Faculty Strategic Planning:
Why, What, and How

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WHY PLAN?

The value of strategic planning at the Faculty level
Academic planning allows us to plan for our future in a more systematic way and to measure our accomplishments in an objective manner.

A plan will help us close the gap between rhetoric and reality with evidence to support our claims.
Planning provides the Faculty:

- A blueprint for moving forward, in **good times and bad**
  - Strategically respond to new challenges
  - Capitalize effectively on new opportunities

- Clearly identified **priorities**, agreed upon and owned by the academic community

- A clear set of development priority projects and a strong case to **support fundraising**

- An opportunity for **engagement** and **community building** across the Faculty
A good Faculty-level plan is:

- **Academic**
  - Multi-year targets and strategic goals for:
    - Faculty and staff complement
    - Undergraduate and graduate intake
    - Research performance

- **Strategic**
  - Selective, focused on aspiration and priorities
  - Includes goals, strategies and measures
Data driven

– Informed by reliable, consistent, robust data and performance measures at each level (from the self study through each annual report)

Closely tied to budget

– Fully cost-estimated, with resources secured to implement strategies

Exposed to external scrutiny

– Refined by the feedback of external experts
The planning process should afford the Faculty an opportunity to examine all facets of its operation in an open and objective manner. While the resulting plans will guide the Faculty in its quest to achieve its aspirations, the process should energize us and give us all hope for an even brighter future.
A Faculty planning process must be:

- A mix of top-down and bottom-up
  - Consulting all stakeholders while maintaining academic leadership as the final arbiters
- Horizontal and vertical
  - Requiring an integrated and iterative approach
- Transparent and accountable
  - Open and responsive to all contributions
  - Updated regularly, with results made public
<table>
<thead>
<tr>
<th>how long?</th>
<th>5 years: 2015-2020</th>
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</thead>
<tbody>
<tr>
<td>how many?</td>
<td>1 per department &amp; support unit</td>
</tr>
<tr>
<td>who?</td>
<td>broad consultation</td>
</tr>
<tr>
<td>other topics?</td>
<td>Faculty-wide issues separately</td>
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Aspirations

- Currently under development
- Informed by Ryerson’s Academic Plan:

“Our Time to Lead”
Aligned with “Our Time to Lead” priorities:

- Enable greater student engagement & success through exceptional experiences
- Increase SRC excellence, intensity and impact
- Foster an innovation ecosystem
- Expand community engagement and city building
key priorities

- research enterprise
- graduate students and graduate studies
- undergraduate students and undergraduate studies
- reputation
- resource generation and allocation
the stages

1. self-study
2. draft plan
3. external assessment
4. final plan
5. annual benchmarking
self-study

- data
  - standard / systemic set of metrics established for departments and support units

- commentary
  - analysis of the data presented and results of consultations
self-study

- broad consultation
- linked to goals and key priorities
draft plan

- academic plan
  - review every existing program and any new/revised programs under consideration

- resource plan
  - decisions must be linked closely to budget, including resource generation and reallocation

- space plan
  - allocation, reallocation, etc.
draft plan

- five-year plan

- reflects the aspiration of the Faculty

- uses key priorities to meet that aspiration
external assessment

- consultation with a small group of leaders from the appropriate discipline(s)

- department head in collaboration with the dean will determine best consultants

- assessment should review and provide feedback on the self-study and draft plan
final plan

- self-study
- revised plan
- report/comments from external consultants
- response to external assessment
- plan implementation agreements
annual benchmarking

- data analyzed annually for every plan
- measure progress toward our goals
- measure our standing among peers
- revisit the plan to address unanticipated challenges and capitalize on opportunities
critical path

October - November 2014

- Prepare statistical data for self studies
- Establish planning committees and sub-committees
- Inform community about the planning process
- Develop “short lists” of potential external reviewers
December 2014 – February 2015

- Statistical data distributed to unit heads
- Review statistical data for completeness/correctness
- Conduct self study
- Disseminate self study widely in unit
February - May 2015

- Planning committees meet and develop plans
- FEAS Planning Committee meets regularly for plan integration
- External visitors finalized and visits arranged
- Draft plans completed
June – July 2015

- External assessments conducted
- External reports submitted to the dean
critical path

August – October 2015

- Official responses to external reports
- Plans finalized and submitted to the dean
- Faculty plan compiled
November - December 2015

- Faculty external assessment
- Faculty plan finalized, published and implemented
2016 – 2020

- Updated annual data provided to unit heads
- Ongoing measurement and evaluation of plan
- Unit annual reports due to the Dean by May
- Annual FEAS Planning Committee retreat in June.
FEAS Planning Process

academic units

1. aspiration & key priorities
2. self study
3. draft plan
4. internal feedback
5. revised draft plan
6. external assessment
7. final plan
8. implementation agreement

administrative units

9. aspiration & key priorities
10. self study
11. draft plan
12. internal feedback
13. revised draft plan
14. summary for inclusion in Faculty plan
15. external assessment of Faculty plan
16. final plan for each unit & final Faculty plan

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Aspiration & Key Priorities

Self Study

Draft Plan

Internal Feedback

Revised Draft Plan

External Assessment

Final Plan

Implementation Agreement

Faculty Plan

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Ryerson University
DISCUSSION
Thank you