Visioning Mines@150
Campus Discussion & Spring Update
Discussion Topics

• Audience Survey
• Benchmarking the Higher Education Landscape
• Implications for Mines: Strategic Decisions
• Charting Our Course
• The Blueprint
• In-Progress Initiatives
• Homework Assignments
• Audience Questions, Feedback, & Discussion
Audience Participation Time

► Go to kahoot.it in your browser
► Enter PIN and be prepared to answer questions…
## Q1: Which School Would You Attend?

<table>
<thead>
<tr>
<th>Metrics</th>
<th>School A</th>
<th>School B</th>
<th>School C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Enrollment</td>
<td>4500</td>
<td>4500</td>
<td>24000</td>
</tr>
<tr>
<td>US News National University Ranking</td>
<td>20</td>
<td>82</td>
<td>74</td>
</tr>
<tr>
<td>US News Undergraduate Engineering Ranking</td>
<td>8</td>
<td>44</td>
<td>16</td>
</tr>
<tr>
<td>Student:Faculty Ratio</td>
<td>8:1</td>
<td>17:1</td>
<td>18:1</td>
</tr>
<tr>
<td>Average Net Price</td>
<td>$31,356</td>
<td>$24,297</td>
<td>$16,951</td>
</tr>
<tr>
<td>Freshmen Retention</td>
<td>96%</td>
<td>94%</td>
<td>93%</td>
</tr>
<tr>
<td>4-Year Graduation</td>
<td>76%</td>
<td>49%</td>
<td>46%</td>
</tr>
<tr>
<td>6-Year Graduation</td>
<td>91%</td>
<td>77%</td>
<td>76%</td>
</tr>
</tbody>
</table>
Q2: Which School Do You Want to Be?

<table>
<thead>
<tr>
<th>Metrics</th>
<th>School A</th>
<th>School B</th>
<th>School C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Enrollment</td>
<td>4500</td>
<td>4500</td>
<td>24000</td>
</tr>
<tr>
<td>US News National University Ranking</td>
<td>20</td>
<td>82</td>
<td>74</td>
</tr>
<tr>
<td>US News Undergraduate Engineering Ranking</td>
<td>8</td>
<td>44</td>
<td>16</td>
</tr>
<tr>
<td>Student:Faculty Ratio</td>
<td>8:1</td>
<td>17:1</td>
<td>18:1</td>
</tr>
<tr>
<td>Average Net Price</td>
<td>$31,356</td>
<td>$24,297</td>
<td>$16,951</td>
</tr>
<tr>
<td>Freshmen Retention</td>
<td>96%</td>
<td>94%</td>
<td>93%</td>
</tr>
<tr>
<td>4-Year Graduation</td>
<td>76%</td>
<td>49%</td>
<td>46%</td>
</tr>
<tr>
<td>6-Year Graduation</td>
<td>91%</td>
<td>77%</td>
<td>76%</td>
</tr>
</tbody>
</table>
Q3: Why? What 2 Factors?

Which School Would You Want to Be?
Which School Would You Attend?

Size?  
Reputation/Quality?  
Cost?  
Outcomes?

[you will get to choose 2 of these factors]
Q4: To date, we are best known for..?  
  a) success of Oredigger athletics, b) success of our BS graduates, c) faculty quality, d) output from our R&D efforts  

Q5: According to recruiters & CEO’s, the top characteristics of our graduates are..?  
  a) bright, hard-working & team skills; b) deep major-specific knowledge, bright, & hard-working; c) hard-working, resilient & great communication skills  

Q6: Approximate % of total revenue (-R&D) from families, CO base support, & gifts?  
  a) 52%-27%-11%, b) 33%-33%-33%, c) 78%-10%-12%, d) 91%-4%-5%
## Benchmarking: High STEM Institutions

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cohort A: &lt;7000 UG</strong></td>
<td>5 – 60 (median 20)</td>
<td>1 – 63 (median 8)</td>
<td>1 – 94 (median 20)</td>
</tr>
<tr>
<td>Stanford, MIT, Rice, Cal Tech, Lehigh, Johns Hopkins, Case Western, Olin, Carnegie Mellon, Harvey Mudd, RPI, WPI, Rose Hulman</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cohort B: &gt;7000 UG</strong></td>
<td>15 – 107 (median 74)</td>
<td>4 – 75 (median 16)</td>
<td>7 – 98 (median 25)</td>
</tr>
<tr>
<td>GA Tech, Texas A&amp;M, Purdue, Cornell, NC State, Cal Poly SLO, VA Tech, CU Boulder, CSU, RIT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Colorado School of Mines</strong></td>
<td>82</td>
<td>44</td>
<td>56</td>
</tr>
</tbody>
</table>

*Note: The national university and engineering rankings are based on the US News & World Report's 2022-2023 edition.*

*Colorado School of Mines logo: Earth, Energy, Environment*
## Benchmarking: Enrollment & Costs

<table>
<thead>
<tr>
<th>Metrics</th>
<th>Cohort A &lt;7000 UG</th>
<th>Cohort B &gt;7000 UG</th>
<th>Mines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Enrollment</td>
<td>4527</td>
<td>24014</td>
<td>4605</td>
</tr>
<tr>
<td>Graduate Enrollment</td>
<td>2274</td>
<td>7434</td>
<td>1449</td>
</tr>
<tr>
<td>Student/Faculty Ratio</td>
<td>8:1</td>
<td>18:1</td>
<td>17:1</td>
</tr>
<tr>
<td>Total Cost of Attendance (sticker price)</td>
<td>$66,696 - $66,696</td>
<td>$26,748 - $45,249</td>
<td>$32,684 - $51,014</td>
</tr>
<tr>
<td>Average Net Price (average)</td>
<td>$31,356</td>
<td>$16,951</td>
<td>$24,297</td>
</tr>
<tr>
<td>Average Net Price (&lt;$30,000 income)</td>
<td>$17,183</td>
<td>$9,937</td>
<td>$17,143</td>
</tr>
<tr>
<td>Average Net Price (&gt;=$110,000 income)</td>
<td>$41,417</td>
<td>$23,011</td>
<td>$28,669</td>
</tr>
<tr>
<td>Metrics</td>
<td>Cohort A &lt;7000 UG</td>
<td>Cohort B &gt;7000 UG</td>
<td>Mines</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>-------------------</td>
<td>-------------------</td>
<td>--------</td>
</tr>
<tr>
<td>% Applicants Admitted (Selectivity)</td>
<td>16%</td>
<td>58%</td>
<td>38%</td>
</tr>
<tr>
<td>% Admits Enrolled (Yield)</td>
<td>34%</td>
<td>35%</td>
<td>23%</td>
</tr>
<tr>
<td>Composite ACT (25th – 75th percentile)</td>
<td>32-35</td>
<td>26-31</td>
<td>28-32</td>
</tr>
<tr>
<td>In-State UG Students</td>
<td>25%</td>
<td>63%</td>
<td>58%</td>
</tr>
<tr>
<td>Out-of-State UG Students</td>
<td>64%</td>
<td>26%</td>
<td>38%</td>
</tr>
<tr>
<td>International UG Students</td>
<td>12%</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td>% Women</td>
<td>45%</td>
<td>45%</td>
<td>28%</td>
</tr>
<tr>
<td>% STEM UR Ethnic</td>
<td>13%</td>
<td>13%</td>
<td>8%</td>
</tr>
</tbody>
</table>
## Benchmarking: Current Value Proposition?

<table>
<thead>
<tr>
<th>Metrics</th>
<th>Cohort A &lt;7000 UG</th>
<th>Cohort B &gt;7000 UG</th>
<th>Mines</th>
</tr>
</thead>
<tbody>
<tr>
<td>US News National University Ranking</td>
<td>20 (5 – 60)</td>
<td>74 (15 – 107)</td>
<td>82</td>
</tr>
<tr>
<td>US News Undergraduate Engineering Rank</td>
<td>8 (1 – 63)</td>
<td>16 (4 – 75)</td>
<td>44</td>
</tr>
<tr>
<td>Student:Faculty Ratio</td>
<td>8:1</td>
<td>18:1</td>
<td>17:1</td>
</tr>
<tr>
<td>Average Net Price</td>
<td>$31,356</td>
<td>$16,951</td>
<td>$24,297</td>
</tr>
<tr>
<td>Freshmen Retention</td>
<td>96%</td>
<td>93%</td>
<td>94%</td>
</tr>
<tr>
<td>4-Year Graduation</td>
<td>76%</td>
<td>46%</td>
<td>49%</td>
</tr>
<tr>
<td>6-Year Graduation</td>
<td>91%</td>
<td>76%</td>
<td>77%</td>
</tr>
</tbody>
</table>
So...What’s the Point?

<table>
<thead>
<tr>
<th>Mines is more like this cohort...</th>
<th>Cohort A (&lt;7000 \text{ UG})</th>
<th>Cohort B (&gt;7000 \text{ UG})</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Size</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Student:Faculty Ratio</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Ranking</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Student Success</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Median Cost</td>
<td>(-$7000)</td>
<td>(+$7000)</td>
</tr>
</tbody>
</table>

With the exception of size, we look more like Cohort B, but cost more.

Considering graduation rates, the total cost-to-degree at Mines could be comparable to the cost-to-degree at Cohort A schools.

If we stay the same, will we continue to attract top students, with the changes occurring external to Mines?
External Forces Shaping Higher Education

- Student and family demands increasing for greater ROI
- Greater transparency in student outcomes
- Aggressive recruitment of STEM majors & growth in programs
- New delivery models for education
- New business models for education
- Demographic shifts (geographic, socio-economic, ethnic, etc.)
- Global equalizing of higher education

Enrollment Trends by School Size (2010-13)

(Selingo, 2016)

Bigger schools (Cohort B) plan to get bigger
Smallest schools are withering…
A Fork in the Road

- No change (NC) – stay the same?
- Cohort A school path?
- Cohort B school path?
- Other choices?
We Have A Lot to Be Proud Of

#1 SmartAsset's Best Value Colleges in Colorado (#13 nationally); PayScale #7 in ROI and #22 in alumni earnings

The Wall Street Journal/Times Higher Education #1 for Public Schools in the West with highest salaries 10 years out

Wall Street Journal #2 nationally for combining scholarly research with classroom instruction

#1 Mineral Mining Engineering QS Global Ranking; US News & World Report: #5 in Petroleum; #33 in Top Public Schools; #36 in High School Counselor Rankings; #44 in Undergraduate Engineering Programs; #55 in Graduate Engineering Programs; #82 in National Universities

Forbes America’s Top Colleges #25 in the West; #29 Publics
## Possible Implications/Outcomes

<table>
<thead>
<tr>
<th>Option</th>
<th>Possible Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>No change (NC) – stay the same?</td>
<td>Continued financial stresses; eventual degradation of student, graduate &amp; program quality; diversity stagnant; donor funds stay on the sideline; loss of top faculty/staff</td>
</tr>
<tr>
<td>Cohort B School Path?</td>
<td>Loss of Mines traditional identity; loss of community; significant increase in size to achieve needed economies of scale; potential elimination of niche programs; degradation in aggregate student quality</td>
</tr>
<tr>
<td>Cohort A School Path?</td>
<td>Leverage our identity and enhance our reputation/recognition; growth in resources; increasing student &amp; faculty quality and diversity</td>
</tr>
</tbody>
</table>
A Fork in the Road – You Decide

• No change (NC) – stay the same?
• Cohort A school path?
• Cohort B school path?
• Other choices?
### Our Competitive Edge – Undergraduates

#### Primary Factors in Undergraduate Student School Choices:
- Good academic reputation (70%)
- **Graduates get good jobs** (60%)
- Offered financial aid (47%)
- Cost (45%)
- Social activities (45%)
- **Campus visit** (43%)
- Graduates admitted to top graduate/prof. schools (38%)
- Size (+/-) (38%)
- Graduation Rates (31%)
- Traditional Rankings (20%)

The American Freshman: National Norms Fall 2015
Our Competitive Edge – Grad Students?

2018 US News & World Report Graduate Programs

THE TOP SCHOOLS

<table>
<thead>
<tr>
<th>Rank</th>
<th>School</th>
<th>Overall score</th>
<th>Peer assessment score (5.0=highest)</th>
<th>Recruiter assessment score</th>
<th>'16 average quantitative GRE score</th>
<th>'16 acceptance rate</th>
<th>'16 Ph.D. students/faculty</th>
<th>'16 faculty membership in National Academy of Engineering</th>
<th>'16 engineering school research expenditures (in millions)</th>
<th>'16 research expenditures per faculty member (in thousands)</th>
<th>Ph.D.s granted 2015-2016</th>
<th>'16 total graduate enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Purdue University–West Lafayette (IN)</td>
<td>69</td>
<td>4.2</td>
<td>4.2</td>
<td>164</td>
<td>30.6%</td>
<td>4.9</td>
<td>4.5%</td>
<td>$259.1</td>
<td>$683.7</td>
<td>305</td>
<td>3,744</td>
</tr>
<tr>
<td>9</td>
<td>University of Illinois–Urbana-Champaign</td>
<td>67</td>
<td>4.4</td>
<td>4.2</td>
<td>166</td>
<td>30.2%</td>
<td>4.3</td>
<td>3.4%</td>
<td>$227.6</td>
<td>$530.5</td>
<td>245</td>
<td>3,806</td>
</tr>
<tr>
<td>9</td>
<td>University of Texas–Austin (Cockrell)</td>
<td>67</td>
<td>4.1</td>
<td>4.1</td>
<td>165</td>
<td>16.1%</td>
<td>5.1</td>
<td>6.9%</td>
<td>$204.3</td>
<td>$676.6</td>
<td>265</td>
<td>2,362</td>
</tr>
<tr>
<td>11</td>
<td>Texas A&amp;M University–College Station</td>
<td>66</td>
<td>3.8</td>
<td>3.9</td>
<td>164</td>
<td>22.6%</td>
<td>3.6</td>
<td>4.6%</td>
<td>$282.8</td>
<td>$701.7</td>
<td>245</td>
<td>3,469</td>
</tr>
<tr>
<td>27</td>
<td>Virginia Tech</td>
<td>51</td>
<td>3.7</td>
<td>3.8</td>
<td>162</td>
<td>19.3%</td>
<td>3.2</td>
<td>0.9%</td>
<td>$128.3</td>
<td>$367.6</td>
<td>200</td>
<td>2,338</td>
</tr>
<tr>
<td>29</td>
<td>Duke University (Pratt) (NC)</td>
<td>50</td>
<td>3.5</td>
<td>3.7</td>
<td>164</td>
<td>27.0%</td>
<td>4.1</td>
<td>4.5%</td>
<td>$97.2</td>
<td>$753.5</td>
<td>96</td>
<td>1,093</td>
</tr>
<tr>
<td>29</td>
<td>Rice University (Brown) (TX)</td>
<td>50</td>
<td>3.6</td>
<td>3.9</td>
<td>166</td>
<td>23.7%</td>
<td>5.3</td>
<td>5.8%</td>
<td>$69.6</td>
<td>$595.0</td>
<td>100</td>
<td>949</td>
</tr>
<tr>
<td>32</td>
<td>University of Colorado–Boulder</td>
<td>47</td>
<td>3.4</td>
<td>3.4</td>
<td>162</td>
<td>26.6%</td>
<td>4.8</td>
<td>3.8%</td>
<td>$97.6</td>
<td>$602.2</td>
<td>139</td>
<td>1,900</td>
</tr>
<tr>
<td>39</td>
<td>Rensselaer Polytechnic Institute (NY)</td>
<td>41</td>
<td>3.4</td>
<td>3.8</td>
<td>164</td>
<td>26.8%</td>
<td>3.4</td>
<td>2.1%</td>
<td>$53.9</td>
<td>$369.1</td>
<td>92</td>
<td>646</td>
</tr>
<tr>
<td>52</td>
<td>Brown University (RI)</td>
<td>36</td>
<td>3.1</td>
<td>3.6</td>
<td>165</td>
<td>25.4%</td>
<td>2.8</td>
<td>5.0%</td>
<td>$24.0</td>
<td>$300.1</td>
<td>34</td>
<td>427</td>
</tr>
<tr>
<td>52</td>
<td>Dartmouth College (Thayer) (NH)</td>
<td>36</td>
<td>3.0</td>
<td>3.7</td>
<td>164</td>
<td>19.5%</td>
<td>2.6</td>
<td>3.5%</td>
<td>$25.5</td>
<td>$463.4</td>
<td>23</td>
<td>313</td>
</tr>
<tr>
<td>56</td>
<td>Colorado School of Mines</td>
<td>34</td>
<td>2.9</td>
<td>3.6</td>
<td>160</td>
<td>44.4%</td>
<td>2.7</td>
<td>1.6%</td>
<td>$51.4</td>
<td>$274.9</td>
<td>115</td>
<td>1,227</td>
</tr>
<tr>
<td>67</td>
<td>Colorado State University</td>
<td>30</td>
<td>2.6</td>
<td>3.1</td>
<td>167</td>
<td>46.6%</td>
<td>1.0</td>
<td>1.7%</td>
<td>$70.3</td>
<td>$650.6</td>
<td>50</td>
<td>807</td>
</tr>
</tbody>
</table>

Primary Factors in Graduate Student Choices?

Non-Thesis Masters & Non-Degree
Convenience, Cost, & Time-to-Completion

Research-Based MS & PhD
Reputation, Faculty, Funding, Unique Programs
Path A: Specific Near-Term Actions

- **Undergraduate Programs:**
  - Create unique-to-Mines signature experience
  - Increase graduation rates and decrease time-to-graduation
  - Expand program offerings and pathways to completion
  - Strengthen emphasis on professional preparation
  - Services/experiences have to be like Cohort A schools

- **Non-thesis Masters & Non-Degree Programs:**
  - Need to grow these (national increase +30% overall while Mines has been stagnant/declining in masters enrollment)
  - Need non-traditional delivery (times & method) for convenience

- **Research-based Masters & Doctoral Programs:**
  - Create signature graduate experience and professional preparation
  - Grow/expand research enterprise
  - Offer unique program options

Look/act like Cohort A schools, and be the best at professional preparation

Use existing class capacity & expand off-campus offerings

Compensate for rankings - be the best at professional preparation
Bigger Picture: Charting a Course to Mines@150

- **Set a WIG (Wildly Important Goal):** e.g., @150 Mines is a unique & differentiated top-of-mind destination school & employer with Cohort A-like characteristics

- **Recommit** to Mines’ Pillars & Core Values; we build on and leverage what got us here

- **Establish 5 – 10 Year Horizon Aspirations (Visioning)**

- **Create** a New Blueprint (University Design)

- **Innovate • Experiment • Take Risks**

- **Change** internal processes, expectations, organization, and resource allocation to support the Blueprint

- **Own** the change (Homework Assignments)

- **Inspire** others to join and support us

- **Track Progress (Metrics) & Adjust**
Mines Pillars – The Constants as We Change

• Focused Public Mission
• Elite Institution (but not Elitist)
• Challenging Practical Education & Professional Preparation
• Collaborative Pursuits of Use-Inspired Innovation & Discovery
• Connections & Partnerships, Particularly with Industry & Mission-Oriented Agencies
• Honest Broker of Information
• Great People (students, faculty, staff, alumni)
• Immense Pride
We, the Colorado School of Mines community, are united by our commitment to Mines’ mission of educating and inspiring students, advancing knowledge, and innovating, with the aspiration that our graduates, ideas, actions, and innovations will have a transformative impact on society, leading to shared prosperity and sustainable use of the Earth’s resources.

Mines’ Community Core Values are:

- Inquiry & Innovation
- Inspiration
- Challenge
- Openness
- Respect
- Diversity
- Compassion
- Collaboration

Each of the values above facilitates our shared success, and the advancement of Mines and its mission; by our examples and by our encouragement we seek to foster these values throughout our community, and especially among our students, so as to inspire them to pursue excellence in our shared lives of inquiry and innovation.

(adapted from Faculty Senate draft of Faculty Core Values, Feb 2017)
• Mines is a top-of-mind university with a distinct identity (e.g., like MIT, Stanford, etc.)
• Mines is a “destination university” for students, faculty, staff, coaches, leaders
• Our community demographics mirror those of Colorado
• Mines graduates (all levels) are highly sought after and distinct, especially with respect to their professional preparation
• Our faculty are top teacher-mentor-discoverer-innovators in their fields
• Mines highly-regarded academic programs are inter-connected and distinctly Mines
• Our student success metrics are as good or better than Cohort A peers
• We have a highly social R&D culture that leverages theme-based institutes; we lead large externally-funded center-scale programs
• We are the preferred education and R&D partner for industry and mission-oriented agencies
• Mines is adequately resourced and financially resilient; our resources are optimally deployed to support our aspirations
• We have the highest alumni affinity & participation of any university
• Mines is consistently in the top 5 of the Learfield Cup rankings
Some Keys to Our Aspirational Future

Interconnected academic programs that are distinctly Mines

Signature expertise and strengths (Institutes)

Alignment w/industry & mission-oriented agencies

People - fit & development (students, faculty, staff)

Highly-desired signature student experiences for both UG and Grad students

Diversifying access to a Mines education

Expanding pathways & non-thesis/non-degree options

Student outcomes (graduation, employment)

Updated Processes

Technical (Science & Engineering)

Business (Economics, Management, Operations, Research, Leadership, Communications, etc.)

Context & Passion (Societal Needs, Complementary Skills (arts), E&I, Humanities, Social Sciences, Policy)

Alumni Affinity & Participation

E&I = entrepreneurship & innovation
Strategic Projects & Initiatives Underway

University Design - Phase I (the numbers)
• 7300 students: 4800 UG, 1600 non-thesis/non-deg, 900 PhD
• 330 FT faculty: 250 T/TT, 70 TF, 10 PoP
• R&D: $85M - $90M/year sponsored projects

Expectations
• Faculty: P&T, faculty values
• Demographics (Colorado college-bound)
• Student success & outcomes (94% retention, 75%/85% 4/6-yr grad rates, 90%+ employment, reasonable avg. student debt)

Signature Programs
• 1st Year Honors (goal: 20% of incoming class)
• E&I: maker spaces, BDF, Newmont design challenge, Traxion partnership, Alumni focus group, E&I director (June/July)

People
• Students: admissions re-engineering & re-alignment
• Faculty: pedagogical redesign/enhancement (Trefny Program)
• All: Leadership Institute pilot program
• Compensation assessment
• Strategic recruitment
Strategic Projects & Initiatives Underway

Operational Excellence & Financial Health
- HB 1140 (flexibility on use of state funds; signed by Governor)
- Campus discussion on finances and budgeting
- Project Meridian (tech systems, bus. processes, shared-services)
- Data-Informed Decisions (AFBR, EAB, Tableau)
- Optimize use of capacity (faculty productivity)
- Revenue generation & distribution (growth incentives, allocation)
- Cost management

Exceptional Reputation
- Website redesign
- Alumni engagement

Affinity & Participation
- Alumni Assoc. membership & alignment; strategic focus groups
- Student Philanthropy Council
- M Clubs

Signature Expertise & Strengths
- Mining Engineering Professional Masters with NU
Everyone: Review and Provide Feedback (PCJ will provide web interface):
- Pillars, Core Values, Overall Direction, Charting Our Course; unit-specific WIGs

**Academic Affairs/Colleges/Departments/Programs**
- University Design Phase II: Differentiation & Focus, Interconnectivity
- Expanded degree options & accelerated pathways to graduation
- Admissions re-engineering (cont., program-specific recruiting)
- Plans to meet student success and outcomes goals
- Student-centric services: reduce wasted student time & frustration
- Success of Payne Institute, UC&T, Humanitarian Engineering, E&I, Honors

**Student Affairs & Academic Affairs**
- Master plan for signature student experience (co-curricular components, outcomes, etc.)
- Master plan for student experience & student success resources (housing, advising, etc.)

**Administration & Operations**
- Campus Master Plan (buildings, classrooms, housing, etc.)
- Shared support services that free-up faculty time & support faculty & student productivity
- Tuition & financial aid model that promotes diversified access goal
- Compensation plan
Own It - Homework Assignments

President’s Office:
• OGC & VPRTT & A&O: streamline industry agreements; contracting; and licensing
• VPRTT & deans: support pursuit of complex center-scale proposals; engage mission-oriented agencies, build thematic institutes; identify strategic growth opportunities; R&D infrastructure needs and optimization
• VPRTT: increased ROI from technology transfer efforts
• Alumni Association: focus groups in support of strategic initiatives; engagement in recruiting and professional development; non-degree/professional development course teachers
• Strategic Communications: web page, social media, student engagement/pride, reputational communications

Mines Foundation:
• Grow endowment & payout (+$250M, +$10 M/year increase for financial aid; +$200K per year for discretionary faculty awards/funds)
• Mines Opportunity, Innovation, & Excellence Fund ($2.5M – 5.0M/year)
• Increase alumni participation in Mines philanthropy by 50%
• Infrastructure: EMI v2.0; 1st year experience/innovative teaching/E&I building
• Lead multi-dimensional industry partnerships
What Can Faculty Do?

Tell us how we can help free up more of your time and energy…so you can direct it toward your passions and the way that you can best contribute to Mines mission.

Tell us how we can help you be more successful at the things you want/need to be successful at (teaching, proposal writing, professional development, leadership, etc.)

Help create signature experiences/programs & expand our offerings and pathways, and look for ways to improve student success.

Help identify themes for our R&D efforts.

Be a proud advocate for Mines.

Be engaged. Attract others.
Wrap Up

- Audience Survey
- Benchmarking the Higher Education Landscape
- Implications for Mines: Strategic Decisions
- Charting Our Course
- The Blueprint
- In-Progress Initiatives
- Homework Assignments
- Audience Questions, Feedback, & Discussion
Visioning Mines@150
Campus Discussion & Spring Update
Questions or Comments?

COLORADOSCHOOLOFMINES
EARTH • ENERGY • ENVIRONMENT

Spring Campus Conference 2017
Paul C Johnson, President and Professor