

Category 8:
Planning Continuous Improvement

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8C1 – Institutional vision

In January 2008, the Executive Vice President and Provost, working with the Strategic Operations Council, agreed upon a new vision and revised the strategic directions. The vision and four new directions currently guide the University.

Vision:

EMU will be the institution of choice for its stakeholders, embracing traditional and non-traditional learners.

Strategic Directions:

1. *Learning and Opportunity*: EMU will employ creative and innovative methods to ensure the success of each student, faculty member, and staff person. In addition, students and faculty will engage in their disciplines through practical, innovative, and supportive learning experiences, research, scholarly, and creative experiences. The results will be that:
 - Eastern Michigan University will be recognized for its strong undergraduate programs and will provide research opportunities, excellent co-curricular programs, and support systems that enhance the success of a talented and diverse student population; and
 - Eastern Michigan University will be recognized for the synergy of theory and practice in its graduate programs.
2. *Service and Engagement*: EMU will become a model for public engagement by linking students, faculty, staff, and alumni with opportunities to produce real-world value and practical experience that enhance learning and help address community needs.
3. *Diversity and Multicultural Perspective*: EMU will provide a collaborative, welcoming, and supportive culture where differing ideas, behaviors, and backgrounds contribute to the educational experience that includes a global and multicultural perspective, enhancing the individual, society, and the world.

4. *Building for the Future*: EMU will develop and enhance teaching and research support, technology, and facilities, as the institution strives to anticipate stakeholder needs.

8C2 - Short-term and long-term strategies aligned with mission/vision

EMU's long-term strategic priorities are being determined by the strategic-planning process. See 8P2.

EMU's objectives for the next 12-24 months were established simultaneously with the vision and four directions (8C1) and are reflected in Figure 8.1.

8P1 - Institutional planning process

Periodically, the mission of EMU is examined and revised by the leaders with input from the University's students, employees, and constituents.

Two new councils were formed in January 2008: Institutional Strategic Planning and the Institutional Budget councils. These councils are charged with implementing a strategic-planning process, which is appropriately linked with an emerging budgetary process. The planning process is shown in Figure 8.2.

8P2 - Selecting short-term and long-term strategies

All strategies are derived from an analysis of external and internal scans coupled with organizational strengths and capabilities. The scans address social, technological, economic, educational, and political (STEEP) current and emerging conditions and factors.

The recently initiated strategic-planning process (Figure 8.2) will yield revised strategic directions, criteria, and strategies. These revised directions and

Figure 8.1: Short-Term Strategies

Areas of Focus	Goals
Academic Programming and Scholarly/Creative Activity	1 High Priority - Increase funding for academic programs and Scholarly and Creative Activities
	2 Implement a refined program-review process
	3 High Priority – Complete a process for evaluating program sustainability
Students	4 High Priority - Increase enrollment headcount
	5 High Priority - Increase Student Credit-Hour (SCH) production
	6 High Priority - Improve student-retention and degree-completion rates
	7 High Priority – Increase occupancy in student housing
	8 Improve advising services
Faculty, Staff, and Administrators	9 Refine human-resources processes
	10 Develop, retain, and reward a professional workforce
Community Engagement and Service	11 Strengthen community relationships
	12 Establish external community-advisory committees
	13 High Priority - Maintain Division IA status in athletics and MAC league membership
Safety and Security	14 High Priority - Improve campus safety, security, and rapid-response processes and capacities to become exemplary in safety and security
Continuous Improvement, Planning Processes, and Accreditation	15 Integrate continuous-improvement processes campus-wide
	16 Launch an ongoing biennial strategic-planning process
Public Perception, Image, and Organizational Climate	17 Launch and sustain an integrated marketing campaign
	18 Improve communications with constituents
Revenues, Budget Processes, Facilities, Technology-Support	19 High Priority - Increase institutional net revenues
	20 Create an effective budgeting process
	21 High Priority - Enhance physical facilities
	22 Improve Eagle Crest Conference Center
	23 Improve ICT systems
Sustainability	24 Reduce the University's carbon footprint

criteria will be used to guide decisions and implement a long-term strategic plan for the institution.

and micro plans based on new strategic directions will serve as a framework for developing key action plans.

8P3 - Developing key action plans to support institutional strategies

Divisional and unit work plans are developed annually. Divisional leaders develop reports that are categorized by the strategic directions. The Balanced Scorecard Implementation Action Project team is currently identifying macro measures to be used and communicated to students, faculty, staff, administrators, and key stakeholder groups.

The short-term strategies in Figure 8.1 currently serve as a basis for action plans. As the new strategic-planning process is implemented, annual macro

8P4 - Coordinating and aligning planning processes

Based on a review and analysis of the previous strategic-planning processes, a new planning process has been developed, which is coordinated with budgeting and aligns with continuous improvement (Figure 8.2).

Within Academic Affairs, each program and department submits annual plans aligned with the HLC five criteria for accreditation. These plans are aggregated and reviewed, and used in developing college and divisional plans. Currently, similar processes are being initiated for all other divisions. A schematic depiction

Figure 8.2: Strategic-Planning Process

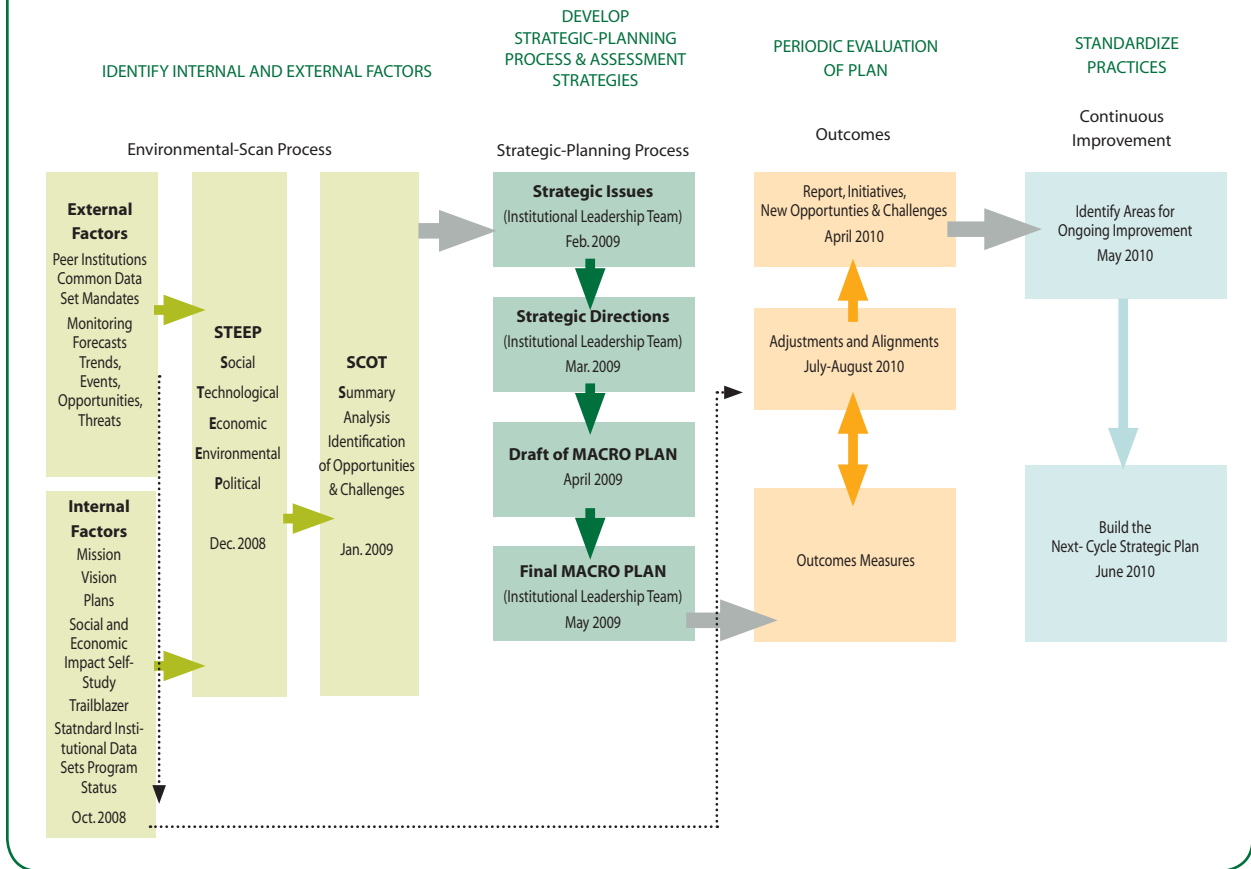
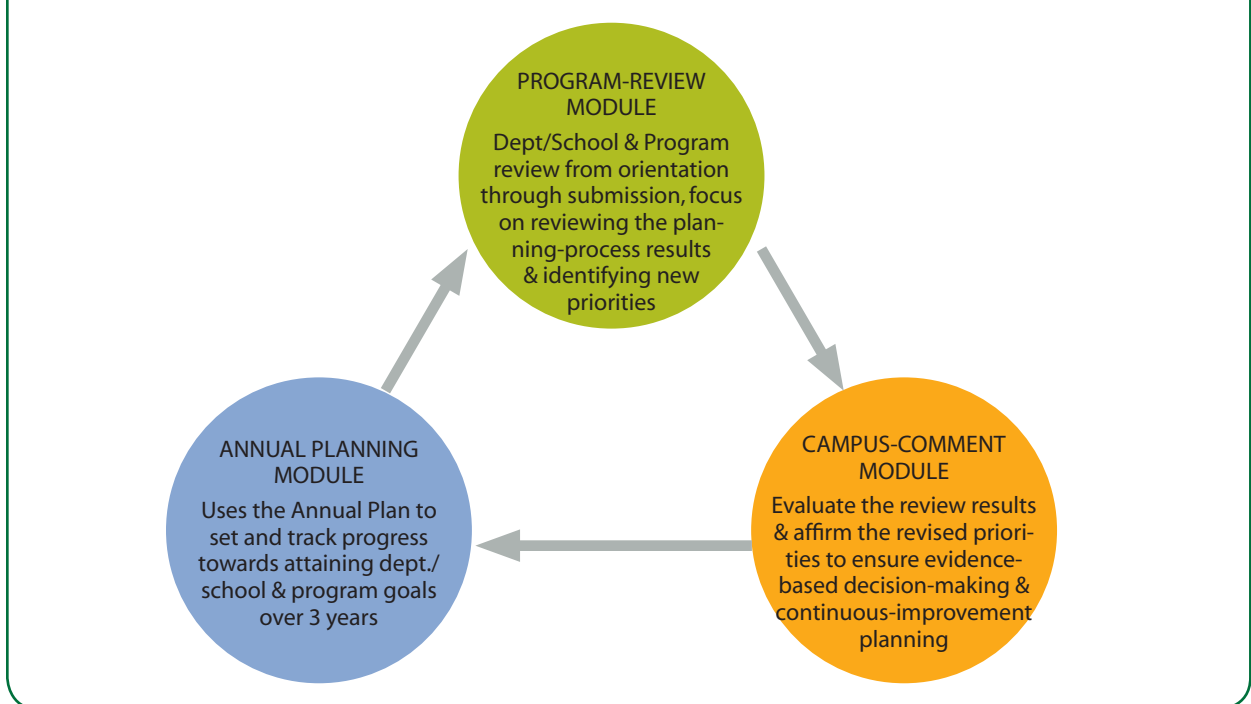


Figure 8.3: Integrated Program Review and Continuous-Improvement Cycle



of the Integrated Program-Review Process can be found in Figure 8.3.

8P5 - Selecting measures and setting performance projections

In the case of the short-term strategies listed in Figure 8.1, the measures and performance projections are generated by the Board of Regents and the SOC. Regarding long-term measures and performance projections, it is anticipated that a procedure for determining these measures will be implemented through the biennial strategic-planning process.

8P6 - Accounting for resource needs

Discussions at the Strategic Operations Council (SOC) result in recommendations to the President regarding resource allocations. The strategic-planning process calls for a Strategic Budget Council to prepare a budget process and guidelines consistent with strategic directions and initiatives for implementation.

8P7 - Ensuring faculty, staff, and administrator development

All divisions design specific training programs in response to changing institutional strategies and action plans (4C4, 4P5). During the Fall of 2007, the Executive Vice-President engaged the services of an outside consultant group to help develop the capabilities of those reporting directly to the President's office to respond effectively to change. The consultant group uses instruments and techniques that help identify problems within an organization, and armed with this information, interventions aimed at improving organization performance are implemented. A second group of administrators will be undergoing similar training during the spring of 2008.

8P8 - Measuring planning effectiveness

The Continuous Improvement and Planning Office (CIPO) evaluates continuous-improvement training programs and modifies these programs based on evaluation results. AQIP Team leaders meet and propose modifications to existing and future team training and operating practices. The Continuous Improvement Operating Council and Institutional Strategic Planning Council, in conjunction with the Balanced Scorecard AQIP team, are developing measures of the effectiveness of these systems for planning continuous improvement.

8R1 – Results

- The number of grant applications for research and development are up 15% over last year, and the dollar requests for those applications are up 106% or \$5.4 million.
- A new campus-wide paradigm for advising is under development by the advising sub-committee of the Retention Council.
- During Fall 2007, EMU's Department of Public Safety conducted Clery Act training for more than 160 campus-security authorities. EMU has implemented a Timely Warning, Daily Crime Summary Log, and Clery Act Crime Statistics Reporting policies. A 16-point safety and security plan has been implemented.
- EMU's action project on Quality Service Delivery has led to process improvements within the Office of Financial Aid, and process-improvement teams have been implemented in other divisions and units on campus. This project was presented at the HLC annual conference in April.

8R2 - Projections of performance

A number of projections are included in the goals for the current academic year. Examples include: increase federal grant and contract applications by 10-15 percent, implement recommendations from AQIP action project on Academic Advising, and improve campus safety, security, and rapid-response processes.

EMU's action project on Quality Service Delivery has led to quality standards for the service-delivery areas of the institution, a generic survey tool to help assess satisfaction, and a toolkit that can be used to improve customer satisfaction in higher education.

8R3 – Comparisons of performance

This area has not been investigated yet.

8R4 - Evidence of effectiveness

There are a number of new process-improvement teams on campus. The AQIP Academic Advising Action Project has been expanded to a retention team and the Balanced Scorecard project has moved from initiation to the implementation stage.

Results from the Quality Service and Academic Advising AQIP project teams have led to changes in the delivery of services to constituents and advising processes. Training in the use of the IDEA model and principles of continuous-improvement have been requested by additional departments not previously involved in continuous-improvement efforts, e.g., Physical Plant, Career Services, and Leadership and Student Involvement.

Based on institutional assessment of previous strategic-planning processes a new planning process has been developed that is coordinated with budgeting and aligns with continuous improvement. Within Academic Affairs each program and department electronically submits annual plans aligned with the HLC five criteria for accreditation. These plans are aggregated and reviewed, and used in the development of college and divisional plans. Currently, similar processes are being initiated for all other divisions.

8I1 – Improvement of current processes

In January 2008, EMU formed a Continuous Improvement Operating Council that will review continuous-improvement initiatives and seeks to improve these efforts.

8I2 – Setting and communicating targets

EMU is still in the process of setting and communicating targets and is not yet ready to report process improvements in this area.