

FLAGSHIP 2030 STEERING COMMITTEE SUMMARY—May 1, 2007

This document is to support the Chancellor's Open Forum on May 3. It is also for community review and input through May 25. The draft Vision Statement and Emerging Themes and Issues described below have emerged from the Steering Committee's work since December 9, 2006 and will be the basis of an Administration-prepared Flagship 2030 Strategic Plan to be presented to the Steering Committee on June 29. The list of Steering Committee members is provided at the end of this document.

I. DRAFT VISION STATEMENT

“THE UNIVERSITY OF COLORADO AT BOULDER SHALL BE A GLOBAL FORCE IN THE IMPROVEMENT AND SUSTAINABILITY OF THE HUMAN ENDEAVOR, THROUGH THE EDUCATION OF OUR STUDENTS, THE PROBLEMS WE WILL SOLVE, AND THE COMMUNITIES WE WILL SERVE; AND IN DOING SO, WILL BE A LEADER AND CATALYST FOR MAKING COLORADO THE BEST PLACE TO LIVE AND WORK IN THE WORLD.”

The Steering Committee is aware that this Vision Statement is too long, though we believe that it contains the appropriate concepts.

The Vision Statement is intended to describe what we will be in 2030, in order to continue to excel as Colorado's flagship university. The Vision then provides guidance for the development of goals and actions to enable CU-Boulder to achieve the Vision.

Background for the Vision Statement:

In 1876, the University of Colorado at Boulder was constitutionally created as the state's "University at Boulder," along with the more specialized college of agriculture in Fort Collins, and the school of mines in Golden; and 130 years later, as these and other campuses and universities have evolved, the mission of the University of Colorado at Boulder continues to be defined in statute as the "comprehensive graduate research university with selective admissions standards..." institution for the University of Colorado System. Today, we enroll about 30,000 undergraduate and graduate students and offer over 3400 courses in more than 150 fields of study, including many unique programs, not available at any other institution in the state. In so doing, we have a responsibility to demonstrate leadership and exhibit quality on a broad array of issues of concern and interest to the success of Colorado and its citizens. Science and math, music and arts, sociology and public policy -- ultimately, it is this "comprehensive excellence" that distinguishes us from other universities and campuses in the state and defines the University of Colorado at Boulder as the ***Flagship University*** for the state of Colorado. As such, the University of Colorado at Boulder is the most recognized institution in the state, held to the highest standards.

We do not take the flagship distinction for granted; and, certainly do not mean to portray the designation as an intention to act elitist. Rather, the term signifies a responsibility to the highest standards of quality in a broad array of disciplines, which uniquely positions a flagship to use that interdisciplinary strength to tackle the most complex of Colorado's and society's issues and problems – for example, societal violence, flu epidemics, sustainable energy resources, and atmospheric changes are just a few of the areas of scholarly focus for this University. Additionally, educating the future leaders of our communities and businesses in this atmosphere of inquiry, innovation and critical thinking is an opportunity to substantially impact the prosperity of future generations of Coloradans. The faculty and staff of this University are justifiably proud of this designation, and we want the citizens of our state to be proud of it, too. Our intention is to continue giving the term “flagship” ever increasing tangible meaning to the citizens of Colorado in the years ahead.

The University of Colorado at Boulder competes with the very best universities in the country for top student scholars, for a faculty that continues to pursue the very highest quality teaching and research, and for the ability to provide a broad and constantly upgraded range of subject matters. Sustained excellence and the considerable benefits derived from it, requires strong leadership and, an on-going and substantial investment of support and resources. Throughout the state, the desire of leaders in government, the community and business world is for the University of Colorado at Boulder to be nationally competitive and to be successful in its flagship mission. We at the University are committed to work with these individuals, faculty, staff and student leaders to move our University forward, consistent with the needs of our state. But the reality of very modest resources available to this University suggests it will be difficult to sustain its competitive position. The current funding model is not capable of maintaining and enhancing the quality of teaching and research necessary to provide Colorado the competitive advantages it needs for a successful future. Public officials need to recognize the value and return on investment of supporting higher education and its role in supporting the economic and social vitality of the state. The work of national comprehensive research universities is closely linked to the economic success of the state, and this is most certainly the case for Colorado.

The University of Colorado at Boulder is – and we hope always will be – one of the finest national comprehensive research universities in the country, a fact that has become a powerful force in helping to shape the lives of the citizens of Colorado. To that end, as is the case for all flagship institutions, many of whom share a place with us as members of the prestigious Association of American Universities (AAU), we are constantly proposing and evaluating solutions to a broad range of issues and problems that will improve the quality of life for Colorado, its citizens and the broader global society. In addition to providing outstanding educational opportunities, the University of Colorado helps to drive Colorado's economic engine while providing a top-quality education for those who can meet its academic standards. We make tremendous contributions to the region, the state and the nation through the development of human capital, through research and innovation, and through the technology transfer resulting from that research

and innovation. Last year alone we produced 106 invention disclosures and since 2000, annual patent applications have doubled from 40 to 81. There have been 34 operational start-ups, five of those in the past 18 months, and we expect somewhere between 4 and 7 new start-ups in the next year. Today, the technology transfer activities of the University of Colorado at Boulder generate nearly \$18 million in licensing revenue per year, \$16 million more than in 2000.

To remain competitive, though, a flagship university like the University of Colorado at Boulder must attract hundreds of millions of dollars in federal and private support for research and teaching every year, in addition to that which can be provided by state tax support and student tuition. It is for this reason that flagship universities around the country are facing harsh realities that are challenging their future success. State funding is not keeping pace with need – a critical dilemma since major research universities, like the University of Colorado at Boulder generate far more revenue for the overall economy than they receive in tax support or federal grants. Here at the University of Colorado at Boulder, that number is approximately three dollars in revenue generation for every dollar spent.

Private fund-raising will become more important than ever before, but cannot be the solution to our overall financial situation. Private support in 2007 provided about 3% of our operating budget; doubling that amount will be a significant accomplishment although our State support and tuition, combined, will remain much larger proportions of our funding.

Continued success as the flagship university for the state of Colorado requires that we maintain our high standards and expand our resource base from federal, state and private sources. People from every sector of society support those things that they feel passionately about, and those things that they believe are well-managed. To enhance and expand existing support, we must effectively communicate the quality and impact of our programs in a way that will engender passion among our supporters, while at the same time continuing to instill public confidence in how we manage the University of Colorado at Boulder. This is our goal and one that we fully intend to accomplish, but to do so we need the continued support of the state of Colorado.

As we contemplate our future, it is important to have a vision. A vision of what we are to become – how we will be shaped by the environment around us, but to a larger extent by how we choose to shape ourselves. It is for this reason that we are undertaking this strategic planning effort; to prepare for and to help direct our future.

The environmental conditions that are emerging for our world are influenced by changing demographics, increasing globalization, heightened sectarianism, a growing dependence on technology, new advances in medical science, a shift in energy sources, and a greater attention to environmental issues and geophysical events, to name a few. We know that the workforce of the future will be more mobile, and maintaining loyalty and keeping outstanding faculty and staff will be more difficult. Also, students are increasingly drawn to visual forms of learning and use of technology, which will challenge us to adapt our

pedagogy and invest in our classroom and teaching tools. Internationally, Europe, Australia and Asia are investing in higher education in ways that will challenge the United States' claim of the greatest higher educational system in the world. This global enhancement of higher education will also threaten our country's economic competitiveness. These conditions are not unique to the University of Colorado at Boulder. All flagship higher education institutions are struggling with this projection for the changing world and assessing what can be done to ensure sustained excellence and competitiveness.

Since current models may not be sustainable, when we look down the road twenty-five years, our interest is not in trying to chase the top ranking research universities of today, but rather to identify the characteristics of the great universities of the future – and to find a way to embody those characteristics, such that we will emerge as a great public research university of tomorrow. However, looking that far down that road is difficult to do. The best we can predict with any assurance is first, that we likely do not know what the future holds with any clarity -- that there is an uncertainty about what the world will be like around us. Faced with uncertainty, the characteristic that becomes most important is flexibility – flexibility for our employees, operations and facilities. Secondly, given we do not know what the future will bring, we should just not wait to react to the environment, but rather we should make decisions and investments today that will allow us to take an active role in defining our own future. Although we may not be able to precisely know what will work best for us in twenty-five years, we can and should exercise some judgment about the general direction to point the university to increase the likelihood of success.

II. EMERGING THEMES AND ISSUES FOR CU-BOULDER IN 2030

As of April 28, the Steering Committee, in addition to the Draft Vision, identified seven themes or issues that will form the basis of the Flagship 2030 Strategic Plan. Addressing these themes through the planning period of 2007-2030 will lead the campus to achieve our Vision. Please see the full **Subcommittee Reports** (including Action Items) (http://www.colorado.edu/chancellor/flagship2030/resourcedocs/allReports_050107.pdf) and the **Appendices** with the Steering Committee's background information (http://www.colorado.edu/chancellor/flagship2030/resourcedocs/allAppendices_050107.pdf).

1. Skills and Attributes of Our Graduates in 2030

While it seems clear that the future will be increasingly uncertain, we believe that we should plan for learning experiences for our graduates that will enable them to be successful in a rapidly-changing world. We further believe that those experiences should focus on the “whole student,” that is, their academic preparation as well as their preparation for successful personal lives as individuals and contributing members of their communities.

Examples of recommended Actions:

- a. The Campus should **adopt skills and attributes** needed for the CU-Boulder graduate in 2030. Some of these skills and attributes include critical thinking, problem-solving, translational skills, and good citizenship.
- b. The Campus should **review the curriculum and co-curriculum** to assure that our graduates of 2030 have the adopted skills and attributes. Those reviews may include such topics as: the concepts of majors, semester hours, courses, and degrees; the notion of the BA/BS as the initial degree; academic organizational structure, and the nature of academic appointments.
- c. The Campus should create **the Boulder Academy**, a four-year pilot, residential academic experience, where faculty and students can come together to experiment with ways to assure that our graduates develop and refine the attributes and skills adopted for 2030.

2. Interdisciplinarity

We believe that the real world problems of 2030 will only get increasingly complex and demand of our faculty that those problems be addressed by encouraging experts from many fields to work together. Enhancing the mechanisms for increasing interdisciplinary work will include support for the creation and operation of interdisciplinary academic programs and the recognition of interdisciplinary contributions and abilities in faculty hiring, evaluation, and reward structures. CU-Boulder's long and successful history of interdisciplinary work will contribute greatly to this theme.

- a. The Campus should create a **Dean of Interdisciplinary Studies** to support the creation of new interdisciplinary academic programs and to develop and implement new or enhanced mechanisms to foster interdisciplinary work.
- b. **The Faculty of 2030** will need to be reflective of the world in 2030 in order to provide the learning experiences for the graduates 23 years from now. This is a subject that will be further developed and analyzed in the next two months.

3. Internationalization

We believe the CU-Boulder graduate of 2030 will need to be able to succeed in an increasingly global economy. The campus should become an international center of learning and a crossroads for faculty and students from around the world to work together to create and synthesize the knowledge that will drive society in 2030. We should seek to become "a mountain in a flat world," to borrow from Thomas Friedman. The campus should strive to be an international university with an international student body and faculty and fields of study that are designed to being scholars, researchers, and artists from all over the world to CU-Boulder. CU-Boulder should also reach out to the world

and establish academic footholds in key cities around the nation and the world, providing increased opportunities for our students to study abroad.

- a. **Bring CU to the World and the World to CU:** to support graduate success in 2030, all CU-Boulder students should be required to study abroad.
- b. We should establish a **Coordinator for International Engagement and Scholarship** to enhance relationships with international universities for faculty and student exchanges.

4. Community

We believe our campus climate needs to be a supportive work culture and welcoming environment for the diverse populations we must have in 2030. And, relationships with our local communities must develop into vital partnerships to support CU in 2030.

- a. We should develop a new **Plan for Campus Community** with the will, support, and discipline to improve and maintain the best campus climate. This will include actions to improve diversity.
- b. **Develop a “residential community”** that attracts the best and brightest, with partnerships with local communities. This concept includes the Campus’ land development plans, improved access for visitors, and maintaining the Klaunder architectural style as a major distinguishing feature of the Campus. These physical assets and attributes will need to be linked to our Campus climate, developments in teaching, learning, and research especially as technology changes, changes in the organization of the academic experience (majors, degrees, and requirements, among others), and changing requirements for off-campus and out-of-country experiences.
- c. **Control overall enrollment growth** for the quality of the educational experience and minimizing impacts on local communities. While it is recognized that population growth pressures will demand CU-Boulder enrollments grow accordingly, we believe it will be important for the educational experiences of our 2030 graduates for overall enrollment growth to be controlled. This “community” based recommendation certainly is linked closely to recommendations about our financial future.
- d. **Integrate university personnel and programs into local communities.** Community life will be enhanced by the increased participation of CU-Boulder’s faculty, staff, and students in the life of the communities around us. For example, CU-Boulder community members participating on local community boards and in community activities will not only contribute to community life and improve relations, but will help create a greater sense of community.

- e. The Campus should commit resources to **facilitate economic development** to the Campus and the Boulder community.

5. Representative

CU-Boulder in 2030 will need to be **representative** of the community, state, nation and world we intend to serve. This includes today's goals concerning "diversity" and is intended to assure that the Campus is supportive of a Flagship 2030, one that can attract and retain the best and brightest faculty and staff as well as students without regard to economic status. A representative campus will facilitate learning experiences that will help our graduates succeed in a world that will be increasingly diverse.

- a. Plans and programs to **improve the representation** of under-represented groups on our faculty and staff and within our student body will require on-going support, especially to respond to changing demographics.

6. Operational Flexibility

We believe we will need to be able to respond to changing conditions, in our relationship with the State and with our internal management of the Campus. This is removing barriers to change as well as creating the processes and culture that lead to change. As an organization, we will need to be as flexible, nimble, and adaptable as we will be asking our students to be.

- a. We should establish a **new statutory relationship with the State**, for example, to make CU-Boulder a Public Authority in Colorado.
- b. We should encourage **decentralized decision-making and responsibility** (responsibility-centered management)
- c. We should **reevaluate the Campus' organizational structure**
- d. We should **review our human resource systems** to judge if they support operating models needed for success.

7. Financial Self-Sufficiency

We believe that the current financial model is not sustainable and is not supportive of a flagship university in 2030.

- a. We should develop and implement a **new access model**—higher tuition income, greater need-based aid, and loan/debt caps.
- b. We should establish a **Board of Visitors** for dedicated advocacy for the Campus.

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