

Innovating for the Future

2021 – 2026 Strategic Plan

Spring 2022



University of Colorado
Boulder | Colorado Springs | Denver | Anschutz Medical Campus

FOUR CAMPUSES UNITED
ALL FOUR:**ONE**

Contents

- INTRODUCTION1**
- THE PROCESS.....2**
- HOW WE GOT HERE2**
- THE STRUCTURE3**
- PROCESS TIMELINE4**
- CU’S STRATEGIC PLAN5**
- HOW IT’S GOING..... 5
- THE ROAD AHEAD..... 5

PILLAR 1: Affordability & Student Success.....6

- Boulder Graduation Rates (First-Time Freshman).... 7
- UCCS Graduation Rates (First-Time Freshman) 8
- Denver Graduation Rates (First-Time Freshman)..... 9
- Boulder Freshman Retention Rates 10
- UCCS Freshman Retention Rates..... 11
- Denver Freshman Retention Rates..... 12
- Mental Health Training Goals 13
- Mental Health and Wellness Perceptions..... 14
- Innovation in Learning & Teaching Initiative 15
- Innovation in Learning & Teaching Initiative 16

PILLAR 2: Discovery & Impact 17

- Boulder Sponsored Research 18
- UCCS Sponsored Research..... 19
- Denver Sponsored Research 20
- Anschutz Sponsored Research..... 21
- CU System Sponsored Research..... 22
- Innovation in Learning & Teaching Initiative 23
- System-wide focus on supporting national security 24
- National Security Investment 24
- Anschutz Patients Served 25

PILLAR 3: Diversity, Inclusion, Equity & Access.....26

- CU Boulder Student & Employee Populations by Demography 30
- UCCS Student & Employee Populations by Demography..... 31

- CU Denver Student & Employee Populations by Demography 32
- CU Anschutz Student & Employee Populations by Demography 33
- Boulder New Student Diversity 34
- UCCS New Student Diversity..... 35
- Denver New Student Diversity 36
- Anschutz New Student Diversity 37
- Boulder - Faculty & Staff (New Hires) Diversity 38
- UCCS - Faculty & Staff (New Hires) Diversity 39
- Denver - Faculty & Staff (New Hires) Diversity 40
- Anschutz - Faculty & Staff (New Hires) Diversity.... 41
- Campus and Workplace Culture (CWC) Survey 42

PILLAR 4: Fiscal Strength..... 43

- Boulder Gifts/Fundraising 44
- UCCS Gifts/Fundraising..... 45
- Denver Gifts/Fundraising..... 46
- Anschutz Gifts/Fundraising 47
- Definition of “Other Revenue per Employee” 48
- Boulder Other Revenue per Employee FTE 49
- UCCS Other Revenue per Employee FTE..... 50
- Anschutz Other Revenue per Employee FTE..... 51
- Facility Condition Index (FCI) 52
- Energy Use Intensity (EUI)..... 53
- Greenhouse Gas Emissions 54
- Information Technology (IT) Governance Committee (Transformation & Innovation Program) 55

ACKNOWLEDGEMENTS.....56

In addition to the metrics associated with the strategic plan, the University of Colorado tracks many other metrics with supporting data. Visit cu.edu/strategic-metrics for more information.



Introduction

Between the summer of 2019 and the spring of 2021, the University of Colorado (CU) conducted a collaborative and inclusive strategic planning process to identify common themes that would help guide the university for the next five years and beyond. Priorities identified were collectively chosen by stakeholders involved throughout the process will advance CU's mission.

The CU system strategic plan is a high level plan that aligns all elements of governance (regents, system and campuses) to achieve a focused set of goals that are essential to fulfilling the university's mission. The system plan does not replicate or replace campus strategic plans, but is achieved through them. CU's strategic plan elevates and makes the case for CU with the state and shines light on its successes and needs.

The strategic planning process was guided by input from the CU Board of Regents, faculty, students, staff, chancellors, trustees and the broader CU community.

The collaborative process resulted in the creation of four strategic pillars:

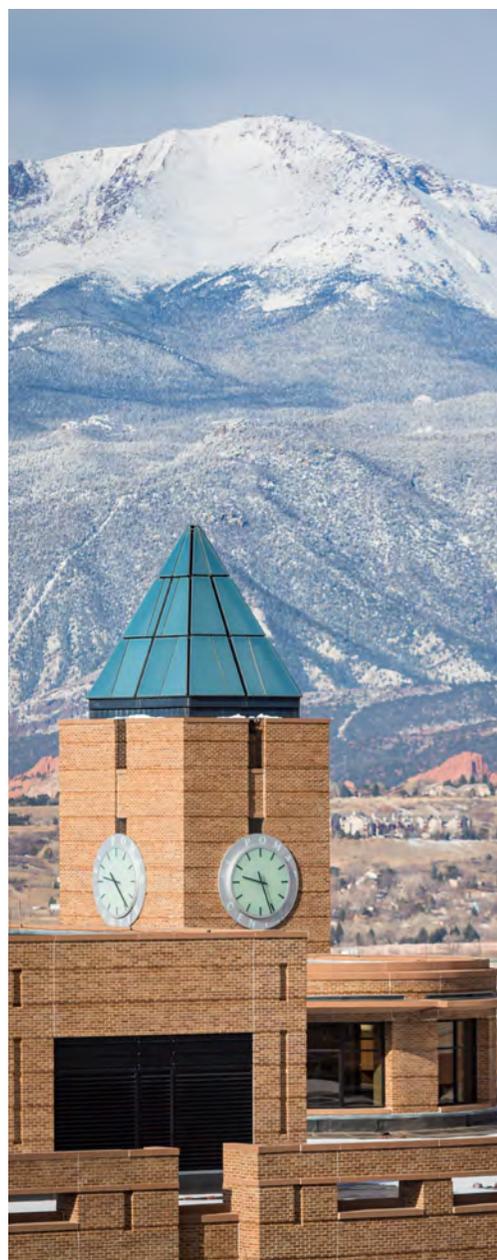


Pillars highlight several focus areas, some of which were campus-specific, others were system-wide. Each focus area was addressed by working groups – each working group articulated metrics, goals and action steps that would meet the long-term strategic outcomes.

CU is committed to being a premier, accessible and transformative public university that provides a quality and affordable education with outstanding teaching, learning, research, service and health care. Through collaboration, diversity, innovation, technology and entrepreneurship, CU will expand student success and the economic foundation of the state of Colorado. The strategic plan strengthens the university's commitment to creating an inclusive culture as it strives for excellence and works to meet the needs of the state, nation and world.

CU's Mission

The University of Colorado is a public research university with multiple campuses serving Colorado, the nation and the world through leadership in high-quality education and professional training, advancing research and knowledge, state-of-the-art health care and public service.



THE PROCESS

How we got here

Throughout the four-phased process that began in the summer of 2019, the strategic planning committee met with approximately 600 stakeholders in over 80 meetings throughout the system and community and involved over 125 students, faculty and staff who participated as working group co-chairs or members. Discussions with the board, governance groups and campuses led to defining the scope of the project, articulating priority areas and developing a guide for the planning process.

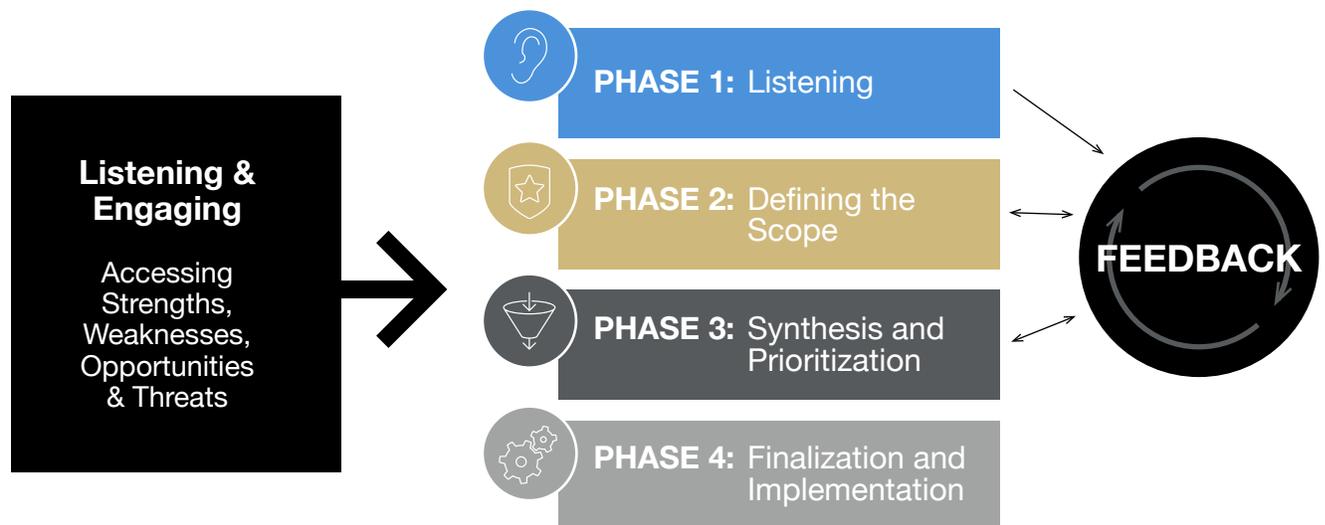
To identify approaches to become a national leader, system-wide and campus-based working groups considered the state of promising practices on campuses and in other institutions and organizations. Leveraging the expertise of their members and incorporating outside expertise when necessary, the working groups analyzed initiatives, strategic plans and data sources to identify, improve or create best practices. Additionally, some working groups conducted data and literature reviews to obtain a robust understanding of their specific areas of focus.

System-wide and campus-based working groups were charged with delivering three outputs over the lifespan of the strategic planning process:

- Identifying leading practices and potential barriers, across the system and around the globe
- Identifying recommended metrics for the strategic steering committee's review (committee comprised of the president and chancellors)
- Recommending five-year goals and three – five action steps that would drive the progression of each goal

During the spring of 2020, CU paused strategic planning efforts to focus on navigating the COVID-19 global pandemic. As the world prepared to emerge post COVID-19, CU also prepared to resume the mission-critical importance of strategic planning. With a better understanding of some of the short and long-term implications of COVID-19, CU worked to complete its strategic plan.

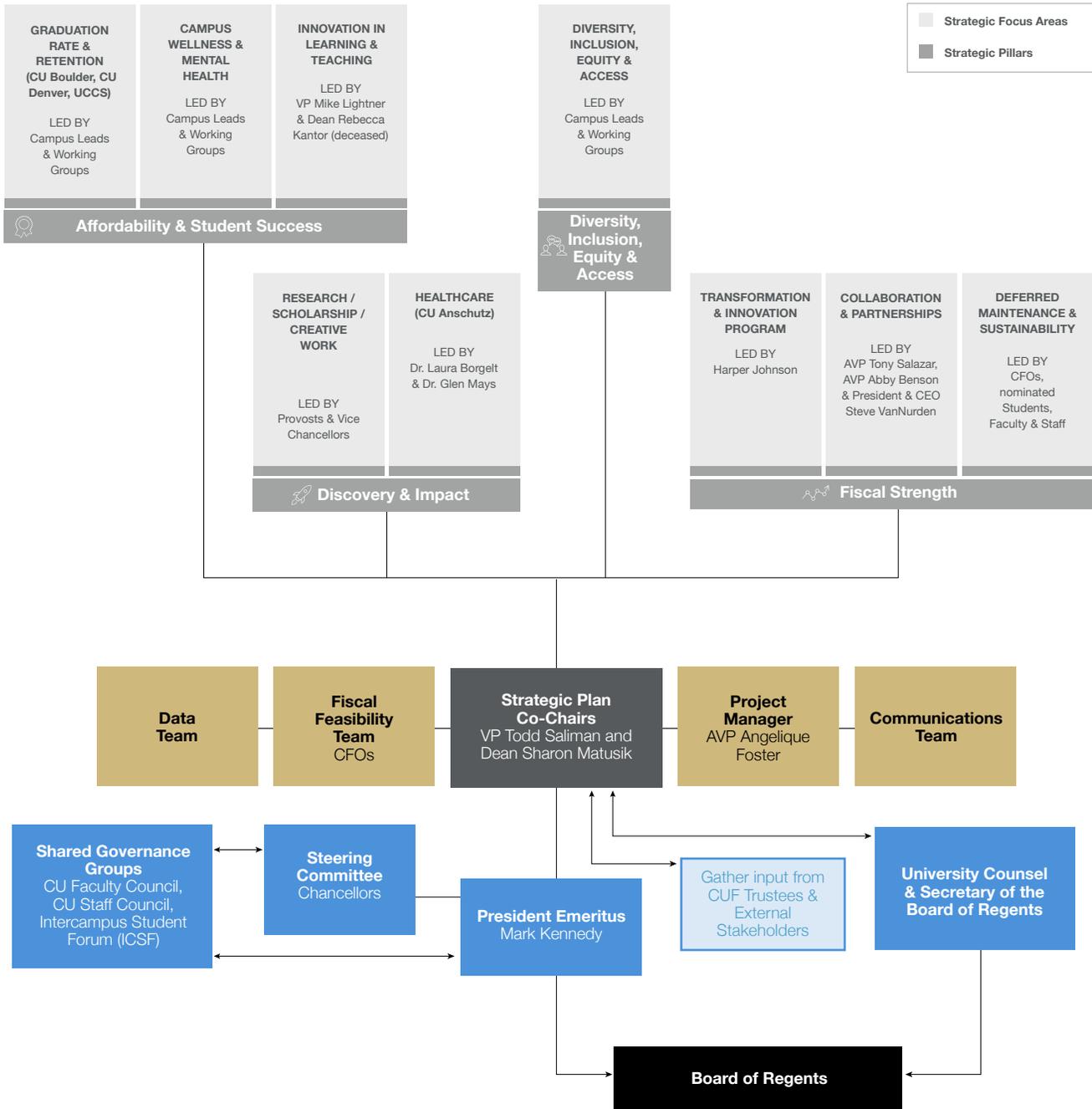
The resulting plan establishes bold goals paired with metrics and in some cases initiatives along with aggressive action steps that will advance and elevate CU over the next five years and beyond.



THE STRUCTURE

Structure identifies campus-based strategic priorities as well as those across the entire organization where opportunities exist to elevate, align and advance the CU campuses and system

as a whole. As part of CU's strategic planning process seventeen working groups identified best practices and opportunities for the future.



Process Timeline

Phase 1: Listening



Phase 2: Defining the Scope



Phase 3: Synthesis and Prioritization



Phase 4: Finalization & Implementation



CU'S STRATEGIC PLAN

How it's going

The highly collaborative and inclusive process resulted in the creation of the strategic plan's four pillars, which represent the collective concerns and priorities of the CU system:



Affordability & Student Success

The University of Colorado is devoted to helping our students reach their full potential. The focus areas within this pillar encourage the intellectual, personal and professional development of our students.



Discovery & Impact

At the University of Colorado, we believe research and healthcare are keystones to advancing knowledge, inspiring innovation, fostering creativity and improving the quality of life for Coloradans.



Diversity, Inclusion, Equity & Access

The University of Colorado celebrates and recognizes the strength of diverse communities and perspectives. We are committed to creating an inclusive culture in pursuit of our goals of excellence and meeting the needs of the state, nation and world.



Fiscal Strength

The University of Colorado focuses on improving policies, procedures and practices to ensure current and future sustainability, highlighting financial management and risk management.

The Road Ahead

The Innovating for the Future strategic plan will:

- Detail actionable, measurable steps that will allow CU to continue to meet its mission and serve its students and the state.
- Provide a roadmap that will guide the university as it emerges from the pandemic and confronts the challenges of the coming five years.
- Complement campus strategic planning efforts and actions.
- Be a bridge that will offer continuity among the current administration, interim administration and next administration.



PILLAR 1

Affordability & Student Success

Focus Area: Graduation Rate & Retention

- Undergraduate Graduation Rate (4-year) – All and Underrepresented Minorities (URM)
- Undergraduate Graduation Rate (6-year) – All and URM
- Undergraduate Retention Rate (First-time Freshman) – All and URM

Focus Area: Campus Wellness & Mental Health

- Percent of students, faculty and staff that participate in mental health training
- Assess faculty, staff and student perceptions of the campus wellness culture
 - Two questions from the ACHA - NCHA survey that can be tracked and measured over time

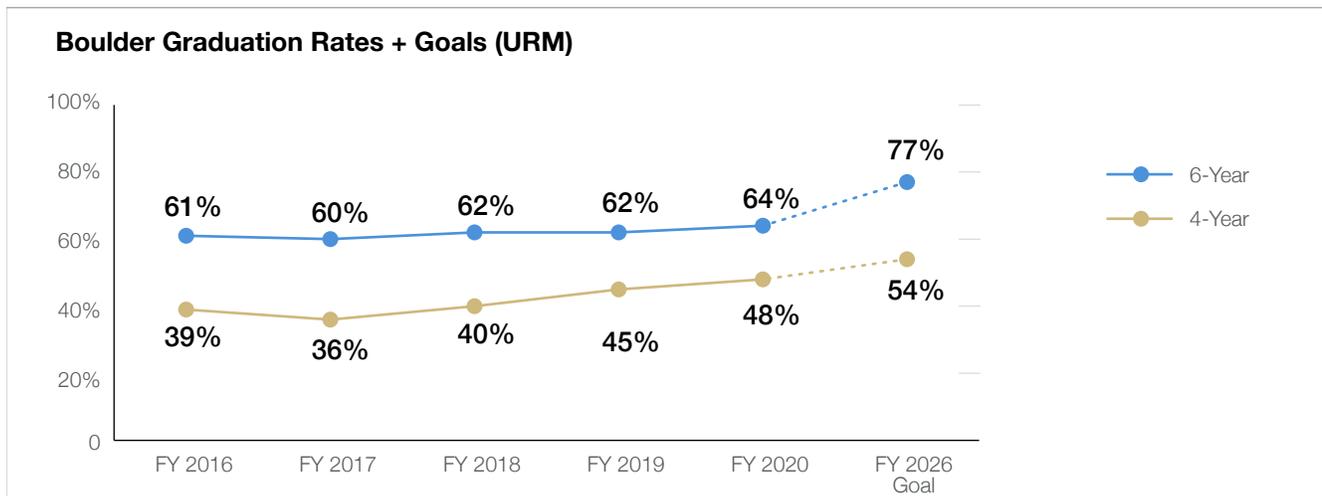
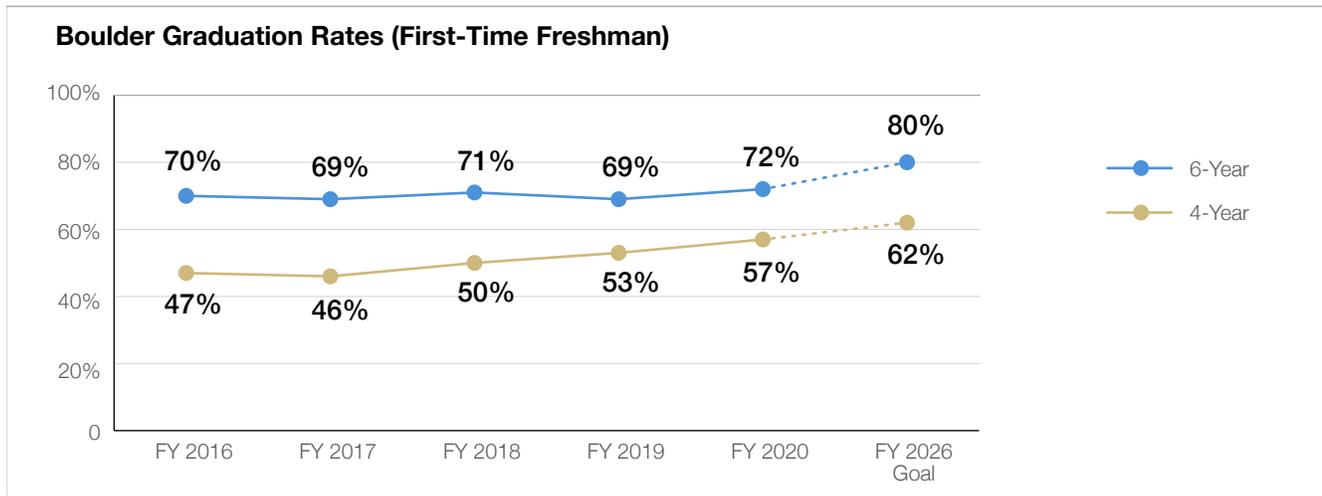
Focus Area: Innovation in Learning & Teaching

- Strategic Initiative(s): Performance tracked through the completion of action steps





Boulder Graduation Rates (First-Time Freshman)



Action Steps

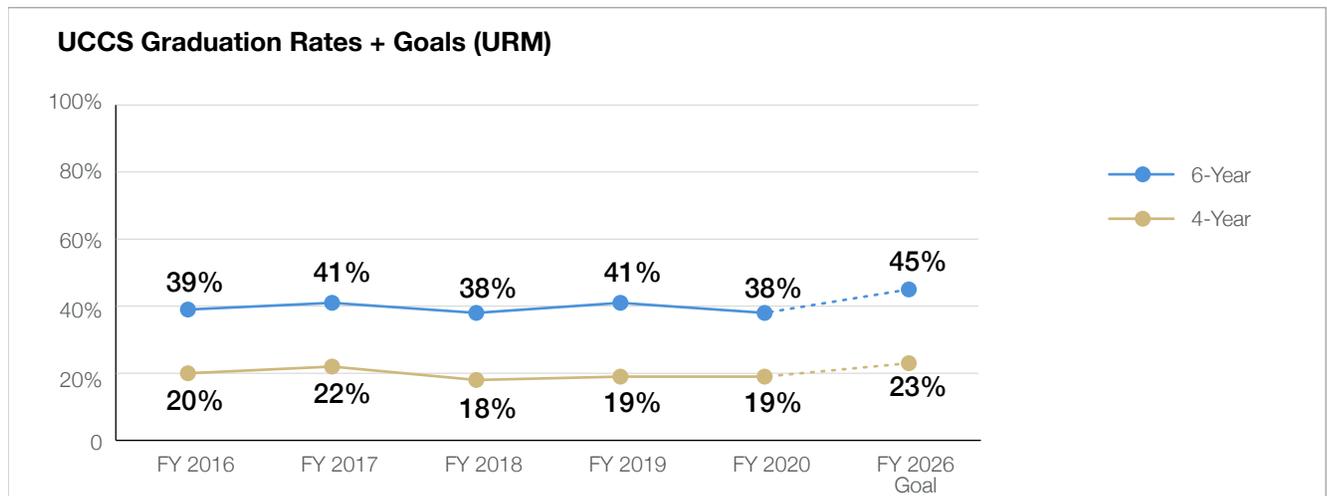
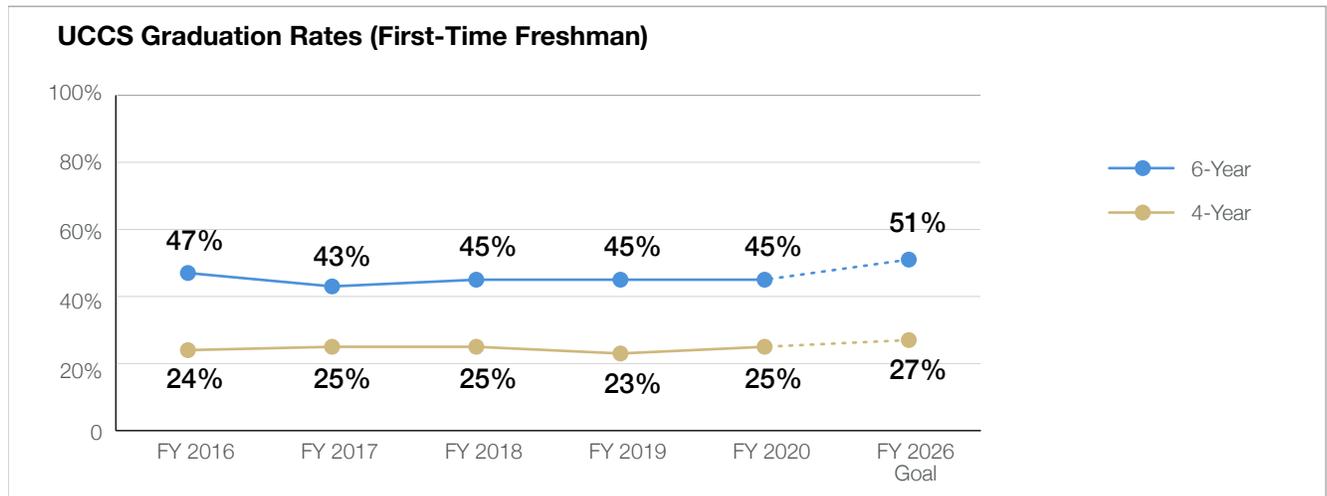
1. Continue widespread use of predictive analytics to identify students who need support
2. Enhance recruitment partnerships with academic programs
3. Expand Writing Center services
4. Develop and implement Common Curriculum
5. Increase access to First Year Experience or Living Learning Community

The graduation rate is based on first-time, full-time freshmen.
 The year indicates the entering fall cohort.
 The rate is the percentage of students who earned a degree within four/six years.
 URM is defined here to include Hispanic, Black, American Indian and Pacific Islander.

Source: CU System & Campus Offices of Institutional Research



UCCS Graduation Rates (First-Time Freshman)



Action Steps

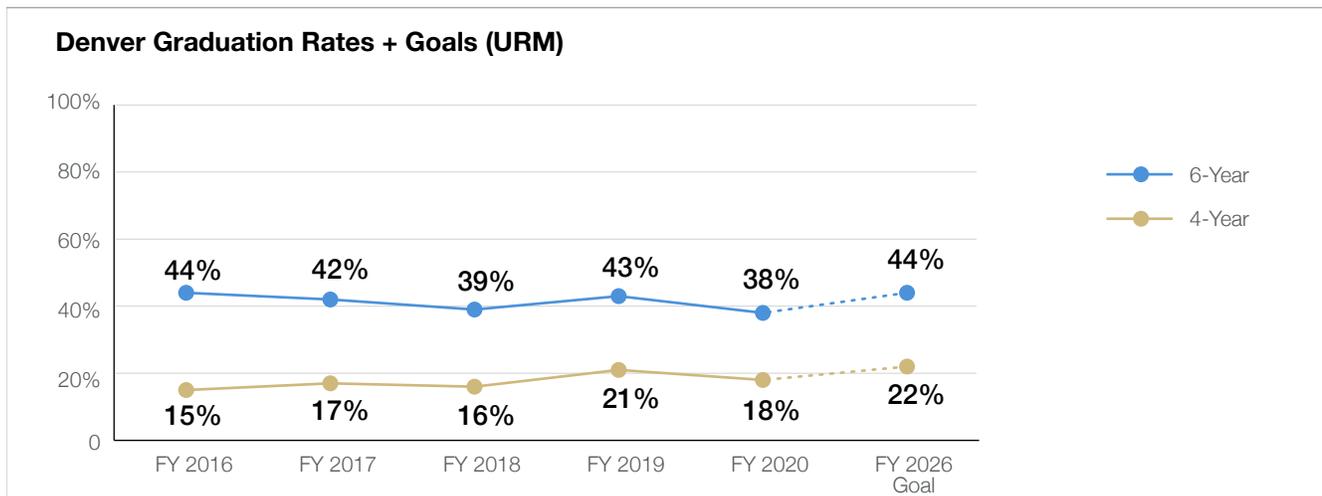
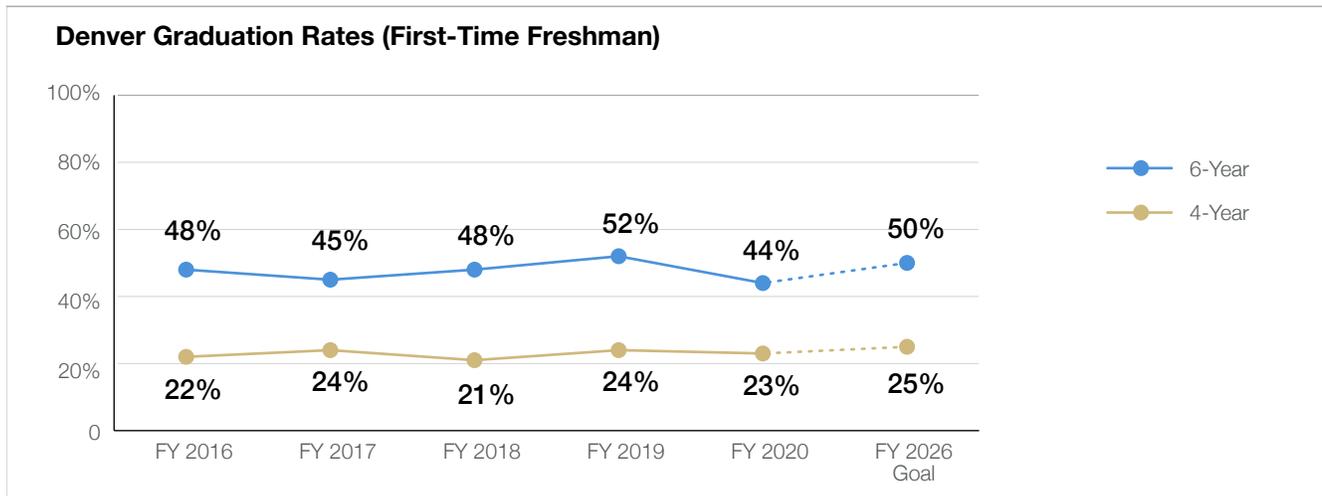
1. New CRM and Early Alert
2. Chancellor’s merit scholarship
3. Peer Mentor program
4. Multicultural Office for Student Access, Inclusiveness and Community (MOSAIC) and Campus Affinity Building
5. Meta majors advising
6. Expanded Career Services

The graduation rate is based on first-time, full-time freshmen.
 The year indicates the entering fall cohort.
 The rate is the percentage of students who earned a degree within four/six years.
 URM is defined here to include Hispanic, Black, American Indian and Pacific Islander.

Source: CU System & Campus Offices of Institutional Research



Denver Graduation Rates (First-Time Freshman)



Action Steps

1. Expanding high-impact experiential activities
2. Expanded living-learning options for students
3. Career exploration
4. Student Retention Team removing barriers for re-enrollment
5. TRIO
6. Academic Re-Boot Camps
7. Second year experience program for students who had non-traditional first year due to COVID

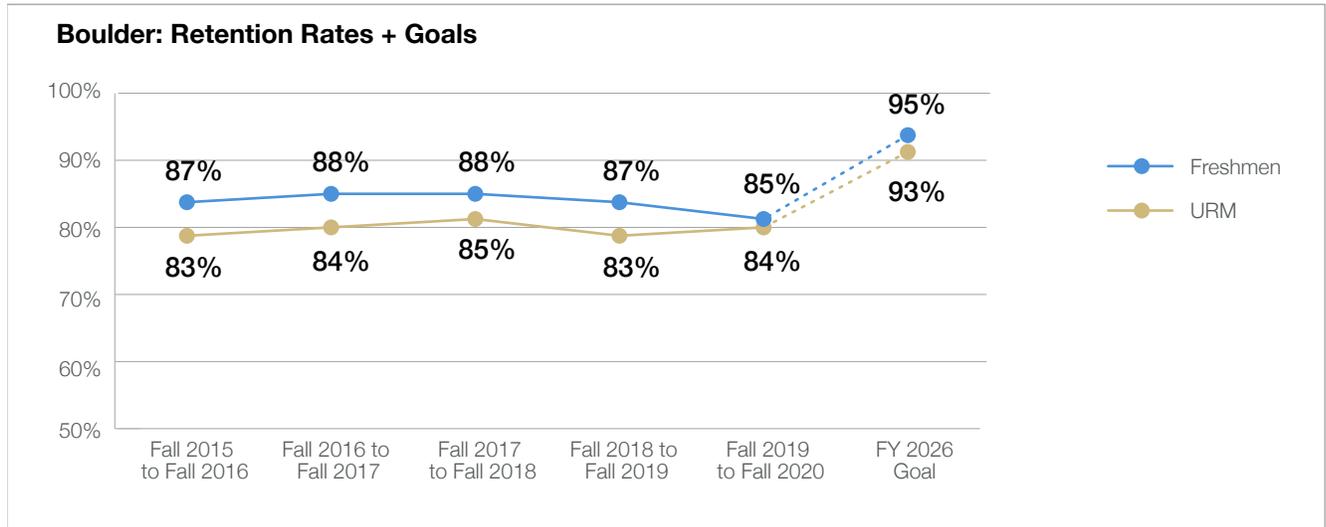
The graduation rate is based on first-time, full-time freshmen. The year indicates the entering fall cohort. The rate is the percentage of students who earned a degree within four/six years.

URM is defined here to include Hispanic, Black, American Indian and Pacific Islander.

Source: CU System & Campus Offices of Institutional Research



Boulder Freshman Retention Rates



Action Steps

1. Strengthen first year academic advising network
2. Enhance recruitment partnerships with academic programs
3. Continue widespread use of predictive analytics to identify students who need support
4. Develop and implement Common Curriculum
5. Increase access to First Year Experience or Living Learning Community

Freshman rates are based on first-time, full-time freshmen returning for their sophomore year.

The year indicates the entering fall cohort.

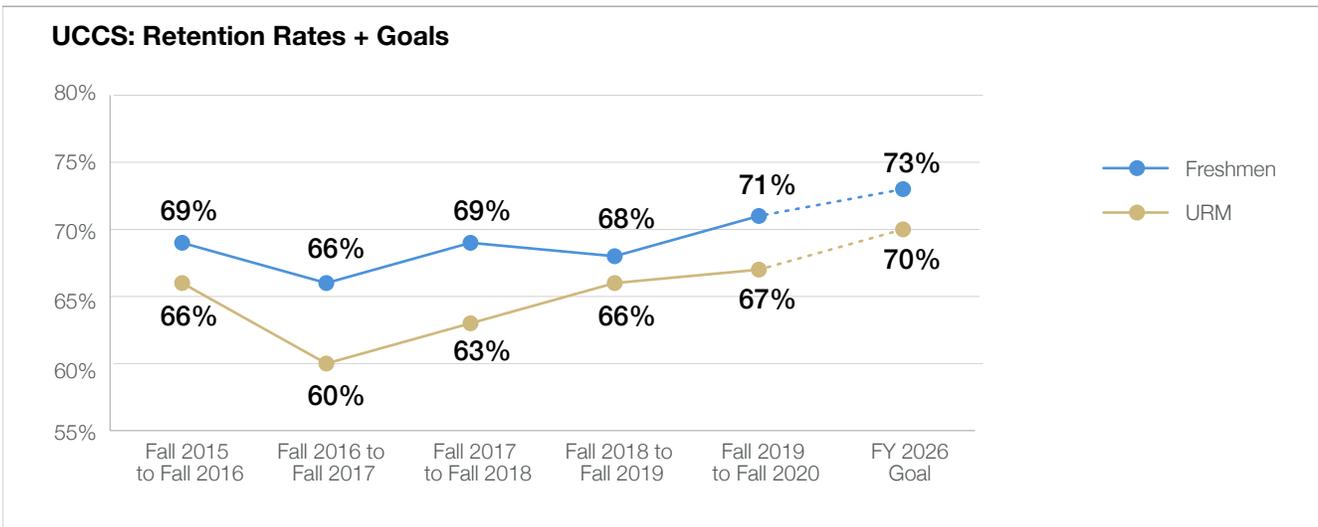
The rate is the percentage of students enrolled the following fall term.

URM is defined here to include Hispanic, Black, American Indian and Pacific Islander.

Source: CU System & Campus Offices of Institutional Research



UCCS Freshman Retention Rates



Action Steps

1. Mandatory advising; Academic Coaching
2. GPS curriculum
3. Campus Affinity Building
4. Multicultural Office of Student Access, Inclusiveness and Community (MOSAIC)
5. Learning communities

Freshman rates are based on first-time, full-time freshmen returning for their sophomore year.

The year indicates the entering fall cohort.

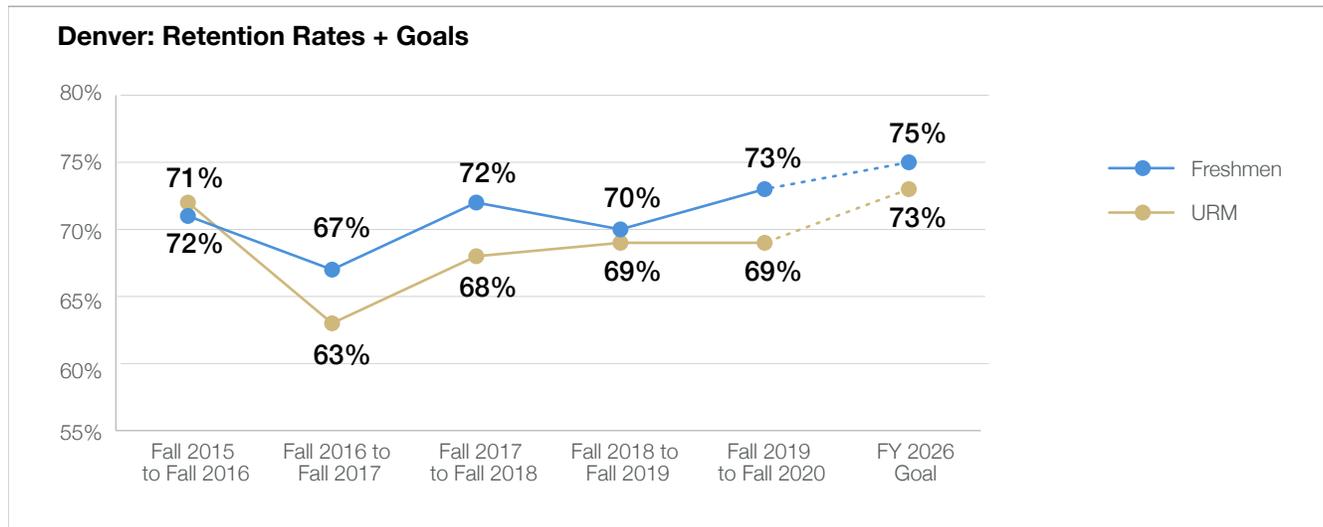
The rate is the percentage of students enrolled the following fall term.

URM is defined here to include Hispanic, Black, American Indian and Pacific Islander.

Source: CU System & Campus Offices of Institutional Research



Denver Freshman Retention Rates



Action Steps

1. Providing opportunities for first year students to engage in support programs to help ensure a strong start to the year.
2. Lynx Summer Academy
3. Milo's Rising Scholars
4. New CAM Living-learning community in City Heights
5. Academic Boot Camps
6. First Year Experience Courses

Freshman rates are based on first-time, full-time freshmen returning for their sophomore year. The year indicates the entering fall cohort. The rate is the percentage of students enrolled the following fall term. URM is defined here to include Hispanic, Black, American Indian and Pacific Islander.

Source: CU System & Campus Offices of Institutional Research



Mental Health Training Goals

★ **5-year goal: Percentage of students, faculty and staff who participate in mental health training**

	Students	Faculty	Staff
Boulder	UG (100%) GR (50%)	50%	50%
UCCS	5%	25%	40%

	Students	Faculty	Staff
Denver	15%	25%	25%
Anschutz	24%	15%	24%

Action Steps - Boulder

1. Encourage/incentivize students to participate in either a First Year Academic Experience seminar or the online orientation Health and Wellness module, with a goal of having at least one of these experiences during their time at CU Boulder
2. Encourage/incentivize faculty/staff/graduate students to participate in mental health and wellness training modules, workshops and counseling services
3. Develop a comprehensive approach to suicide prevention
4. Launch the mental health collaborative

Action Steps - Denver

1. Expand current mental health training to additional students, faculty and staff
2. Improve coordination of mental health services on campus
3. Conduct cabinet and deans training regarding mental health issues experienced by BIPOC community members

Action Steps - Anschutz

1. Expand current mental health first aid training to additional students, faculty and staff
2. Improve coordination of mental health efforts on campus

Action Steps - UCCS

1. Established online QPR training to help faculty, staff and students identify students struggling with mental health issues
2. Continued with preventative, resilience and peer support programs/trainings



Mental Health and Wellness Perceptions

★ 5-year goal: Establish after administration of survey

Mental Health Survey Questions

Survey Questions aligned to the CU Strategic Plan

Student Questions:

- I feel that students’ mental health and well-being is a priority at my college/university. (ACHA, N3Q2B)
- At my college/university, I feel that the campus climate encourages free and open discussion about students’ mental health and well-being. (ACHA, N3Q2C)
- Leaders at the university are actively engaged in promoting and role modeling mental health and wellness. (add to ACHA)

Faculty and Staff Questions:

- Please indicate whether each of the following is a barrier that prevents you from participating in wellness-at-work programs. (NFSHA, Q14A)
- Within the last 12 months I have felt... (Please mark the appropriate column for each row). (NFSHA, Q15A)

Mental Health Survey Administration:

- NFSHA survey questions will be included on the Campus and Workplace Culture Survey (CWC) Survey – administration will occur in Fall 2021
 - All CU campuses and System Office
 - All students, faculty and staff
- Preliminary results of questions for the CU Strategic Plan will be presented to regents in early 2022

Action Steps - Boulder

1. Student Affairs will administer the ACHA survey in 2021

Action Steps - UCCS

1. The NCHA and FSHA surveys were completed in April 2021
2. Wellness Committee created with diverse faculty/staff campus representation to review survey data and work toward addressing needs identified in each survey

Action Steps - Denver

1. Develop and implement specific student programming based on survey responses to Healthy Minds questionnaire
2. Continue to support student mental health and wellness through in-person and virtual appointments

Action Steps - Anschutz

1. Develop and implement specific student programming based on survey responses to ACHA questions and input from student senate
2. Continue to support student mental health and wellness through in-person and virtual appointments



Innovation in Learning & Teaching Initiative

Alternative Credentials

★ Goal: Develop and support a variety of alternate credentials

- Microcredentials, badges, stackable certificates
- Artifacts for credentials, e.g. badges
- Credit and non-credit
- Matriculated students and larger community
- Consistent terminology across campuses

Action Steps

1. Convene working groups from the campuses to:
 - Develop consistent nomenclature for types of credentials
 - Develop consistent method for transcribing alternate credentials
 - Develop best practice methods of providing credential earners alternate digital recognition of achievement beyond the transcript



Metrics:

- Number of new credentials created
- Number of credentials earned
- Revenue from new credentials

Innovation in Learning & Teaching Initiative

CU Next Academic Innovation Fund

★ Goal: Based on the model and success of ABNexus, develop the CU Next Academic Innovation Fund

- Support development of academic innovations, with a primary focus on innovative use of emerging technologies to support student success
- Provosts will be campus liaisons
- Proposals from faculty to an evaluation committee representing all four campuses
- Proposals must include at least two campuses
- Proposals must include some type of matching, in-kind, \$, staff

Action Steps

- Work with provosts to develop overall committee
- Outline the criteria for proposals
- Identify proposal evaluation committee
- Communicate the fund and proposal processes
- Use COLTT as a marketplace of ideas and mechanism to develop multi campus



Metrics:

- Number of students/courses impacted
- Proposal-based metrics of improved student success



PILLAR 2

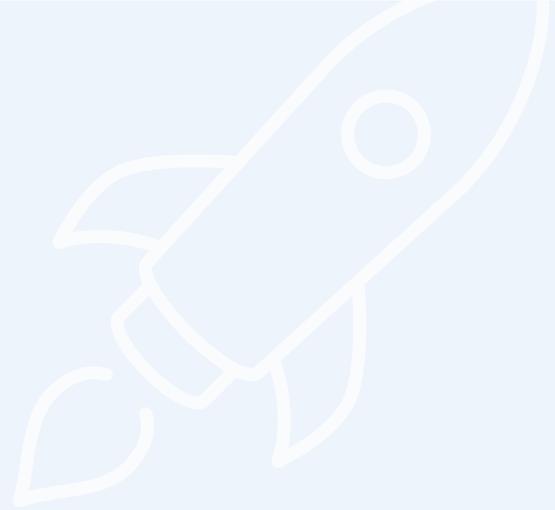
Discovery & Impact

Focus Area: Research/Scholarship/Creative Work

- Research Funding

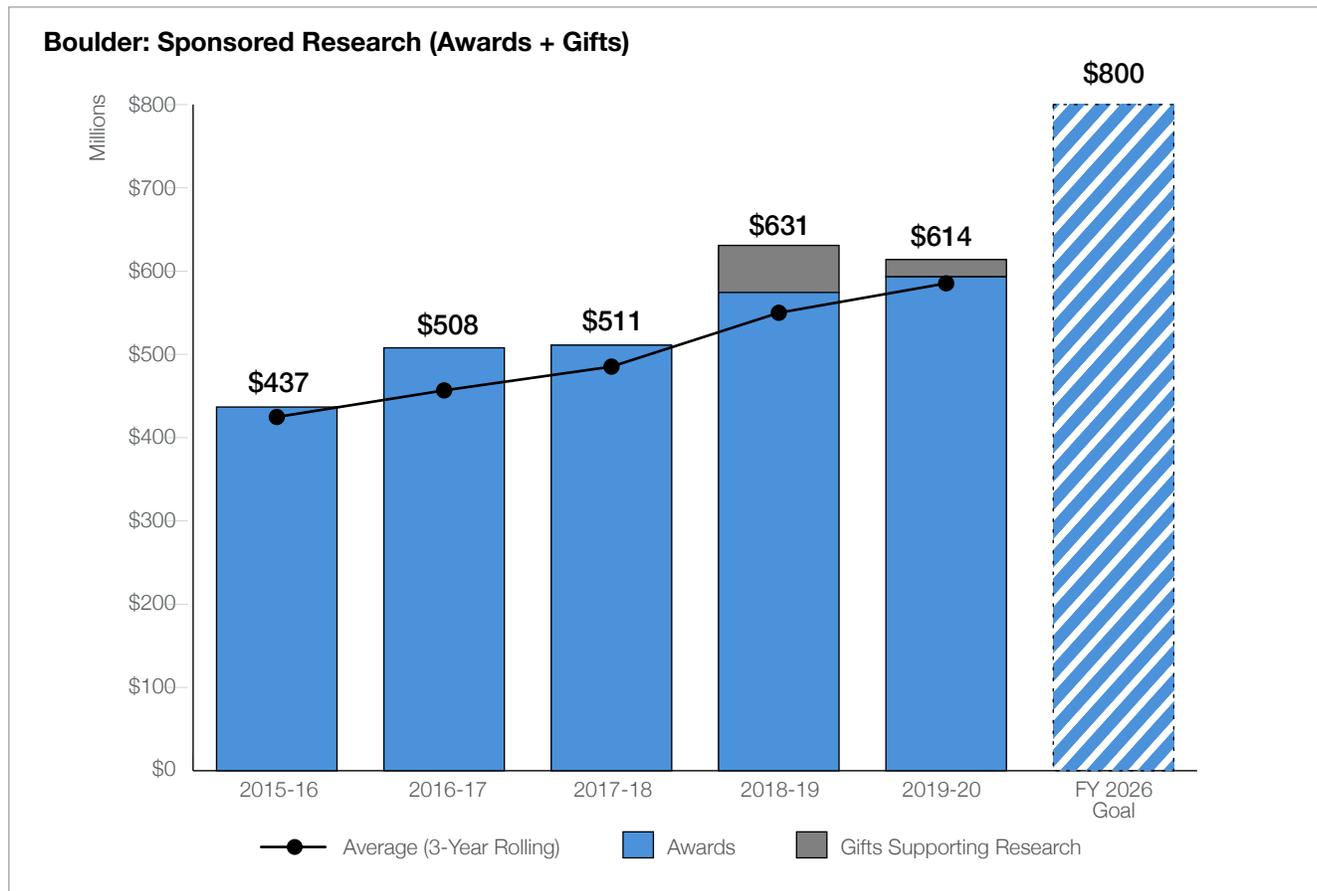
Focus Area: Healthcare

- Patients Served by CU Anschutz Clinical Faculty





Boulder Sponsored Research



Action Steps

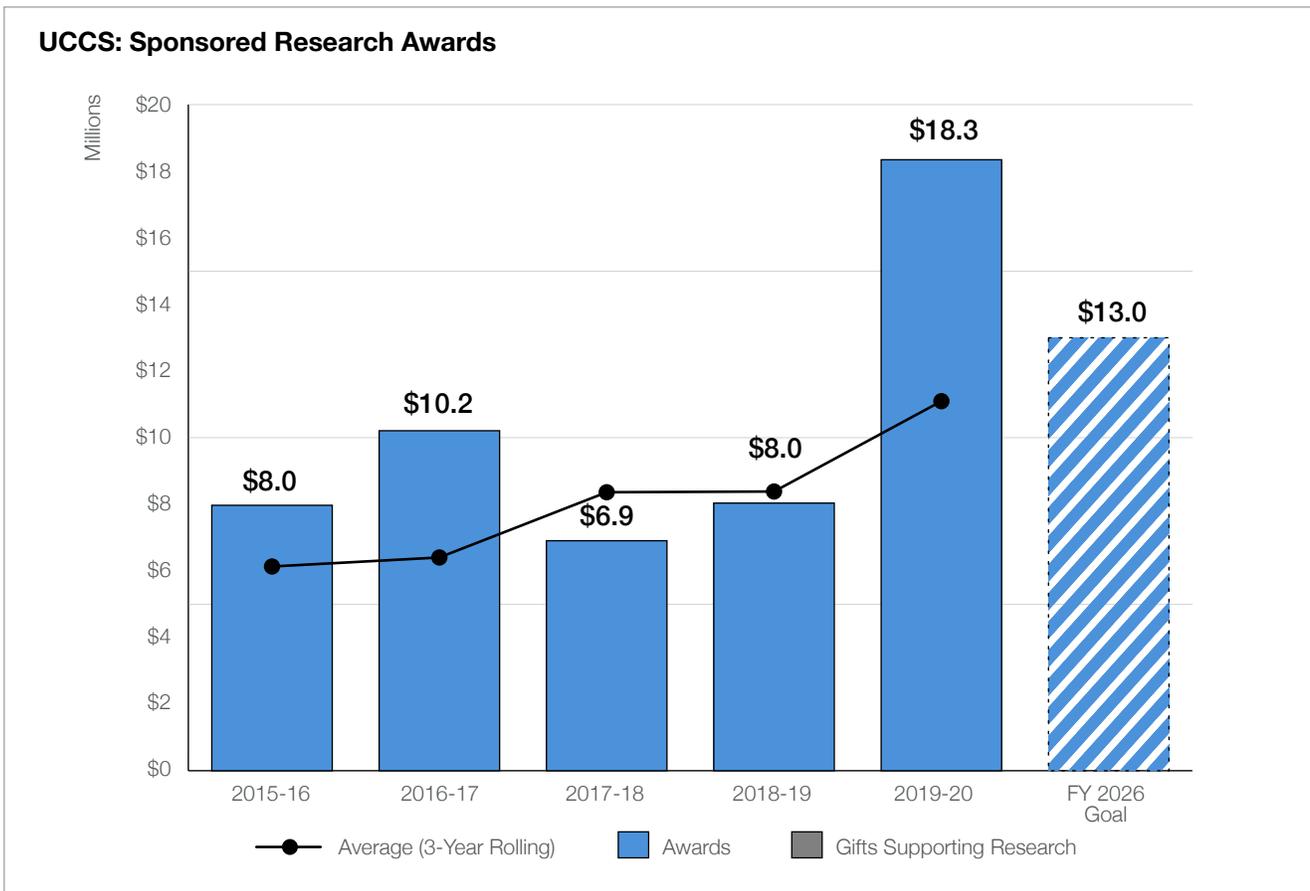
1. Grow national security research
2. Grow collaboration with AMC to enhance NIH funding

Note: Gifts supporting research are not reflected prior to FY 2018-19.

Source: CU System & Campus Offices of Institutional Research



UCCS Sponsored Research



Action Steps

Growing sponsored program awards, supporting sustained peer-review dissemination outputs, and concerted efforts to steadily increase the number of Ph.D. graduates especially in our two themes of cross-cutting research:

1. Partner and grow the National (Cyber) Security Research Initiative with CU Boulder and our own community stakeholders
2. Partner and grow the Health Wellness and Resilience Research Initiative with CU Denver/Anschutz and our own community stakeholders

Source: CU System & Campus Offices of Institutional Research

PILLAR 2: DISCOVERY & IMPACT

20

Data & Action Steps

Denver Sponsored Research

Denver: Sponsored Research Awards

Fiscal Year	Awards (Millions)	Average (3-Year Rolling) (Millions)	Gifts Supporting Research (Millions)
2015-16	\$25	\$22	\$0
2016-17	\$26	\$24	\$0
2017-18	\$19	\$23	\$0
2018-19	\$23	\$23	\$0
2019-20	\$18	\$20	\$0
FY 2026 Goal	\$20	-	\$0

Legend: ● Average (3-Year Rolling), ■ Awards, ■ Gifts Supporting Research

Action Steps

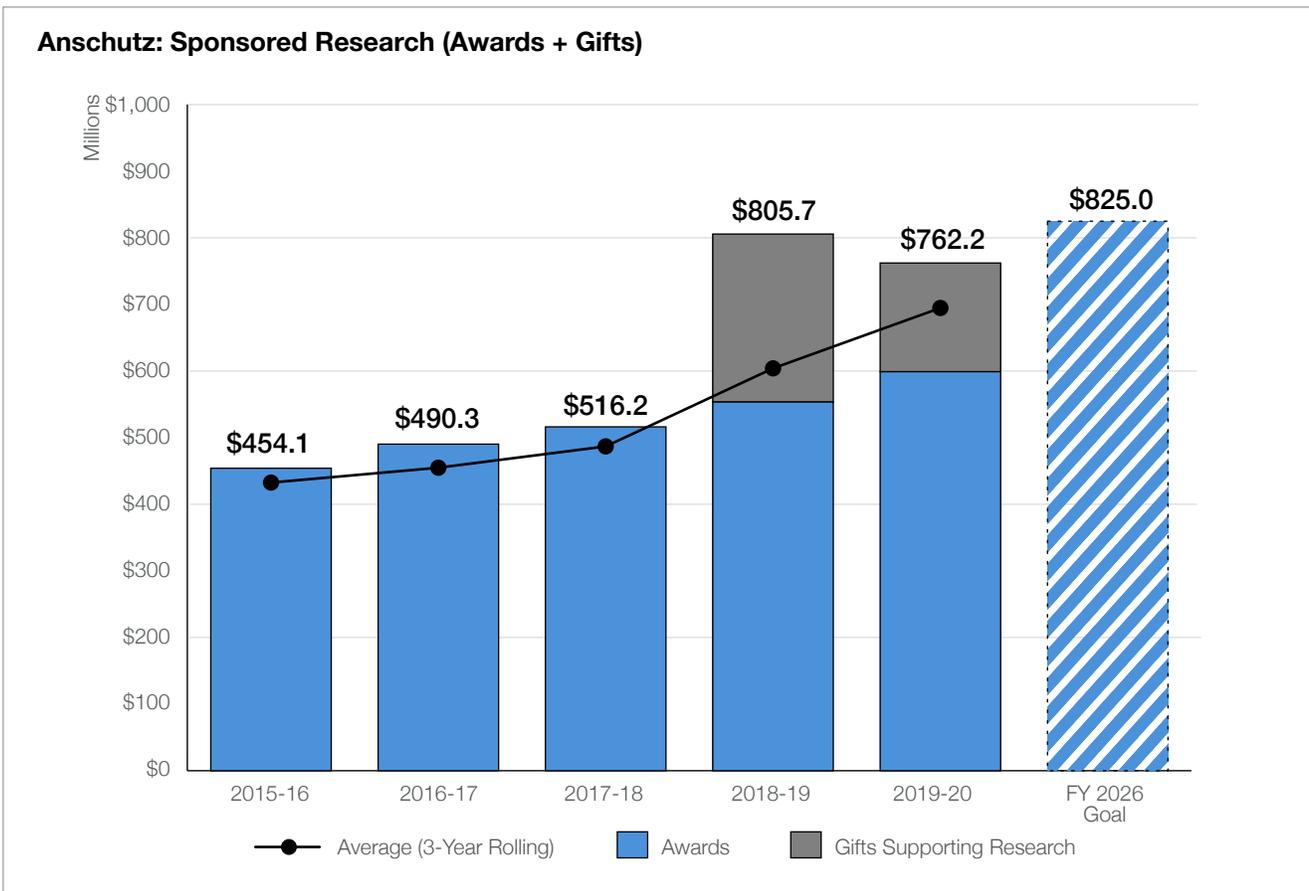
1. Leverage HSI and AANAPISI status to access additional funding opportunities
2. Enhance federal funding efforts
3. Hire full-time chief research officer

Innovating for the Future: 2021 – 2026 Strategic Plan

Source: CU System & Campus Offices of Institutional Research



Anschutz Sponsored Research



Action Steps

1. High profile recruitments in health artificial intelligence and bioinformatics, and bioengineering investments
2. COVID research and clinical trials
3. Mental health research expansion
4. Innovation/Industry — collaboration growth
5. Collaborative/Program project grants seed programs
6. AB Nexus collaboration with Boulder

Note: Gifts supporting research are not reflected prior to FY 2018-19.

Source: CU System & Campus Offices of Institutional Research

CU System Sponsored Research

Action Steps

- AB Nexus initiative**
 Further enhance the collaboration between CU Anschutz and CU Boulder launched in 2019 with the support of the chancellors and president that generates knowledge to improve human well-being and spur innovation and economic development
- Nexus for Health and Resilience**
 Support collaboration between UCCS/Denver and Anschutz/Boulder on health and resilience focused interdisciplinary research
- National Security**
 Bolster efforts by all four campus in support of national security

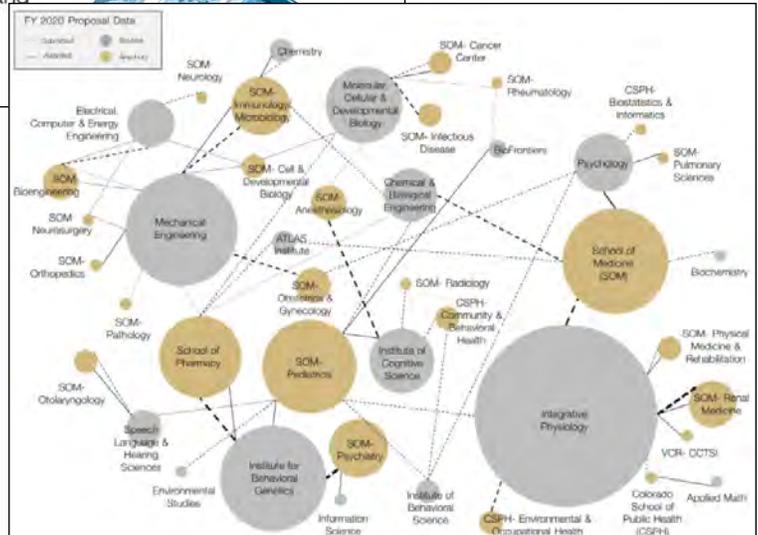


By expanding research collaborations between the University of Colorado **Anschutz** and **Boulder** campuses, the AB Nexus will generate knowledge that improves human well-being and spurs innovation and economic development.

[LEARN MORE](#)



Generate knowledge that improves human well-being and spurs innovation and economic development





Innovation in Learning & Teaching Initiative

ABNexus Off to the Races...



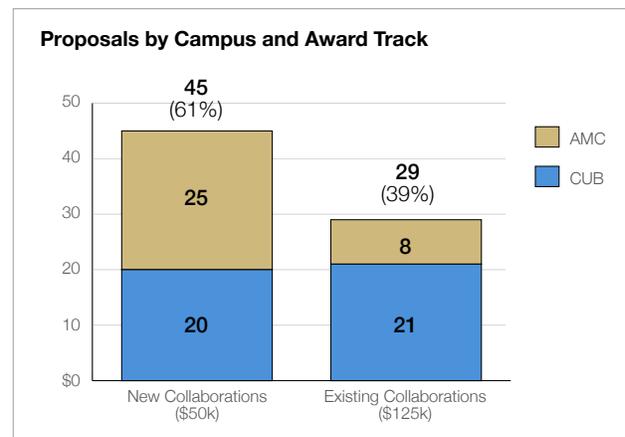
Results to Date:

- Master Collaboration Agreement executed between campuses
 - Expedites joint proposal review by offices of grants and contracts
 - No F&A on first \$25k of direct costs for intercampus proposals
- Awarded \$675K in collaborative grants
- Increased externally awarded collaborative proposals over historical baseline values
 - \$2M increase in FY 2020
 - On pace to realize \$3M in FY 2021

★ **Goal: Grow external funding by \$29M by 2024**

Proposal Analysis

- 74 full proposals received
- 61% new collaborations (\$50k)
- Even participation across campuses



System-wide focus on supporting national security

CU NSI

National Security Institute
Develop and transition foundational research to mission application in the national security domain for Department of Defense and Intelligence Community.

Diversified Funding Streams

- University Affiliated Research Center
- Industry collaborations
- US government solicitations
- World-class faculty hires

CU Support

- President Kennedy's national security advisory board
- CU Boulder investment
- Lobbying efforts
- Involves all campuses
 - Space medicine at CU Anschutz
 - Manufacturing at CU Denver
 - Cyber at UCDS

Donor Investment

- World-class faculty hires in strategic areas of investment
- Specialized defense acquisition-trained staff hires
- Research seed funding
- New facilities, secure systems, etc.

SPACECOM in Colorado

- Colorado Springs current location for provisional headquarters
- Colorado military spouse support bill
- US Senate Space Force Caucus
- Defense Innovation Board

University of Colorado Boulder

VISION

National Security Investment

Intercampus Cybersecurity Research Security & Compliance

- Support the development of CMMC and research security infrastructure to strengthen the research infrastructure in cybersecurity at Boulder, Anschutz, Denver and UCDS.
- \$350k/year for 3 years to hire 2 IT professionals to build security & CMMC platform.
- Form a System-wide Research Security working group to address the needs of all campuses.
- Staff will initially reside at CU Boulder (CUB have already invested in 4 staff) and work with each campus to adapt relevant research security & CMMC protocols and processes.



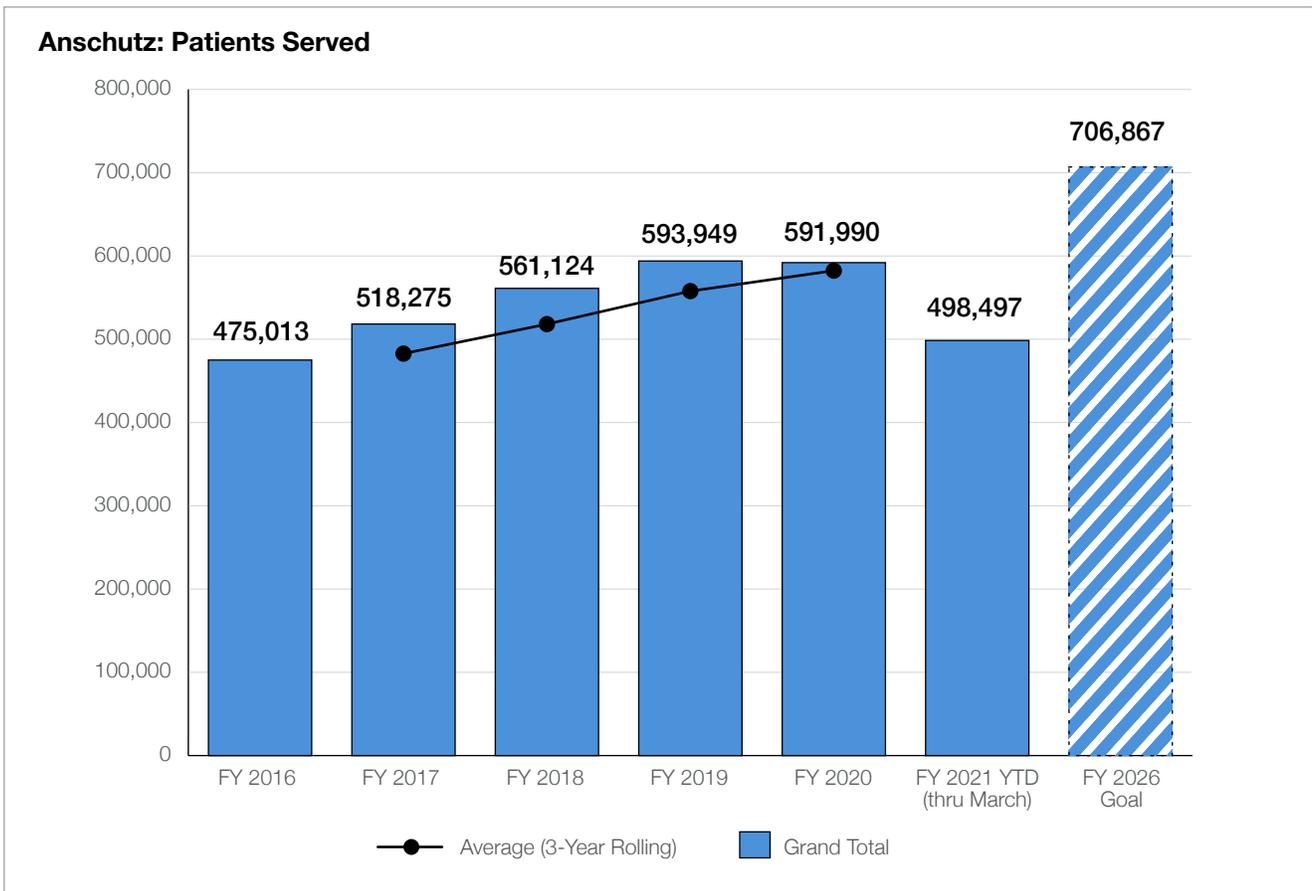
Cybersecurity



*CMMC (Cybersecurity maturity model certification) required for all future DOD grants.



Anschutz Patients Served



Action Steps

1. Expand services to additional populations (e.g., URM, FQHC)
2. Increase marketing efforts
3. Increase telehealth services and remote patient monitoring

The number of patients served by CU medical care providers per year.

Source: CU System & Campus Offices of Institutional Research

PILLAR 3

Diversity, Inclusion, Equity & Access

Percent of students, faculty and staff from underrepresented populations (including gender, ethnicity, veterans and disability)

- Diversity of New Students
- Diversity of New Faculty and Staff Hires

Inclusion – Over time, data will be tracked to measure progress based on survey questions found on page 42



The University of Colorado is committed to building, developing and retaining a more diverse and inclusive student, staff and faculty community.

Protected Classes

The University of Colorado recognizes the following protected classes: race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy ([Regent Law- Article 8, Part A: Nondiscrimination](#)).

Many of these protected classes are defined in federal and state law and require compliance and reporting. Comprehensive data on all CU protected classes is not currently available for students and employees. Annually, CU publishes an expansive [Diversity Report](#) with aggregated data on available demographic categories for students, staff and faculty. CU continues to expand our student and employee information systems and data collection capacity to learn more about our community as well as to better capture and share about diversity at CU within our data, while also respecting individuals' privacy. Currently, however, federal, state, and institutional peers' data are typically limited to basic demographic areas such as sex and race/ethnicity.

Addressing Underrepresentation in Higher Education and Educational Attainment

Gaps in current educational attainment for different demographic groups exist throughout the academic pipeline and across our state. [The Colorado Department of Higher Education's Master Plan](#) outlines disparities in educational attainment specifically among Hispanic/Latino, African American, and Native American populations in Colorado. Addressing and closing these attainment gaps is a priority for the University of Colorado.

Certain populations continue to be underrepresented in higher education relative to

their numbers in the general population. While some populations, including Asian Americans, may not be categorized as underrepresented under the above definition, that does not mean they have not been and are not presently negatively impacted and harmed by discrimination and/or other forms of harassment. Identification of a particular group as underrepresented may vary by discipline, rank, and department as well as when considering the intersections of identities.

CU Strategic Plan Development

In the development of the third pillar of the strategic plan, goals were developed based on available demographic data. Each of the four campuses engaged working groups to determine which groups to include in their campus goal setting based on comparison of the current campus demographics for students, staff and faculty compared to demographic information for the general population in the state of Colorado. As such, there are some variations in how campuses define "underrepresented minorities (URMs)" in their goal setting. These variations reflect our unique and independent campus communities and geographic differences.

We track and monitor other demographic and protected class data that are not reflected in this strategic plan pillar. Some of these data are included in the campus summaries on the following pages. Additional information is available on the [CU Data Made Simple](#) website.





Definitions for Data Reporting Categories

The following definitions are based on state, federal and institutional definitions used for data reporting purposes.

Race and Ethnicity

The University of Colorado and all other educational institutions that participate in federal student aid programs are required to submit race and ethnicity data to the U.S. Department of Education’s [Integrated Postsecondary Education Data System](#) (IPEDS). We acknowledge some of the terms and definitions used by IPEDS are out of date and some corrections have been made.

Race and ethnicity in [IPEDS](#) and the [US Census](#) are self-identification data items in which residents choose the race or races with which they most closely identify, and indicate whether or not they are of Hispanic or Latino ethnicity. Race and ethnicity are considered separate and distinct identities, with Hispanic or Latino origin asked as a separate question. Thus, in addition to their race or races, all respondents are categorized by membership in one of two ethnicities, which are “Hispanic or Latino” and “Not Hispanic or Latino.”

Both student and employee data regarding race and ethnicity are self-reported by the individual.

Hispanic or Latino

A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

American Indian or Alaska Native

A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.

Asian or Asian American

A person having origins in any of the original peoples of East Asia, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American

A person having origins in any of the Black racial groups of Africa.

Native Hawaiian or Pacific Islander

A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White

A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Two or More Races

A person categorized as Two or More Races selected multiple race categories. Regardless of the selections, if they self-identified with more than one race options, they are categorized here.

The above race and ethnicity definitions are used in official reporting as defined by IPEDS.

Data Aggregations

Students of Color (BIPOC)

This category is an aggregation of multiple race and ethnicity categories, including all options other than White. BIPOC (Black, Indigenous, and People of Color) is another term for Students of Color that include the same aggregation of non-white options.

Underrepresented Minority (URM)

The term Underrepresented Minority, or URM, is a term used often in higher education to identify a group of people by a demographic category, often race/ethnicity, in comparison to peers or geographic area. URM is often defined as a group whose percentage of the population at an institution is lower than their percentage of the population as a comparison group. The comparison group may be a department, school/college, university peer institutions, the state, or even the national population.

In the CU Strategic Plan, definitions of URM vary by campus and goal. For goals referencing URM, a clear definition will accompany each goal.

Sex and Gender

Sex, gender identity, and gender expression are different, but all three are protected classes. Currently, data collection at CU asks about an individual’s sex. Both student and employee data regarding sex are self-reported by the individual. At present, student data systems allow for a non-binary option while employee data systems are limited to binary options (female or male) and leaving the selection blank (reported as unspecified).



Binary Options

Reported as either **female** or **male**, with no selection reported as **unspecified**.

Non-binary

While non-binary is a specific gender identity, it's also often used as an umbrella term for individuals who don't identify within the traditional male or female gender binary. Non-binary identities may include, but are not limited to agender, bigender, demigender, genderfluid, pangender, and genderqueer.

Socioeconomic Status (SES)

In addition to household income, those who are first generation college students, Pell Grant recipients, and Veterans have statuses understood to be indicators or proxies for socioeconomic status.

First Generation

A person defined in this report as first generation is one whose parents did not obtain a bachelor's degree. Nationally, there are varied definitions of first generation that may ask about any member of the family (one or both parents, step-parents, siblings, grandparents) and the level of attainment (any college with no credential, any credential, or specifically an associate's or bachelor's degree). This data is self-reported by the individual.

Pell Recipients

A person defined as a Pell Recipient received a Federal Pell Grant during the enrollment term. Federal Pell Grants usually are awarded only to undergraduate students who display exceptional financial need and have not earned a bachelor's, graduate, or professional degree. A Federal Pell Grant, unlike a loan, does not have to be repaid, except under certain circumstances.

Veteran

A **veteran** includes people who have served in the U.S. Armed Forces. The veteran category is not limited to those actively receiving veteran benefits.

A **protected class veteran** is a subcategory of veterans defined in the Vietnam Era Veterans' Readjustment Assistance Act of 1974 (VEVRAA), and prohibits discrimination against protected veterans. Protected class veterans are limited to disabled veterans, recently separated veterans, active duty wartime or campaign badge veterans, and armed forces service medal veterans.

Military Affiliation

The label **Military Affiliation** is used in this report to include veterans, defined above, as well as people actively serving in the U.S. Armed Forces and may include dependents of veterans who qualify for benefits. This category is not limited to those actively receiving veteran benefits.

Disability Status

Students - A student defined as a **Student with Disabilities** is formally registered with the office of disability services (or equivalent office).

Employees – At present, **Employees with Disabilities** data are not included in this plan, but Employee Services maintains data on disability status in compliance with state and federal laws.

Geography

Residency

Students are grouped by tuition classification, based on their geographic location at the time of their application and specific exemptions defined in law granting resident status. While residency status is the result of several factors, not just geography, students are typically grouped into two categories: Resident and Non-Resident.

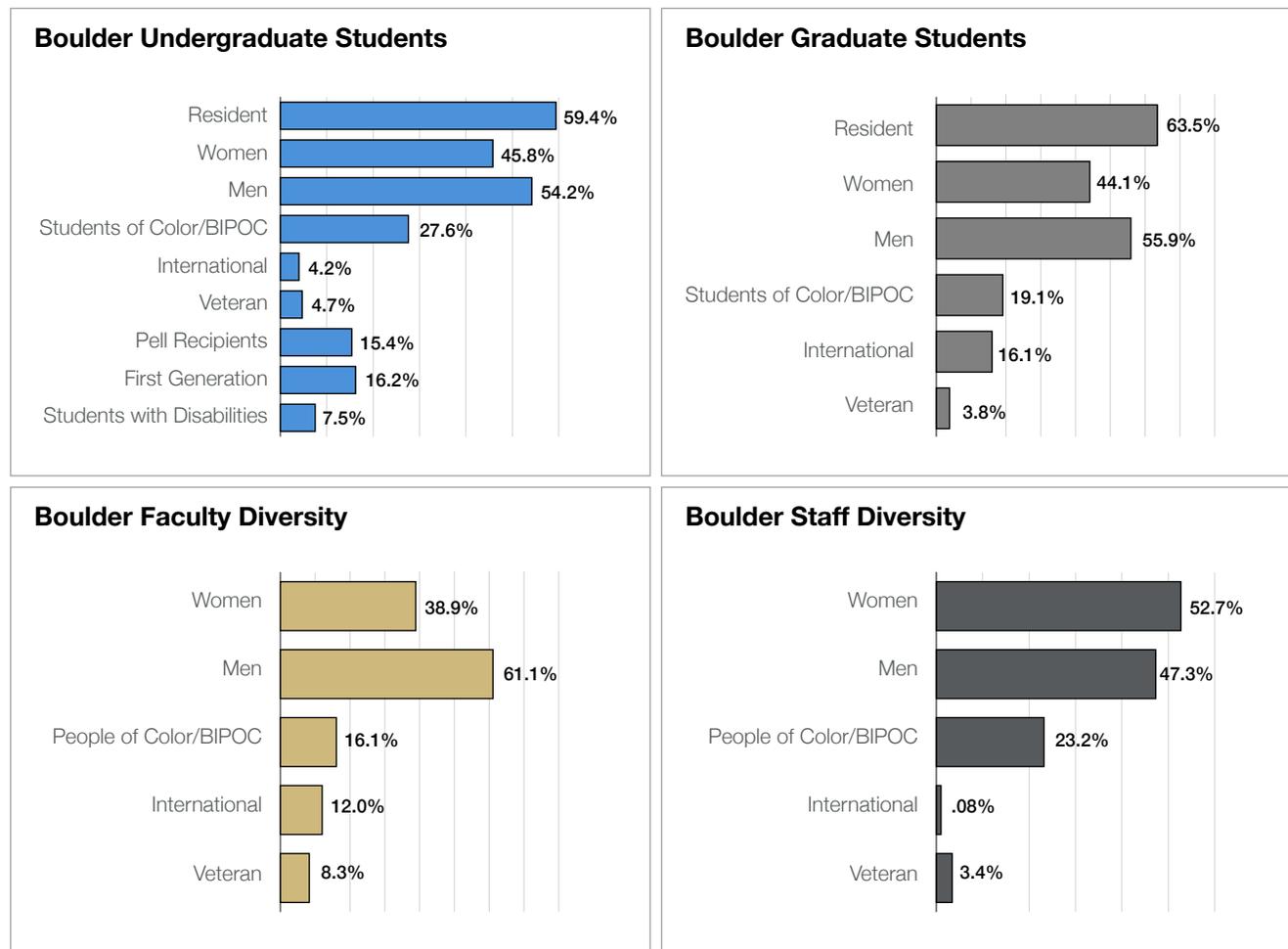
In this report, a **resident** typically means the student lived and graduated high school in Colorado but does include non-Colorado students earning residency through an exemption.

International

Individuals categorized as International are non-residents, living and working in the United States on a student or work visa.

IPEDS requires international students to be reported as nonresidents regardless of any race or ethnicity they may have indicated. Therefore, in CU reporting, international status overrides self-reported race and ethnicity selections meaning that individuals who are reported in the international category are not reported in self-reported categories for race/ethnicity.

CU Boulder Student & Employee Populations by Demography

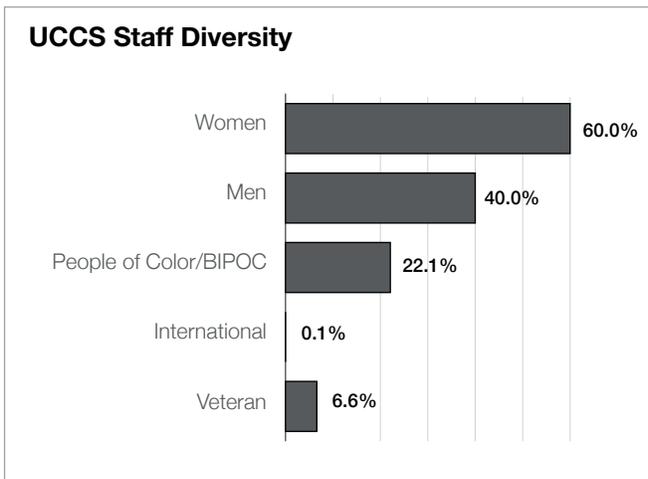
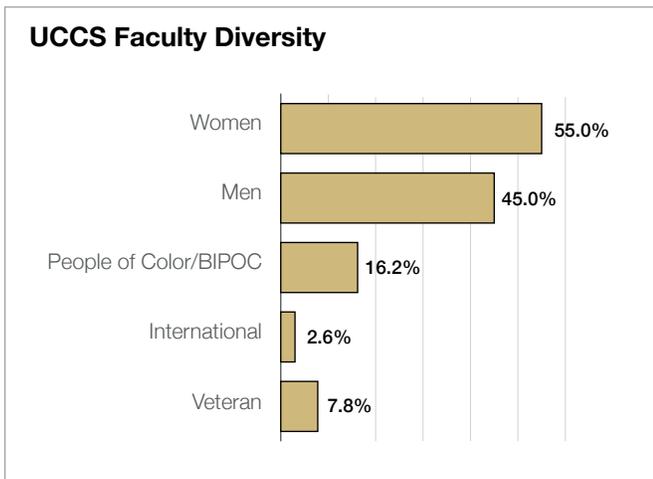
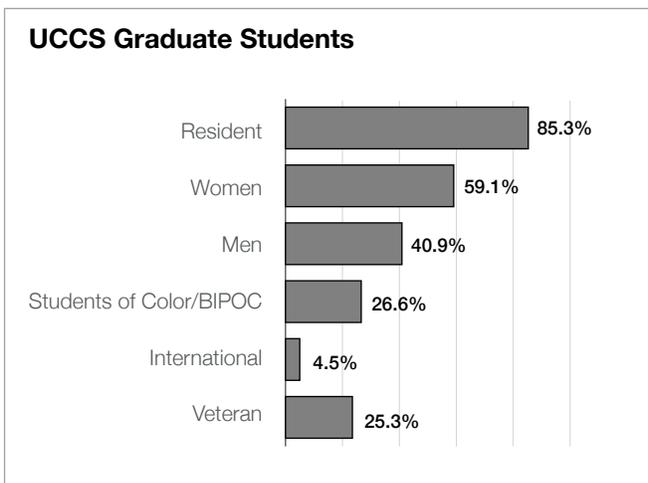
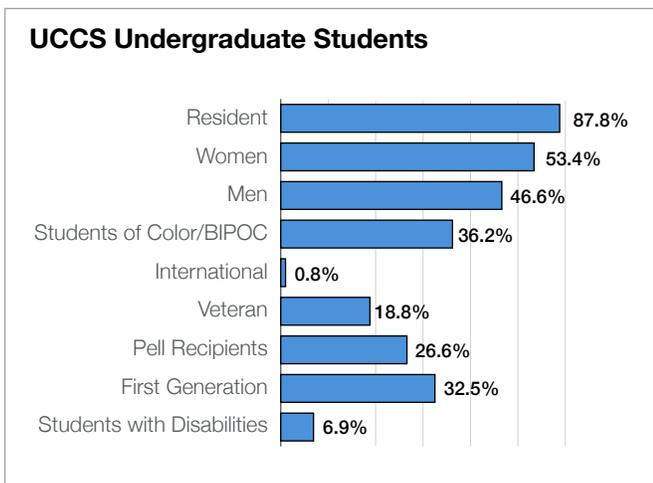


Boulder Compared to the State of Colorado

	All Students	UG Students	Graduate Students	Faculty	Staff	CO Population
American Indian/Alaskan Native	0.2%	0.1%	0.7%	0.3%	0.6%	0.6%
Asian American or Pacific Islander	5.8%	6.1%	4.2%	9.0%	7.6%	3.5%
Black, African American	1.7%	1.7%	1.5%	1.4%	1.9%	3.8%
Hispanic	12.5%	13.2%	9.4%	4.7%	11.7%	21.9%
Two or More Races	5.9%	6.4%	3.3%	0.7%	1.4%	5.0%
Total People of Color/BIPOC	26.1%	27.6%	19.1%	16.1%	23.2%	34.8%
White or Unknown	67.6%	68.2%	64.8%	62.6%	69.1%	65.1%
International	6.3%	4.2%	16.1%	12.0%	0.8%	N/A

Percentages from 2021 CU Diversity Report, Fall 2020; Unknown or unspecified race/ethnicity is not shown; Colorado Population based on 2020 Census; Asian-American and Pacific Islander are collected separately in CU data, but combined here for comparison to Colorado census

UCCS Student & Employee Populations by Demography

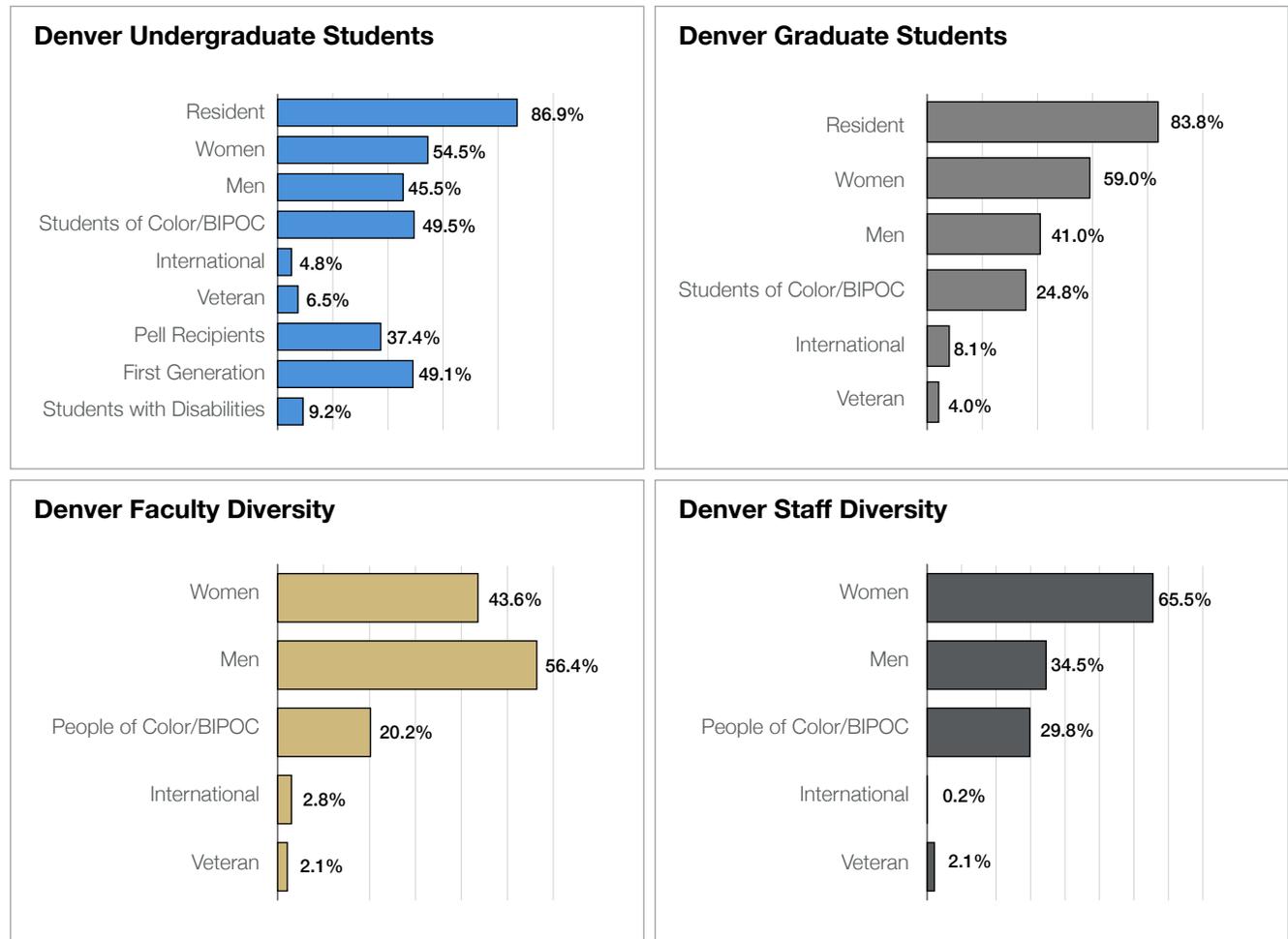


UCCS Compared to the State of Colorado

	All Students	UG Students	Graduate Students	Faculty	Staff	CO Population
American Indian/Alaskan Native	0.3%	0.3%	0.4%	0.6%	0.5%	0.6%
Asian American or Pacific Islander	3.8%	3.8%	3.6%	5.7%	3.5%	3.5%
Black, African American	4.3%	4.2%	4.5%	2.8%	3.6%	3.8%
Hispanic	18.7%	20.0%	12.3%	6.1%	12.2%	21.9%
Two or More Races	7.5%	7.8%	5.8%	0.9%	2.3%	5.0%
Total People of Color/BIPOC	34.6%	36.2%	26.6%	16.2%	22.1%	34.8%
White or Unknown	64.0%	63.0%	68.9%	68.3%	73.8%	65.1%
International	1.4%	0.8%	4.5%	2.6%	0.1%	N/A

Percentages from 2021 CU Diversity Report, Fall 2020; Unknown or unspecified race/ethnicity is not shown; Colorado Population based on 2020 Census; Asian-American and Pacific Islander are collected separately in CU data, but combined here for comparison to Colorado census

CU Denver Student & Employee Populations by Demography

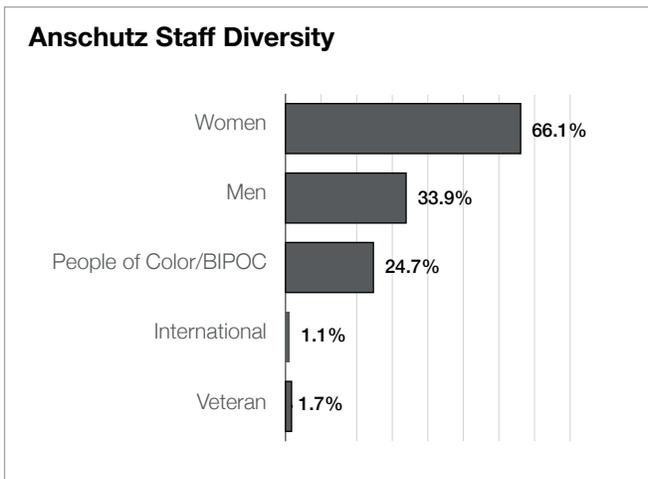
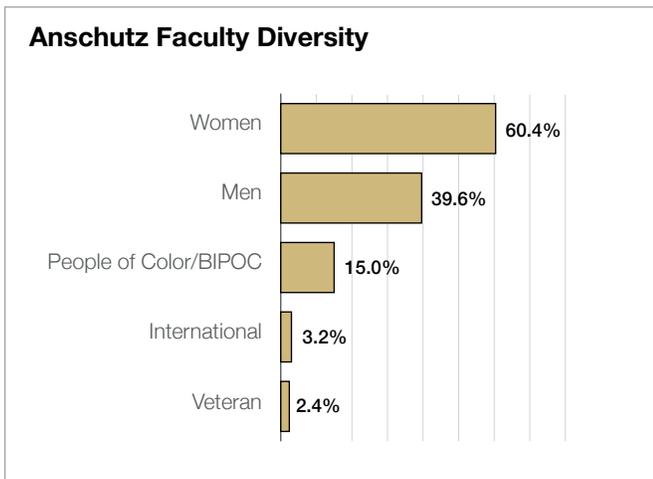
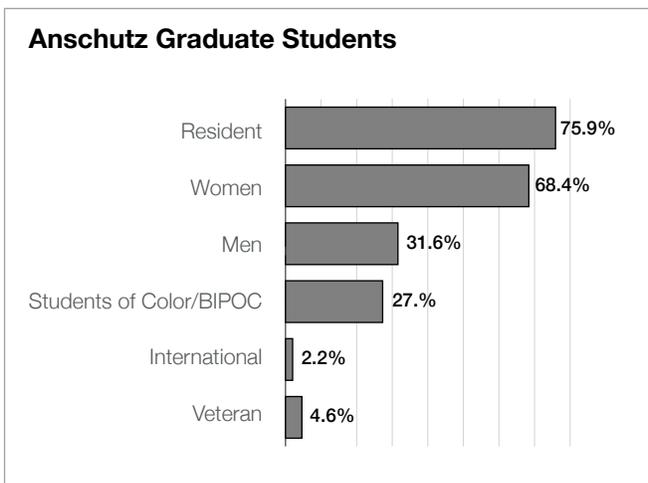
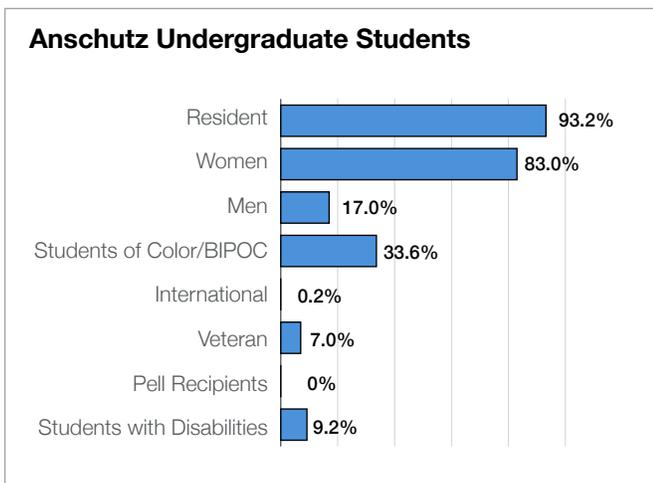


Denver Compared to the State of Colorado

	All Students	UG Students	Graduate Students	Faculty	Staff	CO Population
American Indian/Alaskan Native	0.4%	0.4%	0.3%	0.7%	0.5%	0.6%
Asian American or Pacific Islander	9.3%	11.2%	4.9%	10.5%	7.3%	3.5%
Black, African American	5.1%	5.9%	3.4%	1.6%	5.0%	3.8%
Hispanic	22.1%	26.1%	12.8%	6.7%	15.1%	21.9%
Two or More Races	5.2%	6.0%	3.3%	0.6%	1.8%	5.0%
Total People of Color/BIPOC	42.1%	49.5%	24.8%	20.2%	29.8%	34.8%
White or Unknown	52.1%	45.7%	67.1%	70.1%	62.7%	65.1%
International	5.8%	4.8%	8.1%	2.8%	0.2%	N/A

Percentages from 2021 CU Diversity Report, Fall 2020; Unknown or unspecified race/ethnicity is not shown; Colorado Population based on 2020 Census; Asian-American and Pacific Islander are collected separately in CU data, but combined here for comparison to Colorado census

CU Anschutz Student & Employee Populations by Demography



Anschutz Compared to the State of Colorado

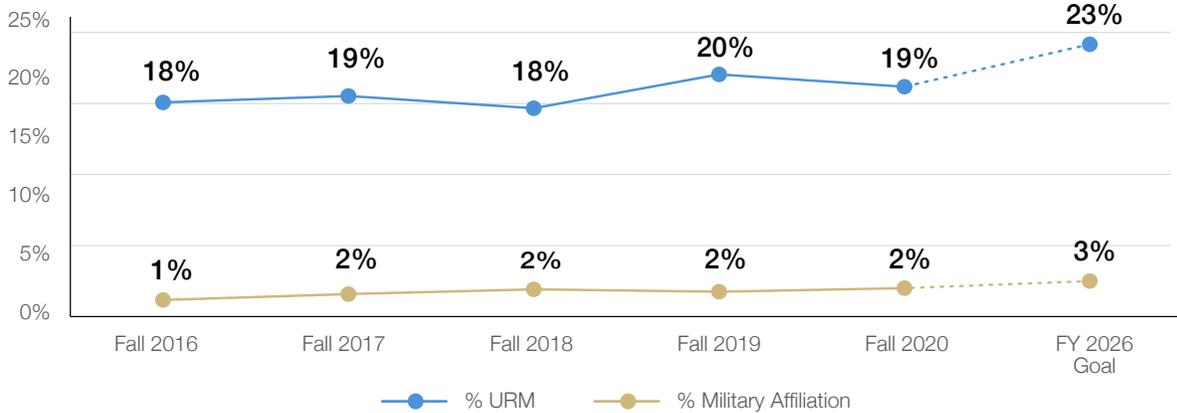
	All Students	UG Students	Graduate Students	Faculty	Staff	CO Population
American Indian/Alaskan Native	0.2%	0.2%	0.2%	0.2%	0.6%	0.6%
Asian American or Pacific Islander	9.6%	8.5%	9.7%	7.9%	7.3%	3.5%
Black, African American	3.7%	4.5%	3.7%	1.2%	4.6%	3.8%
Hispanic	10.4%	15.5%	9.8%	5.0%	10.9%	21.9%
Two or More Races	4.0%	4.9%	3.8%	0.8%	1.4%	5.0%
Total People of Color/BIPOC	27.9%	33.6%	27.3%	15.0%	24.7%	34.8%
White or Unknown	70.1%	66.2%	70.5%	64.6%	54.5%	65.1%
International	2.0%	0.2%	2.2%	3.2%	1.1%	N/A

Percentages from 2021 CU Diversity Report, Fall 2020; Unknown or unspecified race/ethnicity is not shown; Colorado Population based on 2020 Census; Asian-American and Pacific Islander are collected separately in CU data, but combined here for comparison to Colorado census

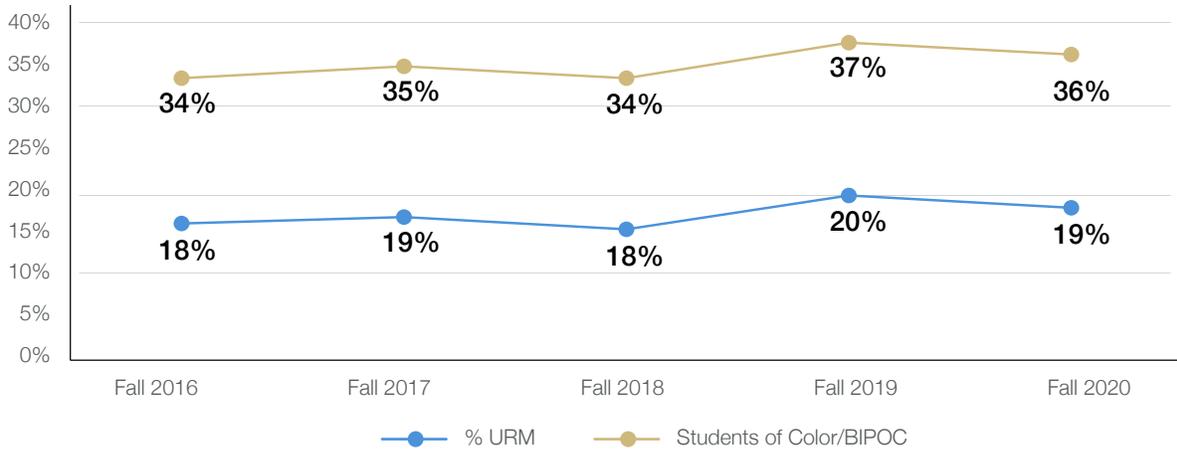


Boulder New Student Diversity

Boulder Goals: New Student Diversity



Boulder Population: New Student Diversity



Action Steps

1. Increase outreach (in person, digital, publications, CRM) to underrepresented students and veterans through enhanced campus partnerships
2. Use of College Board’s Segment Analysis Service (Landscape) and predictive analytics in ODA to continuously build the top of the recruitment funnel
3. Enhance recruitment partnerships academic programs
4. Continue to enhance the recruitment relationship Veteran and Military Affairs and programs external to CU Boulder that serve veteran students and further develop recruitment strategies to increase the number of veteran students

New student is defined as all new students, undergrad and graduate students at UCCS, Denver and Anschutz; Boulder’s metric reflects new resident freshman.

URM is defined here to include Hispanic, Black, American Indian.

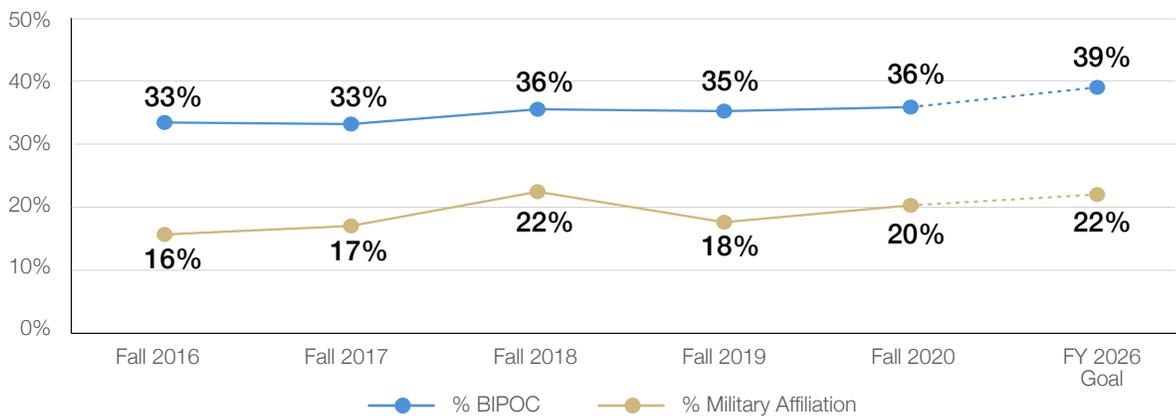
Military Affiliation is defined to include active and discharged members of the U.S. military of National Guard.

Source: CU Institutional Research

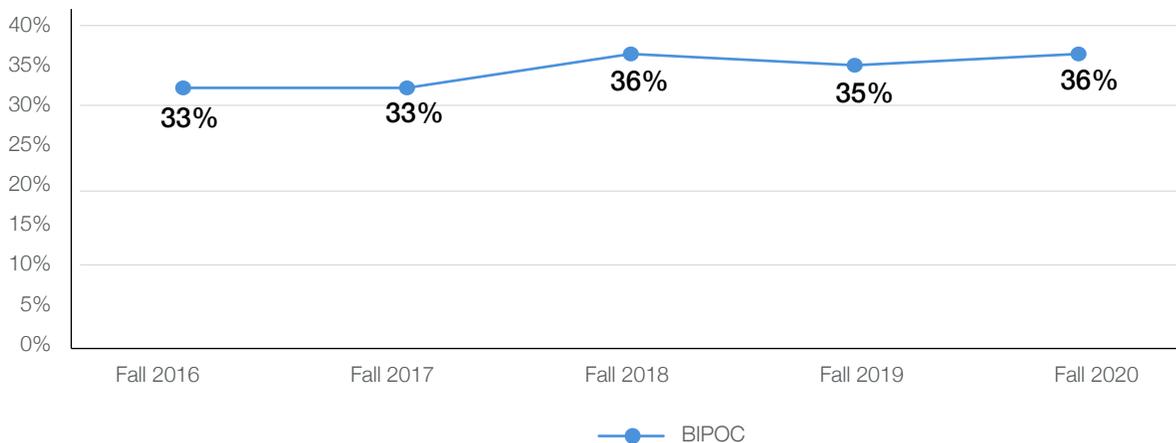


UCCS New Student Diversity

UCCS Goals: New Student Diversity



UCCS Population: New Student Diversity



Action Steps

1. Goals established will be informed by expert consideration (Chief Diversity Officer – CDO) in consultation with UCCS Cabinet. Currently, the campus has an

interim CDO – search efforts are being expedited for the fall 2021 with goals and actions steps submitted spring 2022.

New student is defined as all new students, undergrad and graduate students at UCCS, Denver and Anschutz; Boulder’s metric reflects new resident freshman.

URM is defined here to include Hispanic, Black, American Indian, Pacific Islander, Asian, and Multi-Ethnic (two or more races).

UCCS Military Affiliation includes people who are currently serving or have served in the US Armed Forces, including ROTC, and their dependents.

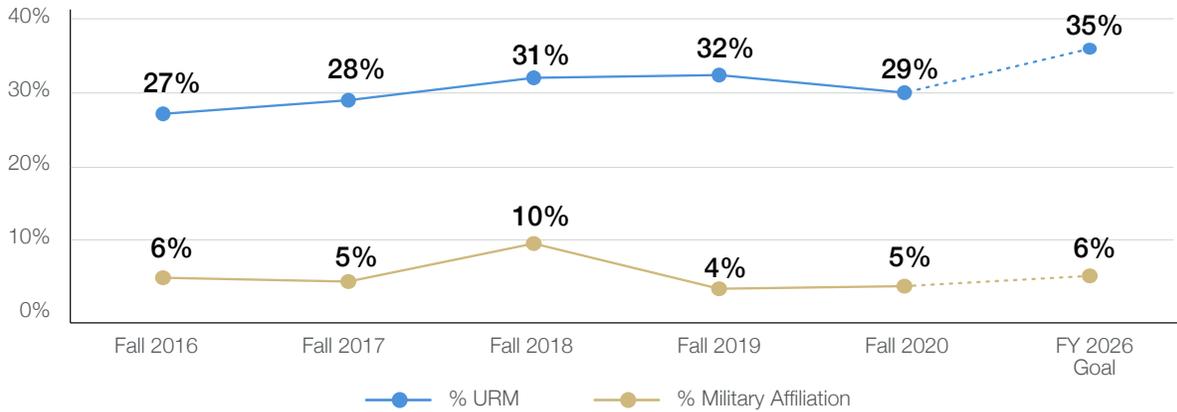
At UCCS, the underrepresented minority population includes all students of color (BIPOC)

Source: CU Institutional Research

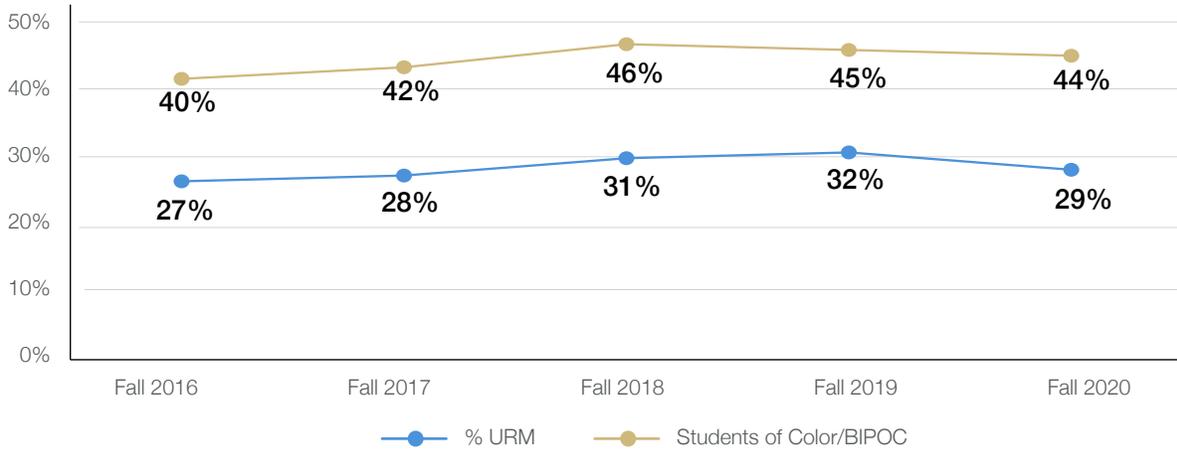


Denver New Student Diversity

Denver Goals: New Student Diversity



Denver Population: New Student Diversity



Action Steps

1. Leverage HSI and AANAPISI status to recruit and retain a diverse student population
2. Enhance student support services for underrepresented student populations
3. Implement actions/plans from CU Denver's equity task force

New student is defined as all new students, undergrad and graduate students at UCCS, Denver and Anschutz; Boulder's metric reflects new resident freshman.

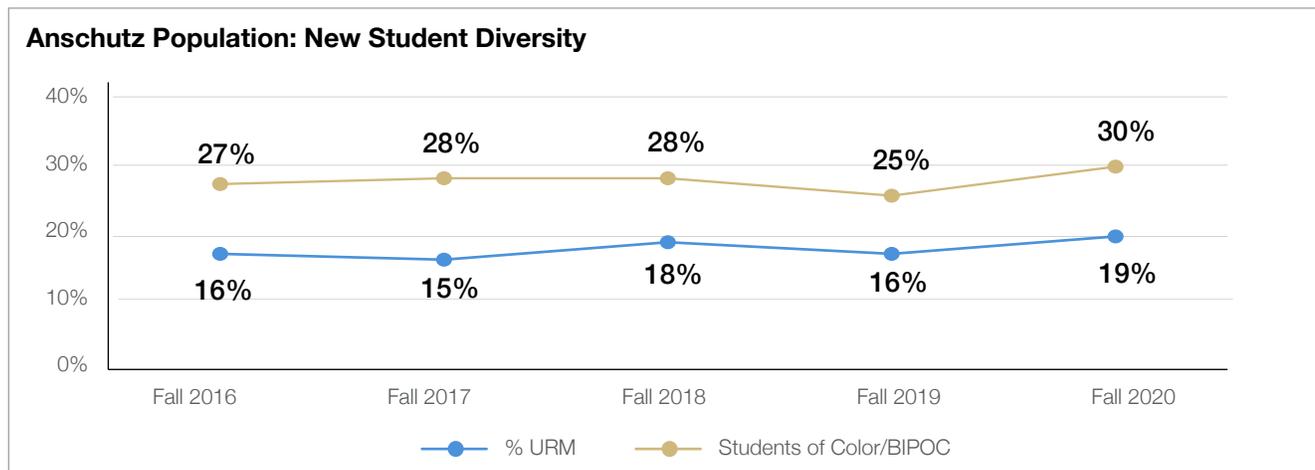
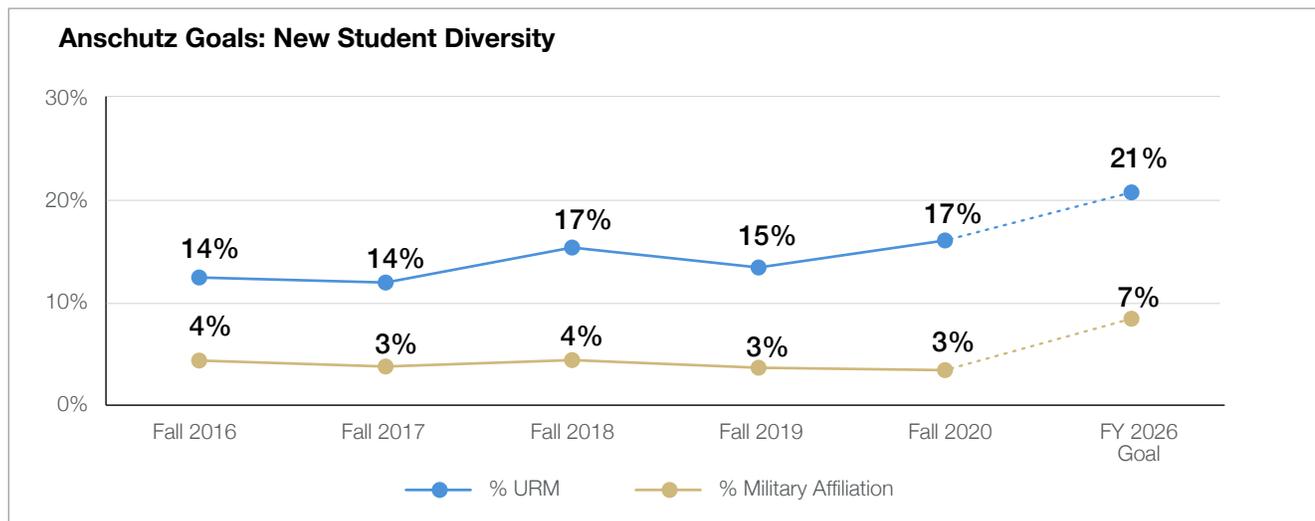
URM is defined here to include Hispanic, Black, American Indian, Pacific Islander.

Military Affiliation is defined to include active and discharged members of the U.S. military of National Guard.

Source: CU Institutional Research



Anschutz New Student Diversity



Action Steps

1. Maintain and elevate student recruitment strategies through partnership of the Office of Student Affairs and the Office of Diversity, Equity, and Inclusion
2. Enhance our culture of belonging for students
3. Development of Center for Health Equity
4. Student driven initiatives Black Student Collective (40+ Black and ally students)
5. Integration of student disability services office into campus-wide DEI structure

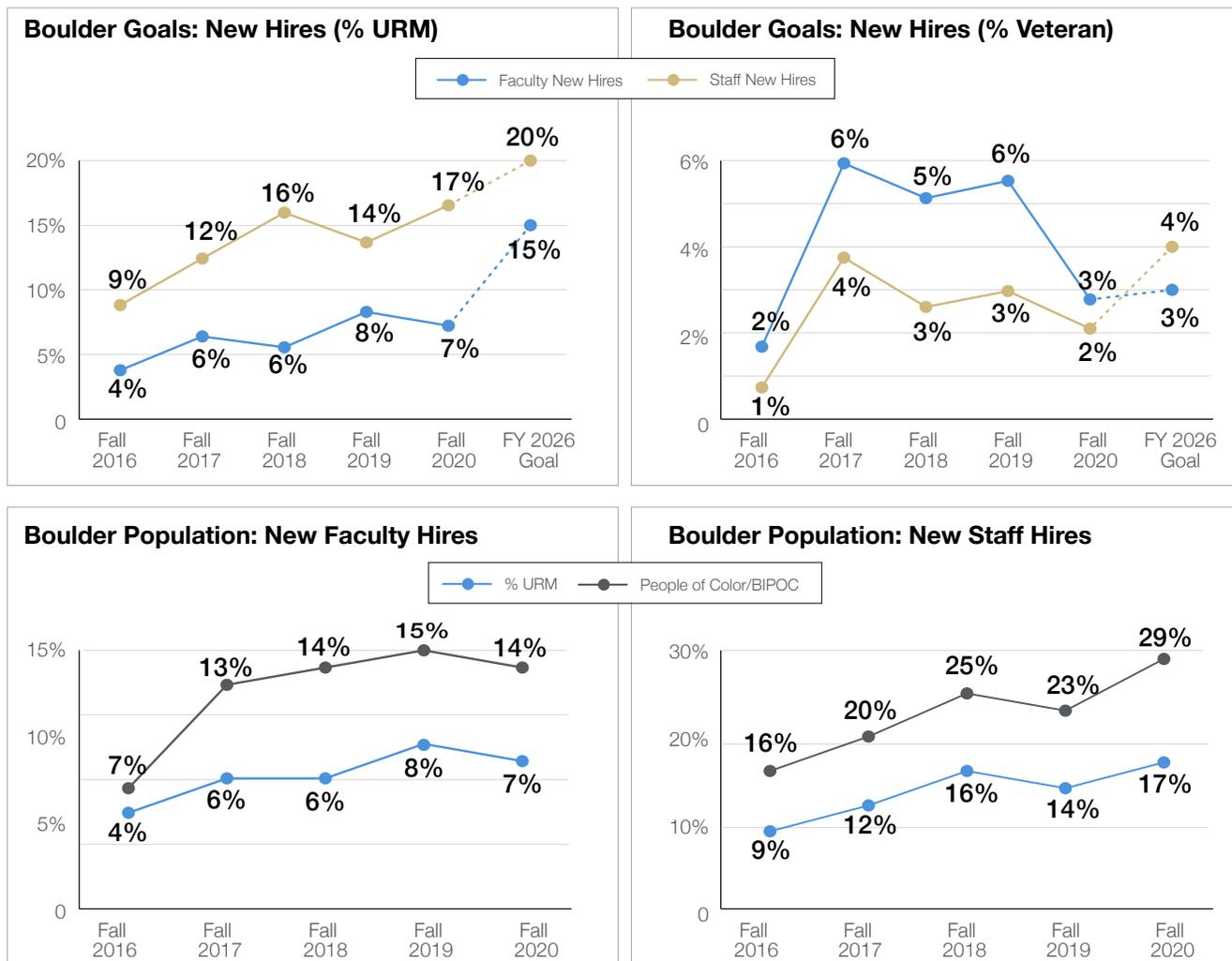
New student is defined as all new students, undergrad and graduate students at UCCS, Denver and Anschutz; Boulder's metric reflects new resident freshman.

URM is defined here to include Hispanic, Black, American Indian, Pacific Islander, and Multi-Ethnic (two or more races).

Military Affiliation is defined to include active and discharged members of the U.S. military of National Guard.

Source: CU Institutional Research

Boulder - Faculty & Staff (New Hires) Diversity



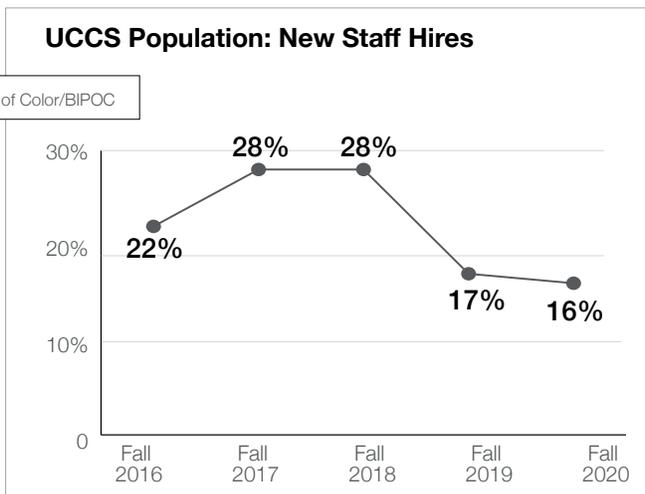
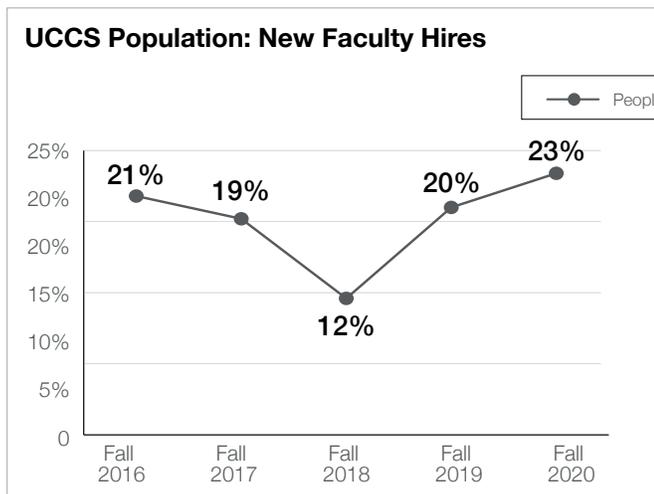
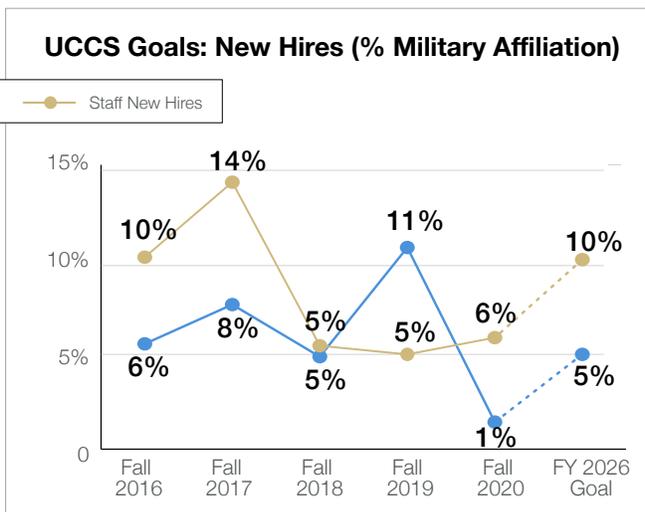
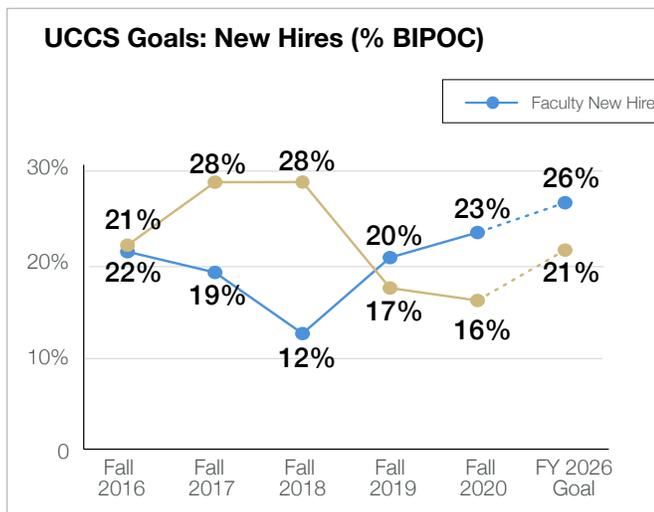
Action Steps - Faculty

1. Continue recruitment outreach efforts for underrepresented populations, specifically racial minorities and veterans
2. Continue the implicit bias and inclusive hiring practices training for faculty search committees, while also continuing the gains made in hiring more minorities in faculty searches
3. Improve and continue the Faculty Diversity Action Plan
4. Support and expand the Chancellor's Postdoctoral Fellowship Program

Action Steps - Staff

1. Continue recruitment outreach efforts for underrepresented populations
2. Offering implicit bias and inclusive hiring practices for staff searches that mirrors the faculty training
3. Implement pipeline to employment for work study students (pilot underway)
4. Continue use of Textio for job postings and evaluation of minimum qualifications to eliminate barriers to hire such as requiring bachelors degree for entry level professional roles

UCCS - Faculty & Staff (New Hires) Diversity



Action Steps - Faculty

Goals established will be informed by expert consideration (Chief Diversity Officer – CDO) in consultation with UCCS Cabinet. Currently, the campus has an interim CDO – search efforts are being expedited for the fall 2021 with goals and actions steps submitted spring 2022.

Action Steps - Staff

Goals established will be informed by expert consideration (Chief Diversity Officer – CDO) in consultation with UCCS Cabinet. Currently, the campus has an interim CDO – search efforts are being expedited for the fall 2021 with goals and actions steps submitted spring 2022.

BIPOC = Black, Indigenous, People of Color and includes Hispanic, Black, American Indian, Pacific Islander, Asian, and Multi-Ethnic (two or more races).

UCCS Military Affiliation includes people who are currently serving or have served in the US Armed Forces.

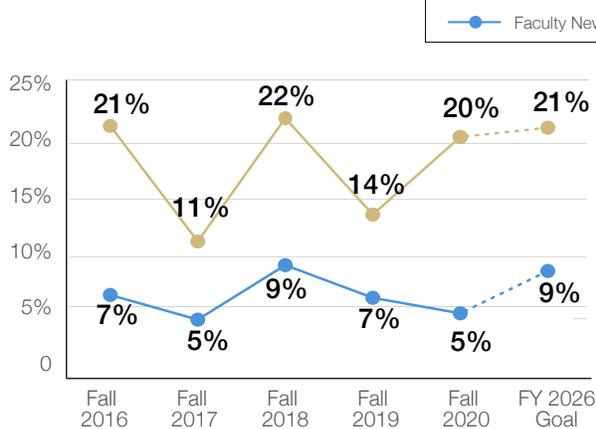
At UCCS, the underrepresented minority population includes all people of color (BIPOC)

Source: CU Institutional Research

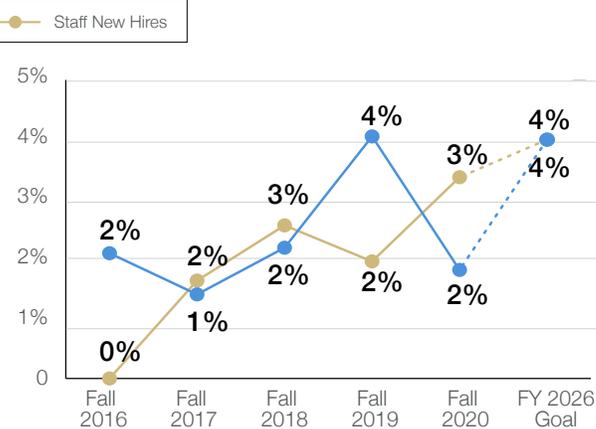


Denver - Faculty & Staff (New Hires) Diversity

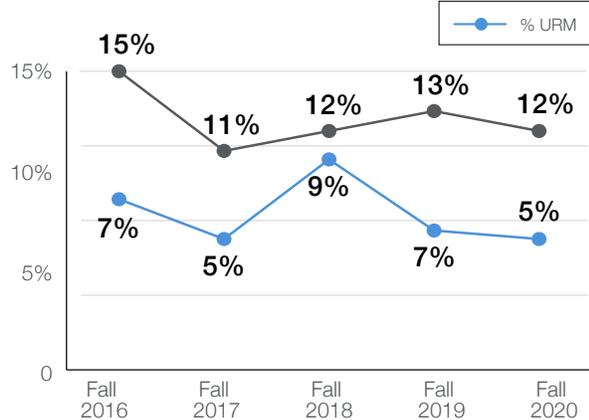
Denver Goals: New Hires (% URM)



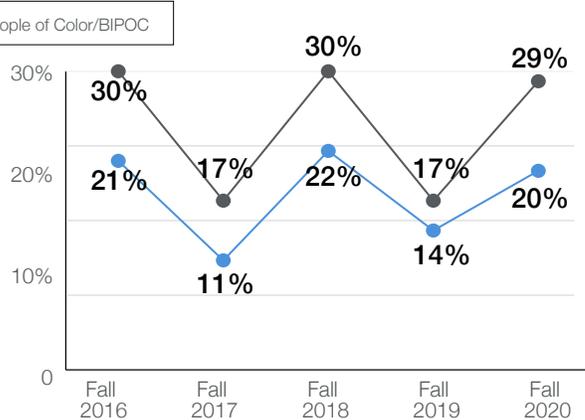
Denver Goals: New Hires (% Veteran)



Denver Population: New Faculty Hires



Denver Population: New Staff Hires



Action Steps - Faculty

1. Continue recruitment outreach efforts for underrepresented populations, specifically racial minorities and veterans
2. Strengthen inclusive hiring practices training for faculty search committees, while also continuing the gains made in hiring more minorities in faculty searches

Action Steps - Staff

1. Continue recruitment outreach efforts for underrepresented populations, specifically racial minorities and veterans
2. Strengthen inclusive hiring practices training for staff search committees, while also continuing the gains made in hiring more minorities in staff searches

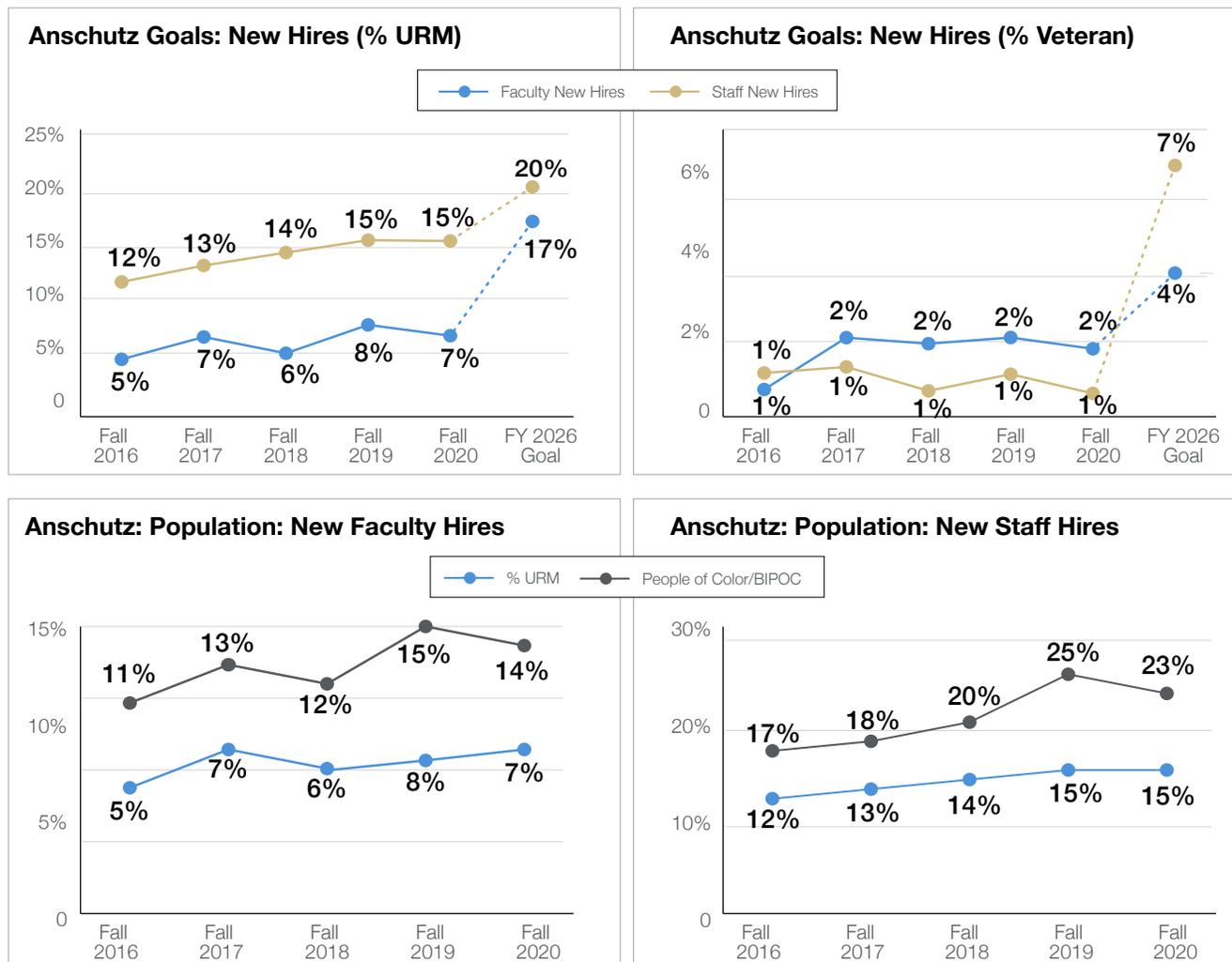
Denver URM is defined here to include Hispanic, Black, American Indian and Pacific Islander.

Denver Campus Veteran is defined as any employee who has self-identified as having served in the military. Active Duty and Reserves are excluded.

Source: CU Institutional Research



Anschutz - Faculty & Staff (New Hires) Diversity



Action Steps - Faculty

1. Develop effective recruitment and retention strategies through the Office of Diversity, Equity, and Inclusion. Implement best practices through hiring processes
2. Pipeline programs to faculty retention and promotion – Socioecological Model, Equity Framework & Inclusive Excellence Principles
3. Development of Center for Health Equity in phase 2 planning with community advisory board

Action Steps - Staff

1. Develop effective recruitment and retention strategies through the Office of Diversity, Equity, and Inclusion. Implement best practices through hiring processes
2. Development of Center for Health Equity in phase 2 planning with community advisory board

Anschutz URM is defined here to include Hispanic, Black, American Indian, Pacific Islander, and Multi-Ethnic (two or more races).

Anschutz Campus Veteran is defined as any employee who has self-identified as having served in the military. Active Duty and Reserves are excluded.

Source: CU Institutional Research



Campus and Workplace Culture (CWC) Survey

CWC Survey Administration

- Survey administration will occur in fall 2021
 - All CU campuses and System Office
 - All students, faculty and staff
- Preliminary results of questions for the CU Strategic Plan will be presented at the February 2022 Board of Regents meeting

Civility

- **Undergraduate Students:** Since you have been a student at CU, have you experienced any of these behaviors in the context of your CU-related activities (in person or remote)? Please select all that apply.
- **Graduate Students:** Since you have been a GRADUATE student at CU, have you experienced any of these behaviors in the context of your CU-related activities (in person or remote)? Please select all that apply.
- **Faculty & Staff:** Within the last 12 months, have you experienced any of these behaviors in the context of your CU-related activities (in-person or remote)? Please select all that apply.

Harassment

Policy Items/Outcomes – Undergraduate Students, Graduate Students, Faculty and Staff: I feel like my concerns would be taken seriously by CU if I reported a problem related to identity-based discrimination or harassment (attributed to protected classes such as race, sexual orientation, gender, disability, etc.), or sexual misconduct, intimate partner abuse (including domestic/dating violence) or stalking.

Acceptance/Culture

Classroom Culture – Undergraduate Students: In most of my courses...

- I am comfortable expressing ideas or opinions in class without fear it will affect how people in the class treat me.

Department Culture – Graduate Students: Indicate how strongly you disagree or agree with each of the following statements:

- I am comfortable expressing ideas or opinions without fear it will affect how individuals in my department treat me

Department Culture – Staff: Indicate how strongly you disagree or agree with each of the following statements:

- I am comfortable expressing ideas or opinions without fear it will affect how individuals in my department treat me.

Department Culture – Faculty: Indicate how strongly you disagree or agree with each of the following statements:

- I am comfortable expressing ideas or opinions without fear it will affect how individuals in my department treat me.

Action Steps

1. To be created after identification of challenges from the survey

PILLAR 4

Fiscal Strength

Focus Area: Collaboration and Partnerships

- Gifts/Fundraising
- Other Revenue per Employee

Focus Area: Deferred Maintenance and Sustainability

- Facility Condition Index (FCI)
- Energy Use Intensity (EUI)
- Greenhouse Gas Emissions

Focus Area: Transformation & Innovation Program (formally: Tech Enablement and Infrastructure)

- Strategic Initiative(s): Performance tracked through the completion of action steps



PILLAR 4: FISCAL STRENGTH

44

Data & Action Steps

Boulder Gifts/Fundraising

Boulder: Gift Revenue

Fiscal Year	Gift Revenue (Millions)	Average (3-Year Rolling) (Millions)
FY 2016	\$145	\$125
FY 2017	\$137	\$132
FY 2018	\$147	\$144
FY 2019	\$215	\$166
FY 2020	\$161	\$174
FY 2021	\$142	-
FY 2026 Goal	\$192	-

Legend: ● Average (3-Year Rolling) ■ Gift Revenue

Action Steps

1. Target incremental investment resourced by continuing existing CUF funding allocation model and implementation of emerging CUF incremental funding model
2. Rehire vacant advancement roles, restoring 20% of fundraising capacity and re-aligning engagement and communications capacity to strategy
3. Sustain productivity and accelerate engagement and pipeline growth through individual- to campus-level performance and individual, industry and philanthropic foundation portfolio management

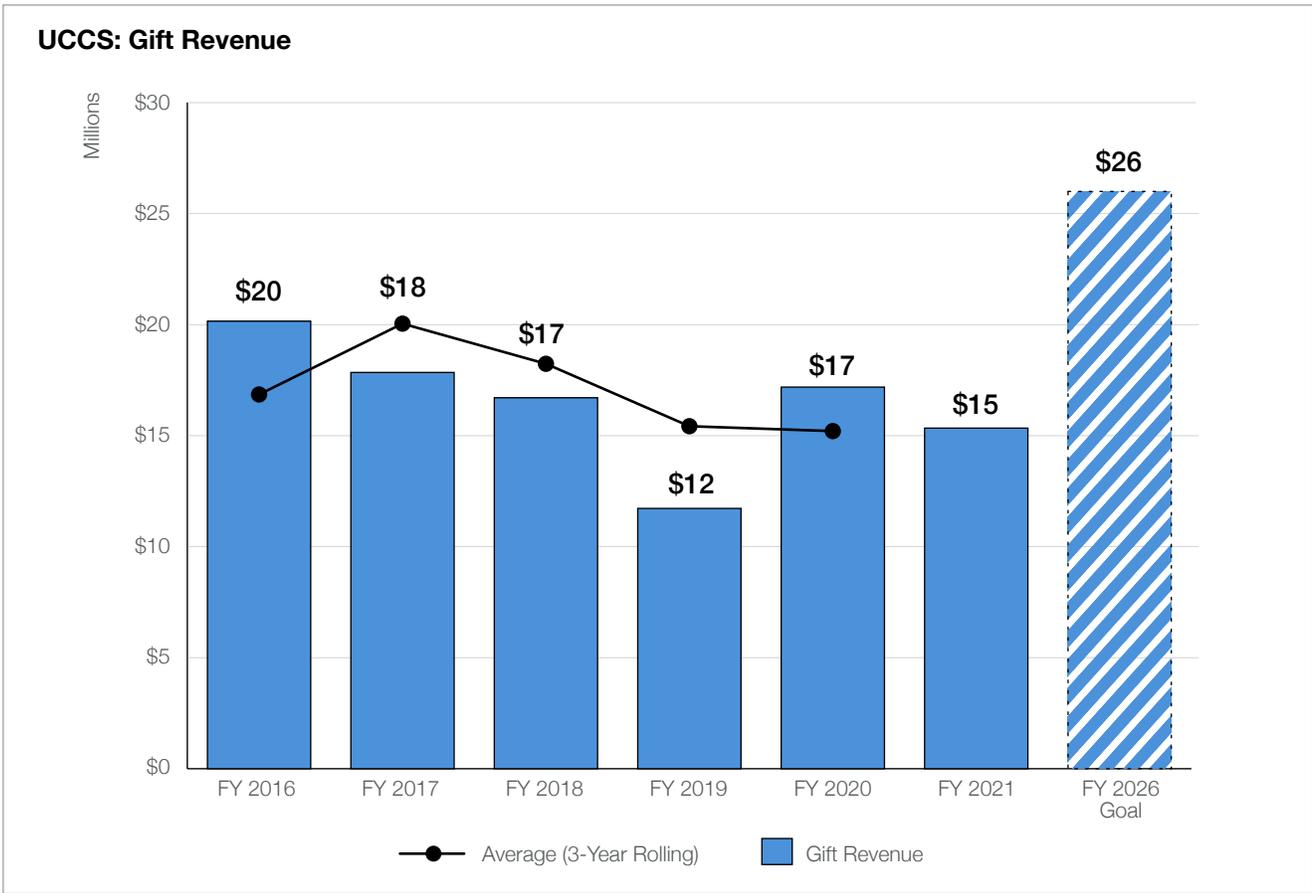
FY 2020-21 excludes year-end gifts that are still being processed and private support received through the offices of contracts and grants for June 2021. Final private support figures will be available in July.

Source: CU Advancement; Charts by CU System Institutional Research

Innovating for the Future: 2021 – 2026 Strategic Plan



UCCS Gifts/Fundraising



Action Steps

1. Achieve annual fundraising goals through the achievement of donor outreach; proposal and stewardship metrics. Strong focus on pipeline development and keen attention to seven-figure opportunities and partnerships is needed to see annual philanthropic support each year.

FY 2020-21 excludes year-end gifts that are still being processed and private support received through the offices of contracts and grants for June 2021. Final private support figures will be available in July.

Source: CU System & Campus Offices of Institutional Research

PILLAR 4: FISCAL STRENGTH

46

Data & Action Steps

Denver Gifts/Fundraising

Denver: Gift Revenue

Fiscal Year	Gift Revenue (Millions)	Average (3-Year Rolling) (Millions)
FY 2016	\$14	\$13.3
FY 2017	\$20	\$15.0
FY 2018	\$21	\$18.3
FY 2019	\$26	\$18.7
FY 2020	\$14	\$16.7
FY 2021	\$11	-
FY 2026 Goal	\$17	-

Action Steps

1. Conduct a readiness study for new capital campaign
2. Invest in our philanthropic operations

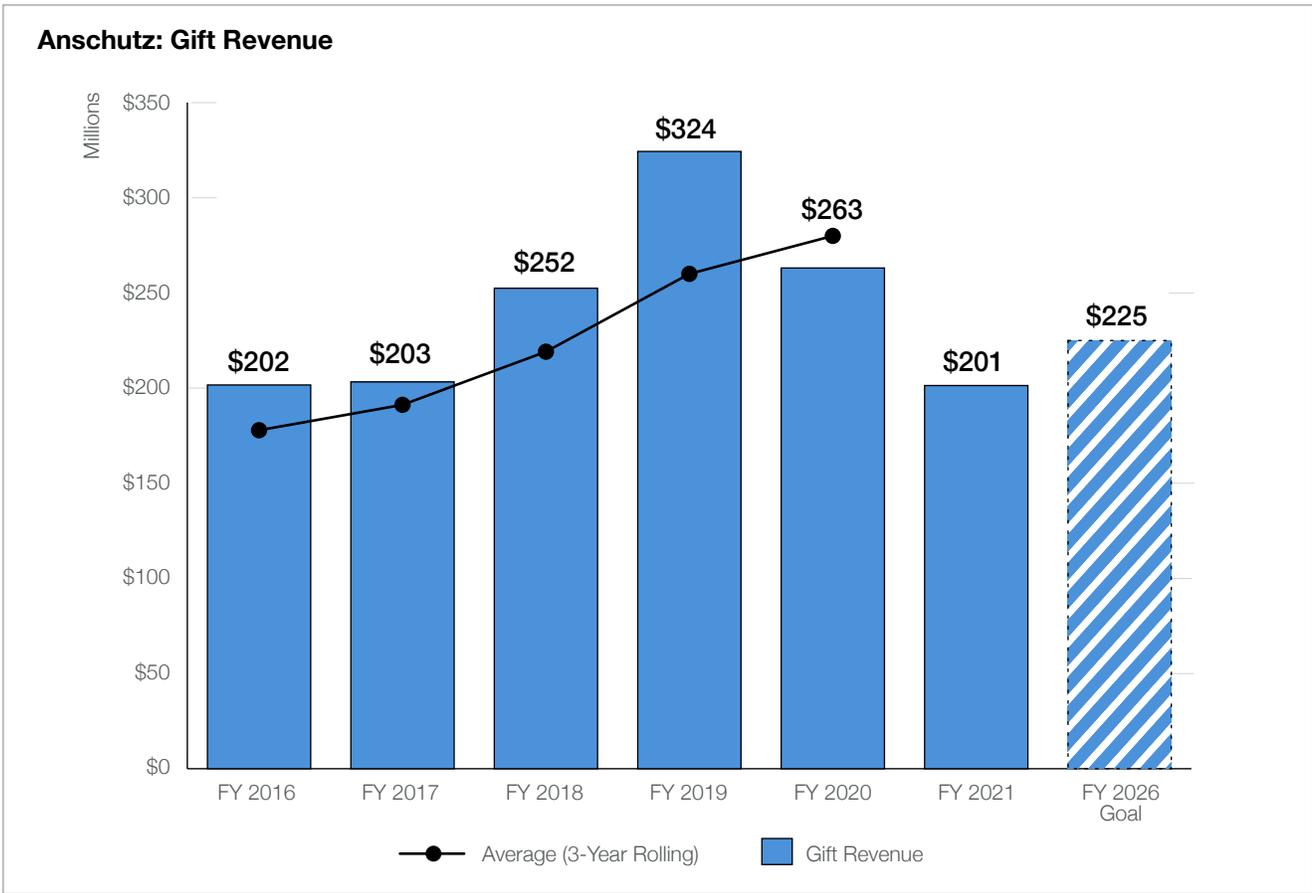
FY 2020-21 excludes year-end gifts that are still being processed and private support received through the offices of contracts and grants for June 2021. Final private support figures will be available in July.

Source: CU System & Campus Offices of Institutional Research

Innovating for the Future: 2021 – 2026 Strategic Plan



Anschutz Gifts/Fundraising



Action Steps

- 1. Goals to be focused on major gifts solicitation

FY 2020-21 excludes year-end gifts that are still being processed and private support received through the offices of contracts and grants for June 2021. Final private support figures will be available in July.

Source: CU System & Campus Offices of Institutional Research



Definition of “Other Revenue per Employee”

“Other Revenue”

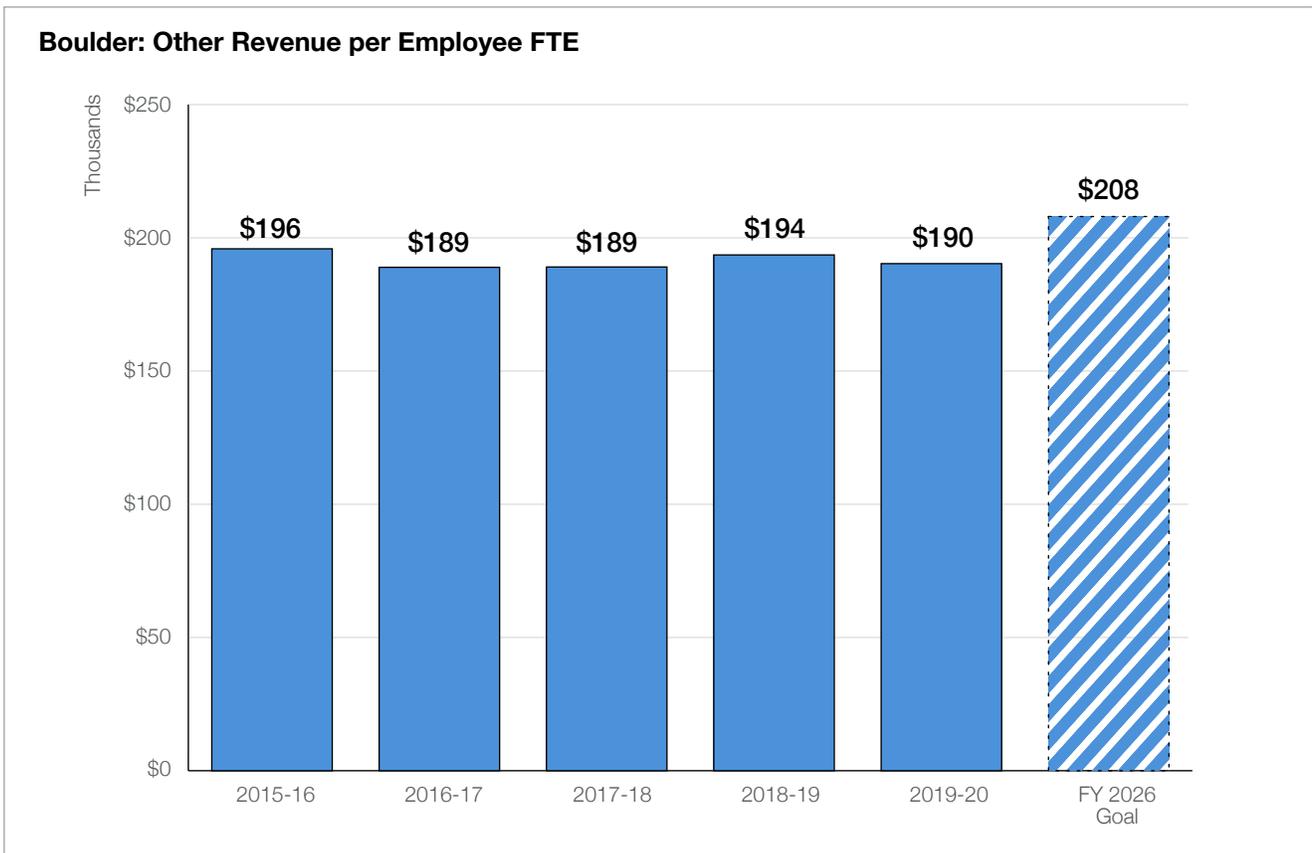
- + Total Revenue (E&G + Auxiliary + Restricted)
- Less State Support (COF, Fee-For-Service, Specialty Education, Tobacco Settlement Funds, Marijuana Tax Cash Fund)
- Less Tuition Revenue (Resident Undergraduate)

“Employee”

- Employee FTE (Full-Time Equivalent)
- Includes regular faculty & staff
- Excludes temporary workers, student workers, retirees
- Data is from the IPEDS Human Resources Survey



Boulder Other Revenue per Employee FTE



Action Steps

1. Continue to identify revenue-generating opportunities through campus initiatives such as Financial Futures
2. Support auxiliary units as they restore operations/opportunities post-pandemic

Source: CU System Office of Institutional Research

PILLAR 4: FISCAL STRENGTH

50

Data & Action Steps

UCCS Other Revenue per Employee FTE

UCCS: Other Revenue per Employee FTE

Year	Other Revenue per Employee FTE (Thousands)
2015-16	\$104
2016-17	\$113
2017-18	\$118
2018-19	\$118
2019-20	\$123
FY 2026 Goal	\$121

Action Steps

Auxiliary growth at 2%, restricted at 3% per year and employee FTE at half a percent per year. This has an increasing effect on total revenue. Following are areas that could impact our “Other Revenue” goal:

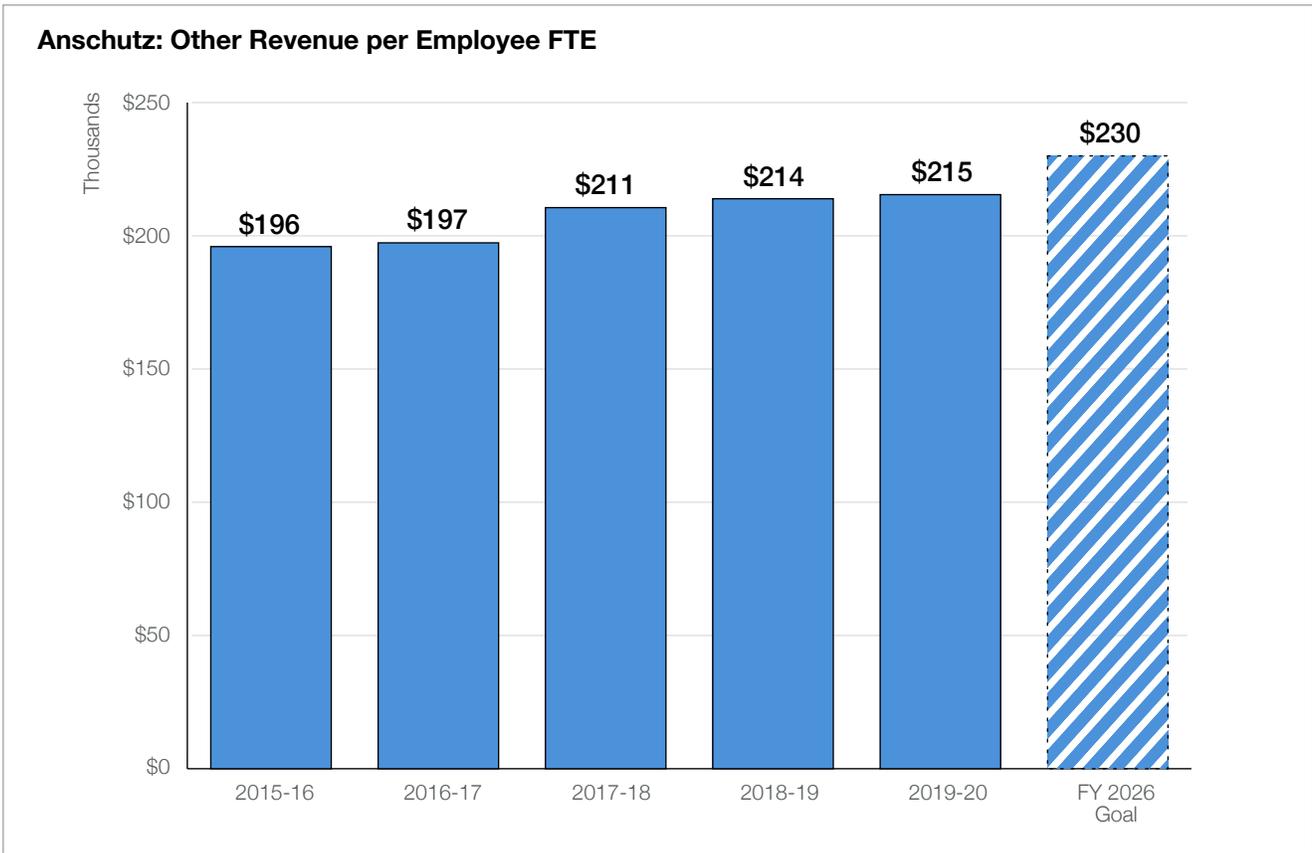
1. Online Initiative, non-res growth, P3 partnerships (Cybersecurity, Ent Center for the Arts, Hybl Sports Medicine and Performance Center, and Lane Center for Academic Health Sciences)
2. Other revenue is calculated based on: total E&G+Aux+Restricted budget less state funding and tuition

Innovating for the Future: 2021 – 2026 Strategic Plan

Source: CU System Office of Institutional Research



Anschutz Other Revenue per Employee FTE

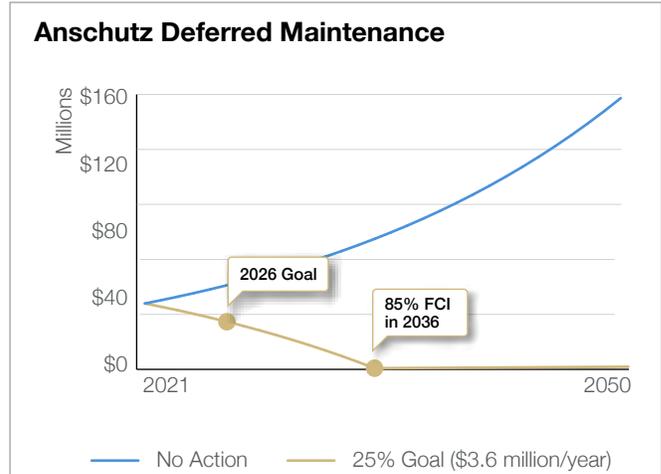
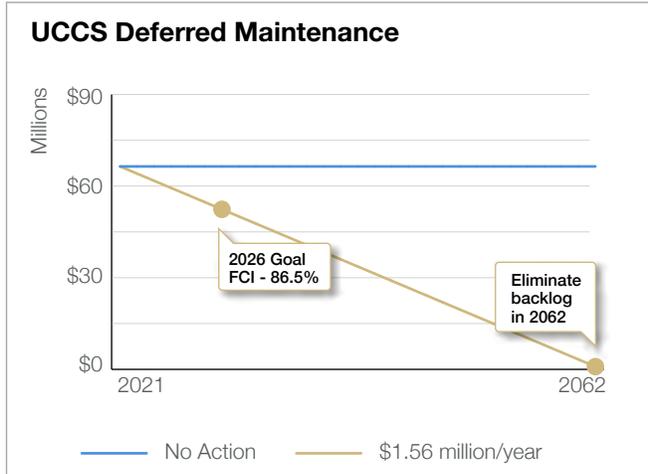
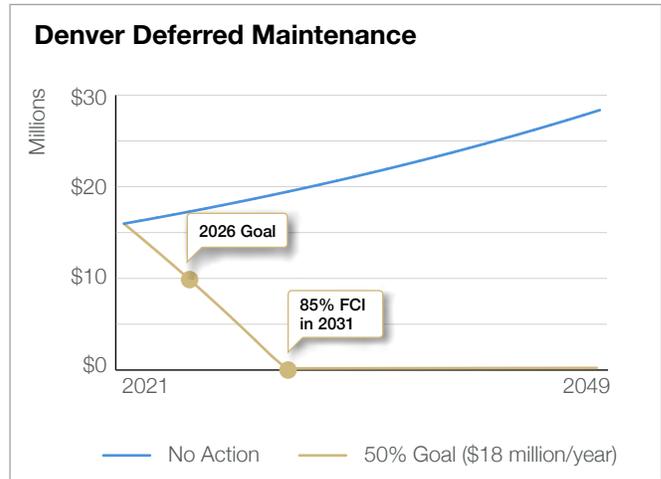
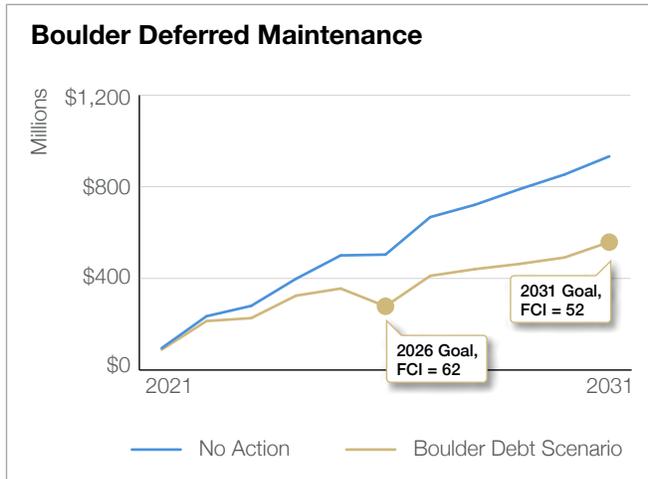


Action Steps

- 1. Continue development of CU Innovations

Source: CU System Office of Institutional Research

Facility Condition Index (FCI)



Action Steps

1. Routine assessment of facility condition and deferred maintenance

Develop a uniform methodology across the campuses to assess facilities and calculate the deferred maintenance backlog. Report current replacement value to the state.

2. Plan for funding maintenance of new and renovated buildings

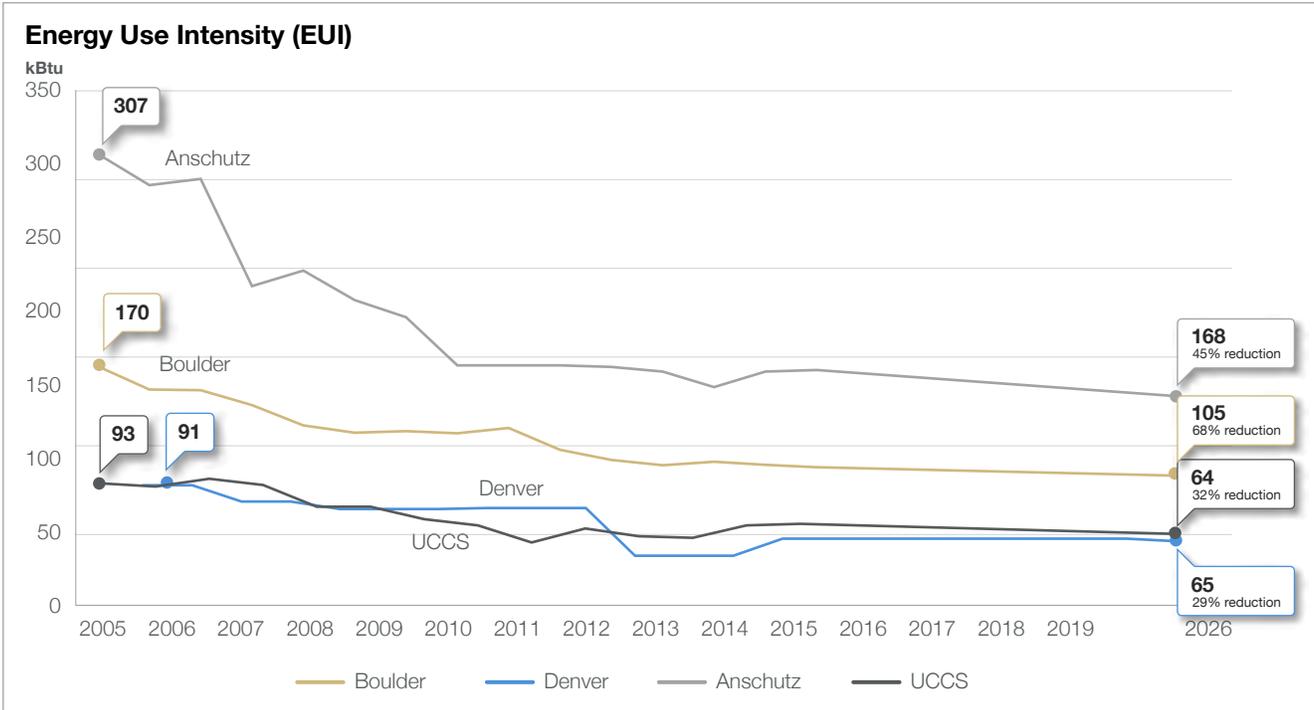
3. Long-term funding and spending plan to:

- Stop the growth of the deferred maintenance backlog
- Significantly reduce the backlog of deferred maintenance, particularly critical need
- Proactively fund preventative maintenance

4. Reduce deferred maintenance backlog or backlog growth



Energy Use Intensity (EUI)

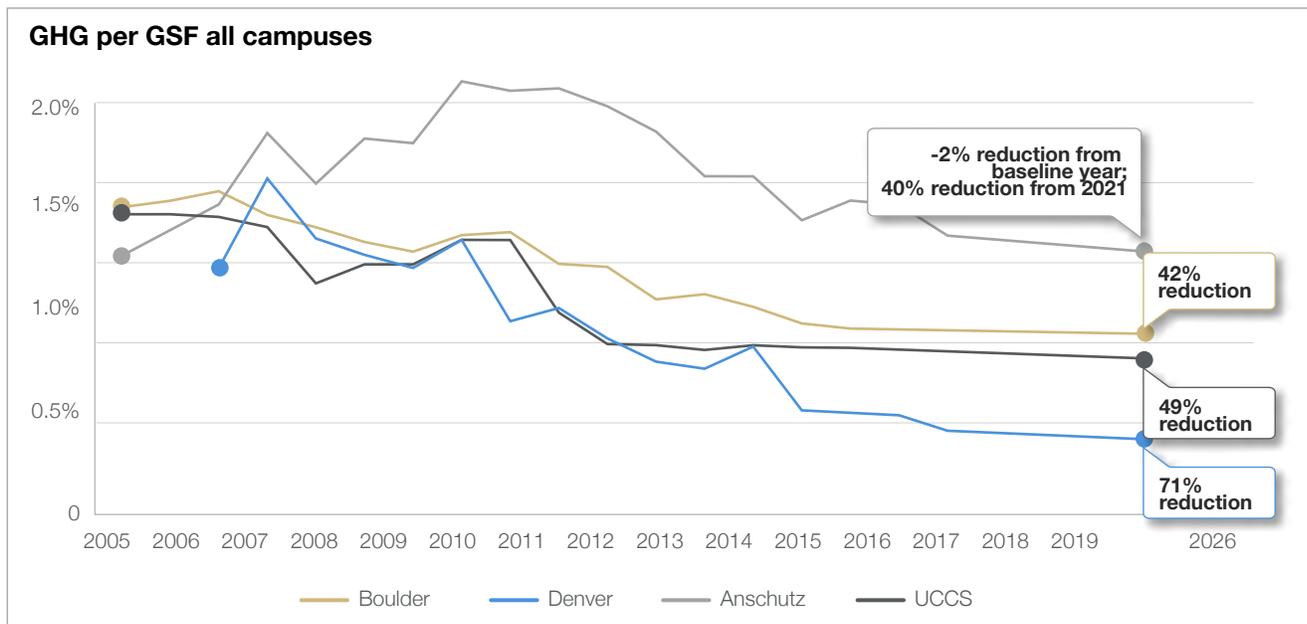


Action Steps

1. Standardize the way that campuses calculate EUI
2. When possible, create or maintain a fund at the campus-level to finance green initiatives
3. Upgrade 1800 Grant parking garage and stairwell lighting to LED

Source: CU System Office of Capitol Construction & Planning

Greenhouse Gas Emissions



Action Steps

1. Update Campus Climate Action Plans with focus on reducing greenhouse gas emissions

Campus	2026 Commitment	Cost	Notes
Boulder	Convert 17% of bus fleet to battery electric buses by 2026 (4 of 24 buses).	\$3,200,000	
Denver	Transition all vehicles to electric at next replacement cycle or by 2026.	\$175,000	\$50,000 included in budget

2. Look for opportunities to transition to green vehicle fleet

Anschutz	Transition 20% of fleet vehicles to electric by 2026. Doesn't include buses.	\$1,700,000	
UCCS	Replace one diesel bus with electric bus every 5 years.	\$1,000,000	

3. Increase the renewable energy mix within campus energy portfolio

Campus	2026 Commitment	Cost	Notes
Boulder	2.0% on-site and 0% off-site	2.5% on-site and 14.2% off-site	\$300,000/year, \$1,000,000 total
Denver	1.5% on-site	3% on-site	\$1,800,000 one-time
Anschutz	0% on-site	5% on-site	\$5,000,000 one-time
UCCS	0.015% on-site and 34% through Renewable Energy Credits (RECs)	2% on-site and 40% through RECs	\$5,000,000 one-time

4. Replace legacy equipment with more energy efficient equipment in all spaces including labs, residence halls and offices

5. Identify energy-savings opportunities in capital improvement projects, including deferred maintenance projects



Information Technology (IT) Governance Committee (Transformation & Innovation Program)

With the launch of Transformation and Innovations Programs (TIP) in 2019, TIP's goal has been to help CU efficiently and effectively deliver technology services, and leverage technology's role in advancing the university's mission. During the summer of 2021, TIP efforts were reoriented to emphasize campus needs and priorities to best serve students, faculty and staff.

With the decision to consider the components of what had been called the Transformation and Innovation Program (TIP) as individual projects, oversight of key projects has transitioned to CU's Information Technology (IT) Governance Committee. The committees charge and outcomes are:

- The committee will serve as a key component in addressing technology and infrastructure improvements and opportunities that tie directly to the strategic planning efforts.
- The committee will recommend project priorities and identify areas of shared benefit and risk, annually.
- The committee brings together the Chief Operating Officers (COOs), Chief Financial Officers (CFOs) and IT and security leadership from each campus, the system administration and Advancement to develop and align IT projects and strategies.
- The committee's campus-centered approach enacts a collaborative, consensus-based approach to deliver technology services that work for all campuses.

Acknowledgements

A strategic vision is only as good as the people behind it. At the University of Colorado, we were fortunate to have an exceptional team leading the 18-month process that culminated in the document you see before you, *Innovating for the Future*.

At the direction of the Board of Regents, CU President Emeritus Mark Kennedy initiated the university's first systemwide strategic planning process in the summer of 2019, soon after assuming the presidency of CU. With a vision of creating a roadmap for the university, Kennedy and the Chancellors tapped experts from within CU's ranks to lead the charge and offer invaluable input covering every facet of the university and higher education. These key individuals shepherded a collaborative process, which engaged the Board of Regents, faculty, students, staff, chancellors, trustees, shared governance groups and the broader CU community to define the university's goals.

In addition to Kennedy himself, the following individuals were indispensable to the strategic planning process and deserve special acknowledgment: Vice President Todd Saliman; Leeds School of Business Dean Sharon Matusik; Senior Vice President and Chief of Staff Leonard Dinegar; Former Vice President for Communication Ken McConnellogue; and Assistant Vice President for Strategic Initiatives Angelique Foster.

All those involved in the process deserve our thanks, gratitude and commendation, however. Because of the hard work and persistence – particularly when faced with shifting priorities and the challenges associated with the COVID-19 global pandemic – the strategic plan was completed in the summer of 2021.

By aligning the CU community with a focused set of goals that are vital to the university, the system strategic plan complements the strategic plans of the campuses, each of which have unique competencies, operating environments and goals. Its completion is a significant milestone for CU, and it will serve as an important resource as the university navigates the future.

We are now focused on implementing the CU system plan through its metrics, goals and action steps over the next five years (2021-2026), which will continue to build CU's brand and set us apart from peer institutions.

Having a strategic plan that identifies our collective priorities is critical, and even more so during times of uncertainty. We look forward to continuing to drive progress toward our goals and invite you to track our successes on the [strategic plan website](#).



University of Colorado

Boulder | Colorado Springs | Denver | Anschutz Medical Campus

FOUR CAMPUSES UNITED
ALL FOUR:**ONE**

Innovating for the Future

2021 – 2026 Strategic Plan