



November, 2016
Charting the Future

CTF FY17 Work Plan

Initiative Descriptions

Minnesota State

Initiative 1.1.1: Improve Curriculum Alignment

Introduction

The purpose of this initiative is to develop collaborative and coordinated academic planning processes to support affordability, transferability, and access to programs and services across the state. One part of this initiative includes the development and implementation of transfer pathways, as stipulated by the Minnesota Legislature. Additional work in this initiative focuses on the development of campus and system-level academic plans, tools for collaborative efforts, and the redesign of student transfer resources.

Initiative Description

This initiative is made up of three components:

- Transfer Pathway Teams:
In FY16, 4 transfer pathways (Biology, Business, Psychology, and Theater) were finalized. In FY17 finalized pathways will be sent to colleges and universities to prepare for implementation, including campus program/course modification, catalog updates, advisory training and development of promotional materials. An additional 14 pathways will be created in Fall 2016 and 12 pathways in Spring 2017. More information on this effort can be found [here](#).
- Academic Planning and Collaboration:
The Academic Planning and Collaboration workgroup submitted a report with three recommendations in Spring 2016 to Leadership Council. Leadership Council has been charged with the review of those recommendations in order to determine next steps during Fall 2016. Part of this process involves campus review and comment on the recommendations. A plan for next steps for the recommendations will be developed by Leadership Council by January 2017.
- Resources to support collaboration and transfer:
The goal for this work is to create a centrally maintained student-focused system (through mnsu.edu) to allow potential and current students to consume consistent and accurate information about transferring to and within the Minnesota State system, whether they find the information through their campus's website or by accessing mnsu.edu directly. This is part of a larger initiative focusing on the student web experience.

Key Milestones

- Campuses begin to implement 4 transfer pathways – Fall, 2016
- Fall 2016 Transfer Pathway Teams (TPT) kickoff – August 30, 2016
- Student Web Experience project kickoff – November, 2016
- Spring 2017 Transfer Pathway Teams (TPT) kickoff – December 1, 2016
- TPT Co-Chairs present draft final pathways to TPCT – January 20, 2017
- Testing solution release (for web experience project) – February, 2017

- TPT Co-Chairs present draft final pathways to TPCT – March 3, 2017

Initiative 1.1.2: Strengthen academic advising

Introduction

During Spring 2016, the Academic Advising workgroup submitted 3 recommendations to Leadership Council. Leadership Council has been charged with the review of those recommendations in order to determine next steps during Fall 2016. Part of this process involves campus review and comment on the recommendations. A plan for next steps for the recommendations will be developed by Leadership Council by January 2017.

Initiative Description

The three recommendations submitted to Leadership Council include:

- Recommendation #1: Ensure that all students are assigned to a faculty or staff member who provides academic advising services and utilize mandatory academic advising for at-risk populations (populations and type of contact are determined by each institution).
- Recommendation #2: Create a plan to collect appropriate data on advising services to enable ongoing assessment and improvement of advising services at both the system and campus level.
- Recommendation #3: In order to ensure student success, create a systemwide enrollment deadline that limits late registration.

Key Milestones

- Campus conversations – August, 2016-October, 2016
- Plan for recommendations next steps adopted by Leadership Council – January, 2017



Initiative 1.1.5: Identify partnership opportunities for technology tools to support retention and completion

Introduction

During Spring 2016, the Student Support Technology workgroup submitted 2 recommendations to Leadership Council to advance the initiative purpose to identify partnership opportunities for technology tools to support retention and completion. Leadership Council has been charged with the review of those recommendations in order to determine next steps during Fall 2016. Part of this process involves campus review and comment on the recommendations. A plan for next steps for the recommendations will be developed by Leadership Council by January 2017.

Initiative Description

The two recommendations to Leadership Council include:

- Complete a request for proposals (RFP) for a constituent relationship management (CRM) solution that can store required student data fields within a single relational database.
- Knowing that it is unlikely for a CRM tool to satisfy all the requirements identified in the original initiative, system IT staff and DARs staff should work together to enable the "self-service" function of u.achieve, as a step towards fulfilling some of the requirements identified in the initiative.

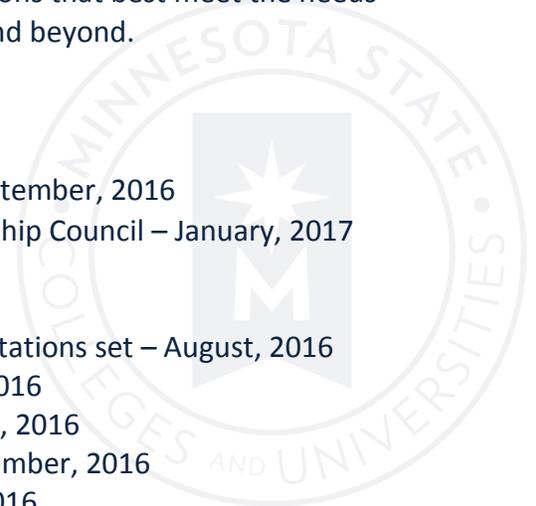
RFP: guide the request for proposal (RFP) process to include analyzing institutional requirements for Constituent Relationship Management (CRM) and developing evaluation/scoring criteria to be included in the RFP. Once the steering committee evaluates the proposals, this group will make recommendations about options that best meet the needs of Minnesota State Colleges and Universities for summer 2017 and beyond.

Key Milestones

- Campus conversations – August, 2016-October, 2016
- Launch workgroup for development of RFP for CRM – September, 2016
- Plan for recommendations next steps adopted by Leadership Council – January, 2017

RFP Milestones:

- Group introduction, project background, goals, and expectations set – August, 2016
- Phase 1 of requirements gathering (draft) – September, 2016
- Phase 2 of requirements gathering (formalized) – October, 2016
- Develop scoring criterion for RFP responses (draft) – November, 2016
- Finalize the RFP and scoring requirements – December, 2016
- Evaluate and score responses to RFPs – February, 2017
- Assess in-person demonstrations by select vendors; Recommendations discussed and formalized – March, 2017



Initiative 1.1.6: Deploy online resources for prospective and current students, including transfer information for use in planning, registration, and advising

Introduction

The purpose of this initiative is to identify and deploy online resources that will support students as they progress through the student lifecycle. Through work in FY16, it was determined that a complete redesign of the student interface of mnsu.edu was needed. The goal is to create a student-focused web experience targeted at assisting students throughout the student life-cycle. This web experience will help attract new students, retain existing students, guide students toward a Minnesota State institution, and assist students in transferring among Minnesota State institutions.

Initiative Description

Work to occur for this initiative includes:

- Create new content and the integration of existing content and functionality into student-focused, lifecycle-relevant, assistance-oriented, and individualized and organized structure.
- Update the user experience to guide students to pertinent content and functionality.
- Update the mnsu.edu look, feel, and voice to align with the new Minnesota State brand.
- Integrate content, functionality and user experience from other student-oriented services into mnsu.edu and the Minnesota State brand; including but not limited to: MnTransfer.org, CareerWise, GPS Life Plan, Transferology, and DARS / u.achieve.
- Integrate all MnOnline services into mnsu.edu.
- Improve the functionality and the user experience of college and program search that incorporates the desirable features of both CareerWise and the current college and program search tool.
- Enhance college and program search to improve search engine optimization.
- Create functionality for campuses to consume updates to ASA web content.
- Separate non-student content and functionality from the student experience. Non-student audiences include, but are not limited to, Minnesota State staff, faculty, administrators and board members; legislators, news organizations, and the general public. This may also include the migration of some internal facing content into SharePoint.

Key Milestones

1. Business Case Approval – November, 2016
2. Workgroup formation – November, 2016
3. Define solution requirements – December, 2016
4. Development of Release 1 – January, 2017

5. Development of Release 2 – February, 2017
6. Development of Release 3 – March, 2017

Initiative 1.2.1: Develop a strategy for quality online education

Introduction

The colleges and universities of Minnesota State are committed to providing access to an extraordinary education for all Minnesotans, and delivering to students, employers, communities and taxpayers the highest value, most affordable higher education option. Fulfilling that commitment requires that our colleges and universities work and collaborate in new ways, drawing on our collective resources and expertise to better support the growth of Minnesota's economy and to ensure that the educational needs of Minnesota citizens are met in an affordable, high quality way. One area that holds particular promise for increased collaboration, as well as increased access and affordability for Minnesota students, is online education.

Initiative Description

In spring 2016, ASA staff and two presidential leads were asked to address Initiative 1.2.1 – Develop a strategy for quality online education. After reviewing Minnesota State [online education data](#) and online strategies from other systems, ASA staff initiated conversations with Leadership Council, CAO/deans, Academic Planning and Collaboration work group, Academic Affairs Council, and ASA Technology Council. From that work, four focus areas for an online strategy were identified (access, quality, affordability, and collaboration). Key questions in these four areas have been developed for discussion on campuses to inform the development of a systemwide online strategy. A workgroup will be convened in January to review feedback from campuses and develop a draft strategy to present to Leadership Council for approval and implementation.

Key Milestones

- Online strategy framework presented to Leadership Council for adoption – October, 2016
- Campus conversations – November 1 – December 16, 2016
- Online strategy workgroup launches – January, 2017
- Draft online strategy adopted by Leadership Council – May, 2017



Initiative 1.2.2: Ensure technology infrastructure supports access to and use of technology

Introduction

The purpose of this initiative is to increase technology infrastructure, understand how students use and want to use technology, and determine how technology is integrated into academic programs. The academic and student affairs and information technology divisions are coordinating with colleges and universities on the administration, collection, and analysis of data, for the Educause Center for Analysis and Research (ECAR) core data services survey.

Initiative Description

There are two components of this initiative, including:

- The ECAR Student Technology Survey (survey completed, Spring 2016)
Work occurring in this component includes campus review of survey results and determining implications for potential campus actions. Campuses will determine action items for followup. At the same time, Academic and Student Affairs will do a system-level analysis of the data to determine any potential system-level actions.
- The ECAR Core Data Services Survey (survey to be completed Fall 2016)
Work occurring in this component includes campuses completion of the ECAR core data services survey, review and analysis of results, and determination of potential follow-up actions. Similar to the student survey, academic and student affairs will also do a system-level analysis of the data to determine any potential system-level actions.

Key Milestones

- Campuses complete ECAR core data services survey – October, 2016
- Campuses and ASA conduct analysis of ECAR student survey – December, 2016



Initiative 1.3.1: Implement diversity plans

Introduction

The purpose of this initiative is to ensure successful implementation of campus diversity and equity plans. At the system level, support and leadership will be provided to campuses in technical assistance, professional development, and data-informed capacity building. The following have been identified as areas necessary for effective implementation:

1. Plans should be strategically aligned to system diversity metrics and goals.
2. Campuses should have diversity accountability systems in place.
3. There should be ongoing assessment and monitoring of diversity efforts.
4. The work of campus diversity committees/taskforces should be supported and clearly defined.

Initiative Description

This initiative is made up of three components:

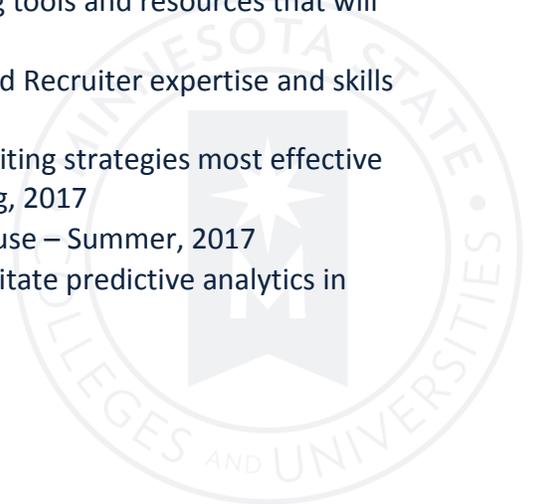
- Implement campus diversity plans, integrated into each college/university overall student success plan:
 - Support campus Diversity/Inclusion Committees or Taskforces:
As part of the Diversity planning process, diversity committees/taskforces/councils played a key role in moving campuses through the process of developing their institutional diversity plan. Chief Diversity Officers have received training on how to define, implement, and empower these committees to act as a working group in the implementation of the diversity plan strategies. These groups will continue to be an important aspect of the institutions' diversity infrastructure; additional technical assistance will be provided in 2016-2017 as needed.
 - Data-informed capacity building:
The Office of Equity and Inclusion created and disseminated campus-specific "Educational disparities data briefs." The briefs provide institutions with literature, data, and recommendations for addressing educational disparities; a key component of all campus diversity plans. The documents are campus-specific, but also include community context with relevant data points related to educational disparities.
 - Resources to support assessment and monitoring of plans' progress and impact:
The purpose of this goal is to create a set of indicators under each of the six system-wide equity and diversity goals that campuses can use to track the progress and impact of their Diversity plans (in addition to the current data collection that takes place for institutional diversity measures). The indicators can serve as a guideline for campuses in monitoring the impact of their diversity plans. Specific indicators, drafted in September 2016, are currently under review by campus Chief Diversity Officers, with a goal to have them finalized by late November, 2016.
- Improve the recruitment and retention of diverse faculty and staff:

Together with the Diversity and Equity office, the HR division has developed and implemented new systemwide Search Advisory Committee (SAC) online training and a companion handbook for our colleges and universities. Utilization of this resource began during summer 2016 and the material will be updated regularly as needed. A comprehensive set recruiting tools, training, and resources will be available in SharePoint by December 2016. The HR division has developed the Intentional Recruitment and Retention (IRR) model to facilitate strategic workforce planning efforts at our colleges and universities, and will develop a tool kit by June 2017 for campus implementation in the following fiscal year.

- Provide professional development to increase faculty and staff intercultural and global competency:
In Spring 2016, a workgroup submitted recommendations to move this work forward. Leadership Council has been charged with the review of the recommendations submitted by the workgroup in order to determine next steps during Fall 2016. Part of this process involves campus review and comment on the recommendations. A plan for next steps for the recommendations will be developed by Leadership Council by January 2017.

Key Milestones

- Feedback provided to all institutions on their diversity plans- August, 2016
- Campus conversations on workgroup recommendations – August, 2016-October, 2016
- Educational Disparities Data Briefs- September, 2016
- CDO Training on Diversity committees/taskforces– October 18, 2016
- Campuses begin to implement their Diversity and Equity plans – Fall, 2016
- Plan for workgroup recommendations next steps adopted by Leadership Council – January, 2017
- Develop a resources sharing site populated with recruiting tools and resources that will enhance recruitment efforts – Winter, 2017
- Create development and networking opportunities to build Recruiter expertise and skills systemwide – Winter, 2017
- Develop recruiting analytics that assist in identifying recruiting strategies most effective in provide diversity and quality of candidate pools – Spring, 2017
- Develop strategic workforce planning tool kit for campus use – Summer, 2017
- Finalize the HR data analytics (dashboards) project to facilitate predictive analytics in strategic workforce planning efforts – Summer, 2017



Initiative 1.3.2: Diversity mapping and assessment of diversity and equity

Introduction

The purpose of this initiative is to better understand the process of diversity mapping as an assessment tool for diversity-related work among our institutions. In addition, this initiative will review existing mapping assessments that have been conducted at 4 Minnesota State institutions and share the results of those assessments. The institutions that participated in this process are: Minnesota State University Moorhead, Bemidji State University, Winona State University, and Anoka Ramsey Community College.

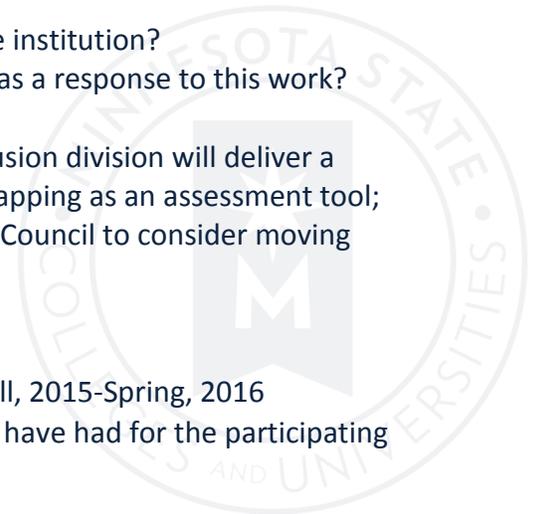
Initiative Description

This initiative is made up of the following components:

- Review diversity mapping as an assessment process:
A process of self-inquiry, identifying where a campus is with regard to establishing a deeply embedded campus structure for diversity in terms of values, principles, objectives, goals, outcomes and resource allocation. This process moves from an aspirational perspective of the work to a data-informed approach to what takes place across the institution (practices, programs, curriculum, demographics, etc.).
- Share what worked well and how institutions will utilize the assessment in implementing diversity and equity work:
All institutions who have engaged in diversity mapping will provide information on the following items:
 - What took place?
 - What were the findings?
 - What was the impact this work had on the institution?
 - What next steps will your institution take as a response to this work?
- Provide a set of recommendations for consideration:
In late Fall 2016 the System Office Equity and Inclusion division will deliver a presentation to Leadership Council on diversity mapping as an assessment tool; this will include a set of recommendations for the Council to consider moving forward.

Key Milestones

- Campuses conducted diversity mapping assessments – Fall, 2015-Spring, 2016
- Information is gathered on the impact these assessments have had for the participating institutions- Fall, 2016.



Initiative 2.1.1: Confirm and endorse the value proposition for our colleges and universities to provide comprehensive workplace solutions for employers

Introduction

The purpose of this initiative is to design and implement a system-wide structure for the delivery of business and industry solutions. Comprehensive Workplace Solutions will redesign the way our system delivers customized training and continuing education to be more efficient and to eliminate competition across our campuses. This initiative will also design a system of workforce grant services and innovation solutions that will allow our outreach professionals to take their interactions with business and industry to the next level and drive financial sustainability.

Initiative Description – Task Force Charges

Business and Industry Solutions Task Force:

This customized training task force is charged with developing a shared training portfolio and organization structure that eliminates competition across our system colleges and universities, and in turn results in increased market share and financial sustainability.

Continuing Education Solutions Task Force:

Similar to the work of the Business and Industry Solutions Task Force, the Continuing Education Task Force will build a shared training portfolio supported by an organizational structure that eliminates competition and redundancies throughout our state system with a goal of increased market share and financial sustainability.

Workforce Grant Solutions Task Force:

Utilizing the expertise of our system's workforce grant professionals, this Task Force, will work to provide an organizational structure, electronic database, evaluation methods, policies, and management system to support the work of the comprehensive workplace solutions enterprise.

Innovation and Emerging Solutions Task Force:

This Task Force will be evaluating the role of the Centers of Excellence and provide recommendations as to how they can become better aligned with the work of CE/CT to drive market share and revenue. In addition this group will look to better align the applied research and innovation work of our colleges and universities to elevate the solutions our enterprise can provide to our business and industry partners.

The CWS Working Group (five lead Presidents, Task Force Co-Chairs, and ASA support) will serve in an oversight capacity and will have ultimate responsibility for pulling the work of the four task forces together into a cohesive plan to present to Leadership Council. The plan will be

submitted to Leadership Council in April 2017 for review and discussion, with a goal to have a finalized plan by June 2017.

Key Milestones

Population of Task Forces with members from campus communities - October 10, 2016

Kick off Task Forces with a meeting of CWS Working Group and Co-Conveners - November 1, 2016

All Task Forces had 4 hour kick off meeting at the system office - November 14, 2016

Leadership Council Presented Draft Implementation Plan Document for Review - April 10, 2017

Leadership Council Presented Final Implementation Plan for Adoption - May 1, 2017

Phased Implementation Begins - June 1, 2017



Initiative 2.2.2: Advance strategies and capacity for competency certification and credit for prior learning at all colleges and universities

Introduction

This initiative is led by college and university pilots and supported by the Academic and Student Affairs (ASA) credit for prior learning liaison team to advance strategies and capacity for offering students credit for prior learning opportunities.

Initiative Description

In Spring 2016, ten institutions applied and were selected to participate in a CPL Round 1 pilot. The ten institutions include:

- Alexandria Technical and Community College
- Hennepin Technical College
- Northland Community and Technical College
- Rochester Community and Technical College
- South Central College
- Bemidji State University
- Metropolitan State University
- Minnesota State University, Mankato
- St. Cloud State University
- Winona State University

Work occurring within the pilot groups as well as the CPL liaison team, includes:

- Development of a CPL “toolkit” for campuses to use in developing opportunities for students to pursue credit for prior learning. The toolkit will be maintained online with information-sharing resources that provide clear and accessible policies, practices, and procedures for stakeholders.
- Support for faculty and staff professional development. An inventory of current faculty and staff professional development activities will occur in order to create a “speaker’s bureau” for others. There are plans to offer “CPL 101” type sessions in Spring 2017.
- Development and/or updating of system-wide policy and procedures regarding CPL, including credit-granting practices (e.g., residency, caps), transfer, coding, compensation and pricing, among others. The credit for prior learning policy 3.35 and nine procedures are currently being revised and will be completed in Spring 2017. In addition, eight of the ten CPL round 1 pilot colleges and universities have approved institutional policies and procedures for CPL.

Key Milestones

- Report to Leadership Council – October, 2016

- Selection of Round 2 pilot campuses – November, 2016
- Launch Round 2 pilots – January, 2017
- Report to Leadership Council – February, 2017
- CPL professional development events – March/April, 2017
- Selection of Round 3 pilot campuses – June, 2017

Initiative 3.1.1: Ensure affordability for all students

Introduction

The purpose of this initiative is to develop and support a \$50 million biennial scholarship campaign. The campaign supports the goal of making high-quality, affordable higher education accessible to all Minnesotans. In addition, campuses are working on implementing and assessing campus financial literacy practices.

Initiative Description

This initiative consists of 2 components:

1. Scholarship Campaign:

The initial effort was for the scholarship steering committee to organize a scholarship campaign kick-off event, which took place in late June 2016. Since then the scholarship planning committee has formed two groups to continue the work of strengthening the fundraising capacity for Minnesota State colleges and universities.

Joint Fundraising Task Force

This group of chief development officers is identifying opportunities for joint fundraising among the colleges and universities. The task force has decided to focus its initial efforts on the healthcare sector. It is identifying the workforce needs of healthcare employers and will organize fundraising options around employer needs and interests.

Capacity Building Task Force

This task force is composed of fundraising professionals who are identifying the professional development needs of new and incumbent development staff. The high rate of turnover among development staff makes effective on-boarding essential. Similarly, giving all development officers access to fundraising tools and resources is expected to produce better overall fundraising results for Minnesota State.

2. Campus Financial Literacy Practices

Campuses will continue to implement financial literacy practices. During Fall 2016, campuses will review and evaluate the effectiveness of the approaches used during FY16 to determine the impact. Results will be shared with Leadership Council in Spring 2017 to determine next steps.

Key Milestones

- Joint Fundraising Task Force develops a scholarship solicitation for targeted healthcare employers – January, 2017
- Leadership Council discussion on campus financial literacy practices – Spring, 2017
- Capacity Building Task Force develops on-boarding program for new development staff- March, 2017

- A SharePoint site is built out for development staff by March, 2017. It includes:
 - Fundraising letters, forms and other templates
 - Sample policies and procedures

Initiative 3.2.1: Redesign the current (internal) financial model to incent and reward collaboration, Strategic Framework commitments, and Charting the Future recommendations

Introduction

The purpose of initiative 3.2.1 is to examine the current financial model used by the system and redesign it to incent and reward collaboration, to support the strategic framework's commitments to access, opportunity and affordability, and to incent and reward improved student outcomes.

Initiative Description

Allocation Framework Redesign: Analyze and recommend changes to the allocation model that distributes state appropriation to our colleges and universities. Recommendations were drafted by the Allocation Framework Technical Advisory Committee (TAC), a committee convened by the Vice Chancellor of Finance, composed of chief financial and chief academic officers from our college and university campuses, and staffed by the system office. Preliminary recommendations including the addition of a student success component have been drafted and presented to the Board of Trustees.

Cooperation and Collaboration: Establish a priority allocation equal to equal one percent of the total state appropriation to reward cooperation and collaboration efforts among colleges and universities. Criteria for awarding these funds is being developed with targeted completion in May 2017.

Enterprise-wide Administrative Services and Related Financing: Streamline the method of covering shared costs and provide increased transparency and predictability, and better align resources for enterprise wide administrative services with the demand for those services. Project is under development, with a planned completion date of May 2017.

Key Milestones

- Developed a set of recommended changes to the Allocation Framework (AF)- FY16
- Consulted with Leadership Council, bargaining units, statewide student associations, and campus communities concerning the proposed AF changes and resided recommendations based on consultation feedback– Spring, Summer, Fall 2016
- Submitted revised AF recommendations to the Board of Trustees for review (October 2016) and scheduled approval in November, 2016
- Submitted one percent priority allocation for cooperation and collaboration recommendations to the Board of Trustees for review (October 2016) and scheduled approval in November, 2016

Initiative 3.2.2: Develop and implement new systemwide human resources transactional service delivery model

Introduction

This initiative, now called the Human Resources Transactional Service Model (HR-TSM) project, is a systemwide effort to develop a shared services model with common business processes for HR transactional delivery. Through this effort, we will create consistent practices and deliver high-quality service; mitigate risks and reduce errors; and provide opportunity for strategic and transformational HR work. This effort is led by a 14-member leadership team comprised of eight (8) chief human resources officers from our colleges and universities, four (4) system office HR division staff, and two (2) Campus Service Cooperative staff who provide project management support. More information is available at the [HR-TSM Connect main page](http://bit.ly/hr-tsm) or bit.ly/hr-tsm.

Initiative Description

The work of this initiative focuses on two areas:

- Development of a service delivery model: This work includes establishment of the number and location of transactional service centers, a staffing and training & development plan, prioritization and transition of transactional work to the shared environment, technology enhancements to support a shared environment, development of a financing model, and an evaluation program to define and measure successful implementation.
- Process review and establishment of common business practices: In order to support common and consistent practices, workgroups were convened and charged with reviewing current processes and defining measurable, reasonable quality outputs. Through workgroup discussion, a desired future state process was identified, as well as action items to support implementation of a new common practice, including step-by-step guides, training components, and templates and forms to support consistent processes. Further work will include defining the workflow between campuses and service centers as well as the roles and responsibilities of all parties involved.

Key Milestones

- HR-TSM leadership team kickoff – June, 2015
- HR Fall 2015 conference (community-wide engagement) – September, 2015
- Workgroups meet to identify common practices – December, 2015 through August, 2016
- Service delivery model identified – January, 2016
- HR Service Center sites selected – March, 2016
- Phase 1 implementation decision: transactional work to shift by employee group starting with IFO and MSCF faculty groups – May, 2016
- HR Service Center managers hired – November, 2016
- HR Service Center staff hired – December, 2016

- Phase 1 implementation begins – January 2017

Initiative 3.2.3: Align student and employee identification practices to increase access and communication for students, faculty, and staff across Minnesota State

Introduction

The purpose of this initiative is to develop and deploy practices and technologies that allow students, faculty, and employees to enjoy a seamless technological experience across all of our institutions and campuses that make up Minnesota State.

Initiative Description

This initiative is made up of three components:

Implement Office 365 Single Tenant:

In FY17, transition half of the colleges and universities to Office 365 Single Tenant, allowing students, faculty and staff to share a single collaborative workspace. (For those affiliated with more than one institution, Single Tenant will allow them to consolidate their accounts across institutions, eliminating the need to managing multiple email accounts and workspaces.)

Implement Eduroam, a secure, world-wide network roaming access service:

In FY17, establish the infrastructure needed to support Eduroam services on campuses and in the system office. The Eduroam service will allow students to connect to wireless networks across the system with just one credential.

Develop an implementation plan.

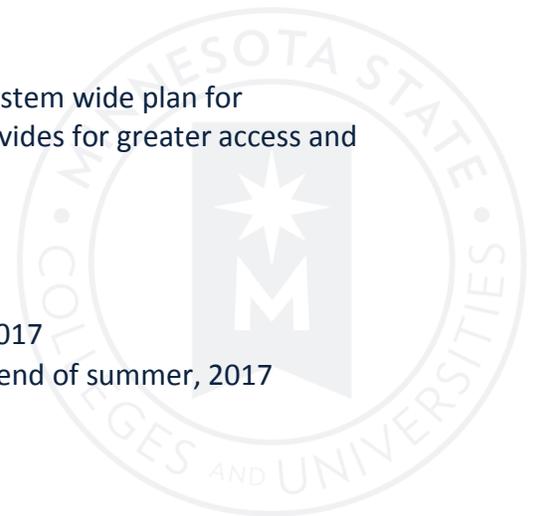
Implement Eduroam service at the system office with a minimum of 5 schools as a pilot.

Star ID of the future:

Re-examine the system's Star ID process and develop a system wide plan for comprehensive identity and access management that provides for greater access and ease of use.

Key Milestones

- Kickoff Star ID Tiger Team - November, 2016
- Star ID business case recommendations complete June, 2017
- Have 50% of the campuses joined to the single tenant by end of summer, 2017
- Establish Eduroam infrastructure by January, 2017
- Develop Eduroam implementation plan by January, 2017
- Pilot 5 campuses with Eduroam January – June, 2017.



Initiative 3.2.4: Replace or re-engineer ISRS (Integrated Statewide Record System)

Introduction

The purpose of this initiative is to develop a business case, secure Board of Trustees approval and funding, and move forward to replace the system's end of life home grown Student, HR and Financial system known as ISRS.

Initiative Description

This initiative is made up of two major phases:

Business Case Planning and Funding:

In FY17, finalize the business case and related cost estimates for the replacement or re-engineering of the student, human resources, and financial information systems, and present to the Board of Trustees for review and approval of next steps. Develop legislative budget request and pursue funding during the 2017 legislative session.

Multi – Year Planning and Implementation:

Assuming success in the first phase, the system will officially kick off the replacement project in July 2017. Anticipated project length is 6-7 years.

Key Milestones

- Board of Trustees approval of FY18-FY219 Legislative Operating Budget Proposal with ISRS Next Gen funding included. – November, 2016
- Successful pursuit of funding during the 2017 legislative session.
- Project kickoff – July, 2017

