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STRATEGIC FACILITIES VISIONING

DEEP DIVE PHASE SUMMARY

University of Colorado Boulder

January 2019



Strategic Facilities Visioning
UNIVERSITY OF COLORADO BOULDER

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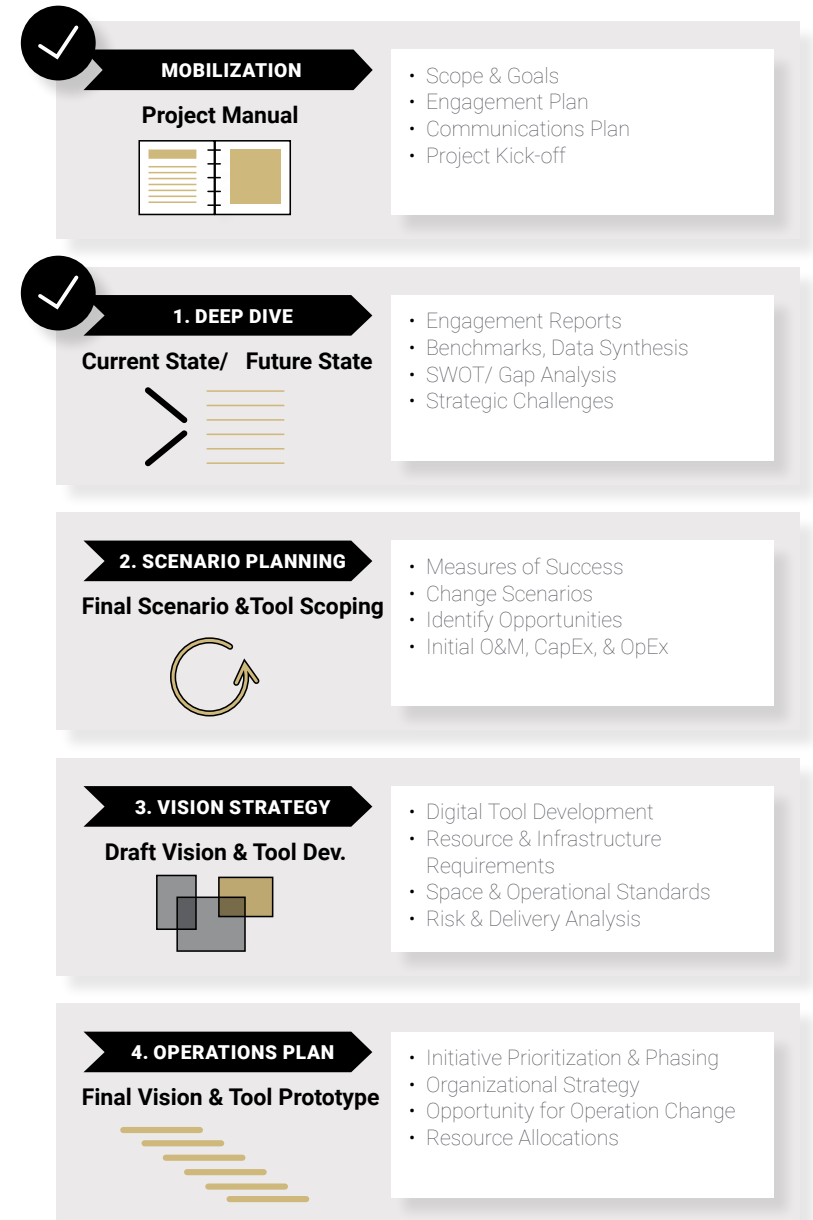
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STRATEGIC FACILITIES VISIONING (SFV)...

...is a campus wide, year-long process that will inform our future facilities and infrastructure needs and how we plan for an evolving future. With our goal to create alignment around our infrastructure investments, strategic opportunities provide guidance for our built environments.

SFV will culminate in the development of a digital planning tool, designed to guide strategic investment in capital projects in relationship to their return on university mission.



EXECUTIVE SUMMARY

The SFV methodology is founded on the alignment of the university's strategic goals for growth and change with the appropriate facilities and infrastructure. As the first of four SFV phases, Deep Dive creates the context for the SFV approach. Understanding that Academic Futures, Foundations of Excellence and IDEA Plan are developing the university's plans in strategic areas, continual coordination with these campus initiatives is essential in order to connect their development with facility and infrastructure outcomes.

As an organizing framework, Deep Dive is structured around three investigative questions that enable simultaneous understanding of the university's future plans and their implications on space:

- **What does the university want to accomplish?**
- **How does the university want to accomplish it?**
- **How will we measure success?**

Deep Dive is rooted in understanding the strategic plans and goals at the unit level. By mapping the goals and insights of over 26 academic, student life, research and administrative units, common topics and focus areas emerged. These key focus areas, and their supporting detail, now carry forward and form the basis for future investigation.

The Chancellor's Strategic Imperatives provide the starting point for the Deep Dive process. Eight themes (People, Operations, Experience, Brand/Reputation, Innovation, Collaboration, Impact and Community), each of which is linked to one of the three Strategic Imperatives, provide the structure for organizing stakeholder feedback and unit strategic plans. In over 90 Deep Dive sessions, each conversation was mapped to these eight themes, and 29 topics emerged across stakeholder groups. Highlights from this synthesis include:

- Anticipated student demographic changes are a driving factor in future strategies to create a positive, student-centered experience for a diverse population
- Most units desire greater collaboration, improved sharing of facilities and resources, and resource optimization to enable them to better reach their goals
- Although Deep Dive work sessions were conducted at the unit level, there is a significant emphasis for facilities transformation at the university scale, reinforcing a university-first mindset for how space is provided, managed and operated

The 29 topics compressed into 12 Key focus areas that each represent a distinct facilities transformation for all units, and formed the basis for conversations around implications on space and metrics for success. The culmination of Deep Dive is the arrangement of six Scenario Planning teams (Future Demographics, Federated Flexibility, Resilient Asset Management, Portfolio of Pedagogy, Research & Innovation Ecosystem, Integrative Facilities), each with clear and robust mission statements and founded from the collective insight of over 130 individuals representing 26 different departments (see figure on page 6).

In tandem with this process, groundwork has been laid for a digital planning tool which will help inform strategic capital investments over the coming decades. As the SFV process moves forward, outcomes from Scenario Planning Teams will inform performance metrics built into the tool's infrastructure investment analysis.



DEEP DIVE APPROACH

DEEP DIVE **WHAT**

WHAT DO WE WANT TO DO & WHY?

PROCESS To gather a comprehensive view of CU Boulder's plans for the future and the collective implications on space, each department received an online survey that inquired about future goals, moonshots, and the relation of each to the Chancellor's Strategic Imperatives. We combined this with an analysis of each department's strategic plan, and facilitated a focused workshop discussion with individual stakeholder groups. Information gathered was mapped back to the Chancellor's Strategic Imperatives, providing structured, university-wide insight and exposing trends that inform the quality, delivery, operations and management of space and facilities across the university.

DEEP DIVE **HOW**

HOW DO WE WANT TO DO IT?

We began the second session reviewing what we heard from our stakeholders, common themes and the space implications of their feedback. In this session, we brought each stakeholder group through exercises that prioritized their top goals and transposed them onto a matrixed scale of impact and implementation timeframe. This exercise enabled us to map the scale of desired strategic facilities transformation and timeframe not only at the individual department level, but also by academic, administrative and auxiliary stakeholders, and by the university as a whole.

DEEP DIVE **SUCCESS**

HOW DO WE MEASURE SUCCESS?

After distilling the insight gleaned from the prior two workshops into distinct and fundamental goals shared across university units, we painted a picture of what CU Boulder might look like after each goal is realized. This methodology asked stakeholders to envision the linkages between the ways in which they will achieve their goals, their functional needs and the space types necessary to achieve their goals. The exercise culminated in visionaries discussing what success looks like in the future, indicating their preferred markers of success for the future facilities vision, forming the basis of KPI development.

**INSIGHT
STRUCTURE** *3 Chancellor's Strategic Imperatives >
8 Strategic Facilities Visioning Themes*

29 Topics

12 Key Focus Areas

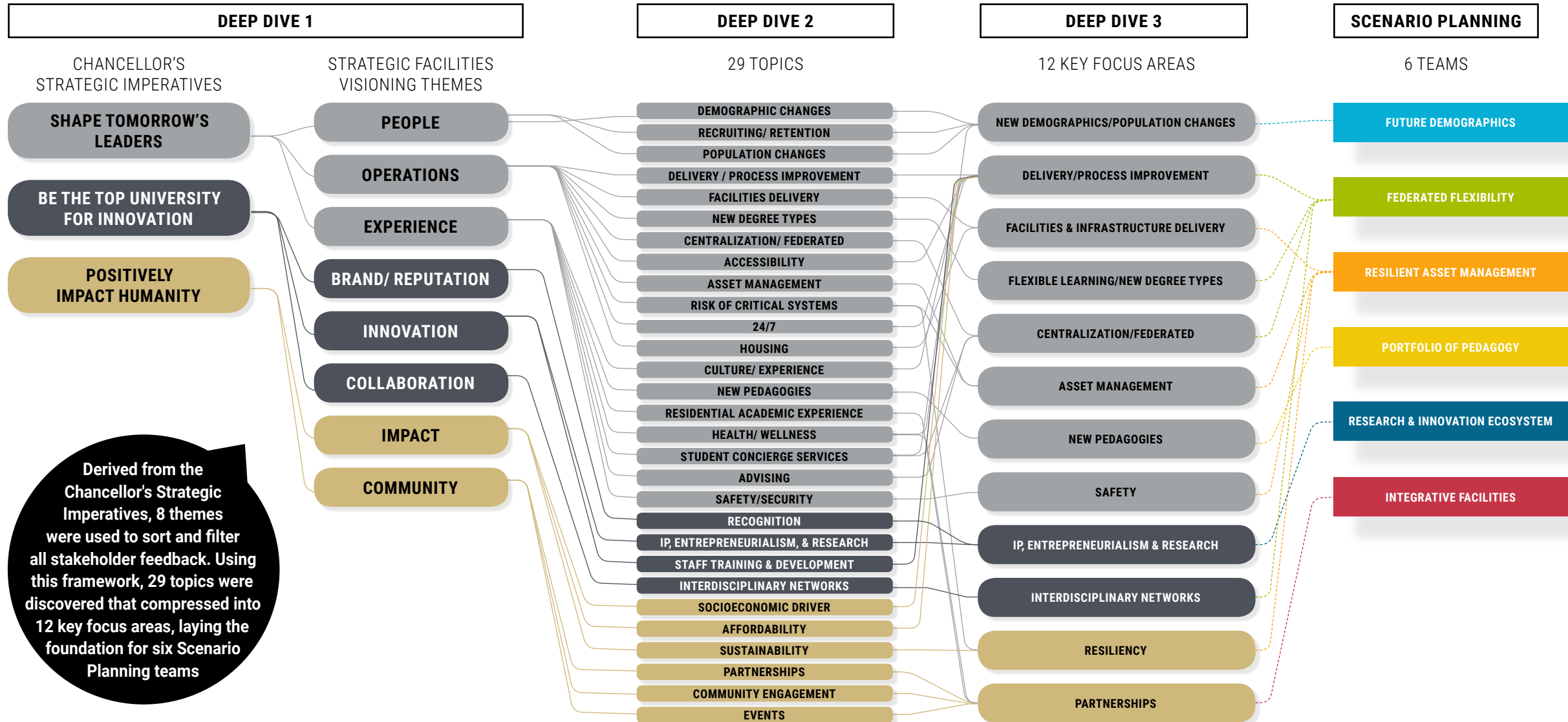
ACTIVITIES *Strategic Plan Analysis
Planning Readiness Survey
Vision Mapping Workshop*

*Theme Validation & Exploration
30-Year Transformation Matrix*

*"Imagine a Future Where..." Workshop
Space Implications
Measures of Success*



DEEP DIVE PROCESS FLOW THEME TO TEAM GENESIS



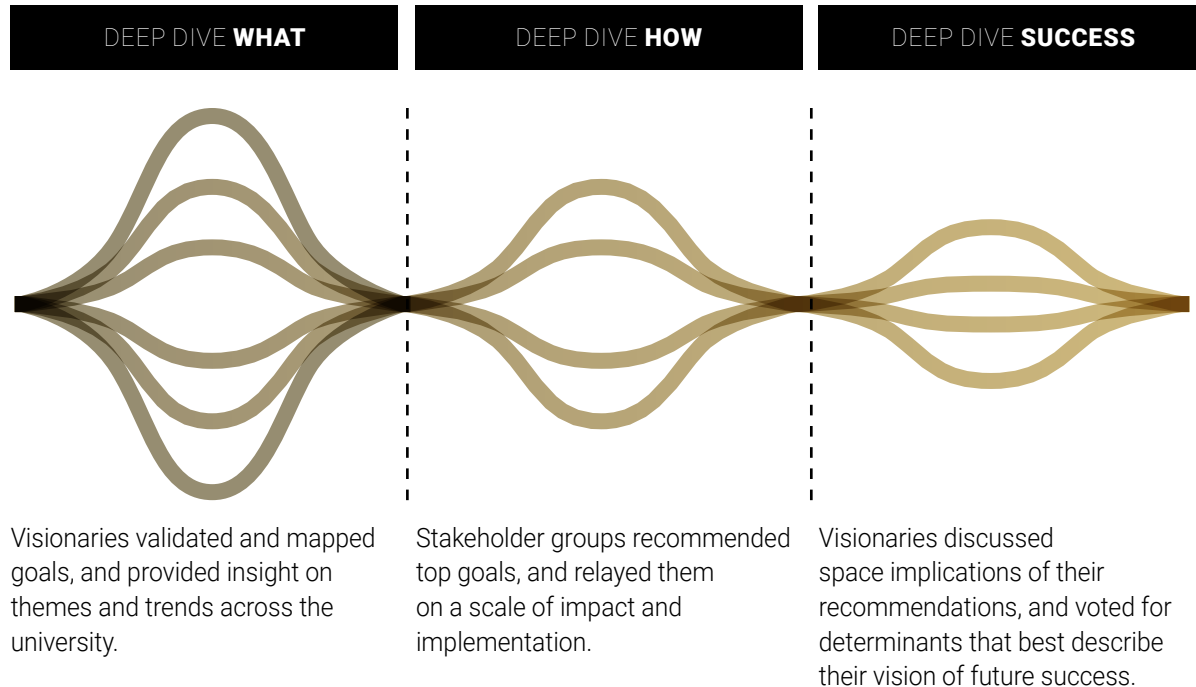
Derived from the Chancellor's Strategic Imperatives, 8 themes were used to sort and filter all stakeholder feedback. Using this framework, 29 topics were discovered that compressed into 12 key focus areas, laying the foundation for six Scenario Planning teams



WHO WE'VE MET WITH

Stakeholder groups include each school and college, administrative units, student affairs, athletics, and research institutes. Unit leaders nominated 5-6 visionaries, who bring a future-focused, diverse and passionate perspective, creating a holistic, university-first view of campus needs and strategy. Each group went through all Deep Dive activities spanning two to three workshops.

DEEP DIVE ENGAGEMENT CADENCE



WHO WAS INVOLVED

CAMPUS UNITS

- | | | |
|---|--|---|
| Athletics | Finance & Business Strategy | Office of Institutional Equity & Compliance |
| College of Arts & Sciences | Graduate School | Research & Innovation Office |
| College of Engineering & Applied Science | Human Resources | Research Institutes |
| College of Media, Communication & Information | Integrity, Safety & Compliance | School of Education |
| College of Music | Leeds School of Business | School of Law |
| Continuing Education | Office of Advancement | Strategic Relations & Communications |
| Division of Student Affairs | Office of Diversity, Equity & Community Engagement | Undergraduate Education |
| Enrollment Management | Office of Information Technology | University Counsel |
| Environmental Design | Office of Infrastructure & Sustainability | University Libraries |

INITIATIVES / STRATEGY TEAMS

- | | |
|-------------------------|---------------------------|
| Academic Futures | Foundations of Excellence |
| Communications Planning | IDEA Plan |
| Financial Futures | Tool Scoping |



USING SPACE TO REALIZE THE AMBITIONS OF OUR INITIATIVES

Continual coordination with Academic Futures, Foundations of Excellence, IDEA Plan, and other campus and unit initiatives is essential so that all campus facilities and infrastructure are aligned with the strategic trajectories of CU Boulder.

THE CU BOULDER MISSION

CU Boulder is a comprehensive graduate research and teaching university that advances the public good.

Integrated "house" of mission, strategic vision, Academic Futures, major initiatives and Financial Futures.



**Campus Accreditation, Academic Reorganization, Unified Student Experience, Innovation & Entrepreneurship, Sustainability, Enrollment, Transfer Students, etc.*



WHAT DO WE WANT TO DO & WHY?

To answer this question, each department received an online survey that inquired about future goals, moonshots and the relation of each to the Chancellor's Strategic Imperatives. We combined this with an analysis of associated departmental strategic plans and a focused workshop discussion with stakeholder groups. Information gathered was mapped back to the Chancellor's Strategic Imperatives, providing insight by theme and exposing trends across the university.



10 CAMPUS STRATEGIC PLAN GOALS

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15 SPACE IMPLICATIONS OF WHAT WE HEARD

16 WHAT WE HEARD



CAMPUS STRATEGIC PLAN GOALS

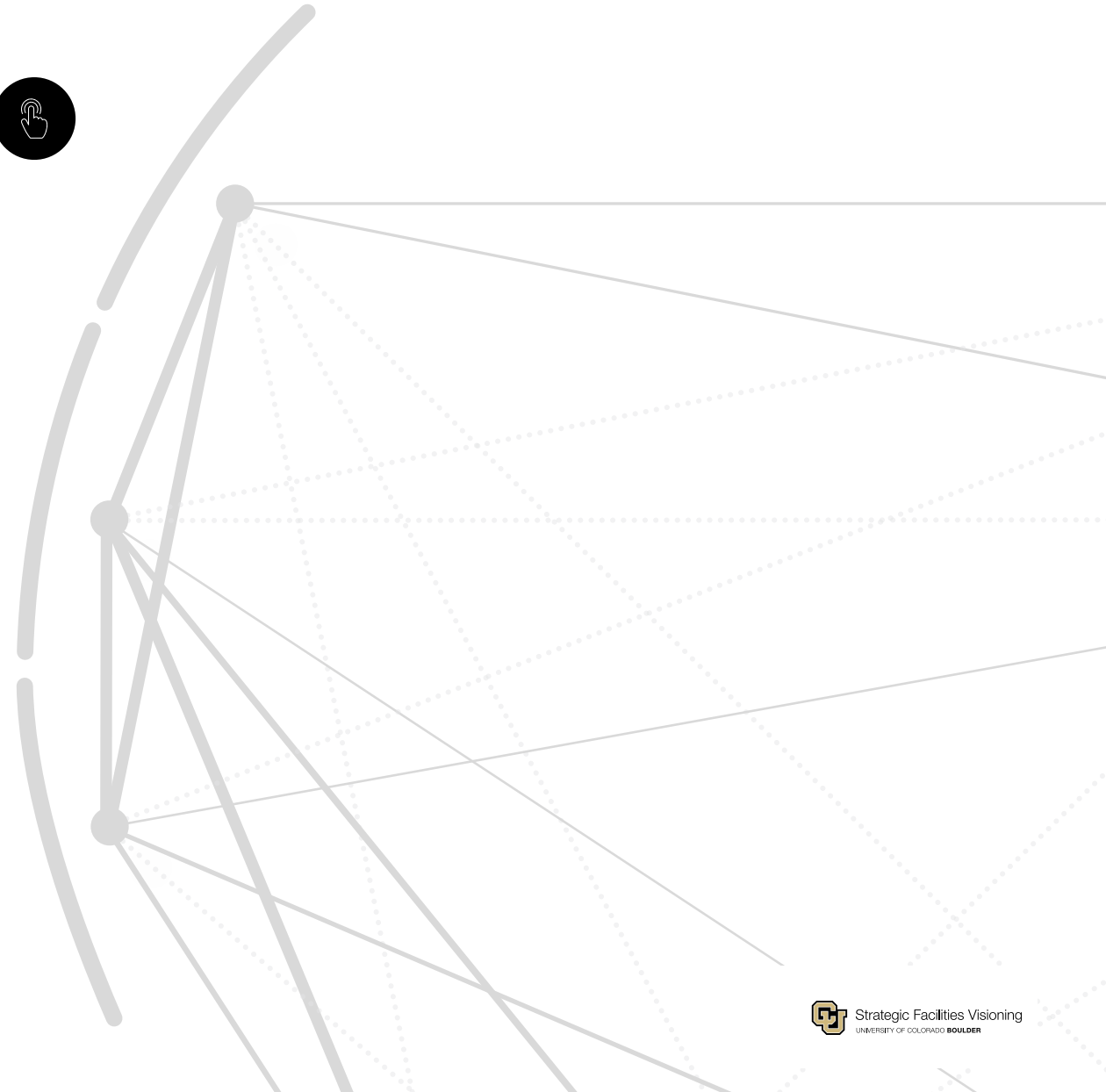
Deep Dive was initiated by looking at each unit's strategic plan to gain an understanding of important areas for future development. Each department's strategic plan and goals from the online survey were mapped to the **eight SFV themes** to identify trends around a shared vision of the future.

Across the board, units are aligned with the Chancellor's Strategic Imperatives.

Many of these goals focus on:

- Inclusive excellence to educate a diverse population of students across the state and the world
- Educating students to be impact leaders and global citizens with a diverse range of skills
- Growing a world-class research enterprise
- Data to enhance performance and service trajectory
- Increase community and global partnerships

Strategic Plans were gathered in August, 2018. Understanding that this is a moment in time and that strategic plans and goals have been developed in several departments since this time, ongoing conversations have continued to provide valuable insights to understand how these visions for the future have evolved. The following pages display each units strategic goals from this snapshot in time, and how they are mapped within the SFV themes.





CAMPUS STRATEGIC PLAN GOALS

- PEOPLE
- OPERATIONS
- EXPERIENCE
- BRAND/ REPUTATION
- INNOVATION
- COLLABORATION
- IMPACT
- COMMUNITY

ATHLETICS

- Significantly improve the overall competitiveness of CU athletics
- Significantly improve the financial status of CU athletics
- Significantly improve academic & personal development programs in order to achieve world-class status for those programs serving student-athletes

COLLEGE OF ARTS & SCIENCES

- Create a culture that welcomes all, inspires community, develops the individual, & engages the world
- Teach to inspire the intellectual dexterity, rigorous exploration, & compassion required to engage with our changing world
- Prioritize our research enterprise to define the frontiers of knowledge & solve important problems

COLLEGE OF ENGINEERING & APPLIED SCIENCE

- Accelerate our research impact
- Embrace our public education mission
- Increase our global engagement
- Enrich our professional environment

COLLEGE OF MUSIC

- Connect student success to professional achievement
- Realize music's interdisciplinary potential
- Expand national & international leadership
- Build a robust network of partners
- Cultivate diversity & inclusion

DIVISION OF STUDENT AFFAIRS

- Provide student engagement to achieve student success
- Communicate significance
- Manage resources sustainably

FINANCE & BUSINESS STRATEGY

- Customer service, responsiveness & high quality solutions
- Provide useful data & analysis to become a go-to resource around decision making and business planning
- Innovate solutions that have strategic impact

HUMAN RESOURCES

- Create culture of engagement & inclusivity
- Optimize workforce investments, digitalization
- Hire the best talent
- Maximize capabilities, knowledge, & skills of employees
- Use data to inform decisions
- Integrate faculty & research faculty support

LEEDS SCHOOL OF BUSINESS

- Develop forward looking leaders who make important economic and social impacts
- Create and share world-class research
- Foster and leverage partnerships locally, nationally & globally
- Embrace a culture of high aspirations valuing: academic excellence, integrity, inclusion, community & being forward-looking

CONTINUED ON NEXT PAGE →



CAMPUS STRATEGIC PLAN GOALS

- | | |
|---------------------|-----------------|
| ● PEOPLE | ● INNOVATION |
| ● OPERATIONS | ● COLLABORATION |
| ● EXPERIENCE | ● IMPACT |
| ● BRAND/ REPUTATION | ● COMMUNITY |

OFFICE OF DIVERSITY, EQUITY & COMMUNITY ENGAGEMENT

- Incorporate data to influence best practice
- Facilitate change that reflects an inclusive campus community for students with disabilities
- Build powerful partnerships to further the mission & vision of the disability services office

OFFICE OF INFORMATION TECHNOLOGY

- Achieve improvement in effectively enabling campus priorities
- Assess and improve IT efficiency as an organization
- Assess and improve organizational health
- Identify and increase the value of OIT's services

OFFICE OF INFRASTRUCTURE & SUSTAINABILITY

- Advance safety
- Drive sustainability & resiliency
- Enhance campus appearance & functionality
- Develop a healthy organizational culture
- Promote business excellence

OFFICE OF INSTITUTIONAL EQUITY & COMPLIANCE

- Mature into a cohesive, effective, & efficient organization
- Increase the quality of services delivered to the constituents of the CU Boulder police department
- Set a national standard for measuring an effective campus police department among our peers

SCHOOL OF EDUCATION

- Examine and enhance the school's diversity & equity mission
- Lead the field in preparing teachers who are able to enact commitments to social justice & equitable access to deep content learning
- Strengthen our national & local impact
- Provide intellectual leadership to the campus
- Develop the infrastructure, especially space, staffing, & technology, to enable our substantive goals

SCHOOL OF LAW

- Recruit & retain talented students, staff, & faculty w/ diverse backgrounds
- Broaden access & inclusion
- Strengthen our programming
- Develop international connections
- Improve world-class library & tech resources
- Foster place-making
- Expand career development & placement
- Increase endowments
- Create alumni engagement
- Develop program awareness nationally & internationally

CONTINUED ON NEXT PAGE →



CAMPUS STRATEGIC PLAN GOALS CONT'D

- PEOPLE
- OPERATIONS
- EXPERIENCE
- BRAND/ REPUTATION
- INNOVATION
- COLLABORATION
- IMPACT
- COMMUNITY

STRATEGIC RELATIONS & COMMUNICATIONS

- Expand, strengthen & uphold the reputation of CU Boulder
- Implement a collaborative, integrated communications & engagement model across the campus
- Provide strategic communications planning, resources & tools for campus partners

UNDERGRADUATE EDUCATION

- Promote a shared perspective that reinforces the importance of student success and the roles we all play to make it a reality
- Create & lead a cohesive First Year Experience
- Promote academic engagement through graduation

UNIVERSITY LIBRARIES

- Develop organizational culture
- Cultivate student success
- Enhance reputation
- Develop a plan for revenue diversification & sustainability



WHAT EVERYONE WAS TALKING ABOUT

To summarize the visionaries' collective feedback, this page shows the topic most commonly expressed in each of the eight SFV themes. The chart on the following page explores the spatial implications of these topics and the interrelationships between them, revealing the emphases within the spectrum of Deep Dive conversations.

SHAPE TOMORROW'S LEADERS

People

NEW DEMOGRAPHICS

Operations

OPTIMIZING RESOURCES

Experience

NEW LEARNING MODALITIES

BE THE TOP UNIVERSITY FOR INNOVATION

Brand/ reputation

LEVERAGING OUR IDENTITY

Innovation

**CREATIVE RESEARCH &
ENTREPRENEURSHIP**

Collaboration

**INTERDISCIPLINARY
NETWORKS**

POSITIVELY IMPACT HUMANITY

Impact

NEW FORMS OF IMPACT

Community

PLACE-BASED PARTNERSHIPS



SPACE IMPLICATIONS OF WHAT WE HEARD

This diagram shows the space implications of the visionaries' feedback. While there are linkages between all topics, the drawing illustrates the emphases based on the extent of the visionaries feedback. Highlights include:

- The common goal of a student-centered experience means space that plans for changing future demographics, is efficient and productive and accommodates new learning modalities
- Operational changes are desired so that space can create a flexible, dynamic environment for increased interdisciplinary collaboration, creative research and entrepreneurship
- New forms of impact mean that space can be conceived of in terms of performance and return on mission to the university, namely research, retention, student development and stakeholder engagement outcomes
- Impact is rooted in public scholarship, social, economic and community investment, requiring space that is mixed use and enables external engagement

SHAPE TOMORROW'S LEADERS

PEOPLE

New demographics >
Enrollment change drives space per student

OPERATIONS

Optimizing resources >
Efficiency and productivity improves learning and research space usage

EXPERIENCE

New learning >
Blended learning demands space types

BRAND/REPUTATION

Leveraging our identity >
Leverage the brand to enable quality experiences

INNOVATION

Creative research & entrepreneurship >
Dynamic efficient spaces

POSITIVELY IMPACT HUMANITY

IMPACT

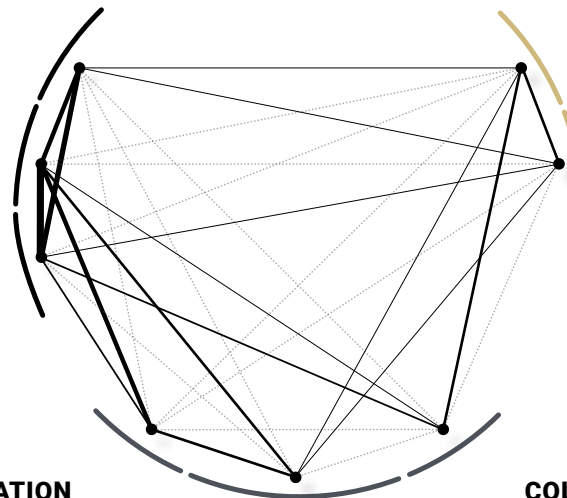
Return on mission, new forms of impact >
Space performance supports research, student development, and stakeholder engagement outcomes

COMMUNITY

Place-based partnerships >
Mixed use space enables community engagement

COLLABORATION

Interdisciplinary networks >
Sharing space lowers barriers and drives interaction



BE THE TOP UNIVERSITY FOR INNOVATION



WHAT WE HEARD

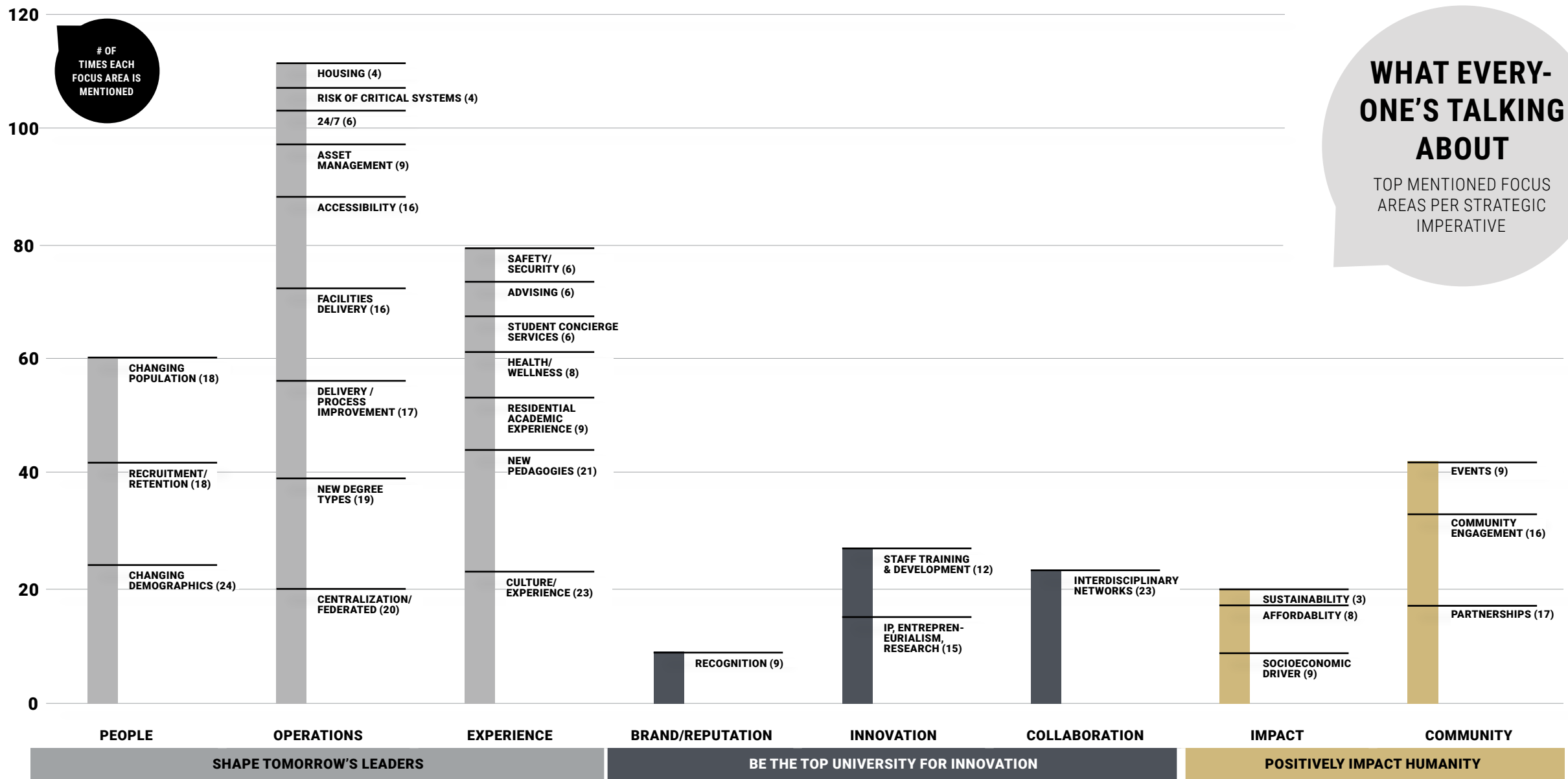
After mapping the hundreds of conversations that made up the Deep Dive phase, we discovered 29 different topics discussed across units. A description of each topic can be seen to the right.

The following page illustrates the quantity of units that brought up each topic in conversation. The majority of discussions revolved around operations and experiences, as these are the change agents units are developing to help reach their goals. Conversations in other categories were typically the drivers or results of these strategic objectives.

The top ten most common topics include:

1. Changing Demographics
2. Culture/Experience
3. Interdisciplinary Networks
4. New Pedagogies
5. Centralization/ Federated
6. New Degree Types
7. Recruitment/Retention
8. Changing Population
9. Delivery / Process Improvement / Customer Service
10. Partnerships

SHAPE TOMORROW'S LEADERS			
CHANCELLOR'S STRATEGIC IMPERATIVES THEMES TOPIC DESCRIPTION OF TOPIC	People	DEMOGRAPHIC CHANGES	Growth in transfer students, untraditional learners, underserved communities, international students, and graduate students
		RECRUITING/ RETENTION	Using CU Boulder's unique assets to recruit and retain a diverse and changing population
		POPULATION CHANGES	New populations, student interests, and shifting boundaries in distance education drives program growth
	Operations	DELIVERY / PROCESS IMPROVEMENT	A focus on always improving processes and work flows to continually provide better service
		FACILITIES DELIVERY	Improved spaces, environments, and tools to achieve a purpose
		NEW DEGREE TYPES	Customizable degrees which allow students to engage in their diverse interests at their ability level
		CENTRALIZATION/ FEDERATED	Unified systems to leverage capabilities, diminish redundancies, and enable collaboration
		ACCESSIBILITY	Transportation, location, and digital accessibility to university assets
		ASSET MANAGEMENT	Financial and operating structures that incentivize a student-centered approach to education
		Experience	RISK OF CRITICAL SYSTEMS
24/7			24/7 Access to spaces and services
		HOUSING	Demand for more housing for CU Boulder students, faculty & staff
		CULTURE/ EXPERIENCE	Creating and maintaining intentional shared experiences in academic, research, and social ventures
	NEW PEDAGOGIES	Teaching how new populations want to learn with portable, thematic, online, hands-on, new learning	
	RESIDENTIAL ACADEMIC EXPERIENCE	Enhance the educational experience, develop community, and increase collaboration through residential learning experiences	
	HEALTH/ WELLNESS	Mental and physical wellness for a healthy population	
	STUDENT CONCIERGE SERVICES	Helping students to navigate the university ecosystem via a one-stop-shop to everything student	
	ADVISING	Streamlined and accessible advising	
	SAFETY/SECURITY	Physical and digital safety for CU Boulder constituents	
	BE THE TOP UNIVERSITY FOR INNOVATION		
	Brand/Reputation	RECOGNITION	Driving focus is enhancing the reputation of CU Boulder/unit
IP, ENTREPRENEURIALISM, & RESEARCH		Develop and incentivize avenues in which to increase CU Boulder intellectual output	
Innovation	STAFF TRAINING & DEVELOPMENT	Professional development & support for educators to learn new teaching modalities	
Collaboration	INTERDISCIPLINARY NETWORKS	A desire to engage outside of the department on projects, research, idea sharing, and casual interactions	
POSITIVELY IMPACT HUMANITY			
Impact	SOCIOECONOMIC DRIVER	Developing the workforce of tomorrow to be social and economic leaders	
	AFFORDABILITY	Scholarship funding and the challenges of high tuition rates on students	
	SUSTAINABILITY	Environmental, social, and economic impacts which inform decisions	
Community	PARTNERSHIPS	Corporate, research & academic partnerships that leverage resources and drive opportunities	
	COMMUNITY ENGAGEMENT	Bring CU Boulder to the community, and the community into CU Boulder	
	EVENTS	Events to showcase materials developed and create community	



OF TIMES EACH FOCUS AREA IS MENTIONED

WHAT EVERY-ONE'S TALKING ABOUT
 TOP MENTIONED FOCUS AREAS PER STRATEGIC IMPERATIVE



HOW DO WE WANT TO DO IT?

We expanded on each unit's top goals to discover further insight, scope and span of each goal. In this session, we brought stakeholder groups through exercises that highlighted and ranked them onto a scale of impact and implementation.



19 HOW DO WE WANT TO DO IT?

21 30-YEAR TRANSFORMATION MATRIX



HOW DO WE WANT TO DO IT?

Expanding further upon the previous diagrams, the chart on the next page shows exactly what individual units talked about. Conversation topics discussed by each group are marked with a dot.

Within this chart we can see a story. Demographic changes are top of mind universally across units. A focus on creating a world-class learning and research experience for all people of CU Boulder is the driving factor for institutional and unit goals. To accomplish this, academic units are working on implementing learning experiences that engage a new type of student to follow their passion. Administrative and campus life units couple this by institutionalizing operational changes to enable objectives of all campus units. However, the gear that will put everything into place is internal collaboration and external partnerships, sharing ideas, strengthening ties and optimizing resources.

We took the top goals for each unit, which can be seen as the larger dots in the following diagram and asked units to chart them on the Transformational Matrix to gain further insight on priority, scope and scale. The vertical axis of the matrix relates to level of impact, spanning from the departmental scale to beyond the university. The horizontal axis identifies time scale in relation to implementation.



SHAPE TOMORROW'S LEADERS																										
People	DEMOGRAPHIC CHANGES	●●●●●●●●●●●●●●●●														●●●●●●●●●●●●●●●●										
	RECRUITING/ RETENTION	●●●●●●●●●●●●●●●●														●●●●●●●●●●●●●●●●										
	POPULATION CHANGES	●●●●●●●●●●●●●●●●														●●●●●●●●●●●●●●●●										
Operations	DELIVERY / PROCESS IMPROVEMENT															●●●●●●●●●●●●●●●●										
	FACILITIES DELIVERY															●●●●●●●●●●●●●●●●										
	NEW DEGREE TYPES	●●●●●●●●●●●●●●●●														●●●●●●●●●●●●●●●●										
	CENTRALIZATION/ FEDERATED	●●●●●●●●●●●●●●●●														●●●●●●●●●●●●●●●●										
	ACCESSIBILITY	●●●●●●●●●●●●●●●●														●●●●●●●●●●●●●●●●										
	ASSET MANAGEMENT															●●●●●●●●●●●●●●●●										
	RISK OF CRITICAL SYSTEMS															●●●●●●●●●●●●●●●●										
	24/7	●●●●●●●●●●●●●●●●														●●●●●●●●●●●●●●●●										
	HOUSING	●●●●●●●●●●●●●●●●														●●●●●●●●●●●●●●●●										
	Experience	CULTURE/ EXPERIENCE	●●●●●●●●●●●●●●●●														●●●●●●●●●●●●●●●●									
NEW PEDAGOGIES		●●●●●●●●●●●●●●●●														●●●●●●●●●●●●●●●●										
RESIDENTIAL ACADEMIC EXPERIENCE		●●●●●●●●●●●●●●●●														●●●●●●●●●●●●●●●●										
HEALTH/ WELLNESS		●●●●●●●●●●●●●●●●														●●●●●●●●●●●●●●●●										
STUDENT CONCIERGE SERVICES		●●●●●●●●●●●●●●●●														●●●●●●●●●●●●●●●●										
ADVISING		●●●●●●●●●●●●●●●●														●●●●●●●●●●●●●●●●										
SAFETY/SECURITY		●●●●●●●●●●●●●●●●														●●●●●●●●●●●●●●●●										
BE THE TOP UNIVERSITY FOR INNOVATION																										
Brand/Reputation	RECOGNITION	●●●●●●●●●●●●●●●●														●●●●●●●●●●●●●●●●										
Innovation	IP, ENTREPRENEURIALISM, & RESEARCH	●●●●●●●●●●●●●●●●														●●●●●●●●●●●●●●●●										
	STAFF TRAINING & DEVELOPMENT	●●●●●●●●●●●●●●●●														●●●●●●●●●●●●●●●●										
Collaboration	INTERDISCIPLINARY NETWORKS	●●●●●●●●●●●●●●●●														●●●●●●●●●●●●●●●●										
POSITIVELY IMPACT HUMANITY																										
Impact	SOCIOECONOMIC DRIVER	●●●●●●●●●●●●●●●●														●●●●●●●●●●●●●●●●										
	AFFORDABILITY	●●●●●●●●●●●●●●●●														●●●●●●●●●●●●●●●●										
	SUSTAINABILITY	●●●●●●●●●●●●●●●●														●●●●●●●●●●●●●●●●										
Community	PARTNERSHIPS	●●●●●●●●●●●●●●●●														●●●●●●●●●●●●●●●●										
	COMMUNITY ENGAGEMENT	●●●●●●●●●●●●●●●●														●●●●●●●●●●●●●●●●										
	EVENTS	●●●●●●●●●●●●●●●●														●●●●●●●●●●●●●●●●										
		ARTS & SCIENCES	ENGINEERING	CMCI	COLLEGE OF MUSIC	LEEDS, BUSINESS	ENVD	SCHOOL OF EDUCATION	LAW	ATHLETICS	CONTINUING ED.	ODECE	GRAD SCHOOL	RIO	STUDENT AFFAIRS	UNDERGRAD ED.	LIBRARIES	ADVANCEMENT	ENROL. MNGMNT	FIN. & BUS. STRATEGY	HR	INFRA. & SUSTAIN.	OIEC	OIT	INTEGRITY, SAFETY & COMP.	STRAT. RELATIONS & COMM
		ACADEMIC							ACADEMIC SERVICES & STUDENT LIFE							ADMINISTRATIVE SERVICES										

Creating an inclusive environment and academic experience for shifting populations drives strategic changes across the university.

Creating an education environment that enables students to learn productively, follow custom interests and develop a portfolio of diverse skills, including research experience.

Streamlining operations and supreme customer service to enable units to focus on what they do best.

Internal and external collaboration as a means to increase intellectual output, enhance the student experience and research environment and create a shared sense of identity.

- KEY**
- Unit conversation topic
 - Top Goal



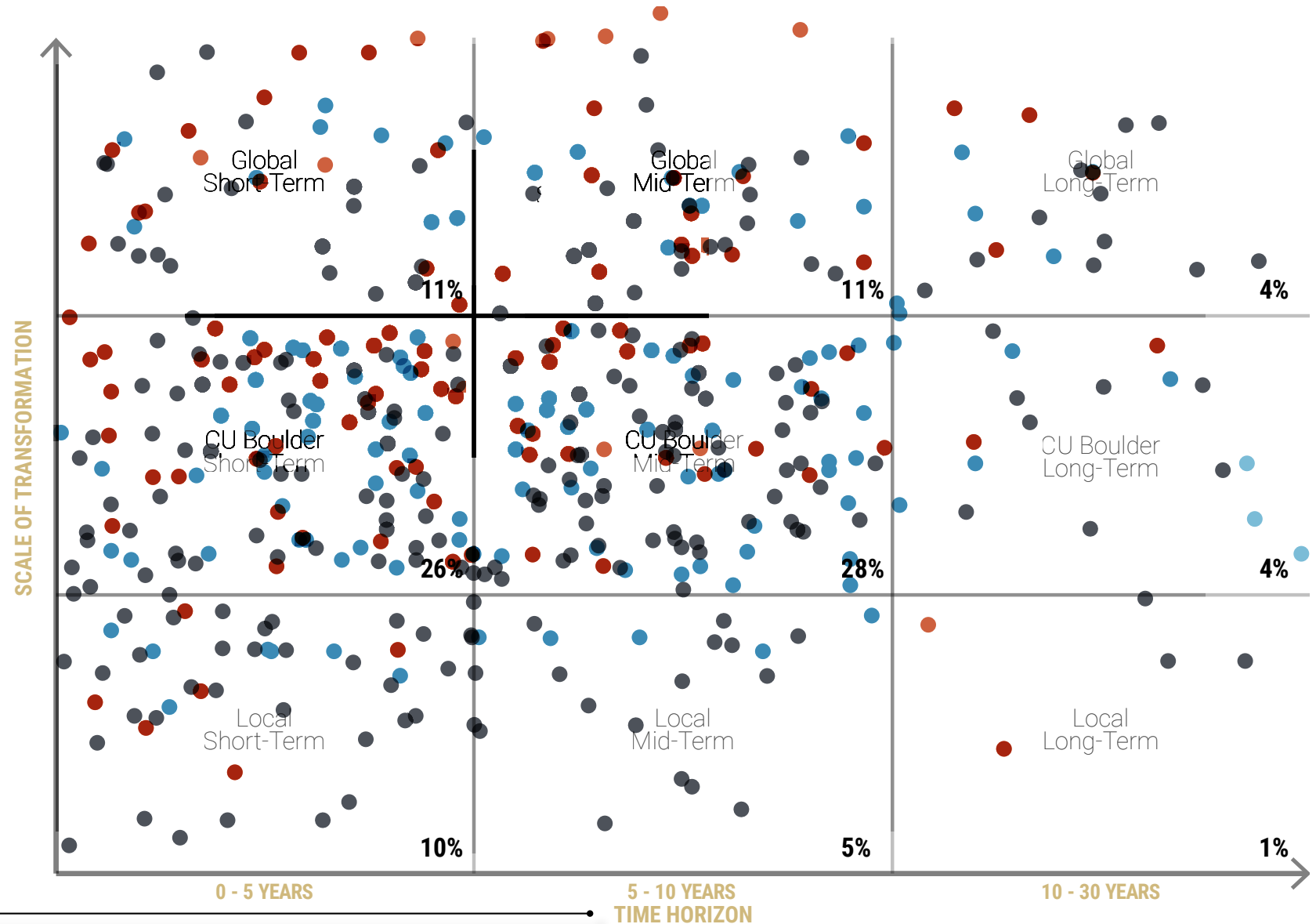
30-YEAR TRANSFORMATION MATRIX

- ACADEMIC
- ACADEMIC SERVICES & CAMPUS LIFE
- ADMINISTRATIVE SERVICES

SCALE OF IMPACT, FROM DEPARTMENTAL, CAMPUS, AND BEYOND THE UNIVERSITY

IMPLEMENTATION TIMELINE, IN 5, 10, & 30-YEAR HORIZONS

We asked visionaries to contextualize their top goals in terms of scale and implementation time frame. Each dot represents one of the departments top goals, and taken together, reveals desired transformation at the university scale.

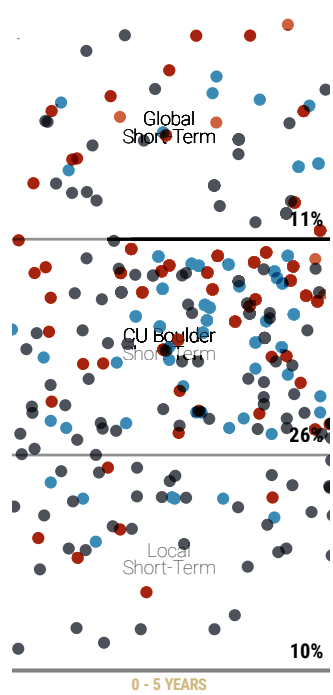




30-YEAR TRANSFORMATION MATRIX KEY FINDINGS

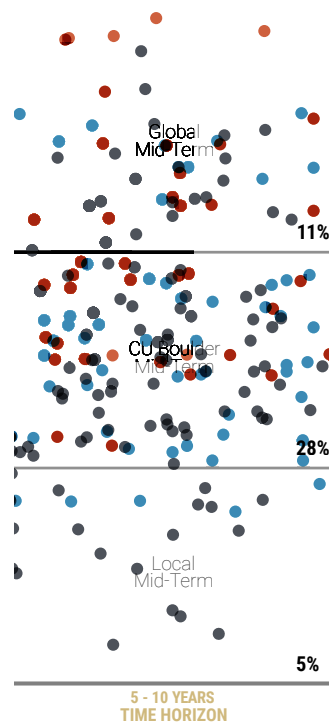
SHORT TERM

In the short term, we see an emphasis on resiliency and simple operational changes that increase the student or customer experience. There is a common goal to better serve a new demographic of students and enhance the total student experience for all.



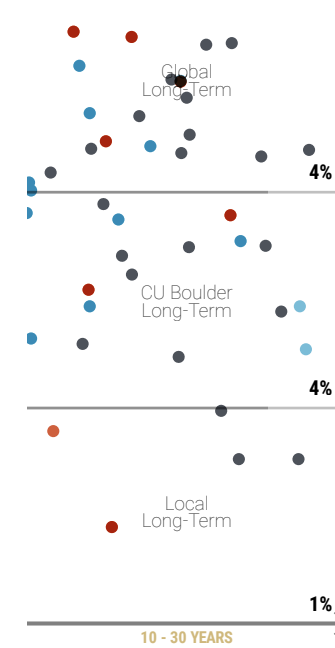
MID-TERM

Moving into the mid-term, we transition into collaborative and interdisciplinary learning and research experiences, new asset management models, pedagogical changes, and sharing of facilities and resources.



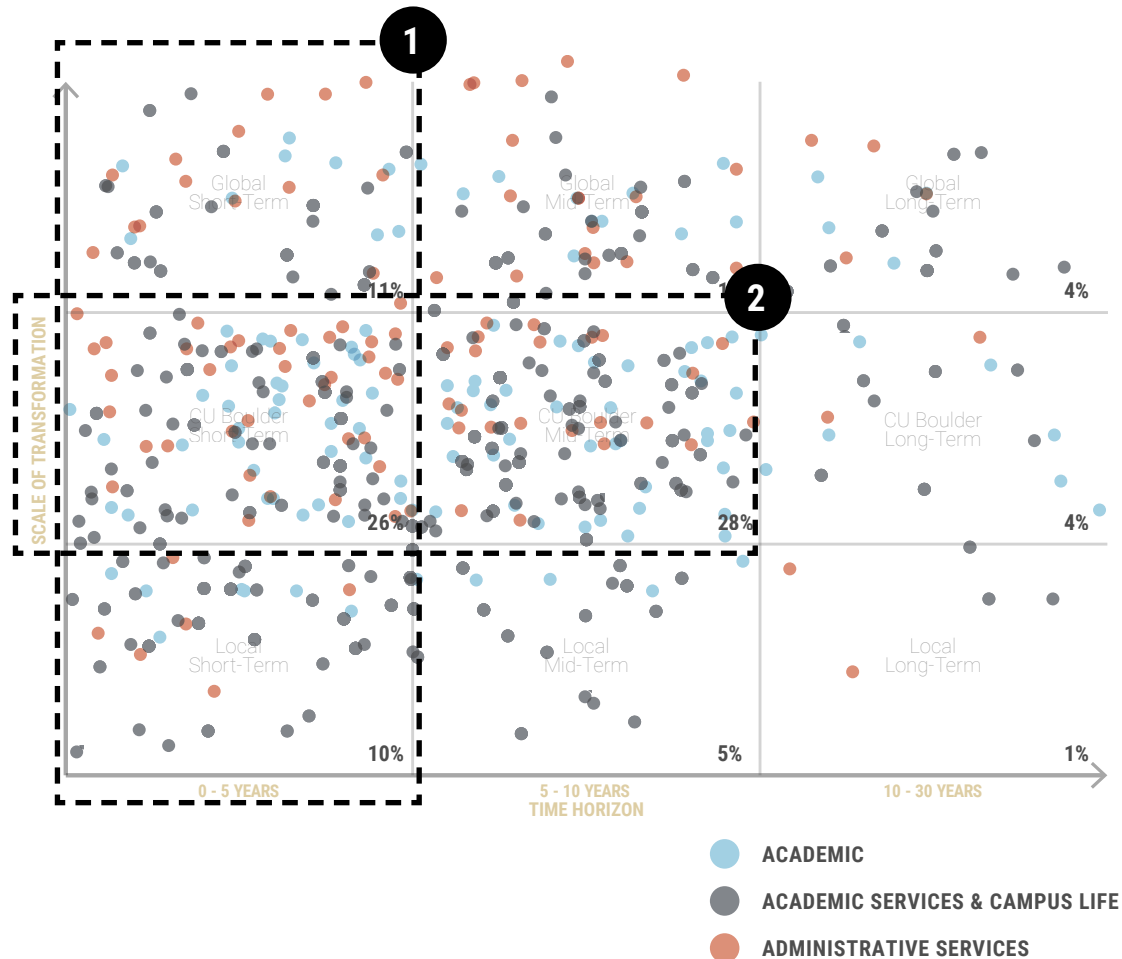
LONG TERM

Longer term goals typically incorporate technology or infrastructure investment.





GOAL CONCENTRATION: FINDINGS





HOW DO WE MEASURE SUCCESS?

After determining shared goals across university units, we painted a picture of what CU Boulder might look like after each goal is realized. This exercised culminated in visionaries indicating determinants of success for the future vision, forming the basis of KPI development.



25 12 KEY FOCUS AREAS FOR DEEP DIVE 3

26 FOCUS AREAS DASHBOARDS



12 KEY FOCUS AREAS FOR DEEP DIVE 3

SHAPE TOMORROW'S LEADERS

PEOPLE	NEW DEMOGRAPHICS	Growth in transfer students, traditional and non traditional learners, international students & graduate students
OPERATIONS	CENTRALIZATION / FEDERATED	Degree of sharing of resources, services & space to enhance learning & research output
	FLEXIBLE LEARNING / NEW DEGREE TYPES	Customizable degrees which respond thematically to the evolving needs of learners & workforce requirements
	ASSET MANAGEMENT	Total life cycle approach that integrates asset, business & academic data holistically
	FACILITIES DELIVERY	Mixed use developments delivered using academic performance objectives & multiple income streams
	DELIVERY / PROCESS IMPROVEMENT	Ability for administrative units to work more closely to provide integrated business services
EXPERIENCE	NEW PEDAGOGIES	New blended learning modalities that are hands-on, online, residential & project-based
	SAFETY / SECURITY	The physical & digital safety & security of all CU Boulder constituents

INVESTIGATIVE QUESTIONS

How will we adapt?
What do the spaces look like?
We know we'll have been successful when...

SHAPE TOMORROW'S LEADERS

BRAND/ REPUTATION	LOCAL, STATE, NATIONAL & INTERNATIONAL	Continued growth at all scales has been identified as an inseparable outcome of the key focus areas
INNOVATION	IP, ENTREPRENEURIALISM & RESEARCH	Growth and diversification of the research enterprise & the integration of translational activity, commercialization & start up ecosystems with academic activities
COLLABORATION	INTERDISCIPLINARY NETWORKS	The free movement of student, faculty, & service providers to collaborate freely across colleges and departments

SHAPE TOMORROW'S LEADERS

COMMUNITY	PARTNERSHIPS	Growth in diverse external partnerships that operationalize quickly around shared objectives, resources & spaces
IMPACT	RESILIENCY / CRITICAL SYSTEMS	Mission assurance through safeguarding our critical assets, implementation of resiliency & sustainability policies & procedures



● **SHAPE TOMORROW'S LEADERS**

BE THE TOP UNIVERSITY FOR INNOVATION
POSITIVELY IMPACT HUMANITY

PEOPLE

DEMOGRAPHIC / POPULATION CHANGES

IMAGINE A FUTURE WHERE...

...our student population is a mix of traditional students and non traditional students: transfer students, first generation college students, students from lower socioeconomic status, international students and graduate students.

How would this demographic shift change the ways you teach and do research?

HOW WILL WE ADAPT?

- How might we attract greater numbers of students from underrepresented demographics?
- How integrated should advising, student support and career services be within the learning environment?
- Will we need to recruit a more diverse workforce to match changing demographics?
- How might we change the curriculum to meet the changing demographic?
- How might we grow graduate programs and pipeline greater numbers of undergraduates into graduate programs?

WHAT DO THE SPACES LOOK LIKE?

- Commuter and evening students and faculty stay all day on campus, requiring retail / food provision.
- Increased access to recreation and social facilities
- Increased transportation, security and parking
- Housing provides new specifications for older students and cultural diversity

WE KNOW WE'VE BEEN SUCCESSFUL WHEN...

- Our student quality, retention, & completion improves (46%)
- Faculty & staff demographics align with students (16%)
- We become a more diverse student body (16%)
- We see growth in graduate programs (8%)
- We see population growth in every demographic (4%)
- Other* (10%)

BOLD UNITS PARTICIPATED IN THEME

Athletics

College of Arts & Sciences

College of Engineering & Applied Science

College of Media, Communication & Information

College of Music

Continuing Education

Division of Student Affairs

Enrollment Management

Environmental Design

Finance & Business Strategy

Graduate School

Human Resources

Integrity, Safety & Compliance

Leeds School of Business

Office of Advancement

Office of Diversity, Equity & Community Engagement

Office of Information Technology

Office of Infrastructure & Sustainability

Office of Institutional Equity & Compliance

Research & Innovation Office

Research Institutes

School of Education

School of Law

Strategic Relations & Communications

Undergraduate Education

University Counsel

University Libraries

ADDED MEASURES OF SUCCESS*

FOR RECREATION

- Access and equity to rec programming
- All students recreate in a place they see themselves
- Same services in campus locations

FOR HEALTH & WELLNESS

- Health & wellness hubs
- Data on student wellness
- All students have access to support their wellness

FOR HOUSING

- Housing accommodates different demographics over time
- Flexibility for the future

FOR UMC

- Increased diversity and timing of services
- All students have a sense of belonging at the umc

FOR STUDENT BODY

- We see an increased number of students choosing CU
- Provide job training and opportunities





● **SHAPE TOMORROW'S LEADERS**

BE THE TOP UNIVERSITY FOR INNOVATION
POSITIVELY IMPACT HUMANITY

PEOPLE

CENTRALIZATION / FEDERATED

IMAGINE A FUTURE WHERE...

...organizational structure of the university mixes centralized core services with decentralized unit focused services. All classrooms are centrally scheduled but integrated service teams are dedicated to each academic unit.

HOW WILL WE ADAPT?

- What do we need out of central block scheduling to be guaranteed space to meet our demand?
- What services are vital to our core operations?
- How might mandated central service use change how we operate?
- What service units could we partner with to help enhance delivery of our core competencies?
- How might we adapt space changes that are underway or are planned for the near future?

WHAT DO THE SPACES LOOK LIKE?

- Academic units create a unique identity around respective centralized hubs, providing integrated student, staff and faculty support services
- Service units are embedded in locations to best support academic units
- Decentralized nodes provide shared generic lab, classroom, study, support and office space that is managed centrally and bookable by all
- 24/7 accessibility to nodes
- Officing is flexible and bookable at point of need

WE KNOW WE'VE BEEN SUCCESSFUL WHEN...

- Academic units are able to focus on learning & research outcomes/Athletics are able to focus on performance (31%)
- Centralized shared core services provide overarching strategy, policy & operational frameworks (24%)
- Embedded administrative units engage in integrated strategy & dedicated solutions coordination across units (23%)
- Every student, faculty, & staff has a meaningful home base on campus (22%)

BOLD UNITS PARTICIPATED IN THEME

- | | |
|--|---|
| Athletics | Office of Advancement |
| College of Arts & Sciences | Office of Diversity, Equity & Community Engagement |
| College of Engineering & Applied Science | Office of Information Technology |
| College of Media, Communication & Information | Office of Infrastructure & Sustainability |
| College of Music | Office of Institutional Equity & Compliance |
| Continuing Education | Research & Innovation Office |
| Division of Student Affairs | Research Institutes |
| Enrollment Management | School of Education |
| Environmental Design | School of Law |
| Finance & Business Strategy | Strategic Relations & Communications |
| Graduate School | Undergraduate Education |
| Human Resources | University Counsel |
| Integrity, Safety & Compliance | University Libraries |
| Leeds School of Business | |

ADDED MEASURES OF SUCCESS

- Access and equity to rec programming
- Admin units understand academic units
- Utilization of office, teaching & workplace increases
- Quality
- Scheduling issues go away
- Faculty & staff have manageable workloads





● **SHAPE TOMORROW'S LEADERS**

BE THE TOP UNIVERSITY FOR INNOVATION
POSITIVELY IMPACT HUMANITY

OPERATIONS

FLEXIBLE LEARNING / NEW DEGREE TYPES

IMAGINE A FUTURE WHERE...

...curriculum touches every corner of Colorado. Students of all ages, backgrounds, and abilities engage in coursework that prepares them to be successful in the spectrum of careers they are likely to have in their future.

HOW WILL WE ADAPT?

- How might resources and operations need to change to fully enable students to pursue stackable / custom degrees?
- How might we grow customized graduate degrees?
- What would be required to continuously develop new degree types in the future?
- How can flexible credentials be created that respond to the evolving needs of learners and reflect changing workforce requirements?
- What financial/resource restructuring would be necessary to move towards a thematic cluster approach? How long would these changes take to implement and on what scale?

WHAT DO THE SPACES LOOK LIKE?

- Thematic nodes based around specialism in learning, research, lab, arts, sports
- Thematic nodes for undergraduate and graduate population
- Thematic nodes for distinct student demographics
- Generic office, lab, study space types with standardized technology provided across all thematic nodes

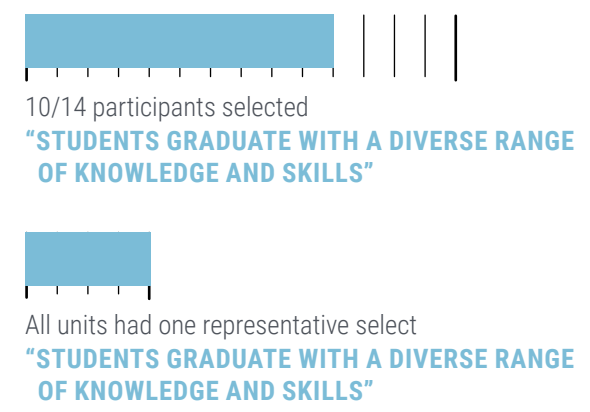
WE KNOW WE'VE BEEN SUCCESSFUL WHEN...

- Students graduate with a diverse range of knowledge & skills (67%)
- Students flow freely across themed space as needed for their studies (20%)
- Shared credit hours allow students to customize their academic journey (13%)
- Space productivity is measured & charged for by credit hours in use (0%)

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KEY TAKEAWAYS





● **SHAPE TOMORROW'S LEADERS**

BE THE TOP UNIVERSITY FOR INNOVATION
POSITIVELY IMPACT HUMANITY

EXPERIENCE

NEW PEDAGOGIES

IMAGINE A FUTURE WHERE...

...students are engaged in the way they learn best. Every program blends online and in person components and faculty feel confident using new technology to enhance the learning experience.

HOW WILL WE ADAPT?

- How might the flow of resources need to change to enable a structured approach to the development and implementation of new learning pedagogies?
- How might we create a system that enables faculty and staff to train and experiment with new learning techniques?
- What needs to change so that we can fully incorporate increased online and distance learning to increase efficiency and provide a high quality learning experience?

WHAT DO THE SPACES LOOK LIKE?

- Studios where faculty can train, experiment and prepare classes for online, blended and project based learning.
- Faculty deliver specialized online distance course content through digital learning lab spaces
- Removal of lecture space in favor of smaller learning and study spaces with standardized technologies that allow for blended, project based, research based, online and distance learning
- Students are immersed in thematic learning through residential academic living experiences

WE KNOW WE'VE BEEN SUCCESSFUL WHEN...

- Faculty readily share, learn, & adopt new practices, with a focus on constant improvement (32%)
- Increase efficiency & utilization by aligning size, activity & pedagogical needs. (18%)
- We see increase in the faculty to student ratio (18%)
- Blended learning lowers tuition costs but, increases student skill & knowledge acquisition (14%)
- Increase in study & collaborative space builds project based and research based learning (14%)
- Increase in high quality online learning lowers space needs (4%)

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ADDED MEASURES OF SUCCESS

- Greater access & equity
- Learning outcomes, lowering faculty/ student anxiety, increasing wellbeing, & student feedback
- Type of work students go into when they graduate
- Understand industry practices





● **SHAPE TOMORROW'S LEADERS**

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POSITIVELY IMPACT HUMANITY

OPERATIONS

ASSET MANAGEMENT

IMAGINE A FUTURE WHERE...

...where holistic planning decisions are made through a centralized university asset pool and integrated capital and operations budget planning process.

HOW WILL WE ADAPT?

- What has to change so that all Education & General and Auxiliary assets are managed cohesively?
- How might we change the capital projects budget model to total cost of ownership that includes life cycle analysis, deferred maintenance, building operations and reflect academic growth and change?
- How might we promote transparency of asset management planning decisions?
- What systems need to be integrated in order to analyze asset, business and academic data holistically?

WHAT DO THE SPACES LOOK LIKE?

- Asset managers are embedded within academic units, and integrated with other business service functions to provide synchronized service delivery
- Culture of building ownership transferred to asset management team. Academic units and student life functions behave as building tenants.
- Inventory of space typologies is assessed campus wide.

WE KNOW WE'VE BEEN SUCCESSFUL WHEN...

- Short and long term capital plans are mapped to university funding resources. Strategy is embedded (Advancement) (31%)
- Capital budgets include total cost of ownership lifecycle analysis and operations costs (31%)
- Potential capital investments are prioritized across all university needs (23%)
- Deferred maintenance backlog decreases (15%)
- Asset data is understood historically and projected to maximize current useful life (0%)

BOLD UNITS PARTICIPATED IN THEME

Athletics

- College of Arts & Sciences
- College of Engineering & Applied Science
- College of Media, Communication & Information
- College of Music
- Continuing Education
- Division of Student Affairs
- Enrollment Management
- Environmental Design
- Finance & Business Strategy
- Graduate School
- Human Resources
- Integrity, Safety & Compliance
- Leeds School of Business

Office of Advancement

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Office of Infrastructure & Sustainability

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- Research & Innovation Office
- Research Institutes
- School of Education
- School of Law
- Strategic Relations & Communications
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- University Counsel
- University Libraries

KEY TAKEAWAYS



All units had one representative select
"SHORT AND LONG TERM CAPITAL PLANS ARE MAPPED TO UNIVERSITY FUNDING RESOURCES"





● **SHAPE TOMORROW'S LEADERS**

BE THE TOP UNIVERSITY FOR INNOVATION
POSITIVELY IMPACT HUMANITY

OPERATIONS

FACILITIES DELIVERY / OPERATIONS

IMAGINE A FUTURE WHERE...

...facilities are planned, allocated and delivered using academic performance objectives integrated with new operational and financial systems.

HOW WILL WE ADAPT?

- How might we systematize the delivery of mixed use developments with multiple revenue streams in order to deliver and operate facilities effectively?
- How might we balance commercial opportunity with the needs of the academic mission?
- How might we incorporate sustainability into standard asset management procedures? Where would we start? Who would need to buy in?

WHAT DO THE SPACES LOOK LIKE?

- Public Private Partnership delivery of facilities where risk is transferred but university is an investor
- Space allocation based on occupant leasing type structures reassessed every 3 years

WE KNOW WE'VE BEEN SUCCESSFUL WHEN...

- University receives increased income from new revenue sources (86%)
- No owned space, fluidity of space, sever identity from place (14%)
- Space charging is aligned with the ability of occupants to leverage multiple revenue streams (0%)
- Facilities are in great condition and people want to be there (0%)
- Facility services outsourced to external provider (0%)

- BOLD UNITS PARTICIPATED IN THEME**
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KEY TAKEAWAYS
USE FACILITIES DELIVERY AS A TOOL FOR REVENUE DIVERSIFICATION





● **SHAPE TOMORROW'S LEADERS**

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POSITIVELY IMPACT HUMANITY

OPERATIONS

DELIVERY / PROCESS IMPROVEMENT

IMAGINE A FUTURE WHERE...

...all units will focus on their core competencies, leveraging shared services and external resources to deliver more effectively.

HOW WILL WE ADAPT?

- What tasks / processes are vital to our core competencies? How might we outsource additional tasks to allow us to focus on what we do best?
- What has to change to enable administrative units to work more closely to provide integrated business assistance / concierge service to other units on campus?
- How might we work with other Colorado Colleges and Universities to create more efficient service delivery?
- How effective would unlocking revenue streams for the use of individual units be? How would it be managed in a university-first context?

WHAT DO THE SPACES LOOK LIKE?

- Auxiliary units work together in colocated decentralized nodes to provide customized service delivery
- Collaborative administrative spaces to develop and share best practices
- Space for embedded external outsourced service providers
- Units use new revenue streams to fund new investments, but could pay for space use

WE KNOW WE'VE BEEN SUCCESSFUL WHEN...

- Centralized and decentralized revenues & costs are balanced with responsibility to a university-first context (37%)
- Service delivery efficiencies & quality continuously improves (27%)
- Removal of duplication & inefficiencies allows for higher liquidity and flexibility of resource allocation (27%)
- Increased liquidity & profit margin allows for improved return on mission ventures (9%)
- Streamlined expenses create room for new investments (0%)

BOLD UNITS PARTICIPATED IN THEME

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KEY TAKEAWAYS



36% (4PPL)

"CENTRALIZED AND DECENTRALIZED REVENUES AND COSTS ARE BALANCED WITH RESPONSIBILITY TO A UNIVERSITY-FIRST CONTEXT"



INDICATORS OF SUCCESS



● **SHAPE TOMORROW'S LEADERS**

BE THE TOP UNIVERSITY FOR INNOVATION
POSITIVELY IMPACT HUMANITY

EXPERIENCE

SAFETY / SECURITY

IMAGINE A FUTURE WHERE...

...safety and security is easily implemented across the university. Information and assets have the proper protections in place. Students, staff, faculty and families know how to protect themselves and also know they can approach Campus Police in any situation.

HOW WILL WE ADAPT?

- How might we make Campus Police approachable to all students?
- How might we enable students and staff to protect themselves against physical and digital threats at the campus and beyond?
- How might we articulate law and policy around campus so all parties are aware? How do we best enforce these laws and policies?

WHAT DO THE SPACES LOOK LIKE?

- Easily accessible and inviting police station
- Safety hubs around campus are well marked and act as known havens and educational centers
- Colocation of Campus Police with other service organizations to increase visibility, accessibility, and acceptance
- Digital & video security presence visible and in key locations across campus

WE KNOW WE'VE BEEN SUCCESSFUL WHEN...

- Students, families, faculty & staff feel safe (100%)
- Citizen - police relationships improve (0%)
- Reduce crime on campus (0%)
- Elimination of information security threats (0%)

BOLD UNITS PARTICIPATED IN THEME

- | | |
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KEY TAKEAWAYS

THE CULTURE OF SAFETY IS TOP PRIORITY FOR OISC





SHAPE TOMORROW'S LEADERS

● **BE THE TOP UNIVERSITY FOR INNOVATION**

POSITIVELY IMPACT HUMANITY

INNOVATION

IP, ENTREPRENEURIALISM & RESEARCH

IMAGINE A FUTURE WHERE...

...fundamental research links directly with application and entrepreneurialism. Faculty and students engage in diverse research experiences that includes the development of IP, patents, licenses and startups.

HOW WILL WE ADAPT?

- How might we balance commercialization within academic activities?
- How might we incentivize the development of IP, start ups and integrate deliberate translation with the needs of the university? What systems need to be created to encourage, invest and structure development?
- What staff and processes do we need in place to motivate wider translational operations?
- How might we stimulate new forms of research funding that enable us to diversify and grow the research enterprise?

WHAT DO THE SPACES LOOK LIKE?

- Multi-modal space where learning and research takes place simultaneously
- Translational space that provides resources to preform basic sciences through implementation
- Nodes of themed core equipment which can be easily accessed by all research teams and disciplines and are available for contract research

WE KNOW WE'VE BEEN SUCCESSFUL WHEN...

- Faculty & students are supported to incubate and develop their ideas into reality (61%)
- There is an increase in not just the productivity of research, but also the diversity of projects (31%)
- Financial models link research income and tuition revenue with new ICR distribution (8%)
- State of the art equipment is invested in & utilized at an ideal rate (0%)

BOLD UNITS PARTICIPATED IN THEME

- | | |
|---|--|
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KEY TAKEAWAYS

8/13 participants selected
"FACULTY & STUDENTS ARE SUPPORTED TO INCUBATE AND DEVELOP THEIR IDEAS INTO REALITY"





SHAPE TOMORROW'S LEADERS

● **BE THE TOP UNIVERSITY FOR INNOVATION**

POSITIVELY IMPACT HUMANITY

COLLABORATION

INTER-DISCIPLINARY NETWORKS

IMAGINE A FUTURE WHERE...

...students and staff can work and learn together across departments for learning and research pursuits. It is simple to find collaborators and to develop ideas, programs and research together.

HOW WILL WE ADAPT?

- How might the flow of resources need to change to truly enable students to take credit classes of interest in other departments?
- How would this impact our unit? What processes might we implement to encourage and engage in these activities?
- How might we create a system that links students and faculty with collaborators for research and teaching projects across colleges and departments?
- What incentives are in place for units and individuals to collaborate?
- Could a Dean of Interdisciplinary studies improve and increase collaborative activity?

WHAT DO THE SPACES LOOK LIKE?

- Bookable, flexible project space for short and medium term joint faculty / staff activities
- Bookable, flexible project space for short and medium term joint interdisciplinary student activities
- Flexible lab space designed to provide generic research capabilities
- Research space is allocated on the basis of funding, team size and project length
- Service units are configured so as to provide interdisciplinary integrated support from within academic units

WE KNOW WE'VE BEEN SUCCESSFUL WHEN...

- Increase in interdisciplinary learning programs & degrees (26%)
- Credit hours are easily shared across academic units (17%)
- Increase in efficiency, utilization & productivity of research/creative space (22%)
- Faculty & staff costs are easily shared across units (13%)
- Increase in Interdisciplinary Research & Teaching (13%)
- Increase in joint programs with Community Colleges & other University entities (4%)
- Increase in Faculty joint appointments (4%)

BOLD UNITS PARTICIPATED IN THEME

- | | |
|--|--|
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ADDED MEASURES OF SUCCESS

- Helps faculty tenure
- Quality
- Admin units understand academic units





SHAPE TOMORROW'S LEADERS
BE THE TOP UNIVERSITY FOR INNOVATION

● **POSITIVELY IMPACT HUMANITY**

COMMUNITY

PARTNERSHIPS

IMAGINE A FUTURE WHERE...

...the university has a seamless ability to link its research and learning with corporations, city, government and not for profit entities. Relationships are longstanding and new value is constantly being created. Community impact, revenue diversity, and the student experience drive these relationships

HOW WILL WE ADAPT?

- What is the value proposition for external entities to partner with us? How might we capitalize on that further?
- How might we set up processes that enable partnerships to quickly begin operation around shared objectives?
- What does the sharing of resources look like? How would partners rent space and pay for access to equipment alongside faculty and students?
- How might we stimulate shared services and joint projects at partner or other locations off campus?

WHAT DO THE SPACES LOOK LIKE?

- Mixed use spaces that incorporates external entities into research and learning
- Multi functional space with new revenue sources incorporates commercial, retail hotel and housing space
- Bringing outside entities in to use space and equipment for additional revenue
- CU Boulder facilities located off campus in the communities it serves

WE KNOW WE'VE BEEN SUCCESSFUL WHEN...

- We develop new sources of capital & revenue (45%)
- Events occur regularly, involving both the community and students, faculty, and staff (23%)
- We have external tenants actively embedded on campus (14%)
- Community based research & learning activities drive direct socio economic impact (9%)
- Increase in internships & graduate employment (9%)

BOLD UNITS PARTICIPATED IN THEME

Athletics

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- Office of Diversity, Equity & Community Engagement
- Office of Information Technology
- Office of Infrastructure & Sustainability
- Office of Institutional Equity & Compliance
- Research & Innovation Office

Research Institutes

School of Education

School of Law

- Strategic Relations & Communications
- Undergraduate Education
- University Counsel
- University Libraries

KEY TAKEAWAYS



"WE DEVELOP NEW SOURCES OF CAPITAL & REVENUE."



"WE DEVELOP NEW SOURCES OF CAPITAL & REVENUE."





SHAPE TOMORROW'S LEADERS
BE THE TOP UNIVERSITY FOR INNOVATION

● **POSITIVELY IMPACT HUMANITY**

IMPACT

RESILIENCY / CRITICAL SYSTEMS

IMAGINE A FUTURE WHERE...

...all research activities are supported by resilient infrastructure and operations. Sustainability is embedded across the campus through performance-based planning, and the campus actively seeks collaborators and partners.

HOW WILL WE ADAPT?

- How might we create an integrated partnership between RIO, the Institutes, the academic units, and Infrastructure and Sustainability to implement resiliency and sustainability policies and procedures across campus?
- How might we develop and implement a mission dependency index? A vulnerability analysis? How would we prioritize investments in critical systems?
- How might we partner with academic units more effectively to embed living learning laboratories in research and learning delivery?

WHAT DO THE SPACES LOOK LIKE?

- Research labs, RIO and Infrastructure & Sustainability are colocated across campus.
- Resiliency is created for Institutes, research labs and core facilities through additional redundancies of systems.
- There is a layered approach to infrastructure planning that mitigates the risk of disruption through utility level, equipment infrastructure and materials handling integration.
- New capital projects and infrastructure are jointly developed with academic delivery to create living, learning laboratory clusters.

WE KNOW WE'VE BEEN SUCCESSFUL WHEN...

- A mission dependency index identifies & prioritizes investment in critical systems (33%)
- Mission critical assets can be relied upon in any given situation (physical & digital) (28%)
- Mission assurance: there are no unplanned outages & no loss of data (17%)
- Sustainability & resilience metrics embedded into return on mission methodology (17%)
- Greenhouse gas emission & renewable energy targets met for 2020, 2030 and beyond (5%)

Athletics

College of Arts & Sciences

College of Engineering & Applied Science

College of Media, Communication & Information

College of Music

Continuing Education

Division of Student Affairs

Enrollment Management

Environmental Design

Finance & Business Strategy

Graduate School

Human Resources

Integrity, Safety & Compliance

Leeds School of Business

Office of Advancement

Office of Diversity, Equity & Community Engagement

Office of Information Technology

Office of Infrastructure & Sustainability

Office of Institutional Equity & Compliance

Research & Innovation Office

Research Institutes

School of Education

School of Law

Strategic Relations & Communications

Undergraduate Education

University Counsel

University Libraries

KEY TAKEAWAYS

All of participants from OIT selected
"A MISSION DEPENDENCY INDEX IDENTIFIES & PRIORITIZES INVESTMENT IN CRITICAL SYSTEMS"

7/19 of participants from OISC and RIO selected
"MISSION CRITICAL ASSETS CAN BE RELIED UPON IN ANY GIVEN SITUATION (PHYSICAL & DIGITAL)"

INDICATORS OF SUCCESS



TOOL SCOPING



39 TOOL SCOPING

40 TOOL SCOPING PROCESS

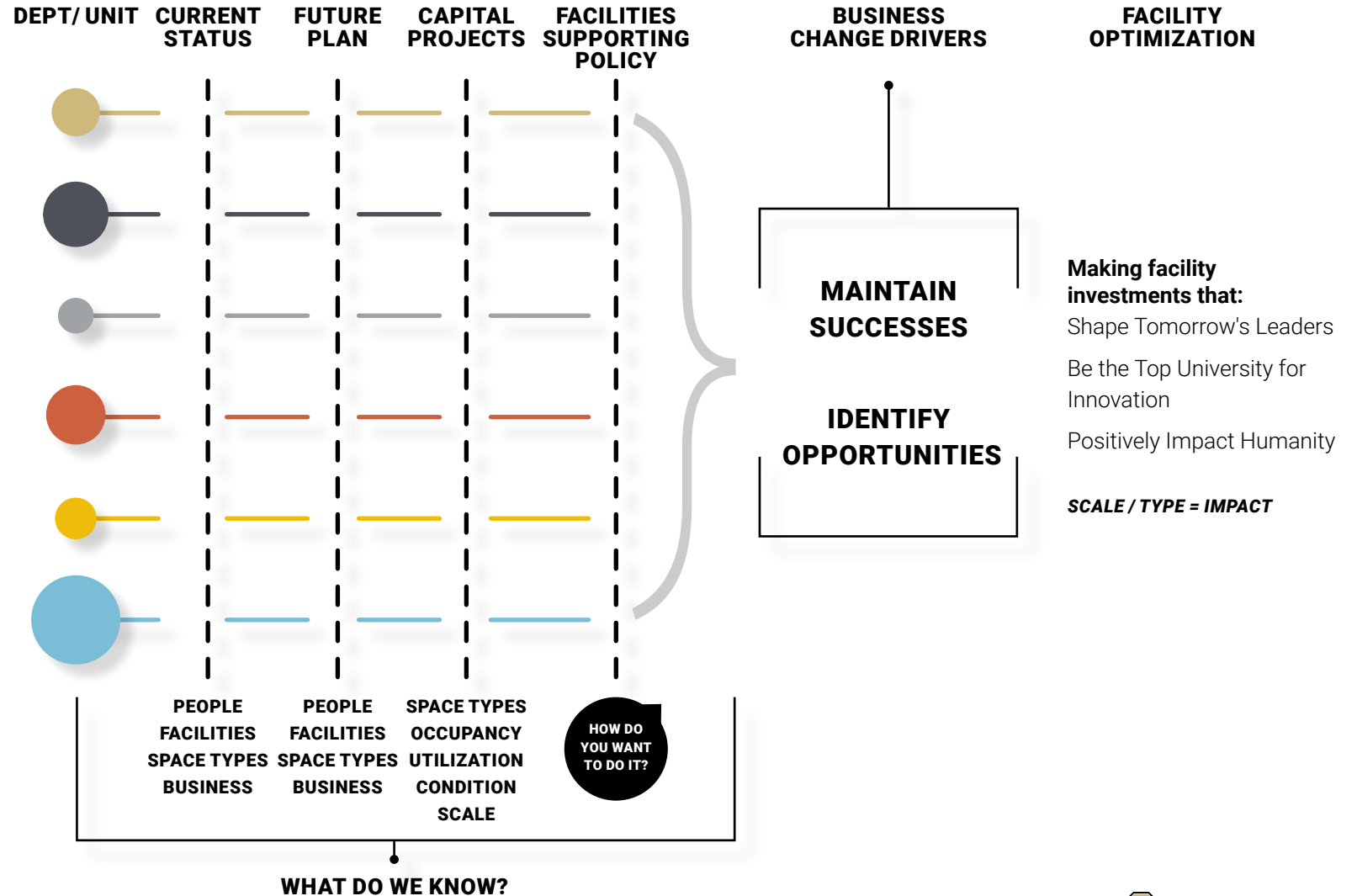


TOOL SCOPING

While the goal of SFV is to develop a 30 year vision for facilities and infrastructure for CU Boulder, the future is impossible to predict. To guide the university through the evolving nature of the future, we are developing a dynamic digital planning tool that will aid the university in making strategic investments in facilities as new opportunities arise.

We are currently in the early phases of tool scoping and have brought together key data holders around campus, including ODA, OIT, and Infrastructure & Sustainability to begin the discovery process. The diagram to the right is the foundation for the function of the tool.

To make unbiased, performance-driven decisions, we need to understand how future demand for facilities overlays onto existing supply, and be able to acknowledge how the implementation of business change drivers will affect this analysis. Some examples include incorporating blended learning models or improving utilization of facilities through central scheduling. This holistic picture will help assess potential capital projects' return on mission to the university.



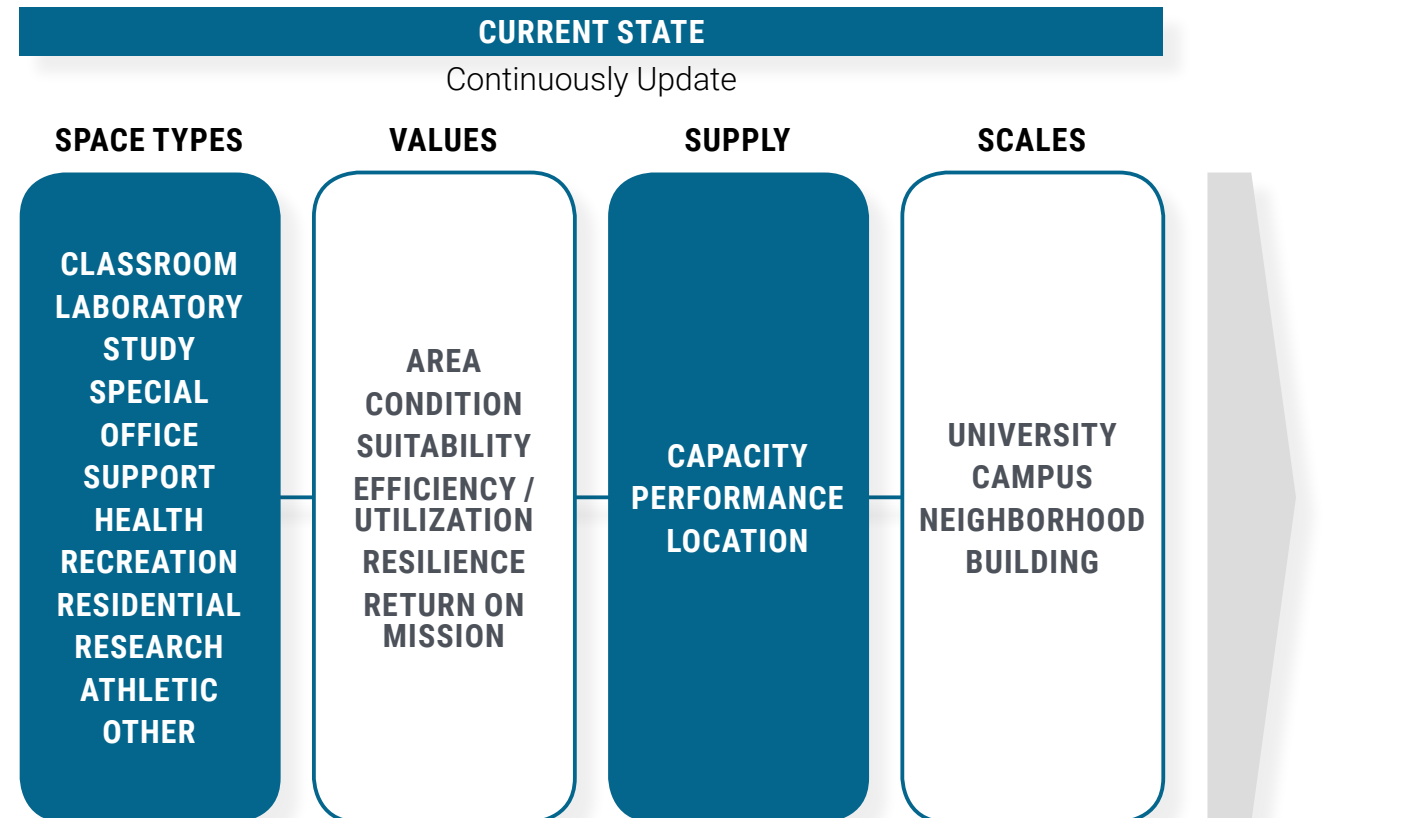


TOOL SCOPING PROCESS

Given the many factors that contribute to capital planning decision making, the digital planning tool will operate as an amalgamation of data the university possesses. The outcomes that evolve from SFV visionary meetings form the basis for how data is layered together, the performance indicators that are measured, and the values that are invested in for the future.

The diagram stretching over the following three pages outlines the diverse types of information needed to create a digital planning tool that takes into account the many factors involved in holistic capital planning. The digital planning tool will be able to understand the current state of facilities in terms of space types, values, supply and varying scales, as defined on this page.

The tool will visualize the spatial implications of campus initiatives and future policies, such as blended learning models or improving utilization of facilities through central scheduling. This holistic picture will help assess potential capital projects' return on mission to the university.



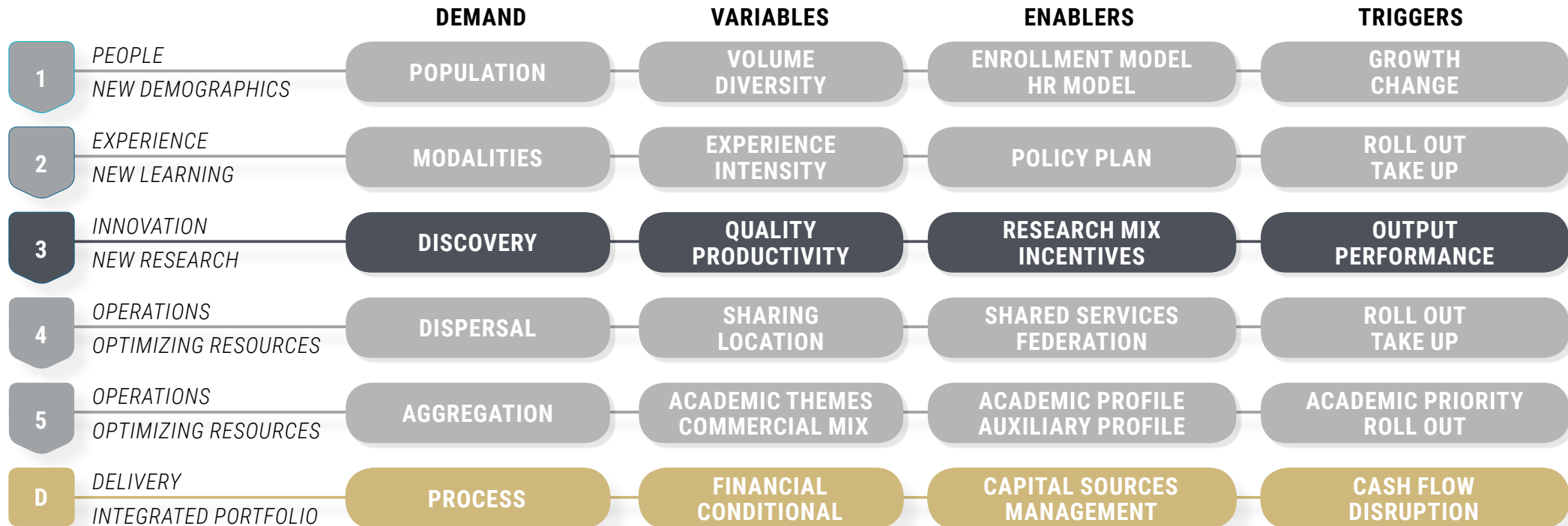
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TOOL SCOPING PROCESS CONT'D

WHAT DO WE WANT?

Create Plan, Update Plan, Continuously Compare Progress to Plan



PHASE BY PHASE BUILDING BY BUILDING CAPITAL PLAN

CONTINUED ON NEXT PAGE →



TOOL SCOPING PROCESS CONT'D

WHAT DO WE WANT?

Create Plan, Update Plan, Continuously Compare Progress to Plan

ASSESSMENT

CONTRIBUTES
TO TARGETS

PROGRAMS
TAKE UP

ACHIEVE
MIXING

SHARING
MODEL

BUSINESS
MODEL

RESILIENCY
CONDITION

STANDARDS

SPACE / STDNT
\$ / STUDENT

% ON LINE
% OTHER

FINANCIAL
QUALITY

SERVICE
PROVISION

ACADEMIC
OTHER

DEVEL. COST
APPRAISAL