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A Letter from Chair Michael Vekich and Chancellor Devinder Malhotra

The Board of Trustees of the Minnesota State Colleges and Universities began Reimagining Minnesota State as an effort to understand the external forces that are impacting our ability to educate our students and how we might work more collaboratively and innovatively as a system to respond to these challenges.

The Report on Reimagining Minnesota State summarizes the themes that developed from our conversations across five public forums that investigated in-depth specific topics impacting our future. It highlights areas of innovation that are occurring across the country and within our own system that we might expand as we position Minnesota State to play an active role in shaping the future of higher education in Minnesota and the nation.

More importantly, the report attempts to capture the ideas, values, and aspirations of the many stakeholders within our system and to reflect our commitment to provide a transformative education that empowers people to build better lives and more sustainable communities.

Through this process, we have clarified and reinforced that in a reimagined Minnesota State:

» Our students are at the center of our system and have access to a high quality, relevant education in their community and the full resources of the Minnesota State system.

» Our diverse set of interdependent institutions form a rich ecosystem of educational opportunities that meet students where they are and create multiple pathways to move seamlessly to their next level of education and their next level of career.
Our expanded partnerships with statewide and community organizations and industries ensure we are preparing individuals to be successful members of the workforce and leaders and contributing members of their communities.

We strengthen our communities through the knowledge, creativity, and civic engagement of our faculty, staff and students.

We would like to thank the many individuals who engaged in the Reimagining Minnesota State process – college and university presidents, statewide and campus bargaining and student leaders, the Forum Advisory Group, the national speakers who shared their wisdom and experience, and the thousands of individuals who took the time to participate in the Forum Sessions, campus-based conversations, and the online survey. Each in their own way, challenged the ideas that were emerging through the Reimagining process to ensure that as we layout our priorities and next steps, we do so in a way that is consistent with our core values and places the success of our students and communities at the center of our work.

As you read the Report on Reimagining Minnesota State, remember this is the first step in a continual and ongoing process of transformation with a goal of positioning Minnesota State as the highest performing system of higher education in the country, not for our own sake but because it is what our students and the people of Minnesota need and deserve.

The ideas in the Reimagining Minnesota State report must be discussed and debated by the board and further refined by the leadership across our system. This is where the real work begins and will require the engagement and commitment of our entire Minnesota State community.

We look forward to our continued work together.

Sincerely,

Michael Vekich, Chair  
*Minnesota State Colleges and Universities Board of Trustees*

Devinder Malhotra, Chancellor  
*Minnesota State Colleges and Universities*
Executive Summary

In September 2018, the Minnesota State Board of Trustees launched Reimagining Minnesota State as a process of discovery and discussion about the trends impacting the future of higher education and how Minnesota State might proactively address those trends through strategic innovation. The process included the Forum on Reimagining Minnesota State, which brought national and local speakers to Minnesota State campuses to share their experiences and insights as catalysts for systemwide conversation.

The following *Report on Reimagining Minnesota State* captures key themes and ideas that emerged from the five topical Forums and the conversations that occurred as a result of the Emerging Themes report that was distributed in April 2019. The report is organized in four sections.

**Section 1: Background on Reimagining Minnesota State** provides a brief overview of the original purpose of Reimagining Minnesota State and the organizing questions that drove the conversations. The section also includes descriptions of each Forum session and the bios of the Reimagining Minnesota State Forum Advisory Group (pages 4-11).

**Section 2: Major Themes from the Forums on Reimagining Minnesota State** summarizes the major ideas presented at the Forum sessions, including the external drivers and forces that are impacting higher education and Minnesota State and examples of innovations and emerging practices that were highlighted throughout the forums (pages 12-25).

**Section 3: Student Ideas for the Future of Higher Education** captures the result of conversations with student leaders in LeadMN and Students United in which they provided their thoughts on the future of higher education and the needs and expectations of students in the next 10 years (pages 26-29).

**Section 4: Reactions to Emerging Themes Report** summarizes the comments and feedback received from members of the Minnesota State community to the major ideas expressed through the Reimagining Minnesota State Emerging Themes Report. Feedback was collected through campus-based discussions, conversations with campus presidents and faculty and staff leadership, and through an online survey. Section 4 includes comments and suggestions specific to the ideas presented in the Emerging Themes, a summary of the values and commitments that our educational community believes is central to our work as educators, and a set of general observations and recommendations for the next steps of Reimagining Minnesota State (pages 30-38).
Section 1: Background on Reimagining Minnesota State

Reimagining Minnesota State: Envisioning our Next 20 years

The law creating Minnesota State was passed by the Minnesota Legislature in 1991 and went into effect July 1, 1995. 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 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.

“Minnesota State is an interdependent network of 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 support the vitality of all Minnesota communities, no matter where they are located.”

– Chancellor Devinder Malhotra, Minnesota State
Reimagining Minnesota State: Three Big Questions

Through the Forum on Reimagining Minnesota State, we learned together and responded to the three big questions presented by the chair of the Minnesota State Board of Trustees that would inform the future of the system.

1. **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?

2. **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?

3. **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 diverse educational delivery methods and continue to attract and serve a more diverse student population.

Reimagining Minnesota State Forum Advisory Group

Reimagining Minnesota State was guided by a Forum Advisory Group consisting of Minnesota leaders known for their success in leading change in complex organizations. The Forum Advisory Group participated in each of the Forum sessions and provided guidance and reflection on Minnesota State’s role in the larger Minnesota society and economy.

**Kathleen Annette, M.D.,** a lifelong resident of rural Minnesota, has served as Blandin Foundation president and CEO since 2011. Prior to joining Blandin Foundation, she worked for 26 years with the nation’s Indian Health Service at many levels. As Deputy Director of Field Operations, she led the healthcare field operation overseeing 15,000 federal employees at 48 hospitals and 238 health clinics serving 1.9 million American Indian patients. During this time, she received two Presidential Meritorious Awards and a Presidential Distinguished Service Award. Dr. Annette holds a M.D. from the University of Minnesota and is her tribe’s first Ojibwe woman to become a physician.
MayKao Hang, president and CEO of the Amherst H. Wilder Foundation in Saint Paul. She has extensive experience in the public and nonprofit sectors serving low income and disadvantaged populations, and is committed to courageous action to promote and create an equitable society where everyone can prosper. Dr. Hang is a trustee with the Saint Paul and Minnesota Community Foundations, a board member of the Minnesota Historical Society, a founding member of the Coalition of Asian American Leaders (CAAL) in Minnesota, and former board chair of the Minneapolis Federal Reserve Bank. She holds a bachelor’s degree from Brown University, a master’s degree from the Hubert H. Humphrey School of Public Affairs, and a doctorate from Hamline University.

Kenneth Holmen, M.D. has served as the president and chief executive officer of CentraCare Health since January 1, 2015. He is responsible for providing leadership and strategic direction of CentraCare Health and its 12,000 employees for the establishment, maintenance, and enhancement of quality health services in accordance with the mission, philosophy, and values of the organization. CentraCare Health includes six hospitals, seven long term care facilities, and 18 clinics in 11 communities in Central Minnesota, and a Family Practice Residency Program affiliated with the University of Minnesota. Dr. Holmen holds a M.D. from the University of Minnesota Medical School.

Neel Kashkari, president and chief executive officer of the Federal Reserve Bank of Minneapolis. He was instrumental in establishing the Minneapolis Fed’s Opportunity & Inclusive Growth Institute, whose mission is to improve the economic well-being of all Americans. In previous roles, Kashkari served at the U.S. Department of the Treasury, including overseeing the Troubled Asset Relief Program (TARP) during the financial crisis, and earlier in his career as an aerospace engineer, he developed technology for NASA missions. He holds a bachelor’s and a master’s degree from the University of Illinois at Urbana-Champaign and an MBA from the Wharton School at the University of Pennsylvania.

“Reimagining Minnesota State is being informed by a Forum Advisory Group consisting of Minnesota leaders known for their success in driving strategic innovation. We are very grateful to have developed such a diverse and accomplished group of advisors to help guide this work.”

– Chair Michael Vekich
David Mortenson is chairman of M. A. Mortenson Company, a privately-held international design and construction company headquartered in Minneapolis. He leads a business that specializes in everything from renewable energy to sports stadiums and hospitals to data centers. David served as the Combat Information Center Officer on board the USS Hewitt. He is a graduate of Colgate University and the U.S. Navy Surface Warfare Officer’s School. Outside of the office, David serves as a trustee on the University of Minnesota Foundation board, as a board member on Minnesota Business Partnership, as a member of the Itasca Project (former chair), and as a corporate director with Bedford Technologies. He also served as a founding board member of GreaterMSP and as a trustee with the Minneapolis Foundation.

R.T. Rybak, president and CEO of The Minneapolis Foundation, a role in which he oversees the management of nearly $800 million in assets; the administration of more than 1,200 charitable funds created by individuals, families, and businesses; and the average annual distribution of more than $70 million in grants. He spent almost 30 years working in journalism, the commercial real estate business, publishing, and the Internet before being elected mayor of Minneapolis (2002-2013). Most recently, he served as Executive Director of Generation Next, a coalition of civic, business and school leaders focused on closing the racial achievement gap in Minneapolis and Saint Paul. Rybak holds a bachelor’s degree from Boston College.

Michael Vekich (Chair) served on the Minnesota State Colleges and Universities Board of Trustees since 2010, and has served as chair since 2015. He also previously served from 1996 to 2002, during which he served as Chair from 1997 to 2001. He is the CEO of Vekich Chartered, chairman of the Minnesota Sports Facilities Authority, and director of BNC National Bank. He serves as president and board member of the Bank Holding Company Association, president of the National Association of Corporate Directors, and as a member of the Hennepin County Capital Budgeting Task Force. Previously, he served as acting director of the Minnesota Lottery; chairman of HF Financial Corp, and Home Federal Bank; executive chairman, president, and COO of Skyline Exhibits; CEO of Vekich Arkema and Company; chair of the Minnesota Board of Accountancy; a member of the Rochester Higher Education Development Committee; and as a founding member and vice chair of the Minnesota Higher Education Services Council. He holds an associate degree from Hibbing Community College and a bachelor’s degree from the University of Minnesota.
Roger Moe served on the Board of Trustees of Minnesota State since 2016, and is the current president of National Strategies, Inc. He previously served 32 years in the Minnesota Legislature, including 22 years as Senate Majority Leader. His legislative accomplishments include the creation of Minnesota State Colleges and Universities, the Minnesota Job Skills Partnership, the Midwest Higher Education Commission, and the Environmental Trust Fund. He also served as vice president of Coleman/Christison, Inc., and as a mathematics teacher and coach at Ada High School. He is a former member of the Policy Consensus Initiative Board of Directors, Debate Minnesota, the Minnesota Twins Community Fund Governance Committee, and the Minnesota Job Skills Partnership Board. He earned his bachelor’s degree from Mayville State University and an Honorary Doctor of Laws Degree from the University of Minnesota for his years of public service.

Alex Cirillo has served on the Board of Trustees of Minnesota State Colleges and Universities since 2012. He was the vice president of community affairs for 3M prior to his retirement in 2010. He had worked in different roles at 3M since he joined the company in 1979. He currently serves on the Board of Directors for the Wilder Foundation and MinnCAN, and has been a member of the Itasca Project’s working team since 2007. Previously, he served on the Board of Directors for the BioBusiness Alliance of Minnesota. Cirillo holds a bachelor’s degree in chemistry from Catholic University of America and a master's degree and doctorate in chemistry, both from the University of Wisconsin-Milwaukee.

Devinder Malhotra was named Minnesota State chancellor in 2018 after first serving as interim chancellor. Previously, Dr. Malhotra was interim president of Metropolitan State University and provost and vice president of academic affairs at St. Cloud State University. He served as dean of the College of Arts and Sciences at University of Southern Maine and as associate dean of the Buchtel College of Arts and Sciences, chair of the Department of Economics, and chair of the Faculty Senate at the University of Akron. He holds a doctorate in economics from Kansas State University and bachelor’s and master’s degrees in economics from the University of Delhi in India.
Forum on Reimagining Minnesota State Topics and Speakers

From December 2018-April 2019, Minnesota State hosted five topical forums as an opportunity to complete an in-depth study and discussion about the big questions and the significant external forces impacting the future of Minnesota State. Through the forum sessions, guest presenters were invited to share their research and perspectives on the session topic to spur discussion among the Forum Advisory Group and across the Minnesota State system. Through the Forum on Reimagining Minnesota State, we investigated the "three big questions" through the unique lens of the discussion topic. The forum reports captured the perspectives and insights on these questions. Together, these discussions created a rich information set that will inform the Minnesota State board and chancellor as they create a strategic agenda for the future of Minnesota State.

Briefing papers, recordings, and summaries of each Forum on Reimagining session are found on the Reimagining Minnesota State website.

Session 1 Speakers

Nathan Grawe
Author of Demographics and the Demand for Higher Education

Chris Miller
Senior Vice President, Educational Advisory Board

Jon McGee
Author of Breakpoint: The Changing Marketplace for Higher Education

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.
Session 2: The Digital Age: The Impact and Future Possibilities Offered by Data and Technology

The second forum session explored the impact data and technology on the future of higher education. Presenters shared how emerging technologies, data analytics, and artificial intelligence are reshaping learning, student support, and operations and are changing expectations for delivery among students and employers. Session 2 explored the ways the higher education industry is reacting, adapting, and thriving through technology-driven innovation in a rapidly changing environment.

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

The third forum 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 provided opportunities to discuss how organizations are innovating and building capacity among their workforce in order to meet these changing skills and expectations.
Session 4: The Student: Emerging Populations and Changing Needs and Expectations

The fourth forum session dove into the changing nature of students and the demographic, generational, social, and economic forces that are impacting student needs and enrollment patterns in the future. Session 4 created opportunities to discuss how differing student populations bring different needs and learning and service expectations to higher education settings and how institutions are responding to serve those needs in innovative and impactful ways.

Session 5: Innovative Models: Improving Quality, Increasing Access and Reducing Costs through Systemwide Innovation

The fifth forum session focused on how organizations and industries are balancing the necessary but at times competing goals of serving new student needs, improving quality and outcomes, and reducing costs. Session 5 explored how higher education institutions are approaching the creation of new and innovative educational and business models that support student success.

Session 4 Speakers

Timothy Renick  
Senior Vice President for Student Success and Professor at Georgia State University and Recipient of the 2018 McGraw Prize in Higher Education  

Kristen Hodge-Clark  
Vice President of Best Practice and Innovation, Association of Governing Boards  

Richard A. DeMillo  
Executive Director, Center for 21st Century Universities at Georgia Tech

Session 5 Speakers

Bridget Burns  
Executive Director, University Innovation Alliance  

Louis Soares  
Chief Learning and Innovation Officer, American Council on Education
Section 2: Major Themes from the Forums on Reimagining Minnesota State

External Drivers of Change

Throughout the forum sessions, a set of themes emerged that represent significant external forces that are likely to impact Minnesota State and around which we will need to address in the future.

The students served by Minnesota State are changing and competition is increasing.

- Institutions should anticipate a 10-15% decline in traditional enrollments by 2026
- Enrollment growth will be in diverse and post-traditional student populations and in continuing lifelong career education that will require new approaches to delivery and support
- Achieving equity in access and outcomes and reducing the opportunity gap is an imperative
- The diversity of students served will require multiple and differentiated types of delivery options and academic and personal support
- Competition for traditional and non-traditional students will increase in the next five years as more institutions compete for a shrinking traditional student, and more non-traditional providers enter the market and compete for students pursuing non-traditional and alternative credentials

Cost is impacting access and completion.

- Students are funding greater portions of their education as public funding models have shifted
- Financial challenges and ability to pay for tuition, learning materials, housing, food, and transportation are significant factors in non-completion
- This issue will only grow as Minnesota State serves increasing numbers of students from low income and first-generation households
- Addressing costs using traditional methods will be difficult given educational delivery is people dependent with fixed infrastructure
More holistic student support will need to include approaches to addressing housing and food insecurity, mental health support, and extended services such as child care.

Students have complex educational and support needs that require personalized approaches.

- Students enter at common entry points but with varying levels of experience and preparedness.
- The system is complex and students may not understand how to access the full resources of the system to achieve their own personal and professional goals.
- Changing student and employer expectations have impacted the types of credentials that are in demand and how they are developed.
- Delivering high quality, consistent outcomes and student experiences will be more difficult as higher education delivery becomes more complex and differentiated.
- Becoming student-ready institutions will require additional work with high schools to improve college readiness.

Technology is changing expectations for educational delivery and student support.

- Technology has changed how curriculum and programs are delivered and how and where learning occurs.
- Technology has lowered the barrier to entry and has brought new, non-traditional competitors into the market.
- Students are increasingly immersed in online and application-based services which are changing their expectations about access and service delivery.

Technology provides opportunities to improve the student experience and meet changing student expectations. According to a recent EDUCAUSE survey of students:

- 46% say they get more actively involved in courses that use technology.
- 78% agree that the use of technology contributes to the successful completion of courses.
- 79% say technology helps them ask instructors questions.
- 71% say technology helps them engage in the learning process.
- 69% say technology helps them work with other students on class projects.
- 65% say technology helps them participate in group activities.
- 82% of students want a blended learning environment (only 10% want all or nothing).
- 60% of students want early alerts, lecture capture, and free, web-based supplemental content.
Artificial intelligence and machine learning are changing both delivery of programs and services and the skills needed in the workplace.

**Students will need access to ongoing education throughout their careers.**

- Lifelong learning will become a necessity for ongoing career success
- More rapidly changing environments will require continuous realignment between educational outcomes and careers and the development of new forms of credentials
- Industries, professions, and community organizations will need educational partners as they strive to adapt to their own changing environments
- All learners will need an education grounded in both data and technology literacy and more advanced competencies, such as communication, critical thinking, creativity, problem-solving, teamwork, intercultural knowledge and civic engagement

### Innovation Themes and Examples of Emerging Practices

Throughout the Forum on Reimagining Minnesota State, presenters shared examples of emerging practices that are occurring at institutions of higher education across the country. These emerging practices, combined with the innovations that are already occurring at Minnesota State institutions, provide opportunities for collaborative initiatives to impact student success and respond to the external forces impacting our institutions and system.

#### Predictive Analytics and Technology-enabled Student Support

Institutions are experimenting with providing an integrated network of easily accessible, technology-enabled academic and support services to support student success and completion. These systems are built on advanced predictive analytics and communications platforms that allow for personalized advising and targeted interventions.

**Georgia State University’s Student Success Programs**

Georgia State University has developed a comprehensive student success strategy that leverages technology, predictive analytics, and targeted interventions to positively impact retention and graduation rates.

These include:

- **A Student Portal** to guide students through steps of admission and registration
- **AI-based Chatbots** to provide 24/7 responses to frequently asked questions to provide students access to more routine information. Student questions and interactions are analyzed to identify opportunities for improved processes and services
» GPS Advising with EAB using predictive analytics and a system of more than 800 alerts to track all undergraduates daily, to identify at-risk behaviors and to have advisers respond to alerts by intervening in a timely manner to get students back on track

» Registration Tracking and Academic Maps to aid registration and timely completion

» Block schedules to provide simplified choice for students

» Real-time Academic Guides with Live Jobs Data to inform career and major choices

» Panther Retention Grants to help cover modest financial shortfalls affecting the students’ ability to pay tuition and fees to prevent students from stopping their studies or dropping out

For additional information, visit Georgia State Student Success Programs.

“Instead of pointing fingers at others, we did something that was initially uncomfortable but then ultimately liberating. We put the mirror on ourselves and asked if we were the problem. If 7 out of 10 students were leaving with debt and no degree to show for it, what are we doing to contribute to these very high dropout rates?”

– Tim Renick, Georgia State University

Morgan State University Technology-enabled Case Management

Morgan State has created a technology-enabled case management approach to support student persistence and completion. Through this effort, they experienced an 11 pt. gain in retention and graduation rates. Through the case management approach, staff members act more like social workers to provide personalized support and responses to their students. They have developed mini-grants to support students who have stopped out as a way to encourage them to come back and complete. Through their Office of Student Success and Retention (OSSR) they are focusing on advising and degree planning, faculty development and course redesign, and financial strategies to support student completion. For additional information, visit the Morgan State University Office of Student Success and Retention site.
St. Cloud State University Navigate

St. Cloud State University joined EAB’s Navigate platform (formerly Student Success Collaborative) to improve campus engagement, retention, and graduation rates of students by empowering faculty and staff to better support all of our students. Through Navigate, SCSU faculty and staff can identify and engage at-risk students before their time to degree is significantly increased, before they can no longer afford to attend, and before they decide to leave St. Cloud State. Improving communication strategies and expanding use of predictive analytics helps ensure that students who enroll at St. Cloud State stay enrolled, make timely progress toward a degree, and graduate with a strong sense of purpose. For additional information, visit the St. Cloud State Navigate site.

Personalized Navigation and Degree Completion

Increasingly, students are moving through degree completion with different goals, needing different type of support, and accumulating learning experiences at different institutions. As individual pathways to degrees become more complex, creating transparent, personalized navigation for students will be critical to assist them in degree completion.

A Model for Recruiting and Graduation Non-Traditional Students

A Wealth of Public Policy Advantages

- Widen recruiting funnel
- Increase diversity
- Assess readiness
- Improve success rates
- Maintain selectivity
- Generate revenue
Franklin University Transfer Portal

Franklin University has developed an app-based, self-service transfer portal that provides students personalized information on their transfer status, including transferrable credits, progress toward general education, major, and elective requirements, estimated time-to-degree, estimated cost-to-degree, and suggested course corrections to save time and money. For additional information, visit the Franklin University Transfer Portal site.

University of Central Florida’s Direct Connect Program

UCF has created a regional density strategy. They have an anchor campus and have created 11 other center facilities on partner two-year college campuses. They provide services such as advising, library, financial aid, and testing services. These are lower cost facilities with rich technology that offer hybrid and online program opportunities for 4-yr completers. For UCF, Direct Connect begins in high schools where counselors provide advising to high school students about course selection to support 2-yr college success. Students complete select AA degrees that are mapped to eight meta-majors at UCF, which maximize credit transfer and progress toward 4-yr degree. For additional information, visit the University of Central Florida’s Direct Connect Program site.

LinkedIn College and Career Explorer App

LinkedIn is developing a “College and Career Explorer App” that will provide personalized career advice and provide suggestions for the best institutions for you based on your interests and profile and the career paths and experiences of other LinkedIn members. For additional information, read the 2010 LinkedIn blog post, LinkedIn Career Explorer: Helping College Graduates Find Their Career Path.

Minnesota State Transfer Pathways

Minnesota State Transfer Pathways are designed so students can complete a specific associate degree at a Minnesota State college and transfer to a Minnesota State university to earn a bachelor’s degree without losing credits or taking extra courses. Teams of faculty, staff and administrators have developed disciplinary pathways for 27 different subject areas ranging from business to psychology to mechanical engineering that smoothly transition students from colleges to university in the Minnesota State system. Pathways now exist for 27 different subject areas ranging from business to psychology to mechanical engineering. For additional information, visit the Minnesota State Transfer Pathways site.
Differentiated Delivery and Alternative Credentials

Responding to the changes brought about by technology and artificial intelligence, especially the need for individuals to reskill over the life of their career, is putting pressure on higher education institutions to develop new ways to validate learning. Alternative credentials are seen as one way for individuals to provide clearer signals to employers about specific skills and to provide greater flexibility and customization by the individual learner.

“Today 2 out of 3 jobs require at least some post-secondary training and that trend will continue. Fewer and fewer entry-level jobs will be available to people with just a high school diploma. Without education beyond high school, individuals are having a harder time getting what we call ‘good jobs’.”

– Chauncey Lennon, Lumina Foundation

Industry Verticals

The Educational Advisory Board reports that “Industry Verticals” are an emerging practice by institutions to respond to changing workforce needs. Industry Verticals provide modularized content by industry that can be customized for specific organizations and industry sectors. The combination of “mix-and-match” modules and specialized curriculum allow for customized programs that match the needs of diverse industry sectors.

Amazon Higher Education

Amazon is reportedly exploring the higher education industry by providing a large catalog of on-demand and online courses. They are developing alternative payment options, including subscription and loyalty programs, and are using their vast data resources to provide personalized recommendations based on an individual’s past history, types of courses based on similar profiles, to create career-track modeling that creates learning maps based on educational paths of professionals in the field, and to build courses and credentials that are endorsed by employers.
Ashland University “Try Before You Buy” Approach

Ashland University is experimenting with creating a low-risk entry point for potential students in the form of a “try before you buy” model for graduate education. Through “TeachingAmericanHistory.org”, Ashland provides free online resources, webinars, lesson plans, and study guides for teachers and students. Individuals can earn one credit for lesson plans they develop from TAH content and are eligible to take a free face-to-face course after enrolling in the program. After the free course, students complete a hybrid master’s program in 15-25 months. For additional information, visit the Teaching American History site.

Riverland Community College and Minnesota State University, Mankato – FlexPace

FlexPace at Riverland Community College is a mastery-based online program that caters to the needs of working adults and their employers. FlexPace allows business students to work full-time while 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 mastery of concepts. Area businesses are enrolling up to 20 employees at a time. The program has expanded to the baccalaureate level at Minnesota State University, Mankato. For additional information, visit the Riverland Community College FlexPace site.

High-quality Learning Experiences

Even as industries change and new technical capacities are identified, there is a growing recognition that all graduates, regardless of credential, need an education that includes both liberal learning and practical skills. The both/and model that provides marketable skills and encourages intellectual resiliency and flexibility will be necessary in order to navigate the rate of change in American society and to enjoy a successful career and social and economic mobility over a lifetime. This will require a rethinking of how to infuse critical thinking, communication, writing, problem solving, and a comfort and facility in diverse environments across all educational experiences and how to purposefully integrate practical skills into our liberal arts degrees.

“Technology is driving the emergence of the “hybrid economy.” When we think about the impact of AI, we get worried about the artificial but need to focus more on the intelligence or the human element. Hybrid jobs are fast growing, high paying, and are hard to fill. If we do not think about how to create progressive educational pathways, hybrid economy jobs are not going to be available to an increasing number of individuals.”

– Terry Rhodes, AAC&U
AAC&U High Impact Practices

The Association of American Colleges and Universities (AAC&U) has conducted extensive research on the educational impact of integrating high impact practices (HIPs) into the learning experiences of students. HIPs, which include service learning, undergraduate research, internships and diversity/global experiences, create opportunities to connect learning and application. HIPs have been demonstrated to significantly improve learning and engagement. It is believed that HIPs results in the development of higher order thinking skills (analysis, synthesis, evaluation, application) because students spend significant time on task, engaged with peers and faculty, and receive more frequent feedback. For additional information, visit the AACU High-Impact Educational Practices site.

VALUE Institute

Institutions and systems are under increasing pressure to document and communicate the high quality learning that is occurring on their campuses. Through a collaboration between the State Higher Education Executive Officers (SHEEO) and AAC&U and institutions in multiple states, including Minnesota, the VALUE Institute was created as a mechanism for institutions and systems to measure, validate, and communicate student learning in a way that recognizes the importance of authentic student and faculty work. For additional information, visit the VAACU VALUE Institute site.

Northeastern University – Just for You Undergraduate Experience

Northeastern University is developing two innovative approaches to delivering a high quality, future-oriented education. The “Just-for-You Undergraduate Experience” provides flexibility for students to complete their education, including flexible timelines and course structures, embedding multiple opportunities for experiential learning, stackable credentials, and access to a mentor network. The Lifelong Learning Network is being built for graduates of the institution that include membership subscription pricing, an online knowledge sharing portal, a lifelong career support portal, and coursework embedded at partner companies. In order to make this move, they invested in student and employer CRM, smart scheduling, and credentialing and assessment tools. For additional information, visit the Northeastern University Northeastern 2015 site.

Minnesota State University Moorhead – Engaged Learning

Minnesota State University Moorhead’s Bachelor in Business Administration offers flexibility but requires engaged learning. Students must choose at least one experiential learning component (e.g., internship, experiential learning program, study abroad, job shadowing) as part of their degree.
Advanced Data and Technology Applications

Technology and data have the potential to impact all administrative and academic functions and transform the experience of students and employees. There is great excitement that technology will finally allow institutions to break the “iron triangle” of affordability, quality, and access—three critical factors that institutions have struggled to simultaneously address.

Open Educational Resources/E-textbooks:

The textbook is undergoing a remarkable change, including the fact that texts are not necessarily books or text-based information. According to a recent EDUCAUSE survey, 48% of students wish faculty would use more e-texts and 65% of students sometimes don’t buy books for their classes because they can’t afford them.

Central Lakes College – OER Accelerator

Central Lakes College has created the first Z-Degree (zero textbook cost degree) in Minnesota State. As a result, students can attain an 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 or his curriculum. Altogether, this program has saved students hundreds of thousands of dollars.
Adaptive Learning

Adaptive learning involves software tools that automatically adjust content to align with the learning level of the student. It allows some students to focus on foundational concepts and others to engage in more advanced content based on their needs. Initial results are promising. Early adopters of adaptive learning are showing promising results. At Carnegie Mellon students using adaptive learning technologies completed courses 50% faster. California State-Northridge experienced a change in math pass rates from 45% to 75%. Arizona State University saw course withdrawals drop by nearly 50%.

Artificial Intelligence, Virtual and Augmented Reality

EDUCAUSE predicts that as many as 40% of institutions in the U.S. will have institution-wide deployment of augmented and virtual reality for teaching and learning by 2023.

St. Louis University – Ask SLU

St. Louis University provides virtual personal assistants to every student residence on its campus through utilizing SLU-specific skills through Alexa for Business. “Ask SLU” provides information about events and campus experiences and student information like class schedules and grades.

Students also want personalization and technology enabled advising to assist them learn and navigate our complex institutions.

At least 8 in 10 students are interested in:

» Personalized support and information on degree progress (92%)
» Personalized dashboards that give you real-time feedback about your progress (89%)
» Suggestions for how to improve performance (88%)
» Personalized quizzes or practice questions (88%)
» Real-time feedback from your instructor about your performance or progress (88%)
» Guidance about courses you might consider taking (87%)
» Alerts if it appears your progress in a course is declining (86%)
» Suggestions about new or different academic resources (84%)
» Feedback about performance compared to that of other students (82%)

Information provided by EDUCAUSE
Deacon University – Virtual Student Assistant

Deacon University is an example of the use of artificial intelligence to provide technology-enhanced student support. Using a Smartphone-based application, students can access their Virtual Student Assistant, which gives them direct connection to support staff help desk, learning resources, calendar prompts, predictive registration analytics, AI Chatbots, and mental health and engagement surveys.

Strategic Partnerships

Responding to rapidly changing work environments will require an increase in the quality and frequency of connections between higher education institutions and industries and communities. Increasing the formal and informal bridges with industries and communities will create ongoing opportunities for innovation in both. Strategic partnerships include the K-12 system, key statewide industries, community and professional organizations, foundations, state government, and national higher education organizations and systems.

IBM - P-Tech Program

The P-Tech School Model is a public school model providing a seamless pathway from high school to college and career. Students graduate with a no-cost, industry-recognized associate’s degree that enable them to secure a competitive entry-level position in a growing STEM industry or to continue and complete study in a four-year higher education institution. P-Tech is built on a partnership between school districts, higher education partners, and industries. It is a six-year model integrating high school and college coursework that are linked to industry skills maps. The program includes workplace mentoring, including worksite visits and paid internships. The program is cost-free and focuses on historically underserved students. Students have preferred access to jobs with industry partners. P-Tech currently involved 550+ industry partners and 70+ community college partners. The first cohort completed their degree at 4x the on-time national community college graduation rate and 5x the rate for low-income students. For additional information, visit the P-Tech site.

Minnesota State College Southeast – Student Learner Hub

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.
Approaches to Innovation

Innovation has become widely recognized as both a major goal of economic activity and one of the most important instruments through which organizations gain and sustain competitive advantage. While it may not be possible to control and manage innovations, it is possible to design and control the contextual and organizational conditions that enhance the probability of innovation occurring.

Georgia Tech – Deliberate Innovation, Lifetime Education

Georgia Tech embarked on a long-range planning effort that includes a focus on deliberately expanding their capacity to engage in ongoing innovation. Georgia Tech’s Commission on Creating the Next in Education identified five initiatives to position Georgia Tech for the future. These include:

1. **Whole Person Education**: Experiential Learning, Globalization at Home, Professional Development for Graduate Students, Whole Person Curriculum
2. **New Products and Services**: Micro-credentials, Mini-mester Classes, Credit for Accomplishment, Blockchain Credential Project
3. **Advising for a New Era**: Prescriptive Advising, Intrusive Advising, Developmental Advising, Personal Board of Directors
4. **Artificial Intelligence & Personalization**: AI-enabled personalized learning system, AI-based, adaptive learning platforms for mastery learning, Human-centered AI
5. **Distributed Worldwide Presence**: Georgia Tech atrium, Living Library for Learning (L3)

To advance Georgia Tech’s goal of building deliberate innovation at the institution, they have identified three areas of focus:

» **Enhancing the innovation ecosystem**

» **Enhancing teaming by bridging organizational silos**

» **Motivating individuals in the innovation process.**

This work is managed through The Center for 21st Century Universities (C21U), which they describe as a living laboratory for fundamental change in higher education. Working in tandem with campus administrators and faculty, the Center develops and tests new educational platforms and techniques that will define the next generation of educational practices and technologies. For additional information, visit the [Georgia Tech homepage](#) or the [Georgia Tech About the Commission on Creating the Next in Education](#) site.
University Innovation Alliance

The University Innovation Alliance is a national coalition of public research universities committed to increasing the number and diversity of college graduates in the United States, with a goal of innovating the diffusion of higher education innovation.

Members include:

» Oregon State University
» UC Riverside
» Arizona State University
» University of Texas at Austin
» University of Kansas
» Iowa State University
» Purdue University
» Michigan State University
» Ohio State University
» Georgia State University
» University of Central Florida

These institutions are committed to working collaboratively to improve graduation rates of students across the socioeconomic spectrum, particularly low-income students, first-generation students, and students of color, using collective impact methods to identify and scale promising practices. For additional information, visit the University Innovation Alliance site.

Anoka-Ramsey Community College – MN Reflect

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.

“New ideas for innovation grow out of the minds of each new generation. Having an institution of higher learning that can help young people put those ideas into action is critical.”

- Jay Samit, Independent Vice Chairman of Deloitte
Section 3: Student Ideas for the Future of Higher Education

During April 2019, student leaders from LeadMN and Students United engaged in conversations about Reimagining as part of their annual delegate assemblies. The Reimagining process and Emerging Themes report were discussed and then students were asked to work in groups to develop responses to the following visioning questions:

- **What does the student experience look like for students 10 years from now?**
- **What are the essential characteristics of that experience?**
- **How will students in the future be similar or different than today?**

Groups spent 20-30 minutes discussing the questions and then presented their responses to the larger group. The following is a summary of those responses.

**Discussion Summary: LeadMN (approximately 25 participants)**

1. **What does the student experience look like for students 10 years from now?**

   - **Hands-on curriculum:** Students expect that the learning experience will be more hands on and experiential, including opportunities to apply what they have learned outside of the classroom through on-campus work training, mentorships and internships, and community-based learning.

   - **Technology:** Students anticipate that advanced technology will play an increasing role in the education of the future, including virtual reality learning, open access to live streaming lectures, and an increase in online learning but with online courses that are more engaging. They believe that quality of technology access may be an issue that will need to be addressed.

   - **Diversity:** Students anticipate increasing levels of diversity in both students and faculty and staff.
» **Resource support:** Students believe that students will continue to struggle with funding their education and will need expanded access to resources and support, including better access to quality food, free transportation, textbook free degrees, and state-funded free tuition.

» **Community and connections:** Students see a need for campuses to create more opportunities for students to make connections and build relationships, including technology-enabled communications platforms, first-year experience classes, dedicated campus spaces, and increased student involvement opportunities.

### 2. What are the essential characteristics of that experience?

» **Diverse:** Diversity, equity, and inclusion will be embedded throughout their experience. This will require an increased need for addressing diversity, systemic implicit bias, and belonging.

» **Flexible:** Easier access for all students will be part of the educational experience, including being able to e-commute and live stream lectures from multiple colleges and have greater flexibility in program choice.

» **Accessible:** Students will be able to attend college debt free and have their basic needs met while attending college so they can finish programs faster and increase rates of completion.

» **Engaged:** Students will be more involved and engaged in their own learning through greater support for collaboration resources, community-based learning resources, and more engaged learning practices.

» **Technology-enabled:** Students will have equal access to up-to-date technology that supports multiple learning styles.

### 3. How will students in the future be similar or different than today?

» **Greater support for community college students:** This includes viewing students as greater stakeholders, reducing the stigma around attending community college, and improving transferability of credits.
> **Greater outside demands:** Students in the future will experience even greater demands on their life outside of college, which will impact their ability to be involved on campus and complete their education. These include more fluid living situations and additional family commitments.

> **Cost:** Students in the future will be even more sensitive to the costs of higher education and will be less willing to take on debt to fund their education. They will also have greater concerns about food and housing access.

> **Learning choices:** Students will be interested in more interconnected programs and different learning choices to support their educational goals. This will include more use of technology in learning and expanding their academic and personal networks through technology.

**Discussion Summary: Students United (approximately 35 participants)**

1. What does the student experience look like for students 10 years from now?

   > **More academic options:** Students are expecting greater curricular options, including more online classes and degrees, more graduate programs, and more individualized degree programming options.

   > **Advanced technology:** Technology will play a greater role in education, including virtual classrooms that provide global education connection. Students will be expected to develop technological competency through their education and be able to utilize the latest technology in their fields. This will require more advanced training and development in technology among faculty and staff.

   > **Engaged learning:** In the future, engaged and active learning will be part of the educational experience of all students. This includes more engaging discussion-based classes, a more integrated curriculum, a deeper study of liberal arts, and more student-centered teaching and learning experiences delivered through enhanced technology. It also will include increasing focus on community partnerships to provide professional development and a focus on career preparedness.
» **Diverse and accessible:** Diversity and accessibility will be an important component of the college experience, including more spaces to support inclusivity and achieving debt-free college for all students.

### 2. What are the essential characteristics of that experience?

» **Student-tailored and accessible:** Education in the future will be student-centered in design, providing more personalized and individualized choices for students, including in-class and online learning and the ability to have access to all classes each semester.

» **Career-ready education:** Students expect to have an educational experience that positions them for successful entry into careers upon graduation.

» **Equitable:** Campuses will be more diverse with a greater focus on inclusivity and equitable outcomes. This includes providing access and opportunity for all students and creating campuses with no bias or discrimination.

» **Technologically advanced:** Advanced technology will be important in both delivering a more holistic learning experience and as an outcome of the educational experience.

» **Glocal:** Tomorrow’s education will be more globally focused, including the connection between local and global.

### 3. How will students in the future be similar or different than today?

» **Tech savvy:** Students will have a greater understanding of technology and be more connected.

» **Academically focused:** Students will be more goal-oriented and focused on the outcomes of their education, including higher completion rates.

» **Cost-sensitive:** Students will be more price sensitive and debt-averse. They will expect free or cheaper textbooks and amenities, including parking.

» **Diverse:** The student body will be more diverse and open to diversity. They will be more open about mental health and disability needs and expect greater levels of support and facilitation.
Section 4: Feedback on the Reimagining Emerging Themes Report

Forum discussions and feedback received through the Reimagining Minnesota State Emerging Themes campus-based conversations, employee survey, and consultations with bargaining units and student leaders identified a number of themes to be considered as we develop specific initiatives and actions related to implementing the goals of Reimagining Minnesota State. A summary of the Reimagining Minnesota State Emerging Themes Report can be found in Appendix A.

Values and Commitments

Comments from our internal stakeholders reveal key themes that represent possible values to be used to guide innovation and change efforts related to the goals of Reimagining.

- **Higher education is a public good.** Our society depends on and benefits from an educated populace. We are dedicated to nurturing engaged and capable citizens that give back in service to the state.

- **Our highest priority is preparing students for a full life and to realize their full potential.** We have a responsibility to educate the whole person, including providing access to a broad, liberal arts education. The vitality of our future communities will be best supported by a well-educated citizenry who have a wide array of abilities and skills.

- **Diversity, equity and inclusion must be central to all we do.** We have a responsibility to address historic inequities in education by removing barriers for disenfranchised and marginalized populations.

- **We must expand access and completion and do so without compromising quality.** As we strive to expand access and increase rates of completion through new approaches to delivery and support, we must do so with a commitment to ensure students leave our institutions well prepared for success. High quality education happens as a result of engaged and experiential learning practices and building relationships between learners and teachers, regardless of delivery mode.

- **We are committed to educational access throughout the state, including rural and remote communities.** Our institutions are embedded in our communities and add cultural richness and economic development in the communities we serve.

- **Our people are the Minnesota State system.** Their expertise, creativity, and commitment to our students and communities are what makes the difference every day.
General Responses

The Minnesota State Community was asked to provide feedback on each segment of the Emerging Themes Report. Following are themes and suggestions for improvement.

Minnesota State’s Value Proposition and 2030 Goals

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.

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 percentage of Minnesotans with a post-secondary credential

» **Community Vitality:** Reduce regional unemployment; enhance regional economic development; improve regional health index

Minnesota State Community Feedback

Overall, there was support for the core elements of the value statement articulated in the Emerging Themes Report. Many felt the responsibility to both student and community success were important and accurately described our mission as a system, but others believed the balance needed to be adjusted to make clear our primary commitment was to providing a transformative education to our students. Many expressed a need for stronger and clearer language that was more aspirational and that better communicated our value to our external stakeholders.

Similarly, there was general support for the draft goals with a number of suggestions for improvement. A number of respondents felt we should frame these goals in a way that our external stakeholders could understand and support. These included:

» Making a stronger commitment to equity and inclusion

» Supporting and engaging our own employees
More clearly communicating our commitment to the quality and integrity of the academic experience and our responsibility for educating citizens and goals of a liberal education

Highlighting our responsibility for research

Creating a clearer measurement of workforce alignment beyond degree completion

Identifying community vitality measures that include civic engagement and cultural contributions

Systemwide Innovation Themes

The systemwide innovation themes identified three possible areas of focus for collaborative innovation. These themes attempt to answer the Big Question: “How do we leverage our ‘systemness’ to the benefit of our students and the state?”

Personalized, Lifelong 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.

Minnesota State Community Feedback

Much of the feedback indicated overall agreement on the proposed innovation themes but many provided additional ideas or edits for consideration. These included:

Educational innovation should go beyond workforce outcomes to educating the whole person over their lifetime
Implementation should support institutional creativity, balance the good of the whole with the good of the individual institutions, and differentiate between different categories of institutions

Focus on making processes lean and building capacity for operational excellence

Ensure that we maintain academic rigor as we pursue access

Clarify system and institutional processes and accountabilities

Support efforts that change the public narrative around higher education

Systemwide Innovation Support Themes

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**

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.
Minnesota State Community Feedback

Feedback on the proposed innovation support themes was generally positive but a number of additional suggestions were shared. These included:

» Leverage Reimagining to create an advocacy agenda to influence legislative priorities
» Develop an accountability system to ensure we are continuing to improve and exploring innovation based on data and researched evidence
» Provide guidance and direction on how to achieve operational excellence in our core work
» Understand what is not working and make it better before pursuing new models
» More clearly address breaking down barriers for students
» Commit to governance that empowers faculty, staff, and students to contribute to the vitality and responsiveness of the system
» Encourage faculty and staff to publish research on best practices
» Create a welcoming climate for a diverse workforce

Recommendations from the Minnesota State Community

In addition to responding to the specific elements of the Reimagining Minnesota State Emerging Themes Report, members of the Minnesota State community provided additional recommendations for consideration as we work toward delivering on the goals of Reimagining Minnesota State.

Be a strong voice for the value of higher education.

» Lead the charge to reframe the narrative about the value of higher education in the state, country and world
» Play a proactive leadership role in the larger national conversation, including influencing higher education associations, accrediting bodies, and state and federal policy
» Build healthy relationships with key stakeholders to influence priorities and investment
» Position Minnesota State as a leader within our national and global context
Communicate a more pluralistic view of Minnesota State.

» Recognize and celebrate our different types of institutions and their unique educational purposes, including type, location, educational experience, and programmatic focus

» Create approaches to marketing and recruitment that celebrates the uniqueness of our institutions and supports informed student choice

» Universities focus on liberal arts and professional education, graduate education, and research

» Community colleges provide access to both technical and transfer education

» Technical education promotes trades as a viable, respectable, and meaningful vocation and certifications as an important pathway to career

» Adopt a clear but flexible definition of student success that recognizes we have diverse students with different goals

» Position and support our rural campuses to continue to serve the unique educational, cultural and economic needs of their students and communities

» Support students on their continuous learning journey but in a way that validates their current educational choice

Strike the right balance between institutional autonomy and collective action.

» Pursue innovation and operational excellence in a way that recognizes that not all things should be applied equally across the system

» Address the current systems that incentivize keeping innovations local and create competition among colleges and universities for enrollment and financial resources

» Recognize that experimentation happens on our campuses and our approaches should leverage the strengths of individual institutions

» Provide a framework that clarifies what are shared functions and processes and what are individual campus functions and processes
Focus on those areas of commonality that serve the best interest of students. Suggestions include:

- Improve transfer pathway opportunities and ease of use
- Standardize policies and procedures
- Identify and remove process barriers
- Reduce redundancy between institutions
- Adopt common course numbering and curriculum
- Centralize marketing and market research
- Create collaborative academic program planning
- Create the ability to share data across colleges

Understand and create programs and services to address the specific needs of distinct student populations

- Advocate within our communities around issues of equity and inclusion, income gap, and living wage so we demonstrate our value by helping to create more inclusive, just communities

- Leverage the system to share best practices around high school bridge programs, early college credit, workforce collaborations, and serving underserved or underemployed populations

- Innovate to provide intervention and support strategies to address specific needs but do so in a way that gives voice to and empowers these populations:
  - Traditionally underrepresented and marginalized students
  - Mental health, housing and food insecurity
  - Resources to support English language learners
  - Veterans
  - Minnesota’s American Indian population
  - Adult/non-traditional learners
  - First generation and low income students
  - International students
  - Underprepared students
Find out what really works and how can we make it better before looking for new solutions.

» Develop guidance and direction on how to get better at the classical functions of higher education, including achieving excellence in our current procedures and operations

» Make decisions based on data and researched evidence by building measureable outcomes into every program to understand efficacy of existing and new delivery models

» Understand the impact of work that is already occurring before pursuing new models in order to build on our existing strengths

» Streamline and reduce the bureaucracy, including interpretations of policies and procedures, with the goal of increased efficiency across administrative functions

Cultivate relationships with communities, industries, and educational partners.

» Build relationships with stakeholders (private, corporate, public), develop their understanding of the value of higher education, and partner with those who are committed to collaborative, ongoing work

» Expand reciprocal partnerships with communities of color in order to give them voice in the future of Minnesota State

» Emphasize the positive impacts of campuses on their local communities and support campus connections to the local community based on their unique needs

» Enmesh our system into other government, industrial, political, and religious systems, especially K-12 in order to help our communities become more vital and to make the system better and more responsive

Attract and maintain a high-quality, engaged Minnesota State workforce.

» Achieve equitable outcomes for employees and work toward a welcoming climate for a diverse workforce, including increasing diversity within senior decision-making positions across the system

» Enhance support for faculty, staff, and administrators so they are prepared to achieve the goals of Reimagining, including best practice training and the development of new models

» Support faculty and staff in conducting and publishing research on best practices

» View employees as your first-line customers and be invested in their experience
Find and support the truly innovative groups and people and empower them to engage their colleagues

Support the implementation of Reimagining Minnesota State in ways different than in the past.

- **Change management** – A theory of change and a roadmap for achieving these goals that creates opportunities for everyone to participate, regardless of campus
- **Measurement** – Measureable outcomes and benchmarks with good data to support achievement of goals and track progress
- **Data access** – Ability to identify, gather, maintain, curate, and disseminate key data and information that aid the colleges and universities in decision-making within the system
- **Accountability** – Transparent frames of accountability based on a shared vision and shared responsibility that supports goal achievement and builds trust
- **Space** – Physical and virtual spaces to support collaborative work
- **Focus** – Identify a limited sub-set of initiatives at a time
- **Engagement** – Implementation that is not hierarchical and creates opportunities for engagement across the system and institutions by creating multiple to develop ideas instead of one central group
- **Leadership** – Strong leadership from the board and chancellor, which may necessitate education for board and leadership to become more responsive and innovative
- **System Office** – Focus on how the system office will change to become more nimble, responsive, and efficient in order to successfully enact Reimagining Minnesota State
- **Funding** – An investment model that rewards collaboration and provides targeted investments and incentives to improve but not in ways that draws resources from campuses
Appendix A: Reimagining Minnesota State Emerging Themes Report

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 ensure 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.

**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 colleges and universities will continue to be the source of creative ideas and experimentation. The system-office will support these efforts through advocacy, coordination, capacity-building, investment, and measurement, while supporting 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?”

1. **Personalized, Lifelong 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.

2. **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.
3. **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, preparing our graduates for success in the dynamic and changing communities and workplaces of the future.

**Specific Areas for Exploration**

1. **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.

2. **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.
3. **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.

4. **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.

5. **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 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.
6. **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.

7. **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.

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**Part 2: Systemwide Innovation Support Themes**

The Minnesota State system will 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?”*

1. **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 support and reward our institutions and faculty and staff for both continuous improvement and exploratory innovation.
2. **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.

3. **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.

4. **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-centered innovation and transforms the oversight, policy, and financial models that support our shared goals.

**Areas for Exploration**

1. **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 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.
2. **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.
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