

## Planning for Distinction Informational Sessions

**Wednesday, February 1, 2017 Evening Session**

**12 participated out of 12 attendees**

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| What guiding principles should shape The University's SRA Process?  |    |
| <b>Guiding principles for best use of resources and efforts - fair evaluation using meaningful data - consistent with university mission and vision</b> | 13 |
| <b>Not all important values can be quantified</b>   | 3  |
| <b>Impact on our small community</b>  | 3  |
| What does __X__ program add to the university?  | 3  |
| Transparency  | 5  |
| Financial Stability   | 2  |
| Focus on providing a quality program with focus on academics  | 2  |
| Functionality   | 5  |
| Overall impact (obvious and hidden effects)   | 1  |
| Are resources used efficiently?   | 4  |
| What's best for the university as a whole?  | 4  |

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| What benefits will The University realize from successfully carrying out the SRA process?                |   |
| <b>Idea of what we are good at</b>   | 4 |
| <b>More resources to strengthen growing programs</b>   | 6 |
| <b>Enough resources to adequately do important tasks</b>   | 3 |
| An understanding about what makes us successful – what are NMU's best programs                           | 3 |
| More state and national respect  | 0 |
| University will enjoy growth and success by positive efforts.<br>University will learn more about itself | 2 |
| More efficiency  | 0 |
| What we can stop doing   | 1 |
| An idea of what "good" means   | 0 |
| Opportunity to invest in new programs  | 7 |
| Better understanding of what we currently are/could be doing   | 3 |
| Stronger programs may increase student recruitment/retention   | 5 |

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| Liberating programs that fail to achieve results | 2 |
| Becoming more transparent                        | 1 |
| Increase in student success after graduating     | 1 |

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| What pitfalls would arise from carrying out the SRA process?  |    |
| <b>Loss of jobs/Programs could be cut</b>   | 13 |
| <b>Students could choose to leave</b>   | 5  |
| We allocate resources inappropriate   | 4  |
| Bickering about the importance of our own programs  | 3  |
| Could miss fringe effects of programs because no one knows they exist until they don't  | 2  |
| We fail to identify important facts/aspects of programs that make them successful – and make decisions without that important information | 4  |
| Faculty/staff feel unappreciated if in 5 <sup>th</sup> quintile   | 2  |
| Resentment of faculty and staff in more productive programs   | 6  |
| Distrust if not perceived as fair or fully carried out  | 1  |
| A failing university  | 0  |
| Declining enrollment  | 2  |
| SRA conclusions not followed  | 2  |
| Programs could lose accreditation   | 2  |

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| What advice can you offer to the task forces that will carry out the SRA process?                                 |   |
| <b>Look at the big picture</b>  | 8 |
| <b>Be thorough, look at all criteria</b>  | 7 |
| Don't come with preconceived ideas  | 9 |
| Do not be judgmental  | 5 |
| Recognize and guard against your own biases for/against programs  | 4 |
| Look both at what <u>is</u> and is <u>not</u> said  | 1 |
| Be committed to wanting to help the university  | 7 |
| Recognize the fundamental differences that exist among programs   | 6 |
| Rest up   | 2 |
| Trust the process and yourself  | 2 |
| Keep your individual preferences (for programs) at the door and think of the <u>University</u> in your evaluation | 6 |
| Keep in mind overall prestige of University, <u>not just cost</u>   | 1 |
| Eat well, get exercise, and <u>balance</u>  | 1 |