

STRATEGIC AND ACADEMIC PLANNING

INTRODUCTION TO PROJECT EXPERIENCE

Based on Eva Klein’s graduate studies in strategic planning and her more than three decades of work in higher education, EKA has abandoned complex, time-consuming, overly-formal strategic planning processes in favor of highly-focused efforts to clarify vision, define competitive niches, and take positions on highest-priority *issues* about which the institution must make decisions or clarify priorities.

Two objectives of such *issues-based* strategic planning are to:

- Achieve consensus about the main elements/strategies for strategic transformation
- Provide a clear and accepted framework for business, budget, and operational decisions on an ongoing basis.

EKA has completed many engagements in institution-level strategic planning, as well as special strategic planning at the system level and, occasionally, for certain institutional functions.

Formal Credential in Strategic Planning

In the early 1980s, Eva Klein’s MBA studies at The Wharton School, The University of Pennsylvania included course work with the late Dr. Russell Ackoff, renowned for his work in planning and systems thinking.

She has worked for more than two decades to apply elements of Dr. Ackoff’s *idealized design* and *systems thinking* to planning models for higher education.

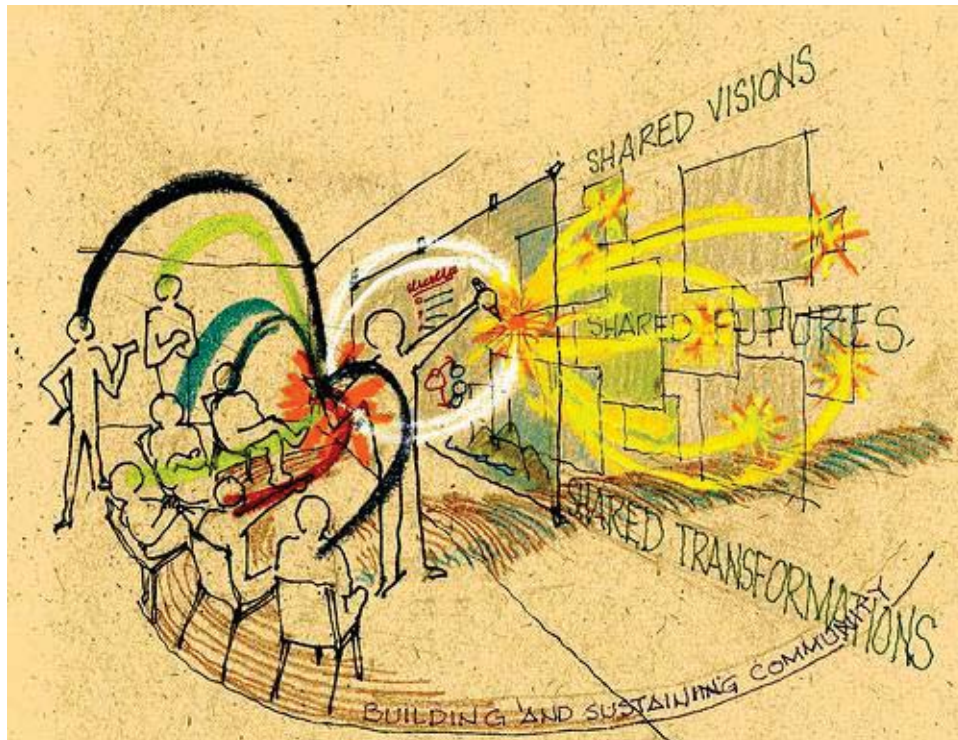
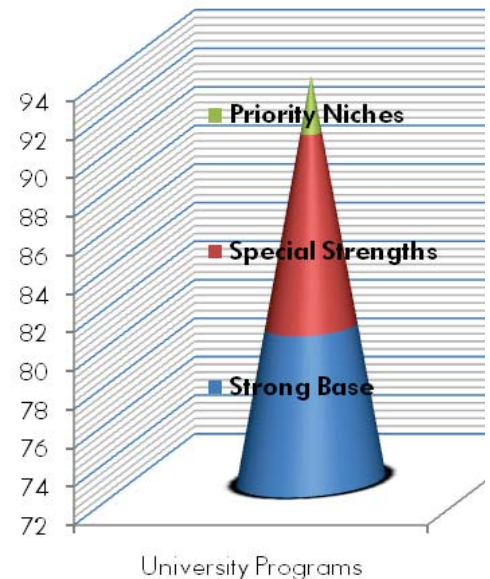


Image courtesy of Bruce L. Flye, Jr., bruceflye.com



Examples of strategic planning and academic planning engagements follow.

STRATEGIC ASSESSMENT OF UNMET POSTSECONDARY EDUCATION NEEDS AND ACADEMIC PROGRAM PLAN

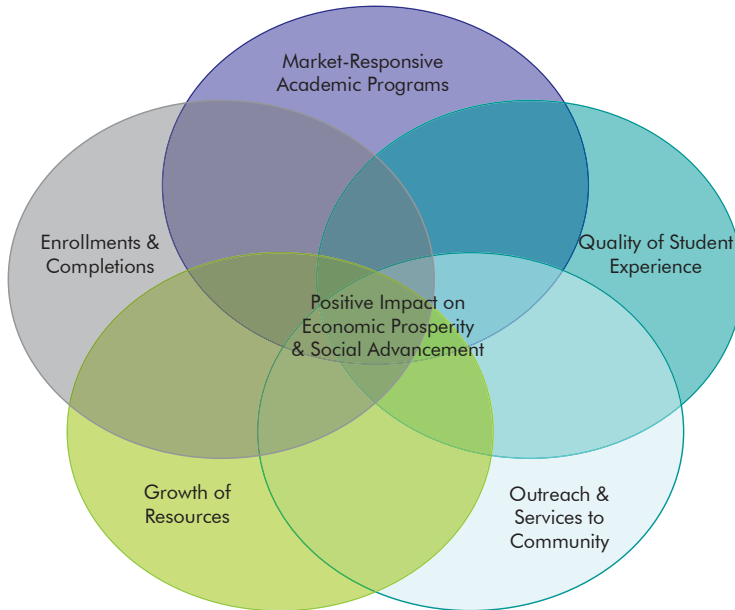
LOUISIANA STATE UNIVERSITY SYSTEM AND LSU IN SHREVEPORT

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Highlights:

Strategic and Policy Analysis
Needs Assessment (Regional Education and Economic Development Needs)
Academic Program Planning



Since the mid-1990s, EKA has been engaged by various clients in Shreveport/NW Louisiana for planning *knowledge-based economic development* strategies. More recently, EKA was engaged by the Louisiana State University System (LSU) on a sole-source, “request” basis for two projects:

Assessment of Unmet Postsecondary Education Needs in Shreveport-Bossier

First, the LSU System Office asked EKA to provide a study of higher education program needs in Shreveport-Bossier, in response to a study on the same subject that had been conducted by NCHEMS for the Louisiana Board of Regents. Aspects of the NCHEMS conclusions were of concern to the LSU System leadership. EKA reviewed the NCHEMS data and findings; conducted limited research; reviewed EKA’s prior economic development planning data for the area; and produced a narrative essay on the metro area’s unmet education needs—including major re-interpretation of the economic development needs of the population and region (differing from NCHEMS’ conclusions).

Academic Program Plan for LSU in Shreveport

Following the above study, the LSU System Office and LSU in Shreveport (LSUS) asked EKA to help LSUS develop a revised strategic plan for Academic Programs.

Initially, the idea was to identify *new* program offerings that would meet emerging needs, but the study turned into a comprehensive *new* review of all LSUS programs. The new *Academic Program Plan* includes:

- Elimination of some existing (but unproductive) programs
- Modifications to some existing programs
- Entirely new programs, including new collaborative programs
- Related recommendations about marketing, student advising, and academic reorganization.



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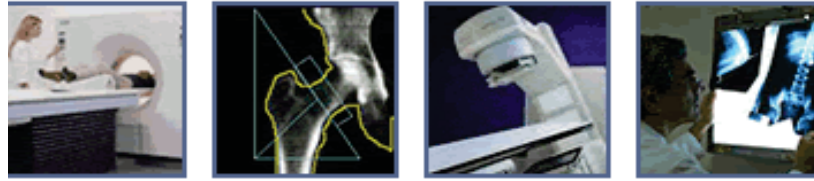
Highlights:

- Academic Program Planning
- Strategic Planning
- Health Sciences Workforce Forecasts;
Peer Data; State Data
- Strategies for Enrollment Growth and
Program Partnerships



STRATEGIC ACADEMIC PROGRAM PLAN

DEPARTMENT OF ALLIED HEALTH SCIENCES, SCHOOL OF MEDICINE
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL



EKA was engaged, on a sole source basis, to facilitate creation of a *Strategic Academic Program Plan* for Allied Health, in the School of Medicine at UNC-Chapel Hill. The Department wished to respond comprehensively to forecasted health care and workforce/occupation needs of North Carolina—within the broader context of UNC-Chapel Hill’s responses to economic development and other needs of the State—as represented in UNC President Bowles’ *UNC Tomorrow*.

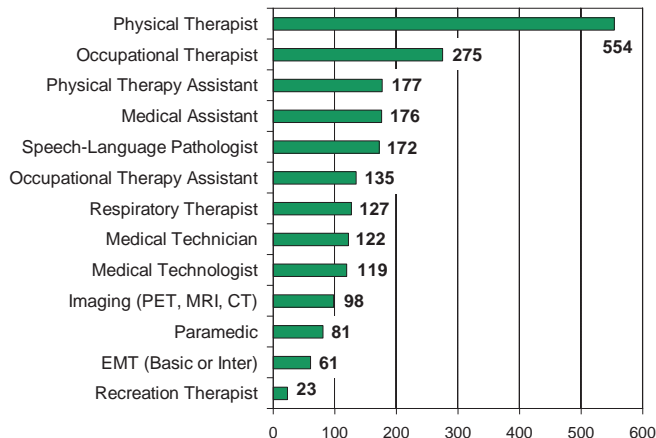
This planning process was led by the Chair and key faculty. EKA organized data collection and analysis, as well as a series of interviews, forecasts of professional/occupational needs; information about other programs/resources in the State; out-of-state peer university allied health programs; and specific needs for preparation of community college faculty.

The *Strategic Academic Program Plan*, submitted to the University, outlined strategies for:

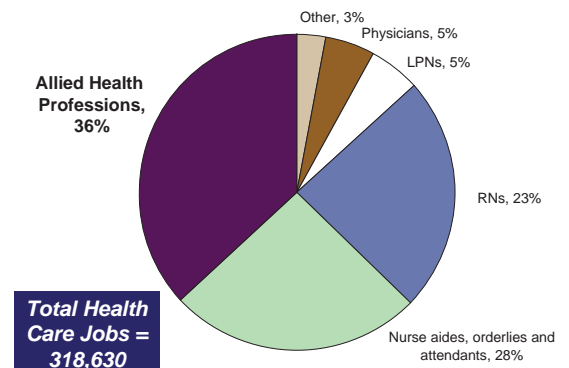
- Educational program growth, stability, or phase-out, including new programs
- Research growth priorities and strategies
- Strategies for enhanced clinical services in the community and clinical training—including multidisciplinary clinics
- New opportunities to leverage UNC-CH’s resources by engaging in collaborative programs with other UNC institutions and the community colleges.

EKA assisted the Department in assessment of resource needs, including budget, space/facilities, faculty/staff, and organization. EKA was principal author of the two-volume Plan document.

This was Phase 1 of the planning effort—aimed at securing the Chancellor’s and the Board of Governors’ approval and initial funding for program changes and expansion. Phase 2 is intended to create detailed “academic program and business plans” for program implementation for each new program strategy and for growth of the overall Allied Health “infrastructure,” including organization, faculty, staff, research programs, and facilities resources.



Health Care Jobs in North Carolina, 2006



STRATEGIC PLAN

COLORADO SCHOOL OF MINES



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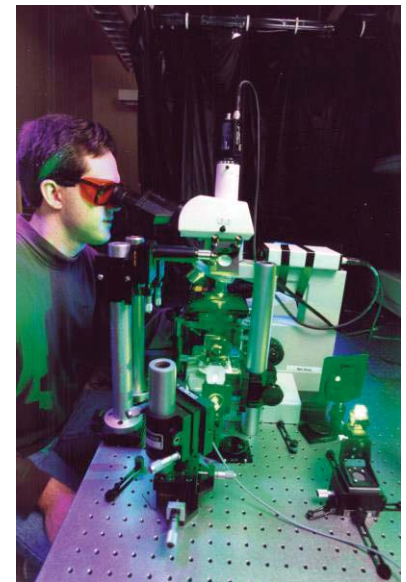
Highlights:

- Strategic Planning—Intensive Process with University Leadership and Faculty
- Extensive Analyses—Enrollments, Faculty, Staff, Research, Budgets, Facilities
- Coordination with Campus Master Plan

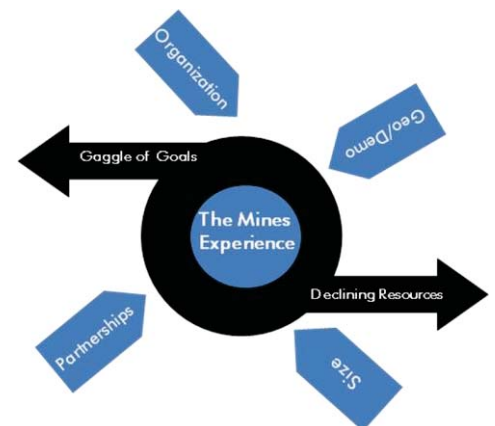
EKA supported this highly specialized institution in strategic planning. Mines has matured from its early focus on mining to become a diverse science and technology university. Mines offers certain relatively unique programs and an innovative model of undergraduate education. In recent years, there had been growth in graduate education and research, and the institution had been feeling strain in its resources, particularly as the State of Colorado had been decreasing its commitments to higher education.

EKA designed a planning process that centered on a small planning group, consisting of the president and vice presidents. The Mines Board and Advisory Board, and campus faculty and staff also were engaged.

Following interviews, EKA prepared a White Paper that outlined the major strategic decisions that this institution needed to make. The process then centered on developing and “testing” decisions on these issues. EKA worked with the Vice President for Finance and others to prepare analyses of student, faculty, and research growth, along with revenues, financial aid, faculty mix and workloads, and other budget parameters—based on different assumptions. The *Strategic Plan* was published and is being implemented.



		Focus Areas			
		Energy	Environment	Earth	Engineered Materials
Platform Areas	Computational Sciences				
	Biosystems				
	Systems & Design				
	Engineering Sciences				
	Basic Sciences				
	Economics				
	Humanities & Social Sciences				



STRATEGIC PLAN

NEW JERSEY CITY UNIVERSITY

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Highlights:

Strategic Planning—Issues-Based

Urban Institution

Extensive Stakeholder Process



This institution is an urban university serving a highly diverse student population. Its initial history was as a normal school and, later, teachers' college.

Following various data collection initiatives and changes in the state governance structure for higher education, the President of the University decided to undertake a new planning process.

EKA provided facilitation of strategic planning for this institution, working with a leadership group. NJCU accepted EKA's suggestions about changing its contemplated planning process to adopt an issues-based planning approach.

EKA conducted initial interviews and prepared a planning White Paper, in which were articulated 10 strategic decision issues that are relevant for the institution's decisions at this time.

Then, EKA led a series of planning sessions with the University Strategic Planning Council to frame responses to the 10 issues, and drafted the *Strategic Plan*.

STRATEGIC PLAN

LSU HEALTH SCIENCES CENTER IN SHREVEPORT



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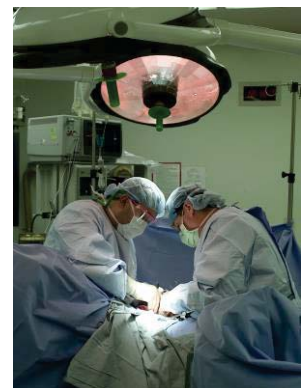
- Academic Health Sciences
- Strategic Growth Scenarios—Especially Research
- Plan for Multidisciplinary Centers & Institutes



EKA facilitated and documented a *Strategic Plan* for the LSU Health Sciences Center in Shreveport, which recently had attained independent campus status, with its own chancellor and budget. As the campus only recently became a separate entity from LSU Health Sciences Center in New Orleans, this was its first-ever strategic plan.

The planning effort included extensive interviews, review of data, benchmarking with other academic medical centers, and selection of priority areas for future investment and growth, including formation of six institutes. EKA worked with the Chancellor/Dean, individual faculty and faculty groups, and the Boards of two related foundations. This Strategic Plan is designed to guide program development, fundraising, and capital facilities development for the next 10 years. It sets forth ambitious targets for growth in mission and program activities.

A major focus was on creating the niches for the institution’s research mission. Faculty and staff were engaged in strategic dialogue and the Plan was prepared. The strategies included general strategies for supporting research growth and designation of several multidisciplinary institutes. The Chancellor/Dean and faculty have been implementing various strategies in the Plan with success. Among the most important initial accomplishments are growth in research activity and in research support functions and several management initiatives.



EDUCATIONAL MASTER PLAN (FOR CAMPUS MASTER PLAN)

SUFFOLK COUNTY COMMUNITY COLLEGE

Client Contact Information:

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Highlights:

Academic Program Review

Needs Assessment—Community and Economy

Enrollment Projection

Organization Solutions for Multi-Campus Delivery



As subcontractor to Perkins Eastman, EKA was consultant for developing the *Educational Master Plan* for Suffolk County Community College. As part of *Campus Master Plan* development, the *Educational Master Plan* was to define program strategies that took into account community and industry needs.

Also, there was a mandate to make program recommendations that would emphasize a “one-college concept” for this three-campus institution.

The main elements of the revision of the *Educational Master Plan* involved a community and industry needs assessment, a review of enrollment trends and projections, a review and revision of the College’s existing Strategic Plan and a curricular review based upon the community and industry needs assessment

In close consultation with the College, an *Educational Master Plan* was developed that addressed programs that needed expansion, modification, elimination, and new programs that needed to be created, and provided an approximation of ordering and priorities for new and expanding programs.

To emphasize and support implementation of the “one-college concept”, EKA worked with the College to determine a model for the most appropriate and efficient location of programs among the three campuses, as well as to establish clearer identities and areas of focus for each campus.



Master Plans for Ammerman, East, and West Campuses
Suffolk County Community College
Images Courtesy of Perkins Eastman

STRATEGIC VISIONING FOR PROGRAM ALLIANCE IN EARTH SCIENCES AND ENVIRONMENT

GEOLOGICAL SURVEY OF CANADA, WITH THE UNIVERSITY OF OTTAWA, AND CARLETON UNIVERSITY

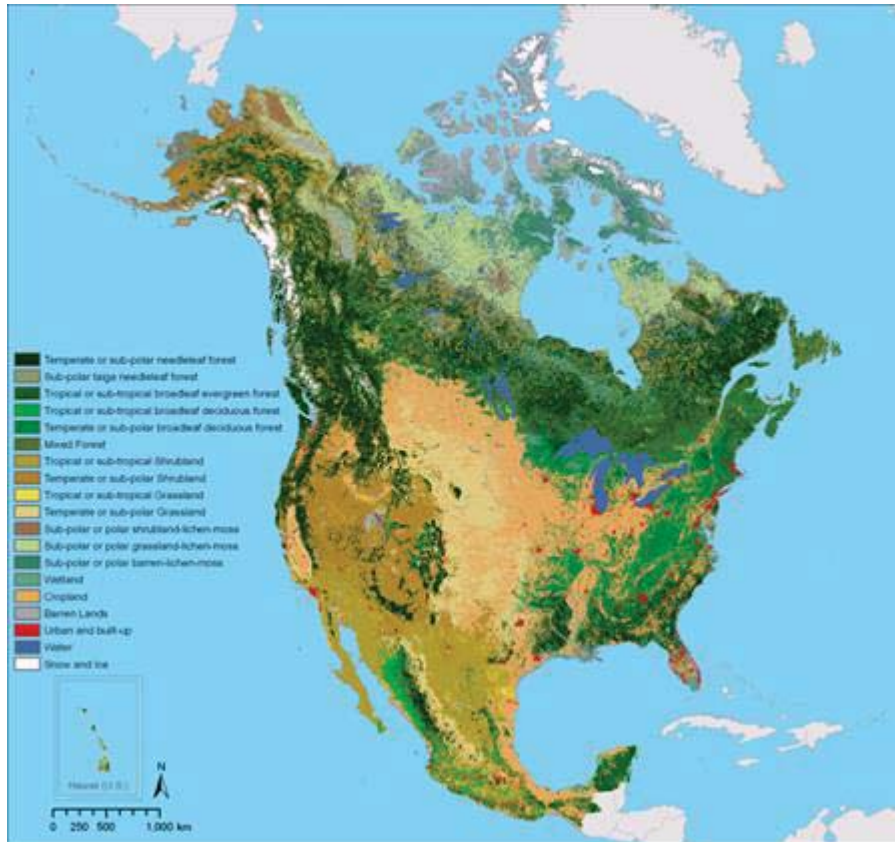


Image source: Natural Resources Canada,
<http://www2.nrcan.gc.ca>

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Highlights:

- High-Level Strategic Dialogue—Multi-Institution
- Focus on Innovation System and Engagement Collaborations Between Universities and Federal Agency
- Earth and Environment Focus
- Planning Process Design and Facilitation

Following Eva Klein's invited keynote address to the Canada Foundation for Innovation in 2007, one of the participants, from the Geological Survey of Canada, asked EKA to plan and facilitate a retreat-style visioning session among the three key knowledge institutions in Ottawa.

The Geological Survey of Canada is a part of the Earth Sciences Sector of Natural Resources Canada. The GSC is Canada's premier agency for geoscientific information and research, with world-class expertise focusing on geoscience surveys, sustainable development of Canada's resources, environmental protection, and technology innovation. The University of Ottawa and Carleton University are the two major public institutions in Ottawa.

The strategic objective of the session was to discuss and decide on how they might truly collaborate more purposefully to extend and strengthen the research base and innovation system in the Ottawa region. One of the major strategic questions was whether and how to establish an integrated campus, in Ottawa, as the *Earth and Environment Campus*, with all three institutions providing instructional and research programs—not just co-located but collaborative.

EKA's scope of work included review of extensive background information about the programs of the universities and the Survey; design of the agenda; preparation of materials including an opening presentation on the Knowledge Economy; facilitation of the dialogue; and documentation of the day's discussions and decisions in a post-session work paper, with Executive Summary.

STRATEGIC/BUSINESS PLAN DEVELOPMENT

CENTER FOR MOLECULAR MEDICINE & IMMUNOLOGY, NEWARK, NEW JERSEY

The **Center for Molecular Medicine and Immunology (CMMI)** was established in 1983 as a not-for-profit, independent, specialized cancer research center to focus on the development of biological strategies to detect and treat cancer. Initially, it was located at, and affiliated with the University of Medicine and Dentistry of New Jersey, in Newark.

Ms. Klein developed a strategic plan, with a financial/business plan for this center. The strategic plan included projections of research grant funding; numbers of senior researchers, junior research staff, administrative and operational support staff; and requirements for equipment and support systems. CMMI asked EKA to update the Strategic/Business Plan two years later.

Since that time, CMMI severed its relationship with UMDNJ and relocated to Belleville, New Jersey, where it has opened the Garden State Cancer Center, as its clinical facility.

STRATEGIC PLAN

LONG ISLAND UNIVERSITY

Long Island University wished to integrate management and operations of its six "federated" campuses, to achieve economies and improve productivity—but without sacrificing the benefits of local campus identity and diversity. Ms. Klein assisted the University by conducting a review of existing internal planning mechanisms and by providing the basic elements for design of a new strategic planning process suitable for a multi-campus environment.

STRATEGIC PLAN

WAGNER COLLEGE

Upon conclusion of an organization study, Ms. Klein was asked to assist the president and senior administration in designing a strategic planning process and served as planning session facilitator.

The design and conduct of the strategic planning process was intended deliberately to serve as the vehicle for opening and improving communication and for developing new habits for shared decision responsibility.

STRATEGIC PLAN

IONA COLLEGE

Ms. Klein assisted Iona College in strengthening its internal planning capabilities and in the formulation of a comprehensive long-range strategic plan.

After assessing its internal planning environment through a review of appropriate documentation and interviews of senior administrators, faculty, and staff, Ms. Klein recommended a planning process specifically taking into account Iona's historical grass-roots approach to planning and its special Christian heritage and traditions. Ms. Klein served as trainer-facilitator to the Iona College's senior management and planning group.

STRATEGIC PLANNING

COLLEGE OF NEW ROCHELLE

Eva Klein designed and conducted a strategic planning training seminar for senior administrators.



Garden State Cancer Center

