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MINNESOTA STATE COLLEGES AND UNIVERSITIES

Academic and Student Affairs Leadership Conference

October 27-30, 2015

Cragun's Resort

Brainerd, Minnesota



Minnesota
STATE COLLEGES
& UNIVERSITIES

CONFERENCE SCHEDULE AT A GLANCE

11:00 a.m. – 1:00 p.m.
1:00 p.m. – 5:00 p.m.
5:30 – 6:30 p.m.

7:00 a.m. – 8:30 a.m.
7:30 a.m. – 8:30 a.m.
8:30 a.m. – 12:00 p.m.
11:30 a.m. – 1:00 p.m.
12:00 p.m. – 1:00 p.m.
1:00 p.m. – 1:30 p.m.

1:30 p.m. – 2:45 p.m.

2:45 p.m. – 3:00 p.m.
3:00 p.m. – 3:50 p.m.
4:00 p.m. – 5:15 p.m.
5:15 p.m. – 6:00 p.m.
6:00 p.m.- 7:30 p.m.

7:00 a.m. – 8:00 a.m.
7:00 a.m. – 8:00 a.m.
8:00 a.m. – 8:45 a.m.
9:00 a.m. – 9:50 a.m.
9:50 a.m. – 10:00 a.m.
10:00 a.m. – 10:50 a.m.
11:00 a.m. – 11:50 a.m.
11:50 a.m. – 1:00 p.m.
1:00 p.m. – 2:15 p.m.
2:25 p.m. – 3:15 p.m.
3:15 p.m. – 3:30 p.m.
3:30 p.m. – 4:50 p.m.
5:00 p.m. – 6:00 p.m.
6:00 p.m. – 8:00 p.m.

7:00 a.m. – 8:00 a.m.
7:30 a.m. – 8:00 a.m.
8:00 a.m. – 9:00 a.m.
9:00 a.m. – 9:15 a.m.
9:15 a.m. – 10:30 a.m.
10:40 a.m. – 11:30 a.m.
11:40 a.m. – 12:30 p.m.
12:30 p.m. – Adjourn

TUESDAY, OCTOBER 27, 2015:

Registration: Main Entry
Developmental Education Pre-conference for MnSCU Leaders: Lakeshore 2 and 3
DINNER: Lakeside Dining Room

WEDNESDAY, OCTOBER 28, 2015:

BREAKFAST: Lakeside Dining Room
Registration: Main Entry
Developmental Education Pre-conference for MnSCU Leaders: Lakeshore 2 and 3
Registration: Main Entry
LUNCH: Lakeside Dining Room
Welcome: Ron Anderson, Vice Chancellor for Academic and Student Affairs; Leon Rodrigues, Chief Diversity Officer, Lakeshore Ballroom (1-4)
Keynote: Leading for College Student Success – Dr. Luke Wood, Dr. Frank Harris, Lakeshore Ballroom (1-4)
BREAK: Poolside
Concurrent Sessions (50 Minutes)
Concurrent Sessions (75 Minutes)
Social Hour: Poolside
DINNER: Lakeside Dining Room

THURSDAY, OCTOBER 29, 2015:

BREAKFAST: Lakeside Dining Room
Registration: Poolside
Plenary: A Conversation with Chancellor Steven Rosenstone: Lakeshore (1-4)
Concurrent Sessions: (50 Minutes)
BREAK: Poolside
Concurrent Sessions: (50 Minutes)
Concurrent Sessions: (50 Minutes)
LUNCH: Lakeside Dining Room
Concurrent Sessions (75 Minutes)
Concurrent Sessions (50 Minutes)
BREAK: Poolside
AFFINITY GROUPS (80 Minutes)
Reception for ASA Awards: Poolside
DINNER: Lakeside Dining Room

FRIDAY, OCTOBER 30, 2015:

BREAKFAST: Lakeside Dining Room
Registration: Poolside
Plenary: Real Time Talent Lakeshore (1-4)
BREAK: Poolside
Concurrent Sessions: (75 Minutes)
Concurrent Sessions: (50 Minutes)
Concurrent Sessions: (50 Minutes)
LUNCH: BOX LUNCHESES AVAILABLE Poolside

ACADEMIC AND STUDENT AFFAIRS LEADERSHIP CONFERENCE:

LEADING FOR EQUITY AND CHANGE



CAMPUS AND SYSTEM COLLEAGUES:

As I complete my third month in the role of Vice Chancellor of Academic and Student Affairs, I eagerly await our gathering in late October for the annual Fall Academic and Student Affairs Leadership Conference. I look forward to connecting with old colleagues, meeting new ones, and welcoming our Chief Diversity Officer colleagues to join us in important discussion, reflection, and planning for our work together to eliminate achievement/opportunity gaps across our institutions.

Our roles as leaders, and in particular as leaders for equity and change, continue to evolve. Leading for tomorrow requires new things of us—things we previously may not have been called to do. It is my belief that we cannot engage in equity leadership by keeping ourselves distant. This work requires that we take down personal barriers and are genuinely engaged as people. It requires that we re-examine our assumptions and our own lived experiences, and value the lived experiences of others. It requires the courage to stretch to the breaking point; the courage to fail. And most importantly, it requires that we work together within and across our communities to disrupt the systems that have created and sustain disparities.

By focusing this year's conference on equity leadership, we hope to continue and deepen discussion about our roles, the challenges facing our institutions, and the steps that we can take together to address these challenges. Throughout our time together we will have opportunity to reflect on our practice, to question and learn from one another; and to explore both established and emerging practices that are making a difference.

Thank you for joining me and our colleagues from across the system. I look forward to our time together.

Best regards,

A handwritten signature in black ink, appearing to read 'Ron Anderson', written in a cursive style.

Ron Anderson, Vice Chancellor for Academic and Student Affairs

DR. FRANK HARRIS III

Dr. Frank Harris III is an associate professor of postsecondary education and co-director of the Minority Male Community College Collaborative (M2C3) at San Diego State University. His research is broadly focused on student development and student success in postsecondary education and explores questions related to the social construction of gender and race on college campuses, college men and masculinities, and racial/ethnic disparities in college student outcomes. In his role as co-director of M2C3, Harris partners with community colleges across the United States to conduct research and design interventions to facilitate student achievement among men who have been historically underrepresented and underserved in postsecondary education.



Harris has authored or co-authored more than 40 scholarly publications. His scholarship has been published in leading journals for higher education and student affairs research and practice, including: *Journal of College Student Development*, *Journal of Men's Studies*, *Journal of Student Affairs Research and Practice*, *Qualitative Research*, *Journal of Negro Education* and the *Community College Journal of Research and Practice*. Harris also regularly disseminates his scholarship through refereed conference proceedings, workshops, symposia, and keynote addresses—having delivered more than 100 academic presentations throughout his career. Harris has been recognized as a national scholar by the American College Personnel Association (ACPA) with the Standing Committee for Men's 2008 Outstanding Research Award, the Emerging Scholar Award in 2010, and the 2010 Annuity Coeptis Award for Early Career Achievement.

Before joining the faculty at San Diego State, Harris worked as a student affairs educator and college administrator in the areas of student affairs administration, student crisis support and advocacy, new student orientation programs, multicultural student affairs, academic advising, and enrollment services. His most recent administrative appointment was at the University of Southern California as Associate Director of the Center for Urban Education. He also served as an adjunct professor of Speech Communication at Los Angeles Trade Technical College.

Harris earned a bachelor's degree in Communication Studies from Loyola Marymount University, a master's degree in Speech Communication from California State University Northridge, and an Ed.D. in Higher Education from the University of Southern California Rossier School of Education.

BIOGRAPHY

LUKE WOOD, PHD

Luke Wood, PhD, is Associate Professor of Community College Leadership and the Director of the Doctoral Program in Community College Leadership at San Diego State University (SDSU). Dr. Wood is also Co-Director of the Minority Male Community College Collaborative (M2C3), a national research and practice center that partners with community colleges to support their capacity in advancing outcomes for men of color. M2C3 houses the National Consortium on College Men of Color (NCCMC) which host trainings, information sharing sessions, and provides resources to colleges with initiatives and programs supporting college men of color. He is also Chair-Elect for the Council on Ethnic Participation (CEP) for the Association for the Study of Higher Education (ASHE), Director of the Center for African American Research and Policy (CAARP), and Co-Editor of the *Journal of Applied Research in the Community College*.



Wood's research focuses on factors affecting the success of men of color in the community college. In particular, his research examines contributors (e.g., social, psychological, academic, environmental, institutional) to positive outcomes (e.g., persistence, achievement, attainment, transfer, labor market outcomes) for these men. In particular, his research examines contributors to student persistence, achievement, attainment, and transfer for these men. Dr. Wood has delivered over a 120 scholarly professional and conference presentation. His research has been featured by the White House Initiative on Educational Excellence for African Americans, New York Times, Chronicle of Higher Education, Huffington Post, C-SPAN, and National Press Club. Dr. Wood has authored over 90 publications, including six co-authored books, six edited books, and more than 40 peer-reviewed journal articles.

Dr. Wood is a former recipient of the Sally Casanova Pre-Doctoral Fellowship from which he served as research fellow at the Stanford Institute for Higher Education Research (SIHER), Stanford University. He has also served as a Young Academic Fellow for the Institute for Higher Education Policy and Lumina Foundation. His scholarship and professional practice have been lauded through awards and honors, including: the Council for the Study of the Community College Barbara K. Townsend Emerging Scholar Award; the National Association for Student Personnel Administrator's Newly Published Research Award from the Knowledge Community on Men and Masculinities; the ASHE Council on Ethnic Participation Mildred Garcia Award for Exemplary Scholarship; the ASU Alumni Association Outstanding Graduate Award, the ASU Fulton College Dean's Excellence Award for Graduate Research, the Sacramento Observer's the Top 30 under 30 Award, the ASU Fulton College Robert H. Fenske Fellowship for Higher & Postsecondary Education (ASU Fulton College); and the International Society for the Exploration of Teaching and Learning Distinguished Fellows Presentation Co-Award.

Wood received his PhD (2010) in Educational Leadership & Policy Studies with an emphasis in Higher Education from Arizona State University (ASU). He also holds a master's degree in Higher Education Leadership with a concentration in Student Affairs and a bachelor's degree in Black History and Politics from California State University, Sacramento. Luke is a member of Alpha Phi Alpha Fraternity Incorporated.

TUESDAY, OCTOBER 27, 2015 • 11:00 A.M. – 5:00 P.M.

11:00 – 1:00 p.m. Registration • Main Entry

1:00 – 5:00 p.m. Developmental Education Pre-conference for MnSCU Leaders
Room: Lakeshore 2 and 3

5:30 – 6:30 p.m. Dinner • Lakeside Dining Room

WEDNESDAY, OCTOBER 28, 2015 • 7:30 A.M. – 3:00 P.M.

7:00 – 8:30 a.m. **BREAKFAST • Lakeside Dining Room**

7:30 – 8:30 a.m. **Registration • Main Entry**

8:30 – 12:00 p.m. **Developmental Education Pre-conference for MnSCU Leaders**
Room: Lakeshore 2 and 3

11:30 – 1:00 p.m. **Registration • Main Entry**

12:00 – 1:00 p.m. **LUNCH • Lakeside Dining Room**

1:00 - 1:30 p.m. **Welcome**

Presenters: Ron Anderson, Vice Chancellor for Academic and Student Affairs; Leon Rodrigues, Chief Diversity Officer

Room: Lakeshore Ballroom (1-4)

1:30 - 2:45 p.m. **Keynote: Leading for College Student Success**

Colleges and universities have struggled to facilitate positive student outcomes for students of color. Often, equity initiatives designed to foster success are challenged prior to being fully executed. Specifically, creating an institutional culture that supports the advancement of these students is complicated by organizational politics, bureaucracy, and philosophy. This presentation will discuss the organizational inquiry and planning model employed by the Minority Male Community College Collaborative (M2C3). First, the presenters will highlight key conceptual perspectives that must be held by leaders to advance equity efforts on their campuses. Then, the presenters will discuss how this approach can be used by college and university leaders to facilitate organizational change for equity efforts. Throughout the presentation, the role of inquiry in guiding decision-making and equity efforts will be addressed.

Presenters: Dr. Luke Wood, Associate Professor of Community College Leadership, Director of the Doctoral Program in Community College Leadership, and Co-Director, Minority Male Community College Collaborative (M2C3), San Diego State University

Presenters: Dr. Frank Harris, Associate Professor, Postsecondary Education and Co-Director, Minority Male Community College Collaborative (M2C3), San Diego State University

Room: Lakeshore Ballroom (1-4)

2:45 - 3:00 p.m. **Break • Poolside**

CONCURRENT SESSIONS

3:00 – 3:50 p.m. Teaching and Learning of Historically Underrepresented and Underserved Students: A Focus in Institutional Responsibility and Accountability

Efforts to improve student success outcomes for students who have been historically underrepresented and underserved in education often focus on remediating perceived student deficits. However, what's needed is more attention and accountability directed toward institutions and the roles they play in enabling outcome disparities to exist and persist.

This session will focus on effective teaching and learning practices that can be employed by college faculty to better serve students from underserved backgrounds. Specifically, strategies that can be enacted by faculty members to build rapport and authentic relationships with students and to engage students in course content will be presented and discussed. All of the strategies proposed herein will be aligned with the concept of institutional responsibility in that institutions, rather than students, will be the focus of intervention.

Presenter: Dr. Frank Harris, San Diego State University

Room: Lakeshore 1

Practices that Make a Difference

3:00 – 3:50 p.m. Equity Root Cause Analysis: An Innovative Approach to Advancing Student Success

Too often, colleges and universities engage in equity initiatives without seeing the benefit of their efforts. Some scholars have suggested that this is a by-product of focusing on the 'noise' and not the underlying structural challenges facing student success. This workshop proposes equity planning as a key tool for maximizing strategic efforts to support students of color. This presentation will address how to develop equity plans that specify clear goals, objectives, interventions and measures that can lead to success for students of color. To guide the planning process, the presenters will highlight how equity root cause analyses can be employed by practitioners to identify the most salient 'root' challenges facing organizational equity.

Presenter: Dr. Luke Wood, San Diego State University

Room: Lakeshore 2

Understanding Data and Asking the Right Questions

3:00 – 3:50 p.m. Exploring New Approaches to Closing the Opportunity Gap in Higher Education

This presentation will examine the achievement/opportunity gap data at NHCC and the strategies the college is putting into place to address the disparity. The presentation will look at a campus-wide approach including use of Professional Development Days, the continued support of Diversity Success Initiatives, development of the college's Latin@Initiative, and release credits for faculty members to learn and teach peers' strategies to use in the classroom.

Presenters: Landon Pirius, Michael Birchard, North Hennepin Community College

Room: Lakeshore 3

Leadership for Change, Equity and Inclusion

3:00 – 3:50 p.m. Holistic Student Intervention and Academic Success

Successful intervention strategies begin with a holistic approach to student development. Student life and academic affairs working in collaboration with the department of Multicultural Student Services at St. Cloud State University actively create mechanisms designed to aid the student with their overall success toward degree completion. The implementation of a first-year student cohort provides comparative data that demonstrate the effectiveness of cross-departmental collaborative intervention efforts that support and maintain student success.

Presenters: Shawn Kakuk, Chee Moua-Yang, Jason Terres, Precious Palmer, St. Cloud State University

Room: Lakeshore 4

Practices that Make a Difference

3:00 – 3:50 p.m. Understanding Somali Women Refugee Students' Lives and Program Decisions at Two-Year Colleges: A Narrative Approach

This session is a summary of the presenter's dissertation about Somali women refugee students' lives and program decisions at two-year colleges. This study was an attempt to gain insight into the lives of Somali women. Through the student narratives, those who work in higher education may learn how to support Somali women refugee students throughout their educational experiences and in the identification of program choices.

Presenter: Mary Fontes, Northland Community and Technical College

Room: Paul Bunyan 1

Leadership for Change, Equity and Inclusion

3:00 – 3:50 p.m. Access vs. Completion: The Next Challenge for Community Colleges

After decades of commitment to access, community colleges have now entered the completion era. This session will explore how improving retention and completion rates begins before students enroll by having enrollment management policies that ensure that students enter college ready to learn. Participants will be encouraged to ask challenging questions and to begin to brainstorm how to affirm the historical access mission of open access colleges while also ensuring college readiness.

Presenters: LeAnne Schmidt, Inver Hills Community College; Wendy Robinson, Academic and Student Affairs

Room: Paul Bunyan 2

Practices that Make a Difference

4:00 – 5:15 p.m.

Eliminating the Opportunity Gap: Century’s Institute for Culturally Responsive Pedagogy

Century’s first strategic goal is to eliminate our racial achievement gap by 2020. As a result, Century created the Institute for Culturally Responsive Pedagogy for faculty to engage in authentic dialogue and training to critically reflect on their classrooms & pedagogy and increase awareness of inclusive pedagogies. Join this session to learn about the role of leadership, training goals & curriculum, faculty buy-in, pedagogical shifts, and next steps.

Presenters: Michael Berndt, LuAnn Wood, Nickyia Cogshell, Century College

Room: Lakeshore 1

Practices that Make a Difference

4:00 – 5:15 p.m.

Equity Root Cause Analysis: An Innovative Approach to Advancing Student Success

Too often, colleges and universities engage in equity initiatives without seeing the benefit of their efforts. Some scholars have suggested that this is a by-product of focusing on the ‘noise’ and not the underlying structural challenges facing student success. This workshop proposes equity planning as a key tool for maximizing strategic efforts to support students of color. This presentation will address how to develop equity plans that specify clear goals, objectives, interventions and measures that can lead to success for students of color. To guide the planning process, the presenters will highlight how equity root cause analyses can be employed by practitioners to identify the most salient ‘root’ challenges facing organizational equity.

Presenters: Dr. Luke Wood, Dr. Frank Harris, San Diego State University

Room: Lakeshore 2

Understanding Data and Asking the Right Questions

4:00 – 5:15 p.m.

Diversity Training that Works!

How do you get faculty and staff to voluntarily engage in diversity training? Century has been fortunate to have a majority of its employees participate in two of its cultural diversity programs. In this workshop we will discuss the Seeking Educational Equity and Diversity (SEED) program and the Intercultural Passport Program. Both of these programs are open to faculty, staff, and administrators. Come learn about what each of these programs has to offer and how you could bring them to your campus.

Presenter: Tracey Wyman, Century College

Room: Lakeshore 3

Leadership for Change, Equity and Inclusion

4:00 – 5:15 p.m.

Opening Doors: Diversity through Education to the Workplace

The Minnesota Energy Center is working on building a diversity program to meet the needs of our industry partners. Multiple efforts have been attempted over the past with little success. The Legacy I3 project is changing this landscape in Phoenix, Arizona. Come to learn how they are positively impacting the lives of many young people. Presentation topics will include: 1) Changing the narrative of diversity from “numbers” to “quality”, 2) Understanding the root causes for lack of female and minority participation, and 3) Effective approaches to attracting more women and minorities to the industry educational programs. While this program focuses on Energy careers, the foundations are applicable in all areas to get young people advancing their education and career opportunities.

Presenters: Bruce Peterson, St. Cloud Technical and Community College; Rose Patzer, Minnesota West Community and Technical College; Deon Clark, TCI Solutions

Room: Lakeshore 4

Practices that Make a Difference

4:00 – 5:15 p.m. Enrollment Management Think Tank

You are invited to join other leaders from across our system to discuss Enrollment Management practices and policies to help improve the success of our students.

Presenter: David Jones, Minnesota State University, Mankato

Room: Paul Bunyan 1

Practices that Make a Difference

4:00 – 5:15 p.m. Maximizing the Student Experience Using Oracle Student Relationship Management (SRM)

Student scenarios showcase outreach, end-user website, student inquiries, communication and support channels including web, chat, phone, SMS (texting), email, etc. "Power users" share varied implementation experience and lessons learned, providing practical insight into the advantages of an SRM system from the student perspective, approaches to integrate with ISRS, and how to accomplish a student relationship management system. Licensing and support is covered. We unveil emerging Oracle SRM uses across the system and include ample Q&A.

Presenters: Anthony Schaffhauser, Minnesota State Community and Technical College; Jan Doebbert, Rebekah Summer, Alexandria Technical and Community College; Roberta Anderson, Metropolitan State University; Teresa Theisen, Distance Minnesota; Kyle Snay, Minnesota State University, Mankato

Room: Paul Bunyan 2

Practices that Make a Difference

5:15 – 6:00 p.m. Social Hour • Poolside

6:00 – 7:30 p.m. Dinner • Lakeside Dining Room

THURSDAY, OCTOBER 29, 2015 • 7:00 A.M. – 9:50 A.M.

7:00 – 8:00 a.m. BREAKFAST • Lakeside Dining Room

7:00 – 8:00 a.m. Registration • Poolside

8:00 – 8:45 a.m. Plenary: A Conversation with Chancellor Steven Rosenstone
Room: Lakeshore Ballroom (1-4)

CONCURRENT SESSIONS

9:00 – 9:50 a.m. A Conversation With Ron

During this session Vice Chancellor Anderson would like to engage participants in a dialogue about the challenges of eliminating the achievement/opportunity gap.

Presenter: Ron Anderson, Academic and Student Affairs

Room: Lakeshore 1

Leadership for Change, Equity and Inclusion

9:00 – 9:50 a.m. Exploring Frameworks that Impact Contemporary Approaches to Campus Diversity

A number of models and frameworks for engaging in diversity and inclusion work have evolved. These frameworks include anti-racism, critical theory perspectives, multiculturalism, and inclusion. Each of the frameworks have origins in socio-cultural and political realities. This presentation focuses on three frameworks: 1. Social justice 2. Anti-racism 3. Multiculturalism. Participants will discuss how these frameworks are applied and will be able to articulate at least three ideas that show how each of these models is approached in higher education.

Presenters: Henry Morris, Minnesota State University, Mankato; Donna Brown, Minnesota State University Moorhead; Whitney Stewart-Harris, Minneapolis Community and Technical College; Leon Rodrigues, Diversity and Equity

Room: Lakeshore 2

Practices that Make a Difference

9:00 – 9:50 a.m. Developing and Utilizing Predictive Analytics to Drive Change

This session will showcase predictive analytics examples developed to inform discussion and drive change at North Hennepin Community College. Participants will learn about predictive analytics, and see actual examples and how they are used at North Hennepin. Participants will also learn about the impacts predictive analytics have already had at North Hennepin and how the college intends to expand efforts in this area in the near future.

Presenter: Landon Pirus, North Hennepin Community College

Room: Lakeshore 3

Understanding Data and Asking the Right Questions

9:00 – 9:50 a.m. Recruit to Retain: Using Non-Cognitive Variables in the College Admissions and Orientation Process

In the spring of 2013 St. Cloud State University began using a Non-Cognitive Variable (NCV) questionnaire to determine appropriate admissions pathways into the University and its partner program with St. Cloud Technical and Community College. In this session we will outline the admissions process and the subsequent interventions we employed. In addition we will share data that indicates that NCV scores are as strong a predictor of college success as any other pre-college characteristic.

Presenters: Adam Klepetar, Amber Schultz, St. Cloud State University

Room: Lakeshore 4

Practices that Make a Difference

9:00 – 9:50 a.m. Improved Tracking of Student Persistence and Completion

Learn how the persistence and completion rate measure is changing to provide expanded outcome tracking and more complete coverage of entering students. The current measure reports retention, graduation and transfer of fall entering students. The revised measure also will track graduation at transfer institutions. Tracking of entering students will be expanded from six to eight years after entry and the measure will be reported for both fall and spring entering students.

Presenters: Craig Schoenecker, Paul Zak, Academic and Student Affairs

Room: Paul Bunyan 1

Understanding Data and Asking the Right Questions

9:00 – 9:50 a.m. Understanding Somali Women Refugee Students' Lives and Program Decisions at Two-Year Colleges: A Narrative Approach

This session is a summary of the presenter's dissertation about Somali women refugee students' lives and program decisions at two-year colleges. This study was an attempt to gain insight into the lives of Somali women. Through the student narratives, those who work in higher education may learn how to support Somali women refugee students throughout their educational experiences and in the identification of program choices.

Presenter: Mary Fontes, Northland Community and Technical College

Room: Paul Bunyan 2

Leadership for Change, Equity and Inclusion

9:00 – 9:50 a.m. Baccalaureate Transfer Pathways: Can They Increase Transfer Student Diversity and Success?

Faculty, staff and students are at work on a three-year project described in 2015 state legislation to create clear and smooth transfer pathways in 30 disciplines. This session will provide a brief overview of the project and a status update. Discussion will focus on how the pathways can be used to particularly encourage students from low-income communities and communities of color to complete associate degrees and transfer successfully. Bring your stories of success and your imaginations.

Presenters: Jane Reinke, North Hennepin Community College; Lynda Milne, Louise DiCesare, Academic and Student Affairs

Room: Paul Bunyan 3

Practices that Make a Difference

9:50 – 10:00 a.m. BREAK • Poolside

10:00 – 10:50 a.m. A Conversation With Ron

During this session Vice Chancellor Anderson would like to engage participants in a dialogue about the challenges of eliminating the achievement/opportunity gap.

Presenter: Ron Anderson, Academic and Student Affairs

Room: Lakeshore 1

Leadership for Change, Equity and Inclusion

10:00 – 10:50 a.m. Exploring Frameworks that Impact Contemporary Approaches to Campus

A number of models and frameworks for engaging in diversity and inclusion work have evolved. These frameworks include anti-racism, critical theory perspectives, multiculturalism, and inclusion. Each of the frameworks have origins in socio-cultural and political realities. This presentation focuses on three frameworks: 1. Social justice 2. Anti-racism 3. Multiculturalism. Participants will discuss how these frameworks are applied and will be able to articulate at least three ideas that show how each of these models is approached in higher education.

Presenters: Henry Morris, Minnesota State University, Mankato; Donna Brown, Minnesota State University Moorhead; Whitney Stewart-Harris, Minneapolis Community and Technical College; Leon Rodrigues, Diversity and Equity

Room: Lakeshore 2

Practices that Make a Difference

10:00 – 10:50 a.m. Can LCOMs help close the Opportunity Gap?

Learning Communities (LCOMs) are frequently utilized as an initiative to improve retention, and have been identified as a high-impact educational practice (HIP). Inver Hills Community College (IHCC) has been offering LCOMs for ten years, and is conducting a comprehensive look at the different research undertaken around LCOMs at IHCC using the research question, "What student populations benefit most from participating in LCOMs?" This presentation will take a look at the data from LCOM research and engage participants in a discussion about how to best target students for LCOMs to help close the opportunity gap

Presenters: Christina Royal, Wendy Marson, Ann Deiman-Thornton, Inver Hills Community College

Room: Lakeshore 3

Understanding Data and Asking the Right Questions

10:00 – 10:50 a.m. Innovative Curricular Integration for Cultural Competence and International Education

The presenters will identify current successful curricular practices for integrating cultural competence and international education into the university curriculum, including a departmental model that is conducted at multiple sites as well as an interdepartmental and interdisciplinary model that is delivered in cooperation with an exchange partner. We will highlight challenges and strategies for developing similar curricular experiences that can work on other campuses. This presentation addresses the development of student and faculty cultural awareness and competency supports retention and academic success.

Presenters: Kimberly Contag, Stephen Stoyhoff, Minnesota State University, Mankato

Room: Lakeshore 4

Practices that Make a Difference

10:00 – 10:50 a.m. Wrapping our Minds around Conferencing Technologies

Across our colleges and universities, faculty and staff are using wide range of mobile, web-based, classroom conferencing, high-definition, and virtual reality immersive tools (e.g., Skype, Jabber, Webex, Adobe Connect, ITV, high definition telepresence, oculus rift). A landscape this vast raises several key questions: What teaching and learning outcomes can be achieved? What investments need to be made in infrastructure and professional development? What guidance is available? Preliminary data offers first steps toward addressing these questions?

Presenters: Kayla Westra, Minnesota West Community and Technical College; Kim Lynch, Scott Wojtanowski, Academic and Student Affairs

Room: Paul Bunyan 1

Understanding Data and Asking the Right Questions

10:00 – 10:50 a.m. Blurring the Lines between Academic & Student Affairs for Student Success

Re-Enrolling Stop-Outs through a Re-Entry Campaign. This session will be a highly interactive and engaging conversation regarding the re-engagement of potentially “lost” students. This session will challenge the traditional assumptions of how we serve our students. Many students stop out because “life gets in the way” not a lack of ability or resources. This session will provide a framework on how to design a re-entry campaign through: -use of data to identify the target audience -the use of a highly personalized outreach & dialogue -individualized degree completion plans -leveraging scholarships to incentivize re-enrollment. Attendees will gain insights on how to create a concrete plan to authentically and genuinely reach out to students to assist them towards the completion of their educational goals.

Presenter: Amy Dunn, Carl Polding, Metropolitan State University

Room: Paul Bunyan 2

Practices that Make a Difference

10:00 – 10:50 a.m. Developing Cultural Agility in Ourselves and Others

Over the last year, a diverse, multi-racial, multi-generational group of students, faculty, staff, and community members from across the state has convened with Minnesota Campus Compact to identify opportunities for enhancing engagement, leadership, and learning across differences. Attend this session to experience interactive exercises used with the Cultural Agility Collaboration, discuss lessons from the CAC and the competencies required to be culturally agile, and explore strategies for creating positive change in our institutions.

Presenters: Nickyia Cogshell, Century College; Julie Plaut, Minnesota Campus Compact

Room: Paul Bunyan 3

Leadership for Change, Equity and Inclusion

11:00 – 11:50 a.m. C3 Fellows: A True College & Healthcare Partnership

The C3 Fellows program is a dynamic collaboration between Saint Paul College, Minneapolis Community and Technical College and healthcare organizations. C3F assists students to secure entry-level employment related to their health sciences programs. Learn how C3F, MnSCU, and healthcare industry employers successfully collaborate to provide career readiness and personal career guidance to better prepare students to effectively balance the demands of health professions training, work demands, and family commitments all while building significant work experience.

Presenters: Brian Mogren, Saint Paul College and Minneapolis Community and Technical College; Brendan Ashby, Saint Paul College; Yvette Trotman, Minneapolis Community and Technical College; Shawn Vang, Fairview Health Services

Room: Lakeshore 1

Practices that Make a Difference

11:00 – 11:50 a.m. The Academe' Must Change... "Cultural Competency is not Enough"

While the efforts to diversify the composition of students and staff are admirable, the fact that prevailing attitudes, insensitivity, gaps in our reflection and orientation, and climate issues preclude many motivated and skilled members of pre and post traditional groups from pursuing, being admitted or completing their course of study into critical fields. Attendees will become familiar with contemporary external forces impacting the education landscape today and will be provided with the opportunity to explore and learn about their own cultural compass and backgrounds from which they will gain insight into cultural awareness and what cultural congruency should look like through the lens of the Developmental Model of Intercultural Sensitivity (DMIS) The goals of this workshop are threefold: 1. An understanding of current convergent forces acting upon higher education. 2. An understanding of barriers and need for support of our "New" students. 3. An understanding of the need to be more culturally proficient in the work we do every day. 4. An understanding of the actions to be taken to create an inclusive, welcoming environment so that students and the larger community feel respected and valued for what they can bring into, and benefit from in our classroom environs.

Presenter: Craig Morris, Metropolitan State University

Room: Lakeshore 2

Practices that Make a Difference

11:00 – 11:50 a.m. Never Waste a Mandate: NSLDS Federal Requirements – Seizing an Opportunity to Increase Retention, Improve Campus Major-coding Practices and Enhance Curriculum

In 2014 the U.S. Department of Education released new rules governing the enrollment reporting process used to complete National Student Loan Data System (NSLDS) compliance reporting. Minnesota State Mankato saw this requirement as an opportunity to not only comply with the federal mandate in rule and spirit, but to re-envision how our campus advises first-year and undecided students, moving them toward major declaration sooner as part of a comprehensive retention effort. The NSLDS compliance reporting rule change created a venue to discuss, dismantle, and rebuild major-coding practices to improve the integrity of our majors and program data, along with enhancing the advising experience. The federal requirement also provided a springboard for faculty to begin designing new curricular pathways, leading toward additional award choices. This session introduces Minnesota State Mankato's "NSLDS Opportunity" dashboard and timeline, and shares lessons learned and horizon opportunities yet still to seize.

Presenter: Ginger Zierdt, Minnesota State University, Mankato

Room: Lakeshore 3

Practices that Make a Difference

11:00 – 11:50 a.m. Innovative Curricular Integration for Cultural Competence and International Education

The presenters will identify current successful curricular practices for integrating cultural competence and international education into the university curriculum, including a departmental model that is conducted at multiple sites as well as an interdepartmental and interdisciplinary model that is delivered in cooperation with an exchange partner. We will highlight challenges and strategies for developing similar curricular experiences that can work on other campuses. This presentation addresses the development of student and faculty cultural awareness and competency supports retention and academic success.

Presenters: Kimberly Contag, Stephen Stoyhoff, Minnesota State University, Mankato

Room: Lakeshore 4

Practices that Make a Difference

11:00 – 11:50 a.m. Time to Bachelor's Degree

Using four years' worth of bachelor's completion data we analyzed which variables are implicated in why it takes an average of 135 credits to receive a 120 credit degree at Bemidji State University. We will provide the results of the analysis and a discussion of the methods used to do such an analysis. We will also raise questions about the size (in credits) of a major and the time it takes to complete the degree.

Presenter: Doug Olney, Bemidji State University

Room: Paul Bunyan 1

Understanding Data and Asking the Right Questions

11:00 – 11:50 a.m. A Leadership Tool for Building a Culturally Competent Workforce

Chancellor Rosenstone has challenged all leaders to take action each day to make a difference in the lives of our faculty and staff so that all feel welcomed. Vice Chancellor of Diversity and Equity Leon Rodrigues highlights that a culturally competent organization fosters effective cross culture communication that values all individuals. In this session you will practice using a tool and a process that you can use with your team to facilitate safe and meaningful conversations focused on creating a culturally competent workforce.

Presenters: Todd Thorsgaard, Talent Management; Josey Landrieu, Diversity and Equity

Room: Paul Bunyan 2

Leadership for Change, Equity and Inclusion

11:00 – 11:50 a.m. Exploring the Achievement/Opportunity Gap in Course Success

A common approach for analyzing the achievement/opportunity gap is a comparison of second fall persistence rates or college and university completion rates for students of color and white students. Participants in this session will have the opportunity to dig deeper and explore the extent to which gaps exist in students' course success rates on the basis of race-ethnicity, gender or Pell eligibility using an Excel pivot table with course success data for their college or university.

Presenters: Craig Schoenecker, Susan Carter, Paul Zak, Academic and Student Affairs

Room: Pioneer

Understanding Data and Asking the Right Questions

11:50 – 1:00 p.m. LUNCH • Lakeside Dining Room

1:00 – 2:15 p.m. The Math of Math (and English)

Minnesota State Community and Technical College faces developmental education challenges common to other MnSCU colleges and universities. Only 13% of our students assess as “college ready.” Yet developmental courses have also been shown to be a barrier to student success. In this session, we will share our initial M State data, ask participants how they would reconfigure developmental offerings in response to the data, and then we will share how M State has reconfigured developmental course offerings in both English and, in a very different fashion, in Math.

Presenters: Steve Erickson, Gary Henrickson, Minnesota State Community and Technical College

Room: Lakeshore 1

Understanding Data and Asking the Right Questions

1:00 – 2:15 p.m. Sustaining Reverse Transfer: Transfer Enhancements and Outcomes

1463 associate of arts degrees were awarded through the Credit When Its Due Lumina Grant and more continue to be awarded through a process sustaining reverse transfer. Students receiving the degree discovered immediate benefits including shorter time to subsequent degrees and higher wages. Analysis is underway to determine whether the reverse transfer process closes the opportunity gap. Funds from the grant were used to develop or enhance technologies to support sustainability and all students are benefitting from these technologies. Participants will better understand the technologies and how they impact transfer, promote degree completion, and save students time and money in addition to grant and sustainability outcomes. They will also understand how the reverse transfer process might be closing the opportunity gap. A registrar from a university and a college who will also share their experience with reverse transfer.

Presenters: Erica Johnson, Minnesota State University, Mankato; Sharlene Allen, Minnesota State Community and Technical College; Shannan Ellis, Kristen Patrick, Louise DiCesare, Academic and Student Affairs

Room: Lakeshore 2

Practices that Make a Difference

1:00 – 2:15 p.m. Opening Doors: Diversity through Education to the Workplace

The Minnesota Energy Center is working on building a diversity program to meet the needs of our industry partners. Multiple efforts have been attempted over the past with little success. The Legacy 13 project is changing this landscape in Phoenix, Arizona. Come to learn how they are positively impacting the lives of many young people. Presentation topics will include: 1) Changing the narrative of diversity from “numbers” to “quality”, 2) Understanding the root causes for lack of female and minority participation, and 3) Effective approaches to attracting more women and minorities to the industry educational programs. While this program focuses on Energy careers, the foundations are applicable in all areas to get young people advancing their education and career opportunities.

Presenters: Bruce Peterson, St. Cloud Technical and Community College; Rose Patzer, Minnesota West Community and Technical College; Deon Clark, TCI Solutions

Room: Lakeshore 3

Practices that Make a Difference

1:00 – 2:15 p.m. Eliminating the Opportunity Gap: Century’s Institute for Culturally Responsive Pedagogy

Century’s first strategic goal is to eliminate our racial achievement gap by 2020. As a result, Century created the Institute for Culturally Responsive Pedagogy for faculty to engage in authentic dialogue and training to critically reflect on their classrooms & pedagogy and increase awareness of inclusive pedagogies. Join this session to learn about the role of leadership, training goals & curriculum, faculty buy-in, pedagogical shifts, and next steps.

Presenters: Michael Berndt, LuAnn Wood, Nickyia Cogshell, Century College

Room: Lakeshore 4

Practices that Make a Difference

1:00 – 2:15 p.m. Improving the Campus Climate and Organizational Structure

In response to employee concerns, Lake Superior College’s Campus Climate Committee recommended a comprehensive review of the College’s organizational structure “to determine if the current administrator positions, reporting lines, and people in each administrator position are appropriate and effective.” This presentation will describe the inclusive process used to successfully conduct an organizational review and implement positive change in response. Handouts will include the process timeline, guiding principles, evaluation factors, and survey questions.

Presenters: Patrick Johns, Hanna Erpestad, Kent Richards, Lake Superior College

Room: Paul Bunyan 1

Leadership for Change, Equity and Inclusion

1:00 – 2:15 p.m. Hiring Practices that Make a Difference

One key strategy to attract and retain students of color is to hire faculty and staff that reflect the diversity of our student population. To focus our efforts, Chancellor Rosenstone has committed to increasing the number of employees of color from 10.8% to 12% by 2017. This session will examine inclusive hiring practices for search advisory committees, as well as options for increasing diversity of last-minute faculty hires and interim positions.

Presenters: Anita Rios, DeeAnne Bonebright, Talent Management; Renee Hogoboom, Diversity and Equity

Room: Paul Bunyan 2

Practices that Make a Difference

1:00 – 2:15 p.m. Predictive Analytics Reporting Framework Pilot

The Predictive Analytics Reporting (PAR) Framework is a non-profit provider of predictive analytics services to colleges and universities. The system is seeking volunteer colleges and universities to participate in a pilot implementation of PAR beginning later this fall. The pilot will make predictive analytic services available to interested colleges and universities for up to two years. This session will provide an overview of PAR services and how colleges and universities are using them to improve student success.

Presenters: Craig Schoenecker, Academic and Student Affairs; Beth Davis, Russ Little, PAR Framework

Room: Paul Bunyan 3

Understanding Data and Asking the Right Questions

2:25 – 3:15 p.m.

Maintaining Century College’s Tutors Linked to Classes Program

Created to increase retention, Century College’s Tutors Linked to Classes (TLC) Program is an innovative Supplemental Instruction (SI) model in which peer tutors provide flexible tutoring to busy community college students. The TLC program provides tutoring to students where and when they need it; before, during and after class, as well as, during study sessions. The TLC program was first piloted in the summer of 2007 with five (5) sections supported and has grown to support 236 sections of classes in the 2013-2014 academic year with 5990 registered students, 3,640 of those students (61%) received direct tutoring assistance from a TLC leader. Courses that have tutors in them have shown increased C or above grades, less withdrawals, and higher rates of retention. We will share what we have learned and how we manage such a large scale program while maintaining the integrity of the program. Recognized with the MnSCU Innovative Student Affairs Program Award, the TLC Program has become an integral part of Century College’s AQIP project, “Bridge to Success”, and the “Achieving the Dream” Institutional Initiatives.

Presenters: Andrea Rystrom, Jackie Reichter, Keith Hagen, Century College

Room: Lakeshore 1

Practices that Make a Difference

2:25 – 3:15 p.m.

Dual Admission and Enrollment: Ground-Breaking Innovation in Dental Hygiene Education

As America faces implementation of the Affordable Care Act, educational programs must transform to meet the oral health needs of the public. Metropolitan State University and Normandale Community College developed a seamless, flexible pathway toward a baccalaureate degree for associate level dental hygiene students. Dual admissions allows students to complete a baccalaureate degree one semester after an associate of science degree. A recent HRSA grant will allow expansion of this opportunity to other MnSCU colleges.

Presenters: Julie Guelich, Colleen Brickle, Normandale Community College; Ginny Arthur, Metropolitan State University

Room: Lakeshore 2

Leadership for Change, Equity and Inclusion

2:25 – 3:15 p.m.

Opportunities for Collaborative Response: the HLC Guidelines for Determining Qualified Faculty

The Higher Learning Commission’s Determining Qualified Faculty Guidelines released in October provides an opportunity for us to reassess our practices around ensuring our faculty have the required qualifications to engage in the essential roles faculty perform. This presentation will allow for open discussion of how colleges and universities can work together to meet the requirements by September 1, 2017. Come prepared to share your solutions as we collaborate together to meet the expectations.

Presenters: Barry Ries, Lynn Akey, Minnesota State University, Mankato; Kelly McCalla, Riverland Community College

Room: Lakeshore 3

Practices that Make a Difference

2:25 – 3:15 p.m. Student Retention Strategies: Listening Session

Addressing student retention requires a broad approach that targets the wide variety of risk factors facing students in the 21st century. In today's educational landscape the work around retention must recognize the various ways in which an institution can increase student retention amongst its most vulnerable student groups: Access and affordability, staff professional development, student life and academic affairs, and community-partnerships. How do all these elements play a role in student retention? A Student Retention Taskforce has worked for the past several months to draft a MnSCU Retention Strategies Plan as a resource to campuses, faculty, and staff working to address student retention. This listening session will include a presentation and overview of the Retention Strategies Plan and will provide ample opportunity for participants to provide feedback that can be incorporated in the final version of this report. The feedback gathered will be considered as the taskforce finalizes its report in November 2015.

Presenters: Landon Pirus, North Hennepin Community College, Josey Landrieu, Diversity and Equity

Room: Lakeshore 4

Practices that Make a Difference

2:25 – 3:15 p.m. Supporting Developmental Learners through MnSCU/ABE Collaborations

Attend this session to increase your understanding of the Adult Basic Education (ABE) system's mission and purpose and learn about opportunities to leverage partnerships with ABE to support developmental learners at your college or university. Panelists from MnSCU campuses will share about their collaborative partnerships with ABE. Participants and panelists will discuss opportunities to expand partnerships with their local ABE provider.

Presenters: Jessica Espinosa, Academic and Student Affairs; Julie Dincau, Adult Basic Education

Room: Paul Bunyan 1

Practices that Make a Difference

2:25 – 3:15 p.m. 12 Steps to Respect and Retention for Leaders

Research in the field of neuroscience indicates that we all unconsciously behave in ways that can unknowingly damage our relationships with the people we lead. In this follow-up session from the spring conference you will learn 12 rules of behavior that demonstrate respect across cultures. You will have a chance to take a self-assessment and create your own action plan. Consistent application of these rules can help you build inclusivity and retain faculty and staff from diverse backgrounds.

Presenters: DeeAnne Bonebright, Todd Thorsgaard, Talent Management

Room: Paul Bunyan 2

Leadership for Change, Equity and Inclusion

2:25 – 3:15 p.m. The Multi-State Collaborative to Improve Student Learning Outcomes Assessment

Nine MnSCU institutions were engaged in last year's pilot project in nine states using AAC&U VALUE rubrics to assess student learning outcomes. Learn about some of the approaches taken by our colleges and universities to engage faculty, to embed the project in broader assessment initiatives, and to use the data to support deeper and richer conversations about what our students are learning—across disciplines—and what knowledge and skills they have as they near graduation.

Presenters: David Switzer, Kristian Twombly, St. Cloud State University; Wendy Marson, Inver Hills Community College; Lynda Milne, Academic and Student Affairs

Room: Paul Bunyan 3

Practices that Make a Difference

2:25 – 3:15 p.m. Exploring the Achievement/Opportunity Gap in Course Success

A common approach for analyzing the achievement/opportunity gap is a comparison of second fall persistence rates or college and university completion rates for students of color and white students. Participants in this session will have the opportunity to dig deeper and explore the extent to which gaps exist in students' course success rates on the basis of race-ethnicity, gender or Pell eligibility using an Excel pivot table with course success data for their college or university.

Presenters: Craig Schoenecker, Susan Carter, Paul Zak, Academic and Student Affairs

Room: Pioneer

Understanding Data and Asking the Right Questions

3:15 – 3:30 p.m. Break • Poolside

3:30 – 4:50 p.m. College Chief Academic Officers

Conveners: Landon Pirius, North Hennepin Community College; Ron Anderson, ASA

Room: Lakeshore 1

Affinity Groups

3:30 – 4:50 p.m. College Academic Deans

Conveners: Kristina Keller, St. Cloud Technical and Community College; Jon Dalager, ASA

Room: Lakeshore 2

Affinity Groups

3:30 – 4:50 p.m. University Academic Deans

Conveners: Michelle Malott, Minnesota State University Moorhead; Kim Lynch, ASA

Room: Lakeshore 3

Affinity Groups

3:30 – 4:50 p.m. University Chief Academic Officers

Conveners: Marilyn Wells, Minnesota State University, Mankato; Lynda Milne, ASA

Room: Lakeshore 4

Affinity Groups

3:30 – 4:50 p.m. Student Affairs Leaders

Conveners: Dara Hagen, Hennepin Technical College; Greg McCalley, Century College; Toyia Younger, ASA

Room: Paul Bunyan 1

Affinity Groups

3:30 – 4:50 p.m. Institutional Research

Conveners: Doug Olney, Bemidji State University; Craig Schoenecker, ASA

Room: Paul Bunyan 2

Affinity Groups

5:00 – 6:00 p.m. Reception for ASA Awards • Poolside

6:00 – 8:00 p.m. Dinner • Lakeside Dining Room

7:00 – 8:00 a.m. **BREAKFAST • Lakeside Dining Room**

7:30 – 8:00 a.m. **Registration • Poolside**

8:00 – 9:00 a.m. **Plenary: Real Time Talent**

Real Time Talent is a new initiative to encourage the use of data for more informed academic program and student academic and career planning decisions within Minnesota State Colleges and Universities. Using real-time job posting data from Wanted Analytics, colleges and universities will be able to identify new curriculum ideas, anticipate demand for program graduates and find out who's hiring, facilitate richer conversations with program advisory committees, evaluate the need for graduate certificates and identify employers to invite to career fairs and offer student internships. This session will showcase case studies of successful uses of real-time career and labor market information, as well as provide a general overview of the Wanted Analytics tool and review potential metrics for using data in day-to-day service and decision-making.

Presenters: Jess Neibuhr, Real Time Talent; Dionna Jones, Inver Hills Community College; Firasat Kahn, AdvanceIT Minnesota; Kelly Murtaugh, Brenda Ashby, Linda Kingston, Saint Paul College

Room: Lakeshore Ballroom (1-4)

9:00 – 9:15 a.m. **Break • Poolside**

CONCURRENT SESSIONS

9:15 – 10:30 a.m. **MnSCU Centers of Excellence - Come Collaborate With Us!**

MnSCU Centers of Excellence are making a difference! Learn what the Centers of Excellence are doing to impact recruiting students into various career industries. Special emphasis includes increasing future workforce diversity, and providing opportunities and resources for K-16 educators. Identify how working collaboratively with the Centers of Excellence can address limited resources and quality programming within the MnSCU system.

Presenters: Misun Bormann, HealthForce MN; Russ Fraenkel, Advance IT; Rose Patzer, MN Energy Center; Stephanie Zojonc, MN Center for Engineering and Manufacturing Excellence

Room: Lakeshore 1

Practices that Make a Difference

9:15 – 10:30 a.m. **The Opportunities and Challenges of Interdisciplinary Programs: A Round Table Discussion for Deans and Academic Officers**

Join us for a candid round table discussion on the opportunities and challenges of interdisciplinary programs. Interdisciplinary programs offer wonderful opportunities for connectivity across disciplines for students and for faculty. In many ways, these programs represent the cross-disciplinary nature of most of today's work environments; however, interdisciplinary programs are really difficult to manage because they don't fit neatly into the traditional departmental structure and the IFO contract. Bring your questions, concerns, and success stories to this open discussion on overcoming barriers to interdisciplinary programs. Chris Dale, Senior System Director for Labor Relations, will join us as a resource person.

Presenters: Colleen Greer, Bemidji State University; Diane Dingfelder, Winona State University

Room: Lakeshore 2

Leadership for Change, Equity and Inclusion

9:15 – 10:30 a.m. Project Management: It's a Thing!

The MnSCU Leadership Council has identified the need to increase our system's project management skills and capacity in order to support ongoing Charting the Future work. This session will share plans for providing systemwide project management training and for building and nurturing a network of practitioners to support campus and cross-campus work. Learn how you and your colleagues can benefit from this opportunity and learn a few project management tricks too!

Presenters: Lisa Schlotterhausen, Century College; DeeAnne Bonebright, Talent Management; Steve Hawrysh, Finance

Room: Lakeshore 3

Practices that Make a Difference

9:15 – 10:30 a.m. Implementing a New Academic Integrity Initiative

Historically, academic integrity at Metropolitan State University was a solo affair based on expectations individual faculty members published in their syllabi. When the university's administration put a new academic integrity policy (AIP) on the governance agenda in 2010, the faculty union was wary of relinquishing control over issues which had always been considered "curricular," and thus under the purview of professors' expertise, educational goals, and authority to assess student learning. When a group of faculty decided to look into the matter, they quickly discovered that the faculty's most significant goals for a possible university-wide policy (such as educational intervention and tracking repeat offenders) would be best met by working in harmony with a broad range of university stakeholders — administrators, faculty, students, tutoring centers, librarians, advisors, and IT. The panelists will present several technological solutions to our university's goals for its new AIP. A focus of the program on educational intervention produced a very effective online course for student intervention. After running the program for a full year the panel will provide data that can guide future programming.

Presenters: Ginny Arthur, Tammy Durant, Michelle Filkins, Doug Knowlton, Metropolitan State University

Room: Lakeshore 4

Practices that Make a Difference

9:15 – 10:30 a.m. Faculty Assignment Management Automation (FAMA) Project

Looking for a technology solution that will improve the flow of faculty workload information to your HR office to initiate accurate and timely compensation? This session offers a great opportunity for Deans and their assistants to learn about the new Faculty Workload Management (FWM) tool and to see the benefits of leveraging it for process improvement and information sharing. The Faculty Workload Management (FWM) web application was born as part of the Faculty Assignment Management Automation (FAMA) project as a means to automate the flow of faculty workload information (instructional and non-instructional) from Academic and Student Affairs to Human Resources. In this session, IT staff from the system office will provide a comprehensive demonstration of the FWM application, facilitate a roundtable discussion so you can ask questions and provide feedback, and provide you with a set of training materials to guide you through the process.

Presenter: Debbie Schadewald, Information Technology Services

Room: Paul Bunyan 1

Practices that Make a Difference

9:15 – 10:30 a.m. Navigating Challenging Partnerships

Partnerships can often be plagued with problems that won't go away, issues that keep resurfacing, and dilemmas that seem impossible to resolve. In this interactive session, you will be introduced to a new way of viewing impossible dilemmas and learn about a polarity mapping tool that can help you navigate challenging partnerships, even when the partners hold opposite points of view!

Presenters: Anita Rios, Todd Thorsgaard, Talent Management

Room: Paul Bunyan 2

Practices that Make a Difference

9:15 – 10:30 a.m. Mindfulness and Meditation as Tools for Leadership Success

We live in a society that is highly connected and over-stimulated, creating new challenges in supporting our institutions, our students, and ourselves. There is a growing body of research that shows how mindfulness and meditation can have a positive impact on emotional well-being and overall health. We will discuss how these tools can play a role in leadership development and student success. This session will include a meditation session. No previous meditation experience is necessary.

Presenter: Christina Royal, Inver Hills Community College

Room: Paul Bunyan 3 and 4

Leadership for Change, Equity and Inclusion

10:40 – 11:30 a.m. Collaboration Toolbox, An Update on Our Progress

This session will provide a review of the feedback received for the Collaboration Toolbox since the May ASA Leadership conference. We will give an overview of what the site will look like and its functionality. The group will be engaged in a discussion surrounding the governance of the site, i.e. "who should own the site", and the possibility of a users group.

Presenter: Jane Reinke, North Hennepin Community College

Room: Lakeshore 1

Practices that Make a Difference

10:40 – 11:30 a.m. Sexual Violence

Sexual Violence on college/university campuses has been a key topic in national publications and the news recently. Last spring the Minnesota Legislature enacted some laws that will require changes to the MnSCU Sexual Violence Policy and Procedure. This session will focus on the legislative changes: the new reporting obligations, mandatory sexual violence training, and MOUs with law enforcement. We will also discuss the proposed legislation of the "Affirmative Yes" legislation this spring.

Presenters: Renee Hogoboom, Diversity and Equity; Toyia Younger, Academic and Student Affairs; Scott Goings, General Counsel

Room: Lakeshore 2

Practices that Make a Difference

10:40 – 11:30 a.m. Supporting Concurrent Enrollment Programs through Change

Concurrent enrollment programs are experiencing significant changes and growing pains. This session will increase your understanding about concurrent enrollment across the system and the changing landscape of these programs due to increased demand over time, legislative requirements, and faculty qualification guidelines. These programs represent valuable relationships with our secondary partners and benefit thousands of high school students across the state. Engage in authentic discussion about how to support concurrent enrollment programs through these changes and how these changes will benefit and challenge your local programs.

Presenters: Pakou Yang, Jessica Espinosa, Academic and Student Affairs

Room: Lakeshore 3

Practices that Make a Difference

10:40 – 11:30 a.m. An Intentional Path Forward: Minnesota State Mankato's Academic Master Plan 2015 – 2018

Minnesota State Mankato's Academic Master Plan 2015 - 2018 is the culmination of the University's first-ever integrated academic planning effort, empowering the University to prepare for and shape the future - to develop an intentional path forward. This session will highlight the 18-month planning timeline and six phases, from Pre-Planning through Implementation and Evaluation. Key themes of consensus building, community involvement, data utilization, shared governance, and transparency also will be highlighted.

Presenters: Marilyn Wells, Lynn Akey, Minnesota State University, Mankato

Room: Lakeshore 4

Practices that Make a Difference

10:40 – 11:30 a.m. Gainful Employment Regulations: What You Need to Know and Why

Learn how the U.S. Department of Education Gainful Employment requirements affect your college or university. The Gainful Employment rules require that institutions publish program level disclosure reports and also that student level data be submitted annually. The regulations set outcome minimums related to student debt levels for Gainful Employment programs and a program that does not meet these minimums risks losing eligibility for federal student aid.

Presenters: Susan Carter, Craig Schoenecker, Academic and Student Affairs

Room: Paul Bunyan 1

Understanding Data and Asking the Right Questions

10:40 – 11:30 a.m. Making the Impossible, Possible

Serving others as an administrator is challenging, resulting in a high turnover of deans and vice presidents nationally and within the system. Workloads are demanding and at times seemingly impossible to manage. Are there practical ideas for managing work so that the work/life balance is possible? We will share a few ideas that have worked for us and invite everyone to join in. The goal is to compile a set of practical suggestions for administrators that help make the impossible, possible.

Presenters: Martin Tadlock, Colleen Greer, Mary Ward, Michelle Frenzel, Troy Gilbertson, Bemidji State University

Room: Paul Bunyan 2

Practices that Make a Difference

10:40 – 11:30 a.m. Assessing Campus Climate for Students

This session will provide participants an opportunity to learn about an assessment tool, the Diversity Learning Environment Survey (DLE), which captures student perceptions regarding the institutional climate, campus practices as experienced with faculty, staff, and peers and student learning outcomes. The MnSCU Office of Equity and Diversity plans to implement this tool across the system so institutions can integrate assessment of student learning outcomes related to the climate for diversity and campus practices and find ways to respond proactively to the results. Participants will engage in discussion about how climate assessment can provide institutions with concrete ways to address the achievement and opportunity gaps that their students face.

Presenter: Josey Landrieu, Diversity and Equity

Room: Paul Bunyan 3

Understanding Data and Asking the Right Questions

10:40 – 11:30 a.m. Creating an Accreditation Support Program

This session seeks feedback from conference attendees about their interest in starting an accreditation support program to aid colleges and universities with the HLC accreditation process. As envisioned, the accreditation support program would use a pool of highly-qualified consultants/coaches to assist colleges and universities as they undergo accreditation review. This could include providing guidance and advice about: 1) conducting initial planning, 2) preparing and submitting a self-study, 3) collecting data and assembling evidence to meet assurance requirements, 4) using evaluation reports from HLC visits. The consultants/coaches would be available to review and edit quality improvement reports, compliance reports or institutional change requests.

Presenters: Phil Davis, Campus Service Compact; Lois Bollman; Joan Costello

Room: Paul Bunyan 4

Practices that Make a Difference

11:40 – 12:30 p.m. Labor Relations: New (2015-2017) IFO Agreement

This will be a first opportunity to review the new changes and new language in the 2015-2017 IFO Agreement and to question/interrogate/bewilder and generally complain to the labor relations representatives who represent state universities in negotiations about any other issue(s) arising from the IFO Agreement that are nagging at your subconscious.

Presenter: Chris Dale, Labor Relations

Room: Lakeshore 1

Practices that Make a Difference

11:40 – 12:30 p.m. Legal Update

A legal update on cases and topics relevant to academic and student affairs administrators.

Presenter: Scott Goings, General Counsel

Room: Lakeshore 2

Practices that Make a Difference

11:40 – 12:30 p.m. Using the Playbook: Campus Resources for Advancing Credit for Prior Learning

This session will provide a summary of the system and campus level initiatives proposed in the Charting the Future Competency Certification and Credit for Prior Learning team final report. We will explore the related policies and initiatives under review this year at the system and campus level and suggest solutions. We will review the step by step “playbook” on how to increase this pathway on your campus, with lots of practical application, discussion, and learning from others.

Presenters: Marsha Danielson, South Central College; Ginny Boyum, Rochester Community and Technical College; Anne Johnson, Inver Hills Community College and Dakota County Technical College

Room: Lakeshore 3

Practices that Make a Difference

11:40 – 12:30 p.m. Charting the Future of MnSCU Library Services: The Challenges of a Collaborative Student Centered Approach

Charting the Future charges MnSCU institutions to collaborate and coordinate “access to our services across the state.” Library services face significant challenges in fulfilling this obligation. Join us to explore the challenges our libraries face and the possibilities moving forward. Participate in this “call to arms” session as a first step in planning collaborative library services to improve the student academic experience within the Metro Alliance and throughout the state.

Presenters: Chris Schafer, Metropolitan State University; Erin Daly, Normandale Community College; Todd Digby, Academic and Student Affairs

Room: Lakeshore 4

Practices that Make a Difference

11:40 – 12:30 p.m. Help Your Faculty Reduce Barriers Through Quality Course Design

Course design for online, blended, or web-enhanced courses that includes a focus on alignment, usability, clear instructions, engagement and feedback can reduce barriers to student learning and persistence. During this session, we'll introduce you to available resources, professional development and collaborative opportunities with others in the system that can be shared with your faculty including strategies that support quality teaching and learning. Included will be a discussion about creating a culture that embraces quality course design concepts.

Presenters: Robin O'Callaghan, Minnesota Online Quality Initiative - Winona State University; Elizabeth McMahnnon, Minnesota Online Quality Initiative - Northland Community and Technical College

Room: Paul Bunyan 1

Practices that Make a Difference

11:40 – 12:30 p.m. Labor Relations: MSCF Contract Update

This will be an opportunity to discuss the status of the negotiations for the 2015-2017 MSCF contract. Included will be a review of the current status and tentative agreements that have been reached to date. We invite you to ask questions and express concerns regarding contract negotiations.

Presenters: Jeff Wade, Betsy Thompson, Jessica Mount, Labor Relations

Room: Paul Bunyan 2

Practices that Make a Difference

12:30 p.m. LUNCH: BOX LUNCHES AVAILABLE • Poolside

MAPS AND LOCATIONS

Welcome to
CRAGUN'S
RESORT ON GULL LAKE

1-800-CRAGUNS (1-800-272-4867) · LOCAL: 218-825-2700 · www.craguns.com

POP MACHINES

- Lobby
- Alumni
- The Centre
- Shoreline Suites Skyway
- Outdoor Pool
- Near Room 200
- Poolside, Near Room 225
- Near Gull Lake Spa
- Near Room 545

ICE MACHINES

- Near Room 150
- Near Room 200
- Near Room 212
- Poolside, Near Room 225
- Near Gull Lake Spa
- Near Room 545
- The Centre Office
- Shoreline Suites Skyway

LAUNDRY FACILITIES

- Please call Ext. 6700 for delivery and instructions.
- Poolside, by Room 230
- Shoreline Suites, by Room 200
- By Cabin 651, North of Outdoor Pool (Summer Only)

VENDING MACHINES

- Near Paul Bunyan Meeting Room
- Shoreline Suites Skyway
- Near Room 212

MEETING ROOMS

- **1000 Centre** (Please Sign)
 - One level below dining room
 - Tech 1: By Room 162, through Door E
 - Tech 2: Under Rooms 204-207, through Door D
 - Tech 3: Under Rooms 200-203, through Door C or B
- **Pool Room** (See Sign)
 - One level below indoor pool
 - Hallway down dining room stairs, on right
- **1000s** (See Sign)
 - Halfway down dining room stairs, on left OR lobby down ramp toward pool
- **Room 371**
- **The Centre**

Located at the Legacy Courses at Cragun's:

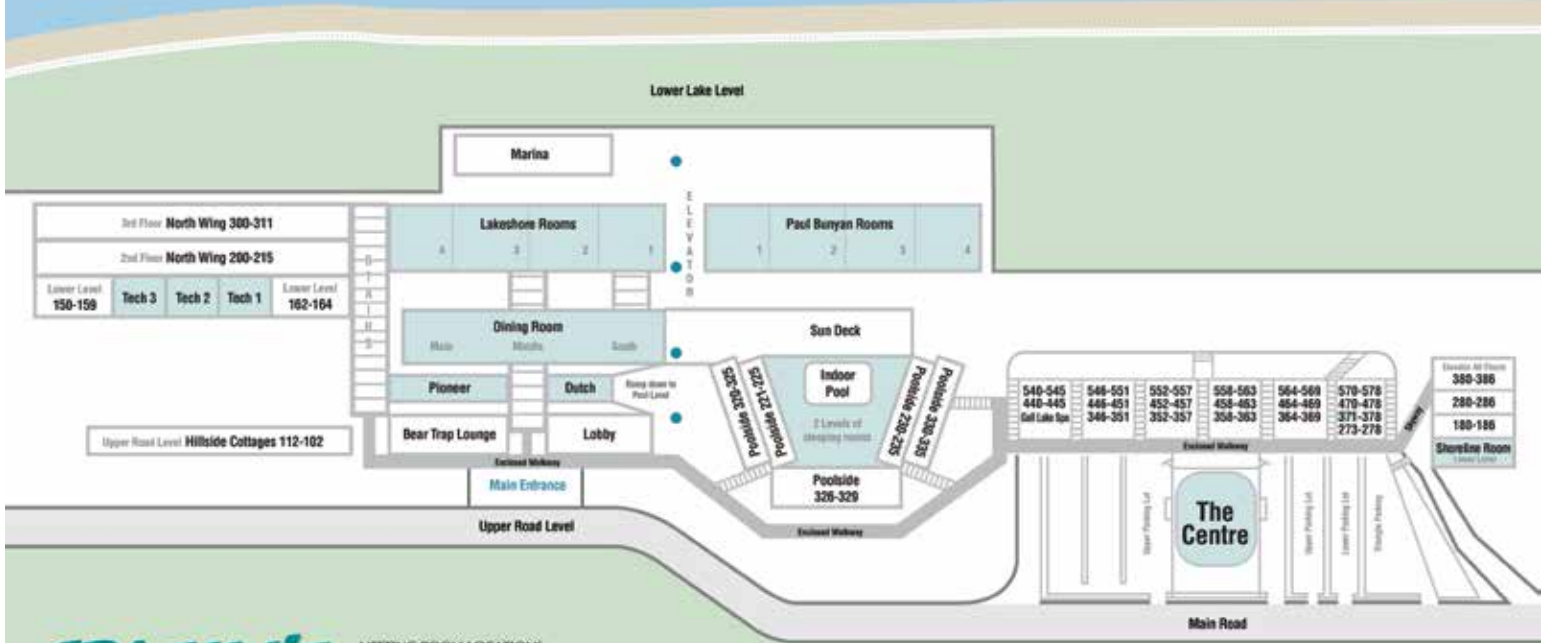
- Aunkabon Room
- Pavilion
- Legacy Galle

Turn left at Cragun's entrance into CR 77 toward lateral. Drive approximately one mile and turn left onto CR 70. The Legacy entrance will be on your right.

LEGACY COURSES

Map of Legacy Courses at Cragun's showing the location of the Legacy Club, Aunkabon Room, Pavilion, and Legacy Galle. The map includes a compass rose and a scale bar.

GULL LAKE - STEAMBOAT BAY



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MEETING ROOM LOCATIONS

- Lakeshore:** One level directly beneath Dining Room
- Paul Bunyan:** One level directly below Sun Deck
- Pioneer:** Halfway down Dining Room stairs, on right
- Dutch:** Halfway down Dining Room stairs, on left or halfway down ramp toward pool
- Tech Center:** One level below Rooms 200-211
 - Tech 1: Enter Door D or E
 - Tech 2: Enter Door C or D
 - Tech 3: Enter Door B or C
- Shoreline:** At base of Shoreline Suite building, outdoor patio overlooking lake
- Room 171:** Halfway of 300 level

Minnesota STATE COLLEGES & UNIVERSITIES

ACADEMIC AND STUDENT AFFAIRS
30 7TH ST., E., SUITE 350
ST. PAUL, MINNESOTA 55101-7804
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