



## REIMAGINING MINNESOTA STATE

### Introduction

#### ***Reimagining Minnesota State to meet the needs of a changing Minnesota***

*Reimagining Minnesota State* is built on the premise that a prosperous Minnesota is reliant on a relevant and responsive comprehensive system of higher education that supports the economic and social mobility of its residents and the continued vibrancy of its communities and industries. Central to this premise is that Minnesota State and its 37 colleges and universities exist to serve the changing educational demands of our students and our state. This was true with the creation of our first institutions in the 1860s and continues today, as our institutions have continued to evolve and change as the needs of our students and our communities have changed.

*Reimagining Minnesota State* is a process to understand, through research and informed discussion, the impact of the disruptive forces currently facing U.S. higher education and how Minnesota State can best respond to an environment of rapid and accelerating change by unleashing the creativity and innovation of our campuses and people. Our challenge and our opportunity is to harness these emerging trends and disruptions and leverage them to become the system of post-secondary education Minnesota will need in the future.

We are beyond the half-way point of the *Forum on Reimagining Minnesota State*, which provides an opportunity to begin to organize the discussions that have emerged into themes for a broader discussion with key stakeholder groups. It is written, not as a first draft of the final report or the first 50% of the final report, but as a synthesis of what we learned from the research, national speakers, Forum Advisory Group discussions, and the input and comments we received from the Minnesota State communities.

The synthesis is presented as a possible future Minnesota State, and the areas of collective innovation and the capacities that will need to be developed at the system and campus levels that will be necessary in order to achieve that future. These ideas are presented as a platform for conversation. These conversations will provide opportunities to challenge and extend the ideas presented in the report and to introduce new ideas that will be key to shaping the *Final Report on Reimagining Minnesota State* that will be presented to the Board of Trustees of Minnesota State Colleges and Universities system.

## Executive Summary

### Minnesota State's 2030 Futures Framework

#### An Emerging Vision for the Future of Minnesota State

Minnesota State and its 37 colleges and universities sit at the critical nexus between expanding the economic and social mobility of our students AND the economic prosperity and cultural and civic vitality of the Minnesota communities where they live and work.

*This dual mission of enhancing access and student success and supporting community economic, civic, and cultural vitality is the unique value proposition of Minnesota State -- connecting the future strength and prosperity of Minnesota to a vibrant and sustainable Minnesota State.*

In a reimagined Minnesota State, our diverse set of interdependent institutions will form a rich ecosystem of educational opportunities that create multiple pathways for our students to move seamlessly to their next level of education and their next level of career, regardless of location. Our students have access to a high quality, relevant education in their community and access to the full resources of the Minnesota State system.

In a reimagined Minnesota State, we will expand partnerships with statewide and community organizations and industries to insure that we are preparing individuals to be successful members of the workforce and leaders and contributing members of their communities. We will support innovation and entrepreneurship in our communities through the knowledge, creativity, and civic engagement of our faculty, staff and students.

#### **Reimagining Minnesota State 2030 Goals**

Through *Reimagining Minnesota State*, we are creating a new social compact between Minnesota State, the state of Minnesota, and our industry and community leaders. Working together through strategic partnership and investment, we will achieve a set of ambitious educational, economic, and social goals that will support a healthy, sustainable and prosperous Minnesota.

***By the end of the next decade Minnesota State will be a leader in the country in the educational and economic outcomes that are critical to the future success of our students and state.***

- **Affordability:** Reduce average debt load; Reduce loan default rate
- **Student success:** Increase completion rates; Close the achievement gap; Increase career placement rate
- **Learning Quality:** Improve core learning outcomes
- **Workforce alignment:** Increase % of Minnesotans with a post-secondary credential
- **Community Vitality:** Reduce regional unemployment; enhance regional economic development; improve regional health index

After the Minnesota State Board of Trustees determines the final Reimagining Minnesota State 2030 Goals, specific measures and targets can be determined.

# Minnesota State's 2030 Futures Framework

## An Emerging Vision for the Future of Minnesota State

### Part 1: Systemwide Innovation Themes

In order to achieve these goals, Minnesota State will innovate on three major areas. Our college and universities will continue to be the source of creative ideas and experimentation in these areas. The system-office will support these efforts through advocacy, coordination, capacity-building, investment, and measurement and support the scaling of promising practices across the system.

**Personalized, Career-long Learning:** *Learner-centered, flexible, and personalized*

Minnesota State will partner with our communities and industries to develop clear, flexible and seamless educational pathways across the system so our students are able to complete credentials over the course of their lifetime to achieve their professional and personal goals.

**Equitable Outcomes for all Stakeholders:** *Intentional, equity-minded, and inclusive*

Minnesota State will enhance the success of all students including those who have been historically underrepresented and marginalized by embedding diversity and inclusion practices across the system, eliminating barriers to access, opportunity and completion, and prioritizing equitable outcomes for all strategic areas.

**Integrated Learning Models for the Future:** *Experiential, adaptable, and transferrable*

Minnesota State will support our faculty in the development of new pedagogical and delivery models and learning outcomes that provide a practical liberal education that is well aligned with workforce needs and will prepare our graduates for success in the dynamic and changing communities and workplaces of the future.

### Part 2: Systemwide Innovation Support Themes

The Minnesota State system will need to expand its own capacities to support innovation, responsiveness and adaptability among our people and institutions.

**Innovation as a Core Competency:** *Entrepreneurial, risk-tolerant, and evidence-based*

Minnesota State will expand our capacity to develop and identify promising internal and external innovations, test their impact, and scale them across the system. We will develop capacities for market research, user-centered design, testing and measurement, and knowledge transfer, and create alternative funding models that supports and rewards our institutions and faculty and staff for both continuous improvement and exploratory innovation.

**Advanced Data and Technology Backbone:** *Strategic, integrated, and adaptable*

Minnesota State will create the capacity for advanced data analytics and a technology backbone that will drive systemwide innovation, support local campus strategies, deliver and document high-quality learning and holistic student support systems, and rationalize and inform our quality assurance framework.

**Culture of Continuous Learning:** *Empowering, engaging, and career-long*

Minnesota State will create and support a culture of continuous learning and professional development among Minnesota State faculty and staff so they are well-prepared and supported to meet our

systemwide strategic directions and deliver on our value proposition to our students and communities of Minnesota.

**Board and Institutional Governance Models:** *Strategic, transformational, and, future-oriented*

Transforming a large, complex, and risk- and change-averse system of higher education into a more nimble, responsive, and dynamic enterprise centered on enhancing student success will require a new leadership and governance model - one that balances a culture of empowered, bottom-up creativity and innovation with the achievement of shared goals of accountability. Minnesota State will explore how governance and leadership models can drive and sustain an environment of learner-centric innovation and transforms the oversight, policy, and financial models that support our shared goals.

## Detailed Emerging Themes Report

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## Challenges and Tensions

As we dove into the work of *Reimagining Minnesota State*, a series of challenges began to emerge.

**Delivering high quality, consistent outcomes will be more difficult as higher education delivery becomes more complex.** The delivery of higher education has become increasingly complex and multifaceted. What was once an industry in which the delivery of programs occurred in regular intervals at single locations is changing in ways that have eliminated many of the time, location, and delivery constraints. Changing student and employer expectations have impacted the types of credentials that are in demand and how they are developed. Technology has changed how curriculum and programs are delivered and how and where learning occurs. These changes are pressuring institutions to deliver courses and programs in multiple formats and delivery modes, while at the same time ensuring consistent levels of high-quality delivery and student learning.

**We must make progress on the sometimes competing goals of quality, access, and affordability.**

Higher education institutions and systems are under continuous pressure to break the ‘iron triangle’ of higher education. In order to serve our students, we must:

- Continuously improve the **quality** of our programs – both their rigor and relevance.
- Expand **access and completion** so that a high-quality, affordable education is available to all Minnesotans and provide the integrated support systems to achieve equitable educational outcomes for all students.
- Make Minnesota State **more affordable** so that cost is not a barrier to earning a credential for any Minnesotan.

But there is a tension between these goals that puts constraints on the ability of our institutions to achieve all three simultaneously, especially using existing funding, academic, support, and delivery models. Educational research and the experience of our faculty clearly support the fact that high levels of learning are directly connected to high quality instruction and opportunities for students to engage in high impact practices and experiential learning models. These are by their nature more expensive and not easily scalable across large numbers of students using traditional models. Innovation focused on discovering new approaches to simultaneously make progress on these three goals will be central to *Reimagining Minnesota State*.

**Creating a systemwide culture of innovation will require the balancing of local innovation with systemwide impact.** Innovation most often occurs at the site of program delivery or where those responsible for delivery of our core work of teaching, learning, applied research, and student support are engaged with the student, community member, or industry partner. But local only innovation is an expensive model of development and limits the impact of emerging best practices developed at one campus location on other students and campuses in the system. Through *Reimagining Minnesota State* we will need to create structures that enable organic innovation and provide the framework of shared

### Innovations in Minnesota State

The Educational Innovations (EI) unit of Academic & Student Affairs seeks to identify, seed, and support innovative technologies and talent to drive and enable the highest-quality teaching and learning experiences for students across Minnesota State. Since academic year 2017, EI has seeded and supported over 60 innovative projects across Minnesota State’s 37 colleges and universities, exploring the edges of technology, teaching & learning, and campus-based programming. Innovations are occurring across the system. The Great Innovations in Minnesota State highlights a few examples throughout this report.

goals and a disciplined approach to measurement and scaling that results in positive impact for more students and across Minnesota State.

**Transforming teaching and learning will necessitate a re-examination of our instructional and business models that are tied to the credit-hour.** Minnesota State, like most institutions of higher education, is tethered to the credit hour as a unit of learning and business operations. Much of the discussion of curriculum delivery in the future is attempting to move away from the credit-hour and seat-time as a measurement of student learning and toward models where students directly document learning as the indicator of academic progress. In future models, students are more likely to move through courses and credentials based on the demonstration of competence and at the speed of learning and not the traditional academic calendar. Through *Reimagining Minnesota State*, we will need to develop new financial and delivery models that work within this emerging paradigm but that continue to support high quality learning and a sustainable financial model for our colleges and universities.

**Students enter programs at common entry points but with varying levels of experience and preparedness.** Students entering Minnesota State colleges and universities come from a diversity of educational backgrounds and with unique life experiences prior to beginning our degree programs. They also come with different academic strengths and developmental and support needs. The challenge is that more often than not, students begin an academic program at a common curricular point that is not adaptable to their individual level of learning. Some students relearn content they have already mastered, and others need additional developmental support in order to successfully achieve the outcomes for the course and program. Through *Reimagining Minnesota State*, we will need to develop mechanisms to provide flexible, adaptive and personalized learning support so students can achieve consistently high levels of learning and completion, regardless of where they start.

***Innovations in Minnesota State: Teaching and Learning Innovation through Research***

Minnesota State is a diverse and expansive laboratory for the testing and research of innovative teaching and learning practices. The MN REFLECT program at Anoka-Ramsey Community College is an incubator for faculty teaching & learning research. Entering its second year, this program is providing a mechanism whereby faculty can research best practices in teaching and learning, test them within courses on their campus, and report their findings across the system constructively and efficiently. MN REFLECT is a response to the changing techno-pedagogical environment 21st Century institutions of higher education find themselves in, and Minnesota State is leading the effort to adapt.

# Minnesota State's 2030 Futures Framework

## An Emerging Vision for the Future of Minnesota State

### Part 1: Systemwide Innovation Themes

In order to achieve these goals and deliver on the unique value proposition of Minnesota State, the system will focus on collaborative innovation on three major areas. Our college and universities will continue to be the source of creative ideas and experimentation in these areas. The system-office will support these efforts through advocacy, coordination, capacity-building, investment, and measurement and support the scaling of promising practices across the system. *These themes attempt to answer the Big Question: "How do we leverage our "systemness" to the benefit of our students and the state?"*

#### **Personalized, Career-long Learning:** *Learner-centered, flexible, and personalized*

Minnesota State will partner with our communities and industries to develop clear, flexible and seamless educational pathways across the system, so our students are able to complete credentials over the course of their lifetime to achieve their professional and personal goals.

#### **Equitable Outcomes for all Stakeholders:** *Intentional, equity-minded, and inclusive*

Minnesota State will enhance the success of all students including those who have been historically underrepresented and marginalized by embedding diversity and inclusion practices across the system, eliminating barriers to access, opportunity and completion, and prioritizing equitable outcomes for all strategic areas.

#### **Integrated Learning Models for the Future:** *Experiential, professional, and transferrable*

Minnesota State will support our faculty in the development of new pedagogical and delivery models and learning outcomes that are well aligned with workforce needs and will prepare our graduates for success in the dynamic and changing communities and workplaces of the future.

### Specific Areas for Exploration

#### **Differentiated Programs and Delivery Models:** *Learner-centered, flexible, and personalized*

Minnesota State serves a diversity of students across the state with different goals, expectations, experiences, and service and support needs. Minnesota State will enhance our systemwide program portfolio to ensure there are program delivery models that meet the needs of all learners, including face-to-face, online, hybrid-delivery, self-paced, and competency-based. Minnesota State could explore providing differentiated delivery modes, clear and flexible entry and exit points, an expanded ability to recognize learning that occurs outside of the formal classroom, and opportunities for students to learn at their own pace through adaptive learning technologies.

#### ***Innovations in Minnesota State: Multicultural Online Learning Environments***

At Century College, business faculty are preparing students to compete and succeed on the world stage through a project called Experiential and Cross-Cultural Learning through a Simulated Colombian Coffee Exchange. Students studying negotiations at Century communicate with students from the Universidad de Medellin in Colombia, South America using a custom cloud-based platform. The Century students perform the role of American business representatives looking to buy and import Colombian coffee, while the students from Colombia play the role of coffee sellers. The results are simulated international business transactions that feel remarkably life-like.



**Networked Career Pathways:** *Just-in-time, career-long, and stackable*

In a future where lifelong learning will become a necessity for ongoing career success, Minnesota State will provide access to on-demand learning opportunities that support upskilling and reskilling and align with evolving competencies across professions and industries. Through strategic partnerships with industries and professional associations, Minnesota State will need to rapidly develop new credentials that are responsive to the changing demands of different professions and to serve as a resource to industries and community organizations as they strive to adapt to their own changing environments. Minnesota State could provide clear career pathways that allow students to move from entry-level credentials to advanced degrees that can be acquired over the course of a career or set of careers at any Minnesota State institution. This would position Minnesota State as the preferred partner for on-site workforce training and talent development that allow individuals from across Minnesota the opportunity to translate workplace learning into credentials recognized at Minnesota State institutions.

**New Academic Core for ‘New Collar’ Careers:** *Experiential, professional, and transferrable*

As the integration of artificial intelligence and automation into the workplace expands, the need for an education grounded in *both* data and technology literacy *and* more advanced professional competencies, such as communication, critical thinking, creativity, problem-solving, teamwork, intercultural knowledge and civic engagement, will be critical to ensure students are prepared to thrive in rapidly changing environments. Minnesota State could transform its academic core to ensure all graduates have the literacies and competencies to be successful in the future. Through its approach to lifelong learning, Minnesota State will need to create opportunities for learners to develop their capacities and competencies in these critical dimensions throughout their career path.

**Culturally Relevant and Responsive Pedagogy and Structures:** *Anti-deficit, inclusive, and equitable*

Minnesota’s population is changing, and a more diverse and non-traditional student population will be looking to Minnesota State to support their educational goals and aspirations. Achieving high levels of success for all students must be an outcome of a reimagined Minnesota State. But serving our changing student populations with our existing support structures and pedagogical models that were designed for previous generations of learners will not be sufficient. Minnesota State will need to investigate and remove barriers to access and completion that have challenged segments of our student population and redesign our program delivery, teaching and learning practices, and student support structures to ensure inclusive excellence is embedded in our institutions and across all of our practices.

**Personalized Navigation for All Learners:** *Consistent, responsive, and integrated*

The success of all students is central to the mission of Minnesota State and providing an integrated network of easily accessible, technology-enabled academic and support services will be key to student success in the future. All Minnesota State students should receive personalized guidance and support, including academic, financial, and lifelong career advising. Minnesota State could provide systemwide navigation that is customized to a student’s specific needs and goals. The navigation system could begin

***Innovations in Minnesota State: Coordinated School-Work Training Programs***

Advanced manufacturers in Minnesota are experiencing a worker shortage, and under current state regulations, many manufacturers are unable to hire 16 or 17 year olds except through the state created Student-Learners in Manufacturing Program. To help address this workforce need, Minnesota State College Southeast has created the Student Learner Hub, a one-stop shop for schools and employers to connect. Students can register through the Hub, be paired with an employer in a school-work relationship, and then continue on with a certificate or degree upon graduation from high school. Life just got easier for employers, high schools, and students; and more young people are entering careers earlier.

prior to enrollment and continue throughout an individual's educational path, creating a sense of belonging with purpose for our students and supporting their lifelong educational aspirations.

**Centers of Community Research and Innovation:** *Open, innovative, and community-focused*

Minnesota State and its colleges and universities play a critical role in supporting strong and vibrant communities and economies and are critical places of learning and skill development for students. Students are increasingly looking for opportunities to develop their own skills as entrepreneurs, and supporting new businesses and industries will be key to the economic prosperity in communities across Minnesota. Minnesota State could pursue ways to expand the availability of our campuses and infrastructure to support student and community entrepreneurship, such as makerspaces and incubators, and create expanded opportunities for community- and industry-based applied research and innovation.

**Network of Strategic Partners:** *Collaborative, aligned, and purpose-driven*

In order to achieve the underlying objectives embedded in the themes, Minnesota State will need to expand the number of strategic partners that share our commitment to expanding student success through inclusive excellence and to the future prosperity of Minnesota. These systemwide strategic partnerships will support experimentation and expand the connections between Minnesota State and state-wide industries and professions. Strategic partnerships would include the K-12 system, key statewide industries, community and professional organizations, foundations, state government, and national higher education organizations and systems.

***Innovations in Minnesota State: Z-Degree***

Textbooks are expensive, but Central Lakes College has a solution! Through a program called the OER Accelerator CLC has created the first Z-Degree (zero textbook cost degree) in Minnesota State. As a result, students pursuing an Associate of Arts degree at CLC can literally attain their AA without ever paying for a textbook. This program has positioned CLC as a system-leader in open educational resources (OER), and from the OER Accelerator sprung a teaching circle program that is now scaled up to the system level, providing structured faculty development for any campus instructor who would like to adopt and incorporate OER into her curriculum. Altogether, this program has saved students hundreds of thousands of dollars.

## Part 2: Systemwide Innovation Support Themes

The Minnesota State system will need to expand its own capacities to support innovation, responsiveness and adaptability among our people and institutions. The draft set of capacities described below attempt to answer the Big Question: “How does Minnesota State foster a culture of innovation, collaboration, and partnership, as we share responsibility for the achievement of key goals?”

### **Innovation as a Core Competency:** *Entrepreneurial, risk-tolerant, and evidence-based*

Minnesota State will expand our capacity to develop and identify promising internal and external innovations, test their impact, and scale them across the system. We will develop capacities for market research, user-centered design, testing and measurement, and knowledge transfer, and create alternative funding models that supports and rewards our institutions and faculty and staff for both continuous improvement and exploratory innovation.

### **Advanced Data and Technology Backbone:** *Strategic, integrated, and adaptable*

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### **Board and Institutional Governance Models:** *Strategic, transformational, and, future-oriented*

Transforming a large, complex, and risk- and change-averse system of higher education into a more nimble, responsive, and dynamic enterprise centered on enhancing student success will require a new leadership and governance model - one that balances a culture of empowered, bottom-up creativity and innovation with the achievement of shared goals of accountability. Minnesota State will explore how governance and leadership models can drive and sustain an environment of learner-centric innovation and transforms the oversight, policy, and financial models that support our shared goals.

## Areas for Exploration

### **Cross-Institutional Collaboration and Experimentation:** *Responsive, cooperative, and networked*

Successfully responding to the systemwide strategic directions will require Minnesota State’s institutions to build on their already strong track record of multi-institutional collaboration in order to

#### ***Innovations in Minnesota State: Open Partnerships through Open Education***

The business model for open education is changing the way we think about textbook publishing. *An Open Invitation to Biological Anthropology* is an open textbook authored collaboratively by more than 20 anthropologists, but operationally based at Inver Hills Community College. Through a partnership with the Society for Anthropology in Community Colleges, the open textbook funded by Minnesota State will be maintained by the professional community of anthropologists. This innovative partnership will ensure the work is maintained for many years to come, while also helping facilitate its mass adoption and benefit to students the world over. This should be a best practice for open textbook creation moving forward.

achieve the level of “systemness” that is required to serve all of Minnesota and its communities. Minnesota State could explore how to create more porous institutional boundaries so students, employees, business and industry partners, and learning experiences can move more freely between campuses and promising innovations can be supported and tested by multiple institutions to support more rapid development.

**Common Framework for the Validation of Learning:** *High-quality, transparent, and portable*

Delivering high-quality educational experiences through multiple modes and across a lifetime of careers will necessitate the consistent and transparent documentation of learning. The learning documentation system must allow students to communicate their own learning and support their successful transition into and across careers and to support the achievement of more advanced levels of learning, including transfer, graduate and ongoing professional education. Minnesota State could explore the establishment of a systemwide approach to measuring and documenting the high-quality learning achieved by our students and create the infrastructure to document stackable credentials and lifetime learning experiences.

***Innovations in Minnesota State: Mastery-Based / Personalized Learning***

*FlexPace* at Riverland Community College is a mastery-based online program that caters to the needs of working adults and their employers. *FlexPace* allows students pursuing a business degree to work full-time while simultaneously advancing through their business courses at a pace that accommodates their busy schedules. They interact with the curriculum and the instructor and do not advance from one lesson to the next until they have demonstrated their mastery of the concepts. Some area businesses are enrolling up to 20 employees at a time, and the program is now expanded to the baccalaureate level at Minnesota State University, Mankato.

## Overview of Minnesota State

Minnesota State is an interdependent network of 37 vibrant colleges and universities committed to collectively nurturing and enhancing a civically engaged, socially mobile, and economically productive Minnesota. As a system, we foster the success of all students, no matter where they are enrolled, and we support the vitality of all Minnesota communities, no matter where they are located. With seven universities and 30 technical and community colleges on 54 campuses throughout the state, Minnesota State is the largest single provider of higher education in Minnesota, and the fourth largest system of higher education in the country. Six out of ten undergraduates in the state are Minnesota State students.

We are deeply committed to being a place of hope and opportunity for students who dream of becoming our state's next generation of professionals and leaders – no matter who they are or where they come from. This is critically important for students from communities traditionally underserved by higher education, including the 22 percent of our students who come from families of limited financial resources; 17 percent who are students of color and American Indian students; 13 percent who are first-generation students; and three percent who are veterans and service members. Minnesota State serves more students from these communities than all other higher education options in Minnesota combined.

Our campuses play an essential role in growing the state's economy through talent development. Every year, the system enrolls roughly 375,000 students – 120,000 of whom are in non-credit courses and customized training programs designed for businesses – and awards over 38,000 degrees, certificates, and diplomas. Eight out of ten graduates get jobs in fields related to their programs and stay in Minnesota.

### ***Innovations in Minnesota State: Learning and Empowerment through Storytelling***

Entering college is a disorienting experience for many students, especially those who represent the first generation in their family. Dreaming by Degrees is a storytelling and videocasting project that captures the stories of students in their advanced year(s) of education reflecting on the things they might have done differently if they could go back and try it all again. Recorded at Century College and Minnesota State University, Mankato, these student stories are placed against an artistic backdrop of adversity, struggle, hardship, perseverance, determination, and wisdom. There is power in storytelling, and as this project is demonstrating, learning through video is a powerful way to learn.

## Background on Reimagining Minnesota State

### **Reimagining Minnesota State: Envisioning our Next 20 years**

The Minnesota Legislature created Minnesota State Colleges and Universities in 1991. Over the next six years, the work of integrating the state university system, community college system, and technical college system resulted in the Minnesota State system coming into full operation in 1997. Fast forward 20 years. Minnesota State's campuses and programs have grown and changed to meet the local and regional needs of our students and communities. At this important milestone, we are pausing to reflect on the purpose of Minnesota State as a system of public higher education and how it should best serve our students and the people of Minnesota now and in the future.

Through Reimagining Minnesota State, we are asking essential questions about what it means to be a public higher education system and what its role ought to be in an environment of rapid and accelerating change. We are taking stock of the progress we have made in our first 20 years as a comprehensive system, and we are identifying what future students and Minnesotans need from Minnesota State for the next 20. We are rethinking our system office operations to understand how to facilitate an interdependent network of colleges and universities that is focused on the success of all students and communities in Minnesota, regardless of home institution.

We are Reimagining Minnesota State because even as the world around us changes, we must ensure that we are true to our core values and delivering on our unique value proposition to the State of Minnesota and that all of our students benefit from high quality education that positions them for future success.

### **Reimagining Minnesota State: Three Big Questions**

Through the Forum on Reimagining Minnesota State, we will learn together and respond to the three big questions presented by the Chair of the Minnesota State Board of Trustees that will inform the future of the system.

***What is Minnesota State's unique value proposition to the State of Minnesota?*** What are the key educational, economic, and social goals that Minnesota State must address to create a better way of life for all people of Minnesota?

***How does Minnesota State foster a culture of innovation, collaboration, and partnership as we share responsibility for the achievement of our key goals?*** How do we empower our employees and students to experiment with and collaborate on innovative approaches to move the needle on our key goals?

***How do we leverage our "systemness" to the benefit of our students and the state?*** What is the unique role of our public higher education system that makes the system more than the sum of our parts? How does Minnesota State act more like an interdependent network that fosters the success of all students no matter where they are enrolled and supports the vitality of all Minnesota communities no matter where they are located? How will we offer a diversity educational delivery methods and continue to attract and serve a more diverse student population.

## Completed Forum Sessions

### **Session 1: The Forces Impacting U.S. Higher Education**

The first Forum Session provided an overview of the forces that are shaping and disrupting higher education across the country and Minnesota. Through presentations by higher education researchers on topics related to changing demographics, competition, funding models, and student needs and expectations, *Session 1: The Forces Impacting Higher Education* served as a common framework by which the Minnesota State community and Forum Advisory Group members discussed the critical questions about how Minnesota State will deliver on our unique value proposition to the students and the State of Minnesota now and in the future.

*Forum Participation:* Approximately 80 individuals attended the session in person at Minneapolis College and 200 unique log-ins occurred on the live streaming of the event. Every college and university within Minnesota State had at least one individual log-in. A number of locations reported having viewing events where people viewed the event together.

A full summary of Session 1 can be found at:

<http://www.minnstate.edu/board/reimagining/docs/Session-1-Summary.Final.pdf>

### **Session 2: The Digital Age: The impact and future possibilities offered by data and technology**

*Session 2: The Digital Age: The impact and future possibilities offered by data and technology* will explore the impact data and technology are having on the future of higher education. Presenters will share how emerging technologies, data analytics, and artificial intelligence are reshaping learning, student support, and operations and changing expectations for delivery among students and employers. Session 2 will explore the ways the higher education industry is reacting, adapting, and thriving through technology-driven innovation in a rapidly changing environment.

*Forum Participation:* Approximately 90 people joined Session 2 live at St. Cloud State University and about 160 people joined via technology.

A full summary of Session 2 can be found at:

<http://www.minnstate.edu/board/reimagining/docs/Session-2-Summary-FINAL.pdf>

### **Session 3: The Nature of Work: Changing Careers, Competencies, and Credentials in the**

The third session considered the changing nature of work and the workforce of the future as the realities and opportunities of technology automation, and globalization impact different industries and professions. Session 3: The Nature of Work will provide opportunities to discuss how organizations are innovation and capacity building among their workforce in order to meet these changing skills an expectations approaching.

*Forum Participation:* Approximately 70 people joined session 3 in person at Normandale Community College and approximately 140 people joined online.

A full summary of Session 3 will be available the week of March 18.