



# SUCCEEDING AT PLANNING

RESULTS FROM THE 2015 SURVEY OF HIGHER ED LEADERS

OCTOBER 2015



The Society for College  
and University Planning

**BAKER**  
STRATEGY GROUP



# ABOUT

## **SOCIETY FOR COLLEGE AND UNIVERSITY PLANNING (SCUP)**

The Society for College and University Planning (SCUP) develops individual and organizational planning capacities to strengthen and transform institutions of higher education. Integrated planning is a sustainable approach to planning that builds relationships, aligns the organization, and emphasizes preparedness for change. Integrated planning engages all sectors of the academy—academic affairs, student affairs, business and finance, IT, communications, and development. It involves all stakeholders—faculty, students, staff, alumni, and external partners. [www.scup.org](http://www.scup.org)

## **THE SCUP PLANNING INSTITUTE**

The SCUP Planning Institute is designed for practical application of integrated planning in higher education. A highly active, modular, and experiential format encourages peer-to-peer learning. Driven by a case study and exercises that encourage robust conversation and the practice of planning in realtime, course concepts can be easily reinforced via implementable takeaways that are ready-for-action when one returns to campus. [www.scup.org/planninginstitute](http://www.scup.org/planninginstitute)

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RESULTS FROM THE 2015 SURVEY OF HIGHER ED LEADERS

October 2015

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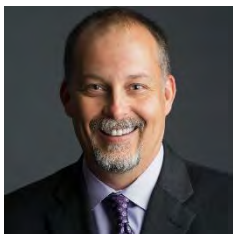
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## A LETTER FROM THE PRESIDENT



Integrated planning is critical in preparing for the future of higher education. Higher education leaders must work together across current planning boundary lines to address complex challenges and envision new forms of collaboration. Good planning bears tremendous fruit, but it can be a difficult process to conduct and involves overcoming numerous challenges for successful execution.

SCUP interacts annually with thousands of institutional leaders on best practices and developments in planning. Through these interactions we develop a rich understanding of the individual planning environments and the key challenges that leaders face.

To continue to better understand the planning circumstances, we partnered with the Baker Strategy Group to conduct a study with 2,285 leaders who plan at colleges and universities. Our aim was to determine the challenges our colleagues face in the planning process. The feedback we received was enlightening.

Several themes emerged with regard to challenges faced by higher education leaders:

- **Time Constraints:** There is not enough time to plan well.
- **Financial Constraints:** There is not enough money to execute the plan.
- **Complexity of Planning:** Orchestrating the planning process is intricate.
- **Long-Term Vision/Planning:** There is a lack of a clear vision for the future.
- **Uncertainty/Change:** Plans are easily disrupted when new circumstances arise.
- **Action/Implementation:** Executing plans is difficult to do well.
- **Collaboration/Cooperation:** There is a lack of active collaboration in planning.

We also asked how SCUP can best provide assistance in planning. Five suggestions were commonly mentioned:

- **Reach Out:** SCUP should be more visible and connect with planning staff.
- **Educate:** SCUP should identify trends and best practices for planners.
- **Keep Current:** SCUP should provide research studies on good planning.
- **Offer Tools:** SCUP should supply resources to help leaders be effective.
- **Broaden Scope:** SCUP should promote work done in integrated planning.

SCUP seeks to be an empowering and vital partner to all higher education organizations. Our unique strength lies in facilitating opportunities to share best practices about integrated planning for higher education.

To help leaders better meet these challenges, we have reconfigured the SCUP Planning Institute. The institute has been redesigned to walk you through the SCUP Integrated Planning Model—a strategic planning process tailored for the complexities and challenges of higher education institutions—via a hands-on, collaborative experience.

In the coming months we will continue to provide and enhance the resources, tools, and guidance that you, as campus leaders, need as you work to build successful integrated planning disciplines at your institutions.

We look forward to working with you as together we create dynamic, agile, and vibrant institutions of higher learning.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mike Moss'.

Mike Moss, CAE  
President  
Society for College and University Planning



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## EXECUTIVE SUMMARY





## EXECUTIVE SUMMARY

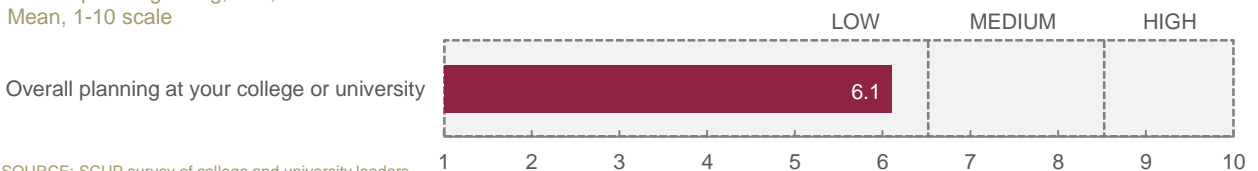
Our recent study on college and university planning gathered feedback from 2,285 leaders involved in academic and strategic planning as well as leaders active in other areas of planning. Their input provides insights on what is and is not going well in planning across higher education institutions.

College and university leaders view overall planning as fair, at best, with a good deal of room for improvement. Using a 1-10 scale where 1 is “Poor” and 10 is “Excellent,” the average rating for overall planning is 6.1, far from the excellence we might expect from higher education.

### Exhibit 1

#### Overall planning is rated relatively low by college and university leaders

Overall planning rating, n=1,835  
Mean, 1-10 scale



SOURCE: SCUP survey of college and university leaders

QUESTION: “Using a 1-10 scale where 1 is ‘Poor’ and 10 is ‘Excellent,’ how would you rate the overall planning effectiveness at your college or university?”

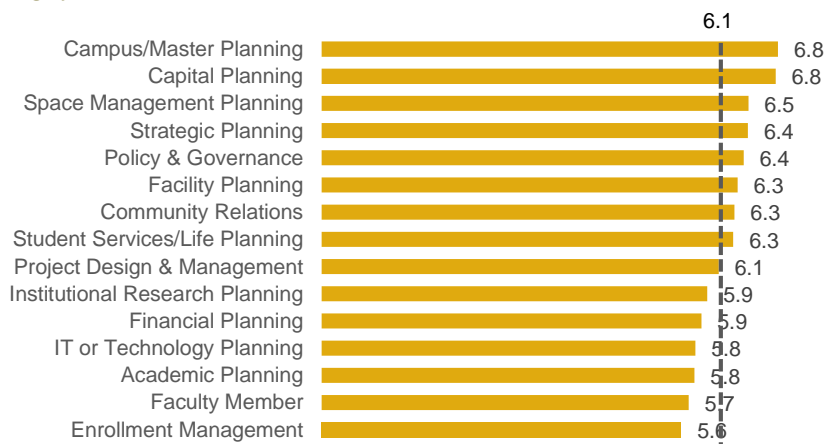
• Confidence interval at 95% is 0.1

Not all roles at the institution have the same perspective on current planning effectiveness. Leaders engaged in broad campus planning have a higher view of their institution’s planning, while those involved in academics and student services tend to have a lower view of overall planning at the institution.

### Exhibit 2

#### Those in campus/master planning and capital planning roles give the highest ratings for overall planning while faculty members, enrollment, and residential life planners provide the lowest ratings for overall planning

Overall planning rating by role, n=1,632  
Mean, 1-10 scale



AGGREGATE

SOURCE: SCUP survey of college and university leaders

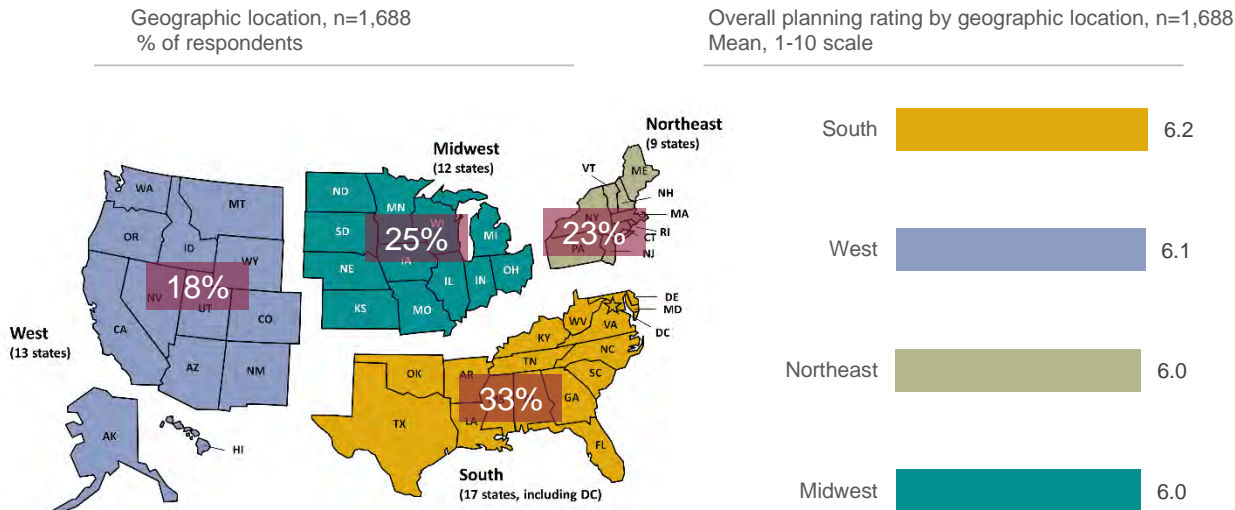
QUESTION: “Using a 1-10 scale where 1 is ‘Poor’ and 10 is ‘Excellent,’ how would you rate the overall planning effectiveness at your college or university?”

• Confidence interval for overall planning at 95% is 0.1 to 0.5 depending on the role

This low assessment of planning is consistent across the four census geographic regions. The West, Midwest, Northeast, and South aggregations of the results show minimal differences in how respondents view overall planning on their campuses.

Exhibit 3

Overall planning effectiveness does not differ among geographical leaders



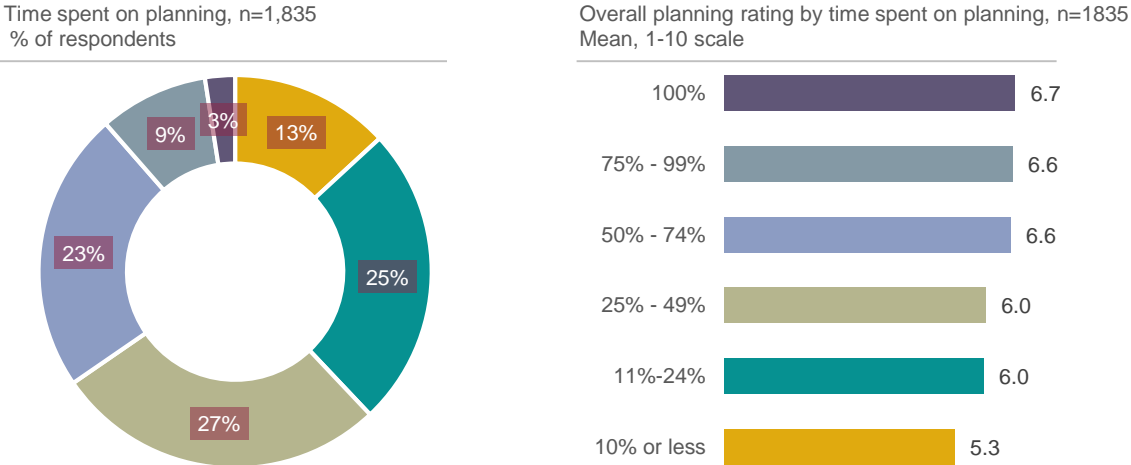
SOURCE: SCUP survey of college and university leaders, United States Census Bureau

- Only showing respondents where location was identified
- Percentages may not add to 100 due to rounding
- Confidence interval for overall planning rating at 95% is 0.2

However, we do see that those who spend more time on planning give higher ratings, suggesting that the integration of part-time planners is where the challenge lies.

Exhibit 4

Those who spend more time on planning think more highly of the planning effectiveness at their institutions



SOURCE: SCUP survey of college and university leaders  
QUESTION: "How much time during your week do you spend on planning?"  
QUESTION: "Using a 1-10 scale where 1 is 'Poor' and 10 is 'Excellent,' how would you rate the overall planning effectiveness at your college or university?"

- Confidence interval for overall planning at 95% is 0.1



## WHAT IS GOING WELL

While ratings are fairly low across all measures, some measures stand out as relatively high. In some respect, these higher ratings reflect the standard definition of strategic planning: working with a team to listen to stakeholders and drawing up a plan that can be implemented and monitored.

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### Exhibit 5

**Creating awareness, incorporating feedback, identifying the right people, and producing a plan that can be implemented are areas that go relatively well in the planning process**

Highest ratings, n=1,835  
Mean, 1-10 scale



SOURCE: SCUP survey of college and university leaders

QUESTION: "Using a 1-10 scale where 1 is 'Strongly Disagree' and 10 is 'Strongly Agree,' indicate how much you agree with the following statements about your college or university's ongoing planning efforts."

• Confidence interval at 95% is 0.1

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## WHAT IS NOT GOING WELL

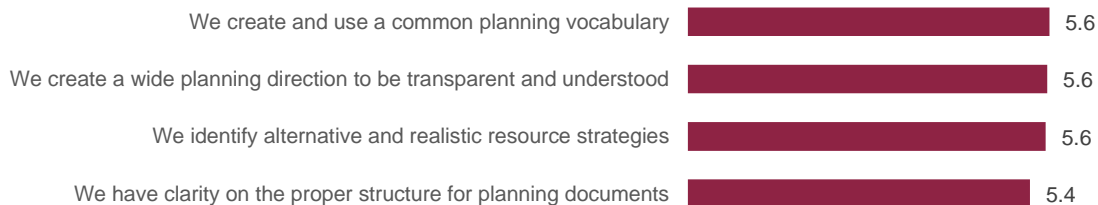
Areas respondents indicate as least effective relate to developing a culture of integrated planning. These low-scoring practices might seem simple, but they are not necessarily easy to implement in the planning process: a common vocabulary, a transparent process, alternative options, and consistent deliverables.

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### Exhibit 6

**Areas of relative difficulty include using a common planning vocabulary, creating transparency, identifying resource strategies, and structuring planning documents**

Lowest ratings, n=1,835  
Mean, 1-10 scale



SOURCE: SCUP survey of college and university leaders

QUESTION: "Using a 1-10 scale where 1 is 'Strongly Disagree' and 10 is 'Strongly Agree,' indicate how much you agree with the following statements about your college or university's ongoing planning efforts."

• Confidence interval at 95% is 0.1

---

## NEED FOR NETWORKING AND PROFESSIONAL DEVELOPMENT

Leaders generally devote time to learning, are willing to pay for good educational content, and engage with peers to share knowledge. However, they do not have time to develop their planning skills and do not actively connect with other higher education professionals. The need to strengthen planning skills and learn from other professionals involved in planning is clear.

Exhibit 7

### Campus leaders do not connect with others involved in planning or spend time developing their planning skills

Personal development ratings, n=1,632

Mean, 1-10 scale



SOURCE: SCUP survey of college and university leaders

QUESTION: "Using a 1-10 scale where 1 is "Strongly Disagree" and 10 is "Strongly Agree," indicate how much you agree with the following statements about your personal development."

• Confidence interval at 95% is 0.1

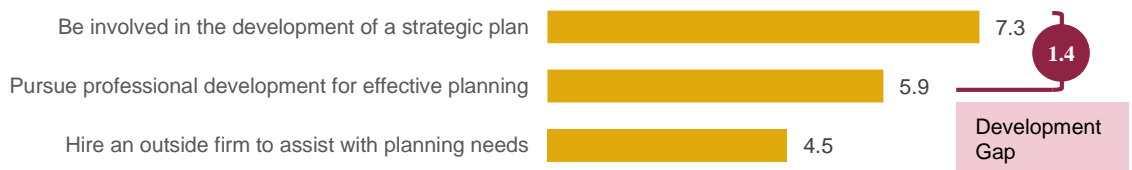
Despite the need for better planning skills, respondents say that they do not plan to pursue professional development for effective planning, even though they expect to be involved in the development of a strategic plan.

Exhibit 8

### Campus leaders are involved in the strategic plan but do not pursue professional development for planning

Likelihood within the next 12 months, n=1,632

Mean, 1-10 scale



SOURCE: SCUP survey of college and university leaders

QUESTION: "Using a 1-10 scale where 1 is "Not at all Likely" and 10 is "Extremely Likely," how likely are you do the following in the next 12 months?"

• Confidence interval at 95% is 0.1



## MAKE A DIFFERENCE

Collecting benchmarks on what is and is not going well in planning is helpful as a reference, but it does not provide direction for how to improve planning. To succeed in planning, campus leaders should focus efforts on the areas that, if improved, would have the largest impact on overall planning success.

Our analysis of the survey results revealed Seven Factors that are closely related to overall success in planning.

## THE SEVEN FACTORS

- |                              |                     |
|------------------------------|---------------------|
| 1. Emphasize Good Planning   | 5. Provide Training |
| 2. Define Effective Planning | 6. Be Agile         |
| 3. Agree on Priorities       | 7. Manage Change    |
| 4. Integrate Plans           |                     |

Identifying these factors of successful planning is the easy part. The difficult task for college and university leaders is to translate this understanding into specific action that will enable further develop a planning culture at the institution.





## SEVEN FACTORS OF GOOD PLANNING



## SEVEN FACTORS OF GOOD PLANNING

Succeeding at integrated planning at colleges and universities is a challenge. Many planning models do not work in higher education because they are not designed for higher education. Planning processes designed for corporations or non-profits do not account for the complex environment of higher education nor its unique challenges.

Many institutions struggle to leverage planning into lasting change because they create plans in a vacuum. They do not grasp the institution's strategic issues or create a sound value proposition. They are not prepared for good planning.

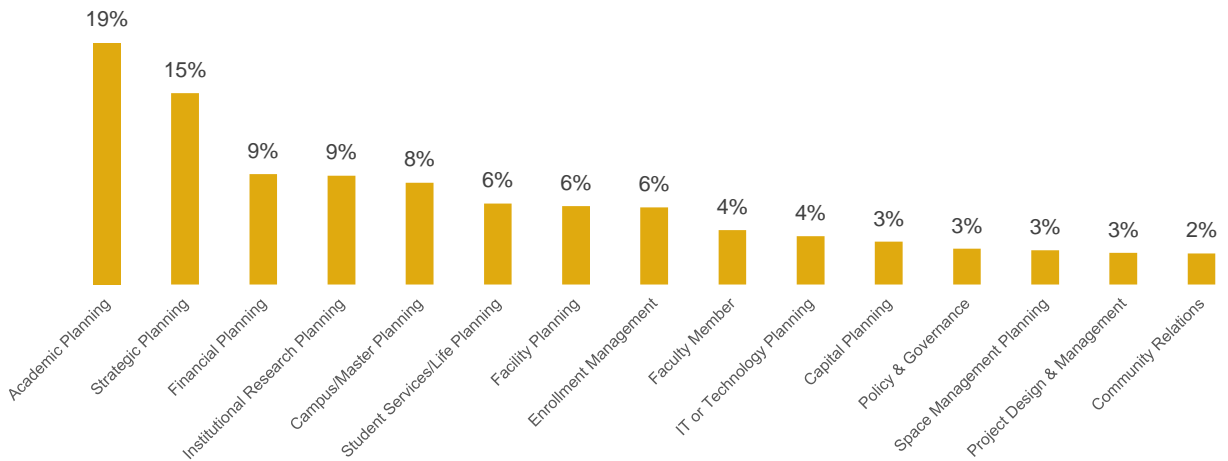
To provide guidance on where to prioritize efforts, we ran quantitative analysis on responses from leaders in a variety of planning roles.

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### Exhibit 9

**The most represented roles are leaders who do academic or strategic planning, but we also received a good representation of leaders in other planning roles on campus**

Respondents by role at work, n=1,632  
%, Count of respondents



SOURCE: SCUP survey of college and university leaders  
QUESTION: "Which of the following best describes your role at work?"

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The purpose of the analysis was to determine which practices had the largest contribution to the sense of overall planning success. This analysis identified seven factors that each play a significant role in developing planning effectiveness:

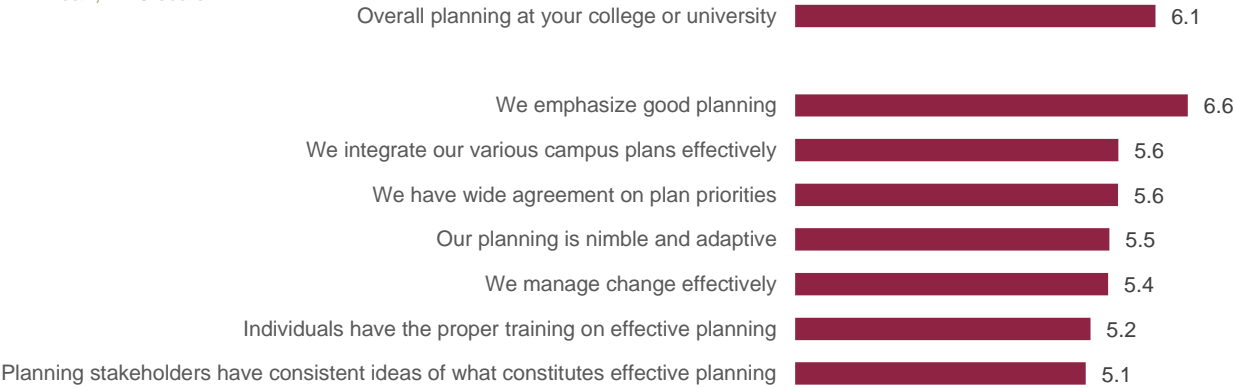
- 1. Emphasize Good Planning**
- 2. Define Effective Planning**
- 3. Agree on Priorities**
- 4. Integrate Plans**
- 5. Provide Training**
- 6. Be Agile**
- 7. Manage Change**

Among the Seven Factors, emphasizing planning stands out. Respondents feel they do a fair job in promoting the importance of good planning. The other six Factors are rated low: integrating plans, agreeing on priorities, planning adaptively, managing change, providing training, and agreeing on what effective planning really means.

Exhibit 10

**Good planning is somewhat emphasized, but there is a lack of training and consistency among stakeholders on what constitutes effective planning**

Ratings on the Seven Factors, n=1,835  
Mean, 1-10 scale



SOURCE: SCUP survey of college and university leaders  
QUESTION: "Using a 1-10 scale where 1 is 'Strongly Disagree' and 10 is 'Strongly Agree,' indicate how much you agree with the following statements about your college or university's ongoing planning efforts."

• Confidence interval at 95% is 0.1

Each of these Seven Factors is shown to have a direct relationship with overall planning. The beta represents how much overall planning would improve if a factor were improved by 1 point on a 1-10 scale. For example, if "Emphasize good planning" moves from 6.6 to 7.6, overall planning would rise .38 points from 6.1 to 6.48.

Exhibit 11

**Out of the 19 measures taken for planning best practices, seven show up as key drivers for overall planning at a college or university**

Relationship of the Seven Factors with Overall Planning, n=1,835  
Beta, Linear regression



SOURCE: SCUP survey of college and university leaders

• Dependent variable was "Overall planning at your college or university"



## 1. EMPHASIZE GOOD PLANNING



# 1. EMPHASIZE GOOD PLANNING

*“Leadership does not place any emphasis on planning.”*

Academic Planner, NY

Emphasizing good planning is the most important activity a leader can do to ensure planning success. A good plan is an active, robust, continual conversation among a diverse audience; there is no such thing as a good plan that ends up on a shelf. Consistently reminding administration and faculty that careful planning is critical will raise expectations that time and effort must be spent in a careful planning process.

Faculty and administration often have a negative perception of planning, so the point and purpose of planning should be communicated regularly. If planning is simply something that people feel forced to do owing to an external mandate, they will not realize the full potential of acculturating planning into the lifeblood of the organization.

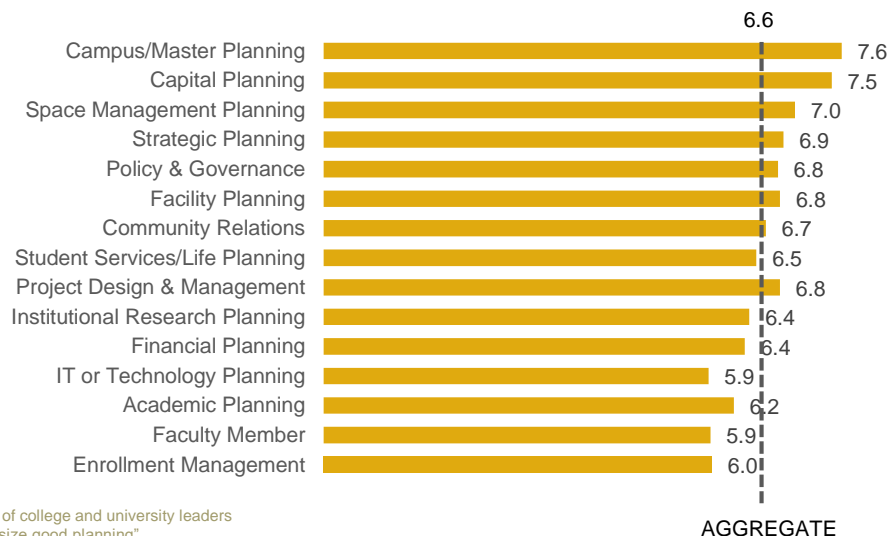
Leaders in our study offered differing perspectives on how well good planning is emphasized. Campus and capital planning leaders say that good planning is reinforced at their institutions. Faculty and those involved in IT planning or enrollment management have a different view.

Exhibit 12

## IT, faculty, and enrollment planning leaders give the lowest ratings for the emphasis placed on good planning

Emphasize Good Planning rating by role, n=1,828

Mean, 1-10 scale



SOURCE: SCUP survey of college and university leaders  
QUESTION: “We emphasize good planning”

• Confidence interval at 95% is 0.1 to 0.5 depending on the role

Many colleges and universities have not cultivated a respect for the role of planning. Respondents highlight the resistance they experience in teaching planning as a process rather than an event. And often there are good intentions for planning, but fatigue sets in and there is little consistency in maintaining a focus on planning throughout the year.

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#### Exhibit 13

#### Sample respondent comments on the challenges in planning

*Our greatest challenge is leaders who think planning is an event and not a process that never ends and a method for managing the institution.*

*Lack of broad awareness across the institution about the need for and value of institutional planning for the long term. Too much short-term thinking.*

*Lack of a planning champion in a senior leadership position.*

*Willingness to confront the brutal facts of their business plan / market realities . . . and the dependence on 'pretty pictures' and flowery language to depict their desired futures rather than data visualizations describing the real world and likely future.*

*Recognizing that good planning is needed in advance of committing to capital projects.*

*To have integrated planning fully embraced and endorsed by all constituents (leadership, faculty, staff). At this point, it is more compliance than meaningful practice.*

*Lack of cohesion, leadership that is intentional towards planning and collaborative in efforts. Lack of clear administrative structure for decision making.*

*Leadership does not place any emphasis on planning.*

*Getting more people on board to buy in to the planning process.*

*Lack of institutional understanding with regard to the planning process.*

*Our planning process has been done by a small group of dedicated people, but not well embraced by others. Making planning an integral part of how we operate is a big challenge.*

*Some administrators do overnight planning, changing things without discussion with other areas of campus. These plans are often not included in facility planning because the idea just came to them. The lack of planning is a problem.*

*I am a new chancellor. Our biggest challenge is a weak history of planning and planning fatigue.*

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#### **ACTION POINT**

To emphasize good planning, schedule ongoing, continual conversations around planning that involve all facets of a campus. Remind your team that planning involves everybody at the table with an academic focus and a university-viability focus.





## 2. DEFINE EFFECTIVE PLANNING





## 2. DEFINE EFFECTIVE PLANNING

*“We do not have a well-defined strategic plan. It is a very broad plan with no clearly defined, quantifiable or measurable objectives.”*

Student Services/Life Planning, MO

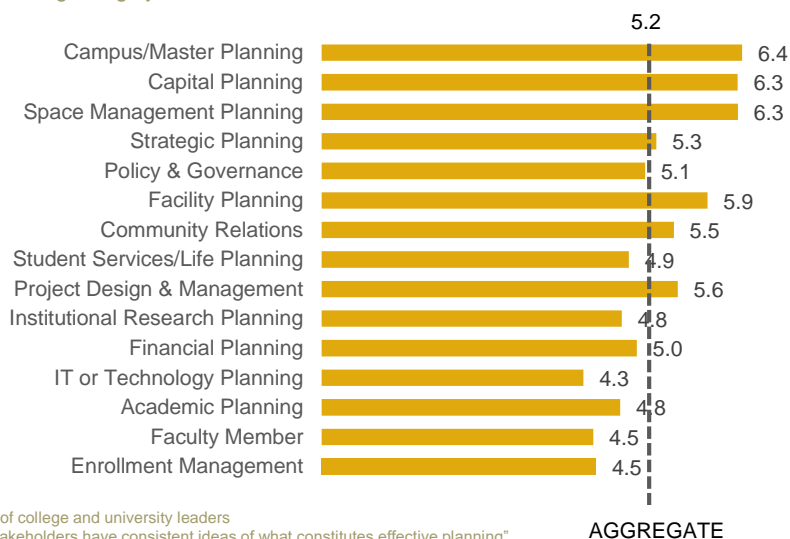
It is one thing to emphasize good planning, but it is another thing to define with some degree of specificity what kind of institutional planning is effective. Because there are many concepts, tools, and philosophies related to planning, it is essential for all involved in planning to understand and agree on what it means to be effective.

Without this wide agreement, planning is fragmented, fails to gather steam, lacks leadership, focuses on immediate goals, and lacks a strategic underpinning.

Exhibit 14

**The aggregate difference between emphasizing planning (6.6) and defining effective planning (5.2) is the largest gap among the Seven Factors; the smallest gaps are with space management planning (0.7) and facility planning (0.9)**

Define Effective Planning rating by role, n=1,805  
Mean, 1-10 scale



SOURCE: SCUP survey of college and university leaders

QUESTION: "Planning stakeholders have consistent ideas of what constitutes effective planning"

• Confidence interval at 95% is 0.1 to 0.5 depending on the role

Concepts and models for effective planning continue to evolve as higher education faces new challenges. Many respondents say that they lack regular planning evaluation to help determine what effective planning means to their institution.

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#### Exhibit 15

##### Sample respondent comments on the challenges in planning

*The board doesn't agree among themselves with the need for planning or the outcomes.*

*Setting aside industry-wide or institutionally ingrained assumptions as to limitations to the scope or effect of a plan.*

*Outdated ideas and lack of understanding of the need for constant evaluation—also a failure to influence constituents (faculty) of the importance of strategic thinking and planning.*

*Evaluating the effectiveness of our current strategic plan is our biggest challenge right now. Many initiatives in the plan are not written in a measurable or complete-able way (i.e., better support for transfer students).*

*Lacking a tradition of integrated strategic campus planning.*

*Developing common understandings and expectations of planning and its benefits and limitations.*

*Communicating to and convincing others regarding the benefits of planning to enhance institutional effectiveness.*

*Getting everyone on the same page at the same level of knowledge as well as getting commitment from all stakeholders in developing projects.*

*Lack of institutional understanding with regard to the planning process.*

*Lack of a comprehensive and transparent approach and shared vision for effective planning.*

*Getting to a shared understanding of the need for integrated planning and a realistic view of resource requirements to support planning initiatives and incentivize change.*

*Developing and understanding a long-term planning process for the entire university.*

---

#### **ACTION POINT**

If there is a lack of understanding for what constitutes effective planning, work with your team to bring clarity on how you can measure success. If you have agreement on your definition of good planning, communicate this definition broadly to your leaders to continue to build wide agreement on what makes planning on your campus effective.



### 3. AGREE ON PRIORITIES

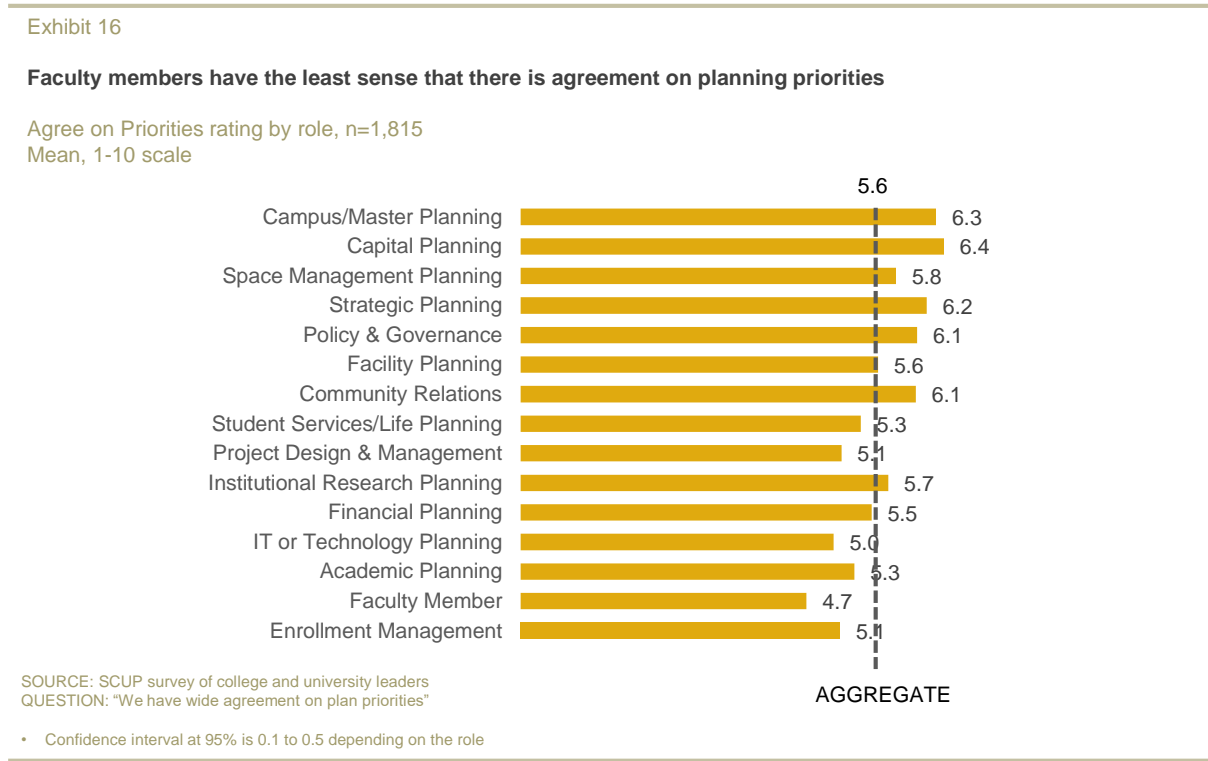


### 3. AGREE ON PRIORITIES

*“[We have] multiple stakeholders and not a unified understanding of campus priorities.”*  
Community Relations, CA

There is no shortage of ideas for what could be done to create a better institution. The difficulty comes when numerous ideas run up against a shortage of time, money, and resources. Departments and divisions struggle to agree on institutional priorities.

In our study, leaders rated how well everyone agreed on planning priorities for the institution. Faculty members and those involved in technology planning and project design stand out with low ratings relative to their ratings for overall planning.



Two prominent themes emerged related to the challenges that leaders face in coming to agreement on priorities for planning: discipline to execute agreed-upon plans is difficult to maintain, and pet projects or new initiatives enter the planning mix and derail the established planned priorities.

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#### Exhibit 17

##### Sample respondent comments on the challenges in planning

*Adherence to plans, once established. Emerging priorities and pet projects tend to leap-frog over established, planned priorities.*

*Helping all constituents understand the 'big picture' of the planning effort and how each of their roles/areas contributes to the institutional success without giving undue priority/weight to any role or area.*

*Not clear on priorities and not having the discipline to execute the plan.*

*Coordination and consensus among multiple units with differing goals, priorities and perspectives (e.g. long-range campus planning, short- to mid-term academic planning, financial sustainability; ROI-based decisions vs. intrinsic/non-financial/hard-to-quantify value of particular academic areas; etc.).*

*Understanding priorities and issues from central/executive administration, which is sometimes in conflict with academic priorities.*

*Coordinating among diverse constituencies and competing priorities in the face of shrinking resources.*

*Balancing multiple priorities. Integrating differing perspectives on what needs to be done and how. Communicating information clearly to all stakeholders.*

*Choosing how to allocate limited resources among key priorities.*

*Competing priorities for limited financial resources—this often causes a disconnect between the strategic planning principles and the implementation strategies.*

---

#### **ACTION POINT**

Coming to agreement on how time, money, and resources will be prioritized on campus is a difficult and complex process, but one that is absolutely critical. Dedicate extensive time to ironing out differences and coming to a clear understanding on where the priorities lie.

Once priorities are determined, it is incumbent on leaders to stick to the plan and resist de facto shifts in priorities without going through the change management process to adjust the plan. Plan adjustments are naturally needed as circumstances and the environment changes, but care should be taken to ensure that the priorities are understood and shared across the organization.





## 4. INTEGRATE PLANS





## 4. INTEGRATE PLANS

*“[Our challenge is] integrating various unit plans into an effective actionable institutional plan.”*

Institutional Research Planning, IA

Integration and organizational change are synonymous. Integration challenges leaders to think and act across boundaries and involves wide-ranging problems. Integrated planning creates a platform to bring all these rich pieces together.

If planning were being done well at colleges and universities, we might expect leaders to have a higher assessment of planning integration. The relatively low score of 5.8 supports the concern that planning is not well coordinated among institution leaders.

Exhibit 18

**All roles rate overall planning higher than integrating the plans, but the gap is largest for community relations (0.8)**

Integrate Plans rating by role, n=1,812  
Mean, 1-10 scale



SOURCE: SCUP survey of college and university leaders

QUESTION: "We integrate our various campus plans effectively (i.e., academic, budget, facilities, etc.)"

• Confidence interval at 95% is 0.1 to 0.5 depending on the role

One challenge for plan integration is with planning myopia. Leaders tend to look out for the direct interests and needs of a certain division or department without considering the implications that those plans have on other areas of the campus.

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#### Exhibit 19

##### Sample respondent comments on the challenges in planning

*A lack of regard for integrated planning, too many people wanting to do their own thing in the name of planning, but not taking into account the rest of the campus. For instance, an academic plan with no connection to budget planning or facilities planning.*

*Integration of planning across departments.*

*Integration of all planning stakeholders and an integrated perspective towards planning.*

*Getting to a shared understanding of the need for integrated planning and a realistic view of resource requirements to support planning initiatives and incentivize change.*

*Developing and implementing an integrated planning process.*

*Coming to an agreement about an integrated planning model.*

*Communication with board and president. They ask us to plan but also have a separate committee for planning that sometimes does not integrate well.*

*How to integrate campus planning, strategic planning, academic planning, and facilities.*

*Integrating academic master plan with physical master plan.*

*Integrating planning across all areas of the university. Planning is not just an administrative activity that takes place in Administrative Affairs, but must be integrated across all cabinet divisions.*

*Need to better integrate university academic planning efforts with thoughts on the various university foundation planning and development interests.*

*Need to build the understanding for the need and 'how-to' for integrated planning. We are in dire need of good planning 'culture' but are only 'beginners' on this campus.*

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#### **ACTION POINT**

There are a number of planning models designed to facilitate integrated planning. The real difficulty is an isolation mindset and fiefdom thinking, rather than the particular integrated planning structure that you use. In your planning efforts, seek to intentionally incorporate planning that is being conducted outside your area of responsibility and regularly refer back to the institution-wide plan into which your planning efforts fit.



## 5. PROVIDE TRAINING

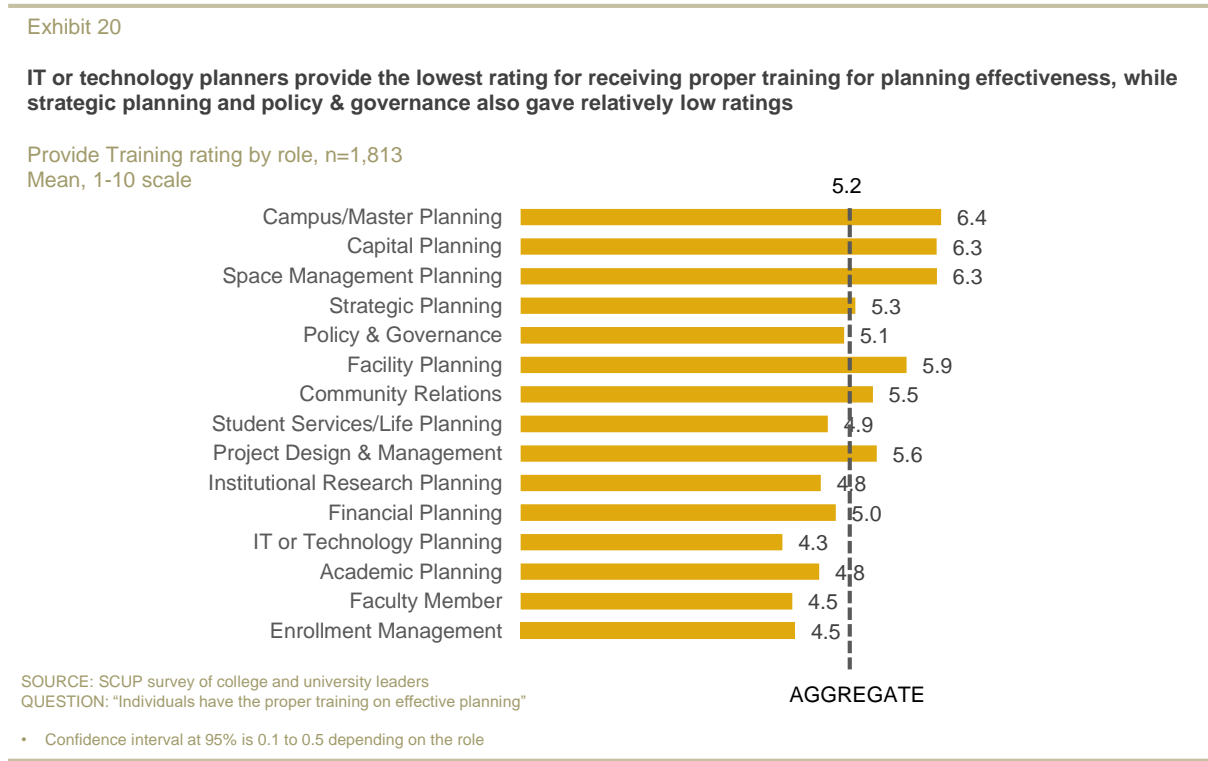


# 5. PROVIDE TRAINING

*“Planning goals are well articulated by top management but not fully supported by staffing, training and funding at lower levels of the organization.”*  
Student Services/Life Planning, CA

Ongoing training is an essential managerial component of any important area of operations. For effective planning at colleges and universities, the area needing improvement is more commonly with those for whom planning is not a central part of their job. Those who conduct some planning along with their other job responsibilities are least likely to receive proper training on effective planning.

According to our study, training in planning is relatively strong for master planning, capital planning, and space management planning. It becomes more of a challenge to provide training to those outside the central planning function.



A good part of the challenge, say our respondents, is training for all planners. Full-time planners may get training, but many of the planning participants on the periphery do not get the training that is so essential for effective planning.

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#### Exhibit 21

##### Sample respondent comments on the challenges in planning

*We have had decades of ineffective planning and are now trying to turn it around. It involves a culture change. Training would be a real help for us.*

*Our executive administrators have poor planning skills, minimal management training and do not value planning. They see planning as a hurdle to progress because they want projects done quickly. Quality is secondary in importance.*

*Training staff on effective planning strategies.*

*The biggest challenge has been designing and training everyone in a centralized process for the entire university.*

*Training on the proper way to plan, how to analyze the plan for effectiveness and follow up on the plan (oversight).*

*Internal resources and staying up-to-date with training and knowledge.*

*Training on the planning process and making sure everyone is involved. Communication of the process.*

*Communication and adequate training to get everyone on the same page at the same time.*

*Implementation of results of planning efforts. Training for effective planning.*

*No training or clear expectations.*

*Receiving quality and appropriate training for all stakeholders; then putting in place a system for coaching and then monitoring.*

*Training people in planning skills and communicating the need for planning as well as the implementation of plans.*

*Change in personnel, the need to re-train to bring new people up to speed on processes, and the need to remain flexible to address the concerns of changing perspectives.*

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### **ACTION POINT**

To change the planning culture at your institution, you must make sure everyone is getting the proper training, even those who are only tangentially involved in the planning process. Offer robust training options, ensure that new hires receive training in good planning, and monitor the training effectiveness throughout the year with assessments and coaching.



## 6. BE AGILE





## 6. BE AGILE

*“When implementation finally happens and doesn't go well, there is no room for adjustment in the original plan.”*

Marketing, TX

Much of planning is about developing an explicit way of making choices. A good planning process focuses the campus on how to make these choices in an integrated way, with careful consideration of the real costs and a commitment to allocate resources effectively.

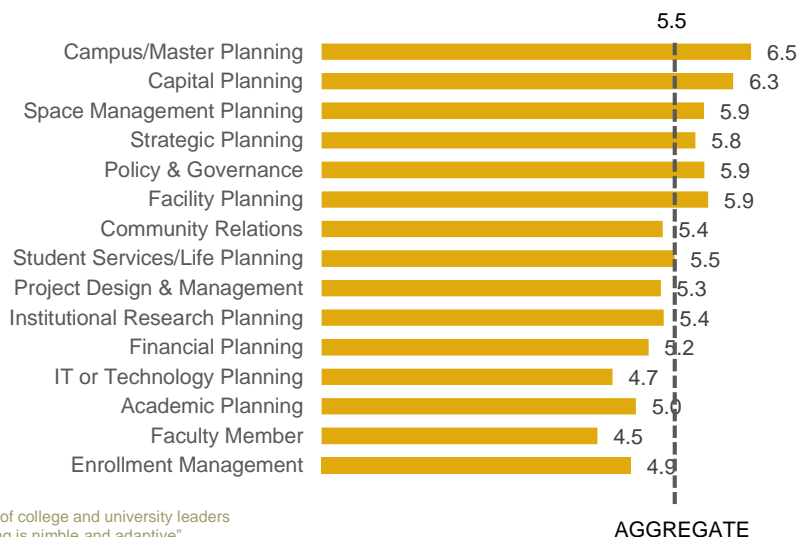
When plans are well integrated, a culture of planning is developed that allows institutions to be nimble enough to respond to unanticipated threats and opportunities.

Nimble and adaptive planning correlates well with overall planning. As we have seen with other areas, all ratings are in the low range, with campus planning and capital planning registering relatively high ratings, and faculty members and technology planning showing relatively low ratings.

### Exhibit 22

#### Those in faculty and IT roles naturally provide a low rating for being nimble and adaptive in planning

Be Agile rating by role, n=1,804  
Mean, 1-10 scale



SOURCE: SCUP survey of college and university leaders  
QUESTION: "Our planning is nimble and adaptive"

• Confidence interval at 95% is 0.1 to 0.5 depending on the role

Respondents note the difficulty in responding to a changing environment and taking the proper action to adjust. The first challenge is to recognize trends and market shifts and understand the implications these changes have for your campus. The second and greater challenge is responding to these signals by making adjustments to planning and acting to take advantage of the change.

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#### Exhibit 23

##### Sample respondent comments on the challenges in planning

*Being nimble enough to make and implement plans that actually affect important situations and problems.*

*Given pace of change, limited resources, and the regulatory environment, our challenge is deciding what we should stop doing in order to invest claimed resources into what we must do to remain vibrant. And this must be pursued in a nimble and responsive fashion.*

*We do not have the time to plan carefully before we begin many initiatives; we often find that we must build the bridge as we cross it, and that's not optimum. The problem is that academic planning involves a lot of constituencies and thus a lot of time—and that time keeps us from being nimble or forces us to act without sufficient groundwork.*

*Ability to be comprehensive and nimble as it relates to planning.*

*Being nimble and responsive to changing environments.*

*Colleges and universities are not nimble when it comes to planning. This slow response may be good in certain areas and devastating in other areas.*

*I am in a university that has multiple colleges. I believe the colleges do a better job with planning than the university as a whole. Having said that, the biggest challenge I see is the inability of the university to make decisions based on strategic plans and to be responsive and nimble.*

*The ability to be nimble with our plans.*

*Being nimble enough to make and implement plans that actually affect important situations and problems.*

*Remaining sufficiently flexible to deal with the evolving nature of the web and evolution of higher education.*

*The ability to project future growth & need of programs (requiring a more adaptive/flexible approach).*

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#### **ACTION POINT**

Intentionally build flexible structure into your planning in order to be a nimble planning organization. Set up concrete mechanisms for scanning the trends and cultural waves of change that will likely impact your campus, and build into your planning some specific time to review and discuss potential changes. More importantly, use and manage your dynamic planning model so that you can make the needed adjustments quickly and holistically across the campus. You cannot prepare for all changes, but you can be prepared with a flexible planning model, knowing that change will inevitably warrant course corrections.



## 7. MANAGE CHANGE



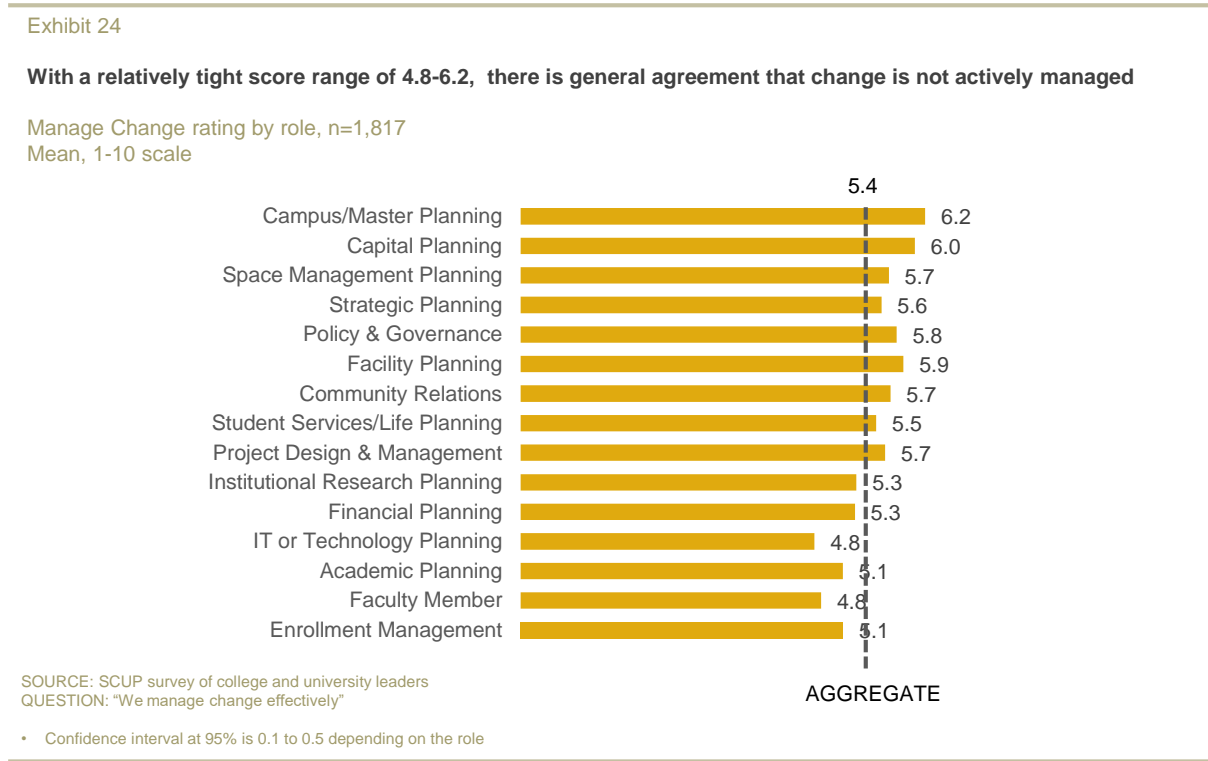
# 7. MANAGE CHANGE

*“[There is a] strong reluctance to rethink programs deeply . . . [to] implement improved structures/programs with change management.”*  
Space Management Planning, WI

Change is inevitable. If you are actively working through your planning model and are ensuring integration across your institution, you can begin to have an orientation toward change that is predictive rather than reactive. If your planning is integrated, you can accommodate new external developments and quickly anticipate implications these developments have on all other aspects of your institution.

Imagine, for example, a college in an urban city where the number of automobile drivers is projected to decrease steadily. A managed integrated planning process will actively anticipate the consequences this trend has on parking garages, pedestrian routes, class times, infrastructure maintenance, etc., and a change management process will proactively initiate actions needed to prepare for coming consequences.

Leaders in our study provide a low 5.4 rating for the ability to manage change at their institutions. Faculty and IT planners provide the lowest ratings, but the smaller differences in ratings across the respondents underscores their general agreement that this is an area that is not well executed.



Respondents told us that proactively changing—before change is needed—is difficult. Beyond simply responding to a changing market, leaders see the need to make change happen before it becomes a need. The challenge is that many administrators do not see the urgency, and other planning groups do not see the need to change to stay relevant. In fact, there is often even direct resistance to change.

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#### Exhibit 25

##### Sample respondent comments on the challenges in planning

*Getting senior administration to understand the critical urgency for change.*

*Universities unwilling or unable to see the changes in learning and student demographics that are already occurring.*

*Creating space efficiency through change management (changing the campus culture of 'how things have always been done').*

*Change management and communication specifically directed to faculty.*

*Navigating unpredictable changes while involving all relevant constituents in the planning process in a thoughtful, productive dialogue.*

*Change management.*

*Rate of change and the multiplicity of priorities.*

*Adapting the culture to be ready for the changes that are needed.*

*Connecting internally between long-term strategic goals with actual implementation of change and growth. Many institutions need to collaborate with their competitors in higher education.*

*Getting groups to change to stay relevant and effective.*

*Influential professors (senior) sometimes fail to foresee in what direction our society will change. Failing to recognize future trends, they sometimes see no need for changes in the university.*

*Changes . . . they do not like change, especially the facilities dept. They have “their way” and are pretty reluctant to change the routine.*

*Uncertainty of future funding levels, making implementing any significant change feel very dangerous.*

*Resistance to change.*

*Getting faculty to understand effective institutional planning and change or enlarge their lens to view the college as a whole, not just their academic area.*

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#### **ACTION POINT**

Before change has an effect on your organization, you need to effect change within your organization. The deeply cultural organizational trait of being willing to actively change can only develop over time. Regularly show others how colleges and universities must embrace an ever-evolving environment that requires leaders to continually experiment with, test, and evaluate new and better methods for accomplishing its educational mission.

Along with the cultural shift, dynamic organizational models are needed so that an institution can begin to anticipate change in ways that reduce structural impediments to achieving durable change while retaining what continues to work in higher education.





# RESEARCH METHODOLOGY



## RESEARCH METHODOLOGY

In June 2015, with assistance from the Baker Strategy Group, SCUP surveyed 2,285 higher education professionals. The respondents were asked about planning practices on their campuses and their general familiarity with SCUP.

### Exhibit 26

**We received 2,285 responses from those invited to participate in the survey**

Survey respondents and response rate

Sample Frame	Respondents	Response Rate
<b>94,820</b>	<b>2,285</b>	<b>2.4%</b>

SOURCE: SCUP survey of college and university leaders

- Appended data not available for all respondents

The bulk of our analysis was conducted on scaled responses related to best practices for planning at colleges and universities. Respondents were asked to rate each practice using a 1-10 scale where 1 is “Strongly Disagree” and 10 is “Strongly Agree.”

### Exhibit 27

**The primary goal of this study was to collect responses on the performance of integrated planning at the institution using a variety of data collection question types**

6 common types of data collection

APPENDED	SELECT	CHECK	TEXT	COMMENT	SCALE	
LIST SOURCE	EMPLOYER TYPE			BIGGEST CHALLENGE TO EFFECTIVE PLANNING	OVERALL PLANNING	TIME IN ROLE SPENT ON PLANNING
AGE	ROLE				PLANNING BEST PRACTICES	LIKELY BEHAVIORS
GENDER	TIME DURING WEEK SPENT ON PLANNING				PROFESSIONAL DEVELOPMENT	
CITY, STATE, ZIP, COUNTRY						
CATEGORICAL ANALYSIS			QUALITATIVE ANALYSIS		SCALE ANALYSIS	

SOURCE: SOURCE: SCUP survey of college and university leaders

- Appended data not available for all respondents



We ran the means for the scaled questions related to planning best practices to identify the aggregate rating for each measure. We also looked at standard deviation to get a sense for how widely the perspectives varied for a given practice. We then calculated a confidence interval at 95% to demonstrate that a difference of 0.2 or more on the aggregate level is generally a statistical difference in ratings.

Exhibit 28

**The scaled-question survey results provide a robust data set for benchmarking and analysis to determine the factors that go into successful planning**

Results table with mean, standard deviation, valid N, and confidence interval at 95%

		AGGREGATE			
		Mean	Standard Deviation	Valid N	95% CI
<b>SAMPLE SIZE</b>		<b>2285</b>			
THE SEVEN FACTORS	<b>Overall planning at your college or university</b>	<b>6.1</b>	<b>2.0</b>	<b>1833</b>	<b>0.1</b>
	We emphasize good planning	6.6	2.3	1828	0.1
	We have wide agreement on plan priorities	5.6	2.4	1815	0.1
	We integrate our various campus plans effectively (i e , academic, budget, facilities, etc )	5.6	2.5	1812	0.1
	Our planning is nimble and adaptive	5.5	2.4	1804	0.1
	We manage change effectively	5.4	2.4	1817	0.1
	Individuals have the proper training on effective planning	5.2	2.3	1813	0.1
	Planning stakeholders have consistent ideas of what constitutes effective planning	5.1	2.3	1805	0.1
	We create great awareness of the need for planning	6.4	2.3	1823	0.1
	We produce a plan that can be implemented and evaluated	6.1	2.5	1805	0.1
OTHER FACTORS	We incorporate feedback from all stakeholders	6.1	2.5	1816	0.1
	We identify the people who need to be in the room and work with them effectively	6.1	2.4	1822	0.1
	We coordinate planning across the various areas at our college or university	6.0	2.5	1819	0.1
	We collect and filter relevant planning information	5.8	2.3	1796	0.1
	We anticipate potential contingencies in our planning	5.7	2.4	1806	0.1
	We have clear roles and responsibilities in the planning process	5.7	2.5	1813	0.1
	We create and use a common planning vocabulary	5.6	2.4	1793	0.1
	We create the direction of our planning widely so it is transparent and understood by stakeholders	5.6	2.5	1792	0.1
	We identify alternative and realistic resource strategies	5.6	2.4	1802	0.1
	We have clarity on the proper structure for planning documents	5.4	2.5	1795	0.1
DEVELOPMENT	I devote time to learning throughout the year, not just when a project demands it	7.1	2.2	2197	0.1
	I am willing to pay for good educational content	6.9	2.1	2147	0.1
	I engage with peers to share knowledge	6.7	2.2	2184	0.1
	I stay up-to-date on higher education planning trends	6.2	2.3	2179	0.1
	I am developing a personal toolbox of resources related to planning	5.8	2.5	2133	0.1
	I actively connect with higher education planning professionals from around the world	4.4	2.6	2071	0.1
	I don't have the time to spend developing my planning skills	4.3	2.4	2158	0.1
TIME	Reading and sending emails	7.5	2.0	2203	0.1
	Meeting one-on-one or in small groups	6.8	2.0	2206	0.1
	Preparing presentations or reports	6.1	2.1	2195	0.1
	Meeting in large groups	5.6	2.2	2199	0.1
LIKELIHOOD	Be involved in the development of a strategic plan	7.3	2.8	2169	0.1
	Pursue professional development focused on effective planning	5.9	2.6	2157	0.1
	Hire an outside firm to assist with planning needs	4.5	3.1	1990	0.1

SOURCE: SOURCE: SCUP survey of college and university leaders

Using the best practice scaled measures as independent variables and the overall planning effectiveness as the dependent variable, we were able to construct a predictive model. The practices that best fit the model were labeled the Seven Factors of good planning. These Seven Factors line up well with what we know to be key planning disciplines that are part of good planning.

#### Exhibit 29

#### Using standard liner regression we isolated the Seven Factors that drive successful planning

Determining the Seven Factors of Good Planning, n=1760  
Linear regression results, SPSS

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.187	.077		15.362	.000
	We emphasize good planning	.332	.018	.379	18.318	.000
	Individuals have the proper training on effective planning	.099	.019	.112	5.152	.000
	Our planning is nimble and adaptive	.078	.019	.093	4.079	.000
	Planning stakeholders have consistent ideas of what constitutes effective planning	.113	.020	.127	5.763	.000
	We have wide agreement on plan priorities	.066	.018	.078	3.635	.000
	We integrate our various campus plans effectively (i.e., academic, budget, facilities, etc.)	.069	.020	.085	3.532	.000
	We manage change effectively	.086	.021	.101	4.097	.000

a. Dependent Variable: Overall planning at your college or university

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.855 <sup>a</sup>	.730	.729	1.058

a. Predictors: (Constant), We manage change effectively, Individuals have the proper training on effective planning, We emphasize good planning, We have wide agreement on plan priorities, Planning stakeholders have consistent ideas of what constitutes effective planning, Our planning is nimble and adaptive, We integrate our various campus plans effectively (i.e., academic, budget, facilities, etc.)

**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5316.270	7	759.467	678.215	.000 <sup>a</sup>
	Residual	1963.015	1753	1.120		
	Total	7279.286	1760			

a. Predictors: (Constant), We manage change effectively, Individuals have the proper training on effective planning, We emphasize good planning, We have wide agreement on plan priorities, Planning stakeholders have consistent ideas of what constitutes effective planning, Our planning is nimble and adaptive, We integrate our various campus plans effectively (i.e., academic, budget, facilities, etc.)  
b. Dependent Variable: Overall planning at your college or university

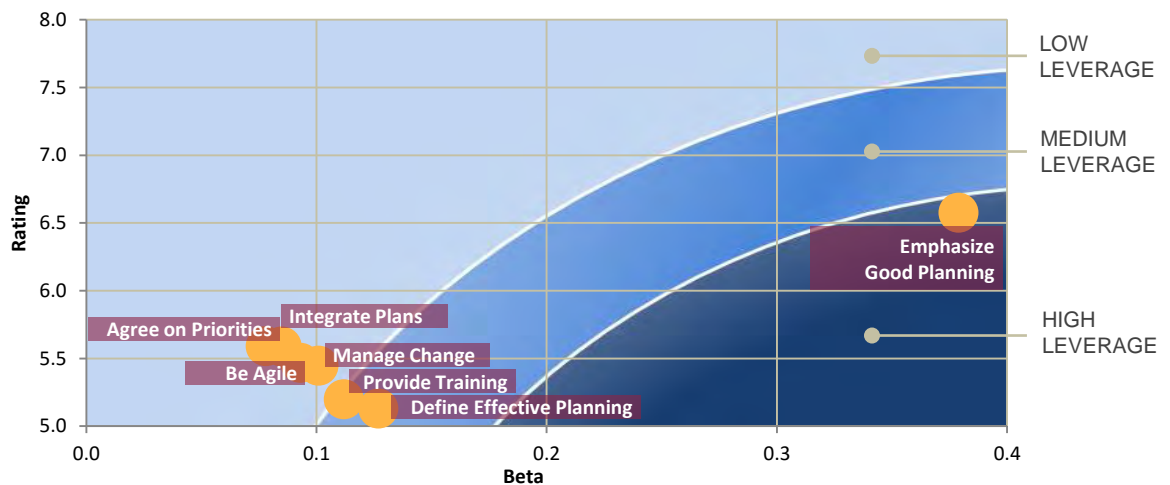
SOURCE: SOURCE: SCUP survey of college and university leaders

When we place the ratings and the betas on a grid we get a visual of the Seven Factors and how they are related to overall planning. All Seven Factors are important and play a key role in successful planning. Emphasize Good Planning stands out, however. Although this practice has a relatively high score, it stands alone with the highest leverage on planning.

Exhibit 30

**Although emphasizing planning is the highest rating, this simple yet important planning discipline is where most colleges and universities can experience the largest impact on successful planning**

Scores (ratings) of Seven Factors and the Drive Rate (beta) on overall planning, n=1,632  
Mean, 1-10 scale; Beta, Overall Planning as dependent variable



SOURCE: SCUP survey of college and university leaders

Emphasizing good planning at the institution is the area where leaders have the greatest leverage for improving overall planning and, therefore, is a great place to begin.



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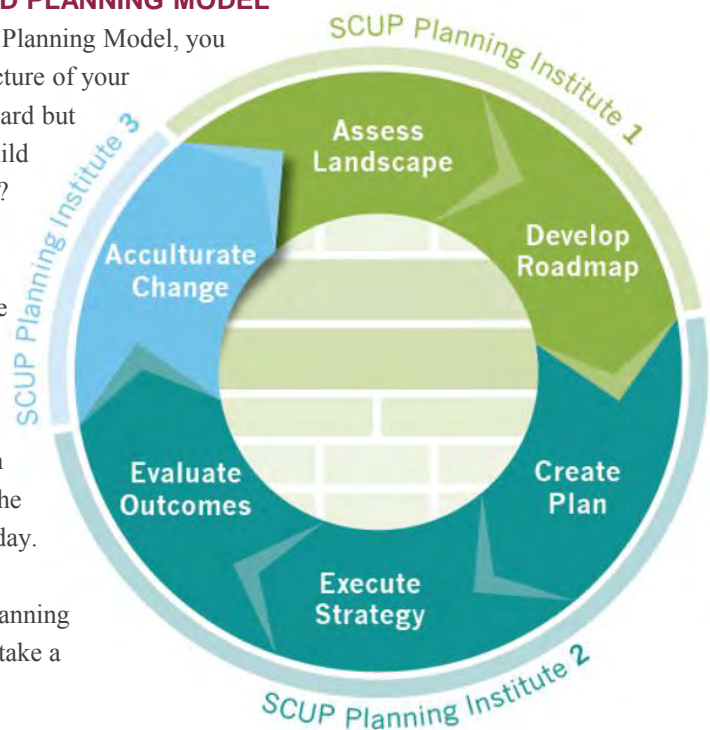
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