Please provide responses for activity completed during this term: July 1, 2016 – November 30, 2016. Responses will be used to compile the Charting the Future January report for the Board of Trustees and Coordinating Committee.

College/University: Bemidji State University and Northwest Technical College  
Person completing form: President Faith Hensrud

Section 1: Campus Community Engagement

Briefly summarize the approach your college/university is using to engage the following stakeholder groups in campus CTF initiatives:

Students: Charting the Future was discussed at Cabinet meetings, which are open to the campus community. We have two student representatives rostered on the President’s Cabinet. Students participated in various diversity outreach events, such as Indigenous People’s Treaty Day and National Coming Out Day.

Faculty: Charting the Future was discussed at Cabinet meetings, which are open to the campus community. We utilized online surveys to solicit feedback from faculty and staff. In addition, we discussed Charting the Future with the union leadership through Shared Governance (MSCF) or Meet and Confers (IFO) meetings. We have several faculty participating in the Transfer Pathways Teams. Faculty participated in various diversity outreach events, such as Indigenous People’s Treaty Day and National Coming Out Day. Search Advisory Committees will be diversified and new training has been developed to minimize bias. Conversations have begun with faculty regarding increasing online teaching opportunities.

Question: Nicole Merz – Nicole.merz@so.mnscu.edu, 651-201-1446(w)
**Staff:** Charting the Future was discussed at Cabinet meetings, which are open to the campus community. We utilized online surveys to solicit feedback from faculty and staff. In addition, we discussed Charting the Future with the union leadership through Meet and Confers (IFO) meetings. Staff participated in various diversity outreach events, such as Indigenous People’s Treaty Day and National Coming Out Day. Conversations have begun with mission-critical staff on the Credit for Prior Learning initiative. Search Advisory Committees will be diversified and new training has been developed to target bias.

<table>
<thead>
<tr>
<th>Identify specific engagement activities that were carried out this term (Jul-Nov) with each stakeholder group</th>
<th>Identify additional strategies (if any) you will use to further engage these stakeholders (Dec-Apr)</th>
<th>Identify engagement issues/concerns (if any) with each stakeholder group</th>
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<tbody>
<tr>
<td><strong>Students:</strong> Charting the Future was discussed during the President’s Cabinet meetings, which are open to the campus community. Two students are rostered on the President’s Cabinet.</td>
<td><strong>Students:</strong> Engagement through the President’s Cabinet and meetings with the Student Body cabinets at each institution.</td>
<td><strong>Students:</strong></td>
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<tr>
<td><strong>Faculty:</strong> Faculty for BSU and NTC were asked to provide feedback on the FY17 Work Plan and the FY17 Workgroup Recommendations through the Meet and Confer process. In addition, solicitations for feedback through online surveys were requested through the university and college email.</td>
<td><strong>Faculty:</strong> Engagement through the President’s Cabinet and meetings with the respective bargaining groups for IFO and MSCF.</td>
<td><strong>Faculty:</strong></td>
</tr>
<tr>
<td><strong>Staff:</strong> Staff for BSU and NTC were asked to provide feedback on the FY17 Work Plan and the FY17 Workgroup Recommendations through the Meet and</td>
<td><strong>Staff:</strong> Engagement through the President’s Cabinet and meetings with the respective bargaining groups for AFSCME, MMA &amp; MAPE.</td>
<td><strong>Staff:</strong></td>
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Confer process. In addition, solicitations for feedback through online surveys were requested through the university and college email.

Section 2: Campus-based initiatives
Below are the initiatives that are led by colleges/universities. Please highlight the key activities and milestones accomplished this term (Jul. 1-Nov. 30, 2016)

Initiative 1.1.1
In fall 2016, prepare the campus for implementation of the four new pilot pathways (Business, Theatre, Psychology, Biology) and plan for scale up for additional pathways. In spring 2017, begin campus preparation to adopt the 10-12 new transfer pathways developed in fall 2016.

Briefly summarize your initiative efforts (Jul. 1-Nov. 30):
We have participated in the Transfer Pathways teams for Psychology and Biology. Psychology is poised to accept the ASPs transfers effective next fall. Biology will be ready to accept ASPs but is currently working on a few minor issues. Stakeholder meetings started on 11/21 for spring. Drafts will be distributed soon in the other areas.

Indicate your initiative status:
☐ Initial progress made on FY17 tasks (up to 25%)
X Reached mid-point for FY17 tasks (up to 50%)
☐ FY17 tasks near completion (up to 75%)
☐ FY17 tasks completed (100%)
☐ Project paused

Identify key activities and milestones accomplished this term (Jul-Nov)
- Significant resources in faculty, staff and administrators participating on the teams. Conversations have begun about curricular changes.

Identify key activities and milestones planned for next term (Dec-Apr)
- We are participating on the Transfer Pathways Teams for Accounting, Art, Criminal Justice, Engineering, Health/Physical Education/Fitness Teach for Licensure, Management Information Systems, Mass Communication, and Special Education for Licensure.
- Conversations are already occurring
- Complete the fall transfer pathway proposals.

Identify issues/concerns (if any)
- MN Dept of Ed – transfer changes in curriculum may affect education licensure;
- Discipline Specific issues that are working themselves out at the state level.
### Initiative 1.2.2
**Interpret local results of the ECAR student survey by December 2016. Complete ECAR Core Data Services Survey by December 2016.**

**Briefly summarize your initiative efforts (Jul. 1-Nov. 30):**
The report was received in August 2016. Preliminary review of the data has taken place.

**Indicate your initiative status:**
- □ Initial progress made on FY17 tasks (up to 25%)
- □ Reached mid-point for FY17 tasks (up to 50%)
- X FY17 tasks near completion (up to 75%)
- □ FY17 tasks completed (100%)
- □ Project paused

**Identify key activities and milestones accomplished this term (Jul-Nov):**
- • Report received and reviewed

**Identify key activities and milestones planned for next term (Dec-Apr):**
- • ECAR data will be reviewed by the CIO, Associate VP for Academic Affairs and the Institutional Research office for both BSU and NTC. Further review will be completed by the BSU Center for Professional Development to determine a plan to use the data. Further review will be completed with NTC interim dean and the Dean, Student Support Services for utilization of the data at NTC.

**Identify issues/concerns (if any) identified:**
- •

### Initiative 1.3.1
**Diversity Plans:**
Implement campus diversity plans. Work collaboratively with the Office of Diversity &

**Briefly summarize your initiative efforts (Jul. 1-Nov. 30):**
The institutions are making progress on implementing our plans.

**Indicate your initiative status:**
- □ Initial progress made on FY17 tasks (up to 25%)
- X Reached mid-point for FY17 tasks (up to 50%)
- □ FY17 tasks near completion (up to 75%)
- □ FY17 tasks completed (100%)
- □ Project paused
<table>
<thead>
<tr>
<th>Equity on continuous improvement of plans.</th>
<th><strong>Identify key activities and milestones accomplished this term (Jul-Nov)</strong></th>
<th><strong>Identify key activities and milestones planned for next term (Dec-Apr)</strong></th>
<th>Identify issues/concerns (if any) identified</th>
</tr>
</thead>
</table>
| **Recruitment and Retention of faculty and staff:** Implement best practices in recruitment and retention of diverse faculty and staff. Incorporate new search advisory committee (SAC) online training and handbook into existing college and university hiring practices. | • For Goal 1 Improving Access  
  o Admissions and AIRC staff are making joint visits to Tribal Colleges  
  o An AOS Admissions representative has been hired and trained  
  o Math has and Criminal Justice is proposing to offer introductory courses to Tribal Colleges  
  • For Goal 2 increasing retention and completion  
  o Starfish early alert product was piloted  
  o Gateways to Completion (G2C) courses selected, course and steering committees developed  
  o First Year Beaver Success Coaching initiative began. Research has shown that an equal concentration on academic and non-academic elements of student life had the most significant impact on student retention. The initiative provides support related to the social, financial, physical, and emotional aspects of students’ | • Goal 1  
  o Survey of students for transportation needs  
  o Offices and departments will have stated diversity goals  
  • Goal 2  
  o Full implementation of Starfish early alert and training of faculty  
  o Projected completion of Four-year graduation plans project  
  o Evaluation of five G2C courses and completion of year 1 report to Gardner Institute  
  o Continued use of the Beaver Success Coaching initiative  
  • Goal 3  
  o Training hiring authorities on writing vacancy notices, implicit bias, and affirmative action goals  
  o Develop resources for supervisors to access when developing search evaluation instruments  
  • Goal 4  
  o NTC physical facilities will be reviewed for ADA and OCR compliance. Plan for addressing concerns will be completed.  
  o Safe Zone Ally Training will be held  
  o Campus climate survey for one or more key stakeholder groups  
  • Goal 5 | • Adequate funding  
  • Separate campuses and missions create challenges for joint programming |
enrollment and persistence. Student create a Student Life Cycle Management Plan addressing the four domains of student success including education planning, progress tracking, advising, and early intervention.

- For Goal 3 Recruit/retain underrepresented employees
  - Policy requiring diversity on search advisory committees has been established
  - Search Advisory Committee training now includes a module on implicit bias

- For Goal 4 Foster a supportive campus environment
  - IT has begun evaluating web material for ADA compliance
  - Space has been identified for a Diversity Center

- For Goal 5 Promote Intercultural Competence
  - Celebration of Indigenous Peoples’/Treaty Day and National Coming Out Day
  - BSU Diversity & Inclusion Committee formed

- For Goal 6 Improved structures
  - Seek input for cultural competency workshops
  - Finalize NTC Diversity & Inclusion Committee
  - Chinese Scholars presentation
  - Diversity & Inclusion Committee meetings

- Goal 6
  - Create integrated method to promote diversity initiatives and programming

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<tr>
<th>Initiative 3.1.1 Fundraising Campaign: Launch new</th>
<th>Briefly summarize your initiative efforts (Jul. 1-Nov. 30):</th>
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<tbody>
<tr>
<td>New fundraising efforts have been launched and initial progress is positive. We have inventoried our financial literacy programs and continue to make progress on these efforts.</td>
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</table>
Fundraising campaign on June 29, 2016. Campus fundraising efforts will continue through FY18.

### Indicate your initiative status:
- ☐ Initial progress made on FY17 tasks (up to 25%)
- X Reached mid-point for FY17 tasks (up to 50%)
- ☐ FY17 tasks near completion (up to 75%)
- ☐ FY17 tasks completed (100%)
- ☐ Project paused

### Identify key activities and milestones accomplished this term (Jul-Nov)
**Fundraising Campaign:**
- Ongoing post-campaign major gift cultivation and solicitation with focus on scholarships
- For reporting period of July 1 – Nov. 22 - $363,277 raised for scholarships at BSU

**Financial Literacy:**
- Audited what we were doing. There was a web-based plan the system was promoting. FYE classes all do a financial literacy as does TRIO. We also provide a financial literacy course during our College Orientation Courses as well as a workshop tied to grant aid for students. Affinity Plus Credit Union has been a

### Identify key activities and milestones planned for next term (Dec-Apr)
**Fundraising Campaign:**
- Consulting firm hired to increase training, accountability and fundraising capacity of Major Gift Officers
- Contract starting date – January, 2017
- Work will begin with scrubbing donor prospect portfolios and qualifying new prospects, then move to training, strategy development an implementation
- Contract will run for 12-18 months

**Financial Literacy:**
- Begin to evaluate strategies implemented in FY16.

part of it. Feedback from instructors has been positive. Focus is on students understanding.

Section 3: College/university participation in pilots
Below are the initiatives that colleges/universities may choose to participate in. If you are participating, please provide a brief summary of any new activities since the last report that are being taken to implement the initiatives at your campus. In addition, the system offices providing support to pilots will also provide updates.

Initiative 1.3.2 – Diversity mapping and assessment of diversity and equity

BSU and NTC were not part of a pilot but we completed the diversity mapping at BSU during FY16. The information attained from the mapping aided in the development of the diversity and inclusion plan. NTC’s diversity mapping strategy didn’t make it feasible to do the curriculum strategy.

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

BSU and NTC are both participating in the CPL Round 1 Pilot meetings. On a campus level, BSU has attended the meetings at the System Office and via WebEx for the larger group meetings and we are also participating in the Professional Development and Toolkit and Web Resources workgroup meetings. BSU also completed the System Office CPL survey. NTC has also participated in the large group meetings and the Business Practices workgroup.

Additionally, BSU and NTC both have been collaborating through Distance MN to form an Adult Learning Network for the 4 campuses of Distance MN. As part of these meetings and conversations, we have created a draft website for current and prospective students to outline all types of CPL available at each of our campuses for returning and adult students and have started conversations about who the stakeholders are on our campuses in terms of faculty and staff that would need to learn more about these options in order to provide students with accurate advising and information about the CPL option. There has also been some preliminary work done towards the development of a for-credit course to assist students with portfolio development for review of prior learning credit.
Section 4: Additional comments/best practices (optional)

If you have additional comments or best practices that have been identified in your campus-based work or campus engagement, please briefly describe.

The drafting of the Diversity & Inclusion plan by the Diversity Task Force went smoothly because we had input from all sectors of the university and college. There were no questions related to acceptance of the initiatives in the plan. While this work takes time, the speed at which the initiatives are implemented can take longer for various reasons, such as acquiring the necessary funding for some of the initiatives.