

DU IMPACT 2025

NEW DIRECTIONS TO TRANSFORM OUR FUTURE



Presented to the Board of Trustees, January 2016



UNIVERSITY of
DENVER

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A Letter from the Chancellor

January 2016

Dear Friends,

I came to the University of Denver with two profound beliefs—this remarkable university is at a turning point in its development, and it is time to remake higher education in this country. Our current strategic planning process has only deepened these beliefs and also convinced me that DU is the place to design a new model of higher education that serves our students and the world in new ways.

One aim throughout the process was to affirm our strengths and expand upon them. Our greatest strength is the intense engagement between our faculty and students—the one part of our definition that we must never change. Other strengths are our unique array of programs that results in a rich, promising blend of liberal arts, research and professional education and our people, who provide imagination, boldness, intellectual capital and resiliency, contributing to the DNA of this vibrant, distinctive and beautiful place.

These abundant strengths make this an amazing time for DU. But this is also a time of many challenges to higher education in this country. The 2013-14 Strategic Issues Panel, with its careful study of economic forces, demographic changes, technological innovations, global trends, politics and educational practices, informed our conversations and work. As expressed in the report *Unsettling Times: Higher Education in an Era of Change* (University of Denver Strategic Issues Panel on Higher Education, 2014), significant pressures are challenging universities to redesign what they are doing.

These challenges require us to reconceive and rebuild what we mean by being a 21st-century university. For this reason, I believe this is the most exciting time in higher education in over a century. Rather than react to issues one by one, higher education must rethink our fundamental approach to teaching and learning, knowledge creation and civic engagement. In the midst of these challenges, DU is fortunate to consider our future as a higher educational institution from a position of such strength and aspiration.

Democracy and education in this country share common values—a commitment to equal opportunity, our wariness of the inertia of tradition, a restlessness with the status quo and our quest always to make society better. We are a people who believe passionately in the rights of the individual and the importance of the common good—as well as an obligation to work toward a better world. Our democratic ideals make our unique and diverse system of higher education the engine for the future of our society.

“Higher Education and Democracy: Imagining a New Relationship,” The Chancellor’s Inaugural Address by Rebecca S. Chopp, September 18, 2015

In the course of a process that involved over 2,500 people (and over 1,500 more as we refined the September 2015 draft), we also reviewed the strategic plans of many universities and consulted with people who think about the future in a wide range of sectors. We learned a great deal from our faculty and students about how teaching is already being redesigned as students focus on mastering information, accessing information easily and applying critical thinking and an innovative spirit to problems of the day. In fact, many described our goal as helping students learn not only critical thinking, but also the emotional intelligence and cultural competencies they need to flourish in diverse and collaborative environments. On campus and in the broader community, we heard about reimagining career preparation to prepare students and alumni to become skilled, confident leaders in environments where rapid change is the new normal.

As we continue to build on our strong foundation, DU will become a “Union Station” of engagement, service and transformation—an axis for ideas, innovative thinking and connections. Now the task is to design *how* we build on our strengths, address challenges and continue our commitment to educating students to produce the ideas our society and world so desperately need. Our long history of promoting academic excellence in familiar arenas—the classroom, the lab, the archives, the studio, the field, the clinic—will continue as we create new approaches to pedagogy, research, creative works and engagement, intensify relationships with our alumni and forge more partnerships regionally, nationally and internationally to help to build and serve the public good.

DU must be neither an ivory tower nor an isolated cloister, but rather a “Union Station” of engagement, service and transformation—an axis for ideas, a marketplace for innovation and a hub of connections.

I can describe my vision with one word: impact. Here are the key themes of DU IMPACT 2025.

- ❖ We impact students by educating them holistically, teaching them the best of critical thinking, expanding our considerable efforts in experiential education for all students and doing more to emphasize issues of cultural competence, emotional intelligence, global citizenship and ethical leadership.
- ❖ Our faculty members impact our students and the world when they use new forms of scholarship and engagement to develop innovative ideas and teach in new ways while retaining our tradition of excellent faculty-student engagement.
- ❖ Our schools expand their impact when they engage with one another to strengthen scholarship and teaching; after all, knowledge and innovation know no boundaries.
- ❖ Our teaching and scholarship are strengthened when we create new partnerships to address challenges that impact Denver and the world.
- ❖ We nurture life-long relationships that impact our worldwide network of alumni and friends.

What might DU look like in 2025 when we realize this plan? Here are a few distinct possibilities:

- ❖ We are known around the world as a place where students, many supported more fully by financial aid and other programs, demonstrate competencies in problem solving, cultural competency, innovation, confidence and collaboration. Our 96 percent rate of placement in careers and graduate school has become 100 percent, and our students contribute to a worldwide network of alumni and friends who support one another and serve the public good in a myriad of ways.
- ❖ Our project on innovation, entrepreneurship and technology is a successful incubator for students, faculty, alumni, friends and partners to brainstorm and experiment, to turn ideas into initiatives and products. Non-profits, industry and governmental agencies partner frequently with faculty and students to create and develop new products and services.
- ❖ Our initiative on social policy research addresses homelessness in the region and contributes to improved diversity in the United States and increased access to education globally. Our global and multidisciplinary approach to policy has changed how we think about policy development and compliance.
- ❖ Our Rocky Mountain Grand Challenges demonstrate how universities can anchor metro areas and tackle issues ranging from affordable housing to transportation to environmental sustainability. DU is the “go to” place to tackle problems that require many disciplines, professions and perspectives.
- ❖ Our diverse and inclusive community is known regionally and nationally as a best-practice environment for all who work and learn here and as a welcoming place that engages all who visit. Say DU and people think, “a culture of ‘yes’ to relationships, responsibility and engagement.”
- ❖ The DU District is abuzz with faculty and staff attending student performances, graduate and professional students working in the residential community, and artists and business people rubbing shoulders with our scholar-innovators.

Please see the following chart for a summary of our recommendations and read on to learn how we will achieve our vision of DU IMPACT 2025.

With best wishes and great excitement for our shared future,



Rebecca Chopp

Chancellor

DU IMPACT 2025: A Summary

These ideas make up our *impact* model, designed to position DU to lead through Transformative Directions One, Two and Three. Through Four, we will guide our future as One DU, an intentional community that integrates research, teaching and engagement for the public good.

One: Students Learning and Leading in a Diverse and Global 21st Century

SI 1: Financial Support for Students

- Recruit and retain outstanding student scholars
- Increase financial aid and scholarships; reduce student debt
- Develop philanthropy to meet full need for undergrads

SI 2: Enhancing and Expanding our Learning Environment

- Develop teaching resources to support high impact learning experiences
- Encourage and strengthen study abroad
- Enhance the graduate experience across the University
- Develop a cross-school teaching/learning effort
- Ensure assessment processes across academic units

SI 3: Navigating DU, Navigating Life

- Develop portfolios for undergraduate and graduate students
- Require a workshop for first-year students
- Develop a comprehensive mentoring system for undergraduates
- Promote health and wellness consistently

SI 4: Learning, Living and Leading in Community

- Reimagine Driscoll as a contemporary facility for students
- Reimagine and expand residential housing
- Establish DU Dialogues; increase student programming

SI 5: Preparing for Careers and Lives of Purpose

- Develop a career hub to provide mentoring and other services
- Expand internships; secure philanthropy
- Sustain a culture of design thinking

Two: Discovery and Design in an Age of Collaboration

SI 1: Faculty Talent, Excellence and Diversity Initiative

- Develop unit plans for faculty diversity and inclusive pedagogy
- Create a Faculty Collaborative; endow professorships
- Endow teaching, clinical and practice professorships

SI 2: Supporting Research, Scholarship and Creative Expression

- Expand external funded research support; strengthen infrastructure
- Expand support for design and discovery of knowledge
- Improve research support for graduate and professional students

SI 3: International Impact

- Create institutional partnerships with universities
- Engage international alumni
- Expand study, research, and work abroad opportunities
- Encourage internationalization on campus

SI 4: Knowledge Bridges

- Identify problem- and issue-based research and curricular initiatives; create a flexible infrastructure to support them
- Structure and fund knowledge bridges; attract philanthropic support
- Increase opportunities for graduate student participation

SI 5: Initiative on Social Policy Research

- Sponsor research projects; support faculty as research affiliates
- Attract faculty members with funds; seek philanthropic support

SI 6: Project for Innovation, Entrepreneurship and Technology

- Support industry-educational partnership to serve the region; function as incubator for faculty and staff ideas
- Encourage active and entrepreneurial learning; involve students
- Provide programming; sponsor entrepreneurship workshop

Three: Engagement and Empowerment in Denver and the Rocky Mountain West

SI 1: Collaboration for the Public Good

- Establish Rocky Mountain Grand Challenges
- Ensure that serving the public good is central to DU education
- Expand our work to address social needs
- Enlarge our presence in Denver and Rocky Mountain West

SI 2: DU as an Anchor Institution

- Buy locally; support local employers, cultural organizations and other agencies
- Support educational opportunities for DU staff and local communities
- Partner to increase arts and cultural programming
- Offer our facilities and resources to community

SI 3: DU as an Open Door to Engagement and Vitality

- Create engagement center on campus
- Create a DU district
- Support more affordable housing near campus
- Develop interactive web portal

SI 4: Partner in Innovation and Entrepreneurship in Denver

- Cultivate robust entrepreneurial culture for public good
- Create an Innovation Workshop
- Expand collaborations with industry and trade
- Engage and support DU alumni, friends, and partners



Four: One DU

SI 1: Advance and Celebrate One DU

- Strengthen engagement and celebrate life together
- Be exemplary employer
- Promote flexibility and efficiency
- Identify and use best practices

SI 2: A Community of Diversity, Equity and Inclusive Excellence

- Create diversity, inclusive excellence plans for DU and units
- Create a diversity dashboard
- Expand searches and improve procedures to promote diversity
- Cultivate leaders committed to inclusivity

SI 3: Sustainable DU

- Expand sustainability; meet carbon reduction goals
- Support sustainable transportation
- Act as the academic partner to urban green space initiatives
- Support sustainable food initiatives

SI 4: Engaging Alumni and Friends

- Establish an alumni council
- Strengthen alumni chapters and networks to promote DU
- Create space to enable alumni-student interaction
- Establish educational programs

Promises for the Future

This plan outlines a vision of a modern urban global university dedicated to the public good—an institution that cultivates an inclusive community to prepare students to lead lives of *impact* and benefits Denver and society through its research, teaching and service. The four transformative directions that make up this plan are united by common themes that reflect our history, strength and values.

We can think of no more powerful statement than to share what we believe this plan promises to our students—for their lives, careers, and civic engagement and what we, in turn, believe this plan requires from them. All we do depends on our ability to offer an accessible, transformative education to our students. As they engage fully with DU, we want them to know what they will receive.

The University of Denver makes five promises to our students:

- ❖ **The Promise of Faculty-Student Connections and Robust Intellectual Engagement:** You will be inspired, supported and challenged as faculty offer guidance into our vigorous adventure of learning, working and living in and out of the classroom.
- ❖ **The Promise of a Holistic Approach to your Education, including Personal Navigation Skills for Life and Work:** Faculty and staff educators will support and challenge you in a holistic fashion to help you develop yourself intellectually, creatively, physically and emotionally as you acquire skills in and out of class to navigate DU and complex situations. Our aim is to prepare you to design your future in the world continuously.
- ❖ **The Promise of Creative Collaboration and Ethical Engagement:** You will learn to think, work and thrive creatively and collaboratively on campus and in your future careers. You will learn to contribute to the public good and act ethically as you engage in communities near and far.
- ❖ **The Promise of Deep Meaningful Engagement with Diversity:** You will have the opportunity to engage in meaningful experiences that cultivate an understanding and appreciation for the range of diverse individuals and perspectives that exists on our campus, in our nation's communities and around the world.
- ❖ **The Promise of Belonging to a Lifelong Community for Personal and Career Development:** You will engage DU alumni as mentors, fellow Pioneers and in intergenerational, international networks of continuing education, services, support, fun and contacts.

In return, we ask students and alumni to promise to contribute to the DU community during their time on campus and as graduates, and recognize both the privilege of attending a university and the responsibilities—to oneself, to the University and to the public good—that accompany that privilege:

- ❖ **The Promise of Reaching to the Highest Standard:** We, as students and alumni, will challenge and hold ourselves and our work to the highest standard in order to make the most of our educational experience.
- ❖ **The Promise of Community Participation:** We will recognize and accept that we are part of a larger DU community, to which we contribute our talents, ethical perspectives and leadership.
- ❖ **The Promise of Service to the Public Good:** The privilege of a DU education results in the obligation and enjoyment of using one's knowledge, competencies and skills to make the world a better place.

And we ask our alumni to promise to seek new experiences that challenge them to continue to learn and grow as they move through their lives, practicing creative collaboration as members of the extended DU community. Individually, our faculty, staff, students, parents and alumni will be catalysts and contributors. Together we will fulfill the promise of a better world.

DU IMPACT 2025

New Directions to Transform Our Future

The University of Denver is perfectly situated to create an impact model of higher education for the 21st century. We have a long history of educating and encouraging individuals who are imaginative, bold, resilient and ready to help their neighbor and community—values that are tailor-made for pioneering new approaches in higher education that impact individuals, communities and the public good. With awe-inspiring views of the Rocky Mountains and in the midst of one of the most dynamic urban areas in the country, DU attracts people who have the ability and drive to reach the summit in a wide variety of fields. With their support—and the strengths that ground us—we are ready to conceive of higher education in new ways for the benefit of our students, our region and the world.

As we increase our impact, we aim to lead as a high-engagement, high-value university that educates students and influences the public good through four transformative directions: first, using both traditional and experiential learning to equip our students with the knowledge, skills and competencies they need; second, designing knowledge to address the issues that challenge us now and in the future; and third, engaging neighbors and partners in Denver and the Rocky Mountain West to make a positive difference. To shape these directions, we will act as One DU, developing from a loose federation of largely disconnected units into a connected community that integrates research, teaching and engagement—the defining commitments of the research university.

This plan is the result of a broad effort that included research, deep listening, creative thinking and consultation with faculty, staff, students, alumni, parents, friends of DU, members of the Board of Trustees and leaders throughout the Denver region and beyond. Through working groups that focused on the shape of knowledge, the student experience and Denver, we talked with many people on campus and in the broader community, interviewed experts around the country and conducted site visits to other campuses. The community reviewed a draft of the plan throughout fall 2015. As a result, some ideas changed and new ones emerged.

In the end, several powerful themes led to the four transformative directions that make up this plan. Each transformative direction is followed by outcomes to achieve by 2025 and several strategic initiatives that will move DU forward. We refer to the year 2025 not because it will take 10 years to make a difference or accomplish each aspect of the plan, but because the fundraising campaign that will support much of this plan is likely to run for that span of time. Each academic unit will produce its own plan to focus on faculty support, curriculum, program development and other specific opportunities. Some initiatives will begin much sooner, based on prioritization and resources. See Appendices A and B for more information about our planning process.

People and Strengths

Even as deep and broad consultation shaped the transformative directions we present, those conversations also increased our understanding of our people and our strengths—the very foundation we need to achieve the promise of our bright future. At its core, the University of Denver is a vibrant research institution with a distinctive emphasis on teaching and dedication to the public good. It is a tribute to our community that this plan reflects not only the new directions the community has developed, but also the

strengths and the extraordinary talent and dedication of the people who make up DU. Our vision reflects these assets while acknowledging a need to make a greater difference for our students, our region and the world.

Our **academic community** is committed to intellectual inquiry and the creation, preservation and transmission of knowledge. Our **faculty** engage in research, scholarship, teaching and creative work that produce and transmit knowledge—from basic research in natural sciences and mathematics, for example, to applied research in professional psychology to original works in music and the arts. Our **staff** supports the mission and our daily operations. Many staff members are involved directly in the intellectual and personal growth of our students.

Our **students** at the graduate, professional and undergraduate levels are passionate, engaged and curious—bringing different experiences to bear and helping shape the intellectual life of the campus. Our **alumni, parents and friends** support DU by engaging our students, representing DU throughout the world and providing philanthropic support to advance our mission.

No document could fully capture the amazing breadth and depth of DU's research, creative activity, teaching and service. Here we recognize only a few of the key strengths that will inform and support our growth in the years ahead.

Research, scholarship and creative work are signatures of DU and our faculty. Although our resources are limited, we invest significantly in these endeavors through the Faculty Research Fund (FRF) and the PROF Fund, among others. Another significant strength is the **sheer breadth of our research**, from basic inquiry in arts and sciences to applied and clinical research in the professional schools. All this creative work reflects the **talents and passions of our faculty and the many students who** contribute to these efforts.

Teaching and faculty-student engagement are at the heart of the DU experience. During the planning process, we heard over and over that faculty and staff educators choose DU because of our commitment to both teaching and research. In fact, students and alumni say that relationships with faculty members are the most meaningful aspect of their experience here.

These relationships define the **high-impact learning experiences** that shape a DU education through living and learning communities, internships, community-engaged

Of the literally hundreds of profiles we could present, this small sample exemplifies the strengths and amazing people that make up DU.

Psychologist Pilyoung Kim works with low- and middle-income families to examine how social contexts influence children's ability to process others' emotional expressions and regulate their own emotions.



Business information and analytics expert Stephen Haag designed a course for first-year students to invent a mobile app and bring it to market. The best teams compete in the "Madden Challenge," judged by local business people who can provide seed money in the business. His work has appeared in *Wired* magazine.



The Theatre Department took its production of *The Nina Variations* to the world-famous Edinburgh Festival Fringe. The cast and crew raised funds to make their appearance possible.



When first-year gymnast Nina McGee fractured both tibias, her only option to return to her sport was to have metal rods implanted in both legs. "It was tough, really hard," she said. "I had to re-learn how to walk and then run." In her first season back, she won titles at the WAC championships and set career highs at 9.900 or higher.



Biomechanical engineer Ali Azadani is building one of the most advanced labs in the country to improve the understanding, treatment, and prevention of cardiovascular diseases. The goal is to understand the role of biomechanics in the development and remodeling of the cardiovascular system.



Biologist Schuyler van Engelenburg is advancing knowledge of the complex interactions between viral pathogens and human host cells to better understand how individual virus particles use infected cells' own components to multiply and thus cause illness.

scholarship, study abroad, summer research experiences and undergraduate theses. In fact, study abroad and study away are almost synonymous with DU, with 72 percent of our undergraduates studying abroad each year.

Focused, small classes throughout our programs ensure that students have the space to build relationships with each other and their instructors, encouraging intense inquiry, critical thinking, teamwork and communication skills. Contributing for years to the excellence of our graduate and professional programs, high-impact learning experiences now define the quality of our undergraduate experience as well.

Our distinctive blend of **liberal arts** and **professional education** is another core strength. Here the undergraduate program takes a liberal arts approach, emphasizing intellectual growth, critical thinking, communication and holistic development—the very things that expand one’s mind and prepare students for the changing career landscape of the 21st century. Graduate students in our professional schools prepare to become the next generation of lawyers, business leaders, social workers and educators who make a difference in the world. These approaches inform each other, opening more professional opportunities to undergraduate students and incorporating core tenets of the liberal arts into professional education.

Our blend is strengthened by the fact that **arts** play a central role on campus. From performances to exhibits, members of the on- and off-campus community experience the creative endeavors of our faculty, students and staff. **Athletics** also serve as a unifying force. In addition to robust intramural sports programs, our student-athletes have earned 30 NCAA national championships under the guidance of coaches and staff who support their academic and athletic development.

None of these strengths would be effective without our excellent **facilities**, extending from our spacious buildings to gorgeous gardens and campus-wide arboretum to spires that evoke Colorado’s well-loved peaks.

The University of Denver is **dedicated to the public good**. An inventive spirit guides us, allowing us to accomplish great things with limited financial resources. Ethics inform our approach, from the curriculum to our mission, and faculty are passionate about a holistic education where students learn to take an ethical approach to their personal lives, community service and careers. Once again in 2015, the Carnegie Foundation for the Advancement of Teaching awarded the

Through a Lady Davis Fellowship, Judaic studies scholar Adam Rovner is in Jerusalem to study the first modern atlas written in Hebrew. He uses a geographical lens to explore expeditions from early 20th century *Territorialism*, a Jewish political movement to create a homeland for persecuted Jews in Kenya, Tasmania and New York.



Political scientist Erica Chenoweth has been named to *Foreign Policy Magazine’s* Top Global Thinkers list. As the editors explained, Chenoweth “uses data to show that nonviolent campaigns over the last century were twice as likely to succeed as violent ones.”



Lacrosse midfielder Jack Pruitt received the NCAA Elite 89 Award for academic and athletic achievement. Describing his motivation, Pruitt said, “Without so many of my teammates also being excellent academic performers, me receiving the Elite 89 Award would not have happened.”



Senior Camilla Vaitaitis was named by Denver’s jazz station KUVU as one of their “30 Under 30” area musicians in 2015.



Alumna Karambu Ringera founded International Peace Initiatives during her doctoral studies at DU to help families affected by HIV/AIDS and mitigate poverty and violence on children and women in Kenya. This work began as a class project.



Labor and employment expert Catherine Smith won the 2016 Clyde Ferguson Award from the American Association of Law Schools Minority Groups Section. The award spotlights a law teacher who supports, encourages and mentors colleagues, students and aspiring legal educators.



Religion scholar Andrea Stanton focuses on how the Internet and social media impact religion in Islamic and Middle Eastern countries. She has been interviewed by CNN.

Community Engagement Classification to DU, recognizing the incredible work of faculty, students and staff and the many units that support their engagement.

Diversity and inclusive excellence strengthen our community and are at the heart of our mission of teaching and learning, research and designing knowledge, and service to the public good. Recent progress has increased the diversity of our student body and faculty, and several highly effective groups on campus are moving us closer to our aims. We recognize that we have far to go to become a truly inclusive community and to educate students to live and work in a diverse, inclusive 21st century. We are committed to supporting our increasingly diverse student body, promoting new methods of teaching and inclusive pedagogy and creating a community in which all can thrive.

Global in nature, we also value the benefits that come from a student body that is truly international. Among research universities, we have one of the highest study abroad participation rates in the nation for undergraduates (over 70 percent in 2012-2013), our curriculum is global in scope, and faculty in all schools study questions and issues of global importance. As the only private research university in Colorado, our intellectual capital contributes to problem solving in the region and state, as well as the nation and world.

Shared governance, a hallmark of American higher education, ensures that faculty, administrators and board members work together to enrich our academic community. We extend this model to include students, staff members, alumni and friends in a collaborative approach to goal setting and problem solving.

The DAWN (Dedicated to Aurora's Wellness and Needs) Clinic, a free clinic offering healthcare services to adults who do not have health insurance, is a collaborative effort between UC Health Science Programs and the DU Graduate School of Professional Psychology. Since opening in 2015 the clinic has seen hundreds of patients who have no access to healthcare.



Alumnus Nickolas Dawkins transformed his passion into purpose as principal of Denver's Hamilton Middle School. Once one of the lowest-ranking middle schools in Denver, Hamilton climbed the list to become one of the highest ranking during the three years Dawkins served as principal.



Puksta Scholar and fourth year student Fatima Rezaie concentrates on immigration, refugee and international issues as well as with youth and education. Her Puksta project is based on access to higher education for refugee students.

Transformative Direction One: Students Learning and Leading in a Diverse and Global 21st Century

Aspiration: DU will be an intellectual, intentional and engaged academic community that cultivates critical thinking, knowledge and ethical leadership to prepare undergraduate, graduate and professional students to chart their own future and contribute to and serve the public good. While at DU, students will transform their views of the world, develop their character, and learn rigorous intellectual and practical skills. We will support and challenge students to ensure that they thrive academically, personally and professionally while educating them as holistic human beings.

Outcome: By 2025, our pioneering model of education ensures that students flourish and lead in the 21st century. We use new and classical pedagogies, technology, global and local internships, and personal and career development to focus on how students learn to think, lead and live, thereby helping students engage with both reflection on the self and action in the world. Our classrooms, labs and field experiences blur the boundaries of the campus, city, region and world. In addition to traditional transcripts, students create dynamic visual portfolios to curate and communicate their skills, competencies, passions and projects. Our residence halls model neighborhoods where students develop their character and practice running ethical and inclusive organizations and communities responsibly and well. Alumni, staff, friends and parents serve as mentors, helping our students become critical and creative thinkers who are confident, curious, good at solving problems and working well with others. As graduates, they are recognized by their skill at building communities and organizations that are ethical, inclusive and sustainable and through this work, serving the public good.

DU combines a focus on students' academic and professional experience with the highest levels of research, clinical practice and creative expression across many disciplines and professions. Our faculty realize that in the 21st century, pedagogy includes multiple models of teaching and learning in addition to traditional classroom and laboratory experience. At the same time, we recognize the critical importance of increasing and supporting diversity and access and look forward to the many advantages our community will experience as a result.

Not only are there more avenues of access and greater variety in styles of teaching and learning, but also greater ability to customize learning for students. Much of experiential learning is now best framed as an engagement between students and a faculty member or mentor in the actual practice of creating knowledge. This happens through research with a faculty member, internships, artistic performances, and clinical placements among many other opportunities. According to countless alumni and students, our greatest tradition—and the one reality of DU that must never change—is the quality of faculty–student engagement we encourage and support.

As we move forward, we will extend our signature tradition of faculty-student engagement in new ways while also designing what co-curricular engagement should look like. We know that the shape of higher education will change as students and faculty learn experientially by doing, creating and researching in and out of the classroom, laboratory and clinic and as inclusive pedagogy incorporates dynamic practices and styles, multicultural content and means of assessment. Other changes will occur as students continue to use technology to extend faculty-student engagement and interact closely with staff educators

who mentor students beyond the classroom, laboratory or studio. Taken together, these changes will promote students' intellectual formation and develop their creative capacities and their social, cultural and physical well-being as well.

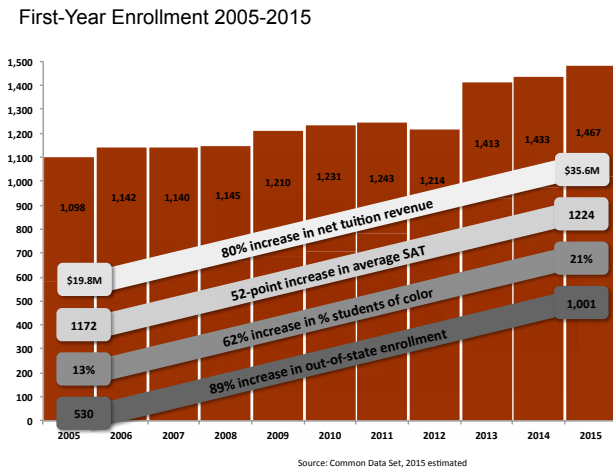
While maintaining the intellectual core, our 21st-century model of education, for undergraduate, graduate and professional students alike, attends to the whole student by cultivating responsibility and self-direction, and ensuring that students learn to navigate complex environments and build and lead teams, organizations and communities. To help students acquire these skills—and sustain academic persistence and achievement—we must build a holistic, diverse and engaged learning community in which students are both supported and challenged. We must also provide multiple and varied opportunities to learn through doing and living, sustaining and supplementing the intellectual and professional formation of our students.

Strategic Initiative 1

Financial Support for Students: DU will financially support a talented and diverse student body at the undergraduate, graduate and professional levels.

Financial aid is critically important to DU because it opens our programs to motivated students who enter and excel in the academic programs and ultimately the professions they choose. Financial aid benefits those who have been denied access

historically as well as those who cannot afford high-value, private education. At the same time, financial aid allows us to build diverse classes all across the University, bringing together bright, eager students from all backgrounds to create a stronger learning environment for everyone. As one example, the Latino population in Colorado is projected to increase from 22.3 percent of residents today to 26.5 percent in 2025. This and other demographic shifts in the U.S. offer an enormously rich opportunity to attract high achievers of all types— including artists, engineers and scholar-athletes for our varsity teams—who challenge their classmates and strengthen the University.



In the last 10 years, DU has increased financial aid dramatically, but we are still unable to meet the full financial need of our undergraduate students, causing us to lose students to other institutions even when those students might best flourish and contribute at DU. Graduate and professional programs, once funded by employers and the federal government and foundations, are now often self-funded, requiring financial aid and, all too frequently, student debt.

Managing these challenges requires that we prepare for demographic shifts among students who will graduate from high school and apply to DU. In the future this population will be more diverse racially and ethnically as it reflects changing demographics in the U.S. and will include more first-generation students. Income disparity will become an even bigger challenge, with disproportionate growth projected among families with greatest need. Objectives include:

- ❖ Recruiting and retaining outstanding student scholars who contribute to an increasingly diverse and educationally vibrant learning environment.
- ❖ Increasing resources for financial aid through philanthropic support and other means at the undergraduate, graduate and professional levels.
- ❖ Supporting philanthropic efforts that focus on meeting full financial need for undergraduate students.
- ❖ Providing cohort scholarship programs such as Global Leaders in Business or DU Scholars in STEM to provide focused persistence efforts to key groups of students.
- ❖ Reducing debt for graduate, professional and undergraduate students.
- ❖ Expanding financial aid to help recruit a more geographically and socioeconomically diverse international student body at the undergraduate, graduate and professional levels.

Strategic Initiative 2

Enhancing and Expanding our Learning Environment: DU will continue its signature tradition of providing a rigorous, stimulating and holistic academic experience by leveraging its resources to create a collaborative learning environment on campus and continuing to provide innovative and traditional resources for teaching and learning.

Students attend DU to become lawyers, artists, social workers, teachers, engineers and many other professions. Undergraduates might begin by exploring the breadth and depth of the liberal arts, combining majors in physics, international studies and Spanish, for example. Graduate and professional students might work toward master degrees or PhDs in business, computer science or religion. Post-traditional students might pursue global affairs, security management or design their own degrees. Like students at other great research universities, our students—and our faculty—pursue many different types of scholarship, teaching, learning, and personal and professional formation as well.

At DU these different degree programs and curricular and teaching domains share our profound and enduring commitment to excellence in the quality of engagement between faculty and students. We must and will do all we can to extend and enrich this engagement while providing rigorous, stimulating and transformative educational experiences for our students.

We draw on two defining strengths of the liberal arts to enrich this engagement. The first is the unmatched range of resources for understanding the world through methods of learning to think *broadly* and *critically* in and out of one's field—a strength that drives American innovation in science, the arts and other forms of creativity. The second is the emphasis on focusing *deeply* within a subject. This depth teaches fundamental research methods and instills a sense of curiosity and discovery that serves a graduate throughout a lifetime, not only in careers, but in personal avocations and the pursuit of passions for enjoyment and meaning as well.

We use these assets to prepare graduates for lifelong engagement with complex problems, discovery, and new forms of human expression in all realms of culture. By immersing our students in critical and creative thinking and ways to use knowledge to address problems, they are learning to enrich their lives and serve the public good. The resulting values and skills include the love of discovery for its own sake, how to use knowledge to solve tough problems, and the importance of humanities, social sciences and sciences in understanding societies and the human condition. All these ways of knowing are important as

our alumni seek to serve the public good. Our academic experience gains immeasurably from the fact that we bring together the liberal arts with professional education on one campus, enabling the expertise of the professional schools to infuse our liberal arts approach with opportunities for students to explore real-world problems and practice solutions in global affairs, public policy, human experience, and especially human suffering and need. By nature, professional schools are interdisciplinary in their scholarship and teaching, nurturing professional formation through immersion in the practices of a profession. And today, our professional schools excel at educating practice-ready professionals through the use of clinical education, mentoring and internships.

In the 21st century, our blend and overlap between the liberal arts and professional education are more important than ever before. Now our aim is to expand on our form of liberal arts and professional education to use a full range of the teaching methods, approaches to learning and frontiers of scholarship for all students. We promise our students and our alumni the best possible academic experience, and in turn ask them to join us not for several years, but for a lifetime of engagement with learning and service to the public good. Objectives include:

- ❖ Develop teaching resources across campus, especially supported by the Office of Teaching and Learning, to strengthen innovative technology, universal design in the classroom, inclusive pedagogy and other areas. We will improve and expand educational technologies including classroom and laboratory infrastructure.
- ❖ Provide greater support for high-impact learning experiences for undergraduates. These include research with faculty, internships, and civic engagement and service learning courses.
- ❖ Do more to encourage study abroad, including strengthening connections to the entire academic experience for undergraduate, graduate, and professional students and providing more support for graduate and professional students to study abroad.
- ❖ Enhance the graduate experience across the University, including research support for graduate students and their ability to use the university fully.
- ❖ Develop a cross-school teaching/learning effort to help faculty and students benefit from diverse teaching methods, combine different scholarly approaches, and create synergies on campus.
- ❖ Ensure that all academic units and initiatives have state-of-the art assessment processes and use them for continual improvement.

Strategic Initiative 3

Navigating DU, Navigating Life: DU will encourage academic engagement by supporting students holistically in their personal and professional development. At DU students will acquire the skills they need to navigate their lives and careers as they learn to take charge of their educational journey and develop the knowledge base and competencies they need to thrive in life and work in the 21st century.

As they move through a university, students should not experience a great divide between the classroom, laboratory, or field and the extracurricular experience. For undergraduates—and many graduate and professional students as well—education is their best opportunity to develop the whole self intellectually, emotionally, physically and interpersonally. Indeed, engagement with the arts, athletics and fitness, campus life and programs in wellness all help students gain the most from their course work. DU recruits

multi-dimensional persons and believes that holistic engagement helps them flourish as students, leaders and individuals who contribute to the public good.

Research shows that helping students figure out—early in their careers—how to navigate the complex organization of a university increases learning, intellectual growth and persistence in a course of study, and strengthens a sense of belonging and loyalty to the community. When students plan, reflect and understand why they are learning and practice responsible decision making, they are empowered to navigate the learning process in college and beyond.

At DU we believe that navigational skills, including the primacy of critical and creative thinking, may be the most important skills for careers and life in the 21st century. Careers are no longer mapped in a pre-determined way as they were 30 years ago, and our graduates need the practical wisdom and intellectual flexibility to adapt to new careers—or adapt their careers to new opportunities. Features of this initiative include:

- ❖ A dynamic portfolio for undergraduate and graduate students that maps ongoing identification of and reflection on knowledge and competencies. Students learn how to map what they know, what competencies they have mastered and their personal mission and learning goals.
- ❖ A requirement for all first-year undergraduates to take part in a year-long workshop to build the skills and competencies they need to thrive at DU and beyond. These include emotional intelligence, cultural competency and team problem solving.
- ❖ A comprehensive mentoring system for undergraduates that leverages a global DU network of fellow students, faculty, staff educators, friends, industry partners and alumni to supplement faculty mentoring.
- ❖ Practices that promote physical and mental health, wellness and fitness consistently. In our rigorous academic environment, DU must help students face challenges and pressures now and throughout life. DU will support the arts, spiritual and religious groups, fitness programs and athletic offerings, in which over 85 percent of undergraduates participate. We will improve and expand our ways of helping all students learn how to ask for assistance, ensure outreach and intervention for mental health issues and foster a sense of strong community ties to support individual flourishing.

Strategic Initiative 4

Learning, Living and Leading in Community: Our residential campus will provide a multifaceted environment that encourages students to live and work with individuals of all backgrounds, learn the skills of cultural competency, develop common purpose with others and practice building organizations and communities as they engage in campus groups.

Residential universities have long served democratic communities and institutions, as well as the workplace, by acting as incubators for young adults to learn respect for others, understanding and empathy, and how to engage in open debate and collaborative problem solving. Research demonstrates that learning in diverse communities leads to better outcomes, including complex thinking, increased self-confidence, greater motivation to understand different perspectives and higher levels of civic participation. We are committed to promoting civil discourse, civic virtues, and serving the public good as part of the development of a life of success and meaning.

Increasingly we find that undergraduate and graduate students understand diversity and inclusivity as positive forces necessary for robust democratic communities, but often they do not have the experience of working in teams and living in communities with those whose background or perspectives are different from their own. Learning teamwork is also important for students who have more experience interacting in the virtual world than the real world of negotiation and compromise. DU's holistic, diverse and engaged learning community will ensure that students have multiple and varied opportunities to learn habits, competencies and skills through doing and living in and out of class, the laboratory and clinic. Objectives include;

- ❖ Developing a contemporary facility—a totally reimagined Driscoll Student Center—that encourages students to build community and engage with one another on campus. To stimulate and sustain the mixture of co-curricular and curricular activities this plan requires, this Community Commons should have space for student organizations, student gatherings, community meetings and social events, including night and weekend activities. This facility will position the University to invest in and support more robust campus activities in the Commons as well as in the Ritchie Center and other places, all creating a vibrant environment to live, play and work on campus.
- ❖ Offering a residential housing system that is reimagined and expanded to help students develop the skills of living and working together and to encourage authentic engagement with diverse perspectives and worldviews. First-year students will live in a variety of cohort groups, living-learning communities and other forms of associative living that are connected to workshops and will have a variety of programs to support student success. All residential housing should promote organizational and community-building skills and support students who also belong to smaller communities. Additional residential housing for upper-level and graduate students will address their needs to be on or near campus, promote participation in campus life, make housing more affordable and encourage sustainability.
- ❖ Creating DU Dialogues, a comprehensive approach to the fundamental traits and values required to live in community and work in organizations. Designed to offer *sustained* and *meaningful* education, these dialogues will encourage self-awareness and promote a diverse and inclusive campus community by exploring historical and current conflicts, identifying common ground and helping participants develop action steps to improve cross-group relations and address social inequities. Trained facilitators, including faculty and staff educators, will use a structured approach to help students engage in difficult conversations and learn the skills of organizational change and community building.
- ❖ Increasing programming and other efforts to engage graduate and professional students, nontraditional undergraduate students, veterans, international students and distance learners. The entire community should benefit from the diversity of experiences these students bring to our community.

Strategic Initiative 5

Preparing for Careers and Lives of Purpose: DU will foster a global network that provides multi-dimensional personal, professional and career development throughout a student's time at DU and beyond.

Years ago, students could master a set of defined skills for a career that would change little over their lives. Today, undergraduate, graduate and professional students need to prepare for the first job—and also the second, third and fourth. Research indicates that most professionals will change jobs seven to

fourteen times throughout their careers, and DU graduates are likely to live around the world before returning to the Rocky Mountain West. Consequently, career and professional development programs must reimagine services that are oriented toward the career needs of current students and the requirements of contemporary work.

Undergraduates need to start with exposure to a variety of careers early in the collegiate experience. Professional and graduate students need to know how to apply their degree throughout a career. Self-assessment instruments, group reflection sessions and mentoring can enable students to gauge their fit for certain jobs and help them acquire the knowledge, skills and competencies to pursue a particular profession. A vibrant global network that includes alumni, industry partners, parents and friends will strengthen these academic and co-curricular programs and offer many other benefits.

As the cornerstone of an enriched career development model, internships provide a valuable experience for both employers and students. Students gain exposure to a profession, learn on-the-job skills and professional etiquette, begin networking with others and frequently discover important mentors. Employers see internships as a reflection of a student's dedication and determination, as well as a time to accumulate practice-ready skills. The National College Association of Employers reports that 95 percent of employers prefer to hire students who have had internships, and many employers use internships to choose new hires.

Our aspiration is to create a global network that invites alumni, industry partners and the broader DU network to provide enduring communities through all stages of life. To achieve this, DU will commit to our students' lifelong success and professional mobility and engage our alumni, parents and friends to ensure that local, national and global partners know about and value the unique talents of our students in the global workforce. Objectives include:

- ❖ A comprehensive enterprise that integrates university-wide alumni relations, career center and corporate relations programs. This new hub will facilitate internships, provide mentoring resources, teach soft skills and offer professional development, career advising and coaching and other services. This model of expanded community support will engage alumni, parents and friends to help connect students to future employers and graduate/professional schools.
- ❖ A global network dedicated to creating opportunities for student internships, first jobs, and continued career advancement to our graduates. At the graduate and professional levels, academic units should build on existing networks and integrate them into the overall enterprise.
- ❖ A support network that serves graduates when they need new knowledge, skills or credentials, for example, by helping to identify useful and timely programs, courses, and other networking activities.
- ❖ A university-wide effort to sustain a culture of design thinking, with services and programs consistent with and responsive to a rapidly changing global landscape.
- ❖ Philanthropic initiatives that engage alumni, parents and industry partners to create sustainable resources, experiential internships and research opportunities for students.

Transformative Direction Two: Discovery and Design in an Age of Collaboration

Aspiration: We will recruit, strengthen and retain outstanding faculty to discover and design knowledge—or pursue research in its many manifestations—in a robust intellectual environment of curiosity, adventure and service to the public good. We especially aspire to address complex challenges facing the world by collaborating across academic units to create, preserve, transmit and apply the knowledge we produce.

Outcome: Based in part on the way we have combined excellence, innovation, support and inclusivity, by 2025 we routinely attract as faculty the very best scholars in the world, and we are known nationally for our generative approach to centers, institutes and other structures for faculty collaboration. These include the Institute for Social Policy Research, our interdisciplinary hub to address pressing social issues, and our Center for Innovation, Entrepreneurship and Technology, serving the Rocky Mountain West as a launch pad for the creative educational partnerships with industry, nonprofits, and civic groups for which Colorado is renowned. Here artists, psychologists and lawyers work side-by-side with mathematicians and engineers in DU Innovation and Design Studios across Denver to partner with underprivileged communities. As cross-school initiatives at the frontiers of research and practice, our Knowledge Bridges attract faculty from top graduate schools who address problems and design knowledge collaboratively with some of the most focused, smart and hard-working undergraduate, professional and graduate students in the country. We support global partnerships with universities everywhere that enable faculty, civic leaders and students to engage with problems and issues together.

Many DU faculty members lead their fields in the discovery and design of knowledge through basic and applied research, knowledge creation, advances in human understanding, creative expression and other forms that address society's most vexing problems. With work that is recognized nationally and internationally, the faculty attracts professional, graduate and undergraduate students, engaging, supporting and challenging them toward ongoing development and transformation through this work. The heart of our intellectual community is the work of our faculty in research, scholarship and teaching.

As a research university, we know that faculty who are passionate about research, scholarship and teaching work best in an environment rich with diverse viewpoints and experiences. As we recruit, support and retain a more diverse faculty, richer collaboration and new areas of research will flourish. Improving the diversity of our faculty—and supporting a more diverse faculty vigorously—is required for a robust intellectual community now and increasingly in the future.

In the next decade, DU will continue to build on our record of discovery and design of knowledge by our faculty and students. To address issues facing the world, scholars need to be in touch, both face-to-face and remotely, with people from all parts of the world—and from all disciplines on campus. We will develop and support centers, institutes and other types of knowledge bridges to increase basic, applied and innovative research, based on the aspirations and needs of our faculty. In an increasingly complex funding environment, we will seek out collaboration with industry, foundations, philanthropists, federal and state organizations and other partner organizations as well.

The Knoebel Center for the Study of Aging is an excellent model of a knowledge bridge. Designed to address complex problems in depth, it builds on DU's dedication to the public good by supporting research and scholarship on aging in a variety of disciplines. Lab scientists, social workers, psychologists, lawyers, education specialists, business faculty members and others are routinely involved. Our goal is to invest more in this kind of collaborative work, fully leveraging our assets in the discovery and design of knowledge and engagement across our campus and around the world.

Strategic Initiative 1

Faculty Talent, Excellence and Diversity Initiative: DU will recruit and retain outstanding scholars and teachers who contribute to an increasingly diverse and academically distinguished faculty. We will support all faculty members to continue to expand their scholarship, teaching and engagement skills.

Investing in a high-achieving faculty is of fundamental importance for a great university. Faculty members guide student learning, design and translate knowledge and research, and serve both their institution and the world at large. A diverse faculty body strengthens research, enhances the learning experience and helps create a vibrant academic culture. Diversity includes encouraging individuality, independent thinking and free speech, all done in the context of a community of respect and engagement.

We will attract faculty members who are internationally recognized researchers, innovators and collaborators and—given DU's new highly acclaimed faculty appointment and promotion guidelines—whose professional focus is first-rate teaching and clinical practice. The richer the intellectual community among faculty, the more students will benefit from a culture, in and out of class, that is marked more by curiosity, risk-taking and rigor than simply the strictures of academic disciplines. Objectives of this initiative include:

- ❖ Developing a plan in each academic unit to diversify the faculty and extend and expand inclusive pedagogy. Plans should establish explicit goals, identify and develop appropriate pipelines and enhance recruitment and retention of faculty members who bring diversity to the campus. Structures for monitoring progress and holding units accountable to their goals will be necessary.
- ❖ Creating a Faculty Collaborative, a space for faculty and involved students to meet and collaborate on research, teaching and engagement, as well as to socialize. Having a space open to all faculty will promote informal interactions and intentional connections among faculty members, and students when invited, from across the University. All activities should enhance the sense of shared intellectual and professional community. The space will serve as both a faculty club and a 21st-century version of a think tank for faculty to generate new ideas, expand research, teaching and engagement, and work with one another and with students to develop a rich and rigorous intellectual community.
- ❖ Endowing tenured professorships to build strength in academic units, centers and institutes. Endowed professorships should recognize DU's most distinguished faculty and attract accomplished and diverse faculty members of distinction from around the world.
- ❖ Endowing teaching, clinical and practice professorships in academic units to support and encourage innovative pedagogy and groundbreaking clinical and professional practice. Faculty members who become master teachers, master clinicians and master professional practitioners can share their expertise with others.

Strategic Initiative 2

Supporting Research, Scholarship and Creative Expression: DU must invest in research, scholarship and creative expression to support the discovery and design of knowledge both for long-term societal use as well as immediate application. This investment requires that we strategically select and support the approaches, methods and topics our faculty and students use to discover and design knowledge as well.

As DU continues to invest in research, scholarship, and creative expression to support the discovery and design of knowledge, we are securing the future work of our faculty—and also our undergraduate and graduate students, who choose to attend a research university based on this strength. Research universities cannot predict the forms of research, interpretation or creative expression that will address today's questions and needs—much less those tomorrow or 50 years from now. And yet over and over society calls on us to invest strategically to advance human knowledge and prepare students to develop the passion that turns discovery and design into knowledge and action. No university can invest in all of knowledge, so we must choose based on faculty interest and capacity, funding sources (especially in the sciences) and our own research priorities.

Like other great research universities, DU includes a variety of cultures of research, discovery, creative expression and knowledge design. These cultures are defined by method, style of collaborations among scholars and student researchers, the nature of scholarly products, and funding and other economic realities. A humanist may need books and a library; a scientist will require a lab, specialized equipment and funding; a clinical researcher might need a field site or a public clinic; an artist will need performance space or a studio.

At DU these cultures, spaces and funding lead to the discovery and design of teaching well as the production of research and their role in attracting students—professional, graduate and undergraduate—to our unique intellectual community and positioning them to contribute to faculty research cannot be underestimated. Increasingly our variety of cultures works together to solve problems and realize opportunities, underscoring the value of nurturing and strengthening the various cultures. Objectives include:

- ❖ Expanding funded research support from industry, governments, foundations and individuals. We should make an annual commitment to funded research and measure baseline productivity year-to-year in relation to peer and aspirational institutions.
- ❖ Expanding support for the design and discovery of knowledge across our many cultures of research, scholarship and creative expression. Support should include encouraging faculty to collaborate with knowledge partners, attend professional and academic conferences, and promote publication and products from knowledge-based work. We should also seek out more collaborative relationships with corporations, businesses and governments for intellectual engagement, service to the community and sources of funds.
- ❖ Maintaining and strengthening the core infrastructure for research, scholarship and creative expressions, paying special attention to the technological infrastructure and software needs of discovery and design across the University. We should continue to improve institution-wide services for research administration and support.
- ❖ Improving support for research by graduate and professional students, especially those who focus on increasing DU's discovery and design of knowledge.

Strategic Initiative 3

International Impact: DU will broaden its substantial international profile to include new forms of collaboration among faculty researchers and teachers across the globe, as well as among students, alumni and international business, non-governmental organizations and cultural institutions.

Knowledge production and dissemination in the 21st century is global. The Internet allows an instantaneous virtual collaboration, connecting participants from around the world in ways we never envisioned. But while the Internet provides quick, convenient access, building lasting, meaningful human relationships often requires face-to-face interaction and developing a deeper, personal understanding of individuals. Universities are uniquely situated to help make that happen, and DU is situated better than most. Objectives include:

- ❖ Creating deep institutional partnerships with a number of universities across the globe, involving faculty, students and administrators on exchanges, short visits and research collaboration.
- ❖ Engaging international alumni to secure internship and employment opportunities for DU graduates abroad.
- ❖ Expanding study-, research-, and work-abroad opportunities for graduate and professional students.
- ❖ Encouraging “internationalization at home” by building international geography-specific programs that increase the engagement of enrolled international students and faculty visitors, thereby enriching and further globalizing the University.
- ❖ Creating and funding programs in every academic unit regularly to bring successful international alumni back to DU to interact with students and faculty.

Strategic Initiative 4

Knowledge Bridges: DU will develop knowledge bridges—structures to link and integrate various parts of our academic programs—to address complex problems and issues in depth and produce multidisciplinary educational opportunities for students. While specific topics will define these flexible initiatives, some might develop into enduring centers and institutes over time.

Increasingly, research and knowledge design conducted in universities is problem-based, defined by the topics that are investigated rather than by the way the disciplines are organized. This approach clearly holds for applied areas, and it increasingly informs basic research and even textual exegesis. Faculty members, especially junior colleagues, are eager for institutional mechanisms that not only allow cross-school and interdisciplinary collaborations, but promote and encourage those opportunities. By sharpening the research and teaching enterprise both creatively and analytically, such work can be more successful at addressing issues that serve the public good.

Creating bridges to leverage and coordinate the intellectual capacity of faculty members and students across the entire campus makes DU much more than the sum of its parts. Objectives include:

- ❖ Identifying problem- and issue-based research and curricular initiatives that attract faculty members and students from across the University. We expect knowledge bridges to emerge from across the campus, connecting scholars such as chemists and lawyers, astronomers and anthropologists, musicians and psychologists.

- ❖ Creating a flexible institutional infrastructure to allow those initiatives to form quickly and function smoothly.
- ❖ Structuring knowledge bridges as sponsors of topical research, knowledge design and coursework.
- ❖ Supporting knowledge bridges with institutional funds and other grants for as long as they are vital, typically one to three years but sometimes extending for many years or becoming permanent centers or institutes organized around issue areas.
- ❖ Attracting philanthropic support to establish a provost's knowledge bridge fund to provide seed funding for these creative endeavors.
- ❖ Increasing opportunities for graduate students to participate in knowledge bridges with faculty.

The following strategic initiatives exemplify the knowledge bridges we aspire to create and support.

Strategic Initiative 5

Initiative on Social Policy Research: DU will explore the creation of a University-wide social policy research initiative, a hub to address pressing social issues that range from local to international in scope.

DU's academic programs serve the public good in many ways—training highly skilled practitioners and engaging in discipline-based research and scholarship. By capitalizing on these well-regarded programs and the research of our faculty, the initiative would address social policy issues, help to shape fields in which we are training professionals, and facilitate a full spectrum of projects ranging from theoretical analysis to applied practice. This initiative would expand DU research and social policy influence by providing a structured space for collaborative research funded by the University, government, foundations, nonprofits and the private sector. Activities might include:

- ❖ Sponsoring research projects that range from social policy analysis to assessments of service provision by professionals. This will attract scholars in social work, education, professional psychology, law, business, international relations, humanities, the social sciences and other fields—all areas where policy research transcends disciplinary boundaries.
- ❖ Enabling faculty members to become research affiliates of this initiative while allowing them to retain their faculty appointments in standing degree-granting academic units.
- ❖ Attracting faculty members with external funds and post-doctoral researchers as collaborators with appointed faculty members in the academic units.
- ❖ Seeking philanthropic support to endow the institute and provide current use funds for faculty research project.

Strategic Initiative 6

Project for Innovation, Entrepreneurship and Technology: DU will create a Project for Innovation, Entrepreneurship and Technology (X-ITE) to foster innovation and entrepreneurship across disciplines and schools and, where applicable, with off-campus partners in industry and elsewhere. In addition, Project X-ITE will help faculty, students, staff and visitors translate their ideas into social, intellectual, economic and cultural value. Students will be prepared to envision and create their futures—as well as the futures of organizations and communities.

At DU programs that feature innovation and entrepreneurship exist across campus. Project X-ITE will link those programs and create new ones so faculty, students, staff and visitors can engage easily with innovative discovery and practices. Innovation, entrepreneurship and technology are driving resurgence in Denver, and DU can capitalize on and contribute to that momentum with a strategic approach to our version of an innovation center. Unique among innovation centers in Colorado because it will span the entire university, Project X-ITE will serve as a hub for transforming ideas into projects, products and businesses as well as for experiential learning focused on entrepreneurial work. Project X-ITE might offer a certificate of entrepreneurship to students who wish to improve their skills and document their abilities, and it might eventually offer minors or even degrees. Objectives include:

- ❖ Serving the Rocky Mountain West as an incubator and launch pad for industry-educational partnerships, helping Colorado to become known for encouraging and supporting this kind of activity.
- ❖ Welcoming faculty and staff members who want to actively transform their ideas into projects, products and even businesses, or who want to work with businesses and others in an incubator. At Project X-ITE, artists, psychologists and lawyers work side-by-side with scientists, mathematicians and engineers in DU Innovation and Design Studios across the Rocky Mountain West to work with underprivileged communities to develop new opportunities.
- ❖ Encouraging active and experiential learning through connections across campus and throughout the region, including maker spaces and partnerships with established organizations in industry and elsewhere. The incubator design could extend to co-ops and paid internships with industry or course-based relationships with companies.
- ❖ Encouraging the involvement of students in the creation and application of knowledge and supporting a certificate program in entrepreneurship. Natural connections could develop between business, law, engineering, computer science or any number of programs across campus. By identifying and supporting classes from any part of the University on innovation, or classes that bridge education and entrepreneurship, Project X-ITE can encourage students from every academic discipline to take courses that count toward the certificate.
- ❖ Providing ongoing programming, both formal and informal, regarding innovation and entrepreneurship. These conferences, workshops and other gatherings will be open to all faculty, students and staff and to community members where possible. Fellows or entrepreneurs-in-residence could draw audiences from on campus and beyond.
- ❖ Sponsoring an entrepreneurship workshop, or a storefront, on or near campus designed for public-university partnerships in innovation (see Transformative Direction Three).
- ❖ Developing philanthropic support for Project X-ITE, the certificate program and the center's other work. Funds could include an endowment to seed student-faculty start-ups and innovation projects.

Transformative Direction Three: Engagement and Empowerment in Denver and the Rocky Mountain West

Aspiration: We will **engage** with organizations and diverse communities across Denver and throughout the Rocky Mountain West to serve the public good directly, expand economic vitality and contribute to cultural empowerment. Through this work, our faculty, students and staff will benefit from community-engaged methods of teaching, research and civic development.

Outcome: In 2025, in the Rocky Mountain West DU is to connecting problem-solvers and opportunity-builders as Union Station is to transportation. Our size, location and mission have allowed us to promote and contribute to inquiry, discovery, hands-on work and solutions. For example, our Rocky Mountain Challenges—a joint university-community effort—and our social policy initiative convene national discussions on critical issues such as water management and demographic change with the goal of developing concrete plans for the Western states for the next 50 years. We use the campus as a base camp, reaching out in Denver and the Rocky Mountain West constantly, serving on boards, working in schools, partnering with industry and establishing innovation hubs and cultural events. We throw open our doors, green spaces and buildings to all as the go-to place for solving problems, learning about and enjoying cultures, engaging with ideas and empowering wellness.

The Rocky Mountain West—and specifically the Denver metro region—is a dynamic, breathtaking and culturally diverse region. With major industries, many of them global, that include aerospace, agriculture, bioscience, broadcasting and telecommunications, energy, financial services, information technology and tourism, the city and region increasingly attract a diverse range of people and an adventurous can-do attitude toward new opportunity and global engagement. The region is ranked among the top locations for attracting Millennials.

But the region also presents 21st-century challenges such as poverty, sustainability, homelessness and need for educational reform. Many faculty and civic leaders are encouraging DU to take a lead role in Denver's evolution into a global city, observing how much we have to learn from and offer to our partners in Denver and beyond.

This plan calls on us to be more intentional and expansive about how we learn from and work with others, and why and how we serve the city and Rocky Mountain West as an anchor institution. We will increase our engagement with Denver by providing easier access to our intellectual capital and physical space, and expand that engagement by collaborating to develop strategic partnerships and helping to develop the region's innovation frontier. As part of our new model of higher education, this collaborative enterprise will facilitate knowledge creation and application, and provide our students the skills and experience they need to serve the public good and to be civic leaders.

To be truly effective in this effort, we must encourage our faculty and students to blur the lines between campus and city and create reciprocal partnerships that benefit learning, knowledge creation and problem solving. Our engagement with Denver will leave its mark on student learning and faculty scholarship, reflecting the influence of this unique city and region on our full range of learning, research, creative expression and service. We recognize that we fulfill our mission to serve the public good through the engagements and partnerships we have in Denver, the Rocky Mountain West and around the world.

Strategic Initiative 1

Collaboration for the Public Good: DU will enhance mutually reciprocal opportunities for university-community collaboration to serve the public good and to promote social change, with special attention to underserved communities. We will expand our support for faculty and students who learn, serve and benefit from community-engaged methods of teaching, research and civic development.

Many communities and people, especially those who are underserved, benefit from the direct services provided by our students and faculty in social work, education, law, psychology and those who work through the Center for Civic Engagement and Service Learning. Through these programs we educate practice-ready professionals—one of DU's fundamental signatures—that requires hands-on learning, coop programs and internships.

Now our aim is to expand service learning, civic engagement and community-engaged research intentionally and strategically. We will help our community-research scholars develop strong relationships with local universities, laboratories, cultural institutions, corporations, and government and nongovernmental agencies. We will develop collaborative partnership with underrepresented groups including Latino/a communities, African-American communities, immigrant populations and Native communities, especially the Native tribes of the Arapahoe and Cheyenne who once dwelled and thrived on the land where DU is located. Objectives include:

- ❖ Establishing Rocky Mountain Grand Challenges, a program that focuses on major issues facing Denver and matches DU strengths to those challenges. We will leverage the work of our faculty and students on topics such as land use, crime and trauma, mental health, education reform, youth development and the environment. We will explore these local and global challenges through workshops, classes, conferences and events with major speakers—all opportunities to create knowledge for the public good and work with others to contribute to a vibrant intellectual community in the Rocky Mountain West.
- ❖ Building on the strength of our community engagement programs, coordinated through the Center for Community Engagement & Service Learning, to ensure that serving the public good is central to a DU education. This should include developing better ways to identify, promote and evaluate off-campus opportunities for students and faculty and ensuring that from orientation to graduation, students understand that DU expects them to engage with, learn from and contribute to local and global communities. We should build on the impact of programs such as the Putska Scholars or the Law School's Chancellor's Scholars, programs that identify and support students who are engaged in civic leadership, public work and social change.
- ❖ Expanding our work, including developing our infrastructure, with communities and persons in need, providing human capital, intellectual and professional resources to offer services and partner with other organizations to address social needs.
- ❖ Enlarging our presence in Denver and the Rocky Mountain West, both to represent our resources and to learn about the needs and opportunities for engagement and empowerment. We will expand opportunities for DU community members to serve on local boards and organizations.

Strategic Initiative 2

DU as an Anchor Institution: DU will expand our work and impact in our immediate area, Denver and the Rocky Mountain West, by using our presence, space and intellectual capital to promote economic and cultural development and serving as a place of active, inviting engagement.

As a major economic contributor to Denver and the region, DU is a source of knowledge; a supporter of local businesses and cultural organizations; and one of the largest private, nonprofit employers in the city. And yet regional leaders have expressed the view that DU could do more to serve as a thought leader, convener and location for important cultural offerings. They also pointed to the need for more help to identify, and sometimes understand, our resources.

Now we intend to affirm and expand our presence as a major anchor organization with a range of strategies and opportunities designed to increase our impact on economic and cultural development. We also intend for our university—including our facilities, resources and people—to serve as a source of intellectual, cultural and social engagement that is available to all. Objectives of this initiative include:

- ❖ As a major contributor to the Denver economy, working to buy locally and support local employers, cultural organizations and other agencies.
- ❖ As one of Denver's largest private employers, continuing to offer educational opportunities to our professional staff and provide employment opportunities for local communities.
- ❖ Increasing our efforts to encourage and support our staff and faculty as they engage with local communities to partner in their development.
- ❖ Partnering with a range of organizations to increase arts and cultural programming for Denver and the region. We will draw on our extensive arts resources and spaces to develop a range of opportunities, including events and activities designed to interest younger people. We recognize our responsibility to support, expand and publicize these engagements on campus and to the public.
- ❖ Continuing to offer the use of our facilities and resources and to collaborate with community organizations to support athletics, fitness and wellness in Denver and beyond. We are pleased that numerous community groups use the Ritchie Center to support fitness and sports that range from hockey to gymnastics, as well as popular community-based activities.

Strategic Initiative 3

DU as an Open Door to Engagement and Vitality: DU will do much more to open our campus to our local community. We will encourage and support a DU District in our area.

During the planning process, we learned that some Denver community members find DU difficult to use, and some experience the campus as unfriendly and inaccessible. In the words of one business leader, "DU does not have a front door." Our intention is for our campus—including our facilities, resources and people—to serve as a source of hospitality, cultural engagement and intellectual impact that is available to all.

We also learned that many in our community and Denver want to strengthen and expand the small retail district that surrounds DU. And we heard frequently from faculty, staff and students about the need for housing that is affordable, and convenient. Many desire to live closer to DU to contribute to our intellectual community and to avoid long commutes. DU can convene conversations with local neighbors,

the city and other interested parties to explore possibilities of mutually beneficial improvements in surrounding neighborhoods. We will explore and support developing opportunities for faculty and students to live in this district, further blurring the boundaries between the campus and the community. Objectives of this initiative include:

- ❖ Creating an engagement center on campus, a gateway space dedicated to hospitality and interaction, to expand community access, engagement and partnerships exponentially. The center will demarcate our main entrance and provide a welcoming atmosphere to visitors. The center will also link visitors and friends to programs, people and opportunities to engage culturally and intellectually with the University. For example, we will present unique arts programs that use existing exhibition spaces, museum galleries, performing arts spaces and the like to host intimate music, theater, reading and media performances. We will also do much more to open lectures, speaking events and other opportunities to engage intellectually to our neighbors.
- ❖ Contributing to and cultivating a DU District that connects the campus and the surrounding neighborhood, promotes a vibrant local economy, provides cultural and educational benefits to all and actively invites our neighbors to enter the campus.
- ❖ Supporting more affordable housing near campus for undergraduate and graduate students, faculty and staff. To address housing pressures and cultivate a richer sense of community, we will work with developers and government agencies to accomplish these aims.
- ❖ Developing an interactive web portal for those seeking experts and expertise. This portal should guide users to courses and degree programs that offer specializations in community engagement; identify faculty and staff expertise in areas of community-engagement, including research; and represent alumni, parents and friends who agree to be listed as resources in community.

Strategic Initiative 4

Partner in Innovation and Entrepreneurship in Denver: DU will promote a culture that emphasizes the public good and encourages innovation and entrepreneurial activity. We will expand partnerships that contribute to these efforts and take active steps to engage and support faculty, staff, alumni and friends.

Research universities like DU have long contributed to the innovation and competitiveness that defines the United States by attracting creative talent and serve as engines for incubation, entrepreneurship and new ideas. Over time DU has supported innovation in our separate research programs and across many departments, professional schools and in University College. Today innovation, entrepreneurship and the technologies driving them are central themes to the vitality of Denver and Colorado in the national push to create more jobs, increase business vitality and encourage Millennials to in-migrate.

DU is perfectly positioned to capitalize on this momentum by connecting our University-wide emphasis on innovation and entrepreneurship to industry, organizations and partners in Denver and the Rocky Mountain West. To deepen our understanding of opportunities, we interviewed local leaders and learned, for example, just how powerful it could be to do more to connect DU faculty to regional efforts and emphasize those connections. Our current intellectual investments bring “tremendous benefits” to the community, the leaders explained, and they encouraged us to amplify our role. Objectives include:

- ❖ Cultivating a robust entrepreneurial culture tied to the public good that benefits faculty, staff and students, as well as Denver and the Rocky Mountain West. One step in this process is to learn more about and support the studies and projects our faculty are conducting now.

- ❖ Creating an innovation workshop on or near campus to encourage collaborative work and foster entrepreneurship among students, staff and faculty and also community members from Denver and beyond. Connected to the Project for Innovation, Entrepreneurship and Technology, the workshop may offer programmatic support and start-up funds to stimulate innovation and provide incentives for risk taking.
- ❖ Expanding collaborations with industry and trade associations, leveraging the resources of the schools and the Office of Institutional Partnerships. We will engage with community partners and organizations across all sectors to provide relevant, contemporary expertise and services.
- ❖ Engaging and supporting DU alumni, friends and partners who are pursuing the commercialization of their own innovations and champion their successes.

Transformative Direction Four: One DU

Aspiration: We will **advance** our institutional structures and **shape** ourselves as an intentional community, One DU, to provide an inclusive and engaging environment that supports our aspirations.

Outcome: By 2025, One DU has become a place of belonging, engagement and meaning in a world with too few enduring communities. One DU starts the moment a student matriculates and continues throughout a lifetime. Alumni say that belonging to DU is one of the most important values and resources in their lives. As an intentional community anchored in values, flexible structures and pursuit of the intertwined goals of excellence, inclusivity and innovation, DU is dedicated to improving the well-being of individuals and the world. New traditions link the schools: a renovated Campus Community Commons provides spaces for students, faculty, staff and friends to gather; more ways to live on or around campus keep faculty, staff, undergraduate and graduate students and alumni/friends engaged; and more national championships in athletics have all contributed to an enduring spirit of unity. That spirit grounds a community that works hard on its values and practices of inclusivity, professional development for faculty and staff and sustainability.

Like many established research universities, DU is organized as separate units, a design often described as a collection of silos. In the 20th century, this configuration had benefits in terms of expertise, local autonomy and accountability. Now we want and need to connect the silos, interweaving fields of knowledge to create our own distinct culture that is grounded in our vision to serve the public good and in our values of excellence, innovation, engagement, integrity and inclusiveness.

Through these connections, we want faculty members to come together across the schools to address big problems of the day. We want students to belong to a community of values and meaning while they are in school and throughout their lives as alumni. We want staff members to serve the mission of the whole University and develop their skills to advance that mission. Alumni want a stronger sense of belonging to DU, and the University wants continual, robust engagement with our alumni. We want common spaces to attract people to discuss ideas, create knowledge and meaning and enjoy belonging to this community.

Our goals include being more agile, more networked and more attentive to the cultures and values we support. But the design we need is not united merely through budget, policy, space and other elements of

structure. Throughout the planning process we heard a profound longing for a sense of intentional community—a need to engage deeply in an inclusive community of purpose and value. The ever-increasing role of technology in our lives, the expanding diversity in the nation and the changing nature of community organizations are all factors that require us to be more purposeful about how we shape communities. Our ability to engage Denver and the region in an ethical and productive fashion depends on how we live our values internally in our culture. We need to create a culture that reflects our DNA for this day and age.

Our deep commitments to inclusive excellence and sustainability are central to how we think about serving our aspirations and mission through our culture and structures. Over the last 10 years, these commitments have become more central to our identity and now they are profoundly important to our work of shaping our future.

Strategic Initiative 1

Advance and Celebrate One DU: We will advance and cultivate One DU by supporting and developing common events, rituals, practices and traditions and by optimizing our workforce and cultivating an intentional community anchored by our core values.

Our commitments to be diverse, inclusive, sustainable and ethical; to serve the public good; and to promote a balanced, healthy life for individuals and for the whole community are at the heart of this recommendation. As a residential university, we also have a responsibility to model a community where each person can thrive individually and together, and where we celebrate our traditions, recognize our achievements, and understand our role to make a difference in the world. Objectives include:

- ❖ Strengthening engagement with each other by celebrating life together in all its many manifestations on our campus. We will host major ceremonies for all of DU and live-stream them for alumni, parents and friends; develop quarterly all-community celebrations such as music or food festivals; and support attendance at varsity athletic events, cultural and artistic events, and music and theater performances.
- ❖ Being an exemplary employer. Expand professional development opportunities for faculty and staff, identify career ladders and training opportunities, promote family-friendly policies, create an environment of wellness and continually invest in a compensation system that attracts and retains the best faculty and staff.
- ❖ Adopting an organizational design that reflects the needs for cross-school programming, creating flexibility and efficiency in organizational structures and in budget development.
- ❖ Exploring the not-for-profit and private sectors to identify and implement best practices, creating a relational culture in which faculty and staff further our mission in individual ways and by belonging to the greater whole in terms of personal commitment and meaningfulness.

Strategic Initiative 2

A Community of Diversity, Equity and Inclusive Excellence: Building on our strong foundation, we will develop a University plan for diversity and inclusion and become a national leader in culture, practices and structures that encourage inclusivity.

Our vibrancy—and the strength of our research, educational experience and community contributions—depends on a culture of respect and inclusivity. The challenges of this century are complex, requiring

diverse teams to work collaboratively and innovatively toward solutions. Actively seeking a student body and a faculty and staff who represent the diversity of our region, nation and world is necessary to prepare students for an increasingly globalized and connected world. However, compositional diversity alone will not make our community inclusive. We must also devote resources to developing cultural competency and high-level diversity skills for students and employees. To make the most of our differences, community members must assume mutual responsibility to address common problems and promote the mission of the University. Objectives include:

- ❖ Building on the work in progress and engaging the offices of the chancellor, provost and campus life and inclusive excellence and the Chancellor's Diversity and Equity Advisory Committee to create comprehensive diversity, equity and inclusive excellence plans for the entire University and for each academic and administrative unit.
- ❖ Creating a diversity dashboard and other forms of communication to ensure transparency and accountability in our efforts. Accountability is an important part of a culture of mutual trust.
- ❖ Further expanding and improving procedures for faculty and staff searches to promote increased compositional diversity. We should make education in cultural competence and diversity skills an ongoing component for students and employees.
- ❖ Cultivate and supporting leaders who are committed to developing the culture, practices and structures of inclusivity at DU, in Denver and beyond. Build on the programs we currently have, such as the Latino Leadership Institute, to expand our leadership programs that emphasize diversity and inclusivity.

Strategic Initiative 3

Sustainable DU: We will expand DU's focus on a just and sustainable future.

The sustainability of the Denver area faces many challenges in the present and near future, including increased traffic congestion due in part to Denver's rank as the 16th fastest-growing city in the U.S.; challenges to the region's water supply; and reduced air quality, a result of both geography and Denver's inclusion in the most carbon-intensive energy grid in the nation. Denver also benefits from many opportunities that signal a more sustainable future, such as its having the 13th highest share of bike commuters among metropolitan centers, billions of dollars of investment in light and commuter rail lines, an increasing number of entrepreneurs and appeal to Millennials, who are moving here in greater numbers than to almost any other city in the nation. These challenges and opportunities place DU in a unique position to improve the sustainable future of the area in positive and helpful ways. Objectives include:

- ❖ Expanding sustainability across the campus, creating and strengthening robust interdisciplinary connections and exploring enhanced curricular options.
- ❖ Partnering with the Denver metro region to support economic development and sustainable transportation options. Possibilities include a multi-modal transportation hub tied to the DU District and energizing the University of Denver RTD light rail station area.
- ❖ Acting as the academic partner in initiatives related to urban green space, working on strategic projects with Great Outdoors Colorado, the Greenway Foundation and other organizations.

- ❖ Supporting sustainable urban food initiatives by emphasizing education and service learning via partnerships with local food justice nonprofits and provision of local food for the campus community in campus dining establishments.
- ❖ Continuing to establish and meet goals related to reduction of our carbon footprint by meeting green building requirements on new construction and retrofitting older buildings, resulting in cost savings and eventual carbon neutrality and exploring alternative energy options on campus and via partnerships.

Strategic Initiative 4

Engaging Alumni and Friends: DU will develop and sustain life-long relationships with alumni and friends.

Central to creating an intentional community is inviting and welcoming our alumni and friends, who number over 130,000 and form a vital network in Denver and around the globe, as important members of our community. We want them to be more involved with the University, serving as our ambassadors around the world, enjoying meaningful mentorships with students and engaging in creative work with faculty and staff. We imagine stronger and more vibrant networks that make a difference to alumni and friends wherever they find themselves. And we aim to promote life-long learning and professional mobility for them, connecting them to new forms of learning and creating knowledge. Objectives of this initiative include:

- ❖ Establishing a strong Alumni Leadership Council and offering better support to affinity groups around alumni interests.
- ❖ Strengthening our alumni chapters, professional networks and communities to promote DU's ideas and mission around the world.
- ❖ Creating a space in the new engagement center that promotes alumni-student interactions and encourages a contemporary model of supporting students' career and professional development by integrating alumni, parents and friends in our students' success and professional aspirations.
- ❖ Establishing educational programs for alumni and friends. Existing virtually and on campus, these could include global seminars and enriched travel programs.

Commitments to Support this Work

As we embark on our next steps, the following commitments will guide us.

DU is committed to financial health. DU is devoted to the 25-year tradition of responsibility management that has allowed us to invest strategically in excellent faculty, students and programs. In every unit and office, we will continue to steward resources carefully. To achieve greater administrative efficiencies, we will create wider services and continue to eliminate unproductive programs as we develop new programs to support our mission. Benefitting from strength in philanthropy, we will increase our engagement with friends, alumni and parents who want to invest in our excellent value proposition.

DU is committed to shared governance. DU is committed to the practice of shared governance. While we understand that there is one governing board, many issues require the expression and authentic engagement of many voices. This strategic plan responds to a powerful push at DU to promote

meaningful cross-school collaboration, positioning our faculty to address issues that require work across the disciplines.

DU is committed to freedom of expression and academic freedom. First and foremost, the University of Denver respects, encourages and promotes inquiry and freedom of expression for all members of our community, as well as guests and visitors. The need to debate, challenge and critique is fundamental to our mission of teaching, learning, researching, creating and serving the public good. The University will actively protect freedom of expression, recognizing that all parties in any debate, disagreement or conflict enjoy this freedom. At the same time, that expression may neither violate the law nor impair the functioning of the University. The Policies and Procedures Relating to Faculty Appointment, Promotion and Tenure, adopted by the Board of Trustees in 2015, affirm the academic freedom of the faculty as “the liberty to teach, pursue and discuss knowledge.” As the document notes, with this right comes the responsibility to create learning environments that promote intellectual diversity, welcome critical thought and foster student growth. An intellectually diverse environment is stimulating, engaging and supportive of various points of view; real learning encourages challenge, adventure and assessing radically different perspectives rather than simply accepting conventional assumptions.

DU is committed to a process of continuous strategic planning. Drawing on our strengths, analysis of higher education and our local and national environment, and utilizing the best ideas the community develops, the strategic directions in this plan will guide decision making as we strive to fulfill our mission in new and expanding ways. We will focus on a few transformative directions at a time, and when those are implemented, move on to new themes. Our approach will include broad-based consultation, data-driven decision making and ongoing assessment and evaluation. Once implemented, we will make sure the best ideas have time to mature. Mindful of these transformative directions, the units will develop their own plans in the coming months to fully realize the potential of DU IMPACT 2025 across the campus.

DU is committed to a culture of measurement and accountability. DU is dedicated to measuring and assessing our academic, co-curricular and business functions routinely. To facilitate our philosophy of open access to information, we are improving data literacy for all faculty and staff, who are becoming partners in our assessment and evaluation efforts. University Technology Services, Institutional Research and Analysis and campus units will collaborate to ensure that data are available.

DU is committed to using technology to improve teaching and learning, knowledge creation, service and business process. We are committed to leveraging technology to strengthen strategic partnerships and collaboration, and encourage cost effectiveness and sustainability while adapting to changing technology needs. In an effort to control costs, we will continue to manage resources prudently and be mindful of technologies that can create value and conserve funds even as we advance our mission to promote research, teaching, and learning and administrative practices that offer great value at low cost.

Next Steps

In fall 2015 members of the community reviewed this draft document, and as a result, we revised and improved it significantly based on the feedback we received in sessions all across the campus. In January 2016, DU IMPACT 2025 will be presented to the Board of Trustees for their approval.

This plan is meant to be an organic document that can and should adjust over time to new ideas and information, the results of pilot projects and advanced research, and new challenges and opportunities that will arise. The plan will also serve as an umbrella for the development of a strategic plan in each

academic and large administrative unit. Those ideas may influence the continual planning process that begins with DU IMPACT 2025.

Also based on consultation with the community and with the Faculty Senate, Senior Staff, Administrative Council, Staff Advisory Council and other DU committees and groups, we have developed a broader implementation process to go into effect in winter and spring 2016. This process calls for us to set many ideas in motion and develop more detailed next steps for others. This process will be consultative and focused on realizing the vision that our community has established through this document. For example, a campus space plan should provide details about the new facilities this plan recommends. A financial profile should detail the cost of specific initiatives and recommend funding sources from new investments and/or reallocation. A diversity and inclusivity plan (as mentioned above) should be developed for the whole University. And in the next several years, a fundraising campaign will be designed to invite donors to invest in the vision, transformative directions and strategic initiatives that make up DU IMPACT 2025.

This plan would not be possible without the many, many people who offered insight and critique and who have and are working hard to shape the next exciting phase of development for the University of Denver. We invite you to stay involved as implementation begins, track progress at imagine.du.edu. and continue to add to and support this evolving work.

Appendix A: Strategic Planning Process

In November 2014, Chancellor Rebecca Chopp announced *Imagine DU: Creating Our Future Together*, a two-pronged approach to strategic planning: Engaging Community to address pressing needs and review various reports from the previous year and prioritize their recommendations, and Transformative Directions to identify three to six strategic recommendations for the University as a whole.

Engaging Community pursued its work through four task forces: Equity, Diversity, and Inclusive Excellence; Student Access and Support; Professional Development for Faculty and Staff; and Expanding Sustainability on Campus. Each group completed a report by February 2015, and the following month Chancellor Chopp and task force representatives convened a town hall to discuss the recommendations. Implementation began immediately and progress is being tracked and updated. Some longer-term recommendations were rolled into the broader Transformative Directions process.

In December 2014, Chancellor Chopp and Provost Gregg Kvistad charged a 27-member advisory group to lead the strategic direction-setting process in *Imagine DU*. They divided the advisory group into three working groups—Shape of Knowledge, Student Experience and Denver and Beyond—and charged each group to consult broadly with students, faculty, staff, alumni, parents and friends of DU. An executive committee comprised of the co-chairs and several senior administrators met regularly to guide the process.

Ongoing consultation with the Board of Trustees occurred throughout the process in meetings of the full board as well as executive committee meetings. In April, the board met to discuss strategic planning specifically. In addition the Strategy Committee of the Board engaged the process five times during the 2014-2015 academic year, and two committees of the Board, Student Affairs and Faculty and Academic Affairs, contributed in their regular meetings.

Combined with Chancellor Chopp's listening tour with faculty, staff, students on campus and trustees, friends, parents and alumni in Denver and around the country, over 2,500 people contributed ideas to this process. Extensive notes were taken of each conversation.

In addition, the working groups analyzed research ranging from studies on what employers and graduate schools are looking for in graduates to best practices in support of faculty development. They also reviewed reports on universal design instruction and analyses of Generation Y (Millennials) and Generation Z preferences and needs. They explored what experts know about trends in research, inclusive excellence, leadership, cultural competency, risk taking and resiliency and campus life. They also considered data on faculty, students, community life, teaching, learning, curriculum and extra-curricular activities at DU.

To learn more about how other universities are moving into the future, the groups studied strategic plans from a number of institutions including Penn, Northwestern, Cornell, Stanford, Virginia, Dartmouth, Drexel, Vanderbilt and Swarthmore and conducted site visits to Tulane University and the University of Southern California. They consulted locally as well. For example, the Denver working group met with over 35 metro area leaders in community development, business and industry, foundations, government, arts, higher education, K-12 education and economic development.

Common themes emerged quickly and clearly from these conversations and in the spring, working groups used the themes to develop a report with specific recommendations. In June the advisory group came together in a day-long retreat to distill, debate and craft the four transformative directions that make up this plan, and the next day the Executive Committee met to consider the design of the plan.

Over the summer Chancellor Chopp, Provost Kvistad and others drafted DU IMPACT 2025, relying heavily on contributions made throughout the year and consulting the executive committee and the advisory committee as needed. In August the small groups of board members discussed the plan in-depth. Chancellor Chopp unveiled the core themes in her inauguration address on September 18 and DU IMPACT 2025 was vetted on campus, in Denver and with alumni, parents and friends throughout the fall. Drawing on new ideas and suggestions offered by over 1,500 people during the vetting period, this version of the plan was created for presentation to the Board of Trustees in January 2016 for adoption.

Appendix B: Leadership Groups

Transformative Directions Advisory Group

Rebecca Chopp, Chancellor, Chair
Gregg Kvistad, Provost and Executive Vice Chancellor, Vice-Chair
Nancy Allen, Former Dean of University Libraries; Current Interim Chief Information Officer
Sharon Alvarez, Koch Chair in Entrepreneurship, Daniels College of Business
Kimberly Bender, Associate Professor, Graduate School of Social Work
Kevin Carroll, Former Vice Chancellor for Marketing and Communications
Erica Chenoweth, Associate Professor, Josef Korbel School of International Studies
Douglas Clements, Kennedy Endowed Chair in Early Childhood Learning, Executive Director, Marsico Institute, Morgridge College of Education
Anne DePrince, Professor of Psychology, Director, Center for Community Engagement and Service Learning
David Greenberg, Vice Chancellor for Institutional Partnerships
Gina Johnson, Executive Director, Office of Institutional Research (on leave)
Hayden Johnson, Undergraduate Student Government President
Art Jones, Faculty Senate President, Associate Dean, Colorado Women's College
Jennifer Karas, Associate Provost for Undergraduate Academic Programs
Marty Katz, Dean, Sturm College of Law
Andrei Kutateladze, Dean, Natural Sciences & Mathematics
Niki Latino, Executive Director, Academic Resources, Student Life
Corinne Lengsfeld, Associate Provost for Research
Scott Leutenegger, Professor, Computer Science, Daniel Felix Ritchie School of Engineering & Computer Science
Julia McGahey, Senior Associate Provost, Budget, Planning & Analysis
Danny McIntosh, Dean, Arts, Humanities & Social Sciences
Linda Olson, Executive Director and Senior Lecturer, Learning Communities & Civic Engagement; Interim Dean, Colorado Women's College
Jonathan Pinckney, Graduate Ph.D. Student, Josef Korbel School of International Studies
Ed Rowe, Director for Projects and Planning, Office of the Chancellor
Miriam Tapia Salinas, Executive Director, Diversity Enrollment & Community Partnerships
Susan Schulten, Professor and Chair, History, Arts, Humanities & Social Sciences
Shelly Smith-Acuna, Dean, Graduate School of Professional Psychology
Frank Tuitt, Associate Provost for Inclusive Excellence, and Associate Professor, Morgridge College of Education

Working Groups

Shape of Knowledge

Shelly Smith-Acuna, Co-Chair
Gregg Kvistad, Co-Chair
Erica Chenoweth
Douglas Clements
Andrei Kutateladze
Corinne Lengsfeld
Jonathan Pinckney
Susan Schulten

Student Experience

Nancy Allen, Co-Chair
Rebecca Chopp, Co-Chair
Kimberly Bender
Hayden Johnson
Jennifer Karas
Niki Latino
Scott Leutenegger
Danny McIntosh
Miriam Tapia Salinas
Frank Tuitt

Denver and Beyond

David Greenberg, Co-Chair
Marty Katz, Co-Chair
Anne DePrince
Sharon Alvarez
Kevin Carroll
Art Jones
Linda Olson

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