

UMM Strategic Priorities for FY 16

I. Enrollment/retention strategies

1. Maintain current enrollment levels of 1900 students while working to increase enrollment modestly—to 2000-2100 students over the course of the next five years.
 - a. Accomplish this first by defining the right mix of students--the relationship between transfer and first year students and the relationship between face to face and on line instruction, and
 - b. Second, accomplish this by focusing on retention.
2. Continue to serve and support a racially and economically diverse group of academically talented students.
3. Continue existing and enact new strategies to improve retention, thereby increasing graduation rates, and gradually grow enrollment.
 - a. Complete the Federal Title Federal III strengthening institutions grant, spring 2015.
 - b. Pilot the implementation of a new advising program for first year students.
 - c. Secure funding for a new work-related program--The WELL—to translate the value of a residential, liberal arts education to skeptical publics by better connecting curriculum, co-curriculum, and career. Through this program, expand and improve the quality of purposeful on-campus paid mentored work opportunities to include more students and expand off-campus paid internships in and beyond the region.

II. Philanthropic Support:

1. Develop and test a new case for philanthropic support, aligned with the Twin Cities and UMM's strategic plans and enhance alumni, regional, corporate, and donor engagement and giving.
2. Leverage recent gifts like the Ashby property to align with sustainability and green initiatives by appealing to individuals, foundations, and corporations with similar values and thereby increase the value and wise use of the land as a teaching and learning facility.
3. Leverage our distinctive mission—as a nationally ranked public liberal arts college serving a racially and ethnically diverse group of students—to secure funding to increase scholarship support and the support of valued-added experiences like study abroad and off campus internships.
4. Leverage our mission as a nationally ranked public liberal arts college with highly qualified faculty to create endowed professorships and/or chairs to recruit and retain field shaping faculty dedicated to this undergraduate mission who bring interdisciplinary expertise and who will add racial and ethnic diversity to our campus and region.

III. Capital projects and facilities

1. Include a subset of on- and off- campus capital projects in the new case statement—for example:
 - a. Programmatic renovation of Briggs Library to a Learning Commons model. Briggs is a building that is badly outdated and now twenty years past its anticipated time for renovation and renewal.
 - b. Renovation and repurposing of the last remaining building from the American Indian Boarding School, the American Indian Dormitory for Boys, to an American Indian research and learning center centered in reciprocity with Minnesota American Indian communities and respect for indigenous ways of knowing.
 - c. Secure funding for an on-campus outdoor classroom.
2. As a way of addressing the increased demand for on campus housing and the rental property scarcity in the Morris community, continue to explore a possible partnership with private developers of near campus housing to provide apartment style living for upper division students.
3. Improve facilities outside of the bonding process following the strategy outlined in the 2012 white paper and supported by the most recent Sightlines assessment of aging campus facilities. The proposal seeks to combine HEAPR, R&R, and campus assets to incrementally make badly needed improvements related to access, technology, and technology-assisted learning and teaching while we wait for a place in the University's bonding bill. (See attachment A).