

# University of Colorado

**VISION** | *University*  
**2010** | *Without Walls*

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(Note the meeting summaries and campus town hall summaries can be found on the Vision 2010 website.)

## **A. Introduction**

In announcing the University's bold systemwide agenda for the next eight to ten years, President Hoffman describes a 21<sup>st</sup> century university where the walls that separate the disciplines, colleges, and campuses within the system and between other universities break down. Dr. Hoffman's vision of the 21<sup>st</sup> century university is one where collaboration among scientists, social scientists, and humanists is a requirement for addressing the important and challenging problems facing our state, the country and the world. President Hoffman refers to the synergistic relationship between research and education, breaking down walls between the roles of researcher and teacher, and creating more opportunities to engage students in research and creative processes. There are few ivory tower walls within a 21<sup>st</sup> century university because the university's programs of education, research and service are present within the community, and rely on the community as a full partner.

The initial materials prepared for *CU Vision 2010* refer to numerous University Without Walls activities currently in place across the System. The Coleman Institute for Cognitive Disabilities is often used as an exemplar for UWW whereby the work of the Institute requires an interdisciplinary approach and partnerships with other institutions, agencies and foundations. The President has identified other targeted areas where collaboration among researchers from multiple disciplines, campuses and organizations will be essential, such as genomics and biotechnology. But the model for University Without Walls is not limited to large-scale, multi-campus research institutes. As noted in early *CU Vision 2010* documents, the reduction of organizational "walls" allows other types of UWW activities to emerge and flourish, and numerous examples can be found throughout the System, including joint degree programs, distance education and outreach programs that extend access to CU programs and services, and partnerships with a wide variety of entities such as schools, hospitals, businesses, and state government agencies.

## **B. Process: The UWW Committee and Assignments**

The University Without Walls Committee was comprised of campus academic affairs officers, representatives from faculty, staff and student governance organizations, faculty and administrators who oversee such UWW-like activities as interdisciplinary research centers, four-campus projects, outreach and online distance education programs, and business/K-12 partnerships. The full UWW Committee met five times during the July-December 2002 period, with several smaller planning meetings held to draft documents. The committee developed a concise and yet expansive definition for University Without Walls, and a set of core values that are intended to communicate to our internal and external constituents what the key attributes should be for a CU University Without Walls initiative. The committee engaged in several discussions about the need to create bridges across the academic silos of campuses, the need to create a culture and environment that encourages all units to become engaged in UWW efforts, balanced with the need to recognize that our current way of doing business (that is, our tradition of strong, independent academic departments) also is essential for maintaining a culture of excellence. The committee adopted the concept of "blueprints" to be the product of its

work and its report to the President. Further information about the blueprints appears later in this report.

The UWW Committee Chair and Staff Liaison also held separate meetings with existing committees of campus deans, directors and executives to obtain broader input and buy-in to the definition, core values, and possible next steps for the University Without Walls goal of Vision 2010. Appendix 4 includes brief reports of these campus meetings.

### **C. Mission Statement and Core Values**

With the President's *CU Vision 2010* statements as the foundation, the University Without Walls Committee submits the following definition for a University Without Walls emphasis at CU and a set of core values that should guide System and campus decisions concerning funding and support:

***UWW Mission Statement:***

*A University Without Walls is a university in which faculty, students and staff collaborate readily across disciplines, schools, colleges and campuses, and with other universities, industry, K-12 education, and government to enhance the quality and impact of teaching, research and service.*

***UWW Activities Will Embrace These Core Values:***

- *Influence change and produce an impact*
- *Be innovative and inventive*
- *Require an interdisciplinary approach and breadth of involvement*
- *Build on the excellence of the University's programs*

The UWW Committee encourages the University to consider how to encourage and support more opportunities for faculty, staff and students to participate in UWW-type activities, and to benefit and grow from this participation. The following selected statements from various UWW Committee members illustrate the Committee's enthusiasm for a broad-brush approach to UWW.

- *All academic disciplines and units at each campus have the potential to develop UWW initiatives and every discipline is encouraged to continue the many UWW-like efforts already underway.*
- *In some cases, units may be strengthened as a result of their participation and collaboration with other units with complementary strengths.*
- *UWW is broader than academic disciplines. We need to encourage UWW opportunities in such areas as library resources, student services, etc.*
- *The goal is not to increase the sheer number of UWW-type activities; instead the goal is to ensure that these activities have an impact.*

- *Some of the most productive and long-lasting inter-campus and/or interdisciplinary collaborations were initiated by faculty who recognized the value of working together. Strategies to support faculty-to-faculty connections will be critical to the success of a UWW initiative.*
- *Members of the University community are asked to consider, “Where do we have the passion, strength and commitment to work on projects that will make an impact, are innovative, build on the excellence of existing programs, and can only succeed with an approach which is either multidisciplinary, multi-campus or has an outreach dimension with the larger community?”*

#### **D. Blueprints for Advancing a UWW Agenda**

The UWW Committee focused its attention on the development of “blueprints” for future UWW activities. The label of “blueprint” is intended to convey the fact that the documents presented within this report are preliminary, first-stage documents. The blueprints represent a beginning roadmap to a more complete UWW process at the campus level...a step that will need to be carried out in 2003. (UCD did successfully complete a campus-wide planning process for Vision 2010.) Another key caveat of these early blueprints is the relationship between Vision 2010 and other campus strategic planning processes. Further refinements may be necessary to integrate the UWW blueprint into the context of other campus planning efforts.

Each campus team on the committee was asked to develop its own “blueprint” for what would constitute a campus-based UWW initiative and to identify the criteria and processes that should be utilized to carry it out. In addition, the campuses were asked to consider strategies to bridge departmental silos and encourage uninvolved disciplines/units to get involved. Specifically, the campuses were asked to consider the following questions:

- How does UWW fit with the campus role, mission, and strategic goals?
- What are the campus’ objectives relative to UWW?
- What process and criteria will the campus use to determine which UWW initiatives should be considered for System support?
- What preliminary strategies will the campus consider for implementing and supporting UWW initiatives led by the campus, even for those that may not receive direct financial support from the President’s Office?
- Are there some generic outcomes that should be expected of all UWW activities, whether receiving System support or not?

## **1. A System UWW Blueprint**

### Types of UWW Initiatives

The System UWW blueprint is built on the foundation that all UWW initiatives will be campus-based. Some will involve faculty, staff and students from two or more CU campuses, with one campus designated as the lead. Some may be considered for financial support or endorsement from the System; some may not. The UWW Committee envisions three distinct types of UWW initiatives at CU:

1. CU System UWW initiatives that are launched by the System, based on opportunities and priorities identified by the President (e.g. the Coleman Institute, Genomics/Biotechnology). System identifies the lead campus.
2. CU System UWW initiatives that originate as a campus idea and are advanced by the campus to the System for funding consideration through a process managed by the System, and based on campus priorities.
3. CU Campus UWW initiatives that emerge and evolve at the campus level and that may benefit from System publicity and promotion but are not put forth by the campus for System financial support.

The UWW Committee recommends the concept of a “lead campus.” In cases where the System Office is supporting multi-campus, University Without Walls initiatives, the UWW Committee proposes that the President designate one campus to serve as the lead campus. This determination may be made through an RFP-type solicitation to which campuses would respond. The UWW Committee strongly encourages the System to ensure that all campuses have equal opportunity to serve as a lead campus in System-supported UWW initiatives. An RFP-type of solicitation would ensure that all campuses have an opportunity to be considered in the determination of the lead campus.

As defined above, System-supported UWW initiatives will emerge and evolve in various ways...some from a systematic, publicized process, and others from some synergistic series of conversations and opportunities. The process for identifying or selecting the lead campus also will likely have its own nuances, especially in the initial Vision 2010 funding cycles. It should be the role of the System Office to clearly communicate the terms and responsibilities of the lead campus, and in particular, the lead campus’ role in ensuring the involvement and cooperation of any campus partners.

### Roles of the CU System in Support of UWW Initiatives

The allocation of seed funding is just one way that the CU System Office can support and grow University Without Walls opportunities for faculty, staff and students. While the System Office will not have direct management responsibilities for most UWW initiatives, all such activities can be strengthened and elevated by receiving other forms of support from the CU System; examples of alternative forms of System support include:

- Provide initial seed funding
- Assist in identifying and securing supplemental as well as ongoing funding
- Provide CU System leadership, endorsement and expanded visibility
- Identify potential connections and additional partners
- Resolve internal barriers and referee when necessary among the campuses
- Enhance communications internally and externally regarding the value and success of UWW initiatives
- Assist with assessment planning
- Ensure equity of opportunity among all four campuses in identification of lead campus roles and designation of “system” UWW initiatives

#### Guidelines for Allocation of System UWW Funds

First and foremost, UWW initiatives that gain the attention of the CU System must embrace the core values as described earlier in this report: 1) influence change and produce an impact beyond the walls of the university; 2) are innovative and inventive; 3) require an interdisciplinary approach (connections among academic disciplines) and breadth of involvement (other campuses, other partners), and 4) build on the excellence of the University’s programs.

It is assumed that in 2003 or 2004 the System Office will administer a funding process to stimulate and advance a select number of UWW-type initiatives. These initiatives may emerge directly from the President’s Office or may come forward from a campus-based nomination process (e.g., the UCB blueprint describes such a process). In either case, the UWW Committee recommends that decisions relative to System funding of UWW activities ensure equitable involvement by each campus as the lead campus, as well as equitable involvement by all units/disciplines. The closing section on “Next Steps” includes some specific suggestions on how the University may identify certain broad themes that would ensure the potential for cross-discipline participation.

The System should consider the formation of a 4-campus, interdisciplinary administrator/faculty/staff committee to provide direct input into any funding process. The role of the committee would be to develop an RFP for UWW Initiatives funding, review the proposals, and make recommendations relative to funding.

The System should participate with the lead campus in the establishment of specific goals, targeted outcomes, accountability benchmarks, and require regular progress reports. The lead campus also should be directed to develop and implement strategies that address effective communications and dissemination of information, and opportunities that reach out to other CU faculty, staff and students who may wish to become involved.

## **2. Recommendations and Next Steps**

### *System Funding Opportunities*

System-level funding for University Without Walls initiatives may be limited in FY04 and beyond. Even in the absence of a System funding program for UWW, many of the following recommendations have merit in pursuing.

- Establish a task force or convene discipline-specific groups to brainstorm broad areas for systemwide collaboration and then solicit interest under those topics. Consider themes that are most relevant to Colorado and the West.
- Convene the directors of various university centers, institutes, interdisciplinary and/or multi-campus programs to identify best practices and barriers of UWW-type activities at CU.
- Work with the campuses to develop a process for System-level seed funding for UWW initiatives.
- Establish a four-campus, interdisciplinary administrator/faculty/staff committee to develop an RFP for UWW Initiatives funding, review the proposals, and make recommendations relative to funding.
- Develop strategies that will enable UWW projects supported with short-term seed funding to secure ongoing support.
- Determine ways to make UWW efforts more inclusive, allowing more CU constituents to get involved.

#### ***Performance and Reward Structures***

A predominant theme of the UWW Committee's discussions, the campus town halls, and other campus meetings is the reward structure for faculty and staff. The lack of reward structures that recognize faculty and staff engagement in collaborative activities will be a major inhibitor to the success of UWW. Some campus-based conversations are already underway. The System Office is encouraged to actively pursue this item in 2003.

- Engage key groups (campus Faculty Assemblies, Faculty Council, deans and department chairs) in discussions of how to reward and recognize contributions to UWW efforts.
- Disseminate information on the pay-for-performance committee's work on the evaluation/reward process and recommend that the Associate VP for Human Relations and Risk Management examine opportunities to reward and recognize staff efforts in UWW activities.
- Other than merit funding, identify other strategies to encourage and support faculty, staff and students in their efforts to work across disciplines, campuses, organizations.



### *Inventories of Campus and System UWW Activities*

The University is presently engaged in a wide range of UWW-like activities, encompassing intercampus and interdisciplinary collaboration in areas of instruction, research and service, successful partnerships and outreach with industry, government, K-12 education, and other groups. Two of the System Office roles identified earlier in this report would be significantly enhanced by having good information about these activities – 1) the role of broker, helping to establish connections, and 2) the role of promoting and communicating to internal and external audiences. However, the challenge is to capture and present the information in a useable form. The UWW Committee recommends that the System Office pursue the development of a comprehensive database of CU UWW activities. Some illustrative examples of current campus UWW efforts are contained in the campus blueprints.

- Work with the campuses to determine the most effective way to collect, present, and use campus inventories of UWW activities. Determine what information should be collected.
- Explore options for creating a comprehensive, structured, searchable database.
- Analyze the campus inventories to identify potential synergies/to identify “nuggets.”

### *Communications and Promotion*

At each town hall and campus meeting, additional examples of existing UWW-like collaborations were brought forth from faculty, staff and others at the table. Clearly, there is tremendous interest and energy being invested in such activities. In times of limited resources, we have an opportunity to leverage the exciting UWW work currently underway at CU through improved communications, dissemination and publicity strategies.

- Engage campus and System communications and public relations directors in the development of a communications plan that will make both internal and external constituents more aware of and potentially seek to collaborate with University Without Walls efforts.
- Consult with the Faculty Council and Faculty Assemblies regarding the valuable role they perform in facilitating, promoting and sharing information about intercampus and interschool activities and determine what information they might need specific to UWW to enhance their communications/networking role.

### **3. Campus Blueprints for Promoting UWW Activities**

The campus UWW blueprints for CU-Boulder, CU-Colorado Springs, CU-Denver and CU-Health Sciences, presented in the next section, reflect the unique role and mission and strategic planning processes of each campus. Some highlights from the campus blueprints follow.

#### CU-Boulder's UWW Blueprint

- Describes an established and successful history of “campus without walls” initiatives through its degree and certificate programs, research institutes and centers, ATLAS, and continuing education.
- Redefines “outreach” as integrated with scholarship (a Council of Deans endorsement).
- Recommends two required criteria for all UWW initiatives seeking UCB endorsement as well as a list of secondary criteria.
- Establishes a process (an Evaluation Panel) for reviewing, recommending and assessing UCB UWW initiatives for campus and/or system support.

#### CU-Colorado Springs' UWW Blueprint

- Builds on prior campus-wide planning efforts (new mission statement, revisited campus goals, working definition of a comprehensive regional research university).
- Identifies two key strategies that will enhance the campus' engagement specifically in UWW initiatives plus other strategies that would support such efforts.
- Sets the stage for further discussion of strategies over the next few months.
- Includes a draft matrix of UWW goals for academic units.

#### CU-Denver's UWW Blueprint

- Reports the successful completion of a campus-wide visioning process that involved over 250 campus constituents.
- Describes distinctive goals for internal and external UWW initiatives and illustrates how the campus is already working towards being a University Without Walls.
- Envisions a UWW priority-setting process that incorporates several ongoing strategic activities.
- Identifies four criteria or outcomes that should be considered for UWW initiatives.
- Recommends strategies for adopting reward structures that support faculty and staff participation in UWW activities.

#### CU-Health Sciences Center's UWW Blueprint

- Reaffirms HSC's long-valued tenets of partnerships, interdisciplinary research and outreach.
- Provides illustrative examples of existing UWW-like programs and activities.
- Identifies a series of short-term goals (within one year) that will advance HSC's engagement in UWW, including testing and refinement of a campus process for the identification, ranking and implementation of UWW projects.
- Integrates longer-term UWW goals into other ongoing strategic planning activities (e.g. HSC/UCD consolidation and Fitzsimons relocation).

**Campus Blueprints for a  
University Without Walls**

University of Colorado at Boulder  
**University Without Walls**  
**A Blueprint for Success**  
**December 2002**

Introduction

The impact of America's great research universities—like the University of Colorado at Boulder—is profound and pervasive. These remarkable institutions not only provide excellent undergraduate education, but they enhance the economy and they excel in graduate education. They collaborate with K-12 institutions to improve education at all levels and they enhance lives through discoveries and scientific advances. At CU-Boulder, the results are as varied as space exploration, analyses for the legal and business communities, advances in health care, and writing of award-winning novels.

Through its educational and scholarship activities, CU-Boulder provides access to an exceptional workforce, cutting-edge ideas and trained personnel for technology development and transfer, and social and anthropological work that helps address societal issues. Society also benefits from scholarship activities in literature and critical studies, creative and performing arts, clinical work, patents, database and anthology development, and educational and private sector outreach.

For the past forty years, the University of Colorado at Boulder has continued to build strong interdisciplinary scholarship and learning programs, highlighted by a system of research centers and institutes as well as academic certificate programs that augment degree programs. Based on a strong disciplinary foundation, this interdisciplinary emphasis has become a distinguishing feature of the Boulder campus.

Campus Without Walls

Through its varied academic units on the Boulder campus and the Division of Continuing Education, the University of Colorado at Boulder has developed a system that promotes a dynamic interdisciplinary environment for research and teaching. This system includes the following diverse range of opportunities for faculty, students, staff, and the citizens of Colorado:

Degree Programs. Students at the University of Colorado at Boulder have the opportunity to receive interdisciplinary degrees in areas such as Environmental Studies (BA, MS, PhD), Interdisciplinary Telecommunications (MS) and Cognitive Science (PhD). These and other interdisciplinary degrees involve faculty departments within colleges and among schools and colleges. For example, the undergraduate degree in Environmental Studies draws on courses and expertise from over a dozen departments.

Certificate Programs. Degree programs at both the undergraduate and graduate levels are supplemented by a variety of interdisciplinary certificates. Undergraduates

have the opportunity to receive certificates in areas such as Western American Studies, Peace and Conflict Studies, and Technology Arts and Media. Graduate and Continuing Education students can choose from a number of certificate programs, including Environmental Policy; Ethnographic and Transcultural Filmmaking; Human Language Technology; Engineering Management; Speech, Language Hearing Science; Embedded Systems; and Software Engineering.

Research Institutes. Research institutes on the Boulder campus, which account for nearly 50% of the total research dollars on the campus, include: Cooperative Institute for Research in Environmental Sciences (CIRES), Institute for Behavioral Genetics (IBG), Institute of Behavioral Science (IBS), Institute of Cognitive Science (ICS), Institute of Arctic and Alpine Research (INSTAAR), JILA (formerly Joint Institute for Laboratory Astrophysics), and Laboratory for Atmospheric and Space Physics (LASP). Graduate and undergraduate students gain invaluable learning experiences in departmental/institute research programs, adding an applied dimension to their academic studies.

ATLAS. The Alliance for Technology, Learning, and Society (ATLAS), a campus-wide initiative involving all schools and colleges, is designed to integrate the study and use of technology into teaching and research across campus, as well as to build links between the university and the technology industry. As a major campus initiative, ATLAS is aimed at developing and sustaining excellence in teaching, research, and outreach related to information and communication technology. ATLAS has also fostered strong links with K-12, historically black universities and other CU campuses.

Centers. Two CU-Boulder centers—the Center for Humanities and the Arts and the Center of the American West—illustrate the contributions of organized interdisciplinary units to the campus learning environment. The Center for Humanities and the Arts creates venues for exploring new approaches to research and teaching, provides fellowships for students, fosters opportunities for interdisciplinary exchanges, and seeks out resources to support the humanities and the arts. The Center of the American West works to facilitate the exchange of information and ideas in a critical dialogue about the West. By uniting the insights of the humanities, the physical sciences, and the social sciences, the Center helps inform Westerners about public policy and options for shaping a desirable future for Western communities.

In addition to these on-campus interdisciplinary programs, faculty and students also participate in programs involving the other campuses (Cardio-Vascular Institute and the Center for Pharmaceutical Biotechnology with Health Sciences Center) and between the Boulder campus and industry (Membrane Applied Science & Technology Center and the Colorado Center for Information Storage).

Continuing Education and Outreach. The mission of the Division of Continuing Education is to provide quality, innovative, lifelong learning opportunities to a diverse student population by extending the resources of the University of Colorado at Boulder. A campus-wide initiative, the Outreach Program, needs to be mentioned since it extends

the faculty's scholarship for the direct benefit of external audiences and is an integral part of CU-Boulder's mission. Outreach has traditionally been considered a service activity. However, within a research university, outreach can occur as scholarship that cuts across the University's teaching, research and creative work, and service missions (See Attachment). Successful outreach is rooted in scholarship and highlights faculty expertise. It draws on knowledge developed through other forms of scholarship and contributes to the knowledge base. Further, federal research agencies such as NSF and NASA increasingly insist that investigators make the outreach component of their research explicit. The campus Outreach Committee provides a number of grants to faculty to share their expertise with Colorado citizens (See Attachment).

### University Without Walls

As the Boulder campus collaborates with our other campuses and external organizations (K-12, business, industry) to participate in President Hoffman's Vision 2010, it will be necessary to develop criteria to judge University Without Walls (UWW) proposals. The two required criteria that will be used to evaluate each proposal will be 1) the size and scope of the project and 2) the strategic goals and objectives of the project. The project needs to be of sufficient size and scope to be considered a campus or system initiative and the project needs to support the strategic goals of the campus or the system. In addition, the following secondary criteria will also be used:

- a) Building on existing strengths;
- b) Enhancing the core mission of the campus;
- c) Enhancing the level of interdisciplinary involvement on the campus, among campuses, and with external organizations;
- d) Increasing the potential for additional state, federal or private funding;
- e) Providing a unique niche for the campus, the state of Colorado, and the West; and
- f) Improving the quality of life for Coloradans and Westerners.

Given that the Boulder campus already has numerous examples of UWW-like entities (see above), the campus is quite familiar with methods to nurture high-impact interdisciplinary research. The key is to provide the authority, autonomy, and fiscal resources to allow entrepreneurial ideas to flourish. Impediments to cooperation between established units and/or individuals must be eliminated. Most importantly, novel approaches and unique concepts must be recognized early and must be encouraged by all available means.

The process for implementation at UCB will be to have a campus-wide solicitation of new concepts which meet the established criteria listed above. A panel of distinguished faculty, research associates, and affiliates will be appointed by the Provost to evaluate the proposed UWW concepts. The Evaluation Panel (EP) will identify those ideas that are most deserving of UWW support. Some ideas may be of a scope that is too limited to be suitable for selection by the UWW criteria. However, the EP may choose to aggregate proposed ideas into a more acceptable "umbrella" concept. Moreover, some ideas may be most suitable for local or campus implementation (rather than being promoted to the

systemwide level). Such ideas should, nonetheless, be supported and nurtured if they meet the size and impact criteria. The EP will recommend to the Provost those UWW ideas that are most deserving of System-wide support and these ideas will be put forward as an outgrowth of an annual competitive selection. The System will be asked to provide matching funds for system-wide projects. Once new campus-wide and system-wide projects are underway, the EP will also serve a role in assessing the impact and success of the projects. The campus will use the assessments to evaluate the success of the projects and to select successful projects in the future.



Division of Continuing Education

Office of the Dean and Associate Vice Chancellor for Summer Session
1505 University Avenue
178 UCB
Boulder, Colorado 80309-0178
(303) 492-2202, Fax: (303) 492-3962
Toll Free: 1-800-331-2801

CU-Boulder Outreach Committee 2001 – 2002 Outreach Program Awards

CU-Boulder faculty, students and staff share a wide variety of outreach programs with constituencies throughout the state. These programs highlight the educational expertise of the University to serve various educational, social, economic and cultural needs of Colorado communities. The CU-Boulder Outreach Committee awards grants that feature faculty expertise and that address the following criteria: target a community with limited access to CU-Boulder programs, or a community of minority ethnicity; work to establish a long term relationship with a group or community; address a direct request made to CU-Boulder faculty by a community or school group; demonstrate an interdisciplinary or collaborative effort among CU-Boulder outreach programs and faculty; use creative means to make the work of CU-Boulder’s distinguished faculty even more meaningful to the general public; consider Colorado Dept. of Education standards for K-12 education; and utilize CU-Boulder undergraduate and graduate students.

Colorado Symphony Orchestra Youth Concerts

Fall Award: \$525

Associate Professor Kevin McCarthy, College of Music

Target Audience: 145 Metro Denver K-12 schools

The result of a long-term relationship with the Colorado Symphony Orchestra (CSO), this research project studies and recommends solutions for declining attendance at CSO youth concerts. The faculty works closely with K-12 educators in setting new objectives for the concerts and in determining ways to enhance school children’s understanding of symphonic music. The findings of this project are also applicable to other Metro Denver cultural institutions including the Denver Art Museum, Denver Museum of Nature and Science, Colorado Ballet, the Arvada Center, Opera Colorado and Ocean Journey.

CU African Music Ensemble

Fall Award: \$5,000

Assistant Professor Kwasi Ampene, College of Music

Target Audience: Nevin Platt Middle School and Lafayette’s Rocky Mountain Center for Musical Arts

Through weekly rehearsals at both locations, faculty and CU-Boulder students demonstrate the important role music plays in African cultures. Also illustrated is the close connection between music and other art forms. The project concludes with CU-Boulder music students performing alongside K-12 students at two public concerts.

Simply the Best

Spring Award: \$4,500 Fall Award: \$5,000

Professor Margaret Eisenhart, School of Education

Target Audience: Middle & high school girls from the Five Points neighborhood in Denver

This unique collaboration among CU-Boulder researchers in basic science, education and anthropology offers after school workshops in science and technology. The curriculum is specially designed to interest girls in pursuing education and careers in the fields of science and technology and to help them become more successful throughout life. The project also strives to create an enduring impact in the cultural structure of this neighborhood.



**Outreach through Campus and Community-Based Organizations** Spring Award: \$4,000

Professor Richard Kraft, Director of the Chancellor's Leadership RAP, School of Education

**Target Audience:** CU-Boulder freshmen with area middle & high school minority students

CU-Boulder students work to assist local youth achieve their goals of improving academic and leadership skills, as well as interesting them in attending CU-Boulder. Participating CU-Boulder students select projects that will help them learn more about racial, ethnic, gender, linguistics and disability issues.

**Learning to Teach, An Urban After School Literacy Program** Fall Award: \$5,000

Associate Professor William McGinley, School of Education

**Target Audience:** Elementary students & adult residents of the Curtis Park and Five Points neighborhoods

In collaboration with adult mentors from the community, CU-Boulder faculty and pre-service teachers create a context for intergenerational learning for the Latino and African American children who participate in this after school program. Pre-service teachers meet weekly with the community mentors and parents to design instructional activities for the approximately 50 student participants.

**Rural Immigrant Outreach** Fall Award: \$4,320

Professor Hiroshi Motomura, School of Law

**Target Audience:** immigrants from across Colorado, clinics hosted in Greeley, Leadville, Alamosa, La Junta, Grand Junction, Pueblo and Carbondale

School of Law faculty and alumni guide CU-Boulder student volunteers as they assist immigrants with citizenship applications and naturalization procedures. Free clinics are hosted in rural communities across Colorado, supporting more than 100 Latin American and Mexican immigrants each year. This project was designed not only to help underserved populations in Colorado, but also to introduce public service to law students.

**Summer High School Development Program in Journalism** Spring Award: \$4,000

Instructor & Assistant Dean Stephen Jones, School of Journalism & Mass Communication

**Target Audience:** academically and/or economically disadvantaged high school students of color from Metro Denver and American Indian communities throughout the West

This introduction to the idea of media careers provides hands-on experience in producing a newspaper and TV news broadcast. It encourages students of color to see their unique value and the contributions they can make to the field of communication based on their cultural backgrounds, experiences and understanding of their own communities. This program is one of only a few in the United States that introduces students of color to the concept of media careers.

**Exploration & Practice with Online Research** Spring Award: \$4,000

Associate Professor Keith Gresham, University Libraries

**Target Audience:** Colorado high school students and teachers

Featuring a series of online modules and accompanying materials, this program is designed to help high school students and teachers learn searching principles and techniques. The project goal is to more fully incorporate University of Colorado at Boulder information resources and faculty expertise into the coursework and curricular needs of Colorado high schools.

### **Girls Embrace Technology**

Spring Award: \$4,000

Research Associate & Co-director Jackie Sullivan, ITLL, College of Engineering & Applied Sciences

**Target Audience:** twenty 9<sup>th</sup> & 10<sup>th</sup> grade girls from high schools with diverse populations

This six-week summer internship for “techno neutral” girls explores their potential for careers in engineering and technology. The girls work in teams with CU-Boulder faculty and undergraduate students to develop real-world interactive educational multimedia software for an existing physics based engineering exhibit. Weekly lunches with women IT professionals, faculty and computer science students introduce possible education and career goals.

### **Using Technology to Solve Water & Electricity Problems for an African Village**

Professor Bernard Amadei, Civil, Environmental & Architectural Engineering, College of Engineering & Applied Sciences

**Target Audience:** the 2,000 villagers of Zambougou, Mali, Africa

Spring Award: \$8,000

CU-Boulder undergraduates design and build a water purification system and a minimum electrical system for the village. These new systems allow for clean drinking and irrigation water as well as enough electricity to refrigerate medical supplies and pharmaceuticals. The project provides CU-Boulder engineering undergraduates with not only course credit for their participation, but also a direct hands-on application of civil engineering in developing countries.

### **Beyond the Front Range**

Spring Award: \$3,000

Senior Instructor Janet deGrazia, ITLL, College of Engineering & Applied Science

**Target Audience:** teachers from Montrose, Mesa County and Sterling school districts

Teachers observe demonstrations, attend mini-lectures, participate in inquiry-based engineering experiments and then integrate their new understanding and knowledge into their own classroom curriculum. CU-Boulder engineering faculty present the content and then provide content resources for the teachers to use later when they implement the concepts in the classroom.

### **Exploring the Nanoworld**

Fall Award: \$5,000

Professor and Gillespie Faculty Fellow Christopher Bowman, College of Engineering & Applied Science, Dept. of Chemical Engineering in partnership with CU-Boulder Science Discovery

**Target Audience:** Colorado Springs, Adams County Schools, Fort Collins, Grand Junction, Denver, Boulder, Alamosa, Cortez, Pueblo, Longmont and Brighton

CU-Boulder faculty and students from chemistry, biochemistry, chemical engineering and physics present an interactive curriculum designed to teach nanoscience and technology concepts to middle school students. Focusing their efforts on Colorado students from underrepresented minority groups who have demonstrated academic potential in math and science, program coordinators will be making presentations in schools and libraries across Colorado.

### **Assessing the Risk of Mine Waste in Jamestown, Colorado with the Citizens Advisory Group for the Environment and the James Creek Watershed Initiative**

Associate Professor Joe Ryan, Dept. of Civil, Environmental, and Architectural Engineering, College of Engineering & Applied Science

**Target Audience:** Jamestown, Colorado

Fall Award: \$5,000

This project assists two community groups in evaluating the health risks of mine waste to citizens in the Jamestown area. CU-Boulder students use water and soil sampling and tracer experiments to study the impact of the mine waste on the community and to prepare a report of their findings. Additionally, a curriculum on acid mine drainage is presented to students at Jamestown Elementary School. This research project is the result of a direct request made to CU-Boulder faculty from the Jamestown community.

**Philosophy Outreach Program of Colorado**

Spring Award: \$3,000 Fall Award: \$2,755

Associate Professor Claudia Mills, Dept. of Philosophy, College of Arts & Sciences

Target Audience: high school students and senior citizen groups from across Colorado

Now entering its sixth year, the Philosophy Outreach Program of Colorado sends philosophy faculty and graduate students into high school classrooms to offer a formal introduction to philosophy and its techniques. Additionally, the program makes regular visits to senior citizen centers to engage participants in the kind of critical reflection that philosophy promotes. Classes involve lectures and discussions in all subject areas, from English and the arts to economics and the basis sciences.

**Borderland Experiences: A Chicano/Russian Exhibition**

Spring Award: \$1,840

Associate Professor George Rivera, Dept. of Fine Arts, College of Arts & Sciences

Target Audience: community of Glenwood Springs, CO

This project features artwork by Colorado Chicano artists in conjunction with the work of artists from far eastern Russia. The project theme and materials focus on the exploration of the cultures of borderland people, those who live in communities that are influenced by their homeland as well as their neighboring country.

**Cool & Creative Chemistry**

Spring Award: \$2,000

Professor Carl Koval, Dept. of Chemistry and Biochemistry, College of Arts & Sciences in partnership with CU-Boulder Science Discovery

Target Audience: elementary & middle schools with limited access to CU-Boulder programs

CU-Boulder faculty provides academic content and expertise that undergraduate chemistry and biochemistry students deliver in assembly style presentations to Colorado schools. CU-Boulder students share their knowledge and enthusiasm for science with 4th through 8th grade students. The program's goal is to develop experiments and demonstrations that illustrate basic chemistry concepts in ways that are both educational and entertaining.

**Science Explorers**

Spring Award: \$4,500

Senior Research Associate Richard Armstrong, CIRES, College of Arts & Sciences in partnership with CU-Boulder Science Discovery

Target Audience: Colorado's rural and urban 5<sup>th</sup>-8<sup>th</sup> grade teachers

This professional development program for Colorado teachers offers day-long, activity based science workshops to teams comprised of one teacher and five students. Students work alongside their teachers, conducting curriculum that the team then takes back to their classroom for presentation. This year's theme is mini-mysteries in conjunction with water. Workshops are based on glacial activity and movement, watersheds of Colorado and stream biology.

**Reunified Germany: A Workshop for Secondary School German Teachers**

Assistant Professor Kandace Einbeck, Dept. of German & Slavic Languages and Literatures, College of Arts & Sciences

Target Audience: high school German teachers from across Colorado

Spring Award: \$830

Teaching methods and materials are provided to program participants through this workshop that highlights current CU-Boulder faculty expertise on the cultural changes in Germany, post unification. Five separate presentations, including hands-on projects, discuss topics such as, "The New Berlin," "Catching Up to the West," and "Energy Problems and Questions in Germany."

**Shakespeare in Colorado Schools**

Spring Award: \$4,500

Professor Dick Devin, Dept. of Theater & Dance, College of Arts & Sciences

**Target Audience:** k-12 teachers and students from across Colorado (last year this program served 10,000 students, 639 teachers from 40 schools)

This program offers performance-based classroom programs that promote effective, innovative, hands-on Shakespeare education for students and teachers. Shakespeare is introduced in a manner that allows the audience to relate Shakespeare to their own lives by using his works to explore such timeless themes as youth and family, and conflicts and relationships. Specific programs include “Shakespeare Family Feud,” “Bilingual Bard,” “Will Power,” and the highly acclaimed “Living Shakespeare.”

**Consumer Responsiveness to the Changing Bus Prices**

Spring Award: \$500

Professor Robert McNown, Dept. of Economics, College of Arts & Sciences

**Target Audience:** community of Boulder and CU-Boulder undergraduates

CU-Boulder students learn how to design a research project, conduct primary research, analyze findings using regression models, and present the findings to different types of audiences. The project also provides the City of Boulder with information that can be used to increase bus usage, reduce traffic congestion, pollution and parking problems.

**Margaret Mead Traveling Film and Video Festival**

Spring Award: \$4,000

Assistant Professor Ilisa Barbash, Dept. of Anthropology, College of Arts & Sciences

**Target Audience:** Denver/Boulder high school students, general and academic audiences

Bringing ethnographic and documentary films to the Boulder community, this series works to increase campus and community interest in diversity and knowledge of multi-cultural traditions. CU-Boulder faculty and students provide introduction and background information prior to each viewing. The Margaret Mead Film & Video Festival is the largest and most prestigious showcase for independent cultural documentaries in the United States. Each year a selection from the festival travels to only a few universities, museums and community centers.

**Writing the Senses/Writing the Body**

Spring Award: \$4,000

Senior Instructor Susan M. Moore, Dept. of Speech, Language & Hearing, College of Arts & Sciences

**Target Audience:** disabled students, community members and clients of the department

Designed to open the creative imagination as well as develop writing skills, this series of workshops guide disabled adult and student participants from the Center’s Adult Neurogenic Program. Within these classes, members discover a confidence and enthusiasm that allows them to express themselves as not just victims of their disability. Participants utilize assistive technology or computers, oral dictation as well as conventional written communication.

**University Community Transportation Network**

Spring Award: \$2,000

Professor Spense Havlick, Environmental Design, College of Architecture & Planning

**Target Audience:** college campuses and their surrounding communities across Colorado

Project faculty share new research in sustainable transportation with Colorado institutions of high education and the communities that surround their campuses. The project team inventories each campus operation and helps local municipal planners in evaluating its effectiveness and broadening that view to encompass a community perspective.

**Teachers as Scholars**

Spring Award: \$4,000

Professor Jeffrey Cox, Director, Center for Humanities &amp; the Arts, College of Arts &amp; Sciences

**Target Audience:** 150 teachers representing all grades from Boulder Valley Schools

This project strengthens ties between CU-Boulder and K-12 faculty as it centers on the idea that faculty at all levels share a common set of scholarly interests. K-12 teachers participate in small seminars led by professors in humanities, social sciences and sciences, reconnecting them to the world of scholarship. CU-Boulder faculty visits classrooms to assist in the school's ongoing efforts to address standards and enhance curriculum.

**Images from the Hubble Space Telescope**

Spring Award: \$3,000

Professor John Stocke, Dept. of Astrophysical &amp; Planetary Sciences, College of Arts &amp; Sciences

**Target Audience:** all visitors to Fiske Planetarium, 27,000 each year

This project highlights the most inspirational and educational space images taken by the Hubble Space Telescope (HST). Additionally, through a collaborative effort with Ball Aerospace, the exhibit includes space hardware that has been flown on the HST. Topics and information focus on the work of CU-Boulder researchers who routinely use the HST. Interpretive guides to the exhibit are available at primary, middle and high school levels.

**Colorado History Day**

Spring Award: \$4,000

Associate Professor Martha Hanna, Dept. of History, College of Arts &amp; Sciences

**Target Audience:** 700 students in grades 6-12 from communities across Colorado

This yearlong humanities education program culminates in an annual statewide competition on the CU-Boulder campus, home of the state's Colorado History Day office. This interdisciplinary program promotes historical inquiry, knowledge and understanding among middle and high school students. It impacts the way history is taught and learned at the K-12 level by challenging students to conduct meaningful research in a positive learning environment.

**Summer Philosophy Institute of Colorado**

Spring Award: \$4,000

Associate Professor Claudia Mills &amp; Professor Michael Tooley, Dept. of Philosophy, College of Arts &amp; Sciences

**Target Audience:** economically disadvantaged high school students from across Colorado

This project features a weeklong residential academic program that offers diverse high school students an intensive introduction to philosophy. Students are exposed to the methods and subject matter of philosophy. Topics range from free will and determinism, and the relation between mind and body, to the nature of knowledge, and the meaning of life. While living in residence halls on campus, the students attend six hours of class each day and take part in activities throughout the Boulder community.

**Summer Institute in Applied Math**

Spring Award: \$3,000

Senior Instructor Anne Dougherty, Dept. of Applied Mathematics, College of Arts &amp; Sciences

**Target Audience:** 45 high school math teachers, statewide

This project fosters and strengthens the relationships among K-12 and university mathematics programs with content-based professional development workshops. The state's increased emphasis on standards-based curricula is demanding that math teachers cover topics for which they are not fully prepared. This program offers intensive two-week courses in calculus, discrete math and statistics.

**The Romans are coming...to Boulder!**

Spring Award: \$2,000

Assistant Professor Noel Lenski, Dept. of Classics, College of Arts &amp; Sciences

**Target Audience:** Boulder middle and high school students, and teachers of Latin

Using drama and history rather than textbooks to enhance the view of Roman history, this project demonstrates the Latin language as it was used in real world context. Hands-on activities allow teachers and students to explore daily life and culture in the Roman world to spark added interest in this pivotal period of World history.

**CU-Boulder Contemporary Dance Works**

Fall Award: \$5,000

Associate Professor Nada Diachenko, Dept. of Theater &amp; Dance, College of Arts &amp; Sciences

**Target Audience:** Alamosa and other San Luis Valley communities

This touring dance company comprised of CU-Boulder students brings dance demonstrations, classes and informal lectures to rural towns in Colorado. Hoping to evoke an enthusiasm for learning through movement, dancers visit K-12 schools, senior and community centers as well as private dance studios. Dancers reside in the communities for several days at a time and have a high level of interaction with participants.

**Conserving Bio-Diversity in the Denver Metro Area**

Fall Award: \$2,400

Professor David Armstrong, Dept. of EPO Biology, College of Arts &amp; Sciences, in partnership with CU-Boulder Science Discovery

**Target Audience:** Middle and high school teachers from the 8-county Metro Denver area

This two-day teacher workshop presents the critical concepts of conservation biology and the preservation of biodiversity. CU-Boulder faculty shares their current research in areas where few, if any, K-12 teachers have received formal training. Teachers receive academic credit for their involvement and simultaneously satisfy important State of Colorado geography and science standards.

**Parents and Teachers Discovering a Love for Learning**

Fall Award: \$1,000

Senior Instructor Sheila Goetz, Speech, Language &amp; Hearing Sciences, College of Arts &amp; Sciences

**Target Audience:** Boulder County families and educators of pre-K-3<sup>rd</sup> students with diverse abilities

This program features a series of educational community forums and a one-day conference to facilitate parents and educators learning together to create more effective learning environments for children with diverse abilities. These events increase the knowledge and skills of parents and educators to support their children's development in literacy, social skills, emotional well-being and the community.

**Dance High School Visitation Day**

Fall Award: \$785

Associate Professor David Capps, Dept. of Theater and Dance, College of Arts &amp; Sciences

**Target Audience:** 120 high school students from Metro Denver, Colorado Springs, Elizabeth & Longmont

High school teachers and students visit campus and participate in dance technique classes, lighting demonstrations, creative process laboratories and a fully produced performance with CU-Boulder students. Primary objectives are to encourage high school students to consider careers in the dance field, to raise awareness of the comprehensive training offered at CU-Boulder and to educate the teachers and students about the variety of arts approaches and related careers available in the professional world.

**Boulder Sites**

Fall Award: \$3,000

Professor and Director of the Center for Humanities &amp; the Arts Jeffrey Cox, College of Arts &amp; Sciences

**Target Audience:** Boulder community students & teachers

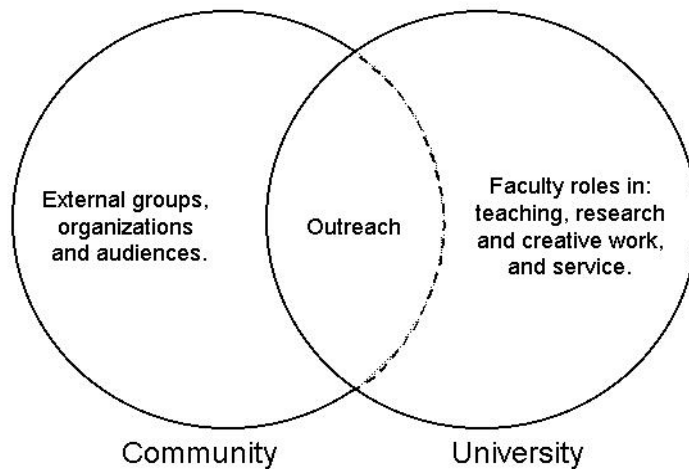
This two-day community and university event explores the ways in which cultural memory is preserved within the space of the city of Boulder. It examines the meaning of the cityscape and the ways in which a city is shaped by, and also shapes, its people.

## Outreach at the University of Colorado at Boulder

The faculty has core responsibilities for teaching, research and creative work, and service on campus. Outreach can be an important and valued aspect of these responsibilities. It extends a faculty member's scholarship and is an integral part of CU-Boulder's mission. This document defines outreach within the context of our research university and demonstrates various applications of outreach.

**The University of Colorado at Boulder uses the term “outreach” to describe the various ways in which the University extends its expertise for the direct benefit of Colorado communities and other external audiences. The University’s exceptional resources of knowledge lie in the strengths of its faculty, research institutes, student body and academic programs.**

Outreach has traditionally been considered a service activity. However, within a research university, outreach can occur as scholarship that cuts across the University's teaching, research and creative work, and service missions. Successful outreach is rooted in scholarship and highlights faculty expertise. It draws on knowledge developed through other forms of scholarship and contributes to the knowledge base. Further, federal research agencies such as NSF and NASA increasingly insist that investigators make the outreach component of their research explicit. Outreach activities provide reciprocal benefits to both the community and the academy. For example, a community may receive valuable consultation from a faculty member that helps them solve a water contamination problem, while the faculty member obtains valuable insights about contamination that help shape plans for a subsequent research project.



**Outreach activities extend and enhance a faculty member's scholarship in the following ways:**

**Teaching**

- Faculty teaching traditional and nontraditional students credit or noncredit courses off-campus, including service learning.
- Faculty conducting noncredit seminars, workshops, consultation or technical assistance, available to students either in-person or through the use of technology.

**Research and Creative Work**

- Faculty conducting research intended to respond to pressing problems or issues identified by external constituencies, such as local communities, state, national or international agencies, business, citizen groups, schools, hospitals, arts or other public and nonprofit organizations.

**Service**

- Faculty drawing on scholarly knowledge to provide medical, educational or therapeutic services, testify before the legislature or Congress, serve on state, national or international commissions or advisory groups, or work through professional societies to prepare studies and reports on significant societal or global problems.
- Faculty applying professional expertise in volunteer situations.

**SPECIFIC EXAMPLES:**

**Service**

A food bank asks CU-Boulder business students to develop a marketing plan for next year's food drive. The students ask one of their business professors for assistance on the project. *Service with an outreach component:* The professor meets with the food bank staff, and then reviews and critiques the students' marketing plan.

A group of CU-Boulder business students decide to host a canned food drive on campus for the local food bank through their fraternity. A biology professor who serves on a student affairs committee reviews and endorses the project. *This service activity does not incorporate a university outreach component.*

**Teaching**

The food bank's marketing project becomes more involved and results in the faculty member's teaching a series of workshops for the board of directors of the food bank. *This extension of the faculty member's expertise is an example of university outreach.*

The following semester, the professor uses his/her experience at the food bank to explain marketing concepts to their class. *This application to the course curriculum is not an example of university outreach.*

**Research**

A group of biology graduate students and faculty hear about the canned food drive. They know that local human service organizations have been worried about the nutritional values in the canned-food meals the clients routinely eat. The group begins work with the local food bank to test and analyze the nutritional value of the meals and to develop some recommendations for the organizations that distribute the donations. *The extension of faculty expertise directly as well as through the graduate students is an example of research that incorporates university outreach.*

A faculty member decides to conduct a research project that further investigates whether certain types of genetically modified fruit retain their original nutritional values, regardless of whether they are eaten when fresh or canned. Research findings are published in a refereed journal and presented at a national biology conference. *This contribution to the knowledge base does not incorporate university outreach.*

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11/05/02



**University Without Walls  
CU-Colorado Springs  
Campus Blueprint  
December 2002**

***Process to date***

CU-Colorado Springs is currently in the process of revising its strategic plan in response to Vision 2010, proposed changes in our mission, and the evolving circumstances of our campus. To date, we have revisited our campus mission and value statements, updated the statement of our campus goals, and developed a working definition of a comprehensive regional research university as the campus' vision of itself in 2010 (see Appendix A). Recently, the chancellor convened a campus forum to begin discussing the strategies that will allow us to reach the campus' Vision 2010 goal of becoming America's #1 comprehensive regional research university. The full list of preliminary strategies proposed at that forum is attached (see Appendix B).

***Preliminary outcomes***

Two strategies with particular relevance to fully realizing the goal of being a university without walls emerged from our discussion. A preliminary statement of those strategies might be:

*Create the system of supports that would allow the campus to become the provider of choice of educational, programmatic, and research-related services within the community and, in selected fields, beyond. Develop a campus-level infrastructure to facilitate identifying and responding to community, and other needs and desires in the form of grants, contracts and extended studies activities. Aggressively reinvest facility and administration indirect cost recovery dollars in expanding capacity and incentives for faculty to engage in sponsored programs activity. Continue to build the capacity of auxiliaries, especially extended studies, to respond to these needs.*

*Leverage existing strengths by promoting interdisciplinary, cross-campus and off-campus collaborations to accomplish our educational, research and service goals.*

Additionally, some of the other strategies proposed will be especially supportive of this effort. Draft statements of those strategies might be:

*Develop a clear, compelling public image and market that image aggressively.*

*Improve alignment between campus goals and the faculty reward and support systems. For tenure-track faculty this will include reappointment, promotion and tenure criteria, annual salary merit increase processes, and opportunities for faculty to receive non-base salary in a given year, in conjunction with developing a comprehensive set of faculty development opportunities, to create a clear alignment between campus goals, on the one hand, and faculty incentives and supports, on the other. Develop a system of supports and rewards for full-time and part-time non-tenure track faculty that facilitates recruiting, retaining, and developing outstanding individuals to offer very high-quality instruction in those sections not assigned to tenure-track faculty.*

*Strategically invest in staff to support key areas, funded where possible by other than tuition and general fund sources. Continue to improve staff and student employee training and development*

opportunities, and use technology where possible, to maximize productivity of existing staff. Selectively add staff where need and impact are greatest.

*Undertake a vigorous program of identifying and lowering barriers to efficient operations, entrepreneurial expansion, revenue enhancement, student recruitment and retention, faculty and staff reward and development, community engagement, excellence, and diversity.*

***Examples of activities already underway or in the planning stages that fit these strategies***

Establishing the Center for Health Education & Research (CHEAR) in the Beth-El College of Nursing and Health Sciences.

Extending the RN to BSN program to a distance model to serve Southern Colorado and the Western Slope and increasing rural enrollment in the distance Master's Nursing degree.

The Colorado Springs Business Incubator and the Colorado Institute for Technology Transfer and Innovation in the College of Business and Administration.

The Distance MBA in the College of Business and Administration.

Developing and offering online principal and superintendent licensure programs in the College of Education.

Establishing the Pikes Peak Research Center in the College of Education.

Consolidating the Computer Science and Electrical Engineering Ph.D. programs, and building upon existing interdisciplinary master's programs in the College of Engineering and Applied Sciences to emphasize and facilitate interdisciplinary study.

The National Information and Space Security Center.

The Bioenergetics Institute.

Students can complete the Master's in Criminal Justice on the CU-Colorado Springs campus through GSPA.

Participation in the development and use of Prospector, the CU Electronic Library and the Colorado Virtual Library by the Kraemer Family Library.

The PhD in Geropsychology in the College of Letters, Arts and Sciences.

Initiating an Arts Without Walls program, as a collaboration between the College of Letters, Arts and Sciences and programs at UCD and UCB.

Improving policies, procedures, information and support to units in extended studies and sponsored programs.

Other examples of planned activities may be found in Appendix C

***Next Steps***

The discussion of strategies will continue over the next few months. Once the overall strategies have been revised and agreed upon, the hard work of developing specific implementation plans will begin. At the same time, campus units will be aligning their existing activities and proposed initiatives with these strategic directions

**CU-Colorado Springs  
Strategic Planning  
Fall 2002**

**Purpose**

This document is intended to provide a framework for ongoing discussions about the goals and strategies the campus should be pursuing as we move into the future. The major premises that organize the document are that ongoing strategic planning should be well connected to the past efforts on the campus, that it should be responsive to the President's 2010 vision, that it should realistically address the current constraints we face, and that it should address an ambitious vision of what our campus should be in the future.

**Campus Background*****University of Colorado at Colorado Springs Current Mission***

The Colorado Springs campus of the University of Colorado shall be a comprehensive baccalaureate liberal arts and sciences institution with selective admissions standards. The Colorado Springs campus will provide selected professional programs and such graduate programs as will serve the needs of the Colorado Springs metropolitan area, emphasizing those professional programs not offered by other institutions of higher education.

***University of Colorado at Colorado Springs Proposed Mission***

The University of Colorado at Colorado Springs shall be a comprehensive baccalaureate university with selective admissions standards. The University of Colorado at Colorado Springs shall offer liberal arts and sciences, business, engineering, health sciences and teacher preparation undergraduate degrees and a selected number of masters' and doctoral degree programs.

***University of Colorado at Colorado Springs Core Values***

***EXCELLENCE:*** We will attract, develop and retain outstanding faculty, staff, and students, and focus on those programs and services that we can offer at an exemplary level.

***STUDENT SUCCESS:*** We will help traditional and non-traditional students succeed in their academic endeavors by assuring a stimulating, supportive, safe, and naturally beautiful setting. Campus residence halls will enrich students' experiences by providing a living-learning environment. We will encourage students to recognize their responsibility to participate fully in their own educational success and to contribute to the quality of campus life.

*ACCOUNTABILITY AND PUBLIC COMMUNICATION:* We will make known our vision, values, and goals and provide a demonstrated return on investment to the citizens of Colorado. We will link the university more closely to the communities we serve. We will reflect a positive, unified, and consistent campus image and communicate the value of the university to the citizens and elected leaders of our state, alumni, and potential students everywhere.

*ENRICHING ENVIRONMENT:* We will aggressively seek the development of a multicultural campus environment in which each person contributes unique talents to make the university a better place and in turn is fully valued and supported. We will reaffirm the tradition of shared governance and encourage all members of our campus community to join together in creating a positive working environment where all enjoy respect, fair treatment, and a voice in campus decisions.

*QUALITY TEACHING:* We will demonstrate the highest regard for teaching excellence and will reward quality teaching. We will strive to maintain predominantly small classes taught by dedicated and accessible full-time faculty and other qualified professionals.

*RESEARCH AND CREATIVE WORK:* We will promote and reward research and creative work that advances knowledge, that makes a valuable contribution, that enhances our teaching and service missions, and that encourages collaboration between undergraduate or graduate students and faculty.

*SERVICE:* We will attract and reward members of the campus community who place a high value on service and who are committed to contributing their expertise to the university and the public good.

*STAFF CONTRIBUTION:* We will value the vital role that staff play in supporting and enhancing the educational mission of the university.

*INNOVATION AND CHANGE:* We believe that universities both preserve the past and help create the future. We will encourage innovation in teaching, research, and service and prepare our students to succeed in a rapidly changing global and technologically advancing environment.

*LIFE-LONG LEARNING:* We will commit to serving our students at many points along life's path--during and after high school, as they enter the work force, as they retrain for new careers, and as they continue to learn and grow throughout their lives.

#### *University of Colorado at Colorado Springs Campus Strategic Goals*

- **Grow responsibly in order to meet the needs of students, the community, and the state.**
- *Provide a comprehensive, personalized, educational experience that prepares students to excel personally, professionally and as citizens.*

- *Enhance research, scholarship, and creative works* on the campus and in the community.
- *Use and enhance technology* to improve teaching, learning, research and management.
- **Expand and strengthen community partnerships.**
- *Model the values of diversity* in the campus climate and educational programs.
- **Enhance the University's human, physical, and fiscal infrastructure.**
- *Create infrastructure that supports rapid expansion of entrepreneurial activities.*

### **President's Vision**

#### *University of Colorado Vision 2010*

- Become a University Without Walls
- Develop a Culture of Excellence
- Increase Resources and Use Them Wisely
- Increase Diversity
- Develop an Integrated Infrastructure

#### *Vision 2010 Goal for the University of Colorado at Colorado Springs*

Become America's number one comprehensive regional research university

### **Realistic Constraints**

Per student FTE state funding is the lowest in the system and substantially below our peers.

Per student FTE faculty and staff numbers below peers.

Tuition is lower than many peers.

Existing student body is financially stressed.

Per student institutional financial aid is lower than other similar state institutions.

State regulatory environment imposes significant compliance costs and inhibits some forms of entrepreneurial activity.

There exist strong external demands and internal needs for additional enrollment growth.

Campus is near maximum capacity in existing facilities.

Existing classroom inventory is dominated by small to medium-sized classrooms.

Non-instructional units are relatively lower funded compared to peers than are instructional units, which is reflected in a low staff to faculty ratio.

Strong likelihood exists that the percentage of sections taught by tenure-track faculty will be no greater than 40%.

Non-tenure track faculty, and some professional exempt staff, are below market in pay.

External research and program funding is substantially below peers.

Existing faculty reward system does not consistently give faculty incentives to pursue institutional goals.

Assessment of academic and learning outcomes is not implemented, or even well-understood, across many areas.

### **CU-Colorado Springs' Ambitious Vision**

As America's #1 comprehensive regional research university, we will:

- Offer an outstanding, student-centered, community-focused, undergraduate experience that includes research opportunities across a wide variety of majors that actively serve the educational needs of our community.
- Offer outstanding graduate programs that serve regional, state or national professional needs, in addition to enhancing the campus' research mission.
- Engage in world-class research that includes traditional basic research, but also highly values applying research in multiple contexts.
- Engage extensively in funded research, sponsored program and extended studies activities across a wide variety of contexts, with special emphasis on those that directly benefit our community.

Possible strategic approaches to reaching our vision

*Develop a clear, compelling public image and market that image aggressively.*

*Improve alignment between campus goals and the faculty reward and support systems.* For tenure-track faculty this will include reappointment, promotion and tenure criteria, annual salary merit increase processes, and opportunities for faculty to receive non-base salary in a given year, in conjunction with developing a comprehensive set of faculty development opportunities, to create a clear alignment between campus goals, on the one hand, and faculty incentives and supports, on the other. Develop a system of supports and rewards for full-time and part-time non-tenure track faculty that facilitates recruiting, retaining, and developing outstanding individuals to offer very high-quality instruction in those sections not assigned to tenure-track faculty.

*Create the system of supports that would allow the campus to become the provider of choice of educational, programmatic, and research-related services* within the community and, in selected fields, beyond. Develop a campus-level infrastructure to facilitate identifying and responding to community, and other, needs and desires in the form of grants, contracts and extended studies activities. Aggressively reinvest facility and administration indirect cost recovery dollars in expanding capacity and incentives for faculty to engage in sponsored programs activity. Continue to build the capacity of auxiliaries, especially extended studies, to respond to these needs.

*Create the system of supports that would allow CU-Colorado Springs to be the campus of choice for undergraduate and graduate degree programs in all of Southern Colorado.* Continue to expand recruitment efforts and to develop campus student support systems that meet the needs of our diverse students for advising, registration, financial aid, academic support services, counseling, health services, campus life experiences, transportation and safety in ways that cause students to feel highly valued by the institution. Pursue substantially higher tuition rates in conjunction with major increases in the amount of institutional student scholarship and financial aid funding available.

*Pursue alternative means of expanding facilities.*

*Strategically invest in staff* to support key areas, funded where possible by other than tuition and general fund sources. Continue to improve staff and student employee training and development opportunities, and use technology where possible, to maximize productivity of existing staff. Selectively add staff where need and impact are greatest.

*Develop a growth funding model* that allows resources to flow to the units most affected. The model should include student, administrative and academic support units, as well as the instructional units.

*Leverage existing strengths by promoting interdisciplinary, cross-campus and off-campus collaborations* to accomplish our educational, research and service goals.

*Undertake a vigorous program of identifying and lowering barriers* to efficient operations, entrepreneurial expansion, revenue enhancement, student recruitment and retention, faculty and staff reward and development, community engagement, excellence, and diversity.



<b>Programs and Initiatives</b>	<b>Unit</b>	<b>Outcome</b>	<b>CU 2010 Goal</b>	<b>Campus Goal</b>	<b>Benchmarks</b>	<b>Bu Alloc &amp; Re</b>	
Establish The Center for Health Education & Research (CHEAR)	Beth-El College of Nursing and Health Sciences	Research; Engagement	University without walls; Resources	Research; Community partnerships; Entrepreneurial activities	Center is operational and has grant activity	Gift fundi start	
Extend RN to BSN program to a distance model to serve Southern Colorado and the Western Slope	Beth-El College of Nursing and Health Sciences	Academic programs; Engagement	University without walls	Grow responsibly; Educational experience; Use technology	15 students enrolled in outreach program	\$50,000	
Increase number of graduates in BSN program to address shortage	Beth-El College of Nursing and Health Sciences	Academic programs; Engagement	University without walls	Grow responsibly; Educational experience	Graduates in BSN increase by 15% per year	\$40,000	
Fully implement nutrition option in Health Care Services degree	Beth-El College of Nursing and Health Sciences	Academic programs; Engagement	University without walls	Grow responsibly; Educational experience	25 students enrolled in nutrition program	\$70,000	
Increase rural enrollment in	Beth-El College of	Academic programs;	University without walls	Grow responsibly;	50 graduate students from rural Colorado	\$20,000	

Programs and Initiatives	Unit	Outcome	CU 2010 Goal	Campus Goal	Benchmarks	Bu Alloc & Re	
Master's Nursing degree	Nursing and Health Sciences	Engagement		Educational experience	enrolled in distance program		
Expand extended studies	Beth-El College of Nursing and Health Sciences	Academic programs; Engagement	University without walls	Grow responsibly; Educational experience; Entrepreneurial activities	Increase ES income by 25%		
Assume statewide nursing and health science mission	Beth-El College of Nursing and Health Sciences	Academic programs; Engagement	University without walls	Grow responsibly; Educational experience	CCHE supports and funds expanded mission	\$469 per y	
Continue expansion of Distance MBA	College of Business	Academic programs; Faculty support; Student support	University without walls; Resources	Grow responsibly; Educational experiences; Use technology; Entrepreneurial activities	Selectively develop additional tracks; Explore new markets and ways to serve existing students		
Continue to build	College of Business	Engagement	University without walls	Entrepreneurial activities	Expand scope and impact of existing		

Programs and Initiatives	Unit	Outcome	CU 2010 Goal	Campus Goal	Benchmarks	Bu Alloc & Re	
community partnerships					initiative (CITTI, incubator, SCEF) and explore new ones		
Initiate new program in Teaching English as a Second Language (TESL)	College of Education	Academic programs; Engagement	University without walls; Diversity	Grow responsibly; Educational experience; Community partnerships; Diversity	<ul style="list-style-type: none"> <li>Plan and submit English as a second language proposal for CDE and CCHE</li> <li>Seek external funding for ESL program</li> <li>Allocate (reallocate) personnel</li> <li>Implement program</li> </ul>	.5 FT Oper expe	
Plan and develop a profound needs special education	College of Education	Academic programs; Engagement	University without walls	Grow responsibly; Educational experience; Community	<ul style="list-style-type: none"> <li>Plan and initiate a special education preparation program for</li> </ul>	Facu stipe and .. FTE	

Programs and Initiatives	Unit	Outcome	CU 2010 Goal	Campus Goal	Benchmarks	Bu Alloc & Re	
program				partnerships	profound needs students/clients <ul style="list-style-type: none"> <li>Seek program approval from CDE and CCHE</li> </ul>		
Implement the online principal and superintendent licensure programs	College of Education	Academic programs; Engagement	University without walls	Grow responsibly; Educational experience; Use technology; Community partnerships	<ul style="list-style-type: none"> <li>Plan and initiate coursework in educational leadership</li> <li>Adapt coursework to approved platform server-eCollege</li> <li>Market coursework instate</li> <li>Market coursework out-of-state</li> </ul>	Facu stipe; throu Exter; Studi	
Prepare and establish Ph.D. in Educational Leadership and Innovation	College of Education	Academic programs; Engagement	University without walls; Excellence	Grow responsibly; Educational experience; Community partnerships	<ul style="list-style-type: none"> <li>Develop in-state Ph.D. program in collaboration with the University of Colorado at Denver</li> </ul>	.50 to FTE supp; Ph.D progr; initia	

Programs and Initiatives	Unit	Outcome	CU 2010 Goal	Campus Goal	Benchmarks	Bu Alloc & Re	
					<ul style="list-style-type: none"> <li>• Prepare program proposal</li> <li>• Seek UCD graduate committee approval</li> <li>• Organize and engage faculty and staff</li> <li>• Seek CCHE approval and funding</li> <li>• Recruit students</li> <li>• Revise program structure as required</li> <li>• Plan and schedule coursework</li> </ul>		
Increase Extended Studies revenue in the COE by 15% each year		Academic programs; Engagement; Faculty support	University without walls; Resources	Use technology; Entrepreneurial activities	<ul style="list-style-type: none"> <li>• Increase ES revenue through Sopris West activity</li> <li>• Increase ES revenue through K-12 initiatives such as LAS</li> </ul>	1.50 in ca: fund: persc	

Programs and Initiatives	Unit	Outcome	CU 2010 Goal	Campus Goal	Benchmarks	Bu Alloc & Re	
					coursework, contract coursework, partnership agreements, grants and sponsored program research <ul style="list-style-type: none"> <li>• Increase online coursework in Leadership, special education, and teacher education programs</li> <li>• Establish relationships with EDC and other business partners</li> <li>• Establish ES relationships with PPCC and other IHEs</li> <li>• Create new and innovative ES opportunities</li> </ul>		

Programs and Initiatives	Unit	Outcome	CU 2010 Goal	Campus Goal	Benchmarks	Bu Alloc & Re	
Increase fundraising activity in the COE	College of Education	Engagement; Faculty support; Student support	University without walls; Resources	Community partnerships	<ul style="list-style-type: none"> <li>Improve structure and performance of advisory committee</li> <li>Increase fundraising opportunities and performance in the COE</li> </ul>	.50 F supp fund assist	
Consolidate Ph.D. program	College of Engineering and Applied Sciences	Academic programs; Research	UWW; Excellence	Grow responsibly, Educational experience, Research, Community partnerships	Approved plan by CCHE; structure and governance policies established	\$5,00 ECE	
Provide college-wide research support system	College of Engineering and Applied Sciences	Research	University without walls; Use resources wisely; Excellence	Research	Grow Research Development Center	.25F staff; facul FTE	
Expand interdisciplinary masters programs	College of Engineering and Applied Sciences	Academic programs	University without walls; Excellence	Educational experience, Community partnerships	Add new tracks to ME degree in info assurance; system eng; applied physics	None	

Programs and Initiatives	Unit	Outcome	CU 2010 Goal	Campus Goal	Benchmarks	Bu Alloc & Re	
Create active community advisory committees for all programs	GSPA	Engagement; Academic Programs	University without walls	Community partnerships	Boards created and meeting; institution responds to input		
Build new collaborative partnerships with community	GSPA	Engagement	University without walls	Community partnerships	Buechner Policy Collaborative Center opened; additional agreements reached		
Participate in the continued development and use of Prospector, the Colorado global catalog.	Kraemer Family Library	Faculty support; Student support; Engagement; Research	University without walls	Research; Community partnerships; Use technology	<ul style="list-style-type: none"> <li>With the other Prospector partners, add new partners to the catalog.</li> <li>Add advanced keyword searching feature to Prospector.</li> </ul>	None	
Participate in the evaluation and further development of the CU Electronic	Kraemer Family Library	Research; Faculty support; Student support	University without walls	Research; Use technology	<ul style="list-style-type: none"> <li>Identify and add new electronic resources available on all four campuses</li> <li>Include four</li> </ul>	(Con fundi from Presi offic	



Programs and Initiatives	Unit	Outcome	CU 2010 Goal	Campus Goal	Benchmarks	Bu Alloc & Re	
Library					campus access in licensing for resources when feasible and funded		
Participate in the promotion, use and enhancement of the Colorado Virtual Library and statewide collection development	Kraemer Family Library	Research; Faculty support; Student support	University without walls	Research; Community partnerships	<ul style="list-style-type: none"> <li>• Monitor SWIFT, the new state ILL system, and participate when feasible</li> <li>• Serve on or chair statewide committees charged with contracting for electronic resources on a statewide basis</li> </ul>	None	
Develop Geropsychology PhD program	College of Letters, Arts and Sciences	Academic programs; Research	University without walls; Excellence	Grow responsibly; Educational experience; Enhance research	CCHE approval	2 TT facul FTE; space; stude supp	
Support		Research;	University	Research,	Approval of CCHE	None	

Programs and Initiatives	Unit	Outcome	CU 2010 Goal	Campus Goal	Benchmarks	Bu Alloc & Re	
Bioenergetics Institute		Faculty support	without walls; Excellence	Entrepreneurship			
Initiate with UCD & UC Boulder Arts without Walls	College of Letters, Arts and Sciences	Student support; Academic programs	University without walls	Grow responsibly; Educational experience	# of master classes imported from other campuses	None	
Increase collaborative ties with other colleges, businesses and community	College of Letters, Arts and Sciences	Community engagement	University without walls	Community partnerships	Increase in K-12 initiatives, Increase in service learning courses, Increase in community research		
Improve policies, procedures and information	Campus Extended Studies	Academic programs	University without walls	Entrepreneurship	<ul style="list-style-type: none"> <li>• Complete procedures manual available</li> <li>• Policy revisions to comply with CCHE requirements complete</li> <li>• Final</li> </ul>	None	

Programs and Initiatives	Unit	Outcome	CU 2010 Goal	Campus Goal	Benchmarks	Bu Alloc & Re	
					campus approval of tax structure and use.		
Improve support to units	Campus Extended Studies	Academic programs	University without walls	Entrepreneurship; Community partnerships	<ul style="list-style-type: none"> <li>• Format for financial reports</li> <li>• EDC Partnership</li> </ul>	None	
Policy development	Office of Sponsored Programs	Research; Faculty support	University without walls; Excellence; Resources	Research	<ul style="list-style-type: none"> <li>• Draft 2 of PI handbook completed</li> <li>• Formal revision &amp; adoption of OSP policies</li> <li>• Proposal regarding faculty pay policies completed</li> </ul>		
Improve infrastructure supporting grants	Office of Sponsored Programs	Research; Faculty support	University without walls; Excellence; Resources	Research	<ul style="list-style-type: none"> <li>• Approve new centers in Nursing and Education</li> <li>• Create new center review and re-approval process</li> <li>• Create regular training sessions with grants administrators</li> </ul>		

<b>Programs and Initiatives</b>	<b>Unit</b>	<b>Outcome</b>	<b>CU 2010 Goal</b>	<b>Campus Goal</b>	<b>Benchmarks</b>	<b>Bu Alloc &amp; Re</b>	
Pre-collegiate cooperation with PPCC	Student Success	Engagement, Student support	University without walls	Grow responsibly: Model diversity	<ul style="list-style-type: none"> <li>Increased higher ed participation by traditionally underserved populations</li> </ul>		
Boulder refers qualified applicants to Colorado Springs	Student success	Student support	University without walls	Grow responsibly	<ul style="list-style-type: none"> <li>Increased qualified applicants at Colorado Springs</li> </ul>		
Additional housing and sports complex	Administration & Finance	Engagement; Student support	University without walls	Grow responsibly; Enhance infrastructure; Entrepreneurial activity	<ul style="list-style-type: none"> <li>Public/private partnership results in construction of shared facilities</li> </ul>		
Create capital construction leverage program	Facilities services	Student support; Faculty support; Research; Academic programs	University without walls; Infrastructure	Grow responsibly; Enhance infrastructure	<ul style="list-style-type: none"> <li>Construction of new facilities from leveraging current assets, based on CU-system capacities</li> </ul>		

**Blueprint for a University Without Walls**  
**University of Colorado at Denver**  
December 17, 2002

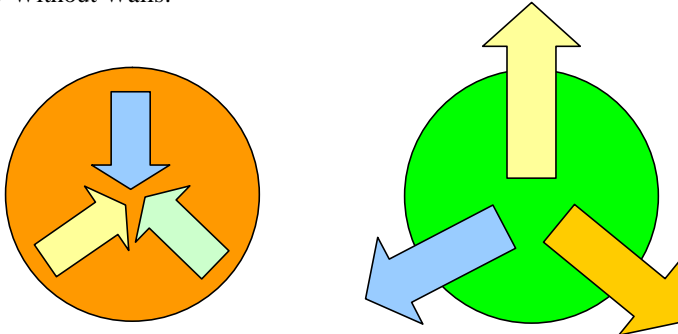
***Process to date***

CU-Denver recently completed a systematic process for building our version of Vision 2010, including a vision of a University Without Walls. The process started with facilitated retreats in each college/school, the library, and the staff council, in which faculty and staff were asked to imagine what CU-Denver would look like in ten years if it had achieved the Vision 2010, including become a University Without Walls. They were also asked to give examples of how we are already working towards Vision 2010, including a University Without Walls. Over 250 people participated in these retreats.

The results were consolidated into one document, from which the following material is taken.

***Campus objectives relative to the University Without Walls***

CU-Denver draws a distinction between internal and external relations when considering a University Without Walls:



**Internal**

Working across disciplines

**External**

Addressing "Real World" needs

The objectives in each of these spheres are:

**Internal:** CU-Denver believes that most of the significant research and creative work in the 21st century is undertaken in teams consisting of disciplinary experts working together across disciplines.

**External:** CU-Denver believes that its most significant contributions will focus on the needs of Denver and the region it serves. Since Denver is rising as a major regional, national and international city, the University's answers to these urban needs will have regional, national and international implications and applications.

### *Next steps*

In essence, CU-Denver already developed a blueprint for developing a vision of a university without walls, and then carried out the plan. We now have the vision in place. The next steps for us will involve how to implement the vision.

The next phase of implementation is complicated by several factors. First of all, there are a number of strategic planning exercises underway that must be completed and consolidated before we can move to details of implementation. These planning exercises include the CU System Vision 2010 committees; the campus Vision 2010 committees; and the campus and college strategic plans being developed by the Vice Chancellor for Academic and Student Affairs and the Deans.

Secondly, our strategic planning will be influenced by the activities and the conclusions of the task force now exploring a possible merger between CU-Denver and the University of Colorado Health Sciences Center. Our vision of a University Without Walls will have to be expanded to include discussions of how we break down the walls between the two institutions, and we will need to devote some considerable energy and thought to how we implement Vision 2010 as a combined organization. We will need to address a number of key issues, including how to integrate the two different cultures, how to develop an appropriate administrative structure for the separate parts and the whole, how to manage the transitions, etc.

### ***Process and criteria CU-Denver may use to determine which UWW initiatives should be considered for System support***

This process is likely to come from coalescing several ongoing strategic activities. First of all, the Deans and the Vice Chancellor are currently undertaking strategic planning for the individual colleges and the campus as a whole. Part of this process has involved identifying some common themes and possible signature programs for the campus as a whole. This group is planning a retreat in January to pull this material together. Secondly, the Faculty Assembly is planning to continue its strategic planning for Vision 2010 into the Spring semester. And thirdly, we have assigned our Faculty Fellow for Research in the Center for Faculty Development to identify the main research/creative work activities on campus, and to help spot common themes and foci. This spring we will need to pull these three activities together, to identify the major initiatives that should be considered for System support.

### ***What preliminary strategies would your campus consider for implementing and supporting UWW initiatives led by your campus, even for those that may not receive direct financial support from the President's Office?***

We will probably follow the same procedure discussed in the previous paragraph. We will want to support the themes that emerge from this process, and will look for all means of support in addition to any support given by the President's Office. We have very little discretionary money on this campus, and so we will probably have to find external money and sponsorship. Indeed, the identification of possible themes may depend upon the likelihood of finding external money.

***Are there some generic outcomes that should be expected of all UWW initiatives, whether receiving System support or not? Please describe the outcomes measures that should be expected of UWW initiatives.***

From our own campus perspective, the outcomes would include:

1. likelihood of obtaining external funding;
2. perceived as important by the external constituencies that we serve;
3. builds upon core strengths within the institution;
4. potential to become leaders in the discipline or activity.

***The single most frequently mentioned issue concerning UWW engagement are the reward structures for faculty and staff. Describe some possible strategies for addressing this issue.***

We must put in place a differentiated workload policy that really works. Rather than treat every faculty member's workload in terms of teaching and research as interchangeable and the same, we need to free our best researchers from excessive teaching, and our best teachers from excessive research, when their personal skills lie in one or the other.

Financial incentives must be put in place to reward faculty who find ways to teach more effectively, or who attract and retain good students; and we must find incentives to give back to creative research faculty some of the rewards of their work.

We must reconsider the RTP processes that discourage collaborative, or multi-disciplinary, activities.

***Describe any planned next steps the campus is considering for continued discussions with faculty, staff and students regarding UWW.***

Discussed in the first paragraph.

## **University without Walls**

Blueprint for CU-Denver

November 21, 2002

### ***Process to date***

CU-Denver recently completed a systematic process for building our version of Vision 2010, including a vision of a University Without Walls. The process started with facilitated retreats in each college/school, the library, and the staff council, in which faculty and staff were asked to imagine what CU-Denver would look like in ten years if it had achieved the Vision 2010, including become a University Without Walls. They were also asked to give examples of how we are already working towards Vision 2010, including a university without walls. Over 250 people participated in these retreats.

The results were consolidated into one document, which is attached as Appendix A. The document includes statements about what we will look like in 2010, and how we are progressing towards this goal in 2002. Appendix B is a short summary of existing University Without Walls activities.

***Next steps***

In essence, CU-Denver already developed a blue-print for developing a vision of a university without walls, and then carried out the plan. We now have the vision in place. The next steps for us will involve how to implement the vision.

The next phase of implementation is complicated by several factors. First of all, there are a number of strategic planning exercises underway that must be completed and consolidated before we can move to details of implementation. These planning exercises include the CU System Vision 2010 committees; the campus Vision 2010 committees; and the campus and college strategic plans being developed by the Vice Chancellor for Academic and Student Affairs and the Deans.

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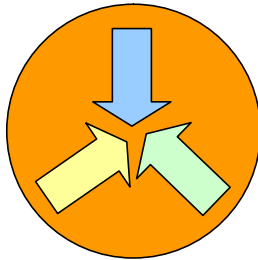


## Appendix A

### University of Colorado at Denver Vision 2010

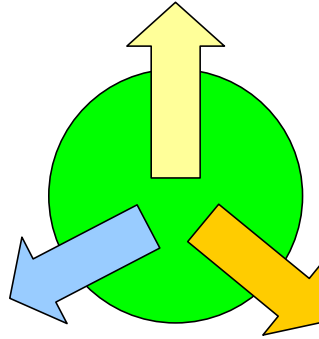
(this is a subset of the entire Vision 2010 document, showing only the University Without Walls.)

#### Being a University Without Walls



#### **Internal**

Working across disciplines



#### **External**

Addressing "Real World" needs

#### Vision

##### Internal

- CU-Denver believes that most of the significant research and creative work in the 21st century is undertaken in teams consisting of disciplinary experts working together across disciplines.

##### External

- CU-Denver believes that its most significant contributions will focus on the needs of Denver and the region it serves. Since Denver is rising as a major regional, national and international city, the University's answers to these urban needs will have regional, national and international implications and applications.

## In 2010, CU-Denver is a University Without Walls because:

### Internally

- **Curricular structures support and link individual disciplines.**  
Disciplines are linked through extensive dual and joint degree programs, multiple minor degree tracks, and cross-listed undergraduate and graduate programs. Many core courses are interdisciplinary.
- **Research/creative work crosses disciplinary boundaries.**  
Interdisciplinary research Centers and grants bring disciplines together as they develop significant research for society. Creative work integrates multiple disciplines.
- **Administrative structures support interdisciplinary work.**  
Organizational structures and policies support the concept of strong individual disciplines working together. The distinctions among CU-Denver's sister institutions are blurred, including CU-Boulder, CU-Health Sciences Center, Metro State, Community College of Denver, and the School of Mines. The faculty is rewarded for participating in cross-disciplinary teaching and research/creative work, while still contributing to their own disciplines. Workload and pay are equitable across the campuses. Financial arrangements for departments encourage working with others. Student services are strengthened through shared initiatives, including retention, admissions, recruitment, placement and counseling services.
- **The institution shares the vision internally.**  
Faculty, staff and administrators understand, value, and articulate the shared collaborative vision. There is a spirit of cooperation and community that respects all contributions.

### Externally

- **CU-Denver's educational opportunities are linked integrally to Denver and the region it serves.**  
The university serves the needs of the metro area's diverse student population. It reaches out to K-12 students; it delivers online, hybrid, weekend and evening classes for its non-traditional populations; it offers "just in time" classes, and offsite traveling workshops; it interns students in Denver organizations; it uses community advisory committees to refine its mission; and it employs many visiting faculty who bring outside interests and values to the university. CU-Denver occupies several campus sites in the Denver metro area, as a way of bringing educational opportunities to local populations.
- **CU-Denver's research and creative work is linked integrally to the Denver metro area.**  
It serves as think-tank and research center for urban issues. Many urban organizations naturally turn to CU-Denver for advice on pressing problems, and CU-Denver looks for local applications for its research/creative activities, even when those activities will have wider implications. CU-Denver occupies several research centers in the Denver metro area, as a way of optimizing research opportunities and resources.
- **CU-Denver's educational and research/creative work attracts a national and international audience.**  
Although CU-Denver focuses on local urban issues, much of this work has application nationally and internationally. Out of state and international students are attracted to CU-Denver because it offers recognized excellence in urban-based education and research/creative work. Extensive online and study abroad programs link CU-Denver to the world and vice versa.
- **The institution shares the vision externally.**  
Extensive public relations tell the local and global communities about the accomplishments of the University.

## **In 2002, CU-Denver is already working toward a University Without Walls because:**

### **Internally**

- **The faculty and staff are already working across academic boundaries.**

A number of faculty is already teaching and undertaking research/creative work across disciplines, departments, colleges and campuses. Examples include the Center for Computational Biology; the joint PhD program between Computer Science and Business; faculty in Anthropology and Health and Behavioral Science working with colleagues at Health Sciences; joint PhD program in Engineering with Boulder; the Graduate School of Public Affairs located on the Denver and Colorado Springs campuses; the College of Architecture and Planning offering an undergraduate program on the Boulder campus.

### **Externally**

- **The campus already has strong links to the institutional structures of Denver.**

Many of our programs are tied to important constituencies, including the K-12 educational system, the business community, the professional and arts communities, inner city neighborhoods, and the state legislature.

- **Programs draw extensively upon the expertise of the Denver professional community.**

Experts in many disciplines are brought in to teach, and many programs have advisory boards drawn from the local professions.

- **The campus already undertakes urban-based research and creative work.**

Areas include health fields, urban planning, transportation studies, applied math, business, the arts, etc.

- **Students benefit from extensive internships in the Denver community.**

Thanks to CU-Denver's connections to the business and professional communities, students are able to find local opportunities that link theory and practice.

- **Innovative technology links the campus and its students to the world and vice versa.**

CU-Denver pioneered online education and now hybrid courses, to break down the barriers of a campus-centric education.

## Appendix B

### University of Colorado at Denver

Short Inventory of existing University Without Walls initiatives

#### Internally

**The faculty and staff are already working across academic boundaries.** A number of faculty is already teaching and undertaking research/creative work across disciplines, departments, colleges and campuses. Examples include the Center for Computational Biology; the joint PhD program between Computer Science and Business; faculty in Anthropology and Health and Behavioral Science working with colleagues at Health Sciences; joint PhD program in Engineering with Boulder; the Graduate School of Public Affairs located on the Denver and Colorado Springs campuses; the College of Architecture and Planning offering an undergraduate program on the Boulder campus.

#### Externally

**The campus already has strong links to the institutional structures of Denver.** Many of our programs are tied to important constituencies, including the K-12 educational system, the business community, the professional and arts communities, inner city neighborhoods, and the state legislature.

**Programs draw extensively upon the expertise of the Denver professional community.** Experts in many disciplines are brought in to teach, and many programs have advisory boards drawn from the local professions.

**The campus already undertakes urban-based research and creative work.** Areas include health fields, urban planning, transportation studies, applied math, business, the arts, etc.

**Students benefit from extensive internships in the Denver community.** Thanks to CU-Denver's connections to the business and professional communities, students are able to find local opportunities that link theory and practice.

**Innovative technology links the campus and its students to the world and vice versa.** CU-Denver pioneered online education and now hybrid courses, to break down the barriers of a campus-centric education.

University Of Colorado Health Sciences Center  
**University Without Walls Blueprint**  
**December 2002**

Introduction

President Elizabeth Hoffman's Vision 2010 describes a "University Without Walls" as a "University in which faculty, students and staff collaborate readily across disciplines, schools, colleges and campuses, and with other universities, industry, K-12 education, and government to enhance the quality and impact of teaching, research and service."

University Without Walls activities embrace these values:

- Influence change and produce impact
- Be innovative and inventive
- Require interdisciplinarity (connections among academic disciplines) and breadth of involvement
- Build on the excellence of University's programs
- Extend knowledge and research beyond the walls of the university to benefit society and learners at all levels.

The University of Colorado Health Sciences Center has long valued the tenets described as a "University Without Walls." In fact, the campus vision process in 1998 developed an overarching vision statement and themes for campus physical master planning that embrace the concepts of a University Without Walls. Full texts of these documents are included in Attachments 1 and 2. These documents speak of partnerships, interprofessional education, interdisciplinary research, sharing of core support services and integration amongst mission areas. These documents complement the University's values and reflect the planning for the future of the University of Colorado Health Sciences Center programs and physical spaces.

Below are selected examples of current University of Colorado Health Sciences Center programs that exemplify the University Without Walls concepts: (A more comprehensive list is included in Attachment 3)

Within the University of Colorado Health Sciences Center

- Center for Bioethics and Humanities
- Development of Interprofessional Educational Facilities for Fitzsimons
- Core Laboratories
- Center for Studies for Clinical Excellence
- Palliative Care Education

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Within the University

- Cardio-Vascular Institute (with University of Colorado at Boulder)
- Center for Pharmaceutical Biotechnology
- CU libraries collaboration on Digital Resources
- Coleman Institute

- Genomics and Biotechnology Initiative
- MD-PhD, MD-MBA, MSN-MBA

With the Community

- CU Cancer Center
- Partnerships for Prevention (mentoring for students at Gove Middle School)
- Service learning projects required of all Nursing students involve partnering with community agencies
- Biomedical Research Park at Fitzsimons
- Native Health Programs
- Healthy Smiles Clinic
- PASCAL Facility (Preservation and Access Service Center for Colorado Academic Libraries)
- Center for BioEthics and Humanities Outreach Program to local communities and hospitals
- Continuing Education and Extended Studies Programs

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University of Colorado Health Sciences Center Blueprint

The University of Colorado Health Sciences Center will be engaged in 2003 with discussions of consolidation with University of Colorado at Denver, planning for the programmatic and physical transition to the Fitzsimons site, and seeking funding mechanisms to support campus development. Opportunities abound for collaboration and realizing the values expressed in the University Without Walls vision. The following is a blueprint for short-term (1-year) goals for the campus to pursue. Longer-term goals (1 year and beyond) will be developed during the year.

Short-Term Goals (within 1 year)

- Identify "motivators" and "barriers" to engage University of Colorado Health Sciences Center community in UWW activities, and develop mechanisms for implementation as appropriate. Motivators identified to date include:
- Opportunity for collaboration -- develop mechanisms to link faculty with similar research, teaching and outreach interests
- Opportunity for shared resources
- Recognition for collaboration – faculty (integrate into merit review and criteria for Promotion and Tenure), students and staff (Pay for Performance Plan)
- Resources
- Identification and elimination of barriers
- Develop a comprehensive structured database of University Without Walls activities to include project name, description, key contact personnel and other information. Make available to the community for reference and updating.
- Engage University of Colorado Health Sciences Center community in discussions of opportunities tied to consolidation of University of Colorado Health Sciences Center and University of Colorado at Denver campuses. Identify 1 to 2 pilot projects for faculty collaboration.

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- Identify a select number of University Without Walls strategic initiatives to develop. Target at least one initiative within the campus, within the university, and with the community. Secure resources to support.
- Provide input on critical barriers that must be eliminated or ameliorated to foster success of University Without Walls activities.
- Test and refine a campus process for identification, ranking and implementation of University Without Walls projects.

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## Conclusion

The University Without Walls initiative of Vision 2010 is synchronous with both the current functioning and the future of the University of Colorado Health Sciences Center. Existing programs that embody these values will be fostered. New opportunities will be identified and nurtured. Resources will enhance development of fledgling programs, but are not to be the sole catalyst for bringing together programs and persons across disciplines, mission areas, campuses, community and so on. Other motivators for branching out beyond traditional boundaries will be developed.

The future of the University of Colorado Health Sciences Center and the development of the Fitzsimons campus are tied to preserving the excellence achieved to date and stimulating opportunities that cut across real and perceived boundaries. Students from different schools and programs will learn together in multidisciplinary courses; faculty from different departments, schools, colleges and universities will collaborate on discoveries; clinicians will seek advice on issues from various disciplines; and, partnerships with business to move discoveries to the marketplace will flourish. By the very nature of its health care focus the Health Sciences Center embraces a myriad of stakeholders within and outside the University. The campus remains committed to further extension of its many partnership arrangements.

## II. THE FITZSIMONS OPPORTUNITY AND VISION

The Fitzsimons campus development presents the University of Colorado Health Sciences Center with an opportunity to compete and prevail as a top tier health professions education, research and clinical institution. This opportunity was made possible by the transfer of 217 acres located at the former Fitzsimons Army Medical Center in Aurora, Colorado to the University of Colorado. In 1995, the reuse request for the public benefit conveyance of 186 acres to the University was submitted to the Fitzsimons Redevelopment Authority. The application for a public benefit transfer was approved by the United States Department of Education in September 1997. The UCHSC proposal was complemented by an economic development conveyance request by the City of Aurora, through its Fitzsimons Redevelopment Authority, for the remaining 391 acres of the Fitzsimons Army Medical Center site. Of this acreage, 31 acres will be transferred to the UCHSC at a later date, and the remainder of the conveyance will be used for a variety of purposes including a new bioscience research park.

As part of the initial master plan process, campus core vision teams were engaged to develop program vision statements for the year 2020. These vision statements have guided the development of the master plan during the last three years. The overarching vision statement is presented below.

The University of Colorado Health Sciences Center's (UCHSC) paramount and time-honored mission of education, research, patient care, and community service will continue into the next century. UCHSC is a unique regional public resource because it generates new knowledge and translates these discoveries to superior health education and human health. In all of its endeavors, UCHSC will achieve excellence and outstanding accomplishments, which will place the institution in the top tier of academic health centers.

The UCHSC, in partnership with health network and affiliates, will be responsive to the community's health care needs by educating individuals as members of interdisciplinary professional health care teams, and by preparing tomorrow's leading health scientists. Physical proximity and integral working relationships among and between clinicians and scientists will foster new levels of collaboration and integration. Partnerships among faculty, students, staff, affiliates, and the community will foster the development of new knowledge, and this knowledge will be applied to the prevention and treatment of human disease and to the improvement of human health. The institution also will create partnerships among faculty, students, and consumers in offering the highest quality of health care, and providing access for citizens to the latest scientific findings concerning the promotion of health and the treatment of disease.

The UCHSC will serve as an umbrella organization for superior science in the region. In this capacity, UCHSC will provide the basic and applied health-related research technology and the intellectual capital to enhance the activities of other education, research, and industrial entities in the region. The integration of functions in academic and clinical endeavors, and in the physical facilities of UCHSC, will foster a sense of community for faculty, students, and staff and for patients. Those functions and facilities will create a supportive culture that promotes the highest



technological advances as well as human caring throughout the continuum of science and health care. The UCHSC will collaborate with and provide services to a global community through the application of innovative technologies in all of its missions.

Programs at UCHSC will evolve and be influenced by societal demands and the expectations embodied in changing demographics, competition, new financial opportunities and constraints, technology, and the continual application of rapidly expanding new knowledge. UCHSC will be successful because it adapts and maintains flexibility in a changing environment to accomplish its mission.

Within the vision statements are major themes that are considered by the campus community to be touchstones or key concepts and themes for the master plan:

- UCHSC will rank among the top 10 academic health centers in the country.
- Programs will have a regional, national, and international scope.
- Programs will be integrated, interdisciplinary, and interprofessional in nature.
- New technologies will be employed.
- Programs will be more competitive.
- Services and programs will be more customer-friendly.
- New partnerships will be created.
- The organizations will experience ongoing change and will be flexible.

The unique opportunity and the compelling vision of the academic health center of the future have made the Fitzsimons project a model at the national level for base closures across the country. The Fitzsimons endeavor is not simply an economic development effort on the part of a local community, but one that will also benefit the entire nation.

## **PHYSICAL PLAN FRAMEWORK**

The Fitzsimons campus physical planning has continued to emphasize the master plan themes of:

### Interdisciplinary Work

Discovery and innovation will increasingly be based upon interdisciplinary and multi-disciplinary work, including academic disciplines not traditionally part of health sciences education and research.

### Integration

Greater degrees of integration amongst research, education and clinical activities will encourage and facilitate increased synergy in education, discovery in research, and application of new knowledge in clinical arenas.

### Access

The new University of Colorado Health Sciences Center and University of Colorado Hospital must be accessible to all potential users. This includes physical access for pedestrians as well as vehicles; access via telecommunications for learning, information, and resource sharing; and, friendly and welcoming access to the campus for all who visit, work, and study there.

### External Partners

Alliances, affiliations and partnerships with outside entities will be essential. These will include a broad spectrum of groups such as business and industry, government agencies, colleges and universities, and others in all areas of research, education, and clinical activity.

### Core Support Services

Consolidation of scarce or costly resources for shared access by the entire campus will become increasingly important. These resources include equipment, technology, scholarly resources, as well as people.

### Technology

Future developments in technology will both drive and enable new opportunities in all aspects of research, education and clinical activities. Technology encompasses all systems that use electronic voice, video, and data so that resources and ideas can be shared over a regional, national, and global network.

### Flexibility

Given the dynamic and changing environment in which an academic health center must learn to thrive, the new campus framework as well as the buildings and infrastructure must be designed with inherent flexibility to accommodate the future.

These vision themes were incorporated into the physical framework principles and woven into the fabric of the campus development plan, and they continue to affect the way in which the campus is being developed.

As a result, the development of the physical plan continues to:

- Provide an integrated framework of defined open spaces;
- Design a pedestrian-oriented campus;
- Provide connections to community amenities and resources;
- Provide areas for future development;
- Maximize utilization of existing resources;
- Provide for internal campus vehicular circulation;
- Enhance the image and identity of the campus and the campus perimeter.

#### Phased Development Plans

On the following pages are revised plans for the 0-5 year, and 6-10 year time frames that incorporate changes in the scheduled development of facilities. Revisions to the final phase plan reflect the current projected development of research and clinical space, and other building patterns established through the detailed planning efforts associated with the various projects now in the final stages of design or under construction.

## **University Without Walls Planning Committee**

### **UWW Planning Committee Chair**

Alexander (Sandy) Bracken, Executive Director, The Bard Center for Entrepreneurial Development, and President Emeritus, University of Colorado

### **UCCS**

Jeremy Haefner, Dean, School of Engineering and Applied Science  
Susan Mitchell, Director, Student Success Center, and Staff Council representative  
David Moon, Associate Vice Chancellor for Academic Affairs  
Don Morley, Professor, Communication, and UCCS Faculty Assembly Chair

### **UCB**

Dan Baker, Director, Lab for Atmospheric and Space Physics  
Phil DiStefano, Provost and Executive Vice Chancellor for Academic Affairs  
Dale Hatfield, Department of Interdisciplinary Telecommunications  
Anne Heinz, Associate Vice Chancellor and Dean, Division of Continuing Education  
Bobby Schnabel, Associate Vice Chancellor for Academic and Campus Technology

### **UCD**

Gita Alaghband, Professor, Computer Science and Engineering  
Mark Gelernter, Associate Vice Chancellor for Academic Affairs  
Mark Heckler, Dean, College of Arts and Media  
Jamie Muckom, Associated Students of CU-Denver, Finance Chair  
Negin Sobhani, Associated Students of CU-Denver, President

### **UCHSC**

Richard Bakemeier, Associate Dean, Continuing Medical Education, Past Chair, Faculty Council  
Marguerite Childs, Associate Vice Chancellor for Academic Affairs  
Larry Hunter, Director, Center for Computational Pharmacology, Associate Professor of Pharmacology  
Rick Forsman, Director, Denison Library  
Marlaine Smith, Associate Dean, School of Nursing

### **System**

Michael Martin, Associate Vice President, Technology and Learning Innovations  
Steve McNally, Associate Vice President for System Operations  
Mollie McGill, Coordinator, Technology and Learning Innovations

A Review of Other University  
System UWW and Outreach Activities

Michael J. Murphy

Higher education faces what some have called the “double whammy” in coming years. The double whammy is higher enrollment and lower levels of funding. More students are graduating from high school, there is a growing popular belief that a college education powerfully affects life chances, and governments at all levels are cutting budgets in the wake of the 2000 recession. Experts predict that higher education will become increasingly competitive. Competition will heighten for students, faculty, research funds, profitable programs, and top-ten rankings. New competitors will enter the market; for instance, the University of Phoenix now enrolls 133,000 students, nearly 50,000 of them on-line. The competitive environment will be spurred by the growing demands of students acting as consumers. They want flexibility, ease of engagement, good teaching, and marketable degrees.

Most public systems of higher education around the country have begun taking steps to survive in the competitive, market-oriented future. A significant focus of their efforts fall into what we call a university without walls.

For the sake of excellence, efficiency, and choice, systems are encouraging cross-disciplinary, cross-college and cross-campus programs and projects. A few of these are mandates (e.g., cross-listing and common numbering of courses, mandatory transferability), most are inducements, some focus on capacity-building, and some revolve around system change. The themes that emerge so far indicate that:

- They are seeking a competitive advantage by streamlining systems—financial, records, purchasing, etc.—with the hope of making better decisions, enabling students to engage more easily (user friendly systems) and improving efficiencies.  
*Examples:*  
Georgia system (34 campuses)  
University of Alabama (3 campuses)
- They are encouraging the development of distance learning capacity. These efforts are serving several goals. First they increase access and capacity to serve students in all parts of the state. Second, many are being organized systemwide and are being used to pool resources, and build cross-campus connections.  
*Examples:*  
Arizona Regents University  
Georgia Web MBA, E CORE
- They are working to increase capacity—fiscal, facility, and human through incentives and inducements, organizational support, and seed money. Faculty development is a frequent component of many of these system efforts. Improving teaching/learning is another common focus. And they seek to improve ability to compete for large research grants. Because these efforts are multidisciplinary or multicampus in organization, increased collaboration is nearly always an explicit or implicit goal.  
*Examples:*  
Rutgers Dialogues Grants  
North Carolina  
Missouri Faculty Performance Shares Plan

Arizona Learner Centered grants program  
Missouri Leadership Development Program and New Faculty Academy

- They are reorganizing at the system level, campus level, and department level. Decentralization and deregulation is a feature in some such efforts. Niche identification is the focus in others; “what do you do best?”  
*Examples:*  
Arizona  
Rutgers
- They are trying to connect with state needs.  
*Examples:*  
North Carolina Opto-electronics efforts  
Alabama teacher Education  
Nursing programs in Arizona  
Math-science teaching in many locations
- They are building various consortia and partnerships among educational institutions. Many have K-12/university partnerships. There are vertical program partnerships linking technical and community colleges, state colleges, and a university or universities. And there are many inter-university program partnerships.  
*Examples:*  
Minnesota  
Arizona
- Most system academic administrators believe that silos are breached and support inter-(discipline, department, college, campus) collaboration by a combination of top-down and bottom-up efforts. Many emphasized the need to energize, coordinate and support these efforts from the system and campus administrative levels (e.g., North Carolina research efforts). Lasting collaboration is often bottom up and requires a good deal of time and patience (e.g., Missouri’s New Faculty Academy).

### **Summary of Findings**

1. State funding cuts and budget woes are having a chilling effect on cross-disciplinary/cross-campus initiatives across the country. What will probably emerge from this period are efforts to find UWW-like projects that will promote economy and efficiency rather than to invest in long-term change and capacity building.
2. It appears that CU is “out front” on this issue. At the end of the interviews, many of the system-level administrators said, “I am glad we had this conversation. I hadn’t thought much about it before today but now realize that I need to.”
3. University systems, be they large or small, seem not to be mandating interdisciplinary structures or activities. Systems often defer to campuses within the systems—there is almost a “states rights” mentality. There is some system and campus reorganization going on, provisions for joint degrees are common, and some are beginning to push for “niche” identification, i.e., do only that at which you are best.

4. Systems and campus administrators seem to be encouraging entrepreneurial activities, some of which have multidisciplinary dimensions. The process is reinforced when there is outside money at stake. System and campus administrators will facilitate and organize competitive groups to seek high levels of funding. Systems are committing small amounts of resources to facilitate these developments.
5. Systems have not moved to redraw reward systems (either for administrators or faculty) to favor interdisciplinary, cross-campus activities or outreach. The reward systems remain pretty traditional.
6. One of the major reinforcements for non-interdisciplinary activity seems to be in the assignment of grant and load credit. Within the University of California there are campuses that have begun to aggressively address this problem. So far this is mostly through “double counting” systems wherein two units can claim credit for joint grants, or where faculty teaching loads can be double counted. One campus uses an extensive system of joint appointments and has rewritten the tenure/promotion rules to be more favorable to this.
7. Systems are streamlining systems—financial, records, purchasing, etc.—with the hope of making better decisions, enabling students to engage more easily (user friendly systems) and improving efficiencies.
8. Systems are encouraging the development of distance learning capacity and programs. This is a huge growth area.
9. Systems are trying to identify and connect with state needs, whether it be research and development needs (e.g. K-12/university partnerships) or partnerships linking technical and community colleges, state colleges and universities.
10. Most system academic administrators believed that systems could best facilitate interdisciplinary and cross-campus activities by supporting but not mandating these efforts. They also believed that lasting collaboration is often bottom up and requires a good deal of time and patience.