Strategic Planning Workshop
An-Najah University
February 13th & 15th 2012

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&

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Northwestern University

Center for Excellence in Learning and Teaching

Searle Center
for Teaching Excellence

USAID
FROM THE AMERICAN PEOPLE

AMIDEAST
Expanding Opportunity through Education and Training
AMERICA-MIDEAST EDUCATIONAL AND TRAINING SERVICES, INC.

Welcome: A few words about the center

TFs trained on five modules

- Course redesign

- Assessment

- E-learning

- Problem-based learning

- Critical thinking and active learning

Activities: To Be Implemented
Existing Faculty

- Technology integration workshops
- Seminar course redesign
- Problem-based course design
- Community-based course design

RW
Participants by college

CT & PBL in Research Courses
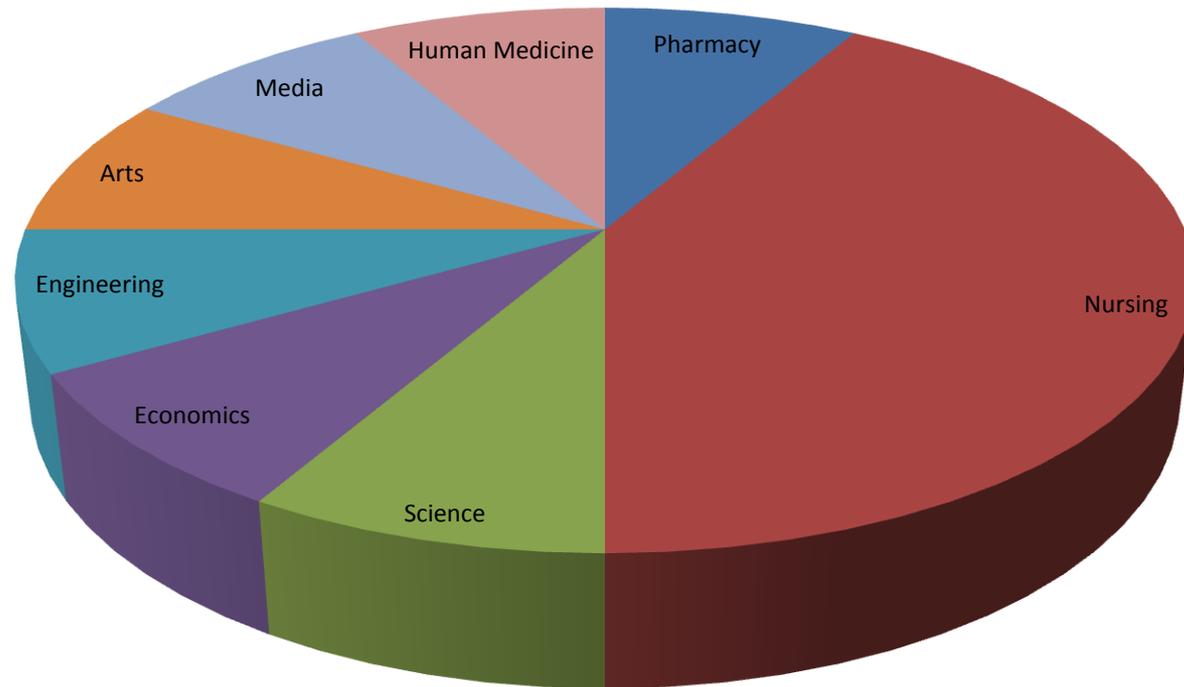
Research Workshop

Participants by gender

**CT & PBL in Research Courses**
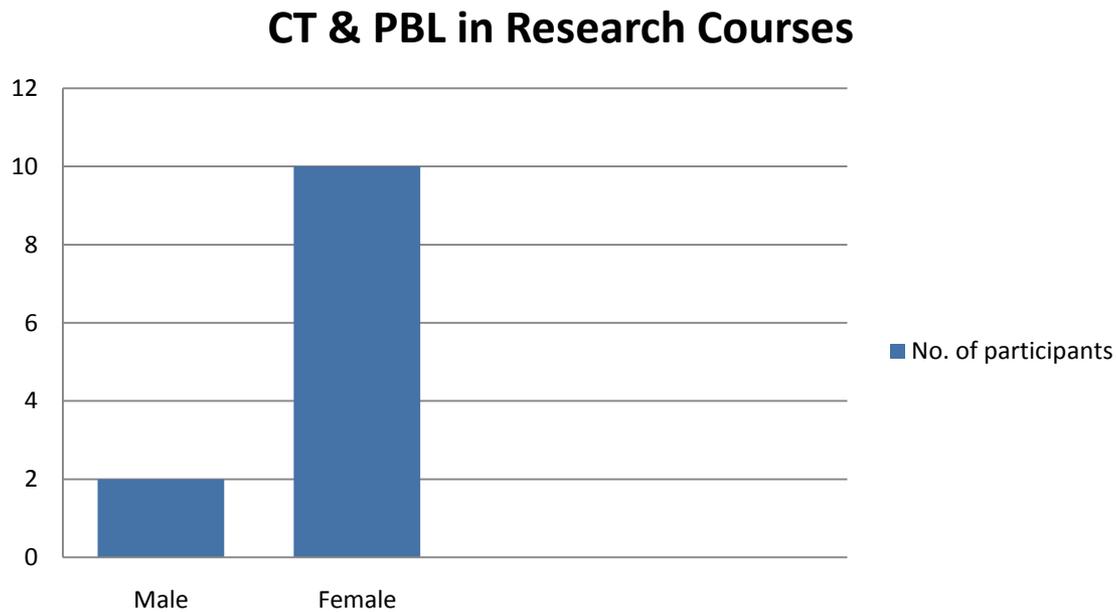
Program structuring(3)
Najah *Internship program*
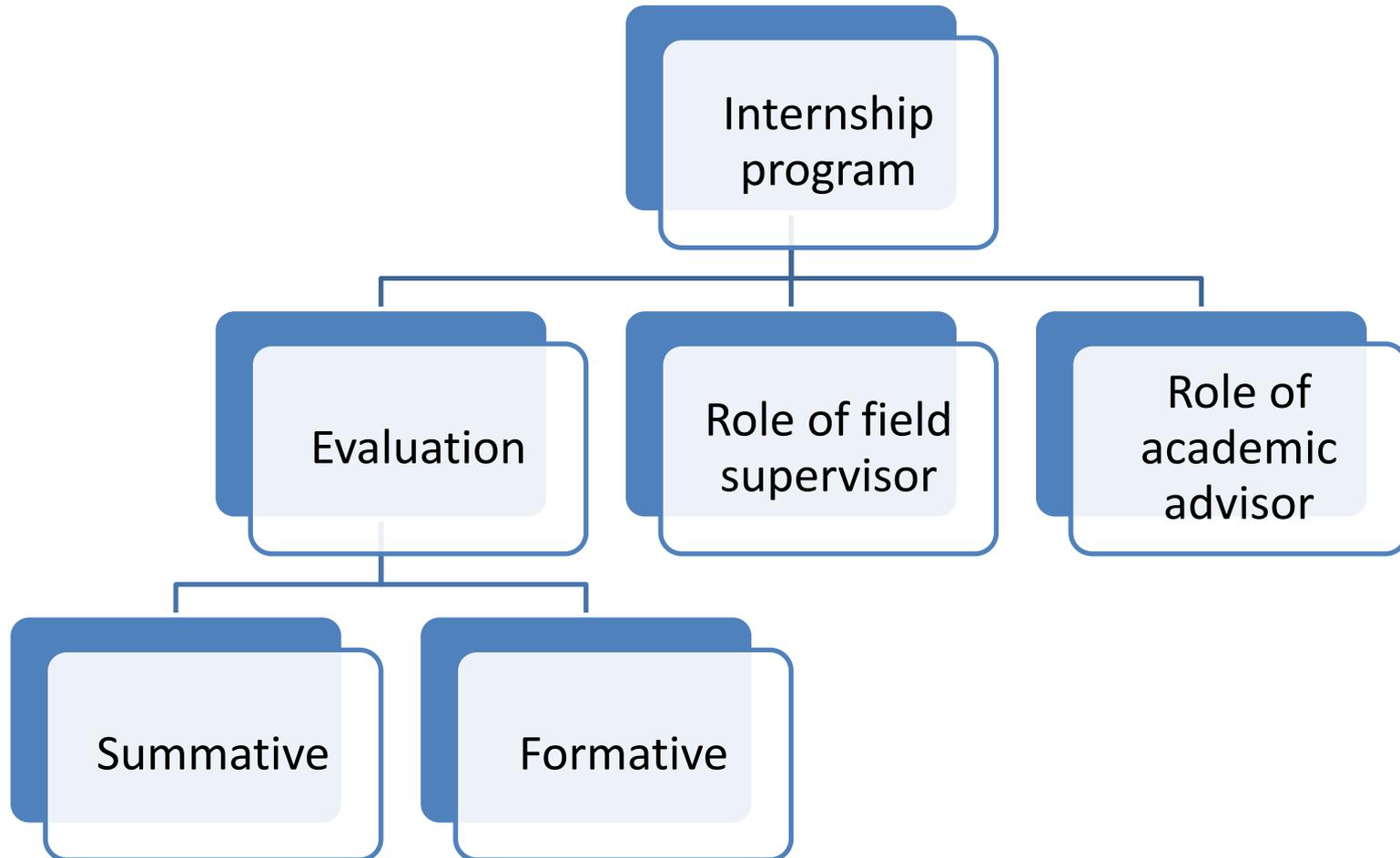
Strategic Planning

Najah effort on strategic planning

Strategic planning workshop

ST • Identify priorities

ST • Improve performance

ST • Use available resources
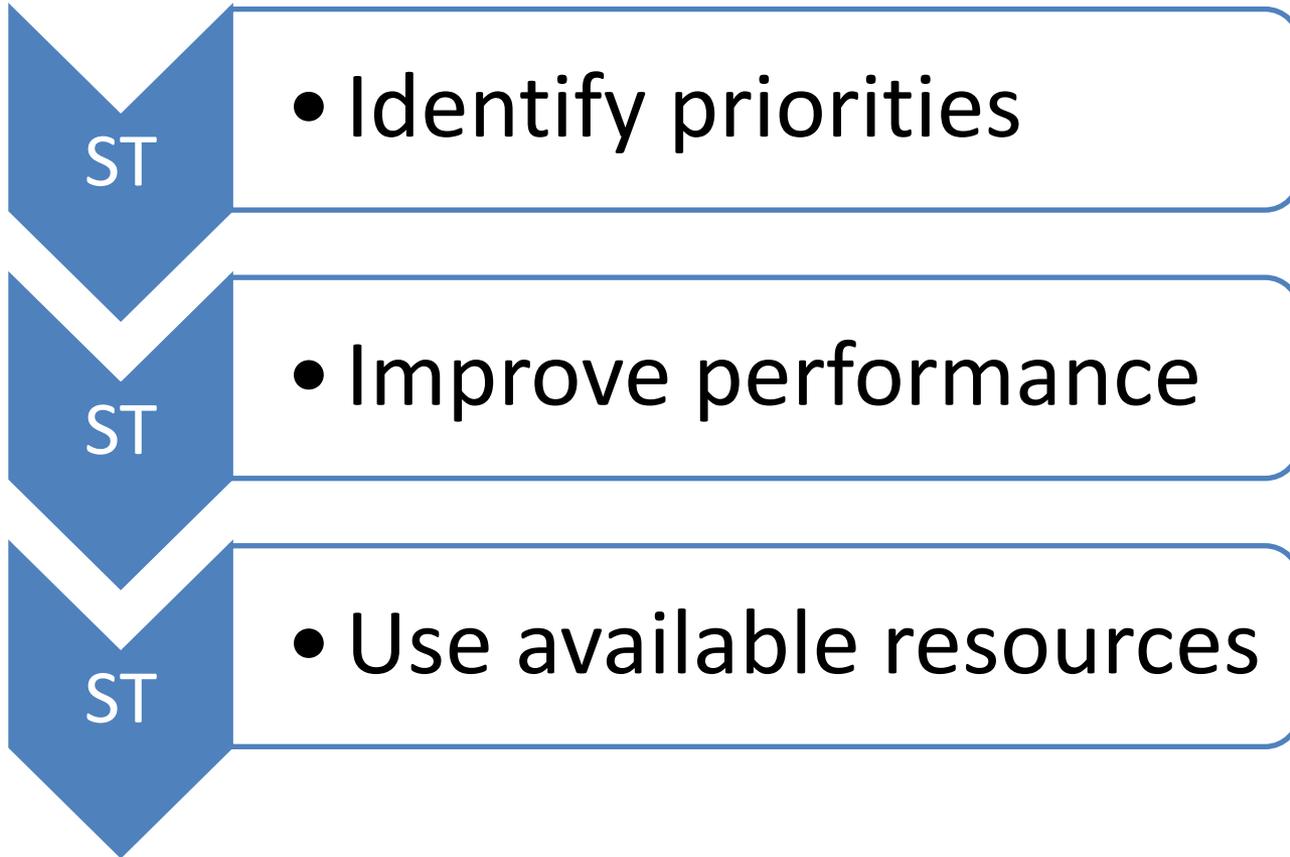
ST levels

- University
- College
- Program
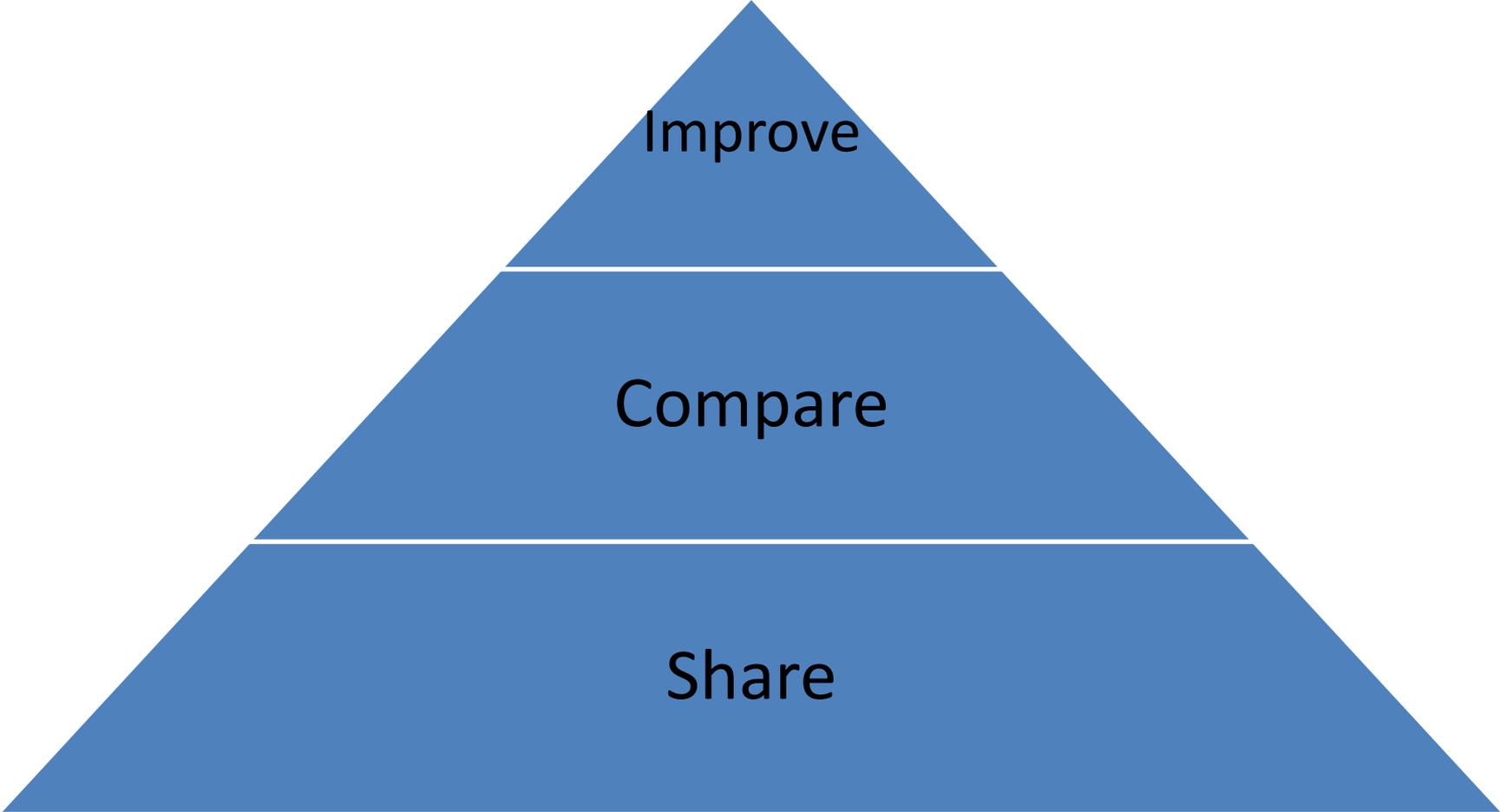
Purpose

Useful discussions

By failing to prepare, you are preparing to fail.

Benjamin Franklin

If you don't know where you are going, you will wind up somewhere else.

Yogi Bera (Baseball Player)

Workshop Objectives

Assist participants to:

- Take ownership of the university's strategic planning process

- Further their knowledge & understanding of strategic planning

- Gain additional tools in developing a strategic plan

- Initiate a community of practice in strategic planning across the university

Workshop Structure

- Interactive presentations

- Group work in Faculty Groups

- Large group sessions sharing information, ideas and developments

Strategic Planning:

An Overview

Goals & levels of Strategic Planning at An-Najah University

Allam Mousa

Elements of Strategic Planning
(*Logic Model "V"*)

Mission/Vision

Goals

Alignment

Impact

Objectives

Implementation

Assessment

Outcomes

Strategies

Outputs

Actions

Activities

Resources

Time Line
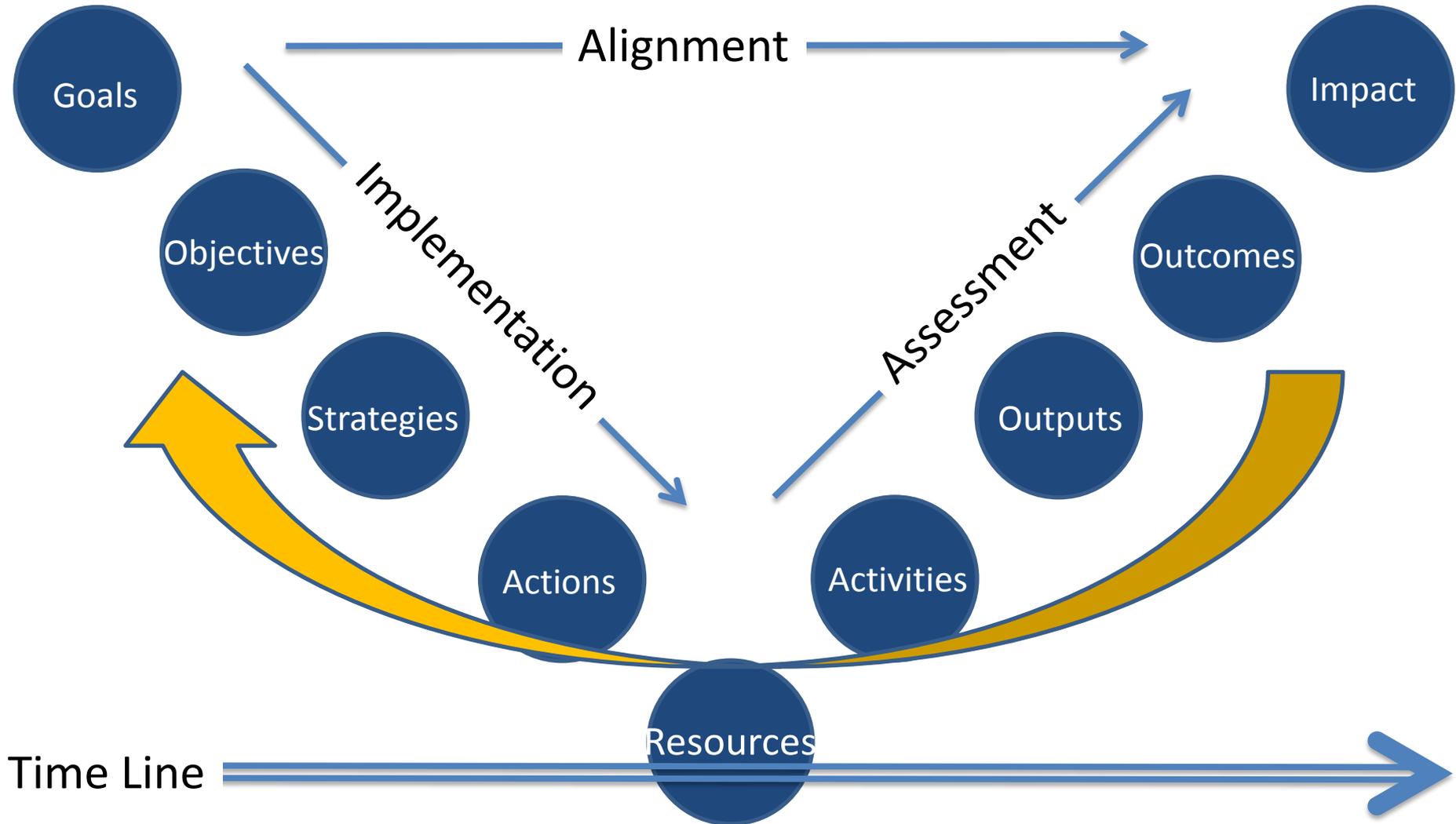
EXAMPLE

University of Colorado: College of Arts and Sciences

Strategic Plan for

the College of Arts & Science

Strategic Plan Structure

Broad Goals

   Objectives

      Strategies

         Actions

            Resources

Six Principal Goals

Goal 1: Improve the Educational Experience of Undergraduates.

Goal 2: Improve the Educational Experience of Graduate Students.

Goal 3: Build and maintain excellence in selected departments and programs across the arts, humanities, natural sciences, and social sciences.

Goal 4: Enrich the Community of Scholarship and Learning through Diversity.

Goal 5: Improve the ability of students and faculty to conduct research, produce creative work and integrate scholarship with teaching.

Goal 6: Expand and diversify the resources available to the College in order to achieve these goals.

Goal 1: Improve the Educational Experience of Undergraduates.

GOAL 1: Objectives

1.1 The College should consistently renew its curriculum with the objective of educating students broadly across the spectrum of the arts, humanities, social sciences, and natural sciences. It should ensure that students receive instruction at a high standard in the core skills of writing and math.

1.2 Within the limits of available resources the College should increase the opportunities for undergraduates to learn in small class settings.

1.3 The College should support individual opportunities for students to work with faculty actively engaged in research and creative work by increasing support existing programs, while creating new incentives for faculty to offer individual instruction and supervision of student research and creative projects.

1.4 The student/faculty ratio must be reduced in those disciplines where it has grown unacceptably high.

1.5 Non-tenure-track faculty should be used in teaching assignments where necessary and appropriate. They should also be compensated appropriately for their contributions.

1.6 The College should consider expanding the Honors Program and extending to all graduating seniors the opportunity to write a thesis or conduct their own research or creative project.

1.7 The College should share its expertise with the community by developing more community and service learning programs in conjunction with its course offerings.

1.8 Students in large lecture classes should receive the best possible learning experience, through a combination of increased support for instructional technology and added incentives for senior faculty to participate in lower division instruction

1.9 The quality of instruction provided by graduate teachers should be improved by fostering collaboration with the Graduate Teacher Program and encouraging departments to institute discipline-specific training programs.

1.10 The College should provide an academic advising program, including appropriate information technology, to ensure that all undergraduate students can find the instructional resources of the College that will meet their individual needs and abilities.

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Goal 1: Improve the Educational Experience of Undergraduates.

Objective 1.2   The College should increase the opportunities for undergraduates to learn in small class settings.

Strategy 1.2
The College should increase the opportunities for … students to learn in settings where discussions can freely take place in the company of their peers with the supervision of a faculty member.

Action 1.2
The College should enroll each first-year student in a small class experience specifically designed to integrate them into the learning community.

Resources 1.2
This may not require the creation of new programs as much as the redistribution and coordination of the existing effort. (e.g. Honors, MASP, First Generation Scholars, the Academic Access Institute, President's Leadership Class)

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Some Questions of Strategic Planning

- Who is included?
  - Administration, Faculty, Students, Community, Other
- How are they included?
  - Consultation, Focus group, Committees, Task Groups, Work force
- What is the nature of their participation?
  - Design, Content, Writing, Implementation, Assessment /evaluation, Dissemination
- When does what have to happen?
  - Timelines, Milestones, Deadlines,
- Where do the Resources come from?
  - Existing, New, Other

Question

If you have engaged in Strategic Planning already:

How have you gone about addressing these questions of Who, How, What When Where?

Session 1:

Goals and Objectives
See An-Najah Strategic Plan

Activity

In Faculty Groups: share/construct one goal and some objectives at the college level that are aligned with the university's **academic goal.**

(See university planning handout)

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(See university planning handout)

BREAK
15 Minutes

Session 2:

Strategies and Actions

Example of *Strategies and Actions*
Undergraduate Research Program
Northwestern University

Goal

1. To increase the number of Northwestern University undergraduate students who are participating in research during the early years of their study at Northwestern.

Objectives

1. Increase the number of science students who write and submit proposals for undergraduate research at Northwestern and who receive funding to conduct their research.

2. Increase interest in research among science undergraduates.

3. Increase confidence in research skills in science undergraduates.

Strategy

Develop a peer mentoring program to help undergraduates in STEM to write successful proposal to the undergraduate research committee.

Actions

1. Create a community of undergraduate students around research proposal writing.

2. Identify and train undergraduate peer mentors to work with students.

3. Have a program of weekly meetings where students
   a) hear about how faculty and industry members became involved in research
   b) work with peer mentors to write their own research proposal to submit to the undergraduate research committee.

Activity

In Faculty Groups: share/construct at least one **strategy** and a few **actions** related to one of the objectives you developed in the last session.

(See Logic V Model handouts)

Elements of Strategic Planning
(*Logic Model "V"*)

Mission/Vision

Goals

Alignment

Impact

Objectives

Implementation

Assessment

Outcomes

Strategies

Outputs

Actions

Activities

Resources

Time Line

The Performance Institute:
http://www.performanceweb.org/pdfs/performance-logic.pdf
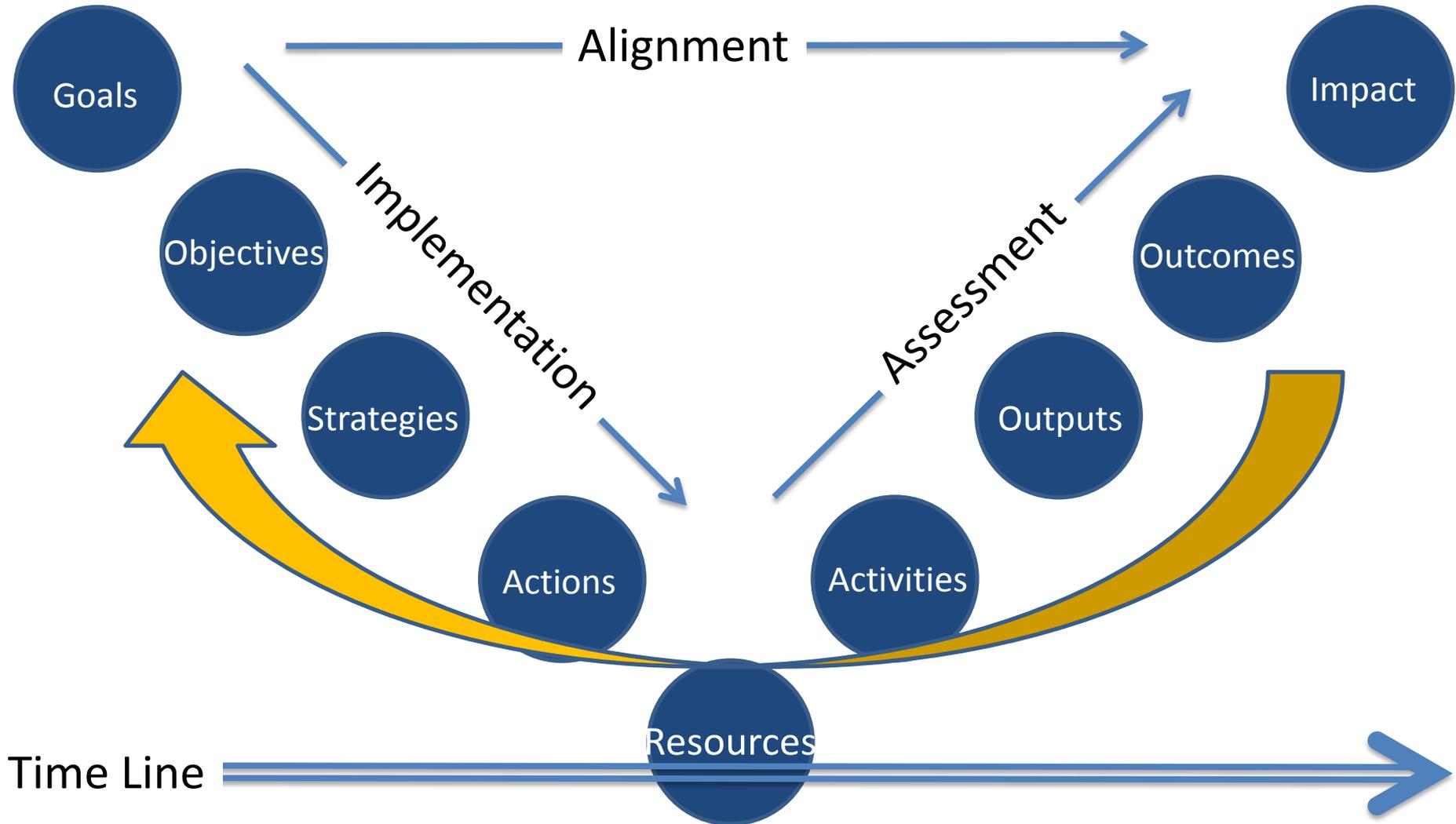
Session 3:

Activities and Outputs

Example of *Activities and Outputs*
Reform of Curriculum and Teaching of 1st and 2nd year Biology Program - Northwestern University

Goal

1. To reform the introductory biology series towards a more learning-centered format.

Objective

Train faculty and graduate teaching fellows in active learning techniques through training workshops

ACTIVITY
Assessing the Action

Actions	Activities
Actions	**Activities**
• Develop new lab courses.	• Was a genetics course introduced?
	• Were new lab courses developed?
• Redesign the Biological Sciences 210 course so that it includes a genetics course in the first year.	• Were training courses given?
	Indicators
	• Number of new lab courses approved in biology
	• Number of workshops delivered.
• Train faculty and graduate teaching fellows in active learning techniques through training workshops	• Number of faculty and graduate students who participated in workshops
	Methods
	• Review of course data in Biology
	• Review of workshop participation data

OUTPUTS
Assessing the Strategies

Strategies	**Outputs**
• Provide significant support for faculty who are redesigning the biology curriculum. • Hire a biological sciences curriculum specialist. • Developing a bank of active-learning teaching resources	• Was support for faculty resigning the curriculum provided? • Were faculty satisfied with the support they received? **Indicators** • Number of times curriculum specialist met with faculty? • Number of faculty who received course release time **Methods** • Faculty survey

Activity

In Faculty Groups: share/construct some **activities** and **outputs** (including indicators and methods) related to at least one action and one strategy you developed in the last session.

(See Logic V Model handouts)

BREAK
15 Minutes

Session 4:

Outcomes and Impact

Example of *Outcomes and Impact*
Undergraduate Research Program
Northwestern University

Goal

1. To increase the number of Northwestern University undergraduate students who are participating in research during the early years of their study at Northwestern.

Objectives

1. Increase the number of science students who write and submit proposals for undergraduate research at Northwestern and who receive funding to conduct their research.

2. Increase interest in research among science undergraduates.

3. Increase confidence in research skills in science undergraduates.

OUTCOMES
Assessing the Objectives

Objectives	**Outcomes**
• 1. Increase the number of science students who write and submit proposals for undergraduate research at Northwestern and who receive funding to conduct their research. • 2. Increase interest in research among science undergraduates • 3. Increase confidence in research skills in science undergraduates.	**Indicators** • 1. Eighteen undergraduate students conducting research in a laboratory over summer. Research is supported by scholarships from the undergraduate research committee. • 2. Research self-efficacy, interest in research and research careers increased during the program. **Method** • Review of data from Undergraduate Research Office and review of program data. • Participant survey • Research Self-Efficacy Survey (validated measure)

IMPACT
Assessing the Goals

Goal	Impact
1. To increase the number of Northwestern University undergraduate students who are participating in research during the early years of their study at Northwestern	**Indicators** 1. Eighteen more 1st and 2nd year undergraduates at Northwestern University are involved in research. **Method** Review of data from Undergraduate Research Office and review of program data

Activity

In Faculty Groups: share/construct some **outcomes** and **impacts** (including indicators and methods) related to at least one objective and one goal you developed in the last session.

(See Logic V Model handouts)