STRATEGIC PLANNING IN HIGHER EDUCATION

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ABSTRACT:

The purposes of this paper are to identify a useful definition of strategic planning, the essential characteristics of strategic planning in higher education, some universities that have developed strategic planning models; to determine the characteristics of those system; and to evaluate their general effectiveness.

The study is intended to provide answers to the following questions: (1) what are the principal characteristics of strategic planning? (2) what are the principal components of the strategic planning models that have been developed in universities? (3) how have universities organized for strategic planning? and (4) how effective have the strategic planning models been in achieving universities objectives?

KEY WORDS:

Planning, Strategic Planning, Strategic Planning Models, University, Higher Education.

ÖZET:

Bu makalenin amacı, stratejik planlamayı, yüksek öğretimde stratejik planlamanın temel özelliklerini ve bazı üniversitelerde geliştiril iş strategjik planlama modellerini tanımlamak ve bu sistemin özelliklerini belirleyerek genel etkililiğini değerlendirmektir.

Çalışmada şu sorulara cevap verilmeye çalışılacaktır: (1) stratejik planlamanın temel özellikleri nelerdir? (2) üniversitelerde geliştirilen stratejik planlama modellerinin öğeleri nelerdir? (3) üniversiteler stratejik planlamayı nasıl düzenlemektir? ve (4) üniversitelerin amaçlarına ulaşmasında stratejik planlama modellerinin etkisi nasıldır?

ANAHTAR SÖZCÜKLER:

Planlama, Stratejik Planlama, Stratejik Planlama Modelleri, Üniversite, Yüksek Öğretim.

1. INTRODUCTION

Planning is the process of preparing for the future. Planning is generally considered as a primary function of those decision-making activities that contribute to the success of an institution. According to Albanese, planning is "the process or activity at defining in advance specifically what needs to be done in order to achieve particular goals, how it should be done, when and where it should be done, and who should do it" [1: 166].

Educational planning is a process of internationally designing and effecting change in the structure, program or impact of educational systems and organizations. Educational planning, then as a subset of social planning is the purposeful, social and technical, process of making decisions that influence the future directions of education.

The planning process is thus seen as comprising three stages: normative, strategic, and operational. Strategic stage, by reconciling and crystallizing the views and wants of many people, translates the general goals and values into objectives. At this level the objectives must specify time, place and populations to be considered. Functions carried out at this stage may be viewed as essentially technical whereby formally or informally cost/benefit, manpower, social demand and other contrasts are employed to devise alternative courses of action to arrive at a desire future state [2].

Cope states that the higher education community appears to have grasped strategic planning in the early 1980s as it attempted to respond to certain pervasive problems:

1. The institution seemed to have no clear vision of its mission, no mission, or-best an unclear mission. Communication throughout the institution about purpose, goals and vision was unclear. Control was lacking.

2. The environment was quite turbulent: high school enrollments were decreasing, government policy was not predictable, new technologies (computer, biogenesis) were appearing, competing colleges were adopting new techniques of marketing.

3. Too much attention was given to short term, internally focused problems and issues; the focus was on details, on seeing only the parts and not the whole.

4. Too much institution performance was largely

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based on "bottom line" standards -- test scores, the number of students, the size of the endowment, and so on.

5. Little connection existed between the campus master plan, the enrollment plan and the budget plan [3:18].

While such problems are good reasons for adopting the strategic concepts, the primary motivators appear to have been strategic planning as a way to respond to the downturn in high school and to the financial squeeze of the late 1970s and early 1980s. By the mid-1980s, strategic planning dominated both scholarly literature and literature oriented toward practitioners [4].

Since the late 1970s, strategic planning has become the most widely advocated approach for institutions of higher education. Basically, strategic planning involves scanning the external environment for possible threats and opportunities, assessing internal strengths and weaknesses, and then, based on a comparative analysis of this external and internal information, identifying major directions which will promote institutional health and viability. These directions are intended to serve as guidelines for key organizational actors and subunits to use in decision-making and program development [5].

Strategic planning is one of the most critical activities for the university manager. It is the attempt, in its broadest sweep, to determine the nature of the university itself. The planning aims at determining the areas in which the university will be offering programs. Within the disciplines selected, strategic planning aims at determining how individual how individual departments should specialize. Strategic planning also aims at determining where a particular university fits in the pattern of all universities. It aims to determine whether the university will be national or local, large or small, research oriented or education oriented, innovator or follower, professional or liberal, and so on. Obviously, the extensiveness of the questions to be answered will depend on what is taken as given [6].

2. Strategic Planning

In this section, it will be explained strategic planning concept and strategic planning process.

2.1. Concept of Strategic Planning

During the past World War II years institutional planning had a focus on acquiring more researches and building facilities for the increased number of students resulting from the equal right demand for access to post secondary education. Planning in post secondary education during the 1960s was undertaken in response to immediate needs with minimum regard to the future. During to 1970s the influx of traditional 18 to 22 year old students began to stabilize. Many private and public senior institutions began to experience the impact of a broad range of demographic, social, political and economic forces. As a result, organizations such as The Council of Independent Colleges, the Academy for Educational Development, the American Association of State Colleges and universities launched programs relating to comprehensive institutional planning. These projects and others like it all stressed the need to assess the external environment. The literature began to reflect descriptions of institutional planning processes including some way to assess to external environment [7].

According to Nepora, strategic planning is a management activity which enables an organization to capitalize on existing strengths and make effective progress toward explicit goals. It deals with a wide array of internal and external factors including; the weaknesses, and opportunities for growth [8:37].

Cope states that the essence of strategic planning is effectively relating the institution to its environment to ensure success. Success requires scanning the environment for changes in the social, economic, political and technological realms. To know the environment also requires understanding contemporary marketing techniques. Strategic planning requires knowing how to reexamine the institution's mission and how to review its programs. It requires some understanding of how the staff of the institution organizes its work and how people make strategic perceptions [9].

According to Cope, strategic planning emphasizes in an economic sense the position of resources-fiscal, human, physical, and intellectual - so as to maximize opportunities in the institution's environment: strategic planning is the analysis of opportunity but not opportunism. Strategic policy decisions, for example, concern:

1. The choice of mission, goals, and objectives

2. The decision on organizational structure

3. The acquisition of major facilities

4. The decision to start new major/degrees or drop existing ones

5. The establishment of policies or strategies re-

lating to academic programs, support services, personnel, facilities, and financing

6. The allocation of gross resources (budgeting) to organizational units and programs [9 : 21].

Strategic planning involves those decisions which are of major importance to an organization. Strategic issues are visible, global and significant. Examples of strategic issues for a university are tuition, faculty and staff salaries, size and quality of freshman class, departmental budgets and tenure quotas. Strategic decisions usually involve questions of generating and allocating resources [10 : 5].

There are two guiding principles in strategic planning. The first is the concept of comparative advantage. The aim is to determine where the university, the college, or the department has strengths that give it an advantage over other institutions. The comparative advantage might come from location, access to another department and its resources, a of the school, and by looking at the strengths of the organization, it is possible to isolate one or more.

The second principle of strategic planning is the concept of the "niche". The niche is the marketing concept and relates to finding a small section of a market that a company can develop because of a comparative advantage and protection against competition [6 : 35]. According to Cyert universities must behave in the same way as business firms with respect to strategic planning. Planning must be continuing to look at the objectives of the organization and to investigate the different ways of achieving organization. A strategic plan should spell out the areas of concentration for each department. These are the areas in a discipline where the department believes it has a comparative advantage.

Thus, strategic planning is a comprehensive exercise that looks at the whole organization. It has definite operational implications for all levels of the organizations. It leads to the hiring of particular kinds of faculty and the allocation of resources in ways consistent with the plan. It attempts to look to the future and develop methods for enabling the organization to adapt better to changes in the environment [9].

Peterson's tightly organized summary of the key elements of strategic planning is as follows:

1. Environmental assessment or scanning (to identify trends or potential changes in the environment and their implications for the institution).

2. Institutional assessment (to clarify strengths, weaknesses, problems, and capabilities of the institution).

3. Values assessment (to consider values, aspirations, and ideals of various constituencies and responsibilities of the institution to them and the larger public).

4. Master plan creation (to devise a strategic pattern, design, or direction for the institution on the basis of the first three elements) [11 : 14].

Collier indicates there are five essential elements in the strategic planning concept:

1. Strategic planning involves the explicit consideration of a set of decisions which determine the future of the entire organizational entity.

2. The total strategic planning process is comprised of the initial strategy formulation process (in which the set of strategic decisions are made) and the implementation/budgeting process (in which the initial strategy is reformulated and an emergent strategy evolves).

3. One of the primary criteria used in making strategic decisions is the achievement of a simultaneous match among (a) the organization's resources, (b) its proximate environment, and (c) certain inherent characteristics of the organization.

4. Strategic planning encourages organizations to take the initiative in creating their own future and to consider the future they are creating for themselves.

5. The set of strategic decisions should be synergistic and they should increase organizational flexibility [12 : 18].

2.2. Strategic Planning Process

The concept of institutional planning has been existent for decades, but the higher education community until recently has not given more than lip service to the implementation of the planning process. In the late 1950s Ruml was encouraging academic institutions to look ahead ten years at economic and financial matters.

Tickton, in the early sixties attempted to alert colleges to the importance of avoiding the prospects of "financial choas" by encouraging them to concentrate on the " budget outlook up to ten years ahead ". Thus although planning, a basic function of management may not have been totally absent from higher education during the past three decades, its importance during the 1980s is taking on a level of significance never anticipated [13 : 8].

It is evident that planning within higher education today is a complex process involving a high degree of uncertainty, difficulty and thoughtful analysis. Factors that inhibit facility in the planning process include resistance to change, inaction, lack of cyclic

evaluation, rigidity of the structure and process for planning and adherence to a process of ad hoc decision making. Fortunately, existing literature describes the need for institutional planning and alludes to general mechanisms or models for completing the process. Unfortunately, for various reasons, too few of the proposed models have been tested or accepted in the academic community [13 : 8].

Philosophical assumptions and operational quideliness define the parameters of the strategic planning process. Such a process is based on the modification and application of the generic decision-making procedures may be decipted in Figure 1. These procedures may be altered by the nature of the issues under investigation, the people involved in implementation, or the types of data gathered and analyzed [13 : 11].

The proposed strategic planning process model

involves the completion of four stages. These stages, considered to be developmental, and arranged within a hierarchy as indicated in Figure 2, are: Evaluation permeates the total strategic planning process. Diagnostic, formative, and summative review strategic are used in each stage to assure the continuing viability of the planning process. A significant feature of the model is the existence of a divisional (college-wide) planning committee. This committee is composed of selected faculty representatives from academic program units (departments/schools), undergraduate and graduate student representatives, and the divisional administrator or his/her designs. Operating as an authorized committee in the division, this body is charged with the responsibility of implementing and evaluating the planning process [13 : 11].
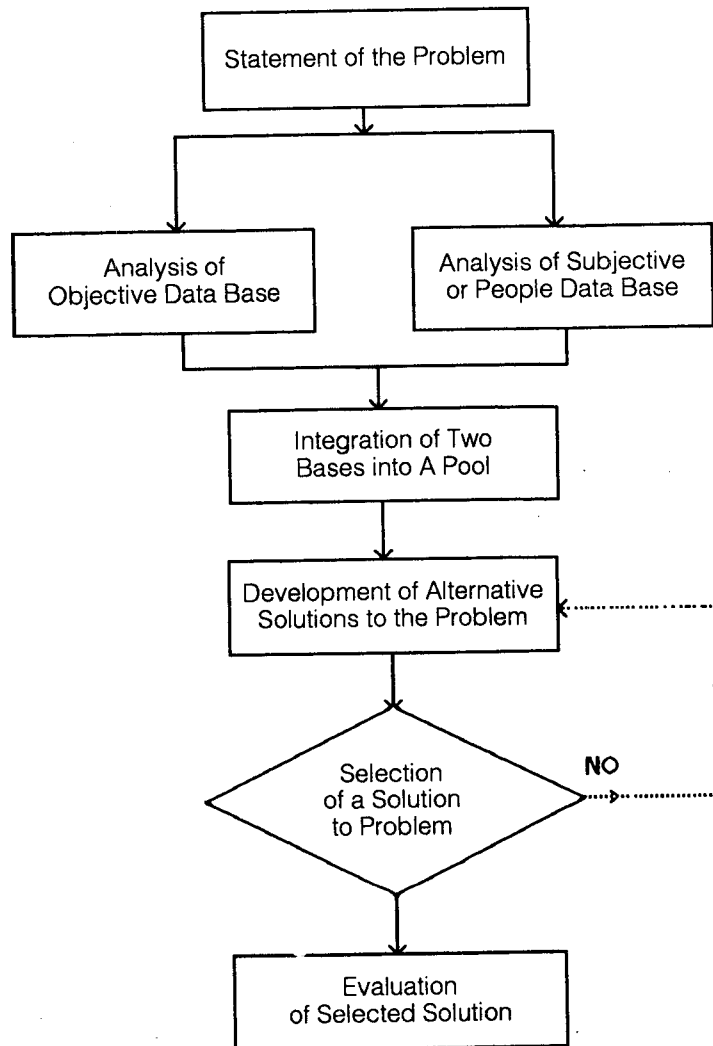

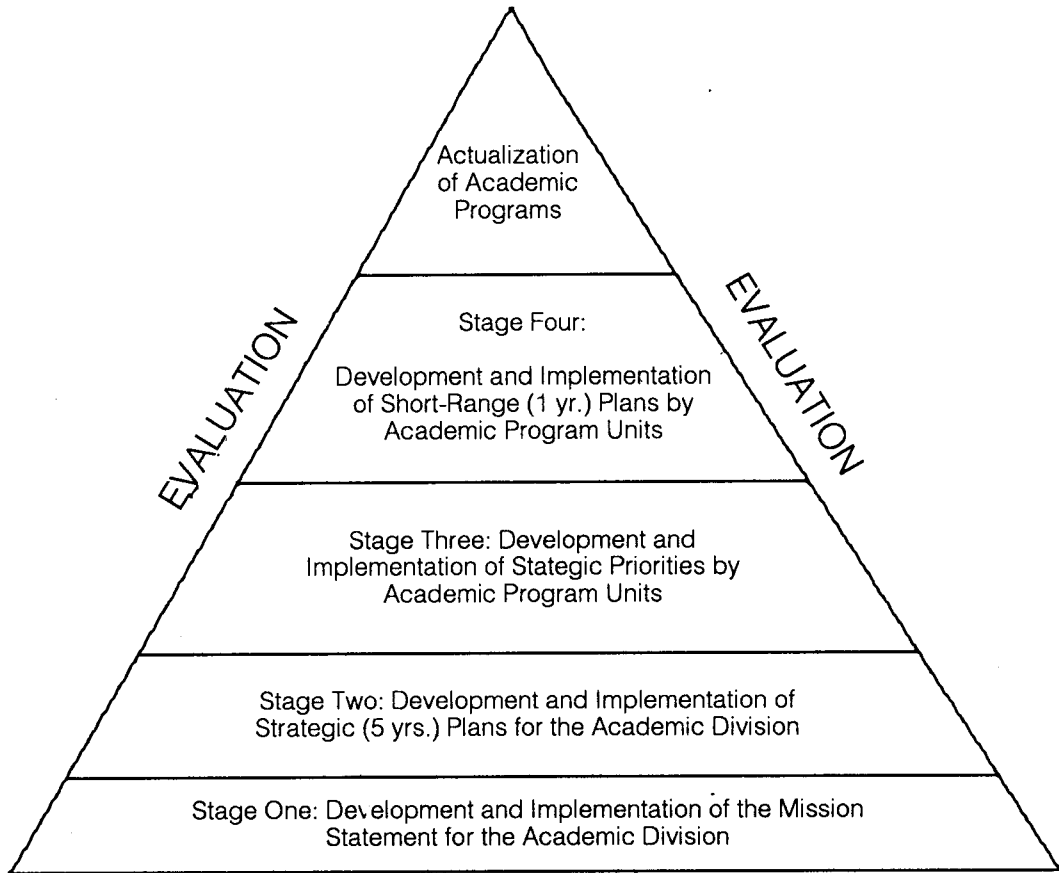**Figure 1. Generic Decision-Making Procedures.**

Figure 2. Major Stages of the Strategic Planning Process Model

Kotler & Murphy [14 : 471] defines that strategic planning is the process of developing and maintaining a strategic fit between the organization and its chaining marketing opportunities. This definition suggests the appropriate steps that a college or university can take to improve itself (see Figure 3).

According to Kotler & Murphy, first, the institution must carry out a careful analysis of its *environment*, both today's and tomorrow's probable one. Then it must review its major *resources* as providing a key to what it can accomplish. The environment and resource analyses allow the organization to
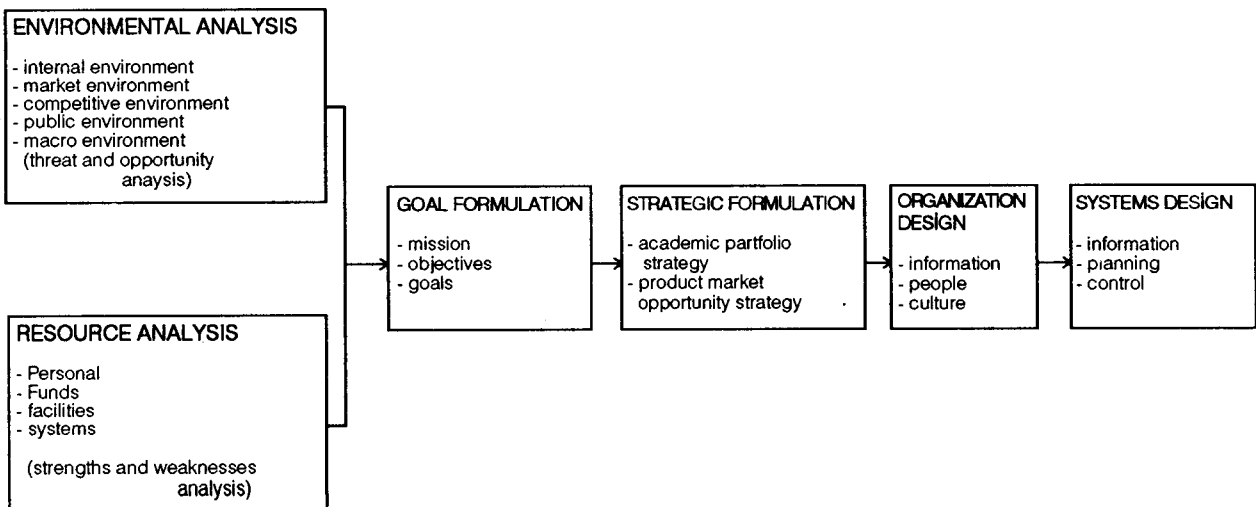

Figure 3. Strategic Planning Process Model

formulate new and appropriate *goals* that it wishes to pursue for planning horizon. Goal formulation is followed by *strategy development* in which the most cost effective strategy is chosen for reaching the goals. The strategy will undoubtedly indicate certain changes that the institution must make in the *organization structure* if it is to implement the strategy. Finally, attention is turned to improving the organization's *system* of information, planning, control to permit carrying out the strategy effectively. When these components are aligned, they promise improved performance [14, 471].

3. STRATEGIC PLANNING MODELS

Large business organizations use several types of models or schemes for strategic planning. These are briefly described, and their usefulness for colleges and universities are evaluated.

3.1. The Goals and Targets Approach

This approaches, made familiar in the numerous exercises to implement a Planning, Programming, Budgeting System (PPBS), entails defining the mission of an organization and identifying goals that express how to realize that mission. Then, the programs or activity groupings that the organization employs to achieve the desired results are defined, and achievable targets for each time-period of the planning horizon are set. With knowledge of the activity-structure and performance features of each program, it is then possible to calculate what resources will be required to obtained the targets and to keep the total resource requirements within feasible bounds [15].

This approach reflects strategic considerations in the choice of targets for growth and change. Applied to higher education, this planning approach begins with an appropriate characterization of the institution's mission, for example, stipulations about the kind of educational offer that is to be made, the constituency or market to whom it is directed, the achievement or quality standard that is to be enforced, and the extent of commitment to original scholarship and research within the scope of institutional mission. Numerous institutions and state systems of higher education have gone through the exercise of defining program classification, and the National Center for Higher Education Management Systems (NCHEMS) formalized and standardized much of this work. Several important categories of academic resources -- academic building space, library, and portions of faculty time -- are shared among several major programs [15 : 53].

3.2. Long-Path Planning

Utility-company executives, state-highway planners, and others concerned with multi-year programming of capital investment have found long-path planning is useful. Ideally, the process begins with an error-free forecast of the growth and change of usage requirements or service demands on the system -- kilowatt-hours of electricity consumption estimated for each future year, or numbers of vehicle-miles each year on the highways, or enrollment growth in an institution or system of higher education. It is a relatively short step, then, from estimated usage growth to an estimate of the amount of capacity expansion over the long run [15 : 54].

Capacity is not, however, one big, undifferentiated "lump" of capital; it is a series of parts, each ordinarily depending for its usefulness on some of the rest. Thus the plan for capacity expansion needs to include estimates of the time at which critical portions of the configuration will become bottlenecks and, therefore, need rapid expansion. Also, capacity expansion may be postponed, at a cost, by extending the use of the existing plant -- in the case of a factory, putting on a second or third shift instead of building an additional plant; in the case of a college or university, scheduling labs in the evening and on Saturday rather than constructing additional (and very expensive) laboratory space. Thus, issues of the composition and the timing of capacity expansion need to be settled as a long-range plan is put together [15 : 54].

A challenging technical aspect of these long-path problems is that the nature, size, and timing and timing of important choices is very much affected by leads and lags in the functional relationship and by nonlinearities in the trend. Right now, for example, we are well aware that new hiring of junior faculty is greatly reduced if an institution's enrollment growth merely slows down -- it need not actually decline. During a high-growth period, the college might have hired ten new assistant professors a year for replacement of faculty reaching retirement age, and another ten to keep up with additional course enrollments. When enrollment stabilizes, hiring must quickly fall by 50 percent! But, as we also know, the situation is tougher than this example, and grim choices await the institutional administrators who must be responsible for the management of absolute decline [15 : 55].

3. SHORT-PERIOD PLANNING

Corporate planners who face rapidly changing market conditions have developed short-period plan-

ning methods for assisting management to cope with the changes. Its essence is a "consequences-generator" -- a model that, under a set of assumed market changes, will show the consequences of a particular management decision. The first step required for such a model is to determine, through careful study, the functional relationships between volume, costs, and revenues. Once again, this becomes more difficult to do, technically, if there are significant leads, lags, and nonlinearities. What people often do is start with the simplest possible representation of the relationships. The second step is to test the model and use recent historical data to establish a "base case". Then, for a potential set of market conditions, such as a demand shift, the model is rerun to show the consequences of a policy change. There might be three or four policy alternatives to consider; and the purpose would be not to "make the decision" but to display for senior management the likely consequences of each alternative provided that the assumed market conditions were to hold and the asserted relationships of the model were correct. Then, senior management can add an appreciation of judge mental factors not included in the model, determine how much risk they are willing to accept, spit into the wind, and made a decision [16 : 25].

One important use for a model of this type in a private college or university is to test the consequences of alternative mixes of tuition and financial aid. The model has to contain a response function for each group of potential attenders to price alternatives, and it is often difficult to obtain reliable estimates of price elasticity [15].

3.4. The Business-Portfolio Strategy Model

Many corporations are so big that they decentralize operating control into a series of separately accounted "profit centers." In capital plant and production technology, product or markets, one profit center may have little or no direct relation to others in the company. These corporate conglomerates -- or in the more soothing public- relations term, "multiproduct, multimarket companies" can be viewed as portfolios of investment commitments. The business portfolio-strategy approach, has become popular for analyzing the strategic choices of such a company [15].

Yet there is an important message for higher education in this planning approach. We feel in our bones that there is a big difference between outstanding educational programs and mediocre ones. When an excellent program becomes recognized and its reputation spreads, it attracts more and better applicants from a wider radius, it has better success in

hiring the cream of the young-faculty crop, its faculty members are in touch with other centers of originality and excellence in that field, and most important of all, it generates contagious excitement among its students who are induced to unusual effort and achievement and whose education is, therefore, a joy to behold. An increment of investment in the program or a choice of academic leadership for it at a propitious moment may make a great difference in the long run. The institution's leadership does not have a big enough margin of discretion to approve every proposed program expansion, and it is thus crucial for a college and universities that seeks quality to find a selective strategy. At the other extreme, some educational programs dwindle and die. Perhaps the faculty group became moribund and unable to function; perhaps the field itself became uninteresting in its substance; perhaps a shift in the social environment or in job prospects caused potential students to choose other programs; or perhaps the regional enrollment market in that field was prompted by a stronger, more attractive program at another institution [15 : 56-58].

3.5. The Contingency-Uncertainty Approach

This approach moves quickly, though, to an analysis of important and highly uncertain features of the surrounding environment, not only the market environment but also other major environmental sources of opportunity or threat. Decision making is greatly conditioned by what could happen to these environmental factors and what impacts they might have on the organization. Furthermore, some events might cause several important environmental factors the change in more or less the same direction at the same time.

While this approach may require more art than science, it is perhaps more adaptable to the task of coping with unusual concatenations of events and bringing forward for overt attention those possibilities that would not otherwise be faced. The problem is that just about everybody is in the business of making intuitive assumptions, and the scenarios and their strategies usually do not have proof of anything like optimality. What may emerge, if the analyst is lucky, is that a given strategic commitment may be durable over a range of scenarios and thus preferable to other strategic choices that might be good in some circumstances but very bad in others.

A college and university, to illustrate, might face a 20 percent decline in the number of young people in its relevant market. Prospects of support from its major funding source might take either of two directions: first, reasonably steady and understanding

funding decision, or second, a dramatic loss of interest in providing institutional subsidy.

Another situation deserving of scenario building is the process leading to a potential merger of two institutions. It would be worthwhile to visualize alternative paths early [15 : 58-59].

Each of these approaches to strategic planning has its attractions for dealing with a different facet or reality. Each is more compatible with some types of organizations and some styles of decision making than others. Thus, it is not necessary or desirable to recommend universally in favor of one approach or against another.

4. APPLYING STRATEGIC PLANNING TO UNIVERSITIES

Is strategic planning consistent with the values of academe? While no particular answer would satisfy everyone, a growing number of articles and books suggest that theses largely business-developed and business-oriented decision and management techniques can be adapted for use in colleges and universities. Many of the related techniques were used in 1970s and 1980 [9]; [12].

General Electric introduced formal strategic planning in 1970; Richard Cyert attempted it at Carnegie-Melon University; Peter Drucker, a former economic journalist, introduced it to the public with his best-selling b ɔoks; and dozens of scholars sought to figure out how strategic planning was working, how it conceivably could work, and how it should work. Professors such as Henry Mintzberg and James Brian Quinn contributed first-rate reports on how strategic planning was actually being introduced, while others reported on how not to implement it. Business leaders and academic collaborated on making analysis of the external environment and the changing markets a crucial part of internal policy-making.

Hollowood developed a two-year strategic planning methodology at the Arthur D. Little management Education Institute. He states that once an institution has become familiar with strategic planning and begins using it on a regular basis, the procedures for applying the methodology may vary widely. The process will be modified to a form which is consistent with the institution's planning and management style. However, the first time this methodology is applied, the institution is strongly advised to use the following procedure [17 : 16-17].

1. The objectives of the initial strategic planning activity should be:

   a. Introduce administrators to the methodology and promote institutional learning of strategic planning.

   b. Provide administrators opportunity to practice strategic planning.

   c. Develop a draft strategic plan for the institution.

2. Allow two full day to conduct tne initial strategic planning session. During the session, the following topics should be addressed:

   a. Introductory material.

   b. Developing a context for strategic planning

   c. Defining strategic centers, industries and markets.

   d. Assessing the strategic position of each strategy center.

   e. Determining strategic thrusts.

3. Separate the first and second strategic planning sessions by three or four week during which time the initial session is reviewed and "homework" assignment are completed.

4. For the second session allow three consecutive days and perhaps one or two evenings. The topics covered during this session should include:

   a. Situation analysis for individual strategy centers.

   b. Selection of strategies and performance profile development.

   c. Strategic analysis and congruency checks.

5. Separate the second and third sessions by three or four weeks, review second session, and complete homework assignments.

6. Allow two full days for the third strategic planning session. Cover the following:

   a. Implementation plans.

   b. Presentation of individual strategic plans.

Strategic planning sets an institution's movement in a direction of travel. Most institutions classify as planning, activities like scheduling classes, assigning faculty members to classes, scheduling rooms, controlling students registration, implementing admissions rules, scheduling and assigning staff members, and formulating and controlling detailed budgets, planning and controlling personnel levels, determining curriculum changes, hiring faculty and staff members, and measuring, appraising, and imp-

roving professional performance. Such activities would be better termed "operational management" or "organizational development" or "operational control". They help the institution move in a strategically determined direction but are not, in themselves, components of a strategic plan [9 : 23].

Collier's statement how strategic planning is applicable to colleges and universities develops five elements from an analysis of the many definitions of strategic planning. He suggests that these elements make up the essence of strategic planning:

1. Strategic planning is the making of future-determining decision for the institutions.

2. The total strategic planning process is composed of both the formulation and implementation of strategy.

3. Strategy decisions require matching the organization's particular characteristics and resources with its proximate environment.

4. Strategic planning requires the institution to create its own futures, organizations to take the initiative in creating their own future and to consider the future they are creating for themselves.

5. The set of strategic decisions should be synergistic and should increase organizational flexibility [12 : 22].

Baker examined an example of Carnegie-Melon University planning process which focuses on strategic issues. There are three important issues in conducting strategic planning: (1) it must be done periodically; (2) it should be done in a common format for each subunit, and (3) it should deal with strategic issues . Table 1 shows the basic college planning outline being used at Carnegie-Melon [10 : 11-12].

The outline is designed to stress strategic planning concerns. The points addressed in the outline are expected to produce plans which can be compared and assimilated at the university level. The extent of the common format is that each college plan is expected to cover each of the items in the outline explicitly. The specific arrangement of sections of the plan and the inclusion of additional information is then up to each deans as they write their plan [18].

Woods' study was dealt with the adaptation of the current "state of the art" in United States business corporation long-range planning techniques by public colleges and universities. Wood & Wood state that Public colleges and universities and United States corporations are not identical in their requirements for strategic planning. However the groups have many similarities which are worth noting. These similarities include:

Table 1. College Planning Outline

1. Strategic Environment
   a. College goals statement
   b. External environment-College specific supplement to the university environment statement including an analysis of the competition.
   c. Strengths and weaknesses of each department and the college as a whole. What is the Carnegie-Melon University comparative advantage?
   d. Internal relationship with other colleges or departments at Carnegie-Melon University.

2. Opportunities Analysis
   a. Specific areas with opportunities for the college. Changes or forces in the environment to which the college can or should respond strongly.
   b. Pros and cons of each. How will they strengthen the colleges? Increased quality, visibility, financial support, etc. What risks do involve? What is the competition?

3. Strategic Plan
   a. The college's recommended plan for utilizing the available alternatives should specify actions that will be taken as well as major alternatives that will not be adopted.
   b. Implementation
      Time schedule
      Tactics - e.g. recruitment strategy, source of funding
      Cost - capital - equipment, renovations operating support - e.g. library, computer
      Space
      Faculty and staff (esp. level of tenured faculty
      Revenues
      Cost/benefit analysis

4. Evaluation Plan
   a. Assessing success of the strategic plan
      Goal attainment
      Resources utilization
   b. Means of tracking competitors

1. Both groups share common concerns with the external environment included social, political, and technical changes as well as significant impact of economic fluctuations.

2. Both groups are subject to demographic changes in the marketplace with the resultant pressure for internal changes.

3. Most public higher education institutions are funded based on enrollments, and research and public service grants awarded. This is not to a distant from the pressure of sales and profit generation felt by corporate management.

4. The organization of a large public university is not totally dissimilar to that of a large corporation both have strategic business units operation functions different from any other unit within the organization. The major difference might be that a university has many more levels of independence than industry with each professor having significant ability to operate unilaterally. This independence gives rise to a much larger requirement for debate when strategic decisions are proposed.

5. Neither industry or public higher education is totally free to operate with impunity. Both are controlled externally to some extent by government and politics, must respond to the needs and desires of the ultimate consumer, and have internal restrictions of unionism and/or tenure policies [18 :18].

Because of the above similarities, there should be much that a public university could borrow from industry in strategic planning. The following steps should be considered for adaptation to the particular university's strategic planning requirements.

1. Maintain a data base from which planners at all levels can draw. This data base should contain as much information as practical concerning the internal and external environments with which the university must cope.

2. Establish expertise in using the planning techniques and tools such as modeling, stimulating and protecting as well as decision analysis. This effort should support the strategic planners but not replace them.

3. Design a system of strategic planning which will accept input from all units, provide for a review process, and subsequent summary into a university plan of action.

4. Insure that a reward system is tied to a unit's success. While the rewarding of the unit manager with salary increases is probably not practical in public higher education, and appropriation in the annual budget tied to such performance would reinforce the importance of proper planning [18:19].

Siren examined the planning activities of twelve representative colleges. He states that the essential elements of the strategic planning concept are the interrelationships in the model and the consistencies between the strategy developed for the institution and its internal and external environments, its existing and potential resources, the specific decisions made by its managers, and its mission or purpose (Siren, 1981 cited Christal, 1981: 104). His investigation also provided some evidence that college planners may tend to deviate from processes that are fully consistent with the concepts of strategic planning structure under certain conditions of environmental pressures or whether the strategic alternatives are known or unknown prior to the planning effort [19 : 122].

Cope's [9] provides the most extensive attempt to deal specifically with the antecedents and concepts in strategic planning as it has been applied to higher education. According to Miller (1983), strategic planning has emerged in the past 15 years, drawing heavily from the fields of policy analysis, marketing and effectiveness evaluation as brought together in university schools of management. It has been applied to higher education for about five years.

Keller, States that strategic planning, an approach widely used outside of higher education in corporate planning efforts, have received more recent attention. Strategic planning assumes an open system as information is integrated participatory involvement. Current and future trends are used to make decision. Strategic planning focuses on integrated participatory involvement in planning activities at the variety of operational levels as resource allocation decisions are made [20].

5. CONCLUSIONS

Strategic planning is a process that is hierarchical and intrainstitutional, consisting of both broad and narrow purposes. The level and different segments need to interact, recognizing that all levels and segments have a legitimate place in planning processes.

The essence of strategic planning remains the matching of internal resources (values, programs, facilities, staff) with opportunities to both serve and ad-

vance the social good. Mission is advanced through the focusing of goals and objectives as personal efforts are directed by strategies. The unique feature of strategic planning is that it enables the total managerial resources of the institution. It provides procedures for top managers to function as a management team and thus brings the breadth of experience of the total organization to the issues being faced.

Strategic planning has been an increasingly popular concept within higher education policy circles for almost two decades. To some institutions this particular planning process has achieved its promise, but for many others it has been less than successful.

Three classes of variables need attention in research on strategy formulation: variables describing environmental conditions, variables relating to the persons making decisions, and variables relation directly to the colleges and universities as organizations.

Strategic planning does not provide the educational administrator with a panacea, it does provide a powerful tool that will assist in the solution of many of the most perplexing problems associated with planning. The ability to integrate the total effort of the institution on a particular concern gives the administrator a technique that makes the most difficult problems more manageable. Strategic planning serves to make a complex organization manageable.

Cope clearly emphasized that strategic planning is extremely important. An individual or an organization will always be faced with more work than resources permit. It is therefore crucial to make strategic decisions about what should be done and what should not be done. According to Cope, authorities are emphasizing the importance of strategic or five-year planning in higher education. Among other elements, strategic planning takes into account the external environmental forces that are interacting with the organization, focuses on "integrated participatory involvement", and stresses the formulation of today's decision with regard to their future impact. Strategic innovation, and intuition in the art of planning, management and decision-making.

Kotler Murphy [14] claim that if colleges and universities are to survive in the troubled years ahead, a strong emphasis on planning is essential. The type of planning that appears to be most appropriate for the future is "strategic" market planning [14]. With the great attention being paid to strategic planning in educational professional literature, it is easy to assume that strategic planning will solve all the planning problems of higher education.

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