

# UNIVERSITY OF COLORADO AT BOULDER

## APPENDICES

### FLAGSHIP 2030 STRATEGIC PLANNING PROCESS

May 1, 2007

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## **APPENDIX I: BACKGROUND TO FLAGSHIP 2030 STRATEGIC PLANNING PROCESS**

The following vision and values statements are from the Quality for Colorado Initiative, 2002

### **Vision Statement**

“The University of Colorado at Boulder intends to lead in learning, research, teaching, and service to benefit and enhance the quality of life for the people of Colorado.”

### **Values**

The following values have been adopted by the Boulder Campus to guide the institution’s behaviors as the vision is pursued:

Learning  
Freedom of Inquiry  
Excellence  
Contribution to Society  
Search for Truth  
Innovation/Creativity  
Diversity

### **Additional Background Information**

#### **“Flagship 2030”**

The idea of referring to this strategic planning process as “Flagship 2030” comes from the tradition that flagship universities are known as the leader among state universities, with centers for research and graduate education, and an array of professional schools that add to their size, scope, and pre-eminence. The “flagship” metaphor has a naval origin—each fleet has a flagship, most commonly the largest battleship or aircraft carrier from which the admiral directs the movements of the entire fleet. In most cases, flagship institutions were the first public universities to be established in their states, and branches or additional campuses were later attached to it.

Many of what are now called the flagship campuses were established in the extraordinary period of university building that took place in the United States in the roughly three decades from the mid-1850s to the mid-1880s. Although the University of Colorado at Boulder was officially founded in 1876, a Bill known as the “Act to Establish the University of Colorado” was signed into law in 1861 by Governor Gilpin. For nine years, however, the university was to remain a dead issue to

everyone but the citizens of Boulder, who chose as their slogan, “Give Boulder the State University, and the rest of Colorado may take all other institutions.” Three citizens donated 52 acres for the campus and the legislature appropriated \$15,000, which was matched by local residents, for construction of the university.

Focusing on the year 2030 emerged from the Chancellor’s September 8, 2006 speech to the campus as well as from the strategic planning discussions held by the University of Colorado Board of Regents in the period August-October, 2006.

### **Board of Regents Strategic Planning Elements**

On October 5, 2006, the Board of Regents approved “Strategic Planning Elements for University of Colorado Strategic Plans” that require that “these strategic elements be included as part of the strategic planning processes being undertaken in AY 2006-07 by the University of Colorado System and campuses.” The elements are (see Appendix I for the full resolution):

Student Success  
Quality/Excellence  
Resource Development, Planning, and Management

The Regents’ resolution will require a report to the Board as a complement to the Flagship 2030 Strategic Plan by no later than November 29, 2007, when Chancellor Peterson requests approval of the Flagship 2030 Strategic Plan.

### **Characteristics and Questions for Flagship 2030**

The Flagship 2030 process has been intended to respond to Chancellor Peterson’s request to identify the characteristics that CU-Boulder will need in the year 2030 in order to continue to excel as the state’s flagship university.

The over-arching need to identify “characteristics” was divided into six “Questions for Flagship 2030” (Appendix II for the full description):

1. What will our graduating students need to know and be able to do in the year 2030?
2. To what needs of the year 2030 will our research, scholarship, and creative work respond?
3. What will the State of Colorado need from us in the year 2030?
4. What should our relationship with the Boulder community be in the year 2030?
5. What kind of University community will we aspire to be in the year 2030?
6. What kind of financial and operational models will CU-Boulder need in order to succeed in 2030?

## **Steering Committee**

Chancellor Peterson appointed a Steering Committee for the Flagship 2030 Strategic Planning project in November, 2006. He appointed as Co-Chairs of the Steering Committee Phil DiStefano, Provost and Executive Vice Chancellor for Academic Affairs and Ric Porreca, Senior Vice Chancellor and Chief Financial Officer. The Steering Committee is comprised of 54 members, including 21 Boulder Campus faculty, six students, eight staff personnel, four administrators, and 15 off-campus participants (see Appendix III for a complete list).

## **Subcommittees and Content Resources**

The Steering Committee was divided into six subcommittees, one for each of the Questions for Flagship 2030. Each subcommittee was assigned at least one Content Resource, a senior campus administrator or staffer with subject matter expertise relating to the question being considered (see Appendix IV for the subcommittee assignments, their question, and the Content Resources).

## **Core Contributors**

To complement the members of the Steering Committee, there were “Core Contributors” who offered to participate or were invited by subcommittees to join their deliberations. As of April 4, 2007, there were 82 active Core Contributors (see Appendix IV for the list, by subcommittee). Core Contributors were invaluable to the work of the subcommittees.

## **Planning Coordinator**

The Chancellor retained the services of a Planning Coordinator, Stuart Takeuchi, a University of Colorado Vice President, emeritus, and former Vice Chancellor for Administration at CU-Boulder.

## **Website**

A new website was created for the Flagship 2030 Strategic Planning project in December, 2006 that includes information and resources about and for the project. The website has been used for the posting of updates about the project, reports and drafts of reports, Notes from subcommittee meetings, and for seeking input. Discussion Boards were created for each subcommittee’s question and the site will serve as an archive of project activity and a likely focus of Plan implementation after the Flagship 2030 Strategic Plan is approved.

The Steering Committee worked from its initial meeting on December 9, 2006 to July 1, 2007 when its “Final Report” was submitted to Chancellor Peterson.

In the period July 1 to November 29, 2007 the Chancellor will create his Flagship 2030 Strategic Plan, which will include the results of a project to interview about 80 of Colorado's "thought leaders" about their perspectives on Colorado in 2030 and how CU-Boulder can best serve the State at that time.

Flagship 2030 drafts will be reviewed with the Board of Regents and the campus community in the summer and fall, 2007, leading to submittal to the Board of Regents for their discussion and approval on November 29, 2007.

Following Board approval, regular progress reports on Flagship 2030 Strategic Plan implementation will be prepared for and submitted to the campus community and the Board of Regents in the months and years to come.

A communications plan was developed for the Flagship 2030 project, including use of the website, campus and local media to communicate information and provide notices about events.

### **The Work of the Subcommittees December 9-March 1**

The six subcommittees were comprised of 8-10 members, supported by at least one Content Resource, who are senior campus administrators and staff with subject matter knowledge relating to the subcommittee's question. The subcommittees' membership was complemented with Core Contributors, persons who offered to help or who were invited to participate in subcommittee deliberations. Core Contributors for each subcommittee numbered one to 40, totaling 82 active participants, with one Core Contributor focusing his interest in reviewing the Steering Committee's draft reports. Subcommittees initially met on December 9 and 11, 2006 and met regularly until early March, 2007 in order to meet the early March deadline for reports that responded to the question for Flagship 2030 assigned to them.

Subcommittee reports, drafts of subcommittee reports, and Notes from Subcommittee meetings have been posted at the Flagship 2030 website.

Each subcommittee hosted a campus Open Forum in the period February 27 to March 8.

### **The Work of the Steering Committee**

In addition to the December 9, 2006 Kick-Off meeting of the Steering Committee, the full group met on March 17, April 28, and June xx to review drafts of the Steering Committee's report.

After the meeting on March 17, a Working Group of ten people was formed to provide a focus for the preparation of subsequent drafts. One person from each subcommittee was selected, along with the Co-Chairs of the Steering Committee and one other Steering Committee member.

**APPENDIX II: UNIVERSITY OF COLORADO BOARD OF REGENTS  
STRATEGIC PLANNING ELEMENTS (OCTOBER 5, 2006)**

**UNIVERSITY OF COLORADO BOARD OF REGENTS**

Strategic Planning Elements for University of Colorado Strategic Plans

At their meeting on October 5, 2006, the University of Colorado Board of Regents resolved “that the strategic planning elements listed in Attachment A shall be included as a part of the strategic planning process being undertaken in AY 2006-07 by the University of Colorado System and campuses.”

**Attachment A**

**ELEMENTS FOR INCLUSION IN ALL STRATEGIC PLANS**

Student Success: Student success defined in terms of learning outcomes, quality of educational experience (measured by post-graduate surveys, test outcomes, awards, placements, etc) and possession of the intellectual skills to further learning. Planning for student success may include: (1) campus climate and experiences, and student satisfaction; (2) diversity as articulated in statutes, ordinances, and Regents Laws and Policies; (3) access; and (4) meeting the needs of the public. Each institution may define specific goals for undergraduate, graduate, and professional education.

Quality/Excellence: Strategies for achieving educational quality and research excellence. Goals for faculty, staff, and student quality. Set goals for academic rigor in undergraduate and graduate programs and creative work; goals for clinical excellence and research leadership in specified areas. (Identify which programs will grow, shrink or be eliminated; what the array of graduate and professional programs will look like in 2030; and which will be world-class.) Quality is the keystone of accountability and assessment.

Resource Development, Planning, and Management: Investments and budget planning to support all elements of the plan of 5 or more years; identifying diverse sources of revenue, including state, private, partnerships, technology transfer, grants & contracts; collaborations with other institutions or to leverage human and financial resources (such as School of Public Health); facilities planning, technology and facility development. Enrollment planning and management in all its dimensions (resident and non-resident, grad/undergrad, etc.), retention and graduation rates, capacity, and growth. Plan how resource management and planning will be kept transparent in order to sustain public trust.

## APPENDIX III: QUESTIONS FOR FLAGSHIP 2030

### QUESTIONS FOR FLAGSHIP 2030

In developing responses to the following questions, please focus on developing the characteristics that CU-Boulder in 2030 will need to have in order to continue to excel as the flagship University of Colorado. Such characteristics should flow from your descriptions in response to your question. Or, you may wish to list desired characteristics for CU-Boulder in 2030 and then have the description flow from the list. The full Steering Committee will be asked to blend all the responses into a single set of characteristics and narrative for “Flagship 2030.” You will be asked to develop action plans from the narrative, with input from the community.

It is acknowledged that there is little that we can know with certainty about the world of 2030. Those very uncertainties creates the opportunity for flagship institutions to prepare students to adapt to changing conditions and suggests that we as an institution need to always look forward and maintain enough flexibility to respond.

#### ♣ **What will our graduating students need to know and be able to do in the year 2030?**

This question asks that you describe what skills, abilities, and traits the CU-Boulder graduate of the class of 2030 will need to succeed in his/her world.

Based on what the graduate of 2030 will need, what will CU-Boulder need in order to provide that kind of educational experience? This may include the kind of curriculum needed, how that curriculum is delivered, the kind of campus environment needed, the nature of services to be offered, and the kinds of experiences students will need to have. This question includes educational experiences at the baccalaureate, masters and doctoral levels.

Possible topics and issues for the undergraduate education side of this question include: identifying specific outcomes such as writing, critical thinking, problem-solving IT skills, and/or specific content such as the language requirement, ethics or world religions; could lead to discussions about alternative models for undergraduate education, the market for CU-Boulder in undergraduate education, lessons that might be learned from the for-profit educational sector, Alumni and graduate student surveys, student success, student expectations, the nature of the world in 2030, how learning technology may change, academic programs, curriculum and its delivery, quality and outcomes assessment, curriculum reform, and co-curricular activities such as service learning and/or international experiences.

What will graduate education look like in 2030? Flagship universities have traditionally been defined by the centrality of graduate education and the comprehensiveness of

graduate degree offerings to their mission. Many recent studies have pointed to graduate education as essential to American economic and intellectual competitiveness: therefore, how should it evolve so as to prepare future scholars and researchers to succeed in a global environment? What is the ideal mix of domestic and international students? How can we position ourselves so that disciplinary evolution and interdisciplinary innovation can proceed organically and without undue structural constraints? What social needs will graduate education need to respond to beyond its traditional mission of preparing future faculty and researchers? As career success comes to rely more and more on education beyond the bachelor's degree, what is the role of the professional master's degree and how can we develop such programs to enhance graduate education campus-wide? How should graduate student teachers be integrated into undergraduate instruction? What is the ideal balance between undergraduate and graduate students and post-doctoral researchers in forging the university's future identity?

**♣ To what needs of the year 2030 will our research, scholarship, and creative efforts respond?**

This question asks that you describe the kind of research, scholarship, and creative work that CU-Boulder will likely need to excel at in 2030 in order to maintain our ability to serve Colorado, the Nation, and the world through the discovery, development, application, and dissemination of new knowledge.

Based on the research, scholarship, creative areas that are likely for CU-Boulder, what will CU-Boulder need in order to provide for excellence in those fields? This may include infrastructure, how research efforts are organized, collaborations with other universities and/or corporate/government efforts, and how such efforts are funded.

How will the CU-Boulder research enterprise of 2030 relate to the campus' academic programs, scholarship, and technology transfer? Given in particular the traditionally strong relationship between research/scholarship/creative work and graduate education, what directions might this connection take in the future? Should postdoctoral training in education and research become of increased importance at the same level as PhD student education in the future? Should postdoctoral education be extended to disciplines where it is not now common?

How might CU-Boulder's research, scholarship, and creative works influence how the State, Nation, and the world consider their needs? This is to distinguish CU-Boulder's role in responding to expressed needs. How do we position ourselves to more effectively work with government laboratories and agencies, with business, and with the non-profit sectors to enhance our research/scholarship/creative arts portfolio and provide expanded opportunities for graduate students and postdocs?

As regards CU-Boulder's research, scholarship, and creative works in 2030, what are the issues to assure the appropriate balance between discovery, development, application, and dissemination of knowledge?

What will CU-Boulder need in order to respond to or anticipate new areas of research, scholarship, and creative works that do not exist today and cannot be predicted? How do we organize ourselves in multi- and cross-discipline research groups—on this campus and with other universities--to better respond to national research initiatives and opportunities, especially in areas of translational research connected to prescriptive roadmaps for how basic or fundamental research translates to applications.

**♣ What will the State of Colorado need from us in the year 2030?**

This question asks that you describe the kinds of access, affordability, quality, accountability, service, and collaborations the State of Colorado will need from CU-Boulder as the State’s flagship university.

What kinds of influence can CU-Boulder have on the quality of life, economic health, and overall success of Colorado? How can CU-Boulder best bring about that influence?

How can CU-Boulder best prepare for and respond to the changing demographics of Colorado?

Possible topics and issues for this question include: CU partnerships with K-12, municipalities, and business; leadership development; image, identity, and reputation; arts and cultural contributions, the role of pre-collegiate access programs; and strategies for how CU-Boulder can impact economic development corridors or locations throughout the State.

**♣ What should our relationship with the Boulder community be in the year 2030?**

This question asks that you describe the characteristics and nature of CU-Boulder’s relationship with the surrounding community of 2030. This should include not only the perspective of the city of Boulder, but a consideration of what “surrounding community” is likely to mean in 2030.

What characteristics describe the ideal relationship between CU-Boulder and the local Boulder community?

What issues are most likely to affect the relationship in 2030?

How can we best prepare for the ideal relationship and/or avoid or mitigate the negative impacts of problem-issues?

Possible topics and issues for this question include: demographics, land acquisition, use, and development, the Hill District, Grandview, economic development, community relations, work with the City and Chamber of Commerce)

**♣ What kind of University community will we aspire to be in the year 2030?**

This question asks that you describe the characteristics and nature of our CU-Boulder campus in 2030 that are consistent and supportive of CU-Boulder as Colorado's flagship university.

What comprises the ideal university community for CU-Boulder?

How do we best prepare for that ideal campus community in 2030?

Possible topics and issues for this question includes: campus climate, faculty and staff human resources issues, diversity, student behaviors, values, sustainability, support services, infrastructure and, technology.

**♣ What kind of financial and operational models will CU-Boulder need in order to succeed in 2030?**

This question asks that you describe the characteristics and nature of the financial and structural environment for CU-Boulder in 2030 that are consistent with our ability to continue to excel as Colorado's flagship university. "Structural environment" refers to the campus' authority, flexibility, and accountability in relation to the CU System, the Board of Regents, and the State of Colorado.

What will we need to be able to do financially and authority-wise in 2030?

How can we best prepare to be able to do those things?

## **APPENDIX IV: FLAGSHIP 2030 STEERING COMMITTEE**

### **CO-CHAIRS**

**Phil DiStefano**

*Provost and Executive Vice Chancellor for Academic Affairs*

*and*

**Ric Porreca**

*Senior Vice Chancellor and Chief Financial Officer*

### **MEMBERS**

**Suzy Ageton**

*Deputy Mayor, Boulder City Council*

**Andrew Aitchison**

*Tri-Executive, UCB*

**Francie Anhut**

*Executive Director  
Impact on Education*

**Kristi Anseth**

*HHMI Professor, UCB Department of Chemical and Biological Engineering*

**Jim Austin**

*Associate Professor, Assoc. Dean  
UCB College of Music*

**Dan Baker**

*Professor, Director, UCB LASP*

**Jan Baker**

*Staff Council, UCB Planning, Budget, and Analysis*

**Paul Beale**

*Professor, UCB  
Department of Physics, Director of Honors Program*

**Heather Beasley**

*Staff Council,  
UCB College of Arts and Sciences*

**Ralph Brainard**

*Former President of  
UCB Parents Association*

**Frank Bruno**

*City Manager,  
City of Boulder*

**Ann Carlos**

*Professor, Director of Sewall RAP  
UCB Dept. of Economics*

**Marvin Caruthers**

*Distinguished Professor,  
UCB Biochemistry*

**Gary Chadwick**

*Executive Director,  
UCB Recreation Services,  
UCB Parents Association Board*

**Ralph “Chris” Christofferson**

*General Partner, Morgenthaler Ventures, Parent, Entrepreneur,  
Former CSU President*

**Susan Clarke**

*Professor, UCB Department of Political Science and Director, CARTSS  
(Center to Advance Research and Teaching in the Social Sciences)*

**Deb Coffin**

*Executive Director, UCB Department of Housing and Dining Services*

**Bud Coleman**

*Chair, Associate Professor UCB Department of Theatre and Dance*

**John “Jinks” Cooper**

*Professor Emeritus,  
UCB Department of Physics*

**Noel Cummings**

*Assistant Director, UCB Department of Facilities Management, Office of Capital Assets  
and Space Planning*

**Jim Curry**

*Chair, Professor, UCB Department of Applied Mathematics, Trustee CU Foundation*

**Katherine Eggert**

*Chair, Associate Professor, UCB Department of English*

**Dick Engebretson**

*Trustee, CU Foundation, Retired*

**Marty Evans**

*Trustee, CUF Foundation, alumna*

**W. Harold "Sonny" Flowers**

*Attorney at Law, Hurth, Yeager, Sisk Alumnus*

**Todd Gleeson**

*Dean*

*UCB College of Arts & Sciences*

**Susan Graf**

*President*

*Boulder Chamber of Commerce*

**Michael Grant**

*Associate Vice Chancellor,*

*Education*

**James Hague**

*President, United Government of Graduate Students*

**Chris Hazlitt**

*Attorney at Law, Faegre & Benson*

**Mark Hernandez**

*Associate Professor, UCB Department of Civil, Environmental & Architectural  
Engineering*

**Stewart Hoover**

*Professor, UCB School of Journalism and Mass Communication*

**Zan Johns**

*Director, UCB Department of Human Resources*

**Charles Johnson**

*UCSU Tri-Executive, UCB*

**Dan Liston**

*Professor, UCB School of Education*

**Joe Martinez**

*UCSU Legislative Council  
Law School Student, UCB*

**Dayna Matthew**

*Associate Dean, Associate Professor UCB School of Law*

**Jane Menken**

*Distinguished Professor, UCB Department of Sociology/ Director, IBS*

**Jana Milford**

*Associate Professor, UCB Department of Mechanical Engineering*

**Frank Moyes**

*Entrepreneurship Teacher,  
UCB Leeds School of Business*

**Ashley Nakagawa**

*UCSU Tri-Executive, UCB*

**Joe Neguse**

*Law School Student, UCB  
Former UCSU Tri-Executive*

**Sandy Pennington**

*President Elect, UCB Parents Association*

**Glenn Porzak**

*Attorney at Law  
Porzak Browning & Bushong, LLP  
Chair, CU Foundation Trustees*

**Patricia Rankin**

*Associate Dean, Professor  
UCB Department of Physics, LEAP*

**Elease Robbins**

*Associate VC & Dean of Students,  
UCB Office of Student Affairs*

**Brenda Schick**

*Associate Professor,  
UCB Department of SLHS*

**Katie Schmoll**

*VP of Finance and Administration, UCAR*

**Bobby Schnabel**

*Vice Provost, Associate Vice Chancellor, UCB ATLAS*

**Dan Sher**

*Dean, UCB College of Music*

**Diane Sieber**

*Faculty Co-Director, ATLAS Institute*

*Associate Professor, Herbst Humanities in Engineering*

**Steve Taniguchi**

*Senior VP & CFO, Frederick Ross Co.*

*Former CUF Trustee,*

*Alumni Association Board*

**Steve Thweatt**

*Campus Architect and Director, Planning, Design & Construction*

*UCB Department of Facilities Management*

**Euvaldo Valdez**

*Former Asst. Principal (BHS)*

*Hispanic Alumni Association*

**PLANNING COORDINATOR**

**Stuart Takeuchi**

*CU Vice President, emeritus, System Administration*

**CONTENT RESOURCES:**

**SUBCOMMITTEE ON GRADUATES**

**Jeffrey Cox**

*Associate Vice Chancellor, Faculty Affairs*

**Lou McClelland**

*Director of Institutional Analysis*

**SUBCOMMITTEE ON RESEARCH, SCHOLARSHIP, AND CREATIVE WORK**

**Susan Avery**

*Vice Chancellor for Research and*

*Dean of the Grad School*

**Russ Moore**

*Associate Vice Chancellor, Research*

**SUBCOMMITTEE ON THE STATE**

**Anne Heinz**

*Dean, UCB Continuing Education and  
Professional Studies*

**SUBCOMMITTEE ON BOULDER**

**Paul Tabolt**

*Vice Chancellor for Administration*

**SUBCOMMITTEE ON THE CAMPUS COMMUNITY**

**Ron Stump**

*Vice Chancellor for Student Affairs*

**SUBCOMMITTEE ON FINANCE AND OPERATIONS**

**Steve McNally**

*Associate Vice Chancellor for Budget and Finance*

## **APPENDIX V: FLAGSHIP 2030 SUBCOMMITTEES AND CONTENT RESOURCES**

Subcommittees of the Chancellor's Steering Committee for Strategic Planning: Flagship 2030 have been formed to address six questions:

- **What will our graduating students need to know and be able to do in the year 2030?**

### **Subcommittee on “Graduating Students”**

1. Andy Aitchison, **Co-Chair**
2. Bobby Schnabel, **Co-Chair**
3. Deb Coffin
4. Jim Curry
5. Katherine Eggert
6. Mike Grant
7. Dan Liston
8. Joe Martinez
9. Jana Milford
10. Diane Sieber

**Content Resources:** Jeffrey Cox, Associate Vice Chancellor for Faculty Affairs and Lou McClelland, Director of Institutional Analysis

- **To what needs of the year 2030 will our research, scholarship, and creative efforts respond?**

### **Subcommittee on “Research”**

1. Paul Beale, **Co-Chair**
2. Brenda Schick, **Co-Chair**
3. Kristie Anseth
4. Dan Baker
5. Heather Beasley
6. Marv Caruthers
7. Chris Christoffersen
8. Susan Clarke
9. James Hague
10. Jane Menken

**Content Resources:** Susan Avery, Vice Chancellor for Research and Dean of the Graduate School and Russ Moore, Associate Vice Chancellor for Research

- **What will the State of Colorado need from us in the year 2030?**

### **Subcommittee on “The State”**

1. Patricia Rankin, **Co-Chair**
2. Eleese Robbins, **Co-Chair**
3. Suzy Ageton
4. Francie Anhut
5. Noel Cummings
6. Chris Hazlitt
7. Stewart Hoover
8. Joe Neguse
9. Sandy Pennington

**Content Resource:** Anne Heinz, Dean of Continuing Education

- **What should our relationship with the Boulder community be in the year 2030?**

### **Subcommittee on “Boulder”**

1. Glenn Porzak, **Co-Chair**
2. Dan Sher, **Co-Chair**
3. Frank Bruno
4. Gary Chadwick
5. Susan Graf
6. Ashley Nakagawa
7. Katie Schmoll
8. Steve Thweatt
9. Eivaldo Valdez

**Content Resource:** Paul Tabolt, Vice Chancellor for Administration

- **What kind of University community will we aspire to be in the year 2030?**

### **Subcommittee on the “Campus Community”**

1. Bud Coleman, **Co-Chair**
2. Zan Johns, **Co-Chair**
3. Jan Baker
4. Marty Evans
5. Sonny Flowers
6. Mark Hernandez
7. Dayna Matthew
8. Frank Moyes

**Content Resource:** Ron Stump, Vice Chancellor for Academic Affairs

- **What kind of financial and operational models will CU-Boulder need in order to succeed in 2030?**

**Subcommittee on “Finance and Operations”**

1. Todd Gleeson, **Co-Chair**
2. Steve Taniguchi, **Co-Chair**
3. James Austin
4. Ralph Brainard
5. Ann Carlos
6. Jinks Cooper
7. Dick Engebretson
8. Charles Johnson

**Content Resource:** Steve McNally, Associate Vice Chancellor for Budget and Finance

The **Co-Chairs** of the Steering Committee are Phil DiStefano, Provost and Ric Porreca, Senior Vice Chancellor.

The **Planning Coordinator** for Flagship 2030 is Stuart Takeuchi, CU Vice President, emeritus, System Administration.

In addition to the members of the Steering Committee, individuals have offered to participate and are being invited to participate as resources for the subcommittees. These supporters are “**Core Contributors**” to the Chancellor’s Flagship 2030 project.

## APPENDIX VI: FLAGSHIP 2030 CORE CONTRIBUTORS

### CORE CONTRIBUTORS TO STEERING COMMITTEE ON STRATEGIC PLANNING

#### FLAGSHIP 2030

<u>Name</u>	<u>Affiliation</u>	<u>*Faculty</u>
<b><u>GRADUATES</u></b>		
Larry Bell	International Education	
Jeff Bork	Community	
Aaron Eisenberg	IFC	
Erik Estrada	Alum/Boettcher Foundation	
Ken Iwamasa	Assoc Prof, Art/Art Hist	*
Dick McCray	ret. Faculty	*
Alex Montoya	alum/IFC	
Jim Davis Rosenthal	Orientation	
Hope Williams	Athletics	
<b><u>RESEARCH</u></b>		
Frances Charteris	Sr Instr, Art/Art Hist	*
Sam Fitch	Prof, Political Science	*
Amy C. Harris	UCSU Environmental Director	
Ken Howe	Prof, Assoc Dean Education	*
Steve Jones	Prof, Asst Dean, Journalism	*
Padraic Kenney	Prof, History	*
Manuel Laguna	Prof, Opns Mgmt, Leeds	*
Merrill Lessley	Prof, Assoc Chair, Theatre&Dance	*
Steven Maier	Dist Prof, Psychology	*
Mike McDevitt	Assoc Prof, Journalism	*
Dennis McGilvray	Assoc Prof, Chair, Anthropology	*
Graham Oddie	Prof, Philosophy, Assoc Dean A&S	*
Michael Radelet	Prof, Chair, Sociology	*
Pierre Schlag	Prof, Assoc Dean, Law	*
Robert Schulzinger	Prof, History	*
David Slayden	Assoc Prof, Journalism	*
Willem vanVliet	Prof, Arch and Planning	*
Paul Voakes	Prof, Dean, Journalism	*
Philip Weiser	Prof, Law& ExecDir, Telecomm	*
Michael Zimmerman	Prof, Philosophy, Ctr Humanities&Arts	*
<b><u>STATE</u></b>		
Suzy Ageton	Deputy Mayor, Boulder	
Larry Beckner	Community	
Sandy Bracken	Exec Dir, UCD Entrepreneurship Prog	
Tom Clark	EVP, Denver Metro Chamber/ED Corp	
Alice Madden	Colorado House Majority Leader	

Rich Murphy  
Chris Pacheco  
Dorothy Rupert  
Rich Wobbekind

alumnus, AG Edwards  
Student Affairs  
former State Senator from Boulder  
Associate Dean, Leeds School

### **BOULDER**

Rick Anthes  
Ruth Blackmore  
Michael Boyers  
Jeff Cahn  
Peter Davison  
Frances Draper  
Mollie Fager  
Briggs Gamblin  
George Garcia  
Donna Gartenmann  
Claire Gleason  
Robert Hammond  
Amy C. Harris  
Ryan Keane  
Tim Kileen  
Chris King  
Thom Krueger  
Susan Lefever  
Sue Levine  
Mary Ann Mahoney  
Ruth McHeyser  
Don Mock  
Alison Moore  
Adam Naftalin-Kelman  
Tom O'Brian  
Ric Porreca  
Gordon Riggle  
Marissa Robinson  
Wesley Robison  
Mark Ruzzin  
Andrew Schumacher  
Judy Skupa  
Mark Stangl  
Jane Stoyva  
Jean Thompson  
Steve Thweatt  
Will Toor  
Catherine Underhill  
Steven Walsh  
Rich Wobbekind

President, UCAR  
Majestic Heights-neighborhood  
The New Hill Company  
alum/judge  
Boulder Ballet  
Boulder Economic Council  
Dairy Center for the Arts  
Dire., Communications, BVSD  
Supt. Boulder Valley Schools  
Boulder Public Library  
Park East--neighborhood  
COO, BVSD  
UCSU Environmental Director  
UCSU Chief of Staff/Finance  
Director, NCAR  
Dep. Supt, BVSD  
PLAN Boulder  
Sierra Club  
Boulder Philharmonic Orchestra  
Boulder Convention and Visitors Bureau  
Interim Planning Director, Boulder  
Director, NOAA  
Boulder City Arts Alliance  
Rabbi, CU Hillel  
Director, Boulder Labs, NIST  
Sr VC and CFO, CU-Bldr  
The New Hill Company  
UCSU City Relations  
UCSU Neighborhood Relations  
Mayor, City of Boulder  
University Hill-neighborhood  
Asst. Supt, BVSD  
Martins Acres-neighborhood  
University Hill-neighborhood  
alumna  
CU-Boulder Campus Architect  
Boulder County Commissioner  
Colorado Music Festival  
The New Hill Company  
Associate Dean, Leeds School

### **CAMPUS COMMUNITY**

Ken Wilson

Student Affairs

**FINANCES AND  
OPERATIONS**

Dennis Ahlburg  
Elaine Hernandez  
Ric Porreca  
Milt Rogers  
Tom Zeiler

Dean, Leeds College of Business  
Off.VCAA  
Sr VC and CFO, CU-Bldr  
Community  
Prof, History

\*

**GENERAL**

Scott Steinbrecher

Community

**as of March 20, 2007**

## APPENDIX VII: CU-Boulder in AY2007

A bibliography was developed for the Flagship 2030 project that continually expanded, as new resources were identified by Steering Committee members (see Appendix V). Some examples of resources that proved to be especially interesting and useful included:

- Population projections for the world, the United States, Colorado, the Boulder area, and the City of Boulder
- Thomas Friedman’s book, The World is Flat: A Brief History of the Twenty-First Century.
- University of California Engineering Dean Richard Newton’s speech of April, 2006 about global competition, the future of corporate research, and the role of universities.
- The 2006 National Academies report, Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future.
- “Did You Know?,” a six-minute video presentation about the future and how the exponential growth in knowledge and technology will affect our lives.

Subcommittees were offered these resources and were encouraged to create their own assumptions about the 2030 context for the question they were considering.

The Chancellor offered some remarks about **enrollment** and **resources** as the Flagship 2030 project began on December 9, 2006:

“...I think it is important for us to discuss the importance of **enrollment** for CU-Boulder’s future in 2030. We enrolled 29,395 headcount students this fall 2006, of which 84% are undergraduates and 16% are graduate students. As you develop your responses to the questions before you, I would ask that you assess the influence enrollment may have on your responses. That is, if our enrollment in 2030 was to be the same as it is this fall, what difference does that make in your responses? Or, if the enrollment levels were the same, but we changed the mix of undergraduate and graduate students to, say, 75% and 25% respectively, what difference would that mix make to your responses? Finally, I’d ask that you assess the influence an overall enrollment level of 35,000 would have on your responses.

“Enrollment management planning is a constant process. I’m suggesting that you use these scenarios to help with your discussions, but that we do not get directly involved in projecting numbers or mixes of students.

“In order to make this effort plausible, we will need to consider the **resources** necessary to pursue any new, significant initiatives emerging from this process. It is well-known that we at CU-Boulder and public higher education in Colorado are significantly underfunded, as described by the very recent CCHE report. And, although there are discussions underway regarding the potential to improve the level of state support for public higher education, it would be naïve to believe that we can rely on this prospect as the sole means for maintaining our role as a nationally-recognized flagship university. The challenge will

be to identify what we will need to do financially and operationally to create more and more diverse sources of revenue, even as we will always seek to be as cost-efficient as we can be. This very large set of questions is the subject of the subcommittee on Finances and Operational Models. As for the other subcommittees, I am not placing any specific financial limitations on your visioning process, but as you think about ways to “make positive change happen,” keep an eye on what you may think will be needed in the way of investments and resources to bring it to fruition.”

The current financial context for CU-Boulder was presented by Senior Vice Chancellor and Chief Financial Officer Ric Porreca at the December 9 kick-off meeting. Highlights of his presentation included:

-State-higher education relationships have changed in recent years—

- State funding levels have declined.
- Performance and accountability expectations have increased.
- The public mission is focused on access and affordability, particularly at the undergraduate level.
- Institutions are striving to maintain and enhance competitiveness with private, for-profit, and international institutions.

-State tax support for higher education per \$1000 personal income in the last 30 years has declined in Colorado by 70%.

-The share of the State budget by public higher education in Colorado has declined from 20.3% in FY1990 to 9.6% in FY2006.

-CU-Boulder and the University of Arizona are the only public AAU universities in the Rocky Mountain area, of a total of 34.

-CU-Boulder has among the lowest percentage of graduate students among the public AAU universities.

-CU-Boulder has the third lowest percentage of Pell Grant recipients among its peers.

-Sponsored research at CU-Boulder has grown from about \$12 million in 1968 to over \$250 million in 2007.

-CU-Boulder’s expenses in FY2004 for instruction was 94% of the public AAU average. Academic support was 78%, Institutional support was 42%, Student services was 67%, and other expenses was 46%.

-CU-Boulder’s resident undergraduate tuition and fees was the fifth lowest among public AAU universities.

-The total cost of attendance at CU-Boulder was \$38,083 for non-residents and \$19,223 for residents in FY2007.

-CU-Boulder's six-year and four-year graduation rates are 66% and 41%, respectively, with first-year retention at 84%.

## APPENDIX VIII: ASSUMPTIONS FOR FLAGSHIP 2030

Each subcommittee was asked to enumerate the assumptions they made about the environment relevant to CU-Boulder and the question they were answering. At the kickoff meeting of the Steering Committee and the initial work sessions of the subcommittees on December 9, 2006, information was presented about CU-Boulder's enrollment and resources as well as information about the future, including a bibliography of resources relating to population projections, futurist scenarios, U.S. competitiveness, and the future of higher education and business, among other topics ("Context for CU in the Year 2030"  
[http://www.colorado.edu/chancellor/flagship2030/resourcedocs/Context\\_2030.pdf](http://www.colorado.edu/chancellor/flagship2030/resourcedocs/Context_2030.pdf).)

The projections used and the assumptions made by the Subcommittees for 2030 include this blended list that form the background for the subsequent analyses:

1. The University of Colorado at Boulder will remain committed to its public purpose in Colorado. Among the most important means of fulfilling this commitment will be by enhancing its competitive position with the other public members of the American Association of Universities.
2. World, U.S., Colorado, and Boulder population projections
  - **World population:** according to the United Nations, is now 6.6 billion; in 2030, U.N. projections are for 8.2 billion (42.5% growth), with most of the growth occurring in the developing nations. By 2030, India will overtake China as the world's most populous nation due to a higher fertility rate. The U.S. and Europe will remain mostly stable, due to in-migration.  
[http://www.un.org/esa/population/publications/WPP2004/2004Highlights\\_finalrevised.pdf](http://www.un.org/esa/population/publications/WPP2004/2004Highlights_finalrevised.pdf) (PDF)
  - **U.S. population:** today, a little over 300,000,000; in 2030, U.S. Census projections are for 364 million, or 21% growth. The largest growth by age group is among Americans 45 and older. The U.S. population, ethnically, will see a drop in white Americans and a 60% growth in Hispanics by 2030. High school graduates nationally will grow slightly through 2018, with growth occurring in the West and South while the Midwest declines.  
<http://www.census.gov/>
  - **Colorado population:** now 4.7 million; in 2030, the Colorado State Demographer projects 7.3 million people, or 55% growth. Growth is to occur in the northern Front Range and the Western Slope. The State will gain in international immigration and be a net gainer in domestic migration. The Boulder PMSA now has 286,000 people; in 2030 there will be 376,000, or 31% growth. The Boulder Primary Metropolitan Statistical Area is projected to be the lowest growth area in the State. The U.S. Census Bureau says that between 1995 and 2025, the State will become older, less white,

and more ethnic, especially among people of Hispanic origin. That is consistent with the national data.

[http://www.dola.state.co.us/dlg/demog/pop\\_totals.html](http://www.dola.state.co.us/dlg/demog/pop_totals.html)

- **Boulder area population:** the current population of the City and surrounding area is expected to increase approximately 12% from 111,500 to 124,400 by 2030. This is well below the 55% growth rate projected for the State as a whole. By 2030, the median age of Boulder's residents will be 51 years, compared to the current median age of 35. Young families may continue to leave Boulder, largely due to the high cost of housing. Boulder will compete to retain young adults who are now turning to Denver for cultural and social opportunities. (City of Boulder)

3. The world will be more globally interdependent and interconnected, while still fractured socially, politically, and economically.

The most significant problems of the emerging global society will not be solely scientific or technological, but also include broad social constructs. At a minimum, we will need many diverse individuals and knowledge in 2030, spanning science and technology to social sciences, humanities, and the arts. Individual faculty will need to be able to conduct research and creative work in a broad range of disciplines as well as in their specialized portion of those problems.

Knowledge will be readily available and technology will strongly influence pedagogy and content. The main point of education, including classroom experiences, will not be accumulating knowledge or facts but learning how to access, synthesize, analyze, evaluate, and apply information.

Technology will continue to evolve at exponential rates and technological competence will be required in every field. Updating personal skills will be as important as updating hardware.

Worldwide communication and information access will continue to be easy and instantaneous, making the location of individuals, ideas, and resources less important.

Significant K-12 reform will have occurred by 2030, with the need for CU-Boulder to be part of the P-20 educational continuum.

Basic collegiate instruction and its assessment may be standardized and deliverable remotely.

The increased mobility of learners and teachers will create a need for students and faculty who are more open to culturally different points of view and more capable of communicating across cultural boundaries in educational and work settings.

Colorado will continue to be a leader in high technology industries and research, increasing the need for a highly-educated workforce.

Increasing numbers of incoming students will already have had an international/intercultural experience before coming to CU-Boulder. Students will expect more active and visual pedagogy utilizing technology.

Students will come to CU-Boulder informed about their learning styles and demanding instruction consistent with those styles.

Lifelong learning and continuing education will have increasing roles, including the need to expand the scope of instruction beyond the residential campus, an increased role in the lifelong education of alumni, and more just-in-time learning. Many more older students will return to college to re-tool their knowledge and skills.

Although English will likely continue to be a dominant international language, increased levels of international interaction will require that more graduates have competencies in other languages.

Interdisciplinarity will be more important for teaching and research. This can mean a task-oriented team to work to solve a problem, different viewpoints within a single department, or combining multiple departments or disciplines.

Many basic structural characteristics of CU-Boulder will remain, including the emphasis on integrating research and scholarship into undergraduate and graduate education, liberal arts programs will remain the large portion of the campus and student enrollments, professional programs will remain an important part of the campus, and CU-Boulder will still offer degrees comprised of individual courses.

Students and parents will expect that a CU-Boulder education will prepare students for employment upon graduation.

CU-Boulder will need to be fully representative of Colorado, having solved the challenge in enrolling historically under-represented, first-generation, and students of color from throughout the State.

Employers will expect students to have learned communication and technology skills and be able to integrate them into their study and work.

The academic marketplace for faculty will continue to be increasingly mobile and transient. Faculty expectations about the demands and constraints of their jobs and careers will evolve.

Without a change in CU-Boulder's funding model, enrollment levels will have to increase to sustain the campus financially. This growth would be independent of the campus' response to state population growth, which includes a 30% growth in high school graduates to 2017-18, especially among Hispanics (WICHE, 2003).

The Boulder Community will include the nearby areas impacted by the campus' presence, activities, and our faculty, staff, and students and is defined as the City of Boulder, most of Boulder County, and even parts of adjacent counties such as Broomfield. The "community" will continue to expand as faculty, staff, and students live further from the campus.

The City of Boulder model of economic sustainability will continue to be challenged as the population increasingly shifts from consumers of goods (which generate sales tax revenues) to consumers of services.

Significant increases in student enrollments will result in community impacts such as housing, transportation, land use, and facilities development.

CU-Boulder will need to have solved the challenge of hiring and retaining faculty and staff of color at all levels of the campus organization.

A campus environment that is welcoming and values diversity has been developed and maintained. This will be essential to attract and retain quality faculty, staff, and students who today are under-represented at CU-Boulder.

Two subcommittees offered the assumption that CU-Boulder will remain "largely residential." A residential campus affords the best opportunity for faculty-staff interaction, student peer-to-peer personal interactions and development, and the sense of community. Based on other assumptions described here, the definitions of "residential" and "enrollment" will likely evolve, as student learning styles and pedagogy change, especially as a result of technology. This assumption may require further analysis after the Steering Committee completes its work. CU-Boulder presently provides housing for 7,000 of some 29,000 students enrolled in 2007.

Despite the specificity of the assumptions described above, perhaps the most significant assumption about 2030 is that we cannot know what is going to happen by 2030. It is likely that any predictions made about 2030 will end up being wrong, either about events or developments that did or did not occur or our failure to predict significant, even world-changing events.

## **APPENDIX IX. THE ENVISIONED SCENARIO FOR CU-BOULDER IN 2030**

Based on the assumptions and the data available, the following describes the environment to which CU-Boulder will have to respond.

To begin, in a global, “flat” world of 2030, with a world with 43% more people, a nation with 21% more people, and a state with 55% more people, CU-Boulder will be faced with the need to educate more, more diverse, and older students with continued relatively low funding from the State.

In 2030, the United States may not be the preeminent economic power in the world but rather is both a competitor and a partner in the world economy. The ideas that shape the world occur and are developed in a wide variety of venues—in seamlessly integrated collaborations of universities, government laboratories, and large and small companies and in the art studios, music rooms, sports arenas, libraries and garages of talented individuals around the world.

Increasingly, universities will serve as the research and development incubator for U.S. industries. Many industries have already reduced their investment on research and development, which will make universities even more relevant in research and scholarship.

CU-Boulder, the State, and the broader Boulder community are inextricably linked and CU-Boulder will continue to benefit from the general success of industry, K-12 education, and our economy. In 2007, Colorado industries such as aerospace, biosciences, energy (including renewable energy), information technology (including software), and financial services are emerging (Metro Denver).

By 2030, we expect Colorado to maintain and strengthen its competitive edge in a variety of businesses, including those that employ highly educated people in well-paying jobs.

Colorado’s highly trained workforce and entrepreneurial environment will continue to attract and create new companies, with a high concentration of scientists and engineers.

The quality of the K-12 educational system will continue to provide our universities with a pool of well-prepared and educated students. A well-educated workforce will create an increased demand for high quality postsecondary education for their children.

Businesses, industries, health care, education, and arts will continue to need a well-trained workforce both in terms of initial degrees as well as continuing and life-long education.

The success of Colorado and the United States is critically dependent on the training of students to be successful in a globalized world.

The recruitment and retention of the very best faculty and staff will be increasingly competitive, as qualified individuals are increasingly mobile, flexible, and sought by CU-Boulder's peer institutions.

It is possible that the educational requirement for many entry-level jobs will be what is in 2007 the master's degree rather than the baccalaureate.

Students may be more focused on the survival and health of the planet and nation than recent generations have been, and less in the mindset of a generally prosperous society. Some examples of likely influential forces include:

- The **environmental issues** that students who are being educated in 2030 will see themselves as facing in the next 50 years of their lives may appear far more daunting than most of us think about now, potentially encompassing massive population redistributions and even the survival of the planet due to global warming and rising ocean levels.
- **Health issues** could go in many influential directions. On the one hand, pandemics could have far greater impact than ever before, with the population of the planet reaching a saturation point also playing a role. On the other, we could be looking at 100-200 year life spans at some point which would greatly change the framework of society.
- **Geo-political forces** could work in a myriad of ways. It is possible that by 2030 we will see greater destabilization (terror, war) caused by age-old ethnic and religious differences. We are almost certain to see a redistribution of economic and political power towards Asia.
- **Energy issues** could reach a critical point, with some of them (e.g. depletion of some oil fields in the Arabian Peninsula) also impacting political stability.
- **Artificial life**, ranging from robotic aids to environments that sense and react to human needs to fully functional androids, could enormously change and perhaps ease the human experience. It also is possible that virtual reality will have made the sensory experiences of being in the same space as another person achievable even if people are a great distance apart.
- At the pessimistic end, it is possible that by 2030 the focus of students' studies will be more on future survival than reaping the rewards of prosperity during their careers. On the other hand, they could be preparing for a life whose length and/or quality is much higher than what we can imagine.

CU-Boulder will continue to provide a full undergraduate curriculum, but a larger percentage of students could elect to take their lower division courses via distance

education or through their local community college. Since the cost of information distribution will continue to get lower and accessing information will increasingly be available to more and more people, the cost of being on-site in Boulder will be significantly greater than technology-enabled distance learning opportunities.

CU-Boulder's enrollment will have to grow, based on the increase in the State's population by 2030 as well as the financial need to increase enrollments to sustain the campus financially.

High housing costs place the economic diversity of the community at risk with many low and moderate income households seeking more affordable housing options outside the City of Boulder.

Job growth is expected to outstrip housing growth in the Boulder area and the number of in-commuters is expected to increase, placing additional demands on the transportation infrastructure.

New CU-Boulder facilities will be located on the Main Campus and adjacent properties, such as the Research Park and the Grandview area.

Additional student enrollments and the accompanying increase in faculty, staff, and facilities will complicate the development of the kind of University community we will want. The size of the institution, the breadth and depth of difference in functional roles and responsibilities, as well as differences in perspectives and experiences have long caused a tension and disengagement rather than a collaborative sense of the greater good. Based on a recent survey, one Flagship 2030 subcommittee reports that Campus employees feel that there is no campus ethic that recognizes good work, values diversity, and/or promotes mutual regard and service to each other.

An essential part of any envisioned scenario for 2030 is that we will be facing significant developments that will directly or indirectly affect our ability to be successful—developments that could not have been predicted in 2007 or 2020 but that demand our institutional response.

## **APPENDIX X: CU-BOULDER’S STRENGTHS AND WEAKNESSES IN RESPONDING TO THE ENVISIONED SCENARIO**

CU-Boulder currently has many strengths that will facilitate the campus’ responses to the assumptions and scenario that will face the campus in 2030. The campus also acknowledges a number of weaknesses and barriers to our success.

### **Strengths:**

- The University of Colorado at Boulder has a long history and rich tradition of graduates who have achieved great success in their chosen fields and in their lives.
- The University of Colorado at Boulder is internationally recognized in many core disciplines and its many interdisciplinary programs. Many of our faculty are recognized with the highest national and international awards and recognitions.
- CU-Boulder has a long history of strong federal funding for research, with support coming from many and diverse government agencies.
- CU-Boulder is located in a physical location that has always been very attractive to students, faculty, and staff from anywhere in the world.
- CU-Boulder is located in a metropolitan area with numerous unique regional strengths including several large federal government laboratories and many outstanding companies that have built their businesses upon research and development. The University has many partnerships with government laboratories and private companies in the area such as NCAR, NIST, NOAA, NREL, Ball Aerospace and Technologies, and Lockheed-Martin. Nearby excellent universities create opportunities for collaborations with government laboratories and the private sector.
- CU-Boulder is located in a community that is among the “100 Best Arts Towns in America” (John Villani). The Colorado Shakespeare Festival, Takacs Quartet, Boulder Ballet, and the Boulder Philharmonic Orchestra perform on campus while the CU Museums bring art and cultural exhibits to the community.
- CU-Boulder is part of the University of Colorado System, which includes the University of Colorado at Colorado Springs, the University of Colorado at Denver and Health Sciences Campus, and the Offices of the President.
- The Front Range of Colorado has unparalleled resources in the areas of geosciences, climate, and weather research.
- CU-Boulder has a long tradition of success in its many broadly interdisciplinary research centers and institutes.
- The vast majority of Boulder area residents and community members recognize that the University helps to identify Boulder as an intellectually and economically vibrant community and is integral to its future sustainability.

- Top level administrators from the City and the University have forged relationships that can be a launching point for more institutionalized partnerships.
- CU-Boulder has the intellectual resources to provide expertise, advice, and support to the local community in order to facilitate economic development, sustainability, quality of life, transportation, and housing options.
- CU-Boulder has an existing inventory of real estate that has the potential to deliver a quality environment and meet projected growth needs throughout the planning period, with the corresponding investment and support from the Boulder community.
- The University's existing relationships with the local federal government laboratories provide opportunities to attract world-class researchers and federal funding.
- CU-Boulder has a strong community presence in the cultural arena through its offerings of courses, symposia, arts, and cultural events to the public.
- CU-Boulder, the Rapid Transit District, and the University of Colorado Student Union have a long-standing partnership to provide local bus service for all students and employees.
- The Campus community has a large array of offices and programs that build community and support student development.
- CU-Boulder has a knowledgeable and committed work force that is willing to exceed standard expectations to ensure CU-Boulder's success.
- The University of Colorado Foundation is a strength for the Campus, providing \$27.5 million to the campus budget in FY 2006, approximately 3% of the \$880 million budget.
- CU-Boulder has recently obtained Enterprise status, which can be the basis for some autonomy from State of Colorado governmental requirements.
- CU-Boulder and the State of Colorado have a fee-for-service contract for graduate level education. This contract could be a model for additional future funding opportunities with the State.
- CU-Boulder has an array of auxiliary enterprises that contribute strongly to the campus role and mission, including Housing (with a budget of \$59 million in 2007) and the University of Colorado Student Union (at \$33 million per year one of the largest student union or governments in the Nation).
- Capacity exists between CU-Boulder's current tuition rates and those rates charged by CU-Boulder's peer institutions for residents.
- There is a growing awareness by the general population that significant changes need to be made to the Colorado higher education funding model in order for CU-Boulder to fulfill its public purpose at the levels of quality appropriate for the state's flagship university.

## Weaknesses and Barriers:

- CU-Boulder has experienced historically decreasing levels of State funding per student.
- Flagship universities are able to meet the expectations of their states under one of two financial models. One model includes high direct state support and is usually accompanied by low tuition levels, e.g., the universities of North Carolina, Wisconsin, and Florida, or moderate tuition rates offset by state-funded need-based financial aid e.g., the universities of Michigan and Minnesota. The second model involves more of a balance between direct state support and higher levels of tuition, e.g., the universities of Indiana, Pittsburgh, and Virginia and Rutgers University. *CU-Boulder has low direct state support and low tuition levels. Along with the University of Oregon, this is unique among the public AAU institutions and is not a sustainable mode for CU-Boulder.*
- The quality of academic programs is not uniformly strong across all disciplines.
- CU-Boulder has a low proportion of graduate students in comparison to its peers.
- The academic preparation of entering undergraduates is stronger at most of CU-Boulder's peer institutions.
- There is an absence of a strong culture of institutional innovation.
- There is presently insufficient ethnic and international representation among faculty, staff, and students.
- There has been a lack of action resulting from reviews of the core curriculum.
- There has been a limited structure for creating and supporting interdisciplinary degree programs.
- There has been insufficient support for faculty with interdisciplinary teaching, research, and creative work interests.
- Aside from the stated goals of the Office of International Education strategic plan, there is no campus-wide plan for international engagement.
- The campus' structure around disciplines does not necessarily provide the agility to respond to emerging fields of study.
- Current organizational structures pose significant obstacles to integrating research, scholarship, and creative work into the classroom, especially across disciplinary boundaries. Specific barriers include issues concerning the distribution of indirect cost recoveries, laboratory space allocations, matching funds for grants, creating and staffing interdisciplinary courses and reward mechanisms for faculty who work in areas that cross department lines.
- The campus infrastructure is weak in many departments and areas, such as lack of suitable office and laboratory space for faculty and staff, the difficulty of maintaining suitable classrooms for instruction, under-funded libraries, weak institutional support for grant applications and administration, and insufficient funding for teaching and research staff.

Deferred maintenance on State-supported campus facilities is estimated at \$229 million, with an additional \$87 million deferred maintenance on non-State supported facilities such as Housing.

- Graduate student support is regularly under-funded for all units across the campus. This causes problems in the recruitment and retention of outstanding graduate students. Many disciplines have few resources to recruit and retain the best, while some fields are funded on research and training grants. The research productivity and the quality of graduate student training are adversely affected for under-supported graduate students, as they need to perform additional work to support themselves.
- CU-Boulder needs better mechanisms to connect the campus with surrounding businesses, government laboratories, and the education and arts communities.
- The campus invests too little in new opportunities for expanding and diversifying our research, scholarship, and creative work. There is limited seed money available and the vast majority of that is targeted for projects with the potential for future grant funding.
- CU-Boulder's administrative model has not encouraged long-term strategic planning.
- Declining levels of State funding have made CU-Boulder more dependent on tuition revenues, and with that, enrollment growth, for sustainability. CU-Boulder's continued dependence on a high proportion of non-resident students paying relatively high tuition is also related to this issue.
- The Campus may need to significantly raise non-resident tuition rates or the proportion of non-residents in the enrollment mix for financial sustainability
- Access to the campus is difficult for either personal or programmatic reasons, and is a barrier to collaborative efforts and relationships with the community.
- Inconsistently clear and accurate information from the campus with respect to campus plans and intentions, especially about land use, creates a sense of fear and distrust in the community.
- Inadequate affordable housing provided by the campus has forced many faculty, staff, and students to move further from the University, making it more difficult to maintain a true sense of community. This weakness exists in combination with the high cost of housing in the City.
- Collaborative efforts with the community, while they exist, are highly decentralized and largely dependent on personal relationships rather than an institutional approach.
- Mixed messages are sent regarding the local community's support for the University's development of its real estate inventory.
- Recent survey information from campus staff indicate that progress needs to be made in improving and maintaining the desired sense of community.
- Although the State of Colorado enjoys a well-paid work force, the benefits component of total compensation for classified staff lags behind other states.

- CU-Boulder's current low tuition and low financial aid financial model limits access to the certain populations of students.
- We have an aging physical plant operating at capacity and which is unable to accommodate significant growth.
- Hispanics, as the fastest growing part of the State's population and the nation's college-age population, are not a significant part of our current student body.
- An on-going problem of effectively communicating the value of a Flagship campus to the public in Colorado, including our teaching, research, and service accomplishments.

## APPENDIX XI: SUMMARY OF INPUT AND PARTICIPATION

### A. Website

The Flagship 2030 website was launched on December 25, 2006 and re-launched (with improved graphics and navigation) on January 31, 2007.

**“Pageviews”** are the most representative numbers concerning visit to the site, as they are requests from browsers for viewable pages. **“Hits”** are not as useful, as they indicate any request from a browser to a web server for any type of file. Since a web page may be composed of several types of files, such as images and pdf’s, a single viewable page may be counted as 2-5 **“hits.”**

For the seven days in **December**, there were a total of 695 pageviews, or **98 per day**.

For the month of **January**, 2007, there were 5,180 pageviews, or **167 per day**. On January 31, the new website was launched.

For the month of **February**, there were 8,506 pageviews, or **304 per day**.

For the month of **March**, there were 10,966 pageviews, or **354 per day**.

For the month of **April** (through April 30), there were 7,960 pageviews, or **265 per day**.

**In the period December 25, 2006 to April 30, 2007, there were 33,307 pageviews, or 262 per day.**

The top six requested pages include the initial page of the website, Input and Participation opportunities, the overview, committee updates (for Notes and Draft Reports), and News. These six comprised 56% of all requested pages in for the period December 25, 2006 to April 30, 2007.

### B. Input Forms

The Flagship 2030 website has an input form that provides for up to 2,500 words. Names are optional; the constituency of the author and the subject is requested. These are one-way, i.e., no response is expected.

As of April 30, 2007, 20 Input Forms were received by the Planning Coordinator. All but four were forwarded to the Steering Committee and Content Resources. Those four Input forms contained no content.

### C. Discussion Boards

The Flagship 2030 website provided access to Discussion Boards set up for the project. There were seven Boards: one for each subcommittee topic and one general. Notices about subcommittee draft reports and reports as well as drafts from the full Steering Committee were posted at the Discussion Board site.

As of April 30, there have been no participants, except for the Planning Coordinator, who placed postings to alert potential discussants that subcommittee reports were available for review, input, and discussion.

### D. Open Forums

The six subcommittees hosted Open Forums in the period February 27-March 15, 2007. A total of 40 people attended with attendance at individual Open Forums ranging from 2 to 12 people.

The Chancellor will host an Open Forum on May 3.

The Chancellor will host Open Forums in the fall, 2007.

### E. Faculty-Staff Essays on Flagship 2030

Two CU-Boulder faculty, Dan Baker and Sam Fitch, submitted unsolicited essays concerning their thoughts about Flagship 2030. As a result, Steering Committee Co-Chairs Phil DiStefano and Ric Porreca invited essays from campus faculty and staff through the conclusion of the Steering Committee's work.

As of April 20, five essays had been submitted:

-Professor **Dan Baker**, Physics and Director, Laboratory for Atmospheric and Space Physics: *"Reflections on 2030: What It Should Mean"*

<http://www.colorado.edu/chancellor/flagship2030/resourcedocs/whatitshouldmean.pdf>

-Professor **Sam Fitch**, Political Science: *"Thoughts on 2030"*

<http://www.colorado.edu/chancellor/flagship2030/resourcedocs/thoughts.pdf>

-Professor **Clayton Lewis**, Computer Science: *"Challenges and Opportunities for CU-Boulder"*

[http://www.colorado.edu/chancellor/flagship2030/resourcedocs/ClaytonLewis\\_031907.pdf](http://www.colorado.edu/chancellor/flagship2030/resourcedocs/ClaytonLewis_031907.pdf)

-Professor **William M. King**, Ethnic Studies: *"Essay on Flagship 2030"*

<http://www.colorado.edu/chancellor/flagship2030/resourcedocs/WilliamKing.pdf>

-Professor **Rishi Raj**, Mechanical Engineering: *"Elements of Flagship 2030"*

<http://www.colorado.edu/chancellor/flagship2030/resourcedocs/RishiRaj.pdf>