Looking to the Future

AGS Planning Retreat 2019

Who is in the Room?

- Randy Ross – Facilitator
- Jeff Allen – President
- Alumni
- Faculty
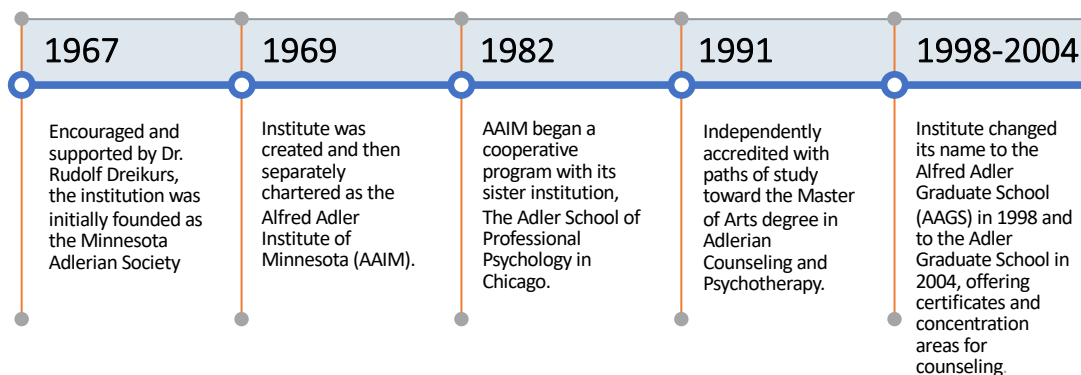- Staff
- Students
- Board Members

Planning Retreat Objectives

- To explore the future direction for the Adler Graduate School in context of the <u>Institutional Effectiveness Plan (IEP).</u>

- To review data and operationalize goals in the IEP.

- To reinforce a cultural commitment to assessment and continuous improvement process.

- To prepare team members for active participation in the Higher Learning Commission (HLC) accreditation process.

- To connect retreat participants to build team and create consensus for the plans leading to the future growth of AGS.

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adler | GRADUATE SCHOOL

The Past Informs the Future….

1967	1969	1982	1991	1998-2004
Encouraged and supported by Dr. Rudolf Dreikurs, the institution was initially founded as the Minnesota Adlerian Society	Institute was created and then separately chartered as the Alfred Adler Institute of Minnesota (AAIM).	AAIM began a cooperative program with its sister institution, The Adler School of Professional Psychology in Chicago.	Independently accredited with paths of study toward the Master of Arts degree in Adlerian Counseling and Psychotherapy.	Institute changed its name to the Alfred Adler Graduate School (AAGS) in 1998 and to the Adler Graduate School in 2004, offering certificates and concentration areas for counseling.

Preparing mental health and human service professionals with a strong Adlerian foundation to foster encouragement, collaboration, and a sense of belonging to the individuals, families, and culturally diverse communities they serve.

Value Driven Strategic Investments

- The AGS Board approved the following strategic investments using the surplus from the sale of the Richfield building.
  - Approximately $2 million, and approximately $1 million remaining after the build out of the Minnetonka building.
  - At this time, the surplus will be held in liquid short-term investments to be drawn upon as needed while this plan is being implemented. This is based on the board approved investment policy. The following are the key strategic investments:
- To continue to invest in full-time faculty to enable eventual CACREP accreditation
- To increase faculty and staff retention by providing a retirement plan with the goal of using any surplus to distribute as an employer contribution equally amongst participants
- To invest in Admissions efforts to build enrollment levels and tuition revenues
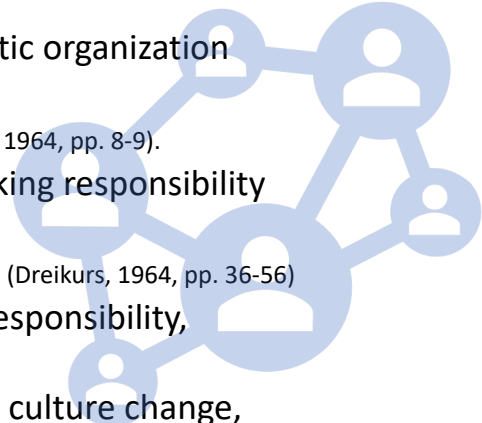
Value Driven Strategic Investments, cont.

- To invest in technology and online educational delivery to increase the competitiveness of the institution and meet the expectations of potential students and their future employers
- To invest in cyber security and safeguarding private student and employee data.
- To invest in resource development efforts to increase the competitiveness of the institution
- To establish an endowment fund to support the mission and values and operations of the Adler Graduate School
- To evaluate administrative structure and costs to determine appropriate administrative human capital needs and functions, which might lead to cost savings or service growth.

Creating an Adlerian Organization Structure:
Belonging, Safety, and Significance

Dreikurs: democratic relationships = democratic organization
- Movement from autocratic
- Freedom is based on responsibility (Dreikurs, 1964, pp. 8-9).
- There is a clear structure and decision-making responsibility
- Encouragement of courageous decisions
- Environment which is safe to fail and grow (Dreikurs, 1964, pp. 36-56)
- Respect and equality are based on roles, responsibility, encouragement, and validation
- Stages in organizational structure enhance culture change, empowering broad-based change (Kotter, 1996)

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Adler Graduate School Shared Leadership

Community
Alumni

Community
Alumni

Community
Alumni

| **Board of Directors Governance Committee and Finance Committee** | AGS Leadership Team President, Quality Assurance, Finance, Human Resources, Admissions, Student Success, Academic, Assessment | Faculty and Staff: Academic Chairs, Faculty, Student Support Services: Registrar, Library, FA, IT, Accounting |

Alumni
Community

Alumni
Community

Alumni
Community

Work Groups vs Standing Committees

Standing Committees
- Tend to promote themselves
- Are not as open to change (Block, 2008)
- Can create fictitious goals of *Vertical Striving*

Work Groups
- Encourages cooperating and contributing
- Allows every voice to be heard (Block, 2008)
- Supports belonging purpose and courage

Morning Agenda

Time	Activity
8:30 – 9:00	*Gathering and Breakfast*
9:00 – 9:45	*Stage Setting*
9:45 – 10:00	*Instructions for Planning Session 1 and Break*
10:00 – 11:30	*Planning Session 1*
11:30 – 12:15	*Report Out---(5 minutes per group)*
12:15 - 1:00	*Lunch*

Afternoon Agenda

Time	Activity
1:00 – 1:15	*Check-In and Instructions for Planning Session 2*
1:15 – 2:45	*Planning Session 2*
Alumni	*Planning for the Future*
2:45 – 3:30	*Report out*
3:30 – 4:00	*Closing and Next Steps…..*

Ground Rules

- Balance Immediate Action and Future Focus
- Move Quickly to Work
- Stay Present and Focused
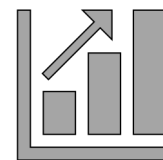- One Conversation in Large Group
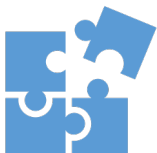- Record Follow-Up Actions
- Meet People
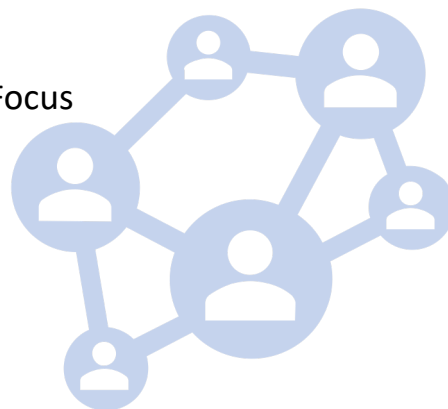
Logistics

- Use To Be Done (TBD) Action Log
- Use Parking Lot
- Record Your Follow Up Actions
- Manage Breaks

"The goal is to turn data into information, and information into insight."

– Carly Fiorina, former chief executive of Hewlett-Packard Company

Vision and Mission

- **VISION**
  - The Adler Graduate School will be a leader in empowering and developing mental health and human service professionals to transform society through social interest in action.
- **MISSION**
  - Preparing mental health and human service professionals with a strong Adlerian foundation to foster encouragement, collaboration, and a sense of belonging to the individuals, families, and culturally diverse communities they serve.

We Value

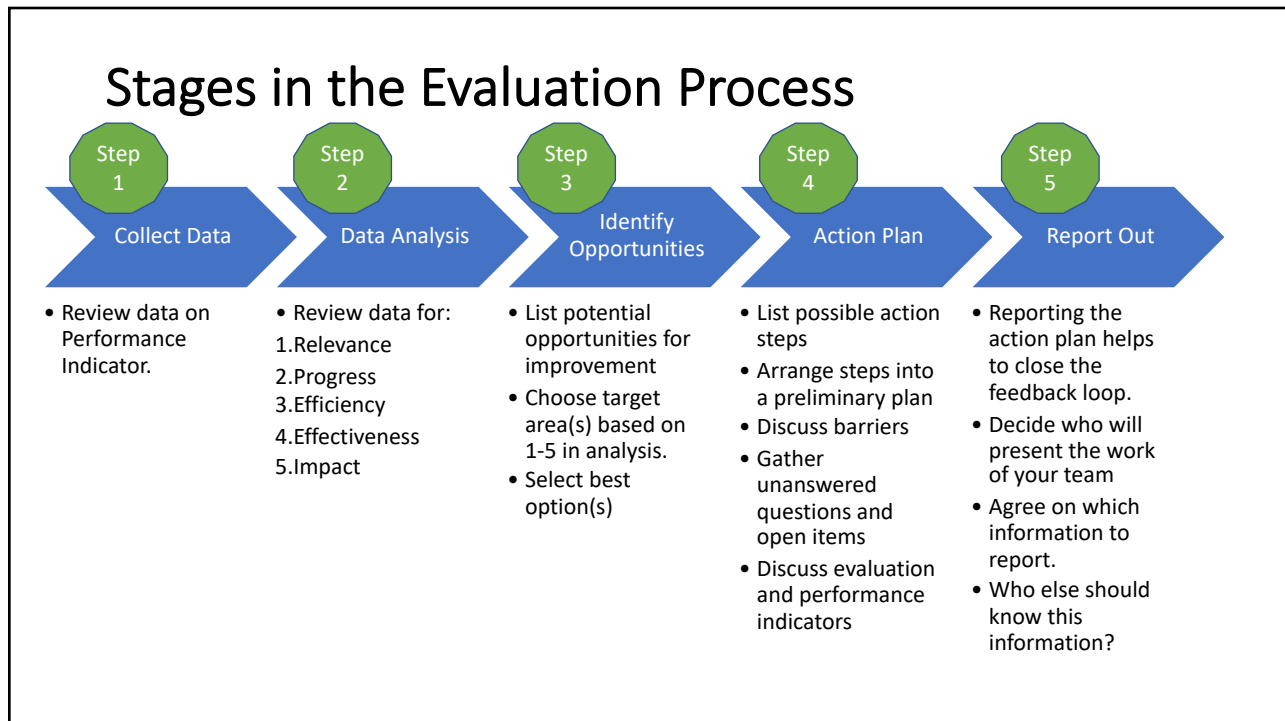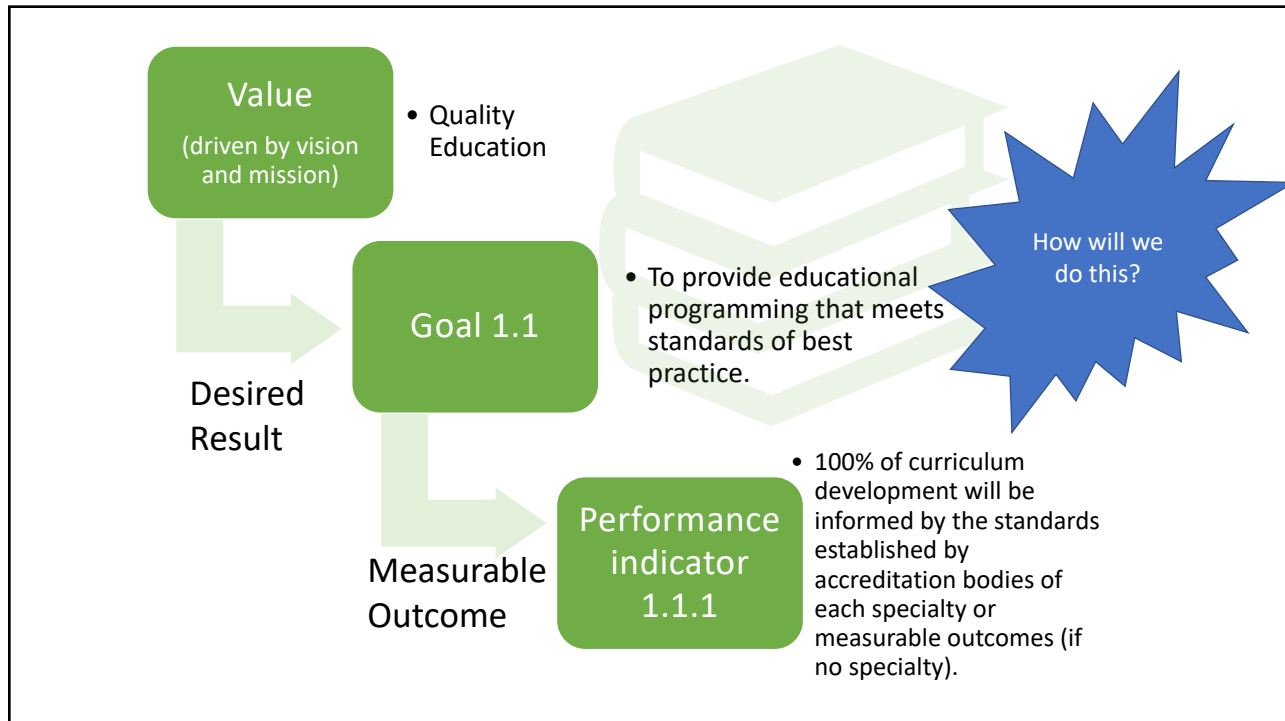|	
Quality Education	**Provide an excellent graduate education**
Adlerian Principles	**Foster a culture that embodies Adlerian Principles**
Diversity	**Prepare all students for service to all types of communities**
Institutional Sustainability	**Provide resources to support institutional sustainability**

Value
(driven by vision and mission)

- Quality Education

Desired Result

Goal 1.1

- To provide educational programming that meets standards of best practice.

How will we do this?

Measurable Outcome

Performance indicator 1.1.1

- 100% of curriculum development will be informed by the standards established by accreditation bodies of each specialty or measurable outcomes (if no specialty).

Stages in the Evaluation Process

Step 1	Step 2	Step 3	Step 4	Step 5
Collect Data	Data Analysis	Identify Opportunities	Action Plan	Report Out

Step 1 — Collect Data
- Review data on Performance Indicator.

Step 2 — Data Analysis
- Review data for:
1. Relevance
2. Progress
3. Efficiency
4. Effectiveness
5. Impact

Step 3 — Identify Opportunities
- List potential opportunities for improvement
- Choose target area(s) based on 1-5 in analysis.
- Select best option(s)

Step 4 — Action Plan
- List possible action steps
- Arrange steps into a preliminary plan
- Discuss barriers
- Gather unanswered questions and open items
- Discuss evaluation and performance indicators

Step 5 — Report Out
- Reporting the action plan helps to close the feedback loop.
- Decide who will present the work of your team
- Agree on which information to report.
- Who else should know this information?

Which performance Indicators will we be reviewing?

Quality Education

- **Performance Indicator 1.1.2:**
  - 100% of program have a developmental course sequence. Student advising plans are created in a developmental sequence by July 2019.
- **Performance Indicator 1.2.1:**
  - Each academic program will *develop and implement* a program evaluation plan; plans will include 1) evaluation of curricular and co-curricular activities and 2) processes that promote student professional dispositions.
- **Performance Indicator 1.3.3:**
  - Create systematic use of evaluations for field experience.
- **Performance Indicator 1.4.3:**
  - Plan for systematic evaluation of faculty (full time and adjunct) will be developed and implemented 100% by Fall 2019.
- **Performance Indicator 1.5.1:**
  - Develop Orientation Process for all faculty and staff.
- **Performance Indicator 1.5.2:**
  - The professional development coordinator will create an effective program of professional development for faculty and staff.
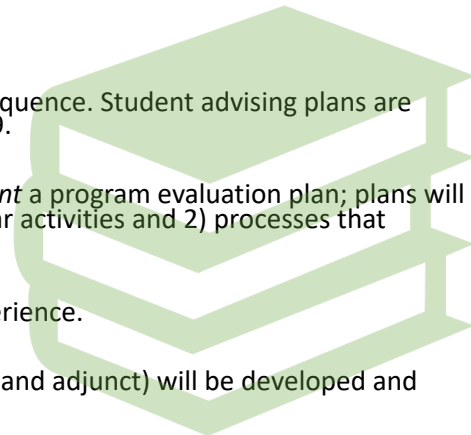
Adlerian Principles

- **Performance Indicator 2.1.1:**
  - 100% of curriculum will be revised to include core Adlerian competencies by June 2019, to also include key assessments.
- **Performance Indicator 2.1.3:**
  - Practicum and internship experiences include opportunities for students to incorporate Adlerian Principles in their work and to demonstrate social interest in action.
- **Performance Indicator 2.2.2:**
  - Trainings, forums, and other activities that promote a sense of belonging, significance, and social interest among staff and faculty are offered consistently throughout the year.
- **Performance Indicator 2.3.1:**
  - Increase Adlerian training opportunities to community members and stakeholders to promote a sense of belonging and social interest in action.
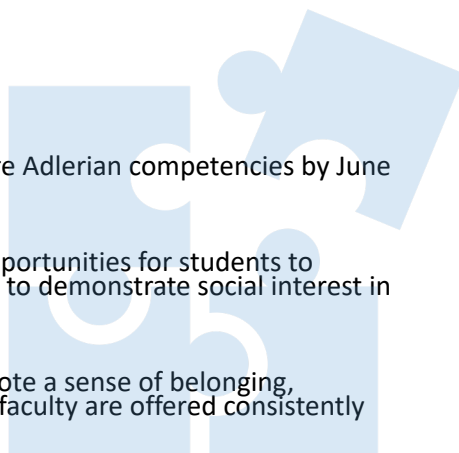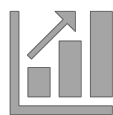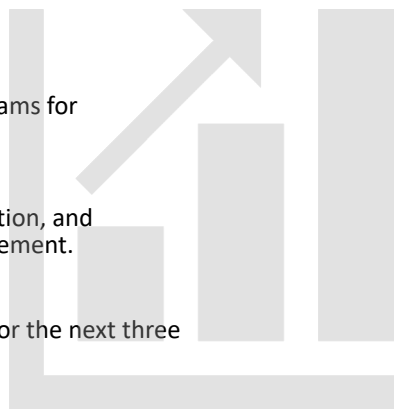
Diversity

- **Performance Indicator 3.1.1:**
  - Development of a plan for providing training aimed at increasing faculty and staff Multicultural and Social Justice competence.
- **Performance Indicator 3.2.1:**
  - Students will report feeling a sense of safety, belonging, and significance by the time they graduate.
- **Performance Indicator 3.3.1**
  - MSJCCs are integrated in curriculum by Summer 2019.
- **Performance Indicator 3.4.2**
 - Student Success Services integrates, supports and promotes multicultural awareness and diversity.
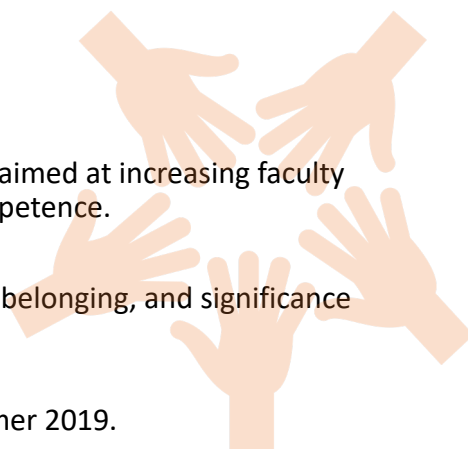
Institutional Sustainability

- **Performance Indicator** 4.1.2**:**
  - AGS will provide relevant continuing education programs for professionals through the Adler Institute.

- **Performance Indicator** 4.2.1**:**
  - AGS will track enrollment, student persistence, retention, and graduation rates in order to identify areas for improvement.

- **Performance Indicator** 4.2.2**:**
  - Number of new students increases by 5% each year for the next three years.

- **Performance Indicator** 4.3.2**:**
 - ROI on each marketing and recruiting initiative is conducted.

Institutional Sustainability

- **Performance Indicator** 4.2.3**:**
  - Student Success Services provides a diversified menu of support services that meet the needs of students.

- **Performance Indicator** 4.3.1**:**
  - Data from institutional assessment plans are used to inform decisions about resource management.

- **Performance Indicator** 4.3.4**:**
  - Tuition procedures and processes are in place to prevent bad debt.
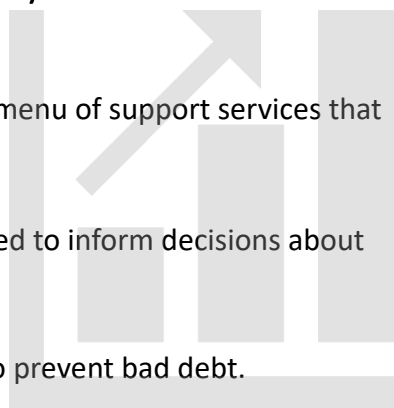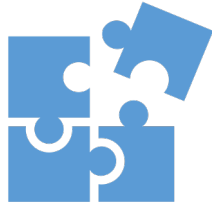
Quality Education   Adlerian Principles   Diversity   Institutional Sustainability

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