



IMPACT MORGRIDGE

Morgridge College of Education
Strategic Plan
2019–2024



UNIVERSITY of
DENVER

MORGRIDGE COLLEGE
OF EDUCATION

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Introduction

Current societal challenges require institutions of higher education to prepare students to be lifelong learners, habitual innovators, and responsive to culturally diverse populations. Tomorrow's professionals must have the skills and dispositions to successfully transition between professions and careers, and to navigate a broad range of culturally diverse community settings, ranging from the established to the emergent, in rural communities and urban hubs, throughout the U.S. and abroad. Many of today's hyper-local challenges are consistent with those that span the globe, such as increasing access to postsecondary educational options for individuals with diverse experiences and abilities; aligning educational and wellness resources in school settings; meeting the unique needs of rural communities; and addressing the challenges that humans bring with them to their workplaces, educational settings, and communities.

At the core of our mission, and that of the University of Denver, is a strong desire to effectively connect theory, research, practice, and service with meaningful social change that is rooted in deep, reciprocal relationships with community members and their diverse interests, needs, and values. Not only do we prepare our students to promote learning and wellness in their careers for the communities in which they serve, we also drive this endeavor in our everyday work at the College through our exceptional dedication to genuine, community-relevant action. Our simple goal is to improve the human condition and to make things better for others, regardless of race, ethnicity, culture, economic position, geography, and ability. We bring together experts across the spectrum of learning, wellness, and human development to advance the public good, particularly those from historically marginalized populations. Our degrees, academic programs, departments, institutes, centers, model schools, and clinics reflect our greatest asset: our people. Our faculty and staff are ambitious and talented; our students seek expanded learning opportunities; our alumni are engaged and active; our donors are passionate about the impact of their philanthropy.

We are ideally positioned to advance breakthrough approaches and novel solutions to challenges that are interprofessional by nature and reflect an intersystems philosophy. These methods embrace expanded collaborations, knowledge sharing, and educational offerings. Through this strategic plan we make choices about future priorities that will open doors to larger and bolder opportunities to serve our students and community. We commit to the following goals:

- embrace an inclusive, college-wide think & action collaborative approach to achieve maximum societal benefit;
- prepare students for an increasingly interprofessional world;
- advance breakthrough solutions to complex challenges using an intersystems approach; and

- infuse the values of the College into our everyday actions and unify the College under a collective identity, while also valuing the diversity of our faculty, staff, and students.

The Morgridge College of Education sits within the broader context of the University of Denver, which, through the strategic plan DU IMPACT 2025, has set its sights on “creat[ing] knowledge that serves the public good and changes the world for the better.” As evidenced throughout this plan, the College’s aspirations and goals embody the transformative directions of DU IMPACT 2025.

This new five-year strategic plan builds on the collective strengths of our faculty, staff, students, alumni, and donors—and the momentum we have achieved together. Over the past several years, we have actively pursued near-term opportunities that paved the way for the transformational goals and commitments in this plan. We have brought additional centers, academic offerings, technologies, and partnerships in house, bolstering our ability to be a force for positive change in the lives of individuals, organizations, and communities. The recent addition of the Center for Rural School Health & Education (CRSHE) and the Positive Early Learning Experiences (PELE) Center are two examples. These two centers build capacity within the College and have already attracted national attention and significant funding.

A few data points to consider:

- We have continued to increase the percentage of graduate students of color enrolled from a low of 23% in Fall 2013 and 2014 to a high of 27% in Fall 2019.
- Our overall scholarly productivity increased by 25.3% over the last year, which represents a significant achievement for the College. In particular, journal publications increased by 15% and book chapters published increased by 40%. In the last five years, our productivity has increased by 83% compared to the 2013–2014 academic year.
- Morgridge faculty have engaged in 27 different collaborative efforts during the 2017-2018 school year, which represents our continuing efforts to work across programs, departments, and disciplinary boundaries.
- In FY18, we will have received approximately \$6.3 million in external funding from generous individuals, private foundations, and state and federal agencies.
- We have launched initiatives such as the Urban Teacher Fellowship (UTF) and are partnering with other local universities on the Z Place Preschool Project.
- 100% of doctoral students and 94.8% of master’s students who graduated in the 2016-17 academic year were employed or enrolled in a graduate program within 6 months of graduation.
- MCE moved up 11 spots in US News & World Rankings Report between the 2018 and 2019 rankings from 141 to 130, and 22 spots in the 2020 and 2021 rankings from 134 to 112.

DU IMPACT 2025 poses the question, “What is the shape of knowledge in the 21st century, and how will our scholarship, practices of teaching and learning, and our institutional structures support it?”¹

Our response? Be an incubator of innovation demonstrating how a college can advance knowledge creation for the 21st century.



¹ <http://imagine.du.edu/transformational-directions/>

Rising to the Challenge

The previously noted accomplishments are extraordinary, representing a substantial level of effort, revealing a considerable level of talent, and positioning the College well. It is incumbent upon the College to utilize its assets and seize the opportunity to lead in a way that honors the traditional aspects of academia that continue to serve our society while addressing current and future challenges in a novel and pioneering manner.

“The world has problems, but universities have departments.”

This quote from “The challenges of interdisciplinarity,” an academic paper by Garry Brewer, offers a fitting description of the identity crisis in which higher education, as an industry, currently finds itself. There is a growing perception—particularly among the American public—that higher education primarily operates in a space disconnected from the “real world”; that academic research is generally self-serving and does little to affect the communities and individuals it studies.

On the other side of the coin, students are increasingly attuned to career-related returns on their investment, considering the growing financial burdens related to the cost of higher education. Students realize their educational investment must involve substantial career-related returns that position them for a financially stable, personally meaningful, and socially impactful future.

The escalating costs of higher education, public challenges to the role of higher education in society, and deepening national student loan debt, have generated noted misgivings about higher education, both in terms of its value to individuals and its role in society. Now is the time for higher education to rise to the challenge by expanding opportunities to collaborate, by adapting to meet the evolving expectations of an increasingly diverse student population, and by growing its capacity to play a unique public intellectual role in service to the community. Due to increasing competition for limited resources, colleges must be nimble, reflective, and responsive.

The Morgridge College of Education is ideally suited to make a difference in this new era. Not only do we have a unique set of assets and resources that lend particularly well to addressing relevant societal issues and to preparing students for a dynamic professional landscape, we also are home to a cadre of committed social change agents.

Through DU IMPACT 2025, the University of Denver exemplifies a renewed approach to the role of higher education in society, one that weaves a passion for the public good into the very fabric of the institution. DU IMPACT 2025 emphasizes the importance of “drawing on our intellectual capital, our practical knowledge, our open minds and an interdisciplinary faculty... [to] research and address the world’s problems.”² The plan even conceives of the path to a

² <http://impact.du.edu/our-vision-of-impact/impacting-our-world/>

beneficial and societally relevant future by leveraging the considerable existing resources, aspirations, and expertise of the University's students, faculty, staff, alumni, donors, and volunteers.

Recognizing the societal challenge and the related call to action for institutions of higher education, IMPACT 2025 calls upon the individual colleges of the University to participate in a new approach to knowledge, one that harnesses the "growing interest among students and faculty to connect with one another outside their departments and schools and to be challenged by perspectives that lie outside their disciplines." Though this will not be easy, "this approach to knowledge is marked by curiosity, risk-taking and adventure. It mirrors the world our graduates will enter."³

We already embrace this approach in our scholarship, teaching, and service, emphasizing inclusive excellence and the public good.

We Have Momentum

Over the past several years, we have worked hard to build a strong foundation that allows the College to anticipate and ride out some of challenges faced by higher education today. As a result, we have maintained and built some notable strengths. Many of these strengths support the College's academic reputation, including a focus on applied research and learning, teacher scholars, accreditations, faculty in national leadership positions, regional reputation, and growing national recognition of the College. Staff support in various roles and capacities make it possible for our college to function at its highest potential. Some of our greatest strengths are our people and our relationships with community partners.

We already have momentum in the right direction. In the 2017-2018 school year, we collectively produced 119 scholarly publications; attracted a diverse, record number of applicants; gained 11 points on the US News & World Rankings Report; and received the largest scholarship gift in the history of the College.

Chief among our capabilities is, aptly, the sense of a shared, common mission across the College, with a group of dedicated, passionate faculty, staff, students, and alumni who have the expertise to accomplish it. Adding to our capabilities in this regard is the high-level reputation of our faculty, the competence and commitment of our staff, and the quality and confidence of our students. The passion of our faculty, staff, and students is clear, especially at the program and department level.

The primary challenges in front of us are those faced by any organization trying to take that next step: time and money. Specifically, for Morgridge, these challenges manifest primarily as issues with capacity and resources of faculty and staff. We are at an opportune moment, where making some strategic decisions can help maximize the strengths of the College to overcome

³ <http://impact.du.edu/our-progress/designing-and-developing-knowledge/>

these challenges. A strong board of advisors will aid tremendously in propelling Morgridge forward. This board will expand our capabilities to achieve the strategic potential of this plan and will also aid us in discovering new solutions to challenges while opening doors to new opportunities and partnerships.

Our momentum has been building, fueled by excellence in scholarship, teaching, and service. Access to cutting edge theory, applied research, and basic research coupled with quality training and fieldwork from experts creates a high value education for our students. Further, our highly attentive staff support students throughout their journey at Morgridge, ensuring they get the most of out of the MCE experience. Recent additions include degrees through 2U, the Center for Rural School Health & Education, Project ECHO, the PELE Center, and others, which will help us further develop the approach to higher education that this current climate demands.

We are poised for growth and are ambitious in our vision aligned with our mission. Our faculty leadership team has helped position the College well for our future, especially in terms of our financial strength and academic reputation. As a testament to the belief that others have placed in the power of our mission, our endowment is strong and continues to grow, funding scholarships and other notable investments in the future. Indeed, each year Morgridge attracts 400+ new students—a testament to our robust regional reputation and emerging national and international reputation. As we aim to take the next leap forward, there are opportunities for innovations in creating connections across systems, professions, and people. To make sure we can accomplish this ambitious feat, this strategic plan ensures that Morgridge has the resources to innovate and build on our momentum.

Turning Our Momentum into More

Over the next five years we will focus our unique suite of capabilities to achieve significant impact at scale on the societal issues we care about most deeply. We have identified a set of four endeavors that, taken collectively, will enhance our educational offerings, scholarly work, student success, professional practice, alumni engagement, community impact, and commitment to inclusive excellence.

Supported by a revitalized collaborative approach and an intentional culture that affirms our Morgridge community, we will embrace new approaches to knowledge creation as we advance current areas of excellence. No other college of education functions in the manner we envision.

Embody and amplify our community-relevant scholarship, teaching, and engagement. We will facilitate collaboration across our academic programs, departments, and institutes with community partners devoted to achieving common priorities and create lasting positive change. Since we are already doing this collaborative work within our programs, departments, and institutes, this level of cross-cutting collaboration requires a revitalized approach. Building on the expertise and passion of our faculty, staff, students, advisory board, and alumni, this means connecting theory, research, and practice to produce genuine results aligned with

community needs. Such an approach to impactful and reciprocal community relationships centers on our core values and our mission of unleashing the power of learning to serve the public good. It requires that we work in new ways, across disciplines and programs, to focus on interdisciplinary thought, action, and curricula, and to foster new connections.

We recognize that our current structure is designed to support individual scholarly production and departmental collaboration. We also realize that all of our work, from early childhood education through education leadership, intersects. If we want to work in new ways, we must create new supports to facilitate this level of collaboration; it will not happen on its own. Such college-spanning supports include: leadership with the requisite influence, respect, and authority; funding and resources; facilitation and coordination across the College; and reciprocity with the community.

This amplified approach also facilitates our commitments to interprofessional and intersystems work as detailed below. Not only does it encourage new partnerships and collaborations across professions within the College, it positions Morgridge to partner with others, including healthcare organizations, businesses, nonprofits, institutions of higher education, and government agencies. Our partnership with the Colorado Mountain College, the Colorado Rural Education Alliance, Aurora Mental Health, and the National Mental Health Innovation Center are examples of the relationships we will continue to foster through this work.

To help us amplify our impact in the community, we will create an advisory board to strengthen our connections to and partnerships with the community. This advisory board will provide guidance as to where we can have the biggest impact. We envision a robust and diverse advisory board tasked with supporting and advancing the College's strategic plan and funding priorities with the ultimate goal of increasing the College's impact on the community and world. As active ambassadors for both DU and the College, advisory board members will provide direct guidance to the Dean on strategic priorities, strengthen connections to and partnerships with the community, and support the College's strategic objectives through development and fundraising activities. Members will promote the philanthropic priorities of the College within their networks and serve as models for a true culture of philanthropy through their own personal giving to Morgridge. Highly visible, these key volunteers will serve to inspire pride in, promote involvement with, and provide support for both Morgridge and the broader University.

Embrace interprofessional approaches to address societal issues and meet our students' expectations. To seize upon the shifting demands for interprofessional skill sets for our graduates as well as a societal demand for nuanced approaches to addressing pervasive problems, we will leverage our existing resources, values, and expertise to focus on applied research and learning that connects individual departments, disciplines, and professions. Some of our programs and centers are already working in these ways as they create new knowledge and design new pedagogy. Now our task is to leverage these hubs of expertise in the creation of knowledge that combines expertise from groups of faculty across programs.

Such an approach to research, teaching, and community engagement does not entail taking on an additional entity or initiative to the work we are already doing. Instead, it entails maximizing the strengths of the College and optimizing the synergies to overcome barriers, the most notable of which are time and resources.

An interprofessional approach to advancing learning responds to both societal challenge and student demand for customized cross-disciplinary models of learning and preparation—both within Morgridge and DU overall—while also building on existing resources and momentum. Enhancing our capacity to empower learning and wellness throughout the lifespan, we will embrace interprofessional education as the core of what the College has to offer to students and to society.

Collaborate to achieve breakthrough solutions to complex societal issues. As societal issues become increasingly complex and less solvable through one-size-fits-all fixes, we will utilize an intersystems method that may pave the way for breakthroughs on longstanding, difficult-to-solve-from-one-angle problems such as gun violence, educational achievement gaps across minority and low-income populations, and the treatment of mental health.

Faculty expertise covers preschool to postsecondary education systems, and connections to other systems. Our volunteer leaders and alumni bring unique intersystems lense to our work as well as breadth of expertise and experience across a variety of systems and settings. Not surprisingly, a handful of Morgridge faculty are already working in these ways to address societal issues. We can build from these teams of experts to extend these approaches across the College and build the critical mass to sustain them.

Morgridge can exemplify the valuable civic actor role that an institution of higher education plays in society by uniting systems in meaningful ways to address problems, influence policies, and create systemic change. Working across systems is not new to Morgridge, as we have demonstrated our ability to engage in this work already (e.g., hosting a problem gambling conference with casino leadership, healthcare professionals, and other experts in the College). A renewed sense of intentionality in creating, supporting, and sustaining opportunities to work across and within systems will only bolster our ongoing applied research and teaching at Morgridge.

Foster an intentional culture across the College. Intentional culture is important for Morgridge for a number of reasons, principally because it demonstrates how much we value our faculty, staff, students, and alumni. This is important for retaining and attracting great people to Morgridge; it is also important that we model it for our students, who are future educators, psychologists, counselors, librarians, and principals.

Continually strengthening and advancing an intentional culture also imparts a shared identity and focus within the College. We have many shared values with which to foster the desired culture, elements of which are already felt and experienced. Such values include promoting inclusive excellence and equity, supporting each other, collaborating, engaging the community,

learning through service, sharing our knowledge, and balancing teaching and scholarship. However, ensuring that these values are consistently addressed through behaviors involves constant attention and thoughtful collaboration.

When faculty and staff reflected further on Morgridge's current beliefs, artifacts, traditions, and values, they noted that in some ways Morgridge reflects the broader academy, which generally rewards individual success. Unfortunately, rewarding individual success can suggest that collaborative endeavors are undervalued. Partnerships are a tradition at Morgridge, but many traditions exist at the program level to a greater extent than at the college level. By cultivating an intentional culture, we can be an example of how a college dismantles traditional hierarchical structures and creates reward structures that appreciate, support, and recognize the expertise of those with less power.

Through this plan we make strategic choices about future priorities and investments that will ensure our efforts and resources advance our mission for the long term and open the door to larger and bolder opportunities to serve our students and community.

Our Plan for the Next Five Years

Capitalizing on the momentum and existing resources of the College, we imagine a future for Morgridge that centers on preparing students for a dynamic professional world while simultaneously empowering the connection between academic knowledge and meaningful, reciprocal community impact. The world needs solutions; Morgridge will respond.

Mission

Our mission is to be a force for positive change in the lives of individuals, organizations, and communities through unleashing the power of learning.

Vision

The Morgridge College of Education will be a leader in innovative and effective approaches for promoting learning throughout the lifespan. Transcending traditional ideas about education and schooling, we will embrace a new, comprehensive vision of learning as a lifelong activity that involves the whole person and can occur through a variety of methods, anywhere and at any time. We will promote educational change and social equity in addition to providing leadership for the improvement of education, mental health, and information services and systems.

Values

STUDENTS – PRAXIS – EQUITY & DIVERSITY – ACADEMIC & SCHOLARLY
EXCELLENCE – COLLEGIALITY – COLLABORATION – INNOVATION

Strategy and Goals

As a Think & Action Collaborative, over the next five years Morgridge will champion unique interprofessional and intersystems approaches to pressing social issues that affect learning and wellness across the lifespan. Morgridge will deploy its wide-ranging expertise and resources to work reciprocally with external community partners as a collaborative of dedicated social change agents devoted to genuinely responding to the issues challenging our communities.

Strategic Goal 1 – Embrace an inclusive, college-wide think & action collaborative approach to achieve maximum social benefit.

Strategic Goal 2 – Prepare students for an increasingly intersecting professional world.

Strategic Goal 3 – Advance breakthrough solutions to complex challenges using an intersystems approach.

Strategic Goal 4 – Infuse the values of the College into our everyday actions and unify the College under a collective identity.

Detailed Goals and Milestones

Goal 1: Embrace an inclusive, college-wide Think & Action Collaborative approach to achieve maximum social benefit.

Across Morgridge, we recognize that addressing some of the greatest challenges in education and beyond requires a comprehensive set of skills. To tackle these challenges, we have undertaken an amplified collaborative approach we are calling the Think & Action Collaborative. This extends the historical role of the College as a leader in exemplary teaching and scholarship and broadens its structure and function by positioning it to meet the needs of the future. The



Collaborative functions as a network of teams comprised of faculty, community partners, students, staff, and alumni. Teams align collective expertise, skills, and interests to address specific community issues and create lasting positive change.

This strategic planning process revealed a shared aspiration for deeper engagement with community that achieves positive societal results while advancing the public good. There is a strong desire across Morgridge to collaborate more intentionally and more frequently. Expanding collaboration within and outside the College necessitates that Morgridge revitalize how it supports faculty, students, staff, and alumni to achieve the community change they so desire.

The DU IMPACT 2025 plan anticipated the requirement for collaborative supports in its Strategic Initiative 4: Knowledge Bridges, under Transformative Direction Two: Discovery and Design in an Age of Collaboration:

*"Identify problem- and issue-based research and curricular initiatives; create a flexible infrastructure to support them."*⁴

This approach allows us to organize our knowledge experts, public intellectuals, resources, alumni, and community partners to address large-scale challenges by powerfully connecting theory, research, service, and practice to impact. It has the potential to leverage transformational philanthropy to achieve significant and sustained outcomes. As we do so, we will fulfill the deep desire for expanded collaboration opportunities expressed by faculty, students, staff, and alumni. This goal can be catalyzed through transformational philanthropy.

Think & Action Collaborative

The working title for our revitalized collaborative approach is the *Think & Action Collaborative*. (We will consider other names as we brand our novel approach.) This collaborative approach

⁴ DU IMPACT 2025, vii.

has far reaching benefits for faculty, staff, students, alumni, and the broader community, in addition to powerful alignment with DU IMPACT 2025.

The Collaborative functions as a network of “Think & Action teams,” comprised of faculty, community partners, students, staff, and alumni. Teams align collective expertise, skills, and interests to address specific community issues and create lasting positive change. Integral to our team approach are reciprocal relationships with community partners that facilitate learning from and with each other. We also envision faculty and staff drawing upon each other’s expertise in ways that are mutually supportive. Through this approach, students will be more prepared for increasingly collaborative careers, and alumni will have an opportunity to transform the communities they care about.

The Think & Action Collaborative will include the following attributes:

A focus on equity. One of the main drivers of research and community-focused action across the College is equity. The Think & Action Collaborative will provide a means to powerfully unite our shared interest in equity. Bringing our different skill sets together will make it possible to disrupt systems of oppression and challenging problems within our community and society. Moreover, this structure will promote equity by employing transparency and including relevant stakeholders at the table.

A community partnership. The Collaborative will enable us to develop deeper relationships within our community. One of the goals of this structure is to produce tools, resources, and findings that can have lasting benefits for the community. To ensure that what this structure produces is useful, community members will be key stakeholders that authentically help direct actions from the beginning. As many of our alumni go out and work in the community, they too will become critical stakeholders. We will focus on helping to create a better-informed public and providing lifelong learning and access to resources for our graduates.

A focus on thought and action that drives impact. Morgridge excels at creating nationally and internationally recognized theory, research, and practice. The Collaborative will encourage the testing and application of this knowledge to create positive results in the broader community. We will focus on becoming a trusted knowledge leader in our community by translating and disseminating scholarship to increase community access and by being accountable to the community. Strong collaborations with translational partners, such as libraries and schools, will facilitate this work. This structure will help us create novel approaches to longstanding challenges; prototype holistic approaches to emerging issues; disseminate fact- and data-driven policy decisions to improve learning outcomes; develop research-based white papers to advance policies, guidelines, and plans; and build capacity, including creating a resource and research bank for the community.

Dynamic, flexible, responsive, and innovative. In order to have a greater influence on the issues we study and to disseminate knowledge that is relevant to a dynamic world,

Morgridge will be defined by agility, responsiveness, and innovation. While some challenges are longstanding, there are also new challenges and new angles to old challenges that emerge periodically. Having a flexible collaborative approach guided by relevant stakeholders will help us to easily identify key problems, bring together relevant experts (across Morgridge, across DU, and across the community), and produce timely knowledge to address the issue.

A shared Morgridge identity. Morgridge has a strong mission that is shared by faculty, staff, students, and alumni. However, most faculty, staff, students, and alumni strongly identify with their program and not with the College broadly. The Collaborative will reinforce the similarities shared across programs and strengthen the sense of shared identity at Morgridge. Further, collaborating with experts across DU and in the community will further refine our identity in terms of Morgridge’s place at DU and relationship with the Denver community.

Goal 2: Prepare students for an increasingly intersecting professional world.

Grounded in an ethic of social justice and an imperative to enhance the public good, our graduates pursue careers that meaningfully impact the lives of individuals and create tangible benefits for society. We will leverage our existing resources, values, and expertise to focus on applied and translational research and learning that connects individual departments, disciplines, and professions to seize upon the shifting demands for interprofessional skill sets for and from our graduates as well as a societal demand for nuanced approaches to addressing pervasive problems.



What is particularly striking about our academic programs is the college-spanning aptitude for preparing our students for a wide range of in-demand professions that are grounded in unleashing the power of learning to be a force for positive change in the lives of individuals, organizations, and communities. While many of our graduates go on to more traditional roles within this space (e.g., teachers, counselors, librarians), a significant number of our graduates also advance learning through roles that demonstrate their exceptional adaptiveness in the professional world and the broader relevance of the values and skill sets we engender in them (e.g., research analysts, diversity and inclusion consultants, creative directors, curriculum specialists).

As the problems affecting our communities become increasingly multifaceted, our approach to finding solutions and helping those in need must be comprehensive and nimble. To prepare our students for a professional world that requires multifaceted skills to respond to society’s complex issues, we can lead the way in higher education by deliberately working across

specialty areas to address the pervasive problems of learning and wellness that cross disciplines, professions, and departments. At its core, an interprofessional approach at Morgridge means “learning with others to solve a common goal.”

There are few, if any, other colleges (let alone colleges of education) that already possess the resources, knowledge, and capacity required to link the professions advanced at Morgridge in a manner that rises to the occasion lying before the industry of higher education to expand its civic impact and to fulfill the career-related demands of today’s students. By uniting the exceptional spread of professions cultivated, encouraged, and advanced through the learning and teaching already happening at Morgridge, there is enormous potential to greatly increase the societal influence of the College, both as a college community of faculty, staff, and students and in terms of the impact made by our graduates after they leave.

Perhaps most importantly, the draw for Morgridge to embrace interprofessional education into our core identity as a college is that it is not limited to only one group of our constituents. Instead, an interprofessional approach to advancing learning and to solving societal issues makes use of the expertise and skill sets of everyone connected to Morgridge, across faculty, staff, students, alumni, and community partners.

Imagine a college-wide initiative to tackle, for instance, rural access to education: a core Think & Action team, drawing on the research conducted by faculty and students to know which gaps to fill and which actions to prioritize, leads the charge to create meaningful, mutually beneficial partnerships with relevant community members. As we extend our reach on this issue, we utilize our alumni who are already working in the professions that can make critical changes a reality (like teachers, policy-makers, psychologists, researchers) in rural locations across the state of Colorado and beyond.

Goal 3: Advance breakthrough solutions to complex challenges using an intersystems approach.

As societal issues become increasingly complex and less solvable through one-size-fits-all solutions, we will utilize methods that link systems in ways that will pave the way for breakthroughs on longstanding, complicated and systemic problems such as educational achievement gaps across minority and low-income populations. Embracing an intersystems approach, we will collaborate internally across multiple fields of expertise, serve as a convener within the community, and conduct research on the best ways to connect systems for positive outcomes.



Interprofessional and intersystems approaches are not equivalent nor are they mutually exclusive. Interprofessional approaches involve distinct disciplines learning and working together within a single system. For example, school psychologists or school counselors working in schools alongside teachers to meet the needs of students. Intersystems methods involve the linking of at least two separate systems. Extending the example, an intersystems approach would involve a psychologist from a hospital working with school psychologists or school counselors to meet the needs of students within in the mental health and education systems. The mental health professionals are working together and bringing their disparate systems together. This example, however, could also include an interprofessional approach if a developmental pediatrician and a social worker from a hospital worked together with teachers and administrators in a high need school to improve learning for children who have experienced adverse childhood events. In this latter example, interprofessional approaches are utilized within each system, and the systems are working together to address the particular needs of students.

Involving the resources of disparate systems is the only way that we can affect the change necessary to address the complex issues facing our society today and in the future. In order to address an issue like adverse childhood experiences—which present educators with significant challenges, particularly with regard to student disengagement and outcomes—it is necessary to involve the education, mental health, and judicial systems, including key components such as teacher education, early childhood special education, educational leadership, school psychology, and school counseling.

Education cannot fully address multifaceted issues like childhood trauma alone. By serving as the convener and the leader in the cutting-edge space of uniting systems to tackle complex societal issues of human health and development, we greatly expand our ability to provide meaningful solutions for the communities we serve. Our exciting new work with Project ECHO is an example of the intersystems approach and the opportunity we have before us to serve as a leader in this space, and the value that big data and technology can play in linking systems to serve our community.

Combining the passions, research interests, and expertise of our faculty and staff with engaged students, seasoned Morgridge alumni, and collaborators from a range of organizations within various systems would generate the proven practices required to tackle these big issues as well as the influence necessary to tackle their root causes through systemic and policy-driven change. The Think & Action Collaborative described in Goal 1 is essential to support this work. Not only does such an approach play a role in facilitating new partnerships and opportunities for collaboration across the College and University community, it would help position Morgridge to partner with external industries, businesses, nonprofits, institutions of higher education, and government agencies. The partnership with the National Mental Health Innovation Center (NMHIC) at the University of Colorado Anschutz Medical Campus is an example of the relationships we could foster through an intersystems approach to advancing learning and to addressing societal issues related to education.

Goal 4: Infuse the values of the College into everyday actions and unify the College under a collective identity.

Focusing on our intentional culture is important for Morgridge for a number of reasons. Chief among these reasons is that it demonstrates how much we value our faculty, staff, students and alumni. This is important for retaining and attracting great people to Morgridge; it is also important that we model it for our students, who are future educators, psychologists, counselors, researchers, librarians, and principals.



Fostering an inclusive culture at Morgridge aligns well with the focus of the Inclusive Excellence Committee at the College, especially their recent work on cultural and meeting norms. Additionally, as we begin two years of what could be a somewhat challenging construction project on the DU campus, it will be critical to cultivate a positive and supportive culture that can carry us through the construction process. Finally, this goal of fostering intentional culture aligns with DU IMPACT 2025's Transformative Direction 4: One DU. This transformative direction includes actions such as strengthening a sense of identity; being an exemplary employer; focusing on diversity, equity, and inclusive excellence; and engaging with alumni.⁵

When defining intentional culture for Morgridge, faculty and staff laid out a number of key attributes. First, an intentional culture should be reflected in congruence between the values and beliefs of the College and the actions of the College. Intentional culture should focus on relationships between people, as the dynamics between people really produce the culture. Intentional culture is supported in two ways: both top-down from the institution and bottom-up for those in the College. There is also a desire for clear expectations that reward innovation and reflect appreciation while they address fear and minimize hierarchies. Moreover, it is necessary for us to think critically about what we are rewarding and encouraging. As one staff member explained, "we are what we give oxygen to."

Each of the elements of intentional culture described below are vital to attract, inspire, and retain the high-performing faculty, staff, and students who are central to the College.

Leadership. We will emphasize transformative leadership approaches that prioritize impact and our collective values. Transformative leadership is a critical component of shaping the intentional culture we desire and is crucial to attracting and retaining talent across Morgridge.

Trust. A positive, supporting, and inclusive culture is based in trust. Trust can be further embodied through our policies, practices, and processes. Trust is also manifest through transparency. We want to ensure that everyone in the College feels connected not only to their departments or programs, but to their colleagues across the College.

⁵ *DU IMPACT 2025*, vii.

Communication. An intentional culture reflecting a fundamental sense of inclusivity, trust, and collaboration is not possible without consistent and effective communication. We will focus on the ways in which we can improve our communication throughout Morgridge.

Mentorship. Mentorship not only helps set clear expectations for newer colleagues, it also creates relationships that could cross-cut programs. Further, mentorship can reinforce our shared identity at Morgridge while also providing an opportunity to revitalize our intentional culture.

Onboarding and training. Starting a new job can be stressful for a number of reasons. Providing strong onboarding and training, especially in the beginning, gives new colleagues strong preparation and aligns knowledge with expectations.

Inclusivity. Consistently reinforcing inclusive excellence across words and actions and addressing disrespectful behavior in a meaningful and positive way, will strengthen our intentional culture. With the help of the Inclusive Excellence Committee, we will consider whether all actions by the College, even small ones, are reinforcing inclusive excellence. Many of the other components of this plan require innovation and calculated risk-taking. To encourage this, we will make sure that innovating and risk-taking is safe for everyone. Our intentional culture should value, respect, and support individuals in all roles.

Collaboration. Traditional systems in the University and in academia do not necessarily promote collaboration. While advocating for changes in these systems, we can push back against the academy's focus on individual successes and reward collaborative efforts and successes. It is important to encourage relationships among faculty, staff, students, and alumni through activities such as shared projects, collaborative teaching, professional mixers, faculty presentations at staff meetings, and cross-program clubs (e.g., intramural sports). We will help faculty, staff, students, alumni, and other partners see the connections that exist under the umbrella of education.

Joy and relationships. Finally, we will create a culture that celebrates relationships. This might include providing spaces (including virtual ones) and events that encourage both formal and informal gatherings within the College. It also could include acknowledging and celebrating the support systems of faculty, staff, students, and alumni, which include their families.

Our ultimate goal is to serve our students. We accomplish this by integrating our values of praxis, equity and diversity, academic and scholarly excellence, collegiality, collaboration, and innovation into our everyday actions at the College and by prioritizing the services we provide to our students and the culture we build across the Morgridge community. An intentional culture that reflects our values and enhances our ability to collaborate in our work will deepen our impact as a college focused on being “a force for positive change in the lives of individuals, organizations, and communities through unleashing the power of learning.”

In Closing

We have many remarkable strengths and opportunities fueling our momentum. We are ready to capitalize on our recent success and utilize our talent to take the College to the next level together. We are ready to innovate to meet the societal need for cross-systems approaches to solving complex societal issues, such as bringing together the healthcare system, the P-20 system, and the public safety system to bolster mental health treatment. We will bring together our unique breadth of expertise in response to the growing interest and demand for interprofessional approaches to education and intersystems solutions to complex societal issues. Our faculty, staff, students, and alumni will co-create new knowledge and disseminate it broadly to inform policy change, dialogue, and new approaches. We test, learn, and replicate together. We embrace our unique skills and backgrounds. We value each other. We succeed together.

Essential to our success is the launch of our Think & Action Collaborative to build upon the College's momentum and passion to create new knowledge that extends further into the community. Such a focused effort combines our shared commitment to social responsibility and reciprocal community partnerships and leverages our collective thought leadership and action-orientation to achieve notable results. Results will span our professional practices and interprofessional and intersystems arenas, encompassing areas of current faculty work and shared commitment.

Higher education, and its role in the community, is in flux, but Morgridge is ready.

Together, we are more.

Morgridge Success Measures

The College's Implementation Framework includes success measures for each strategic goal.

Strategic Goal - Embrace an inclusive, college-wide Think & Action Collaborative approach to achieve maximum social benefit.

Strategic Goal - Prepare students for an increasingly intersecting professional world.

Strategic Goal - Advance breakthrough solutions to complex challenges using an intersystems approach.

Strategic Goal - Infuse the values of the College into our everyday actions and unify the College under a collective identity.

Appendix A: Strategic Planning Committee Roster

We are grateful to the committee for their hard work and dedication to this process and the resulting plan.

Mayumi Beckelheimer, *Academic Services Associate - Educational Leadership and Policy Studies*

Jeanine Coleman, PhD, *Clinical Assistant Professor - Early Childhood Special Education and Child Family and School Psychology*

Nick Cutforth, PhD, *Department Chair and Professor - Research Methods and Information Science and Research Methods and Statistics*

Dan DeLaTorre, *Assistant Dean of Budget and Finance - Budget and Planning Office*

Jodi Dye, *Director of Admissions*

Mark Engberg, PhD, *Associate Dean and Professor - Office of the Dean / Higher Education*

Pat Garriott, PhD, *Assistant Professor - Counseling Psychology*

Becky McClure, *Assistant Professor of the Practice - Educational Leadership and Policy Studies*

Karen Riley, PhD, *Dean and Professor – Office of the Dean/ Teaching and Learning Sciences*

Laura Sponsler, PhD, *Clinical Assistant Professor - Higher Education*

Jessica Webb, *Executive Director of Development*

Lori Westermann, *Director of Marketing and Communication*

Duan Zhang, PhD, *Associate Professor - Research Methods and Statistics*

Appendix B: Strategic Planning Implementation Committee Roster

We are grateful to the Strategic Planning Implementation committee for their hard work and dedication to implementing the resulting plan.

Erin Anderson, PhD, *Assistant Professor - Educational Leadership and Policy Studies*

Rod Bugarin, *EdD candidate - Higher Education*

Jeanine Coleman, PhD, *Clinical Assistant Professor - Early Childhood Special Education and Child Family and School Psychology*

Nick Cutforth, PhD, *Department Chair and Professor - Research Methods and Information Science and Research Methods and Statistics*

Dan DeLaTorre, *Assistant Dean of Budget and Finance - Budget and Planning Office*

Jodi Dye, *Director of Admissions*

Mark Engberg, PhD, *Associate Dean and Professor - Office of the Dean / Higher Education*

Pat Garriott, PhD, *Assistant Professor - Counseling Psychology*

Joi Lin, MS, *Doctoral Student - Curriculum and Instruction*

Adriana Lopez, *Director of Marketing and Communication*

Karen Riley, PhD, *Dean and Professor – Office of the Dean/ Teaching and Learning Sciences*

Megan Stribling, *Director of Alumni Engagement – DU Advancement*

Jessica Webb, *Executive Director of Development*

Appendix C: Strategic Planning Process

Beginning in the Fall of 2017, Morgridge’s strategic planning process occurred over the course of ten months, culminating with this strategic plan, written in July 2018. The strategic planning process was kicked off during Morgridge’s Fall retreat when Corona Insights came and engaged the faculty and staff in activities that helped plan the first step of the process—the internal assessment. After the retreat, Corona Insights worked with the Strategic Planning Committee, collaboratively shaping the strategic planning process along the way. The first two steps in the process were key; the internal assessment and the external scan were the two phases that involved data gathering, both about Morgridge and about Morgridge’s external environment.

The internal assessment phase included creating program profiles, analyzing and reporting on application and enrollment data, conducting student interviews, and gathering staff input. This phase relied heavily on the faculty, staff, and students of Morgridge, as much of it involved gathering data directly from them. Corona worked closely with all programs, their department chairs, and their Academic Service Associates (ASAs) to organize meetings, interviews, and discussions.

The external scan phase included conducting a survey of Morgridge alumni; researching entities identified by faculty and staff as being “aspirational”; conducting an analysis on identified competitors; analyzing Morgridge customers and creating a labor forecast; creating definitions for “interprofessional” and “intersystems”; and analyzing the political, economic, sociodemographic, and technological macro-environment and forces that shape the context in which Morgridge exists. Many starting points in this phase came from Morgridge’s winter retreat, where faculty and staff engaged in activities to identify aspirational entities and competitors and suggest question topics and questions to ask in the alumni survey. While Corona undertook most of this work, Corona continued to work collaboratively with the Strategic Planning Committee.

After the internal assessment and the external scan were completed, Corona worked closely with the Strategic Planning Committee and identified four strategic concepts. These concepts were drafted by Corona and presented to and discussed with faculty, staff, and students over the course of many hour-long strategic conversations. After incorporating feedback received during that process, Corona finalized the strategic concepts and discussed them with the Strategic Planning Committee. The Strategic Planning Committee provided additional insight and edits to the concepts, which Corona then turned into a one-page document with Morgridge’s current mission, current vision, proposed strategy statement, and proposed strategic goals. The Strategic Planning Committee reviewed the one-page document and then shared it with all faculty and staff ahead of the spring 2018 retreat. Faculty and staff provided additional feedback to parts of the document, which Corona considered and used to create the strategic plan presented in this document.

INTERNAL SCANASSESSMENT

PROGRAM PROFILES

The faculty input process was designed to efficiently gather critical information while giving departments and faculty flexibility in how they responded. Corona asked faculty to answer a series of strategic positioning questions, either in writing or in a group meeting. Questions asked about successes, challenges, upcoming programs, and future aspirations. Over 30 faculty contributed feedback. Answers were analyzed and summarized by Corona staff and then discussed again with faculty to ensure input was correct and that key points were relevant.

APPLICATION AND ENROLLMENT DATA ANALYSIS

An effective strategic plan should consider how potential customers interact with Morgridge through the recruitment and application process. It should also identify the current status and relevant trends of customer demographics. This information provides a baseline for conversations about the future strategic sweet spot. To help reveal customer interactions and demographics, Corona analyzed application records from 2015, 2016, and 2017 provided by the Morgridge Director of Admissions. Data represented all unique applicants during those years. Corona analyzed the data and created variables to improve interpretation and reveal insights.

STUDENT INTERVIEWS

Student input was primarily collected through one-on-one phone interviews spanning all departments. To invite students to participate Corona leveraged various communication channels, including the College of Education Student Association's (COESA) "Morgridge in Minutes," specific student groups, and help from department chairs and Academic Services Associates. Thirteen 20-minute interviews were conducted, with at least one interview from every department. Interview questions asked about Morgridge's strengths and challenges, the needs of future students, ways to engage with the broader community, and aspirations for the future. Students who completed an interview were given a \$5 gift card as a token of appreciation for their time and input. Student input was also sought through a survey executed by COESA; however, too few survey responses were collected to produce reliable results.

STAFF INPUT

The staff input process ensured staff knowledge and perspective was considered on an equal footing to faculty input. To understand the College's resources, current capabilities, and future aspirations, Corona held one-on-one interviews with 14 leaders of both Morgridge and DU. Additionally, Corona held two in-person small-group discussions with staff, on campus and during work hours. To collect candid input, these discussions were confidential, and Deans and Directors did not attend (their input was gathered through personal interviews). Staff discussed resources and skills they will need in the future, Morgridge's strengths and challenges, ways to further integrate with the University, and future aspirations.

DONORS AND VOLUNTEERS

Donors and volunteers have been engaged as the strategic plan document took shape. Their feedback has been invaluable in helping us to frame the narrative and identify specific ways we are bringing this plan to life through implementation.

EXTERNAL SCAN

ALUMNI SURVEY

In the winter of 2018, Corona Insights conducted a survey of Morgridge College of Education alumni to help inform the Morgridge strategic plan by better understanding alumni and their perceptions as past customers as well as professionals currently operating in the fields Morgridge students are preparing to enter. A total of 214 complete responses and 123 partial responses were gathered. Upon review of the partial responses, 33 were sufficiently completed to include in the final tabulations. A total of 247 responses were then available for analysis.

The primary goals of the research were to determine

- what Morgridge did that prepared alumni well for career success,
- what alumni wish they knew that their education did not provide, and
- what changes alumni are seeing in their fields.

ASPIRATIONAL ENTITIES

For strategic planning, the term “aspirational” can be used synonymously with “vision” when considering who we aspire to be like. At the winter retreat, Corona Insights asked faculty and staff to list what attributes they would look for in an aspirational entity and to list potential aspirational entities for Morgridge. Importantly, these entities could be any type of organization. The list of attributes was analyzed to look for common themes. Internet research on 10 aspirational entities was conducted, with a special focus on the aspects of the entity that might be most meaningful and applicable to Morgridge.

COMPETITOR ANALYSIS

To further understand the competitive environment of colleges of education, internet research on five competitor colleges of education was conducted to inform Morgridge’s new strategic plan. “Competitors” for Morgridge can be loosely understood in the context of this analysis as those who offer a similar product or service. For the purpose of contemplating the possibilities for Morgridge within the context of a strategic sweet spot—of uniquely meeting a need that others in the marketplace cannot—competitors are also those who either meet or attempt to meet a need for students that Morgridge cannot or chooses not to similarly meet.

CUSTOMER ANALYSIS AND LABOR FORECAST

During the external scan, Corona Insights created a report focusing on the perspective of a prospective student looking to advance professional skills, knowledge, and/or experience. The analysis revolved around answering the following questions: Why would a student choose to come to Morgridge, especially over other colleges of education? What does Morgridge have to offer prospective students that—for instance—the CU-Boulder School of Education cannot or does not similarly offer?

INTERPROFESSIONAL AND INTERSYSTEMS DEFINITIONS

During the internal assessment, the concepts of interprofessional education and an intersystems approach to large societal issues emerged. To help explore these concepts further, Corona Insights created a document that defined the key characteristics of both based on

websites and articles about interprofessional education and based on a concept developed by Dean Riley.

PEST ANALYSIS

A PEST analysis explores the political, economic, sociodemographic, and technological trends that may impact an organization. Corona Insights performed a brief literature review for several trends that might be relevant for Morgridge. These trends were summarized in a document.

MEETINGS

STRATEGIC PLANNING COMMITTEE

The Morgridge Strategic Planning Committee was assembled at the very beginning of the strategic planning process. Strategic Planning Committee members were selected by Dean Karen Riley. Strategic Planning Committee meetings were held regularly throughout the entire strategic planning process. The Committee and these meetings accomplished several objectives: they helped shape the strategic planning process, Committee members read initial reporting on the various stages of the process and suggested edits, and they ultimately guided the formulation of the strategy statement and goals.

ALL FACULTY AND STAFF RETREATS

At the fall, winter, and spring Morgridge faculty and staff retreats, Corona Insights was invited to speak. At the fall 2017 retreat, Corona introduced the strategic planning process, engaged attendees in a few activities, and outlined what a strategic plan looks like and what it accomplishes. At the winter 2017 retreat, Corona presented findings from the internal assessment and engaged faculty and staff in a few activities that informed the following external scan. Finally, at the spring 2018 retreat, Corona reviewed the process to date, reviewed the key concepts that emerged from the internal and external scans, and engaged the attendees in a number of exercises to help build out this strategic plan.

FACULTY, STAFF, AND STUDENT CONVERSATION SESSIONS

After reviewing the internal assessment and external scan, the Strategic Planning Committee, over the course of a couple of meetings in early 2018, landed on four strategic concepts: think and action tank, interprofessional, intersystems, and intentional culture. These strategic concepts were identified as potential parts of the strategic plan. After Corona Insights drafted summaries of the strategic concepts, Corona held multiple faculty, staff, and student conversation sessions—opportunities for faculty, staff, and students to give input on the drafted concepts. There was at least one hour-long conversation session available to all faculty, staff, and students. Staff and students were each given an opportunity to provide input regarding all four strategic concepts in a student-only and staff-only hour-long conversation session. The input provided was reviewed and the strategic concepts drafts were updated.

Appendix D: DU IMPACT 2025 Alignment

The highlights below illustrate areas of strong alignment between Morgridge’s strategic plan and DU IMPACT 2025.

DU IMPACT 2025: A Summary

These ideas make up our *impact* model, designed to position DU to lead through Transformative Directions One, Two and Three. Through Four, we will guide our future as One DU, an intentional community that integrates research, teaching and engagement for the public good.

One: Students Learning and Leading in a Diverse and Global 21st Century

SI 1: Financial Support for Students

- Recruit and retain outstanding student scholars
- Increase financial aid and scholarships; reduce student debt
- Develop philanthropy to meet full need for undergrads

SI 2: Enhancing and Expanding our Learning Environment

- Develop teaching resources to support high impact learning experiences
- Encourage and strengthen study abroad
- Enhance the graduate experience across the University
- Develop a cross-school teaching/learning effort
- Ensure assessment processes across academic units

SI 3: Navigating DU, Navigating Life

- Develop portfolios for undergraduate and graduate students
- Require a workshop for first-year students
- Develop a comprehensive mentoring system for undergraduates
- Promote health and wellness consistently

SI 4: Learning, Living and Leading in Community

- Reimagine Driscoll as a contemporary facility for students
- Reimagine and expand residential housing
- Establish DU Dialogues; increase student programming

SI 5: Preparing for Careers and Lives of Purpose

- Develop a career hub to provide mentoring and other services
- Expand internships; secure philanthropy
- Sustain a culture of design thinking

Two: Discovery and Design in an Age of Collaboration

SI 1: Faculty Talent, Excellence and Diversity Initiative

- Develop unit plans for faculty diversity and inclusive pedagogy
- Create a Faculty Collaborative; endow professorships
- Endow teaching, clinical and practice professorships

SI 2: Supporting Research, Scholarship and Creative Expression

- Expand external funded research support; strengthen infrastructure
- Expand support for design and discovery of knowledge
- Improve research support for graduate and professional students

SI 3: International Impact

- Create institutional partnerships with universities
- Engage international alumni
- Expand study, research, and work abroad opportunities
- Encourage internationalization on campus

SI 4: Knowledge Bridges

- Identify problem- and issue-based research and curricular initiatives; create a flexible infrastructure to support them
- Structure and fund knowledge bridges; attract philanthropic support
- Increase opportunities for graduate student participation

SI 5: Initiative on Social Policy Research

- Sponsor research projects; support faculty as research affiliates
- Attract faculty members with funds; seek philanthropic support

SI 6: Project for Innovation, Entrepreneurship and Technology

- Support industry-educational partnership to serve the region; function as incubator for faculty and staff ideas
- Encourage active and entrepreneurial learning; involve students
- Provide programming; sponsor entrepreneurship workshop

Three: Engagement and Empowerment in Denver and the Rocky Mountain West

SI 1: Collaboration for the Public Good

- Establish Rocky Mountain Grand Challenges
- Ensure that serving the public good is central to DU education
- Expand our work to address social needs
- Enlarge our presence in Denver and Rocky Mountain West

SI 2: DU as an Anchor Institution

- Buy locally; support local employers, cultural organizations and other agencies
- Support educational opportunities for DU staff and local communities
- Partner to increase arts and cultural programming
- Offer our facilities and resources to community

SI 3: DU as an Open Door to Engagement and Vitality

- Create engagement center on campus
- Create a DU district
- Support more affordable housing near campus
- Develop interactive web portal

SI 4: Partner in Innovation and Entrepreneurship in Denver

- Cultivate robust entrepreneurial culture for public good
- Create an Innovation Workshop
- Expand collaborations with industry and trade
- Engage and support DU alumni, friends, and partners



Four: One DU

SI 1: Advance and Celebrate One DU

- Strengthen engagement and celebrate life together
- Be exemplary employer
- Promote flexibility and efficiency
- Identify and use best practices

SI 2: A Community of Diversity, Equity and Inclusive Excellence

- Create diversity, inclusive excellence plans for DU and units
- Create a diversity dashboard
- Expand searches and improve procedures to promote diversity
- Cultivate leaders committed to inclusivity

SI 3: Sustainable DU

- Expand sustainability; meet carbon reduction goals
- Support sustainable transportation
- Act as the academic partner to urban green space initiatives
- Support sustainable food initiatives

SI 4: Engaging Alumni and Friends

- Establish an alumni council
- Strengthen alumni chapters and networks to promote DU
- Create space to enable alumni-student interaction
- Establish educational programs

Appendix E: Additional Details

Reports created throughout the strategic planning process listed below and available on the MCE Strategic Planning Portfolio page.

Internal Assessment Reports

Program Profiles Report
Internal Assessment Report – MCE Overall
Internal Assessment Report – Program Level

External Scan Reports

Definitions of Interprofessional vs. Interdisciplinary Education
Institutional Research Data and Alumni Survey Report
PEST Analysis Report
Aspirational Entities Report
Competitor Analysis Research Summary Report
Customer Analysis and Labor Forecast Report

Strategy Development Reports

Strategic Concepts Report