

**IREX**

**UNIVERSITY ADMINISTRATION SUPPORT PROGRAM**

**CHALLENGES OF THE CHANGING WORLD**

**FOCUSING ON THE FUTURE**

**STRATEGIC PLANNING AT US STATE UNIVERSITIES**

**Case study**

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*Colleges and Universities need creative thinkers and planners at all levels to develop winning strategies to remain competitive*

John McCredie

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## ***FOREWORD***

The following case-study is aimed to analyze the present-day process and procedures of strategic planning at US Universities. The data for the study was collected in March-April 2004 during the fellowship period in University Administration Support Program organized by IREX and funded by the Carnegie Corporation of New York. The primary site for the research was the University of Wyoming in Laramie/Kasper. More data was obtained during the site visits to the Montana State University/Bozeman, University of Colorado at Denver, University of California/ Davis.

## ***INTRODUCTION***

During the two past decades US as well EU and Russian institutions of higher education had to confront dramatic changes in their external and internal environment and respond to emerging challenges. Among few to mention: decreasing state financial support, increased competition among social agencies for scarce resources, pressure for institutional mergers, rapid technological advances, e-education, changing demographics and outdated academic programs (see for a detail analysis see : *Lerner*, <http://www.des.calstate.edu/strategic.html>). Higher institutions are also significantly

affected by general globalization processes in economy, social, cultural and political spheres round the world.

In such a turbulent world Universities as higher education leaders need a planning model that allows them to anticipate the future. This anticipation should be used in conjunction with an analysis of our institution, its culture, mission, strengths and weaknesses in order to define strategic issues, to chart our direction by developing strategic vision and plans, to define how we will implement these plans and to specify how we will evaluate how well we are implementing these plans.

Planning as a part of the management process is crucial to the success of any university. US and EU Universities which in comparison with Russian Universities have a long-time experience of operating in market economy environment have been earlier driven to change the pattern of planning to strategic one.

### **Differences between conventional planning and strategic planning**

Out of a large number of decisions there are a few of critical ones that can be significant in the future. This is the strategic decision. They require careful determination and identification inside the university

One of the major differences between conventional planning and strategic planning is that "conventional planning tends to be oriented toward looking at problems based on current understanding, or an inside-out mind set. Strategic planning requires an understanding of the nature of the issue, and then finding of an appropriate response, or an outside-in mind set" (Rowley, 1997, p. 36).

Long-range planning is a projection from the present or an extrapolation from the past. Strategic planning builds on anticipated future trends, data, and competitive assumptions. Long range planning tends to be numbers driven. Strategic planning tends to be idea driven, more qualitative; it seeks to provide a clear organizational vision/focus

Among many reasons why US universities are mostly connected to the strategic planning are the following:

#### ***Decrease in state government funding***

Public universities' share of the state budget is plummeting; according to David Breneman, it will decline to 1% in 2002 (from 12% in 1994). At the same time, according to Benjamin & Carroll (1998) the operating costs per student in higher education are rising. The rise of the tuition makes new social conditions in the family – university relations.

### ***Increase in demand for higher education***

Demand for higher education is expected to increase sharply in the 2000 - 2010. According to former CSU chancellor Barry Munitz, university enrollment in California will increase to 2.7 million in 2010, a 50% increase over 1.8 million in 1994. It means, an additional 100,000 full-time equivalent students (FTE) annually by 2010 (Cornerstones, appendix, p.2). In addition to the expected population growth, the proportion of the population that will attend universities will increase. As more and more people recognize that a college degree is essential to their economic well-being, demand for higher education will increase.

### ***Changing demographics***

Students' demographic makeup is changing. As the number of Latino and Asian students increases over the next decade, the universities will not have a single racial "majority" group. By 2005 about half of the entering class of students will come from non-"Anglo-white" families. In addition, the average age of the student population will increase, as more "older" students return to universities to get undergraduate degrees. Seeking "the best conditions for success of all its diverse students," universities need to provide education that will allow graduates to "fully participate in a diverse society committed to democratic values" (Cornerstones, appendix, p 3).

### ***New models of higher education***

New models of providing higher education have emerged in recent years. According to some researchers, a gap between what the public wants and what traditional universities provide is growing (Rowley, Lujan, & Dolence, 1997). Changes in the educational needs (i.e. a need for more specific, applied education), unmet by the existing system of higher education, have prompted emergence of for-profit, "convenience" universities. Adapting to the needs of the consumer-driven market (Traub, 1997), they view the student as a customer, target specific functions (based on the market need), and offer schedules convenient for students. Thus "traditional" universities must find ways to deal with this new competition.

### ***Keeping elements of a "traditional" model***

"Universities can't move completely away from a provider-driven model to a consumer-driven form of higher education. ... The quest for new knowledge, the analysis of theories and practices, and the free exchange of ideas would suffer if colleges and universities only offered what was popular" (Rowley, Lujan, & Dolence, 1997, p. 54). Eliminating disciplines because they are currently not in demand is contrary to the mission of a comprehensive university. Yet to some degree all campuses must consider student preferences for applied education and the larger labor market.

### ***Lack of consensus in state government***

The state's government is debating the purposes of higher education and who should have access to it. At the same time, universities, are challenged to meet their mission to provide access and affordability, ensure quality through maximum attention to the teaching and learning process, and provide evidence for their results

### *Economic transformation*

In the last two decades the major economic growth areas, high-tech and high-tech based industries, will employ well-educated individuals, able to move easily among careers and employers.

Strategic planning is one of the major move the universities can take to address these and other emerging challenges. Strategy is a tool for the university to find its competitive advantage and place within the environment.

"Institutions of higher education that do not rethink their roles, responsibilities, and structures ... can expect a very difficult time in the next decade and the next generation. Some will not survive. Most will be expected to do much more with far less" (Glassman & Rossy).

There is an understanding at Russian Universities in general and Saratov State University (SSU) in particular of the necessity to change the planning pattern from conventional to strategic and to obtain needed expertise in the area. SSU is one of the oldest and most respected Russian Universities which was founded in 1909. During the past decade it has been experiencing serious structural changes. As a result of merging with two pedagogical institutes and two colleges it has become the largest higher institution in the region. The University has opened 15 branches in Saratov, Volgograd, Astrakhan regions (oblasti). Several Research and Academic Centres (RAC) have been established combining departments with research institutes and laboratories. In the nearest future more branches and RACs will be created. All these structural and managerial challenges in combination with those discussed above require administrators with developed strategic thinking that is idea driven. The University management can not look at problems just based on current understanding and concentrate only on an inside-out mind set.

That is why SSU urgently needs the best expertise in strategic planning taking into account the importance of shared governance in university management and defining faculty and department's involvement as key.

# ***STRATEGIC PLANNING AT THE UNIVERSITY OF WYOMING***

## ***Overview of the University***

When Wyoming became a state in 1890, the University of Wyoming (UW) was almost ready to award degrees to its first graduating class. Established in 1886 and operational in 1887, UW was grounded in the 1862 Morrill Act, which established the nation's land-grant universities. UW has grown from its original four degree programs to 180 programs of study. These reside in ten academic colleges and schools – Agriculture, Arts and Sciences, Business, Education, Engineering, Health Sciences, and Law, Graduate, Outreach Schools, UW/CC Centre.

Wyoming is also home to seven community colleges, located in Casper, Cheyenne, Powell, Riverton, Rock Springs, Sheridan, and Torrington. Through a cooperative agreement with Casper College, UW maintains an upper-division center in Casper (UW/CC). The community colleges are governed through the Wyoming Community College Commission; articulation between the colleges and the University is dynamic and ongoing at all levels. One result of this cooperation is assistance for community college students transferring to UW, such as the common course numbering system, block transfer agreements, and dual admission programs. The University of Wyoming is the state's only provider of baccalaureate and graduate education, research, and outreach services.

The main campus is located in Laramie. The university also maintains the UW/Casper College Center, nine outreach education centers across Wyoming, and Cooperative Extension Service centers in each of the state's 23 counties and on the Wind River Indian Reservation

UW is governed by a **Board of Trustees**, consisting of twelve members appointed by the Governor with the consent of the Wyoming Senate. The Governor, the State Superintendent of Public Instruction, the President of the University, and the President of the Associated Students of the University of Wyoming serve as ex-officio (non-voting) members of the Board of Trustees. The President of the University oversees the work of six vice presidents—for Academic Affairs, Administration and Finance, Information Technology, Institutional Advancement, Research, and Student Affairs—who, in turn, oversee the work of deans and directors specific to the particular areas. The Faculty Senate, Staff Senate, and the Associated Students of the University of Wyoming participate in institutional governance.

The University of Wyoming has long-established links with many Universities round the world and is one of the most dynamic sister-Universities of Saratov State University.

### **University of Wyoming Mission Statement**

The University of Wyoming aspires to be one of the nation's finest public

land-grant research universities, dedicated to serving as a statewide resource for accessible and affordable higher education of the highest quality, rigorous scholarship, technology transfer, economic and community development, and responsible stewardship of our cultural, historical, and natural resources.

In the exercise of our primary mission to teach and educate students, we seek to provide academic and co-curricular opportunities that will:

- expose students to the frontiers of scholarship and creative activity, and the complexities of an interdependent world;
- ensure individual interactions among students, faculty, and staff;
- nurture an environment that values and manifests diversity, free expression, academic freedom, personal integrity, and mutual respect; and
- promote opportunities for personal growth, physical health, athletic competition, and leadership development for all members of the University community.

As Wyoming's only university, we are committed to outreach and service that extend our human talent and technological capacity to serve the people in our communities, our state, the nation, and the world.

The primary vehicles for identifying the specific actions and resource allocations needed to achieve this complex mission are the university's *Academic Plan*, *Support Services Plan*, and *Capital Facilities Plan*, each revised periodically.

### ***History of University Planning***

In his 1997 installation address, President Philip L. Dubois announced the need for the university to focus its strategic planning process more sharply on academic programs. Stating that the development of a comprehensive academic plan was the university's most fundamental challenge, he charged the academic community "to launch a discussion with widespread involvement and an open exchange of ideas to promote an understanding of the environment in which UW is likely to operate in the

future, to generate ideas about how to respond to that environment, to choose among the ideas brought forth in an ongoing and iterative process, to develop the courage to be selective in our focus on excellence, and to strive for a collective institution-wide perspective."



The commitment to engage in a comprehensive institutional planning process was the product of a new President and a new vision for UW's future. In his strong message To Trustees, Faculty, Staff, Students, and Friends of the University of Wyoming (White Paper, January 19, 1999) the President stated that

“in the highly competitive environment that characterizes higher education, and in an era where education is key to economic competitiveness and the maintenance of an enlightened citizenry, the achievement of quality—in what and how we teach, in the significance of our scholarship and creative activity, and in the value of our service to the state and society—is central to the full realization of our mission.”

Emphasizing the necessity of a new approach in academic planning at the university-wide, college, and departmental levels he called to define which existing programs would be enhanced, maintained, or perhaps discontinued, and which new programs would be explored or established. The President also admitted that those plans could lead to new organizational arrangements affecting the number and definition of the colleges and departments, would most surely affect the allocation of resources, including faculty positions, graduate assistantships, administrative support, space, and plans for the renovation or construction of facilities

But his strong conviction was that “despite the risks that such decisions pose for individual units, institution-wide planning is our only realistic hope for a sound future.”

He suggested four organizing institutional values or principles:

1. Ensure Access and Opportunity, which underlined UW heritage as a land-grant university mandates that they operated according to principles that would extend educational opportunity to any citizen capable of completing college-level work.
2. Rethink the Undergraduate Experience, putting at the core of UW mission the preparation of undergraduate students to live in a socially and culturally diverse, constantly changing, technologically complex, and highly interconnected world..
3. Focus for Distinction. at both the undergraduate and graduate levels—distinction in the quality of faculty to recruit and retain, the programs to offer, the research and creative activity to support, and UW service to the state.
4. Provide Leadership for Wyoming’s Future, helping the state address issues of economic and business development, serving more visibly and definitively as the state’s primary intellectual resource for policymakers, at all levels of government, who must confront the state’s most difficult problems, acting as one of the state’s primary repositories for cultural resources (including libraries and museums).

The academic planning process was the result of extensive campus-wide discussion initiated by the President and developed by the Office of Academic Affairs, under the leadership of Vice-President Thomas Buchanan, college deans, department heads, program directors, and the Faculty Senate.

As the President had predicted this process was not easy at the beginning. These are a few examples of polar reactions to his message, expressed by the faculty (see more at <http://uw-docs.uwyo.edu/theplan>):

‘The plan will essentially destroy the university and all that it represents. The plan seems to be about destroying education. It is about destroying hope. It is about destroying the future. It is about making Wyoming a state that is set in the dark ages. The plan is not a viable way of transforming this institution into a better place. Down with the plan, otherwise the University of Wyoming will be lost.’

‘The white paper lays out an important emerging vision for the University during a time of change. The opportunity to comment on, and participate in the creation of this vision is very heartening. Few Americans are encouraged to comment at a time when downsizing and reallocations may be on the horizon.’

‘Give President Dubois credit for allowing faculty to generate academic plans with specific needs and goals based on his broadly-defined initiatives. This is a new experience for most faculty on campus and many of us are not accustomed to expressing controversial views in an open forum... universities should be open forums for open discussion of controversial and important issues without fear of impunity....’



In January 1998, the university community began deliberating the process, purposes, scope, and expected outcomes of academic planning, fueled by standard statistical data from the newly created Office of Institutional Analysis. A year of lively on- and off-campus discussions helped build broad understanding and consensus, providing input to the Office of Academic Affairs as it developed a draft document for further comment. It also started an unprecedented campaign of the draft document evaluation.

Comments and reactions from students, staff, academic professionals, faculty, administrators, alumni, and external constituents were actively solicited. More than 500 bound copies of the Draft Academic Plan were distributed. Additionally, a web site was established for department and program plans, college plans, administrative and associated academic unit plans, the President’s comments, and Academic Affairs’ responses to individual college plans. Designed to allow readers the opportunity to view, print, or engage in an electronic discussion group, this website has recorded more than nine thousand "hits" from across the nation. The website can still be accessed via the UW homepage at <http://www.uwyo.edu/> or directly at <http://uw-docs.uwyo.edu/theplan>. The existence and location of web-based materials was advertised through newspaper articles and paid newspaper advertisements in both campus and community papers.

Well-considered suggestions were integrated into the final document, the *University of Wyoming Academic Plan I 1999-2004 2* (API), which the Board of Trustees approved in July 1999 (available on

[http://uwadmnweb.uwyo.edu/AcadAffairs/Acad\\_Plan\\_Implementation/Acad\\_Plan\\_Implementation.htm](http://uwadmnweb.uwyo.edu/AcadAffairs/Acad_Plan_Implementation/Acad_Plan_Implementation.htm)).

Implementation of the action items articulated in the plan began immediately. The academic planning process identifies a broad set of institutional goals and priorities to guide the development and support of UW academic programs and the allocation of institutional resources. It represented an attempt to balance the aspirations, goals, and concerns contained within 59 program and department plans, seven college plans, and seven plans for associated academic administrative units on the one hand, and UW collective institutional interests as one university on the other.

Based upon the Action Items contained within the plan, an implementation schedule was developed. The implementation schedule identified the priority and time frame for completion of each Action Item, as well as the responsible individual or office. Additionally, the implementation schedule identified which items were associated with new costs, which stood to generate revenues, and which produced savings. As details became clearer, more accurate costs and savings were identified

### ***Planning Context***

Since no planning process can be successful without an understanding of the environment within which the plan will operate and at least an educated guess concerning future conditions that will affect the institution during the life of the plan, it is important to mention ten topics describing significant internal and external factors that would influence the plan that were included in the initial planning materials distributed to all academic units. These topics included the following:

1. UW's Unique Role
2. Understanding Scholarship
3. Funding Constraints
4. Changing Needs of Students
5. Enrollment and Access
6. Partnerships
7. Accountability, Rewards, and Academic Priorities
8. Attention to Broader Contexts
9. Economic Development
10. Commitment to Change

Each of the ten topics was described in a brief paragraph. While broad in scope, the combination of issues raised within the planning context served to define the "playing field" for academic programs, departments, and colleges as they developed their plans.

The Academic Plan addressed those challenges and issues in six broad areas. The first area, labeled "Planning Principles and Assumptions," describes a core set of constraining principles that were used in developing the plan. They included:

- Effective University planning and decision making requires collaboration among all of the University's stakeholders, including administrative officials, faculty, academic professionals, staff, students, and external constituents.
- The University's first mission is to provide excellent baccalaureate instruction.
- There is value in the University's research stature.
- High-quality educational opportunities are of paramount importance.
- The work of the faculty needs judicious support.
- Our strength is in diversity.
- All academic programs have benefits and costs.
- A successful university is more than a collection of discrete programs. Interactions, intellectual ties, and curricular links among programs are as important as the programs themselves
- The University will make every effort to minimize dislocations of faculty, academic professionals, staff, and students al constituents.

The next four areas parallel four broad categories that have guided much campus discussion and debate. They include: "Ensuring Access and Opportunity," "Rethinking and Revising the Curriculum," "Focusing for Distinction," and "Providing Leadership for Wyoming's Future." In each of these four areas, key issues and challenges were defined, and **Action Items** that should be undertaken to address these challenges were delineated. The sixth and final category, "Making It Happen," describes budgetary, workforce, and resource management issues associated with plan implementation.

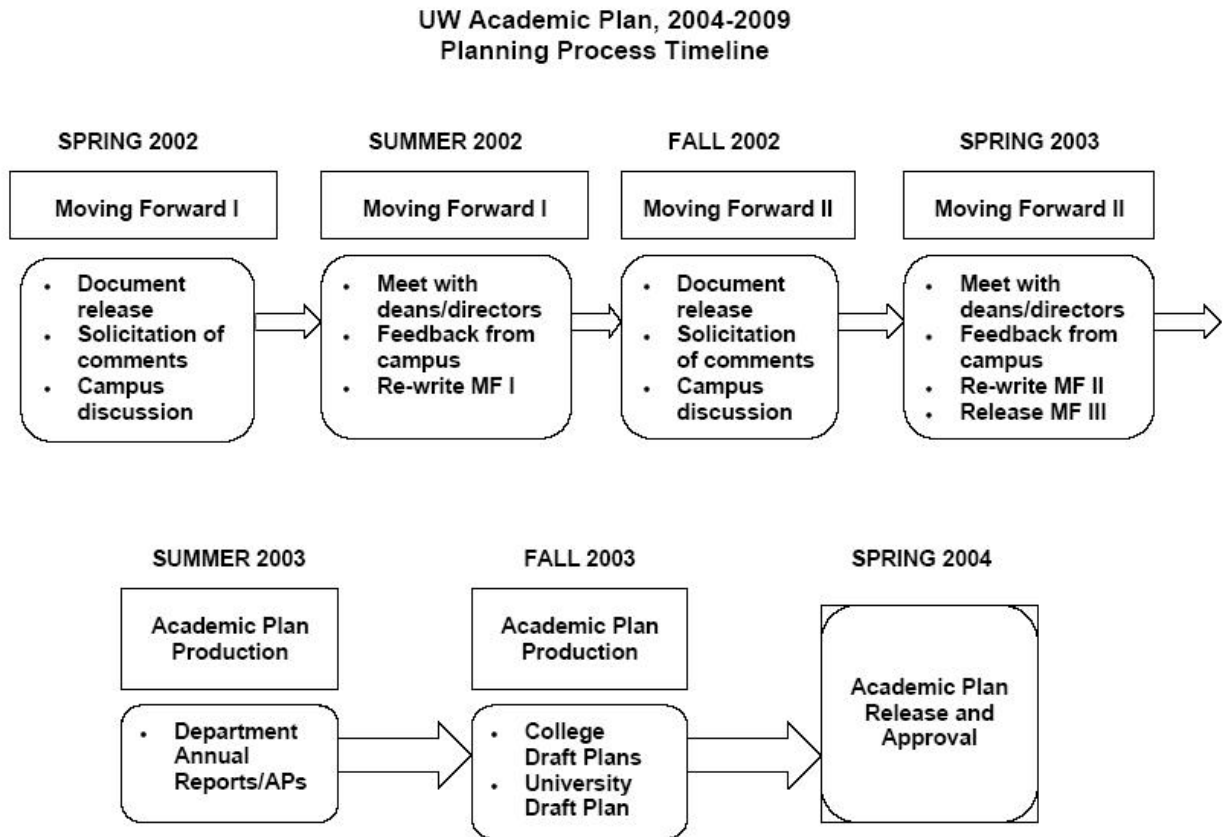
UW has made remarkable progress implementing API, as documented in the *Academic Plan Implementation Report Cards 3*. As of December 2003, 93 percent of the action items in the plan have been completed or are underway; many action items will require continued attention. The final remaining action items are being addressed as the new plan is being written.

From my point of view the period of developing and implementing API though not easy was the turning point in creating a new culture of UW planning. It has laid the foundation for comprehensive and continuous planning efforts across the university .

In the second stage of the planning cycle, ten non-academic units developed the *Support Services Plan 2000-2005 4*, using API as a hub. The third stage, a five-year *Capita Facilities Plan 2002-2007 5*, completed the first planning cycle. A detailed strategic plan for Athletics was circulated for public comment and adopted by the Board of Trustees in the fall of 2003 .

## *The Second Cycle of Academic Planning*

Planning process timeline for the new UW Academic plan 2004-2009 has been carefully thought over. It consists of seven stages, which complimenting each other.



Before launching the second academic planning cycle, the Office of Academic Affairs developed three iterations of a very important document entitled, Moving Forward 7. Designed to elicit comments and spark campus discussion, these drafts circulated among the members of the university community, off-campus constituents and advisory-board members, and members of the state legislature. In the first version of the document Thomas Buchanan stated that academic planning had had a significant impact on the University of Wyoming community He put forth the idea that” at least for UW, neither top-down nor bottom-up planning is solely adequate. It is our intention to engage the next round of academic planning with a strengthened commitment to campus-wide deliberation.”

Moving forward document briefly enumerated 10 broad institutional issues that as UW authorities believed required attention.. The purpose of this document was to solicit University-wide advice and comments about these issues and to ask to identify any others that were believed warrant institution-wide consideration.

### **Planning issues for Academic Plan II:**

*(no priority implied)*

- Institutional themes and academic focus
- Budgeting for faculty positions
- Curricular breadth
- Graduate education
- Diversity
- Internationalization
- Assessment
- Technological infrastructure
- Learning communities and retention
- Outreach instruction

Following campus-wide feedback, college deans and department heads were asked to develop similar documents that identified college/department-specific issues. These first iterations at identifying issues were critical to successful planning and got an active University-wide response.

The final iteration, *Moving Forward III*, appeared in April 2003. By outlining the institutional areas of distinction and identifying issues requiring attention in APII, *Moving Forward III* served as a catalyst for institution-scale thinking. It also framed issues for colleges, departments, and other academic units to address in their plans and established timelines, protocols, and content requirements. After receiving feedback from Academic Affairs, the colleges and departments revised their plans while the university-wide plan was being formulated. This planning process therefore represented a successful attempt to integrate the aspirations and concerns of the seven colleges and 87 academic units with overarching institutional interests.

### ***Overview of Academic Plan II***

#### ***University of Wyoming Academic Plan II, 2004-2009***

The Office of Academic Affairs produced the first draft of APII and made it available for review by the university community and its constituents in December 2003. The topics addressed in the plan parallel those identified in *Moving Forward III*. Under each topic, the plan discusses key issues and prescribes action items to address them.

The document identifies six academic areas of distinction to be enhanced over the next five years:

- environment and natural resources;
- life sciences;
- critical areas of science and technology;
- professions and issues critical to the region;
- statewide leadership in cultural endeavors, the arts, and the humanities; and
- history and culture of Wyoming and the Rocky Mountain region.

It also defines institutional issues that require attention:

- the learning environment;
- scholarship and graduate education;
- diversity, internationalization, and access;
- structure of the curriculum;
- faculty and program planning;
- educational infrastructure;
- outreach, extension, and community service; and
- enrollment management.

As one of the nation's smallest public research-extensive universities, UW has committed itself to excellence in a carefully defined set of academic areas. In identifying these areas of distinction, UW acknowledges its finite resources, defines the institution's aspirations, and helps frame the planning that occurs in colleges and departments. UW's areas of distinction served as nuclei for department- and college-level planning, in the sense that they are sufficient in number and scope to allow most academic programs to build in at least some of the area.

Areas of distinction need not flourish at the expense of core academic areas. UW strategy must be to meet basic needs in ways that *advance* these areas. The units most likely to prosper, both within the university and in external stature, will be those that best align their core commitments, program-specific goals, and cross-departmental collaborations with UW's areas of distinction.

Following each area listed above the first draft of APII briefs summary of proposed future directions and specific action items to be implemented.

The draft has received an impressive number of comments from every corner of UW. They are available on the University site and cover 124 pages ([http://uwadmnweb.uwyo.edu/AcadAffairs/Acad\\_Plan\\_Implementation/Comments\\_on\\_AP\\_II.p](http://uwadmnweb.uwyo.edu/AcadAffairs/Acad_Plan_Implementation/Comments_on_AP_II.p).)

The revised Draft Academic Plan was produced on 3/8/04. and submitted to the Board of Trustees for their approval in the spring of 2004.

Some of the challenges facing the university are relatively simple; others are complex and far-reaching. As expected, some actions will have simple, obvious solutions, while other decisions will require in-depth discussion, the elaboration of item-specific steps, or the development of policy statements. An annual progress report will be published to identify actions that have been initiated or completed. In each section of *Academic Plan II*, key issues are discussed, and prescribed action items are delineated. As before, resource allocation will be linked to UW's academic agenda.

The *UW Academic Plan I, 1999-2004* identified six carefully defined academic areas of distinction to be enhanced. These areas continue to be central in the second round of academic planning. They are sufficient in number and scope to allow most academic

programs to help build distinction in some of the areas. *Academic Plan II* also defines eight issues that challenge the institution to grow and mature. Although the issues are broad, concrete actions are elucidated to stimulate the University of Wyoming to improve continually.

### ***Conclusion***

The University of Wyoming provides an impressive example of a creative and holistic attitude towards the University planning process. The quality of the Academic Plan, and all its component parts, was enhanced by aggressive solicitation of opinions and comments both from internal University structures and from external constituent groups, advisory boards, and opinion makers.

The Academic Plan is a far-reaching document that has already found its way into the culture of the University of Wyoming. In some respects, the Plan covers more than just academic issues. It also addresses enrollment management, scholarship policies, tuition policy, personnel management and other institutional matters relevant to academic excellence.

The Academic Plan does not constitute a comprehensive strategic plan. By design, it focused on the academic core of the institution. It has been described as the hub of a wheel around which spokes have been added for Information Technology, Administration and Finance, Institutional Advancement, Student Affairs, Libraries, and other support services. Consistent with the Academic Plan, the..

UW has adopted a culture of forward-looking management at all levels. In such a culture, future major academic planning exercises like the one completed in 1999 and which I was able to witness in spring 2004 does not impose any longer great mental or physical burdens on faculty and administrators. Instead, major planning themes emerge more naturally from the ongoing planning that individual departments and colleges have maintained in the interim.

Strategic planning in UW has become an organizational norm, deeply embedded within the organization's decision-making process, and participants has learnt to think strategically as part of their regular daily activities.

### ***OTHER EXAMPLES OF STRATEGIC UNIVERSITY PLANNING***

US higher education liberal tradition allows Universities to pursue their own way in approaches to planning. That was evident during the site visits to other three Universities, namely the University of California, Davis, the University of Montana, Bozeman, the University of Colorado, Denver. Though formats of the plans are different

what is common in these Universities is deep understanding of necessity and benefits of careful, creative strategic planning.

### *The University of California/Davis*

<http://strategicplan.ucdavis.edu/plan.html>

The foundation for the University planning was laid by a longstanding document, the Master Plan of Higher Education. In 1960, the Master Plan established a "social contract" that said that the state would provide a low-cost college education to any eligible student of the State of California. One of the main components of the Plan was the organization of public higher education into three segments, each with different functions and admission pools. The Master Plan transformed a collection of uncoordinated and competing colleges and universities into a coherent system

([http://www.sen.ca.gov/ftp/sen/committee/joint/master\\_plan/\\_home/Historical](http://www.sen.ca.gov/ftp/sen/committee/joint/master_plan/_home/Historical)  
<http://www.ucop.edu/acadinit/mastplan/mp.htm>).

The Master Plan is a document of supreme simplicity, clarity, and practicality. It is a comprehensive plan that has withstood the trials of forty years of dramatic changes in California and the world. The over-arching goal was ambitious: "to provide access to higher education for every California citizen who could benefit from that education." (detailed analysis see in Dutschke)

The UC Davis Vision: The Campus' Strategic Plan builds upon the foundation of the Master Plan, the Academic Plan, Principles of Community and Statement of Educational Objectives and reflects the suggestions of many members of the campus community. It is an effort to distill UC Davis' mission, vision and distinction and to identify strategies for achieving its three primary goals: learning, discovery and engagement.

It presumes that community is the foundation upon which University aspirations depend. And it recognizes that human, physical and financial resources are necessary if the campus is to build on its great history and achieve its desired future. The plan states the University Mission, Vision and Distinction of the University.

#### **Mission:**

Through a distinctive tradition of core-discipline excellence, interdisciplinary collaborations and productive partnerships, UC Davis teaches students to think critically, objectively and creatively and to be lifelong learners, engaged leaders and productive citizens; pursues research to advance knowledge and to address state, national and global challenges; and serves the public through the generation, broad dissemination and application of knowledge.

**Vision:**

UC Davis, a land-grant university and leading international academic institution, achieves the highest level of intellectual excellence within a diverse, collaborative community whose members share a passion for teaching and learning, an abiding commitment to discovery through research and creative activity and a strong tradition of engagement and application of knowledge.

**Distinction:**

UC Davis offers an unparalleled breadth of superior academic and extracurricular programs within a supportive campus community promoting collaboration and excellence

**Among the goals and strategies to achieve them of the plan are :**

**Learning**

Provide enriching learning experiences that develop the intellectual and leadership capacity of students and advance the campus's educational objectives.

## Discovery:

Lead in the pursuit of knowledge, both in established areas of inquiry and in newly emerging frontiers.

## Engagement:

Effectively engage the university in the lives of the broader communities it serves.

Framework for success is to provide the human, physical and financial resources necessary to achieve the goals.

***Montana State University – Bozeman***

**<http://www.montana.edu/aircj/>**

Strategic planning at the University has been started by the present-day strong charismatic President who has given people an opportunity to participate in decision-making. This first plan will be fully defined by fall 2004. The plan was group-developed and is the beginning for all other University plans. Office of Planning and Analysis which belongs to President's Office, prepares data necessary both for the planning process and its implementation.

The University plan called "Five Year Vision Document What will MSU-Bozeman be like in five years?" was last revised February 9, 2004. It provides the University Vision and Mission statements and five-year outlook.

### **Montana State University–Bozeman Vision Statement:**

Montana State University will be the university of choice for those seeking a student-centered learning environment distinguished by innovation and discovery in a Rocky Mountain setting.

### **Montana State University–Bozeman Mission Statement:**

The mission of Montana State University is:

- To provide a challenging and richly diverse learning environment in which the entire university community is fully engaged in supporting student success.
- To provide an environment that promotes the exploration, discovery, and dissemination of new knowledge.
- To provide a collegial environment for faculty and students in which discovery and learning are closely integrated and highly valued.
- To serve the people and communities of Montana by sharing our expertise and collaborating with others to improve the lives and prosperity of Montanans.

In accomplishing our mission, we remain committed to the wise stewardship of resources through meaningful assessment and public accountability.

**In Five Year Outlook** it is stated that the faculty, staff, and students in the MSU Bozeman community have developed a description of what the institution will be like in five years. The description will become the outline of a strategic plan that is based on the University's Vision and Mission Statements (developed and adopted in late 2001), campus discussions led by President Gamble, the work of the University Planning, Budget, and Analysis Committee (UPBAC), the work of the Strategic Planning Committee (SPC), and the thinking of campus faculty, staff, and administrators. The description is divided into six different but often overlapping areas: 1) Student Body, 2) Faculty and Staff, 3) Curriculum, 4) Research and Creativity, 5) Partnerships and Outreach, and 6) Physical, Technical, and Financial Infrastructure. In places, the description includes specific numerical goals. In other places changes to or extensions of current policies and practices are indicated. The description is not all encompassing, but it does represent a fairly general, comprehensive view of what a successful Bozeman campus will look like five years from now.

### ***University of Colorado at Denver***

**<http://www.cudenver.edu/Administration/Chancellor/Links/visionvaluesgoals.htm>**

The document that lays the foundation for University planning on different levels is called CU 2010: A Vision for the Future. It formulates the University vision, values and goals.

## **Vision**

As the Denver campus of the University of Colorado System, CU-Denver interprets its mission as advancing the creation, dissemination, and application of knowledge in a culture of excellence. Its boundaries are flexible and permeable, with knowledge flowing to and from the schools and colleges, the community and the world. This view is global rather than local as CU-Denver seeks to link teaching, research and service to the major issues of the 21st century.

## **Values**

Mutual respect for all members of the university community -- students, faculty and staff  
Excellence in all areas

Collaboration among faculty, students, staff and the community in the learning process

The power of community in teaching, learning and scholarship

Creativity, innovation and flexibility

Service to the public good

Personal growth and professional success

Cultural diversity and enrichment

## **Goals**

To build partnerships to strengthen core academic programs

To build and focus resources on academic goals

To foster academic innovations and excellence by defining a clear niche

*In addition to these general goals, **Vision CU 2010** is a bold system wide agenda intended to map the future of the University of Colorado for the next decade:*

- Creating a university without walls
- Creating a culture of excellence
- Increasing resources and using them wisely
- Supporting diversity

Integrating our infrastructure

## **GENERAL CONCLUSION**

1. The case study conducted at four US state Universities has obviously shown that engaging in a strategic planning process benefits universities in a variety of ways.

Strategic planning:

- Creates a framework for outlining the direction a university should take to achieve its desired future,
- Provides a framework for achieving competitive advantage,

- Allows all university structures to cooperate and move together towards accomplishing goals,
  - Improves understanding of the University vision and mission, and strengthens a sense of ownership of the strategic plan, and communal feeling,
  - Optimize alignment with the most important elements of the internal and external environment
2. To launch strategic planning could be a painful non-linear process. Prior serious preparation is needed at Russian Universities to make this process successful. This could include providing workshops on strategic planning for University stakeholders conducted by experienced specialists from US Universities.
  3. Creation of Saratov City/Regional Center of Planning in Higher Education could be a reasonable step to pool expertise in strategic planning using the necessary expertise from Western partner-Universities.

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