Last year the University of Denver continued its progress along a positive trajectory. Years of investment in our academic enterprise paid off with the arrival of another class of talented students. We continued to recruit and add highly accomplished faculty members to our ranks. Diversity, in many dimensions, continued to grow among our student and faculty populations. Perhaps most telling of all, our new graduates were tremendously successful securing employment, professional certifications and admissions to graduate and professional programs. Through it all, DU remained a great private university dedicated to the public good—a role especially apparent as we prepared to host October’s presidential debate, an event that galvanized the campus and the Denver community.

FY 2012 was also good in a financial sense, ending with a solid operating margin, more than twice the amount budgeted. We had our best fundraising year since the recession’s 2009 onset, and our endowment grew to a new high. Our long-term debt remained low, with minimal impact on operating budgets. Perhaps most important, the net cost of attendance at DU grew by just 5.3% over the last three years.

That said, we recognize the limitations of higher education’s operating model, and we are prepared for dramatic changes ahead. We will meet them from a stable, financially solid platform developed from a keen focus on academic quality. For an institution like ours, they present tremendous opportunities.

Robert Coombe
Chancellor

The financial data and academic metrics in this year’s report accurately portray a vibrant, ever-improving University. The student, faculty and program vignettes reflect success toward our goals of liberating students’ minds and serving the public good.

Going forward, our principal strategic focus will be on taking advantage of an extraordinary confluence of global changes in technology, demography and economics, which certainly will impact the traditional model of higher education. Toward that end, and in addition to our ongoing incorporation of new teaching technology and learning methods, we are launching a broad-based strategic planning process aimed at better predicting and planning for DU’s place in the future of higher education.

In this future, the acquisition of knowledge will become easier and more broadly available. But, the higher-level understanding needed for application of this knowledge, and the birth of wisdom, will require mentorship. The University of Denver’s residential teacher-mentor model, constantly improving, appears to be ideal for this. For most of our students, the DU years are a transformative campus experience. While everyone at the University of Denver continues striving toward this end, we will be intensely examining what we are doing and what we will need to change for the future.

Trygve Myhren
Chairman, Board of Trustees
Through fiscal discipline, the University has consistently produced operating surpluses, resulting in a growth in total assets over time. The University’s total assets, which now exceed $1 billion, have grown more than 27% since 2009. From these assets, the University makes strategic investments in students, faculty and our academic enterprise.

The University of Denver endowment has grown to $373 million in support of our mission. The endowment growth of 45% since the end of FY 2009 is a result of the generosity of restricted gifts to the University through the ASCEND campaign, as well as investment returns.

Through June, 2012, the ASCEND campaign has raised over $335 million in support of University priorities.

All dollar figures in 000’s.

*As of 6/30/2012. All dollar figures in 000’s.
Our strong fiscal results have allowed the University of Denver to accelerate our investment in three areas of strategic focus every year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
<th>Faculty</th>
<th>Academics</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>$102,041</td>
<td>$135,524</td>
<td>$59,495</td>
</tr>
<tr>
<td>2011</td>
<td>$130,674</td>
<td>$127,056</td>
<td>$51,309</td>
</tr>
<tr>
<td>2010</td>
<td>$95,184</td>
<td>$124,776</td>
<td>$55,946</td>
</tr>
<tr>
<td>2009</td>
<td>$95,184</td>
<td>$124,776</td>
<td>$50,551</td>
</tr>
</tbody>
</table>

Support dollars for:

All dollar figures in 000's
Over the past four years, we have added highly accomplished scholars in virtually every discipline of the University. As a result, our student-to-faculty ratio is 11:1.

Source: The Integrated Postsecondary Education Data System (IPEDS).
Investments in our academic enterprise have made the University of Denver attractive to students of the highest caliber from around the world. For example, the fall 2012 undergraduate class of 1,230 students came from a pool of more than 11,000 applicants. Since 2009, we have seen a 38% increase in undergraduate applications.

Information about student profile:
- 2012 Total Student Population: 11,442
- Average SAT: 3.71
- Average GPA:
  - 2012: 83
  - 2011: 10,504
  - 2010: 9,180
  - 2009: 8,304
- Percentage of students from outside of Colorado: 53
- Percentage of students of color: 17
- Countries represented by our current student population: 83
FULBRIGHT SCHOLARSHIPS

Five University of Denver students won Fulbright Scholarships to study or teach abroad in the 2012–2013 academic year, the largest number of University students to win the scholarships in more than 10 years. The Fulbright program, sponsored by the U.S. Department of State, is a prestigious and competitive grant awarded to the very best students across the nation.

Stephanie Lowe, an undergraduate with a major in German, was awarded a Fulbright English Teaching Assistantship to Germany.

Michael Peronto, an undergraduate with a major in international studies, received a Fulbright English Teaching Assistantship to Russia.

Geoffrey MacDonald, a PhD candidate in the Josef Korbel School of International Studies, received a Fulbright Research Grant to study in India.

Tom Lam, a master’s candidate in the Josef Korbel School of International Studies, received a Fulbright English Teaching Assistantship to Macau, China.

Shaye Worthman, a master’s candidate in the Josef Korbel School of International Studies, received a Fulbright Full Graduate Degree Grant to study political economy of development at the Benemérita Universidad Autónoma de Puebla in Puebla, Mexico.

JOHN MARSHALL AWARD

Rebecca Love Kourlis, director of the Institute for the Advancement of the American Legal System (IAALS) at the University of Denver, was awarded the 2012 John Marshall Award, presented by the American Bar Association Justice Center.

Previous recipients include U.S. Supreme Court Justices Sandra Day O’Connor and Anthony Kennedy.

Kourlis, who was chosen based on her work to promote justice-system reform and public awareness about the justice system, served as a trial court judge for seven years and was appointed to the Colorado Supreme Court in 1995, where she served for 11 years. In 2006, she opened IAALS, a national, independent research center at the University of Denver dedicated to continuous improvement of the civil justice system. IAALS envisions a civil justice system that is accessible, efficient and accountable to the litigants it was designed to serve.

DISTINGUISHED SCIENTIFIC CONTRIBUTION AWARD

University of Denver psychology Professor Wyndol Furman received the 2012 Distinguished Scientific Contribution Award, presented by the International Society for the Study of Behavioral Development. The award, which is given out every other year, honors a single individual who has made distinguished theoretical or empirical contributions to basic research, student training and other scholarly endeavors in behavioral development. Furman, a John Evans Professor and director of clinical training in DU’s psychology department, has taught at the University for 35 years. His research centers on the study of close relationships in childhood, adolescence and early adulthood. He is particularly interested in the study of peer relationships and their consequences for health and adjustment.

The mission of the society is to promote the scientific research of human development throughout a human lifespan. Members come from across the globe, representing more than 60 nations.
From their first days on campus, students benefit from opportunities to join their peers and professors on research and creative projects. Many of these opportunities extend into the community, where students get the chance to test new ideas and solve problems.

Working with Professors Peter Laz and Mohammad Mahoor and adjunct professor Bob Johnson, engineering students John DeWitt, Jeff Evans, Peter Neilson and Jordan Rath spent an entire academic year creating affordable and durable technology that allows people with severely limited mobility to operate a computer just by moving their eyes.

The team modified existing software to build an easy-to-use eye-tracking device, which they tested in the adaptive technology lab at Denver’s Craig Hospital, where patients with spinal cord and traumatic brain injuries receive state-of-the-art treatment.

The verdict? Craig Hospital patients pronounced the eye-tracking glasses—and the collaborative project—a success. With a few tweaks, this new tool could open up the online world to people coping with paralysis.
Like their undergraduate counterparts, students in the graduate and professional programs enjoy experiential opportunities that enhance their career prospects. At the Sturm College of Law, for example, students get the chance to represent real clients and file real cases. They also get real results.

One such effort, spearheaded by the Sturm College’s Environmental Law Clinic, fended off a proposed logging operation that threatened a national forest and the headwaters of the Rio Grande.

The clinic filed suit against the National Forest Service in 2009, hoping to overturn a timber permit for more than 3,400 acres in the Handkerchief Mesa area of the Rio Grande National Forest. Because the area in question had not yet recovered from previous logging and a beetle infestation, and because the area feeds a river that provides drinking water for millions of people, students argued that the Forest Service should have considered these stresses before issuing a permit.

The suit was prepared by student Jacob Schlesinger and Environmental Law Clinic Fellow Ashley Wilmes under the direction of Environmental Law Clinic Director Michael Harris. Student lawyers Mason Brown and Justine Shepherd argued the case in federal court.

In February 2012, the court ruled in favor of the Sturm College students. As Harris put it, “The court has told the Forest Service, ‘The game has changed, and you need to change if you are going to continue to permit these projects.’”
Locally, the University of Denver powers a number of initiatives that make the community better while giving students insight into the challenges confronting various populations around the world.

At the Graduate School of Professional Psychology, the Master’s Program in International Disaster Psychology (MAIDP) trains people to provide effective mental health and psychosocial services to individuals and communities, at home and abroad, affected by trauma and disaster. As Director Judith Fox notes, “Some of our graduates are interested in working domestically—Hurricane Katrina, the Aurora theater shooting—while others pursue careers internationally with organizations providing psychosocial services and humanitarian aid to those affected by trauma and disaster across the globe.”

Erika Childs, a second-year student in MAIDP, has not only worked with refugees in the Denver area, but last summer, she spent eight weeks in Ghana helping women and children in a refugee camp and assisting staff at two different psychiatric hospitals.

“We spent the first year learning a lot of the theories, learning how different mental health systems work or are supposed to work in different countries,” says Childs, who traveled to Ghana with three other MAIDP students. “We took that baseline knowledge and got to apply it firsthand—take it beyond what the journal articles might tell you. We got to see the human approach to it and feel the emotions and see the effects. It was really beneficial to be able to talk to the people and see what they were going through.”

Mental health issues are often misunderstood in Ghana, Childs explains. “You either have a physical problem or a spiritual problem. So if you have a physical problem, you go to the doctor, and if you have a spiritual problem, you go to a pastor or a leader of what they call a prayer camp and are basically told to pray and through that it will solve all your problems. We did a lot of awareness that it goes beyond spiritual; that there are other ways to address these problems.”
To promote research that impacts lives and communities, the University provides public good grants to faculty. Professors, in turn, often enlist their students in these projects, nurturing their love of learning and fueling their sense of purpose.

In the anthropology department, Associate Professor Bonnie Clark uses public good funds to conduct an archaeology field school at Amache, a World War II internment camp for people of Japanese heritage. Students not only learn how to work a site and analyze artifacts, they also work at the Amache Museum, helping to interpret and display the institution’s collection.

On one triple-digit day in summer 2012, junior anthropology and religious studies major Kevin Davis worked with his teammates to survey a block of land at Amache that once housed several barracks and a mess hall. The day paid off when he located an artifact that spoke to the ways in which camp residents tried to retain their cultural traditions.

“I found the top of a tea kettle cover. It had a Japanese pattern over it,” he says. For Kevin, the artifact was more than a personal discovery. It was a meaningful contribution to an ongoing project that adds to our understanding of a troubling chapter in the nation’s history.
The University of Denver is an Equal Opportunity institution. It is the policy of the University not to discriminate in the admission of students, in the provision of services or in employment on the basis of race, ethnicity, color, religion, sex, national origin, age, marital or veteran status, sexual orientation or disability. The University complies with all applicable federal, state and local laws, regulations and Executive Orders.