The plan
Ferris State University will re-envision its current Strategic Plan, revising and realigning the plan with the University’s Core Values while connecting these values and our mission to the key criteria for assessing excellence in higher education (as established by the HLC).

The overall process
Members from the University community will serve as “co-champions” for each of the six Core Values. These co-champions will establish their own work groups, which will examine the basis of their criterion, establish a central goal for their area, and define a focus (goals/sub-areas/categories) that can be used for planning, action, and evaluation. Co-champions will use HLC criteria as a basis of examination within each core value.

Tentative / preliminary steps / schedule
1. The co-chairs request University community members to serve as the initial “co-champions.” ● Feb 2013
2. The co-champions initially
   a. define the links between the University’s CVs, the HLC C4A, and the University’s strategic plan. ● Feb 2013
   b. identify overlaps and relationships between the CVs and C4A (combine / split where appropriate)
   c. (tentatively) define 3-6 categories for the Strategic Plan
3. The co-champions develop work groups to define 3-5 steps/criteria/goals that could define University planning, action, and evaluation for their category. ● March-April 2013
4. The work groups present their results to the University community for initial discussion and consideration. ● Late April 2013
5. The co-champions revise the criteria, based on University input. ● Early fall 2013
6. The co-champions develop/recommend a process for integrating the goals into the existing Strategic Planning process (and/or revising the process, where needed). Present to SPARC. ● Oct-Nov 2013
7. SPARC votes to accept, reject, and/or continue work on the new S.P. SPARC presents the revised goals and Strategic Plan to the University community. ● Early Dec. 2013

The co-champions
Areas (Core Values)

- Collaboration: Glen Okonoski (Education & Human Services/TDMP) & Susan Cherry (IT)
- Diversity: Jessica Cruz (Center for Latino Studies) & Mike Berghoef (Arts & Sciences, Academic Senate)
- Ethical community: Sarah Hinkley (Optometry) & Tamie Grunow (Administration & Finance/Human Resources)
- Excellence: Fritz Erickson (Academic Affairs) & Sandy Balkema (Arts & Sciences/Languages & Literature) – Co-Chairs of SPC
- Learning: Leonard Johnson (Arts & Sciences/General Education) & Dean Krager (Engineering Technology/Manufacturing)
- Opportunity: Paul Kwant (Student Affairs/Admissions) & Amy Dorey (Business/Sports Entertainment & Hospitality Mgt)
The role of ‘co-champions’ in developing Ferris’ new Strategic Plan

- Giving a structure to our strategic planning process that emphasizes the University’s Core Values
- Representing - “championing” - one of the CVs as a co-champion
- Keeping the focus on striving for excellence in the areas we recognize as our “core.”
- Using accepted criteria for excellence in higher education (the HLC Criteria for Accreditation) as framework for discussing each core value thus examining core values against HLC Criteria for Accreditation including:
  - Mission
  - Integrity: Ethical and Responsible Conduct
  - Teaching and Learning: Quality, Resources, and Support
  - Teaching and Learning: Evaluation & Improvement
  - Resources, Planning & Institutional Effectiveness
- Identifying / inviting others on campus who are interested in developing targets and “what if” scenarios based on that specific area
- Seeking representation of the University’s colleges, divisions, and roles as widely as possible
- Generating team sizes - 8-10? – that are conducive to producing relevant and thoughtful discussion linking past and present ideas to drive this Strategic Plan
- Integrating (or attempting to) the goals from the recent Strategic Plan into the future plan (Goal 1: excellence in educational quality & student learning. Goal 2: community where all are valued, welcomed, informed, and engaged. Goal 3: enhance financial position. Goal 4: state-of-the-art, sustainable and safe learning, living and working environment. Goal 5: collaborative internal and external working relationships. Goal 6: foster innovation and improve processes)

Core Value Teams

- Practice strategic thinking rather than strategic planning (What should we do, vs What incremental steps did we take)
- Aim for simple and applicable to any/all members of the University. Not limited to one college or division or area.
- Initial Goal: Set targets (no more than 5-6?) that represent some creative, strategic thinking for the University (“what if” scenarios).
- These targets can be based on (1) the University’s current status (such as the current enrollment numbers/increases, specific problems rising from a current practice) or (2) recommendations identified in the HLC self-study process, or (3) pet projects/ideas developed or identified by the team members, or (4) via awareness created through external outreach and “environmental scanning” efforts such feedback sought from the following types of groups:
  - Listening groups
  - Alumni Board
  - Foundation Board
  - Future students/parents
  - Community sessions (Big Rapids, Grand Rapids, Traverse City, Ferris statewide locations)
  - Kent Career & Technical Center
  - Academic Senate
  - Orientation groups
  - College-wide meetings
### Setting targets and “what if” scenarios based on the C.V.s and the HLC (new/revised) criteria

<table>
<thead>
<tr>
<th>CV / Criteria</th>
<th>Summary statement</th>
<th>Guiding question</th>
<th>Targets / “What if?”</th>
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</table>
| Collabration       | Ferris contributes to the advancement of society by building partnerships with students, alumni, business and industry, government bodies, accrediting agencies, and the communities the University serves. | How can we [our division, college, unit, program] contribute to the “advancement of…” | 1. Improve collaboration among internal University groups to increase opportunities for students, faculty, and staff to learn from each other.  
   a. What if…we developed joint academic appointments crossing departments and/or divisions?  
   b. What if…we developed… |
| Diversity          | By providing a campus that is supportive, safe, and welcoming, Ferris embraces a diversity of ideas, beliefs, and cultures. | How can we [our division, college, unit, program] provide a campus that is “supportive, safe, and welcoming…” | 2. Improve partnerships with business/industry by… |
| Ethical Community  | Ferris recognizes the inherent dignity of each member of the University community and treats everyone with respect. Our actions are guided by fairness, honesty, and integritity. | How can we [our division, college, unit, program] provide a community that “recognizes the dignity of each member…” | |
| Learning           | Committed to innovation and creativity, Ferris strives to produce the highest quality outcomes in all its endeavors. | How can we [our division, college, unit, program] provide a university that is “committed to innovation and creativity…” | 1. Improve the opportunities for recognition and rewards for examples of excellence across the University community  
   a. What if… we redesigned all of our existing “awards” (Teaching Excellence, Advising Excellence, etc.) and came up with a totally new recognition process and structure?  
   b. What if… we developed…  
   2. Improve / enhance campus security and safety by… |
<p>| Opportunity        | Ferris, with a focus on developing career skills and knowledge, provides opportunities for civic engagement, leadership development, advancement, and success. | How can we [our division, college, unit, program] provide opportunities for civic engagement, leadership development, advancement, and success”? | |</p>
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<td>Criterion 1: Mission</td>
<td>The institution’s mission is clear and articulated publicly; it guides the institution’s operations.</td>
<td>How can we [our division, college, unit, program] ensure that the University's mission is “clear… and guides the institution’s operations”?</td>
<td>We identified these areas for improvement in the HLC S-Study (p 43) 1. Identify add’l actions to lead the University to broader diversity among students, faculty, admin, staff a. What if… we…</td>
</tr>
<tr>
<td>Criterion 2: Integrity: Ethical and Responsible Conduct</td>
<td>The institution acts with integrity; its conduct is ethical and responsible.</td>
<td>How can we [our division, college, unit, program] ensure that the “institution acts with integrity” and that our “conduct is ethical and responsible”?</td>
<td>We identified these areas for improvement in the HLC S-Study (p xx)</td>
</tr>
<tr>
<td>Criterion 3: Teaching and Learning: Quality, Resources, and Support</td>
<td>The institution provides high quality education, wherever and however its offerings are delivered.</td>
<td>How can we [our division, college, unit, program] provide a “high quality education, wherever and however” courses are delivered?</td>
<td>We identified these areas for improvement in the HLC S-Study (p xx)</td>
</tr>
<tr>
<td>Criterion 4: Teaching and Learning: Evaluation and Improvement</td>
<td>The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.</td>
<td>How can we [our division, college, unit, program] ensure quality of our “educational programs….”?</td>
<td>We identified these areas for improvement in the HLC S-Study (p xx)</td>
</tr>
<tr>
<td>Criterion 5: Resources, Planning, and Institutional Effectiveness</td>
<td>The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.</td>
<td>How can we [our division, college, unit, program] ensure that our “resources, structures, and processes are sufficient to fulfill” our mission, “improve the quality” of our “educational offerings, and…”?</td>
<td>We identified these areas for improvement in the HLC S-Study (p xx)</td>
</tr>
</tbody>
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