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## **Criterion 5. Resources, Planning, and Institutional Effectiveness**

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The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

### **5.A. Core Component**

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Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

### **Argument**

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#### **5.A.1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.**

DU employs policies and procedures to engage internal constituencies—including board members, administration, faculty, staff, and students—in University governance. While the [Chancellor](#), [Chancellor's Cabinet](#), [Provost](#), [Vice Provosts](#) and [Deans](#) represent senior administrative decision-makers, shared governance across all levels informs University policies and practices. In DU IMPACT 2025, the institution affirms commitment to shared governance: “While we understand that there is one governing board, many issues require the expression and authentic engagement of many voices” [[Shared Governance Commitment](#)]. Annually, the Provost hosts a conference for all faculty, staff, administrators, and students on significant topics. The 2020 theme was shared governance and highlighted connections between shared governance and the public good [[Provost's Conference Webpage](#)].

To facilitate shared governance, DU is organized into committees, councils, advisory groups, task forces, and other entities that keep the community apprised of and engaged with activities and initiatives. All groups serve distinct purposes and represents various constituencies.

As discussed in 2.C, the [Board of Trustees](#) (BOT) is DU's governing body, but delegates to the Chancellor broad responsibility for management of the University's day-to-day operations. The BOT welcomes input from faculty and students through their elected representatives. The presidents of the Faculty Senate, Undergraduate Student Government (USG), Graduate Student Government (GSG) and Student Bar Association report at each full Board meeting [[FAQs](#)]. The Faculty Senate President is an ex-officio representative on the BOT. Faculty hold voting memberships on two standing committees: Finance and Budget Committee (F&B) and Faculty and Educational Affairs Committee (FEAC).

The [Chancellor's Cabinet](#) works across the University to implement the mission and vision. Guided by DU IMPACT 2025, cabinet members connect with students, faculty, staff, alumni, and neighbors to guide efforts toward creating an inclusive community. Cabinet meetings focus on strategic issues like the [web overhaul](#), [chancellorship transition](#), and [Equity into Action plan](#).

In bimonthly [Deans' Council](#) meetings, the Provost, deans, vice provosts, and select vice chancellors work on curricular development, educational policy, financial issues, and student concerns. In 2019, meeting topics ranged from [graduate student differential tuition](#) to [budget development](#). During the adjustment to online course delivery in spring 2020, senior leadership teams met daily for planning and discussion of COVID-19-related concerns.

[University Council](#) consists of senior staff members, deans, and division heads as a forum for communicating institutional and divisional initiatives and projects, providing and gathering feedback, and thinking strategically together. It unites colleagues in a vibrant culture of collaboration. The Council meets twice per quarter on issues such as [enrollment and rankings](#), [Denver Advantage projects](#), and the [budget](#).

As discussed in Criterion 3, four faculty councils recommend policies regarding academic programs to the Provost and foster faculty engagement in shared governance. The [Undergraduate Council](#) reviews and approves policy concerning undergraduate education. The [Graduate Council](#) reviews and approves policy concerning graduate education [[Membership](#)]. The [Distance Learning Council](#) reviews online/distance curriculum. The [Internationalization Council](#) advises the Vice Provost for Internationalization on all internationalization activities, including international education.

The Faculty Senate [[Faculty Senate Constitution](#)], composed of elected representatives, addresses policies affecting educational activities and academic personnel matters, with power and duties to recommend policy, review finances, consider conduct of University officers, recommend appointments to University committees, call general faculty meetings, invite consultants, and enact [by-laws](#). [Minutes](#) from Senate meetings are available to the University community [[Oct 2018 Meeting Minutes](#), [May 2019 Meeting Minutes](#), [April 2020 Meeting Minutes](#)]. Much Senate work happens in various committees. In 2018-2019, a *Committee on Committees* analyzed issues of faculty representation on University-wide committees [[Committee Summary](#)]. [In Policies and Procedures Relating to Faculty Appointment, Promotion, and Tenure](#), participation in shared governance is explicitly listed as a criterion for appointment, annual review, reappointment, promotion, and (where appropriate) tenure for all

benefitted faculty lines. The Faculty Senate continues to uphold strong Shared Governance principles through the COVID-19 pandemic [[Highlights](#)].

In 2007, faculty renewed a chapter of the [American Association of University Professors \(AAUP\)](#) comprising faculty members from all units and employment series interested in shared governance and faculty representation [[Bylaws](#)]. The AAUP contributes to shared governance by advocating within Faculty Senate, within individual units, and directly with the provost, chancellor, and BOT.

The University cultivates student involvement in governance. The [USG](#) and [GSG](#) foster the growth and welfare of students [USG [Constitution](#) and [Bylaws](#), GSG [Constitution](#) and [Bylaws](#)]. USG and GSG presidents and vice presidents sit on the DU IMPACT 2025 Steering Committee, helping guide implementation of the strategic plan.

The [Staff Advisory Council \(SAC\)](#) unites and supports staff through advocacy and collaboration, lobbying for policies and procedures that directly affect staff members' morale, interests, working conditions, and professional development [[March 2020 Agenda](#), [November 2019 Agenda](#), [Draft Shared Leave Bank Proposal](#)].

In addition, academic units also have committees that contribute to the shared governance of the academic unit. For example, Daniels College of Business' Academic Council (AC) is comprised of department chairs and academic program directors and serves as a sounding board regarding significant decisions such as new programs and policies relating to teaching and faculty affairs [[Meeting Minutes](#)].

#### **5.A.2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.**

The University's administration utilizes data to inform decisions at all levels through systematic, sustained, and thorough use of qualitative and quantitative measures and processes. Information gathered from students, faculty, and staff is used to assess engagement and perceptions of constituents. Assessment tools include the [National Survey of Student Engagement \(NSSE\)](#), National Institute for Transformation and Equity's [Culturally Engaging Campus Environments Survey \(CECE\)](#) for graduate and undergraduate students, [ModernThink survey](#) for faculty and staff, and [COACHE survey](#) for faculty.

To improve data usage and communication across the campus, DU maintains a data-users group, the [Information, Measurement, and Analysis Council \(IMAC\)](#), to enhance collaborations and data literacy. IMAC meets quarterly to discuss new technologies launched, institutional research and projects conducted, and data/data processing issues [[December 2019 Agenda](#), [November 2018 Agenda](#)].

As presented in 2.B, institutional resources include the [Annual Budget Transmittal](#), [University Factbook](#), and other dashboards. The [Office of Institutional Research and Analysis \(IR\)](#) maintains a resource-rich website to inform community members of data appropriate to decision-making. Through IPEDS Data Feedback Reports, IR provides extensive data reports comparing DU's performance with [peer institutions](#) [[Admission and Test Scores](#), [Employee FTE and Faculty Salaries](#), [Retention and Graduation Rates](#)].

Examples of data-informed decisions include the undergraduate tuition pricing study and the Art and Science (A&S) study. Senior leadership worked with Lawlor and Associates to survey 1700 prospective students and parents to determine what would increase student interest and matriculation. In September 2019, tuition rate information was presented to FEAC and the report was shared with relevant stakeholders, including senior leadership, who determined the appropriate tuition increase for fall 2020.

The A&S study informed undergraduate strategies (academic/co-curricular, communications, etc.) to distinguish DU in a competitive market and increase applications and enrollments. In 2018-2019, A&S presented recommendations to the working group and BOT, which were included in the next phase of DU's strategic plan and imperatives.

Departments also use data to make informed local-level decisions. The IT Help Center uses feedback from the ticketing application ServiceNow to improve performance and customer satisfaction [[Incident Satisfaction Survey](#)]. Facilities Management utilizes Sightlines to report metrics and benchmarks with peer institutions on stewardship of campus facilities, which influence operational procedures and resource requests [[Full Report FY18](#)].

### **5.A.3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.**

Academic requirements, policies, and processes are adopted through an effective collaborative structure. Administrative leaders and faculty participate in governing committees and students serve as voting members on Graduate and Undergraduate Councils [[Undergraduate Council Bylaws](#), [Graduate Council Bylaws](#)], ensuring that students are appropriately involved in setting academic requirements, policies, and processes and that changes are communicated to students.

Faculty Senate's standing committees are the regular, but not exclusive, forum for formulating faculty recommendations that affect the University. Three committees focus on academic requirements, policies, and processes:

- 1) The [Academic Planning Committee](#) (APC) recommends policies regarding curriculum and quality of instruction, research and scholarship funding, instructional and scholarly technology, and long-range planning. APC appoints representatives to councils and committees including Undergraduate Council, Library Advisory Committee, Graduate Council, Internationalization Council, Athletic Committee, and Distance Learning Committee [[2019-2020 Committee Summary](#)].
- 2) The Student Relations Committee (SRC) investigates and makes recommendations regarding academic and non-academic components of student and alumni life. SRC oversees student support services, such as the Driscoll Center, Ritchie Center, and bookstore, and reports progress on the Inclusive Learning Environments Initiative. SRC meets at least quarterly with Vice Provosts in undergraduate and graduate areas, Student Affairs, and Alumni Relations [[Committee Summary](#)].
- 3) The Personnel Committee (PC) evaluates and recommends policy regarding academic freedom, tenure, rank, advancement, and evaluation, as well as improvement of faculty services, salaries, and retirement annuities. PC evaluates requests for sabbaticals and recommends recipients for faculty honors [[Committee Summary](#)].

Collaboration among relevant faculty, administrators, staff, students, and the BOT is the norm when finalizing University-wide academic requirements, policies, and procedures. As detailed in 3.B, a study of the common curriculum was undertaken in 2017 by a [General Education Review and Inquiry \(GERI\)](#) committee in consultation with Faculty Senate, administrators, and Student Affairs. At several points in the review process, short updates on progress were presented to the Board.

The [Policies and Procedures Relating to Faculty Appointment, Promotion, and Tenure](#) (APT) were drafted, negotiated, and revised collaboratively by faculty, administration and the Board. The current version, revised in 2015, retitled the series of “Lecturers” to “Teaching Professors” and gave multi-year contracts to non-tenure-line faculty with length determined by ranks of Assistant, Associate, or Full Professors in their respective series (Teaching Professors, Clinical Professors, Research Professors, and Professors of the Practice). The result was a pathbreaking document featured in *Inside Higher Education*: “[More than Adjuncts](#).”

## 5.B. Core Component

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The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources, and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

## Argument

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### 5.B.1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.

#### Human Resources

The [Human Resources and Inclusive Excellence \(HRIC\)](#) Division assists in recruiting and retaining excellent faculty and staff, provides personal and professional development opportunities, and supports effective decision-making by providing information and guidance on human resource processes, systems, and data. New staff attend [New Employee Orientation](#) facilitated by HRIC.

In September 2019, HRIC was [recognized for their efforts](#) in revamping the onboarding experience by *Business Officer Magazine*. DU focuses on consistent and competitive salaries to attract and retain a high-quality workforce. DU's [compensation program](#) emphasizes market value and recognizes job equity and value.

Faculty and staff are encouraged to attend professional development activities and build skillsets to serve the mission effectively. The HRIC People Development Team creates development opportunities throughout the employee lifecycle. On-campus professional development is offered through learning programs, events, and practices to accommodate learning styles and preferences [[Leadership Academy](#), [Training](#), [Mentor Program](#), and [DU Toastmasters Club](#)]. In FY19, 1,154 employees attended learning programs, not including the online learning count of 1725 via LinkedIn Learning. All full-time employees are eligible for [tuition waivers](#).

Academic and administrative units provide faculty professional development funds for activities including web seminars, conference fees and travel, and certifications. The College of Arts, Humanities and Social Sciences (CAHSS) [provides funding up to \\$1,000](#) for professional development per staff member per year. Faculty in the University Writing Program Teaching Professor series receive up to \$1000 annually for professional travel and up to \$500 for professional expenses, including books, teaching materials, and professional memberships. All UWP faculty, including adjuncts, receive modest stipends for professional workshops [[Faculty Handbook](#)].

#### Fiscal, Physical, and Technological Infrastructure

The University has fiscal, physical, and technological infrastructure sufficient to support its operations and continuously evaluates the resources and infrastructure that support its operation.

The BOT approves the annual budget, as outlined in the Budget Transmittal, which summarizes the financial infrastructure [[FY2020 Budget Transmittal](#), [FY2021 Budget Transmittal](#)]. The transmittal shares the proposed budget for the fiscal year, review of current financial status, and overview of DU IMPACT 2025 projects and costs.

DU's endowment was valued at \$689.2 million on March 31, 2020—a net increase of \$439 million since 2009. We have had a positive operating margin for more than 25 years and the operating revenue budget increased from \$352 million in FY2010 to \$518 million in FY2020. Bond rating agencies Moody's and Fitch recently rated the University of Denver A and AA, respectively. DU operates on a sound financial basis, as shown on FY19 Financial Statements. Audited financial statements from 6/30/2019 report total assets of \$1.87 billion and total net assets of \$1.49 billion, representing 3% growth from 6/30/2018. In analysis of the Composite Financial Index (CFI), DU's CFI for FY2019 of 5.76 and the projected CFI for 2020 of 2.80 depict a healthy financial institution responding to volatility caused by COVID-19.

In spring 2020, DU managed the financial implications of the COVID-19 crisis and maintained high liquidity despite refunding room and board fees. As of May 2020, days cash on hand tracked consistently with the prior year. Student Accounts Receivable was also consistent, with collections continuing as expected. Cash flow forecasting remains strong through June 30, 2020 due to continuing spring enrollments and positive through August with increased summer enrollments.

The FY2021 compensation budget reflects efforts to reduce expenses and increase flexibility. The University created an equitable temporary pay reduction program to begin July 1, 2020, using a progressive scale that places the highest burden on highest-paid employees. Additional expense reductions include a hiring slow-down, reducing non-benefitted employee hours, reducing discretionary spending, freezing travel, cellphone and car allowances, and delaying capital projects. DU placed approximately 40 employees on extended administrative leave beginning July 1, 2020 and reduced the matching retirement plan contribution to a maximum of 4% (from 8%) [[Financial Implications Campus Communication](#)]. Because the pre-COVID budget-to-actual variance positively increases our bottom line, coupled with strong reserves, DU will complete FY20 in a financially stable position.

DU is located on a 125-acre campus with 112 buildings totaling five million square feet. Since 1995, 72% of facilities have been either built or renovated. The University follows and annually reviews the Integrated Facilities Plan (IFP), which the Facilities Department uses to prioritize construction, renovation, and maintenance projects. In 2007, the University completed a comprehensive survey of buildings to develop the IFP and identify, prioritize, and fund its most significant deferred maintenance needs. The IFP was updated in 2010, 2015, and [2018](#).

Since 2010, the University added nine buildings, including Ruffato Hall, Ritchie School of Engineering and Computer Science, and Sie Complex addition, and completed multiple major renovations, including the [Anderson Academic Commons](#) and [Denver Tennis Park](#). FY19 saw 164 active construction and renovation projects in process, totaling \$295 million. In November

2018, DU began construction on [Denver Advantage](#), three new buildings that will transform the student experience and improve the University's ability to function as a student-centered research university, as detailed in 5.B.2.

[Information Technology](#) (IT) offers a range of technology services that uphold industry standards, including wireless networking for all buildings, and maintains audio/visual (AV) equipment. The Office of the Registrar manages scheduling for 110 of DU's [193 classrooms](#), which are equipped with AV technology and projection. IT [maintains computer labs and equipment](#) across campus; develops and supports the use of [software](#) such as Adobe Creative Cloud, Microsoft Office 365, and antivirus protection; and supports off-campus network access. IT administers [PioneerMobile](#), oversees the [Video Creation Studio](#), and provides an in-person and by-phone [Help Center](#). Specific support is provided for Canvas, DU's learning management system, video recording and content tools (Kaltura, Zoom), electronic portfolio websites, and instructional feedback devices (DU Portfolio and Clickers). Some units have computer applications that address their unique needs [[Software Ecosystem](#)]. IT supported the University heavily through COVID-19, including creating training videos, providing live IT support and more [[IT COVID-19 Support](#)].

Units also have technological infrastructure necessary to fulfill DU's mission. The Office of Enrollment and the Office of Graduate Education use *Slate*, a comprehensive CRM system to manage the higher education admission process, events, recruitment, travel, outreach and communication efforts, application reading and review, real-time admission data reporting, and more. Slate allows DU to effectively manage logistics of admissions while building and maintaining relationships with students, families, and organization contacts.

### **5.B.2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources, and opportunities.**

Without engaging friends and donors in fundraising, the University's goals are not realistic given our tuition-dependency. Deans and vice chancellors have developed themes for a forthcoming campaign, some with volunteer boards [February 2018 [Administrative Council Agenda](#), Summer 2019 [Deans Retreat Agenda](#)]. Unit strategic plans align with DU IMPACT 2025, ensuring the campaign supports mission-based goals [[CAHSS Connection](#), [NSM Connection](#), [MCE Connection](#)].

DU IMPACT 2025 operationalizes DU's mission [[Strategic Plan Summary](#)] and the institution has allocated \$1.6 million in the base budget and transferred \$4-8 million from year-end funds specifically for projects beyond normal budget that accelerate goals of the strategic plan. Some pilot projects have received seed funding to test ideas of interest to donors and friends. In 2019, units began proposing successful pilot projects in their base budget requests. The Offices of the Chancellor and Provost ensured open communication with units throughout the process, including revisiting budgets due to COVID-19.

As of February 2020, DU had invested in 26 projects, in addition to administrative and other one-time funding costs, that advance four transformative directions (TD) for DU IMPACT 2025 [[DU IMPACT 2025 Funding Details](#), [DU IMPACT 2025 Summary Page](#)]. Examples include:

- **TD 1:** Student-centered projects, including [DU Dialogues](#), focused on building community, learning dialogue skills, and exploring issues of identity and equity; and the



[ePortfolio](#) curriculum, which helps students make meaningful connections across experiences (academic, co-curricular, and community) while developing critical thinking and reflective engagement [[DU Dialogues Proposal and Evaluation Report 2019](#), ePortfolio [Memo](#) and [Evaluation Report 2019](#)].

- **TD 1:** Academic infrastructure projects, including the development of an internal Online Management Program [[OPM Proposal 2019](#)].
- **TD 2:** Research projects, including \$1.2 million over six years to bolster interdisciplinary faculty research through the Knowledge Bridges Incubator [[Knowledge Bridges Proposal 2018](#)].
- **TD 3:** Community engagement projects, including the [DU Grand Challenges program](#), which brings together University and community change-makers to address difficult and far-reaching issues facing society [[DU Grand Challenges Proposal 2018](#)].
- **TD 4:** Exemplary employer projects, including over \$300,000 for a Backup Care Family Supports and Discounted Child Care program [Equity into Action [Proposal](#) and [Budget 2019](#)].

Extending DU IMPACT 2025, we began a campus master planning initiative in 2016 with Ayers Saint Gross. Based on feedback and thoughtful planning, DU revealed the Denver Advantage Campus Framework Plan (CFP) summary in May 2018 with a [presentation to the community](#). The [CFP](#) provides a long-term, flexible framework for development to support current and future campus needs as funding becomes available.

DU IMPACT 2025 and the master planning process identified the need for three new buildings, referred to as [Denver Advantage](#): a community commons, a first-year residence hall, and a career services hub. The [community commons](#) (to be completed mid-December 2020) will be a central hub bringing together faculty, staff, students, alumni, and community members. It will feature a central food hall, an array of student services, meeting spaces to foster collaboration, and indoor-outdoor programming spaces. The [Dimond Family Residential Village](#) houses 500 first-year students and some programs. The design fosters community and a sense of belonging with pods of approximately 24 students, a “tree canopy” programming space, and outdoor gathering spaces. The [Burwell Center for Career Achievement](#) a certified LEED platinum building, houses Career and Professional Development, Employer Engagement, and Alumni Relations staff.

### **5.B.3. The institution has a well-developed process in place for budgeting and for monitoring its finances.**

The Provost is responsible for developing the University’s annual operating budget, which begins with the Chancellor setting priorities with input from the BOT. The [Office of University Budget, Planning, and Administration](#) (Budget and Planning) supports institutional leaders in developing a budget aligned with the Mission and DU IMPACT 2025 through in-depth analysis and discussion to set tuition levels, merit increase pools, and models for the multi-year budgetary impact of programs. Budget and Planning also trains and supports unit-level business officers [[FY20 Business Officer Training Presentation](#)].

Phase one begins with a community discussion of the budget development process, timeline, strategic priorities, and results of the prior year [[FY20 Kick-Off Presentation](#)]. Over the next two months, the budget team works with business officers, colleges, and divisions to develop their budget proposals and review meetings are scheduled with the Provost. Budget and Planning compiles the information to evaluate the full impact of funding decisions in light of available resources and supports the Provost and each unit-leader. This analysis is shared with University

Council [[FY20 University Council Update Presentation](#)]. The Provost, in consultation with the Chancellor, finalizes the budget for the Budget and Planning team to share with divisions.

During FY19, Budget and Planning launched a new Multi-Year Forecasting, Analysis, and Budgeting system (MYFAB). Business officers were required to propose four additional years of revenue and expense projections [[Multi-Year Planning Tool](#)] to represent the units' strategic plans. This platform allows University leadership to see how requests would influence DU's financial statements, allowing for multiple-scenario evaluation.

In May, the Provost presents the [budget transmittal](#) to the F&B committee, who vote to move the budget proposal forward to the full BOT at their June meeting. Once approved, the information is communicated to the campus for implementation [[Campus-Wide Email FY20](#)].

Several bodies monitor the University's finances throughout the year. The Administrative Budget Group (ABG) meets monthly and includes the Provost, Vice Chancellor of Business and staff from Financial Affairs, Budget and Planning, and Controller's Office. ABG tracks and reports variances from the budget, allowing for re-allocation of positive variances into strategic reserves. The Chancellor's Cabinet and Deans Council regularly discuss the budget in depth, ensuring a broad perspective. As detailed in 2.A, three BOT committees provide leadership on financial matters: F&B, the Investment Committee, and the Audit Committee.

The Faculty Senate president and Financial Planning Committee meet quarterly with the Provost, Vice Provost for University Budget, Planning, and Administration, and Senior Vice Chancellor for Financial Affairs and Treasurer to discuss the current state of the budget and finances, plans for future budget development, and fiscal concerns or issues [[FY21 Faculty Senate Budget Presentation](#)].

#### **5.B.4. The institution's fiscal allocations ensure that its educational purposes are achieved.**

Article 8, Section 1 of the BOT bylaws states:

The preparation of the annual budget for approval of and presentation by the Chancellor to the Board of Trustees shall be carried on under the supervision of the Provost, working under the direction of the Chancellor and with the Vice Chancellor for Financial Affairs [[Bylaws](#)].

This process ensures resources are allocated to DU's educational responsibilities in accordance with the academic mission. Throughout each fiscal year, DU analyzes budget-to-actual variance to ensure the annual operating budget is performing as projected. ABG reviews monthly financial activity and considers implications for revenue and expenditure changes. Unit forecasting is conducted each term and projections inform interim financial reporting. Updates are provided to the BOT F&B committee and to the full Board in a quarterly financial report.

At the conclusion of each fiscal year, DU completes financial audits to analyze financial performance, ratios, and trends. Beginning in FY19, DU's financial statements included a comprehensive, unaudited management review describing financial activity throughout the year. This supplemental report describes complex operations for multiple constituencies, including the BOT, faculty and staff, rating agencies, financial institutions, donors, and grant funding agencies.

Compilation of financial ratios, particularly through analysis of the CFI, allows DU to consider whether resources are sufficient and flexible enough to support the strategic mission, whether capital debt is appropriately managed, and whether DU is operating within available resources.

The overall calculation indicates that DU is healthy financially and should focus resources strategically to remain competitive. While the five-year trend for the CFI is downward, DU remains well above the midpoint, and recent financial performance is impacted by DU IMPACT 2025 expenditures.

Because DU is not beholden to any superordinate entity, there is no disbursement of revenue to such entity.

## 5.C. Core Component

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The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

### Argument

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#### **5.C.1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.**

As discussed in 5.B.3, the Chancellor and Provost, with input and approval from the BOT, develop strategic budget priorities for each fiscal year in accordance with the themes of DU IMPACT 2025, ensuring the University adheres to its mission and priorities.

The budget allocates 38% for instruction, 3% for research, 3% for public service, 18% for academic support, 12% for student services, 16% for physical plant and 10% for auxiliary. With 71% of resources allocated to instruction, academic support, student services, and research, the institution clearly prioritizes the [mission](#) of the University [[FY19 IPEDS Report](#)].

As discussed in 5.B, Budget and Planning creates a [budget transmittal](#), which is presented to the BOT for approval and shared with faculty and staff, that contains data and narrative describing development of the budget, factors shaping development, current University and higher education climate, and other budget-drivers considered in the recommendations. It also overviews current DU IMPACT 2025 projects and costs. This ensures transparency regarding resource allocation in alignment with our mission and priorities. Providing community access to the budget transmittal is essential, especially in years of significant change, such as those related to COVID-19.

Two significant drivers in the budget development process are enrollment projections and compensation increases. [Compensation and other labor-related costs](#) represent the largest budgetary expenditures. In considering increases, new positions, and equity issues, units are encouraged to weigh institutional priorities, including: diversity and inclusion initiatives; technology infrastructure upgrades; communication and marketing initiatives; affordability and access plans though investment of quasi-endowed funds in the University's Consolidated

Endowment Fund; sustainability initiatives; capital projects; employee compensation and equity adjustments; and employee wellness and healthy living initiatives.

As research is vital to DU's mission, numerous sources of [internal funding](#) support scholarship and creative activity. The [Professional Research Opportunities for Faculty](#) fund makes awards up to \$20,000 for individual faculty and \$45,000 for teams of investigators to increase external funding. The Faculty Research Fund offers awards up to \$3,000 to stimulate scholarship and creative activity. [Faculty Internationalization Grants](#) award up to \$8,000 to support international research endeavors. The [Public Good Fund for Faculty](#) has an annual pool of \$100,000 to promote public good research and outreach. The [Interdisciplinary Research Incubator for the Study of \(In\)Equality \(IRISE\) offers](#) awards up to \$5,000 to facilitate interdisciplinary research, scholarship, and creative works that deepen understanding of inequalities. The [Knoebel Institute Research Pilot Proposals fund](#) has \$250,000 to support pilot projects in research on aging. Many colleges have their own sources of funding. The College of Arts, Humanities and Social Sciences (CAHSS) offers almost a [dozen sources of funding](#) for scholarship and creative activity, including the Creative Arts Materials Fund which awards up to \$5,000 to offset the expense of arts materials.

The University directly supports student research. The [Undergraduate Research Center](#) (URC) offers \$1,500 Partnership in Scholarship awards for undergraduate students to work with faculty on collaboratively generated research projects. Additional grants allow students to present at conferences and conduct summer research projects. Individual units also encourage undergraduate research. CAHSS [awards students grants](#) up to \$3,400 for unpaid summer internships and up to \$1,250 for student research.

As discussed in Criterion 1, two priority areas for increased institutional funding within Chancellor Haefner's strategic imperatives are [diversity, equity and inclusion](#) and [sustainability](#). In the last ten years, DU has created or elevated positions in DEI, creating new infrastructure, including: [Office of Diversity, Equity and Inclusion](#); [Inclusive Pedagogy](#); and [Equity Education](#). While DU has made progress in many areas, such as recruiting [a more diverse student body](#) through this focused resource allocation, we recognize that our efforts have [not always reached those who need it most](#). DU also has made significant investments in sustainability. In 2017, [the University and the BOT agreed](#) to establish a revolving "green fund" with an initial \$5 million to investigate efforts related to sustainability in University operations. In 2012, the University designated resources to create a [Center for Sustainability](#) and a full-time sustainability position [[Timeline](#)] leading to support that has advanced DU's sustainability mission and goals [[Sustainability Annual Report](#)].

### **5.C.2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.**

The University links its assessment of student learning, evaluation of operations, planning and budgeting to policies, required procedures, and intentional support. Creation, review, and monitoring of academic programs and outcomes follow well-developed processes and procedures at the program, college, and university levels that include budgetary and assessment information, as described in Criteria 3 and 4 [[New Program Proposal Proforma Analysis Spreadsheet](#)].

Including the review of assessment, resources, and program plans by undergraduate and/or graduate councils is key in evaluating the viability of new academic programs. Resources and

planning proforma are reviewed and approved by Planning and Budget and the Provost prior to implementation.

In addition to in-depth [program-level assessments](#) by OTL, detailed in Criterion 4, a five-year financial and enrollment review of new programs is shared with deans and the BOT. Programs that do not perform as expected are evaluated for adaptation or closure through discussion with the unit dean and faculty.

DU also links evaluation of operations to planning and budgeting. Units that report to the Vice Chancellor for Business and Financial Affairs complete an annual Balanced Scorecard/Enterprise Risk Management (BSC/ERM) report of metrics in four areas: strategic goals supporting the University's mission and strategic plan; reliability of reporting; effective and efficient use of resources; and compliance with applicable laws and regulations. [Physical Environment](#) and [Financial Environment](#) reports are provided to the Chancellor and the Provost.

The Office of Business and Financial Affairs (BFA) has a direct relationship to how well the University accomplishes the goals of DU IMPACT 2025 [[BFA Connection of Student Experience](#)]. Student Financial Services (SFS) directly impacts students' academic progress by making financial information accessible to students and their families [[FY19 SFS Balanced Scorecard](#)].

### **5.C.3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.**

The University's principle planning documents, DU IMPACT 2025, the Denver Advantage Campus Framework Plan, and academic and administrative unit plans were crafted with extensive input from internal and external constituencies.

Creation of DU IMPACT 2025 began in December 2014 when a [27-member advisory body](#) was convened and divided into three working groups that consulted with the DU and Denver community. In 2015, the working groups engaged over 2,500 people—students, faculty, staff, alumni, friends, and business and civic leaders—to learn how DU can best fulfill its mission. Over the summer, the working groups drafted a document based on hundreds of conversations, approximately 1,000 pages of notes, and research from around the country. In September, they shared a draft proposal with the campus community and over 1,600 people shared feedback to refine the document. DU IMPACT 2025 was drafted in constant consultation with and approved by the BOT in January 2016 [[Timeline of Process](#)].

The current DU IMPACT 2025 [Steering Committee](#) comprises a diverse group of administrators, faculty, staff, and students. As of March 2020, over 30 administrators, 100 faculty, 75 staff and 10 students serve on various sub-teams involved with developing recommendations and implementing DU IMPACT 2025 [[Teams List](#)]. Internal and external partners relevant to the work are consulted regularly [[DU Grand Challenges Program Formation](#)].

The [Campus Framework Plan \(CFP\) had input and feedback from 1,000 participants](#) and incorporates findings from an array of experts in sustainability, mobility, space analytics, graphic design, real estate economics, and the needs and aspirations of our community. The [CFP Advisory Council](#) included faculty and staff from across campus, a Senior Aide to District 6 of the Denver City Council, and the Executive Director of the Latino Leadership Institute.

Within academic units, external advisory boards provide guidance to maintain relevance with industry experts. The [Daniels College of Business \(DCB\) Executive Advisory Board](#) includes a spectrum of industry leaders who provide input and support for strategic activities; assist with recruiting prospective students and career opportunities for alumni; act as sounding boards and serve as ambassadors for DCB; and share best practices and lessons from their experiences. Individual departments within DCB host their own boards of advisors.

The Graduate School of Professional Psychology (GSPP) Board of Advisors supports and advances unit values, mission, and goals through fundraising and community connections [[GSPP Strategic Plan](#)]. The Board consists of 12-21 members who serve as ambassadors, connectors, and donors [[Board Packet, 2019-2020 Board Members](#)].

#### **5.C.4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.**

The institution plans based on sound understanding of our current capacity, including fluctuations in institutional sources of revenue and enrollment, and long-range budget planning. Analysis and reporting of the University's financial operations is imperative to successful oversight of the institution. With University operations driven largely by tuition, this critical performance indicator is analyzed closely throughout the year. Business officers in each academic division develop a forecast four times annually to share with the Assistant Controller and Budget and Planning using MYFAB. Financial forecasts are submitted along with a narrative of the division's enrollment, registration, tuition, and discount projections for undergraduate and graduate programs.

Other important performance indicators of University operations are routinely reviewed by the Controller's Office, including cash flow, reserve balances, capital projects, minor capital spending, and historical operating comparisons. The Controller's office receives reports from other campus divisions. Undergraduate and graduate admission and enrollment reports, student receivables and bad debt analysis, and tuition forecasts generated by SFS are reviewed at the beginning of each quarter to inform overall operations and working capital cash flow.

DU uses external sources of forecasting and trends, including the Higher Education Price Index and reports from groups like the Educational Advisory Board and National Association for College and University Business Officers. When determining changes to cost of attendance, senior leadership considers internal and external factors, including student enrollment, annual giving, inflation, employee merit increases, the rising cost of utilities, proposed minimum wage increases contemplated by the City and County of Denver, the addition of new buildings to campus, and affordable housing. DU utilizes metrics for budgeting and funding like the [Higher Education Price Index](#) (HEPI), which measures the inflation rate applicable to United States higher education. In October 2019, [DU announced a tuition increase](#) of 2.4%, below the HEPI rate of 2.6%.

DU adjusts its expense base up or down depending on expected revenue. During fiscal years 2014-2018, DU responded to the nation-wide decline in law school enrollment with voluntary relinquishment of tenure by 10 faculty members, eliminating 10 staff positions, and reducing operating expenses. Conversely, the Graduate School of Social Work (GSSW) is experiencing increased online enrollment and we are investing in that division to accommodate growth. In FY14, GSSW had 72 full-time faculty and staff positions; in FY20, they had 114.

For the Spring 2020 quarter, DU prioritized community safety by closing the campus and sending students home due to COVID-19. The second priority was ongoing academic support for faculty, ensuring DU's educational purposes were achieved even during a pandemic. Because we lost revenue due to room and board refunds and other factors, Chancellor Haefner instituted three expenditure guidelines to inform senior leadership decision-making until June 30, when the BOT could evaluate the broader financial picture more accurately: slowing down hiring, reducing spending, and postponing non-essential capital projects [[Email to Faculty and Staff](#)].

### **5.C.5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.**

The precursor to DU IMPACT 2025, the 2013-2014 *Strategic Issues Panel on Higher Education*, examined the environment of higher education and considered a strategic framework to address the challenges facing colleges and universities. The 21-members panel comprised Trustees, administrators, faculty, and external community members, including the Editor of the *Denver Post*, President of the University of Northern Colorado, and Director of the Colorado Forum. The findings are summarized in "[Unsettling Times: Higher Education in an Era of Change](#)."

The University continues to anticipate emerging factors, including demographics. In 2017, DU commissioned a strategic pricing and positioning study, utilizing the firm Art and Science. Throughout fall 2019, Chancellor Haefner, interim Provost Lengsfeld and Vice Chancellor of Enrollment Rinehart visited academic and administrative units to present on trends facing higher education and DU specifically. This helped the institution focus and amplify work on strategic goals through a sound understanding of external factors and internal capacity.

As discussed in 5.C.2, the budget development process requires schools and colleges to submit a narrative of emerging factors, providing an opportunity to express concerns that are often outside their control. Most take this opportunity to discuss technology needs, potential changes in student enrollments, the need for program enhancements to improve curricula, student support programs, or compensation and equity issues.

Higher education is a technology-driven environment, so DU routinely invests in technology for continued instructional and operational efficiencies through classroom delivery methods like Zoom, Canvas, and 2U platforms, and new systems for improving operations such as MYFAB, Kronos, and Concur.

University College launched DU's first online program in 1997 to address student needs and stay abreast of the national trend toward online education. DU's presence online has grown substantially yet cautiously so as not to expand beyond fiscal capacity. In 2017, [DU partnered with 2U](#) in launching two online programs. Three other programs have since been added. DU now has 20 degree programs that are entirely online. Eight degree programs have blended online and on-campus courses. In 2019, [DU IMPACT 2025 approved \\$900,000](#) for an internal [Online Program Manager](#) to support units in developing, testing, and executing new online programs or offering online options for existing programs.

The University adapts to changing relationships with other countries and continuously monitors external risk factors to develop and implement strategies around risk assessment and management, providing confidence to students, faculty, staff, and their families when traveling abroad for research, teaching, study and other purposes [[Coronavirus Travel Policies, International Travel Risk Enterprise Management](#)].



### **5.C.6. The institution implements its plans to systematically improve its operations and student outcomes.**

Ten [implementation teams](#) were created in April 2016 to implement DU IMPACT 2025 and improve operations and student outcomes. While implementation structures changed as initiatives evolved, most teams are led by an administrator and faculty or staff member. Co-leads and key partners form the [DU IMPACT 2025 Steering Committee](#), which ensures progress of the plan. In fall 2019, Interim Provost Lengsfeld doubled the size of the committee, adding members with specific expertise [[Steering Committee Charge](#)].

Within implementation teams, co-leads create smaller working groups, with many meeting bi-weekly or monthly to ensure forward progress [[Internationalization Team](#)]. Some working groups have become permanent entities. The Office of Career and Professional Development recognized the importance of faculty voices in planning and implementation, so an interdisciplinary working group evolved into the [Faculty Council on Undergraduate Professional Development](#).

Faculty, staff, and students can apply for funding through DU IMPACT 2025 to implement DU's goals and unit strategic plans, As detailed in 5.B, as of February 2020, the University had funded 26 proposals totaling \$13,823,191 [[DU IMPACT 2025 Funding Summary Details](#)]. Applicants must include an evaluation plan and submit progress reports annually [[Evaluation Plan Template, End of Year Evaluation Process](#)]. This allows the University to utilize data on the impact of programs for future funding decisions. After reviewing the evaluation report for the National Center for Faculty Development and Diversity membership, the Chancellor and Senior Vice Chancellors decided to fund it for another two years [[NCFDD Evaluation Report](#)]. After reviewing the Public Impact Fellows evaluation report, the Chancellor and Senior Vice Chancellors agreed to add the request to that department's base budget [[PIF Evaluation Report](#)]. This funding has allowed DU to improve operations, often in unanticipated ways. The [Knowledge Bridges Incubator](#) demonstrated the power of institutional incentives. In spring 2018, the University issued [an RFP](#) to faculty offering up to \$300,000 for one or two interdisciplinary research ideas. The Provost's office received 23 proposals that included faculty members from across campus, demonstrating productive new collaborations. This funding was put on hold due to COVID-19 considerations.

The community is informed of progress throughout implementation of the strategic plan with regular updates of the website; a quarterly e-newsletter [[Spring Quarter 2018](#), [Fall Quarter 2019](#)]; and several larger reports [[Fall 2018 DU IMPACT 2025 Letter](#)]. Updates are regularly shared with other University constituents, such as the BOT and alumni. The Chancellor's Annual Report provides a snapshot of the University's accomplishments [[2019 Annual Report](#)].

It is also essential to document successful impacts on operational and student outcomes. While we do so on a programmatic level through the funding process, DU also assesses its performance in other ways. As described in 4.B.2, the University assesses student learning and the achievement of learning goals. As described in 3.C.3, we evaluate faculty members' performance in all job responsibilities. As described in 4.C.2, the University collects data on student retention, persistence, and completion of its programs. And as described in 4.A.1, the University conducts regular program reviews.

Academic unit plans explain how they systemically improve operations and student outcomes. As part of the College of Natural Sciences and Mathematics strategic plan, the college aims to build pathways for equitable access to high-quality science and math education. As a part of this initiative, they established new Academic Excellence Workshops, adopted from the successful E-STEM model [[NSM Strategic Plan](#)].