

A Retrospective Look at Planning within Academic Affairs

Stephen W. King and Arno J. Rethans

Overview

We propose to review historical themes in four areas:

- ✓ University Goals
- ✓ Environmental Forces / Pressures
- ✓ Concepts of Planning
- ✓ Planning Methodologies

University Goals

- ✓ EM 72-21: Goals of Chico State College
- ✓ EM 79-06: University Goals
- ✓ EM 87-03: University Goals
- ✓ EM 90-84: University Goals
- ✓ EM 95-18: Vision Statement
- ✓ 1995 : The Strategic Plan for the Future
- ✓ 1998 : Academic Affairs Goals
- ✓ 1999 : The Strategic Plan for the Future (Update)
- ✓ 2001 : Academic Affairs Goals 2001-2002
- ✓ 2002 : University Goals 2001.

University Goals 1972

1. To provide for all of its students an education of high academic quality which will be of value to them now and in the future.
2. To ensure that the environments of the institution , educational, human and physical are those (a) conducive to the intellectual, cultural, and personal development of its students, (b) most in keeping with the distinctiveness and traditions of the college.

University Goals 1972

3. To provide a balanced, top quality undergraduate education which will help in the development of humane, intellectual, and esthetic values and professional goals among the students who attend the institution.
4. To provide quality graduate education in selected fields of study in which needs of society and students can be met within the limitation of the college's resources.

University Goals 1979

1. To provide education of the highest possible quality;
2. To provide an intellectual, cultural, and physical environment which enhances growth in mind, spirit, and human sensibility;
3. To provide those resources requisite for the accumulation, communication, and conservation of knowledge, including the encouragement and support of the scholarly and scientific endeavor of its faculty;
4. To further the material, cultural, social, and educational potential of the community and region it serves.

University Goals 1983

1. To provide education of the highest possible quality;
2. To provide an intellectual, cultural, and physical environment which enhances growth in mind, spirit, and human sensibility, and celebrates the diversity of the human condition;
3. To provide those resources requisite for the accumulation, communication, and conservation of knowledge, including the encouragement and support of the scholarly and scientific endeavor of its faculty;
4. To further the material, cultural, social, and educational potential of the community, (and) region, and nation.

University Goals 1987

1. To provide education of the highest possible quality;
2. To provide an intellectual, cultural, and physical environment which enhances growth in mind, spirit, and human sensibility, and celebrates the diversity of the human condition;
3. To provide those resources requisite for creating, accumulating, communicating, applying, and conserving knowledge, including the (encouragement and) support of the scholarship, research, and creativity of faculty, staff and students (scholarly and scientific endeavor of its faculty);
4. To address the educational, cultural, social and material needs of California (To further the potential of the community, region) and the nation.

University Goals 1990

1. To provide education of the highest possible quality;
2. To provide an intellectual, cultural, and physical environment which enhances growth in mind, spirit, and human sensibility, and celebrates the diversity of the human condition;
3. To provide those resources requisite for creating, accumulating, communicating, applying, and conserving knowledge, including the support of the scholarship, research, and creativity of faculty, staff and students;
4. To address the educational, cultural, social and material needs of California, the nation, and the world.

Vision Statement 1995

This Executive Memorandum contains:

- ✓ Vision Statement
- ✓ Context
- ✓ Goals and Objectives
 - ✓ Residential Community
 - ✓ Learning and Teaching
 - ✓ Regionality
 - ✓ Information and Technology
 - ✓ Strategic Planning

Strategic Plan 1995

This Strategic Plan contains vision, mission and priorities:

1. *To create and enhance innovative, high quality, and student-centered learning environments.*
2. *To invest in faculty and staff development and renewal.*
3. *To enhance academic programs by building a state-of-the-art technological learning environment.*
4. *To affirm the role of CSU, Chico as the anchor institution of the region and develop positive links to our community and region.*
5. *To diversify our sources of revenue and strategically manage the resources entrusted to us by the State and the people of California.*

Academic Affairs Goals 1998

Building on the Strategic Plan, I identified earlier in the year a set of goals for AA:

- ✓ Enhance the quality and rigor of our academic programs.
- ✓ Establish institutional distinctiveness.
- ✓ Recruit high achieving students.
- ✓ Achieve financial stability.
- ✓ Focus on student-centered learning.
- ✓ Enrich faculty and staff development programs.
- ✓ Establish a climate of accountability in which a culture of evidence shapes our decision making.

Strategic Plan (Update) 1999

The 1999 Strategic Plan updates our priorities and adds values:

1. *To continue to develop (create and enhance innovative,) high quality (and student-centered) learning environments both in and outside of the classroom.*
2. *To continue to invest in faculty and staff development. (and renewal).*
3. *(To enhance academic programs by building a state-of-the-art technological learning environment). To continue to provide the technology, the related training, and the support needed to create high quality learning environments both in and outside of the classroom.*

Strategic Plan (Update) 1999

The 1999 Strategic Plan updates our priorities and adds values:

4. *To affirm the role of CSU, Chico as the anchor institution of the region and develop positive links to our community and region. To continue to serve the educational, cultural and economic needs of Northern California.*
5. *To continue to diversify our sources of revenue and (strategically) manage the resources entrusted to us. (by the State and the people of California).*

University Goals 2001 (a)

My goal is to be highly ranked nationally and be known:

- ✓ as a university which strives to create high-quality learning environments for students,
- ✓ as a university which makes wise use of educational technologies to enhance the learning process,
- ✓ as a university which has capitalized on its residential experience, building strong co-curricular programs and encouraging its students to engage in community and service learning activities,
- ✓ as a university with distinctive freshman-year programs,

President Convocation Speech

University Goals 2001 (b)

My goal is to be highly ranked nationally and be known:

- ✓ as a university with strong applied programs,
- ✓ as a university that prepares students equally well for further formal education as well as for the world of work, service and life-long learning,
- ✓ as a university which celebrates and rewards the teacher-scholar model, and
- ✓ as a university that cares about the environment and works to protect it.

University Goals 2001 (c)

To achieve this goal, we simply need to continue to build on our already well-deserved reputation for academic quality and continue to work on:

- ✓ enhancing the quality and rigor of our existing academic programs,
- ✓ improving the campus infrastructure, providing revitalized spaces for teaching and learning,
- ✓ increasing our fund-raising efforts, and
- ✓ becoming more aggressive in telling our story.

Academic Affairs Goals 2001-2002

These are the endeavors which we agreed cut across college/unit lines and need to be shared:

- ✓ Program assessment. Respond to four WASC questions.
- ✓ Support new faculty.
- ✓ Year-around-operations (YRO).
- ✓ Faculty Early Retirement Program (FERP).
- ✓ Distance Learning.
- ✓ Drug and Alcohol abuse.
- ✓ Recruit affirmatively.
- ✓ Workload.
- ✓ Help the university raise external resources (Dev. and G&C)

In Retrospect (a)

Themes: Consistent

- ✓ Highest/ top quality education/ programs/ learning
- ✓ Provide appropriate / stimulating environment
- ✓ Provide faculty development; staff added later
- ✓ Technology, content redefined over time
- ✓ Serving the region (region defined and redefined)
- ✓ Purposeful allocation of resources; later on acquisition and strategic management of resources.

In Retrospect (b)

Themes: In and Out

- ✓ “Liberal” learning versus “applied” learning
- ✓ Diversity in faculty, staff and students.

Themes: Deleted or Lost

- ✓ Capture residential nature and tradition of the campus
- ✓ Enhancement of the physical environment.

Overview (2)

We propose to review historical themes in four areas:

- ✓ *University Goals*
- ✓ **Environmental Forces / Pressures**
- ✓ *Concepts of Planning*
- ✓ *Planning Methodologies*

Environmental Pressures: 1983

- ✓ The present and future situations no longer reflect the growth mode of the recent decades.
- ✓ Student preferences are being redirected toward programs closely linked to the employment market place.
- ✓ Fiscal support for higher education is constrained.
- ✓ Economic, demographic and social changes that called for evolving maturity in campus planning.
- ✓ Our collective ability in information storage and retrieval has also increased greatly. The access to computer-based information systems that can be used for administrative purposes has increased dramatically in the past few years.

Environmental Pressures: 1993 (a)

- ✓ During the next few years we shall see change in the highest academic levels of this university.
- ✓ We know that we shall be conducting our affairs with a reduced budget and with a good probability that further reductions are coming.
- ✓ We know that we must satisfy questions of accountability.
- ✓ We also know that California is rapidly changing its citizen profile – plurality in ethnicity; growth of non-traditional students.

Environmental Pressures: 1993 (b)

- ✓ We know that our students and their parents are concerned as they have never been before with becoming prepared or qualified for a career or job.
- ✓ We know that the rapidly evolving technological world and the shrinking global world must be part of any plans for the future of this university.
- ✓ We know that, in the near future, we will have major changes in the central administration of this campus.
- ✓ Our hope in influencing the selection of President and Provost is through our sense of who we are and where we wish to go.

Environmental Pressures: 1994 (a)

We have identified trends, opportunities, threats, and strategic questions

- ✓ The economic condition of the State of California.
- ✓ Public dissatisfaction and lack of confidence in higher education.
- ✓ Demographic trends and profiles.
- ✓ New and emerging technologies.
- ✓ Increased competition in higher education.
- ✓ Definition and redefinition of CSU.
- ✓ Organizational Response – Thrust or Drift?

Environmental Pressures: 1994 (b)

Our biggest challenge is the challenge of change. We propose the following set of strategic themes:

- ✓ Redefining our mission.
- ✓ A commitment to learning.
- ✓ A commitment to campus community.
- ✓ A commitment to faculty and staff development.
- ✓ A commitment to technology.
- ✓ A commitment to the region
- ✓ A commitment to university advancement.
- ✓ A commitment to administrative effectiveness.

Environmental Pressures: 1997

Provost Retreat: Environmental Scan

- ✓ We can manage change or be overwhelmed by it.
- ✓ The question is not whether to change, but how.
- ✓ Reasons for urgency:
 - ✓ Budgetary pressures are intense and will worsen.
 - ✓ Competition from prisons and welfare.
 - ✓ Skeptical public and new challenges (virtual and for-profits)
 - ✓ We must invest in our own future. Formula funding has died.
 - ✓ Increases in productivity are demanded.

In Retrospect (a)

Themes: Consistent

- ✓ Reduced budgets for higher education
- ✓ Public questioning of higher education
- ✓ Demand for education for careers
- ✓ Technology as a challenge and opportunity
- ✓ Demographic and social changes
- ✓ Changes in the central administration of this campus.

In Retrospect (b)

Themes: In and Out

- ✓ Accountability (1983 and again in 1993)

Themes: Deleted or Lost

- ✓ Competition for public higher education.

Overview (3)

We propose to review historical themes in four areas:

- ✓ **University Goals**
- ✓ **Environmental Forces / Pressures**
- ✓ **Concepts of Planning**
- ✓ **Planning Methodologies**

Concept of Planning

- ✓ 1971: Academic Planning
- ✓ 1983: Outline for Strategic Planning
- ✓ 1987: Five-Year Revisions to Strategic Plans
- ✓ 1993: 1993-1998 Five-Year Strategic Plans
- ✓ 1995: 1995-1996 Strategic Plan Update
- ✓ 1995: The Strategic Plan for the Future
- ✓ 1998: Sailing into Unknown Waters
- ✓ 2001: A Retrospective Look at CSU, Chico's Strategic Plan: A Valuable Blueprint

Concept of Planning (1971)

Resolution on Academic Planning

“Academic planning should provide development and maintenance of a capacity for orderly program growth, change, reduction and phase out based on societal and student needs and faculty availability and expertise as the College approaches and reaches maximum overall size.”

(Executive Memorandum 71-9)

Concept of Planning (1983)

Outline for Strategic Planning

“Our planning process will be based on the concept of relating academic values to fiscal accountability.”

“We must be prepared to demonstrate accountability as well as intellectually sound criteria for the future conduct of the institutions and its programs.”

“..planning the future remains a most important means for encouraging a broadly based input from the campus community toward the goal of wise decision making.”

Concept of Planning (1987)

Five-Year Revision to Strategic Plans

Five-year strategic planning documents serve several functions:

- ✓ First, they identify programmatic directions for the campus and the associated resources necessary to support planned program improvements.
- ✓ Second, strategic plans are now the primary input documents for the systemwide five-year program review process, eliminating duplication between strategic planning and the systemwide review process.
- ✓ And finally, the five-year strategic planning documents are designed to satisfy the academic planning components for the five- and ten-year university accreditation self-studies required by WASC.

Concept of Planning (1993)

1993 –1998 Five-Year Strategic Plans

Academic planning is an inescapable dimension of university life. An effective planning process can collect the voices of the faculty, attend to the needs of students, provide coherence and direction to decision making, and drive the management and leadership of the institution.

One major purpose of strategic planning is to give vision and future major roles to play. Every level should be asking, “Where are we now; where do we need to be going; and how will we get there?”

Another purpose is the deliberate mapping from mission to goals so that the mission becomes a guide to planned evolution and goals become embodied decisions about priorities, scarce resources and a drive toward excellence.

Appropriate targeting, assessing, and evaluation are a third dimension to this approach to strategic planning.

Concept of Planning (1995)

1995 –1996 Strategic Plan Update

- ✓ In the development of this year's plans, we want to move closer to performance-based budgeting.
- ✓ Your updates this year should take into consideration both the goals of Academic Affairs and those goals unique to your college or unit.

Concept of Planning (1995)

The Strategic Plan for the Future

“The Strategic Plan for the Future of CSU, Chico” contains both my vision of the kind of institution I hope CSU, Chico will become and a set of reasonable steps to take in getting there. I am not suggesting that these steps will be easy, but I do believe that their anticipated destination makes it imperative that we take them.

Manuel A. Esteban, President

Concept of Planning (1995)

Standard 2: Institutional Purpose, Planning and Effectiveness

“A review of the planning processes suggests that planning systems at CSU, Chico have evolved from mere financial planning characterized by annual budget processes towards strategic thinking. In the latter state, the University and its constituents recognize that all of the University’s resources must be orchestrated to create competitive advantages and to cope with unplanned changes.”

(1995 Self-Study for reaffirmation of Accreditation, Volume I)

Concept of Planning (1998)

I have asked all departments and programs to identify strategic priorities and to consider questions such as

- ✓ What is the mark or characteristic of a graduate in your program or department?
- ✓ What constitutes good teaching and how do you measure this?
- ✓ What is the intellectual purpose or function of department/program?
- ✓ How do teaching and research reinforce one another in your program/department?

(Sailing into Unknown Waters II, 1998)

Concept of Planning (2001)

“What is important to remember and know is that our Strategic Plan was and continues to be the result of a collective effort. Many people were involved in its development—students, faculty, staff, alumni, and community leaders. It represented then and it represents today a collective vision, which still animates our present and serves as a valuable guide to our future.”

(President's Convocation Speech, August 23, 2001)

Overview (4)

We propose to review historical themes in four areas:

- ✓ **University Goals**
- ✓ **Environmental Forces / Pressures**
- ✓ **Concepts of Planning**
- ✓ **Planning Methodologies**

Planning Methodologies

- ✓ 1983: Outline for Strategic Planning
- ✓ 1987: Five-Year Revision to Strategic Plans
- ✓ 1993: 1993-1998 Five-Year Strategic Plans
- ✓ 1999: A Letter from the President
- ✓ 2000: Academic Affairs Action Plan

Planning Methodology 1983 (a)

- ✓ The schools are seen as the major nuclear centers for academic strategic planning with documentation from institutional support, student affairs, faculty senate, staff council, and auxiliary organizations as support statements.
- ✓ The departments will provide for program planning, criteria definition and assessment, and for budget analysis.
- ✓ Each department strategy, made up of the various program strategy statements, will be synthesized into a school strategy for submission as a component into the University strategic plan.

Planning Methodology 1983 (b)

- ✓ The planning effort will result in a self-contained document; however, every effort will be made to design it to also meet or support the needs for five-year program reviews, and for program and university accreditation reviews.
- ✓ The plan will be updated on an annual basis and thus serve as a current reference for meeting dynamic situations and for making wise decisions.

Planning Methodology 1987 (a)

- ✓ A new set of five-year strategic plans will be developed by each academic unit during 1987-88. Results from the department plans will be combined and consolidated into college plans, which in turn will be included in an overall five-year strategic plan.
- ✓ The intent of the planning is to assess priorities, establish and apply well defined criteria, and to ask how well we are supporting good programs and what we need to do to help weak or developing programs.

Planning Methodology 1987 (b)

The outline for the university's strategic plan includes six components:

1. Mission Statement
2. Clientele
3. Goals and Objectives
4. Program Evaluation
5. Program Resources
6. Program Strategies

Planning Methodology 1993 (a)

In the 1993-1998 cycle, CSU, Chico embarks on a new model of strategic planning that requires:

- A. an interactive process on all levels,
- B. the driving of resources by clearly articulated mission and goals, and
- C. The assessment of quality and improvement through appropriate measures and targets.

Planning Methodology 1993 (b)

The new five-year strategic plan will be developed by each unit of Academic Affairs in 1993. The planning guide for AA units includes five components:

1. Abstract
2. Analysis of Current Programs
3. Analysis of Environmental Forces
4. Mission, Goals, Targets, and Assessment
5. Program Issues, Strategic Priorities and Resource Consequences

Planning Methodology 1995 (a)

The 1993-1998 Planning Guide for Academic Affairs

- ✓ This new strategic planning format effectively integrates institutional data, forces consideration of internal and external environmental factors, stimulates the collection of new and relevant data, identifies strategic unit priorities and issues, and attaches consequences for human, financial and physical resources.
- ✓ Individual college and other VPAA units' strategic plans and/or strategic updates are forwarded to the Provost's Office by June 1 for analysis and study.

Planning Methodology 1995 (b)

The 1993-1998 Planning Guide for Academic Affairs

- ✓ Managers of the various units are next invited to present their plan to the VPAA team consisting of the Provost, Vice Provost for Academic Affairs, the Vice Provost for Operations, and where appropriate the Vice Provost for Human Resources, and the Vice Provost for Research and Dean of the Graduate School.
- ✓ Formal evaluations of the plans and their presentations are mailed to the units before the end of July allowing the individual managers to adjust their annual plan for the upcoming academic year.
- ✓ In the fall, the five-year strategic plans are presented by their managers to the Deans Council and/or Academic Affairs Council as a means of communication and coordination.

Planning Methodology 1999

A letter from the President

“To ensure that the Strategic Plan is a live document and guides most of our decisions, we have supplemented it with an Action Plan that details what actions will be taken, the individual(s) responsible, and the timelines for implementation.”

Planning Methodology 2000

Academic Affairs Action Plan

Although it makes good sense to organize the Action Plan according to the five strategic priorities, we could also organize our Action Plan according to the two other parts of the Strategic Plan, namely the Mission statement and the Vision. Together the Vision, Mission statement, Priorities, and Action Plan make up the four parts of the Strategic Plan.

When we meet at Eagle Lake in late May, we will be reporting on almost every action (or group of items) and have an opportunity to discuss our progress to date.

In Retrospect (a)

Themes: Consistent

- ✓ (Strategic) Planning is a tool for matching internal environments with external environment.
- ✓ Effective planning is a tool to capture the views of constituents to give vision and future major roles.
- ✓ (Strategic) Planning provides a comprehensive strategy for ensuring a systematic, effective pursuit of strategic priorities over time (usually 3-5 years).

In Retrospect (b)

Themes: In and Out

- ✓ Changes in content detail of planning efforts

Themes: Deleted or Lost

- ✓ Departments develop plans that contribute to college plans which contribute to and are consistent with university vision, mission and strategic priorities
- ✓ Use of planning documents for (CO) five-year program reviews and accreditation efforts at different levels

Next Steps

WASC Questions for Institutional Engagement

- ✓ How effectively does planning and evaluation occur within the institution at multiple levels and across units? To what extent do planning efforts lead to priorities and clear institutional implementation activities?
- ✓ How well do planning, evaluation, and institutional research activities fit together, and to what extent are they aligned with the institution's purpose and character?
- ✓ How does the institution ensure that the information it collects and maintains about itself is current, accurate, and of the right kinds? How effectively does it assess its capacity and analyze this information and use the results of such assessment for improvements?