

Strategic Planning & Budgeting Advisory Committee

Wed., Oct. 10, 2018

3-5 p.m., Charcoal Room, UC

Round tables

President Erickson would like to discuss 'what makes a premier institution' with our group. Discussion followed:

- Identify who we want our peers to be.
- Include undergraduate research
- Could we be the institution that offers a debt free education?
Education funded in 3 ways: State, Tuition paid for by scholarships/grants, and student debt
- Are preeminent and excellence two different factors?
- Curb appeal—sometimes people buy with their eyes
- Excellent or attractive? Can we be excellent at everything? What makes us attractive? If we are attractive, it doesn't mean we are excellent.
- Excellence in faculty & staff
- Better about telling our stories?
- Equity, diversity, and inclusion
- Stay relevant with our alumni? How?
- Pre-NMU, during NMU, Post NMU (alumni)
- Physical campus/facilities
- Continue to be analytical

(President Erickson left meeting; he had to teach a leadership class)

Jason Nicholas, Director of Institutional Research and Analysis, and Jessica Cruz, Chief Diversity and Inclusion Officer, gave a presentation on ['Who are our students now? Who could they be in the future?'](#) with an update on the profile of our current students, and demographic trends over the coming 10-15 years.

Group discussion followed.

Jason suggested reading *Demographics and the Demand for Higher Education*, by Nathan D. Grawe. It is available in our library.

Jessica invited everyone to a dance on Oct. 26 (JXJ 1100) sponsored by the Latino Student Union. She is bringing forty Aim North students from downstate. There will be student testimonies, dance instruction, and food.

Small group discussion. See attached.

Please email Leslie, Brent, or Cindy if you have any specific topics that you would like to see discussed at future SPBAC meetings.

Respectfully submitted,

Terri L. Williams
Administrative Assistant
Office of the President

Small Group Discussion Notes
(taken by co-chair Leslie Warren)

DEMOGRAPHICS - How do we prepare for the coming demographic changes in the next decade?

- Flexibility is important; across campus in all units in all levels (e.g., Facilities that adapt to a variety of settings)
- Flexibility – analytics and SRA, we need to have the flexibility to be prepared
- Have to believe the numbers, let's start building our relationships where the maps showed that there is projected increase. BELIEVE JASON!!!
- Consider the market for non-traditional, return-to-learn opportunities
- Opportunity: 35% of Michigan students who don't go straight to college
- Educated workforce improves economy
- English Education has a cluster of alumni in Colorado & South Carolina, which have projected increases; leverage those relationships
- Encourage out-of-state students; harder to get international athletes when we have reduced international scholarships; more competitors have gone to in-state tuition for everyone (e.g., Ferris State); immigration policies also make it difficult to recruit international students
- What does the data tell us about enrollment growth over time? Campus master plan is planning for 10,000 students. Strategic plan sets 10,000 student goal. Is that reality? Are we having realistic conversations about what our enrollment so that we don't overbuild or overprogram?
- What is projected balance of traditional, global, non-traditional?
- Data and analytics will be critical. We will experience losses. Need to be able to tease out what is working and not working.
- How do we reduce in size without harm? What does shrinking without harm look like?
- Nimble and flexible is about people, as well as space
- How build flexibility and protection into employee agreements?
- How do we balance enthusiasm and honesty?
- Need honest conversations across campus
- How do we leverage history as a teacher college to reach the 35% not planning to go to college? Go into high school and middle school to be aggressive about helping students make decision to go to college.
- Help high school and middle school students be prepared for college.
- High schools are working to get students job-ready. That is part of our competition.
- Marshall Plan sets up high school grads to go to work to a greater degree than to go to college.
- Predictions about the number of colleges that will be closing (5%). Can we position ourselves to acquire others? Purdue bought Kaplan.
- Help departments have the information they need to plan for future staffing and make strategic decisions in the face of retirements.

DIVERSITY & INCLUSION - How can we work independently or in partnership to continuously reaffirm Northern's commitment to diversity and inclusion?

- Expand current initiatives
- How do we replicate initiatives connected to specific careers that are needed in the students' communities? How do we make sure they are prepared to return to their communities and contribute what the community needs?
- Challenge – we have geography issue, how is distance not a barrier? Hard to get students over the bridge.
- What would it look like to open a campus downstate?
- Diversity and inclusion in employee expectations, connect to hiring, evaluation, promotion

- Have employees that reflect the student populations that we want to attract
- Engage community members in helping us with retention (e.g., Houghton has grocery stores that cater to international students)
- Some businesses provide incentives to encourage employees to learn more languages and/or have international experiences. Posted in the community (e.g., this branch speaks Spanish or Polish). How do we publicize our diversity?
- Incentivize faculty and staff to participate in faculty study abroad to encourage international experiences. Participate as the second chaperone.