

## 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?