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### **North Dakota State Board of Higher Education**

June 21, 2023, Research and Governance Committee Meeting Minutes

The State Board of Higher Education Research and Governance Committee met on Wednesday, June 21<sup>st</sup> at 3:15 p.m. CT.

Committee Co-Chair Ryan called the meeting to order at 3:15 p.m. CT.

SBHE Committee members participating:

Dr. Casey Ryan, Co-Chair  
Ms. Danita Bye, Co-Chair  
Dr. Lisa Montplaisir, Faculty Advisor

NDUS staff participating:

Chancellor Hagerott, NDUS  
Mr. Jerry Rostad, NDUS  
Ms. Terry Meyer, NDUS  
Ms. Dina Cashman, NDUS  
Ms. Lisa Johnson, NDUS  
Mr. David Krebsbach, NDUS  
Mr. Chris Pieske, NDUS  
Ms. Jane Grinde, NDUS

Others Participating:

Dean Carmen Simone, DCB  
President Easton, DSU  
President Darling, LRSC  
Dr. Colleen Fitzgerald, Dr. Fellows, NDSU  
President Armacost, Dr. John Mihelich, Dr. Robert Newman, UND  
President Van Horn, MaSU  
President Shirley, MiSU  
Dr. Delore Zimmerman, VPP  
Dr. David DeMuth, Regional  
Ms. Meredith Larson, Asst Attorney General

#### **1. Agenda**

Member Bye requested an update on CHIPS and next steps for the board self-assessment priorities.

Warford moved, Bye seconded, to approve the amended agenda, with the additions requested.

Warford, Bye, and Ryan voted yes. Motion passed.

## 2. **Meeting Minutes**

Warford moved, Bye seconded, to approve the May 17, 2023, meeting minutes.

Warford, Bye, and Ryan voted yes. Motion passed.

### **Research Items:**

#### 3. **Update on Research Working Groups**

The research working groups provided brief updates on the various research initiatives and informed them that they will continue to report any new developments to the committee at a future meeting.

### **Governance Items:**

#### 4. **SBHE Policy 100.6, Authority & Responsibility of the State Board of Higher Education**

Vice Chancellor Rostad stated that there is no change to SBHE Policy 100.6, Authority & Responsibility of the State Board of Higher Education, from the previous version the committee reviewed at their May meeting. At the full Board meeting, the request was to have the committee confirm the final version/language; it will move forward for full Board consideration.

#### 5. **Update on Chancellor Evaluation**

Mr. Chris Pieske informed the committee that the Chancellor's evaluation is complete, Board leadership has reviewed and approved; it will be sent to all Board members and discussed at the full Board meeting.

#### 6. **Update on Envision 2035**

Vice Chancellor Rostad provided an update on the progress of Envision 2035. The subtopics and potential participants are currently in progress and coming from a variety of sources. The document is a working document that will be adjusted as discussions continue. The current target is inviting individuals to participate and then identify the working groups. The next step is the working groups will begin meeting through the middle of October, each group will prepare a report for the November 1<sup>st</sup> summit in Bismarck.

#### 7. **Update on Tenure Working Group**

Dr. Ryan provided an update on tenure working group; it is in the very preliminary stages and they are in the process of collecting data and elevating their knowledge of the various components of tenure, specifically the NDUS post-tenure process and procedures and national best practices.

The meeting adjourned at 4:15 p.m. CT.

Approved September 20, 2023.

**Title:** Policy 100.6 Authority and Responsibility of the State Board of Higher Education (dated 2012)

**Proposed action:** Approve/Deny the above policy

**Background information:** All SBHE policies are required to be reviewed after 10 years. Policy 100.6 reached the 10-year mark this past year. The policy was reviewed and updated in late 2022 and was routed through the appropriate councils and SBHE committees, landing on the March SBHE monthly agenda. However, Member Bye asked to pull policy 100.6 off the agenda so that additional inputs/edits could be accomplished. The updated policy is now ready to go forward.

**Financial matters:** NA

**Legal/policy matters:** Section 9 is intended to comply with SB 2343.

**Academic matters:** NA

**Review Process:**

Legal Review	12/06/2022; 04/17/2023; 5/15/2023	Recommends moving forward
Senior Staff	12/12/2022	Recommends moving forward
AAC	01/03/2023	Recommends moving forward
Admin	01/03/2023	Recommends moving forward
SAC	01/03/2023	Recommends moving forward
Cabinet	01/12/2023	Recommends moving forward

**Chancellor’s recommendation:**

**Committee Review**

RGC	01/18/2023; 3/22/2023; 4/19/2023; 5/17/2023; 6/21/2023		
SBHE	1/26/2023	1st Read	Returned to RGC
	4/27/2023	1st Read	Revised policy
	5/22/2023	1st Read	Returned to RGC
	6/27/2023	1st Read	

**Contact information:**

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**NORTH DAKOTA STATE BOARD OF HIGHER EDUCATION  
POLICY MANUAL**

**SUBJECT:** INTRODUCTION

**EFFECTIVE:** September 26, 2012

**Section:** 100.6 Authority and Responsibility of the State Board of Higher Education (SBHE),  
Chancellor and Institution Presidents

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1. The SBHE was established by an initiated measure approved by the voters in 1938 (now Art. VIII, § 6 of the North Dakota Constitution). Art. VIII, §6 states the SBHE “shall have the control and administration of” all of the state institutions established in the state constitution at that time and “such other state institutions of higher education as may hereafter be established.” Further, the SBHE “shall have full authority over the institutions under its control” and “full authority to organize or reorganize within constitutional and statutory limitations, the work of each institution under its control, and do each and everything necessary and proper for the efficient and economic administration of said state educational institutions.” The SBHE shall appoint a commissioner of higher education as its “chief executive officer.” In 1990, the SBHE established a unified system of higher education, with its Commissioner/Chancellor as the system’s chief executive officer. Later, the state legislature enacted North Dakota Century Code § 15-10-01.2, which states:

The institutions of higher education under the control of the state board of higher education are a unified system of higher education, as established by the board, and are designated as the North Dakota University System (NDUS).

2. Holding the NDUS in its trust, the SBHE:
  - a. Establishes the mission, vision and goals of the ~~Ensures the NDUS achieves the purposes of its mission and goals;~~
  - b. Hires and evaluates the Chancellor and institution presidents ~~Ensures the NDUS is properly led and managed;~~
  - c. ~~Maintains the quality of academic programs;~~
  - d. Provides responsible governance policies and procedures for proper governance;
  - e. ~~Safeguards NDUS assets;~~
  - f. Honors the mission and integrity of each institution and its people;
  - g. Champions ~~Serves as a catalyst to create more~~ efficient and effective programs and services through partnership and resource sharing;
  - h. Maintains student affordability;
  - i. Represents the institutions to the public and vice versa, assisting where appropriate in the understanding of each other’s needs;
  - j. Ensures effective stewardship of its financial, physical, and intellectual assets;
  - k. ~~Achieves cost savings due to economies of scale, where appropriate;~~
  - l. Secures cooperative and planning advantages;
  - m. Shapes, supports, and achieves complementary institution missions;

- ~~n.~~ Ensures excellence in programs, faculty, and students;
- ~~e.l.~~ Minimizes unnecessary duplication through cooperative endeavors;
- ~~p.m.~~ Gains public and legislative support for the NDUS through unified efforts; and
- n. Shields institutions from direct political and other outside interference.

3. The SBHE is a policy-based governance board that focuses/prioritizes on setting the strategic direction and broad policies, rather than managing day-to-day operations. The board's role is to ensure that all NDUS institutions are achieving their mission and objectives while adhering to ethical and legal standards. The board delegates operational responsibilities to the executive leadership team and monitors their performance against established policies and goals.

In fulfilling its mission and vision, the SBHE will govern the institutions in the NDUS in accordance with the North Dakota Constitution and state statutes and will be guided by the belief statements and core values adopted by the SBHE. The people of North Dakota created the SBHE through the North Dakota Constitution to ensure the institutions and their employees were protected from political interference. Recognizing the legitimacy and importance of such protection and believing each institution properly retains substantial responsibility for its own affairs, the SBHE and the NDUS honor the integrity of each institution and its people. The SBHE will provide the leadership and governing environment necessary to maximize the opportunities for the NDUS institutions to be successful in fulfilling their individual missions and enhancing the economic and social vitality of North Dakota.

~~3.4.~~ The North Dakota Constitution provides the SBHE with broad powers and specifies the SBHE retains any powers it does not specifically delegate to the institutions. The SBHE has adopted the following guiding principles regarding the responsibility of the SBHE, as stewards of the NDUS, and the institutions.

- a. SBHE approval for new or discontinued programs and organizational units ensures the overall pattern of service to the state is coherent and efficient.
- b. ~~SBHE review of institutional and program quality ensures the institutions provide positive educational experiences and seek continually to improve. Academic program quality and faculty quality determinations are made by faculty peers and institution administrators. The SBHE 's responsibility is to support,~~ provides oversight, and holds the institutions accountable for institutional and program quality that ensures positive educational experiences that continually seeks improvement for results.
- c. SBHE budget guidelines and final approval of budget requests promote equity and appropriate investment of state resources throughout the NDUS.
- d. The SBHE will use a systemwide prioritization process for establishing capital/building requests.~~SBHE priority setting of capital/building facility requests promotes the equitable funding of NDUS facilities funding on a systemwide, prioritized process. the based on statewide need.~~
- e. On matters that involve major costs for equipment or facilities which could be shared effectively among institutions, such as computing and telecommunications, the SBHE expects and will help facilitate such sharing.

- f. The SBHE sets NDUS priorities regarding all requests of the legislature and executive branch. Those representing the institutions are not to undermine those priorities.
- g. The SBHE is the appointing authority for institution presidents and has final authority concerning contract terms. The SBHE shall exercise this authority in consultation with the Chancellor and has delegated to the Chancellor authority to conduct searches and recommend a candidate and contract terms to the SBHE.
- h. The SBHE delegates substantial authority and responsibility to each institution's president through the Chancellor, as defined in SBHE Policy 305.1, and holds each accountable for performance.
- i. The SBHE shall have access to information about students, programs, faculty, staff, and finances of each institution to carry out its responsibilities.
- j. The Chancellor shall alert the SBHE when 's attention any difficulties in the application of any of the above responsibilities ~~that~~ threaten to impede institutional effectiveness or efficiency. The SBHE is committed to free and fair inquiry and just resolution of such difficulties.
- k. General education courses and programs are central to the mission of all NDUS institutions and overlap among institutions is expected and necessary. However, the SBHE will continue to guard against unnecessary program duplication and collaborative delivery will be encouraged where the quality of the program can be maintained and the total cost of delivery can be reduced.
- l. Professional, technical, vocational, and graduate courses and programs require institutional and SBHE judgments regarding their number and missions.
- m. The SBHE retains authority for naming, professorship and endowed chairs, physical structures, ~~a~~ and academic units including a college, school, department, center or institute and academic units including a college, school, department, center or institute.

5. Members of the SBHE will comply with the conflict of interest policy (SBHE Policy 308.4). ~~Members of the SBHE shall not serve on other NDUS campus-based boards or campus-based foundation boards.~~ This ensures that the SBHE operates in an ethical and transparent manner and avoids the potential for competing interests that may influence decision-making or create the appearance of a conflict of interest.

~~4.6.~~ Within the framework of the NDUS is a division of labor between the Chancellor and the services operating at each institution. In addition to a strong SBHE and Chancellor, achieving the advantages and purposes of a multi-institution NDUS require the energies, leadership, and talent of equally strong presidents who are dedicated to the mission and goals of their respective institution. While the principal role of the SBHE and Chancellor lie in policy, overall direction, and planning, the leadership demanded of the presidents is primarily focused on implementation and direct operational control. Generally, system-level services exist only when there is a strong rationale justifying cost efficiencies and unnecessary duplication of functions. These include academic policy, planning, and quality assessment; capital planning and construction; budgeting; human resources policy and compliance; institutional research; risk management; auditing; legal services; information technology systems and services shared among the institutions; and legislative and community relations.

- 5.7. The Chancellor is the chief executive officer of the SBHE and NDUS and exercises such powers as are necessary for SBHE and NDUS governance and functions. Chancellor duties and responsibilities are delegated in SBHE Policy 304.1 and other SBHE policies or directives.
8. A president is the chief executive officer of their respective institution and a member of the Chancellor's executive staff. The presidents report to and are responsible to the Chancellor. This designation includes the right and responsibility to manage the institution within the overall policies and directives issued by the Chancellor and SBHE. Presidents' duties and responsibilities are delegated in SBHE Policy 305.1 and other SBHE policies or SBHE or Chancellor directives.
9. SBHE members shall engage in transparent communication between one another to effectuate the duties vested in them through section 6 of article VIII of the Constitution of North Dakota and N.D.C.C. § 15-10-17, within the limits of open meeting law.
- a. The SBHE and each of its members have the right to receive current and historic information relating to the specific powers and duties under section 6 of article VIII of the Constitution of North Dakota and N.D.C.C. § 15-10-17.
  - b. Requests for existing information or records will be fulfilled by the Chancellor or designated staff within the limits of available staffing and resources while in compliance with state and federal laws (Family Educational Rights and Privacy Act/ (FERPA) and Health Insurance Portability and Accountability Act/ (HIPPA)) as well as best practices for non-disclosure of Personal Identifiable Information (PII).
  - c. Requests to create new records or customized information must be approved by the SBHE chair.
  - d. The SBHE will be notified of all requests to release closed or confidential records, as defined in N.D.C.C. ch. 44-04. A member of the SBHE will not be denied access to a record, current or historical, that is closed or confidential, unless releasing such record is otherwise prohibited by law.

REFERENCE: N.D. Const. Art. VIII, § 6; N.D.C.C. §§ 15-10-01.2, [15-10-17](#); [N.D.C.C. ch. 44-04](#); SBHE Policyies 304.1, 305.1, [308.4](#).

HISTORY: New policy, SBHE minutes, March 30, 2001; Amendment, SBHE minutes, April 15, 2004; Amendment, SBHE minutes, September 26, 2012; Revised by legal counsel, April 30, 2018.

# ENVISION **2035**





Meet Maura Schmidt – all smiles in her cap and gown at kindergarten graduation. She currently wants to become a dental hygienist after graduating from high school in 2035 and she may very well fulfill her dream one day.

But transformative changes are occurring across most sectors of the global economy. Here in North Dakota, the pace of discovery in artificial intelligence, precision agriculture, unmanned systems, and renewable energy continues to accelerate. These changes may influence Maura to reconsider her plans. What exactly will the world look like when Maura Schmidt graduates from high school in 2035? What will the job market look like; what training and skills will she need to master; what will be her possibilities?

Similar questions were asked five years ago by the North Dakota State Board of Higher Education (SBHE) and after considerable research and study, the findings were published in the Envision 2030 report and have since guided the SBHE with its strategic planning process.

A lot has changed in five years.

We are currently in the midst of unparalleled times. Run-away inflation has undercut our fiscal security; cultural polarization has fragmented our citizenry; and rapid digitization has already impacted business and industry. The challenges confronting North Dakota are tightly connected to North Dakota's higher education system and its role in workforce education and training, research, and helping our businesses build a more diversified economy.

To understand how these complex challenges will shape Maura's future, the North Dakota State Board of Higher Education, the North Dakota University System staff, and members of the 11 institutions of the NDUS are embarking on a mission to 'envision' the future possibilities of 2035. We will be seeking insight and consensus from business and industry leaders, government and civic leaders, and NDUS faculty and staff. By listening and gathering data points from the experts, key conclusions will be developed and incorporated into a final Envision 2035 plan that will guide the SBHE strategic planning process.

## **Drivers of Change:**

Both internal and external pressures influence organizational change. 2035 drivers of change include the following:

- **Shockwaves:** covid; covid aftermath; digitization; artificial intelligence
- **Instability:** inflation; banking crisis; recession
- **Innovations in education:** micro certificates; anytime/anyplace learning; digital credentials
- **Demographic changes:** declining student population; cultural polarization; regional imbalances of growth; remote work
- **Changing perception of higher education:** articulating the value of higher education; soft skill development; critical thinking development; engaged citizens

# ENVISION 2035

## Study Group Topics:

In May 2023, the State Board of Higher Education conducted an Envision 2035 retreat with the NDUS Chancellor’s cabinet. Study topics from Envision 2030 were reviewed along with new topics that have emerged in the past five years. The following nine topics of study emerged:

1. Programs of the future:			
<b>1.1 <u>Agriculture/SBARE</u></b> <ul style="list-style-type: none"> <li>• Jeffry Volk, SBHE</li> <li>• President David Cook, NDSU</li> </ul>	<b>1.2 <u>Energy</u></b> <ul style="list-style-type: none"> <li>• Kevin Black, SBHE</li> <li>• President Bernell Hirning, WSC</li> </ul>	<b>1.3 <u>Digital Sciences</u></b> <ul style="list-style-type: none"> <li>• Curtis Biller, SBHE</li> <li>• President Andy Armacost, UND</li> </ul>	<b>1.4 <u>Healthcare</u></b> <ul style="list-style-type: none"> <li>• Dr. Casey Ryan, SBHE</li> <li>• Dr. Joshua Wynne, UND</li> <li>• Dr. Pamela Jo Johnson, NDSU</li> </ul>
<b>5. <u>Student of the future</u></b> <ul style="list-style-type: none"> <li>• Sadie Hanson, SBHE</li> <li>• President Rod Flanigan, NDSCS</li> <li>• President Doug Jensen, BSC</li> </ul>		<b>6. <u>Teacher of the future</u></b> <ul style="list-style-type: none"> <li>• Lisa Montplaisir, SBHE</li> <li>• President Steve Shirley, MiSUDean Carmen Simone, DCB</li> </ul>	
<b>7. <u>Infrastructure of the future</u></b> <ul style="list-style-type: none"> <li>• John Warford, SBHE</li> <li>• President Al LaFave, VCSU</li> </ul>		<b>8. <u>Human capital of the future</u></b> <ul style="list-style-type: none"> <li>• Tim Mihalick, SBHE</li> <li>• Mike Linnell, SBHE</li> <li>• President Steve Easton, DSU</li> </ul>	
<b>9. <u>Values of the future</u></b> <ul style="list-style-type: none"> <li>• Danita Bye, SBHE</li> <li>• President Bryan Van Horn, MaSU</li> </ul>			

## Timeline:

The topics of study and leaders of each topic will be finalized by the SBHE at the June 27<sup>th</sup>, 2023, board meeting. Business and industry leaders, government and civic leaders, and NDUS faculty and staff will be recruited to participate in one of the topics of study.

The study groups will begin to convene in September 2023 and will continue to meet through the end of October.

On November 1<sup>st</sup>, 2023, an Envision 2035 summit will take place in Bismarck and each study group will provide a briefing to the SBHE. After the summit, work will continue on the Envision 2035 report with a first draft ready for the May 2024 SBHE retreat. The report will dovetail with subsequent planning ahead of the 2025 legislative session.

# ENVISION 2035

## Program of the future: Agriculture/SBARE

North Dakota continues to lead the world in food production and agriculture is an economic cornerstone of the state. But more and more, digital machines are driving physical machines while ag producers face continuous pressure to meet the diversity of day-to-day challenges while maintaining long-term growth and sustainability.

***In 2035, what will be the emergent focus for agriculture research?  
What will be the ag industry's need for a skilled workforce and how  
will the NDUS be poised to meet those needs?***

<b>Areas of focus:</b>	<b>Leaders:</b>	<b>Participants:</b>
<ul style="list-style-type: none"><li>• Workforce development</li><li>• Precision Ag</li><li>• Grand Farms</li><li>• Machine-to-Machine connectivity</li><li>• Future crops/Food security</li></ul>	<ul style="list-style-type: none"><li>• Jeffry Volk, SBHE</li><li>• President Dave Cook, NDSU</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>

**Timelines:**

**Notes and considerations:**

# ENVISION 2035

## Program of the future: Energy

North Dakota leads the world in energy production and the energy industry is an economic cornerstone of the state. Meeting the needs of a trained energy workforce is already a challenge. Meanwhile, technology innovation is poised to create the next *grand* opportunity: *Grand Energy*, following on the heels of Grand Sky and Grand Farms.

***In 2035, what will be the energy industry's need for a skilled workforce and how will the NDUS be poised to meet those needs?***

<b>Areas of focus:</b>	<b>Leaders:</b>	<b>Participants:</b>
<ul style="list-style-type: none"><li>• Workforce development</li><li>• Tech innovation</li><li>• Hybrid energy technicians</li><li>• Adaptive energy markets/Energy security</li></ul>	<ul style="list-style-type: none"><li>• Kevin Black, SBHE</li><li>• President Bernell Hirning, WSC</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>

**Timelines:**

**Notes and considerations:**

## Program of the future: Digital Sciences

Continued advances in digitization and artificial intelligence are outpacing society’s ability to keep up. AI software now writes research papers, creates realistic photos of people who do not exist, and emulates voice and video to the point where it is hard to determine what is real and what is not.

***In 2035, what will be the transformative impact of digitization and AI on workforce needs and digital literacy? What should higher education be focused on to meet this changing landscape?***

<b>Areas of focus:</b>	<b>Leaders:</b>	<b>Participants:</b>
<ul style="list-style-type: none"><li>• Workforce development</li><li>• Tech innovation</li><li>• Digital Literacy</li><li>• Digitization &amp; AI</li></ul>	<ul style="list-style-type: none"><li>• Curtis Biller, SBHE</li><li>• President Andy Armacost, UND</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>

**Timelines:**

**Notes and considerations:**

# ENVISION 2035

## Program of the future: Healthcare

Advances in healthcare with technology, data sharing, interoperability as well as equitable access and empowered consumers will result in a shifting healthcare workforce to meet the needs of the consumer. Future healthcare may also expand in the area of prevention and well-being.

***In 2035, what will be the healthcare industry's needs for a skilled workforce in a more technologically advanced society and what will the NDUS need to do to be ready to meet those needs?***

<b>Areas of focus:</b>	<b>Leaders:</b>	<b>Participants:</b>
<ul style="list-style-type: none"><li>• Workforce development</li><li>• Tech innovation</li><li>• Expanded telehealth</li><li>• Increased need for elder &amp; rural care</li></ul>	<ul style="list-style-type: none"><li>• Casey Ryan, SBHE</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>

**Timelines:**

**Notes and considerations:**

## Student of the future

Paradigm shifts in culture, technology and societal impacts as well as generational identity will be influencers on the student of the future. The students of the future will have been through the impacts of a global pandemic, changing teaching models, and rapid change in technology while also dealing with a society-wide mental health crisis.

***In 2035, how will NDUS meet the needs of the student of the future and where they want to study? How will higher education adapt and grow to serve their learning needs and create a space for them to grow into their chosen career path that serves their goals as well as meet the changing workforce needs of the future?***

<b>Areas of focus:</b>	<b>Leaders:</b>	<b>Participants:</b>
<ul style="list-style-type: none"><li>• Recruitment/Retention</li><li>• Non-traditional</li><li>• Increasingly more diverse</li><li>• Attentiveness to soft skills</li><li>• Stackable Certificates</li><li>• Coursework while in high school</li><li>• Flexible modalities of course delivery</li></ul>	<ul style="list-style-type: none"><li>• Sadie Hanson, SBHE</li><li>• President Doug Jensen, BSC</li><li>• President Rod Flanigan, NDSCS</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>

**Timelines:**

**Notes and considerations:**

# ENVISION 2035

## Teacher of the future

Our teachers build futures. And much like other areas of the future, technology will be a cornerstone. With advancements in AI, learning and teaching will rapidly evolve. Teaching students how to be engaging citizens through collaborative partnerships and engage critical thinking skills to create a learning environment that enriches students and teachers alike. To keep higher education on track to teach the future workforce skills, our teachers need to be equipped and supported by administrators as well as the communities in which they live.

***In 2035, how will the NDUS support high-quality teaching to enrich both students' and teachers' lives? Will traditional credit hours give way to skill proficiencies? How will the NDUS recruit talented professionals and retain them to continue teaching and living in North Dakota?***

<b>Areas of focus:</b>	<b>Leaders:</b>	<b>Participants:</b>
<ul style="list-style-type: none"><li>• Adaptive to changing educational and workforce needs</li><li>• Innovative</li><li>• Competency based education</li><li>• Consortia style delivery and coordination (ex., DNP)</li><li>• Shared programs</li></ul>	<ul style="list-style-type: none"><li>• Lisa Montplaisir, SBHE</li><li>• President Steve Shirley, MiSU</li><li>• Dean Carmen Simone, DCB</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>

**Timelines:**

**Notes and considerations:**



# ENVISION 2035

## Infrastructure of the future

Technological advancements coupled with the Covid-19 pandemic created a seismic shift in the way we approach work and education. Remote work, telemedicine, and online education have all become mainstream. In turn, infrastructure is now defined as both physical as well as digital. A classroom exists in both a building and the virtual space. A library can be full of hardbound books or electrons.

***In 2035, what kind of infrastructure will be needed to support the delivery of education? How will the NDUS ensure that its infrastructure will be ready to meet the needs of students, teachers and workforce?***

<b>Areas of focus:</b>	<b>Leaders:</b>	<b>Participants:</b>
<ul style="list-style-type: none"><li>• Physical plant</li><li>• IT plant</li><li>• Digital education wallets; micro credentials &amp; badges</li></ul>	<ul style="list-style-type: none"><li>• John Warford, SBHE</li><li>• President Al LaFave, VCSU</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>

**Timelines:**

**Notes and considerations:**

## Human capital of the future

Human capital is what creates value to society and it's no different in higher education. High quality human capital is required to educate our future leaders and workforce and thereby creating value for our communities and state. It's the backbone to higher education.

***In 2035, how will the NDUS recruit and retain talented professionals?  
How will those professionals be accurately rewarded based on their  
quality and productivity of work?***

<b>Areas of focus:</b>	<b>Leaders:</b>	<b>Participants:</b>
<ul style="list-style-type: none"><li>• Livable wages</li><li>• Locality pay</li><li>• Sustainable productivity (post-tenure review)</li><li>• Attrition</li><li>• Retraining to meet emerging jobs/while some jobs cease to exist</li></ul>	<ul style="list-style-type: none"><li>• Tim Mihalick, SBHE</li><li>• Mike Linnell, SBHE</li><li>• President Steve Easton, DSU</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>

**Timelines:**

**Notes and considerations:**

# ENVISION 2035

## Values of the future

As the world evolves to new realities with ongoing viruses, technology and digital innovations, social justice movements, and political upheavals, traditional values-based questions are imperative to delve into a deeper understanding of how higher education is poised to help build the values of the future. Continued polarization and culture wars leave deep imprints on our society and our people. Through the knowledge and growth provided at a higher education level, the NDUS is positioned to enrich culture to shape how interwoven societal values can affect our state and our community and ultimately, our people.

***In 2035, what will societal values consist of? How can the NDUS intertwine the historical values of higher education with the values of society and create a safe space for expression as well as growth opportunities for community and societal values?***

<b>Areas of focus:</b>	<b>Leaders:</b>	<b>Participants:</b>
<ul style="list-style-type: none"><li>• Humanities</li><li>• Liberal arts</li><li>• Polarization</li><li>• Civic responsibilities</li><li>• Autonomous systems</li><li>• Artificial intelligence</li><li>• Diversity</li><li>• Wellness, support services</li><li>• Healthcare (allied health)</li></ul>	<ul style="list-style-type: none"><li>• Danita Bye, SBHE</li><li>• President Brian Van Horn, MaSU</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>

**Timelines:**

**Notes and considerations:**