

Summary of the Recommendations of the 2030 Task Forces September 2008

Introduction

During the 2006-07 academic year, Chancellor G.P. “Bud” Peterson engaged the University of Colorado at Boulder in a comprehensive strategic planning process to chart the course for the University for the next 25-30 years. As a result of this work, the University’s new strategic plan, *Flagship 2030: Serving Colorado, Engaged in the World*, was formally adopted by the University’s community and approved by the Board of Regents in November 2007.

In February of 2008, under the leadership of Provost Phil DiStefano and Senior Vice Chancellor Ric Porreca, the campus began “phase two” of the strategic planning process. Nine task forces, each composed of faculty and staff from the Boulder Campus, were established and charged with developing recommendations to help implement the eight Core Initiatives and ten Flagship Initiatives outlined in the *Flagship 2030* strategic plan. The task forces worked together during the spring and summer semesters and then submitted their final reports in September of 2008. On September 9, 2008, the Chairs and Co-chairs of the nine task forces met with the senior leadership of the campus – the Chancellor’s Executive Committee and the Council of Deans – to present their recommendations at an all-day meeting known as the 2030 Summit. The following is a summary of the task force recommendations aligned with the *Flagship 2030* initiatives.

The Core Initiatives

1. Enhancing Education and Scholarship. Increase the size and enhance the quality of our faculty by adding 300 new tenure-track faculty in the next 10 years; create a new model for undergraduate education to better prepare CU-Boulder students for a changing world.

Faculty TF Recommendations

Faculty hiring must be based on strategic and holistic planning involving inter-unit strategic planning and multi-disciplinary cluster hiring initiatives.

Engaged scholarship links theory with practice and research with action and is an important faculty contribution to the world in which we live.

Diverse educational environments and experiential learning provide important contexts to integrate and improve research, creative work and education.

Specific actions:

1. The hiring of additional faculty must precede the student body expansion by four to six semesters and faculty recruitment targets should align better with AAU peer institutions in order to reduce the student-faculty ratio from our present 27-1 to 24-1 or even 20-1.
2. Increase and retain our faculty from among under-represented populations and undertake a careful review of the special opportunity hiring process in order to expand support for recruiting and hiring diverse faculty.
3. Create partnerships among faculty and administrators and establish a cycle for cluster hires in order to implement a campus-wide collaborative exercise that runs on a 3-5 year repeating cycle.

4. Strengthen the faculty infrastructure by increasing the number of staff directly interacting with faculty, expanding available physical space, and continuing the expansion of library resources.

Undergraduate Education TF Recommendations:

Enhance the ways in which faculty and curriculum requirements generate more direct interaction with the large majority of students who do not fall into the top or bottom ranges of academic preparation or performance. Develop greater student-faculty interactions. All curriculum changes must be implemented by some combinations of substitution, inter-change, re-direction, and improved efficiency. Elective, ancillary or major degree requirements in some combinations will require modification. Anticipated effects on faculty instructional effort, cost for students, and responsibilities for staff potentially loom large and must be assiduously attended. Enhanced quality in our undergraduate programs will necessarily entail enhanced costs and enhanced attention to student financial access issues. Workloads, rewards, costs, and reactions of students, faculty and staff to each recommendation need to be carefully evaluated before implementation. Initiatives to institutionalize regular, systematic, assessment and monitoring of effectiveness must accompany these changes.

Specific actions:

1. Generate a faculty and administrator outlook with a deep and broad commitment to a flexible, customized, and distinctively experiential view of baccalaureate degree programs, thus requiring significant structural changes in instructional modes and many new earned degree pathways.
2. The deans of the various schools and colleges should be charged with organizing task forces within their units to generate a cohesive strategy for ensuring that student research (e.g. via UROP), student internships, and study abroad can be counted for degree requirements more broadly and more flexibly within the varied requirements of each school and college. Work should begin in the fall 2008 semester so that curriculum changes can be in place by the fall 2010 semester.
3. A program of faculty meetings, workshops, and seminars should be developed, starting Spring 09, by and for faculty and students to focus on addressing these issues.
4. Appropriate and sustained assessment protocols will need to be in place to ensure academic quality and the mechanism for implementing further changes where needed.

Facilities TF Recommendations:

Accelerate planning for a new classroom and faculty-administrative office building. In order to support the strategic goals of fostering collaboration, recruiting new faculty and increasing the numbers of graduate students, then, it becomes necessary to restore and promote interactive collaboration space and decompress overcrowding of existing facilities. Planning efforts for a combined classroom and office building should be initiated as soon as possible. (This also has implications for Core Initiatives #3, 5 and 6).

2. Fostering Research Excellence. Support our research mission by increasing institutional funding and research expenditures by 5 percent each year; provide targeted investments in cutting-edge research and creative work.

Research, Scholarship and Creative Work TF Recommendations:

The University can realize its goals, but only if it significantly alters its approach to the support of research, scholarly, and creative work, increases the level at which it invests in these endeavors, and reconfigures the structures responsible for research administration. Together these changes will amount

to nothing less than a transformation in the institutional culture of the University of Colorado at Boulder. The Vice Chancellor for Research (VCR) must take the lead in this transformation.

Specific actions:

1. The Vice Chancellor for Research should be elevated in the formal organizational structure of the Boulder campus and report to the Chancellor.
2. The funding of the Office of the Vice Chancellor for Research should be dramatically increased, and the office itself reorganized to oversee new and existing functions in support of the research, creative, and scholarly mission of the campus.
3. The title of the position should be changed to Vice Chancellor for Research and Creative Work. The VCR would be responsible for policy and strategy relating to the promotion and administration of research, scholarship, and creative work on campus and would define strategic priorities with the advice of a large faculty committee made up of knowledgeable senior members drawn from the various colleges and distributed across academic disciplines – the Vice Chancellor’s Strategic Planning Committee (VCSPC).
4. The administrative responsibilities of the VCR would be divided functionally between the following principal officers who would report to him or her:
 - a. Dean of the Graduate School. The duties of the DGS would remain as currently constituted, with responsibility for the supervision of graduate student support, discipline, etc. She or he would be a full member of the Council of Deans, and have a status commensurate with those of the chief administrative officers of the colleges.
 - b. Dean of the Institutes. The DI would function as dean of the Institutes and interdisciplinary centers, representing their interests and coordinating their activities. He or she would have a status equal to that of the DGS and a seat on the Council of Deans.
 - c. Associate Vice Chancellor for Research Administration. The AVCRA would superintend a staff organized into six directorates, each responsible for a functional component of the research enterprise. She or he would be responsible for the coordination of a centralized, fully supported staff to which all researchers on campus would have equal access. The benefits of centralizing functions such as support for grant writing, regulatory compliance, and the creation and monitoring of contractual relationships with businesses and other entities sponsoring research will be considerable.
5. The current budget of the OVCR should be tripled over the course of the first five years after the reorganization of the office has been completed, i.e., by the academic year 2015-16 (see budget on Page 18). To maintain access to this level of funding as a baseline for all future budgets, a memorandum of understanding should be drawn up apportioning some adequate and predictable percentage of the campus budget for discretionary use of the VCR’s office.
6. The creation of an Endowment for Research Excellence be made a priority of the coming capital campaign, with the goal of placing a permanent fund for the promotion of research on the order of \$5,000,000 annually at the disposal of the VCR *in addition to* the annual baseline budget.

3. Enhancing Graduate Education. Increase the graduate student population from the current 15 percent of total enrollment to 20 percent.

Graduate Education TF Recommendations:

Improve Graduate Student Support

1. For the next five years, increase the standard stipend rate for graduate student appointments at double the percentage size of the faculty raise pool; so, if the latter is 5%, stipends would increase 10%. (Additional cost in 2013= c. \$11M/yr)
2. The Graduate School's Fellowship Program currently has about \$2.5M in continuing money. That sum should be increased at double the standard factor increase until it reaches \$5M (with standard factor increases after that).
3. Develop methods for allocating support more strategically; such strategies might include:
 - a. Multi-year increases in fellowship support to programs which can demonstrate improvements in program quality.
 - b. Create a fellowship fund earmarked for students writing dissertations.
4. Make permanent the current tuition structure for out-of-state and international graduate students on appointment. Bring students on full fellowship (either locally endowed or national/international) under this tuition structure.
5. Bring in more high-quality international students through a yearly set-aside (\$200K) for tuition matches for Fulbright Fellowship students.
6. The Graduate School's TA support budget currently has about \$700K for required matches for grant applications; this sum should be increased to \$2M over three years to keep up with what has been rapidly rising faculty demand for these funds.

Other Support Enhancements

1. The Graduate Teacher Program should be fully funded immediately.
2. Over three years, increase the campus contribution to the cost of graduate students' health insurance (now 70%) by 10%/year, until it reaches 100%.
Cost = ~\$1M/year.
3. Improve graduate student housing options by construction of attractive and reasonably-priced facilities near campus.

Recruiting Support

A permanent budget of \$500K should be established immediately for recruiting graduate students, growing to \$1M over five years, with funds divided between programs and, for those issues where centralized activity is appropriate (especially the recruiting of international students), the Graduate School.

Create Structures to Enable Program Innovation And Development

1. Create a funding mechanism, housed in the Graduate School, to encourage the development of innovative (e.g., interdisciplinary) master's and doctoral degree programs. The mechanism should include seed grant money (\$250K to start) to aid program development and should work out methods of tuition-sharing.
2. Explore new ways to involve the interdisciplinary Institutes and federal labs in graduate education, especially the possibility of housing new degrees in the Institutes.
3. Work with the campus central administration and with the CU system to create a more transparent and efficient new degree approval system.
4. Strengthen connections between the Graduate School and the Office of International Education so as enable the kinds of international alliances and agreements that will truly globalize graduate education here.

Clarify The Role Of The Graduate School (This has implications for Flagship Initiatives 5 & 6.)

Determine which aspects of graduate education are best coordinated centrally, and which are best left to the programs. The Graduate School plays an essential role in the oversight of graduate faculty appointments, student petitions, progress towards degree, financial support, probation, degree

completion, grievances, and much more. But in the years ahead, the Graduate School can play a vital role in enhancing graduate education by taking on more of those tasks that can be most efficiently or expertly coordinated centrally, such as recruiting, in encouraging and helping in the development of new degree and certificate programs, in working with OIE on internationalization; and in providing expert advice in a central place for best practices in all matters relating to graduate education. The Provost should appoint a Task Force on the Future of the Graduate School, with a charge to make a recommendation about this structural issue by the end of AY 08-09.

Enrollment TF Recommendations

Aim to add about 300 graduate students in the next several years by providing more assistantships and fellowships, increasing the rate of pay, and making more multiyear offers. In the longer term, the addition of 300 new tenure-track faculty lines in the next ten years should lead to an additional 1340 graduate students without greatly changing the faculty workload. The 300 new graduate students added in the short run and the 1340 added in the long run would reach a total of 6140, thus representing a 36 percent increase and would take graduate enrollment from the current 15 percent to just under 18 percent of total enrollment by 2030.

Increase the size and number of programs for concurrent bachelor's/master's degrees, terminal master's degrees, and professional master's degrees and return part of the incoming tuition from master's students to the departments in order to help overcome resistance to growth.

Establish new interdisciplinary programs, departments, and schools (with new faculty, space, and support) and build on current strengths (in energy, bioengineering and medical physics), increase university prestige, and improve the quality of the university.

Specific actions:

1. Allocate a major part of budget increases over the next several years to graduate student support. Raise average stipends for all current and new assistantships, add funding for more assistantship positions, and create a new pool of funds for fellowships.
2. As part of graduate enrollment management, delegate responsibility for keeping ongoing track of graduate applications, admittances, and yield rates.
3. Further enlarge national and international recruitment efforts.
4. Strengthen ties to national labs, Colorado companies, and nearby universities that employ PhDs with the expertise to help support and supervise graduate students.
5. Make the case for the benefits of additional graduate students and the contributions they make to the national and Colorado economies.
6. Offer tuition waivers for international or out-of-state students with a fellowship but no assistantship.
7. Allocate new faculty lines and space to schools, colleges, and departments in part on the basis of the potential to expand graduate education.
8. Increase support services for graduate students, departments, and campus-wide organizations (e.g., Graduate Teaching Program) to deal with increased numbers.
9. Offer test or pilot programs that give additional funding to departments that increase enrollment in tuition-generating concurrent, terminal, or professional master's programs.
10. Appoint a committee involving Continuing Education to develop ways to increase distance learning and professional certificates for potential graduate students who need something other than normal on-campus degree programs.
11. Lay the groundwork to consider establishing new departments and schools. Such programs will involve multiple departments, schools, colleges, and perhaps other campuses, and they will require multidisciplinary hires.

4. Ensuring Access. Double merit- and need-based financial aid within five years; initiate a statewide dialogue on expanding access to Colorado higher education.

Enrollment TF Recommendations

Establish enrollment goals to ensure a modest rate of growth.

Specific actions:

1. Return and maintain our resident freshman share of Colorado high school graduates to historic levels of 5%.
2. Maintain out of state enrollment at one-third of total (including graduate and undergraduate), the maximum allowable under statute. Maintain the proportion out of state new freshman at about 44% to ensure staying within the statutory 45% maximum for fall freshmen.
3. Aim for smooth trends in numbers of both new freshman and new transfers, with a 20% growth in transfers over the planning period.
4. Add 1,350 residence hall beds in 10-12 years to house freshmen and a greater proportion of non-freshmen undergraduates. Construction of beds and associated facilities will cost in excess of \$150 million. Begin planning work immediately.
5. Increase annual total gift or grant aid to undergraduates by \$25 million by fiscal year 2015, roughly doubling such aid from fiscal year 2009 levels. In increasing gift aid, emphasize aid for resident undergraduates, both need-based and merit. Develop and draw upon both institutional and private sources to fund the increase.
6. In our need-based financial aid policy, aim to provide access to low-income students considering not only tuition, fees, books and supplies, but a student's *total* cost of attendance, which also includes housing, transportation, medical, and personal expenses.
7. Consider federal and state financial aid eligibility rules in development and expansion of innovative programs for undergraduates. Year-round enrollment, study abroad, and concurrent bachelor's-master's programs all pose eligibility issues currently. Develop alternative funding sources for aid to support students in such programs.
8. In 2008-09, systematically assess how to increase the analytic resources for and communication and coordination among the undergraduate enrollment management staff and activities. At the same time, assess the same for graduate enrollment management, and reasonable fit between the two. In this assessment, determine if a new position or office is advisable and if so where it should be located administratively.
9. Reducing growth in undergraduates and increasing the proportion graduate enrollment will make it more difficult to generate significant increases in tuition revenue with undergraduate growth, a traditional source of revenue growth.

5. Supporting the Mission. Enhance the university's staff to support education, research and creative work, service, and operations.

Staffing and Operations TF Recommendations:

Implement programs and initiatives aimed at developing a positive and supportive campus culture.

Specific actions:

1. Develop a campus-wide faculty/staff (employee) code of conduct. Establish a committee comprised of faculty and staff and charge the committee with developing a faculty/staff (employee) code of conduct during the spring 09 semester.

2. Develop and provide training on the development and implementation of staff recognition programs in order to create a culture of recognition. Provide 1.0 FTE in Human Resources to devote to employer of choice efforts.
3. Enhance programs in the area of work-life balance to include providing funding to enhance child care services for employees as recommended by the Child Care Task Force and for eldercare services and resources. Implement the January 2008 Child Care Task Force Recommendations by creating a Childcare Coordinator position and implementing the Work Life Options. (See appendix D of the Staffing and Operations Task Force report.)
4. Seek opportunities to expand tuition benefits to employee's family members. This should be a system-wide initiative, building upon the recent improvement in the number of hours available to employees for tuition benefits.
5. Evaluate opportunities to provide housing assistance programs for faculty and staff.

Implement programs designed to recruit and retain the best talent available while making the University of Colorado at Boulder an employer of choice.

Specific actions:

1. Provide funding and leadership support for campus initiatives related to employee engagement.
2. Provide guidance on the use and benefit of flexible work options and explore telecommuting options for potential future use. Charge the Department of Human Resources with updating and communicating campus guidelines for flexible work options.
3. Enhance navigation on the main CU-Boulder website to better attract potential employees. University Communications, in collaboration with Human Resources, should research best practices in higher education for using the web to attract potential employees (1-3 months), develop a strategy for better attracting and guiding potential employees to campus staff and job resources (3-6 months), and implement the strategy into the main CU website (6-12 months).

Implement campus succession planning to assist with retention and professional development of existing staff and to prepare for future workforce challenges.

Specific actions:

1. Consult with the Executive Director of Human Resources to determine where succession planning and mentoring programs should be housed and what resources are necessary to implement such programs. Provide funding for 1.0 FTE devoted to succession planning efforts.

Develop and implement programs to enhance professional development and career advancement opportunities for staff

Specific actions:

1. Create an organizational unit devoted to providing career-related services and resources to staff. Consult with the Director of Career Services and the Executive Director of Human Resources to determine where best to incorporate career-related services and resources for staff. Provide funding for FTE (0.5 or 1.0) devoted to staff career guidance and support efforts.
2. Provide funding to expand the University Perspective program and for the creation of similar leadership development programs.
3. Provide resources to implement formal mentoring programs for staff.

Increase the campus staff workforce to match the growth in the student body and the faculty.

Specific actions:

1. Recognizing our staffing ratios are low compared to peer institutions, proactively identify budget and resources necessary to increase staff-to-faculty and staff-to-student ratios where needed (e.g. hire two staff for every three new faculty, or one staff for every fifteen new students).
2. Charge a committee, such as the Academic Affairs Budget Advisory Committee, with evaluating and identifying high priority campus needs for staffing resources as part of the annual budget process. Staff lines should be funded annually as a result of the committee's identification of staffing resources needed to maintain levels in accordance with faculty/student growth, based on analysis of staff-to-faculty and staff-to-student ratios.

6. Investing in the Tools for Success. Increase investments in new technologies, new and existing campus facilities, and library collections.

Facilities TF Recommendations

Optimize space planning and strategic capital planning at the institutional level.

Specific actions:

1. Investigate creation of a high-level Space Planning Committee to oversee space-allocation processes. Provide staff support for this group and for managing space inventories.
2. Have this policy group develop a space utilization component to responsibility-based budget management.
3. Academic units, colleges and other responsibility-centers should engage in space planning.
4. Formation of the Space Planning Committee and allocation of funding for 1 FTE could occur within 12 months, but preferably in the current fiscal year in order to inform the campus master plan update.
5. As recommended by the CU Capital Advisory Committee, streamline the capital planning process.
6. Create a high level, broad-based planning body to ensure that capital planning is continuously integrated with strategic planning, master planning, academic planning and staffing plans or reconstitute an existing body for this purpose. Formation of the proposed planning body should occur prior to the end of the 2008 calendar year in order to guide planning efforts for the next fiscal year and to help design the process for the new campus master planning effort.
7. Make the capital planning process transparent. The planning body should ensure that all Deans and Vice Chancellors (or their designees) be informed in a timely manner of proposed projects and given an early opportunity for joint discussion of the projects.

Establish environmental sustainability as a central value of the university regarding facilities, transportation and parking and place these needs on a sound fiscal footing.

Specific actions:

1. Incorporate principles of sustainability into the Boulder Campus Master Plan and all building and renovation projects.
2. Incorporate energy efficiency into college-level and unit-level responsibility budgeting with fiscal incentives and awareness programs.
3. As residential and academic buildings are renovated on main campus, architectural designs should work to make denser use of space possible.
4. Reduce automobile congestion on main campus.

5. Consolidate parking and transportation programs and services within Parking and Transport Services (PTS).
6. Develop sustainable funding streams for new parking and transportation programs and infrastructure.
7. Promote the consolidation of data centers.

Invest in needed infrastructure and technologies that enable research, creative work, and learning.

Specific actions:

1. Establish an expert group to ascertain the feasibility of constructing studio and/or video conferencing spaces to facilitate distance learning, teleconferencing, and streaming of academic content.
2. Over ten years, invest in library facilities and collections reflecting best practices appropriate to a premier, flagship university campus.
3. Incorporate intellectual commons areas in architectural designs for new and renovated buildings.
4. Establish a reserve fund for needed investments in information and communication technologies.
5. Form a working group to develop plans for data-center consolidation.

Build out East Campus (EC) as quickly as possible to be a second academic campus.

Specific actions:

1. Begin planning facilities that would contain lecture halls, classroom-laboratories, office space for faculty, graduate students and staff, and common areas.
2. Special attention should be given to overcome the physical barriers to connectivity between the main and east campuses.
3. Invest in additional infrastructure (for utilities, roads, landscape and parking) to facilitate physical development and a vision for the future.
4. Provide opportunities to engage the larger community:
 - a. Establish a university welcome center (WC) and construct new and denser graduate-student housing.
 - b. Planners should also consider locating a cultural facility on the EC, such as the Henderson Museum and Museum Collections, to increase its attractiveness to the community.
 - c. A satellite UMC (and possibly recreation center) should also be included in planning efforts.
5. Add new family housing, raze Smiley Court as soon as feasible and move the athletic fields to South Campus within ten years.
6. Work aggressively to acquire the Qwest (McAllister) building. Through the more transparent capital-planning process, develop a plan for its use, including academic functions.
7. Accelerate the replacement of Smiley Court and the relocation of Potts and Printup Fields to the South Campus.
8. Quickly engage city officials to negotiate an appropriate update of the memorandum of understanding currently governing land use on the EC. This MOU significantly constrains the ability to develop the EC for at least 10 years and its renegotiation should be integrated with development of the new Boulder Campus Master Plan. Furthermore, an agreement on the south campus should be developed concurrently with EC planning.

7. Learning for a Diverse World. Implement new strategies for improving diversity; foster a supportive and inclusive climate for all.

Staffing and Operations TF Recommendations:

Increase and enhance internal employee communication efforts.

Specific actions:

1. Improve existing diversity-related services and resources to ensure staff is being engaged.
2. Educate employees in the use and availability of existing intranet services (such as CUConnect and MyCU) to enhance internal communication efforts.
3. Improve communication and outreach efforts with reference to the benefits and advantages of working at CU.
4. Implement a proactive approach to develop resources and programs for diversity and intercultural understanding specifically targeting staff (3-6 months). It is the understanding of the task force that the Office of Diversity, Equity and Community Engagement is continuing to evaluate campus needs and enhance services as a result.
5. Charge the appropriate technology units (AIS, ITS, etc.) with the responsibility to conduct outreach and education for employees in the use of campus intranets (3-6 months), such as CUConnect and MyCU. As employees become more familiar with these formats, campus departments should be encouraged to utilize these intranets/portals for daily and specialized communication (12-18 months).

8. Serving Colorado, the Community, and Our Graduates. Expand outreach programming aimed at Colorado communities; enhance opportunities for lifelong and distance learning.

Outreach and Engagement TF Recommendations:

Develop a coordinated, coherent, deliberate campus strategy for outreach and engagement.

Specific Actions:

1. Adopt a clear and robust definition of outreach and engagement that complements and extends CU-Boulder's role and mission as Colorado's flagship institution and as a national comprehensive research university; articulates the role and participation of its faculty, staff and students; and specifies the reciprocal nature of the relationship between the University and the public.
2. Establish the appropriate infrastructure and oversight through an Office of Outreach and Engagement which will support, coordinate and communicate the outreach and engagement activities of the campus as a whole.
3. Foster student involvement in outreach and engagement efforts through programs such as the President's Leadership Class, Student Ambassadors, Residential Academic Programs (RAPS), Volunteer Clearinghouse, the Institute for Ethical and Civic Engagement, and Service Learning courses.
4. Establish 'Welcoming Centers' on campus located strategically on the perimeter of the campus.
5. Build and sustain community partnerships.
6. Support P-12 outreach and engagement activities P-12 especially for teachers that aid their professional development and strengthen connections to content areas at CU-Boulder.
7. Partner with campus administrators who play critical roles in fostering community relations and cultivating support for the university.
8. Implement an integrated communication plan over the next 12-15 months designed for a wide variety of constituents (alumni, community leaders, P-12 audiences, policy makers, students,

and general audiences) about CU-Boulder's outreach and engagement projects. Campaign elements should include:

- a. Development of a centralized outreach website
- b. Distribution of regular news releases and media advisories to metro-area and rural media outlets throughout Colorado.
- c. Development and distribution of collateral materials focused on CU-Boulder outreach highlights.
- d. Distribution of comprehensive outreach survey data.
- e. Dissemination of key success stories to community leaders throughout the state.
- f. Development of a comprehensive database of alumni, students, parents, key community leaders and policy makers.
- g. Development of on-line tools that enable faculty and administrators to download outreach information and graphics for use in presentations, grant proposals, fundraising, recruiting, public relations activities, arts events and other initiatives.
- h. Development and implementation of a long-term strategy for staying connected with rural communities.

Encourage faculty participation and the development of evaluation, recognition and reward systems for faculty outreach.

Specific actions:

1. Clarify the role of faculty and determine how best to both leverage faculty scholarship while engaging appropriate community partners.
2. Provide appropriate funding by having the Outreach Committee increase its funding pool and extend meritorious grants to individual faculty who may collaborate with staff and students; to the department or unit; and to campus initiatives.
3. Examine and adopt appropriate guidelines for the evaluation, recognition and reward of faculty outreach.

Support lifelong learning, professional development and online learning opportunities.

Specific actions:

Bridge the development of programs between the university, alumni, business and the community by having the Division of Continuing Education and Professional Studies:

1. Review local demographic and market trends relevant to providing lifelong learning and noncredit personal enrichment programs,
2. Work with key business and industry groups to assess market opportunities in conjunction with appropriate academic units and recommend emerging program areas for longer-term development,
3. Examine the merits and feasibility of an online, undergraduate degree completion programs,
4. Examine the academic and institutional feasibility of expanding the number of online professional master's degree and certificate programs.
5. Utilize the research-based theoretical framework and new media designed to enhance lifelong learning by the Center for Lifelong Learning and Design (L3D) in the research and development of these various initiatives by informing, supporting and assessing complex issues and decision-making.

The Flagship Initiatives

1. Residential Colleges. We intend to build on our successful Residential Academic Programs (RAPs) by creating a new campus-wide emphasis on “residential colleges,” offering a multi-year residential academic experience for every entering student.

Undergraduate Education TF Recommendations:

Expansion of the residential college concept should continue with the intermediate term goal, by 2015, of making the Residential College concept available to all first year students. Develop support mechanisms to foster closer connections between students in the residential colleges and tenured or tenure track faculty, including changes to the faculty merit and promotion rewards systems. Encourage disciplinary-oriented research, academic themes and short course options in the Residential Colleges.

2. Customized Learning. We will launch the “Colorado Undergraduate Academy” as an ongoing incubator for innovative learning methods and customized learning experiences. The academy will provide mentoring, individualized advising, and career counseling, as well as help attract more of the nation’s best-qualified students to the university.

Undergraduate Education TF Recommendations:

The Honors Program stresses customized learning by requiring an honors thesis for Latin honors (*cum laude, magna cum laude, summa cum laude*).

Specific actions:

1. The Honors Program should be expanded significantly in order to more effectively serve students who now qualify for participation.
2. Expanded resources would enable the Honors Program to increase the number of Arts and Sciences students in the program and also extend its work to other schools and colleges as part of a broad and more closely integrated and coordinated campus honors initiative.
3. The Honors Program should also expand its “Honors Fellow” initiative for faculty members, so that one Honors Fellow could be chosen from each school and college, and multiple fellows from the larger schools and colleges.
4. Increase the emphasis on inter-disciplinary or multi-disciplinary education through the development of inter-departmental certificate programs. The certificate programs should roughly follow the requirements for a minor where individual courses may meet more than one requirement.

3. Experiential Learning. We will incorporate experiential learning programs more broadly in every student’s education. These experiences may include research or creative projects with a professor, study abroad, honors or senior thesis projects, entrepreneurial initiatives, portfolios of creative work, full-time community service projects, or internships.

Undergraduate Education TF Recommendations:

The campus should greatly expand its customized and experiential curricular models and pathways along which an undergraduate can proceed to earn a baccalaureate degree. Inquiry-based methods which directly connect course concepts but demand active student participation should be expanded. Substantive student engagement in ‘hands-on’ opportunities should be recognized in such a way as to count toward earned degrees, by meeting some major requirements, a critical thinking requirement, or

some elective or ancillary requirements, etc. Experiential learning opportunities include: (a) the Undergraduate Research Opportunities Program (UROP) where refereed publications result, (b) faculty approved, supervised and evaluated (senior or junior) thesis projects, (c) internships which have adequate academic content and supervision, (d) teacher certification programs including CU Teach Step courses, (d) Learning Assistant positions, (e) service-learning projects with adequate academic focus and supervision, (f) civic engagement projects with adequate academic focus and supervision, and (g) some study abroad projects not already recognized in our current international exchange programs, and (h) co-op programs.

The campus may also want to develop a “CU in DC” program modeled after similar successful efforts at some other major public universities. This program initially would entail leasing classroom space in Washington D.C., developing internship and co-op options for students who ‘go to D.C.’ for a semester, arranging housing for CU or other faculty instructors in the program as well as for students, and developing a strong customized, experiential field study, hands-on, direct contact, style of program, especially attractive for political science and international affairs students. A task force should be appointed in Fall 2008 to plan the development of such a program ready for implementation in fall 2010 or 2011.

4. Colorado’s Research Diamond. We will initiate a “Colorado research diamond” as a collaborative enterprise among regional universities, businesses, government, and federal laboratories. The research diamond will draw upon existing strengths to develop new technologies, patents, and intellectual properties—and apply them to real-world needs in Colorado and the world.

Research, Scholarship and Creative Work TF Recommendations:

The Colorado Research Diamond (CRD) will be a trans-institutional consortium that will engage leaders of business and industry, non-profit organizations, government and federal laboratories in entrepreneurial collaborations. Realizing the CRD vision will require substantial commitment of financial Resources which will be used to establish CRD policies and procedures, to expand interdisciplinary research and development, and to integrate CU research into the regional community and economy. A detailed exposition of CU’s role in the structure and functioning of the Research Diamond, with a suggested timeline for implementation of initiatives, can be found at Appendix 2 of the RSCW Task Force report.. A discussion of two exemplary components of the CRD – a model for facilitating interactions and transmitting knowledge among members of the Diamond community through a Multifunctional Service Center, and a model for incubating start-up industries in the life sciences with university support – can be found in Appendixes 2.1 and 2.2 respectively.

Facilities TF Recommendations:

Develop a comprehensive and coordinated business plan for Colorado’s Research Diamond.

Specific actions:

1. Within one year impanel a steering group to define the concept and write a business plan. This group must involve university administration and faculty from committed institutions, state and county development officials, and potential private partners such as Conoco-Phillips.
2. If the suggested task force recommends pursuing the Research Diamond, begin preparing appropriate materials for enacting a coordinated, interuniversity Research Development Authority.

5. Transcending Traditional Academic Boundaries. We will build upon our excellent record in interdisciplinary research and creative work to become a global leader in ventures that span traditional academic fields. We will strengthen the university's advocacy, support, recognition, and financial incentives for faculty and students who engage and excel in interdisciplinary work.

Faculty TF Recommendations:

Varied and dynamic balancing among research, teaching and creative work must be acknowledged and respected, where any one may dominate at points in time and career stage.

Specific actions:

1. Encourage all schools and colleges to develop guidelines for promotion that acknowledge different paths and priorities for research and experiential education.
2. Emphasize and reward multi-disciplinary work and experiential education and develop a system for better defining the role of faculty in individualized and experiential instruction as part of determining teaching loads.
3. Hiring, tenure, and promotion policies should reflect a commitment to, and support of, faculty who understand the intersection between scholarship and teaching.
4. Place a priority on developing multi-disciplinary research activities on campus by establishing opportunities for faculty to diversify their research and teaching interests through avenues that include short-or long-term exchanges of faculty among departments, schools or colleges.

6. Building a Global Crossroads. We will establish a "Colorado Center for Global Education, Research, and Advanced Studies" that will bring the world's best thinkers to visit, work, and study at CU-Boulder. The center's competitively selected "Colorado Fellows" will address specific global issues facing government, business, industry, communities, the state, and society at large. In addition, we will expand student and faculty exchanges around the world.

Faculty TF Recommendations:

All future tenure-track faculty positions should be created with the expectation of international involvement.

Specific actions:

1. Develop active faculty exchange programs
2. Develop comprehensive partnership programs with non-US universities and include faculty exchanges, undergraduate and graduate student exchanges, joint research activities, jointly approved curricula and degree programs.
3. Create a structure that addresses the impact of time away from home departments and that assists in incorporating international visiting faculty in the university community.

Research, Scholarship and Creative Work TF Recommendations:

Crucial to the project of internationalization is making CU a magnet for researchers around the world.

Specific actions:

1. Implement the six "best practices for internationalization" as identified by the American Council on Education.
2. Establish a Colorado Center for Global Studies to provide critical infrastructure for supporting internationalization and a platform for the Office of the Vice Chancellor for Research to expand its international partnerships.
3. Increase the number of international scholars and students on campus.

4. Create a vibrant international presence by establishing our own standards for breadth, depth, and distribution of scholars and students across departments and by making students and researchers from abroad feel valued. In this way CU's status as an international institution will become self-sustaining, perpetuated by word-of-mouth as well as by more formal measures of institutional reputation.
5. Facilitate and support faculty participation in international endeavors, particularly in those fields where internationalization has yet to become common.
6. Create residential centers for research and education abroad. In cooperation with the Vice Chancellor for Academic Affairs, internationalize our curriculum at the undergraduate and graduate levels.
7. Utilize cyber infrastructure to support internationalization.
8. Create a communications strategy to promote important concepts related to international research and education.
9. Create clear policies and procedures to govern outsourcing.
10. Develop evaluation methods for assessing and rewarding success.

Undergraduate Education TF Recommendations

The Task Force recommends that high-quality 'global crossroad options', such as Independent Study and Independent Research outside of the U.S., under direct faculty guidance, be accepted for degree requirements. In some cases such degree requirements might be part of the major or they may be for elective credit or they may meet certain ancillary requirements.

The Task Force also recommends developing a much stronger supporting infra-structure for both student and faculty international exchange as well as developing new exchange study opportunities with other universities in the U.S. Most of the needed infra-structure will be in the form of professional exempt staffing plus the required office space.

7. Creating University Villages. We will develop a new "university villages" concept to guide plans for the build-out of major university properties. Working in collaboration with community leaders, we propose creating mixed-use, education-related spaces that meet the needs of the university, the community, and the state.

Faculty TF Recommendations:

Enhance the sense of faculty community on campus by adopting a global village concept. Allow visiting and resident faculty to live on or near the campus in settings that further encourage faculty community involvement and engagement with students. Explore opportunities to build subsidized housing for faculty. Explore formal and informal venues and activities for faculty social interactions.

Facilities TF Recommendations:

Establish a CU-Boulder Creek Village north of Boulder Creek in conjunction with a hotel-conference center. This development could be patterned after a residential village concept like that being planned at UC-Davis (see <http://www.westvillage.ucdavis.edu/plan.html>). The Task Force recommends development of these projects within ten years due to the need for accommodating more students and faculty while improving accessibility of the campus.

Specific actions:

1. Quickly develop a plan to implement flood mitigation along the north side of Boulder Creek. Engineering plans already exist for this purpose and the primary initial challenge will be relocating residents of Athens Court and Marine Court.
2. Once flood mitigation is achieved, construct denser mixed-use housing for faculty, graduate students and visitors. This housing would replace Athens Court, Marine Court and perhaps Newton Court.
3. Establish a conference center and hotel complex within five years. The Task Force finds that the most sensible location for this facility would be north of Boulder Creek (i.e., along Arapahoe near Folsom) unless close study by the VC for Administration finds a better alternative use of that land.

8. Alternative Degree Tracks. We will expand the options for earning University of Colorado at Boulder degrees, providing greater emphasis on the master's degree as a primary track, greater support for students with advanced placement credits, and concurrent bachelor's/PhD degree programs in appropriate disciplines.

9. Year-round Learning. Within the next three years, we will examine changing the university's academic calendar to a three-semester, year-round schedule. This significant change in academic culture would expand learning and research opportunities for both students and faculty—and make better use of our resources, including facilities, personnel, and equipment.

Enrollment TF Recommendations

The year-round learning subcommittee of the Enrollment task force sees major challenges to implementing this recommendation. An on-campus, full-enrollment, summer session would overstrain an already deteriorating infrastructure and make it more difficult to complete renovation and maintenance projects; require a new model for distributing faculty teaching, department duties, and office space; affect revenue from meetings/housing/events for symposiums, institutes and youth camps that go on in the summer; and require changes in the employment and course offerings for graduate students, who often do not have summer assistantships to cover tuition and can choose from only limited seminar offerings.

A stronger case needs to be made for the benefits of an on-campus, full-enrollment summer session relative to the costs. The task force recommends that efforts be made under the current structure of summer session to increase enrollment and special opportunities for experiential learning, distance learning, and travel abroad.

If an on-campus, full-enrollment, summer session is viewed as worth pursuing, in the next 12-18 months, complete a comprehensive study of

- a. the available classroom inventory for summer,
- b. the estimated growth in summer enrollment needed to offset loss of revenue from summer orientation, institutes/symposiums, and camps,
- c. successful summer programs elsewhere,
- d. undergrads who attend summer session before graduating,
- e. faculty interest in summer teaching, and
- f. new tuition strategies for summer enrollment.

With this information, a year-round enrollment growth and operations model can more precisely specify facility, faculty, and financial needs.

In the next 3-5 years, make more specific plans to meet infrastructure needs to expand summer on-campus enrollment, attach academic course expansion to current initiatives, increase graduate course offerings in the summer and graduate compensation for summer session instruction, and examine the possibility of shortening the spring and fall semesters to 13 or 14 weeks to allow for more operational and infrastructure development in interstitial periods between terms.

Faculty TF Recommendations:

After examining the issue of year-round learning, including implementing a survey of CU faculty with over 700 responses, studying our peer institution's experiences, and discussing the issues with other taskforces, the Faculty Taskforce concludes that this concept is not workable under current conditions. We recommend that the summer period be enhanced to expand current programs for pre-collegiate students and to provide professional development opportunities for teachers, thus participating in the preparation of students who will be well-qualified to enter the university programs in subsequent years. We recommend that existing programs be expanded to engage a larger fraction of under-served populations.

Research, Scholarship and Creative Work TF Recommendations:

The Subcommittee on Year-Round Learning advises against implementing a three-semester schedule. After reviewing the literature and holding numerous discussions with faculty at CU and comparable institutions such as the Universities of Michigan and Florida, the subcommittee concluded that potential damages to the majority of our research units far outweigh the advantages that year-round learning might bring to the campus. Indeed, because the majority of professional conferences in scientific fields take place during the summer; because the shift to year-round learning produces, albeit involuntarily, an emphasis on year-round teaching instead of favoring research; and because the strain on campus facilities and human resources would far outweigh any potential financial benefits; it is our belief that to move toward year-round learning would produce a mass exodus of our research and tenured faculty toward other schools with a more traditional academic approach to teaching, learning and especially research.

Staffing and Operations TF Recommendations:

Develop a clear definition of year-round learning.

Specific actions:

1. Define expectations and impacts on faculty teaching loads/schedules under the year-round learning concept.
2. Determine specific staffing and operational impacts of defined or proposed year-round academic calendar.
3. Determine impacts on recruitment and retention of faculty and staff.
4. Develop and implement flexible schedule/telecommuting guidelines or policy to support recruitment, retention, and space limitations for faculty and staff.
5. Develop central and formal oversight of space use and scheduling to maximize existing space usage.
6. Pilot the year-round learning model. Evaluate year-round learning concepts being undertaken in the Leeds School of Business as a method for identifying advantages or efficiencies for future year-round learning efforts.

10. Making Enterprise Work. We will seek greater operating flexibility and expanded resources to meet our role and mission. A new relationship with the state of Colorado will emphasize our public mission and our accountability under a more self-reliant and market-driven model. We will enhance our private fundraising efforts in support of university initiatives.

Budget TF Recommendations:

Coordinated budgeting

CU-Boulder will need a comprehensive, multi-faceted approach in order to create nimble, flexible and sustainable financial and budgetary systems to address our future challenges. CU-Boulder should adopt a coordinated budget model that continues some aspects of the current practice of incrementalism for resource allocation, yet also methodically implements transformational changes.

Specific actions:

1. Begin a phased transition to a much more decentralized budget model that is multi-year based. Determine the allocation of funds based on proposals (which are peer-reviewed) from units requesting resources for both Core and Transformational Flagship 2030 Initiatives.
2. Resources (tenure-track faculty, non-tenure track faculty, staff, graduate student assistantships and fellowships, operating budget, and space) should be reevaluated and redeployed as part of the annual and multi-year budgeting process.
3. The University should provide incentives and opportunities for a more entrepreneurial model in which resources are allocated by formula to the units that generate those resources.
4. During the fall 2008 resource planning cycle, incorporate a strategy for budget “windows,” which can be any opportunity for resource allocation decisions, and pilot entrepreneurial opportunities.
5. Senior administration should determine an appropriate organizational structure for efficient budget strategies and operational efficiencies.

Increased Autonomy and Flexibility

CU-Boulder should enter into a negotiation with the state to become a public authority. Public authority legislation would allow the institution more autonomy in running its business affairs.

Specific actions:

1. Develop draft legislation for the 2011 legislative cycle using the University Hospital public authority legislation as the initial point of reference.
2. Begin the vetting process with key stakeholders, ranging from the campus community to external entities, such as the Board of Regents, the Office of the President of the University of Colorado, State legislators, and citizens of Colorado.

Enterprise Authority

Enterprise authority for the State of Colorado higher education was granted as part of Colorado Senate Bill (SB) 04-189.

Specific actions:

1. CU-Boulder should revisit enterprise designation to determine if additional opportunities are stated and implied by SB04-189, Taxpayers Bill of Rights (TABOR), and Colorado Revised Statutes 23-5-101 to explore possible avenues for CU-Boulder.
2. Establish a new relationship with the state of Colorado, in which research in and service to the state is integral to the mission of the campus.

Ensure Access

CU-Boulder should create student financial aid programs that are designed to provide limits on debt when a resident student graduates from CU-Boulder.

Specific actions:

1. Implement a higher tuition and higher aid model which would begin in FY2010, and continuing each year for the next five until fully implemented.
2. Allocate one-time resources (estimated at \$110,000) for the development of promotional materials, programming of systems, and operational support for student services offices directly affected by this initiative.

Board of Visitors:

CU-Boulder should consider establishment of a Board of Visitors (BOV), similar to the model used at the University of North Carolina, who would serve as advisors, public advocates and fundraisers for CU-Boulder.

Specific actions:

1. Review North Carolina's BOV's concepts and processes, including discussions with North Carolina institutions.
2. Assess the level of participation that a Board of Visitors would have, as well as consider possible legislative implications.
3. Discuss the concept with the President, Board of Regents, campus/University community, and Colorado communities throughout the state.

Public and Alumni Relations and Fundraising

Greatly increased support by our alumni is critical to the long-term prospects of the University. Increasing support is not only a matter of increased fundraising. Rather, we need to develop lasting relationships with our students to make them likely to be loyal and supportive alumni.

Specific actions:

1. Identify efforts and programs that will most effectively begin the process of engaging our students to become committed alumni of the future.
2. Campus leadership should further its efforts to work with the Alumni Association, Foundation and other stakeholder groups to establish lasting relationships with all members of the University community.

Facilities TF Recommendations:

Expand capital resources in order to accommodate academics and enrollment growth, develop the 200 acre east campus and areas north of Boulder Creek, and address deficiencies in the quantity, quality and types of existing space on campus. Explore the following capital strategies, perhaps through the creation of a task force consisting of budget officers and campus planning and administration officials:

1. Increase CU System debt capacity beyond the 7% threshold or issue longer term debt.
2. Investigate options for legislation enabling creation of a development authority with the ability to issue debt and raise revenue.
3. Support a statewide COP (Certificates of Participation) to benefit higher education capital construction
4. Pursue a capital campaign congruent with forecasted capital needs.
5. Investigate third party or public/private financing of new development.
6. Engage students in dialogue about capital needs and the feasibility of a new capital or renewable energy fee.

7. Pursue a federal and state legislative strategy that includes funding of major research centers or low cost loans for R&D facility construction.
8. Pursue research park infrastructure development through grants by the US Dept of Commerce Economic Development Agency.
9. Set aside a percentage of the increased revenues generated by Enterprise flexibility, state mineral leases, and other new sources to establish a Facilities Improvement Reserve Fund.

Regularize and take advantage of partnerships with the city and private business.

Specific actions:

1. Quickly establish guidelines for best business practices and standards where university buildings involve private vendors or rental and use by non-university groups. This should be done within 12 months by impaneling a high-level policy group, directed by the Vice Chancellor for Administration, to develop standards for private use of university buildings.
2. Within a year ascertain which existing privately owned buildings that are reasonably close to the university may be available for lease and are suitable for academic or auxiliary purposes.
3. Explore alternative financing models for constructing and renovating facilities. Particularly on the EC and the suggested CUB Creek Village, new housing might be constructed more economically if the buildings are privately developed and owned but managed by CU housing.

Staffing and Operations TF Recommendations:

Enhance existing relationships between the campus, the University State and Federal Government Relations Office, and the State Legislature to forge a new relationship with the state of Colorado. Continue to seek feedback and guidance from campus experts in the area of staffing and operations in regard to new or future legislation.

Seek opportunities to further utilize the Human Resources department as a strategic partner to proactively address new trends and challenges. Establish the Executive Director of Human Resources as a full member of the Chancellor's Cabinet as a method for proactively responding to trends and challenges that impact staffing and operations.