



*Strategic Plan*  
2008-2020

**University of Colorado Denver**



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# University of Colorado Denver A 21st Century University Strategic Plan

## Formation of a New University

We are building a new university for the 21st century. As a model for what public universities will look like in this new century, we will be comprehensive in our scope, innovative at our heart, and entrepreneurial in our spirit.

This strategic plan launches this young and newly consolidated university after the Board of Regents made two major decisions within just ten years: (1) Undertake with our partners in the Fitzsimons Life Sciences District the largest health care and health sciences development project in the country by building the Anschutz Medical Campus (AMC) and relocating the schools of dental medicine, medicine, nursing, pharmacy, and the health sciences graduate school; and (2) Consolidate the campus of the University of Colorado in downtown Denver with the campus of the Health Sciences Center to create a single multi-campus university. These bold decisions are unprecedented in the history of American higher education.

The university community has moved so far so fast because of its hard work, courageous leadership, government investment, community partnerships, and the visionary philanthropy of Philip Anschutz. These achievements are a testament to the resilience and fortitude of every faculty and staff member who enabled change at a pace and on a scale never experienced before in Colorado or the nation. Our capacity to continue to embrace and effect change will be critical as we look to the future and further transform this university.

The faculty, staff, and students of the University of Colorado Denver (UC Denver) believe that the ideas expressed in this strategic plan will position the university to enhance its reputation as a premier research university that contributes knowledge and human talent to the region, the nation, and indeed the world.

## Our University's History

Our present institution is a result of multiple campus histories. In September 1883, the University of Colorado created a department of medicine and surgery that granted its first degrees in 1885. Initially located in Boulder, it moved to Denver in 1910. In 1978, the schools of dentistry, medicine, nursing, and pharmacy formed the Health Sciences Center. This name recognized the interrelationships among these schools. In 2008 the School of Medicine celebrates its 125 year anniversary.

Today, the Anschutz Medical Campus is a 217-acre campus located on the former Fitzsimons Army Medical Center in northwest Aurora, eight miles east of downtown Denver. In addition there is an adjacent 160-acre Colorado Science and Technology Park at Fitzsimons that is affiliated with the university.

*We will be a  
model for public  
universities in  
this century—  
comprehensive,  
innovative, and  
entrepreneurial.*

## I. INTRODUCTION



In 1912, the University of Colorado established an extension division in Denver that was renamed the University of Colorado Denver Center with authority to offer complete undergraduate and graduate degree programs in 1964. In 1974, the University of Colorado Board of Regents established the University of Colorado System, led by a president, and made each of its four campuses independently accredited institutions, led by a chancellor. The University of Colorado campus in Denver was one of the designated independent institutions, and the university moved to its current location in downtown Denver in 1977 as part of an innovative multi-institutional campus known as the Auraria Higher Education Center (AHEC). It has expanded beyond the boundaries of the campus and into the fabric of the city through strategic acquisition of real estate contiguous to the Auraria campus.

On July 1, 2004, the University of Colorado at Denver officially joined with the University of Colorado Health Sciences Center to create a new university. Initially called the University of Colorado at Denver and Health Sciences Center, it was renamed the University of Colorado Denver in late 2007.

## Our University Today

### Students and Academic Programs

In fiscal year 2007, UC Denver served more than 29,000 students via onsite and offsite courses in one of 115 degree programs offered by our 12 schools and colleges. This includes more than 3,700 students enrolled in at least one of more than 260 online courses each semester. Students come to UC Denver from 148 countries and 50 states, but the majority of our students are from Colorado. Students who are racial or ethnic minorities comprise 26 percent of the undergraduate, 12 percent of graduate, and 20 percent of the first professional degree student population. To derive fully the educational benefits of a diverse campus, every area of the university is committed to actively pursuing an inclusive environment.

UC Denver has the largest accredited graduate schools of education and business and the only schools of medicine, pharmacy, dental medicine, and architecture and planning in the state. It also has statewide authority to deliver programs in public affairs. In 2007 the university conferred 3,906 degrees, including 1,655 bachelor's degrees and more graduate degrees (2,251, including first professional), than any other Colorado institution. Many of our graduates remain in Colorado and contribute further to the educated workforce that helps to fuel the economy and quality of life of our state.

### Our Faculty

We have 1,379 tenured or tenure-track faculty and a similar number of other instructional faculty. Included among our faculty are 15 members of the National Academies (4 National Academy of Sciences; 11 Institute of Medicine) and numerous winners of national and international fellowships and awards.

### Our Research

Our current funded research totals \$373 million. Our School of Medicine ranks 9th among the 75 public medical schools for NIH research expenditures. The research performed by the faculty is unlocking the fundamental mechanisms of adult and children's diabetes, obesity, alcoholism, cancer, heart disease, emphysema, and organ transplants, among others. The university also exercises national leadership in such interdisciplinary signature areas as the study of altitude and its impact on people as well as in education policy and research and sustainability.

### Health Care

The impact of the university's health care delivery to the citizens of Colorado is exemplified by the more than 725,000 outpatient office visits and consultations that are performed each year by our faculty, staff, and students. Each year our graduates include approximately 150 MDs, 200 MD residents and fellows, 40 physical therapists, 40 physician assistants, 70 dentists, 25 DDS residents, 20 dental hygienists, 200 nurses, and 143 pharmacists. The majority of these graduates continue to practice health care in Colorado.

### Economic Impact

In 2006-2007 the Technology Transfer Office entered into 15 technology and patent licenses with industry and filed 84 U.S. patent applications. In addition to such entrepreneurial activities and our contribution to training a workforce for Colorado, the university also has a major impact on the state's economy. The university currently employs more than 10,000 faculty and staff, including those employed by University Physicians, Incorporated. In fiscal year 2005, an economic impact study estimated that our purchases of goods and services, including research subcontracts and consumer spending by faculty, staff, and students, support an additional 10,624 jobs in Colorado. This study estimated on average that for every \$10,000 in state appropriations invested, the university helped support 2.7 jobs in Colorado. Additionally, UC Denver operations and associated student spending supported total personal incomes of nearly \$973 million in Colorado in fiscal year 2005.

### Our Facilities

The AMC is the largest health sciences and health care development in the country. By July 2010, the AMC space inventory will be approximately 4.8 million gross square feet, and UC Denver will have a total of approximately 3 million gross square feet devoted to research, education, clinical activities, library, and administrative space at the AMC. The University of Colorado Hospital occupies the remaining approximately 1.8 million gross square feet of space at AMC. As of this writing, The Children's Hospital (TCH), although contiguous to the AMC is not officially a part of it. The space inventory figure above does not include TCH. As of December 2007, the Downtown Campus had approximately 1.2 million gross square feet devoted to research, education, library, and administrative space. This space is located in 17 buildings—15 that belong to the Auraria Higher Education Center and two that belong to UC Denver.





### THE PROCESS

The strategic planning process began in spring 2007 with three primary purposes: to guide and to drive our own strategic future; to respond to a request from the University of Colorado Board of Regents for a strategic plan from each of its three universities; and to serve as the foundation for the University of Colorado Denver's renewal of accreditation in 2010-11 by the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA).

The process was an inclusive one that invited participation by the entire university community as well as external stakeholders. It began with the chancellor appointing a permanent group, the University Planning and Accreditation Committee (UPAC), consisting of senior university officers and elected leadership of the faculty, staff, and students. It is co-chaired by the provost and the vice chancellor for university initiatives and reports its recommendations directly to the chancellor. The UPAC is served by an extensive Resource Council, comprised of individuals throughout the university who have the information to assist the UPAC in its work. The convening of the UPAC was followed by the appointment of seven task forces involving more than 200 faculty, staff, and students. Each task force focused on one of the following areas:

- **Mission, Vision, and Values**
- **Learning**
- **Discovery, Creativity, and Innovation**
- **Health Care**
- **Engagement**
- **Institutional Image and University Communications**
- **Resource Needs, Infrastructure, and Development**

Each task force organized its discussion by using a standard report template and examined its particular assignment through the lens of the draft mission, vision, and values statements. Each task force surveyed the external and internal environments, examined extant literature on its topic, responded to a set of guiding questions, and then developed specific goals and objectives. The university community received regular updates about the strategic planning process through a biweekly letter sent by the provost and multiple universitywide announcements dedicated entirely to UPAC information. At key mileposts, input was sought from the university community through a Web site with a feedback component and a series of open forums. Leadership of faculty governance was intimately involved in the feedback process as members of UPAC and specific feedback sessions were held with faculty governance groups at the Downtown and Anschutz campuses. Input was solicited from alumni/ae and external stakeholders through facilitated focus groups. UPAC was assisted by the Pappas Consulting Group, which has extensive experience in higher education strategic planning.

*Our process was inclusive, involving more than 200 faculty, staff, and students in seven task forces.*

## II. STRATEGIC PLANNING: THE PROCESS



**Chancellor M. Roy Wilson,  
MD, MS**

This document represents an evolution from the initial planning work that was carried out by the task forces. Concepts generated by the task forces were shared in discussions with alumni/ae and external stakeholders. From the task force reports, UPAC and the dedicated faculty, staff, and students of UC Denver created various iterations of the strategic plan that resulted in this document. The strategic plan was then approved through a two-step process by the Board of Regents (January 2008 and March 2008). This iterative process will be continued through the development and use of a strategy map that will be available on the university Web site. This strategy map will be a dynamic and fluid way to display the action steps and outcome measures that will be developed subsequently to achieve and measure our goals and objectives. By regularly updating the strategy map, we will inform the university community of progress in implementing our plan and achieving our vision. The work of UPAC and the various task forces is recorded at [www.ucdenver.edu/admin/upac/](http://www.ucdenver.edu/admin/upac/).

UPAC is proud to present the completed plan to Chancellor Wilson and the Board of Regents on behalf of the faculty, staff, and students of UC Denver. Achieving our vision will be both exciting and challenging. We are eager for the journey ahead.

## OUR MISSION, VISION, AND VALUES

The strategic plan proposes a new mission for the university, offers a vision of what the university could look like in 2020, and expresses the values that will guide the university throughout. We offer these mission, vision, and values statements after an inclusive process that gathered extensive input from throughout the university and from external constituencies through facilitated focus groups.

As the consolidation of the university matures and the activities outlined in the strategic plan are implemented, further refinement of these statements will likely occur.

In all candor, we know that our mission, vision, and values are just words—albeit carefully chosen. What ultimately counts will be our actions.

### **Mission**

*UC Denver is a diverse teaching and learning community that creates, discovers, and applies knowledge to improve the health and well-being of Colorado and the world.*

The mission statement frames our commitment not just to teaching our students but also to their learning as part of a community. It emphasizes the educational richness that we believe comes from diversity of thought and experience. It emphasizes that the creation and discovery of knowledge must, where appropriate, be applied to the needs of communities and society, including their health, general well-being, and quality of life. It emphasizes that we seek not only to be seen as a world-class university but also to have a profound impact throughout Colorado and the nation through our service activities.

### **Vision**

*By 2020, UC Denver will be a leading public university with a global reputation for excellence in learning, research and creativity, community engagement, and clinical care.*

The vision statement is not modest. We have bold ambitions on behalf of the people of Colorado. We want them to have a leading public research university that has earned a global reputation for four interconnected cornerstones of excellence: teaching and learning, research and creativity, community engagement, and clinical care. Very few universities have accomplished all four. This is our vision to achieve.

*What ultimately counts will be our actions.*

*Our mission, vision, and values provide a road map to our destination.*

#### **Values**

*To be a university greater than the sum of its parts, UC Denver embraces excellence in:*

#### **Learning and Scholarship**

UC Denver respects academic freedom and the rigorous quest for knowledge and understanding. We share knowledge and foster student success through a continuous process of inquiry, critical thinking, reflection, collaboration, and application.

#### **Discovery and Innovation**

UC Denver fosters an energetic, collaborative, and creative environment where we develop and employ new ideas and technologies. Our entrepreneurial culture enables us to expand the frontiers of knowledge and human experience.

#### **Health and Care of Mind, Body, and Community**

UC Denver enriches the well-being and sustainability of communities and our cultural, living, and natural environments. We promote healthy lifestyles; prevent, diagnose, and treat disease; and deliver high-quality and compassionate health care.

#### **Diversity, Respect, and Inclusiveness**

UC Denver seeks the richness that an increasing diversity of our communities brings to our learning, research, and service endeavors. Our common humanity leads us to create an inclusive and respectful ethos characterized by caring, empathy, compassion, nurturing, collegiality, and mentoring.

#### **Citizenship and Leadership**

UC Denver serves Colorado and the world as a recognized source of talent, knowledge, informed judgment, exemplary health care, and professional practice. We are responsible stewards of the resources entrusted to us and utilize them with integrity for the betterment of our community.

The values reflect the environment we will create. It will be an environment that is rigorous, yet caring for students. It will be an environment where teaching and learning, discovery, and innovation create the energy and enthusiasm that fuels entrepreneurship and intellectual risk-taking. It will be an environment that both respects and celebrates diversity of background and benefits from inclusiveness and a profound sense of community. It will be an environment that values shared governance. It will be an environment that teems with talent and unselfishly shares that talent with its communities.

*The mission declares our purpose. The vision expresses our direction. The values assert our behavior. Taken together, they provide a road map to our destination.*

### ACHIEVING THE VISION

As defined in our mission and vision statements, our primary focus now and in the future is on our teaching and learning, research and creative work, health care, and service activities. The analysis performed by the task forces revealed that we currently do many of these activities well. We recognize that while we seek to develop new areas it is essential that we maintain or strengthen areas of existing prominence, including basic biomedical and clinical research and studies of education policy and practice.

We recognize that achieving our vision will need to be carried out in phases. We are a new university that is still becoming more than the sum of its parts. We will have to focus on several strategies between now and our accreditation visit in 2010-11, for example those that demonstrate how we operate as a consolidated university. Periodically over the next 12-year period, we will revisit this strategic plan to review and update our priorities, goals, and objectives.

#### How Do We See UC Denver in 2020?

The strategic plan we propose is bold. No great university was built on limited aspirations or restrained ambitions. Our vision is **to become a leading public research university with a global reputation for excellence in learning, research and creativity, community engagement, and clinical care.** We will achieve this vision for the people of Colorado, for our communities, for our students, for our faculty and staff, and for our patients. In striving for this vision, we will be guided by our values and incorporate an enduring commitment to excellence in everything we do.

By achieving this vision we will be a university:

- that has developed new interdisciplinary and multidisciplinary programs of study and degrees that enable our students to graduate with the potential to be leaders in their fields;
- in which the majority of our graduates will have had an international experience and/or an independent research experience;
- that provides an education that is sought after by prospective students throughout the region, the nation, and the world;
- with enhanced extramural research funding that will place us in the top group of public research universities;
- in which a greater number of its faculty have received national and international recognition, such as membership in the National Academies;
- that has recruited and retained outstanding faculty including at least one Nobel Prize Laureate (or individual(s) with that potential);

*We will  
incorporate  
an enduring  
commitment to  
excellence in  
all we do.*

## IV. STRATEGIC PLANNING: ACHIEVING THE VISION



*Our people  
will make  
the difference.*

- whose clinical care and practice activities improve the health and well-being of people worldwide;
- that is a model of inclusion with a diverse faculty, staff, and student body actively pursuing the benefits of that diversity;
- whose engagement, branding, and marketing activities will secure the global reputation for excellence that our faculty, staff, and students deserve; and
- whose value is recognized by the citizens of Colorado.

In order to achieve such results, we have constructed a strategic plan that will provide us with a road map as to how we can best move from where we are to where we want to be. Our *people* will make the difference in this process. The analysis performed by the task forces highlighted the extraordinary value and contributions of our faculty and staff. Above all, we know that the quality and commitment of our current faculty and the faculty we will attract to join in our journey, the quality and commitment of the staff who support the enterprise, and the quality of the students we attract and retain will largely determine our future.

# OUR STRATEGIC PRIORITIES

Draft university strategic priorities emerged early in the strategic planning process and guided the development of the goals and objectives in each of the task forces. Strategic priorities were refined during the development of the university strategic plan to reflect the conclusions of the task force process. The seven university strategic priorities are:

### **University Strategic Priority 1**

*Maximize the opportunities of our consolidated university to achieve our vision*

### **University Strategic Priority 2**

*Deliver an outstanding and innovative educational experience*

### **University Strategic Priority 3**

*Conduct outstanding research and creative work for the public good*

### **University Strategic Priority 4**

*Enhance the university's world-class health care programs to achieve recognition as one of the best academic health centers in the nation*

### **University Strategic Priority 5**

*Enhance diversity universitywide and foster a culture of inclusion*

### **University Strategic Priority 6**

*Grow strong, mutually beneficial partnerships that engage our local, national, and global communities*

### **University Strategic Priority 7**

*Secure the resources to achieve our vision while being responsible stewards of those resources*





*We are  
committed to  
student access  
and success  
across the  
institution.*

### Formulation of Our Seven Strategic Priorities

The strategic plan is based on seven priorities for the university. We identified our strategic priorities based on our mission statement that we are ***a diverse teaching and learning community that creates, discovers, and applies knowledge to improve the health and well-being of Colorado and the world.*** Our challenge was to consider our current position—our strengths, weaknesses, resources, and opportunities—and adopt strategic priorities that embrace our mission and values and that will enable us to achieve our vision.

As bridges are built between the campuses, we are discovering new and potential benefits of consolidation such as interdisciplinary and interprofessional learning and discovery programs<sup>1</sup>. Some students seek innovative curricula or new opportunities created by inter- or multidisciplinary or interprofessional programs. Other opportunities are arising from the new facilities at the AMC and the location of the Downtown Campus in the heart of a major American cultural, commercial, government, and sports center. Therefore our first strategic priority is to: ***Maximize the benefits of our consolidated university to achieve our vision.***

Our mission, vision, and values statements emphasize our commitment to creating an outstanding learning environment to facilitate the success of our students. The learning environment at UC Denver already has many positive features, including an outstanding and committed faculty, up-to-date curricula, an international focus, and an extensive menu of experiential learning opportunities. It is no longer acceptable to simply place students in classrooms, lecture at them, and expect that they will be prepared for the ever-evolving jobs of our technology-driven world. Many of our undergraduate students are part-time or distance learners, and we have to be cognizant of their needs in addition to providing even more opportunities for individuals to create their own curricula. All of our students will also discover that UC Denver is an environment that is nurturing yet stimulating and that fosters their personal growth and development. Learning always will be a major focus of our mission, and therefore the second strategic priority that we developed, building on what we have done, is to: ***Deliver an outstanding and innovative educational experience.***

On the research front, the university is highly productive and has many internationally renowned and respected programs, for example in areas of basic biomedical and clinical research. We want to see even more of our discovery, creativity, and innovation activities have a national—and even global—impact. The university will broaden and deepen its research and creative activities, especially at the Downtown Campus. It will hire more faculty universitywide with existing funded research programs or a strong potential to obtain funding for research. In addition, the university will tell a more compelling story about the value of its research and creative work to its various stakeholders. Together with learning and health care, research and creative work is a major focus of our mission. Therefore our third strategic priority is to: ***Conduct outstanding research and creative work for the public good.***

## V. STRATEGIC PLANNING: OUR STRATEGIC PRIORITIES

In addition to educating and training a workforce for health care in Colorado, our mission is also to improve the health of people in Colorado and beyond. The existing clinical activity of the university is most impressive, and the co-location of the schools of dental medicine, medicine, pharmacy, nursing, and the existing health sciences graduate school, as well as University and The Children's hospitals, facilitate further growth of a clinical enterprise that delivers world-class health care. The university will expand the translation of knowledge generated in basic and clinical research laboratories within the university into new, innovative clinical treatments and approaches. Delivering excellence in all aspects of our clinical programs will continue to be an integral component of the university's mission, so the fourth strategic priority we developed is to: ***Enhance the university's world-class health care programs to achieve recognition as one of the best academic health centers in the nation.***

We also have the opportunity to grow and further diversify the student body and to grow and reshape the faculty and staff. We currently have the most diverse student body of any of Colorado's research universities, and our Hispanic/Latino/a student population remains our fastest growing cohort. The demographics of Colorado and the United States are changing significantly, and our plans consider the impact of such changes. Furthermore, our vision statement reflects a desire for a global impact. By offering all students the opportunity for an international and/or an independent research or creative experience, and to learn from and interact with faculty, staff, and students of different backgrounds, the university intends to prepare many students to become leaders in their field. Therefore our fifth strategic priority is to: ***Enhance diversity universitywide and foster a culture of inclusion.***

Having a newly consolidated university provides us with the opportunity to position ourselves, building on a new name and our vision for the future. Part of that marketing will emphasize the value the university adds to its communities and to the state. We already have a real and meaningful impact across Colorado. We provide a workforce and a "talent pool" that is integral to the success of many companies and employers in Colorado. We also have a long-standing and mutually beneficial relationship with the five regional Area Health Education Centers that contributes to the training of health care professionals. We must extend our circle of supporters to include not just our present students and patients, but also a wider spectrum of Colorado citizens. One way to achieve this is through educational outreach activities that provide opportunities for lifelong learning. Another is our work with local schools and school districts. To achieve our vision, we must expand our impact locally, nationally, and globally. To achieve the impact we seek, we must be willing to be good listeners concerned with the needs of our communities. With this understanding, to best serve Coloradans in the future we will be engaged in growing international opportunities. We plan to expand our footprint globally, starting with existing international partnerships and then seeking new or related partners. To accomplish this, our sixth strategic priority is to: ***Grow strong, mutually beneficial partnerships that engage our local, national, and global communities.***

*Our seven  
strategic  
priorities—  
emerging  
from our  
mission, vision,  
and values—  
lead us to action.*

## V. STRATEGIC PLANNING: OUR STRATEGIC PRIORITIES



Contributing to our challenge is the current size and mix of the student body. Enrollment needs to grow overall, especially at the undergraduate level. The number of nonresident and international students needs to increase relative to resident students at the Downtown Campus. This change will provide more tuition income and the resources for a more extensive array of academic programs and the faculty to deliver them. We have an unprecedented opportunity to add value to our degrees and to build loyalty from our alumni by increasing the number of students, expanding student housing, and introducing activities (such as intercollegiate athletics) that will enhance the student experience. We thereby plan to increase the culture of giving and launch a major capital campaign in support of Vision 2020. We will convince the citizens of Colorado of our value and thereby convince them to support us with enhanced state funding. To fulfill our mission and strive for our vision, we developed our final strategic priority, to: ***Secure the resources to achieve our vision, while being responsible stewards of those resources.***

These seven priorities include a number of notable features, including:

- an explicit and strong commitment to achieve our vision through leveraging the recent consolidation;
- a recognition that educational and research excellence must be our hallmark;
- an institutionwide commitment to student access and success;
- a desire to increase interdisciplinary, multidisciplinary, and interprofessional programs, recognizing that the traditional boundaries of knowledge and of practice are fading and, in some cases, disappearing;
- a call to grow creativity and innovation, acknowledging that the university must take on greater risks;
- a resolve to achieve both local and global impact;
- a recognition of the university's extraordinary strengths in health care;
- an acknowledgement of the vital importance of partnerships, community engagement, and diversity;
- a call not just for additional and diversified resources but also a clear pledge of responsible stewardship of current and future resources and an alignment of resource investments with strategic priorities;
- a determination not only to accomplish certain goals, but also to ensure that the university is deliberate in building its reputation statewide, nationally, and internationally, including significant efforts to brand and market the institution;

## V. STRATEGIC PLANNING: OUR STRATEGIC PRIORITIES

- an aggressive, yet balanced, approach to increasing resources and facilities to support the university's mission and vision; and
- a recognition that people will achieve our vision, and that the university must take better care of its employees and provide incentives, recognition, and rewards for all who help us realize our plan and for those who will follow.

Each of these university strategic priorities has specific goals and objectives that apply universitywide. These priorities, goals, and objectives, as articulated below, comprise UC Denver's first strategic plan. The order in which the goals and objectives are listed does not imply their relative importance or the order in which they will be addressed.

The specific action steps designed to achieve the goals and objectives will be developed during the implementation phase and will be embedded in the strategic plans to be developed by schools, colleges, and academic and administrative units. Given the breadth and depth of the plan, clearly not all units will pursue all objectives, nor will all goals and objectives be pursued simultaneously. Rather, we will engage units as appropriate when they are ready and capable. Over the course of the next decade or more, we will make measurable progress on the plan through the accumulated and focused work of every unit.

The university strategic priorities support the mission and vision of the university and, coupled with the goals and objectives, provide the blueprint for achieving the vision that: ***“By 2020, UC Denver will be a leading public university with a global reputation for improving the quality of life through excellence in learning, research and creativity, community engagement, and clinical care.”***

We have the plan, the talent, and the will to achieve this vision.

*We have the  
plan, the talent,  
and the will  
to achieve  
this vision.*

## Strategic Priorities

### University Strategic Priority 1

*Maximize the opportunities of our consolidated university to achieve our vision*

There are extraordinary opportunities for the University of Colorado Denver, given the consolidation and creation of a new university. Striving to achieve this priority will provide the university with a unique opportunity to be a leader in interdisciplinary teaching, research, and service by capitalizing on the consolidation. While interdisciplinary approaches are featured in nearly every university's strategic plan today, virtually none of those institutions has consolidated to create a new infrastructure that can be used to support collaboration on the scale proposed by UC Denver. From the new Colorado School of Public Health and a new clinical health psychology PhD to our new program in bioengineering and our recent National Science Foundation Integrative Graduate Education and Research Traineeship (IGERT) grant for an interdisciplinary PhD in sustainable urban infrastructure, UC Denver is just beginning to realize its interdisciplinary academic potential. The goals and objectives that follow seek to have the university create new interdisciplinary degree programs, new interdisciplinary research initiatives, new funded collaborative pilot programs, new academic pipelines for students, new interactions among faculty, new engagement with external stakeholders, and new communication strategies. These activities will create the environment and the intellectual energy to promote innovation and creativity.

**Goal 1.1** *Develop, strengthen, and sustain interdisciplinary and dual degree programs that maximize the strengths and bridge the disciplines of the Downtown and Anschutz campuses*

**Objective 1.1.1** Develop, strengthen, and sustain new interdisciplinary academic degree programs at the undergraduate, graduate, and professional levels (including joint degrees) that are collaborative and connect the disciplines within and across the campuses

**Objective 1.1.2** Establish mechanisms to plan, pilot, and sustain joint interdisciplinary academic programs

**Goal 1.2** *Strengthen and sustain existing and develop selected new areas of interdisciplinary research and/or creative work involving faculty across the schools and colleges of both campuses*

**Objective 1.2.1** Develop criteria and processes to identify new research areas for investment

**Objective 1.2.2** Provide funding and other resources to support and develop areas of interdisciplinary research and/or creative work

**Objective 1.2.3** Establish policies and procedures to realize and sustain joint appointments across schools and colleges of both campuses



**Richard Miech, PhD, Professor, Health and Behavioral Sciences, College of Liberal Arts and Sciences**

Richard Miech, chair of the Department of Health and Behavioral Sciences (HBS), knows the value of interdisciplinary degree programs. He is the energy behind the HBSC PhD program, which integrates social and behavioral perspectives on health and health care. Students use social science theory and innovative research methods to address emerging issues in health.

Miech has also been involved in developing curriculum for the Colorado School of Public Health, a collaborative program with the University of Northern Colorado and Colorado State University planned to open in July 2008. He regularly talks with nationally-recognized educators and researchers to advance Colorado's health through education.

The proposed school will improve the HBS program, Miech believes. "It will allow doctoral students to work with a wider range of experts in public health and provide a wider range of research."

**Goal 1.3** Collaborate with hospitals, the UC Denver Colorado Clinical Translational Science Institute (CCTSI), and academic programs at AMC and on the Downtown Campus to transform clinical and translational research so that new methods of diagnosis and treatment may be developed and delivered more efficiently and effectively to patients and communities. Utilize the National Institutes of Health (NIH) Roadmap for Medical Research to guide these activities

**Objective 1.3.1** Obtain and sustain a NIH Clinical and Translational Science Award (CTSA)

**Objective 1.3.2** Fully implement the UC Denver Clinical and Translational Science Institute (CTSI) to create an academic home for interdisciplinary and community collaborations in clinical and translational research

**Goal 1.4** Establish, strengthen, and sustain existing academic pipeline programs from preschool through post-graduate education to increase the available pool of qualified students who can benefit from a UC Denver education and to promote their participation in interprofessional, interdisciplinary, and multiprofessional programs

**Objective 1.4.1** Strengthen current academic pipeline programs and design new programs to prepare talented students for success at UC Denver

**Objective 1.4.2** Cultivate and maintain relationships with external entities to develop and support recruitment of students to UC Denver

**Objective 1.4.3** Provide easy access to academic pipeline programs featuring multiple entry and exit options so learners can move between and among programs on the two campuses as appropriate

**Objective 1.4.4** Recruit talented UC Denver undergraduate students to enter graduate and professional programs at UC Denver

**Goal 1.5** Create systems and programs, design technologies, and secure funding to enable collaboration across the schools and colleges on university campuses and other geographic locations

**Objective 1.5.1** Develop a searchable database of faculty teaching, research, clinical, and service expertise and past/ongoing research projects to identify and share potential areas of collaboration

**Objective 1.5.2** Offer interdisciplinary seminars to build on existing synergies across the disciplines in schools and colleges

**Objective 1.5.3** Develop pilot programs of intercampus and interschool/college collaborations and sustain successful collaborations

**Objective 1.5.4** Establish expectations and a consistent reward system for faculty participation in collaborations

**Objective 1.5.5** Provide leadership and training programs and sponsor other initiatives that bring together deans, chairs, and program directors for strategy development and information sharing

**Objective 1.5.6** Expand access to research databases and library materials across campuses



**Robin Shandas, PhD, Professor,  
School of Medicine**

Robin Shandas sees himself as a bridge between science and commerce. He'll try to use imaging machines to custom-make replacement parts for a specific body. Then he'll try to make those parts with plastic that regains its shape after being "scrunched down" and pushed through a small catheter into the body.

Finally, he'll try to do it all at a profit. Welcome to bioengineering, Shandas' field of expertise. Bioengineering discovers cost-effective ways to apply science in order to help as many people as possible. These days, Shandas works simultaneously on a heart pump for teenagers, an ultrasound machine to measure blood flow, and, of course, miracle plastic body parts. "I'm interested in technologies so they have some commercial possibilities," Shandas says. He teaches his students to deal and heal the same way.



**Karen Kronoveter, PhD Student,  
College of Engineering and  
Applied Science**

With more than nine years experience in environmental chemistry and engineering, Karen Kronoveter decided to consolidate her skills through a PhD program in civil engineering.

Under the innovative IGERT program on sustainable urban infrastructure, Kronoveter is learning the interdisciplinary skills she needs to address current and future global issues. "The program's applied research focuses on merging efficient and sound environmental practices with infrastructure."

Her research examines conversion of organic food wastes to methane. She seeks to qualify and quantify organic food waste streams that are diverted from landfill disposal.

Kronoveter is excited to work on an applied research topic that uses both biological processes and chemical analyses. "I hope to apply my skill set and reveal a different perspective that will favorably influence waste-to-energy conversion technologies."

**Goal 1.6** *Enhance our capacity to enrich the well-being and sustainability of communities and our cultural, living, and natural environments; promote healthy lifestyles; and deliver high-quality and compassionate health care by leveraging the opportunities of the newly consolidated university*

**Objective 1.6.1** Expand the use of faculty expertise across disciplines to support the education of health professionals and the provision of health and care of mind, body, and community

**Goal 1.7** *Develop novel models of cross-campus, multidisciplinary innovation in teaching and research*

**Objective 1.7.1** Provide resources to test new cross-campus, multidisciplinary ideas and strategies

**Objective 1.7.2** Showcase outstanding examples that demonstrate benefits of cross-campus, multidisciplinary teaching and research

**Objective 1.7.3** Cultivate major lead gifts that enable the university to be a national leader in cross-campus, multidisciplinary innovation in teaching and research

**Goal 1.8** *Launch and sustain comprehensive communication programs that build awareness of and inspire action to achieve the university's mission, vision, and values*

**Objective 1.8.1** Consistently share the stories and data that demonstrate the benefits and impact of the university to its stakeholders

**Objective 1.8.2** Establish and enforce a unified brand and single Internet domain name

**Objective 1.8.3** Develop a universitywide communications system that effectively reaches and engages all stakeholders

## University Strategic Priority 2

### *Deliver an outstanding and innovative educational experience*

This priority emphasizes student success by providing an excellent teaching and learning environment overall. It articulates the university's intention to become known for its innovative educational programs and approaches to teaching and learning. We intend to develop extensive dual and joint degree programs across our colleges and schools. We will become a national leader in accelerated graduate programs, where students can earn both undergraduate and graduate degrees seamlessly and efficiently. We will offer innovative “extra year” programs in foreign languages, leadership, international business, and other signature areas, providing our graduates with additional credentials that will benefit them in an increasingly competitive global marketplace.

Few public universities have a reputation for the quality of their teaching and learning; this university is intent on achieving that goal. We will create multiple opportunities for excellence in learning and teaching across the university. We will create incentives for and reward excellent teaching and multidisciplinary and interdisciplinary educational collaborations. We will expand and exploit fully our core capabilities in distance education and lifelong learning. We will expand a largely local and regional focus on teaching and learning to include a national and global focus.

At the Downtown Campus, we will expand the size of our faculty; the amount and quality of our learning spaces; the technological infrastructure to enable powerful new pedagogies to emerge; and the extent of experiential learning opportunities so that our students contribute directly to our communities. At the Anschutz Medical Campus, we will create interprofessional learning communities. We will attract more and better-prepared students from across the nation and around the world, with particular attention to providing access and support for those who are traditionally underrepresented in American higher education.

The goals and objectives that follow recognize the need to expand the university's teaching and learning opportunities statewide and beyond. Across the entire university, we plan to expand student support services and maximize the university's facilities for teaching and learning. We also will focus on the total student experience. Our effort will result in an academically challenging, diverse, and innovative learning environment with state-of-the-art facilities, focused on student success—one student at a time.

**Goal 2.1** *Deliver superior educational programs on multiple campuses and academic centers across the state, nation, and around the world*

**Objective 2.1.1** Build and sustain superior education facilities and infrastructure



**Charles Musiba, PhD, Assistant Professor, Anthropology, College of Liberal Arts and Sciences**

Charles Musiba, assistant professor of anthropology, directs UC Denver's Tanzania Field School in Africa, where he's been taking students for 11 years. Students will study anything from malaria and tuberculosis to fossils and conservation—often, projects are based on the local hospital's needs.

A Tanzanian native, Musiba is driven by a desire to give the Americans a global perspective. Students and professors are exposed to diverse international research partnerships and strong community connections. Musiba says his deepest personal reward is simply introducing students to a completely different culture.

“I see these students becoming education ambassadors,” Musiba says. “And that makes me feel closer to fulfilling a dream I've always had: international educational access for every student in the world. I see myself as a global citizen with a global responsibility, which is critical in this fast-changing world.”



**Angelina Walker, Master's Student, School of Education and Human Development**

Growing up in a low-income household was difficult, but Angelina Walker was determined to succeed. "I always knew I'd go to college; I knew I wanted to teach," she says.

She was assisted in her journey toward higher education through the university's pre-collegiate program, where she learned what it would take to succeed in college—she even took a few classes while in high school. UC Denver was her top choice for enrollment. She finished her bachelor's degree as the outstanding undergraduate in the School of Education and Human Development. The school's extensive partnerships with local districts honed her skills. She teaches fourth graders at Fletcher Elementary in Aurora.

Walker also volunteers with Latina high school girls, encouraging them to become leaders. Now working toward a master's degree in linguistically diverse education, Walker serves as a model of determination, hard work, and hope to her young protégés.

**Objective 2.1.2** Transform Area Health Education Centers and Board of Cooperative Educational Services (BOCES) partnerships into statewide multi-modal educational centers that serve Colorado's educational needs

**Objective 2.1.3** Grow and diversify international college sites and global institutional partnerships to deliver multi-modal<sup>2</sup> undergraduate, graduate, professional, and continuing education in strategic sites around the world

**Objective 2.1.4** Build capacity and increase delivery of educational programs aimed at lifelong learners, including returning students seeking degree completion, those seeking continuing and professional education, and those seeking to expand knowledge avocationally

**Objective 2.1.5** Expand teaching and learning innovations and conduct research to determine the effectiveness of alternative pedagogies and delivery modes in urban, rural, and international education sites

**Objective 2.1.6** Provide adequate state appropriations and tuition support to ensure that faculty can dedicate sufficient time and effort to deliver a world-class educational experience for health professions students

**Objective 2.1.7** Improve support for clinical preceptors and other volunteer faculty across the state and around the world

**Objective 2.1.8** Expand remote access to electronic library resources for statewide, distance, and international programs

**Objective 2.1.9** Expand access to our academic programs through the use of nontraditional delivery systems<sup>3</sup>

**Goal 2.2** Graduate students who meet the needs of the city, state, nation, and world

**Objective 2.2.1** Grow and develop undergraduate, graduate, and professional programs that match changing demographics and meet pressing local, national, and global needs (e.g., math and science teachers, nurses, etc.)

**Objective 2.2.2** Provide teaching, learning, and professional development activities that produce graduates prepared to enter the workforce and become leaders in their fields

**Objective 2.2.3** Launch a comprehensive initiative to internationalize educational and research programs for students and faculty, including additional opportunities for study and research abroad

**Objective 2.2.4** Engage in continuous assessment of regional, national, and international needs, curriculum alignment, student performance, and post-graduation success

**Goal 2.3** Create and replicate distinctive "extra year" academic programs and dual degree options in every UC Denver school and college

**Objective 2.3.1** Develop and pilot innovative "extra year" programs offering enhanced academic skills and additional credentials

**Objective 2.3.2** Replicate pilot "extra year" programs throughout the university until every applicable school and college has a program

**Objective 2.3.3** Graduate at least 10-15 percent of students universitywide with an “extra year” credential, growing beyond this goal by 2020, if possible

**Objective 2.3.4** Develop dual degree options in every UC Denver school and college and, where feasible, across schools and colleges

**Objective 2.3.5** Secure gifts to provide additional financial support for UC Denver students participating in an “extra year” or dual degree program

**Goal 2.4** *Implement a comprehensive enrollment management strategy for the Downtown Campus*

**Objective 2.4.1** Increase the undergraduate student population to between 14,000 and 16,000 undergraduate students by 2020

**Objective 2.4.2** Maintain and/or selectively strengthen graduate programs to meet local, state, national, and international needs

**Objective 2.4.3** Increase the percentage of undergraduate and graduate students who are full-time students

**Objective 2.4.4** Increase international students until they comprise 10 percent of the overall student body

**Objective 2.4.5** Increase domestic nonresident students until they comprise 15 percent of the overall student body

**Goal 2.5** *Expand selected educational programs that align with prominent and distinctive areas of research*

**Objective 2.5.1** Recruit faculty in selected areas of prominence and distinction

**Objective 2.5.2** Develop new university structures and evolve reward systems to increase interdisciplinary and interprofessional educational and research collaborations and experiential learning

**Objective 2.5.3** Invest in research materials and technologies that support these programs and enrich the educational process

**Goal 2.6** *Promote the scholarship of teaching and learning and integrate the latest research data on teaching and learning throughout the curricula at UC Denver*

**Objective 2.6.1** Develop a system to identify, nurture, disseminate, and reward learning innovations and good educational practices across the institution

**Objective 2.6.2** Expand evidence-based systems to measure and assess educational quality and student success, and use that information to improve continuously the performance of faculty, students, residents, and fellows

**Objective 2.6.3** Provide faculty development and research resources to enhance faculty scholarship of teaching and learning

**Objective 2.6.4** Fund innovative pilot teaching/learning projects

**Objective 2.6.5** Provide faculty development programs to strengthen the relationship between high-quality research and high-quality teaching



**Paul Teske, PhD, Professor,  
School of Public Affairs**

Although students experience education as a series of consecutive opportunities, the systems that serve them remain silos. Coordinating to improve the pre-K through post-graduate education experience is the impetus of the P-20 initiative in Colorado and nationwide.

“It seems crazy that, until recently, people didn’t recognize this connection,” says Professor Paul Teske, UC Denver’s education policy expert and director of the Center for Education Policy Analysis and the Center on Reinventing Public Education-Denver in the School of Public Affairs.

The centers, with help from colleagues around the university, were part of Governor Bill Ritter’s P-20 Education Coordinating Council, establishing the university’s reputation as a leader in the movement.

“The new UC Denver signature program in P-20 education allows us to leverage resources for better interdisciplinary research and to move that research into practice,” Teske says.



**Clinton T. Sander, BFA Alumnus,  
College of Arts & Media**

Clinton T. Sander, a 2007 College of Arts & Media graduate, says his UC Denver professors helped him find his vocation in photography instead of nursing, his initial program of study.

Hurricane Katrina also played a big part in that transition. Sander took advantage of a research grant to students through the university's Undergraduate Research Opportunity Program (UROP). The photographer was funded to travel to New Orleans to document the storm's devastation. In addition to exhibiting in the UROP forum, his photos were also featured in the eighth edition of the *Copper Nickel*, a literary journal published by the College of Liberal Arts and Sciences.

Now contemplating an MFA degree, Sander advises other students: "Be proactive. Get involved, and get to know your professors. They are people just like us, and they want to see us succeed."

**Objective 2.6.6** Create opportunities for discovery or creative work/study experience for all students and ensure that they understand the links between teaching and research

**Goal 2.7** *Recruit, retain, and reward outstanding teachers/scholars*

**Objective 2.7.1** Establish funding for faculty and staff recruitment (succession planning), particularly in strategic areas of growth, including through restricted endowment funds for high performing and high potential faculty or new faculty recruits

**Objective 2.7.2** Establish a plan to promote retention of exemplary teachers through competitive salary, support resources and infrastructure, recognition programs, and professional development

**Objective 2.7.3** Engage visionary donors to endow faculty chairs and support innovative and quality programs in teaching and learning

**Objective 2.7.4** Establish programs to foster faculty success (e.g., provide structured mentoring) and loyalty

**Objective 2.7.5** Refine criteria for high performance in teaching and learning to achieve our vision for this strategic priority

**Objective 2.7.6** Provide resources and mentoring to produce graduates at all degree levels that will enter the workforce as excellent and innovative teachers in their fields

**Goal 2.8** *Provide opportunities for interprofessional and multidisciplinary education*

**Objective 2.8.1** Recruit faculty into appropriate schools to lead interprofessional and multidisciplinary education efforts and expand student opportunities

**Objective 2.8.2** Foster interdisciplinary and interprofessional team teaching and collaborative learning across UC Denver schools and programs

**Objective 2.8.3** Expand research education and training opportunities for undergraduate and graduate students to participate in interdisciplinary biomedical and clinical research

**Goal 2.9** *Broaden the educational experience for students to improve student success*

**Objective 2.9.1** Expand and promote nontraditional, rural, and international educational experiences for students

**Objective 2.9.2** Create additional experiential learning opportunities for students

**Objective 2.9.3** Expand university student traditions as well as co-curricular and extracurricular opportunities for students, including intramural and intercollegiate athletics

**Objective 2.9.4** Continuously assess the total student experience

## University Strategic Priority 3

### *Conduct outstanding research and creative work for the public good*

This priority challenges the entire university faculty to engage in discovery, innovation, and creativity that commands global recognition. The university will build on its significant base of established research and creativity with several programs of renown to become consistently recognized internationally in selected programs across all of our schools and colleges. Notably, our goals are focused on translation and application, with particular attention to the significant opportunities provided by the Colorado Biomedical Research Initiative and the Colorado Science and Technology Park at Fitzsimons. The goals and objectives that follow are intended to position the university to achieve its ambitions for the benefit of society, not for its own sake.

**Goal 3.1** *Be a global leader in the translation and application of discovery, innovation, and creativity for societal good*

**Objective 3.1.1** Initiate and support community-based research and creative work that leads to the sharing and application of knowledge

**Objective 3.1.2** Implement fully the Colorado Clinical and Translational Science Institute

**Objective 3.1.3** Fully invest in the signature areas identified for the Downtown Campus, including education research and policy and sustainability

**Objective 3.1.4** Leverage the capabilities of the University of Colorado Technology Transfer Office to increase the generation of transferable intellectual property and patents

**Goal 3.2** *Enhance our reputation for internationally recognized research in basic biomedical science as well as for translating discovery into practice*

**Objective 3.2.1** Enhance our ability to successfully carry out basic biomedical research

**Objective 3.2.2** Create a support infrastructure that enables the AMC schools to achieve further distinction as leaders of clinical research and clinical trials

**Objective 3.2.3** Expand affiliations with hospitals and health care organizations to foster educational/professional exchanges and research

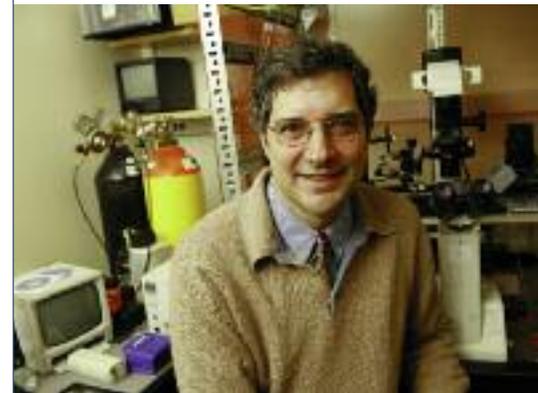
**Objective 3.2.4** Strengthen the role of the university as a disseminator of evidence-based best practices to the health care community

**Goal 3.3** *Foster risk-oriented, leading-edge ideas that may forge the next new frontier*

**Objective 3.3.1** Establish and sustain a research frontiers think-tank devoted to developing innovative ideas for future research and discovery

**Objective 3.3.2** Offer seed grants to support the development of leading-edge ideas

**Objective 3.3.3** Establish and award a UC Denver version of the MacArthur (Genius) Awards



**Diego Restrepo, PhD, Professor,  
School of Medicine**

Diego Restrepo has a nose job that has nothing to do with plastic surgery. The director of the university's Rocky Mountain Taste and Smell Center has spent 20 years studying the oft-unappreciated olfactory organ. "All other sensory systems go through the thalamus to get to other parts of the brain," says Restrepo, who has a doctorate in biophysics. "The olfactory has a direct connection to parts of the brain that control emotions and memory. Mice use smell to differentiate between each other down to a single gene among the 40,000 genes in their bodies." Recently, Restrepo and colleagues discovered nose cells that respond to chemical irritants. It was one more deposit in a unique bank of knowledge that will lead to a better understanding of the human body.



**Jeffrey Stansbury, PhD (right), Professor, School of Dental Medicine**

Thanks to polymer technology developed and patented by Jeffrey Stansbury, dentists around the country will have a better dental composite material to restore their patients' teeth. Stansbury, a professor in the departments of craniofacial biology and restorative dentistry and director of the school's Biomaterials Research Center, worked with the CU technology transfer office to license the technology. The product, called N'Durance, is now being manufactured by Septodont, a global dental distributor.

"This polymer technology is the first innovative resin technology introduced into the United States' dental direct restorative market in several decades," says Sheldon Newman, one of Stansbury's colleagues at the center.

Similar polymers from the group are in various stages of research, development, licensing, and clinical trials. Stansbury's research earned him the university's New Inventor of the Year award in 2004.

**Objective 3.3.4** Provide resources for a "New Frontiers in Discovery" conference that brings leading scholars and artists to the university

**Goal 3.4** *Grow the Colorado Biomedical Research Initiative into one of the nation's premier research programs, and foster entrepreneurship and public/private partnerships by leveraging the university's affiliation agreement with the Colorado Science and Technology Park at Fitzsimons*

**Objective 3.4.1** Secure gifts and grants to develop the Colorado Biomedical Research Initiative into one of the nation's premier research programs in generating transferable intellectual property and garnering major grant awards

**Objective 3.4.2** Generate an increase in new transferable intellectual property, patents, and licensing agreements

**Objective 3.4.3** Create an unsurpassed environment for fostering the development of start-up companies

**Objective 3.4.4** Utilize the Bard Center for Entrepreneurship to expand university collaboration with the bioscience park

**Objective 3.4.5** Create a single point of contact for university/industry relationships that results in successful private sector business development

**Goal 3.5** *Recruit, retain, and reward an outstanding workforce to achieve our vision for research and creative work*

**Objective 3.5.1** Raise funds and recruit the world's top faculty in select areas, focusing on current or potential future Nobel prize winners, MacArthur grant recipients, and members of the National Academies

**Objective 3.5.2** Develop a comprehensive faculty and staff retention and succession plan

**Objective 3.5.3** Secure donors to endow faculty chairs and support innovative and high-quality programs in research and creative work

**Objective 3.5.4** Enhance and promote development programs for faculty at all career stages

**Objective 3.5.5** Elaborate and refine criteria for high performance in research and creative work

**Goal 3.6** *Provide superior core research facilities to enhance the discovery, innovation, and creative activities of the university*

**Objective 3.6.1** Build and sustain superior core research facilities and infrastructure

**Objective 3.6.2** Continually assess program needs and utilization to determine priorities for ongoing investment in core facilities

**Objective 3.6.3** Create and sustain research computing facilities that meet investigators' needs

**Objective 3.6.4** Enhance library resources to fully support research

**Goal 3.7** *Build an international reputation for research and creative work in selected programs universitywide*

**Objective 3.7.1** Communicate with and educate stakeholders about the value of our research and creative work in order to build an appreciation for our contributions globally

**Objective 3.7.2** Develop and disseminate consistent and coordinated messages for initiatives relating to discovery, innovation, and creativity

**Objective 3.7.3** Facilitate and expand the capacity of schools and programs within the university to tell their unique stories in ways that enhance the university’s reputation for research and creative work

**Objective 3.7.4** Expand public relations and media relations reach internationally

**Objective 3.7.5** Encourage, train, and support faculty, staff, and partners in their roles as advocates for the university



**Saba Siddiki, PhD Student,  
School of Public Affairs**

Saba Siddiki is interested in water. Specifically, she researches trans-boundary water sharing and sustainable development of water infrastructure in developing countries. An Integrative Graduate Education and Research Traineeship (IGERT) grant from the National Science Foundation enables Siddiki to devote herself entirely to developing sustainable water policies for Chennai, India. The \$3.2 million IGERT grant enables UC Denver students to explore interdisciplinary doctoral research that supports sustainable urban infrastructures.

“Water is tied to so many problems in the world,” Siddiki explains. “If we could solve the problem of water, so many other conflicts could be resolved. Water is becoming a world issue, not just a local issue, and we need to work as a global community to come up with a universal solution.”



**Victoria Erickson, RN, PhD,  
Associate Professor, School  
of Nursing**

Highly regarded by students as knowledgeable and approachable, Associate Professor Vicki Erickson believes a nursing education should be integrated with practice. Thus this lively teacher also maintains Sheridan Health Services, a faculty practice with specialties in pediatrics, family health, nurse midwifery, women's health and behavioral health.

An advocate for children's health care, Erickson's research focuses on asthma management in children and obesity prevention, and her course work focuses on the health care and health assessment of children, nursing research and evidence-based practice.

Erickson has helped develop the nursing school's pediatric program, and she chaired the committee for the doctor of nursing practice curriculum. Erickson is the program director for the nursing practice MS and PhD programs.

## University Strategic Priority 4

*Enhance the university's world-class health care programs to achieve recognition as one of the best academic health centers in the nation*

This priority seeks to build on the university's remarkable existing strengths in health care and to capitalize on the energy derived from the new opportunities afforded by Anschutz Medical Campus. This campus brings together major clinical affiliates with the schools of dental medicine, medicine, nursing, pharmacy, and the existing health sciences graduate school for the first time. The university also has a new school of public health and anticipates synergies among many academic disciplines as a benefit of consolidation. The university intends to use the AMC as the base from which to expand its state and global reach in providing world-class health care programs.

To achieve its aims in the health care arena, the university must establish a business plan for health care that is sustainable. In addition, the goals and objectives that follow recognize the need to provide premier health care services, to translate research from the bench to the bedside to the community, to expand the reach of the health care enterprise throughout Colorado and beyond, to attract and retain a superior faculty and staff, to diversify the health care workforce, and to increase awareness of and access to the outstanding clinical care available at UC Denver.

**Goal 4.1** *Offer interprofessional, comprehensive, high-quality, evidence-based, service-driven, patient-centered specialty, primary, and preventive health care services at the university and its clinical partners<sup>4</sup> to international, national, statewide, and community-based patients*

**Objective 4.1.1** Provide the broad range of primary, secondary, tertiary, quaternary, and preventive care required to address the needs of an increasingly diverse patient population

**Objective 4.1.2** Develop integrated, interdisciplinary, interprofessional teams of health care providers

**Objective 4.1.3** Incorporate global perspectives within health care services offerings

**Objective 4.1.4** Continually improve the environment of professional practice wherein faculty, residents, fellows, students, and staff are dedicated to and supported in improving patient outcomes

**Objective 4.1.5** Ensure the level of resources provided for clinical coverage are predictable and supportive of the needs of all patients

**Objective 4.1.6** Engage various communities in identifying patient needs and in addressing prominent health care issues and requisite health care service provision

**Objective 4.1.7** Broaden the availability of health care in the communities we serve

**Objective 4.1.8** Review and refine clinical operating efficiency benchmarks and standards of care to assure continuous quality improvement

**Objective 4.1.9** Develop and employ leading-edge, cost-effective information technology systems that advance and support clinical care, education, and research through alliances with our clinical affiliates, business, and industry

**Goal 4.2** Invest in selected areas of scientific research that will improve clinical practice

**Objective 4.2.1** Facilitate interdisciplinary health care research, including an increased investment by clinical and hospital affiliates, that supports the university's academic research mission

**Objective 4.2.2** Foster transfer of biomedical knowledge to the marketplace and secure venture capital investment

**Objective 4.2.3** Provide incentives for community-based health research and partner with community organizations in translating research into practice

**Goal 4.3** Sustain and provide additional signature health care programs that are recognized internationally, nationally, and statewide

**Objective 4.3.1** Develop, nurture, and sustain excellence and growth of clinical programs that enhance national preeminence and global stature

**Objective 4.3.2** Establish linkages with respected international, national, statewide, and community hospitals/health care organizations to foster educational/professional exchanges and research

**Objective 4.3.3** Build collaborative health care service relationships between UC Denver and external partners throughout Colorado and the world

**Objective 4.3.4** Extend regular invitations to eminent international, national, statewide, and community health care providers and leaders to lecture and co-consult on selected health care services

**Goal 4.4** Expand clinical facilities, sites, and satellite programs

**Objective 4.4.1** Develop clinical facilities to foster clinical trials, particularly those that are community based

**Objective 4.4.2** Strengthen and broaden the role of the Colorado Area Health Education Centers to enhance clinical education experiences for all health professions students

**Objective 4.4.3** Expand clinical facilities and sites to ensure access to world-class health care

**Objective 4.4.4** Ensure that expanded clinical facilities, sites, and education satellites place a special emphasis on the elimination of geographic and ethnic health disparities

**Objective 4.4.5** Increase the university's capacity to provide effective distance medicine

**Goal 4.5** Develop innovative faculty and staff recruitment and retention strategies (See also Goals 2.7 and 3.5)



**J. Ely Walker, MD Student,  
School of Medicine**

"I am the first person born in rural Baca County, Colorado to go to medical school," says J. Ely Walker, an MD student at UC Denver. Through medicine, Walker hopes to give back to agrarian communities as a primary care physician. He wants to practice in an underserved area of Colorado and eventually in Latin America.

"Just like my family, I have roots of purpose buried in a deep sense of community," he says.

Those roots inspired Walker to spend four summers travelling throughout the United States and Mexico with a nonprofit community-rebuilding program, repairing homes for underprivileged and disabled residents. He also credits Senior Instructor Norma Wagner in the Department of Cell and Developmental Biology as a source of inspiration: "She challenged me to approach learning as a lifelong process."



**Anthony Elias, MD, Professor,  
School of Medicine**

“Life is all decision-making,” says Anthony Elias. At age five, he wanted to be a brain surgeon. At 16, he thought about playing the violin professionally. Finally, Elias chose to care for breast cancer patients. Today, he does it well enough to be one of America’s top oncologists. “With each patient, you ask yourself: ‘How do I make the best of this?’” says Elias. “You hope for a cure. If you can’t get that, you hope for good function. If you can’t get that, you help patients and their families understand what is happening. With research, you realize a bunch of bunt singles can add up to a doubling of survival. That allows you not to have to hit a home run. That’s the joy of academic medicine.”

**Goal 4.6** *Recruit diverse, high-quality health professional students who can meet Colorado’s workforce needs*

**Objective 4.6.1** Offer outreach activities to attract applications from high quality, underrepresented students with an interest in the health professions

**Objective 4.6.2** Enhance the cultural competence of UC Denver health care providers and students in the health professions

**Goal 4.7** *Market the university’s clinical care programs to key audiences statewide and worldwide*

**Objective 4.7.1** Undertake market research to inform strategies that result in broad-based awareness of the clinical care program

**Objective 4.7.2** Actively promote and communicate the value of the UC Denver health care enterprise in the state of Colorado

**Objective 4.7.3** Market clinical programs that enhance the university’s national preeminence and global stature

**Objective 4.7.4** Develop collaborative strategies with our clinical affiliates to consistently market Anschutz Medical Campus faculty and clinical programs

## University Strategic Priority 5

### *Enhance diversity universitywide and foster a culture of inclusion*

This priority is a continuation of our commitment to diversity and inclusiveness and a renewal of that commitment for the future. Our framework for diversity recognizes historically underrepresented persons/groups in the areas of *race, ethnicity, gender, sexual orientation, veteran status, and ability status*. This framework is coupled with added recognition of dimensions that speak to *nationality, religion, socioeconomic status, diverse experiences, perspectives, and attributes* that can enhance the scholarly and learning environment. However, diversity alone is not enough. The university must strive to develop a culture of inclusion where diversity is coupled with the principles of value, trust, and respect to create an inclusive campus culture.

We will actively pursue the benefits of diversity for all aspects of our mission. The university currently has the most diverse student body of any of Colorado's research universities: 26 percent of undergraduate students, 12 percent of graduate students, and 20 percent of first professional students are students of color. The Hispanic/Latino/a student population remains our fastest growing segment. The university also prides itself on the increasing diversity of its workforce.

While these average statistics may be encouraging, they do not fully capture the range of enrollment differences across campuses, particularly among the health professions at the Anschutz Medical Campus. There is much more work to be done. We must increase significantly the number of applications from prospective underrepresented faculty, staff, and students and convert these applications into employees and matriculates. UC Denver acknowledges that it has a special responsibility to address the unique educational needs of diverse high school students in metro Denver and, in particular, those talented students who choose to stay in Denver and seek a university degree.

The goals and objectives that follow seek to take the university to a higher level of inclusiveness by recruiting, retaining, and graduating a diverse student body; through applied and clinical/translational research on ethnic and geographic disparities; by recruiting and retaining a diverse workforce, including university leadership; by sensitivity to differing health care needs; and by communicating strongly and consistently a commitment to diversity and a culture of inclusion. The university believes deeply in the educational value and benefit of diversity and embraces those with diverse backgrounds in our community.

**Goal 5.1** *Recruit and retain a critical mass of traditionally underrepresented and international students*

**Objective 5.1.1** Strengthen the pipeline of underrepresented students from high schools and community colleges to the university



**Tony Oliva, MD/PhD Student,  
School of Medicine**

Tony Oliva, an MD/PhD student in the School of Medicine, says abundant clinical training opportunities and the extraordinary Anschutz Medical Campus were key factors in choosing UC Denver.

And “there was an opportunity for students to get involved in community issues,” he says. “That was important.”

During his first year of medical school, Oliva formed Oyate, a student organization that promotes open communication among minority students and mentors high school and college students interested in health professions. Oliva and his wife also established the HOMES program, which presents health-care options to Denver Public School students through hands-on experiences.

When finished with his research and clinical program, Oliva hopes to influence public policy. “Diversification of the work force and health care disparities—the two are intertwined,” he asserts.



**Ben Medrano, Biology/Pre-med Student, College of Liberal Arts and Sciences**

Ben Medrano was a world traveler who doubted college was for him, but a biology class changed his mind. He enrolled in UC Denver “because classes are smaller, the students are more diverse and closer to my age (27).”

This first generation Mexican-American was inspired by the knowledge and passion of his professors. That enthusiasm has led Medrano to identify his own dream: to become a doctor. He found prehealth advisors Dr. Charles Ferguson and Dr. Kent Nofzinger invaluable assets in guiding him through the steps that will help him gain acceptance into medical school.

A volunteer in the university’s general research clinic, Medrano has also benefitted from a summer pre-health program sponsored by the Office of Diversity, which “solidified my intention for medical school.” He sees the health disparities of underserved communities and looks forward to giving back to the community.

**Objective 5.1.2** Improve student retention and graduation rates (e.g., through enhancing financial aid, academic and student support services, etc.)

**Objective 5.1.3** Ensure that UC Denver offers a nurturing environment and a culture of inclusion and respect for diversity for students from diverse backgrounds

**Objective 5.1.4** Develop innovative ways to recruit and retain underrepresented and international students in graduate and professional programs

**Objective 5.1.5** Develop longitudinal systems that track elementary, middle school, high school, and college participants in pipeline programs, including those within the university

**Goal 5.2** *Recruit and retain a diverse faculty and staff throughout the university*

**Objective 5.2.1** Increase the number of applications from prospective faculty and staff from diverse and underrepresented areas

**Objective 5.2.2** Offer training programs and leadership development that support recruitment and retention efforts, unearth unconscious biases within the university’s culture, and foster a nurturing environment for people of diverse backgrounds

**Objective 5.2.3** Expect and support an institutional climate of inclusiveness, mutual respect, and understanding

**Goal 5.3** *Expand research and community-based programs to reduce health and educational disparities*

**Objective 5.3.1** Strengthen or develop distinctive programs, for example those that improve the health and well-being of American Indian/Alaskan Natives

**Objective 5.3.2** Strengthen or develop distinctive programs that reduce educational achievement gaps among children

**Objective 5.3.3** Facilitate effective interactions among units focused on health and educational disparities

**Objective 5.3.4** Pioneer strategies to eliminate geographic and ethnic health care disparities; improve the prevention, cure, and the amelioration of disease; and develop systems to enhance health and wellness

**Goal 5.4** *Demonstrate and communicate the university’s commitment to diversity*

**Objective 5.4.1** Engage with underserved communities in Colorado and beyond by providing meaningful services and engaging in mutually beneficial sustainable relationships and partnerships

**Objective 5.4.2** Continuously review and renew curricular content and learning objectives to incorporate diversity components and to promote dialogue, mutual respect, and cultural sensitivity

**Objective 5.4.3** Develop communication strategies that effectively promote a sense of shared community among diverse internal and external stakeholders

**Objective 5.4.4** Articulate appropriate benchmarks for success and hold people accountable for their achievement

## University Strategic Priority 6

*Grow strong, mutually beneficial partnerships that engage our local, national, and global communities*

This priority recognizes that the university must expand its partnerships and must increase its engagement with the world beyond its campuses. For the University of Colorado Denver, *engagement* is a *promise* we make to enter into constructive and enriching relationships for the common good, based on shared values of mutual respect, compassion, and *commitment* to the betterment of our community. It includes *communication*, keeping each other current and informed; *coordination*, where we come together to exchange ideas and strategize to find areas of shared interest; and *collaboration*, where we intentionally partner to achieve together goals that benefit all parties but most importantly the greater community.

Engagement is the application of knowledge in action as well as the production of knowledge from action. Partnerships require mutual benefit, which begins with mutual understanding. Focus groups with external parties during the strategic planning process indicated that the university has much work to do in this area. The university recognizes that there are a number of paths to partnerships and engagement:

- through developing a “partnership for action” within the university and between the university and the communities it serves;
- by creating an “open and welcoming environment” to maximize interaction with the public;
- by building a “dynamic lifelong relationship” with our students and alumni/ae; and
- by investing “resources for success” that support engagement work, including rewards for faculty, staff, and student service.

As our future path emerges, implementing this priority will enable a significant repositioning of the university to fulfill this aspect of our mission. The goals and objectives that follow indicate that the university will assess its current level and quality of partnerships and engagements; will expand partnerships that can benefit learning and discovery while providing additional value to communities; will place a special emphasis on community health care and education; and will seek assistance from its partners in advocating for higher education. Partnerships take time. They must be nurtured and be genuine. Mutually beneficial partnerships will add enormous value to the university and the various communities it serves.



**Gary Colbert, PhD, Associate Professor, Business School**

Associate Professor Gary Colbert makes sure his business students get a dose of the real world. And the business world, in turn, benefits from student input. The director of the 11-Month MBA program at the Business School has established corporate executive partnerships that have contributed to such strategic decisions as the merger of Coors and Molson, use of radio frequency ID technology in IBM printing services, and new opportunities for British Telecom services in health care.

Colbert’s network of corporate partners is clearly high-powered. He challenges a class of students, who break into small groups to come up with distinct and remarkable ideas, to solve business problems.

“These arrangements end up being like an internship on the fly,” he says. “They give students experiences they can leverage for future job opportunities.” Makes perfect business sense.



**Lois Brink, MLA, Professor,  
College of Architecture  
and Planning**

Landscape architecture Professor Lois Brink is a specialist in play. Her work has transformed more than 50 Denver elementary school playgrounds into spaces for recreation and outdoor education. Brink created and directs Learning Landscapes, a partnership with the university's College of Architecture and Planning (CAP) and Denver Public Schools.

Playground environments, developed by CAP students, serve as an essential strategy in fighting physical inactivity and function as gateways to the larger community by providing educational outreach emphasizing fitness, health, and environmental sustainability.

"We bring a fresh perspective to design and planning as well as to long-term community management of sustainable urban spaces," says Brink. "From initial design to developing educational programs to assisting schools in fund raising, our students are part of the full-cycle process that makes Learning Landscapes a reality."

**Goal 6.1** *Promote partnerships and active engagement with business, industry, nonprofits, government, schools, and venture capitalists to optimize intellectual and cultural capital for societal use*

**Objective 6.1.1** Leverage the capabilities of our centers and institutes to advance partnerships, engage venture capitalists, and provide incubators for businesses

**Objective 6.1.2** Enhance awareness and expand participation of faculty in technology transfer to bring innovation into the mainstream of commerce and to create wealth and value for the state and the university

**Objective 6.1.3** Maximize the advantages of the Colorado Science and Technology Park at Fitzsimons adjacent to the Anschutz Medical Campus, for example the Fitzsimons BioBusiness Partners

**Goal 6.2** *Expand partnerships in all sectors to advance the success of our students and partners*

**Objective 6.2.1** Use external partnerships to contribute to student success and share the university's intellectual resources in return

**Objective 6.2.2** Strengthen or develop special partnerships with school districts, preschool through high school organizations, community colleges, and other colleges and universities to strengthen pipelines, to collaborate on research, and to provide value to our educational partners and their students

**Goal 6.3** *Engage communities in Colorado and beyond in identifying health and wellness needs*

**Objective 6.3.1** Develop systems to improve communication between the university and its health care partners

**Objective 6.3.2** Establish a comprehensive advocacy approach to provide for the health needs in Colorado and beyond

**Objective 6.3.3** Strengthen relationships with referring physicians and health care providers

**Goal 6.4** *Assess the depth and impact of the university's engagement with key communities*

**Objective 6.4.1** Create an inventory of existing programs and set baseline data for future longitudinal assessment of the effectiveness of our engagement with partners, including assessment of effectiveness from their perspective

**Objective 6.4.2** Develop a better understanding of the university's stakeholders and their needs, and communicate effectively how the university can respond to those needs

**Goal 6.5** Mobilize external support for the university by demonstrating the value of partnerships

**Objective 6.5.1** Enhance understanding of community leaders and our community partners of the value and economic impact arising from support of higher education in general and this university in particular

**Objective 6.5.2** Demonstrate the return on investment to the state for its contribution to the university

**Objective 6.5.3** Develop structures that facilitate partnerships and mobilize external advocates on behalf of the university



**JoAnn Lindenfeld, MD, Professor,  
School of Medicine**

Few people realize that diabetes makes women as susceptible as men to early heart disease. JoAnn Lindenfeld knows. She means to do something about it. Dozens of ground-breaking studies, thousands of grateful patients, and a wall full of medical and teaching awards speak to Lindenfeld's world-class reputation as a cardiologist and director of the transplant program at the University of Colorado Denver. Her insight into women's health speaks to her passion. Lindenfeld and three colleagues started the Center for Women's Health Research in 2004. They continue to delve into life-saving women's issues that might otherwise be overlooked. "We're not quite caught up on knowledge of women," Lindenfeld says. "Almost every night I go home with a list of things I need to look up or find out."



**Teri Burleson, MA,  
University Registrar**

Teri Burleson functions with one goal uppermost in her mind: serving students. The university registrar regularly collaborates with academic deans and program coordinators to help advance university initiatives and meet student needs.

“Daily, I am working to build support systems that enhance student service delivery,” she says. “This includes developing processes and technological solutions to meet specialized needs of all registrar-service delivery and maximizing accessibility for students at the Downtown and Anschutz campuses.”

Burleson is currently involved with the development and implementation of a new student information system. She identifies, reviews and shares system issues with campus committees and the larger community. She has also written system-related business cases and functional specifications.

“Foremost in my mind is always the students,” she asserts.

## University Strategic Priority 7

*Secure the resources to achieve our vision while being responsible stewards of those resources*

UC Denver will use the next decade to build a secure and sustainable financial future that is consistent with achieving the declared vision statement for the university. This priority challenges UC Denver to manage its financial future aggressively and strategically so as to achieve its ambitions. Section VI includes summary information for the strategic financial plan for UC Denver. The detailed business model, provided at [www.ucdenver.edu/admin/upac/](http://www.ucdenver.edu/admin/upac/), is built on resource and use assumptions such that the university secures the resources necessary to realize the faculty, staff, and infrastructure to achieve the goals contained in this strategic plan by 2020. The university must commit to rigorous stewardship of both new and existing resources, with funding allocations and reallocations being driven by the priorities, goals, and objectives in the strategic plan.

**Goal 7.1** *Actively and strategically manage the financial future of UC Denver through a wide range of revenue enhancing initiatives*

**Objective 7.1.1** Enable the growth anticipated in the financial plan by developing and supporting strategic relationships with donors, private and public partners, alumni, and federal, state, and local governments

**Objective 7.1.2** Evaluate and evolve budget processes and other incentives for achieving the strategic priorities

**Objective 7.1.3** Develop systems that ensure existing resources are optimally deployed and managed, investing funds to advance collaborations across the schools and colleges and between the campuses

**Objective 7.1.4** Advocate for and secure a separate line-item for state appropriations that addresses the lack of adequate and sustainable funding for the health professions schools at the Anschutz Medical Campus

**Goal 7.2** *Invest in providing the infrastructure (services and facilities) necessary for a world-class learning and discovery environment for the benefit of our students, faculty, staff, and communities*

**Objective 7.2.1** Be recognized as an employer of choice through innovative employee-sensitive policies and practices to maximize productivity and competitiveness

**Objective 7.2.2** Implement the UC Denver facilities capital plan to provide cost-effective, adaptable, maintainable, sustainable, and accessible facilities

**Objective 7.2.3** Address all elements of the student experience at the university to improve the recruitment, graduation, and establishment of lasting connections to the university

**Objective 7.2.4** Lower financial barriers to student success by increasing financial assistance and offering scholarships to attract a diverse population of high caliber students

**Objective 7.2.5** Provide resources to ensure that students' indebtedness upon graduation does not negatively impact their career choices away from societal needs

**Objective 7.2.6** Facilitate interaction and collaboration solutions across various locations so that geographical separation is not a barrier

**Objective 7.2.7** Fund leading-edge, cost-effective, and sustainable information resources and technologies to increase access and support and to advance education, research, and clinical care

**Objective 7.2.8** Create a safe campus environment through implementing effective safety measures and campus safety training and technology

**Goal 7.3** *Enhance the effectiveness of administrative services and systems to support the university's mission and vision, and seek innovative approaches to optimizing efficiencies*

**Objective 7.3.1** Complete the consolidation of the organizational structure and administrative functions of the university to increase both effectiveness and efficiency

**Objective 7.3.2** Redesign and implement streamlined, technology-enhanced business and support service processes with an emphasis on quality, integrity, customer service, and accountability

**Objective 7.3.3** Seek greater flexibility on state regulations and operating requirements and concurrently increase the level of accountability

**Objective 7.3.4** Provide and sustain an appropriate and evolving technology infrastructure that aligns with and supports the institutional strategic plan



**Vicky Saulsberry, Classified Staff,  
Office of Diversity**

Vicky Saulsberry started working part time for the School of Nursing while still a senior at East High School. Sixteen years later, she is helping students like herself find careers in health care fields through the Office of Diversity on the Anschutz Medical Campus.

Although officially an administrative assistant, Saulsberry's co-workers call her "the boss." She coordinates logistics for office meetings, events, and travel; helps with high school and college outreach programs, and coordinates activities for and with student volunteers on the Anschutz Medical Campus.

The best part of her job? The people. "I like working with high school and college students, being there for them. And being there for staff," Saulsberry says with a smile. "I do whatever, when people need me."



### Strategic Plan Financial Assumptions

The success of our strategic plan depends on adequate resources—financial, human, and facilities. To estimate the resources required to achieve the plan’s goals and objectives and the university’s vision as articulated in this plan, “support metrics” were developed. These metrics estimated the types and amount of resources—from staff to facilities—necessary to support each new faculty member added to the institution. The support metrics reflect adjustments to address both shortcomings in current levels of support as well as additional support required to achieve the vision. The number of faculty members to which the support metrics were applied was based on projected student, research, and academic growth needs as outlined in the plan. Additionally, a capital construction plan was developed based on both the current 10-year capital construction plans and additional projected space needs.

The projected financial resources needed to carry out the university’s strategic plan are based on the following specific assumptions:

- The number of faculty will grow by 24 percent.
- Tuition revenue will increase an average of 7 percent per year through a combination of rate increases, enrollment growth, and changes in the mix of full-time/part-time, and/or resident/nonresident students.
- The Downtown Campus student body will gradually change to become approximately 75 percent undergraduate and approximately 25 percent graduate students.
- Research funding will continue to grow on both campuses.
- Financial aid for students will increase by 10 percent.
- State appropriations will gradually increase, attaining a level equivalent to 70 percent of our peer median (this assumption is well within Governor Ritter’s plan to grow our funding to 100 percent of our peer median by 2020).
- Funding capital projects will continue to require significant donor investment and university support.
- The number of graduate students and post-doctoral trainees per faculty member will increase on both campuses.
- The ratio of staff to faculty will increase.
- As Anschutz Medical Campus state, tuition, restricted, and auxiliary revenues grow, a greater portion of faculty salaries will be transferred to these funds. This will decrease the overall percentage of University Physicians, Inc. revenues currently being used to fund Anschutz Medical Campus faculty salaries.





**Chapla Agarwal, PhD, Associate Research Professor, School of Pharmacy**

Chapla Agarwal, associate research professor in the School of Pharmacy, may have discovered a big result from a small grape seed. With the support of a five year, \$1.9 million grant, she thinks grape seed extract may have an effect on colorectal cancer.

Agarwal's pre-clinical trials have shown success in treating induced tumors with limited side effects. This is encouraging, she says, because current treatments are associated with toxic side effects.

Of course, a substantial amount of research remains, but Agarwal is committed to see the project to the end, no matter how long it takes. "I think it will take my whole research career," she says. "Maybe it will take over as the main form of cancer treatment. That's what I want, but we haven't reached that point yet."

- As Downtown Campus auxiliary revenues grow, a greater portion of faculty salaries will be transferred to these funds. This will decrease the overall percentage of General Fund revenues currently being used to fund Downtown Campus faculty salaries.

Details underlying these financial assumptions and projections can be found on the UPAC Web site at [www.ucdenver.edu/admin/upac/](http://www.ucdenver.edu/admin/upac/).

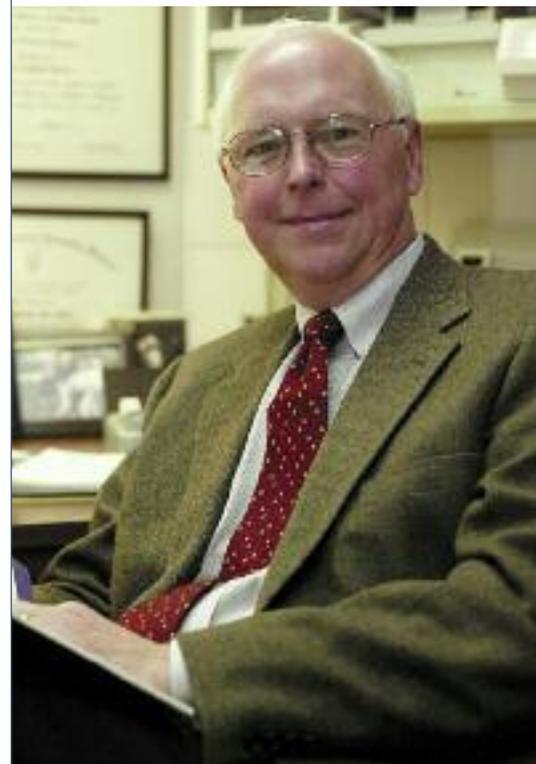
# Epilogue

We had a choice to make with this strategic plan. With all the changes over the last decade that have resulted in the new UC Denver, we could have chosen to take an “institutional breather” and simply maintain our current position. Or we could have chosen to maximize the opportunities available to us. We have chosen the latter course. We have done so because we are an institution that:

- has too much potential to be comfortable with “the new status quo;”
- is used to rapid change, and we believe this will become a competitive advantage in future years;
- has yet to realize the full benefits of academic consolidation;
- possesses more superior facilities for education and research in the health sciences than many institutions of our type around the world;
- believes it has more to offer the city, state, nation, and world and also believes that it has a responsibility to do so;
- recognizes that the higher education marketplace is now a global one and, that to be competitive, we must be an institution with a global mindset and reach;
- can benefit from its vibrant metropolitan location in an attractive and growing part of the country; and
- can leverage the benefits of our diverse undergraduate student body as we seek to enhance the diversity of our graduate and professional students, faculty, and staff.

Such an ambitious plan is not without risks, nor is it immune from criticism. The risks include possible failure to accomplish all the priorities and goals. We accept that risk, knowing that this is more of a journey than a destination. We also know that we don’t fully control our destiny. External factors, from the resource environment to local and world affairs, can intrude on our plans over the years. Yet, we cannot be so risk-averse that we develop a plan that cannot be criticized. For example, some of our stakeholders worry that our global ambitions will diminish our attention to our statewide responsibilities. We have listened throughout the process, been responsive to concerns, and sought and achieved a general consensus. Yet, we have not compromised our determination to be bold in our plan.

We also realize that developing the plan and implementing the plan are two very different activities. In the implementation phase, we will need to develop precise benchmarks and measurable outcomes, evaluation processes, specific timelines, and clear lines of responsibility and accountability. Our resource acquisitions and budget allocations will need to be intentionally focused by the plan and evidence-based.



**Richard Hamman, MD, DrPH, is dean of the planned Colorado School of Public Health, scheduled to open summer 2008 as a collaboration between the University of Colorado Denver, Colorado State University, and the University of Northern Colorado.**

*While the mission, vision, and values remain constant, the plan will be dynamic and entrepreneurial.*

We also will need each of the colleges, schools, and units of the university to align their individual strategic plans so they are consistent with and contribute to the institution's strategic plan. We always will need to communicate widely and effectively with our internal and external stakeholders about progress. This will be accomplished both by traditional means (such as regular progress reports) and innovative methods (such as a Web-based strategy map). Furthermore, we recognize that this strategic plan has to inform and guide our institutional accreditation self-study that will be developed in advance of the North Central Association's site visit during the 2010-11 academic year. We recognize that successful implementation requires that while the mission, vision, and values remain generally constant, the plan as a whole must be dynamic and capitalize on opportunities.

With the approval of the Board of Regents, the development of a detailed business plan, and the establishment of outcome and evaluation measures under the auspices of a comprehensive institutional effectiveness program, the university will continue its increased commitment to planning through effective shared governance and turn its full attention and its considerable creative energies toward fulfilling its mission, achieving its vision, and living up to its values. That's what this remarkable 21st century university will do.

*1 We use the words "interdisciplinary" and "multidisciplinary" as distinctive terms. Interdisciplinary refers to a convergence of traditional disciplines to create a new discipline, such as bioengineering. Multidisciplinary refers to the collaboration among different disciplines to answer a specific research question or address a problem, such as a collaboration among architecture, engineering, and biology to study questions related to sustainable infrastructure and communities.*

*2 "Multi-modal" refers to learning modes that involve traditional classroom courses and online courses within a single degree program.*

*3 "Nontraditional" here refers to delivery formats like online, hybrid, correspondence, tele-education, and telemedicine.*

*4 The university's clinical partners include Denver Health, National Jewish Medical and Research Center, The Children's Hospital, the University of Colorado Hospital, and the Denver VA Medical Center.*



UC Denver has a partnership with China Agricultural University in Beijing, China (above). We are exploring additional collaborations in Saudi Arabia (below).





*Anschutz Medical Campus*



*Downtown Campus*