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University of Kentucky
College of College of Communication and Information

Strategic Planning
Winter/Spring 2020

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ALA: Institutions Served

- **University of Alabama**
Culverhouse College of Commerce and
Business Administration
- **Baylor University**
Hankamer School of Business
- **Beta Gamma Sigma Honorary Fraternity**
- **Brigham Young University**
J. Willard and Alice S. Marriot School of Mgmt.
- **University of California, Irvine**
Paul Merage School of Management
- **University of California, Riverside**
School of Business Administration
- **California Polytechnic State University**
Orfalea College of Business
- **California State University, Fullerton**
 - Department of Accounting
 - Mihaylo College of Business
- **Case Western Reserve University**
Weatherhead School of Management
- **The Claremont Colleges**
- **Clemson University**
College of Business and Public Affairs
- **University of Colorado, Denver**
College of Business Administration
- **Cornell University**
Johnson Graduate School of Management
- **University of Colorado, Denver**
College of Business Administration
- **Cornell University**
Johnson Graduate School of Management
- **Delaware State University**
School of Management
- **DePaul University**
 - Driehaus College of Business
 - School of Accountancy and MIS
- **Drexel University**
LeBow College of Business
- **Duke University**
Fuqua School of Business

ALA: Institutions Served

- **University of Florida**
Fisher School of Business
- **Hampton University**
School of Business
- **Harvey Mudd College**
- **University of Hawai'i**
Shidler College of Business
- **University of Houston-Downtown**
 - College of Business
 - University-wide plan
- **University of Illinois**
Department of Accountancy
- **The Johns Hopkins University**
Carey Business School
- **University of Kentucky**
 - Gatton College of Business and Economics
 - Office of Enrollment Management
- **Lamar University**
 - College of Arts & Sciences
 - College of Business
 - College of Education & Human Development
 - College of Engineering
 - College of Fine Arts & Communication
 - University-wide strategic plan
- **Lehigh University**
 - College of Business and Economics
 - Department of Accounting
- **Miami University**
Richard T. Farmer School of Business Admin.
- **Michigan State University**
Department of Accounting
- **Millsaps College**
Else School of Management
- **Mississippi State University**
College of Business & Industry

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ALA: Institutions Served

- **University of Missouri, Columbia**
College of Business and Public Admin.
- **Morgan State University**
Earl G. Graves School of Business and Mgmt.
- **University of Nebraska-Lincoln**
 - College of Architecture
 - College of Business
 - College of Engineering
 - College of Law
 - University-wide strategic plan
- **University of Nevada, Las Vegas**
 - College of Fine Arts
 - College of Sciences
 - Hughes College of Engineering
 - Lee Business School
 - University-wide Top Tier Initiative
- **North Carolina Central University**
School of Business
- **University of North Carolina - Charlotte**
Belk College of Business
- **Northeastern University**
College of Art, Media and Design
- **Ohio State University**
Fisher College of Business
- **University of Oklahoma**
Price College of Business
- **University of the Pacific**
 - Benerd School of Education
 - Center for Professional and Continuing Education
 - Eberhardt School of Business
 - University-wide strategic enrollment plan
- **Philadelphia University**
- **Saint Joseph's University**
- **Samford University**
 - Beeson School of Education
 - Howard College of Arts and Sciences
- **University of San Francisco**
School of Management
- **San Jose State University**
College of Business

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ALA: Institutions Served

- **Santa Clara University**
Leavey School of Business
- **Seattle University**
Albers School of Business and Economics
- **University of Southern California**
 - Leventhal School of Accounting
 - Emeriti Center
 - Marshall School of Business
 - Office of Religious Life
 - School of Theatre
 - Trojan Services
 - University Club
- **Southern University and A&M College**
College of Business
- **Syracuse University**
School of Management
- **University of Tennessee, Knoxville**
University-wide plan
- **Tulane University**
A.B. Freeman School of Business
- **University of Washington**
School of Business Administration
- **University of Washington Tacoma**
Milgard School of Business
- **Washington & Lee University**
Williams School of Commerce, Economics and Politics
- **Washington State University**
 - Carson College of Business
 - University-wide Grand Challenge Research Themes
- **Whittier College**
- **William Patterson University**
Cotsakos College of Business
- **University of Wisconsin, Madison**
Department of Accounting and Information Systems

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ALA: Institutions Served

Australia

- **University of Sydney**
College of Sciences and Technology

Israel

- **College of Management – Academic Studies**

Republic of Korea

- **Far East University**
- **Korea University**
College of Business Administration

United Kingdom

- **University of Oxford**
Regent's Park College

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Tab 1 Overview



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1. This is a secure environment – what we say here, stays here. We are free to speak without concern for being quoted to others outside the team. We will speak our minds, change our minds, or hold fast in our views, all without fear of being quoted or misquoted by others.
2. We will be present, on time, for all workshops. We will listen actively, question what we hear, and participate in the discussion. We will clear our minds of other things – and will not time-share with our other responsibilities during the workshops. We will put aside our “electronic gadgets.” There will be time during the breaks to return messages and emails.
3. We will speak our minds on matters about which we have opinions and feelings. We will not mask our views as representing the views of others. We believe that over-contribution and under-contribution are equally dysfunctional.
4. Everybody's views are worth hearing, or they wouldn't be here. We will not carry on simultaneous discussions, whether on the same or different subjects. One person may speak at a time, and we will give that person the courtesy of our listening. We will listen first, and explore the possibilities of their ideas before judging.
5. We welcome new ideas, including not fully baked ones. We will explore off-the-wall, unconventional ideas, without requiring proof that the ideas will work. We believe it is possible that we haven't tried everything worth trying. In the end, we will not attempt the impossible, but we will explore possibilities before abandoning promising ideas.
6. Our participation will be in the spirit of our mission. We will be clean in our intentions, with no hidden personal agendas, and with no sarcasm in our comments. We know that there will be differences of view, some sharply different and strongly felt, but we will deal with these in a collaborative and respectful manner.
7. We will not engage in triangulation, i.e., getting together with one member to complain about another member. If we have a personal difference with someone, we will arrange for a private clearing with that person. The appropriate response to a member who wants to complain about another member is “I will be glad to discuss with you how you might clear the differences you are having with that person.”
8. We are a working team and expect to do work between the workshops. Whatever we agree to do, we will give priority to, and will deliver our work products on time. Our participation does not end with our strategic plan, nor is our goal simply to advise others what they should do. We expect to exercise personal leadership in implementing the plan.

Strategic Planning Partnership

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Discussion Guidelines

You are invited and encouraged to share your thoughts and provide constructive feedback during our workshops. Your input and ideas are essential to making the strategic planning process a success.

The purpose of these workshops, however, is not to be judgmental but rather to help strengthen each idea presented and to search for synergies between them and with other ideas presented by various planning team members.

The goal is to work together, share ideas, improve our collective thinking and stimulate new ideas.

The following are some *guidelines* that can help to achieve a creative, synergistic and fertile discussion.

- **Write first, talk second** – Ideas shared early often set the direction or tone, causing other great ideas to get left behind. Write your ideas down so you can remember to bring them up.
- **Defer judgment** – Divergent, generative thinking processes are easier when participants mute the natural human tendency to critique, evaluate and eliminate.
- **Welcome wild ideas** – A productive line of thinking might begin with an unusual, marginal or unorthodox idea. Encourage these and see where they go.
- **Focus on one topic at a time** – Collaborative thinking is enhanced, simpler and more enjoyable when everyone focuses together on the same idea, question or task.
- **Build on the ideas of others** – Collaborative thinking is like jazz or improv in that it works best when participants listen carefully and build on other ideas. This is also known as the “Yes, and...” rule.
- **Use language of possibility** – Craft comments and questions that are positive, affirming and hopeful. Try using starters like “What I like about this is...” / “This has potential to...” / “How might we...” / “What if we...” / “What would it take to...”

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One of our trustees says that if he learns
that the end of the world is at hand, he
will immediately come to Duke, because
everything takes a year longer here.

Nan Keohane
President Emerita
Duke University



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Preview of the Strategic Planning Process

- There are many strategic planning methodologies available, and no *one* of them is best
- Regardless of methodology used, important to focus on key planning success factors



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Preview of the Strategic Planning Process

- Clearly articulates the College's enduring mission and near and longer-term strategic goals, as well as the means to achieve both
- Creates an institutional culture that is forward looking rather than reactive
- Promotes unity of purpose amongst the faculty, staff, administration and other stakeholders



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Preview of the Strategic Planning Process

- Clearly delineates the characteristics, distinctions and attributes the College needs to develop to achieve its goals
- Charts a course toward creating these distinctions and clearly articulate the steps that will need to be taken
- Sets benchmarks that must be met along the way to bring the plan to fruition



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Preview of the Strategic Planning Process

- Measures success, so you will know it when you see it
- Communicates with stakeholders throughout the process to garner their buy-in to the process and makes the goals in the strategic plan their own goals
- Demonstrates seriousness about implementing the plan – hold people accountable!



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Preview of the Strategic Planning Process

- A balance between a plan that is broad enough to encompass everyone's work and one that is so specific that it is more tactical than strategic
- A focus on the hard choices that does not fall into the trap of seeking *unanimity*
- Be ambitious!



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Our Approach

- Overall Process
- Engagement of Stakeholders
- The roles of the Strategic Planning Team
- Our Role as Facilitators



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Overall Strategic Planning Process

- A structured and facilitated process that is usually completed within a semester's/two quarter time frame
- Key elements:
 - Planning team
 - Facilitation
 - Broad outreach to internal and external stakeholders
 - Focus Methodology/Strategic Framework



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Engagement of Stakeholders

- Administration
- Faculty and staff
- Students and alumni
- Student recruitment and career services
- Employers and board members
- Development, corporate and public relations
- Professional, community and government leaders
- Technology, library and other internal services



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The Roles of the Strategic Planning Team

- Be an enthusiastic sponsor of the process
- Secure the participation of fellow planning team members
- Get buy-in from the broader community
- Engender a climate of openness to change and renewal
- Be willing to put everything “on the table”
- Sustain commitment to the process
- Sustain communications; keep everyone informed
- Know when to, and be willing to, “make the decision”
- Be accountable for leading implementation



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Our Roles As Facilitators

- Provide unbiased process management
- Help the team to stay on task
- Elicit participation from all team members
- Assist in raising and engaging on tough issues
- Be a catalyst for challenging current paradigms
- Enable academic leaders to focus on issues
- Help the team reach as much closure as possible



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Achieving Strategic Integration Through a Strategic Plan

What are the elements of a strategic plan?

- Mission and/or vision and values
- Measures – how do you know you are achieving your mission?
- Distinctive capabilities and distinctive capability measures
- Strategies and actions and accountabilities



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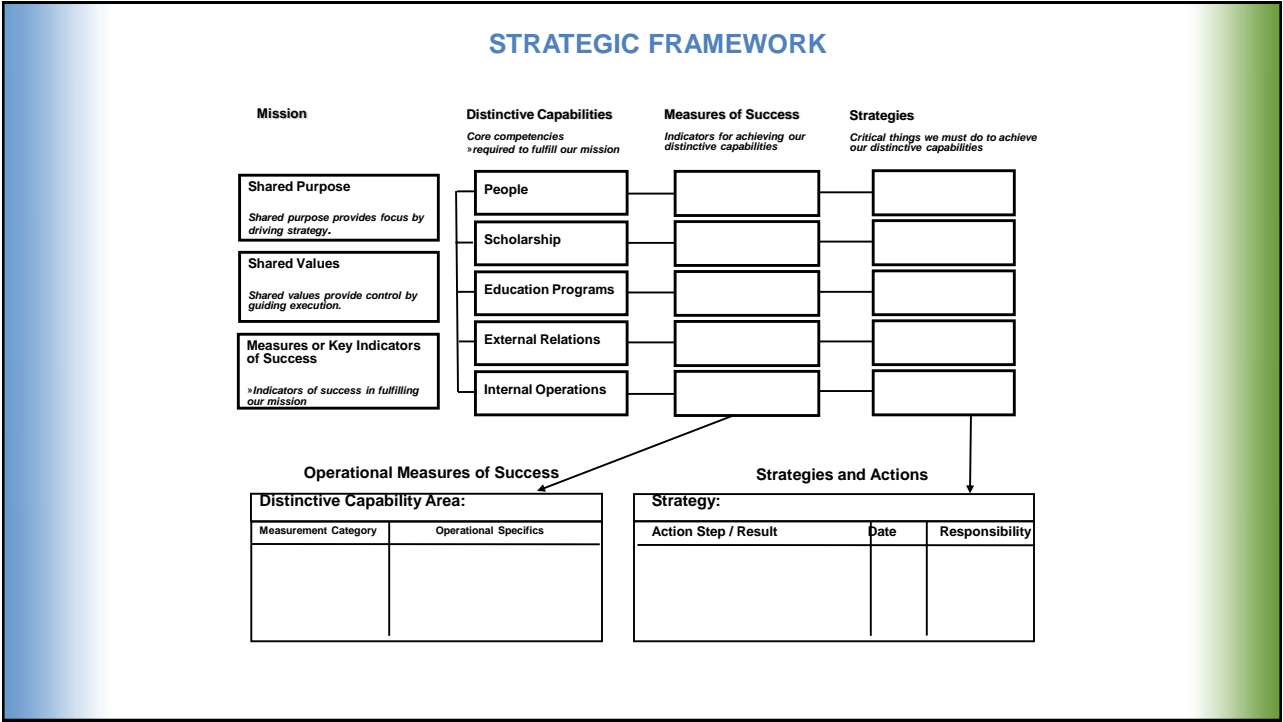
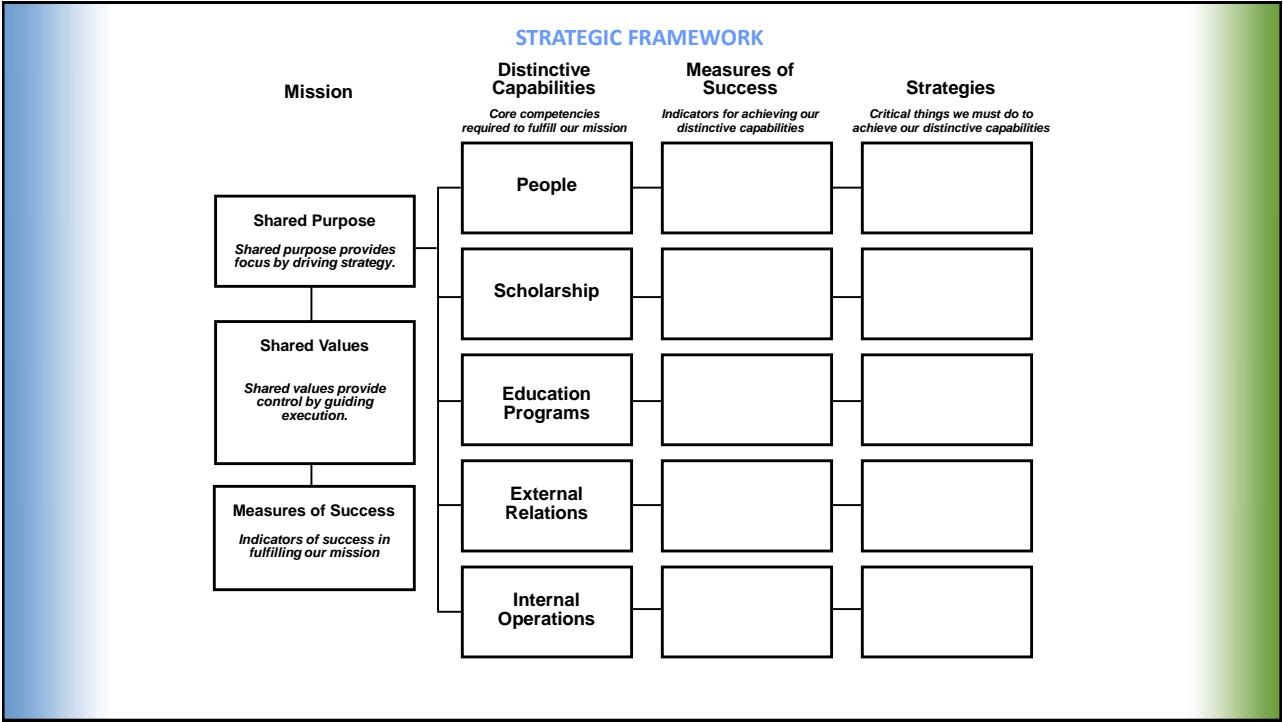
Focus™ methodology

Purposes of the Strategic Framework

- Provide a common language
- Organize the conclusions in a “headline” format
- Identify relationships among the plan elements
- Assist in identifying gaps in the plan



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Focus™ methodology

- **Mission**
 - Shared purpose provides **focus** by driving strategy
- **Shared Values**
 - Shared values provide **control** by guiding the execution by community members
- **Measures**
 - Provide critical benchmarks to **assess** progress in meeting outcomes
- **Distinctive Capabilities**
 - Future oriented areas of strategic significance to stakeholders



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Focus™ methodology

- Mission is the organization's destination, the future state the organization seeks to achieve.
- Mission is a single statement or a set of statements serving as a guide for the university or college and its stakeholders. The statements capture the institution's core purposes, express its aspirations, and describe its distinguishing features.



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Focus™ methodology

Shared Values – these are the traits or qualities that represent an organization's highest priorities, deeply held beliefs and core, fundamental driving forces. Values define what the college believes and how the college resonates and appeals to faculty, staff, students and its stakeholders.



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Focus™ methodology

Distinctive Capabilities

Excellence by itself is not enough. It must be excellence in areas of *strategic significance*, i.e., in areas that determine the outcome of competition in the marketplace for ideas, for faculty, for students, etc.



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Focus™ methodology

Distinctive Capabilities: three tests

- Stakeholder Value
 - The capability makes a disproportionate contribution to stakeholder-perceived value.
- Competitor Differentiation
 - The level of capability is uniquely held or is substantially superior to that of competitors.
- Extendibility
 - The capability provides a basis for future value-adding programs and services

-- Adapted from: Competing For The Future, Hamel & Prahalad, 1994



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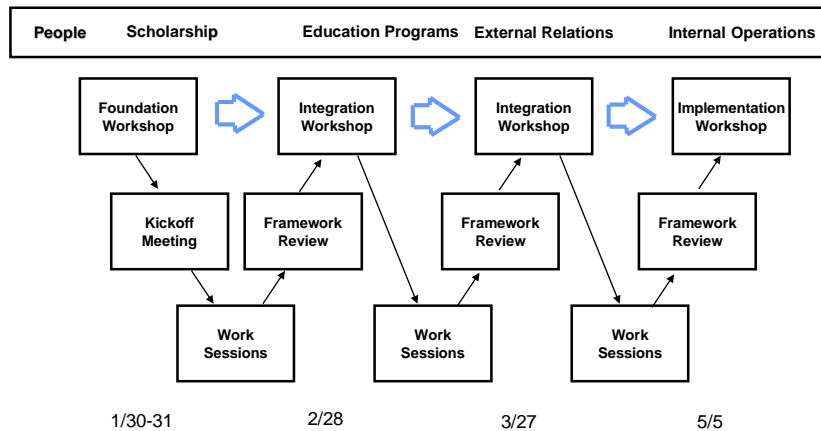
Measures: A Critical Part of Strategy

- Shape and sharpen lofty aspirations into operational terms.
- Balance the interdependent components of success.
- Focus on key indicators, benchmarks or drivers of success to enable timely correction.
- Provide continuous communication with the marketplace.
- Focus for information gathering and reporting processes.



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Strategic Framework – Work Plans



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Strategic Planning Process

SOAR Analysis (November) – Meet and key College stakeholders

Foundation Workshop (January 30-31) – a one and one half day workshop that focuses on process overview and strategy generation

First Integration Workshop (February 28) - a one day workshop focused on strategy development

Second Integration Workshop (March 27) - a one day workshop focused on strategy development

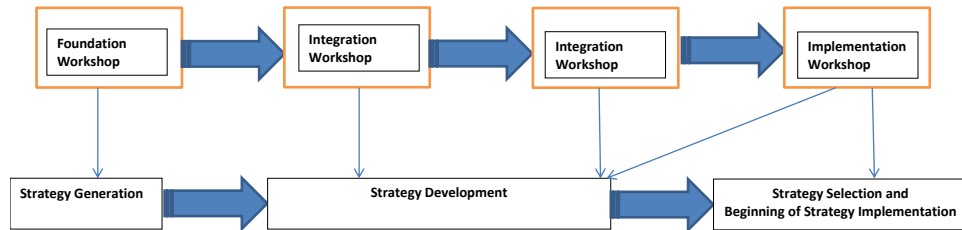
Implementation Workshop (May 5) – a one day workshop focused on strategy selection and plan implementation

Deliverable: (late-May) – a draft written strategic plan supported by all the distinctions, strategies, actions and measures developed during the planning process



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Relationship Between Workshops and Strategy



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Tab 2: American Higher Education in Transition



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**Like aging generals, many academic leaders
appear to be planning for the previous war,
not the next one.**

Kenneth C. Green
*Mark Hopkins and the
Digital Log*



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Drivers of change

- Evolving student needs and interests
- Demographics
- Public confidence
- Concerns about costs / debt
- Demand for online and blended learning



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Drivers of change

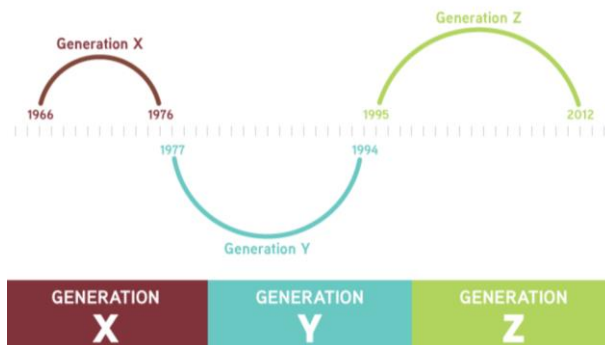
- Geopolitical conditions
 - International student flows
 - Research-related security concerns
- Future of work
 - Artificial intelligence and automation
 - Demand for life-long learning / retraining



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Evolving student needs

As the baby boomers – the largest generation in history – retire, generation X, Y and Z will fill senior positions.



Source: www.visioncritical.com/

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Evolving student needs

	B Baby boomer 1940–59	X Gen X 1960–79	Y Gen Y (millennial) 1980–94	Z Gen Z 1995–2010
Context	<ul style="list-style-type: none"> • Postwar • Dictatorship and repression in Brazil 	<ul style="list-style-type: none"> • Political transition • Capitalism and meritocracy dominate 	<ul style="list-style-type: none"> • Globalization • Economic stability • Emergence of internet 	<ul style="list-style-type: none"> • Mobility and multiple realities • Social networks • Digital natives
Behavior	<ul style="list-style-type: none"> • Idealism • Revolutionary • Collectivist 	<ul style="list-style-type: none"> • Materialistic • Competitive • Individualistic 	<ul style="list-style-type: none"> • Globalist • Questioning • Oriented to self 	<ul style="list-style-type: none"> • Undefined ID • “Communaholic” • “Dialoguer” • Realistic
Consumption	<ul style="list-style-type: none"> • Ideology • Vinyl and movies 	<ul style="list-style-type: none"> • Status • Brands and cars • Luxury articles 	<ul style="list-style-type: none"> • Experience • Festivals and travel • Flagships 	<ul style="list-style-type: none"> • Uniqueness • Unlimited • Ethical



Source: www.mckinsey.com

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Evolving student needs

The search for the truth is at the root of all Generation Z's behavior.

'Undefined ID'
“Don't define yourself
in only one way”



Expressing
individual **truth**

'Communaholic'
“Be radically
inclusive”



Connecting through
different **truths**

'Dialoguer'
“Have fewer confrontations
and more dialogue”



Understanding
different **truths**

Realistic
“Live life
pragmatically”



Unveiling the **truth**
behind all things

McKinsey&Company

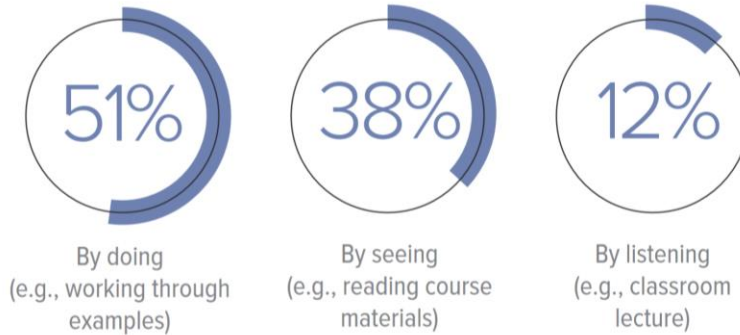


Source: www.mckinsey.com

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Evolving student needs

HOW DOES GEN Z LEARN?

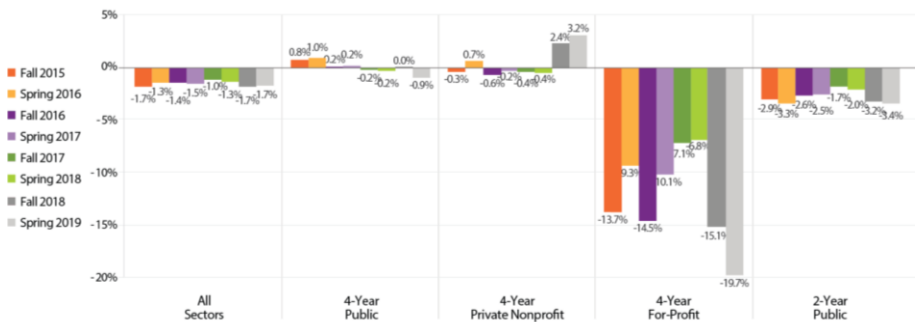


Source: next.bncollege.com

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Demographics

Figure 1: Percent Change from Previous Year, Enrollment by Sector (Title IV, Degree-Granting Institutions)



Source: www.nscresearchcenter.org



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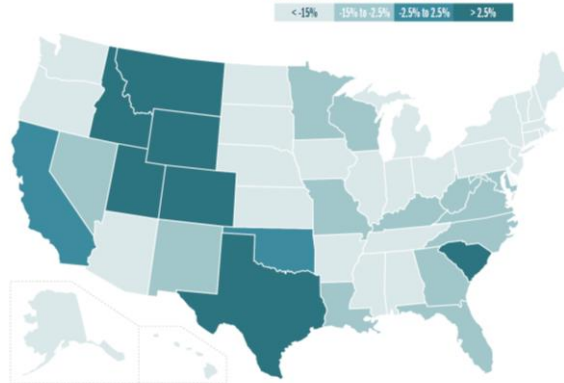
Demographics

Demand for higher education is predicted to decline in Kentucky and throughout the region over the next decade.

DECLINING STUDENT DEMAND

A leading state-level forecast of traditional-age college-going students shows sharp declines across much of the country through 2029.

Forecasted growth in students who will attend college, 2012 to 2029



Source: Chronicle of Higher Education: The Innovation Imperative, 2019



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Demographics

The number of high school graduates will increase over the next five years and then decline.

What's Ahead

HIGH SCHOOL GRADUATES IN THE U.S.

The number of new high-school graduates in the United States is expected to increase each year from 2020-21 through 2024-25. It will then fall each of the following four years, dropping by nearly 300,000 graduates from 2024-25 to 2028-29, a loss of more than 8 percent.

Projected change
in millions



Note: The number for 2010-11 is the reported count. Projections begin with 2011-12. Totals include graduates of both public and private high schools but exclude home-schooled students.

Source: Western Interstate Commission for Higher Education, Knocking at the College Door: Projections of High School Graduates, 2016, [www.wiche.edu/knocking](http://www.wICHE.edu/knocking)

Source: Chronicle of Higher Education: The Looming Enrollment Crisis, 2019



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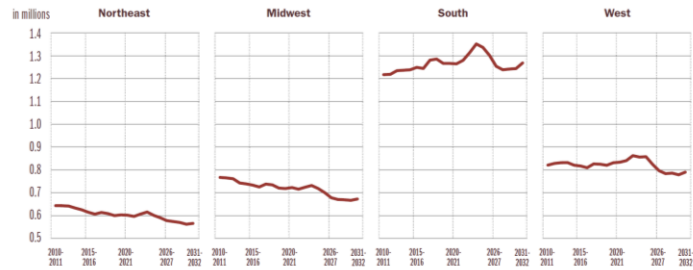
Demographics

This decline is already underway elsewhere in the country, but it is delayed in the South.

HIGH SCHOOL GRADUATES BY REGION

The number of new high-school graduates is expected to fall in three of the country's four main regions from 2010-11 to 2031-32, with growth projected only in the South. Declines in the Northeast and Midwest are already well under way.

Projected change



Source: Western Interstate Commission for Higher Education, Knocking at the College Door: Projections of High School Graduates, 2016, www.wiche.edu/knocking

Source: Chronicle of Higher Education: The Looming Enrollment Crisis, 2019



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Public confidence

The Gallup organization reports that only “33% of Republicans and 56% of Democrats are confident in U.S. colleges.”

Republicans consider higher education to be “too liberal” whereas Democrats see it as “too expensive.”

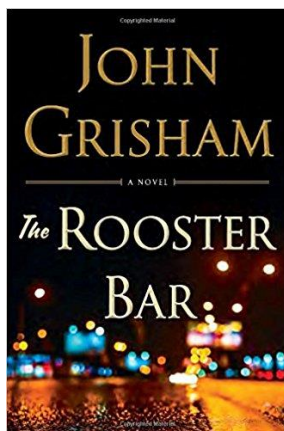


Source: Gallup, 16 August 2017 and 12 December 2017



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Public confidence



THE CHRONICLE OF HIGHER EDUCATION

GOVERNMENT

John Grisham's Latest Villain? For-Profit Colleges

By Jack Stripling | OCTOBER 30, 2017 ✓ PREMIUM



Fred R. Conrad, The New York Times

John Grisham casts a greedy businessman and his chain of for-profit law schools as the bad guys in his new legal thriller, "The Rooster Bar."

There's a scene early in John Grisham's new legal thriller, *The Rooster Bar*, where a third-year law student begins to unravel the sort of conspiracy that audiences have come to expect from a Grisham novel. Intertwining shell companies and a greedy villain work behind the curtain, pulling invisible strings to imperil the protagonists. Grisham fans will anticipate that, before the final page, this corporate titan will get his comeuppance and our heroes will have the

Source: Chronicle of Higher Education, 30 October 2017



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Public confidence

Even academics are soul-searching on the current state of higher education and whether it serves its intended purposes.



The World Might Be Better Off Without College for Everyone

Students don't seem to be getting much out of higher education.

BRYAN CAPLAN | JANUARY/FEBRUARY 2018 ISSUE | EDUCATION

Source: The Atlantic, January/Feb 2018

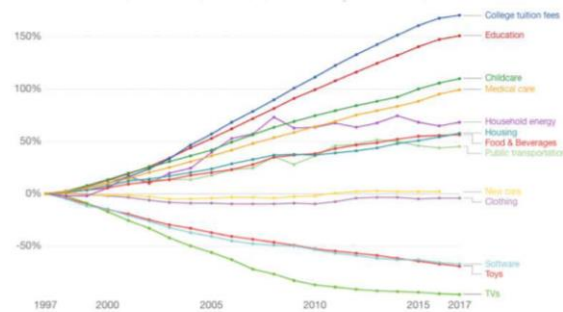


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Concerns about costs / debt

Tuition increases continue to greatly outpace inflation in other sectors of society.

Price changes in consumer goods and services in USA, 1997-2017



Source: United States Bureau of Labor

Source: www.HononIQ.com/2030

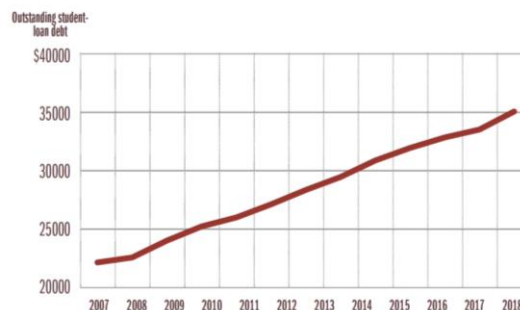


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Concerns about costs / debt

Average student loan debt nearly doubled in the last decade.

OUTSTANDING STUDENT DEBT PER RECIPIENT GROWS STEADILY



Note: Average outstanding student loan debt per recipient covers outstanding principal and interest balances. Figures were adjusted to 2018 dollars, except for 2019, which is in current dollars.

Source: Chronicle analysis of National Student Loan Data System's federal student aid portfolio summary

Source: Chronicle of Higher Education: The Looming Enrollment Crisis, 2019



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Concerns about costs / debt

One thing Americans agree on is that college is too expensive and college-related debt is too great.

TABLE 1

Voters' attitudes about the economy, government, and poverty

Share of respondents who agreed with statement, by partisanship

Q. "On a scale from 0 to 10, please indicate to what extent you agree or disagree with each statement, where 0 means you strongly disagree and 10 means you strongly agree."

	Total	Democrat	Independent	Republican
Colleges and universities are too expensive, and state governments should do more to lower costs and help people afford a college education without getting buried in debt.	78	88	74	67

Source: GBAO / Center for American Progress National Online Survey, October 2019



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Concerns about costs / debt

In response to these concerns about debt, Purdue is testing 'income share agreements' in some disciplines.

PURDUE UNIVERSITY | Division of Financial Aid

Home Students Types of Aid Cost of Purdue Student Employment Contact Us

Types of Aid / Income Share Agreement

- Income Share Agreements
- BackABolter.org
- Frequently Asked Questions
- ISA Comparison Tool

Income Share Agreements

For students who need additional funding, there is now an alternative to Federal Parent PLUS and Private Student Loans. The **Purdue Research Foundation** is now offering an Income Share Agreement (ISA) called Back a Bolter – ISA Fund.

Back a Bolter – ISA Fund is available to Purdue's Sophomore, Junior and Senior level students. The funding is limited. As the concept of an ISA is new, we have a list of **Frequently Asked Questions (FAQ)** that will help you learn more about it.

In short, an ISA is an agreement where you receive funding while you are in school. When you leave school, you will pay a fixed percentage of your income for a fixed number of years. For some students, this will make sense and for others, the

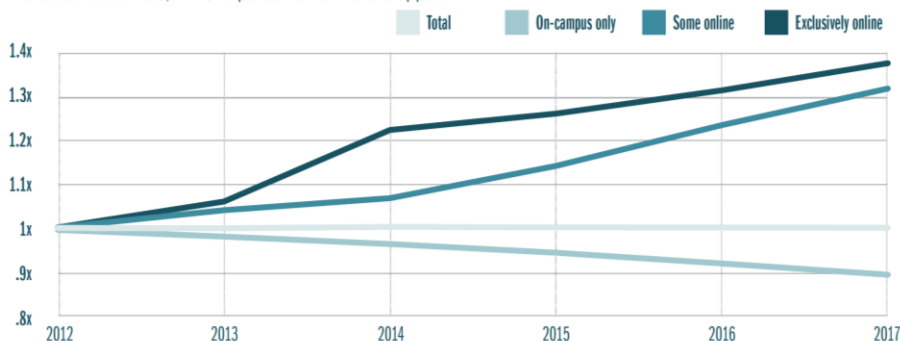


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Online

ONLINE GROWTH

Exclusively online enrollment grew by nearly 1.4 times from 2012 to 2017, and partially online enrollment by more than 1.3 times, while in-person enrollment dropped.



Note: Scale uses 1 to represent all students in each category in 2012, and then shows by how many times each enrollment figure increased or decreased over the years. Figures include public, private nonprofit, and for-profit institutions.

Source: Moody's Investors Service, 2019 Sector In-Depth report, analysis of National Center for Education Statistics data



Source: Chronicle of Higher Education: The Innovation Imperative, 2019

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Online

Sector	2012	2017	% change
4-year public	576,262	915,454	↑ 58.9%
4-year private nonprofit	468,284	778,775	↑ 66.3%
4-year for-profit	901,590	652,567	↓ -27.6%
2-year public	655,920	743,259	↑ 13.3%
2-year private nonprofit	767	19,721	↑ 2,471.2%
2-year for-profit	21,534	10,157	↓ -52.8%
All 6 sectors	2,624,357	3,119,993	↑ 18.9%

Note: 2012 was the first year the U.S. Department of Education required reporting of students enrolled exclusively in online education.

Source: Chronicle analysis of U.S. Department of Education data

A BIG JUMP IN EXCLUSIVELY ONLINE LEARNERS

From 2012 to 2017, enrollment of students who were exclusively taking distance-education courses dropped by more than 260,000 in the for-profit sector as that sector shrank. But growth in other sectors resulted in a net gain of nearly half a million students enrolled in distance education only.

Source: Chronicle of Higher Education: The Looming Enrollment Crisis, 2019



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Online

The number of MOOCs continues to grow, particularly amongst the more structured session-based courses.

MOOCs are maturing rapidly. 80+ million students are studying 9+ thousand courses at 800+ 'universities' around the world.

More than 500 MOOC based credentials are now available.

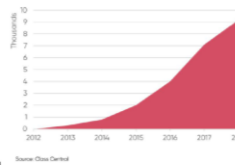
Coursera's 'Specializations' lead the pack (250+), followed by edX (170). XuetangX launched 8 "micro-degrees".

Many (if not the majority) of the new courses that were launched in 2017 are part of credentials.

Several longer courses, originally launched in 2012 and 2013, have been separated into several smaller courses and re-launched, supporting the micro-credentialing trend.

In 2016, session based MOOC's overtook self-paced courses for the first time and by a large margin.

Growth of MOOCs.



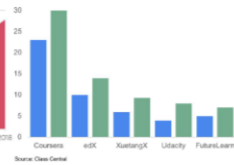
Source: Class Central

MOOCs - Self Paced vs Session Based



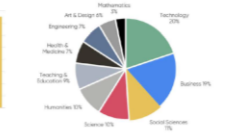
Source: Class Central

MOOCs by registered Users, 2016 vs 2017



Source: Class Central

MOOCs - Course Distribution by Subject



Source: Class Central

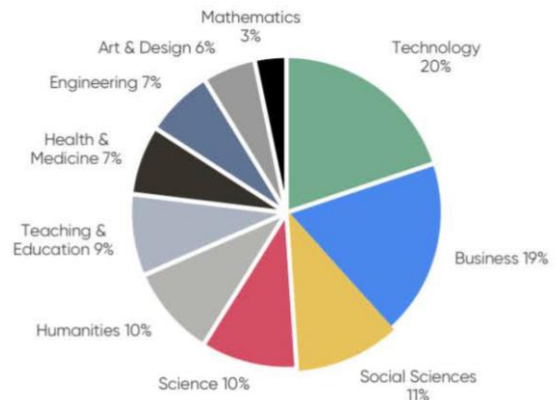
Source: www.HonlonIQ.com/2030



Online

The range of disciplines available via MOOC is increasingly broad. Thousands of free and fee-based courses, mostly from major universities.

MOOCs - Course Distribution by Subject



Source: www.HonlonIQ.com/2030



Online

New approaches to blended learning:

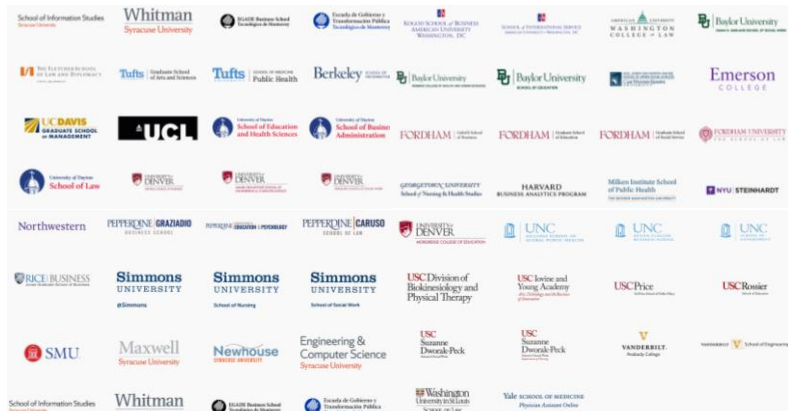
- For example, ESSCA School of Management's 'triple-blended learning' distance courses combine:
 - Face to face sessions with faculty;
 - Workshops with tutor-entrepreneurs;
 - Group entrepreneurial projects; and
 - Students also complete a MOOC on creativity.



59

Online

Many universities partner with an Online Program Managers (OPMs), such as 2U.



60

Geopolitical conditions

International enrollments declined recently for the first time ± 50 years.

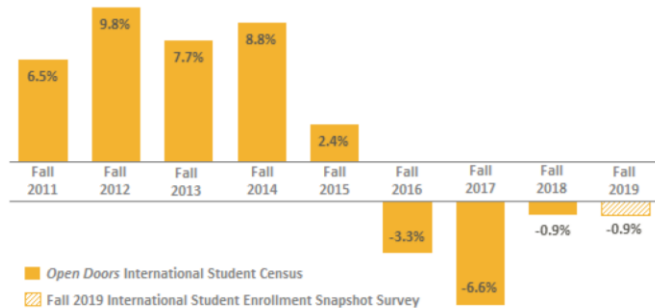


Figure 2: Changes in new international student enrollments, 2011-2019

Source: IIE Fall 2019 International Student Enrollment Snapshot Survey



61

Geopolitical conditions

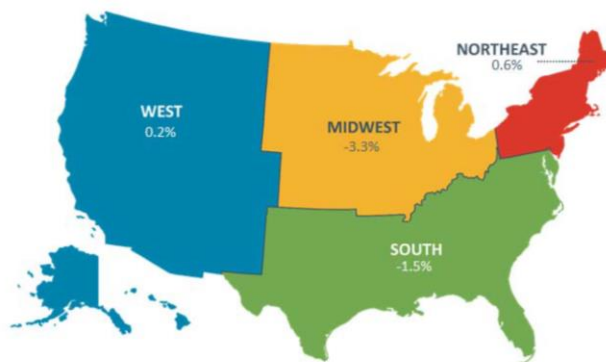


Figure 3: Change in new enrollment by U.S. geographic region

These declines, however, are not spread evenly across the country.



Source: IIE Fall 2019 International Student Enrollment Snapshot Survey

62

Geopolitical conditions

An emerging concern at Western universities is influence from the Peoples Republic of China.

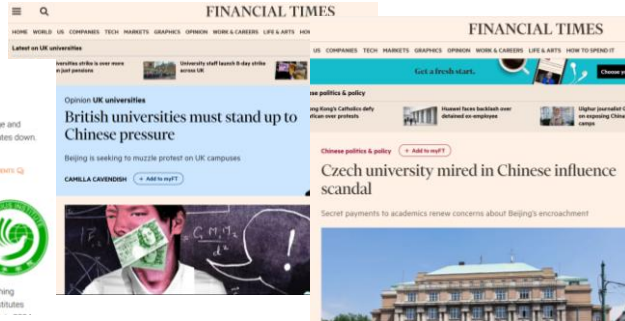
INSIDE HIGHER ED

Closing Confucius Institutes

The tide may be turning for the Chinese government-funded centers of Chinese language and cultural education as universities grapple with calls from Washington to close the institutes down. Over past year at least 10 have closed or announced plans to close.

By Elizabeth Dearden / 9 January 9, 2019

At least 10 American universities have moved to close their Confucius Institutes in the past year as political pressures over the Chinese government-funded institutions for language and culture education have intensified. The Confucius Institutes have long been controversial. The centers vary somewhat across different campuses, but they typically offer some combination of Mandarin language classes, cultural programming and outreach to K-12 schools and the community more broadly. They are staffed in part with visiting teachers from China and funded by the Chinese government, with matching resources provided by the host institution. The number of U.S. universities hosting the institutes



Sources: Inside Higher Ed, 9 January 2019, Financial Times, 8 November 2019 and 10 November 2019

63

Geopolitical conditions

And, the US government has espionage concerns related to Chinese



SIGN IN NPR SHOP

NEWS ARTS & LIFE MUSIC SHOWS & PODCASTS SEARCH

WORLD

FBI Urges Universities To Monitor Some Chinese Students And Scholars In The U.S.

June 28, 2019 - 10:16 AM ET
Heard on All Things Considered



US intelligence warns China is using student spies to steal secrets

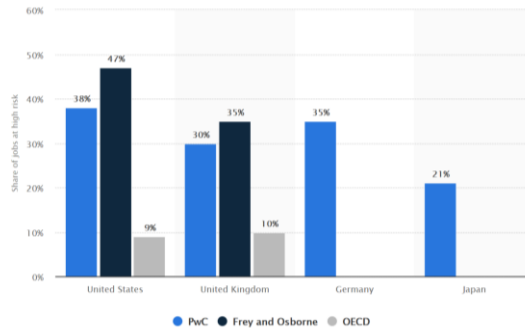
Sources: NPR, 28 June 2019; CNN, 1 February 2019

64

Automation

Automation represents another looming sea-change in society with implications for higher education.

Share of jobs at high risk of automation by early 2030 by study, as of 2017



Source: www.statista.com

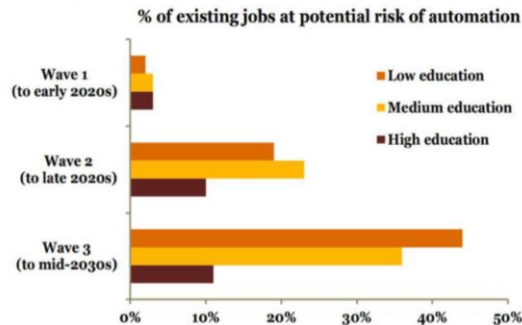


65

Automation

Although workers with jobs requiring low or medium amounts of education will likely suffer the most, highly educated professions are also susceptible.

Potential job automation rates by education levels across waves



Source: PwC estimates based on OECD PIAAC data (median values for 29 countries)

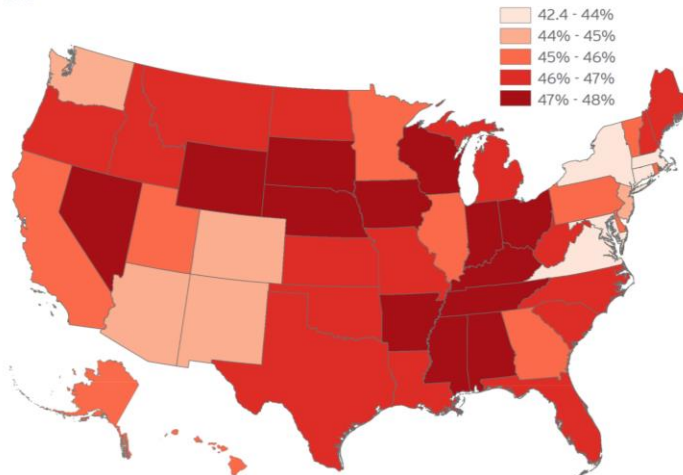
Source: www.HonlonIQ.com/2030



66

Automation

Average automation potential by state
2016



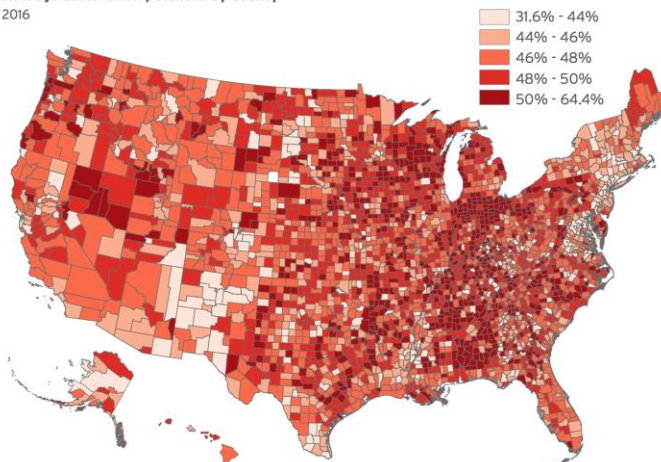
ACADEMIC
LEADERSHIP
ASSOCIATES, LLC

Source: Brookings analysis of BLS, Census, EMSI, Moody's, and McKinsey data

67

Automation

Average automation potential by county
2016

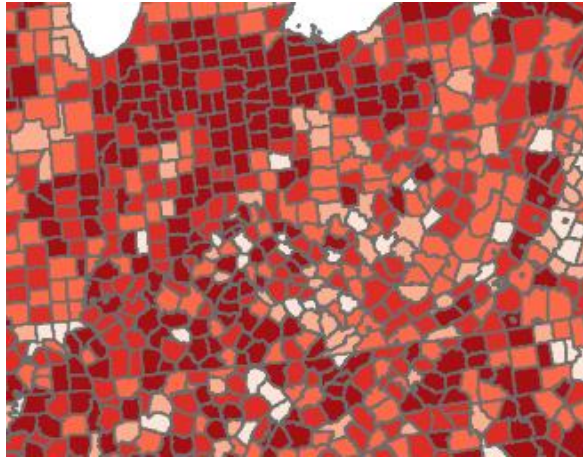


ACADEMIC
LEADERSHIP
ASSOCIATES, LLC

Source: Brookings analysis of BLS, Census, EMSI, Moody's, and McKinsey data

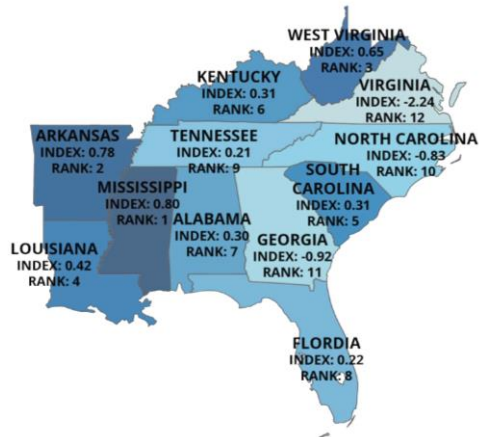
68

Automation



Automation

Within the Southern region, Kentucky is somewhat less vulnerable to workforce disruption than other states.



Source: Tennessee Workforce Disruption Index, 2016

Life-long learning

One major implication of these trends:

- Declining numbers of college-age students
- Disruption of international student flows
- Significant job losses due to automation

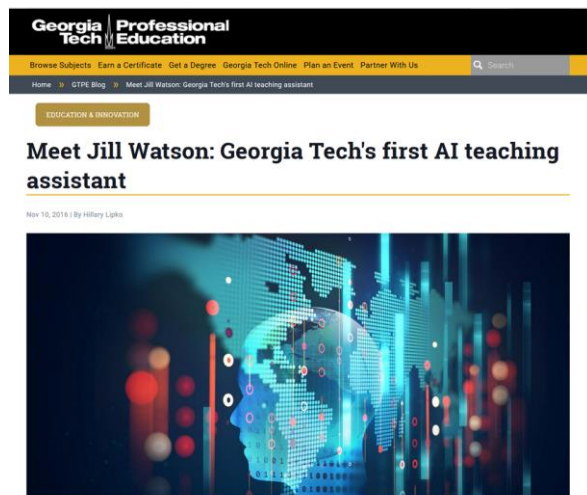
...is the likelihood of increased demand for lifelong learning.



71

Automation

And, AI is already in the classroom with potential for significant growth as a teaching tool (or possibly a replacement for some human-led instruction)



72

Georgia Tech

The Blockchain Credential Project

By the year 2040, learners will acquire skills in a wide variety of ways and in varying quantities, or units. While degrees, credits, and courses may persist as common units of achievement, it seems likely that Dewey Units and other units of accomplishment will become common as well.



Certificates, seminars, workshops, and self-paced modules may all equip a learner with valuable knowledge, skills, and accomplishments.

Utilizing blockchain technology, it is now possible to create decentralized transcripts that allow users to combine such evidence of learning and achievements into credentials that are relevant to potential employers.

Episodic learners will leave a digital trail of accomplishments scattered among various institutions. However, these institutions may not recognize other units of learning, and employers will be forced to try to make sense of fragmentary data that cannot effectively be used to compare prospective employees. Third parties such as accreditors, ranking organizations, and placement firms are used today to solve some of these problems, but third parties are expensive middlemen and gatekeepers.

The goal of the Blockchain Credential Project is to develop an efficient and secure information infrastructure to manage these digital trails without the need for third parties or central authorities. With blockchain credentials, learners can record digital credentials that document achievement into a global

digital transcript where records are consumed by employers, educational institutions, and other stakeholders in the higher education system.



Tab 3: I'll Be Proud



‘Results’ from the SOAR Analysis

- Completed or in-construction facility with established research/teaching/student space with equipment and technology available to students, staff and faculty
- Creation of a unified faculty and a culture of unity within the faculty with cross unit collaboration
- The creation and dissemination of a unified college brand
- Increased enrollment and diversity of students
- Increased diversity in faculty and staff
- Increased real and perceived quality of CCI students
- The development of distinct and coherent curriculum with a focus on digital and emerging technologies
- Increased active alumni engagement with CCI
- Increased funding and revenue sources



75

‘Aspirations’ from the SOAR Analysis

- Curriculum
 - Stronger and better funded graduate programs
 - Strong doctoral programs/best Ph.D. programs in the country
 - Enhancing national and national reputation
 - Building on strength in on-line programs
 - Building a better media/mass communication focus
 - Diverse, distinct and coherent ICC curriculum and programs with a consistent core, streamlined and centralized resources and increased on-line offerings



76

'Aspirations' from the SOAR Analysis

- Faculty
 - Recruiting excellent faculty
 - Increasing extramural funding for and by faculty
 - Significant emphasis on research including translational research, cross-disciplinary research and recognition of different types of research
- Staff
 - Diversity in staff and that we value diversity across all diversity issues
 - Address gender-based inequality in both staff and faculty
 - Continuing education of staff



77

'Aspirations' from the SOAR Analysis

- Building
 - New building with up-to-date laboratories, facilities and collaborative space
- Collaborations Internal to CCI
 - We are college choice for students
 - We are the college choice for employers
 - A unified college with a new building
 - Developing a cohesive, unified identity for the college, emphasizing collaboration over competition between units, highlighting all types of research and recognition of different research output.



78

‘Aspirations’ from the SOAR Analysis

- Collaborations External to CCI
 - Enhance civic and community engagement
 - Cultivate alumni
 - Better branding and marketing of a unified college
- Rankings/Other
 - Improved rankings
 - Top-ranked college – best statewide and nationally
 - Increased job and academic placements
 - We are destination for the campus
 - Our curriculum is perceived within UK as rigorous and our undergraduate students are *better* than those in other colleges and STEM majors



79

I'll be proud of the University of Kentucky College of Communication and Information in five years if.....

-
-
-
-
-



80

**I'll be proud of the University of Kentucky
College of Communication and Information in
five years if.....**

- **Maximum of 5 Statements!**
- **Bullet Points – No Essays!**
- **Single Ideas – No Compound Lists!**



81

**Tab 4:
Stakeholder Analysis**



82

Who are our Key Stakeholders?

Team #1

- Family Members
- Prospective Students

Team #2

- Current Students

Team #3

- Faculty and Staff

Team #4

- Alumni
- Donors

Team #5

- Employers
- Local/Regional Business Community

Team #6

- University of Kentucky
- Public Policy Makers
- Accrediting Agencies



83

Stakeholder Analysis

Stakeholder Group:	
Subgroup	Expectations
Critical expectations we are going to satisfy better than anyone else:	

84

Stakeholder Analysis

Stakeholder Group: Current Students	
Subgroup	Expectations
Undergraduate Students Masters Students Doctoral Students Others	
Critical expectations we are going to satisfy better than anyone else:	

85

Stakeholder Analysis

Stakeholder Group: Current Students	
Subgroup	Expectations
Undergraduate Students Masters Students Doctoral Others	<p>What are the expectations and perspective of students?</p> <p>Access to faculty, mentoring, personal attention, Relevant, up-to-date curriculum Academic and career advising Curriculum breadth and integration Supportive learning environment Job placement Opportunity for timely degree completion</p>
Critical expectations we are going to satisfy better than anyone else:	
<ul style="list-style-type: none"> • Supportive, nurturing, team-based learning environment • Preparing graduates to lead and work in high technology environments • Innovative, diverse learning experiences that enhance life-long learning skills 	

86

Tab 5: Vision and Mission



87

I'll Be Proud... Ranking Ground Rules

- **Only 5 Statements**
- **No Rewording of Statements**
- **No Combinations**
- **No Ties**
- **Rank from 1 (Highest) to 5 (Lowest)**



88

I'll Be Proud Ranking Ballot

1	<input type="text"/>
2	<input type="text"/>
3	<input type="text"/>
4	<input type="text"/>
5	<input type="text"/>



89

Mission

- Mission is the organization's destination, the future state the organization seeks to achieve.
- Mission is a single statement or a set of statements serving as a guide for the university or college and its stakeholders. The statements capture the institution's core purposes, express its aspirations, and describe its distinguishing features.



90



The SJSU College of Business is the institution of opportunity, providing innovative business education and applied research for the Silicon Valley.



91

San Jose State University College of Business

Explanation of Key Terms:

- **Institution of Opportunity**
Accessible, reasonably priced professional education empowering people of all ages and backgrounds to transform their lives – a gateway to the Silicon Valley
- **Innovative Business Education**
Programs that add value by assuring relevance, convenience and overall quality, all in partnership with our community



92

San Jose State University College of Business

Explanation of Key Terms:

- **Applied Research**
 - Research that provides organizations within and beyond the Silicon Valley region the opportunity to further their goals
- **Silicon Valley Region**
 - Programs that reflect the Silicon Valley region's internationally renowned qualities of entrepreneurship, technology and innovation



93

San Jose State University College of Business

- **Distinctive Capabilities**
 - Sense of community, professional development and renewal (People)
 - Interdisciplinary, relevant, widely disseminated research (Scholarship)
 - Innovative business education curriculum and pedagogy (Education Programs)
 - Create mutually beneficial partnerships and networks (External Relations)
 - Systems focused on learning, faculty/staff effectiveness (Internal Operations)



94

Selected Mission Examples from Clients

Additional Examples

- UNLV College Fine Arts
- UNLV Hughes School of Engineering
- Baylor Hankamer School of Business
- University of Nebraska College of Business



95



The College of Fine Arts, a creative nexus anchored within the vibrant and diverse culture of Las Vegas, boldly launches visionaries who transform the global community through collaboration, scholarship and innovation.



96



**Strategic Planning
2015-2016**
Howard R. Hughes College of Engineering
Compiled March 2016

**Educate,
Engage,
Inspire, and
Innovate**



**Strategic Planning
2015-2016**
Howard R. Hughes College of Engineering
Compiled March 2016

Baylor University Hankamer School of Business

Mission

To cultivate principled leaders and serve the global marketplace through transformational learning and impactful scholarship in a culture of innovation guided by Christian commitment.

Shared Values

- Character/Integrity/Humble/Service
- Innovation
- Excellence
- Transformation/Impact
- Learning
- Exploration
- Teamwork
- Leadership

Why: To cultivate principled leaders and serve the global marketplace

How: Within a culture of innovation guided by the Christian commitment

What: Transformational learning, impactful research

Baylor University
Hankamer School of Business
Explanation of Key Terms in Mission Statement

To cultivate principled leaders and serve the global marketplace through transformational learning and impactful scholarship in a culture of innovation guided by Christian commitment.

Why: To cultivate principled leaders and serve the global marketplace

How: Within a culture of innovation guided by the Christian commitment

What: Transformational learning, impactful research

Lead/Serve/Engage/Impact/Innovate

Key Terms:

Principled Leaders: Leadership with a moral compass, servant leaders

Serve: A spirit of giving back, meeting the needs of others

Global Marketplace : A world view that encompasses for-profit and non-profit marketplaces

Transformative Learning: A rigorous learning environment that engages the student in the classroom and involves the student in marketplace-based learning experiences

Impactful Scholarship: Conduct research that will makes a difference

Culture of Innovation: A culture of solving problems, meeting needs through collaboration, networks, teamwork

Christian Commitment: Christian commitment provides our guiding framework and demands excellence in all that we do



Mission Statement

Together, we drive discovery, create opportunity, and empower individuals to lead the future of business.

We are Nebraska Business.

College of Communication and Information

Mission

The College of Communication and Information is dedicated to improving people's lives through excellence in research, service, and education and training for undergraduate and graduate students in the multicultural, multiethnic global society of the information age. Our primary mission is to teach students how to communicate effectively, to obtain and evaluate information, to create, produce and disseminate effective communication messages, to make strategic use of knowledge, and to undertake research programs that contribute to the advancement of the Commonwealth and beyond. We seek to promote civic responsibility, service learning, and diversity.



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College of Communication and Information

Vision

The College of Communication and Information will be a national leader at the undergraduate and graduate levels among public research universities in the fields of Communication, Journalism, Information Communication Technology, Integrated Strategic Communications, Media Arts and Studies, and Library and Information Science.



102

University of Kentucky

The University of Kentucky is a public, land grant university dedicated to improving people's lives through excellence in education, research and creative work, service and health care. As Kentucky's flagship institution, the University plays a critical leadership role by promoting diversity, inclusion, economic development and human well-being.

The University of Kentucky:

- Facilitates learning, informed by scholarship and research;
- Expands knowledge through research, scholarship and creative activity; and
- Serves a global community by disseminating, sharing and applying knowledge.

The University contributes to the economic development and quality of life within Kentucky's borders and beyond, nurturing a diverse community characterized by fairness and equal opportunity.



University of Kentucky

UK Strategic Vision

As Kentucky's indispensable institution, we transform the lives of our students and advance the Commonwealth we serve – and beyond – through our teaching and learning, diversity and inclusion, discovery, research and creativity, promotion of health, and deep community engagement.



THE UNIVERSITY OF ALABAMA®

COLLEGE OF COMMUNICATION AND INFORMATION SCIENCES

Mission & Purpose

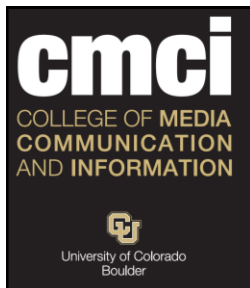
Mission

The University of Alabama's College of Communication & Information Sciences is a comprehensive multidisciplinary division in which teaching, research, and service are focused on shared creation, presentation, dissemination, retrieval, collection, analysis, and evaluation of messages and meanings in a variety of settings. The mission is supported by one of the country's most diverse combinations of academic and service programs.

Purpose

- To offer courses leading to undergraduate and graduate degrees in those specialized areas necessary to prepare students to pursue careers in communication- and information-related areas.
- To provide students with a broad education that will allow them to become productive and creative citizens in society and leaders in their professions, their communities, and the nation.
- To encourage students to pursue further formal study and self-education in communication- and information-related areas.
- To engage actively in research and service.

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cmci

ONE COLLEGE • ONE CULTURE • ONE PLAN

Vision

We aspire to be the premier college of communication, information and media, an inclusive community of scholars and artists recognized for creative collaborations, public scholarship and interdisciplinary programs.



Mission

Our college cultivates reflective agents of change, creates new knowledge, and fosters forward thinking practices for emergent media, communication and information landscapes.

Our graduates go forth as proactive leaders with the confidence, knowledge and skill to address the humanitarian, social and technological challenges of the 21st century.

106

What Makes a Mission Statement?

- Are both mission and vision statements necessary?
- Are mission statements unique?
- What should be the primary elements of a mission? What should be included?
- How much detail should a mission statement include?
- A mission statement is a “statement of promises.”



107

Developing a Mission Statement

- A list of promises
- Personification – if the College was a woman/man what would s/he be like?



108

Developing a Mission Statement

A strategic filter:

- Motivating
 - Inspires core ideas; resonates with key stakeholders
 - Simple direct language
 - Fewer than 25 words
 - Memorable



109

Developing a Mission Statement

A strategic filter (continued):

- Strategically sound
 - Supports the university mission and values
 - Acts as a “compass” for future activities
- Distinctive
 - Vis-à-vis similar schools
 - Vis-à-vis university mission

» John O'Mera - USF



110

Our Mission

Draft Mission Statement

Key Words and Phrases



111

Tab 6 Values



112

Pike Place Fish Market DVD



113

Fish Quiz

- What is the mission of the Pike Place Fish Market?
- What values characterize the Pike Place Fish Market
- What characterizes the College of Communication and Information in the way that “playing at work” characterizes the Pike Place Fish Market? What is unique about the culture here?



114

Fish Quiz

- If someone were to make a similar documentary about the College of Communication and Information what would be the main points? (e.g., for the fish market they are “make their day.”)
- What values characterize the College of Communication and Information, and what values should guide the work of the university in the future?



115



116

Draft Mission

Insert here...



117



118

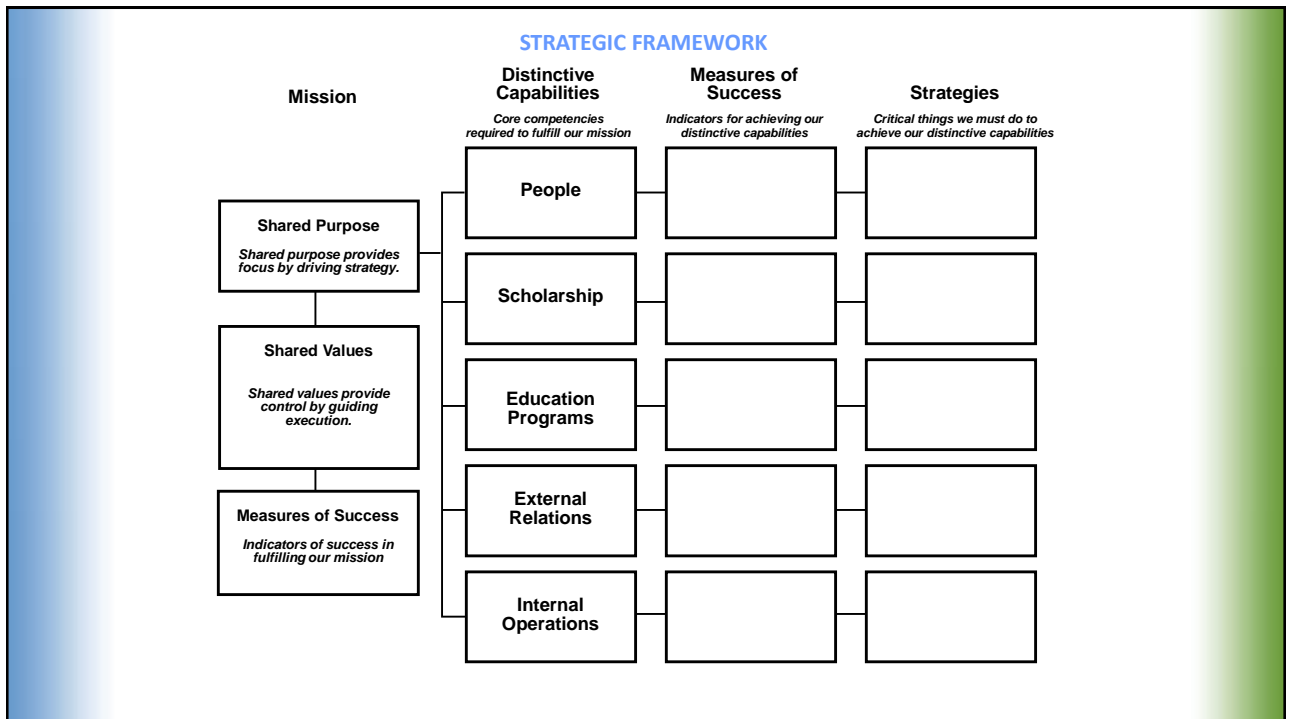
Tab 7: Distinctive Capabilities, Measures, and Strategies

And

Tab 8: Task Force Assignments

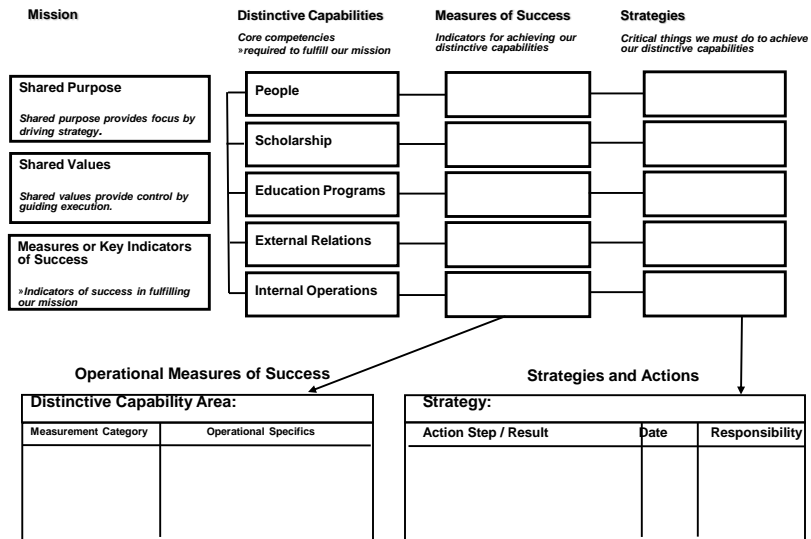


119



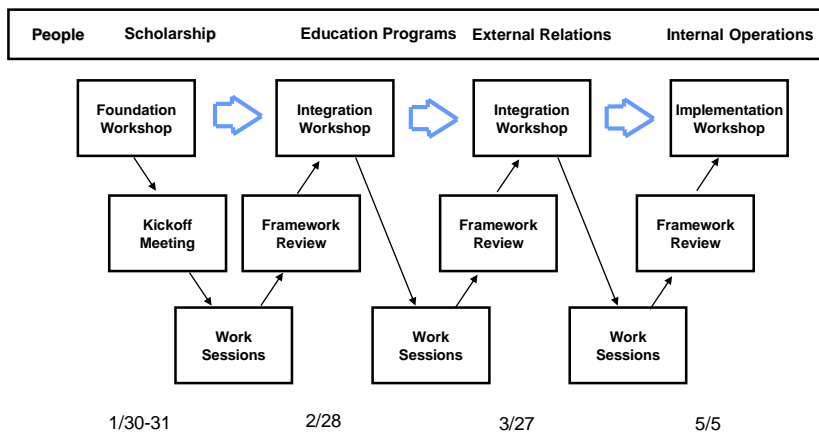
120

STRATEGIC FRAMEWORK



121

Strategic Framework – Work Plans



122

Distinctive Capabilities

Competitive success follows from focusing every element of an organization on a strategic vision. Achieving that vision requires the development of superior competence, or the ability to excel, in a set of **distinctive capabilities** which have **special value** to a **particular segment** of the marketplace.

Excellence by itself is not enough. It must be excellence in areas of **strategic significance**, i.e., in areas that determine the outcome of competition in the marketplace for ideas, for faculty, for students, for funds...



123

Focus™ methodology

Distinctive Capabilities: three tests

- Stakeholder Value
 - The capability makes a disproportionate contribution to stakeholder-perceived value.
- Competitor Differentiation
 - The level of capability is uniquely held or is substantially superior to that of competitors.
- Extendibility
 - The capability provides a basis for future value-adding programs and services

-- Adapted from: Competing For The Future, Hamel & Prahalad, 1994



124

Have you Tested Your Strategy Lately?

1. Will your strategy beat the market (your competition)?
2. Does your strategy tap a true source of advantage (distinctive capability)?
3. Is your strategy granular about where to compete?
4. Does your strategy put you ahead of the trends?

Chris Bradley, Martin Hirt and Sven Smit, "Have you Tested your Strategy lately?" McKinsey Quarterly, December 2011



125

Have you Tested Your Strategy Lately?

5. Does your strategy rest on privileged insights
6. Does your strategy embrace uncertainty (The Black Swan syndrome -- The Black Swan: The Impact of the Highly Improbable by Nassim Taleb)?
7. Does your strategy balance commitment and flexibility?
8. Is your strategy contaminated by bias?
9. Is there conviction to act on your strategy?
10. Have you translated your strategy into an action plan?



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Measures: A Critical Part of Strategy

- Shape and sharpen lofty aspirations into operational terms.
- Balance the interdependent components of success.
- Focus on drivers of success to enable timely correction – creates benchmarks.
- Provide continuous communication with the marketplace.
- Focus for information gathering and reporting processes.



127

Thought Starters: Purpose and Values

Key Stakeholders

- All Stakeholders

Suggested Areas to Examine

- Mission
 - Shared Purpose
 - Shared Values
- Steering group for other task forces
- Communications about the planning process



128

Thought Starters: People

Key Stakeholders

- Students
- Faculty
- Staff
- Administrators
- *Others...*

Suggested Areas to Examine

- Organizational culture
- Recruitment, hiring, orientation
- Faculty/staff development
- Performance management
- Faculty/staff relationships
- Diversity
- Communications
- *Other...*



129

Distinctive Capability Examples: People

Nebraska Business is a community engaged in discovery. Students, faculty and staff to develop and use their strengths for professional advancement, personal fulfillment and service to society. Nebraska Business is the place to be. (University of Nebraska - College of Business)

We are a community committed to excellence and service to others and we believe our potential is God given and our life path follows a calling. (Baylor University- Business)

Develop a culture of inclusive excellence with an appreciation for diversity, integrity, generosity and mutual respect. (College of Media, Communication and Information (University of Colorado)



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Distinctive Capability Examples: People

CAMD is a community of students, faculty, staff and administrators with a shared commitment to developing tomorrow's leaders and global citizens. This mission is undertaken in a collegial and supportive climate where positive, cooperative interactions are encouraged. This takes place in an environment where critical and informed risk thinking are valued and a variety of perspectives and approaches are respected. (Northeastern – College of Art, Media and Design)

We are an inclusive, respectful culture fostering creativity, innovation and collaboration through transformative and rewarding experiences. (UNLV – College of Fine Arts)

Promote a diverse, equitable, and in the well-being and success of all students, faculty, and staff. (Iowa State University College of Design)



131

Area: People

Distinctive Capability

Members of the School community experience personal and professional growth and satisfaction in a learning environment characterized by mutual respect, trust and openness.

Measures

- Satisfaction of School community members
- Quality and diversity of faculty and staff
- Recruitment success
- Turnover rates
- External recognition of faculty

Strategies

Attract and retain a diverse faculty and staff who are committed to student participative learning and to intellectual growth and discovery.

Establish unmatched opportunities for individual development of faculty and staff, consistent with their career goals, and within the School's mission and distinctive capabilities.

Implement written annual evaluation procedures and, for faculty, promotion and tenure criteria that reward in a meaningful way activities that serve the School's mission.

Maintain a collegial, supportive environment in which faculty and staff are able to work together and develop the fullest extent of their abilities.

132

Thought Starters: Scholarship/Service

Key Stakeholders

- Students
- Faculty
- Academy
- Business Community
- Government
- *Others...*

Suggested Areas to Examine

- Scholarship Definition
 - Discovery
 - Integration
 - Application
 - Teaching
- Expectations of faculty
- Areas of research focus
- Integration with learning
- Integration with practice
- *Other...*



133

Distinctive Capability Examples: Scholarship

CAMD merges traditional modes of scholarship and creative enterprise to foster and reward critical reflection and engaged problem solving in a changing world. (Northeastern College of Arts, Media and Design)

We are a passionate community dedicated to exploring and advancing the diversity and depth of creativity (UNLV College of Fine Arts)

Fuqua is a leader in management research. Our research is seminal. Others teach what our faculty writes. (Duke)

Ensure academic excellence through support for faculty in research and creative work and the ability to engage undergraduates in research opportunities. (College of Communication, Media and Information – University of Colorado)



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Distinctive Capability Examples: Scholarship

To establish creative practice and research of our faculty, staff, and students as a key institutional imperative that is imbued in our curriculum within the context of a research university so as to raise our national and international profile and increase our research resources and revenues. (University of Michigan M Stamps School of Art and Design)

We conduct individual and collaborative research to advance understanding of urban and regional problems, develop useful tools and techniques, and strengthen the links between place, policy, and design. (University of Michigan Taubman College of Architecture and Urban Planning)



135

Distinctive Capability Examples: Scholarship

A robust research culture advances knowledge and creativity while enhancing student and faculty experiences. C&IS will provide undergraduate and graduate students with experiences that promote scholarship and faculty mentor relationships. We are also committed to developing our research culture by increasing the level of research and creative activity while further integrating research as part of the student learning experience by providing resources and support to achieve research objectives and compete nationally and internationally. (College of Communication and Information – University of Alabama)

Impactful business scholarship that enhances the College's reputation and visibility through basic discovery and applied research as well as doctoral education (Carson College – WSU)



136

Area: Scholarship/Service

Distinctive Capability

A nationally-recognized faculty, actively engaged in discovering, integrating, applying and disseminating both disciplinary and interdisciplinary knowledge, having both long-term and immediate influence.

Measures

- Research accomplishments
- Recognition of scholarship by peers
- Faculty productivity
- Integration of scholarship and teaching
- Participation of students in research
- External funding of scholarship

Strategies

Produce quality research that addresses major issues facing managers of complex organizations, with emphasis on interdisciplinary issues.

Create forums for discussion of scholarship among School faculty, visiting faculty, and Ph.D. students, including structured events, a visiting scholar program and informal gatherings.

Created a faculty committee to develop critical scholarship pathways that the School will support through faculty hiring and Ph.D. fellowships.

Review and, where necessary, make changes in workloads and teaching schedules to enhance the production of research, while maintaining emphasis on outstanding teaching.

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Thought Starters: Education Programs

Key Stakeholders

- Students
- Faculty
- Business Community
- *Others...*

Suggested Areas to Examine

- Scope/emphasis of:
 - Undergraduate
 - MBA
 - Specialized Masters
 - Ph.D.
 - Certificate
- Curriculum development
- Student advising/mentoring
- Partnerships with practice
- Technology requirements
- *Other...*

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Distinctive Capability Examples: Education Programs

In an urban learning environment CAMD prepares students for professional and scholarly opportunities, lifelong social engagement, and career success. The college uses emerging technologies and a flexible curriculum to enhance traditional disciplinary study. CAMD embraces the symbiotic relationship between theory and practice and sustains the premiere cooperative learning program in the nation. (Northeastern – College of Art, Media and Design)

The College of Fine Arts provides illuminating, innovative and experiential learning opportunities, integrated with the unique and creative environment of Las Vegas. Students graduate with cutting-edge skills and daring vision leading to careers that transform the local and global community. (UNLV College of Fine Arts)



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Distinctive Capability Examples: Education Programs

Fuqua leads in management education worldwide, providing world- class learning experiences, and excelling in providing international competencies. (Duke)

We teach our students to be rigorous thinkers, skilled experts, and wise counselors to public leaders and citizens alike. (University of Michigan College of Architecture and Urban Design)

We* co-create custom experiential learning trajectories and synergies of knowledge. We develop future professionals who push the boundaries of any one discipline and drive design and planning to address the dynamic and complex problems of our world. *Faculty, Staff, and Students (College of Architecture – University of Nebraska)



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Distinctive Capability Examples: Education Programs

Prepare students to become professionals who make a positive impact in a fast changing, multicultural, global community. (Iowa State University College of Design)

Amazing educational experience that is meaningful, purposeful, functionally designed, and skill-based, that prepares students to succeed in a dynamic, global and virtual environment (Carson College-WSU)

Relevant educational programs characterized by a culture of innovation, excellence, professional immersion, Christian values and global perspective. (Hankamer College of Business, Baylor University)



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Area: Education Programs

Distinctive Capability

A student-centered learning environment, built around select educational programs, that prepares individuals for life-long professional and personal success.

Measures

- Curriculum quality; recognition by peers
- Curriculum development, innovation
- Classroom and research integration
- Quality and quantity of students
- Market assessment of graduates
- Recognition of outstanding teaching

Strategies

Develop an internal program review process for both undergraduate and graduate degree programs. Globalize the MBA curriculum

Maintain a teaching environment that employs a variety of teaching methods, learning experiences and personal interactions that improve student learning in all undergraduate programs.

Develop criteria for reducing the number of undergraduate programs from eight to three or four.

Collaborate with the University in the development of distance learning programs, courses and course components, partnering with external organizations where appropriate.

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Thought Starters: External Relations

Key Stakeholders

- **Alumni**
- Employers
- Business Community
- General Community
- Donors
- Prospective Donors
- Parents
- Media
- *Others...*

Suggested Areas to Examine

- Qualities of relationships:
 - Targeted constituencies
 - Partnerships
 - Communications
- Student recruitment/financial aid
- Career services/placement
- Development/Philanthropy
- *Other...*



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Distinctive Capability Examples: External Relations

The CFA provides our partners a unique opportunity to make a difference:

- To collaborate and lead the advancement of the arts, design, and scholarship in our local and global communities.
- Illuminate the power of the arts amidst breathtaking advancements in science and technology.

(UNLV College of Fine Arts)

The College of Arts, Media and Design will cultivate a professionally oriented, practical focus that forms the basis for mutually beneficial partnerships and relationships with our stakeholders.

(Northeastern – College of Art, Media and Design)



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Distinctive Capability Examples: External Relations

Our faith-based heritage and commitment to integrity provides the foundation for collaborative and mutually beneficial relationships with our stakeholders.
(Hankamer College of Business, Baylor)

Utilizing our academic programs, exhibitions and public events, research initiatives and partnerships - the School is committed to cultural porosity that engages unconventional and diverse constituencies to contribute to a knowledge exchange between our school and the communities that we serve.
(USC School of Architecture)

Nebraska Business is the academic hub that fosters mutually beneficial, enduring relationships among its stakeholders.
(University of Nebraska, College of Business)



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Distinctive Capability Examples: External Relations

The college is committed to using its expertise to aid in the development of the state and its citizens by increasing the ability to find, transmit, analyze, and create the information services and products that will encourage economic growth and improve the quality of life.

(College of Information and Communication, University of South Carolina)

We "close the loop" by building and stewarding relationships among business leaders, students, alumni, faculty and staff in our local, regional and world communities to inspire future investment and engagement in the Carson College of Business.

(Carson College - WSU)



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Area: External Relations

Distinctive Capability

Unparalleled excellence in our ability to create and foster mutually beneficial partnerships that earn our stakeholders' active involvement in providing vital support to the School.

Measures

- Market assessment of graduates
- Quality and quantity of employers
- Visibility and interaction with constituencies
- External constituent satisfaction
- Amount of contributions received
- Participation rates within donor groups

Strategies

Identify and initiate relationships with organizations that the School desires to partner with on a variety of activities, including research and executive education.

Focus fund raising efforts on specific high priority projects, including graduate fellowships, faculty development and scholarships.

Organize an Office of External Affairs and Public Relations within the School.

Work with the employer community to increase the number of student and faculty internships.

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Thought Starters: Internal Operations

Key Stakeholders

- Students
- Faculty
- Staff
- Administrators
- External groups
- Others...

Suggested Areas to Examine

- Structure:
 - Streamlining
 - Transparency
 - Governance
 - Resource allocation process
- Technology management/support
- Information systems
- Facilities utilization/management
- Other



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Distinctive Capability Examples: Internal Operations

The Marriott School of Management is characterized by not just satisfactory, but delightful institutional interactions with each stakeholder. Each time a stakeholder deals with MSM, the interaction is efficient, effective and positive.

(Brigham Young)

Develop and provide administrative, financial and technological tools and procedures to build the foundation from which CAMD can excel and flourish.

(Northeastern – College of Art, Media and Design)

Nebraska Business is an efficient, effective, and adaptive organization that advances our mission and provides a rewarding experience for all stakeholders.

(University of Nebraska – College of Business)



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Distinctive Capability Examples: Internal Operations

The College of Fine Arts provides efficient operational support for students, faculty, and staff; by providing state-of-the-art facilities, that create opportunities for exceptional academic and artistic activities, focusing on fostering strong community engagement.

(UNLV College of Fine Arts)

We deliver a customer-focused university experience built on dedication to the campus where our community members live, learn and work.

(MSOE University)

To provide leadership, operational support and state of the art facilities that will create an environment for faculty, staff and students to engage in innovative scholarship, research and artistic expression. (USC School of Dramatic Arts)

An easy to navigate infrastructure that optimizes the use of human, facility, financial and technological resources that aligns with the mission of the College, fosters faculty and staff effectiveness and supports the student experience. (DePaul)



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Area: Internal Operations

Distinctive Capability

An efficient organization and support systems that enable faculty and staff to engage in effective scholarly activities, and to prepare students for life-long professional and personal success.

Measures

- Organizational and management effectiveness
- Faculty and staff productivity
- Faculty, staff and student satisfaction with services
- Quality of student counseling and services
- Utilization of technology and facilities
- Quality of working conditions

Strategies

Streamline the organizational structure of the School, assuring efficient internal operations and administration.

Enhance the quality of decision-making through an improved planning and budgeting process.

Assess the School's technology support needs on a five-year horizon, and develop a plan, including funding strategies, to meet identified needs.

Improve the scheduling of facilities in support of the mission. Provide a secure environment for students and School personnel.

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STRATEGIC FRAMEWORK

Mission

Mission
To provide the highest quality education for business and academic leaders and to advance the understanding and practice of management through scholarship.

Measures of Success

- Ranking among benchmark schools
- Leadership positions held by our people
- % increase in endowment
- % increase in graduation rate
- Community reliance on the School
- Fidelity to our mission and values

Distinctive Capabilities

People

Scholarship/
Service

Education
Programs

External
Relations

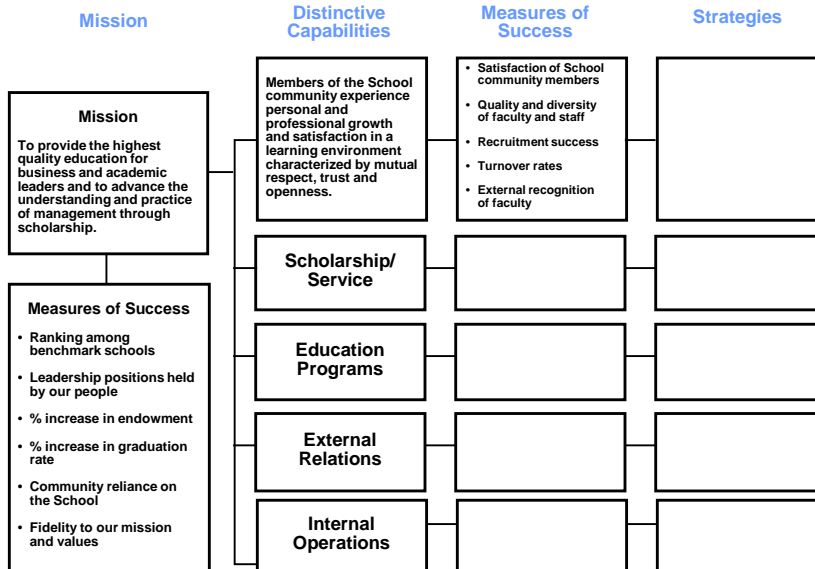
Internal
Operations

Measures of Success

Strategies

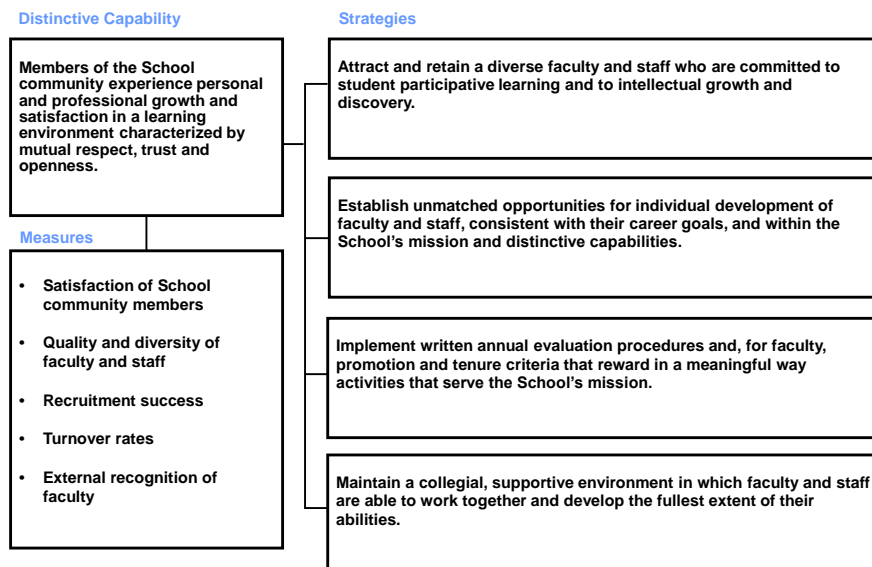
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STRATEGIC FRAMEWORK



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Area: People



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Task Forces

People:

- Chair -
- Co-Chair –

Scholarship/Service:

- Chair -
- Co-Chair –

Education Programs:

- Chair
- Co-Chair –

External Relations:

- Chair
- Co-Chair –

Internal Operations:

- Chair
- Co-Chair

Mission and Values:

- Chair -
- Co-Chair –



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Area: _____

Distinctive Capability

Strategies

Measures

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Strategies / Action Steps

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Strategies and Actions

Strategy:		
Action Step / Result	Date	Responsibility



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Measures of Success

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Measurements

Distinctive Capability Area:	
Measurement Category	Operational Specifics



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Tab 9: Integration and Implementation Workshops



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Integration Workshop Agenda

- Report on the working statement of mission
- Reports of the five Distinctive Capability Task Forces
- Format of the two sessions:
 - Highlights of Task Force Recommendations
 - (10 minutes)
 - Interactive dialogue with the planning team
 - (20 minutes)
 - Individual written comments and priority rankings
 - (10 minutes)
 - Overall synergies and opportunities
 - (30 minutes)
 - Task Force meeting time
 - (90 -120 minutes)



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Integration Workshop Roles

Distinctive Capability Task Forces

- Present highlights of recommendations.
- Identify perceived areas of interdependence.
- Identify perceived areas of convergence.
- Take notes on comments received.

Strategic Planning Team

- Listen!
- Ask questions – Clarify understandings.
- Dialogue on Task Force recommendations:
 - Build on ideas that you support.
 - Challenge ideas that you do not support.
- Identify new issues to be framed.
- *Task Force Review* comment form



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Implementation Workshop Agenda

- Report on the working statement of mission
- Brief Reports of the five Distinctive Capability Task Forces
 - (10 minutes each)
- Strategic plan emerging themes
- Priority strategies within themes
- Implementation, accountability and next steps
- Summary
- Celebration!



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Task Force Review Form

Task Force Review

(to be completed by all participants at each Integration Meeting for each Task Force)

Distinctive Capability Area: _____

Strongly Disagree

Strongly Agree

1. The statement of Distinctive Capability clearly articulates the core competency that the school needs in this area to fulfill its mission. 1 2 3 4 5
2. Suggestions for changes to the Distinctive Capability statement:
3. The Measures will clearly indicate success in achieving the Distinctive Capability. 1 2 3 4 5
4. Suggestions for changes to the Measures:
5. The Strategies are necessary and sufficient to achieve the Distinctive Capability. 1 2 3 4 5
6. Suggestions for changes to the Strategies:
7. Please call me for more specific suggestions concerning the statements of Distinctive Capabilities, Measures and Strategies:

(name)



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A strategy has power to the extent that the stakeholders of an organization can describe:

- the strategy in their own words,
- the relevance of the strategy to their own work,
- their roles in making the strategy succeed, and
- their gain in making the strategy succeed.



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How will we know if what we have started here has been be worth our time?

What are the measures of success for this strategic planning process?



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What are we going to say to people
about what happened at this workshop,
and give them the opportunity to
participate in our continuing dialogue?



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