Strategic Planning at the Division Level

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KENT STATE UNIVERSITY | College of Education, Health and Human Services

Agenda

- Introduction (this)
- SCUP Integrated Planning Model
- KSU's EHHS Strategic Planning Process
- Communication Planning
- Scenario Planning Activity
- Questions?

Learning Outcomes

1. Plan an inclusive and thoughtful strategic planning sequence (pre-planning through implementation).
2. Identify stakeholders to include in the pre-planning, early-planning, intermediate-planning, late-planning, and implementation stages.
3. Identify and prepare facilitators to engage strategic planning retreat participants in productive, imaginative, and open brainstorming and planning conversations.
4. Match communication planning about the planning process with institutional culture, norms, and expectations.
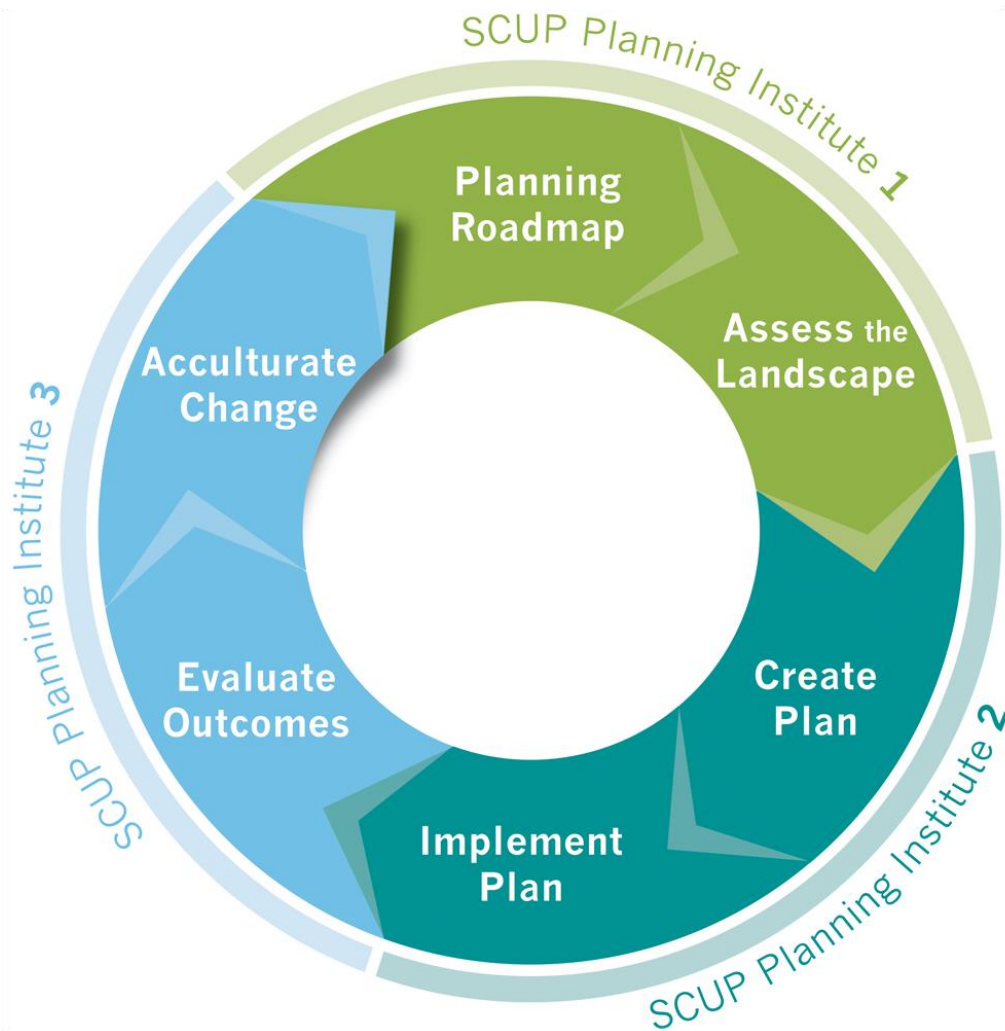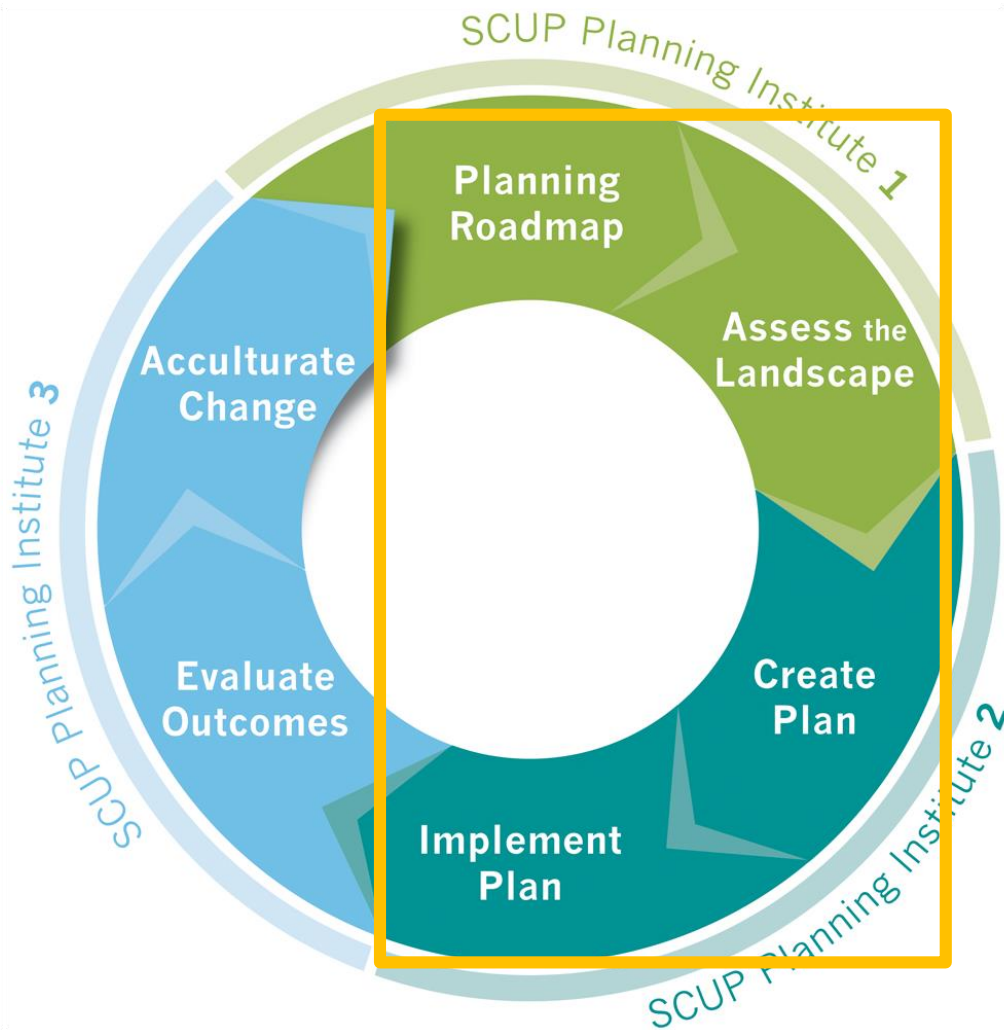
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SCUP
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https://www.scup.org/planning-type/integrated-planning/

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A Little About Kent State University

- 8-Campus system with approximately 39,000 students
- Operates in northeastern quadrant of Ohio – many IHEs
- University-wide strategic plan unveiled late 2015 (18 months into president's term); 5 priorities:
  - Students First
  - Distinctive Kent State
  - Global Competitiveness
  - Regional Impact
  - Organizational Stewardship
- Dean of College of EHHS departs July 2015… two years with interim dean, new dean starts July 2017

A Little about the College of EHHS

- Education, Health, and Human Service disciplines:
  - **Educator preparation** (teacher licensure, K12 professionals)
  - **Human services** (counseling, ASL/English interpreting human development, educational and school psychology)
  - **Administration** (HIED administration, research methods, hospitality management, sport administration, recreation, park, and tourism management)
  - **Health disciplines** (nutrition, exercise science, athletic training, speech language pathology & audiology)
- Second largest college at Kent State University
- KSU was founded as normal college, 1910

A Little More about EHHS

- Comprised of 4 (fiercely independent) schools
- Undergraduate and graduate programs
- Declining enrollment in many programs
- Responsibility-Centered budget model
- Faculty contract upcoming (collective-bargaining)
- Many competing institutions in area
- Strengths in internationalization, student services, many programs recognized as "best in area"

OUR PROCESS

EHHS Self-Study (2017-2018)

Critical data, documents

Stakeholder survey/SOAR

Alignment to KSU Strategic Priorities

Review by external team

Planning Retreat (August 2018)

97 participants across

6 teams

11 PSD identified (24 w/overlap)

Feedback Cycle 1 (September 2018)

233 full responses to survey

20-50 comments per PSD

8 PSD after collapsing themes

Feedback Cycle 2 (Oct/Nov 2018)

79 participants additional feedback; 38 in person, 41 via survey

Refinement and Actions (2019)

4 Priorities emerged from feedback (formerly PSD)

Priorities assigned *strategies* and *action steps*

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Self Study & External Review

- College wide information
  - History/context
  - Enrollment trends
  - Counts of faculty, staff, students
  - Resources/budget
  - Organization structure, reporting units,
  - Committees and governance
  - Research funding, faculty support,
  - Survey results (climate, students, stakeholders (SOAR))

SELF STUDY & EXTERNAL REVIEW (2)

- School and Administrative Unit Sections
  - Focused version of college section, plus highlights, alignment to KSU priorities, school-specific policies
  - Strengths, challenges, opportunities, and accomplishments
- Review team of 3 deans from aspirant institutions
  - Final report highlighted constraints and future concerns (RCM, KSU deficit, interim leadership, hiring restrictions)
  - Focused on finances/sustainability, faculty workload, online education prospects, organizational structure, communications and marketing, research support, technology, student services

Selecting Planning Retreat Participants

KSU Priority Area	#
Students First	20
Innovation	14
Research	13
Global Competitiveness*	20
Regional Impact	20
Organizational Stewardship	14

* Planning team changed name to "Global and International Engagement"

Participant Type	~%
EHHS Faculty	48%
EHHS Admin.	18%
EHHS Student	9%
EHHS Friend/Alumni	8%
External/Other	*8%*
KSU Partner	*9%*

~ Due to shifting roles/interactions, these percentages are approximate

EHHS Home	~%
School – FLA	22%
School – LDES	14%
School – HS	17%
School – TLC	28%
Offices	19%

~ Due to role overlap, these percentages are approximate

Planning For Retreat (leadership retreat)

- Development of mission
- Issuing "the charge"(purpose, on/off table items)
- Evaluation of readiness for change
- Determination of planning structures, groups
- Discussion of modes of communication, expectations for documentation and participation
- Miniature SP retreat (stakeholder, STEEP, and SWOT analysis at high level)

Planning For Retreat (Continued)

- Balance and invitation of participants
- Identification of important issues to study (via interviews, readings; informed by Leadership Retreat)
- Extensive training of facilitators (6)
- Gathering of supplies, claiming space (logistics!)

COMMUNICATION PLANNING

Goal: Reinforcing the idea that this truly is an *open* process through transparency and wide inclusion.

- Identify expectations within organization's culture
- Email messaging to invitees, whole college
- Web presence (even if nobody goes to the site)
- Thank you notes, calls
- *Balancing anonymity and authorship*

August Retreat

- *All* the details matter: Nametags, labeling, food
- Kickoff: Clarifying purpose, ground rules
  - Positive interaction ground rules, dominance management
  - Informing vs. writing the plan
  - Group ideas move forward, not individual ideas
- All-day activities with variety
  - Pre-retreat reading critical for productivity
  - Brainstorming, games, expertise, creativity, and stickies

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Distilling Information

- Post-retreat (within a week)
  - The power of artifact-generation
  - The power of immediate notetaking
  - The power of cross-pollination
- 6 teams generated 24 "potential strategic directions"
- The 24 PSDs became 11, then 8
- Member-checking the outcomes

Planning Teams' Aligned Potential Strategic Directions (24 Original Proposed)

11 Potential Strategic Directions (from original 24 by planning teams)	Students First	Innovation	Research	Global and International Engagement	Regional Impact	Organizational Stewardship
Accountability for Student Success	■					■
Collaboration (Internal, External)			■		■	
College Culture						■
Communication (Internal, External)	■	■	■	■		■
Diversity	■	■			■	
Entrepreneurship, Sustainability		■				■
Instructional Excellence	■					
Internationalization				■		
Partnerships				■	■	
Research Infrastructure			■			
Well-Being	■	■			■	

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Communication Planning

Goal: Getting the maximum amount of authentic engagement possible from faculty, staff, partners, friends, etc.

- Personalized emails for survey invitations
- Feedback sessions at multiple locations/times
- The power of yanking people out of their offices
- *Balancing anonymity and authorship*

Feedback Cycle 1 (September)

- **Survey: 233 responses, 20-50 comments per PSD**

| Potential Strategic Direction (11 Presented on Survey)	Mean	Median	SD	N
Accountability for Student Success	3.98	4	1.05	238
Collaboration (Internal, External)	4.12	4	0.94	237
College Culture	4.11	4	0.98	236
Communication (Internal, External)	4.19	4	0.99	237
Diversity	4.16	5	1.08	238
Entrepreneurship, Sustainability	3.62	4	1.17	236
Instructional Excellence	4.39	5	0.81	233
Internationalization	3.53	3	1.20	237
Partnerships	3.92	4	1.02	237
Research Infrastructure	4.02 (Faculty)	4	1.09	238
Well-Being	4.08	4	1.10	237

11 Potential Strategic Directions →8

Planning Teams' Aligned Potential Strategic Directions (24 Original Proposed)

8 Potential Strategic Directions (from 11 on survey; combinations and College Culture absorption)	Students First	Innovation	Research	Global and International Engagement	Regional Impact	Organizational Stewardship
Collaboration and Partnerships			■	■	■	
Communication (Internal, External)	■	■	■	■		■
Diversity	■	■			■	■
Entrepreneurship, Sustainability		■				■
Instructional Excellence and Accountability for Success	■					■
Internationalization				■		
Research Infrastructure			■			■
Well-Being	■	■			■	■

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Feedback Cycle 2 (October/November)

- Four in-person sessions (38 participants); posters, notes, cards
- Cycle 2: Survey used as backup to in-person sessions (41 participants)
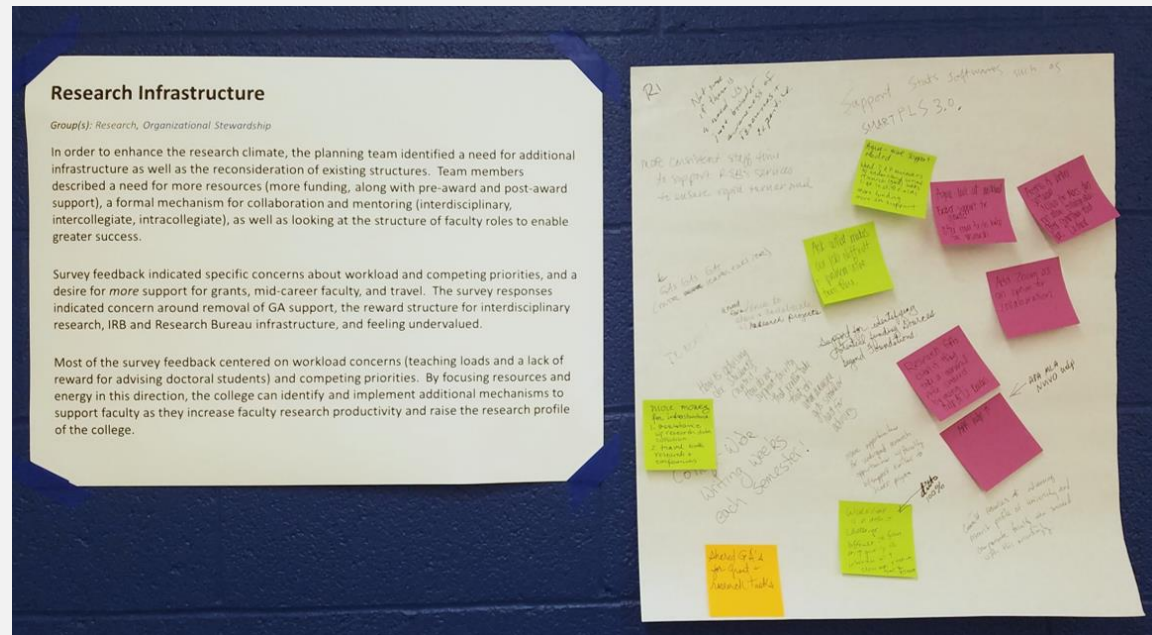
Communication Planning

Goal: Getting people excited about the plan by seeing their involvement reflected in the plan.

- Public release at college-wide meeting
- Visually-pleasing documents
- Executive summary vs. details

FEEDBACK CYCLE 3 (JANUARY-APRIL)

- Leadership Team Theme Reduction (Jan-April)
- Values vs. Priorities (working in concert)
- 4 Priorities (from 8 PSDs):
  1. Students First
  2. Communications and Community-Building
  3. Global Engagement
  4. Research Stature and Reputation
- Announced at college-wide meeting May 10, 2019

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Communication, Follow-Through

Goal: Getting the word out, accomplishing plan

- Work still ongoing – website: https://www.kent.edu/ehhs/ehhs-strategic-plan

- Hotcards/graphics, long-form booklet in process

- Discussion of plan with advancement personnel

- Creation of reporting templates to keep the plan in the minds of offices, committees, programs

Scenarios

1. Community college with multiple sites; serves minority, adult, and first-generation populations and also serves as primary feeder to another institution
2. Small, private liberal arts college with strong traditions, active alumni, and in major financial trouble and suffering from declining enrollment
3. Nursing College (stand-alone) that recently changed leaders, received transformational gift
4. Regional public university that is focused on teaching, serving area employers, and is saddled with extreme deferred maintenance

QUESTIONS TO ANSWER

1. How will you organize your planning team(s)? How large?
2. Who should you invite? Who or what groups are "must-have?" Think internally and externally.
3. How will you organize the process? (Theme/priority groupings, open structure?)
4. How much guidance will you give the planning team(s)?
5. How will you solicit input from wider range of stakeholders? When will you solicit that input?
6. How do you identify the best mode of communication?
7. How will you communicate ongoing work to community (however defined)?

Where KSU Could Have Improved

1. More email communication
2. More personal contact
3. Newsletters or bulletins
4. Greater inclusion of students
5. Stronger self-study advice from visiting team

Parting Slide

- Please email me at eeckert@kent.edu (or leave a card) for templates and document ideas
  - Readiness for change questions
  - Survey collection format
  - Documents related to retreat planning
- Questions, comments?