

Criterion 1: Mission

The institution's mission is clear and articulated publicly; it guides its operations

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1. Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A. Core Component

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services, and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

1.A.1. The mission was developed through a process suited to the context of the institution.

The [Vision and Mission](#) of the University of Denver (DU) were developed through a process illustrative of DU's collaborative culture. In 2001, the University Planning Advisory Council, with input from the campus community, articulated our vision, values, mission and goals. Over several years, campus-wide conversations helped realize these precepts, particularly our "dedication to the public good." In 2006, a task force evaluated progress toward achieving those goals, and a 2007 strategic planning process revised and enhanced that document, which was ratified by governing and advisory bodies of the University, including Faculty Senate, Staff Advisory Council (SAC), Undergraduate Student Government (USG), Graduate Student Government (GSG), Deans' Council, Administrative Council (now University Council), Senior Staff (now Chancellor's Cabinet), and the Board of Trustees (BOT).

Vision

- The University of Denver will be a great private university dedicated to the public good.

Mission

Criterion 1: Mission

The institution's mission is clear and articulated publicly; it guides its operations

- The mission of the University of Denver is to promote learning by engaging with students in advancing scholarly inquiry, cultivating critical and creative thought, and generating knowledge. Our active partnerships with local and global communities contribute to a sustainable common good.

The University is currently updating its values statement through a campus-wide initiative, [Community + Values \(C+V\)](#). Following adoption by campus stakeholders and the BOT, this work should conclude at the end of 2020-2021.

1.A.2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.

University leadership ensures that the vision and mission are broadly understood and guide institutional operations. In 2016, the BOT adopted the University's strategic plan, [DU IMPACT 2025](#), demonstrating how DU continues to enact the University mission with intentional and transformative priorities.

An [interdisciplinary advisory group](#) drafted [DU IMPACT 2025](#), collaborating with over 2500 people through town halls, focus groups, and planning sessions to identify four transformative directions (TDs) stemming from the vision and mission:

- **TD 1:** Students Learning and Leading in a Diverse and Global 21st Century
- **TD 2:** Discovery and Design in an Age of Collaboration
- **TD 3:** Engagement and Empowerment in Denver and the Rocky Mountain West
- **TD 4:** One DU

The TDs enact the theme of engaging in discovery to unite our campus and realize the University's mission. In [DU IMPACT 2025](#), Chancellor Emerita Chopp writes how this amplifies engagement between faculty and students: "DU's long history of promoting academic excellence in familiar arenas—the classroom, the lab, the archives, the studio, the field, the clinic—will continue as we create new approaches to pedagogy, research, creative works, and engagement; intensify relationships with our alumni; and forge more partnerships regionally, nationally and internationally to help to build and serve the public good" [[Chancellor Chopp Letter DU IMPACT 2025](#)].

[Dr. Jeremy Haefner's appointment](#) as Chancellor in 2019 occurred halfway into the implementation of the 10-year strategic plan. Chancellor Haefner, with encouragement from the BOT and senior leadership, identified priorities in [DU IMPACT 2025](#) that had not been fully realized and articulated [five strategic imperatives](#) to promote learning, advance knowledge and creative thought, and engage students [[Nineteen Newsletter](#)]:

1. Ensure a sustainable future for the next generation through our financial, reputational, and operational practices
2. Create a unique global, holistic, '4D' student experience
3. Cultivate an exceptionally diverse, inclusive, equitable, and welcoming community

Criterion 1: Mission

The institution's mission is clear and articulated publicly; it guides its operations

4. Define and model a global, engaged research university
5. Ensure a signature portfolio of academic programs

Chancellor Haefner vetted the strategic imperatives with campus stakeholders in fall 2019 and winter 2020. At [The Relay](#) event in September 2019, and in 30 community and divisional meetings, he and Interim Provost Lengsfeld discussed significant challenges facing DU and higher education to engage the community in thoughtful reflection around areas we must advance together [[Relay Presentation Fall 2019](#), [Marketing and Communications Division Presentation Fall 2019](#), [Daniels College of Business Presentation Winter 2020](#)]. As the pandemic has unfolded, DU continues to evaluate our strategic initiatives to adapt to the crisis consistent with our mission. See supplemental HLC document on COVID-19 response.

1.A.3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.

On the [vision and mission webpage](#), DU identifies the nature, scope, and intended constituents of the higher education programs and services we provide, including students, faculty, administration, staff, alumni, and local and global community partners.

DU IMPACT 2025 “[Promises for the Future](#)” describes the nature and scope of student engagement that DU values:

- The Promise of Faculty-Student Connections and Robust Intellectual Engagement
- The Promise of a Holistic Approach to your Education, including Personal Navigation Skills for Life and Work
- The Promise of Creative Collaboration and Ethical Engagement
- The Promise of Deep, Meaningful Engagement with Diversity
- The Promise of Belonging to a Lifelong Community for Personal and Career Development

1.A.4. The institution's academic offerings, student support services, and enrollment profile are consistent with its stated mission.

As a mid-sized private university, DU offers students benefits of close faculty relationships and a breadth of programs, resources, and opportunities. DU rose to [#80 in the U.S. News Best Colleges](#) rankings for 2021. Students cultivate their passions by [conducting research](#), [working with professors](#), [creating small business ventures](#) in the Denver community, and [working with underserved communities at home](#) and [abroad](#). In all we do, serving the public good is primary.

DU enrolls 13,400 students (Fall 2019 EOT). Just over half are graduate students enrolled in an array of traditional and online programs such as law, professional psychology, education, social work, and business. About 30% of DU's first-year class of undergraduates come from Colorado, and the rest hail from across the US and about two dozen countries. In support of a more inclusive community, DU increased the number of students from diverse backgrounds from 19% in 2010 to 24% in 2019 [[Enrollment Profile](#)]. The relationships students form with faculty are essential to our mission, and the [12:1 student-to-faculty ratio](#) supports this work.

Criterion 1: Mission

The institution's mission is clear and articulated publicly; it guides its operations

DU engages students in advancing scholarly inquiry, cultivating critical and creative thought, and generating knowledge. As of 2019, the University had 202 active programs across [10 schools and colleges](#). We offer 78 undergraduate majors, 124 graduate degrees, and 47 certificate programs [[Board Report 2019](#)]. Outside the classroom, students apply their knowledge in many ways. For example, 72% of DU undergraduates and 76% of graduate students participate in [internships](#) to build practical skills and networks [[FY19 Advancement Report](#)]. The Daniels College of Business and partner organizations build innovative leadership programs for executives and emerging leaders in the [Executive Education program](#). Courses and workshops are tailored to the specific needs, culture, and strategies of industry leaders.

University College (UCOL), DU's college of continuing and professional studies, offers an undergraduate degree completion program, post-baccalaureate certificates, and masters programs to meet the needs of non-traditional student populations. Within UCOL, the [Center for Professional Development](#) delivers continuing education for working professionals to develop skills and explore career options. UCOL's [Osher Lifelong Learning Institute](#) offers students aged 50+ an ability to learn in a relaxed, non-competitive atmosphere.

DU's [research centers and institutes](#) advance socially relevant issues associated with aging, international relations, and early childhood education while providing experiential learning for undergraduate and graduate students that inform their coursework, post-college careers, and engagement in communities [[IRISE Student Programs](#), [Pioneering Summer](#), [Sie Center Student Research](#), [Stress Early Experiences](#), and [Development Research Center](#)].

DU offers robust [academic support services](#), including the [Writing Center](#), [Math Center](#), Science Center, and [Learning Effectiveness Program](#). The central [Academic Advising Office](#) helps undergraduates successfully transition into college, engage in learning, and develop a network of resources to persist to graduation. When needed, the academic advising team connects students with [academic coaches and/or advisors](#) in a curriculum to develop skills in goal setting, time management and organization, learning strategies, study skills, and stress management/self-care. In winter 2018 assessment, students on average improved in every category of the Learning and Study Strategies Inventory [[Strategic Plan Update Presentation – CLIE](#)].

Graduate students access academic advising within their programs [[JKSIS Academic Advising](#), [GSSW Course Planning](#), and [SCOL Academic Advising](#)] and benefit from program-specific resources [[GSPP Current Student Resources](#) and [NSM Graduate Student Resources](#)]. The [Office of Graduate Education](#) helps students navigate and use [University resources](#).

DU could not fulfill our mission without critical student support services for socioemotional development, such as [Student Outreach & Support \(SOS\)](#), [Crisis Assessment Risk Evaluation \(C.A.R.E.\) Behavioral Intervention Team](#), and the [Health and Counseling Center \(HCC\)](#).

The University offers additional support services for specific populations. The [Veterans Services Office](#) assists veterans from the admissions process through alumni relations. The [Office of Access and Transitions](#) supports first-generation and minoritized students through community activities, mentorship opportunities, and academic success workshops. The University developed [several cohort](#) programs for first-generation and minoritized students: Denver Promise, Equity in

Criterion 1: Mission

The institution's mission is clear and articulated publicly; it guides its operations

Science, Technology, Engineering and Mathematics (E-STEM), 1GenU, Volunteers in Partnership, and the Excelling Leaders Institute.

1.A.5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

DU clearly articulates its mission through many public documents, including:

- The vision and mission [website](#)
- The DU IMPACT 2025 strategic plan [website](#), [brochure](#), and [full document](#)
- The [Chancellor's Statement on Diversity, Equity and Inclusive Excellence](#)
- [Chancellor Haefner's Relay Presentation Fall 2019](#) describing priorities for AY19-20
- [Creating a Community of Care: An Action Plan for DU's Fall Return to Campus](#)

New students and families are introduced to DU's mission through recruitment materials [[Financial Aid 101](#), [2019-2020 Profile](#), [2018 Postcard](#)], Discoveries Orientation materials [[Excerpt from Summer Newsletter to Admitted Students](#), [Where Phenomenal Happens Video](#), [Convocation Video](#)], and the [Student Honor Code](#).

DU's mission is articulated for faculty, staff, and administration in recruitment and orientation materials [[Intro to Careers Website](#), [Video](#), Orientation [Presentation Slide 1](#) and [Presentation Slide 2](#)], the [employee handbook](#), and [faculty promotion and tenure documents](#).

DU communicates its mission to a broader audience through public-facing documents like the [Denver Advantage website](#), [Campus Framework Plan](#), the [Advancement website](#), and the [Athletics website](#). DU's [Division of Marketing and Communications](#) promotes the University's mission: "in words, in pictures, online and in the news media... [and] publicizes how DU and its people are improving the human condition," in the [Newsroom](#) and the [University of Denver Magazine](#). The University also publishes, *Research and Scholarship Matters* to promote current research and scholarship advancing the vision and mission [[Fall 2019](#)].

[Academic unit strategic plans](#) and websites articulate and amplify our mission [[Morgridge College of Education \(MCE\)](#), [Graduate School of Professional Psychology \(GSPP\)](#), [College of Arts, Humanities and Social Sciences \(CAHSS\)](#), [College of Natural Sciences and Mathematics \(NSM\)](#)]. Strategic plans and public information such as recruiting and promotional materials document how programs serve specific populations. MCE produces videos and ads that communicate their mission [[Facebook Ad](#), [ECHO-DU Video](#), [Higher Education Program Video](#)]. The Graduate School of Social Work (GSSW), in [their strategic plan](#), prioritizes a dynamic learning experience for the GSSW community with an adaptive, innovative, and responsive curriculum and internship model.

Criterion 1: Mission

The institution's mission is clear and articulated publicly; it guides its operations

1.B. Core Component

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

1.B.1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.

DU commits to active partnerships with local and global communities for a sustainable public good. DU IMPACT 2025 demonstrates this through intentional and expansive reflections on how we learn from and work with others, why and how we serve Denver and the Rocky Mountain West as an anchor institution, and how we engage with global communities and partners.

DU serves the public good through teaching, scholarship, research, and active community partnerships. Supervised graduate students in GSPP's [clinic](#) have provided low-cost, high-quality psychological services to the Denver community for 30 years on a need-based, sliding-fee scale. The [Student Law Office](#) at the Sturm College of Law (SCOL)—the nation's first law school clinic founded in 1904 and [ranked in the top 10](#)—provides legal services to indigent clients in criminal law, immigration law, landlord-tenant law, prisoners' rights, and other areas of need [[Case Count 2019-2020](#)]. The University Writing Program supports ongoing service-learning partnerships with schools and non-profits and maintains satellite writing centers at two Denver homeless shelters, consulting with clients and staff on resumes and applications, fundraising materials, and creative writing [[Public Good Report](#)].

DU collaborates with community partners to serve the public good and promote social change with special attention to underserved communities. Many communities benefit from direct services provided by our students and faculty in [social work](#), [education](#), [law](#), [psychology](#) and those who work through the [Center for Community Engagement to advance Scholarship and Learning \(CCESL\)](#). CCESL offers the co-curricular [Public Achievement Program](#) and [Puksta Scholars Program](#), in which students engage in meaningful community service. CCESL also offers [training](#) and [funding](#) for faculty who conduct community-engaged teaching, research, and/or scholarship.

Within Student Life and Inclusive Excellence, [Volunteers in Partnership](#) students work in Denver high schools that enroll students from low-income, historically marginalized populations, to support community youth, promote college access, and ease their transition into higher education.

Criterion 1: Mission

The institution's mission is clear and articulated publicly; it guides its operations

DU programs educate practice-ready professionals with intensive internships and experiential learning. In the SCOL [legal externship program](#), students engage in law-related work experiences with employers. In 2019-2020, they placed over [500 students with more than 300 supervisors](#). MCE's [Educational Leadership and Policy Studies](#) (ELPS) program, [ranked in the top 30](#), gives students tools to tackle public good challenges within educational systems as principals, district leaders, or policy makers.

At the Ritchie School of Engineering and Computer Science (RSECS), 79% of students participate in [experiential learning opportunities](#), including internships and cooperative education. [The Senior Design Project](#) is an integrated, mentored, requirements-based design project in which teams conceive, design, prototype, and validate solutions for specific customer problems [[Example Project 1](#), [Example Project 2](#)]. This initiative has served [50 companies](#) in five years.

Undergraduates enrolled in the Health Education and Promotion course in Biological Sciences integrate evidence-based research into instructional strategies to deliver health education and promote healthy behavior in Denver public schools [[Syllabus](#)]. Nine DU students worked with six sections of 9th graders (150 students) at Denver North High School.

DU also serves the public good through global engagement. As a part of GSSW's [Sustainable Development & Global Practice Concentration](#), students learn how societies inch closer to genocide. Students may study abroad through the course [Bosnia in Transition](#) (annually 12 students) and take an internship through Global Practice (annually 10 students). Students meet with survivors of the war and genocide, attend lectures from the School of Social Work at the University of Sarajevo, and visit significant historical sites.

In 2017, over [80 faculty](#) with research interests in mental and behavioral health contributed to a collaborative [proposal](#) dedicated to the public good. These ideas were distilled, and an interdisciplinary group collaborated on a business plan and infrastructure for the [DU Mental Health and Wellness Collaborative](#). Community partners, students, and faculty engaged in this effort [[2018-2019 annual report](#)] to make Colorado one of the best places to receive integrated and effective mental health care by integrating research, academic coursework, service/clinical practice, and policy work.

DU elevates its commitment to public good by sharing research broadly with non-academic audiences. In 2018, a DU IMPACT 2025 pilot project, [Public Impact Fellows](#) (PIF), began training faculty to share their research and scholarship [[PIF Evaluation 2019](#)].

Recognizing sustainability as a core component of serving the public good, DU engages thousands of community members in our practices at high-impact events, such as athletic games at the Ritchie Center, performances in the Newman Center, and [zero waste programming](#). In 2018, DU diverted an average of [82% of waste at all hockey games](#), and since 2006, DU's carbon footprint has [decreased 29 percent](#), even with growth in campus population and buildings.

Criterion 1: Mission

The institution's mission is clear and articulated publicly; it guides its operations

1.B.2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Financially, DU is not beholden to any superordinate entity, so there is no such disbursement of revenue. As explained in Criterion 5, budget preparation is supervised by the Provost, under direction of the Chancellor and BOT, to ensure resources are allocated to support DU's educational responsibilities and mission [[BOT bylaws](#)]. To promote transparency, the Provost annually shares the budget transmittal document with all University employees [[2019-2020 Budget Transmittal](#), [2020-2021 Budget Transmittal](#)].

The University ensures that educational responsibilities take primacy over other purposes through an institutional commitment to freedom of expression, described in 2.D [[Statement on Policy and Principles on Freedom of Expression](#)].

1.B.3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

DU engages with external constituencies and communities, responding to their needs as our mission and capacity allow through our centers and institutes, community partnerships, contributions to the local economy, cultural and wellness facilities, and alumni networks. Many [centers, institutes, and projects](#) within academic units support the vision and mission by engaging students in serving the public good. These partnerships with local and global communities demonstrate DU's emphasis on outreach.

DU IMPACT 2025 provides opportunities to test ideas and seed projects that serve our vision. [The Madden Center](#) created a model of educational development by supporting faculty members with [promising early stage projects](#) whose scope is limited by existing resources of time, funding, and expertise. [CCESL](#) used DU IMPACT 2025 funding to expand service learning, civic engagement, and community-engaged research by establishing [DU Grand Challenges](#), a family of programs that bring together University and community change-makers to address difficult and far-reaching societal issues. The CCESL [Scholar Shop](#) connects community organizations with students and faculty to address public problems through research and/or creative work in unique collaborations.

Below is a sample of additional centers and institutes with significant community outreach:

- [Butler Institute for Families](#): With partnerships in 32 states, Butler creates tools and resources that communities, programs, and families need to learn, grow, and improve.
- [Center for Judaic Studies \(CJS\)](#): CJS advances knowledge of Jewish history, thought, and culture through intercultural dialogue and social action and houses the [Holocaust Awareness Institute](#), the [Holocaust Memorial Social Action Site](#) and [The Rocky Mountain Jewish Historical Society](#). CJS is deeply engaged with civic Jewish and inter-religious communities along the front range [[Art/Awareness/Diversity Project](#)].
- [Consumer Insights and Business Innovation Center](#): Established for the study of human behavior with an emphasis on market-driven results, CiBiC engages students, faculty, and community members in collecting and interpreting primary and secondary data.

Criterion 1: Mission

The institution's mission is clear and articulated publicly; it guides its operations

Businesses engage with CiBiC through strategic partnerships, client projects, internships, networking events, and workshops.

- [Knoebel Institute for Healthy Aging \(KIHA\)](#): KIHA's research and scholarship addresses growing needs related to aging in Denver and nationally, using key strengths of the University to improve quality of life, wellness, and community throughout the lifespan.
- [Scrivner Institute of Public Policy](#): The Institute bridges knowledge between disciplines to solve real-world problems with practical policy solutions for today's most crucial issues.

DU is a vital part of the Denver economy [[DU's Billion Dollar Boost](#)], providing an economic benefit of \$958.2 million in the Denver region in FY2015 [[2016 Economic Impact Study](#)]. In addition to direct economic benefits, DU is an important asset in the Denver metro region. With 3,830 faculty and non-student staff in 2015, DU ranked as the second largest non-retail private employer in the City and County of Denver and among the top 20 major employers in the metro region. In FY19, DU spent \$67 million within the City and County of Denver, including an estimated \$3.5 million spent with diverse/local supplier/vendors, using the [Gartner's Supplier Diversity and Sustainability Trends framework](#). DU spent approximately \$640 million on campus construction activity over the past 20 years.

DU is a source of intellectual, cultural and social engagement within the Denver metro area. Our [Anchor Institution Work](#), including participation in the [Higher Education Anchor Mission Initiative](#) and the [Denver Anchor Network](#), demonstrates commitment to external constituencies. DU's public good vision positions us to connect anchor mission work across all University activities—from research and creative work to teaching and business practices [[Women and Minority-Owned Caterers](#)].

The University has participated with community partners in broad sustainability efforts, including collaborating with Transportation Solutions, the City and County of Denver Public Works, City Council, the Regional Transportation District, and numerous neighborhood groups on a [Station Area Master Plan](#) for the University of Denver and Colorado Stations, funded by the Denver Regional Council of Governments. This led directly to city funding and University-funded mobility pilots such as a dock-less bikeshare and last-mile micro-transit shuttle [[Sustainable DU Mobility Efforts](#), [Mobility Pilots DU IMPACT 2025 Evaluation Report](#)].

Conversations at DU led to a [concept for regional greenspace planning](#) and the creation of the non-profit Metro Denver Nature Alliance, which now includes 50 member organizations focused on greenspace planning, equity, access, health, and educational outcomes. Faculty, staff, and students contribute through advisory roles, class projects, and independent study work.

DU also engages with the community through the [Robert and Judi Newman Center for the Performing Arts](#) and the [Ritchie Center for Sports and Wellness](#). The Newman Center is one of DU's best public spaces for students, neighbors, and friends to experience intersectional diversity, communal artistry, and transformative learning through music and dance performances. The 2019-20 season marked the second year of the [Student Matinee series](#) for K-12 students and the first year of the [Musical Explorers program](#), which introduced more than 1,000 Denver Public School students to music and cultures from around the world.

Criterion 1: Mission

The institution's mission is clear and articulated publicly; it guides its operations

On average, over 124,000 people attend sporting events at the Ritchie Center annually. The Coors Fitness Center has more public memberships than faculty/staff, student, and alumni memberships [[2019 Annual Report](#)]. The Division of Athletics and Recreation offers an array of programs to the Denver community, including [P.A.S.S. Camp](#), [public ice programming](#), and [group fitness programs](#) [[Community Program Highlights](#)].

As a part of DU IMPACT 2025, we have engaged alumni in a cohesive and meaningful manner, reinvigorating programs such as [Alumni Weekend](#), [Founders Celebration](#) and [Homecoming](#). DU created five regional offices to provide more opportunities to connect [[Regional Office Announcement](#)] and programming for local alumni including [Crimson and Gold Trail](#), [Pioneering Denver](#) and [Pioneer Connect](#). Construction of the [Burwell Center for Career Achievement](#) underscores our commitment to sustaining lifelong alumni relationships.

Criterion 1: Mission

The institution's mission is clear and articulated publicly; it guides its operations

1.C. Core Component

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff, and administrators with a range of diverse backgrounds, ideas, and perspectives.

Argument

1.C.1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.

Through curricular and cocurricular activities, DU provides students with opportunities that expand their learning horizons and prepare them to lead lives of purpose. Beginning with [learning outcomes](#) for undergraduate and graduate students, discussed in Criterion 3, DU creates an academic foundation informed by our mission. Outcomes emphasize learning within and across disciplines, intellectual engagement, and engagement with local and global communities. Within academic units, students focus on creating meaningful career skills. The Daniels Professional Development Program prepares students for career success by helping them select majors, complete resumes and cover letters, develop interview skills, find internships, and navigate the recruiting process [[BUS 1099 Syllabus](#), [BUS 2099 Syllabus](#)]. Daniels also offers the [Ethics Bootcamp](#), where students develop a lifelong framework for ethical decision-making. [Daniels Signature Events](#) offer co-curricular activities to develop students' skills as future business professionals.

Masters-level degree programs build deep disciplinary knowledge and integrate professional development and leadership ethics to prepare graduates for work in the field. GSPP offers a four-course multicultural sequence that prepares students to offer culturally sensitive care [[CPSY 5340](#), [CPSY 5360](#), [CPSY 5370](#), [CPSY 5380](#) Syllabi]. A fundamental component of the Professional Science Master degree in biomedical sciences is a [capstone](#) where students undertake 9-12-month internship projects that culminate in a scholarly presentation.

DU Dialogues gathers undergraduate students for facilitated discussions across difference through [curricular and co-curricular programming](#). In 2017, the Communication Studies department created classes to help students connect theory and lived experience across intersectional identities, build their communication skills, deepen their awareness of their own and others' identities, and build alliances for more inclusive and just communities [[Newsroom Article](#)].

Criterion 1: Mission

The institution's mission is clear and articulated publicly; it guides its operations

Curricular and co-curricular programs offer rich opportunities to develop applied skills relevant to informed citizenship. DU's signature [Cherrington Global Scholars](#) program allows undergraduates to study abroad at their DU tuition rate and use their aid packet. Around [70% of students](#) study abroad each year. Prior to departure, students complete [INTZ classes](#) to develop the mindset necessary to learn and thrive in multicultural environments. The [Pioneer Leadership Program \(PLP\)](#) combines coursework, a residential community, civic engagement, and professional networks that equip students to become 21st century citizen-leaders. The [Center on American Politics](#) facilitates civic scholarship across disciplines and promotes discussions of current political issues that benefit students and the campus community. [CCESL](#) offers a sequence of courses, [From Spectator to Citizen](#), to help students develop public skills and civic knowledge. Students of diverse backgrounds, politics, and values learn with and from one another in a safe but challenging environment.

Students may also engage with Career and Professional Development programming, detailed in 4.A. The Career and Professional Development office has identified [milestones](#) to help students prepare for their post-DU careers. [Milestone 2](#) focuses on building students' connections and [Milestone 3](#) focuses on gaining professional experience that aligns with career goals.

1.C.2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.

Creating a diverse and inclusive community is critical to the successful implementation of DU's mission, vision, and strategic plan. The Chancellor's [Statement on Diversity](#) emphasizes that complex challenges in the century ahead will require diverse teams to work collaboratively and innovatively. Diversity at DU extends to identities of race and ethnicity, sexual orientation, gender identity and expression, socioeconomic status, religion/spirituality, veteran status, and political and ideological viewpoints.

DU also recognizes that overcoming barriers in diversity, equity and inclusion [is not easy work and it's not quickly achieved](#). While we have made progress, we recognize that this change has occurred largely in pockets and has failed, in some cases, to reach the people who need it most. For the academic year 20-21, the university is working to better identify leadership, take action, and increase accountability and consistency [[DEI Action Items 2020-2021](#), [DEI Town Hall presentation](#)].

DU implements processes and activities for inclusion and equitable treatment, such as student and faculty recruitment, transition and onboarding programming, policies and institutional procedures, and evaluation processes. Three offices drive diversity, equity and inclusion practices: [Human Resources and Inclusive Community](#) (HRIC), [Student Affairs and Inclusive Excellence](#), and [Office of Diversity, Equity and Inclusion](#) (ODEI).

DU has expanded efforts to recruit a more inclusive student body with broad admission funnels to attract talented and diverse undergraduate and graduate students [[Provost Presentation February 2020](#)]. For undergraduates, a holistic review of application materials is key to knowing a student's preparedness and academic abilities. In fall 2020, we adopted a [test-optional policy](#) to remove barriers for those who lack access to standardized test-prep resources. Graduate

Criterion 1: Mission

The institution's mission is clear and articulated publicly; it guides its operations

admissions policies use holistic review of applicants, with policies specific to the college or school. JK SIS now offers test-optional admissions, so MA and MPP applicants no longer need to submit GRE scores [[Graduate Applicants](#)].

The [international student admissions process and standards](#) mirror that of our domestic process, prioritizing a whole-person assessment of English proficiency standards, life experiences, and academic achievement. International Student Admission encourages applicants to submit a free [ZeeMee](#) profile that helps students highlight their personal story through photos, videos, and text.

To ensure admitted students can afford to enroll, DU has increased [need-based aid](#). The average [need-based financial aid package](#) increased by nearly 35% from 2011-12 to 2018-19, while the cost of attendance rose 28%. The average need-based financial aid package in 2011-12 represented 58% of the total costs, while in 2018-19 the average was 60%. The overall percent of financial need met for undergraduate students fluctuated between 82.4% and 86.3% from 2011-12 to 2018-19.

Expenditures on [undergraduate scholarships and grants](#) grew by nearly 68% from 2011-12 to 2017-18. The institutional commitment to undergraduate financial aid in 2011-12 was \$73,177,557 compared to \$122,746,031 in 2017-18, the most recent year with final data available. The [University increased its backing of the Yellow Ribbon Program](#); beginning in 2019-2020, tuition is fully funded for eligible Post-9/11 GI Bill users pursuing any bachelor's or graduate degree at DCB, JK SIS or GSSW.

To infuse principles and processes of diversity and equity into all parts of the University, DU made several structural changes:

- In 2015, the Chancellor created the [Vice Chancellor of CLIE position](#) to support institutional goals, including building an inclusive community for all of campus. [This position](#) is now the Vice Chancellor of Student Affairs.
- The Vice Chancellor of HRIC position was created in 2015 to focus on staff diversity, recruitment, and retention. In April 2020, the [VC of HRIC resigned](#) and we are now evaluating this position and realigning reporting lines while continuing to focus on staff diversity and recruitment.
- In 2015, two new Councils were created to advise senior leadership of ongoing diversity and equity work: Chancellor's Diversity and Equity Advisory Council (CDEAC) and Provost's Academic Diversity and Inclusion Council (PADIC)
- In 2016, DU was one of the first U.S. higher education institutions to create [a full-time staff position](#) in the Office of Teaching and Learning (OTL) to design, implement, and assess strategic faculty development opportunities, online resources, and consultations for faculty, academic administrators, academic departments, and allied offices around diversity, equity and inclusion. The role continues to expand, including a current national search for a [full-time Postdoctoral Research Fellow](#) funded by the Interdisciplinary Research Institute for the Study of (In)Equality (IRISE).
- In 2015, to increase senior leadership on issues of diversity and inclusion, [the position of Associate Provost for Inclusive Excellence expanded](#) and DU hired a Senior Advisor to the Chancellor for Diversity and External Relations. In 2019, the position expanded in scope, and a national search is being conducted for the inaugural VCDEI.

Criterion 1: Mission

The institution's mission is clear and articulated publicly; it guides its operations

Multiple offices foster inclusive and equitable environments for DU employees. The [Office of Equal Opportunity and Title IX](#) (EOIX) oversees the University's equal opportunity and discrimination policies, educates the community, monitors compliance with applicable non-discrimination laws, and investigates claims of discrimination based on protected status. Since 2010, the Office has grown to include six full-time positions: Director of Equal Opportunity, Title IX Coordinator, Associate Director of Equal Opportunity, and three investigators. In February 2020, in response to the [student-led #WeCanDUBetter campaign](#), EOIX [now reports directly to the chancellor](#).

In 2018, HRIC conducted the first comprehensive employee engagement survey and created the *Equity into Action* initiative to enhance equity and inclusivity in the community [[DU IMPACT 2025 Update](#)]. The first initiative, Women@DU, launched in 2019, introduced benefits for new parents including improved lactation spaces; personal lactation refrigerators; access to Milk Stork, a service for breastfeeding employees on business travel; referrals for pet, child, and elder care; and a support group.

[ODEI](#) provides leadership, guidance, and resources to support DU's commitment to building a more diverse and inclusive institution. [IRISE](#), an ODEI signature program, provides opportunities and support for faculty and students to engage in interdisciplinary research on issues of inequality, social justice, and inclusivity with a focus on community-engaged projects in health and education [[Annual Report 18-19](#)]. Since 2013, IRISE has hosted 14 postdoctoral fellows, sponsored research, scholarship and professional development, and hosted numerous lectures, symposia, and conferences examining discrimination and inequality in contemporary culture.

To help academic units advance diversity initiatives, the University piloted the [ODEI Faculty Fellows](#) program, hiring faculty to foster diversity and inclusion efforts, serve as resources to underrepresented faculty, support inclusive curriculum and pedagogy, and assist unit-level strategic planning toward Inclusive Excellence [[Evaluation Report](#)].

As part of DU IMPACT 2025, a multi-disciplinary faculty and administrator group formed the [Diversity, Inclusivity and Equity Working Group](#) and completed several projects that addressed equitable processes and practices across the institution, including improving the procedures for faculty and staff searches, launching the Bias Incident Response Team (BIRT), and working with deans to embed Inclusive Excellence in unit strategic planning.

From 2013-2020, the following reports described the evolving state of diversity and inclusivity on campus and suggested next steps:

- [Status of People of Color Report](#), May 28, 2014
- [Status of Women Report](#), May 28, 2014
- [Diversity and Inclusion at the University of Denver](#), Aug. 20, 2014
- [John Evans Study Committee](#), Nov. 3, 2014
- [Campus Climate for Students Working Group Report](#), Jan. 22, 2015
- [Equity, Diversity and Inclusive Excellence Task Force Report](#), Feb. 13, 2015
- [Findings of Fact, Independent Investigation in EEO Complaints](#), April 20, 2015
- [Task Force on Native American Inclusivity](#), Spring 2016
- [Accelerating Success Report](#), Spring 2019

Criterion 1: Mission

The institution's mission is clear and articulated publicly; it guides its operations

- [Pay Equity Study](#), Spring 2020

In fall 2018, a group of students presented demands to the administration regarding diversity, equity, and inclusion that emerged from a student movement that began in 2016 and led to a community rally in 2018. Chancellor Haefner meets regularly with the Joint Council, the undergraduate collection of affinity groups, and provided a [progress update](#) in spring 2020.

Student Affairs' [Inclusion and Equity Education](#) (IEE) unit provides students with information, skills, and opportunities to engage constructively across difference. As mentioned in 1.A.4, the Office of [Access and Transition](#) unites existing and new programs to attract and support historically under-represented students.

The University recognizes diversity in our students as learners. The [Learning Effectiveness Program](#) (LEP) provides over 300 neuro-diverse learners per year with individualized academic support. The [Disability Services Program](#) (DSP) provides all students with disabilities an equal opportunity to participate in programs, courses, and activities.

1.C.3. The institution fosters a climate of respect among all students, faculty, staff, and administrators with a range of diverse backgrounds, ideas, and perspectives.

DU recognizes that University culture, both in and outside of the classroom, impacts our students, faculty, staff, and administrators. The University invests in campus-wide and affinity-based initiatives, groups, and programming to foster a climate of respect.

In May 2016, Faculty Senate revised [The Inclusive Learning Environments Initiative](#) after a yearlong conversation about how faculty foster a truly inclusive educational experience. As mentioned in 1.C.2, OTL created a staff position to support inclusive pedagogy [[Inclusive Teaching Practices Impact Report](#), [Inclusive Teaching Practices Website](#), [Faculty Engagement Numbers](#)]. In spring 2020, OTL launched a public-facing version of the Inclusive Teaching Practices LMS portal, a comprehensive toolkit previously available only to the DU internal community. As COVID-19 has required classes to move online, the Office of Teaching and Learning has expanded support for faculty members [[Return to Campus Plan](#)]. In addition, \$2.2 million has been allocated to [support faculty](#) in inclusive online and hybrid pedagogy.

The Vice Provost for Faculty Affairs created six working groups to improve department culture and climate across campus by training and supporting chairs and departments to make meaningful changes for all faculty [[DU Symposium](#)]. This work has continued throughout the summer of 2020.

After the listening portion of DU IMPACT 2025 revealed community desire for an increased sense of belonging on DU's campus and a collective DU identity [[Executive Summary of 2018-2019 Listening Tour](#)], we launched the [C+V](#) initiative to examine the University's value statement. One overarching goal of C+V is a greater sense of belonging on campus, especially for underrepresented students, faculty, staff, and alumni.

DU's commitment to cultivating a climate of respect is demonstrated by a series of campus-wide summits held each year, including the [Diversity Summit](#), [HerDU](#), and the [Internationalization Summit](#). The 19th annual Diversity Summit theme was "The Power of We." Participants explored

Criterion 1: Mission

The institution's mission is clear and articulated publicly; it guides its operations

tensions and anxiety many living in the U.S. feel, particularly in an election year, and harnessed the connective potential of our experiences, education, and personal realities [[Chancellor Haefner Diversity Summit Address](#)]. [HerDU](#), the annual women's conference, is an important resource for DU women, providing tools, community, and inspiration. The [25th annual conference \(2020\)](#) honored the conference's history and celebrated achievements of DU women. The [Internationalization Summit](#) encourages the academic community to engage in meaningful conversation, share practices, and present emerging research relating to the internationalization of higher education.

DU supports many affinity groups representing the diversity of the institution. The [Cultural Center](#) supports [student affinity communities and organizations](#), including African Students United, Black Student Alliance, Asian Student Alliance, Hillel Jewish Center Group, Latino Student Alliance, Muslim Student Association and Queer Student Alliance. College/school-based graduate student affinity organizations include the [Native American Law Student Association](#), [Shades of Brown Alliance](#), and [Sistah Network](#).

Below is a sample of [faculty and staff associations](#):

- [Association of Sisters in Higher Education](#) supports, empowers, and mentors Black women at DU through activities, cultural fellowship, enrichment, and exchange of ideas focused on issues germane to black women.
- [Faculty of Color Association](#) is an empowerment and advocacy group for faculty members from under-represented racial and ethnic groups.
- [Staff of Color Association](#) creates a supportive community for promoting personal and professional growth through shared experiences, resources, and strategies for staff of color.
- [Queer University Employees](#) brings together staff and faculty who identify as LGBTIQ+ for networking, professional development, and institutional advocacy.
- [Latino Center for Community Engagement and Scholarship](#) is a consortium of interdisciplinary faculty committed to placing DU at the center of scholarship, teaching, and service related to Latinos in the Rocky Mountain west.
- [Veteran Employee Resource Group](#) supports faculty and staff veterans and reservists. VERG also encourages participation from interested spouses or children.
- [Women's Coalition](#) fosters a culture that values and empowers all women; it is the umbrella organization for all six DU women's groups.

[Global Friends](#) pairs international students with faculty or staff to promote cultural fluency and provide professional connections while both gain new perspectives and engage with cultural diversity [[Data](#)]. HCC's [International Student Support Program](#) supports international students and a working group engages across campus to identify barriers and challenges international students face and implement sustainable solutions to improve the [international student experience](#).

DU recognizes and celebrates diverse worldviews and religions. [Spiritual Life](#) is available to all members of the DU community on issues ranging from interfaith dialogue to spiritual care and counseling [[Campus Spiritual Organizations](#)]. DU continuously improves religious inclusivity through the [endowed Interfaith Chair position](#) in the Center for Judaic Studies, [Interfaith Calendar program](#), [10 Commandments of Religious Inclusivity](#), and [Religious Inclusivity](#)

Criterion 1: Mission

The institution's mission is clear and articulated publicly; it guides its operations

[Initiative](#). In November 2019, DU was [recognized by AAC&U](#) for the Interfaith Calendar Program. The department of Religious Studies [received funding from the Madden Center](#) for an Interreligious Dialogues project that includes a new interfaith course and a [Religious Inclusivity Workshop](#). In spring 2018, DU was selected as one of the first ten universities in a new [national interfaith project](#) through the Interfaith Youth Core (IFYC) and the AAC&U.

In 2014, DU celebrated its 150-year anniversary. Like many institutions, DU continues to make meaning of its complicated history. Before the sesquicentennial, a committee conducted an independent inquiry regarding DU founder John Evans' role in the Sand Creek massacre. The [John Evans Study Report](#) made recommendations for the DU community to respond to its history honestly and the University [created a Task Force on Native American Inclusivity](#). Stemming from the [recommendations from the Task Force](#), DU created a Native American Community Advisory Board in 2017 and two new positions to support Native students and faculty: Special Advisor on Native American Partnerships and Programs and [Director](#) of Native American Community Relations and Programs.

In 2019, Interim Provost Lengsfeld met with members of the original task force and additional Native American faculty and staff to reexamine the 2016 report [[Provost Memo](#)] and recommend priorities [[Campus Update](#)]. To explicitly honor the past and respect institutional history, DU has instituted a *Land Acknowledgement* statement to recognize and respect Indigenous Peoples and the land upon which the University stands. University programming now commences with a Land Acknowledgement that each presenter modifies to suit their presentation [[2020 Faculty Awards Speech Interim Provost Lengsfeld](#)].

Additional campus-wide changes have cultivated a climate of respect. Ahead of a change in local building codes, we developed guidelines for and re-labeled most single-occupant restrooms on campus to be all-gender, greatly increasing usability for those identifying outside the gender binary, caregivers with dependents of a different gender, and users with mobility challenges (for ADA-accessible spaces) [[Guidelines](#)].

In 2019, several years of work culminated in expanded gender self-identification options for students and employees as part of their official University record. Improving the [Preferred/Professional Name process](#), affiliates now have the option to add [gender identity \(beyond legal sex marker\) and chosen pronouns](#). The Registrar, Information Technology, CLIE, and HRIC continue to collaborate on rollout through subordinate software systems and user training.

Partly in response to campus and national tensions around the 2016 US Presidential election, Faculty Senate developed a [Freedom of Expressions \(FOE\) Statement](#) outlining challenges and opportunities faced by learning institutions, as discussed in 2.D. A CLIE working group crafted guidelines for [Student Demonstrations, Rallies & Protests Guidelines](#).

As mentioned in 1.C.2, DU continuously monitors our working climate. In 2018, DU worked with ModernThink to produce an employee engagement survey that asked several questions about University climate, such as: "At this institution, people are supportive of their colleagues regardless of their heritage or background," to which 69% agreed or strongly agreed [[Presentation to University Council](#)]. The University recognizes room for improvement within this and other parts of the survey and is working with academic units to implement plans based

Criterion 1: Mission

The institution's mission is clear and articulated publicly; it guides its operations

on feedback. In May 2019, DU began the [COACHE Faculty survey](#), and [results](#) will be used to improve faculty's professional lives and create environments where they can do their best work [[Full Report](#)].