

THE ENVISIONED FUTURE FOR FLAGSHIP 2030
STRATEGIC PLANNING SUBCOMMITTEE ON COMMUNITY

March 15, 2007

The Question – What kind of a University community do we aspire to be in the year 2030?

Assumptions about developments leading to the kind of community aspired for CU-Boulder in 2030

The University of Colorado at Boulder is faced with environmental factors like all large research higher education institutions that challenge its ability to foster a sense of community on campus. The size of the institution, the breadth and depth of difference in functional roles and responsibilities, as well as perspectives and experiences cause a tension and disengagement rather than a collaborative sense of the greater good. The large organizational structure can easily isolate campus members such that a common ground is felt to be missing. Exacerbating this perceived lack of cohesion is a feeling that there is no campus ethic that recognizes good work, values diversity, and/or promotes mutual regard and service to others.

The prevailing assumptions for the development of a community aspired for CU-Boulder to 2030 are as follows:

Assumption 1: A civil and respectful environment that is actively supported by all campus members can be accomplished. Such an environment will require thoughtful holistic planning with an on-going commitment over time.

Assumption 2: The University will be a community of people reflecting the demographics projected for the year 2030. CU-Boulder's welcoming environment will attract and retain quality faculty, staff and students who today are considered underrepresented on our campus. This enhanced environment will strengthen CU's educational mission and better prepare its graduates for leadership in a global economy.

Assumption 3: CU-Boulder will accept responsibility for sustaining the worldwide community through advances in biotechnology, protecting the natural environment, graduating students prepared for world-wide citizenship, etc.

Assumption 4: As the flagship public research institution for the State of Colorado, CU-Boulder will foster interdisciplinary studies and aggressively pursue collaborative partnerships in fulfilling its role and mission. Additionally, academic delivery methods will change as needed to reflect the world in 2030, including technological advancements, artistic creations, business needs and the needs of individuals.

The kind of University community that is aspired for CU-Boulder in 2030

In *Campus Life: In Search of Community*, Ernest Boyer wrote that successful communities within higher education are purposeful, open, just, disciplined, caring, and

celebrative. He felt that these six principles should guide campus governance and activities in building community. Boyer's principles provided guidance and aspiration for the subcommittee in envisioning the University of Colorado at Boulder's community in the year 2030. However, the definition of community for the campus is one that must be determined by the community members themselves. To be a true community, campus members must realize the value of community, define what it means for them, and invest themselves in it. This investment is fostered by providing the opportunity for campus members to express their thoughts on the community they experience today at the University of Colorado at Boulder and their vision of community for tomorrow. Therefore, Boyer's principles were used as a frame of reference and a starting point in creating this vision for our campus. We solicited feedback from members of the CU-Boulder community and incorporated their collective suggestions into the proposed principles of community for CU-Boulder.

CU-Boulder's Aspired Principles of Community Flagship 2030:

First, CU-Boulder is an educationally *purposeful* community, an institution where all individuals and groups work together both on and beyond the physical campus to strengthen and carry out the institution's research, education, public service and civic engagement mission.

Second, CU-Boulder is an *open* community, a place where an environment of trust is encouraged, freedom of expression is protected such that controversial issues are openly and respectfully discussed, and where civility is valued and expected.

Third, CU-Boulder is a *just* community, a place where each person is respected, diversity is promoted and valued, and campus leaders and community members demonstrate fairness, equality and support for all individuals.

Fourth, CU-Boulder is a *disciplined* community, a place where individuals accept their obligations to the CU-Boulder community, the institution and environment, and where well-defined governance procedures guide behavior for the common good.

Fifth, CU-Boulder is a *caring* community, a place where the well-being of each member is supported and where responsibility and service to others is encouraged.

Sixth, CU-Boulder is a *celebrative* community, one in which the heritage of the institution is remembered, where rituals affirming both tradition and change are widely shared, where individual, group and institutional accomplishments are acknowledged, challenges and successes are celebrated, and the process as well as the outcome is applauded.

Seventh, CU-Boulder is a *responsible* community, a place where continuous improvement is valued and incorporated in all University programs, actions and activities.

The sub-committee envisions a collective of faculty, staff, and students who are attracted to the University of Colorado at Boulder because of its learning, service and work environment and its sense of community.

The sub-committee further envisions a community where all campus members feel that the University enriches them and their experience. They take responsibility for maintaining this community by practicing the virtues that support it. These virtues include confronting and correcting any actions that diminish community while maintaining the vital practices and activities that define the community. Sustaining the community for its own sake is itself a virtue.

CU-Boulder's current strengths and weaknesses in becoming the aspired community of 2030.

The point can be made that the University of Colorado at Boulder has a genuine interest in fostering community because of the many campus offices and organizations that build community. These groups fill various niches from campus-wide (e.g., the Building Community Committee), student and employee behavior (e.g., Colorado Creed, Power of One, Honor Code, the Office of Discrimination and Harassment, and the Office of Labor Relations), school spirit (e.g., Inter Collegiate Athletics, and the HERD), recognition of exemplary performance (e.g., Faculty Teaching Excellence Awards, Distinguished Faculty, Chancellor's Employee of the Year Award, departmental recognition awards), and support (e.g., Black Student Alliance, Multicultural Greek Organizations, Women's Resource Center, and the Gay, Lesbian, Bisexual, Transgender Resource Center). The

presence of these groups and programs provides a base for enhancing future efforts to build community. (See Appendix A for a more complete list of groups and organizations which foster community at CU-Boulder.)

The point can also be made that the University of Colorado at Boulder is today not doing enough to foster community. Campus members can too easily describe acts that make them feel unwelcome, disrespected, and/or devalued. The students, faculty, and staff who experience such acts feel that there is a general lack of prevention and response to these acts. They also feel the campus leadership does not do enough to bring about change. This situation contributes to the perspective of the campus being unwelcoming, which results in the inability to attract and retain under-represented students, faculty, and staff.

Community is enriched by simple acts of appreciation and recognition for work well-done or for routinely completing demanding tasks. From the sub-committee's survey, it is apparent that, many students, faculty, and staff feel under-appreciated for what they do on a daily basis that goes beyond what is expected of them. They also feel disconnected from a greater good. For many, there is a sense of being "dis-spirited." In a 2006 employee engagement survey of classified staff and exempt professional employees, the Department of Human Resources learned how staff employees perceive the culture and climate of CU-Boulder's workplace. A significant strength identified by almost ninety percent of respondents is that employees see their job as vital to the overall purpose of the university and are more than willing to go above and beyond their normal work duties to

help the university succeed. Other strengths are that employees understand what is expected of them, they receive feedback about their work progress, and feel they have the equipment and resources necessary to perform their jobs. Key elements sustaining our community are that most employees have strong friendships here, believe at least one person at CU cares about them as an individual, and reported sheer enjoyment of their work. CU-Boulder will rely on these strengths as we move toward Flagship 2030.

Survey respondents suggested borderline areas which fall just below the strengths and demonstrate some important employee beliefs. Almost two-thirds of respondents believe they were utilizing their talents on the job and agreed that they strive for quality in their work. Survey results confirm that employees desire recognition for a job well done, want their development encouraged by someone, and wish to be provided new experiences and chances for growth; however, only slightly more than half of respondents agreed that was the case at CU-Boulder. In addition, less than half of respondents believe their opinions matter to the University. How we address these borderline areas will influence the staff's perception of the CU community which in turn will impact their willingness to recommend others to work here and to contribute to Flagship 2030 goals.

According to AlphaMeasure, the company that administered the survey on behalf of Human Resources, the primary factors that influence employee engagement are:

- ♣ A culture of respect where outstanding work is valued

- ♣ Availability of constructive feedback and mentoring
- ♣ Opportunity for advancement and professional development
- ♣ Fair and appropriate reward, recognition and incentive systems
- ♣ Availability of effective leadership
- ♣ Clear job expectations
- ♣ Adequate tools to complete work responsibilities
- ♣ High levels of motivation

All of these factors relate directly to the proposed principles of community and should be considered in the development of an action plan for Flagship 2030.

CU-Boulder's necessary responses in becoming the aspired community of 2030

The response to become the aspired community of 2030 begins with committed leadership to develop a vision and then develop and carry out a plan and process to achieve it. The development of the vision and the plan must be done in a manner that generates a sense of ownership and responsibility in order to insure its successful implementation. The plan should have measurable benchmarks, a budget, and an accountability means which guides the successful implementation and maintenance of community.

Actions to implement the responses in becoming the aspired community of 2030

The actions needed to be taken include:

1. An appraisal of the campus assets and challenges to community

- What do students, faculty, and staff consider the community to be at CU-Boulder today?
 - How would one feel when “in community” at CU-Boulder?
 - What programs and services are currently in place that support community?
2. Learn from others concerning building community.
- A review of the literature on campus community to learn more about what is community. What information and direction can be found in the literature that informs the process of building community, including technological advances in virtual communities like *Second Life*.
 - A review of campuses and businesses that are considered to be models of the aspired community for the University of Colorado at Boulder.
3. Develop CU-Boulder Action Plan for achieving the aspired 2030 principles of community. A broad-based group that facilitates the campus’s identification of 2030 objectives might consider these possible ideas:

Purposeful

- Academic collaboration and partnerships
- Community involvement and inclusion (decision making, policy development, etc.)
- Adult education programs
- Faculty tenure process
- Diversify the community and educate students to function within the global community of 2030 and beyond.

- Structure diversity-focused policies and institutional programs throughout the entire campus experience at CU-ranging from outreach, to financial policies, to recruitment strategies, to the ways we communicate and enforce codes of conduct, to managing alumni communications and functions, as well as everything in between.
- Define roles of Athletics and cultural programs

Open

- Statement on Civility
- Balance respect and civility

Just

- Codes of conduct
- Academic grievance procedures
- Review of tuition rate structure and scholarship policies
- Employ effective outreach methods to overcome the perception of inaccessibility for students who are part of currently underrepresented groups
- Curriculum reform with focus on communication and performance within a global, pluralist, multi-cultural society
- Faculty recruitment, retention and training systems that emphasize the value of diversity

Disciplined

- Individual pledge
- Governance structure

- Codes of conduct (Student, Employee)
- Academic grievance procedures
- Campus Sustainability Plan

Caring

- Work-life balance
- Student volunteerism
- Faculty teaching loads
- Recognition programs
- Appropriate, fair and equitable compensation
- Employee training and development programs
- Succession planning

Celebrative

- Individual and programmatic programs
- Recognition of service, volunteerism
- Overview and training regarding CU's heritage

Responsible

- Program Reviews

4. University of Colorado Boulder Community in 2030.

- A broad-based group that monitors the campus's plan to realize and sustain this community in 2030.
- Identify a set of benchmarks that are used to regularly assess the campus's progress in achieving the aspired community of 2030.
- Create a budget to realize the implementation of Community 2030.

- Develop an accountability means which guides implementation of community that is consistent with state and campus policies.

APPENDIX A

CU Campus Groups which Build Community:

I. Student to Student

Colorado Creed
HERD (3000 students)
Honor Code
Power of One
Competing With Class (spectators who attend athletic events)
need a list of all official student groups (w/ SOFA accounts)
Intramural Athletics / Clubs
Panhellenic Council, Fraternities, Sororities
UCSU – student leaders
Housing on campus & Married Student Housing
Office of Admissions
Students Groups which focus on diversity:
 COURAGE
 Interactive Theatre Project
 Transform
 Recovery group
 Religious groups
 National origin groups

II. Faculty to Faculty

Boulder Faculty Assembly
Arts & Sciences Council

III. Faculty to Student

RAP (Resident Academic Programs)
Honors Program
MASP (Minority Arts and Sciences Program)
PLC (Presidents Leadership Class)
UROP (Undergraduate Research Opportunity Program)
CAPRH (Council on Academic Programs in Residence Halls)
SURE (Summer Undergraduate Research Program)
SURF (Summer Undergraduate Research Fellowships)
SMART (Summer Minority Access Research Training)
UMP (University Mentoring Program)
REU (Research Experience³ for Undergraduates)

IV. Staff to Staff

Staff Council

Staff development and training

V. Entire CU Community

Building Community Committee

Chancellor's Standing Committees:

Women

CACMA (Minority Affairs)

GLBT

Disability & Access

Blue Ribbon Commission on Diversity (2006)

Homecoming Committee

Women's Resource Center

Gay, Lesbian, Bisexual, Transgender Resource Center

Outside Groups who connect to CU

Chamber of Commerce

Homecoming Committee & the event itself

Student Advisory committee to City Mgr.

Blue Ribbon Commission on Diversity

Boulder Community United

CU Alumni Chapters

trips organized by the Alumni Association

Hill Liaison

various Advisory Boards (academic programs & institutes)

Parents Association

CU Foundation (friend / fund raising)

religious groups

CU auditors

Outreach

Business links to campus via employment, internships, and service learning

CU members volunteering in the community

BUENO Program (Bilinguals United for Education and New Opportunity)

Outreach to community: students & faculty presenting off-campus:

athletics

arts & culture

speakers / conferences

web resources

campus programming attended by the public:

athletics

arts & culture

speakers / conferences

libraries

web resources

Study abroad

Recruiting & Admissions: National Council & College Nights