

# THE BARTHWELL GROUP

**Planning for Greatness: Update**  
**Jackson State University**

**Dr. Akosua Barthwell Evans**  
**August 26- 27, 2009**

## Rear View Mirror

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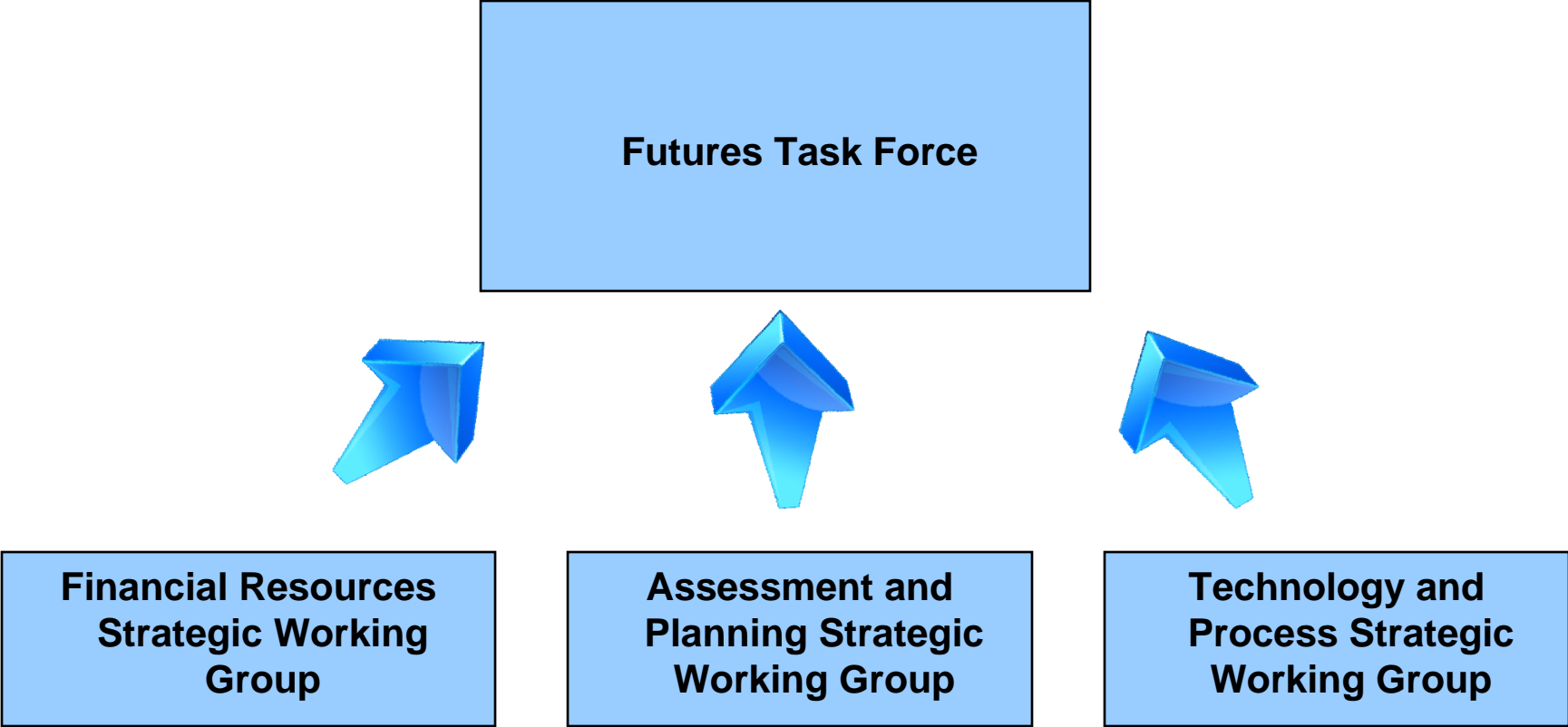
- **Jackson State University is a forward looking university. It is planning for the future (and not just reacting to it). However, let's just take a look in a rear view mirror and see an overview of what has been accomplished through Gearing Up for Greatness in a short time.**



- Hundreds of stakeholders (internally and externally) have been involved in the strategic planning process, but the faculty-led New Academic Strategic Working Group was in the driver's seat (and guided the process)

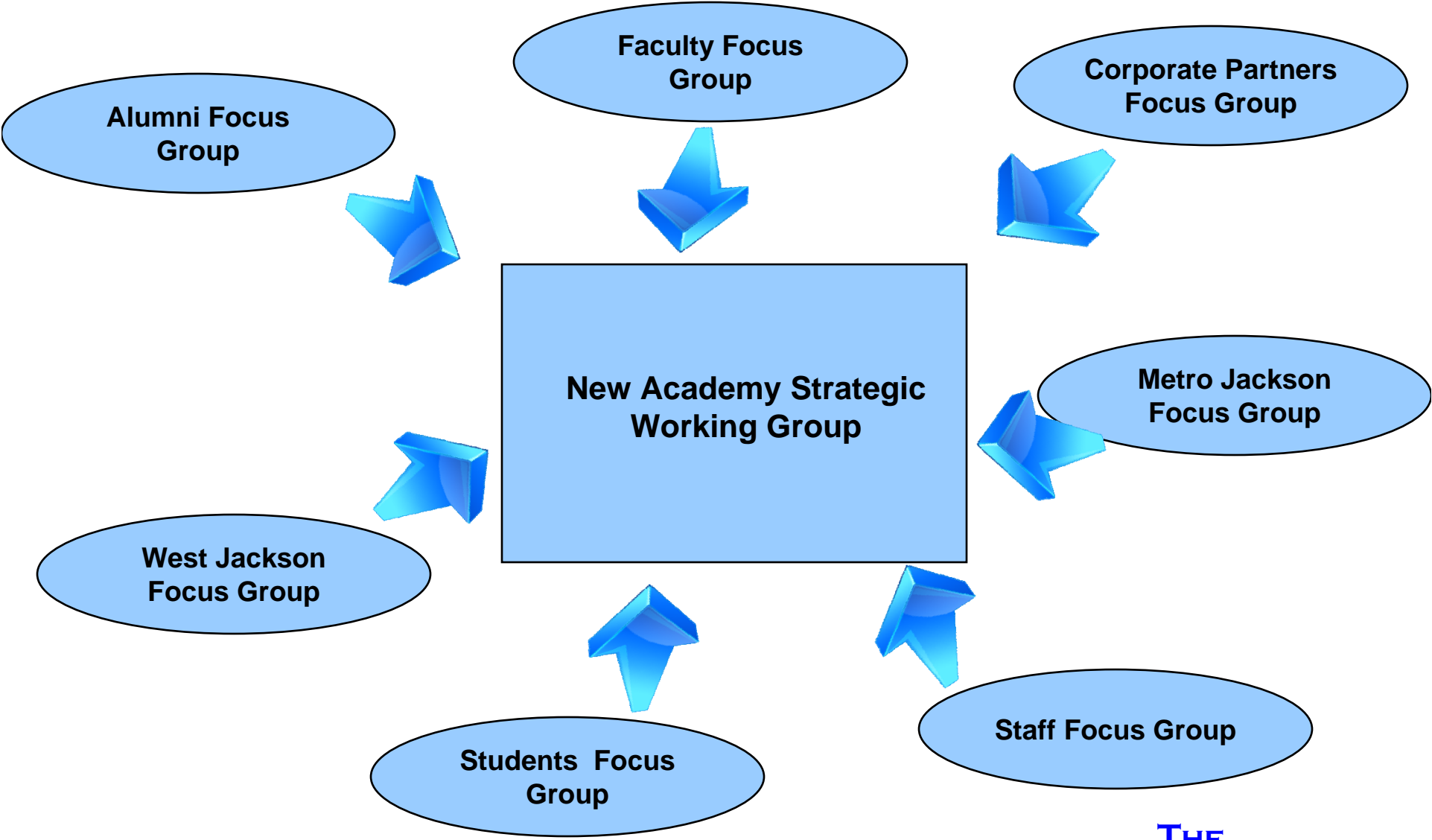
# Strategic Planning Process

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# Strategic Planning Process (continued)

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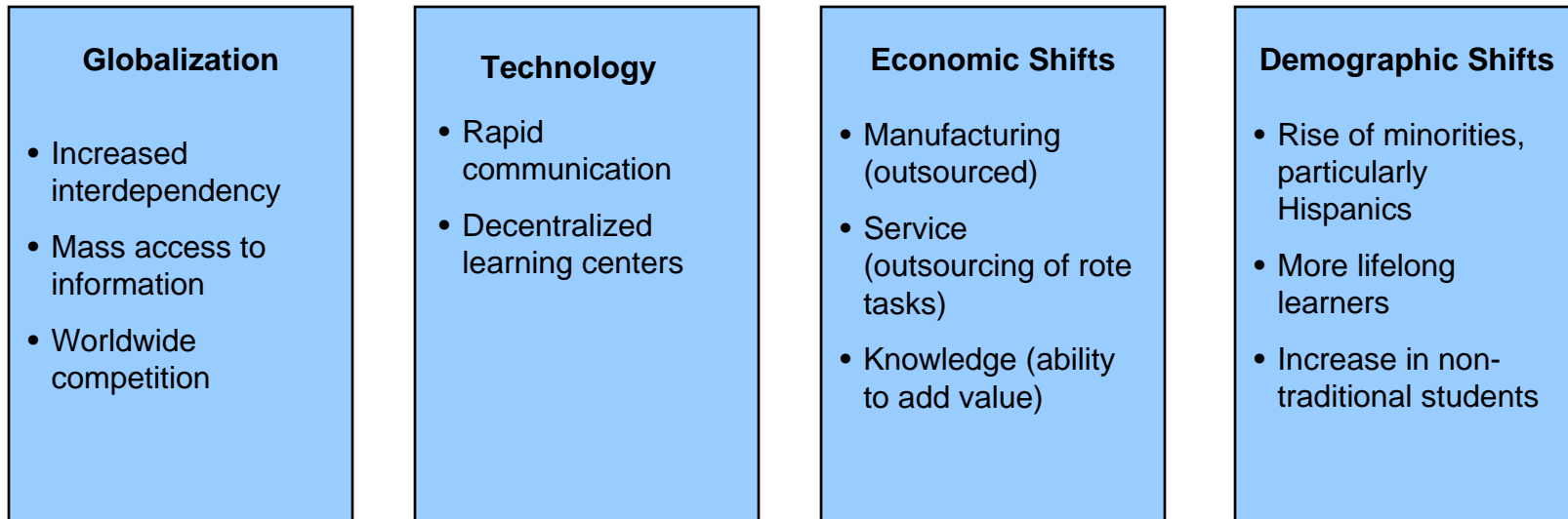


# Future Driving Forces

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- **Gearing Up for Greatness was future-oriented, creative and intellectually-driven. Collective brainstorming considered the future global forces which will impact our society and higher education**

**The New Academy Strategic Working Group identified four Future Driving Forces which must be analyzed carefully in the Strategic Planning Process:**



# Vision and Mission of the Future Learning System

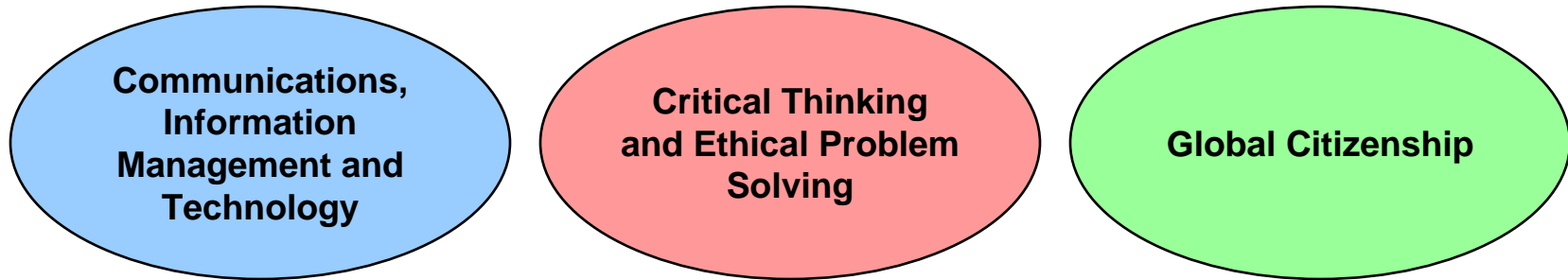
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- **The New Academy Strategic Working Group, after many reiterations, developed the vision and mission of the Future Learning System**
- **Vision**
  - Building on its historic mission of empowering diverse students to become leaders, Jackson State University will become recognized as a challenging, yet nurturing, state-of-the-art technologically-infused intellectual community. Students and faculty will engage in creative research, participate in interdisciplinary and multi-institutional/organizational collaborative learning teams and serve the global community
- **Mission**
  - The University produces technologically-advanced, diverse, ethical, global leaders who think critically, address societal problems and compete effectively

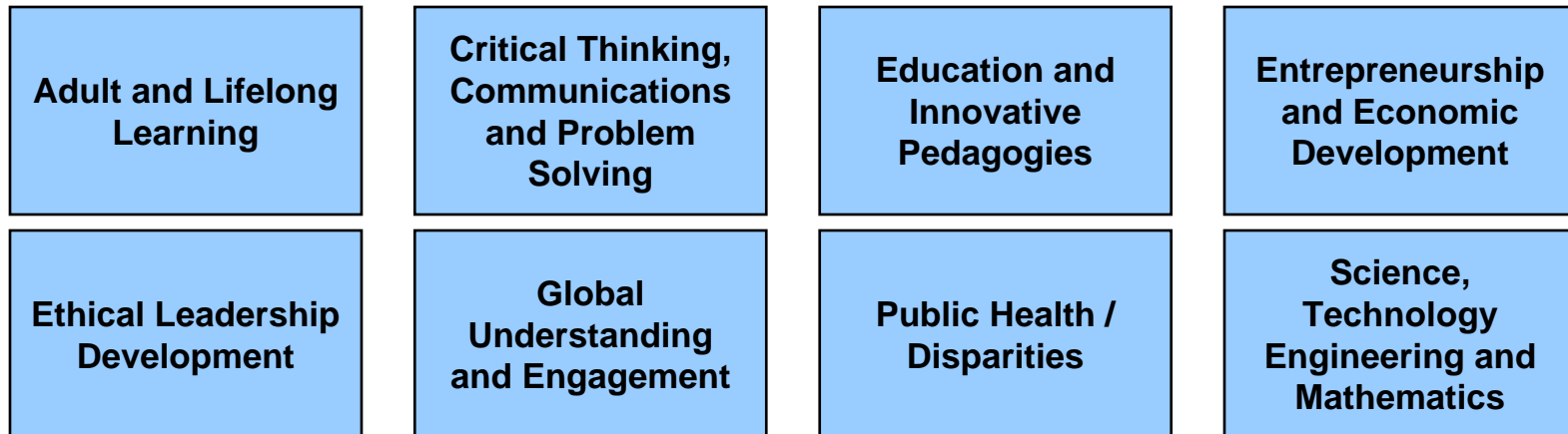
# Jackson State's Future Learning System

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The Future Learning System will focus on three core competencies



And eight areas of excellence



*In addition, the Future Learning System will include Graduate Studies and three system-wide interdisciplinary collaborations: the African-American Experience, Ethical Leadership, and Service-learning*

# Implementation of the Future Learning System

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## Three principal groups are responsible for the implementation of the Future Learning System

### Structure and Operations Strategic Working Group

- Co-Chaired by Troy Stovall, Senior Vice President, Finance and Operations and Dr. Willie Brown, Vice President, Information Management
- Makes recommendations regarding the structure and operations of the Future Learning System

### Academic Content Strategic Working Group

- Chaired by Dr. Felix Okojie, Interim Vice President, Office of Academic Affairs and Student Life/  
Office of the Vice President for Research and Development and Support and Federal Relations
- Comprised of 12 senior faculty and academic administrators
- Makes recommendations regarding the academic content of the Future Learning System
- Reviews the submissions of departments for inclusion in the Future Learning System

### Futures Task Force

- Chaired by Dr. Ronald Mason, President, Jackson State University
- Comprised of the President's cabinet and presidents of:
  - The faculty and staff senates;
  - The National Alumni Association;
  - The Student Government Association; and
  - The Chief Executive Officer of The Barthwell Group
- Makes final decisions regarding the implementation of the Future Learning System

# Update on the Work of the Academic Content Strategic Working Group

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- **The Academic Content Strategic Working Group has been engaged in a multi-step process to ensure an objective and fair evaluation process to recommend the content of the Future Learning System**
  - **Step One- Submission of the Inclusion Reports**
    - **In May, approximately 36 departments and 80 programs submitted Inclusion Reports to Dr. Debra Buchannan, the Associate Vice President for Academic Affairs and Student Life and the Coordinator of the Academic Content Strategic Working Group**
    - **Inclusion Reports**
      - provided documentation to indicate why each department/program should be transitioned to the Future Learning System
      - benchmarked each department/program according to Inclusion Criteria (developed by the New Academy Strategic Working Group) ( See Appendix A for a description of the Inclusion Criteria)
      - were prepared based on Inclusion Evaluation Rubrics (developed by a faculty subcommittee) according to instructions provided by Dr. Buchanan
  - **Step Two- Indexing of the Inclusion Reports**
    - **During June, The Barthwell Group prepared a detailed index which described each of the Inclusion Reports and indicated whether or not documentation had been submitted regarding each Inclusion Criteria and specified the type of documentation submitted and its location**
      - The index was designed to ensure an accurate accounting of every document submitted by the Department Chairs
      - The initial index was approximately 651 pages

# Update on the Work of the Academic Content Strategic Working Group (continued)

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- Step Three-Review of the Inclusion Reports by the Academic Content Strategic Working Group
  - **On June 24, 2009, The Barthwell Group met with the Academic Content Strategic Working Group to:**
    - Review the methodology to be used in reviewing the Inclusion Reports
      - ACSWG was divided into five groups of two faculty members
      - Each group was assigned specific Inclusion Reports to review (in order to avoid conflicts of interest)
      - Following completion of the review, Drs. Okojie and Buchanan will determine if an additional ACSWG member should review any assessment (where there is a great divergence in the assessment of the two readers)
    - Assign the Inclusion Reports
    - Explain the Evaluation Form
      - Provides specific instruction how each Inclusion Criteria submission should be rated
      - Provides the range of points which may be awarded for each Inclusion Criteria
  - **On August 31, 2009, ACSWG will complete its review of the Inclusion Reports and submit the results to Dr. Buchanan**

# Update on the Work of the Structure and Operations Strategic Working Group

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- **On July 9, 2009 The Barthwell Group interfaced with Mr. Troy Stovall, Senior Vice President of Finance and Operations, and Dr. Willie Brown, Vice President Information Management, and the Co-Chairs of the Structure and Operations Strategic Working Group, to develop the following goals for SOSWG**
  - Develop a strategy which will enable Jackson State University to function competitively with respect to its systems and processes in a global, technologically-infused 21<sup>st</sup> century higher education environment (regardless of the Future Learning System's specific content)
  - Develop a cost allocation model which will enable:
    - **ACSWG to understand the impact of its content decisions**
    - **the Futures Task Force to make informed decisions regarding the Future Learning System**
  - Develop scenarios which illustrate the impact of certain structural decisions
  - Develop detailed recommendations for process enhancements and innovations based on the design of the Future Learning System
  - Interface with ACSWG to ensure that ACSWG understands the financial and operational impact of its content decisions; and to enable SOSWG to understand the rationale behind the content decisions
  - Determine the feasibility of the Future Learning System
- **On August 26, 2009, SOSWG will meet to review its goals and objectives**

## Future Milestone Actions

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- **September 21-22, 2009-** The Barthwell Group will meet with the ACSWG, SOSWG, the Department Chairs and the Deans' Council to provide updates regarding the implementation of Planning for Greatness
- **October 5, 2009-** The Barthwell Group will meet with ACSWG to discuss its findings based on the ACSWG's assessment of the Inclusion Reports. The Barthwell Group will meet with SOSWG to discuss its progress
- **October 6, 2009-** The Barthwell Group will announce its preliminary findings regarding its review of the ACSWG's assessment of the Inclusion Reports to the Futures Task Force
- **October 19, 2009-** The Futures Task Force will announce its "first-cut" recommendations regarding content inclusion for the Future Learning System and content eliminations
- **October 20, 2009-**SOSWG will present a template to ACSWG assess critical cost and process considerations during the Oral Presentations process. The Barthwell Group will meet with ACSWG to review the Oral Presentations process. The Barthwell Group will meet with the Department Chairs, Deans' Council and SOSWG to provide and obtain updates
- **December 3-5, 2009-** Approximately 65 Department Chairs will make presentations to the ACSWG, SOSWG, the President and to The Barthwell Group regarding why their units should transition to the Future Learning System
- **December 14, 2009-** SOSWG will meet with the ACSWG and the Futures Task Force to discuss its preliminary analysis of the costs and processes based on the first cut recommendations for the Future Learning System
- **January 5, 2010-**The Barthwell Group will meet with ACSWG, SOSWG and the Futures Task Force to review its analysis of the Oral Presentations

## Future Milestone Actions (continued)

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- **January 19, 2010-** The SOSWG will meet with the Futures Task Force to discuss the “first-cut” analysis of the cost and processes of the Future Learning System based on recommendations by the ACSWG and The Barthwell Group. The Barthwell Group will meet with the Department Chairs and the Deans’ Council to provide updates regarding the implementation of Planning for Greatness
- **February 2, 2010-** The Futures Task Force will announce its recommendations for the Future Learning System
- **February 16, 2010-** Deadline for submitting appeals to the Futures Task Force regarding content of the Future Learning System. The SOSWG will meet with the Futures Task Force to deliver the final analysis of the costs and processes of the Future Learning System
- **February 23, 2010-**The Futures Task Force will hear appeals regarding the content of the Future Learning System
- **March 1, 2010-** The Barthwell Group, ACSWG and SOSWG will make final recommendations to the ACSWG and to the Futures Task Force regarding the Future Learning System
- **March 8, 2010-** The Futures Task Force will announce its final recommendations for the Future Learning System

# Appendix A-Criteria for Inclusion in the Future Learning System

During “Gearing Up for Greatness” eleven criteria were developed to evaluate the current learning system and determine the transition to the Future Learning System. These criteria were divided into two categories based on their relative importance:

## Category One

### Relevance to the Future Learning System’s Vision and Mission

- Integrates critical thinking and problem-solving
- Integrates technology
- Relevant to critical societal issues
- Presents a global perspective

### High Quality Graduates

- A high percentage of all graduates enter graduate or professional school
- A high percentage of all graduates are employed in their disciplines within one year of graduation
- Graduates are able to enter highly ranked graduate or professional schools
- Students consistently complete degree requirements successfully within the expected time period
- Graduates are able to secure competitive positions in their discipline
- A high percentage of the program’s graduates pass their discipline-specific and/or professional exams during their first sitting, if applicable

### High Quality Faculty

- Faculty consistently engages in scholarly activities
- The program is able to attract and retain outstanding, diverse faculty
- A high percentage of the faculty publish in peer-reviewed publications and present at conferences
- At least 90% of the faculty have terminal degrees

### Evidence of High Quality Academic Performance

- The program is recognized as producing high quality research, teaching, and service (including, but not limited to, professional services)
- Students and faculty consistently engage in scholarly activities
- Faculty expertise in the field is recognized
- The program is accredited, if applicable, or follows recognized “best practices” by the relevant professional society(ies)
- Student learning outcomes are consistently obtained

### High Quality Curriculum

- The curriculum is aligned with current and anticipated market demands of students and the workforce
- The program’s curriculum meets desired learning outcomes and student educational needs
- The curriculum has rigor, coherence, and logical progressions
- The curriculum meets accreditation or professional standards
- The curriculum supports the University’s mission
- The curriculum is aligned with the Core Competencies
- The program’s service-learning projects have a positive impact and add value to served communities
- The program’s service-learning projects are aligned with the curriculum and the University’s mission
- Faculty and students consistently complete service projects (local, state, regional, national, and global)

# Appendix A-Criteria for Inclusion in the Future Learning System (continued)

## Category Two

### Sustainability

- The program's budget enables its faculty to accomplish its mission and compete favorably with its peers
- Salaries and benefits are competitive for both faculty and staff
- The program's budget provides sufficient resources to support, teaching, learning, research, and service
- The program's budget enables the faculty to provide state-of-the-art resources
- The program's budget is sufficient to ensure competitive staff-faculty ratios based on professional standards and benchmarks
- Resources are available to meet the cost of the program within five academic years of its inception
- There is a strong market demand for the program's graduates
- Student demand is adequate to meet the cost of the program
- Faculty and students contribute to the mission of the University, the surrounding community, and/or the state

### High Quality Infrastructure

- The program has adequate and appropriate space, technological resources, and equipment
- Operational systems for the program are adequate to meet or exceed conventional professional standards
- Library resources for the program are adequate to meet or exceed conventional professional standards
- The revenues from the program are able to substantially offset its cost

### High Quality Students

- The program is able to recruit and retain a large number of high quality diverse students who are academically competent and capable
- Students enter the program with the required skills for success which is evidenced by foundational knowledge and skills

### High Student Enrollment

- The program produces a high percentage of the University's graduates or numbers of graduates consistent with external benchmarks for the field
- The program enrolls a high percentage of the University's majors
- The program has consistent or increasing enrollment

### High Quality Instructional Technology

- The program's faculty and students consistently use technology in their learning experiences
- Students and faculty are knowledgeable about and proficient in the use of current technology
- The program integrates technology in a high percentage of its knowledge transfer and learning experiences
- The program uses state-of-the-art software and technology to accomplish its mission effectively
- The program includes a substantive number of online programs

### Productivity

- A number of students meet their academic requirements through the program
- The program graduates a large number of students who consistently make contributions to the University and their fields
- The program has a high ratio of publications, patents, presentations, book chapters, and juried exhibits to faculty FTEs
- The program has a high ratio of grant dollars to faculty FTEs