STRATEGIC PLANNING TASK FORCE 2012-17
Meeting #1 – March 23, 2011
SC Forum Room

Members Present: C. Alexander, J. Bott, P. Gestwicki, B. Hannon, M. Holtzman, T. King, T. Lauer, M. Goldsby, A. Lee, K. McGeary, B. McNely, R. Morris, J. Obrycki, J. Palilonis, P. Repp, J. Scheib, L. Siktberg, T. Taylor

Members absent: H. Akin, K. Bales, R. Howard, M. Karner, E. Kelly, T. Proudfoot, G. Vasquez de Velasco

Provost Terry King convened the meeting at 3:00 p.m.

The Task Force:

- Reviewed the Planning Process and agreed to the general timeline.

- Reviewed the Planning Assumptions and agreed to add "increasing accountability" to the list of assumptions.

- Appointed a subcommittee to develop a script for data-gathering sessions.
  (King, Goldsby, Palilonis, Taylor)

- Began a list of stakeholders. These stakeholders include, but are not limited to:
  - Undergraduate students
  - Graduate students
  - Multicultural students
  - Staff
  - Professional Personnel
  - University Governance
    - Student Government Association
    - Faculty Council
    - University Council
    - Campus Council
  - Trustees
  - Donors
  - Community Leaders
  - Ticket holders to cultural/sporting events
  - Parents of current students
  - Parents of recent alums
  - Online students
  - Extended Education students

  Members were urged to forward additional stakeholders to Melanie.

- Began the exercise of answering the question: "What does Ball State have to offer?"
  - Transformative experience
  - Holistic experience

- Reviewed the list of definitions (Attachment #1)

The meeting adjourned at 4:05 p.m.

Definitions Supporting Planning,
Resource Allocation, and Assessment

Purpose is an institution's reason for existence; not *what* it does, but *why* it does it.

Mission articulates the institution's purpose and the major activities in which it is engaged and, by incorporating its particular values, differentiates it from other institutions engaged in similar activities.

Values are the core beliefs and guiding principles that govern daily behavior, communication, decision making, and leadership within an institution.

Vision is a description of a desired *future* state. The best visions are vivid, compelling, well understood, and help tie measurable goals to improved capability in carrying out the mission.

Strategic themes represent particular areas of emphasis that drive an institution in pursuit of its vision, usually supported by one or more specific goals. Effective strategic planning identifies a limited number of themes (e.g., six or fewer).

Strategy represents a particular approach in pursuit of an organization's vision, usually in support of one or more specific goals.

Goals are large-scale efforts that, when accomplished, move the institution closer to its vision. Effective goals are those that are subject to assessment.

Initiatives are specific major activities that are supportive of specific goals. They represent the priorities for new or reallocated resources.

Tactics are the individual elements (e.g., specific steps or tasks) of an initiative.

Strategic planning is the complex, organized, and ongoing thinking process an institution undertakes to identify goals, within strategic themes, to support the attainment of its vision. What separate strategic planning from other types of planning is an emphasis on effectively responding to the environment: competitors, markets, suppliers, opportunities, and other important influences.

Operational planning is the decision-making process used to identify the activities to be pursued in carrying out the institution's mission while moving it from the current state to the vision established through strategic planning. Operational plans includes various focused plans supportive of the strategic plan such as the academic plan, campus master plan, technology plan, etc.

Attachment #1

Capital planning is the decision-making process used to identify the facilities and related nature capital planning focuses on projects that are of a long-term nature (e.g., new facilities construction or renovation).

Resource allocation is the decision-making process by which an institution deploys resources (i.e., dollars, people, space, technology) in support of established plans.

Budgeting is the resource allocation process related to the distribution of dollars, and in some cases, positions.

Budget is the document that details the allocation of dollars and, in some cases, positions or other resources to specific units, activities, programs, or projects as guided by established operation or capital plans.

Assessment is the process of evaluating the effectiveness of the various activities undertaken by an institution. Assessment in support of planning and resource allocation should focus on outcomes and, whenever possible, rely on quantitative measures.

Inputs are what an institution uses to produce outputs in an effort to achieve outcomes. Inputs often are easily measured (e.g., number of entering students), but also can be challenging to measure (e.g., entering students' motivation to learn).

Outputs are services or products provided by an institution. Relevant measures related to outputs typically focus on efficiency. The number of graduates in an example of an output measure.

Outcomes are an institution's impact on the external environment or the value it provides through its products or services. Relevant measures related to outcomes typically focus on effectiveness. The percentage of students obtaining a job in their educational field or admitted to graduate programs is an outcome measure. Finding a cure for a disease is an output but, when healthcare givers successfully employ the cure, it is an outcome.

Integration is the process by which individuals participate in both structured and information (yet coordinated) activities to create blended results that are greater than what could have been produced separately. As it relates to organizational effectiveness, integration refers to the combining of the planning, resource allocation, and assessment processes to achieve improved outcomes.