

Welcome
Back!

Participate in the Idea Wall

As you arrive and take your seats, we invite you to read and respond to the prompts and questions posted around the room. Write responses or suggestions to the prompts or respond to the comments that others have written. Check with an SPCT representative for more guidance.

A photograph of four students walking on a paved path under a wooden pergola. The students are smiling and appear to be in conversation. The background shows a campus setting with trees and other people in the distance. The text is overlaid in a large, yellow, sans-serif font.

Welcome to UW-
Superior's Strategic
Planning Process
2019-2020

Greetings from the Strategic Planning Core Team



Harry
Anderson



Ines
Benkhelfallah



Jerel
Benton



Ethan
Christensen



Jay Conley



Maria Cuzzo



Nick Danz



Brenda
Harms



Dede
Herrick

Greetings from the Strategic Planning Core Team



Jeff Kahler



Jenice
Meyer



Emily
Neumann



Eleni
Pinnow



Ethan
Russom



Scott Minor
Smith



Matt
TenEyck



Renée
Wachter

What did SPCT do?

40+ hours of team work, design, dialogue,
problem solving, planning, dreaming, hoping

Over 60+ total hours with the co-facilitation
model fit in

Excellent planning dialogues with Keeling &
Associates team

Goals: inclusive, generative, imaginative,
future oriented

What is the Process?

Design | January-August 2019

Launch | Today and tomorrow with Keeling & Associates' first visit

Fall Engagement Opportunities | Five weeks, four open meetings, road show of visits to obtain input, campus surveys (students, faculty/staff)

Decoding the Data | November 2019 during Keeling & Associates' second visit

Distilling the Pillars and Devising the Plan | January-February 2020, Keeling & Associates' third visit

What is the Process?

Rollout and Feedback | March-April 2020

Guiding the Operational Plans | April-August 2020

Board of Regents Approval | June-July 2020

Moving Forward TOGETHER | Fall 2020 onward

What are we inviting you to do?

01

Spark your creative imaginations while reflecting on our realities

02

Participate in every single way that YOU can

03

Help YOUR voice be heard

04

Attend sessions

05

Be part of the change that we need to see to grow, thrive and be healthy

Thank you for
your anticipated
courageous
conversations
and creative
input!

Meet the Keeling &
Associates Team

**Contextual Factors
Strategic Planning
UW-Superior
August 28, 2019**



Key Strategic Questions

- ▶ What trends in higher education (threats, opportunities, changes/shifts) are pertinent to UW-Superior's future?
- ▶ How will UW-Superior respond to those trends within the framework of its distinctive character and identity? Should any elements of its character and identity be adapted to better "fit" the future?
- ▶ How will UW-Superior chart a course toward secure institutional sustainability—especially, but not only, financial sustainability?
- ▶ How will UW-Superior preserve, develop, and/or enhance its greatest assets while eliminating or reducing the impact of its key weaknesses?
- ▶ What will UW-Superior do differently in the coming 3-5 years to ensure success for both students and the university?



Challenge: Institutional Sustainability with Purpose

- ▶ Financial
- ▶ Academic
- ▶ Enrollment/responsiveness
- ▶ Physical/infrastructure
- ▶ Technology
- ▶ Cultural
- ▶ Distinction



Facts are Friendly
Strategy Lives on Facts



AAC&U

August 2, 2018

It's no secret that higher education is going through a time of turmoil. Over the next decade, our work will be changing, for better or worse. And most days it's hard not to feel that "worse" is winning. From the largest flagship to the smallest liberal-arts college, institutions face shrinking resources. Student debt is intolerably high; completion rates, unacceptably low. These issues disproportionately harm minority, low-income, first-generation, immigrant, and adult working students. They disproportionately stress the public universities and community colleges where the majority of students enroll. They disproportionately burden the adjunct and contract faculty who teach the majority of college courses. And beneath all these crises lies a loss of faith in higher education as a public good. Our national conversation increasingly defaults to an instrumental model of workforce training, aimed at feeding the short-term needs of the labor market.

David Scobey, Ph.D.
Director
Bringing Theory to Practice
Association of American Colleges and Universities

Moody's Investors Service

August 14, 2019

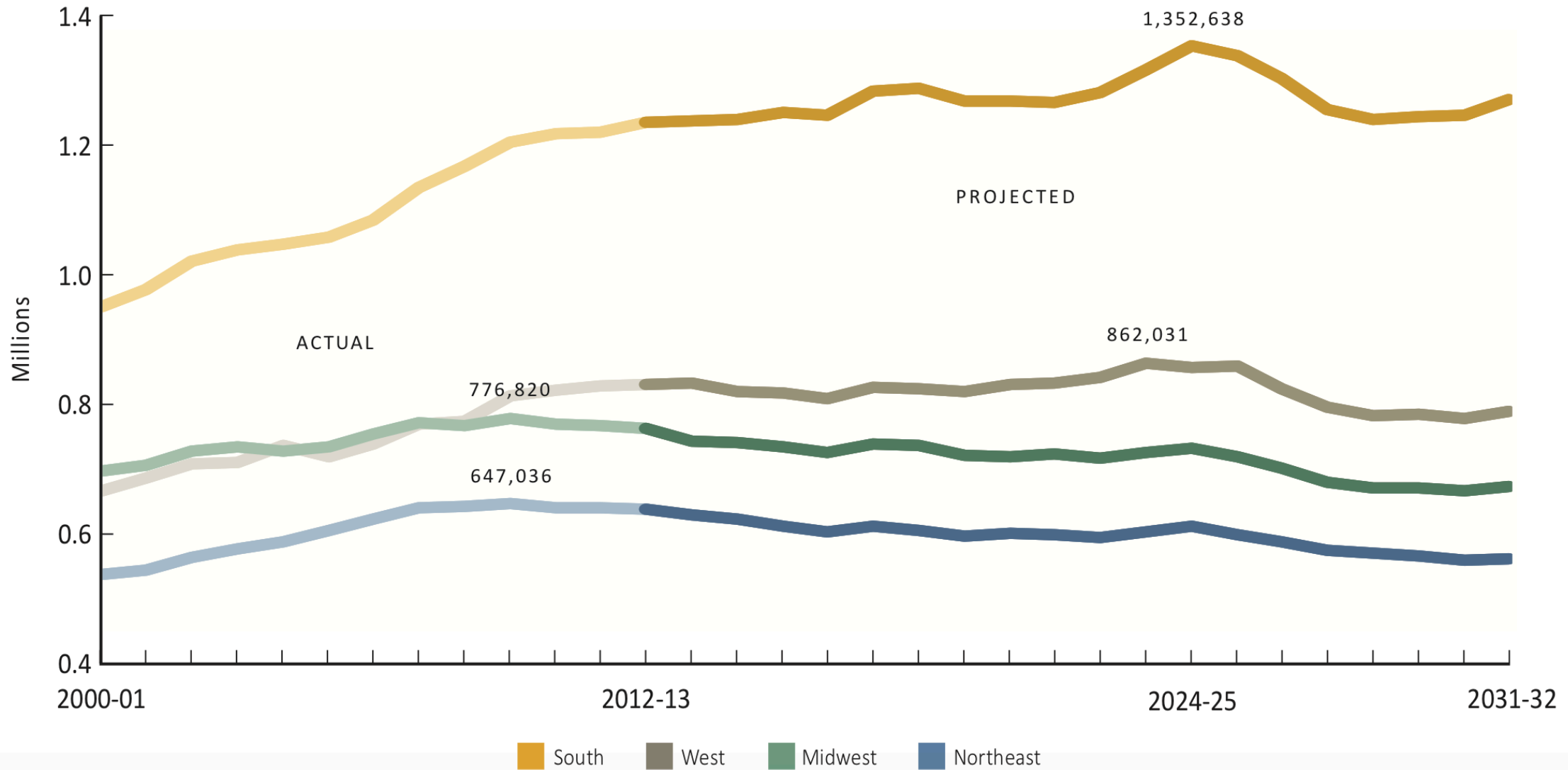
For fiscal 2019, Moody's projects:

- ▶ 15-20 percent of universities will have grown reserves above our 3% estimate for higher education inflation
- ▶ 30% will have had greater than 3% declines in cash and investment levels
- ▶ 20% to 30% of the sector will face difficult budget choices
- ▶ Overall state support for public colleges and universities is stable to slightly improving.
- ▶ The strong economy is drawing prospective students into the labor force instead of classrooms
- ▶ The number of new high school graduates is stagnant nationwide.
- ▶ Competitive pressures, combined with a focus on affordability, will likely result in low to negative net tuition revenue growth for many regional public colleges and universities
- ▶ Focus on cost containment will result in continued program rationalizations and potentially more colleges considering merging, collaborating or cases closing.

National Enrollment Trends

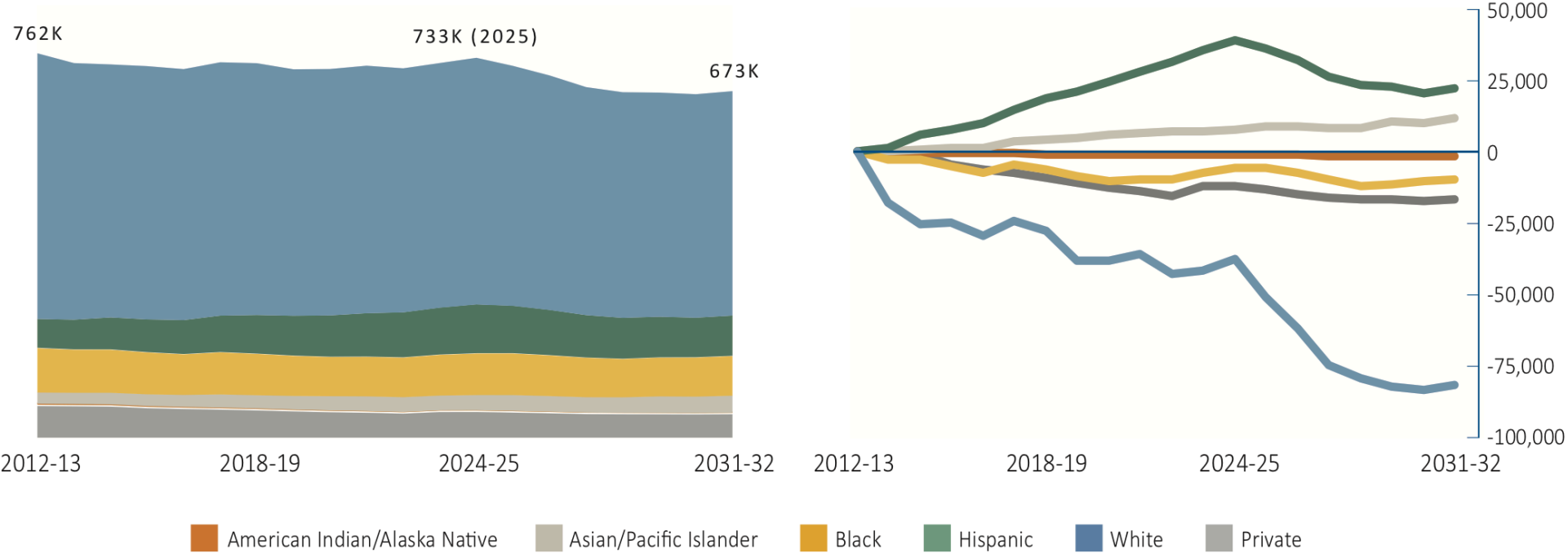
- ▶ In the Northeast and the eastern half of the Midwest, there will be 20 percent to 25 percent fewer college-going students by 2030
 - *Due to longstanding population shifts toward the South and West combined with a deep (13 percent) drop in birth rates following the financial crisis in 2008. Grawe, Demographics and the Demand for Higher Education*
- ▶ Graduate enrollments (especially, but not only, international students) are declining at many institutions
- ▶ More substantial declines in enrollments in law, graduate business, and undergraduate business programs

Figure 3.2. Total Public and Private High School Graduates, by Region, 2000-01 through 2031-32



In 2012-13, the Midwest generated 22 percent of the nation's high school graduates (about 762,000). That share is projected to decrease to 19 percent by 2029-30, meaning 93,000 fewer high school graduates by that time (a decline of 12 percentage points compared to 2012-13). Midwest Interstate Commission for Higher Education, 2016

Figure 3.5. High School Graduates by Region and Race/Ethnicity – Midwest



The ongoing decline in the population of White youth is the overriding source of the decline in the number of high school graduates in most regions, including the Midwest.

Comparative Factors

▶ Four-Year Graduation Rate*

- UW-Superior has a much lower four-year graduation rate than comparable institutions (18%), well below the group average of 43.4%

▶ Six-Year/Overall Graduation Rate*

- UW-Superior has a much lower overall graduation rate than comparable institutions (36%), well below the group average of 57.6%

*According IPEDS data, for first-time bachelor's degree seeking students who began program in 2012; institutions selected from UW-Superior's IPEDS peers (custom peers/COPLAC) and collegeresults.org peers

Comparative Factors

▶ Full-Time Retention Rate*

- UW-Superior has a slightly lower full-time retention rate than comparable institutions (70%), below the group average of 75.7%

▶ Part-Time Retention Rate*

- UW-Superior has a lower part-time retention rate than comparable institutions (20%), significantly below the group average of 55.8%

*According IPEDS data, for first time students who began program in 2017; institutions selected from UW-Superior's IPEDS peers (custom peers/COPLAC) and collegeresults.org peers

Attitudes About Higher Education

- ▶ Anti-intellectualism; eroding support for, and belief in, higher education as a public good, and as a source of learning and personal growth;
 - Demands for greater accountability = loss of confidence/trust
 - Skepticism about value of “liberal arts” (content and terminology)
 - Suspicion or rejection of science
- ▶ Mixed attitudes about perceived career and economic value of college
 - Strong focus on careers and job placement; Practical education/apprenticeships
 - Colleges expected to prove “value” by showing (1) employment rates/earnings benefits for graduates and (2) boosts to regional economies
 - Greater emphasis on STEM programs/careers (including healthcare)

Federal Policy

- ▶ Department of Education has made changes that directly affect institutions of higher education (Title IX requirements, diversity in admissions, relaxation of regulation of for-profit educational institutions and corporations [including borrower defense and gainful employment rules])
- ▶ New immigration policies (threatened, enacted, challenged, overturned, or sustained) are affecting confidence and enrollment of international students

Campus Environment/Climate

- ▶ New reckoning with issues of diversity, inclusion, and safety:
 - Historical racism: institutions' past, campus symbols, representation, etc.
 - Gender and gender identity (trans-students, faculty, and staff)
 - Sexual harassment (#MeToo); including LGBTQ, international, and other vulnerable populations
 - Student safety: Greek Life (hazing), athletics
- ▶ Controversial topics and speakers
 - Hate messages; threats to vulnerable campus populations
 - Academic freedom, free speech, trigger warnings, safe spaces
- ▶ Campus violence (violent activism, gun violence)
- ▶ Corresponding backlash to institutional responses to the above issues

Student Support

- ▶ Redefinition of “student success”—embraces, but not limited to, persistence, retention, and graduation rates
- ▶ Trends suggest change in assumptions about institution’s relationship to students, toward a sharing of responsibility for success both during school and after graduation (careers)
- ▶ New priorities in student affairs = compliance, crisis, conflict, litigation



Students' Mental Health & Wellbeing

- ▶ Continuing increase in demand for counseling/mental health services
- ▶ Slowing, but still increasing, prevalence of depression, anxiety, suicidal ideation
- ▶ Changing roles, responsibilities, and practices of counseling/mental health centers
 - From adjustment disorders to clinical diagnoses and treatment
 - Greater acuity, complexity, severity
 - Recognition of higher risk student populations
 - Outreach programs/activities often reduced — resources needed to respond to clinical demand
 - Higher expectations of staff

Facts are Friendly Strategy Lives on Facts

Fact: These are challenging times

Fact: That is true almost everywhere

Fact: UW-Superior has great assets

Fact: UW-Superior can create a distinctive and effective strategy



Guiding Questions

What should be UW-Superior's highest priority over the next 3-5 years?

What are UW-Superior's most distinctive assets?
What strengths should the University build upon in its new plan?

What important opportunities or challenges should not be overlooked in the new plan?

Guiding Questions

How can UW-Superior remain responsive to the changing needs of students in the future, regardless of how or why they choose to attend?

What student outcomes should UW-Superior prioritize in the future?

What are the most important needs in the community and surrounding region that UW-Superior should respond to in the future?

Lunch

Opening Week Employee Picnic

11:00am-12:00pm

Followed by Strategic Planning
Sessions at 1:00pm