

CHAPTER 7

STRATEGIC PLANNING

Strategic planning involves activities at many levels to determine the most effective ways to achieve the goals inherent in Case's vision for a transformational learning environment. The university's mission appropriately assigns highest priority to education and discovery, while financial and facilities resources are necessary to support the academic enterprise. The institution's new leadership has undertaken a major effort to involve all appropriate participants in strategic planning at the university and school levels, including efforts to ensure that all aspects of strategic planning are undertaken with the intention of realizing goals and priorities set forth in the statement of mission, vision, and values. One of Case's most recent initiatives, the New Vision Investment Plan, illustrates the ways in which strategic planning encompasses all aspects of the university – including approval by the Board of Trustees – and calls upon the entire campus community to move boldly toward the future.

The university has also developed assessment tools such as the dashboard project and performance metrics to measure the success of the planning processes and progress in implementing new initiatives. External review processes are in place to provide feedback and guidance.

HISTORICAL OVERVIEW OF PLANNING ACTIVITIES

There have been many types of long-range planning efforts at Case over the years. In the past decade, these efforts have been based on the university-wide themes of (1) investing in fundamental elements to ensure quality, (2) fully realizing that new initiatives require

new resources, (3) cultivating strategic alliances, and (4) strengthening and investing in Case's comparative advantages. The locus of planning activities has resided with the president, provost, deans, and leadership of the Board of Trustees, and the Faculty Senate plays an advisory role in these activities.

While pursuing these themes, Case has been influenced by a number of factors including internal high-level administrative changes, an economic boom followed by the "dot-com" bust, leadership changes at major institutions in University Circle and the Greater Cleveland area, and the exodus of many corporate headquarters from the region. Strategic planning initiatives over the past decade have resulted in a stronger institutional presence, a number of curricular innovations, continuing campus improvements, growth in research, integration of network and computing resources into application areas, and closer ties with the city of Cleveland and other organizations in the region.

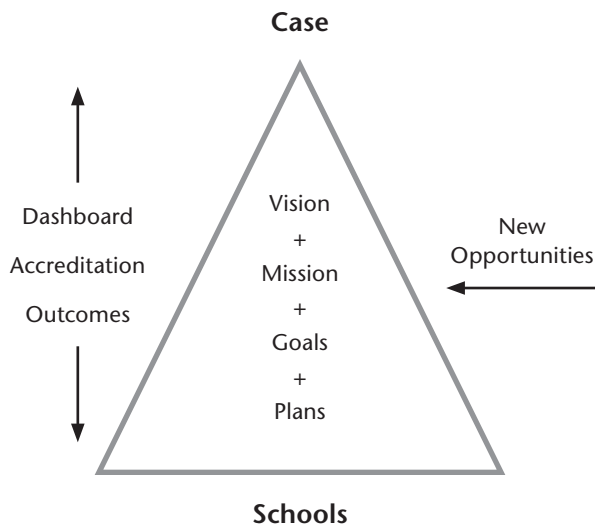
Even before President Hundert officially arrived at Case, he began a dialogue with all stakeholders of the university, both on and off campus, concerning a vision and set of goals for the institution in the years ahead. Between his arrival in August 2002 and his inauguration in January 2003, there were opportunities for faculty, staff, students, deans, alumni, institutional neighbors, and trustees to offer suggestions and comments about the university's direction for the future. He extended this to prominent members of community and professional organizations. This process provided an excellent basis for the more specific sort of activity generally associated with strategic planning.

UNIVERSITY STRUCTURES FOR STRATEGIC PLANNING

Academic Planning

In August 2004, Case began a new chapter in strategic academic planning. While the planning process at Case is now virtually continuous, this most recent effort represents a fresh approach. Under the leadership of the president and provost, the deans from all eight schools and administrators from all business units embarked on a coordinated effort to align academic programs and support services across the campus with the university’s overall vision and mission. The final document produced as a result of this effort will serve as a blueprint for Case’s future and as a broad statement of academic priorities for fiscal years 2006-2010. It will be reviewed, evaluated, and adjusted each spring under the leadership of the provost in coordination with campus-level processes for strategic planning, master planning, and budgeting.

The academic plan is intended to serve as the dynamic guide for resource allocation to support the institution’s vision and mission. It integrates with and provides direction for budgeting (both short and long term), financial management and planning, facilities management and planning, and human resources strategies. Although the plan defines the university’s primary priorities for the near future, Case must always be open to new opportunities and be prepared to respond as circumstances arise.



The provost proposed the planning guidelines to the deans and other faculty leaders, and described a planning process that includes the following two-pronged approach:

- Working with the deans and faculty leaders in each school to develop academic plans that integrate the Vision Investment Plan, budget process, master plan, development, and school-level goals
- Compiling the individual school plans into a concise university-wide academic plan that provides an overview of Case’s academic directions and priorities

The relationship between the university’s overall academic planning and its parallel at the level of the individual schools is key to the success of Case’s effort, and is a dimension of the planning effort that has become stronger here in recent years. As part of the August 2004 initiative, the provost proposed that school-level plans be formatted in a manner that includes significant interaction among the schools and with the leadership of the various central administrative groups involved in supporting their activities. Among the school-based elements of this interaction are the following:

- Comparison of any changes from the previously established FY 2005 budget priorities as a result of environmental trends or resource considerations, and an update on dashboard metrics for FY 2004
- Summary of processes for addressing the critical issues identified during the August 25 Harcourt Workshop (an administrative retreat)
- Methods for leveraging funding from external sources including gifts, research grants, and foundation support
- From the school’s SWOT (strengths, weaknesses, opportunities, threats) analysis, identification of major concerns, risks, vulnerabilities, and/or potential disruptions, as well as significant new opportunities to add or modify programs

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- School-level resource allocation plans, including anticipated internal reallocations, resource requirements, implications for master planning, and hiring plans
- New or modified support services needed to achieve the school's goals

Financial Planning

Enhancement of the financial planning process is one of the top priorities of the recently restructured Office of University Planning and Budget. It is anticipated that financial planning will become an integral part, along with academic program planning, of the new strategic planning effort launched during the summer of 2004. Once the academic plans are complete and integrated with plans for facilities and administrative infrastructure, a comprehensive five-year financial plan will be developed. The planning exercise will then focus on budget planning for the next fiscal year. Strategic outcomes will be measured on a regular basis against the Case dashboard and specific school/division metrics, and the five-year financial plan will be updated annually to reflect changes in priorities and extended a year into the future. In other words, the planning cycle will formally be continuous.

Facilities Planning

Strategic planning for university facilities is a formalized process that encompasses current facilities, major renovations and additions, and new construction. One of the key principles underlying campus planning is that it must be a continuous and comprehensive process. In all cases, capital investment decisions originate from and are integrally tied to Case's vision, goals, and priorities.

Capital investments in existing buildings are determined based on a rolling ten-year Capital Renewal and Replacement Plan. This plan, implemented in the 1990s, was designed to support building and infrastructure renewal and replacement on a forward-looking, life-cycle basis rather than in a reactive, deferred-maintenance manner. The plan was prepared in conjunction with each of the academic and administrative units.

Capital investments for major renovations and additions and for new construction adhere to a detailed capital planning and budgeting process to ensure that such projects are aligned with institutional goals and priorities. A committee composed of senior administrators as well as academic deans convenes quarterly to evaluate proposed projects.

On an annual basis, a university-wide capital budget is prepared with input from all academic and administrative units for review by the Capital Planning and Budget Committee, after which the capital budget is presented to the Board of Trustees for approval.

Administrative Information Systems Planning/ Enterprise Resource Planning

In June 2004, Case embarked on a five-year plan to create integrated university-wide systems for administrative information. This initiative has four primary objectives: to enhance customer service by supporting efficient administrative practices; to provide students with access to information and technology to enhance their educational experiences; to provide faculty with grants management and student-advisory communication tools; and to provide administrators with real-time access to key information and flexible reporting tools to meet their reporting needs.

In early 2002, an outside organization (Cedar Enterprise Solutions) assessed Case's readiness to implement an enterprise-wide array of integrated software, including applications in finance, human resources, and student services. The consensus that emerged from group interviews with over 200 staff, faculty, and students who participated in this readiness assessment was that a clear need existed for major improvements in the university's data management process.

In June 2002, the UWIN2 (University-Wide Integrated Information System) Planning Committee was formed. This committee, which included representatives from the schools as well as central administration, was charged with determining the university's specific information system requirements and identifying possible software solutions. After a rigorous process involving information-gathering and analysis, vendor presentations, and

benchmarking visits, the committee unanimously recommended PeopleSoft as the vendor of choice. Based on this recommendation, the university purchased the PeopleSoft Financials and Human Capital Management (HCM) modules in June 2003, and retained Cedar Enterprise Solutions as its implementation partner. The Financials and HCM core systems are in place, and the student system is under consideration.

STRATEGIC PLANNING AT THE SCHOOL LEVEL

The president, provost, senior vice presidents, and deans gather periodically to examine and recommend strategies for the university as a whole and for its constituent units. During these meetings, the deans operate as a group of university leaders as well as managers of the individual academic units. The president and provost present the result of these strategic planning efforts to the Board of Trustees, and convey its recommendations and approvals back to the deans. The provost periodically constitutes review committees for each unit of the university, and the deans periodically constitute external reviews for each department. Below are samples of the strategic planning initiatives currently underway in some of the colleges and schools of the university.

Strategic planning for the **College of Arts and Sciences** is conducted through the leadership of the dean and the college's Executive Committee. For example, in March 2004, the dean solicited proposals from the college faculty regarding strategic initiatives or opportunities to mesh with the university's planned new vision investments. During the fall of 2004, the college conducted a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis which solicited input from all faculty in the college. Results of this SWOT analysis and recommendations stemming from it are posted on the dean's website¹.

The **Case School of Engineering** engages in an iterative strategic planning process. It begins at the dean's level, flows through all academic and non-academic departments and major research institutes, and is finalized back at the dean's level. The process is generally summarized: consideration of the university vision and

mission; vision, mission, and objectives of the Case School of Engineering; situation analysis; identified risks and accomplishments; current measures; targeting preliminary strategies; and setting metrics for success.

The **Mandel School of Applied Social Sciences** adopted a five-year strategic plan in December 2003. This plan, the product of two years of discussion, presents specific objectives and goals with the purpose of strengthening the master's and doctoral curricula. It also calls for increased faculty diversity initiatives, and involvement in undergraduate education by creating a minor in social welfare based in the College of Arts and Sciences.

The dean of the **School of Medicine** leads that school's strategic planning process. Two major areas recently receiving attention are research and education. The dean has appointed an ad hoc committee to develop a list of priority areas for multi-investigator, interdisciplinary research. He has also issued a white paper representing his working education plan, which outlines the concept of a Case School of Medicine and Health. The plan has been discussed at faculty meetings, and was presented in summer 2004 to the faculty's Committee on Medical Education. This white paper is the current basis for a new curricular planning initiative.

The **School of Dental Medicine** has completed three cycles of strategic planning since 1996. The faculty rearticulated its mission and goals during the initial phase of each cycle, after which they defined initiatives and strategies for carrying out the plans to achieve them. As progress toward goals is made, the strategic plan is constantly reevaluated to refine its effectiveness in achieving the school's evolving objectives, reflecting environmental, scientific, educational, and societal change.

The **Weatherhead School of Management** completed a strategic planning process two years ago. However, the external market for MBAs and EMBA's, increased competition from abroad, and visa problems caused by 9/11 have resulted in a dramatic change in the strategic environment of the school. The new dean, Dr. Myron Roomkin, has initiated a process called "A Fresh Look" and several subsidiary initiatives at the strategic level to update and revitalize the strategic plan for the school.

Also see Chapter 8, Strategic Planning for Research.

1. <https://www.case.edu/artsci/dean/SWOT05/index.html>

NEW VISION INVESTMENTS

The basic strategic planning process described above is a necessary but insufficient mechanism to insure that the university achieves its goals. After developing its comprehensive statement of mission, vision, and values in 2002-03, Case launched a Vision Investment Plan to guide faculty, staff, and administrators on decisions regarding the future of the university. The Vision Investment Plan provides a perspective on the richness and diversity of the university community, and offers insights into ways Case must organize around key vision elements or themes. These themes have been categorized under six headings: (1) undergraduate programs, (2) graduate, professional, and research programs, (3) academic medical center, (4) resources, (5) campus environment, and (6) institutional culture and values. An essential component of the Vision Investment Plan is accountability, a dynamic and explicit process that supports efforts to attain the vision. Embedded in the strategic process is an expectation of accountability at all levels, from the administration to every member of the faculty and staff.

The Vision Investment Plan was developed during the 2003 fiscal year by the provost, the chief financial officer, the chief development officer, and the director of budget and financial planning. The goal of the plan is to jump-start progress toward the university's new aspirations with focused incremental spending of \$181.3 million over the five-year period from fiscal year 2004 through fiscal year 2008.

These focused expenditures are designed to achieve national and global leadership for Case. With the unanimous support of the Board of Trustees, Case is investing in key areas that can ensure both excellence and long-term revenue generation, including:

- University advancement
 - The Provost's Opportunity Fund
 - New partnerships
 - The undergraduate experience (especially in enrollment, undergraduate student life, and the College of Arts and Sciences)
- Centers of research excellence
- The academic medical center
- The Weatherhead School of Management

Specifics on each of these initiatives are elaborated elsewhere in this document.

As noted in chapter 11, this strategy will produce planned deficits. However, during this period the university expects to achieve balanced core operations with no invasion of the endowment. Approximately \$30 million of the total needed for the plan is projected to come from reallocating revenue from selected recurring costs to vision-critical areas. The remaining \$151 million will come from increases in a variety of projected revenues, listed below. The single largest portion, nearly \$70 million, will be borrowed from the university's working capital. A business plan is in place to repay these funds over the years from new revenues generated through the realization of the Vision Investment Plan objectives. Other projected revenue sources include:

- Increased research funding from NIH, placing Case among the top ten medical schools by volume of research support
- Increased funding from federal, state, health agency, foundation, and industry sources
- Growth in philanthropy (matching the median of a set of benchmark institutions) and tuition rates (positioning Case's tuition at market rates)
- Enhanced net undergraduate tuition revenue

The university also anticipates improvements in other sources of funding that are harder to model, but using conservative methodology for financial planning meant none of these sources were included in the formal funding and payback projections:

- Growth in revenue generated from new bioscience companies and the commercialization of new medical technologies
- Enhanced revenues from royalties and sponsorships

- Academic payments from affiliated hospitals and medical practice plans
- Governmental special appropriations

The Vision Investment Plan represents a strategic alliance between the Board of Trustees and the administration that serves to inform, engage, and guide Case's leaders toward the university's goals. Moreover, the plan inspires a new level of understanding and accountability (with specified outcome metrics) that will sustain and further promote the university as a world-class research institution in the years ahead.

DASHBOARD PROJECT AND PERFORMANCE METRICS

The progress and goals for each of the elements of the Vision Investment Plan are being measured in a transparent fashion. During 2004, the six themes of the plan were quantified into two levels of "dashboards" – one for the university and the other for the schools – to help the entire campus focus on institution-wide goals. By aggregating metrics into easily understood, visible gauges of Case's total performance and by setting five-year targets, decision makers will be able to track and manage key performance indicators against those of benchmark peer institutions regardless of their size, complexity, and institutional control. The first iteration of the university dashboard was enthusiastically received by the Board of Trustees in May 2004. The schools' dashboards will be shared with the board during the 2004-05 academic year, and the board will receive regular updates on these indicators.

The collaborative development of the vision by faculty, students, administrators, and staff will continue to promote a wide variety of initiatives, as well as allocations of space, money, and personnel. Although it is too soon to predict the long-term effectiveness of the vision, the Vision Investment Plan is providing a valuable framework for academic strategic planning initiatives.

ADVISORY COUNCILS/EXTERNAL REVIEW COMMITTEES

Until summer 2004, each of the schools had a visiting committee, a group of external advisors who provided oversight of the school's academic programs. At the May 2004 Board of Trustees meeting, discussion began with regard to the status and role of these committees. At that time, the visiting committees varied widely from school to school in composition and function. They had been constituted over the years in ways that blurred the advisory/advocacy role with the oversight/fiduciary role, and the rules and regulations by which they were formed had not been followed for many years. Administrative support for the committees had moved from the Provost's Office to the individual schools, and the committees performed with varying degrees of effectiveness and efficiency.

When a new provost joined the leadership team in April 2004 and began to address the issue of how to evaluate the direction and performance of the schools, senior leadership concluded that it was important to separate the evaluative and advocacy functions to achieve better governance and more effective support for the schools. Accordingly, the following changes were implemented:

- All current visiting committees were dissolved.
- Advisory councils are to be constituted by the deans to serve advisory and advocacy functions. These advisory councils will be charged with advising the dean on strategy, execution, and implementation of academic plans; enhancing the reputation of the school through advocacy and networking; enhancing fundraising and access to a variety of resources; and identifying friends of the university who may become trustees in the future. The membership of these councils will be determined by the deans, but alumni will be key members, and close relationships between these councils and development functions are being encouraged. The president and/or provost will meet with advisory councils at the request of the deans.

- Initially, there will be no active university trustees on advisory councils. Deans may invite former and honorary trustees to be members, and some active trustees may be invited by deans to attend meetings as guests. Under the previous visiting committee structure, trustee members of these committees often made valuable contributions to the visiting committees, and also often found participation helpful to their understanding of particular schools. The provost and the chair of the board’s Academic Affairs and Student Life Committee are currently working together to find new ways to ensure even better connection to the schools.
- External review committees are being constituted by the provost to evaluate each school approximately every two years. These committees will consist of four to eight external evaluators – chosen by the provost in consultation with the deans – who are national leaders in their fields. They will report to the provost and president, delivering objective assessments about the quality of programs and faculty, providing feedback for the purpose of continuous improvement, and offering insights into opportunities to be pursued.

The provost will review these reports directly with the Board of Trustees’ Academic Affairs and Student Life Committee. By focusing on four of the eight schools in depth each year, two of the three annual board meetings will include extensive discussions about these schools. The Office of the Provost has worked with the schools and the Academic Affairs and Student Life Committee to determine the optimal timing and scheduling of these reviews and develop the following calendar:

- Fall 2005: Case School of Engineering and School of Law
- Spring 2006: School of Medicine and Weatherhead School of Management
- Fall 2006: Bolton School of Nursing and College of Arts and Sciences
- Spring 2007: School of Dental Medicine and Mandel School of Applied Social Sciences

These reviews will be repeated on a four-year cycle.

SUMMARY: STRENGTHS AND CHALLENGES

Initially in response to internal issues related to the federation of Case Institute of Technology and Western Reserve University in 1967 that created Case Western Reserve University, this institution has been engaged in regular planning cycles since the early 1970s. The principal issues dealt with at the beginning of this period were political and financial stresses, with an eye toward strategies to keep the university from veering off into disaster. Real planning began at a point when the federated entity was more stable and disaster was no longer a likely scenario, and it was possible to start thinking productively about future directions.

During more than three decades, planning at Case has progressed from what was known as “long-range planning,” a generalized discussion of overall objectives and priorities involving relatively few members of the campus, toward more data-driven, operational planning that is based on a widely shared mission and that reflects divisional and well as institutional realities. Since 2002, this approach has evolved further to the point that it has been possible for Case to marshal large-scale investments based on a forward-looking, transforming vision, with specific metrics for success and tight connections to decision making about staffing, facilities, advancement, and program planning.

The principal challenge for the university’s planning effort in the years immediately ahead is also its principal strength: its willingness to devote its full energy and resources to achieving a vision that is more aggressive than its traditions have tended to be, and that depends on the willingness of leaders across all units of the institution to work in common rather than in the near-autonomous environments that have often characterized Case in the past. Evidence at this writing suggests that members of the university have become engaged in the issues and opportunities being examined and are eager to contribute to the university’s progress. To achieve its vision and mission, however, the university will need to attract resources beyond those it now has, a factor that cannot be ignored in the planning process and in the mechanisms developed to monitor progress.