

# **Guide for Developing Academic and Administrative Strategic Plans**

First Edition

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**Office of Institutional Planning and Process Improvement  
American University of Beirut**

**October 2005**

# Guide for Developing Academic and Administrative Plans

First Edition

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# Guide for Developing Academic and Administrative Plans

First Edition

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*“Strategic Planning is a ... development of great potential. This type of planning is not the same as the mechanical and deterministic long-range planning that was tried a decade or two ago. Strategic planning deals with a new array of factors: the changing external environment, competitive conditions, the strengths and weaknesses of the organization, and opportunities for growth. Strategic planning is an attempt to give organizations antennae to sense the changing environment. It is a management activity designed to help organizations develop greater quality by capitalizing on the strengths they already have”*

R.M Cyert, Former President, Carnegie Mellon University

## A. BACKGROUND

Our strategic planning process at AUB is patterned after demonstrably successful planning experiences in higher education. In his State of the University Address of February 2004, President Waterbury’s crystallized the mission of our university, emphasized the need for strategic planning and articulated ten strategic goals and guidelines that are the overarching guide which sets forth our university’s vision and focus, and provides a framework for strategic planning. These ten strategic goals and guidelines are:

- Undergraduate education is and will remain the core of AUB's educational mission. It is at the undergraduate level that we can have the greatest impact on our students’ values and cognitive processes. It is at this level that we can truly educate as opposed simply to train and transfer skills.
- Choice and flexibility in course work and the structure of majors must be built into the undergraduate experience. The 'liberal arts' or general education distribution requirements are a major step in this direction.
- AUB is a regional, and one day, I hope, a global university. We have a strategic goal to build a student body that reflects our regional neighborhood as well as the socio-economic conditions of the people who live in it. That kind of diversity is critical, above all, to the undergraduate experience. Financial aid must be used in part to encourage regional and socio-economic diversity without sacrificing our high academic standards.
- For some years, enrolment should be capped at current levels at the undergraduate level and probably at the graduate level. Our physical carrying capacity is being stretched. Further increases will create demands for classrooms, laboratories, and faculty office space that our capital budget cannot accommodate.
- We cannot meet our educational goals without a world-class faculty. In turn, that faculty must be committed to the proposition that excellent research and superior

teaching go hand-in-hand. The University must strive to provide the resources to make both possible, but the faculty must share in the search for outside research funding.

- While strengthening graduate education in general, AUB must re-launch a limited number of PhD programs in the next few years. We must become a university in the full sense of the word. The initial steps may be taken without increasing our graduate student numbers, but rather by shifts between the MA/MS programs and the PhD programs.
- Keeping in mind that the AUBMC exists primarily to fulfill the educational needs of our medical students, it must give equal attention to maintaining its role as the provider of the best patient care available in the Middle East. It must provide patient care at a cost that will allow it to compete effectively in a crowded market for medical services. Because AUBMC accounts for about half of AUB's operating budget, it merits a strategic objective specific to itself.
- All academic units, and some administrative units, must build into their missions a commitment to seek ways to benefit the broad communities in which we live. It is not enough to provide a good education to our students. We must in addition constantly ask ourselves how can we serve our community? The answer to that question will be easier for some units than for others, but all must ask it.
- We must strive to be a model of sustainable urban growth. This means in all aspects of managing our physical plant and protecting our unique landscape and habitat, we must demonstrate best practices in energy and water use, respect for the flora of this and similar regions, and elaborate a habitat management plan that respects natural cycles. AUB's campus is not a park. It is a dynamic, eastern Mediterranean habitat.
- AUB will continue to implement balanced operating budgets. Given the other strategic priorities, this will entail stringent cost controls, increased productivity of non-academic staff, redoubled efforts in fundraising, and continued progress in attracting outside funds for faculty research.

## **B. INSTITUTION-WIDE STRATEGIC ISSUES**

In order to identify initiatives that will achieve the “strategic goals and guidelines”, key cross-functional or institution-wide strategic issues must be analyzed, and their goals, strategies and desired outcomes documented. This will enable the academic and administrative units to develop plans that are aligned with each other instead of being in conflict. Four such issues have been identified:

- Enrollment Management
- Graduate Education & Research
- General Education
- Information Technology

Each of these cross-functional/institution-wide strategic issues will be analyzed by a committee (Appendix B). The committee’s report will address a list of questions specific to it and will include the following sections:

- Introduction
- SWOT analysis
- Vision, goals, strategies and measurable outcomes
- Resources needed

The reports will be reviewed by the Strategic Planning Steering Committee for approval prior to distribution to the planning teams of all faculties/schools and key administrative units that will be completing strategic plans for their units (see section C below)

### C. ACADEMIC AND ADMINISTRATIVE STRATEGIC PLANS

Guided by:

- The strategic goals and guidelines (see section A above)
- A summary of the recommendations (Appendix C) detailed in the “Institutional Self-Study / January 2004” supporting AUB’s application for Accreditation by the Middle States Commission on Higher Education, grouped according to the ten strategic goals and guidelines
- The “Institution-wide” (Appendix D) and the “Academic” (Appendix E) Balanced Scorecards
- The analysis of the cross-functional institution-wide strategic issues (see paragraph B above)
- Campus Master Plan (Appendix F)
- The Regional Recruitment/Job Market Analysis (see section G below)

All faculties/schools and key administrative units (planning units) will complete individual strategic plans using the outline and methodology outlined in this first edition of the *Guide for Developing Academic and Administrative Strategic Plans*. Each of these plans will set forth measurable initiatives which will be recorded on standardized planning templates along with a priority rating for each initiative, a timetable and a cost estimate (developed in coordination with other units participating in the implementation) for each initiative. This uniformity of method will subsequently facilitate clustering and analysis of related initiatives and costs across all organizational units.

Academic and Administrative planning units

Group 1	Group 2
Finance Group	Faculty of Arts & Sciences
Physical Plant	Faculty of Engineering & Architecture
Business Services	Faculty of Medicine
Human Resources	School of Nursing
Office of Development	Faculty of Agriculture and Food Sciences
REP	Faculty of Health Sciences
Student affairs	Olayan School of Business
	University Libraries
	Office of Institutional Research & Assessment
	FPDU

Strategic plans for the AUBMC follow a separate but compatible process.

The planning horizon covers a ten years period while the quantification is for three fiscal years only. (AUB’s fiscal year runs from October 1 through September 30).

## D. KEY FEATURES OF THE PLANNING PROCESS

The AUB strategic planning process has the following key features:

1. The *Strategic Planning Steering Committee* (SPSC) will play a primary role in the planning process. The SPSC will *decide which initiatives to fund*, which initiatives to refer to the Development Office for the pursuit of funding, and which initiatives cannot be pursued at this time. There will be *formal feedback* to the unit-level planning teams from the SPSC regarding plan content and areas of approval. The SPSC is chaired by the President of the University and has the following membership: The provost, all deans, all vice presidents, the deputy vice president for human resources, the internal auditor, the director of Institutional Planning and Process Improvement (IPPI), the comptroller, and appointed Senate and Student Representatives. The meetings of this committee will be minuted.
2. A series of *Planning Workshops* to inform senior leaders and unit-level planning teams of the progress, status and direction of the University's strategic planning process; These workshops will occur during the spring of 2005 and will address the following topics:
  - A review of the process and timetable for preparing the Faculty / Functional Unit strategic plans;
  - A discussion of ways to foster full faculty and staff input into the planning process;
  - A description of the resources available to support the generation and development of promising ideas and projects;
  - A description of the process for reviewing and funding initiatives (unit specific and cross-unit) which exceed organizational units' current operational budgets;
  - A review of the linkage between the Strategic Planning and the Balanced Scorecard initiatives
  - A review of the linkage between the Strategic Planning and the Annual Budgeting processes

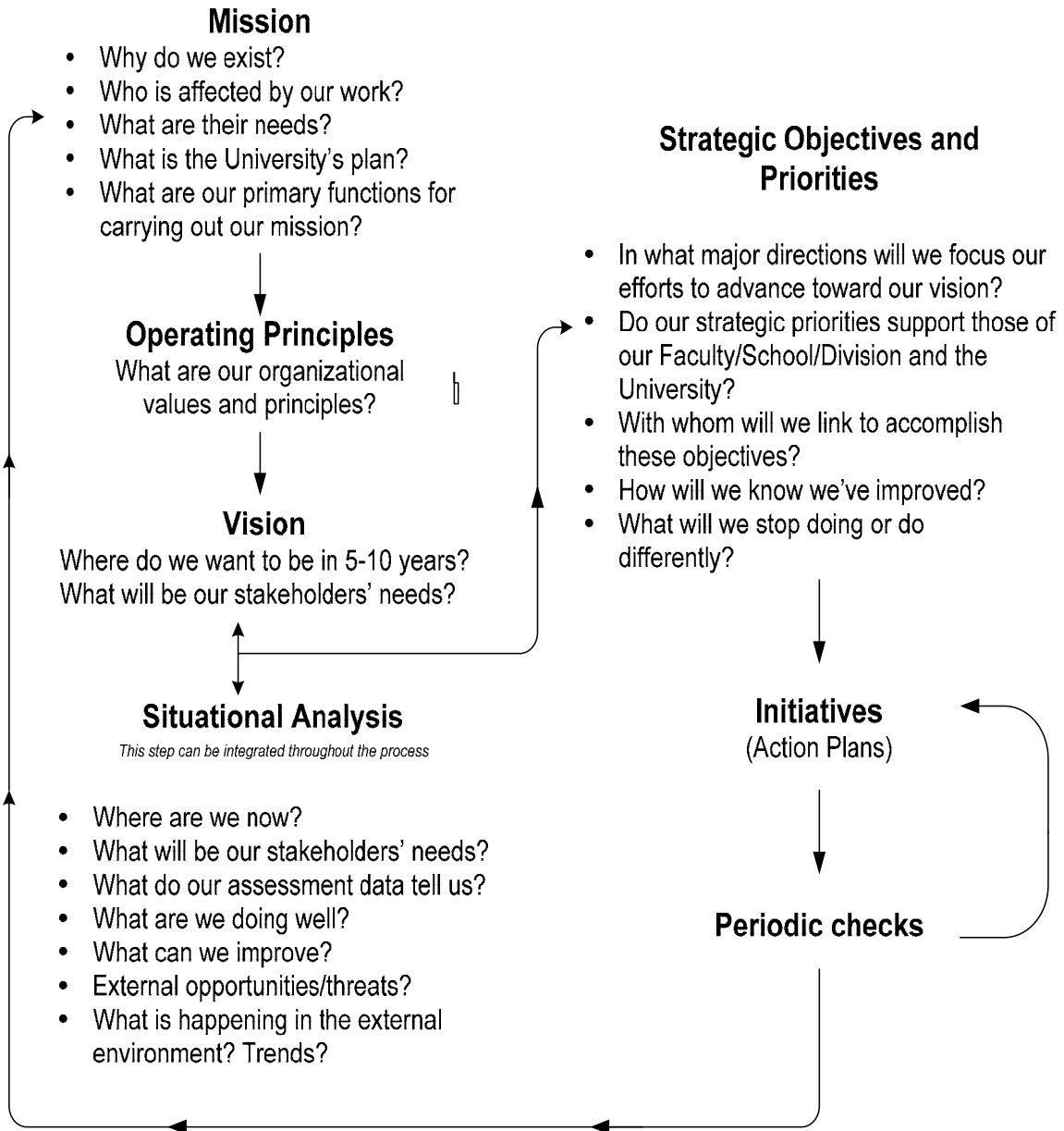
In addition to these general planning workshops, IPPI will offer special seminars to individual units upon request.

3. A *special fund* will be set-aside every year to support and encourage the development of new ideas as well as to respond to critical challenges. Proposals from any of the academic/administrative planning units may be submitted to the Strategic Planning Steering Committee for use of these special funds. Proposals from several units for joint projects are encouraged.
4. A *clear system for establishing and communicating priorities, and for allocating resources*; It is expected that currently available resources will be insufficient to implement the initiatives listed in the plans of the planning units. A substantial portion of the initiatives will be achievable through planning units' operating budgets via productivity gains, restructuring or outright elimination of non-essential activities. However, some initiatives are expected to request additional funding. In order to select initiatives for funding, the Strategic Planning Steering Committee will carefully analyze all initiatives and select those for funding through the annual budget. Certain

initiatives may be referred by the SPSC to the Development Office for the pursuit of funding. Throughout the process, close and timely communication will be maintained with the planning units.

5. The following rule of thumb can be used to determine the *affordability of initiatives*. Planning units that operate as cost centers should seek to keep their future overall operating costs flat per student, while planning units that operate as revenue generating centers, should seek to keep their future overall operating costs flat as a percentage of revenues generated. The Finance group will provide the assumptions necessary to calculate the ratios mentioned above.
6. *Bylaws*; The bylaws of the “Institution-wide Strategic Planning Committees” and the “Planning Teams” of the Faculties/Schools and key Administrative units shall be in accordance with the latest edition of the Robert’s Rules of Order. Furthermore, the following voting guidelines shall be part of their bylaws:
  - Quorum is  $\frac{3}{4}$  of all those eligible to vote
  - Meetings can be held short of quorum, but no action can be taken; a motion must carry  $\frac{2}{3}$  of the quorum or more if attendance exceeds the quorum
  - Chairpersons cannot vote except to break a tie
  - Chairpersons should avoid divisive votes. They can seek a “sense of the meeting” or consensus if there appears to be very substantial support for a resolution or recommendation

# Strategic Planning Model



**Figure 1**

## E. COMMON PLANNING OUTLINE

The topic areas of each unit’s plan will be standardized and based on the following common plan outline.

Topic Area		Length (pages)
1.	Mission Statement	1
2.	Major Accomplishments during the last three years	1
3.	External Trends and Influences	1-3
4.	Summary Analysis of Strengths, Weaknesses, Opportunities and Threats	1-2
5.	Vision Statement	1
6.	Student Learning Outcomes (for academic units only)	1-3
7.	Strategy Map	1
8.	Summary of Key Performance Indicators	1-3
9.	Summary of Strategic Initiatives	1-3
10.	Planning Templates (one per initiative)	Variable
11.	Mechanisms and Activities to Secure Faculty/Staff Input in Planning Process	1-2
12.	Mechanisms and Activities to Foster Interdisciplinary, Cross-University, Cross-Unit and Cross-Functional Programs	1-2
13.	Schedule of Strategic Performance Reviews	1
14.	Other Considerations	Variable

### Explanation of Topics in the Common Planning Outline

1. **Mission Statement;** The purpose for which the planning unit exists; its “raison d’être” (usually not longer than two short paragraphs)
2. **Major Accomplishments during the last three years;** A synopsis of planning unit’s major accomplishments during the last three years. These could include programs or services that were introduced or modified, new or re-engineered processes, facilities that were built, refurbished or expanded, and the like.
3. **External Trends and Influences;** A brief analysis of the major external forces and conditions that influence the planning unit. These could include factors such as: technology, legislation, demographics, competition, economics, regional salary patterns, and the like.
4. **Summary Analysis of Strengths, Weaknesses, Opportunities and Threats (SWOT);** A common practice in strategic planning is to make assessments in terms of the strengths and weaknesses of a planning unit and in terms of the opportunities and threats that a planning unit faces. This analysis is often called “SWOT” (Strengths, Weaknesses, Opportunities and Threats).
  - **Strengths and Weaknesses;** Strengths are internal competencies and resources of the planning unit, often benchmarked with similar planning units in other universities. Strengths are frequently based upon personnel - their values, knowledge, abilities, effort, motivation, networks and responsiveness to those whom they serve. Strengths may also result from the quality of facilities and equipment or attributes of an organizational structure. If a planning unit excels,

especially in comparison to peer institutions, these areas represent strengths.

Weaknesses are internal factors which tend to inhibit or decrease the quality of work. They may be the reverse of the strengths listed above or they may be new or different challenges.

- **Opportunities and Threats;** Just as an organizational assessment should reveal the strengths and weaknesses of a planning unit, it should also determine the external threats and the opportunities impacting upon the planning unit. A threat is a reasonably probable trend or event which, if it were to occur or continue, would produce significant damage to a unit. An opportunity on the other hand, is a combination of circumstances, times, and places which, if accompanied by a certain course of action on the part of a unit, is likely to produce significant positive benefits.

Matching internal strengths to opportunities can shape a unit's vision and spark new ideas for strategies that otherwise might not be considered. Conversely, identifying internal weaknesses can stimulate capacity building and responses to new conditions.

SWOT analysis, therefore, can assist strategic thinkers to create both innovative and retrenchment strategies. Thus a thorough SWOT analysis typically leads to clarifying objectives and formulating clear initiatives.

#### **Important Note**

It is sometimes difficult to determine specific opportunities and threats. A very useful tool in eliciting excellent insights from personnel in your planning unit is found in Appendix A. The form is entitled the "SWOT Analysis". By distributing copies of this form to faculty and staff and asking them to anonymously complete and return them, a rich source of information may be generated. A separate form is ordinarily completed for each issue the respondent identifies.

5. **Vision Statement;** This statement describes what the planning unit aspires to be in the foreseeable future (five to ten years). Some refer to the "Vision" as "Destination Statement". It is essential that the vision statement is agreed to and supported by the key stakeholders of the planning unit, and is aligned with the Institution-wide vision statement
6. **Student Learning goals, outcomes and assessment;** This section provides answers to the following questions:
  - a. What knowledge, skills and analytical competencies students are expected to learn in each course and in each academic program?
  - b. How students will learn this?
  - c. What measurements exist that testify that students are meeting learning expectations?
7. **Strategy Map;** This document (one-page) displays in a concise form, the planning unit's vision statement and its strategic objectives linked by a cause-and-effect

relationship along the four perspectives of a Balanced Scorecard. These four perspectives relate to the planning unit's:

- Students and/or internal customers that the unit provides services to
- Internal Processes that provide those services
- Skills, motivation and systems that are needed by those working in the unit, in order to provide the services mentioned above
- Financial implications

(Please refer to Robert Kaplan & David Norton's "The Strategy-Focused Organization" and the "Balanced Scorecard"). Copies of these books may be obtained from the IPPI office.

Template for drawing the Strategy Map can be obtained using the link in Appendix A

- 8. Summary of Key Performance Indicators (KPIs);** This list provides the measures that the Planning Unit will use to assess how well it is achieving the strategic objectives outlined in its Balanced Scorecard's Strategy Map mentioned above.

Template for KPIs can be obtained using the link in Appendix A

- 9. Summary of Strategic Initiatives;** In this section, simply list each of your strategic initiatives and indicate, using the format exemplified below:

- The initiative's statement number (ISN- See details in section 10);
- The initiative's criticality rating (a "1" through "10" rating with "1" indicating initiatives which are least critical and "10" indicating initiatives which are most critical; and,
- Whether the initiative is short-range (<3 years) or long-range (3 or more years).

#### Format for Summary of Strategic Initiatives

ISN	Initiative Statement	Criticality	Short/ Long Range
uuuuuyyxx	By April 2007, IPPI will design, test and conduct a satisfaction survey with a random sample of parents of undergraduates.	8	S

- 10. Planning Templates - One per Initiative;** All planning units are to use the common planning template to document strategic initiatives. One template should be completed for each initiative. A reproduction of the common planning template appears in appendix A.

Template for Initiatives can be obtained using the link in Appendix A

In completing each initiative planning template, please follow these instructions:

- **Initiative Statement Number (ISN);** Each initiative is assigned its own number. This is a sequential number unique for each planning unit (uuuu refers uniquely to the planning unit, yy refers to the year the initiative was incorporated in the strategic plan and xx refer to sequential number starting with 01 every year). It makes referencing initiatives much easier. Throughout each unit's planning update, the numbering should remain consistent. As noted, please also use this number when listing initiatives in the Summary of Strategic Initiatives (see section 9 above).
- **Initiative Statement;** Initiatives should be stated in direct terms. Initiatives should also be *measurable* and *time bound*.

*An Inappropriate Initiative Statement:* IPPI will conduct a parent survey.

*An Appropriate Initiative Statement:* By December 2006, IPPI will design, test and conduct a satisfaction survey with a random sample of parents of undergraduate students.

- **Criticality Rating;** Logically, certain initiatives are going to be more important to a unit's mission and operation than other initiatives. Each initiative is to be rated using a scale of 1 to 10, with "1" indicating initiatives which are least critical and "10" indicating initiatives which are most critical. Criticality is not necessarily the same as desirability. It may be very desirable to create a new program, but not critical to a unit's continued operations or success.
- **Estimated Total Cost;** Strategic planning does not automatically infer that initiatives should carry new costs; nor does it infer widespread availability of additional funding. Nevertheless, even with parsimonious planning, certain new initiatives may require funding beyond a unit's annual operating budget. **The estimated total cost should be completed for all new initiatives whether they can or cannot be accommodated within a unit's current year funding level. This amount entails all capital expenditures (irrespective of date of spending) and the operating costs to be spent during the first three years.**
- **Key Implementation Steps;** These are key steps or activities required to reach the overall initiative. They should be written in direct, measurable terms, citing specific accomplishments to be achieved. Certain initiative statements may have only a few key steps. Other initiatives may require a more detailed and lengthy list of key steps. The Common Planning Template Form allows for such flexibility.
- **Implementing Work Unit;** Some initiatives may be implemented entirely by the planning unit, others may require the cooperation of other units in the institution. Each key implementation step should identify the unit that will be called upon for implementation (e.g. CNS, PPD, FPDU, OIRA, etc.)

**The following information will be entered in coordination and agreement with the implementing work unit:**

1. **Type of Activity;** Initiatives may have implementation steps that can

be completed in less than 3 years, or require longer than 3 years to be completed, or even activities (such as maintenance or purchase of supplies) that are of an on-going nature. Use the code “S” to identify short-term activities, “L” to identify long-term activities and “O” to identify on-going ones.

**2. Starting Date of Activity;** The month and year of the start of each key activity needed to implement the initiative

**3. Type of Expenditures;** Activities that call for Capital Expenditures are identified with a “C” while those that carry Operating Costs are identified with “O”

**4. Incremental FTE and/or Costs;** Some implementation steps may require incremental manpower to be employed or incremental costs/expenditures to be incurred **over and above the current year funding level.**

- **Notes/Comments/Explanations;** This portion requests additional information that will give the reader a better understanding of the initiative statement and/or key implementation steps.

**11. *Mechanisms and Activities to Secure Faculty/Staff Input in the Planning Process;***

In the strategic planning process, it is desirable even imperative to have direct and broad-based employee input. Specifically, it is recommended that:

- **Small units:** review and discuss plan accomplishments in a collegial, face-to-face series of meetings.
- **Large units:** enlist a planning team comprised of persons representing the various activities and job levels of the unit. To foster participation and reaction from colleagues, “town meetings” may be effective as might multiple small group gatherings. In addition to administering the “SWOT Analysis” survey form at the beginning of the process, the planning group might also provide the opportunity for each colleague to submit written comment on the planning draft with the option of anonymity. The planning team, in turn, can review reactions and comments, amending the plan as appropriate based on the insights offered by their colleagues.

In each planning unit, final versions of its plans should be made available to all faculty and staff in that unit.

In this section of the plan, please briefly describe your unit’s mechanism(s) and activities for obtaining full input and review from the colleagues within your unit.

**12. *Mechanisms and Activities to Foster Interdisciplinary, Cross-University, Cross-Unit and Cross Functional Programs;***

As noted, interdisciplinary academic programs have dramatically escalated in order to

keep pace with the high speed changes of our environment. Rapid transformation in social, economic and scientific areas is the norm not the exception as we transform to an information-based society.

Interdisciplinary projects are not new to AUB. Indeed, over the last several decades, AUB has proceeded with care and selectivity in establishing a number of interdisciplinary academic and research programs, such as “Environmental Sciences”, “Landscape Management”, “Bioinformatics”, “Biomedical Engineering”, “Rural Development” and “Biodiversity”. In addition, AUB envisions much more interdisciplinary programming. Our strategic planning process endorses active and creative thinking and research into new academic alliances that join together previously independent areas in innovative programs.

Research has demonstrated that the majority of our core work processes cut across organizational lines. Indeed, in the typical organization, over 70% of major work processes formally involve more than one planning unit. The strategic planning process is an occasion to think through these work processes and forge new partnerships among departments to maximize efficiency and service. Just as AUB has inaugurated interdisciplinary academic programs, we have also increased our collaboration across support units. For example, we currently have three advisory committees working to promote communication and teamwork among various AUB units. These are: *the Academic Support Advisory Committee, the Financial Support Advisory Committee and the Administrative Support Advisory Committee.*

In this section of the plan, please describe your unit’s mechanism(s) and activities, both current and planned, to foster discussions and selection of interdisciplinary, cross-college, cross-unit and cross-functional projects. If you do formulate a initiative that involves partnering with another organizational unit(s), please be sure the other unit(s) supports the collaborative effort and indicate the cooperating organizational unit(s) in the “Notes/Comments/Explanations” section of the Common Planning Template. IPPI will play a coordinating role, ensuring that the planning documents prepared by the units participating in the collaborative effort, contain plans that reflect this participation.

Finally, some initiatives can affect other units directly and indirectly. For example, a new academic concentration can significantly impact the library, and may also affect CNS (if there are computing requirements), Facilities Management (if hard wiring/installations are required), Public Relations, Registrar’s Office, and perhaps most importantly, other academic departments. Here is another example. Holding a major conference has implications for graphic services, the mail room, campus protection, space allocation, and food services. If your initiatives significantly influence other units, please make these units aware of such before finalizing your strategic plan.

- 13. *Schedule of Strategic Performance Reviews;*** Strategic planning is a major investment for the institution. In order to realize the related benefits, all planning units should conduct regular reviews of actual performance against plans. By conducting these reviews, each planning unit will have the opportunity either to confirm that its plans are on track or to take corrective actions if the plans get off track. A minimum

of two reviews per year is recommended for all planning units; the exact dates, venues and attendees of these reviews should be mentioned in this schedule.

**14. *Other Considerations;*** Although this *Guide for Developing Academic and Administrative Strategic Plans* has attempted to be comprehensive, it cannot anticipate all exigencies and nuances of our community. Please use this section to discuss any issues which do not fall neatly into the other categories of the planning outline or to provide supporting documentation.

## F. ROLE OF QUALITY IN STRATEGIC PLANNING

What is the role of quality in strategic planning? Both quality and planning can be seen as organizational learning processes. They share the principles of data-driven decision making, broad communication across the organization and assessment of the needs of multiple stakeholders, benchmarking, and strong leadership commitment. Both require critical thinking and attempt to transfer the rigor of learning in the classroom to the larger organization.

Continuous Quality Improvement (CQI) tools and processes provide strategies for management of change and a framework for effective strategic planning. When CQI informs the planning process:

- Mission and vision statements are based on the needs of external and internal **stakeholders**. Faculty, staff and administrators share common understandings and commitments about what it is they wish to accomplish together for their stakeholders.
- **Feedback is regularly solicited** from students, faculty, staff, employers, parents, and alumni and then best opinions and observations are used to improve quality and respond to new conditions.
- Casual, political, and crisis-oriented administration is replaced with **information-grounded**, strategic innovations.
- Quality improvement efforts focus on the **core processes** of the institution. Strategic planning identifies which processes and sub-processes must be optimized and CQI improves those processes.
- Close oversight and supervision of daily affairs is delegated by top administrators to vice presidents, directors, and department chairs, who in turn **delegate more responsibilities** to their staff.
- Teamwork and team decision making is fostered. CQI teams are built on trust and operate from a common understanding of an organization's systems and processes and a shared commitment to ongoing improvement.

In summary, strategic planning and CQI:

- Involve faculty, staff, and students at all levels
- Seek and use data that reflect the needs of all the stakeholders
- Look beyond the immediate day to day concerns and into the future
- Address limitations, barriers, and weaknesses as well as strengths in initiatives and objectives
- Set priorities, so that people know where to focus their efforts
- Show collaboration and integration of resources across units

Strategic planning provides the framework for defining the University's mission, vision and initiatives. Continuous Quality Improvement (CQI) provides principles and tools for guiding the planning process.

## G SCHEDULE

Academic and administrative plans are guided by the following schedule:

	Group 1	Group 2
Analysis of Institution-Wide Issues	Nov. '04 through Nov. '05	
Regional Recruitment/Job Market Analysis	Oct '05 through Feb. '06	
Guide for Developing Academic and Administrative Strategic Plans distributed to all heads of Planning Units	Jan '05	
Workshops for Units' Planning Teams and BSC training for Faculty members	Feb. '05 through Apr. '05	
Academic and Administrative Unit Planning Teams prepare drafts of their Units' Strategic Plans, solicit input and incorporate feedback into their final draft	Apr. '05 through Oct. 28, '05	Apr. '05 through Mar. 10, '06
Planning Units Submit Revised Plans to IPPI	Oct. 28, '05	Mar. 10, '06
IPPI Delivers Complete Set of All Plans to President and Members of SPSC and places plans on the intranet and in three locations for access by Faculty / Staff / Students (Jafet Library, Office of President, Office of the Provost)	Nov. 7, '05	Mar. 20, '06
IPPI Clusters / Classifies Initiatives of all Academic / Administrative Units	Oct. 31 through Nov. 18, '05	Mar. 13 through Mar. 31, '06
SPSC reviews plans, discusses with Planning Teams, decides on priorities and communicates decisions and rationale	Nov. 21 through Dec. 23, '05	Apr. 3 through May 5, '06
Based on conclusions reached by SPSC: <ul style="list-style-type: none"> <li>• Planning Units amend their plans</li> <li>• IPPI drafts the Institutional Strategic Plan</li> </ul>	May '06- Oct '06	
Institutional Strategic Plan presented to BOT	Nov. '06	
Approved Planning Recommendations Included in the '07-'08 Operating Budget by University Planning and Budget Committee	Nov. '06- Mar '07	

## H TECHNICAL ASSISTANCE AND SUPPORT

The Office of Institutional Planning and Process Improvement (IPPI) is charged with providing technical assistance and support to all units participating in the strategic planning process. IPPI stands ready to provide consultation, training, meeting facilitation and preliminary plan review. IPPI and the Office of Institutional Research and Assessment (OIRA) will also provide assistance in developing supporting documentation and statistical analyses as possible. Planned facilities, capital and operating costs will be developed in consultation with FPDU and the Office of Financial Planning and Budgeting. Please do not hesitate to request general or specific assistance as you progress through the planning process.

### **Important Note**

All Strategic plans submitted as part of this process will be available for AUB faculty, staff and students. A complete set of all submitted plans will be placed on reserve in Jafet Library and will also be accessible in the Office of the President, the Office of the Provost, the Office of Institutional Planning and Process Improvement and on the intranet.

## I. CHECKLIST FOR COMPLETING STRATEGIC PLANS

- Assemble Planning Teams
- Read *Guide for Developing Academic and Administrative Strategic Plans*
- Attend a Planning Workshop
- Seek Special Technical Assistance, as needed from IPPI, OIRA, FPDU and the Office of Financial Planning & Budgeting
- Establish Appropriate Mechanism to Obtain Direct and Broad-Based Faculty and/or Staff Input Into Plan.
- Conduct Inter-Faculty/Administrative Unit Discussions Regarding Interdisciplinary, Cross-Functional Projects.
- Download templates from IPPI's Web site or request diskettes from IPPI
- Complete All Sections of Strategic Plan as per Common Plan Outline
- Elicit Direct and Broad-based Input on Draft Plan from Faculty and/or Staff
- Finalize Plan and Submit copies to IPPI
- Funding Decisions/Rationales Received from SPSC

# Appendices

## **Appendix A:**

### **Templates**

<http://staff.aub.edu.lb/~webosm/planning/templates.html>

## **Appendix B:**

### **Composition of Steering & Institution-Wide Committees**

<http://staff.aub.edu.lb/~webosm/planning/workshops/committees.pdf>

### **Composition of Academic & Administrative Units Planning Teams**

[http://staff.aub.edu.lb/~webosm/planning/workshops/strategic\\_planning\\_teams.pdf](http://staff.aub.edu.lb/~webosm/planning/workshops/strategic_planning_teams.pdf)

## **Appendix C:**

### **Summary of Recommendations (Accreditation self-study)**

[http://staff.aub.edu.lb/~webosm/planning/workshops/accreditation\\_recommendations.pdf](http://staff.aub.edu.lb/~webosm/planning/workshops/accreditation_recommendations.pdf)

## **Appendix D:**

### **“Institution-wide” Strategy Map & Key Performance Indicators**

[http://staff.aub.edu.lb/~webosm/planning/workshops/strategy\\_map\\_institution.pdf](http://staff.aub.edu.lb/~webosm/planning/workshops/strategy_map_institution.pdf)

## **Appendix E:**

### **“Academic Affairs” Strategy Map & Key Performance Indicators**

[http://staff.aub.edu.lb/~webosm/planning/workshops/strategy\\_map\\_academic.pdf](http://staff.aub.edu.lb/~webosm/planning/workshops/strategy_map_academic.pdf)

## **Appendix F:**

### **Campus Master Plan**

<http://staff.aub.edu.lb/~webmplan/>