



# Fiscal Year 2019 Korbel Tactical Plan



UNIVERSITY *of*  
DENVER

JOSEF KORBEL SCHOOL  
OF INTERNATIONAL STUDIES

**Letter from the Acting Dean**

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Dear Colleagues,

It is my pleasure to share with you the Fiscal Year 2019 (FY19) Josef Korbel School of International Studies (Korbel) Tactical Plan. This plan is the result of months of dedicated work by Korbel faculty, staff, and students, on a strategic plan that brought to light immediate tactical initiatives that need to be undertaken in the next year to lay the foundation for continuing work on a robust, innovative, and transformative five-year Korbel strategic plan.

***The implementation of these tactical initiatives will set the foundation for larger strategic innovations as we work toward a more robust five-year Korbel strategic plan.***

I want to note at the outset what an honor it has been to work with such dedicated professionals and students who are passionate about Korbel and the opportunity to play an integral role in “righting the ship”.

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***An extensive amount of data collection, research, and analysis was done by varying stakeholders to ensure each tactical initiative is thoughtful, inclusive, and targeted toward the driving outcome – to improve the student experience.***

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Though we know there is more work to be done, we all take pride not only in the immediate outcomes of the FY19 Korbel tactical plan, but in the collective process of its initiatives. We look forward to moving ahead on implementation as we continue to outline the necessary transformative directions and strategic initiatives for a five-year Korbel strategic plan.

Sincerely,



Pardis Mahdavi, PhD  
Acting Dean  
Josef Korbel School of International Studies  
University of Denver

## Executive Summary

In January 2016, the University of Denver (DU) issued its strategic plan: DU Impact 2025. As noted by DU Chancellor Rebecca Chopp, *“this remarkable university is at a turning point in its development, and it is time to remake higher education in this country.”* Through this FY19 tactical plan, Korbels will establish the foundation for a more robust and detailed five-year strategic plan that will ultimately serve as the model of higher education in the field of international studies. The tactical initiatives outlined in this plan correlate directly with strategic initiatives established in IMPACT 2025 for a better DU community.

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***“Korbels will establish the foundation for a more robust and transformative five-year strategic plan.”***

*Acting Dean Pardis Mahdavi*

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Since its founding in 1964, Korbels has challenged students to think independently and innovatively to create change. In the 2018 edition of Foreign Policy Magazine, Korbels was ranked 14<sup>th</sup> in the world in graduate programs for international relations. Korbels programs provide students the skills, knowledge, and expertise needed to become global leaders. Students hail from over 30 countries and enjoy an approximate 18:1 student/faculty ratio in the classroom with flexible course offerings. Korbels outstanding alumni include heads of state, foreign ministers, ambassadors, military chiefs of staff, nonprofit and corporate sector leaders, researchers, and academics engaged around the world.

This plan builds on the strengths of Korbels most successful programs and focuses on improving areas that need immediate attention in order to create a more vibrant and sustainable leading school for international studies in the 21<sup>st</sup> century.

This plan outlines detailed tactical initiatives aligning with Korbels three foundational directions to guide faculty, staff, and students on this endeavor:

1. Modernize the Curriculum;
2. Create a Diverse and Inclusive Community; and
3. Implement Strategic and Effective Messaging.

As implementation of the FY19 Korbels tactical plan begins, each of the three foundational directions and their subsequent tactical initiatives will serve as vehicles for change. Along with the Dean, Associate/Assistant Deans, and the broader Korbels community, the commitment to a robust and transformative five-year strategic plan will continue.

Utilizing a transparent and detailed process, clear FY19 implementation plans have been established for each initiative to monitor and evaluate success of the three foundational directions. Korbels leadership will produce periodic progress reports to DU, the Board of Directors, the Social Science Foundation, and the Korbels community at large to ensure the FY19 Korbels tactical plan leads to success.

## Methodology

The Korbel strategic planning process began with a self-study. The self-study committee included 25 faculty and staff members and was charged with:

- Aligning the school's priorities with the DU Impact 2025 plan;
- Reforming and improving curriculum; and
- Strengthening and improving research, teaching, the student experience, and the Korbel environment.

The committee identified key challenges and made recommendations for improvement in the areas of research, governance, and administration and academic affairs.

Subsequently, in August of 2017, five task forces were convened to examine specific topics including:

- Climate Culture and Community;
- Curricular Innovations;
- Diversity and Inclusive Excellence;
- Global Engagement; and
- Program Prioritization.

Each task force was comprised of faculty, staff, students, and Social Science Foundation (SSF) board members. Collectively, these task forces engaged dozens of faculty and staff members and conducted outreach with stakeholders including current students and alumni, employers, and community members. The process included over 50 focus groups and multiple surveys, yielding over 800 responses.

After each task force produced a written report, the Dean convened a full day faculty and staff retreat, a series of world cafes for community feedback, and a student retreat. At these events, faculty, staff, and students provided input into the implementation of core initiatives.

In addition, the leadership team conducted visits at six peer institutions and met with Association of Professional Schools of International Affairs (APSIA) members to discuss reforms and to compare best practices of other leading schools of international studies.

Korbel also hosted an external review committee that met with faculty, staff, and students and produced a detailed set of recommendations.

The FY19 Korbel tactical plan reflects the foundational directions and subsequent tactical initiatives that were seen as critical to *immediate* implementation as work continues on a more robust and transformative five-year strategic plan for Korbel.

**Foundational Crosswalk with IMPACT 2025**

IMPACT 2025	<b>Korbel Foundational Direction 1:</b> <i>Modernize the curriculum</i>	IMPACT 2025	<b>Korbel Foundational Direction 2:</b> <i>Create a diverse and inclusive community</i>	IMPACT 2025	<b>Korbel Foundational Direction 3:</b> <i>Implement strategic and effective messaging</i>
TD1-SI2	Adopt a common core curriculum	p.25	Create an effective and inclusive governance structure		Finalize and publish Korbel’s mission, vision, and values
TD1-SI2	Create online and non-degree programs	TD2-SI1/ TD1-SI1	Prioritize underrepresented and international faculty, staff, and student recruitment	DT1-SI2	Promote and expand Korbel5
				TD2-SI2	Rationalize centers and institutes



## **Foundational Direction 1.0:**

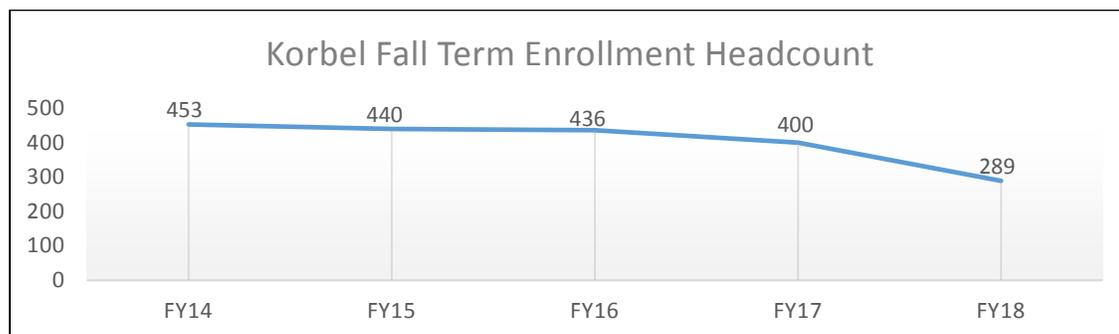
*Modernize the  
Curriculum*

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## Foundational Direction 1.0: Modernize the Curriculum

**Background:** In its successful history, Korb​el has seen peaks and lulls in enrollment due to both internal and external factors. In the fall of FY14, Korb​el boasted 453 students enrolled in its graduate programs. In FY18, that number had dropped to 289 students enrolled in its graduate programs. This represents a more than 35% drop in enrollment over four years.



**Objective:** To improve the student experience, Korb​el intends to innovate in its offerings and academic structure. Korb​el will establish a platform for access to a wider range of populations while providing a shared, common experience for traditional on-campus students. Additionally, thinking broader and looking at trends in higher education, Korb​el will engage the larger community for partnerships with organizations to target areas for professional education opportunities.

### Tactical Initiative 1.1: Adopt a common core curriculum

One of Korb​el's greatest strengths is in its faculty. Korb​el's faculty are leading experts in their fields of international studies and sought-out by students. Unfortunately, those faculty are stretched too thin under the current organizational model. Korb​el has just over 45 tenure, tenure-track, and non-tenure track faculty members, while current graduate degree course offerings include approximately 140 courses per year. This results in classes with only a handful of students, while others have waiting lists. This is a direct result of Korb​el currently offering 11 graduate degree programs with varying requirements. Additionally, through the extensive research completed to produce this report, several degrees were noted as providing a negative student experience. The high number of degrees has created silos within the degree structures, stifled cohesion amongst students, and produced varying administrative burdens on both faculty and staff.

Adopting a common core curriculum aims to lay the foundation for a shared student experience as they begin their graduate degree program at Korb​el. It will introduce incoming students to leading faculty members, theory and skills-based courses, and, as mentioned, a shared experience for students.

Four proposed common core curriculum courses will be offered and taught by Korb​el tenure and tenure-track faculty. The proposed courses include: a methods sequence (qualitative and quantitative), theory, conceptual foundations in international studies, and dynamics of difference and power.

#### FY19 Implementation Plan:

Target	Description
Fall 2018	The Curriculum Committee within the new Korb​el governance structure will review and assess the four proposed courses for establishment as Korb​el's common core curriculum for all incoming graduate students.
Winter 2019	The Dean, Associate/Assistant Deans, and the Faculty Council within the new Korb​el governance structure will finalize the course offerings, outline the faculty that will teach the courses, and roll-out a communications plan for incoming graduate students.

Spring 2019	Announce the launch of common core curriculum for a start in Fall 2019.
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## **Tactical Initiative 1.2: Create online degrees and non-degree programs**

Currently, Korbel’s course offerings are designed for the traditional full-time graduate student in international studies. This model has produced high-quality students since Korbel’s founding in 1964. However, the higher education landscape is quickly changing. Online degree and non-degree programs are proliferating across the globe. Entering the online education market has the potential to attract students who might not otherwise consider Korbel as an option; either because they cannot dedicate two-years to being on campus and outside of the workplace, or because they cannot relocate to Denver, Colorado, amongst other concerns.

Some of the barriers to entry in the online education market have historically included the cost of start-up, unique challenges of online student recruitment, marketing to students, administrative overhead, quality control, and lack of access to the technology and expertise needed to design online courses. However, there are high-quality private sector vendors that are partnering with leading schools to enter this market in a mutually beneficial way.

The leading private sector vendor in the online higher education market is 2U. 2U only partners with institutions that are established, leading in their fields, and are market driven ventures through extensive analytics to ensure the degree program will be beneficial for both parties. In short, they do the research, marketing, and technical implementation, while the institution provides the world-class faculty for the courses. Korbel has been approached by 2U to offer a graduate program in international business. This partnership would be cross-collaborative across campus with DU’s Daniels School of Business (Daniels) and Korbel, with Daniels and Korbel offering complementary courses to complete the online degree through 2U. 2U has also asked us to explore the creation of other online degrees such as public policy after starting with the Masters in International Business.

In addition to online programs, the market for certificate programs is strong. Korbel is well positioned to become part of this market with five current certificate programs and the capacity to offer additional certificate programs (e.g. environmental certificates). As of now, these Korbel certificates are only available to current enrolled Korbel graduate students.

In conjunction with the online platform, Korbel will assess the option of professional certificates for students not enrolled as full-time graduate degree programs. Through market analysis, resource allocation, and potential partnerships with outside organizations, these certificates could be a significant revenue generating option for Korbel, while benefiting new students, the Denver community, and local employers at large.

### **FY19 Implementation Plan:**

<b>Target</b>	<b>Description</b>
Immediate	Assess the current faculty utilization for online and certificate programs.
Immediate	Korbel faculty will vote on the implementation of an online graduate degree in international business with private sector partner 2U.
Summer 2018	If approved, core faculty in international business/finance will be solicited and incentivized for participation in the 2U online degree.
Summer 2018	Begin work with leading employers in the region to assess current professional development needs in the next five-ten years.
Fall 2018	If approved, hire one Full Time Equivalent (FTE) project manager to oversee the implementation of the 2U online degree in international business.
Fall 2018	The Dean, Associate/Assistant Deans, and the governance structure will look at course offerings that could be coupled together and placed under a certificate structure with limited resource investment.
Summer 2019	Deploy one-two new certificate programs in late FY19/early FY20



## **Foundational Direction 2.0:**

*Create a Diverse  
and Inclusive  
Community*

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## Foundational Direction 2.0: Create a Diverse and Inclusive Community

**Background:** As Korbel aligns with DU IMPACT 2025 and a more diverse and inclusive community, it seeks, “a student body and a faculty and staff who represent the diversity of our region, nation and the world...” while seeing it, “...necessary to prepare students for an increasingly globalized and connected world...”. As IMPACT 2025 points out, compositional diversity, while necessary, is not alone adequate to achieve the inclusive and equitable community DU seeks. Korbel must ensure that all inclusive voices are heard and respected and are able to play a role in shaping activities, education, and the future of the school.

**Objective:** For Korbel, a commitment to diversity, equity, and inclusive excellence means that it seeks a full range of domestic and international voices in educational efforts, reforms, and other activities. For Korbel, diversity is broadly defined, including (but not limited to) race, ethnicity, religion, gender, gender identity and expression, sexual orientation, socio-economic status, class, language, culture, national origin, generation/age, ability, veteran status, documentation status, academic experience, and intellectual perspective.

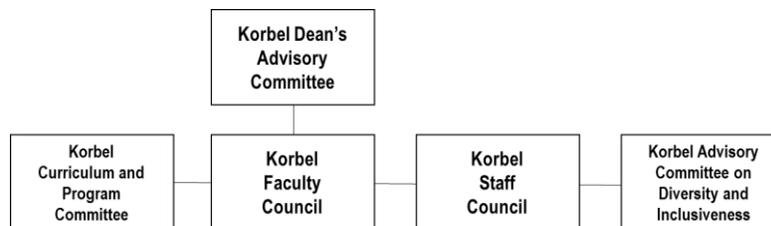
This commitment to Korbel faculty, staff, and students is intended to ensure that the environment is favorable to recruiting the greatest talent among faculty, staff, and students and provides the best possible education to students in a rapidly changing global marketplace. Korbel will establish the governance structures, recruitment models, and scholarship opportunities needed to prioritize a more diverse and inclusive community that is equipped for strategic innovation and thoughtful implementation.

### Tactical Initiative 2.1: Create an effective and inclusive governance structure

Korbel is the only Association of Professional Schools of International Affairs (ASPIA) school without a detailed governance structure to provide leadership, input, and direction in outlining the critical strategic decisions of the school. In its absence, Korbel has deliberated in an “ad hoc” manner. One-off approvals have led to a magnitude of unwieldy processes, procedures, and disjointed oversight of programs. In the void, Korbel holds faculty meetings, but those meetings are primarily for sharing information, not for discussing and deciding on matters such as faculty hiring and curriculum changes. This has led to an unorganized structure and inconsistent messaging.

Korbel is committed to creating a governance structure that is based on best practices and provides ample opportunities for faculty to inform the future strategic direction of the school. A draft governance structure has been outlined and is currently with faculty and staff for review and comment. Soliciting volunteers to serve on the committees/councils is complete. Below is a diagram of the Korbel draft governance structure.

**Korbel Draft Governance Structure**



The draft Korbel governance structure document is included in Appendix A.

### FY19 Implementation Plan:

Target	Description
Immediate	Discuss feedback on the draft Korbel governance structure at the faculty meeting in April 2018.

Immediate	Faculty will vote on the final Korbel governance structure in Spring 2018.
Immediate	Hold elections for the Korbel governance structure in Spring 2018.
Fall 2018	After elections, the Dean, Associate/Assistant Deans, and the Faculty Council/ Curriculum Committee within the new Korbel governance structure will begin review of curriculum, hiring, and restructuring of programs in anticipation of the five-year Korbel strategic plan.

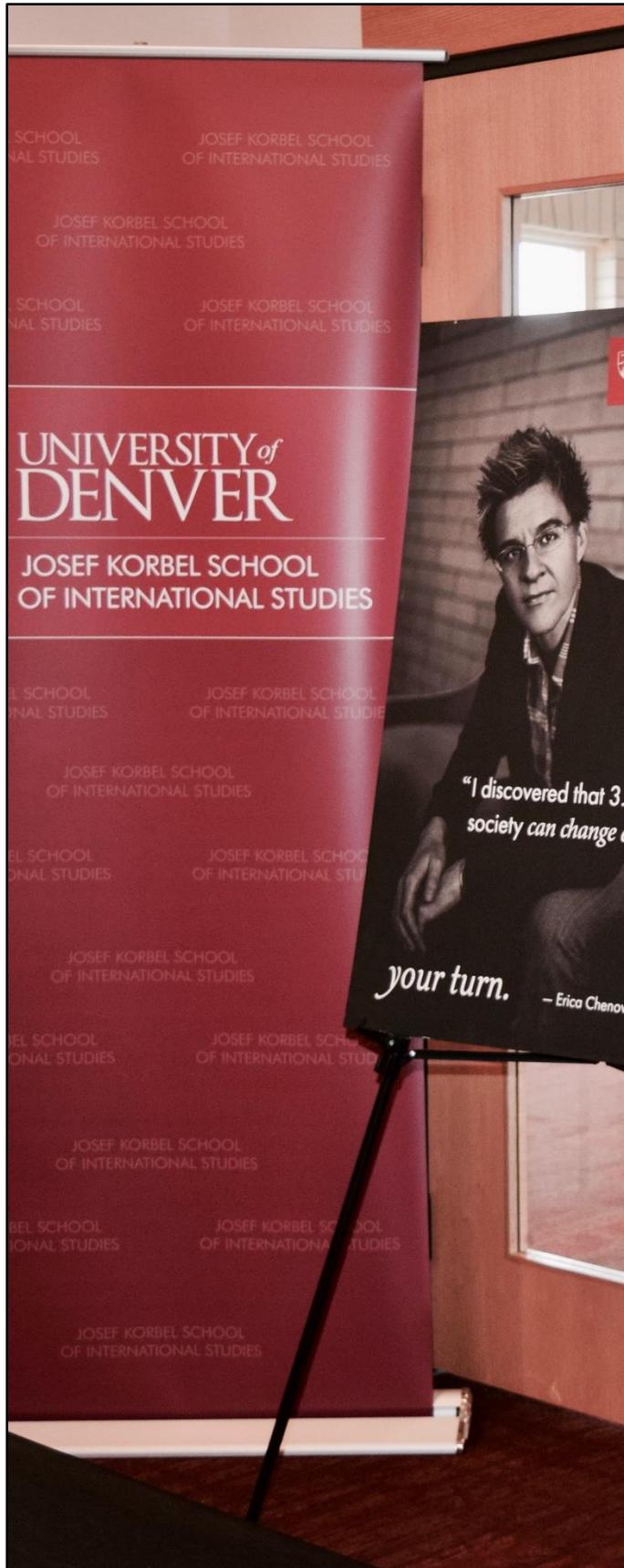
## **Tactical Initiative 2.2: Prioritize underrepresented and international faculty, staff, and student recruitment**

Attracting a more diverse community at Korbel will require changes to the culture and curriculum of the school. In the immediate term, for students, Korbel will focus efforts on providing scholarships and other financial incentives targeted at underrepresented minorities and international students to assist with the current cost for a Korbel graduate degree at \$49,392 per year.

Korbel will also focus efforts on faculty and staff positions. As of the Fall 2016, 74% of staff and administrators self-identify as white, and 86% of appointed faculty self-identify as white. To diversify the student body, Korbel must also focus efforts on allowing opportunities for more international and underrepresented faculty and staff hires within its areas in need of targeted growth. This will create an environment that will further increase student exposure to a diversity of perspectives and viewpoints, while providing a faculty, staff, and students with a fully engaged and diverse community.

### **FY19 Implementation Plan:**

<b>Target</b>	<b>Description</b>
Immediate	Prioritize considerations of diversity and inclusiveness in all unexpected and expected faculty and staff hiring, promotions, and tenure decisions.
Begin Summer 2018	Work with Korbel and DU's development staff to identify and secure new resources for underrepresented minorities and international student scholarships.
Fall 2018	Work with ROYALL and attend college fairs and conferences to identify partnerships and build relationships with institutional partners to build an international student pipeline. Identify institutional partnerships and programs to build a pipeline for underrepresented students.
Begin Summer 2019	Korbel has five open faculty lines. The Dean, Associate/Assistant Deans, and the Faculty Council within the new Korbel governance structure will assess and target areas for faculty hiring within its most successful and understaffed programs. Korbel will continue to work on a more robust and transformative five-year strategic plan. Upon Korbel's strategic plan approval in 2019, with detailed targets and budget justifications, incrementally unfreeze the open faculty lines with a strategic focus on hiring detailed in the plan. Begin hiring in the Fall of 2019 with emphasis placed on underrepresented minorities and possible cluster hires where applicable.



## Foundational Direction 3.0:

*Implement  
Strategic and  
Effective  
Messaging*

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## Foundational Direction 3.0: Implement Strategic and Effective Messaging

**Background:** Currently, Korbels has 11 degree programs, five (5) certificates, 13 centers and institutes, two (2) off-campus programs, and numerous domestic and international internship and research opportunities. Messaging and communicating these opportunities internally and externally has been a challenge.

**Objective:** Korbels has outlined a draft mission and vision statement, in addition to a core set of values. These statements and values will guide Korbels through all aspects of operations and serve as guiding principles in all internal and external messaging.

Korbels will build on its successful programs, promote its faculty, staff, and students, and focus efforts on utilizing staff resources to allow for a more cohesive and targeted branding/marketing campaign for all internal and external communications. Korbels will also provide a strategic communications plan targeted at current students, prospective students, and the broader Korbels community at large.

### Tactical Initiative 3.1: Publish Korbels’s mission, vision, and values

Throughout the inclusive process used to create this plan, it became clear that Korbels lacked a guiding mission and vision statement, in addition to a core set of values. Korbels also lacks a clear, strategic communications plan. This has led to challenges in branding, messaging, and organizational reforms. Korbels has spent the past six months crafting its mission, vision, and values. Once finalized, these will guide all operations moving forward including the five-year Korbels strategic plan.

**Draft Korbels Mission Statement:**

*Engaged thinking and practice for a more just world.*

**Draft Korbels Vision Statement:**

*We aim to create a dynamic intellectual environment that reflects the diversity of our global society and that prepares students to become global thought leaders and change agents.*

**Draft Korbels Values:**

*Intellectual Rigor | Skills-Based Knowledge | Collaborative Environment | Inclusive Community | Engaged Citizens*

**FY19 Implementation Plan:**

Target	Description
Immediate	Faculty and staff will vote on the Korbels mission, vision, and values.
Summer 2018	Upon approval, begin branding all internal and external communications with the mission, vision, and values.
Fall 2018	Produce a clear, strategic Korbels communications plan.

### Tactical Initiative 3.2: Promote and expand Korbels5

Korbels currently offers undergraduate students who major in International Studies or Public Policy the option to continue their studies at Korbels to earn a graduate degree in one year. This opportunity, branded as Korbels5, allows students to capitalize on their time at DU and helps to build a stronger student experience, integrates undergraduates into graduate classrooms, and builds a larger alumni base after graduation. Korbels has placed a large emphasis on the Korbels5.

Currently, the Korbels5 is only available to DU undergraduates. However, there are other colleges/universities (Air Force Academy and Wellesley College) that offer undergraduate majors with similar content and quality, but do not offer graduate degree programs. Partnering with these schools and allowing their students to be

eligible for Korbel5 is a way to attract new students who might not otherwise consider Korbel. Specifically, partnering with undergraduate institutions such as liberal arts colleges or historically black colleges and universities would strategically align with other initiatives outlined in this plan.

### FY19 Implementation Plan:

Target	Description
Begin Summer 2018	Follow-up with targeted undergraduate international studies and public policy colleges/universities (U.S. Air Force Academy and Wellesley College) that do not offer graduate degrees and begin outlining specifics for a potential partnership in the Korbel5.
Begin Fall 2018	Develop detailed curriculum, budgetary, and resource requirements that will be needed to expand the Korbel5 in the next five to ten years.
Fall 2018	Include specific details on marketing the Korbel5 across DU in the strategic communications plan.
Winter 2019	In coordination with partner schools, outline specific targets for sustainable and profitable growth for Korbel as it expands the Korbel5. (e.g. 5-10 more students, or 10-20 more students.)
Summer 2019	Establish a formal agreement with college/university for a pilot program and submit paperwork through DU for approval.

### Tactical Initiative 3.3: Rationalize centers and institutes

Currently, Korbel boasts 13 centers and institutes. These centers and institutes have been established in an “ad hoc” manner. Additionally, there is no clear policy or procedure for what constitutes a center or institute, thus, many centers and institutes vary in research, student engagement, community outreach, etc. Similarly, the level of faculty and staff support for these programs varies greatly. This structure makes it difficult for Korbel to communicate events, activities, and accomplishments to current and prospective students.

Throughout the inclusive approach to drafting this plan, Korbel has specifically outlined the role of a Korbel center and institute and what that structure should look like for future success and cohesion with the larger Korbel community. Implementation of this set criteria will allow centers and institutes to better align with Korbel’s mission and vision, set clear financial expectations, and outline the required level of student engagement, research, and community outreach that is required for success under the new model. This will benefit both Korbel and the students, providing a more collaborative and effective model for research and engagement.

### FY19 Implementation Plan:

Target	Description
Fall 2018	The Faculty Council within the new Korbel governance structure will review, edit, and hold final faculty vote on the definition of a Korbel center and institute.
Winter 2019	All current and proposed Korbel centers and institutes will submit a detailed proposal for review and evaluation by the Faculty Council. Final vote by all faculty will be held to approve centers and institutes. See Appendix B for requirements.
Annually	Each Korbel center and institute will be annually assessed by the Dean, Associate/Assistant Deans, and Faculty Council to ensure they remain financially and strategically viable, while improving both the student and community experience.

## Appendix A

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### DRAFT Korbel Governance Structure

#### **Dean's Advisory Committee**

The Dean's Advisory Committee provides advice and guidance to the Dean on important strategic initiatives under consideration at the School and on matters of concern to the School community. Committee members also serve as liaisons between School employees and the Dean. The Committee is comprised of the Associate Dean for Academic Affairs; Associate Dean for Student Affairs; Assistant Dean for Budget and Operations; two members of the Faculty Council and two members of the Staff Council, with those members selected annually by a majority vote of their respective committees. Two additional members may be appointed to the Committee at the Dean's discretion to a one-year term. The Dean's Advisory Committee meets regularly with the Dean and serves in a consultative capacity only; members have no voting rights.

#### **Korbel Faculty Council**

The Faculty Council is a representative body that considers matters of Faculty concern, including (a) examining the merits of ideas about and proposals for the School brought to it by the Dean or members of the Faculty, (b) assisting the Dean in identifying, assessing, and solving problems facing the School, (c) participating on its own initiative in developing and revising policies for consideration by the Faculty and appropriate academic officials of the School, and (d) assessing policies and practices concerning prioritization of needs for Faculty hiring and coterminous administrative-Faculty positions. The Faculty Council makes recommendations to the Dean, from whom the Council receives its charge, or another body that has decision-making authority.

#### *Council Composition*

The voting members of the Faculty for the purposes of election to this Council shall consist of Faculty in the Tenure-line Professorial Series, the Teaching Professorial Series, the Clinical Professorial Series, and the Professor of the Practice series, as defined by the University of Denver Faculty Senate.

The Faculty Council is composed of (a) four Tenure-line faculty elected by the full-time faculty in the Tenure-line Professorial Series, (b) two faculty member from the Teaching Professorial, Clinical Professorial, or Professor of the Practice series, elected by the combined full-time faculty in those series, and (c) the Associate Dean for Academic Affairs and the Associate Dean for Student Affairs, serving as non-voting ex officio members. All elected members serve two-year terms, with two Tenure-line Faculty and one member from the Teaching Professorial, Clinical Professorial, or Professor of the Practice series leaving the Council each year.

Two members of the Faculty Council (to be elected by the council itself) will serve on the Dean's Advisory Committee.

The Council chooses its own chair. All members—elected and ex officio—shall be invited to all meetings. The Dean is encouraged to provide the Council with any necessary administrative support.

#### *Elections*

During the academic year that this structure is adopted by the Faculty, the Dean shall ask the Faculty to nominate eligible and willing members to serve on the Faculty Council. Self-nominations are encouraged. The Dean shall distribute separate ballots to the Faculty in the Tenure-line Professorial Series and to Faculty in the combined Teaching Professorial, Clinical Professorial, or Professor of the Practice series. Faculty in the Tenure-line Professorial Series will be asked to vote for up to six members from the tenure-line list. The four nominees receiving the most votes shall be deemed elected to the Council. Faculty in the combined Teaching Professorial, Clinical Professorial, or Professor of the Practice series will be asked to vote for up to three members from the non-tenure-line list. The two nominees receiving the most votes shall be deemed elected to the Council. The terms of office for the Council's six initial members shall commence on the first day of the next quarter following their election. At its first meeting, the Council shall assign these members by chance to staggered 1 and 2 year terms, so that half of its membership will be replaced each year.

In all subsequent years, the Faculty will be asked to nominate or self-nominate willing and eligible members of the Faculty who have not served on the Faculty Council in the previous year. A ballot listing nominees will be distributed to the appropriate voting-eligible members of the Faculty, with the nominees receiving the most votes deemed elected to the Council.

A special election will be held in the event of vacancies other than those arising from normal rotation.

#### *Council Voting Procedures*

Any Faculty member, the Dean, the Associate Dean for Academic Affairs, and the Associate Dean for Student Affairs may bring a matter to the Council for a vote. Four voting Council members must be present for a valid vote to occur. Distance participation by phone, internet, or other means constitutes presence at that meeting as long as all members participating in the meeting are able to hear one another. A matter passes if a majority votes in favor. Votes will be taken by written secret ballot whenever a member requests it.

#### **Korbel Staff Council**

The purpose of the Korbel School Staff Council is to provide the staff with a group of representative peers to act on its behalf in certain circumstances including (a) to critically examine the merits of ideas about and proposals for the School brought to it by the Dean and others, (b) to participate on its own initiative in developing and revising policies for consideration by the staff and appropriate academic officials of the School and University, and (c) oversee and appoint members to other staff committees that are formed from time to time. The Committee reports to the Dean, from whom it receives its charge, and serves in a consultative capacity only.

#### *Council Composition*

At all times there are six elected members on the Staff Council. Three members of the Council are elected annually to staggered two-year terms. Two members of the Staff Council (to be elected by the council itself) will serve on the Dean's Advisory Committee.

All full and part-time, benefited staff members are eligible to serve on the Staff Council. The Council chooses its own chair. The Dean is encouraged to provide the Council with any necessary administrative support.

#### *Elections*

During the academic year that this structure is adopted by the Faculty, the Dean shall ask the staff to nominate eligible and willing members, preferably not all from the same department or office, to serve on the Staff Council. Self-nominations are encouraged. The Dean shall distribute a ballot listing all nominees to all full and part-time benefited staff, who will be asked to vote for up to nine members from the list. The six nominees receiving the most votes shall be deemed elected to the Council. The terms of office for the Council's six initial members shall commence on the first day of the next quarter following their election. At its first meeting, the Council shall assign these members by chance to staggered 1 and 2 year terms, so that half of its membership will be replaced each year.

In all subsequent years, the staff will be asked to nominate or self-nominate willing and eligible members of the staff who have not served on the Staff Council in the previous year. A ballot listing all nominees will be distributed to all full and part time benefited members of the staff, who will be asked to vote for up to four members from the list. The three nominees receiving the most votes shall be deemed elected to the Council.

A special election will be held in the event of vacancies other than those arising from normal rotation.

#### *Council Voting Procedures*

Any Staff Council member may bring a matter to the Council for a vote. Four Council members must be present for a valid vote to occur, and a matter passes if a majority votes in favor. Distance participation by phone, internet, or other means constitutes presence at that meeting as long as all members participating in the meeting are able to hear one another. Votes will be taken by written secret ballot whenever a member requests it.

### **Curriculum and Program Committee**

The Curriculum and Program Committee has the authority to recommend for or against any proposals for new programs or changes to existing programs and shall consider any curricular issues that are referred to it by Faculty or the Dean's office. The Committee shall also evaluate Korbel centers, institutes, and degree programs as part of a systematic program review and make recommendations for improvement, maintenance, merger, or closure. The Committee shall transmit approved proposals to the full Tenure-line Faculty and Dean for consideration.

#### *Committee Composition*

The voting members of the Faculty for the purposes of election to this Council shall consist of Faculty in the Tenure-line Professorial Series, the Teaching Professorial Series, the Clinical Professorial Series, and the Professor of the Practice series, as defined by the University of Denver Faculty Senate.

The Curriculum and Program Committee has elected and unelected voting members: (a) four Tenure-line faculty elected by the full-time faculty in the Tenure-line Professorial Series, (b) two faculty member from the Teaching Professorial, Clinical Professorial, or Professor of the Practice series, elected by the combined full-time faculty in those series, and (c) the Associate Dean for Academic Affairs and the Associate Dean for Student Affairs serve as voting members. Elected members serve a two-year term. The Associate Dean for Budget and Operations and the chair of the Staff Council also serve in an ex officio, advisory capacity.

The Committee chooses its own chair. The chair commits to liaising with the Korbel undergraduate and graduate student presidents and staff in the Admissions Office, Career Office, and Student Affairs Office regarding the curriculum and as needed, but these individuals are not considered members of the committee.

All members—elected and ex officio—shall be invited to all meetings. The Dean is encouraged to provide the Committee with any necessary administrative support.

#### *Elections*

During the academic year that this structure is adopted by the Faculty, the Dean shall ask the Tenure-line Faculty to nominate eligible and willing members, preferably not all of the same rank, to serve on the Curriculum and Program Committee. Self-nominations are allowed and encouraged. The Dean shall distribute a ballot listing all nominees to all members of the Faculty, who will be asked to vote for up to six members from the list. The four nominees receiving the most votes shall be deemed elected to the Committee. The terms of office for the Committee's six initial Faculty members shall commence on the first day of the next quarter following their election. At its first meeting, the Committee shall assign these members by chance to staggered 1 and 2 year terms, so that half of its membership will be replaced each year.

In all subsequent years, the Faculty will be asked to nominate or self-nominate willing and eligible members of the Faculty who have not served on the Curriculum and Program Committee in the previous year. A ballot listing all nominees will be distributed to all members of the Faculty, who will be asked to vote for up to three members from the list. The two nominees receiving the most votes shall be deemed elected to the Committee.

A special election will be held in the event of vacancies other than those arising from normal rotation.

#### *Committee Voting Procedures*

Any Faculty member may bring a matter to the full Committee for a vote and ex-officio Committee members without voting privileges retain the privilege of introducing motions. Six voting committee members must be present for a valid vote to occur. Distance participation by phone, internet, or other means constitutes presence at that meeting as long as all members participating in the meeting are able to hear one another. A matter passes if a majority votes in favor. Votes will be taken by written secret ballot whenever a member requests it.

### **Korbel Advisory Committee on Diversity and Inclusiveness**

The Korbel Advisory Committee on Diversity and Inclusiveness seeks to ensure that the Korbel community recognizes the value of diversity in persons and perspectives. As an educative and advisory body, the Committee's goal is to create an environment where all can thrive personally and professionally. The

Committee also supports the execution of initiatives that would further the University's goals of becoming a more inclusive community and a leader in diversity and inclusion in higher education. The Committee reports to the Dean, from whom it receives its charge, and serves in a consultative capacity only.

*Committee Composition*

The Committee has as its members the Dean, two Faculty, two staff, and two students. All Korbel Faculty, staff, and students are eligible to serve on the Dean's Advisory Committee on Diversity. The Faculty and staff members of the Committee are appointed by a majority vote of the Faculty Council and Staff Council, respectively. The student members are elected by their peers each fall quarter in a special election; elected representatives may be from the undergraduate or graduate programs, and the two candidates receiving the highest number of votes join the Committee.

Faculty and staff Committee members serve staggered two-year terms; students serve a one-year term. The Committee follows the academic calendar, with a new term beginning each fall after the successful completion of the election, and ending before the first day of classes the subsequent fall quarter. The Committee chooses its own chair. The Dean is encouraged to provide the Committee with any necessary administrative support.

## Appendix B

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### Korbel Center and Institute Criteria

The Program Prioritization Task Force (PPTF) recommends that the five criteria below be the starting point for the new Governance Structure in assessing Korbel's Centers/Institutes long term value and viability.

- **Mission and Vision:** Centers/Institutes should both conceptionally and operationally fit within the Korbel Mission and Vision. All Centers/Institutes should clearly articulate, enact, and support activities, goals, and values associated with the Korbel Mission and Vision.
- **Contribution to the Collective Institution:** Centers/Institutes should have an open, clear, and effective interface with the broader Korbel community so that the work of the Centers/Institutes itself aids degree programs, non-affiliated faculty, students, alumni, institutional profile, etc.
- **Clear Research/Engagement Agenda & Quality:** The outputs of Centers/Institutes should be of a high professional standard. Some portion of research efforts should result in substantial, peer reviewed scholarship. Other scholarship, including policy reports and blogs, should also be held to high quality standards. Policy and consulting engagements should be on behalf of leading entities in the appropriate community in a sustained, original/unique, and meaningful way.
- **Scale and Depth:** Centers/Institutes should have a meaningful, self-identifying faculty constituency that will ensure their survival and value with the departure of individual or linked faculty.
- **Resources:** All Centers/Institutes should have a resource plan that operates on a three-year cycle and includes sustainable and consistent funding, space and staff requirements, and expectations/plans for funding beyond the current cycle. All proposals for a new center or institute must identify long term funding sources. Unless supported by a major endowment, multiple funding sources are preferable since they provide the unit with greater long-term flexibility and security.