

MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES STUDY SESSION
JUNE 18, 2014
MCCORMICK ROOM
30 7TH STREET EAST
ST. PAUL, MN

Present: Chair Clarence Hightower and Trustees Margaret Anderson Kelliher, Duane Benson, Alexander Cirillo, Cheryl Dickson, Dawn Erlandson, Philip Krinkie, Alfredo Oliveira, David Paskach, Maria Peluso, Thomas Renier, Elise Ristau, and Chancellor Steven Rosenstone

Absent: Trustees Ann Anaya, Louise Sundin, and Michael Vekich

Update on Implementation of Charting the Future for a Prosperous Minnesota

Convene

Chair Clarence Hightower convened the study session at 12:30 pm, and invited Chancellor Steven Rosenstone to introduce the update on the implementation of *Charting the Future for a Prosperous Minnesota*.

Background and Introduction

Chancellor Rosenstone commented that at the January Board of Trustees meeting he shared a plan for implementing the recommendations in *Charting the Future for a Prosperous Minnesota*. The board had approved the report in November 2013. The implementation plan has been refined and improved because of trustees' suggestions at the January meeting. The board also indicated that it wanted engagement and oversight of the implementation to occur during board study sessions so that the full board could monitor progress and offer counsel. Chancellor Rosenstone reported that following the January board meeting, implementation began and it is very much on track.

During the study session, trustees will hear about the eight implementation teams that will turn the *Charting the Future* recommendations into actions. These are campus-led efforts with 86 percent of the participants coming from our colleges and universities. Members from every bargaining unit and student association plus additional subject matter specialists serve on each team. Each team has a detailed charter, a suggested workplan, timeline, background reading, and an initial strategy map. A steering committee is responsible for monitoring progress, ensuring coordination across the teams, and sustaining momentum. The first meeting of the steering committee was last week. There is also an organizational capacity team to assist the implementation teams and steering committee.

Chancellor Rosenstone reflected on why we are doing this. He recalled that at the September 2011 Board retreat, he and the board first discussed the idea of a new strategic framework for which MnSCU would make three commitments to the people of Minnesota.

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

These three commitments grew out of listening sessions that Chancellor Rosenstone attended at 29 colleges and universities where he met with more than 1,000 faculty, students, and staff as well as local community members, businesses, and labor groups.

The board took up the strategic framework at its January 2012 meeting and unanimously adopted these three commitments. Presidents initiated projects on their campuses and the Leadership Council discussed implementation strategies at their meetings. By the summer of 2012, it became evident that there were some challenges that were threatening our ability to deliver on this framework. Chancellor Rosenstone prepared nine short papers on the challenges that were the focus of the board's 2012 retreat. The papers covered topics such as

- longterm population trends in the state;
- the growing need to serve students who come from communities that have been traditionally underrepresented in higher education;
- changes in technology that affect how students learn;
- the changing nature of work and what it means to prepare people for work and jobs in careers;
- increased competition that did not exist when the system was founded in 1995; and
- funding shifts which continue to threaten quality, access, and affordability.

It became evident at the board retreat that we needed to develop strategies to address these challenges, which threaten our ability to deliver on the commitments in the Strategic Framework.

The next step was to create three strategic workgroups to engage students, faculty, staff, and trustees in thinking about the:

- Education of the Future
- Workforce of the Future
- System of the Future

The groups met and issued a draft report in June 2013. Over the next four months, extensive consultation occurred with each of the five bargaining units and the two student associations. The Leadership Council and the Board of Trustees spent much of their time at their September retreats on the draft report, giving feedback on how things might be changed or improved. There were 108 listening sessions around the state involving 5,400 students, faculty, and staff who had valuable suggestions for improving the draft. The strategic workgroups reconvened in October 2013 and made substantial revisions to the draft, drawing upon the substantial input and suggestions received throughout the summer and early fall. The final report, *Charting the Future for a Prosperous Minnesota*, was reviewed by the board in November 2013. The board unanimously adopted the report and its six recommendations to increase access, affordability, excellence, and service by forging deeper collaborations among our colleges and universities to maximize our collective strengths, resources, and talents of our faculty and staff. These six recommendations are the steps we must take to meet the challenges that stand in the way of our ability to deliver on the commitments to Minnesota in the Strategic Framework.

Chancellor Rosenstone continued that the second point of reflection is that *Charting the Future* is already having an impact. Many more people than could be accommodated wanted to serve on the implementation teams. To keep the teams agile, they needed to be kept at a size that could be

convened and get the work done. Those who wanted to be part of this endeavor will have many more opportunities to engage in the effort over the months ahead. The other point is that *Charting the Future* ideas are beginning to bubble up all over the system. Seven hundred unique visitors have visited *Charting the Future*'s website since April and 60 very thoughtful suggestions have been submitted to MyIdeas@so.mnscu.edu and been passed on to the implementation teams.

Chancellor Rosenstone commented that over the past month he has met individually with each president and he has learned that every campus has new initiatives to form deeper collaborations with other colleges and universities to maximize the collective strengths of our faculty and staff. New ideas are popping up about advising, information technology, curriculum development, customized training, sharing in the use of facilities, and many other areas. The to-do list for the Campus Service Cooperative grows almost daily. At the Steering Committee meeting last week, another idea surfaced from Earl Potter, president of St. Cloud State University. He is creating a *Charting the Future* implementation team on his campus involving all stakeholders so they can start receiving the ideas coming from the work of the implementation teams. There is a high degree of engagement, sense of ownership, and an understanding that it is not the system office but students, faculty, and staff from our colleges and universities that will chart our future.

Update on Implementation

Chancellor Rosenstone reintroduced Jaime Simonsen, system director, who is helping to lead the implementation effort. Ms. Simonsen managed the 55 employer listening sessions held across the state in the spring and summer of 2012. She also worked with the Itasca Group to launch 20 pilot studies that are in the field right now and coming out of the field at the end of the month – studies designed to better align our academic centers with workforce needs. Before joining the system office, Ms. Simonsen worked at North Hennepin Community College in a variety of roles including enhancing services to meet the needs of adult learners.

Ms. Simonsen's presentation focused on the progress that has been made on *Charting the Future* and what the next few months would entail. She was joined by Sue Collins, president of the Northeast Higher Education District, who is convening one of the implementation teams. Ms. Simonsen referred to a PowerPoint presentation throughout her comments. The presentation can be viewed at: <http://www.mnscu.edu/board/materials/2014/june18/bot-study-charting-presentation.pdf>.

Ms. Simonsen reported that of the eight implementation teams, four teams launched in the spring have already met once and some have met twice. They are:

- Student Success
- Diversity
- Comprehensive Workplace Solutions
- System Incentives and Rewards

In the fall, the remaining four teams will be launched.

- Academic Planning and Collaboration
- Competency Certification and Credit for Prior Learning
- Educational Technology
- Information Technology Systems

The implementation teams are supported by the Steering Committee made up of convenors, bargaining units and student association appointments, and vice chancellors. The Steering Committee will meet quarterly to provide support and ensure coordination across the implementation teams. The Steering Committee met for the first time last week. The Organizational Capability team is made up of 23 talented individuals whose primary role is to provide direct support to the implementation teams. The majority of the individuals come from our colleges and universities and the members have either volunteered, been nominated, or were appointed by their presidents or bargaining associations. Between presidents, deans, chief academic officers, chief diversity officers, registrars, faculty, and students, we have representatives from every college and university. In fact, 86 percent of the members of the implementation teams are from our colleges and universities. Ms. Simonsen thanked the members of the implementation teams, Steering Committee, and Organizational Capability team who were in the audience and she invited them to stand and be recognized.

Ms. Simonsen continued that each team will be asked to address the following question:

How will we implement the recommendations of Charting the Future in ways that will enable us to work together to strengthen all colleges and universities, improve student success, access and affordability, and advance the prosperity of communities across the state?

The six recommendations in *Charting the Future* serve as the guiding principles for each team. Each team will have a starter list of strategies pulled directly from the report, but teams may add and amend them as necessary. Each team is responsible for designing and recommending a set of initiatives to ensure the success of each strategy. The implementation teams have been charged with a list of responsibilities such as consulting with college and university stakeholders early to co-develop strategies and initiatives. Teams will identify cross-cutting issues that may require consultation or alignment with another team. For example, both the Student Success and Diversity teams have identified areas that intersect and they have already discussed how they can stay connected and work together. To support the teams we have developed a crosswalk that identifies potential inter-independencies between teams as a place to start. In addition, both convenors and the Organizational Capability team will discuss potential cross-cutting issues on a monthly basis. The Steering Committee will discuss and focus on this area on a quarterly basis.

Teams also have decision making authority. Teams are empowered to make decisions on the design of the strategies and initiatives as well as the prioritization and sequencing. They can also propose policy changes and work actively and in cooperation with the teams that drive that work forward. The implementation teams will also follow a set of guiding principles as they develop strategies and initiatives. They are a part of each team's charter, in addition to the norms, and how they work together.

Ms. Simonsen noted that there is tremendous confidence in the progress we are making and the approach we are taking. Spring teams will spend the majority of the summer focusing on and understanding what good work already exists at our colleges and universities and what new possibilities we might imagine. An important point to share is that no decisions will be made over the summer as a response to a concern of our students, faculty, and staff. All of this will lead up to an intense period of feedback in the fall semester. This will be a critically important time to test

possible initiatives from the spring teams with students, faculty, and staff, with the goal of identifying initiatives in the late fall. Teams launching later in the fall will follow a similar pattern of conversation with their intense period of feedback beginning in the spring semester. Prior to the fall team meetings, we have committed to both student associations to take a step back in partnership with them and assess how the teams are working. In addition, we want to make sure that both spring and fall teams are in synch with each other and are being intentional with planned conversations once a semester. This effort is part of a broader Bill and Melinda Gates Foundation network of higher education institutions across the country that are undergoing a similar change process. This is a network we hope we can learn from and share with throughout our journey.

Stakeholder engagement will be a cornerstone of the implementation teams' efforts. The main concept to highlight is that there will be two-way communication. Teams will generate ideas with input from various stakeholders and consult with stakeholders in the refinement and prioritization of those ideas. Some of the mechanisms for stakeholder engagement include focus groups, surveys, and the Steering Committee. Beginning in the fall semester, the first wave of teams will have an opportunity to share and collect feedback and ideas on their best thinking from the summer. We are committing to hold a session at each college and university, totaling 40 campuses to allow our community to provide feedback on strategies and initiatives from the teams. In the past few weeks, we have begun to receive feedback on this plan from presidents, chief academic officers, chief student affairs officers, and key communicators. The feedback so far has been positive. This is one opportunity to hear from students but not the only way so we look forward to working with the student associations to develop additional mechanisms to gather their input. Ms. Simonsen noted that a guiding principle of this work is that it is campus led.

She turned to President Collins for her comments. President Collins is the convener of the Comprehensive Workplace Solutions implementation team. She is excited to lead this effort as the Northeast Higher Education District went down a path a year ago to reorganize its continuing education and customized training (CECT) division. She reported that her team is excited to work on what CECT can look like throughout the system. As a convener, one of her roles is to provide organizational structure to the team's work. We have already discussed and revised the guiding principles a bit, as well as the charter and definitions associated with CECT. We are also working closely with subject matter experts who can describe to us the current state of CECT so we know the springboard for our work. Another role is to provide research and data. We also want to implement a set of learning sessions so we can talk about what innovation in this arena is really like and who the drivers of innovation in the nation are. Another important role is to make sure that all voices on the team are engaged and heard and we worked hard on this at our first meeting. President Collins also shared that she serves as the team's barometer of understanding and comfort level in terms of its progress and encourages tangible strategies and initiatives to help drive positive change in this arena. There is powerful enthusiasm around change and we are not afraid to talk about difficult issues. There is a real interest in moving towards collaborative approaches and solutions.

Ms. Simonsen invited campus leaders to share their insights.

Pakou Yang, interim vice president of academic affairs, Century College, is a member of the Student Success implementation team and is one of the subject matter experts. The team has met twice so far, has had good discussions, and finalized its charter. The next meeting will be about definitions and measures of student success, as well as the literature and best practice models of

student success. She is most excited about two things concerning being on the team: first, the team agreed that student success is at the core of all of the work our institutions are doing and our work is very important; second, the teams are very diverse which brings different perspectives to the work we are doing. The biggest opportunity for this team is that we have an opportunity to increase the success of all students across the system.

Rick Straka, vice president of finance and administration, Minnesota State University, Mankato, is a member of the System Incentives and Rewards implementation team. He said that he is excited to view the present systems and future opportunities from multiple viewpoints. The team's discussions have been very open and consensus-based. He is also excited for the opportunity to review and perhaps reset both the financial and non-financial incentives and rewards that we have in our system today, and to look forward and identify how we may incentivize and reward collaboration that enhances our system's Strategic Framework and institutional missions and focuses on student success. He added that he is looking forward to hearing what is working nationally that fits our Strategic Framework and our systems, and what leads to helping students achieve their dreams.

Mary Sam, director, Diversity, Equity, and Tribal Relations, Central Lakes College, is a member of the Diversity implementation team. She thanked the board for the opportunity to use her skills as an administrator and collaborator on the team. She noted that the team's motto is "Imagine an educational system where no barriers exist for our students and employees and communities." The team needs to create strategies to support systemic change where diversity work becomes practice and where every employee in the system says we are doing this because it is the right thing to do and not because we have to do it. The team is going to draft and create strategies that align with K-12, business, and industry because these connections have to be at the table to inform our work to impact the achievement gap. We will create strategies that complement and support the MnSCU Diversity and Equity Plan, the American Indian Strategic Plan, and the Affirmative Action Plan. The team wants to create strategies that donors and foundations will want to invest in; and training for every employee, administrator, and president on what cultural competency and anti-racism mean. We want to create strategies that engage all students. Creating and expecting a system that creates equity, access, and success for all of our students, whether they are first-generation; low-income; students of color; American Indian; those who are disabled; women; the LGBT community; the elderly; all protected classes. Imagine a MnSCU system without barriers.

Kevin Parker, student representative of the Minnesota State College Student Association and a student at Anoka-Ramsey Community College, is on the Comprehensive Workplace Solutions implementation team. Mr. Parker is excited to represent students. He expressed his appreciation of the system's history of shared governance and student consultation, and the board's appointment of Dr. Kent Hanson as president of Anoka-Ramsey Community College and Anoka Technical College. The work on the mission statement is exciting and his favorite part is to provide students, businesses, and trade organizations access to information on our shared portfolio of workplace training solutions by developing a user-friendly, single point of entry, web-based mobile application. The more accessible information is for all those involved, the greater our success in addressing our student needs, employer needs, and our swiftness of response.

Matthew Hatle, student representation of Minnesota State University Student Association and a member of the Comprehensive Workplace Solutions implementation team, is a student at Metropolitan State University. He is excited by the welcoming atmosphere and tone created by

President Collins and the inclusion of student involvement. The focus is on students, and everyone on the team wants to help place students in their chosen careers. The committee is listening and bringing in outside sources, including hearing from students in the liberal arts, trades, businesses, and everything that the system offers. Mr. Hatle also said that he is excited for his alternate, Mary Bennett, to be involved, since she has experience in both the two-year college and four-year university. He looks forward to the team's work over the next several months.

Shahzad Ahmad, director, Multicultural Student Services, St. Cloud State University, represents the Minnesota State University Association of Administrative and Service Faculty on the Diversity implementation team. As past president of MSUAASF, his colleagues selected him and he is honored to serve on this team. He noted that the themes expressed by today's speakers are their excitement, common hope, and enthusiasm to do the important work that *Charting the Future* represents. For him, it is an opportunity to imagine the future for our system, students, future employees and everyone who is going to help move the economy of this state. The reality is that we have to imagine that the future generation will not be dealing with the issues we are dealing with because board rooms will be on one continent and manufacturing is on a different continent and vice versa. That will be the norm and we have to prepare students to move beyond just defining what diversity to being part of that environment where they understand and where they have the skills, passion, and compassion to be part of that environment. It is his hope to engage not just ourselves but also our constituents as well as students, faculty, and staff all over the system to discuss what diversity means for them and for the future. If we can accomplish this then we will make a lot of progress.

Kim Lynch, dean, Science, Engineering, Math, and Computer Networking for the two campuses of Anoka-Ramsey Community College, has also had multiple roles in the system including instructor of English, dean of innovative teaching and learning, chief information officer, parent of an enrolled student, and as a student herself. She is honored to be a support team member for President Collins and the Comprehensive Workplace Solutions implementation team. She is excited about this opportunity because she sees an urgent need for action. She has realistic hopes that this effort will succeed. The need is clear, as Chancellor Rosenstone has frequently articulated. For example, we not only need to partner with state employers but also with one another in the system. *Charting the Future* is comprehensive and inclusive across all institutions and stakeholders and it is structurally transparent. Eight teams are working independently and interactively, recognizing that meaningful change efforts are interconnected. Progress is communicated deeply and broadly at every step along the way because of an intentional engagement plan and an energetic engagement team. It is extremely well organized. When urgent need is partnered with realistic hope, she wants to be personally involved as much as possible, and she heard that from others present today.

Chancellor Rosenstone thanked all of the presenters. He said the words that come to mind are excitement, vitality, openness, passion, and possibilities. For him the biggest change over the past four months as we begin to chart the future is a great willingness to step back, let the teams do their work, and put great trust in our colleagues – students, faculty, staff, subject matter experts, and others around the system – to figure out where we need to go together.

Board Discussion

Chair Hightower invited trustees to make comments or ask questions. Trustee David Paskach commented that he has been on the board for twelve years and that this is one of the best introductions to an initiative that he has seen since he has been a trustee. He has always wished that the change that the system needs to make would be done in an intentional and organized way, and he is extremely encouraged by this change effort – which almost makes him want to reapply for another term on the board. He hopes that the teams will feel as empowered six months from now as they feel and expressed today.

Trustee Cheryl Dickson thanked Ms. Simonsen and the presenters for their work. Trustee Alfredo Oliveira wished the students well and urged them to continue to voice their opinions. Trustee Alex Cirillo urged the team members to remember that they were not there as individuals but as part of a network, and he urged them to bring their network to the teams because that network will be important when we get to the execution phase. Trustee Duane Benson also thanked everyone for their comments and he encouraged them to make sure that the process was well-documented, because the information could be valuable for future change efforts.

Chancellor Rosenstone thanked Jaime Simonsen for her leadership and the 144 people across the state for serving on the implementation teams. He added that he looked forward to working with board leadership for a deeper understanding of ways the board might want to engage and provide counsel. He also invited the board to share with him their reflections on this study session.

Adjournment

Chair Hightower adjourned the study session at 1:25 p.m.

Ingeborg Chapin
Secretary to the Board