

# KEYSTONE

Strategic Plan 2018–2025

**key·stone** ('kē,stōn)

A central stone at the summit of an arch, locking the whole together



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## ARTS, HUMANITIES & SOCIAL SCIENCES

### SCHOOLS

School of Art & Art History  
Lamont School of Music

### DEPARTMENTS

Anthropology  
Communication Studies  
Economics  
English & Literary Arts  
History  
Languages & Literatures  
Media, Film & Journalism Studies  
Philosophy  
Political Science  
Psychology  
Religious Studies  
Sociology & Criminology  
Theatre

### OTHER AREAS OF STUDY

Asian Studies  
Emergent Digital Practices  
Gender and Women's Studies  
Intercultural Global Studies  
Judaic Studies  
Socio-legal Studies  
Urban Studies

### CENTERS & INSTITUTES

Center for Art Collection Ethics  
Center for Judaic Studies  
Estlow International Center for  
    Journalism and New Media  
The Publishing Institute

## MISSION

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**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.**

The people and programs of Arts, Humanities & Social Sciences affirm this mission. As the University's largest and most varied academic community, we are artists, learners, performers, scholars, scientists, teachers—agents for positive change. Here, the skills and insights of a liberal and creative arts education enrich the lives of *every* undergraduate and over 1800 majors and 250 graduate students. Not only are we essential to DU's mission for all undergraduates, but we also equip our students with intellectual, ethical and creative depth, as well as the drive for critical engagement with DU and the larger community.

Our specific approach to the DU mission is expressed in our identity statement:<sup>1</sup>

The goal of faculty and staff in Arts, Humanities & Social Sciences is to create a community that is rigorous, connected, real world, and grounded in creativity and scholarship, as well as to maintain the porous relationships we nurture with the people and institutions of the Denver Metro area and the broader global society.

***Throughout this process, we engage students in critical examinations of how people think, learn, communicate, and perform.***

Students learn theoretical methods, acquire knowledge, comprehend technical skills, develop creative talents, and achieve meaningful insights about the human condition. We strive for an ethical education in which we call upon students to examine what others have thought to be true, beautiful, just, and good. Together, we honor our duty to explore, think creatively, and take risks to improve the world.

In this plan, we place ourselves in the center of the transformation underway in higher education and at our University. We share our aspirations for the future and the strategic initiatives vital to success.

**WE ARE THE KEystone  
OF THE MISSION OF THE  
UNIVERSITY AND  
OF OUR STUDENTS'  
EDUCATION.**

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<sup>1</sup> See Appendix A for strategic planning process highlights.

## DISRUPTION CREATES OPPORTUNITY

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This is an exciting and challenging time for higher education. Universities face a combination of trends and forces that are transformational, as described in the **DU IMPACT 2025** Strategic Plan.

The composition and needs of students are changing rapidly. There will be fewer young adults in the U.S. population in the coming years. There are more first-generation students and more students from historically underrepresented groups. Economic bifurcation is increasing, with less sure paths to economic stability, let alone mobility. More students question the return-on-investment (ROI) of a college degree.

We are also affected by far reaching shifts across the political, social, and demographic spheres of society. Examples range from the geo-political displacements of refugees to economic displacements across neighborhoods caused by gentrification. Climate change has emphasized the need for healthy and sustainable natural environments and the possibilities of smart cities. Greater intercultural contact and more isolated information bubbles lead to questioning of received knowledge and values. The complexity of these issues requires ethical evaluation and action.

The skills graduates need are shifting rapidly; students must be prepared for the workforce now, and able to adapt to and lead future transformations. For example, the digital revolution continues to fundamentally alter how we interact with other people and the world, affecting every facet of life, from interpersonal relationships to education, scholarship, business practices and strategies, and cultural interaction and understanding. Universities must both respond to and shape these changes, and must have faculty, students, and staff able to address the *next* cultural and technological transformations. ***Employers need colleges to instill in our students the ability to deeply engage principles and concepts in ways that directly inform their decisions and actions. Society needs universities to provide intellectual, ethical, and creative tools to train the deep and integrative thought necessary to lead during change.***

The next generations of students expect holistic learning that connects with their personal interests and life goals. ***Students want both deep knowledge and pragmatic skills now, and they know they will need to continue learning to succeed over a lifetime of shifting careers.*** We must teach students how to be lifelong learners, to seek out pertinent information, distill it, and discern its utility. Students want to have an immediate influence on the complex problems confronting society. They expect to share their voices, take a stand, lead, collaborate in diverse teams, and deliver results.

Universities must rethink the what and how of higher education to meet students where they are and effectively facilitate their growth to where they need to be. Each institution must articulate its own distinction in a crowded marketplace.

**DU IS THE PLACE TO DESIGN  
A NEW MODEL OF HIGHER  
EDUCATION THAT SERVES  
OUR STUDENTS AND THE  
WORLD IN NEW WAYS.**

DU IMPACT 2025

## OUR TIME IS NOW

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What role will the social sciences, arts, and humanities play in a world that increasingly operates through artificial intelligence, the internet of things, and big data? The careers and lives of tomorrow will be defined by distinctly human qualities such as ethical judgment, creativity, adaptability, agility, and storytelling. *We will teach students how to formulate questions and concepts clearly, reason logically, use statistics and research design, understand other languages and cultures, consider values and ethics in decision making, and communicate with others, as these are critical for life and career success across industries and professions.* Social commentators, community leaders, and business analyses note the urgent importance of these human abilities.

### THE WORLD IS CALLING

The world is asking us to create new solutions to longstanding challenges such as healthcare access, global sustainability, housing affordability, cultural inclusion, immigration, and economic inequity. These sorts of deep and complex human problems require multi-disciplinary approaches, holistic thinking, diverse views, and broad experiences. They call for intentional collaboration to develop new approaches and apply proven tools to create change.

### DU IS CALLING

The University is embracing wholesale transformation in service to its mission under DU IMPACT 2025.<sup>2</sup> It is advancing new and reimagined curricula, knowledge bridges, and student experiences. DU is uniquely positioned for effective action with its blend of liberal and creative arts education and professional schools on one campus. The University has promised its students robust intellectual engagement, a holistic education, creative collaboration, and ethical leadership development through deep, meaningful engagement in a diverse community. The whole learning experience will be transformed for all students—undergraduate, graduate, international, commuter—in the classroom and on campus.

### WE ARE ANSWERING THE CALL

Disruption requires reinvention. Simply stated, the 20<sup>th</sup> century model of delivering a liberal and creative arts education is inadequate to the task of developing graduates who can think broadly and critically in and out of their chosen fields, skills essential to career and life success as called out in DU IMPACT 2025.<sup>3</sup>

### OUR COMMITMENT

We commit to transformation across the arts, humanities, and social sciences. Leveraging our strengths and responding in innovative and flexible ways to the needs of society and the vision of DU, **we will redesign ourselves as a unified College of Arts, Humanities & Social Sciences.** From originality in the classroom to a connected and innovation-infused education, the student experience will be fundamentally changed. The synergy of our diverse people and programs engaging with students and community together will make us the engine of critical intellectual and creative engagement at DU and the wider Denver community.

**WE WILL REDESIGN OURSELVES AS A UNIFIED COLLEGE OF ARTS, HUMANITIES & SOCIAL SCIENCES.**

<sup>2</sup> See Appendix B for ties to DU IMPACT 2025.

<sup>3</sup> DU IMPACT 2025, 7.

# OUR VISION

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## BE A LEADER IN CREATING THE FUTURE OF EDUCATION IN THE LIBERAL AND CREATIVE ARTS.

Our vision will be realized through two transformative priorities defined by their scope, scale, and investment—and two strategic initiatives that provide the cultural and structural support necessary to achieve our priorities.

### PRIORITY #1

Revolutionize liberal and creative arts education through the Keystone Experience.

### PRIORITY #2

Invest in the active cultivation of invention, discovery, imagination, creativity, teaching, and learning through the Center for Innovation in the Liberal and Creative Arts.

### INITIATIVE #1

Foster an intentional community committed to excellence, innovation, engagement, integrity, and inclusiveness.

### INITIATIVE #2

Build a space that makes possible our transformation of a liberal and creative arts education.

## A NEW PARADIGM: HIGH IMPACT EXPERIENCES, GUIDED BY FACULTY MENTORS AND SUPPORTED BY THE COLLEGE, INTEGRATE STUDENTS' KNOWLEDGE AND SKILLS ACROSS DISCIPLINES.

We envision the radical transformation of a liberal and creative arts education. The scale is unprecedented; the model without peer. *In addition to the traditional breadth and depth, our new paradigm adds not only another dimension—student-centered application of knowledge and skills across disciplines to identify and solve new problems—but also focused support and holistic approaches for achieving educational goals for all our undergraduate students.*

Historically, universities have sought to graduate individuals with *breadth across* the liberal arts and *depth in* their chosen major. At DU this model has been easily implemented by divisions whose departments operated independently. However, as higher education has worked to achieve this model, the needs of our students and society have moved well beyond it.

Our students want—and their futures require—challenging learning experiences that go beyond acquisition of knowledge to the sustained and mentored application of their skills in a variety of contexts. Research shows that high-impact experiences in which students apply knowledge as they marry theory and practice provide the greatest educational benefits. Such experiences compel students to integrate skills and knowledge, gained both inside and outside the classroom, locking them together as a keystone supports an arch.

**WE ENVISION THE RADICAL TRANSFORMATION OF A LIBERAL AND CREATIVE ARTS EDUCATION.**

# ANSWERING THE CALL

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This new paradigm requires new ways of thinking,  
working and delivering results.

# TRANSFORMATIVE PRIORITY #1:

## REVOLUTIONIZE LIBERAL AND CREATIVE ARTS EDUCATION THROUGH THE KEYSTONE EXPERIENCE

We commit to *every* undergraduate student in the College of Arts, Humanities & Social Sciences being guaranteed an integrative, student-centered education. The Keystone Experience will be the centerpiece of the reimagined AHSS undergraduate experience, and will merge seamlessly into students' majors and minors, without being restricted to a single discipline. With faculty and staff support, students will identify experiences best suited to their educational needs. Keystone Experiences will be multi-quarter, immersive, experiential, faculty-guided, and integrative. Students seeking a unique learning experience can pursue an opportunity that is *within* their major, *only partially* embedded in their major, or *outside* it altogether. This provides students with another dimension to which they can apply their knowledge and skills *across disciplines* within or outside the liberal and creative arts.

The Keystone Experience builds on the imperative in DU IMPACT 2025 to root our students' academics in the strengths of our liberal arts foundation: to “understand the world through methods of learning to think *broadly* and *critically* in and out of one's field” and to “focus *deeply* within a subject.”<sup>4</sup> To these strengths, the Keystone Experience adds *shape*, through the intentionally designed integration of the students' academic (broadly defined) lives, both inside and outside the classroom.

### UNPARALLELED INTEGRATION

Traditionally, colleges and universities have emphasized student learning through breadth of a broad liberal arts education coupled with depth through intensive work in a major. In addition to this, we will emphasize integration of knowledge and skills *across* disciplines, inside and outside the major. This approach will be implemented purposefully across multiple academic quarters, through a variety of experiences embedded into each student's learning plan.

### BOUNDARY-SPANNING OFFERINGS

Other colleges and universities generally specialize in a singular approach when making these types of experiences universal. They may mandate a senior thesis (e.g., as at Princeton) or a co-op experience (e.g., as at Drexel). Our offerings will be multi-faceted. There will be no “one size fits all” model at DU. The College of Arts, Humanities & Social Sciences will be designed to responsively innovate numerous opportunities as our students, communities, and world change. Students will learn to adapt their knowledge and integrate their skills to a variety of settings, teams, and issues.

### LIMITLESS COMBINATIONS

The diversity of our academic programs provides greater variety of experiential education options to drive student-centered learning. Integrating across creative arts, humanities, and social sciences while spanning the University's strong professional schools provides limitless educational paths.

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<sup>4</sup> DU IMPACT 2025, 7.



## HOW THE KEYSTONE EXPERIENCE CHANGES THE UNDERGRADUATE EXPERIENCE

<b>CURRENT MODEL</b> Basic collaboration and support	<b>KEYSTONE MODEL</b> Immersive integrative experience
Some students in some majors benefit from a variety of opportunities. Experiential education varies based on student aspirations, economic opportunity, access, and other factors.	Every undergraduate student benefits from an immersive, experiential and high-impact education through Keystone Experience.
Criteria for and nature of experiences vary.	Unified College standards across experiences.
Ability to find, coordinate, and communicate opportunities varies across departments due to resource differences, insufficient administrative resources, and inconsistency in programming across academic terms.	Resources available for all students across majors. College organizational design, support through the Center for Innovation in Liberal and Creative Arts (CILCA; Transformative Priority #2), and space designed for impact and innovation (Strategic Initiative #2) result in broader availability and consistency of projects, community connections, and information.
Faculty and staff advisors familiar with a given student may make recommendations regarding access to experiential opportunities and University services.	Coordinated information, along with College and CILCA resources, help advisors facilitate access for all to multi-quarter experiential opportunities guided by an individual faculty mentor.
Some student, staff, and faculty knowledge of experiential learning opportunities and accessibility. High levels of variability on arrangement of experiences and connection with student's goals and journey through DU.	A Keystone Experience plan is developed by each student with individualized faculty and staff guidance.
Occasional conversations, serendipitous connections, and little coordination of opportunities and procedures. Collaboration between University units and departments driven by the need for each other's services and differentially distributed institutional knowledge.	Regular, intentional collaboration across the University and College driven by student needs for a quality Keystone Experience. Shared knowledge and processes of all experiential learning opportunities integrated into Keystone Experience, allowing faculty and staff to guide students to all available services, resources, etc.
Divisional leadership (deans, chairs and directors) support collaboration to provide as many experiential learning opportunities as possible, but students often face barriers in information, availability, resources, and connections.	College leadership fully supports integration through Keystone Experience as a fundamental change in educational model to ensure all students have access to experiential learning opportunities. Faculty and programs have sufficient resources to support Keystone Experience.

# TRANSFORMATIVE PRIORITY #1:

## REVOLUTIONIZE LIBERAL AND CREATIVE ARTS EDUCATION THROUGH THE KEYSTONE EXPERIENCE

Students will be able to choose from a menu of options to fit their educational and professional goals including: research projects, internships, lab work, artistic production, community engagement, field work, and study abroad. Faculty and staff advisors will guide students to all available opportunities and resources, as students build an immersive educational journey to combine with their coursework creating the undergraduate experience that best suits their learning and personal goals. The following examples of the Keystone Experience demonstrate how varied students' experiences may be.

### KEYSTONE EXPERIENCE: ENTREPRENEURIAL COLLABORATION ON GAME DEVELOPMENT PROJECT

Arturo comes to DU with a major in English & Literary Arts, a love of books, and no idea how to answer the question “What will you do with that?” His first year, Arturo takes a team-taught interactive science fiction course developed in the CILCA curricular innovation lab. In the course, he realizes that the video games he plays in his spare time are also works of fiction, and he declares a second major in Emergent Digital Practices. His second year, Arturo takes a service learning course in Gender & Women's Studies, exploring gender theory and volunteering at a local shelter for homeless LGBTQ youth. That helps him focus his courses on topics related to gender identity. With the encouragement of his advisors in both programs, he joins a faculty-led Project X-ITE accelerator program to develop and launch a video game in which the player navigates a world made up of individuals whose gender identities shift as they age.

### KEYSTONE EXPERIENCE: HONORS THESIS AND INTERNSHIP BUILD ON COMMUNITY-ENGAGED COURSE

Ella arrives at DU with a major in Psychology and a determination to go to graduate school. With faculty and staff guidance, she takes a mix of courses, leading her to add a Spanish major. In her sophomore year, she enrolls in a service-learning course in Sociology, through which she works with a local community center supporting at-risk children. Seeing her interest, the CILCA-developed Immigrant, Refugee, and Asylum Seekers Engagement Project finds her an internship with an organization offering psychological support services to immigrants from Central and Latin America. In her senior year, she does an honors research project working in a Psychology professor's lab, focusing on the effects of stress on childhood development. Having seen first-hand some of the stresses faced by immigrants during her internship, she presents her findings at an event in the Connections building to local non-profit organizations working with immigrant and refugee populations.

### KEYSTONE EXPERIENCE: STUDY ABROAD CREATIVE PROJECT LEADS TO INTERNSHIP

Nat is surprised to love an Anthropology course taken as a first-year requirement, so declares it as a major. Knowing of Nat's interest in business, staff advisors help Nat begin a minor in Entrepreneurship. Nat wants to study abroad so consults with an Anthropology advisor to identify a study abroad program in Indonesia. While abroad, Nat works with a group of Balinese tour guides to create videotaped and photographic narratives reflecting on the impact of eco-tourism on their economy and culture. Upon returning to campus, Nat uses skills developed in an elective Media, Film and Journalism Studies course and the digital editing technology available in the Connections building to develop a senior-year exhibition featuring those visual narratives. At this community exhibition in the Connections building, Nat is introduced to a local environmental agency and decides to complete a donor-sponsored internship with them.

The Keystone Experience amplifies the greatest strength of the University—“the intense engagement between our faculty and students—the one part of our definition that we must never change”<sup>5</sup>—by creating various means of intense, sustained engagement opportunities for every Arts, Humanities & Social Sciences student.

From the moment students declare a major, faculty advisors will begin discussing potential Keystone pathways with them. Faculty and staff will work with Campus Life, Career Services, and Alumni Relations to develop opportunities and networks not just across DU, but around Denver and beyond.

<sup>5</sup> Letter from the Chancellor, DU IMPACT 2025, *iii*.

# TRANSFORMATIVE PRIORITY #1:

## REVOLUTIONIZE LIBERAL AND CREATIVE ARTS EDUCATION THROUGH THE KEYSTONE EXPERIENCE

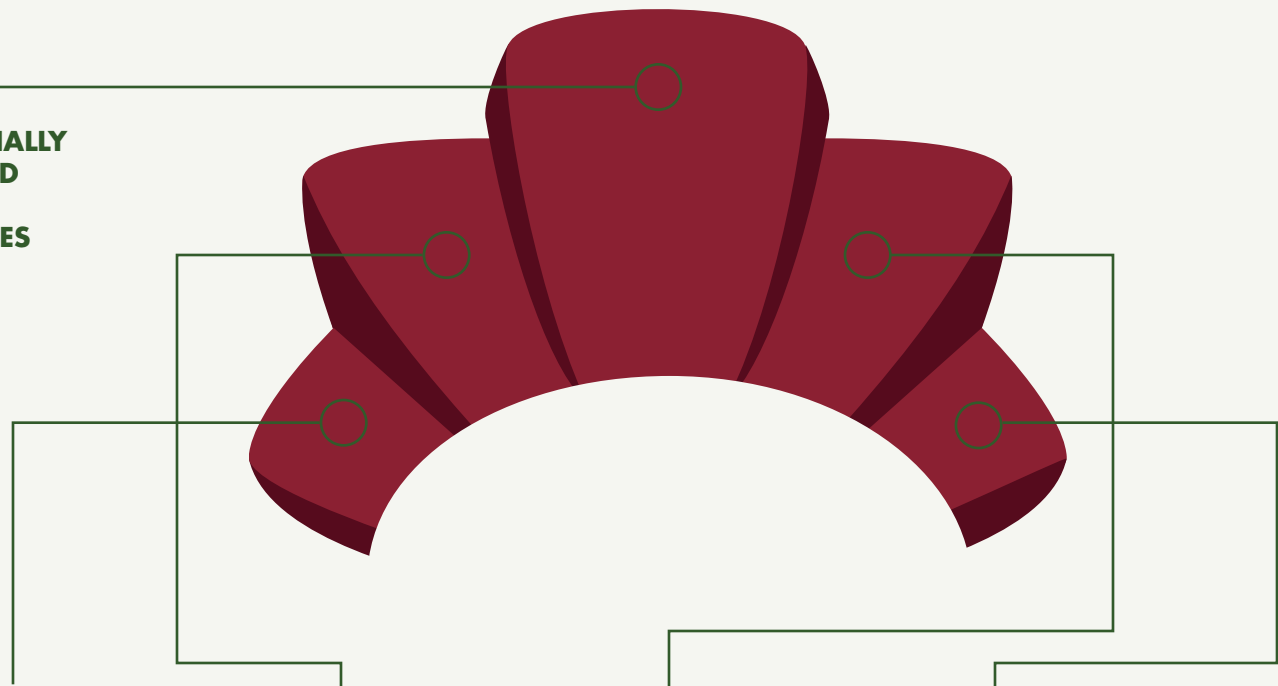
Thoughtfully planned and seamlessly facilitated across classes and terms, the Keystone Experience will interconnect four essential components:

- Relevant content and context.
- Sought-after skills and abilities.
- Distinctive collaborations.
- Global and local.

Our graduates will demonstrate to leaders across industries and sectors that the skills and abilities gained through study of the liberal and creative arts are applicable and valuable to their organizations and communities. Our graduates will enter the workforce with the sought-after skills, abilities and ethical decision making demanded across industries and employers. Employers will seek them out, because they will be able to masterfully adapt and apply their knowledge to the evolving needs of the business, government, and social sectors. They will know how to apply their knowledge and skills to solve problems in the workplace and make meaningful contributions in their communities. Our graduates will have proven to themselves—and to those who know them—that they thrive in diverse contexts. They will add value from day one.

Arts | Humanities | Social Sciences

### INTENTIONALLY INTEGRATED KEYSTONE EXPERIENCES



#### RELEVANT CONTENT AND CONTEXT

Real-world problems do not come prepackaged with clear questions and simple-to-grade answers. As students solve the ill-defined and critical community and global issues, they simultaneously acquire knowledge and cultural understanding while developing deep analytical skills.

#### SOUGHT-AFTER SKILLS AND ABILITIES

Employers across industries are looking to attract employees with the multifaceted skills and abilities we foster, including original and critical thinking, effective expression, data analysis, emotional intelligence, ethical decision making and creative problem-solving forged through collaboration in culturally and technically diverse teams using tools of science, logic, and analysis to form and answer questions.

#### DISTINCTIVE COLLABORATIONS

Authentic partnerships with faculty distinguish our student experience from that of other universities. World-class scholars and artists work together with undergraduate and graduate students in courses and projects to address real-life problems, solve intellectual puzzles, and create inspiring artistic productions.

#### GLOBAL AND LOCAL

A higher percentage of DU undergraduates (68%) study abroad than those from almost any other doctoral granting university in the United States, and over 90% of majors in Arts, Humanities & Social Sciences do so. This heightens our students' cultural understanding and deepens the classroom experience. So too do our ties across Denver. We engage with people and organizations across our metropolitan communities, enhancing the relevance and influence of our work.

## TRANSFORMATIVE PRIORITY #2:

INVEST IN THE ACTIVE CULTIVATION OF INVENTION, DISCOVERY, IMAGINATION, CREATIVITY, TEACHING, AND LEARNING THROUGH THE CENTER FOR INNOVATION IN THE LIBERAL AND CREATIVE ARTS

We will launch a center to reimagine liberal and creative arts education in a way that not only demonstrates its applicability and adaptability across sectors, but also fundamentally changes current educational practices.<sup>6</sup> Encouraging a push beyond the boundaries of what's currently possible, the Center will provide the space, seed money, and administrative support necessary for limitless imagination, innovation, and experimentation.

The Center will ignite inquiry about, connection with, and create solutions for current issues spanning business, nonprofit, government, and community. It will invent new models of courses and curriculum, including cluster courses, deeper experiential learning, re-visioning of majors, minors and graduate degrees, and programs and curricula that cross disciplines. Faculty will collaborate and explore new ways of teaching and designing curricula that will not only contribute to the student experience, but also the broader community. While we pursue continual interdisciplinary pedagogical innovation, we will maintain a connection to and mindfulness of ethical considerations and the human condition.



### PILOT PROJECTS

The Center will provide expertise in program and project management support for the development of pedagogical, curricular, scholarly, and artistic projects that connect with the community, provide students with opportunities for Keystone Experiences, and demonstrate the applicability of the liberal and creative arts to current and emerging issues. What we learn from these projects will be integrated into the Center and shared publicly through conferences, policy and academic papers, blogs, and workshops.

### INCUBATOR

The Center will function as a start-up incubator providing initial expertise and resources for projects to become viable prospects for more sustainable, external funding. Faculty and staff will receive the support they need to be academic entrepreneurs. Successful initiatives will be integrated into academic programs.

### SIGNATURE PROGRAMS

The Center will be home to a select number of signature programs and support connected to DU initiatives, such as the Center on American Politics, the Center for Art Collection Ethics and our proposed immigrant/refugee initiative (see Appendix C). Each will facilitate the sharing of our creative work and scholarship broadly and the engagement of students in these cross-disciplinary, community-connected projects, applying new knowledge to critical issues in our workplaces and communities.

### CREATIVE ENGINE

The Center will showcase one-of-a-kind events and collaborations to fuel imagination, intellectual exploration, artistic expression, and connections across disciplines.

<sup>6</sup> See Appendix D for more detail on the Center's programs.

# RETHINKING, RETOOLING, AND RECREATING

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Our strategic initiatives provide the cultural and structural support necessary to achieve our priorities.  
We will foster an intentional community committed to excellence, innovation, engagement, integrity, and inclusiveness.  
We will build a space that makes possible our transformation of a liberal and creative arts education.

# STRATEGIC INITIATIVE #1:

**FOSTER AN INTENTIONAL COMMUNITY COMMITTED TO EXCELLENCE, INNOVATION, ENGAGEMENT, INTEGRITY, AND INCLUSIVENESS**

Everyone in Arts, Humanities & Social Sciences is part of a mission-focused community. Delivering on our transformative priorities begins with a promise to deepen our experience of shared culture within arts, humanities, and social sciences, and across the DU campus. A sense of mutual belonging and contribution to the greater good is rooted in DU's values of excellence, innovation, engagement, integrity, and inclusiveness. As One DU, the university community is committed to fostering an intentional community that endures, and we intend to make Arts, Humanities & Social Sciences an exemplary model of community.

## **CREATE AN INCLUSIVE AND ENGAGING ENVIRONMENT FOR ALL**

DU IMPACT 2025 recognizes that “our ability to engage Denver and the region in an ethical and productive fashion depends on how we live our values internally in our culture.”<sup>7</sup> Achieving our aims for critical thinking, ethical decision making, and effective engagement will be impossible if we do not wholeheartedly embrace inclusive excellence. In the arts, humanities, and social sciences, we see first-hand the educational, artistic, and scholarly advantages of diversity. We also know there is profoundly important work to be done to infuse inclusive excellence into everything we do. We place a high priority on expanding diversity by supporting the hiring, retention, and development of faculty and staff from historically underrepresented groups.

## **MAXIMIZE OPPORTUNITIES FOR EACH PERSON TO CONTRIBUTE THEIR TALENTS**

Our talented faculty and staff deserve appreciation for and investment in their unique talents. They are enterprising, courageous, devoted, passionate, and creative. This plan calls on them to be even more agile, experimental, and open to the unknown. We will support and retain talented individuals committed to the public good through timely, continuous, and multi-faceted opportunities for professional development. We aim to be the exemplar on campus, a place that others can learn from as we pave the way.

## **FOSTER INNOVATION**

What will it look like to adapt continuously and integrate new knowledge and skills? That is one of the many questions to be answered as we implement this strategic plan. Doing so asks us to provide our internal and external community with ongoing opportunities for exploratory conversations and in-depth consideration of the emerging and critical role of the liberal and creative arts. Through the College, Center for Innovation in the Liberal and Creative Arts, and in the Connections building, we will host talks and workshops by external experts, as well as facilitating internal discussion and best practice demonstrations. As new ideas are sparked, relationships developed, and experiments imagined, they will find their way into the Keystone Experience, our curricula, scholarship, creativity, and our shared culture.

<sup>7</sup> DU IMPACT 2025, 23.

## STRATEGIC INITIATIVE #2:

### BUILD A SPACE THAT MAKES POSSIBLE OUR TRANSFORMATION OF A LIBERAL AND CREATIVE ARTS EDUCATION

The task is clear. We must forge robust connections with each other and between our work and the world. To do so, we need a space that creates meaningful and sustained connections. Generating, showcasing, and applying a cutting-edge creative- and liberal-arts-based education is impossible when the physical environment separates and constrains us instead of inspiring and connecting us.

*Our bold vision calls for a facility that embodies a spirit of innovation and shared connection while it extends a warm invitation to the greater community. This new space is essential to fulfilling the aspirations of our students, faculty, staff, alumni, and community and to bringing about the sustained transformation we envision.*

The space will be instrumental in bringing together students, faculty and staff through regular, intentional community and allowing us to fulfill our commitment to providing an experiential, high-impact education to every undergraduate. It will open doors to faculty as they experiment with new ways of teaching, learning, creativity, imagination, and invention through the Center for Innovation in the Liberal and Creative Arts (CILCA).

At present, our departments are scattered across nine buildings, with no shared space in which to gather and develop intentional community and collaborations. Our new building will provide currently unavailable space for community members, students, and faculty to mingle before or after a lecture or demonstration, for shared coffee and conversation between faculty, students, and community partners, for community and cross-disciplinary engagement through meetings, events, and shared projects.

The new space will also provide opportunities for collaboration, from bumping into one another and sparking serendipitous conversations to meeting and work space for conceptualization and the launching of new pilots and collaborations. As those ideas gain traction, the space will host incubator projects and signature programs, as well as nurturing startups and accelerating scaleups. We will invite community leaders to collaborate with us on the development and implementation of projects and programs with meaningful impact.

We will build an environment to propel the ongoing intellectual and hands-on exploration of the liberal and creative arts in connection to the broader world, and provide a home for CILCA, our Media, Film and Journalism Studies department, our community-engaged programming, and other emerging and responsive programs.

We will create space with state-of-the-art technology to facilitate new ways of teaching so students from across the University and wider community can learn and experiment in collaboration with each other and experts in the field. There will be integrative areas for interdisciplinary programs and academic departments, as well as welcoming places for “in-residence” community experts who share our passion to advance democracy, engage on issues for immigrant and refugees, and explore other timely topics.

Without this new space, much of the transformation becomes impossible.

**BY CREATING POWERFUL CONNECTIONS ACROSS CAMPUS AND THE COMMUNITY, THIS BUILDING WILL BE THE PHYSICAL CATALYST FOR OUR TRANSFORMATION AND IMPACT ON STUDENTS AND THE WORLD.**

## IN CLOSING

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Never before has Arts, Humanities & Social Sciences at DU had the bold, unifying mandates embodied in this plan. These commitments necessitate a fundamental change in the way we are organized. Simply stated, the Divisions of Arts, Humanities & Social Sciences cannot innovate at the scale envisioned here. The College of Arts, Humanities & Social Sciences can—and will.

When life is increasingly defined by the unknown and unexpected, the ability to quickly adapt and apply skills and knowledge is paramount.

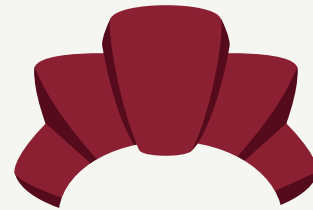
We have reimagined the what, how and when of a liberal and creative arts education in alignment with DU IMPACT 2025.

**WE ARE RETHINKING, RETOOLING, AND RECREATING.  
WE ARE ANSWERING THE CALL.  
WE ARE THE KEYSTONE.**



UNIVERSITY *of*  
DENVER

ARTS, HUMANITIES  
& SOCIAL SCIENCES



**KEYSTONE**

Strategic Plan 2018–2025



# APPENDIX A

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## STRATEGIC PLANNING PROCESS HIGHLIGHTS

This strategic plan is the result of countless hours, ideas and contributions from a multitude of people who care about Arts, Humanities & Social Sciences.

### 2010–2015

Arts, Humanities & Social Sciences, on its own and as part of the larger DU community, reflected on its identity and goals in a variety of ways, including faculty committees and consultant-facilitated discussions. This work forms the conceptual foundation for this strategic plan.

### 2015–2017

From Spring 2015 to the present, based on the foundations above and influenced by the implementation of DU IMPACT 2025, specific strategic priorities and initiatives have been developed in an iterative, collaborative process involving the dean and strategic consultant meeting with individuals and groups, including faculty, staff, students, administrators, and alumni.

# APPENDIX B

## TABLE OF CONNECTIONS TO DU IMPACT 2025

STRATEGIC INITIATIVE	DU IMPACT 2025 TRANSFORMATIVE DIRECTION																		
	STUDENTS LEARNING & LEADING IN DIVERSE & GLOBAL 21ST CENTURY					DISCOVERY & DESIGN IN AGE OF COLLABORATION						ENGAGEMENT & EMPOWERMENT IN DENVER AND WEST				ONE DU			
	Financial	Learning	Navigate	Community	Prepare	Faculty	Scholar\Art	International	Bridges	Policy	Innovation	Public Good	Anchor	Open Door	Partner	Advance	Inclusive	Sustainable	Alumni
<b>AHSS Transformative Initiatives</b>																			
<b>UNIVERSAL KEYSTONE EXPERIENCE</b>	X	X	X		X			X	X		X	X					X		X
<b>CENTER FOR INNOVATION</b>		X				X	X	X	X	X	X	X	X	X	X	X	X		X
<b>AHSS Strategic Priorities</b>																			
<b>INTENTIONAL CULTURE</b>	X	X		X		X						X				X	X	X	X
<b>CONNECTIONS BUILDING</b>		X		X			X		X			X	X	X	X		X	X	X

## APPENDIX C

### MORE ABOUT TRANSFORMATIVE PRIORITY 2

Here we illustrate examples of the work of our new *Center for Innovation in the Liberal and Creative Arts (CILCA)*.

#### MORE ABOUT THE CENTER

Our faculty and staff have a track record of experimentation and innovation. The new Center will amplify those attributes and focus them on large-scale transformation of the liberal and creative arts. Examples of the work that will be housed here include the following.

##### **Pedagogical innovation**

Our pilot Connections Committee has linked faculty to explore shared topics and teaching ideas. Through DU IMPACT 2025, over 20 AHSS faculty are piloting innovative course clusters with cross-disciplinary elements on subjects such as Native American/Indigenous Studies. CILCA will provide the support and expertise and the Connections building the space to make these types of collaborations more likely and scalable.

##### **Interdisciplinary programs across arts, humanities, and social sciences**

We have a deep history of embracing interdisciplinary programs—including, for example, the Center for Judaic Studies, Gender and Women’s Studies, Cognitive Neuroscience, a Critical Theory specialization, Emergent Digital Practices, Urban Studies, and Socio-legal Studies—and are excited to enhance these pursue others. CILCA will provide the time, space, and resources to extend student, staff, and faculty exploration of issues from multiple perspectives and methods with colleagues from across the College, campus, and community. It will provide support for developing and growing such programs.

##### **Cross-campus partnerships**

Our work will be infused into academic and extracurricular life across campus. We will increase our collaboration with other colleges, schools, centers, and institutes across campus on the design and implementation of new initiatives that span colleges, such as DU CARES, Project X-ITE, and the Knoebel Institute for Healthy Aging, and through collaboration with current and emerging University centers and institutes (e.g., the Barton Institute for Philanthropy and Social Enterprise, the Center for Community Engagement & Service Learning, the Interdisciplinary Research Incubator for the Study of (In)Equality). This includes bringing the arts, humanities, and social sciences to the professional schools to address complex problems.

#### MORE ABOUT PILOT PROJECTS

The possibilities for pilot projects are endless, including pedagogical, curricular, scholarly, artistic, community-engaged projects, and more. For example, the cross-campus partnerships highlighted above illustrate the scope and range of projects on the horizon as we envision new ways of learning from the community and inviting them to engage with us.

##### **Innovation Meets Community: A Community Residence Program**

We will bring the wider community into our work through an innovative “in-residence” program. This program will invite and support community members—leaders, creators, agents of change—to spend time, from a day to a quarter at the table, in the classroom, and in the studio adding their voices to aid our knowledge of and actions in the wider world, learning from our work, and creating long-lasting connections between DU and the community.

## APPENDIX C

### MORE ABOUT TRANSFORMATIVE PRIORITY 2

#### MORE ABOUT SIGNATURE PROGRAMS

Signature programs create vibrant opportunities for our graduate and undergraduate students to engage with members of the community, alumni, and employers, as they intersect with student learning, scholarship, and research across disciplines. Each will model the adaptive integration and application of knowledge to real-world issues. Examples of signature programs (e.g. Immigrant, Refugee, and Asylum Seekers Engagement Project) and support connected to DU initiatives (e.g. Center on American Politics):

#### **Immigrant, Refugee, and Asylum Seekers Engagement Project**

*How do disruption and displacement affect people in local communities and across the globe? What are the unique needs of local immigrants and refugees?* Our metropolitan area is decidedly international. About 1 in 5 people in Aurora was born overseas. Mexico is the most common country of origin for immigrant populations in Colorado, and Denver is ranked in the top 20 metro areas for destinations from Vietnam, Korea, Russia, and Ukraine. Denver is also one of the top 20 metro areas for unauthorized/undocumented immigrants in the US. We will bring faculty, students, and community leaders together through community-engaged, interdisciplinary scholarship and students engaged in graduate projects and Keystone Experiences to apply solutions from across the liberal and creative arts.

#### **Center on American Politics**

*What does democracy mean? How are people's voices heard in the democratic process? How do they have influence?* This new Center, which came to life during DU IMPACT 2025, provides an intellectual foundation and resource for the community to understand the processes of American democracy through which people's voices are heard—and that affect how well and clearly these voices have influence. We can make a singular positive impact on this regional issue given our ability to integrate the arts and humanities with the social sciences, incorporating individual experiences, cultural context, critical analysis, and broader solutions. We will amplify the voice of community members through critical expression, scholarly analysis, and scientific investigation.

#### **Center for Art Collection Ethics**

*Who has rightful ownership over looted art and sacred objects?* This new Center serves as a clearinghouse of information on cultural property issues related to Holocaust-era art (in close cooperation with DU's Holocaust Awareness Institute), antiquities, and indigenous objects, particularly those impacted by the United States Native American Graves Protection and Repatriation Act (NAGPRA) of 1990. In addition, the Center will provide provenance research training, having a practical, tangible impact on professionals working in art museums and the art trade.

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<sup>8</sup> DU IMPACT 2025, 20.

## APPENDIX C

### MORE ABOUT TRANSFORMATIVE PRIORITY 2

#### MORE ABOUT THE CREATIVE ENGINE

Creative use of space and engaging programming are essential to the vision of Arts, Humanities & Social Sciences. As the University is in the process of developing new spaces with the new Community Commons, we are piloting innovative programs and use of space that will preview what is possible in the Commons and what we can achieve in our planned Connections building.

We will play a leadership role in advancing creativity across the DU District and into the community by developing the Arts and Culture Fund. DU IMPACT 2025 commits to increasing arts and cultural programming for Denver and the region, including use of DU's extensive arts resources and spaces to develop a range of opportunities, including events and activities designed to attract people of all ages and interests.<sup>8</sup> The College is poised to extend its contribution to the artistic and creative fabric of our community on campus and off. The arts not only contribute to cultural and economic growth but they are proven to foster altruism, cohesiveness, and cooperation among community members.

Our college and its facilities will serve as a model for ongoing programs and services, as well as pop-ups, which align with the vision for the Community Commons and the Connections building. As we prototype offerings, we will foster faculty, student, and staff collaboration as well as interactions with community, alumni, and employers.

#### Edges + Intersections

Embodying our role as an engine for creativity and expression will be Edges + Intersections, a curated selection of thought-provoking programs presented annually to the DU and Denver communities. Each year the college will select topics to explore while leaving space for the newly emerging. Edges + Intersections will foster conversation, creativity, and community with students, alumni, employers, faculty, community members, and people across DU.

Edges + Intersections will place us at the center of idea generation, sharing and learning about critical and emerging issues such as:

*How are artists exploring the new boundaries of personal identity? How are poets, authors, economists exploring those same issues?*

*How is the digital revolution affecting arts, humanities, and social sciences, and how can they shape the digital future?*

*What are the benefits, challenges, and opportunities for the Front Range associated with the growing number of refugees and immigrants?*

*How will growing economic inequality and demographic diversity influence political engagement and organization?*

Collectively, the arts, humanities, and social sciences provide an array of vantage points from which each of these issues can be examined, including historical and emerging, philosophical and social, artistic and scientific. Topics with long-term significance and opportunity for strategic differentiation will be considered as possible new CILCA signature programs of the College. (See Transformative Priority 2.)