Implementation Workshop

May 14, 2012

Overview of process to date

Strategic Effectiveness

Good enough plan

Move immediately to implementation

**Review progress regularly**

**Make adjustments and communicate**

* **What’s working**
* **What’s not working**
* **What has changed that requires adjustment in the plan**

Focus on results, not activities

Good preliminary implementation plans

Be clear how going to imbed review and adjustment cycle

Review of changes to the map from CPP retreat

Tracks of work

* Phase 1
  + Financial models and reallocation; revenue enhancement
  + Strategic priorities and decision making
  + Identity
  + Excellence and Signature/distinctive programs
* Phase 2
  + Setting the bar for excellence
    - Outcomes
    - Identify and prioritize signature experiences
    - Foster engaged and new pedagogies and best practices wherever learning occurs
    - Strengthen advising to foster student learning and success

Keys to Successful Implementation

* Single most important variable to success is effective leadership in 3 critical roles – all three need to be present and working collaboratively effectively
  + Executive or sponsoring role
    - Sponsor is person or group that says that this is the strategy
    - Key – person or group who can make the go or no go decision on strategy/implementation priorities; this is what we’re going to do
      * Ability to shift resource allocation behind what is going to be done (human, financial, support like technology)
  + Lead agent, front line leader or champion – how we’re going to get it done; responsible for making it happen; almost never the sponsor; often a couple of champions around a team
    - Co-leads often effective
    - Responsible for actually carrying out the plan to achieve a given goal
  + Supportive leader or consultative leader
    - Not necessarily formal authority but can bring necessary support, e.g. IT, CIE/IR, HR
  + Strong teams staffed with the right people
    - Right front-line leaders plus right expertise
  + Clearly defined, result-based implementation plans; not activities based
  + Aligned human, financial and support resources
  + Effective approach to minoring implementation and making appropriate adjustments – coordination, review points – set dates
  + Well-defined indicators/measures of success
  + A clear line of sight that lets each person see “how I make a difference.”

Strategic plan represented in strategic map sets college-wide priorities, track of work A, track of work B; school/program/unit plans – both lead to individual key results and can show impact at school/program/unit or college-wide priorities

* Need compelling rationale to get folks to self-engage and self-manage

Preliminary Implementation plans

* Result-based plans
* Each work group needs to get to a meaningful milestone

Detailed implementation plans

Dominant culture

* Subcultures throughout organization
* How subcultures interact will have to be dealt with
  + Need clear principles and transparency of how carried out
* Incremental improvements key to helping to avoid severe change

**Models for Reallocation/Revenue Enhancement**

1. Realistic assumptions to guide future budgeting (e.g. scholarships, enrollment size, affordability, state appropriations)

2. Completed design for a comprehensive financial model (all sources of revenue and expense; integrating capital and operating budgets)

3. Completed scenarios that test the effectiveness of using the model to assess the impact of strategic options identified by other implementation teams

4. Revised budget process to support

5. Define and prioritize revenue enhancement opportunities

**Distinctive Identity**

1. A “ready to vet” statement of TCNJ’s current identity, based on the mission statement and work of Cognitive Marketing
2. A completed process to secure feedback from a broad cross-section of the TCNJ community on the statement of TCNJ’s current identity
3. A recommended final version of the statement of identity
4. Identification of key external audiences to whom TCNJ wants to communicate its core message
5. Suggestions for the effective implementation of messaging strategies to communicate TCNJ’s identity to prioritized external audiences to as input to Strategic Map Objectives A-4
6. Continuously update the statement of identity, incorporating the input from other strategy groups – such as Signature Programs

**Strategic Decisions and Processes**

Need clear alignment of:

Leadership

Process and clarity of role

Culture

Institution-wide framework for planning, resource allocation and assessment; increasing connection between the institution plan and unit plans

* Review and adjust cycle for every level of plans

1. Effective completion of the strategic effectiveness cycle for year 1 of implementation; transition from planning to a successful first year of implementation

* Work groups
* Periodic reviews and adjustments – communicated results
* Technical assistance for alignment

2. A TCNJ-wide framework for integrating planning, resource allocation and assessment using an integrated, transparent approach. This will include clarifying

* Decision making criteria
* Who makes the decision
* Values to guide the process – transparency, etc.

3. Increased alignment of school, program and unit plans with the college’s strategic plan

4. Benchmarks and metrics to define key elements of institutional success

5. Completed assessment of organizational factors that contribute to and inhibit increased organizational effectiveness

* Organizational culture
* Faculty and staff development
* Resource allocation

Doing of work

**Excellence and Signature Programs**

1. Completed review – higher education literature and best practices of validated transformational learning experiences (vs. programs per se) for criteria of excellence/signature (distinctive – unique to institution that distinguishes it) 12/1/12

* External research and comparator schools
* Internal – completed internal review of current and potential/emerging areas of excellence/distinctiveness
  + Report on the ad hoc committee on the assessment of transformation

2. Development of preliminary indicators of recognition to use as a basis for conducting an internal review 12/1/12

External recognitions as indicators – can develop/use other indicators

* Grant funding
* Faculty publications
* Yielding of students
* Employment and graduate school acceptances

3. Completed internal review of current and potential/emerging areas of excellence/distinctiveness (beginning **definitions** below) (12/1/12)

4. Draft recommendation on the desired learning outcomes and criteria for identifying (5/31/13)

* Characteristics of excellence – recognized as outstanding
* Areas of distinctiveness – includes excellence but distinct or unique at TCNJ that distinguish us from others; factors in student choice or choice of students (grad schools, employers)
* Signature experiences

Draft recommendation on areas of future excellence/distinctiveness (12/31/13)

* Universal participation in select signature experiences
* Broad access to other signature experiences
* Targeted areas of TCNJ distinctiveness

Draft recommendations on the effective use of assessment to identify and support excellence and distinctiveness (TBD)

CPP constitute task forces – charges, how members are selected

Priority

Sequence

Interdependence and cross-team coordination

* Meetings of co-leads to update progress, inform and coordinate

Vince Lombardi – never lost a game but occasionally had run out of time