

**ATTACHMENT C**

**FACILITATOR BRIEFING PACKET**

**August 8, 2011**



**SOUTHEASTERN OKLAHOMA STATE UNIVERSITY**  
**PROFESSIONAL DEVELOPMENT PROGRAM**  
**BRIEFING FOR FACILITATORS--AUGUST 8, 2011**

**Overview of Meeting Purpose**

This facilitators' session is designed to review materials and gain input and understanding as we move forward ultimately to the November HPDP Session.

**Specific Goal**

To finalize preparations for action steps associated with the next small group meeting (September 9) and the major bridge meeting planned for September 30<sup>th</sup>.

**Preparation Questions**

1. Given the reassignment and integration of returning facilitators, are there any group members who should not be involved in the process?
2. How will you, as a facilitator, present the action planning and implementation checklist—cite a couple examples that you would suggest as you task your group with this assignment?
3. What other information do you think would be helpful in presenting to your group in stimulating creativity for reorganization scenarios?

**Readings**

- \*HPDP Small Group Participant List
- \*Written Narratives for Common Themes—Central Issues/Problems  
From HPDP on June 21<sup>st</sup>
- \*Action Planning and Implementation Checklist
- \*Group Process and Task Statement
- \*SOSU Key Performance Indicators (metrics)
- \*Organization Survey



# FACILITATOR BRIEFING OUTLINE



## A. MEETING PURPOSE

Go over review materials and opportunity for input and understanding moving forward to the November session.

## B. SPECIFIC GOAL

Finalize preparations for action steps for the next small group meeting (Sept 9) and the major bridge meeting on Sept 30.

## C. QUESTIONS TO ADDRESS

1. Review the integration of returning facilitators from Institutes and determine any group members not to be involved in process---reach consensus and how to notify. (Go through each group and post names on flip chart).
2. How will you present the action planning and implementation checklist--go through example you would suggest as you task your group with the assignment? (Post examples on flips and summarize).

## HANDOUT WORKSHEET: ACTION PLANNING AND IMPLEMENTATION CHECKLIST

\*Review SE Vision, Mission, and Strategic Commitments

\*Written Narrative Themes--Budget, Morale, Academic, Recruitment, Identity, Communication, and Branch Campus/Distance Education

\*Probes:

How would we describe present conditions?--context, design, culture, outcomes

Can we identify the gap between what is and ought to be?

Can we generate solution alternatives?--focus on specific area

Does the implementation of the area involve unfreezing, changing, and refreezing the problem/issue that is reasonable?

3. What other information might be helpful to use with your group in stimulating creativity for reorganization scenarios? (Post items on flips and discuss/summarize).



## HANDOUT WORKSHEET: TASK STATEMENT

Scenario can be chart or narrative or combination

Make sure that group focused on creativity in approach

We will need to make sure we pick up all task statement sheets--name on back

### D. SOSU Key Performance Indicators (Metrics)

#### HANDOUT TO PARTICIPANTS AND REVIEW MAJOR CATEGORIES

**\*\*Question----What metrics would be most appropriate for your unit?**

### E. Any Other Considerations for Future Session on Sept 9th

1. Distribute handouts to groups on Sept 9th
2. Action Planning and Implementation Checklist, Group Process and Task Statement, and Unit KPI suggestions due into President's office on or before September 16th
3. Results will be fed back during Sept 30th bridge session along with other materials Harvard personnel recommend



## **ACTION PLANNING AND IMPLEMENTATION CHECKLIST**

Using the attached documents---SE vision, mission, and strategic commitments and the written narrative themes from our meeting on June 21<sup>st</sup>, please choose one specific project that will enable us to accelerate our capability to respond to future challenges and apply the action planning and implementation guide.

### **I. SUBJECT**

State the specific area(s) picked for improvement.

### **II. OBJECTIVE**

What needs to be accomplished? What is the purpose, or broad objective? Is it measurable?

### **III. GOALS**

How will you know what you have accomplished? Your specific targets or objectives by which you will measure improvement?



**IV. PROBLEMS**

**What barriers, resistance, obstacles, etc. (anticipated and unforeseen) might be encountered as the Action Plan is implemented? Number them.**

**V. SOLUTIONS**

**How do you plan to avoid or to deal with the problems just enumerated?  
Number to correspond with the list of problems above.**

**VI. RESOURCES**

**What resources will be needed to implement the action plan? Time required?  
What other resources---equipment, materials, other assistance?**



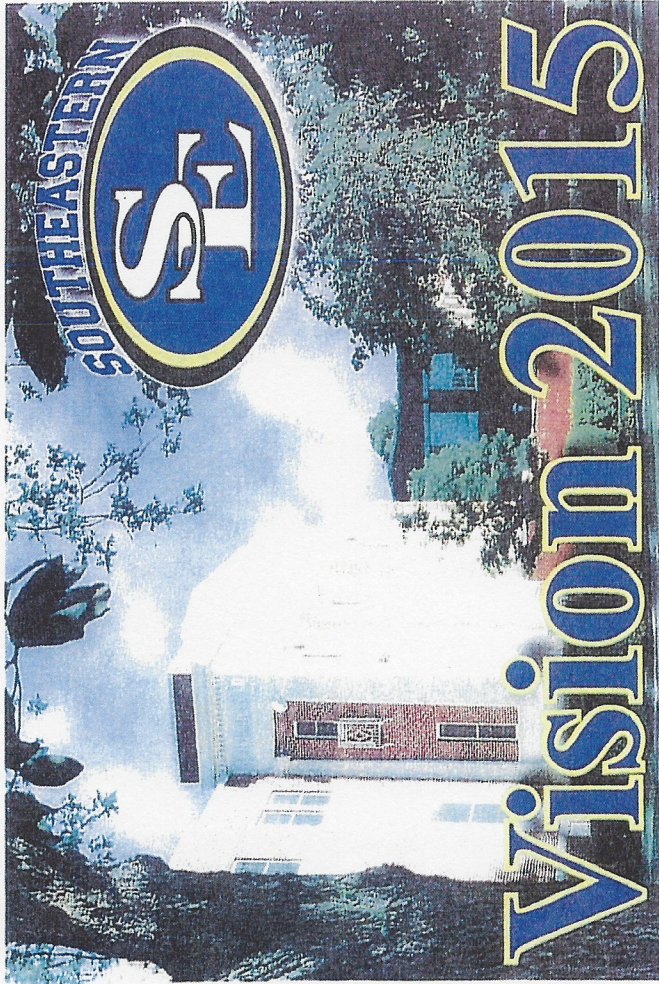
**VII. COSTS**

**List the costs of implementing the action plan, including both the initial investment (if any) and any changes in operating costs.**

**VIII. BENEFITS**

**Itemize the dollar benefits and estimate the value-added of the benefits (both tangible and intangible).**





# Vision 2015

**Southeastern will be a leader and innovator in higher education.**

**Strong academic and student life programs with a solid liberal arts and sciences foundation will characterize the University. Areas such as diversity, globalization, uniqueness, and cultural richness will be distinctive features of the institution.**

## MAJOR INITIATIVES

- Promote student enrichment experiences
- Expand beyond our regional image
- Optimize the learning environment
- Enhance collaboration and partnerships

## FIVE STRATEGIC GOALS

### *Academic Excellence*

By 2015, SOSU will have validated academic programs, based on a strong liberal arts and sciences core, which meet the changing demands of the 21st century through the recruitment and retention of highly qualified, diverse faculty that stays current in their field through active scholarship.

- Program validation will be through external accreditations, competitions, national benchmarking, assessment, and other types of recognition.
- The faculty, staff, and administration will work with the student body to enhance Southeastern's strengths of connectedness and familial relationships by emphasizing personal attention to the individual needs of all parties.
- Academic excellence will facilitate the recruitment of a well-qualified student body and the acquisition of external resources.
- Seventy-five percent of all courses taught and credit hours produced within each school will be taught by full-time faculty.
- Faculty, staff, administration and students will work to create an educational culture that supports civic engagement through community based problem solving.

### *Diversity and Cultural Competence*

By 2015, Southeastern will have established a nurturing environment and programming that attracts, actively recruits, and retains a university community of faculty, staff, and students with diverse national, ethnic, and racial backgrounds.

### *Facilities*

By 2015, Southeastern will have made major progress in developing a "state of the art" campus to meet the teaching/learning goals of the university.

### *Funding*

By 2015, Southeastern will double its resources from private funding sources, grants and contracts, and collaboration/partnerships with external constituents. Moreover, Southeastern's academic programs and their support areas will be the principal driving force for the allocation of resources to deliver all programs at a level which encourages national recognition.

### *Recruitment and Retention*

By 2015, Southeastern will increase its enrollment to 5000 by optimizing recruitment/retention strategies and by expanding its mission beyond its traditional service area through alternative delivery formats and new delivery sites.

