MINNESOTA STATE
Extraordinary Education.
Exceptional Value.

FY2023
Chancellor/System Office Workplan
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Staff Lead

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FY2025 Activities

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Expected Campus Engagement

Staff Lead

Program Growth and Enhancement of Industry Sectors (Minnesota State Centers of Excellence)

Description

Background

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Board of Trustees Engagement (new in bold)

Expected Campus Engagement

Staff Lead

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Description

Background

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- Equity Scorecard
- Student Success and Retention Metrics
- Financial Matters
### FY2023 Workplan Initiatives

#### Focus Area Definitions and Key

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

Academic and Student Affairs

Monitoring Framework: Student Success and Retention Metrics

Student Success and Equity

Description

» The Academic and Student Affairs Division created a position dedicated to Program Support and Quality Assurance to develop and implement systemwide program review processes. These system-level processes are to ensure quality and to support colleges and universities program review practices aligning with institutional and specialized accreditation requirements.

» Program Review and Quality Assurance supports institutional need in the improvement of academic program review (APR) processes and practices at the campus level to stay in compliance with the Higher Learning Commission (HLC) accreditation policy (HLC Accreditation Criteria 4.A.1 and 4.B).

» Program Review and Quality Assurance includes providing resources and opportunities to affirm and/or improve campuses processes and practices.

» Program Review and Quality Assurance provides resources to individual institutions to support in practicing regular and ongoing academic program review for quality assurance and continuous improvement.

Background/Previous Work/Outcomes

» Law Enforcement Program Review submissions were completed by October 15, 2022. With programs aligned with the recommendations of the Minnesota State Taskforce on Law Enforcement Education Reform, the current law enforcement programs will change their names to replace “law enforcement” with “peace officer” by Fall 2023.

» Law Enforcement Skills Program Review will continue efforts to improve the consistency across the programs, in collaboration with the Minnesota Peace Officer Standards and Licensure Board.

» Systemwide Program Review Quality Assurance and Support Initiatives may advance with the following activities.

- Professional development workshops on various aspects of academic program review are being developed for Fall 2022, in collaboration with the Minnesota State Educational Development and Technology unit. Materials from these workshops should be invaluable additions to the academic program review resource library.

- Proposed periodical review of campus-level program review processes and practice maybe launched (preferably in collaboration with the Accreditation & Assessment Director).

- Academic program review related sections in Minnesota State Board Policy 3.36 and System Procedure 3.36.1. may need to be reviewed to clarify academic program review expectations and system-wide review/feedback processes.

- Academic Program Review Community of Practice can provide an invaluable opportunity for SAOs, deans, IR professionals, and faculty to share best practices and identify campus needs.

» Transfer Pathway Program Review will commence its third phase in Fall 2022 and fourth phase in Spring 2023. The third phase will review transfer pathways programming in chemistry, communication studies, political science, and law enforcement while the fourth phase will review computer science,
English, exercise science, mathematics, and Spanish. The Academic Programs and Transfer team will coordinate a transfer pathways program improvement workshop for each discipline and facilitate examination of program effectiveness.

**FY2023 Activities**

- Develop an accountability framework to monitor progress on improving transfer and to evaluate compliance with board policy and transfer goals
- **Law Enforcement Programs:** Programs completion of Individual Program Improvement Plans
- **Transfer Pathway Programs:**
  - Phases III and IV: Transfer Pathways Program Review program improvement workshop will commence in Fall 2022 and Spring 2023
  - Phase III Programs include: chemistry, communication studies, political science, and law enforcement
  - Phase IV Programs include: computer science, english, exercise science, mathematics, and Spanish
- **All Other Programs:** Pilot implementation Program Review and Quality Assurance process

**FY2024 Activities**

- **Transfer Pathway Programs:** Continue next phase of Transfer Pathways Program Review program improvement with workshop in Spring 2024
- **All Other Programs:** Full roll-out and implementation of Program Review and Quality Assurance process

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

- Update on accreditation provided in May 2022
- **Study session on transfer in November 2022**
- **Update on the role of board governance in Higher Learning Commission Accreditation and specialized accreditation in January 2023**
- **Update on transfer in June 2023**

**Expected Campus Engagement:**

- Transfer and DARS conference in October 2022
- Systemwide accreditation and assessment conference in December 2022.
- Update to senior campus academic and student affairs leaders in December 2022.
- Transfer Pathways improvement workshops (ongoing)

**Staff Lead:**

Jesse Mason, Interim Associate Vice Chancellor for Academic Affairs
Strategic Enrollment Management

Academic and Student Affairs, Finance
Monitoring Framework: Student Success and Retention Metrics
Student Success and Equity, Data Democratization

Description

» Ident strategic enrollment management initiative focuses on three areas:
  ▪ Identifying and creating appropriate campus and system office leadership structures, as well as policy and practice guidance, in support of campus-based strategic enrollment management;
  ▪ Identifying High Impact Practices for scaling across the system, and creating the capacity and infrastructure needed to support that scaling; and
  ▪ Identifying and investing in systemwide technologies and data analysis infrastructure.

Background

» Twelve colleges have been participating in the Lumina Foundation/American Association of College Registrars and Admissions Officers (AACRAO) strategic enrollment management project. To date, colleges have participated in four workshop seminars focused on: strategic enrollment management (SEM) core concepts and planning, integrating equity by design in the SEM framework, developing SEM strategies and refining/prioritizing SEM strategies.

» Within the overall guided learning pathways framework, Bemidji State University, Southwest Minnesota State University, Anoka-Ramsey Community College, and Hennepin Technical College are participating in the SUCCESS pilot. Bemidji State University, Anoka-Ramsey Community College, and Hennepin Technical College have agreed to participate in a RCT (Randomized Controlled Trial) evaluation for the next two academic years, up to 200 students are being recruited and 130 of those students will be assigned at random to evaluate the effectiveness of the SUCCESS program.

» An Enrollment Management Workgroup met from May-August 2022 and developed recommendations for both enterprise and campus-based enrollment strategy aimed at stabilizing and growing enrollments across the system. The workgroup is comprised of college and university presidents and campus functional leaders (ASA, Marketing/communications, institutional research). The primary responsibilities of the workgroup include the following:
  » Review the system’s current enrollment management framework and develop any needed recommendations for improvement or realignment.
  » Identify the common elements that should be present in all campus-based strategic enrollment plans and develop recommendations for how and where those elements are best situated within existing campus planning structures and documents.
  » Develop recommendations for common data sets and reports that are needed to support campus-based strategic enrollment management planning and monitoring.
  » Develop recommendations for specific tasks/activities that should be managed and completed at the campus level, as well as those specific tasks/activities that should be completed at the system office.
  » As part of a project funded by a grant from 3M, a community of practice for advising has been created and has over 130 campus-based professionals actively engaged in sharing effective practices regarding comprehensive orientation, holistic academic advising, and career exploration.
Campus-based orientation leaders at each institution have been identified and invited to join a comprehensive orientation community of practice as well, and over 40 campus-based professionals are engaged in this group.

See also the related updates on student basic needs and mental health services and resources.

Important software implementation and update projects, supported with leadership from the Educational Development and Technology unit within ASA, are contributing to systemwide strategic enrollment management efforts:

Graduation Planner: Six (6) universities and twenty-one (21) colleges are in the process of implementing the graduation planner. Of these, nine (9) colleges and three (3) universities have opened the system to students and staff. For these campuses Graduation Planner data is, as of March 2022, available for detailed analysis of student progress and course demand. The anticipated full implementation of this project is now the fall of 2023.

uAchieve Degree Audit: The upgrade of the CollegeSources uAchieve software has been completed and was released to production in early February 2022.

Credit for Prior Learning Web-Based Workflow: Working with the Workforce and Economic Development unit, a vendor to provide a web-based workflow platform for processing and tracking credit for prior learning requests was identified. The agreement with the vendor was completed in March 2022 and implementation is in process. Piloting of this platform is planned for Fall 2022 with system-wide implementation beginning in Spring 2023.

**FY2023 Activities**

- Hire and onboard a new staff position focused on systemwide strategic enrollment management
- Draft a systemwide strategic enrollment plan
- Provide expertise and coordination of comprehensive student support programs for Bemidji State University, Southwest Minnesota State University, Hennepin Technical College and Anoka-Ramsey Community College
- Explore opportunities to sustain and potentially scale the SUCCESS pilot programs
- Review and determine implementation strategies for enrollment management workgroup recommendations for both enterprise and campus-based enrollment strategy.
- Support 12 colleges continued participation in the Lumina Foundation/AACRAO strategic enrollment management project.
- Continue to identify and invest in systemwide technologies and data infrastructure.

**FY2024 Activities**

- Provide expertise and coordination of comprehensive student support programs for Bemidji State University, Southwest Minnesota State University, Hennepin Technical College and Anoka-Ramsey Community College
- Explore opportunities to sustain and potentially scale the SUCCESS pilot programs.
FY2025 Activities

» Provide expertise and coordination of comprehensive student support programs for Bemidji State University, Southwest Minnesota State University, Hennepin Technical College and Anoka-Ramsey Community College

» Explore opportunities to sustain and potentially scale the SUCCESS pilot programs.

Board of Trustees Engagement (*new in bold*)

» Update to the Academic and Student Affairs Committee in November 2021

» Planned update to the board in March 2023

Expected Campus Engagement

» Ongoing engagement and support for Project SUCCESS pilot campuses

» Facilitate community of practice meetings

Staff Lead

Brent Glass, Associate Vice Chancellor for Student Affairs and Enrollment Management
Student Basic Needs

Academic and Student Affairs  
Monitoring Framework: Student Success and Retention Metrics  
Student Success and Equity

Description

» Minnesota State’s comprehensive approach to address basic needs insecurity is designed to establish and enhance system level and campus strategies to remove barriers that interfere with student enrollment and persistence to program completion. These barriers are disproportionately experienced by students of color, students who are first generation, and students from low socioeconomic backgrounds.

» The comprehensive approach to addressing basic needs insecurity involves the implementation of system level initiatives such as a centralized basic needs resource hub connecting students to basic needs resources available on campus and in the community and community of practice engagement providing opportunities for the sharing of effective practices and resources.

» The comprehensive approach includes supporting campus-based initiatives such as the establishment of comprehensive basic needs websites listing resources available on campus, communication and guidance in applying for SNAP benefits, and enhanced assessment resources to measure the impact of campus based needs initiatives.

Background

» The basic needs community of practice is now over 200 members representing all Minnesota State colleges and universities. The community continues to be an effective mechanism to share effective practices, resources, and relevant news or updates.

» The 14 recommendations developed by the basic needs committee were endorsed by the Student Affairs and Enrollment Management Council and the Senior Vice Chancellor. The recommendations have been shared with college and university leadership for their consideration and progress has been made in all system level recommendations.

» All colleges and universities have launched a comprehensive basic needs webpage listing all campus-based resources. A system level basic needs webpage has been developed and listed all college and university websites. The development of these websites are critical in helping to connect students with basic needs resources on their campus.

» The SNAP communication template was distributed to colleges and universities for fall 2022 implementation planning.

» A contract was signed with the Greater Twin Cities United Way formalizing a partnership between Minnesota State and the 211 program to establish a system-wide basic needs resource hub connecting all students with basic needs resources on their campus and in their community via text, chat, or phone 24 hours a day and seven days a week.

» Minnesota State received a $700,000 grant from the ECMC Foundation to support the establishment of the partnership with the United Way 211 program.

» A presentation was provided at the January 2022 Board of Trustees ASA committee meeting updating the Board on our work. The presentation was enthusiastically received.
**FY2023 Activities**

» Launch a basic needs central resource hub.

» Provide resources to assist colleges and universities with meeting statutory requirements for basic needs.

» Explore a partnership with Second Harvest Heartland for campus food pantries and to serve as a SNAP outreach provider.

» Explore the feasibility of creating a home grown system wide comprehensive basic needs prevalence assessment.

» Provide information on student basic needs base funding for the biennial budget request.

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

» Update to the Academic and Student Affairs Committee in January 2022.

» Board approved contract with United Way 211 in April 2022.

» **Planned update to the board in March 2023.**

**Expected Campus Engagement**

» Ongoing engagement within the basic needs community of practice

» Campus representation within the basic needs ad-hoc committee and student affairs and enrollment management council

**Staff Lead**

Paul Shepherd, System Director for Student Development and Success
Mental Health Services and Resources

**Academic and Student Affairs**

**Monitoring Framework: Student Success and Retention Metrics**

**Student Success and Equity**

**Description**

» Minnesota State has made a commitment to advance strategies to increase our collective capacity to support student mental health.

» System level strategies will be pursued that support and complement campus level work and will be informed by a broad range of stakeholders including campus based clinical providers, cross-functional non-clinical professionals, and community partners.

» Efforts to enhance support for student mental health will focus on advancing the ability to provide equitable services, support, and resources that are culturally relevant, trauma informed, and accessible to all students.

**Background**

» The mental health cross functional community of practice was established in November of 2021 and currently consists of 90 clinical and non-clinical members. The community of practice contains a wide range of resources and toolkits, provides space for the sharing of effective practices, and serves as a primary platform for ongoing communication focused on mental health initiatives.

» Mental health resources, including resources and effective practices for discussing mental health during orientation sessions were distributed to colleges and universities for implementation.

» Funding was distributed to each college and university to enhance campus based mental health education and promotion initiatives. Resources were provided to inform strategies that could be pursued at the campus level.

» An RFP process was designed and implemented to establish mental health peer support pilot programs. Six Minnesota State colleges and universities were awarded funding and will be supported in their implementation of the pilot programs.

» A contract was signed with Mental Health First Aid USA to establish a mental health first aid instructor training program that will train up to four individuals from each college and university to become mental health first aid instructors. This initiative will enable significant training opportunities for students, faculty, and staff to become trained in mental health first aid.

» Created the “You’ve got this. We’ve got you.” communication plan designed to raise awareness of mental health resources, reduce stigma, and create positive campus climates. This culturally relevant and trauma informed communication plan will serve as the broader campaign focused on all basic needs work.

**FY2023 Activities**

» Provide resources to assist colleges and universities with meeting statutory requirements for mental health awareness.
» Implement mental health first aid train the trainer initiative.
» Pilot mental health peer to peer programs.
» Provide information on mental health awareness as part of the biennial budget request.

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

» Update to the Academic and Student Affairs Committee in January 2022.
» Board approved contract with United Way 211 in April 2022.
» Planned update to the board in March 2023.

**Expected Campus Engagement**

» Ongoing support for community of practice

**Staff Leads**

Paul Shepherd, System Director for Student Development and Success
Kate Noelke, Chancellor’s Fellow
Redesign Educational Delivery Model *(digital learning transformation)*

*Academic and Student Affairs*

*Monitoring Framework: Student Success and Retention Metrics*

*Student Success and Equity, Technology Solutions*

**Description**

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

**Background**

- Evaluated potential enterprise technology integrations used to support existing enterprise academic technologies (Brightspace, Kaltura, Zoom) with explicit attention to equity and digital accessibility.
- In partnership with Office of Equity and Inclusion, aligned educational development programming (Network for Educational Development / NED) with Equity 2030 goals used to support the equity by design framework. Evaluation of educational development programming (NED) effectiveness.
- Provided financial and human resources to support innovation, collaboration, and equity incubation (Shark Tank Open / Multi-Campus Collaboration Funding) among the colleges and universities.
- Expanded Z-degree pathways and increase number of faculty using culturally fluent, accessible, zero-cost, and open educational resources (OER).

**FY2023 Activities**

- Identify and remedy challenges students experience with usability and accessibility related to enterprise academic technology services.
- Add tools (e.g. H5P, Packback) to increase interactivity in online courses
- Identify and create Brightspace data reporting tools that inform equity minded teaching interventions
- Improve student experience with core enterprise academic tools by aligning authentication methods.

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

- Update to the Academic and Student Affairs Committee in June 2021.
- Follow-up engagement with the Academic and Student Affairs Committee in October 2021.
- **Planned update to the board in November 2022 on the pandemic impact on teaching and learning.**

**Expected Campus Engagement**

- Provide updates through shared governance structures, particularly the Academic and Student Affairs Technology Council and related committees
» Host Campus Academic Technology Team meetings with campus spotlight on digital learning transformation

» Ongoing engagement with campuses through webinars, short courses, and long courses through the Network for Educational Development

Staff Leads

Kim Lynch, Senior System Director for Educational Innovations
Scott Wojtanowski, System Director for Educational Technology and Development
Equity Scorecard

Office of Equity and Inclusion

Monitoring Framework: Equity Scorecard

Data Democratization, Organizational Effectiveness, Student Success and Equity

Description

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

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

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

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

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

Background

» July 2021: Produced Equity Scorecard 1) All Colleges rollup; 2) All Universities rollup; 3) Systemwide rollup
» Prototype reviewed by Board of Trustees, Leadership Council, and other stakeholders
» OEI team received feedback and input on next steps and strategy on current and future KPIs
» July 2022: Produced campus level scorecard data

FY2023 Activities

» Deploy KPI 5: Equity Strategy and Action (Spring 2022)
» Deploy KPI 6: Campus Climate (Spring 2022)
» Produce updated scorecard and dashboard (Spring 2023)
FY2024 Activities
» Produce updated scorecard, dashboard, and target updates (Fall 2023)

Board of Trustees Engagement (*new in bold*)
» Share Key Performance Indicators on Equity Strategy and Campus Climate Spring 2022

Expected Campus Engagement
» Shared and discussed with Leadership Council – July 2022
» Shared at Statewide meet and confers – Fall 2022
» Conduct systemwide trainings – Fall 2022
» Share Key Performance Indicators on Equity Strategy and Campus Climate - Spring 2022
» Determine institutional goals and targets- Summer 2023

Staff Leads
Andriel Dees, Vice Chancellor for Equity and Inclusion
Priyank Shah, Associate Vice Chancellor for Equity and Inclusion
Tarrence Robertson, Project Director, OEI
Systemwide Campus Climate

Academic and Student Affairs, Office of Equity and Inclusion, Human Resources
Monitoring Framework: Equity Scorecard, Student Success and Retention Metrics
Organizational Effectiveness; Data Democratization; Student Success and Equity

Description

» Campus Climate refers to the experience of individuals and groups on a campus and the quality and extent of the interaction between those various groups and individuals. Educational researchers, Hurtado et al. (2008), describe campus climate as a part of the institutional context that includes community members' attitudes, perceptions, behaviors, and expectations around issues of race, ethnicity, gender identity, and other dimensions of diversity.

» To align with Equity 2030 and Equity Scorecard Key Performance Indicator, the goal is to create a systemwide process of assessing campus climate and consultative process with campuses to create activation plans.

Background

» Internal Campus Climate Pilot run Spring and Fall 2019 with two campuses
» Mixed feedback on instrument and process resulted in restructured conversation
» System workgroup deployed and creation of campus climate framework (Spring 2022)
» Campus climate framework presented and approved by Board and Leadership Council (Spring 2022)

FY2023 Activities

» Create and approve additional survey questions (Fall 2022)
» Confirm 1st cohort campuses (Fall 2022)
» Deploy campus climate survey (Spring 2022)
» Report Results 1st cohort (Spring/Summer 2022)

FY2024 Activities

» Create campus activation plans 1st cohort (Spring/Summer 2023)
» System receives key information from 1st cohort (Summer 2023)
» Confirm 2nd Cohort campuses (Summer 2023)
» Deploy Campus Climate Survey 2nd Cohort (Spring 2024)
» Report results 2nd cohort (Spring 2024)
» System receives key information from 2nd cohort (Summer 2024)

FY2025 Activities

» Create campus activation plans 2nd cohort (Spring/Summer 2024)
» System receives key information from 2nd cohort (Summer 2024)
» Confirm 3rd Cohort campuses (Summer 2024)
» Deploy Campus Climate Survey 3rd Cohort (Spring 2025)
» Report results 3rd cohort (Spring 2025)
» Review and revise activation plans from 1st and 2nd cohort (Summer 2025)
» System received key information from 1st and 2nd cohort (Summer 2025)

Board of Trustees Engagement (new in bold)
» Share 1st cohort initial survey findings and themes (Spring/Summer 2023)

Expected Campus Engagement
» Engage on additional survey questions at Statewide meet and confers and student association meetings—Fall 2022
» 1st cohort deployment of climate survey – Spring 2023

Staff Leads
Andriel Dees, Vice Chancellor for Equity and Inclusion
Priyank Shah, Associate Vice Chancellor for Equity and Inclusion
Tarrence Robertson, Project Director, OEI
Enhancing Access to Data and Data Analytics

The Center for Data Access and Analytics
Monitoring Framework: Equity Scorecard, Student Success and Retention Metrics, Financial Matters
Data Democratization, Student Success and Equity, and Organizational Effectiveness

Description

» Data practices and the necessary changes that are needed to ensure equitable outcomes for the students of Minnesota State.

» To fully embed Equity 2030 as a day-to-day and year-to-year strategic priority, actors at every level—senior leadership at the system and campus levels, administrators such as Deans and Directors, managers and department chairs, faculty and staff must have access to relevant, data disaggregated into student sub-groups that allows them to identify equity gaps and evaluate whether actions taken to address them are having the intended effect.

» Recognizing that to achieve the Equity 2030 goal everyone within the organization must be able to access data that identifies achievement gaps within the context of their own work and within their own business units led to the concept of data democratization.

Background

» Developed a definition of data democratization

» Established data sharing agreements across colleges and universities

» Developed data democratization definition on approach

» Progressing on identifying roles and responsibilities across institutional research, information technology, and Chancellor’s Fellow for Predictive Analytics

» Created structure for Center for Data Access and Analytics

FY2023 Activities

» Operationalize the structure for Center for Data Access and Analytics

» Launch search for Executive Director of Center, who will serve as the system Chief Analytics Officer

» Set a strategic vision and lead the development of a 3-5 year predictive analytics workplan

» Finalize roles and responsibilities across institutional research, information technology, and Center for Data Access and Analytics, as well as with data stewards across other functional areas

» Identify key projects to promote campuses use of data and expand opportunities for data analytics

FY2024 Activities

» TBD by Executive Director

» Explore opportunities for Shared Services to increase campus capacity for analytical activities

Board of Trustees Engagement (new in bold)

» Concept shared in FY2022 Chancellor/System Office Workplan

» Update delivered – spring 2023
**Expected Campus Engagement**

» FY23 Leadership Action Team will focus on assisting new Executive Director with the Center vision and guiding principles

» Extensive outreach to campus Institutional Researchers and leadership to better understand challenges and capacity

**Staff Lead**

Priyank Shah, Executive Director for the Center of Data Access and Analytics
Advancing Credentials through Career Pathways (ACCP) and Business Industry (BILT)

Workforce and Economic Development

Monitoring Framework: Student Success and Retention Metrics, Financial Matters
Workforce and Economic Development, Student Success and Equity, Data Democratization

Description

» Two initiatives: Advancing Credentials through Career Pathways (ACCP) and Business Industry Leadership Teams (BILT) are designed to promote strategic employer engagement through an industry-led model to build seamless career pathways designed with stackable credentials aligned to in-demand skills and employment opportunities.

» ACCP and BILT also support credential completion by recognizing “all learners as learners.” By providing credit for prior learning, course schedules and delivery modes that accommodate the needs of working adults, and efficient program design we can support students by accelerating credential attainment.

Background

» In 2022, ACCP/BILT framework was reviewed and endorsed by the Leadership Action Team for workforce and economic development.

» Draft implementation plan is in place to establish BILT councils

» Over 200 Perkins career pathways or programs of study are in place in 35 different disciplines

» ASA’s Guided Learning Pathways program implementation is underway

FY2023 Activities

» Launch industry specific or regional BILTs based on labor market demand in DEED regions and leveraging the Centers of Excellence industry leadership for guidance.

» Each BILT will conduct one skills gap analysis in a program area (e.g., IT cyber security, diesel/automotive technicians) using Calibrate to update curriculum to industry standards and to develop career pathways with embedded industry certifications.

FY2024 Activities

» Each BILT will develop career path maps with stackable credentials in 2 – 3 program areas.

» Launch additional industry-focused BILTs (or at regional level).

» Conduct additional skills gap analysis (total 6 – 10) of curriculum areas in a partnership model among industry and faculty.

» Further leverage industry partnerships to offer students work-based learning.

FY2025 Activities

» Analyze gaps in comprehensive student supports to improve credit accumulation and completion of non-degree credentials along career pathways.
Board of Trustees Engagement *(new in bold)*
» ACCP/BILT concept and program implementation plan shared winter 2023
» Progress report fall 2023

Expected Campus Engagement
» Shared and discussed with Leadership Action Team and Leadership Council – spring/summer 2022
» Three campuses have begun implementation
» Share with ASA system and campus leaders – winter 2022-2023
» Conduct regional trainings and/or institutional workshops spring/fall 2023

Staff Lead
Mary Rothchild, Senior System Director for Workforce and Economic Development
Credit for Prior Learning and Adult Learning Strategies

*Workforce and Economic Development*

*Monitoring Framework: Student Success and Retention Metrics, Financial Matters*

*Workforce and Economic Development, Student Success and Equity, Data Democratization*

**Description**

- Advance adult learning strategies by offering credit-for-prior learning (CPL), *Ability to Benefit*, pathways from community-based skills training to college enrollment, flexible college placement policies and practices, non-credit to credit program alignment, and flexible program offerings, e.g., short-term, micro-credentials, scheduling, online, etc.

- Provide state leadership for credentials of value, including a Minnesota definition of quality, non-degree credentials (QNDC), state financial aid for QNDC, and credential and skills transparency systems (Credential Engine, universal learner records).

**Background**

- The Credit for Prior Learning Assessment Network (C-PLAN) hosted by Metropolitan State provides significant state leadership for CPL and adult learning.

- *All Learning Counts*, a Lumina-funded initiative, provides state leadership and strategic partnerships with community-based organization, Minnesota colleges and universities, and state agencies to advocate for under-represented adult learners.


- Implementation of guided self-placement (GSP) (2021) and MyCPL web platform (2022)

**FY2023 Activities**

- Five colleges piloting *Ability to Benefit*
- Thirty colleges testing GSP or multiple measures (MM)
- 15 campuses utilizing MyCPL in 2-3 program areas
- Research system capacity for *Credential as You Go*
- Adopt quality non-degree credential (QDNC) definition

**FY2024 Activities**

- Adopt system-level, approved guidance for *Ability to Benefit* campus implementation and GSP/MM
- 75 percent of colleges and universities utilize MyCPL platform; increase in program areas
- Adopt Minnesota State plan for a *Credential as You Go* framework
- Pilot state financial aid for QNDC
FY2025 Activities

» Assess progress on adult learning strategies; evaluate effect on student enrollment, retention and graduation

» Assess and grow state financial aid for QNDC

Board of Trustees Engagement (new in bold)

» Review of Board Policy 3.35 Credit for Prior Learning (March 2023)

Expected Campus Engagement

» Share credential work with ASA councils, system leadership and campus leaders (SAO/SSAO) – winter 2022-2023

» Professional development for faculty and advisors on CPL, MyCPL platform and adult learning (on-going)

» Student outreach for MyCPL and Ability to Benefit (on-going)

Staff Lead

Mary Rothchild, Senior System Director for Workforce and Economic Development
Jess Niebuhr, System Director for Strategic Partnerships
Program Growth and Enhancement of Industry Sectors (Minnesota State Centers of Excellence)

Workforce and Economic Development
Monitoring Framework: Student Success and Retention Metrics, Financial Matters
Workforce and Economic Development, Student Success and Equity

Description

» Through investment in Minnesota State eight Centers of Excellence and in partnership with Perkins funding, colleges and universities will focus on enhancing career and technical education program quality, access for diverse learners, and teacher professional development.

» Outcomes include: new offerings of short-term, industry-recognized credentials; expanded employer connections for work-based learning; and career and education pathways (stackable credentials) aligned to Guided Learning Pathways with a focus on high school CTE recruitment, career guidance and clear academic paths toward credential or degree completion.

» Pending available funding, support two new Centers of Excellence in construction and public safety and grow federal and private grant mining capability.

Background

» Eight centers currently address education and employment opportunities in healthcare, IT, energy, manufacturing/engineering, agriculture, and transportation.

» Perkins provides a foundation for CTE program pathways from high school to college with performance measures for diversity.

» Centers and partner campuses are focusing on new program development, including industry-recognized credentials, micro-credentials, and modular course offerings. Offering industry-relevant faculty professional development.

FY2023 Activities

» Utilize a curriculum review tool (Calibrate) to assess relevance to industry and quality of 12 CTE programs

» Develop recommendations for growth in CTE concurrent enrollment

» Establish infrastructure for scaling project-based or experiential learning, work-based learning and applied research.

» Address Board policies related to micro-credentials and/or stackable credentials

FY2024 Activities

» Establish two new centers of excellence in public safety and construction

» BOT approves policies for micro-credentials and quality non-degree credentials

» Implement state financial aid for quality non-degree credentials

» Develop measures for assessing quality of student work-based learning experiences
FY2025 Activities

» Implement strategic plan for CTE concurrent enrollment based on pilot project

Board of Trustees Engagement (*new in bold*)

» Update on Centers of Excellence January 2023 (legislative report due 2/1/2023)
» Discussion of micro-credentials policy/procedure review in June 2023
» Share study and recommendations on CTE concurrent enrollment, including teacher credentialing

Expected Campus Engagement

» Share *Calibrate* curriculum review tool at Academic Affairs Council
» Share coordination plan between Guided Learning Pathways and CTE with Leadership Council

Staff Lead

Mary Rothchild, Senior System Director for Workforce and Economic Development
Recruitment and Retention of Faculty and Staff

Human Resources, Academic and Student Affairs, Equity and Inclusion

Monitoring Framework: Equity Scorecard

Organizational Effectiveness

Description

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

» Progressively close the gap between the compositional diversity of the Minnesota State workforce and our students.

» Close the gap in retention rates in the Minnesota State workforce between the majority group and historically marginalized/disadvantaged groups.

Background

» Published the Equity Scorecard key performance indicators to assess equity gaps across 6 dimensions to include Employee Retention and Development. Identified and reported key data related to demographic diversity and retention of faculty and staff (e.g., EEO6 report, Equity Scorecard Compositional Diversity KPI, etc).

» Developed/updated cultural fluency and competency professional development for Minnesota State employees, to include HR & administrative leadership (e.g., Deans, Provosts, etc.), faculty and staff involved in the hiring process, faculty as it relates to culturally response and relevant pedagogy, and campus safety personnel.

» Actively partnered with internal and external stakeholders, particularly union leaders to effectively advance strategies for attracting, hiring, and retaining a diverse faculty and workforce. Increased collaboration of hiring managers and search committees with campus affirmative action officers, campus diversity officers and HR staff.

» Leveraged existing networks such as the Higher Education Recruitment Consortium (HERC) and the National Association of System Heads (NASH) to provide Faculty and Staff Recruitment & Search Online Toolkit(s) curating recommended best practices for recruiting program development for campuses, including policy and practice, sample language, and professional development resources for key decision-makers & participants.

» Designed a systemwide exit interview form as a featured part of the Workday HR implementation.

» The overall percentage of Black, Indigenous, and Employees of Color in the Minnesota State Workforce has steadily increased from 12% in 2017 to 15% in 2022 with increased racial diversity in every region and among key roles to include administrators, instructional faculty, and staff.

» There are evident gaps in the 3-year retention rates of white employees hired into unlimited appointments (70%) and Black, Indigenous, and Employees of Color (59%) hired in the same year.

FY2023 Activities

» Implement a unified systemwide campus climate approach to actively monitor campus climate and employee engagement with the 1st cohort group of campuses.
» Evaluate adjunct hiring processes in targeted academic programs such as Law Enforcement Skills training in order to increase the opportunities for hiring, selection and retention of diverse faculty
» Charge Leadership Action Team with evaluating and recommending best practices in Talent Management and Development

FY2024 Activities
» Implement a unified systemwide campus climate approach to actively monitor campus climate and employee engagement with the 2nd cohort group of campuses
» Implement initial accepted Leadership Action Team recommendations on Talent Management and Development
» Pending evaluation of targeted adjunct hiring processes, expand to additional academic program areas
» Evaluate effectiveness of university faculty mentoring proposal(s)

FY2025 Activities
» Implement a unified systemwide campus climate approach to actively monitor campus climate and employee engagement with the 3rd cohort group of campuses
» Evaluate Leadership Action Team Talent Management and Development recommendations
» Evaluate effectiveness of faculty and staff mentoring programs
» Assess themes from 1st round of Campus Climate Assessments and recommend follow-up

Board Of Trustees Engagement (new in bold)
» Presentation on Workforce Trends and Highlights report in April 2022
» Reviewed Campus Climate Framework in April and in June of 2022
» Plan to update Workforce Trends and Highlights report in April 2023 and follow-up with board presentation to the joint Workforce and Organizational Effectiveness and Diversity, Equity and Inclusion committees in May 2023

Expected Campus Engagement
» Leadership Action Team launched – Fall 2022
» Reviewed Campus Climate and Equity Scorecard with CHROs – Fall 2022
» Initiate 1st cohort of Campus Climate Assessments - Spring 2023

Staff Lead
Eric Davis, Vice Chancellor for Human Resources
Andriel Dees, Vice Chancellor for Equity and Inclusion
TBA, Interim Associate Vice Chancellor for Equity and Inclusion
Todd Thorsgaard, System Director for Talent Management
Enterprise Shared Services

Enterprise Shared Services Governance (Vice Chancellors and Leadership Council Executive Committee presidents)

Monitoring Framework: Financial Matters

Organizational Effectiveness. Technology Solutions, Student Success and Equity

Description

» Establish Enterprise Shared Services (ESS) to support the evolving needs of the institutions within the system. This will include governance structures, operating models, key tools and assets, and processes to support from project ideation and ingestion, through project close. A standard set of templates and operations will be utilized to ensure consistency, while remaining flexible enough to accommodate projects of many sizes and complexities.

» Select a pilot program to validate the core governance structure and processes

Background

» FY 2021/2022: Office of Internal Auditing along with Baker Tilly provides the BOT Audit Committee with assessments of existing shared services. These assessments provided areas that Minnesota State should focus on as it builds out enterprise shared services: establishing a governance structure; establishing a solicitation, prioritization, and approval process for shared initiatives; and establishing a clear accountability framework.

FY2023 Activities

» Working with Baker Tilly on Phase 1 to define how we operate shared services by developing a governance structure, management methodology, cultural readiness & change management, and a project management tool.

» Validating the operation of Phase 1 by selecting a pilot program and launching it by the start of spring semester 2023.

FY2024 Activities

» Implement additional enterprise shared services after evaluating the performance of the pilot program.

» Continuing to work on the governance and support structure

FY2025 Activities

» Implement additional enterprise shared services.

» Continue to work on the governance and support structure.

Board Of Trustees Engagement (new in bold)

» Committee of the Whole Update in Spring 2023

Expected Campus Engagement

» Shared at Statewide meet and confers – Fall 2022, Spring 2023

» Shared and discussed with Leadership Council – October 2022, December 2022, Spring 2023
Shared and discussed with college and university C-suite groups – Fall 2022, Spring 2023

**Staff Lead**

**Vice Chancellors from the Enterprise Shared Services Group (ESSG)**

- Satasha Green-Stephen, Senior Vice Chancellor for Academic and Student Affairs
- Eric Davis, Vice Chancellor for Human Resources
- Andriel Dees, Vice Chancellor for Equity and Inclusion
- Jacquelyn Malcolm, Vice Chancellor for Information Technology Services
- Bill Maki, Vice Chancellor for Finance and Facilities (chair)

**Leadership Council Executive Committee Presidents from the Enterprise Shared Services Group (ESSG)**

- Edward Inch, Minnesota State University, Mankato
- Craig Johnson, Ridgewater College
- Patricia Rogers, Lake Superior College
- Kumara Jayasuriya, Southwest Minnesota State University
Financial allocation review and financial monitoring

Finance and Facilities
Monitoring Framework: Financial Matters
Organizational Effectiveness

Description

» Better align the allocation of financial resources with the system’s strategic priorities.
» Review current financial policies and budgetary models related to the allocation of the system’s state appropriation and what impact it has on college and university collaboration and innovation.
» Review finance policy and procedures with an equity lens and with an increased focus on student success instead of just from the traditional finance operational perspective.
» Revise college and university financial health indicators to be more holistic and proactive in identifying long-term financial stressors.

Background

» FY2022: A new standing advisory group FRAP (Financial Resource Allocation and Policy) was created that includes sixteen leaders representing academic and student affairs, enrollment management, equity and inclusion, and finance from 5 universities and 11 colleges. This advisory group is charged with review of the allocation model, tuition and fee policy, and finance-related policies and procedures. FRAP’s initial focus was orienting the group to the current state.
» FY2022: System Procedures 5.12.2 Tuition Waivers, Deferrals, and Retroactive Drops and 5.12.4 Refund of Tuition and Fees were revised. After the 30-day comment period, both procedures were updated.
» FY2022: Two of our universities will be pursuing pilot projects related to System Procedure 5.12.3 Payment Related Dates and Registration Cancellation. These projects will focus on evaluating the impact this procedure has on student success as well as operational considerations.
» FY2022: Adjusting the refund schedule and considering partial withdrawals in System Procedure 5.12.4 were proposed and has become part of the ASA 2022-2023 policy council work plan.

FY2023 Activities

» FRAP will focus on additional finance and policy review as well as analyzing the student success component of the allocation model.
» A Leadership Action Team (LAT) was formed for FY23 that will identify 2-4 areas from the current business model that should be studied further to better ensure alignment with system strategic priorities for financial sustainability.
» A revised System Procedure 7.3.16 Financial Health Indicators will be completed in Spring 2023.

FY2024 Activities

» The FRAP will study further and provide recommendations from areas identified for further study by the FY23 LAT report. One area identified will be completed during this fiscal year.
FY2025 Activities

» The FRAP will study further and provide recommendations from areas identified for further study by the FY23 LAT report. One area identified will be completed during this fiscal year.

Board of Trustees Engagement *(new in bold)*

» Finance overview provided that includes an overview of the allocation model – January 2023

» Presentation on potential revisions to the Financial Health Indicators during the January 2023 Finance Committee College and University Financial Performance Update.

Expected Campus Engagement

» Information shared at biannual system finance conferences – December 2022/July 2023

» Shared and discussed with Leadership Council – Spring 2023

» Monthly LAT meetings – November 2022-May 2023

Staff Lead

Bill Maki, Vice Chancellor for Finance and Facilities

Steve Ernest, System Director, Financial Planning and Analysis
Expansion of Philanthropic Efforts to Support Student Success

Marketing and Communications

Monitoring Framework: Student Success and Retention Metrics, Financial Matters

Student Success and Equity, Financial Sustainability

Description

» Identify the current baseline of philanthropic support at the campuses and track progress going forward with system-wide consistent relevant, reliable and understood data

» Reach a shared agreement and understanding regarding the role of philanthropy to the long-term success of Minnesota State

» Identify the philanthropic funding goals of Minnesota State and why; what supports and structures are needed to be successful; what moving forward towards these goals looks like

Background

» FY21-22: Conducted research on fundraising performance metrics and gathered and analyzed available Minnesota State data, resulting in VSE Survey 3 year on-ramp recommendation

» FY22: Determined need to work in partnership with campuses, foundations and other key stakeholders in order to develop a coordinated strategy for stewardship and solicitation of funds

» FY22: Helped to obtain $1,708,272 in funding for systemwide initiatives

» FY23: Helped to obtain $1,340,000 YTD in funding for systemwide initiatives

FY2023 Activities

» Launched year 1 pilot to a three-year on-ramp to campus-wide participation in the Voluntary Support of Education (VSE) Survey

» Continue to facilitate the development of coordinated strategy for stewardship and solicitation of funds

FY2024 Activities

» Apply learnings from VSE Survey Yr 1 Pilot to inform Yr 2 engagement

FY2025 Activities

» Yr 3 campus-wide involvement in VSE Survey and draft performance metrics

Board of Trustees Engagement (new in bold)

» Jan 2022: Presented Overview of Colleges and Universities’ Philanthropic Activities

» March 2022: Presented Update on Foundation Services

Expected Campus Engagement

» Shared and discussed VSE Survey pilot and three year on-ramp with Leadership Council – February 2022

» In response to funder interest for larger scale impact, convene campuses/foundation leadership that have all received funding from this funder to determine an approach/strategy to further develop existing relationships and position for larger scale impact that can be modeled for other situations/approaches
Staff Lead

Jen Dobossy, Director of Foundation Services
Advancing Enterprise Risk Management Model

Enterprise Risk Management Steering Committee
Monitoring Framework: Student Success and Retention Metrics, Financial Matters
Organizational Effectiveness

Description

» Update the system risk register with current information and re-evaluate risks based on the current environment and external factors
» Engage campuses to initiate and develop risk registers for each institution and share those results with the system office by end of fiscal year 2023
» Evaluate risks identified at the institution level to determine if system wide solutions need to be created

Background

» FY20 - 22: Created ERM framework and system risk
» FY22: Determined need to work in partnership with campuses, asked all system presidents to name an ERM coordinator for the institution
» FY 23: Educated institution coordinators on the development of risk registers and provided a framework to achieve the outcome by end of fiscal year 2023

FY2023 Activities

» All institutions identify campus lead. Periodic trainings provided during the year
» Assigned risk register work to all institutions and provided guidance on completion. We aim to get 100% participation for this effort. Risks should align with budget priorities

FY2024 Activities

» System office compiles results from all institutions to determine common themes. Determine if systemwide initiatives need to occur to mitigate common risks.

FY2025 Activities

» Undertake system initiatives to mitigate risks common to the system

Board of Trustees Engagement (new in bold)

» Intentional ERM discussion in all board committees during relevant presentations

Expected Campus Engagement

» Engage in the risk register exercise and complete the assignment by the end of FY 2023
» Participate in future discussions and problem solving around system wide risk mitigation and provide best practice information if applicable

Staff Lead

Amy Jorgenson, Chief Audit Officer
Keswic Joiner, Director of Risk Management