

Criterion 1: Mission

The institution's mission is clear and articulated publicly; it guides its operations

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1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services, and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

1.A.1 – The mission was developed through a process suited to the context of the institution.

The [Vision and Mission](#) of the University of Denver (DU) were developed through a collaborative process illustrative of DU's culture. In 2001, the University Planning Advisory Council, with input from the campus community, articulated the vision, values, mission and goals for DU. Over the next several years, campus-wide conversations helped the campus realize these precepts, particularly the prominent tenet of "dedication to the public good." In 2006, a task force evaluated progress toward achieving those goals, and a 2007 strategic planning process revised and enhanced that document. The revised draft was submitted for review and ratification by the governing and advisory bodies of the University, including the Faculty Senate, the Staff Advisory Council (SAC), the Undergraduate Student Government (USG), the Graduate Student Government (GSG), the Deans' Council, the Administrative Council (now called the University Council), the Senior Staff (now called the Chancellor's Cabinet), and ultimately, the Board of Trustees (BOT).

Vision

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

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Mission

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

The University is currently updating its values statement through a campus-wide initiative, [Community + Values \(C+V\)](#). This work, including adoption by campus stakeholders and the BOT, tentatively is planned to conclude at the end of the academic year 2020-2021.

1.A.2 The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.

University leadership continually ensures that the vision and mission are broadly understood and guide institutional operations. In 2016, the BOT adopted the University's strategic plan, [DU IMPACT 2025](#), which demonstrates how DU continues to enact the University mission with intentional and transformative priorities.

An [interdisciplinary advisory group](#) drafted the strategic plan, leading large town halls, smaller focus groups, and sessions with over 2500 people from across campus, [ensuring the creation of DU IMPACT 2025](#) to be highly collaborative. The plan has four transformative directions (TDs) that stem from the vision and mission:

- **TD 1:** Students Learning and Leading in a Diverse and Global 21st Century
- **TD 2:** Discovery and Design in an Age of Collaboration
- **TD 3:** Engagement and Empowerment in Denver and the Rocky Mountain West
- **TD 4:** One DU

The four TDs are integrated by the theme of engaging in discovery to unite our campus and realize the University's mission. For example, in DU IMPACT 2025, Chancellor Emerita Chopp writes how this plan amplifies engagement between DU's faculty and students: "DU's long history of promoting academic excellence in familiar arenas—the classroom, the lab, the archives, the studio, the field, the clinic—will continue as we create new approaches to pedagogy, research, creative works, and engagement; intensify relationships with our alumni; and forge more partnerships regionally, nationally and internationally to help to build and serve the public good" [[Chancellor Chopp Letter DU IMPACT 2025](#)].

[Dr. Jeremy Haefner's appointment](#) as Chancellor occurred halfway into the implementation of the 10-year strategic plan in the summer of 2019. A strong believer in the plan, Chancellor Haefner, with encouragement from the BOT and the senior leadership team, identified priorities and needs in DU IMPACT 2025 that had not been fully realized. This led Chancellor Haefner to articulate [five strategic imperatives](#) that build momentum behind DU's mission to promote learning, advance knowledge and creative thought and engage students [[Nineteen Newsletter](#)]:

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1. Ensure a sustainable future for the next generation through our financial, reputational, and operational practices
2. Create a unique global, holistic, '4D' student experience
3. Cultivate an exceptionally diverse, inclusive, equitable, and welcoming community
4. Define and model a global, engaged research university
5. Ensure a signature portfolio of academic programs

Chancellor Haefner vetted the strategic imperatives with campus stakeholders through the fall of 2019 and winter of 2020. At [The Relay](#) event in September 2019, and in a series of 30 community and divisional meetings across campus, he and Interim Provost Lengsfeld discussed the significant challenges facing DU and all of higher education to engage the community in thought-provoking reflection around areas we must advance together [[Relay Presentation Fall 2019](#), [Marketing and Communications Division Presentation Fall 2019](#), [Daniels College of Business Presentation Winter 2020](#)]. As the pandemic crisis has unfolded, the University has continued to evaluate our strategic initiatives to adapt to the COVID-19 crisis in a way that is consistent with our mission. Please see appendix provided regarding DU's COVID-19 response.

1.A.3 - The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.

On the [University vision and mission webpage](#), DU identifies the nature, scope, and intended constituents of the higher education programs and services that we provide. Those constituents include but are not limited to students, faculty, administration, staff, alumni, and local and global community partners.

Furthermore, in DU IMPACT 2025, the "[Promises for the Future](#)" set forth the nature and scope of student engagement that DU values with the implementation of the strategic plan:

- The Promise of Faculty-Student Connections and Robust Intellectual Engagement
- The Promise of a Holistic Approach to your Education, including Personal Navigation Skills for Life and Work
- The Promise of Creative Collaboration and Ethical Engagement
- The Promise of Deep, Meaningful Engagement with Diversity
- The Promise of Belonging to a Lifelong Community for Personal and Career Development

1.A.4. - The institution's academic offerings, student support services, and enrollment profile are consistent with its stated mission.

As a mid-sized university, DU offers students the benefits of close faculty relationships alongside the breadth of programs, resources, and opportunities of a private university. For example, students cultivate their passions by [conducting research](#) and [working with professors](#), [creating small business ventures](#) in the Denver community, and [working with underserved communities at home and abroad](#). In all that the University does, serving the public good is primary.

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DU enrolls a population of 13,400 (Fall 2019 EOT), with just over half comprised of graduate students enrolled in a mix of traditional, professional, and online programs. [US News and World Report](#) ranks DU in the top 100 national universities. About 30% of DU's first-year class of undergraduate students come from Colorado, and the rest from across the US and about two dozen countries. The relationships students form with faculty members are essential to fulfilling the mission, and the [12:1 student-to-faculty ratio](#) supports this work. In alignment with our goals of creating a more diverse and inclusive community, DU has increased the number of students from diverse backgrounds over the last 10 years from 19% in 2010 to 24% in 2019 [[Enrollment Profile](#)]. The detailed enrollment profile can be found in the [Institutional Research and Analysis Factbook](#).

As indicated by our mission, DU is dedicated to promoting learning by engaging with students in advancing scholarly inquiry, cultivating critical and creative thought, and generating knowledge. As of 2019, the University had 202 active programs across [10 schools and colleges](#). The University offers 78 undergraduate majors, 124 graduate degrees, and 47 certificate programs [[Board Report 2019](#)]. Outside the classroom, students apply their knowledge in a myriad of ways. For example, 72% of DU undergraduates and 76% of graduate students [participate in at least one internship](#), taking the opportunity to build practical skills and build networks for the future [[FY19 Advancement Report](#)].

Along with traditional academic programs, DU offers a robust array of professional and graduate degree opportunities in law, professional psychology, education, social work, and business. For example, the Daniels College of Business partners with organizations to build innovative leadership programs for their executives and emerging leaders in the [Executive Education program](#). Courses and workshops are tailored to the specific needs, culture, and strategy for industry leaders.

University College (UCOL), DU's college of continuing and professional studies, offers an undergraduate degree completion program, post-baccalaureate certificates, and masters programs to meet the needs of DU's myriad student populations. Within UCOL, the [Center for Professional Development \(CPD\)](#) delivers high-quality continuing education programs that provide opportunities for working professionals to develop skills and explore career options. Also located in UCOL, the [Osher Lifelong Learning Institute](#) is a membership program designed for students aged 50+ who wish to pursue learning in a relaxed, non-competitive atmosphere.

DU's [research centers and institutes](#) advance socially relevant issues, such as addressing the complex problems associated with aging, international relations, and early childhood education. Many centers and institutes provide experiential learning opportunities for undergraduate and graduate students that inform their coursework, post-college careers, and engagement in their communities [[IRISE Student Programs](#), [Pioneering Summer](#), [Sie Center Student Research](#) and the [Stress Early Experience and Development Research Center](#)].

To assist students academically, the University offers a variety of robust [academic support services](#), including the [Writing Center](#), [the Math Center](#), the Science Center, and the [Learning Effectiveness Program](#) (LEP). The central [Academic Advising Office](#) is dedicated to helping undergraduate students successfully transition into college, take ownership over their education, pursue academic interests, engage in learning, and develop a comprehensive network of resources

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to persist to graduation. The academic advising team offers students opportunities to connect with [academic coaches and/or advisors](#) depending on their needs. A prominent DU IMPACT 2025 initiative created an academic development track offered through this office, [Academic Coaching and Empowerment \(ACE\) curriculum](#), where students work with an academic coach to develop skills in goal setting, time management and organization, learning strategies, study skills, and building a network of resources for stress management/self-care. The University assesses the students using this curriculum via LASSI (Learning and Study Strategies Inventory) data. In the winter 2018 quarter, participating students on average improved in every category [[Strategic Plan Update Presentation – CLIE](#)].

On the graduate level, students access academic advising within their program of study [[JKSIS Academic Advising](#), [GSSW Course Planning](#), and [SCOL Academic Advising](#)]. Beyond academic advising, graduate students also benefit from program specific resources [[GSPP Current Student Resources](#) and [NSM Graduate Student Resources](#)]. In addition, the [Office of Graduate Education](#) supports the success of all graduate students helping them navigate and maximize the use of [University resources](#).

The University would be unable to fulfill the commitment to our mission without critical student support services for socioemotional development, examples of which include: The [Student Outreach & Support \(SOS\)](#), [Crisis Assessment Risk Evaluation \(C.A.R.E.\) Behavioral Intervention Team](#), and the [Health and Counseling Center \(HCC\)](#).

The University offers additional support services for specific populations of students. For example, the [Veterans Services Office](#) assists our Veterans starting with the admissions process and extending through alumni relations. In addition, the [Office of Access and Transitions](#) provides support for first-generation and minoritized students by creating community activities, mentorship opportunities and academic success workshops. The University developed [several cohort](#) programs to serve our first-generation and minoritized student population: Denver Promise, Equity in Science, Technology, Engineering and Mathematics (E-STEM), 1GenU, Volunteers in Partnership and the Excelling Leaders Institute.

1.A.5 The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

DU clearly articulates its mission through many public documents, including but not limited to

- The vision and mission [website](#)
- The DU IMPACT 2025 strategic plan [website](#), [brochure](#), and [full document](#).
- The [Chancellor's Statement on Diversity, Equity and Inclusive Excellence](#).
- [Chancellor Haefner's Relay Presentation Fall 2019](#) describing his priorities for AY19-20

New students and families are introduced to DU's mission through a variety of documents including recruitment materials [[Financial Aid 101](#), [2019-2020 Profile](#), [2018 Postcard](#)], Discoveries Orientation materials [[Excerpt from Summer Newsletter to Admitted Students](#), [Where Phenomenal Happens Video](#), [Convocation Video](#)], and the [Student Honor Code](#).

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Public information that articulates DU's mission for an audience of faculty, staff, and administration include recruitment and orientation materials [[Intro to Careers Website](#), [Video](#), Orientation [Presentation Slide 1](#) and [Presentation Slide 2](#)], the [employee handbook](#) and [faculty promotion and tenure documents](#).

DU also communicates its mission to serve the needs of a broader audience. For example, in highly public-facing documents like the [Denver Advantage Website](#), [Campus Framework Plan](#), the [Advancement website](#), and the [Athletics website](#).

DU's [Division of Marketing and Communications](#) (MARCOMM) promotes the University's mission, "in words, in pictures, online and in the news media, MARCOMM publicizes examples of how DU and its people are improving the human condition." Through public-facing media including the [Newsroom](#) and the [University of Denver Magazine](#), MARCOMM shares the University's mission with the DU community and its constituents. The University also publishes a quarterly newsletter, *Research and Scholarship Matters*, that promotes how current research and scholarship advance the University's mission and the vision [[Fall 2019](#)].

[Academic unit strategic plans](#), as well as academic unit websites, amplify and further articulate the University mission [[Morgridge College of Education \(MCE\)](#), [Graduate School of Professional Psychology \(GSPP\)](#), [College of Arts, Humanities and Social Sciences \(CAHSS\)](#) and [the College of Natural Sciences and Mathematics \(NSM\)](#)].

Academic unit strategic plans and other public documents, such as recruiting and promotional materials, also contextualize how their missions serve specific student populations. For example, MCE produces videos and ads that communicate their mission to their constituents [[Facebook Ad](#), [ECHO-DU Video](#), [Higher Education Program Video](#)]. As another example, the Graduate School of Social Work (GSSW), in [their strategic plan](#), prioritizes creating a dynamic learning experience for the GSSW community by creating opportunities to hone an adaptive, innovative, and responsive curriculum and internship model.

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1.B - Core Component

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

1.B.1 - The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.

DU is committed to active partnerships with local and global communities to contribute to a sustainable public good. Through DU IMPACT 2025, the University makes evident our commitment to the public good through intentional and expansive reflections on how we learn from and work with others, why and how we serve the city and Rocky Mountain West as an anchor institution, and how we engage with global communities and partners.

DU serves the public good through teaching, scholarship, research, and community partnerships. For example, supervised graduate students in GSPP's [clinic](#) have provided low-cost, high-quality psychological services to the Denver community for 30 years on a need-based, sliding-fee scale. In addition, the [Student Law Office](#) at the Sturm College of Law (SCOL) – the nation's first law school clinic [founded in 1904](#) and [ranked in the top 10](#) – provides legal services to indigent clients in criminal law, immigration law, landlord-tenant law, prisoners' rights, and other areas of legal need.

DU educates practice-ready professionals by integrating intensive internships and experiential learning into the programs. For example, in the SCOL [legal externship program](#), students engage in law-related work experiences with employers. In 2019-2020, the program placed over [500 students with more than 300 supervisors](#).

MCE's [Educational Leadership and Policy Studies](#) (ELPS) program, [ranked in the top 30](#), gives students the tools to tackle public good challenges at multiple levels within an educational system, whether the student is an aspiring principal, district leader, or policy maker.

At the Ritchie School of Engineering and Computer Science (RSECS), 79% of students participate in [experiential learning opportunities](#), including internships and cooperative education opportunities. [The Senior Design Project](#) provides undergraduate students with an integrated, mentored, requirements-based design project. Each project team conceives, designs, prototypes,

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verifies and validates a system to solve a specific customer problem [[Example Project 1](#), [Example Project 2](#)]. In the past five years, [50 companies](#) have been served through this initiative.

As another example, undergraduate students enrolled in the Health Education and Promotion course in Biological Sciences within NSM integrate evidence-based research into instructional strategies to deliver health education and promote healthy behavior in Denver public schools [[Syllabus](#)].

DU also serves the public good through global engagement. For example, as a part of GSSW's [Sustainable Development & Global Practice Concentration](#), students learn about how societies inch closer to genocide. Students may study abroad through the course [Bosnia in Transition](#) and take an internship through [Global Practice Bosnia](#). Students in both experiences meet with survivors of the war and genocide, attend lectures from the School of Social Work at the University of Sarajevo, and visit significant historical sites.

In 2017, over 80 faculty whose research interests intersect with mental and behavioral health contributed to a [proposal for a collaborative approach](#) dedicated to the public good. These ideas were distilled, and a core group with members from each unit (Psychology, GSPP, GSSW, and MCE) worked together to build a business plan and articulate a supportive infrastructure for the [DU Mental Health and Wellness Collaborative](#) ("The Collaborative"). Community partners, students and faculty were engaged in this effort [[2018-2019 annual report](#).] The Collaborative aims to help Colorado become one of the best places to receive integrated and effective mental health care in the United States, integrating research, academic coursework, service/clinical practice, and policy work. Current efforts include streamlining access to licensed clinicians and integrating intake and referral across clinics.

DU also elevates its commitment to public good by sharing research broadly with non-academic audiences. In 2018, as a pilot project of DU IMPACT 2025, the [Public Impact Fellows](#) (PIF) program was created to train faculty members how to share their research and scholarship with the public [[PIF Evaluation 2019](#)].

DU collaborates with community partners to serve the public good and promote social change, with special attention to underserved communities. Many communities benefit from the direct services provided by our students and faculty in [social work](#), [education](#), [law](#), [psychology](#) and those who work through the [Center for Community Engagement to advance Scholarship and Learning \(CCESL\)](#). For example, CCESL offers several co-curricular programs for students, [Public Achievement Program](#) and [Puksta Scholars Program](#), which provide opportunities to engage in meaningful service with communities. CCESL also offers [training](#) and [funding](#) for faculty who conduct community-engaged teaching, research, and/or scholarship.

In addition, within the Campus Life and Inclusive Excellence (CLIE) unit, students in the [Volunteers in Partnership](#) (VIP) program work in Denver high schools, particularly those that enroll students from low-income, historically marginalized populations. Through VIP, DU students support the growth of community youth, promote college access, and help ease their transition from high school to higher education.

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Recognizing sustainability as a core component of serving the public good, the University engages thousands of community members in our practices at high-impact events, such as athletic games at the Ritchie Center and performances in the Newman Center, and through [zero waste programming](#). For example, in 2018, DU diverted an average of [82% of waste at all hockey games](#). In addition, since 2006, DU's carbon footprint has [decreased by 29 percent](#), even in the face of growth in the campus population and buildings.

1.B.2 - The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Financially, DU is not beholden to any superordinate entity, so there is no disbursement of revenue to such an entity. As explained in Criterion 5, because the preparation of the budget is supervised by the Provost, under the direction of the Chancellor and with final approval by the BOT, it ensures resources are allocated to DU's educational responsibilities in accordance with the academic mission [Article 7, Section 1 of the [BOT bylaws](#)]. In order to promote transparency, the Provost makes the budget transmittal document available to all University employees [[2019-2020 Budget Transmittal](#)].

Further, the University ensures that educational responsibilities take primacy over other purposes through the institutional commitment to freedom of expression. Freedom of expression, described at length in Criterion 2.D., is crucial to the VVMG [[Statement on Policy and Principles on Freedom of Expression](#)].

1.B.3 - The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

DU engages with external constituencies and communities of interest and responds to their needs as its mission and capacity allow through the work of centers and institutes, community partnerships, contributions to the local economy, cultural and wellness facilities, and alumni networks.

The University has many [centers, institutes and projects](#) located within academic units that support the vision and mission by engaging with students through serving the public good. These partnerships with local and global communities demonstrate DU's emphasis on outreach.

DU IMPACT 2025 provides opportunities to test ideas and seed projects that serve the vision. For example, [the Madden Center](#) has created a model of educational development by supporting faculty members to begin [promising early stage projects](#) whose scope is limited by existing resources of time, funding, and program development expertise. With funding from DU IMPACT 2025, [CCESL](#) expanded service learning, civic engagement, and community-engaged research opportunities by establishing [DU Grand Challenges](#), a family of programs that bring together university and community change-makers to address difficult and far-reaching issues facing our society. In addition, the [Scholar Shop](#) connects community organizations with students and faculty to address public problems through research and/or creative work. Each Scholar Shop

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collaboration is unique, based on the research question of the community organization and the student and/or faculty who work together on the project.

Below is a sample of centers and institutes with a significant community outreach component:

- [Butler Institute for Families](#): Creating the tools and resources systems, communities, programs, and families need to learn, grow, and improve, Butler has partnerships in 32 states across the nation.
- [Center for Judaic Studies \(CJS\)](#): CJS advances knowledge of Jewish history, thought, and culture through intercultural dialogue and social action. CJS faculty research and teach in a wide range of interdisciplinary areas and the program houses the [Holocaust Awareness Institute](#), the [Holocaust Memorial Social Action Site](#) and [The Rocky Mountain Jewish Historical Society](#). CJS is deeply engaged with civic Jewish and inter-religious communities along the front range [Example: [Art/Awareness/Diversity Project](#)].
- [Consumer Insights and Business Innovation Center](#): Established for the study of human behavior with an emphasis on market-driven results, CiBiC engages students, faculty, and members of the community by providing a multi-functional space for collecting and interpreting primary and secondary data. Businesses engage with CiBiC through strategic partnerships, client projects, internships, networking events, and workshops.
- [Knoebel Institute for Healthy Aging \(KIHA\)](#): KIHA's research and scholarship addresses growing needs related to aging in Denver and throughout the nation, leveraging key strengths of the University and the region to improve quality of life, wellness and community throughout the lifespan.
- [Scrivner Institute for Public Policy](#): The inter- and multidisciplinary Institute works at the intersection of real-world problems and practical policy solutions to those problems, bridging knowledge between academic disciplines and today's most crucial issues.

DU is a vital part of the Denver economy [[DU's Billion Dollar Boost](#)]. DU provided a total economic benefit of \$958.2 million in the Denver region in FY2015 [[2016 Economic Impact Study](#)]. In addition, to the direct economic benefits of the University, DU is an important asset in the Denver metro region. With 3,830 faculty and non-student staff in 2015, DU ranked as the second largest non-retail private employer in the City and County of Denver and among the top 20 major employers in the metro Denver region. DU has spent approximately \$640 million on campus construction activity over the past 20 years.

DU serves as a source of intellectual, cultural and social engagement within the Denver metro area. DU's [Anchor Institution Work](#), including participating in the [Higher Education Anchor Mission Initiative](#) and the [Denver Anchor Network](#), demonstrates commitment to external constituencies. DU's public good vision positions the University to connect anchor mission work across all university activities—from research and creative work to teaching and business practices [[Women and Minority-Owned Caterers](#)]. In FY19, DU's local (within the City and County of Denver) spend was \$67 million. From the \$67 million, the University estimates, conservatively, that \$3.5 million was spent with diverse/local supplier/vendors, using the [Gartner's Supplier Diversity and Sustainability Trends framework](#).

With community partners, the University has participated in even broader sustainability efforts [[Sustainable DU Mobility Efforts](#)]. This includes collaborating with Transportation Solutions, the

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City and County of Denver Public Works, City Council, the Regional Transportation District, and numerous neighborhood groups on a [Station Area Master Plan](#) for the University of Denver and Colorado Stations, funded by the Denver Regional Council of Governments. This planning led directly to city funding and contributed to University-funded mobility operational pilots to improve options by supporting a dock-less bikeshare and a last-mile micro-transit shuttle [[Mobility Pilots DU IMPACT 2025 Evaluation Report](#)].

Additionally, a [concept for regional greenspace planning](#) grew out of conversations at DU, resulting in the creation of a non-profit, the Metro Denver Nature Alliance. This group now consists of 50 member organizations, all focused on greenspace planning, equity, access, health, and educational outcomes. Faculty, staff, and students continue to contribute to this work in many ways, including advisory roles, class projects, and independent study work.

DU also engages with the community through the [Robert and Judi Newman Center for the Performing Arts](#) and the [Ritchie Center for Sports and Wellness](#). The Newman Center is one of DU's best public spaces for students, neighbors, and friends to experience intersectional diversity, communal artistry, and transformative learning through music and dance performances. The 2019-20 season marked the second year of the [Student Matinee series](#), a concert series created specifically for K-12 students and the first year of the [Musical Explorers program](#), which introduces more than 1,000 K-2 students in Denver Public Schools to music and cultures from around the world.

On average, over 124,000 people attend sporting events at the Ritchie Center annually. The Coors Fitness Center has more public memberships than faculty/staff memberships, student memberships and alumni memberships [[2019 Annual Report](#)]. In addition, the Division of Athletics and Recreation offers a wide array of programs to the Denver community, including [youth programs](#), [School Days Off](#), [public ice programming](#), and [group fitness programs](#) [[Community Program Highlights](#)].

As a part of DU IMPACT 2025, the University has re-engaged alumni in a more cohesive and meaningful manner, reinvigorating programming such as [Alumni Weekend](#), [Founders Celebration](#) and [Homecoming](#). In addition, DU opened five regional offices across the U.S. to provide more opportunities to connect [[Regional Office Announcement](#)]. DU also created programming to connect with Denver local alumni including [Crimson and Gold Trail](#), [Pioneering Denver](#) and [Pioneer Connect](#). The construction of the [Burwell Center for Career Achievement](#) underscores the commitment to sustaining life-long relationships with alumni.

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1.C - Core Component

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff, and administrators with a range of diverse backgrounds, ideas, and perspectives.

Argument

1.C.1 - The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.

Through curricular and cocurricular activities, DU provides students with opportunities that expand their learning horizons and prepare them to lead lives of purpose.

Beginning with [learning outcomes](#) for undergraduate and graduate students, discussed in depth in Criterion 3, the University creates an academic foundation that flows from the mission. The outcomes emphasize learning across and within the disciplines, intellectual engagement, and engagement with both local and global communities. Within academic units, students focus on creating meaningful career skills. For example, the Daniels Professional Development Program, prepares students for career success by helping them select a major, complete a resume and cover letter, develop interview skills, find an internship, and navigate the recruiting process [[BUS 1099 Syllabus](#), [BUS 2099 Syllabus](#)]. Daniels also offers the [Ethics Bootcamp](#), where students develop a lifelong framework for ethical decision-making. In addition, [Daniels Signature Events](#) offer students opportunities to participate in co-curricular activities to develop their skills as future business professionals.

Many masters-level degree programs build on deep disciplinary knowledge and practices required for their graduates and integrate professional development and leadership ethics into courses to prepare their graduates for work in the field. For example, GSPP offers a four-course multicultural sequence that prepares students to offer culturally-sensitive care [[CPSY 5340](#), [CPSY 5360](#), [CPSY 5370](#), [CPSY 5380](#) Syllabi]. As another example, the fundamental component of the Professional Science Masters degree in biomedical sciences is the [capstone](#) where students undertake 9-12-month internship projects that culminate in a scholarly presentation.

DU Dialogues, a DU IMPACT 2025 initiative, gathers groups of students for facilitated discussions across difference through [curricular and co-curricular programming](#). In 2017, Communication Studies classes were created to help students connect theory and lived experience across intersectional identities. Students enhanced their communication skills, deepened their

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awareness of their own and others' identities, and built alliances toward more inclusive and just communities [[Newsroom Article](#)].

The curricular and co-curricular space is rich with opportunities for students to develop applied skills relevant to informed citizenship. One of DU's signature programs, the [Cherrington Global Scholars](#) program, allows undergraduate students to study abroad at no additional cost. Around [70% of students](#) study abroad each year. Prior to departure, students enroll in [INTZ classes](#) that expose them to the global mindset necessary to thrive in multicultural environments and prepare them to learn in diverse environments. Another DU program, the [Pioneer Leadership Program \(PLP\)](#) combines coursework, a residential community, civic engagement, and professional networks to equip students to become 21st century citizen leaders. Additionally, the [Center on American Politics](#) (CAP) facilitates civic scholarship on American Politics across academic departments and divisions and promotes discussion of current political issues for the benefit of students and the larger campus community. [CCESL](#) offers a sequence of courses, [From Spectator to Citizen](#), to help DU students develop a set of public skills and a civic knowledge base. Students of diverse backgrounds, politics, and values learn with and from one another in a safe but challenging learning environment.

Students may also engage with Career and Professional Development programming, discussed in detail in Criterion 4.A.. The Career and Professional Development office has identified [milestones](#) to help students visualize the steps they need to take to launch their post-DU careers. For example, [Milestone 2](#) focuses on building students' connections and [Milestone 3](#) focuses on gaining professional experience that aligns with career goals.

1.C.2 - The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.

Creating a diverse and inclusive community is critical to the success of the University, as well as the successful implementation of DU's mission, vision, and strategic plan. The Chancellor's *Statement on Diversity* emphasizes that the greatest challenges in the century ahead are complex and require diverse teams who can work collaboratively and innovatively. Actively seeking a student body and a faculty and staff who represent the diversity of our region, nation, and world is necessary to prepare our students for an increasingly globalized and connected world. That diversity extends to identities beyond just race and gender—including sexual orientation, gender identity and expression, socioeconomic status, religion/spirituality, veteran status, political and ideological viewpoints, and more [[Chancellor's Statement on Diversity](#)].

The University is structurally organized to implement the processes and activities that drive inclusion and equitable treatment. Three offices drive University diversity, equity and inclusion practices: [Human Resources and Inclusive Community](#) (HRIC); [Campus Life and Inclusive Excellence](#) (CLIE); and the [Office of Diversity, Equity and Inclusion](#) (ODEI). DU's commitment can be seen in its work on student and faculty recruitment, transition and onboarding programming, policies and institutional procedures, and evaluation processes.

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DU continues to expand efforts to recruit a more diverse and inclusive study body. The admission funnel at both the undergraduate and graduate levels is broad in order to recruit a talented and diverse class [[Provost Presentation February 2020](#)]. For undergraduate students, a holistic review of submitted application materials is key to knowing a student's preparedness and academic abilities over time. Beginning with students applying for fall 2020, the institution adopted a [test-optional policy](#) to remove barriers for those who lack access to standardized test-prep resources.

Graduate admissions policies also commit to a holistic review of the applicant, with policies specific to the admitting college or school. For example, JKSI now offers test-optional admissions; therefore, applicants to the MA and MPP programs no longer need to submit GRE scores [[Graduate Applicants](#)].

The international student admissions process focuses on a whole-person assessment; while there are university English proficiency standards, requirements include on life experiences as well as academic achievement. International Student Admission developed an option for students to submit a ZeeMee profile, a free service designed to help students bring their application to life by highlighting their personal story through photos, videos and text [[Admission Standards](#)].

To ensure that admitted students can afford to enroll, DU has increased the level of [need-based aid](#) available to students. The average [need-based financial aid package](#) increased by nearly 35% from 2011-12 to 2018-19, while the cost of attendance during this timeframe rose 28%. The average need-based financial aid package in 2011-12 represented 58% of the total costs, while in 2018-19 the average need-based aid package was 60% of total costs. The overall percent of financial need met for undergraduate students remained stable throughout the period (2011-12 to 2018-19) fluctuating between 82.4% and 86.3%.

The University's expenditures on [undergraduate scholarships and grants](#) grew by nearly 68% in total dollars from the base year of 2011-12 to the 2017-18 school year. The institutional commitment to undergraduate financial aid funds in 2011-12 was \$73,177,557 and was \$122,746,031 in 2017-18, the most recent year for which final data are available. For example, the [University increased its backing of the Yellow Ribbon Program](#). Beginning in academic year 2019-2020, eligible Post- 9/11 GI Bill users pursuing any bachelor's degree or graduate degree at DCB, JKSI or GSSW have their tuition fully funded.

Recognizing the need to infuse principles and processes of diversity and equity into all parts of the University environment, DU made several large structural changes.

- In 2015, the Chancellor created the [Vice Chancellor of CLIE position](#), to support institutional goals, including building an inclusive community for all of campus. Currently, The University is currently conducting a national search for [this position](#).
- The Vice Chancellor of HRIC position was also created in 2015 to focus on staff diversity, recruitment, and retention. In April 2020, the [VC of HRIC resigned](#) and the University is now evaluating this position and realigning reporting lines while continuing to focus on staff diversity and recruitment.

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- In 2015, two new Councils were created to advise senior leadership of our ongoing diversity and equity work: Chancellor's Diversity and Equity Advisory Council (CDEAC) and the Provost's Academic Diversity and Inclusion Council (PADIC)
- In 2016, DU was one of the first U.S. higher education institutions to create [a full-time staff position](#) in the Office of Teaching and Learning (OTL) charged with designing, implementing, and assessing strategic faculty development opportunities; online resources; and consultations for faculty members, academic administrators, academic departments, and allied offices around diversity, equity and inclusion. The role continues to expand, as evidenced by the current national search for a [full-time Postdoctoral Research Fellow](#) funded by the Interdisciplinary Research Institute for the Study of (In)Equality (IRISE).
- In 2015, recognizing the critical need for senior leadership on issues of diversity and inclusion, [the position of Associate Provost for Inclusive Excellence expanded](#) and DU hired a Senior Advisor to the Chancellor for Diversity and External Relations. In 2019, the position again expanded in scope and a national search was conducted for the inaugural [VCDEI](#). In April 2020, based on robust feedback from all constituencies across campus – including students – it was clear that the finalists ultimately [did not meet the needs of the community](#). Therefore, the [search will re-open in fall 2020](#) with a modified job description. While the community was disheartened about the failed search, DU is confident that the lessons learned from this search will result in a candidate pool that will meet the needs of our community.

To foster an inclusive and equitable environment for DU employees, the institution has created multiple structures of support. The [Office of Equal Opportunity and Title IX](#) (EOIX) oversees the University's equal opportunity and discrimination policies, provides the community with education and awareness, monitors compliance with applicable non-discrimination laws, and investigates claims of discrimination based on a protected status. Since 2010, the Office has grown to support the University's commitment to include six full-time positions: Director of Equal Opportunity, Title IX Coordinator, Associate Director of Equal Opportunity and three investigators. In February 2020, in response to the [student-led #WeCanDUBetter campaign](#), EOIX [now reports directly to the chancellor](#).

In 2018, HRIC conducted the first comprehensive employee engagement survey and, as a result, created the *Equity into Action* initiative with the purpose of enhancing equity and inclusivity in the community [[DU IMPACT 2025 Update](#)]. The first initiative, Women@DU, launched in 2019 and introduced benefits for new parents, including improved lactation spaces; a support group; personal-size lactation refrigerators for the office; referrals for pet, child, and elder care; and access to Milk Stork, a service for breastfeeding employees on business travel.

[ODEI](#) is committed to providing leadership, guidance, and resources in support of the University's commitment to building a more diverse and inclusive institution. [IRISE](#), one of ODEI's signature programs, provides opportunities and support for faculty and students to engage in interdisciplinary research on issues of inequality, social justice, and inclusivity with a central focus on community engaged projects in health and education [[Annual Report 18-19](#)]. Since 2013, IRISE has hosted 14 postdoctoral fellows, sponsored research, scholarship and professional development,

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and hosted numerous lectures, symposia, and conferences examining the many forms of discrimination and inequality in contemporary culture and life.

To help academic units advance diversity initiatives, the University piloted the [ODEI Faculty Fellows](#) program, which hired faculty to engage and foster diversity and inclusion efforts, serve as a resource to underrepresented faculty, support the infusion of inclusive curriculum and pedagogy, and assist unit level strategic planning toward Inclusive Excellence [[Evaluation Report](#)].

As a part of the implementation of DU IMPACT 2025, a multi-disciplinary faculty and administrator group, the [Diversity, Inclusivity and Equity Working Group](#) was formed and completed several projects that comprehensively addressed equitable processes and practices across the institution, including but not limited to improving the procedures for faculty and staff searches, launching the Bias Incident Response Team (BIRT), and working with deans to embed Inclusive Excellence in unit strategic planning.

From 2013-2020, the following reports described the evolving state of diversity and inclusivity on campus and suggested next steps for the campus to take:

- [Status of People of Color Report](#), May 28, 2014
- [Status of Women Report](#), May 28, 2014
- [Diversity and Inclusion at the University of Denver](#), Aug. 20, 2014
- [John Evans Study Committee](#), Nov. 3, 2014
- [Campus Climate for Students Working Group Report](#), Jan. 22, 2015
- [Equity, Diversity and Inclusive Excellence Task Force Report](#), Feb. 13, 2015
- [Findings of Fact, Independent Investigation in EEO Complaints](#), April 20, 2015
- [Task Force on Native American Inclusivity](#), Spring 2016
- [Accelerating Success Report](#), Spring 2019
- Pay Equity Study, Spring 2020

In the fall of 2018, a group of students presented the administration with a set of demands regarding diversity, equity, and inclusion. These demands were built on a student movement that began in 2016 and led to a community rally in 2018. Chancellor Haefner continued the regular meetings that Chancellor Emerita Chopp began with the Joint Council, the undergraduate collection of affinity groups, and provided a [progress update](#) in spring 2020.

CLIE formed the [Inclusion and Equity Education](#) (IEE) unit to provide students with the information, skills and opportunity to engage constructively across difference. As mentioned in 1.A.4., the Office of [Access and Transition](#) was created to unite existing and new programs designed to attract and support historically under-represented students.

In addition, the University recognizes diversity in our students as learners. The [Learning Effectiveness Program](#) (LEP) provides over 300 neuro-diverse learners per year with individualized academic support. Additionally, the [Disability Services Program](#) (DSP) provides all students with disabilities an equal opportunity to participate in programs, courses, and activities.

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1.C.3. The institution fosters a climate of respect among all students, faculty, staff, and administrators with a range of diverse backgrounds, ideas, and perspectives.

In order to foster a climate of respect, the University recognizes that university culture, both in and outside of the classroom, impacts our students, faculty, staff, and administrators. The University invests in campus-wide and affinity-based initiatives, groups, and programming in order to help foster a climate of respect.

For example, in May 2016, Faculty Senate revised [The Inclusive Learning Environments Initiative](#) after a yearlong conversation about how DU faculty might take a leading role in fostering a truly inclusive educational experience, one wherein all students feel equally welcome and empowered to learn. As mentioned in 1C2, OTL created a staff position dedicated to supporting inclusive pedagogy [[Inclusive Teaching Practices Impact Report](#), [Inclusive Teaching Practices Website](#), [Faculty Engagement Numbers](#)]. In the spring 2020, the University launched a public-facing version of the Inclusive Teaching Practices LMS portal, a comprehensive toolkit, previously available only to the DU internal community.

In addition, the Vice Provost for Faculty Affairs has created six working groups to improve department culture and climate on the DU campus. These initiatives will train and support chairs and departments to make meaningful changes for all faculty [[DU Symposium](#)].

In the listening portion of DU IMPACT 2025, the University expressed a community desire for an increased sense of belonging on DU's campus and desire for a DU collective identity [[Executive Summary of 2018-2019 Listening Tour](#)]. Therefore, the University launched the [C+V](#) initiative to examine the University's value statement. Throughout the 2019-2020 and 2020-2021 academic years, the initiative will explore what it means to be an academic community. One of the overarching goals of C+V is to foster a greater sense of belonging on campus, recognizing that underrepresented students, faculty, staff, and alumni often feel like they do not belong.

DU's commitment to cultivating a climate of respect is demonstrated by a series of campus-wide summits held each year: [Diversity Summit](#), [HerDU](#), and the [Internationalization Summit](#). The theme for the 19th annual Diversity Summit (2020) was "The Power of We." At the summit, the community explored the tensions and anxiety many living in the U.S. feel, particularly in an election year, and harnessed the connective potential of our experiences, education, and personal realities [[Chancellor Haefner Diversity Summit Address](#)]. The annual [Internationalization Summit](#) is a forum for scholars and members of the academic community to engage in meaningful conversation, share practices, and present emerging research relating to the internationalization of higher education. [HerDU](#), the annual women's conference, serves as an important resource for DU women, providing tools, community, and inspiration. The [25th annual conference \(2020\)](#) honored the conference's history and celebrated the achievements of DU women.

DU supports many affinity groups representing the diversity of the institution, from student organizations ([undergraduate](#) and [graduate](#)) to [faculty and staff associations](#). Below is a sample of faculty and staff associations:

- [Association of Sisters in Higher Education \(ASHE\)](#) supports, empowers, and mentors Black women at the University of Denver by honoring who we are through cultural

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fellowship, enrichment, and an exchange of ideas. The core focus of group discussions, activities, and initiatives will be issues that are germane to black women.

- [Faculty of Color Association](#) (FOCA) is a voluntary empowerment and advocacy group composed of faculty members from under-represented racial and ethnic groups within the University community.
- [Staff of Color Association](#) (SOCA) creates a supportive community for promoting personal and professional growth through shared experiences, resources, and strategies for staff of color.
- Queer University Employees (QUE) brings together staff and faculty who identify as LGBTQ+, for networking, professional development, and institutional advocacy.
- [Latino Center for Community Engagement and Scholarship](#) (DULCCES) is a consortium of interdisciplinary faculty from throughout the University who are committed to placing DU at the center of scholarship, teaching, and service related to Latinos in the Rocky Mountain west.
- Veteran Employee Resource Group (VERG) supports faculty and staff veterans and reservists. VERG also encourages participation from interested dependents (spouses or children).
- [Women's Coalition](#) fosters a University of Denver culture that values and empowers all women; it is the umbrella organization to which all six University of Denver women's groups belong.

The [Student Cultural Center](#) supports student affinity communities and organizations. Groups include but are not limited to: African Students United, Black Student Alliance, Asian Student Alliance, Hillel Jewish Center Group, Latino Student Alliance, Muslim Student Association and Queer Student Alliance. There are also college/school-based graduate student affinity organizations including but not limited to the [Native American Law Student Association](#), [Shades of Brown Alliance](#), and [Sistah Network](#).

Additionally, [Global Friends](#) pairs international students with a faculty or staff member to promote cultural fluency and provide professional connections. Staff and faculty members gain new perspectives and opportunities to engage with cultural diversity. The [International Student Support Program](#) supports international students through the HCC. DU has a working group engaged across campus to help improve the climate for international students, working to identify barriers and challenges that international students face on campus and to implement sustainable solutions to better the [international student experience](#).

The institution recognizes and celebrates the diverse range of worldviews and religions. [Spiritual Life](#) is available to all members of the DU community on issues ranging from interfaith dialogue to spiritual care and counseling. In addition, DU is continuously improving its climate with respect to religious inclusivity through the [endowed Interfaith Chair position](#) within the Center for Judaic Studies, the [Interfaith Calendar program](#), the [10 Commandments of Religious Inclusivity](#), and the [Religious Inclusivity Initiative](#). In November 2019, DU was [recognized by AAC&U](#) for the Interfaith Calendar Program. The department of Religious Studies [received funding from the Madden Center](#) for an Interreligious Dialogues project that includes a new interfaith course and a [Religious Inclusivity Workshop](#). In addition, in the spring of 2018, DU was selected as one of the

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first ten universities in a new [national interfaith project](#) through the Interfaith Youth Core (IFYC) and the AAC&U.

In 2014, DU celebrated its 150-year anniversary. Like many institutions of higher education, DU continues to make meaning of its complicated history. Leading up to the sesquicentennial, a committee formed to conduct an independent inquiry regarding John Evans', the founder of DU, role in the Sand Creek massacre. Issuing the [John Evans Study Report](#) provided recommendations for administration on how the DU community can respond to its history honestly and inclusively. In response, the University [created a Task Force on Native American Inclusivity](#).

Stemming from the [recommendations from the Task Force](#), the University created a Native American Community Advisory Board in 2017 and two new positions to support Native students and faculty members: a Special Advisor on Native American Partnerships and Programs and Director of Native American Community Relations and Programs. [The Director](#) is responsible for continuing DU's partnerships within the Denver Native American community, recruitment efforts, supporting Native students, and expanding the [Native Student Alliance](#). In 2019, Chancellor Haefner asked Interim Provost Lengsfeld to meet with members of the original task force, as well as additional Native American faculty and staff, to reexamine the 2016 report [[Provost Memo](#)] and recommend priorities [[Campus Update](#)].

To explicitly honor the past and to respect institutional history, DU has instituted a *Land Acknowledgement* statement to recognize and respect Indigenous Peoples and the land upon which the University stands. University programming now commences with a Land Acknowledgement that each presenter modifies to suit their presentation [[2020 Faculty Awards Speech Interim Provost Lengsfeld](#)].

Additional campus-wide changes have cultivated a climate of respect. For example, ahead of a change in local building codes, the University developed guidelines for and re-labeled most single-occupant restrooms on campus to be all-gender, greatly increasing the usability of these facilities for those identifying outside the gender binary, caregivers with dependents of a different gender, users with mobility challenges (for ADA-accessible spaces), and more [[Guidelines](#)].

In 2019, several years of work culminated in the launch of an expanded set of gender self-identification options for students and employees as part of their official University record. Building on and improving the [Preferred/Professional Name process](#), affiliates now have the option to add [gender identity \(beyond legal sex marker\) and chosen pronouns](#). The Registrar, Information Technology, CLIE, and HRIC continue to collaborate on the rollout of the fields through subordinate software systems and training for users.

Partly in response to campus and national tensions around the 2016 US Presidential elections, the Faculty Senate developed a [Freedom of Expressions \(FOE\) Statement](#), laying out the challenges and opportunities faced by learning institutions. This is discussed at length in Criterion 2.D. Relatedly, a CLIE working group crafted a central set of guidelines for [Student Demonstrations, Rallies & Protests Guidelines](#).

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As mentioned in Criterion 1.C.2., the University has invested in continuously measuring and monitoring our climate. In 2018, the University worked with ModernThink to produce an employee engagement survey. The survey asked several questions that allowed the University to examine our climate, such as: “At this institution, people are supportive of their colleagues regardless of their heritage or background,” to which 69% of responses were agree or strongly agree [[Presentation to University Council](#)]. The University recognizes room for improvement within this and other parts of the survey and is working with academic units on implementation plans based on feedback. Additionally, in May of 2019 the University began the [COACHE Faculty survey](#). Survey results are intended to be used to develop strategies to improve the professional lives of faculty members and create an environment where faculty can do their best work.