

The Planning Handbook

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A Guide to the Annual Planning Process *for the*

Fiscal Year 2004 – 2006 Planning Horizon

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Mission of Ferris State University

Ferris State University will be a national leader
in providing opportunities for innovative teaching and learning
in career-oriented, technological and professional education.

Presidential Planning Statement

With another academic school year underway, it is the time of year for all units across Ferris State University to identify plans for the coming one to three fiscal years. These “Unit Action Plans” will in turn serve as the building blocks for the University’s coming three-year planning horizon. This annual planning process is an inclusive process, involving the entire university community, and ties in both the institution’s planning and budgeting processes into a coherent method for fulfilling the University’s Strategic Plan.

This year’s planning process will involve the same timeline and procedures that have been used in past years. However, as we go about the process of identifying plans for our respective units, some unique opportunities and challenges will be central to this year’s planning process.

New University Strategic Directions

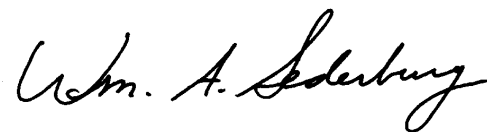
Thanks to the good work of the University Planning Committee and the output generated at the Summer Planning Summit, several new Strategic Directions for advancing the University have been identified and will guide this and future years’ planning. Outlined in greater detail in this handbook, these Strategic Directions encompass seven key issues that will drive planning throughout all units at the University. In addition to such familiar issues as increasing student enrollment, enhancing academic programs, and acquiring resources to assist with growth, some new strategic issues have been identified. Utilizing advanced technology to improve curriculum, enhancing our employee workforce in a competitive environment, empowering employees to identify and implement quality improvements, and seeking opportunities for regional and national leadership across all units by expanding our external focus and perspective, are additional objectives that will facilitate our achieving the vision for the future of the University.

Economic Considerations

Concurrent with our revitalized Strategic Directions is an acknowledgement that the State’s economy continues to be challenged. Although Michigan’s public universities have fared well compared to many other state systems of higher education, appropriations to Ferris will likely be flat for the next one to three years. When considering flat fall semester on-campus student enrollment figures and inflationary increases in all of our expenditures, it quickly becomes apparent that new resources (human and fiscal) allocated for new planning initiatives will be limited. However, it should be noted that \$250,000 has been specifically earmarked for fiscal year 2004 planning initiatives. In addition, recent history has shown that the University has made remarkable progress implementing Unit Action Plans through the reallocation of current institutional resources. The challenge for all of us is to continue to identify operational efficiencies, seek cross-college, cross-divisional, and external collaborative opportunities, and seek out new ways of reallocating current resources in order to implement new plans.

As we go about the process of identifying Unit Action Plans that address the seven strategic directions, effort should be made to identify initiatives that can be funded using a one-time allocation of resources, and those that can be implemented one to three years out.

For the past seven years, this annual planning process has worked well for Ferris State University. With your engagement – and that of your staff and colleagues – I am sure that this year’s planning process will once again serve to perpetuate the growth of the University.



William A. Sederburg
President

Overview of Ferris' Planning Process

Ferris State University utilizes an annual planning process. The process begins in the fall at the unit and department levels, and is intended to involve all employees. All units within the university are challenged annually to produce plans for the coming three-year horizon.

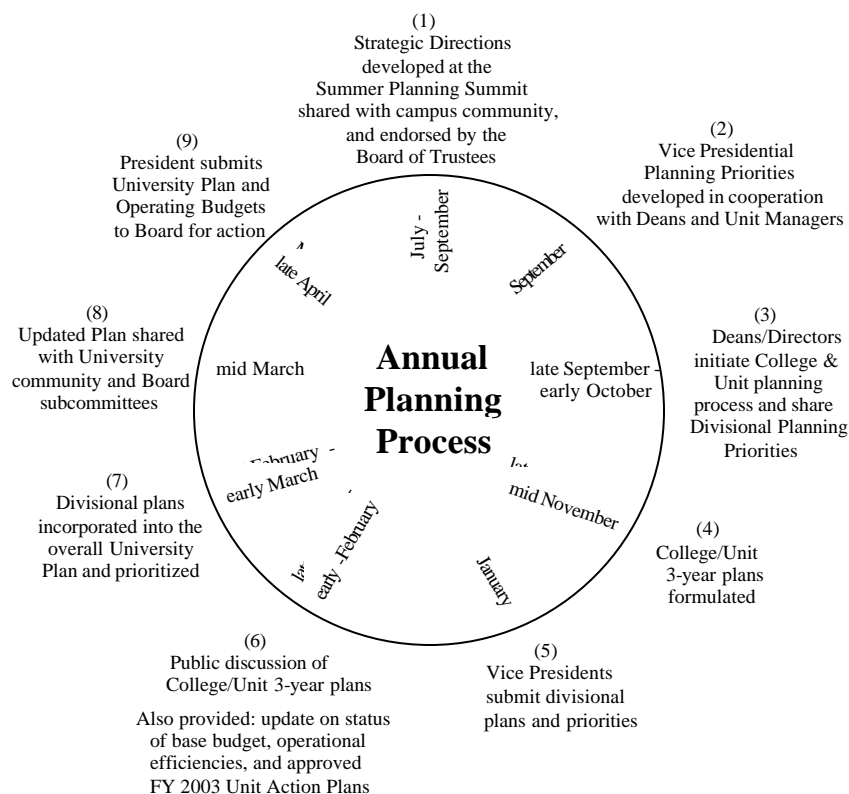
Plans developed within all units of Ferris generally reflect the strategic directions and goals that are established by the University Planning Committee; are revised by a diverse array of University stakeholders who participate in the annual Summer Planning Summit held each year in June; and are reviewed and endorsed by the Board of Trustees at their annual retreat in August. The approved plans for the University are monitored by a series of *Indicators of Ferris' Health and Success* (see Appendix I).

In early February, each unit and college participates in planning discussions that provide the University community with an update on the units' and colleges' operational and budgetary trends, accomplishments, and most importantly, plans for the coming three-year planning horizon. Subsequent to the planning discussions and considerable discussion, plans are then prioritized, approved, and supported in the following years' operational budgets, either through increased funding or the reallocation of current funding or effort.

A key attribute of the annual planning process is its inclusiveness. It is an open, "grass-roots" process that empowers all employees and stakeholders to have a voice in the shaping of the future of Ferris State University.

How Ferris' Planning Process Works

The University planning process links strategic planning to operational planning. Beginning with Board of Trustees' direction for the major goals for the university (which are an outgrowth of the prior year's University planning cycle), the process culminates in May with the approval of the next year's University Plan and supporting Operating Budgets. The process provides input and feedback from all campus constituents as the University's annual operating plan and supporting budgets are developed.



Involvement in Ferris' Planning Process

The planning process has been crafted so that all employees and University stakeholders can have a voice in the shaping of institutional plans. It is therefore the responsibility of all employees to participate in the process – and the responsibility of all supervisors, managers and administrators to involve employees and other stakeholders with a vested interest in their units in the planning process. The following overview lists the responsibilities of the various university stakeholders in planning process.

Board of Trustees - Responsible for setting long-range strategic directions that reflect the input of faculty and staff during the previous planning cycle as reflected in recommendations of the University Planning Committee. The Board is also responsible for ultimately approving the recommended University Plan and supporting Operational Budgets.

President - Responsible for framing annual planning strategies that support the strategic directions and institutional goals. The President is also responsible for developing, recommending and implementing the annually developed University Plan and supporting Operational Budgets.

Vice Presidents - Responsible for incorporating the University's strategic directions and supporting goals and framing their respective division's annual planning priorities. Vice Presidents are also responsible for ensuring that all employees within their units have the opportunity for input in the planning for their area.

Deans - Responsible for developing planning initiatives for their respective colleges that support the University's strategic directions and goals, the vice president's divisional planning priorities, and their own planning priorities. Deans are also responsible for ensuring that all employees within their college have an opportunity for input in the planning process.

Directors/Managers - Responsible for developing plans for their specific units that support college/unit and divisional planning priorities and for involving unit employees in that process.

Faculty/Staff - Responsible for providing input and feedback on the plans for their unit, division, and/or college. Opportunity for that input and feedback is available during various stages of the process.

Ferris State University Strategic Directions and Areas of Focus

To be used to Guide Planning for the Fiscal Year 2004 - 2006 Planning Horizon

As an outgrowth of the work of the University Planning Committee, the Board of Trustees adopted several new strategic directions at its August 2002 annual retreat. Listed here are the institutional directions and related goals that will guide planning across all units.

PLEASE NOTE: The University Planning Committee will be continuing their work on the establishment of a comprehensive, longer-term strategic plan that will serve as a guiding planning document. The new Strategic Plan will be completed later this academic year. Under each strategic direction below is a list of focus areas that are intended to aid units in shaping plans for the coming three-year planning horizon. They however, are not meant to limit creative ideas that may not directly relate to the areas of focus.

Strategic Direction 1: Increase enrollment by enhancing existing academic offerings, prudently expanding academic majors and programs, and enriching student life.

Areas of focus :

- Increase enrollment and retention at all University locations using new recruitment and retention strategies.
- Benchmark against competitors, conduct unit by unit enrollment and retention analysis, and set ambitious enrollment and retention targets at the College/Campus/Unit level that take into account new admissions standards.
- Increase the enrollment yield rate among students who apply but do not enroll.
- Improve the predictive capability of the University's enrollment data systems.
- Establish and maintain an appropriate program mix aimed at facilitating enrollment growth.
- Expand instructional delivery through alternative delivery modes and offer more flexible programming to students not currently being served by higher education.
- Create and implement a student housing plan to meet market demand and promote student recruitment and retention.
- Develop pricing strategies, including scholarships and financial aid, to enhance marketing/recruiting efforts.
- Enhance support services and communications to off-campus students.

Strategic Direction 2: Expand university resources through legislative appropriations, collaborative partnerships, development activities, grants, and entrepreneurship

Areas of focus:

- Work to protect and maintain legislative appropriations in a period of economic recession.
- Identify and capitalize on partnering opportunities with public and private sector entities in order to garner resources for the enhancement and expansion of existing academic programs and creation of new programs.
- Expand and diversify the University's resource base to include additional private fund raising, grant development, and auxiliary and entrepreneurial sources of income.
- Continue the creation of a coordinated and decentralized resource development system that specifically empowers the colleges and departments, in cooperation with the UA&M Division, to actively pursue private funding opportunities.
- Increase institutional efforts to acquire Federal funding for Ferris programs.
- Encourage, assist, and reward faculty and staff who develop expanded and new auxiliary and entrepreneurial activities, particularly when such activities lead to gifts and grant funding.
- Work with state agencies and other private and public entities to expand and promote the University's career development initiatives.
- Further develop the Ferris and Kendall foundations in order to strengthen the University's programs and visibility.

Strategic Direction 3: Foster highly responsive academic opportunities that address student and employer needs and compete successfully with other public and for-profit universities

Areas of focus:

- Develop new programs and enhance current programs that are of high quality, are learner-centered, are responsive to changing student and employer needs, and that respond to changes in the external environment identified through vigilant scanning and assessment.
- Expand summer programming.
- Establish active academic program and college advisory committees.
- Identify and initiate internships for programs that traditionally have had little or no student application of skills and knowledge in the workplace prior to graduation.
- Create a "Career Oriented University of the 21st Century" by integrating new market demands with the traditional elements of the "Ferris Model" of career education that include: relevance to general education, program laddering, connections to the world of work, state-of-the-industry facilities, hands-on real life experiences, and practical instruction with high standards (see whitepaper President Sederburg's website).
- Review and the academic governance system and academic support systems at the institution.
- Explore the accreditation alternatives provided by the Higher Learning Commission of the North Central Association (e.g., Academic Quality Improvement Project criterion; see aqip.org).

Strategic Direction 4: Utilize advanced technology to strategically extend the university's position as a national leader in providing a career-oriented academic curriculum

Areas of focus:

- Identify industry standards for technology across all University programs and conduct a review of the status of technology in each program.
- Identify the new technologies being utilized in the workplace and strive to find the resources and strategic partnerships that will enable these technologies to be brought to each respective academic program.
- Develop an institutional strategy for information technology, incorporating both academic and administrative computing.
- Strengthen the pedagogical skills of faculty to increase their technological instructional literacy and competencies.
- Create greater opportunity for faculty exposure to industry practices through summer externships.
- Improve the data systems for the management of Academic Affairs.
- Improve and or create Web-based services and communications via the Ferris Website (see the "Net-Enhanced University" white paper on the President's website).

Strategic Direction 5: Attract, retain, and develop an exceptional faculty and staff in an extremely competitive higher education market

Areas of focus:

- Recruit faculty, academic administrators and staff needed to meet the demands of current and emerging needs in education and in the workplace.
- Increase the diversity of FSU faculty, administrators, and staff.
- Conduct a further review of the University's hiring practices in order to enhance application pools and streamline the process.
- Identify and provide resources and the structure for continuous improvement of faculty through professional development programming, program assessment, student assessment of instruction, and appropriate accreditation.
- Seek solutions to ease the transition of newly hired faculty moving to the area as they pertain to quality housing shortages and the recruitment of faculty who have partners who seek professional employment in higher education.
- Establish or provide for professional development programming to allow all faculty, administrators, and staff to gain the new skills and education needed in their respective fields.

Strategic Direction 6: Empower individuals throughout the university to be more responsive, innovative, and entrepreneurial

Areas of focus:

- Challenge all units to become increasingly innovative and entrepreneurial in all aspects of their programs and services.
- Develop models for incentives and rewards to foster participation in creating innovative & entrepreneurial initiatives.
- Identify opportunities for the creation and operation of centers and/or institutes for selected entrepreneurial initiatives.
- Develop and conduct empowerment training programs applicable to all employee groups and work settings.
- Create greater flexibility for the administrators in their management of the respective colleges and units.
- Identify and implement operational efficiencies that will provide greater flexibility to carry out new initiatives.
- Instill an organizational culture consistent with and reflective of the University's core values and philosophy of administration.

Strategic Direction 7: Challenge everyone associated with the university to identify opportunities for leadership by expanding their external focus and perspective

Areas of focus:

- Research and integrate best practices across all units within the University.
- Identify and develop new strategic partnerships with domestic and international educational institutions, businesses, industries, social service agencies, and professional organizations.
- Embark upon an aggressive effort to establish relationships with the many new political and policy leaders in Lansing to acquaint them with FSU and its institutional needs.
- Encourage and support individuals from all units across the institution to make benchmarking site visits in order to identify opportunities for new initiatives.
- Encourage and support faculty and staff to actively participate in professional associations, and to present at state, regional, and national conferences.
- Challenge each University program and operating unit to identify strengths and/or special characteristics for which the program/unit is currently being recognized at the state, regional, and/or national level, as well as the indicators of such recognition.
- Conduct more extensive public relations initiatives to facilitate partnership opportunities and enhanced awareness of the University at the state, regional, and national level.
- Investigate feasibility of institutional application for the Malcolm Baldrige National Quality Award.

Schedule for the Fiscal-Year 2004-2006 Planning Cycle

- June 2002**
 - Conduct Annual Summer Planning Summit
- August 2002**
 - Endorsement of Strategic Directions by the Ferris Board of Trustees
- September 2002**
 - Distribute the *Guide to the FSU Annual Planning Process for the 2004-2006 Planning Horizon*
 - Vice Presidential Planning Statements developed with input from deans and unit managers
 - Deans/directors initiate college/unit planning process
- Fall 2002**
 - University Planning Committee integrates findings from the Summer Planning Summit and recommendations of the Board of Trustees and develops more comprehensive Strategic Planning Document
- September – November 2002**
 - College and units (departments) develop prioritized plans for fiscal years 2004–2006
- November 15, 2002**
 - Prioritized college and unit plans due to the respective vice presidents
- January 13, 2003**
 - Prioritized divisional plans due to the Office of the President
- Jan./Feb. 2003**
 - Divisions and colleges conduct Planning Discussions
 - See schedule below
 - Divisions/Colleges/Departments provide an update on the status of the their college/unit/dept., including comments on base budget, operational efficiencies and the status of approved FY 2003 plans.
 - Discuss planning ideas for the coming one to three years (FY 2004–FY 2006).
 - Immediate decisions *may* be made on plans involving no new funds or those involving reallocated funds. No new monies are committed at the February Planning Discussions.
- Mid-March 2003**
 - Decisions are made and presented to the University community regarding Stage I, Stage II, and Stage III approved Unit Action Plans
- April 1, 2002**
 - The draft Fiscal-Year 2004 Operating Budgets are completed, reflecting operational adjustments and approved Stage I and Stage II planning initiatives
- May 2002**
 - President submits University Plan and the supporting budget to the Board of Trustees for action
- October 2003**
 - Decisions on Stage III planning initiatives held until fall pending state appropriations, enrollment and other budgetary and strategic planning implications

Planning Discussions

Planning discussions are scheduled in late January and early February to provide an opportunity for colleges/units to do the following:

- Provide an update on the status of the colleges/units including comments on the base budget, operational efficiencies and status of approved fiscal year 2003 unit plans
- Present and discuss plans for the three-year planning horizon

During the planning discussions, immediate decisions *may* be made on plans involving no new funding or plans that will use reallocated divisional, college, or unit funds. Shortly after the planning presentations, decisions will be provided on whether to proceed/not to proceed to pursue further details (identify resource requirements) on plans presented at the planning presentations.

Planning discussions will be held with each college/unit followed by divisional sessions with each vice president. Presentations should include a set of consistent information as noted below.

Information to include in the College Discussions

Presentations are limited in time, but will include time for discussion. Presentations should include the following information:

- Status of the college:
 - Enrollment history - please provide three years' data, including fall 2000 through fall 2002
 - Enrollment information for the college. Include headcount enrollment as well as student-credit-hour production.
 - Productivity as reflected by student credit hours per full-time-equated faculty for the past three completed fiscal years (FY 00, 02, 03).
 - Progress toward the goal of reducing stipend costs and release-time assignments.
 - Current activities supporting current academic planning.
 - Projection as to how the top priority plans will impact enrollment and productivity.
- Overview of three-year planning statement for the college
 - Explanation of the top priority plans for each college including:
 - Explanation of what Institutional Strategic Directions and major planning initiatives currently underway are being supported by the plan.
 - Detail as to what indicators will be used to monitor progress toward achieving the plan.
- Additional information that the Dean wishes to present.

Information to include in all Non-College Unit Discussions

Unit Directors should provide information on the following items:

- Appropriate unit-relevant benchmarking measures
- The status of prior year's approved Unit Action Plans
- Significant operational efficiencies achieved during the prior year
- Status of the unit's base operating budget
- Overview of a three-year planning statement for the unit
 - Explanation of the top priority plans for each college including:
 - Explanation of what Institutional Strategic Directions and major planning initiatives currently underway are being supported by the plan.
 - Detail as to what indicators will be used to monitor progress toward achieving the plan.
- Additional information that the unit Director wishes to present.

Schedule for the Planning Discussions

Day	Time	Division or College Presenting	Location
Monday, January 27	1:00 – 4:00 p.m.	FSU – Grand Rapids	FSU-GR ATC
Tuesday, January 28	9:00 – 11:00 a.m.	College of Arts and Sciences	*
	12:30 – 2:30 p.m.	College of Allied Health Sciences	VFS 325
	3:00 – 5:00 p.m.	College of Education and Human Svcs.	WCCC
Wednesday, January 29	9:00 – 11:00 a.m.	Library and Instructional Services	FLITE 135
	11:30 – 12:00 p.m.	Office of International Affairs	FLITE 135
	12:30 – 2:30 p.m.	Michigan College of Optometry	PEN 116
	3:00 – 5:00 p.m.	University Center for Extended Learning	FLITE 238
Thursday, January 30	9:00 – 11:00 a.m.	College of Business	BUS 111
	12:30 – 2:30 p.m.	College of Pharmacy	PHR 114
	3:00 – 5:00 p.m.	University College	RC 308
Friday, January 31	9:00 – 11:00 a.m.	College of Technology	NEC 203
	1:00 – 4:00 p.m.	Division of Academic Affairs	CSS 201
Thursday, February 6	1:30 – 4:30 p.m.	Division of University Adv. & Mktg.	RC President's Rm.
Friday, February 7	8:30 – 11:00 a.m.	University Information Technology	FLITE 135
Monday, February 10	1:00 – 5:00 p.m.	Division of Administration and Finance	Holiday Inn
Tuesday, February 11	8:00 a.m. – Noon	Division of Student Affairs	RC Pres. Rm
Wednesday, February 12	9:00 – 10:15 a.m.	Executive Division	CSS 302
	10:30 – 11:45 a.m.	Division of Governmental Relations & General Counsel	CSS 302

*Confirmation of these times and locations will be sent to the campus community in advance of the presentations.

Planning Process Procedures

The planning cycle will focus on the next three years. Plans will be submitted in a concise narrative format on a Microsoft Excel *Planning Template*. Submitted plans should reflect ideas beyond the conceptual level. The narrative should explain why it is in the University's best interest to implement these plans – in other words, what is the value-added of each plan. Judgment should be used in estimating costs associated with each plan submitted. A relatively detailed summary of the operational requirements and fiscal implications of each plan should be provided.

Please note that since the planning process is conducted annually, it is not necessary for units to completely regenerate plans for the coming three-year planning horizon. Units are encouraged to review and revise plans that were developed, but not approved or implemented, during the prior year. Some of prior year's plans may have been implemented, while others may no longer be deemed appropriate for a variety of reasons. The fact that Ferris' annually-conducted planning process is revolving allows units to continue their three-year plans rather than start from anew each year.

There is no limit to the number of plans submitted by each unit. But it must be stressed here that the inherent effectiveness and efficiency of an annual planning process is in part, determined by the total number of plans submitted for review and discussion. While Ferris' planning process strives to garner greater participation, enhance creativity, and improve the efficiency of the process, it is in our collective best interest to use discretion in the number and scope of submitted unit plans for the coming three years.

Units are asked to identify assessment measures for tracking progress toward achievement of goals and objectives of their respective initiatives. A series of additional University-wide assessment indicators are included in Appendix I of this guide. These indicators are suggestions only and each unit is asked to identify what specific measures are most appropriate for their area. You may wish to use one or more of these indicators, if appropriate, or to identify a suitable indicator not on the list.

Unit plans are to be submitted to their respective vice presidents using the computerized Planning Template. The planning template is easy to use, easy to read and requires an appropriate amount of data input for each individual plan. The FY 2004 – 2006 Planning Template is located on the Ferris Intranet. Please do NOT alter the planning template in any way when completing the required fields.

APPENDIX I

Indicators of Ferris' Health and Success

It is recommended that College and Units use the Indicator of Health and Success to identify assessment measures. These assessment measures can both be used to assess planning initiatives currently underway, and to indicate how future plans can be assessed for their effectiveness.

This list, while not exhaustive, provides a broad array of assessment measures. The use of these measurement indicators is not mandatory - they are merely provided to provide assistance in plan assessment.

Indicators of Health and Success

Outcome Indicators

Enrollment Growth

- Fall Headcount Enrollment (On-Campus and Off-Campus)

Successful Student Performance

- Graduate Placement (98 percent of graduates employed) (also a State performance measure)

Financial Stability

- Standard and Poor's credit rating

Dimensions of Quality Indicators

Quality and practical preparation of students

- Composite ACT score of entering students

- Graduate placement rates

- Performance on licensure exams, national boards, etc.

- Employer, alumni, student, advisory committee surveys used for program review

- Retention Rates - Annual Retention Rates

- Percent of freshman applicants accepted and percent of accepted freshman who matriculate (yield rate)

- Graduation Rates (percentage of BS students graduating in 4, 5, or 6 years)

Uniqueness, responsiveness and accessibility of its educational programs

- Program advisory committee surveys

- Percentage of FSU programs with external advisory committees

- New program development

- Off-campus enrollment

- Availability of similar programs in region/nation (PGM, Optometry, etc.) (unique FSU programs)

- Industry and professions' demand for graduates (graduate employment offers)

- Percentage of total courses scheduled or available at non-traditional hours

- Opportunity mission – percentage of students with lower ACT scores

- Percentage of continuing education courses of total courses

Innovation and quality of instruction

- Professional development activities (Center for Teaching, Learning and Faculty Development)

- Instructional spending as percent of total Current Fund spending

- Faculty contact hours with students (full-time faculty teaching versus graduate assistants, etc.) (State performance measure)

- Academic support expenditures as a percent of total Current Fund expenditures

Unique qualifications of and effective teaching by faculty

- Tenure status of full-time equivalent faculty

- Local, State and National recognition for teaching

- Student to faculty ratio

- Credentials of faculty (degrees, industry experience, professional associations, faculty experts, etc.)

- Assessment of student's achievement of program goals
- Customer focus of staff
 - Student satisfaction survey
 - First Impressions involvement
 - Student-to-staff ratio
- Efficiency of services
 - Student satisfaction survey
 - Institutional grant aid as percentage of tuition/fee income
- Engaging and diverse campus life
 - Number of student activities (including attendance)
 - Number of recreational activities (including attendance)
 - Participation in intercollegiate athletics
- Openness and effectiveness of institutional leadership
 - Access to President and Vice Presidents (e-mail, forums, etc.)
 - Performance on outcome indicators
- Use of emerging technology in the classroom and in the office
 - Numbers of microcomputers available for student and staff use
 - Use of alternative instructional delivery systems
- Safety, cleanliness, comfort, and functionality of facilities
 - Campus crime statistics
 - Workers compensation claims
 - Maintenance backlog as percentage of total replacement value of plant
- Stability of finances
 - Tuition and fees as a percent of total Current Fund revenue
 - State appropriations as a percent of total Current Fund revenue
 - Private gifts, grants, and contracts as a percent of total Current Fund revenue
 - Total gifts to the University annually
 - Market value of the endowment
 - Annual investment return on endowment
 - Sales and services of auxiliaries as a percent of total Current Fund revenue
 - Federal grants and contracts as a percent of Total Current Fund Revenue
 - Percent of living alumni who have given at any time during the past 5 years

University Comparisons

Tuition Rates

Annual undergraduate resident of the eleven primarily teaching Michigan public universities

Room/Board Rates

Annual room and board costs for the twelve Michigan public universities with residence halls

Enrollment

Annual full-year equated student (FYES) enrollment of the eleven primarily teaching Michigan public universities

Student to Faculty Ratio

Annual student to faculty ratio of the eleven primarily teaching Michigan public universities

Student to Staff Ratio

Annual student to staff ratio of the eleven primarily teaching Michigan public universities

Administrator to Faculty Ratio

Annual administrator to faculty ratio of the eleven primarily teaching Michigan public universities

Instruction Percentage of Spending

Percentage of General Fund spending devoted to classroom instruction among the eleven primarily teaching Michigan public universities

Plant Percentage of Spending

Percentage of General Fund spending devoted to physical plant among the eleven primarily teaching Michigan public universities

Scholarship Percentage of Spending

Percentage of General Fund spending devoted to scholarship among the eleven primarily teaching Michigan public universities

Tuition Support

Percentage of General Fund revenue received from tuition among the eleven primarily teaching Michigan public universities

Instructional Expenditures per FTE student

General Fund expenditures per FTE student

APPENDIX II
Sample Planning Form
Microsoft Access Computerized Template