

STRATEGIC PLANNING 2002

CITY COLLEGE OF SAN FRANCISCO

January 2002

Dr. Philip R. Day, Jr., Chancellor

At the initiative of the Chancellor and the Board of Trustees, City College expects to undertake a renewed strategic planning process beginning in the academic year, 2000-2001 and culminating with a completed and adopted plan by June, 2002. The new Strategic Plan will supersede the most recent institutional plan completed in December, 1997. The new strategic plan will serve as a map to guide the year-to-year setting of institutional priorities and allocation of resources over a five-year period.

Why Strategic Planning 2002?

While the current strategic plan has served its purpose in providing an agenda for the college's growth and development during the last quarter-decade, several compelling reasons have led the Trustees and the Chancellor to recognize the need for a new strategic plan. In two years of leadership under a new chancellor, it has become increasingly clear that the college can and should undertake a far more robust agenda than was considered possible when the planning process was underway between 1995 and 1997. Here are the reasons.

- 1) **The issue of currency.** The current strategic plan, first initiated in February, 1996, grew out of the college's needs of that time – a college with a strong desire for stability and self-reliance. As the college achieved a measure of confidence and accomplishment, the goals of the previous plan were to be updated, perhaps in two or three years. Today, not only has the college changed dramatically but the environment of higher education has changed even more dynamically, especially with the emergence of what is called the “new economy” and fast-paced changes unlike anything before. The former strategic plan did not anticipate and is not current with these changes.
- 2) **The issue of accountability.** In the past few years, the emphasis on institutional accountability for measurable outcomes has transcended the parameters of anticipation: performance indicators are now state-mandated and budget-driven. Strategic plans can no longer contain ambiguous, idealistic goals; plans must contain strategies in the form of performance objectives, establish priorities among competing possibilities, and correlate with specific and usually quantitative outcomes. A new strategic plan must be undertaken to conform to the expectations associated with this new climate.
- 3) **The issue of focus.** For very good reasons and with the endorsement of multiple constituencies under the shared-governance system, the previous strategic plan became an aggregation of the diverse needs of the institution. The plan provided an umbrella for many initiatives organized in a framework of key goals, enabling the college to proceed on many fronts simultaneously. Yet, notwithstanding the size and complexity of the college, a greater degree of coherence is not only a possible but an

essential result of the new strategic planning process. This can be accomplished through establishing priorities and connecting the top-level objectives to a few goals that are understood to be mission-driven and mission-critical.

- 4) The issue of aspiration.** The former strategic plan addressed an accumulation of acute problems that were endemic during the mid-nineties and resulted from an extensive period of physical constraints, declining resources, and in some instances basic neglect. The emphasis was almost exclusively on matters related to the internal operations of the college rather than the community. More often than not, objectives were intended to repair and restore rather than to build, expand, and respond. Today, the college's expectations and potential for development are comparatively enlarged. There is a renewed desire for improvement, enhancement, and superior attainments. These aspirations can best be considered for possible adoption if there is a renewed strategic planning process.

Defining the Characteristics of a New Strategic Planning Process

It is important in undertaking strategic planning to define the expectations of the process itself. One can't predict the priorities to emerge from the process, but one can make the process predictably successful by establishing clear standards for progress. The following guidelines are offered as basic criteria for the planning process and the resulting strategic plan:

- Results in a visionary direction and concomitant change for the institution;
- Provides a cohesive focus with dynamic outcomes specified as performance indicators;
- Anticipates a transformational process associated with its implementation and translates into actual practice;
- Preserves and builds upon current plans and studies;
- Continues the benefits of shared participation and college-wide ownership; and
- Offers a practical and helpful product that is easily understood, fits with the comprehensive planning and budgeting system, and suggests the approaches to operationalization.

Towards a Visionary Framework

Given the determination that strategic planning will lead to measurable and successful outcomes resulting from transformations in actual practice, the Chancellor and Trustees have added an enhancement to the process. *A strong, visionary framework is to be established as a pre-condition to the strategic planning process.* Traditional strategic plans almost always are coupled with vision statements. However, the strategic plan at City College is not expected to be traditional. The bar for achievement has been rising at the college. There is a growing sense of anticipation that the historic drought is over and that access to resources may at long last enable the college to reclaim its vision as a world-class institution in a world-class city. It is timely, therefore, that this ambition

should be expressed in the form of a visionary paradigm that will set the standard for what strategic planning must accomplish.

Prior to commencing the process of strategic planning, the Chancellor will lead an effort to formulate and articulate a strategic vision for the institution. The resulting document will serve as a shared vision for the future and a framework for strategic planning. It is expected that the strategic vision will contain a compelling picture of the college in the future, define the dimensions of excellence for the college, and become an integral part of the culture of the college. Sufficient time will be allowed to produce this strong, visionary framework for strategic planning.

Conceptual Approach to Strategic Planning 2002

The new strategic planning process should be conducted in phases that will begin this year and continue into next year when most of the planning will take place. During the **Preliminary Phase**, stretching over the academic year, 2000-2001, the process for strategic planning will be refined, reviewed, and adopted. Also, the visionary framework for the process will be established. With the support of the Office of Planning and Research and under the leadership of the Chancellor, this phase will principally involve the Board of Trustees and the Planning and Budgeting Council. Other constituents throughout the institution should have the opportunity to review and comment upon the “plan to plan” through open meetings with representatives of the Planning and Budgeting Council. The development of the visionary framework will be led directly by the Chancellor through a series of open meetings and consultations with constituency groups. The vision statement will be widely reviewed and discussed before being presented to the PBC and the Board of Trustees for adoption.

During the **Planning Phase**, three important tasks must take place. First, research needs to be completed and essential study materials must be compiled. Environmental data and institutional data will be supplemented with other reports readily available. Second, there will be planning sessions involving the Planning and Budgeting Council, whose membership may be augmented by the addition of several trustees, community members, and perhaps alumni. These planning sessions, probably two or three in number, will be facilitated and will follow a structured strategic planning process based upon “best practices,” including the approach developed by the Chancellor of City College over a period of twenty-years. A summary of the strategic planning process steps is described and diagrammed in Attachment A. The product of this phase will be a Draft Strategic Plan.

An important aspect of the planning phase will be the integration or coupling of the **Educational Plan** into the overall Strategic Plan. The educational planning process is currently underway among the campuses and schools and it is expected that the results will become available during the 2000-01 academic year, i.e. Preliminary Research Phases of the strategic planning process. It is further expected that the Educational Plan will contain an expansive array of plans that focus on the academic, student, and technological development of the District, campuses, and schools. In sum, it will reflect a broad-based educational master plan for the future growth and development of City College. The new Strategic Plan will prioritize and guide the strategic choices for implementation among the elements of the Educational Master Plan.

Another project being launched is the **Enhanced Self-Study Project**, a study of critical elements leading to student success at CCSF. This effort will generate a more in-depth assessment of selected areas of the college and the extent to which services and programs that directly impact on student success can be improved or enhanced. The analysis will produce specific recommendations and strategies that, if supported, would generate important student outcomes (graduation rates, transfer rates, completers, retention, etc).

The findings accruing from both of these projects will strongly influence the priorities of the strategic plan as they emerge from their respective processes. Diagrams of these relationships are included as Attachments B and C.

Finally, there will be a **Dissemination and Adoption Phase**. The drafts of the strategic plan must be reviewed not only by the Planning and Budgeting Council but also by the principal shared governance groups, especially the Academic Senate, Associated Students, Classified Senate, and the College Council. In addition, hearings will be conducted at the various campuses in order to secure the comments and support of all constituencies. Finally, the resulting Strategic Plan will require approval by the Chancellor and the Board of Trustees.

As a **Post Script** to the final phase of the planning process, a comprehensive guide to planning will be created under the leadership of the Planning and Budgeting Council. This guide will serve as a template for future strategic planning and planning updates, as well as the annual and unit planning and budgeting process at the City College of San Francisco.

Timetable

The following timetable is proposed for the new strategic planning process to be carried out over the academic years, 2000-2002.

Preliminary Phase	September 2000-December 2001
Research Phase	June-October 2001
Planning Phase	November 2001-October 2002
Dissemination/Approval Phase	April 2001-December 2002*

With the approval of the Board of Trustees in December 2000, the timeline for completing the strategic plan process was extended to January 2003. The rationale for extending the timetable was based upon the expressed need to factor the outcome of the November 2001 election into the strategic planning discussions. A detailed timetable reflecting the revised schedule included in Attachment D.

Roles and Responsibilities

The primary body for coordinating and implementing the strategic planning process will be the college's Planning and Budgeting Council, led by the Chancellor. The PBC will meet regularly to ensure the momentum of the planning process, participate in several extended sessions to do the actual planning, and provide direction for the dissemination and review process for the draft and final plans. From time to time,

ad hoc work groups of the PBC will be appointed to carry out specific research and study components of the process. The Board of Trustees, having authorized commencement of the planning process, will participate with the PBC during key planning sessions through representation by selected board members. The Chancellor will provide overall and direct leadership for the process, calling upon the Director of Planning and Research and the Planning Facilitator for operational roles. A list of roles and responsibilities for these parties is provided as Attachment E.

Conclusion

While the culmination of the strategic planning process will be the production of a new and dynamic Strategic Plan for City College, the real value of the planning will be the process itself. Writing in *Creating the Corporate Future*, Russell Ackoff says “In planning, process is the most important product. The principal benefit of it derives from engaging in it.” It is the overriding purpose of this endeavor to engage our community. In this way, the City College of San Francisco will create its future.

ATTACHMENT A: STRATEGIC PLANNING PROCESS STEPS

The actual strategic planning process steps are accomplished in a series of full day meetings involving the planning committee supplemented by support staff and other individuals. The research collected during the data gathering phase is brought forward to the strategic planning sessions for review. A seven-step process guide is used as the agenda for the sessions, consisting of the following:

Step 1: Establish Strategic Profile. This step involves defining the nature of the institution as a background for the strategic planning process. The nature of the institution is represented by its mission statement, its goals, its indicators of performance, program and services structure, and unique features.

Step 2: Develop Alternative Futures. This step involves developing a strategic vision of the future for the institution. First, the time frame for the strategic plan is established. Then, three types of alternative futures are identified and examined: the *probable* future, the *possible* future, and the *preferred* future.

Step 3: Determine Environmental Forecast. This step involves listing the general categories of issues and identifying within the categories the specific trends and events that are likely to occur in the future and affect the institution positively or negatively. Forecasting techniques are used to state the trends and events in futuristic terms. Impact analyses are conducted to assess the affects of the events and trends. The trends are then prioritized in first-order and second-order groupings.

Step 4: Assess Organizational Resources. This step is an identification and evaluation of the institution's resource capabilities in relation to carrying out its stated mission and goals. The relative strengths and weaknesses are assessed -- what the institution is good at and what it is not good at.

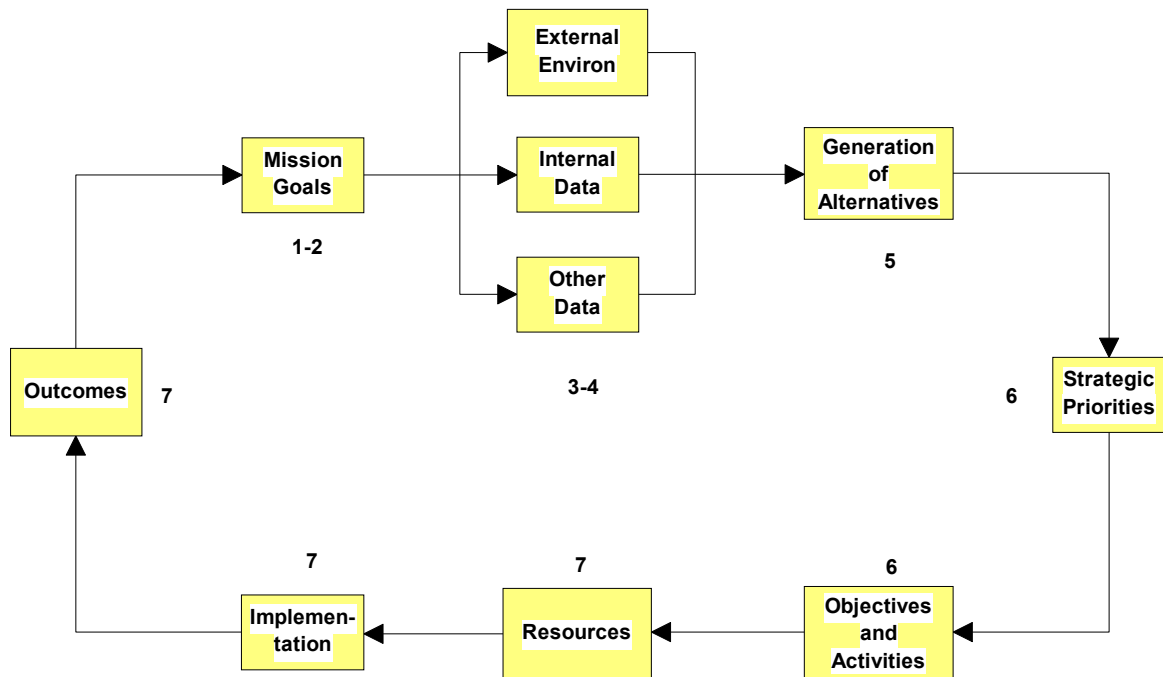
Step 5: Identify Strategic Alternatives. In this step, the strategic options or strategies are identified through exploring the alternative solutions for each of the critical trends and events. Potential outcomes and target dates for the strategies are identified. The strategic alternatives are grouped and synthesized under long-range strategic objective statements.

Step 6: Make Strategic Choices. This step involves conducting a strategic analysis of the alternatives identified previously. First, criteria are specified for weighing the strategic alternatives. The various alternatives are then examined for congruency on the basis of matching the institution's strengths and weaknesses, its mission and goals, and the projected risks and opportunities in the environment. The best alternatives are selected; the unproductive alternatives are eliminated.

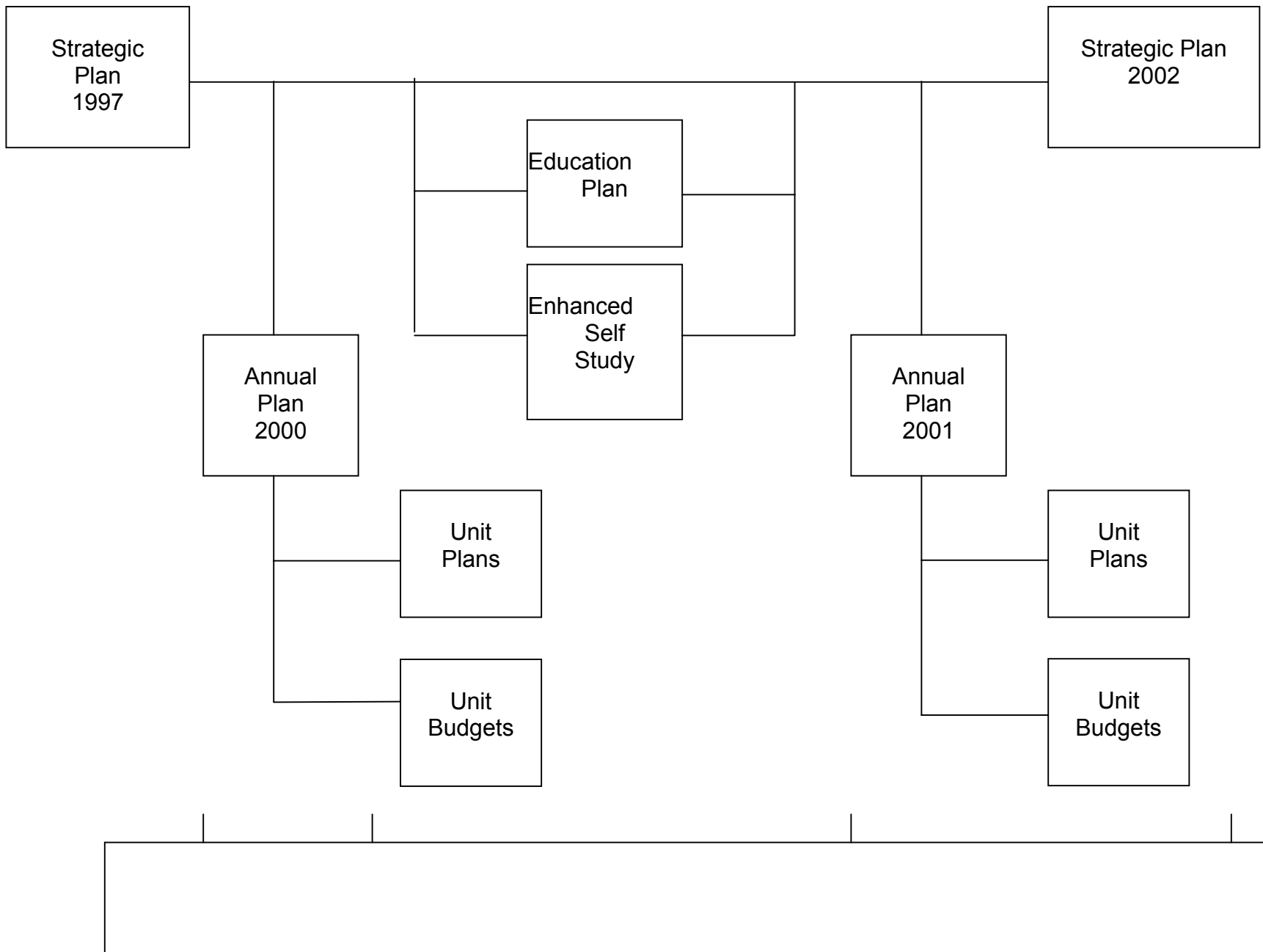
Step 7: Determine Organizational Implications. The final step of the strategic planning process is to incorporate the strategic options into the strategic management process. The strategic profile is re-examined and organizational implications of the options are assessed. A schedule of activities and responsibilities for implementation is determined. Resource requirements are determined. Performance indicators are established for assessing outcomes, and a monitoring and evaluation plan is adopted.

The product of the strategic planning sessions is a document containing the plans of the institution for its future, including goals and objectives, actions for implementation, and resource requirements.

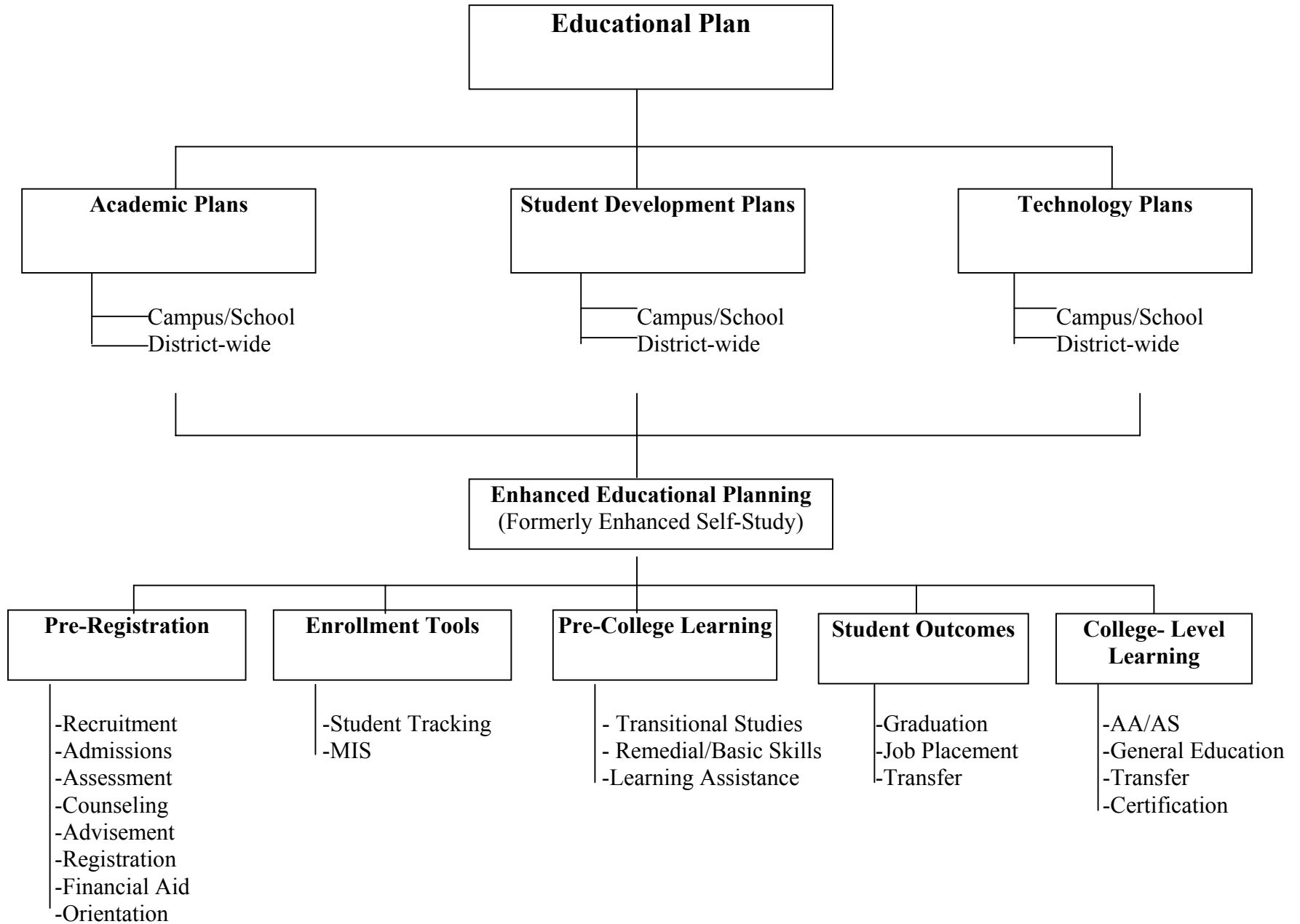
Strategic Planning Process Steps Diagram



ATTACHMENT B: STRATEGIC PLANNING AND EDUCATIONAL PLANNING



ATTACHMENT C: EDUCATIONAL PLANNING AND ENHANCED SELF STUDY



ATTACHMENT D: DETAILED TIMETABLE FOR STRATEGIC PLANNING

The following timetable provides for completion of the Strategic Plan by December 2002. It contains the major tasks to be carried out in conjunction with the implementation of the strategic planning process.

- | | |
|---|------------------------|
| 1 Preliminary Phase | |
| a) Review of planning process with board | September 2000 |
| b) Review with Planning & Budgeting Council | September 2000 |
| c) Review with Cabinet, Governance Groups | October 2000 |
| d) Secure additional board perspectives | November/December 2000 |
| e) Initiate vision process | November 2000 |
| f) Develop and review visionary framework | January-April 2001 |
| g) Adopt vision statement | December 2001 |
| 2 Research Phase | |
| a) Gather research | June-December 2001 |
| ▪ Internal and external data | |
| ▪ Listening sessions data | |
| ▪ Special studies and reports | |
| b) Prepare trend/impact statements | June-December 2001 |
| c) Prepare evaluation of Strategic Plan 1997 | June-November 2001 |
| c) Review Strategic Plan evaluation with PBC | October 2001 |
| 3 Planning Phase | |
| a) Determine additional participants for PBC planning | November '01 |
| b) Review Education Master Plan; Technology Plan; Enhanced Self Study | January 2002 |
| c) Assess impact of bond projects on Strategic Plan | January 2002 |
| d) Conduct extended planning session (steps 1-5) | March 7/8, 2002 |
| e) Conduct second planning session (steps 6 & 7) | April 12, 2002 |
| f) Conduct follow-up planning session (step 7) | May 8, 2002 |
| g) Prepare draft Strategic Plan | June-August 2002 |
| h) Review draft plan by PBC | September 2002 |
| i) Assess coherence between SP and other plans by PBC | October 2002 |

- | | |
|---|---------------------------|
| 4 Dissemination, Review, and Approval Phase | |
| a) Maintain communications throughout college | April 2001-December 2002* |
| b) Publish and disseminate draft Strategic Plan | October 2002 |
| c) Confer with principal shared governance groups | October/November 2002 |
| d) Hold open hearings (listening/feedback sessions) | October/November 2002 |
| e) Conduct special workshop for Trustees | November 2002 |
| f) Final review by PBC of Strategic Plan | December 2002 |
| g) Final review and approval by Chancellor | December 2002 |
| h) Adoption by Board of Trustees | January 2003 |

* ongoing process throughout all phases of strategic planning

ATTACHMENT E:

STRATEGIC PLANNING ROLES AND RESPONSIBILITIES

The following key roles have been identified for the groups and individuals directly involved in the strategic planning process. Many shared-governance groups, administrative groups such as the cabinet, and members of the college community will participate at various stages of the process.

Chancellor/CEO

- Leads the planning process, providing overall coordination and direction for process
- Leads the planning committee
- Approves planning procedures and products

Board of Trustees *

- Collaboration in the design of the planning process
- Participation in the planning process at key intervals
- Adoption of the final strategic plan
- Participation in the assessment process

Planning and Budgeting Council

- Oversees and participates directly in the planning process
- Involves the institutional community in the planning and review process
- Recommends plans and products to the Chancellor
- Evaluates the planning process and results

Ad Hoc Work Groups (to be appointed as needed by the College Shared Governance Organizations in consultation with the PBC)

- Assisting in collection of data for planning and assessment
- Assisting in development of implementation plans for strategic objectives

College Shared Governance Organizations

- Provides direction through participation in the Planning and Budgeting Council
- Participates in extended planning sessions
- Confers with Chancellor at the Dissemination, Review, and Approval Phase
- Academic Senate jointly participates with Planning and Budgeting Council and Chancellor in the Enhanced Self-Study

Director of Planning and Research

- Coordinates the planning process and provides operational support
- Prepares planning products for review and dissemination
- Provides research and data collection support
- Provides liaison to Chancellor and Cabinet
- Provides liaison to educational planning process

Facilitator/Consultant

- Provides leadership and assistance in design of planning process
- Serves as counterpart for planning coordinator (technical assistance)
- Serves as facilitator for key planning events

* See Attachment F for article on Role of Trustees by Dr. Philip R. Day, Jr. developed earlier.

ATTACHMENT F: STRATEGIC PLANNING AND THE ROLE OF TRUSTEES

Dr. Philip R. Day, Jr.

Trustees have a preeminent role in strategic planning. While the chancellor is the primary leader of the process, the role of trustees is **to ensure that strategic planning takes place and produces results**, arguably one of their most important roles. When trustees make strategic planning as high a priority for review and approval as, for example, fiscal and personnel matters, strategic planning thrives and becomes the powerful tool for strengthening the institution and helping it efficiently address its mission and goals.

The ideal role of trustees is encased in a real one. Most board meeting agendas are crowded with administrative matters including approvals of contracts and appointments, policy changes and additions, public relations issues and topical briefings. Effective boards exercise their monitoring and decision making role, differentiating between policy level decisions (board responsibilities) and administrative decisions (chancellor responsibilities). These boards usually hire strong CEOs and expect them to have goals. However, it is the truly enlightened board that establishes clear and unabridged expectations for goal setting or planning.

Given the importance for trustees to discharge their responsibility in planning, the practical question is how this responsibility should be performed. In *The Effective Board of Trustees* (1993), published by the American Council on Education, the primary role of the board is delineated, "to preserve the college's clarity of purpose" (page 97). The means for exercising this role are also specified: by establishing the college's mission and by being active in its planning process. The authors further describe the functions of the chancellor and trustees in the planning process: "The chief executive should be the college's principal strategist, especially on matters of long-term consequence to the organization. The board should be among the CEO's key allies and supportive critics" (page 130).

Trustees can be constructive in exercising their planning responsibility initially by insisting on planning as an expectation of the trustees. Beyond this, there are four aspects of planning in which trustees can extend their involvement.

- (1) Collaboration in the design of the planning process. The board can propose key criteria for the planning process, although the chancellor will develop the details of the process. The board can also participate in the review and refinement of the process. Criteria which the board may consider important include a process that is focused and comprehensive, participation that is inclusive, and integration that bridges planning, budgeting, and implementation processes.

- (2) Participation in the planning process at key intervals. Trustees can participate in special planning sessions in which mission and direction for the college will be discussed. Individual members or representatives of the trustees can also serve on the Institutional Planning Committee.
- (3) Adoption of the final plan. Formal acceptance of the plan begins with the recommendation of the College's Planning Committee (in our case the Planning and Budgeting Council), encompasses open review sessions for consensus building, entails CEO approval, and culminates with board adoption. The Board should receive regular reports during this process and provide feedback to the chancellor. Upon presentation of the final plan to the board, the document is assumed to reflect board involvement and subject to their adoption.
- (4) Participation in the assessment process. Comprehensive planning systems contain assessment procedures and timetables for evaluating progress and outcomes. There is currently a growing interest in determining performance indicators to measure successful results. Such indicators are established during the planning process. During implementation of the plan, provision is made for trustee review of the assessment results and evaluation of documented outcomes.

In summary, trustees are pivotal agents of effective planning. They set expectations and voice standards for the process. In addition, they participate in the process, keep informed of progress, and decide upon adoption of the final plan. By making planning a priority among their responsibilities and a recurring topic at board meetings, trustees safeguard institutional mission, direction, and cohesion.