GEDC

GLOBAL ENGINEERING DEANS COUNCIL

2011-2013 Strategic Plan
October, 2010

Vision & Mission

2011-2013 Strategic Direction

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Vision

Empower deans* in advancing their college or school's mission in preparing the next generation of engineers to successfully tackle the challenges of the 21st century and serve society more effectively.

* For the purposes of the Global Engineering Deans Council, a dean is defined as a person in charge of an engineering college or school in a university, or a person in charge of an education institution of higher learning that is primarily focused on engineering education and research.

GEDC
GLOBAL ENGINEERING DEANS COUNCIL

Mission

Serve as a global network of engineering deans*, and to leverage on the collective strengths, for the advancement of engineering education and research

* For the purposes of the Global Engineering Deans Council, a dean is defined as a person in charge of an engineering college or school in a university, or a person in charge of an education institution of higher learning that is primarily focused on engineering education and research.

General Objectives & Strategies

2011-2013 Strategic Direction

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General Objectives & Strategies

2011-2013 Strategic Direction

Objective 1 – Institutional Leadership

Provide a world-wide forum for exchanging information, discussing experiences and challenges, and sharing best practices in leading an engineering school.

Strategies

a. Organize periodic meetings and other mechanisms to discuss emerging issues and challenges, and to share best practices pertaining to leading an engineering school (leveraged with 2.a)

b. Identify and address critical, cutting-edge institutional leadership issues that are of strategic interest and value to engineering deans (leveraged with 2.b)

c. Organize Deans Leadership Institute to mentor and support development of engineering deans (leveraged with 3.d)

General Objectives & Strategies

2011-2013 Strategic Direction

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Objective 2 – Curriculum Leadership

Provide a means for engineering deans to partner with one another in curriculum development and innovation, and to collaborate with industry and other stakeholders.

Strategies

a. Organize periodic meetings and web-based fora to discuss emerging issues and challenges, and to share best practices pertaining to curriculum development and student learning experiences (leveraged with 1.a)

b. Identify and address critical, cutting-edge curriculum development issues that are of strategic interest and value to engineering deans (leveraged with 1.b)

c. Develop pathways for the collaboration with industry and other stakeholders

General Objectives & Strategies

2011-2013 Strategic Direction

Objective 3 – Policy Leadership

Build a network that would support engineering deans to play a leadership role in the development of regional, national and international policies to advance societies.

Strategies

a. Host forums and speakers to share information about emerging policy issues and strategies for impacting change

b. Identify and address critical opportunities where deans could help influence appropriate policies

c. Develop and share tools and resources to enable deans to be effective in playing a policy-making leadership role

d. Organize Deans Leadership Institute to mentor and support development of engineering deans (leveraged with 1.d)

General Objectives & Strategies

2011-2013 Strategic Direction

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Objective 4 – Accreditation Leadership

Actively participate in the development and maintenance of a global system of quality standards for engineering education.

Strategies

a. **Collaborate with national and multi-national accreditation organizations to encourage the development and adoption of national accreditation standards.**

b. **Host forums and speakers at meetings to share information on accreditation standards and best practices.**

Strategic Direction Summary
2011-2013

GEDC
Strategic Direction Summary
2011-2013

MISSION
Serve as a global network of engineering deans*, and to leverage on the collective strengths, for the advancement of engineering education and research.

VISION
Empower deans* in advancing their college or school's mission in preparing the next generation of engineers to successfully tackle the challenges of the 21st century and serve society more effectively.

Objectives

1. Institutional Leadership
Provide a world-wide forum for exchanging information, discussing experiences and challenges, and sharing best practices in leading an engineering school.

2. Curriculum Leadership
Provide a means for engineering deans to partner with one another in curriculum development and innovation, and to collaborate with industry and other stakeholders.

3. Policy Leadership
Build a network that would support engineering deans to play a leadership role in the development of regional, national and international policies to advance societies.

4. Accreditation Leadership
Actively participate in the development and maintenance of a global system of quality standards for engineering education.

Strategies

Organize periodic meetings and other mechanisms to discuss emerging issues and challenges, and to share best practices pertaining to leading an engineering school

Organize periodic meetings and web-based fora to discuss emerging issues and challenges, and to share best practices pertaining to curriculum development and student learning experiences

Host forums and speakers to share information about emerging policy issues and strategies for impacting change.

Collaborate with national and multi-national accreditation organizations to encourage the development and adoption of national accreditation standards.

Identify and address critical, cutting-edge institutional leadership issues that are of strategic interest and value to engineering deans

Identify and address critical, cutting-edge curriculum development issues that are of strategic interest and value to engineering deans.

Identify and address critical opportunities where deans could help influence appropriate policies.

Host forums and speakers at meetings to share information on accreditation standards and best practices.

Develop pathways for the collaboration with industry and other stakeholders.

Develop and share tools and resources to enable deans to be effective in playing a leadership role.

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Organize Deans Leadership Institute to mentor and support development of engineering deans

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Core Organizational Values

2011-2013 Strategic Direction

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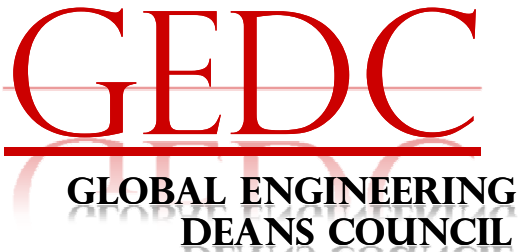
Core Organizational Values

Organizational culture can be defined as the specific collection of values and principles that are shared by people and groups in an organization and that control the way they interact with each other and with stakeholders outside the organization. In essence, this is the personality of our organization.

Among the principles that govern the behaviors and practices under which we operate as an organization a handful stand out. We understand that these values will be particularly significant as we drive our organization towards its Vision and Mission. These are the following:

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Strategic Direction
2011-2013

MISSION
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VISION
Empower deans* in advancing their college or school's mission in preparing the next generation of engineers to successfully tackle the challenges of the 21st century and serve society more effectively.

Core Values: Descriptions

GLOBAL VIEW
Description: Capacity to appreciate and address the particular needs and opportunities of the multitude of social, cultural and economic entities we serve, and to benefit from the diversity and richness of their collective strengths.

- Globalization represents the growing integration of economies and societies around the world. The striking increase of international trade and educational and cultural exchange has brought dramatic new demands, including the need to develop a global view of the challenges we manage.

COLLABORATION
Description: The asserted practice of working together and synthesizing our different perspectives to accomplish our goals.

- While we believe in the inherent value of every individual, we recognize the unique effectiveness gained from the collective experience, skills and wisdom of the group. Through our close working relationships, the knowledge, wisdom, and understanding of each individual have the potential to contribute to greater shared meaning and choices for greater mutual benefit.

EXCELLENCE
Description: Passion for striving for the best possible performance in all tasks undertaken.

- To us excellence describes the furthest end of the quality spectrum, pursuing the very best there is. Excellence is deliberate, not an accident that we stumble upon. It is about asking of ourselves more than others do. We believe that no matter how common the task, it should be done uncommonly well.

CONTRIBUTION
Description: Doing or giving to help create or achieve something successful together with other people, making true on our desire to make a difference.

- Each person brings a unique contribution to her/his organization. This is what identifies that person's value point. It could be some unique experiences, knowledge, passion, talent, relationships, skills, abilities, interpersonal abilities, political savvy, etc. Putting that value point at the service of your colleagues and organization makes the difference

INTEGRITY
Description: Demonstrated and sustained intellectual honesty and ethical behavior in all our endeavors, placing the best interests of the community we serve above those of individuals or sectional groups.

- As a not-for-profit organization, we should comfortably and openly convey information to the public about our mission, activities, processes and accomplishments. Making accessible this information will further create external visibility, public understanding, and trust in our organization.

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MISSION
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VISION
Empower deans* in advancing their college or school's mission in preparing the next generation of engineers to successfully tackle the challenges of the 21st century and serve society more effectively.

Core Values:
Observable Practices and Behaviors

GLOBAL VIEW
- We understand that there are differences among cultures and treasure this diversity.
- We keep informed about issues of global impact, striving to understand their implications in the particular countries and regions we serve.
- We don't allow cultural preferences to become the basis for judgments and decisions.
- Each one of us actively seeks to acquire further knowledge about the needs and opportunities of other cultures.

COLLABORATION
- We practice effective communication and conflict resolution.
- We communicate effectively with our colleagues in spite of geographical, language and cultural differences.
- We seek opportunities to actively engage in interdisciplinary work and cooperate with other parties for mutual success.
- Through our direct and deliberate actions we contribute to create and maintain a supportive environment where we all learn and grow.
- When brainstorming, we celebrate "out-of-the-box" ideas of our colleagues and practice "piggy-backing" and idea expansion.
- We help build an atmosphere of inclusion by embracing diverse styles and experiences.

EXCELLENCE
- We actively promote innovation and learning initiatives.
- We champion efforts for continual improvement and adaptation to the changing environment.
- We show sensitivity to providing services that unquestionably meet our constituents' needs.
- We invest generous time and energy in promoting and advancing shared learning.
- We consistently execute our commitments with passion, no matter how small they may seem.

CONTRIBUTION
- We complete our tasks and commitments even if this requires going the extra mile.
- Each of us seeks to identify opportunities where our particular value point can make a difference.
- To expand the impact of our efforts, we coordinate our actions.
- We demonstrate generosity in helping and supporting others to successfully do their tasks.
- We expect and practice accountability and a sense of urgency when addressing critical situations of our constituents and beneficiaries.

INTEGRITY
- Each one of us clearly practices what s/he preaches.
- We nurture mutual trust by always doing what we said we would do.
- We assume our responsibilities with openness and readiness.
- We keep our commitments and promises, always doing what we say we would do.
- We always take personal accountability for our actions.

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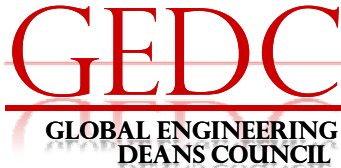
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Strategies, Key Action Plans & Expected Results by Objective (1-Page Summaries)

2011-2013 Strategic Direction

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Objective 1 – Institutional Leadership

Provide a world-wide forum for exchanging information, discussing experiences and challenges, and sharing best practices in leading an engineering school.

Strategy 1.a

Organize periodic meetings and other mechanisms to discuss emerging issues and challenges, and to share best practices pertaining to leading an engineering school (leveraged with 2.a)

Key Action Plans:

i. Deliberately incorporate at least one of the following four areas of discussion into GEDC annual meeting: inward (institutional) issues; outward issues; New Deans; Regional vs. Global
   • Enable and/or augment Q&A for active engagement between audience and presenters/panelists
ii. Identify and integrate top emerging Issues into GEDC annual program
   • Invite people to speak and dialogue about these issues at annual meeting
iii. Provide periodic GEDC news, discussion forums, and website (repository); and enable virtual participation at meetings

Key Expected results:

i. Heightened level of knowledge and awareness about institutional leadership emerging issues, best practices and opportunities
ii. A strategic and structured approach to programming forums and learning experiences on emerging curriculum institutional leadership issues

Strategy 1.b

Identify and address critical, cutting-edge institutional leadership issues that are of strategic interest and value to engineering deans (leveraged with 2.b)

Key Action Plans:

i. Implement process for systematic and periodic collection of top issues:
   • Create list of proposed critical Issues to form the basis for a survey
   • Conduct survey to define the list going forward
   • Post to website
ii. Create groups of thought-leaders to ponder critical global issues (as global complement to regional organizations like NAE)
iii. Characterize the type of data our constituents may find valuable to collect about Engineering schools; make a recommendation on next steps.

Key Expected results:

i. GEDC Process for systematic and periodical collection and analysis of issues of strategic value to engineering deans as it pertains to institutional leadership
ii. Timely, efficient and prioritized response to critical issues

Strategy 1.c

Organize Deans Leadership Institute to mentor and support development of engineering deans (leveraged with 3.d)

Key Action Plans:

i. Thoroughly define scope and purpose of Deans Leadership Institute
   • Implement initiative starting with next GEDC meeting
i. Create New Deans Leadership Program
iii. DLI implemented
iv. Make repository of knowledge available on the web

Key Expected results:

i. A clearly characterized and documented purpose for a Deans leadership Institute
ii. Developmental needs of Deans accurately characterized and addressed in an integrated way
iii. Creation of a useful and easy to access repository of pertinent knowledge

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Objective 2 – Curriculum Leadership

Provide a means for engineering deans to partner with one another in curriculum development and innovation, and to collaborate with industry and other stakeholders.

Strategy 2.a

Organize periodic meetings and web-based fora to discuss emerging issues and challenges, and to share best practices pertaining to curriculum development and student learning experiences (leveraged with 1.a)

Key Action Plans:

i. Establish a communication infrastructure for exchanging ideas around curriculum issues and student learning experiences (challenges, best practices and innovation)
   - Determine resources and infrastructure within GEDC to implement

Key Expected results:

i. Heightened level of knowledge and awareness among about curriculum innovation issues and opportunities
ii. A strategic, deliberate approach to programming forums and events on emerging curriculum innovation issues

Strategy 2.b

Identify and address critical, cutting-edge issues curriculum development that are of strategic interest and value to engineering deans (leveraged with 1.b)

Key Action Plans:

i. Form a Deans/Industry-led Subgroup or Taskforce to discover challenges (solicit feedback), aggregate best practices, prioritize and publish results
ii. Facilitate sharing of best practices concerning models to address change management and motivate eng faculty to innovate curriculum
iii. Develop a "Deans' Resource Book" indicating areas they can offer assistance to other deans

Key Expected results:

i. Sustainable process for systematic and periodical collection and analysis of issues of strategic value to engineering deans as it pertains to curriculum innovation
ii. Timely, efficient and prioritized response to critical issues

Strategies 2.c

Develop pathways for the collaboration with industry and other stakeholders

Key Action Plans:

i. Create a Corporate Members Council (CMC) to serve as think tank (IFEES-GEDC).
ii. Define a clear value proposition for industry to participate in GEDC
iii. Leverage communication structure to share information about best practices (e.g. publish current opportunities that exist in industry for engineering schools: academic, research, student/faculty internships, etc)
iv. Expand spectrum of industry participating in GEDC (e.g., manufacturing industry),
   - GEDC companies recruit their customers into GEDC
   - Education campaign for future industry

Key Expected results:

i. Wider industry involvement in GEDC
ii. Increased visibility of Industry-University collaboration best practices
iii. Clear, systematic and continuous visibility of opportunities for collaboration with industry
iv. Promotion of dialog and discussions with industry is managed as a strategic activity

Objective 3 –Policy Leadership

Build a network that would support engineering deans to play a leadership role in the development of regional, national and international policies to advance societies.

Strategy 3.a
Host forums and speakers to share information about emerging policy issues and strategies for impacting change
Key Action Plans:
  i. Ensure annual GEDC meetings include debate on at least one major policy related issue (e.g., Energy and Water in Singapore 2010)
  ii. Turn debate outcomes into crafted report and possible policy statement for distribution to all GEDC members and possible use in respective constituencies
  iii. Create discussion (members only) page on GEDC website (applicable also to 3.b below

Key Expected results:
  i. Enhanced level of knowledge and awareness among GEDC members about these matters
  ii. Timely and expeditious distribution of this information to all GEDC's members
  iii. A strategic, deliberate approach to programming forums and events on emerging policy-making issues

Strategy 3.b
Identify and address critical opportunities where deans could help influence appropriate policies
Key Action Plans:
  i. Monthly emailed newsletter to all members containing external links to policy info & opportunities
  ii. Nurture regional deans groups
    • Recognize and endorse where existent
    • Form and initiate where not existent
  iii. Create discussion (members only) page on GEDC website

Key Expected results:
  i. Systematic and consistent identification and dissemination of these crucial opportunities
  ii. Unparalleled levels of engagement by GEDC's constituent groups or individuals in policy-making endeavors

Strategies 3.c
Develop and share tools and resources to enable deans to be effective in playing a policy-making leadership role
Key Action Plans:
  i. Identify by region who will be receptive/interested to understand who to consult with and who to receive coaching from, and provide this guidance to deans
  ii. Create listing of regional points of contact on GEDC website
  iii. Hold one teleconference/meeting between annual meetings

Key Expected results:
  i. Rich regional coaching and development opportunities
  ii. Increased cross-fertilization of knowledge and skills across regions

Strategy 3.d
Organize Deans Leadership Institute to mentor and support development of engineering deans (leveraged with 1.d)
Key Action Plans:
  i. Create list of volunteers willing to provide mentoring support
  ii. Half day workshop immediately before each Annual meeting to discuss topics of particular interest to, but not exclusively, new deans

Key Expected results:
  i. Strategic developmental needs of Deans accurately characterized and addressed in an integrated way
  ii. Availability of senior advisory resources on policy-making leadership

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Objective 4 – Accreditation Leadership

Actively participate in the development and maintenance of a global system of quality standards for engineering education.

Strategy 4.a
Collaborate with national and multi-national accreditation organizations to encourage the development and adoption of national accreditation standards

Key Action Plans:
i. Provide support to Deans who are new to accreditation processes
ii. Produce a report about the status and trends of Engineering accreditation in the country and the relationship with licensure for each of the countries represented in GEDC.
iii. Create an on-line tool where GEDC members can upload information about the programs that they have available (disciplines/accreditation).
   • This tool will facilitate having a Directory of programs represented by GEDC members
i. Deploy lobbying efforts (jointly with IFEES) with Washington Accord and EUR-ACE to try to get an agreement about mutual recognition.
   • Produce a letter on behalf of GEDC encouraging the Washington Accord and EUR-ACE to come up with a mutual recognition agreement

Key Expected results:
i. Accelerated formation of a global system for the accreditation of engineering programs
ii. Heightened recognition and transparency of engineering education programs
iii. Enhanced global mobility of engineering students
iv. Documented growth of dual/double degree engineering programs

Strategy 4.b
Host forums and speakers at meetings to share information on accreditation standards and best practices

Key Action Plans:
i. Invite deans of accredited programs and officers of Washington Accord and EUR-ACE to participate in next GEDC meetings
ii. Promote in the regional deans meetings the inclusion of sessions related to accreditation standards and best practices

Key Expected results:
i. Accelerated formation of a global system for the accreditation of engineering programs
ii. A platform for collaboration between the leaders of engineering schools

Detailed Action Plans

2011-2013 Strategic Direction

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Objective 1: Institutional Leadership
Strategy 1.a: Organize periodic meetings and other mechanisms to discuss emerging issues and challenges, and to share best practices pertaining to leading an engineering school (leveraged with 2.a)

Key Expected Results	Major Action Items (Milestones)	Owner	Timetable (Critical dates)	Verifiable Indicators	Caveats
i. Heightened level of knowledge and awareness about institutional leadership emerging issues, best practices and opportunities i. A strategic and structured approach to programming forums and learning experiences on emerging curriculum institutional leadership issues	i. Deliberately incorporate at least one of the following four areas of discussion into GEDC annual meeting: inward (institutional) issues; outward issues; New Deans; Regional vs. Global • Enable and/or augment Q&A for active engagement between audience and presenters/panelists	Chairpersons of annual meeting	Whenever annual meeting occurs, beginning with 2011	Feedback	Need to enable Q&A for active engagement between audience and presenters/panelists
	ii. Identify and integrate top emerging Issues into GEDC annual program • Invite people to speak and dialogue about these issues at annual meeting	Chairpersons of annual meeting	Whenever annual meeting occurs, beginning with 2011	Feedback	Need to enable Q&A for active engagement between audience and presenters/panelists
	iii. Provide periodic GEDC news, discussion forums, and website (repository); and enable virtual participation at meetings	Web Environment task force or committee to be established	Year 2 of plan horizon	•Definition of scope. •News mechanism • Virtual participation mechanism •Web repository	•Need resources to implement. •May be implemented earlier if volunteers want to pursue it.

Objective 1: **Institutional Leadership**

Strategy 1.b: **Identify and address critical, cutting-edge institutional leadership issues that are of strategic interest and value to engineering deans (leveraged with 2.b)**

Key Expected Results	Major Action Items (Milestones)	Owner	Timetable (Critical dates)	Verifiable Indicators	Caveats
i. GEDC Process for systematic and periodical collection and analysis of issues of strategic value to engineering deans as it pertains to institutional leadership ii. Timely, efficient and prioritized response to critical issues	i. Implement process for systematic and periodic collection of top issues: • Create list of proposed critical Issues to form the basis for a survey • Conduct survey to define the list going forward • Post to website	GEDC Officers and Chairpersons of annual meeting	Year 1 of plan horizon	Survey is sent; responses collected and formed into list of "Top Issues"	
	ii. Create groups of thought-leaders to ponder critical global issues (as global complement to regional organizations like NAE)	GEDC Executive Committee	Year 2 of plan horizon	Position paper or implementation strategy documented	
	iii. Characterize the type of data our constituents may find valuable to collect about Engineering schools; make a recommendation on next steps.	Data collection task force or committee to be established	Year 3 of plan horizon	•Clear definition of data to be collected. •Recommendation	

Objective 1: **Institutional Leadership**

Strategy 1.c: **Organize Deans Leadership Institute to mentor and develop engineering deans (leveraged with 3.d)**

Key Expected Results	Major Action Items (Milestones)	Owner	Timetable (Critical dates)	Verifiable Indicators	Caveats
i. A clearly characterized and documented purpose for a Deans leadership Institute	i. Thoroughly define scope and purpose of Deans Leadership Institute • Implement initiative starting with next GEDC meeting	Executive Committee	Within 4 months after plan release	DLI purpose documented	
ii. Developmental needs of Deans accurately characterized and addressed in an integrated way	ii. Create New Deans Leadership Program	Executive Committee and Chair	Year 1 of plan horizon	• Launching of program • Number of participants • Feedback collected	
iii. Creation of a useful and easy to access repository of pertinent knowledge	iii. DLI implemented	Executive Committee and Chair	Annual, starting with next GEDC meeting (Year 1 of plan horizon)	• Participation level in DLI • Feedback on value of Year 1 meeting	
	iv. Make repository of knowledge available on the web	Web Environment task force or committee to be established (see 1.a)	Start in Year 2 (based on lessons learned in Year 1)	Web-based repository launched	

Objective 2:   Curriculum Leadership
Strategy 2.a: Organize periodic meetings and web-based fora to discuss emerging issues and challenges, and to share best practices pertaining to curriculum development and student learning experiences (leveraged with 1.a)

Key Expected Results	Major Action Items (Milestones)	Owner	Timetable (Critical dates)	Verifiable Indicators	Caveats
i. Heightened level of knowledge and awareness among about curriculum innovation issues and opportunities ii. A strategic, deliberate approach to programming forums and events on emerging curriculum innovation issues	i. Establish a communication infrastructure (meetings and website) for exchanging ideas around curriculum issues and student learning experiences (challenges, best practices and innovation)	GEDC Secretariat sets up the internet site Content to be provided by all	Periodic Meetings: October of each year coinciding with GEDC meeting Website: 4Q 2011	• # of deans reporting positive impact of strategy on their schools (e.g., positive student responses to changes) • # of deans that lead schools in curriculum innovation as a result of this strategy • Positive industrial feedback	Determine resources and infrastructure within GEDC to implement

Objective 2: Curriculum Leadership
Strategy 2.b: Identify and address critical, cutting-edge issues curriculum development that are of strategic interest and value to engineering deans (leveraged with 1.b)

Key Expected Results	Major Action Items (Milestones)	Owner	Timetable (Critical dates)	Verifiable Indicators	Caveats
i. Sustainable process for systematic and periodical collection and analysis of issues of strategic value to engineering deans as it pertains to curriculum innovation ii. Timely, efficient and prioritized response to critical issues	i. Form a Deans/Industry-led Subgroup or Taskforce to discover challenges (solicit feedback), aggregate best practices, prioritize and publish results	GEDC Secretariat	• Task Force: 2Q 2011	• Reorganization of GEDC Secretariat • Budget and Secretariat matching support • Timely initiation of data collection process	May only be possible if additional resources are identified
	ii. Facilitate sharing of best practices concerning models to address change management and motivate engineering faculty to innovate curriculum	Task Force to be established	Discover, Prioritize, Publish : 4Q 2011	• Timely dissemination of information	
	iii. Develop a "Deans' Resource Book" indicating areas they can offer assistance to other deans	Task Force to be established	Deans Resource Book: 2Q 2011	Actual publication	

Objective 2:   Curriculum Leadership
Strategy 2.c: Develop pathways for the collaboration with industry and other stakeholders

Key Expected Results	Major Action Items (Milestones)	Owner	Timetable (Critical dates)	Verifiable Indicators	Caveats
i. Wider industry involvement in GEDC ii. Increased visibility of Industry-University collaboration best practices iii. Clear, systematic and continuous visibility of opportunities for collaboration with industry iv. Promotion of dialog and discussions with industry is managed as a strategic activity	i. Define a clear value proposition for industry to participate in GEDC	GEDC Secretariat	2Q 2011	Written value proposition developed	
	ii. Create a Corporate Members Council (CMC) to serve as think tank (IFEES-GEDC).	GEDC Secretariat	4Q 2011	Value proposition endorsed by the CMC and shared with prospective corporate members	Industry buy in necessary
	iii. Leverage communication structure to share information about best practices (e.g. publish current opportunities that exist in industry for engineering schools: academic, research, student/faculty internships, etc)	Corporate Members Council (CMC)	1Q 2012		
	iv. Expand spectrum of industry participating in GEDC (e.g., manufacturing industry), •GEDC companies recruit their customers into GEDC •Education campaign for future industry	Corporate Members Council (CMC)	4Q 2012	# companies joining GEDC	

Objective 3:   Policy Leadership
Strategy 3.a: Host forums and speakers to share information about emerging policy issues and strategies for impacting change

Key Expected Results	Major Action Items (Milestones)	Owner	Timetable (Critical dates)	Verifiable Indicators	Caveats
i. Enhanced level of knowledge and awareness among GEDC members about these matters ii. Timely and expeditious distribution of this information to all GEDC's members iii. A strategic, deliberate approach to programming forums and events on emerging policy-making issues	i. Ensure annual GEDC meetings include debate on at least one major policy related issue (e.g., Energy and Water in Singapore 2010)	GEDC Executive Committee	Annual	Reported outcome available to all GEDC members	• Practical info valuable to deans (issues discussed in debates, highlights) • We need to assure good reporting by discussion groups and collation by GEDC Exec Comm
	ii. Turn debate outcomes into crafted report and possible policy statement for distribution to all GEDC members and possible use in respective constituencies	GEDC Executive Committee	2 months after Annual Meeting, end of 2010	• Report on GEDC website and demonstrable access • 1000 hits by next Annual meeting	We would like to know if hits are from members
	iii. Create discussion (members only) page on GEDC website (applicable also to 3.b below)	GEDC Executive Committee	3 months after Annual meeting, Q1 2011	Site is created and used	

Objective 3:   Policy Leadership
Strategy 3.b: Identify and address critical opportunities where deans could help influence appropriate policies

Key Expected Results	Major Action Items (Milestones)	Owner	Timetable (Critical dates)	Verifiable Indicators	Caveats
i. Systematic and consistent identification and dissemination of these crucial opportunities ii. Unparalleled levels of engagement by GEDC's constituent groups or individuals in policy-making endeavors	i. Monthly emailed newsletter to all members containing external links to policy info & opportunities	GEDC Secretariat	January 2011	Newsletter exists	Hans already providing this kind of information
	ii. Nurture regional deans groups • Recognize and endorse where existent • Form and initiate where not existent	GEDC Executive Committee	Over next 12 months after plan release	Reports from all recognized groups by the next annual meeting (2011)	• Where deans groups do not exist, it may take time. • GEDC can initiate, but regional deans groups must respond and participate. • If regional representation works, could this be the basis of GEDC's Exec Comm?
	iii. Create discussion (members only) page on GEDC website	GEDC Executive Regional Groups	3 months after Annual meeting, Q1 2011	Site is created and used	

Objective 3: **Policy Leadership**

Strategy 3.c: **Develop and share tools and resources to enable deans to be effective in playing a policy-making leadership role**

Key Expected Results	Major Action Items (Milestones)	Owner	Timetable (Critical dates)	Verifiable Indicators	Caveats
i. Rich regional coaching and development opportunities ii. Increased cross-fertilization of knowledge and skills across regions	i. Identify by region who will be receptive/interested to understand who to consult with and who to receive coaching from, and provide this guidance to deans	Regional bodies monitored by GEDC Executive Committee	Progressively over 3 years, beginning Q4 2010	Documented procedures from each region	This entails GEDC asking another party to contribute.
	ii. Create listing of regional points of contact on GEDC website	Regional bodies monitored by GEDC Executive Committee	Progressively over 3 years, beginning Q4 2010	Active participation of regional bodies	
	iii. Hold one teleconference / meeting between annual meetings	GEDC Chair; agenda developed by Regional reps	April 2012	Minutes from meeting with corresponding action items	

Objective 3: **Policy Leadership**
Strategy 3.d: **Organize Deans Leadership Institute to mentor and develop engineering deans (leveraged with 1.d)**

Key Expected Results	Major Action Items (Milestones)	Owner	Timetable (Critical dates)	Verifiable Indicators	Caveats
i. Strategic developmental needs of Deans accurately characterized and addressed in an integrated way	i. Create list of volunteers willing to provide mentoring support	GEDC full body coordinated by person assigned by Executive Committee	April 2011	List available on the website and reported use	Need to better assess how well this would work
ii. Availability of senior advisory resources on policy-making leadership	ii. Half day workshop immediately before each Annual meeting to discuss topics of particular interest to, but not exclusively, new deans	Organizer appointed by GEDC Executive Committee	October 2011	Meeting occurs with: -Good attendance, and - Satisfactory attendee feedback	• Consider no written report to ensure open discussion. • Topics not limited to policy

Objective 4: **Accreditation Leadership**
Strategy 4.a: **Collaborate with national and multi-national accreditation organizations to encourage the development and adoption of national accreditation standards**

Key Expected Results	Major Action Items (Milestones)	Owner	Timetable (Critical dates)	Verifiable Indicators	Caveats
i. Accelerated formation of a global system for the accreditation of engineering programs ii. Heightened recognition and transparency of engineering education programs iii. Enhanced global mobility of engineering students iv. Documented growth of dual/double degree engineering programs	i. Provide support to Deans who are new to accreditation processes	Committee to be established	Ongoing; assure at least Q4 2011 (Beijing meeting)	# of Deans receiving help from GEDC for orientation on accreditation process and practices.	
	ii. Produce a report about the status and trends of Engineering accreditation in the country and the relationship with licensure for each of the countries represented in GEDC.	Committee to be established	Q3 2011	# of countries represented on GEDC that appear on the report	
	iii. Create an on-line tool where GEDC members can upload information about the programs that they have available (disciplines/accreditation). • This tool will facilitate having a Directory of programs represented by GEDC members	Committee to be established	Creation: Q1 2011 Upload: Q3 2011	•Creation of tool •Ratio of GEDC members with their information uploaded	

Objective 4: Accreditation Leadership
Strategy 4.a: Collaborate with national and multi-national accreditation organizations to encourage the development and adoption of national accreditation standards *(cont.)*

Key Expected Results	Major Action Items (Milestones)	Owner	Timetable (Critical dates)	Verifiable Indicators	Caveats
i. Accelerated formation of a global system for the accreditation of engineering programs ii. Heightened recognition and transparency of engineering education programs iii. Enhanced global mobility of engineering students iv. Documented growth of dual/double degree engineering programs	iv. Deploy lobbying efforts (jointly with IFEES) with Washington Accord and EUR-ACE to try to get an agreement about mutual recognition. • Produce a letter on behalf of GEDC encouraging the Washington Accord and EUR-ACE to come up with a mutual recognition agreement • Invite officers of Washington Accord and EUR-ACE to participate in next GEDC meeting	Committee to be established	Progressively over 3 years, beginning Q1 2011 Letter: Q1 2011 Invitation: Q1 2011 Participation Q4 2011	Letter submitted and response received Number of officers that participate on next GEDC meeting.	• IFEES should support this action. • In countries where the accreditation agency is not associated with Washington Accord nor EUR-ACE, promote a way in which the agency can include the attributes of a global engineer as part of their accreditation criteria.

Objective 4: Accreditation Leadership
Strategy 4.b: Develop Host forums and speakers at meetings to share information on accreditation standards and best practices

Key Expected Results	Major Action Items (Milestones)	Owner	Timetable (Critical dates)	Verifiable Indicators	Caveats
i. Accelerated formation of a global system for the accreditation of engineering programs ii. A platform for collaboration between the leaders of engineering schools	i. Invite deans of accredited programs and officers of Washington Accord and EUR-ACE to participate in next GEDC meetings	Chair/co-Chair Beijing meeting	Invitation: Q1 2011 Participation: Q4 2011	• Number of accreditation-related sessions in annual meeting. • Number of Deans participating in sessions	Plan to have the sessions one day before the event starts.
	ii. Promote in the regional deans meetings the inclusion of sessions related to accreditation standards and best practices	Committee to be established	Progressively over 3 years, beginning Q1 2011	Number of accreditation-related sessions	

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2011-2013 Strategic Direction