

4-2-1990

Resolution of the Committee on Planning and Priorities

The College at Brockport, College Senate

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Resolution 19 1989-90

TO: President John E. Van de Wetering

FROM: The Faculty Senate Meeting on 4-2-90
(Date)

RE: X I. Formal Resolution (Act of Determination)
II. Recommendation (Urging the fitness of)
III. Other (Notice, Request, Report, etc.)

SUBJECT: Resolution of the Committee on Planning and
Priorities



Signed Siame S. Ellison Date Sent 4-9-90
(For the Senate)

TO: The Faculty Senate

FROM: President John E. Van de Wetering

RE: I. Decision and Action Taken on Formal Resolution

- a. Accepted. Effective Date 4/1/90
- b. Deferred for discussion with the Faculty Senate on _____
- c. Unacceptable for the reasons contained in the attached explanation

II, III.

- a. Received and acknowledged
- b. Comment:

DISTRIBUTION: Cover page Only to Attached list
See Faculty Senate office for full copy.

Distribution Date 4/17/90 Signed: [Signature]
(President of the College)

Resolution of the Committee on Planning and Priorities

Resolved, that the Faculty Senate approves and endorses the report of the Committee on Planning and Priorities outlining the need for a Strategic Planning Process at SUNY College at Brockport.

Be It Further Resolved, that the Faculty Senate instructs the Committee on Planning and Priorities to continue developing an integrated strategic planning methodology and structure for SUNY College at Brockport.

Committee on Planning and Priorities
March 14, 1990

PROPOSAL FOR STRATEGIC PLANNING
AT SUNY COLLEGE AT BROCKPORT

And

REQUEST FOR FACULTY SENATE ENDORSEMENT

INTRODUCTION

This proposal and rationale for the introduction and implementation at SUNY College at Brockport of a wholistic, integrated and institution-wide strategic planning process receives its impetus from a number of sources.

First, it recognizes that many members, if not a majority of the faculty and staff of the College have to date been reluctant, if not unwilling, to become involved in the process and activities of planning for the future of SUNY College at Brockport. In some cases, they may even have been discouraged from doing so.

Moreover, it recognizes that while Faculty Senate governance responsibility is clearly defined in some areas, it is ambiguously defined in others. For example, in the area of academic programming and curriculum, the Faculty Senate has a clear mandate from its constituents and the College administration to take action. However, in the broader area of planning for the future of the College, the Faculty Senate's responsibility and involvement is unclear. Some senators, perhaps unsure of the role of the Faculty Senate in the overall College planning process, have been unwilling to become extensively involved in such planning. This feeling exists despite the fact that there has been a Faculty Senate standing committee on Planning and Priorities (formerly the Long-Range Planning Committee) for many years.

Recently adopted Faculty Senate Bylaws changes describe the purpose of the Committee on Planning and Priorities. "This Committee shall act for the Senate in all matters pertaining to academic planning and priorities, whether long-range or short-range. When called upon by either the Senate President or the President of the College, it shall make recommendations for priorities in academic planning."

The Committee on Priorities and Planning has for some time been attempting to arrive at an appropriate interpretation and understanding of that charge. Choosing to take the broader view that "academic planning and priorities" cannot be divorced from the functioning of and planning for the actions of the entire college, the committee takes the position that it has a responsibility for making recommendations for virtually all aspects of the College's operations. Having adopted that broader view, the Committee on Planning and Priorities views its recommendation for a strategic planning process at SUNY College at Brockport to be within its charge and responsibilities.

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The committee takes the position that its concern is with the entire institution, and that College budgeting, personnel, and resource allocation issues are so intertwined with the mission of the College that those issues can no longer be neglected by either the Committee on Planning and Priorities or by the Faculty Senate.

Second, the issue of wholistic, integrated and institution-wide planning is currently much discussed and debated on this and other campuses. Much of that discussion and debate at SUNY College at Brockport has been engendered by, and is often in reaction to, the document, Planning for the Future, distributed by the College administration; the SUNY 2000 planning document published by the SUNY Central administration; and the impending Middle States Accreditation and current academic program assessment discussions and activities ongoing at SUNY College at Brockport.

Third, the interest in and need for institution-wide planning on this and other campuses is occasioned by the documented ongoing and future shifts in the characteristics of the student body, the realization that the faculty on this and other campuses is a "graying" faculty, and the recognition that the higher education needs of the community and the economy (particularly evident in New York State) are rapidly and radically changing.

REQUEST FOR FACULTY SENATE ENDORSEMENT

The Committee on Planning and Priorities, responding to and acting upon these forces, has already taken several actions to address the need for and potential of institution-wide strategic planning. The committee, given a mandate to do so by the Faculty Senate Executive Committee, recently completed a faculty and staff survey to assess its reactions to the planning process and structures now in place at SUNY College at Brockport and to the Planning for the Future document. A summary of those reactions subsequently was reported to the Faculty Senate, followed by Faculty Senate discussion of them. The committee also met with the College President to discuss the Planning for the Future document and his views on the planning process and structure at SUNY College at Brockport, and consulted with a number of practitioners of strategic planning.

This proposal and rationale for the adoption and implementation of a strategic planning concept and process at SUNY College at Brockport is the latest undertaking in the Planning and Priorities committee's efforts to interpret and act upon its broader charge.

The Committee on Planning and Priorities now seeks the Faculty Senate's endorsement of the strategic planning concept and process. If the Faculty Senate approves the concept of strategic planning, the committee will continue to work on the development of an integrated planning methodology and structure for SUNY College at Brockport.

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EXISTING PLANNING ACTIVITIES

A variety of largely unarticulated planning efforts and activities already exist at SUNY College at Brockport. These planning activities and processes include, among others, those in the areas of admissions, academic program assessment, budgeting, program and curriculum development, enrollment management, facilities maintenance and equipment replacement, and academic program review. There is, admittedly, no shortage of planning activity at SUNY College at Brockport.

However, these planning activities and processes (and the planners themselves) are not currently integrated into any wholistic, institution-wide planning process and structure, and they typically operate in isolation, with little or no knowledge of each other, and without Faculty Senate involvement. There is, moreover, little attention given to monitoring the external environment, except that represented by New York State or SUNY budget decisions, and by estimates of potential student markets. The Committee on Planning and Priorities addresses this lack of integration, coordination and articulation in the planning activities and structure of SUNY College at Brockport by placing before the Faculty Senate for its endorsement the strategic planning concept, and its proposal for the adoption of an institution-wide, integrated planning process and structure for the College.

NEED FOR STRATEGIC PLANNING

The most compelling reason for implementing the strategic planning concept and an integrated planning process and structure at SUNY College at Brockport, is that it would provide the College with its best opportunity to develop and achieve realistic goals and objectives. In addition, a well-devised and well-articulated strategic planning process would:

- (1) improve the College's ability to define and clarify its nature and mission in terms of where it is now, and where it should be going;
- (2) ensure frequent communication about the goals, actions and direction of the College among and between the administration, faculty and staff of the College, students, and other constituencies in the community it serves;
- (3) provide an opportunity to identify and evaluate present and future internal and external conditions affecting the College;
- (4) afford administrators, faculty and staff an opportunity to recognize and respond to problems before they reach crisis proportions;

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- (5) offer the opportunity to identify and evaluate realistic alternative strategies and courses of action to achieve the goals and objectives of the College;
- (6) promote continuity in the planning for and implementation of sound strategies;
- (7) suggest evaluation mechanisms to ensure that the goals and objectives of the College are being achieved; and
- (8) encourage a proactive, rather than reactive, administrative and management orientation in a continuing process of planning.

THE STRATEGIC PLANNING CONCEPT

Strategic planning is the continuing process of establishing and implementing a course or courses of action to attain organizational goals and objectives, within specified time periods. It is based upon information gathered about the present and future conditions, needs and concerns of the organization and of the community in which the organization exists and which it serves.

George Keller (Academic Strategy. Baltimore, MD: Johns Hopkins University Press, 1983) provides a description of what strategic planning is and is not.

Defining Strategic Planning

Strategic Planning Is Not

The production of a blueprint of detailed actions.

A set of platitudes like the education of youth or teaching, research and service.

The personal vision of the president or the board of trustees.

A collection of departmental plans compiled and edited.

Strategic Planning Is

Continuous adjustment to shifting conditions with a central strategy in mind.

The formulation of succinctly stated operational aims that are specific, not vague.

Based upon probable external conditions, and existing internal traditions, strengths and financial abilities.

Concerned about the whole institution and its long term stature and excellence.

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Done by planners.	The planner arranging the process of planning, and providing crucial information that helps key officers make decisions based on current and emerging realities.
A substitution of numbers for important intangibles.	Quantification to sharpen judgement and enlighten intuition, not to replace them.
A form of surrender to market conditions and trends.	The awareness of likely markets for higher education, the new forms of delivering information, and the developing conditions that will affect the college and its goals in profound ways.
Something done on an annual retreat.	An ongoing, continuing process that is integral not occasional.
A way of eliminating risks.	An increase in risk taking to foster new ventures.
An attempt to read tea leaves and outwit the future.	An effort to make decisions more intelligent by linking them with the probable future.

In the case of SUNY College at Brockport, the strategic planning process requires the fundamental activities of:

- (1) gathering and assessing information about present and future conditions, needs and concerns of the College and the community;
- (2) deciding upon College goals and objectives to meet those conditions, needs and concerns;
- (3) deciding upon and planning specific courses of action to attain those goals and objectives;
- (4) implementing those courses of action decided upon; and
- (5) monitoring and evaluating the outcomes of those courses of action in light of the goals and objectives of the College, and altering the College's strategic plans if necessary to attain those goals and objectives.

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IMPLEMENTATION OF STRATEGIC PLANNING

In order to successfully implement the strategic planning concept and process at SUNY College at Brockport, the College must initiate and complete at least eight fundamental planning tasks:

- (1) establishing a strategic planning committee;
- (2) organizing a representative and integrated strategic planning structure within the College;
- (3) identifying and analyzing internal and external factors having a major impact on the future of the college;
- (4) developing general goals and objectives for the College;
- (5) preparing strategies to achieve the goals and objectives of the College;
- (6) implementing the strategic plans of the College;
- (7) tracking, monitoring and assessing the outcomes of those strategies; and
- (8) modifying, where necessary, the mission, goals and objectives of the College.

A PRELIMINARY STRATEGIC PLANNING MODEL

Given the need for and advantages of implementing the strategic planning concept and process at SUNY College at Brockport, the Committee on Planning and Priorities proposes the following preliminary model for institution-wide and integrative strategic planning.

The model envisions the creation of a Strategic Planning Council composed of representatives from the College administration, Faculty Senate, student body, and appropriate community constituencies. Plans, proposals and activities affecting the future of the College would be reviewed by the Council and, following appropriate discussion and evaluation, its recommendations conveyed to the College administration for its action.

The proposed model offers the opportunity for information and ideas to flow back and forth among administration, faculty, staff, students and community interests, while being coordinated by the Strategic Planning Council.

The major responsibility of the Strategic Planning Council would be to review, revise and recommend to the College President, strategies and courses of action by which to achieve the goals and objectives of the College. In carrying out that responsibility, the Council would:

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- (1) coordinate strategic planning activities on the campus while making recommendations on planning and programming priorities.
- (2) review, revise and recommend College goals and objectives, and changes in goals and objectives;
- (3) receive, review and analyze relevant information and proposals from originating units (administration, deans and departments, academic support offices, student groups, community advisory groups, etc.) in such areas as the budget, resource allocation and program development affecting the strategic plans and objectives of the College;
- (4) return, when necessary, its initial review and recommendations on proposals and plans affecting the strategic plans and objectives of the College to the originating unit(s) for additional comment and revision;
- (5) develop and convey to the College administration for its action the Council's recommendations on the original or revised proposals and plans of the originating units; and
- (6) conduct and/or monitor the assessment and evaluation of the outcomes of strategic plans and activities in the light of College goals and objectives.