Message from the Chancellor

We are very pleased to present this Self-Study Report from the University of Denver for Reaffirmation of Accreditation by the Higher Learning Commission of the North Central Association. This document represents the result of nearly three years of careful and thoughtful research, reflection, analysis, planning, writing and revision. This has been a truly collaborative process with contributions made by many members of the University Community. To all who participated and helped to shape this remarkable Self-Study Report, thank you.

The University of Denver has received continuous accreditation from the North Central Association since 1914. At our decennial site visits we welcome the comprehensive review by the members of the peer evaluation team, and we take seriously their recommendations for continued improvement. We expect the visit and evaluation scheduled for November 2010 to be no different. As a campus, we have embraced the self-study process for the opportunity it provides for careful, institution-wide reflection. Throughout the process we’ve learned a great deal about ourselves and about our University, especially about our accomplishments and the planning needed to meet the challenges of the future. We look forward to the site visit this fall and to engaging with the visiting team members in conversations about the current state of the University, about our objectives for the years ahead, and about the actions needed to accomplish them.

This report serves several purposes. It is intended to demonstrate how we meet the criteria for reaffirmation of accreditation. It also serves to support the members of the peer evaluation team as they conduct their comprehensive review. The report has tremendous additional value, though, as an historical marker of the current status of the institution, and as a milestone from which we may gauge our progress in the coming years. It will serve this important purpose for years to come, informing our strategic planning and decision making processes.

The self-study process at our University coincided with the broad economic downturn that has negatively impacted the lives of so many people and institutions throughout the United States and the world. These are challenging financial times for our students and their families, for our faculty and staff, and for the institution as a whole. We’ve been able to face this stiff economic headwind well, though. Through careful planning and subsequent actions we’ve been able to meet these challenges by reducing operating costs and increasing financial aid for our students, all in a manner that protects the resources dedicated to our core academic mission. Our enrollments are strong and our financial position solid. In many ways, we are stronger than we were before the recession began, testimony to the vitality of the planning processes at our University and the agility of our response to those processes. The Self-Study Report bears important witness to these institutional attributes.

We welcome the members of the NCA visiting team to the University of Denver campus, and look forward to sharing with them the DU story.

Sincerely,

Robert D. Coombe
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The University of Denver is an Equal Opportunity institution. It is the policy of the University not to discriminate in the admission of students, in the provision of services or in employment on the basis of race, ethnicity, color, religion, sex, national origin, age, marital or veteran status, sexual orientation or disability. The University complies with all applicable federal, state and local laws, regulations and Executive Orders. Inquiries concerning allegations of discrimination based on any of the above factors may be referred to the University of Denver Office of Diversity and Equal Opportunity, Mary Reed Building, room 310, 2199 S. University Blvd., Denver, CO 80208-4843. Phone: 303-871-7436. Fax: 303-871-7982.
As the oldest independent college in the Rocky Mountain region, the University of Denver enrolls 12,000 students, half of them graduate students, in a mix of traditional and professional programs. We are an international, research focused institution. About 40% of our undergraduate students come from Colorado and the rest from across the United States and two dozen countries. Over 90 countries are represented in our graduate population. Our scenic University Park campus, located on 125 acres, has stood since 1890 in the heart of a thriving city whose economic, cultural, recreational and environmental opportunities are booming. *U.S. News & World Report* consistently places us among the top 90 national universities, with very competitive rankings by other publications and associations achieved by many of our graduate and undergraduate programs. We have opened 19 new campus buildings since 1997 and have added almost 50 appointed faculty positions in the past five years. Nearly 74% of our undergraduate students study abroad, the third highest among all doctoral universities in the country.

The University of Denver is the kind of institution whose graduates include presidential cabinet secretaries, dedicated social workers, CEOs, award-winning poets, professional athletes and United Nations diplomats. We are an institution that has garnered 27 NCAA Division I championships—and produced multiple Rhodes, Marshall, Fulbright, Goldwater and Guggenheim scholars. We are a university of accountants and cellists, engineers and poets, computer game designers and hotel managers, psychologists and sculptors. We are a school where students vote to spend their fees on wind energy, where the faculty and administrators are demonstrably committed to sustainability and where the entire campus community unites in day-long one-stop service events for thousands of Denver area homeless. In short, DU regularly enacts its vision of being “a great private university dedicated to the public good.”

The chapters that follow tell the story of our past decade against the scaffold of the Higher Learning Commission (HLC) criteria for accreditation. It is a story of accomplishment and growth—in the physical landscape of our campus and in the qualities of our people. In the past 10 years, we have extended our reach nationally and internationally, focused our mission and developed an intentional, sustainable identity.
A Brief History

The founders of the University of Denver, prominent among them John Evans, first territorial governor of Colorado, envisioned a private city university focusing primarily on the region. Founded in 1864 as Colorado Seminary, by 1900, the institution had 640 students, a small faculty of high quality and a curriculum that followed national trends by revising classical influences in favor of offerings in psychology, sociology, English, history and modern languages. By 1926, the student population had grown to 3,467 and was fairly evenly divided between those in liberal arts and those seeking extension and professional course work. The University served the region well. Indeed, by the mid-1920s, with 77% of DU’s students from the Denver area, over 1,000 teachers, 600 physicians, 600 dentists and 350 lawyers had graduated from DU, most of them to practice in the state.

The legal name of the University, Colorado Seminary, dates back to 1864. In 1880, the institution expanded and became known as the University of Denver. The trustees formalized the name in 1935. The mission was “to advance educational interests; to promote all the sciences, arts and learned professions; to form a university which shall have power to establish a system of instruction in any or all the departments of learning.” The 1940s was a period of great expansion. The curriculum was adapted to wartime and post-war needs, and the institution rapidly expanded to receive returning servicemen on the G.I. Bill. Enrollment was 5,236 in 1941 and reached 11,200 by 1949.

DU remains Denver’s university to this day, even though our scope extends internationally, considerably beyond the borders of Colorado. We understood early in our history that we are not a liberal arts college, a research university, or a collection of professional schools. We are, rather, a medium-sized, comprehensive university offering all the advantages of a liberal arts college, underscoring the centrality of research and scholarship to the academic endeavor, while educating skilled and ethical professionals.

In its first 75 years, the University’s identity was largely shaped by the region’s market influences and economic conditions. But the DU administration and faculty were also imbued with educational idealism. During the 1950s and 1960s, DU balanced academic and professional interests by creating a long-term master plan based on traditional academic principles, pursuing knowledge for its own sake in a competitive scholarly marketplace. By the late 1960s, doctoral degrees were available in 16 departments and full-time faculty had increased to 364. A traditional arts and sciences mission was a priority, and the University’s vision was internationalist, interdisciplinary and professional. During the 1980s, DU focused on enriching the undergraduate student experience, balancing an identity as a research university with one as a strong undergraduate institution. The University developed an attractive and competitive curriculum marked by increased participation of faculty through the new Faculty
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That decade emphasized ethical behavior, non-traditional, personalized and interdisciplinary education and service to the region.

By the 1990s, various external challenges were evident. There were new national emphases on: (1) active student learning and assessed outcomes; (2) expanding student demographics and an increasingly diverse student body; (3) value-added education, given dramatic tuition increases; (4) multicultural and global education; and (5) the influences of digital technologies. DU committed to developing the whole person, building assessment measures, developing closer relations with external communities, addressing national and regional issues, substantially enhancing the visibility of the University locally and nationally and rationalizing the budget. We made extensive tangible and beautiful enhancements to the University’s physical plant, and DU prospered through close cooperation between the faculty and the offices of the Chancellor, the Provost and Business and Financial Affairs.

The University of Denver today is truly a great university situated in a great city. Rising to national and international prominence over the last 20 years, Denver has become one of the healthiest, most highly educated and fastest growing cities in America. A great city is enhanced by a great university, and DU has risen to prominence along with the city of Denver. DU is the largest private, non-religious affiliated institution between California and Chicago. Our students benefit from broad based learning in a small campus setting. Our Vision, Values, Mission and Goals recognize the growing demand for skilled professionals in a variety of applied fields who bring habits of critical inquiry, reflection and an integration of knowledge to their work.

As a mid-sized university, DU offers students the benefits of close faculty relationships found in liberal arts colleges, but it also boasts the breadth of programs, resources and opportunities of a private research university. Students cultivate their passions by conducting their own research and working side-by-side with professors on projects with real-world applications and by working with underserved communities. Inclusive excellence and internationalization are strongly emphasized; in all we do at the University of Denver, serving the public good is primary.

A quick overview of several key accomplishments and initiatives lays the foundations on which this self-study builds.

A Clear, Vibrant Mission

In 2001, the University Planning Advisory Council, with input from the campus community, created a Vision, Values, Mission and Goals statement for the campus. A 2005 campus-wide task force evaluated progress toward achieving those goals and a 2007 strategic planning process revised and sharpened that document.
Chancellor Robert Coombe further articulated these goals in his 2007 convocation speech. The University of Denver, he stated, is an institution

» where research and scholarship are focused on the improvement of individual lives and the collective good of the public;

» that provides a truly extraordinary undergraduate experience;

» where exceptional student talent blossoms, thrives and enriches public life;

» that is a great international university for Denver and the Rocky Mountain West;

» that develops, demonstrates and implements visionary educational practice, from early childhood through graduate education;

» where ethics, values and social responsibility are imbedded in our curriculum, our culture and in the lives of our graduates; and

» where diversity, inclusion and excellence mold leaders for a changing America.

Chapter One elaborates the University’s Vision, Values, Mission and Goals, detailing how this statement informs planning, programming and evaluation at every level.

An Inclusive, International Community

In the past decade the University has made substantial investments in both financial and human capital to promote multicultural excellence, inclusiveness and internationalization. We recount these efforts in Chapters Two, Three and Five.

The last 10 years have seen the University build on a foundation of championing diversity by embracing inclusive excellence in every aspect of the institution’s functioning. We have incorporated and moved beyond a concern mainly for the demographics of our community. We have worked to embed inclusiveness in our Board of Trustees approved policies, in our student learning and advising, in our pedagogy, in our financial investment strategies and in our marketing. In the process, we understand diversity as encompassing race/ethnicity, gender identity, gender expression, religious affiliation, sexual orientation, disability, nationality, age and other social dimensions.

These efforts are linked directly to the University’s internationalization initiative. To educate future generations effectively, to generate new knowledge and to contribute to the betterment of humankind, the University realizes it must emphasize internationalization in our academic core functions. We have focused on our study abroad and international service learning programs to ensure that students are academically immersed in the countries where they study. With globalization presenting so many social and economic challenges, it is imperative that DU graduates are not only comfortable with and knowledgeable about different cultures and countries, but also able to thrive in diverse environments.
The goals of facilitating international education and diversity are also realized by bringing increasing numbers of international students to DU. The international focus and emphasis on academic quality also make DU an attractive choice for students outside the United States. In the 2009-2010 academic year, DU saw nearly 1,000 international student enrollments. Faculty members are also supported in internationalizing their research and teaching through both funding and numerous agreements for international exchanges, as described in Chapters Two and Three.

Robust Planning: Strength and Flexibility

As we approach the next decade, the University of Denver faces a number of financial opportunities and challenges. Because of the relatively small size of our endowment and the fact that DU has historically received very little state support, fiscal sustainability has been at the forefront of our budget strategy for the past two decades. As a tuition-driven institution, DU must pay scrupulous attention to the allocation of its resources. Virtually all proposed new expenditures must be measured against judgments about how many students will enroll in the coming year and what price they will pay to do so. The University’s enrollment division meticulously shapes our incoming classes of students, attracting and enrolling an optimal mix of uniquely qualified students who enrich the composition of our learning community while balancing the financial realities of a tuition-dependent institution. At the same time, the University in the last 20 years has made extraordinary investments in academic excellence – in buildings, in programs and in people, described in detail in Chapter Two. Indeed, it is those investments that provide our current array of competitive advantages and those have never been more important than they are today.

Strategic planning is an on-going activity at the University. Building on the investments of the last two decades and appreciating the considerable volatility of higher education landscape, our planning processes, which are detailed in Chapter Two, focus on external opportunities and internal quality indicators. Each year, our planning documents, the University’s annual report, the Chancellor’s convocation address and the University’s annual budget transmittal presented to the Board of Trustees build on each other. At the unit level, deans and directors engage in regular strategic planning within the context of the University’s Vision, Values, Mission and Goals.

At DU, we have found that times of challenge and change can also be times of opportunity. The intellectual capital of the University continues to deepen and grow, as reflected in our teaching and learning environment and in our scholarship and research. The campus community continues to bind itself together, focusing on a number of key strategic initiatives. We are an open-minded, agile and entrepreneurial institution that engages in careful long-term planning.
During the period since our last reaccreditation, the University of Denver continued to construct new buildings that were Built for Learning, as described in the 2008 book of that name about DU’s stunning architectural renaissance. In 2003, DU’s goal to consolidate and relocate all major programs to one main campus was realized when the Ricketson Law Building opened and for the first time in its 118-year history, the law school physically joined the rest of the campus.

The transformation of the University’s campus includes buildings that touch every part of campus life, from residence to administration. Two new residence halls were built in this period, Nelson Hall in 2002 and Nagel Hall in 2008. Located centrally on campus, these buildings were designed to support teaching and learning with classroom space and designated living and learning communities. In 2002, the $67 million Robert and Judi Newman Center for the Performing Arts opened, which offers several concert and performance venues and houses the faculty and staff of the Lamont School of Music with state-of-the-art classrooms and rehearsal spaces and a professional digital recording studio. In 2003, the $63.5 million Ricketson Law Building opened as the first building in Colorado to earn a LEED gold certification from the United States Green Building Council. In 2004, the $9 million Chambers Center for the Advancement of Women opened, which houses the Women’s College, the Women’s Foundation of Colorado and Higher Education Resource Services. In 2006, the $18 million Hotel, Restaurant, Tourism, Management building opened, featuring a full-production kitchen, a 126-person dining room with adjacent patio, executive education rooms with distance-learning capabilities and many other facilities. In fall 2010, the Katherine A. Ruffatto Hall opened, housing the Morgridge College of Education, the Disability Services and Learning Effectiveness Programs and the Marsico Institute for Early Learning and Literacy. It offers state-of-the-art facilities to over 850 students enrolled in certificate, licensure, master’s and doctoral programs and will meet at least LEED silver certification. Several other prominent campus buildings that support teaching and learning have received significant renovations since 2001. All of our buildings support our academic mission and enhance our outreach to the community.

The University’s Land Use Plan, originally developed in 2002, was updated in 2007. The University’s dedication to campus stewardship was expanded through a sustainability statement that committed the institution to use wind and solar power effectively, to improve DU’s handling of water resources and to increase campus green space by reducing small surface parking lots. We seek to improve transportation options, to enhance the biological diversity of campus trees and plants and to refine campus-wide approaches to food service, mail distribution, trash collection and recycling. The land use plan is available for public review and University neighbors meetings are held regularly with DU’s Community Liaison.
In June 2007, DU became one of 271 institutions to sign the American College & University Presidents Climate Commitment. A subcommittee of the Board of Trustees responsible for buildings on campus has mandated that all new construction will meet LEED silver or higher standards. A Sustainability Council includes student, staff, faculty and administrative members with equal participation rights. Sustainability projects range from purchasing wind power to numerous recycling and awareness efforts to curricular efforts, including the College of Law’s nationally ranked Environmental Law program. To encourage the use of public transportation, since 2002 students and benefitted faculty and staff receive as a University benefit the “RTD Eco Pass,” which permits free and discounted use of Denver’s regional public transportation system, now easily accessed by a light rail station adjacent to campus.

Teaching and Learning: Extraordinary Education

Our mission to offer students an outstanding educational experience through effective teaching and student learning is one we pursue broadly. We support learning in a variety of settings such as the classroom, the community, abroad, in the field, the laboratory and in residential living and learning communities.

DU’s undergraduate curriculum has been dramatically strengthened in the past decade. Perhaps the most significant development began in 2002, when Tom and Cydney Marsico gave DU $10 million to enhance undergraduate education in the arts and sciences. This gift supported pilot initiatives that were assessed carefully (details are provided in Chapter Three) and those that were deemed the most effective received permanent funding (as described in Chapter Two). The result was several new programs, including a new first-year student orientation and a visiting scholars program and significant curricular changes, including first-year seminars, an award-winning new writing program and mathematics seminars. Twenty-four new tenure-track faculty and 20 lecturer positions were created for key programs, and a number of new centers were designed to reinforce academic priorities, including a new Writing Center, Undergraduate Research Center and Language Center.

The Marsico Initiative also served as a catalyst for reviewing the general education curriculum. This review (detailed in Chapters Three and Four) was completed with broad University input and faculty support and will be implemented in fall 2010. Curricular changes have been enhanced by support for teaching and learning. The Center for Teaching and Learning (CTL) was established prior to our last comprehensive visit in 2001 and continues to offer teaching workshops, one-on-one consultations and grants to support teaching innovations. The CTL provides locally-designed technology tools, such as the DU Portfolio Community and DU CourseMedia™ (a web-based application for organizing and delivering images, videos and audio), as well as commercial tools, such as Blackboard, to encourage student engagement. DU has had a laptop computer requirement since 1999 and between
wired classrooms and an extensive wireless network and mobile computing presence, the campus enjoys robust technology support.

Of course, the quality of teaching is best measured by the quality of student learning. All units participate in a comprehensive, uniform assessment process. The most dramatic development in this area has been the clear articulation of University-wide student learning outcomes at both the undergraduate and graduate levels.

Significant University-wide investments have been made to improve the value of the graduate and professional experience over the last 10 years. Following the recommendations made by the Research, Scholarship and Creativity Task Force, the University created two new positions to benefit the graduate and professional programs. Where a single Vice Provost for Graduate Studies and Research once led campus academic units, graduate and professional programs are now supported by two associate provosts, one responsible for research and one for graduate studies.

Student enrollment and faculty positions have increased in every graduate professional unit. Multi-year commitments have been made to increase faculty positions and to improve program quality in the Daniels College of Business and in the Sturm College of Law, two prominent graduate professional units. The University has also invested significantly in graduate financial aid in recent years. In order to attract and retain exceptional students, DU has added over $1.7 million to the annual base budget since 2005 to enhance stipends and provide health insurance coverage for graduate teaching and research assistants working 20 hours per week.

**Research, Scholarship, Creative Activity: Supporting the Collective Good**

With research and scholarship one of DU’s top priorities, it is essential that we build on our strengths while pursuing new possibilities. DU has the ability to capitalize on the groundwork laid in recent years with strong faculty, infrastructure and curriculum now in place. DU hopes to continue to make strides in the areas of graduate program quality, collaborative and interdisciplinary programming and increased research opportunities for faculty, both internally and externally.

We have the flexibility and the creativity to be a university where research and scholarship are focused on the improvement of individual lives and the collective good of the public. The University of Denver has a long history of supporting scholarship, research and creative work by faculty members and graduate and undergraduate students. Internal funding opportunities are quite plentiful, sometimes functioning as seed funding for future external grants. Chapter Four discusses the research and scholarly pursuits of DU’s faculty and students.
Community Partnerships and Engagement: Dedication to the Public Good

Promoting public good is the heart of DU’s vision. Our efforts toward that end focus on faculty, staff, students, community partners and a range of community constituents, both local and global.

Creating community partnerships, promoting service learning and encouraging volunteerism have been a part of DU for years, and these efforts were formalized and strengthened in 2006 with the new Center for Community Engagement and Service Learning. The Carnegie Foundation acknowledged DU as one of 76 higher education institutions for its work in the area of Curricular Engagement and Outreach and Partnerships. Opportunities for students range from scholarships for public work (e.g., Puksta Scholars, Public Achievement) to academic credit and work-study for service and community-based learning. The Public Good Fund has provided $100,000 annually in small grants to faculty and staff. Chapter Five describes multiple other programs and financial supports for community-based service and learning. To cite but one example, there is a strong partnership between the city-sponsored Denver’s Road Home project to end homelessness and the University of Denver. Project Homeless Connect (PHC) is a one-day event that serves as a one-stop shop, connecting homeless individuals to needed services, including, basic healthcare, legal services and Homeless Court, IDs, birth certificates, food-stamp benefits and information about employment opportunities and shelter openings. In April 2007, DU was the first college campus in the nation to host a PHC event which it has now hosted three times. DU participated in a fourth PHC event held in May 2010 at Coors Field.

A particularly successful community outreach initiative has been the Bridges to the Future public lecture series, created in 2002 to engage Coloradans in an exploration of American history, values and expectations in a post-9/11 world. Each year a topic is chosen and then explored in a number of related public events. Other examples of community engagement include the VIVA (Vibrant, Intellectual, Vigorous Adults) program that was created in 1995 for learners age 55 and “better,” which attracted a foundation grant and was renamed in 2007 the Osher Lifelong Learning Institute. Administered through DU’s University College, the program offers courses and events for adult learners in the greater Denver metropolitan area. Chapter Five discusses our commitments to the public good.

The vision of DU as a great private university dedicated to the public good has gained traction with our external communities. It has become more refined through external communication of the range of programs at the University, through the activities of our students, faculty and staff and through the on-going development of multidimensional partnerships between DU and a host of external groups and organizations. Through responding to distinctive needs of our community, whether through the undergraduate or graduate programs on the traditional campus, at the
Women’s College, or in the Bachelor of Arts Completion Program at University College, DU students have multiple opportunities to learn and engage and “DU Something About It.” More than a branding slogan, “DU Something About It” is the bias for action and leadership that we cultivate in every student. It compels the DU community to never cease in the creation of knowledge, ideas and opportunities to improve the human condition.

Addressing Concerns of 2001 Visiting Team

Since achieving initial accreditation from the North Central Association in 1914, The University of Denver (DU) has applied for and been granted reaccreditation at each decennial review, most recently in January 2001. The 2001 evaluation team provided a comprehensive review of the University, citing numerous institutional strengths including a high quality faculty and staff deeply committed to the excellence and welfare of the University, significant community outreach programs that involve students and faculty and strong academic, co-curricular and support programs. The five concerns listed below were also identified, two of which (assessment and low enrollment graduate programs) required that progress reports be submitted for review in 2004. All five of the identified concerns were swiftly and positively addressed after the visit. The processes and systems put in place to address these concerns are further elaborated upon in the self-study document.

1. There is no evidence of a regular, systematic review of graduate degree programs with low enrollment. The Team is concerned about the viability of these graduate degree programs. The University has not addressed the issue of the low enrollment in a comprehensive way since the previous accreditation report through program review or other program assessment.

The visiting team report in 2001 expressed concern regarding low enrollment graduate programs and lack of systematic program review to examine the viability of continuing existing graduate programs. The 2001 visiting team report stated that from 1997-1999, 107 different master’s degrees were offered, not including those in the law school. Of these programs, 34 produced five or fewer graduates during that three-year period. At the doctoral level, 26 degrees were offered, 11 of which had an average of five or fewer graduates for that time period. The concern centered on a perceived increase in the net number of new degree programs approved compared to total enrollments. In June 2004, DU submitted a progress report to the HLC regarding steps taken to address this concern. As a result of comprehensive program reviews across the academic units, the University closed 14 programs and consolidated 32 programs into nine degrees with specific concentrations that reflect our institutional strengths.

Along with the thoughtful and careful reduction in low-enrollment degree programs, the University reviewed the institutional strengths of the remaining core graduate and professional programs. Across the University, enrollments in some academic programs, particularly in the sciences, mathematics and engineering, are smaller than others. The University intentionally invests in these smaller programs because of their centrality to the educational and research mission of the University. Faculty
members in these areas generate a substantial proportion of externally supported research volume at the University and, without graduate programs, we would have a very difficult time recruiting and retaining competitive faculty members in these programs. Within these academic areas, much of the learning takes place in small laboratory groups and is focused on targeted research questions.

The University’s efforts with program reviews have been undeniably variable, even since 2001. Until three years ago, the administrators at DU who were responsible for conducting these standard reviews struggled with the University’s decentralized academic environment. That environment was informed by a strong culture of academic unit autonomy, that was reinforced by separate unit-level accreditation requirements.

Now, however, it is safe to say that academic program reviews are an integral part of our regular planning process. With detailed data and a standard set of questions to guide the process, academic units can critically evaluate the viability of their programs, degrees and certificates and reconsider the importance of continuing their delivery. Program reviews are required of each academic unit every five years, with a follow-up report required in the interim. To aid in this process, academic units receive an annual data report from the Office of Institutional Research that provides accurate and detailed enrollment and student information, including degrees awarded, grade point average, admissions information, test scores and student demographics for each department, by program level. See Chapter Two for more information on program review.

Since 2009, the Provost has provided an annual update to the Finance and Budget and Faculty and Educational Affairs Board sub-committees on programs approved five years prior. The Five-Year Budget Review of Approved Programs allows a central level reflection on the performance of newly created academic majors and degree offerings as measured against the expectations articulated in their initial proposal. Projected and actual enrollments, revenues and expenses for each program are examined in depth. In 2009, one degree, the master’s degree in Homeland Security and one undergraduate major, Bioinformatics, were eliminated as a result of this review. As part of this process, the previous 10 years of academic program openings and closings are summarized annually in the Active Academic Programs Report submitted to the Faculty and Educational Affairs Committee of the Board of Trustees.

With a diverse range of academic program assessment and evaluation, the University systematically monitors enrollment, staffing and budget in all undergraduate, graduate and professional programs.

2. The Team is concerned about what appears to be a substantial number of classes being offered simultaneously to undergraduate and graduate students. The practice merits careful scrutiny by appropriate authorities to ensure that a graduate level experience is afforded students in all graduate programs.
By closing many of the lower enrollment graduate programs between 2001 and 2004, the University eliminated many classes that combined graduate and undergraduate students. In some smaller programs, dual enrollment classes remain an intentional curricular strategy. Where the number of majors is small, departments maintain a certain amount of flexibility in their curricular offerings by teaching classes to both undergraduate and graduate students simultaneously. This practice may be employed for a variety of reasons: to maintain disciplinary integrity in course offerings or to permit a greater diversity of programs offered, to reduce costs and to respond to student interests in a particular area. When this strategy is employed, departments are required to articulate the different standards for both undergraduate and graduate students to ensure that we monitor the distinct experiences of our graduate and undergraduate students.

In 2008, the Registrar’s Office, Graduate Studies and the Provost’s Office refined the process that ensures curricular and programmatic integrity when this option is invoked. The chairs of Graduate and Undergraduate Councils independently review all new course proposals to make certain that as courses are proposed or existing courses are revised, documentation of the assignments and expectations of students at each level is provided. It is evident from syllabi that faculty members take great care to create appropriate assignments and evaluation standards for the differing levels of students in their classroom, often scheduling special sessions, requiring different types of independent research and defining different grading standards for the separate student groups. In the past, 3000-level courses were automatically set up in the Banner registration system to allow both undergraduate and graduate students to enroll, and this default practice has now been eliminated. Currently, further processes are being developed to ensure that courses that are cross-listed for undergraduates and graduates offer a distinct graduate-level experience for graduate students.

3. While the University has made gains in recent years to improve graduate stipends since the last NCA visit, those provided to doctoral students continue to be seriously underfunded in some programs. Many graduate stipends are not competitive with those at other institutions.

Since the last comprehensive team visit, the University has improved graduate stipends. DU has vigorously addressed this issue through a multi-year plan to enhance the entire package offered to graduate assistants in an effort to be competitive in the market for recruiting outstanding graduate students. Stipends in the science areas were a specific concern of the 2001 visiting team. Since 2005, more than $1.7 million has been committed to the pool of funds for graduate student stipends and health insurance. Beginning in 2006, DU made an institutional commitment annually to increase funds for stipends and to cover the University student health fee for graduate assistants. By 2008, stipends for graduate students in the School of Engineering and Computer Science were comparable to stipends offered at other institutions and slightly lower in the Division of Natural Sciences and Mathematics, as indicated by The Chronicle of Higher Education’s 2009 survey of graduate students’ pay and benefits. An analysis of our competitive institutions’ FY 2011 stipends revealed that DU’s FY 2011 allocations will put our stipends at a level that is competitive in DU’s target market. Despite current economic conditions, that have necessitated tough budgetary choices, the University remains committed
to providing competitive packages and increased stipend levels by as much as 21% in some programs in order to meet our goal.

4. The University has assessment plans in place but their implementation varies from unit to unit. Future emphasis needs to focus on more uniform and consistent implementation across the units and on the ways that assessment information is being used to inform University-wide planning, goal setting and budgeting.

The University has made significant progress in implementing assessment plans and using findings in departmental and University-level planning and budgeting, especially with the creation of a separate Office of Academic Assessment in January 2008. Although all units have assessment plans, many are now re-examining them as disciplinary and professional societies (e.g., American Psychological Association, ABET) have begun to make recommendations or revisions about student learning outcomes. For the data provided in the academic year 2006-2007 assessment reports, the Office of Academic Assessment created a template to provide more uniformity in unit reports, including the request that all units map their student learning outcomes to the University-wide Undergraduate Student Learning Outcomes. Similarly, beginning in 2008-2009 all graduate and professional units were asked to map unit student learning outcomes to the University-wide Graduate-Professional Student Learning Outcomes that were approved by the Graduate Council in the spring of 2009. In the fall of 2008, a set of guidelines was created to help units complete their assessment reports. In the summer of 2009, a system for providing uniform feedback to units was piloted on a sample group with mixed success. With input from the Academic Assessment Advisory Committee, we are working to revise and refine a process for providing uniform feedback on assessment reporting. This procedure, once it is finalized, will also contribute to the uniformity of the assessment information that is reported. After a low of only 21% of units submitting annual assessment reports for the 2004-2005 academic year, there has been a steady increase in participation in assessment reporting with over 98% of units reporting on their assessment activities for the 2008-2009 academic year.

A redesign of The Office of Academic Assessment website is also in progress. At present, assessment report guidelines, report templates, other supporting materials and resources are now easily accessible. Moreover, all unit-level student learning outcomes are publicly accessible on this website and all assessment reports are archived electronically for review by University administrators, especially for the purpose of University-wide planning, goal setting and budgeting. The assessment of student learning played a particularly important role in University-wide planning, goal setting and budgeting when the assessment results from the Marsico Initiative pilot projects were used to make decisions about which pilot projects would be continued and rolled into the permanent budget for funding. Please see Chapters Two and Three for more information on assessment, its use in planning processes and the particular example of how assessment was integral in the Marsico Initiative.
The University of Denver addressed this concern by creating the Office of Diversity and Equal Opportunity and hiring a full-time Director in 2003. The Office of Diversity and Equal Opportunity’s core mission is to assure that the University complies with our policies on discrimination, harassment and retaliation and to promote full compliance with all federal, state and local discrimination laws. In addition to informally addressing concerns and formally investigating and resolving complaints, this office also assures that the campus is accessible to persons with disabilities. The director assists the Disability Services Program with complex student accommodations and facilitates employee accommodations as well as accommodations for participants in University programs.

In combination with the Center for Multicultural Excellence, the office has worked successfully to elevate diversity as a priority for the University. The University also has taken multiple steps to specifically address the suggestion from the 2001 visiting team that DU would benefit from deliberate planning around diversity in terms of faculty and staff recruiting and retention. The University responded to this suggestion by creating a position dedicated to multicultural faculty recruitment and retention in 2003. The University’s Recruiting Philosophy provides guidelines for hiring faculty and staff. DU’s Faculty Hiring Guide Portfolio site is a web resource for hiring search groups when conducting a search for new faculty. This site advises search committees to meet with both the Director of Diversity and Equal Opportunity and the Assistant Provost for Multicultural Faculty Recruitment and Retention as part of planning a search, identifying the minimum and preferred candidate qualifications, developing their recruitment strategy and writing advertisement copy. This consultation provides guidance that maximizes outreach for diverse applicants and assures that the search and selection process is conducted in compliance with the University’s Equal Opportunity and Sexual Harassment Policy.

The Office of Diversity and Equal Opportunity prepares the University’s annual Affirmative Action Plan. The director works with division and department heads to evaluate progress and implement the action plan. The Affirmative Action Policy is available on the Diversity and Equal Opportunity website.

In all matters, the director has full access to and support of senior administration. The Office of Diversity and Equal Opportunity has a strong presence on campus and works collaboratively with campus leaders to accomplish the office’s mission and goals.
The Self-study Process

As the oldest independent university in the Rocky Mountain region, the University of Denver continues to enact its vision of “a great private university dedicated to the public good.” We have embraced the responsibility—and the opportunity—afforded by the self-study process to articulate our mission, achievements and plans. During the past decade, the University of Denver has made comprehensive changes to enhance its academic programs at both the graduate and undergraduate levels. These investments in our students, faculty and curriculum have been reinforced by ambitious improvements in the University’s infrastructure. From its modest beginnings nearly 150 years ago, the University’s scope has expanded regionally, nationally and internationally.

In January 2008 the University of Denver began preparing for this self-study when Provost Gregg Kvistad, in consultation with Chancellor Robert Coombe, appointed an HLC coordinating committee, from which the self-study co-chairs were identified. This small group of faculty and administrators, drawn from across campus, developed an initial campus-wide strategy for our reaccreditation process, identifying necessary resources, setting timelines and providing initial support. In October of 2008, Chancellor Coombe appointed a larger HLC steering committee, composed of faculty and administrators with broad representation from academic and non-academic units throughout campus. Together, these committees worked to set goals for all self-study processes. The overarching goals for our self-study process, apart from the continuation of full reaccreditation, include the following:

» encourage campus-wide involvement in the self-study process through increased conversations about fulfillment of the University Vision, Values, Mission and Goals;

» provide opportunities for academic, administrative and support units to examine, reflect and analyze their program structure and plans for the future, especially with respect to the five HLC criteria;

» provide resources and tools for the careful documentation of evidence to support our efforts to meet the five criteria outlined by HLC NCA for full reaccreditation; and

» reaffirm our commitment to promote a culture of assessment and institutional improvement across all aspects of University operations through critical self-reflection.

Over the next academic year, criterion groups were formed and our research began. In summer 2009, the first draft of the self-study was produced. The next year was spent revising, refining and redrafting. A penultimate draft of the self-study was released to the University community for review and comment in May 2010. Throughout the process, we learned much about ourselves. The largest benefit for DU has been the internal knowledge that a critical review gives us, knowing what we are doing well, understanding the areas in which we would like to see a change, and clearly articulating and re-affirming our curricular and programmatic institutional priorities.
Endnotes

**Criterion One: Mission and Integrity**

*The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff and students.*

**Introduction**

As the oldest independent university in the Rocky Mountains, the University of Denver (DU) continues to enact our vision of “a great private university dedicated to the public good.” DU is the only school of its size and mission in the region, which uniquely situates us to contribute to the city, to the Rocky Mountain West and to the nation and the world. Our balance of undergraduate and graduate students and our blend of liberal arts, business and professional schools have all shaped—and are shaped by—our Vision, Values, Mission and Goals (VVMG), the coherent set of statements that structure the University’s actions. We clearly articulate our mission to both our internal and external communities, with guiding documents that define and focus our educational priorities and the operations that support them. Our students come to DU with the expectation that their classes, research, internships and service opportunities will engage important issues, both local and global. Our faculty and staff join an educational enterprise committed to inclusive excellence, advancing scholarly inquiry, cultivating critical and creative thought and generating knowledge.

The University leadership (administrative, faculty, staff and student) is fully committed to upholding and strengthening the academic core of the institution. Focusing on intellectual rigor, integrity and inclusive excellence, our Vision, Values, Mission and Goals drive strategic decisions, organizational planning, budgeting priorities and administrative practice; create a stable framework for administrative, support and academic units; communicate our high educational ideals; and identify our overriding purpose to serve campus, local, national and global communities. When a difficult economic climate has presented a financial challenge for our institution, our VVMG statements are a compass for refining and prioritizing our core functions.
CORE COMPONENT 1A: DU’s mission documents clearly and publicly articulate our commitments.

The Vision, Values, Mission and Goals statement (Figure 1.1) guides all of the University of Denver’s activities. Our history and mission are rooted in a longstanding vision of educational excellence and service to community. Fulfilling the mission is a campus-wide effort that involves the Board of Trustees, administration, faculty, staff and students. We align all priorities—budget and planning (as outlined in Chapter Two), curriculum (as outlined in Chapter Three), research, scholarship and creative endeavors (as outlined in Chapter Four) and community outreach (as outlined in Chapter Five) with these essential themes.

FIGURE 1.1: THE UNIVERSITY OF DENVER VISION, VALUES, MISSION AND GOALS (VVMG)

VISION

The University of Denver will be a great private university dedicated to the public good.

VALUES

In all that we do, we strive for excellence, innovation, engagement, integrity and inclusiveness.

MISSION

The mission of the University of Denver is to promote learning by engaging with students in advancing scholarly inquiry, cultivating critical and creative thought and generating knowledge. Our active partnerships with local and global communities contribute to a sustainable common good.

GOALS

Community: We will create a diverse, ethical and intellectually vibrant campus community to provide a challenging and liberating learning environment.

Learning: We will provide an outstanding educational experience that empowers students to integrate and apply knowledge from across the disciplines and imagine new possibilities for themselves, their communities and the world.

Scholarship: We will invigorate research and scholarship across the university to address the important scientific, sociopolitical and cultural questions of the new century.
The founders of DU in 1864, who included Governor Evans of the Colorado Territory, envisioned that the University would be a private, city university focusing its outreach primarily to the state of Colorado. The University has revised that vision throughout its nearly 150-year history, including prominently in the past 10 years. At the close of the last self-study process, then-Chancellor Daniel L. Ritchie and then-Provost William Zaranka formed a University Planning Advisory Council (UPAC), a group of faculty, administration, staff, alumni and trustees charged with developing a new Vision, Values, Mission and Goals statement.

Following the statement’s adoption and implementation, a number of strategic campus conversations helped the University realize these precepts, specifically with respect to the prominent tenet of dedication to the public good. In particular, faculty-led sessions at the May 2003 Provost Conference initiated the conversation about the multiple ways that public good work is expressed and rewarded at DU (discussed in detail in Chapter Five).

In 2006, after five years of functioning in relation to the VVMG, sufficient time had passed to judge whether this statement best characterized work at the University, and Chancellor Robert Coombe and Provost Gregg Kvistad initiated its review. They reconvened UPAC in the form of an overall Coordinating Council and three integrated task forces: the Campaign Case Statement Task Force, Environmental Scanning Task Force and the Mission and Goals Task Force. All members of the Coordinating Council also served on one of these task forces, to which additional DU community members were added. Working on the effort were 54 members of the University community: 15 faculty members, 8 members of the Board of Trustees, many deans and vice chancellors, the President of the Faculty Senate, the President of the Staff Advisory Council and other administrators and staff members.

Each group met regularly during 2006-2007. The Environmental Scanning Task Force produced a comprehensive document that examined trends, risks and opportunities provided by the higher educational landscape, and the Campaign Case Statement Task Force drafted institutional directions and the themes articulated in the Chancellor’s fall 2007 convocation address. Most significant, however, was the recognition that planning efforts had would revitalize the Vision, Values, Mission and Goals. Campus conversations resulted in the Coordinating Council retaining the vision statement, altering the values statement to include the University’s brand attributes, slightly changing the mission statement and reducing the goals from 11 to 3, resulting in a much tighter and more manageable document. The University’s vision of being a great private university dedicated to the public good was reaffirmed, and new institutional values of excellence, innovation, engagement, integrity and inclusiveness were articulated. The University’s new mission stresses engagement and contributing to a sustainable common good, and new goals elaborate creating and promoting community, learning and scholarship. One difference between the two most recent versions is the
more specific articulation that the University’s research mission be centered on the “great issues of our time.” This is derived from Chancellor Coombe’s statement that at the University of Denver, the pursuit of knowledge should not end with narrow self-interest—that there is more to be gained from a wider and wiser ambition.

The revised draft was submitted in fall 2007 for review and ratification by the governing and advisory bodies of the University, including the Faculty Senate, the Staff Advisory Council, the All Undergraduate Student Association, the Graduate Student Association, the Deans’ Council, the Administrative Council, the Senior Staff and ultimately the Board of Trustees, the final authority for approving the University’s goals at the highest level.

Today, the VVMG continues to integrate our campus conversations. As each campus unit moves into a strategic planning process, determines future initiatives, or reviews its goals, it is challenged to conduct these efforts under the conceptual umbrella of the VVMG. The Provost works directly with the deans of the colleges, schools and divisions, the faculties, the associate provosts and the vice chancellors to provide measurable demonstrations of progress and achievement to the University community, the Chancellor and the Board of Trustees.

The themes that regularly structure University Convocation demonstrate this integration. Convocation at the University of Denver is a community event that brings together faculty and staff each fall to celebrate the past year’s achievements, reflect on accomplishments, understand current institutional priorities and chart the year ahead.

During Convocation 2007, Chancellor Coombe publicly articulated specific campus themes that continue to guide University planning and development:
What will it mean to be a great university in America in the 21st century? And what are the specific mechanisms by which we propose to get there?

In considering this “good to great” transition that lies before us, we must choose our ground well. We must identify the best opportunities consonant with our mission.

In my mind, our direction is set by a single vision statement established by the University Planning Advisory Council seven years ago and reaffirmed last year: The University of Denver is a great private university dedicated to the public good. How, then, will that greatness and that dedication to the public good be manifested? There are just two ways: First, in the kinds of people that we graduate and what they do with their lives and second, in the manner in which we leverage our collective intellectual capital against the great issues of the day. Great universities are those that attack the great issues, those that play a positive, catalytic role in their resolution.

The University of Denver is a great private university dedicated to the public good.

DU will be a

» university where research and scholarship are focused on the improvement of individual lives and the collective good of the public;

» research university that provides a truly extraordinary undergraduate experience;

» university where exceptional student talent blossoms, thrives and enriches public life;

» great international university for Denver and the Rocky Mountain West;

» university that develops, demonstrates and implements visionary educational practice, from early childhood through graduate education;

» university where ethics, values and social responsibility are imbedded in our curriculum, our culture and in the lives of our graduates; and

» university where diversity, inclusion and excellence mold leaders for a changing America.

That’s a great university for the 21st century. That’s our DU (Chancellor Coombe, 2007).

In this and subsequent campus addresses, Chancellor Coombe has emphasized that greatness for DU is measured not only by what our graduates achieve, but also by the manner in which they live their lives. At DU, public good is valued by how we leverage our collective intellectual capital against the great issues of the day. As Chancellor Coombe asserts, we succeed in our educational mission if our students live their lives with purpose and integrity. At DU, service to the public good means putting our resources to work in our community and preparing our students for thoughtful and engaged citizenship. Chapter Five details the public good work of our faculty and students.
For our new undergraduates, we emphasize community expectations during Discoveries, our first-year student orientation program. Continuing students play an active role in shaping first-year students’ understanding of DU’s history and traditions, encouraging course work, service commitments and campus life dedicated to “DUing Something About It.” Discoveries Week begins with Pioneer Passage, a gathering of all the first-year students, their parents, the first-year faculty advisers and central academic administrators. This is the official passing of the first-year class from the Vice Chancellor of Enrollment and Financial Aid, who shaped the class, to the Chancellor, who will oversee their experience at DU. Speakers at this event, including the Chancellor, the Provost, the President of the Undergraduate Student Government and a faculty member, address membership in the DU community. A video shown at Pioneer Passage highlights the importance of community engagement at DU.

This matriculation ceremony marks passage from secondary school graduate to DU student. We use this time to emphasize the important themes from our VVMG that students will encounter many times during their college years. Two additional qualities about Discoveries are noteworthy. First, the orientation process is owned by the faculty, signaling their investment in students and the integrity of the University’s values and mission. In 2003, a faculty review committee changed the point of reference of orientation from mostly social to intellectual; Discoveries Week now includes a strong academic component to “set the tone” for the students’ first campus experience. Second, accompanying students’ introduction to the intellectual life of the campus is their introduction to community norms, including the University Honor Code. Sessions during orientation week highlight the value that DU places on honesty, integrity and academic excellence through the Honor Code, the Code of Student Conduct, and the VVMG, which they explore with their faculty advisers. Large banners signed by each year’s new students hang in the Driscoll Student Center, serving as a visual reminder of the community-wide commitment to the Honor Code. In fall 2009, a bookmark with DU’s VVMG on one side and the Honor Code on the other was created and distributed across the institution, including to new students.

Throughout the fall quarter, Chancellor Coombe hosts a series of 14-15 dinners to which every first-year student at the University of Denver is invited. Students are encouraged to attend with their first-year seminar professors and are joined by the Provost, alumni, deans, University trustees and others. At these intimate dinners, Chancellor Coombe helps students place themselves in the tradition of the University, linking the history of the institution to the history of Denver and the West,
inviting them to join that tradition. Students often comment that these dinners are a highlight of their first-year experience at DU.

**CORE COMPONENT 1B: In our mission documents, DU recognizes the diversity of its learners, other constituencies and the greater society we serve.**

A primary area in which the VVMG guides our academic and administrative practice is diversity and inclusive excellence. We are a diverse community in many ways. We have features of a small undergraduate liberal arts college, bringing together physical scientists and poets, social scientists and musicians, artists and historians, social workers and entrepreneurs. Integrated into that mix are robust undergraduate professional and dual undergraduate graduate degree opportunities, including business, education, engineering and computer science. Working alongside our traditional undergraduate program are two strong non-traditional undergraduate programs, The Women’s College and the undergraduate degree completion program at our University College, both of which reach into our community to make college possible for a widely diverse group of students.

Surrounding the undergraduate program and equal in size to it are vibrant professional graduate programs such as social work, business, law, education, engineering, computer science, professional psychology and others. This breadth of academic opportunity draws students, faculty and staff with greatly diverse skills, interests, hopes and plans for the future.

We think of diversity in both traditional and non-traditional ways at DU, focusing on multicultural excellence that encompasses local, national and global perspectives. Diversity is a core value, as depicted in multiple University documents, speeches, publications and other statements and as practiced in our programmatic and curricular endeavors. The VVMG foregrounds dedication to the public good, engagement, inclusiveness, partnerships with local and global communities and creating a diverse campus community.
Chapter 1

Mission and Integrity

Our Diversity Statement is prominently featured on the Chancellor’s webpage, as well as on websites such as the Center for Multicultural Excellence (CME) and the Office of Diversity and Equal Opportunity. Both the document and the topic are referenced in our annual reports and in the Chancellor’s speeches.

University of Denver Diversity Statement

We believe that one mark of a leading university is its commitment to diversity and the concomitant practice of recognizing and valuing the rich experiences and world views of individuals and groups. Diversity yields many benefits to institutions that successfully cultivate diversity within their educational, research and community service activities. By achieving and maintaining a multicultural constituency of administrators, faculty, students and staff, an institution successfully connects with the demographic reality of society. The institution gains an edge in educational and research opportunities and in preparing students for living and working in an increasingly diverse and global society.

The University of Denver community is strongly committed to the pursuit of excellence by including and integrating individuals who represent different groups as defined by race, ethnicity, gender, sexual orientation, socioeconomic background, age, disability, national origin and religion.

The University’s commitment to diversity in particular requires that we attract members of historically under-represented racial and ethnic groups. To create a rich academic, intellectual and cultural environment for everyone, our concern must extend beyond representation to genuine participation. Our commitment must entail the creation of initiatives and programs designed to capitalize on the benefits of diversity in education, research and service. In sum, our actions must speak louder than our words.

We also believe that in order to achieve our goals, we must create a campus climate with an ethos of respect, understanding and appreciation of individual and group differences. We must encourage the pursuit of social justice within and outside the institution.

A positive campus climate requires the University’s sincere willingness to include all its diverse stakeholders in the decision-making process. No individual or group can be marginalized or systematically excluded. We aim for change within the University and ultimately, beyond the University. We seek to be leaders in the creation of a more inclusive and just world.

The University has made a strong commitment to inclusive excellence with the leadership of the Center for Multicultural Excellence, renamed in 2002 from the Office of Multicultural Affairs in order to reflect a more comprehensive diversity philosophy. In its work with faculty, staff, students and alumni, CME uses an inclusive definition that encompasses race/ethnicity, gender identity, gender expression, religion, sexual orientation, disability, nationality, age, socio-economic background and other salient social dimensions.

An initial priority for the Center for Multicultural Excellence was to address diversity from both a campus climate and an intergroup relations point of view. Campus compositional diversity efforts have included creating a number of campus groups and signature events, such as the Community of Excellence Scholars, the Faculty
of Color Association, the LGBTIQA Annual Gala Reception, the National Summer Institute for PhD students of color as well as support for many student affiliation organizations. Intergroup relations programs have included the Diversity Summit, the Voices of Discovery intergroup dialogues and the Diversity and Unity Retreat.

With the success of these programs, DU focused on a framework of inclusive excellence to redistribute responsibilities across campus constituencies. Inclusive excellence emphasizes the ways in which our community embeds inclusiveness across multiple areas including demographics, curriculum, policies, pedagogy, financial resources, leadership, hiring, student learning, marketing, technology, teaching and student advising. For instance, searches for all open faculty positions now involve the Director of Affirmative Action and the Assistant Provost for Multicultural Faculty Recruitment and Retention, who provide guidance, meet with search committees, share advice on writing job announcements, provide a Faculty Hiring Guide, and otherwise help increase the diversity of candidate pools. Additionally, CME staff members have worked with the Office of Alumni Relations to support the development and activities of four alumni organizations: A4—African American Alumni Association, DU Latino Alumni Association, LGBTIQA Alumni Network and the Native American Alumni Association.

Over the last decade, based on initial successes and a strong institutional commitment to these efforts, additional allocations of approximately $1 million have expanded the CME office and its services. Chapter Two provides a detailed discussion of this financial commitment. In fall 2008, Chancellor Coombe convened an inclusive excellence task force to formalize a campus-wide strategic plan for increasing and supporting diversity.

A more specific example of our institutional commitment to diversity comes from the Latino/a Center, an interdisciplinary center of faculty, students and staff. The Center has been featured on Azteca America (the second largest Spanish speaking network in the United States) for its work on a policy brief called “The State of Latinos 2008: Defining an Agenda for the Future,” which was presented in Washington, D.C. to national Latino/a leaders and U.S. legislators. The mission of the Latino/a Center is to create and advance fields of knowledge that give voice to the history, politics, culture and legacy of Latino/a communities. We accomplish this mission through three impact areas:

» training and education – to develop a curriculum representative of the Latino/a cultural and historical experience;

» research, critical inquiry and creative works – to promote the intellectual, creative and political empowerment of Latino/a communities; and

» practice and community engagement for the Latino/a community – to support and facilitate the bringing of the Latino/a community’s resources to the University of Denver and the resources of the University of Denver to the larger Latino/a community.
The DU Center for New Politics and Policy\textsuperscript{28} (CNPP), a blend of politics, policy, academics and public service, provides another example of a specific initiative for diversity and the public good. CNPP was formed to achieve positive change through vigorous intellectual exchanges, fresh political perspectives and forward-thinking studies of vital domestic and international issues, critical public policies and trends. Programming for the Center has included an Internet-based weekly public affairs show, ASCENT Live, two summits addressing mental health disparities in Colorado and summer college workshops for African American high school students from the Denver metropolitan area. This Center, which was headed by Colorado State Senator Peter Groff until his appointment to the Obama administration, is currently suspended until the director returns to Denver.

At DU, we have a fully integrated Affirmative Action Plan.\textsuperscript{29} As a major employer in Denver, we comply with Executive Order 11246 and its implementing regulations found at the Code of Federal Regulations, 41 CFR Section 60. The development and format of our annual plan follows these regulations and includes an organizational profile, job group analysis, placement of incumbents in job groups, determination of availability, comparison of incumbency to availability, the development of placement goals, identification of any problem areas and an action-oriented program.

In all employment decisions, DU makes selections in a nondiscriminatory manner. Placement goals are not quotas that must be met, nor are they considered as either a ceiling or a floor for the employment of a particular group. Among several components of the affirmative action plan is evaluation of personnel actions including applicant pools, hires, terminations and promotions.

Action-oriented programs are developed and implemented to help the University meet our affirmative action goals. Some action programs are centralized, such as posting all open positions on Inside Higher Education. Other strategies are specific to a unit and developed in meetings between the Director of Diversity and Equal Opportunity and the unit’s senior leader.
Where is DU now in terms of diversity? As can be seen in Table 1.1, between 2001-2009, domestic minorities have increased as a percentage of our entering traditional undergraduates, from 10.2 to 19.8%. Over the same period of time, international students have increased from 4.0 to 5.9%.

**TABLE 1.1: STUDENT AND FACULTY DIVERSITY PROFILE (BASED ON WEEK 3 CENSUS DATA)**

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2009</th>
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</thead>
<tbody>
<tr>
<td><strong>NEW FIRST-YEAR UNDERGRADUATE STUDENTS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic minority</td>
<td>10.2%</td>
<td>19.8%</td>
</tr>
<tr>
<td>International</td>
<td>4.0%</td>
<td>5.9%</td>
</tr>
<tr>
<td><strong>GRADUATE STUDENTS</strong></td>
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<td></td>
</tr>
<tr>
<td>Domestic minority</td>
<td>7.3%</td>
<td>15.0%</td>
</tr>
<tr>
<td>International</td>
<td>9.2%</td>
<td>6.8%</td>
</tr>
<tr>
<td><strong>FULL-TIME FACULTY</strong></td>
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<td></td>
</tr>
<tr>
<td>Domestic minority</td>
<td>9.3%</td>
<td>15.2%</td>
</tr>
<tr>
<td>International</td>
<td>1.8%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Women</td>
<td>35.3%</td>
<td>42.0%</td>
</tr>
<tr>
<td><strong>THE WOMEN’S COLLEGE STUDENTS</strong></td>
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<td></td>
</tr>
<tr>
<td>Average age</td>
<td>38.0</td>
<td>37.9</td>
</tr>
<tr>
<td>Transferred credits to DU</td>
<td>69.3%</td>
<td>60.1%</td>
</tr>
<tr>
<td>Domestic minority</td>
<td>21.6%</td>
<td>38.6%</td>
</tr>
<tr>
<td><strong>UNIVERSITY COLLEGE STUDENTS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate domestic minority</td>
<td>20.0%</td>
<td>17.3%</td>
</tr>
</tbody>
</table>

Our non-traditional undergraduate programs add great diversity to campus. In 2009, *The Women’s College* students ranged in age from 18 to 65, with an average age of 37.9 years. Among these students, 39% identify themselves as women of color. Almost all combine family responsibilities with full-time employment; many are single parents. While 60% enter the college with some prior college experience, most are the first women in their families to pursue higher education. The story is similar at *University College*, in which 17.3% of 2009 undergraduate completion students are domestic minorities.

At the graduate level, in 2001, 7.3% of students were domestic minorities; in 2009, that figure was 15.0%. In 2001, 9.2% of graduate students were international students; in 2009 that number had dropped to 6.8%. In terms of our faculty, in 2001, 9.3% of full-time instructional faculty members were domestic minorities and 1.8% were international. In 2009, 15.2% were domestic minorities, and 3.3% were international. In 2001, 35.3% of full-time instructional faculty members were women; in 2009 that number had increased to 42.0%.

In 2005, the Campus Climate Council surveyed all continuing students and all appointed staff and faculty. While only 16% (1,457) of 8,917 subjects responded, this group was proportionately representative with respect to domestic minority status. The survey found wide support for inclusive excellence endeavors at the University,
including aggressive recruitment for students, faculty and staff of color and support for minority groups on campus such as the LGBTIQA community and students with disabilities. Students indicated a need for more dialogue between groups of diverse backgrounds, especially groups that include students, faculty and staff. The survey also found that the experiences of students, faculty and staff of color differed from those of their majority counterparts. They were less likely to perceive persons of color as being respected, less likely to feel a sense of belonging and less likely to see work and classroom environments as accepting. These findings have helped shape the agenda and activities at several of the annual DU Diversity Summits, as described in Chapter Five.

During the summer of 2008, Dr. Sylvia Hurtado from UCLA’s Higher Education Research Institute invited a small team from DU (from the Offices of Academic Assessment, Institutional Research, and Center for Multicultural Excellence) to participate in the summer Diversity Research Institute. Based on our participation, Dr. Hurtado invited DU to join a dozen institutions participating in the Diverse Learning Environments Research Project (DLE) funded by the Ford Foundation, to pursue . . .

. . . research and practice initiatives to address equity, diversity and educational outcomes at multiple levels of analysis: student level assessment, at the institutional level in terms of assessment of the diverse learning environments and at the multi-institutional comparisons at pilot institutions (including broad access campuses) as well as national comparison information that will be generated over the life of the project. Embedded in the development of each initiative are explicit ways to “scale up” the work so that many more individuals (researchers and educators) and institutions are engaged in maximizing the conditions for learning in diverse environments. All initiatives are connected with use of research for the improvement of practices that advance student success” (Silvia Hurtado, 2008).
In the spring of 2009, Dr. Hurtado and her research team spent two days on campus interviewing the Chancellor, Provost and other senior administrators. The research team conducted focus groups with curricular and co-curricular directors, faculty and undergraduate students.

In spring 2010, DU undergraduate students participated in the first administration of the DLE survey, which was “designed to evaluate the campus climate, institutional practices and a set of outcomes related to skills for lifelong learning, competencies for a multicultural world and retention and achievement.” The DLE site visit report, which is summarized in Chapter Three, and an analysis of DU students’ responses to the DLE survey will inform how we better support diversity efforts.

While we have made progress in recruiting and retaining students of diverse backgrounds, minority issues remain prominent in University conversations. In 2008, a group of students requested that the University reinstate one of the traditional mascots, Boone, who had been replaced in 1998. However, many campus constituents felt that Boone was not an inclusive representative for DU. Following significant dialogue on campus, Chancellor Coombe communicated in a letter to the campus community that,

The Boone image of the 1970s was simply not reflective of either the DU or America of today, still less of the future. From this perspective, the old Boone figure is one that does not reflect the broad diversity of the DU community and is not an image that many of today’s women, persons of color, international students and faculty and others can easily relate to as defining the pioneering spirit. Certainly, this runs counter to our commitment to build a diverse and inclusive campus community as a fundamental element of excellence... Opinion on campus concerning this matter is now quite polarized and a resolution is needed. We need to move on. Consequently, I have decided that Boone will not become the official mascot of the University. While I certainly appreciate the genuine enthusiasm behind the “bring back Boone” movement, the University simply cannot adopt an official mascot that has a divisive rather than unifying influence on our community. The image will not be used in any official manner by the University, nor will we provide financial support for its use by others (Chancellor Coombe, 2008).

We believe that diversity among the University community, across multiple dimensions, is a prerequisite for the excellence that we aspire to and that it is a primary value that contributes to a vibrant intellectual environment. Multiple examples of embedded inclusiveness demonstrate our activities at the level of the units. Following are selected profiles of unit-level mission documents that underscore the centrality of the multiple expressions of diversity and inclusiveness at the University.
Student Life

The Student Life Division is guided by the following mission statement.

The Student Life Division is a partner in student learning. With students, faculty and staff, the Division creates a dynamic environment that encourages love of learning, ethical and caring behavior and respect for difference. In all our programs and services, we seek to serve the public good.

In addition, staff members in Student Life crafted a statement to reflect their ongoing commitment to inclusive excellence.

We believe that every person matters. We respect and embrace the uniqueness of identities, gifts, perspectives, histories and life experiences of all members of our community. We are committed to creating an empowering, accessible and equitable environment for a plurality of voices by

» building relationships through kind words and actions;
» examining how our actions individually and institutionally affect members of our community;
» confronting those who speak or act insensitively while inviting challenges to our bias, assumptions and positions of privilege;
» taking the time and the risk to build genuine connections with others with whom we do not typically interact; and
» promoting the achievement and support of a diverse student body, staff and faculty team.

The Student Life Division has been a campus leader in integrating inclusive excellence in all practices. Through its Diversity Action Team, Student Life offers staff professional development, includes an explicit commitment to multicultural excellence in every staff job description, holds staff accountable through annual performance reviews, provides leadership on campus to planning groups and task forces that are advancing this agenda and capitalizes on the residential setting to educate students through programming.

In addition, Academic Advising has partnered with the Center for Multicultural Excellence to lead the Community of Excellence Scholars program and a summer scholars program (the Emerging Leaders Institute) for first-year students of color. The University maintains a close relationship with the Daniels Fund, a Denver foundation that supports college scholarships for nearly 200 students from this region who are socioeconomically disadvantaged, many of whom are first-generation college students. In 2009, DU enrolled 104 Daniels Fund scholars, the largest number at any participating institution. An academic adviser directs the support services for Daniels Fund scholars, providing programming and individual advising.
Within Student Life, the Disability Services Program (DSP) and Learning Effectiveness Program (LEP) are well established initiatives to address the diversity of learners at DU. The DSP gives students with disabilities equal opportunity to participate in the University’s programs, courses and activities. DSP provides accommodations at no cost to any student who has a documented disability as required by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. The LEP is a nationally known fee-for-service program that offers comprehensive support services to students with learning disabilities, ADHD and/or a history of learning challenges. LEP students participate in one-on-one weekly support sessions with academic counselors and receive extensive writing development support. Students have access to tutors and programs to develop time management and organizational skills.

Morgridge College of Education

The Morgridge College of Education (MCE) provides an example of a large academic unit that addresses diversity through a Diversity Committee and a Plan that includes Diversity Core Values and Goals.

The Morgridge College of Education’s Diversity Plan is a living document that consistently inspires dialogue and promotes strategic initiatives. Diversity is defined as a commitment to understanding the ways in which individuals and groups vary in terms of values, beliefs and/or behavioral norms. Diversity is a process of recognizing and valuing individual and group similarities and differences by promoting non-prejudicial attitudes and inclusive actions in a safe and affirming environment.

MCE Diversity Goals

» To provide opportunities to explore definitions of diversity.

» To promote authentic and safe dialogue on issues that reflect diversity.

» To collaborate in preparing students to teach in an increasingly diverse and global society.

» To encourage the pursuit of social justice through research, scholarship, service and community partnerships.

» To advance recruitment and retention of administration, faculty, staff and students of color.

» To construct an inclusive climate for all members of the MCE community such as administrators, faculty, staff and students.

» To develop and maintain a collaborative relationship with the Center for Multicultural Excellence.

» To become a leader in the effort to bring diversity to the forefront at the University of Denver.

» To understand how the efforts of the diversity committee impact the professional development and professional evaluation process in MCE.
Specific examples of implementation of these diversity goals within the Morgridge College of Education include the Diversity Faculty Fellows program and intentional recruitment efforts that have increased the number of students of color at MCE.

Office of Internationalization

The University of Denver is highly committed to preparing its constituents to contribute to a multicultural and globalized society. For example, DU makes an extraordinary commitment to study abroad, primarily through the Cherrington Global Scholars program. In 2009, DU ranked third nationally in the percent of students who study abroad based on the Institute of International Education’s Open Doors report. In a 2009 survey of alumni, 75% of graduates indicated that their study abroad experience was one of the most important contributions to their undergraduate program. An excerpt from the 2007-2008 University of Denver Annual Report reflects the importance of this program:

With globalization presenting so many social and economic challenges, it’s imperative that University of Denver graduates become comfortable with and knowledgeable about different cultures and countries. That’s the premise behind DU’s Cherrington Global Scholars program, an academic initiative that sends eligible juniors and seniors abroad for at least a quarter of study. They do so at the same cost of a comparable period at DU. Study abroad has grown so popular that it has exceeded one of its chief goals: to send 60% of DU undergraduate students to another country for academic pursuits. Along with other DU study abroad efforts, Cherrington Global Scholars has put DU at the forefront of internationalization efforts (University of Denver Annual Report, 2007-2008).

The Office of Internationalization (OI) furthers globalization initiatives by helping international students, scholars and their families enter the country and be at home in American society, by promoting their involvement in campus life and by providing instruction in English as a second language. OI helps all interested DU undergraduate students take part in significant cultural, academic and community engagement experiences overseas through a study abroad program and especially the Cherrington Global Scholars program. The office also helps units develop active partnerships with foreign universities to exchange students and faculty and to develop knowledge that is valuable in a global setting. OI supports an internationalized curriculum that deals with subjects of international scope from multiple cultural perspectives. Finally, OI works with faculty and the Center for Multicultural Excellence to integrate multicultural and international learning.

Internationalization reflects the University’s cosmopolitan vision of students and faculty living and working meaningfully in a complex yet connected world, enhancing academic goals that are central to DU’s mission.
Josef Korbel School of International Studies

The academic unit that most formally and visibly embodies this global perspective is the Josef Korbel School of International Studies, which has offered programs in international affairs since its founding in 1964. The Korbel School’s faculty, students and staff are actively dedicated to pursuing solutions to world challenges through practical idealism. This stems from a deep-seated belief in the possibility of human change and advancement, especially for the world’s most vulnerable populations, through education, healthcare and better governance.

The mission of the Josef Korbel School of International Studies is to provide new generations of effective ethical leaders with the knowledge and skills they need to address the challenges of our emerging interconnected, diverse and global society. Our programs in international human rights, security, development and economics emphasize the impact of policy on human welfare. In fact, our focus on real human beings rather than theoretical abstractions to train practical idealists is a distinguishing feature of our programs.

University College and The Women’s College

As previously mentioned, two non-traditional units serve working adults: University College (UCOL) and The Women’s College (TWC). These colleges both recognize the multiplicity of learning needs in the Denver area and serve populations of students in ways distinctive from our traditional campus programs. Tuition in these units is roughly half that of the University’s traditional programs. As the unit with the largest percentage of representational diversity of age, race and ethnicity at the University, TWC both recognizes and celebrates the diversity of its constituents. Similarly, UCOL acknowledges the diversity of its constituents in its mission, values, vision and diversity statements, which affirm that

University College embraces inclusive excellence through its commitment to equality of opportunity, inclusiveness, fairness, mutual respect and dignity in all its professional and academic endeavors. We value all differences, visible and invisible, including age, disability, ethnicity, gender identity, national origin, race, religion, sexual orientation, socio-economic background and other critical social dimensions. We fulfill our commitment to inclusive excellence through communication, action and cultural awareness. We reject behavior that is not compatible with this vision.

We believe that the unconditional awareness, support and appreciation of diversity among co-workers, faculty, students and alumni foster a climate in which productivity, knowledge, creativity and satisfaction will flourish. By embracing diversity, through the pursuit of departmental and curricular initiatives that further our mission, we enhance our relationship with the communities we come from, we serve and on which we depend.

Please see Chapter Five for further discussion of TWC and UCOL.
Diversity in Undergraduate Enrollment Management

The Enrollment division, which consists of the Office of Undergraduate Admission, the Office of International Student Admission, and the Office of Financial Aid, shapes diversity at DU through student recruitment.

The mission of the Enrollment Division is to attract and enroll an optimal mix of uniquely qualified students that will enrich the composition of our learning community. The division seeks to enroll students who will become leaders, scholars, artists, entrepreneurs and public servants uniquely qualified to live in and shape a global society.

The Director of Diversity Enrollment, a position created in 2004, is responsible for planning outreach, programming and diversity recruiting. As articulated in its self-study report, the Enrollment Division seeks to (1) increase domestic out-of-state and international enrollment such that 10% of the first-year class is international, (2) attract 67% of that class from outside Colorado and (3) increase enrollment of students of color such that 20% of our first-year class is comprised of domestic minorities. We are on track to realize or surpass these marks in the next five years. More importantly, we do not measure our success solely on numbers and percentages, and we do not want these goals to define our work or the student body we enroll. We want to enhance our students’ experiences in a number of ways and know that increasing our compositional diversity will impact on our campus meaningfully.

The Enrollment Division hosts 50 to 75 local school groups per year, allowing elementary, middle and high school students to experience a college campus and to learn more about applying for admission and financial aid. Approximately 80% of the groups are sponsored by organizations or schools that serve a high number of first-generation students, students of color and students from lower socio-economic backgrounds. While some of these students may indeed enroll at DU in the future, the program’s main goal is to expose them to the possibilities of attending any college. These students leave campus with greater confidence and enthusiasm for higher education, whether or not they apply to DU.
Core Component 1c: Understanding of and support for the mission pervade the University of Denver.

As noted earlier, a wide cross-section of faculty and staff created and revised the Vision, Values, Mission and Goals statement, resulting in broad understanding of the campus mission. All new employees, from new deans to the hockey rink’s Zamboni driver, attend an orientation session that includes the history of the University and that features the VVMG. We communicate our educational values clearly to our students, faculty and staff through orientations to the University, our website and our printed materials.

We have done preliminary work investigating the understanding of our Vision, Values, Mission and Goals among our faculty and staff. In winter 2010, the University surveyed DU community members’ awareness of and support for the Vision, Values, Mission and Goals. Over 730 DU faculty, administrators and staff (approximately 30% of the population) completed the survey, which was available in both English and Spanish, online and paper copy. We learned that 84% of respondents agreed that the VVMG statement reflects DU’s priorities, 73% agreed that students’ educational experiences are informed by the VVMG, 55% agreed that strategic planning and budgetary decisions are informed by the VVMG and 53% agreed that hiring and promotion decisions are informed by the VVMG.

When respondents were asked whether DU demonstrates a commitment to the key values of the VVMG, there was pervasive agreement. Over 90% of respondents agreed that DU demonstrates a commitment to the public good. Additionally, 88% of respondents agreed with the statement regarding our commitment to excellence, 85% with our commitment to engagement, 82% regarding integrity, 78% for innovation and 74% of respondents agreed that DU demonstrates a commitment to inclusiveness. These data indicate a solid institutional commitment to our mission and values.

For our alumni, the meaning and value of their DU undergraduate degree and experience are very positive. In February 2009, a broad range of University of Denver alumni were contacted to participate in a survey asking them to reflect on the quality of their academic experiences and the impact that DU experiences had on their lives after graduation. Alumni who provided email addresses to the Office of Alumni
Relations received an invitation from Chancellor Coombe to participate. A total of 3,929 alumni responded (24.7% response rate). This is a relatively good response rate given the contact information on hand and the broad group contacted.

With respect to our VVMG, Table 1.2 demonstrates that alumni solidly endorsed key statements of our Vision, Values, Mission and Goals.

**TABLE 1.2: ALUMNI PERCEPTIONS OF KEY ELEMENTS OF VISION, VALUES, MISSION AND GOALS**

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>VVMG</th>
<th>PERCENT OF RESPONDENTS WHO AGREED WITH STATEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>DU students are encouraged to work for the public good</td>
<td>Public Good</td>
<td>85.8%</td>
</tr>
<tr>
<td>DU students are encouraged to act ethically</td>
<td>Integrity</td>
<td>91.4%</td>
</tr>
<tr>
<td>DU provided a challenging learning environment</td>
<td>Learning</td>
<td>90.4%</td>
</tr>
<tr>
<td>I felt a sense of belonging and inclusion while attending DU</td>
<td>Community</td>
<td>82.1%</td>
</tr>
</tbody>
</table>

These results from the alumni survey support an awareness of the public good, integrity, learning and community among our alumni.

1C.1. **The VVMG drives curricular planning and budgeting.**

Indicating perhaps most clearly how the VVMG pervades the campus is that we have justified every major campus-wide initiative in relation to this document. These include faculty scholarship and research (Professional Research Opportunities for Faculty, the Faculty Scholar Fund and the Faculty Merit Initiative), public good initiatives (Public Good Fund), enhanced undergraduate learning opportunities (Marsico Initiative, Center for Teaching and Learning, Undergraduate Honors Program), support for graduate students and programs (investments in stipends and health care for doctoral GRAs, numerous professional school curriculum enhancements), significant new, multi-year investments in diversity (Center for Multicultural Excellence, student diversity initiatives, faculty scholar program), strengthening community relationships (numerous Student Life initiatives), internationalization (Cherrington Global Scholars) and significant re-structuring and re-focusing of advancement efforts to focus on VVMG-driven fundraising.

We demonstrate our commitment to our core mission by our budgetary priorities. In 2008, economic concerns dominated our campus conversations, as at many educational institutions. We trimmed budgets, implemented a combination
of voluntary and involuntary severance packages and asked academic and support units to develop budgetary contingency plans for worst-case scenarios. We invested significant portions of the operating margin from fiscal year 2008-2009 and the funds realized from the 2009 realignment process in student financial aid. All through this process we were guided by the central principle of reallocating resources without compromising our mission and values. We increased both need- and merit-based aid, and we substantially increased our pool of emergency funds for students and families whose circumstances changed after initial financial aid awards were made. How we align our planning and budgeting with the Vision, Values, Mission and Goals is detailed in Chapter Two.

1c.2. The VVMG guides communications.

To our external constituents, we articulate our identity and our campus themes consistently and openly. Our public communications stress our Vision, Values, Mission and Goals. Prospective students are introduced to the VVMG in our admission material.

As the oldest independent university in the Rocky Mountain region, the University of Denver continues to enact its vision of “a great private university dedicated to the public good.” Through taking classes in the Common Curriculum and their majors and minors, participating in internships, service learning both here and abroad and undergraduate research projects, our students are challenged to take action on the great issues of the day. DU is an environment that nurtures student intellect and fosters a commitment to achievement and citizenship (Office of Admission, 2009).

The identity of DU as a great private university dedicated to the public good has, over time, become more refined and gained greater definition through new programs, through the activities of our students, faculty and staff and partnerships with external groups. In winter 2009, we began more clearly establishing our identity and raising the profile of DU as an action leader that proactively addresses the great issues of the day. We want to make known the tangible results of our instructional and scholarly pursuits, our creativity and innovation and our generosity of spirit. We call upon our students, faculty, staff and alumni to “DU Something About It,” a branding initiative that encapsulates our mission and identity.

“DU Something About It” embodies the disposition that we cultivate in every student. It enjoins the DU community to act and lead in creating knowledge, ideas and opportunities to improve the human condition. The initiative has been expressed on campus in multiple ways, most prominently through “DU Something 365,” which gives students, faculty and staff the opportunity to publicize their activities and actions toward the public good. Featured centrally on the current student view of the DU web site, “DU Something 365” allows community members to upload a picture and a brief description of what they are doing and what they find important at the University of Denver. The site features a different story each day.
**Core Component 1D:** DU’s governance and administrative structures promote effective leadership and support collaborative processes that enable the University to fulfill its mission.

The University’s mission is accomplished by the entire academic community with the oversight of a committed Board of Trustees, an administrative team and the engaged, collaborative governance processes that guide faculty involvement. This section describes these processes and structures, highlighting recent events that signal effective leadership and collaboration.

Please refer to Figure 1.2 for the organizational structure of the University. The University Board of Trustees bylaws and curriculum vitae for our primary institutional leaders are located in the resource room.
FIGURE 1.2: ORGANIZATIONAL CHART FOR THE UNIVERSITY OF DENVER

Dotted line relationships are designated in the University’s Trustee Approved Policies or the University By-Laws.
1D.1. **Board of Trustees.**

The Chancellor, Provost and Vice Chancellors of the University provide leadership for institutional-level initiatives and work collaboratively with the Board of Trustees.

The DU Board of Trustees has clear policies and governance processes. Board of Trustees members are active in the University strategic planning processes that establish and refine the University’s Mission, Vision, Values and Goals. Chapter Two provides an extensive discussion of the University planning efforts.

The University's Board of Trustees is an active group from varied backgrounds whose professional acumen, dedication and loyalty to the University enhance our planning process. The Board of Trustees accomplishes its work through 11 committees: Executive, Investment, Audit, Finance and Budget, Faculty and Educational Affairs, Buildings and Grounds, Student and Alumni Affairs, Institutional Advancement, Athletic Affairs, Trustee Affairs and University Technology Futures. While the full Board of Trustees meets four times during the year, the committees meet more often to examine and discuss issues relevant to each area. The Executive Committee meets monthly and is authorized to take action on behalf of the entire Board of Trustees. The Chancellor is an ex-officio member of every Board of Trustees committee.

The Faculty and Educational Affairs Committee works closely with the Provost and reviews and approves new academic programs; faculty tenure, promotion and sabbaticals; and policies concerning registration, graduation and degree requirements prior to consideration by the Finance and Budget Committee or the full Board of Trustees.

The Finance and Budget Committee works with both the Vice Chancellor for Business and Financial Affairs and the Provost. It receives regular updates on the current state of the budget and finances of the University and is involved at the highest level in the development of fiscal strategy in a manner that supports the University’s VVMG. This committee reviews proposals from the University’s administration regarding merit salary increases, tuition and fee charges, management of the University’s financial resources and other such matters and then makes recommendations to the full Board of Trustees. The committee also reviews the broad parameters of the budget, bond issuance and debt management, the allocation of designated funds, benefits administration, risk management and insurance, purchasing, collections and endowment earning allocations. Financial decisions related to budget, fundraising and resource management move to the Board of Trustees through the Provost and the Vice Chancellors for Business Affairs and Institutional Advancement to this committee, as well as the Institutional Advancement and Audit Committees.

The Buildings and Grounds Committee reviews and approves all capital planning initiatives involving an investment of $250,000 or more including new buildings, renovations, landscaping and infrastructure renewal. This committee works closely with the Vice Chancellor for Business and Financial Affairs, the
University Architect, the Director of Facilities to understand intimately how the University is maintaining, enhancing and renewing the campus. Two of the larger planning efforts with which this committee is involved are the Land Use Plan and the Integrated Facilities Plan.

Planning initiatives sometimes arise from other Board of Trustees committees, such as Student and Alumni Affairs or Athletic Affairs. Prior to our last accreditation visit, the University moved to Division I athletics. The Athletic Affairs Committee provided an important venue for discussion of this transition. In 2004, the University dropped Men's and Women's Cross Country as an intercollegiate sport with input from this Board of Trustees committee. In December 2008, the Student and Alumni Affairs Committee, after an all day retreat involving some 50 individuals including student leaders, alumni leaders, staff, faculty and trustees, recommended restructuring the Office of Alumni Relations. More recently, in March 2010 a similar all day retreat led by this committee reviewed the distribution of career services functions across the University.

There are close ties between the Board of Trustees and faculty and students. The Faculty Senate president is an ex-officio member of the full Board of Trustees. Members of the Faculty Senate sit as voting members on both the Faculty and Educational Affairs and the Finance and Budget Committees. The Undergraduate Student Government president, the Graduate Student Advisory Council president and the Student Bar Association president all have voting privileges on the Student and Alumni Affairs Committee.

Curricular initiatives are referred to the full Board of Trustees for decision through the review and recommendation processes of Undergraduate and Graduate Councils (faculty committees led by associate provosts) and the Board of Trustees Faculty and Educational Affairs and Finance and Budget Committees. Similarly, student-led initiatives progress to the Board of Trustees through the Undergraduate Student Government, the Graduate Student Advisory Council and the Board of Trustees Student and Alumni Affairs Committee.

For any institution, one of the best indicators of focus lies in the nature of discussion and decisions for allocating resources. As described in Chapter Two, the yearly Board of Trustees budget transmittal process illustrates how resource allocation is highly integrated with our VVMG. Each transmittal discusses the VVMG, assesses the current state of the University and ties continued and new expenditures to VVMG driven initiatives. Since 2002, the budget transmittals have included five-year projections that inform planning for multi-year investments.

1D.2. Central administration.

In 2001, the HLC noted the stability of administrative leadership at the University. Although the past decade has seen numerous changes in administrative personnel and structure at the University of Denver, we are fortunate to have two seasoned leaders with long institutional histories in the roles of chancellor and provost, especially in
the wake of the retirement of the long-term former Chancellor Daniel L. Ritchie. We experienced a seamless transition, one that emphasized clear, delegated authority from the Board of Trustees to the new Chancellor, Robert Coombe, who served as Provost for the four years preceding this transition. Chancellor Coombe decisively advanced strategic initiatives that emerged from planning processes during his first year, allowing the Board of Trustees to focus on institutional-level oversight and fundraising.

This successful transition was presaged by an episode that taxed the administrative and governance processes of the University, but that ultimately resulted in collaborative Board of Trustees and faculty planning. In 2003, Chancellor Ritchie created a position of University president and appointed a local businessman to that position. Faculty and administrative leaders were concerned about the position and appointment, the implication that the position was perhaps related to succession planning and the lack of experience in academic settings of the incumbent. Under the leadership of the Faculty Senate president and the chair of the Board of Trustees, a working group of Board of Trustees and faculty members was convened to address governance concerns. This group met for several months and designed a clear chancellor search and selection process that was ratified by the Board of Trustees. This process was easily enacted to structure the committee composition and selection process applied in Chancellor Coombe’s later appointment. About a year after assuming this position, the president left the University to seek other professional opportunities. The position of president no longer exists at the University.

As leader of the University, the Chancellor is chief executive officer of the University and exercises broad responsibility for all aspects of its operation in fulfilling our mission and goals. The Provost and the Vice Chancellors for Athletics and Recreation, University Advancement, University Communications, Business and Financial Affairs, Enrollment and University Technology Services report directly to the Chancellor, as depicted in Figure 1.2.

The University operates under a provost model in which the primary responsibilities for academic planning and budgeting are led by the Provost, who serves as chief academic officer, chief operating officer and chief budget officer for the University. The Provost plans, leads and manages the academic work of the University and is responsible for development of the University’s budget. Provost Kvistad, a former dean, is committed to supporting the delegated authority of the deans. The Provost’s Office is attentive to the balance between centralization and unit authority, a balance that ebbs and flows with the needs of the University. In general, the University has retained a strong decanal management system, with deans serving as unit-level managers, under the oversight of the Provost’s Office. The Vice Chancellor for Business and Financial Affairs is the chief financial officer, responsible for monitoring the financial performance of the University and business transactions and initiatives.

The Chancellor, the Provost, the Vice Chancellor for Business and Financial Affairs, the Controller and the Associate Provost for Planning, Budget and Analysis form the Administrative Budget Group. This group meets monthly to discuss the fiscal performance of the University development of future budgets, and one-time...
initiatives and institutional resources. This integration of academic and fiscal planning at the executive level on a regular and on-going basis allows the University to make decisions that align the core academic mission with its financial health.

Two formal leadership bodies that meet regularly to discuss ongoing policy and resource management issues are the Deans’ Council and the Senior Staff. The Deans’ Council is comprised of the deans, the Provost and the Associate Provost for Planning, Budget and Analysis. The Senior Staff is comprised of the Chancellor, Vice Chancellors and the Provost. These two groups often invite leaders from other areas of campus to present on topics being discussed. The members of these groups are charged with implementing the University’s mission.

A third group, Administrative Council, brings together administrators from the Provost’s office, the office of the Vice Chancellor for Business and Finance as well as the deans to discuss campus wide initiatives. A newly created Academic Planning and Research group includes the Provost and four Associate Provosts (Undergraduate Academic Programs, Graduate Studies, Research and Planning, Budget and Analysis) and the Vice Provost for Internationalization.

During the past decade the University has reorganized some functions based on the recommendations of faculty task forces focused in specific VVMG areas. The goal of internationalization prompted changing the role and function of the Vice Provost for Internationalization and subsequently realigning this position relative to the Cherrington Global Scholars Program. The Research, Scholarship and Creative Work Task Force, co-led by Graduate Studies and the Faculty Senate, recommended reconsidering an earlier merger of the graduate studies and research positions in order to provide greater leadership for our scholarly mission. In 2009, these positions were divided, creating the Associate Provost for Graduate Studies and the half-time Associate Provost for Research.

1D.3. Curriculum oversight and faculty governance.

Collaborative governance is practiced in the academic structures and processes that support curricular decisions. The faculty participates in many aspects of University governance, with primary responsibility for academic and scholarly areas. The Graduate and Undergraduate Councils are the institutional review groups for curriculum change. The councils are responsible for reviewing, formulating and implementing educational policies; overseeing concentrations, certificates, majors, minors and programs; monitoring how programs further the University’s mission while avoiding unwarranted program duplication; and establishing, monitoring and maintaining academic standards across the curricula.

These faculty councils are chaired by the Associate Provost for Graduate Studies and the Associate Provost for Undergraduate Academic Programs. Faculty members are elected from the divisions to serve along with their deans and student government representatives are also voting members.
New academic programs and program revisions arise from academic unit level assessments of current offerings, market needs and student and faculty areas of interest. Over the last 10 years, 18 undergraduate majors and 26 graduate degree offerings have been established, while 17 undergraduate majors and 59 graduate degree offerings have been closed. The previous 10 years of academic program openings and closings are summarized annually in the Active Academic Programs Report to the Faculty and Educational Affairs Committee of the Board of Trustees. All curriculum initiatives move from the academic units (or special committees in the case of cross-divisional initiatives) to the appropriate council(s) for review and approval. Programs receive two readings so that feedback from faculty groups may be incorporated into the final document. Once approved by Undergraduate and/or Graduate council, new program proposals are reviewed by the Provost, who then sends approved programs to the Board of Trustees Faculty and Educational Affairs and Finance and Budget committees. When these committees are satisfied, proposals are sent to the full Board of Trustees for final approval.

As a proposal for a new program is developed, the Office of Planning, Budget and Analysis works with the originating academic unit (or units) on the budget. The resulting pro forma accompanies the curricular plan and projects changes to enrollment, tuition and expense as a result of the new program over the next five years. The dean(s) of the unit(s) and the Provost discuss the financial feasibility of the program and the alignment of the program with current offerings and the mission and goals of the unit and the University.

An internal portfolio website outlines procedures for curricular change, uniting new program processes for graduate and undergraduate councils under one system.

New courses are proposed and approved at the unit-level with final approval by the chair of Graduate and/or Undergraduate Council. More central oversight is applied to program-level decisions, especially ones cutting across units. Developing the Cherrington Global Scholars program, for example, required significant modifications in curriculum structures in many departments. The original Cherrington faculty committee developed the structure for the program, worked intensively with colleagues across the divisions and provided oversight for implementation of the program.

The Faculty Senate is empowered by its Constitution, ratified by the Board of Trustees, to be the primary body through which the faculty participates in the shared governance of the University of Denver. The Senate, with 74 positions for elected faculty representing academic units, meets monthly throughout the academic year. It manages the University’s Appointment, Promotion and Tenure guidelines, periodically updating the document for approval by the Board of Trustees. The Senate also oversees the election of the Faculty Review and the Faculty Athletic
Committees as well as faculty-wide votes on general curricular issues. Additionally, the Faculty Senate oversees administrator evaluations. Standing committees include Academic Planning, Personnel, Financial Planning, Student Relations, Nominations, Rules and Credentials and the Executive Committee.

The Faculty Senate serves as a forum for curriculum discussion, particularly in relation to the undergraduate curriculum. Intense discussions of proposed changes to the honors program and the general education undergraduate requirements took place in the Faculty Senate. A full discussion of the process and outcome for both reviews is detailed in Chapter Four.

In addition, the Faculty Senate serves as a partner with the Provost’s office to identify and advance initiatives of interest to the faculty. For example, in 2004, the Provost created the Professional Research Opportunities for Faculty (PROF) fund to provide internal support for faculty scholarship. Full details of PROF are provided in Chapter Four. A Faculty Senate salary study examined DU faculty salaries in relation to our primary academic competitors, incorporating cost of living information in the analysis. The study and the DU response are described in Chapter Two.

Each quarter, the Financial Planning and Executive Committees of the Faculty Senate meet with the Provost, Associate Provost for Planning, Budget and Analysis and the Vice Chancellor for Business and Financial Affairs to discuss the current state of the University’s budget and finances, the plans for budget development for the next year and the future and any concerns or issues. Additionally, every faculty senate meeting begins with the Provost’s update, which includes current budget information.

The Faculty Senate maintains a website and an email list of all appointed faculty and facilitates direct communication with faculty about Senate business and University-wide academic initiatives.

The University of Denver has had an American Association of University Professors (AAUP) chapter at various times throughout its history. An active chapter was re-established in 2007. It is comprised of faculty members from across the arts, sciences and professional schools interested in working to support the DU Faculty Senate by providing a broad perspective on faculty issues and a direct link to the AAUP policy resources. Revival of the campus AAUP chapter was an important governance accomplishment to the extent that it created a faculty voice independent of the Faculty Senate. There are issues that faculty members are more inclined to raise with AAUP than with Senate, especially in the areas of academic freedom, tenure and promotion and working conditions.

The Staff Advisory Council is comprised of staff representatives and provides a forum for discussing staff-related issues, procedures and policies and maintains a website and email list for staff members.

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Revival of the campus AAUP chapter was an important governance accomplishment to the extent that it created a faculty voice independent of the Faculty Senate.
Chapter 1  
Mission and Integrity

**CORE COMPONENT 1E: The organization upholds and protects its integrity.**

The University of Denver places great importance on the congruence between its activities and its mission and on the integrity with which those activities are engaged. The University operates in a culture of compliance and accountability, supported through our attention to well-documented and well-understood procedures and policies.

1E.1. DU promotes clear standards for student responsibility.

Because helping students engage with a community of integrity is a fundamental campus priority, the University is currently re-examining the Honor Code that has been in place for 10 years. The Honor Code Task Force has reviewed this document, explored ways to better integrate its principles with the institutional culture and drafted **Honor Code revisions** reviewed by the University community in spring 2010.

**Student academic policies** are clearly articulated on the webpage of the Registrar’s Office, in the *Bulletin* and the *Graduate Policies and Procedures Handbook*. These include policies related to advising and registration, attendance, final exams, grading, academic credit, transfer of credit, petitions for exceptions, academic standards, disclosure of student information, transcripts and graduation policies. Procedures for appealing grades, probation, suspension and dismissal are also articulated on the registrar’s website.

Congruent with the VVMG, the **Office of Citizenship and Community Standards** (CCS) upholds required codes of behavior. CCS enforces the **Code of Student Conduct** that applies to all undergraduate and graduate students, as well as the University’s **Honor Code** that guides the conduct of the entire DU community, including students, faculty, staff and trustees. CCS supports the University mission by fostering an ethical, positive and safe environment. CCS strives to achieve a campus community in which individuals

» demonstrate respect for others, for themselves and for the University;

» uphold high standards of personal and academic integrity;
are accepting of differences and gain an appreciation for living in a pluralistic society;

understand the impact of their behavior both upon the University and the surrounding Denver community; and

freely accept the responsibility for and consequences of their conduct.

The Code of Student Conduct is organized around the principles of civility, community, integrity and responsibility. The Conduct Review Board (CRB) is empowered to conduct hearings for all types of complaints and issue sanctions up to and including dismissal from the University. In past years, the CRB has reviewed 371-392 cases involving approximately 675 students per year. The majority of these cases involve alcohol misuse (252-317 cases). Disorderly conduct, drug misuse, non-compliance, physical misconduct, dishonesty and academic misconduct represent a smaller numbers of cases.

1E.2. DU maintains ethical business practices.

The Business and Financial Affairs office maintains a webpage detailing Board of Trustees approved policies that guide the business conduct of the University. These policies cover institutional affairs, fiscal and business affairs, funds and accounts, business operations, intellectual property, risk management, employee relations, conduct, leave, separations and rehires, benefits and personnel guidelines.

The Audit Committee of the Board of Trustees helps oversee the

» accounting, reporting and financial practices of the University and its affiliated organizations, including the quality and integrity of the University’s financial statements;

» University’s internal control environment and compliance with legal and regulatory requirements;

» independent auditor’s qualifications and independence; and

» performance of the University’s Institutional Compliance and Internal Audit function and the independent auditors.

The committee is required to possess a strong degree of financial expertise in its collective membership. The Audit Committee oversees financial statements and disclosures, independent auditors, the internal auditor, review of internal controls, risk assessment and the control environment, codes of conduct for management and staff, the internal system for complaints, investigations, periodic review of the Charter and retention of outside advisers as necessary.
The Institutional Compliance and Internal Audit department, whose director reports to the Chancellor and to the Board Audit Committee (with administrative supervision by the Vice Chancellor for Business and Financial Affairs), was established in 2002 to provide independent appraisals of compliance and internal controls. The department has full authority to review all records of the University. Internal audits may be initiated based on concerns raised or through regular review of the major functions of the University. University employees may report suspected impropriety anonymously by calling an internal tip line or by submitting concerns in writing. For example, a recent audit of University purchasing card expenditures led to a major overhaul of policy that brought the University in line with best practices.

The Office of University Counsel provides legal services to the University and its trustees, officers, directors, administrators, faculty and staff. The office provides legal advice and counsel on the broad spectrum of legal issues that arise in the operation of the University. The office is also responsible for engaging outside law firms for specialized legal needs and for coordinating and supervising their work. The office reviews all contracts, including those related to sponsored programs.

The Department of Risk Management oversees University activities related to worker’s compensation, critical incident management, risk assessments and insurance. The Department of Risk Management’s mission is to protect the University of Denver from hazards or perils that may impact the life, safety, finances, reputation, property and operations of the institution, including risk retention, risk transfer, risk controls and risk avoidance. University employees are mandated to report all safety concerns.

1E.3. DU ensures ethical research.

The Office of Research and Sponsored Programs (ORSP) oversees the University’s programs funded through external contracts. ORSP is the primary agent for Regulatory Research Compliance processes that certify research and other sponsored activity is conducted legally and ethically. Research Compliance activities extend beyond sponsored programs to all research activities of the University. This requires close coordination between the Associate Provost for Research and faculty. ORSP oversight responsibilities include administrative support of the

» institutional Review Board (IRB), which oversees the protection of human subjects;

» institutional Animal Care and Use Committee (IACUC), which oversees the protection of animals; and

» institutional Biosafety Committee (IBC), which oversees protection from bio hazards.

All of these committees are mandated by federal regulations. Other regulatory issues addressed by the office include export controls, conflict of interest and HIPAA compliance.
1E.4. **Athletic practices at DU rigorously conform to NCAA and academic standards.**

The University’s NCAA Division I athletic program is integrated with the student recreation program and managed by the Vice Chancellor for Athletics and Recreation. The mission and goals of the Division of Athletics and Recreation closely align with those of the University. This is clearly articulated in the University of Denver - Department of Intercollegiate Athletics Strategic Plan 2008-2013. DU offers a comprehensive intercollegiate athletics program, with over 300 undergraduates competing at the Division I level in 17 sports: eight for men, nine for women. The intercollegiate athletics program at DU is characterized by a student-centered approach. DU Athletics has won the Division I-AAA Directors Cup for the last two years while maintaining exceptional academic performance among our student-athletes. The excellent athletics records achieved by DU have been produced without compromising the academic integrity of the institution. DU’s admission criteria for student-athletes are the same as those applied to other students and exceed NCAA requirements.

The Department of Athletics maintains a rigorous approach to compliance with the NCAA constitution, bylaws, regulations and interpretations relating to the conduct and administration of each athletic program. This information is communicated clearly to coaches and students in the course of business and to the community at large through the compliance website. The conduct of the athletic program is overseen by the Faculty Athletic Committee composed of elected faculty members and athletic and academic administrators who serve ex-officio. DU is committed to supporting its scholar-athletes and to emphasizing the supremacy of academics over athletic considerations. Since joining the Sunbelt Conference in 1999-2000, the Pioneers have held the highest graduation rate among conference members for six consecutive seasons. One hundred DU student-athletes have earned academic All-American recognition since 1990. According to an NCAA report in November of 2009, DU student-athletes who entered DU in 2002 had a six-year graduation rate of 93%, which compares favorably to the Division I average of 79%.

The University of Denver is in the process of its second re-certification by the NCAA, the first coming in 2001-2002, shortly after our move to Division I. In 2002, the University was certified with no conditions imposed by the NCAA. The current re-certification process has involved nearly 100 participants at the University, including faculty, staff, students, alumni, the Sunbelt Conference and community leaders. The review process has fostered a comprehensive examination of our athletics practices in the areas of governance and compliance, diversity and gender equity, student athlete well-being and academic integrity. The certification final report was submitted to the NCAA in April 2010. The NCAA’s visiting team plans to be on campus October 3-5, 2010.
1E.5. **DU has clear policies and procedures for resolving personnel disputes.**

The University is committed to clear and fair policies guiding the rights and responsibilities of its community members. All members of the University community are protected by the Office of Diversity and Equal Opportunity (DEO), which assures that the University complies with our policies on discrimination, harassment and retaliation and with all federal, state and local discrimination laws. The University’s [Diversity and Equal Opportunity Policies](#) found on DEO’s website, identify prohibited conduct related to discrimination, sexual harassment, consensual sexual relationships and retaliation. The DEO [Discrimination Complaint Procedures document](#) articulates the processes for making a complaint, the processes for investigation and making appeals.

The University also maintains an [Ombuds Office](#) that provides confidential and informal assistance to faculty and staff having a problem within the University. Examples include interpersonal conflicts, working conditions, sexual harassment, discrimination, clarification of policies or procedures and conflict resolution training. Procedures for accessing the Ombudsperson are accessible on the website.

In addition, the Department of Human Resources [Employee Dispute Resolution Policy](#) governs grievances for all employees (with the exception of those covered under collective bargaining agreements and those covered explicitly in the [Faculty Appointment, Promotion and Tenure Document](#)). This policy presents a procedure moving from informal discussions of concerns to formal exchange of written documents between employee and supervisor, through an appeal to the next immediate supervisor and human resources, with final decision by the Provost, Vice Chancellors, or Chancellor.
Faculty and staff are introduced to the VVMG, Honor Code, Code of Student Conduct, Equal Opportunity and Affirmative Action policies and Anti-Discrimination policies during the New Employee Orientation and in the New Employee Guide. Reported Honor Code violations for faculty are handled through the APT procedures. For staff members, complaints are addressed according to procedures laid out in the Employee Handbook of Personnel Guidelines and Procedures.

When there are concerns about DU’s performance, the University’s procedures promote thoughtful, timely response. Responses to concerns by students and by faculty members are of particular importance. The Chancellor’s Office keeps a record of responses to official student complaints, as described in the Federal Compliance chapter. These complaints range from issues with course scheduling, advising, financial aid, housing or roommate complaints, or judicial sanctions. In addition, each division has a grievance committee that responds to student complaints, including those regarding grades, and provides recommendations to the dean.

1E.6. The University reviews academic performance rigorously and with integrity.

Faculty members submit an annual performance report through their units to their respective dean’s offices. These reports address scholarship, teaching and service and are directly linked to salary raises, which are merit based. Multiple sources of evidence include student evaluations integrated with documentation provided by the individual (and in some cases, by peers and chairs/supervisors) and publications, grants and creative activity. The evaluation also focuses on development rather than on a defined standard (excellent, good, satisfactory), reflecting the fact that a culture of success requires its members to be engaged in professional development. This process is described fully in Chapter Two.

The Appointment, Promotion and Tenure (APT) policy governs the process for faculty appointment, promotion and tenure decisions at the University. The policy sets forth categories of faculty positions, recruitment and screening procedures for appointment, the requirement for annual and pre-tenure (third year) reviews, reappointment and
promotion procedures and the broad criteria for award of tenure for those faculty members in the Professorial Series. Procedures for involuntary termination of tenure are clearly articulated under the categories of cause, discontinuation of an academic unit and fiscal exigency. The APT policy also provides for appeal of negative promotion and tenure decisions for members of the Professorial Series. Following a negative departmental recommendation, the candidate is entitled to a full review at the department/division level. Each division maintains internal policies and procedures for appointment, promotion and tenure, including an appeal process that conforms to the University APT document.

The Faculty Review Committee consists of elected faculty members from each division, led by a faculty member appointed by the Provost. The committee is advisory to the Provost and hears appeals of promotion and tenure decisions following the Provost’s recommendation. Such appeals to the Faculty Review Committee are allowed in two cases: an alleged lack of “adequate consideration” or assertion of violation of academic freedom.

1E.7. DU engages its external constituents openly and responsibly.

The University has strong positive relationships with its external constituents, including the DU neighborhood, the City of Denver and the many contract partners engaged in collaborative work with the University. The University prides itself on a reputation of integrity and fairness that guides these partnerships. DU has a major impact on its local neighborhood. The expansion of the University’s physical plant and increased numbers of students led to some community concerns in 2000. DU engaged in conversations with three local neighborhood groups and incorporated their feedback in the master plan for the University’s physical plant. Parking concerns were addressed through building additional parking structures on campus and developing policies that reserve street parking for local residents. Traffic concerns were addressed by street closures and re-routing. The University maintains strong connections to local residents through a weekly newsletter which apprises the community of opportunities at the University along with updates on capital projects and through a University administrator in the office of business and financial affairs who serves as a neighborhood liaison to neighborhood associations, residents and businesses.

As a “great private university dedicated to the public good” our VVMG calls us to create partnerships with local, national and international communities. We are committed to the integrity of these relationships through honest and respectful communication. Our website and web portal, webCentral, are robust mechanisms for disseminating information about the University. The Office of University Communications has primary responsibility for managing communications functions characterized by quality and integrity. The intended outcome of our communication strategy is attracting the highest caliber students, faculty and partners to accomplish the institution’s vision. The new web portal and University publications are central to achieving that goal.
Conclusion

We are a mission-driven community. Our Vision, Values, Mission and Goals present a coherent vision of a university wedded to a value-centered pragmatic mission, with a long-term commitment to durable themes. We continue to improve the way we carry out the values we cherish. We have developed ways of working together that ensure that we involve and inform our community members and our major stakeholders. We operate with integrity. Our structures and processes promote collaborative and effective governance.

Our strong VVMG guides the work of our Board of Trustees, our administrators, our faculty and our staff. The faculty has embedded our VVMG in the University-wide student learning outcomes and in recent curricular reviews. Our students embody this through their dedication to working toward the public good. Through their work, our faculty-driven curriculum and our campus leadership, we have underscored the values, the knowledge and the skills associated with being a great private university dedicated to the public good.
Chapter 1

Mission and Integrity

Endnotes

1. http://www.du.edu
11. http://www.du.edu/gsar/
33. http://www.du.edu/ir
38. http://www.du.edu/studentlife
41. http://www.du.edu/studentlife/DAT
42. http://www.du.edu/studentlife/advising
43. http://www.danielsfund.org
44. http://www.du.edu/studentlife/disability/dsp
Chapter 1

Mission and Integrity

45  http://www.du.edu/studentlife/disability/lep
46  http://www.du.edu/education
47  http://www.du.edu/education/culture/diversity-plan.html
48  http://www.du.edu/intl/abroad/cherrington.html
49  http/opendoors.iienetwork.org/?p=150841
50  http://www.du.edu/ir/student/studyabroad.html
51  http://www.du.edu/chancellor/annualreport.html
52  http://www.du.edu/intl
53  http://www.du.edu/korbel/index.html
54  http://www.universitycollege.du.edu/about/mission.cfm
55  http/admission.du.edu/admissions
56  http/admission.du.edu/admissions/international.asp
57  http://www.du.edu/finaid
60  http://www.youtube.com/watch?v=Itsz6XM4aj4
62  http://ctl.du.edu
63  http://www.du.edu/honors
64  http://www.du.edu/currentstudents/index.html
65  http://www.du.edu/architect
66  http://www.du.edu/architect/landuse.html
68  http://law.du.edu/index.php/studentorgs/s-z/sba
69  http://www.du.edu/provost/councils/index.html
71  http://www.denverpioneers.com
72  http://www.giving.du.edu
73  http://www.du.edu/ucomm
74  http://www.du.edu/bfa
75  http://www.du.edu/uts
77  http://www.du.edu/grad
79  http://www.du.edu/facsen/Constitution_0609.html
81  http://www.aaup.org/AAUP/
82  http://portfolio.du.edu/aaup
84  www.du.edu/registrar/academicpolicies/
85  http://www.du.edu/registrar/course/index.html
86  http://www.du.edu/grad/forms/Graduate%20Student%20Han.pdf
87  http://www.du.edu/studentlife/ccs
88  http://www.du.edu/studentlife/ccs/statistics.html
90  http://www.du.edu/internal-audit/auditcommittee.html
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91 http://www.du.edu/purchasing/policy/index.html
92 http://www.du.edu/counsel
93 http://www.du.edu/risk
94 http://www.du.edu/orsp
96 http://www.du.edu/compliance
98 http://www.du.edu/deo/policies.html
99 http://www.du.edu/deo/ComplaintProcedures.html
100 http://www.du.edu/ombuds
101 http://www.du.edu/hr/forms/employee_handbook_employee_dispute_resolution.html
103 http://www.du.edu/hr/forms/employee_handbook.html
104 http://www.du.edu/communityvisitors/neighbors/index.html
Criterion Two: Preparing for the Future

The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education and respond to future challenges and opportunities.

Introduction

The University of Denver’s Vision, Values, Mission and Goals\(^1\) direct our planning, budgeting, resource allocation and investment processes. As a result, 10 years of strategic investments in academic programs, faculty, administrative infrastructure and facilities have made DU a compelling choice for both undergraduate and graduate students.

Enrollment growth and philanthropic gifts have supported these investments. The University has increased in size by approximately one-third in the last 10 years. Since fall 2000, headcount enrollment, excluding pre-collegiate, has increased by over 23% (from 9,444 in fall 2000 to 11,644 in fall 2009). Undergraduate headcount has increased 36% from 3,920 in fall 2000 to 5,343 in fall 2009. Proportionally, budgeted faculty FTE has increased 38% from 496 in fall 2000 to 686 in fall 2009. At the same time that enrollments have increased, the academic profile of the students attending the University has markedly improved. In fall 2000 the undergraduate first-year student average SAT score was 1117 and average ACT score was 24, while in fall 2009 the average SAT score and ACT score had risen to 1191 and 27 respectively.
Voluntary giving has also been strong over the last 10 years, resulting in 13 magnificent new buildings and a strong endowment. Gross square foot of physical facilities almost doubled between June 2000 and 2009, increasing from 2.6 million to 4.4 million square feet. The value of the University’s endowment has increased 71% from approximately $166 million at the end of fiscal year 2001 to $284 million at the end of the third quarter of fiscal year 2010, even with a loss of over $43 million in fiscal year 2009 due to the economic downturn in fall 2008.

The University has selectively added enrollments and increased faculty and staff in specific programs to achieve a near optimal balance of enrollments, facilities and staffing and teaching levels. The University plans to continue enhancing the quality of students and faculty by shifting the emphasis of voluntary giving from capital projects to student scholarships and faculty support.
DU has Developed a Strong Resource Base

The annual resource base for the University includes five major categories: tuition and fees, endowment spending distribution, unendowed gifts, grants and contracts and auxiliary enterprises. Actual revenue received increased 71.4% from $199 million at the close of fiscal year 2001 to $341 million at the close of fiscal year 2009 with a projection to end FY10 with $360 million in revenue, as displayed in Table 2.1.

### Table 2.1  Unrestricted Net Assets Activity (in thousands)

<table>
<thead>
<tr>
<th></th>
<th>FY 01</th>
<th>FY 09</th>
<th>FY 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Net Assets, Beginning of Year</strong></td>
<td>$460,356</td>
<td>$824,753</td>
<td>$797,802</td>
</tr>
<tr>
<td><strong>Operating Activity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition &amp; fees, net</td>
<td>$123,031</td>
<td>$238,792</td>
<td>$250,478</td>
</tr>
<tr>
<td>Endowment spending distribution</td>
<td>6,958</td>
<td>10,036</td>
<td>9,945</td>
</tr>
<tr>
<td>Unendowed gifts</td>
<td>10,709</td>
<td>11,616</td>
<td>12,628</td>
</tr>
<tr>
<td>Grants and contracts</td>
<td>20,549</td>
<td>24,541</td>
<td>24,580</td>
</tr>
<tr>
<td>Auxiliary enterprises</td>
<td>26,794</td>
<td>42,228</td>
<td>43,539</td>
</tr>
<tr>
<td>Other revenue</td>
<td>10,934</td>
<td>13,909</td>
<td>19,093</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>198,975</td>
<td>341,122</td>
<td>360,263</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>69,622</td>
<td>124,409</td>
<td>128,927</td>
</tr>
<tr>
<td>Research</td>
<td>11,711</td>
<td>14,801</td>
<td>16,129</td>
</tr>
<tr>
<td>Public service</td>
<td>2,638</td>
<td>3,259</td>
<td>3,238</td>
</tr>
<tr>
<td>Academic support</td>
<td>29,134</td>
<td>50,669</td>
<td>52,470</td>
</tr>
<tr>
<td>Student services</td>
<td>8,239</td>
<td>16,849</td>
<td>16,902</td>
</tr>
<tr>
<td>Institutional support</td>
<td>19,530</td>
<td>38,771</td>
<td>39,134</td>
</tr>
<tr>
<td>Auxiliary enterprises</td>
<td>34,601</td>
<td>53,837</td>
<td>53,451</td>
</tr>
<tr>
<td>Other operating expenses</td>
<td>9,182</td>
<td>15,230</td>
<td>15,537</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>184,657</td>
<td>317,825</td>
<td>325,788</td>
</tr>
<tr>
<td><strong>Net Operating Activity</strong></td>
<td>14,318</td>
<td>23,297</td>
<td>34,475</td>
</tr>
<tr>
<td><strong>Non-Operating Activity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undistributed investment gains/(losses)</td>
<td>(29,524)</td>
<td>(50,015)</td>
<td>22,000</td>
</tr>
<tr>
<td>Endowed gifts</td>
<td>11,586</td>
<td>3,187</td>
<td>5,000</td>
</tr>
<tr>
<td>Other non-operating activities</td>
<td>(550)</td>
<td>(3,420)</td>
<td>1,000</td>
</tr>
<tr>
<td><strong>Net Non-Operating Activity</strong></td>
<td>(18,488)</td>
<td>(50,248)</td>
<td>28,000</td>
</tr>
<tr>
<td><strong>Total Net Assets, End of Period</strong></td>
<td>$456,186</td>
<td>$797,802</td>
<td>$860,277</td>
</tr>
</tbody>
</table>
While all sources of revenue increased in this period, tuition and fees grew as a percentage of total revenue, from 61.8% of total revenue in fiscal year 2001 to 70% in fiscal year 2009. This level of tuition dependency presents a challenge in an economic environment with significant pressure to contain tuition rate increases. Accordingly, the budget development processes for fiscal years 2010 and 2011 have focused on strategically selected investments, selected reallocation of resources, reductions of staff FTE and larger budgeted operating margins to assure a sustainable financial model into the future.

While smaller than our competitive peers, the University endowment has shown evidence of marked improvement over the past 10 years. The endowment market value has grown from $166 million in fiscal year 2001 to $284 million in fiscal year 2010, a growth of over 71% as shown in Table 2.2. To protect the future endowment value, the spending distribution rate was reduced from 5% to 4.75% in 2006 and from 4.75% to 4.5% in 2007.

**Table 2.2 Endowment Fund Summary (In Thousands)**

<table>
<thead>
<tr>
<th></th>
<th>FY 01</th>
<th>FY 09</th>
<th>FY 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning Balance, July 1</strong></td>
<td>$184,028</td>
<td>$300,414</td>
<td>$257,151</td>
</tr>
<tr>
<td><strong>Additions/(Deletions)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gain/(loss) on investments</td>
<td>(26,428)</td>
<td>(42,152)</td>
<td>29,072</td>
</tr>
<tr>
<td>Restricted gifts</td>
<td>11,481</td>
<td>10,127</td>
<td>4,164</td>
</tr>
<tr>
<td>Investment income to endowment</td>
<td>190</td>
<td>17</td>
<td>8</td>
</tr>
<tr>
<td>Transfer to quasi-endowment</td>
<td>54</td>
<td>111</td>
<td>224</td>
</tr>
<tr>
<td>Spending formula over cash yield</td>
<td>(3,400)</td>
<td>(6,714)</td>
<td>(6,646)</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>(4,652)</td>
<td>-</td>
</tr>
<tr>
<td><strong>Net Change</strong></td>
<td>(18,102)</td>
<td>(43,262)</td>
<td>26,823</td>
</tr>
<tr>
<td><strong>Endowment Yield</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appreciation/(Depreciation)</td>
<td>$(26,428)</td>
<td>$(42,152)</td>
<td>$29,072</td>
</tr>
<tr>
<td>Cash Yield</td>
<td>4,404</td>
<td>3,042</td>
<td>2,222</td>
</tr>
<tr>
<td>Total return ($)</td>
<td>$(22,024)</td>
<td>$(39,110)</td>
<td>$31,294</td>
</tr>
<tr>
<td>Total return (%)</td>
<td>-12.0%</td>
<td>-13.0%</td>
<td>12.17%</td>
</tr>
<tr>
<td>Less: Rate of inflation *</td>
<td>3.3%</td>
<td>1.8%</td>
<td>0.60%</td>
</tr>
<tr>
<td>Real rate of return (%)</td>
<td>-15.3%</td>
<td>-14.8%</td>
<td>11.57%</td>
</tr>
<tr>
<td><strong>Asset Allocation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equities-like investments</td>
<td>$92,286</td>
<td>$130,876</td>
<td>$167,033</td>
</tr>
<tr>
<td>Fixed Income-like investments</td>
<td>73,640</td>
<td>126,276</td>
<td>116,942</td>
</tr>
<tr>
<td><strong>Market Value</strong></td>
<td>$165,926</td>
<td>$257,151</td>
<td>$283,974</td>
</tr>
</tbody>
</table>

*US Treasury Website - CPI less Food & Energy SA*
DU has Invested Significantly in Programmatic Areas

Over the past 10 years, the University’s investments have strengthened and enhanced the institution’s educational mission. From an earlier strategy of investing in bricks and mortar, the University moved to a strategy of investing in people and programs. Student financial aid has increased to attract a diverse and academically exceptional student body. The budgeted discount rate for graduate students has risen from 15.94% in fiscal year 2001 to 21.37% in fiscal year 2010. For undergraduates, the budgeted discount increased from 31.5 to 32.91 in the same period. Since fall 2000, 166 new faculty FTEs have been added, improving the undergraduate student to faculty ratio from 10.1 to 1 in fall 2000 to 8.9 to 1 in fall 2009. The increase in faculty has intensified the academic experience for students, including, for instance, student-driven research collaborations with faculty mentors.

University-wide programmatic initiatives involve campus-wide planning, pilot-testing and approval processes. The University has a significant record of allocating permanent budget resources to new academic initiatives, through reallocation of existing funds and generating new revenue. Four examples illustrate the practice.

In summer 2002, donors Tom and Cydney Marsico provided the University a $10 million gift to pilot programs focused on intensifying the undergraduate experience in the arts and sciences. Over the course of fiscal years 2006 to 2011, the University added $4.8 million to the annual budget to fund the initiatives, including 28 new tenure-line faculty and 20 new lecturer positions.

The University has also invested significantly in graduate students in recent years. Recognizing that graduate stipends and benefits were inadequate to attract and retain the best students, DU has added over $1.7 million to the annual base budget since 2005 to enhance stipends and create health insurance coverage for graduate teaching and research assistants working 20 hours per week.

For the past 10 years, increasing faculty salaries has been a budgetary priority. Faculty salaries were augmented significantly beyond the University merit pool in 2007 and 2008. In addition, the faculty salary adjustments at promotion to associate and full professor have increased considerably during this period.

The University has focused on increasing the value of the graduate professional experience over the last 10 years. Student enrollment and faculty positions have increased in every graduate professional unit. Investments in new buildings or significant renovations have been made in social work, education, law, business and international studies. Multi-year strategic plans have been developed to increase faculty positions and manage enrollment to improve program quality in the Daniels College of Business and in the Sturm College of Law, two key graduate professional units.

Outlined in the following pages are the major financial strategies that the University of Denver has taken to make these and similar initiatives possible. The successes of these programs are due in no small part to our continuum of planning strategies, from unit-level development to broader University-wide strategic initiatives, all with the express intention of supporting our Vision, Values, Mission and Goals.
The University’s beautiful and modern campus provides a stunning setting for students pursuing an intense and rigorous academic experience. The gross square footage of physical facilities at the University almost doubled between June 2000 and 2009, increasing from 2.6 million to 4.4 million square feet, including parking facilities. In the last 10 years, 13 new buildings, two additions and five parking structures have been built; four buildings have undergone major renovation. As shown in Table 2.3, a total of 2.1 million square feet has been built or renovated during this period. The planning involved in these projects was intentional. The University Architect works closely with the Chancellor and the Buildings and Grounds Committee of the Board of Trustees to develop the land use and building plans for the University in line with our Vision, Values, Mission and Goals.
## Chapter 2

### Preparing for the Future

**Table 2.3 Physical Facilities Built or Renovated Since 2001**

<table>
<thead>
<tr>
<th>NEW BUILDINGS</th>
<th>BUILT</th>
<th>MAJOR RENOVATION</th>
<th>GROSS SQUARE FT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newman Center for the Performing Arts</td>
<td>2002</td>
<td>–</td>
<td>181,298</td>
</tr>
<tr>
<td>Nelson Hall</td>
<td>2002</td>
<td>–</td>
<td>154,595</td>
</tr>
<tr>
<td>Ricketson Law Building</td>
<td>2003</td>
<td>–</td>
<td>193,370</td>
</tr>
<tr>
<td>Chambers Center</td>
<td>2004</td>
<td>–</td>
<td>32,161</td>
</tr>
<tr>
<td>University Technology Services Building</td>
<td>2004</td>
<td>–</td>
<td>21,263</td>
</tr>
<tr>
<td>Hotel, Restaurant and Tourism Management</td>
<td>2005</td>
<td>–</td>
<td>46,695</td>
</tr>
<tr>
<td>Barton Lacrosse Stadium</td>
<td>2005</td>
<td>–</td>
<td>33,508</td>
</tr>
<tr>
<td>Campus Safety/Parking Building</td>
<td>2006</td>
<td>–</td>
<td>12,800</td>
</tr>
<tr>
<td>University Office Annex (trailers)</td>
<td>2008</td>
<td>–</td>
<td>3,700</td>
</tr>
<tr>
<td>Nagel Hall</td>
<td>2008</td>
<td>–</td>
<td>149,729</td>
</tr>
<tr>
<td>Art Studio Annex</td>
<td>2010</td>
<td>–</td>
<td>12,000</td>
</tr>
<tr>
<td>Ruffatto Hall</td>
<td>2010</td>
<td>–</td>
<td>73,568</td>
</tr>
<tr>
<td>Soccer / Varsity Fitness</td>
<td>2010</td>
<td>–</td>
<td>13,000</td>
</tr>
<tr>
<td><strong>SUBTOTAL NEW BUILDINGS</strong></td>
<td>13</td>
<td>–</td>
<td><strong>927,687</strong></td>
</tr>
<tr>
<td>NEW PARKING STRUCTURES AND GARAGES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cherrington Parking Structure</td>
<td>2001</td>
<td>–</td>
<td>120,020</td>
</tr>
<tr>
<td>Nelson Parking Garage</td>
<td>2002</td>
<td>–</td>
<td>82,272</td>
</tr>
<tr>
<td>Newman Parking Structure</td>
<td>2002</td>
<td>–</td>
<td>155,065</td>
</tr>
<tr>
<td>Law Parking Garage</td>
<td>2003</td>
<td>–</td>
<td>255,315</td>
</tr>
<tr>
<td>Evans Parking Structure</td>
<td>2006</td>
<td>–</td>
<td>187,200</td>
</tr>
<tr>
<td><strong>SUBTOTAL NEW PARKING</strong></td>
<td>5</td>
<td>–</td>
<td><strong>799,872</strong></td>
</tr>
<tr>
<td>ADDITIONS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sie Center to Ben M. Cherrington Hall</td>
<td>1965</td>
<td>2009</td>
<td>5,460</td>
</tr>
<tr>
<td>Offices to University Technology Services Building</td>
<td>2001</td>
<td>2008</td>
<td>6,315</td>
</tr>
<tr>
<td><strong>SUBTOTAL ADDITIONS</strong></td>
<td>–</td>
<td>2</td>
<td><strong>11,775</strong></td>
</tr>
<tr>
<td>RENOVATED BUILDINGS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Craig Hall (formerly Spruce Hall)</td>
<td>1949</td>
<td>2005</td>
<td>54,288</td>
</tr>
<tr>
<td>Johnson-McFarlane Hall</td>
<td>1957</td>
<td>2007</td>
<td>100,071</td>
</tr>
<tr>
<td>Ben M. Cherrington Hall</td>
<td>1965</td>
<td>2002</td>
<td>30,308</td>
</tr>
<tr>
<td>Sturm Hall</td>
<td>1966</td>
<td>2001</td>
<td>174,569</td>
</tr>
<tr>
<td><strong>SUBTOTAL RENOVATED BUILDINGS</strong></td>
<td>–</td>
<td>4</td>
<td><strong>371,011</strong></td>
</tr>
</tbody>
</table>

**GROSS SQUARE FOOTAGE SHOWN FOR BUILDINGS IS THE “AS- BUILT” GROSS SQUARE FOOTAGE FROM ARCHITECTS’ RECORDS.**

**Source:** Controller’s Office
PREPARING FOR THE FUTURE

Core Component 2A: The University of Denver realistically prepares for a future shaped by multiple societal and economic trends.

Planning documents exist at all levels of the institution. The Vision, Values, Mission and Goals guide the creation and revision of all of these processes.

The University’s priorities and planning strategies are shared with the University community in three annual planning documents that together report on the current state and future aims of the institution. The Spring Budget Transmittal to the Board of Trustees delineates and contains detailed contextualization for all major budgetary decisions. The Annual Report to the University community expands on many of the themes identified in the budget transmittal. The Chancellor’s address at fall Convocation is a “state of the University” address that also outlines the goals for the institution in the next year. Taken together, this trio of planning documents serves as an account of how the University plans for the future and responds to the challenges and opportunities of the external environment. An illustrative example of how these planning documents guide decision-making is the fall 2007 Chancellor’s address at Convocation and the University’s Comprehensive Campaign Case Statement that was also released that fall. As described in Chapter One, the Chancellor assembled a small task force of trustees, senior staff and deans to specify themes consistent with the University’s new Vision, Values, Mission and Goals that would inform unit-level planning for the next five years and that would anchor the University’s comprehensive campaign. These themes informed the Campaign Case Statement that reviews the University’s achievements and aspirations, lists specific development targets and strongly justifies the campaign and its goals. The campus investments that follow each theme publicly demonstrate our commitment to the VVMG.
2A.1. **DU’s case statement themes reflect the University’s Vision, Values, Mission and Goals.**

The following seven themes illustrate how fundraising is directly linked to the VVMG. Following each case statement theme are examples of specific campus initiatives tied to the VVMG.

**Theme #1: DU will be a University where research and scholarship are focused on the improvement of individual lives and the collective good of the public.**

*The James C. Kennedy Institute for Educational Success:* A $10M gift established this institute to conduct high-impact research on innovative and cost-effective solutions for keeping vulnerable learners on the pathway to educational success. The Kennedy Institute coordinates research, teaching and outreach activities in four critical areas: early childhood learning, urban education, innovative learning technologies and access in higher education. This gift endowed positions in the first three priorities.

*The Erna and Brad Butler Institute for Families:* engages researchers, practitioners, public and private service system experts and community members in program evaluation and research to examine outcomes of child welfare, children’s mental health and juvenile justice programs. Funded by local, state and national government grants, along with foundation and gift support, the Institute fosters collaboration between academics, community leaders, policy makers and legislators to address issues facing children, youth and families and to improve the quality of public human services programs across the United States.

**Theme #2: DU will be a research University that provides a truly extraordinary undergraduate experience.**

*A completely revised University Writing Program* restructured writing instruction at DU. In 2006, 20 writing lecturers, all with graduate training in rhetoric and composition, were hired by the Executive Director of Writing, a newly created tenured professor position, thus ensuring that most required writing courses are taught by full-time faculty. The program established a Writing Center. As a result, there is a deep pool of expertise that actively supports writing across campus, through formal course requirements across the disciplines, best teaching practices and research.

*The Cherrington Global Scholars* program has transformed the experience of DU’s undergraduates. This program, which offers undergraduate students the opportunity to study abroad for the same cost as studying on-campus, has proven to be an enormous success. In support of DU’s mission and goals to have a strong global perspective, $9.9 million has been added to the annual base budget to fund this program.
Theme #3: DU will be a University where exceptional student talent blossoms, thrives and enriches public life.

The Newman Center for the Performing Arts offers DU’s music and theatre students one of the finest buildings for the arts in the nation. Students have the opportunity to perform in three main venues – Gates Concert Hall, Byron Theatre and Hamilton Recital Hall – and to study and practice in technologically sophisticated studios, classrooms and rehearsal spaces. The Lamont School of Music is located in the Newman Center and houses a music library, a state-of-the-art keyboard/computer lab, a professional recording studio, small performance spaces, spacious practice rooms, smart-to-the-seat classrooms and acoustically sophisticated rehearsal spaces.

The Victoria H. Myhren Gallery, the principal art gallery at the University of Denver’s School of Art and Art History (SAAH), is integral to the School’s educational mission. It provides a physical and programmatic home for exhibitions and interdisciplinary programs that explore the visual arts. Internships and curatorial projects also arise from relationships with local art collections. Through such relationships, students enrolled in the curatorial practicum course at the SAAH participate in the entire exhibition process, from donor/artist relations, through object selection and exhibit design, press relations and catalog authorship.

The Daniel L. Ritchie Center for Sports and Wellness is the home to the Division of Athletics and Recreation at the University of Denver. Athletics and Recreation supports each student in pursuit of personal growth in the areas of sports, wellness and recreational activities. The Division provides our student-athletes with the resources they need to compete at their highest level while pursuing academic excellence and fostering leadership, self-discipline, teamwork and fair play. Full-time DU students have unlimited access to fitness opportunities at the Ritchie Center for Sports and Wellness, including the Coors Fitness Center, group fitness classes and the El Pomar Natatorium.

Theme #4: DU will be a great international University for Denver and the Rocky Mountain region.

In addition to the Cherrington Global Scholars program, two significant international programs have been enhanced during this campaign. The Josef Korbel School of International Studies has secured almost $21.7M in philanthropic commitments and institutional resources toward a $60M campaign goal. In August 2009 the SIÈ CHÉOU-KANG Center for International Security and Diplomacy at the Josef Korbel School of International Studies opened. Beginning in fall 2010 the SIÈ Center will provide leadership training for SIÈ Fellows, 10 international security specialists and diplomats who will study global security, policy and diplomacy issues.
Preparing for the Future

The Sturm College of Law established the Ved Nanda Center for International Law with a mission to stimulate, promote and disseminate quality writing and research materials in the field of international legal and comparative law studies. The Center promotes the importance of international law in public and private international affairs by fostering communication and interaction among the greater Sturm College of Law community, especially among alumni.

Theme #5: DU will be a University that develops, demonstrates and implements visionary educational practice, from early childhood through graduate education.

At the onset of the University of Denver’s comprehensive campaign, the College of Education was identified by the Chancellor as the “fulcrum through which the intellectual capital of the University is leveraged to produce positive change in the schools of our communities.”

Morgridge College of Education: Chancellor Coombe’s vision for the College—to be the leading model for other universities—inspired the Morgridge family to contribute $10M to name the College. A total of $35M has been committed, including $15.9M toward Katherine A. Ruffatto Hall, the new home for the Morgridge College and the University’s Disability Services and Learning Effectiveness Programs.

Buell Early Childhood Leadership Program: A gift of $1.8M established a program to promote quality in the state’s early care and education system. A diverse group of early childhood leaders learn how to create high quality programs for infants and young children in Colorado, especially those at risk due to socio-economic and language barriers. The program provides full-tuition scholarships to all admitted students.

Theme #6: DU will be a University where ethics, values and social responsibility are embedded in our curriculum, our culture and in the lives of our graduates.

Center for Community Engagement and Service Learning (CCESL): The Puksta Foundation has contributed $510K during this campaign to the Puksta Scholars Program at the University. The scholarships help Colorado undergraduate students with financial need to pursue opportunities that develop commitments to citizenship, leadership and civic engagement.

The Carl M. Williams Business Ethics Partnership in the Daniels College of Business brings together leaders from business and professional organizations, along with professors from major universities, to generate and share knowledge, experience, research and educational resources on ethical business practices. The partnerships provide a wide range of research, reports and guest speakers focusing on ethical leadership and best practices; host quarterly retreats to discuss ethical issues; and stage a business ethics conference in alternating years with the Markkula Center’s Biennial National Conference on Business Ethics. Faculty members are available for training and consulting in member corporations and other corporations seeking to expand their ethical practices.
Theme #7: DU will be a University where diversity, inclusion and excellence mold leaders for a changing America.

Diversity and inclusion are essential elements of an institution’s strength, a prerequisite for real excellence. The demographic and cultural changes evidenced in the United States currently, particularly in Colorado and the West, present an opportunity for the institution to embrace the extraordinary human richness that is now unfolding.

The University has made increasing commitments to provide greater access and affordability for an ever-changing demographic landscape. One focus of the University’s enrollment management and financial aid strategy is to reach out to a wider audience of potential students early in their high school years.

The Center for Multicultural Excellence (CME) has a mission to advance a culture of inclusive excellence at the University of Denver. Growth in this area has been funded entirely by institutional resources. As explained in Chapter One, building a culture of inclusive excellence has been a strong focus at the University of Denver. Over the past 10 years, the University has expanded the CME budget from $193,303 to $1,060,247.

The Volunteers in Partnership (VIP) program has a mission to partner with students, parents, faculty and staff from Denver West High School, Abraham Lincoln High School, Pinnacle Charter School, Denver Center for International Studies, Denver School of Science and Technology, Rishel Middle School and Kepner Middle School. The goals of the VIP program are to promote self-esteem in students, to encourage them to complete high school and continue their education or training and to bridge transitions between middle school, high school, post-secondary education or training and careers.

2A.2. DU has invested effectively in technology.

University Technology Services (UTS) supports the infrastructure that connects DU communities and provides DU faculty, staff and students access to the most updated technologies available. After revisions to the fiscal year 2010 budget, UTS has 79 staff positions and a budget of $10.5 million. That compares to a staff of 59.8 FTE and a budget of $4.8 million in fiscal year 2001. Over the past 10 years, growth in the UTS budget has outpaced the growth in the overall University expense budget; 120% growth in UTS compared to the University’s overall budget expense budget growth of 78.7%.

In 2004, a new central data center was built to house four UTS departments. An addition to the center completed in 2008 allowed three additional departments to be located in the building. The new Faculty Staff Systems Support department, created in July 2009, is located in a modular building on campus. Centralization of personnel has improved the quality of service provided to the community.
The UTS building houses a physically secure main data center with access to power and cooling to support continued growth for several years. Most University classrooms are equipped with electricity and Ethernet ports and smart-to-the-front technology including built-in projection capability, web connectivity and speaker systems. There are over 30,000 wired ports on campus. UTS supports 380 802.11g wireless access points on campus and is now in the process of upgrading the entire campus to 802.11n wireless. The campus backbone is now a fully meshed 20 gigabit network.

The administrative technology backbone of the campus has also been continuously improved. In 1998, the University of Denver purchased an Administrative Enterprise Resource Planning (ERP) Information System called Banner from SungardHe. By 2003, all administrative modules had been implemented. The University is an early adopter of new releases, which allows the institution to take advantage of new features as soon as they are delivered. The University has added pieces to the ERP as they are needed, such as the data warehouse (Operational Data Store/Enterprise Data Warehouse or ODS/EDW), Workflow, Homeland Security software (FsaAtlas) and Document management (BDMS). These pieces are integrated within the University portal (webCentral) and integrated with Banner.

A New Technology Proposal Process reviews proposed software purchases campus-wide. This process has slowed the purchase of redundant software and increased the use of Banner and other institutional software to support initiatives on campus. Over the past decade, the Center for Teaching and Learning has expanded its programs to provide professional development opportunities in teaching for new and experienced faculty members, develop and support state-of-the-art technology and web-based applications that enhance student learning and collaborate with faculty on innovative teaching projects. The CTL is discussed further in Chapter Three.

2A.3. DU is committed to sustainability.

One portion of the University’s mission calls for the community to “contribute to a sustainable common good.” This portion of the mission has been embraced over the last three years by the Sustainability Council, which was established in response to Chancellor Coombe’s signing of the American College and University Presidents’ Climate Commitment in June 2007. The council, comprised of five faculty, five staff, five students and four functional area representatives established six working committees to address issues pertinent to sustainability and institutional efforts at adaptation. These committees focus on: (1) Best Practices; (2) Curriculum and Research; (3) Facilities, Utilities, Design and Construction; (4) Outreach; (5) Reduce/Reuse/Recycling; and (6) Transportation.

While the central focus of the American College and University Presidents’ Climate Commitment is related to carbon neutrality, the Sustainability Council has created a Sustainability Report and Plan addressing the broader concept of sustainability implied in DU’s mission that encompasses social and economic as well as environmental sustainability. The framework used for this report was established by the Association.
for the Advancement of Sustainability in Higher Education’s Sustainability Tracking, Assessment and Rating System. To date, the Sustainability Council has focused almost completely on the environment, emphasizing green building, facilities retrofits, single stream recycling, a community/permaculture garden and a bike share program.

2A.4. **DU planning has enacted profound curricular innovations.**

During the last 10 years, the University has developed new and innovative curricular offerings at both the undergraduate and graduate levels. This has occurred most dramatically at the undergraduate level through the Marsico Initiative and the Cherrington Global Scholars program and at the graduate level with the creation of new degree offerings.

**The Marsico Initiative**

Few initiatives in the history of the University of Denver have had a more significant impact on transforming the undergraduate experience than the Marsico Initiative. A $10 million gift from Tom and Cydney Marsico catalyzed the planning, creation, piloting and assessment of a wide range of new undergraduate programs that enhanced the educational experience of our students. A steering committee, composed of representative elected faculty, appointed staff and University administrators (who served in an ex officio capacity) created an open and transparent process for realizing the ideals behind this gift. Campus-wide proposals were solicited and reviewed in a process that resulted in funding for pilot programs.
In addition to the new programs described below, 28 new tenure-track faculty positions and 20 new lectureships were created in the Arts, Humanities and Social Sciences, Natural Sciences and Mathematics and the Writing Program. This initiative created several new centers (the Undergraduate Research Center, a Language Center and the Writing and Research Center) and 10 academic programs received permanent funding.

**Discoveries** – This is an undergraduate student orientation and advising program designed to provide incoming first-year students with an academically rigorous experience during their transition to the University. Discoveries emphasizes intellectual substance and meaningful interaction with faculty members during orientation, including a one-day off-campus activity with a faculty mentor.

**First-Year Seminars** – All entering students enroll in a small seminar (limited to 15 students) taught by an appointed faculty member during students’ first quarter at DU. The faculty member serves as the student’s academic adviser for the full academic year. After three years of piloting first-year seminars, this program was fully implemented with all first-year undergraduate students entering DU in the fall of 2006.
Preparation for the Future

The Writing Program – This initiative led to the complete revision of writing instruction at DU, resulting in a program that has won wide recognition and an exclusive national Certificate of Excellence from the leading professional association of college writing professors, the Conference on College Composition and Communication. The program has four primary components:

A two-quarter first-year sequence of explicit instruction in writing and rhetoric. The first of these courses is Rhetoric and Academic Writing. In addition to explicit instruction in formal considerations, critical reading and editing, students learn rhetorical and argumentation strategies. The second course, Writing and Research, focuses on how research, reasoning and writing conventions differ among the disciplines.

A campus-wide Writing Center, located in Penrose Library, serves over 2000 students per year, about half of them undergraduates, in 45-minute tutoring sessions. The Center also provides in-class workshops in dozens of courses across campus each year.

Writing Intensive Advanced Seminar courses ensure that all students have at least one advanced writing intensive course taught in sections capped at 15 students, taught by a professor who has participated in a comprehensive workshop on writing instruction.

Support for writing in the disciplines, handled through occasional workshops, formal consultations with individual departments, including research projects on student writing co-led by disciplinary faculty, undergraduate students and writing program faculty and with informal meetings with individual professors.

Visiting Scholars – The Visiting Scholars program brings off-campus scholars for short-term (2-5 days), medium-term (2-6 weeks) or long-term (one quarter or more) visits. Long-term visitors teach or co-teach at least one course each quarter they are in residence in addition to engaging undergraduate students in other activities. Scholars are chosen with an eye toward scholarship, undergraduate teaching ability, relevance to existing or planned courses and programs and interdisciplinary interests.

Undergraduate Research Center — The Undergraduate Research Center (URC) facilitates the engagement of students with faculty on research, scholarship and creative projects. To this end, the URC provides funding for student projects and, when appropriate, travel to conferences related to the student’s area of scholarship. The URC coordinates the Partners in Scholarship (PiNS) program, the Summer Research Associate program, travel/special projects grants to attend conferences and special programs and support for departmental capstones and honors thesis projects.

Mathematics Foundations Seminars – A major component of the Marsico initiative was a numeracy initiative that resulted in new general education mathematics course offerings. Those now include seminars on cryptography, symmetry and mathematical art.

Language Center – The Language Center, slated to open in fall 2010, will support language education on campus. A tenured faculty position was created in the department of Languages and Literatures for the newly hired Director of the Language Center. The objectives of the Center include serving as a hub for placement
and proficiency testing, increasing relevant connections across units at the faculty and student levels, coordinating language standards across programs, providing a means to learn languages not available through traditional coursework at DU and providing language pedagogy seminars for DU faculty in the use of instructional technology.

**Arts and Sciences Internship Program** – The primary goal of the Marsico Internship Initiative is to ensure that undergraduate students in the arts and sciences have opportunities to participate in a substantive internship experience related to the student’s field of study and/or professional goals.

**Quantitative Reasoning Laboratory** – The Quantitative Reasoning Laboratory is a classroom space dedicated to support quantitative reasoning and data analysis. The Lab has 25 computers equipped with a variety of software packages to accommodate students’ and faculty members’ wide range of instructional and research needs. The selection of hard- and software in the Quantitative Reasoning Lab is user-driven and regularly upgraded.

A remarkable aspect of the Marsico Initiative was the University’s ability, over the course of five years, to fund programs in the base budget that were originally piloted with a gift of one-time funds.

A remarkable aspect of the Marsico Initiative was the University’s ability, over the course of five years, to fund programs in the base budget that were originally piloted with a gift of one-time funds. Table 2.4 describes the extent of the commitment.

**TABLE 2.4 MARISCO PROGRAM PERMANENT BUDGET ADDITIONS**

<table>
<thead>
<tr>
<th>ANNUAL BASE BUDGET ADDITIONS</th>
<th>FY06 – FY11</th>
</tr>
</thead>
<tbody>
<tr>
<td>INITIATIVE</td>
<td></td>
</tr>
<tr>
<td>Discoveries</td>
<td>$287,517</td>
</tr>
<tr>
<td>First-Year Seminars</td>
<td>1,680,320</td>
</tr>
<tr>
<td>Writing Program</td>
<td>1,662,174</td>
</tr>
<tr>
<td>Visiting Scholars</td>
<td>170,000</td>
</tr>
<tr>
<td>Undergraduate Research Center</td>
<td>200,000</td>
</tr>
<tr>
<td>Mathematics Foundations Seminars</td>
<td>218,675</td>
</tr>
<tr>
<td>Language Center</td>
<td>300,000</td>
</tr>
<tr>
<td>Arts &amp; Sciences Internship Program</td>
<td>61,263</td>
</tr>
<tr>
<td>Quantitative Reasoning Laboratory</td>
<td>140,000</td>
</tr>
<tr>
<td>New Initiative Fund</td>
<td>50,000</td>
</tr>
<tr>
<td>Staff Support and Operating</td>
<td>46,470</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$4,816,419</strong></td>
</tr>
</tbody>
</table>

**Cherrington Global Scholars Program**

The University is dedicated to developing students who understand their role in a complex and ever evolving global society. Over the last decade that has entailed
many initiatives, most significantly the highly successful Cherrington Global Scholars (CGS) program. This initiative offers every DU undergraduate student who meets eligibility requirements the opportunity to study abroad at no additional cost beyond the normal cost of attendance on campus.

In 2001, the University began dedicating resources to the study abroad program in anticipation of implementing the Cherrington Global Scholars program. In AY 2003–2004 the Institute for International Education Open Doors reported 437 DU undergraduates (47%) studying abroad. After CGS was implemented in AY 2004-2005, the Open Doors report indicated that the percentage of DU undergraduates who studied abroad increased to 69% or 640 students. These figures have continued to grow. In 2007-2008, 74% of DU undergraduates studied abroad, a higher percentage of undergraduate students than at all but two other doctoral institutions in the country, based on data in the IIE Open Doors Report.

The CGS program has required the University to devote considerable resources to developing linkages and programs with other institutions around the world. As of fall 2009, the University has added $9.9 million to the annual base budget to support CGS program costs, including tuition, room and board at institutions abroad as well as travel and visa expenses. Since 2004, over 3,000 DU students have studied in 57 nations.

In 2008, Chancellor Coombe and Provost Kvistad reorganized the University’s internationalization initiative by appointing a new Vice Provost for Internationalization after an extensive national search. A new Faculty/Staff Internationalization Advisory Board, convened to support internationalization efforts across the campus, has recently proposed specifying academic requirements for CGS to better align study abroad with the DU undergraduate student learning outcomes. This effort is designed to help students better integrate study abroad into the DU curriculum. The plan articulates goals associated with culture, language, coursework and intercultural skills. Specific assessment plans include a portfolio review, journaling, reflection papers and re-entry interviews with faculty.

Further efforts to internationalize the DU curriculum include opportunities for students to acquire proficiency in a language other than English. New since the last accreditation, most undergraduate degree programs now include a language requirement, including most recently the Daniels College of Business (DCB). Three new tenure track faculty and eight lecturers were added in the humanities to accommodate the change in the DCB requirements, reflecting a total investment of $548,152. The University now offers formal instruction in 18 languages through the Department of Languages and Literatures and University College.

A truly international campus also creates a vibrant community for international students at DU. International Student and Scholar Services (ISSS) provides the essential services to international students and scholars on campus including
immigration and cultural adjustment advising, help with immigration documents, orientation, employment and travel workshops as well as cultural and social activities. Since 2000, when 679 (7.2%) of all students were international students, DU has experienced a small but steady increase in international student enrollments, to 980 international students (8.8% of the full student population) by fall 2009. Though the percentage is much higher in particular academic units, such as Engineering and Computer Science, the University is working to increase the figures for the institution to 10% overall.

Innovative Graduate Programs

The University has created a variety of new and innovative graduate degree programs. The University currently offers 99 different graduate degrees, 26 of which were created in the past 10 years. During this same period, 59 graduate degree programs were eliminated. This continual review and renewal of the University’s graduate program offerings ensures that the programs offered remain relevant and strong. Three examples of new degree programs exemplify the University’s response to a changing society.

**Faculty members in the Josef Korbel School of International Studies** have implemented a new Master of Arts degree in International Security. This program provides in-depth knowledge and understanding of the international security environment of the 21st century. To enable students to master the complex challenges of the post-9/11 world, the program views security from a broad theoretical and historical perspective, placing traditional security concerns in the context of such fields as development, economics and human rights.

**In the Graduate School of Professional Psychology,** faculty members have implemented a new Master of Arts degree in International Disaster Psychology. This program aspires to develop skilled professionals who will advance the field of international disaster psychology and contribute to the greater good of affected communities, domestically and globally. It trains students to “address the psychological and psychosocial needs of international communities adversely impacted by human-made and/or natural disasters, HIV/AIDS and other health-related pandemics.” As the program overview explains, the degree “fits directly with the Vision, Values, Mission and Goals of the University, emphasizing scientific knowledge and critical thinking in developing skills to serve the public good and promote mental health and psychosocial well-being of those affected by disaster, domestically and abroad.”

An interdisciplinary approach guided the creation of both an MS and PhD in Nanoscale Science and Engineering beginning fall quarter 2009. Created by faculty members from Natural Sciences and Mathematics and the School of Engineering and Computer Science, this is the first set of graduate degrees in the Rocky Mountain region in this field. As an enabling, cross-cutting technology, nanotechnology is essential to the growth of US industry sectors and their future workforces, and the program will educate the scientists and engineers who will pioneer work in this area.
2A.5. **DU develops its physical infrastructure while preserving its traditions.**

In spring 2007, the University completed an Integrated Facilities Plan after a comprehensive evaluation of its entire physical plant. The University engaged the company Sightlines to assist with this effort. The project resulted in a categorization of the University’s buildings into five classifications: Millennium Standard (buildings built since 1995 to the institution’s new standards), Legacy (historic buildings in which the University will continue to invest), Historic, (where restoration rather than renovation is planned), Beneficial (buildings that are not necessarily considered to be historic but are considered to serve the University well enough to justify continued investment), and Transitional (buildings that are expected or could be expected to be eliminated from the portfolio within the next seven years and will not be considered for extensive renovations). The comprehensive assessment also determined the nature, timing and estimated costs of deferred maintenance and the renewal and replacement of existing buildings and systems. The plan originally consisted of projects totaling $145.5 million. Beginning in fiscal year 2008 and continuing for five years, the University intends to fund selected projects at an aggregate $64 million. These mainly represent critical and elective maintenance projects for millennium, legacy and beneficial buildings.

New core projects have since been identified, indicating that the plan is ever-evolving. Despite the University’s sizeable investment and attention to improving the quality of its buildings, the challenge remains to fund improvements for renewing older spaces and upgrading and replacing aged systems, while preserving recently renovated and new facilities.
A History and Traditions Task Force, led by the Vice Chancellor of Athletics and the Undergraduate Student Government leadership, operates with the objective of developing greater awareness and pride among the University community concerning DU history and traditions. Prior to the last accreditation visit, the second edition of University Historian Allen Breck’s book, from the Rockies to the World: The History of the University of Denver (Hirschfeld Press, 1997), was published. This book is a history of the University from its founding in 1864 to 1997, including detailed accounts of events, people, curricular offerings, maps and buildings and administrative decision making. More recently, Built for Learning (University of Denver, 2008), “traces DU’s architectural renaissance and tells the story of Chancellor Emeritus Dan Ritchie, Architect Emeritus Cab Childress and the other people who made it possible.” It includes “hundreds of photos of campus landscapes and architecture, beginning with DU’s first buildings constructed more than a century ago and continuing through to the campus of today” and describes “not just architectural features, but the ways that those features enhance student learning and benefit the community — how and why the University looks the way it does today.”

Steve Fisher, the University Archivist, recently published University Park and South Denver (Arcadia Publishing, 2009), a collection of historical pictures of DU, the University Park neighborhood and the former town of South Denver.

Core Component 2B: DU’s resource base supports its educational programs and our plans for maintaining and strengthening their quality in the future.

Over the last 10 years the University’s resource base has increased dramatically. As can be seen in Table 2.5, the University’s net assets have increased from $456 million in fiscal year 2001 to a forecast of $860 million at the end of fiscal year 2010. The University has developed a strong annual and multiple-year budget development process that involves planning at all institutional levels, a gain share policy that incentivizes strong fiscal management and positive year-end results and a well developed and closely monitored investment strategy.
## TABLE 2.5 Multi-Year Financial Summary (In Thousands)

<table>
<thead>
<tr>
<th></th>
<th>FY 01</th>
<th>FY 02</th>
<th>FY 03</th>
<th>FY 04</th>
<th>FY 05</th>
<th>FY 06</th>
<th>FY 07</th>
<th>FY 08</th>
<th>FY 09</th>
<th>FY 10</th>
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<tbody>
<tr>
<td><strong>Total Net Assets, Beginning of Year</strong></td>
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<td>$456,186</td>
<td>$462,255</td>
<td>$495,850</td>
<td>$555,399</td>
<td>$606,448</td>
<td>$658,277</td>
<td>$758,706</td>
<td>$824,753</td>
<td>$797,802</td>
</tr>
<tr>
<td><strong>Operating Activity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Revenues</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition &amp; fees, net</td>
<td>$123,031</td>
<td>$131,868</td>
<td>$140,801</td>
<td>$153,723</td>
<td>$172,406</td>
<td>$191,689</td>
<td>$211,281</td>
<td>$227,575</td>
<td>$238,792</td>
<td>$250,478</td>
</tr>
<tr>
<td>Endowment spending distribution</td>
<td>6,958</td>
<td>6,937</td>
<td>6,844</td>
<td>7,001</td>
<td>7,541</td>
<td>7,971</td>
<td>11,350</td>
<td>10,251</td>
<td>10,036</td>
<td>9,945</td>
</tr>
<tr>
<td>Unendowed gifts</td>
<td>10,709</td>
<td>9,640</td>
<td>21,686</td>
<td>11,875</td>
<td>13,875</td>
<td>11,475</td>
<td>14,313</td>
<td>11,616</td>
<td>12,628</td>
<td></td>
</tr>
<tr>
<td>Grants and contracts</td>
<td>20,549</td>
<td>22,614</td>
<td>22,896</td>
<td>24,753</td>
<td>24,150</td>
<td>23,653</td>
<td>21,686</td>
<td>22,066</td>
<td>24,541</td>
<td>24,580</td>
</tr>
<tr>
<td>Auxiliary enterprises</td>
<td>26,794</td>
<td>28,443</td>
<td>32,642</td>
<td>34,018</td>
<td>36,136</td>
<td>37,639</td>
<td>40,423</td>
<td>41,176</td>
<td>42,228</td>
<td>43,539</td>
</tr>
<tr>
<td>Other revenue</td>
<td>10,934</td>
<td>11,363</td>
<td>12,856</td>
<td>13,459</td>
<td>16,842</td>
<td>20,066</td>
<td>26,016</td>
<td>26,099</td>
<td>13,909</td>
<td>19,093</td>
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<tr>
<td><strong>Total Revenues</strong></td>
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<td>$210,865</td>
<td>$237,725</td>
<td>$244,829</td>
<td>$270,950</td>
<td>$291,493</td>
<td>$322,083</td>
<td>$341,480</td>
<td>$341,122</td>
<td>$360,263</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>69,622</td>
<td>73,855</td>
<td>74,226</td>
<td>79,414</td>
<td>88,677</td>
<td>96,078</td>
<td>104,727</td>
<td>117,558</td>
<td>124,409</td>
<td>128,927</td>
</tr>
<tr>
<td>Research</td>
<td>11,711</td>
<td>11,878</td>
<td>12,402</td>
<td>15,773</td>
<td>15,453</td>
<td>13,909</td>
<td>13,044</td>
<td>14,801</td>
<td>16,129</td>
<td></td>
</tr>
<tr>
<td>Public service</td>
<td>2,638</td>
<td>3,281</td>
<td>4,300</td>
<td>3,938</td>
<td>4,037</td>
<td>3,977</td>
<td>3,044</td>
<td>3,259</td>
<td>3,238</td>
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</tr>
<tr>
<td>Academic support</td>
<td>29,134</td>
<td>29,916</td>
<td>32,327</td>
<td>34,922</td>
<td>38,370</td>
<td>43,577</td>
<td>46,268</td>
<td>49,104</td>
<td>50,669</td>
<td>52,470</td>
</tr>
<tr>
<td>Student services</td>
<td>8,239</td>
<td>8,999</td>
<td>10,561</td>
<td>11,822</td>
<td>13,023</td>
<td>14,469</td>
<td>15,697</td>
<td>15,638</td>
<td>16,849</td>
<td>16,902</td>
</tr>
<tr>
<td>Institutional support</td>
<td>19,530</td>
<td>23,203</td>
<td>28,458</td>
<td>30,300</td>
<td>31,868</td>
<td>33,859</td>
<td>38,219</td>
<td>38,678</td>
<td>38,771</td>
<td>39,134</td>
</tr>
<tr>
<td>Auxiliary enterprises</td>
<td>34,601</td>
<td>34,796</td>
<td>39,079</td>
<td>39,899</td>
<td>41,873</td>
<td>44,143</td>
<td>48,120</td>
<td>53,837</td>
<td>53,451</td>
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<tr>
<td>Other operating expenses</td>
<td>9,182</td>
<td>8,175</td>
<td>21,613</td>
<td>14,073</td>
<td>17,320</td>
<td>14,208</td>
<td>13,121</td>
<td>15,230</td>
<td>15,537</td>
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</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>$184,657</td>
<td>$194,103</td>
<td>$222,966</td>
<td>$230,141</td>
<td>$250,439</td>
<td>$264,220</td>
<td>$282,337</td>
<td>$307,570</td>
<td>$317,825</td>
<td>$325,788</td>
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<tr>
<td><strong>Net Operating Activity</strong></td>
<td>$14,318</td>
<td>$16,762</td>
<td>$14,759</td>
<td>$14,688</td>
<td>$20,511</td>
<td>$27,273</td>
<td>$39,746</td>
<td>$33,910</td>
<td>$23,297</td>
<td>$34,475</td>
</tr>
<tr>
<td><strong>Non-Operating Activity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undistributed investment gains/(losses)</td>
<td>(29,524)</td>
<td>(16,809)</td>
<td>543</td>
<td>14,067</td>
<td>10,347</td>
<td>17,098</td>
<td>27,996</td>
<td>(6,700)</td>
<td>(50,015)</td>
<td>22,000</td>
</tr>
<tr>
<td>Endowed gifts</td>
<td>11,586</td>
<td>(6,778)</td>
<td>10,384</td>
<td>6,020</td>
<td>21,647</td>
<td>14,040</td>
<td>23,654</td>
<td>28,608</td>
<td>3,187</td>
<td>5,000</td>
</tr>
<tr>
<td>Other non-operating activities</td>
<td>(550)</td>
<td>12,894</td>
<td>7,909</td>
<td>24,774</td>
<td>(1,456)</td>
<td>(6,582)</td>
<td>9,033</td>
<td>10,229</td>
<td>(3,420)</td>
<td>1,000</td>
</tr>
<tr>
<td><strong>Net Non-Operating Activity</strong></td>
<td>(18,488)</td>
<td>(10,693)</td>
<td>18,836</td>
<td>44,861</td>
<td>30,538</td>
<td>24,556</td>
<td>60,683</td>
<td>32,137</td>
<td>(50,248)</td>
<td>28,000</td>
</tr>
<tr>
<td><strong>Total Net Assets, End of Period</strong></td>
<td>$456,186</td>
<td>$462,255</td>
<td>$495,850</td>
<td>$555,399</td>
<td>$606,448</td>
<td>$658,277</td>
<td>$758,706</td>
<td>$824,753</td>
<td>$797,802</td>
<td>$860,277</td>
</tr>
</tbody>
</table>
2B.1. The University has a well-articulated annual budget development process.

The University’s budget development process is formally led by the Provost in close collaboration with the Chancellor, the Vice Chancellor for Business and Financial Affairs and, ultimately, the Board of Trustees.

The University’s budget system has evolved over the last 10 years from a responsibility center management model to a modified system of shared risk and responsibility. The current budget system decentralizes accountability for revenue and expense to the unit level. Determinations of budgeted revenues and expenses for each unit are made collaboratively between the central administration and deans or unit-level managers during an annual budget development process that balances bottom-up requests with decisions decided at the executive level. This distributed risk and responsibility results in revenue and expense variances being shared at the end of each fiscal year through a program called gain share, which is described later.

Specific budget parameter decisions are made at the executive level with final approval by the Board of Trustees. All major investment and strategic decisions are made in close and frequent conversation with various Board of Trustee committees. University groups having input in setting those parameters include Senior Staff, the Administrative Budget Group and the Deans’ Council, as described in Section 1.B. Quarterly meetings with the Faculty Senate Budget and Finance committee involve the Provost, the Vice Chancellor for Business and Financial Affairs and the Associate Provost for Planning, Budget and Analysis. The broader community is kept informed during the planning process. In addition to distributing regular campus-wide communications, the Chancellor meets quarterly with the Staff Advisory Council and the Provost meets quarterly with the entire faculty and the Administrative Council and monthly with the Faculty Senate. These meetings and communications foster a climate of inclusiveness and shared responsibility for financial outcomes.
Chapter 2
Preparing for the Future

The University’s centrally defined budget parameters include the tuition rate increase for traditional academic programs, the percent of the annual merit-based compensation increase, fringe rates, the undergraduate discount rate, the size of the incoming first-year undergraduate class and total projected undergraduate headcount. Because these parameters are set at the executive level, individual units are not held accountable for any actual variations during the fiscal year. In other words, budget variations in the fringe rate, merit costs, undergraduate discount and undergraduate enrollment levels are all managed centrally.

Various offices supply data to inform these decisions. The Office of Institutional Research supplies comparative data for institutions with which the University competes and aspires to compete. The Vice Chancellor for Enrollment works with Royall & Company and Noel-Levitz to inform the undergraduate discount rate, merit award levels and first-year class size. Fringe rate and merit increase decisions are informed by the Office of Human Resources and outside consultants.

Unit-level participation in the budget process involves planning within the unit and then between the unit and the executive level. A dean or director and the unit-level budget officer facilitate appropriate planning and goal setting within their unit. In academic units, this involves deans, associate and assistant deans, department chairs and faculty members. University-level strategic thinking is shared with deans at monthly Deans’ Council meetings. The Office of Planning, Budget and Analysis, in conjunction with the Controller’s Office, has formal meetings with all budget officers throughout the fall to share institutional thinking and planning directions for the coming fiscal year’s budget.

The annual budget development process is built on collaboration among the budget officer in each financial division, the Office of Planning, Budget and Analysis and the Controller’s Office.

The annual budget development process is built on collaboration between the budget officer in each financial division, the Office of Planning, Budget, and Analysis and the Controller’s Office.

Every financial division has at least one meeting with some or all members of the Administrative Budget Group during the fall and winter of every fiscal year. The dean or director and the unit budget officer provide an annual and multi-year plan for the unit. Specific unit-level proposals are supported by historical data and contextualized by a forecast of the changing environment.
Examples of material presented in budget development meetings include: multi-year analysis of student enrollment patterns and the correlation of headcount to tuition generation, environmental scanning of the insurance market to develop the risk management budget, analysis of flight costs for athletics team travel and student study abroad expense and analysis of the local apartment market to set rates in housing for upper-class and graduate students. Among the 47 financial divisions on campus, there are literally hundreds of internal and external analyses done to prepare these annual and multi-year plans.

After the Administrative Budget Group concludes the meetings with all financial divisions in early winter, meetings with the Chancellor and the Board of Trustees finalize revenue expectations and expense allocations for the coming year. At the May and June Board of Trustees meetings, the Provost formally presents the annual budget transmittal for the next fiscal year that begins on July 1. These decisions are displayed within a five-year planning parameter. After the budget is reviewed and approved by the Board of Trustees, the University’s *Annual Report* (formerly the Provost’s Report to Faculty and Staff) is presented to the University community. It details the specific components and priorities of the coming year’s budget.

**Gain share**

One incentive for positive unit-level financial outcomes is the gain share program. Gain share is a savings program that allows year-end positive balances to be held at the financial division level for future one-time initiatives. The *gain sharing policy* was established in 1991 to encourage and reward departmental and divisional financial performance.

Gain sharing funds are intended to serve as a safety net for possible revenue shortfalls or expenditure overruns, and as a fund for one-time investments for program enhancement and development. Gain share is commonly used for such initiatives as faculty start up costs, faculty travel, equipment, new program development and assessment costs, renovations associated with programmatic changes and other unbudgeted nonrecurring expenditures.

The gain share program has reinforced the University’s shared ownership budgeting model through successes in obtaining year-end results. The gain share program has also improved the liquidity of the University. As can be seen in Table 2.6, every fiscal year close from FY01 to FY09 has had a positive operating surplus. Unit-level gain share transfers have totaled between $5.2 and $16.5 million, and the designated fund balance of the University has grown from $21.8 million to $70.3 million, contributing to a stronger balance sheet and better bond rating for the University.
Preparation for the Future

**TABLE 2.6 YEAR-END RESULTS AND GAIN SHARE TRANSFERS (IN THOUSANDS)**

<table>
<thead>
<tr>
<th></th>
<th>FY 01</th>
<th>FY 02</th>
<th>FY 03</th>
<th>FY 04</th>
<th>FY 05</th>
<th>FY 06</th>
<th>FY 07</th>
<th>FY 08</th>
<th>FY 09</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NET OPERATING ACTIVITY</strong></td>
<td>$14,317</td>
<td>$16,763</td>
<td>$14,760</td>
<td>$14,688</td>
<td>$20,512</td>
<td>$27,274</td>
<td>$39,747</td>
<td>$33,911</td>
<td>$23,296</td>
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<td><strong>SOURCES OF GAIN SHARE TRANSFERS TO UNITS</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allocated revenue variations</td>
<td>$4,336</td>
<td>$1,467</td>
<td>$2,177</td>
<td>$4,106</td>
<td>$5,636</td>
<td>$5,458</td>
<td>$6,351</td>
<td>$4,385</td>
<td>$4,567</td>
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<td>Expenditure savings</td>
<td>3,600</td>
<td>3,948</td>
<td>4,900</td>
<td>4,044</td>
<td>4,725</td>
<td>7,228</td>
<td>10,149</td>
<td>9,592</td>
<td>10,108</td>
</tr>
<tr>
<td>Offset revenue shortfalls</td>
<td>(36)</td>
<td>(214)</td>
<td>(177)</td>
<td>–</td>
<td>(61)</td>
<td>(86)</td>
<td>–</td>
<td>(376)</td>
<td>(675)</td>
</tr>
<tr>
<td>Unit level gain share transfer</td>
<td>$7,900</td>
<td>$5,200</td>
<td>$6,900</td>
<td>$8,150</td>
<td>$10,300</td>
<td>$12,600</td>
<td>$16,500</td>
<td>$13,600</td>
<td>$14,000</td>
</tr>
<tr>
<td><strong>DESIGNATED FUND BALANCE</strong></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>at June 30</td>
<td>$21,813</td>
<td>$24,888</td>
<td>$29,989</td>
<td>$32,888</td>
<td>$38,280</td>
<td>$45,962</td>
<td>$61,621</td>
<td>$61,291</td>
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</tbody>
</table>

One concern regarding the gain share policy is the flexibility of one-time funding held in such a decentralized manner. In the last 10 years, two initiatives with University-wide impact have benefited by pooling these resources. The first, in 2006, was a short-term intensive fundraising effort. The second, in 2008, raised internal funds for renovating Penrose Library and the Driscoll Student Center, both common-use spaces for the campus. In both instances the Provost and the Chancellor worked closely with unit leaders to make these decisions. In addition, gain share is used for programmatic space renewal. DU’s multi-year integrated facilities plan projects spending $5 million in unit-level gain share toward the University’s total $12 million annual deferred maintenance expense.

**Investment Strategies**

At the end of the third quarter of fiscal year 2010, the University’s endowment stood at $284 million. Continued development of the endowment remains a priority. The University maintains a diversified portfolio that relies on 32 managers investing in asset categories that include private equity, hedged equity and absolute return, as well as other equity, fixed income and real estate investments. The endowment performance since 2001 is provided in Table 2.7.
### TABLE 2.7 ENDOWMENT FUND SUMMARY (IN THOUSANDS)

<table>
<thead>
<tr>
<th></th>
<th>FY 01</th>
<th>FY 02</th>
<th>FY 03</th>
<th>FY 04</th>
<th>FY 05</th>
<th>FY 06</th>
<th>FY 07</th>
<th>FY 08</th>
<th>FY 09</th>
<th>FY 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BEGINNING BALANCE, July 1</strong></td>
<td>$184,028</td>
<td>$165,926</td>
<td>$144,746</td>
<td>$156,925</td>
<td>$177,010</td>
<td>$194,427</td>
<td>$223,189</td>
<td>$277,465</td>
<td>$300,414</td>
<td>$257,151</td>
</tr>
<tr>
<td><strong>ADDITIONS/(DELETIONS)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gain/(loss) on investments</td>
<td>(26,428)</td>
<td>(12,935)</td>
<td>4,812</td>
<td>18,344</td>
<td>15,279</td>
<td>23,329</td>
<td>34,616</td>
<td>836</td>
<td>(42,152)</td>
<td>29,072</td>
</tr>
<tr>
<td>Restricted gifts</td>
<td>11,481</td>
<td>7,641</td>
<td>11,707</td>
<td>6,061</td>
<td>7,695</td>
<td>11,664</td>
<td>26,248</td>
<td>29,434</td>
<td>10,127</td>
<td>4,164</td>
</tr>
<tr>
<td>Investment income to endowment</td>
<td>190</td>
<td>173</td>
<td>98</td>
<td>129</td>
<td>88</td>
<td>194</td>
<td>172</td>
<td>17</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Transfer to quasi-endowment</td>
<td>54</td>
<td>45</td>
<td>24</td>
<td>56</td>
<td>70</td>
<td>86</td>
<td>85</td>
<td>125</td>
<td>111</td>
<td>224</td>
</tr>
<tr>
<td>Spending formula over cash yield</td>
<td>(3,400)</td>
<td>(4,090)</td>
<td>(4,462)</td>
<td>(5,125)</td>
<td>(6,405)</td>
<td>(6,866)</td>
<td>(7,618)</td>
<td>(6,714)</td>
<td>(6,646)</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>(12,015)</td>
<td>(121)</td>
<td>(42)</td>
<td>(623)</td>
<td>-</td>
<td>-</td>
<td>(4,652)</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td><strong>NET CHANGE</strong></td>
<td>(18,102)</td>
<td>(21,180)</td>
<td>12,179</td>
<td>20,085</td>
<td>17,417</td>
<td>28,761</td>
<td>54,277</td>
<td>22,949</td>
<td>(43,262)</td>
<td>26,823</td>
</tr>
<tr>
<td><strong>ENDOWMENT YIELD</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appreciation (Depreciation)</td>
<td>$(26,428)</td>
<td>$(12,935)</td>
<td>$4,812</td>
<td>$18,344</td>
<td>$15,279</td>
<td>$23,329</td>
<td>$34,616</td>
<td>$836</td>
<td>$(42,152)</td>
<td>$29,072</td>
</tr>
<tr>
<td>Cash yield</td>
<td>4,404</td>
<td>2,922</td>
<td>3,203</td>
<td>3,424</td>
<td>3,193</td>
<td>3,094</td>
<td>4,237</td>
<td>4,610</td>
<td>3,042</td>
<td>2,222</td>
</tr>
<tr>
<td>Total return ($)</td>
<td>$(22,024)</td>
<td>$(10,013)</td>
<td>$8,016</td>
<td>$21,768</td>
<td>$18,472</td>
<td>$26,422</td>
<td>$38,853</td>
<td>$5,446</td>
<td>$(39,110)</td>
<td>$31,294</td>
</tr>
<tr>
<td>Total return (%)</td>
<td>-12.0%</td>
<td>-6.0%</td>
<td>5.5%</td>
<td>13.9%</td>
<td>10.4%</td>
<td>13.6%</td>
<td>17.4%</td>
<td>2.0%</td>
<td>-13.0%</td>
<td>12.17%</td>
</tr>
<tr>
<td>Less rate of inflation*</td>
<td>3.3%</td>
<td>1.1%</td>
<td>2.1%</td>
<td>3.2%</td>
<td>2.5%</td>
<td>2.7%</td>
<td>2.2%</td>
<td>2.4%</td>
<td>1.8%</td>
<td>0.60%</td>
</tr>
<tr>
<td>Real rate of return</td>
<td>-15.3%</td>
<td>-7.1%</td>
<td>3.4%</td>
<td>10.6%</td>
<td>7.9%</td>
<td>10.9%</td>
<td>15.2%</td>
<td>-0.5%</td>
<td>-14.8%</td>
<td>11.57%</td>
</tr>
<tr>
<td><strong>ASSET ALLOCATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equities-like Investments</td>
<td>$92,286</td>
<td>$87,874</td>
<td>$78,247</td>
<td>$99,882</td>
<td>$113,767</td>
<td>$126,123</td>
<td>$161,472</td>
<td>$161,501</td>
<td>$130,876</td>
<td>$167,033</td>
</tr>
<tr>
<td>Fixed income-like investments</td>
<td>73,640</td>
<td>56,872</td>
<td>78,678</td>
<td>77,128</td>
<td>80,660</td>
<td>97,065</td>
<td>115,993</td>
<td>138,993</td>
<td>126,276</td>
<td>116,942</td>
</tr>
<tr>
<td><strong>MARKET VALUE</strong></td>
<td>$165,926</td>
<td>$144,746</td>
<td>$156,925</td>
<td>$177,010</td>
<td>$194,427</td>
<td>$223,189</td>
<td>$277,465</td>
<td>$300,494</td>
<td>$257,151</td>
<td>$283,974</td>
</tr>
</tbody>
</table>

* US Treasury Website - CPI less Food & Energy SA

The Board of Trustees Investment Committee monitors the University’s investments on an ongoing basis and is advised by Monticello Associates. Prior to June 30, 2001, the University’s endowment was principally managed by three equity managers and one fixed income manager with an overall asset allocation of 56% equities, 40% fixed income and 4% real estate. The University engaged Monticello Associates in June 2001 and began a process that changed the asset allocation and managers significantly. Alternative fund classes were introduced, including hedged equity and absolute return managers. These changes reduced exposure to market volatility.
While the University is subject to certain investment risks related to hedge transactions, derivative transactions and general market risks, it has attempted to mitigate those risks by using numerous managers and allocating funds between long and short-term investments, among other measures. There is no single alternative investment position that exceeds $20 million.

Throughout 2009, liquidity was a priority of the asset allocation with cash and short-term treasuries comprising as much as 20% of the portfolio. Unfunded capital commitments were approximately 7% of the portfolio at the end of fiscal year 2009.

The University is committed to several socially responsible investing efforts. In May 2006, the University invested $250,000 in the Global Commercial Microfinance Consortium. The Consortium increases the ties between mainstream financial institutions and microfinance groups. The fund expands the capital available to economically-disadvantaged individuals and communities worldwide. The University’s Board of Trustees resolved in 2007 to implement the Sudan Divestment Task Force’s guidelines for targeted divestment of companies doing business in Sudan.

While our investment strategy is strong, the size of the University’s endowment is small relative to peer institutions. One measure of the size of the University’s endowment is the endowment per student FTE reported to the National Association of College and University Business Officers each year. Fiscal year 2008 data for DU and peers are displayed in Figure 2.1.

**FIGURE 2.1: PRIVATE PEER ENDOWMENT PER STUDENT FTE (NACUBO FY 2008)**
Managing Resources in a Challenging Economy

Given the structures and processes described previously, the University was well situated to deal with the financial challenges of fiscal year 2002 and fiscal year 2009.

September 11, 2001 created a host of uncertainties for the University. Those included concerns about the persistence of current students, particularly those from abroad, and the impact on recruiting new students for fall 2002. These were compounded by a rapidly decaying economy that affected both our students’ ability to meet the costs of education at a private university and the ability of our alumni and friends to lend continuing support to our programs and projects. Moreover, at that time we were in the final stages of fundraising for a new performing arts center and we were negotiating bond offerings of roughly $50 million to support construction of the new College of Law building and the completion of Nelson Hall residential facility. At a meeting in late September 2001, the Board of Trustees responded by directing the University to assume a posture of fiscal caution and conservatism for the next academic year. The Provost was directed to remove $5 million from the University’s expenditure budget for fiscal year 2002 and again in fiscal year 2003 as a hedge against uncertain financial times. Within two months, the Provost’s Office had collaborated with deans and unit heads to create a reserve of $5.4 million for the current fiscal year. This did not result in permanent cuts to unit-level base budgets. Indeed, the base budgets of the units remained the same. The funds identified for savings were simply transferred to sub-accounts within the units’ budgets, with the agreement that the identified funds would be dropped to the University’s bottom line rather than staying in unit-level gain share accounts as is the normal practice.

This was an immediate and sensitive response to an extraordinary event. Required to reflect upon necessary expenditures, the University emerged in a fiscally stronger position. A more recent example of long term and responsive financial planning involved a Board of Trustees decision in 2008. Prior to April 2008, the majority of the University’s working capital balances were invested in the Short Term fund at Commonfund. In April 2008, the Board of Trustees approved a recommendation to withdraw all funds from Commonfund in response to concerns about the fund’s exposure to asset-backed investments. These concerns appeared to be warranted as shortly thereafter the custodian bank for Commonfund froze all funds and allowed withdrawals only as investments were liquidated. Now, all University working capital
assets and a portion of the endowment funds are currently invested in one-month to six-month treasury notes and bills, and a short-term, treasury-only fund managed by Goldman Sachs.

Again, in fall 2008, as the near collapse of the global economy created significant new pressures on institutions, students and their families, the University was able to act quickly in response to the imminent financial crisis. This process began in early fall when the Administrative Budget Group began biweekly meetings with a subgroup of the Board of Trustees Finance and Budget Committee. This group requested a review of staffing and budget structures. The group focused on multiple-year scenario building moving forward from a restructured base budget for fiscal year 2010. In past years, the University budgeted a very conservative $5.0 million operating margin while year-end results ranged between $20.0 and $39.0 million. These year-end results revealed the inherent conservatism built into the University’s budget model. One unintended consequence of such a practice allowed substantial resources to flow to individual units through gain share. To strengthen the overall institutional position, the first goal of the financial sub-group was to remove the model’s conservatism for fiscal year 2010.

The second task was to address the staffing and expense budget of the institution, but in a way that would preserve the extraordinary strides in quality that the institution had made in the last decade. This entailed carefully reallocating of flexible expenditure authority from financial units across the institution into the University’s operating margin. Throughout this process, preserving the academic core function was central to decision making. No faculty positions were cut, faculty searches proceeded as originally planned and an additional $4 million in one-time financial aid for students was set aside.

The staffing and expense extraction took four different forms: (1) a voluntary severance program for University staff members who had been employed by the University for at least one year; (2) a realignment of particular non-academic units across campus; (3) select involuntary severances of staff members in specific areas; and (4) a differentiated non-compensation expense reduction for all units, academic and non-academic, across the campus. These mechanisms were planned in October and November 2008 and implemented in December 2008 and January 2009. The result was an extraction of $12.16 million from the University’s expense budget for fiscal year 2010 – $7.18 million in staff compensation, including fringe, and $4.98 million in non-compensation expense reductions from 47 budget divisions across the University. The process was collaborative, deliberate, relatively speedy and direct, and it benefited from preparations that were begun in August to review the University’s cost structure. Most importantly, all of this occurred without compromising our core academic function. Chancellor Coombe provided clear and consistent messages to our community throughout these changes.
While the current economic environment is certainly a challenge for all of higher education, our University has great strength and momentum. The year just completed was in many ways the very best in our history. This good condition provides us with a solid platform from which to address the fundamental issue of our dependence on growth, while we also act to steel ourselves for the current inhospitable economic environment. To do so, we must focus our resources on our core mission - the education of our students, the work of our faculty and the public good. We must act to realign and partly recentralize some of the University’s many activities, some of which are redundant and duplicative across the units and some of which fall outside of our core mission. We embark on this task fully cognizant of how different it is from our normal approach over the past fifteen years, and how difficult it will be to implement (Chancellor Coombe Letter to the DU Community October 8, 200852).

Employee salary and FTE from fiscal year 2001, 2009 and 2010 original budget are provided in Table 2.8.

**TABLE 2.8 SALARY AND FTE (ORIGINAL BUDGET)**

<table>
<thead>
<tr>
<th></th>
<th>FY 01</th>
<th>FY 09</th>
<th>FY 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SALARY EXPENSE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>$29,790,001</td>
<td>$54,419,132</td>
<td>$57,850,855</td>
</tr>
<tr>
<td></td>
<td>40%</td>
<td>41%</td>
<td>43%</td>
</tr>
<tr>
<td>Staff</td>
<td>40,915,000</td>
<td>72,934,361</td>
<td>69,750,931</td>
</tr>
<tr>
<td></td>
<td>55%</td>
<td>54%</td>
<td>52%</td>
</tr>
<tr>
<td>Union*</td>
<td>3,929,575</td>
<td>6,800,084</td>
<td>6,665,384</td>
</tr>
<tr>
<td></td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$74,634,576</td>
<td>$134,153,577</td>
<td>$134,267,170</td>
</tr>
<tr>
<td><strong>FULL-TIME EQUIVALENT POSITIONS (FTE)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>496.3</td>
<td>670.7</td>
<td>686.1</td>
</tr>
<tr>
<td></td>
<td>26%</td>
<td>30%</td>
<td>32%</td>
</tr>
<tr>
<td>Staff</td>
<td>1255.6</td>
<td>1,368.0</td>
<td>1,264.0</td>
</tr>
<tr>
<td></td>
<td>66%</td>
<td>60%</td>
<td>59%</td>
</tr>
<tr>
<td>Union</td>
<td>152.5</td>
<td>217.0</td>
<td>199.0</td>
</tr>
<tr>
<td></td>
<td>8%</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1,904.4</td>
<td>2,255.7</td>
<td>2,149.1</td>
</tr>
</tbody>
</table>

* Union employees are primarily located in custodial and maintenance areas of the University.

This process reduced expenditures by more than $12 million in a manner that had no adverse impact on our academic mission. In fact, the overall investment in faculty as a percent of the appointed FTE at DU increased from 26% in fiscal year 2001 to 32% in fiscal year 2010, and the percent of appointed salary dollars has increased from 40% to 43%, respectively. The realignments and reductions in staff also strengthened the University’s position in a volatile economy. Indeed, this process made new resources available to mitigate risk and support other institutional goals. The University substantially increased base levels of student aid for the academic year.
Preparing for the Future

2009-2010, for both undergraduate and graduate students. Fall 2009 enrollments were very strong with 1,210 first-time first-year students, 65 students above the budgeted goal.

Faculty Size and Salary

In fiscal year 2006 (fall 2005), using IPEDS comparison data, the University had a staff to faculty ratio higher than peer schools, a larger portion of revenue from tuition and fees, and a smaller endowment. In 2006, the University’s faculty IPEDS FTE was 741 and the staff IPEDS FTE was 1497 (note: IPEDS FTE is calculated by counting all part time employees and adjuncts as .33 FTE, so it is higher than budgeted as shown in Table 2.8). The reallocation of the University’s resources was viewed as a long-term opportunity to address faculty FTE and invest in academic programs. As can be seen in Figure 2.2, this reallocation of resources from staff to faculty was completed gradually in fiscal years 2007 through 2009, and more dramatically with the staff FTE retraction in planning for fiscal year 2010.

Figure 2.2: IPEDS Peer Comparison Staff Per Faculty Ratio

In 2004 and 2005, the Faculty Senate conducted a detailed analysis of faculty salaries. This study compared faculty salaries to peer institutions nationally and within Colorado and addressed four questions:

- How have DU merit salary increases fared with respect to the rate of inflation in the Denver Metropolitan Area (DMA) since 1990?
- What is DU’s position with regard to average salary and benefits versus other comparable institutions and are there any trends?
Chapter 2
Preparing for the Future

» What are the differences in average faculty salaries between the three tenure track professional ranks for DU versus other comparable institutions, and are there any patterns to these differences?

» What will it take for DU to move in line with average salaries and benefits for an identified set of compatible institutions?

This study included a large group of comparative (classified as competitive, compatible and top-ranked) institutions, data from 1995 to 2003, and an investigation of benefits in addition to salary as well as a cost-of-living analysis. Table 2.9 presents average salaries for each group and the gap for each year.

TABLE 2.9 LONGITUDINAL COMPARATIVE GROUP AVERAGE FACULTY SALARY SUMMARY (IN THOUSANDS)

<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DU</td>
<td>51.9</td>
<td>53.7</td>
<td>55.3</td>
<td>57.0</td>
<td>58.7</td>
<td>59.9</td>
<td>62.2</td>
<td>64.5</td>
<td>67.8</td>
<td>15.9</td>
<td>3.40</td>
</tr>
<tr>
<td>Competitive</td>
<td>52.76</td>
<td>53.97</td>
<td>55.85</td>
<td>57.62</td>
<td>59.77</td>
<td>62.01</td>
<td>64.28</td>
<td>66.49</td>
<td>68.92</td>
<td>16.16</td>
<td>3.40</td>
</tr>
<tr>
<td>DU Gap</td>
<td>0.86</td>
<td>0.27</td>
<td>0.55</td>
<td>0.62</td>
<td>1.07</td>
<td>2.11</td>
<td>2.08</td>
<td>1.99</td>
<td>1.12</td>
<td>0.26</td>
<td></td>
</tr>
<tr>
<td>Compatible</td>
<td>60.98</td>
<td>62.77</td>
<td>65.55</td>
<td>67.62</td>
<td>69.78</td>
<td>71.72</td>
<td>73.73</td>
<td>75.59</td>
<td>78.97</td>
<td>17.99</td>
<td>3.29</td>
</tr>
<tr>
<td>DU Gap</td>
<td>9.08</td>
<td>9.07</td>
<td>10.25</td>
<td>10.62</td>
<td>11.08</td>
<td>11.82</td>
<td>11.53</td>
<td>11.09</td>
<td>11.17</td>
<td>2.09</td>
<td></td>
</tr>
<tr>
<td>Top-Ranked</td>
<td>62.54</td>
<td>65.03</td>
<td>67.67</td>
<td>70.86</td>
<td>74.96</td>
<td>78.70</td>
<td>83.13</td>
<td>87.51</td>
<td>89.36</td>
<td>26.82</td>
<td>4.57</td>
</tr>
</tbody>
</table>

Source: NEA Almanac of Higher Education

Although merit increases had generally kept salaries in line with the cost of living increases, the cost of housing in the Denver Metropolitan Area had increased at a greater rate and threatened the ability of new faculty hires to purchase housing. Based on these findings, the study’s authors recommended that the University invest significantly more money in salary growth in order to close the gap between DU and its peer institutions.

In response, the University increased faculty salaries substantially in recent years. Over the 2008 and 2009 fiscal years, $1.5 million plus fringe, in addition to the standard merit increase pool for staff of 3.5% and 3.6%, brought the faculty merit increase pools to 5.8% and 4.5% respectively. These additional salary dollars were directed toward high performing faculty, as identified by their deans. An additional $500,000 was set aside in fiscal year 2007 for a Faculty Scholar Initiative, to allow departments to offer competitive salaries to top scholars. In addition, the University increased the amount budgeted for salary increases for faculty members at the point of promotion. Since fiscal year 2003, this amount has increased from $1,000 for both promotion to associate and full professor to $7,000 and $12,000 respectively in fiscal year 2010.

Since 2004, IPEDS comparison data of faculty salaries have been collected and analyzed for public as well as private institutional peers by rank. As seen in Figures 2.3 through 2.6, DU’s average is above that of public peers (University of Colorado,
University of Vermont and Colorado State University) and below private peers in all ranks, except assistant professor, for the last four years. In the assistant professor rank, the University has dropped below public peers since 2006. The gap between DU’s average faculty salaries and private peers is largest at the rank of professor. Addressing faculty salaries remains a priority for the University.

**FIGURE 2.3: IPEDS AVERAGE LECTURER SALARY**

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>$38,736</td>
</tr>
<tr>
<td>2006</td>
<td>$40,577</td>
</tr>
<tr>
<td>2007</td>
<td>$46,935</td>
</tr>
<tr>
<td>2008</td>
<td>$48,284</td>
</tr>
</tbody>
</table>

**FIGURE 2.4: IPEDS AVERAGE ASSISTANT PROFESSOR SALARY**

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>$60,135</td>
</tr>
<tr>
<td>2006</td>
<td>$62,634</td>
</tr>
<tr>
<td>2007</td>
<td>$66,343</td>
</tr>
<tr>
<td>2008</td>
<td>$69,239</td>
</tr>
</tbody>
</table>
Figure 2.5: IPEDS Average Associate Professor Salary

Figure 2.6: IPEDS Average Professor Salary
Core Component 2c: DU’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

The University deploys a multi-level continuum of evaluation and planning. Through procedures at all levels of the organization, on annual and multi-year cycles, the University reviews its work, evaluates its effectiveness and modifies practice accordingly. Individual and group data from both internal and external sources inform this process. Examples of the evaluations that inform planning are described below and are summarized in Table 2.10.

2c.1. DU conducts effective evaluations and assessments at the individual level.

Evaluation at the individual level includes assessing the performance of staff, faculty and administrators in their institutional roles. The University’s ability to achieve its stated mission is as strong as the performance and quality of its faculty, staff and administration.

The annual review process for staff is completed through an on-line system, the Performance Evaluation and Development System (PEDS). This system records and tracks job responsibilities, goals and competencies. Annual use of the system is required and quarterly check-ins are optional. At the supervisor level and above, the system provides summary data related to completion of reviews, progress towards goals and performance level in a dashboard format.

Faculty members submit an annual report and updated curriculum vita to their chair, director or dean, summarizing their previous year of work and describing their plans. Although the format of the report varies by unit, a written evaluation is completed for every faculty member. This evaluation is shared with the faculty member and becomes part of the personnel file. The criteria for evaluating faculty performance are differentiated by type of faculty appointment but generally include: (1) the quality of contributions to student learning, in classroom teaching and other interactions with students in learning environments; (2) the quality of research, scholarship and creative work; and (3) the quality of contributions to the stated mission and goals of the University, including service to the University, the faculty member’s academic discipline and the public.
<table>
<thead>
<tr>
<th>LEVEL OF ANALYSIS</th>
<th>EVALUATION / STUDY COMPLETED</th>
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<tbody>
<tr>
<td><strong>INDIVIDUAL</strong></td>
<td>1 Performance Evaluation and Development System (PEDS)</td>
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<td>2 Faculty Annual Reports</td>
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<td>3 Administrator Evaluations</td>
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<tr>
<td><strong>PROGRAM, DEPARTMENT, SCHOOL/COLLEGE/DIVISION</strong></td>
<td>1 Academic Assessment Reports</td>
</tr>
<tr>
<td></td>
<td>2 Multi-Year Academic Program Review</td>
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<td></td>
<td>3 Discipline/Field Specific External Accreditation</td>
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<td>4 Balanced Scorecard Reports</td>
</tr>
<tr>
<td><strong>COLLEGE, SCHOOL OR DIVISION</strong></td>
<td>1 Strategic Planning Review and Analysis (Alchemy, Corona Research)</td>
</tr>
<tr>
<td></td>
<td>2 Financial Aid Modeling (Noel-Levitz, Scannel &amp; Kurz, Inc.)</td>
</tr>
<tr>
<td></td>
<td>3 Budget Review and Analysis</td>
</tr>
<tr>
<td><strong>INSTITUTIONAL</strong></td>
<td>1 Profiles Fact Book</td>
</tr>
<tr>
<td></td>
<td>2 UPAC Environmental Scanning Reports</td>
</tr>
<tr>
<td></td>
<td>3 IPEDS Peer Data Comparison Reports</td>
</tr>
<tr>
<td></td>
<td>4 Enrollment, Admission Status and Persistence Reports</td>
</tr>
<tr>
<td></td>
<td>5 Undergraduate Market Planning (Royall &amp; Co., the Lawlor Group)</td>
</tr>
<tr>
<td></td>
<td>6 Financial Aid Modeling (Noel-Levitz)</td>
</tr>
<tr>
<td></td>
<td>7 Tuition, Fees, Room &amp; Board Rates Comparison Study</td>
</tr>
<tr>
<td></td>
<td>8 Multi-Year Budget Modeling</td>
</tr>
<tr>
<td></td>
<td>9 Contribution Margin Report</td>
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<tr>
<td></td>
<td>10 Comprehensive Campaign Feasibility Report (Dini Partners)</td>
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<tr>
<td></td>
<td>11 Campaign Commitment Summary Reports</td>
</tr>
<tr>
<td></td>
<td>12 Moody’s Private College and University Medians Analysis</td>
</tr>
<tr>
<td></td>
<td>14 Integrated Facilities Plan (Sightlines)</td>
</tr>
<tr>
<td></td>
<td>15 Greenhouse Gas Inventory (Sightlines)</td>
</tr>
<tr>
<td></td>
<td>16 Land Use Master Plan (Shepley, Bulfinch, Richardson, &amp; Abbott)</td>
</tr>
</tbody>
</table>
Chapter 2
Preventing for the Future

The promotion and tenure process is a multi-year evaluation of a faculty member’s performance. Faculty appointment, promotion and tenure processes are governed by APT guidelines available on the Faculty Senate webpage. The guidelines were most recently revised in 2001. The evaluation process for promotion or promotion and tenure is a year long, beginning in the summer with soliciting external reviews of the faculty member’s performance and is completed the following June with a recommendation to the Board of Trustees. In every unit, faculty members are reviewed by a divisional or college-level committee of their peers, their dean and the Provost. In many areas there is also a departmental-level committee and department chair review.

Administrators at the deans’ level and above are reviewed through a blended executive narrative process that is documented through the PEDS system. This is an opportunity for one-on-one written and verbal discussions of an administrator’s individual development as well as the strategic direction of their unit. In addition to this in-depth evaluation process, faculty members have the opportunity to evaluate academic administrators from their unit and at the University level through an anonymous survey, the Evaluation of Academic Administrators. This evaluation instrument was revised in 2009 to include items related to leadership and communication skills, in addition to areas of job responsibilities. Faculty members have access to the results of this survey through the Faculty Senate web page and a summary article is published in the quarterly Faculty Forum.

2C.2. DU conducts effective evaluations and assessments at the program/department level.

The second level of evaluation is usually at the program or department level. In these evaluations, administrators lead in-depth analyses of group efforts that result in annual academic assessment reports, multi-year program reviews, discipline or field specific external accreditation processes and balanced scorecard reports. These evaluations inform the next two levels of evaluation and planning at the college/school/division level and at the institutional level.

Annual academic assessment

Academic programs and departments conduct annual assessment reports to make explicit what students learn from their coursework and educational experiences and to determine whether students meet expected learning outcomes in courses, majors or degree programs. Annual assessment reports are a product of each unit’s assessment plan. Assessment plans: (1) create meaningful assessment activities that will reveal progress toward the student learning outcomes; (2) make faculty recommendations about learning goals, program goals and teaching practices based upon the discussion of the results of assessment activities; and (3) implement faculty recommendations to enhance the department or program. Academic assessment is discussed at length in Chapter Three.
Preparing for the Future

Chapter 2

Academic program reviews

After DU’s last accreditation visit, efforts were made to initiate a formal program review process. The primary purpose of the program review process was to ensure that academic units remained focused on institutional goals, and that, as an institution, the University continued to move toward attaining those goals. As detailed earlier, the University engages in multi-year planning, relying heavily on collaborative efforts involved in the annual budget review process.

Initial plans were led in 2005 by the Vice Provost of Graduate Studies and Research and the Director of Assessment, with participation of deans and academic directors. This program review plan had limited success. In the academic year 2008-2009, academic units were asked to prepare accelerated program reviews tied expressly to the five HLC criteria in preparation for the University self-study. While the criteria provided an effective organizing structure for some units, the responses tended to fall in the realm of compliance rather than reflection and direct review. Although the HLC criteria have proven to be helpful principles for University-wide review, we have found that they may be less relevant for academic units to address general departmental concerns. These unit self-studies were used in writing this document and are available in the resource room. The entire process provided invaluable feedback that a more accommodating and uniform academic review process must be implemented.

Concurrent with the preparation of this self-study, the Associate Provost for Academic Programs and the Associate Provost for Graduate Studies met to redefine the unit self-study and program review process. With input from the deans, they developed a mission-driven, flexible, responsive and focused plan. Accordingly, the essential program review questions are tied directly to the VVMG. The review process is also flexible enough to apply to units with professional accreditation standards, departments that invite outside reviewers to campus and departments that prefer to review programs internally. The time line includes opportunities for feedback from the Provost’s Office and a two-year follow up report that details how the identified areas of improvement have been addressed by the academic unit. It is thus essential that these reviews also be directly linked to departmental annual assessment activities. Finally, it provides an opportunity for units to link their goals and student learning outcomes to the overarching University Vision, Values, Mission and Goals. The University now requires reviews of all academic units, including the graduate and undergraduate degree programs offered by these units, every five years. The program reviews are intended to provide a complete picture of the academic units and a clear understanding of the range and relevance of academic programs offered as well as to further enhance the multi-year planning processes already in place. The Provost’s Office and the Office of Institutional Research provide extensive faculty, credit hour, admission and enrollment information to each department to assist in their program review efforts. Eight questions, articulated in Table 2.11, frame our academic program review process and highlight central themes from the VVMG.
### TABLE 2.11 PROGRAM REVIEW UNIT LEVEL QUESTIONS

<table>
<thead>
<tr>
<th>1. RELEVANCE AND ROLE</th>
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<tbody>
<tr>
<td>Provide the mission statement, by-laws and most recent annual report for academic unit and each sub-unit if appropriate.</td>
</tr>
<tr>
<td>How does this program fit within the mission and initiatives of the division and the institution?</td>
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<table>
<thead>
<tr>
<th>2. RESEARCH, SCHOLARSHIP AND CREATIVE WORK</th>
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<tbody>
<tr>
<td>Describe your unit’s current and proposed contributions in research, scholarship and creative work.</td>
</tr>
<tr>
<td>Provide a list of the program faculty’s research, scholarly and creative accomplishments.</td>
</tr>
<tr>
<td>What external grants have faculty and/or the program received?</td>
</tr>
<tr>
<td>How does the program work with junior faculty to maximize scholarly success?</td>
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<table>
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<tr>
<th>3. TEACHING AND LEARNING</th>
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<tbody>
<tr>
<td>How are resources and support services used to meet the teaching and learning goals?</td>
</tr>
<tr>
<td>How are teaching, learning and advising expectations for faculty communicated, achieved and rewarded?</td>
</tr>
<tr>
<td>How does the program ensure effectiveness, relevance and currency in teaching strategies?</td>
</tr>
<tr>
<td>Are there opportunities for faculty/student interaction and dialogue among students outside of the classroom?</td>
</tr>
<tr>
<td>How effective has teaching been in the last five years as measured or qualitatively assessed by student course evaluations, peer reviews, course portfolios, surveys of innovation and improvement?</td>
</tr>
<tr>
<td>What has the program done to strengthen teaching?</td>
</tr>
<tr>
<td>How are student learning goals being achieved?</td>
</tr>
<tr>
<td>How are assessment results achieved?</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>4. INTERDISCIPLINARY RESEARCH AND TEACHING</th>
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</thead>
<tbody>
<tr>
<td>Describe your unit’s current interdisciplinary efforts.</td>
</tr>
<tr>
<td>Where do you see opportunities for expanding or initiating new collaborations?</td>
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<table>
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<tr>
<th>5. INTERNATIONALIZATION</th>
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<tbody>
<tr>
<td>Discuss whether there is a basis for setting your unit’s work into the context of globalization.</td>
</tr>
<tr>
<td>Describe any goals and/or accomplishments in this area in the last five years.</td>
</tr>
</tbody>
</table>
### 6. INCLUSIVE EXCELLENCE

Address inclusive excellence as a unit goal.

What has the unit done to support the institution’s mission and goals with regard to inclusive excellence?

### 7. STUDENT EXPERIENCE

Describe the research experiences and opportunities for students (undergraduate and graduate).

What percentage of students participates in study abroad programs and in what countries?

For graduate programs, what are the data and trends in the last five years on the number and quality of students expressing interest in and entering the program?

To what extent do students participate in internship programs?

How does the unit compare to peer institutions in terms of academic quality?

What has the program done to strengthen the academic qualifications and diversity of its graduate students?

How successful have undergraduate students been in earning admission to graduate and professional schools?

What have been the career paths and achievements of graduates of the program, based on such information as first employment after graduation and subsequent advancements?

To what extent have recent graduates found employment appropriate to their education and career expectations?

For graduate programs, describe your strategies for awarding aid: recruitment, retention, merit, need.

### 8. GENERAL PROGRAM STRENGTH

Explain how your program has maintained the relevancy and currency of its curriculum in response to substantive changes in its discipline or occupational field.

How does the program ensure rigor and breadth?

How does the program ensure curricula are consistent with department, college and institutional mission?

What curricular changes have been made?

Provide evidence that the program has a clear sequence of offerings. Please attach sequence to this report.

Provide evidence that the courses are scheduled so as to allow students appropriate time to degree.

What degree of overlap is there between graduate and undergraduate courses?

How do you ensure that graduate students receive a solid graduate experience?
TABLE 2.12 ACADEMIC PROGRAM REVIEW SCHEDULE

<table>
<thead>
<tr>
<th>Year</th>
<th>Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>Daniels College of Business</td>
</tr>
<tr>
<td></td>
<td>Graduate School of Social Work</td>
</tr>
<tr>
<td></td>
<td>Morgridge College of Education</td>
</tr>
<tr>
<td>2012-2013</td>
<td>School of Engineering and Computer Science</td>
</tr>
<tr>
<td></td>
<td>Natural Sciences and Mathematics</td>
</tr>
<tr>
<td></td>
<td>Graduate School of Professional Psychology</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Sturm College of Law</td>
</tr>
<tr>
<td></td>
<td>Josef Korbel School of International Studies</td>
</tr>
<tr>
<td>2014-2015</td>
<td>University College</td>
</tr>
<tr>
<td></td>
<td>Penrose Library</td>
</tr>
<tr>
<td>2015-2016</td>
<td>Arts, Humanities and Social Sciences</td>
</tr>
<tr>
<td></td>
<td>The Women’s College</td>
</tr>
<tr>
<td></td>
<td>Undergraduate Academic Programs</td>
</tr>
</tbody>
</table>

Discipline/field specific external accreditation

Closely related to academic assessment and multi-year program reviews, many of the University’s programs are accredited by discipline- or field-specific external accrediting agencies. A complete list of the external accrediting bodies is included in Chapter Six. Feedback from external visitors and the outcomes assessment and review process itself provides important information for planning purposes.

Balanced scorecard reports

Business units reporting to the Vice Chancellor for Business and Financial Affairs complete an annual balanced score card as well as quarterly reports that lead to planning and resource decisions. The balanced score card reports are presented to a broader group, including the Provost and Chancellor, for an open discussion of the year’s performance in each area. These reports provide a wealth of data concerning the operations and outputs of each unit.

Units that complete a balanced score card include the University Bookstore, the University Architect, the Controller’s Office, Facilities Management, Human Resources, Risk Management, Campus Safety and Parking, Research and Sponsored Programs, Student Life, University Business Services and Student Financial Services. Each scorecard begins with the description of the unit’s mission and goals. The scorecard outlines the unit’s strategic objectives, measures, targets and initiatives and provides data as evidence of how the unit achieves its stated goals.

One example of a goal addressed in a balanced scorecard report is Human Resources’ goal to “recruit and retain the highest quality employees.” Under this goal, HR presents data related to competitive benefits and compensation, turnover, recruitment activities, performance rating and merit, inclusive excellence, employee relations and results of exit interviews. To analyze competitive benefits and compensation, data are drawn from: (1) the Mountain States Employers Council (MSEC), which includes information from the Denver Metropolitan area and certain surrounding areas; (2) the College and University Professional Association for Human Resources (CUPA); and (3) the annual report from the Kaiser Family Foundation (KFF). Balanced scorecard annual and quarterly reports are available through the executive dashboard accessible by administrators through the University’s webCentral portal.
2c.3. Assessments of schools, colleges and divisions drive strategic planning and budgeting.

The multi-level system of intensive programmatic evaluation directly informs the strategic planning and budgeting process at the division level. Deans, working closely with their faculty and the Provost set future priorities, engage in strategic planning processes and set the course for the next several years, all within the context of the University’s Vision, Values, Mission and Goals.

Some divisions have engaged outside consulting firms to conduct additional analyses to assist them in their planning processes. Examples of this type of engagement include the use of (1) Corona Insights (a local social science research firm) to uncover the underlying drivers to bar passage in the Sturm College of Law; (2) a business strategy consulting firm, Alchemy to frame the strategic planning process in the Women’s College and Student Life; (3) Noel-Levitz in the Graduate School of Social Work; (4) Scannel and Kurz in the Josef Korbel School of International Studies for strategic financial aid consulting; and (5) the use of Campus Bookstore Consulting to understand the possible outcomes of continuing to manage the bookstore as an internal operation or to outsource its operation. Reports from outside consultants inform the internal planning process and provide evidence and evaluation for internal planning.

Evidence of the strategic planning efforts in academic units described next reveals the University’s broad use of evaluation and assessment processes to provide reliable evidence of institutional effectiveness to clearly inform strategies for continuous improvement.

Natural Science and Mathematics (NSM)

In September 2007, the division developed three strategic initiatives: (1) Molecular Life Sciences and Biophysics (MLSB); (2) Environment and Sustainability; and (3) Science, Technology, Engineering and Mathematics (STEM) Education. The MLSB program takes an interdisciplinary approach to the understanding of biological processes at the molecular, cellular, biochemical and physical levels. The program has a major focus on biophysics and biomedical studies and their applications. In the Environment and Sustainability initiative, multidisciplinary teams are focusing on global environmental change, renewable energy sources, environmental quality and sustainable living, articulated with the Sustainability Council. The division has created an undergraduate sustainability minor, that started in fall 2009 and is open to any student on campus. In the STEM initiative, faculty in the sciences and mathematics have joined forces with faculty in the Morgridge College of Education to provide materials to pre-K through 12th grade science and mathematics teachers and to encourage more students to study science and mathematics in college.
Morgridge College of Education (MCE)

The Morgridge College of Education (MCE) is restructuring current staff functions to improve academic support services. This process was informed by an external strategic planning team. Concurrently, MCE is reviewing all policies and procedures to improve efficiencies and optimally align with University policies. MCE is also restructuring seven academic programs into three domains to rationalize the overall value and quality of its degrees and to improve the educational experience. This multi-level restructuring process began with the arrival of the new dean in summer 2009 and will be complete by the end of the 2010-2011 academic year.

Arts, Humanities and Social Sciences (AHSS)

AHSS is currently engaged in pre-strategic planning through the dean’s office. Work in 2009–2010 focused on gathering quantitative data and conducting interviews on graduate student recruitment, enrollment and placement. The Dean and Director of Community Relations are also setting up an alumni taskforce to discuss the membership, scope and size of a future advisory board. Faculty members were asked to contribute ideas on the structure and goals of the process during winter 2010. In spring, goals of the process as well as committee mission, structure, objectives and membership were determined. A targeted planning process will occur in 2010-2011 academic year.

Penrose Library

In February 2009, the library completed a strategic planning process that occurs on a five-year cycle. The library immediately began a secondary planning process to further refine objectives related to planning and defining the research library of the future. This planning is ongoing with a series of retreats using concepts from the Taiga Group, challenging longstanding assumptions about organizational models, paper and digital content, storage, space use, recruiting, changes in scholarly communication, emergent technologies and other operational and user concerns.

Sturm College of Law (SCOL)

In July 2009, the Sturm College of Law began a strategic planning process, completing the first stage in December 2009, when the faculty approved a basic blueprint for the strategic plan. This blueprint includes several imperatives and recommendations.

The SCOL believes it is essential to address changes in the external environment. In particular, it must: (1) adjust to recent changes in the legal profession including changes in the organization and economics of legal practice, in the relationship between lawyers and clients and in the increasing need for access to justice; (2) react to changes in educational theory and practice that have swept the nation in the last several years; and (3) adapt to a changing world by considering the impacts on law and legal practice of phenomena such as globalization, increasing diversity, technological change and the growing inter-connectedness of peoples and places.
Responding to these external changes means committing to: (1) improve the law school experience to make it more rewarding, interesting and valuable to students; (2) enhance a sense of identity and mission at the SCOL to help convey our strengths to the broader legal and educational communities and to decide how to allocate limited resources; and (3) achieve goals by making hard choices about what to prioritize – whether those choices involve issues of student support, curricular offerings, programmatic initiatives, scholarly publications or other areas. The college will develop specific implementation plans based on this blueprint.

**Graduate School of Social Work**

A strategic planning initiative in GSSW began in September 2008. The Dean worked with a steering committee to guide the process. GSSW engaged Alchemy, a Denver-based consulting firm, to design the strategic planning process, facilitate a retreat and write the plan. The process engaged a wide range of stakeholders – staff, faculty, students, the community and strategic partners – in a co-creative effort aimed at leveraging the School’s collective wisdom. It followed research indicating that strategic change efforts that begin with a compelling image of the future and intentionally build on an organization’s positive core are more transformative and more sustainable than changes resulting from a deficiency-focused, problem-solving approach.

GSSW brought together 90-100 stakeholders for a full day’s retreat, held in September 2008 to review themes from a pre-retreat survey, refine its ideal vision and brainstorm strategies to achieve it. The steering committee and faculty worked to synthesize and prioritize myriad ideas that emerged. A draft of the plan was finished in April 2009. The plan has since been reviewed by various internal GSSW constituents whose feedback was incorporated into the final document.

**School of Engineering and Computer Science (SECS)**

Every year since 2004 the faculty and staff of the School of Engineering and Computer Science have conducted two comprehensive retreats, one in late summer and the other in early January. The summer retreat focuses on teaching activities and initiatives, while the winter is devoted to the scholarship and research directions of the school. Between these two events, the faculty of each department meets twice with its Industry Advisory Board to review outcomes of the retreats and seek input. This process began in February 2004 with a major strategic planning endeavor that resulted in five new degrees (Game Development, Mechatronic Systems Engineering, Bioengineering, Bioinformatics and CS Systems Engineering). Semiannual retreats since then have focused on refining, updating and adapting the SECS strategic plan. The January 2009 SECS strategic planning session focused on the creation of ARTI (Applied Research and Technology Institute) and a three-year implementation plan for expanding activities in Energetic Materials, Renewable Energy Systems,
Preparing for the Future

and Robotics and Unmanned Autonomous Systems and the creation of the cross-
divisional MS and PhD degrees in Nanoscience and Engineering. During the August
2009 retreat and strategic planning, SECS further focused its graduate programs and
identified four signature areas: (1) replacing humans with autonomous systems in
harsh environments, (2) enhancing physical and mental abilities through medical
engineering, (3) optimal and sustainable integrated energy systems, and (4) cyber-
physical systems for protecting privacy and ensuring trustworthiness.

Daniels College of Business (DCB)

The Daniels College of Business is guided by Daniels Tomorrow: 2008-14, a strategic
plan that lays the foundation for excellence. The Plan resulted from a robust process
involving comprehensive research and the contributions of more than 350 faculty, staff,
students, and business leaders. It establishes the vision of the College: to be a premier
private business college globally recognized as a leader whose educational experiences,
outreach and knowledge creation transform lives, organizations and communities.

This vision is encapsulated in seven strategic goals: (1) deliver exemplary and market-
relevant programs, (2) engage in research-driven knowledge creation, (3) strengthen
college-wide areas of interdisciplinary collaboration, (4) develop as a community
of choice, (5) build financial and other resource strength, (6) create a leading-edge
organizational infrastructure that carries the college into the future and (7) advance
our reputational capital around Daniels’ core distinctions.

Annual progress is made toward the seven goals through more than 25 action plans
which are assigned to individuals in the college and monitored throughout the year.
Each year, the leaders of the college gather in a two-day retreat to review progress,
to focus on key initiatives for the upcoming year and to refresh the strategic plan.
Among other tangible results, the Plan has enabled the college to clarify and enhance
its portfolio of academic programs, to articulate funding priorities and opportunities,
to strengthen our interdisciplinary collaboration with the Sturm College of Law, the
Korbel School of International Studies and the Morgridge College of Education and
to leverage inclusive excellence throughout the College.

Josef Korbel School of International Studies

Strategic planning has occurred at two levels within the Korbel School. The degree
and certificate directors are charged with conducting annual reviews of their
curriculum in light of feedback from graduating students and surveys of recent
graduates soliciting their views. They then consult with the Associate Dean for
Academic Affairs and the Dean.

The Board of the Social Science Foundation (SSF), functions as a permanent and
frequent visiting committee for the school. SSF has engaged with key faculty
members in all degree and certificate areas. Based on this work and the outgoing
Dean’s formulated goals, the Korbel School plans to: (1) substantially increase the
GRE scores of entering graduate students through better targeting of financial aid,
(2) increase the number of applications, (3) reduce the number of admitted students,
and (4) increase the number of international students. By identifying additional financial support, intensifying international marketing, securing the editorship of the journal Global Governance and expanding relations with schools outside the United States, Korbel has made good progress. A final goal is to develop the SIE CHEOU-KANG Center for International Security and Diplomacy into the leading center of its kind in the Rocky Mountain West.

Additional strategic objectives have been to develop short-term training programs for professionals in the security and humanitarian relief fields, assisted by a professionals-in-residence program and to establish degree programs that will enable students to spend a substantial part of their time as Korbel students at graduate centers abroad. A new Dean assuming leadership of the Korbel School in August 2010 will continue these efforts.

**The Women’s College**

In 2008, The Women’s College embarked on an in-depth strategic planning process to redefine its vision and mission for the 21st century. The College utilized a World Café Summit format for its launch event, with over 160 stakeholders from multiple constituencies from within and outside the University in attendance. This event set the tone for a highly inclusive and participatory planning process for the College. The resulting strategic plan takes into account the micro, macro and global forces for women that are shaping our world, our community, our businesses and our academic institutions, while acknowledging both the rich, historical legacy of the Colorado Woman’s College (TWC’s predecessor college) and the stewardship and current direction of the University of Denver and its Merle Catherine Chambers Center for the Advancement of Women. Key to the plan is establishing three regional centers of action and engagement—Center for Women and Entrepreneurship, Center for Women and Philanthropy and Center for Women’s Leadership and Public Policy—anchored by academic programs in entrepreneurship, philanthropic studies, leadership studies and the first-in-the-nation undergraduate certificate in community-based research. As the only unit of the University that solely serves women who live and work in Colorado, and with the mission of educating women to lead in the communities where they live, work and engage, TWC’s continuous planning process ensures that the College will be a force for women’s education in the 21st century and an integral part of the University’s vision.

**University College**

University College developed a strategic plan during the academic year 2007-2008. Using Jim Collins’ monograph *Good to Great and the Social Sectors*, the Dean’s Advisory Group reviewed academic and financial performance of all programs for fiscal years 2000 through 2007. The groups compared recovery plan financial projections with actual performance, outlined planning assumptions with broad goals for financial planning and personnel and established detailed goals under seven categories: (1) Program and Curriculum Initiatives, (2) Marketing and Communications Initiatives, (3) Enrollment Management Initiatives, (4) Advancement
and Fundraising Initiative, (5) Faculty Support Initiatives, (6) Student Support Initiatives and (7) Staff and Organization Changes.

This planning effort led to the full review of graduate programs resulting in the new Professional Options Curriculum. More recently, in connection with the fiscal year 2011 budget planning process, a three-year strategic financial plan was developed to review financial achievement and plan for modest controlled growth.

2c.4. DU conducts robust assessments and evaluations at the institutional level.

At the University level several evaluations and reports support planning and decision making. Some of these analyses are prepared internally and some with the assistance of external consultants. Some are prepared annually while others guide multi-year plans. The Office of Institutional Research, in conjunction with the Office of Planning, Budget and Analysis, is the source of comparative data for institutional decision making. The office gathers information from and supplies data to IPEDS (Integrated Postsecondary Education Data System) and NACUBO (National Association of College and University Business Officers).

Academic Program Planning

Ideas for new academic programs and revisions to current offerings arise out of academic unit-level assessments of current offerings, market needs and student and faculty areas of interest. Over the last 10 years, 18 undergraduate majors and 26 graduate degree offerings have been established, while 17 undergraduate majors and 59 graduate degree offerings have been closed. The previous 10 years of academic program openings and closings are summarized annually in the Active Academic Programs Report to the Faculty and Educational Affairs Committee of the Board of Trustees.

The University’s Profiles fact book has been prepared annually since 1981 and compiles information on the University’s faculty, programs, students, facilities and finances. The source of the University’s historical data, it provides multiple years of data to assist trending and is now available electronically on the Institutional Research webpage.

Peer Comparison

An annual report of peer comparison data is compiled from the IPEDS Executive Peer Tool. The comparative data in this report are drawn from private and public peer institutions as well as some elite private universities. The data analyzed include: enrollment, number of degrees granted, tuition and fees, average aid per full-time, first-time undergraduate student, revenue type as a percent of core revenues, endowment per student FTE, core expense per student FTE, FTE employees, average faculty salaries, admission data (percent admitted, yield percentage, SAT and ACT), demographics (gender, race and ethnicity), persistence and graduation rate.

Reports on current admission data and current enrollment data are regularly sent to University administrators and faculty and posted on the executive dashboard.
admission reports include three years of data for inquiries, applications, application status, matriculation details and demographic information of these groups, including gender, race/ethnicity, in-state/out-of-state and international status. The enrollment reports are sorted by undergraduate, including class-level and major, graduate by college and pre-collegiate by school. In the fall term, data on enrollment are presented as a percent of budget. Throughout the year the current student enrollment is compared to the previous term. Persistence reports prepared each term by cohort, examine the students who did not return using a variety of variables, including GPA, admission rating, financial need, attrition reasons (based on student survey response), race/ethnicity, gender, in-state/out-of-state/international, major and participation in a variety of programs including Greek affiliation, honors program, living and learning communities and student athletics. These reports are also available through the executive dashboard.

The University analyzes tuition and fees as well as room and board rates at undergraduate cross-applicant institutions annually to inform the rate setting process. In fall 2009, net price was added to this analysis. The previous four years of rate activity for the University and its top 12 cross-applicant private schools and top five public schools’ out-of-state rates are presented. Figure 2.7 displays the net price and institutional financial aid comparison for DU and a group of comparison schools.
In fiscal year 2006, the University conducted an analysis that revealed tuition dependency relative to peers. Figure 2.8 illustrates that the University’s percent of revenue from tuition and fees is higher than our private comparison group and much higher than our elite private comparison group.
**Financial Benchmarking**

In fiscal year 2004, the University began to model each annual budget within a five-year planning timeframe. The multi-year model allows the University to test major modeling parameters and their impact in a multi-year context. The parameters of most concern are tuition rate and volume, discount rates, fringe rates, annual merit-based compensation increases and planned strategic investments.

The University’s Contribution Margin Report has been prepared annually since 1989 to illustrate the “contribution” each revenue generating unit provides to the University. It calculates a ratio for each unit based on direct and indirect expense and related revenue generated annually and displays the current year and the previous four years of data. In a desire to calculate an accurate ratio, cross-over teaching is reallocated to the unit paying the faculty member. A consistent methodology has been used so trending data is valid.

In fall 2006, the University retained Dini Partners, Inc. to assess the feasibility of conducting a multi-million dollar fundraising campaign effort and to recommend specific strategies for campaign success. The report presented the findings, analysis and course of action recommended. This report helped the University frame its approach to the comprehensive campaign.

Since the beginning of the campaign, July 1, 2006, monthly Campaign Commitment Summary reports have summarized giving activity. The reports include commitment
goals and the current percent of each goal that has been reached. This report includes all pledges and is also available on the executive dashboard. Data in this report are presented in several different views, by gift and designation type, by college/division, by total amount and donor count, by both endowed and non-endowed scholarships and by source (alumni, corporation, friend, foundation).

The University uses Moody’s annual report on benchmarks of key financial and demand statistics for private colleges and universities. Moody’s data points combine institutions’ balance sheet and annual operating information and give a full view of the financial position of each institution. The University uses these data points to compare itself with like and aspirational institutions on critical measures such as endowment per student and debt per operating budget. This information supplements the comparisons done annually on budget parameters such as annual tuition and fee rate increases and room and board rate increase.

In March 2005, the University worked with A.G. Edwards to prepare a study for a site visit by representatives from Standard and Poor’s and Moody’s bond rating agencies. The University’s bond rating is based on the financial information provided in the report, on-site interviews with University administrators and a campus tour. The rating agencies receive annually demand statistics and financial information from the University. The rating agencies make site visits periodically, with the most recent visit in February 2010. The University’s bond rating has improved in the last 10 years; Standard and Poor’s rating improved from A- to A+ in 2010, and Moody’s rating increased from A2 to A1 in 2007. Standard and Poor’s cites the University’s strong demand trends, continued strong operating surpluses and adequate levels of financial resources in their support of the recently issued upgrade.

In 2007 the University worked with Sightlines to develop the Integrated Facilities Plan. As described in section 2A, this plan is an inventory of all physical facilities and a multi-year plan for upkeep and renovation. Sightlines was also engaged by the University to define its carbon footprint by conducting a greenhouse gas inventory. Data from their report have been used by the University to fulfill reporting obligations to the Presidents’ Climate Commitment and by the University’s Energy Engineer to identify areas for retrofit.

The University’s Land Use Plan was created in a collaborative manner by the Board of Trustees, faculty, students, neighbors, local business owners and city government officials. The plan sets forth a conceptual framework for future development that is tied to a set of planning, urban design and campus development principles. The plan ensures the University remains a diligent steward of the overall quality and character of the community. The plan was completed in 2002 and updated in 2007, when it included the first University Sustainability Statement. The Land Use Plan continues to be coordinated with the City and County of Denver, most notably in defining the University’s perimeter and in adhering to carefully considered enrollment growth.
Core Component 2D: All levels of planning align with DU’s mission, thereby enhancing our capacity to fulfill that mission.

Annual budget transmittals

Since the University’s last accreditation visit, consistent themes and goals have guided University strategic decision making and financial investments. The primary annual planning document is the annual budget transmittal, which is presented to the Board of Trustees each spring and to the University community in a modified version each fall. A review of these annual documents, starting with the transmittal submitted for the fiscal year 2002 annual budget, illustrates the consistency of thinking about financial constraints and academic objectives. These reports also show the ability to react swiftly to turbulent fiscal environments and economic uncertainty in a manner that protects the University’s priorities.

Every year, the institution makes fundamental decisions related to the size of the undergraduate and graduate student populations, the numbers of faculty and staff on campus, the extent to which the undergraduate population resides on campus, the tuition pricing strategy and the growth of new revenue streams. The goal is to articulate and implement programs and initiatives that make the University distinctive and that continue to enhance the value proposition for all students.

Academic excellence and fiscal viability are inseparable elements of the University’s long-term plan. To be financially viable, the University must vigorously build academic quality in a manner that projects DU into the competition among national private universities, such that the inevitable growth of operating costs can be accommodated by the price elasticity found among that group.

Complete versions of the annual budget transmittals from fiscal year 2002 through fiscal year 2010 may be found in the resource room. The following section summarizes annual budget transmittals, outlining the fiscal strategies driving each year’s budget and investment decisions.
Chapter 2

Preparing for the Future

Fiscal Year 2002

In fiscal year 2002, two-thirds of the 7% tuition rate increase was used to support an increase in the University’s budgeted operating margin from $1.4 million to $3.2 million in order to provide a more prudent buffer against risk. A 4.0% merit-based salary increase for faculty and staff was planned. The annualized cost of targeted market and equity compensation increases of close to $900,000 in Campus Safety and other service center units and an increase in the University’s minimum wage from $8.10 to $8.50 per hour was funded.

To support the significant enrollment growth that all units across the University were experiencing, $5.16 million in new expense dollars were added to academic units, with the largest investments going into the College of Law ($2.4 million), Daniels College of Business ($642,000), Arts, Humanities and Social Sciences ($600,000), Natural Sciences, Mathematics and Engineering ($340,000) and the College of Education ($248,000). Other highlighted strategic investments were technology (University Technology Services and the Center for Teaching and Learning) and Athletics and Recreation.

The Facilities budget was increased by $600,000 with the majority supporting increases in utilities. No new buildings opened in fiscal year 2002, but with the sale of the Park Hill Campus to Johnson and Wales University in September 2000, the Chambers Center for the Advancement of Women and the College of Law buildings were in the planning stages. The Robert and Judi Newman Center for the Performing Arts was under construction as was the King Lee and Shirley Nelson Residence Hall. The infrastructure (deferred maintenance) transfer to plant, which had been established in fiscal year 2001 at $750,000 was increased to $900,000. There was a substantial institutional focus on these capital projects.

Fiscal Year 2003

The dominant theme of the fiscal year 2003 budget transmittal was the University’s response to the economic downturn following the September 11, 2001 attacks. This exacerbated the University’s short-term vulnerability associated with a $23 million bridge loan and $27 million long-term bond issues to complete the new College of Law building.

During fall 2001, $5.4 million in expense authority was set aside within the budgeted operating funds of financial units. Units were not allowed to use this expense authority. This amount was added to the original fiscal year 2002 operating margin of $3.2 million. In addition, constraints were placed on expenditures from designated fund accounts (a pool of reserved dollars dominated by the gain share accounts of individual units). All of these actions were taken in an effort to increase the asset base of the University as the new bonds were issued. In addition, the larger operating margin for fiscal year 2002 finally removed a current funds deficit that had been on the University’s books since the difficult times of the mid-1980s. The savings plan was extended into fiscal year 2003 to match
the two-year period of the $23 million bridge bond. Expenditures from designated funds were also restricted in fiscal year 2003 in order to ensure continued substantial improvement in the University’s asset base.

The fiscal year 2003 budget had the major objectives of fiscal conservatism and significant additions to the current funds net asset base of the University. The tuition rate increase was limited to 5.7% after a 7.0% increase in fiscal year 2002. Within this mode of fiscal caution and constraint, the institution continued to invest new funds in programs and initiatives to add value to a DU degree. The planning and funding for the Cherrington Global Scholars program was initiated in fiscal year 2003. Nelson Hall opened with an increase in net residential capacity, even with the closing of the residence halls on the Park Hill campus. Opening Nelson Hall required additional investment in positions, facilities costs and debt service. Facilities costs also increased with the opening of the Newman Center for the Performing Arts and the relocation of the Lamont School of Music to the University Park campus. Revenue expectations were reduced for Athletics and Recreation and sponsorships as we gained a more realistic understanding of the revenue potential. Modest additional expense dollars were added to Athletics and Recreation. A 3.5% merit-based compensation increase was awarded for faculty and staff.

Fiscal Year 2004

Though the expenditure savings plans employed in fiscal years 2002 and 2003 were not required for fiscal year 2004, and the sale of the Park Hill campus in summer 2003 removed our bridge loan, budget development for fiscal year 2004 continued to focus on fiscal prudence. The first objective for the development of the fiscal year 2004 budget was to establish a solid basis for fiscal stability over a multiple year period. The development of the fiscal year 2004 budget included a five-year budget model for the first time. Though conservative fiscal policies were continuing to hold the institution in good stead when compared to the challenges facing other institutions, we acknowledged that the challenges facing the University were deep and long term.

With continued enrollment growth and substantial tuition rate increases, tuition dependence had increased and continued to be of concern. This meant that significant initiatives funded by the operating budget required a tuition rate increase in excess of the annual merit-based compensation increase. Even with these constraints, it was paramount to accelerate the drive for improved academic quality that was begun with the Marsico and Cherrington Global Scholars initiatives.

While the expense budget for fiscal year 2004 showed an overall increase relative to fiscal year 2003 (partially from increases associated with merit raises - $3.7 million, fringe costs – $535,000, facilities costs - $616,000, general insurance costs - $500,000 and additional debt service - $1.1 million), base expense budget reductions amounting to $4.1 million were negotiated with deans and other heads of both academic and administrative units.
With a 6.984% tuition rate increase and the substantial restructuring of expenses across all units, the University was able to make strategic investments while continuing to establish fiscal stability over a multiple year period. The expense realignment allowed the investment of nearly $4 million in academic programs. Investments were also made in Undergraduate Admission and the Hyde Interview Process and in University Technology Services.

The University funded a 3% merit-based salary increase for faculty and staff and increased the faculty promotion award amounts from their historical level of $1,000 for promotion to associate or full to an award of $3,000 for promotion to associate and $5,000 for promotion to full professor. Faculty salaries continued to be a major concern.

### Fiscal Year 2005

The fiscal year 2005 operating budget allowed the University to make substantial investments in its academic enterprise. The primary funding sources for these investments was a 6.973% tuition rate increase and continued enrollment growth.

Achieving fiscal viability required that academic investments project the institution into a more competitive group of national private universities. Most new funding was directed toward areas where the institution already had considerable strength: the College of Law, the Daniels College of Business, the Graduate School of International Studies and the College of Education. Expenses for the Cherrington Global Scholars program were increased over $2.5 million to support the program’s first full-year of operation. The budget created a faculty research fund, funded the student health fee and student health insurance for all full-time graduate teaching and research assistants and increased graduate teaching stipends across the University. Funding was increased for the Undergraduate Honors Program and new funding was established for the Public Good Initiative. The budget supported a 3.4% merit-based compensation increase for faculty and staff.

With new buildings opening on campus, the facilities costs increased by an additional $1.3 million. This increase supported utility rate increases and maintenance and custodial costs for the Chambers Center and the University Technology Services building. Other non-academic investments included Athletics and Recreation, diversity initiatives across various units, University Technology Services, University Communications and University Advancement.

### Fiscal Year 2006

The message of the fiscal year 2006 budget transmittal was both optimistic and restrained. The University was described as enjoying its strongest financial condition in decades. Enrollment at the undergraduate level was solid even as the institution had become much more selective in admission requirements. A number of key graduate programs continued to grow, and enrollments in University College (a source of concern in recent past years) were growing once again. The University was admitting and enrolling substantially more capable students at both the graduate
and undergraduate levels. High visibility programs in athletics and performing arts were thriving, with national championships in hockey and skiing and a new stadium for lacrosse.

Substantial funding beyond merit ($3.99 million) was made available to academic units to support new programs, faculty and staff members and students, especially in the graduate programs. Investments in other major academic initiatives like the Cherrington Global Scholars program ($1.8 million), the Hyde Interviews and the first elements of the Marsico Initiative (enhanced Discoveries program and the Executive Director of Writing position) were made. The budgeted undergraduate financial aid discount rate was increased by 1.8%. Additional funds were added to the newly established faculty research awards. Increases were made in graduate teaching and research assistant stipends. The budget funded a 3.7% merit-based compensation increase for faculty and staff.

Funding for Athletics and Recreation was increased by almost $1.0 million to assure continued Division I ascendance. Substantial new funding was added to support a fund raising initiative in Alumni Affairs and the growth of University Advancement as it geared up for the University’s second major endowment campaign.

The budget increased facilities expense ($1.4 million) and the infrastructure (deferred maintenance) transfer to $2.0 million to further mitigate reliance on year-end funds to sustain and improve the campus. Fiscal year 2006 saw the opening of the new Hotel, Restaurant and Tourism Management building, the renovated home for the Graduate School of Social Work in Craig Hall and the Barton Lacrosse stadium.

The investments in the proposed budget were supported by continued growth in enrollment and a 6.9% tuition rate increase.

Fiscal Year 2007

The fiscal year 2007 budget transmittal again described the financial condition of the University as strong. The University had ended the previous 16 years with a substantial operating surplus, with a $22.0 million surplus projected for fiscal year 2006 and with a budgeted operating margin of only $3.0 million. The magnitude of actual year-end surpluses relative to the budgeted operating margins was noted to be reflective of the University’s conservative budgeting process and disciplined management of deployed resources.

To continue the conservative budgeting approach, the budgeted operating margin for fiscal year 2007 was increased to $5.0 million. This decision was made because current revenue continued to be heavily dependent on tuition. The gradual stabilization of enrollments across campus at both the undergraduate and graduate levels over the next few years would remove volume increases that had provided a substantial portion of annual new financial resources.
The University recognized that it must continue to build quality as it approached the condition of steady state enrollment. The transmittal stated,

**Our investments in quality** must reflect the new model of higher education imbedded in the University’s vision and goals: a private institution dedicated to the public good that is deeply connected to the community in which it is located, that strategically develops and sustains academic programs of the highest quality, that attracts students with the greatest academic preparation and highest standards of ethical behavior, that nimbly and innovatively makes linkages across academic disciplines and between the institution and the external environment, that values discipline and efficiency in all of its organizational systems and that rewards a high performing and accountable faculty and staff with competitive compensation (Budget Transmittal, 2007).

Investments in the proposed fiscal year 2007 budget reflected the University’s strategic vision and goals. Academic initiatives linked to tuition-generating units accounted for $8.8 million, or 33.6% of total new institutional resources for the coming year. Another $1.88 million was proposed for investment in other academic initiatives, including diversity, library acquisitions, graduate student stipends, student life programs, teaching and learning programs and student and faculty research.

The budget funded a 3.5% merit-based compensation increase for faculty and staff. It augmented the base salary promotion increase for faculty advancing from assistant to associate professor and associate to full professor to $4,000 and $7,000 respectively. The budget proposed substantial increases for University Advancement as the University committed staffing positions for the upcoming endowment campaign, and funding for Communications and Marketing as the institution strived to define and communicate the University’s identity more sharply.

Investments were made in University Technology Services and other support areas. These administrative investments account for 9.2% of new revenues or $2.4 million. In addition, $2.0 million of the new resources (7.6%) was used to increase the operating margin to $5.0 million.

**Fiscal Year 2008**

Three main drivers informed the development of the fiscal year 2008 budget: (1) to constrain expense increases in academic tuition-producing units, (2) to address faculty salary concerns and (3) to increase need-based financial aid for undergraduate students.

The academic profile of cross-applicants and admitted undergraduate students had continued to increase such that the University was now competing with institutions much less tuition-dependent. These institutions provided substantially more financial aid than the University was able to manage. To attract students of the academic quality desired, and to deal with the changing demographics of high school graduates, the University increased the undergraduate discount rate by 1% between fiscal year 2007 and fiscal year 2008 to 32.5%.
At every rank, the University’s faculty members were compensated at rates lower than the salary medians of our private university comparison group. Compression of salaries at the senior levels was particularly evident. As a first step to mitigate this salary gap, the proposed fiscal year 2008 budget included a special faculty salary merit pool of $1,000,000 to supplement the 3.5% merit-based compensation increase for all faculty and staff. In addition, faculty promotion amounts were increased for the third time to $5,000 for advancement to associate professor and to $10,000 for full.

Even as the University made this step toward addressing the faculty salary issue, the need to control increases in total compensation dollars remained. To manage compensation growth and contain overall growth in staff FTEs, it was decided that in fiscal year 2008 existing staff positions that became vacant would not be automatically refilled. Managers were required to evaluate the opportunity to distribute the associated job duties across the unit, and executive level approval was required to refill any vacant staff position.

Even though new resources for tuition generating units were less in fiscal year 2008 than in fiscal year 2007, almost $3.0 million in new resources were added in strategic areas. These investments were generally related to new program and enrollment growth.

**Fiscal Year 2009**

The executive summary for the fiscal year 2009 annual budget transmittal began by reminding the community of the process that had defined the vision and the priorities of the University.

The University’s new mission stresses engagement and contributing to a sustainable common good, and new goals elaborate the creation and promotion of community, learning, and scholarship….Those themes were presented at the University convocation in the fall of 2007: a university where research and scholarship focus on the collective good of the community; a research university offering a truly extraordinary undergraduate experience; a university where exceptional student talent enriches public life; a great international university for the Rocky Mountain region; a university that implements visionary educational practice from early childhood through graduate education; a university where ethics, values, and social responsibility are embedded in all activity; and a university where diversity, inclusion, and excellence mold leaders for a changing world (Budget Transmittal, 2007).

The first priority was to add resources to academic units with growing enrollments to provide capacity for the existing undergraduate and graduate population and to add faculty. New net resources proposed for academic units in the fiscal year 2009 budget were limited to a total of $525,000, down from $2.8 million in fiscal year 2008 and $5.9 million in fiscal year 2007. Virtually all of the increases in selected academic units either supported teaching the current undergraduate population with new faculty positions, or provided teaching capacity for projected new graduate enrollments. Deans and the Faculty Senate were kept apprised of the constraints faced by the University as it made this transition, and they rallied around the imperative to review and possibly to redeploy academic resources.

The $1.6 million in new resources for the Division of Athletics and Recreation was to allow the University to recruit and retain the nation’s finest collegiate athletics coaches.
Preparing for the Future

and administrators, as well as to raise the men’s basketball program to new heights and thereby provide athletics conference options we do not currently enjoy. Strategic investments in this area not only leveraged the possibility of annual play-off resource infusions, but also enhanced prospects for the University’s comprehensive campaign.

The budget added $1.6 million for Housing and Residential Education to support the opening of Nagel Hall and provide needed service modifications throughout the residence system. Maintaining competitive housing and board options was seen as increasingly important as new construction in the surrounding University Park neighborhood had added attractive off-campus alternatives for students.

Finally, the $889,000 added to University Advancement was a direct investment in the University’s ability to reach its 2014 campaign goal. University Advancement had a key leadership role in the University’s comprehensive campaign, driving fundraising efforts and strategies while also providing advancement services support to all units on campus.

These investments were supported with a 4.93% tuition rate increase, the lowest increase since fiscal year 2000. The budgeted undergraduate discount rate was increased to 32.9% to continue to address net price concerns and the need levels of admitted students.

As a part of the University’s multiple year commitment to make faculty and staff salaries more competitive, two compensation adjustments were made. A 3.6% merit-base compensation increase for faculty and staff was budgeted. For the second year, an additional merit increase fund was made available for faculty only. In fiscal year 2009 this fund was $500,000, half of the amount supported in fiscal year 2008.

The transmittal highlighted the University’s on-going need to contain compensation growth. To that point, even with new staff positions added for Athletics and Recreation, for Nagel Hall’s requirements in Residential Life and Facilities, and for University Advancement, the University’s total staff FTE only increased by 1.5 FTEs budget-to-budget.

Fiscal Year 2010

The fiscal year 2010 budget development process and transmittal focused on the University’s response to the sharp downturn of the world economy that began in fall of 2008. Because of the University’s tuition dependence, maintaining the University at more or less a steady state with regular merit salary increases required annual tuition and fee rate increases of roughly 5%. The University decided to limit enrollment, and the market appeared to limit tuition rate increases to below 5%. The Chancellor started conversations with senior staff in August 2008 about realigning the existing resources within the University to assure the University’s ability to pursue academic excellence in the new decade.
Chapter 2

Preparing for the Future

As described earlier in this chapter, University senior staff worked in tandem with an ad hoc group of trustees to create a plan of action. Expense funds moved from the operating budget to the budgeted operating margin would serve as the first line of defense against possible enrollment declines in fall 2009 (fiscal year 2010). These efforts increased the University’s budgeted operating margin from the $5,000,000 margin in the fiscal year 2009 budget to an operating margin of $22,000,000 budgeted for fiscal year 2010.

The staffing and expense extraction totaled $12.16 million from the University’s expense budget for fiscal year 2010. This was comprised of $7.18 million in staff compensation, including fringe, and $4.98 million in non-compensation expense reductions that came from 47 budget divisions across the University. There were 122.06 fewer staff FTEs in the fiscal year 2010 budget than had been in the fiscal year 2009 budget. In addition, every financial division on campus was required to return some measure of expense authority to the operating margin.

The budgeted tuition rate increase for fiscal year 2010 was 4.91%, slightly lower than the rate of increase in fiscal year 2009. The budgeted undergraduate discount rate was held constant at 32.9% though merit award levels and percentage of need met were increased for the incoming class of fall 2009. Preliminary modeling showed that a 32.9% discount rate could absorb these award adjustments. In addition, the University created a fund of $4,000,000 for undergraduate and graduate students for emergency financial aid.

To limit compensation expense, annual merit-based compensation increases were not awarded in fiscal year 2010. Faculty promotion awards, however, went forward and were increased for the fourth time to $7,000 for promotion to associate professor and to $12,000 for promotion to full professor.

The result of all these decisions was a budget for fiscal year 2010 with an operating margin of $22 million and expenses that were $4.4 million less than expenses budgeted in fiscal year 2009, a 1.0% decrease. Net tuition and fees made up 69.27% of budgeted revenue for fiscal year 2010, up from 62.72% five years previously in fiscal year 2005. In the fiscal year 2010 budget, compensation, however, was 80.55% of net tuition and fees, compared to 87.64% in fiscal year 2005.
Fiscal Year 2011

In June 2010 the Board of Trustees approved the fiscal year 2011 budget. The tuition rate increase for next year is 2.91%, the smallest increase in 30 years. The number of budgeted incoming first-time, first-year undergraduates will remain at 1,200, slightly fewer than the actual number from fall 2009. Enrollment in the Sturm College of Law will continue to be reduced. The only budgeted growth in other graduate units will be related to new programs. Instead of an annual increase in net tuition revenue of $10.0 to $15.0 million with enrollment growth and tuition increases between 4.9% and 7%, there will only be approximately $2.7 million in new net tuition revenue for fiscal year 2011. This situation has not swayed the University from its commitment to continued academic improvement; rather, it has required the University to be even more deliberate in its investment choices.

The University has continued multiple year investment commitments to the Sturm College of Law and the Daniels College of Business. Starting in fiscal year 2011, two tenure-track faculty positions will be added annually to the Sturm College of Law for a total of 10 new tenure-track faculty lines within five years. In fiscal year 2010, six new faculty lines were added to the Daniels College of Business. Starting in fiscal year 2011, two additional tenure-track faculty positions will be added annually to the Daniels College of Business for a total of 13 new tenure-track faculty lines within the next four years. The success of these two larger graduate professional schools is of paramount importance to the University and increased investment is required.

A 2% annual merit-based compensation increase has been approved for faculty, staff and union employees for fiscal year 2011. The University plans to implement its annual increase for graduate teaching and research assistant stipends. The budget has the addition of $1.25 million to the infrastructure (deferred maintenance) transfer as per the University’s multiple year plan. The institution continues its expense realignment process by investigating the grouping of several administrative units to reduce overhead and the feasibility of outsourcing particular administrative functions. Conversations continue among senior staff, deans, unit directors and the Board of Trustees to assure that the decisions ultimately agreed upon will support the continued fiscal sustainability of the University and protect and enhance the academic enterprise.

Analysis of Planning at DU

Looking back over this 10-year period, it is clear that the most significant, on-going challenge facing the University is its tuition dependence. With annual enrollment growth and tuition rate increases in the 4.9% to 7.0% range, tuition dependence increased. The University continues to work to grow its endowment and the level of annual giving. Before the economic downturn in 2008, DU’s efforts at growing the endowment were quite successful. There is no reason to believe that this effort cannot get back on track. In the short-term, the University will continue to address the cost structure of its operations, realigning expenses to support what makes DU a distinctive academic experience and protecting the academic enterprise. As a buffer against the risk associated with the

The University of Denver’s appeal to prospective students has increased dramatically, which has allowed DU to simultaneously increase its enrollment and the quality of its students.
institution’s tuition dependence, the University’s budgeted operating margin has increased from $1.4 million in fiscal year 2001 to $22.0 million in fiscal year 2010.

The University’s overriding agenda during this 10-year period has been to provide an ever improving academic education and intellectual environment for students and faculty. The University of Denver’s appeal to prospective students has increased dramatically which has allowed DU to simultaneously increase its enrollment and the quality of its students.

Between fiscal year 2001 and fiscal year 2010, the expense base in tuition generating units increased by $69.3 million, 54.04% of all new expense authority. Looking at the combination of tuition generating units and academic support units, 69.3% of all new expense authority has been invested in academic and academic support units.

During this 10-year time frame, there have been two periods of severe economic disruption (fall 2001 and fall 2008). During both times of financial volatility the University took prudent steps to maintain the core of its academic endeavor while positioning itself for potential enrollment declines that did not materialize. Even during these periods of fiscal uncertainty, substantial investments were made in academic units. Two specific undergraduate initiatives were implemented with significant investments made in both. The Cherrington Global Scholars program now costs the University over $10.0 million per year. Over $4.8 million in expense has been invested to support the various undergraduate initiatives that came out of the Marsico Initiative. Substantial investments have also been made in graduate students and research. The number of graduate teaching and research positions has increased, and there is an annual increase to the graduate teaching assistant stipends incorporated in the University’s annual budget planning. A faculty research fund now exists and has been increased two times over this period. The University also now covers the student health fee and student insurance for all full-time (20 hours per week) graduate teaching and research assistants.

Compensation of faculty and staff has been a paramount concern, and investments have been made annually. Every year during this period with the exception of fiscal year 2010, the University has supported an annual merit-based compensation increase for all faculty and staff of between 3.4% and 4.0%. In addition to base salary increases, the University has invested annually in fringe benefits for its employees. The appointed fringe rate increased from 22.5% in fiscal year 2001 to a rate of 28.0% in fiscal year 2010. The actual fringe benefit hard costs have increased from $19,129,185 in fiscal year 2001 to a projected $43,420,736 for fiscal year 2011. The dollar increase is driven by volume increases in salary and rate increases in fringe costs.
The University identified Athletics and Recreation as an area for strategic investment. The University’s move to Division I Athletics was completed during this 10-year period and the Ritchie Center for Sports and Wellness opened and has since been expanded. The expense base for this unit has increased by 43% since fiscal year 2001, which is 5% of the total growth in the institutional expense base.

Building the University’s endowment and annual giving levels has been a strategic initiative during this period. In fiscal year 2001, the total expense base for University Advancement (then called Institutional Advancement) was $2.92 million. In fiscal year 2010, the University has committed over $6.4 million to central units dedicated to University Advancement, Alumni Relations and Parents Programs, which all served as one unit in fiscal year 2001.

Ten years ago, the University faced a substantial amount of deferred maintenance and renovation expense. During this period, the University continued its investment in the physical plant and base budget funding to support the infrastructure. Since 2001, 13 new buildings (including three completed in fiscal year 2010) and five new parking structures have been added to the University’s inventory. Five additional buildings received major renovations and, in some cases, additions. The facilities operating budget increased by $12.4 million to support the new buildings, increases in utility rates and volume, and continued program enhancements. The University’s base budget annual commitment to deferred maintenance increased from $750,000 in the fiscal year 2001 budget to $4,250,000 in fiscal year 2011. The campus safety and parking services budget increased by $3.3 million to support an enhanced and expanded campus safety force, professionalized parking services and improved maintenance. These three investments (facilities, base budget infrastructure transfer, campus safety and parking services) comprise 15.04% of the total institutional expense growth in the last 10 years.

Debt service transfers to support the new capital investments increased from $5.5 million in fiscal year 2001 to $12,172,255 in fiscal year 2010. The increase in debt service is 5.18% of the total increase in the University’s budgeted expense during this 10-year period.

In sum, there has been a reasonable balance among investments in academic units, in people, and in the physical environment. All of these elements of the University must be nurtured in order to be the institution we are now and the one we aspire to be in the future.
Conclusion:

In the last 10 years, the University has made enormous strides to improve the quality of its students, staff, faculty and academic programs. All of the investments in recent years have centered on a strategy of creating the best possible student experience.

To reach the excellence envisioned for the University, the momentum built over the past 10 years must continue. The University’s multi-level planning conversations will enable DU to respond to the changes that have refocused our educational mission over the past 10 years.

In the short term, the University will continue to challenge its expense assumptions. The exercise in which the University engaged in the development of the fiscal year 2010 and 2011 budgets demonstrates that the institution has the discipline to make decisions and set priorities. The next round of planning conversations will consider technology optimization, blended course delivery methods and distance learning opportunities. The University will continue work on dual undergraduate graduate degree programs to position students well in the job market. The University will challenge itself to maximize the programmatic opportunities that come with having both liberal arts and professional academic programs on campus. These opportunities exist for both graduate and undergraduate students.

The University will continue to research an expanded year-round operation that might allow students to graduate sooner, keep their costs down and accommodate more students with the existing infrastructure. The University will explore its curricula, consider the possible benefits of competency-based academic programs, issues-driven curriculum, customized academic programs for niche markets, the use of articulation agreements and the rationalization of transfer credits.

The University will continue to be a place that creates knowledge, that views education as a life-long journey, one that not only educates students for a career when they leave the University, but also that prepares them to learn as the careers of the future evolve. Students will leave the University educated for citizenship and for a diverse world. The University of Denver experience will be available to students from as diverse a demographic background as possible. This experience will be offered as cost effectively as possible using the most up-to-date technology and evolving pedagogical delivery methods as possible. Only universities that are successful in these areas will survive and thrive into the future.
Chapter 2

Preparing for the Future

Endnotes

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Chapter 2

Preparing for the Future
Chapter Three

STUDENT LEARNING AND EFFECTIVE TEACHING
Criterion Three: Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Introduction

The 2007 revision of the University of Denver mission statement reaffirmed DU’s commitment to “promote learning by engaging with students in advancing scholarly inquiry, cultivating critical and creative thought and generating knowledge.” Every academic unit strives to “provide an outstanding educational experience that empowers students to integrate and apply knowledge from across the disciplines and imagine new possibilities for themselves, their communities and their world.” DU faculty are dedicated teachers who care deeply about undergraduate, graduate and professional student learning, creating learning opportunities in classrooms, labs, field studies, study abroad, internships and civic engagement and service learning. Faculty members own the curriculum and are the driving force behind curricular review, assessment and proposals for improvement.
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The University’s planning and budget process, outlined in Chapter Two, supports our educational mission. This process honors our commitment to outstanding education as evidenced by

» investments in designing and renovating classrooms to enhance learning through technology;

» a laptop initiative that began in 1999 and is supported today by a wireless campus;

» the Cherrington Global Scholars Program;

» the programmatic innovations of the Marsico Initiative;

» the revision of general education requirements;

» the reorganization of the Office of Institutional Research and Assessment into two separate offices, creating the Office of Academic Assessment and Office of Institutional Research; and

» innovative new graduate and professional programs.

This chapter demonstrates how the University of Denver creates a rich learning environment, develops strong and innovative curricula and encourages, rewards and supports continuously improving pedagogies.

At the outset we underscore a renewed culture of assessment as perhaps the strongest expression of commitment to our mission for student learning. Each academic unit has both the autonomy and responsibility to develop assessments that not only make the most sense to its faculty and curriculum, but also demonstrate whether student learning goals are being met. The process grounds course and curricular improvements. As of April 1999, every academic unit had created an assessment plan and submitted annual assessment reports. As time passed, however, assessment practices devolved as well as evolved. Wanting to re-energize the process, the University reorganized efforts in 2007-2008 to commit more effectively to assessment values. Most faculty (74.7%) who completed the Assessment Culture Survey in fall 2007 reported a strong to very strong belief that assessment leads to improved teaching and learning (51% response rate), while 72.9% agreed that the most important reason for assessment at DU is ultimately to improve student outcomes.

In addition to cultivating a culture of academic assessment, DU has garnered national and international recognition for a number of our academic programs.

» DU’s undergraduate program was ranked in the top 100 (at 84th) among “national universities” in 2010. The 2010 U.S. News & World Report ranked DU 8th on the list of “Up-and-Coming” national universities. These institutions were selected as those that have recently made the most promising and innovative changes.
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» The following graduate programs consistently receive high rankings by *U.S. News & World Report*: Sturm College of Law (80th in 2010), Department of Psychology (91st in 2010) and Social Work (36th in 2008).

» The *2010 U.S. News & World Report* ranked DU’s Sturm College of Law 12th in the country for tax law; 14th for environmental law studies; 18th for part-time legal education; 19th for legal writing; and 25th for clinical training.

» DU’s overall undergraduate business program ranked 74th in the 2010 *Bloomberg Businessweek* national survey, the best for any Colorado school.

» The following Daniels undergraduate business programs were ranked in the 2010 Top 50 by *Bloomberg Businessweek*: ethics (3rd); accounting (27th); marketing (31st); sustainability (40th); financial management (50th).

» A survey in *Foreign Policy* magazine in April 2009 ranked the professional master’s program in the Josef Korbel School of International Studies 12th in the world.

» In 2009, *U.S. News & World Report* ranked 183 accredited undergraduate business schools and the undergraduate program in the Daniels College of Business at 83rd in the nation and the part-time MBA program at 70th in the nation and *The Financial Times* ranked the Daniels Executive MBA at 85th in the world. The Aspen Institute ranked the MBA program in the top 20 business schools in the world for integrating social and environmental issues into the curriculum in their *Beyond Grey Pinstripes report*.

» *Public Accounting Review* rated the Daniels College of Business undergraduate accounting program 13th and the graduate accounting program 11th among mid-size programs.

» The 2009 *Open Doors report* by the Institute for International Education (IIE) ranked DU third in the nation among doctoral and research institutions in the percentage of undergraduate students participating in study abroad programs.

» The University Writing Program received one of two *certificates of excellence* from the Conference on College Composition and Communication awarded in 2007-2008 and is currently one of only 26 programs internationally to receive this distinction.

» In 2006 the Carnegie Foundation designated DU as one of 76 “engaged campuses” with respect to curricular engagement and outreach and partnerships.

External recognition provides one kind of evidence that we are fulfilling our educational mission. Our self-study also reveals a complex story of teaching strengths that result in strong student learning. Just as importantly, we continually strive to strengthen and improve teaching and learning.
Core Component 3A: DU’s student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Our curricular structure and processes demonstrate that DU faculty members are centrally involved in reviewing, creating and governing our educational programs. For example, faculty committees created the University-level undergraduate and graduate-professional student learning outcomes, the honors curriculum and the new general education curriculum. Within all units, courses are generated by individual faculty members or faculty groups. Faculty members have also worked on campus-wide and unit-level committees to help create assessment systems (e.g., the DU Portfolio Community) and provide assessment feedback (Committee on Learning Outcomes, Committee on the Learning Assessment of Students and the Academic Assessment Advisory Committee).

3A.1. DU student learning outcomes are clearly differentiated by programs and student populations.

University-level learning outcomes

At the University level, undergraduate and graduate-professional student learning outcomes are currently in place. DU has had implicit learning goals for its students for many years, but it was not until the Marsico Initiative (2002-2007) that faculty members worked to make our University-wide undergraduate learning goals explicit.

As we elaborated on in Chapter Two, the Marsico Initiative has had a transformative effect on the campus, including on its assessment culture. The Initiative’s assessment subcommittee began drafting a set of “Marsico Learning Outcomes” in 2004. When it became clear that a set of University-wide undergraduate student learning outcomes was needed, the “Marsico Learning Outcomes” served as a foundation for that effort. This renewal of undergraduate education illustrates how DU faculty members participate to create and own the curriculum they deliver.
Undergraduate student learning outcomes

The Undergraduate Student Learning Group, which included faculty representatives from all units on campus, drafted learning outcomes and solicited campus-wide input through the Faculty Senate and presentations to each undergraduate academic department. This three-year process culminated in the DU Undergraduate Student Learning Outcomes that were approved by the Undergraduate Council in May 2007. These outcomes flow directly from the DU educational mission and goals as they emphasize learning across and within the disciplines, intellectual engagement, as well as engagement with both local and global communities. Starting with the call for the 2006-2007 annual academic assessment reports, departments were asked to map their own departmental student learning outcomes onto the university-level student learning outcomes.

Graduate-professional student learning outcomes

In spring 2008, Dr. Peggy Maki led a campus-wide workshop on “Graduate, Professional and Doctoral Learning Assessment.” This workshop helped to ignite conversations on the assessment of graduate and professional programs that go beyond what various programs do for their own professional reaccreditation. In fall 2008, the Graduate-Professional Student Learning Outcomes Committee was formed with representatives appointed by the dean of each academic division with graduate and/or professional programs and was charged to create student learning outcomes. Given the broad range of masters- and doctoral-level graduate programs, as well as professional degree programs at DU (e.g., JD, MSW, MBA), the committee wanted to embody the educational mission as well as the ideals of advanced learning. Multiple drafts were shared with the Faculty Senate, in graduate departments and at divisional faculty meetings, culminating with unanimous approval by the Graduate Council in May 2009. Starting with the 2008-2009 annual academic assessment reports, graduate departments map their departmental student learning outcomes to the university-level graduate-professional outcomes. For those departments with graduate programs not subject to external agency accreditation, the Office of Academic Assessment has requested graduate program assessment plans in lieu of assessment reports. Figure 3.1 lists the University’s undergraduate and Graduate-Professional Student Learning Outcomes.
Unit- and program-level learning outcomes

Undergraduate

All undergraduate units and programs at DU have established student learning outcomes, and they are posted on the Office of Academic Assessment (OAA) website. Most units on campus have had assessment plans and learning outcomes in place for about 10 years and several departments (e.g., Communication Studies, Psychology and Sociology and Criminology) are now in the process of re-examining their learning outcomes. The OAA is working with individual departments to encourage them to “assess” their own assessment practices. Other programs, such as those that also undergo external accreditation, have well-established student learning outcomes and systems of assessment in place. For example, the Daniels College of Business undergraduate and MBA programs provide specific learning outcomes for their majors within the AACSB guidelines, and the same is true for the learning outcomes for the Engineering Department through ABET.

Graduate

Graduate programs that participate in reviews conducted by professional accreditation agencies have learning outcomes and assessment strategies in place. For other graduate-professional programs, the Graduate-Professional Student Learning Outcomes provide a starting point for creating program-level plans and making explicit student learning outcomes. Beginning with assessment reports for the 2008-2009 academic year, graduate-professional programs that do not currently have student learning outcomes were asked by the OAA to develop them and submit
an assessment plan instead of an assessment report, mapping program-specific learning outcomes to the University-wide learning outcomes.

Course-level student learning outcomes

In spring 2007, the Faculty Core Curriculum Committee and the Faculty Senate requested a review of the undergraduate general education curriculum, based on evaluations from faculty and student groups that the original goals of the Core were not being realized. An important feature of the Common Curriculum that emerged from that review is that it is driven by course-level learning outcomes integrated with the DU Undergraduate Student Learning Outcomes. The Common Curriculum Central Committee that oversees this curriculum includes a representative from the Office of Academic Assessment who works with faculty members to ensure that assessment occurs at the course level and that course-level student learning outcomes appear in their syllabi. As we assess and monitor student learning in the Common Curriculum, we will implement additional strategies as warranted.

For courses outside the Common Curriculum, this practice varies. In many cases, the broader program-level learning outcomes are implicitly a part of the learning goals for specific courses. For example, in the psychology major, one of the program-level learning outcomes, “Demonstrate increased critical evaluation of psychological information by applying principles of research methods,” is a learning goal for the required major courses in statistics and research methods and is implicit in each content course required for the major.

3A.2. DU has reorganized assessment in order to support learning outcomes and ensure strong assessment plans and processes.

Activities to assess student learning have been in place at DU since the mid-1990s. Since our last reaccreditation visit, there have been several changes in the structure and organization of assessment. Initially, activities were organized through an independent assessment office that, in 2005, became the Office of Institutional Research and Assessment. Consequent assessment activities were variable in quality, with several of the assessment activities proposed in the 2004 Progress Report to the HLC not fully achieved. Academic units conducted assessment activities, but the percentage of departments submitting annual reports began to decline in 2005 as many faculty members perceived them to be more for compliance than for improving student learning. The Committee on Learning Outcomes Assessment (COLA) was renamed the Committee on Learning Assessment of Students (CLAS) in 2008 to address these and other concerns, with members assigned as consultants to departments. Because of uneven levels of expertise and experience among its members, the committee’s role became more advisory. As a reorganized Office of Academic Assessment began to establish new policies and procedures, CLAS was disbanded in 2009 and a new Academic Assessment Advisory Committee (AAAC) was created in 2010.
With support from both CLAS and the AAAC, the Office of Academic Assessment has also focused on providing professional development opportunities for faculty in the form of assessment workshops. Dr. Peggy Maki led a workshop titled, “Graduate, Professional and Doctoral Learning Assessment” in spring 2008 and in spring 2010, Dr. Peter Ewell led a workshop titled “Assessing Assessment Today: Politics and Some Practical Advice.”

In January 2008, independent offices of Academic Assessment (OAA) and Institutional Research (IR) were created and new directors were appointed. Given this reorganization, the OAA began to overhaul academic assessment by setting meetings with departments to assess their current activities, changing the process to provide feedback to departments and making assessment findings more public on and off campus by posting student learning outcomes and other materials to the OAA website. Unit assessment reports are available to the University community via a password-protected website. In the first year, there was a significant improvement in departmental assessment activities as the submission of reports increased from 26% (AY 2005-2006) to 82% (AY 2006-2007), and that trend has continued to improve with 98% of departments now (AY 2008-2009) submitting assessment reports (Figure 3.2).

**FIGURE 3.2: SIX-YEAR TRENDS IN ACADEMIC PROGRAM ASSESSMENT REPORT SUBMISSION**

In 2009, the Assistant Provost for Planning, Budget and Analysis assumed oversight of the Office of Institutional Research. IR now serves as a comprehensive resource for official data for DU and supports strategic planning, policy formation and decision making regarding resource allocation. The offices of Academic Assessment and Institutional Research allow for focused research in these related but distinct missions to support the continuous improvement of the University.
3A.3. **DU assesses student learning at multiple levels using multiple methods.**

**Institutional level**

Since 2003, DU has regularly administered the National Survey of Student Engagement (NSSE). First-year students were more recently asked to complete both the Beginning College Survey of Student Engagement (BCSSE) and NSSE, providing indirect measures at the beginning and end of the first year. DU performs quite favorably in results compared to both our Carnegie Classification peers and to the overall NSSE (Figure 3.3). Multi-year analyses of DU’s NSSE performance shows that we generally have exceeded these two comparison groups on four of the five NSSE benchmarks, while meeting, but not exceeding, the fifth benchmark, “Supportive Campus Environment (SCE).”

Although students’ responses fall in the “average” range for the SCE benchmark, we would like our NSSE scores on this benchmark to parallel our ratings on the other benchmarks. The Chancellor, the Provost and the Associate Provosts for Student Life have had ongoing dialogue about how to understand our students’ lower response level. After our first NSSE report in 2002, Institutional Research hosted a focus group of students who responded to NSSE questions related to this benchmark. The students’ responses did not yield any particular patterns of dissatisfaction, nor did a 2007 Noel-Levitz Student Satisfaction Inventory.20
Through our ongoing conversations with students, we know that they can be confounded by the de-centralized nature of our administrative structure and we have taken steps to integrate student services to provide more “one-stop shop” models, most notably with the Center for Academic and Career Development\textsuperscript{21} and a “student advocate” persistence program initiated in spring 2009.

In addition, based on the survey results related to students not feeling supported in spiritual dimensions of their lives, along with ongoing dialogue with the Religious Advisory Council, the University re-established a University Chaplain\textsuperscript{22} position (a position last held over 40 years ago). A Chaplain joined the University in fall 2008 and has been working to develop campus-wide avenues for interfaith dialogue, programming and student support.

**FIGURE 3.3: NSSE COMPARATIVE DATA**

![Graph showing NSSE comparative data]

Our NSSE reports have typically been shared with central administration, the Board of Trustees and with several units on campus (e.g., Student Life, deans in academic units and the Center for Multicultural Excellence). Beginning in 2008, we now share findings more broadly with the DU community and external constituencies by posting our results on websites maintained by both the Office of Admission as well as the Office of Academic Assessment. In 2008 we also agreed to participate in the
In fall 2008, the BCSSE was administered to students with the expectation that a number of them would also participate in the NSSE in spring 2009. Linked items on the BCSSE and NSSE provide longitudinal data on student engagement as well as measures of students’ expectations for the first year. A group of these students, recruited during the 2009-2010 academic year, will be followed into their sophomore and junior years before they take the NSSE again in 2012 as seniors. We believe that this type of careful, longitudinal assessment will provide important information about institutional factors at DU that can best support learning. For the approximately 300 DU students who completed both the 2008 BCSSE (at the start of their first year) and the 2009 NSSE (at the end of their first year), we compared the level of reported student engagement during the last year of high school on the BCSSE scale benchmarks and their responses on the corresponding NSSE scale benchmarks. Comparisons are shown in Figure 3.4 for DU versus our peers for four NSSE benchmarks (NOTE: the EEE, Enriching Educational Experiences, benchmark was not calculated in the 2009 NSSE report because it measures experiences typically not completed by first-year students). DU students reported levels of engagement that significantly surpass their peers at BCSSE Doctoral Institutions on three of the four benchmarks. DU student responses show statistically higher levels of expected and reported engagement for the first three benchmarks (e.g., Level of Academic Challenge, LAC; Active and Collaborative Learning, ACL; and Student-Faculty Interactions, SFI). DU students reported statistically significant lower levels of responses for the fourth benchmark—importance and quality of a supportive campus environment (e.g., Supportive Campus Environment, SCE)—when compared to their peers.

As part of our in-depth longitudinal study, we plan to recruit students from this sample to participate in a series of focus groups, with at least one designed to explore students’ responses to the perceived importance and quality of a supportive campus environment at DU. These focus groups may help us to better understand why DU students’ responses have consistently either met or fallen below, but not surpassed, those of our comparison groups on this benchmark. One assumption of the NSSE supportive campus environment benchmark is that “Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.” Follow-up analyses of the BCSSE-NSSE findings did not reveal any consistent relationships between DU students’ ratings of the importance that the institution provides a challenging and supportive environment and their ratings of the quality of campus environment to support student success.
We are also in the midst of a broader, institutional level assessment. As discussed in Chapter One, DU is one of eight campuses that accepted an invitation from Dr. Sylvia Hurtado from UCLA to participate in the “Diverse Learning Environments” (DLE) pilot research project. Our participation not only provides an opportunity for us to learn more about our own campus through the eyes of external researchers, but also furthers higher education research on this important topic. The DLE site visit report from Dr. Hurtado’s research team acknowledged several strengths, especially DU’s commitment to diversity, within an inclusive excellence framework. The site visit report also identified several challenges, including establishing a strategic plan to promote diversity campus-wide, addressing problems inherent in a decentralized undergraduate education (i.e., admissions, financial aid and the need for more user-friendly tracking of student progress), and creating a more welcoming campus environment. These issues and the recommendations made in the site visit report have been shared with the Chancellor, Provost and the Inclusive Excellence Task Force.
Chapter 3

Student Learning and Effective Teaching

Direct measures

In addition to these indirect assessment measures at the institutional level, we also assess student learning with direct measures by mapping evidence of student learning in academic majors to the DU Undergraduate Student Learning Outcomes. Previous attempts to use direct assessment measures at the institutional level were of limited usefulness. Between 2004 and 2007, first-year DU students were asked to complete Kitchener’s Reasoning about Current Issues (RCI) test as a measure of reflective judgment. This assessment was designed to use first-year students’ RCI responses as a pre-test and to then administer the RCI again to DU students at the end of their senior year as a post-test. A critical problem was that the assessment design made it difficult to know which of several factors, such as maturation, formal education at DU, personal experiences or even world events, was linked to any increases in reflective judgment without a comparison control group of individuals who did not attend DU or complete a college degree.

Unit- or program-level

At the unit- or program-level, departments employ various direct measures of student learning, manifest through the analysis of artifacts of student performance that vary with respect to summative, formative and both approaches. Some departments have made extensive use of the DU Portfolio Community (DUPC) to both collect and archive examples of traditional student work (e.g., pre- and post-tests, writing samples, theses), as well as non-traditional examples of direct measures that rely more on technology (e.g., spoken and listening skills in French) and also use Portfolio to evaluate student work according to their own rubrics. Most programs also make use of indirect measures of student learning by asking their students to complete either an exit survey or exit interview. At the course-level, courses offered at DU rely on indirect measures of student perceptions/satisfaction through a comprehensive course/instructor evaluation process administered through the Office of Institutional Research. The course/instructor evaluation findings are available to the campus community via password protected website.

The Director of the Office of Academic Assessment meets individually with departments to review their assessment plans and processes. The approval process for new degrees, majors, minors, certificates and concentrations requires that units include explicit student learning outcomes and measures of student learning in their new program proposals. Units and programs at DU currently use a combination of direct and indirect assessment measures of student learning, as well as formative and summative approaches. Here is a brief description of a variety of the methods, approaches and examples of direct and indirect measures and resulting program changes that have been described in recent departmental assessment reports:
Assessing students with a pre- and post-test. The Psychology department makes use of the DU Portfolio Community (DUPC) to collect, store and analyze assessment data. Students in the introductory psychology class complete an online pre-test of content knowledge in psychology and graduating seniors are required to take the same test again.

_Closing the feedback loop:_ The findings from these assessment efforts led the Psychology department to make the statistics course a prerequisite for the research methods course. The Psychology department also uses indirect methods of assessment in the form of an online senior exit survey.

Assessing student portfolios. The English department and the University Writing Program assess student writing at multiple time points. The English department asks students after 16, 32 and 44 credits toward completion of the major to upload their best paper to the DUPC assessment site. English faculty members then apply a rubric to the student papers. The Writing Program collects student portfolios at the end of each WRIT course and scores and analyzes a random sample of them.

_Closing the feedback loop:_ The findings from these assessment results provide a baseline for the English department. The assessment results of the first-year writing courses have been used to make changes in curriculum and pedagogy.

Assessing through a longitudinal study. The University Writing Program is completing a four-year longitudinal study, in which it is following 73 students through their entire undergraduate careers, collecting all of their writings, surveying their experiences and attitudes every quarter and interviewing them once a year. It has presented findings from the early part of this study at national conferences.

Assessing senior honors theses. The History department employs a summative approach by requiring graduating seniors to upload their senior research thesis to the DUPC assessment site. History faculty members apply a rubric to the student theses.

_Closing the feedback loop:_ Assessment results led the History department to realize that most students were learning about research methods through their history content classes, but did not learn about historical methods, per se, in more depth. Thus, the History faculty members created a new course that majors take the fall quarter of their senior year that specifically focuses on historical research methodologies.

Assessing multimedia student performance. The French program has made extensive use of the DU Portfolio Community to collect and analyze samples of student performance in written, spoken and listening comprehension of the French language. Using an entirely digital platform, students upload French writing samples, and a pilot program is underway for students to produce French speaking samples (that are recorded in digital format) and to demonstrate their listening comprehension after hearing samples of spoken French. Modified rubrics, based on the suggested assessment rubric of the American Council on the Teaching of Foreign Languages (ACTFL), are applied to each dimension of student performance. In addition, indirect methods of assessment are used as students also complete an online exit survey.

_Closing the feedback loop:_ The assessments confirmed the strengths and weaknesses in the students’ written and spoken work and provided feedback to the French program as they refined their system of prerequisites and created new courses for the major, including courses on culture.
Assessing student learning with external measures of performance. The Daniels College of Business (DCB) uses both direct and indirect measures of student learning and assesses their programs in line with AACSB accreditation standards. In addition to course-level internal performance measures, a sample of seniors is asked to complete an external measure of student performance on the ETS Field Test. DCB also employs several indirect measures, such as selecting a sample of their graduating seniors to complete a satisfaction survey from Educational Benchmarking Inc. (EBI), convening focus groups to learn about student satisfaction prior to the senior year and conducting exit interviews with graduating seniors. Additionally, an alumni survey conducted five years after graduation requests employment, salary and other relevant career-related information.

Closing the feedback loop: The DCB analysis of multi-year data, which showed a two-year trend in declining performance in various business content areas, provided part of the rationale to revise the undergraduate curriculum, which added courses on business law and a gateway course into the major, along with implementing a secondary admission process to the business school after completion of a specific first-year curricular sequence.

Assessing student learning with internal measures of performance. The Chemistry and Biochemistry faculty are creating a series of three internal problem-solving tests designed for students to take at key points in the sequenced chemistry/biochemistry curriculum.

Closing the feedback loop: These assessments provide course instructors with information about student skills and identify students who might be lagging. Instructors who taught the previously taken courses in the sequence can then change how they teach those skills. Two more problem-solving skill assessments are being designed for more advanced courses in the chemistry and biochemistry sequence for these majors. In addition, an internal laboratory skills assessment is also being developed. Faculty members have noted that their work on designing, analyzing and discussing these assessments has also had a direct impact on their pedagogy.
Assessing graduate student clinical skills competencies. The Graduate School of Professional Psychology (GSPP) uses both formative and summative assessment procedures to monitor student learning in alignment with and beyond the accreditation standards for clinical training set by the American Psychological Association (APA). Students’ progress is reviewed in a formative manner through annual discussions of student performance held by the faculty and is reviewed semi-annually by clinical supervisors. Summative assessments include student performance on a comprehensive exam, successful completion of a doctoral paper, passing a licensure exam and an alumni survey to track employment and salary trends.

Closing the feedback loop: This comprehensive approach facilitates interventions, such as having students complete remedial training if problems arise after taking the comprehensive exam and completing the doctoral paper. The GSPP is currently revising and automating several assessment procedures to ensure that they collect data of the highest quality. For example, clinical supervisors will soon log in to the DU Portfolio Community to complete online assessments of student clinical skills to ensure more uniformity.

Course-level assessment and evaluation

At the course level, indirect evaluations are primarily carried out through the required University-wide course/instructor evaluation process. Instructors have the option for their students to complete the course/instructor evaluation online or by paper. All members of the DU community can access the results of the course/instructor evaluations by logging into webCentral, the DU portal. They can view this information for all courses within a department, a program, or summarized for courses taught by individual instructors. A few programs evaluate teaching through additional measures. For example, the University Writing Program has faculty complete annual teaching portfolios that include a reflective statement on teaching; teaching artifacts including syllabi, assignments and graded student papers; and a teaching development plan for the upcoming year. Some instructors also use direct measures of student learning at the course level by using assessment tools available through the Blackboard Courseware system or by using Angelo & Cross’ Classroom Assessment Techniques (CATs). Grades can also serve as a form of the evaluation of student learning when they are based on explicit criteria, applied systematically and shared publicly. Since 2009, following a proposal passed by the Faculty Senate, the Registrar’s Office at DU has posted descriptive data on grades that are aggregated by division, department and program by academic level for each academic quarter. While this information does not provide explicit assessment of individual student learning, it does raise faculty awareness about grading practices and stimulates conversations about the connection between grading practices and student learning.
3A.4. DU integrates data reported for purposes of external accountability into its assessment of student learning.

Graduation Rates

At the most general level, the University of Denver assesses its broad effectiveness, aggregated across programs and colleges, by tracking undergraduate admission, undergraduate persistence and undergraduate graduation rates over time. These data are reported annually in DU’s Profiles and are reported to the Board of Trustees and to the Integrated Postsecondary Education Data System (IPEDS). Figure 3.5 shows graduation rates for full-time first-time undergraduate students. The four-year graduation rate for students entering in fall 2004 is higher than the four-year graduation rate of any of the previous seven cohorts. These rates are affected by the number of students pursuing dual degrees as they retain their undergraduate status until they complete both degrees at the end of the fifth year.

**FIGURE 3.5: UNDERGRADUATE GRADUATION RATES**

Students reported as graduating in a particular year have met all degree requirements prior to the Spring (June) or Summer (August) ceremonies. The graduation rate measures only full-time, first-time degree-seeking undergraduate students.

*Fall 1998, Fall 2000, Fall 2003, Fall 2004 and Fall 2005 graduation rates have been adjusted to reflect a change in the end of term first-time first-year cohort and the number of students graduating within six years. The Fall 2000 cohort has been changed to 926 students (2 exclusions), the Fall 2003 cohort has been changed to 1,010 students (2 exclusions), the Fall 2004 cohort has been changed to 1,124 (3 exclusions), and the Fall 2005 cohort has been changed to 1,089 (1 exclusion).*
Both the graduation rate and persistence data are reviewed by the upper level DU administration, shared with the campus community each quarter via the executive dashboard and the Institutional Research web page and compared to other institutions. A University-wide persistence committee, jointly led by the Vice Chancellor for Enrollment and the Associate Provost for Student Life, meets four to six times a year to discuss persistence based on factors such as financial need, geographic location, major and student involvement. These discussions generate strategies (such as interventions, improved services and cross-campus communication) to increase student persistence. Table 3.1 summarizes first-year students’ one-year persistence rates.

**Table 3.1: One-Year Persistence Rates of First-Time, Full-Time Degree Seeking Students**

<table>
<thead>
<tr>
<th>Entry Term: Fall</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>Five-Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort Size</td>
<td>1,136</td>
<td>1,097</td>
<td>1,142</td>
<td>1,140</td>
<td>1,145</td>
<td>1,132</td>
</tr>
<tr>
<td>Registered</td>
<td>996</td>
<td>976</td>
<td>992</td>
<td>1,001</td>
<td>989</td>
<td>991</td>
</tr>
<tr>
<td>Not Registered</td>
<td>140</td>
<td>121</td>
<td>150</td>
<td>139</td>
<td>156</td>
<td>141</td>
</tr>
<tr>
<td>Persistence Rate</td>
<td>87.7%</td>
<td>89.0%</td>
<td>86.9%</td>
<td>87.8%</td>
<td>86.4%</td>
<td>87.5%</td>
</tr>
</tbody>
</table>

Many departments/colleges also track persistence and graduation rates. For example, The Women’s College (TWC) joined with Institutional Research in 2009 to begin developing a profile of successful students and analyzing program completion rates. TWC will implement a quarterly reporting cycle of continuing student enrollment patterns and new student enrollments. This information will enable TWC to develop policies and services that will promote program completion.

Graduation rates for graduate and professional programs are more difficult to evaluate, as some students in doctoral programs may take up to 10 years to complete a degree. One measure is to track the number of degrees awarded over time or the number of degrees conferred compared to enrollment changes. These data by unit and program are provided in Profiles. These data are reviewed by central, college-level and program/department administrations. Program-specific data are reviewed by program faculty as well. For example, the program chair for Educational Administration within the Morgridge College of Education noted the relatively low number of graduates compared to the number of students enrolled. As a result, the program chair instituted a tracking system to inform students about expectations for timely completion, support systems for students working on dissertation proposals (e.g., proposal writing seminar) and access to dissertation support from outside the program. This increased the number of students completing their dissertations and the number of proposal defenses.
Professional examination passage rates

In July 2004, the Bar Exam passage rate for DU students at the Sturm College of Law (SCOL) fell to a low of 66% for first-time takers, yet in July 2009, DU’s bar passage rate was 91%, which was 2% higher than the statewide average. This turnaround was the result of the careful assessment of student performance and using those findings to take corrective actions. The Corona Insights Research Firm, hired by the University to gather and analyze data surrounding the bar passage issue, found meaningful correlations between bar passage rates and three factors: undergraduate GPA (UGPA), LSAT scores and law school GPA (LGPA). These findings suggested two courses of action.

First, the SCOL revised its admission policy to minimize the number of students with low LSAT scores and UGPA. By reducing the entering class size, the percentage of high-risk students was lower, which also raised their 25th percentile LSAT from 152 in 2005 to 155 in 2009 and the 25th percentile UGPA from 2.89 in 2005 to 3.23 in 2009. Although the policy had the potential to impede efforts to matriculate a diverse class, additional financial aid was allocated to offset this possibility. Second, the SCOL revised its academic good standing policy by raising requirements from a 2.2 Law GPA to 2.3. Additionally, all students under a 2.6 GPA received tutoring and had restricted course selections. These initiatives went into effect for the class that entered in 2008 and the full effects of these changes are expected to be seen in July 2011 when this class takes the bar exam. Other initiatives affect all SCOL students, not just those entering in 2008. For example, improvements were made to the Academic Achievement Program (tutoring and monitoring), and a Bar Success Program was created to supplement commercial bar courses. SCOL faculty members were asked to increase their focus on bar issues in their classes without “teaching to the bar.”

A second example comes from the Graduate School of Professional Psychology (GSPP). Between 2000 and 2006, graduates of the GSSP’s PsyD program scored an average of 151 on the Examination for Professional Practice in Psychology (EPPP—a score of 140 is required for independent practice). Between 1998 and 2005, 278 students graduated from this program, yielding a 77% licensure base rate (of which 3% were not seeking licensure, 1% were seeking licensure and 2% were verified as not licensed) and 23% were not able to verify licensure status. GSPP faculty members are currently overhauling their student tracking systems to better verify the licensure status of their graduates. Furthermore, an analysis of their graduates’ performance on the subsections of the EPPP indicated that the lowest score was in the area of “research” and highest score in the area of “intervention,” which is to be expected in a “Practitioner-Scholar” program. Nevertheless, GSPP faculty are addressing this issue by adding an elective qualitative methods course for interested students and are working to revise the doctoral paper requirement for graduation to improve student research.
Chapter 3
Student Learning and Effective Teaching

Programs with External Program Accreditation

Programs reviewed and accredited by associations external to DU are listed in Profiles.41 Some of the external associations that review DU programs include the American Bar Association (Sturm College of Law), Association to Advance Collegiate Schools of Business (Daniels College of Business), National Association of Schools of Art and Design (art, art history), the American Chemical Society (chemistry), the American Library Association (library and information science), the American Psychological Association (counseling psychology, child clinical psychology (PhD), school psychology, clinical psychology – PhD and PsyD), the Accreditation Board for Engineering and Technology (computer, electrical and mechanical engineering), the National Association for School Psychology (child, family and school psychology) and the Council on Social Work Education (social work) among others.

Programs with External Certification Requirements

Programs reviewed for certification by associations or governing bodies external to DU also are listed in Profiles. These include programs offered by the Morgridge College of Education such as teacher education that are certified by the Colorado Department of Education (CDE). These programs are reviewed periodically by a team from CDE with a focus on the curriculum, student recruitment, student background, inclusion, clinical training and supervision as well as learning goals, objectives and outcomes. Programs must keep abreast of any changes in state licensure requirements in order to maintain certification. For example, the Library and Information Science Program formerly offered a school librarian certificate, but with changes in state requirements that increased the credits and courses required for the certificate, the program chose to offer only a MLIS with an emphasis in school librarianship rather than a certificate.
Core Component 3B: The organization values and supports effective teaching.

The University of Denver’s commitment to providing an outstanding education begins with hiring and maintaining a highly qualified, diverse and creative faculty. From the faculty recruitment philosophy to the prominence of teaching in the Appointment, Tenure and Promotion (APT) guidelines, the University focuses on effective teaching and ensures that faculty members have a wide range of professional development opportunities and innovative technologies that result in creative pedagogies. Further, the University’s culture of evaluation and assessment holds faculty members accountable for continual improvement, but also offers financial support for curriculum development and rewards excellence through the annual merit review.

3B.1. Qualified faculty members determine curricular content and strategies for instruction.

No matter how well an institution articulates its commitment to a vision of teaching excellence, it must rely on an outstanding faculty to make that vision a reality. With the goal of attaining the most qualified candidates for every faculty position, the University’s recruiting program outlines a consistent hiring process to ensure equal opportunity, eliminate possible discriminatory actions and support retention. Human Resources provides services and training for hiring managers and search committee chairs, offering tools for reaching a diverse pool of candidates and conducting an efficient process that meets affirmative action and equal opportunity laws and practices. Together, a Recruiting Philosophy and the Faculty Hiring Guide support recruiting and hiring exceptional faculty.

As a result of strong recruiting efforts and academic reputation, faculty quality and teaching effectiveness compare favorably with national peer institutions. As reported in Profiles 2009-2010, the DU faculty included 615 full-time and 644 part-time faculty members. Of the full-time appointed faculty, 90% held terminal degrees and 48% were tenured. The student to faculty ratio was 8.9:1 for undergraduate
DU faculty members are involved in the design, approval and implementation of the curriculum they deliver. Faculty members are encouraged to be innovative in their approaches to teaching, including course development, content, selection of pedagogies and general curriculum development for existing and new academic programs. In many instances course development funds are available to support faculty curricular efforts (e.g., First-Year Seminars and Advanced Seminars) or broader University initiatives (e.g., Center for Teaching and Learning and Internationalization). For both the First-Year Seminar and Advanced Seminars, elected faculty committees review and approve new course proposals. New courses within majors, minors, concentrations and degree programs begin at the departmental level, are vetted by the unit/division deans or directors and proceed to the Chair of Undergraduate and/or Graduate Councils for approval before becoming part of the University’s catalog of courses to ensure that they meet the academic mission of the institution. Thus, at levels from course and curricular creation to their review and implementation, DU faculty members play an instrumental role in determining course and academic program content and structure.

Thus, at levels from course and curricular creation to their review and implementation, DU faculty members play an instrumental role in determining course and academic program content and structure.
3B.2. **DU evaluates and rewards effective teaching.**

The evaluation of teaching at DU is essential not only to the tenure and promotion process, but also to the annual merit review as well as for professional development.

**Teaching Task Force**

In February 2005, then Provost Robert Coombe constituted a Teaching Task Force (TTF) charged with developing and recommending a comprehensive system for supporting and evaluating teaching at DU. The TTF examined several issues, among them the academic culture on campus, faculty development, merit and reward systems and methods of evaluation. Integral to its work were two principles.

The TTF concluded that “[e]nhancing the quality of teaching at the University requires a structured system of development opportunities, supports, evaluation processes and value/reward mechanisms.” The task force recommended that each academic unit develop such a system specific to the needs of its faculty. The Divisions of Arts, Humanities and Social Sciences were among the first to develop an evaluation process specific to their faculty and curricula.

Prior to the Teaching Task Force, most units at the University relied heavily on student evaluations to evaluate teaching effectiveness for merit, bonus, tenure and promotion decisions. The TTF noted that student evaluations “do not capture the scope of the full pursuit of excellent teaching” and recommended that multiple measures include self, peer and chair/supervisor evaluation, among others. Many units have revised their APT guidelines to include not only multiple measures but also multiple opportunities for evaluation to include a third-year pre-tenure review, tenure, third-year post-tenure review and application for full professorship. Some units, such as the Writing Program, have adopted teaching portfolios that include multiple artifacts as well as reflective statements.

**Teaching Awards**

In addition to evaluating teaching for formative and summative purposes, the University rewards exemplary teachers in order to cultivate and sustain a vibrant culture of teaching excellence. A variety of awards are given each year by the Faculty Senate including:
Chapter 3

Student Learning and Effective Teaching

» United Methodist Church University Scholar/Teacher of the Year
This award recognizes an outstanding faculty member for contributions to scholarship and teaching at the University of Denver. Faculty members are honored for exceptional teaching, concern for students and commitment to high standards in professional and personal life.

» Distinguished Teaching Award
This award is given to a faculty member in recognition of outstanding service to the University, the community or the profession.

» Adjunct Faculty Teaching Award
This award is given in recognition of excellence in teaching by an adjunct faculty member.

» Driscoll Master Educator Award
Students select the recipient of this award in recognition of excellence in teaching.

» Ruth Murray Underhill Teaching Award, Daniels College of Business
The award is given annually in recognition of excellence in teaching by an adjunct faculty member.

» Robert B. Yegge Excellence in Teaching Award, Sturm College of Law
This award is given to a teacher for their outstanding contributions to the legal educational mission and for fostering DU Law’s relationship with the community.

3B.3. Campus centers and units support improved pedagogies.

The University’s core values of excellence, innovation, engagement, integrity and inclusiveness are evident in the many, varied offerings for faculty development. In addition to each program’s internal supports for faculty, the following University-wide centers include enhancing pedagogy as part of their efforts: Center for Teaching and Learning, Center for Multicultural Excellence, Center for Community Engagement and Service Learning, the Office of Internationalization and the University Writing Program. Each of these centers utilizes a variety of delivery models including conferences, workshops, learning communities and individual consultations to meet the diverse needs of faculty.

The Center for Teaching and Learning (CTL) was created in 2000 and reorganized in 2009 to support the University’s teaching mission. This center’s newsletter, website, conferences, workshops, informal discussions and one-on-one consultations support their mission of promoting a culture that values and rewards excellence in teaching and learning. The CTL offers a faculty orientation program annually for newly appointed faculty. It has sponsored or co-sponsored five conferences since 1999 that have brought experts to DU to share best practices and
innovation in addition to highlighting the expertise of DU faculty. These conferences have focused on innovative and effective teaching practices including uses of technology to improve student engagement and learning. In addition, these conferences provide an opportunity for collaboration across the academic units. For example, The Pedagogy of Innovation conference\textsuperscript{52} in 2009 brought together the work of the CTL, the Morgridge College of Education, the Division of Natural Sciences and Mathematics, the School of Engineering and Computer Science and outside expert Steve Johnson. The CTL also offers structured workshops for specific populations and needs through the new faculty orientation and workshop series and ongoing workshops to enhance instructional pedagogy through educational technology (e.g., Blackboard, DU CourseMedia\textsuperscript{TM}, Portfolio, clickers). The series titled “Coffee Breaks” provides faculty forums to just “sit and talk” about issues related to teaching and learning. Faculty members generate the topics and co-facilitate these informal sessions with the CTL staff. “Learning Styles of Millennials,” “Distance Learning,” “Blogs,” and “Religion in the Classroom” are a few of the topics from the 2009 series.

In AY 2009-2010, the CTL implemented an undergraduate online-learning pilot project that explored providing high quality online courses to traditional undergraduate students. Online courses are becoming more common in traditional campus-based colleges and universities, as well as in high schools. In addition, web-based delivery of education is a growing trend for corporate, professional and graduate education.

Five instructors participated in the pilot program. Because their particular courses serve as exemplary models, those instructors completed the CTL’s online distance learning workshop, a three-week training that provides the experience of distance learning from the student perspective and leads participants through activities to develop interactive and engaging content for their own courses. There were also several face-to-face meetings between the distance learning coordinators and the instructors that continued as the courses were offered. An assessment plan evaluated three components of the project

» student learning – based on how well the learning outcomes match the objectives in each of the five courses in comparison to face-to-face courses.

» course quality – measured using a standardized online course evaluation rubric.

» the pilot project and process – measured via feedback on surveys given to all individuals involved in the project.

The CTL also works closely with the academic units to organize teaching and learning workshops, seminars and conferences that are customized for the needs of the campus. A recent example is the January 2010 “Education and New Media Conference”\textsuperscript{53} with keynote speaker Michael Wesch sponsored by the CTL. Prior to this conference, DU students and faculty members were asked to complete a short survey about technology in education to assist in the conference planning.
Over 1,100 students and 155 faculty members completed the survey. As shown in the following figures, DU students and faculty members showed relatively similar patterns of responses when asked about the use of technology tools in teaching, for preparation to join the workforce after graduation and for preferred modes of communication regarding course-related topics. These findings were then used by both student and faculty presenters at the conference and the keynote speaker to organize the conference content to meet the needs of the campus and to build on points of agreement.

**FIGURE 3.6: STUDENT AND FACULTY RESPONSES TO USE OF TECHNOLOGY TOOLS FOR WORKFORCE PREPARATION SURVEY**

**STUDENT RESPONSES**

DU is preparing you to successfully use technology as a business/professional tool when you enter the workforce.

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>TOTAL</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>96</td>
<td>9%</td>
</tr>
<tr>
<td>Agree</td>
<td>500</td>
<td>46%</td>
</tr>
<tr>
<td>Neutral</td>
<td>347</td>
<td>32%</td>
</tr>
<tr>
<td>Disagree</td>
<td>112</td>
<td>10%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>22</td>
<td>2%</td>
</tr>
<tr>
<td>TOTAL RESPONDENTS</td>
<td>1,077</td>
<td></td>
</tr>
<tr>
<td>(skipped this question)</td>
<td>49</td>
<td></td>
</tr>
</tbody>
</table>

**FACULTY RESPONSES**

DU is preparing its students to successfully use technology as a business/professional tool when they enter the workforce.

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>TOTAL</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>18</td>
<td>12%</td>
</tr>
<tr>
<td>Agree</td>
<td>66</td>
<td>45%</td>
</tr>
<tr>
<td>Neutral</td>
<td>47</td>
<td>32%</td>
</tr>
<tr>
<td>Disagree</td>
<td>11</td>
<td>8%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>4</td>
<td>3%</td>
</tr>
<tr>
<td>TOTAL RESPONDENTS</td>
<td>146</td>
<td></td>
</tr>
<tr>
<td>(skipped this question)</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
The Center for Multicultural Excellence (CME) helps build inclusive learning environments for all learners through a multitude of programs and services. One such program is the Inclusive Excellence Faculty Community. This program began as a pilot in fall 2008 when groups of faculty, plus a facilitator, regularly met to discuss ways to create inclusive classrooms. Informal feedback regarding the pilot showed that faculty found the program beneficial and the program was fully implemented in fall 2009. CME and the Center for Teaching and Learning have partnered to work with groups of faculty who meet up to nine times throughout the course of an academic year. The peer groups attend a four-hour orientation presented by a faculty member in the Morgridge College of Education that provides a foundation for discussions throughout the year. The intent of the program is to help participants create inclusive syllabi, identify tools to establish a classroom environment that is open to various learning styles and manage relevant classroom discussions around inclusive excellence. Future events will address religion in the classroom and increasing minority representation in the sciences.

In an institution committed to the public good, The Center for Community Engagement and Service Learning (CCESL) plays a significant role in connecting the work of the classroom to the community. As described in Chapter Five, CCESL offers faculty a variety of ways to be involved with community-based initiatives on campus. The Service Learning Faculty Scholars program is offered every year to faculty who are new to service learning. Participants receive a stipend and engage in training and group discussion to develop service learning experiences that they will implement the following year. The Center also offers an Advanced Practitioner project for faculty members who have completed the Service Learning Scholars program and want to continue to share best practices, assessment strategies, assignments, challenges and successes.
In an effort to provide consistent teaching standards and reward innovative pedagogies, University College has developed and regularly offers a comprehensive series of “Master Teacher” courses for the professional development of adjunct faculty. The “Master Teacher” designation is awarded to those who complete a specified series of courses.

While the University Writing Program focuses on the writing needs of the students, it also offers resources for faculty through links on their website, informal consultations and workshops. One unique aspect of faculty development is that training and consultation are for faculty in every discipline. Dozens of faculty members have consulted with the Writing Center about their assignments and teaching practices, almost all of them leading to in-class workshops. More than 80 faculty members have participated in workshops on assigning and evaluating writing. A Writing in the Majors Project assesses writing practices within individual majors. For this project, teams led by writing lecturers and comprised of faculty members and undergraduate students who receive stipends, engage in a comprehensive analysis of writing across major courses. Thus far, nine different departments have participated. This project has emerged as a national model, adopted at Dartmouth, for example. The University aspires to become a national model for additional colleges and universities seeking exemplary practices in teaching writing.

3B.4. DU employs technology and innovations to enhance teaching.

Technology is integrated into coursework and teaching to such an extent that the Board of Trustees recently formed a new Technology Futures Committee. The committee membership includes the Provost, the Director of the CTL, the Vice Chancellor of University Technology Services, Board of Trustees members and outside chair, Richard Green. Dr. Green is the former CEO of Cable Television Laboratories, a non-profit research and development consortium that pursues new cable telecommunications technologies. The committee will survey the existing use of technology on campus, evaluate currently available technologies and then develop criteria for promising applications.

In fall 2005 as the HLC and DU’s Office of Institutional Research were aligning their records about majors and certificates offered online at DU, it was discovered that online programs needed specific HLC approval. University College, the home of the majority of these programs, filed the appropriate change request with the HLC. After an HLC site visit in 2006, DU was given “no prior approval status” for online programs. One condition of that approval was that the University form a Distance Learning Council to track activity in online education and provide an approval mechanism for new online programs. The Provost invited the Dean of University College to chair the council, and together they composed a council of nine people with expertise in online education. The Distance Learning Council (DLC) provides a review and approval mechanism for both existing and proposed programs. Similar
to the Undergraduate Council and the Graduate Council, the DLC serves as a means for review and approval of new certificate and degree programs, but confines its scrutiny to the aspects of the program that involve distance learning. Any program that provides an opportunity to earn the majority of the degree online must be reviewed by the DLC. The Council focuses on those aspects of any degree proposal related to distance learning, including delivery methods, faculty and student support, assessment, technology resources, financial arrangements and other matters as relevant. The DLC also periodically reviews all existing programs to make sure they are compliant with the standards being used to examine new programs. In addition, the DLC oversees a registry of all distance learning degree and certificate programs being offered across the entire campus.

The Center for Teaching and Learning creates opportunities for faculty members to learn how to use web tools, such as Blackboard, Portfolio Community and DU CourseMedia™. Blackboard expands class activities beyond the classroom with discussion forums, live chat, wikis, blogs and virtual group work. Most divisions show a steady increase in the number of instructors using Blackboard from a total of 471 in fall 2006 to almost double that, 853, in fall 2009. (This number underestimates DU faculty members using web tools, as faculty members in University College use a different course management system.) The CTL works with the Courseware Faculty Advisory Board during quarterly meetings to discuss courseware issues and ways to assist faculty.

The University of Denver Portfolio Community (DUPC)

The DUPC provides for personal, community and course portfolios and facilitates academic program assessment based on student work. Creating communities through portfolios allows faculty members to bring individuals outside of the University community into the work of a class or a project. Some of the features of this tool are the ability to conduct surveys, a calendar with RSVP capability for scheduling events, the ability to email all members of the community and establish discussion forums and the ability to share, revise and archive documents.

DUPC consists of two main components. The first provides for personal, community and course portfolios. A personal portfolio is the collection of items (papers, multimedia projects, résumés, images) that have been selected to represent the individual’s academic and professional profile. Virtually any type of file can be uploaded to a DUPC portfolio, including Microsoft file types, images, MP3, Flash and PDF. Community and course portfolios are similar to personal portfolios and are easily constructed within the DUPC. A variety of groups at DU use community portfolios, including the Graduate Student Association and Council, academic search committees, the Student Life Division, the First-Year Seminar program, the HLC Coordinating Committee and...
the Institutional Review Board. Groups also use community portfolios for conference websites.

The second DUPC component facilitates academic program assessment by providing online mechanisms for collecting, storing and assessing student work. Data from the assessments are stored in an integrated database and as a result, the reporting capability is extensive. The ability to examine data from a variety of perspectives, for example by comparing this year’s class to last year’s, or by following a cohort of students through their courses to monitor their development, makes it possible to make informed curricular decisions and adjustments. There is also an online rubric library and rubric builder, and all faculty members who are participating in assessment using DUPC have agreed that their rubric elements may be added to the rubric library for general use. The assessment component of DUPC is private (only visible to the students and faculty members participating in assessment).

As the recognition of the importance of academic assessment has grown and with the reorganization of the Office of Academic Assessment, the DUPC assessment component will be redesigned as a stand-alone system to meet the emerging needs of the academic units.

DU CourseMedia™

DU CourseMedia™ is a management system that helps faculty discover, organize and present media materials to enhance student learning. The system originated with a CTL/School of Art and Art History project in 2000 and makes sophisticated use of multi-media for teaching simple and straightforward for both those adding media to the site and those accessing it. The central database of images is continuously being expanded by faculty members from many disciplines and more recently by the library, with the Visual Media Center cataloging over 130,000 analog slides and 25,000 digital images for use. Each image is associated with universally accepted standards-based metadata, and a single stored image can be used in multiple course galleries and by multiple users. It is also possible to associate a discussion board with an image or gallery. Faculty members using DU CourseMedia™ can create online galleries that may include streaming video, embedded videos from external web pages, images, text slides, discussion boards, quizzes and voice narrations. While faculty in the School of Art and Art History regularly create online galleries for their students, more than 400 faculty members across the University also incorporate DU CourseMedia™ into their classes—ranging from an Advanced Seminar course titled Paranormal Psychology to a literature course on the Harlem Renaissance. The supporting database contains nearly 50,000 images, 3,000 videos and many audio tracks, with the accompanying metadata. Because DU CourseMedia™ is fully integrated with Banner, security controls are in place to preclude misuse of copyrighted materials. The system is also seamlessly integrated with Blackboard so that instructors may deliver image, video or audio content directly through their Blackboard course site.
Faculty members have access to The Cable Center Demonstration Academy and the Robert L. Johnson Distance Learning Studio. The Demonstration Academy deploys broadband audio, video and data equipment and provides a venue where faculty members can learn, discuss and exchange ideas about advances in technology, programming and services. The Robert L. Johnson Distance Learning Studio is a complete television studio and control room for recording video productions and hosting distance learning programs worldwide. Live broadband feeds and microphones at each desk have allowed students to interact with people from around the world, including high-profile political and press leaders, such as former presidents Gerald Ford and Bill Clinton, members of Congress, senators and journalists. For example, Steve Scully, a well-known C-SPAN journalist and host of “Newsmakers,” teaches a journalism and politics course for DU. Via broadband stream, Scully invites guests such as Hillary Rodham Clinton, Karl Rove, Helen Thomas and Newt Gingrich to join the class. Students are exposed to direct and relevant illustrations of the interaction between media and government. This program has brought an unparalleled educational experience to DU students, as well as participants from George Mason University, Northwestern University, Pace University and Purdue University.

3B.5. DU supports professional development for teaching.

The University provides faculty members with a range of non-competitive and competitive funding opportunities to develop new courses and teaching skills at both the graduate and undergraduate levels. Many faculty members receive professional development funding annually, but this varies by academic unit. As mentioned previously, faculty members who offer First-Year and Advanced Seminar courses in the undergraduate Common Curriculum receive course development funds. The University offers competitive Curriculum Diversity Small Grants and Internationalization Grants that allow faculty members to develop projects and pedagogies to integrate international and intercultural perspectives and content into teaching, learning, research and service. Since their inception in 2003, over 32 awards have been made to support over 26 individual faculty members for a total investment of $90,675 in funding thus far. The Writing Program has awarded over $100,000 in teaching development grants and support. Specialized funds are also available and vary by unit. All DU students are assessed a technology fee each quarter and academic divisions can use these fees to support use of technology in support of student learning. The Center for Community Engagement and Service Learning offers a generous stipend for faculty members who participate in intensive workshops that help them develop service learning curricula. An expanded discussion of professional development for teaching is provided in Chapter Four.
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CTL Curriculum Enhancement Grants for Faculty

These programs support faculty innovation in teaching and are funded up to $20K per approved proposal. These grants encourage DU faculty members to revise their teaching strategies, courses and curricula in meaningful ways. The CTL Faculty Advisory Board reviews these proposals.

CORE COMPONENT 3C: DU creates effective learning environments.

3C.1. Assessment results inform improvements in curriculum, pedagogy, instructional resources and student services.

Earlier in this chapter, as well as in Chapter Two, we discussed how assessment informs curricular and programmatic changes. For example, we noted how a thorough assessment of the previous general education program resulted in a new Common Curriculum implemented in fall 2010, how the Marsico Initiative’s integral assessment component determined the pilot initiatives that would become part of the University’s permanent program and financial base, and how assessment in the College of Business resulted in significant curricular and admissions policy changes as part of their new strategic plan.

The Division of Student Life has been a leader at DU in using assessment results to improve student services. Since 2002, all units in the Division have been involved in departmental assessment. In 2004 the Student Life Division adopted the Balanced Scorecard assessment model, which, to the best of our knowledge, was one of the first Student Affairs divisions in the country to successfully translate a business assessment model into Student Affairs concepts and language that were relevant.

Despite its benefits, the traditional Balanced Scorecard was time-consuming, expensive and unwieldy, and the Division of Student Life began exploring ways to adapt its use and streamline the assessment process. At the same time, Student Life began to articulate priorities more in terms of student learning outcomes that
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Student Life continues to identify ways to assess programs and services that will provide meaningful results to plan, modify and improve practice. As discussed in Chapter Two, some of its best efforts have resulted from successful pilot programs created in response to assessment, occasionally funded with one-time gain share dollars. At the same time, it has occasionally piloted promising programs and then let them go after assessment feedback indicated they were not achieving their intended results. For example, a pilot Supplemental Instruction program initially looked promising, but did not work well on our campus. Student Life refines assessment strategies annually, with the goal of having directors focus on assessments that are truly meaningful and helpful for their practice, rather than on assessments that are either easy to do or that put their units nominally in compliance with expectations.

3c.2. DU provides an environment that supports all learners and respects the diversity they bring.

Multicultural Excellence

In 2006, the University of Denver was introduced to the framework of inclusive excellence when Dr. Alma Clayton Pedersen, Vice President for Education and Institutional Renewal with AAC&U, delivered a keynote address at the DU Annual Diversity Summit. Several months later, the Chancellor and Provost asked the University’s senior leadership to embrace inclusive excellence and begin working with the staff of the Center for Multicultural Excellence to implement an inclusive excellence plan at DU. One example of these efforts is the IE toolkit available online.

Through the Voices of Discovery Intergroup Dialogue (VOD), DU works to create a supportive environment for all learning. The goal of the VOD program is to bring together small groups of individuals from various social identity backgrounds (including race, ethnicity, socioeconomic status, sexual orientation, gender and other groups) to share life and campus experiences. Overall, the evaluations indicate participants are positively impacted in the areas of dialogue group interactions; sharing stories related to diversity; and being introduced to concepts and issues that they had never talked about previously. During the 2008-2009 academic year, the VOD program included nearly 70 undergraduate students and 12 graduate student or staff facilitators supported by six faculty members (who wrote the program into their curriculum). The program ran for five consecutive weeks of two-hour dialogues. Overall, the evaluations indicated that students enjoyed
the session discussions and through their experiences gained a basic understanding of the key concepts presented.

Disability Support Services

DU has a strong history of creating inclusive learning environments for students with documented learning differences and physical or learning disabilities—from student support groups to a fee-based program for eligible students. The Learning Effectiveness Program\(^7^0\) (LEP), which celebrated its 25th year anniversary in 2007 is a nationally recognized fee-based program that attracts highly motivated students with learning disabilities to DU and supports them with co-curricular opportunities, an organizational specialist, tutoring sessions and one-on-one weekly academic coaching sessions. Its goal is to develop skills in self-responsibility, self-awareness and self-advocacy. In addition, the program educates faculty about pedagogy and curriculum design to enhance learning environments for all students. Admitted students first meet the DU enrollment standards and then must provide documentation of their learning disability to be eligible for the program. Over the past 10 years, the LEP program has enrolled between 170-210 students per year.

Ideally, students utilize the LEP services during their initial transition to college, and, as they build their skills, shift to the Disability Services Program\(^7^1\) (DSP) later in their academic careers. The DSP office serves over 800 students (both graduate and undergraduate) by providing accommodations based on the federally defined standards of the Americans with Disabilities Act. Disability Services also provides proctoring and testing for students with extended time testing and supports faculty providing accommodations to students in the classroom. In 2005, DSP added an Assistive Technology Specialist to work with students and integrate available technology to create greater learning capabilities. The next step in this process will be integrating Universal Design\(^7^2\) concepts across the University community. Universal design, along with adaptive technology space, is modeled in Katherine A. Ruffatto Hall, a new building opened in fall 2010 that is home to LEP, DSP and the Morgridge College of Education.

DU received a $25,000 grant from the Brown Foundation\(^7^3\) to adapt the Universal Design faculty training and support program model from the Center on Postsecondary Education and Disability at the University of Connecticut. Beginning in January 2010, funding from the Foundation allowed DU to

> Design a faculty development seminar on Universal Design. The concept of Universal Design is extremely useful in helping faculty expand their understanding of classroom options open to them.
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» Provide individual course development stipends to faculty to re-examine and revise their classroom practices and course syllabi to incorporate Universal Design practices.

» Assess via pre- and post-tests the effectiveness of Universal Design practices in enhancing learning for all students.

Ten tenure-line faculty members received this training and will now be able to mentor their peers on Universal Design classroom practices in future years. We anticipate training 10-12 additional faculty members annually.

3c.3. Advising systems focus on student learning, including the mastery of skills required for academic success.

All incoming undergraduate students are advised by trained faculty members during their First-Year Seminars, then, as they declare majors, are advised in their major departments. A central advising unit helps undergraduate students perceived to be at risk, and extensive electronic resources support students, faculty and professional staff.

Advising in First-Year Seminars

The University is committed to a faculty-based academic advising system. Faculty members are considered the primary academic advisers, and this relationship is formed during Discoveries4 (new student orientation) and the First-Year Seminar (FSEM). Each FSEM faculty member advises 15 first-year students until they have declared an academic major. Faculty members teaching the First-Year Seminars are required to attend annual training sessions that share best practices and receive updates on academic policies and requirements. Quarterly advising meetings include faculty departmental advisers and directors of undergraduate programs, the Registrar’s office, associate deans, associate provosts and the professional advisers from across campus. Each quarter, information is shared on new degrees, processes and procedures. The goal is to exchange information across the decentralized advising structure such that the result is high quality advising for students. Faculty and professional advisers also have access to an electronic Advising Handbook75 with contacts for advising resources, answers to commonly asked questions and helpful tools to assist with advising students.

Major Undergraduate Advising

Within academic majors, caseload and faculty adviser assignments vary. This has been a challenge when assessing the quality of academic advising from a student perspective. In spring 2009 a survey of undergraduate students6 revealed that 71.1% indicated that they utilize faculty or First-Year Seminar mentors for primary advising. The exception to this faculty advising model is the Daniels College of
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Business, which in the past three years has shifted to professional advising staff specific to undergraduate business majors.

This same survey explored what students considered important when interacting with their academic advisers. As shown in Table 3.2, students (N=603) indicated the importance of a broad range of issues concerning academic advising.

**TABLE 3.2: STUDENT PERCEPTIONS OF FACULTY ADVISING**

<table>
<thead>
<tr>
<th>ITEM</th>
<th>VERY HIGH</th>
<th>HIGH</th>
<th>SOMewhat HIGH</th>
<th>SOMewhat LOW</th>
<th>LOW</th>
<th>VERY LOW</th>
<th>NOT APPLICABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listens to my academic issues</td>
<td>45.1</td>
<td>32.6</td>
<td>13.6</td>
<td>6.0</td>
<td>1.1</td>
<td>0.0</td>
<td>1.6</td>
</tr>
<tr>
<td>Listens to my personal issues</td>
<td>9.8</td>
<td>15.8</td>
<td>27.2</td>
<td>14.1</td>
<td>8.2</td>
<td>14.1</td>
<td>10.9</td>
</tr>
<tr>
<td>Helps me to create a degree plan</td>
<td>35.9</td>
<td>35.3</td>
<td>16.8</td>
<td>3.8</td>
<td>1.6</td>
<td>3.3</td>
<td>3.3</td>
</tr>
<tr>
<td>Assists me in selecting appropriate major courses</td>
<td>48.6</td>
<td>29.0</td>
<td>12.6</td>
<td>3.3</td>
<td>3.3</td>
<td>0.5</td>
<td>2.7</td>
</tr>
<tr>
<td>Assists me in scheduling or registering for courses</td>
<td>27.9</td>
<td>21.9</td>
<td>22.4</td>
<td>13.7</td>
<td>8.7</td>
<td>1.1</td>
<td>4.4</td>
</tr>
<tr>
<td>Assists me in selecting non-major or elective courses</td>
<td>11.0</td>
<td>17.0</td>
<td>25.8</td>
<td>18.7</td>
<td>14.3</td>
<td>7.1</td>
<td>6.0</td>
</tr>
<tr>
<td>Understands Undergraduate University Requirements</td>
<td>54.4</td>
<td>24.2</td>
<td>13.7</td>
<td>4.4</td>
<td>0.5</td>
<td>1.1</td>
<td>1.6</td>
</tr>
<tr>
<td>Knows University academic policies</td>
<td>42.0</td>
<td>30.9</td>
<td>20.4</td>
<td>3.3</td>
<td>1.1</td>
<td>0.6</td>
<td>1.7</td>
</tr>
<tr>
<td>Helps me improve my GPA</td>
<td>9.8</td>
<td>14.8</td>
<td>26.8</td>
<td>14.8</td>
<td>12.0</td>
<td>9.8</td>
<td>12.0</td>
</tr>
<tr>
<td>Campus climate issues</td>
<td>3.8</td>
<td>5.5</td>
<td>21.3</td>
<td>24.0</td>
<td>10.9</td>
<td>18.0</td>
<td>16.4</td>
</tr>
<tr>
<td>Helps me plan study abroad experience</td>
<td>18.1</td>
<td>17.0</td>
<td>24.2</td>
<td>10.4</td>
<td>6.6</td>
<td>6.6</td>
<td>17.0</td>
</tr>
<tr>
<td>Assists me with courses I am struggling with academically</td>
<td>6.6</td>
<td>12.6</td>
<td>20.2</td>
<td>16.9</td>
<td>11.5</td>
<td>12.0</td>
<td>20.2</td>
</tr>
<tr>
<td>Helps me find an internship</td>
<td>13.7</td>
<td>19.8</td>
<td>23.1</td>
<td>11.5</td>
<td>7.7</td>
<td>7.1</td>
<td>17.0</td>
</tr>
<tr>
<td>Assists me with graduate school decisions</td>
<td>18.0</td>
<td>24.0</td>
<td>18.6</td>
<td>7.1</td>
<td>3.8</td>
<td>4.9</td>
<td>23.5</td>
</tr>
<tr>
<td>Provides letters of recommendation for jobs or grad school</td>
<td>31.7</td>
<td>25.1</td>
<td>12.0</td>
<td>4.4</td>
<td>2.7</td>
<td>4.4</td>
<td>19.7</td>
</tr>
<tr>
<td>Connects me to other University resources (e.g., career help, counseling, etc)</td>
<td>27.3</td>
<td>31.1</td>
<td>17.5</td>
<td>6.6</td>
<td>3.3</td>
<td>4.4</td>
<td>9.8</td>
</tr>
</tbody>
</table>

**Central Advising**

The central undergraduate academic advising office is located in The Center for Academic and Career Development. Advisers support undeclared students and students identified as at-risk academically, while also providing training and support for faculty advisers. Early warning systems, such as mid-term grade notifications and precipitous decline (which occurs when a student experiences a single academic quarter term GPA below 1.0 despite maintaining a cumulative GPA above 2.0), identify students who may be in academic distress. Academic Advising deploys a developmental and proactive advising model that seeks to build on students’
strengths and helps them master skills they are lacking for academic success. There are several ways in which the University supports student learning for those who are struggling, including the Writing Center, teaching assistants in high-risk courses (particularly quantitative coursework, such as math), and individual student development.

**Electronic Resources**

A Faculty Toolbox in webCentral (Banner) assists faculty members with advising responsibilities. With this electronic resource, faculty members view student academic records and record advising comments that can be seen by other advising staff or the Registrar (for example, course substitutions in the major, study abroad planning). This allows for more effective and efficient advising for students, with less reliance on paper documents and a reduction of miscommunication and lost files. The Academic Advising website directs students to advising tools designed to help them achieve academic goals and engage with active learning. These tools include GPA calculators, graduation planning worksheets and explanations that allow students to work in a self-directed manner as well as use information from faculty and professional advisers.

**At-Risk Undergraduate Students**

Academic Advising staff work with students who are considered at risk, both academically and behaviorally. Along with other Student Life staff, Academic Advising supports an early warning system where faculty members can report students of concern online. Concerns include lack of attendance, disruptive classroom behavior, sexual assault, disclosure of concerning information (e.g., death in a family, illness), poor academic performance or social adjustment issues. After a faculty or staff member reports a concern, Student Life staff work together to determine whether the student’s issue is already being addressed and/or requires outreach. An example of outreach might include informing a student about resources for support during the illness or death of a family member (counseling, leave of absence from coursework, referral to grief groups or health providers). The goal is to connect the student to appropriate supportive resources. In the 2008-2009 academic year, staff received 443 reports through the students of concern online reporting process. All reports were reviewed by Student Life staff to determine whether an action was necessary and if so, the appropriate campus office to follow-up.

During the spring quarter in 2009, a pilot Student Advocate Program was launched to assist students who had been identified as at-risk for leaving the University. One concern was that the economic downturn might influence student decisions about whether to remain at DU. The advocates served as liaisons between at-risk students and other campus staff. During this pilot program, 71 students were identified as at-risk to leave DU. Of these, 61 were contacted while the remaining 10 had already withdrawn. Seventy nine percent of the students contacted responded to the student advocates and identified the following issues as reasons for a
potential withdrawal from DU: financial (94%), academic (4%) and personal/social (2%). Of the 61 students who were contacted during spring 2009, 52, or 85%, enrolled for the fall 2009 academic term. Given the success of the advocates, this program continues.

DU offers a variety of support programs for students who need to take a voluntary or medical leave of absence. The opportunity to take a leave of absence can be instrumental to support students who may not academically persist otherwise and helps to create a learning environment that allows students entry and exit as necessary to support their personal and academic readiness. In 2007, 2008 and 2009, an average of 67 students per quarter (fall, winter and spring) took some type of leave from their studies. An average of 65 students per quarter, for the same time period, were readmitted to the University; however, it is important to note that this average includes all students who returned from a leave or who were readmitted and could include students who had left the University prior to 2007.

Graduate-Professional Student Advising and Support

With respect to academic support, each graduate and professional program takes responsibility for its own advising systems. All of these programs have specialized advising and mentoring, as well as orientation programs that provide resource information for incoming students. Many programs provide their students with a graduate handbook, program overview, campus and community resources and assign each student to either a research or academic adviser and sometimes both. Some graduate programs, such as the Psychology PhD program, also assign an advanced graduate student to be a peer mentor to an incoming student. The Office of Graduate Studies provides useful links to resources and information designed to provide support to all graduate students on their website.

Many programs also offer additional assistance to students. For example, the Sturm College of Law’s Academic Achievement Program offers students several levels of assistance, ranging from a summer preview session, to writing clinics and workshops and the DU Bar Pass Success Program, which is available to all students. Some programs have dedicated offices and staff to provide professional and career development, such as the Daniels College of Business Suits Center for Graduate Career Services and the Josef Korbel School of International Studies Office of Career and Professional Development.

3C.4. DU has created strong co-curricular programs that complement and enhance traditional learning environments.

Effective learning environments encompass not only classroom experiences, but also the co-curricular activities and programs that support learning.
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Pioneer Leadership Program

The Pioneer Leadership Program (PLP) is a four-year, integrated learning experience that combines coursework, a residential community, civic engagement and professional networks to develop citizen leaders. The PLP curriculum offers an engaging approach to the formal study of leadership and leadership development itself, utilizing courses, issue discussions, conversations with expert regional leaders, site visits, community-based initiatives, retreats and internships. This rigorous academic and experience-based program leads to a minor in Leadership Studies. PLP students live together during their first year and have the option to do so in their second year. Special events, retreats, team projects and focused dialogues in the residence hall environment create a synergistic community of peers.

Living and Learning Communities

DU’s Living and Learning Communities (LLCs) for first-year undergraduate students are organized around themes that form the foundation for all of the activities associated with the LLC. The students within each LLC live on the same floor in one of the residence halls on campus and participate in special dinners, presentations by invited speakers, cultural events, retreats and field trips. Every quarter the students within each LLC take a credit-bearing seminar class related to the LLC theme and taught by a DU professor. The five Living and Learning Communities are

» Creativity & Entrepreneurship;
» Environmental Sustainability;
» International;
» Social Justice; and
» Wellness.

What makes the LLCs distinctive is how our students, faculty and professional staff explore and apply course concepts in real-world community settings. Students deepen their understanding of the world and work to create healthy communities.

University Honors Program

The University of Denver offers a challenging Honors Program for students who seek an advanced liberal education, lively dialogue with their peers and faculty on important issues and inspiring in-depth work in their majors. The Honors Program is composed of nearly 350 talented and motivated students who reflect all majors and diverse interests. Most first-year Honors students also choose to live on the Honors floor. Upon successful completion of the program, students graduate with University Honors. Throughout the program students benefit from a stimulating academic and social community that provides a value added experience to their undergraduate degree.
Athletics

Prior to 1999, DU was classified as an NCAA Division II school in all sports except hockey and women’s gymnastics. In 1999 after a rigorous planning process, DU was classified as an NCAA Division I athletic institution. In 2009, more than 300 student-athletes were enrolled at DU. Faculty members and Academic Advising work with two professional Student-Athlete Support Services advisers to support the academic planning and graduation of student-athletes. Tutoring support, NCAA Lifeskills and other support services are offered. Pioneer student-athletes had a 79.6% graduation rate and a collective grade point average of 3.29 in the 2007-2008 academic year. In 2009, the NCAA reported that DU student-athletes surpassed the national average graduation rate by 14%. According to the NCAA Graduate Success Rate data, 93% of DU first-year student-athletes who entered college in 2002 earned their degree. The NCAA notes that eight of DU’s women’s teams and two of DU’s men’s teams achieved perfect 100% graduation rates. DU’s admission criteria for student-athletes are the same as for the regular student body and are significantly higher than NCAA requirements. Table 3.3 depicts DU student-athlete six-year graduation success rates for athletes who enrolled as first-year students in fall 2002 as compared with peer institutions.

**TABLE 3.3: SIX-YEAR STUDENT-ATHLETE GRADUATION SUCCESS RATES**

<table>
<thead>
<tr>
<th>DIVISION I PEERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>George Washington University</td>
<td>95%</td>
</tr>
<tr>
<td>Boston University</td>
<td>94%</td>
</tr>
<tr>
<td>UNIVERSITY OF DENVER</td>
<td>93%</td>
</tr>
<tr>
<td>University of Vermont</td>
<td>91%</td>
</tr>
<tr>
<td>Gonzaga University</td>
<td>91%</td>
</tr>
<tr>
<td>Southern Methodist University</td>
<td>89%</td>
</tr>
<tr>
<td>Santa Clara University</td>
<td>88%</td>
</tr>
<tr>
<td>University of San Diego</td>
<td>87%</td>
</tr>
<tr>
<td>Syracuse University</td>
<td>86%</td>
</tr>
<tr>
<td>Colorado State University</td>
<td>82%</td>
</tr>
<tr>
<td>University of Miami</td>
<td>82%</td>
</tr>
<tr>
<td>University of Colorado, Boulder</td>
<td>76%</td>
</tr>
<tr>
<td>University of Southern California</td>
<td>74%</td>
</tr>
<tr>
<td>Northern Arizona University</td>
<td>70%</td>
</tr>
<tr>
<td>DIVISION I AVERAGE</td>
<td>79%</td>
</tr>
</tbody>
</table>

88 DU
89 DU
89 DU
89 DU
89 DU
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The Honor Code and Code of Student Conduct

In 2000, the University community implemented an Honor Code that operates in conjunction with the Code of Student Conduct, both of which are discussed in Chapter One. Sanctions for violations of the Honor Code and the Code of Student Conduct are designed to be educational in nature. Peer conduct review boards offer peer-to-peer learning experiences, as well as experiential learning for students who serve on the review boards. An example of a sanction with specific learning outcomes is the Alcohol Education course that is required for students who violate the alcohol policy. Of students who completed the program in 2008-2009, 91.2% responded that as a result of taking the course they learned that there are people who can help them, 88.6% indicated that they were more knowledgeable about the effects of alcohol after taking the course, 85.8% said they had learned the importance of taking responsibility for their actions, while 71.9% expressed an intention to be more disciplined about the use of alcohol.

Norming Campaigns

Students in courses at the Daniels College of Business have partnered with Student Life to create social norming campaigns addressing student issues, especially alcohol usage and gender violence. Students in an advanced marketing class surveyed students and then designed a campaign with Student Life as the client. The result was a 64% market saturation of the alcohol social norming campaign. There was a 24% reduction of alcohol violations in the 2007-2008 academic year following the campaign launch.

Leadership Opportunities

Students engage in learning through their leadership positions in various University programs, particularly Housing and Residential Education (Resident Assistants), Discoveries (Orientation Leaders), student government, Peer Health Advising, DU Involvement Team, DU Programs Board, Voices of Discovery and a number of other student organization leadership positions. Assessment of these programs may be found in the 2008-2009 Balanced Scorecard.

Although DU is not a faith-based institution, we recognize that spirituality is an integral part of students’ experiences and learning. In the context of our university, the Chaplain supports each individual community member’s quest for truth, meaning and belonging; advocates for religious/spiritual voices and values in the University’s commitment to the public good; and celebrates the world’s diverse religious and spiritual traditions and their expression, especially as represented at DU. Ongoing programming by the Chaplain’s Office has created an additional dimension of conversation on campus among faculty, staff and students, perhaps most notably through the Chaplain’s monthly book clubs, which have featured provocative titles ranging from The Sparrow (Mary Doria Russell) to Will the Circle Be Unbroken? (Studs Terkel).
3C.5. **Student development programs support learning throughout students’ experiences regardless of their location.**

We have previously described a wide range of student development programs that support learning for both undergraduate and graduate students who participate in traditional education programs on campus. Next, we provide examples of programs that support learning by more diverse groups of students who are considered non-traditional or who are off-campus and participate through distance learning courses.

The **Women’s College** (TWC) offers DU undergraduate degrees and certificates on evenings and weekends to women for reduced tuition. While TWC is well-positioned to address this population of women, research identifies this group as less financially and academically prepared and more likely to stop out or drop out of their college studies. Therefore, TWC is diligent in its efforts to provide its students with multiple strategies for academic success through individual assessments, advising for appropriate course selection, increased resources for tutoring and a computer giveaway program to ensure that all students have appropriate technology. Primary advising is conducted by full-time advisers in TWC’s **Student and Community Engagement** office. Additional advising and mentoring is available through faculty members, alumni groups, student associations and community advisory boards.

Community is very important at The Women’s College and one way for students to be engaged learners is through membership in a student group. **Current student groups** include the Writers Club, Law and Society, DU Women in Technology, Business Minded Women, Women’s Communication Network and Lambda Pi Eta. The Women’s College Online Student Community Group is a website where students can exchange information, ideas and support. Students have the opportunity to be part of The Women’s College Student Advisory Board, the **Voices** Editorial Board (**Voices** is published semiannually and includes student-written articles, essays, creative writing, alumnae news and college events) or SOS (Sisterhood of Speakers), a speakers club designed to hone public speaking skills. The Women’s College Alumnae Association sponsors special events and its members serve as corporate liaisons, mentors and classroom and event speakers. The **Alumnae Association** provides mentoring opportunities for current TWC students, who are matched with alumnae mentors and offers networking and development opportunities for TWC alumnae. Finally, a career counselor dedicated to TWC students provides a range of services including interest inventories, resume development and job search, application and interview support.

Another unit at DU that has been highly successful in creating and supporting an alternative learning environment for a distinct population is **University College** (UCOL), DU’s school of professional and continuing studies. This unit offers certificate and degree programs, as well as personal enrichment opportunities, using
evening, weekend and online formats. UCOL provides the majority of the online courses offered by DU, and the HLC has granted the status of “no prior approval” for their online initiatives, as described earlier.

The faculty and staff at UCOL tailor student development programs to meet the needs of working professionals whether they take classes on campus or online. For example, electronic resources are efficient and easy to access. Students have the ability to register and pay for courses, receive technological support, work with academic advisers and use online library resources remotely. New Student Orientation at UCOL is specifically designed for adult learners, including workshops on topics such as technology and graduate-level writing. UCOL Student Services staff track students’ term enrollment, course load and GPA and contact students who are struggling academically or who have stopped out. In addition, an early intervention system allows faculty to notify the department director if undergraduate students are not thriving at any point. Students may be referred to resources at the University such as the Writing Center and the Learning Effectiveness Program.

Academic advisers at UCOL use a highly individualized developmental advising approach that integrates student career objectives with degree plans, engaging students in explorations of life and career goals and helping them choose courses each quarter. Advisers schedule evening appointments and respond to students via text messaging, phone or email. At the end of a program, students work with a faculty Capstone Adviser to complete a Capstone project. Career counseling through DU’s Career Center is provided by a counselor dedicated to University College. Finally, the University College Alumni Association (UCAN) focuses on professional development, networking, career connections and social relationships for students and alumni. UCAN members have implemented a mentoring program, a website, e-newsletter, a seminar series, professional development programs, civic engagement opportunities, scholarship fundraising and social events.

The School of Engineering and Computer Science (SECS) has developed a specialized program for both on-campus students and engineering and technical employees at Lockheed Martin’s Space Systems Company, allowing Lockheed Martin employees to conveniently earn advanced degrees from the University of Denver. The program is designed to offer Lockheed Martin engineers and traditional DU students the opportunity to earn the degree of Master of Science in Mechatronics System Engineering. The degree emphasizes a systems engineering approach to managing personnel and components. Courses address the integration of mechanical, electrical and computer engineering components (mechatronics), while also including topics on project management, redundant systems, operations, design optimization and reliability.
Students in this program take two required 10-week Technical Development Courses (Space Systems Design and Engineering Overview I and II) on-site at Lockheed, and these credits are applied toward degree requirements. Classes meet one evening a week and are taught by various SECS faculty in cooperation with Lockheed experts. A one-week refresher course precedes the overview series for students who want a mathematics and/or physics review.

All qualified Lockheed Martin employees may apply to take the on-site courses, as well as other courses taught at Lockheed or on the DU campus leading to this and other degrees offered through flexible, part-time MS and PhD programs. Academic credit earned in the Technical Development Courses can be applied toward a Certificate in Systems Engineering even if the employee does not wish to earn a full degree.

Another example of an innovative off-site learning opportunity is the Four Corners Master of Social Work106 (MSW) Degree Program located in Durango, Colorado. Since 2002, this innovative program has met a need for graduate level social work education in the rural and tribal communities of the Four Corners area. Encompassing parts of Colorado, New Mexico, Arizona and Utah, the Four Corners region is home to numerous American Indian tribes, including Navajo, Hopi, Ute Mountain and Southern Ute, each with distinctive customs and belief systems. The region has challenges such as poverty, lack of education, lack of employment, alcohol and substance abuse and domestic violence. But complex jurisdictional boundaries and the interplay of federal, tribal and state systems can hinder social services. DU’s Graduate School of Social Work (GSSW)107 designed the Four Corners program specifically to meet the needs of the region, educating students about the region’s unique backgrounds and Native American communities. In underserved areas where the need for social services is great but the opportunities for social work training are limited, the program aims to equip both Native and non-native social workers with the tools they need to relate to diverse perspectives. The program offers summer intensive courses taught on-site by GSSW faculty and local social work professionals; classes that employ interactive television to link students in the
The Four Corners program has been designed specifically to meet the needs of the region, educating students about the region’s unique backgrounds and Native American communities.

Durango classroom with professors in Denver, allowing students and professors to engage in a real-time video conference; and online and hybrid courses using web-based technology. Students have online access to the University of Denver Penrose Library. Classroom learning is combined with fieldwork where students put theories into practice in their local communities.

Because field education is a key component of the MSW program, a team of field liaisons assists students in selecting and completing internships throughout the Four Corners area. The Four Corners program offers a weekend schedule of Friday afternoon and Saturday classes to allow students to be in their communities during the week and also work at their internship sites.

The Office of Internationalization provides leadership and support for the University of Denver’s efforts to internationalize the curriculum and the campus. Study Abroad advisers work with students in pre-departure orientations and post-return de-briefings and remain in contact with students throughout their time abroad. Study Abroad advisers provide regional and cultural information, support for students with disabilities going abroad and assistance with the arrangements necessary for travel and other logistics. Students stay in touch with advisers, friends and family by updating blogs that journal their academic, co-curricular and personal experiences abroad. The Office of Internationalization evaluates the study abroad experience of DU students using assessment findings and other information (e.g., site visits), the Office of Internationalization has made decisions about whether to continue certain programs, about specific housing arrangements and about other learning improvements.

3c.6. DU employs appropriate technologies to enhance learning environments.

As DU has completed more than 10 successful years of required laptop computers for undergraduate students, the campus continues to use appropriate technologies to support learning.

Web-based Applications for Teaching and Learning

In the past 10 years, DU has developed and purchased web-based applications to use in teaching and learning and University Technology Services (UTS), the Center for Teaching and Learning (CTL) and the libraries play essential roles in ensuring that teaching and learning resources can be planned, implemented, managed and accessed. Blackboard, DU’s primary courseware system and eCollege, used by University College for online courses, allow faculty to manage class content centrally, to communicate with students asynchronously and to expand class activities beyond the classroom with discussion forums, live chats, wikis, blogs and virtual group work.

In spring 2009, individuals representing nearly every academic unit on campus met with the CTL to discuss “lecture capture” options. There are several systems available that range from expensive hardware intensive units to much less expensive
software-based systems that make use of existing campus servers. After several pilot projects, the group decided to implement the software-based system Camtasia Relay because it is easy to use and does not require special technical support. The Camtasia Relay client software is downloaded onto the user’s computer and once started, records everything that the person does or says on their computer.

Faculty members use Camtasia Relay in a variety of ways. Faculty members in the Daniels College of Business use Camtasia Relay to record their lectures for students who may have missed class or who want to review lectures prior to an exam. In University College, faculty members use this system to make comments on students’ papers before returning them to students. The student can then access the file and listen to the faculty comments on each page of the paper. In the Library and Information Science program, for example, one faculty member records lectures before class and requires that students watch them and then come to class prepared to discuss the content. Finally, several faculty members have used Camtasia Relay to create content modules that students access from their own computers outside of class.

Web-based applications for teaching and learning also allow the University to extend its teaching beyond campus and to set up distance education programs (e.g., Social Work Four Corners program discussed earlier) and online courses for non-traditional students (e.g., University College). Faculty members and students who are themselves at a distance, such as the Cherrington Scholars, have access to the library’s digital collections.

Penrose Library and Westminster Law Library have built extensive web-based digital collections to support the curriculum and to allow independent learning for all faculty and students 24/7 from any location: subject bibliographic databases; electronic books (historic e-books, such as Early English Books Online, Eighteenth Century Collections Online and Evans Early American Imprints and contemporary collections such as Books 24x7, Safari and Ebrary); serials (historic journals and newspapers, such as British Periodicals, Eighteenth Century Journals, American Periodical Series, ProQuest Historical New York Times and current collections such as ScienceDirect, JSTOR, Project Muse, HeinOnline); images (AccuNet/AP Multimedia Archive, ARTstor); sound (Smithsonian Global Sounds, Classical Music Library, Database of Recorded American Music); language learning (Rosetta Stone) and more. In 2007, Penrose Library added Article Linker, an application that guides users to the full text of journal articles throughout all subscribed services and even in Google Scholar, to alleviate the difficulty of finding a full-text article.

The Center for Teaching and Learning and Penrose Library worked collaboratively to develop procedures and the prototype for Electronic Capstones Theses and Dissertations (ECTD), currently used for University College capstones, that allows students to manage and ultimately deposit their capstones electronically. The CTL and Penrose Library are jointly seeking long-term solutions for digitizing, storing and accessing graduate papers beyond theses and dissertations that are typically handled by Graduate Studies.
Chapter 3

Student Learning and Effective Teaching

Core Component 3D: The organization’s learning resources support student learning and effective teaching.

3D.1. DU ensures access to the resources necessary to support learning and teaching.

The University of Denver endeavors to ensure that faculty and students have access to the facilities and resources necessary to support learning and teaching, either on campus or around the world, including classrooms, laboratories, libraries, print and digital library collections, web-based course management systems and applications and more.

New Buildings and Learning Spaces

As explained in Chapter Two, in the past 10 years DU has built several new buildings and reconfigured old spaces to support teaching and learning. The vision for the campaign to reshape the campus for the twenty-first century began in the 1990s.

Prior to 2002, DU had two campuses, with music, law and the Women’s College located in Park Hill, about six miles away. To bring our whole community together, three new important facilities were added to the main campus, with unique spaces to meet the needs of the departments and programs. The Robert and Judi Newman Center for the Performing Arts (2002-2003), home to the Lamont School of Music, features state-of-the-art performance and practice space. Students at the Lamont School of Music can practice in rooms equipped with Virtual Room Acoustic Systems. The Ricketson Law Building contains a new library, self-scheduling group study areas and a mock courtroom. The Merle Catherine Chambers Center for the Advancement of Women provides comfortable spaces for a community of women for whom classes typically last at least four hours. In addition, resource and service centers are available to students, including a mathematics lab, writing center, communication center and computing lab.
Chapter 3

Student Learning and Effective Teaching

The School of Hotel, Restaurant and Tourism Management (HRTM), a school within the Daniels College of Business, is comprised of an academic unit (HRTM) and an operating business unit (HRTM Enterprise) that functions as a learning laboratory. HRTM’s $18 million, 46,000 square foot building with classrooms, laboratories and event facilities provides students with practical hospitality experience. This three-year old, world class facility houses a multipurpose conference center. As a management laboratory, the HRTM building incorporates hands-on training and management components into hospitality learning laboratories, including the Banfi Vintners Beverage Management Center, the Meyer Family Full-service Commercial Kitchen, a Food and Beverage Demonstration Amphitheater, the Crown-Goodman Hospitality Technology Center and the Beans Café, a student-run coffee shop. Students in a Food and Beverage Entrepreneurship class in spring 2008 drafted the business plan for the shop, the University invested $20,000 in new fixtures and furniture, and the café opened with a full staff of students. Students in a Food and Beverage Leadership class manage the coffee shop, including having top and bottom line responsibility and being responsible for marketing, procurement and other management tasks. The group meets collectively to present profit and loss data at a weekly operations meeting. The focus at HRTM is on the blend of theory and practice such that students apply the tools they learn through simulations, role play activities, case studies and, most frequently by engaging in various aspects of service planning and delivery through the Enterprise operation.

With all the new construction, existing buildings have not been neglected. University Hall, the first building on the University Park campus, its cornerstone laid on April 3, 1890, was refurbished in 1997. Since fall 2000, the remodeled Sturm Hall has housed most departments in the Divisions of Arts, Humanities and Social Sciences, bringing 10 departments and two programs together under one roof. With smart classrooms of different sizes, the spaces are flexible enough to meet the majority of teaching and learning needs. Auditoriums allow guest lecturers to be brought in throughout the year. Comfortable smart-to-the-seat common areas inside and a combination of benches and picnic tables outside, allow students to gather together or to study. In 2005, the Rebecca T. and James P. Craig Hall, formerly Spruce Hall and home to the Graduate School of Social Work, was renovated and expanded. The building holds both large and small meeting venues. The clinical training suites, with video recording capabilities, allow students to observe various types of interactions, from clinical interventions to interviews to faculty-led exercises, which they can then analyze in classrooms designed for both lectures and discussion.

DU has expanded its teaching and learning spaces into the residence halls. Nelson Hall (2002) incorporates the University’s Living and Learning Communities and features common areas and a courtyard for gatherings or individual study. Nagel Hall (2008) provides spaces to encourage student interaction and collaborative
work and houses a painting and sculpture studio as well as the Center for Teaching and Learning classroom. Both residence halls have modern and comfortable dining areas that welcome the entire academic community.

Classrooms, Laboratories and Other Teaching and Learning Spaces

DU has campus-wide Internet access, with the majority of campus wireless and more than 35,000 hard-wired ports. The majority of classrooms have projection capabilities for multimedia. The instructional spaces in Olin Hall include two 98-seat lecture halls equipped with audiovisual capabilities and smart-to-the-seat network access throughout. The design of the laboratories in Olin is unique; each student space is wired to the network and laboratory stations have been built to foster collaborative learning. In addition, the sciences have unique facilities such as the Mt. Evans High Altitude Station, a base camp for both teaching and research on alpine and tundra environments; the Womble Telescope, located atop Mt. Evans and one of the highest infrared telescopes in the world; the Chamberlin Observatory in Observatory Park that allows faculty and student astronomers to share their enthusiasm with the local community; and the East Testing Range, one of a small number of facilities in the nation that provides opportunities for large-caliber ballistics and explosives testing and research.

All of the departments in Natural Science and Mathematics (NSM) and the School of Engineering and Computer Science (SECS) have experimental labs and computational capabilities to facilitate student learning through experimentation and modeling. For example, in addition to traditional wet laboratories, Chemistry and Biochemistry students have access to Spartan (a three-dimensional molecular modeling program) and Gaussian, the accepted standard for computational chemistry. The Geographic Information Science program in Geography exposes students to state-of-the-art GIS mapping (ESRI software platforms) and geographical positioning systems and Physics and Astronomy has developed a series of virtual nuclear physics simulations with the use of Second Life software as part of a research grant. Engineering students utilize tools that are standards for the profession,
including experiments in circuits and material science and modeling using computer aided design (CAD) and finite element analysis.

Ben M. Cherrington Hall, which houses the Josef Korbel School of International Studies, was remodeled in 2001 to update office and classroom space, including the Stapleton Conference Room (fully wired with projection capabilities and a retractable skylight feature) and the Arthur N. Gilbert Cyber Cafe, a warm, inviting space that hosts student town hall meetings, faculty lectures and other types of group meetings.

In 2009, an addition to Cherrington Hall was built to house two new centers, the SIÉ CHÉOU-KANG Center for International Security and Diplomacy and the Frederick S. Pardee Center for International Futures. The SIÉ CHÉOU-KANG Center for International Security and Diplomacy includes many Asian design elements, including a roof of blue-glazed Asian tiles and a Japanese-style courtyard garden of rock forms focused on a magnolia tree. This Center houses SIÉ fellows and provides resources for students. The Frederick S. Pardee Center for International Futures is home to the International Futures computer modeling system and was not only built to meet LEED gold standards, but to also provide the highest level of technological support for research and teaching, including a video-conferencing center.

The School of Art and Art History was also renovated and benefited from the new Nagel Painting Studio Annex, which is a space that will be used by art students for classes as well as studio space for drawing and painting.

Newly opened in fall 2010 is Ruffatto Hall, the $21.4 million, 73,568-square-foot home of the Morgridge College of Education (MCE). In addition to housing all MCE faculty, staff and students, along with classroom and meeting spaces, Ruffatto Hall will include the Disability Services Program, the Learning Effectiveness Program and the Marsico Institute for Early Learning and Literacy. Prior to the completion of Ruffatto Hall, students enrolled in the MCE had to travel among three separate locations on campus to meet with faculty and attend classes and meetings. Not only does this building have state-of-the-art technology, it will provide a consolidated learning space for all affiliated with the Morgridge College of Education.
DU Library Collections and Services

The University of Denver has two libraries, Penrose Library, with the Music Library branch in the Lamont School of Music and the Westminster Law Library in the Sturm College of Law. Both have missions to support teaching and learning on campus through collections, research instruction and services. The DU libraries build collections cooperatively with a third library nearby, Taylor Library at the Iliff School of Theology, with whom DU shares campus facilities and has an academic partnership. (Since 1981 the Iliff School of Theology and University of Denver have offered a joint PhD program in Religious and Theological Studies.) Penrose Library has 2,340,485 bibliographic records in its library catalog, reflecting holdings in print, electronic, microforms, video and archival formats, leading to books, serials, music, scores, videos, DVDs, government documents and more. Westminster Law Library holds 350,000 volumes and 5,370 active subscriptions. Colorado libraries are highly collaborative, working together to share collections easily. Penrose Library is a member of the Colorado Alliance of Research Libraries, a group of academic and public libraries that negotiates with publishers and online vendors to share in the costs of expensive databases. As a result of such cooperation, DU is able to join in on some serial packages and go alone on those that are only of interest to us. The academic community has access to the full text of over 60,000 electronic serials. DU libraries participate in Prospector, a unified catalog of academic, public and special libraries. Through Prospector, materials not owned by DU or which are already checked out can be delivered and ready for pick up at the library in three to five business days. Through Rapid, an Interlibrary Loan application, the libraries fill requests from members of our community for journal articles not available in either library. Both Prospector and Rapid are designed for quick turnaround, an essential feature for an institution on the quarter system.

3D.2. DU assesses the use, the effectiveness, the staffing and the support of its learning resources.

Academic units submit annual assessment reports as well as other documents (e.g., program reviews at approximately five-year intervals), in which the use, effectiveness, staffing and support of its learning resources are evaluated. In addition, individual departments or divisions may be required to complete self studies for accreditation. For example, the Sturm College of Law, the School of Art and Art History, Music, Chemistry, Engineering, Psychology, Social Work, Library and Information Science and Daniels College of Business regularly go through accreditation processes in which the use, effectiveness, staffing and support of their resources to support learning and teaching are evaluated. In the 2007 accreditation letter, the APA cited opportunities for students to take advantage of laboratories as a distinct strength of the clinical psychology program (Psychology APA Accreditation). NASM called the facilities used by the School of Music exceptional, with excellent stereo and projection equipment in each classroom (Music NASM Visitors Report). In the NASAD evaluators’ report on the School of Art and Art History, DUVAGA (now DU
CourseMediaTM) was noted as an excellent support for the University with a variety of effective teaching tools that enhance both teaching and learning and Penrose Library was characterized as “ahead of the curve” relative to issues of computer technology and accessibility (Art NASAD Visiting Evaluators Report).

Departments and units use a variety of methods to assess use, effectiveness, staffing and support of teaching and learning. Since August 2007, the University Technology Services Help Desk128 has evaluated its services using a ticketing system, in which each person helped receives an email questionnaire concerning the level of service provided, allowing the department to track, respond to and improve support services. These data permit UTS to provide feedback to the Help Desk staff to make sure the UTS service goals are being met. The Center for Teaching and Learning assesses its programs regularly, and it analyzes statistics and schedules meetings to solicit input and feedback. Although particular collections and services provided by Penrose Library are assessed during accreditation or outside reviews, the unit also participates in LibQual129 every two to four years, a national assessment tool that allows academic libraries to solicit and compare responses from their communities about the use, effectiveness, staffing and support it provides. In addition, Penrose Library has an active Library Liaison Advisory Group (made up of the subject librarians, the access services librarian, the collections librarian, the Dean and faculty from 47 departments and programs) that meets several times a year to discuss collections, research instruction and services.

3D.3. DU supports students, staff and faculty in using technology effectively.

The University has mechanisms in place to provide support for students, staff and faculty in effective uses of technology. Centralized support is provided through University Technology Services, Penrose Library and the Center for Teaching and Learning, with each unit focusing on particular areas. In the academic units, discipline-specific support is generally integrated into the curriculum.

University Technology Services (UTS) provides general DU software and training on that software, access to the Internet and email to students, staff and faculty at DU. The UTS Support Services department includes the Computing Help Desk, the Help Center Lab in Penrose Library, the Mobile Computing/Computer Service Center and Computer Training and Support. Customer service is the primary mission of UTS Support Services. The Help Desk provides phone, email and on-site faculty/staff support and serves as the front line for solving Internet access issues and problems with software systems that are in general use across the campus community. The Help Desk personnel also make office calls to faculty and staff to provide “on site” computer support with any operational, software, hardware or logistical issue related to computing at DU.
UTS Support Services, working with the Department of Human Resources, offers more than 750 online courses for students, faculty and staff. Courses cover basic and advanced topics for a variety of software applications supported by UTS, for example, Adobe and Macromedia products, Microsoft Office products, Crystal Reports, Oracle and SQL Server. There are also face-to-face sessions provided for faculty and staff on the Exchange email system and to departments and units on the DU website content management system.

Because all undergraduates and some graduate students are required to have laptops, UTS has a robust group called Mobile Computing to support the laptop environment. Mobile Computing coordinates technology for DU Discoveries, the undergraduate orientation program and Graduate Technology Sessions for students new to the University. Mobile Computing is also responsible for coordinating the technology for Project Homeless Connect, an event discussed further in Chapter Five.

The Penrose Library’s technology support focuses on information literacy beginning with access to online library resources, many of which are licensed to the University through the library. Training in how to use these online resources is available to all members of the DU community through one-on-one meetings with library faculty members, through tutorials available on the Penrose website and through collaboration with academic programs. Half of the Penrose Library faculty teaches credit-bearing courses in the Library and Information Science Program (Morgridge College of Education) and/or research methods courses in the disciplines.

The library uses new technologies to enhance learning and to connect physical spaces with the online environment. The library’s online catalog links to both tangible and digital collections and currently contains over one million bibliographic records with links to digital content. This is a tremendous advantage to students working abroad and to everyone needing instant access to research resources.

The library’s website is a key component of the library’s technology strategy and during 2008 dramatic changes included a new interface for the library’s catalog, a metasearch product that allows researchers the ability to search across multiple licensed resources for scholarly information and a new searchable repository of digital content soon to be linked to the library’s website. The website also features a section called “Cool Tools” that calls attention to communication and organizing applications such as a library Facebook site and bibliographic aids such as RefWorks.

In the age of Google and Wikipedia, it is incumbent upon the librarians to equip students with the skills to find, use and critically evaluate information. Reference librarians work with departmental faculty to ensure that the library’s learning goals are integrated into classroom instruction at all levels of the curriculum. The library’s instructional program has a flexible structure so that it can best serve the needs of the diverse academic community at DU.
The library assesses its program effectiveness, using direct and indirect measures, through surveys, student self-assessment and feedback from course instructors. These data are reported as part of their ALA accreditation and annual reports. The library has a long history of assessing the research skills of students in first-year writing courses. Assessment results are carefully analyzed by the instruction and reference librarians, often in consultation with the Writing Program and English faculty. Every year, based on this process, substantive changes have been made to the library curriculum of these courses.

The Center for Teaching and Learning (CTL) provides support to all faculty members in the selection of appropriate technologies to support teaching and learning and in how to use it effectively to improve teaching and learning. To meet the growing demand for services, from 2000 until the present, the CTL has grown from 1.5 positions to 8.5 full-time staff members, two part-time graduate students and a full-time director. In 2009 the CTL was reorganized into two subgroups, the instructional technology and teaching effectiveness group and the web developer group. These groups collaborate with individual faculty members and with the academic units to choose technology tools to meet instructional objectives. In some cases, this requires the development of new web-based applications when no commercial or open-source software is available that can meet these objectives.

After a review of course management systems by faculty and staff, Blackboard was formally adopted by DU in August 2000. By fall 2003, Blackboard was fully integrated with DU’s Banner system and with webCentral. Recent use statistics show a steady increase in Blackboard use on campus with the average percentage of DU faculty using Blackboard in their courses increasing from 46% in Fall 2006 to 73% in Fall 2009. These numbers do not include the Sturm College of Law, which uses its own course management system that integrates with online law resources, or University College, which uses a system (eCollege) that is hosted off-campus. The numbers also do not include Daniels College of Business, which mandates the use of Blackboard (with 97% of the faculty using Blackboard).

Examples of the CTL web-based applications developed in collaboration with academic units since 2000 include: (1) Graduate School of Social Work database
to support student internship program, (2) Electronic Capstones, Theses and Dissertations with University College and (3) Early Childhood Colorado Information Clearinghouse with faculty in the Morgridge College of Education. The CTL also worked with the Center for Community Engagement and Service Learning to track and assess their internship and volunteer programs.

A primary concern for the CTL is that adequate support be available for technology that is put in place for faculty use. Hence, an effort is made to work with faculty groups from different units and UTS to coordinate the choice of systems as much as possible. Outcomes of this coordination include the choice of Blackboard to serve as the courseware system for most of the University, the selection of a single clicker system to be sold to students through the DU bookstore and the recent meetings with interested groups to select Camtasia. By working together in this way, the support can be centrally managed on UTS servers and supported by the CTL and UTS staff.

3D.4. **DU provides discipline-specific training across the University.**

The CTL provides funding for faculty members to attend workshops at conferences that focus on or have sessions on teaching and learning in the disciplines, which in many cases introduce faculty to new computer technologies. The CTL also supports faculty-led workshops on teaching within the disciplines. Discipline-specific training on software/hardware for students tends to be integrated into courses in which the students will be using the technology and taught by the faculty member in conjunction with the content of the course.

3D.5. **DU’s systems and structures enable partnerships and innovations that enhance learning and teaching.**

Several partnerships across academic units result in a wide range of opportunities that enhance student learning. A dual undergraduate-graduate degree is an institutionally approved program that allows a high-achieving student to receive a bachelor’s degree and a master’s degree within a shorter time period than it would take to earn the two degrees separately (usually within five years). The total number of credit hours required for the dual degree program varies by department, and students may cross-count a limited number of credit hours between their programs. Students retain their undergraduate status during their dual program and retain their undergraduate financial aid for five years. Admission into these programs is competitive. Some of these possibilities include degrees across disciplines, such as a Master’s in Social Work or a Master’s in Business Administration that can be combined with almost any undergraduate BA or BS degree, including a BS in Engineering. Other possibilities involve degrees in related disciplines (e.g., BA in Art History and MA in Anthropology with a concentration in Museum Studies) or the same discipline (e.g., BA and MS in Geographic Information Systems).

The University maintains a [list of approved dual undergraduate/graduate degree programs](#). In AY 2004-2005, 34 students completed a dual degree program. In AY 2009-2010, 134 students earned dual degrees, a growth of nearly 400%. University College Bachelor of Arts Degree Completion Program (BACP) students
are permitted to cross-count up to eight credit hours between their BA and specific University College Master’s degrees.

A second option for students is the opportunity to earn dual master’s degrees or doctoral and master’s degrees in specific graduate divisions based on a curriculum that is already developed by the units and approved by the University. Students must separately apply, submit the application fee and receive admission to each graduate program. For example, the Josef Korbel School of International Studies and the Daniels College of Business (DCB) have established partnerships that allow students to take courses from both units. The International MBA (IMBA) is designed to prepare students for values-based leadership in the global business environment, combining courses at DCB and the Korbel School to teach skills needed for successful decision-making and international management. The two units have also created a dual degree program that allows students to earn a Global Finance, Trade and Economic Integration (GFTEI) degree from Korbel and an IMBA from DCB at the same time. There is a synergy between the two programs that is of great benefit to students—the GFTEI program provides students with a policy-focused examination of the global economy while the IMBA prepares students for success in leading 21st century organizations operating in that international environment.

The Sturm College of Law partners with several graduate programs on campus for a combined Juris Doctorate degree and master’s degree. Some examples include partnerships between the Sturm College of Law and the School of Engineering and Computer Science (e.g., JD and MS in Computer Science), Natural Sciences and Mathematics (e.g., JD and MS in Geography) and Daniels College of Business (e.g., JD and MBA or IMBA). It is also possible to earn a combined JD and master’s degree across programs within the Sturm College of Law, including the MS in Legal Administration (MSLA), Juris Doctor (JD) and LLM in Taxation.

At DU, we educate students to face complex world problems and provide them with the flexibility to pursue training in targeted areas and the option to pursue innovative degree combinations. Moreover, these programs and proposals for new degree combinations are reviewed through Graduate and/or Undergraduate Council. These administrative systems encourage innovation and partnerships by diverse academic units. In addition, this administrative structure facilitates admission and other processes.
Conclusion

Our self-study examination of student learning and effective teaching has provided direction for us to continue building on our strengths while working to make continual improvements.

The assessment of student learning at both the undergraduate and graduate-professional levels has recently been strengthened by establishing an independent Office of Academic Assessment. We have established institution-wide undergraduate and graduate-professional student learning outcomes that units map onto their own unit/program-level learning outcomes. The process for submitting regular assessment reports has become more systematic as shown by the increase in the percentage of units who are submitting their reports. A new mechanism for providing feedback on assessment reports has been piloted and, with time, we expect that this will help to sharpen their quality and to close feedback loops. Over 70% of faculty acknowledged a culture of assessment on campus and this base of support provides a good foundation for regular assessment activities to become even stronger in the future. Increasingly, we are moving away from assessment as a process of compliance to making assessment a more meaningful activity to improve student learning.

Our self-study demonstrates substantial attention given to establishing and sustaining effective teaching on campus. There is strong support for faculty teaching through web-based tools as well as professional development funds offered through each division, the Center for Teaching and Learning, the Common Curriculum and other sources.

DU has also made a commitment to creating effective and innovative learning environments, enhanced by comprehensive student support services. The Student Life Division is a leader on campus and among student affairs departments across the country in assessing student services, using results to inform practice and programs. This unit has also been a leader in the campus-wide efforts to embrace and practice inclusive excellence. Student Life has also implemented a system of tracking and responding to at-risk students and students of concern either academically, socially, or emotionally. Student Life staff are exceptionally well positioned to intervene and direct students to appropriate resources on or off campus. The campus has a very strong commitment to supporting all learners, through efforts of units like the Center for Multicultural Excellence, Learning Effectiveness Program and the Disability Services Program. Our efforts at internationalization are exceptional.

Consolidating most academic programs offered on one main campus has resulted in a transformation of the campus, with several new buildings specifically “built for learning” by the careful integration of technology that supports effective teaching. University Technology Services strives to stay at least one step ahead to provide support to faculty and students to make the most out of using new technologies to support innovation in teaching.

After significant advances in assessment, we see even greater promise for re-energizing regular assessment activities at the unit/program level, as individual units continue to work on the necessary re-evaluation practices. We can point to numerous successes and embrace the future with energy and optimism.
Chapter 3

Student Learning and Effective Teaching

Endnotes

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Chapter Four

ACQUISITION, DISCOVERY AND APPLICATION OF KNOWLEDGE
Criterion Four: Acquisition, Discovery and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff and students by fostering and supporting inquiry, creativity, practice and social responsibility in ways consistent with its mission.

Introduction

Over the past decade, the University of Denver has supported its commitment to a life of learning for all its constituents. As an institution that emphasizes both undergraduate and graduate programs, DU has invested broadly and strongly in faculty and student research, scholarship and creative activity. Our efforts to foster a culture of inquiry and discovery, creativity, innovation and social responsibility enact our mission and vision. As a result, the University’s academic profile has risen along with the quality of its students and faculty members. DU encourages community members to adopt a life of learning that acknowledges a changing world, one that requires responsible citizenship and the willingness to tackle complex issues.

Signaled by Chancellor Coombe’s declaration that DU has “opportunities to become a leader in international education and scholarship,” we acknowledge that the status and reputation of a university in these higher echelons is substantially determined by the quality of its faculty members’ research, scholarship and creative work. No university can compete at the national or international level without significant strengths in these areas, and our many research intensive programs, institutes and centers demonstrate our dedication. One of three stated institutional goals is to “invigorate research and scholarship across the University to address important scientific, sociopolitical and cultural questions of the new century.” Striving to meet that goal, we apply the knowledge we produce to today’s important questions.
CORE COMPONENT 4A: The actions of our board of trustees, administrators, students, faculty and staff demonstrate that DU values a life of learning.

Through policies, resources, programs and recognition, DU vigorously pursues its mission “to promote learning by engaging with students in advancing scholarly inquiry, cultivating critical and creative thought and generating knowledge” in order to “contribute to a sustainable common good.”

Several recent initiatives have bolstered our continued emphasis on teaching, learning and research. As part of the Marsico Initiative, we created an Undergraduate Research Center, building on a student-faculty research program in place since the early 1990s. At the same time, graduate initiatives have enhanced student research in numerous programs—for example, in Social Work, Business and Law—as we discuss later. In 2006, a Task Force on Research, Scholarship and Creative Work (created to parallel the Teaching Task Force described in Chapter Three) produced recommendations that have been implemented and continue to inform planning. Several of these initiatives highlight community-based research to address local and global concerns.

4A.1. Institutional policies support freedom of inquiry and the discovery of new knowledge.

Academic freedom is central to the enterprise of the University. The key document underlying these principles for faculty members is the Faculty Personnel Guidelines for Appointment, Promotion and Tenure (APT). Its preface states that faculty members “should demonstrate the highest standards of integrity, truthfulness, honesty and fortitude in all of their professional activities” and show a commitment to “intellectual honesty, professional competence, moral and legal standards, collegial relationships built on trust and confidence, proper academic conduct, respect for confidentiality, academic freedom and the free pursuit of learning, objectivity and merit in their judgments of students, staff and colleagues, responsibility for institutional governance and critical self-discipline and judgment in using, extending and transmitting knowledge.” The APT Guidelines define the faculty series (Professorial, Library, Research, Clinical, Lecturer and Adjunct) and set out the general policies and procedures for appointment and tenure.
The APT guidelines also require that departments clearly define the responsibilities of faculty positions and, in tenure-line appointments, the expectations for tenure. Tenure is, of course, one of the central means of ensuring academic freedom. The tenure guidelines explicitly state that “the University must preserve and protect the rights of each faculty member with regard to academic freedom.” Stating a violation of academic freedom is grounds for appeal against negative recommendations for reappointment, tenure or promotion, and the Guidelines set out the process for such appeals.

In 2004, following controversies regarding academic freedom in Colorado and other parts of the country, the Faculty Senate adopted a “Position Statement on Academic Values, Rights and Responsibilities,” reaffirming the importance of academic freedom to the University.

The University’s Office of Diversity and Equal Opportunity (DEO) explicitly ties its policy statement against discrimination and harassment to academic freedom:

The environment of the University should be characterized by mutual trust, freedom of inquiry and expression and the absence of intimidation, oppression and exploitation. People in this community should be able to work and learn in a safe, yet stimulating atmosphere. The accomplishment of this goal is essential to the academic mission of the University.

In addition to such formal policies, the University provides informal means of addressing issues of academic freedom. The University Ombuds Office provides confidential, informal assistance to students, faculty members and staff experiencing problems, including sexual harassment, discrimination and other conflicts. The Ombuds consults with individuals or groups, mediates in disagreements and provides information regarding the University’s formal policies and procedures.

4A.2. Institutional structures support acquiring, discovering and applying knowledge.

The University of Denver has a long history of supporting scholarship, research and creative work by faculty members and students, both graduate and undergraduate. In 2009, following the Research, Scholarship and Creative Work Task Force recommendations, the position of Vice Provost for Graduate Studies and Research was split into two distinct positions, the Associate Provost for Graduate Studies and the Associate Provost for Research. The goals were to enhance graduate program quality, promote collaboration and interdisciplinary programming, increase research opportunities and encourage faculty members to pursue external funding. Some units also have created associate deans for research (e.g., Associate Dean for Faculty Scholarship in the Sturm College of Law; Associate Dean for Research in the Graduate School of Social Work; Associate Dean for Research in Arts, Humanities and Social Sciences; Senior Associate Dean as well as a Director of Faculty Research and Accreditation in the Daniels College of Business).

The Office of Research and Sponsored Programs (ORSP) helps the University community seek and manage externally sponsored projects through proposal
development, project and fiscal administration and financial reporting and analysis. This office interacts with faculty members, researchers, administrators, sponsoring agencies and collaborating universities/companies.

The University libraries (Penrose Library and Westminster Law Library) provide central support for scholarship and research. Approximately 67% of University library acquisition funds is devoted to subscriptions, which typically inflate at 7-8% annually. The remainder of the budget is devoted to monographs, which inflate at 2-3% annually. For the past 10 years, the University has provided an average annual increase of 7.9% to the acquisition budget. Because of this, subscriptions to databases and journals have been added while the amount spent on books and non-subscription electronic resources continues to increase. See Figure 4.1 for library funding history.

**FIGURE 4.1: ANNUAL BUDGET FOR LIBRARY ACQUISITIONS**

![Annual Budget for Library Acquisitions](image)

4A.3. **DU provides University-wide funding for faculty scholarship.**

The University offers a variety of mechanisms to cultivate faculty professional development. These include sabbatical leaves, Professional Research Opportunities for Faculty (PROF) grants and Faculty Research Fund (FRF) grants, as well as funding for special projects. See also information on student research and scholarship funding in sections 4A.3-4A.6; some programs are available for both students and faculty members.
Sabbatical and leave policies support faculty scholarship:

» **All tenured members** of the faculty with a minimum of six academic years' full time and continuous service immediately preceding the sabbatical leave year at the University of Denver are eligible for sabbatical leave.

» **At the discretion of the appropriate dean**, faculty members with the rank of Lecturer or Senior Lecturer and faculty members in the Library Professorial Series and Clinical Professorial Series (as defined in the Faculty Personnel Guidelines Relating to Appointment, Promotion and Tenure) with a minimum of six academic years full time and continuous service immediately preceding the sabbatical leave year at the University of Denver may be eligible for the program.

» **Faculty members on nine-month appointments** are granted one-academic year (three-quarter) sabbatical leaves at half the regular nine-month salary, two-quarter leaves at 7/9 of the regular nine-month salary, or one-quarter leaves at full salary.

» **Faculty members on nine-month appointments in units on the semester system** are granted one-year (two-semester) sabbatical leaves at one-half the regular nine-month salary, or one-semester leaves at full salary.

» **Faculty members on 12-month appointments in the quarter system**, with no portion of their salary funded by external grants, are granted leaves for 12 months at one-half the regular 12-month salary, three-quarter leaves at 7/10 of the regular 12-month salary, two-quarter leaves at 7/8 of the regular 12-month salary or one-quarter leaves at full salary.

» **Faculty members on 12-month appointments in units** on the semester system are granted leaves for a twelve-month period at half salary, two-semester leaves at 7/10 salary, or one-semester leaves at full salary.

» **Each year, between four and five exceptionally meritorious sabbatical applications** are granted additional leave time or remuneration by the Provost, upon the recommendation of the Faculty Senate and the deans.

In 2004, the Office of Graduate Studies and Research, in consultation with the Faculty Senate, established the Professional Research Opportunities for Faculty (PROF) grants with initial funding of $200,000 to increase faculty scholarly/creative activity. All appointed faculty members in the Professorial and Library series may apply for these grants, which are peer-reviewed and competitive. PROF grants initially were established with awards of up to $15,000. As shown in Figure 4.2, in fiscal year 2006 the total amount budgeted for PROF was increased to $300,000 and in fiscal year 2009, the upper limit for collaborative projects was increased to $25,000 to encourage interdisciplinary research. In fiscal year 2010, the total amount available was increased again, to $500,000, with the amount for individual projects increased to $20,000 and the amount for collaborative work to $30,000. Applicants from departments
or divisions where external funding is essential for quality scholarship (e.g., School of Engineering and Computer Science, most of Natural Science and Mathematics, Psychology) must tie the proposed PROF projects to subsequent external funding submissions. In 2009, 22 such grants were awarded. PROF grants are two years in duration; thus an assessment of final reports is currently available through the 2007 award year. The results demonstrate that this has been a productive use of funds:

» **In fiscal year 2005**, 18 PROF proposals were funded for the total amount of $195,558. Faculty members awarded those funds attended and presented at a total of 15 conferences and were invited to present a total of four lectures, including one Provost Luncheon. As a result of the funding, eight journal articles and seven books were published. One faculty member completed a short film. Faculty members attributed three additional grants, totaling $1,087,060, to PROF funding, including one from the National Science Foundation and another from the National Institutes of Health.

» **In fiscal year 2006**, 27 PROF proposals were funded for the total amount of $296,595. Faculty members presented their results at 18 conferences or invited lectures. As a result of the funding, 35 journal articles, six chapters for edited volumes and four books were published. One faculty member completed four new musical compositions, resulting in the production of a compact disc of the work and 11 performances. Faculty members attributed five additional grants, totaling $1,476,072, to PROF funding, including two from the National Science Foundation.

» **In fiscal year 2007**, 25 PROF proposals were funded for the total amount of $300,336. Faculty members awarded those funds presented at 57 conferences or invited lectures. As a result of the funding, 28 journal articles, five chapters for edited volumes and five books were published. One faculty member completed two digital cinema works and two sound pieces that resulted in 19 presentations. Another faculty member completed a compact disc of new musical work and one had five solo photography exhibits. Faculty members attributed one additional NSF grant and one additional NIH grant, totaling $710,000, to PROF funding.
Select Profiles of PROF Grant Recipients

» Anne DePrince, Associate Professor of Psychology, contributes to the child clinical, developmental, cognitive and neuroscience programs. Her research focuses on links among violence against women and children, distress and information processing, with a specific interest in contributing to an understanding of and effective intervention for, long-term risk associated with violence exposure, such as revictimization. She directs the Traumatic Stress Studies Group, which conducts research on the consequences of trauma, with particular emphasis on violence exposure. Dr. DePrince’s 2007 PROF award, Revictimization Risk and Executive Function in Recent Female Crime Victims, led directly to a recently funded proposal to the National Institute of Justice entitled Preventing Revictimization in Teen Dating Relationships: A Randomized Control Trial with Adolescent Girls in Foster Care. This project was awarded $777,813 for October 2009 to February 2012.

» Andrei Kutateladze, The 2009–2010 University Evans Professor, demonstrates effective use of PROF funds for supporting preliminary work in emerging research areas. Kutateladze’s research is in the general field of organic photochemistry. His lab continues to develop innovative methodologies for detection and photochemical pre-amplification of molecular recognition events, both in solution and on a chip. These techniques are being applied to medicinal chemistry. His 2006 PROF grant on Molecular Barcodes: Polypeptide-Based Multi-Bit Information Storage and Readout allowed his lab to initiate preliminary studies, that resulted in a paper in the world’s top rated peer-reviewed chemistry journal, Angewandte Chemie, in 2007. This, in turn, allowed Dr. Kutateladze to prepare a very strong proposal to NIH, R21 (NIBIB), which was fully funded in 2008.

» Tim Weaver, Associate Professor of Electronic Media Arts Design (eMAD) and Digital Media Studies (DMS) created the interactive video installation 39˚ 44’ 11” N x 104˚ 59’ 21” W with the support of PROF funds. The work was commissioned by the Denver Art Museum as one of 17 works in its Embrace! installation. A former environmental microbiologist, Weaver uses his understanding of ecological memory to create new media installations, transforming raw scientific data into visual and sonic elements. To make 39˚ 44’ 11” N x 104˚ 59’ 21” W, Weaver collaborated with Josh Fishburn, David Fodel, Brigid McAuliffe and Nick Meyers—all students in the University of Denver School of Art and Art History’s eMAD program.

Faculty Research Fund (FRF) grants are University-wide, competitive grants that provide up to $3,000 to stimulate research, scholarship and creative activity. Full-time appointed faculty members from all academic units are encouraged to apply. Proposals are accepted in two rounds, fall and spring. Funding decisions are made by the Academic Planning Committee of the Faculty Senate in collaboration with the Associate Provost for Research. In 2009-2010, the total annual budget was $60,000. Between 2003 and 2009, 109 such grants were awarded. Figure 4.2 details the history of funding for both PROF and FRF faculty development grants.
The Office of Internationalization\(^{14}\) offers grants to integrate international and intercultural perspectives and content into teaching, learning, research and service. Individuals may apply for $1,000 to $2,000; collaborators may apply for $2,000 to $4,000. In addition, the Office of Internationalization offers Innovation Grants of $4,000 to $8,000 to support multi-year international pilot projects. The total annual budget for these grants was increased in 2008 from $40,000 to $75,000. To cite one example, DU faculty members in the sociology and political science departments are working with universities in Australia to foster students’ cross-national understandings. In some courses, students share common writing assignments and then electronically access each others’ writings.

The Center for Community Engagement and Service Learning (CCESL\(^{15}\)) offers grants related to the public good:

- **Public Good Fund:**\(^{16}\) Supports faculty members with up to $1,500 in project development funds or up to $10,000 for outreach project funds. The annual budget is $100,000.

- **Service Learning Scholars Program:**\(^{17}\) Supports faculty members who wish to develop service learning courses for the first time; provides a $1,200 stipend for faculty members to participate in a workshop and develop a service learning syllabus.

- **Advanced Practitioners Program:** Supports experienced service learning faculty with a $1,200 stipend to meet and share experiences and best practices.
» **Faculty Learning Pods**: Provides funding for faculty members to create and work with small groups on community-based issues.

» **Community-Based Learning Writing Group**: Provides faculty members with a $750 stipend for participation in a group interested in writing about service learning experiences.

» **Mini-Grants**: Supports faculty members with small stipends available on a rolling basis to support service-learning related expenses.

Table 4.1 shows that between 2005 and 2010 almost one-half million dollars were awarded to faculty members who received Public Good Awards.

**TABLE 4.1: CCESL PUBLIC GOOD AWARDS 2005–2010**

<table>
<thead>
<tr>
<th>PROJECT YEAR</th>
<th>FACULTY RECIPIENTS</th>
<th>AMOUNT AWARDED</th>
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</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>13</td>
<td>$90,422</td>
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<tr>
<td>2006-2007</td>
<td>14</td>
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<tr>
<td>2007-2008</td>
<td>15</td>
<td>$94,079</td>
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<tr>
<td>2008-2009</td>
<td>13</td>
<td>$101,141</td>
</tr>
<tr>
<td>2009-2010</td>
<td>9</td>
<td>$82,233</td>
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<tr>
<td><strong>TOTALS</strong></td>
<td><strong>64</strong></td>
<td><strong>$481,721</strong></td>
</tr>
</tbody>
</table>

The **Center for Multicultural Excellence** (CME) provides grants to faculty members conducting research on issues related to diversity. Table 4.2 depicts the grants awarded by the Center for Multicultural Excellence between 2005-2009.

**TABLE 4.2: CME FACULTY RESEARCH GRANTS 2005–2009**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>NUMBER OF GRANTS AWARDED</th>
<th>TOTAL FUNDS AWARDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>6</td>
<td>$19,000</td>
</tr>
<tr>
<td>2006</td>
<td>5</td>
<td>$15,500</td>
</tr>
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<td>2007</td>
<td>4</td>
<td>$7,600</td>
</tr>
<tr>
<td>2008</td>
<td>3</td>
<td>$6,700</td>
</tr>
<tr>
<td>2009</td>
<td>6</td>
<td>$14,500</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>24</strong></td>
<td><strong>$63,300</strong></td>
</tr>
</tbody>
</table>
Recent examples of the faculty research supported by CME Faculty Research Grants:

» Dr. Frank Tuitt, Assistant Professor in the Morgridge College of Education and Director of the Higher Education Program, was awarded $2,000 to support completing the edited volume *Contesting the Myth of a ‘Post-Racial Era’: The Continued Significance of Race in U.S. Education.*

» Professor Catherine Smith, Associate Professor in the Sturm College of Law, was awarded $2,000 to support “Straight Scrutiny,” which explores how state and federal courts ignore racial and class diversity in the LGBT community.

» Dr. Michele Hanna, Assistant Professor in the Graduate School of Social Work, was awarded $1,700 to support presenting the results of her original research *Adoptive Identity of Adults Adopted from the Foster Care System* at the 5th Biennial Adoption Conference.

The Women’s Library Association (WLA) raises funds for Penrose Library through book sales and other programs. The WLA has raised over $1 million and has created a $600,000 endowment that funds grants to establish special collections in faculty areas of scholarly interest. Approximately $40,000 is available each year to fund up to 10 grants at $4,000 per grant. The Penrose Library will often match those grants, increasing the total number of grants available. For example, areas receiving recent funding include humanities and women’s studies, with collections on Caribbean literature and the contributions of Latinas in the United States. The WLA also uses gift money to help meet other fiscal needs the Library may have.

4A.4. Academic divisions and programs support faculty scholarship.

Additional faculty support is specific to divisions or programs. For example, the Divisions of Arts, Humanities and Social Sciences (AHSS) provide funding and leave time in recognition of the limited opportunities for outside grants in these disciplines. Following are additional AHSS programs:

» **AHSS Mini-Sabbaticals** provide one-quarter release from teaching with full pay to support research, scholarship, or creative activity. They are available to untenured faculty members in their third or fourth years, to tenured faculty members in the third or fourth year after their last University sabbatical leave and to non-tenure-line faculty members in their seventh year of continuous service.

» **Creative Arts Materials Funds** provide up to $5,000 to cover materials expenses related to the production of an artistic piece of work by faculty members. The total annual budget is $50,000.

» The **Walter Rosenberry Fund** provides grants of $250 to $1,500 to cover expenses related to “Making Our Work Public,” including costs associated with professional publications (e.g., copyright permissions, reproductions), theatrical productions, musical performances, art exhibitions, film presentations and conference presentations. The total annual budget is $20,000.

» A **Professional Conference Travel Fund** of $1,000 is available annually to each tenure-line faculty member.
» An annual Professional Development Fund of $500 is also provided to each tenure-line faculty member to cover expenses related to the individual’s role as a faculty member (e.g., books, software and travel costs).

» The M. Lorraine Mathies Liberal Arts Fund provides new tenure-line faculty with an additional $250 in support.

Similar programs exist in the graduate and professional schools. Since our last self-study, the Sturm College of Law (SCOL) established several initiatives to provide financial support and teaching reassignment for research and scholarship. First, the SCOL created an internally funded research leave program for senior faculty members who have a very strong record of productivity. These leaves are intended to supplement, rather than replace, University sabbatical leaves. Awarded by the Dean, who receives recommendations from the Research Professorship Recommendation Committee, these Research Professorships involve reassignment from teaching and administrative responsibilities for one to two semesters at full pay and are limited, on average, to one or two professors per academic year. Second, the SCOL has established two internally funded, rotating research chairs, also to promote research and scholarship among senior faculty members. The Dean appoints two full professors with a strong record of scholarship to these research chairs for a two year term (renewable for a third year). Each research chair receives a $5,000 annual stipend and a $5,000 research support budget to subsidize travel and participation in national and international conferences. Third, the SCOL adopted an internally funded research leave program for untenured faculty members, who may take a semester at full pay without teaching obligations sometime in their third, fourth, or fifth year on the tenure track. The program is designed to provide an opportunity for untenured faculty members to enhance their prospect of producing high quality scholarship.

In addition to these three initiatives, the SCOL pays selected tenured and tenure track faculty members a stipend of $9,000 to $10,000 during the summer to devote their non-teaching time to scholarly work. Those who receive the summer grants must report annually on their productivity. Tenured faculty members who do not produce scholarship within two years of receiving a summer stipend become ineligible for future funding until they publish, or have accepted for publication, a scholarly article. SCOL funding for faculty summer stipends totals approximately $350,000 per year. Summer stipends result in substantial scholarly productivity from SCOL faculty. Because summer stipends relieve faculty of teaching obligations, faculty members are routinely able to produce book chapters, books supplements and teachers’ manuals, scholarly law review articles and essays, commentaries and book reviews during the summer months.

In other programs, support varies depending on access to external funding. For example, in Natural Sciences and Mathematics (NSM), funding to support travel to one conference per year is provided for faculty members in departments that traditionally lack access to external funding opportunities (i.e., Math and
Biology, Chemistry and Physics expect their faculty members to obtain support from their research grants and contracts. The NSM Dean’s office provides funds for which faculty members from any department may compete to assist with travel to present research related to key divisional initiatives.

Start-up funds for individual faculty members, which in the sciences and engineering may be quite high (as much as $500,000 for equipment alone), are negotiated at the time of hiring. These funds are provided from divisional resources and from indirect cost (IDC) return to departments from existing grants. The departments receive 21% of the net IDC (IDC less IDC waivers) as flowback. Funds from indirect costs returned to the division are passed directly on to the departments from which the funds were generated; no flowback dollars are held by the division. Each department has its own flowback policy, but in general, a portion of the flowback from each grant is retained by the department to cover general expenses in support of research (such as startup packages for new faculty, instrument maintenance, community supplies). The remaining funds are returned to the principal investigator who was awarded the grant to support research.

Finally, additional opportunities are available specifically for junior faculty members. Some divisions reduce newly hired faculty members’ teaching loads as they establish research agendas. In the physical and natural sciences, new faculty hires are normally given two to three years of reduced teaching load to allow time to set up their laboratories, submit grant proposals, hire postdoctoral researchers and recruit graduate students. Some divisions also offer mentoring programs. For example, AHSS pairs all new faculty members with a tenured faculty mentor in another department in the divisions; the mentors provide advice about the University culture, preparation for tenure and other issues. The Sturm College of Law provides mentoring for teaching and for developing lectures, workshops, speaker series and other events that enhance the scholarly culture of the law school. The Latino/a Center (DULCCES) provides a senior faculty mentor for affiliated junior faculty members and sponsors a monthly research meeting.
4A.5. **DU supports undergraduate research, scholarship and creative work.**

The University provides various opportunities for students to engage in research and scholarship, coordinated through the **Undergraduate Research Center** through three types of grants. Partners in Scholarship (PinS) grants enable students to work with a faculty partner to design and execute a research project. Funds are distributed quarterly and students may apply for up to $1,500. Student Scholar Travel Funds provide up to $1,500 to cover travel to a conference or to engage in research away from the University. Summer Research Grants provide up to $3,500 to support projects in which students collaborate with faculty members, along the same lines as the PinS projects conducted during the academic year. During AY 2009-2010, the Undergraduate Research Center supported 130 students with awarded grants totaling $290,194, as detailed in Table 4.3.

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<th>TABLE 4.3: UNDERGRADUATE RESEARCH CENTER AWARDS 2005-2009</th>
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<tr>
<td>PARTNERS IN SCHOLARSHIP</td>
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<tr>
<td>STUDENT SCHOLAR TRAVEL FUND</td>
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<tr>
<td>SUMMER RESEARCH</td>
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<tr>
<td>TOTALS</td>
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**Student Profiles**

Emily Moser, Class of 2009, received $1,500 for her project *Action of ACTH analogs on the Melanocortin*. During her senior year Moser used support from the PinS program to complete an honors thesis in the laboratory of Robert M. Dores (Biological Sciences). Moser conducted a structure/function project in which she evaluated the ability of various analogs of a pituitary hormone. Her analog studies provided some important data that contributed to the renewal of a grant for the Dores research program from the NSF. Graduate students are currently expanding the studies that Moser initiated and she will be a co-author on a planned manuscript that will include her GT1-7 study.

Julie Markham, a 2010 Dual Undergraduate Graduate Degree Student earning a BSBA and MBA in Real Estate and Finance, received $3,500 for her Summer Research Project: *Microfinance and Its Means to End Poverty in Southeast Asia with Case Study Analysis of the Grameen Bank*. Markham spent 10 weeks in Bangladesh interviewing and collecting data on the financial and social impacts of microcredit loans from Grameen Bank to borrowers who live in poverty. Grameen Bank and its founder Dr. Muhammad Yunus won the 2006 Nobel Peace Prize for pioneering microfinance as a means to end poverty.
4A.6. **DU supports graduate student research, scholarship and creative work.**

Research opportunities for graduate students are widespread. Some of the programs mentioned earlier are also available for graduate students.

At the University level, the **Office of Graduate Studies** provides substantial support for graduate student research, as well as funding fellowships for diversity, offering dissertation support and assisting in doctoral recruiting. In FY 2009, Graduate Studies funded 72 merit-based fellowships for full-time doctoral students through three different fellowship types. The total amount of funding was $202,166. The Dissertation Fellowship ($50,000 of the total funding) was awarded to 20 students in FY 2009. The Doctoral Fellowship ($136,833 for 36 students) helps recruit top graduate students to DU. The University created the Graduate Studies Doctoral Fellowship for Inclusive Excellence in AY 2008-2009 to help recruit and retain highly qualified doctoral students who will further promote inclusive excellence. Based on academic merit, the awards go to nominees who practice inclusiveness, contribute to understanding perspectives not traditionally represented in their program and demonstrate leadership abilities to foster inclusive excellence campus-wide. Sixteen fellowships for Inclusive Excellence totaled $15,333.

In addition, the **Graduate Student Advisory Council** (GSAC) provides travel funds and other research support for DU graduate and professional students. In FY 2009, Graduate Studies provided GSAC with $6,000, from which GSAC funded 21 graduate student proposals, totaling $3,200:

- Eight thesis and dissertation research proposals: $1,100;
- 10 travel proposals for presenting at a conference: $1,850; and
- Three travel proposals to attend a conference: $250.

Additionally, a portion ($10) of each student’s Graduate Activity Fee is distributed to each division’s graduate student group. As one example, the student group for Four Faculties (Arts and Humanities; Social Sciences; Natural Sciences and Mathematics; and Engineering and Computer Science) received $14,894 in FY 2009, combined it with $2,386 carried over from FY 2008 and subsequently funded 84 graduate student proposals, totaling $17,280:

- Five thesis and dissertation research proposals: $925;
- 71 travel proposals to present at a conference: $15,341; and
- Eight travel proposals to attend a conference: $1,014.

Most institutional support for graduate students is provided in the form of graduate teaching assistantships (GTA) and graduate research assistantships (GRA). The number of graduate assistantships allocated to the academic units is variable and depends largely on the instructional and programmatic needs of the unit. The vast majority of the graduate assistantship positions are allocated to academic units with traditional (non-professional) graduate programs and significant undergraduate enrollments. Approximately 12-15% of graduate assistantships are research focused and supported...
by external funding. These positions are common in the School of Engineering and Computer Science, the Division of Natural Sciences and Mathematics and the Division of Social Sciences. As depicted in Figure 4.3, between academic year 2005-2006 and academic year 2009-2010, the total number of graduate assistantship positions across the University has increased from 300 to 315; the number of assistantships within units with doctoral programs has increased from 234 to 240. Since fall 2005, the average stipend level for a full-time assistantship (working 20 hours per week) has increased 32%, from $9,459 to $12,469. The average graduate stipend level for programs with doctoral degrees has increased 34.6% over the past five years from $10,064 in 2005 to $14,351 in 2009. Also, since 2005 the University has provided health insurance stipends to all full-time GTAs and GRAs.

**FIGURE 4.3: GRADUATE ASSISTANTSHIPS BY ACADEMIC UNIT**

Individual departments also help fund graduate student scholarship. The Department of Engineering offers half-tuition waivers to students engaged in laboratory work and engineering research. The School of Art and Art History provides financial support for public placement of art and for the direct involvement of students in curating exhibits, engaging in performances and other displays of creative work.

Each of the four academic journals hosted by the Sturm College of Law (SCOL) is student-edited, as is the protocol for most academic law journals. Through these journals, students learn to select submissions for publication with the input and oversight of law faculty members. In addition, students publish notes, case comments and other academic pieces as part of their work on the editorial boards of these journals. Law students conducting directed research projects under the close supervision of law faculty members commonly publish their papers in academic journals outside of DU’s own publications. Similarly, graduate students frequently
publish their work in academic journals, often as co-authors with faculty members (most commonly collaborating in the sciences).

4A.7. DU supports staff learning and professional development.

The University both formally and informally encourages the ongoing professional development of all staff members. Most significantly, staff members, along with other University employees and their spouses/partners and children, are eligible for tuition waivers for DU courses. In 2002, the Board Approved Policy was updated to increase the amount of waiver for which employees are eligible from five credits per term to two classes with a maximum of nine credits per term, with a 20 credit per year maximum. In FY 2009, the expense to DU for total tuition waiver usage was $6,445,717. In FY 2010, the cost was $6,533,692 to cover these expenses. While an average of 62 spouses/partners and 82 dependents used tuition waivers per quarter (excluding summer) in FY 2010, the numbers are much higher for employees using the waivers themselves, as depicted in Table 4.4.

**TABLE 4.4: EMPLOYEE TUITION WAIVER USAGE FISCAL YEAR 2010**

<table>
<thead>
<tr>
<th>SUMMER</th>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
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<tbody>
<tr>
<td>Enrollees</td>
<td>191</td>
<td>250</td>
<td>223</td>
</tr>
<tr>
<td>Credit Hours Used</td>
<td>918</td>
<td>1,269</td>
<td>1,125</td>
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Within the Human Resources Department, the DU Training and Development program also offers professional development opportunities to individuals and groups at all levels. Voluntary training and professional development occurs through more than 3,000 online courses covering both professional and technology topics and through customized consulting and coaching. Some training is mandatory, including New Employee Orientation, Workplace Law for New DU Managers, the Annual Legal and Policy Update and eight top Workplace Issues Series.

**Professional development support for DU Women**

Established in 1997 to further the status of women and support professional development of women on the DU campus, the Women’s Coalition is composed of six groups representing various constituencies at the University: Connecting Staff Women, Women’s Leadership Council, Undergraduate Women’s Council, Graduate Women’s Council, Staff Women’s Association and Network and the Faculty Women’s Association. Initially, the women’s groups operated on their own, with little communication or cooperation among groups. In 1998, representatives from each group began meeting as a Coalition to increase communication and collaboration. In fall 2006, the Coalition developed a more formalized structure made up of a chairperson and two representatives elected from each group. This group meets quarterly and offers Town Hall sessions once a year to encourage education, networking and communication for all women on campus.
The first Women's Conference49 took place in 1996 and occurs annually through the efforts of a volunteer committee. This conference addresses the needs and issues of women at the University of Denver, such as child care, wellness, balancing personal and professional lives and professional development opportunities. Past conference themes include: “Women's Place in Shaping DU's Future,” “Investing in Ourselves, Investing in DU,” and “Celebrating the Diversity of Women’s Lives.” While many of the breakout session speakers are selected from DU faculty and staff experts, the conference has featured notable keynote speakers such as feminist activist Robin Morgan, U.S. Representative Diana DeGette and internationally-known storyteller Opalanga Pugh.

An educational non-profit organization based at the University of Denver for over 35 years, Higher Education Resource Services40 (HERS) offers leadership and management development for women in mid- and senior-level positions in higher education. HERS institute attendees acquire knowledge, skills and network connections through their participation. The three HERS Institutes offer curricula in different formats at DU, Bryn Mawr and Wellesley. Each year, DU sends one woman to Bryn Mawr while two complete the program at DU. In 2009, the total cost to the University was $12,525. As of 2009, 25 HERS alumnae are employed at DU.

4A.8. **DU supports lifelong learning in the community.**

The University offers many outreach programs designed to encourage lifelong learning in the broader community. Please refer to Chapter Five for more information. A few examples of such programs are:

» **Bridges to the Future.**41 Created in 2002, Bridges to the Future addresses post-9/11 concerns through programs that stimulate civic dialogue and discussion among Colorado communities. Programming includes lectures, panel discussions and classes. All events are free and open to the public.

» **Senior Citizen Audit Program.**42 For a $25 fee individuals age 60 or older may audit select undergraduate courses.

» **Early Experience Program.**43 The Early Experience Program (EEP) is designed for students in grades 10-12 of exceptional maturity and academic ability. Eligible students take DU courses for undergraduate college credit during both the school year and summer quarter. EEP charges one half of the typical DU tuition.

» **Osher Lifelong Learning Institute**44 (OLLI): Programs run through University College45 are available to individuals 55 and over.

» **Humanities Institute.**46 Located in the Divisions of Arts, Humanities and Social Sciences, the Institute sponsors public lectures by faculty members, an annual series of salons and dinners with local authors.

» **Lamont Concert Series.**47 The Lamont School of Music presents four different concert series, an opera production and several lectures, presentations and master-classes, all open to the public throughout the academic year. Most of the events presented by Lamont, about 130 every school year, do not charge admission.
Voices of Experience (VOE): An annual speaker series hosted by the Daniels College of Business and sponsored by leading companies, individuals and organizations within the community. This series features business leaders who discuss the practice of values-based leadership.

Engineering and Gaming Camps: In existence for more than 20 years, “The Making of an Engineer” program was honored in 2002 with a Presidential Mentoring Award. In 2007, with support from Metro Denver Workforce Innovation in Regional Economic Development (WIRED), “The Making of an Engineer” was transformed into the Engineering of Extreme Sports Camp, changing the camp experience to include curriculum development, training for high school teachers and building connections with industry partners. Another camp, the Humane Gaming Camp, is based on the premise that using gaming to integrate learning mathematics, computer science and art will heighten student interest in the broader area of STEM education as well as develop broad computer science skills.

Science Camps: DU offers students from across the country exposure to college life and an intensive jump start on a future in mathematics, computing and science through the “Making of a Scientist” summer program. It is a collaborative effort by the University and communities across the country that attracts students from minority and low socio-economic backgrounds who may not have previously considered college. For students accepted into the program, there is no tuition charge from DU and organizers work with groups in the students’ communities to help defray or even completely cover the cost of room and board.

4A.9. Faculty Research, Scholarship and Creative Work

Faculty members at the University of Denver actively engage in research, scholarship and creative work that reflect and contribute to the state of knowledge and expression in their disciplines. These contributions are many and varied, ranging from grant-sponsored research in the Department of Chemistry and Biochemistry to musical scores in the Lamont School of Music.

Funded Research

Grant-funded research is one hallmark of a research-intensive University. At any given time, DU faculty members are engaged in 200-250 externally sponsored projects. This includes all projects managed through the Office of Research and Sponsored Programs (ORSP) in three areas: Academic Research, Sponsored Instruction and Other Sponsored Programs. The total volume managed by ORSP for FY2009 was $20.2 million, or roughly 6% of the University’s total annual expenditures. That was distributed to Academic Research (77%), Sponsored Instruction (2.3%) and Other Sponsored Programs (20.7%). An analysis of the current increase in proposal submissions indicates that volume will rise slightly for FY2010.
Several units, most consistently doctoral granting areas, contribute intensively to the University’s sponsored program portfolio, including, in FY2009, the Department of Psychology in the Divisions of Arts, Humanities and Social Sciences ($4.4 million), the Graduate School of Social Work ($3 million), the Law Enforcement Center in the Denver Research Institute ($2.7 million), the School of Engineering and Computer Science ($2.4 million) and the Department of Chemistry and Biochemistry ($2.1 million) and Physics ($1.1 million) in the Division of Natural Sciences and Mathematics.

Figure 4.4 presents the University’s external funded research volume for the past five fiscal years by academic unit. Total research volume averages $19 million per year with indirect costs (IDC) averaging approximately $4 million per year. While total annual volume decreased slightly in FY2007, these data indicate that total research volume and indirect costs have rebounded during this period.

**FIGURE 4.4: EXTERNAL FUNDED RESEARCH VOLUME FISCAL YEARS 2005-2009**

The Department of Psychology is a particularly research-strong department whose faculty members involve both undergraduate and graduate students in their work. Over half of Psychology faculty members, the vast majority tenured, currently receive extramural funding. As of February 2010, faculty members have been awarded 18 active grants totaling over $15 million in direct costs over multiple years. In addition,
two doctoral students and a postdoctoral fellow have been awarded highly competitive National Research Service Awards (NRSA). The department’s strengths lie in the subfields of developmental psychopathology, developmental cognitive and affective neuroscience and affect/stress/coping. Faculty research funding reflects these strengths.

Faculty members in the School of Engineering and Computer Science engage in governmental agency and industry supported research in a wide range of areas. Senior faculty members have long term research programs in instrumentation to study atmospheric science (ozone, climate change) and in composite materials with applications to the space shuttle combustion chamber and energy (insulators and transmission lines). Examples of current funded research projects range from unmanned vehicles and search and rescue robotics, to computational modeling for orthopedic implant design, to fabrication of nano and micro-electrical-mechanical-systems (NEMS, MEMS) devices, to the creation of humane games and to innovative solutions related to cyber security.

Funded research in Natural Sciences and Mathematics (NSM), an academic unit in which all departments have PhD programs, is distributed across the division. In the Department of Biological Sciences, one faculty member is researching the development of high-speed technologies for the identification of human remains and analysis of evidentiary material using mtDNA and complex protein mixtures; another focuses on the neurobiology of sensory systems, particularly the gustatory system. A leading scientist in the Department of Chemistry and Biochemistry conducts research on theoretical organic photochemistry. In the Department of Physics and Astronomy, an NSF career award recipient researches micro- and nanofabrication techniques, studying the fundamental physics of new materials and their applications to new technologies.

In 2003, the University acquired the Eleanor Roosevelt Institute (ERI), which was founded in 1962 as an affiliate of the University of Colorado School of Medicine. ERI’s mission has been to carry out basic biomedical research to develop preventive and therapeutic approaches to human diseases and conditions. ERI merged with DU in 2003 with financial support of the Bonfils-Stanton and Boettcher Foundations and is now fully integrated into the Division of Natural Sciences and Mathematics. Currently, 12 faculty members across several academic departments are members of ERI. Past and present ERI research foci include Alzheimer’s disease, ALS (Lou Gehrig’s Disease), colon cancer and Down Syndrome. Currently, two researchers hold primary appointments with ERI and joint-appointments in the Department of Biological Sciences, and many faculty members in biology, chemistry and biochemistry work collaboratively on ERI projects. That number is expected to grow substantially as the University pursues a multidisciplinary life sciences initiative.

The University is creating a multidisciplinary Center on Aging that involves collaboration among the Natural Sciences, Engineering, Social Work, Education,
Law, University College, Professional Psychology, Social Sciences and Business faculty from the University of Denver, as well as affiliated faculty from the Denver Health hospital. Building particularly on the acquisition of the Eleanor Roosevelt Institute and the strengthening of the life sciences at the University, the Knoebel Center on Aging will incorporate research, teaching and community outreach programs that will mark it as one of the leading centers on aging in the country.

Denver Research Institute (DRI) was a non-degree granting research entity located within NSM during the self-study period. Its focus was applied research, and some of its work was done at off-campus sites, including the East Range Test Facility and the Denver Federal Center Ballistics Facility. Recently, the mainstay of DRI was the National Law Enforcement and Corrections Technology Center – Rocky Mountains (NLECTC-RM) that was established by the National Institute of Justice Office of Science and Technology in 1994 to help state and local law enforcement and corrections agencies identify useful new technologies. Over the past decade, the funding and personnel in NLECTC-RM had come to outnumber the other staff associated with DRI. When NLECTC-RM chose to move its facility off campus in 2009, DRI was dissolved. Of the remaining personnel, three research scientists were assigned to NSM and five were assigned to the School of Engineering and Computer Science57 to form the foundation of the new Applied Research Technology Institute58 (ARTI). Areas of current and future focus for this new institute include energetic materials, applied and military robotics, unmanned ground and aerial vehicles, integrated renewable energy systems, chemical laser research and many others.

The Graduate School of Social Work (GSSW) houses the Erna and Brad Butler Institute for Families59 with an annual externally funded budget of approximately $3 million. The Butler Institute brings together researchers, practitioners, public and private service system experts and community members to engage in program evaluation and research, examine outcomes of child welfare, children’s mental health and juvenile justice programs and provide technical assistance and training to administrators, practitioners, families and community leaders. Funded by local, state and national government grants, along with foundation and gift support, the Butler Institute is typically engaged in approximately 25-30 projects at any time. The Butler Institute provides tuition stipends to 15 Master of Social Work students who are preparing for and committed to work in public child welfare settings. In addition, the Butler Scholars program funds two PhD students per year.

The University is currently engaged in strategic planning to increase research, scholarship and creative work among faculty members across the institution. Led by the Associate Provost for Research, one of the main goals of this planning process is to leverage support for interdisciplinary and multi-university funded research collaborations among recent junior and mid-career faculty members across the divisions.
Scholarship

In addition to funded research in the natural sciences, social sciences and engineering, University of Denver faculty members also produce a broad array of scholarly contributions, including books, monographs, articles and other published work generally not supported by external grants. Faculty members at the University produce scholarship with various means of support. For many faculty members, time is the most important element. Beyond efforts during the regular academic term, the six week break between the fall and winter quarters is especially conducive to scholarship; of course, University-approved sabbaticals and course releases provided by individual academic units significantly enhance productivity. Time is frequently augmented by relatively modest funding sources. Those include summer stipends provided by some academic units; internal grants from the Faculty Senate, the Office of Internationalization and various centers and institutes (see 4A.3); and stipends for specific purposes (e.g., archival research) or for expenses away from the University to gather information or data (e.g., interviewing participants).

The range of academic units and their diverse missions creates different contributions of scholarly work among the University’s faculty members. Books and monographs published by academic presses tend to be most common in the Arts and Humanities, the Social Sciences, the Korbel School of International Studies and the Sturm College of Law. Scholarly book chapters and scholarly journal articles are most common in the Arts and Humanities, the Social Sciences, some parts of the Natural Sciences, the Daniels College of Business, the Morgridge College of Education, the Graduate School of Social Work and the Sturm College of Law.

The Sturm College of Law provides an example of the broad array of types of scholarship pursued by faculty members in one academic unit. Most scholarship produced by law faculty members is not externally funded – except for empirical legal research that may be supported by the NSF, the Law School Admissions Council, or federal agencies. Non-funded scholarly contributions from law include doctrinal and normative scholarship that examines existing legal doctrine and legal institutions and articulates principles for the development of those doctrines and institutions; historical scholarship that examines legal rules and institutions across time or within a particular historical period; jurisprudential and theoretical scholarship that addresses frameworks about the nature of law, interpretations of text, legal argumentation and rhetoric; and “outsider” scholarship that incorporates perspectives of groups historically excluded from the legal process into the examination of legal rules and institutions.
Creative Work

While all research and scholarship is fundamentally “creative,” we use this category to refer to contributions from faculty members in areas such as the visual arts, performing arts, film and creative writing areas. Much, but not all, of the creative work produced at the University is located in the School of Art and Art History and the Lamont School of Music.

Visual art contributions include pieces that are exhibited in group or solo exhibitions; public art that is commissioned and installed; art work that becomes part of permanent collections; and other art installations. Collectively in the past three years, the art faculty have mounted 14 solo exhibitions in three countries and six states; participated in 79 juried or invitational group exhibitions in 20 different states and abroad, including Mexico, Turkey, China and Korea; and completed or received six public art commissions. A faculty member in eMAD and the Digital Media Studies program works in the field of humane gaming and has created video games that highlight social issues, such as his game, “Crosser,” that is about an individual’s attempts to cross the Mexican-American border.

Contributions from the School of Music include musical recordings and musical scores (not including the hundreds of performances that the music faculty engage in each year). In the Department of Media, Film and Journalism Studies, faculty members produce films that have multiple screenings at various festivals; HD animations; group and solo exhibitions of digital work; and invited performances. Faculty members in the very strong creative writing program in the Department of English produce novels, short stories, poetry and book collections of poetry.

These many, varied and important contributions of funded research, scholarship and creative work at the University make the institution a particularly vibrant place for students, faculty members and visitors to our campus. Figure 4.5 displays the types and volume of contribution by faculty members located in the various academic units at the University in the academic year 2008-2009.
4A.9. **DU publicly acknowledges student, faculty and staff achievements.**

The University acknowledges the achievements of its members through receptions, publications and various outreach events, as well as through the work of the University Communications office.

The [Undergraduate Research Center](#) (URC) sponsors an annual, day-long undergraduate [Symposium](#) at which students present their research through performances, exhibitions and panel presentations. It functions both as an academic conference and as a celebration of student achievements. Approximately 100 students each year present their work at the Symposium; all students in the [Honors Program](#), as well as all students receiving grants through the URC, are required to participate. A speaker with a national scholarly reputation is chosen each year to talk about scholarship and creativity.

This internal recognition is complemented by prestigious external awards. Since 2002, DU students have been recipients of a Rhodes scholarship, 16 Fulbright scholarships, one Marshall, one Jack Kent Cooke, one Truman and two Goldwater scholarships.
In addition to external recognition for DU undergraduate students, DU has received a $10,000 Boettcher Endowment to support a program that helps students optimize their academic experience and access competitive fellowships and graduate school opportunities. Called “Extreme Academics,” the program is directed at sophomores identified by their First-Year Seminar instructors, who have achieved a cumulative GPA of 3.8, or who have already received or been nominated for DU academic awards. Students who participate develop concrete skills in grant-writing, application and interviewing. They also gain a clearer sense of their long-term academic goals and plan how to pursue them. Students may receive up to two hours of credit for this experience and two students are awarded a grant of $1,000 to fund their proposals. This program was piloted during the 2009-2010 academic year and is currently being assessed.

The Provost’s Office sponsors an annual reception honoring scholarly research and publication. For many years, the reception focused only on the publication of books by faculty members. Following the recommendations presented in the 2006 report of the University Task Force on Research, Scholarship and Creative Work, however, the reception was expanded in 2008 to honor scholarly articles, exhibitions, performances and other significant contributions. In 2009, the reception was further expanded to include contributions by staff and adjuncts as well as full-time faculty members. The Provost’s office produces a faculty recognition booklet listing these accomplishments by program and individual. During academic year 2008-2009, over 280 different faculty members cumulatively produced 684 works that were listed in this booklet. While this number includes the majority of contributions on campus, it is a conservative figure. The total does not include conference papers (many of them selected by means of a peer-reviewed process), many musical performances and literary readings and other activity by faculty members that do not make it into the annual booklet but that are reported during the merit review process. The University is also home to a number of scholarly journals and other periodicals including the Denver Quarterly, the Denver University Law Review, Law & Policy, and Global Governance: A Review of Multilateralism and International Organizations.

The Office of Research and Sponsored Programs produces and circulates an annual report on external funding. Individual faculty member accomplishments are highlighted in the academic unit program reviews available in the HLC resource room.

Among the six awards sponsored by the Faculty Senate, four recognize scholarly or creative achievement. (The other two focus on teaching excellence; please see 3B.) The Senate maintains a list of recipients.

- John Evans Professorships: Honors the attainment of national and international distinction for outstanding research or other creative, scholarly achievement that has significantly affected his/her field.
» United Methodist Church: University Scholar/Teacher of the Year Award: Recognizes an outstanding faculty member for contributions to scholarship and teaching at the University of Denver. Faculty members are honored for exceptional teaching, concern for students and commitment to high standards in professional and personal life.

» Distinguished Scholar Award: Honors unusually significant and meritorious achievement in professional scholarship, as evidenced by publications and effect on classroom teaching.

» University Lecturer: Given in recognition of superlative creative and scholarly work and awarded without regard for time spent at the University or popularity as an individual or as a teacher. The honoree gives a University-wide lecture.

The Provost’s Office sponsors a quarterly Lecture and Luncheon honoring a faculty member with an outstanding scholarly reputation. The chosen lecturer speaks on an issue of concern to the University and the broader public. All members of the DU community are invited to attend. Recent Provost’s Lecture and Luncheon speakers have included:

» Rick Barbour, Department of Theatre and F. Joseph Docksey, Lamont School of Music: A Funny Thing Happened on the Way to the Forum: A Lamont School of Music and Department of Theatre Collaboration, Spring 2010.


» Rafael Fajardo, School of Art and Art History and Scott Leutenegger, Department of Computer Science: Humane Games, Fall 2009.

» James Herbert Williams, Graduate School of Social Work: How Best to Achieve the Needs of African American Children as the ‘Achievement Gap’ Continues to Widen, Spring 2009.

» Margaret Whitt, Department of English: Stories from the Mid-Century South: Martyrs for a Cause, Spring 2008.
Additionally, the annual Provost Conference brings together the DU community for a day of sessions and discussions on relevant academic and community issues. The conference includes a keynote speaker, a series of workshops, a luncheon, closing remarks and/or reception. The average number of participants per year is 150. Recent Provost Conferences included the following keynote addresses:

» Dr. Morton Silverman, University of Chicago and Dr. Louise Douce, Ohio State University: *Mind Matters: Mental Health on Campus*, 2009-2010.


The Center for Multicultural Excellence (CME) sponsors an annual Profiles of Excellence Celebration and Awards Ceremony to celebrate the accomplishments of our community, allies and advocates. The event is open to family, friends and supporters. The awards presented are:

» **Outstanding Undergraduate Student Award**: Given to a DU undergraduate student who has made exemplary contributions to the promotion of diversity at the University of Denver during the academic year;

» **Outstanding Student Organization Award**: Given to a student organization that has demonstrated leadership in the promotion of diversity at the University of Denver during the academic year;

» **Hillel Outstanding Undergraduate Leadership Award**: Awarded annually to a senior who has been involved in and made outstanding contributions to Hillel during their academic career at DU;

» **Outstanding Staff Award**: Given to a DU staff member who has made exemplary contributions to the promotion of diversity at the University of Denver during the academic year;

» **Outstanding Administrator Award**: Given to a DU administrator who has made exemplary contributions to the promotion of diversity at the University of Denver during the academic year;

» **Outstanding Graduate/Professional Student Award**: Given to a DU graduate/professional student who has made exemplary contributions to the promotion of diversity at the University of Denver during the academic year;

» **Outstanding Faculty Award**: Given to a DU faculty member who has made exemplary contributions to the promotion of diversity at the University of Denver during the academic year and has shown support for and involvement in multicultural programs and initiatives;
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» **Outstanding Advocate Award:** Given to a member of the DU LGBTIQA community who has shown exemplary support of and involvement in LGBTIQA issues at the University of Denver during the academic year;

» **Outstanding Ally Award:** Given to a member of the DU community who has shown exemplary support of and involvement in GLBTIQ issues at the University of Denver during the academic year;

» **Outstanding Achievement in Inclusive Excellence Award:** Given in recognition of exemplary contributions toward addressing diversity issues; and

» **Departmental Excellence Award:** Given to a department that has demonstrated leadership in the promotion of diversity at the University of Denver during the current academic year.

At the end of each academic year, the Student Life Division sponsors the Pioneer Awards Ceremony to honor students, faculty members and staff who have made significant contributions to the campus community. The ceremony includes honors specific to departments and divisions as well as University-wide awards. The University-wide awards are:

» **Pioneer Award:** Students completing their senior year, as well as faculty or staff members who have been at DU for five years or more, are eligible to be nominated for the Pioneer Award. This is one of the University of Denver’s most prestigious awards and is given annually to one faculty member, one staff member and up to 10 students who best exemplify the Pioneer spirit. It is the highest honor given to undergraduate students. One student organization also receives the Pioneer Award;

» **Driscoll Master Educator Award:** Given to a member of the DU faculty in recognition of excellence in the classroom;

» **Outstanding Student Award:** Given to students representing each class (first-year, sophomore, junior and senior) at DU, the award recognizes their excellence in the areas of leadership, scholarship, citizenship and service to the DU community. One student is selected as the Outstanding Student, while two to four are honored as Distinguished Students, for each class;

» **Outstanding Student Organization Award:** This award recognizes student organizations that have made exceptional contributions to the DU Campus community;

» **Outstanding Student Organization Adviser Award:** This award honors student organization advisers who have made outstanding contributions to the organizations with which they work; and
Outstanding Faculty Adviser Award: This award recognizes two exceptional faculty academic advisers who serve as coaches and mentors for their undergraduate advisees.

Promoting Student-Faculty Achievement

The major liaison between the University and the broader public is the Office of University Communications, which contains several offices with distinct functions. The University’s front-line daily news outlet, DU Today, typically publishes at least one article each week about faculty members or student research and scholarship. Traffic to the site averages 35,000 unique visits per month and two-thirds of those are from external visitors. The quarterly University of Denver Magazine, with approximately 115,000 primarily external readers (alumni, parents, donors, government leaders and administrators from other universities), includes a short research article in every issue and carries a feature-length research article in most issues as well. Community News, DU’s monthly community newsletter (which moved to an online-only format in July 2009), repackages DU Today research stories and other content in a short format for approximately 5,000 faculty members, students, staff, neighbors and other subscribers.

DU communicates to the news media regarding research and scholarship through targeted outreach to news outlets. Several members of the University Communications staff use a newsroom-style “beat” system to cover the campus and work with academic units to find excellent stories to tell. More than 150 news releases and media advisories are issued annually and many include information regarding some aspect of research and scholarship at the University. In addition, video clips are now used when pitching stories to print, broadcast and online outlets. Some stories are packaged into a longer video segment and placed on the DU website and a University channel on YouTube. Finally, research and scholarship are sometimes promoted via DU’s Twitter account. The daily tweets keep followers updated on the latest news at the University and often link back to longer articles or news releases on the DU website.
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The **Annual Report** (formerly the Provost’s Report to Faculty and Staff) is a comprehensive report presented annually to the University community that details the activities of the University from the previous year. It is an effective means to communicate the current state and future aims of DU with the community. In the **Annual Report**, the University’s priorities and planning strategies are shared, goals for the institution are outlined and specific components and priorities of the budget are presented. The document serves as an account of how the University plans for the future and responds to the challenges and opportunities of the external environment. At the same time, it is a celebration of the achievements of our faculty, staff, students and community, highlighting the great accomplishments of our constituents over the year.

**Core Component 4B:** DU demonstrates that acquiring a breadth of knowledge and skills and exercising intellectual inquiry are integral to its educational programs.

One of the University’s three goals ties learning to intellectual inquiry, “We will provide an outstanding educational experience that empowers students to integrate and apply knowledge from across the disciplines and imagine new possibilities for themselves, their communities and the world.” This occurs at both the undergraduate and graduate student levels.

**4B.1. Internships and field experiences complement coursework.**

Applied practice settings naturally facilitate student learning and intellectual inquiry in many of our graduate and professional programs. For example, the **Graduate School of Professional Psychology** offers an in-house clinical psychology setting, an internship consortium and an active field placement program for all academic programs that includes over 100 sites in Colorado and several overseas practica (e.g., Bosnia and South Africa).

The **Sturm College of Law** (SCOL) offers client clinics in its Student Law Office, that houses a Civil Litigation Clinic, a Criminal Litigation Clinic, a Mediation Clinic and an Environmental Law Clinic. Plans are under way for the SCOL to create a transactional law clinic in 2010–2011. The SCOL also supervises legal internship placements for over 400 students per academic year.
At the Josef Korbel School of International Studies, student internships help ensure that students have practical preparation for their careers and that they contribute to local as well as national and international organizations. The School’s profile has been raised considerably through the excellent work performed by students during their internships. The School is approached by local organizations eager to host students, and a further sign of success is that several of these organizations have hired their interns following their graduation.

Through its degree programs in Child, Family and School Psychology and Counseling Psychology, the Morgridge College of Education (MCE) has established as one of its learning outcomes, “Core content knowledge and skills related to professional practice that demonstrates one’s ability to integrate theory, research and practice.” At the MCE, internships, practicum and field-based training are required in each program and represent a cornerstone of professional preparation. Students are paired with master teachers, well-known experts in the field.

DU’s Department of Geography supports internship programs for undergraduate and graduate students. A cooperative agreement between the DU Geography department and the National Park Service has allowed many students to participate with the Geologic Resource Division, Air Resource Division, Environmental Quality Division and Geographic Information Science (GIS) program in UCOL. Students placed with the City and County of Denver have assisted the Department of Housing and Neighborhood Development with environmental and historic development inquiries and architectural inventories. A partnership with the Colorado State Conservation Board has produced updated summaries of invasive plants in the state. Students working with the South Adams County Water and Sanitation Board have updated and created utility maps for the district.

The Department of Anthropology promotes opportunities for archaeology students to engage in field studies and museum studies. Theoretical course work in the Master’s in Museum Studies program is complemented by hands-on training in the Museum of Anthropology and through supervised internships.

DU offers more than 90 certificate programs that are available to degree-seeking undergraduate and graduate students as well as community professionals looking to broaden their career options. Some programs, such as the Sturm College of Law’s Workplace Law certificate, provide the opportunity to specialize within degree programs. Others are stand-alone programs designed to offer highly focused career-relevant skills and knowledge; for example, the Certificate of Advanced Study in Human Resource Management is offered online by University College. In some cases, students who are admitted into a master’s program can apply certificate credits toward their graduate degree.

Among the most innovative certificate programs are the Animal Assisted Social Work (AASW) certificate offered by the Graduate School of Social Work and the Philanthropic Studies Certificate available in The Women’s College. The first of its kind in the nation, the AASW certificate explores the therapeutic use of animals in social work practice. Students also learn how to identify, assess and intervene in “link” violence—the frequent connection between animal-abuse and violence toward people. The Women’s College Philanthropic Studies Certificate program is
designed for students who are already employed and for those seeking to work in the social sector. Students in the program learn the origins of philanthropy, effective philanthropic strategies and approaches, how to organize and lead not-for-profit organizations and agencies and how to manage and distribute resources for the public good. Our certificate programs integrate advanced theoretical knowledge and practical professional development to prepare students to respond to the urgent needs of a changing world.

4B.2. General Education and Learning Outcomes have been carefully revised since 2001.

For undergraduate students, the University has sponsored a series of initiatives over the past 10 years to strengthen undergraduate education and, in particular, exposure to the liberal arts. At the end of the last accreditation period, DU was embarking on a restructuring of its general education program. Those changes turned out to be the beginning of a comprehensive look at undergraduate education. One outcome of the Marsico Initiative was the creation of a set of Undergraduate Student Learning Outcomes (See Chapter Three). In addition, we revised the Honors Program, putting a new structure in place in 2008. Finally, in 2009, the University approved new general education requirements directly linked to the approved Undergraduate Student Learning Outcomes.

In September 2001, the University implemented a new system of general education requirements, replacing the “Core” curriculum of earlier years with a set of “University Requirements.” The 2001 requirements included a foundational level and an upper, interdisciplinary level.

Most students were required to take 60-72 quarter hours of University Requirements, depending on where they placed in language proficiency and on their specific majors (students in certain degree programs with heavy credit hour requirements, such as Engineering or Music, were exempt from some of the University Requirements). A Faculty Core Committee oversaw the Core and approved course proposals. Divisions and departments were responsible for approving courses at the foundational level. This system remained in place, with some modifications (discussed later), until 2009, when a new undergraduate general education program was approved for implementation in 2010.

The HLC reaccreditation visitors in 2001 commented that staffing was going to be a critical challenge for the 2001 University Requirements. The Divisions of Arts, Humanities and Social Sciences (AHSS) carried the bulk of the responsibility for offering Core courses and were responsible as well for teaching the majority of general education requirements. Because courses were required to be taught on load by full-time faculty members, some departments struggled to balance teaching general education, majors, minors and graduate courses. With 44 new permanent faculty members added to the
campus in 2006, many of these struggles were eased, but not eliminated. The establishment of the Cherrington Global Scholars Program, resulted in increasing numbers of students seeking to fulfill Undergraduate Requirements through study abroad, which had the unintended consequence of loosening the connection with the thematic elements defined for DU classes. Against this background, the Marsico Initiative of 2002-2007 encouraged a comprehensive review of all aspects of undergraduate arts and sciences education, which inevitably had an impact on general education.

The 2008-2009 review of general education

By the academic year 2007-2008, a variety of academic groups, including the Faculty Core Committee and the Faculty Senate suggested a review of the existing University Requirements. The Provost convened a General Education Review Committee (GERC) in February 2008. The committee was chaired by a faculty member and was composed of faculty representatives from all academic units that participated in undergraduate teaching, as well as the chair of the Faculty Core Committee, a Faculty Senate representative and two non-voting members (the Assistant Provost for Undergraduate Academic Programs and the Director of the Office of Academic Assessment). Its charge was to examine the University of Denver’s existing undergraduate requirements and to propose either modifications or entirely new requirements, as appropriate. In total, the GERC committee met for over 1,000 people hours to accomplish this task.

The committee began by meeting with faculty members and administrators across campus to find out what they saw as the strengths and weaknesses of the existing requirements. The committee also examined the general education requirements of our peer institutions, created a reading group to sift through the literature regarding this type of curriculum and held in-depth discussions about what DU’s general education goals should be. Out of these discussions, the committee crafted a proposal designed to build on the strengths of the existing curriculum while addressing weaknesses. The committee circulated the proposal for review by the University community in February 2009 and over the next three months met with divisions, departments, the Faculty Senate and the Undergraduate Council to discuss the proposal and solicit feedback. In May 2009, a final modified version of the proposal was approved by a vote of all faculty members in units with undergraduate teaching, and the proposal was then formally adopted by the Undergraduate Council and the Board of Trustees for implementation in September 2010.

General education at DU today: The Common Curriculum

The current general education curriculum, called the Common Curriculum, seeks, along with the University’s major, minor and degree programs, to have students integrate and apply knowledge from across the disciplines. It is solidly grounded in the strengths of academic disciplines, while illustrating the connections among different ways of approaching knowledge. Its courses contribute to our intellectually vibrant campus community and foster, in turn, a challenging, inclusive, ethical and liberating learning environment, from the First-Year Seminar to the culminating Advanced Seminar. By taking courses in diverse experiences and areas of knowledge, students cultivate critical and creative thought.
Strengths of the Program

The Common Curriculum challenges students to gain broad knowledge of key issues across different disciplines. Rather than simply assuming that breadth of content is enough, however, the Common Curriculum explicitly emphasizes a variety of intellectual approaches and “ways of knowing.” Drawing on the HLC’s statement on general education, the common curriculum focuses on “the skills and attitudes that . . . every educated person should possess.”

Second, all the requirements have explicit learning outcomes at the course level; students and faculty members understand what the expected learning outcomes are for each course and the rationale behind them. Figure 4.6 lists outcomes for each part of the Common Curriculum. They were developed with explicit reference to the Undergraduate Student Learning Outcomes, which are in turn linked to the University’s Vision, Values, Mission and Goals.87 The general education governance document88 includes a matrix mapping the general education requirements onto the Undergraduate Student Learning Outcomes.
### Figure 4.6: The Common Curriculum at DU

<table>
<thead>
<tr>
<th>Areas of Inquiry</th>
<th>The Natural &amp; Physical World</th>
<th>Society &amp; Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First-Year Seminar</strong></td>
<td></td>
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<tr>
<td>In These Courses, Students Will:</td>
<td>4 Credits</td>
<td></td>
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<tr>
<td>» Discover what it means to be an active member of an intellectual community by meeting rigorous academic expectations through critical reading, discussion, research, and/or writing.</td>
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<tr>
<td>» Practice newly acquired skills in an active learning environment where writing, performing, laboratory experiments, quantitative analyses, or other forms of experiential and/or creative activities will shape the goals and activities of the seminar.</td>
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<tr>
<td>» Establish a strong academic advising relationship with their faculty mentor that extends beyond obtaining information about academic requirements and the mechanics of how to register for courses.</td>
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<tr>
<td><strong>Writing &amp; Rhetoric</strong></td>
<td>8 Credits</td>
<td></td>
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<tr>
<td>In These Courses, Students Will:</td>
<td></td>
<td></td>
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<tr>
<td>» Analyze strategies used in a variety of rhetorical situations and employ those principles in their own writings and communications.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>» Analyze research and writing strategies used in a range of academic traditions and use those strategies in their own writings.</td>
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<tr>
<td>» Adapt, to specific situations, a strong repertory of writing processes, including generating, shaping, revising, editing, proofreading, and working with other writers.</td>
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<td></td>
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<tr>
<td><strong>Language</strong></td>
<td>4–12 Sequential Credits</td>
<td></td>
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<tr>
<td>In These Courses, Students Will:</td>
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<tr>
<td>» Demonstrate a greater proficiency in a language, as based on their initial evaluation in their language of choice.</td>
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<tr>
<td>» Demonstrate greater knowledge about a culture as embodied in that language.</td>
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<tr>
<td><strong>Ways of Knowing Analytical Inquiry</strong></td>
<td>4 Credits</td>
<td>8 Credits</td>
</tr>
<tr>
<td>In These Courses, Students Will:</td>
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<tr>
<td>» Apply formal reasoning, mathematics or computational science approaches to problem solving within mathematics or computational science, and other disciplines.</td>
<td>» Demonstrate the ability to create or interpret the texts, ideas, or artifacts of human culture.</td>
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<tr>
<td>» Understand and communicate connections between different areas of logic, mathematics or computational science, or their relevance to other disciplines.</td>
<td>» Identify and analyze the connections between texts, ideas, or cultural artifacts and the human experience and/or perception of the world.</td>
<td></td>
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<tr>
<td>» Communicate formalisms in logic, mathematics or computing sciences.</td>
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<td></td>
</tr>
<tr>
<td><strong>Ways of Knowing Scientific Inquiry</strong></td>
<td>12 Sequential Credits</td>
<td>8 Credits</td>
</tr>
<tr>
<td>In These Courses, Students Will:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>» Articulate concepts and principles specific to a field of study in natural science or technology, and effectively apply scientific methods to ask questions, design and perform experiments, or judge arguments.</td>
<td>» Describe basic principles of human functioning and conduct in social and cultural contexts.</td>
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<tr>
<td>» Recognize science as a process that considers uncertainty when drawing conclusions from scientific evidence and making predictions from existing data.</td>
<td>» Describe and explain how social scientific methods are used to understand these underlying principles.</td>
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<tr>
<td>» Apply and distinguish between qualitative and quantitative forms of analysis and evidence, and demonstrate skills for using and interpreting quantitative information in various formats based on validation and replication of results.</td>
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<tr>
<td><strong>Advanced Seminar</strong></td>
<td>4 Credits</td>
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<tr>
<td>In These Courses, Students Will:</td>
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<td></td>
</tr>
<tr>
<td>» Integrate and apply knowledge and skills gained from Common Curriculum courses to new settings and complex problems.</td>
<td></td>
<td></td>
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<tr>
<td>» Write effectively, providing appropriate evidence and reasoning for assertions.</td>
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</table>
Chapter 4
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The Common Curriculum forms a coherent whole that is greater than the sum of its parts. Specific requirements reinforce this sense of connection. For example, the four “Ways of Knowing” requirements at the center of the matrix visually demonstrate both the similarities and the differences among key areas of inquiry and these are anticipated by the focus on research and epistemology that are part of the first-year writing sequence. Similarly, the First-Year Seminar, designed to introduce students to the academic expectations of the University through exploration of a particular topic, is mirrored by the Advanced Seminar, taken after they have completed all other general education requirements. The emphasis on writing in the Advanced Seminars also reinforces the connections between the student’s first year and the students’ later educational experiences.

By making the general education requirements part of departmental offerings, the curriculum breaks down the artificial distinction between education for non-majors and education for majors and minors. It also allows students to integrate aspects of their general education requirements into their majors or minors, thus not only enabling them to take a greater number of electives, but also reminding them that the learning outcomes of general education are central to the mission of the University as a whole.

4B.3. Other Undergraduate Programs demonstrating intellectual inquiry.

In addition to the Common Curriculum and the Marsico-based programs such as Discoveries98 (Orientation), the University Writing Program99 and the Undergraduate Research Center, other undergraduate experiences enhance the University’s core educational mission, including the University Honors Program and the capstone and thesis projects in undergraduate majors in which students demonstrate their ability to contribute new knowledge to their fields.
The Honors Program

In April 2006, the Provost constituted a faculty committee to review the Honors Program (including curriculum, administrative structure and student/faculty member experiences), report on its strengths and weaknesses and make recommendations for the future. Over the next year the committee researched the program’s structure and curriculum and examined programs at other universities. The committee solicited and received input from the staff of the program as well as current and former students, deans, directors and department chairs. In May 2007, the committee’s proposal for a new Honors Program was approved by the Undergraduate Council.91

The new Honors Program provides a broad and liberal education rooted in the arts and sciences and culminating with “Distinction” within a student’s major. Students are required to take 16-28 credits of Honors-designated courses within the Common Curriculum. In addition, students take two upper-division Honors seminars during their later years at the University. The new program offers a variety of Honors options for students while still emphasizing breadth of exposure to the arts and sciences. The remaining credits for Honors and the senior Honors thesis are met through student work in their majors, creating a tighter link than had previously existed among the Honors program, general education and the major.

University Honors Program students have won numerous awards in the last several years. They have received the Blackfriars Fellowship to Oxford, have won Marshall, Fulbright and Rhodes Scholarships and have also been named to the USA Today Academic Teams. Honors students have received numerous DU departmental awards and scholarships as well.

Capstones and senior projects

Many undergraduate majors require capstone experiences. All undergraduates who pursue Distinction within their major are required to complete a capstone, thesis, or senior project. For applied majors, these experiences emphasize real-world applications of the knowledge gained. For example:

» A capstone design experience is required in the undergraduate Engineering programs. The projects typically involve interdisciplinary teams working on an engineering project for an external customer. The project involves initially defining and constraining the problem, considering and evaluating design alternatives, performing analysis and feasibility studies, and fabrication and testing to deliver a working prototype to the customer. Projects in recent years have included a multi-person human powered vehicle, assistive devices and exercise machines for people with disabilities, a smart hospital room and devices to facilitate capturing human motion data.
As a capstone experience to synthesize the various disciplines studied for the Theatre major, each senior is required to mount a “senior project” or fully staged theatrical work for which they are the principal artist. With collaborators drawn from their own ranks, these students select or create a text, secure the rights for performance, schedule, design, audition/cast, rehearse, direct, build, advertise and present for public performance an original theatrical work of art. While mounting a one-act play is typical, recent projects have ranged from full-scale ice shows to environmental eco-pieces, from Japanese-style puppet shows to traveling dance pieces, and from original poetic works to silent movement scenarios. Many of these projects take on additional research opportunities through the PinS program and several have been entered for adjudication as original student works in the Kennedy Center American College Theatre Festival.

Students enrolled in the competitive Daniels College of Business Daniels Distinction Program take a hybrid course centering on an applied, real-world business problem involving core Daniels' values put in the context of a real business. Over at least two consecutive quarters, students work under the supervision of faculty members and business/community leaders to produce a substantial written report and deliver an oral presentation to project sponsors and faculty supervisors. Ideally, the capstone project includes an element of service learning and/or an international focus; it integrates Daniels core values of ethics, corporate responsibility and sustainability with developing interpersonal and technical skills.
Core Component 4c: DU assesses the usefulness of its curricula to students who will live and work in a global, diverse and technological society.

The “usefulness” of a curriculum can be defined in many different ways. In applied programs, a crucial measure is whether students leave with the skills necessary for the practice for which they have been trained. The Clinical Competencies exam in the Graduate School of Professional Psychology and the Bar exam in the Sturm College of Law, for instance, offer basic measures of graduates’ competence in their chosen professions. In other kinds of programs, it is also possible to identify skills essential to understanding a discipline at the undergraduate or graduate level; these skills often form the basis for program assessment. In a broader sense, a “useful” education prepares students who adapt well to a changing environment and can deal with a wide variety of people and cultures. DU is committed to both ways of educating its students and has made significant strides over the past 10 years in assessing its curricula.

4c.1. DU reviews academic programs.

As described in Chapter Two, review and planning occurs in many different forms at DU, including the new systematic program review cycle. With many academic units, reviews are part of an external accreditation process. Others have undertaken major curriculum reform in response to perceived needs of the learning community. All units engage in program review on a periodic basis as an internal policy. While individual units do good jobs of engaging in meaningful and regular assessment of curriculum, we are now pursuing a more uniform method of ensuring that such reviews take place on a regular basis. The University’s general protocol calls for reviews by each unit every five years, coupled with mid-cycle updates. The first round of these reviews for all units has been completed as part of the preparation for the University self-study. Copies of the academic and support unit program reviews are available in the resource room.

Through the Marsico Initiative, reviews of the existing writing and the numeracy programs produced proposals to revise the curriculum that ultimately transformed the undergraduate experience at the University.
Since our last self-study, DU has undergone major curricular review in a number of different academic units. In addition to the overall undergraduate curriculum reform made possible by the Marsico funding, several units engaged in specific curricular change as a result of the funds available through the grant. The School of Art and Art History, the Department of Religious Studies and the Department of Chemistry and Biochemistry all implemented Marsico-driven curricular changes. Through the Marsico Initiative, reviews of the existing writing and the numeracy programs produced proposals to revise the curriculum that ultimately transformed the undergraduate experience at the University.

4C.2. External constituencies review or advise programs and units.

Many University programs are accredited by discipline or field-specific external accrediting agencies. Participating in these processes provides the campus with visiting committees of professional peers in all of the requisite fields. The University’s Office of Institutional Research maintains the schedule and provides data support for these accreditation processes. The full schedule of external accreditation is included in the chapter on federal compliance.

Even areas without external accreditation demands recognize how external reviews can enhance assessment, review and planning efforts. For instance, the Josef Korbel School of International Studies works closely with the Social Science Foundation to review their new initiatives and long-term planning. The Social Science Foundation (SSF) was established in 1923 and today manages a trust through which it promotes the study and application of international relations at both the undergraduate and graduate levels. In recent years, the SSF has helped finance several unique certificate programs in global health and humanitarian assistance, while providing seed capital for new centers and research institutes at the Korbel School.

Some units involve external constituencies to provide input on curriculum reform. The Daniels College of Business, for example, involves alumni, employers, advisory board members, trustees and corporate partners. DCB’s Alumni Advisory Board members serve on committees and task forces to improve and modify its programs. The Daniels Executive Advisory Board advises on a wide range of strategic issues. It is comprised of leaders from business, the not-for-profit sector and government in order to represent a broad and diverse set of local, national and international interests. The Lamont School of Music visiting committee comes to DU for meetings every other year. Members, who include trustees and deans of highly ranked music schools around the country, provide important feedback to the Director and faculty members at Lamont as well as to the Dean and central administration. The Sturm College of Law works closely with its Alumni Council to seek meaningful input into all aspects of the law school’s development.
The School of Engineering and Computer Science encourages active collaboration with business and industry. Through the school’s Visiting Board and the departmental Industrial Advisory Boards, feedback from its co-op and internship partners and faculty member sabbaticals in industry settings, SECS is able to maintain current and relevant programs. Similarly, the Graduate School of Professional Psychology uses an alumni survey to obtain feedback about graduates’ job placements and job satisfaction, which is incorporated into broader considerations about curriculum development. The Graduate School of Social Work routinely gathers information from organizations where its students do field placements/internships to help shape their curriculum. The GSSW solicits feedback from its Visiting Committee regarding curricular and programmatic relevance. The Women’s College (TWC) maintains an exemplary advisory board for its Information Technology Studies program. The Sturm College of Law has external advisory boards for the Rocky Mountain Land Use Institute and the student run journal the University of Denver Water Law Review. The School of Art and Art History (SAAH) connects its students with external constituencies through curriculum and programs affiliated with area institutions such as the Denver Art Museum, the Kirkland Museum of Fine and Decorative Arts, the Museum of Contemporary Art Denver and others. Internships and curatorial projects also arise from relationships with widely recognized art collectors such as Kent and Vicki Logan (contemporary art) and Jan Perry Mayer (American watercolors, Spanish Colonial art and pre-Columbian art). Through such relationships, students enrolled in the curatorial practicum course at the SAAH participate in the entire exhibition process, from donor/artist relations, through object selection and exhibit design, press relations and catalog authorship.

4C.3. **DU educates for success in diverse local, national and global societies.**

The University is committed in multiple, concrete ways to ensure that our students have the skills, experience and competence to enter an increasingly diverse workforce, locally and globally. DU’s undergraduate student learning outcomes include “Engagement with Human Diversity,” which sets the goal that “Students critically reflect on their own social and cultural identities and make connections and constructively engage with people from groups that are characterized by social and cultural dimensions other than their own.” Similarly, among the learning
outcomes for DU’s graduate programs is a focus on Intercultural and Local/Global Engagement: “Graduate and professional program students engage collaboratively with others in local and global communities, acknowledging the interdependence of the world’s cultures and peoples, practicing inclusive excellence and contributing to the common good.”

Several graduate and professional programs include course work and training opportunities that specifically emphasize diversity issues. The Graduate School of Social Work, as just one example, offers courses such as Multicultural Social Work Practice; Empowerment Practices with Diverse Communities; Social Work Interventions with Latinos/as; Critical Perspectives Latino Context; Global Relationships and Poverty in Mexico; Social Development in Latin America; and Social Work from a Chinese Perspective.

Dedicated to advancing knowledge of Jewish history, thought and culture through learning, intercultural dialogue and social action, the Center for Judaic Studies (CJS) offers programs and classes aimed at fostering cross-cultural awareness, inclusivity and respect. The CJS draws students from diverse backgrounds, facilitates ongoing critical conversations about religious identities and cultural differences and leads community bridge-building. In addition to emphasizing interdisciplinary and comparative approaches to the study of Jewish culture and thought, the Center’s core faculty members are jointly appointed in departments across campus to ensure exposure to a wide array of students. Offering a minor in Judaic Studies, CJS encourages students to study a broad range of fields and to bring their diverse backgrounds and academic interests into dialogue with the rich trajectory of Jewish thinkers, ideas and traditions in such courses as Judaism, American Jewish Literature, Hebrew, Modern Jewish Revolutions and Jewish Philosophy. Many of the CJS course listings also include community engagement elements. In its courses and programs, CJS aims to engage students in critical reflections on their own personal and social identities as well as Jewish religion, culture and thought.

Part of the University Chaplain’s mission is to celebrate the diversity of the world’s religious and spiritual traditions, especially as represented at the University. To that end, various programs (such as book discussions and guest speakers) and experiences (both worship and community service) engage a broad range of students, faculty members and staff.

The University of Denver Latino/a Center for Community Engagement and Scholarship (DULCCES), founded in 2005, represents another aspect of DU’s commitment to diversity. DULCCES sponsors both faculty and student research on Latino/a issues:

» **DULCCES has designed a program** that will provide Latino/a undergraduate students experience on research projects with Latino/a faculty members and offer a GRE prep course to prepare them for graduate school. The program is modeled after the Federal McNair program.

» **DULCCES supports Latino/a community organizations** using a European Union Science Shop model to connect students and faculty members with Latino/a community organizations to help with intervention design and
development. This is provided at no cost to the organizations. One successful partnership with Mi Casa, for instance, led to a Kellogg grant\textsuperscript{105} to create youth and adult partnerships.

» **DULCCES has completed two policy research projects** in partnership with Azteca America and Fundación Azteca America. “The state of Latinos 2008: Defining an agenda for the future”\textsuperscript{106} was recognized nationally and internationally by the new media, lawmakers and national Latino/a organizations. Information from this study was presented to members of Congress as well as at a number of conferences. A second policy research project on Latinos/as and Census 2010 (“State of Latinos: Census 2010”\textsuperscript{107}) addresses historical and contemporary issues accompanying the undercount of Latinos/as.

Another key goal articulated in the University of Denver’s mission is to “develop global perspectives and connections by substantially expanding student and faculty member experiences abroad.” For many years, DU has emphasized study abroad opportunities for its students. These opportunities take two forms. The Cherrington Global Scholars program has undergraduate students spend a quarter abroad and still meet all the requirements of their degree programs on schedule. Some programs strongly recommend or require international study, for example, Hotel, Restaurant and Tourism majors, International Studies majors and Language majors. The HRTM program launches the student international experience by requiring a course, “The International Experience”, prior to departure.

Within the University College bachelor’s degree completion program,\textsuperscript{108} the Common Learning Program (general education) includes “Global Studies.” Learning to think and act globally requires an unusual set of skills that can be gained partially by conducting library and Internet research on a particular country or region, but more completely by actually experiencing the culture of another country. With this in mind, the University College faculty members recommended that the two courses on global studies in the Common Learning Program, “Global Issues” and “The Past as Prologue,” be linked and that the courses include an international experience. Students are required to enroll in both simultaneously, along with an embedded, short-term study abroad experience in another country. Graduates of this program should be conversant with global issues and know what questions to ask and where to turn for information to discover another country’s geography, politics, economy and culture.

Interacting with diverse communities is a major focus for graduate students in the International MBA\textsuperscript{109} (IMBA) program at the Daniels College of Business. Accordingly, IMBA students are required to complete a CIAO (Cultural Investigation and Observation\textsuperscript{110}) capstone overseas experience. The CIAO combines international experiences, cross-cultural management skills and country-specific cultural and business knowledge by having students interact with business communities in developing countries. Additional opportunities for international outreach experience at Daniels include the Global Opportunity (GO) program that immerses graduate students in a foreign culture while studying in-depth sustainable development
issues. By collaborating with an organization on real-world projects, students gain invaluable insight into both the international community and the complexity of sustainable development.

Students also gain global experience through DU’s International Service Learning Program, in which DU students engage in service learning projects that provide intercultural learning experiences combining academic study with volunteer opportunities. Please see Chapter 5A.2 for more information.

Global exchange works both ways. In a typical year, anywhere from 700 to 800 international students are enrolled in DU’s various programs and departments, with current enrollments reaching 1,000. Roughly 30% of those students are undergraduates, 50% are graduate students and the remaining 20% are in other types of academic programs, such as the English Language Center or non-degree and certificate programs. Students are also familiarized with global issues through faculty members’ own international experiences.

4C.4. Curricular and co-curricular opportunities promote social responsibility.

In keeping with the University of Denver’s vision as a private university dedicated to the public good, DU offers numerous curricular and co-curricular opportunities for students and faculty members to practice and promote social responsibility.

Curricular

Among the curricular opportunities for students are requirements for various field placements in socially meaningful activities. The Graduate School of Social Work sponsors extensive internship placement opportunities for all students. The English department’s Writers in the Schools project places graduate fiction writers and poets in metropolitan schools. The Graduate School of Professional Psychology (GSPP) also offers internship placements and pursues community service through multiple programs, including its PsyD program, the Professional Psychology Center (PPC), Internship Consortium and field placement opportunities. These programs offer substantial counseling services to the local community. The PPC alone offers low-cost psychological assessment and psychotherapy to approximately 500 clients each year from the Denver metropolitan area. The Internship Consortium enables sites to offer low-cost services to clients in need. All doctoral students engage in field placements in the Denver area during their training, giving countless unpaid hours of service to clients. Students are required to spend at least 40 hours in direct service with underserved populations.

The Sturm College of Law (SCOL) supports an in-house Student Law Office, through which students represent clients under faculty member supervision. Their clients come from underserved populations in the local community, and the student
attorneys provide representation on matters such as landlord/tenant disputes, domestic violence matters, employment disputes, civil rights claims, environmental law enforcement and other matters. The SCOL also offers extensive internship opportunities for credit, with approximately 100 students each semester serving in government offices, with judges, with private law firms and in public interest settings. Moreover, the SCOL has adopted public service as a graduation requirement. Every Juris Doctor student is required to perform a minimum of 50 hours of supervised, uncompensated, law-related public service work during his or her law school career as a prerequisite to graduation. Among other things, the goal of the requirement is to educate the students about their professional responsibilities, particularly their obligation to perform public service work as practicing attorneys.

The Josef Korbel School of International Studies reflects the University’s broader commitment to put research into practice for the public good by seeking to train practical idealists not only committed to social justice, but also able to navigate the political, cultural and administrative realities of a globally interconnected world. In particular, Korbel’s programs in human rights and international security forge these skills in ways that promote social responsibility. The Global Health Affairs (GHA) program illustrates Korbel’s engagement with communities at home and abroad. For example, GHA has a research portfolio of projects in Sri Lanka, South Africa, Russia and China. Additionally, GHA has arranged student internship programs with Doctors without Borders, Mercy Corps, Population Services International, the Food and Drug Administration and a number of Colorado service providers, offering compelling opportunities for students to gain experience while serving the public good and engaging the public in issues of global and local importance.

At the undergraduate level, a number of programs combine curricular and co-curricular aspects to encourage social responsibility. Some programs offered through the Center for Community Engagement and Service Learning (CCESL), for instance, have an academic component and include academic credit. A range of internships available through academic departments also involve issues of social justice; for example, a Political Science major might intern with a legal aid clinic, or a Digital Media Studies major might help build a website for a local nonprofit organization. The Career Center,113 which oversees internships, seeks opportunities for students to
combine academic experiences with socially meaningful work. There are also field placement programs for undergraduates as course offerings through their majors. For example, the Psychology department offers a year-long “Clinical Field Experience” program in which a small group of students, with the permission of the instructor, enroll for academic credit in which they meet in class to learn about the fundamentals of clinical work while also spending time in an approved, supervised clinical experience in a local setting (e.g., Adolescent Psychiatry Ward at the Children’s Hospital). There is a similar, two-quarter internship program for students in Sociology and Criminology.

Co-Curricular

Student Life and Social Norming

The University is intentional in its efforts to establish academic and community norms as soon as undergraduate students arrive on campus each fall quarter. During Pioneer Passage, the University’s formal matriculation event, the Chancellor, the Provost, a faculty member and a student representative speak about the University’s commitment to the public good and to the transformative nature of students’ undergraduate education to facilitate students’ preparation for citizenship. As part of that ceremony, both new and returning students participate in a “Commitment to the Community” responsive dialogue, demonstrating a commitment that explicitly articulates the University’s values. In addition, the Discoveries Orientation Program is directed by 80 faculty members who lead groups of 15 students through a series of dialogues designed to “set the bar” for University expectations. Those dialogues include substantive conversations about the University’s honor code, integrity and engaged scholarship. The Student Life Division hosts a required session for all new students on community norms, featuring YouTube-type vignettes created by students that address issues of alcohol and drugs, sexual behavior and decision-making, mental health, respect for difference, community engagement and social responsibility and norms expected in DU community living.

In the Student Life Division, the emphasis on community norming continues throughout the academic year. DU is recognized for its “Know the Code” and “Live the Code” campaigns that create incentives for students to demonstrate their understanding of our Code of Student Conduct and the Honor Code. Our judicial sanctions are designed to be developmental and educational in nature. Required classes on alcohol and drug use and abuse receive positive reviews from students, despite carrying the onus of being required. All Conduct and Academic Review Boards include student peer members, providing growth opportunities for those who serve on the boards, as well as those being judged by their peers.

With approximately half of our undergraduate students living on campus, we design residence hall programming that focuses on social and community responsibility, health and wellness and diversity. In addition, a robust Gender Violence, Education and Support Services program has transformed student understanding of appropriate, respectful behavior and of gender roles. Quarterly “Values Dinners” hosted by Campus Activities bring together students, faculty members and staff to join in discussion of deeply held personal beliefs.
Center for Community Engagement and Service Learning (CCESL)

CCESL helps shape the institution’s definition and practice of public good work and scholarship and sponsors several programs that advance social responsibility values for students. Public Achievement (PA) is a program in which DU students conduct community-based research and a related service-learning project. Public Achievement draws on the talents and desires of young people to build a better community, engage to be problem-solvers in their school and connect to the classroom. CCESL also supports after-school academic enrichment programs at several K-12 partner schools with the goal to include the Public Achievement program at these sites. Approximately 50 DU students participate in our School-Based Civic Engagement Opportunities each academic year. CCESL also helps coordinate other activities, such as service learning courses and AmeriCorp opportunities. Further, the Puksta Scholars program allows Colorado students with financial need to develop a commitment to citizenship, leadership and civic engagement. The annual scholarship of $6,000 per student supports up to 12 such students each year.
Core Component 4D: DU provides support to ensure that faculty, students and staff acquire, discover and apply knowledge responsibly.

While the University provides policies, administrative and programmatic support, it also relies on its students, faculty members and staff to foster a community committed to the ideals of ethical behavior and academic integrity.

4D.1. DU promotes responsible use of knowledge by students.

All students at the University of Denver are required to abide by the Code of Student Conduct and the Honor Code. The Code of Student Conduct communicates the values of the University community to promote an inclusive, diverse and accepting environment based on tenets of civility, community, integrity and responsibility. The Honor Code further emphasizes academic integrity, ethics, truth and honesty. Both codes have become integrated in University culture and are introduced to new students with the “Know the Code” campaign and the ceremonial signing of a pledge to the Honor Code by first-year students during Discoveries week. Both codes are administered by the Office of Citizenship and Community Standards, to ensure due process and student responsibility. The 2009-2010 academic year marks the 10th anniversary of DU’s adoption of the University Honor Code. The Provost has appointed an Honor Code Task Force (co-chaired by a tenured faculty member and the Director of Citizenship and Community Standards) to re-examine and re-affirm the importance of the Honor Code. The committee drafted Honor Code revisions that were reviewed by the University community in spring 2010.

The responsible use of knowledge is embedded throughout DU courses and in all disciplines. A specific objective of the First-Year Writing Program is for
undergraduate students to demonstrate the ability to effectively incorporate others’ work into their own writing and to cite and document those materials.

In parallel to responsible use of knowledge, ethics is also integrated in the undergraduate and graduate programs. For undergraduates, ethical behavior is stressed during the Discoveries Orientation program and often applied in the major. More than 120 courses contain ethics-related content, across a range of disciplines including business, political science, philosophy and geography. DU is implementing the NIH and NSF Responsible Conduct of Research initiatives that impact both undergraduate and graduate students.

Ethics has a major emphasis in the graduate and professional school programs and is a component of the recently approved Graduate-Professional Student Learning Outcomes: “Graduate and professional program students develop professional and/or ethical identities, apply professional values and demonstrate appropriate expertise, leadership and collaborative qualities.” Offered as part of the MBA curriculum in the Daniels College of Business, the Daniels Compass features a unique series of integrated courses focused on ethics, values-based leadership and sustainability. The Compass builds on the strength of the MBA program, which has received national recognition for producing graduates with strong ethical standards. The goal of the Daniels College is to produce graduates who have the ability to discern what is right and the moral courage to take positive action when faced with wrongdoing.

4D.2. **DU promotes responsible use of knowledge by faculty and staff.**

For staff and faculty members, the responsible use of knowledge and ethical conduct is governed by policies in the Employee Handbook and the Faculty Personnel Guidelines relating to Appointment, Promotion and Tenure. The Office of Research and Sponsored Programs (ORSP) oversees compliance related to sponsored programs and research activities. Principal investigators are required to disclose financial and other potential conflicts of interest as part of the Conflict of Interest Policy.

ORSP also oversees the ethical research and course activities involving human or animal subjects. Specifically, Institutional Review Board (IRB) procedures and policies govern the Protection of Human Subjects, Animal Care and Use and Biosafety. These bodies address the appropriate use of surveys and medical information, as well as the proper use and treatment of animals and biological entities. The IRB reviews and approves all research that proposes use of human participants. It is charged with protecting human participants and assessing risks, benefits, protection of confidentiality and privacy, provisions for informed consent and safeguards for vulnerable populations. At DU, the IRB is also charged with review of HIPAA and Privacy issues in research in conjunction with Research Compliance. The DU IRB is comprised of 12 voting members and several alternates, including faculty members from various departments and community members. All research studies involving human participants must undergo an IRB review regardless of funding. In addition, all investigators are required to complete the human research protection (HRP) educational program prior to submission of research applications. Therefore, IRB approval is contingent upon completion of the HRP program and a review of the study.
Chapter 4

Acquisition, Discovery and Application of Knowledge

The data in Table 4.5 were presented in the 2009 Office of Research and Sponsored Programs Balanced Scorecard regarding the number of IRB submissions in each of the past five years.

**TABLE 4.5: IRB SUBMISSIONS 2005-2009**

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<th>2005</th>
<th>2006</th>
<th>2007</th>
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<tr>
<td>Number</td>
<td>565</td>
<td>576</td>
<td>567</td>
<td>609</td>
<td>558</td>
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Submissions include those by faculty members, staff and students. Over 80% of studies submitted for review are unfunded, and just about half of those studies are performed by students. Over 98% of the research submitted for review is Social Behavioral Educational Research. Because of the significant number of submissions by students, the Research Compliance and Education area within ORSP promotes ethical research by assisting investigators in developing the best possible methodology for their study taking into consideration human research protections and the IRB. Educational opportunities include online training, individual consultation, class presentations and seminars available throughout the year or upon request.

The ORSP is also responsible for ensuring that the DU campus community is educated about the responsible conduct of research, based on initiatives from the National Institutes of Health and the National Science Foundation. The Responsible Conduct of Research (RCR) initiative mandates that those who are involved in research receive education about the responsible conduct of research at every phase of their education (e.g., undergraduate and graduate) and professional career (postdoctoral fellows, research associates, junior and senior faculty members) at intervals of approximately every four years. This mandate requires that researchers applying for federal funds also include a proposed plan for RCR education as a standard part of federal grant applications (e.g., National Service Research Awards at both the pre- and post-doctoral levels, as well as other funding opportunities such as Center Grants, Career Awards and individual research grants).

RCR education takes place at several levels at DU, including within the curricula of specific programs (e.g., ethics courses); workshops; informal mentoring among faculty members and students; and through the ORSP. The ORSP offers an online RCR program[125] hosted by the Collaborative Institutional Training Initiative (CITI). Modules cover all RCR areas and enrollment is open to anyone affiliated with the University. The ORSP also offers seminars throughout the year, as requested.

The University of Denver has received full accreditation by the Association for Assessment and Accreditation of Laboratory Animal Care (AAALAC) for research involving animals.
The ORSP also requires that faculty members and students involved in research with animals complete online educational modules\textsuperscript{126} that are hosted by the Collaborative Institutional Training Initiative (CITI) website. The modules are open to anyone affiliated with DU. In addition, training and education materials are regularly sent with interesting articles and current issues in animal research and ethics. University veterinarian lead sessions are available upon request and supplemental information is offered by the American Association of Laboratory Animal Science (AALAS) library.

Finally, another aspect of the appropriate and responsible use of knowledge is enforcing clear policies and practices related to intellectual property rights. Appropriate use policies for copyrighted materials are enforced for library materials, including E-reserves and for DU CourseMedia\textsuperscript{TM}. University Technology Services\textsuperscript{127} (UTS) provides administration of and training related to acceptable use policies\textsuperscript{128} regarding computer and network usage and personal information. The University supports the creation and dissemination of new knowledge through the Office of Technology Transfer.\textsuperscript{129}

\textbf{Conclusion}

Consistent with our mission and vision, the University of Denver values, invests in, supports and celebrates producing and applying new knowledge. We encourage lifelong learning for all members of the University community and our broader community constituencies. Strong internal supports for faculty members and students advance the goal of increased national recognition and a higher academic profile, one that now attracts better students and superior faculty members. Current strategic planning for research, scholarship and creative work is creating the resources in the coming decade to foster stronger cross-disciplinary and multi-disciplinary partnerships among our faculty members, our students and other University partners, both local and global.

Similarly, our curricular improvements reflect a strong breadth of knowledge across the undergraduate and graduate programs, preparing students for both specific employment settings and broader civic engagement. We have invested significantly in strengthening undergraduate programs in the past decade and our VVMG points us toward an increased focus on graduate programming. Our graduate and professional programs remain very strong and well ranked nationally. Our goals are to increase the intensity of the intellectual environment for the benefit of the students, faculty and members of the many external communities with which we interact.

Our academic review efforts have been strengthened over the past decade and we continue to improve this process. Program reviews keep our programs on target and responsive to a wide range of concerns, including academic quality, technological advances, industry requirements and increasing demands for complex skills. We assess student learning outcomes for both undergraduate and graduate programs. Our professional programs continue to achieve accreditation with positive external reviews.

Our community has strong standards of ethical academic conduct and ethical conduct of research embedded in a context that emphasizes civic engagement and social responsibility. From the campus-wide honor code to the appointment, promotion and tenure policies, we commit to and enforce the responsible production and use of knowledge. We are proud of our accomplishments in these areas.
Acquisition, Discovery and Application of Knowledge

Endnotes

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Chapter 5

Engagement and Service

Criterion Five: Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Introduction

Since its founding, the University of Denver has retained a deep commitment to Denver, the State of Colorado and the Rocky Mountain West. This commitment today extends beyond the region to the country and the world. In the 21st century, the University strives to be “a great private university dedicated to the public good,” engaging both undergraduate and graduate students in an education that requires them to “DU something about it,” whether “it” is homelessness, poverty, education, sustainability, inclusive excellence or world peace. The University of Denver asks members of its community to explore, understand and engage in big issues and matters of critical importance.

DU’s mission affirms that, “Our active partnerships with local and global communities contribute to a sustainable common good.” Public good is higher education’s opportunity to play a role in the renewal of public life within communities. At the University of Denver, public good results from the application of knowledge and intellectual resources to enhance student learning, faculty research, social capital and community and global development.

In 2006, the University of Denver was recognized by the Carnegie Foundation as one of 76 higher education institutions for Curricular Engagement and Outreach and Partnerships. This designation is a reflection of the numerous activities coordinated by the Center for Community Engagement and Service Learning and by the academic divisions, of the many faculty members conducting engaged research dedicated to the public good, of rich student community-based learning experiences, of a multitude of service learning opportunities including international service learning, and of units such as University College and The Women’s College that serve the non-traditional student population in the metro-Denver area.
This chapter describes DU’s institutional support for its public good vision as well as programs, activities and scholarship designed to meet the needs of our constituencies in ways valuable to both the University and to those we serve.

**Core Component 5a: DU learns from its constituencies and analyzes its capacity to serve their needs and expectations.**

The University of Denver is engaged in efforts to understand the needs of constituencies and how best to serve them. Our community partners are in a diverse range of geographic locations, including the University neighborhood, the metro-Denver area, Rocky Mountain region and across the United States, as well as in global locations. Beneficiaries of our engagement and service range from infants, preschoolers, school-age children, college students of both traditional and non-traditional age to older adults. They include teachers and administrators, policymakers, community-based organizations and non-profits, workers, retirees, senior citizens and the general public. The University strives to engage with its publics to discern their needs and as a result, is able to develop academically appropriate and meaningful programs.

5a.1. **DU learns from its constituencies through engaged scholarship, engaged learning and service learning.**

Engaged scholarship addresses social change, placing at its center accountability to the community within which research is being conducted and to which the researcher belongs. The intent is to involve communities meaningfully and respectfully in projects that benefit them while creating knowledge that can contribute to the greater good.

The University supports such scholarship through the Public Good Fund, funded by the Provost and managed by the Center for Community Engagement and Service Learning and the Public Good Fund Distribution Committee. Since 2004, the Public Good Fund has provided $100,000 annually to support a wide variety of grants for faculty and staff accomplishing engaged scholarship. As a result, 100 DU
professors have developed and implemented 64 Public Good projects since the fund was established. Each year, between five and seven Engaged Scholarship Grants provide between $1,500 and $8,000 and two Public Good Fellows grants offer up to $25,000 each.

**Two examples of projects supported by DU Public Good Funds**

» **University Writing Program**\(^5\) faculty developed a Community Writing Center that assists clients and staff at the Saint Francis Center and the Gathering Place, two daytime shelters for the homeless and those affected by poverty, to improve their writing skills via one-on-one consultations, group workshops and other interactions. The ability to write effectively is a crucial skill for those seeking to escape poverty as well as for the community organizations that assist them. However, poor and homeless individuals do not have access to writing instruction, nor can the organizations that serve them afford writing consultation for their staff. Recognizing these needs, the Writing Center worked collaboratively with community partners to adapt the writing pedagogy practiced on campus to meet the needs of these underserved groups and to explore how writing consultation on campus might be enriched by the experience of consulting in the community.

» Faculty members in the **Department of Human Communications**\(^6\) are supporting a Worker Image Campaign for the El Centro Humanitario, Colorado’s humanitarian center for day laborers, whose mission is to promote the rights and well-being of day laborers in Colorado through education, job skills, leadership development, united action and advocacy. The goal of the campaign is the creation of a website to promote social networking, organizing and public education about workers and social justice in metro Denver. The interactive website will contain digital narratives about workers’ lives, community videos and community projects (such as a social justice art mural depicting immigrant workers) as well as tools for challenging worker oppression and counteracting negative perceptions about immigrant laborers.
The University also learns from constituents through engaged learning or service learning. With strong support from DU faculty members, CCESL coordinates public good and service learning development workshops on campus. Over two dozen faculty partners across campus sit on CCESL’s Service Learning Faculty, Public Good Advisory and Public Good Fund Distribution Committees. At DU, faculty members who offer service learning courses develop their coursework in close consultation with community partners. At DU, service learning is engaged learning that links coursework with community service. These opportunities deepen and expand classroom learning through thoughtful, collaborative engagement with community organizations, agencies, educational institutions and the people they serve. They are structured within social justice and community organizing frameworks. Participating students develop skills as they accomplish tangible work with the community.

Service learning at the University is vibrant. In the 2008-2009 academic year, 80 such courses were offered by 61 different faculty members with over 1,900 students participating in them. These courses came from the Divisions of Arts, Humanities and Social Sciences, Natural Sciences and Mathematics, the Josef Korbel School of International Studies, the Daniels College of Business, the Morgridge College of Education and the Graduate School of Social Work. Service learning at the University is strong in part because of the emphasis placed on faculty development programs. The Provost’s annual contribution of $50,000 allows CCESL to actively promote service learning through the Service Learning Scholars Seminar, a Community-Based Learning Writing Group, Service Learning Faculty Pods and Advanced Practitioner seminars. Funding is also available to faculty members to support individual classes, for travel to conferences, to purchase relevant books or journals related to community-based learning and to host workshops. Since 2006, over 110 faculty members have participated in Service Learning Faculty Development programs.
Each academic year, CCESL engages more than 300 students in service learning and community partnerships that range from volunteering to community-based research opportunities. This is in addition to the 1,900 students who participate in service learning courses throughout the University. Of students who responded to the 2009 National Survey on Student Engagement, 78% of DU students reported participating in community service or volunteer work by their senior year.

The International Service Learning Program (ISL) combines two critical aspects of the DU mission, public good and internationalization. The ISL program develops global perspectives, fosters engagement and makes significant contributions to the public good by providing numerous opportunities for overseas engagement. Each year, 40-60 DU students participate in one of ISL’s short-term international service programs. During the 2009-2010 academic year, programs were available in Dharamsala and in El Salvador. In 2009, the ISL began to develop service learning programming as part of the Cherrington Global Scholars program. The goal is to emphasize service learning as part of a study abroad experience, allowing students to work alongside people in developing or disadvantaged countries to meet community-identified needs.

5A.2. DU serves nontraditional learners in the metropolitan area and region.

A significant part of DU’s capacity to serve the needs of external constituents comes from continuing education, outreach, customized training and extension services. University College and The Women’s College respond to distinctive needs by offering relevant degree and certificate programs at one-half the per credit hour tuition typically charged by the University.

The Women’s College (TWC) makes a DU education accessible to working women by offering undergraduate degrees and certificates on evenings and weekends. TWC students range in age from 18-65 and approximately 38% identify as women of color. Almost all students combine family responsibilities with full-time employment and many are the first women in their families to attend college. TWC understands the needs of their students by conducting frequent environmental scans and holding strategic dialogues with community members. For example, in 2005 TWC conducted a comprehensive evaluation of its programs by inviting a Board of Visitors to the college. The Board consisted of women leaders from business and education (including two women’s college presidents). This board conducted extensive conversations with DU and TWC faculty, administrators, students and alumnae and provided valuable feedback. In 2006, the college engaged in an in-depth market research study to better understand the educational needs of women in the Denver area. In 2007-2008, focus groups provided information about the needs of the community served.
by TWC. The focus groups included prospective students, business and industry leaders and current students (with specific emphasis on women of color). Currently, The Women’s College conducts community stakeholder meetings regarding the college’s strategic planning process and roundtables with community members to explore academic and business-related needs. From their analysis of these data, TWC administrators have implemented several new certificate programs that extend outreach and service, including two that focus on women’s entrepreneurship and women’s philanthropy.

University College (UCOL), DU’s school of professional and continuing studies, fulfills continuing education needs of working professionals and/or provides a vehicle for changing career directions. UCOL’s master’s degree and bachelor’s degree completion programs provide both continuing education (through accelerated certificate and degree programs) and personal enrichment (through evening, weekend and online formats). These programs balance relevant knowledge and theory with techniques applied in professional situations. University College has designed its programs to respond to community needs, both in terms of curriculum, degree and certificate programs and in terms of delivery models. In response to market demand, UCOL created a program on database design and administration and another on web design and development. There are significant growing enrollments in online courses that meet needs of working adults in various geographic locations. These programs reflect market demands in business, government and not-for-profit organizations. UCOL communicates with industry liaisons and includes community members on program advisory boards. In addition, UCOL academic directors serve on numerous community boards and present at local and state conferences, facilitating information exchange in both directions.

Serving our traditional undergraduate students, the Division of Student Life requires each unit to survey its constituencies to determine how well programs and services are meeting their needs and achieving desired outcomes. For example, Student Life facilitates a significant role for the parents of DU students. As part of this effort, the Parents Program convenes a Parent Council that represents the interests of DU students’ parents. Recently, this group determined that DU needed to augment its liaison parent-to-parent program to include individuals who could speak to parents in languages other than English. As a result, key parent publications have been translated into Spanish and Chinese.
CORE COMPONENT 5B: DU has the capacity and the commitment to engage its constituents and communities.

The University’s physical, financial and human resources support effective community outreach efforts, as do campus planning and programming. Information on the University’s financial commitments to engagement and service and faculty funding for such projects may be found in Chapter Two. This section provides examples of engagement and service from various academic and co-curricular units that reflect DU’s commitment and capacity to engage in advanced scholarly inquiry, cultivate critical and creative thought and generate knowledge through active partnerships.

The resident expertise in DU’s professional schools is much in demand in the larger Denver community. Corporate and government leaders turn to the University for technical and knowledge expertise on both public policy issues and cutting edge business practices. Educational leaders depend on our graduates as teachers and administrators and on our faculty for large-scale problem-solving and input on issues of educational reform. Children and families rely on services provided by our graduate programs for social, legal, educational and financial support.

In 2010, DU became involved in an extension of the international TED program; an annual event where some of the world’s leading thinkers and doers are invited to share what they are most passionate about. “TED” stands for Technology, Entertainment, Design—three broad subject areas that shape our future. The diverse audience—CEOs, scientists, creative thinkers, philanthropists—is almost as extraordinary as the speakers, who have included Bill Clinton, Bill Gates, Jane Goodall, Frank Gehry, Paul Simon, Sir Richard Branson, Philippe Starck and Bono. In the spirit of ideas worth spreading, TEDx is a program of local, self-organized events that bring people together to share a TED-like experience. At a TEDx event, TEDTalks videos and live speakers combine to spark deep discussion and connection in a small group. DU’s 2010 program, TEDxDU, titled “A Celebration of DUing,” gathered innovators and inventors, scientists and philosophers, activists and entrepreneurs on the DU campus to share their personal
stories and the passions that drive their actions. From household names to unsung heroes, our international roster of speakers and performers are an inspiring collection of the best of humankind, with passion, laughter, ingenuity and ideas powerful enough to improve our lives and our world. Through TEDx DU, we present these individuals and their work as an embodiment of the character of the University.

5B.1. Numerous divisions and programs across campus serve external communities.

**Morgridge College of Education**

The Morgridge College of Education serves numerous external constituents, particularly through partnerships with school districts for teacher, administrator and school psychologist training. These programs are discussed at length in section 5C.2.

**Graduate School of Social Work**

The Graduate School of Social Work (GSSW) serves local, regional and national communities through engaged scholarship and outreach projects. The very nature of social work education and scholarly activity within the field requires and values response to community needs, connection to diverse communities and meaningful involvement of external constituencies in research and program development.

Recent examples of engaged scholarship in GSSW include projects designed to empower persons with chronic and persistent mental illness, in collaboration with the CHARGE Resource Center; a project conducted through the Denver Department of Human Services to improve service to prospective adoptive parents; and work with the Kempe Center in the University of Colorado Health Sciences Center creating strategies to sensitize child welfare personnel to animal abuse as a symptom of child maltreatment and to consider using human-animal bonds in therapeutic work with child victims.
GSSW is home to **three institutes**

- **The Butler Institute for Families** enhances the well-being of children, youth and families in the areas of child welfare, children’s mental health and juvenile justice. It is the University’s largest externally funded institute, managing approximately $2,500,000 in public good projects each year. It is currently engaged in over 25 projects, including partnerships with the Colorado Department of Human Services; the Denver Department of Human Services; the Casper, Wyoming Department of Human Services; a consortium of tribes in North Dakota; Denver Health and Hospitals; and the federal Department of Health and Human Services.

- **The Institute of Gerontology** is a multidisciplinary center focused on developing services for the elderly and their caregivers, collaborating with local, regional and national public and nonprofit agencies since 1973.

- **The Institute for Human-Animal Connection**, founded in cooperation with the American Humane Association and the Animal Assistance Foundation, addresses the relationships between animals and people as a way to promote the welfare of both animals and people. Multidisciplinary in focus, it is the first program of its kind to be located in a school of social work.

Two outreach programs at GSSW emphasize service to various communities and function as sites for engaged research.

- GSSW is the only school of social work in the country to operate its own nonprofit direct service agency. **The Bridge Project**, situated in four locations within the Denver Housing Authority, provides educational and career opportunities to children and families living in poverty. One of many internship sites for MSW students, the Bridge Project offers tutoring, computer skills, mentoring and college scholarships. During fall 2009, 45 students supported by scholarships from The Bridge Project were enrolled in five area colleges and universities. By June 2010, 37 Bridge Project students will have graduated from college. Faculty members working with the Bridge Project have become leaders in empirically evaluating programs to foster academic success and prevent negative behaviors among school-aged children. Most notably, one GSSW faculty member’s teaching and research interests focus on the etiology, prevention and treatment of childhood and adolescent aggression, bullying, substance use and juvenile delinquency. The work, based on a public health approach to preventing youth problems, has resulted in three books and numerous articles on topics associated with the prevention and treatment of adolescent problem behavior. **The Youth Matters Denver Public Schools Prevention Project** was a randomized trial assessing the effects of a skills-
based curriculum on aggression and antisocial conduct among students in 28 public elementary schools in Denver. This project involved numerous graduate students and resulted in several peer-reviewed publications. The faculty member consults with Denver Public Schools on an ongoing basis about the most effective ways to prevent aggression and bullying among elementary school students. The project has been funded by a number of federal, state and foundation sources including the National Institute of Justice, Office of Juvenile Justice and Delinquency Prevention and the Department of Health and Human Services.

Since 1994, GSSW has worked with China Youth University in Beijing to establish the social work profession in China. The program includes student and faculty exchanges, as well as joint faculty research. A course entitled “Social Work from a Chinese Perspective” gives MSW students the opportunity to examine social work practices on location in China.

GSSW’s ethic of engagement translates to its students. GSSW students provide social work service as an integral part of their degree program. During the 2008-2009 academic year, 399 GSSW students provided 201,840 hours of service to the community through their internships. The value placed on this service was estimated to be over $3,633,000.

University College

Each University College Bachelor of Arts Completion Program student takes a required Common Learning course, Concepts of the Public Good, that examines various models and case studies from cross-cultural research, as well as examples from American culture to explore the role of power, class and group identification in shaping ideas of the public good. Additionally, all students complete a civic engagement project. Components of this engagement project include identifying a community need, determining how that need is or is not currently being addressed and engaging in a particular set of service activities designed to meet those needs.

Arts, Humanities and Social Sciences

The Divisions of Arts, Humanities and Social Sciences (AHSS) are deeply committed to the University’s public good vision. Outreach programs serve several communities. For example, the Psychology Department’s community clinics, research centers and laboratories examine topics including traumatic stress, couple relationships and the effect of financial stress on families. The department’s Clinic for Child and Family Psychology provides high quality, research-based psychological consultation, assessment and treatment for children, adolescents, adults, couples and families. Clinical services are offered to a culturally and economically diverse clientele on a flexible, sliding fee schedule.

Four AHSS community volunteer boards provide structured involvement for community members.

The Humanities Institute is a community outreach initiative whose primary mission is to help build a better Colorado by enriching the community culturally. The Institute bridges the scholarly pursuits of AHSS faculty members with the
people of the State of Colorado. It provides a public forum for local and national speakers on current issues and seeks to enliven a stimulating academic discourse among the University’s faculty on campus.

» **DU ART!** is a volunteer membership organization of alumni and art lovers that supports the School of Art and Art History. Through member contributions and fundraising events, DU ART! provides scholarships, special equipment, a newsletter, educational experiences and an endowment.

» **AMICI** is a group of friends committed to the promotion and support of the educational exchange of students and faculty between the University of Denver and Italy, Italian cultural appreciation, language acquisition and the enjoyment of “la dolce vita.”

» **The Lamont Society** provides financial support for the Lamont School of Music and promotes the school’s mission, vision and activities within the greater community. It serves as the ambassadorial organization for the Lamont School of Music and its mission of “supporting tomorrow’s musicians today.”

The **Lamont School of Music** is strongly dedicated to community outreach and service. Lamont works closely with youth organizations, providing rehearsal space, faculty and student involvement and scholarship programs. Lamont has collaborated with adult community orchestras and provided concert halls for events like the Colorado State Music Teachers Association annual Concerto Competition Winners Concert. Lamont students have volunteered as teachers for disadvantaged youth. DU students work with community groups such as the Colorado Young Artist Orchestra, the Colorado Jazz Conservatory and the Lamont Pre-College Summer Music Academy. Additionally, some **Newman Center** performances include an educational component offered to the community and local schools. For example, the Robert Moses’ Kin Dance Company, in conjunction with their performance at the Newman Center, participated in residency activities including a lecture, demonstration and master class at a local high school, a master class at the Denver School of the Arts and a panel on dance and race at the Blair-Caldwell African American Research Library.

The Lamont School of Music and the **School of Art and Art History** each have highly developed relationships with local professional partners. Members of the Colorado Symphony form the core of the Lamont School’s adjunct pool as well as instructors of master-classes, while the Denver Art Museum provides adjunct professors and experiential opportunities for art courses. Our partnership with the Denver Art Museum provides a foundation for the museum studies concentration within the MA in Art History. The **Victoria H. Myhren Gallery** in the School of Art and Art History is part of **Contemporary Art Colorado**, a consortium of area museums and galleries. The consortium coordinates exhibitions so that the city and region can create the most attractive and innovative set of venues for artists.
Daniels College of Business

For more than a decade, volunteerism and service learning have been a component of the core curriculum at the Daniels College of Business (DCB). By hiring a dedicated service learning coordinator, DCB has increased the awareness of service learning among faculty and students and has effectively identified opportunities in the community. Undergraduate coursework provides service learning opportunities for approximately 400 students each academic year. For example, marketing classes provide services such as marketing plans, customer experience audits and integrated communication audits to local businesses. The School of Accountancy and the students of the Beta Alpha Psi accountancy honor society manage and operate a Volunteer Income Tax Assistance center every year to provide free tax help to international graduate students and to low-income members of the surrounding community. The group also provides accounting services for community events such as the Multiple Sclerosis Walk and Bike. It has been recognized by the IRS for its outstanding service to the community.

Daniels’ MBA program offers Global Opportunity (GO) courses that embed a community component in student consulting projects. These courses include GO Peru, GO Rwanda & Tanzania and GO Ghana & South Africa, offered in partnership with a company or nongovernmental organization and culminating in a two-week global consulting trip. The GO program immerses graduate students in a foreign culture for six weeks while studying sustainable development issues. By collaborating on real-world projects, students gain invaluable insight into the community and into the complexity of sustainable development. On a past GO Ghana trip, Daniels students explored the economic, social and environmental challenges of operating gold mines in Africa while engaging with key stakeholders. Students investigated the environmental challenges of gold mining, the economic challenges of a capital-intensive operation in an infrastructure challenged country, the social and leadership concerns of labor and the community workforce.

Graduate School of Professional Psychology

In the Graduate School of Professional Psychology, the primary mechanism for engagement and service is field placements in the Denver community. The PsyD program provides clinical psychology services to client populations and over 100 field placement agencies in the Denver metropolitan area and throughout the United States. The MA program in Forensic Psychology serves clients throughout Denver in over 50 field placements. Faculty and students in the Master’s in International Disaster Program helped the Red Cross serve New Orleans Katrina survivors who relocated to Denver. Local field placements are designed as service learning practica for students in the International Disaster Program; outreach to international communities affected by disaster is this program’s cornerstone value.
**Natural Sciences and Mathematics**

The Division of Natural Sciences and Mathematics (NSM) works toward inspiring young people of all backgrounds and genders to consider opportunities in science and mathematics. Faculty in Chemistry and Physics have sustained the local chapter of Sigma Xi, an international science research society whose programs and activities promote the health of the scientific enterprise, honor scientific achievement and foster worldwide interactions within science, technology and society. In this way, Sigma Xi’s regular seminar series at DU builds bridges to the local science community. Mathematics faculty members organize workshops for female high school math students, sponsor the annual Denver Metro Math Counts Competition and sponsor a Math Club at a local elementary school. Graduate students and faculty members in NSM mentor underserved students who are brought to DU through programs including the NIH-funded STEPS program, which provides experience in DU’s Biology research labs and the “Making of a Scientist” summer program. Master’s students in Geography work in Guatemala and Nicaragua on local sustainability efforts to bring potable water to rural villages. The Chemistry department is involved with community-based programs that monitor water quality in local tributaries and has developed state-of-the-art air quality emissions testing equipment as well as offering a variety of service learning classes to its students.

**Computer Science**

The Computer Science department, within the School of Engineering and Computer Science, administers an interdisciplinary game development program with courses created by faculty members in the Computer Science, Electronic Media Arts & Design, Digital Media Studies and Studio Art departments. While designing this curriculum, DU coined the phrase “humane gaming” to describe its focus on creating games that develop social consciousness. DU faculty members offer annual summer camps to encourage high school students to explore science and art through computer games. They also train high school teachers to use a computer game design curriculum to incorporate elements of art, computer programming, game design and critical thinking into their teaching, along with educational computer games themselves. The goal of the program is to encourage student thinking across academic disciplines and to encourage designers to construct humane games.

**Sturm College of Law**

The Sturm College of Law (SCOL) has a long tradition of promoting public service in legal practice among its students. The SCOL’s Public Service Requirement requires students to perform a minimum of 50 hours of supervised, uncompensated, law-related public service. Similarly, the Public Interest Practicum places a second-year
JD student in a public interest placement under the supervision of an attorney or judge; the student completes at least 50 hours of work in a judicial internship, a government agency, a private law firm doing pro bono or low bono work, a non-profit organization, or a pre-approved research project. The Student Law Office trains law students under the supervision of experienced faculty members while providing free representation to the indigent and under-served in criminal defense, civil practice, civil rights, environmental law and mediation matters. Within the SCOL, the Chancellor’s Scholarship program and the Loan Repayment Assistance Program aid students who are committed to practicing law to advance public interest. Finally, the Sturm College of Law’s Spanish Speaking Lawyers and Public Interest Law Group are two student groups who serve external constituencies. The Spanish Speaking Lawyers use their language and law skills to partner with multiple organizations in Denver and internationally that serve Spanish speaking indigent clients. The Public Interest Law Group (PILG), is a student organization that raises money to pay for several students to work each summer for non-profit organizations that serve unmet legal needs in the community.

Strategic Issues Program

The University of Denver’s Strategic Issues Program establishes panels of distinguished Colorado citizens to examine an important public policy issue facing our state. These panels are composed of 15-20 citizens appointed by the Chancellor. In past years, Strategic Issues panels have examined important public policy issues including Colorado’s economic future, Colorado’s water future and Colorado’s Constitution.

During 2009, the Strategic Issues Program brought together a nonpartisan group of business, civic and academic leaders to study immigration. Panel members received some 30 presentations from individuals in academia, government, business, labor, law enforcement, education, health care and other fields. The panel heard from immigration advocates and opponents; federal, state and local officials; business executives and community organizers; immigration attorneys; and Canadian officials. Panel members sought practical solutions rather than ideologically oriented outcomes and used a consensus process to identify underlying issues and develop recommendations. The result was a report issued in December 2009 entitled Architecture for Immigration Reform: Fitting the Pieces of Public Policy. The report contained 25 recommendations dealing with basic reform of the immigration system, employment verification, use of national identification cards, English language proficiency, border enforcement, visa simplification, family unification and many other topics. The panelists hope that the report will stimulate similarly civil, thoughtful, fact-based debate and action among the public at large and its representatives in government.

Whatever the topic, the purpose of all Strategic Issues panels is to study a critical public issue and provide non-partisan recommendations. The goal is to raise the visibility of important issues with the media, legislators and the public and to develop thoughtful recommendations that reflect the collective insight of panel members.
Chapter 5

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This is achieved through an open process of informed discourse and consensus-based decision making. The Strategic Issues Program does not advocate particular policy positions, even those recommended by strategic issues panels. In brief, the role of the program is to inform, not to advocate.

Spirituals Project

Founded by a DU professor in 1998, the Spirituals Project is committed to preserving and revitalizing the African-American spiritual; music that gave rise to blues, jazz and R & B. The initiatives of the Spirituals Project include various community-based education programs, a documentary film project and a community choir. The project’s 70-voice, multi-ethnic, multi-generational volunteer choir performs about a dozen times a year to fulfill its commitment to the preservation and performance of African-American spirituals. A documentary based on the Spirituals Project, I Can Tell the World, has screened at three film festivals and recently gained distribution. The documentary used the choir and the stories of their members to present the history of the music, why choir members are drawn to it and what singing in a multi-racial choir reveals about race, reconciliation, healing and transformation. The film also includes interviews with DU scholars. The film was screened on campus in February 2010 and followed by a panel discussion that responded to questions about the film and the Spirituals Project.

5B.2. Campus-wide programs exemplify our commitment to engaged student learning.

DU’s five Living and Learning Communities (LLCs) and the Pioneer Leadership Program (PLP) each organize service learning opportunities for their students. For example, in conjunction with Denver’s Road Home, LLC students coordinated numerous efforts for Project Homeless Connect 6 and 7 (Project Homeless Connect is described further under component 5C). Students contacted potential sponsors, led outreach campaigns at shelters, hosted supply drives at neighboring elementary schools, created and distributed marketing and outreach materials and conducted a homeless forum on campus after the Project Homeless Connect event. Additionally, each LLC is engaged in independent service activities. For example, the Social Justice LLC establishes community partners for all first-year students to provide each student 40 hours of sustained service throughout the academic year. The Wellness LLC students volunteer at the 9 News Health Fair in Denver, which provides free or low-cost medical screening and health information for families in the Denver area and also created and delivered a health fair for parents and children at a charter school in Aurora, Colorado. Subsequently, the charter school won the 9 News Healthiest School of the Year award. The Environmental Sustainability LLC (ESLLC) partners with the Colorado Fourteeners Initiative, a non-profit organization that restores and maintains trails and other recreation areas in the Colorado Wilderness Areas. ESLLC students complete two days of trail restoration on Mt. Evans each year. Work typically includes building terraces to
prevent erosion, re-routing trails to lessen environmental impact and reseeding the area with natural vegetation. Additionally, ESLLC students provide one work day annually to clean up the Bluff Lake Nature Center, a local non-profit nature preserve. The Pioneer Leadership Program’s Serve to Lead/Lead to Serve program partners with over 25 non-profit and government agencies to provide needed service. On average, over 200 Pioneer Leadership Program students dedicate 5,000 hours each year to community-based organizations both in Denver and abroad through group projects, service opportunities and internships.

In 2010, DU launched a volunteer database called DU Something: Volunteer. The database connects students to volunteer opportunities at community organizations throughout the Denver-metro area. The database also tracks the hours spent in the community for students, staff and faculty. This function allows for reporting the hours served as a DU community. Denver-based nonprofit organizations are able to recruit DU volunteers and interns through the convenient centralized database, and DU students, faculty and staff can search for volunteer opportunities by keyword, availability and interest area, among other search options. The database, managed jointly by the Center for Community Engagement and Service Learning and the Division of Student Life, exemplifies the DU commitment to working toward the public good.

**Core Component 5c: DU demonstrates responsiveness to our constituencies.**

Because DU has a strong record of responding to constituent research and service needs, our faculty and staff receive frequent requests for involvement in community initiatives, training, research, cooperative planning, community internships, volunteerism, service learning and publications. The examples of engagement and service in this section focus on populations that are diverse and underserved, including recent immigrants, children and adults with disabilities and the economically disadvantaged.
5C.1. **DU provides leadership and resources for major regional community efforts.**

One good example of the University’s response and commitment to the diversity of its constituents is highlighted through its partnership with the City of Denver on Denver’s Road Home, the city’s 10-year plan to end homelessness. This partnership began in 2006, when the Project Manager for Denver’s Road Home spoke at the annual Provost’s conference and challenged the University to make a difference in the lives of Denver’s homeless. Subsequently, the University has hosted three Project Homeless Connect (PHC) events and remains a central partner in the planning for future PHC events. PHC is a one-stop shop that provides resources and services for the city’s homeless population, including housing and employment information, legal services, help obtaining personal identification, veteran’s benefits, food stamps, medical attention and child care. Concentrating services reduces time and transportation barriers that hinder homeless people from accessing the means to gain control of their lives. At the same time, the event involves the larger community working to solve the challenges of homelessness. Project Homeless Connect events are held in cities all over the nation, but few are hosted by universities.

The PHC events collaboratively hosted by DU and Denver’s Road Home have provided services to over 2,000 homeless men, women and children and the events have involved more than 2,500 volunteers from the DU community. Moreover, the University has made significant financial contributions in direct and in-kind funds through hosting these events. DU contributed an estimated $32,500 to the 2008 event and $38,233 to the 2009 PHC, in direct and in-kind funds. This effort has connected students, staff, faculty, alumni and community members with the homeless population and the homeless with much needed services. Additionally, PHC has created a venue for engaged scholarship and service learning at the University. DU faculty have developed three research projects with Denver’s Road Home staff and taught over 15 service learning courses that incorporate PHC into the course work. Morgridge College of Education researchers evaluated the strengths and weaknesses of the event and researchers from the Department of Economics conducted a cost-benefit analysis of the health care services provided. Political Science and Sociology researchers monitored attitudinal changes toward homeless people among volunteers who participated. This project resulted in a journal article in *Social Science Research*.47

The Office of the Provost coordinates a number of high profile programs that directly benefit the Denver community and the region. One of the most successful is the **Bridges to the Future** speaker series that was created in 2002 through a partnership with Colorado State University (CSU) to address issues and concerns post 9/11. After a change of leadership at CSU, DU retained the Bridges to the Future program, which has become a year-long lecture series for the University and external community. Bridges to the Future utilizes a thematic approach to encourage civic discourse through nationally and locally known speakers. Currently over 1,000 Denver
community members have elected to be part of our electronic mailing list. Annual Bridges to the Future themes have included

» China Rising (2009-2010).


Recent speakers have included authors Cornel West, Parker Palmer, architect and author Sarah Susanka, former Assistant Secretary of State Jendayi Frazer, former Senator George Mitchell, filmmaker Michael Moore and Archbishop Desmond Tutu. A University committee of faculty and staff chooses a theme each year and ensures the use of innovative ways to present this prestigious lecture series. The 2009-2010 theme focused on China and its role as a rising world power and was inaugurated by James Fallows, a national correspondent for The Atlantic Monthly. Each lecture in the series has been attended by approximately 750 people.

5c.2. **DU sponsors numerous efforts to support K-12 education.**

Over 20 classes in the Morgridge College of Education (MCE) involve students in internships, practica, service learning projects and community-based research. MCE’s commitment to community is evident in the sheer number of partnerships its faculty members have developed—currently the College hosts over 130 community partnerships. Notable K-12 partnerships include:

» **The Denver Public School Lincoln Collaborative** – A strategic effort between Lincoln High School and its feeder elementary schools, the goal of which is to create a collaborative educational system from preschool to college that promotes college readiness.

» **Project InSPECT** – A four-year specialty curriculum to prepare new EdS-level school psychologists with an integrative specialty concentration in early childhood.

» **The Boettcher Teachers Program** – A unique urban teacher education program where students obtain their teaching license and education master’s degree at virtually no cost in exchange for teaching in an urban school upon graduation.
The Ritchie Program for School Leaders – A partnership with Denver Public Schools to prepare urban school administrators.

The Denver Teacher Residency – An innovative hands-on teacher preparation program designed to cultivate and support exceptional teachers in high-needs schools within Denver Public Schools.

The Buell Early Childhood Leadership Program – An innovative graduate certificate program to prepare leaders in the field of Early Childhood Education.

The Colorado Community-Based Research Network – A program that connects faculty and students with schools and community organizations needing research and information.

Project Ecuador: Education in American Democracies – An innovative class that provides students with direct experience in global and multicultural educational practices through a service learning partnership in Ecuadorian and Denver-area schools.

The Fisher Inclusion Team – An opportunity for graduate students to work with community professionals at DU’s Fisher Early Learning Center to identify at-risk children in an early learning environment.

MCE and Highline Academy, a charter school in Denver Public Schools, have crafted long-term and mutually beneficial relationships. The following are leading examples of the initiatives that have developed from this partnership:

The Child, Family and School Psychology (CFSP) clinic is housed on-site at Highline Academy, providing DU students a supervised clinical experience in a school. This arrangement also allows Highline Academy faculty and students to benefit from the skills of the DU students and clinic supervisor. CFSP students develop long-term relationships with individual Highline Academy students over a two-year period.

The Highline partnership is being promoted by MCE across the DU campus with a particular aim at recruiting students and faculty of color. This effort has led to collaborations between the DU Athletics Department and Highline, with several undergraduate students serving as mentors and tutors at Highline and DU students taking part in Highline Academy’s “academic explorations” week.

Highline Academy was part of the DU Higher Education Program’s “Access, Equity and Excellence for Life” week with Highline hosting a “College Access Community Conversation” and DU hosting a “College Access” day for Highline 7th graders.
Two distinctive early experience facilities on campus both serve community needs and provide a means for DU students to enhance their coursework.

» The Fisher Early Learning Center is an innovative model of high-quality early childhood education that offers a nurturing, stimulating and safe environment for children of all abilities. The relationship between Fisher and DU exemplifies the interaction between research and practice, as teachers, professors, graduate student researchers and special educators collaborate to address the needs of children in a holistic way. The close programmatic affiliation between Fisher and DU’s Morgridge College of Education provides opportunities for interdisciplinary training, collaborative teaching, field experiences and research. Additionally, Fisher provides high quality early learning experiences as well as diagnostic and intervention services to children from six weeks through five years of age in an inclusive and stimulating environment. Its goal is to have 20% enrollment comprised of children with special needs in a total population that is 60% from DU affiliated families and 40% from the greater Denver community. Fisher has a national reputation and accreditation for its inclusive program for children with special needs. The inclusion team includes physical and occupational therapists, a social worker, a music therapist and a speech and language pathologist, all supported by a Special Education Early Interventionist who coordinates family and staff communications and classroom strategies.

» The Ricks Center for Gifted Children is a full-time school program designed for preschool through eighth grade students who show exceptional, differentiated ability and learning needs. While many programs offer gifted students personal attention, Ricks offers a differentiated education tailored to each student in the context of a community built around an intellectual peer group. In this way, the Ricks Center meets a community need for an exceptional gifted educational
environment. As part of the Morgridge College of Education for more than 20 years, the Ricks Center benefits both its students with access to the University’s resources and scholars and DU graduate students with a rich environment for service learning and research.

Other campus/community educational partnerships

In addition to the partnerships developed by the Morgridge College of Education, collaborative ventures exist between a variety of other DU and K-12 stakeholders.

The International Studies Schools Association (ISSA) is a national network of K-12 schools dedicated to improving students’ understanding of the world. The ISSA is administered by the Center for Teaching International Relations (CTIR)52 at DU’s Josef Korbel School of International Studies.53 The mission of the ISSA is to improve and expand international studies in the nation’s elementary, middle and high schools, thereby preparing students to succeed in the global economy; to develop a network of educators exchanging ideas about ways to infuse international studies throughout the school curriculum; and to provide professional development opportunities regarding international and multicultural affairs for elementary and secondary educators.

DU’s Volunteers in Partnership54 Program (VIP) pursues a mission to encourage students to complete high school and continue their education or training and to bridge the transitions between middle school, high school, post-secondary education or training and careers. VIP partners with six local middle and high schools and offers workshops on college access and self-esteem. What makes this program unique is that the workshops are led by current DU students who are alumni of the partner schools. In the academic year 2009-2010, 35 DU students offered 44 workshops to over 1,000 high school students. In the same year, VIP hosted campus visits for over 800 high school students. Additionally, the “Summer Link to College” program occurs on campus for one week in August, providing 30-50 junior high school students from VIP partner schools a complete college experience that includes living in residence halls on campus.

The Center for Multicultural Excellence55 (CME) staff is involved with a number of locally based efforts that help communities of color increase high school graduation and college matriculation. They include Denver Public School’s Black Education Advisory Council; College Bound Colorado, a non-profit college preparation program; The Cynthia E. Gayle College Preparation Program designed to encourage African American high school students in Denver to prepare for college; Minds Matter, a local chapter of a national program that helps first-generation, low-income students matriculate into prestigious colleges and universities; Padres Unidos, a local non-profit focused on advocating for educational rights of Latino families and youth; and Morey Middle School Parent Education, designed to help parents of first-generation, college-bound students overcome perceived barriers to college admission and graduation. With the DU Office of Admission, CME staff members have also coordinated campus tours for students from historically excluded communities. Annually, CME co-hosts 5 to 10 school visits for middle and high school students of color. The visits help first-generation students experience a college campus, meet

In the academic year 2009-2010, 35 VIP students offered 44 workshops to over 1,000 high school students.
positive role models including current DU students, staff and administrators and envision their strategy to pursue a college education.

The Center for Multicultural Excellence staff has ensured that a number of communities not previously connected to the DU campus have access to campus facilities for various activities. For example, the Latina Safe House utilized the Newman Center for the Performing Arts for fundraising events, and Adelante Mujer Latina used DU for their annual career and educational conference for Latina teens. CME staff also ensured that the Denver Gay Men’s Choir had access to reduced cost services at the Newman Center for their annual fundraising event.

5c.3. DU collaborates with other higher education institutions to transfer credit.

DU has transfer articulation agreements (a master agreement and supplemental agreements for The Women’s College and the Daniels College of Business) with the Colorado Community College System that represents 14 community colleges in Colorado. DU actively engages community college transfer counselors to facilitate partnerships and holds special open houses for community college transfer students. Transfer policies and articulation agreements are detailed in the University of Denver Bulletin.

Approximately 200 transfer students per year enter DU in traditional undergraduate programs, an average of 73 transfer to The Women’s College and about 65 to University College’s Bachelor Completion Program. These students come not only from Colorado but also from institutions throughout the world. The Undergraduate Office of Admission’s Transfer Student Adviser, the Office of Financial Aid, the Registrar’s Office, Academic Advising and Housing all offer information and guidance to support transfer students.

5c.4. DU provides opportunities for lifelong learning.

Among the most innovative programs providing structured opportunities for external constituencies is the Enrichment Program of University College that connects intellectually curious adults to DU’s outstanding faculty, facilities and programming and Denver’s rich cultural community. Through non-credit short courses, lectures, seminars and weekend intensives, adults can explore subjects from history and contemporary issues to science, literature and the arts without the pressures of exams, grades or admission requirements. The Enrichment Program serves a large number of constituents, over 1,000 per year, as detailed in Table 5.1.
The Osher Lifelong Learning Institute\(^58\) (OLLI), also offered through University College, is a membership program designed for men and women age 55 and “better” who wish to pursue lifelong learning in the company of like-minded peers. The Osher Foundation gave $1.2M to establish OLLI at DU, with intentions to make an additional endowment gift of $1M during summer 2010. OLLI is committed to bringing its members together in a relaxed, non-competitive atmosphere of discovery. OLLI members are actively engaged; they select the topics to be explored and share their expertise and interests while serving as teachers and learners. They come from diverse backgrounds and professions and share the desire to stay intellectually active. The OLLI program has experienced steady growth, increasing from 801 members in 2005 to 1,188 members in 2009.

A final example of responsiveness to unique constituencies, the University of Denver’s Senior Citizen Audit Program\(^59\) allows adults age 60 or older to audit select undergraduate courses for only $25.00. Between 2007 and 2009, the Audit Program served an average of 25 seniors annually.

### TABLE 5.1: UNIVERSITY COLLEGE ENRICHMENT PROGRAM

<table>
<thead>
<tr>
<th>ACADEMIC YEAR</th>
<th>NUMBER OF COURSES OFFERED</th>
<th>PARTICIPANTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>63</td>
<td>1,038</td>
</tr>
<tr>
<td>2006-2007</td>
<td>70</td>
<td>1,358</td>
</tr>
<tr>
<td>2007-2008</td>
<td>87</td>
<td>1,834</td>
</tr>
<tr>
<td>2008-2009</td>
<td>76</td>
<td>1,415</td>
</tr>
</tbody>
</table>

5c.5. **DU makes exceptional facilities and resources available to various publics.**

The University has the capacity to engage with identified constituents and communities not only through financial and human commitments but also through use of numerous state-of-the-art facilities on campus. The Daniel L. Ritchie Center for Sports and Wellness\(^60\) has hosted a number of major events, such as the 10th anniversary Peace Jam\(^61\) event that included 10 Nobel Laureates and 2,000 secondary school students from the Western United States, multiple Project Homeless Connect events, 2009 speeches for both the Obama and Clinton presidential campaigns, the Bridges to the Future speaker series and music and entertainment events. The Division of Athletics and Recreation has established a community ticketing program for all ticketed sporting events; the program distributes over 2,500 tickets annually to community organizations that support disadvantaged youth. The Division also sponsors multiple community programs throughout the year including sports camps, sports leagues, lessons and tournaments. The Ritchie Center’s Coors Fitness Center is widely used by internal and external community members. As of December 2009, there...
2,261 memberships to the Ritchie Center, a total not including full-time DU students, who all receive a free membership. Of these memberships, 633 were internal faculty, staff and student family memberships and 1,628 were external community memberships. When it opened in 2000, the Ritchie Center was viewed as an opportunity to create a front door to the University, to introduce the community to the Ritchie Center, to Denver athletics and to the University more broadly. Ten years later, the Ritchie Center is one of the most well-known and most frequently used venues in the City of Denver.

The Robert and Judi Newman Center for the Performing Arts houses the Lamont School of Music and is a model facility for teaching, learning and performance. The 180,000 square-foot Newman Center incorporates technologically sophisticated studios for teaching, rehearsing and practicing. The building also houses a music library with a keyboard/computer lab, a professional recording studio, small performance spaces, spacious practice rooms, smart-to-the-seat classrooms and acoustically sophisticated rehearsal spaces. The Newman Center strives to provide the highest quality performing arts experiences for faculty, students, performers and the Colorado community. In the 2009-2010 Newman Center letter from the director announcing the upcoming season of performances, the “Power of Community” is highlighted as the artistic theme for the year.

We are excited to bring together eclectic performances and the unique resources of a university – freedom of expression, exploration and lifelong education – to stretch the imagination and expand artistic horizons. When you join us for the Newman Center Presents season, you create a community that tours together through many expressions of the human spirit by artists from around the world. The arts connect us both to our neighbors and to new friends continents away....This season we highlight the fact that art creates community (Newman Center letter, 2009-2010).

Through this outstanding facility, DU offers an eclectic mix of emerging artists and seasoned performers to the community; in 2010, concerts included the Russian National Orchestra and Ladysmith Black Mambazo. The mission of the Center is to showcase cultural diversity, stretch the imagination, broaden the talent available to the community and offer volunteer opportunities to those who wish to expand their musical and theatrical horizons. In filling its mission, the Newman Center frequently provides rehearsal and concert hall space to support community music programs. The Newman Center is the home of the Friends of Chamber Music, the premier chamber music organization in the region. It brings in the very best chamber groups in the world, with the requirement that these groups work with the community (master classes, school visits) during their visit. Additionally, most events presented by Lamont, about 130 every school year, are free, including the Lamont Student Concert Series, the Lamont Ensemble Concert Series and the Lamont Community Concert Series, which are one-hour lunch time concerts presented by faculty, guest artists and students. The Lamont Master Classes and Workshop Series are also free and open to the general public.

In October 2009, the Newman Center was one of over 100 organizations to present The Laramie Project 10 Years Later...An Epilogue on the anniversary of Matthew Shepard’s death. A month after Shepard’s murder, members of the Tectonic Theater Project traveled to Laramie and conducted interviews with the people of the town.
From these interviews they wrote the play, *The Laramie Project*, \(^\text{62}\) that they later made into a film for HBO. Ten years later, members of Tectonic Theater Project returned to Laramie to find out what happened in the 10 years after Shepard’s death. On October 12, 2009, *The Laramie Project Epilogue* premiered in 100 cities across the country, performed simultaneously by high schools, universities, professional regional theaters and, in New York, the original casts of the play and film. The DU event featured prominent Denver community and University members as part of the cast. Through support of many student and University organizations and departments, the event was free to all DU students, faculty and staff.

The University also owns the historic Chamberlin Observatory, \(^\text{63}\) built in 1894, in nearby Observatory Park. The observatory houses a 20-inch aperture, 26-foot length refractor that is used by faculty and students in the Physics and Astronomy department. The department opens the observatory to the public two evenings per week plus one Saturday night per month. Visitors may observe the skies for a mere $1 fee through the observatory telescope and also through numerous portable telescopes set up by the astronomy club. This provides the opportunity for public viewing and for community interactions and discussions with astronomy experts.

**5C.6. DU makes exceptional resources available to international publics.**

Two examples illustrate how work conducted at DU has influenced constituents internationally. The *International Futures* \(^\text{64}\) (IFs) modeling system, based at DU’s Frederick S. Pardee Center for International Futures, \(^\text{65}\) is a computer simulation of global systems and a tool for thinking about long-term country-specific, regional and global futures. IFs can be used to teach or study demographics, economics, food, energy, the environment, international politics and other substantive issue areas. It is especially suitable for analyses of sustainable development and for examining the human dimensions of global change. Although initially developed as an educational tool, the International Futures (IFs) modeling system increasingly supports research and policy analysis in a variety of settings. The Pardee IFs Center produces an annual series called Patterns of Potential Human Progress, whose first volumes are *Reducing Global Poverty* (2009), *Advancing Global Education* (2010), *Improving Global Health* (2011) and *Building Global Infrastructure* (2012). IFs was also a core component of the TERRA project (2003) sponsored by the European Commission. Forecasts from IFs supported the Project 2020 (*Mapping the Global Future*) of the National Intelligence Council (US NIC 2004) and *Global Trends 2025* (US NIC 2008). IFs also provided driver forecasts and some integrating analysis for the *Global Environment Outlook-4* of the United Nations Environment Programme (2008). IFs is freely available to all users around the world online.

A second example comes from *The Human Trafficking Clinic* \(^\text{66}\) (HTC) at the Josef Korbel School of International Studies. The HTC began its work in December 2008 in response to the need for rigorous academic research in a field in which high-level policy decisions are being made. The HTC provides professional research, writing
and educational outreach on human trafficking, forced labor and modern day slavery to international organizations (IOs), non-governmental organizations (NGOs), government agencies and private sector partners. The HTC aims to influence policy, raise awareness and improve inter-organizational cooperation and accountability in the field with the ultimate desire to end human trafficking, forced labor and modern slavery. In addition, the HTC is one of only two graduate-level training programs in the U.S. and has gained a national and international reputation for innovation and integrity. Long-term research and writing projects include the study of women at risk in Columbia who have been displaced because of armed conflict; a survey of male demand in the commercial sex trade; a critique of the methodology used by international organizations, non-governmental organizations and government agencies to determine the numbers of trafficking victims worldwide; and many others.

**Core Component 5d: Internal and external constituencies value the services that DU provides.**

DU’s internal and external constituencies confirm the value of our engagement and service programs. Evaluation activities designed to measure our value to constituencies take many forms, including formal evaluations, input from advisory boards and groups and informal means such as conversations and letters of appreciation. As evidenced in this chapter, the University’s connections with its constituencies are broad and deep. Our partnerships with community constituencies are based on a model of reciprocal benefit and our engagement and service programs and student, faculty and staff volunteer activities are well-received by the constituencies served.

Academic and non-academic units reach out to their constituencies for advice, feedback and assessment purposes. Many academic units have advisory boards. For example, in the Daniels College of Business, the Real Estate and Construction Management Advisory Board meets three times annually. This Board, other industry experts and alumni offer recommendations on programs and curriculum and provide information about the value of our services to the community. Each Living and Learning Community (LLC) has one or more community partners who meet
with faculty and staff to provide input about the program. As stated earlier in this chapter, University College and The Women’s College have community advisory boards for all their academic programs.

DU’s community engagement efforts, particularly those involving faculty members and students, have beneficial results for community organizations that are both tangible (e.g., enhanced tools and efficacy) and intangible (e.g., the ideas or philosophy engendered by the projects live on in agency culture). These tangible changes include creating potable water in rural villages; establishing training programs for early learning center directors; enhancing domestic violence support programs; and empowering typically disenfranchised parents in struggling urban public schools.

Academic units also rely on feedback from external partners and constituents served by DU programs. The Center for Community Engagement and Service Learning (CCESL) evaluates its programs by surveying faculty, students and community partners in its service learning oriented classes. CCESL works with a core group of approximately 15 community partners organized around social justice issue areas. They are in continual contact with each of these partners to determine how well community needs are being met. Assessment activities are described in each unit’s program review and in Chapter Three.

Because of the importance of public good, DU recognizes faculty, staff and alumni who contribute to the University’s public good mission. At the annual Convocation, a Faculty Service Award is presented in recognition of outstanding service to the University, the community and the profession. The Crimson and Gold Award is presented to a staff member who displays outstanding commitment to and support of the University. This can be exemplified by participation in volunteer activities within the University and on committees to improve campus life for students, faculty and staff. The University of Denver Founder’s Day Celebration includes in its honorees a Community Service Award for an alumnus or alumna of the University. First awarded in 1973, criteria for the award are that the recipient must be continuously involved in major community activities and charitable causes either as a professional or volunteer.
Community Engagement at the University of Denver actualizes the vision of a “private university dedicated to the public good.” The notion of “public good” continues to evolve according to the changing needs of our world and DU continues to grow and reshape itself through its educational programs and community engagement activities. This chapter suggests that DU is well on its way to achieving its stated vision, is responsive to the needs of its varied and growing constituencies and is engaged in co-creating deep and meaningful ties with the individuals and organizations that the University serves. With our goal to have every member of our community committed to “DU(ing) something about it,” the University strives to make a difference within and outside its academic community.

The next 10 years will be exciting in regard to engagement and service at DU, as our public good vision and mission continue to inform our strategic planning. Sustainability of engagement and service will receive direct attention. Long-term community partnerships depend on sustainable allocation of resources, including base budget support and endowments. While DU has the knowledge capacity to respond to numerous requests and remains committed to engagement and service, the limits of our financial and human resources prevent responding to every community-based need. Prioritizing those forms of community engagement that are closely integrated with DU’s public good mission will be important. We also need more data on both internal and external outcomes of engagement and service. Consistent, longitudinal data collection and analyses will enhance planning.

In addressing those challenges, DU can build on the very positive, respectful and productive relationships we have developed with civic, educational, community and business organizations. We have created a strong reputation for responding to the needs of regional partners. At the University of Denver, engagement and service activities are characterized by several prominent themes: creating mutually beneficial relationships, promoting social justice and elevating the importance of diversity. DU faculty engagement efforts are increasingly being integrated into the teaching, research and scholarship agenda at the institution. Therefore, service learning, experiential learning, community-based research and internship opportunities are abundant, of high quality and well integrated into academic program and co-curricular activities. All of these efforts have contributed to DU’s national reputation as an engaged university.
Endnotes

12. www.du.edu/twc
14. www.du.edu/studentlife
17. http://www.ted.com/pages/view?id=343
29. http://www.du.edu/ahss/schools/lamont
33. http://contemporaryartcolorado.com
34. http://www.daniels.du.edu
37. http://www.nsm.du.edu
38. http://cs.du.edu
41. http://www.du.edu/issues
43. http://ctl.du.edu/spirituals
44. http://www.du.edu/livinglearning
Engagement and Service

45 http://www.du.edu/leadership
46 http://volunteer.du.edu
48 http://www.du.edu/bridges
49 http://www.du.edu/education/index.html
50 http://www.du.edu/fisher
51 http://www.du.edu/ricks
52 http://www.du.edu/ctir
53 http://www.du.edu/korbel
54 http://www.du.edu/specpro/vip
55 http://www.du.edu/cme
56 http://www.du.edu/registrar/transfercredit
57 http://www.universitycollege.du.edu/learning/ep
58 http://www.universitycollege.du.edu/learning/viva
59 http://www.du.edu/specpro/additionalprograms
60 http://ritchiecenter.du.edu
61 http://www.peacejam.org
62 http://www.tectonictheaterproject.org/The_Laramie_Project.html
63 http://mysite.du.edu/~rstencel/Chamberlin/
64 http://www.ifd.du.edu
65 http://www.ifd.du.edu/pardee/index.aspx
66 http://www.du.edu/humantraffickingclinic
Federal Compliance

Credits, Program Length and Tuition

The Commission expects an affiliated institution to be able to equate its learning experiences with semester or quarter credit hours using practices common to institutions of higher education, to justify the lengths of its programs in comparison to similar programs found in accredited institutions of higher education and to justify any program-specific tuition in terms of program costs, program length and program objectives. Affiliated institutions notify the Commission of any significant changes in the relationships among credits, program length and tuition.

Credits and Program Length

The University of Denver academic calendar operates on the quarter system for its undergraduate and graduate programs, while the Sturm College of Law operates on the semester system. Both operate according to common practice in higher education and use standard term lengths – 10 weeks for the quarter and 16 weeks for the semester, plus final exam periods. Summer sessions are slightly shorter and the University offers intensive format courses between traditional terms. Credit awarded for intensive courses, courses meeting in nontraditional time periods or courses delivered in different instructional modalities bear equivalent credit based on content to traditional courses. The institution’s academic calendars are maintained on the Office of the Registrar’s web page.¹

Standard quarter-hour credits are awarded for undergraduate and graduate courses. Standard semester-hour credits are awarded in the Sturm College of Law. Quarter-based and semester-based coursework is reflected on separate sections of the University of Denver transcript. DU employs a standard formula for credit equivalency, with one semester credit equaling 1.5 quarter credits.

The University offers degree programs at the baccalaureate, master’s, education specialist and doctoral levels. Program length, credit hours and other requirements vary based on discipline and other factors such as other accreditation requirements. Program requirements (including length) are approved by DU’s curriculum bodies – the Graduate or Undergraduate Councils,² the Provost and DU’s Board of Trustees.

Baccalaureate degrees offered by the University of Denver require between 180 and 194 quarter-hours of credit. Master’s degrees require between 45 and 92 quarter-hours of credit. The education specialist degree requires between 93 and 111 quarter-hours of credit beyond the bachelor’s degree. Doctoral programs require between 90 and 135 quarter-hours of credit beyond the bachelor’s degree. Specific requirements for the various degrees are listed in institutional bulletins for the units offering the degrees. The credit hour requirements are comparable to similar programs found in most accredited institutions of higher education.
Tuition

The University of Denver employs differential tuition rates for its programs. The relative rates are determined by market considerations and instructional costs. Tuition for most traditional undergraduate programs is the same. Differential rates are charged for undergraduate programs aimed to adult students, graduate business and law programs, as well as other specialized programs. Comprehensive tuition information for the institution is maintained on the Office of the Registrar’s web page. This page includes links to information on total cost of attendance, financial aid, housing cost and billing.

Institutional Compliance with the Higher Education Reauthorization Act

The Commission expects that its affiliated institutions comply if required with the Title IV requirements of the Higher Education Reauthorization Act as amended in 1998. Therefore, institutions will provide teams for review and consideration the most recent default rates (and any default reduction plans approved by the Department of Education) and any other documents concerning the institution’s program responsibilities under Title IV of the Act, including any results of financial or compliance audits and program reviews. The teams weigh the information and its relationship to the General Institutional Requirements, Criteria for Accreditation and/or the requirements of Candidacy program.

The Commission reserves the right to review an institution’s status when the Department of Education findings have proven significant noncompliance with the Act.


Title IV Compliance

University of Denver students benefit substantially from federal student aid programs, with over $125 million awarded in fiscal year 2008-2009, as shown in Table 6.1.

<table>
<thead>
<tr>
<th>TABLE 6.1: FEDERAL STUDENT AID PROGRAMS FISCAL YEAR 2008-2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell Grants</td>
</tr>
<tr>
<td>Supplemental Educational Opportunity Grants¹</td>
</tr>
<tr>
<td>Academic Competitiveness Grants</td>
</tr>
<tr>
<td>National SMART Grants</td>
</tr>
<tr>
<td>Federal Work Study¹</td>
</tr>
<tr>
<td>Perkins Loans</td>
</tr>
<tr>
<td>Family Education Loans</td>
</tr>
<tr>
<td>Total Federal Aid</td>
</tr>
</tbody>
</table>

¹ Includes DU contribution to these programs
Various documents related to Title IV compliance, including the Program Participation Agreement (PPA) and Eligibility and Certification Renewal (ECAR) are available in the Resource Room.

The University of Denver’s default rates in the Federal Family Educational Loan (FFEL) and in the Federal Perkins Loan Program are summarized in Table 6.2 below. In both programs the University of Denver falls below the national average.

**TABLE 6.2: LOAN DEFAULT RATES FISCAL YEARS 2005-2007**

<table>
<thead>
<tr>
<th></th>
<th>FY 2005</th>
<th>FY 2006</th>
<th>FY 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FEDERAL FAMILY EDUCATIONAL LOAN (FFEL) PROGRAM</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Denver</td>
<td>0.9%</td>
<td>0.8%</td>
<td>1.9%</td>
</tr>
<tr>
<td>National Average</td>
<td>4.6%</td>
<td>5.2%</td>
<td>6.7%</td>
</tr>
<tr>
<td><strong>Federal Perkins Loan Program</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Denver</td>
<td>2.48%</td>
<td>4.15%</td>
<td>2.17%</td>
</tr>
<tr>
<td>National Average</td>
<td>8.10%</td>
<td>7.81%</td>
<td>5.15%</td>
</tr>
</tbody>
</table>

**Financial Strength**

The U.S. Department of Education requires institutions to meet minimum tests of financial strength. One measure is the Department of Education’s financial responsibility test, which is based on information from the Institution’s audited financial statements. This test results in a score on a scale of 3.0 to minus 1.0, based on financial ratios that measure factors such as net worth, operating losses and the relationship of assets to liabilities. DU scored 2.6, based on financial statements for the year ended June 30, 2009. This calculation can be seen in Table 6.3.
### Table 6.3: Financial Responsibility Test

<table>
<thead>
<tr>
<th></th>
<th>RATIO</th>
<th>ALGORITHM</th>
<th>NOMINAL</th>
<th>MAX.</th>
<th>WEIGHT</th>
<th>COMPOSITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Reserve Ratio</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expendable Net Assets</td>
<td>$386,467,641</td>
<td>1.19</td>
<td>10</td>
<td>11.87</td>
<td>3.00</td>
<td>40%</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>$325,561,654</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equity Ratio</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modified Net Assets</td>
<td>$776,548,036</td>
<td>0.73</td>
<td>6</td>
<td>4.37</td>
<td>3.00</td>
<td>40%</td>
</tr>
<tr>
<td>Modified Assets</td>
<td>$1,064,985,256</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NET INCOME RATIO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change in Unrestricted Net Assets</td>
<td>$530,121</td>
<td>0.00</td>
<td>1+(50*r)</td>
<td>1.08</td>
<td>3.00</td>
<td>20%</td>
</tr>
<tr>
<td>Total Unrestricted Net Revenue</td>
<td>$326,091,775</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**University of Denver’s Score on the Financial Responsibility Test** 2.62  
*Scale of positive 3.0 to minus 1.0, the closer to 3.0 the stronger financial responsibility shown by the institution.*

### Calculations

**Expendable Net Assets**

- Unrestricted Net Assets: $488,893,153
- Temporarily Restricted Net Assets: 139,097,709
- Annuity Life Income: (3,586,995)
- Term Endowments: –
- Intangible Assets: –
- Net PP&E: (362,790,203)
- Employment and Retirement Liabilities: 2,677,977
- Long-Term Debt: 143,430,000
- Unsecured Related Party Receivables: (21,254,000)

**Modified Net Assets**

- Unrestricted Net Assets: $488,893,153
- Temporarily Restricted Net Assets: 139,097,709
- Permanently Restricted Net Assets: 169,811,174
- Intangible Assets: –
- Unsecured Related Party Receivables: (21,254,000)

**Modified Assets**

- Total Assets: $1,086,239,256
- Intangible Assets: –
- Unsecured Related Party Receivables: (21,254,000)

**Total**

- $1,064,985,256
The University participates in numerous audits, fiscal control and reporting activities to assure compliance with various regulatory requirements. Annually, the University undergoes an external financial statement audit in accordance with the AICPA Audit and Accounting Guide for Not-for Profit Entities; OMB A-133 Single Audit in accordance with Government Auditing Standards; State Funded Student Assistance Program audit in accordance with Colorado Department of Higher Education Audit Guide; and NCAA agreed upon procedures in accordance with NCAA bylaw 6.2.3. In addition the University undergoes program reviews for financial aid programs and the University’s Facilities and Administrative Rates are audited annually by the Defense Contract Audit Agency.

The University has an Office of Institutional Compliance and Internal Audit which performs various internal control reviews annually.

Graduation Rates

In compliance with federal regulations, the University publishes graduation rates on its website. This information is also made available to prospective or current students upon request.

Other Disclosures

The institution discloses additional information in compliance with the Student Right to Know Act, the Campus Security Act (Clery Act), the Federal Campus Sex Crimes Prevention Act and others. This information is published each fall in For the Record. The publication is available on the web and in print by request. All DU students are notified of this publication by email each fall. The publication includes the following information:

- descriptions of campus safety services;
- crime reporting information;
- timely warning/Crime Alert Policy;
- DU’s Critical Incident Notification System;
- University Sexual Assault Policy and information on preventing and reporting sexual assault;
- information about the Federal Sex Crimes Prevention Act and state and local sexual offender registries;
- campus resource organizations and contact information;
- information on the institution’s relationship with local law enforcement agencies;
- property registration and security;
- institutional policies on alcohol and drugs; information about drugs and their effects;
Federal Compliance

» drug and alcohol laws, both federal and state;

» notification to students of educational records and student information rights and policies (FERPA);

» campus crime rates; and

» fire safety information and statistics.

Transfer of Credit

The University of Denver publicly discloses its transfer credit policies, including criteria related to transfer of credit earned at other institutions. The Office of the Registrar is responsible for administering the institution’s transfer credit policies as determined by DU’s curricular bodies, the Graduate and Undergraduate Councils. Transfer credit information is available on the Registrar’s web page and in DU’s Graduate Policies and Procedures manual, published annually.

In compliance with policy changes in the 2008 reauthorization of the Higher Education Act, the Office of the Registrar revised the institutional undergraduate transfer credit policy in autumn 2009. The revised policy was ratified by the Undergraduate Council in March 2010 and is published on the Registrar’s Transfer Credit page mentioned previously.

Student Identity

Institutions offering distance education or correspondence education, as specified in the federal definitions reproduced herein solely for reference, shall have processes through which the institution establishes that the student who registers in the distance education or correspondence education courses or programs is the same student who participates in and completes and receives the academic credit.

The University of Denver offers several academic programs via distance delivery as described elsewhere in the self-study. Like most institutions, DU takes meticulous steps to assure the confidentiality of log-on information to secure institutional systems. The institution also takes steps to confirm the identity of students or applicants. For example, when a student applies to the institution (whether electronically or by mail), his/her log-on credentials are mailed via U.S. mail. The applicant is given an ID and is required to create a new password by providing his/her birth date to confirm identity. A number of communications are subsequently sent via U.S. mail in addition to electronic (email) communications.

All University-hosted systems (e.g., administrative systems and Blackboard) employ this secure log-on and password access. Some academic units (University College and the Sturm College of Law) use hosted classroom management systems (eCollege and Blackboard, respectively). The University provides daily feeds of enrollment data to these organizations. Students securely log on to these systems with DU ID numbers and passwords.
Clarifying language produced by the Joint Conference Committee of Congress during the reauthorization process stated the following:

**The Conferees adopt the provision as proposed** by both the Senate and the House. The Conferees expect institutions that offer distance education to have security mechanisms in place, such as identification numbers or other pass code information required to be used each time the student participates in class time or coursework on-line. As new identification technologies are developed and become more sophisticated, less expensive and more mainstream, the Conferees anticipate that accrediting agencies or associations and institutions will consider their use in the future. The Conferees do not intend that institutions use or rely on any technology that interferes with the privacy of the student and expect that students’ privacy will be protected with whichever method the institutions choose to utilize.

The use of confidential IDs and passwords are designed to prevent individuals from some form of identity theft. They do not necessarily prevent a student from willingly permitting another individual from completing academic work. (Nor do many classroom situations prevent an individual from attending class for another.)

Higher education institutions have responded to this new regulation in a variety of ways. These range from requiring distance education students to use real-time webcam chats (where an instructor compares the participant to a photo) – to using proctoring centers for examinations. Organizations such as Equifax and Acxiom Corporation (in partnership with Blackboard) are creating software solutions to support identity verification. The University of Denver is carefully monitoring enhancements to assure “that the student who registers in the distance education or correspondence education course or program is the same student who participates in and completes and receives the academic credit….” We also anticipate that new and practical identification technologies will become available in the next few years.

**Federal Compliance Visits to Off-Campus Locations**

*Federal regulations for recognition of accrediting agencies require the Commission to conduct a variety of evaluation activities to review and monitor the development of off-campus sites and campuses. Some activities occur at the time of approval of a new site, while other activities occur after the site or campus has been in operation for a period of time or when the institution has multiple sites in place.*

*The Commission has determined that an off-campus site is a location at which a student can complete 50% or more of a degree program. A degree-completion site qualifies as an off-campus site when students in the program can complete all required courses there. Any site at which less than 50% of a degree program can be completed is considered a course location.*

As part of the University of Denver’s outreach to the communities it serves, the institution offers several graduate programs in off-site locations. In accordance with federal regulations and Commission policy, the Commission conducted a site visit of three of these sites in May 2008. All factors in the review were judged to be adequate: instructional oversight, academic services, student services, adequacy of assessment of student performance, facilities, marketing and recruitment information.
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Federal Compliance

The University’s report on off-campus degree sites\textsuperscript{11} and the reviewer’s report\textsuperscript{12} are available in the resource room for the visit team.

Institution’s Advertising and Recruitment Materials

In its General Institutional Requirements, the Commission requires that an affiliated institution provide fair and accurate information regarding its programs and policies affecting students. Advertising and recruiting materials must evidence the same fairness and accuracy the Commission expects in an institution’s catalog and student handbooks.

Whenever an institution makes reference to its affiliation with the Commission, it will include the Commission’s address and telephone number.

The University of Denver is committed to providing accurate and complete information to students and other constituents on all aspects of the institution’s operations. In particular this includes policies on grading, academic calendars and other student policies including grievances and complaints. This philosophy is implicit in DU’s Statement of Values: “In all that we do, we strive for excellence, innovation, engagement, integrity and inclusiveness.” This value is also implicit in the first paragraph of DU’s honor code: “All members of the University community are entrusted with the responsibility of observing certain ethical goals and values as they relate to academic integrity. Essential to the fundamental purpose of the University is the commitment to the principles of truth and honesty. Responsibility for upholding these principles lies with the individual as well as the entire community.”

With a diverse set of academic programs, production of advertising and recruitment materials is decentralized at the University of Denver. Materials are regularly reviewed for accuracy and completeness in a variety of contexts. Undergraduate recruitment materials are reviewed by numerous offices as they are developed. Although some graduate recruitment materials are produced by individual units, they are reviewed by the Office of Graduate Studies\textsuperscript{13} and the Office of the Registrar,\textsuperscript{14} in association with approval for Veterans’ benefits. Materials are well-produced, accurate and complete. Samples are provided in the resource room.

Over the past decade, the Institution has engaged in a variety of efforts to improve the dissemination and consistency of institutional policies of all types. These efforts include

» development of the Graduate Policy Manual\textsuperscript{15} in 2005;

» continuous improvements in publishing academic policies in the Undergraduate Bulletin (samples will be provided in the Resource Room). DU bulletins from 1993 are available online from the Office of the Registrar’s web page\textsuperscript{16};

» improved public information on transfer credit policies;

» development of a comprehensive academic policy web page\textsuperscript{17};

» publishing academic calendars and important dates well in advance; and

» development of a comprehensive institutional tuition page.
The University’s accreditation is disclosed on the Office of Institutional Research web page. The University’s website references to its affiliation with the Higher Learning Commission are in compliance with the Commission’s guidelines. Printed materials will be brought into compliance as they are revised. Future statements of affiliation will read:

The University of Denver is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools.

230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1413
312-263-0456
800-621-7440
www.ncahlc.org

Professional Accreditation

The Commission grants general institutional accreditation. Because the Commission accredits an institution as a whole, it cannot omit from its evaluation any area or program of an institution. However, the Commission’s affiliation with the institution, accreditation or candidacy, is not and should not be interpreted as being equivalent to specialized accreditation of individual programs.

Institutional accreditation is not automatically affected by the accreditation given or withheld by any particular professional association, although the Commission does take cognizance of the standards set by professional societies. In its Annual Report, the Commission asks an institution to identify any adverse actions taken by professional accreditation agencies. If such an agency accredits a significant portion of an institution’s programs (over 1/3) or accredits programs with a significant portion of the institution’s enrollment (over 1/3), the Commission will review the rationale for the adverse actions and determine whether further institutional monitoring is appropriate.

Several University of Denver programs hold special or professional accreditation, indicated below in Table 6.4. All of these programs are in good standing with their respective accrediting agencies. Recent accreditation self-study reports are available for examination in the Resource Room.
### TABLE 6.4: SPECIAL OR PROFESSIONAL ACCREDITATION BY DISCIPLINE OR FIELD

<table>
<thead>
<tr>
<th>DISCIPLINE OR FIELD</th>
<th>PROGRAM</th>
<th>ACCREDITING AGENCY</th>
<th>LAST VISIT</th>
<th>NEXT VISIT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Art &amp; Art History</strong></td>
<td>Bachelor of Arts: Art; Art History; Electronic Media Arts Design; Bachelor of Fine Arts: Studio Art; Art Education K-12; Electronic Media Arts Design; Master of Arts: Art History</td>
<td>National Association of Schools of Art and Design 11250 Roger Bacon Drive, Suite 21 Reston, VA 20190</td>
<td>2007</td>
<td>2017</td>
</tr>
<tr>
<td><strong>Business</strong></td>
<td>Bachelor of Business Administration; Bachelor of Science in Accounting; Bachelor of Science in Business Administration; International Master of Business Administration; Master of Accountancy; Master of Business Administration; Master of Science; Master of Taxation</td>
<td>Association to Advance Collegiate Schools of Business International 600 Emerson Road, Suite 300 St. Louis, MO 63141</td>
<td>2010</td>
<td>2015</td>
</tr>
<tr>
<td><strong>Chemistry</strong></td>
<td>Bachelor of Science in Chemistry</td>
<td>American Chemical Society P.O. Box 3337 Columbus, OH 43210</td>
<td>2009</td>
<td>2014</td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td>Master of Library &amp; Information Science</td>
<td>American Library Association 50 E. Huron Chicago, IL 60611</td>
<td>2004</td>
<td>2011</td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td>Doctor of Philosophy: Counseling Psychology</td>
<td>American Psychological Association 750 First St. NE, Washington, D.C. 20002</td>
<td>2007</td>
<td>2014</td>
</tr>
<tr>
<td><strong>Engineering</strong></td>
<td>Certificate Programs are state approved leading to endorsement for Public School Personnel</td>
<td>Approval by Colorado Department of Education</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Engineering</strong></td>
<td>Bachelor of Science in Computer Engineering; Bachelor of Science in Electrical Engineering; Bachelor of Science in Engineering (General); Bachelor of Science in Mechanical Engineering</td>
<td>Accreditation Board for Engineering &amp; Technology (ABET) 111 Market Place, Suite 1050, Baltimore, MD 21202</td>
<td>2004</td>
<td>2010</td>
</tr>
<tr>
<td><strong>Law</strong></td>
<td>Juris Doctor; Master of Laws: American &amp; Comparative Law; Natural Resources Law; Taxation; Master of Science in Legal Administration The American Bar Association accredits the Juris Doctor program and agrees to the Master degree programs offered by the Sturm College of Law. The Association of American Law Schools accepts a Law School as a member after review of its programs.</td>
<td>American Bar Association 740 15th St., NW Washington, D.C. 20005 Association of American Law Schools 1201 Connecticut Ave., NW Suite 800 Washington, D.C. 20036-2605</td>
<td>2005</td>
<td>2012</td>
</tr>
</tbody>
</table>
### Requirements of Institutions Holding Dual Institutional Accreditation

Any institution seeking or holding affiliation with the Commission and with another CORPA-or federally-recognized institutional accrediting body must describe itself in identical terms to both associations with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances and constituents. If the other accrediting body takes an adverse action against the institution, the Commission will review the rationale for that action and determine whether the institution’s affiliation with the Commission should be reviewed. If the Commission takes an adverse action against the institution, it will notify the other agency within 30 working days.

The University of Denver does not hold dual institutional accreditation. These federal requirements are not applicable to DU.
Institutional Records of Student Complaints

To comply with federal regulations, the Commission expects an affiliated institution to make available to a comprehensive evaluation team an account of the student complaints it has received.

University of Denver students have a variety of well-documented methods to communicate ideas, concerns and complaints to the institution – to individual faculty and staff, programs, departments, colleges or the institutional level. These processes are outlined in numerous institutional documents, publications and web sites throughout the institution. DU’s orientation and ability to deal with student concerns quickly and effectively are particular strengths of the institution.

Student appeals of decisions at DU typically are handled in the area in which the request originated. Efforts are made to resolve these at the lowest possible administrative level and as quickly as possible. If a resolution is not achieved, appeals are generally handled by the administrator in charge of the area in which the appeal originated.

These procedures prevent most problems from rising to the status of a complaint. Student complaints that are not resolved through these channels are managed by the Office of the Chancellor. These would include complaints forwarded by the Commission or agencies such as the U.S. or Colorado departments of Education. The Chancellor’s office maintains institutional accounts on the nature, medium and disposition of the complaint. For the 2007-2008 academic year, 56 telephone or in-person complaints and 98 email or written complaints were handled. For the 2008-2009 academic year, 61 telephone or in-person complaints and 114 email or written complaints were handled. The Chancellor’s office welcomes receipt of all student concerns, regardless of the nature or severity and assures that all are managed appropriately. All concerns managed by the Chancellor’s office as well as concerns handled directly by a department of which the Chancellor is informed are included in the data. Logs will be provided to the team upon request.

Appeal and grievance procedures include the following:

- For graduate students, grade appeals, petitions for exceptions to academic policy and academic grievances are managed by the Office of Graduate Studies. This office also assists with difficulties with satisfactory academic progress, tuition, financial aid, academic misconduct. Students may obtain information and initiate action from their website.  

- Undergraduate grade appeal procedures are documented on the Registrar’s web page.

- A highly student-centered process for petitioning for exceptions to academic policy and appealing academic decisions exists for undergraduate students. This is best described by the first sentence of instructions for this process: “The exceptions process is designed to provide you with the opportunity to address those unique and unusual situations that can arise during your academic careers.”

- The tuition appeals process is available on the Registrar’s web page.
» The Ombuds Office\textsuperscript{23} at the University of Denver provides confidential and informal assistance to faculty, staff, students and others having a problem with or within the University of Denver. Some examples of the type of concerns received by the Ombuds Office include but are not limited to interpersonal conflicts, disagreement over grades, working conditions, sexual harassment, discrimination, clarification of policies or procedures and conflict resolution training.

» The Office of Diversity and Equal Opportunity\textsuperscript{24} assists students with issues related to discrimination, harassment and retaliation. It also promotes full compliance with all federal, state and local discrimination laws. Complaint procedures\textsuperscript{25} are documented on their website.

Public Notification of Comprehensive Evaluation Visit

The Commission seeks comments from third parties about institutions being evaluated for accreditation or candidacy. Institutions scheduled for comprehensive evaluations publicize the forthcoming evaluation in accordance with established Commission procedures regarding content, dissemination and timing. Through appropriate Commission vehicles the Commission publishes the names of institutions scheduled for evaluation.

In accordance with Commission policies, the University of Denver will seek public comment regarding our qualifications for accreditation. We have identified the following constituencies

» students and alumni;

» financial supporters – donors, parents and other constituents;

» faculty and staff; and

» local community – neighbors; state and local government; Colorado citizens.

DU will disseminate information about our visit by the following methods

» announcement on DU web page (prospective students, students, parents and families, other institutions, donors, others);

» announcements to students, faculty and staff on DU’s web portal (webCentral);

» announcement in DU’s student newspaper (the Clarion);

» announcement in the University of Denver magazine (published quarterly online for employees, neighbors, alumni and friends);

» announcement in the University of Denver Community News (published monthly online for 115,000 alumni, employees, students, parents, donors and friends); and

» press release to local and regional media (general public, business leaders, other institutions, government officials).
Federal Compliance

Endnotes

University of Denver Institutional Snapshot

1. Student Demography Headcounts

A. UNDERGRADUATE ENROLLMENT BY CLASS LEVEL

<table>
<thead>
<tr>
<th>Class Level</th>
<th>FALL 2008</th>
<th>FALL 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year</td>
<td>1,346</td>
<td>1,355</td>
</tr>
<tr>
<td>Sophomore</td>
<td>1,090</td>
<td>1,113</td>
</tr>
<tr>
<td>Junior</td>
<td>1,047</td>
<td>1,085</td>
</tr>
<tr>
<td>Senior</td>
<td>1,385</td>
<td>1,304</td>
</tr>
<tr>
<td>Non-degree</td>
<td>16</td>
<td>21</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>4,884</strong></td>
<td><strong>4,878</strong></td>
</tr>
</tbody>
</table>
### B. UNDERGRADUATE STUDENTS BY GENDER, RACE/ETHNICITY AND DEGREE SEEKING STATUS

<table>
<thead>
<tr>
<th></th>
<th>FALL 2008</th>
<th></th>
<th>FALL 2009</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td><strong>UNDERGRADUATE DEGREE SEEKING STUDENTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>107</td>
<td>171</td>
<td>144</td>
<td>167</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>244</td>
<td>132</td>
<td>261</td>
<td>153</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>35</td>
<td>24</td>
<td>26</td>
<td>16</td>
</tr>
<tr>
<td>Asian</td>
<td>167</td>
<td>105</td>
<td>151</td>
<td>82</td>
</tr>
<tr>
<td>Black or African American</td>
<td>116</td>
<td>40</td>
<td>118</td>
<td>38</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>White</td>
<td>2,060</td>
<td>1,698</td>
<td>1,968</td>
<td>1,642</td>
</tr>
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<td>Two or more races</td>
<td>31</td>
<td>5</td>
<td>75</td>
<td>23</td>
</tr>
<tr>
<td>Race and ethnicity unknown</td>
<td>195</td>
<td>174</td>
<td>242</td>
<td>203</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>2,955</td>
<td>2,349</td>
<td>2,988</td>
<td>2,326</td>
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<table>
<thead>
<tr>
<th></th>
<th>FALL 2008</th>
<th></th>
<th>FALL 2009</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td><strong>UNDERGRADUATE NON-DEGREE SEEKING STUDENTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonresident alien</td>
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<td>8</td>
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<td>8</td>
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</tr>
<tr>
<td>American Indian or Alaska Native</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Black or African American</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>4</td>
<td>1</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Two or more races</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Race and ethnicity unknown</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>8</td>
<td>11</td>
<td>21</td>
<td>8</td>
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</tbody>
</table>
### C. UNDERGRADUATE STUDENTS BY GENDER, RACE/ETHNICITY AND DEGREE SEEKING STATUS

<table>
<thead>
<tr>
<th></th>
<th>FALL 2008</th>
<th></th>
<th>FALL 2009</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td><strong>GRADUATE DEGREE SEEKING STUDENTS</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Nonresident alien*</td>
<td>184</td>
<td>204</td>
<td>245</td>
<td>215</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>216</td>
<td>130</td>
<td>226</td>
<td>123</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>26</td>
<td>20</td>
<td>26</td>
<td>18</td>
</tr>
<tr>
<td>Asian</td>
<td>100</td>
<td>85</td>
<td>101</td>
<td>77</td>
</tr>
<tr>
<td>Black or African American</td>
<td>115</td>
<td>68</td>
<td>121</td>
<td>65</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
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<tr>
<td>White</td>
<td>2,199</td>
<td>1,739</td>
<td>2,084</td>
<td>1,670</td>
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<td>Two or more races</td>
<td>17</td>
<td>7</td>
<td>34</td>
<td>15</td>
</tr>
<tr>
<td>Race and ethnicity unknown</td>
<td>252</td>
<td>203</td>
<td>466</td>
<td>373</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>3,110</td>
<td>2,457</td>
<td>3,304</td>
<td>2,559</td>
</tr>
<tr>
<td><strong>GRADUATE NON-DEGREE SEEKING STUDENTS</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>4</td>
<td>6</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
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<td>14</td>
<td>12</td>
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<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>10</td>
<td>3</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Black or African American</td>
<td>10</td>
<td>16</td>
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<td>12</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>183</td>
<td>166</td>
<td>161</td>
<td>133</td>
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<tr>
<td>Two or more races</td>
<td>1</td>
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<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Race and ethnicity unknown</td>
<td>22</td>
<td>25</td>
<td>40</td>
<td>33</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>252</td>
<td>231</td>
<td>236</td>
<td>201</td>
</tr>
</tbody>
</table>

*In Fall 2009, one non-resident alien graduate degree seeking student did not report gender.
Chapter 7

Institutional Snapshot

D. AGE RANGE OF UNDERGRADUATE STUDENTS

<table>
<thead>
<tr>
<th>Age Category</th>
<th>FALL 2008</th>
<th>FALL 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 years old or younger</td>
<td>4,757</td>
<td>4,775</td>
</tr>
<tr>
<td>25 years old or older</td>
<td>567</td>
<td>567</td>
</tr>
<tr>
<td>Age unreported</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>5,324</strong></td>
<td><strong>5,343</strong></td>
</tr>
</tbody>
</table>

E. NUMBER OF CREDIT-SEEKING STUDENTS BY RESIDENCY STATUS

<table>
<thead>
<tr>
<th>Residency Status</th>
<th>FALL 2008</th>
<th>FALL 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-state resident</td>
<td>6,679</td>
<td>6,184</td>
</tr>
<tr>
<td>Out-of-state resident</td>
<td>3,206</td>
<td>3,021</td>
</tr>
<tr>
<td>Non-U.S. resident</td>
<td>658</td>
<td>744</td>
</tr>
<tr>
<td>Residence unknown</td>
<td>283</td>
<td>152</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>10,826</strong></td>
<td><strong>10,101</strong></td>
</tr>
</tbody>
</table>

2. Student Recruitment and Admissions

A. FIRST-YEAR ADMISSIONS (AS OF SEPTEMBER 15)

<table>
<thead>
<tr>
<th>Category</th>
<th>FALL 2008</th>
<th>FALL 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST-YEAR ADMISSIONS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applications</td>
<td>7,143</td>
<td>8,411</td>
</tr>
<tr>
<td>Acceptances</td>
<td>4,599</td>
<td>5,935</td>
</tr>
<tr>
<td>Matriculations (deposits)</td>
<td>1,148</td>
<td>1,226</td>
</tr>
<tr>
<td><strong>UNDERGRADUATE TRANSFER ADMISSIONS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applications</td>
<td>455</td>
<td>511</td>
</tr>
<tr>
<td>Acceptances</td>
<td>385</td>
<td>402</td>
</tr>
<tr>
<td>Matriculations (deposits)</td>
<td>205</td>
<td>191</td>
</tr>
<tr>
<td><strong>GRADUATE/PROFESSIONAL ADMISSIONS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applications</td>
<td>9,541</td>
<td>10,065</td>
</tr>
<tr>
<td>Acceptances</td>
<td>5,664</td>
<td>5,969</td>
</tr>
<tr>
<td>Matriculations (deposits)</td>
<td>2,475</td>
<td>3,069</td>
</tr>
</tbody>
</table>
## B. ADMITTED STUDENTS (AS OF 9/15/08 AND 9/15/09)

<table>
<thead>
<tr>
<th></th>
<th>FALL 2008</th>
<th>FALL 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MEAN ACT SCORES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehensive score</td>
<td>27.2</td>
<td>27.2</td>
</tr>
<tr>
<td><strong>MEAN SAT SCORES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantitative</td>
<td>619.9</td>
<td>616.8</td>
</tr>
<tr>
<td>Verbal</td>
<td>603.8</td>
<td>601.2</td>
</tr>
</tbody>
</table>

## 3. Financial Assistance for Students

### A. APPLIED FOR AND RECEIVED ANY TYPE OF FINANCIAL ASSISTANCE

<table>
<thead>
<tr>
<th></th>
<th>FALL 2008</th>
<th>FALL 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PERCENTAGE APPLIED</strong></td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>51</td>
<td>54</td>
</tr>
<tr>
<td>Graduate</td>
<td>62</td>
<td>64</td>
</tr>
<tr>
<td><strong>NUMBER RECEIVED</strong></td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>4,114</td>
<td>4,246</td>
</tr>
<tr>
<td>Graduate</td>
<td>4,093</td>
<td>4,455</td>
</tr>
</tbody>
</table>
### B. STUDENTS WHO RECEIVED ANY TYPE OF FINANCIAL ASSISTANCE

<table>
<thead>
<tr>
<th></th>
<th>FALL 2008</th>
<th>FALL 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PERCENT OF STUDENTS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>77%</td>
<td>79%</td>
</tr>
<tr>
<td>Graduate</td>
<td>68%</td>
<td>71%</td>
</tr>
<tr>
<td><strong>PERCENT OF TOTAL ENROLLMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LOANS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>37%</td>
<td>40%</td>
</tr>
<tr>
<td>Graduate</td>
<td>56%</td>
<td>58%</td>
</tr>
<tr>
<td><strong>WORK STUDY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>Graduate</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>SCHOLARSHIPS/GRANTS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>50%</td>
<td>51%</td>
</tr>
<tr>
<td>Graduate</td>
<td>39%</td>
<td>40%</td>
</tr>
<tr>
<td><strong>ACADEMIC MERIT SCHOLARSHIPS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>53%</td>
<td>55%</td>
</tr>
<tr>
<td>Graduate</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### C. TUITION DISCOUNT

<table>
<thead>
<tr>
<th></th>
<th>FALL 2008 (FY 2008)</th>
<th>FALL 2009 (FY 2009)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>%</strong></td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>31.1</td>
<td>34.3</td>
</tr>
<tr>
<td>Graduate</td>
<td>18.8</td>
<td>19.8</td>
</tr>
</tbody>
</table>
4. Student Retention and Program Productivity

A. ENTERING COHORT FIRST TIME FIRST-YEAR UNDERGRADUATE STUDENT PERSISTENCE

<table>
<thead>
<tr>
<th></th>
<th>FALL 2007</th>
<th>FALL 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NONRESIDENT ALIEN</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Number</td>
<td>48</td>
<td>61</td>
</tr>
<tr>
<td>Returning</td>
<td>43</td>
<td>53</td>
</tr>
<tr>
<td>% Returning</td>
<td>90%</td>
<td>87%</td>
</tr>
<tr>
<td><strong>HISPANIC/LATINO</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Number</td>
<td>68</td>
<td>78</td>
</tr>
<tr>
<td>Returning</td>
<td>53</td>
<td>63</td>
</tr>
<tr>
<td>% Returning</td>
<td>78%</td>
<td>81%</td>
</tr>
<tr>
<td><strong>AMERICAN INDIAN OR ALASKA NATIVE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Number</td>
<td>17</td>
<td>15</td>
</tr>
<tr>
<td>Returning</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>% Returning</td>
<td>71%</td>
<td>93%</td>
</tr>
<tr>
<td><strong>ASIAN</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Number</td>
<td>60</td>
<td>55</td>
</tr>
<tr>
<td>Returning</td>
<td>57</td>
<td>51</td>
</tr>
<tr>
<td>% Returning</td>
<td>95%</td>
<td>93%</td>
</tr>
<tr>
<td><strong>BLACK OR AFRICAN AMERICAN</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Number</td>
<td>29</td>
<td>19</td>
</tr>
<tr>
<td>Returning</td>
<td>27</td>
<td>16</td>
</tr>
<tr>
<td>% Returning</td>
<td>93%</td>
<td>84%</td>
</tr>
<tr>
<td><strong>NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Number</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Returning</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>% Returning</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>WHITE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Number</td>
<td>728</td>
<td>799</td>
</tr>
<tr>
<td>Returning</td>
<td>641</td>
<td>700</td>
</tr>
<tr>
<td>% Returning</td>
<td>88%</td>
<td>88%</td>
</tr>
<tr>
<td><strong>TWO OR MORE RACES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Number</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Returning</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>% Returning</td>
<td>N/A</td>
<td>90%</td>
</tr>
<tr>
<td><strong>RACE AND ETHNICITY UNKNOWN</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Number</td>
<td>181</td>
<td>97</td>
</tr>
<tr>
<td>Returning</td>
<td>154</td>
<td>73</td>
</tr>
<tr>
<td>% Returning</td>
<td>85%</td>
<td>75%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1,131</td>
<td>1,134</td>
</tr>
<tr>
<td>TOTAL NUMBER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RETURNING</td>
<td>987</td>
<td>979</td>
</tr>
<tr>
<td>% RETURNING</td>
<td>87%</td>
<td>86%</td>
</tr>
</tbody>
</table>
### B. GRADUATE DEGREE COMPLETIONS

<table>
<thead>
<tr>
<th></th>
<th>2007–08</th>
<th>2008–09</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CERTIFICATES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Black or African American</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>108</td>
<td>108</td>
</tr>
<tr>
<td>Two or more races</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Race and ethnicity unknown</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>119</td>
<td>143</td>
</tr>
</tbody>
</table>

| **DEGREES**         |         |         |
| Nonresident alien   | 137     | 157     |
| Hispanic/Latino     | 104     | 116     |
| American Indian or Alaska Native | 24 | 21 |
| Asian               | 80      | 86      |
| Black or African American | 58 | 65 |
| Native Hawaiian or Other Pacific Islander | 0 | 0 |
| White               | 1,705   | 1,700   |
| Two or more races   | 0       | 0       |
| Race and ethnicity unknown | 93 | 111 |
| **TOTAL**           | 2,201   | 2,256   |
### C. UNDERGRADUATE DEGREE COMPLETIONS

<table>
<thead>
<tr>
<th>Field</th>
<th>2007–08</th>
<th>2008–09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture/Natural Resources (1, 3)</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Architecture/Engineering/Engineering Technology (4, 14, 15)</td>
<td>22</td>
<td>14</td>
</tr>
<tr>
<td>Biological &amp; Physical Science (26, 40, 41)</td>
<td>80</td>
<td>106</td>
</tr>
<tr>
<td>Business (52)</td>
<td>529</td>
<td>562</td>
</tr>
<tr>
<td>Communications/Communication Technology/Fine Arts (9, 10, 50)</td>
<td>167</td>
<td>189</td>
</tr>
<tr>
<td>Education/Library Science (13, 21, 25)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38, 39, 54)</td>
<td>69</td>
<td>124</td>
</tr>
<tr>
<td>Health (51)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Law (22)</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Mathematics/Computer Science (11, 27)</td>
<td>21</td>
<td>18</td>
</tr>
<tr>
<td>Military Technology/Protective Services (29, 43)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Personal Services/Consumer Services/fitness (12, 19, 31)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Psychology/Social Sciences &amp; Services (42, 44, 45)</td>
<td>203</td>
<td>277</td>
</tr>
<tr>
<td>Trades/Production/Transportation (46, 47, 48, 49)</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
### D. LICENSURE EXAMINATION PASS RATES

<table>
<thead>
<tr>
<th>Disciplines</th>
<th>Level</th>
<th>Name of Exam</th>
<th>Pass Rate</th>
<th>TimePeriod</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Law</strong></td>
<td>First Professional</td>
<td>Bar Exam</td>
<td><strong>91%</strong></td>
<td>IN JULY 2009</td>
</tr>
<tr>
<td><strong>Accounting</strong></td>
<td>Undergraduate</td>
<td>Uniform Certified Public Accountant Exam</td>
<td><strong>26%</strong></td>
<td>IN 2008</td>
</tr>
<tr>
<td><strong>Accounting</strong></td>
<td>Graduate</td>
<td>Uniform Certified Public Accountant Exam</td>
<td><strong>46%</strong></td>
<td>IN 2008</td>
</tr>
<tr>
<td><strong>Psychology/Child Clinical</strong></td>
<td>Graduate</td>
<td>Examination for Professional Practice in Psychology</td>
<td><strong>100%</strong></td>
<td>FROM JANUARY 2005 TO DECEMBER 2009</td>
</tr>
<tr>
<td><strong>Education/Counseling Psychology</strong></td>
<td>Graduate</td>
<td>Examination for Professional Practice in Psychology</td>
<td><strong>95.5%</strong></td>
<td>FROM JANUARY 2005 TO DECEMBER 2009</td>
</tr>
<tr>
<td><strong>Education/School Psychology</strong></td>
<td>Graduate</td>
<td>Examination for Professional Practice in Psychology</td>
<td><strong>50%</strong></td>
<td>FROM JANUARY 2005 TO DECEMBER 2009</td>
</tr>
<tr>
<td><strong>Professional Psychology/Clinical Psychology</strong></td>
<td>Graduate</td>
<td>Examination for Professional Practice in Psychology</td>
<td><strong>82.7%</strong></td>
<td>FROM JANUARY 2005 TO DECEMBER 2009</td>
</tr>
</tbody>
</table>
5. Faculty Demography

A. TEACHING FACULTY BY HIGHEST DEGREE EARNED

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>420</td>
<td>18</td>
<td>442</td>
<td>18</td>
</tr>
<tr>
<td>First Professional</td>
<td>105</td>
<td>14</td>
<td>113</td>
<td>13</td>
</tr>
<tr>
<td>Master’s</td>
<td>54</td>
<td>5</td>
<td>52</td>
<td>5</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>7</td>
<td>1</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Associates</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>573</td>
<td>0</td>
<td>608</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>589</strong></td>
<td><strong>611</strong></td>
<td><strong>615</strong></td>
<td><strong>644</strong></td>
</tr>
</tbody>
</table>
### B. Faculty Headcount by Race/Ethnicity, Gender and Rank

<table>
<thead>
<tr>
<th></th>
<th>FALL 2008</th>
<th></th>
<th>FALL 2009</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time</td>
<td>Part-time</td>
<td>Full-time</td>
<td>Part-time</td>
</tr>
<tr>
<td><strong>RACE/ETHNICITY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>20</td>
<td>14</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>30</td>
<td>18</td>
<td>29</td>
<td>20</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Asian</td>
<td>31</td>
<td>11</td>
<td>31</td>
<td>10</td>
</tr>
<tr>
<td>Black or African American</td>
<td>17</td>
<td>11</td>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>White</td>
<td>456</td>
<td>477</td>
<td>470</td>
<td>462</td>
</tr>
<tr>
<td>Two or more races</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Race and ethnicity unknown</td>
<td>32</td>
<td>78</td>
<td>41</td>
<td>126</td>
</tr>
<tr>
<td><strong>GENDER</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>251</td>
<td>289</td>
<td>258</td>
<td>310</td>
</tr>
<tr>
<td>Male</td>
<td>338</td>
<td>322</td>
<td>357</td>
<td>334</td>
</tr>
<tr>
<td><strong>RANK</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>161</td>
<td>5</td>
<td>167</td>
<td>4</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>142</td>
<td>10</td>
<td>157</td>
<td>10</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>157</td>
<td>5</td>
<td>143</td>
<td>9</td>
</tr>
<tr>
<td>Lecturer</td>
<td>128</td>
<td>18</td>
<td>146</td>
<td>13</td>
</tr>
<tr>
<td>Instructor</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>No Rank</td>
<td>0</td>
<td>573</td>
<td>0</td>
<td>608</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>589</td>
<td>611</td>
<td>615</td>
<td>644</td>
</tr>
</tbody>
</table>

Source: IPEDS
### C. NUMBER OF FACULTY BY PROGRAM

<table>
<thead>
<tr>
<th>Program</th>
<th>FALL 2008</th>
<th>FALL 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture/Natural Resources (1, 3)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Architecture/Engineering/Engineering Technology (4, 14, 15)</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>Biological &amp; Physical Science (26, 40, 41)</td>
<td>42</td>
<td>43</td>
</tr>
<tr>
<td>Business (52)</td>
<td>99</td>
<td>100</td>
</tr>
<tr>
<td>Communications/Communication Technology/Fine Arts (9, 10, 50)</td>
<td>72</td>
<td>77</td>
</tr>
<tr>
<td>Education/Library Science (13, 21, 25)</td>
<td>30</td>
<td>32</td>
</tr>
<tr>
<td>Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38, 39, 54)</td>
<td>101</td>
<td>106</td>
</tr>
<tr>
<td>Health (51)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Law (22)</td>
<td>67</td>
<td>69</td>
</tr>
<tr>
<td>Mathematics/Computer Science (11, 27)</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>Military Technology/Protective Services (29, 43)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Personal Services/Consumer Services/Fitness (12, 19, 31)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Psychology/Social Sciences &amp; Services (42, 44, 45)</td>
<td>137</td>
<td>147</td>
</tr>
<tr>
<td>Trades/Production/Transportation (46, 47, 48, 49)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>589</td>
<td>615</td>
</tr>
</tbody>
</table>

### 6. Availability of Instructional Resources and Information Technology

#### A. WESTMINSTER LAW LIBRARY HOLDINGS: END OF FY 2009

<table>
<thead>
<tr>
<th>Resource</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print titles</td>
<td>80,720</td>
</tr>
<tr>
<td>Microfilm titles</td>
<td>112,520</td>
</tr>
<tr>
<td>Electronic titles</td>
<td>42,155</td>
</tr>
<tr>
<td>Other non-book titles</td>
<td>1,217</td>
</tr>
<tr>
<td><strong>TOTAL TITLES</strong></td>
<td>236,612</td>
</tr>
<tr>
<td>Volumes (excluding microforms)</td>
<td>234,419</td>
</tr>
<tr>
<td>Volume equivalent microforms</td>
<td>177,768</td>
</tr>
<tr>
<td><strong>TOTAL VOLUMES AND VOLUME EQUIVALENTS</strong></td>
<td>412,187</td>
</tr>
</tbody>
</table>


## B. Penrose Library Holdings: 2009–2010

<table>
<thead>
<tr>
<th>Category</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Books</strong></td>
<td>1,122,761</td>
</tr>
<tr>
<td><strong>Periodicals, bound</strong></td>
<td>250,772</td>
</tr>
<tr>
<td><strong>Total Cataloged Volumes</strong></td>
<td>1,373,533</td>
</tr>
<tr>
<td><strong>Total Other Volumes</strong></td>
<td>851,036</td>
</tr>
<tr>
<td><strong>Total Volumes</strong></td>
<td>2,224,569</td>
</tr>
<tr>
<td><strong>Microfilm</strong></td>
<td>58,794</td>
</tr>
<tr>
<td><strong>Microfiche</strong></td>
<td>1,061,802</td>
</tr>
<tr>
<td><strong>Cartographic</strong></td>
<td>280</td>
</tr>
<tr>
<td><strong>Sound/video material</strong></td>
<td>18,244</td>
</tr>
<tr>
<td><strong>Electronic discs/CD-ROMs</strong></td>
<td>7,541</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,146,661</strong></td>
</tr>
<tr>
<td><strong>Total Collection</strong></td>
<td><strong>3,371,230</strong></td>
</tr>
<tr>
<td><strong>Current Serial Titles</strong></td>
<td><strong>31,300</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Quantity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bibliographic records in the online catalog</td>
<td>2,617,917</td>
<td>April 2010</td>
</tr>
<tr>
<td>Bibliographic records with URLs in the online catalog</td>
<td>1,063,188</td>
<td>FY 08/09</td>
</tr>
<tr>
<td>URLs in bibliographic records</td>
<td>1,175,808</td>
<td>FY 08/09</td>
</tr>
<tr>
<td>Journals/serials available via the library website</td>
<td>90,193</td>
<td>FY 08/09</td>
</tr>
<tr>
<td>Total books in tangible collection</td>
<td>1,122,761</td>
<td>FY 08/09</td>
</tr>
<tr>
<td>Total bound journals in tangible collection</td>
<td>250,772</td>
<td>FY 08/09</td>
</tr>
<tr>
<td>Total documents in tangible collection</td>
<td>851,533</td>
<td>FY 08/09</td>
</tr>
<tr>
<td>Total microforms in tangible collection</td>
<td>1,120,596</td>
<td>FY 08/09</td>
</tr>
<tr>
<td>Total cartographic in tangible collection</td>
<td>250</td>
<td>FY 08/09</td>
</tr>
<tr>
<td>Total sound/video in tangible collection</td>
<td>18,244</td>
<td>FY 08/09</td>
</tr>
<tr>
<td>Total electronic discs/CD-ROMs in tangible collection</td>
<td>7,541</td>
<td>FY 08/09</td>
</tr>
<tr>
<td>Total space in linear feet in Mary Reed Building</td>
<td>10,052</td>
<td>Current</td>
</tr>
<tr>
<td>Total space occupied with boxes (linear feet)</td>
<td>5,617</td>
<td>Current</td>
</tr>
<tr>
<td>Total space occupied in off-site storage facility (PASCAL) (linear feet)</td>
<td>29,964</td>
<td>Current</td>
</tr>
<tr>
<td>State of the art finding aids through online catalog</td>
<td>103</td>
<td></td>
</tr>
<tr>
<td>Access to items throughout Colorado and Wyoming through Prospector catalog and courier-based delivery system</td>
<td>15,564,954</td>
<td>January 2010</td>
</tr>
<tr>
<td>Number of appointments and reference queries</td>
<td>17,497</td>
<td>FY 09/10</td>
</tr>
<tr>
<td>Number of workshops and research skill sessions</td>
<td>332</td>
<td>FY 09/10</td>
</tr>
<tr>
<td>Number of items on reserve</td>
<td>32,145</td>
<td>FY 09/10</td>
</tr>
<tr>
<td>Number of item checkouts</td>
<td>158,585</td>
<td>FY 09/10</td>
</tr>
<tr>
<td><strong>Overall Library Budget</strong></td>
<td><strong>$9,815,542</strong></td>
<td>FY 09/10</td>
</tr>
<tr>
<td><strong>Overall Library Materials Budget</strong></td>
<td><strong>$5,175,959</strong></td>
<td>FY 09/10</td>
</tr>
</tbody>
</table>

*Total collection does not include special collections/archives.
**Current Serial Titles include print/microfilm subscriptions, print and online serials, and online-only serials. They exclude U.S. government serial publications.
### C. UNIVERSITY TECHNOLOGY SERVICES, ESTIMATED CAPACITY

#### CAMPUS BACKBONE

<table>
<thead>
<tr>
<th>Service Description</th>
<th>Estimated Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of wired Ethernet ports</td>
<td>35,000 (85-90% of ports are gigabit to the desktop)</td>
</tr>
<tr>
<td>Administrative servers &amp; printers</td>
<td>2,000</td>
</tr>
<tr>
<td>Staff &amp; faculty offices</td>
<td>5,000 wired ports</td>
</tr>
<tr>
<td>Student residence hall rooms</td>
<td>4,000 wired ports</td>
</tr>
<tr>
<td>Student ports in libraries</td>
<td>1,100</td>
</tr>
<tr>
<td>Staff &amp; faculty offices</td>
<td>5,000 wired ports</td>
</tr>
<tr>
<td>Student ports in classrooms</td>
<td>4,400</td>
</tr>
<tr>
<td>Student ports in computer labs</td>
<td>3,300</td>
</tr>
<tr>
<td>Student ports elsewhere in the university</td>
<td>2,200</td>
</tr>
<tr>
<td>Number of wireless access points</td>
<td>400 (802.11a/b/g, BW=54 Mbps)</td>
</tr>
<tr>
<td>Total wireless access points by Dec. 2010</td>
<td>700 (802.11n, 3 spatial streams, BW=450 Mbps)</td>
</tr>
<tr>
<td>Total approximate number of simultaneous wireless users we can accommodate</td>
<td>28,000</td>
</tr>
</tbody>
</table>

Every campus classroom has network connectivity. All general classrooms are smart to the front.

#### GENERAL PURPOSE COMPUTER LABS

<table>
<thead>
<tr>
<th>Description</th>
<th>Number of Labs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generally open to public:</td>
<td>12</td>
</tr>
<tr>
<td>Housing/student life</td>
<td>6</td>
</tr>
<tr>
<td>Graduate School of Social Work</td>
<td>1</td>
</tr>
<tr>
<td>Josef Korbel School of International Studies</td>
<td>1</td>
</tr>
<tr>
<td>CASL/Penrose</td>
<td>2</td>
</tr>
<tr>
<td>English Learning Center</td>
<td>2</td>
</tr>
</tbody>
</table>

#### TEACHING LABS

<table>
<thead>
<tr>
<th>Description</th>
<th>Number of Labs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generally for specific applications or subject matter</td>
<td>18</td>
</tr>
<tr>
<td>Natural Sciences and Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Arts Humanities and Social Sciences</td>
<td>6</td>
</tr>
<tr>
<td>Interactive Multimedia Lab</td>
<td>2</td>
</tr>
<tr>
<td>Digital Media Studies/Arts Humanities and Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>University College</td>
<td>1</td>
</tr>
<tr>
<td>Morgridge College of Education</td>
<td>2</td>
</tr>
</tbody>
</table>

#### TOTAL LABS

<table>
<thead>
<tr>
<th>Description</th>
<th>Number of Labs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total labs</td>
<td>30</td>
</tr>
<tr>
<td>Total computers</td>
<td>444</td>
</tr>
</tbody>
</table>
7. Financial Data

A. ACTUAL UNRESTRICTED REVENUES (IN DOLLARS)

<table>
<thead>
<tr>
<th></th>
<th>FY 2008</th>
<th>FY 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees</td>
<td>227,574,654</td>
<td>238,792,377</td>
</tr>
<tr>
<td>State/local appropriations (if applicable)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Denominational income (if applicable)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Investment and annuity income</td>
<td>10,251,011</td>
<td>10,035,741</td>
</tr>
<tr>
<td>Contributions</td>
<td>14,313,035</td>
<td>11,615,693</td>
</tr>
<tr>
<td>Auxiliary</td>
<td>41,175,825</td>
<td>42,227,868</td>
</tr>
<tr>
<td>Other</td>
<td>48,165,410</td>
<td>38,449,415</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$341,479,935</strong></td>
<td><strong>$341,121,094</strong></td>
</tr>
</tbody>
</table>

B. ACTUAL UNRESTRICTED EXPENSE (IN DOLLARS)

<table>
<thead>
<tr>
<th></th>
<th>FY 2008</th>
<th>FY 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional/departmental/library</td>
<td>166,661,456</td>
<td>175,327,100</td>
</tr>
<tr>
<td>Student services</td>
<td>15,638,032</td>
<td>16,676,476</td>
</tr>
<tr>
<td>Operation and maintenance of plant</td>
<td>16,087,829</td>
<td>18,052,368</td>
</tr>
<tr>
<td>Administration</td>
<td>33,540,930</td>
<td>33,260,834</td>
</tr>
<tr>
<td>Fundraising</td>
<td>5,137,000</td>
<td>5,548,000</td>
</tr>
<tr>
<td>Auxiliary</td>
<td>52,379,132</td>
<td>53,730,390</td>
</tr>
<tr>
<td>Other</td>
<td>18,124,556</td>
<td>15,230,365</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$307,568,935</strong></td>
<td><strong>$317,825,533</strong></td>
</tr>
</tbody>
</table>

**NET OPERATING RESULTS**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>$33,911,000</strong></td>
<td><strong>$23,295,561</strong></td>
</tr>
</tbody>
</table>

C. IF, IN EITHER OF THE PAST TWO COMPLETED FISCAL YEARS, THE TOTAL IN 7B EXCEEDED THE TOTAL IN 7A ABOVE, HOW DID THE INSTITUTION COVER ITS SHORTFALL?

NOT APPLICABLE
The best self-study process that an institution can experience serves a number of constituencies, not least the institution itself. We are pleased that this self-study, which is a culmination of nearly three years of research, has done that. While the primary purpose of the process is of course to assist the Higher Learning Commission in evaluating the University of Denver for reaccreditation, the entire DU community has learned a great deal in the last three years. Indeed, we have approached the upcoming comprehensive visit as an opportunity for an intense engagement of our community. Across the campus, from the smallest academic unit to the sprawling athletics and recreation department, we have examined our strengths and challenges, learning what we have done well and where we need to do more work. As we conclude this process—which we have tried to make as objective, comprehensive, and transparent as possible—we look forward to our next 10 years.

Our multi-layered planning efforts will no doubt serve us well in the next decade, but this period promises to be one of the most challenging in the history of higher education in the United States. In the next 10 years, only careful attention to constant improvement will allow us to further develop as a “great private university dedicated to the public good” focused on our goals of community, learning and scholarship. The timing of the recent deep recession, a game-changing event for many parts of society, not the least private higher education, is an important part of the context of our self-study process. Affordability, accessibility and accountability will be of even greater concern, and the “value propositions” of expensive private institutions are likely to be scrutinized like never before.

Over the last 15 years the University of Denver has made extraordinary investments in virtually every aspect of its operations. Perhaps the most visible result of this period is our stunning campus, home to some of the most beautiful and functional new and renovated buildings and landscapes of any residential college in the United States. In addition to the new residential halls and new parking facilities, that are directly revenue-producing, only the Sturm College of Law, which opened in 2003, was partly financed by borrowing. Our debt load is thus modest, our physical campus is extraordinary and students (and their parents) find our facilities to be first-rate. This focus on the physical infrastructure of the University was intentional, and it
was pursued and accomplished with great success by former chancellor Daniel L. Ritchie. When Chancellor Robert Coombe arrived in 2005, the University’s focus gradually shifted to people and programs – to our students, to our faculty, staff and administrators, and to our academic programs.

This shift has been gradual, but marked. While the University is opening a new College of Education building in the fall of 2010, and beginning work on the Academic Commons renovation project at Penrose Library, it has only a new facility for the School of Engineering and Computer Science remaining in its current construction/renovation portfolio. When the College of Education building is complete, the University will have built 18 new structures and renovated six others in the span of nine years. As this construction boom has begun to wind down, the University’s strategic planning has begun to shift to investments in people and programs. Every year for the last two decades, the budget development and planning process has yielded incremental investments in academic and other units across the campus. These usually have involved moves like adding a faculty member or two to a subfield that an academic unit wishes to develop, or augmenting staff capacity for support areas, or adding to the library’s serial collections budget. These planning and budget augmentations are normal for any institution in reasonably good financial health. What the University of Denver began to pursue systematically about five years ago, however, is large-scale strategic planning and budgeting for fundamental transformations of our academic experience.

The most significant first step in this effort was the highly successful Marsico Initiative, discussed at length in the self-study, that fundamentally transformed the nature of the undergraduate experience at the University of Denver. A five-year planning, assessment and implementation process, begun in 2002, resulted in new curricula, new faculty positions and new programs, yielding, in our estimation, one of the finest undergraduate experiences available at a research-intensive university in the United States. Since 2005, our focus has shifted to the graduate area, a population that makes up roughly half of the University’s enrollments. Specifically, we have begun systematic planning and implementation efforts in the graduate professional schools, particularly in law, business and international studies. To date these efforts have made the most progress in law and business, with international studies intentionally holding off until a new dean is in place (in the fall of 2010). As with the Marsico Initiative, faculty members in these graduate professional academic areas have led the strategic planning process, in close collaboration with the University’s administration and even interested members of the Board of Trustees.

The overarching logic for each of these graduate areas is to develop excellence in every aspect of the University’s multifarious academic programs. It is not to increase enrollments, which is a typical move for a tuition-dependent institution like ours, or to expand the programmatic footprint in business, law and international studies. It is,

**In the next 10 years, only careful attention to constant improvement will allow us to further develop as a “great private university dedicated to the public good” focused on our goals of community, learning and scholarship.**
rather, to intensify the academic experience by adding faculty, capping if not lowering enrollments, increasing financial aid with the goal of enrolling the finest graduate students possible and strategically selecting programmatic foci in each school that will allow the University of Denver to become internationally recognized in those areas. These processes are under way in the Sturm College of Law, which, over the next five years, will see at least 10 new faculty positions, an intentional drop in enrollments, a dramatic increase in student financial aid and the selection of a small set of programmatic emphases. In the Daniels College of Business, a year-long intensive strategic planning process yielded an ambitious set of programmatic goals, resulting in the addition of at least 13 new faculty positions over the next four to five years, significant increases in development staff support and a recalibration of enrollments to move to fewer undergraduates and more graduate students. The Josef Korbel School of International Studies is the University’s next strategic area of investment, and the planning process will commence this year with the newly hired dean. Abundant advantages already exist for this program, including an excellent faculty, high application figures and successful fundraising. Finally, these three professional programs are exploring programmatic linkages that will allow us to produce attorneys, business people and diplomats all with legal, business and international training that will prepare them for a vastly transformed 21st century job market.

The next five years at the University will thus see a strategic shift to the graduate areas of the institution. Related to that shift, though more generally dispersed across the University and also not specific only to graduate programs, is our intention to increase the level of faculty research, scholarship and creative work. Unlike many research-intensive universities, DU has relatively few traditional PhD programs, and there are no plans to expand that number in an environment of significant underemployment. As discussed in the self-study, this fact has not lessened expectations for faculty performance in the areas of research, scholarship and creative work. Some laboratory intensive research, of course, relies on robust traditional PhD programs, and the University has those in place; scholarship and creative work in other areas, such as art, business, music and humanities is not dependent on PhD programs. In the next 10 years, we anticipate much greater interdisciplinary collaboration in the areas of graduate education and research and scholarship across the campus. Some of that is already occurring with shared curricula and collaborative research projects, but we see it developing much more significantly in the near future. One example is the Knoebel Center on Aging, currently in the planning stages, that promises to be an exciting multidisciplinary research and degree-offering program involving faculty members (for now) in the arts and sciences, law, education, social work, professional psychology, engineering and computer science and business. What started as an effort to jumpstart the molecular life sciences at the University has broadened to include interested faculty members from across the institution. With the single-investigator research scientist model virtually a thing of the past, we will certainly see more such collaborations in the next 10 years.
The investments that the University has made in the last decade in buildings, faculty, staff and programs have been fueled mainly by tuition revenue and gifts. The University’s continued dependence on tuition, which accounts for nearly 70% of our total revenue, places us at somewhat of a disadvantage relative to our private institutional peers. Programmatically, most of our growth has thus far been fueled by growth in our revenues, created largely by more students each year paying more tuition than the year before. In periods of institutional expansion, this investment model functions reasonably well. But, in periods of intentional enrollment stabilization and program intensification, the University’s overall tuition dependence must decrease, and our revenues must ultimately be augmented by significant increases in our endowment and annual giving. This is especially pressing as the recent economic recession suggests that significant annual tuition rate increases, that have been the lifeblood of private universities across the United States, are no longer viable. The next four years will be extremely important for the University of Denver as we contemplate embarking on a substantial comprehensive capital and endowment campaign.

While the current economic environment is certainly a challenge for all of higher education, DU has great strength and momentum. In this time of continued global economic uncertainty, coupled with unprecedented scrutiny of how universities do their business, it is, however, incumbent on the University of Denver to review, restructure, and optimize its expense footprint as it creates the best 21st century learning, research, and creative environment possible. Institutions across the country are in the midst of that process, and, for many of them – both public and private – it is unfortunately reactive to a sudden revenue depletion that had never been contemplated, let alone planned for. The result for many students, faculties and staffs around the country is grim. The University’s strong reserves provide one line of institutional defense for a cataclysmic downturn. But more relevant for such a response are actions that units across the institution have planned to take in the face of such a challenge.

The University of Denver is certainly not immune to risks posed by a volatile economy. Our tuition dependence means that the University is dependent on thousands of families deciding each year to invest in an education that, for full-time residential students including ancillary expenses, costs (before financial aid) over $50,000 every nine months. Thus far, we have little indication that families are not continuing to make that investment. Indeed, the volume of 2010 applications, the academic profile of admitted applicants and the deposits on tuition for fall enrollment have never been higher. While our effort to realize expense efficiencies and institutional restructuring will continue, we see the coming years not as a time of retrenchment, but as a time of opportunity, as a time to drive the University forward.
In the next 10 years, the University of Denver will continue to be a great private university dedicated to the public good (our vision). In all that we do, we will strive for excellence, innovation, engagement, integrity and inclusiveness (our values). We will promote learning by engaging with students in advancing scholarly inquiry, cultivating critical and creative thought and generating knowledge. Our active partnerships with local and global communities will contribute to a sustainable common good (our mission).

Request for Continued Accreditation

The University of Denver requests continued accreditation by the Higher Learning Commission of the North Central Association. This self-study document, including the associated materials, provide supporting evidence to demonstrate that the University has responded to areas of past concern by the NCA evaluating team during their last visit in 2001. This self-study also provides evidence to demonstrate that we meet the Higher Learning Commission’s stated criteria for accreditation.

The self-study process has encouraged the University to engage in a critical evaluation of how our institutional planning, daily activities, and policies both flow from and support our mission. We have identified areas of strength and weakness and have created plans for continued improvement. Materials referenced in the self-study are available online and in printed format for the use of the evaluation team.
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