

# **Strategic Planning in the Context of a State Wide System: Centers of Excellence**

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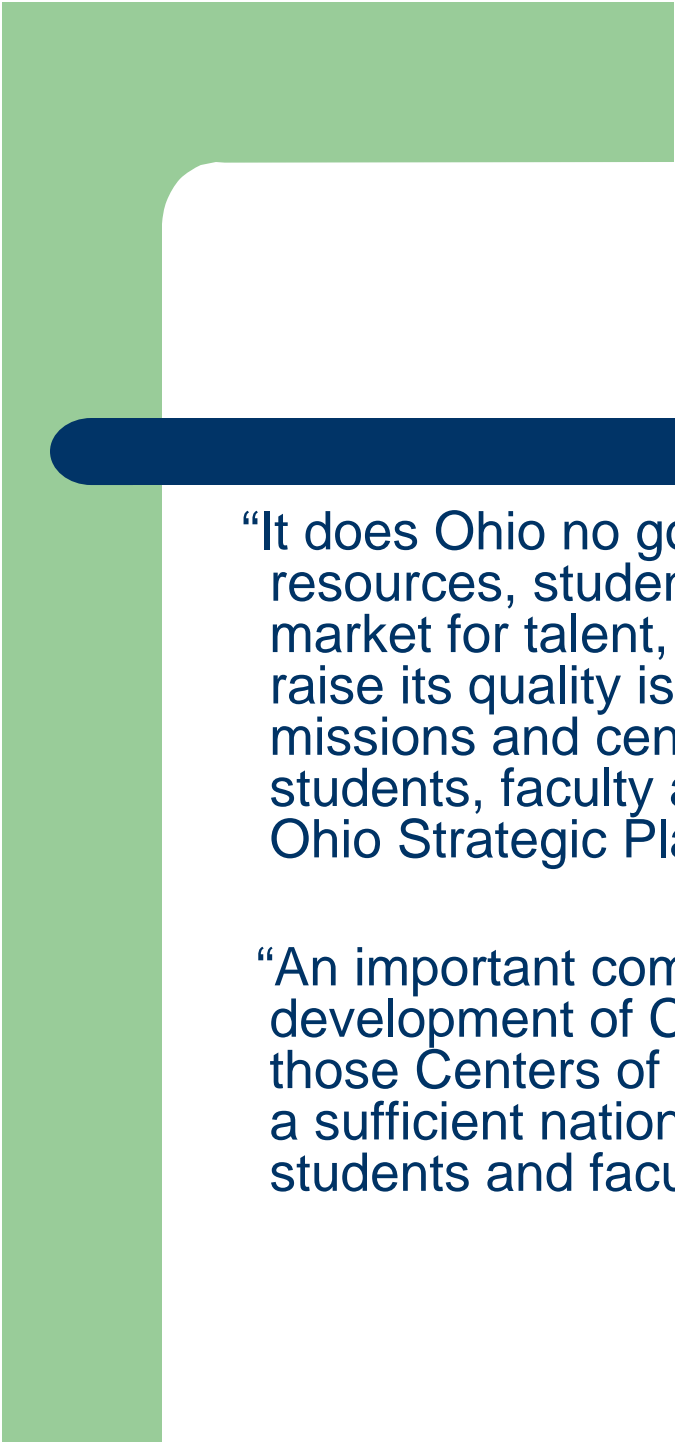


# Background

- Overview of University System of Ohio strategic plan and accountability measures provided by Dean Levant
- A key feature of the state-wide plan is establishing “centers of excellence” among the 13, 4-year institutions in Ohio.
- This presentation is focused on one part of Ohio University’s process to identify its “centers of excellence” through a comprehensive review of graduate programs.

# Reasons to Review Graduate Programs

- External onlookers in the state view graduate programs at the 13 institutions as “redundant”
- Budgetary difficulties make it important for a university with a primary undergraduate mission to be strategic in the selection of graduate programs.
- Chancellor for the University System expects universities to identify “centers of excellence”
  - “KEY STRATEGY: Each of Ohio’s 13 public university main campuses will have distinctive missions, which include a comprehensive, high-quality education, as well as the establishment of nationally-recognized Centers of Excellence.”
- Graduate programs are expensive relative to undergraduate programs



“It does Ohio no good to have 13 universities competing for resources, students and faculty . . . .In a competitive global market for talent, the only way for the system as a whole to raise its quality is for each institution to develop distinctive missions and centers of excellence that are recognized by students, faculty and business leaders.” (University System of Ohio Strategic Plan)

“An important component of each university’s response to the development of Centers of Excellence will be the potential of those Centers of Excellence to include graduate programs with a sufficient national and international reputation to attract top students and faculty.”

# Who?

- Task Force
  - Executive Committee (3)
    - Dean, Arts and Sciences
    - Faculty Rep from Graduate Council
    - Faculty Rep from Faculty Senate (program review)
  - Voting Members (9)
    - 1 faculty member from each college with graduate programs (8)
    - Graduate Student Senate president
  - Ex Officio
    - Institutional Research
    - Graduate Studies (soon to be graduate college)

# Process

- Work with colleges across the university to define and identify “programs” (n = 87)
  - Combining programs
- Establish format for self-studies (with feedback)
- Establish criteria for evaluating self-studies (with feedback)
- Create time-line for submission of self-studies
- Establish process for reviewing and rating programs

# Self-Study Areas

- History, Mission, Excellence
- Faculty
- Students
- Interdependence
- Facilities and Support
- Other Factors
- Synthesis and Excellence
- Appendices
  - Current faculty
  - Undergraduate credits taught past 5 years

# Rating Criteria - Faculty

- Faculty

(all items rated 4-Excellent, 3-Good, 2-Satisfactory, 1-Limited)

- Evidence of scholarly or creative activity (SCA).
- Evidence of discipline appropriate external funding (past five years).
- External recognition of faculty scholarly or creative activity (past 5 years).
- Internal recognition of faculty scholarly or creative activity.

# Rating Criteria - Students

- Students

(all items rated 4-Excellent, 3-Good, 2-Satisfactory, 1-Limited)

- Selectivity of students
- Quality of incoming students
- Productivity of matriculating students (awards, accomplishments, SCA, professional)
- Graduation and Placement rates
- Quality of placements and post graduation accomplishments

# University & Community Contributions

- Interdependence
- Synergy with undergraduate programs
- Provision of services that are essential to or add value to the community

# Tips for A & S Deans

- Comprehensive reviews raise suspicions
  - Transparency
  - Input
  - Faculty participation
- Combining or splitting programs for review
- Using ratings to make decisions about funding and continuation
- Fitting the review into broader conversations about university mission, distinctive features, and priorities

# Resources

- Dickeson, Robert C. (1999). *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance*. San Francisco: Jossey-Bass, Inc.
- <http://www.ohio.edu/provost/centerexcellence.cfm>
  - [Proposed Self-Study Guidelines](#)
  - [Graduate Programs to Review](#)
  - [Procedures for Evaluating Self-Studies](#)
  - [Criteria for Rating Self-Studies](#)
  - [Responses to Feedback](#)