

**UICSPH Strategic
School-wide Stakeholder Consensus Meeting
May 12, 2004 12pm – 4pm**

Agenda

- I. **Sign-in, Round table selection, Box lunch** 30 minutes

- II. **Welcome and Purpose** 15 minutes Dr. Scrimshaw
(review planning process, where we are now)

- III. **Review Draft Strategic Plan** 15 minutes P. Lenihan
(presentation of mission, vision, strategic goals, strategies, plan outline)

- IV. **From Planning to Implementation** 2 hrs SPC members facilitate
(8 breakout groups to review strategies and implementation actions in two consecutive sessions)
 - Is strategy framed correctly?
 - Are actions missing or misdirected?
 - Barriers to implementation and implementation detail?

- V. **Adopting the Plan** 1 hr Dr. Scrimshaw
(Group Reports and Closure)

Guide to the May 12 Strategic Planning Retreat Materials

The UIC SPH has been working over the past 18 months to develop a strategic plan that would effectively chart and communicate a future direction. The process has been long and arduous, involving numerous planning committee meetings, the collection and review of much information, and input from a wide variety of stakeholders. Most recently, the planning committee has been focusing on bringing the process to closure and producing a concise strategic plan by mid-May.

These materials on the web site present the results of the strategic planning committee deliberations at this stage of the process. Beyond this guide, the materials include:

- Overview of this stage of process (in presentation format)
- Workplan and Schedule
- Mission, Vision and Strategic Goals
- Strategic Issues Summary
- Strategies and Action Areas
- Outline of the Strategic Plan Report

As you review these materials in preparation for the May 12 retreat, please consider the following to better understand the strategic planning committee's work:

- All materials are working drafts (Overview and Workplan excepted) for review and comment; some, like the Vision, are being developed in an iterative fashion and need substantial additional work to make more compelling and add clarity. So, while "wordsmithing" ideas are welcomed, please review all materials from the perspective of content.
- Consider the materials as a whole, and not just as individual pieces. Strategic planning is very much about context and the integration of the pieces provides a context that is not as apparent when pieces are considered alone.
- The committee drew heavily on the information generated during the prior 18 months, so please also examine the May 2003 Strategic Plan Report, which is on the SPH web site.
- Mission, Vision and Strategic Goals are the highest-level direction setting statements that lay out the basic purpose of the school, the projection of that purpose into the future, and key accomplishments that will be sought after.
- Effective strategic plans provide focus, so not everything of importance that the school does can be included. The focus is usually on areas where change will occur or that should be emphasized to highlight a key role in the school's future.
- Strategic issues identify those fundamental policy level challenges that the school faces that must be resolved to reach the vision. They do not become part of the strategic plan but are a focusing tool to separate the strategic from the routine.
- Strategies are broad patterns of action that will accomplish strategic goals and reach the vision while addressing strategic issues. Action areas present implementation options that will be considered further during the May 12 retreat.

What you have now...

- All major ingredients of strategic planning
- High level of participation and stakeholder input
- Information base for decision making
- Deliberative planning process
- Draft strategic planning report with goals, objectives, actions

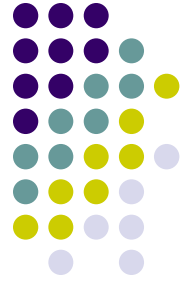




What you think about it...

Pleased with:

- A report was done that captures the process
- Level of participation
- Some strategic issues were addressed



What you think about it...

Less pleased with:

- Structure of the process was loose
- Slow progress; has bogged down
- Focus often more operational than strategic
- Strategic issues not addressed
- Leadership and direction not clear
- Use of data and information
- Reductionist report format lacks context and integration



What you think about it...

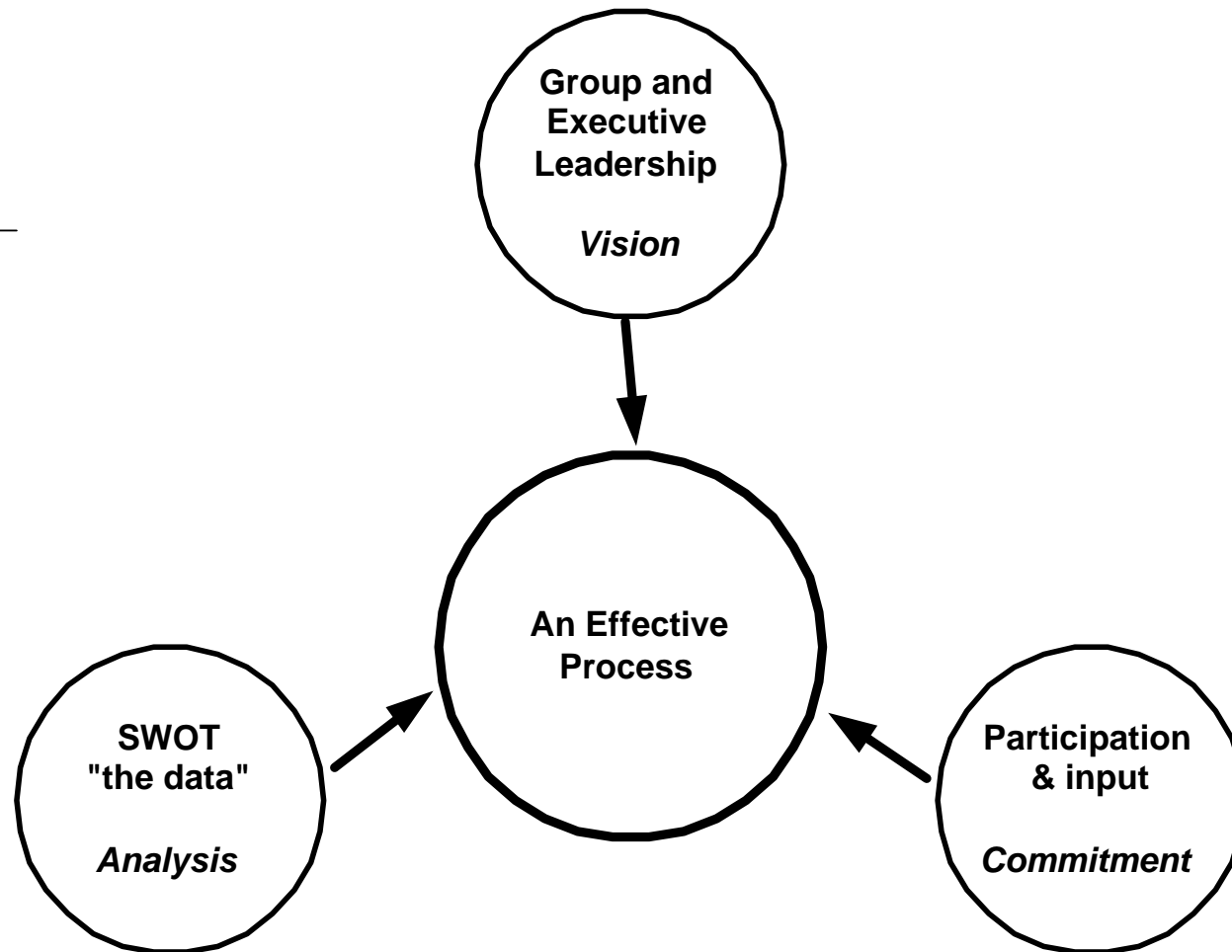
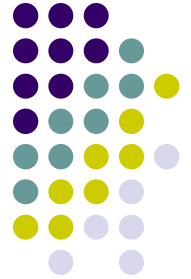
Expectations of strategic planning:

- Options for dealing with strategic issues, setting direction
- Deal with budget crisis and short term choices
- Deal with internal “process” issues

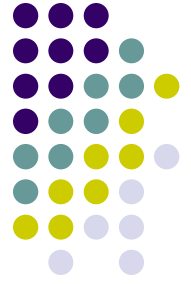
Changes and next steps:

- Clarify leadership and participation
- Clear direction; better process management
- More input, more data
- More strategic, less operational
- Move ahead!

Forces of Strategic Planning *achieving a balance*

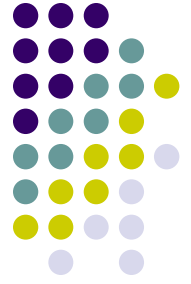


What is needed for completion?



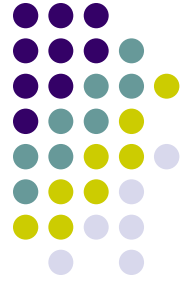
- More structured planning process
- Effective balance between leadership, participation, and information
- Greater attention to strategic issues
- Fixed time frame to create momentum and expectation
- Clear end: a planning report that captures and communicates a clear direction

How to get there...

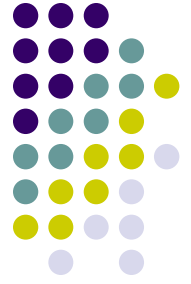


- Structured process and firm facilitation
- Focus on strategic issues and strategy development (Phase I)
- Compressed schedule and frequent meetings
- Leadership and active involvement of SPC
- Structured stakeholder input
- Defer implementation details until plan is completed (Phase II)
- Shift focus to strategic management

Steps to completion...



1. Confirm and clarify mission, vision and goals
2. Develop strategic issues
3. Develop strategies to address issues and achieve vision/goals
4. Validate with and communicate to stakeholders
5. Identify action areas/options for implementation
6. Draft crisp strategic plan by May 16



Strategy Themes

- Create reward and recognition mechanisms
- Improved communication and decision making
- Enhance curriculum quality
- Greater interdisciplinary work and integration within SPH and with other UIC units
- Enhance research as a major driver of excellence
- Improved management systems
- Recruitment and retention of faculty and students, and engagement of alumni
- Greater national and state-wide presence

UIC SPH Strategic Plan Workplan Schedule

Week of	Task
Jan 26	Reactivate SPC via Dean's charge/invitation memo Interviews of SPC and past plan participants
Feb 2-27	Interviews of SPC
Mar 1	1st SPC meeting: (Mar 2) <ul style="list-style-type: none"> • Outline process • Set schedule • Clarify goals/expectations/roles • Recap/review May '03 Report
Mar 8	2 nd SPC meeting: (Mar 8) <ul style="list-style-type: none"> • Confirm mission, vision, goals • Identify strategic issues
Mar 15	
Mar 22	3 rd SPC meeting: (Mar 22) Confirm strategic issues
Mar 29	4 th SPC meeting: (Mar 29) <ul style="list-style-type: none"> • Develop strategies
Apr 5	Report to Executive Committee 5 th SPC meeting: (Apr 8) <ul style="list-style-type: none"> • Develop strategies
Apr 12	6 th SPC meeting: (Apr 12) <ul style="list-style-type: none"> • Develop strategies
Apr 19	Faculty meeting review 7 th SPC meeting: (April 23), <ul style="list-style-type: none"> • Confirm strategies/Plan retreat
Apr 26	8 th SPC meeting: (April 28) <ul style="list-style-type: none"> • Confirm strategies/finalize retreat plans/plan outline
May 3	Post materials for school retreat
May 10	May 12 School Retreat: <ul style="list-style-type: none"> • Review and adopt working draft plan
May 17	SPC meeting: <ul style="list-style-type: none"> • Set Implementation process

The UIC School of Public Health Strategic Plan 2004

Mission

The School of Public Health is dedicated to excellence in protecting and improving the health and well-being of the people of the metropolitan Chicago area, the State of Illinois, and the nation, and of others throughout the world. The School achieves this mission by: educating scientists, professionals and the public; conducting research to develop solutions to public health problems; providing public health service; and formulating public health policy.

Vision

The UIC School of Public Health is a model for working collaboratively, with communities and partners, in culturally diverse environments, to improve public health. *(revise to make more specific and compelling)*

Strategic Goals

Responding to emerging threats

Build a sustainable capacity to provide leadership in research, teaching, and community engagement to address emerging and re-emerging threats to health. (e.g. SARS, bioterrorism, obesity, etc.)

Addressing health disparities

Become a recognized source of expertise in addressing health disparities through teaching, research, policy development and community engagement.

Educational experience

Develop and support public health leaders through an integrated, innovative, and relevant educational experience. (student services, career services, alumni, recruitment and retention, curriculum, continuing education)

Organizational culture

Promote a participatory organizational culture and systems that foster collegiality, equity, responsiveness and accountability, and that reward faculty, staff, and students for excellence and productivity.

State and regional presence

Increase the School's involvement, relevance, and visibility in the state and region, while enhancing existing relationships within UIC and the surrounding community, as well as among national and international partners.

Strategic Issues Summary:

1. How can SPH achieve a balance among teaching, service, and research that effectively supports and rewards each?
2. How can SPH develop an effective decision-making process that achieves participation by a diverse constituency, promotes equity and ensures accountability?
3. How can SPH improve and reward faculty and staff productivity in the face of budgetary restrictions? (expecting more, rewarding less)
4. How can the SPH increase the ethnic diversity of faculty and students?
5. How can the SPH sustain and increase (in quality and quantity) externally funded research efforts in light of increased competition, reduced federal funding, limited local (UIC) support, and faculty overwork?
6. How can the SPH develop an international presence in teaching, research, and service, mindful of resource constraints/considerations, that does not become an organizational silo?
7. How can the SPH develop a health disparities presence in teaching research and service, mindful of resource constraints/considerations?
8. How can the SPH further develop, support and coordinate distance learning?
9. How can the SPH improve curriculum quality and expeditiously incorporate new curricular needs responsive to emerging external drivers such the 2002 IOM Report recommendations, CEPH requirements, bioterrorism preparedness, and health disparities.
10. How can the strategic plan be used to inform budget decision especially when cuts are required or increases given, so that strategic priorities are preserved
11. How can the SPH improve the quality and competitiveness of its doctoral programs while continuing to meet the needs of its masters' level students?
12. How can the SPH create and develop an organizational arrangement that facilitates an interdisciplinary approach to consider cross cutting programmatic issues (e.g. women's health, life-course health, etc.)
13. How do we effectively engage alumni in all areas of curricula, career placement, recruitment, field practicums, etc.
14. How can SPH work more effectively with other units on campus in collaborative programs
15. How to improve development efforts?
16. How to improve information systems that provide data needed for decision making in all areas?

3. Improve curriculum quality, relevance and responsiveness to student needs, through ongoing evaluation of content, instruction, advising, and resource allocation; along with a more effective use of distance learning and other non-traditional approaches to instruction.

Action Areas:

- Improve the curriculum by:
 - Developing integrated modular core courses; consider greater use of a case based approach,
 - Establishing an oversight committee to periodically review all courses for quality, relevance, and “fit,”
 - Evaluating the role, effectiveness, and resource requirements of online courses.
 - Promote more practice-based learning and assure proper staffing and coordination,
 - Increasing curricula flexibility; permit greater use of electives,
 - Establishing a teaching skills development program for faculty and consistently applying peer evaluation of teaching,
 - Re-examining curriculum resources school-wide and at the divisional level, and
 - Use alumni to test the relevance of curriculum.

- Improve advising by:
 - Moving away from one-on-one advising to a more team based approach that splits advising between a staff advisor plus a faculty mentor,
 - Using staff/adjunct advisors who know the field by training and/or practice,
 - Developing an advising job description; train for effectiveness; use those who are good at advising and reward accordingly; and
 - Developing separate master’s and doctoral advising templates and guidelines, which take into account the different needs.

- Appoint a task force, which includes outside expertise, to draft a consensus report which proposes a philosophy on doctoral education and which also considers campus-wide resources beyond those of SPH for implementation.

4. Develop and implement organizational arrangements and policies that will achieve a greater integration of SPH functions and a more interdisciplinary approach both within SPH and with other units of the University.

Action Areas

- Examine the feasibility of piloting more interdisciplinary mechanisms such as interdisciplinary seminars and hiring of faculty across divisions and with other colleges. Identify the barriers to implementation and develop guidelines for the broader use of interdisciplinary approaches based on an applied understanding of those functions that can benefit from centralizations vs. those that should be decentralized.

- Focus the SPH international presence on teaching and research for this strategic planning cycle and adopt an interdisciplinary approach to establish this focus.

- Review curriculum, other SPH activities, and other offerings in the University to inventory and assess existing programs.
 - Assess faculty and staff research, interests, service, and training.
 - Set realistic priorities for international health offerings based on core strengths.
 - Identifying gaps and develop a limited number of new key courses and international health relevant modules that faculty could use in existing courses.
 - Establish a cross-division concentration in international health.
 - “Package” and highlight international course offerings on the website and in the catalogue.
- Adopt an interdisciplinary approach to establish a health disparities focus.
 - Inventory faculty interest, activities (teaching and research) in the school and on campus.
 - Identifying gaps and design a program based on existing strengths; include community partners and the medical center.
 - Develop a limited number of new key courses and modules relevant to health disparities that faculty could use in existing courses.
 - Establish a Center on Health Disparities
- Pursue cross-campus integration to broaden curriculum resources starting with existing possibilities in Health Sciences Center, Informatics, and Urban Planning. Possibilities include:
 - basic research
 - courses for doctoral students;
 - seminar series of faculty from other colleges/schools;
 - clearinghouse on faculty interests, projects, courses; and
 - explore ways to use Honor’s College offerings as mechanisms to expose undergrads to public health.

5. Support full spectrum of research activities from basic research to applied practice and intervention effectiveness as a major driver of curriculum expertise, resource development, faculty and student recruitment, and SPH reputation.

Action Areas

- Focus recruitment and promotion on faculty with established research funding track records.
- Expand pre and post doctoral research by placing a greater emphasis on research training in the doctoral curriculum; secure additional funding to support doctoral students and doctoral level training grants.
- Expand research grant proposal activity placing greater emphasis on the proportion of research proposals awarded over the number of proposals submitted (quality over quantity).

- Improve research support systems, especially external University systems, for tracking budgets, pre-awards for contracts, navigating the IRB process, and managing research grant funded personnel issues
- Strengthen capacity to conduct basic research

8. Project leadership and exert influence in the formulation of public health policy and the practice of public health at the local, state, regional and national levels

Action Areas

- Increase Springfield presence through:
 - Policy briefing briefs on SPH “findings”,
 - Extending UIC MPH to Springfield campus,
 - Coordinating faculty involvement on Statewide committees and task forces,
 - Working more closely with key agency leaders and legislators, and
 - Acquainting faculty with state liaison and procedures.
- Increase regional and national presence through:
 - Working more closely with regional offices of federal agencies, and
 - Acquainting faculty with federal liaison and procedures

7. Recruit and retain faculty and students, and engage alumni to create a diverse learning community that is committed to excellence.

Action Areas

- Develop a school-wide recruitment plan to improve faculty diversity by:
 - Recruiting from institutions which are historically or currently diverse, or that serve specific racial and ethnic groups.
 - Using informal faculty networks, encourage existing minority faculty to identify colleagues at other institutions who may be recruitable.
 - Use available funding for an open competition among divisions to fill a minority faculty slot.
- Develop a minority student recruitment plan that within five years will place the school’s incoming class in the top quartile of public health schools for minority representation.
 - Develop financial incentives to attract high-caliber diverse students to include research assistantship guarantees, use of tuition differential funds, and concentration of traineeship monies.
- Network new faculty to colleagues on rest of campus, other Chicago universities, and other institutions such as CDPH, IDPH.
- Develop a comprehensive career development plan that is workable both school-wide and by divisions; consider appointing or hiring a school-wide coordinator.

- Develop an alumni engagement plan based on an examination of best practices from other institutions and that addresses:
 - managing alumni contacts,
 - need for an alumni coordinator (internal or contracted), and
 - establishing an ongoing alumni-mentoring program for students.

2. Adopt communication and decision-making methods that promote participation, equity, and accountability.

Action Areas:

- Evaluate the effectiveness of the SPH website, the Internet, email and other electronic communication tools to determine the best options for internal communication.
- Expand communication channels to include a more effective use of electronic communication to disseminate information in a more timely manner both before and after decisions are made, and to allow greater input into decision-making.
- Change the format of faculty meetings to promote more discussion, problem-solving and team-building by moving from oral to written routine status reports.
- Create more opportunities for informal student, faculty and staff interactions around issues that concern the SPH community, e.g. brown-bag lunches, open houses, receptions, etc.
- Increase the effectiveness of divisions and division leadership that reflects their essential role in school governance in the areas of communication and coordination of action both within and across divisions.
- Develop and improve operations and procedures manuals, orientation protocols for new employees, and innovative ways to monitor and build morale.

1. Create reward and recognition mechanisms that are aligned with the strategic directions and continuing priorities of the SPH, enhance productivity, and achieve an effective balance between teaching, research and community service.

Action areas:

- Refine and implement measures that capture and report faculty activity in teaching, research and service. Use to baseline time allocation for acknowledging effort, evaluating performance, making assignments and assessing equity of responsibilities in relation to compensation and other rewards.
- Create non-salary rewards for faculty and staff that would include reallocation of vacancy recapture funds, teaching and advising load reductions, assignment of research assistants, formal recognition programs for excellence, tapping University-wide rewards, and covering professional development expenses for conference attendance and courses.

- Identify faculty and staff activities that are critical to the school's priorities but have not traditionally been well recognized or rewarded. These include such activities as advising students, mentoring doctoral students and junior faculty, mentoring by staff, and committee service.
- Create development opportunities that allow faculty and staff to gain competencies in activities beyond their core areas of expertise that are critical to the school's effective functioning.

6. Improve management systems that capture, track and report critical information; support strategic and key operational functions for research, and resource development; and, engage and organize expertise required for effective problem solving and strategy implementation.

Action Areas

- Improve information systems by developing and implementing a comprehensive, integrated, report generation tool within or to complement the banner data systems.
- Adopt a project management approach that uses task forces of students, faculty, staff and outside expertise (e.g. consultants) for problem solving, project action, and implementing the strategic plan.
 - Develop a plan for spending tuition differential.
 - Using existing data systems, match all domestic applicants with a research assistantship.

UIC SPH Strategic Plan Outline (5/12/04)

Introduction (message from the Dean)

- I. **The University of Illinois School of Public Health today** (who we are)
 - A. Mission of the school
 - B. History of SPH, why founded, growth in last 25 years
 - C. Major descriptive characteristics (size, physical facilities, location, satellites, student body, etc)
 - D. The larger University of Illinois context – Great Cities, Land Grant school, UIC as a research university

- II. **Strengths and Challenges** (the need for a strategic plan)
 - A. Challenges facing public health and schools of public health
 1. 1988 and 2002 IOM reports
 2. Healthy People 2010: health disparities, chronic disease, obesity, inter-generational competition for health resources, etc.
 3. Accountability and performance standards (CEPH, accreditation)
 4. Bioterrorism, SARS, emerging infections
 5. The changing public health work force
 6. Competition from other schools
 7. UICSPH specific challenges
 - a) decreasing state support
 - b) growing pains from: classroom to research orientation ; organizational culture shifts; a changing student body
 - B. Internal strengths and, distinctive competencies (how SPH is the solution to the challenges)
 1. Diversity of urban environment and global connection
 2. Chicago as an urban laboratory, city of neighborhoods, connection to health disparities and life-course perspective
 3. Rural state and manufacturing center
 4. Programmatic expertise in:
 - a) Environmental/Occupational health
 - b) Health Informatics
 - c) Community engagement
 - d) Urban health: violence, HIV, etc.
 - e) Workforce development
 - f) Bioterrorism
 - g) Public Health Leadership
 - h) Maternal and Child/MCH-EPI

- III. **Purpose and Process** (developing a strategic plan)
 - A. Vision
 - B. The planning process (getting there from here)

- IV. **Strategic Direction** (where SPH is going)
 - A. Strategic Goals...

B. Strategies...

1. Action areas...

Where do we go from here... Strategic planning does not end with this report

Acknowledgements (SPC members, other participants)

Plan Outline