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UNIVERSALIZING GLOBAL LEARNING IN THE 21ST-CENTURY ACADEMY

Mapping Your International Agenda for Strategic Planning

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Overview of Strategic Planning in a University Context

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Global Education Consultant

Benefits of Strategic Planning

- Creates a framework for determining the direction a university should take to achieve its desired future,
- Provides a framework for achieving competitive advantage,
- Allows all university constituencies to participate and work together towards accomplishing goals,
- “Raises the vision of all key participants, encouraging them to reflect creatively on the strategic direction” of the university
(Hax & Majluf, 1996, p. 32),
- Allows the dialogue between the participants improving understanding of the organization’s vision, and fostering a sense of ownership of the strategic plan, and belonging to the organization,
- Aims to align the university with its environment,
- Allows the university to set priorities.

(A. Lerner, 1999)

Unique elements of strategic planning in a university context

- Longer term horizon: 5+ years vs. 2-3 years
- Shared governance requires consensus model
- Values vs. bottom line orientation
- Who is the customer?
- Decentralized organization and power

Laying the Groundwork

- Level: University wide? School? Department?
- Is the timing right for success?
- Do you have support from the key leaders?
- Who do you invite to the table?
 - Stakeholders (faculty, administration, students)
 - Experts & Influencers
 - Multiple perspectives

What does the team need to know?

- Institutional profile and history
 - Results of prior strategic plans
- Inventory of existing assets
- Benchmarking : peers and aspirational peers
- Introduction to specific issues:
 - What does it mean to globalize?
 - How does this apply to our particular context?

MISSION/VISION

- Organization purpose
- Philosophy
- Aspirational future state

STRATEGIC KNOWLEDGE

- Environmental Scan
- SWOT
- Benchmark
- GAP
- Values & Culture

ONGOING STRATEGIC PROGRAMMING

- Strategic Goals
- Action Plans
- Tactics

STRATEGIC LEARNING & THINKING

- Adjust to unforeseen issues
- Assessment

SWOT Analysis :

FACTORS THAT MAY AFFECT DESIRED OUTCOMES

INTERNAL	EXTERNAL
STRENGTHS	OPPORTUNITIES
WEAKNESSES	THREATS

University of Phoenix Analysis using Porter's Five Forces Model



Gap Analysis : $2+2=5$

AN OBJECTIVE BASED MODEL

- Difference between current position and desired future = GAP
Goal : Increase international student graduation rate from 60% to 80%
- Identify specific strategies and resources to close 20% GAP
 - analyze causes of low graduation rate
 - focus resources to close the GAP

(Asanoff, 1965 in A. Lerner (1999))

SMART GOALS MODEL

Specific

Measurable

Agreed Upon

Realistic

Time & Cost Bound

Challenges

- Creating a grassroots vs. top down process
- Commitment from the top
- Identifying and managing inhibitors
- Leaving room for creative input
- Implementation
- Assessment and Adjustment
- Fatigue

References and Resources

- **A Strategic Planning Primer for Higher Education**, A. Lerner (1999)
<http://grapevine.laspositascollege.edu/academicservices/documents/InstitutionalEffectiveness/CSUStrategicPlanningReport.pdf> (accessed 2/10/14)
- **A Practical Guide to Strategic Planning in Higher Education**, K. Hinton
<https://www.scup.org/page/resources/books/apgsphe>
- **Be Strategic On Strategic Planning**, P. Sanaghan & K. Hinton
<http://www.insidehighered.com/advice/2013/07/03/> (accessed 2/10/14)

Resources (cont'd)

- Examples of Mission/Vision Statements
 - Ohio State OIA: <http://oiadev.oia.ohio-state.edu/mission-and-vision> (accessed 2/14/14)
 - University of Minn: <http://www1.umn.edu/twincities/history-mission/> (accessed 2/14/14)
- Strategic Plan Example
 - <http://www.cornell.edu/strategicplan/appendices.cfm#appendix-c> (accessed 2/10/14)

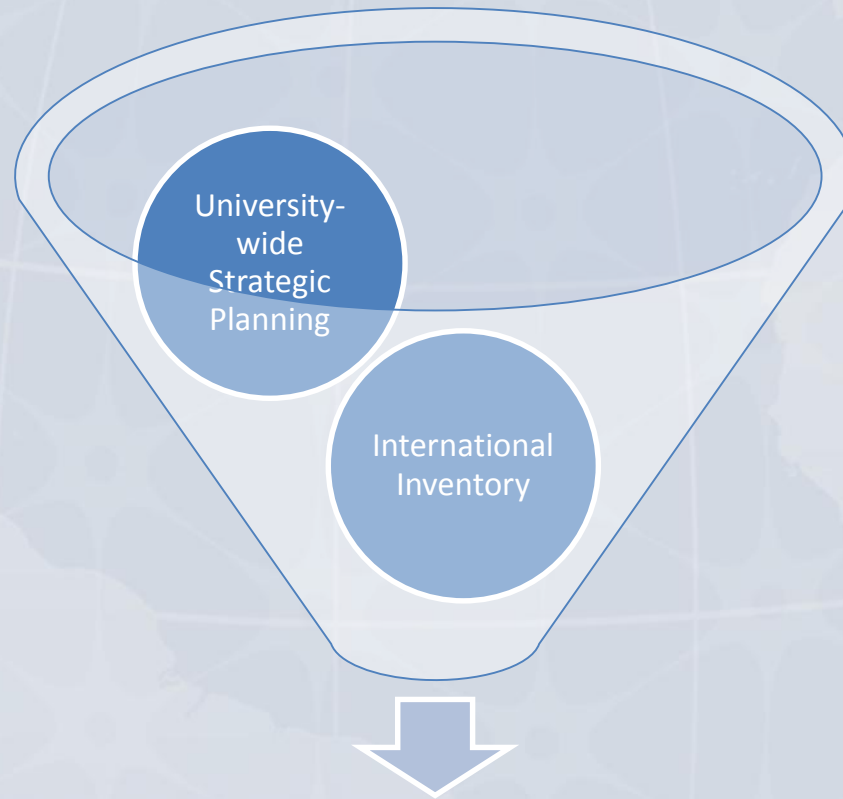
Leveraging International Inventory Data to Inform Strategic Planning

Joanna Regulska

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Two-Prong Approach to International Strategic Planning



International Strategic Plan

Why an International Inventory?

- Need to understand international landscape
- Assessment of internationally-focused activities
- Assessment of institutional commitment to internationalization at different institutional levels
- Gauge the depth of efforts in different units
- Identify opportunities (both formalized and non-formalized)
- Need for data

Why a University Strategic Plan?

- Establish focus, direction, and priorities for the organization
- Develop a clear roadmap guiding the next 5-10 years
- Changing higher education landscape in the state bringing new challenges and opportunities

Rutgers University: Institutional Context

- Founded in 1766 (8th oldest university)
- 33 schools
- Approximately 24,400 faculty and staff
- More than 65,000 matriculated students from all 50 states and more than 115 countries
- Nearly 450,000 alumni, one of the nation's largest alumni networks
- Campuses in New Brunswick/Piscataway, Newark, and Camden, with additional locations throughout New Jersey



Recent Milestones

July 2011:
Established the
Centers for Global
Advancement and
International Affairs
and appointed VP
for International
and Global Affairs

Fall 2012:
Announce move to
Big Ten and CIC

July 2013: Establish
Rutgers Biomedical
and Health Sciences



Fall 2012: NJ voters
pass bond act for
higher ed
construction

December 2012:
Launch strategic
planning process

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INVENTORY OF INTERNATIONAL ENGAGEMENT

International Inventory: Purpose

Paint a comprehensive picture of international engagement at Rutgers

Learn from different academic units (deans, center and institute directors, and selected faculty) about their internationalization priorities

Reinforce the importance of “Global” to university mission

Demonstrate GAIA Centers’ commitment to working with deans, faculty, and center and institute directors to meet their goals

Method

Individual interviews with each school's dean conducted by outside consultant



Electronic survey of internationally engaged faculty identified by deans



Electronic survey of directors of centers and institutes

Who did we hear from?

28 deans

- 100%

70 directors of
centers and institutes

- 23.2%

119 faculty members

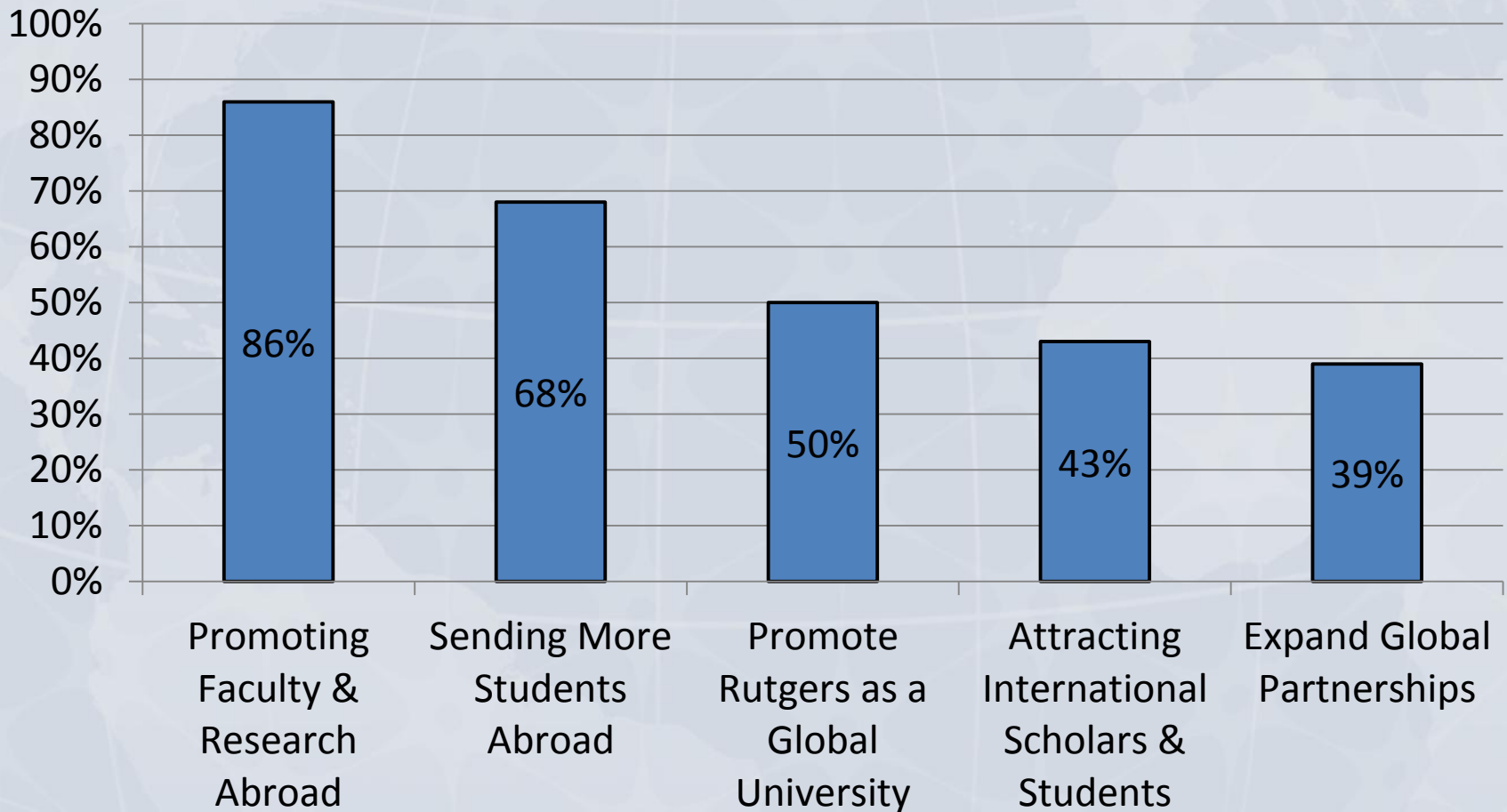
- 73.5%

Sample Questions

- Deans
 - International priorities for their school, GAIA Centers, and Rutgers?
 - What international activities does your school participate in?
 - What dedicated funding do you have for international activities?
- Faculty
 - Describe your involvement in teaching, research, and service outside the U.S.
 - Awards, honors, fellowships, or other recognition received for your international work.
 - What are your top three recommendations for strengthening Rutgers' reputation as a globally engaged institution and how can GAIA Centers' help you?
- Center and Institute Directors
 - Describe the work you are doing that has an international element.
 - Provide your best estimate of the percentage of your work that has an international element.
 - Is expanding your global engagement a priority? Describe where you see potential. How can GAIA Centers' support your work?

Priorities

(Percent chosen as top three priority for the deans)



UNIVERSITY STRATEGIC PLAN

University Strategic Plan: Purpose

- Build on historic strengths while developing new programs
- Capitalize on new milestones
 - Integration with UMDNJ
 - Passage of state bond act for higher education
 - Entrance into Big Ten and CIC
- Address forces reshaping higher education

Input from Across the University

Channel	Description	# of People Reached
1:1 interviews	1:1 interviews with individuals across all key stakeholder groups	147
Focus groups	Group discussions with stakeholders on the strategic plan	390
Surveys	Online survey on topics including current performance, level of change needed, and importance of various goals	77,780
Town halls, faculty forums, & retreats	Larger engagement forums included town halls, open discussions led by the President for faculty only, and two team retreats	1,300
Departmental discussions	Departments met to discuss 6 questions around the strategic plan and submitted written responses	3,500
Website comments	Opportunity for community members to submit input online	128

Strategic Plan Overview

Aspiration

To be broadly recognized as among the nation's leading public universities: preeminent in research, excellent in teaching, and committed to community

Integrating Themes

- Cultures, Diversity, and Inequality—Local and Global
- Improving the Health and Wellness of Individuals and Populations
- Creating a Sustainable World through Innovation, Engineering, and Technology
- Educating Involved Citizens and Effective Leaders for a Dynamic World
- Creative Expression and the Human Experience

Strategic Priorities

Envision
Tomorrow's
University

Build
Faculty
Excellence

Transform the
Student
Experience

Enhance Our
Public
Prominence

Foundational Elements

- Strong Core of Sciences and Humanities
- Inclusive, Diverse, and Cohesive Culture
- Effective and Efficient Infrastructure and Staff
- Financial Resources Sufficient to Fund Our Aspirations
- Robust Shared Governance, Academic Freedom, and Effective Communication

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STRATEGIC PLAN FOR INTERNATIONALIZATION

July '13: GAIA staff retreat focuses on strategic plan

Sept. '13: Memo sent to steering committee explaining importance of "international" in strategic plan

Fall '13: GAIA Sr. Staff and IAC members chair and participate in strategic planning committees. Memo circulated to committees.

Feb. '14: Strategic plan approved; Schools begin their own strategic plans

Feb. '14: GAIA shares inventory data for each individual school with deans

Feb. '14: IAC begins developing strategic plan for university's international efforts

Connecting Inventory and Strategic Planning

- Strategic Priority (one of four): Build Faculty Excellence
- Inventory indicators:
 - Nearly 60% of faculty hold appointments abroad
 - 83% of faculty have published in international journals
 - 81% of centers and institute directors have international collaborations
 - Deans identified GAIA Centers' international grant opportunities as critical
 - Faculty want comprehensive infrastructure for international research support

Thank you!

<http://global.rutgers.edu>

Strategic Planning: The Next Generation

Susan Carvalho

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Strategic Planning: The Next Generation

- First strategic plan for internationalization, in the modern era:
 - All dimensions of internationalization
 - Curriculum, Education Abroad, international students, faculty development, global strategy...
- Second strategic plan: what is the global strategy that gets all of the dimensions pointing in the same directions?

Strategic Planning: The Next Generation

- Targets and priorities
 - Not the whole world
 - Not building up your unit
- Institutional strategy for setting priorities; guidelines for making choices



Global Audits

- In the current environment, priorities should be based on making the good better, not on shoring up the areas of weakness
- Tier 1, Tier 2, Tier 3: admitting the areas of weakness, but focusing investment on areas where return-on-investment is most likely
 - Recognize faculty work, *then* select priorities

Balancing institutional and international strategic planning

- Speak the language of your campus
- Align metrics with the priorities and the style of campus-wide planning

NOT: How are we accomplishing our goals

But:

How are we moving the administration's goals forward?
How are we helping faculty and students to address the institution's goals?



UK's approach, 2013-2014

- Divide the world into regions
- 7 faculty-driven committees
- Over 100 faculty members from across campus
- Include the curmudgeons!



UK's approach, 2013-2014

Bold Vision

- To have a strategy is to put your own intelligence, foresight, and will in charge instead of outside forces or disordered concerns” (G. Keller 1983, Academic Strategy 75).
- “Any organization with competitors, with aspirations of greatness, or with threats of decline has come to feel the need for a strategy, a plan to overcome” (G. Keller 1983, Academic Strategy 75).
- “The boldness to which we aspire is to acknowledge that the world is our arena and that cutting-edge knowledge coupled with global engagement changes the world, the local community, and the lives of individuals”- Lou Anna K. Simon
- “Establishing a common strategic framework for specific internationalization projects provides a basis for coordination, consistency, focus, and the maximization of scarce resources over the long run.” (Hudzik & McCarthy 2012, Leading Comprehensive Internationalization iv)

Speak the language of your campus

Priorities for Internationalization

*Enhance
Educational Excellence*



*Educate world-
ready graduates*

*Transform the
UK Campus*



*Seek sustainable revenue
sources to enhance
opportunities for research & learning*

UK's approach, 2013-2014

Two Main Functions

Guide central investment & Focus/advance college priorities

To be effective it must:

- ✓ Be faculty-led
- ✓ Build on UK strengths and external opportunities
- ✓ Offer coordination and synergy in a value-based financial model

UK's approach, 2013-2014

International Strategic Planning Process



UK's approach, 2013-2014

Questions and Discussion For IAC and Deans

1. What can we do to make this process most worthwhile for your college and UK?
2. What input would you offer at the outset?
3. How can we make this process useful for your college-level strategic planning?

UK's approach, 2013-2014

- I. Asset mapping
 - What does UK already have established in this region?
 - Who and where are our strongest institutional partners?
 - What UK strengths (in faculty, curricular programs, research, expertise) can we bring to the table, and that matter to this region?
 - Thinking thematically as well as regionally, what areas of UK strength would you identify, that matter to this region?

UK's approach, 2013-2014

II. Opportunity mapping

- What are the US (Dept. of State, Dept. of Education, etc.) priorities and how do they link to potential sources of external support, for this region?
- What external opportunities would you identify? What other sources of collaborative funding might be leveraged for this region, including our in-country partners or partners from a third region (e.g. Europe)?

UK's approach, 2013-2014

III. What are the strengths and opportunities, or UK needs related to this region, in the core areas defined as priorities? (other priorities may be added by your committee:

- Curriculum and co-curriculum
- International student (primarily undergraduate) recruitment and management
- Strategic faculty hiring & academic integration
- Research & engagement linked to external funding
- Other (e.g. global health, faculty exchange, infrastructure, etc.)

UK's approach, 2013-2014

IV. Based on the above, if we want to enhance UK's activity in the region, what would most help increase our level of activity and leverage both UK's strengths and external opportunities?

- An office in the region – where?
 - A core institutional partner – criteria?
 - Regional working groups on campus?
 - Thematic clusters?
 - Strategy in Washington DC?
- etc.

UK's approach, 2013-2014

V. What is your bold vision for a fully developed UK focus in that region? Would this be in the top tier (if UK has only 3-4 areas of priority focus), in the second tier, or for later development? (“strategic latency”)



UK's approach 2013-2014

- China-specific roadmap – what do we need to do now, to strengthen our infrastructure for where we want to be in 2020?
- The report will be the backbone of annual reporting not only for our unit but for the college's internationalization agendas



“Strategic Planning & Priorities for Coordination of Global Initiatives”

- Starts with campus-wide global learning outcomes, tailored to our campus culture
- Tier 1, Tier 2, Tier 3
- For each region:
 - I. Asset Mapping:
Current Assets, Emerging Strengths
 - II. Recommendations (including thematic areas of focus/synergy, partnerships, alumni, recruitment, education abroad)
 - III. Other Notes
- Appendices – recruitment data, EA data, resource analysis

Thank You!

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<http://global.rutgers.edu/events/2014-aiea>