"A Culture of Planning"
Academic Planning in 2022
September 7, 2022

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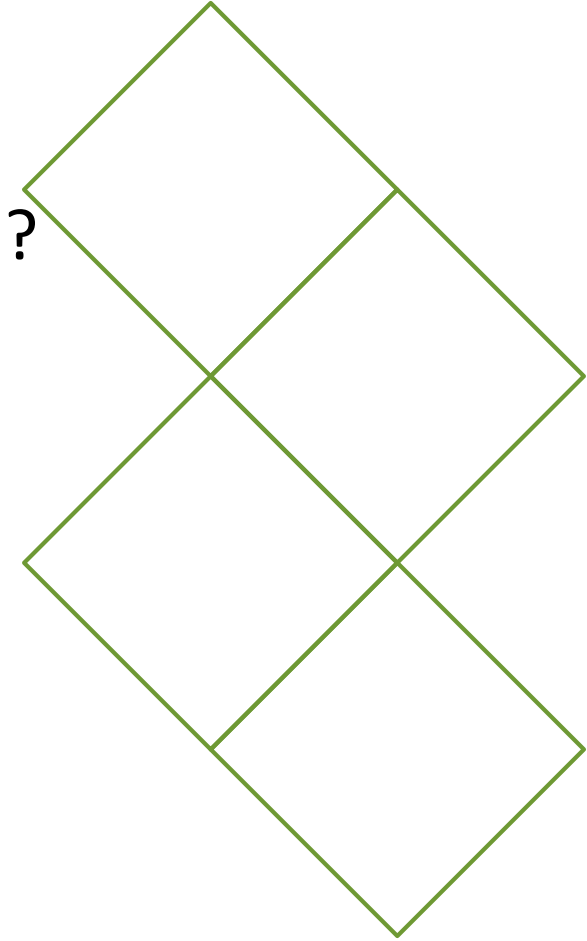SCUP Planning Institute

Professor Emeritus
John Carroll University

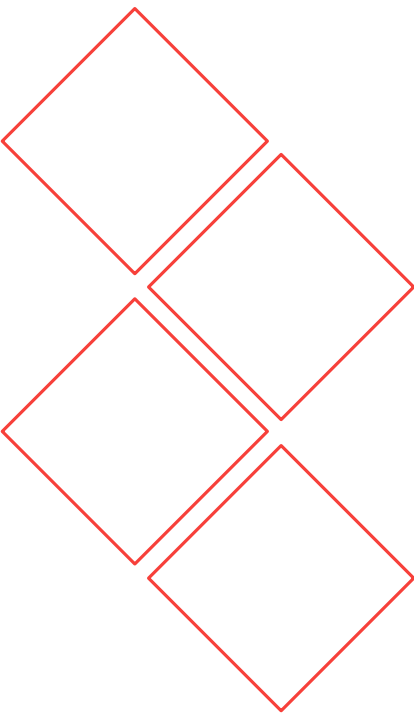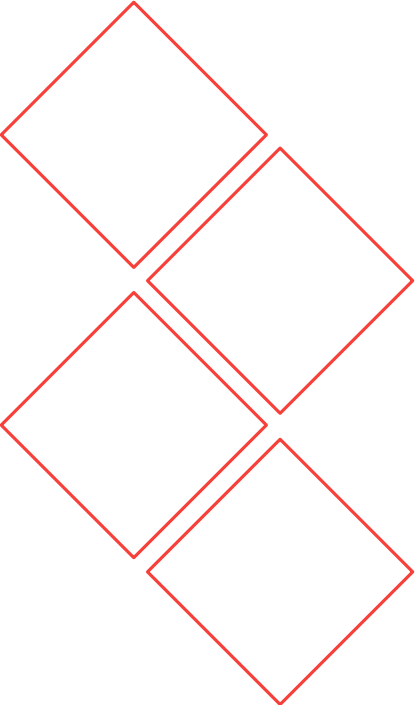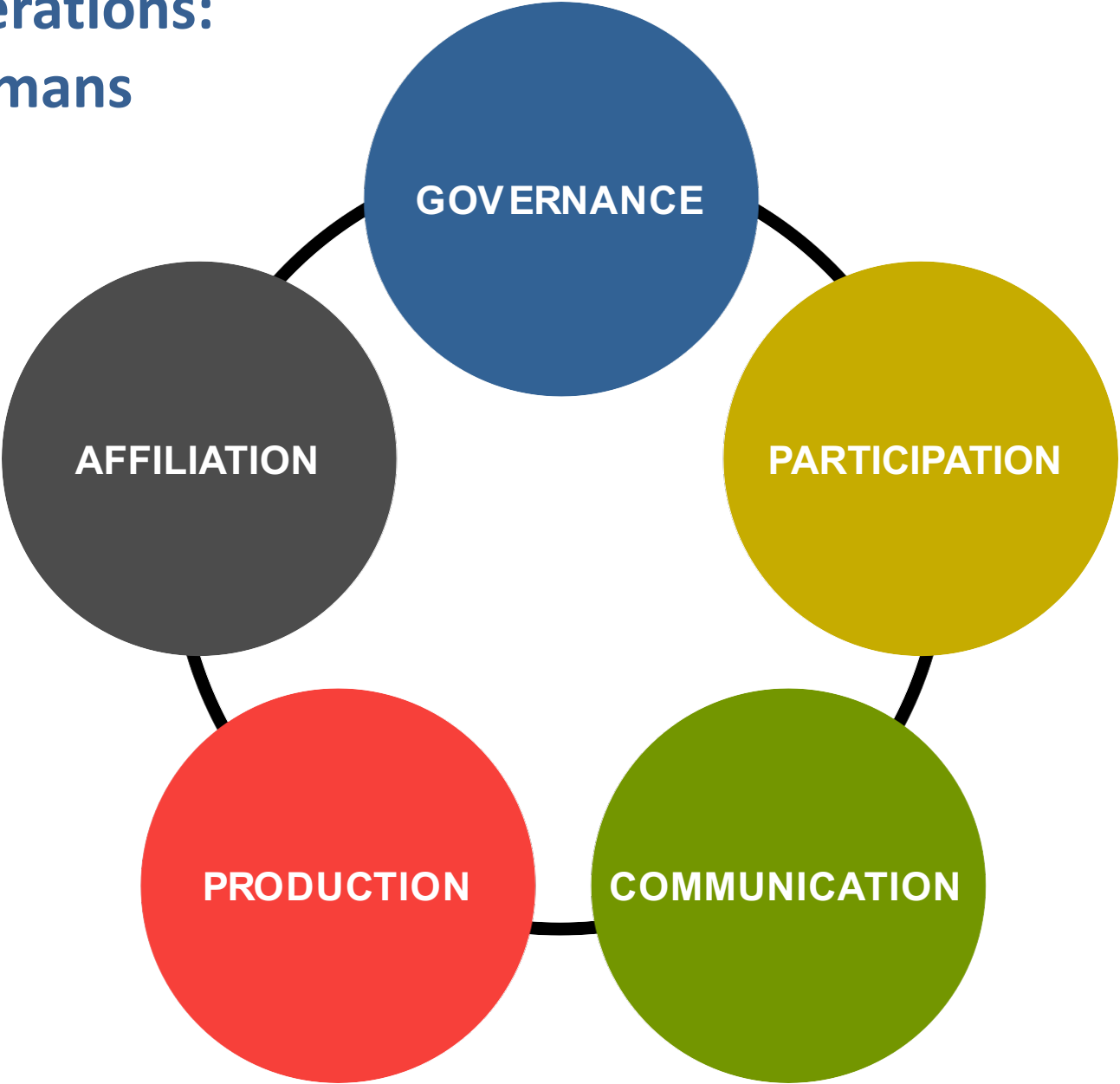# Academic Planning in 2022

Poll: What is the status of academic planning at your institution?

Our institution. . .

- has an academic plan that is fully integrated with our institution's strategic plan.
- does not have an academic plan, but we are in the process of developing one.
- our academic plan resides within the context of our institutional strategic plan, i.e., the academic plan is a goal in our institutional plan.
- our academic plan and institutional strategic plan are independent plans.
- does not have an academic plan.

Important Considerations: Adapted from Heimans and Timms
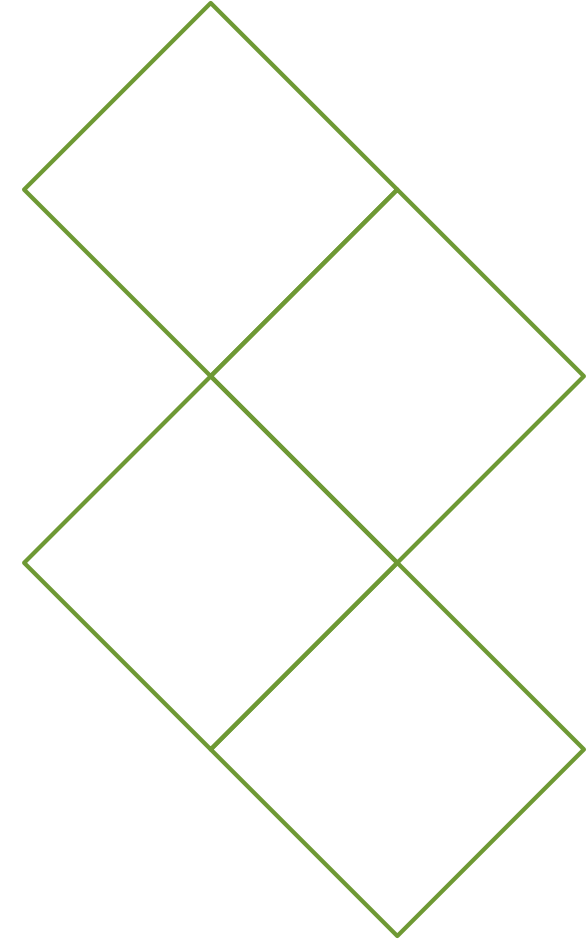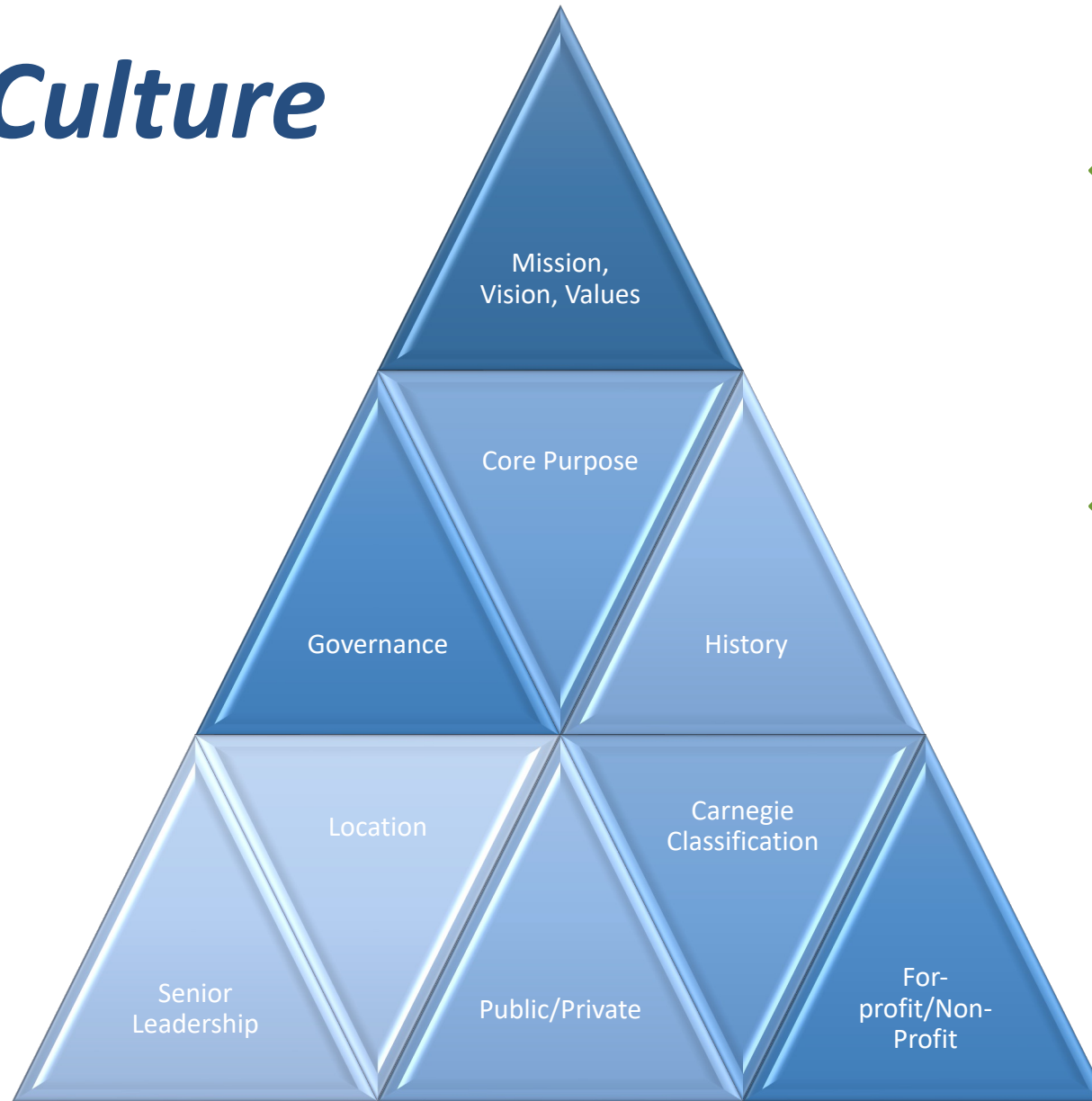
GOVERNANCE
PARTICIPATION
COMMUNICATION
PRODUCTION
AFFILIATION

Institutional Culture

- Mission, Vision, Values
- Core Purpose
- Governance
- History
- Location
- Carnegie Classification
- Senior Leadership
- Public/Private
- For-profit/Non-Profit

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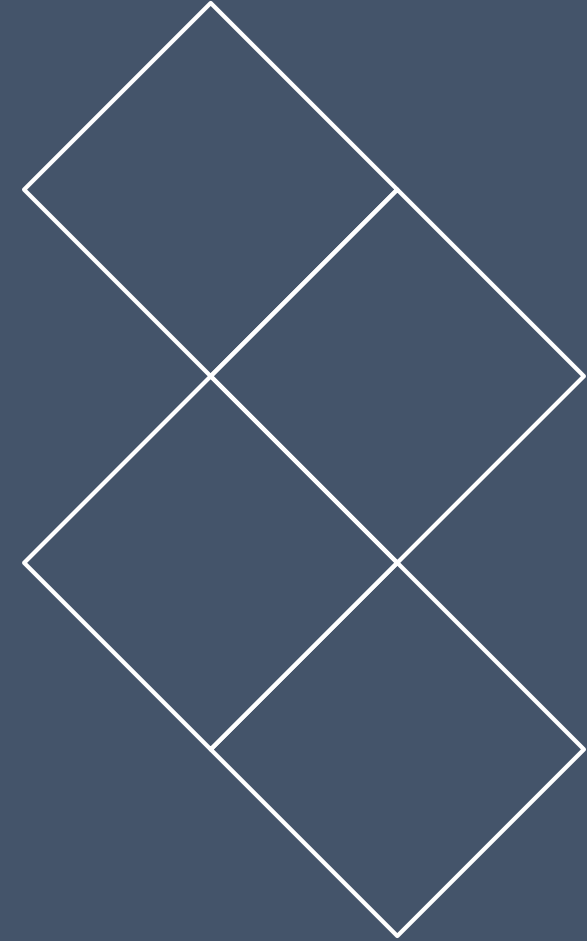
The Role of Institutional Leadership

Role of Institutional Leadership

- ## Leading Change

- Senior leadership must lead change with clarity for why planning is important, leverage existing institutional governance bodies, allocate resources, and how the effort will improve the state of the institution. Consistently conveying this mandate in words and actions gives legitimacy to the process and clout to the planning committee.

- When stakeholders understand why planning is important and see senior leadership respecting the process and its decisions, they are more likely to do the same.

- We cannot emphasize enough how vital it is that senior leadership provides the resources necessary to develop and execute plans. Planning requires time, information, and sometimes even space. It may require outside expertise. For planning to be completed effectively, senior leadership must ensure the process has the resources it needs.

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Collaborative Governance
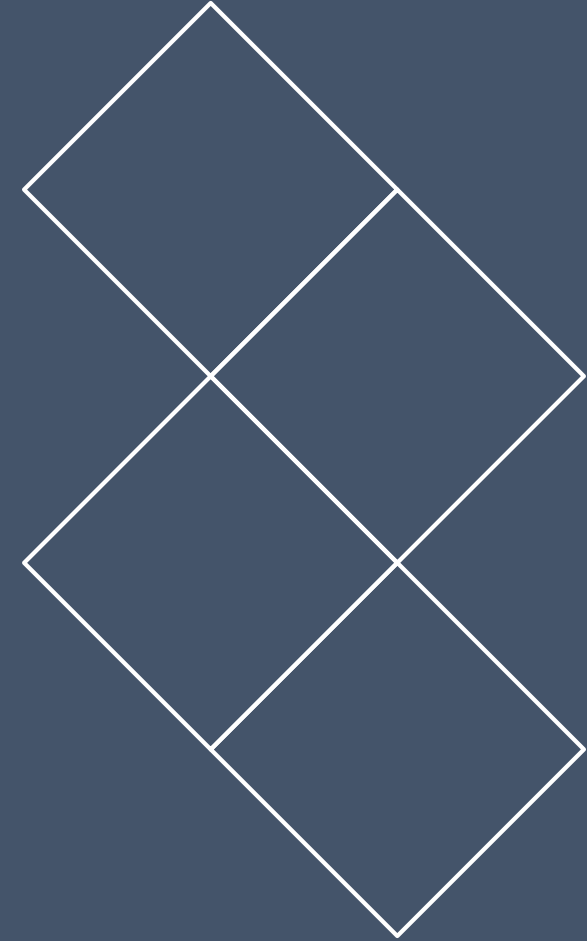
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Collaborative Governance
A Necessary Prerequisite
for Integrated Planning

- Leading change in VUCA times
- Supports on cross-functional relationships
- Fundamentally a human activity
- Institutional culture matters
- Leverage existing governance structures
- Fosters a culture of shared purpose
- Necessary for effective decision-making

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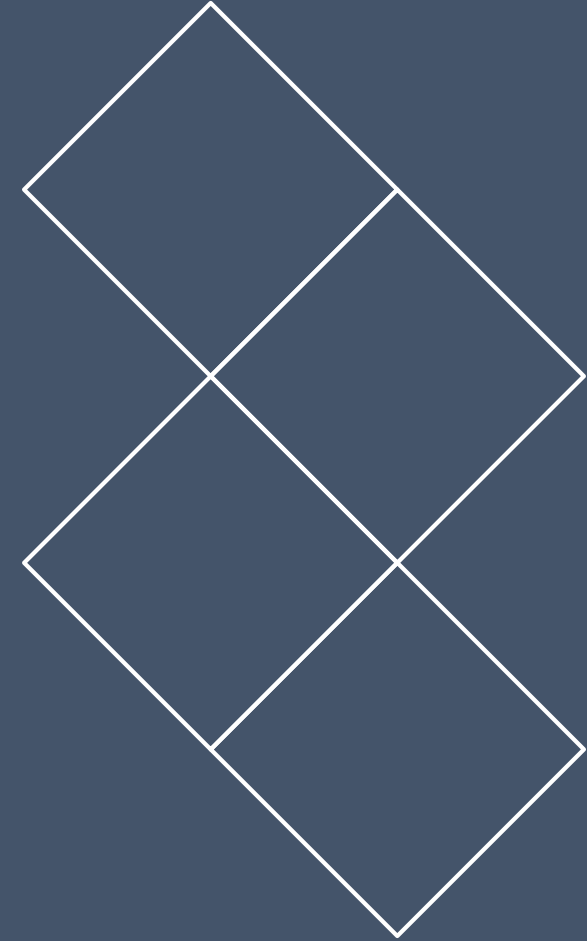
Integrated Planning

SCUP Integrated Planning Model

Strategic Planning Model

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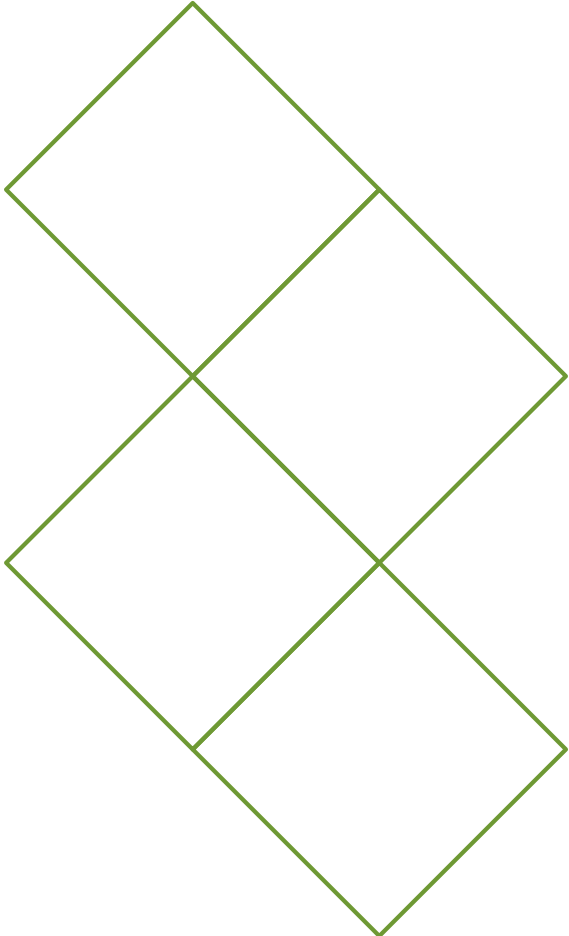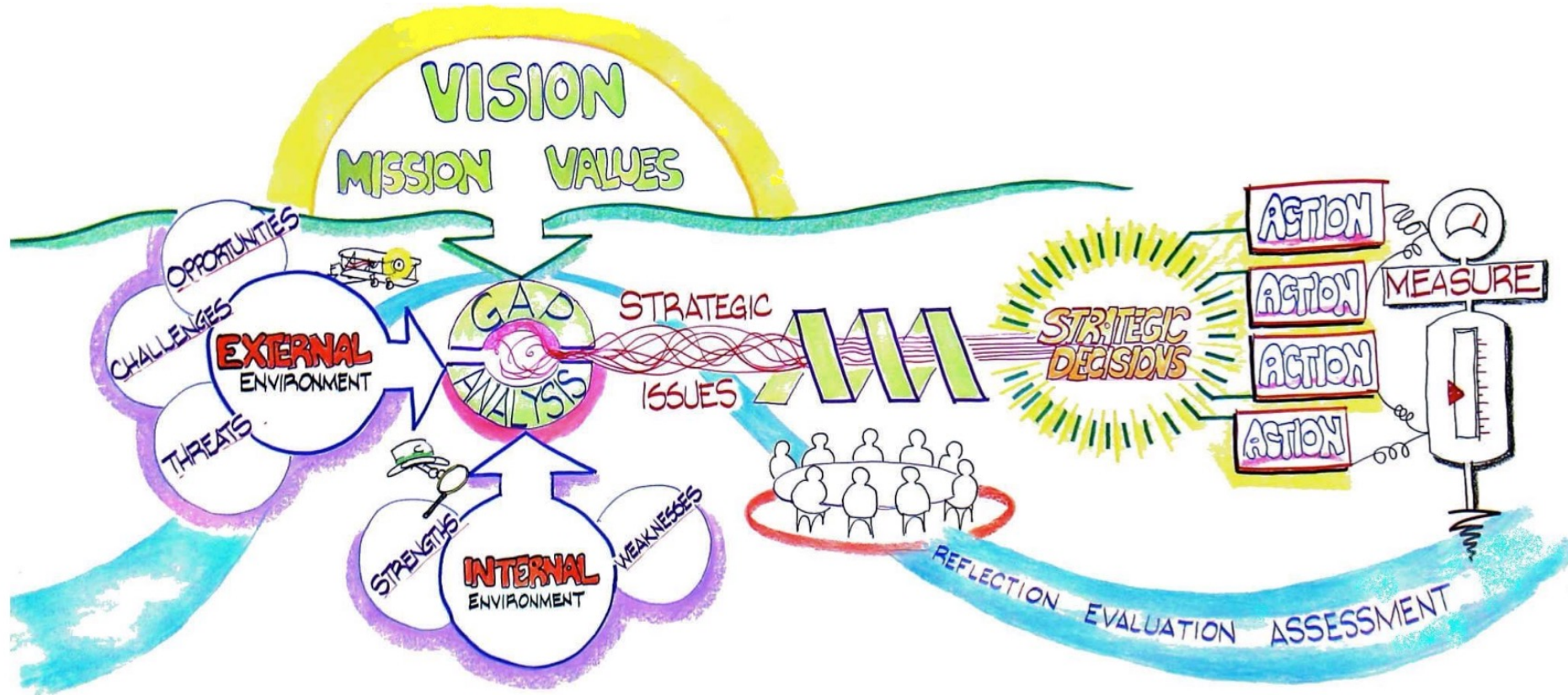
What Is Integrated Planning?

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, campus planning, human resources, information technology, communications, and advancement. It involves all stakeholders—faculty, students, staff, alumni, and external partners.

Society for College and University Planning

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Planning Maturity
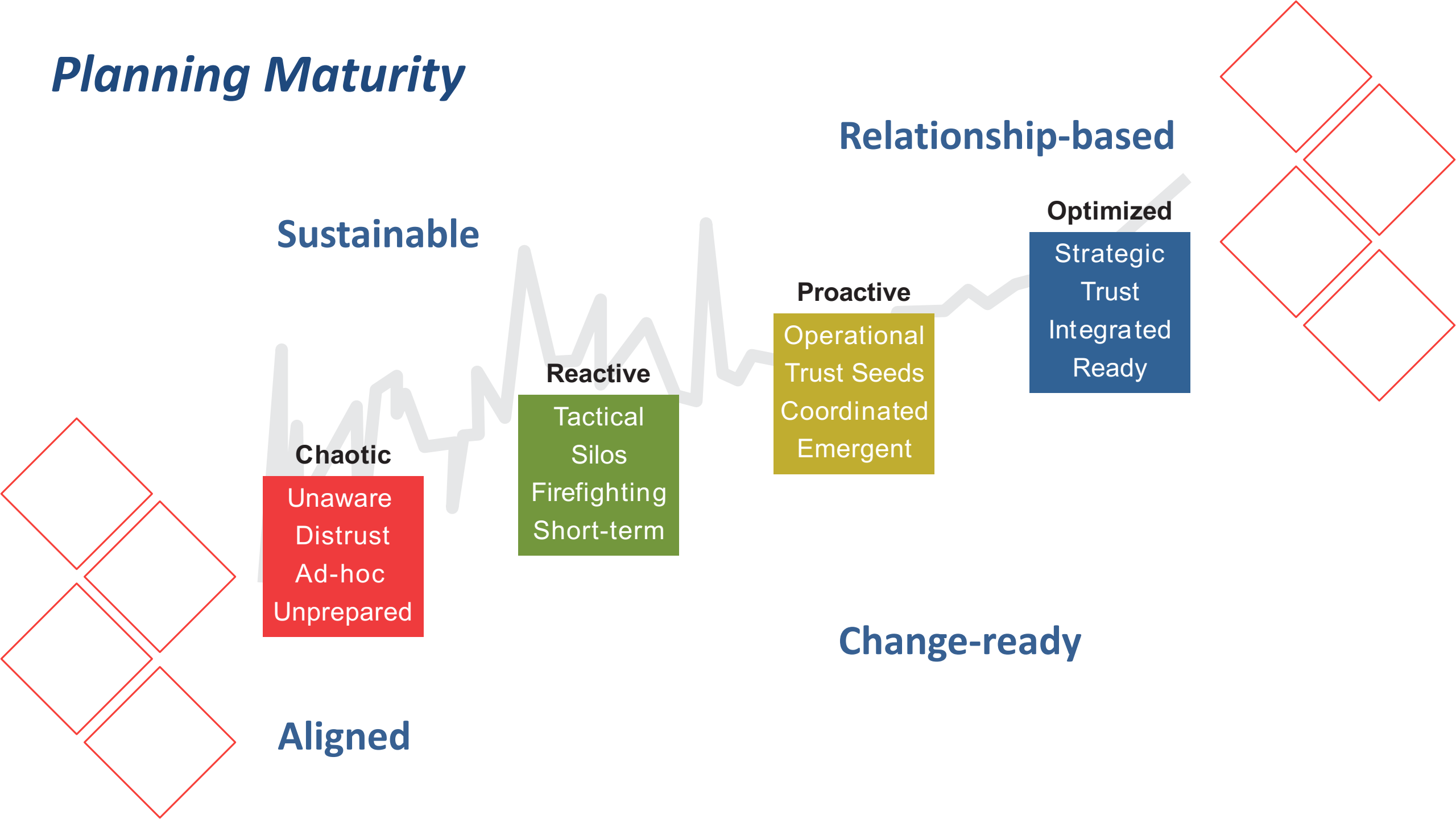
Relationship-based

Sustainable

Optimized
Strategic
Trust
Integrated
Ready

Proactive
Operational
Trust Seeds
Coordinated
Emergent

Reactive
Tactical
Silos
Firefighting
Short-term

Chaotic
Unaware
Distrust
Ad-hoc
Unprepared

Change-ready

Aligned

SCUP Integrated Planning Maturity Model Rubric

| STAGE ONE CHAOTIC	STAGE TWO REACTIVE	INTEGRATED PLANNING ELEMENTS	STAGE THREE PROACTIVE	STAGE FOUR OPTIMIZED
Unaware The institution doesn't plan or stakeholders are unaware of (or apathetic about) institutional plans or planning.	**Tactical** There is evidence of planning, but it is mostly tactical in nature. Institution tries to be "all things to all people."	**Sustainability** Planning is durable	**Operational** Planning is important, but mostly focuses on current state operations. Strategy may exist, but it struggles to gain traction.	**Strategic** The institution is secure in its identity and direction. Planning is a journey. Focused choices lead to thriving institutional health.
Distrust Institutional stakeholders are disconnected. Distrust is fostered through poor communication, rumor, or a culture of cynicism.	**Silos** Bonds exist, but are mostly defined by the unit in which ones resides. Silos combat the finding of common ground.	**Relationships** Planning is collaborative	**Trust seeds** The institution recognizes the power of relationships and community, but may struggle to capitalize on them.	**Trust** Planning is open, participatory, and ongoing. Relationships are strong and the change conversation is sustained.
Ad-hoc Any planning that takes place is uncoordinated, poorly communicated, and rarely reinforced. Resource allocation is random and the institution is unaware of external threats.	**Firefighting** A lack of coordination and communication results in frustration, firefighting, and duplication of effort. The institution is unaligned to the external environment.	**Alignment** Planning is designed	**Coordinated** Alignment is mostly vertical (not horizontal). There is evidence of processes to coordinate planning, but is mostly driven by the annual budget cycle.	**Integrated** Alignment is practical, organizational, and cultural. The institution prepares for change in an integrative fashion. Resource allocation process is open and transparent.
Unprepared and incapable The institution lacks direction, knowledge, skill, and time to embark on planning. The institution cannot navigate change.	**Short-term thinking** Planning may be present, but lacks strategic focus and is defined or driven by immediate concerns. Change is slow.	**Preparedness for Change** Planning is indispensable	**Emergent readiness** The institution has many elements in place for change initiatives, but may struggle with capacity, capability, or unforeseen external threats.	**Agile and ready** The institution balances a clear view of the long-term with an ability to navigate change in the short run. Institution optimizes change opportunities.

Components of an Integrated Planning Culture

BUILD-A-PLAN CULTURE	COMPONENT	INTEGRATED PLANNING CULTURE
Plans and planning are episodic, ad-hoc, and short-term in nature.	Sustainability	Plans and planning are a part of the institutional rhythm. Planning is commonly accepted as indispensable.
The institution does not have plans of varying horizons (immediate, annual, strategic, long-range). If these plans exist, they are not executed, aligned, or communicated.	Horizons	The institution has plans of varying horizons (immediate, annual, strategic, long-range); these plans are aligned and coordinated.
The planning culture is fragmented or non-existent. There is a lack of direction, alignment, and commitment.	Culture	There is a planning culture and it is high-impact. There is direction, alignment, and commitment.
There is a breakdown in trust, communication, and relationship-building across institutional boundaries.	Relationships	There are strong, ongoing relationships across disparate institutional boundaries. Stakeholders welcome difference.
Conflict is unchecked, undesirable, harmful, and unresolved. There is little awareness that resolution is possible.	Conflict	Conflict is normal and there are healthy approaches to resolution.
Stakeholders are uncommitted at any level—rationally, emotionally, or through effort—to integrated planning.	Commitment	Stakeholders willingly commit—rationally, emotionally, and through effort—to integrated planning.
The institution is unaligned vertically and horizontally. Institutional vision is disconnected from resource allocation.	Alignment	The institution is aligned vertically and horizontally. The institutional vision aligns to resource allocation
Old power dominates and there is an unawareness or opposition to understanding or embracing new power.	Power	The institution understands, embraces, and can negotiate both old power and new power structures.
Decision making is conventional and there is no formally recognized and agreed-upon process for institutional decision-making. Rule-by-exception is common.	Decision making	Decision making is integrative and there is a formally recognized and agreed upon process for institutional decision making. Deliberation and consensus are commonplace.
The institution is not ready for the future. It is chaotic or reactive and does not plan across time horizons.	Preparedness for change	The institution prepares for change in an integrative fashion. It is proactive and optimized and plans across time horizons.
The institution lacks a direction or the direction is not well understood or communicated. There is little agreement on institutional vision or goals (if they exist).	Direction	There is a cohesive and widely communicated direction. There is widespread understanding and general agreement on institutional vision and goals.
Identifiable and visible leadership is lacking at the executive, senior management, faculty, and staff levels. Integrated planning is not championed.	Leadership	Leadership is interdependent and present at all levels of the institution. There is strong executive leadership that champions integrated planning.

Academic Planning in 2022

Poll: How would you characterize institutional planning maturity at your institution?

Our **_institutional_** planning maturity is . . .

- Chaotic
- Reactive
- Proactive
- Optimized
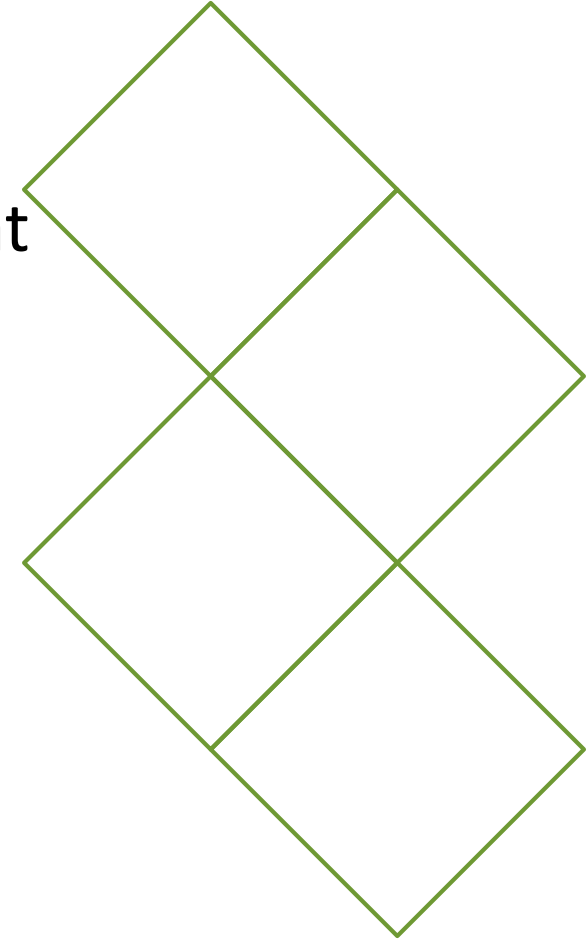
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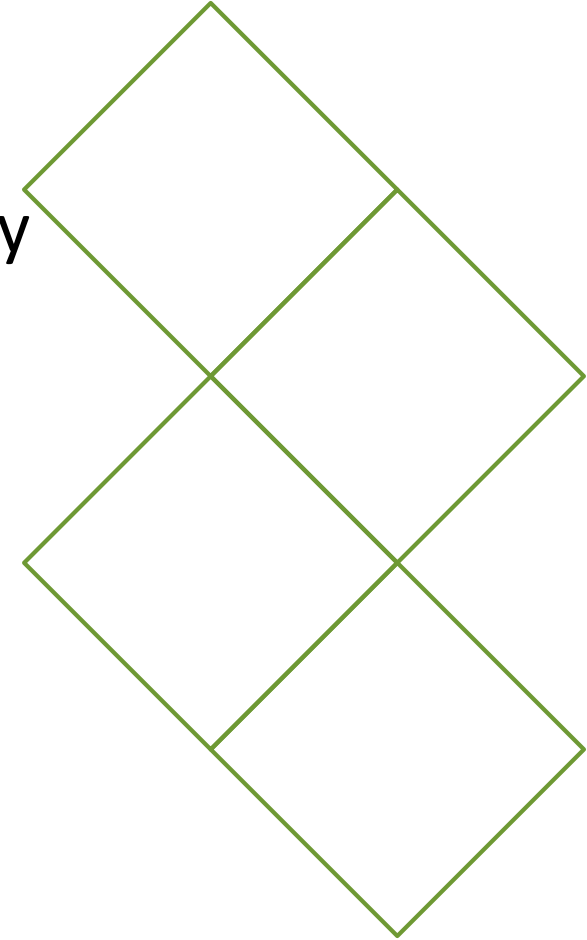
Academic Planning in 2022

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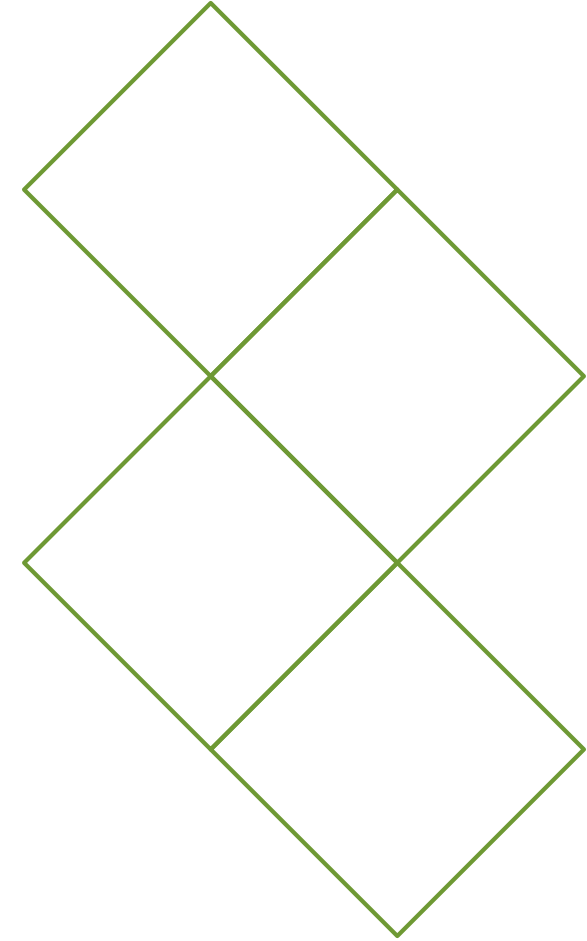
Institutional Strategic Planning
and
Academic Strategic Planning
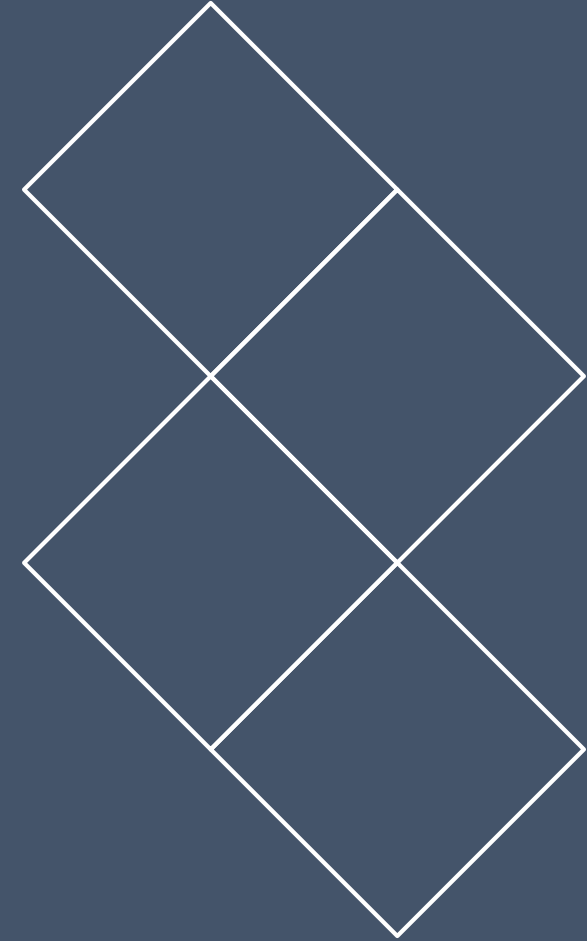
Institutional Strategic Plans

- Introduction to Planning
  - Purpose, who was involved, and view of the institution in the future
- Foundational Documents
  - Mission, vision, values, core commitments
- Institutional Direction
  - Vision once implemented, strategic issues, goals, priorities
- How Plan will be Accomplished
  - Strategies, tactics, action plans, initiatives, timelines, unit plans, resource plans, communication plans, results from environmental scanning
- Success Measures
  - KPI, Performance metrics, dashboards, balanced scorecards, trends, benchmarking

Academic Planning

Introduction to Planning

- Purpose, who was involved, and framework of the academic enterprise, defines structures, relationships, and terms

Foundational Academic Documents

- Academic mission, vision, values, and core commitments

Academic Direction

- Describe the academic philosophy: Curriculum, learners, scholarship, research, & public service
- Define academic enterprise: Organizational structure, management and governance, academic cycles, faculty/staffing, calendars, and milestone events
- Establish the curricular structure and pathway to optimize learning environments

How Plan will be Accomplished

- Scaled to the academic context
- Integrated with the institutional strategic plan
- Aligned to other institutional plans: Enrollment, IT, HR, Resources, Student Affairs, etc.
- Success Measures---Calibrated to the academic context

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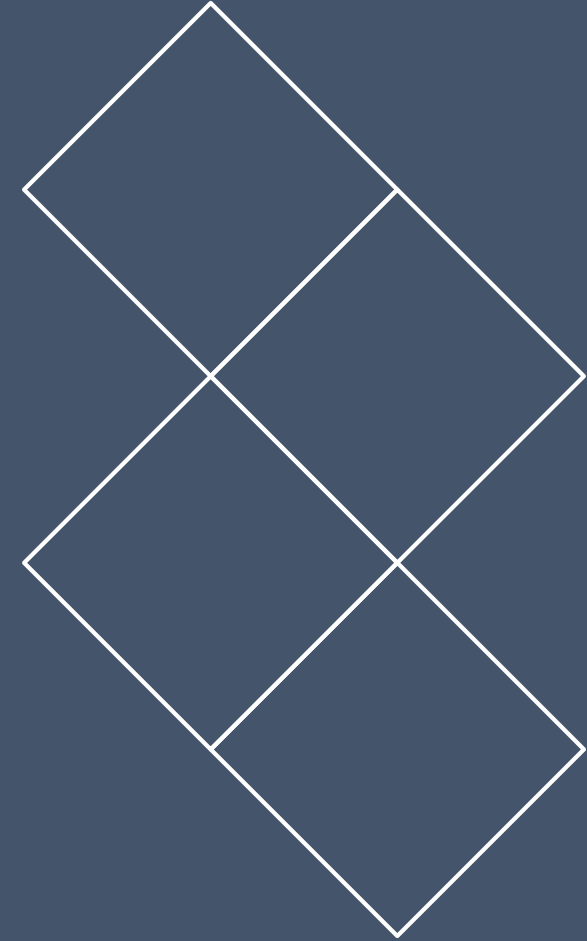
Academic Planning in 2022

Essential Question: Why?

- Where are we now, in terms of an academic mission & current practices? If we don't make any changes, where will we be in 5 or 10 years?

- Where do we want to be? What will make us distinctive and competitive into the future?

- How can we get there?

- What does the academic ecosystem look like on our campus?

- How do we measure success?

- Why does it matter?
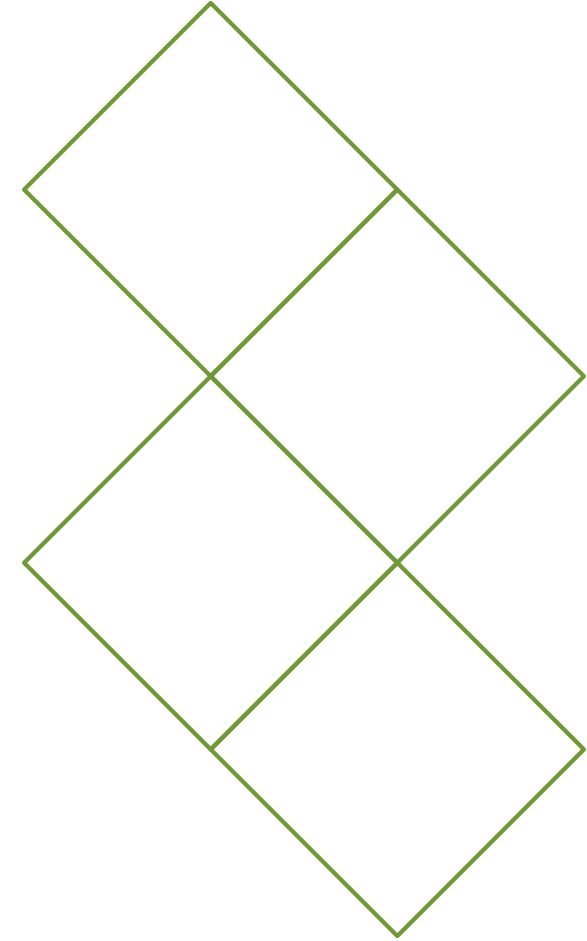
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Academic Strategy

Academic Planning in 2022

Poll: Strategy and Tactics?

Our **institutional** strategic plan . . .

- Has an adequate balance of strategy and tactics.
- Is heavy on strategy and light on tactics.
- Is heavy on tactics and light on strategy.
- I have no idea!

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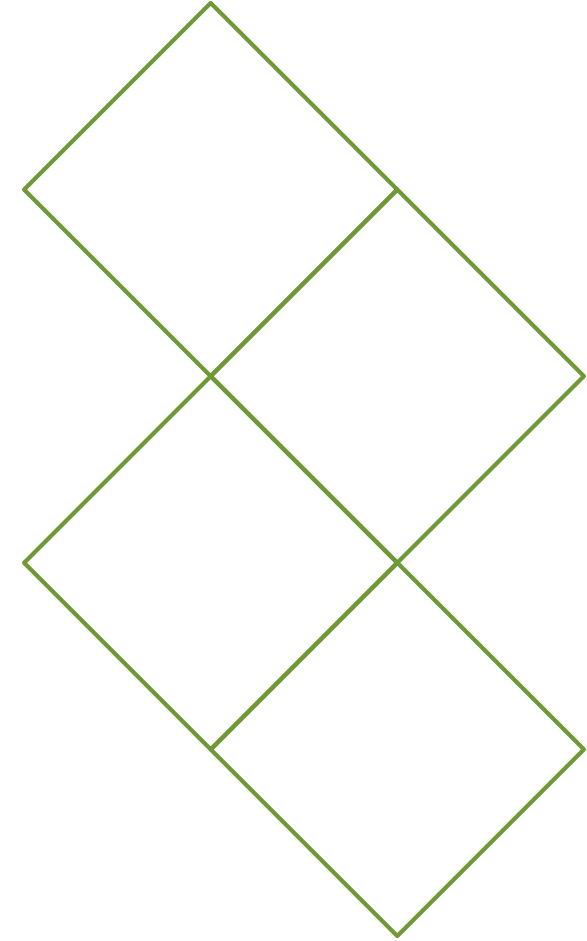
Academic Planning in 2022

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- Is heavy on strategy and light on tactics.
- Is heavy on tactics and light on strategy.
- We don't have an academic plan.
- I have no idea!

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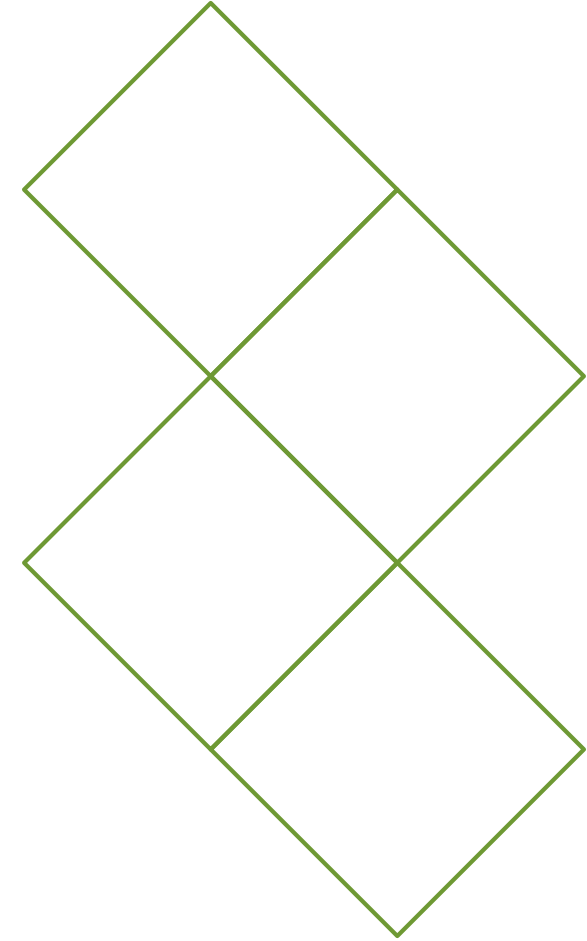
George Keller: Academic Strategy (1983)

- The changing student clientele.
- The disintegrating college curriculum.
- The increase in competition within higher education.
- The technological imperative.
- The faculty conundrum.
- The tightening grip of outside controls.

In other words, cost, compliance, and relevance
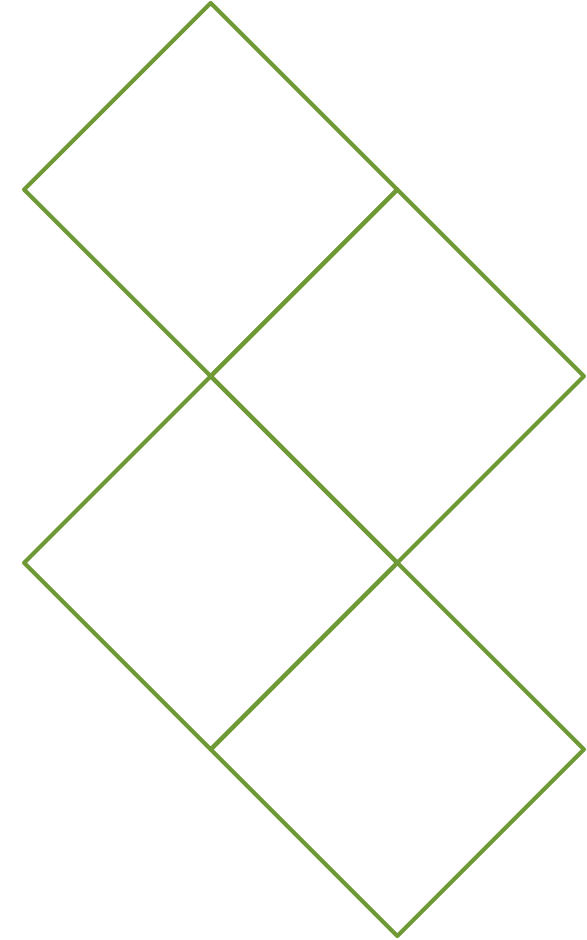
"American higher education has entered a new era that requires better planning, strategic decision-making, and more directed change...What is especially important is a more sharply defined sense of how U.S. academic institutions should be governed, managed, and led. Yet, one of the most significant developments in postwar academic life has been the progressive breakdown of governance and leadership."

George Keller in **Academic Strategy** (1983)

Keller's Six Distinguishing Features of Academic Strategic Planning

- Academic strategic decision making means that a college, school, or university and its leaders are active rather than passive about their position in history.

- Strategic planning looks outward and is focused on keeping the institution in step with the changing environment.

- Academic strategy making is competitive, recognizing that higher education is subject to economic market conditions and to increasingly strong competition.

- Strategic planning concentrates on decisions, not on documented plans, analyses, forecasts, and goals.

- Strategy making is a blend of rational and economic analysis, political maneuvering, and psychological interplay. It is therefore participatory and highly tolerant of controversy.

- Strategic planning concentrates on the fate of the institution above everything else.

The ISP and the AMP: The Planning Team

What

- Convene Regularly
- Negotiate Difference
- Navigate Compromise
- Represent Units
- Request Resources
- Align Actions
- Assess the Landscape
- Communicate Direction and Progress
- Liaise to Executive Leadership
- Build the Plan
- Serve as Ambassadors to the Planning Process

Who

Size of the Team
Senior Leadership
Faculty
Staff
Students
External stakeholders

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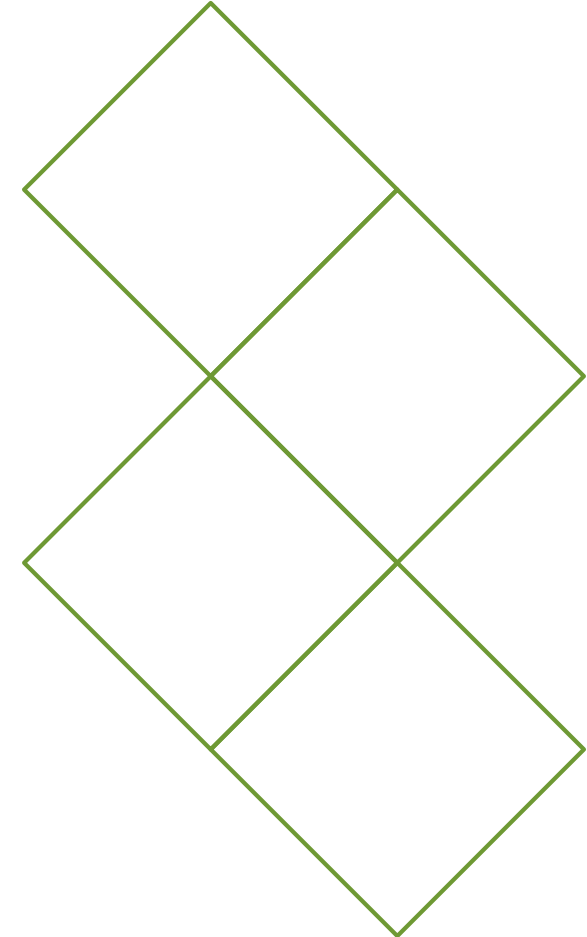
ISP & AMP: The Planning Team

Charter, Roles, and Responsibilities

Question: How are significant committees established at your institution?

- **Charter**: Define the purpose of the planning team.

- **Roles**: How will they execute the planning process?

- **Responsibilities**: What are the expected outcomes, on what timeline?

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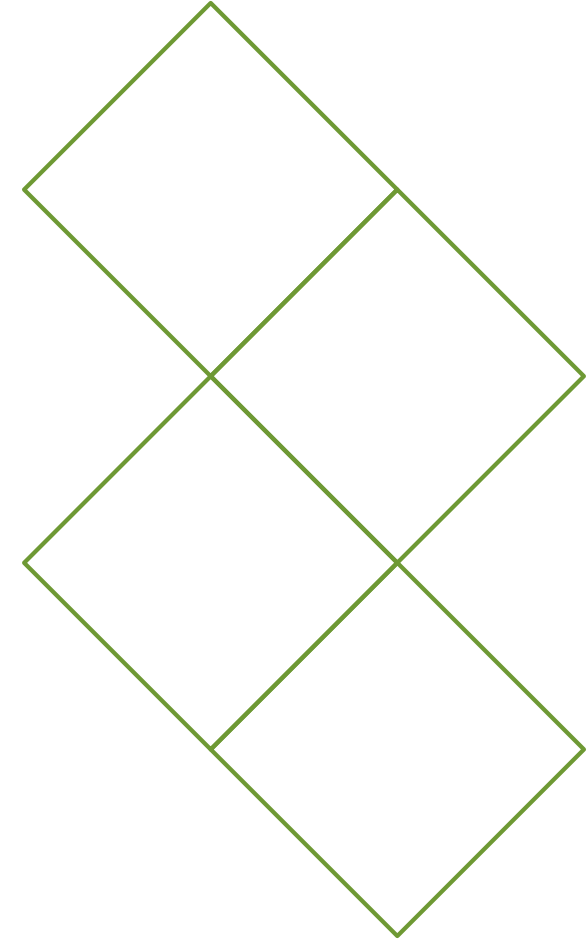
A Deeper Look at Academic Strategy

Michael Dolence: Essential Considerations for Strategy and Content of Your Academic Plan

- Academic Mission, Vision, Values

- Academic Scope and Focus

- Strategic Position and KPI's

- Curriculum Architecture

- Scope of the Curriculum

- Curriculum Design Models

- Schedule Models

- Calendar Models

- Assessment Models

- Authentications

- Delivery Modalities

Academic Strategy Illustrated

Learning Marketplace

1. What are the demographics of the learners an institution seeks to serve?

2. What objectives do those learners seek to achieve? What objectives must be delivered to be credible in the marketplace?

3. What learning opportunities are available from the global learning environment?

4. What teaching and learning methods are available to help specific learners, seeking specific objectives, within a competitive learning marketplace achieve their intended learning outcomes?

5. What is the overall curriculum architecture of the institution being evaluated?

6. What is the configuration of specific programmatic curriculum?

7. What learner services are necessary to enable a learner to successfully complete the selected curriculum?

Curriculum Architecture

Scope of the Curriculum
- Degree Level and Type
- Discipline/Subject Array
- Scholarship/Research Focus

Curriculum Design Models
- Program/Course Model
- Proficiency Based Curriculum Architecture
- Delivery Modality (Synchronous/Asynchornous)

Schedule Models
- 3/2 Schedule (MWF/TR)
- 2/2/2 Schedule (MW/TR/FS)
- Evening/Weekends

Calendar Models
- Trimester
- Quarter System
- Open Entry

Business Models
- Open Market Model (Traditional, Corporate)
- Value Market Model
- Segmented Business Model

Assessment Models
- Institutional Effectiveness
- Learner Assessment
- Assessment Driven Curriculum

Strategic Position

Geographic Reach

Demographic Market Segment Performance

Rank Compared to Competitive Sphere

Public Media Ranking

Enrollment Performance

Margin

Faculty Recruitment Performance

Donor and Giving Performance

Domain, Discipline, Segment Leadership Position

Social Media Performance

Literature Citations

Referenced

Search Engine Performance

Other

MGDA

Strategy

Seven Learner Centered Questions

What are the demographics of the learners an institution seeks to serve?

What objectives do those learners seek to achieve? What objectives must be delivered to be credible in the marketplace?

What learning opportunities are available from the global learning enviornment?

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What is the configuration of specific programmatic curriculum?

What learner services are necessary to enable a learning to successfully complete the selected curriculum?

Vision

Strategic Position

Role

Sphere

Mission

MGDA

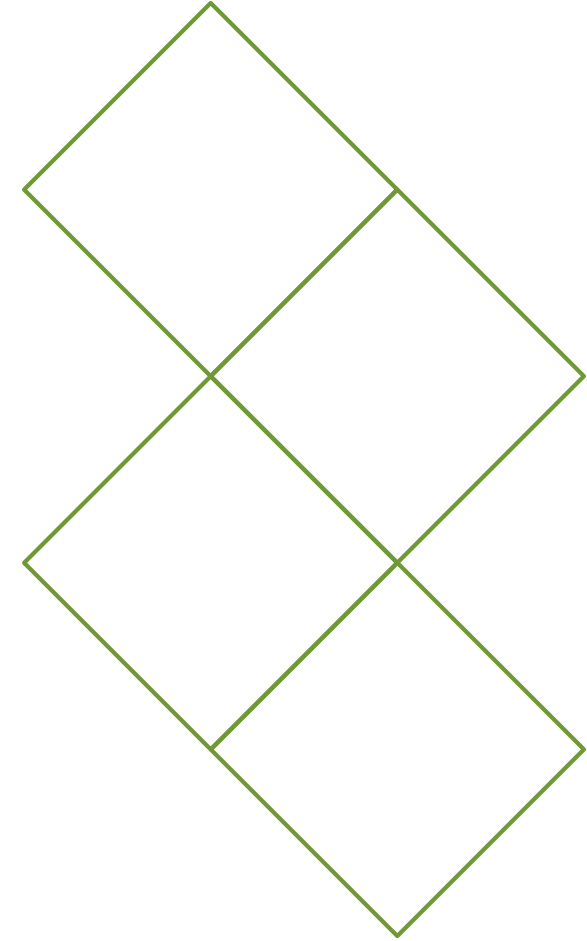# Integrated Strategic Planning

Academic Division

Student Development

A Final Thought
Remember our Purpose

- **Act with compassion**

- **Lead with integrity**

- **Live for justice**

Contact Information

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- SCUP Website

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to thoughtful, coordinated planning.

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