

Following Through on Strategic Plans: from Words to Deeds

George Mason University – SCUP 45

July 14, 2010



Where Innovation Is Tradition

Following Through on Strategic Plans: from Words to Deeds

Presentation Outline

- Strategic Planning and Implementation Processes
- Developing Metrics
- Linking the Planning Process
- Budget Process
- Discussion

Learning Outcomes

1. Develop a university strategic plan and follow-up with individual unit planning.
2. Integrate strategic plans, resource planning, assessments and evaluations, and accreditation.
3. Identify the challenges and opportunities for development of and tracking of annual metrics for assessing strategic goals.
4. Discuss the importance of flexible planning in uncertain times.

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Provost url is: <http://provost.gmu.edu/index.php>

Budget and Planning is: <http://budget.gmu.edu>

Facilities is: <http://facilities.gmu.edu/planning2/index.htm>



Where Innovation Is Tradition



Loudoun

Fairfax

Arlington

Prince William

1972 George Mason University established as an independent member of the Commonwealth of Virginia's system of colleges and universities.

1979 Arlington Campus acquired

1997 Prince William Campus established

2005 Loudoun site established

11 academic units

32,067 total enrollment (17,996 full time, 14,071 part time)

186 degree programs offered

5,000 students living on campus

5.5M square feet of assignable space in 144 buildings

\$887.1M total operating budget

\$100.2M in research expenditures

\$807M current capital planning, design, construction program



Where Innovation Is Tradition

Strategic Planning and Implementation Process

1. Why this process was chosen and what was the work involved
2. Why needed and how used for internal constituencies
 - a) Overall plan for University
 - b) Major unit planning tied to the overall University plan
 - c) Relates to actual decision making
3. Why needed and how used for external constituencies
 - a) Board of Visitors
 - b) Accreditation
4. How to deal with the unexpected problem of mixed results

Developing Metrics

1. Why are metrics important
2. How do you approach developing the metrics?
3. How do you prioritize and simplify the metrics to use
 - a) Using metrics for the strategic plan versus metrics for operational evaluation
4. Examples of the metrics

Examples of Metrics

| DRAFT - REVISED GOAL 1 | | | | | | | | |
|---|--|----------------------|---|------------------|--|--|--|--|
| 1. Raise our profile as a nationally ranked research university. | | | | | | | | |
| Description | University Goal it supports | Quantitative Measure | Frequency of Measurement | Success Standard | | | | |
| FUNDING | | | | | | FY07 | FY08 | FY09 |
| 1 | Overall Sponsored Funding Level | 1 | University Sponsored Expenditure Increase/ Decrease | Annual | Increase sponsored expenditures by 10% % change Total | Total \$67.6 | Total \$79.9 18.2% | Total \$100.2 25.4% |
| RANKING | | | | | | FY06 | FY07 | FY08 |
| 2 | National Ranking for funded research | 1 | NSF Annual R&D Survey | Annual | Be ranked among the top 125 institutions Change | 165 | 159 +6 | 151 +8 |
| TECHNOLOGY TRANSFER | | | | | | FY07 | FY08 | FY09 |
| 3 | Number of Licenses and Patents Issued | 1 | Number of licenses | Annual | TBD | 2 licenses 9 patents | 13 licenses 5 patents | 4 licenses 7 patents |
| FACULTY RESEARCH PRODUCTIVITY | | | | | | FY12 | FY13 | FY14 |
| 4 | Citation Index (Additional follow-up with Assoc. Deans required) | 1 | Currently reviewing vendors with intent to define and implement in 2012 | Annual | TBD | | | |
| GRADUATE STUDENTS | | | | | | FY07 | FY08 | FY09 |
| 5 | Number and Average Funding of PhD Students Supported | 1 | Number of PhD students with sponsored funding | Annual | Increase proportionally with sponsored funding growth (excludes waivers) % change | All: 631 \$6,329,225 Sponsored: 295 \$3,563,209 | All: 673 \$6,908,301 Sponsored: 252 \$3,139,577 | All: 660 \$7,396,297 Sponsored: 287 \$3,764,805 |
| | | | | | | FY07 | FY08 | FY09 |
| 6 | Number of PhDs Finishing | 1 | Number of PhDs finishing degree | Annual | Increase proportionally with sponsored funding growth % change | 181 | 189 4.4% | 202 6.9% |

Examples of Metrics

| DRAFT GOAL 5 | | | | | | | | |
|--|--|-----------------------------|---|--------------------------|---|---|------------------------|------------------------|
| <i>5. Develop more fully a global competence among our students, while extending global and local awareness in the environmental area.</i> | | | | | | | | |
| | Description | University Goal it supports | Quantitative Measure | Frequency of Measurement | Success Standard | | | |
| STUDENTS STUDING ABROAD | | | | | | FY08 | FY09 | FY10 |
| 1 | Increasing numbers of students studying abroad | 5 | # of Students in authorized program | annually | increase number of students 3% per year % change | 882 | 892 1.1% | 838 -6.1% |
| INTERNATIONAL STUDENTS | | | | | | FY08 | FY09 | FY10 |
| 2 | Number of international students | 5 | # of Students in authorized program | annually | increase the number of students 3% per year % change | 1790 | 1731 -3.3% | 1773 2.4% |
| ACADEMIC DUAL DEGREES | | | | | | FY10 | FY11 | FY12 |
| 3 | Number of academic dual degrees and collaborative projects with international partners | 5 | Dual Degrees Established | Five-year growth | Grow to a total of 15 dual degrees by 2014 | 5 | | |
| GLOBAL AWARENESS | | | | | | FY10 | FY11 | FY12 |
| 4 | Majors in Global Affairs Degrees | 5 | The number of students enrolled in the Global Affairs Degree programs | Five-year growth | BA Program: Maintain current enrollment level. MA Program: increase FTE enrollment by 60 FTE or more | BA: 584.5 MA: 6.25 | | |
| ENVIRONMENTAL SUSTAINABILITY AWARENESS | | | | | | FY10 | FY11 | FY12 |
| 5 | Number of students who expand their understanding of environmental sustainability issues | 5 | Number of students graduating with a major, minor or certificate in sustainability. | Five-year growth | Increase degree awards in sustainability to 50 | Majors: 0 Minors: 0 Certificates: 0 | | |
| CARBON FOOTPRINT | | | | | | FY07 | FY08 | FY09 |
| 6 | Metric tons of carbon dioxide equivalent per FTE | 5 | In Progress | In Progress | 2% decrease annually | 107,611 MTCDE | 107,656 MTCDE 0.04% | 105,636 MTCDE -1.9% |

Linking the Planning Process

1. Blending state mandated planning with strategic implementation – enrollment, SACS, global etc.
 - a) coordinating academic and university strategic planning

Unit Planning – Template Example

FY 2014 Strategic Planning Unit Statement Template

To be submitted no later than July 15, 2008

Items 1, 2, 3 A and 3 B are required at this time; remaining items will be due at a future date

- 1.) Unit Name:
- 2.) Unit Mission Statement:
- 3.) Unit Goals for 2014 (For each goal address the following):

- A.) Goal description:
- B.) Explain which University Strategic Plan goal this supports:

The following items are not required at this time, but are shown here to allow units to begin thinking about these issues. Units will be required to provide answers to these questions in the second phase of the Unit Planning this fall.

- C.) What challenges will be faced/addressed achieving the goal: (excluding additional resources required to achieve the goal)
- D.) Additional resources needed to achieve this goal (space, specialized facilities, staffing, budget). Describe rationale for, and identify approximate range of additional financial resources needed:
 - Less than \$250,000
 - \$250,000 - \$499,000
 - \$500,000 - \$749,000
 - \$750,000 - \$999,000
 - over \$1,000,000.
- E.) List the performance indicators that will support the measurement of outcomes and accountability (See “Questions to consider...” below):
- F.) Describe impact and relationship, if any, on other University units, including collaboration with other units that the goal supports:

Note - Where appropriate (not all will be addressed by all units), address the following within the goal discussion:

1. Staffing projections – How is unit staffing affected by achieving this goal?
2. Enrollment projections – How are unit enrollment projections affected by this goal?
3. Funded research projections – what are the specific unit research projections and how does this goal affect them?
4. Diversity targets and strategies – How does this goal enhance the University’s diversity or draw upon its current strengths?
5. Global activities – How does this goal further global initiatives?
6. Lifelong learning opportunities and strategies
7. Distributed campuses – how will you use Mason’s distributed campuses to achieve this goal?
8. Additional revenue sources – what avenues are possible for non-traditional revenue in support of this goal?

How to ensure overall strategic goals in annual academic planning

1. Programming

- a) Address/Comment on Issues Impacting or Influencing Unit Enrollment Projections
- b) Distance Education
- c) Academic Program Review
- d) Specific Programs “On Watch”
- e) Linkages with other program (by campus)

2. Funding Issues

- a) Reaffirm Budget Priorities
- b) Discuss Student Support (Scholarships, Graduate Tuition Waivers)
- c) Discuss Graduate Tuition/Premiums

How to ensure overall strategic goals in annual academic planning

3. Infrastructure Issues

- a) Space Needs (Classroom/Office/Research)
- b) Equipment
- c) Other Infrastructure (IT, Library, etc)
- d) Scheduling/Room Size
- e) Campus
- f) Support Services




Non-Academic Unit Planning

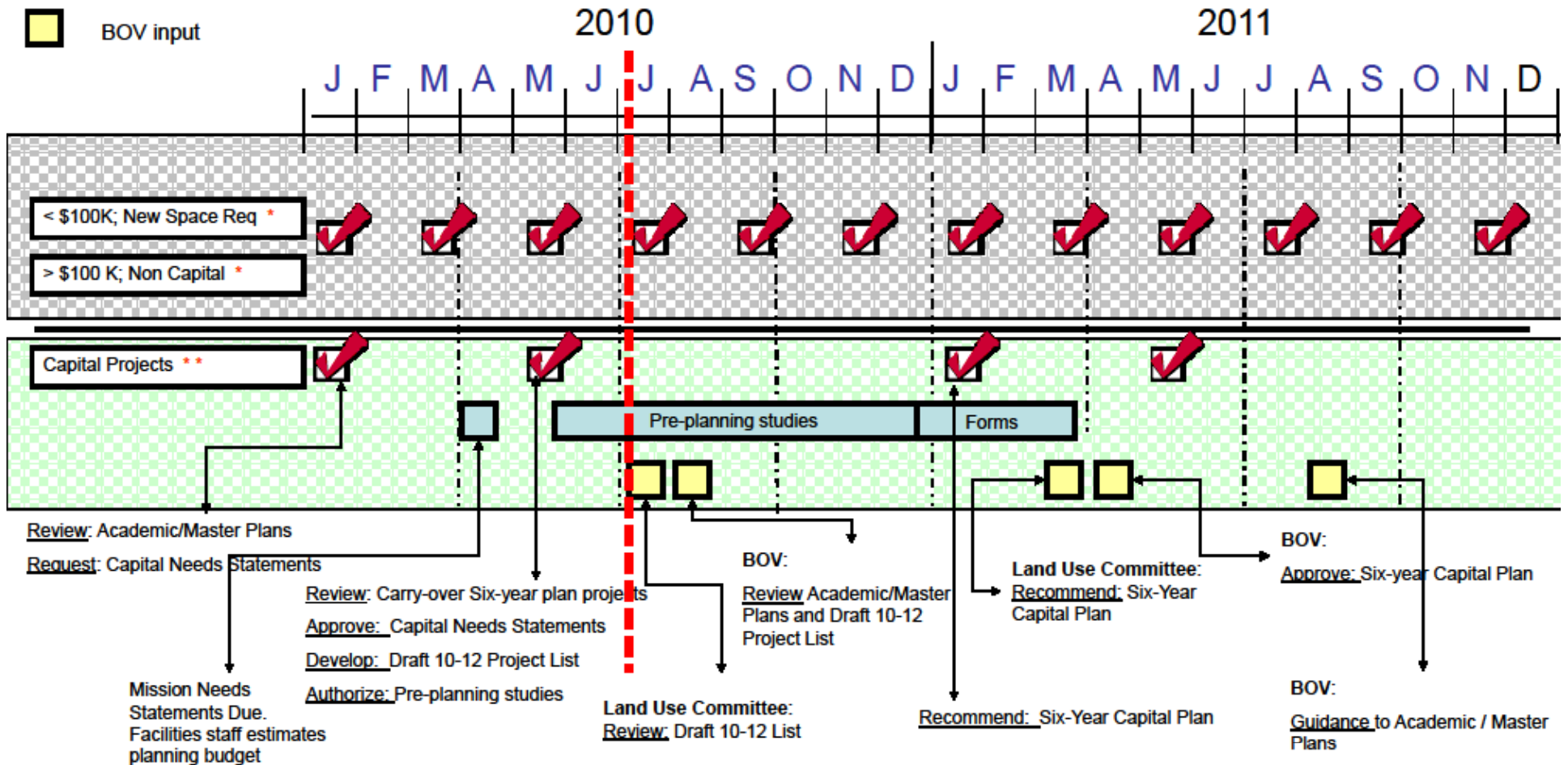
1. Supporting Academic plans and goals
2. Establishing independent goals
3. Managing the tension

Capital Planning Process

1. Strategic Planning and the Capital Budget Request Process
2. Identifying and Prioritizing Future Needs
3. Lack of state support for facilities pre-planning initiatives
4. Planning for ongoing operational and IT costs

CAPITAL PLANNING CALENDAR

-  SAC Meeting
-  Staff Support
-  BOV input



George Mason University - Capital Planning
Decision Matrix - Section III - Input - Scoring Sheet

Project Type: Academic _____ Non Academic _____ Date of Submission: _____

Project Name: _____
Project Champion: _____
Unit: _____
Phone/E-mail: _____

Impact Scoring Key
0 = no impact of the project on the criteria
1 = low impact of the project on the criteria
2 = medium or average impact of the project on the criteria
3 = high impact of the project on the criteria

| No. | Criteria | Impact | | | |
|----------|---|----------------------|----------------------|----------------------|----------------------|
| | | 0 | 1 | 2 | 3 |
| 1 | University Mission and Vision | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 1.1 | Does this project align with the University Mission and Vision? | | | | |
| 1.2 | Does this project address a competitive threat? | | | | |
| 1.3 | Does this project provide a competitive advantage? | | | | |
| 1.4 | Does this project promote innovation? | | | | |
| 1.5 | Does this project promote diversity? | | | | |
| 1.6 | Does this project contribute to the long term viability of George Mason University? | | | | |
| 1.7 | Does this project promote opportunities for Life Long Learning? | | | | |
| 1.8 | Does this project advance implementation of the University Masterplan? | | | | |
| 2 | University Image and Public Perception | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 2.1 | Does this project enhance Mason's image? | | | | |
| 2.2 | Does this project have the ability to improve regional, national and/or international reputation? | | | | |
| 2.3 | Does this project promote the perception of Community and Business alliance building? | | | | |
| 2.4 | Does this project promote the perception of Mason as innovative and entrepreneurial in spirit? | | | | |
| 2.5 | Does this project improve academic and/or research quality? | | | | |

Guiding Concepts

Space Metrics

| Fiscal Year | Total Enrollment (FTE) | E&G | | Auxiliary Enterprises | | Total | |
|-------------|------------------------|------------|---------------|-----------------------|---------------|------------|---------------|
| | | Total NASF | NASF per FTES | Total NASF | NASF per FTES | Total NASF | NASF per FTES |
| 1997 | 17,257 | 1,085,532 | 63 | 1,048,697 | 61 | 2,134,229 | 124 |
| 2003 | 20,223 | 1,350,570 | 67 | 1,360,048 | 67 | 2,710,618 | 134 |
| 2007 | 22,706 | 1,539,020 | 68 | 1,862,822 | 82 | 3,401,842 | 150 |
| 2009 | 23,348 | 1,705,920 | 73 | 2,798,075 | 120 | 4,503,995 | 193 |
| 2012 | 24,419 | 2,157,322 | 88 | 4,808,122 | 197 | 6,965,444 | 285 |

Budget Process

1. Blending university and unit planning with the budget
2. Prepare multi-year modeling/budgeting
3. Strategic Plan priorities and goals drive budget priorities
4. How to balance maintenance versus strategic budget priorities and decisions
5. Funding strategic priorities in times of funding constraints
6. Ensuring budget decisions are shared with university constituencies

Budget Process

On-Line Budget Request Form

Use <Tab> key or Mouse to move between boxes in this form.

[Click here to review instructions for submitting requests](#)

Unit:

Fiscal Year 2011-12

Enter title of

budget request: Request Title:

Enter a *brief* paragraph describing this request, including how the resources requested will be used. The opportunity to provide more detail or additional justification will be an option after the initial submission.

Description:

What are the goals and objectives this request supports, including the extent to which the request enhances achieving strategic goals, or addresses issues identified through Program Review?

What are the measurable outcomes that will be realized if this funding is supported, and over what period of time?

What are the ramifications and alternative plans if this funding is not provided?

Challenges

1. Maintaining but adapting goals amid unplanned budget pressures
2. Linking well-established planning processes to strategic implementation – e.g. auxiliary enterprises, athletics
3. Winning more uniform commitment to the process from units with separate dynamics, e.g. administrative and some academic units
4. Gaining more consistent and routine commitment from higher administration to make strategic implementation as part of policy formulation

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