Strategic Planning
Phase I: Setting an Agenda

Report to the Faculty Senate
May 9, 2013

Joint Task Force
on Strategic Oversight
JTFSO Membership

**Joint Task Force on Strategic Oversight co-chairs**

**Nancy Cohen**, Nutrition

**Bryan C. Harvey**, Associate Provost for Academic and Resource Planning

**Amilcar Shabazz**, Afro-American Studies and Faculty Advisor to the Chancellor for Diversity and Excellence

**Student Learning Experience and Student Success co-chairs**

**Carol Barr**, Vice Provost for Undergraduate and Continuing Education

**Diane Flaherty**, Economics

**Research Foci and Funding co-chairs**

**James Kurose**, Computer Science

**Michael Malone**, Vice Chancellor for Research and Engagement

**Benefit to the Commonwealth and Beyond co-chairs**

**Robert Nakosteen**, Management

**Martha Stassen**, Assistant Provost for Assessment and Educational Effectiveness

**Balanced and Sustainable Resource Strategy co-chairs**

**Andrew Mangels**, Associate Vice Chancellor for Finance and Budget Director

**Anurag Sharma**, Management

**W. Richards Adrion**, Faculty Representative to the Board of Trustees

**Joseph Bartolomeo**, English, Chair of the Rules Committee

**Marilyn Billings**, Scholarly Communication and Special Initiatives Librarian

**Richard Bogartz**, Psychology

**Sergio Breña**, Civil and Environmental Engineering

**John Dubach**, CIO and Special Assistant to the Chancellor

**Elizabeth Dumont**, Biology

**Robert Feldman**, Dean, College of Social and Behavioral Sciences

**Steve Goodwin**, Dean of Natural Sciences

**Jennifer Healy**, Student Trustee

**Donna Johnson**, President, USA/MTA

**Akshay Kapoor**, President, Student Government Association

**John Kennedy**, Vice Chancellor for University Relations

**Jean Kim**, Vice Chancellor for Student Affairs and Campus Life

**Ernest May**, Music, Secretary of the Faculty Senate

**Mzamo Mangaliso**, Management

**John McCarthy**, Vice Provost for Graduate Education

**Jennifer Randall**, Educational Policy, Research and Administration

**Annemarie Seifert**, Associate Vice Chancellor for Student Development

**James Sheehan**, Vice Chancellor for Administration and Finance

**Jenny Spencer**, President, Massachusetts Society of Professors

**Donna Zucker**, Nursing
Why are we here?

- **Our environment is changing rapidly**
  - We need to decide what to do about it

- **Others have noticed**
  - Our accreditors require us to report on a strategic plan by August 15
  - Stakeholders at all levels want to know how we are adapting to change
Why are we here?

- **Our environment is changing rapidly**

<table>
<thead>
<tr>
<th>Research and Scholarship</th>
<th>Teaching and Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialized facilities</td>
<td>Specialized facilities</td>
</tr>
<tr>
<td>+ Competition for talent</td>
<td>+ Dual research/teaching commitment</td>
</tr>
<tr>
<td>+ Partial cost recovery</td>
<td>+ Immersive, residential experience</td>
</tr>
<tr>
<td>= Resource intensive</td>
<td>= Resource intensive</td>
</tr>
</tbody>
</table>

**Outreach and Community Service**

- State
- Students
- Campus
- Federal
Why are we here?

- **Our environment is changing rapidly**
  - Our basic organizing model — the convergence of immersive, residential undergraduate and graduate education in a rich research environment — cannot be sustained if it cannot adapt

- **We need to change in two ways:**
  1. Become more effective at demonstrating value to those who hold a stake in our success
  2. Operate effectively in a new and much more challenging resource environment
Why are we here?

- **Destination of choice for high school graduates**
  - Be the clear choice for the many talented, highly motivated Massachusetts students
    - Immersive, residential experience with many options and outstanding preparation for life and work
      - Key task for the campus: define what makes a UMass Amherst education distinctive
  - Create capacity for educational effectiveness
    - Curricular innovation
    - Paths to success
    - Outcomes assessment
Why are we here?

- **Investment of choice in the Commonwealth’s and nation’s future**
  - Excellence in research and graduate education
    - Build excellent programs and faculty
    - Align campus with external research funding priorities
    - Build interdisciplinary bridges
    - Support the research enterprise
    - Increase awareness of campus research impact
    - Increase the impact of graduate education
  - **Community Engagement and Impact**
    - Build strong relationships
    - Improve organization and support
Why are we here?

- **Mobilize for Success**
  - **Financial Strategies**
    - Expand revenues
    - Focus resources effectively
  - **Sustaining the physical campus**
    - Expand the resource base
    - Focus resources effectively
    - Information technology
Joint enterprise: Faculty Senate and administration

- Joint Task Force on Strategic Oversight (JTFSO) appointed in October
- 31 members (faculty, administrators, staff, students)
- Charged to “make recommendations to the Chancellor with respect to a high-level Strategic Plan”
- Chancellor asked for draft in time for campus review and comment during the spring semester
- Four main committees, numerous subcommittees
- In all, more than 130 members of the community contributed to the Phase I draft
Campus Feedback Process

- Draft “Phase I” plan released to the campus on March 27
- All planning documents available on website
- Feedback solicited via link on each page; blog; email address; mail address for anonymous comments
- Four all-campus public forums
  - Including webinar with Chancellor
  - Recorded and posted on website
- Solicitation of comments from all Faculty Senate councils
- Numerous presentations with campus groups
Campus Feedback Process

- Presentations and forums by JTFSO members:

Open forums
- April 4
- April 9 (online with Chancellor)
- April 10
- April 16

Administration and Finance Council
Campus Leadership Council & Deans
Chancellor’s Diversity Advisory Committee
College of Natural Sciences Heads and Chairs
College of Natural Sciences open forum
Deans Council
Library Leadership Group
Engineering Heads and Chairs
Enrollment Management Team
Faculty Senate Academic Matters Council

Faculty Senate Program and Budget Council
Faculty Senate Research Council
Faculty Senate Research Library Council
Faculty Senate Rules Committee
Faculty Senate Status of Minorities Council
Faculty Senate Status of Women Council
Faculty Senate Undergraduate Education Council
Graduate Student Senate
Humanities and Fine Arts Heads and Chairs
Humanities and Fine Arts Town Hall
Isenberg School of Management Heads and Chairs
Nursing all-School meeting
Public Health and Health Sciences Heads and Chairs
School of Education Heads and Chairs
Social and Behavioral Sciences Heads and Chairs
Undergraduate Student Senate
Campus Feedback Process

- Feedback from all sources gathered and reviewed
  - Hundreds of comments from all sources
  - Formal reports received:
    - Academic Matters Council
    - Chancellor’s Diversity Advisory Committee
    - Chancellor’s Sustainability Committee
    - Graduate Council
    - International Studies Council
    - Outreach Council
    - Provost’s Committee on Service Learning
    - Student Affairs and Campus Life
    - Research Council
    - Status of Minorities Council
    - Status of Women Council
    - Undergraduate Education Council
As a result of feedback, initial draft changed by ±30%
- Additional material to make Phase I document more complete
- Adjustments to recommendations for consistency, context, etc.
- Reordering, reorganization for clarity, consistency
- Changes in language, tone

Major areas of change:
- Co-curricular life and student development
- Graduate Education
- Diversity, access and inclusion
- Outreach and community engagement
- International issues
Strategic Planning Process

- **The Phase I report: What it is and what it isn’t**
  - It “sets the agenda” for the strategic planning process
  - Lays out broad goals at the campus level for capacity building, thinking about choices, coordinating activity
    - Challenges the campus to define what makes a UMass Amherst education distinctive
    - Calls for focus on demonstrated value to stakeholders
    - Begins the conversation about setting priorities and examining how resources are allocated
  - Provides overall context for next year’s unit planning process
    - How do executive areas, schools and colleges, and departments see themselves contributing to campus goals?
Strategic Planning Process

- The Phase I report: What it is and what it isn’t
  - It does not make or imply specific decisions about priorities, staffing, organizational structure, or resource allocation.
  - It is “public,” but it was not intended to be a public relations document
    - Still primarily a campus conversation
    - Many opportunities to engage others as planning moves forward
  - It does not end the planning process
    - This document is complete
    - Subsequent steps will refine and elaborate a full campus plan
Steps in the Campus Strategic Planning Process

Phase I. Setting the Agenda

Draft Agenda for campus review
JTFSO Committees and Subcommittees

March 27
Draft released

April 26
Comments closed

May 9
Faculty Senate

Review and refine Draft Agenda
Campus community;
JTFSO Committees and Subcommittees

Implementing the Agenda
Refining goals and objectives; responsibilities; sequencing/critical paths; milestones/metrics
Administration, JTFSO

August 15: Report to NEASC
Cite Phase I report; refer to ongoing efforts

Phase II. Building the Plan

(Sub)committee and other recommendations from Phase I posted, passed on

Campus-level Planning
Setting priorities and launching institutional-level implementation
Administration, JTFSO

Unit Planning Guidelines, Timeline
Administration, JTFSO

Unit Planning
Plans for departments, Colleges, Executive Areas
Campus units

Strategic Plan v. 1.0
Administration, JTFSO
What happens next?

Value to stakeholders in setting priorities, allocating resources

Destination of Choice
- Student outcomes
- Instructional supply and demand
- Net revenue
- Inclusiveness, diversity, and access
- Engaged learning
- ...

Other Considerations
- Mission & values
- Risks vs. rewards
- Costs and benefits
- Distinctiveness
- Opportunities
- Efficiency and effectiveness
- ...

Investment of Choice
- Research alignment
- Research productivity
- Community engagement & impact
- Internationalization
- Graduate program demand
- ...

...
What happens next?

- **Launch Phase II**
  - Campus-level implementation (priorities, critical path)
  - Unit-level planning for whole campus

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Actions</th>
<th>Assigned</th>
<th>Instrumental Metrics</th>
<th>Meta-metrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Align research with state and federal priorities</td>
<td>Pursue strategic state partnerships</td>
<td>1. ... 2. ... 3. ...</td>
<td>VCRE, etc.</td>
<td>Number of partnerships</td>
<td>State support for research</td>
</tr>
</tbody>
</table>
What can we achieve?

Public impact through innovation: Renewed

<table>
<thead>
<tr>
<th>Investment of Choice</th>
<th>Destination of Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>More competitive research profile</td>
<td>More valuable education</td>
</tr>
<tr>
<td>+ Better recognized impact</td>
<td>+ Better recognized outcomes</td>
</tr>
<tr>
<td>+ More expansive partnerships</td>
<td>+ Greater student demand</td>
</tr>
<tr>
<td>= Broader investment pool</td>
<td>= Sustainable enrollment strategy</td>
</tr>
</tbody>
</table>

Leadership: system, state, nation

- Federal, State, Industry
- Balanced State & Students
- Campus Creativity & Focus
Strategic Planning Process

From the Planning Guide that launched the process:

“This document will be our working hypothesis, subject to refinement and revision as implementation rolls out. It will create the context within which schools and colleges, departments and administrative units do their own planning, and align their activities with the overall campus strategy. ... It is understood that specific actions emanating from the planning process will be subject to normal governance policies and procedures.”

From the Chancellor’s message to the campus, launching the feedback period:

“What I asked [JTFSO] to develop was not a complete, detailed strategic plan, but rather to set an agenda for the campus that can guide ongoing campus-wide and departmental planning, drive the setting of priorities, and inform resource decisions. ... It lays out principles and broad goals and objectives, and makes specific recommendations about the directions the campus should be pursuing, but it is not a blueprint for setting priorities or allocating resources.”