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STRATEGIC PLANNING IN ACADEME

Frank Cortez Flores
INTRODUCTION
American higher education has been in a state of transition and upheaval since the founding of Harvard College in 1636, which is generally credited with the beginning of higher education in America. However, in an era of rapidly accelerating change, higher educational institutions today are confronted with a crisis of purpose, erosion of traditional values, declining public support, increasing competition for scarce resources, demands for accountability and a struggle for survival.

At no time in the history of American higher education has it been more important for decision makers in colleges and universities to understand the dynamics of strategic planning and institutional renewal.

On the eve of what may prove to be one of the most difficult decades for higher education, it is important to have a commonly accepted, disciplined way of thinking about the application of limited resources to complicated complex problems.

Strategic planning should provide that common discipline in thinking about how to face those problems for academic administrators and faculty, since they must work together.

This study will address a recognized need: enhancement of strategic planning as identified in the relevant literature; its purpose is to provide an in-depth analysis of academic strategic planning with particular attention given to American schools of dentistry.

In a well-researched study, George Keller (1983) describes the problems that confront American higher education in the 1980's and 1990's as well as some of the effective strategies that individual colleges and universities, faced with times of adversity, have adopted.

The main focus of Keller's study is the application of strategic-planning techniques to institutions of higher education. He regards such planning as a constantly emerging process designed to take control of an organization's destiny by focusing on decisions and actions that will capitalize on the institution's strengths - including traditions and resources - and its opportunities while being fully cognizant of external forces, predictable future shifts, and market considerations.

Keller (1983) indicates that strategic planning cannot be clearly defined, but he indicates that, among other things, strategic planning is:

1. Not the production of a blueprint, but rather a process of getting key people thinking innovatively with the future in mind;

2. Not a set of platitudes, but rather the formulation of succinctly stated operational aims;
3. Not a collection of departmental plans, compiled and edited, but rather a plan for the whole institution in relation to its long-term stature and excellence;

4. Not a substitution of numbers for important intangibles, but rather the introduction of these to sharpen judgments, analyses, and decisions; and

5. Not an attempt to outwit the future, but rather an effort to make this year's decisions more intelligent by looking toward the probable future and coupling decisions to an overall institutional strategy.

In other words, strategic planning is centered on an analysis of the organization and of the external environment.

Also, according to Keller, strategic planning incorporates six interdependent steps in its operational definition:

- First, the role of the institution in the environment must be assessed.
- Second, strategic planning must monitor the external environment more effectively by improving data collection.
- Third, planning must identify the institution's strengths and advantages and capitalize on its unique aspects.
- Fourth, strategic planning embodies an orientation toward action.
- Fifth, strategic planning is participatory and requires debate.

Finally, the ultimate goal is long-term viability and excellence of the institution.

Keller believes, nevertheless, that "academic strategies should 'unfold,' bend the established forms slowly," and use existing offices as much as possible.

He emphasizes, moreover, that although speed and decisiveness are often necessary, academic strategies should not violate the essential values or mission of the institution.

In fact, Keller argues strenuously that the issue of mission, of knowing what an institution is and can legitimately strive to be, must be addressed before any strategic planning can be undertaken.

In building upon Keller's work, Green and Monical (1985) believe that strategic planning emphasizes the future direction of an institution. Successful institutions have a vision of the future and a strategy for realizing that vision. To help ensure success, not only strategic planning but also strategic thinking and management must be in place.
According to Green and Monical (1985):
Strategic planning poses four fundamental questions:

- Where have we been and where are we now?
- Where will we be in the future by following our present course?
- Where do we want to be?
- How will we get there?

The successful performance of an organization relates directly to effective planning, decision-making, and execution. An organization that determines where it plans to go, what it plans to do, and how it plans to do it, can make better decisions, more effectively manage resources and operations, and adjust more readily to change.

Kotler (1982) notes that strategic planning is "the managerial process of developing and maintaining a strategic fit between the organization's goals and resources and its changing marketing opportunities." Morrison and Cope (1985), in comparing strategic planning to long-range planning, state that strategic planning is usually characterized as "outside-in" planning and places emphasis on the environment.

**ACADEMIC STRATEGIC PLANNING**

An assumption of this study is that the mission of American higher education is to benefit society by educating present and future generations of citizens. Effectively fulfilling this mission is the goal of all colleges and universities. Thus far, it would appear from the preceding commentary on strategic planning that the success of schools of dentistry, like other institutes of higher education, may be measured by the way in which they sense and creatively respond to environmental changes affecting the mission. Perhaps, the failure to respond to environmental changes and, hence, to fulfill their mission, defines the problem confronting some American schools of dentistry.

The literature suggests that while such organizational deficiencies were manageable in an era of rapid growth and abundant resources, the present environment dictates a more deliberate harmony of form and function. Hence, higher education must be environmentally sensitive, mission focused, and outcome oriented to ensure rapid response to changes that can adversely affect their existence. The literature goes on to imply that a basic assumption, when engaged in an extensive strategic planning activity, is that change is continuous and inevitable. Moreover, that an institution that was environmentally focused and outcome oriented, rather than internally focused and functions oriented, and that adapted continuously, would fulfill its mission.

Conceivably, strategic planning is an approach that applies planning principles in decision-making. In recent years, according to the literature, higher education has taken note of this concept and has begun to apply strategic planning principles within the academy. Apparently, strategic planning is an important process not only in business but in educational institutions as
well. Although a large number of studies focus on strategic planning in business, there are many ideas and practices that can be adapted to institutions of higher education. According to Ebenstein (1981), a carefully planned and implemented strategic planning program can be extremely important in better management and production and improving the operational and cost control of your organization.

In a study, Techniques of Scenario Planning, Chandler and Cockle (1982), create duplicate models to study the consequence and merits of alternative courses of action in corporate planning. The study contrives coherent pictures of various possible events in the environment and tests them and their impact on the business situation through linked models. Hence, the main purpose of scenario planning is to provide a test situation for the financial and business structure within a particular time frame. The models presented in the study provide some insight into the various aspect of scenario planning in the corporate structure.

Based on Chandler and Cockle's study, it can be inferred and argued that at a minimum, a school of dentistry should consider three alternative views of the future:

- An optimistic scenario;
- A most likely future scenario; and
- A pessimistic scenario.

These scenarios should be carefully researched, concisely written, and completely rewritten every three or four years, depending on how rapidly the external environment is evolving. Additionally, each scenario or future needs to address major environmental trends over the upcoming five-year period.

These trends include:

- Cultural and social changes;
- Demographic patterns;
- Economic circumstances;
- Political circumstances;
- Technological changes; and
- Considering in depth what the competition is doing and is likely to do, particularly, in regards to recruitment of students and faculty, fund raising and research.
Because much of higher education in the next decade will face declines in resources and the number of potential students, it will be increasingly important that those in planning seek a common way of thinking about these problems which leaves out no essential constituency. In addition to declining enrollments, changing demographics, deteriorating facilities, smaller governmental appropriations and more competition for private dollars imply a different approach to the recruitment and retention of students and faculty, fund raising, and to the overall administration and governance of the academy.

Conceivably, the need for strategic planning and data-based decision making is crucial if schools of dentistry are to survive, compete, and progress in educating health professionals, contribute to the generation and transmission of new knowledge, and provide services to society.

Moreover, the academic leader's inventory should include a firm grounding in administrative theory, academic leadership/governance, fiscal management, public relations, and strategies for fund raising. In an era of cost control and limited resources, academe is faced with balancing the need to cut costs and, therefore, programs on the one hand, and the need to generate more income on the other.

The ability to prioritize and reallocate resources becomes significant, and this ability, arguably, depends for the most part on the quantity and quality of relevant data available for decision-making. For as Rowe, et al (1985) noted succinctly: “Strategic planning is a process used to determine and evaluate alternatives for an organization to achieve its objectives and mission. It is a decision process that relates an organization's objectives, mission, and capabilities to the opportunities and threats in the environment.”

The matter of decision-making based on strategic planning in colleges and universities has continued to concern both participants and observers of higher education. This issue has assumed new importance in recent years as institutions of higher education have become more complex organizations with many more, often conflicting, demands being placed upon them by various elements of society.

Furthermore, like other large organizations in today's society, institutions of higher education are compelled to comply with the many government (principally federal) laws and regulations, which have been passed in recent years to promote and ensure social justice and the common welfare for all citizens.

In sum, American colleges and universities are quite different from the quiet college communities of some years ago with their very focused interests and narrow constituencies; accordingly, the methods of decision making, of deciding how the institution will commit its resources, have had to change in order to meet the challenges now faced by academe and its schools of dentistry.
SUMMARY
According to Webster, the word strategy evolved from the Greek word "strategos" which means "general," and literally describes a military command exercised to meet the enemy in combat under advantageous conditions.

Today, a strategy more commonly describes the art of devising and implementing plans toward a goal. Strategic planning is an approach that applies planning principles in decision-making and in contrast to long-range planning, strategic planning places special emphasis on the consideration of both the immediate and the extended environments in which the plan is executed.

Strategic planning is characterized by ongoing flexibility and responsiveness. Also, there is the tendency to confuse strategic planning with forecasting; it has been said that forecasting represents a singular future whereas strategic planning represents getting the institution ready for several futures.

Thus, in view of the fact that much of higher education in the 90s will face declines in resources and an unstable economy, it will be increasingly important that academic leaders and those in development and planning seek a common way of addressing these problems, which leaves out no essential constituency, in order to support institutional renewal.

The review of the literature has shown that planning for change can be an extremely difficult process, one in which competing groups with very different agendas vie for limited resources. It has been said that a planning program needs to reflect the environment, requirements, and opportunities unique to each institution.

The planning program must also be tailored to existing organizational structures and to the institutional culture in which change is planned. Arguably, success depends largely upon the quality and commitment of academic leadership at all levels and the degree to which resources are identified, committed, and used to support the process.

The need, inherent in the private higher education environment, to continually diversify the revenue base place special burdens on the institute's central administration. Hence, the school should recognize a clear need to restructure itself to provide a sounder financial base that would allow greater flexibility in decision making to bring about the changes envisioned in the strategic plan.

Peter Drucker (1975) defines strategic planning as "a continuous process of making decisions in a systematic manner with the greatest knowledge of their future." In addition, strategic planning involves "organizing the efforts needed to carry out these decisions and measuring results through organized, systematic feedback."

Ostensibly, a crucial goal for schools of dentistry would be the establishment of a permanent strategic planning process that would permit the school to remain a continuously adaptive institution within a changing environment.
A school of dentistry with no strategic plan, means that no one has given much thought to where the institution needs to head in the future. Productive strategic planning will focus to a much greater degree on effectiveness than on efficiency. Obviously, it is more important to do the right things than to do things right.

However, strategic planning is never accomplished. Long before a plan is concluded: the plan is on its way to obsolescence. A changing environment ensures as much. Planning is a process that does not end.

A strategic plan is not a document that can be prepared every three, four, or five years: it is a continuing task. And the process of planning is more valuable than the resulting plan because the process encourages the decision maker to consider environmental change and to debate the strategic options open to the institution, given the school's strengths and weaknesses.

Thus, the ability to plan, think, and manage strategically including the ability to prioritize and reallocate resources, becomes pivotal in an era of cost control and limited resources. Arguably, strategic decisions are based on the best evidence available about the unforeseeable future.

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REFERENCES


ANNOTATED BIBLIOGRAPHY ON STRATEGIC PLANNING

BOOKS

This detailed guide to the design of a strategic planning system also suggests possible ways of tailoring systems to the requirements of each organization. From this book, the reader should be able to design and implement a strategic planning system and develop concepts and skills needed to delve into new and personalized system design.

Duplicate models can be created to study the consequence and merits of alternative courses of action in corporate planning. This book creates coherent pictures of various possible events in the environment and tests them and their impact on the business situation through linked models. The main purpose of scenario planning is to provide a test situation for the financial and business structure within a particular time frame. The models presented here provide some insight into the various aspects of scenario planning in the corporate structure.

This selected and partially annotated bibliography includes material on both corporate and strategic planning. In addition to books and periodic articles on the subject, the author has included a list of directories as well as a listing of other bibliographies.

Strategic planning focuses on improving the quality of community life by structuring plans for investing in new initiatives to help generate new revenues as well as redirecting existing expenditures. This pamphlet provides some pointers on how local governments can find new opportunities for growth and development in an era stressing massive retrenchment. Though based on strategic planning for local governments, the three steps outlined in this pamphlet can be applied to any operation interested in learning more on the subject. These three steps are introduction to the major elements of strategic planning, implementation of strategic planning efforts, and the application of strategic planning presented by several case studies.

This book focuses on actions, strategies, and opportunities for managers. They must first study the institution's capacity for survival: making sure of its strength, soundness, and adaptability to sudden change and of its ability to avail itself of new opportunities. The author begins by discussing managing the fundamentals and completes the book with a discussion of new realities. The book uses the decision-making approach rather than the philosophical one to management.
Dunham, Jeanne Rutherford. "Strategic Marketing Planning for Continuing Education Departments in Various Professions in University Settings." Ann Arbor, MI: University of Michigan, 1982. Unpublished Ph.D. dissertation. Ann Arbor, MI: University Microfilms. This dissertation reports the results of a survey designed to examine marketing functions in ten continuing professional education departments. The departments ranged in size from one to 44 employees. The relationship among the university administration, faculty, and advisory committee was considered. The findings showed that marketing was defined as promotion, there was discrepancy on items the budget contained, the image was not identified, there was little attention given to the relationship between continuing education and the university, and specific information about the market and the purchase decision was lacking.


Grant, John H., and William R. King. The Logic of Strategic Planning. Boston, MA: Little, Brown and Co., 1982. This book focuses on the set of logical processes and techniques that support strategic decision-making, beginning with the basic ideas of strategic planning. The authors show how a basic framework of strategic planning can be adjusted to either integrated or diversified firms. The important aspects of the planning framework are discussed in the context of a specific business. The final two chapters provide a treatment of the special problems that relate to the diversified firm and the process dimensions of planning.

Green, John Lafayette, Devandra P. Nayyar, and Richard S. Ruch. Strategic Planning and Budgeting for Higher Education. La Jolla, CA: J.L. Green, 1979. The purpose of this book is to present the principles of strategic planning and budgeting. It is designed to show that the effectiveness of management in higher education should be measured by the achievement of the institution's objectives and goals. The responsibilities of the governing boards and the roles of administrators are described. The book also can serve as an excellent reference for graduate courses in higher educational administration.

Higgins, J. C. Strategic and Operational Planning Systems: Principles and Practice. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1980. The book is based on the premise that an organization must begin with clear strategic objectives and policies. The first part deals with long-term planning as well as short-and medium-term overall objectives and how to obtain them through competent financial planning and budgeting. The second major portion of the book discusses specific systems areas. The final chapter provides a review of the managerial and organizational requirements necessary for a successful planning system.

One critical issue that many colleges and universities face is how to allocate resources to correspond with demographic and economic trends and developments in the changing market of higher education. This book provides a set of techniques that institutions of higher education can use in analyzing the educational environment in which they operate, to decide which segments to serve and how to serve the segments and how to monitor the effectiveness of their external educational, economic, and social environment that colleges and universities must adapt to. This is followed by a proposed planning and resource allocation system, which describes the four stages of the cycle. The final chapter provides guidance in adapting the system for use by individual institutions and integrating the operations with other administrative processes.


Strategic planning, a task of choosing future directions and areas of concentration for organization has previously been handled by senior managers as part of their daily work. However, this is becoming more complex and must be conducted according to a basic and underlying structure. This book describes such a structure; a framework upon which the work of managers performing strategic planning operations can be based. All the methods and analytical techniques used in this book have been tested in real-life situations.


This book presents an analytical framework approach to strategic planning; a sequence of evaluative concepts to use in developing a systematic analysis of the factors involved in strategic planning. A case evaluation has been included at the end of each chapter to provide an application for the material covered. The four major sections of the book are conceptual foundations of strategy and planning; the strategic planning process; the implementation of strategy and planning. The final section includes selected cases in corporate strategy and planning.


Strategic planning is an extremely important process not only in business but in educational institutions as well. Although this book focuses on strategic planning in business, there are many ideas and practices that can be adapted to institutions of higher education. This book provides the basics or essentials of strategic planning. The authors have included a number of key articles that give helpful insights into strategic concepts as well as analytical approaches to planning.

Often institutional researchers who are responsible for planning have an abundance of material but not always the necessary information. This book shows these researchers, and others involved in the planning process, the important contributions institutional research can make to planning. Each of the authors considers strategic planning, long range planning, and master planning synonymous. The book is divided into nine chapters, each by different authors. Some of the topics covered are assessing the external environment, research support for marketing, academic program evaluation, facilities analysis, assessing goals, etc.

PERIODICALS


Although it is important in institutions of higher education to recruit new students, it is also important that these institutions retain the students they already have. This article places emphasis on placement and counseling of the students currently enrolled at DePaul University in Chicago. This topic is studied in relation to the mission of the university and its overall long-range plan.


This article reports on the results of a survey of college and university presidents. The respondents indicated that their institutions use strategic planning techniques to better understand their market. They research such topics as why students select a particular college and why they remain there. However, very few of the respondents do research on why donors contribute to the institution and have no plans for doing this type of research. This study would be of interest to marketing professionals and academics that are interested in applying marketing techniques to academic administration. It also shows there is a need within colleges and universities for marketing consultants and advertising agencies, but their value must first be demonstrated to the presidents.


This article provides a general look at strategic market planning. Though directed toward business, there are many aspects that can be applied to the strategic market planning in higher education. The author describes some programs his company has used to improve its market planning.
This article reports on an interview with George Keller, an accomplished authority on strategic planning in higher education. Keller believes that due to shrinking resources, college presidents and other top administrators need to behave more like athletes: competitively and strategically. This interview discusses strategic planning in higher education.

This article describes why developing a master plan can sometimes contribute to the college development but can also detract from it. As used in this article, "the master plan is the direct result of a formal planning process or activity concerned with the intermediate to long-range future of the institution." Suggestions on developing a strategic master plan are also included.

The author of this article provides four key elements to successful strategic planning. They are understand your business, understand your environment, prepare the road map, and execute the plan. Each one is briefly discussed.

This article discusses a strategic plan initiated at Cuyahoga Community College in Cleveland, Ohio, to study its job skills, training and placement program for the disadvantaged. The author notes that strategic planning involves designing strategies that make the best use of organizational resources in response to opportunities perceived in the external environment of the organization. The four basic steps involved are forecasting and assessing the implications of environmental conditions, assessing the strengths and weaknesses of the organization, the formation of strategic change targets or objectives, and the development of strategies.

A carefully planned and implemented strategic planning program can be extremely important in better management and production and improving the operational and cost control of your organization. This article promotes a four-phase information processing planning study: planning diagnostic, functional evaluation, strategy formulation and design, and plan and development presentation. The article concludes on how to conduct a self-test.

Management and future research share a common concern in future social trends. Future research, also called social forecasting, is discussed in this article. There are over 150 forecasting techniques. This article discusses nine of these: trend extrapolation, trend impact analysis, scanning, monitoring, the Delphi Technique, cross-impact analysis, computer simulations, scenario writing, and technology assessment.
This article gives a general overview as to just what strategic planning is. First the author points out that some people feel that strategy is a common term used today for what formerly was called policy. He feels that the concept of strategic planning needs to be refurbished in order to have any significant use in institutional, program or project planning at the postsecondary educational level. He also feels that definite types and levels of planning are needed in institutions of higher education.

The author of this article defined strategic planning as "....a decision-making process, based on empirical evidence and analytical studies, that provides the basic direction and focus of the enterprise." He discusses how strategic planning differs from reindustrialization, if it does indeed differ, and in addition points out why strategic planning is difficult to do well. He states that even though it is rare that a company would confess to not having a strategic plan, only 10 percent of all U.S. companies use it effectively.

Recent statistics show a declining trend in college enrollment. This presents a definite concern for planners. There are several views on how to plan for this dilemma. A positive approach is the most successful. If you plan for a decline, that is what you will get. A strategic planning approach to this situation is discussed here. Some strategies can be applied to any institution, but many must be carefully selected to fit the particular institution. A table presenting the framework for assessing the potential offsets to projected enrollment declines in the college-age population to 1990 is included.

Tuition is a major source of income for colleges and universities. If the enrollment drops, this source decreases. This article discusses several factors to consider to help increase enrollment. In addition to an overview of the enrollment trends over the years and projected enrollment figures, the author provides three ways private colleges can maintain enrollment levels: 1) deal more effectively with the articulation of the institutional mission; 2) promote the value of your program and take the position that the first responsibility for the cost of education lies with the student and parents; and 3) seek ways in which application pools can be strengthened.

There are a number of managers in both business and education who now question the validity of time-consuming strategic planning processes. Recently, organizations have begun using standard analyses of the market for the data they need. Managers merely insert the variables that they are interested in and the system presents them with the optimum strategy for the "product." The shift to more basic forms of strategic planning is discussed in this article.

One of the most widely adopted techniques for assessing proposed strategies in light of possible alternative futures is multiple scenario analysis (MSA). This can vary from company to company depending upon a number of factors. This article examines MSA among eight representative large U.S. corporations.


A significant factor necessary to successfully strengthen and expand existing programs is the ability to produce information, provide an effective plan, make sound decisions, and provide productive marketing efforts. In studies at Pace University (1981-82) the value of assessment instruments in obtaining the information needed to plan program development effectively, learn ways to improve Cooperative Education Programs, and demonstrate program effectiveness, was studied. This article presents the results of this study. The model used here can be applied to other universities in their planning process.


In order for colleges and universities to survive, a strong emphasis on planning is essential. The type of planning these authors feels is most important is "strategic " market planning. Strategic planning takes a long-run approach. The various steps in strategic planning are listed here with a detailed discussion of each one. These include environmental analysis; threat analysis (" . . . a challenge posed by an unfavorable trend or specific disturbance in the environment that would lead . . . to the stagnation, decline, or demise of an organization or one of its programs");opportunity analysis; goal formation; mission; objectives, and goals. After the goals have been established, the institution must determine strategies that will help obtain these goals. The most important benefit of strategic planning for higher education is that it makes planners undertake a more market-oriented and systematic approach to long-range planning.


This annotated bibliography serves as a resource for people involved in planning on the small college campus. In addition, it identifies sources and types of information available to planners, including case studies, theoretical models, strategies, research reports, and technical guides.


Administrators agree that strategic and financial planning are needed in any institution, but they also feel that a good strategic plan would take too much time and staff to develop, would be hard to change, and would be too vague to provide a useful guide for day-to-day operations. This article describes a process that is easy to modify regularly and one that can be converted into specific financial plans. In addition, the use of personal computers in making operational and financial planning more accessible to administrators is discussed. The areas covered here are
evaluation, planning, resource allocation, financial planning, organizing the process, and the use of personal computers.

This article describes how to translate information from a planning audit into the design of a strategic planning system. The authors point out the importance of the participation of the chief executive officer and other members of the executive group and outline their specific activities. Eight specific activities of the planning advisory group are also discussed.

The author reviews strategic planning modeling in this article. He applies it to corporate simulation models, analytical portfolio models, and optimization portfolio models, analyzing the complementary aspects of the three approaches rather than their differences. He concludes the article with a forecast of his views on strategic planning and modeling.

There are several important principles to be learned regarding consensus building, optimizing, and satisficing. Several reasons for considering such an approach are discussed in this article. In addition, the author discusses ways to facilitate managing and operationalizing through the use of communications, decision processes, and organization structures.

Strategic planning is one of businesses' newest jargons. However, there is much that can be learned from failure in strategic planning as well as in its success. This article lists and discusses ten most common strategic planning mistakes.

Although mainly aimed at business, this article contains some useful information for administrators in higher education who are involved in strategic planning. The author points out the importance of determining who the competition will be in the future; what are your main strategies, objectives, goals; what are the strengths of the competitors; and how to recognize and deal with various competitors' strategies in order to improve your company (or institution).

Some business planning processes work better than others because of careful goals structure. The author of this article analyzes three goal problems that affect successful planning: hidden goals, goals with unrecognized and unacceptable consequences, and conflict between goals. He tells how a well-designed planning process can result in achieving previously set goals.

Many colleges are tapping unique funding opportunities through the application of strategic planning and marketing to help build the revenue of the institution. This development of a "business-like" approach requires a new way of looking at the consumers and mission of the college. This article describes the application of strategic marketing planning to community college funding problems and brings out alternate sources of funding higher education.


Changes in society can greatly affect business in the future. In order for these changes to be turned to corporate advantage, managers must be more creative and use more innovative planning techniques. This article discusses the future environment of business and how to deal with it. The environmental changes will impinge on higher education as well.


It has been only in recent years that institutions of higher education have become involved in institutional planning. Such planning in higher education is a complex process that involves a high degree of uncertainty, difficulty, as well as thoughtful analysis. Strategic planning should encompass the entire educational organization in order to be effective. These authors describe the steps necessary to develop a successful planning process or procedure that can be used in an academic institution. They first discuss the philosophical assumptions of planning, then provide the reader with a strategic-planning process model (including illustrations), and finally suggest some anticipated outcomes.


This article discusses the relevance of corporate strategic planning to policy determination in individual institutions, not universities as a whole. Some of the elements considered are the environment of the university and the political direction of the institution.


The changes in the economy are causing a shift in the goals of the college students. Many are moving from the liberal arts courses to those in professional schools such as business and engineering. This makes it necessary to shift resources and adjust programs to meet these needs. Planning has become one of the most important activities in higher education. Such planning includes new buildings, new faculty, and new academic programs. Strategic planning encompasses the changing environment surrounding one's institution as much as its internal hopes and needs. This article addresses strategic planning in institutions of higher education.
Diminishing financial resources and inflation are causing increased competition in institutions of higher education. This article presents an eight step planning process and discusses examples of activities completed at Walla Walla Community College (WWCC) to alleviate this problem. Although the article is specifically based on WWCC, located in an area where agriculture is the dominant industry and is designed for agricultural education, its basic principles can be applied to any college or university.

In order to avoid the repetition of past mistakes, academe must calculate more realistically the possible outcomes of the future in educational planning. One way to do this is through strategic planning. This article addresses this topic. The author points out certain factors that need to be considered in planning, i.e., various socioeconomic factors evident in the country. He describes how these fragmentations must be met and adapted to insure a successful future of higher education.

Libraries are an integral part of any educational institution. This article points out the importance of strategic market planning to the successful operation of the library and shows how the basic principles of marketing can be applied to libraries. These cover such functions as fund-raising, collection development, and bibliographic instruction. The author has included a model of a strategic-planning process and details its relationship to library planning. She then breaks down the marketing process into four steps: the identification of the product options and the examination of their worth to the organization; identification of the target market; the planning of the best combination of variables; and the development of marketing systems. Their relationship to libraries is shown.