

2011 IFEES STRATEGIC PLAN

Vision: IFEES is an important catalyst to the global community of engineering education in building towards engineering excellence.

Mission: IFEES will provide a global network of engineering education stakeholders which leverages the collective resources of its members to fulfill their missions by identifying, discussing, and advancing common objectives of the engineering education community to meet the global challenges.

IFEES Values - IFEES will promote the following core values among its members and in all of its activities:

- Excellence in engineering education globally and in IFEES members
- Sensitivity to issues regarding our communities and environment
- A culture of community building and collaboration among all stake holders
- An engineering education profession which displays integrity, honesty, work ethic, cultural awareness, diversity and social responsibility
- Capacity building in engineering education
- Contributing to the socio-economic development of developing communities
- integrity, transparency, and respect in all dealings

Strategic Thrust Areas - IFEES will use its activities to address the following four thrust areas of interest.

- Engineering Education Infrastructure
- R&D and Entrepreneurship
- Student Attraction and Success
- Lifelong Learning

PROPOSED STRATEGIC ACTIONS

Each task force will define a complete work plan including schedule and performance metrics; these will be submitted to the IFEES Executive Committee for approval

- 1) Establish a strategic task force to address/clarify/redefine mission**
 - a) What is necessary to make IFEES sustainable?
 - b) Who or what should be members of the organization?
 - c) Recognize the multitude of cultures and economic situations of the members
 - d) Be aware that different regions of the world need different things
 - e) Reach out to member organizations to identify need and determine how to motivate them to become actively involved to find solutions
- 2) Establish a strategic task force to define and communicate "value proposition" for IFEES to members**
 - a) Review the current value proposition
 - b) List examples of current success and even failure stories with details on how and what was achieved as well as lessons learned
 - c) Make the IFEES Summit a signature event not just another conference
 - d) Address how to get the members of the member organizations to be aware of IFEES and its value to their organization.
 - e) Position IFEES as the global umbrella organization for engineering education
 - f) Determine how to improve branding
- 3) Establish a strategic task force to create an effective and active web presence**
 - a) Create a webinar program to share best practices and address critical issues in engineering education
 - b) Create a place for on-going dialog and a journal of activity on a variety of engineering education issues
 - c) Create a database of information for the use of members
 - d) Create a wide variety of virtual meetings
 - e) Find a hosting organization and resources to support the web presence
- 4) Establish a strategic task force to determine what roles IFEES can play in the critical accreditation issues for developing countries**
 - a) Determine ways that IFEES can identify and potentially provide resource individuals and organizations
 - b) Be aware that, once again, different regions are in different situations with a strong base of accreditation in the United States and Europe
 - c) Find ways to make use of IFEES web presence to assist in this effort.

STRENGTHS – WEAKNESSES—OPPORTUNITIES—THREATS (SWOT) ANALYSIS

Strengths

1. IFEES has access to many talented individuals and organizations
2. Some volunteers make significant contributions to IFEES
3. Several industrial members strongly and financially support IFEES
4. IFEES has three engaged student organizations
5. As an organization of organizations, IFEES is able to utilize the strength of its member organizations
6. Networking and scalability
7. Recognition as an IFEES member has value
8. IFEES' mission is aligned with engineering education's global needs
9. Provides a venue that can support members' initiatives and assist them with identifying funding sources
10. Members represent all engineering education stakeholders
11. Individuals representing important governmental science and technologies organizations participate in meetings
12. The IFEES "brand" is becoming important in the engineering world and many organizations are seeking to identify with it.
13. Sharing of best practices

Weaknesses

1. Very limited financial resources raises questions regarding the sustainability of the organization.
2. Very limited dedicated staff
3. Most volunteers have other organizations where they must dedicate their time
4. IFEES may not have focused its activities effectively
5. The branding, marketing, and fund-raising is not adequate
6. IFEES does not connect directly with members of organization that comprise IFEES but rather must rely on the structure and communication channels of each IFEES' member organization which can be uneven and inconsistent.
7. The people who are responsible for raising funds are often the people who must also raise funds for their own organization
8. Uneven participation from volunteers
9. Champions are needed to lead initiatives
10. Value of membership in IFEES to both out professional and industrial members is not clear –
11. Insufficient projects and funding to get membership involved
12. Lack of metrics to measure progress on meeting IFEES goals
13. Not all member organizations have strategic plans – may make it hard for them to relate to IFEES
14. In sufficient networking, collaboration, and sharing of best practices.

15. Short yearly meeting makes it difficult to share the needs and plans of members.
Some member who fear that hidden agendas may threaten trust and confidence
16. The cultural differences of members is neither well understood nor accepted among member which may hinder collaboration.
17. IFEES lacks effective and efficient operating procedures for engaging all members in decision making.
18. Operating processes are not open and clear which hinders trust and confidence
19. Dependence on resources of members which are becoming more limited The industrial members of IFEES appear to prefer GEDC over IFEES
20. The staff resources of IFEES may not be adequate to support both GEDC and IFEES

Opportunities

1. There is strong interest from many governmental organizations, NGOs and others regarding the importance of engineering education to improving the life of people
2. The challenges of the future will require new methods of engineering education
3. Many more industrial organizations could become members of IFEES – leverage current industrial members
4. There is a strong and growing interest in improving global connections for faculty and staff.
5. Students have a great interest in globalization
6. Leveraging industrial, governmental, and NGO connection to IFEES
7. With the strong interest in accreditation/quality improvement, IFEES could play an important role.
8. IFEES can provide experts to lead mentorship forums for developing areas.
9. Leverage the knowledge of our industrial members
10. Create workshops using world-acknowledged experts
11. Make use of IT capability to offer materials to members in real time
12. There are many organizations who are not members who could become members.
13. Technology may offer opportunities to enhance the communication among members.
14. Offering services at a fee to member organizations
15. Develop and deploy IFEES initiatives which are owned exclusively by IFEES or in partnership with other organizations (avoid reinventing).
16. Much value could be provided to IFEES by engaging global organization such as UNESCO and the World Bank.
17. With engineering education at an inflection point worldwide, IFEES can play an important role in defining and leading these changes.

Threats

1. Lack of effective engineering education organizations in some regions of the world may limit the effectiveness of IFEES' activities
2. Multiple organizations with conflicting missions may limit the ability of IFEES to be effective.

3. The IT gap between capability of students and faculty members may limit IFEEES ability to achieve its vision
4. The roles and relationship between GEDC and IFEEES is unclear and may create a potential conflict of interest
5. Trying to do too many things or picking a small number of focus points which may prove to be wrong.
6. High operating expenses may limit the ability to become sustainable in the near future.

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