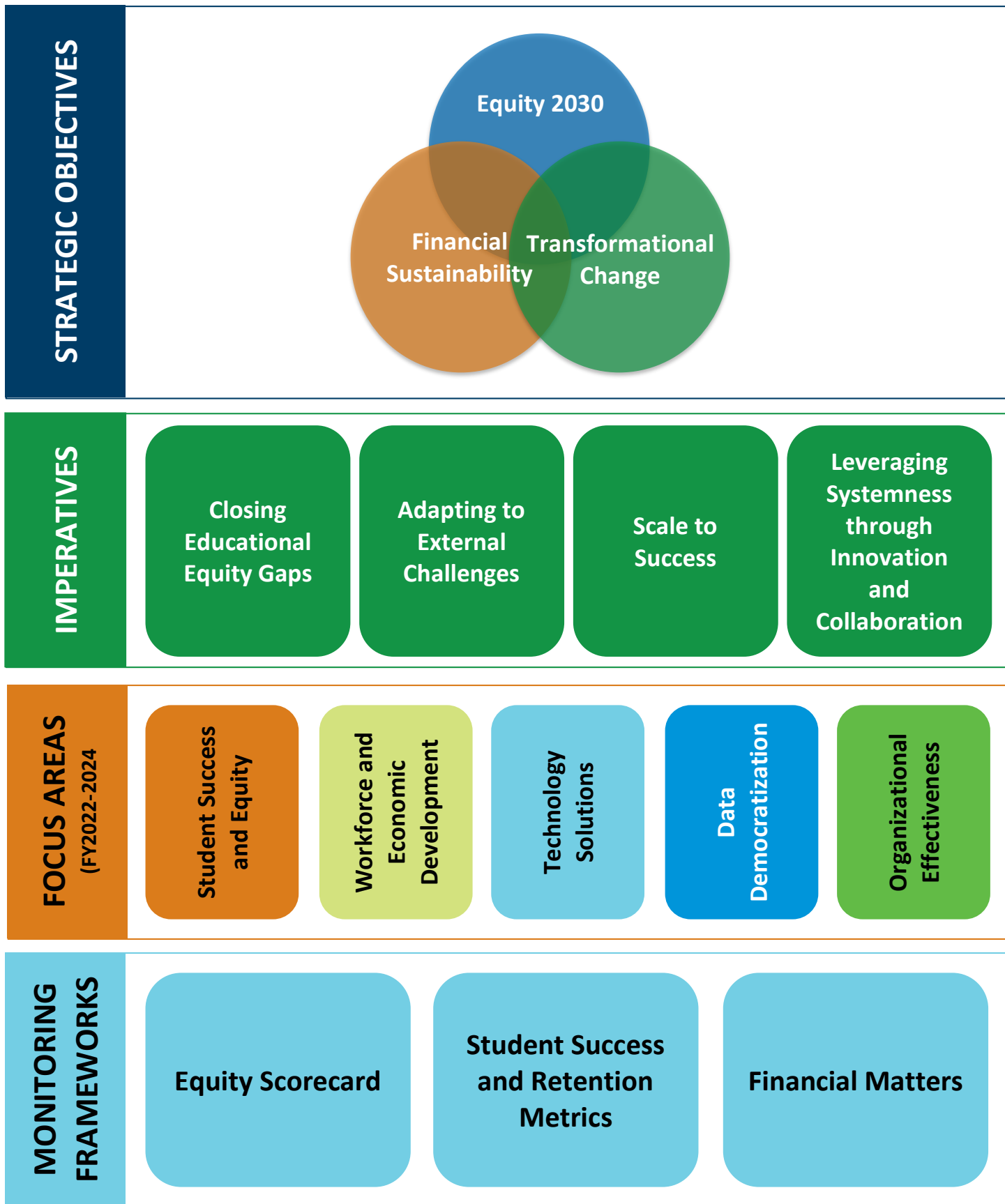
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Minnesota State Framework



FY2022 Workplan Initiatives

Focus Area Definitions and Key

Student Success and Equity	Redesign educational and student service delivery models to ensure continued evolution that supports teaching and learning in a post-pandemic era and responds to the changing context of higher education
Workforce and Economic Development	Advance career, technical, and professional education to provide Minnesota with the talent it needs for a strong economy
Technology Solutions	Provide technologies that will allow us to redesign teaching and learning and encouraging a fair and equitable environment that closes student technology equity gaps across the diverse landscape, and responds to the wide differences among our campuses in their technology infrastructure and ability to embark on digital transformation
Data Democratization	To continue to mature as a data driven organization, we must identify what information is needed-who needs access to the information and how best to facilitate and govern data infrastructure
Organizational Effectiveness	Provide examination and tools and resources to provide the infrastructure support as we strive for an effective organization that can be nimble and respond to the external challenges and changing landscape of higher education.

INITIATIVES

FOCUS AREA(S)

INITIATIVES	FOCUS AREA(S)
Program Review and Quality Assurance	Student Success and Equity
Strategic Enrollment Management	Student Success and Equity, Data Democratization
Student Basic Needs	Student Success and Equity
Mental Health Services and Resources	Student Success and Equity
Redesign educational delivery model (digital learning transformation)	Student Success and Equity, Technology Solutions
Equity by Design	Student Success and Equity, Data Democratization
Equity Scorecard	Data Democratization, Workforce and Economic Development, Student Success and Equity
Systemwide Campus Climate Assessment	Workforce and Economic Development, Data Democratization, Student Success and Equity
Enhancing Access to Data and Data Analytics	Data Democratization, Workforce and Economic Development, Organizational Effectiveness
Workforce and Economic Development	Workforce and Economic Development
Recruitment and Retention of Faculty and Staff	Organizational Effectiveness
Human Resources Shared Services	Organizational Effectiveness
Financial Allocation Review and Financial Monitoring	Organizational Effectiveness
NextGen Implementation	Technology Solutions, Data Democratization, Workforce and Economic Development, Organizational Effectiveness
Expansion of Philanthropic Efforts to Support Student Success	Student Success and Equity
Advancing Enterprise Risk Management Model	Organizational Effectiveness

Program Review and Quality Assurance

Academic and Student Affairs

Student Success and Equity

Description

- » The system-level Program Review and Quality Assurance process develops and implements quality assurance practices in support of colleges and universities' regular and ongoing practice of quality assurance and continuous improvement aligned with the institutional and specialized accreditation requirements.
- » Program Review and Quality Assurance supports institutional need in the improvement of academic program review (APR) processes and practices at the campus level to stay in compliance with the Higher Learning Commission (HLC) accreditation policy (HLC Accreditation Criteria 4.A.1 and 4.B).
- » Program Review and Quality Assurance includes providing resources and opportunities to affirm and/or improve Campuses' processes and practices.
- » Program Review and Quality Assurance provides resources to individual institutions to support in practicing regular and ongoing academic program review for quality assurance and continuous improvement.

Background/Previous Work/Outcomes

Law Enforcement Programs

- » A program review tool was developed in the Summer of 2021 to collect data on Law Enforcement programming.
- » Summer Work Group faculty's programs were piloted with the review tool in August/September 2021 to collect data on respective LE programming to help refine the program review tool.
- » The program review tool was presented to the larger Faculty Community of Practice in September 2021.
- » The Program Review Survey Tool was sent out to ALL Law Enforcement programs in October 2021.

Transfer Pathways Program

- » Biology, Business, Psychology and Theatre Transfer Pathways Program Reviews were completed Spring 2021.
- » The Law Enforcement and Criminal Justice Transfer Pathway Program Review will commence Fall 2021.

All Other Programs

- » A survey of Minnesota State institutions on APR processes was administered in October 2020 that found the need for the System Office support and guidance to improve APR processes and practices
- » FY2021: Start developing an online academic program review library accessible to campus stakeholders
- » FY2021: Organize a community of academic program review practitioners

FY2022 Activities

Law Enforcement Programs

- » The System Office will review data from the program review tool and provide Individual Program Improvement Plans to campuses beginning in January-February 2022 for Law Enforcement (LE) and Criminal Justice (CJ) programs
- » There are 24 Colleges and Universities that offer 93 programs in LE or related field(s): 51 LE Programs; 33 CJ Programs; 9 Corrections Programs; 11 LE Transfer Pathways; 3 Natural Resources LE; 6 Bachelor's Degrees both LE and LE emphasis CJ; 1 Skills and Natural Resource LE program; and 1 Skills only program

Transfer Pathway Programs

- » Phase II: Transfer Pathways Program Review program improvement workshop will commence in Spring 2022
- » Phase II Programs include: 11 Law Enforcement and Criminal Justice pathways; CAL Education, Early Childhood Education, Elementary Education, and Special Education

All Other Programs: 3,600+ Programs

- » Hold 1st meeting of community of academic program review practitioners to gather campus insights, best practices, and questions. The community of academic program review practitioners will include representatives from each college and University with 30 active participants.
- » Develop System Office process on institutional APR processes and practices in Spring 2022
- » Seek feedback on the process through the community of academic program review practitioners and other stakeholder groups in Spring 2022

Board of Trustees Engagement *(new actions in bold)*

- » Board endorsed concept in June 2020 (part of the multiprong-approach to LE Education Reform)
- » Update shared March 2021 (part of UPDATE on Taskforce recommendations)
- » **Shared October 2021** (A part of the UPDATE on the multiprong approach to LE Education Reform)

Expected Campus Engagement:

- » Law Enforcement Community of Practice—Fall 2020
- » Law Enforcement Community of Practice Summer workgroup—Summer 2021
- » Updates shared at Transfer & DARS Conference-October 2021
- » Upcoming Annual Accreditation and Assessment Conference – Fall 2021
- » Upcoming workshops for institutional participation— Spring 2022

Strategic Enrollment Management

Academic and Student Affairs, Finance

Student Success and Equity, Data Democratization

Description

- » Identify and create appropriate campus and system office leadership structures, as well as policy and practice guidance, in support of campus-based strategic enrollment management
- » Identify High Impact Practices for scaling across the system, and create the capacity and infrastructure needed to support that scaling.
- » Identify and invest in systemwide technologies and data analysis infrastructure.

Background

Identify and create appropriate campus and system office leadership structures, as well as policy and practice guidance, in support of campus-based strategic enrollment management

- » Coordinated enrollment management summits: 2020 and 2021
- » Created and facilitating SEM communities of practice to share local and national work
- » Providing +\$300k and technical support to campuses for campus-based student success initiative
- » Policy Change
 - Satisfactory academic progress
 - Transcript and enrollment hold policies
 - Credit for Prior Learning
 - Course Placement pilot project – guided self-placement as an alternative to high-stakes testing

Identify *High Impact Practices* for scaling across the system, and create the capacity and infrastructure needed to support that scaling.

Guided Learning Pathways

- » Examining the design and delivery of our academic programs
 - Programs are mapped “with the ends in mind” and student advising is linked explicitly to careers or further education pathways
 - Curricular design and course scheduling encourage academic momentum and appropriate credit intensity
 - Milestone courses are clearly articulated and used to track student progression through the program
- » Student Basic Needs and Mental Health (\$2.5M in legislative funding; and potential supplemental budget request in 2022)
- » Orientation, academic advising, and career exploration (with \$250k support from 3M Foundation)
- » Adult Learner transitions from workforce education to college programs (with \$250K support from 3Mfoundation)

- » SUCCESS pilot (based on CUNY ASAP program) – wrap around advising and student support services
 - Participating colleges: Anoka Ramsey Community College and Hennepin Technical College
 - Participating universities: Bemidji State University and SMSU
- » Continued work to expand credit for prior learning, alignment of noncredit to credit and Veterans support and awarding advanced credit for military training

Identify and invest in systemwide technologies and data analysis infrastructure.

- » NextGen
- » CRM integration with ISRS
- » Graduation Planner and course scheduler
- » Gray Associates/Real Time Talent
- » Partnership programs admissions (Dual admissions ISRS upgrade)
- » Enrollment forecasting modeling
- » Enrollment and transfer reporting tools
- » Web based platform to increase student access to credit for prior learning

FY2022 Activities

- » Launch campus-based planning effort, with support from Lumina in fall 2021. Targeting up to 15 participating campuses, identified fall 2021. Planning support and resources provided will include:
 - Professional development
 - Access to strategic enrollment consultants
 - Up to \$25,000 in pass grant support to assist campuses with these activities over the next two years
- » Launch and support SUCCESS Pilot (modeled on CUNY ASAP student support model) on 4 campuses. Up to 100students recruited students on each campus in FY22, followed by an additional 150 in FY23)
- » Implement uAchieve Graduation Planner across the system. 8 colleges fully implemented by fall 2021, and an additional 12 colleges fully implemented by fall 2022. Five additional campuses will begin implementation in spring 2022 with full implementation completed by spring 2023.
- » Launch cross-functional Strategic Enrollment Management Workgroup in spring 2022. Workgroup charged with:
 - Building on a common system-wide SEM framework (shared with the BOT in spring 2019) to define common elements of a campus plan
 - Define data needed for campus planning and monitoring, compare to what is currently available, and identify gaps what will require new report and tool development.
 - Identify needed system office supports to facilitate this campus work.
 - Recommend components for inclusion in a systemwide monitoring framework

Board Of Trustees Engagement *(new in bold)*

- » SEM concept shared May of 2019
- » Update to be shared November 2021

Expected Campus Engagement

- » Shared and discussed with Leadership Council – September 2021
- » Facilitate 9 community of practice meetings – Fall 2021/Spring 2022
- » Conduct 8 SEM professional development sessions (AACRAO/Lumina Grant) – Fall 2021/Spring 2022

Student Basic Needs

Academic and Student Affairs

Student Success and Equity

Description

- » Minnesota State's comprehensive approach to address basic needs insecurity is designed to establish and enhance system level and campus strategies to remove barriers that interfere with student enrollment and persistence to program completion. These barriers are disproportionately experienced by students of color, students who are first generation, and students from low socioeconomic backgrounds.
- » The comprehensive approach to addressing basic needs insecurity involves the implementation of system level initiatives such as a centralized basic needs resource hub connecting students to basic needs resources available on campus and in the community and community of practice engagement providing opportunities for the sharing of effective practices and resources.
- » The comprehensive approach includes supporting campus based initiatives such as the establishment of comprehensive basic needs websites listing resources available on campus, communication and guidance in applying for SNAP benefits, and enhanced assessment resources to measure the impact of campus based basic needs initiatives.

Background

- » Establishment of the system-wide basic needs community of practice hosted on Microsoft Teams. Over 170 members with representation from all 37 colleges and universities share effective practices and resources.
- » Creation of a need assessment tool for college and university to use data to inform planning and evaluation of basic needs focused initiatives.
- » Establishment of the basic needs ad-hoc committee connected to the Student Affairs and Enrollment Management Council. The committee is composed of a majority of students appointed by LeadMN and Students United. The committee meets monthly to make recommendations to the Council and inform system basic needs priorities.
- » Implementation of the Hope Center #RealCollege survey assessing instances of basic needs insecurity among students in the Minnesota State system. In 2018 and 2019 approximately 9800 students from 28 Minnesota State colleges and universities completed the survey.
- » Implementation of campus programs and address food insecurity increased from 50% in 2017 to 76% in 2018 and 100% in 2019.
- » A series of recommendations for campus based and system-wide practices to address basic needs insecurity was advanced by the basic needs ad-hoc committee to the student affairs and enrollment management council. The council supported the recommendations and advanced them to the Senior Vice Chancellor for ASA. Sr. Vice Chancellor Anderson approved the recommendations and they have been disseminated to the colleges and universities. The system level recommendations will be implemented by the end of the current academic year.
- » Creation of the SNAP communication template sharing a process for college and universities to communicate with students who are likely eligible for SNAP benefits. The guide has been sent to campus leadership.

FY2022 Activities

- » Implementation of the centralized basic needs resource hub. Contract finalized late fall 2021, marketing plan implemented in spring 2022, system-wide launch in mid-spring 2022, providing access to all students throughout Minnesota State.
- » Implementation of comprehensive basic needs webpages at all colleges and universities. A guide for website creation will be shared with campus leadership. Website development guide distributed in November 2021, Support webinar in late November 2021, and implementation in early January 2022. Per legislation, all campuses will complete this work by January 31, 2022.
- » Implementation of SNAP communication initiatives at all colleges and universities. The template guide has been sent; and system office staff continue to engage campus stakeholders in the creation of the communication initiative. More discussion with SSAOs in November 2021 and follow up webinars in spring 2022. Implementation at colleges and universities by fall 2022.
- » Creation of additional assessment resources to assist colleges and universities with impact assessment of campus based basic needs initiatives. Assessment templates to be completed by late spring 2022 and distributed for campus use.
- » Implementation of a virtual convening of the basic needs community of practice. Basic needs committee and basic needs community of practice will engage in planning during early spring 2022, for a May 2022 convening. Participation goal of at least 100 individuals, with representatives from 30 or more campuses.

Board Of Trustees Engagement *(new in bold)*

- » Initial presentation on basic needs insecurity – March 2017
- » Basic needs incorporated into other updates on Equity 2030, student success, and supplemental budget
- » Update presentation will be provided at the January 22 Board of Trustees meeting

Expected Campus Engagement

- » Ongoing engagement within the basic needs community of practice
- » Campus representation within the basic needs ad-hoc committee and student affairs and enrollment management council

Mental Health Services and Resources

Academic and Student Affairs

Student Success and Equity

Description

- » Minnesota State has made a commitment to advance in the ability to provide services, support, and resources to student at all 37 colleges and universities. While work is being done at each college and university to provide mental health services and support, the system endeavors to identify strategies that could be pursued at the system-level to expand capacity and support for students.
- » This work is a key component of Minnesota State's comprehensive strategy to address basic needs insecurity. Minnesota State has included access to mental health services and support as a basic need for students.
- » The system level work will include broad collaboration with campus-based stakeholders including clinical and non-clinical mental health practitioners, community partners and providers, and other higher education providers including the University of Minnesota as a result of our collaboration presenting the state-wide higher education mental health summit.

Background

- » Access the mental health services and support was included in the Minnesota State definition of basic needs.
- » Minnesota State collaborated with the University of Minnesota President's Office on the development and implementation of the state-wide higher education mental health summit held in October of 2020.
- » Chancellor Malhotra held a follow up session with Minnesota State faculty, staff, and students involved in the mental health summit to solicit ideas for ways the system office could advance resources and support for mental health throughout the system.
- » Chancellor Malhotra created the Chancellor's Fellow for Mental Health position to work with Academic and Student Affairs to engage a broad range of stakeholders in creating a needs and capacity assessment, a Minnesota State mental health community of practice, and a culturally relevant and trauma-informed communication plan that can be adapted by colleges and universities for implementation, focused on access to campus-based resources, social belonging, and positive campus climate.
- » The Chancellor's fellow position has been extended to June 30, 2022 to complete this work along with providing assistance with legislative requirements focused on mental health.

FY2022 Activities

- » Development of a mental health needs and capacity assessment for college and university use, to be completed Summer 2022.
- » Launch of the mental health community of practice via Microsoft Teams containing a wide range of resources and providing a space for campus-based colleagues to share effective practices. The community of practice will launch in November 2021 with additional development and marketing in spring 2022. Participation goal of at least 100 individuals, with representatives from all 37 campuses.

- » Implementation of a culturally relevant and trauma informed communication plan designed to raise awareness of resources, reduce stigma, and create positive campus climates. Resources to be created in early spring 2022 and distributed to colleges and university by July 2022. Per legislation, campuses will implement the communication plan in fall 2022.
- » Implementation of a comprehensive mental health training program as required by the Legislature including implementation of a system-wide mental health first aid train the trainer program. Documents describing the program to be developed late fall 2021, implementation throughout the spring 2022 with training completed by July 2022. Target of 4 trainers per institution, resulting in approximately 150 trainers. Systemwide, targeting 1500 trained employee by end of FY23.
- » Inclusion of mental health self-assessment and resource links within the college and university basic needs web pages. The website development guide with links to be distributed in November 2021 with implementation in early January 2022. Per legislation, all campuses will complete this work by January 31, 2022.
- » Implementation of the RFP process for peer-to-peer mental health pilot programs. RFP document finalized late fall 2021, distribution to campuses in early spring 2022, proposal review in late spring 2022, pilot programs identified by July 2022. Targeting 2-4 pilot programs, with a total grant amount of \$200,000 over the biennium
- » Create resources for colleges and universities to share focused on mental health during orientation programs. An orientation presentation resource that can be adapted by colleges and universities to be created in late fall 2021 and distributed early spring 2022. Per legislation, all campuses will integrate these resources into their orientation programs for fall 2022.

Board of Trustees Engagement *(new actions in bold)*

- » A presentation to the Board of Trustees on mental health was provided prior to 2016 by ASA staff.
- » Update presentation will be provided at the January 2022 Board of Trustees meeting.

Expected Campus Engagement

- » Ongoing engagement with university counseling center directors and chairs group – Spring 2021-present
- » Ongoing engagement with college faculty counselors – Spring 2021-present
- » Shared updates within the SAO/SSAO monthly meetings
- » Shared updates with SSAO monthly meetings
- » Shared documents and communication with SSAOs and functional area leaders
- » Ongoing engagement within the mental health community of practice

Redesign Educational Delivery Model *(digital learning transformation)*

Academic and Student Affairs

Student Success and Equity, Technology Solutions

Description

- » Digital learning transformation accelerates through a shared vision of systemness (collective commitments/ responsibilities) and differentiation (distinctive missions and expertise)
- » Digital learning transformation needs balance between digital and physical learning and work environments, in alignment with institutional vision and value propositions
- » Digital learning transformation requires a digitally and culturally fluent workforce: faculty and staff who can engage students equitably and creatively
- » Digital learning transformation requires equitable digital access for students via connectivity, resources, and skills

Background

- » **FY2004 - FY2021:** Systemness successes in enterprise academic technologies, educational development, accessibility, and innovation
- » **FY2019 - FY2021:** Completion of campus self-assessments and improvement plans for online education, including faculty support, student support, and campus operations
- » **FY2020 - FY2021:** Educational (faculty and staff) development in culturally fluent online learning, academic equity, accessibility, scholarship of teaching & learning, and open educational resources
- » **FY2014 - FY2021:** Expansion of open educational resources and zero-textbook cost degree (z-degree) pathways
- » **FY2016 - FY2021:** Resources and community building to support innovation and collaboration

FY2022 Activities

Evaluate potential enterprise technology integrations and existing enterprise academic technologies with explicit attention to equity and digital accessibility

- » Establish RFP template requirements by April 2022 (co-lead with e-procurement and CIOs)
- » Establish and review RFP requirements for a Media Management Service by January 2022. Publish the RFP by March 2022
- » During the spring 2022 semester, a cohort of faculty members begin developing open course materials using an interactive content tool, H5P, to explore new models of delivering instruction online

Review the relevancy and currency of course delivery models and revise quality improvement benchmarks that intersect with accreditation processes

- » By May 2022, the Online Education committee of the ASA Technology Council will recommend a set of benchmarks that support digital learning to align with the Higher Learning Commission accreditation standards

In partnership with OEI, align educational development Equity 2030 goals and equity by design

- » Offer at least 100 webinars and 45 courses (3 new opportunities, including Equity 101 for deans)
- » Exceed 2000 registrations from 30-50 campuses

Evaluate educational development program effectiveness

- » Measure participant satisfaction and change in practice, leveled to specific opportunity (webinar, course) throughout the year
- » Share impact results in Spring 2022 and use for continuous improvement in FY23

Provide resources and space for innovation, collaboration, and equity incubation

- » Unify application process for innovation and multi-campus collaboration funding opportunities by November 2021 to minimize barriers to entry and increase number of applications by 10%
- » Implement 2-year award periods to support the launching of projects, implementation of the work, and intensive evaluation to decrease request for project extensions by 50% and improve confidence in results
- » Refine Equity 2030 integration into the application process (i.e. challenging applicants to create both equity-first projects and projects refined using the principles proffered by Equity 2030). This positioning will allow for guaranteed funding of three equity first projects, at minimum, to launch in summer 2022
- » Launch Institute for Innovating Toward Equity 2030 pilot program in summer 2021 (12 participants focused on 2 topical areas leading to 2 funded equity projects)
- » Issue institute invitations for participants in two equity-forward projects in spring 2022.

Advocate for and act to address digital equity gaps (internet connectivity) in partnership with U of MN and MDE

- » Partner with ITS and government relations in February 2022 to evaluate impact of and Minnesota State strategy to implement relevant elements of the Infrastructure Investment and Jobs act
- » Monitor Digital Navigator Program and Digital Equity Initiative (MDE)

Expand z-degree pathways and increase number of faculty using culturally fluent, accessible, zero-cost, and open educational resources (OER)

- » Save students over \$3,100,000 in course textbook/resource costs by fall 2022
- » Offer z-degree pathways at 9 colleges by fall 2022
- » Expand number of z-degree course options to 631 and course sections to 1,092 across the Minnesota Transfer Curriculum and within co-requisite and developmental education by fall 2022

Explore artificial intelligence in facilitated online discussion, digital accessibility, and student accommodation needs

- » By April 2022, the Learning Environment committee of the ASA Technology Council will publish the preliminary findings of student performance using an artificial intelligence assisted online discussions platform (Packback). These data will represent more than 25 faculty members from across 10 institutions impacting more than 2,000 students
- » By April 2022, the Accessibility Committee will share results of the Ally Blackboard proof of concept project with the ASA Technology Council

Board of Trustees Engagement *(new actions in bold)*

- » Minnesota State Digital Learning Transformation, June 2021
- » Minnesota State Digital Learning Transformation Update shared October 2021

Expected Campus Engagement

- » Share and discuss with Academic & Student Affairs Technology Council and its five standing or ad hoc committees– FY2022 (Sept, Nov, Dec, Feb, April)
- » Host Campus Academic Technology Team meetings with campus spotlight on digital learning transformation topics (100+ attendees every month since 2015) - monthly
- » Conduct over 100 webinars, 30 short courses and long courses through the Network for Educational Development– Fall 2021/Spring 2022/Summer 2022
- » Convene z-degree campus administrators to support progress - monthly
- » Conduct campus site visits with all innovators/ collaborators who received funding – Spring 2022
- » Host Teach Together Minnesota (educators convening by academic discipline to move forward culturally fluent digital transformation in their fields of study) –Spring 2022
- » Host Shark Tank Open (share proven and pitch promising innovations) – Spring 2022
- » Host Open Educational Resource (OER) showcase of faculty work – Spring 2022
- » Conduct Innovating Toward Equity 2030 Institute for faculty, staff, administrators – Summer 2022

Equity by Design

Office of Equity and Inclusion

Student Success and Equity, Data Democratization

Description

Equity by Design (EbD) is a methodology to understand and address disparities and move towards meaningful institution (system) wide multifaceted equity-minded practices.

Background

- » Provided an update to the Board of Trustees on concept and implementation plan – January 2020
- » Developed an Equity by Design strategy – Spring 2020
- » Launched Equity by Design including campus toolkit– June 2020
- » Convened kick-off with EbD teams from all 37 colleges and universities and 400+ faculty and staff – June 2020
- » During Fall 2020 continued to deliver systemwide trainings to 375+ attendees
- » In Spring 2021, delivered trainings and guidance and brought in national expert, Dr. Cia VerSchelden

FY2022 Activities

- » Reviewing Data Literacy with an Equity Lens – Fall 2021
- » Align the Governor’s Emergency Education Relief (GEER) grant with Equity by Design methodology – March 2022
- » Initial development of a train-the-trainer model for Equity by Design – March 2022
- » Environmental scan of campus teams on implementation and determine further consultation needs – Spring 2022
- » Funding established to support campuses in Equity by Design effort – June 2022
- » Expansion of Equity by Design for student affairs, advising, and enrollment management – Fall 2022

Equity Scorecard

Office of Equity and Inclusion

Data Democratization, Organizational Effectiveness, Student Success and Equity

Description

The Equity Scorecard is designed to develop awareness of equity gaps across varying measurable areas, with a specific focus on fostering institutional change through data-informed decision making to address disparities and close equity gaps as aligned with the goal of Equity 2030. The Equity Scorecard provides:

- » A comprehensive strategy to assess and improve institutional effectiveness;
- » A holistic and systematic strategy which spotlights and prioritizes race/ethnicity, gender, and socio-economic status as well as and other diversity dimensions indicating inequities for action planning;
- » A solid base of information for closing equity gaps along a multitude of areas within the academic enterprise.

The methodology is currently based upon providing a current snapshot of how the system and individual institutions are progressing through six Key Performance Indicators:

- » Student Success
- » Compositional Diversity
- » Employee Retention and Development
- » Supplier Diversity
- » Equity Strategy and Action (To be developed)
- » Campus Climate (To be developed)

Ultimately, the goal is to provide relevant data to assess the health of our colleges and universities with an equity lens and inform progress of the system in meeting the goal of Equity 2030 in eliminating academic gaps.

Background

- » **FY2021:** Equity Scorecard Workgroup Established
- » **FY2021:** 4 KPIs developed using available systemwide data:
 - 1) Student Success
 - 2) Compositional Diversity
 - 3) Employee Retention
 - 4) Supplier Diversity
- » Initial System Level Prototype Completed and Delivered July 2021 to system Office
- » Prototype reviewed by Board of Trustees, Leadership Council, and other stakeholders
- » OEI team received feedback and input on next steps and strategy on current and future KPIs

Activities and Progression Measures *(just for FY22)*

- » Scorecard roll-up release and subsequent workshops/trainings (Fall 2021)
- » Continue KPI Refinement and development (Fall 2021)
- » Work with IT to automate scorecard rendering (Spring 2022)
- » Publish Institution Level Scorecards – 1st Prototype (Spring 2022)
- » OEI Team Conduct On Campus Team Trainings towards action plans (Spring 2022)
- » Assist institutions with establishing goals and targets (Spring 2022)

Board of Trustees Engagement *(new in bold)*

- » Concept shared March 2021
- » Update shared October 2021
- » **Share Institution Scorecards Spring 2022**

Expected Campus Engagement

- » Shared and discussed with Leadership Council – September 2021
- » Share at Statewide meet and confers – Fall 2021
- » Share institutional scorecards- Spring 2022
- » Conduct 30 regional trainings – Fall 2021/Spring 2022
- » Determine institutional goals and targets- Spring/Summer 2022

Systemwide Campus Climate

Academic and Student Affairs, Office of Equity and Inclusion, Human Resources

Organizational Effectiveness

Description

- » Campus Climate refers to the experience of individuals and groups on a campus and the quality and extent of the interaction between those various groups and individuals. Educational researchers, Hurtado et al. (2008), describe campus climate as a part of the institutional context that includes community members' attitudes, perceptions, behaviors, and expectations around issues of race, ethnicity, gender identity, and other dimensions of diversity.
- » To align with Equity 2030 and Equity Scorecard Key Performance Indicator, the goal is to create a systemwide process of assessing campus climate and consultative process with campuses to create activation plans.

Background

- » OEI conducted an internal campus climate pilot (Spring and Fall 2019) with two campuses. There was mixed feedback on instrument and process which has resulted in resetting conversation and identification of new process to gather information.

FY2022 Activities

- » VCs of ASA/HR/OEI create framework (Nov-Dec 2021)
- » Socialize to Leadership Council and BOT (Jan.2022)
- » Initiate System workgroup across ASA/HR/OEI (Jan.2022)
- » Environmental Scan of climate surveys by individual campuses (Feb. 2022)
- » Creation of Survey Employee Engagement (April 2022)
- » Creation of Student Engagement (April 2022)
- » Determine campus administration (1/3 of campuses every 3 years) (May 2022)

Board of Trustees Engagement *(new in bold)*

- » Share framework - January 2022
- » Share survey results – summer 2022

Expected Campus Engagement

- » Share and discuss with Leadership Council – January 2022
- » Share at Statewide meet and confers – Winter quarter 2022
- » Convene individuals to participate in the system workgroup – Spring 2022

Enhancing Access to Data and Data Analytics

Academic and Student Affairs, Office of Equity and Inclusion, Information Technology

Data Democratization, Student Success and Equity, and Organizational Effectiveness

Description

- » At its core, data democratization refers to getting the right data about student experience and success into the hands of those faculty, staff, and administrators who can use that information to inform their practices and the necessary changes that are needed to ensure equitable outcomes for the students of Minnesota State.

Background

- » In June 2019, Minnesota State set a critical goal: By 2030, eliminate the educational equity gaps at every one of the 30 colleges and 7 universities that comprise the system. This effort centers the premise that the work must be evidence-based and data-informed.
- » To fully embed Equity 2030 as a day-to-day and year-to-year strategic priority, actors at every level – senior leadership at the system and campus levels, administrators such as Deans and Directors, managers and department chairs, faculty and staff must have access to relevant, data disaggregated into student sub-groups that allows them to identify equity gaps and evaluate whether actions taken to address them are having the intended effect.
- » Recognizing that to achieve the Equity 2030 goal everyone within the organization must be able to access data that identifies achievement gaps within the context of their own work and within their own business units led to the concept of data democratization.
- » In the summer of 2020, the Chancellor’s Fellows identified data democratization as a critical step in working with, understanding, and acting on student data to improve outcomes and eliminate equity gaps.
- » Both faculty and students, particularly those from historically deprioritized groups, have essential roles in adding context and interpretation to data patterns that match their lived classroom experiences.
- » Data security and responsible data use bound by ethics must be emphasized, but the desired goal of data democratization set off an intentional examination of system-level and institutional policies to ensure people have the information they need to identify, implement, and evaluate changes in their approaches to create more equitable outcomes.
- » Vice Chancellor’s Anderson, Dees, and Malcolm have been charged with operationalizing a data democratization framework for Minnesota State and developing the action steps outlined below to bring data democratization to fruition.

FY2022 Activities

- » Complete development of data democratization definition and framework approach by end of fall semester 2021.
- » Establish the necessary data sharing agreements across our colleges and universities by December 31, 2021.
- » Determine data governance oversight, including the necessary policy and procedure revisions, definitions of roles and corresponding security profiles, as well as process for reviewing and granting security access by January 31, 2022.
- » Determine and employ technical infrastructure for housing, accessing, and displaying data and make it available for use by June 30, 2022.
- » Delineate roles and responsibilities of system office and campus ITS and IR staff in developing maintaining and sharing data reports and tools in spring 2022.
- » Identify training needs and develop training in spring 2022.
- » Deliver training in summer 2022.
- » Review existing reports and data tools available and identify gaps in spring 2022.
- » Review for possible policy changes

Board of Trustees Engagement *(new in bold)*

- » Update presentation – March 2022

Expected Campus Engagement

- » Vetting of the framework with faculty, students, and staff through ongoing consultative structures including monthly meetings with the Chancellor and other venues of regular discussion and consultation including the Leadership Council and statewide meet and confer conversations.
- » Campuses will be critical in reviewing role descriptions and access needs, as well as providing approval of those roles to individual faculty, staff, and students so that appropriate security and access may be provided.
- » Campus administrators and staff will be engaged in defining data needs and identifying priorities for new report and tool development.

Workforce and Economic Development

Workforce and Economic Development

Workforce and Economic Development, Student Success and Equity

Description

- » Fall 2021, the Workforce and Economic Development unit was created which brought together staff, originally housed in Academic and Student Affairs, that includes: workforce development, strategic partnerships, continuing education and customized training, Centers of Excellence, the Multi-Regional Training Center, and Career and Technical Education/Perkins.
- » Larry Lundblad was named the Executive Director for Workforce and Economic Development for 12-month duration.

FY2022 Activities and Progression Measures

- Convene Leadership Action Team consisting of a small group of presidents to develop a set of recommendations to respond to the following charge: - April 2022 What opportunities will advance workforce and economic development at the campus, system, and statewide level to include but not limited to: Career and Technical Education, Pathways, and Non-credit instruction and training; how can we maximize current resources and identify/secure new resources; and at the system level what is the work that needs to be done to facilitate and support college/university efforts?
- Develop framework and associated structure focused on providing a unified, publicly visible presence in Minnesota's workforce and economic development ecosystem, and will serve as a gateway and connector to campuses for external employers, businesses, agencies, and organizations and support economic and workforce development efforts across the state.
- Priority areas for focus and plan to achieve include:
 - Raise visibility and prominence of Minnesota State workforce and economic development
 - Enhancement and expansion of Career and Technical Education, Career Pathways, and Work-based learning opportunities
 - Deepening and expansion of employer connections and state and federal policy makers
 - Strengthen and expand support for Adult Learners

Board of Trustees Engagement *(new actions in bold)*

- » Workforce and Economic Development framework presentation – March 2022

Expected Campus Engagement

- » Throughout the development process, engagement with presidents and campus leaders to help inform, test ideas, and provide direct feedback into the design

Recruitment and Retention of Faculty and Staff

Human Resources

Organizational Effectiveness

Description

- » Support and enhance the value and capacity of Minnesota State campuses and system to more effectively attract, retain, and develop a diverse and inclusive workforce able to meet the current and future educational needs

Background

- » Actively engaged faculty to identify and effectively advance strategies for attracting, hiring and retaining a diversity faculty and workforce. Established the State University Workgroup on Equity and Inclusion (SUWEI) with the IFO. (2018)
- » Actively engaged with campus HR and Diversity Officers to share and adopt recommended practices for recruitment and retention. Commissioned a committee of CHROs and CDOs from university and college sectors to review and recommend changes to system policy, procedures and practices to ensure a more inclusive approach to the search process to help achieve system-wide diversity and inclusion goals. (2019)
- » Established employee resource groups (ERGs) to provide employees with an enhanced sense of community, support opportunities to network with peers, to gain a stronger sense of belonging, and to experience mentorship opportunities. (2020)
- » Established Cultural Fluency Training sub-team of the Equity 2030 Advisory Team. Provided new cultural fluency training opportunities for faculty and staff, developed Equity 2030 messages intended for recruitment and new employee onboarding (2020)
- » Published the Equity Scorecard key performance indicators to assess equity gaps across 6 dimensions: 1) Student Success 2) Compositional Diversity 3) Campus Climate 4) Employee Retention and Development (2021)

FY2022 Activities

- » Update Faculty Recruitment & Search Process Online Toolkit(s) outlining recommended practices for recruiting program development for campuses, including policy and practice, sample language, best practices and professional development resources for key decision-makers & participants. Evaluate utility of the toolkit to effectively increase the diversity of candidate pools and new hires.
- » Identify and report key data related to demographic diversity and retention of faculty and staff as needed (e.g., EEO6 report, Equity Scorecard Compositional Diversity KPI, etc.). efforts to adopt the toolkit to enable evaluation of before/aftereffects in diversity of recruitment pools and hires.
- » Develop/update cultural fluency and competency professional development for Minnesota State employees, including: HR & administrative leadership (e.g., Deans, Provosts, etc.), staff involved in the hiring process, e.g., approval of search criteria, faculty related to culturally response and relevant pedagogy, and campus safety personnel.

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- » Effectively partner with internal and external stakeholders, particularly union leaders to effectively advance strategies for attracting, hiring and retaining a diverse faculty and workforce. Leverage existing networks such as the Higher Education Recruitment Consortium (HERC) and the National Association of System Heads (NASH)
 - » Increase collaboration of hiring managers and search committees with campus affirmative action officers
 - » Develop a unified systemwide campus climate approach and monitor campus climate and employee engagement
 - » Evaluate adjunct hiring process to increase opportunities for hiring, selection, and retention of diverse faculty
 - » Establish a systemwide exit interview process

Board Of Trustees Engagement *(new in bold)*

- » Deliver an annual presentation on employee demographics – June
- » Annual join Board presentation: Workforce and Organizational Effectiveness and Diversity, Equity and Inclusion committees – June 2022

Expected Campus Engagement

- » On-going and frequent collaboration among campus and system leaders will be needed to recruit and retain the diverse and effective workforce needed to address educational disparities and to examine the practices, structures, policies and culture that may inhibit our progress towards educational equity.

Human Resources Shared Services

Human Resources, Internal Audit

Organizational Effectiveness

Description

- » Build a sustainable and effective shared service model for the on-going delivery of human resource (HR) and payroll transaction services across the Minnesota State.
- » Delivering HR and payroll transactions in a shared service model strengthens Minnesota State's internal control environment, mitigates risks, makes us more resilient, and accelerates adaptation to changes in response to emergencies, new legal requirements, policies, procedures, contract modifications, systems and technologies. Furthermore, a shared service model facilitates the potential transition of institutional HR staff from transactional processing activities to focus on more strategic work on campus.

BACKGROUND

- » Launched Faculty Workload Management (FWM) application - an ISRS web application used primarily by Academic and Student Affairs, Human Resources and faculty to review instructor workload details, and approve and process payments to faculty (2016).
- » Initiated Phase 1 of HR-TSM project with transition of faculty transactions from campuses to one of four regional service centers (Jan 2017)
- » Completed Phase 1 and initiated Phase 2 of the HR-TSM project with transition of remaining staff and classified employee transactions to the service centers (Jul 2018)
- » Completed Phase 2 and Phase 3 of the HR-TSM project with transition of payroll transactions and reconciliation (Jul 2019)
- » Realigned service center structure from four (4) regional centers into one service center with a distributed workforce to improve service operations and accountability (Jan 2020)
- » Internal Audit published HR-TSM Advisory Project report with further recommendations for improved governance, service operations and process standardization, accountability frameworks and evaluating alternative approaches (Nov 2020)
- » Reconstituted HR Service Center Governance, establishing the "HR Shared Services Advisory Group" and "Shared Services Continuous Improvement & Operations Group" (Jan 2021)
- » Designed alternative HR shared service delivery model offering campuses the option to resume processing teaching faculty transactions on campus or continue full-service model (Jul 2021)

FY2022 Activities

- » Convene the HRSS Advisory Group bi-monthly to serve as a key resource to the Vice Chancellor and service center for assessing risks, improving operations, strengthening partnerships, evaluating alternatives and positioning HR Shared Services for long-term sustainability.
- » Establish, formalize, update and disseminate common business practices for service center staff and institutional personnel via an on-line, accessible document repository to promote consistent process standardization across all HR and payroll transactions. Maintain a formal training and onboarding program for individuals involved in HR and payroll processes across Minnesota State.
- » For campuses resuming responsibility for teaching faculty transactions, HRSS leadership will meet with campus HR to review request form and then to develop an individual transition plan. Develop and implement a periodic self-assessment for campuses performing faculty transaction work to ensure proper oversight and quality management.
- » Conduct bi-annual customer service satisfaction surveys and develop corresponding action plan.

Financial Allocation Review and Financial Monitoring

Finance

Organizational Effectiveness

Description

- » Form a new standing advisory group that includes college and university leaders in Finance, Academic Affairs, Student Affairs, Enrollment Management, and Equity and Inclusion that is charged with review of the allocation model, tuition and fee policy, and finance-related policies and procedures.
- » Better align the allocation of financial resources with the system's strategic priorities.
- » Review finance policy and procedures with an equity lens and with an increased focus on student success instead of just from a finance operational perspective

Background

- » The TAC (Technical Advisory Committee) served as an advisory workgroup for the maintenance and review of the allocation model from 2006-2019. The last substantial changes to the allocation model were implemented in fiscal year 2018.

FY2022 Activities

- » Created charter for the Finance Resource Allocation and Policy (FRAP) group and presented it to Leadership Council – Spring 2021
- » Called for Campus Nominations to the FRAP group – Fall 2021
- » Will provide orientation and training sessions to FRAP group members of the allocation model, student success data, and finance policies
- » Review and recommend changes to the financial indicators in System Procedure 7.3.16
- » Review and analyze the student success component of the allocation model and then recommend adjustments

Board of Trustees Engagement *(new in bold)*

- » Present revised financial indicators to the Finance Committee in Calendar Year 2022 as part of revising System Procedure 7.3.16
- » Seek approval of changes to the allocation model for the FY2024-2025 biennium

Expected Campus Engagement

- » FRAP composition will include campus leadership from Finance, Academic Affairs, Student Affairs, Enrollment Management, and Equity and Inclusion

NextGen Implementation

Information Technology, Finance, Human Resources, Academic and Student Affairs

Technology Solutions, Data Democratization, Student Success and Equity, Organizational Effectiveness

Description

- » NextGen is the Minnesota State project focused on creating a new technology landscape to support students, faculty, and staff at our 37 state colleges and universities across Minnesota. In November 2020, Workday was selected as the vendor for the new ERP/SIS. The project is projected to be completed in 2027.
- » Implementation for the Finance and Human Resource modules began 2021.

ACTIVITIES and PROGRESSION MEASURES (just for FY22)

- » **Throughout 2021-22:** OCM to Conduct TMT tours with every Minnesota State Campus (will allow OCM to engage and develop a deeper connection with the members of different institution TMTs)
- » **Jan 2022 – March 2022:** Configuration 2 Build & Review - Larger college and university user group reviews will be conducted during Configuration 2 in the Spring of 2022.
- » **March 2022:** Conduct Configuration Playback sessions - Configuration Playback Sessions are an opportunity for the Minnesota State project team members to showcase business processes in Workday to the Minnesota State community. While we have SMEs from various institutions on the project team, we're relying on configuration playbacks as a forum to collect feedback from larger user groups.
- » **May 2022 & Nov 2022:** Conduct Readiness Assessments - NextGen Readiness Surveys provide the opportunity for Finance, HR, and IT staff to provide critical feedback on what is working (and what is not) during the transition to Workday
- » **May 2022:** Complete End-User Training Curriculum - Outline the Training Curriculum including:
 - Course Name/Topic
 - Delivery Channel
 - Duration
 - Audience
 - Course Description
 - Learning Objectives (Extend End-User Curriculum currently due July 7, 2022)
- » **Ongoing:** Continue Sustainment Planning to put together sustainment organization
- » Build pre-planning document for Student
- » Build transition plan for ISRS
- » Additional data clean-up needs may be identified throughout the various configuration cycles

Board of Trustees Engagement *(new in bold)*

- » Drive leadership alignment through timely decision making
- » Participate in key discussions around enabling commitment and buy-in of NextGen and the “why”
- » Encourage collaboration and accountability among Minnesota State leadership
- » Receive presentation updates throughout the year

Expected Campus Engagement

- » Presidents, Transition Management Teams (in support of Organizational Change Management)

Expansion of Philanthropic Efforts to Support Student Success

Marketing and Communications

Student Success and Equity

Description

- » Identify relevant funding opportunities from national and regional funding organizations to expand student basic needs services and scale them systemwide
- » Initiate new relationships or further develop existing relationships in order to increase/elevate Minnesota State's presence and relevance to large private national and regional funders

FY2022 Activities

- » Created and obtained "mapping" of existing system office leadership and divisions' relationships with organizations where they represent Minnesota State
- » Conducted initial research on organizations that fund basic needs services
- » Engaged in soft-selling initiatives to two national foundations and two regional foundations
- » Submitted Letter of Intent to one national funder for two initiatives
- » Submitted one application to a regional funder

Remainder of FY2022

- » Identify and apply for two grant opportunities from large private national or regional funders
- » Finalize Minnesota State value proposition as it relates to addressing and meeting student basic needs
- » Determine if there are targeted engagement opportunities that the Chancellor may want to pursue from the "mapping" of existing relationships or other ways to elevate Minnesota State's presence

Board of Trustees Engagement *(new in bold)*

- » Presentation on status of efforts – March 2022

Expected Campus Engagement

- » Presidents and Foundation Leadership are being consulted while developing overall approach

Advancing Enterprise Risk Management Model

Enterprise Risk Management Steering Committee

Organizational Effectiveness

Description

- » The objective of the Minnesota State Enterprise Risk Management (ERM) program is to create an organizational-wide approach to risk management to provide visibility into risks and opportunities. To achieve this objective, colleges and universities must establish a standard, ongoing process of risk management.
- » ERM is an on-going process that includes implementing regular and periodic evaluations to help inform decisions and strategic planning, and reinforce the significance of risk mitigation, risk management, and the achievement of opportunities.
- » The system office has an ERM process in place to identify, assess, control, monitor and report risks and opportunities which are informed by colleges and universities. The intended outcome of the ERM expansion to campuses is to drive additional value and provide assurance that the most significant risks are identified with mitigation strategies at the system and campus level. The system office ERM process and the institutions' processes will inform one another to create an all-inclusive approach to risk management.

Background

- » **FY2019/2020:** The system office's ERM Steering Committee conducted a campus ERM pilot assessment project. As part of that project a set of tools, templates, and other resources were developed to facilitate the expansion of ERM to the campuses. This work was facilitated by Internal Auditing.
- » **FY2021:** The system office ERM Steering Committee defined the expectations and timeline for expanding ERM processes to the campuses.

FY2022 Activities

- » Campus framework developed with input from the ERM Steering Committee and the Leadership Council Executive Committee and refined with Leadership Council feedback.
- » College and university ERM adoption plans are submitted and reviewed by the system office ERM Steering Committee.

Board of Trustees Engagement *(new in bold)*

- » Introduction of implementation plan and timeline - TBD
- » Updates shared during annual discussion at Board retreat – September 2022

Expected Campus Engagement

- » Initial plan shared with Leadership Council – January 2022
- » Conduct introductory training – February 2022
- » Colleges and universities submit their ERM adoption plans – TBD