Criterion 3. Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A. Core Component

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3.A.1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

To ensure that academic programs remain current and require appropriate levels of student performance, DU has strong review processes for programs and courses. To propose a new program, the unit completes a New Program Proposal form including a program overview, assessment plan (with student learning outcomes and proposed measures of learning), five-year projection of resources on a Proforma Analysis Spreadsheet, detailed market analysis (regional and national competitor programs), and student employment opportunities. Program recommendation is required by the department chair, dean, curricular council, with the final approval provided by the provost.

Individual courses require approval at the departmental, unit, and University levels. Proposals must include the syllabus and student learning outcomes. When courses are cross-listed between undergraduate and graduate levels, learning outcomes must demonstrate a distinct and appropriate experience for graduate students. Course approval flows through the department chair, dean, with the final approval provided by the vice provost for academic affairs acting on behalf of the curricular councils.

The Office of the Registrar provides resources for faculty proposing new courses. In addition, DU has established minimum guidelines for assigning course credit based on instructional methodology that apply to the quarter and semester (law) calendars.

As detailed in 4.A, many schools and programs have external accreditations for program- and course-level performance appropriate to the credential awarded. External professional advisory boards and alumni boards serve a similar function for many academic units [Daniels College of Business, College of Arts, Humanities and Social Sciences Alumni Council]. All academic programs participate in regular program reviews as described in 4.A.

As warranted by program review, degree programs undergo strategic realignment. For example the Josef Korbel School of International Studies (JKSIS) determined that reducing the number of credits required for the MA degree from 72 to 60 would enhance the quality of instruction and improve student experience [Graduate Council Meeting Minutes, Graduate Council Supplemental Information and Budget Justification]. While this change reduces contact hours, the critical content of the degree is maintained, and the reduced requirement lessens reliance on contingent faculty and alleviates pressure on students to take overloads.

3.A.2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

DU articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

The Undergraduate Learning Outcomes are *quantitative reasoning, communication, intellectual engagement and reflection, engagement with human, community engagement, and disciplinary knowledge and practice*. These outcomes support the University's mission by emphasizing learning across and within disciplines, intellectual engagement, and engagement with both local and global communities.

The Graduate Learning Outcomes are a*dvanced theoretical/disciplinary knowledge and skills, professional/ethical identity, intercultural and local/global engagement, and critical intellectual engagement*. DU has 120 unique graduate programs, so outcomes represent broad categories that define what graduate and professional students accomplish within individual programs and degrees. DU acknowledges differences among the arts, social sciences, natural sciences, and technical and professional programs, which interpret guidelines to develop program-specific outcomes and rubrics.

Departments offering both undergraduate and graduate programs have separate learning outcomes (Anthropology undergraduate and graduate student learning outcomes, Finance undergraduate and graduate student learning outcomes]. For courses that are offered to both graduate and undergraduate students, faculty clearly outline the differences in their syllabus [MFJS 3040/4300].

The Office of Teaching and Learning (OTL) provides resources including course design guidelines for developing effective learning outcomes and resources for developing clear syllabi. Within University College (UCOL), subject matter experts are paired with instructional designers to craft learning outcomes for each course that align with the concentration, program learning outcomes, and UCOL learning outcomes [Communication Management, Global Health Program Management, Geographic Information Systems]. Units also require individual courses to have learning outcomes [CAHSS Faculty Teaching Expectations, Writing Program Policies].

DU's ABET-accredited programs—Mechanical Engineering, Electrical Engineering, and Computer Engineering—have Program Educational Objectives (what graduates are expected to attain within a few years of graduation) and Student Outcomes (what students are expected to know and be able to do by graduation). Programs map how student outcomes support educational objectives and indicate on every syllabus which outcomes the course supports [ABET Self Study Report].

3.A.3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality.)

DU's program quality and learning goals are consistent across all modes of delivery and all locations. DU offers courses on the main campus and has six active programs at additional locations. The University also offers courses by distance delivery, including hybrid and online. In the fall of 2019, DU successfully hosted our multi-location HLC visit [HLC Report].

DU's current HLC stipulation approves distance education courses and programs. To ensure quality education through distance delivery, The Distance Learning Council (DLC) was established in 2007 to review existing and proposed online/distance programs, focusing on delivery methods, faculty and student support, assessment, and technology resourcesThe DLC periodically reviews distance degree and certificate programs to ensure compliance with best practices.

OTL provides instructional design assistance and workshops for faculty developing online courses, who are encouraged to complete the Teaching Online Short Course if their unit does not provide training. Over 300 faculty have completed the Short Course since 2009. In spring 2020, 2000 classes went from in-person to online within one week. Without existing training and background in best practices for online delivery, this lift would have been impossible.

UCOL has offered distance learning for over 20 years. Because every course is designed to be taught both on campus and online, they complete the same quality assurance process. UCOL engages in annual program review, continual course review, and faculty observations to ensure that course quality and learning outcomes are rigorous and consistent across courses and programs [UCOL Processes].

As described in 3.C, DU partners with 2U to platform several online degree programs: Master of Social Work, Master in Business Administration, Master of Arts in School Counseling, Master of Library and Information Science, and Master of Science in Data Science. For all DU programs platformed by 2U, DU sets admission standards, faculty appointments, and curricular content.

In 2020, DU hired an Executive Director of Online Programming to drive the development of digital learning initiatives across the University. The Executive Director leads online initiatives and coordinates the vision, planning, operational management, and assessment of new graduate and professional online programming, including the delivery of online programs and building of infrastructure and processes to support online programs [Job Description].

3.B. Core Component

The institution offers programs that engage students in collecting, analyzing, and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multi-cultural world.
4. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

3.B.1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.

The undergraduate experience at DU encompasses a wide range of learning designed to promote excellence, inclusiveness, and student engagement. The Common Curriculum (general education) and its outcomes derive from the Undergraduate Student Outcomes, grounded in the University vision and mission [General Education Governance]. Table 3 in the HLC 2014 follow-up report maps the Common Curriculum onto Undergraduate Student learning outcomes [2014 HLC Follow-Up Report].

The Common Curriculum provides the breadth of experiences and modes of inquiry expected of a well-rounded education, creates context for major and minor courses, and introduces students to new areas of interest. Consistent with DU's mission and values, the Common Curriculum engages students in advancing scholarly inquiry, cultivating critical and creative thought, and generating knowledge. The purposes, content, and intended learning outcomes of undergraduate general education requirements are in the Undergraduate Bulletin and faculty are required to list these outcomes on their syllabi.

DU IMPACT 2025 invited a rethinking of general education. In November 2019, after a two-year research-based, thorough, and reflective inquiry and design process, a nine-member faculty/staff committee drafted a new general education proposal. A Detailed Message to DU Faculty explained the inquiry process, initial timeline, and an overview of Parameters of General Education: A Primer for the DU Community. The process began with faculty and student surveys and focus groups, resulting in the Winter 2018 Report on General Education at DU, which shared findings (including comparisons to peer institutions) and concluded with a new

[Mission, Vision and Outcomes for General Education](#). The [General Education and Review Inquiry Committee website](#) contains more than 100 documents, including consultations with hundreds of faculty and students, investigations of general education literature, and regular reports to faculty. The design phase featured over a dozen working sessions and 140 faculty, with ideas collated in a [Faculty Design Idea Generation Report](#). In November 2019, the committee submitted a [proposal](#) draft and solicited broad community input, which was deliberated in Faculty Senate. A reconciliation committee was formed to integrate feedback generated by Faculty Senate discussions.

3.B.2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

As indicated in 3.B.1, review of the current general education program was grounded in an examination of the mission, vision, and outcomes for general education. When the University approves a new general education program, we will follow the same practice, however, curricular revision has been delayed by COVID-19.

In the existing curriculum, general education requirements constitute one-third of the degree with 13-15 four-credit courses that represent breadth in learning and mindsets students can apply in ethical, critical, and creative fashion across their academic and post-academic lives. The [Common Curriculum requirements and structure](#) are grounded in the strengths of academic disciplines to provide foundational knowledge while illustrating connections among different approaches to inquiry and knowledge.

In 2014, DU produced the [Undergraduate Common Curriculum Assessment Report,](#) authored by the Central Committee on General Education, as a progress report to the HLC and status update for the University. It describes the process for evaluating the Common Curriculum assessment plan, presents findings, interprets outcomes, and charts future efforts. Findings demonstrate that the Common Curriculum is achieving its learning outcomes. Results were used by individual faculty to improve courses and by committees in eight curricular areas to modify area outcomes, identify needs and opportunities, and refine the assessment process itself [[Common Curriculum Appendices](#)]. General education requirements should be transparent in how they map onto the University's overall goals and the Undergraduate Student Learning Outcomes; [The Handbook of Assessment](#) guides this mapping.

As a follow-up to the 2014 HLC progress report, in 2015, DU produced a Common Curriculum Assessment Update Report that reviews continuing efforts to engage faculty and administrators in meaningful assessment and improvement of the undergraduate learning experience.

3.B.3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multi-cultural world.

The University's values articulate a collective commitment to exploring, celebrating, and growing from human and cultural diversity. DU's offerings span academic programs, individual

courses, experiential learning opportunities, study abroad, and campus programing. Access to rich content varies based on students' level of degree, discipline, and personal interest. As articulated in 1.C, DU prioritizes diversity, equity, and inclusivity.

The Graduate School of Professional Psychology (GSPP) is committed to resolving disparities in minority access to quality psychological services. Students in the Latinx Psychology Specialty are trained to provide bilingual, culturally competent services using evidence-based practices. Yearly, 8 to 12 bilingual and English-speaking students explore current, validated services in Latinx mental health through a class sequence that covers linguistic and therapeutic requirements, research on assessment, diagnosis, and treatment, and ethical and service-learning considerations. The Graduate School of Social Work (GSSW) offers a Latinx Social Work Certificate, preparing 10 to 15 students for bilingual careers serving clients of Latin American origin annually.

UCOL offers an undergraduate degree in Global Studies through the Bachelor of Arts Completion program and a graduate degree in Global Community Engagement. Both provide working professionals with knowledge and skills to effectively navigate diverse workplaces. In 2019-2021, an average of 14 students pursued the Global Studies program and 34 students pursued the Global Community Engagement degree [Data].

The undergraduate minor in Critical Race and Ethnic Studies encourages students to examine race and ethnicity as categories of social, political, historical, and cultural analysis, in the US and globally. Students think critically across disciplines and gain skills for engaged, ethical citizenship through the 100 courses offered in the minor from 34 affiliated faculty. The minor started in Winter 2019 and included 27 students by spring 2020.

The Colorado Women's College Leadership Scholars program develops diverse, thoughtful, civically responsible leaders. The program served 46 scholars in 2019-2020 and 46 students are enrolled for 2020-2021, with 14 new scholars. The program is designed for women-identified undergraduates who are first-generation and from underrepresented backgrounds at DU.

In addition to the portfolio of languages in the Department of Languages and Literatures, the Center for World Languages and Cultures (CWLC) offers credit and non-credit courses in various lesser-taught languages. Credit-bearing classes offered in Directed Independent Study format or in conjunction with international strategic partners help specific student cohorts with upcoming internships or travel courses [CWLC Overview].

DU has developed distinctive cooperative degrees with international strategic partners. DU created Global Masters programs in multiple disciplines with Lund University, University of Western Australia, and University of Glasgow, combining DU's strength in study abroad with the partners' strength in traditional graduate research programs [Lund Handbook]. Students study three years at DU, followed by one year at the partner, after which they obtain their bachelor's degree from DU, with an option to obtain a master's degree through an additional year at the partner institution.

DU's Living and Learning Communities (LLCs) combine academic seminars, co-curricular activities, and civic engagement to enhance the DU undergraduate experience. The LLCs are organized around five interdisciplinary themes: Environmental Sustainability, Innovation &

Entrepreneurship, Wellness, Social Justice, and International. Additional non-curricular programs allow students to explore culturally rich environments, including GlobalRes, a themed living community for students [Newsroom Article].

Experiential learning prepares students for work and life in a multi-cultural world. Master of Social Work students complete two year-long internships or field placements. First year internships build on generalist social work values and skills; the second year focuses on competencies for specific concentrations. Sturm College of Law (SCOL) clinical programs practice law supervised by experienced clinical faculty. The Low Income Tax Payer Clinic, the Veterans Advocacy Project, and the Tribal Wills Project provide legal assistance and representation to underserved populations while giving students specialized, hands-on experience to help them make an immediate, valuable impact in their chosen fields.

Study abroad is an important part of the DU experience for both undergraduates and graduates, offering exposure to new perspectives and knowledge that strengthen academics, community, and career. The Office of International Education (OIE) guides them throughout the study abroad process. OIE assesses study abroad using a modified AACU Intercultural Learning Template; 2015 and 2018 assessments concluded that study-abroad students demonstrate incremental gains in key intercultural competencies [2015 Assessment Report, 2018 Assessment Report and Cover Letter]. OIE is currently considering the Intercultural Development Inventory for assessing intercultural development.

DU also offers short-term study abroad experiences for graduate students. GSSW offers four international courses in Bosnia, Kenya, South Africa, and Mexico. JKSIS often offers global courses during interterm, such as Development Trajectory of Modern Brazil; Culture and Politics in Japan; and Devising Activism: Creating Performance with LGBTQ Refugees in Cape Town, South Africa.

Students within GSPP's International Disaster Psychology program take an Intercultural Competence course to prepare for an eight-week international mental health/psychosocial summer internship in countries with a history of acute, chronic, and/or cyclical human-made and natural disasters. Such programs provide students with the skills necessary to anticipate and address cross-cultural challenges [Syllabus].

3.B.4. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Currently, DU is classified "higher research activity" by the Carnegie Classification of Institutions of Higher Education. Faculty engage in research, scholarship, teaching and creative work to produce and transmit knowledge—from basic research in natural sciences and mathematics to applied research in professional psychology to original works in music and the arts.

As documented in Policies and Procedures Relating to Faculty Appointment, Promotion, & Tenure, all tenure-track faculty members are expected to engage in scholarly and/or creative activity. Promotion to associate and full tenured professorships requires demonstrated excellence and ongoing growth in scholarship and/or creative activity. In the Research Professorial Series, faculty are evaluated primarily on the excellence of their research and are usually expected to support their positions through external funding.

DU's annual externally funded research expenditures remained consistent at $20 million until 2014-2015. Since then, the University has experienced rapid, consistent growth in research expenditures [FY2017, FY2018 and FY2019 Research and Scholarship Annual Reports]. In the first six months of 2019-2020, DU expended nearly the same amount from grants as it did in the entire year of 2014-2015. The number of unique principal investigators (PIs) increased from 110 in 2014-2015 to over 200 in 2019-2020. PIs come from almost every academic unit, demonstrating the entire campus has contributed to and benefited from expansion in funded research. Grants and contracts support students through intensely mentored experiences, financial aid and stipends, and collection and analysis of data; 20% of student workers are paid through grants. DU is on track to become an R1 institution within five years due to significant growth in externally funded research.

As discussed in 1.B, DU's research centers and institutes investigate socially relevant issues and address complex problems. DU invests more than $1 million annually to support faculty and student research projects, with Internal University grants ranging from $1,000 to $250,000. The Office of Research and Sponsored Programs (ORSP) provides support services to help faculty obtain and maintain external funding. DU recognizes the contributions of its faculty annually with a Celebration of Scholarship, Research, and Creative Work and booklet. In 2018-2019, 365 faculty were recognized, with 1625 publications, including books, book chapters, reviews, journal articles, conference proceedings, and encyclopedia entries. We also present annual University Lecturer and Distinguished Scholar awards to acknowledge contributions in research and scholarship [2019 Awards, 2020 Awards].

Student creative and research endeavors are featured prominently. The University Writing Program publishes *WRIT Large*, an annual journal of undergraduate research and writing; over seven years and seven volumes, faculty editors have worked with 63 student authors and 19 student editors to make student writing and research more visible on campus. In 2016, with pilot funding from DU IMPACT 2025, DU began a common reading and writing project, One Book, One DU, in which students read the same text and respond to a shared prompt. Each year, a faculty committee selects student essays and responses from older students, faculty, staff, and alumni for publication in *Many Voices, One DU*.

Every spring, the University celebrates student research at the DU Research & Scholarship Showcase. The Undergraduate Research Center (URC), the Office of Research and Scholarship, the Office of Graduate Education, and the Interdisciplinary Research Institute for the Study of (In)Equality (IRISE) have collaborated with the Center for Community Engagement to advance Scholarship & Learning to broaden the scope of scholarship represented. Career and Professional Development and the Writing Center host workshops on writing research abstracts and creating poster presentations. The Advancement team invites alumni, interested employers, and community members to participate as judges and attendees. In 2020, DU hosted the showcase virtually and the Writing Center created webinars to help students prepare.

3.C. Core Component

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and cocurricular activities are appropriately qualified, trained, and supported in their professional development.

Argument

3.C.1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

As detailed in 1.C, in 2015-2016, the University made administrative changes to ensure the overall composition of faculty and staff reflects human diversity. In 2019, the Senior Diversity Officer position expanded in scope. This fall, DU will conduct a national search for the inaugural Vice Chancellor of Diversity, Equity, and Inclusion, to focus on inclusive academic climate and ensure that faculty composition reflects human diversity.

Inclusive hiring is a priority [Faculty Hiring Guide, Staff Hiring Guide]. In May 2015, Faculty Senate passed a hiring resolution focused specifically on diversity hiring. The Office of Diversity, Equity, and Inclusion (ODEI) has curated resources to help hiring managers conduct fair searches with diverse applicant pools.

The percentage of full-time faculty of color increased from 14% in 2010 to 20% in 2019 [Faculty Composition]. We recognize room for improvement, especially for staff and administrators, as the percentage of people of color in these positions has remained stable, ranging from 21% in fall 2010 to 22% in fall 2018 [Staff and Administrators Composition].

The Chancellor's Statement on Diversity emphasizes that all DU community members are responsible for diversity, equity, and inclusion (DEI) work. In 2016, as part of DU IMPACT 2025, Diversity Dashboards were created to evaluate progress toward DEI goals, and academic units include DEI in strategic plans [Alignment with DU IMPACT 2025 Transformative Direction 4].

3.C.2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the

curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.

The [DU Factbook](#) affirms that DU has sufficient numbers and continuity of faculty to carry out classroom and non-classroom roles. The 2019 Factbook reports the number of instructional faculty (733 full-time and 693 part-time), percentage of faculty with a terminal degree (90%), and percentage with tenure (50%). Continuity of faculty is evidenced by average years of service for tenured (16.9 years), tenure-track (2.7 years), and non-tenure track (7.2 years) faculty. We are proud of our 12:1 student-to-faculty ratio.

Annual analysis examines the number of credit hours taught over the last ten years, and variance and cost, by faculty appointment type. Since 2010, the budgeted faculty FTE has increased 24% and fall student enrollment has increased 11% [[Fall Enrollment and Budgeted FTE Faculty](#)].

3.C.3. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial offerings.

All instructors are appropriately qualified; 90% of full-time faculty hold terminal degrees and 50% are tenured. DU abides by the minimally qualified faculty guidelines set by HLC [[DCB Faculty Strategic Hiring Guidelines](#), [CAHSS Faculty Credentials Policy](#)].

Based on HLC review in 2010, DU submitted a follow-up report clarifying UCOL adjunct faculty qualifications [[Reviewer Report 2010](#)]. Because UCOL is a professional and applied program and tends not to hire faculty with terminal degrees, they developed a robust system for ensuring adjunct faculty are appropriately qualified, including a set of instructor competencies and a master spreadsheet of required competencies for each course [[Organizational Leadership degree program](#)]. UCOL requires a corresponding Faculty Competency Form for faculty who teach any course, regardless of level of education, how long they have taught for UCOL, or their status [[Faculty Competency Form](#)].

DU ensures that all faculty are appropriately qualified. For the online MSW program, the adjunct pool is hired based on potential to teach across all GSSW programs [[Adjunct Faculty Hiring Guide](#), [Job Description](#), [Teaching Demo](#)]. Faculty who teach online complete a development program of self-paced modules and live sessions. MCE online programs are primarily taught by core appointed faculty members. Adjuncts must have a terminal degree and prior teaching experience.

3.C.4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

As documented in Policies and Procedures Relating to Faculty Appointment, Promotion and Tenure, each academic unit conducts annual review of every faculty member to document, discuss, and evaluate their performance. Mutually agreed-upon goals and priorities for the subsequent year are established, and their attainment is considered as one aspect in future evaluations for reappointment, promotion, salary increases, and pre-tenure and tenure review.

In 2014, a core group of faculty members, deans, administrators, and Trustees advocated for a review process for tenured faculty. Faculty Senate formed a Tenured Faculty Performance Review (TFPR) Committee [Faculty Senate Motion] to consider changes in current performance review policies and procedures for tenured faculty. After collecting data from stakeholders, reviewing literature on best practices in post-tenure review, and surveying faculty opinions, the TFPR Committee recommended that a traditional post-tenure review *not* be implemented [Faculty Opinion Survey] but that DU implement a policy emphasizing faculty development [Motions for Policies and Procedures for Faculty Development], implemented by chairs and directors as part of the annual review process. Faculty professional development opportunities and policies are discussed in 3.C.5.

Academic units use various tools and processes to ensure appropriate evaluation of faculty [DCB Merit Guidelines]. MCE bases merit for faculty of any rank or series on a combination of scholarship, teaching, service, and administrative performance [MCE Merit Guidelines]. UCOL created an online Faculty Observation and Feedback Tool, which allows the Academic Director to observe online or on-campus faculty, provide feedback, then collaborate with the adjunct faculty member on a required Teaching Plan [Teaching Plan Observation and Response, Observation Forms Part III, IV and VIII]. The tool is directly commensurate with UCOL course and teacher evaluations and baseline faculty expectations [Video].

Online MBA instructors at Daniels College of Business are evaluated by University SET scores, 2U Net Promoter Score Survey, bi-weekly check-ins with students, and live session recordings. University SET scores come from student evaluations in week 9 [Online MBA survey]. In week 8, students complete The Net Promoter Score survey, which asks if they would recommend an instructor/class to peers. After SET and Net Promoter Score results are released, the Faculty Director meets with every course lead to discuss any student-suggested improvements. Daniels is currently developing a live-session quality assurance process and scoring rubric for fall 2020.

The Writing Program conducts annual reviews of teaching quality using a multiple-measures approach elaborated in the Writing Program Faculty Handbook that includes full syllabi for all courses taught, three commented and graded student papers from each course, faculty teaching reflections, classroom observations, and student course evaluations.

University policy dictates that all University courses be evaluated by students every quarter, and evaluations are included in faculty members' annual reviews [CAHSS Annual Report Template, CAHSS Annual Review Questions, NSM Annual Report Template]. In May 2020, the Faculty Senate voted to approve the formation of an Alternative Teaching Assessment Task Force.

3.C.5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

In 2016, the Faculty Senate established committees to recommend Policy and Procedures for Faculty Development (PPD), Job Responsibility Distributions (JRD), and Peer-to-Peer Conversations (P2P) [April 1 2016 Motions, Policies and Procedures for Faculty Development]. They were approved May 2017, expanding financial resources for professional development beyond conference attendance. These policies will be reviewed periodically to remain current.

The Office of Teaching and Learning (OTL) provides resources to support faculty development. A Teaching@DU Short Course introduces new faculty to DU, outlines available resources, and overviews current best practices in higher education pedagogy and technology [Syllabus]. Additional opportunities, courses, and resources for faculty to develop their careers and advance their practice include teaching consultations, instructional design support, and technology consultations. OTL also supports graduate student instructors. In the Student Faculty Partnership program, faculty and students work together to address how the University can create more engaging, inclusive, learning-rich environments. To date, 31 faculty and 23 students from across disciplines have participated [Story of Impact].

OTL offers a Teacher Scholar Faculty Learning Community to provide scaffolding for pre-tenure faculty. Content includes grant writing, developing balanced schedules for teaching, scholarship, and service, and networking with other faculty. The Course Design Institute (CDI) is a week-long, immersive experience that brings faculty together for meaningful guided discussion, hands-on workshops, and sessions to design or redesign a course they will teach in the upcoming year [CDI Itinerary August 2019, Story of Impact]. To date, 110 faculty from across disciplines and ranks have participated. Data from surveys and reviews of deliverables indicate that participants achieve intended learning outcomes [CDI Learning Outcomes Alignment Table].

OTL also offers programs for faculty to receive feedback beyond student evaluations. Between 2013 and 2018, staff members conducted over 80 student feedback sessions that provide anonymous, detailed, and specific feedback about curricula and teaching.

In 2019, DU joined the National Center for Faculty Development & Diversity (NCFDD), offering a holistic model of professional development [DU NCFDD Membership Details]. Offerings from NCFDD serve various faculty and institutional needs identified by DU IMPACT 2025, such as recruiting, mentoring, and retaining faculty and improving support for graduate and post-doctoral students [NCFDD Evaluation Report].

Individual units also provide professional development resources. The College of Natural Sciences and Mathematics (NSM) awards Olin Faculty Development Grants averaging $2,000 to assist NSM faculty in developing research, teaching, and scholarship activities. UCOL offers a Master Teacher Program for faculty members to continually develop professionally. CAHSS runs a mentoring program in which incoming permanent faculty are paired with an experienced faculty member in another department [Email to Faculty, Program Expectations].

3.C.6. Instructors are accessible for student inquiry.

DU surveys first-time first-year students and seniors every two years using the National Survey of Student Engagement (NSSE). In 2016 and 2018 respectively: 51% and 46% of seniors had talked to a faculty member about career plans; 34% and 27% had worked with faculty on activities beyond coursework; 37% and 36% discussed course topics or ideas with faculty outside of class; 36% and 36% discussed academic performance; 66% and 62% reported that faculty provided prompt and detailed feedback on tests or completed assignments; and 60% and 54% reported that a faculty member provided feedback on work in progress. In both 2016 and

2018, DU was above averages from peer institutions and other RU/H privates, demonstrating that faculty are accessible for students across majors.

In first-year seminar (FSEM) course evaluations, students rate: *My first-year seminar instructor was readily available to meet with me*. In 2018 and 2019, students responded positively to this question, with 5.46 and 5.47 averages on a 6-point scale.

Faculty are expected to hold office hours outside of class for student inquiry. Many units set expectations around contact hours [MCE Office Hours 2019-2020, NSM Faculty Teaching Guidelines, CAHSS Faculty Teaching Guidelines and DCB Faculty Teaching Guidelines].

3.C.7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and cocurricular activities, are appropriately qualified, trained, and supported in their professional development.

All units ensure that staff providing support services are appropriately qualified. The Office of Academic Advising uses Academic Advisor Qualifications and a Phone Interview Matrix to standardize evaluation of candidates. Advisors are trained and onboarded [New Advisor Training Schedule] with Mental Health first-aid training and access to professional development organizations, including the National Academic Advising Association and the Colorado-Wyoming regional conference. Quarterly all-campus advisor meetings discuss best practices and departmental updates. Advisors also receive quarterly observations and feedback sessions with their supervisor [Observation Form].

The University Writing Center employs undergraduate and graduate student consultants to work with students on academic, professional, creative, and personal writing. Applicants submit a writing sample, faculty recommendation letter, and letter of interest and demonstrate consulting potential in a mock tutoring session. All staff take or audit a two-credit graduate course on writing center theory and practice [Sample Syllabus]. Consultants participate in weekly studios led by advanced graduate consultants that allow staff to apply class concepts to their work. Consultants participate in 3-4 trainings each quarter thereafter for year-round professional development [Staff Meeting Sample 1, Staff Meeting Sample 2] and are observed twice yearly by writing faculty and peers [Faculty/Director Observation Form, Peer Observation Protocol].

Within the Office of Financial Aid, entry-level advising positions require an undergraduate degree, but financial aid experience is usually not required at this level. Higher level positions require financial aid experience and preferably an advanced degree. The office maintains active membership in the National Association of Financial Aid Administrators (NASFAA), which provides webinars and daily newsletters. Advising staff attend national, regional, and state conferences, and have presented at and planned aspects of conferences including the Federal Department of Education Student Financial Aid Conference, the College Board National Forum, and College Board Colloquium [Conference Proposal Acceptance Email]. Staff at all levels participate in policy development such as satisfactory academic progress. Thorough in-house training provides advising mentorship for new staff with a full-time compliance and training position, with advising tools from NASFAA [Meeting Minutes] as well as guest lectures.

3.D. Core Component

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, and museum collections, as appropriate to the institution's offerings).

Argument

3.D.1. The institution provides student support services suited to the needs of its student populations.

The University has robust support services suited to the diverse needs of our student populations. Academic student support services are detailed in 3.D.2, but the University also provides social, emotional, and financial support.

Discoveries Orientation offers a comprehensive introduction to campus for undergraduate first-year and transfer students, including sessions about the Health and Counseling Center, Study Abroad, Student Life, and an introduction to campus leadership. Based on the success of other residential cohort programs, Student Affairs created the Transfer Living Community where they can connect with others in a supportive community. International Student and Scholar Services (ISSS) hosts orientation every quarter [Fall 2020 Virtual Orientation].

DU hosts Graduate Orientation, a one-day event with panels on research, teaching, and campus services, and academic units host their own graduate student orientations. SCOL provides a comprehensive orientation that covers methods of legal pedagogy, skills relevant to the first year, the importance of public service, and future certification for the bar [Full-Time Orientation Schedule 2019, Part-Time Orientation Schedule 2019].

As a part of DU IMPACT 2025, Student Affairs and Inclusive Excellence piloted the COMPASS program, a co-curricular experience that supports navigation of campus resources, development of academic and social skills, and transition to collegiate life [Sample Course Description, Initial DU IMPACT 2025 Proposal]. This learning community engages in critical thinking, challenging dialogues, and praxis through a holistic approach to learning styles, emotional intelligence, strengths and virtues, and learning across difference. As the campus transitioned to focus on the 4D student experience, the pilot program ended but the curriculum was adopted into the 1GENU program [Fall 2020 Syllabus].

Because helping students navigate the University is vital to their success, DU offers a variety of resources, including the Cultural Center, Pride Portal, Center for Community Engagement to Advance Scholarship and Learning, DU Programming Board, Pioneer Leadership Program,

International Student and Scholar Services, Undergraduate Student Government, Graduate Student Government, and many student organizations and clubs.

Student-Athlete Support Services provides a comprehensive and systematic personal development program. The first year helps students transition to university life with sessions on time management, leadership, and self-esteem. Sophomore and junior experiences help students with career planning, and the final year addresses life skills such as interviewing and personal finance.

Veterans Services supports student veterans, dependents, ROTC, and active duty military, such as housing support and the Student Veterans Association, through which GI Bill users experience a smooth transition into higher education. On average, Veterans Services supports 325 GI Bill users and 50 ROTC and active duty service members each year.

For emotional support, students can access the Health and Counseling Center (HCC) and Student Outreach & Support (SOS) office. HCC is an integrated health and counseling center that meets students' needs with quality health care services. In 2018-2019, there were over 13,000 mental health-related visits and 14,000 medical/nursing-related visits, with an additional 1,300 visits to the Center for Advocacy, Prevention and Empowerment (CAPE), which supports survivor healing related to gender-based discrimination, harassment, sexual assault, relationship or dating violence, and stalking. Students can contact Campus Safety, the DU 24-Hour Emergency phone number, CAPE and the Title IX Office, which provides outreach to all identified impacted students, faculty, and staff, including resources for emotional support and system advocacy; an overview of options for addressing discrimination, harassment or violence on campus and off; assistance with interim measures to help impacted parties; alternative resolution options for non-violent policy violations; and investigations of violations of University policy related to gender-based discrimination, harassment, and violence. SOS assists students by connecting them to resources, developing a plan of action to meet their goals, and navigating challenging situations [Referral System]. In 2018-2019, SOS handled over 2,100 cases.

In fall 2018, the University opened the Collegiate Recovery Community (CRC), a supportive environment that reinforces the decision to pursue sobriety, offering a community lounge, alcohol- and drug-free social events, support meetings, peer mentoring, and educational events [Newsroom Article].

DU offers robust support services for international students through Morneau Shepell. The International Student Support Program is free and offers online resources and International Student Support Counselors. International students can connect with a counselor who speaks their language, understands their culture, and can help address the unique challenges they face.

For financial support, students connect with the Bursar's Office and Student Employment. They can also find financial aid and scholarship support through the Office of Financial Aid, which offers a variety of financial literacy events [Loan Repayment Presentation and Recording].

3.D.2. The institution provides learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

DU provides learning support to address the academic needs of students, including the Office of Academic Advising, Career Center, Math Center, Science and Engineering Center, Research Center, and Writing Center.

The Disability Services Program supports students with disabilities through test accommodations, alternative format texts and materials, classroom changes, and specific meal plans. The Learning Effectiveness Program (LEP) provides individualized support for students with Learning Disabilities and/or Attention Deficit Hyperactivity Disorder (ADHD), students on the Autism Spectrum, and students who have a history of learning differences through academic counseling, tutoring, executive functioning support services, mentoring, and social skills and events.

The English Language Center (ELC) prepares non-Native English-speaking students for academic success through evaluation, advising, and teaching. The pre-collegiate intensive English curriculum focuses on all language skills and US academic culture. ELC also offers credit-bearing language and culture courses for matriculated undergraduates [Launch Curriculum]. At the graduate level, ELC evaluates prospective international teaching assistants and offers a non-credit support course.

Two programs developed in the last five years specifically support underrepresented students. Equity in Science, Technology, Engineering, and Mathematics (E-STEM) is a four-year program that provides historically underrepresented undergraduates in STEM fields with academic success strategies, professional development skills, and a vibrant and welcoming community. 1GenU, another four-year developmental and community-building program, assists first-generation students and their families in navigating the institution while providing mentorship and academic resources to ensure success at DU and post-graduation.

Academic units offer specialized support for undergraduate and graduate students [Graduate School of Social Work, Daniels College of Business Career Services, Ritchie School of Engineering and Computer Science]. For the MS in Data Science and MS in Cybersecurity degree programs, the Computer Science Department created four accelerated "bridge courses" [COMP 3001-3008 Course Descriptions] to provide the solid foundation in computer science and/or mathematics needed to be successful in these programs. Placement exams determine which courses students need.

The Department of Mathematics offers two courses, MATH 1010 and MATH 1070, for undergraduates who need additional preparation before a required calculus course. Students are advised to take these courses based on a placement exam and pre-collegiate standardized test scores [Advising Tools, Advising Email to Students].

3.D.3. The institution provides academic advising suited to its offerings and the needs of its students.

The undergraduate academic advising network includes support from faculty and staff. First-year seminar (FSEM) instructors serve as mentors and primary advising support during students' year-long academic transition. Staff Academic Advisors work with students on degree planning and understanding University policies. Academic advisors also support student development through strength-based skill-building. Students with a cumulative GPA below the required 2.0 for good academic standing are required to schedule weekly Academic Coaching meetings.

DU joined the HLC Persistence and Completion Academy in 2017. The first two years centered on data-gathering, and after the 2019 mid-point roundtable, we focused Quality Initiative efforts on improving support and coordination for undergraduate academic advising. We established a sub-committee of the University Council on Student Success, the Faculty Engagement Group [Group Charge], which offers annual advisor trainings to establish a baseline of advisor expectations and responsibilities. This work coincides with current restructuring of the Office of Academic Advising, moving it from Student Affairs to Academic Affairs to better align practices and support the faculty advising model.

In August 2020, we launched the online undergraduate academic advisor training, providing a baseline of information and skills to prepare faculty and staff advisors to be a caring, knowledgeable resource for students [Email to Faculty]. After one week of opening the course, more than half of the nearly 300 faculty advisors had started the training. Sychronous follow-up workshops have been scheduled for fall quarter and continue into winter quarter.

JKSIS and DCB have professional academic advising models and partner with faculty to mentor undergraduates with research and career advising and monitor students' academic performance. From second year through graduation, students meet with major faculty advisors who help them understand the curriculum and research opportunities in their concentrations.

Strong academic advising also occurs in online graduate programs. Students meet with their faculty advisor each quarter and complete academic study plans within their first quarter. Students are paired with a student success coach who provides additional support in navigating the LMS and other questions related to the 2U platform [School Counseling@Denver Student Handbook 2020, Morgridge College of Education Policies].

Similarly, for the MSW@Denver online program, students are paired with success coaches who provide support in navigating the LMS and questions related to online learning [Student Support, MSW@Denver Student Handbook]. Student success advisors meet routinely with GSSW faculty and professional advisors to remain familiar with the curriculum. Schedule planning is supervised by professional advisors.

3.D.4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, and museum collections, as appropriate to the institution's offerings).

In addition to continuously improving our academic programs, we have invested in physical and technological infrastructure, detailed in 5.B. In 2018, DU completed a campus master planning process that culminated in the Denver Advantage Campus Framework Plan [Executive Summary] to support current and future needs. We identified the need for three new buildings: a community commons, first-year residence hall, and career services hub. A campus-wide space audit and assessment of four academic units identified needs and informed proposals for new and renovated academic spaces [Sturm Hall Space Audit, GSPP and GSSW Space Audit, NSM Space Audit].

Several major construction projects were completed in the last seven years. In October 2015, the Daniel Felix Ritchie School of Engineering and Computer Science building opened. The five-floor, 130,000-square-foot facility features $1 million in new equipment and added space for

research, instruction, and community areas. The library, Anderson Academic Commons (AAC), was [renovated](#) in 2013 into a 154,223 ft² academic service center that enhances student learning and faculty teaching. The AAC is a well-loved space central to the academic life of the campus and was ranked [4th on Princeton Review's 2020 list of best college libraries.](#)

[University of Denver Libraries](#), comprising AAC and the Bonfils Stanton Music Library in the Lamont School of Music, serves students, staff, faculty, and community patrons. DU Libraries provide over three million physical volumes, three million electronic journals and books, and a quarter-million streaming videos and audio files. The statewide *Prospector* catalog accesses 30 million items, typically delivered to campus in 2-3 days. An average of 94,500 physical volumes circulated per year between 2014 and 2018; last year, over 58,000 journal articles and 122,000 book chapters were downloaded from just one major electronic journal/book platform, *SpringerNature*. Many materials are integrated with the course management system (Canvas), and the community can access additional resources through interlibrary loan and on-demand purchasing agreements [[Accreditation Report – University Libraries](#)]. In the [University Libraries Strategic Plan](#), DU reimagined how the library engages in student-centered learning; enhances teaching, creative work, and research for faculty; and augments University-community connections.

Various DU clinics train students and provide services to community members. The Department of Psychology's [Center for Child and Family Psychology](#) offers evidence-based therapy and assessments to the Denver metro community while training graduate students in the clinical child program under supervision of licensed professionals. [GSPP offers clinics](#) that train graduate students in mental health in areas of oncology, sport performance, pregnant and postpartum families, and trauma and disaster recovery. [MCE offers graduate training](#) in counseling services and psychological, psycho-educational, and career assessment. As discussed in Criterion 1, SCOL offers [in-house clinics](#) where student-attorneys learn law through faculty supervision and real-life client representation in areas of civil rights, civil litigation, community economic development, criminal defense, environmental law, immigration law, and community innovation.

DU's [art galleries and collections](#) feature works by DU artists alongside art by regionally, nationally, and internationally renowned creatives. DU's [Anthropology Museum](#) is a teaching museum and laboratory for experiential learning and a research center for students, faculty, and visiting scholars [[Funder Packet](#)]. The gallery hosts exhibits curated by DU faculty, graduate students, and community curators and organizations. The [Vicki Myhren Gallery](#) showcases and inspires creativity as a multidisciplinary space for conversation, co-creation, performance, and practice of the arts while providing professional experience for graduate student gallery assistants and undergraduate gallery attendants.

[The Madden Museum of Art](#) is a DU-run venue and hands-on teaching facility for art history and museum studies. It features [The Madden Collection](#), exhibitions supported by scholarship, and educational programming related to permanent collections. The [Hampden Art Study Center](#) is a facility for the storage, examination, and preparation of artworks in an educational setting, with 3500 cataloged artworks and a secure, climate-controlled space for access to and care of University Art Collections, allowing management staff, including many graduate students of the School of Art and Art History, to work in all aspects of collections management.

The Emergent Digital Practices program offers cutting-edge technology in the arts through innovative classrooms, computer laboratories, and performance/exhibition spaces, including the Ralph and Trish Nagel C³ Studios, a configurable black box installation and performance space, the Leo Block student computer laboratory—an open lab space for e-textiles, electronics, and 3D printing—and configurable classrooms. Support through the John Madden Center for Innovation in the Liberal and Creative Arts sponsored the Clinic for Open Source Arts, which brings developers of open-source creative tools to campus so students can see community-engaged coding in action.

The Lamont School of Music benefits from its home in the Newman Center for the Performing Arts. With the resources of practice rooms/rehearsal spaces, teaching studios, smart classrooms, a dedicated music library, a music technology lab, two recording studios, and three performance venues, DU's music program provides students and instructors necessary to support effective teaching and learning.

Programs within NSM require significant lab space and special apparatus in order to accomplish the program and course learning outcomes in biology, physics & astronomy, modern physics and more.

The Ritchie School of Engineering & Computer Science offers over 45 research and research support spaces to further the work of our faculty and students. A key aspect of all our labs is the cross-disciplinary work done by engineering and computer science departments. For example, the Center for Orthopedic Biomechanics features three collaborative labs that create unique research and industry partner opportunities. The Electrical and Computer Engineering department features labs for cutting edge research in Renewable Energy, Photonics, and spaces to support research in Artificial Intelligence for the Public Good and Smart and Sustainable communities [ECS Lab Space, Metallurgy Building Lab Space].