

## CRITERION FIVE: ENGAGEMENT AND SERVICE

*As called for by its mission, the organization identifies its constituencies and serves them in ways both value.*

As the history of the University of Colorado at Colorado Springs (UCCS) clearly shows, the campus is deeply woven into the fabric of Colorado Springs. Far from moving away from that historic anchor, the campus has become even more connected with the community. Whether campus programs serve the community's needs for educators, nurses, business people, and technology experts or simply individuals' needs to pursue their dreams, UCCS has always been a core part of Colorado Springs and the Pikes Peak region. In addition, much of the campus' research, scholarship, creative work, and service are intended to meet the region's needs. From TheatreWorks to the Small Business Development Center, UCCS faculty, staff, and students are thoroughly engaged in this community.

One confirmation of UCCS' success in engaging its community is the recognition of the campus in the American Association of State Colleges and Universities' 2002 publication, *Stepping Forward as Stewards of Place*. Based on the methodology used on behalf of the American Association of State Colleges and Universities, the National Center for Higher Education Management Systems identified institutions as exemplars of success in public engagement. UCCS was selected as one of two most engaged campuses in the country. (The other was Arizona State University-West.)

*Core Component 5a — The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.*

### Formal Campus Interactions with Community

UCCS employs a number of formal means to receive counsel and input from various constituencies important to the university's success. Some of the most visible of these include the following:

#### ***Chancellor's Roundtable***

Chancellor Pam Shockley-Zalabak uses a 20-member advisory board to provide input about UCCS activities and serve as a strategy team in achieving university objectives. Members represent current and retired leaders from private and public sectors and include former elected officials.

#### ***University Club***

For more than 20 years, UCCS has operated an organization that allows local business community members to interact with university faculty and staff and provide feedback about the university's activities. Following a format similar to large, national service organizations, club members attend monthly luncheons that feature faculty members as guest speakers and interact with faculty and top campus administrators — chancellor, vice chancellors, and deans. Dues paid by club members support student scholarships and an annual teaching award. By having faculty members speak at luncheons, members are kept abreast of faculty activities. An example of the interaction among University Club members, faculty, and staff is its participation in the formation of the university's academic strategic

plan. Specifically, academic deans and vice chancellors facilitated a discussion with club members about community needs as UCCS developed plans for additional degree programs.

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### *The EDC named UCCS one of Colorado Springs three economic anchors*

#### ***Colorado Springs Economic Development Corporation***

University officials work closely with the local economic development organization charged with attracting new employers to and retaining current employers in the community. University officials serve on the Colorado Springs Economic Development Corporation's (EDC's) Board of Directors since they are frequently called upon to assist in recruiting new businesses. An example of the university's close interaction with the EDC was evidenced in 2005, when the EDC named UCCS, along with the downtown business corridor and the airport, as one of Colorado Springs' three

economic anchors. Moreover, maintaining a relationship with EDC allows the university to receive feedback about the needs of current and future employers.

#### ***Colorado Springs Chamber of Commerce***

Chancellor Pam Shockley-Zalabak is a member of the Colorado Springs Chamber of Commerce Board of Directors, and other members of the campus actively participate in chamber events. Through participation in an organization directed at fostering a positive environment for business development, UCCS officials receive feedback about university programs and employers' needs. An example of the close interaction between the Chamber of Commerce and campus leadership is the chamber's continuing support of the university in a number of forums, including the chamber's support of Referendum C. This claim is evidenced by the fact that chamber members and university officials made legislative relations trips to Denver and Washington, D.C., in support of the referendum.

## **College Advisory Boards**

In addition to these and other campus-level interactions, each of the colleges maintains a diversity of formal and informal mechanisms for soliciting community input. Taken together, these efforts form a powerful bond between the campus and community.

### **College of Business and Administration**

The College of Business and Administration (COB) is in the process of rebuilding the college's primary advisory board, whose responsibilities include providing input on program offerings and long-term planning. Other advisory boards in the college include the Southern Colorado Economic Forum (SCEF) Advisory Board and the Center for Entrepreneurship Advisory Board. The SCEF board assists in finding keynote speakers and panelists, identifying the forum agenda, fundraising, providing marketing support, and monitoring the budget. The advisory board is instrumental in setting the overall direction of the forum. COB also has student advisory boards such as Students in Free Enterprise (SIFE) that help enhance the student's professional experience while in a college setting.

Besides college-level boards, each department has been charged with establishing an advisory board to help identify emerging business and economic trends within the community. One example of such a board is the Professional Golf Management (PGM) Advisory Board. It is responsible for assisting in program review and ensuring that the program complies with accreditation standards.

## **College of Education**

The College of Education (COE) incorporates advisory boards and consults with community organizations at several levels. The college-level boards are the Dean's Advisory Council, the Diversity Committee, and Pikes Peak Area Superintendents Association. Several other departments in COE have advisory boards, too. The Teacher Education Council in Curriculum and Instruction along with the Community Advisory Committee in Special Education are additional examples. The following highlights the various advisory boards' roles.

### ***Dean's Advisory Council***

The Dean's Advisory Council consists of UCCS and Pikes Peak area community representatives. Members come from diverse segments of the community. Those segments include school districts, businesses, and UCCS faculty, as well as parent, civic, and military organizations. The board meets twice each semester to assist the college in strategic and tactical planning in connection with its goals.

### ***Diversity Committee***

The Diversity Committee helped design COE's Diversity Action Plan, a document that delineates COE activities to actualize college, campus, and University of Colorado System (CU System) goals regarding diversity. The committee consists of UCCS faculty and staff who represent UCCS academic and administrative departments, representatives of area school districts, and Pikes Peak area community members.

### ***Pikes Peak Area Superintendents Association***

The Pikes Peak Area Superintendents Association consists of Pikes Peak area school superintendents, the dean of education at UCCS, the president of Pikes Peak Community College (PPCC), representatives from the Board of Cooperative Educational Services (BOCES), and representatives from the Council for the Advancement and Support of Education (CASE). The association focuses on PK – 16 initiatives to spark the genius of all children.

### ***Teacher Education Council***

The Teacher Education Council is an advisory council for the Teacher Education Program that focuses on how to enhance teacher education. The council consists of representatives from UCCS departments, Pikes Peak area school districts, and civic organizations.

### ***Community Advisory Committee***

The Community Advisory Committee is an advisory committee for the Special Education Department. The committee consists of representatives from Pikes Peak area school districts, civic groups, and government agencies that provide services for individuals with disabilities or special needs. The committee focuses on reauthorizing the Individuals with Disabilities Education Act (IDEA) and aligning COE goals with federal mandates.

## **College of Engineering and Applied Science**

Initiated in 2003, the Rocky Mountain Technology Alliance (RMTA) is both a powerful community organization and the primary advisory board for the College of Engineering and Applied Science (EAS). RMTA is a network of industry, academic, and government organizations that work as partners to strengthen individual communities by expanding the Rocky Mountain technology corridor's global leadership in the research, education, application, and commerce of technology.

While RMTA is divided, or structured, into chapters that range from New Mexico to Wyoming, the first chapter originated in Colorado Springs, and EAS is the permanent host of this chapter. RMTA also supports college fundraising projects and provides feedback on proposed college-wide curricula, such as the approved MEng System Engineering degree.

The departments of computer science, electrical and computer engineering, and mechanical and aerospace engineering each host an advisory board that can provide corresponding departments with feedback about the curriculum. These boards are invaluable to the ABET accreditation process. Board members who are involved in the Colorado Springs technology community provide continual feedback on the educational objectives of each program. In addition, departmental advisory board members connect EAS departments to local industry and support students by providing mock interview practices.

## **College of Letters, Arts, and Sciences**

The College of Letters, Arts, and Sciences (LAS) uses advisory boards at a number of levels. Advisory boards within LAS take on very different forms, forms customized to the particular mission of each board. Nonetheless, they provide a vehicle for campus programs to reach the public. Effective communication is a two-way exchange. Board members become aware of UCCS program activities and pass on this awareness to the community, and UCCS becomes aware of community needs and expectations. The next section describes the roles these boards play in helping the college understand the needs and expectations of its constituencies.

### ***LAS Advisory Board***

LAS' Advisory Board was established shortly after the last NCA visit. It consists of local members who have been invited to join because they represent influential segments of the community (downtown businesses, real estate, and banking industries) and have solid public relations and/or fundraising skills. The board has 14 members and meets two to three times per semester. Typically, meetings involve (1) a report from the dean that usually generates lively discussion, (2) a presentation from a faculty member about activities in research, teaching, or community service, and (3) a discussion on topics brought to the table by the dean or board members. The meetings involve the reciprocity of information — the college keeps the community apprised of what is happening on campus, and board members provide an assessment of community needs.

The most useful connections, however, often happen at the individual level when board members help with specific university projects. For instance, they may network best when promoting speakers or symposia of interest to the community, fundraising for special projects, or serving on hiring search committees.

### ***LAS Science Advisory Board***

LAS's Science Advisory Board, like LAS's Advisory Committee Board, was established shortly after the last NCA visit. It, too, meets two to three times per semester and follows a similar agenda. The original intent of the board was to help UCCS connect to local industry and gain support for UCCS science departments. Yet, in several instances, board members have assisted UCCS in other areas, such as obtaining used, but functional, equipment. Science and LAS Advisory Board members have also helped define the skills needed by graduates entering fields in the sciences. Meetings are usually attended by the dean of LAS and the Science Department chairs.

LAS's Science Advisory Board is composed of seven members who either work or have recently worked in various capacities in local industry. During the last economic downturn, the board consisted primarily of retired industry individuals. While retirees have provided beneficial advice on issues con-

fronting science departments, they do not always have the networking connections UCCS needs. For this reason, UCCS is currently reexamining the board's structure. Recently, a representative from the K – 12 community was added to reinforce connections between UCCS and K – 12 science education.

### ***LAS Departmental Advisory Boards***

Several LAS departments have advisory boards. The Communication Department has an External Advisory Board of working professionals in organizational communication and the media. The board provides advice on issues related to undergraduate and graduate curricula, reviews departmental assessment materials, and serves as a liaison to the business community. Board members have toured the Communication Lab and Studio facilities, assisted with fundraising, and helped to forge a stronger relationship with the Colorado Broadcasters Association (CBA). Currently, the board has six members who meet with department members each semester. As a result of this productive relationship, board members and other working professionals make annual visits to UCCS communication courses.

Within the English Department, the Professional Writing Program (PWP) has a five-member advisory board, consisting of local technical writers and managers. The purpose of the PWP Advisory Board is to maintain strong connections with the community and help secure internships and jobs for students taking upper-division courses. Together with the Professional Writing faculty, the board meets on campus each fall and spring semester. These mutually beneficial sessions help board members learn about the program and, in turn, help program faculty acquire valuable input about current industry practices. UCCS can better adapt course content to trends in the fields of professional and technical writing because of these partnerships.

### ***Advisory Boards for Interdisciplinary Centers***

LAS has several interdisciplinary centers with advisory boards whose membership includes faculty and community leaders. The Gerontology Center has a Faculty Affiliates Advisory Board (AAB) and a Community Advisory Board. The AAB faculty board members who work in the area of aging come from all campus disciplines and meet at least once a semester to discuss the Gerontology Center's goals and ongoing activities. The Community Advisory Board consists of community leaders, selected by the center director, who provide input on Gerontology Center activities.

The CU Aging Center has a Community Development Committee whose focus is community education and fundraising. Members of this committee are expected to advocate for the Aging Center's mission and goals. UCCS counts on board members partnering with university administrators and staff to provide a fundraising strategy and stewardship plan, identify potential donors, and host community fundraising events.

The UCCS Center for Colorado Policy Studies (CCPS) has an advisory board that consists of community members and UCCS administrators and faculty. The board meets once or twice a semester to review center activities. The advisory board is invaluable in the operation of the Colorado's Future Annual Symposium, particularly when it comes to ensuring that the symposium is well connected to community interests and needs. Members of the board also assist with defining topics, selecting papers, fundraising, and organizing details of the symposium.

TheatreWorks, UCCS' professional theater company, has a very active advisory board that also combines community members with UCCS administrators and faculty. This board meets monthly to review the operation of TheatreWorks and discuss the organization's financial status and future program opportunities.

In addition to faculty advisory boards that guide program development, shape strategic planning, and make decisions about the curriculum for a program's available minor, such as which classes to cross list, the Ethnic Studies and Women's Studies programs have recently formed a combined community advisory board as part of the Matrix Center for the Advancement of Social Equity and Inclusion (Matrix Center). The goal of the Matrix Center is to provide the Ethnic and Women's Studies programs with community input and fundraising potential. UCCS hopes to increase communication with the community and help the university meet the needs of its diverse population more effectively. This board meets three to four times a year and communicates through email. Already, this board has helped expand the community's knowledge about upcoming activities, which has resulted in increased attendance at special events such as guest speakers and feature films. To this end, UCCS administrators and faculty serve as liaison members of the board.

## **College of Nursing and Health Sciences**

The College of Nursing and Health Sciences (Beth-El) has a strong community connection, one directed toward improving program quality, strengthening public relations and marketing, meeting the community's health care educational needs, and bolstering fundraising. The College Development Board, made up of community and health care representatives and alumni, meet every two months to promote the goals of the college. Fundraising is a major component of their responsibility. Members identify prospects — individuals, foundations, and corporations — host events for prospective donors, represent the college within the community, and give the dean feedback about fundraising issues. In addition, the board is very involved in identifying the types of programs needed to serve constituents more adequately.

The college has other boards and volunteer groups that identify specific areas of interest and support the endeavors of academic departments and centers. For example, the Nutrition Community Advisory Group was very instrumental in developing the Nutrition Option within the Health Care Services degree. Violence Intervention and Prevention (VIP) Center board members also support community efforts and future planning of the center.

Community and statewide groups have been named as task forces to work on various projects such as the medical technology and dental hygiene proposals. College representatives meet frequently with community representatives from health care agencies to work on issues such as clinical rotations for students. The college hosts several events per year for its "Friends of the College" as a way of updating community members about what is happening at Beth-El and seeking input about the college's role in the future of health care delivery. The college also hosts an appreciation dinner in honor of those who contribute to the college's success.

## **Graduate School of Public Affairs**

UCCS strives for expanded and strengthened community partnerships because building strong community relations is an integral part of the Graduate School of Public Affairs (GSPA) community engagement strategy. Community partners provide field placements and sites for classroom and capstone projects as well as valuable feedback about GSPA's programs. GSPA's Advisory Board consists of individuals from El Paso County who jointly serve both the UCCS and University of Colorado at Denver and Health Sciences Center (UCDHSC) campuses. The dean oversees this board and makes sure that relevant input is provided at both campus locations.

While GSPA at UCCS does not have a separate formal advisory board, it does regularly engage members of the community in an effort to learn something new and analyze their own needs and expectations. This happens in several ways. First, members of the community who work in public and

nonprofit organizations regularly serve as clients for GSPA students' capstone projects. In the final semester of the program, students take a course entitled Advanced Seminar. The purpose of this course is for students to pull together all they have learned from the program and produce either a research paper or complete a client-centered project, one of significance and utility for the client organization.

Clients give input to students throughout the semester, attend final presentations, and complete assessments of the students' work in terms of quality and utility for the organization. Thus, the Advanced Seminar provides opportunities for service to the community and offers feedback from community members. Very often, clients comment not only on specific projects but also on the general preparation level of students, which provides valuable insights into both their needs and how GSPA can continually improve its programs.

Secondly, GSPA conducts an alumni survey to assess what ways the program has benefited its graduates in general, what aspects of the program were most useful, what graduates are currently doing with regard to employment, and how graduates think the program could be improved. Approximately every two years, GSPA holds a focus group of graduates prominent in public and nonprofit sectors and talks with them about the issues they face in recruiting, hiring, and retaining qualified employees. GSPA learns from them what knowledge, skills, and abilities are most notably needed in the workplace and then assesses the curriculum against those findings.

GSPA sponsors an annual leadership conference. The steering committee is comprised of local community leaders, GSPA faculty and staff, and other UCCS faculty. The 2005 conference steering committee included the city manager, police chief, deputy county administrator, sheriff, and executive directors of the Urban League of the Pikes Peak region and Pikes Peak United Way. These community leaders helped shape the conference by identifying the leadership issues, challenges faced, and types of professional development needed.

In addition, many GSPA faculty members serve on community boards and task forces and regularly engage in networking opportunities that keep the school in touch with community perspectives on, needs regarding, and opinions about GSPA. These contacts are highly valued by the college.

## **Kraemer Family Library**

The Kraemer Family Library learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations through input from the Library Faculty and Programming Advisory Committees.

The Library Faculty Advisory is a committee of the Faculty Assembly. Membership includes a faculty member from each college, the library, and undergraduate and graduate student representatives. The committee meets three to four times a semester to review library planning, budgets, policies, and faculty and student concerns. The committee chair reports regularly to the Faculty Assembly about the committee's discussions and recommendations. The committee also serves as an advocate for library issues and sends recommendations to the CU System and campus administration regarding library funding and policies.

The Library Programming Advisory Committee was established in FY 2004 to provide ongoing input into the design and development of a library lecture series. The goals of the lecture series are to provide students with opportunities to engage faculty outside the classroom and help create a campus living-learning environment. Committee members consist of faculty and staff from across the campus, a student, and three local community members. The committee has identified program topics and speakers as well as supported attendance at the programs. Beginning in the spring of 2004 and each

consecutive semester, the library has offered three or more lectures or panel discussions for the benefit of the campus community.

## Other Input from Constituents

### *Civic Organizations*

Academic deans, department chairs, and academic program directors are encouraged to participate actively in civic organizations. UCCS is represented on the board of directors for the Greater Colorado Springs Chamber of Commerce and the Colorado Springs EDC. The university is a member of the Hispanic, Women's, and Black Chambers of Commerce. It holds membership in local chapters of the Rotary International, Sertoma, Lions, and Optimist clubs. These memberships provide the university with valuable feedback about community expectations.

### *State Elected and Appointed Officials, Federal Authorities*

UCCS officials, especially those in Academic Affairs and Student Success, interact regularly with members of the [Colorado Commission for Higher Education](#) (CCHE) and coordinating board for higher education in Colorado. Through the VCAA, UCCS (and other CU campuses) entered into a [Performance Contract](#) with CCHE that identifies measurable goals and outcomes for student performance. Top-level CCHE staff and commissioners are appointed by the state governor.

Contact with elected officials occurs regularly and is coordinated by the Office of State and Federal Relations. This office responds to inquiries from state and federal legislators and initiates legislative contact on bills affecting the university. Chancellor Shockley-Zalabak is active with elected officials at the local, state, and federal levels.

### *Alumni*

Alumni remain an important constituent for UCCS. In 2004, the Alumni Relations office was reorganized and enhanced through a joint effort among the University of Colorado Foundation (CU Foundation) and chancellor's offices. Most UCCS alumni are recent graduates and relatively young. In fact, 50 percent of the university's 26,000 alumni graduated within the past decade. This young alumni base led to changes in the way the university communicates with them. For instance, a monthly e-newsletter replaced the biannual printed publication, saving funds and improving both the frequency and quality of communication with alumni. Additionally, the alumni board structure was simplified to provide more direct feedback from former students about those university activities more closely connected to UCCS and less directly connected with other campuses in the CU System. The online publication and restructuring of the board allowed for improved interaction with the university and better opportunities for input from the alumni base. In addition, since 2004, through creative entrepreneurial ideas, the university has almost tripled the amount of funds provided in alumni scholarships for deserving students.

Furthermore, alumni are surveyed roughly 12 to 18 months after graduation to gauge their opinions about the education they received and solicit areas of improvement. Highlights from the most recent survey (2005) include these points:

- A high degree of satisfaction with the education alumni received (93 percent)

- A ready willingness to recommend the campus to others (93 percent; 58 percent strongly)
- A belief that UCCS had prepared them well for their field of specialization (80 percent)

### ***Potential Donors***

UCCS fundraising activities are coordinated through the CU Foundation, which follows the ethical codes set by the Council for the Advancement and Support of Education. Donor information is gained through subscription to various foundation data bases, personal contacts, and alumni.

*Core Component 5b — The organization has the capacity and the commitment to engage with its identified constituencies and communities.*

## **Educational Outreach**

### **Extended Studies**

The purpose of the Extended Studies (ES) program is to extend the resources of the university in non-traditional ways by doing the following:

- Increase the ability of academic units to respond to the educational, training, and professional development needs of current and potential students
- Provide educational, training, and professional development opportunities to the public beyond what is offered on campus
- Create opportunities for academic units to develop and deliver innovative programs

UCCS uses a decentralized administration for ES, one where each college is responsible for following the rules, regulations, and proper management applicable to ES. While decisions regarding the control of academic programs reside with the dean of each college, Campus Extended Studies (CES) represents the interests of the campus, the CU System, CCHE, and other external constituents. To the extent possible, CES supports the colleges in complying with all applicable rules and regulations. ES college units work through CES to obtain all required program approvals.

The dean of each college is responsible for the effective management of all ES funds coming into the college. ES units work with the Controller's office to ensure compliance with state fiscal rules and recognized accounting practices. Credit is awarded by academic colleges. Each college ensures that appropriate standards are given to all its offerings, including the consistent appointment of faculty, faculty control of curriculum, academic processes, grading, and the means to assess teaching effectiveness.

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*UCCS' extended studies program is administratively decentralized.*

### ***Current Organization and Policy Structure***

The director of CES reports to the associate vice chancellor for academic affairs and has these responsibilities:

- Facilitates unit ES activities through the Extended Studies Coordinating Committee, academic deans, and external agencies such as the CU System, CCHE, and other professional organizations
- Represents the ES Coordinating Committee when attending other campus committees
- Approves appropriate academic and financial records and other information to the CU System and CCHE
- Establishes reporting procedures for ES accounts in collaboration with each unit

ES directors within each college have these duties:

- Report to the appropriate academic dean
- Coordinate, plan, schedule, and organize noncredit and credit courses, workshops, professional development activities, seminars, and conferences
- Monitor unit ES accounts to ensure accuracy and operation within budgets
- Follow established campus and unit policies and procedures for course approval, instructor approval, and other academic processes
- Submit information, documentation, and other reports to the CES director or designee per published schedule or when requested for a special purpose

Centralized services are provided to students in ES programs from a variety of campus offices, based on a revenue-sharing arrangement. Besides the Kraemer Family Library and Information Technology, campus units have formal roles in providing the services outlined below to ES students:

#### *The Office of Admissions and Records*

- Follows established policies and procedures for admission, retention, and program completion for ES students
- Registers undergraduate, graduate, and unclassified students in ES programs and courses
- Ensures that ES students' information and grades are correctly recorded in the Student Information System (SIS)

#### *The Office of Financial Aid and Student Employment*

- Processes financial aid applications for students enrolled in ES courses (in process of being implemented)
- Provides financial aid information for potential and current ES students

#### *The Bursar's Office*

- Collects tuition and fees in a timely manner and records them in the correct unit's ES account
- Ensures that all ES funds are maintained in separate accounts and are not commingled with state appropriated funds

- Creates students’ records in billing and receivable systems
- Generates student, down payment, and census bills as well as fee schedules
- Monitors student accounts and responds to students’ inquiries regarding account balances

***Enrollment and Finances***

As a result of credit course expansion in the colleges, FY 2005 ES revenue is up from FY 2004 by \$884,747

*Figure 6.1 — Enrollments and Revenues by College, FY 2005*

| <b>UNIT</b>   | <b>ENROLLMENT</b> | <b>CREDIT HOURS</b> | <b>NONCREDIT HOURS</b> | <b>REVENUES</b>    |
|---------------|-------------------|---------------------|------------------------|--------------------|
| <b>BUS</b>    | 227               | 1,108               | 0                      | \$1,387,073        |
| <b>EDUC</b>   | 1,044             | 3,475               | 0                      | \$730,564          |
| <b>EAS</b>    | 65                | 160                 | 25                     | \$273,476          |
| <b>LAS</b>    | 283               | 956                 | 0                      | \$217,234          |
| <b>NUR</b>    | 197               | 266                 | 51                     | \$176,467          |
| <b>NISSC</b>  | 12                | 79                  | 3                      | \$86,100           |
| <b>CAMPUS</b> | 0                 | 13                  | 6                      | \$10,741           |
| <b>Total</b>  | <b>1,828</b>      | <b>6,057</b>        | <b>85</b>              | <b>\$2,951,880</b> |

***Major Areas of Service***

*Campus-Wide Activities*

CES works closely with the military to assess the needs of military personnel. The director attends military counselor meetings that pertain to education and training and acts as a liaison with campus services. CES facilitates open forum training with military education counselors and students on degree completion at UCCS and provides marketing material on all university programs, those on and off campus.

As a result of the increased collaboration with military bases, courses in homeland security have been offered as part of a certificate program through the Center for Homeland Security (HSC), GSPA, and LAS. In 2005, COB offered a certificate in project management on Peterson Air Force Base, and in 2006, COB received a request for proposal for an undergraduate program and a certificate program in project management. In April 2007, most military installations will initiate an online education service center called “Go Army Ed,” and CES is actively involved in importing all courses, certificates, and degrees related to the “Go Army Ed” campaign.

The CES director attends all meetings and participates as a board member for the community outreach program Alliance of Colleges & Corporations for Education and Leadership (ACCEL). ACCEL is an outreach educational program that partners with employers to bring higher education programs to employees, increase awareness of local programs, and meet the needs of working adults.

Some noncredit activity is housed in CES as well. For example, the Child Welfare Training Institute (CWTI) provides 12 contact hours of foster parent training under the sponsorship of the Colorado Department of Health and Human Services. This past year, CES partnered with the American

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*Extended Studies gives open advising to military counselors and students on degree completion at UCCS*

Management Association to deliver noncredit leadership and business seminars to local Colorado Springs businesses and those in contiguous states.

### *Extended Studies Efforts in Individual Colleges*

LAS is a major contributor to serving military students and school districts through ES. In the fall of 2005, the Pikes Peak Regional Initiative for Science and Math was started, and 18 teachers of biology, chemistry, geology, and physics have enrolled. LAS has also partnered with PPCC to provide a 60 + 60 agreement in criminal justice. PPCC's Centennial Campus anticipates legal studies course work to be offered in the fall of 2006.

In addition to these efforts, the college began offering an online gerontology certificate program, GRE and GMAT prep courses, sports and leisure courses, and remedial English. As of July 2006, the Mathematics Department decided to move its ES programs into LAS. ES in LAS will administer the remainder of the CU Succeed offerings, all math online program offerings, and MATH 090-1 (Fundamentals of Algebra).

Similarly, efforts to expand ES offerings that serve the educational needs of private businesses in the Colorado Springs area have been ongoing. A master's degree in business administration began at T. Rowe Price in February 2005, and COB continues to provide the campus' largest ES program across the U.S.: the Distance MBA. This past year, COB added professional golf management courses in ES, which allow students to engage in community internships.

COE launched a new program in 2003: the master's in counseling for officers at the U.S. Air Force Academy (USAFA). The college also expanded its open enrollment offerings and ongoing contract offerings with area school districts. In 2004, the college reaffirmed its relationships with the Space Foundation and Sopris West Educational Services. Launched in 2004 – 05 were an online Principal Licensure Program and online certificate programs in English as a Second Language (ESL), reading, and special education. An online master's in curriculum and instruction is scheduled to begin in the fall of 2006.

Beth-El expanded its noncredit programs to launch certificates in health care careers, IV therapy, venous blood sampling, and palliative- and end-of-life care. Beth-El has partnered with Gatlin Online Education to provide medical coding, pharmaceutical information, and HIPAA compliance. To offer an undergraduate program degree in medical technology, Beth-El is looking to partner with the University of Nebraska.

## **Service and Research Outreach Efforts**

### **Campus External Service and Community Research**

External service and community research themes run through the core of the campus' mission and goals. "Enhance research, scholarship, and creative works on the campus and in the community" was the direction set in the Total Learning Environment Planning Initiative of the early 2000s. This goal was adopted and reinforced within the subsequent VISION 2010 planning process. The subsequent effort, SILO, continued this emphasis in stating that "community-oriented" and "research culture" are concepts that should be clearly stated aims within the campus' mission, values, and vision. The following examples illustrate several of the campus-wide avenues that UCCS uses to carry out the goals of external service and community outreach.

The Kraemer Family Library functions as one of the key community resources offered by the campus. In FY 2005, 21.9 percent of the library’s registered borrowers were from the general public (other universities, K – 12, and the local community), and they were responsible for 19.6 percent of the library’s circulation or 18,360 items a year. Extrapolating from the documented borrower numbers, a reasonable estimate of total library use by non-campus users is around 12,000 visits per year. In addition, the library also provides two to four formal instructional sessions per year to K – 12 groups.

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*The library is one of the campus’ key community resource offerings*

Another way in which UCCS demonstrates its commitment to external service and community outreach is its participation in the Partners for Change network within the Pikes Peak region.

UCCS’ Office of the Chancellor coordinates related activities for the campus within the Partners for Change. Other partners include the CU Center for P – 16 STEM Education, the Colorado Institute for Technology Transfer and Implementation (CITTI), the CU System, the U.S. Space Foundation, USAFA, PPCC, U.S. Northern Command, the Greater Colorado Springs EDC, and the Colorado Springs Chamber of Commerce. Harnessing the shared resources and expertise of the above organizations provides the Pikes Peak region with a rare, powerful engine to drive community service and research. Partners for Change spearheads the following efforts:

- New Science and Engineering Complex
- Renovation of existing science and engineering buildings
- New teaching and research opportunities
- New curriculum
- New training for STEM Education
- Intensified recruitment and retention of students

UCCS is also a leader in another organization of powerhouse entities who come together as RMTA. This network of industry leaders, academic institutions, and government organizations cooperate to expand the Rocky Mountain technology corridor’s global leadership in the research, education, application, and commercialization of technology. RMTA has formed alliances and enlisted cooperation among these three major elements of the technology community:

- Educational institutions that conduct research of regional importance to produce intellectual property and provide workforce training and development
- Government agencies that participate in policy, research, and technology applications
- Industry and business members that contribute to RMTA’s overall approach to the research, development, innovation, and commercialization of technology

RMTA’s business and industry members include the following:

|                           |                                 |
|---------------------------|---------------------------------|
| Abbarno Enterprises       | Lockheed Martin                 |
| Acordia                   | LSI Logic Corporation           |
| Add Staff                 | Metso Minerals Industries, Inc. |
| Advanced Business Systems | MITRE Corporation               |

|                                       |   |
|---------------------------------------|---|
| Aptek                                 | Momentum                                  |
| Aspire Biotech, Inc.                  | NAVSYS Corporation                        |
| Atmel                                 | NSS/Mgmt SW Replication Products Group    |
| ATR Mission Concepts, LLC             | Organizational Logic                      |
| Black White Box                       | Perot Systems                             |
| Boeing                                | Prescient Software Engineering            |
| Calispell Business & Engineering      | Pro-Concessions, LLC                      |
| CAP Gemini                            | Protogenic, Inc.                          |
| Chris Consulting                      | Quantum Corporation                       |
| Compaq                                | Raytheon                                  |
| COMSYS                                | Science Applications International Corp.  |
| Core Capital Group                    | SemQuest, Inc.                            |
| Delta Solutions & Strategies          | Sierra Consulting                         |
| Fairchild Semiconductor               | SNIA Technology Center                    |
| Gefinor Ventures                      | Sparks, Wilson, Borges, Brandt, & Johnson |
| ICG Communications                    | Stockman, Kast, Ryan, and Company, LLP    |
| Imprimis, Inc.                        | Strategic Perspectives LLC                |
| Information Technology Services, Inc. | Telematrix, Inc.                          |
| Innerwall, Inc.                       | The Art of Business Analysis              |
| Integrated Companies, Inc.            | Triune Services, Inc.                     |
| Intel Corporation                     | Vanderplaats R & D, Inc.                  |
| Intelligent Payload Solutions         | Xpiori                                    |

Litton TASC

*Other RMTA members are as follows:*

Academy School District 20

Colorado College

University of Denver

DeVry University

Regis University

USAFA

Colorado Springs Technical  
Incubator

Greater Colorado Springs  
Chamber of Commerce

Media Services represents UCCS at Western Cooperative for Educational Telecommunications

(WCET) conferences, seminars, and the like, which is another example of the extended networking in place to augment campus-wide service to the greater region. WCET was started by the Western Interstate Commission for Higher Education (WICHE) in 1989 to support educational telecommunications and distance learning. Through WCET, UCCS provides international television news and programming to the Pikes Peak region. For many residents in the area who come from countries outside the United States, the UCCS television channel with WCET programming is their sole source for up-to-date coverage of news events broadcast from their native countries in their mother tongues. Last of all, UCCS faculty and staff regularly participate in conferences, seminars, and other events sponsored or organized by WCET.

Students from each of the four UCCS undergraduate colleges may participate in the Chancellor's Leadership Class (CLC). This class is a highly selective undergraduate honors program designed to develop effective leaders. Through coursework, community service, skill building, and mentoring, students are given opportunities to enhance their leadership skills. In order to allow students to focus their full attention on the program, the CLC provides a \$3,500 scholarship that is renewable for up to four years.

Freshman Seminar service learning is part of the national movement to link academic study and community service more effectively. Students contract with organizations to accomplish goals that directly benefit the community and originate from the needs of a community group. Service learning allows students to apply both concepts from course work and, through reflection, gain a deeper insight into the nature of class material as it relates to them and their service learning projects. This reflective component is what makes service learning unique and unlike most volunteer work or internships.

An exciting plan currently being developed by UCCS is the creation of a research park on undeveloped land owned by the campus on North Nevada Avenue in Colorado Springs. The research park is envisioned as a master planned property with buildings designed primarily for private and public research, development facilities for high technology and science-based companies, and support services. In 2005, CITTI hosted a community symposium focused on "Innovating the Innovation Zone." The symposium discussed the possibility and implications of a research park on the North Nevada corridor. Speakers at the community gathering included Jackie Kerby Moore and Bruce Wright, who direct university research parks in Albuquerque and Tucson respectively.

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*UCCS is planning the creation of a research park.*

### **College, Department, and Individual Faculty Efforts**

The following are representative examples of external service and community research completed by UCCS faculty during FY 2005 – 06. These examples are extracted from the office of the vice chancellor for academic affairs' Report of Scholarly, Professional, and University Activities. This section of the self-study does not depict the scope and volume of service and research efforts undertaken by UCCS over this period. Rather, it provides only selected submissions contained on the scholarly report that pertain to issues of special concern within the Pikes Peak region.

## ***College of Business and Administration***

### *Publications*

Zwirlein, T. "The Southern Colorado Economy in the 41st Annual Business and Economic Outlook Forum." Business Research Division, CU-Boulder. Dec. 2005.

Zwirlein, T. and Crowley, F. "Ninth Annual Southern Colorado Economic Forum." Southern Colorado Economic Forum. Nov. 2005.

### *Grants*

Network Information and Space Security Center (NISSC), Air Force Office of Scientific Research (AFOSR), Jan. 1, 2005 – Dec. 31, 2005, \$2,450,000

### *Service*

Accounting Advisory Council, PPCC

Board of Directors, Homeland Security/Defense Education Consortium

Manufacturing Committee, Business and Research Division, CU-Boulder Strategic Planning, Pikes Peak Manufacturing Task Force

Volunteer Income Tax Assistance (VITA), Internal Revenue Service

## ***College of Education***

### *Grants*

ESL Asynchronous Education Project, Colorado Department of Education English Language Acquisition Unit, \$1,050,000

Online Principal Licensure Program, CCHE, \$5,000

Project H.E.L.P., Rocky Mountain Public Broadcasting System, \$228,748

Smart Girl Bully Prevention Initiative, Colorado Trust, \$122,872

UCCS Teacher Cadet Alliance, Daniel's Fund, \$50,000

### *Service*

LOGO Project, provided books for low-income families and 421 packets to local elementary schools

Science/Literacy Strategy Guide, Academy School District Twenty, Space Foundation Professional Development

## ***College of Engineering and Applied Science***

### *Service*

Consultant, programs for middle school math teachers, Harrison School District Two

Executive Board, Rocky Mountain Technology Alliance

Instructor, Calculus I for Hurricane Katrina students, Sloan Foundation

Member Energy Taskforce, Colorado Springs EDC

Presenter, Microelectronics Fabrication Principles, U.S. Space Foundation

Presenter, Number Theory Workshop, Pikes Peak Regional Initiative for Science and Math (PPRISM)  
 Research and Consulting, Pericle Communications, Inc.; Real-Time Logic, Inc.; Atmel Corporation;  
 Compact Power, Inc.

### ***Beth-El College of Nursing and Health Science***

#### *Grants*

African American Women's Health Care in El Paso County, Colorado, Department of Public Health  
 and Environment, \$2,500

Nurse Traineeship Grant, Health Research and Service Administration, \$64,677

#### *Service*

Advisory Board Member, El Paso County Department of Health and Environment Nurse Family  
 Partnership

Board Member, Fountain-Fort Carson Community Advisory Board

Board Member, Tobacco Education Partnership Program

New Nurses Orientation, Memorial Health System

President, Southern Colorado Society of Pediatric Nurses

Research and Consulting, Colorado Department of Corrections

### ***College of Letters, Arts and Sciences***

#### *Publications*

Church, M.C. "Historic Hispanic Settlement and Land-Use on the Pike and San Isabel National Forests  
 and the Comanche and Cimarron Grasslands." National Park Service, Midwest Archaeological Center.  
 Funded by the United States Forest Service, Pike-San Isabel National Forest, Historical Anthropology  
 Report.

Companion, M. "The Impacts of Public Policy Implementation on Tribal Health Care Management:  
 The Case of OEO/CAP." *Research in the Sociology of Health Care* 23. 217 – 32.

Pigage, H.K., Pigage, J.C., and Tillman, J.F. "Fleas Associated with the Northern Pocket Gopher  
 (*Thomomys Talpoides*) in Elbert County, Colorado." *Western North American Naturalist* 65 (2): 210  
 – 14.

#### *Grants*

Bioengineering Certificate Research Program, Colorado Institute of Technology, \$300,000

Development of an Online Gerontology Certificate Program, CCHE, \$8,400

Family Caregiver Consultation and Counseling Services, Pikes Peak Council of Governments Area  
 Agency on Aging, \$32,000

Lopez Plaza Archaeological Project, United States Forest Service, Comanche National Grassland,  
 2004 – 05, \$9,000

Pikes Peak Regional Initiative for Science and Mathematics, Colorado Department of Education Math & Science Partnership, \$546,524

### *Service*

Academic Advisory board member, Rocky Mountain Model United Nations, University of Denver

“Evaluation of Citizen Survey Methodology: A Report to the Colorado Springs Police Department” and “A Model of Citizen Satisfaction with Police: A Report to the Colorado Springs Police Department,” UCCS Center for Social Science Research

Board of Directors, Center for Colorado Policy Studies

Chair, Biomechanics Research Advisory Board, USA Volleyball Association

Executive Producer bimonthly broadcast, “It’s Like This: What Youth Has to Say,” CU Net-Adelphia Channel 20

Mathematics/Science Enrichment for Teachers Workshops, Academy District Twenty and Colorado Springs School District Eleven

Member, Sport Science Advisory Committee, USA Cycling, Inc.

Nutrition Consultant, Denver Broncos Football Club

President, Colorado Council of Professional Archaeologists

## Recognition of Service

UCCS supports faculty involvement in external service through awarding an annual Bank One Community Service Award. The winner of the Community Service Award receives a custom-made freestanding sculpture and a check for \$1,000. Plus, the award recipient is nominated by the campus for the system-wide Bank One Community Service Award. This award, given annually to one faculty member in the CU System, includes a cash stipend of \$10,000. UCCS staff can obtain administrative leave for participating in university-sponsored community service events. Discretion for granting staff leave is left to department managers. Participation in such events is encouraged throughout campus. Furthermore, each college recognizes in their internal criteria and rewards the roles community service and research play in the professional lives of faculty members.

### **College of Business and Administration**

COB recognizes that service beyond the college, campus, and CU System is an important responsibility. The COB Privilege and Tenure policy defers to the Annual Workload policy, which states, “Certain service to the community is also considered if it is related to the faculty’s academic expertise and the goals of the college or university.” The document further notes, “To satisfy this requirement, all faculty are expected to actively participate in the governance and essential functions of their profession, college, and department.”

### **College of Education**

As a professional school, COE assesses the service of its faculty on the profession and its constituents. Naturally, service is evaluated as part of the tenure, promotion, and annual merit review processes.

During the tenure and promotion process, service, teaching, and research are reviewed. Faculty members develop portfolios that provide examples of their service activities. Using COE guidelines, external portfolio reviewers comment on faculty service in review letters. Portfolios are reviewed in the following sequence:

Step 1 — Primary Committee (departmental level committee)

Step 2 — Dean’s Review Committee (appointed by the dean)

Step 3 — Vice Chancellor for Academic Affairs Committee (recommended by the dean)

In the annual merit review process, faculty members complete a self-evaluation that includes a ranking and narrative descriptions of their activities in three areas: service, teaching, and research. To determine a final merit rating, department chairs and the college dean also evaluate the faculty in each of the three areas.

## College of Engineering and Applied Science

EAS incorporates service to external constituents in its strategic plan and merit, promotion, and tenure processes. One of the four primary goals of the college is to provide engineering leadership along with educational and technical support to the community.

Service and leadership are put into action through the following:

- Presentations and lectures by the faculty to professional societies and other engineering and applied science organizations in the Colorado Springs region
- K – 12 outreach — the Annual Summer Teacher Institute and the Science Olympiad support
- Technology development with local industry
- Joint research and program activities in engineering, computer science, K – 12 outreach, and mechanical engineering
- Committee work in professional societies
- Student mentoring in senior design projects
- Consultations

Service work is acknowledged and rewarded in the merit, promotion, and tenure processes. Review committees and external reviewers consider service work in their decision-making process.

## College of Letters, Arts, and Sciences

LAS explicitly recognizes service as part of the annual merit review, tenure, and promotion processes. The nature of this service varies, but it typically involves a combination of service to the campus, profession, and local and regional communities. LAS considers both of the latter examples as service to external constituents.

### *Annual Merit Review Process*

In the annual merit review process, faculty provide self-evaluations, which involve both a ranking and narrative description of their activities in three areas: teaching, research, and service. Department chairs, the Dean’s Review Committee, and the dean are then asked to evaluate tenure-track faculty in each of these three areas. The actual weight of each area in determining a final merit rating varies

among faculty, depending on their assigned workload. A typical weighting, however, is 40 percent teaching, 40 percent research, and 20 percent service.

Some departments have developed relatively detailed lists of the types of activities regarded as service. By way of illustration, the Physics Department names the following as examples of service to external constituencies:

- Participating in the Science Olympiad
- Participating in science fairs
- Talking at K – 12 schools
- Acting as an officer or board member of a professional organization
- Acting as a reviewer for a journal, conference, or granting agency
- Becoming a member of the editorial board for a professional publication
- Consulting without compensation

The English Department is another unit that provides guidance to faculty on types of acceptable service. The department list includes, but is not limited to, the following:

- Providing service to the profession and discipline
- Consulting or engaging in public service
- Mentoring and role modeling at any educational level
- Reviewing research proposals and books
- Joining or holding office in professional associations
- Contributing service in education at any level and at any institution in addition to the University of Colorado (CU)

### ***Tenure and Promotion Process***

In the tenure and promotion process, service is again explicitly identified for review. In preparing their dossiers, faculty are asked to provide examples of and comments on their service activities. Letters from external reviewers also comment on faculty members' service work. Each dossier is then reviewed by a departmental level committee, the Dean's Review Committee, the dean, the Vice Chancellor's Review Committee, and the VCAA. Each review stage involves an examination of and recommendation on a faculty member's service, teaching, and research. All recommendations eventually reach the chancellor.

#### ***Primary Unit Promotion and Tenure Criteria***

All departments have developed primary unit review criteria that define expectations for faculty at various stages in the promotion and tenure process. Several examples are provided here, although each department develops criteria appropriate to their specific discipline.

*At the time of the comprehensive renewal (fourth year), the Communication Department expects a candidate to have met his or her department, university, discipline, and community service obligations. Service contributions in these instances include the following examples: committee work, administrative service, journal reviewing, service to professional*

*organizations, volunteer work, presentations, and related activities in the public and private sectors.*

*At the time of promotion to associate professor and the awarding of tenure, the History Department describes service to the campus and then discusses service to the profession and community this way: In addition to meeting his or her obligation to department and university service, the candidate must also have contributed service to the historical profession. Service may include reviewing books in scholarly journals, refereeing manuscripts, participating in professional conferences, and joining or holding office in professional associations. Service to the community through activities such as lecturing to public or school audiences or being a historical consultant on a grant for public benefit may also count as a valuable part of a candidate's service record.*

*As service at this level is a very important part of a faculty member's contributions, promotion to full professor in the Political Science Department involves fulfilling the following service criteria: At a minimum, the candidate should demonstrate a continued commitment to service both inside and outside the department. Some service activities such as acting in an administrative capacity within the university (e.g., serving as department chair) or engaging in extensive community activities may be much more appropriate now than at earlier levels.*

These examples from both the annual merit review and tenure and promotion processes indicate the importance of service, especially service to external constituents, in LAS.

## **Beth-El College of Nursing and Health Sciences**

The nature of the programs within Beth-El requires a strong community involvement. Students and faculty serve on boards of health care agencies, present educational programs, act as consultants, and provide community-wide health fairs. They also organize and participate in health promotion activities such as immunization clinics, teenage pregnancy clinics, and a range of other services for external constituents. Nurse practitioner faculty provide primary care and promote health throughout a variety of local settings. A particularly strong emphasis is placed on nursing and health care services for the region's indigent and underserved populations. College valuing of these service endeavors is noted during merit and promotion processes as well as tenure review processes. Tenure-track and non-tenure-track faculty receive 20 percent and 30 percent of their ratings for service-related activities.

## **Graduate School of Public Affairs**

GSPA conforms to CU's Laws of the Regents in its merit, promotion, and tenure processes. The following section reflects GSPA's policies and procedures for faculty evaluation and explains the role of external service in these processes.

### ***Criteria for Assessing Service Activities***

In keeping with the general policies of CU, criteria for the evaluation of service activities include contributions of professional expertise to the school, campus, university, community, and professional societies and organizations. Given the mission of GSPA, activities that link academic and practitioner realms, featuring contributions of professional expertise to governmental institutions and nonprofit organizations, are also included. Contributions to the university, professional recognition brought to GSPA by a faculty member's service, activities that build public support for GSPA, and the impact of a faculty member's activities on policy and practice count as well.

*Evidence of Service Activities*

- Membership on and leadership of committees and task forces at the school, campus, and CU System levels
- Participation as an office holder, chairperson, committee member, editor, panelist, or convener in professional societies
- Receipt of awards from campus, university, or external organizations in recognition of service contributions
- Supervision of or assistance to students or community members involved in community problem solving
- Performance of public addresses and presentations
- Participation in task forces, committees, special research teams, or advisory groups
- Service to relevant local, state, regional, national, or international agencies or institutions on issues of public policy, administrative reorganization, service delivery, or related activities
- Advisement to public or nonprofit agencies or community interest groups in the role of analyst or expert in the public policy process or otherwise assisting such organizations in the accomplishment of their objectives. Specify whether advising is remunerated or volunteered (the latter may include expense reimbursement). Both forms of service merit recognition, but some portion should be pro bono
- Deliverance of public addresses, newspaper columns, and presentations on issues relevant to the missions of GSPA

All required personnel reviews are conducted as required by the regents. Faculty members submit required materials by the stated timelines, and materials are then reviewed by the Faculty Retention, Tenure, and Promotion Committee with recommendations to the Dean's Review Committee and dean.

Each instructor, assistant professor, associate professor, and full professor completes an annual Report of Scholarly, Professional, and University Activities. This report includes a section called Public Service in Professional Capacity. Once submitted, each report is reviewed by the dean and vice chancellor for academic affairs. NOTE: GSPA's Faculty Council is currently studying this policy because several revisions are under consideration.

## **Kraemer Family Library**

The Kraemer Family Library's mission is to serve the information needs of the campus community. Meeting this mission requires the service and recognition of the library's faculty and staff in the evaluation, merit, promotion, and tenure processes. Librarians are evaluated for promotion and tenure in the three areas of the practice of librarianship: research, creative work, and service. Librarians, either as a group or individually, often work cooperatively on programs, standards, and guidelines that enrich and strengthen the position of the library on the campus and in the wider library community. Participation in such activities is required for fulfillment of the substantial service involvement expected of library faculty. Consequently, library faculty place significantly more emphasis on the area of service than is the case for most other academic departments. Librarians are represented on nearly every committee of the UCCS Faculty Assembly and have often filled leadership roles. In addition, they serve on system-wide and statewide library committees to ensure UCCS' participation in regional resource sharing and joint purchasing.

*Core Component 5c — The organization demonstrates its responsiveness to those constituencies that depend on it for service.*

As described earlier in the self-study, UCCS was created to serve the growing metropolitan area of Colorado Springs. Its inception and existence are based upon responding appropriately to the higher educational needs of its service population and applying its expertise to the concerns present within the university's primary service area. Open, two-way communication has been the trademark characteristic of this "town and gown" relationship for over forty years. An ongoing giving and sharing partnership between UCCS and Colorado Springs has allowed both parties to thrive together in the multitude of good years and weather the, fortunately, fewer lean years.

Close cooperation and a mutual dialog, dialog that has been enriched over many years, allow UCCS to know and understand the Pikes Peak region intrinsically. The instruction, research, and service undertaken by UCCS since its earliest days are oriented to providing high quality programs tailored specifically to constituents living in the greater Colorado Springs region. Constituencies contribute in meaningful ways toward guiding the institution's direction and aid in keeping the campus intimately associated with the greater community.

## Instruction

A significant example of the responsiveness of UCCS to its constituencies rests with providing public higher education opportunities to those who are geographically limited by employment and/or family commitments. Many students attending UCCS would have limited ability to obtain a bachelor's or advanced degree if the campus was not geared to meet their needs or did not exist. Since the vast majority of graduates stay in the Colorado Springs region, local businesses, industries, and government agencies benefit from an ample supply of knowledgeable workers. The region's economic base is enhanced with the infusion of personal spending provided by these college graduates.

From its earliest years forward, UCCS' instruction programs have been centrally figured around employers' workforce needs. Today, UCCS plays a major role in its constituents' needs by providing qualified college graduates ready to enter the worlds of business, industry, education, and government. Specific examples of the responsiveness of UCCS to local employers are listed below by college.

### **Beth-El College of Nursing and Health Science**

Beth-El garnered a 90-year record of instruction and service to the greater Colorado Springs region prior to its merger with UCCS in 1997. Its undergraduate and graduate degree programs in nursing and health sciences supply the region with highly qualified graduates who fill critical roles in the areas of forensics, clinical nursing, nurse practitioner, and nursing administration to name a few. Some of the health care organizations that Beth-El collaborates with are included here:

- Memorial Health System
- Penrose-St. Francis Health Services
- Evans U.S. Army Hospital
- Healthsouth Rehabilitation Hospital
- Cedar Springs Behavioral Health System

- Colorado Mental Health Institute at Pueblo
- Parkview Medical Center
- St. Mary-Corwin Medical Center

## **College of Business and Administration**

The bachelor's and master's degrees in business administration offered by the college are the only AACSB-accredited programs in the region. The college works closely with large and small businesses in the area to provide highly qualified professionals who possess a detailed understanding of contemporary business principles along with proved expertise in such areas as accounting, finance, information systems, marketing, service management, human resources management, and organizational management. Additionally, a professional golf management emphasis was developed several years ago in response to community demand. An online MBA program serves students who cannot attend courses on campus due to location constraints or other personal or career reasons. COB was recently recognized for excellence by the readers of the Colorado Springs Business Journal who voted the college as the Best Business School in Colorado.

## **College of Education**

In response to the teacher shortage in Colorado Springs, COE instituted several programs. The Alternative Licensure Program allows individuals, perhaps those changing careers or retiring from the military, to enter secondary teaching in English, social studies, science, or math on a fast track and complete their education coursework while doing "resident teaching" in public schools. The Special Education Department has just instituted a Teacher in Residence Program, again to respond to the critical shortage of special education teachers in the area. This program, too, allows people to work on their teacher licensure while on the job. An ESL program, which is supported by both federal and state grants, has helped address the growing body of English language learners in area schools.

## **College of Engineering and Applied Science**

UCCS traces its origins to David Packard, of Hewlett-Packard, who insisted that a good public higher education institution be established in Colorado Springs prior to his company's expanding in this region. Packard was particularly interested in that envisioned institution having a college of engineering. So began UCCS and its dedicated responsiveness to a city where high technology and defense research compose a significant segment of the local economy. The college's undergraduate and graduate programs in computer engineering, computer science, electrical engineering, and mechanical engineering supply the region's many high tech companies with highly trained computer scientists and engineers who contribute to keeping these enterprises at the forefront of technology development. The college's specialty areas in space studies, information system security, and homeland security are responsive to such local entities as NORAD, U.S. Northern Command, USAFA, and U.S. Space Foundation.

## **College of Letters, Arts, and Sciences**

LAS is generally responsive to the needs of the community, but some of its programs have demonstrated this responsiveness to a special degree.

*Anthropology*

This bachelor's degree program features historic and prehistoric field schools at sites within the southern Colorado region.

*Geography and Environmental Studies*

The bachelor's degree offered by this department includes the study of topics of regional importance. Cartography, remote sensing, resource conservation, and natural hazards are among some of the choices. Earning a master's degree in applied geography enables students to address community concerns through applied geographic research.

*Master of Sciences Degree with Sports Medicine Emphasis*

This interdisciplinary program was developed in response to the professional needs of the many national and international sports organizations headquartered in Colorado Springs, particularly the United States Olympic Training Center.

*PhD in Geropsychology*

The Department of Psychology offers an advanced program in aging studies. Graduates of the program are able to work in a range of settings, including mental health clinics and clinical practices, hospitals, nursing homes, colleges and universities, state offices, and research institutes. They also consult for a wide variety of housing and social service providers that serve older adults. This program addresses the national needs of professional aging specialists and responds to the growing number of older adults and retirees relocating to Colorado Springs.

**Graduate School of Public Affairs**

A master's of public affairs and a master's of criminal justice are offered at UCCS with the criminal justice degree being conferred by the Denver campus. The Pikes Peak region and Southern Colorado are home to numerous governmental bodies, law enforcement agencies, correctional facilities, and nonprofit organizations. GSPA's programs respond to community needs for professional education in the areas of government and nonprofit administration. Numerous local, county, and state administrators as well as heads of local and regional nonprofit organizations are graduates of GSPA.

**Academic Strategic Plan**

Over the course of the 2005 – 2006 academic year, the VCAA led a campus committee in formulating a new Academic Strategic Plan to guide the process of expanding and redefining the campus' degree offerings. The following are examples of potentially new or revised programs, discussed during the planning process, that have a particularly high chance of meeting educational needs specific to this community.

***Possible New Programs***

## Undergraduate

- Criminal Justice (GSPA)

## Masters

- Homeland Security (GSPA)
- Sports Marketing and Management (COB)

- Leadership (COB, LAS)
- Nanotechnology (EAS)
- Information Technology (EAS)

#### Doctoral

- Nursing Practice (Beth-El)
- Educational Leadership (COE)

### ***New Emphasis or Redirection of Existing Programs***

Current support exists for emphasizing and/or redirecting several programs that are now being offered. These include the following:

- Homeland security (track in existing GSPA PhD in public affairs at CU-Denver)
- Marketing program (BS), to become sports marketing and management (COB)
- Registered nurse-to-bachelor of science in nursing (BSN) program; resources to be redirected towards traditional and accelerated BSN program (Beth-El)
- Emphasis on sustainability (currently available as a minor) (LAS)
- Sports science (Beth-El, Biology Department)

The Seven Year Growth Plan outlines the potential for a number of new programs at all three levels: undergraduate, masters, and doctoral. Beyond the programs and emphases outlined above, the Seven Year Plan acknowledges the need for the university to engage in providing curriculum and education in the following areas:

- Community development
- Economic development
- Risk management
- Professional continuing education in a variety of fields
- International initiatives

## **Research and Service**

Most of the research, service centers, and institutes operated by UCCS are directed at responding to specific constituents' needs. Some of the centers and institutes fulfilling vital research and service roles in the region are listed here.

### **Matrix Center for the Advancement of Social Equity and Inclusion**

The Matrix Center advances research, curriculum, and faculty development that examine the dynamics of oppression and privilege in the United States and around the globe with respect to the intersections of gender, race/ethnicity, and sexuality as they interact with each other and other dimensions of inequality. The Matrix Center houses and collaborates with the Ethnic Studies program and the Women's Studies program at UCCS and sponsors curricular transformation projects across the campus,

including the Knapsack Institute: Transforming the Curriculum. The center sponsors a range of extra-curricular programming, including conferences, workshops, a film series, and visiting speakers. The Rosa Parks and Cesar Chavez Student Scholarship Competitions are well-known and highly respected throughout the campus. The center also encourages community outreach programming and sponsors two K – 12 outreach programs: the Centennial Elementary School Creative Writing Partnership and the Smart-Girl Program for girls in middle school.

### **Center for Colorado Policy Studies**

The Center for Colorado Policy Studies applies economic principles and research results to critical policy issues at state and local levels and commits to nonpartisan, fact-based examinations of issues facing the Pikes Peak region and the state of Colorado. Faculty with expertise in a variety of areas and some of our best students conduct applied research and provide advice and information to state and local governments and nonprofit organizations.

### **Center for Economic Education**

The primary objective of the Center for Economic Education is to promote and improve the quality and quantity of economic education in Colorado’s K – 12 schools. The center is affiliated with the Colorado Council on Economic Education (CCEE) and the National Council on Economic Education (NCEE). The center and CCEE offer classes, workshops, and more importantly, a comprehensive library of instructional resources designed to equip teachers with the background of economic understanding and the finest classroom materials available for students. Each year the center serves over 2,000 teachers. Since its founding in 1976, CCEE, in cooperation with the center, has trained teachers from nearly every public, private, and religious school in Colorado. Many schools and school districts have benefited greatly from center/CCEE curriculum design assistance.

### **CU Aging Center**

The CU Aging Center, a community clinic, specializes in addressing daily living challenges, social problems, and mental health needs unique to individuals in the second half of life. Assessment, treatment, and consultation services are provided for adults 55 years of age and older, their families, and other service agencies. The nonprofit clinic operates as an auxiliary of UCCS. It serves as a training facility for UCCS graduate students and those in other programs. Students are closely supervised by faculty who are trained as experts in geropsychology. Research on aging issues is also conducted at the center.

### **Colorado Springs Small Business Development Center**

The Small Business Development Center’s (SBDC’s) vision is to foster the successful growth and development of small businesses in El Paso and Teller Counties that result in positive economic impacts by providing information, leadership activities, and high quality, cost-effective small business assistance through consulting, training, financial analysis, and networking with other resources.

### **Colorado Institute for Technology Transfer and Implementation**

CITTI serves as a bridge between the intellectual resources of the university, three El Pomar chairs, and high tech community. Its mission is to:

- Support economic development by providing technology-centered enterprises with access to capital and business information that emphasizes sectors recognized as critical to the regional economy

- Utilize research with other organizations which assist companies
- Provide services through a web of personal connections and information resources
- Catalyze changes in the business climate to establish Colorado Springs as a center for entrepreneurial high tech companies

## **Colorado Springs Technology Incubator**

Since opening in March 2001, the Colorado Springs Technology Incubator has served to foster the development and success of high-growth companies in the greater Colorado Springs area. The incubator provides business advice, office facilities, and access to educational resources for entrepreneurs, allowing them to successfully grow their companies into major employers in the area.

## **National Institute for Science, Space, and Security Centers**

The National Institute of Science, Space, and Security Centers (NISSSC) grew out of local and national needs around homeland security and defense. In response to this need, UCCS established a Memorandum of Understanding with United States Space Command to establish a certificate in homeland security, also under the title of NISSC. Areas of interest and funding sources for the center grew, and in 2005, the institute was formed, consisting of four centers:

- CHS (formerly NISSC)
- Center for Space Studies (CSS)
- Center for Science, Technology, Engineering, and Mathematics Education (CSTEME)
- Center for Trauma, Health, and Hazard.

The vision for NISSSC states that “the National Institute of Science, Space, and Security will make a material difference in strengthening the global competitiveness and security of the U.S. through educational and research programs in science, space, and security.”

## **Southern Colorado Geodata Laboratory**

The Southern Colorado Geodata Laboratory is devoted to education, research, and outreach in the latest geographic technologies and applications. Projects within the university and larger community have included map creation for various nonprofit organizations, GPS outings with local elementary students, habitat characterization/identification studies, and an interactive, informative Web map of geologic hazards in Colorado Springs and El Paso County. The base of excellent undergraduate and graduate student workers and researchers allows the Geodata Lab to conduct topnotch GIS projects and geo-spatial research at a lower cost than private GIS companies and consulting firms.

*Core Component 5d — Internal and external constituencies value the services the organization provides.*

## Community Support of UCCS

UCCS has been closely linked to the Colorado Springs community throughout its history. The land on which the campus was founded was sold to the university at the sale price of \$1. Since that time, multiple community donors have gifted the bulk, over 90 percent, of the university's more than 500 acres, giving UCCS the largest land holdings in the CU System.

As outlined in its mission, vision, and core values, UCCS is committed to working with the community and region. In 2001, UCCS was one of only two universities in the nation recognized by the American Association of State Colleges and Universities (along with Arizona State University-West) as the most engaged with its community.

Recognition of the community's support for and value of the university started in 1978 when community and university leaders worked together to start what today is called the University Club. Initiated to foster mutual understanding and support between UCCS and the business and professional communities of the region, club members now contribute their time, talent, and financial resources to sustain university excellence.

Many community members are active on college and department advisory boards and committees, linking the academic mission of the university to community needs. In addition, the chancellor's office started a community roundtable group in 1998 to bring community leaders to the campus on a quarterly basis to meet with the chancellor and staff. Roundtable members are asked to support the university with legislative matters, military relationships, economic development programs, and various community issues.

University administrators and faculty also serve on all the major nonprofit and business organization boards in Colorado Springs. Most of the major private gifts to UCCS have come from community donors. Besides the major gifts of land that were donated to create and expand the campus, five of the six endowed faculty positions have been funded by community supporters. The city's two main health care entities — Memorial Health System and Penrose-St. Francis Health Services — joined together in 2002 to fund over 30 annual scholarships in Beth-El. The community's El Pomar Foundation funded the lead gift to build the El Pomar Center in 1999, and the Kraemer family of Colorado Springs donated land to the university in 1995, to name the Kraemer Family Library and establish the Kraemer Family Endowment. In 2000, community leaders Bruce and Anne Shepard endowed the Bruce and Anne Shepard Reach Your Peak Scholarship program. In 2005, longtime Colorado Springs resident, Betty Taylor, established a trust to benefit the renovation of the university's Heller Center for the Arts and Humanities. Beginning in 2006, UCCS will be the recipient of 20 to 25 annual scholarships established by the estate of a Colorado Springs rancher. This is the largest scholarship gift from an individual in the university's history.

In the last five years, the community's involvement with and value of UCCS has grown tremendously. Two major military commands in Colorado Springs — U.S. Northern Command and Air Force Space Command — have developed memorandums of understanding with UCCS to take lead roles nationally in the education and training of our military professionals. These agreements have improved university

resources, raised enrollment, increased research, and propelled UCCS into the national spotlight with regard to military education and homeland security.

The city of Colorado Springs has recently contracted with Beth-El to establish wellness clinics in Colorado Springs to reduce employees' health expenses. Through these clinics, Beth-El can offer important clinical experiences to students, retain experienced faculty, and provide an invaluable community service.

As a national leader in geropsychology, UCCS established the CU Aging Center in Colorado Springs as a community nonprofit clinic to provide specialized service to an aging population. A few of the centers and activities that have been funded by community donors and organizations include the CITTI, the Center for the Study of Government and the Individual, and TheatreWorks.

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*UCCS is part of  
an urban renewal  
project along North  
Nevada Avenue.*

Finally, in 2004, the Greater Colorado Springs EDC named UCCS as one of the three economic anchors for the region over the next decade. The university and surrounding area were labeled the "Innovation Zone" for the city. To that end, community leaders teamed up with UCCS' leadership in November 2005 to gain approval by the city to establish an urban renewal zone along North Nevada Avenue and on the university's western campus. Today, university and city officials are working together on a new retail complex in addition to a research and development park along the North Nevada corridor.

The university has been able to grow and develop because of widespread community recognition and support. The next decade holds the potential to be transformative in the university's development, for its support in and of the community and region is escalating.

## Legislative Relations

The CU System maintains an Office of State and Federal Government Relations to support the building of effective partnerships between the university and state and federal governments. This is achieved through the representation and advocacy of CU's needs and interests with state and federal elected officials in Colorado and Washington, D.C. Efforts are coordinated between the three CU campuses by staff members assigned to state and federal relations.

In coordination with centralized efforts, UCCS officials maintain close contact with state-level elected officials (representatives and senators) and members of the Colorado Springs City Council. Annually, the Alumni and Friends Association recognizes a member of the local state delegation for efforts benefiting the campus, and campus officials regularly participate in visits sponsored by the local Chamber of Commerce to both Denver and Washington, D.C.

Additionally, the former dean of LAS, a current member of the political science faculty, is a former member of the Colorado Springs City Council. A faculty member in economics is a former state legislator. Other staff and faculty have served in various elected and appointed offices in the community and state, and several members of the university staff serve in both formal and informal advisory capacities. These relationships are not a part of the formal legislative process, but such connections certainly enhance the institution's ability to work productively with the various governmental entities that have an impact on the university.

The fruits of all these efforts can be seen in such things as the passage in several recent years of congressionally specified federal funding for projects at UCCS, state funding for capital construction projects, and the partnership with the city in the redevelopment of the North Nevada corridor. The support the campus receives from local elected officials, whether they are representing El Paso County at the local, state, or national level, is warm and widespread.

