

# INSTITUTIONAL PLANNING

Wis. Stats. 38.50 (10) (a)  
Form EAB 1.10 (Rev. 02/12)



STATE OF WISCONSIN  
EDUCATIONAL APPROVAL BOARD  
201 WEST WASHINGTON AVENUE, 3<sup>RD</sup> FLOOR  
MADISON, WI 53703  
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The Educational Approval Board (EAB) is a postsecondary education agency that employs a regulatory model focused not only on compliance, but also institutional effectiveness. To facilitate an environment in which schools seek to be effective organizations that improve over time, the EAB requires schools to submit evidence appropriate planning has been conducted. Although similar to a strategic or business plan, this information will enable the EAB and school officials to engage in a dialogue over time about the future of the school.

Schools that already have some type of strategic or business plan (e.g., schools that have either a corporate or accreditation plan) must adapt these documents to the following requirements and focus on Wisconsin operations and students. **The EAB does not expect any school to divulge any sensitive, proprietary business information.** The information must address the five elements identified below and provide the information requested.

## I. SCHOOL INFORMATION

Name of School **Hazelden Betty Ford Graduate School of Addiction Studies**

## II. PLANNING ELEMENTS

**A. MISSION.** Describe your school's mission and vision, which identifies its purpose and its core values.

The HBFSGSAS, driven by its mission and empowered by its strategic plan, creates a clear road map for the future. By marshaling and managing resources, the School fulfills its mission to prepare exceptional addiction counselors and mental health professionals, continuously improves the quality of its educational offerings, and responds to future challenges and opportunities.

**Mission:** We educate future leaders in addiction counseling who provide evidence-based integrated care for substance use and co-occurring disorders.

**Vision:** The Graduate School will set the international standard for addiction counselor education, practice, and leadership.

**Values:** To actualize our mission and achieve our vision, the Graduate School embraces the following values:

- Champion empathy, knowledge, diversity, multicultural competencies and skills enabling students to treat the "whole" person as well as the disease of alcohol and drug dependence and its complications.
- Treat each person with dignity and respect.
- Promote 12-step fellowship as an effective method of sustaining therapeutic change.
- Be of service to the larger community.
- Advance innovation as a tool for continuous improvement.
- Foster a scientific and open environment for inquiry and learning anchored in academic freedom and scholarship.
- Advocate life-long learning as a standard for continued clinical competence.

**B. MARKET.** Discuss the nature of your school and the business in which it is engaged. Describe who your existing and/or potential customers are and what motivates them to enroll in your school. Explain how you let these customers know you are in business. Finally, identify who your competitors are and how you are different from them.

The Graduate School is a single purpose institution of higher education, accredited by the Higher Learning Commission and situated within the broader work of the Hazelden Betty Ford Foundation. Our market research demonstrates we have three types of customers – people who are in recovery from addiction, people from undergrad program in a behavioral health field, and individuals looking to make a career change. We market our programs to students through our website

(<http://www.hazeldenbettyford.org/education/graduate-school-addiction-studies>), social media presence, our presence at professional conferences and graduate school fairs, as well as relationships built with other institutions of higher education.

Our 2018 environmental scan revealed a continuing workforce shortage in substance abuse and behavioral disorder counselors. Increasingly, many states require master's level training for positions in this field. At the time of our scan, 59 schools offered a Master's degree in addiction counseling and 8 more a Master's degree co-occurring disorders. Of these schools, 16 schools offered online addiction counseling Master's degrees. Students express interest in our programs because they recognize Hazelden Betty Ford as a leader in this field. Our on-campus program can be completed in 5 semesters and includes substantial clinical learning, as well as a commitment to integration of 12-Step principles with other evidence-based practices. Our online program focuses on addiction treatment coupled with the treatment of co-occurring disorders and evidence-based practices across the curriculum.

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**C. MANAGEMENT.** Describe your management team and how it functions to lead, administer and position the school. If your school has advisory boards, describe how the school uses them for program and school improvement.

The Hazelden Betty Ford Foundation's Board of Trustees provides governance for the Hazelden Betty Ford Graduate School of Addiction Studies. The foundation's president/chief executive officer reports directly to the Board of Trustees and serves as the chief executive officer of the Graduate School. The foundation carries out its duty to care for the Graduate School through the delegation of governance to the Board of Governors.

The president/chief executive officer of the Hazelden Betty Ford Foundation is the president of the Graduate School and, as such, is responsible for the concerns and needs of students, faculty, and staff. The president is directly responsible to the Board of Governors (the committee) and the Board of Trustees.

The provost is the chief academic officer of the school and serves at the discretion of the president. As designated by the president, the provost directs all academic policies and operations of the school, including management of human, physical, and financial resources. The provost develops operating and capital budgets on the basis requested from the chief financial officer of the foundation, serves on the president's cabinet, and is a member of every faculty committee.

The dean is responsible for day to day operations of the Graduate School. As designated by the provost, the dean manages the operating budget, is a member of every faculty committee, supervises faculty and oversees academic as well as student support services.

The faculty has primary responsibility for a number of areas. Faculty members determine the general requirements for admission. They develop the academic curriculum and establish policies governing assessment of student academic performance. They establish policies to encourage professional development, research, and participation in professional organizations and societies. They determine policies addressing academic freedom, criteria for faculty appointment, and promotion. They develop and participate in the implementation of faculty personnel policies (within the framework of school and foundation policies and budgetary resources), including appointments and promotions of the faculty body.

The faculty further shares responsibility for the following matters:

- Strategic and operational planning in alignment with formulation of the annual budget for the Graduate School, including input regarding faculty positions
- Appointment regarding key leadership positions for the Graduate School responsible for faculty and curricular affairs
- Policies regarding the basic rights of students and conduct of members of the Graduate School community

Additional leaders, including the director of institutional effectiveness, the manager of enrollment management and student services, and the director of online education, join the faculty, staff and administration of the school to ensure that the mission, vision and values of the school are pursued with excellence.

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**D. SWOT ANALYSIS.** Identify your school's strengths, weaknesses, opportunities and threats (SWOT). Based on the results of this SWOT analysis, provide the following:

- 3 to 5 goals for strengths/weaknesses and how they will be addressed by your school.
- 3 to 5 goals for opportunities/threats and how they will be addressed by your school.

The goals should have specific objectives, defined results, a timeline for completion and metrics (some type of evaluation or measurement) by which the institution can evaluate/measure their success. In developing its goals, the school may wish to refer to the Elements of Effective Institutions graphic that is included on the back page of this form.

The following SWOT analysis was included in our 2015-2019 Strategic Plan:

**Strengths:**

- Association with a recognized, world-leading treatment center, and access to clinical training settings
- Exceptional teaching capacity
- The Graduate School offers MA degrees and is growing
- Strong enrollment and financial sustainability
- Strong student learning outcomes and post-graduation outcomes (graduates are sought by employers)

**Weaknesses**

- Finite placement options internally within the foundation necessitates greater networking with treatment facilities
- Lack of proximity to external placements
- Low staff and student diversity
- Limited physical space

**Opportunities**

- Increased demand for integrated treatment for co-occurring disorders
- Degree specializations are needed to respond to demand and licensure changes (e.g. treatment administration)
- Expand online education and increase access to diverse students, faculty and staff
- Prepare students to meet short-term treatment and outpatient treatment demands

**Threats**

- Competition in course and degree offerings
- Competition in cost to attend/tuition
- Competition of programs with more convenient (on-campus) locations
- Declining enrollment in residential programs as online enrollment increases
- Scrutiny of online education

The School's strategic planning process continually assesses external influences, discovers new opportunities, sets priorities to marshal needed resources, and implements related tactics to maximize successful results. Strategic planning is neither a snapshot nor isolated event, but rather an unfolding process accomplished incrementally through the resources of internal and external constituents, all for the benefit of defining, improving and refining the School's capacity to effectively plan for the future and fulfill its mission and vision

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**E. FUTURE THINK.** Describe your school 5 years from now. What will it look like and how it will be positioned in the market place.

Strategic tactics and a multi-year plan are in place for 2015-2019. These tactics are organized around five planning domains.

1. Our faculty, staff and internal constituents. We plan to equip faculty with innovative teaching tools and the training in order to enhance instructional effectiveness. Further, we will increase the professional development opportunities for faculty and create a clearer path for faculty scholarship. We seek to be the employer of choice for faculty and will closely monitor the need for new faculty as programs grow.

2018 UPDATE:

- Beginning in 2017, each new faculty member teaching in the online program has participated in an onboarding process lead by the Assistant Dean, Director of Online Education and Instructional Designer/Educational Technologist. In this process, faculty are introduced to Graduate School expectations for the design and delivery of online course. They are introduced to educational technologies used by the Graduate School that help them lead their courses and demonstrate their active presence in the course.
- Online courses led by adjunct faculty are reviewed on a consistent basis through the semester to find evidence of an instructor's presence through participation in discussions, grading and feedback as well as announcements and videos for students. Results of these reviews highlight opportunities for coaching and support by the Assistant Dean, Director of Online Education and Instructional Designer.
- A new "Research Release" policy has been implemented. This allows faculty to engage in research as part of their workload. At present, one of our core faculty members has been granted release time.

2. Our external constituents. We will foster effective engagement with constituents and their communities—serving the community and supporting initiatives that benefit the public. We will improve funding sources for economically disadvantaged students and enhance our internal support system for students of color.

2018 UPDATE:

- Students are invited to participate in service opportunities throughout the year. In the 2017-2018 school year, students served at Arc's Value Village, Second Harvest Heartland, Twin Cities Public Television,
- We continue to work with Philanthropy to increase funding sources. We might focus on continuing to build African American Student Endowment Fund.
- During the 2017-2018 school year, students completed internships at over 34 internship sites that are external to the Hazelden Betty Ford Foundation.

3. Our internal effectiveness. We will ensure academic excellence through continuously strengthening our academic assessment program, engaging in thorough program reviews and improving the multi-cultural competencies among our students. We will improve daily operations through process improvement initiatives --targeting strategic areas that will allow us to function both more efficiently and effectively.

2018 UPDATE:

- The Master's Applied Project (MAP) was implemented in fall 2016 term as a capstone project (replacing the comprehensive exam). In the 2017-2018 school year, the first students completed the MAP process, including the final faculty review, orienting students to the MAP was improved through the creation of an introductory video, and revision of the instruction manual.

- The on-campus program improved instruction related to patient assessment developing a specific patient assessment rotation as part of each student's first semester clinical experience. During this rotation, each student works with counseling staff to learn how to conduct an initial patient assessment and determine the appropriate level of care based upon ASAM criteria. In addition, patient assessment role-play experiences have been expanded as part of the first semester Diagnostics course
- A review of our MA in Addiction Counseling: Advanced Practice program was reviewed in conjunction with the self-study completed for our application for CACREP accreditation.
- A review of all courses in the curriculum was completed to ensure the presence of learning outcomes related to multicultural competence. New learning outcomes were written, as necessary, in collaboration with the teaching faculty member and approved through the Curriculum and Assessment Committee.

4. Our Sustainability and Accountability. We seek to recruit a larger, more diverse, and international student body, by executing a five-year enrollment plan that increases enrollment overall, including a recruiting a more racially diverse student body. We will advance philanthropic strategies by launching a multi-year philanthropic initiative. We will continue to assess, revise, and refine tuition and fees, and be marked by unmatched transparency in all phases of financial planning and performance.

2018 UPDATE:

- Graduate School leadership (Board of Governors, President, Provost, and Dean) approved pursuing CACREP accreditation. The Graduate School submitted our application to CACREP in spring 2018 and is awaiting their response.
- Our admissions and recruitment efforts are working to foster relationships with organizations and universities/colleges serving students from diverse populations. This included attending Evergreen Conference, Power in Diversity Conference, Truth About Drugs, Breaking Chains event, Understanding and Responding to Mass Incarceration, TC Pride Festival.
- So far in 2018, the Graduate School has enrolled 10 international students.
- The new \$10,000 Dr. Andrew Jeon Graduate School GLBT Scholarship to be offered for the first time to fall 2018 enrolled student.
- In collaboration with the Jungle Theatre, cast members led a discussion of the play, "Lady Day at Emerson's Bar and Grill" which explores the life of Billie Holiday.

5. Our students and community. We are committed to preparing students to be future leaders in behavioral health. We will refine current course offerings to address clinical leadership skill development and develop learning opportunities in behavior health leadership. We will expand online library access and resources for students and enrich student services to support more effective learning.

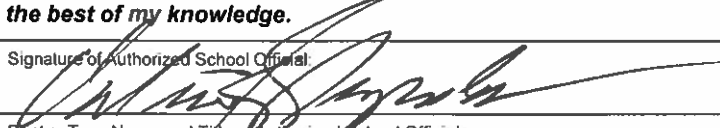
2018 UPDATE:

- Online courses are open to "customized students" (non-degree seeking students), many of whom use these courses to expand their professional expertise. Electives such as Clinical Supervision, Advanced Motivational Interviewing, Eating Disorders, and Advanced Twelve Step Facilitation, help these individuals deepen their skills. In particular, Clinical Supervision, serves as a prerequisite for professionals who want to become supervisors of other clinicians
- In the past year, all online courses were updated to improve accessibility for visually impaired students.
- The Introduction to Theory and Practice course has been expanded to include 60 hours of clinical observation with counseling staff on campus. These hours of clinical observation on real-world treatment units prepare students for their practicum and internship courses in later semesters. In addition, in response to the current opioid epidemic and increased awareness of addiction in general. The Introduction to Theory and Practice course now includes lessons on advocacy and public policy as well as, how to be most effective when working as part of a multidisciplinary team in treating patients with severe substance use disorders, with a special emphasis on opioid use disorders.

**III. SUBMISSION**

**I hereby certify that the information contained on this form and any attachments to the form is true and correct to the best of my knowledge.**

Signature of Authorized School Official:



Print or Type Name and Title of Authorized School Official:

VALERIE J. SLAYMAKER

Date:

8-29-18

CHIEF ACADEMIC OFFICER & PROVOST

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# INSTITUTIONAL SYSTEMS

