

Criterion 3. Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3A-1 Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

To ensure that new programs remain current and require appropriate levels of student performance, DU has strong review processes for new programs and course approvals. Graduate and Undergraduate Councils provide faculty review of all new academic programs and coursework. When a new academic program is proposed, the unit completes a [New Program Proposal form](#) that includes a program overview, an assessment plan (including student learning outcomes and proposed measures of student learning), a five-year projection of resources on a [Proforma Analysis Spreadsheet](#), detailed information on market analysis (regional and national competitor programs), and employment opportunities for graduates. Program approval is required by the department chair, dean, curricular council, and ultimately the provost.

Individual courses require approval at the departmental, unit, and University levels. Course proposals must include a copy of the syllabus and list student learning outcomes. When courses are cross-listed across undergraduate and graduate levels, learning outcomes must demonstrate a distinct and appropriate experience for graduate students. The Office of the Registrar [provides resources for faculty](#) on proposing new courses.

As detailed in Criterion 4.A., many of our schools and programs have [external accreditations](#) that calibrate program- and course-level performance appropriate to the level of credential awarded. External professional advisory boards and alumni boards serve a similar function for many academic units [[Daniels College of Business](#)]. In addition, all academic programs participate in regular program reviews as described in 4.A.

As warranted by program review, degree programs undergo strategic realignment. For example the Josef Korbel School of International Studies (JKSIS) determined that reducing the number of credits required to complete the MA degree from 72 to 60 would enhance the quality of instruction and improve the student experience [[Graduate Council Meeting Minutes](#), [Graduate Council](#)

[Supplemental Information](#) and [Budget Justification](#)]. While this change reduces contact hours, the critical content of the degree is maintained, and the reduced number of course offerings lessens the reliance on contingent faculty to deliver coursework and alleviates pressure on students to take an overload of courses each quarter.

In addition, the University of Denver (DU) has established [minimum guidelines](#) for assigning course credit based on instructional methodology. The guidelines apply both to the quarter and semester (Law) calendars.

3A- 2 The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

DU articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

[The Undergraduate Learning Outcomes are](#) *quantitative reasoning, communication, intellectual engagement and reflection, engagement with human diversity, community engagement, and disciplinary knowledge and practice.* These outcomes flow directly from the University's mission as they emphasize learning across and within the disciplines, intellectual engagement, and engagement with both local and global communities.

[The Graduate Learning Outcomes are](#) *advanced theoretical/disciplinary knowledge and skills, professional/ethical identity, intercultural and local/global engagement, and critical intellectual engagement.* DU has 120 unique graduate programs, so these outcomes represent broad categories that define what graduate and professional program students may accomplish within individual programs and degrees. DU acknowledges the differences among programs in the arts, social sciences, natural sciences, and technical and professional programs. Therefore, each program interprets these guidelines to develop program-specific learning outcomes and associated rubrics.

Departments offering both undergraduate and graduate programs have separate learning outcomes for each program [Anthropology [undergraduate](#) and [graduate student learning outcomes](#), Finance [undergraduate](#) and [graduate student learning outcomes](#)]. For courses that are offered to both graduate and undergraduate students, faculty clearly outline the differences in their syllabus [[MFJS 3040/4300](#)].

The Office of Teaching and Learning (OTL) provides resources on course design, including [course design guidelines](#) for developing effective learning outcomes. Faculty are encouraged to include clear learning outcomes in every course syllabus. As another example, within DU's college of professional and continuing studies, [University College](#), subject matter experts are paired with an instructional designer to craft learning outcomes for each course that align directly with the concentration and program learning outcomes, as well as the University College learning outcomes. [[Communication Management](#), [Global Health Program Management](#), [Geographic Information Systems](#)]. Units also require individual courses to have learning outcomes [[CAHSS Faculty Teaching Expectations](#), [Writing Program Policies](#)]. For help [creating syllabi](#), faculty can access resources from the OTL.

DU's ABET-accredited programs—Mechanical Engineering, Electrical Engineering, and Computer Engineering—have both Program Educational Objectives (what graduates are expected to attain within a few years of graduation) and Student Outcomes (what students are expected to know and be able to do by graduation). Programs create a general mapping of how student outcomes support the program's educational objectives and indicate on every course syllabus which student outcomes are supported in that course [[ABET Self Study Report](#)].

3A-3 The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality.)

DU's program quality and learning goals are consistent across all modes of delivery and all locations. DU offer courses on the main campus and has six active programs at [additional locations](#). The university also offers courses by distance delivery, including hybrid and online. In the fall of 2019, DU successfully hosted our multi-location HLC visit [[HLC Report](#)].

DU's current HLC stipulation approves distance education courses and programs. In order to ensure quality education through distance delivery, [The Distance Learning Council](#) (DLC) was established in 2007 to review existing and proposed online/distance programs in which the majority of coursework is delivered online. The DLC focuses on those aspects of a degree proposal related to online/distance education, including delivery methods, faculty and student support, assessment, and technology resources, while the graduate and undergraduate council consider other aspects of new programs. The DLC also periodically reviews the portfolio of all distance learning degree and certificate programs to ensure they remain compliant with best practices.

The OTL provides instructional design assistance and workshops for faculty members interested in developing online courses. Online instructors are encouraged to complete the [Teaching Online Short Course](#) before teaching an online course if their unit does not otherwise provide training. Over 300 faculty members have completed the Teaching Online Short Course or Teaching Online Workshop since Fall 2009.

University College has offered distance learning at the University of Denver for over 20 years. Because every course and program is designed to be taught both on campus and online, they go through the same quality assurance process to ensure students engage in a minimum of 10-12 hours of engagement with course material per week. University College engages in annual program review, continual course review, and faculty observation processes to ensure that the course quality and learning outcomes are rigorous and consistent across all courses and programs [[UCOL Processes](#)].

As described in Criterion 3.C., DU partners with [2U](#) to platform several online degree programs: [Master of Social Work](#), [Master in Business Administration](#), [Master of Arts in School Counseling](#), [Masters of Library and Information Science](#), and [Master of Science in Data Science](#). For all DU programs platformed by 2U, the university is responsible for setting admission standards, faculty appointments, and curricular content. In 2018, Internal Audit conducted an audit to ensure that the practices matched student expectations. The results were presented to the Board of Trustees (BOT) in September 2019.

In 2020, the university hired an Executive Director of Online Programming. ADD SENTENCE FROM JOB DESCRIPTION

3.B - Core Component

The institution offers programs that engage students in collecting, analyzing, and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multi-cultural world.
4. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

3B-1: The general education program is appropriate to the mission, educational offerings, and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.

The undergraduate experience at DU encompasses a wide range of learning designed to promote excellence, inclusiveness, and student engagement. The Common Curriculum (general education) and its outcomes derive from the Undergraduate Student Outcomes, which follow from the University vision and mission [[General Education Governance](#)]. Table 3 in the HLC 2014 follow-up report illustrates the mapping of the Common Curriculum onto the Undergraduate Student learning outcomes [[2014 HLC Follow-Up Report](#)].

The [Common Curriculum](#) provides undergraduate students with the breadth of experiences and modes of inquiry expected of a well-rounded education, creates context for major or minor courses of study, and introduces students to new areas of interest. Consistent with the University's mission and values, the Common Curriculum promotes learning by engaging students in advancing scholarly inquiry, cultivating critical and creative thought, and generating knowledge. The purposes, content, and intended learning outcomes of undergraduate general education requirements are listed on page 72 in the [Undergraduate Bulletin](#), and faculty are required to list these outcomes on their course syllabi. Without the Common Curriculum learning outcomes listed on the syllabus, these courses are not approved.

DU IMPACT 2025 invited a rethinking of general education. In November 2019, after a two-year inquiry and design process, a nine-member faculty/staff committee proposed a draft of new general education requirements. The process for the review was research-based, thorough, and reflective.

A [Detailed Message to DU Faculty](#) explained the inquiry process and initial timeline; provided an overview of [Parameters of General Education: A Primer for the DU Community](#). The process began with faculty and student surveys and focus groups, resulting in the [Winter 2018 Report on General Education at DU](#), which reported findings (including comparisons to peer institutions), and concluded with a new [Mission, Vision and Outcomes for General Education](#). The [General Education and Review Inquiry Committee website](#) contains more than 100 documents, including consultations with hundreds of faculty and students, investigations of the general education literature, and regular updates and reports to the faculty. The design phase featured over a dozen working sessions that involved over 140 unique DU faculty, with their ideas collated in a [Faculty Design Idea Generation Report](#). In November 2019, the committee submitted a [proposal](#) draft and solicited broad community input, which was deliberated in the Faculty Senate. A subsequent reconciliation committee was formed to integrate feedback generated by the Faculty Senate discussions.

3B-2: The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

As indicated in Criterion 3.B.1, the review of the current general education program was grounded in an examination of the mission, vision and outcomes for general education at DU. When the University approves a new general education program, we will follow the same practice. Given the unprecedented challenge presented by COVID-19 and the need to lift existing courses online in a short period of time in the spring 2020 quarter, coupled with uncertainty in the fall term, curricular revision will be delayed to permit faculty to focus on course adaptation for remote delivery.

In the existing curriculum, the general education corresponds to 13 to 15 quarter-hour courses, typically constituting one-third of an undergraduate degree. These requirements represent breadth in learning and foundational anchoring that students can apply in ethical, critical, and creative fashion across their academic and post-academic lives. The [Common Curriculum requirements and structure](#) outlines a philosophy that provides students with foundational knowledge while encouraging them to make connections across ways of knowing. The Common Curriculum is grounded in the strengths of the academic disciplines, while illustrating connections among different ways of approaching inquiry and knowledge.

In 2014, the University produced the [Undergraduate Common Curriculum Assessment Report](#), authored by the Central Committee on General Education, as a progress report to the HLC and a status update for the university. It describes the process for assessing the Common Curriculum, presents findings, interprets outcomes, and charts future efforts. The findings demonstrate that the Common Curriculum is achieving its learning outcomes. Moreover, those findings were used both by individual faculty members to improve their own courses, and by committees in the eight curricular areas to modify area outcomes, identify needs and opportunities, and refine the assessment process itself [[Common Curriculum Appendices](#)]. Further, general education requirements should be transparent in how they map onto the university's overall goals and the Undergraduate Student Learning Outcomes. [The Handbook of Assessment](#) helps the community to map their goals.

In 2015, the university produced a [Common Curriculum Assessment Update Report](#) to provide an internal update on the development of effective and meaningful assessment of the Common Curriculum. As a follow-up to the HLC progress report in 2014, the document reviews continuing efforts to engage faculty and administrative staff in the meaningful assessment and improvement of the common learning experience among undergraduates.

3B-3: The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multi-cultural world.

The University's stated values articulate a collective commitment to exploring, celebrating, and growing from human and cultural diversity. DU's educational offerings span academic programs, individual courses, experiential learning opportunities, study abroad and campus programing. The accessibility to deep and rich content for each student varies based on their level of degree, discipline and personal interest. As articulated in Criterion 1.C., DU prioritizes diversity, equity, and inclusivity.

For example, the Graduate School of Professional Psychology (GSPP) is committed to resolving disparities among minority access to quality psychological services. Students who elect the [Latinx Psychology Specialty](#) are trained to provide bilingual and culturally competent services using evidence-based practices. Through a sequence of classes that focus on linguistic and therapeutic requirements, research on assessment, diagnosis, and treatment, and ethical and service-learning considerations, students, explore the most current and validated services in the Latinx mental health field. Similarly, the Graduate School of Social Work (GSSW) offers a [Latinx Social Work Certificate](#), preparing students for a bilingual career serving individuals and families of Latin American origin.

As another unit-specific example, University College (UCOL) offers an undergraduate degree in [Global Studies](#) through the Bachelor of Arts Completion program and a graduate degree in [Global Community Engagement](#). Both programs provide working professionals with the knowledge and skills necessary to effectively navigate the complexities of an increasingly diverse 21st-century workplace.

The undergraduate [minor in Critical Race and Ethnic Studies](#) provides students an opportunity to examine race and ethnicity as categories of social, political, historical, and cultural analysis, in the United States and globally. Students are encouraged to think critically across disciplines and gain necessary skills for ethical and engaged citizenship.

The [Colorado Women's College Leadership Scholars](#) program, through a cohort model, develops diverse, thoughtful, civically-responsible, women-identified leaders. The program is designed for women-identified undergraduates who are first-generation and from underrepresented backgrounds at DU. The CWC Leadership Scholars program creates a unique ecosystem for participants to create strong, lasting relationships, articulate experiences with others who share

similar identities, and develop leadership capabilities that empower and enrich participants' personal and professional lives.

In addition to the portfolio of languages offered through the [College of Arts, Humanities and Social Sciences](#) offers courses for credit and not-for-credit in a variety of lesser-taught languages. Credit-bearing classes are offered in a Directed Independent Study format or in conjunction with [international strategic partners](#). Courses are designed to help specific DU student cohorts with upcoming internships or travel courses [[CWLC Overview](#)].

DU has developed a distinctive set of cooperative degrees with its international strategic partners. DU now has [Global Masters](#) programs with Lund University, University of Western Australia, and the University of Glasgow in multiple academic fields [[Lund Handbook](#)]. These programs maximize DU's strength in study abroad with the partners' strength in traditional graduate research programs. Students elect to study three years at DU, followed by one year at the partner, after which they obtain their bachelor's degree from DU. Then they have the option pursue one additional year at the partner institution to obtain a master's degree.

DU's [Living and Learning Communities](#) (LLCs) combine academic seminars, active residential life, and civic engagement opportunities to provide a rich and purposeful undergraduate experience that equips students to thrive in a multi-cultural world. The LLCs are organized around five interdisciplinary themes: [Environmental Sustainability](#), [Innovation & Entrepreneurship](#), [Wellness](#), [Social Justice](#), and [International](#). All five programs combine content-driven classroom work with experiential and service-learning opportunities. There are also non-curricular ways for students to explore culturally rich environments, including [GlobalRes](#), a themed living community for students. [[Newsroom Feature Article](#)].

Experiential learning is another way the University prepares its students for work and life in a multi-cultural world. For example, for the two-year Master of Social Work (MSW) program, students complete two year-long internships or [field placements](#). In the first year, the internship builds on generalist social work values and skills and the second year allows students to focus on competencies required for the specific concentration. Additionally, the [Sturm College of Law \(SCOL\) clinical programs](#) provide opportunities to engage in the practice of law under the supervision of experienced clinical faculty. The [Low Income Tax Payer Clinic](#), the [Veterans Advocacy Project](#), and the [Tribal Wills Project](#) provide legal assistance and representation to populations that don't often have access to representation, all while giving students specialized, hands-on experience that will help them make an immediate, valuable impact in their chosen fields.

[Study abroad](#) is an important part of the DU experience for both undergraduates and graduates. The University supports study abroad as a means for students to immerse in a new perspective and to use that knowledge and understanding to strengthen academics, community, and career. The [Office of International Education](#) (OIE) guides them throughout the study abroad process. OIE assesses study abroad using a modified [AACU Intercultural Learning Template](#). The 2015 and 2018 assessments concluded that, within the context of study abroad and the academic framework of the preparatory courses, students demonstrate incremental gains in key intercultural competencies [[2015 Assessment Report](#), [2018 Assessment Report](#) and [Cover Letter](#)]. OIE is currently considering the [Intercultural Development Inventory](#) (IDI), for assessing intercultural development.

The University also offers smaller, short-term study abroad experiences for graduate students. For example, GSSW offers [four international courses](#) in Bosnia, Kenya, South America, and Mexico. JKSSIS [often offers global courses during interterm](#), such as Development Trajectory of Modern Brazil; Culture and Politics in Japan; and Devising Activism: Creating Performance with LGBTQ Refugees in Cape Town, South Africa.

In addition, the students within GSPP's International Disaster Psychology program take an Intercultural Competence course to prepare them for an eight-week international mental health/psychosocial summer internship in countries with a history of acute, chronic, and/or cyclical human-made and natural disasters. Such programs provide students with the skills necessary to anticipate and problem-solve cross-cultural challenges [[Syllabus](#)].

3B-4: The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Currently, DU is classified as a “higher research activity” institution by the Carnegie Classification of Institutions of Higher Education. DU faculty engage in research, scholarship, teaching and creative work that [produce and transmit knowledge](#)—from basic research in natural sciences and mathematics to applied research in professional psychology to original works in music and the arts.

As documented in the University [Policies and Procedures Relating to Faculty Appointment, Promotion, & Tenure](#), all tenure-track faculty members are expected to engage in scholarly and/or creative activity. Promotion to Associate and Full tenured professorships require demonstrated excellence and ongoing growth in scholarship and/or creative activity. In the Research Professorial Series, faculty are evaluated primarily on the excellence of their research and are usually expected to support their position through external funding.

DU's externally funded research expenditures remained relatively flat at \$20 million up until 2014-2015. Since then the University has experienced a rapid, consistent growth in research expenditures [[FY2017](#), [FY2018](#) and [FY2019](#) Research and Scholarship Annual Reports]. In the first six months of the 2019-2020 academic calendar, the University expended nearly the same amount from grants as it did in the entire year of 2014-2015. The number of unique principal investigators (PIs) moved from 110 in 2014-2015 to over 200 in 2019-2020. The PIs come from almost every academic unit, demonstrating that the entire campus has contributed to and benefited from the expansion in funded research. The grants and contracts support students in myriad ways, through intensely mentored experiences, financial aid and stipends, and collection and analysis of data. As a result, 20% of all students paid on campus are paid through grants. DU is on track to become an R1 institution within five years because of the significant growth in externally funded research.

As discussed in Criterion 1.B., DU's [research centers and institutes](#) investigate socially relevant issues and address complex problems.

DU invests more than \$1 million annually to support faculty and student research projects. [Internal University grants](#) are available to faculty and students in amounts ranging from \$1,000 to \$250,000. The [Office of Research and Sponsored Programs](#) (ORSP) provides support services to enable faculty to obtain and maintain external funding for their scholarship and creative activity. Since 2007, DU has recognized the contributions of its faculty annually with a Celebration of

Scholarship, Research, and Creative Work and publication of an accompanying [booklet](#). In 2018-2019, 365 faculty were recognized, with 1625 publications, including but not limited to books, book chapters, book reviews, journal articles, conference proceedings and encyclopedia entries [[2018-2019 Research Publications Spreadsheet](#)]. Each year, the University also presents University Lecturer and Distinguished Scholar awards to acknowledge contributions in research and scholarship [[2019 Awards](#), [2020 Awards](#)].

Student creative and research endeavors are featured in several prominent ways. The University Writing Program publishes [WRIT Large](#), an annual journal of undergraduate research and writing at DU. Over the last seven years and seven volumes of WRIT Large, the faculty editors have worked with 63 student authors and 19 student editors in our efforts to make student writing and research more visible on the DU campus. In 2016 with pilot funding from DU IMPACT 2025, DU began a common reading and writing project, [One Book, One DU](#), in which students read the same text and then respond to a shared prompt. Each year, a faculty committee makes selections from these student essays and responses to the prompt from older students, faculty, staff, and alumni for publication in [Many Voices, One DU](#).

Every spring, the University celebrates student research at the [DU Research & Scholarship Showcase](#). The [Undergraduate Research Center \(URC\)](#), the [Office of Research and Graduate Education](#), and the [Interdisciplinary Research Institute for the Study of \(In\)Equality \(IRISE\)](#) have collaborated with the [Center for Community Engagement to advance Scholarship & Learning](#) to broaden the scope of the scholarship represented at the showcase. [Career and Professional Development](#) and the [Writing Center](#) host workshops on how to write a research abstract and how to create a poster presentation. In addition, the Advancement team helps to engage alumni, interested employers, and community members to participate as judges and attendees. In 2020, DU hosted the [showcase virtually](#) due to the coronavirus pandemic. The Writing Center created an [abstract writing webinar](#) and a [poster webinar](#) to help students prepare virtually for this event.

3.C - Core Component

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and cocurricular activities are appropriately qualified, trained, and supported in their professional development.

Argument

3C-1: The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

As detailed in Criterion 1.C., in 2015-2016, the University made administrative changes to ensure that the overall composition of faculty and staff reflects human diversity, including but not limited to creating the Vice Chancellor of Human Resources and Inclusive Community (HRIC) position. While the structure of HRIC was realigned in 2019, the office remains critical in recruiting a more diverse employee body. In addition, in 2019, the Senior Diversity Officer position expanded in scope. The University will conduct a national search in the fall for the [Vice Chancellor of Diversity, Equity, and Inclusion](#) whose focus will center largely on the academic life of the University, helping to ensure that faculty composition is reflective of human diversity.

As detailed in Criterion 1.C., the University is committed to diversity, equity and inclusion, and Inclusive hiring is a priority at DU [[Faculty Hiring Guide](#), [Staff Hiring Guide](#)]. In May 2015, Faculty Senate passed [a hiring resolution](#) focused specifically on diversity hiring. In addition, [In Pursuit of Inclusive Excellence: A Guide to Faculty Hiring](#) and [In Pursuit of Inclusive Excellence: Faculty Hiring Guide-at-a-Glance](#) have been developed to assist faculty and administrators in recruiting and hiring the finest candidates available. This guide is informed by empirical research, as well as conceptual and theoretical frameworks widely accepted as best faculty hiring practices by private and public peer institutions. In addition, the Office of Diversity, Equity, and Inclusion (ODEI) has [curated a set of resources](#) to support the efforts of hiring managers to conduct search processes that are fair and include a large and diverse pool of applicants.

In terms of full-time instructional faculty, as of Fall 2019, the percentage of faculty of color was 20%, as compared to 14% in 2010 [[Faculty Composition](#)]. The University recognizes room for

improvement, especially for staff and administrators, as the percentage of people of color in these positions has remained stable, ranging from 21% in fall 2010 to 22% in fall 2018 [[Staff and Administrators Composition](#)].

The Chancellor's [Statement on Diversity](#) emphasizes that diversity, equity, and inclusion (DE&I) work is the responsibility of all members of the community. For example, in 2016, as a part of DU IMPACT 2025, the university created [Diversity Dashboards](#) to help evaluate progress toward DE&I goals. Academic units include diversity, equity, and inclusion into each of their strategic plans, contributing to the University's goal of becoming a more diverse, equitable, and welcoming community [[Alignment with DU IMPACT 2025 Transformative Direction 4](#)].

3C-2: The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.

The [DU Factbook](#) affirms that DU has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty. The 2019 factbook provides data on the number of instructional faculty (733 full-time and 693 part-time) as well as the qualifications of the full-time faculty in terms of percentage of faculty with a terminal degree (90%) and the percentage of faculty with tenure (50%). This results in a 12:1 student-to-faculty ratio.

Since 2010, the budgeted faculty FTE has increased 24% and the fall student enrollment has increased 11% [[Fall Enrollment and Budgeted FTE Faculty](#)]. The continuity of faculty is evidenced by the average years of service of our tenured (16.9 years), tenure-track (2.7 years), and non-tenure track (7.2 years) faculty.

The credit hours taught analysis conducted annually examines the number of credit hours taught over the last ten years, and the variance and cost, by faculty appointment type [[2018-2019 Credit Hour Report](#)].

3C-3: All instructors are appropriately qualified, including those in dual credit, contractual, and consortial offerings.

All instructors are appropriately qualified; 90% of our full-time faculty hold a terminal degree and 50% of our full-time faculty are tenured. DU abides by the minimally qualified faculty guidelines as set by HLC [[DCB Faculty Strategic Hiring Guidelines](#), [CAHSS Faculty Credentials Policy](#)].

Based on the prior HLC review in 2010, the University submitted a follow-up report clarifying University College (UCOL) adjunct faculty qualifications [[Reviewer Report 2010 pgs. 28-29](#)]. Because UCOL is a professional and applied program and tends not to hire faculty members with terminal degrees, a robust system for ensuring adjunct faculty are appropriately and otherwise qualified was developed. UCOL created a set of faculty competencies for every course offered that a faculty member must demonstrate in order to be considered qualified to teach that material. The college keeps a master spreadsheet of the required competencies for each course [Example: [Organizational Leadership degree program](#)]. UCOL also requires a corresponding Faculty

Competency Form for every faculty member who teaches any course regardless of their level of education, how long they have taught for UCOL, or their status [[Faculty Competency Form](#)].

For all programs, DU ensures that faculty are appropriately qualified. For example, for the online MSW program, the adjunct pool is hired based on the guideline that they could have the potential to teach across all GSSW programs [[Adjunct Faculty Hiring Guide](#), [Job Description](#), [Teaching Demo](#)]. Faculty who teach online go through a development program that involves self-paced modules and live sessions. MCE online programs are primarily taught by core appointed faculty members. Adjuncts must have a terminal degree and prior teaching experience.

3C-4: Instructors are evaluated regularly in accordance with established institutional policies and procedures.

As documented in the [Policies and Procedures Relating to Faculty Appointment, Promotion and Tenure](#), which were updated in 2015, all appointed faculty members are subject to annual review. Each academic unit conducts an annual review of each faculty member, wherein the past year's performance is documented, discussed, and evaluated. Mutually agreed upon goals and priorities for the subsequent year are also established during the annual review, with the understanding that their attainment will be considered as one aspect in future evaluations by the academic unit for reappointment, promotion, salary increases, and pre-tenure and tenure review, if applicable.

In 2014, when a core group of faculty members, deans, administrators, and Trustees advocated for the establishment of a review process for tenured faculty, the Faculty Senate formed a Tenured Faculty Performance Review (TFPR) Committee [[Faculty Senate Motion](#)]. The TFPR Committee was charged with determining whether changes in current performance review policies and procedures for tenured faculty were warranted. After collecting data from a range of stakeholders, reviewing literature on best practices in post-tenure review, and conducting a survey of faculty opinions, the TFPR Committee recommended that a traditional post-tenure review procedure *not* be implemented at DU [[Faculty Opinion Survey](#)]. Instead, the committee recommended that DU implement a policy that emphasized faculty development and rather than reproaches and punishments for underperformance [[Motions for Policies and Procedures for Faculty Development](#)]. This developmental approach is implemented via chairs and directors as part of the annual review process. More on faculty professional development opportunities and policies is discussed in Criterion 3.C.5.

Academic units use various tools and processes to ensure appropriate evaluation of faculty members. For example, MCE bases merit for faculty members of any rank or series on a combination of scholarship, teaching, service, and administrative performance for that year. [[MCE Merit Guidelines](#)]. As another example, UCOL created an online tool called the [Faculty Observation and Feedback Tool](#), which allows the Academic Director to observe online or on-campus faculty, provide feedback, then collaborate with the adjunct faculty member on a required Teaching Plan [Teaching Plan [Observation](#) and [Response](#), Observation Forms Part [III](#), [IV](#) and [VIII](#)]. The Faculty Observation and Feedback Tool was crafted to be directly commensurate with UCOL course and teacher evaluations as well as baseline faculty expectations [[Video](#)].

As another example of faculty evaluation, online MBA instructors at the Daniels College of Business (Daniels), are evaluated by: University SET scores, 2U Net Promoter Score Survey, bi-

weekly check-ins with students and class live session recordings. The University SET scores come from surveys that students fill out in week 9 of the quarter evaluating the course [[Online MBA survey](#)]. The Net Promoter Score survey is completed by students in week 8 and asks if the students would recommend an instructor/class to their peers. Once the SET and Net Promoter Score results are released, the Faculty Director meets with every [course lead](#) in the program and discusses any student-suggested methods of improvement. Daniels is also currently in the process of developing a live-session quality assurance process and scoring rubric for use in fall 2020.

The Writing Program conducts annual reviews of teaching quality using a multiple-measures approach elaborated in the [Writing Program Faculty Handbook](#) that requires items including but not limited to: full syllabi for all courses taught, three commented and graded student papers from each course taught, a classroom observation, and student course evaluations.

Additionally, University policy indicates that all University courses are evaluated by students every quarter. Course evaluations are included as part of each faculty member's annual review [[CAHSS Annual Report Template](#), [CAHSS Annual Review Questions](#), [NSM Annual Report Template](#)].

3C-5: The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

In 2016, the Faculty Senate approved a motion to establish three separate committees to recommend policies and procedures for the implementation of Professional Development Discussions (PPD), Job Responsibility Discussions (JRD), and Peer-to-Peer Conversations (P2P) [[April 1 2016 Motions](#), [Policies and Procedures for Faculty Development](#)]. The [Policy and Procedures for Faculty Development, Job Responsibility Distributions, and Peer-to-Peer Conversations](#) were approved in May 2017. The policies and procedures are intended to support the expansion of financial resources for professional development beyond the existing support for attendance at disciplinary conferences. These policies and procedures will be re-evaluated in the fall of 2020.

The Office of Teaching and Learning (OTL) provides a variety of resources for faculty members to support professional development. The OTL offers a [Teaching@DU Short Course](#) that introduces new faculty members to DU and the resources available to them, as well as provides an overview of the latest best practices in higher education pedagogy and educational technology [[Syllabus](#), [Enrollment and Completion Numbers](#)]. There are additional developmental opportunities, [courses and resources](#) for faculty to [develop their careers](#) and [advance their practice](#), including but not limited to teaching consultations, instructional design support, and technology consultations. OTL also offers support for graduate students who are instructors. As one example, in the [Student Faculty Partnership program](#), faculty and students work together as partners in addressing the question of how the university can create more engaging, inclusive, learning-rich environments. To date, 31 faculty members and 23 students from across disciplines have participated in the program [[Story of Impact](#)].

OTL also offers a Teacher Scholar Faculty Learning Community designed to provide scaffolding for pre-tenure faculty. The content includes grant writing, developing balanced schedules for

teaching, scholarship, service, and creating a network with other new faculty. In addition, the [Course Design Institute](#) (CDI) is a week-long, immersive experience that brings faculty members together to engage in meaningful guided discussion, hands-on workshops, and working sessions to design or redesign a course they will be teaching in the current academic year [[CDI Itinerary August 2019](#), [Story of Impact](#)]. To date, 110 faculty members from across disciplines and faculty ranks have participated [[July](#) and [August](#) 2019 Participant List]. Data gathered through end-of-day and end-of-institute surveys, and through reviews of deliverables, indicates that participants achieved the intended learning outcomes [[CDI Learning Outcomes Alignment Table](#)].

OTL also offers programs for faculty to receive feedback outside their student evaluations of teaching. For example, between 2013 and 2018, OTL staff members conducted over 80 [student feedback sessions](#) for faculty members to provide anonymous, detailed, and specific feedback about their teaching and courses.

In addition, in 2019, DU became an institutional member of the National Center for Faculty Development & Diversity (NCFDD), which offers a holistic model of faculty professional development for our campus [[DU NCFDD Membership Details](#)]. The offerings of NCFDD serve a variety of faculty and institutional needs identified by DU IMPACT 2025, such as recruiting, mentoring, and retaining faculty and how can we improve support mechanism for graduate and post-doctoral students [[NCFDD Evaluation Report](#)].

Individual units provide professional development resources as well. For example, the College of Natural Sciences and Mathematics (NSM) provides [Olin Faculty Development Grants](#) that assist NSM faculty in developing research, teaching, and scholarship activities. The program targets faculty development projects with grants averaging \$2,000 for costs incurred.

3C-6: Instructors are accessible for student inquiry.

The University surveys first-time first-year students and seniors every two years using the National Survey of Student Engagement (NSSE). In [2016](#), 51% of seniors had talked to a faculty member about career plans, 34% had worked with faculty on activities other than coursework, 37% discussed course topics, ideas or concepts with a faculty member outside of class, and 36% discussed academic performance with a faculty member. In addition, 66% of seniors reported that faculty provided prompt and detailed feedback on tests or completed assignments and 60% reported that a faculty member provided feedback on a draft or work in progress. DU was higher than the average of our peer institutions and other RU/H privates for these questions. These results provide strong evidence that faculty are accessible for students across all majors.

For all first-year seminar (FSEM) courses, students evaluate their instruction on the following question: *My first-year seminar instructor was readily available to meet with me.* In [2018](#) and [2019](#), most students felt strongly that their FSEM instructor was available to meet with them (5.46 and 5.47, respectively, on a scale of 1-6, 6 strongly agree).

Faculty are expected to hold office hours outside of class time for student inquiry. For example, MCE faculty are required to post and hold two hours of office hours per week [[MCE Office Hours 2019-2020](#)]. In addition, many units set expectations around contact hours [[NSM Faculty Teaching Guidelines](#), [CAHSS Faculty Teaching Guidelines](#) and [DCB Faculty Teaching Guidelines](#)].

3C-7: Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and cocurricular activities, are appropriately qualified, trained, and supported in their professional development.

To ensure that staff members providing support services to our students are appropriately qualified, units have various processes in place. For example, in the Office of Academic Advising, when hiring a new academic advisor, the search committee uses [Academic Advisor Qualifications](#) and [Phone Interview Matrix](#). Once hired, the academic advisor is trained and onboarded in a robust manner [[New Advisor Training Schedule](#)]. Academic advisors take [Mental Health first-aid training](#) and have access to several professional development organizations, including the National Academic Advising Association and the Colorado-Wyoming regional conference. In addition, all-campus advisor meetings take place quarterly to discuss best practices and departmental updates. Advisors also receive quarterly observations and feedback sessions with their supervisor [[Observation Form](#)].

As another example, the University Writing Center employs undergraduate and graduate student staff to consult with and tutor students in academic, professional, creative, and personal writing. To qualify for a [position](#), students submit a writing sample, a faculty recommendation letter, and a letter of interest. They demonstrate potential for consulting in a mock tutoring session during their interview. During the first quarter of employment, all staff members take or audit a two-credit graduate course on writing center theory and practice, in which they develop their knowledge of and ability in a number of areas, including but not limited to: best practices in peer tutoring, rhetorical and composition theories, working with diverse populations, including multilingual writers, and more [[Sample Syllabus](#)]. In addition, all staff members participate in weekly small-group studios led by an advanced graduate consultant; studios are case-study- and scenario-based and allow new staff members to apply what they are learning in class to their work. In subsequent quarters, each staff member participates in 3-4 staff trainings each quarter to build on the course and provide year-round professional development and continuing education [[Staff Meeting Sample 1](#), [Staff Meeting Sample 2](#)]. Finally, all consultants engage in peer observations to provide norming of practices and give each consultant regular feedback. Each consultant is also observed twice per year by a writing faculty member [[Faculty/Director Observation Form](#), [Peer Observation Protocol](#)].

Within the Office of Financial Aid, [entry level advising positions](#) require a minimum undergraduate degree requirement, but financial aid experience is usually not required at this level. [Higher level positions](#) require prior financial aid experience and preferably an advanced degree. The unit provides significant training opportunities and there is an expectation that advising staff participate in many financial aid-specific training events. For example, the office maintains active membership in the National Association of Financial Aid Administrators (NASFAA) and regional and state associations. The membership includes several webinars each year and a daily newsletter that each staff member receives. Multiple advising staff members attend the NASFAA annual conference and the regional and state conferences. For the last couple of years, staff members have helped plan aspects of conferences and presented conference sessions [[Conference Proposal Acceptance Email](#)]. The office also sends a staff member annually to the Federal Department of Education Student Financial Aid Conference. Senior staff members attend other conferences including the College Board National Forum and College Board Colloquium. Staff at all levels, including advising staff, participate in policy development as subject matter experts in areas

important to students such as [satisfactory academic progress](#). The office has also established thorough in-house training and provides advising mentorship for new staff. For example, the office has a full-time compliance position that is also responsible for providing training to the entire staff. In regular staff meetings, the office often uses tools from NASFAA and invites guest speakers who can aid its advising skills [[Meeting Minutes](#)].

3.D - Core Component

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, and museum collections, as appropriate to the institution's offerings).

Argument

3D-1: The institution provides student support services suited to the needs of its student populations.

The University has robust support services that are suited to the diverse needs of our student populations.

Knowing how important the first weeks of the college experience are, the University offers a comprehensive introduction to campus for first-year and transfer students through [Discoveries Orientation](#). Students are invited to attend sessions on topics such as the Health and Counseling Center, Study Abroad, Student Life, and an introduction to campus leadership. [International Student and Scholar Services](#) (ISSS) hosts orientation for international students every quarter. The University also hosts a Graduate Orientation, a one-day event with panels on research and teaching and introductions to campus services. Various academic units host their own orientations for graduate students as well. SCOL, for example, provides a comprehensive orientation that instructs students on methods of legal pedagogy, skills relevant to the first year, the importance of public service, and future certification for the bar [[Full-Time Orientation Schedule 2019](#), [Part-Time Orientation Schedule 2019](#)].

There is a parallel [orientation for our transfer students](#). Based on the success of other cohort programs, CLIE created one the [Transfer Living Community](#) (TLC), where students can connect with one another in a residential community intentionally set up for transfer students.

For financial support, students can connect with the [Bursar's Office](#) and with [Student Employment](#). They can also find financial aid and scholarship support through the Office of [Financial Aid](#). For example, financial aid staff offer a variety of financial literacy events, either as special programs or in coordination with others including the graduate schools [[Loan Repayment Presentation](#) and [Recording](#)].

In terms of social engagement support, DU offers a variety of resources, including but not limited to: [Center for Multicultural Excellence](#), [Pride Portal](#), [Center for Community Engagement to Advance Scholarship and Learning](#), [DU Programming Board](#), [Pioneer Leadership Program](#), [the Office of Internationalization](#), [Undergraduate Student Government](#), [Graduate Student Government](#), and [many student organizations and clubs](#). Helping students to navigate the University system is vitally important to their student success. Academic student support services will be detailed in Criterion 3.D.2., but the University also provides financial, emotional and social support.

[Student-Athlete Support Services](#) provides student-athletes a comprehensive and systematic personal development program. The first year helps students to transition. For example, guest speakers from the University faculty, athletics staff, and community will address personal development concerns, such as time management, leadership, and self-esteem. The sophomore and junior Experience helps students with career planning. And the final year, the Pioneer Playbook, helps students learn life skills such as interview skills and personal finance.

[Veterans Services](#) offers support to student veterans, dependents, ROTC, and active duty military, such as [housing support](#) and the Student Veterans Association, through which GI Bill users experience a smooth transition into higher education. On average, Veterans Services supports 325 GI Bill users, and an average of 50 ROTC and active duty service members.

For emotional support, students have access to [the Health and Counseling Center \(HCC\)](#) and the [Student Outreach & Support \(SOS\)](#) office. HCC is an integrated health and counseling center designed to meet students' needs by providing quality health care services. In 2018-2019, there were over 13,000 mental health-related visits and 14,000 medical/nursing-related visits, with an additional 1,300 visits to the [Center for Advocacy, Prevention and Empowerment](#) (CAPE), which supports survivor healing related to sexual assault and harassment, relationship violence, and stalking.

SOS helps both undergraduate and graduate students succeed by connecting them to resources, developing a plan of action to meet their goals, and navigating challenging situations. The comprehensive case management now helps students and families navigate challenges quickly and holistically. In 2018-2019, SOS handled over 2,100 cases.

In fall 2018, the University also opened the [Collegiate Recovery Community \(CRC\)](#). The CRC, a supportive environment that reinforces the decision to pursue sobriety, offers a community lounge, alcohol- and drug-free social events, support meetings, peer mentoring, and educational seminars and events [[Newsroom Article](#)].

The University also offers robust support services for our international students by Morneau Shepell. The [International Student Support Program](#) is free to use and offers online resources and International Student Support Counselors that can help our students succeed while studying in the U.S. International students can connect with a counselor who speaks their language, understands their culture, and can help our students address the unique challenges they face.

First-year and transfer students may participate in [COMPASS](#), a co-curricular experience designed to support navigation of campus resources, development of academic and social skills, and transition to collegiate life. This interactive learning community engages in critical thinking,

challenging dialogues, and praxis through a holistic approach to learning styles, emotional intelligence, strengths and virtues, and learning across difference.

DU is committed to providing support to all members of our campus community who are impacted by gender-based discrimination, harassment, and violence, including sexual assault, relationship or dating violence, and stalking. Students can contact [Campus Safety](#), the DU 24-Hour Emergency phone number, or the [Center for Advocacy, Prevention and Empowerment](#) (CAPE). Students may also contact the [Title IX Office](#), which provides outreach to all identified impacted students, faculty, and staff, including resources for emotional support and system advocacy; an overview of options for addressing the discrimination, harassment or violence both on campus and off; assistance with interim measures to help impacted parties when needed; alternative resolution options for non-violent policy violations; and investigations of violations of University policy related to gender-based discrimination, harassment, and violence.

3D-2: The institution provides learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

The institution provides learning support to address the academic needs of students. Some of the resources include but are not limited to: the [Office of Academic Advising](#), [the Career Center](#), the [Math Center](#), the [Science and Engineering Center](#), the [Research Center](#), and the [Writing Center](#).

The [Disability Services Program](#) provides support to students with disabilities such as test accommodations, alternative format texts and materials, classroom changes, required meal plans and more. The [Learning Effectiveness Program](#) (LEP) provides individualized support for students with Learning Disabilities and/or Attention Deficit Hyperactivity Disorder (ADHD), students on the Autism Spectrum, and students who have a history of learning differences. LEP offers [academic counseling](#), [tutoring](#), [executive functioning support services](#), [mentoring](#), and [social skills and events](#).

The [English Language Center](#) (ELC) prepares non-Native English-speaking international students for academic success in university programs by evaluating, advising, and teaching. The pre-collegiate intensive English curriculum focuses on all language skills as well as US academic culture. ELC also offers credit-bearing language and culture courses for matriculated undergraduate students [[Launch Curriculum](#)]. At the graduate level, ELC evaluates prospective international teaching assistants and offers a zero-credit support course.

Two programs developed in the last five years specifically support underrepresented students. The [Equity in Science, Technology, Engineering, and Mathematics \(E-STEM\) program](#) is a four-year program designed to provide historically underrepresented undergraduates studying in the STEM fields with academic success strategies, professional development skills, and a vibrant and welcoming community. The [1GenU](#) program, another four-year developmental and community-building program, focuses on assisting first-generation students and their families in navigating the institution while providing mentorship and academic resources to ensure their success at DU and post-graduation.

Academic units also offer specialized support opportunities for undergraduate and graduate students [[Graduate School of Social Work](#), [Daniels College of Business Career Services](#), [Ritchie School of Engineering and Computer Science](#)]. As warranted, academic programs address the

specific learning needs of their students. For example, the MS in Data Science and MS in Cybersecurity degree programs, the Computer Science Department created a series of four accelerated “bridge courses” [[COMP 3001-3008 Course Descriptions](#)]. The intent of the courses is to provide a solid foundation in computer science and/or mathematics needed to be successful in these two graduate programs. A set of placement exams is used to determine which, if any, courses students need to take.

Similarly, the Department of Mathematics offers two courses, MATH 1010 and MATH 1070, for undergraduate students who need additional preparation before taking a required calculus course. Students are advised to take these courses based on a placement exam and other pre-collegiate standardized test scores [[Advising Tools](#), [Advising Email to Students](#)].

3D-3: The institution provides academic advising suited to its offerings and the needs of its students.

At the undergraduate level, students have an academic advising network that includes support from faculty and staff. [First-year seminar](#) (FSEM) instructors serve as mentors and primary advising support for first-year students in their year-long academic transition. [Staff Academic Advisors](#) work with students on degree planning and understanding University policies. Academic advisors also support student development through strength-based skill-building. For example, undergraduate students who have a cumulative GPA below the required 2.0 GPA for good academic standing are required to schedule weekly [Academic Coaching](#) meetings.

The University joined the HLC Persistence and Completion Academy in 2017. The first two years of that participation focused on data gathering, and at the 2019 mid-point roundtable, DU chose to focus the Quality Initiative efforts on improving support and coordination for undergraduate academic advising. To that end, we have established a sub-committee of the University Council on Student Success, the Faculty Engagement Group, to lead these efforts [[Group Charge](#)]. The group will offer annual advisor trainings beginning fall 2020 in order to establish a baseline of advisor expectations and responsibilities. This work coincides with the current restructuring of the Office of Academic Advising, moving it from Campus Life to Academic Affairs, to better align practices and support the faculty advising model.

At the undergraduate level, [JKSIS](#) and [DCB](#) have a professional academic advising model and partner with faculty to mentor students with research and career advising and monitoring students' academic performance in their courses. In their second year through graduation, students meet with an assigned major faculty advisor who helps them understand the curriculum and research opportunities in their selected fields. In some units, faculty advise their students.

Strong academic advising also occurs in online graduate programs. Students are required to meet with their faculty advisor each quarter and must complete their academic study plans within the first quarter of attendance. Students are also paired with a student success coach who provides additional support in navigating the LMS and other questions related to the 2U platform [[School Counseling@Denver Student Handbook 2020](#), [Morgridge College of Education Policies](#)].

Similarly, for the MSW@Denver online program, students are paired with student success coaches who provide additional support in navigating the LMS and other questions related to online learning [[Student Support](#), [MSW@Denver Student Handbook](#)]. The student success advisors meet

routinely with GSSW faculty and [professional advisors](#) to be familiar with the curriculum. In addition, all curriculum and course planning is supervised and directed by the professional advisors using tools found on the [GSSW Student Resource Portal](#).

3.D.4 The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, and museum collections, as appropriate to the institution’s offerings).

In addition to ensuring that we continuously improve the vitality of our academic programs, we have solidly invested in our physical and technological infrastructure, which is discussed in detail in Criterion 5.B. In 2018, the institution completed a campus master planning process that culminated in the Denver Advantage Campus Framework Plan [[Executive Summary](#)]. The plan provides a framework for development that supports the current and future needs of campus. As part of the Denver Advantage plan, the university identified the need to [construct three new buildings](#): a community commons, a first-year residence hall, and a career services hub. This is discussed in depth in Criterion 5.B.

Accompanying the campus master planning process, a campus-wide space audit and assessment of four academic units identified campus needs. The findings of this study informed proposals for new and renovated space for academics [[Sturm Hall Space Audit](#), [GSPP and GSSW Space Audit](#), [NSM Space Audit](#)].

In the last seven years, the campus has seen several major construction projects. In October 2015, the [Daniel Felix Ritchie School of Engineering and Computer Science](#) building opened. The five-floor, 130,000-square-foot facility features \$1 million in new equipment and allows for research, instructional space, and community areas to all be housed under one roof [[DU News Article](#)]. In addition, the library, Anderson Academic Commons (AAC), was renovated in 2013 [[Renovation Details](#)]. The result—a 154,223 ft² academic service center that supports and enhances how students learn and how faculty teach. The AAC is a well-loved space central to the academic life of the campus, evidenced by its [ranking 4th on Princeton Review’s 2020 list of best college libraries](#).

The [University of Denver Libraries](#), comprised of the AAC and the Bonfils Stanton Music Library in the Lamont School of Music, is a highly collaborative unit that serves students, staff, faculty and other patrons from the community. DU Libraries provide over three million physical volumes, three million electronic journals and books, and a quarter-million streaming videos and audio files. In addition, the statewide *Prospector* catalog gives direct access to 30 million items, which are typically delivered to campus in 2-3 days. The collections are heavily used. An average of 94,500 physical volumes circulated per year between 2014 and 2018, and last year alone, over 58,000 journal articles and 122,000 book chapters were downloaded from just one of the major electronic journal/book platforms, *SpringerNature*. Many materials are integrated with the course management system (Canvas), and the community has access to additional resources through various interlibrary loan and on-demand purchasing agreements [[Accreditation Report – University Libraries](#)]. In the [University Libraries Strategic Plan](#), the University reimaged how the library engages in student-centered learning; enhances teaching, creative work, and research for faculty; and augments the array of University community connections.

DU also is home to [art galleries and collections](#) that feature works by DU artists alongside art by regionally, nationally, and internationally renowned creatives. For example, DU's [Anthropology Museum](#) is a teaching museum and laboratory for experiential learning as well as a research center for students, faculty, and visiting researchers [[Funder Packet](#)]. The museum gallery hosts exhibits curated by DU faculty, graduate students, and community curators and organizations. Additionally, the [Vicki Myhren Gallery](#) showcases and inspires creativity as a multidisciplinary space for conversation, community, co-creation, performance, and practice of the arts. Graduate student gallery assistants and undergraduate gallery attendants gain professional experience.

The University hosts a number of clinics which provide services to community members and training to students. The department of psychology houses the [Center for Child and Family Psychology](#) which offers evidence-based therapy and assessments to the Denver metro community while training graduate students in the clinical child program under supervision of licensed professionals. [GSPP offers clinics](#) focused on training graduate students in mental health in the areas of oncology, sport performance, pregnant and postpartum families, and trauma and disaster recovery. [MCE offers graduate training](#) in counseling services and psychological, psycho-educational, and career assessment. Finally, as discussed in Criterion 1, SCOL offers [seven in-house student law office clinics](#) where student-attorneys can learn law through faculty supervision and real-life client representation in the areas of civil rights, civil litigation, community economic development, criminal defense, environmental law, immigration law, and community innovation.

[The Madden Museum of Art](#) is a DU-run art venue and functions as a hands-on teaching facility for students studying art history and museum studies. It features [The Madden Collection](#) and presents art exhibitions supported by scholarship and educational programming related to both its permanent collections and exhibitions presented by the museum. The [Hampden Art Study Center \(HASC\)](#) is a facility for the storage, examination and preparation of artworks in an educational setting and houses over 3500 cataloged artworks. It provides a secure climate-controlled space for access to and care of the University Art Collections, allowing collections management staff, including many graduate students of the School of Art and Art History, a dedicated and secure space for work opportunities in all aspects of collections management.

The Emergent Digital Practices program offers students access to cutting-edge technology in the arts through [innovative classrooms, computer laboratories, and performance/exhibition spaces](#). These include the Ralph and Trish Nagel C³ Studios, which house a configurable black box installation and performance space, the Leo Block student computer laboratory, an open lab space for e-textiles, electronics, and 3D printing, as well as configurable classroom spaces. Further support, through the John Madden Center for Innovation in the Liberal and Creative Arts, allowed for the creation of the [Clinic for Open Source Arts](#), which brings open-source developers of creative tools to campus so students can see community engaged coding in action.

The Lamont School of Music benefits from [its home](#) in the Newman Center for the Performing Arts. With ample practice rooms, teaching studios, smart classrooms, an extensive library in print and digital media, a music technology lab and two recording studios, spacious rehearsal spaces, and three performance spaces of varying sizes, DU's music program provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning at the Bachelor level through the Artist Diploma.

DU also has numerous lab spaces for engineering and science students.