

From <http://smallbusiness.chron.com/difference-between-strategic-operational-objectives-24572.html>

Strategic Objectives

Strategic objectives are long-term organizational goals that help to convert a mission statement from a broad vision into more specific plans and projects.

They set the major benchmarks for success and are designed to be measurable, specific and realistic translations of the mission statement that can be used by management to guide decision-making. Strategic objectives are usually developed as a part of a two- to four-year plan that identifies key strengths and weaknesses and sets out the specific expectations that will allow the company or organization to achieve its more broad-based mission or vision statement.

Operational Objectives

Operational objectives are daily, weekly or monthly project benchmarks that implement larger strategic objectives.

Operational objectives, also called tactical objectives, are set out with strategic objectives in mind and provide a means for management and staff to break down a larger strategic goal into workable tasks. For example, achieving the strategic goal of a 25 percent increase in sales revenue requires the completion of the operational objective to develop and execute an effective advertising strategy along with other operational objectives. As with strategic objectives, operational objectives also should be measurable and specific, though their focus is narrower.

Cornell University: Strategic Plan (2010-2015)

<http://www.cornell.edu/strategicplan/objectives.cfm>

Under Educational Excellence:

Objective 1: Create and sustain a culture that supports teaching excellence in all academic units.

Rationale: Cornell, like most top-tier research universities, has a strong culture in support of research and scholarship. It should have an equally strong culture in support of outstanding teaching. Effective teaching is a central responsibility of departments and programs, and a key component of each individual faculty member's professional activity. This means, for example, that faculty members should remain actively involved in teaching across their careers, recognizing that loads may vary due to other responsibilities or research grant support. The institution needs to ensure that the best scholars are in the classroom, where they have an important impact on students' education and serve as good models for junior faculty. Involvement in mentoring and advising is also important. Moreover, "signals" from top to bottom of the institution need to convey consistently the value of effective teaching, advising, and mentoring.

Actions:

1. Ensure that all academic units have a **robust form of assessment** that generates full information, includes some type of **student feedback** and peer assessment, and provides **feedback to teachers** that enables them **to improve their teaching continually**.
2. Strengthen Cornell's resources for instructional support, through integrated efforts that involve both central and college-based activities, so that faculty (especially junior faculty) have easy access to **new pedagogies and "best practices" for being effective teachers**.
3. **Recognize and celebrate** in new ways **pedagogical innovation** and strong teachers who are responsive to students and rigorous in their approach to teaching.
4. Ensure that academic leaders (chairs, deans, and the provost) **communicate** clear expectations about the importance of teaching and advising, **and that they hold programs and individual faculty responsible for**

demonstrating teaching effectiveness (e.g., rewarding excellent teaching in resource allocations and salary decisions).

5. Examine current policies on course reductions and "buy-outs" of teaching, and assess whether alternative forms of relief (e.g., from administrative and committee responsibilities) or monetary rewards (e.g., summer salary, research monies) can effectively substitute for course reductions.
6. Ensure that senior faculty members with teaching appointments remain actively involved in and committed to teaching and mentoring students over their careers at Cornell.

Objective 2: Strengthen institutional structures that promote pedagogical innovations both centrally and within colleges and programs.

Rationale: **Faculty have many reasons not to devote more time to enhance the innovativeness of their teaching**, adopt new pedagogies, or experiment with new methods, given the opportunity costs of such time investments (e.g., time from research and other professional activities). There is a national market for excellent research, but no comparable market for excellent teaching, which makes the local institutional policies, practices, and priorities of particular importance for teaching.

Actions:

1. Strengthen the capacity (administrative and budgetary) of the office of the provost to **facilitate and support educational innovations**.
2. **Encourage faculty to experiment with new pedagogies** (e.g., field-based learning) and new technologies, recognizing the different pedagogies appropriate for different disciplines and programs.
3. Establish funds to provide summer salary or other forms of support to faculty with creative proposals for new courses that meet important educational needs of students and that cross intellectual boundaries.
4. **Encourage more courses that involve team teaching** across colleges or disciplines within them by being more flexible about faculty teaching credits.
5. Promote and support educational innovations beyond the classroom (e.g., service learning), taking advantage of Cornell's living-learning environment on campus and its public engagement mission and related programs.

Objective 3: Provide a more unified and shared educational experience for Cornell undergraduates.

Rationale: Cornell is the most educationally diverse research university among its peers. This objective is designed to increase the extent to which Cornell students experience that educational diversity by adding convergent or common intellectual experiences early in their time at Cornell. For example, these could involve additional living-learning programs on North Campus, common courses for Cornell students, or courses in colleges around a common theme. The idea is to promote a more fully shared educational experience at the university, while recognizing and building on the distinctiveness of college-based educational programs.

Actions:

1. Develop coordinated sets of **core competencies** in colleges and at the institutional level to help guide teaching and programming. [See [Appendix C.](#)]
2. **Create a series of common intellectual experiences** within the first two years directed at core competencies, including living-learning programs and formal coursework.
3. Have colleges reassess their programs and make appropriate revisions in their courses and course requirements to realize core competencies in ways that are suitable for particular colleges, disciplines, or interdisciplinary fields.
4. Encourage students to cross college and program boundaries in pursuit of their educational goals, and encourage colleges to reduce the inherent difficulties (posed by transfer pricing policies and college constraints).

[There are a lot more objectives not copied here.]

Comments from LAC members (brainstorm about strategic planning at 3/14/2014 meeting)

Communication

- LAC: Better communication processes to provide info to college and get feedbacks
- Communication -- clear channels. LAC ← → SAC - through coaches or other LAC person?
- Wish List: Specific expectations that can be clearly communicated to SACs
- Improved communication in PCC -- within the SACs and within the college. Our communications are not connected, but rather overlap one another
- Improved communication between SAC and LAC. Assessment leaders within the SAC should be a part of the communication not necessarily communication with SAC chair. Assessment leaders communicate together.
- Improved communication within PCC -- across district and between/among college departments
- SAC, LAC, sub: Better communication processes to provide into and get feedback college wide
- We need better communication and structure
- So that conversations and learning that happens within the LAC, EAC, Curr Comm, Strategic Planning is shared
- *Helpful - greater understanding of program outcomes and how these outcomes impact class outcomes - the connection (cross list under "Communication" and "Prof Dev")
- *Faculty develop assessment portfolio to show what they have done about outcomes and assessment in their class (cross listed under "Resources to share," "Communication," and "Prof Dev")
- *For SAC: agreement on standardized rubrics or even agreement on what aspects we're going to assess. We have outcomes, but no unified means for assessing them. (cross listed under "Resources to share," "Communication," and "Prof Dev" -- could also be "what to do" if we have more time with colleagues to discuss assessment)
- *Most transformative -- understanding the concept that I'm assessing what the SAC wants students to learn, not just what I want students to know (cross listed under "Communication," "Prof Dev," "Accountability" and "Academic Freedom")

Accountability [Note: Consider "appropriate accountability" given lack of knowledge about assessment and minimal prof dev opportunities.]

- Support from deans to make assessment a priority
- All member of SAC are committed to assessment
- Requirement that all SACs do assessment project
- LAC authority to make recommendations for best practices
- *Institutional: Having backup by division deans to make it a priority (cross listed under "Prioritize Assessment" and "Accountability")
- *Most transformative -- understanding the concept that I'm assessing what the SAC wants students to learn, not just what I want students to know (cross listed under "Communication," "Prof Dev," "Accountability" and "Academic Freedom")
- *Coach -- assessment higher priority for SAC chairs (cross listed as "Inspirational (culture shift)" and "Accountability")

Time and Money Resources

- \$\$ and time for PT faculty for training and courses
- SAC assessment leader get release time or assessment work
- Create a SAC assessment day other than SAC day x3
- Increase faculty time allocated for assessment reporting and planning
- Time to process assessment mentally in order to design/redesign class
- Time for assessment subcommittee work
- \$ and time for assessment work x3
- \$ to support faculty professional development
- Time to discuss results in SAC meetings x2
- Time and resources for connecting with colleagues
- SAC assessment leaders training and time

Professional Development

- Fear of loss of academic freedom (standard assignments) x2
- The use of standard assignments – is this necessary for valuable assessment results?
- Training – how to's best practices expert support periodic feedback x2
- For assessment (SAC specific, general, coaches) x5
- For writing good outcomes x2
- Backwards planning/mapping
- Discussion about pedagogy and assessment – critical pedagogy. How does assessment look different within certain lens
- Utilize more in class assessment instead of assessments which are made up (communication)
- See how other SACs are assessing – increasing awareness, knowledge x3
- Norming
- Consistent materials and grading across sections and x2
- PL uses QM rubric for outcomes – observable and assessable
- Training preparation for handling Assessment work in SAC
- Facilitation training to manage outcomes based meeting, project management, managing talk time in meetings
- *Faculty develop assessment portfolio to show what they have done about outcomes and assessment in their class (cross listed under "Resources to share," "Communication," and "Prof Dev")
- *For SAC: agreement on standardized rubrics or even agreement on what aspects we're going to assess. We have outcomes, but no unified means for assessing them. (cross listed under "Resources to share," "Communication," and "Prof Dev" -- could also be "what to do" if we have more time with colleagues to discuss assessment)
- *Helpful - greater understanding of program outcomes and how these outcomes impact class outcomes - the connection (cross list under "Communication" and "Prof Dev")
- *Most transformative -- understanding the concept that I'm assessing what the SAC wants students to learn, not just what I want students to know (cross listed under "Communication," "Prof Dev", "Accountability" and "Academic Freedom")
- *LAC: We need to engage more people with how assessment is meaningful (cross listed under "Inspirational (culture shift)" and "Prof Dev").

Prioritize assessment (high up expectation) & Inspirational (culture shift) --- these were separate, but put together

- Prioritize assessment (high up expectation)
 - For LAC: Keep current model
 - Assessment needs to be a priority at all levels -- supported appropriately by faculty, administration, and APs
 - Assess on a higher priority -- openness
 - Institutional: Having assessment as a priority within institution
 - *Institutional: Having backup by division deans to make it a priority (cross listed under "Prioritize Assessment" and "Accountability")
- Inspirational (culture shift)
 - Wish: SAC would feel assessment is fruitful and meaningful, not busy work
 - Inspir.: Everyone interested in assessment → improvement
 - Expectation, at hiring, for assessment
 - More flexibility in assessment process (yearly)
 - More buy in by SACs
 - To have everyone interested in doing assessment for improvement
 - *LAC: We need to engage more people with how assessment is meaningful (cross listed under "Inspirational (culture shift)" and "Prof Dev").
 - *Coach -- assessment higher priority for SAC chairs (cross listed as "Inspirational (culture shift)" and "Accountability")

Academic Freedom

- Standard assignment
- Acknowledgement that assessment does not affect academic freedom
- *Most transformative -- understanding the concept that I'm assessing what the SAC wants students to learn, not just what I want students to know (cross listed under "Communication," "Prof Dev", "Accountability" and "Academic Freedom")

Resources to share (like models or rubrics)

- Some standard rubric resources
- Standard rubric resources, which can be shared with others. And content specific rubrics
- Most Helpful: The help doc, the ability to tailor SAC-level outcomes
- *Faculty develop assessment portfolio to show what they have done about outcomes and assessment in their class (cross listed under "Resources to share," "Communication," and "Prof Dev")
- *For SAC: agreement on standardized rubrics or even agreement on what aspects we're going to assess. We have outcomes, but no unified means for assessing them. (cross listed under "Resources to share," "Communication," and "Prof Dev" -- could also be "what to do" if we have more time with colleagues to discuss assessment)

Other

- Time (slower process for assessment)
- Other: Staff person to collect data for student services
- Doing assessment plan was most helpful -- in class plan for SAC, as peer reviewer
- Wish for curr. committee -- strict guidelines on what is a good learning outcome <at course level>
- What I wish for individually: More teaching opportunities to allow use and development of better rubrics and assessment tools
- Wish for better placement process for students into courses
- Change in SAC makeup (FT vs PT)
- For strategic plan include language that defends the current model