From:	Hsieh, Chialin
Sent:	Thursday, June 02, 2016 9:59 AM
To:	Anderson, Gregory; Bricker, Lizette; Diamond, Heidi; Hsieh, Chialin; Hughes, Jennifer; Johnson, David; Lopez, Kim; Marquez, Michelle; Rana, Anniqua; Rodriguez Antone, Megan; Stringer, Janet; Aguirre, Alicia Carmen; Carr, Nicholas; Hirzel, Douglas; Huang, Tracy; Joy, Deborah; Rico, Christopher; Roscelli, Paul S.
Cc:	Hsieh, Chialin; Lisa Klebba; To: Anne de Irala; Hsieh, Chialin; Bucton, Barbara
Subject:	SCUP and Cañada College case study
Attachments:	LocalCommCollegeCaseStudy.pdf; LCC Fact Sheet.pdf; SCUP_PI1 _CanadaCollege_CaseStudy_06012016Final.docx; LayingTheGroundworkforEMPPlanning_Final_05022016.docx

Importance:	High
Follow Up Flag:	Follow up
Flag Status:	Flagged
Categories:	Plan

Dear Cabinet and EMP team:

In preparation of our Planning institute 1 on Tuesday, June 28, here are things to prepare and consider:

Reading Assignment:
SCUP would like us to read both the Cañada case study and our sample Local Community College (LCC) case before the workshop: either the full LCC case or the shorter fact sheet. We have the option of reading only the LCC fact sheet, the full LCC case, or both. Attached are (a) the long LCC version, (b) a short fact sheet for LCC, and (c) our Cañada case study (in word) for you to read. I am also linking our District Strategic Plan Summary here.

Why SCUP recommend this:
By reading both, we will be able to compare and contrast elements of Cañada and LCC. This helps everyone get on the same page and supports different learning styles we will have in our room. The comparing and contrasting is a strong tool for inspiring strategic thinking during our session.

Planning Institute 1 Outcomes and Deliverables (What do we hope to accomplish after the PI1? What are the expected outcomes for us?)
1. Review and apply SCUP PI 1 framework using Cañada Case Study.
2. Start with end in mind:
    - Timeline (attached: Laying The Groundwork)
    - How to engage stakeholders to get the task (EMP) done?
    - What are we going to do to accomplish the task?
3. Define language /terminology to use/agree to (i.e., Goal, objective, activity, etc.)
4. Clarify roles of SCUP PI 1 (EMP Planning Team) and PI 2 (Implementation Team)
5. Engage stakeholders: Develop Communication Plan
    - Message to send to stakeholder need to be consistent starting with Introduction, main content, and Conclusion

Agenda

AT-A-GLANCE AGENDA

Module	Start Time	Length
Full Day		
Arrivals/ Breakfast	7:45:00 AM	15
(01) Introduction	8:00:00 AM	45
(02) Readiness for Change	8:45:00 AM	15
(03) Stakeholders	9:00:00 AM	45
BREAK	9:45:00 AM	15
(04) Sponsor and Value Prop	10:00:00 AM	65
(05) Planning Team	11:05:00 AM	35
(06) Communication Plan	11:40:00 AM	20
LUNCH	12:00 PM	60
(07) Environmental Scanning	1:00:00 PM	45
(08) Institutional Context	1:45:00 PM	20
(09) Competitor Analysis	2:05:00 PM	25
(10) SWOT	2:30:00 PM	25
BREAK	2:55:00 PM	15
(11) Mission, Vision, Values	3:10:00 PM	15
(12) Core Idea	3:25:00 PM	30
(13) Mandates	3:55:00 PM	20
(14) Strategic Issues	4:15:00 PM	20
(15) Conclusion	4:35:00 PM	20
Wrap-up: End of Session	4:55:00 PM	5

If you have any questions, please let Kim and Jennifer know. I will be out of the country tomorrow and coming back on June 25. Barbara or Jennifer will communicate with us about the room location and other logistics.

Have a great summer!

Thank you very much!!

Chialin

From: Lisa Klebba [mailto:lisa.klebba@scup.org]
Sent: Thursday, June 02, 2016 7:41 AM
To: Hsieh, Chialin <hsiehc@smccd.edu>; To: Anne de Irala <anne.deirala@scup.org>; Bucton, Barbara <buctonb@smccd.edu>; Hughes, Jennifer <hughesj@smccd.edu>; Lopez, Kim <lopezk@smccd.edu>
Subject: re: SCUP and Cañada College case study

Hi everyone,

We'd like you to consider having your group read both the Cañada case study and our sample Local Community College (LCC) case before your workshop: either the full LCC case or the shorter fact sheet

In order to best help your facilitator, Sal, prepare for your workshop, we need your response ASAP - preferably by the end of today.

Why we recommend this:

By reading both, your participants will be able to compare and contrast elements of Cañada and LCC. This helps everyone get on the same page and supports different learning styles you will have in your room. You will still get your outcomes about Cañada - it's just that comparing and contrasting is a strong tool for inspiring strategic thinking during your session.

You have the option of having your group read only the fact sheet or both. We've attached the long LCC version and a short fact sheet for your review.

Please let us (me and Anne) know whether you can or cannot accommodate LCC into your pre-workshop reading with Cañada.

Thank you for your consideration!

Sincerely,
Lisa

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Lisa Klebba
Instructional Designer
SCUP | Society for College and University Planning
P 734.669.3275 │ 1330 Eisenhower Place │ Ann Arbor, MI 48108