

**Minnesota State Colleges and Universities**  
**Board of Trustees**  
**Charting the Future Study Session Notes**  
**January 24, 2017**

**Present:** Chair Michael Vekich, Trustees Basil Ajuo, Elise Bourdeau, Alex Cirillo, Jay Cowles, Dawn Erlandson, Bob Hoffman, Jerry Janezich, Roger Moe, Rudy Rodriguez, Louise Sundin, Cheryl Tefer, and Chancellor Steven Rosenstone

**Convene and Introduction**

Chair Vekich called the study session to order at 1:02 pm.

Chancellor Rosenstone discussed the roadmap that was shared with the board in November 2016. The roadmap was shared widely for consultation. He mentioned two concerns regarding the urgency to move forward: first, the tremendous workload that the presidents are under, and second, the transition of the chancellor.

Chancellor Rosenstone identified elements of the implementation plan that are currently underway. Presidents identified four items from the financial sustainability road map that they could get started on right away. Each president has identified and added a set of priorities for their work plan. At the system level, there are things that can be done this summer: persistence and completion meta-analysis of practices, sharing of best practices on management of curriculum and use of space, college foundation development and capacity building, and collective bargaining efforts. Two items on bargaining were referred to the board: the compensation strategy that the board would like to use and strategies by which faculty and staff can serve students at multiple institutions.

There were no questions or comments from the trustees.

**Charting the Future**

Chancellor Rosenstone introduced the Charting the Future board study session.

Ron Anderson, Vice Chancellor for Academic and Student Affairs, Barbara MacDonald, President, North Hennepin Community College, and Scott Olson, President, Winona State University, presented the Charting the Future quarterly report to the board.

President McDonald shared the background of the work of Charting the Future, reviewing the work that has occurred to date, including the work of the implementation teams, Leadership Council, colleges and universities, and divisions.

**Work Plan Status**

Vice Chancellor Anderson reviewed the progress on the FY17 work plan noting that work is progressing as expected at mid-year. President Olson provided an update on the progress of the colleges and universities across Minnesota State on the initiatives presidents are

responsible for leading. The colleges and universities are at the midpoint of each of the initiatives that presidents are responsible for in the FY17 work plan. Vice Chancellor Anderson reported on progress for initiatives led and/or supported by the vice chancellors. All initiatives have made significant progress and are at the midpoint for the work to be done through FY17.

### **Example of Efforts – Transfer Pathways**

Ben Weng, math faculty, Metropolitan State University, and Bill Heider, math faculty, Hibbing Community College, introduced the topic of mathematics transfer pathway development. Mr. Heider identified a major concern in relation to mathematics degree pathways. Specifically, students do not have a clear understanding of the pathways to pursue four-year degrees in mathematics fields. The faculty developing the transfer pathway focused on this as they began to develop the transfer pathway in mathematics. The plan will ensure that students have a clear pathway to transfer to a four-year mathematics degree within the Minnesota State system, while saving time and money. The positive improvements greatly benefit faculty and students, as partnerships between all of the campuses ensure that students can transfer seamlessly among our colleges and universities without wasting any money or time.

Another issue that the pathway teams are working to resolve is that liberal arts students tend to be unsure which mathematics courses to take in preparation for transfer to a four-year degree in a liberal arts-related discipline. The pathways ensure that students pick the correct math course for the major they are pursuing. This leads to less time and money spent on credits that are unnecessary.

Linnette Manier, elementary education faculty, Normandale Community College, and Peg Ballard, elementary education faculty, Minnesota State University, Mankato, introduced the topic of elementary education transfer pathway development. Vice Chancellor Anderson highlighted the difference between the work occurring on this pathway versus the mathematics pathway. Ms. Ballard referred to the over 300 industry competencies that needed to be met as they built the elementary education pathway. The faculty identified which competencies should be met at the two-year and four-year levels.

Minnesota State supplies over five hundred elementary education teachers annually, one-half of the total entering the profession in Minnesota. The colleges and universities want to supply more. This pathway will help to do that by marketing a pathway that allows for a stacked credential that moves seamlessly from the two-year college to the four-year university. This pathway also may lead to an increase in the diversity of Minnesota's teachers. Currently, 3.5 percent of Minnesota's teachers are teachers of color. The pathway builds in critical components that are necessary to help prepare students for testing specific to the education field.

As is the case with mathematics and liberal arts, the cost savings that come from building a more efficient pathway to degree allow for a reduction in unnecessary credits, saving time and

money. In addition, there will not be as many obstacles in the way for students to transfer between colleges and universities in all areas with a transfer pathway.

Chancellor Rosenstone highlighted the scores of faculty working across the state to complete 30 pathways, which affect about two-thirds of students who are transferring across Minnesota State. This has involved faculty, academic advisors, students, Associate Vice Chancellor Lynda Milne, and others who have been doing a tremendous amount of work. At the forefront is the cost savings to students and building financial sustainability for our colleges and universities.

Trustee Erlandson mentioned developmental education in math. She asked if the math faculty are working with other faculty to ensure students are better prepared in math for whatever field they are pursuing. Ms. Manier mentioned that they are looking at the Accuplacer assessment to ensure it is the right tool. Mr. Heider also discussed alternative placement options beyond the Accuplacer, looking at multiple paths to get into college level coursework. The Shared Learners Outcomes committee of two and four-year math faculty are currently working on developmental math issues. Specifically, they are looking at content and prerequisites for possible redesign. Mr. Wen brought up the wide array of math options available to students pursuing various fields or disciplines at Metropolitan State University. Liberal arts math classes have been redesigned to meet the needs of liberal arts students and provide them with the education in math that they need so they are prepared to enter the workforce in their field.

### **Next Steps**

Vice Chancellor Anderson mentioned the interconnectedness of all of the work that is being done within Charting the Future. The theme that remains at the forefront is how we prepare and plan our work differently and the impact that it has on our students. He reiterated the commitment to completing the work in the FY17 work plan and the commitment to integrating and building upon this work in ways that students will have the best experience regardless of which campus or campuses they attend.

Trustee Hoffman asked how colleges and universities have been able to handle the various pathways that are available within disciplines. President Olson mentioned that pathways are being built so that students are prepared at the two-year college to transfer into the multiple pathways available within the discipline.

President MacDonald mentioned that in regard to the diversity plan, North Hennepin Community College has been working to hold supervisors accountable for measureable outcomes in those areas. This is one example of how they are working with students. Faculty and staff are working to ensure there are affinity spaces to discuss issues, such as retaining faculty and staff of color, at the institution.

Vice Chancellor Anderson thanked Chancellor Rosenstone, the vice chancellors, presidents, faculty, staff and students who are working on Charting the Future initiatives across Minnesota State.

Chair Vekich adjourned the study session at 1:59 pm.