

Group 5 - Action Plan
Theme – Salary/Morale Issues

Facilitator: David Conway

Objective: Morale Issues; Salary

Resources/Inputs

- Library
- Internet
- Human Resources Office

Activities

- Data Collection (local, regional, national)
- Data Analysis
- Budget Analysis

Outputs

- Distribution of Information
- Revenue Increases from Multiple Sources
Tuition
 - Fees
 - Grants
 - Other
- Increased Salaries to Regional and National Standards

Outcomes (short and long term)

- Better Employee Recruitment
- Stronger Employee Retention

Impact

- Increased Enrollment
- Increased Intellectual Productivity
- Elevated Reputation
- Employee Continuity
- Ownership

Group 6 - Action Plan
Theme – Master Calendar

Facilitators: Sharon Robinson, Camille Phelps

Objective: Communication and Master Calendar

Resources/Inputs

- Recommend that a Task Force be formed consisted of the Following Representatives

President's Office
University Communication
Special Events
I.T.
Academics
Alumni
Athletics
SGA
Student Affairs
Community Representatives

Activities

- Locate and Purchase Software
- Designate a Central Point Person or a Representative from Various Departments to handle Calendar Input
- Have a Standard Template for Calendar Input
- Have one Central Calendar on University Homepage with links to Departments for more Detailed Information about Events
- Categorize what Types of Events Happening

Outputs

- Production of Calendar updated on a Daily Basis

Outcomes

- Would be the Centralized Point of Information
- Would be Documented as Civic Engagement
- Would be able to See How Many People were Visiting the Site to view
- Has it improved attendance?
- Actual Number of Calendar Events

Impact

- The benefit is that it is a central location making information easy to access.

Group 7 - Action Plan

Theme – Founders Day (SE Historical Identity)

Facilitators: Cathy Conway, Scott Hensley

Objective: SE ID

Resources/Inputs

- Cross Institutional Teams (SSA, faculty senate, SGA)
- Alumni Association
- Retirees
- Community Teams (Durant Chamber, Main Street, ect.)
- Venues (on and off of campus)
- Marketing (materials, research, student projects)
- Funding/ Donations

Activities

- Founders Day- March 6, 1909 Celebration (of the institution)
- 1909 Era Games/Activities including Peach Orchard Theme
- Simultaneous Celebrations (Alumni road shows branch campuses)
- Lectures (David Norris)
- Collect idea for SE I.D.
- Focus Groups Activities
- Determine SE's Identity
- Surveys (design and implement)
- Symposium Day

Outputs

- The Number of People in Attendance
- The Number of Survey Responses
- The Number of People who Participate Off-Site
- Number of Activities
- Materials Provided and Distributed

Outcomes

- More Connectivity to the University
- Education/SE History
- Moral
- Feeling a Part of Something Bigger (sense of belonging)
- Allowing Everyone to Feel Connected to SE who Otherwise do not Feel Connected

Impact

- Common Identity of SE
- Building New Traditions
- New Logo
- Improved Morale
- Improved Communication
- Expanded Community Involvement

Group 8 - Action Plan

Theme – Yammer (Internal Communication)

Facilitators: Will Mawer, Sharon Morrison

Objective: An Effective Plan for Internal Communication

Resources/Inputs

- Twitter
- Facebook
- Text Messaging
- Email
- Campus Mail
- Telephone Messages
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Activities

- Modify or Create a Position to be a Point Person for Internal Campus Communication
- Designate a Person as the University Official Internal Communicator (perhaps under Alan)
- Communicate with your Individual Departments or Units in the Manner that Best Suits Internal Department Needs
- Design a Communicators Advisory Council to Develop Standard Guidelines and assist Staff Person on an as Needed Basis
- Manage a Clearing House for all INTERNAL Campus Wide Communications to be Posted using One of the Resources
- Organize and Disseminate Internal Campus Information and Announcements

Outputs

- Single Person Manages all Internal Communications
- Social Media Developed to meet Employees Needs
- Department Calendar Flows to University Calendar
- Webpage with Internal Information for Faculty and Staff

Outcomes

- Create an Informed Campus with Delivery Methods of Communication that meet Collective needs
- Eliminate Multiple Sources of Emails
- Recommend methods of Information Disseminations by the Communications Advisory Council (potential members: reps from departments, experts on campus, rep from Presidents Office, Event Chairs, etc,)
- Develop Uniform Standards for Messaging and Usage, Similar to Graphics Standards

Impact

- Uniform Knowledge of Happenings, Fewer Rumors
- Eliminate Email Overload(i.e. filing cabinets, ink cartridges, events) for Faculty and Staff
- Provide Relevant Campus Wide Information from one Person in one Location
 - Including Information sent about Performance Events, Office Supply Give-a-Ways, and Messages from the Presidents Office
- Immediate Knowledge when using Facebook, Twitter, ect. when off Campus
- Improved Morale, Sense of Organization, as well as Improved Professionalism
- Enable Better usage of Employee's Time with this Communication Plan

I USED TO THINK

AND NOW I THINK

It would be impossible to create a synergistic relationship between disparate units	The Harvard experience has demonstrated that we can function as a synergistic organism Effectively.
The hierarchical structure was totally ingrained at SE.	The door has been opened to the possibility of a neural network type system whereby different units function more efficiently with each other through rapid, unfettered sharing of information.
Units focused, primarily, on goals that reflected their vested self- interests.	It is possible for the development of collaborative efforts between units to focus on integrated goals for the enrichment of the entire University.
Units were "siloed" and had limited interaction with each other which provided an incubator for the forming of mutual distrust.	The Harvard experience has expedited the removal of the "silo" mentality, creating an atmosphere of trust that promulgates competent communication and thus facilitates the exchange of ideas for the mutual benefit of individual units and the University.
That many problems/concerns we face were unique to our area only.	We all share common issues that can be resolved through communication and working together.
That identity as a University was our issue that we dealt with in our area.	I understand now that identity and mascot issues touch all areas and not just athletes and Student Life. People truly care about all aspects of the University and look at Southeastern as a family not just a place to work.
That my ultimate responsibilities for unit management were prioritized #1 (toward the discipline I had oversight responsibility over)	Priorities of discipline and priorities of university are equal & both #1.
University committees (curriculum, academic council) were just a process w/o benefit.	University committees serve a valuable purpose to ensure University priorities are being met. (goals, objectives, and strategic plan)
Personnel management and claims of discrimination are best handled by the administrative unit head.	University personnel, trained in these areas are the best to handle the problems to ensure equality in enforcement and compliance of University policy.
Overall communication of what was happening outside the management unit was not as important as the internal communication.	Internal & external communication are equally important to ensure everyone is on the same page as to University goals, objectives & strategic plan.
Commentary: (It's about what I do.)	(It's about what we do.)
That change was directed by hierarchy.	True change requires a coordinated effort of people working together as a team to create new beliefs and understanding of overall goals.
Faculty and staff were better informed of the processes and procedures of the various offices on campus as well as general events affecting SE.	For the most part individuals in our group this is not the case. The information passed within our group discussions have made the members much more aware and appreciative of the processes and procedures on campus. The SOLD program has made great strides in making the campus population much more aware of the workings of the various offices on campus.

I USED TO THINK

AND NOW I THINK

I used to think there were strong differences of opinions and purpose between faculty and staff.	While those issues remain, now I think that with the trust factor established in the small groups, the issues will either resolve themselves or become less prevalent.
I used to think I was more suited to be a hardworking follower.	I have more leadership qualities than I realized.
I used to think that I could not lead my group.	I can motivate and lead. I understand that I have the ability to bring people together to work in a professional, productive manner.
Southeastern Oklahoma State University would remain stilted in dated communication models and 19 th century pedagogy models.	There is definite potential to utilize technology to enhance communication and pedagogy in the 21 st century.
More about my individual department and how things impacted our department.	More about the larger picture of the university and how everything must be interconnected for us to achieve the highest level of performance.
I used to think that opportunities for my professional development and the professional development for my department and fellow directors at SE would always be primarily outside the University at conferences, workshops and peer institutions through professional organizations and local and state agencies.	<p>The grant for faculty technological instructional development through the CIDT office began offering workshop opportunities to staff as well as to faculty. And now through the SOLD, ALL staff and faculty on the main campus and at remote sites (who drive to Durant) have many opportunities for two professional development programs, and in the three categories - career, civic engagement/community, and personal! I envision future growth with additional programs that lead to more involvement at the University including the remote site faculty and staff attendance without traveling to Durant.</p> <p>The Harvard Leadership training opportunities here at SE and at Cambridge have been more than I ever dreamed we would have available to us. This is truly the "icing on the cake" - working and learning together through this experience has and is providing the lines that connect the dots, our dots at SE. Our small groups of faculty, staff and students, have opened our eyes to so many of our colleagues and their departments and campus organizations, and have and continue to provide priceless networking information and ever increasing understanding, tolerance, acceptance and appreciation for one another.</p>



Group1-Shared Docs



Group 1

Dr. Jerry Polson, Facilitator
Dr. Lucretia Scoufos, Facilitator

Tim Boatmun, Recorder
Diane Dixon
Blythe Duell
Susie Fry
Chris Moretti
Shawn Ridenour
Matthew Sitton
Elizabeth Stidham
Cherrie Wilmoth



Group 1 Action Plan.docx



Progress Report-Group 1 Action Plan-July 2012 .docx

Group 1 Action Plan

Objective: Create a proactive academic environment which is fiscally efficient, sensitive to the marketplace, and committed to the university mission of academic excellence.

Resources/Inputs

- A cross-discipline committee of faculty, staff, and administration charged to pursue the Objective
- Program cost data
- Number of program graduates
- Number of FTE faculty in program
- Number of student credit hours produced by program
- Program review reports
- History of adjunct usage

Activities

- Gather pertinent data
- Analysis of data
- Present data in a usable format

Outputs

- Program cost/Graduate
- Program cost/FTE faculty
- Program cost/SCH
- Program's service to the university

Outcomes

- Determine the quality and viability of academic programs
- Determine program relevance to university mission
- Possible program consolidation, modification, or termination

Impact

- Potential curriculum modification
- Reassignment of program faculty
- Reallocation of funds
- Additional faculty and financial support for growing programs
- Ability to adjust more quickly to a changing marketplace

**Group 1
Action Plan
Progress Report
July 2012**

Objective: Create a proactive academic environment which is fiscally efficient, sensitive to the marketplace, and committed to the university mission of academic excellence.

Resources/Inputs

- A cross-discipline committee of faculty, staff, and administration charged to pursue the Objective
- Program cost data
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- Program review reports
- History of adjunct usage

Activities

- Gather pertinent data-**DATA OBTAINED**
- Analysis of data-**IN PROGRESS**
- Present data in a usable format-**COMPLETED**

Outputs

- Program cost/Graduate-**COMPLETED**
- Program cost/FTE faculty-**COMPLETED**
- Program cost/SCH-**COMPLETED**
- Program's service to the university-**IN PROGRESS**

Outcomes

- Determine the quality and viability of academic programs-**IN PROGRESS**
- Determine program relevance to university mission-**IN PROGRESS**
- Possible program consolidation, modification, or termination-**IN PROGRESS**

Impact

- Potential curriculum modification-**IN PROGRESS**
- Reassignment of program faculty-**IN PROGRESS**
- Reallocation of funds-**IN PROGRESS**
- Additional faculty and financial support for growing programs-**DATA ANALYSIS WAS BEEN USED IN JUSTIFYING NEW FACULTY POSITIONS FOR FALL 2012**
- Ability to adjust more quickly to a changing marketplace-**IN PROGRESS**

Discussion Questions

- What should be the numerical composition of the cross-discipline committee?
- How can the university be more entrepreneurial in a changing environment?