

## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

### Argument

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Wayne State University resource allocation aligns with its mission and institutional priorities as articulated by "[Distinctively Wayne State University](#)," the WSU strategic plan for 2016-21. [Seven interdependent institutional priorities](#) implement the mission; each priority includes component goals linked to operational/financial performance. The Strategic Plan guides school/college and division tactical action plans, and serves as a roadmap for systematic and integrated budget and capital planning processes. The strategic plan guides planning at multiple organizational levels.

To align with the five-year Strategic Planning process (which began in February 2014), the Associate Vice President for Budget, Planning and Analysis in October 2014 engaged the Council of Deans in development of [a metrics-based approach to budget reductions for the FY2016 budget](#). Over five meetings, the Provost and deans considered and endorsed a data-driven process using performance metrics for the following:

- Enrollment
- Research expenditures
- Philanthropy
- Degrees awarded
- Retention and professional examination pass rate
- Profitability

FY2016 budget decisions were based two-thirds on objective metrics; and one-third on input by the Provost and President at a strategic level. These metrics were used in subsequent years with slight variations; for FY2017 budget decisions, Provost/President input was weighted at one-half.

The annual budget hearing provides a platform for school/college deans and division vice presidents to present the unit's budget case to the President's Budget Committee, which includes:

- The President;
- Provost/Vice President for Academic Affairs;
- Vice President for Finance and Business Operations/CFO
- Vice President for Research;
- Associate Vice President for Budget; and
- A faculty representative

The budget hearing allows each school/college to present evidence of alignment with Strategic Plan goals and success in achieving performance metrics. (Examples of two 2017 budget presentations include the colleges of [Engineering](#); and [Fine, Performing and Communication Arts](#).)

Components of the budget template:

- How the unit has embraced the strategic plan
- Integration of assessment into unit operations
- General fund budget and impact of previous budget reductions
- Proposed budget reductions and impact
- Cost control and cost reduction efforts
- Needed strategic investments
- Enrollment trends and enrollment management initiatives
- Faculty profile
- Administrative profile
- Research initiatives

Following hearings, Budget Committee recommendations are reconciled by the President, Provost, and Vice President for Finance and Business Operations/CFO as a proposed budget to the BOG Budget and Finance Committee for its review, adjustment, and approval in consultation with the BOG. The FY2017 budget illustrates this process:

- First, Academic and operational needs are balanced with the highest level of support provided to students. [Compared to the restated FY2016 budget, the FY2017 budget](#) shows similar percentage increases to schools/colleges (5.1%) and the divisions (5.6%), with the largest allocation (\$10.5M) to schools/colleges in support of the educational mission. Further, [the FY2017 budget increased student financial aid by 9.1% or \\$6.1M](#).
- Second, allocations to schools/colleges are correlated with performance metrics, principally enrollment, which is also a key performance indicator for the Strategic Plan. For example, the Mike Illitch School of Business, the College of Engineering, and the School of Medicine showed increases in headcount and credit hours and received increases of 18.8%, 8.8%, and 4.2%; whereas the College of Fine, Performing and Communication Arts; the College of Liberal Arts and Sciences; and the School of Library and Information Science, showed decreases in both headcount and credit hours, and received lower increases (3.5%, 2.9%, and 2.5%, respectively).

Complementing ongoing mission-based budgeting are special initiatives. Examples:

- The [2020 Campus Master Plan](#) (developed in 2001 and updated most recently in [2012](#)) guided strategic capital planning for more than 15 years, as documented in Five-Year Capital Outlay Plans for [2014-2018](#), [2015-2019](#), [2016-2020](#), and [2017-2021](#). More than 40 facilities projects were planned and completed, including a \$30M transformation of the Student Center Building (completed in September 2015), as [recommended in 2007 by HLC reviewers](#).
- Academic Excellence Initiative (2011). Allocation of 22 new full-time tenure-track faculty positions through a competitive Office of the Provost process to enhance teaching and student excellence in highly enrolled areas.
- Investment in the Retention Implementation Plan (2012). Allocation of [\\$9.9M to the Student Success Initiative](#) (Section 4.C.), building on the [2006 Strategic Plan](#) (Goal 1.2) and aligning with the [2012 Interim Update](#) (Goal 1). Included in this initiative was \$3.9M in recurring funding for the Undergraduate Academic Advising Initiative, designated as WSU's HLC [Quality Initiative](#). This major investment aligns with [HLC reviewer observations in 2007](#).
- Establishment of an Office of Assessment (2014) and recruitment of a dedicated Director of Assessment -- affirming assessment as an institutional priority.
- Establishment of an Office of Diversity and Inclusion (2014) and recruitment of a [Chief Diversity Officer](#), as recommended by [GRAD: Greater Retention and Achievement through Diversity](#).
- Expansion of Counseling and Psychological Services (2014). Allocation of funding to hire additional counselors and \$1.1M to renovate and expand CAPS space in the Student Center Building, responding to increasing need for psychological assistance to students.
- Renovation and expansion of the campus Office of Military Veterans (2014) Resource Center, responding to the growing number of veteran students -- higher at WSU than in any public university.

### **Strategic Planning Process**

The process for developing the strategic plan is an example of WSU's commitment to collaboration, which is among its articulated core values. The most recent formal process to review the mission, vision, and values; and to refresh enabling strategies, began in February 2014, with an employee survey developed and administered by WSU's Center for Urban Studies. Employees registered their opinions on university strengths and challenges; opportunities to leverage and threats to guard against; foci for improvement; institutional priorities; what WSU should do more of; and ways to help students. The [overall survey response rate was 21.4%](#); responses were segmented by employee group to enable comparison of key findings between groups. Employee responses helped frame the planning agenda, and informed the President's design of process.

Following evaluation of survey results, the President selected senior university administrators to co-chair the Strategic Planning Committee, which was populated to represent key university constituencies. [Members](#) included key faculty and student governance leaders, division executives, academic deans, and administrators. During [seven retreats](#), the committee completed an environmental assessment, identified strategic foci, and proposed foundational goals. Committee subgroups engaged additional subject-matter experts and met independently to drill down on goals, objectives, and metrics.

Throughout the process, the Strategic Planning Committee invited feedback through formal and informal mechanisms. A [web-based portal](#) launched at kick-off the planning process enabled individual-level input by employees, students, retirees, and alumni. Facilitated [focus groups](#) provided group-level input representing cross-sections of faculty, students, staff, administrators, and alumni. The [President's Community Advisory Committee](#) provided public input, including the perspective of citizens, business and community leaders, donors, and local and regional policy makers. Committee members communicated with their constituencies; for example, the Provost and the Academic Senate President communicated with schools and colleges, and the Student Senate President communicated with student groups. Progress was reported online and at meetings; for example, President Wilson convened a university-wide town hall meeting to report process and solicit input.

President M. Roy Wilson unveiled "Distinctively Wayne State University" at [a university-wide address on Sept. 15, 2015](#); the plan was approved by the BOG Executive Committee on July 30, 2015 and [ratified at its public meeting of Sept. 25, 2015](#). The process and product are consistent with WSU's participatory culture and commitment to shared governance.

WSU capacity planning is based on a five-year planning horizon that is updated annually. Each year, WSU [submits to the Office of State Budget](#) a Five-Year Capital Outlay Plan, framed by a comprehensive analysis of instructional programming, staffing and enrollment, and facilities assessment. (Components of the facilities assessment are presented earlier in this section.) The plan engages the Office of Institutional Research (OIR) and WSU schools/colleges, and is based on analysis of historical experience and data, as well as evaluation of inputs (e.g., economic, demographic, technological evolution) to project future needs. For example, the current plan (2018-2022) focuses on strategies to meet high demand in science, technology, engineering, and mathematics (STEM) fields, including evaluation of current infrastructure and planning for growth. It is clear from review of past and current plans that the university and its schools/colleges have a sound understanding of current capacity, and of the outlook for disciplinary-based, specialized programs, and professional programs.

During the budget and planning process, WSU evaluates internal and external environments and the overall institutional resource base. The enrollment projection process is university-wide and engages all school/college deans in review of current student trends, undergraduate and graduate enrollment trends, and evaluation of statewide demographics.

The Office of Institutional Research (OIR) monitors application and student quality trends for undergraduate, graduate, and professional programs. Data predict potential shifts in student demand by academic program. Demographic shifts in the undergraduate applicant pool are routinely monitored by Enrollment Management. OIR also compares projected-to-actual enrollment data and reports information to academic and administrative units to support operations, short- and long-term fiscal planning, and strategic initiatives.

As described in earlier this section:

- Evaluation by schools and colleges of enrollment trends and future demand for graduates of specific degree programs is among planning inputs required for annual budget

hearings, as is analysis of the faculty profile. Each school/college requests approval for tenure/tenure-track faculty searches for the following fall along with faculty start-up packages based on needs justified during budget meetings.

- Differential tuition for high-demand each school and college is based on an understanding of demand and capacity.
- Five levels of IT committees engage technology-savvy stakeholders in strategic and operational level technology planning and visioning.

## Sources

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