



*Strategic Planning
Open Forum*

February 22, 2008

Strategic Planning Timeline

Strategic Planning Timeline

August 2006	Chancellor announces the development of a new strategic plan and appoints a Planning Advisory Council: Chair: Stan Aeschleman, Provost and Executive Vice Chancellor. Members: Cindy Wallace, Vice Chancellor for Student Development; Greg Lovins, Interim Vice Chancellor for Business Affairs; Bob Lyman, Dean, College of Arts and Sciences; Tony Calamai, Chair, Council of Chairs; Martha Marking, Chair, Faculty Senate; Charlie Wallin, President, Staff Council; Forrest Gilliam, President, Student Government Association; Bobby Sharp (<i>ex officio</i>), Director, Institutional Research, Assessment, and Planning. The Planning Advisory Council is charged to oversee the planning process, organize the macro and micro strategic planning activities, study the important issues facing the university, assign tasks to short-term work groups and to campus staff, set timelines, collect information, and generate planning materials and products.
October 2006	First Open Forum conducted by Provost Aeschleman to provide a 1) Profile of the University, 2) Summary of the External Context for the Planning Process, and 3) Description of the Planning Process The Open Forum PowerPoint presentation can be found at: http://www.irap.appstate.edu/ , then click on the “Planning” link) Planning Advisory Council holds a day-long retreat to begin to identify core values, core assets, and essential character of Appalachian, and to propose Strategic Directions for consideration by the Strategic Planning Commission.

Strategic Planning Timeline continued

November 2006	<p>Open invitation extended to campus community seeking volunteers and nominations to serve on the Strategic Planning Commission.</p> <p>Planning Advisory Council holds a half-day retreat to propose membership of the Strategic Planning Commission, which Chancellor Peacock approved.</p>
December 2006	<p>Chancellor Peacock sends letters of invitation to proposed commission members assigning membership to subcommittees and announcing a half-day Strategic Planning Commission retreat on January 5, 2007.</p>
January 2007	<p>Strategic Planning Commission holds a half-day retreat to discuss the Planning Advisory Council's proposed Strategic Directions, and subcommittees begin to develop strategic objectives for discussion and possible inclusion in the Strategic Plan. (A PowerPoint presentation can be found at: http://www.irap.appstate.edu/, then click on the "Planning" link)</p>
April 26, 2007 (Reading Day)	<p>Deadline for submission of final reports from subcommittees; these reports form the basis for the development of the Strategic Plan. (Subcommittee reports can be found at: http://www.irap.appstate.edu/, then click on the "Planning" link)</p>

Strategic Planning Timeline continued

Summer 2007 – Fall 2007	Planning Advisory Council reviews the reports and develops the draft Appalachian Strategic Plan.
Fall 2007	<p>Strategic Planning Commission meets to discuss the draft Strategic Plan.</p> <p>Draft Strategic Plan is made available on the Strategic Planning website and distributed to groups within and outside of Appalachian for feedback. (A draft of the plan and a crosswalk to subcommittee reports can be found at: http://www.irap.appstate.edu/, then click on the “Planning” link)</p>
Spring 2008	<p>Public forum is held to discuss the draft of the Appalachian Strategic Plan.</p> <p>Revised draft of the Strategic Plan is prepared to incorporate feedback.</p> <p>Planning Advisory Council affirms final draft of the Appalachian Strategic Plan.</p> <p>Final draft of the Appalachian Strategic Plan is presented to the Chancellor for comment and approval.</p> <p>Final draft of the Appalachian Strategic Plan is presented to the Board of Trustees for comment and approval.</p> <p>Final changes to the plan are made to reflect input from the Chancellor and the Board of Trustees.</p>
Fall 2008	Unit plans are developed within the context of the Strategic Plan

Planning Advisory Council Goals for the Plan

- Bold Vision
- Coherent Direction
- Thoroughly Represent Work of Commission
- Broad Accountability Indicators



Structure of the Plan

Draft Statement of Vision – Distinctive Blending of Teaching and Scholarship

Appalachian aspires to be a model 21st century nationally-recognized university combining the best characteristics of liberal arts and research institutions by resourcefully blending teaching and scholarship. To achieve that objective, Appalachian is committed to attracting, educating, and graduating the best students and to producing the highest levels of scholarship. Additionally, the university will provide excellent value; will be an influential world citizen; and will develop a distinctive identity built on the university's strengths, location, and tradition.

Draft Statement of Mission – Narrative Summary of the Priorities

Established in 1899 as Watauga Academy, Appalachian State University has evolved into a preeminent university located in a unique, rural mountain environment. As a member of the University of North Carolina, Appalachian's fundamental mission is to discover, create, transmit, and apply knowledge to address the needs of individuals and society. This mission is achieved by providing undergraduate students a rigorous liberal education that emphasizes transferable skills and preparation for professional careers; offering graduate students distinctively relevant programs; maintaining a faculty whose members serve as excellent teachers and scholarly mentors for their students and who produce high levels of scholarship and creative activities. Appalachian recognizes that the success of the university depends upon the achievement of students, faculty, and staff and strives to implement policies and allocate resources accordingly. We accept our responsibility to be actively involved in addressing the educational, economic, cultural, and societal needs of the changing region, state, nation, and world. As a publicly funded institution, Appalachian is committed to accomplishing its initiatives through efficient and effective resource utilization.

Draft Statement of Essential Character – Succinct Descriptors of our Basic Identity

We are a unique institution with a combination of large enrollment, rural location, and high quality.

In many ways we combine the best of a small liberal arts college (e.g., close relationships among staff, faculty, and students) and a large research university (e.g., breadth of programming and scholarship).

Our public identity emphasizes our strong undergraduate curriculum in both liberal arts and professional programs.

Draft Statement of Core Values – Fundamental Principles that Govern all of our Policies and Policy Decisions

We believe the success of the university depends upon personal achievement, and we maintain as our top priority appropriate policies and resource allocation strategies to promote student, faculty, and staff development.

We support a culture that promotes diversity, shared responsibility, and mutual respect.

We embrace shared governance.

We emphasize open communication and transparent decision processes.

We have genuine respect for the natural environment and a commitment to principles of sustainability.

Draft Statement of Core Assets – Key Elements that will Enable us to Achieve our Vision

We have dedicated, active, and innovative faculty, staff, students, and administrators.

We have a location in an aesthetically pleasing, culturally and recreationally rich mountain environment and a campus that attracts faculty, staff, and students seeking a high quality of life.

We have expertise and programs capable of providing economic, educational, healthcare, and cultural leadership through partnerships with regional and state organizations.

We have loyal and supportive alumni and retired faculty and staff.

We have a state legislature that historically has valued and supported higher education.

We have a history of providing a student-centered university experience, preparing students to be effective, responsible citizens, and providing high-quality instruction at relatively low cost.

Priorities, Initiatives, and Principal Accountability Indicators

Priorities (Six means-to-ends statements that organize Initiatives)



Initiatives (Fourteen broad, university-wide activities stating necessary but not sufficient actions to achieve Priorities)



Principal Accountability Indicators (Fifty-nine broad university-wide “dashboard indicators” stating necessary but not sufficient measures to achieve Initiatives)

Priorities

Priority 1: Create and maintain superior curricula, programs, financial incentives, and intellectual environments to attract, educate, and graduate exceptional students.

Priority 2: Provide resources to enable all faculty members to perform quality research and creative activities, and enhanced resources in successive, focus areas of strength to enable Appalachian to make sustained and major contributions in those fields.

Priority 3: Allocate resources, develop support services, and promote a collegial culture to attract, develop, and retain an exceptional and diverse faculty and staff.

Priorities continued

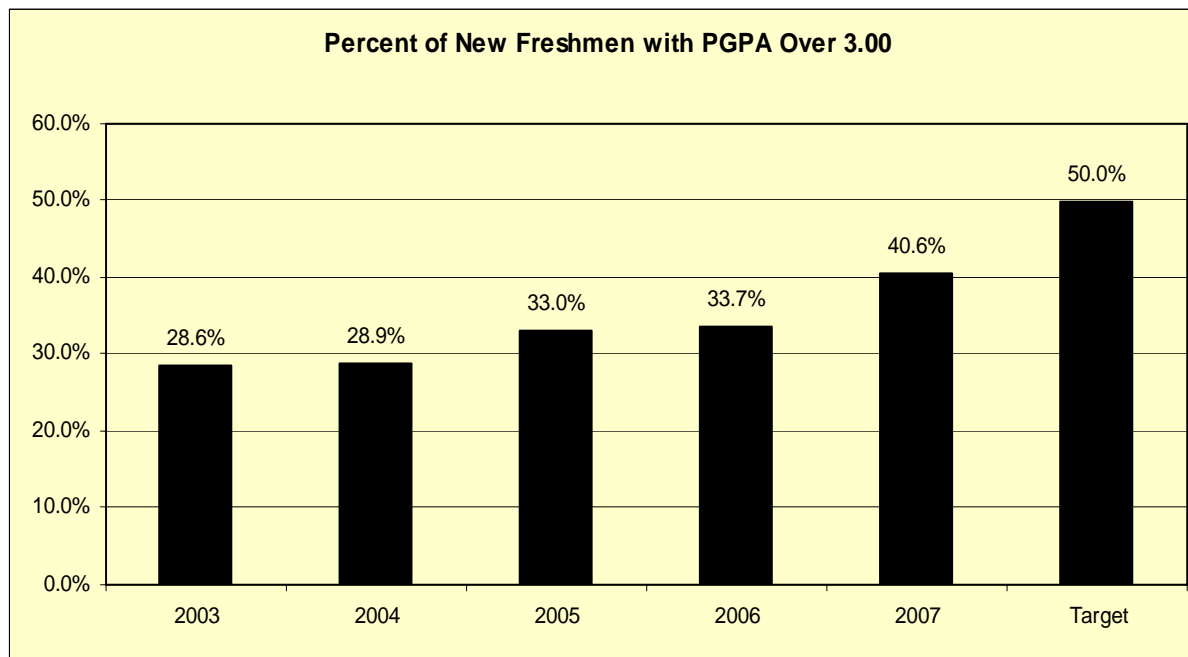
Priority 4: Apply our intellectual, academic, cultural, and research resources to promote sustainable economic growth, prosperity, and quality of life throughout this region and state.

Priority 5: Develop and implement a comprehensive plan to protect and enhance our distinctive historical, geographical, and cultural identity associated with our location in the Appalachian mountains.

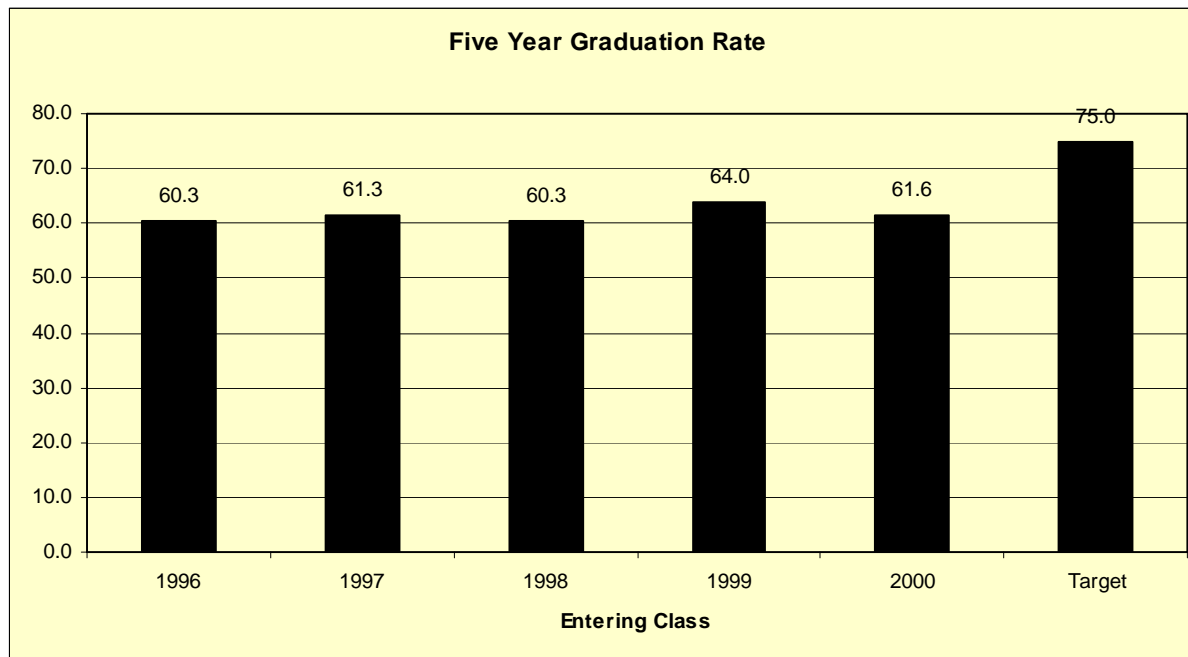
Priority 6: Practice sound management of institutional resources to continue to be a best value for students.

Sample Principal Accountability Indicators

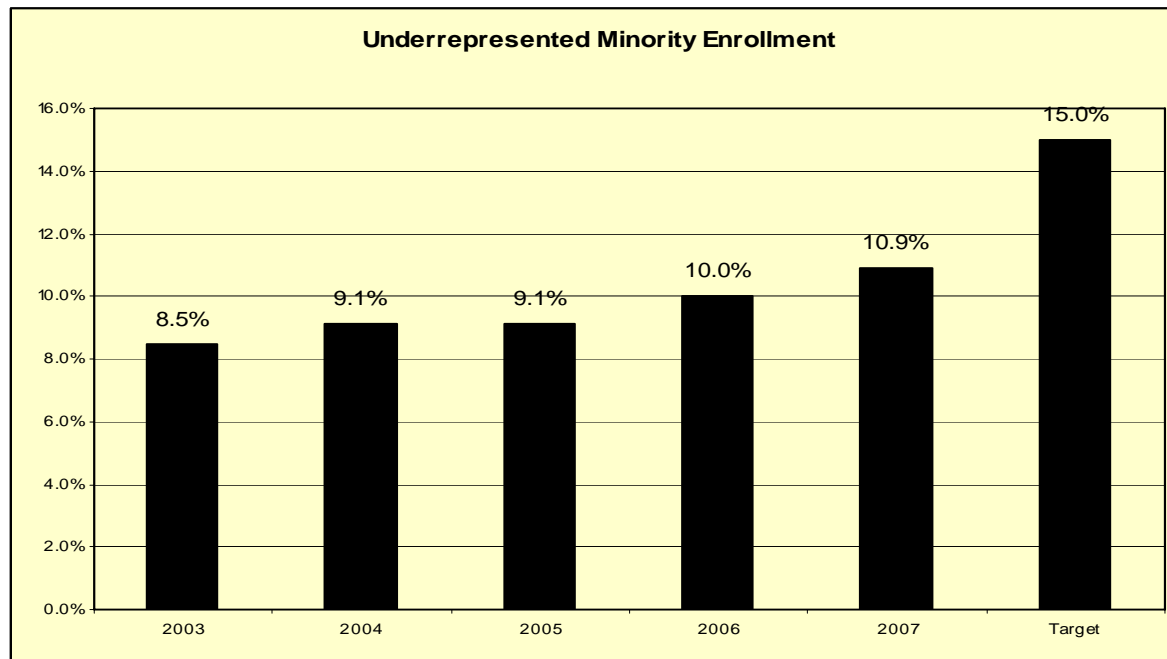
Sample Principal Accountability Indicator 1



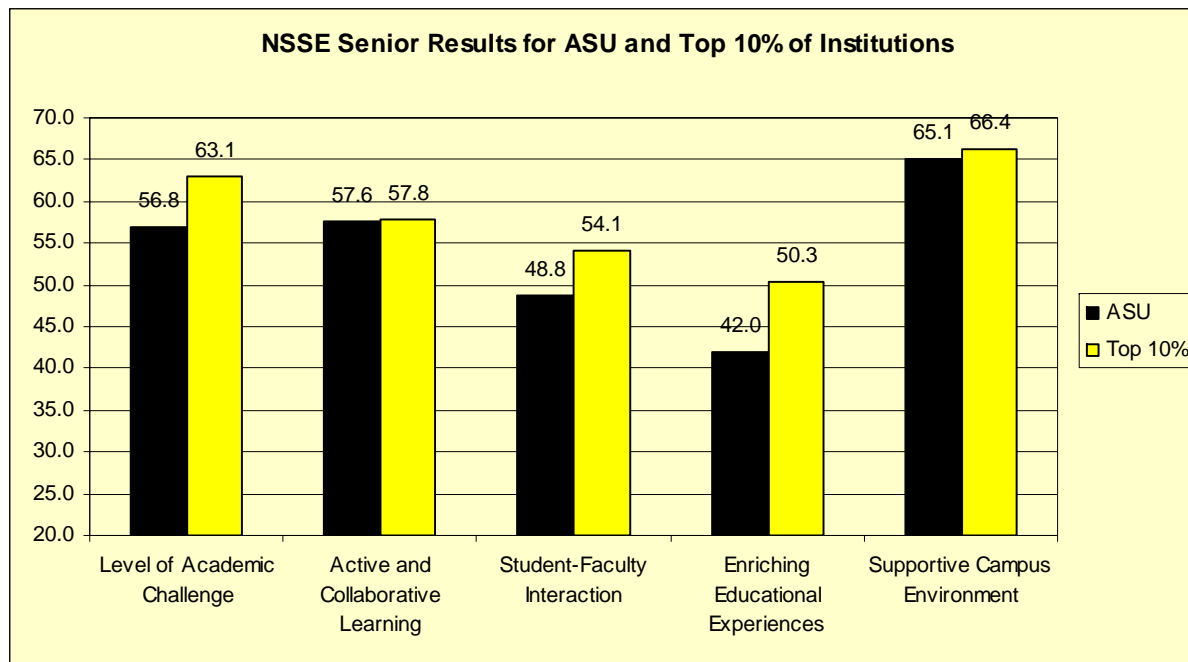
Sample Principal Accountability Indicator 2



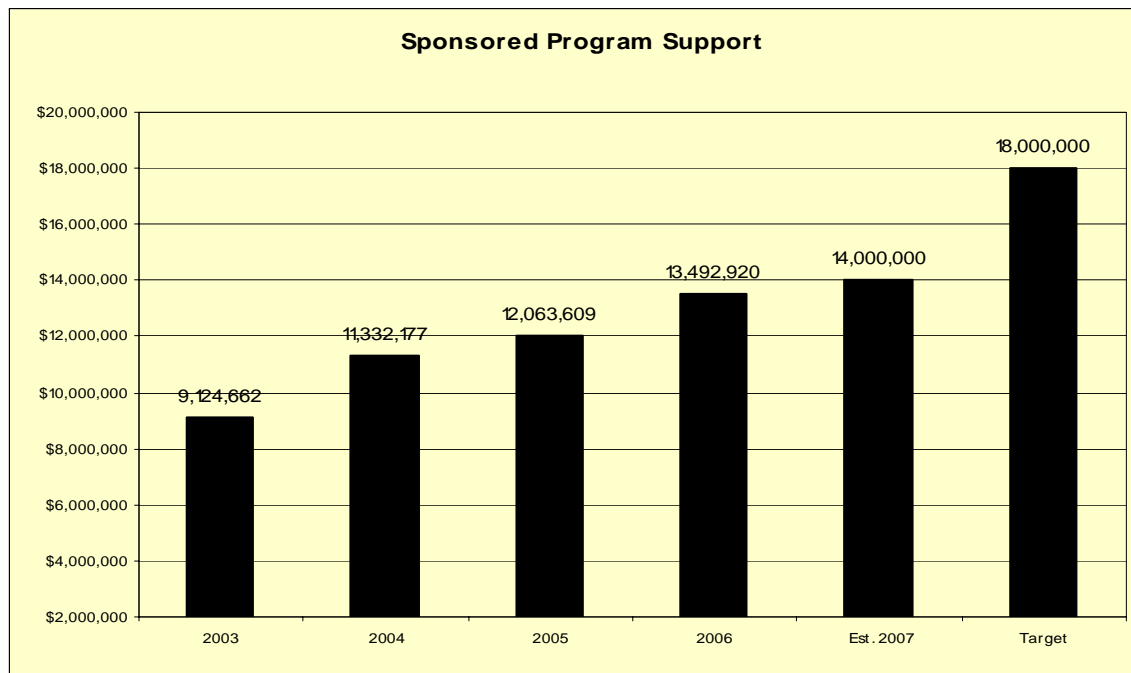
Sample Principal Accountability Indicator 3



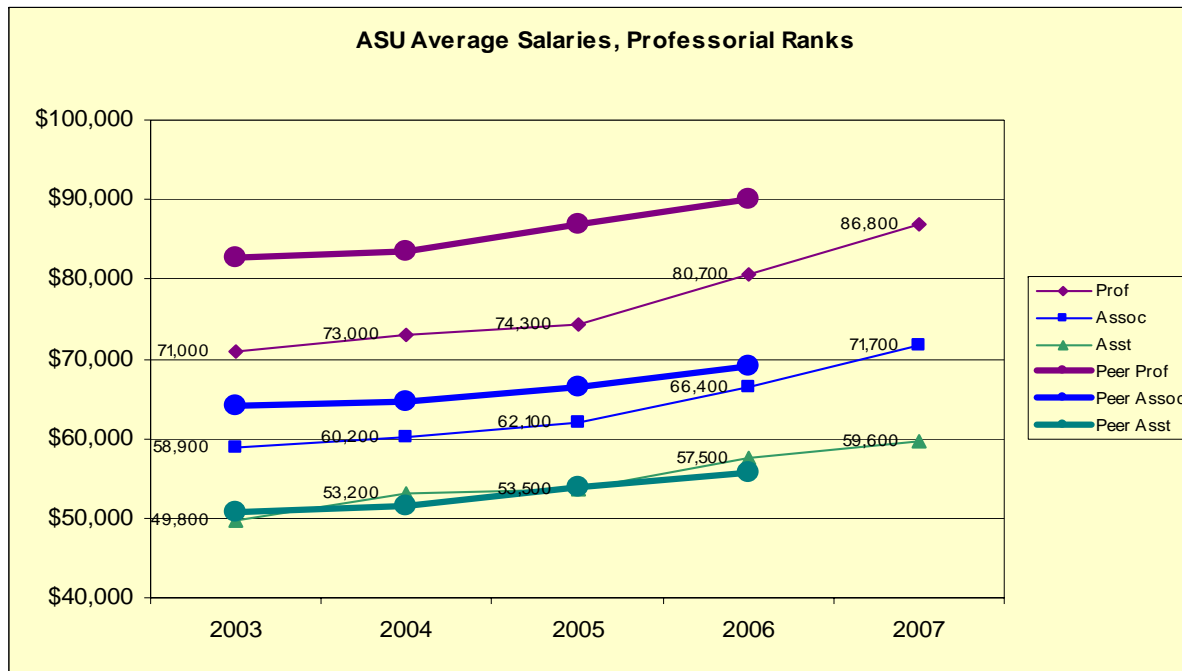
Sample Principal Accountability Indicator 4



Sample Principal Accountability Indicator 5



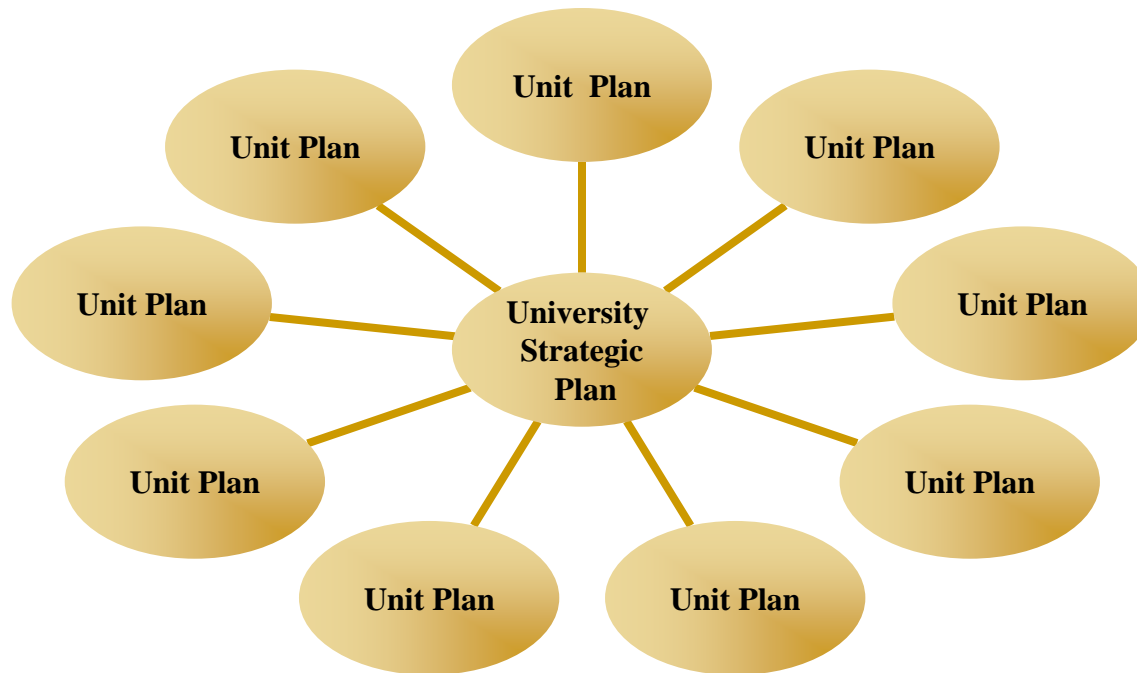
Sample Principal Accountability Indicator 6



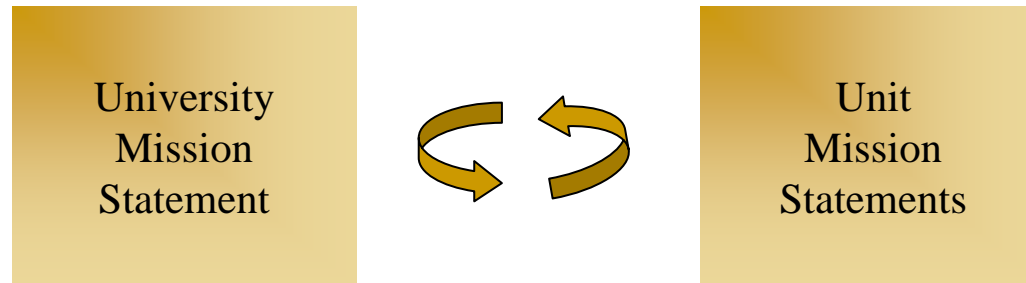


Unit Planning

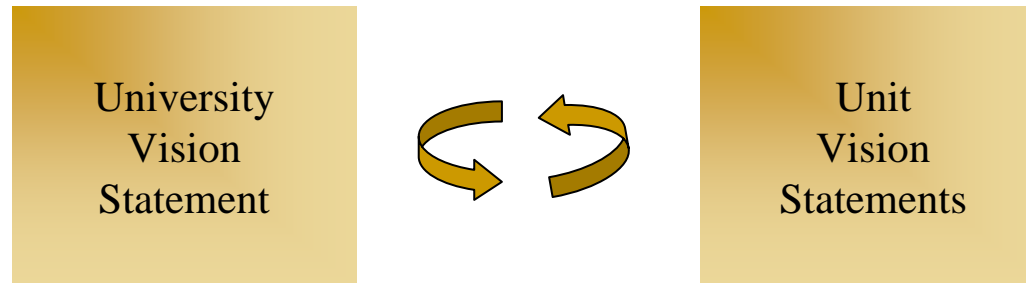
University Strategic Plan and Unit Plans



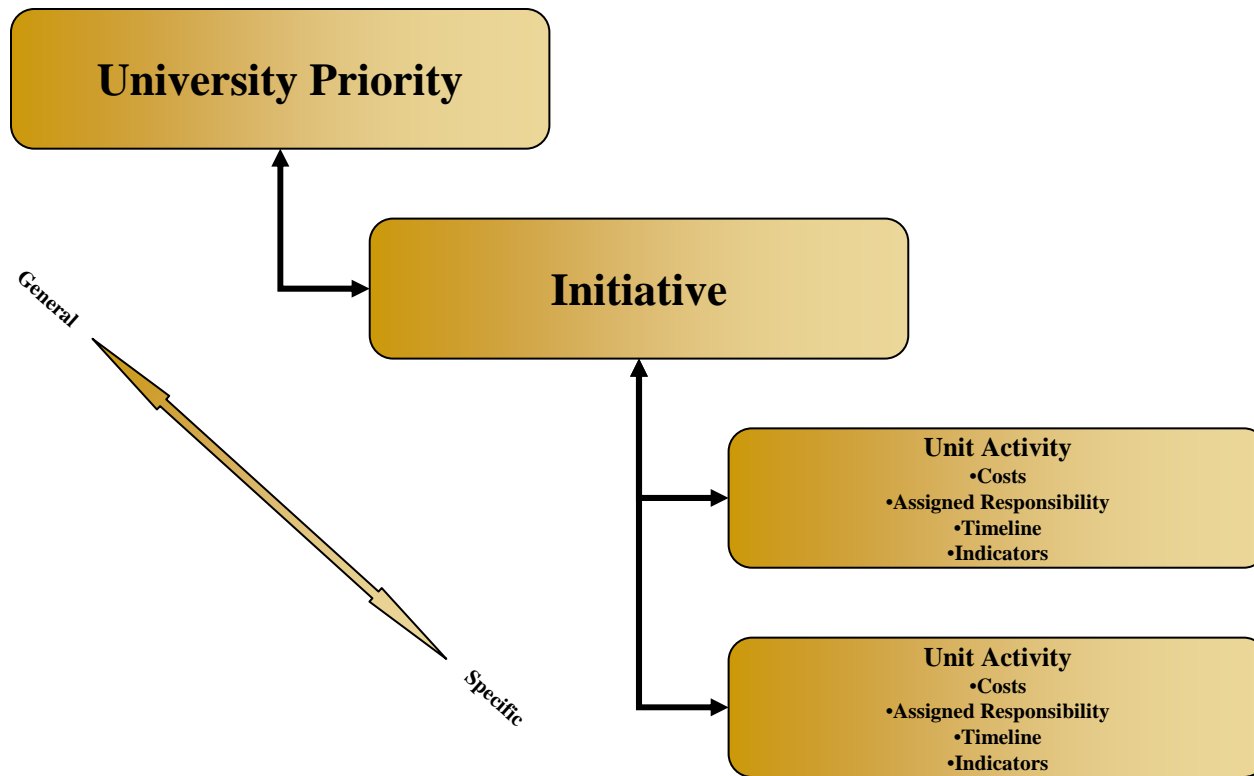
University Mission Statement and Unit Mission Statements



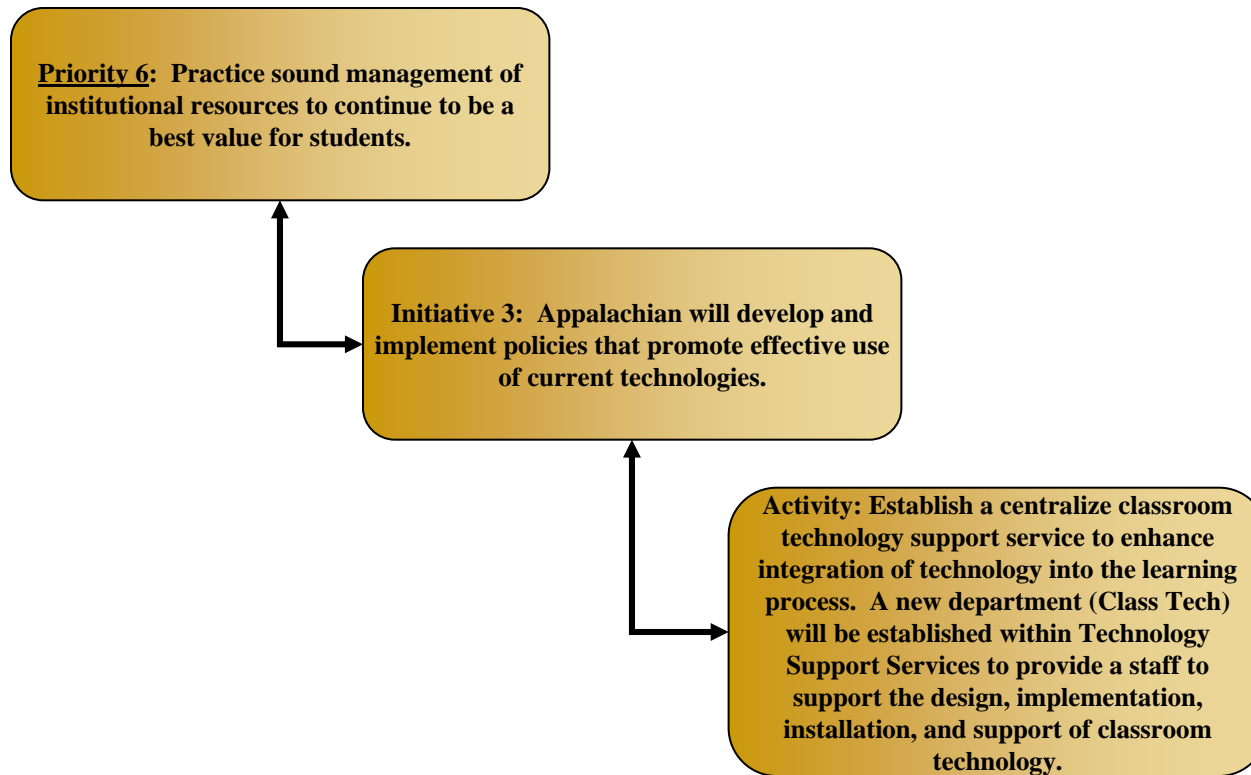
University Vision Statement and Unit Vision Statements



University Priorities and Initiatives, and Unit Activities



Example 1 of a University Priority and an Initiative, and a Unit Activity



Example 1 of a University Priority and an Initiative, and a Unit Activity expanded

Priority 6: Practice sound management of institutional resources to continue to be a best value for students.

Initiative 3: Appalachian will develop and implement policies that promote effective use of current technologies.

Activity: Establish a centralized classroom technology support service to enhance integration of technology into the learning process. A new department (Class Tech) will be established within Technology Support Services to provide a staff to support the design, implementation, installation, and support of classroom technology.

Costs:

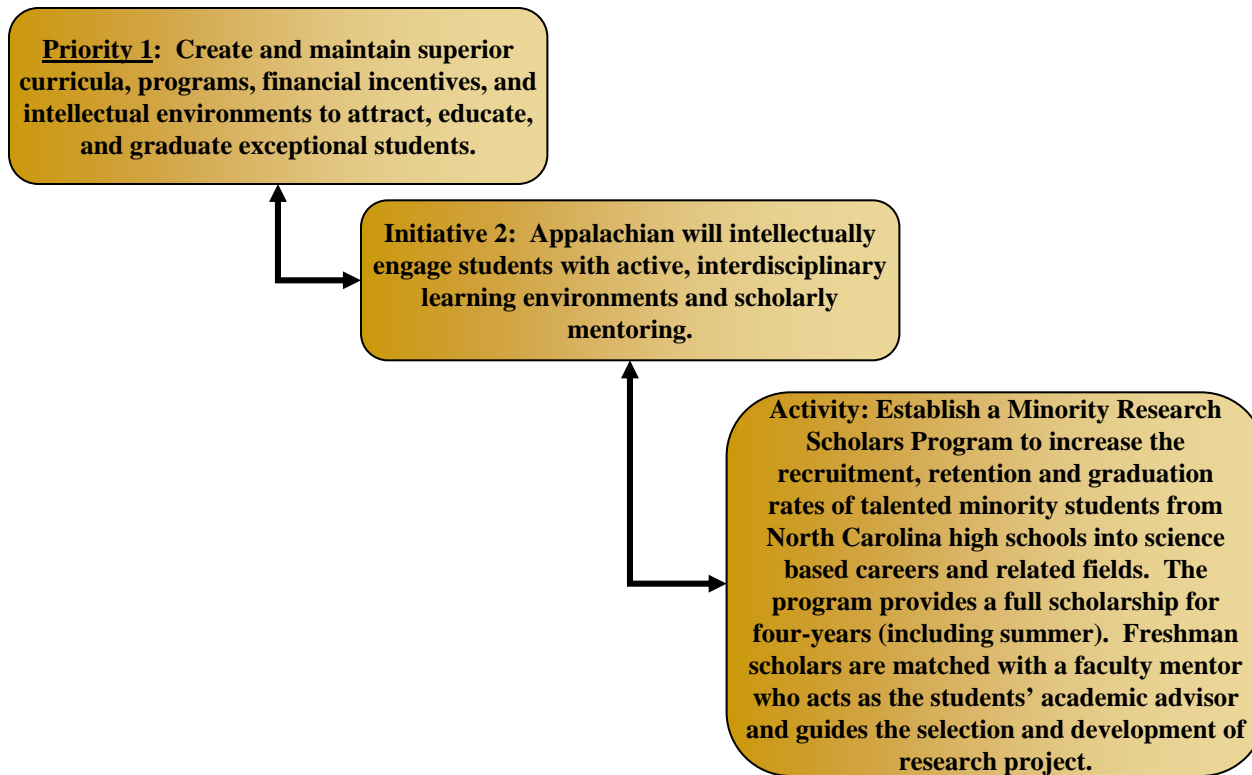
Items	Number	Cost Ea.	Total	Reallocation	Source
Staff	2	\$ 60,000	\$ 120,000	No	Acad Affairs
Student empl.	1	\$ 20,000	\$ 20,000	No	Acad Affairs
Equipment - Tier 2	20	\$ 10,000	\$ 200,000	Yes	Dean's E&T
Equipment - Tier 3	20	\$ 16,000	\$ 320,000		
Equipment - Replacement	1	\$ 60,000	\$ 60,000		
Total Recurring			\$ 720,000		

Assigned Responsibility: Tom Van Gilder

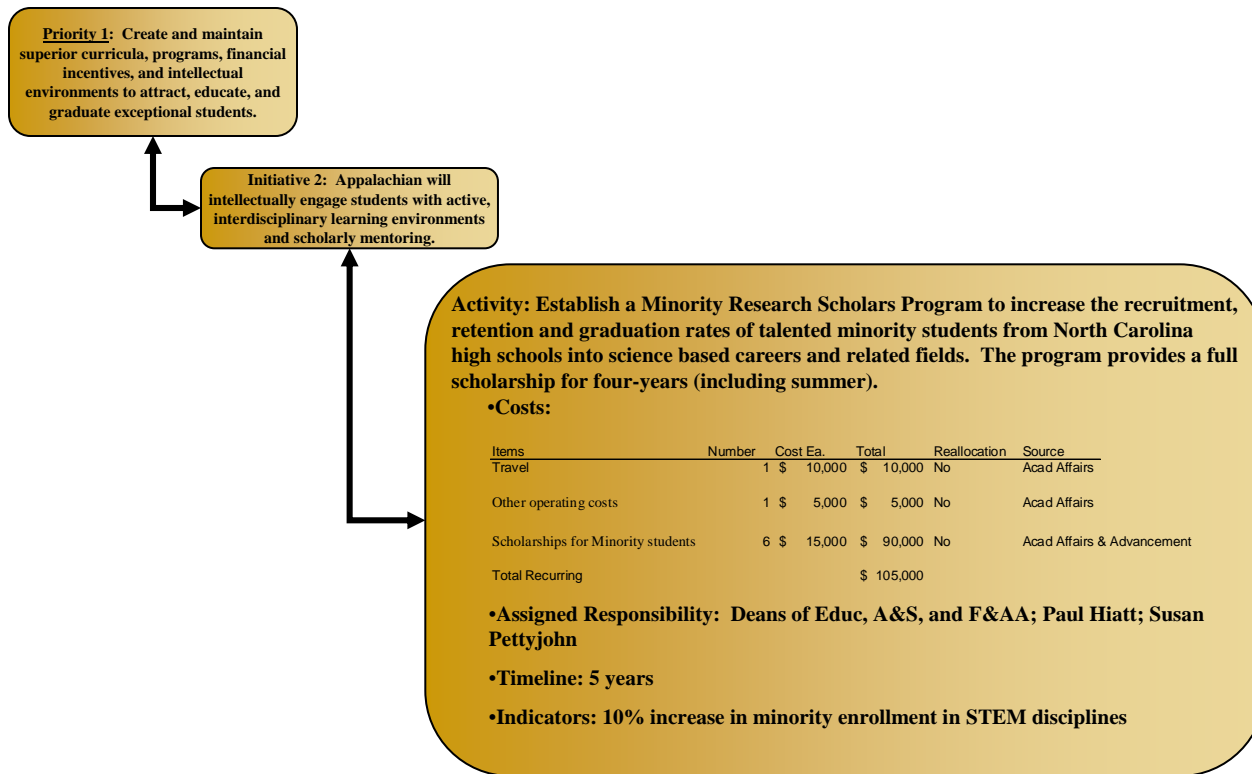
Timeline: 5 years

Indicators: 50% (105) Tier 2; 50% (105) Tier 3 classrooms

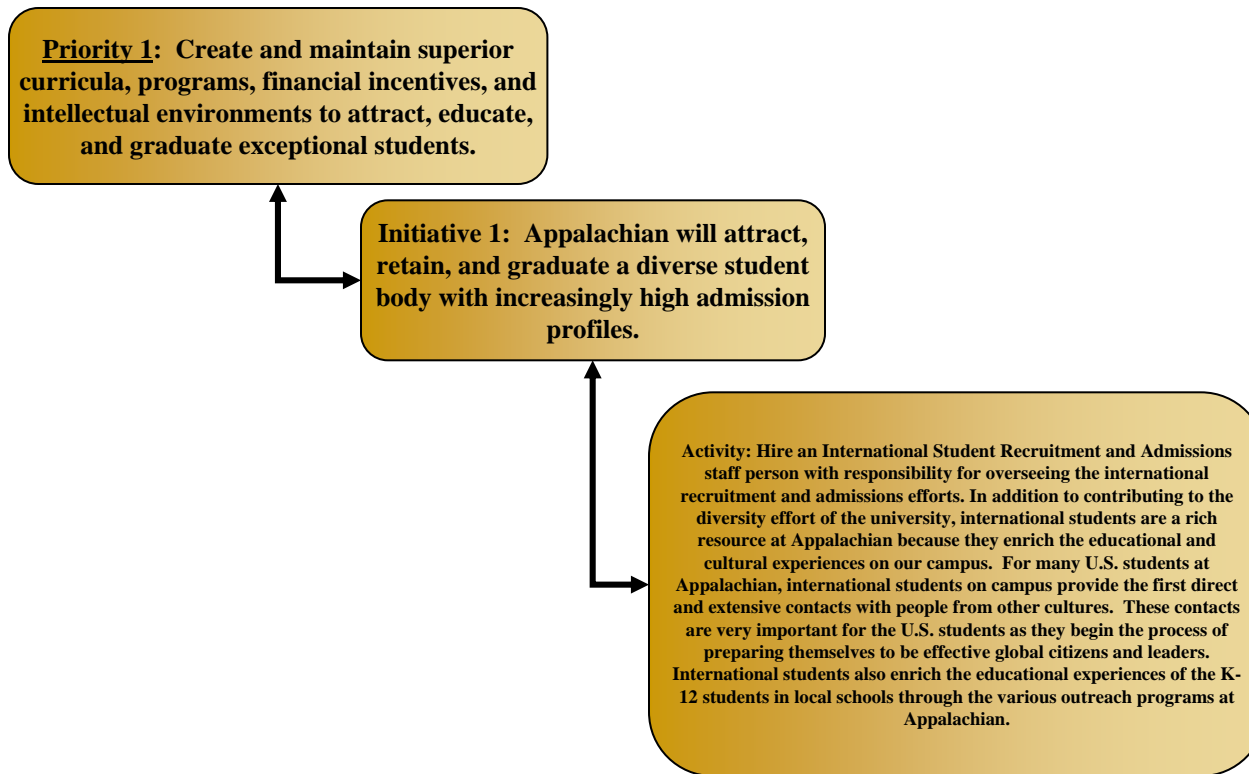
Example 2 of a University Priority and an Initiative, and a Unit Activity



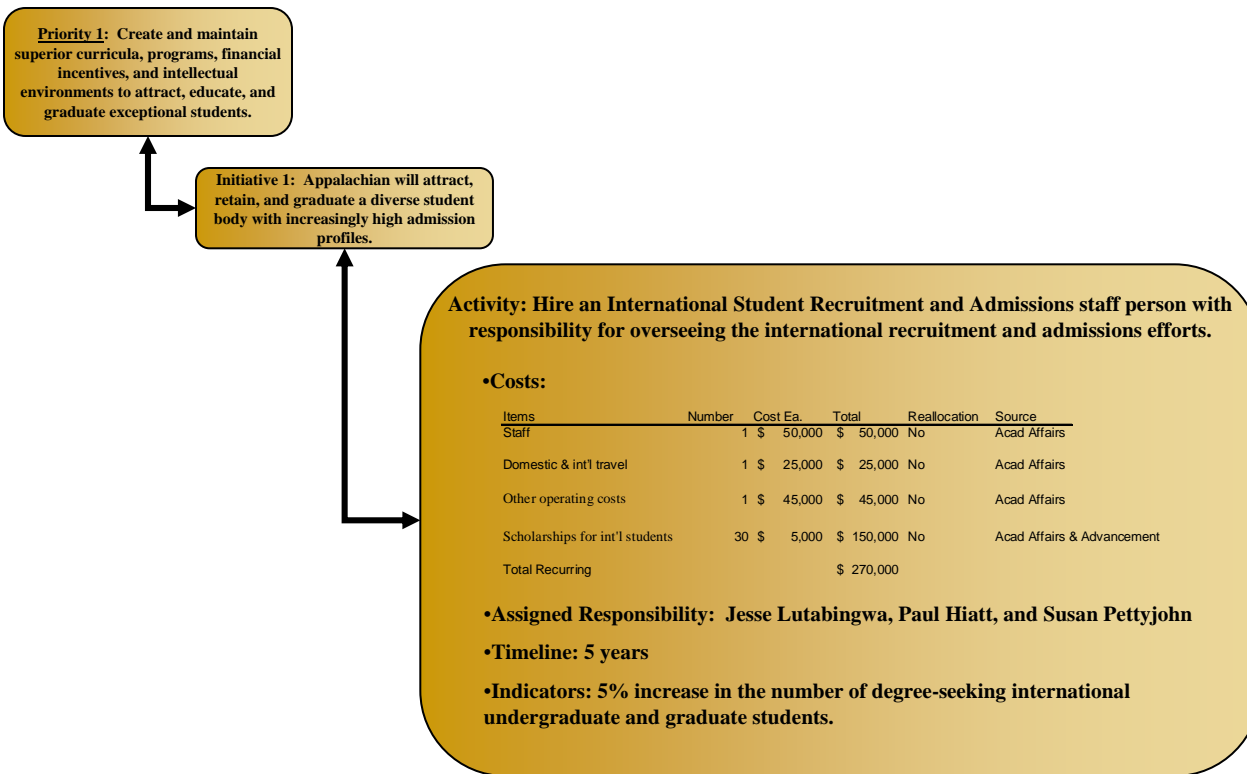
Example 2 of a University Priority and an Initiative, and a Unit Activity expanded



Example 3 of a University Priority and an Initiative, and a Unit Activity



Example 3 of a University Priority and an Initiative, and a Unit Activity expanded



University of North Carolina Tomorrow:
Leading, Connecting, Transforming

UNC Tomorrow Mission

The University of North Carolina is dedicated to the service of North Carolina and its people.¹¹ In order to efficiently and effectively fulfill its three-pronged mission of education, research and scholarship, and public service in the 21st century, the University should proactively anticipate and identify the needs facing our state over the next twenty years and, consistent with its mission, develop and implement responses to those needs.

¹¹ N.C.G.S. 116-1(b)

UNC Tomorrow Timeline

1) ***Preparation*** - February – July 2007

Work with campuses to analyze *what* they are currently doing to meet present and future challenges facing our state and their region and *how* they identify those challenges; conduct internal review of existing resources; and synthesize and update existing reports and studies.

2) ***Assessment*** - August 2007 – January 2008

Meet with business, nonprofit, community, policy, and governmental leaders in each of the state's regions and in statewide sectors to hear from them what they need from UNC over the next twenty years; Commission issues report and recommendations to UNC BOG.

3) ***Response*** - February 2008 – May 2008

Develop a response to identified needs by UNC and each campus consistent with UNC's mission as well as systemic changes to internal processes to ensure continued focus in future years. The UNC BOG will approve response plans.

4) ***Implementation*** - June 2008 – January 2012

Implement responses at the UNC and campus level by integrating responses into missions, programs, and curriculum, and assessing progress toward goals.

UNC Tomorrow Phase I Timeline for Campuses – May 1, 2008

Report on Plans to Respond to Global Readiness Recommendations
Report on Plans to Respond to Increasing Access to Higher Education Recommendations
Report on Plans to Respond to Improving Public Education Recommendations
Report on Plans to Respond to Economic Transformation and Community Development Recommendations
Report on Plans to Respond to Health Recommendations
Report on Plans to Respond to Environment Recommendations
Report on Plans to Respond to Outreach and Engagement Recommendations
Report on Proposed Changes to Internal Policies and Processes - Efficiency, Collaborations, and Accountability

UNC Tomorrow Phase II Timeline for Campuses – December 1, 2008

Review of Missions of UNC's 17 Constituent Institutions
The Academic Planning Process 1) Review of Existing Programs 2) Review of Proposed High-Need Programs
Report on Review of Faculty Tenure and Reward System
Report on Faculty Recruitment and Retention
Report on Staff Recruitment and Retention
Review of Intra-Institutional Institutes and Centers for Alignment with UNC Tomorrow

UNC Tomorrow Phase I Steering Committee

Stan Aeschleman, Chair	Academic Affairs
Lorin Baumhover	Chancellor's Office
Tim Burwell	Academic Affairs
Jesse Lutabingwa	International Educational and Development
Edelma Huntley	Research and Graduate Studies
Cindy Wallace	Student Development
Martha Marking	Faculty Senate; Dept. of Theater and Dance
Bobby Sharp	Institutional Research, Assessment, and Planning
Mike Mayfield	University College
Bryan Toney	Center for Entrepreneurship
Charles Duke	Reich College of Education
Dennis Grady	Energy Center
Lisa Curtin	Institute for Health and Human Services; Dept. of Psychology
John Abbott	Belk Library

UNC Tomorrow Phase II Faculty Rewards Committee

Martha Marking, Chair
Eight Faculty Members
Edelma Huntley, Dean, Research and Graduate Studies
Two Department Chairs
Kate Brinko, Interim Director, Hubbard Center for Faculty Development

UNC Tomorrow Specific Components

A. Global Readiness
21st Century skills
Global competitiveness (research, partnerships)
B. Access
Underserved regions
Non-traditional
Collaboration with CC
Disability accommodations
Educational attainment of underrepresented/diversity
Preparation and success
Distance ed/online
C. Improving Public Ed
Improve quality
Increasing quantity
Increasing geographic distribution
Professional development
Mechanisms (faculty rewards systems) for applying faculty expertise to problems
D. Economic Transformation/Community Development
Increased capacity and commitment to lead economic trans/develop
Service/engagement with rural/underserved
Mechanisms to link faculty and campus expertise with regional economic trans/develop
Promoting arts
Communicating faculty expertise on important community issues

UNC Tomorrow Specific Components continued

E. Health
Improving Health
Mechanisms to utilize health information to address health related issues
Leveraging and focusing faculty and campus expertise in addressing health needs
F. Environment
Improving campus sustainability
Leveraging and focusing faculty and campus expertise in addressing energy/environmental challenges
Increasing Public education programs about environment/sustainability
G. Outreach and Engagement
Mechanisms (faculty rewards systems) for applying, translating, and communicating faculty expertise
Plans for scholarly public service
Communications mechanisms and systems

UNC Tomorrow Phase I ASU Process and Timeline – May 1, 2008

January 22 – Chancellors Received UNC Tomorrow Phase I Planning Process Guidelines
January 28 – ASU UNC Tomorrow Steering Committee Formed
January 31 – First Meeting of the Steering Committee
February 7 – Assignments Delegated to Steering Committee Members as Point Persons
March 7 – Unit/Individual Reports Due to Steering Committee Point Persons
March 28 –Point Persons’ Reports Due to the Steering Committee
April 18 – Draft of Final Report Prepared
Ongoing – Collect Input From Campus Community and Some Alumni Using a Web Survey Refine the Relationship of the UNC Tomorrow Response and the Strategic Plan Form the Faculty Tenure and Rewards System Committee Which Begins its Work