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OVERVIEW VIDEO

The introductory overview video focuses on the distinct Jesuit educational mission of Regis University and the institution’s tailoring of learning to learners through its three constituent colleges.

BOUND COPY of the SELF-STUDY

The Regis University Self-Study and Request for Change are printed in bound form for the convenience of the visiting team. The flash-drive accompanying the printed copy contains the PDF version of the report.

SELF-STUDY WEBSITE

A dedicated website (www.regis.edu/selfstudy) has been created for the purpose of the accreditation visit. This website includes an interactive version of the Regis University Self-Study with links to supporting documents.

VIRTUAL RESOURCE ROOM

A virtual resource room is available for additional documents stored electronically for reference by the visiting team, accessible through the dedicated Self-Study website and the resource room computer terminals.

USING the SELF-STUDY LINKS

In the website version of the Self-Study, supporting documents are linked through “endlinks” at the end of each Core Component. Supporting documents are referenced by number in the body of the text. A short description of the document appears in a screen tip when the user holds the mouse pointer over the endlink number. Some supporting documents, particularly URLs and University publications, appear as hyperlinks in the body of the text.

TEAM HEADQUARTERS and RESOURCE ROOM

The resource room is located in Main Hall on the Lowell campus. The resource room includes hardcopies of selected supporting documents, wireless Internet access for personal computers, computer terminals with direct access to the Self-Study website and the virtual resource room, telephone, photocopy machine, system printer, FAX, conference table, lounge, and refreshments.
Regis University educates men and women of all ages to take leadership roles and to make a positive impact in a changing society.
The Regis University Self-Study process was initiated in the Summer of 2006 with the appointment of the Assistant Provost for Accreditation as Chair of the Self-Study team. This full-time position has been dedicated solely to the Self-Study process in preparation for the February 2008 accreditation visit by the Higher Learning Commission consultant-evaluators.

The Provost and Vice President for Academic Affairs appointed the Self-Study team from among the senior leadership of the University. Six task forces were created, five based on the criteria of the Higher Learning Commission, and a sixth dedicated to gathering and organizing evidence and documentation. Each of the task forces had a chair or co-chairs. Several at-large members further broadened the perspective of the team. Once the Self-Study team was fully in place, task force members were recruited from throughout the Regis University faculty and staff. 75 Regis University faculty and staff served in this capacity.

The Regis University Self-Study Team

J. Stephen Jacobs | Assistant Provost for Accreditation | Team Chair
Diane M. Cooper | Dean of Students | Team Vice Chair
D. Paul Brocker | Associate Vice President – University Relations | At-Large Member
Marcel J. Dumestre | Academic Dean – College for Professional Studies | Co-Chair: Student Learning and Effective Teaching
Paul D. Ewald | Academic Dean – Regis College | Co-Chair: Student Learning and Effective Teaching
Ivan K. Gaetz | Dean of University Libraries | Chair: Acquisition, Discovery, and Application of Knowledge
William S. Hathaway-Clark | Associate Vice President – Enrollment Services | Chair: Evidence and Documentation
William J. Husson | Vice President – Professional Studies/Strategic Alliances | Chair: Preparing for the Future
Patricia A. Ladewig | Academic Dean – Rueckert-Hartman College for Health Professions | Co-Chair: Student Learning and Effective Teaching
Sandra L. Mitchell | Assistant Provost for Diversity | At-Large Member
Thomas E. Reynolds | Vice President for University Mission | Chair: Engagement and Service
M. Kathleen Schaefer | Director – Ignatian Spirituality Programs | Chair: Mission and Integrity

A “kitchen cabinet” was created with the team to support the Chair in attending to the many timelines, decisions, and details of the Self-Study process. The cabinet met weekly through Spring 2007 and bi-weekly thereafter.

The Self-Study Kitchen Cabinet

J. Stephen Jacobs | Assistant Provost for Accreditation and Team Chair
Diane M. Cooper | Dean of Students and Team Vice Chair
Ivan K. Gaetz | Dean of Libraries
William S. Hathaway-Clark | Associate Vice President – Enrollment Services
The Self-Study team designed a process which would undertake its work within the Jesuit spirit of discernment (conscious attention to decision-making), allow maximum University participation, and permit honest assessment of the University’s strengths and challenges in light of the evolving global, spiritual, and technological challenges and opportunities of the 21st century. Most importantly, the process was designed to advance a centuries-long tradition of seeking the Jesuit *Magis* (Latin for “more”).

In the decade since its last comprehensive accreditation visit, Regis University has experienced dynamic changes amidst a world quite different from 1998. During the same period, the Higher Learning Commission has become independently organized and created an entirely new set of accreditation criteria.

**Since 1998 the University has:**

- Entered the 21st century with readiness and anticipation.
- Faced the profound impact of “9/11” on the American psyche and its challenge to Regis University’s world-affirming educational mission.
- Improved the University’s technological infrastructure and learning platforms to keep pace with the worldwide revolution in information and knowledge.
- Called increasing attention to the pressing social justice issues facing the human community.
- Adapted its graduate and undergraduate academic programs to the changing needs of domestic and global workforces.

In the spirit of the Higher Learning Commission’s new accreditation criteria, core components, and examples of evidence, the Regis University Self-Study committed to a process which would:

- Identify Regis University’s strengths, weaknesses, opportunities, and challenges relative to each of the five criteria within the dynamic context of the University’s mission, history, goals and objectives, and multiple constituencies.
- Involve maximum representation of University stakeholders in the Self-Study process and assure completeness, accuracy, and ownership of any recommendations arising from the study.
- Undertake the Self-Study process in a way that deepens the University’s sense of itself, its Jesuit and Catholic mission, service to students of all ages, support of faculty and staff who make its mission possible, commitment to external partners with whom the University shares resources and responsibilities, and dedication to the wider communities that the University serves by equipping its students to live ethically and responsibly as global citizens.
- Recognize and celebrate the distinctiveness of each unit’s contributions and better understand their responsibilities in light of the University’s mission and strategic plan.
- Evaluate teaching and learning strategies, technologies, academic resources, and assessment of student learning in a meaningful way.
- Achieve ten-year continuing accreditation through a process that emphasizes respect for colleagues, trust in each other, honesty, and celebration of the Jesuit Catholic mission.
- Use the Self-Study to inform ongoing quality enhancement and planning beyond the Higher Learning Commission’s accreditation visit.

**The Self-Study process utilized the following methodologies:**

**Existing Methodologies**
The Self-Study process sought, where possible, to avoid duplication. The process identified and relied upon past and current processes at the University for strategic planning, quality improvement, evaluation, and curriculum development. Examples included academic unit reviews, core curriculum revision, mission audits, surveys, course evaluations, and studies for specialized accreditation organizations.

**University Communities**
In addition to the primary Regis University communities (i.e., students, faculty, staff, and the Board of Trustees), the Self-Study sought ways to engage broader communities including: alumni, the neighboring public, employers in the workforce, the Society of Jesus, school districts, service learning and clinical sites, professional organizations, academic partners, and vendors doing business with the University.

**Direct Evidence**
The Self-Study sought to collect direct evidence such as standardized national examinations, faculty reviews of curriculum and capstone projects, locally developed exams, student portfolios, retention and completion rates, and Regis University research on academic quality.

**Focus Groups**
The Self-Study process undertook 48 focus groups involving over 700 faculty, staff, and students, discussing questions developed by the Self-Study task forces. A summary of focus group and individual interview findings was presented to the University community and informed task force and team deliberations.

**Individual Interviews**
Fifty individual interviews were conducted with faculty and staff who have in-depth knowledge of Regis University programs and community engagement, ranging from the President of the University to academic department chairs.

**Contact with External Partnerships and Constituencies**
In addition to internal interviews, the Self-Study process conducted interviews with leaders of community agencies, clinical facilities, and institutions employing Regis University’s graduates.

**Electronic Preparation and Presentation**
The Self-Study process sought to store documents electronically where possible, using the University SharePoint system with access by all task forces. A special website was designed for the report itself to better facilitate presentation of the Self-Study report and supporting evidence to the consultant-evaluators.
University Communication

The Self-Study Chair regularly updated the University community through the University’s “Insite” electronic bulletin board, various student and University newsletters, and visits to standing committees and forums of the University.

The following are highlights of the Self-Study timeline:

February 2006
• Higher Learning Commission establishes Regis University accreditation visit dates

July 2006
• Provost and Vice President for Academic Affairs appoints Assistant Provost for Accreditation who serves as Self-Study team chair
• Accreditation process is announced to the University community

August 2006
• Preliminary outline and timeline of Self-Study design is presented to the University President’s staff

August/September 2006
• Self-Study team and task forces are identified and recruited

September 2006
• Self-Study team commences monthly meetings

October 2006
• Regis University Board of Trustees passes resolution supporting the accreditation process
• Task forces commence meeting through June 2007

January 2007
• Focus groups commence
• Regis University Board of Trustees is updated on Self-Study process

February 2007
• Internal and external individual interviews commence

April 2007
• Three Regis University leaders attend the Higher Learning Commission annual meeting, including the Provost and Vice President for Academic Affairs and the Self-Study team chair
• Focus groups are conducted with selected Regis University Board of Trustees standing committees

May 2007
• Focus groups and individual interviews are completed and a summary report is made available to the University community
June 2007
- Task force research is completed and submitted to the Self-Study team chair
- Self-Study team meets with other senior leaders of the University to review major emerging themes (see graphic below)
- Writing of the Self-Study report commences, followed with editing by task force members
- Regis University Board of Trustees is updated on Self-Study process

September 2007
- President’s staff reviews Self-Study conclusions

September/October 2007
- Task force chairs edit final drafts of the Self-Study

October/November 2007
- Provost and Vice President for Academic Affairs reviews final Self-Study drafts
- Higher Learning Commission finalizes visiting team

MAJOR THEMES: REGIS UNIVERSITY SELF-STUDY

- Diversity
- The rising cost of tuition and tuition dependency
- Vision and planning
- Succession planning
- Increased responsibilities upon faculty and staff as a consequence of University growth, 24/7 culture, and increased student academic support needs
- Changing student characteristics and needs
- Student academic support
- 21st century facilities and learning environments
- University-wide comprehensive faculty development
- The Catholic nature of the University
- Technology — the demands of currency and funding
- Increased direct measures of student learning in Regis College and the College for Professional Studies
- More centralized data gathering
- Clearer guidelines for community engagement
November/December 2007
• Self-Study report is completed, published, and migrated to the web page
• Third Party Comment is advertised in local publications and on the University website
• Self-Study team chair begins to revisit University stakeholders to review the Self-Study report

January 2008
• Self-Study report is provided to the members of the visiting team and the Higher Learning Commission
• Self-Study report is presented to the Regis University Board of Trustees

Endlinks
1 Self-Study task forces and membership
2 Focus group questions
3 Focus group and interview report
Standing within the Catholic and United States traditions, we are inspired by the particular Jesuit vision of Ignatius Loyola. This vision challenges us to attain the inner freedom to make intelligent choices.
Regis University is a comprehensive, co-educational liberal arts/pre-professional University and the only Jesuit Catholic university in the Rocky Mountain West. When Regis opened its doors in 1877 in Las Vegas, New Mexico, it was the fifteenth Jesuit Catholic university founded in the United States. Today Regis University is the seventh largest overall and by far the largest provider of online education among the twenty-eight American Jesuit colleges and universities.

Highlights of Regis University’s history include:

- 1877 – Founded in Las Vegas, New Mexico as Las Vegas College
- 1884 – Relocated to Morrison, Colorado as Sacred Heart College
- 1888 – Relocated to Denver at the current Lowell campus site
- 1917 – Established four-year curriculum separate from high school
- 1924 – Renamed Regis College in honor of St. John Francis Regis, a 17th century Jesuit who worked for social justice in the mountains of southern France
- 1952 – Accredited by the North Central Association of Colleges and Schools as a four-year, degree-granting college
- 1968 – Became a co-educational institution
- 1972 – Named Reverend David M. Clarke, S.J. the University’s twenty-second President
- 1977 – Inaugurated adult learning programs in Colorado Springs through classes at Ft. Carson Army Base and Peterson Field Air Force Base
- 1978 – Began offering graduate programs starting with the Master of Business Administration degree
- 1988 – Established health care degree programs after the closure of Loretto Heights College of Denver
- 1991 – Acquired university status with three constituent schools: Regis College, the School for Professional Studies, and the School for Health Care Professions
- 1992 – Named Reverend Michael J. Sheeran, S.J. the University’s twenty-third President
- 1997 – Offered first online degree program (MBA) in the School for Professional Studies
- 1997 – Played leadership role in the creation of the Jesuit Distance Education Network of the Association of Jesuit Colleges and Universities
- 2000 – Offered first School for Health Care Professions online program (RN to BSN degree)
- 2001 – Offered first doctoral program (Doctor of Physical Therapy)
- 2007 – Completed the University’s most successful comprehensive campaign, raising $82 million and exceeding the $75 million goal

Academically, Regis University is organized into three colleges led by an academic dean, each with a distinctive mission complimentary to the University mission and each responding creatively to the needs of particular groups of learners. As illustrated below, Regis College serves 1,400 students, the Rueckert-Hartman College for Health Professions serves 2,400 students, and the College for Professional Studies serves 12,000 students.
Regis College (RC), the original heart of the University, delivers undergraduate and graduate programs to students predominately of traditional college age at the Lowell campus. Half of its students reside on campus. A strong core curriculum seeks to educate the whole person and is grounded in the arts and sciences. For many years the College has offered a vibrant Honors program and diverse service learning experiences. Of its 100 full-time faculty, 93 are tenured or tenure track. Undergraduate programs include a choice of 27 majors and five pre-professional programs. The Master of Arts in Education degree program offers emphases in Learning and Teaching and Teaching the Linguistically Diverse. Competing at the NCAA Division II level, twelve varsity athletic programs (five men’s, seven women’s) strive for excellence in competition in the classroom and within the Denver community.

The College for Professional Studies (CPS), the largest of the University’s colleges, delivers undergraduate and graduate programs for working adults in online formats and at seven Colorado campuses, two in Nevada, and two in the greater Washington, D.C. area. CPS has 85 program faculty who hold both teaching and administrative responsibilities. The College for Professional Studies relies heavily on over 800 professional affiliate faculty recruited from corporate, education, government, nonprofit, and religious organizations. Undergraduate programs include a choice of sixteen majors delivered via online learning, accelerated classroom-based education, guided independent study, and credit for prior learning. Graduate programs include Master of Business Administration, Master of Science in Management, five computer science-related Master of Science degrees, Master of Nonprofit Management, Master of Arts, Master of Arts in Counseling, and Master of Education. The College for Professional Studies has distinguished itself as a national leader and innovator in online learning, articulation agreements with 98 schools, national and international academic partnerships, and the Online Consortium of Independent Colleges and Universities.

The Rueckert-Hartman College for Health Professions (RHCHP) provides undergraduate, graduate, certification, and doctoral education programs at the University’s Lowell campus, hospital sites in Colorado, and through online learning. RHCHP has 60 program faculty who hold both teaching and administrative responsibilities and 175 affiliate faculty. Undergraduate degree programs include nursing, health care administration, and health information management. Graduate degrees include the Master of Science in Nursing, the Master of Science in Health Services Administration, and the Doctor of Physical Therapy, the University’s first and currently only doctoral degree. RHCHP is requesting a change...
of status from the Higher Learning Commission for a proposed Doctor of Pharmacy degree.

The dean, 14 faculty, and 21 staff of the Regis University Libraries are dedicated to providing a full range of library services and resources to Regis University students and faculty without regard to geographic location. Collections include over 260,000 print volumes and more than 2,500 current journal subscriptions.

In addition to the deans, faculty, and staff of the three colleges and libraries, the Dean of Students oversees Life Direction and Wellness, Student Activities, Residence Life, Student Health Services, Leadership Development, and Disability Services. Support for the Regis University experience is further advanced by staff of University-wide units, offices, and centers reporting to divisions headed by Vice Presidents of the University:

- **Vice President – Administration**
  Provides leadership, planning, and coordination of the human and physical resources of the University: Physical Plant, Information Technology Services, Human Resources, Enrollment Services, Business Services, Campus Safety, and University Services.

- **Vice President -- Finance and Budget**
  Serves as the Chief Financial Officer and Treasurer of the University, overseeing the Office of the Controller and Administrative Accounting and Budget.

- **Vice President – Professional Studies and Strategic Alliances**
  Oversees the College for Professional Studies and strategic alliances of the University, including New Ventures of Regis University.

- **Vice President -- University Mission**
  Promotes the University’s Jesuit Catholic mission and identity, overseeing University Ministry, the Institute on the Common Good, Justice Education, Ignatian Spirituality, and Athletics.

- **Vice President -- University Relations**
  Advances University mission through Fund Raising, Public Relations, and Alumni and Parent Relations.

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**REGIS UNIVERSITY CHART OF ORGANIZATION**

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**BOARD OF TRUSTEES**

**PROVOST and VICE PRESIDENT FOR ACADEMIC AFFAIRS**

**Academic Dean Regis College**
**Academic Dean Rueckert-Hartman College for Health Professions**
**Dean of Libraries**
**Dean of Students**

---
We seek to provide value-centered undergraduate and graduate education, as well as to strengthen commitment to community service.
Regis University Accreditation History Since 1998

1998
Higher Learning Commission ten-year comprehensive review of Regis University.
Action
The Commission recommended continuation of the accreditation of Regis University for ten years and identified two requirements:
• Progress report on assessment of student academic achievement due June 2000.
• Focused visit in 2000/2001 on graduate programs in the School for Professional Studies.

1999
Request for change in status to add new extension campus in Las Vegas, Nevada.
Action
• Commission extended accreditation to include the Las Vegas campus.

2000
Report on the status of the implementation of the Regis University assessment plan.
Action
• Commission accepted the report and required no further reports until the next comprehensive visit in 2007/2008.

2001
Focused visit on graduate programs in the School for Professional Studies.
Action
• Focused visit was successfully completed. No further follow-up was recommended.

2001
Focused visit on request for change in status to add the Doctor of Physical Therapy degree.
Action
• The Commission extended Regis University accreditation to include the Doctor of Physical Therapy degree.

2006
Focused visit on request to extend accreditation to add degree sites in Vienna, Virginia and Washington D.C., and to include distance delivery of complete degree programs.
Action
• Higher Learning Commission extended accreditation to include the new sites. Programs offered in Vienna, Virginia and Washington, D.C. are limited to the MBA with specialization in the Business of Government, M.S. in Management with specialization in Leadership and Management in Government, and B.S. in Business Administration and Bachelor of Public Administration, both with specialization in the Business of Government.
• Commission required no prior approval for offering complete distance education degree programs at the baccalaureate and master’s level.
Commission required a monitoring report by March 1, 2007 on governance relationships between Regis University and the College for Public Leadership, LLC.

2007
Monitoring report on the governance relationship between Regis University and the College for Public Leadership, LLC.
Action
• The Commission accepted the monitoring report and added a progress report by September 1, 2007 on governance and control issues between Regis University and the College for Public Leadership, LLC.

2007
Progress report on governance and control issues between Regis University and the College for Public Leadership, LLC.
Action
• The Commission accepted the progress report. No further reports were required.

Regis University Responses to the 1998 Comprehensive Evaluation

The last comprehensive accreditation visit to Regis University by the Higher Learning Commission occurred in February 1998. The final team report for that visit identified five University strengths and four University challenges. This section summarizes the University’s response to these issues over the past decade. Each response is also addressed further in the Self-Study.

Building on Strengths Identified in the 1998 Visit

Strength 1: Faculty, staff, administrators, students, alumni, and board members exhibit a strong commitment to the institutional mission of education as developed within the Jesuit Catholic tradition.

Building on the University’s strengths:
• Office of the Vice President for Mission created in 2003
• Office of Diversity established in 2002 with $180,000 annual direct investment in diversity initiatives
• Ongoing review of core curriculum for mission integration
• New majors in Catholic Studies and Peace and Justice Studies
• Ignatian Scholars Program
• Mission-oriented faculty assessment and development programs
• Increase in domestic and international service learning experiences
• Quadrupled faculty and staff positions in mission, service learning, and justice education
• Institute on the Common Good
• John J. Sullivan Endowed Chair for Free Enterprise
• Ignatian Collaborative for Service and Justice
• Porter-Billups Leadership Academy
• Regis University mission publications: Tradition, Guide to Recruiting and Hiring for Diversity, and Hiring for Mission
• Faith in Art series at multiple campuses
Strength 2: Students and alumni are consistent in expressing satisfaction with the programs and services offered by Regis University especially citing the nurturing environment and attention given to the individual.

Building on the University’s strengths:

- Self-Study focus groups affirm mission commitment in faculty, staff, students, and curriculum.
- External focus groups identify Regis University’s distinctiveness in the community as a mission-based institution whose graduates are valued in the workplace.
- Multiple learning models respect the diversity of students and their preferred learning styles.
- Small classes in both online and physical environments contribute to personal care of students of all ages.
- 2006 Alumni Survey reported that 91% of respondents answered “yes/probably yes” to the question inquiring if they would re-enroll at Regis University.
- “Cura personalis” (care of the person) is integrated into new faculty and staff orientation and ongoing faculty development.
- Careful attention to student services supports the service orientation of the academic enterprise.
- University Ministry serves all three colleges and students of all ages
- Residence Life programs integrate mission.

Strength 3: Improvements in the physical plant since the last comprehensive visit are noteworthy, particularly the renovations of Dayton Memorial Library, Main Hall, the Student Center, and West and O’Connell residence halls.

Building on the University’s strengths:

- New St. John Francis Regis Chapel
- Main Hall, Science Building, Carroll Hall, and O’Sullivan Art Gallery remodels and restorations
- New student residential village townhomes
- Athletic field expansion and new Ranger Dome
- Eight new extension campuses totaling 112,000 square feet of academic space
- New state-of-the-art learning laboratories and virtual computing laboratory

Strength 4: Positive operating budgets coupled with strong fiscal responsibility guide the institution in its annual operations and provide stability for responding to its future needs, particularly in the area of computer technology and improvements in the physical plant.

Building on the University’s strengths:

- Continued University financial health for thirty years
- Consistent pattern of balanced operating budgets
- Growth of University annual budget from $44 million to $120 million
- Largest comprehensive campaign in University history raising $82 million
- Growth of University endowment from $14 million to $40 million
- Growth in student population from 11,000 to 16,000 students
• Investment in digital plant and wireless campus, including: classroom technology, online enrollment services, academic services portal, Center for Academic Technology, classroom scheduling software, data warehouse, virtual computing environments, and ANGEL course hosting system
• Minimum of $800,000 annual commitment to deferred maintenance
• University Libraries expansion to 130 electronic databases and 17,000 current journals in print and electronic formats

Strength 5: There is an obvious campus climate of innovation and entrepreneurship as evidenced by the programs designed for adult learners.

Building on the University’s strengths:

• Doctor of Physical Therapy degree and proposed Doctor of Pharmacy degree
• AGMUS Ventures joint venture in accelerated, dual-language adult education between Regis University and Ana G. Mendez University System in Puerto Rico
• Worksite Outreach Program for nursing students
• New Ventures in Higher Education partnerships with 33 colleges and universities
• Sixty-four member Online Consortium of Independent Colleges and Universities (OCICU)
• Joint academic degree programs with the Jesuit University of Guadalajara, Mexico and the National University of Ireland, Galway
• More than 100 articulation agreements with community colleges
• Regis Learning Solutions for-profit corporation for corporate training

Addressing Challenges Identified in the 1998 Visit

Challenge 1: The assessment of student academic achievement, although in progress at various levels, needs to be more fully implemented and immediate attention given to the general education core. Likewise, the assessment plan should receive higher priority by administration and faculty to move it from an entry level status to greater levels of implementation.

Responding to the challenges:

• University Assessment Plan revised in 2001
• Regis College ongoing review of the core curriculum with the goal that learning outcomes be mapped to University outcomes identified in the Core Philosophy Statement
• Full-time assessment staff positions in Regis College and the College for Professional Studies
• College-wide assessment plan in the College for Professional Studies
• Department-specific assessment plans in Regis College
• School-specific assessment plans in the Rueckert-Hartman College for Health Professions and the College for Professional Studies
• Committees guiding assessment initiatives in the College for Professional Studies and the Rueckert-Hartman College for Health Professions
• Assessment requirements of specialized accreditation organizations – Council for Accreditation of Counseling and Related Education Programs (CACREP), Commission on Accreditation for Health Informatics and Information Management (CAHIIM), Commission on Accreditation of Physical Therapy Education (CAPTE), Collegiate Commission on Nursing Education (CCNE), American Chemical Society Commission of Professional Training (CPT), and Teacher Education Accreditation Council (TEAC)

• Teacher Education programs compliance with state standards in Nevada, Wyoming, and Colorado

Challenge 2: There is a need for greater coherence in the general education core curriculum, i.e., in the competencies required of all Regis graduates. The Regis core curriculum should be based on a University-wide statement of philosophy objectives related to the distinctive Regis mission and designed to realize a common set of outcomes. Because the academic units are organized to meet the needs of specific groups of learners, the method of delivering the core curriculum may be different for each group.

Responding to the challenges:

• University-wide learning outcomes
• University-wide collaboration on development of Undergraduate Core Philosophy Statement and Graduate Educational Philosophy Statement reflecting University mission
• Direct and indirect measures of learning outcomes in all three colleges tied to University learning outcomes
• Course outcomes to program outcomes to University outcomes mapped in the Rueckert-Hartman College for Health Professions and the College for Professional Studies
• Regular faculty review of student capstone experiences with appropriate revisions

Challenge 3: Regis must develop stronger methods of quality control for the graduate programs in the School for Professional Studies. Quality control at the graduate level must pay attention to the depth of coverage in the learning models and assessment of learning outcomes.

Responding to the challenges:

• 100% of full-time faculty in four College for Professional Studies graduate degree programs terminally degreed or undertaking doctoral studies
• Regular academic unit reviews on cycle determined by the Provost and Vice President for Academic Affairs
• College-wide and school assessment plans
• Programs and courses mapped to University learning outcomes in all programs
• Revised comprehensive faculty evaluation system
• Distance learning best practices defined
• Capstone projects assessed in all programs with appropriate revisions
• Complete revision of the Master of Nonprofit Management degree program
• Teacher education programs linked to Colorado State Department of Education mandated outcomes. Rubrics developed for all courses and proficiencies.
Challenge 4: Given the level of risk exposure identified in the report on Learning Disabilities Services, Perceptions, and ADA Legal Compliance, the University should quickly hire or appoint an individual with knowledge of the legislation in order to implement the recommendations made by the consultant.

Responding to the challenges:

- Regis University Office of Disability Services was created in 1999, expanding to three full-time staff by 2006/2007.
- Americans with Disabilities Act (ADA) requirements have been integrated into online courses.
We nurture the life of the mind and the pursuit of truth within an environment conducive to effective teaching, learning and personal development.
For over 450 years Jesuits have been perfecting an educational tradition of academic excellence, value-centered education, and a concern for the whole person. Dedicated to the *Magis* (meaning “the more”), Jesuit education has shown remarkable resilience amidst cultural change. In focus groups and individual interviews undertaken for the purpose of this Self-Study, there emerged an overwhelming sense that in the last ten years the world has radically changed in many ways which have had an impact on the University in many ways. Accompanying this observation was pride that the University has adapted in ways which serve the University’s learner populations – a Jesuit quality with a 450-year history.

In response to the focus group question “How has the world changed in the last ten years?” the University community highlighted these themes:

- The world is bigger, faster, more complex, and unpredictable. Change is now a way of life.
- Technology has brought a 24/7 lifestyle which has changed the culture of higher education, business, society, and personal relationships.
- Online learning and technology-enhanced learning models are here to stay.
- Students of all ages are consumers more than ever before and higher education is viewed more and more as a transaction.
- The Millennials are bringing new values, habits, skills, and characteristics into the learning environment.
- Careers for which students are preparing are increasingly dynamic and transient.
- As education costs keep rising, institutions of higher education are under increasing scrutiny in three areas: access, accountability, and adaptability.
- There is an increased gap between rich and poor. Higher education must increase its connectedness to a global community very different from the world of the past.

The University Strategic Plan “Searching for the *Magis*” exemplifies the University’s commitment to continuous improvement and responsiveness to change and opportunity. Regis University is a much more mature institution since the last comprehensive accreditation visit in 1998. As illustrated below, the University has grown in all categories of student population, credit hours, annual budget, endowment, academic grants, comprehensive campaign, minority student population, minority faculty, and minority affiliate faculty. These achievements have been the result of careful planning, thoughtful resource management, and an ability to be true to the University’s mission while venturing into new frontiers.
Other evidence of the University’s search for the Magis includes:

**Academic Quality**

- Significant growth in terminally degreed faculty in all three colleges
- Twenty-five new majors
- Nationally recognized online learning degree programs
- Doctor of Physical Therapy degree and proposed Doctor of Pharmacy degree
- Maturing assessment culture in all three colleges, including full-time staff dedicated to assessment of student learning
- Strengthened programs in the sciences, music and the arts
- Nationally recognized scholarship and publication by Regis University faculty
- State-of-the-art learning and science labs
- Significant library growth and service to students, faculty, and community
- Multiple new centers and institutes
- Enhanced student support services such as WebAdvisor and disability services
Mission, Engagement, and Service

- Significant investment in mission staff from the Office of the Vice President for Mission to service learning and diversity initiatives
- University mission instilled across curriculum, faculty, staff, students, and alumni
- Over 900 institutional affiliations within the community and workforce
- International academic partnerships including the National University of Ireland, Galway, the Ateneo de Manila Jesuit University of the Philippines, and the ITESO Jesuit University of Guadalajara, Mexico
- New international immersion experiences

Finance and Budget

- Continued financial health for over thirty years
- University’s most successful comprehensive campaign in its history
- Tripling the University endowment
- Significant investment in digital plant, Lowell campus physical plant, and extension campuses

Campus Enhancements

- St. John Francis Regis Chapel
- Eight new extension campuses
- New student townhomes, plazas, and athletic fields
- Main Hall remodeling and restoration
- Carroll Hall remodeling and restoration
- Science Building remodeling
- Fine Arts studio and gallery
- Wireless campus
Consistent with Judeo-Christian principles, we apply knowledge to human needs and seek to preserve the best of the human heritage.
As a central element of its Self-Study process, Regis University conducted fifty individual interviews with faculty chairs and senior department heads. The Self-Study team also conducted forty-eight focus groups involving over 700 faculty, staff, and students, as well as external interviews with community agencies, and organizations employing Regis University graduates. Eighteen University faculty and staff were trained to conduct the focus groups. At the conclusion of the focus group process, these facilitators were brought together in their own focus group to discuss the major themes that surfaced across the University. A final focus group report was shared with the University community in May 2007.

Questions
The questions used in the focus groups were designed by five Self-Study task forces: 1) Mission and Integrity; 2) Preparing for the Future; 3) Student Learning and Effective Teaching; 4) Acquisition, Discovery, and Application of Knowledge; and 5) Engagement and Service.

A sampling of focus group questions is provided below:

Criterion 1: Mission and Integrity

- What do you see as the strengths and challenges of the mission of Jesuit education at Regis University in the next ten years?
- How would you define a multicultural society and does Regis University reflect this?

Criterion 2: Preparing for the Future

- Describe the quality of facilities at the campus where you work. What have been the most significant improvements? What would you like to see for the future?
- What do you consider to be a strategic plan? Does Regis have a plan? Are you involved in planning processes at the college or university level?

Criterion 3: Student Learning and Effective Teaching

- Give examples of the ways Regis University resources support student learning and effective teaching. If you had more resources to support student learning and effective teaching where would you put them?
- Are the needs of 21st century learners different than the learners of the past? In what ways is Regis University creating effective learning environments for these learners and what challenges will the University face in the next decade?

Criterion 4: Acquisition, Discovery, and Application of Knowledge

- What do you define as professional development? Does Regis University support you in professional development? What would you like to see in the future?
- Given the retrospective of years since your graduation, what would you say are the most important results of your education at Regis University? Did the University prepare you for successful work in a complex, diverse, and global world?
Criterion 5: Engagement and Service

- What are service learning experiences? Does Regis University offer service learning experiences and have you participated in any? If so, what did these contribute to your Regis experience?
- What would you say is the reputation of Regis University among your constituents? What are its perceived weaknesses and strengths?

Perspectives

The interviews and focus groups gave the University an important baseline portrait of its life and mission in 2007 and richly informed the work of the Self-Study task forces. While not exhaustive of the many conversations across Regis University, the following provide a representative sample of the perspectives of the University community:

- There was widespread consensus that “Regis is on a roll.” The University has responded well to the changes and challenges of the last decade with an increased awareness of the importance of its mission. Faculty expressed a love of teaching and staff talked of bringing a service perspective to their work. The vast majority of staff and faculty expressed the belief that Regis University is a good place to work. Many commented on the sense of community and the culture of being the best the University can be for its students.

- The Regis University community spoke with pride about its students as bright, value-oriented, and drawn to the University because “Regis is different.” Students of all ages talked about how important the University is to them not only in preparing for or enhancing their careers, but also changing their lives.

- The University community spoke with pride in the recent comprehensive campaign that raised $82 million and new buildings on campus such as the St. John Francis Regis Chapel.

- Focus groups expressed respect that the College for Professional Studies and the Rueckert-Hartman College for Health Professions were early adopters of adult and online learning and that Regis University is today a leader among Jesuit universities in these learning models.

- Many affirmed the work of the Office of Diversity and the increased numbers of minority faculty, staff, and students over the past ten years, believing that this has changed the University for the better. Many also expressed a desire that the University continue to invest in these advancements, particularly minority faculty recruitment and increased cultural competence among faculty, staff, and students.

- Focus groups expressed the belief that the rapid changes of the future are going to require a more carefully articulated University vision and, potentially, new planning models. There was also interest in succession planning relative to the University’s senior administration.

- Focus groups expressed the belief that Regis University will be educating students for, and in, a workplace that is increasingly unstable. Curriculum must equip students of all ages not only to be critical thinkers, but creative thinkers in ways that keep them ahead of the changes.
• It was articulated that world-driving forces will require Regis University students to be culturally competent, multi-lingual, technologically literate, and wise ethical decision makers in complex moral situations. Today’s globally connected world is bringing to light the ever-increasing disparity between rich and poor. Many believe the University will need to be even more intentional in preparing its graduates for the moral and spiritual challenges of the future.

• Many faculty and staff expressed concerns that the 24/7 culture of today’s world, the needs of less-prepared entering students, and the demands of University growth continue to ask more of them. They expressed concern about their workloads and the time available to maintain the quality of their work. They also expressed concern about space and the absence of comprehensive professional development.

• There was strong interest among some faculty in a Center for Teaching and Learning that would undertake a more comprehensive, University-wide professional development program, giving faculty and affiliate faculty greater opportunities to share best practices across the three colleges.

• Some expressed belief that the Catholic conversation has ramped up since 1998 with some seeing it as essential and others feeling it is peripheral. “Regis is either too Catholic or not Catholic enough.” There was also recognition that a more conservative external Catholic climate has created new challenges for the University.

• Staff and faculty at Regis University’s extension campuses expressed pride in being part of Regis University and pride in the personal care offered to students at their campuses. Many expressed a desire to be more central in the life of the Regis community and to be more involved in decision making about their programs and possibilities in their communities.

• Affiliate faculty expressed pride in their relationship with the University and their choice to be at Regis over other institutions. Many also expressed a desire to have more connection with the University and more acknowledgment of their role in the University’s success.

• Students generally expressed satisfaction with their academic experience at the University in both classroom-based and online programs. Where students were critical of their Regis experience, they raised issues related to academic rigor and engagement by instructors, and to limited tutorial support.

• Many expressed belief that Regis University’s national visibility will continue to grow and bring with it the challenge of distinguishing to a national market what is distinctive about a Jesuit education.

• There was considerable discussion that Millennial students are changing, and will continue to change, the University regarding preparedness for college-level work, values, skills, learning styles, work ethic, communication, and social networking styles.

**Endlinks**

1 List of agencies and organizations interviewed
2 Focus group report
3 Focus group questions by criteria
We encourage the continual search for truth, values and a just existence. Throughout this process, we examine and attempt to answer the question: “How ought we to live?”
Criterion One – Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Criterion Two – Preparing for the Future

The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Criterion Three – Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Criterion Four – Acquisition, Discovery, and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Criterion Five – Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.
The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.
Regis University Mission Statement

Regis University educates men and women of all ages to take leadership roles and to make a positive impact in a changing society. Standing within the Catholic and United States traditions, we are inspired by the particular Jesuit vision of Ignatius Loyola. This vision challenges us to attain the inner freedom to make intelligent choices.

We seek to provide value-centered undergraduate and graduate education, as well as to strengthen our commitment to community service. We nurture the life of the mind and the pursuit of truth within an environment conducive to effective teaching, learning, and personal development. Consistent with Judeo-Christian principles, we apply knowledge to human needs and seek to preserve the best of the human heritage. We encourage the continual search for truth, values and a just existence. Throughout this process, we examine and attempt to answer the question “How ought we to live?”

As a consequence of Ignatius Loyola’s vision, particularly as reflected in his Spiritual Exercises, we encourage all members of the Regis community to learn proficiently, think logically and critically, identify and choose personal standards of values, and be socially responsible. We further encourage the development of skills and leadership abilities necessary for distinguished professional work and contributions to the improvement and transformation of society.

Regis University is infused with the historic Jesuit Catholic mission at all levels, from Physical Plant staff who traveled with University vehicles and tools to post-Hurricane Katrina workcamps, to faculty, staff, and students who serve in communities as near as North Denver and as far away as Ethiopia. Mission is infused in faculty who integrate discussions of ethical leadership into their curriculum, and in staff who believe that the core Jesuit value of “cura personalis” (care of the person) is central to their service to students.

The conclusion of the 1998 Higher Learning Commission visiting team noted that faculty, staff, administrators, students, alumni and Board of Trustees members exhibited a strong commitment to the institutional mission as developed within the Jesuit Catholic tradition, and that students and alumni expressed particular satisfaction with the nurturing environment and attention given to the individual. Over the last ten years, much has occurred to build on this legacy at Regis University. Criterion 1 provides evidence of continued efforts to sustain and enhance mission awareness and commitment.
Because the University is infused with its mission, evidence will be found throughout the Self-Study:

- Core Component 2B addresses mission in the Campaign for the Future of Regis University. Core Component 2C addresses mission in planning for growth through online and doctoral programs. Core Component 2D addresses mission in human resources, developing a University mission culture, and planning in a multicultural society.
- Core Component 3A addresses mission in educational philosophies and learning outcomes, student and alumni surveys, and assessment of student learning. Core Component 3B addresses mission in hiring qualified faculty. Core Component 3C addresses honors programs and mission in student life and athletics. Core Component 3D addresses mission in learning enhancement and commitment programs.
- Core Component 4A addresses mission in the academic freedom of a Jesuit Catholic University and evaluation and development of faculty. Core Component 4B addresses historical principles of Jesuit education infused throughout the Regis educational experience. Core Component 4C addresses educating for a just, global, and diverse society.
- Core Component 5A addresses the University’s engagement with diverse communities. Core Component 5B addresses the University’s immersion experiences near and far. Core Component 5C addresses the University’s many affiliations with Jesuit and Catholic entities. Core Component 5D addresses ways in which the University welcomes the community to its campuses.

Endlinks with selected supportive documents are found at the end of each Core Component. Additional supporting documents are available in the physical and virtual resource rooms.
The Heart of Mission: Jesuit-Lay Collaboration

In 1959 there were 59 Jesuits on the faculty and staff of Regis University (then called Regis College). Today there are nine. Well into the twentieth century, most administrators and faculty in Jesuit colleges and universities were Jesuits. As a result, the question of Jesuit identity did not arise. Today Jesuits are substantially less numerous and it is clear that Jesuit educational institutions cannot survive without the presence, partnership, and commitment of dedicated lay people.

Many of Regis University’s initiatives illustrated in Criterion 1 are grounded in the University’s commitment to Jesuit-lay collaboration. The University invests significant financial and human resources in supporting this collaboration. Orientations for new faculty and staff, academic seminars and colloquia, institutional policies and procedures, and review of the core curriculum all reflect this investment.

The Board of Trustees plays a vital role in the mission and identity of the institution. Its Standing Committee on University Mission works closely with University leadership in sustaining the core values of the institution. When the Board of Trustees launched its Forum on the Future, which led to the University’s most successful comprehensive campaign in its history, the Forum Mission Task Force was a driving influence in the University’s investment in its identity.

In 2002 the University established the Jesuit Mission Endowment, which funds mission and service activities of the University through the Office of the Vice President for Mission. Over $1.4 million has been raised for the Jesuit Mission Endowment, of which $1.2 million was contributed by the Regis Jesuit community. The fund has supported a wide array of activities, from seed money for Project Mercy in Ethiopia to national Jesuit conferences attendance by Regis University faculty and staff.

Since 1998 the University has quadrupled faculty and staff positions in mission, community dialogue, justice education, and service learning programs:

• One full-time Vice President for Mission
• One full-time Assistant Vice President for Mission and Art
• One full-time Director of Ignatian Spirituality
• One full-time faculty position in justice education
• One full-time faculty position in Catholic Studies
• Six service-learning coordinators for service learning offices in the College for Professional Studies, the Rueckert-Hartman College for Health Professions, and Regis College
• Two full-time diversity officers reporting to the Provost
• One full-time coordinator of Father Woody community service events
• Three full-time staff members in the Institute on the Common Good

Particularly illustrative of this commitment is the number of Regis University faculty and staff who participate in national Jesuit conferences. In Spring 2007 the University sent 62 faculty and staff delegates to the Heartlands Conference at John Carroll University, the largest delegation in attendance. Characteristically, Regis University delegates included not only department and faculty chairs, but also administrative assistants and Physical Plant staff. The University is committed to mission across all its sectors.
The Prominence of Mission

The current Regis University mission statement was approved by the Board of Trustees in 1988, with a minor revision in 1991. The mission statement is broadly published in University documents such as:

- University website
- University Bulletin
- Regis University Employee Handbook
- Academic program descriptions
- Marketing and admissions materials
- Faculty handbooks
- Student handbooks
- Comprehensive campaign materials
- Alumni publications
- Faculty and staff orientation materials
- Regis-published booklets: Tradition; Guide to Recruiting and Hiring for Diversity; Hiring for Mission; The Jesuit Catholic Nature of the University; and Foundations: Jesuit Tradition at Regis University

The Office of Public Affairs regularly leads efforts to provide accurate, concise, and consistent renderings of the mission statement. At various times, short-hand phrases have been employed in marketing materials and public image campaigns to capture concisely the mission. Examples include: “Men and women in service to others,” “Learners becoming leaders,” “Excellence in the Jesuit tradition,” and “How ought we to live?”

In the Higher Learning Commission’s response to the 1998 Self-Study, the visiting team stated that Regis University would benefit from University-wide undergraduate and graduate educational philosophy statements derived from the University mission statement. These, along with the University’s learning outcomes, are broadly published and linked to departmental philosophies and learning outcomes. Both statements are addressed in detail in Criterion 3.

Evaluating and Expanding Mission

The new St. John Francis Regis Chapel is one of the most significant investments in mission in the University’s history. University mission was central to all discussions of the Chapel’s design, particularly in how a chapel both reflects and forms a University community through educational, aesthetic, and liturgical functions. The process of developing a design for the Chapel included careful selection of an architectural firm that understood the mission of Regis University. Dialogue among students, faculty, staff, members of the Jesuit community, and Board members shaped the final design of the Chapel which reflects the heritage of Regis University as Jesuit and Catholic.

Regis University’s commitment to mission was both evaluated and reinforced in 2005 when the University invited Br. Raymond Fitz, S.M., former President of the University of Dayton, to assess the University’s mission and integrity. Br. Fitz undertook a number of conversations with faculty, staff, and administrators. His report concluded that there was clear articulation of the mission of Regis University. He also observed that there were mixed understandings at the University of the Catholic tradition, among Catholics as well as those of other faiths.
that religious questions and experience are taken seriously at the University is evident in serious investments of time and resources into programming that foster diversity and inclusion; that connect community involvement to service and justice questions; expand opportunities for students, faculty, and staff to participate in retreats and reflection; and fund the installation of art that contributes to an environment open to the sacred in human experience.

Important initiatives have been taken since Br. Fitz’s visit to address his recommendations:

• Regis University’s President has published timely “White Papers” on issues of Catholic tradition. These reflections are distributed widely to faculty, staff, students, and alumni and include subjects such as “Respecting Diversity in the Regis Community,” “Immigration Issues in Political Life and Catholic Social Teachings,” and “Voting and Faithful Citizenship.”

• Mission-related articles are published in the student newspaper, University newsletters, and “Insite” website, on topics such as international immersion experience, English language programs for custodial employees, and national Jesuit conferences.

• National Jesuit publications are distributed to faculty and staff.

• An in-house, online newsletter is published to connect University employees with documents and summaries of Catholic thought, particularly as timely issues arise in the media.

• Several departments host a Catholic Speakers Series addressing topics such as “Women’s Voices in the Church” and “Jesuit Education and Justice.”

• Faculty evenings of conversation are held addressing contemporary Catholic themes such as the dignity of human life.

• The new Faith in Art series provides additional visual evidence of attempts by the University to represent the University’s Jesuit Catholic identity through art installations in classrooms, meeting rooms, public spaces, and extension campuses. Sculptural expressions of mission are found across the Lowell campus including statues of Gerard Manley Hopkins, S.J., St. Ignatius, and the University’s namesake St. John Francis Regis, S.J.

• New campus plazas host Jesuit art and themes. In the new plaza adjoining Carroll Hall, a statue of St. Ignatius stands over an engraved patio compass with six Jesuit themes such as the Magis.

• Extension campuses display historic photographs of the Lowell campus and special Faith in Art exhibits, such as selected figures from the Santos Collection.

**University Ministry**

University Ministry plays a significant leadership role in “living the mission” and serves all faculty, staff, and students of the University. In the Jesuit tradition, University Ministry is dedicated to:

• Fostering the quest for meaning in a context of faith

• Building and nourishing a community of celebration, service, and learning

• Helping people develop and use their diverse gifts for the service of others

• Embracing the richness of the Catholic heritage and affirming the revelation of the Divine in other traditions

• Empowering members of the Regis University community toward a faith that does justice
University Ministry serves the entire Regis community, including affiliate faculty. In the Jesuit tradition, University Ministry provides opportunities and activities that enable members of the community to respond to the invitation of St. Ignatius Loyola to find God in all things and, most especially, in the lived experience of each person.

The department has particularly broadened the University’s support of ecumenism by hiring a Protestant minister on its staff and holding ecumenical services throughout the year. University Ministry also serves adult students in the College for Professional Studies and the Rueckert-Hartman College for Health Professions with specially-designed retreats, luncheon discussions, workshops, online resources, and bereavement support.

To encourage the integration of mind, body, and spirit, University Ministry offers Sunday and weekday liturgical services, weekend retreats and days of reflection, spiritual direction and advising, Christian Life Community gatherings, scripture study, special University community celebrations, reflection on justice issues, and service opportunities.

University Ministry sponsors workday retreats throughout the year at Regis campuses. Faculty, staff, and students of all three schools are invited to participate. Regis College offers a faculty orientation weekend and a faculty retreat at the end of a faculty member’s first year. These involve, among other things, reflection on the Jesuit mission of the University.

The University encourages and supports employees to attend longer retreats at the Sacred Heart Jesuit Retreat Center in Sedalia, Colorado, less than one hour from the Lowell campus. The University Ignatian Spirituality Program annually offers faculty and staff the Jesuit-led LightWorks program, a 14-week introduction to Ignatian spirituality. Each session offers presentations on prayer themes and practices, and time for reflection and conversation, in order to deepen one’s relationship with God and the world. The Office of Mission offers stipends for faculty to attend on-campus courses such as “Adult Spirituality in the Jesuit Tradition,” “Peace and Justice in Contemporary Catholic Thought,” and “Conversations on Jesuit Catholic Identity.”

**Endlinks**

1. Focus group with Board of Trustees Standing Committee on University Mission
2. Mission achievements of the last ten years: interview with the Vice President for Mission
3. Heartlands Conference representation by institution
4. Contributions to mission by Physical Plant staff
5. Undergraduate Core Educational Philosophy Statement
6. Graduate Educational Philosophy Statement
7. Br. Fitz assessment of Regis University mission and integrity
8. e.g., Fr. Sheeran white paper: “Respecting Diversity in the Regis Community”
9. e.g., Regis University Highlander article: “The Visible Work of the Invisible Worker”
10. Faith in Art series brochure
Nurturing an Inclusive Community

Regis University’s 1998 Self-Study concluded that the University had a considerable presence of women among the student community, faculty and staff; and minority student enrollments comparable to other four-year institutions in Colorado. However, the University had a lesser percentage of minorities on the faculty and staff than comparison institutions in the study. Embracing diversity was identified as one of the University’s key challenges for the future.

To address that challenge and to help lay a firm foundation for systemic change, the President commissioned a Diversity Advisory Board, chaired by the Provost and Vice President for Academic Affairs. This group consisted of faculty and staff representing all facets of University life. Through the work of this board, a definition of diversity was put forward and adopted by the University community:

At Regis University, the term diversity is at the core of our faith-inspired commitment to build an inclusive community that values the dignity and contributions of all our members. Our differences thrive in a learning environment characterized by the Jesuit traditions of mutual respect and the pursuit of justice. Respecting our human differences, whether they are physical or philosophical, is what diversity is all about.
The Office of Diversity was established in 2002 and charged with building transforming alliances with various Regis University constituents to achieve a more diverse community of faculty, staff, and students. The Assistant Provost for Diversity works in close collaboration with colleagues responsible for mission development, social justice education, service learning, spirituality programs, and disability services. In 2005 a part-time professional staff position was added to assist with the duties of this office and this position was increased to a full-time position in 2006. Since 2005 the University has almost doubled its direct investment in diversity, from just under $100,000 to over $180,000, as illustrated on the previous page.

Consultations and assessments of the University environment culminated in putting forward key goals and objectives in the following areas: campus climate, curriculum, recruitment and retention, community connections, and management. Examples of recent activities within the framework of these goals provide further compelling evidence of efforts to enhance diversity within the University community:

**Campus climate**

- Affinity groups meet ranging from a Jewish student organization to the Gay Straight Alliance.
- Special training and interactive activities are conducted in residence halls and Student Life staff meetings.
- Faculty of color gather annually for retreats.
- The University sponsors an annual Diversity Day celebration for all faculty, staff, and students.

**Recruitment, hiring, and retention for diversity**

- A *Guide to Recruiting and Hiring for Diversity* has been published and offers guidelines for effective search committees.
- In Spring 2007 three of eight faculty searches in Regis College resulted in offers to persons of color.
- The Office of Diversity staff work with the marketing and admissions offices of the three colleges to heighten awareness of diversity issues.
- Partnerships with the Porter-Billups Leadership Academy, Arrupe Jesuit High School, the College Summit, the Daniels Fund, and the Governors Opportunity Scholarship demonstrate the University’s commitment to supporting minority recruitment.
- Regis College has nearly doubled the number of minority students admitted since 1998, with a 2006 minority pool of 283 students of color among 1400 admissions.

**Community connections**

- Addressed in Criterion 5, examples of Regis University’s community connections include Spring Bear Pow Wow held in the Regis University field house that attracts 500 members of the community for a day of traditional dancing, music, food and crafts; the Office of Black Catholics Ministries of the Archdiocese of Denver; and the National Society of Hispanic MBAs.
Management

- The recently launched Community Diversity Enhancement Campaign continues to lay a firm foundation for systemic change.
- The campaign outlines specific goals for increased recruitment of minority faculty (addressed in Core Component 2D).
- The University diversity website provides information on diversity events.
- A Bias Incident Policy was developed and a focus team has been formed to address bias incidents when they occur on campus.

Growth in Student, Faculty, and Staff Diversity

Regis University has seen growth in diversity among all populations: students, staff, full-time faculty, and affiliate faculty. Overall, the University has grown from 11,000 students in 1999 to 16,000 students today. Total minority student enrollment has almost doubled, and has grown in all ethnic categories, from 1,485 students in 2000 to 2,863 students in 2007, or 18% of the total student population. Minority staff have grown from 93 staff in 2001 to 165 staff in 2007. Numbers of full-time minority faculty have tripled and numbers of minority affiliate faculty have doubled since 2001. Even as total numbers of faculty leveled off in the last year, the number of minority faculty continued to increase.

The evident benefits of additional ethnic diversity have led to a desire for more diversity by many members of the University community. Continued planning for diversity is addressed in Core Component 2D. Experience of conflicts that develop as a community integrates under-represented populations into the University call for continued efforts in achieving a culturally competent community that reflects the diversity of the world we live in.

The following illustrations summarize the ongoing results of Regis University’s commitment to increasing and enhancing diversity.
Endlinks
1 Diversity Day celebration brochure
2 Guide to Recruiting and Hiring for Diversity brochure
3 e.g., Rueckert-Hartman College for Health Professions marketing goals and objectives 2006/2007
4 Regis College minority recruitment in more detail
5 Community Diversity Enhancement Campaign
6 Bias Incident Policy
Hiring for Mission

The pervasive understanding of mission which characterizes Regis University begins with its hiring-for-mission practices. Across Jesuit universities, the hiring-for-mission discussion took root because of the dwindling number of Jesuits in higher education. In order to preserve the particular character of Jesuit institutions, more and more explicit attention has been given to the selection of faculty, administrative staff, and members of boards who will sustain an educational community united in mission.

In 2005 the University produced a publication specifically designed to better orient faculty, staff and students. Entitled Tradition, it highlights the University’s mission as the foundation that supports the University’s practices, policies, and people:

At Regis University, it is crucial that our identity, as well as the distinctive character and educational objectives that flow from it, be widely understood and shared by the members of the University community. Our survival and prosperity demand it.

The University welcomes persons of many faith traditions and philosophies while at the same time making every attempt to ensure that a faculty member’s values are consistent with the University mission. In support of this, the University’s President, Fr. Michael Sheeran, S.J., has long believed that Regis’ particular role in the Catholic community in the western region of the country is to embody a Catholicism that invites and does not command. Faculty with diverse backgrounds contribute to learning by bringing rich perspectives, a variety of pedagogies, and different ways of seeing the world. This offers a diverse student body more opportunities to see themselves reflected in their instructors.

Regis University faculty with diverse backgrounds find a home in Jesuit education, if not always in its Catholic beliefs, certainly in its world-affirming commitment to academic quality, leadership, education of the whole person, and social justice. A prominent example of this followed the 9/11 tragedy. A Muslim computer science faculty member was instrumental in helping University faculty, staff, and students better understand the many faces of Islam through workshops and individual meetings on these subjects.

Search committees engage full-time, part-time faculty, and director-level staff candidates in essential discussion of the mission of Jesuit education. Candidates are asked first to read Tradition, which explores the history and values of Jesuit education and its particular expression at Regis. Candidates are then asked to write a brief essay on how they see themselves contributing to the mission of the University. This is not a requirement to “sign on the dotted line,” but is rather an invitation to engage with the search committee in an honest and thoughtful discussion of the University’s values and traditions and how one can contribute to them. Finalists then meet the Vice President for Mission to further discuss the University’s pervasive commitment to its mission.

Regis University is distinctive in its hiring of affiliate professional faculty in many programs. With this sizeable population, the University has fine-tuned mission-oriented hiring practices, beginning in the late 1970s with the College for Professional Studies. Affiliate faculty assessment includes a mission essay and conversation with the selection committee on teaching values in Jesuit higher education. Faculty hiring processes are discussed further in Core Component 3B.
Orienting for Mission

Soon after beginning employment, University faculty and staff are required to attend a University-wide new-hire orientation which includes the history and character of Jesuit education and its particular expression at Regis. Online faculty undertake an online orientation that includes a mission segment.

In August of each year, the Vice President for Mission orients new faculty from all colleges at a two-day retreat, focusing on mission-related items, the teaching profession (using Parker Palmer’s *The Courage to Teach*), and academic freedom. The importance of this subject is reinforced by the presence of the University President and the Academic Deans.

Mission also is an essential part of new student orientations:

- In their first week, Regis College students participate in a group immersion experience in the local Denver community, reinforcing the concept of service learning that will be a part of their entire college experience.
- The School of Physical Therapy requires that all potential students be interviewed before acceptance, and a portion of that interview is dedicated to evaluating the potential match between the student and the University’s mission and objectives.
- College for Professional Studies students are frequently exposed to mission themes in introductory courses in which a University leader is invited to speak to students on the subject of Jesuit education.

Employees in Service

Once oriented to University mission, faculty and staff are encouraged to explore and experience mission. Since 2000 a mission leave policy encourages employees to acquaint themselves with the University’s mission purposes, to live out its mission of leadership in the service of others, and to reflect on questions of value and meaning as well as to build community with colleagues. The *University Employee Handbook* states:

> The purpose of this policy is to allow employees to participate voluntarily, with pay, in University sponsored retreats/reflection experiences or in approved mission-related service activities that occur during regularly scheduled work hours. Full-time employees are eligible for a maximum of three paid working days per calendar year, and part-time employees are eligible on a pro-rated basis.

From 2004 to 2007, 408 employees used 1,400 hours in mission leave endeavors such as retreats at the Sacred Heart Jesuit Retreat Center or participation in a University-sponsored Habitat for Humanity project.

At the annual employee recognition breakfast the Regis University community gathers to recognize years of service by faculty, staff, and affiliate faculty. Close to 300 Regis faculty and staff attend this annual event. At this same event, the University recognizes outstanding employees, nominated by the University community, who embody the mission of the institution:
• The John Francis Regis Service Award is given to the faculty or staff member who has contributed a substantial amount of service and effort to promote the mission of Regis University.

• The President’s Service Award is given to the faculty or staff member who has demonstrated dedication and delivery of superior service to students, peers, faculty and staff, above and beyond the expected responsibility of his/her position.

• The Unsung Hero Service Award is given to the faculty or staff member who has lessened the burden of others by willingly and cheerfully performing his/her task without expectation of acclaim or added compensation.

The Jesuit Mission Group

The Jesuit Mission Group was formed over 15 years ago for the purpose of educating and promoting institutional mission across all campuses. Approximately 40-50 faculty and staff regularly attend monthly meetings. They hear invited speakers, share national conference experiences, and plan for University mission events such as the annual Feast of St. Ignatius, which draws over 150 attendees. Meeting themes have included “Living the Mission,” “The Humanistic Tradition,” “Reviewing Regis University’s Behavioral Goals,” and “Building Jesuit Kinship in the Regis Community.” A Jesuit Mission Group focus group held for the purpose of this Self-Study drew out these responses:

• Leadership and ethics are strong across the curriculum.
• Regis has made strong advances in infusing mission across its community through groups like the Jesuit Mission Group.
• Advances have been made in growing a multi-cultural University community, but there is hunger for more, and Regis needs to accept the pressures that come with cultural differences.

Faculty, Staff, and Student Reflections on Mission

In focus groups undertaken for the purpose of this Self-Study, strong mission themes were articulated:

• There was University-wide admiration and respect for the mission of the University, with an acknowledgment that Regis has done much since the 1998 accreditation visit to deepen its mission across all sectors.
• People used “family” language to describe their sense of belonging. Many commented on the Regis University community as being consistent with their own values, and experienced those values as making a difference in the lives of faculty, students, staff, and the communities where the University is located (geographically or online).
• Affiliate faculty expressed pride in their affiliation with the University and expressed their decision to teach at Regis because of its mission and values.
• Students of all ages spoke of how important Regis University was not only in preparing them for, or enhancing, their careers but also in changing their lives. While most could not state the mission verbatim, they articulated it in simpler forms of “leaders in service to others,” or the ethics and values for which the University stands.
• Some voiced concern that Regis was not living its mission enough. This has always been true at Regis, where the Magis infuses the institution with an ever-increasing commitment to excellence, service to one another, and a dedication to the poor and marginalized.
• Other mission concerns were directed to institutional challenges in cultural competence and diversity and the need to review increased workloads when the University takes on new initiatives.

**Challenges in Living the Mission**

In addition to concerns expressed in the focus groups cited above, there have been other times when the University has been disappointed in its efforts to live its mission. In 2006/2007 several bias-motivated incidents revealed racial tensions and hateful behavior directed toward some minority groups in the traditional undergraduate student population. Such incidents, though rare, caused some to believe that Regis University was not a welcoming or comfortable place for various minority groups. Staff aware of these issues believed that these incidents occurred, in part, because of the University’s more open dialogue on campus about issues of diversity and human sexuality.

The University addressed, and continues to address, these issues in multiple ways:

- The University President published an open letter\(^5\) to the University community about the incidents.
- The counseling program provided support for students who were targets.
- An open microphone rally on Boetcher Commons drew faculty, staff, students, the President, and Provost to openly address the issues facing the University community.
- The student judicial system examined several of the cases. As a result of this review, it was determined that such cases in the future will be heard by a trained hearing officer.
- Staff in Student Life and Residence Life were subsequently trained in mediation techniques with mediation rooms created for this purpose.
- Student Life Directors worked with the Office of Diversity to identify strategies to increase inclusivity on campus.
- The Office of Diversity held training seminars for students living in residence halls.
- Student Activities and Residence Life edited the student handbook with updated bias-motivated incident policies and student codes of conduct, staff were trained around bias-related issues, and an awareness program was designed for new student orientation.
- University Ministry sponsored conversations on the nature of church teaching and Catholic social thinking regarding human sexuality.
- The student newspaper carried the story,\(^6\) including an interview with the University President expressing the University’s commitment to including all members of the University community in living its mission.

These types of bias incidents are important, albeit painful, learning experiences which call the University to ever-greater fidelity to its powerful mission.

**Endlinks**

1 Regis University Hiring for Mission brochure
2 e.g., prospective faculty mission essay
3 Online faculty orientation URL
4 Jesuit Mission Group history
5 Fr. Sheeran’s open letter to the University community
6 Student newspaper article URL link
The Regis University Board of Trustees

Regis University’s 32-member Board of Trustees plays the key leadership role in the mission and direction of the University. Recent examples of the Board’s leadership include the Forum on the Future, construction of the Regis University Chapel, and the University’s recent $82 million comprehensive campaign. At Board meetings, University Trustees undertake regular reflection on the mission of Jesuit education. In 2006 Regis sent 20 Trustees and staff to a convocation of Jesuit university leaders on the subject of incorporating lay partners into Jesuit formation opportunities.

The Board of Trustees intentionally recruits some of its members from faculty and staff of other Jesuit universities, including international institutions, in order to broaden its understanding of the Jesuit educational mission and its practice. International Jesuit institutions represented on the Board include Ateneo de Manila (Philippines), and the University of Central America (El Salvador).

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<td>REGIS UNIVERSITY BOARD OF TRUSTEES</td>
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<td>Served on the Board four years or more</td>
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The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

The Board of Trustees operates under the authority of established bylaws and a manual which is regularly revised. The manual includes the University mission statement, themes of Jesuit education, Articles of Incorporation, Bylaws, Trustee Policies and Procedures, Policy Statements, Affirmative Action Policies, and Selected Resolutions, Agreements and Certifications.

Standing committees of the Board of Trustees are:

- Executive Committee
- Board Directions and Leadership
- Academic Affairs
- University Mission
- Student Development
- Financial and Business Affairs
- University Relations
- Physical Plant and Technology
- Organizational Alliances
- Audit
The Board of Trustees Mission Committee meets at each Board meeting. This committee reviews mission initiatives at the University and has played a prominent role in the funding and conceptualization of the University chapel, addition of new service learning staff and programs, and the growth of diversity initiatives.

The Academic Affairs Committee of the Board of Trustees also brings a strong commitment to the mission of the University. The recent chair of this committee, Fr. Doug Marcouiller, S.J., was interviewed for the purpose of this Self-Study. He noted that while all Jesuit universities are different, Regis University has succeeded more than its peers in supporting traditional undergraduate education while also supporting innovation and change. “I’m impressed with the way new programs are brought forward – the spirit of it, not the formality. People are thoughtful as to why a new initiative is important to the mission.” He commented further on the challenge of the secular region where Regis resides. “I hope we don’t get to the point where we aren’t exploring questions as to the why we should want to serve . . . we need to give people access to the rich religious traditions.” This concern is reflected in the University’s continued commitment in all its Undergraduate programs to the requirement of six credit hours in Philosophy and six credit hours in Religious Studies regardless of major.

The Board of Trustees regularly reviews the governance of the University and strives for transparency with the Regis University community by posting in University newsletters and website announcements a summary of its deliberations following each Board meeting. Issues regularly include:

- New academic degrees
- Organizational changes
- Strategic and financial plans
- Annual reports of the institution
- Annual audits
- Mission initiatives
- Fund raising campaigns
- Accreditation and assessment issues
- New partnerships and organizational alliances
- Legal issues

The Board of Trustees is also guided by University mission in its investment policies. During this last year, members of the Regis College student body requested research into stock holdings that had economic interest in the Darfur region. Consistent with a common wisdom in mission appropriateness, the Investment Oversight Committee voted to divest holdings valued at $9,600 in PetroChina Company Limited because the company was identified as supporting the government of Sudan and had questionable policies concerning genocide in the Darfur region.
The Office of the Vice President for Mission

The position of Vice President for Mission has played a formative leadership and administrative role in the mission of the University. From the perspective of that office, both successes and challenges of Regis’ mission initiatives can be identified.

University mission-related successes include:

- Mission initiatives across many sectors of the University occur without the “prodding” of the Vice President’s office.
- Jesuit-lay collaboration initiatives have successfully developed lay leaders for the University’s future.
- Popular University events have included annual mission days, annual diversity celebrations, the Feast of St Ignatius, Lightworks spirituality series, retreats in the workday, national Heartlands Conferences, and faculty/staff conversations dinners on Jesuit themes.
- National and international immersion experiences have been expanded.
- New Catholic Studies and Social Justice majors have been approved.

University mission-related challenges include:

- Increased difficulty in modern life to find time for reflection.
- An ongoing and natural tension between mission and the financial bottom line.
- Hunger in the University community for more Jesuit visibility.
- Finding more ways to deepen mission understanding among online and affiliate community.
- How to share religious traditions and experiences with members of faculty, staff, and students unacquainted with them.

Other University Governance Bodies

Regis University is governed by multiple bodies at various levels of the organization that oversee the University’s mission and financial stability.

- The Academic Planning and Policy Council is the University-wide academic governance council that reviews all new majors, programs and partnerships as to academic quality, assessment of student learning and mission alignment. Chaired by the Provost and Vice President for Academic Affairs, members are drawn from the faculties of all three colleges and the University Libraries.
- The Executive Budget Committee oversees the planning and operational budgets of the University. Meeting every second week throughout the academic year, the Executive Budget Committee is chaired by the Provost and Vice President for Academic Affairs, and includes all Vice Presidents, Vice Provost for Finance and Budget, and the Academic Deans.
Rueckert-Hartman College for Health Professions and the College for Professional Studies each have academic councils that oversee the academic quality of their programs, including strategic plans, specialized accreditations, new majors, assessment initiatives, academic partnerships, grant initiatives, and online program development. In 2005 Regis College revised its academic council structure into standing committees: Rank and Tenure, Academic Policies and Standards Council, College and Core Curriculum, Faculty Development, Budget and Facilities, SPARC Sponsored Projects Academic Research Council, and Student Life.

Although they are not governing bodies, Regis benefits from its Staff Advisory Council, made up of non-exempt staff from across the University, and the Regis Operations Improvement group created for middle managers to better share information, initiatives, and requests for collaboration. These two groups play a significant role in giving voice to staff successes and issues.

Endlinks
1 Regis University Board of Trustees membership
2 Regis University Board of Trustees Bylaws
3 Regis University alumni immersion experience in Mexico
4 Academic Planning and Policy Council charter
Living the Mission

Regis University guarantees its integrity through a variety of institutional policies and guidelines. In 2005 the University’s “Living the Mission” statement was revised with input from the Regis community. It sets forth clear standards of ethical behavior and is published in student handbooks, University Bulletin, and faculty and employee handbooks. The statement guides the University’s relationships not only with its employees and students, but also with partners, vendors, and other constituents.

With mutual respect and justice, the Regis community seeks to live the Jesuit Mission by:

- Maintaining the highest ethical relationships within the Regis community as well as with partners, suppliers and other business entities, the Catholic Church, other religious traditions and educational institutions.
- Fulfilling our obligation to society by supporting women and men in the Jesuit tradition to be leaders in their families, communities, and vocations.
- Achieving a unique student experience by providing values-centered education with rigorous academic programs, a focus on lifelong learning and service to others that prepares students to contribute to the transformation of society.
- Reviewing and strengthening the continuing health and financial viability of the University with strategies and resources that are responsive to the Mission.
- Acknowledging and affirming exceptional contributions, seeking fair and equitable rewards, and providing opportunities for self-expression and growth in the Regis Community.
University Integrity

In living its mission, Regis University strives to demonstrate a deep commitment to fair treatment of its faculty, staff, students, and external constituencies in policy statements, human resource documents, and college and department publications.

Although relevant University policies and procedures are widely published, the President’s office nevertheless receives contacts from individuals seeking to voice their concerns and to obtain direction. The Executive Assistant to the President serves as University ombudsman for Regis faculty, staff, and students. Frequently, the ombudsman directs inquirers to appropriate sources, offices, and policies. For example, students desiring to submit grade challenges are directed to the appropriate Academic Dean. As ombudsman, the Executive Assistant to the President follows the clear directives of the University President to ensure that anyone who has complaints or grievances be heard respectfully and that their concerns be addressed in a timely manner. Records on such transactions are kept and monitored from the beginning of the process through their conclusions.

The University also has multiple bodies and procedures which assure the University’s integrity. Several are identified below:

- The Board of Trustees annually approves the audit of financial accounts of the University and receives the Auditor’s management letter. The annual audit is scrutinized by the Audit Committee of the Board.
- The University has a clear policy on prevention of sexual harassment and civil rights harassment/infringement, and clear processes for addressing complaints. Sexual/civil rights harassment prevention training is provided to new employees during orientation. Procedures for filing a complaint and for complaint investigation are in the Human Resources Policy Manual and on the University website. Investigations are conducted by University community members with specific training in investigation of such complaints.
- The University is committed to the prevention and timely remediation of civil rights harassment if, and when, it occurs. Procedures utilized in the investigation of any complaint are delineated in the Human Resource Policy Manual.
- Defined procedures and policies are in place to address conflicts or grievances in a timely manner. The Student Handbook outlines a Code of Conduct expected of all students and outlines a judicial process for considering alleged infractions. The Employee Handbook clearly outlines processes for addressing complaints and grievances. Faculty handbooks state clearly defined grievance procedures.
- In the event of grade disputes by students, each Dean’s office monitors timely processes published in a variety of documents, from the University Bulletin to course syllabi. Each college maintains records on when a grade appeal was initiated and when and how the dispute was resolved. There are clear procedures to follow in the process of appealing a grade and these are published in the University Bulletin.
• The University ensures a strong sense of academic integrity across its programs. Academic standards for all programs, degrees, certificates, and courses are clearly stated in University publications. In addition to published policies in student handbooks and faculty handbooks, Regis University widely publicizes in the University Bulletin clear policies and procedures for academic dishonesty, academic probation, accessibility, accreditation, add/drop, international student requirements, returning students, attendance at classes, communicable disease policy, conduct of standards, consortium agreements, final exams attendance, financial policies, late admissions policy, leaves of absence, payment policy, refunds, standards of conduct, and a student ethics statement.

• A member of the National Collegiate Athletic Association (NCAA), Regis University completes annually the NCAA’s certification process to ensure eligibility of University athletes. Additionally, the Athletic Department records GPAs of returning athletes to ensure they are academically eligible for the upcoming semester.

The University also strives to protect the integrity of its name and reputation. In 2002 representatives of Regis University were compelled to transmit a cease and desist demand letter to individuals who had used the name of “St. Regis University” for a diploma mill operating over the Worldwide Web. This was believed to be intentionally deceptive by St. Regis University and caused some confusion among Regis University alumni, students and their employers. The issue was resolved in 2005 with a court order forbidding those charged to use the name of “Regis.”

**Policies Adopted by the Board of Trustees**

Regis University’s Board of Trustees has adopted policies over the years which continue to govern the University. Policies include:

- Code of Ethics
- Outside Employment
- Conflict of Interest
- Personnel Policies
- Equal Opportunity and Affirmative Action
- Contracts and Bank Accounts
- Real Estate
- Tuition and Fees
- Curriculum and Academic Requirements
- Honorary Degrees
- Naming of Buildings
- Gift Policy
- Investment Goals, Objectives and Policies
Office of University Counsel

In 2005 Regis University retained an in-house attorney. The General Counsel is charged with staying informed and knowledgeable about all applicable laws and regulations that govern the University and its operations and providing legal advice to members of the University community. Counsel is especially dedicated to addressing compliance issues and played a leadership role in the recently approved Intellectual Property Policy.²

The University is at times involved in adversarial proceedings (court or administrative) arising from the normal course of business. General Counsel is responsible for the management of those proceedings, most of which are addressed through insurance. All proceedings are promptly responded to and diligently defended. All concluded matters have ended without a material impact on the operations or financial position of the University. It is anticipated that any pending matters will be similarly concluded.

Endlinks

¹ University grievance procedures flow chart
² University Intellectual Property Policy
• University mission continues to animate the University community and is widely understood and embraced.

• The University has intentional processes for hiring, orientation, and ongoing development of faculty and staff with respect to University mission.

• The University is a leader among Jesuit colleges and universities in Jesuit-lay collaboration.

• Within a heterogeneous community of faculty, staff, and students, attempts to address the perceived differences between being Jesuit and Catholic have been effective, but on-going efforts are required as new members are welcomed into the University community.

• The University has committed significant resources to the growth of a diverse student body, faculty, staff, and programs. The University continues efforts to enhance diversity, particularly in full-time faculty recruitment and a pervading sense of inclusion within the Regis University community.

• The University needs to continue to incorporate rewards and incentives for mission behavior and to continue its attention to the assessment of mission effectiveness and contributions in annual reports and evaluation processes. It is increasingly difficult for faculty and staff to find spaces in their lives for reflection. The University must be aware of the demands of its growth upon staff and faculty.

• Diversity is implied in the University mission statement but a revision could make the University’s commitment to diversity more explicit.
The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.
Introduction

Regis University today is an internationally recognized provider of Jesuit Catholic higher education with a beautiful main campus and residential liberal arts programs in Regis College, thriving adult learning and health care programs in the College for Professional Studies and the Rueckert-Hartman College for Health Professions, ten extension campuses, extensive online learning programs accessible to learners around the world, and a student body which has more than doubled in twenty years.

Regis University’s remarkable contemporary story was chronicled in a front page article in the July 17, 1991 Wall Street Journal featuring Regis University’s then President, David M. Clarke, S.J. The article described a small college moved back from the brink of closure through an entrepreneurial spirit that led it into new markets. In 1978 the new market was adult accelerated learning. Today, 30 years later, new markets can be found across all three colleges: new majors such as Neuroscience and Fine Arts, innovative online learning programs from undergraduate to doctoral degrees, Associates to Bachelors™ transfer agreements with over 100 community colleges, international academic partnerships, and state-of-the-art library and campus technology resources.

In addition to expansion into new markets, the University has completed an $82 million capital campaign; doubled its endowment; grown its doctorally-prepared faculty base; deepened its culture of student learning assessment; doubled its minority student body; expanded staff and programs which support the learning enterprise; invested in enhancing community diversity; and beautified the Lowell campus with renovations and new buildings unprecedented in the University’s history. These achievements have been the result of careful planning, thoughtful resource management, and an ability to be true to mission while venturing to new frontiers.
Through all these changes, Regis University has remained faithful to its core Jesuit Catholic values. Its commitment to Jesuit humanistic education and making the world a more just place is infused across all its endeavors. The University regularly engages with what it means to respond to a changing world while remaining grounded in a tradition which cherishes a coherent history and mission identity.

Regis University’s dramatic growth has occurred without an over-bearing planning culture. In the irreverent words of a previous president, the University “has not wanted planning to get in the way of progress.” Given its many different constituencies, and its penchant for tailoring learning to the learner, Regis University has operated with an over-arching University identity and a college-focused planning culture. The University Strategic Plan communicates direction, priorities, and values. Goals, tactics, and opportunities are left up to the colleges and university departments.

In the focus groups undertaken for the purpose of this Self-Study, there was positive acknowledgement that the University’s success has risen out of its different colleges and their distinctive ways of delivering education. At the same time, these same voices called for more sharing of resources, curriculum, distance learning talent and infrastructure, and faculty development. The community also expressed widespread interest that the University look further out. “Who are we going to be?” resonated with a lively interest in succession planning and interest in the leaders who will take the University into future decades.

Endlinks with selected supportive documents are found at the end of each Core Component. Additional supporting documents are available in the physical and virtual resource rooms.
There are multiple planning processes at Regis University, all informing and responding to one other. The University Strategic Plan broadly sets the University-wide agenda and goals. The Executive Budget Committee (EBC) develops and monitors the University operating budgets. The Academic Planning and Policy Council (APPC) is the faculty body that presides over the academic governance of the University and works with the academic councils, or their equivalents, in the respective colleges.

The University regularly seeks input through environmental scans and advisory councils. The historic Forum on the Future, made up of alumni, corporate, civic, religious, and educational leaders, played a significant role in the University’s most successful comprehensive campaign in its history, and continues to advise the University in setting priorities for the future.

Environmental Scanning

Through its colleges, schools, and departments, the University regularly scans the environment related to its constituencies and programs, using a variety of techniques and resources:

• Regis University Forum on the Future
• Specialized accreditation organizations
• Members of the Regis University Board of Trustees
• Marketing and Admissions offices’ engagement with prospective students, parents, and corporations that offer tuition reimbursement
• Market surveys and competitive analysis¹
• Eduventures, Inc. higher education research and analysis
• Advisory councils²
• Memberships in Chambers of Commerce
• Association of Jesuit Colleges and Universities
• Legislative updates by the Independent Higher Education Council
• Academic and business partners
• Faculty research and conference attendance
• Alumni and workforce surveys
• Career Services employer surveys
• Monthly Industry Scan Reports³ by the College for Professional Studies
• Faculty and affiliate faculty professional workplace experience
• Clinical⁴ and educational practicum site colleagues

As a result of environmental scanning the University has initiated many changes as shown on the next page.
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<thead>
<tr>
<th>ENVIRONMENTAL INPUT</th>
<th>UNIVERSITY RESPONSE</th>
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| Importance of brand identity amidst growing competition in traditional and non-traditional markets | • University Image Campaign  
• Jesuit-wide conversations regarding brand identity  
• Reorganizations of the College for Professional Studies and the Rueckert-Hartman College for Health Professions to increase value differentiation in the market |
| Expectation by students of all ages that higher education deliver education anytime and anywhere | • Online degrees in the College for Professional Studies and the Rueckert-Hartman College for Health Professions  
• University Center for Academic Technology  
• Increased University investment in library databases and services  
• Wireless campuses  
• Implementation of new ANGEL course management system  
• Virtual Computer Laboratory  
• Regis University Online Consortium of Independent Colleges and Universities |
| Expectations of greater transparency concerning institutional performance in higher education | • 2001 University Assessment Plan  
• Assessment initiatives and faculty development across all three colleges  
• Dissemination of Regis University student scores on national exams to specialized accreditation organizations  
• Balanced Scorecard planning processes in University Services and the College for Professional Studies |
| Increased length of time traditional students take to finish an undergraduate degree | • The Regis College Guarantee that qualified students will graduate in four years or take remaining coursework at no additional tuition cost |
| Need for new skills and knowledge appropriate to the 21st century, including diversity and globalization | • Review of the Regis College core curriculum  
• Creation of the University Office of Diversity  
• Curricular changes across all colleges  
• International academic partnerships with University of Ireland, Galway; the Jesuit University of Guadalajara; Ateneo de Manila Jesuit University in the Philippines; and the Ana G. Mendes University System in Puerto Rico |
| No Child Left Behind initiatives of Federal and State Departments of Education | • Curriculum and metric revisions in Regis University teacher education programs |
| Growing divide between rich and poor | • Regis College Social Justice major  
• Regis College alternative spring breaks to Mexico  
• Catholic Studies Program addressing Catholic social thinking  
• Increased service learning collaboration and international immersion experiences across all colleges  
• John J. Sullivan Chair for Free Enterprise work in micro-enterprise, global wealth, and poverty  
• Regis University paid mission leave policy for all employees  
• RHCHP Project Mercy Ethiopia  
• RHCHP nursing faculty teaching in hospitals to help non-degree employees become nurses |
While many of the University’s environmental scans identify academic and societal trends that lead to new opportunities and academic improvements, there have also been negative trends which required budget agility and collaborative problem solving on the part of many departments.

One such example was the “dot.com” bust of the late 1990s that affected the College for Professional Studies in particular. Because many technology companies had historically been some of the strongest investors in corporate tuition reimbursement for their employees, the decline in technology sectors led to decreased enrollments in adult learning programs, most notably in undergraduate and graduate computer information technology degrees. Colorado was especially hard-hit, as the state had enjoyed rapid employment growth in the 1990s in companies such as Sun Microsystems, IBM, and Level 3. The University’s responses included:

- Faculty reduction in the Master of Science in Computer Information Technology program
- Successful pursuit of grant funding to create one of the nation’s first academic virtual computer laboratories giving online access to students worldwide
- Recognition as a National Security Agency Center for Academic Excellence
- New 4+1 degree collaboration between undergraduate and graduate College for Professional Studies computer science programs
- New undergraduate e-security specializations

**Forum on the Future of Regis University**

Inaugurated in 1998 by the Regis University Board of Trustees, the Forum on the Future of Regis University embraced the broader community in the University’s planning for the future. Chaired by Richard H. Truly, a retired U.S. Navy Admiral and former astronaut, the Forum drew together more than 200 distinguished corporate, civic, religious, and educational leaders from around the country. In 1998, the Forum established nine key task forces that met over a two-year period:

- Jesuit and Catholic Character
- Regis College
- Rueckert-Hartman College for Health Professions
- College for Professional Studies
- University Libraries
- Physical Facilities
The Forum’s continuing work is evidence that Regis University seeks to realistically prepare for a future shaped by multiple societal and economic trends, with counsel from those deeply familiar with those trends. It is also evidence that Regis University, standing in the Jesuit educational tradition, is not content to be buffeted by a rapidly changing society but, in the language of the Forum itself, seeks to “shape the world’s future” through its educational mission.

In June 2000 the Forum’s initial work culminated in recommendations from each task force, with updates in Summer 2003 and Spring 2006. Through these updates there was clear evidence that the goals and objectives of the Forum were being advanced. The Forum also identified ongoing challenges faced by the University. One of the most significant outcomes of the Forum on the Future was the extensive investment of its members in identifying priorities for the Campaign for the Future of Regis University, Regis University’s most successful comprehensive campaign to date. Other accomplishments identified in the 2006 report included:

- New St. John Francis Regis Chapel
- New Catholic Studies Program in Regis College
- New Department of Health Care Ethics in RHCHP
- New Board of Trustees Committee on Organizational Alliances to monitor organizational and financial aspects of the University’s partnerships
- National research in accelerated adult learning
- Increased faculty and staff mission development
- Increased student diversity recruitment through initiatives such as the Porter-Billups Academy and Daniels Fund scholarships
- Investment in the University digital plant

The Forum also identified ongoing challenges faced by the University, particularly the need for:

- Internationalization in the business curriculum
- Five-year bachelor’s/master’s degree programs
- Strengthened image and identity of the University within the local community
- Library space for expanding collections, improved ADA access, and enhanced information technology support
- State-of-the-art classrooms
- Additional residence halls
- Expanded field house to accommodate athletics, recreational activities, and University events
- Resources to endow the Institute on the Common Good

The University continues to pay careful attention to these challenges. Regis College and the College for Professional Studies faculty are planning new curricula in the internationalization of business and new five-year bachelor’s/master’s degree programs such as a 4+1 degree in computer science. New initiatives are being undertaken in the University image campaign. State-of-the-art health care simulation laboratories have been built to serve students in the Rueckert-Hartman College for Health Professions. The University continues to invest in diversity
Regis University 2008 Self-Study initiatives. Properties contiguous to the Lowell campus continue to be added to the University portfolio for future residence hall expansion. Renovation of the Science Building has been completed, creating new classrooms and laboratories for faculty and students in Regis College and the Rueckert-Hartman College for Health Professions.

University Strategic Plan: “Searching for the Magis”

First developed in 2000 and revised in 2005 and 2006, the University Strategic Plan is rooted in the Regis University mission and Ignatian concept of the Magis. A word distinctly at home in the Jesuit glossary, Magis is Latin for “more” and can be understood as “continuous quality improvement,” a value that permeates many characteristics of Jesuit education. Driven by this desire to always do better, six goals shape the University Strategic Plan:

- Pursue the Ignatian Magis by solidifying the Colorado identity of Regis University and creating genuine national visibility.
- Strive for the Ignatian Magis by highlighting the central academic mission of Regis University.
- Embrace the Ignatian Magis by celebrating the Jesuit and Catholic character of Regis University.
- Honor the Ignatian Magis by enriching the diversity of the Regis University learning community.
- Seek the Ignatian Magis by strengthening Regis University’s total student enrollment.
- Protect the Ignatian Magis by securing the productive institutional future of Regis University as both a human organization and an economic entity.

The University Strategic Plan sets the University-wide agenda and further defines each goal with “Elements of Strategy” that provide key targets for University-wide priorities. The plan is designed with emphasis on three key elements – mission, growth, and flexibility – that ultimately serve the students of the University. For example, the sixth goal, to secure Regis University’s productive institutional future, includes:

- Successfully complete the University comprehensive campaign.
- Increase the value of the University endowment to $50 million by 2010.
- Develop and annually renew a comprehensive multi-year financial plan for the University.
- Implement a bi-annual approach to developing and monitoring institutional operating budgets.
- Specifically assess organizational arenas in which centralization/decentralization and/or outsourcing of services present opportunities for improved service to students.
- Ensure that commitments to information technology are end-user focused, consciously advance the mission and strategy of the University, are effective and efficient, and maintain flexibility with respect to future growth and utilization.
- Ensure that commitments to physical facilities rely upon formal assessment of classroom, office, housing and special needs; attend to the principles of the Lowell campus Master Plan; are creatively designed and financed; and maintain maximum flexibility with respect to future growth and utilization.
Colleges and departments are asked to align their planning and goal-setting to the overall University plan. The University Strategic Plan is meant to guide the colleges and University departments without being overly prescriptive.

- Regis College sets annual goals in light of the University-wide plan and evaluates these goals at year end. Planning also occurs at the department level.\(^7\)
- The Rueckert-Hartman College for Health Professions Strategic Plan undertakes University planning while also adhering to the requirements of specialized accreditation organizations such as the Commission on Collegiate Nursing Education and the Commission on Physical Therapy Education. Annual goals and objectives are established at school and department levels and are then evaluated and modified as needed for success.
- The College for Professional Studies Strategic Plan reflects the University’s goals and uses a Balanced Scorecard method, identifying objectives, persons responsible, metrics, and completion dates.
- The Residence Life Strategic Plan reflects the goals of the University plan while identifying strengths, challenges and elements of strategy to achieve its own goals over a ten-year period.

The topic of planning was frequently discussed in the focus groups and task forces undertaken as a part of this Self-Study. Common agenda items included discussion of the University plan, familiarity with it, and its effectiveness. The University community as a whole was more familiar with the local plans of their own colleges and departments than with the University plan. This was in some contrast to discussions regarding the University mission, in which the University community as a whole was fully conversant with ways in which the over-arching Regis University mission informs community life and work.

Regis University is clearly a much more vibrant, innovative, diverse, nationally recognized, and financially sound university than it was a decade ago. This success reflects the effectiveness of the University planning process which has encouraged creativity at the college and university department levels. One question on the community’s mind, as well as its leadership, is how the University can develop a more concerted culture of planning, evaluation, and implementation in light of the needs and stresses of a growing institution with limited resources in a rapidly changing environment.

The following illustrations provide more detail as to how planning proceeds in Regis College, the Rueckert-Hartman College for Health Professions, the College for Professional Studies, and in non-academic departments such as Residence Life.

**Regis College**

Since 2002 Regis College has prepared annual goals and objectives which have enabled it to grow its student population to the highest levels ever. As a direct outcome of the Forum on the Future, and a reflection of the University’s Strategic Plan goal of strengthening student enrollment, the Regis College strategic growth plan is the benchmark for the College’s annual reports and the basis for many of the strategic initiatives the College has undertaken.

The comprehensive review of the core curriculum currently underway is driven by the faculty’s commitment to provide a liberal arts foundation that stresses the need
for students of the 21st century to be knowledgeable about issues of diversity, globalization, and ethical responsibility as well as to develop strong writing, critical reasoning, and communication skills. The re-design of the Honors Program, and new majors in music, and peace and justice, manifest this commitment.

Criterion 3 highlights many Regis College initiatives which address the central academic mission of the University, including assessment, parsing the first-year experience, and National Survey of Student Engagement (NSSE). Criterion 4 addresses the review of the core curriculum. The following examples show Regis College planning alignment with the University Strategic Plan.

**Rueckert-Hartman College for Health Professions**

The nucleus of the Rueckert-Hartman College for Health Professions (RHCHP) was formed when the Loretto Heights College Program in Nursing moved to Regis University in 1988 after the closure of Loretto Heights College. At its inception, Loretto Heights College had fewer than 100 students. Twenty years later, RHCHP serves more than 2,400 students.
RHCHP operates with a continuous three-year strategic plan which coordinates with the University Strategic Plan and aligns its schools and departments with a college plan. During 2007/2008, the College convened its strategic planning committee to review the College’s mission, vision, and goals in light of changes in health care fields and the impact of the addition of a proposed new Doctor of Pharmacy degree program. From this work the College will develop a new three-year plan for 2008-2011.

Due to changes in professional education requirements in health professions over the last 15 years, it became apparent that Regis University needed to move into doctoral education. Since preparation for the Doctor of Physical Therapy (DPT) program began in 1999, the University has expanded critical library and faculty resources to foster program success and student support at the doctoral level. As a result of planning and successful recruitment and allocation of faculty and financial resources, the DPT program has succeeded in becoming nationally recognized within the profession. At the time of the comprehensive visit, the University will be seeking a change in status to provide for the implementation of a Doctor of Pharmacy program.

Examples below illustrate Rueckert-Hartman College for Health Professions planning alignment with the University plan:

### UNIVERSITY STRATEGIC PLAN

<table>
<thead>
<tr>
<th>RUECKERT-HARTMAN COLLEGE FOR HEALTH PROFESSIONS ALIGNMENT WITH UNIVERSITY STRATEGIC PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Solidifying Colorado identity and creating genuine national visibility</strong></td>
</tr>
<tr>
<td>• Achieve 80% faculty/administration participation on non-government organization boards, professional organization committees, and governmental positions/committees.</td>
</tr>
<tr>
<td>• Explore domestic and international opportunities for reaching new markets through online or blended courses.</td>
</tr>
<tr>
<td><strong>Highlighting the central academic mission of Regis University</strong></td>
</tr>
<tr>
<td>• Continue to strive for academic programs of excellence within each school and department.</td>
</tr>
<tr>
<td>• Increase the percentage of doctorally-prepared ranked faculty to 70%.</td>
</tr>
<tr>
<td>• Improve faculty success in obtaining extramural grant funding.</td>
</tr>
<tr>
<td>• Achieve a 90% level of faculty scholarship through regional and national presentations, publications, or disseminated research.</td>
</tr>
<tr>
<td>• Demonstrate that assessment of student learning is well developed and used in decision making throughout the College.</td>
</tr>
<tr>
<td><strong>Celebrating the Jesuit and Catholic character of Regis University</strong></td>
</tr>
<tr>
<td>• Provide a broader array of service learning opportunities for students including the addition of at least one sustained, international service learning experience.</td>
</tr>
<tr>
<td>• Establish a graduate program in corporate ethics and compliance.</td>
</tr>
<tr>
<td><strong>Enriching the diversity of the Regis University learning community</strong></td>
</tr>
<tr>
<td>• Increase student ethnic and cultural diversity to 20% of enrollments.</td>
</tr>
<tr>
<td>• Ensure that the curriculum systematically addresses issues relevant to a diverse community.</td>
</tr>
<tr>
<td>• Work with University Relations to obtain substantive scholarships that provide support for students from minority populations.</td>
</tr>
</tbody>
</table>
Established in 1978, the College for Professional Studies is the largest college within Regis University and is dedicated to serving adult learners through accelerated undergraduate and graduate degree programs. In the 2006/2007 academic year, 12,000 adult students enrolled in 134,400 credit hours. CPS is recognized as a national leader in adult and online learning and has assisted numerous colleges and universities in establishing similar programs in their own institutions.

The College for Professional Studies has long been characterized by innovation and change in response to academic, societal, and economic trends. It has an entrepreneurial history of researching, planning, and seizing opportunities. This adaptability is distinctly Jesuit. Ignatius, the founder of the Jesuits, saw the Jesuits as “living with one foot raised,” a metaphor for being ready to move at a moment’s notice to where Jesuits were most needed. Some examples of recent innovation include:

- The Online Consortium of Independent Colleges and Universities, a Regis-inspired and managed consortium of 65 schools utilizing the online undergraduate courses of five institutional providers.
- Associates to Bachelors™ program transfer agreements with over 100 community colleges to maximize transfer credits from an associate’s degree into a bachelor’s degree in the College for Professional Studies.
- Colorado WIRED initiative workforce development program for traditionally underserved populations in conjunction with the U.S. Department of Labor.
- College for Public Leadership (CfPL) in Washington, DC and Vienna, Virginia, a collaboration with Management Concepts, Inc. providing comprehensive education in the business of government targeted to federal employees.
- A joint Master of Science in Software and Information Systems degree between Regis University and National University of Ireland, Galway.

Innovation and responsiveness can also expose the College for Professional Studies to greater levels of risk. Opportunities rise and fall. Partnerships mature and decline. Of immediate concern is determining the appropriate level of growth within each of the College for Professional Studies programs and the need to establish comprehensive extension campus master plans. Also, as noted above, the Board of Trustees recently established the Organizational Alliances Committee to review the University’s partnerships, most of which are CPS related. This committee has been effectively monitoring University partnerships and alliances for the past three years.
More opportunities come to the University’s door than can be realistically undertaken. The College for Professional Studies utilizes a planning and assessment process that weighs the advantages and disadvantages of opportunities. This process is also used to evaluate and eliminate programs no longer deemed productive or appropriate.

Recent opportunities that have been seriously evaluated and then declined include:

- The College for Professional Studies pursued assuming full responsibility for administering and delivering the academic programs of the School of Extended Education at St. Mary’s College of Moraga, California.
- The College for Professional Studies explored being a provider institution to E-Army which provides distance education for an estimated 80,000 soldiers.

Partnerships that have been terminated include:

- Online MBA partnership with Bisk Publishing Company
- Onsite undergraduate degree-completion program at Coors Brewing Company of Golden, Colorado
- Joint Master of Science in International Business degree with the University of Ulster, Northern Ireland
- Closing of extension campuses as needed based on demographic shifts

In 2003 the College for Professional Studies embarked on a strategic planning process based on Balanced Scorecard methodology, a measure-based management and feedback system for continuous improvement. The College for Professional Studies has also been piloting a ManagePro software system that helps cross the gap between strategic planning and execution by aligning strategic goals and performance metrics. The College for Professional Studies further developed its strategic plan in 2006/2007 to align with the University Strategic Plan. The following examples show planning alignment with the University plan.

### COLLEGE FOR PROFESSIONAL STUDIES ALIGNMENT WITH UNIVERSITY STRATEGIC PLAN

<table>
<thead>
<tr>
<th>UNIVERSITY STRATEGIC PLAN</th>
<th>EXAMPLES FROM THE COLLEGE FOR PROFESSIONAL STUDIES PLAN</th>
</tr>
</thead>
</table>
| Solidifying Colorado identity and creating genuine national visibility | • Solidify University mission orientation in promotional messages for all CPS programs.  
• Assist the University Alumni Office in engaging CPS alumni as University advocates and ambassadors. |
| Highlighting the central academic mission of Regis University | • Continuously review, improve, and update course content.  
• Continue accreditation efforts with Teacher Education Accreditation Council (TEAC), Council for Accreditation of Counseling and Related Educational Programs (CACREP), American Association of Marriage and Family Therapists (AAMFT), and the Colorado State Department of Education. |
| Celebrating the Jesuit and Catholic character of Regis University | • Enhance faculty professional development to enable a more inclusive orientation toward mission.  
• Increase opportunities for faculty, staff, and students to engage and reflect upon Ignatian spirituality, and the faculty Ignatian Scholars Program. |
| Enriching the diversity of the Regis University learning community | • Enhance recruitment of ethnically diverse administrators, faculty, and staff.  
• Conduct an audit of ways in which the College supports an ethnically diverse student population, and create action plans for improvement. |
| Strengthening Regis University’s total student enrollment | • Convene a task force composed of representatives from all CPS areas, and associated University departments, to remediate the downturn in on-campus enrollments.  
• Develop new and expanded degree program offerings that respond to societal educational needs in the context of a viable competitive market.  
• Develop strategic academic partnerships locally, nationally, and internationally. |
| Securing the productive institutional future of Regis University as both a human organization and an economic entity | • Examine all aspects of organizational structure with respect to productivity, flexibility, and efficiency, and modify as needed.  
• Collaborate with the University Department of Information Technology Services to develop a CPS technology plan and its implementation.  
• Pursue specific program alliances with Regis College and the Rueckert-Hartman College for Health Professions. |
Residence Life

Residence Life utilizes multiple planning methods to continue to meet the needs of its students and the mission of the University. The staff reviews daily phone calls, judicial cases, parent calls, counseling appointments, and emergency responses in order to better strategize processes and responses. The entire division of Student Life, which oversees Residence Life, utilizes “Student Voice” software, a daily survey feedback mechanism that gauges services on a month-to-month basis. Residence Life also utilizes the Association of College and University Housing Officers standard assessment forms.

Central to the planning process is the University mission and the question: “Are we walking our talk?” Outside departments are invited to assist in areas where program improvement needs to take place. Recent discussions included campus safety and new classrooms in residence halls. Residence Life also utilizes outside consultants who assist with planning for both short-term and long-term goals and help articulate those goals to constituents.

### RESIDENCE LIFE ALIGNMENT WITH UNIVERSITY STRATEGIC PLAN

<table>
<thead>
<tr>
<th>UNIVERSITY STRATEGIC PLAN</th>
<th>EXAMPLES FROM THE RESIDENCE LIFE PLAN</th>
</tr>
</thead>
</table>
| Solidifying Colorado identity and creating genuine national visibility | • Provide opportunities for Student Affairs professionals to become involved in local and state charity events and national professional organizations.  
• Host Jesuit institutions for conferences. |
| Highlighting the central academic mission of Regis University | • Continue to expand “Student Voice” online assessment opportunities for customer service feedback.  
• Create a living community to support freshmen students through their first year and provide opportunity for faculty to teach in the residence halls. |
| Celebrating the Jesuit and Catholic character of Regis University | • Increase Jesuits or chaplain engagement in the residence halls.  
• Continue ministry-related workshops. |
| Enriching the diversity of the Regis University learning community | • Actively recruit professionals of color.  
• Increase diversity training with current staff. |
| Strengthening Regis University’s total student enrollment | • Replace furniture in all residence halls.  
• Establish living/learning communities or theme floors in all residence halls.  
• Build a new residence hall with both classrooms and student social spaces, making it cutting edge in the region. |
| Securing the productive institutional future of Regis University as both a human organization and an economic entity | • Continue to generate revenue from Residence Life and Conference Services. |
**Academic Planning and Policy Council**

The Academic Planning and Policy Council (APPC) is addressed in more detail in Core Component 3A as it relates to the University’s ongoing academic review process. As the faculty body that presides over the academic governance of Regis University, APPC is charged to work in concert with the academic councils in the colleges in order to formulate University-wide policies and standards for all academic programs. It is also responsible for monitoring the implementation of academic policies, reviewing the strategic plans of the colleges, auditing Academic Unit Reviews, and evaluating proposals for new degree programs and other substantive academic initiatives.

The Academic Planning and Policy Council facilitates the exercise of the faculty role in academic governance. One of the primary responsibilities of the faculty in implementing the educational goals of the University is to assume a major role in determining degree requirements, appropriate curricula, methods of instruction, faculty status, and those aspects of student life that relate to the educational process.

APPC’s authority and powers are derivative in nature, flowing from a charge by the Regis University Board of Trustees to the President of the University to administer the affairs of the institution including the establishment of an effective academic governance structure. For most issues within the purview of the Academic Planning and Policy Council, the President operationally delegates authority to the Provost and Vice President for Academic Affairs.

The Academic Planning and Policy Council follows a planning protocol for new academic programs which traces back to 1989 and is periodically revised. Its most significant revision is discussed in Core Component 3A in the context of the Academic Unit Review process. By requiring specific data and background information, these guidelines are intended to ensure appropriate consistency and care in designing and presenting new academic program proposals.

This planning protocol governs all proposed undergraduate and graduate programs, including new majors, new minors not associated with an existing major, new academic certificates, new departments, and new degrees at Regis University. It also pertains to matters involving substantive changes in academic programs and/or format of delivery. Guidelines for new academic programs follow this outline:

- Executive Summary
- Mission
- Rationale for proposal and planning process
- Curricular philosophy and rationale for curricular architecture
- Accreditation
- External comparisons
- Resources (human, financial, physical, and instructional)
Budget and Financial Leadership

Since his inauguration as President in 1993, Fr. Michael J. Sheeran, S.J., has led the institution with a proven commitment to sound financial management and planning. His frequently articulated principles include:

- Continue the long-standing Regis University practice of balanced operating budgets.
- Examine costs and implications of new programs whether large or small.
- Scrutinize the assumptions of cost estimates.
- Establish sufficient, but not excessive, reserves on both expense and revenue sides.
- Cut losses sooner rather than later.
- Maintain sufficient flexibility to take advantage of unanticipated opportunities.
- Annually examine all requests for supplemental funding.
- When necessary, make prudent adjustments to the financial plan as the year unfolds.
- Maintain the priority that people -- faculty, staff and students -- are the University’s most important resource.
- Compensate justly.
- Adequately fund mission-related programs and activities.

With these guiding principles as context, the Executive Budget Committee is charged with developing and monitoring the University operating budget. EBC members include the Provost and Vice President for Academic Affairs (who serves as chair), Chief Financial Officer, functional Vice Presidents, Academic Deans, University Controller, and the CPS Chief Operating Officer. The broad University responsibilities of the chair and the makeup of the EBC provide strong structural evidence of the link between planning and budgeting processes at the University, college and university department levels. Further evidence of this link is that every new program proposal and additional faculty and staff hiring request must come before the EBC for discussion and approval. New program proposals must include a financial pro forma.

In 2007 the University moved to a two-year budget model. This has stimulated the Executive Budget Committee to be more articulate about longer-term academic and administrative priorities. It has also helped members of the EBC to be more aware of trends that help define academic and institutional development, to initiate earlier discussions about major University initiatives and, where necessary, to respond to the need for interim adjustments.

One of the hallmarks of the Executive Budget Committee is an inclusive and collaborative planning style. As an example, a shortfall in the College for Professional Studies revenue projections in the last several years required CPS to consolidate its marketing and admissions programs and restructure its New Ventures division. Cutbacks were also absorbed by other departments across the University. Most accept this as part of the culture of Regis within which all share the University’s successes and challenges.

In the focus groups undertaken for the purpose of this Self-Study, there was not unanimous awareness of how Executive Budget Committee processes are mission-related. While there is not universal agreement on this question, most members of
the community understand that the University would not be a viable institution today without a long-standing willingness to look at new revenue streams. Further, the Jesuits’ 450-year history is full of examples of risk-taking and adaptation to change in ways that first appeared more worldly than mission-centric, but were later appreciated as affirming the Jesuit mission. The University’s historic venture into adult learning in the late 1970s is a case in point. In this spirit, a sense of mission tends to be pervasive – and lively – in the collective thought of members of the Executive Budget Committee.

The Executive Budget Committee meets weekly during the academic year. A typical planning cycle follows these timelines:

- The planning year begins with an analysis of higher education markets in order to recommend tuition rates, which vary by degree program, for the following year.
- The EBC then identifies University-wide credit hour production and other revenue estimates including room and board, interest and endowment earnings, gifts and grants.
- Following the identification of revenue expectations, the EBC begins to identify projected expenses in all colleges and university departments. Expense budgets are rolled forward from the previous year’s base budget and adjusted for any known changes such as adjustments in compensation, debt service, or lease costs.
- The most extensive deliberations of the EBC occur in its January and February meetings when it addresses differences in the anticipated income in the coming year and the adjusted base expenditure budget, prioritizing and scaling requests which have been offered for consideration.
- Once a proposed (and balanced) University operating budget is developed, it is presented to the President for his review, adjustment if necessary, and approval.
- After presidential approval, the proposed budget is presented at a special meeting of the Board of Trustees Standing Committee for Financial and Business Affairs. With the approval of this committee, the complete budget is recommended to the full Board at its April meeting. The Board actively participates as an external reviewer of the administration’s priorities.
- Throughout the year the Vice Provost for Finance and Budget reports to the EBC and the Board of Trustees on the status of the University budget. On rare occasions the University needs to adjust its spending pattern. For example, about two-thirds of the way through fiscal year 2006, it became clear that revenue was going to fall below target and measures needed to be taken to adjust the expense side of the budget accordingly. The EBC determined to keep all open positions unfilled through the end of the fiscal year to address this shortage. This decision had the desired effect and the budget was balanced at the end of the fiscal year.
- Monthly budget status reports are used to review the continuing viability of the budget on a monthly basis. A senior budget analyst reviews all budgets in order to identify overspending early so that action plans can remedy the situation prior to year end. Based on findings, spending is adjusted to ensure that expenses do not exceed revenues for the year.
Endlinks

1. e.g., School of Nursing competitive analysis
2. e.g., College for Professional Studies Advisory Council
3. e.g., College for Professional Studies Industry Scan
4. e.g., Rueckert-Hartman College for Health Professions clinical agencies
5. Catholic Studies Academic Unit Review
7. e.g., Department of Chemistry three year plan
8. Rueckert-Hartman College for Health Professions faculty board membership
9. Rueckert-Hartman College for Health Professions intercultural immersion experiences
10. e.g., Articulation Agreement with Cecil Community College
11. Balanced Scorecard measurements
University Growth

Regis University has enjoyed continuous financial health and operated in the black for over thirty years. At the same time, Regis is tuition dependent with tuition and fees accounting for 91% of total income. Even as its endowment continues to grow from $14 million in 1998 to its current $40 million, the University will remain a tuition-dependent institution.

In good times and bad, the three colleges and their wide variety of programs have been able to balance one another, as illustrated below. For example, the College for Professional Studies has experienced a four-year decline in enrollments, while the Rueckert-Hartman College for Health Professions has concurrently experienced sustained growth. Although Regis University is financially healthy, there are real limits on funds for significant, one-time costs such as start-up costs associated with new academic programs and capital projects. Bond issuances have provided funding for many one-time projects, but there are always more projects than there is funding available.

In 1997 Regis University revenue stood at $44 million. In the ten years since, revenue has grown to $120 million. The basis for this increase has been measured growth in Regis College and substantial growth in both the College for Professional Studies and the Rueckert-Hartman College for Health Professions. Early-to-market ventures in adult and online learning have contributed to this success story, as have expansion into new degrees and geographic markets.
By 2011 annual University revenue could well reach $150 million. A significant portion of this revenue increase is expected to come from consistent growth of online learning programs in two colleges, as well as additional revenues from new initiatives such as the proposed Doctor of Pharmacy program. The University remains encouraged by the prospects of growth in the Associate to Bachelors™ program in the College for Professional Studies. Although there are limitations on how much Regis can raise tuition, part of the growth in income will undoubtedly come from tuition rate increases.

One of the strategic priorities of the University Strategic Plan is strengthening student enrollment. Students are the lifeblood of Regis University. Maximizing the number of students the University serves supports academic mission on a greater scale. At the same time, the University seeks to add students only in programs and in ways that demonstrably advance the University’s mission, respond to societal educational need, extend the University’s long tradition of liberal arts and professional education, and can be cost-effectively supported by faculty, library, facilities, technology, and other resources.

In strengthening student enrollment, the University:

- Recognizes that the student body of Regis University can be conceptually arranged into five principal groupings: day students on the Lowell campus who live on campus, day students on the Lowell campus who live off campus, evening and weekend students on the Lowell campus, students at extended campuses, and students engaged in technologically-supported distance learning.
- Continues to expand online programs nationally and internationally.
- Develops additional extension campus sites regionally and nationally.
- Develops new and expanded degree programs that respond to a societal educational need in the context of a viable competitive market.
The current fiscal reality of Regis University is summarized in the annual operating budget below, and the FY2009 draft budget found in endlinks.

### BUDGET FOR FISCAL YEARS 2007 AND 2008

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FY 2007 GENERAL FUND BUDGET</th>
<th>INCREASE (DECREASE)</th>
<th>FY 2008 GENERAL FUND BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees</td>
<td>102,378,391</td>
<td>8,020,784</td>
<td>110,399,175</td>
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<tr>
<td>Private Gifts</td>
<td>1,300,000</td>
<td>-</td>
<td>1,300,000</td>
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<tr>
<td>Investments &amp; Other</td>
<td>2,615,000</td>
<td>556,105</td>
<td>3,171,105</td>
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<tr>
<td>Auxiliary Operations</td>
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<tr>
<td><strong>TOTAL REVENUE</strong></td>
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<td><strong>8,551,181</strong></td>
<td><strong>120,833,358</strong></td>
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<td>Instruction</td>
<td>33,304,541</td>
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<td>Academic Support</td>
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<td>Student Services</td>
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<td>Plant &amp; Campus Leases</td>
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<td>Financial Aid</td>
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<td>1,302,227</td>
<td>16,890,740</td>
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<tr>
<td>Reserves &amp; Contingencies</td>
<td>1,709,734</td>
<td>(191,836)</td>
<td>1,517,898</td>
</tr>
<tr>
<td>Auxiliary Operations</td>
<td>2,517,408</td>
<td>143,660</td>
<td>2,661,068</td>
</tr>
<tr>
<td>Debt Service</td>
<td>2,957,346</td>
<td>232,578</td>
<td>3,189,924</td>
</tr>
<tr>
<td><strong>TOTAL EXPENSE</strong></td>
<td><strong>111,982,177</strong></td>
<td><strong>8,551,181</strong></td>
<td><strong>120,833,358</strong></td>
</tr>
</tbody>
</table>

The FY 2008 general fund operating budget totals $120,833,358. The Board-approved FY 2007 general fund operating budget included revenue and expense of $111,982,177. A budget-to-budget increase of $8,851,181, or 7.9%, was approved. The major characteristics of the FY 2008 budget are consistent with the University’s recent budgetary principles and financial practices. They include:

- Student enrollment and tuition revenue are the major drivers of the budget. Continued modest growth is projected for the Regis College undergraduate program.
- The Rueckert-Hartman College for Health Professions anticipates some small and short-term enrollment declines although overall tuition revenue will increase.
• In the College for Professional Studies fewer credit hours are budgeted for FY 2008 compared to FY 2007, although revenue will again increase because of significant price changes aimed at repositioning College for Professional Studies programs in the competitive marketplace.

• Online education continues to be the strongest enrollment growth driver in RHCHP and CPS.

• Emphasis on human resources and a viable compensation structure is maintained through the inclusion of a competitive general compensation increase, which took effect September 1, 2007.

• Investments in faculty and academic support are stabilized and adjusted to maintain quality in an environment in which some programs continue to grow while others experience reductions in enrollments.

• Selective expense reductions and realignments are contemplated in the College for Professional Studies in order to reflect changing enrollment patterns.

• Substantial start-up investments in new and modified programs are defined in the interest of securing the University's long-term academic and financial health. These investments within the operating budget unavoidably put some pressure on near-term options.

• Significant revenue and expense contingencies are maintained as insurance against economic and other uncertainties in the year ahead.

The categories utilized in the expense budget proposal are in accordance with the accounting classifications suggested by NACUBO for financial statements and budgets in colleges and universities. These NACUBO classifications conceptually account for the major activities that take place within the University.

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**BUDGETED OPERATING REVENUE SOURCES FY 2008**

- Tuition & Fees: 91%
- Other Income: 5%
- Sales & Service Revenue on Auxiliary Enterprises: 2%
- Private Gifts & Pledges: 1%
- Endowment Income Used in Operations: 1%

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Tuition and fee revenue account for over 91% of the FY 2008 revenue budget. Tuition rates are seen as both competitive and reasonable. Regis University has had extensive experience balancing pricing a program competitively while remaining affordable and attractive to new and currently enrolled students. The University also recognizes that the pricing of any given program is a matter of strategy to develop a relative position in the market over an extended period of time. The FY 2008 tuition rates for the various programs within Regis University have been set with this perspective in mind.

Prices are one component of the revenue budget equation. The second element is the volume of student enrollments in the University’s array of academic programs. Growth in tuition revenue is a function of both price (tuition rate) increases and enrollment (credit hour) increases. The relative impact of these two drivers on incremental tuition revenue in the FY 2008 budget is shown below.

<table>
<thead>
<tr>
<th></th>
<th>Enrollment Driven Revenue</th>
<th>Price Driven Revenue</th>
<th>Total New Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regis College</td>
<td>603,442</td>
<td>1,469,563</td>
<td>2,073,005</td>
</tr>
<tr>
<td>Health Professions</td>
<td>720,014</td>
<td>1,407,860</td>
<td>2,127,874</td>
</tr>
<tr>
<td>Professional Studies</td>
<td>(2,148,002)</td>
<td>5,967,907</td>
<td>3,819,905</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>(824,546)</strong></td>
<td><strong>8,845,330</strong></td>
<td><strong>8,020,784</strong></td>
</tr>
</tbody>
</table>

### Revenue and Expense Trends

The College for Professional Studies generated $21.6 million in tuition and fees in 1997/1998 and $49.3 million in 2006/2007. Direct expenses were $11.7 million in 1997/1998 and $28.8 million in 2006/2007. The rate of increase in expenses was less than the rate of increase in tuition and fees.
In the Rueckert-Hartman College for Health Professions, three distinct patterns were observed over the ten-year period for 1997/1998 to 2006/2007. During the two-year period from 1997/1998 to 1998/1999, RHCHP tuition and fee revenues fell from $5.6 million to $4.8 million. Direct expenses increased marginally from $3.2 million to $3.3 million. Between the 1998/1999 and 2001/2002 years, tuition and fees increased from $4.8 million to $6.8 million and direct expenses increased from $3.3 million to $4.4 million.

Between 2001/2002 and 2006/2007, tuition and fees grew from $8.1 million to $20.6 million. During the same time period, direct expenses grew at a more modest rate of increase from $4.4 million to $10.9 million. Though expenses increased over this period of time, RHCHP programs could not hire faculty and staff at rates fast enough to keep up with the growth in enrollments. The resources of RHCHP were stretched over this period of significant programmatic growth.

University Assets and Liabilities

The University has experienced an annual positive change in net assets for thirty years. The annual average change over the past ten years has been approximately $4 million. Notable variations were found in 2003, when endowment and investment markets were down, and in 2004 and 2007 when campaign contribution revenue and investment income were high.
The unrestricted portion of the University’s change in net assets is often referred to as the operating surplus, year-end surplus, or net surplus. The Executive Budget Committee addresses the use of these surplus funds after the close of the fiscal year. Funds are typically designated to scheduled and deferred maintenance and other one-time projects. The EBC generally approves projects that are capital in nature since the University’s philosophy is that operating income should cover operating expenses. Examples of projects funded with this surplus include software, vehicles, classroom technology upgrades, space renovation, and medical and nursing equipment.

Institutional Financial Aid

Historically, institutional scholarships have been reserved primarily for Regis College and traditional nursing students that currently range up to $12,000 per year based upon academic achievement and financial need. Institutional funding awarded to help offset tuition is known as the discount rate. Some years ago, the University decided to restrict institutional scholarships in the Rueckert-Hartman College for Health Professions and the College for Professional Studies, and award state and federal funds almost entirely. To keep tuition affordable and competitive, the cost per credit hour for the nontraditional programs has consistently been set significantly less than for traditional students (e.g., $335 per credit hour in the College for Professional Studies undergraduate courses vs. $831 per credit hour in Regis College undergraduate courses). The discount rate for all three colleges combined is 13.1%.
The traditional student discount rate is calculated separately from the overall University discount rate since Regis College is the academic unit most often compared with sister AJCU and private liberal arts institutions with traditional, full-time residential populations. The University has partnered with Noel-Levitz and utilizes the Enrollment and Revenue Management System (ERMS) to assist the offices of admissions and financial aid in setting annual enrollment goals for the traditional student population. Analyzing enrollment, retention, tuition, and financial aid data supplied by the University, Noel-Levitz provides a dynamic model for awarding institutional funds designed to maximize yield of admitted students. Institutional funds are strategically applied to student aid packages based on students’ high school academic achievement and financial need. As tuition has risen over the past ten years, so has the need to increase institutional funds to keep Regis College affordable and to compete with other private liberal arts colleges, thereby increasing the traditional student discount rate from 28% in 1998 to 35% in 2007. University leadership is committed to keeping tuition affordable while exploring alternative packaging strategies with assistance from Noel-Levitz to minimize increases in the discount rate.
Grant Funding

Regis University’s externally sponsored grant funding has increased dramatically since 1998. The ten year average from FY 1988 to FY 1997 was $192,078 per year. Over the last ten years, Regis has averaged $1,123,063 per year in external grant funding.

The addition of a doctoral program and a considerable number of faculty with doctorates has led to increased interest and facility in grant funding. Non-academic departments are also responsible for some of this growth. The Office of Student Life and the Institute on the Common Good have enhanced their sponsored funding, for example.

Additional emphasis on external funding represents a realization by the University that external resources are needed to develop and enhance the institution’s mission, consistent with the University Strategic Plan goal of assuring the institution’s future. The funds Regis University has received support a wide range of University activities including teaching, service, and research.5

This level of increased funding brought with it a concurrent increase in responsibility to comply with federal, state, and private regulation accompanying these awards. This responsibility is assumed both by University administration and areas directly receiving the funds. It is likely that additional administrative resources will be necessary in sponsored programs and accounting in order to continue both the funding increases and the levels of fiscal and regulatory compliance required with that funding.
University Endowment

Over the last decade, the University’s endowment has nearly tripled from $14.4 million in 1998 to $39.4 million in 2007. The gain in FY 2007 alone was over $3.1 million, or 8.6%. The University Board of Trustees has determined that the majority of annual endowment income be designated to financial aid. This is also where University Relations concentrates its efforts in soliciting endowment funds.

There continues to be pressure to increase the size of the endowment. Aside from trying to reduce the heavy reliance on tuition income in the budget, the continuing need for increased financial aid is anticipated. Increased pressure for financial aid dollars is largely due to the diminished ability of families to pay Regis College tuition. Also, as the University tries to enhance its ability to meet diversity goals, there is a need to fund economically disadvantaged students more fully.

The Campaign for Regis University

The University’s fundraising capacity has shown remarkable growth in the last two decades. In April 2007 Regis University completed the largest comprehensive campaign in its 130-year history. “The Campaign for Regis University – Writing the Next Chapter,” raised $82 million, exceeding its $75 million goal. The University’s last major campaign, nearly twenty years earlier, raised $16 million. During the just-completed campaign, 100% of the Board of Trustees and over 70% of University faculty and staff participated.

Regis University has been particularly fortunate to have outstanding leadership in its fundraising efforts. As early as Spring of 1998, groundwork was being laid for a future comprehensive campaign through the Forum on the Future. Based on the original recommendations of the Forum, the campaign focused on three important areas with financial goals identified in each:

- Regis University must guarantee its Jesuit Catholic character. In times of a major increase of lay people interested in St. Ignatius’ view of the world, Regis needs specific support to help lay faculty and staff immerse themselves in the Ignatian tradition. This includes a new chapel, an endowment for Jesuit mission, and two endowed chairs: one in Jesuit Catholic Studies and another in Health Care Ethics.
  
  $5,400,000  St. John Francis Regis Chapel  
  $5,000,000  Endowed Chairs  
  $2,200,000  Jesuit Mission Endowment

- Regis University must guarantee that it remains within the financial reach of all students. As a Catholic university in the Western United States, Regis has a special obligation to serve those who will lead the Hispanic community and to offer access to those on the economic margin.
  
  $15,000,000  Student financial aid  
  $11,000,000  Annual Fund
• Regis University must guarantee the quality of its facilities to ensure the high caliber of teaching. The campaign initiatives for the renovation of Main Hall, Carroll Hall, the Science Building, campus expansion and beautification, and technology foster the continuation of an effective learning environment.

$10,000,000  Main Hall renovation
$5,700,000  Carroll Hall renovation
$8,900,000  Science Building renovation
$7,900,000  Information technology improvement
$3,900,000  Campus beautification

Beginning in Spring 2000 the University began its silent phase of this historic endeavor. Additional resources and staff were directed to ensure its success. Staff completed over 6,000 personal face-to-face meetings with alumni, foundation and corporate representatives, and friends of the University from across the nation.

The campaign raised a total of $82,680,504 with $63,417,910 in outright gifts and $19,262,594 in deferred gifts, as shown in the illustration below.

Beyond the obvious accomplishment of exceeding its goal, the campaign had numerous other successes.

• The size of its large gift donor base has increased.
• The number of donors giving through their estate plans has increased.
• In the minds of many people, Regis University is now positioned as a successful institution that has compelling plans for the future.
**Future Fundraising Plans**

In April 2007 the President, campaign cabinet, and the University’s campaign consultant met to discuss fundraising plans for the years following the campaign. It was decided that it is best for the University not to enter into a comprehensive campaign for four to five years. It was stressed that the University needs to focus on strategic planning, update the master facilities plan, and evaluate a University-wide volunteer structure. Strategic and facilities planning will identify priorities for the next campaign.

Even though the University will not undertake a major campaign for several years, fundraising will continue. The Board of Trustees has approved the following fundraising priorities during the next four to five years, which total $35.5 million. These include:

- Main Hall (continued renovation dollars)
- School of Pharmacy (renovation dollars)
- Endowed financial aid
- Endowed chairs in Jesuit Catholic Studies and Health Care Ethics
- Jesuit Mission Endowment Fund
- The Regis Annual Fund

**Revenue Bonds**

In addition to a $10.3 million refunding bond issue in 1997, the University has issued two sets of revenue bonds in the last decade. In 2001 a $20 million issuance provided financing for the construction of a new residence hall, improvements to the utility and heating systems in the gymnasium, renovations of existing residence halls, the installation of fiber optic and wiring upgrades to the Lowell campus, and the relocation of a softball field and parking lots. The 2005 issuance for $10 million funded the remodel of the old chapel for the Fine Arts program, the addition of a parking lot, wireless technology upgrades, HVAC replacements, residence hall remodels, and numerous other deferred maintenance items.

In addition to $40 million in long-term debt, the University leases over 113,000 square feet of space for its external campuses at an annual cost of $2.9 million. Thus, lease costs begin to approximate the annual expenditure for long-term debt, with 5% of the annual budget connected to long-term debt service and facility lease costs.
Facility Resources

Regis University takes pride in a tradition of excellence in scholarship and service and recognizes its obligation to assure that services and facilities effectively shape the future. The Regis University Board of Trustees approved a Master Plan for the Lowell campus in January 2001 and the Board regularly reviews and updates this plan. In addition, the University prepares an annual facility profile focusing on extension campuses. In 2002 the University developed a regularly reviewed Digital Plant Plan that offers guidelines for needed technology resources.

The Master Plan was developed from recommendations made by the Forum on the Future of Regis University. The Forum examined expected enrollment growth, differing educational delivery methods among the colleges, and the changing needs of learners consistent with the University Strategic Plan goal to strengthen student enrollment. The land-use portion of the plan sets up a framework in which future development activities are organized. Emphasis is placed on preservation of the Lowell campus general concept in which the progression of space is created by landscape rather than buildings.

As of September 2007 the following Master Plan projects were completed or were near completion:

- Main Hall restoration and addition of elevator
- St. John Francis Regis Chapel
- Residential Village housing 180 students
- Renovation of Student Center and addition of elevator
- Renovation of dining hall, snack bar, and bookstore
- Science building renovation with state-of-the-art laboratories
- Adult Learning Center expansion
- Softball field
- Field House improvements
- Aluminum framed “Ranger Dome” for athletics and University-wide events
- Federal Boulevard property replacement with expanded athletic fields and parking lot
- Two parking lots adding 800+ spaces
- Perimeter projects, plazas, outdoor sculptures, and arboretum expansion
Extension Campuses

A distinctive feature of Regis University’s success has been the philosophy of utilizing extension campus sites for adult learners, dating back to the inauguration of adult learning programs in Colorado Springs in 1978. For many years the sites were managed by the College for Professional Studies. In recent years the central University Services department has assumed management of these locations.

There are three types of extension campus models: extension campuses, learning centers, and regional campuses. The extension campus has a full array of University staff members such as advisors and full-time faculty housed at the campus to ensure student-centered services. These campuses include:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Square Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denver Tech Center</td>
<td>38,325</td>
</tr>
<tr>
<td>Colorado Springs</td>
<td>27,921</td>
</tr>
<tr>
<td>Fort Collins</td>
<td>14,500</td>
</tr>
</tbody>
</table>

Learning centers are smaller in size and are focused on classroom space, student learning needs, and easy access from where students work and live. Most of the staff is housed at other locations and travel to these campuses based on student appointments. These campuses include:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Square Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interlocken at Broomfield</td>
<td>15,729</td>
</tr>
<tr>
<td>Longmont</td>
<td>5,144</td>
</tr>
<tr>
<td>Aurora</td>
<td>4,119</td>
</tr>
</tbody>
</table>

Regional campuses are locations outside the Denver metro area that have advisors and full-time faculty members, as well as a campus director who is responsible for the day-to-day operations and marketing of the campus. These campuses include:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Square Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green Valley, Nevada (Las Vegas)</td>
<td>11,486</td>
</tr>
<tr>
<td>Summerlin, Nevada (Las Vegas)</td>
<td>4,845</td>
</tr>
</tbody>
</table>

The College for Public Leadership partnership with Management Concepts, Inc. utilizes two regional campus locations:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Square Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington, DC</td>
<td>20,142</td>
</tr>
<tr>
<td>Vienna, Virginia</td>
<td>36,000</td>
</tr>
</tbody>
</table>

Since 2002 an Extension Campus Facility Profile has been published annually, with a three year comparison of items such as facility location, community statistics in comparison to student population figures, and facility revenues and expenses. The report compares student and community information for ongoing assessment of population growth and migration. The report also examines program popularity at a particular location and campus profitability.
Facilities Audits and Deferred Maintenance

In 1993 the Physical Plant management team developed a facilities audit program, which provides regularized review of the condition of Lowell campus buildings. The audit is used annually to request funding for deferred maintenance and scheduled maintenance needs. At the end of each fiscal year, the University operating budget authorizes a minimum of $800,000 of prior year contingency within the operating budget to address the maintenance needs of the University. This approach allows the University to be proactive in maintaining its facilities, keeping them from deteriorating over time and lengthening their life useful span.

Significant progress has been made in enhancing the plant infrastructure to accommodate growth and to beautify the campus. Deferred maintenance issues identified in the 1993 facilities audit have also been addressed. The University has addressed most of the deferred maintenance needs identified in the 1993 audit through a combination of year-end operating maintenance allocations and bond funding. Initiatives in the upcoming years will be important in maintaining an appropriate scheduled maintenance plan before items identified in the 2003 audit become deferred maintenance.

Information Technology Infrastructure

In the early-to-mid 1990s, well before other universities, Regis University undertook distance learning initiatives through its College for Professional Studies. In 2000 the Rueckert-Hartman College for Health Professions advanced its mission with its first online programs. Through the innovative online learning initiatives of these two colleges, Regis University is today nationally recognized for quality online programs reaching thousands of students.

In the first years of online learning initiatives, the University anticipated growth in this area and took purposeful steps to upgrade its communications and information technology infrastructure in an effort to create a digital plant. Fiber optic cable was installed between Lowell campus buildings and public telecommunications connections were utilized to create a virtual operating environment that connected all University computing devices.

In the late 1990s, a plan was developed to enhance information technology development, service, and support resources such that full value could be realized as a return on the significant infrastructure investment that had taken place. This initial plan served the University well. However, as the need grew for information technology development, service, and support resources, additional planning became necessary. A technology plan was developed focused on academic excellence, growth in enrollments, service to students and others in the community, and the efficiency of University operations. Input was invited from both the Regis community and external professionals.

One of the first external reviews came from the Technology Task Force of the Forum on the Future of Regis University. Chaired by the Director of Education Industry for IBM/Tivoli Services, the committee also included the former Chief Technical Officer of the United States of America, the CEO of First Data Corporation, and the Manager of Information Technology Planning and Assessment at the National Renewable Energy Laboratory.
The Forum on the Future shaped the strategic adoption and use of information technology at Regis University and provided the following recommendations:

- Formally recognize information technology as part of the University’s visioning and strategic process.
- Implement a structure for multiple information technology boards and install information technology experts on other advisory boards.
- Apply the College for Professional Studies distributed learning model University-wide.
- Address the current shortage of information technology funds.
- Establish best practices in using information technology in student services, financial planning, and human resources.
- Broaden alliances with technology manufacturers.

In June 2002 a near-term plan for the development of Regis University technology resources was constructed in the form of a project portfolio for the digital plant. Currently, work is being undertaken to establish a process whereby regular audit and renewal of the near-term plan leads to a master plan that will look ahead for a three to five year period with annual reviews. The intended goal of the Digital Plant Plan is to create academic and operational value through well-reasoned adoption and use of information technology resources according to the direction provided by the University’s strategic plan. A near-term plan for the Regis University digital plant took guidance from this effort.

A June 30, 2006 document “Regis Strategic Plan Elements and Information Technology Objectives” provided a strategic profile of current and proposed digital plant initiatives. In the summer of 2006 an external review of the Regis University digital plant provided the seminal information for current efforts to build the University’s first master plan for the digital plant. The Digital Plant Plan showed clear alignment with the University Strategic Plan.

Built upon digital plant planning since the late 1990s, the Regis University Digital Plant Plan was designed to fit under the umbrella of the University’s strategic plan goals for academic program adjustments and growth in enrollments. Progress has been made toward the goal of academic and operational value, owing to effective adoption and use of information technology resources. Regular input from internal groups has established a process of continuous update and renewal of the digital plant project portfolio based on the following objectives:

- Academic excellence
- University growth
- Service to students
- Efficiency in University operations
- End-user friendliness
- Conscious advancement of the mission and strategy of the University
- Improved academic and operational effectiveness and efficiency

Digital plant projects include classroom technology, online enrollment services, academic services portal, Center for Academic Technology (CAT), classroom scheduling software, course material management system, data warehouse, virtual computing environments, and many more.
Endlinks
1 New majors since 1996
2 FY2009 draft budget
3 FY2008 expense budget explanation
4 Application to grant funding received
5 e.g., Examples of recent grants
6 Master Plan accomplishments
7 Extension campus profile
8 Facilities audit
9 Infrastructure and deferred maintenance projects: 2001 - 2007
10 Strategic Plan Elements and Information Technology Objectives
11 Digital Plant planned or active projects
Planning for Growth through Online Learning

Throughout its 450-year history, Jesuit education has sought ways to expand and adapt its mission. Soon after its founding, the original members of the Society of Jesus were not content to stay in Europe but traveled worldwide to other cultures. Regis University has long embodied this spirit, recognizing that the 21st century is itself a new culture, with revolutionary changes brought about by phenomena ranging from technology to globalization.

Regis University’s growth in online learning in both the College for Professional Studies and the Rueckert-Hartman College for Health Professions is a response to the historic Jesuit mission of “being in the world.” It is no overstatement to say that this development has produced a profound cultural shift at the University. The University’s significant move into online learning has required patient and deliberate understanding of the forces which are changing the face of higher education. This cultural shift has also required careful planning, education of University stakeholders, identification of substantial resources, and even persuasion at all levels of the institution.

In 2006 Eduventures, an education research firm in Boston, undertook a study of online programs in the United States. Their study concluded that 37% of over 4300 degree-granting institutions of higher education offer fully online degree programs. Among these, Regis ranked in the top 75 schools by online headcount, putting it in the top 2% of all degree-granting colleges and universities.

The advent of online learning has linkages to every aspect of the University Strategic Plan, as shown in the graphic on the next page.
**Online Learning Alignment with University Strategic Plan**

<table>
<thead>
<tr>
<th>University Strategic Plan</th>
<th>Regis University Online Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solidifying Colorado identity and creating genuine national visibility</td>
<td>Online learning has brought Regis regional, national, and international recognition; expanded student populations across cultures; and strengthened the University’s visibility through international academic partnerships.</td>
</tr>
<tr>
<td>Highlighting the central academic mission of Regis University</td>
<td>Through online learning Regis has expanded its teaching styles, enhanced outcomes-based assessment processes, strengthened its understanding of new ways of learning, and increased its sophistication of curriculum design through new learning formats.</td>
</tr>
<tr>
<td>Celebrating the Jesuit and Catholic character of Regis University</td>
<td>Through online learning Regis has found new opportunities to expand its historic Jesuit Catholic mission and commitment to values-based education.</td>
</tr>
<tr>
<td>Enriching the diversity of the Regis University learning community</td>
<td>The University’s student diversity has expanded, from an African-American soldier serving in Iraq, to a Japanese business woman in Tokyo, to a student with disabilities for whom online learning is the only access to higher education.</td>
</tr>
<tr>
<td>Strengthening Regis University’s total student enrollment</td>
<td>Online learning has enabled Regis to increase student enrollments at the same time that enrollments in some classroom-based programs were declining.</td>
</tr>
<tr>
<td>Securing the productive institutional future of Regis University as both a human organization and an economic entity</td>
<td>Regis University was early to market with online learning and is now a seasoned leader in the field. The University expects that online learning will be a major contributor to future growth.</td>
</tr>
</tbody>
</table>
The following illustrations delineate the online learning phenomenon at Regis University. The most significant online credit hour generation is found in the graduate programs of the College for Professional Studies and the Rueckert-Hartman College for Health Professions. In both colleges, however, classroom-based enrollment still exceeds online enrollment.
The technology culture shift at Regis University dates back to 1993 when the College for Professional Studies formed a partnership with Jones Intercable, Inc.’s Mind Extension University program. This “distance learning” program now seems dated, relying as it did on videotapes, televised learning, and voice mail networks. Only a few years later, the advent of accessible and affordable Internet technology fully enabled Regis University’s participation as a provider of online higher education.

There were few other universities that entered online learning this early. Resistance to online learning from some quarters was high, with concerns from more traditional voices that these new formats were a passing trend and would diminish the quality of education that historically had occurred in face-to-face encounters between students and faculty. However, as is now apparent, a revolution was quietly happening worldwide. The growth of the Worldwide Web now ensures that 21st century online learning is an accepted means of communicating, doing business, social networking, and learning alongside, and as an enriching alternative to, the experience of a traditional campus-based education.

In 1995 the Academic Council of the College for Professional Studies considered a report entitled “Distance Learning: Implications of University Planning,” which outlined a plan of growth that fully embraced distance learning as integral to CPS and its mission of serving adult learners. At that time, the University made a commitment that these new learning formats would not change or diminish in any way the mission, curriculum or quality standards established for courses delivered in ground-based classroom courses.
From early on CPS accurately predicted that many students would choose to “mix and match” learning options as their needs dictated. Some clearly prefer the accelerated classroom-based learning model. Others choose online learning depending on the subject matter. Others elect online learning when travel schedules or other constraints require it. Many students, either because they have no other options or simply prefer the online learning environment, elect fully online learning. Regis University has literally thousands of such students.

The College for Professional Studies report referenced above stated the case as follows:

We live in a world of consumer choice. Students want choices and they are discriminating in their selection. Educational institutions which offer multiple choices in delivery models have the strongest future. Distance learning gives students these choices, especially when they are limited geographically, or lifestyles inhibit sitting in a traditional college classroom for a semester.

By 1995 Regis University was well on its way in online learning programs through careful experimentation, testing, study of best practices, and incremental growth. In 1996 Regis formed an important partnership with Bisk Publishing Company of Florida in order to launch what would become an online MBA. The combination of Bisk's resources in marketing and fulfillment services, and Regis University’s strengths in adult learning theory, curriculum, and faculty development, made for a powerful and synergistic team.

The Rueckert-Hartman College for Health Professions had also been educating adult learners over many years and it was only a matter of time before their constituents and faculty would see the necessity and opportunity of online learning formats in health care. In 2000 RHCHP began offering the RN-BSN degree completion program online. Today it is one of the largest online nursing programs in the country.

Today, Regis University is a nationally recognized leader in the field of online learning. This move to prominence in online learning simply could not have happened without careful planning and foresight. Throughout its online growth history the University has regularly addressed significant planning issues: mission, partnerships, market analysis, specialized accreditation organizations, student services, course hosting systems, staffing, technology infrastructure, library support, enrollment projections, tuition setting, and university-wide resource allocation.

The ways in which Regis University has engaged these complex issues over time provide vivid illustrations of its capacity to strive for that Jesuit *Magis* and sense of continuous improvement.

- **Mission.** Programs are routinely assessed for mission consistency.²

- **Partnerships.** Partners often bring resources and skill sets which complement those of the University. Assessing a partner and its fit has been an acquired art. Partnerships also change based upon the maturing vision of the partners and their resources and needs. Some of the University’s most successful partners in online learning are shown on the next page.
Partnerships are addressed in more detail in Criterion 3 and Criterion 5.

- **Market analysis.** Regis University has long utilized effective environmental scanning processes and competitive analysis, as noted in Core Component 2A. This has enabled the University to be early-to-market in online MBA and doctoral programs in health care, to offer new majors, and to modify curriculum.

- **Specialized accreditation organizations.** Online learning program standards are carefully reviewed and followed in alignment with requirements of specialized accreditation organizations such as the Collegiate Commission on Nursing Education (CCNE) and the Commission on Accreditation in Physical Therapy Education (CAPTE).

- **Student services.** Regis University has always realized that adult and online learning would succeed only if online student services (bookstore, advising, registration, business office) kept pace with the academic side of the enterprise. Today the online student has access to a wide range of services, as addressed in Core Component 3D.

- **Course hosting systems.** In 2006 Regis migrated its online degree programs to the ANGEL course hosting system. This move reflects the ongoing efforts to balance operating cost with improvement in online formats and the integration of new technologies.

- **Staffing.** As the online programs have continued to grow, both the College for Professional Studies and the Rueckert-Hartman College for Health Professions have added faculty and staff, assessed and developed affiliate faculty for online learning teaching skills, and added distance learning professionals to guide curriculum development.

- **Technology infrastructure.** In 2004 systems management and technical support services for CPS and RHCHP distance learning units were assumed by the University Information Technology Services department. The Digital Plant Plan is addressed in Core Component 2B.

- **Library support.** Regis University could not have grown in online learning without the solid support of University Libraries dedicated to providing library resources to students and faculty without regard to geographic location.

- **Enrollment projections.** Enrollment projections are undertaken throughout each planning year with an eye to competition in the market, historic Regis enrollment patterns, new program offerings, and environmental scanning.
• **Tuition setting.** Examining the competition, how Regis University’s programs want to be positioned in the marketplace, inflation, what the market will bear, and program costs are all considered in the tuition-setting component of the annual budget development exercise (as delineated in Core Component 2A).

• **Resource allocation.** In a tuition-dependent institution, resource allocation must be based on overall University growth projections from year to year. There is always the push and pull of varying University needs between the three colleges, technology, library expansion, student activities, and bricks and mortar versus online growth.

**Planning for Growth through Doctoral Programs**

Online learning was not the only cultural shift occurring at Regis University over the past ten years. Today Regis University offers one doctoral program, proposes a change in status with the Higher Learning Commission for a Doctor of Pharmacy degree, and has additional doctoral programs under consideration. Just as change to online learning environments required foresight and careful planning, these programs also require the best of the University in its openness to change, recruitment of new faculty, and a willingness to commit appropriate resources to ensure success for such new endeavors.

**Doctor of Physical Therapy**

In the late 1990s Rueckert-Hartman College for Health Professions environmental scans indicated that there was growing demand for doctoral programs in health care due to expanded roles of health professionals and the evolving complexities of the health care system. Graduates in health care fields were not only expected to be successful in treating individual patients but were also required to manage the health risks and diseases of groups of individuals within communities and serve as leaders shaping health care delivery in the future. In order to meet these growing demands, the College realized that programs were needed to increase depth and breadth of coursework as well as supervised clinical experiences.

At the time, there had been a long-standing belief that doctoral programs were not appropriate for Regis University based on the University’s focus on a strong teaching mission. Some expressed concern that the addition of doctoral programs could shift the culture from one focused on student learning to one focused on faculty research. There were others who believed that faculty research was yet one more way to accomplish a teaching mission. They expressed interest in building the academy, attracting new faculty, and making a contribution to new knowledge in diverse fields.

Regis University was already in the enviable position of having attracted faculty who were skilled in both teaching and research. Many faculty had gained national recognition for their research agendas, attracting other faculty applicants who desired to collaborate with them. Faculty engaged in supporting student research desired the opportunity and challenge of including doctoral students in their research process. Additionally, the University had expanded critical library resources to foster program success and support students at the doctoral level.
In 2000 the Rueckert-Hartman College for Health Professions proposed the professional Doctor of Physical Therapy program. This program was approved by the University Board of Trustees and later received Higher Learning Commission ratification after an institutionally-requested focused visit. Just five years later, the Doctor of Physical Therapy program has grown in recognition as a national leader in physical therapy education.

The Doctor of Physical Therapy opened the doors to doctoral level education at Regis University. Graduate students from Nursing and Health Services Administration had also inquired about potential doctoral experiences. Graduate students in the College for Professional Studies had expressed interest in doctoral level studies in nonprofit management, executive and clinical leadership, and education. This was validated by Regis-sponsored market surveys and focus groups. Doctoral programs have now come to be viewed as a natural evolution of the University’s success in graduate education.

**Doctor of Pharmacy**

Ongoing environmental scanning regularly reveals opportunities for surveying new markets and creating new programs in the health care arena. However, many of these involve specialized professional education programs that are expensive to establish and maintain. Regis University does not have a Health Sciences Center, so programs of this sort are not appropriate options for the University to consider. Nursing and physical therapy, on the other hand, were two areas of demand and growth in health care that fit well with the University’s mission and resources. In keeping with the principles that had guided its ongoing success, pharmacy was identified as a next logical area of growth for the Rueckert-Hartman College for Health Professions.

Effective environmental scanning identified that pharmacy education had great potential for Regis University. There was both demand for pharmacists in the marketplace and high interest in pharmacy as a career among potential students. As of Fall 2005 the American Association of Colleges of Pharmacy (AACP) reported that there were only 89 schools or colleges of pharmacy with accredited professional degree programs. Of these, 33 were in private institutions and 56 were in publicly supported institutions. According to the U.S. Department of Labor Bureau of Statistics, the number of pharmacist jobs in the United States was projected to increase between 21% to 35% through the year 2012. Finally, all of the necessary pre-pharmacy courses were already offered through Regis College or the Rueckert-Hartman College for Health Professions. Thus, the pharmacy program would provide an opportunity to increase the traditional student body enrollment while adding a strong new doctoral program to enhance programs already offered in health care.

During the February 2008 comprehensive visit, Regis University is seeking a Change of Status and proposing to implement a Doctor of Pharmacy degree program. The formal Request for Change document accompanies the Self-Study. The Doctor of Pharmacy degree will be an entry-level clinical doctorate requiring four years of pharmacy education after a minimum of two years of defined pre-pharmacy courses.
Ph.D. in Leadership

For over two years, faculty from the Rueckert-Hartman College for Health Professions and the College for Professional Studies worked collaboratively to develop a proposal to offer a Ph.D in Leadership degree. The effort was co-chaired by senior faculty from the two colleges. Many faculty were involved in the needs assessment, market analysis, curriculum design, and pro forma. Although the proposal has not yet been forwarded to the Board of Trustees for approval, its development illustrates well the collaborative capabilities that exist between faculty of two colleges.

Doctor of Nursing Practice

As another example of effective environmental scanning and planning, a Doctor of Nursing Practice (DNP) degree has been under consideration in the Rueckert-Hartman College for Health Professions since 2006. A mandate from the American Association of Colleges of Nursing (AACN) and its accrediting arm, the Commission on Collegiate Nursing Education (CCNE), indicated that there is a growing need for the DNP as an entry-level degree for advanced practice nurses such as nurse practitioners and nurse anesthetists. The proposal is in the nascent stages of evaluation and planning.

College Reorganizations

Regis University regularly assesses the effectiveness of its structures and resources to best support learning and teaching. At times this assessment leads to changes in organizational structure. During Fall 2007, two of the University’s three colleges were reorganized as a reflection of both external and internal forces. The timing of changes in both colleges has enabled the University to create considerable parallelism in the new structures:

- The Rueckert-Hartman School for Health Professions has become the Rueckert-Hartman College for Health Professions.
- The School for Professional Studies has become the College for Professional Studies.

Rueckert-Hartman College for Health Professions

The Rueckert-Hartman College for Health Professions reorganization was driven by two factors: 1) the increasing size and complexity of the inventory of degree programs in health care; and 2) the requirements established by the Accreditation Council for Pharmacy Education (ACPE) that the proposed Doctor of Pharmacy degree program be organized as a unit with its own dean. This model ensures that the existing professional doctoral program in physical therapy, as well as the planned professional doctoral programs in pharmacy, will each be housed in its own school within the College.

Specifically, the academic units of the new Rueckert-Hartman College for Health Professions are as follows:

- Loretto Heights School of Nursing
- School of Pharmacy
- School of Physical Therapy
- Department of Health Care Ethics
- Department of Health Services Administration
Given the wide range of constituencies the College serves, the move to a school model enhances the stature of the professional disciplines and provides the impetus for strong leadership. Internally the administrators and faculty are actively moving toward a more interdisciplinary approach to the education of health care professionals, a direction very much consistent with trends occurring in clinical practice. Although relatively small, both the departments of Health Services Administration and Health Care Ethics play important roles in this interdisciplinary approach. They are therefore maintained as academic departments of the College rather than subsumed into one of the three schools.

**The College for Professional Studies**

The College for Professional Studies reorganization was driven by a reconsideration of its distinctive value in an ever-changing market, and a desire to move from a generalized structure to a model that differentiates academic programs by discipline. This change allows for a stronger affinity of faculty and students to a particular school and allows each school to create a more comprehensive structure for related academic disciplines.

Instead of having horizontally-oriented divisions of undergraduate, graduate, and teacher education, the College for Professional Studies is organized by academic programs, led by deans and serving both undergraduate and graduate students. The new academic units are as follows:

- School of Computing and Information Sciences
- School of Education and Counseling
- School of Humanities and Social Sciences
- School of Management

This new structure presumes innovative and strong leadership of each school. Strong deans will be able to implement strategies to develop programs with an academic focus that creates a competitive advantage. Faculty members in a particular discipline or field will have the incentive to be innovative, focused, and collaborative with undergraduate and graduate colleagues.

**Ongoing Reviews of Academic and Administrative Units**

Description of ongoing review of academic and administrative units is detailed in Criterion 3, which addresses assessment and feedback loops for quality improvement:

- Academic Unit Reviews (Core Component 3A)
- Assessment of Student Learning (Core Component 3A)
- External accreditation agencies (Core Component 3A)
- Study of accelerated learning (Core Component 3B)
- Student Activities and Residence Life (Core Component 3C)
- Athletics (Core Component 3C)
- Balanced Scorecard planning in the College for Professional Studies and University Services (Core Component 2A and Core Component 2B)

In this section, additional review processes in several administrative units are addressed.
The University Department of Campus Safety measures ongoing crime activity statistics by location and by day, week, month, and year. In order to provide a high level of service, the Campus Safety department must daily evaluate where resources are needed in order to respond accordingly. Data are used to direct officer schedules and assignments. In 2006 the Campus Safety department conducted a thorough internal review using an outside evaluator. Primary items evaluated included department policies, equipment, training, day-to-day operations, and record keeping. The overall finding was that the department was above industry standard, though there was room for improvement in some categories. This led directly to upgrades in communication equipment, uniforms, and inter-departmental communications. The Annual Campus Safety Report is issued as a public document that sets benchmarks for assessment of service provided by the Campus Safety department.

The Department of Academic Records and Registration assesses effectiveness on an ongoing basis. The department utilizes numerous data quality reports to verify student data and to perform quality checks. Multiple reports are run regularly to review the quality and accuracy of the data entered by departments University-wide. Other major reports are examined to verify student data prior to being loaded into the University’s data warehouse. These reports are pertinent to the overall quality and dependability of historical data being accessible via the data warehouse. Outcomes of changes made from assessments are measured and data are corrected as necessary.

In 2007 the Director of Registration created a Section Guideline Committee that includes members from the three colleges, University Services, Enrollment Services, and Information Technology Services in order to help improve the course section creation process. This has allowed for a minimization of issues with registrations, refunds for students, Veterans Administration certification, faculty contracts, scheduling, and customer service. The director is also a member of the University Workflow Committee that assesses departmental workflow issues in new programs, and makes recommendations to improve system processes.

The Office of Financial Aid is committed to continuous improvement of services to students. Ongoing feedback is gathered via direct contact with students, surveys, inter-departmental communications, outreach events, and reporting. “Push” communications have been developed to notify students of the status of their financial aid process and to give them online access to account information through WebAdvisor. The Office of Financial Aid regularly implements changes that will decrease the turnaround time of awards, which is historically an area of student admissions concerns.

The Office of Financial Aid also utilizes a Student Remarks Screen that enables other University departments to report financial aid concerns. These reports, along with feedback from customer service representatives, from other departments, and from students at outreach events such as Student Representative meetings, are evaluated to assess patterns of student concerns. When a pattern is consistent, such as students’ desire to sign and submit forms electronically, the Office of Financial Aid strives to work with the appropriate University departments in order to accommodate these needs.
The Office of Student Accounts assesses its effectiveness on an ongoing basis through regular contact with students. Trends are analyzed and actions are taken to enhance student account processes. Recent improvements included a complete redesign of the registration invoice and statement. The first time registration invoices and statements were sent to students, a colorful flier called “We Listened to You” was included explaining the improved documents. A mass email communication to students was also sent out and this email included information regarding how students can utilize WebAdvisor to view their Statement of Account online. There has been strong positive feedback about these changes.

The Office of University Services provides students with high quality educational advisory and administrative support services in-person, online or by phone. The University’s hours of operation are flexible and supportive for all students, regardless of time zone.

The College for Professional Studies Enrollment Review Task Force

One of the proven hallmarks of Regis University is the ability, over many decades, to adjust to positive as well as negative changes in higher education markets. Much of the discussion in this criterion has reflected the University’s historic capacity to seize opportunity. There have also been times when the University has had to address challenges presented by negative trends.

As noted in Core Component 2B, the decades-long enrollment growth of the College for Professional Studies peaked at 155,267 credit hours in 2002/2003 and declined to 134,400 credit hours by 2006/2007. There were many factors responsible:

- In moving from a regional to a national presence, CPS has faced increasing competition in national markets.
- Expenses associated with establishing a national brand have been substantial, increasing the challenge for a nonprofit university to allocate the dollars required to secure enrollments in an aggressive market.
- Since 2001 for-profit institutions have increased their campus locations by 22% compared to 13% for nonprofit colleges and universities.
- Within the last four years, public and private institutions in the local market have established new programs for working adults.
- In national markets the consumer is not as discerning regarding market-differentiation of a values-based institution like Regis University. The word “Jesuit,” and what it stands for, means little to the vast majority of adult student prospects.

In Fall 2006 the College for Professional Studies drew together faculty and staff from across University departments and student service units to launch an aggressive review of CPS undergraduate classroom enrollments, including analysis of data, identification of issues, and short-term and long-term strategic initiatives. These important issues were identified:

- In 2005/2006 the total number of classroom credit hours was 21% lower than the total number of classroom credit hours in 2001/2002.
- An increasing number of classroom students, currently 70%, are coming to undergraduate programs with 30 or more credit hours.
- 20% of undergraduate classroom students have job titles that are classified as technical and/or paraprofessional – an increase of 7% over 2001/2002.
• Overall undergraduate retention rate is 41%.
• From Fall 2005 to Spring 2006 persistence rates increased by 5.5%.
• Six-year graduation rate is 45%.

Immediately, two task forces were formed to:

• Develop a profile of successful students in order to identify ways to support these students as well as those who do not exhibit characteristics of success.
• Focus on short-term communication management strategies in order to re-enroll 1,300 inactive students.

As of Fall 2007, recommendations that have been implemented include:

• Re-enrolled 182 inactive students in Fall 2006 term who had not enrolled in a class between Spring 1999 and Fall 2006.
• Created a transfer evaluation center, which includes the alignment of undergraduate transfer evaluation specialists with the CPS Admissions Department.
• Purchased a customer relations management system.
• Encouraged faculty to contact students with fewer than 12 Regis University credits prior to the beginning of class.
• Required new students with fewer than 30 credit hours of transfer credit to enroll in ED 205 “Adult Learning.”
• Required student transcripts within 45 days of application and blocked further registration until transcripts arrive.
• Developed online demonstration courses for each primary area of study which emphasize course requirements.
• Created an undergraduate admissions review committee to regularly review admission standards.

**Endlinks**
1 Undergraduate and graduate online enrollment growth in CPS and RHCHP
2 Planning protocol for new programs
3 ANGEL implementation plan
4 e.g., College for Professional Studies online faculty development URL
5 e.g., Rueckert-Hartman College for Health Professions online faculty workshop
6 University Libraries online tutorial
7 e.g., MBA competitive analysis (including online)
8 University Libraries Annual Report 2007
9 Doctor of Physical Therapy proposal
10 Ph.D in Leadership proposal
11 Campus Safety Statistics 2007
12 WebAdvisor financial aid support
13 University Services Annual Report 2007
14 College for Professional Studies Summary Report of Enrollment Issues
Planning for Mission

A central element of the University Strategic Plan is to embrace the Ignatian *Magis* by celebrating the Jesuit and Catholic character of the University. It asserts:

> Regis University is now one of the largest Catholic and Jesuit universities in the United States. Our consistent vision is to transform men and women of all ages, backgrounds, and perspectives into leaders-in-service. We seek to prepare graduates whose values transcend purely personal goals of wealth, power and standing -- people who understand their own faith traditions deeply, and who seek to connect their deepest values with the ways they live their lives.

Elements of strategy within this overarching goal are:

- Expand opportunities to understand contemporary issues in light of the history and tradition of the Roman Catholic Church and the Jesuit commitment to “the faith that does justice.”

- Regularly conduct systematic reviews of degree program curricula to confirm the highlighting of all dimensions of mission and attendant value questions.

- Increase opportunities for the University’s Board, faculty, staff, and students to engage and reflect upon Ignatian spirituality.

- Continue to foster development of academic programs and program elements that draw specifically upon the Catholic intellectual and faith tradition.

- Expand opportunities to encounter diverse faith traditions and to engage in inter-religious dialogue with practitioners in the University community and beyond.

There are many examples of alignment with mission in the planning processes of colleges and departments. For purposes of illustration, elements of mission in the strategic plans of Regis College, Rueckert-Hartman College for Health Professions, the College for Professional Studies, the Office of Career Services, and the Office of Residence Life are highlighted on the next page.
REGIS COLLEGE

• Review of core curriculum to assure the distinctive Jesuit Catholic character of the curriculum.
• Work more closely with the restructured Diversity Advisory Committee, Student Life, and Admissions to develop a strategic plan for minority recruitment, develop stronger curricula in areas of race, gender, and class, and improve campus climate to be more inclusive and welcoming for all staff, students, and faculty.

RUECKERT-HARTMAN COLLEGE FOR HEALTH PROFESSIONS

• Encourage exploration of ethical issues, spiritual dimensions, and cultural differences.
• Cultivate the development of leadership skills in the service of others.
• Foster respect for human diversity.
• Establish new graduate program in corporate ethics and certificate programs in health care ethics.
• Provide a broader array of service learning opportunities for students, including the addition of at least one sustained, international service learning experience.

COLLEGE FOR PROFESSIONAL STUDIES

• Solidify the Regis difference (mission orientation) in promotional messages for all CPS programs.
• Enhance service learning opportunities for adult students.
• Assist faculty in incorporating mission and service learning into the curricula.
• Identify best practices and benchmarks for integration of mission-related content and pedagogy.
• Expand opportunities to understand contemporary issues in light of the history and tradition of the Roman Catholic Church and the Jesuit commitment to “the faith that does justice.”

OFFICE OF CAREER SERVICES

• Establish semi-annual telephone conference with career services professionals at other Jesuit schools to promote collaboration and sharing of information and resources in areas of internships and service learning, and to share how other institutions are integrating these areas into their career services operations.
• Identify needs of students in different majors to develop career services curricula modules.
• Develop or identify current self-exploration and assessment activities that will assist students in exploring their individual expression of the mission and how it relates to meaningful work.

OFFICE OF RESIDENCE LIFE

• Continue to coordinate ministry-related workshops and conferences.
• Provide an opportunity for more Jesuits to become involved in the first-year residence halls.
University Planning in a Multicultural Society

Over the past decade, the University has made considerable advancement in its understanding of the importance of reflecting a diverse and global world in its faculty, staff, students, curriculum, and programs.1 Criterion 1 provides evidence of University progress in diversity goals, including student and faculty statistics.

University planning has focused on multicultural issues. The fourth priority of the University Strategic Plan is to enrich community diversity:

The term diversity affirms our faith-inspired commitment to building an inclusive community that values the dignity and contributions of all members – a commitment echoed by the Jesuit sense of a faith that does justice and by the Catholic sense of welcome to all. We affirm and are enriched by our commitments to justice, to solidarity with the under-represented and economically deprived, and to an ecumenical approach to engagement with all members of society.

Elements of this University strategy are:

- Visibly commit to enhanced community diversity as a priority on the part of the Board of Trustees, the President, and the Provost and Vice President for Academic Affairs.
- Facilitate economic diversity among students through increasing gift and endowment-funded financial aid.
- Recruit and retain an increasingly diverse faculty and staff.
- Recruit and retain an increasingly diverse student body.
- Provide faculty and staff development support to address opportunities and challenges that arise as a consequence of increasing diversity in the University community.

The University is currently implementing a broader diversity strategy in the form of a Community Diversity Enhancement Campaign.2 Building on the successful work of the Office of Diversity,3 which was established in 2002 and now has two full-time professional staff, the campaign will advance and assess the University in five areas:

- Campus climate: Strengthen a University environment that strives to be one of respect and understanding and that celebrates the gifts of all its members.
- Curriculum: Create a curriculum and pedagogy responsive to a multicultural world and a diverse student body.
- Recruitment and retention: Increase diversity in the student body, faculty, and staff through recruitment, retention, and professional development initiatives.
- Community connections: Build stronger relationships between Regis University and the Denver community, especially in the immediate neighborhood.
- Management: Demonstrate the University’s commitment to enhancing diversity.

Of particular importance will be a renewed emphasis on the recruitment of minority faculty. Currently the University has 24 minority faculty and 165 minority affiliate faculty across the three colleges. The University believes that recruitment and
retention of greater numbers of under-represented faculty is essential to the recruitment of students from under-represented groups.

Strategies for recruiting faculty of color include:

- Establish a working group to examine issues particular to Regis University in the hiring of minority faculty and staff.
- Continue to educate the community, and search committees in particular, around issues of hiring for diversity by using the new Regis-published booklet entitled *Guide to Recruiting and Hiring for Diversity*[^4], developing questions for departmental consideration, and assisting departments in writing effective job announcements.
- Designate funding for advertisements in publications that are widely read by under-represented groups.
- Identify terminal degree candidates from under-represented ethnic groups and recruit candidates based on their academic and research interests.

Another area of emphasis will be data collection and climate assessment instruments. Data will be collected on a consistent basis in order to assist the University to better understand its structural diversity as well as to provide a barometer with which to predict needs of constituents. Data collected will include student, faculty, and staff demographic information such as race/ethnicity and religious affiliation, which will help to establish patterns of retention/attrition, graduation rates, and hiring patterns. These data will be a clear indication of the level of structural diversity achieved.

In addition to data collection, institutional climate for diversity will be systematically assessed. Using instruments designed to listen for themes from which benchmarks can be established, this assessment will give impetus to present and future diversity work. Psychological climate will be particularly important to the University such as perceptions of discrimination and institutional responses to diversity.

Examples of diversity planning in Regis College, the College for Professional Studies, Rueckert-Hartman College for Health Professions, the Office of Disability Services, and the Office of Residence Life are highlighted ahead, as evidence of initiatives that align with University diversity goals and the University’s Diversity Enhancement Campaign.
### REGIS COLLEGE
- Advance successful efforts to recruit racially and ethically diverse faculty and students, building on recent faculty hires including African-American, Chicano-American, and East Indian individuals.
- Explore discussions with internal and external constituencies to increase international student enrollments.
- Redouble efforts to improve campus climate and address racist and homophobic speech and behavior wherever it occurs.

### COLLEGE FOR PROFESSIONAL STUDIES
- Fund recruitment of ethnically diverse administrators, faculty, and staff.
- Continue to explore and develop cultural competence among full-time and affiliate faculty, staff, and students.
- Cooperate with University efforts to provide faculty and staff development to address issues that arise as a result of increasing diversity in the University community.
- Enhance efforts to recruit an ever more diverse student population in the Denver area and across the nation.
- Conduct an audit of ways in which the College supports an ethnically diverse student population and create action plans for improvement.
- Expand opportunities to encounter diverse faith traditions and to engage in inter-religious dialogue with practitioners in the University community and beyond.

### RUECKERT-HARTMAN COLLEGE FOR HEALTH PROFESSIONS
- Evaluate the curricula of all academic programs to ensure that they systematically address issues related to diversity.
- Increase the percentage of students of color who are admitted into academic programs.
- Evaluate efforts to ensure faculty and staff diversity.
- Establish a service learning experience in Mexico.
- Increase College participation in community-based experiences such as Project Homeless.
- Work with University Relations to obtain additional scholarship support for students from minority populations.

### OFFICE OF DISABILITY SERVICES
- Develop a Disability Awareness Day to include workshops on various disability issues.
- Develop brown bag lunches on topics of disability issues.
- Offer disability workshops at student orientation.
- Develop disability scholarships for students who attend Regis University.
- Develop Students With Disabilities Club.
- Install elevators in all residence halls.
- Offer courses in disability discourse.

### RESIDENCE LIFE
- Create an infrastructure program surrounding diversity with professional staff.
- Actively recruit more professional staff of color.
- Establish diversity training programs for all Residence Life, Housing, and Event Services.
Human Resources – The People of Regis

University mission plays a key role in Regis University’s human resource practices. The Human Resources Policy Manual begins with “University Mission,” followed with “Guidelines for Living the Mission,” “Ethical Practices,” and “Rules of Conduct.” As the University has grown, the Human Resources staff has more than doubled in the last decade.

In focus groups and individual interviews undertaken for the purpose of this Self-Study, a frequent question was: “What are the University’s greatest assets?” A prevalent response was: “The people of Regis.” There is universal acknowledgement that the University’s strength is in its people – faculty, staff, and students. There is no doubt that this will be the University’s strength for the future, as well.

Staff and faculty at extension campuses expressed pride in the personal care and sense of community that smaller campuses contribute to the University learning environment. Many expressed a desire to be more central in the life of the larger Regis community and more involved in decisions that affect their programs and communities. As in the Self-Study in 1998, affiliate faculty who attended focus groups expressed pride in their affiliations with the University. Many voiced a desire for more connection with the University and more recognition of their role in the University’s success.

Regis University has had a comprehensive approach to enriching its human resource capital. The key components are reflected in:

- Benefits packages
- Employee orientations
- Professional development opportunities
- Growing commitment to diversity
- Paid mission leave
- Well-identified grievance procedures
- Employee Assistance Program

Through the benefits program, Regis University contributes to its employees’ financial security, sense of well-being, and quality of life. All full-time faculty and staff are eligible to participate in University benefits packages. Benefits information is published in various documents, including individual Summary Plan Descriptions, the Regis University Human Resources Policy Manual, the Regis web page under “Human Resources,” and respective Faculty Handbooks/Status Agreements. Benefits include:

- Medical plan
- Dental plan
- Life insurance
- Retirement plan
- Employee tuition benefits
- Tuition exchange at Jesuit colleges and universities

Of particular note is the growing number of Regis University employees who have taken advantage of employee tuition benefits.
The Office of Human Resources regularly reviews the effectiveness of the broad array of University employment benefits. Periodic benefits surveys are conducted to determine not just adequacy of the University’s benefits programs to meet the needs of the workforce, but also to better understand the preferences of the University community. Consequently, the benefits for Regis University employees have continued to improve over the last ten years.

- 2002 – Flexible spending and dependant care were implemented for tax-free medical expenses.
- 2004 – Annual contracts for exempt employees were abolished, creating a more unified workforce between exempt and non-exempt employees.
- 2004 – The University’s Management Policies Committee recommended the implementation of evaluations to ensure that job performances were being properly assessed. Each department implemented its own assessment policies regarding documenting performance according to University guidelines.
- 2005 – The *Human Resources Manual* was revised and distributed to all employees.

To better serve a growing University workforce, the Human Resources department has continuously expanded and implemented professional training. Since 1998 the number of Regis University employees has doubled from 400 to over 800, not including affiliate faculty. Other improvements include 24-hour access to health information online, an online directory of health care providers, and an online employee/employer system for posting available employment opportunities.
The Human Resources department regularly undertakes compensation analysis through Colorado Mountain States Employers Council in order to ensure that Regis University remains a viable employment choice for those interested in employment or a career in higher education. As employees leave Regis, exit interviews provide useful information for the University to continually evaluate its work environment.

The Office of Human Resources reviews market indicators each year and, based upon these reviews, proposes annual general compensation increases. A compensation survey of non-exempt wages was conducted in 1998, and a plan was implemented to increase hourly wages over a three-year period.

Compensation increases are extended annually to faculty, staff, and affiliate faculty and have consistently ranged from 3.0% to 4.4%, with an average annual increase of 3.6%.

### ANNUAL COMPENSATION INCREASES

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**Endlinks**

1. Diversity Days brochure
2. Diversity Enhancement Campaign
3. Office of Diversity brochure
4. Guide to Recruiting and Hiring for Diversity brochure
5. Behavioral Health Promotion Plan
6. Hispanic initiative
7. Rueckert-Hartman College for Health Professions service learning
8. Office of Human Resources URL
9. Employee tuition benefits URL
• Regis University exhibits clear commitment to mission in the growth of new academic programs and mission development of faculty and staff. It has articulated and funded its commitment to diversity. The University will need to meet and exceed current diversity goals in order to reflect fully a diverse world for its learning community and to remain competitive.

• The University has experienced success through effective decentralized college and department planning cultures with achievement of goals consistent with priorities established by the University Strategic Plan. The University is able to reorganize colleges and departments as needed to better support its academic mission.

• The University’s entrepreneurial spirit and environmental scanning have enabled it to be responsive to workforce demands with new quality programs while remaining solidly grounded in a liberal arts tradition. The University is now recognized as one of the largest providers of online education in the country.

• Regis University has enjoyed continuous financial health for over thirty years. It has more than doubled its endowment in the last ten years and completed its largest comprehensive campaign in University history. Grant funding has increased to an average of over $1 million annually. At the same time, the University remains tuition driven and faces continuing pressure to find new markets and revenue sources amidst rising expenses. The financial aid discount rate for Regis College and traditional Rueckert-Hartman College for Health Professions students shows a pattern of increases in recent years.

• Regis supports the priorities of its libraries, physical plant, digital plant, student life, athletics, and student services as being critically important for student success. Lowell campus space needs remain acute. Funding for the digital plant will continue to require substantial investment in order to remain viable in a 21st century learning environment. Consideration should be given to incorporating extension and regional campuses into the University Master Plan, which currently focuses only on the Lowell campus.

• The University must give serious consideration to creating a University-wide culture of planning, evaluation and implementation, including the addition of administrative positions, planning tools, structural supports, and more effective means of communicating the University Strategic Plan. More centralized data collection and analysis could benefit the institution for academic reviews, accreditation reports, longitudinal studies, assessment, and planning.
The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.
Introduction

This comprehensive Self-Study revealed that Regis University has a deep and rich story to tell in Criterion 3: Student Learning and Effective Teaching. The institution is much improved since the 1998 accreditation visit, and there is widespread confidence in the quality of the Regis University education for all its learners. Examples include:

- University mission is alive in curriculum, faculty, staff, and students.
- Outstanding faculty continue to join the University community.
- There is pride in Regis University’s responsiveness to changing workforce and community needs through new degrees and learning formats.
- Regis is nationally recognized for its endeavors in distance learning and academic partnerships.
- Student services and extension sites are committed to translating Regis’ historic mission of “cura personalis” (care of the person) not only in the classroom but in University business offices, registration systems, University ministry, athletics, and student life.
- Campus improvements range from new extension sites to impressive new buildings on the Lowell campus.
- Regis University Libraries offers outstanding service to all learners regardless of age, learning models or location.

The material in Criterion 3 provides evidence to show how the University knows the above accomplishments to be true through evaluation processes which have matured over time. As cited in one faculty Self-Study focus group: “Regis is in a renaissance of assessment.”

When the University began to define its learning outcomes process in the early 1990s, awareness of assessment of learning was limited. Though the assessment process remains at various levels of maturity across the colleges, Regis University has advanced considerably in demonstrating its Jesuit mission through effective teaching and learning. While faculty enthusiasm for assessment is not universal, many are experiencing its benefits in the improvement of Regis’ curriculum, teaching, and student learning.

Assessment at Regis University is grounded in the belief that assessment provides a means to improve teaching and learning. It is focused on the continuous improvement of student learning, not on a checklist to be accomplished. Improvement in the assessment of learning has been enhanced by the hiring of new staff with expertise in this area. Regis College has a full-time Director of Assessment and College Research. The College for Professional Studies has a full-time Assistant Dean dedicated to assessment initiatives. The Rueckert-Hartman College for Health Professions faculty have been well ahead of the assessment curve due to long-standing accreditation requirements from specialized organizations. These include the Collegiate Commission on Nursing Education (CCNE), the Commission on Accreditation in Physical Therapy Education (CAPTE), and the Commission on Accreditation for Health Informatics and Information Management (CAHIIM).
When the University’s President, the Reverend Michael J. Sheeran, S.J., was inaugurated in 1993, he identified Regis as a university that tailors learning to the learner, supporting many age groups, formats, and learning styles. Guided by an overall University assessment plan (addressed in Core Component 3A), assessment is college-centric. This has enabled the University to create workable processes for many learners, faculty models and teaching styles, and to nurture a commitment to the actual improvement of student learning with creativity and ownership. In truth, however, this has also made assessment more complex and challenging.

The following are examples of commonalities and differences among the three colleges with respect to assessment of student learning:

- The University Strategic Plan highlights the academic mission of Regis University: “The core mission of Regis University is academic – the transmission, creation and dissemination of knowledge that prepares women and men to make a good world better. Regis University is fully committed to academic excellence in an environment which fosters open inquiry for learners of all ages, cultural and economic backgrounds, and faith traditions.”
- There is University-wide guidance for learning effectiveness through the University’s mission, undergraduate and graduate educational philosophies dating back to 1999, nine University learning outcomes dating back to the 1990s, a continuously revised strategic plan dating back to 2001, and the University Assessment Plan established in 1995 and revised in 2001.
- Each college manages its own student recruitment, admissions, faculty assessment, evaluation and development, and curriculum development and implementation.
- The Rueckert-Hartman College for Health Professions and the College for Professional Studies have committees that guide the assessment work of their schools, departments, and programs.
- The College for Professional Studies has a college-wide assessment plan. The Rueckert-Hartman College for Health Professions and the College for Professional Studies have school-specific plans. Regis College requires each academic program and department to have an assessment plan.
- The College for Professional Studies and the Rueckert-Hartman College for Health Professions map course outcomes to program outcomes to University outcomes. One of the goals set forth in Regis College’s comprehensive review of its core curriculum is to ensure that learning outcomes are mapped to University outcomes identified in the Core Philosophy Statement.
• All three colleges use direct and indirect measures to assess student learning. The use of direct measures is most fully developed in Rueckert-Hartman College for Health Professions although the College for Professional Studies and Regis College are making significant progress in this area.

• All three colleges undertake academic unit reviews on a cycle determined by the Office of Provost and Vice President for Academic Affairs. As appropriate, academic unit reviews also follow required formats of specialized accreditation organizations.

• Teacher education programs in the College for Professional Studies and Regis College comply with state standards in Nevada, Wyoming, and Colorado. College for Professional Studies education programs also meet the requirements of the Teacher Education Accreditation Council (TEAC).

• Alumni surveys are initiated by each college and are reviewed by faculty.

• Colleges vary in sharing assessment results with students and constituents. Rueckert-Hartman College for Health Professions shares results with students and specialized accreditation organizations. While data are shared with faculty and staff, Regis College and the College for Professional Studies do not have a widespread practice of sharing results with students or broader constituencies, except in the Teacher Education and Counseling programs, which comply with requirements of state and specialized accreditation organizations.

Examples of evidence relevant to Criterion 3 reflect both University-wide and college-based assessment practices, the importance of University mission in its educational philosophy and the hiring of staff and faculty, and the University’s commitment to the community of learning as well as to learning itself. Where there is connectivity between Criterion 3 and Criterion 4, cross-references have been provided. Faculty evaluation, orientation, scholarship and development, and ongoing review of the core curriculum are addressed in Criterion 4.

Endlinks with additional supportive documents are found at the end of each Core Component. Additional supporting documents are available in the physical and virtual resource rooms.
University Mission, Educational Philosophies, and Learning Outcomes

Assessment of student learning emanates naturally and intentionally from Regis University’s mission, undergraduate and graduate educational philosophies, and the University’s nine learning outcomes, all of which are published in the University Bulletin. The University Academic Unit Review process regularly assures the quality, assessment, and effectiveness of academic programs.

The Regis University Mission

Its historic Jesuit Catholic mission is the wellspring of the University’s purpose. As addressed in Criterion 1, the University mission is to educate men and women to take leadership roles and to make a positive impact in a changing society. Asking “How ought we to live?” the mission encourages all members of the Regis community to learn proficiently, think logically and critically, identify and choose personal standards of values, and be socially responsible.

Educational Philosophies

Seeking to address the need for greater coherence in the curriculum, two University task forces were established in 1999 to develop unifying University-wide undergraduate and graduate philosophy statements. The philosophy statements reflect an academic environment in which the learner is a full partner with faculty in the educational experience. The two guiding philosophies have been in place at Regis University since 2000 and are framed in terms of the nine University outcomes identified in the Regis University Plan for Assessment of Student Academic Achievement.

The Regis University undergraduate educational philosophy is designed to engage students in an academic environment that models and nurtures the beliefs, commitments, and goals that are central to Jesuit liberal arts education. Academic majors and professional programs, as well as campus and community activities, are informed by the themes illustrated below.
The specific structure of the core educational experience varies within each of the University’s three schools because of different student populations and instructional formats in Regis College, the College for Professional Studies, and the College for Health Care Professions. Nonetheless, the core educational experience in all three colleges is characterized by:

**DEVELOPMENT OF THE WHOLE PERSON**
The core educational experience is designed to nurture the whole person: head, heart and hands; intellect, sensibility, and skills. The whole person, however, is not understood in terms of an isolated self. Rather, Regis seeks to develop leaders whose compassion and concern for others inspires them to contribute to the common good.

**ACADEMIC CHALLENGE**
Regis University is committed to academic excellence: the disciplined search for knowledge and the joy of discovery and understanding. The core educational experience is designed to strengthen students’ skills in critical reading and thinking, speaking and writing, research and scholarship, and the use of information technologies. Students are encouraged to become partners in a collaborative process of learning and discovery.

**LIBERAL ARTS FOUNDATION**
The core educational experience promotes literacy in the major academic disciplines: the arts, the humanities, the natural sciences, and the social sciences. By giving students an opportunity to explore the questions, methods, and understandings of different disciplines, the core educational experience establishes a broad foundation for more specialized studies.

**INTEGRATION**
The core educational experience challenges students to integrate new learning with prior knowledge and personal experiences. It seeks to strengthen habits and skills of integration, thereby encouraging students to become life-long learners and to achieve more comprehensive understandings of truth.

**ETHICAL INQUIRY AND REFLECTION**
By challenging students to examine the ethical dimensions present in all of their studies, the core educational experience seeks to cultivate the habit of critical reflection on values. Students are encouraged to reflect upon crucial human concerns and to strengthen values that lead to sound decisions and just actions.

**SPIRITUALITY AND RELIGION**
Rooted in the Roman Catholic tradition, Regis University is committed to integrating faith with learning. The core educational experience fosters a critical appreciation of religious questions and spiritual experience. While special attention is given to Catholic philosophical and theological tradition, the core educational experience also involves exposure to other philosophical and religious traditions. It encourages mutual respect and genuine dialogue in the context of a shared search for meaning.

**CONCERN FOR SOCIAL JUSTICE**
The core educational experience seeks to nurture a life of service for the common good and a commitment to work toward a more just and peaceful world. By challenging students to develop the analytical skills necessary to understand relationships of power and privilege in contemporary society, the core educational experience strives to cultivate respect for human diversity and a special concern for the poor and the oppressed.

**GLOBAL AWARENESS**
While contemporary individuals operate in many different social contexts, the Jesuit tradition has always been global in its horizons and outreach. Thus, the core educational experience furthers students’ appreciation of the diversity of persons and cultures, the complexity of relationships in the new and evolving international order, and the impact of humans on the natural environment.

**LEADERSHIP**
Regis University is committed to developing leaders in the service of others. Recognizing that there are many forms of leadership, the core educational experience challenges students to strengthen their personal leadership skills through academic courses, service learning experiences, and other campus and community activities. Special attention is focused on refining students’ abilities to listen and to engage in dialogue in diverse settings.
Regis University’s graduate educational philosophy is intended to infuse professional education with Jesuit ethos and values, develop the whole person, and foster professional competence as illustrated below.

**GRADUATE EDUCATIONAL PHILOSOPHY STATEMENT**

Graduate degree programs at Regis University emanate from and embody the University mission of educating men and women to take leadership roles and to make a positive impact in a changing society. These programs provide a rigorous, focused, value-centered professional education rooted in the Jesuit Catholic tradition.

Graduate education at Regis is learner-centered. The learner is a full partner with faculty in an educational experience that emphasizes academic excellence, active participation in the educational process, the practical application of theory, ethical processes and decisions, and a commitment to lifelong learning.

Regis University's graduate programs infuse the Jesuit ethos into professional education. In developing the whole person and fostering professional competence, Regis graduate programs emphasize the Jesuit tradition of: Openness—a respect for others and their perspectives. Optimism—a reflection of the goodness in all, of human dignity and of life in its fullest sense. Other-centeredness—a conscious move beyond self to an appreciation of the interconnectedness of human beings and their actions. Regis University graduate programs also emphasize:

**ACADEMIC EXCELLENCE**
Regis University graduate programs are committed to academic excellence: the disciplined search for knowledge and the joy of discovery and understanding. Regis expects each graduate student to achieve mastery in a discipline, including the ability to integrate and extend knowledge to contexts outside the classroom and to effectively translate theory into practice. Graduate learners are also encouraged to be active partners with faculty in the collaborative process of learning and discovery and to become lifelong learners.

**LEADERSHIP**
Regis University graduate programs develop leaders in the service of others. In this context, leaders are communicators with vision who analyze problems, find and implement solutions, and structure and facilitate processes to make a positive impact on society.

**ETHICS**
Ethical decision making is a fundamental component of Regis University graduate programs. Ethics in Regis graduate education guides individuals to make a conscious effort to apply ethical principles to decisions; to integrate and broaden the considerations surrounding the decisions; and to examine carefully the consequences and implications beyond personal and organizational self interests. Ultimately, a goal of Regis graduate programs is to foster ethical behavior.

**SOCIAL JUSTICE**
Graduate programs at Regis University strive to nurture a life of service for the common good, to cultivate respect for human diversity, and to strengthen a special concern for the poor, the marginalized, and the oppressed. By emphasizing a concern for social justice, Regis University graduate programs reinforce an individual’s commitment to be an active and productive member in society and to work for structural change to protect the disenfranchised.

**GLOBAL AWARENESS**
Regis University graduate programs are committed to preparing learners to live, work, and lead in an increasingly diverse society. In particular, graduate programs strive to create an environment that values the uniqueness of the individual and instills a passion for justice for all people.
Schools and departments of all three colleges have individualized mission and/or philosophy statements. Expressions of the undergraduate and graduate philosophies vary in each of the colleges because of different student populations and instructional formats. Examples of these localized mission statements are shown below.

**PROGRAM MISSION STATEMENTS EXAMPLES**

**RC UNDERGRADUATE DIVISION OF BUSINESS MISSION STATEMENT**

The Division of Business provides business education within a traditional college experience, emphasizing analytical models, technical systems, and contemporary competencies. Within a moral, ethical, and intellectual framework, students pursue an understanding of the changing world of business and economic systems in the global business community.

**RHCHP SCHOOL OF NURSING MISSION STATEMENT**

Within the framework of the mission and goals of the University, the undergraduate program in Nursing has as its dominant focus a holistic, individualized, and humanistic approach to the individual, family, and community. The curriculum is organized to focus on critical thinking, ethical decision-making, and social responsibility. Upon successful completion of the undergraduate program, each graduate receives the Bachelor of Science in Nursing degree (BSN), which prepares students for professional practice in a variety of health care agencies and for graduate study.

**CPS MASTER OF BUSINESS ADMINISTRATION (MBA) MISSION STATEMENT**

The Regis University Master of Business Administration (MBA) program mission is to educate students for leadership in their organizations. The MBA program seeks to provide graduates who are able to inform management, influence management decisions, and contribute to their companies and their professions using tools for interpretation, analysis, and evaluation of business information while integrating values orientation into the decision-making process.

**University-Wide Learning Outcomes**

Known as “the Regis Nine,” University-wide learning outcomes were created in the 1990s in order to transform University mission and educational philosophies into explicit and measurable declarations that capture the collective thinking of the faculties of the University. These outcomes are the operational foundation for assessment of student learning.
University-wide and College-specific Assessment Plans

Regis University has made significant progress in developing a realistic, systematic approach to assessment in general, and to the evaluation of student learning in particular. The processes and procedures in place for direct and indirect assessment, and the level of sophistication concerning the use of assessment data to guide change, exhibit some variability across the three colleges and within each college.

As noted above, the central premise of the University Assessment Plan is that there are University-level outcomes that all students should achieve upon graduation. These outcomes become the operational foundation for assessment of student academic achievement. This common foundation ensures that all discipline plans are comprehensive in nature and address all aspects of a Regis University education as illustrated below.

The illustration on the next page provides examples of ways in which these University outcomes are translated into more specific outcomes at the program level.

ALL STUDENTS GRADUATING FROM REGIS UNIVERSITY SHOULD HAVE:

- In-depth knowledge of a discipline or content area
- Knowledge of diverse cultures, perspectives, and belief systems
- Knowledge of arts, sciences, and humanities
- Ability to think critically
- Ability to communicate effectively
- Ability to use contemporary technology
- Commitment to ethical and social responsibilities
- Commitment to leadership and service to others
- Commitment to learning as a lifelong endeavor
Within each college, multiple direct and indirect measures are used to assess student learning. An overview of these measures is provided on the next page.
### INDIRECT AND DIRECT MEASURES OF ASSESSMENT

#### SPECIALIZED ACCREDITATION BODIES

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<th>CPS</th>
<th>RC</th>
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<tbody>
<tr>
<td>(CAACREP) Council for Accreditation of Counseling and Related Educational Programs</td>
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<td>(TEAC) Teacher Education Accreditation Council</td>
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<td>Nevada, Wyoming, and Colorado Departments of Education</td>
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#### DIRECT MEASURES

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<td>(CAAP) Collegiate Assessment of Academic Proficiency</td>
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<td>Completion/evaluation of capstone courses</td>
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<td>Completion/evaluation of internships</td>
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<td>(IEEE/ACM) Exams of the Institute of Electrical and Electronics</td>
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<td>Engineers/Association for Computer Machinery</td>
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<td>Retention/completion rates</td>
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<td>Clinical, practica and student teaching evaluations</td>
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#### INDIRECT MEASURES

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<td>Student Satisfaction Surveys</td>
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Academic Unit Reviews

In 2003 Regis University appointed a task force of faculty and administrators from all three colleges and University Libraries to redesign the University’s longstanding Academic Unit Review guidelines. This redesign arose from three inter-related realities:

- Existing Academic Unit Review guidelines had become cumbersome to those responsible for academic reviews.
- Many felt the guidelines had devolved into merely a checklist to be satisfied.
- The Higher Learning Commission had recently announced new criteria for accreditation.

The most important outcome of the revised Academic Unit Review guidelines was that academic departments themselves would design a process most helpful to them so that the Academic Unit Review would be an exercise designed and conducted primarily for the benefit of each unit.

Today the academic councils of the College for Professional Studies and the Rueckert-Hartman College for Health Professions, and the curriculum committees of Regis College, work in conjunction with the Academic Planning and Policy Council (APPC), the central University faculty governance body overseeing the review process. The review process is intended to be a deliberate and intentional exercise that is goal-directed; identifies questions, challenges, and opportunities for study and analysis; collects data for that analysis; assesses learning; and identifies the need for additional resources. Academic Unit Reviews strengthen programs and lead to improvements in teaching and learning by addressing four broad goals:

- Assure the assessment, quality, and effectiveness of academic programs for Regis students.
- Reflect the contribution of each academic program to its mission and to the mission of the University.
- Provide an empirical basis for program achievements, curricular change, and the pursuit of strategic opportunities.
- Present evidence for resource allocation, planning, and evaluation as needed.

Regis College Assessment Process and Evidence of Learning

With overall guidance from the Office of the Academic Dean, and with support from the Director of Assessment and College Research, Regis College assessment activities take place primarily at the department level and are well integrated with the University-wide Academic Unit Review process. Academic Unit Reviews are mandated to contain assessment plans as well as reviews of the department’s mission as it relates to the University mission.

At any given time, the departments of Regis College are at various stages of the Academic Unit Review cycle. Some are immersed in the cycle itself while others are in the planning stages. All departments engage in some form of assessment activity that evaluates direct and indirect measures of student learning in order to inform curricular enhancements and quality improvement at the course and/or program levels. Many faculty have engaged in discussions around developing criteria, rubrics, and answering the question “what does academic success look like?”
While far from exhaustive, the following examples highlight some of the recent departmental successes in assessment of student learning and illustrate some of the ways in which assessment is improving learning.

**Biology Department**

The Biology department recently completed its Academic Unit Review that focused on evaluating departmental advising for the two-course introductory sequence, the effect of student expectations on performance in the first introductory course, student learning in the major, and post-Regis professions of its graduates. In 2005, and again in 2007, the department conducted a study that examined entering student ACT/SAT scores and high school GPA as predictors of success, in order to determine appropriate entrance requirements for lower division courses. The department now uses adjusted requirements in new student advising.

In 2006 the department conducted a study in the first semester Biology course to see if student initial expectations had a significant correlation with course performance. No correlation was found, so the department did not implement any changes based on this study. The Biology department also conducted a study using a standardized examination in all Biology classes to determine whether students were improving their ability to understand current scientific articles, interpret data, or respond to a bioethical issue. The results showed that, although Biology course grades were correlated with performance on the exam, taking more Biology courses was not strongly correlated with an increase in student performance. Thus the Biology department now includes reiteration of key content and skills in different course contexts to better facilitate learning and reinforcement throughout a student’s career. The department continues to use examination assessments on an every-other-year cycle. The department examined past alumni survey data and confirmed the assumption that most students do obtain careers in biology-related fields.

**Honors Program**

Over the past three years, the Regis College Honors Program has used a variety of indirect assessment tools to refocus the honors program and implement both curricular and co-curricular changes to the program. Faculty are currently involved in the Academic Unit Review process to identify direct measures.

In 2004 faculty determined that outcomes were vague, and the program lacked a clear operating mission. This led to an extensive program examination utilizing student focus group responses, individual conferences with honors students and faculty, senior exit interviews, formal and informal course critiques, the expertise of an external evaluator, and a number of benchmarking exercises comparing program requirements and outcomes to those of similar colleges and universities around the country. As a result, the department refocused the program around five primary outcomes and a newly articulated mission.

Building upon that foundation, faculty revised the curriculum of the Honors Program, structuring the new program around five interdisciplinary, team-taught core seminars that all honors students take as a cohort, as well as a number of core replacement courses that can be offered by any department. All honors students complete a comprehensive senior thesis project as the capstone of their honors experience.
The continuous changes since that major revision include: thesis handbook; rethinking dedicated core replacement options in response to feedback from departments and individual students; revision of admission standards, program expectations, and recruiting incentives; continual emphasis within the program and the College on forming a community of scholars; the constant infusion of new ideas garnered from national, regional, and Jesuit conferences.

Business Division

The Division of Business has conducted assessment activities at the individual course level with a focus on the development of rubrics. The first step involved rubrics used for assessing particular assignments within individual courses. The next step developed common rubric assessment tools for use in assessing programs within the division. A number of courses use rubrics to assess both written assignments and oral presentations. Using dedicated time at division meetings and the department’s annual retreat, faculty discuss outcomes and the use of rubrics as an effective assessment tool. Overall, rubrics assessing student writing showed improvement from first to fourth essays in the Freshman Seminar. Changes based on the results of assessment include greater emphasis on instruction in thesis statements and analysis, and more consistent standards in evaluating student work, especially in grammar and spelling.

Chemistry Department

The Department of Chemistry is currently engaged in a three-part assessment plan: global curricular assessment of the two-year core curriculum, standardized testing, and student portfolios. Global curricular assessment includes assessment grids for lecture and laboratory skills, mapping courses to assessment grids, and annual departmental review of these materials. Student portfolios include graded lab reports, graded final exams, and American Chemical Society (ACS) standardized test scores. The department also conducted interviews with 2006 and 2007 graduates in order to guide the revision of curriculum. The department identified that lack of basic instrumentation was a concern among graduates. As a result, the University invested nearly $100,000 in new instrumentation in the Organic Chemistry lab, and added new instrumentation in kinetic systems with funds from a federal grant.

Education Department

The Education Department engages in one of the most comprehensive and complete assessment processes in Regis College due, in part, to extensive state and national requirements. Direct measures of student learning include PLACE (Program for Licensing Assessments for Colorado Educators) test scores, evaluations of classroom teaching, and extensive student portfolios aligned to the eight performance standards mandated by the State of Colorado. At three points in their course of study students are evaluated using the Committee on Teacher Education Review (COTER) process. Student outcomes are discussed at departmental meetings and faculty retreats in order to ensure that appropriate curricular improvements are made in a timely manner.

Changes made by the department based on the results of the PLACE test and Colorado Reading Directorate include: brain research and development was added to a “Psychology for Educators” course, several courses were revised to reflect the five components of literacy, multiple courses were revised with an increased emphasis
on writing process, genres and assessment of writing difficulties, and a new minor in Linguistically Diverse Education was developed to address an increasingly diverse student population in the field.

Department of Philosophy

The Department of Philosophy assesses majors by evaluating the capstone course and core 300-level courses. Assessing majors includes a blind review of final papers or final exams taken during the senior capstone course, followed by faculty discussion of the results. Students are involved in a self-assessment instrument that asks them to evaluate their abilities and to evaluate the quality of their learning experience. An exam is given and then independently assessed by each faculty with faculty discussion of the results.

As a result of the Department’s outcomes assessment process, the following changes have been made: 300-level courses have a 10-12 page writing requirement emphasizing critical analysis, a research component has been incorporated into each 400-level course by requiring at least one assignment that includes the use of secondary sources, and the department is considering whether to replace the current capstone course with a history and methods course.

College for Professional Studies Assessment Process and Evidence of Learning

The College for Professional Studies is characterized by a steadily maturing assessment culture:

- There is a college-wide assessment plan.
- Each degree program has an assessment plan.
- Each school has an assessment committee whose recommendations are approved by a college-wide academic team.
- Program and course maps have been completed for all graduate and undergraduate programs.
- Capstone projects have been assessed in all programs.

As do the other two colleges, the College for Professional Studies conducts Academic Unit Reviews according to the schedule determined by the Office of the Provost and Vice President for Academic Affairs. Academic program improvements are regularly moderated by the results of these reviews. Some examples of specific improvements include:

- Undergraduate Business Administration program revised its course modules to reflect current views on business practice.
- Undergraduate Computer Science and Business Administration programs created a new Bachelor of Science in Business Technology Management.
- The Master of Business Administration program added a Master of Science in Accounting degree to meet increased workforce needs for advanced training in accounting.
- Undergraduate Programs added a 4+1 combined Bachelor of Science and Master of Science in Technology degree.
• Teacher Education revised curriculum for both graduate and undergraduate Special Education programs to support the new generalist certification for the State of Colorado. Teacher Education updated graduate and undergraduate curriculum to infuse the teaching of reading across the curriculum, and created more online graduate and undergraduate courses to meet the needs of distance learners.

In 2004 the College for Professional Studies began a systematic review of capstone courses, beginning with the undergraduate Business Administration program, the Master of Business Administration program, and the undergraduate Teacher Education programs. In 2006 the process was expanded to include all programs. This gradual process had the advantage of building a team of experienced reviewers to work with other programs as they carried out assessment efforts. As a result of the review, faculty recognized the need for:

• Improved communication among colleagues
• Course-specific training to assure a more consistent capstone experience
• Improved articulation between research methods courses and capstone projects
• Increased emphasis on critical thinking and communication skills

A faculty committee has been formed to further evaluate these concerns and implement necessary changes. All of the programs have a good foundation for moving to the next phase of assessment where faculty will look at the relationship of courses to one another and how courses can better address skills expected of Regis University graduates.

When faculty began to undertake capstone reviews in 2004, they discovered that 20% of undergraduate students reviewed received an unsatisfactory score in at least one of three areas: basic knowledge, critical thinking, and communication. These results suggested that students were graduating without achieving the level of communication and writing skills that define a Regis University graduate. Deficiencies ranged from errors in grammar and syntax to flawed ability to frame an analysis and construct a logical argument. These findings led to the design and implementation of a more structured writing assessment for entering undergraduate students and a more focused analysis of student needs upon admission.

Based on reviews of student work and faculty feedback, the undergraduate Business Administration program identified the need for a foundation course to orient students to the program and to provide an overview of the profession. The new foundation course includes evaluation of business writing skills through an embedded standardized assessment that is administered electronically and evaluated by the Educational Testing Service (ETS). These scores will be used to guide placement in an appropriate writing course as well as to provide a benchmark for incoming students that can be used to measure improvement as they advance in the program.

In the near future, faculty intend to revise the new student experience in undergraduate programs that will combine an introduction to the nine University learning outcomes, basic research techniques, and other skills necessary for student success. The program will be a multi-course integrated sequence with well-defined learning outcomes against which to measure performance.
As a result of assessment processes to date, the College for Professional Studies graduate programs have developed systematic assessment plans and course maps against this background:

- The Master of Nonprofit Management program conducted a complete revision of its degree including key recommendations for strengthening academic quality.
- The Master of Business Administration revised the written components of its simulation capstone course.
- The Master of Science in Management program revised its capstone project.
- The Master of Arts program revised its curriculum to be portfolio based.
- The Master of Arts in Counseling program designed rubrics to better define faculty expectations of capstone presentations and papers.
- The Master of Science in Software and Information Systems worked with partner faculty at the National University of Ireland, Galway to review course outcomes.

Going beyond the nine University outcomes, the College for Professional Studies Teacher Education programs have systematically linked assessment of student learning to Colorado State Department of Education mandated outcomes. Rubrics have been developed for all courses and proficiencies that provide an overall reflection of what students are expected to know and be able to do upon completion of the program. Assessment methods for each course are specified in the course module.

Teacher Education faculty are currently revising assessment plans for improved collection and analysis of data and are simultaneously moving to an electronic portfolio process. The student portfolio includes samples of student work from courses as well as proficiencies tied to the nine Regis University learning outcomes, and State and Teacher Education Accreditation Council (TEAC) standards.

Teacher Education faculty are confident that graduates who complete the program meet the Colorado Performance-Based Standards. Regis University graduates have a first time pass rate of 97% on the PLACE or PRAXIS exam (Colorado licensure exams). The Teacher Education program is currently developing a database of PLACE and PRAXIS scores that will be used to examine the relationship between those scores and exiting GPA. Sub-scores will also be examined to see if they correlate with grades assigned for student class work in selected courses. Results of these analyses will allow the program to provide additional assurance that course content is aligned with state standards.

**Rueckert-Hartman College for Health Professions Assessment Process and Evidence of Learning**

Regis University learning assessment and evaluation processes are arguably most mature in the Rueckert-Hartman College for Health Professions. The overall assessment efforts of the College are guided by the Evaluation and Outcomes Committee (EOC), a faculty group which makes recommendations concerning evaluation processes and tools, and helps coordinate certain school-wide evaluation efforts.

Each school and department within the College has a clearly stated philosophy, mission, and program learning outcomes definition, all of which are readily available on the Regis University website and in student handbooks. Faculty have developed comprehensive evaluation plans for their respective departments, which
are updated regularly. Information generated from this evaluation process is used to affirm areas of strength and identify areas that require improvement.

Continuous enhancement of student learning receives attention through a broad array of direct and indirect measures. Because licensing or certification examinations are required for most entry level programs, the departments have well-documented, direct information about student learning in specific areas. These data consistently indicate that Regis University students perform as well or better than their peers at other universities.

In the Loretto Heights School of Nursing, faculty guide the assessment process in conjunction with the requirements of specialized accreditation organizations such as the Commission on Collegiate Nursing Education (CCNE). The School has designed an overall quality monitoring, evaluation, and feedback system that provides a sequence of guidelines and activities that create links between the School’s mission and philosophy and the achievement of student outcomes. Several committees oversee the assessment work of the School of Nursing:

- The Curriculum Committee is charged with guaranteeing the integrity of the undergraduate and graduate curricula by ensuring that the syllabi and outcomes for courses taught in different timeframes and by different teaching modalities (online vs. campus based and web-enhanced) are completely comparable.
- The Quality and Evaluation Committee oversees evaluation of capstone experiences, comprehensive evaluations, exit surveys, program outcomes, and employer and alumni surveys distributed nine months after graduation. These reports are benchmarked against all American Association of Colleges of Nursing - Commission on Collegiate Nursing Education schools, Regis University’s Carnegie classification of schools of nursing, and six other schools of nursing that are considered to be comparable to the Loretto Heights School of Nursing.

Program outcomes for each nursing degree are identified in relationship to the Regis University outcomes and are published in faculty and student handbooks. The means by which student learning is assessed at the course level is documented in course syllabi in relation to course-specific academic learning objectives and clinical competency tools.

- Program and institutional outcomes for RN-BSN students are documented through capstone experiences, Educational Benchmarking Inc (EBI) exit surveys, alumni, and employer surveys.
- Program and institutional outcomes for the Master of Science, Nursing (Leadership) are documented through capstone experiences, comprehensive evaluations, Educational Benchmarking Inc (EBI), exit surveys, alumni, and employer surveys.
- Program and institutional outcomes for the Master of Science, Nursing (Family Nurse Practitioner) and Master of Science, Nursing (Neonatal Nurse Practitioner) are documented through Typhon Group Healthcare Solutions Tracking Systems, capstone experiences, comprehensive evaluations, national certification examinations, Educational Benchmarking Inc (EBI) exit surveys, alumni, and employer surveys.
Feedback to constituents plays an important role in quality improvement. At the semi-annual Loretto Heights School of Nursing Community Advisory Board meetings, student performance in relationship to community health care needs is discussed. Student learning results are also shared at the quarterly Alliance for Clinical Education, a group of nursing programs and clinical agencies. These learning results are then used to develop and enhance clinical experiences for all nursing students.

At the end of each academic year, the Quality and Evaluation Committee makes recommendations for the program. Recent examples include:

- Improving orientation of, and regular feedback for, clinical faculty
- Increasing acknowledgment and understanding of different learning styles among students
- Incorporating ethics across the curriculum
- Reviewing course objectives to reflect clinical experience outcomes like cost, policy issues, diversity, and social justice
- Evaluating the number of group projects, what collaboration entails, and the types of student collaborations for these projects

In 2007 the School of Nursing had a 95% first-time pass rate on the National Council Licensure Examination, a standardized exam used by state boards of nursing, compared to a 2002-2004 first-time pass rate ranging from 74% to 87%. Following the 2002-2004 results, the department initiated a series of curricular changes based on data provided by the National Council Licensure Examination. The School also initiated the use of Assessment Technologies Institute (ATI) testing in every clinical course to assess knowledge base and areas needing improvement.

The Department of Health Services Administration programs are competency-based and guided by Regis University outcomes and the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). Assessment of student learning is found at the course and program level:

- Faculty oversee the design of outcomes and assess whether they are achieved.
- Faculty and advisory boards review the department’s strategic and operational plan on a yearly basis and recommend changes.
- Courses are reviewed each year.
- Course/faculty evaluations are reviewed and changes made if appropriate.
- Results of national exams are analyzed to determine if program changes are necessary based on scores in each domain.
- Assessment culminates with the report of findings to the respective advisory boards each year.

Direct measures include: national exam pass rates, retention/completion rates, completion of capstone project with satisfactory grade, completion of internship(s) with a satisfactory grade, employment in field, completion of ethics class with satisfactory grade, demonstrated professional communication, completion of two technology courses with satisfactory grade, attainment of 3.0 GPA for graduate students, attainment of 2.0 GPA for undergraduate students, and achievement of core competencies.
Indirect measures of assessment include: employer feedback, student satisfaction surveys, and evaluations by student’s preceptors in professional practice experiences (internships) at the undergraduate level. As in the School of Nursing, results of assessment of student learning are available to various constituencies. Health Information Management pass rates are reported to students at orientation and in the capstone to the national accrediting agency, and to advisory boards.

Assessment provides important feedback for program quality improvement. In 2005 Registered Health Information Administrator exam results indicated Regis student scores were below the national mean in one of the domains. Faculty and the advisory board reviewed courses that contribute to this domain with a renewed focus in the deficient areas. The following year showed a 100% pass rate. Curriculum evaluation based on the American Health Information Management Association new competencies generated two new classes and specific revisions. In another course, sequencing was changed and software instruction was incorporated into the curriculum.

In the School of Physical Therapy every full-time faculty member has prepared and reviewed an outcome-specific syllabus. Course coordinators work with affiliate faculty prior to, and during, the semester to provide course continuity. Multiple assessment methods are used by the School of Physical Therapy, including: course review, written exit survey, National Physical Therapy Examination, assessment of clinical performance, alumni surveys, student portfolios, and community input.

There are many examples of assessment leading to improvement. In 2007 the School of Physical Therapy initiated an abbreviated online assessment of Regis University graduates by employers and peers. In the future there are plans for focus groups to provide input on program reputation, employment, and curriculum emphasis based on local trends. In 2004 results of the exit survey of graduating students identified that coursework in orthotic and prosthetic devices was deemed inadequate according to previously adopted standards. Actions taken included a restructuring of material being taught. Outcomes assessment for this restructuring will occur in Spring 2008.

In 2005 only 72% of School of Physical Therapy graduates passed the National Physical Therapist Examination on their first attempt, a drop in the previous year’s percentages. At the time, it was unclear to faculty whether the decline in the pass rate resulted from curricular offerings, the change in criteria, or a combination of factors. Therefore, faculty decided that the best approach was to reinforce the need to study for the exam. First time pass-rate scores for the class of 2006 improved but were still not at a level the faculty believed reflected the caliber of a Regis University graduate. It was decided that students will take the Practice Exam and Assessment Tool (PEAT), a practice exam of the Federation of State Boards of Physical Therapy, in the week before students graduate as preparation scores on the 2007 exams are awaited.
National Survey of Student Engagement (NSSE)

In Spring 2006 Regis College completed its fourth year of participation in the National Survey of Student Engagement (NSSE). Regis College responses were compared to the national sample of students at 557 participating four-year colleges and universities, other colleges and universities within the sample with the same Carnegie classification as Regis, and eleven Jesuit colleges and universities that participated in the 2006 survey. Overall, results indicate that Regis College students rate their entire educational experience at a higher level than students in comparison groups. In addition, more Regis College students indicated that they would start over again at the same institution than those in comparison groups. The following are highlights:

- First-year students had a significantly higher level of engagement than those at the Jesuit consortium, Carnegie peers, and all NSSE participants in four out of the five benchmarks comparisons, including: level of academic challenge, active and collaborative learning, student-faculty interaction, and supportive campus environment.

- Senior students had a significantly higher level of engagement than those at the Jesuit consortium, Carnegie peers, and all NSSE participants in four out of the five benchmarks comparisons, including: level of academic challenge, active and collaborative learning, student-faculty interaction, and enriching educational experience.

- First-year students had a significantly higher level of engagement than the top 50% of NSSE participants in level of academic challenge and student-faculty interaction, and a significantly higher level of engagement than the top 10% of NSSE participants in active and collaborative learning and enriching educational experience.

- Senior students had a significantly higher level of engagement than the top 50% of NSSE participants in level of academic challenge, active and collaborative learning, and enriching educational experience, and a significantly higher level of engagement than the top 10% of NSSE participants in supportive campus environment.

One of the goals of Regis College is to use NSSE data to inform improvement, even though the results for all measures have been above the mean results for all comparison groups. Regis College seeks to develop targets that challenge it to improve over its own past performance rather than continue to maintain the status quo on the basis of its satisfaction with external comparisons. NSSE data will also be used in combination with direct measures of student learning outcomes to provide a richer and more complete picture of how student engagement links to student learning, with the goal of setting reasonable targets for improvement based on multiple sources of data and information.

While primarily designed for traditional college students and regularly used by Regis College, a random sample of Rueckert-Hartman College for Health Professions and College for Professional Studies undergraduate students were invited to complete the NSSE study in 2006/2007. At the time of the writing of this Self-Study, data were not available for analysis.
**Regis College Noel-Levitz Student Satisfaction Survey**

In Spring 2006 the Noel-Levitz Student Satisfaction survey was administered to Regis College sophomore and junior students. This inventory identifies areas of college life that are important to students and how satisfied students are with those areas. Results are compared with students at other participating colleges and universities nationwide. The top items of importance to Regis College students were: quality of instruction, knowledgeable advisors and faculty, campus and intellectual experience, and worthwhile tuition investment.

Areas where respondents identified concerns were: safety and security, financial aid and costs (although Regis students had higher satisfaction with the cost of education compared with their peers at other participating institutions), ability to register for classes without schedule conflicts, and parking.

All had mean satisfaction ratings that were higher than peer institutions at a statistically significant level. This reinforced the NSSE findings and extended the positive results to Regis College’s second and third year students.

**Regis College Parsing Project**

Regis College recently completed its first year of participation in Parsing the First Year of College project – a national three year longitudinal study coordinated by the Pennsylvania State Center for the Study of Higher Education. The project maps comprehensive influences affecting student learning and persistence during the first year among new students at 35 institutions nationwide. The study examines first year student success as it is shaped by students’ experiences, peer environment, faculty members’ values and activities, and internal institutional structures, practices, and policies. Data will become available in Fall 2008.

**Adult Learner Focused Institution (ALFI) Self Assessment**

In 2003 and 2005 the College for Professional Studies participated in the Adult Learner Focused Institution (ALFI) project directed by the Council for Adult and Experiential Learning. The project provided two assessment tools, the Institutional Self Assessment Survey and the Adult Learner Survey Inventory, based on CAEL’s Principles of Effectiveness for Serving Adult Learners. These tools provide benchmarks for services for adult learners on eight principles: outreach, life and career planning, financing, assessment of learning outcomes, teaching-learning process, student support systems, technology, and strategic partnerships. This information formed the core resource in evaluating satisfaction with classroom and online courses and guiding student services management. Changes based on this survey ranged from the development of the Student Success Team which contacts students personally during each of their first three courses, the reorganization of the advising function to facilitate earlier engagement with the entering student, and development of best practices for evaluation of advisors.
Alumni Surveys

Alumni surveys are used by all three colleges to identify student satisfaction relative to the nine University learning outcomes, program quality, work force preparedness, graduate school admission, employment, and service to others.

In 2003 Regis College commissioned a survey of alumni who graduated between 1994 and 1998. 87% of respondents reported being “extremely satisfied” or “satisfied” with their education at Regis. The survey measured attainment of University outcomes, development of intellect, personal development and enrichment, career preparation, reflections on major and core/general education courses, and satisfaction with support services. Commitment to lifelong learning, ability to think critically, ability to communicate effectively, and commitment to leadership and service to others were rated highest. Low ratings included ability to use contemporary technology, instructor help in assisting students with career plans, and courses in the major preparing students for the workforce.

In the Spring of 2006 Regis College undertook a survey of alumni who had graduated three, four, five, eight, nine and ten years previously. Skills rating the highest mean scores were directly related to the Regis mission: commitment to learning as a life-long endeavor, understanding the importance of helping others, conducting one’s affairs with integrity, thinking critically/analytically, and respecting the needs and rights of others. While significantly higher percentages of Roman Catholic alumni agreed that the Jesuit and Catholic tradition at Regis had influenced them, over 75% of non-Roman Catholic alumni “agreed strongly/somewhat” that the Jesuit Catholic tradition at Regis had influenced them to identify moral and ethical issues, develop a commitment to the service of others, develop a personal code of values and ethics, and apply moral and ethical guidelines in their day-to-day lives. Only 4% indicated they if they could make the decision again, they either didn’t know or would probably not re-enroll at Regis.

In 2006 the College for Professional Studies surveyed alumni of undergraduate and graduate programs. Many common questions were asked in the Regis College and College for Professional Studies surveys and tied to University-wide learning outcomes. The results were compared between the two populations. Of particular note in the College for Professional Studies survey were:

- 45% of men and 34% of women went on to graduate school.
- 85% indicated they applied ethical and moral reasoning frequently in their everyday lives.
- 76% became more supportive of social justice as a result of their Regis experience.

Results of the survey indicated that there were several areas where the College for Professional Studies could improve. One was faculty skill and responsiveness, especially in online courses. (See Criterion 4 for a description of the new faculty evaluation program currently being implemented in the College for Professional Studies). Survey findings also suggested that advising, financial aid, and career services should be reviewed.
All schools and departments of the Rueckert-Hartman College for Health Professions conduct alumni surveys. Due to the young age of the Physical Therapy program, there is not yet a large pool of alumni. More than sixty graduates were surveyed in 2004 and 2005 in web-based formats. Alumni survey questions match those used in the exit survey with additional questions about leadership and service.

The Loretto Heights School of Nursing Quality and Evaluation Committee regularly reviews and analyzes survey results and makes recommendations to faculty. The School recently completed an alumni survey of 2005 graduates and employers. The majority of undergraduate alumni were employed in hospitals, while graduate alumni were employed in both hospitals and educational institutions. The vast majority of the respondents agreed that their Regis education prepared them “very well” to “extremely well” in meeting program outcomes, from taking leadership roles to developing strong personal codes of ethics. The majority continue to volunteer or engage in service learning experiences. At the time of the writing of the Self-Study, the Quality and Evaluation Committee was reviewing the alumni survey results.

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**Endlinks**

1. Regis College Academic Unit Review excerpts
2. Regis College Biology Department Academic Unit Review
3. e.g., College for Professional Studies MBA/MSM assessment plan
4. e.g., UG Computer Science Program Matrix
5. College for Professional Studies MBA/MSM capstone review
6. e.g., Teacher Education portfolio rubrics
7. Teacher Education Accreditation Council Inquiry Brief 2005
8. e.g., School of Nursing outcomes monitoring system
9. e.g., RN National Council Licensure Exam Pass Rates 2006
10. Health Services Administration operational plan
11. School of Physical Therapy assessment plan
12. School of Physical Therapy outcomes summary
Full-Time, Part-Time, and Affiliate Faculty at Regis University

Effective teaching requires effective faculty. The University’s success in teaching and learning is achieved through the alchemy of committed teachers, willing students, and an environment where it is both expected and safe for faculty and students alike to study, discover, question, challenge, contemplate, think, and act. Members of the faculty in all three colleges understand that teaching means developing relationships with their students that demonstrate care, shared interest, and respect. Effective teaching requires support, development and evaluation. These are addressed in Core Component 4A.

Regis University faculty represent many academic disciplines, professional experiences, religious faiths and philosophies, teaching styles, and worldviews. They teach at eleven campuses from the Denver Front Range to Las Vegas, Nevada, as well as online learning worldwide. They range from a tenured Regis College faculty member undertaking research in collegiate alcohol and drug issues to a corporate executive teaching as affiliate faculty in the College for Professional Studies to an online instructor and nurse practitioner in the Rueckert-Hartman College for Health Professions. Most significantly, faculty teach in many different formats, as illustrated on the next page. This diversity presents a particular challenge to the University in supporting effective teaching that moves beyond “one size fits all” learning. Accordingly, each college has its own processes and programs for faculty hiring, assessment, orientation, ongoing evaluation, recognition, and development. The common element which unites the faculty across the colleges is, once again, University mission.

Regis University’s college-centric models of teaching and learning successfully utilize full-time, part-time, and affiliate faculty. Regis College and University Libraries offer tenure to faculty. The College for Professional Studies and Rueckert-Hartman College for Health Professions offer single and multiple year faculty contracts. University faculty are ranked in seven categories: Professor, Associate Professor, Assistant Professor, Instructor, Affiliate Faculty, Professor Emeritus/Emeriti, and Professor Alumnus/Alumna. Affiliate faculty are generally contracted on a term or course-by-course basis. The University, by long-standing and deliberate design, relies heavily upon its affiliate faculty.
# REGIS UNIVERSITY TEACHING FORMATS

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Regis College

Of the 100 permanent faculty responsible for full-time teaching, 93 are tenured or tenure track. Four members of the faculty were awarded tenure in Spring 2007. As addressed in the Regis College Faculty Status Agreement,1 faculty members may apply for tenure during the sixth year of the probationary period or its equivalent. Advancement to tenure is based primarily on teaching excellence. Other criteria include noteworthy research and professional activities; service to the University, including service to the student body; evidence that s/he will remain a productive member of the academic community and of the University; commitment to the advancement of the University’s educational goals; and possession of an appropriate earned doctorate or professional degree from a graduate institution of recognized standing or accomplishments that are considered equivalent.

Regis College has experienced a great deal of faculty transition in recent years. At the conclusion of the 2006/2007 academic year, five faculty members retired from the departments of business, sociology, religious studies, and physics. Eight new faculty members were hired into tenure-track positions in the departments of business, sociology, religious studies, education, history/politics, physics, and fine and performing arts.

Full-time faculty in Regis College have a 17-19 semester hour annual teaching load, are expected to provide service to the University and the student body, and are expected to be actively engaged in scholarly, creative, and professional work.
Rueckert-Hartman College for Health Professions

Rueckert-Hartman College for Health Professions faculty ordinarily have full-time teaching duties and other responsibilities such as academic advising, counseling, clinical practice, or service equivalent to a full-time teaching load, as addressed in the RHCHP Faculty Handbook. The well-documented shortage of nursing faculty has caused the College to use a “grow its own” approach to doctoral preparation. Teaching faculty who accept positions in the College understand that they have the first year to become comfortable with their positions, with an expectation that in the second year they will take steps toward enrolling in a doctoral program. All faculty in the Rueckert-Hartman College for Health Professions are entitled to $1,200 per year for professional development or doctoral studies. Since 2004 RHCHP has expended over $42,000 on doctoral studies alone. This approach has helped increase the percentage of doctorally-prepared faculty. However it comes with challenges, because faculty in doctoral programs often have less time for committee work and non-teaching responsibilities, thus increasing the load for other faculty.

Of the Rueckert-Hartman College for Health Professions affiliate faculty teaching in ground-based masters programs, all are doctorally prepared or are nurse practitioners. Of the faculty teaching in the online RN to MS program, all have at least a master’s degree. Faculty teaching Health Information Management courses must have credentials related to Health Information Management. In the School of Physical Therapy, faculty teaching clinical or theory courses must be licensed physical therapists in the State of Colorado. All faculty in Health Care Ethics and Health Services Administration have doctorates.
The College for Professional Studies teaching philosophy dates back to 1977 when adult learning models were incorporated into the University’s commitment to tailoring learning to the learner. Full-time and part-time program faculty carry both teaching and administrative responsibilities, as addressed in the CPS Faculty Handbook. Their responsibilities include instructional activities, academic advising, curriculum development and revision, assessment of new faculty, orientation, mentoring, college and university governance, scholarship that sustains and enriches teaching, and community service.

While all three colleges employ professional affiliate faculty, this model is most utilized by the College for Professional Studies, with over 800 affiliate faculty recruited from corporate, education, government, nonprofit, and religious organizations. Affiliate faculty bring a level of practical experience and know-how in their fields that is highly valued by the adult learner. The University has migrated away from “adjunct” to “affiliate” language in order to recognize the importance of this core group of faculty who teach on a regular basis and are considered by the University to be invaluable members of the faculty.

Affiliate faculty in the College for Professional Studies undergo a rigorous assessment process. They must successfully complete a half-day assessment that includes a mini-teaching segment, leadership group exercise, mission and values essay, and a grading exercise. Following the assessment, they attend a full-day orientation followed by an internship with a seasoned faculty member.

Affiliate faculty regularly contribute wider service to the University. Some affiliates serve as lead faculty in their disciplines, develop modularized curriculum, supervise student practica, and serve as mentors in clinical and student teaching settings. Affiliate faculty sit on University governance councils; participate in University-wide faculty meetings and workshops, mission conferences and retreats; qualify for professional development; and are welcomed members of the University’s spiritual and communal life.

The College for Professional Studies offers grants for faculty, including affiliates, to receive doctoral tuition support up to $1,000 annually. Since 2004 the College for Professional Studies has expended over $70,000 on this important investment in Regis University teaching and learning.
Hiring Qualified Faculty for Online Learning

Requirements for the hiring and assessment of online faculty in the College for Professional Studies and the Rueckert-Hartman College for Health Professions conform to University-wide practices. Best practices are of paramount importance in both the assessment and continuing evaluation of online faculty. These include:

- Encouraging student-faculty contact
- Encouraging cooperation among students
- Encouraging active learning
- Giving prompt feedback
- Emphasizing time-on-task
- Communicating high expectations
- Respecting diverse talents and ways of learning

In the Rueckert-Hartman College for Health Professions all online faculty are assessed by their schools. The Loretto Heights School of Nursing has the most comprehensive online assessment of new faculty, with a full-time faculty member dedicated to recruiting and mentoring online faculty. In the various schools, candidates are interviewed online; those selected complete an online orientation. Once online faculty are accepted they are regularly monitored and mentored, including review of end-of-course evaluations, monitoring course logins, student feedback and interaction. Only those with positive student evaluations over three courses are asked to continue as affiliate faculty.

In the College for Professional Studies, week-long online faculty assessments serving all schools and departments ensure that faculty possess the appropriate skills required by the online learning environment. A faculty team evaluates the candidate’s performance in each activity. Teaching skills include the ability to:

- Effectively use the ANGEL Learning Management System.
- Integrate personal experiences and knowledge into the learning experience.
- Write effectively and persuasively.
- Provide constructive and developmental feedback on student assignments.
- Facilitate group processes in an electronic format.

Technical skills and sound teaching strategies are assessed through threaded discussions, grading a student paper, writing a values essay, and responding to an email attachment. As in the Rueckert-Hartman College for Health Professions, online faculty are regularly monitored and mentored, including review of end-of-course evaluations, monitoring course logins, student feedback and interaction.
The Center for the Study of Accelerated Learning

Since 1978 Regis University has distinguished itself in accelerated adult learning. Aware that there was little research in these early years on accelerated learning, the University created the Center for the Study of Accelerated Learning with funding from the Lumina Foundation. From 1996 to 2006 under the leadership of Dr. Raymond Wlodkowski, the Center for the Study of Accelerated Learning (CSAL) assessed the quality and applicability of accelerated learning formats in higher education, conducting some of the first recognized research in this area. In addition to its research, the Center supported teaching and learning by sponsoring faculty development workshops based on its findings, and shared best practices of accelerated adult learning programs with colleges and universities nationwide.

The Center enjoyed support from a distinguished national Board of Advisors: Stephen D. Brookfield, Ph.D., Distinguished Professor, University of St. Thomas; K. Patricia Cross, Ph.D., Professor of Higher Education, Emerita, University of California, Berkeley; Al Guskin, Ph.D., Distinguished Professor and President Emeritus, Antioch University; and Barbara E. Walvoord, Ph.D., Fellow of the Institute for Educational Initiatives and Concurrent Professor of English, the University of Notre Dame.

With the assistance of a $747,500 grant from the Lumina Foundation for Education, the Center played a leadership role in the creation and development of the Commission for Accelerated Programs (CAP), with over 300 individual members and 121 institutional members from the United States, Australia, Puerto Rico, Canada, and South Africa. Soon after its creation, the Commission was invited to be a special interest group with the Council for Adult and Experiential Learning (CAEL) that serves the needs of educators committed to providing effective accelerated learning environments for adult students. Each November the commission convenes a national conference for accelerated degree programs in higher education in conjunction with the annual CAEL Conference, and offers summer workshops at Regis on topics related to adult and accelerated learning.

In the ten years of its work, the Center conducted research for the assessment of the quality and applicability of accelerated learning formats in higher education. Of particular note is its study published by the Lumina Foundation for Education: *Learning in the Fast Lane: Adult Learners’ Persistence and Success in Accelerated College Programs*.

Based on its research, the Center made the following recommendations to the College for Professional Studies:

* Continue to reconstruct classroom-based accelerated courses into online courses as they appear to be an effective format.
* Review the curriculum and, where appropriate, deepen the instruction and extend the knowledge base to increase the course’s relevance and utility in students’ lives and jobs.
* Conduct institutional research that determines those online courses where early lack of student success, such as in College Algebra, leads to prompt student exit from the course.
* Revise courses to measure the necessary prerequisite skills and/or to provide more immediate effective tutorial assistance.
Based on the work of the Center, the College for Professional Studies initiated important changes:

- Creating a student success program designed to provide better student support in the early terms of the Regis experience, including advising telephone calls for re-enrollment, and close monitoring of students’ course selections.
- Evaluating capstone projects in the areas of knowledge, communication, and critical thinking.
- Hiring an Assistant Dean for Program Effectiveness and Assessment to coordinate assessment activities in the College.
- Implementing processes for direct evaluation of student learning in all departments by 2006.

Endlinks

1 Regis College Faculty Status Agreement
2 Rueckert-Hartman College for Health Professions Faculty Handbook (under revision)
3 College for Professional Studies Faculty Handbook
4 College for Professional Studies Affiliate Faculty Values Essay
5 e.g., Online faculty assessment process
6 e.g., School of Nursing online end-of-course evaluations
7 e.g., Online faculty assessment web page
Regis University recognizes that effective student learning and therefore the success of its academic programs are dependent on vibrant and well-resourced learning environments in three areas:

- Physical
- Technological/digital
- Programmatic

The University has made dramatic improvements in physical environments in the last decade, from the Lowell campus to extension sites. As the University has moved to a position of national leadership in online learning, its digital plant and University Libraries have kept pace with the growth of distance learning. The Jesuit value of “cura personalis” (care of the person) is the foundation of programmatic activities well beyond the classroom in areas such as Student and Residence Life, University Ministry, and Athletics.

Physical Learning Environments

Visitors are often struck by the beauty of the one-hundred-acre Lowell campus. In 1999 the campus was designated an official arboretum of the City and County of Denver. The newest feature of the main campus is the St. John Francis Regis Chapel completed in 2006. This multi-million dollar, 22,000 square foot edifice stands as an enduring symbol of the Jesuit Catholic mission of the University.

Other major campus improvements since 1998 include:

- Thirty town-home residential village units housing 180 students
- Main Hall restoration with new classrooms, faculty and administrative offices
- Science Building renovation (completion scheduled for January 2008) with state-of-the-art laboratories
- Fine arts studio and gallery
- Carroll Hall restoration as the primary home of the Rueckert-Hartman College for Health Professions, and Regis College faculty offices
- Adult Learning Center renovation with additional classrooms, office space, and RHCHP learning laboratories
- Renovation of Student Center dining rooms and bookstore
- New Dayton Memorial Library foyer
- Ranger Dome for University athletics
- Softball field with dugouts, press box, and concession stand
- Soccer and lacrosse fields

Although the Lowell campus is the focal point for ground-based learning and administration of all three colleges, numerous extension campuses are essential additional learning environments for adult students. These sites have played a significant role in Regis University’s growth, serving working adult students throughout the region. All extension sites are leased, and thus allow the University to respond proactively to shifting demographics, emerging markets, and regional needs. Extension sites include computer labs, bookstores, lounges and vending areas, faculty offices, classrooms, and reception/registration areas. Extension campuses range in size from the Denver Tech Center (38,325 square feet) to Aurora, Colorado (4,119 square feet). Extension campuses opened or closed in the last decade are shown on the next page.
Class Size

Regis University has long held to the position that one major key to effective learning environments is small class sizes, whether in physical classrooms or online.

Over the past two years, the average class size in Regis College was 21 students. Exceptions to this were predominately in the increasingly popular Regis College disciplines of Anatomy, Physiology, Microbiology, Biology, and Chemistry, which can range from 40-60 students, although associated laboratory experiences routinely have significantly fewer students.

In both the College for Professional Studies and the Rueckert-Hartman College for Health Professions, faculty are committed to seminar-style facilitation and class size which reflects this commitment. Online learning courses in both colleges are capped at 17 students. The graphic below summarizes average class size across the University over the past two academic years.
As discussed in Core Component 2B, the University has a comprehensive facilities master plan that has been continuously revised since its first publication in 2001 and serves as an ongoing guide for the Lowell campus. Space needs were acute in 1998 and continue to be so today, predominately as a result of dynamic growth over the last decade. Space was a prominent theme in the focus groups conducted for the purpose of this Self-Study. The Regis community holds widespread pride in the advancement of campus facilities and campus beauty. However, there is broad-based concern that Regis University has run out of space on the Lowell campus. Additionally, faculty across all three colleges expressed great interest in designing classrooms for learning models of the future that will be able to support a wide variety of classroom experiences and technologies.

**Digital Learning Environments**

In contrast to skepticism about online learning in the 1990s, there is now widespread respect for the fact that the College for Professional Studies and the Rueckert-Hartman College for Health Professions were early adopters of online learning and today are nationally recognized leaders. Regis University faculty advocates see online learning as inherently Jesuit, changing with the times to keep its world-affirming mission vibrant and relevant to contemporary culture. In the words of the Jesuit who has chaired the Regis University Board of Trustees Academic Affairs Committee: “One of Regis’ strengths has been its pioneering, entrepreneurial spirit that goes back to its founding.” Through these new technologically-mediated instruction models, Regis University has learned a great deal about learning in recent years, moving from technologies that advance traditional pedagogies to better understanding of new and diverse learning styles supported by technology. Through online learning, faculty have deepened their understanding of teaching and learning, especially in the necessity for course design to begin with the identification of specific sets of competencies that students are expected to master.

Today’s online learning environment at Regis University includes state-of-the-art course hosting systems, standardized curriculum, online faculty development, online student support services such as WebAdvisor, extensive online library databases, and distance learning staff in two colleges dedicated to working with faculty as online courses are developed.

In December 2006 the Higher Learning Commission extended Regis University’s accreditation to include complete distance delivery of all degree programs at the baccalaureate and masters levels. This was a milestone in the University’s emerging story extending back to the early 1980s when distance learning was defined by the University as extension campuses, televised learning, and guided independent study. From their inception, distance learning programs have been committed to learning options that would not change or affect the mission, curriculum, or quality standards established for courses delivered in ground-based classroom courses. Today, as a direct outgrowth of those early learning models, online learning is helping position Regis University as a leader in 21st century learning. The graphic on the next page illustrates the total online credit hour growth since 1998/1999 in the College for Professional Studies and Rueckert-Hartman College for Health Professions.
Since 1993 Regis University has celebrated important milestones in online learning:

1993
College for Professional Studies partnership with Jones Intercable’s Mind Extension University to offer the Bachelor of Science in Business Administration degree completion program via taped lectures broadcast over cable television.

1996
College for Professional Studies partnership with Bisk Publishing Company to co-produce and deliver the External MBA degree via videocassette tape and study guides to students nationwide.

1997
College for Professional Studies leadership role in the creation of the Jesuit Distance Education Network of the Association of Jesuit Colleges and Universities.

2000
Inauguration of first Rueckert-Hartman College for Health Professions online program offering the RN to BSN degree.

2000
College for Professional Studies partnership with National University of Ireland, Galway offering a Certificate in Irish Studies online.

2000
Regis University selected as a partner in the Learning Anytime Anywhere Project (LAAP) funded by the Fund for the Improvement of Post-Secondary Education (FIPSE).
2001
Inauguration of Regis University’s first online doctoral program in the Rueckert-Hartman College for Health Professions with the transition Doctor of Physical Therapy (tDPT) for practicing physical therapists.

2001
Regis University selected to participate in the U.S. Department of Education Distance Demonstration Project.

2004
The Online Consortium of Independent Colleges and Universities (OCICU) with over 60 institutional members sharing online curriculum.

2005
ANGEL course hosting system adopted.

In the late 1990s the University identified information technology as a vital driving force in the University’s visioning and strategic planning process, leading to purposeful steps to upgrade communication and information technology infrastructure in order to create today’s digital plant.

• Fiber optic cable was installed between the Lowell campus buildings, and public telecommunications connections were utilized to create a virtual operating environment.
• Best practices were established for information technology use in student services, financial aid, and human resources.
• A five-year digital plant plan was adopted in 2002.
• A totally wireless campus will be completed by mid-2008.

Discussions about online learning that occurred in focus groups undertaken for the purpose of this Self-Study reflected the technological diversity of Regis University faculty. Some voices were cautious about technology. While seeing technology as “here to stay,” they nevertheless spoke of their preference for small, face-to-face classes as a preferred learning method inherent to Jesuit education. On the other hand, many faculty were enthusiastic about the opportunities online learning offered for hybrid courses and for using technology in communication, assignments, and research outside of the classroom.

Faculty who taught online courses spoke of this format as enhancing student learning, expanding the diversity of learners, and in many cases broadening classroom discussions across continents and cultures. These same supporters acknowledged that pedagogies are still evolving, and that they looked forward to more enhancements, from video-streaming to video-conferencing.
Programmatic Learning Environments

Honors Programs

The Regis College Honors Programs has become one of the most effective learning environments anywhere in the University. A sustained faculty effort brought about this revitalization. In 2004/2005 the Director obtained approval for a new honors curriculum and immediately began implementation. The program curriculum allows for an alternative path through the core seminar series supplemented with departmental courses carrying honors designations. The five Core Honors Seminars are interdisciplinary and team taught.

The Loretto Heights School of Nursing Honors Program is available to junior students in the traditional nursing program. It provides learning opportunities for students showing exceptional academic and leadership ability to enhance their undergraduate experience and to graduate with distinction. Students complete a final project as a key part of the honors curriculum.

Student Life

The Office of Student Life plays an essential role in enriching the learning environments on the Lowell campus. Within Student Life, the offices of Student Activities and Residence Life are committed to the development of a University community that promotes, values, and embraces the rich diversity of its members.

Various student associations play key roles in enhancing diversity within the learning environment. These include:

- Multi-cultural Awareness Committee
- Asian Awareness Association
- Black Student Alliance
- Gay/Straight Alliance
- Mi Gente (Latino culture and awareness)

In addition, other student organizations work diligently to promote an environment where academic learning is supplemented by experience. The Choices Program, sponsored by the University Counseling program, uses a peer-based approach to encourage responsible lifestyles by offering alternatives to unhealthy behaviors through groups like Bacchus (alcohol awareness), REACH (Responsible Educated Athletes Choosing Healthy Lifestyles), Unmasked Peer Theatre, peer educators, and the non-alcoholic Unbar.

The Regis University Student Government Association (RUSGA) is made up of an Executive Cabinet that represents the students at large and coordinates student activities. The Student Senate serves as the legislative branch of the Student Government Association and fosters student influence upon the policies that govern student activities, and serves as a liaison between students and administration. Over the past decade, the elected representatives of the Student Government Association have strongly represented traditionally under-represented populations. The student body has elected several women presidents, the University’s first openly gay student body president, and a Hindu person of color.
Student Life departments use ongoing assessment instruments to develop, maintain, and effectively grow programs that serve students and alumni. The department utilizes “Student Voice” software, a daily survey feedback mechanism that gauges services in order to improve academic and social outcomes of student life programs, improving overall student retention and satisfaction.

Residence Life tracks GPAs of students living on campus and off campus. GPAs are significantly higher among those who reside on the Lowell campus in contrast to those who live off campus. This data assists University staff in advising students and their parents in living arrangement choices. Summary data is shown below.

<table>
<thead>
<tr>
<th>GPA COMPARISON OF STUDENTS LIVING ON CAMPUS VERSUS OFF CAMPUS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Spring 2005</td>
</tr>
<tr>
<td>Fall 2005</td>
</tr>
<tr>
<td>Spring 2006</td>
</tr>
<tr>
<td>Fall 2006</td>
</tr>
</tbody>
</table>

Other surveys have led to important improvements in the Regis University learning environment:

- Results from substance abuse surveys led to a health promotion program for Regis College athletes.
- When the suicide assessment survey indicated that gay, lesbian, bisexual, and questioning students might have higher levels of risk for suicide, the department built these target populations into the University’s Garrett Lee Smith Suicide Prevention Grant plan.
- The Tobacco Use and Attitudes Survey and Environmental Scan revealed that the University had disparities in its policies and that new trends in tobacco use were emerging, requiring new prevention strategies.

In 2006/2007 the University received a $250,000 federal grant from SAMHSA's (Substance Abuse and Mental Health Services) Garrett Lee Smith Campus Suicide Prevention initiative. Since the grant began, over one hundred people have been trained as gatekeepers, thirty-six suicide awareness/educational programs have affected over 1,300 people, and innovative social marketing campaigns have been initiated.
Athletics

The underlying goal of the intercollegiate athletics program at Regis University is to help students develop their full potential intellectually, spiritually, personally, and emotionally. Regis University strives to provide an outstanding athletic experience balanced with high quality academic programs. Affiliated with the National Collegiate Athletic Association (NCAA) and competing at the Division II level, Regis University’s twelve varsity athletic programs (five men’s, seven women’s) strive for excellence in competition, in the classroom, and within the Denver community.

Regis University has a strong tradition of producing outstanding student athletes and varsity sports teams. In just the past four years, the Regis Rangers’ athletic achievements include four Rocky Mountain Athletic Conference post-season appearances, four NCAA Division II post-season berths, four All-Region and four All-America individual selections, two Rocky Mountain Athletic Conference Coach of the Year awards, two Rocky Mountain Athletic Conference Freshmen of the Year awards, and a Rocky Mountain Athletic Conference Player of the Year award.

Just as noteworthy is the Athletic Department’s commitment to academic excellence, resulting in a 3.12 combined grade point average for the Ranger student-athletes over the past ten years. In Spring 2007 out of 159 student athletes, 14 made the 4.0 GPA Dean’s List and 15 made the 3.750-3.999 Dean’s List. Also noteworthy in Regis Athletics is the service component. All athletes are required to undertake a minimum of 16 hours per academic year of community service, ranging from work with Habitat for Humanity to Special Olympics.

Regis University is known for a dedicated, caring veteran coaching staff. This group has garnered a host of conference, regional, and national coaching honors throughout the years. Currently, Regis University varsity coaches average over ten years in length of service, lending outstanding dedication, continuity, and tradition to their programs. For the past thirty years, Level I and II coaches have been required to graduate 92% of all athletes that complete athletic eligibility at Regis. No coach has ever failed to achieve this goal. The head basketball coach, for example, has seen a 94% graduation rate over his 31 years at Regis. Over the past seventeen years, women’s basketball has achieved a 100% graduation rate.

Athletics Department faculty and staff regularly evaluate their programs. They annually undertake senior exit interviews. As recently as May 2006 a select group of faculty, student athletes, coaches, and administrative staff completed Regis University’s NCAA Institutional Self-Study. Recommendations emerging from that Self-Study ranged from improvements in locker rooms to lighting for outdoor night practice. Planning for implementing these various improvements is well underway.
### 2007 SPRING CUMULATIVE GPA

<table>
<thead>
<tr>
<th>TEAM</th>
<th>CUMULATIVE GPA</th>
<th># OF STUDENT ATHLETES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men’s Cross Country</td>
<td>3.394</td>
<td>8</td>
</tr>
<tr>
<td>Men’s Soccer</td>
<td>3.142</td>
<td>21</td>
</tr>
<tr>
<td>Men’s Basketball</td>
<td>3.026</td>
<td>11</td>
</tr>
<tr>
<td>Men’s Baseball</td>
<td>3.020</td>
<td>30</td>
</tr>
<tr>
<td>Men’s Golf</td>
<td>3.160</td>
<td>10</td>
</tr>
<tr>
<td>Women’s Cross Country</td>
<td>3.573</td>
<td>9</td>
</tr>
<tr>
<td>Women’s Basketball</td>
<td>3.479</td>
<td>13</td>
</tr>
<tr>
<td>Women’s Soccer</td>
<td>3.236</td>
<td>12</td>
</tr>
<tr>
<td>Women’s Golf</td>
<td>3.245</td>
<td>6</td>
</tr>
<tr>
<td>Women’s Volleyball</td>
<td>3.111</td>
<td>9</td>
</tr>
<tr>
<td>Women’s Softball</td>
<td>3.316</td>
<td>15</td>
</tr>
<tr>
<td>Women’s Lacrosse</td>
<td>3.036</td>
<td>15</td>
</tr>
</tbody>
</table>

**Endlinks**

1. Extension Campus Profiles
2. e.g., College for Professional Studies online course samples (ID = hlc101107; Password = rureview)
3. HLC Action Distance Learning December 2006
4. Regis College Honors Program URL
5. School of Nursing Honors Handbook
6. e.g., Behavioral Health Promotion Strategic Plan
7. e.g., Residence Life Satisfaction Survey
8. Stress Suicide Survey
9. Regis University Athletics URL
Regis University has invested heavily in resources that support learning, from learning enhancement programs to learning laboratories to academic advising and career counseling. This wide array of learning support systems is addressed within this Core Component.

**Regis University Libraries**

University Libraries has played a significant role in the support and advancement of learning at Regis University. The University could not have grown its distance learning initiatives without a comprehensive library vision that embraced all learners and learning models. Financial allocations for library collections have increased 48% from $791,525 in FY 2004 to $1,172,020 in FY 2008. In the focus groups conducted as a part of the Self-Study, University Libraries and their staff consistently received highest affirmation.

Library collections and services support all three colleges of the University. Collections include over 260,000 print volumes, 130 electronic databases, and 17,000 current journals in print and electronic formats. University Libraries faculty have been leaders in creating a virtual reference system with partner Jesuit university libraries across the country.

University Libraries regularly surveys student and faculty clients. In 2005 a survey was distributed to students enrolled online and at extended campuses. The survey sought to determine whether distance students felt comfortably oriented to library resources and used these resources in their courses. Of 1,545 respondents:

- 90% indicated that their coursework required them to use library resources such as books and articles to some extent or to a great extent.
- 93% indicated they felt somewhat or very comfortable doing research to complete assignments.
- 68% indicated that the information about the library they had received was adequate for them to do research.
- 12% of the students made additional comments indicating that they found the library website and its resources difficult to navigate.
- 15% indicated that they needed more information to use the library resources effectively and that they would like to be better oriented.

Regular University Libraries surveys have led to important improvements:

- Increased hours at both the Lowell campus and Colorado Springs campuses
- Expanded Electronic Services Department
- New Access Services Department
- Increased number of library faculty and staff
- Improved communication to the student body
Academic Advising

As reflected in its commitment to “cura personalis” Jesuit education places a high premium on the individual student, whether in online or ground-based studies. Therefore, thoughtful and accessible academic advising is integral to the development of a successful learning environment. Regis University academic advising is designed to support each student in his/her increase in self-understanding and self-acceptance, consideration of life and career goals, development of an education plan, and evaluation of progress towards graduation.

Academic advising takes several forms in the University. In Regis College, most of Rueckert-Hartman College for Health Professions, College for Professional Studies graduate programs, and the College for Professional Studies Teacher Education programs, teaching faculty serve as a student’s primary academic advisor. In the College for Professional Studies undergraduate programs, and in the Rueckert-Hartman College for Health Professions online nursing program, specific faculty are devoted full-time to advising students in person and online.

Regis University regularly assesses its advising effectiveness. As an example, CPS surveyed 3,700 undergraduate students who had signed a degree plan. The goal of the survey was to assess student satisfaction in categories such as advisor effectiveness, responsiveness, commitment to mission, and suggestions for improvement. Of the 700 students who responded, 80% reported having had at least one contact per year with their advisors, and 60% reported two or more contacts. The majority reported that this was the right amount of contact, although 25% surveyed preferred more. Many responded that they would like increased technological resources for advising. These responses contributed to the University’s decision to invest in WebAdvisor.

Web Advisor

In 2002 as a response to increasing student technology skill and preference for online services, Regis invested over $100,000 to enhance self-directed student advising with WebAdvisor. WebAdvisor offers many services, from accessing application documents and admissions status, to monitoring financial aid status and award letters. In 2008 online official transcript, enrollment verification request, and online graduation application services will be added.

WebAdvisor is regularly evaluated by a University-wide WebAdvisor Committee that looks at functionality and opportunities for improvement. Feedback is examined from student representative meetings, surveys, and a feedback link on WebAdvisor itself. As WebAdvisor is improved, batch emails are sent to all students communicating the changes.
Learning Laboratories

Regis University students have access to an extensive array of learning laboratories, including a virtual computer science laboratory and state-of-the-art medical simulation laboratories. Significant science laboratory expansions are included in the extensive remodeling of the Science Building scheduled for completion in January, 2008. These include both classroom and faculty research laboratories. The University-wide array of learning laboratories is summarized below.

The School of Nursing is part of a statewide effort to develop educational simulation, funded by a U.S. Department of Labor grant. High fidelity simulation allows students to utilize theoretical knowledge and apply it in a realistic simulated environment with no patient risk.

The Center for Academic Technology is a learning laboratory where faculty can exchange suggestions and experiences in instructional technology. Technical support resources, online demonstrations, workshops and training are available. The Center for Academic Technology is a combination lab, information technology library, and meeting room with the focus on supporting faculty in the effective use of technology in the classroom.

REGIS UNIVERSITY LEARNING LABORATORIES

<table>
<thead>
<tr>
<th>LOWELL CAMPUS LEARNING LABORATORIES</th>
<th>COLLEGE USE</th>
<th>#*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center for Academic Technology Laboratory</td>
<td>All colleges</td>
<td>1</td>
</tr>
<tr>
<td>Computer Laboratories</td>
<td>All colleges</td>
<td>4</td>
</tr>
<tr>
<td>Gross Anatomy Laboratory</td>
<td>RHCHP</td>
<td>1</td>
</tr>
<tr>
<td>Health Professions Clinical Laboratory</td>
<td>RHCHP</td>
<td>1</td>
</tr>
<tr>
<td>Health Professions Skills Laboratory</td>
<td>RHCHP</td>
<td>1</td>
</tr>
<tr>
<td>Nursing Simulation Laboratory</td>
<td>RHCHP</td>
<td>1</td>
</tr>
<tr>
<td>Regis University Libraries Computer Laboratories</td>
<td>All colleges</td>
<td>2</td>
</tr>
<tr>
<td>Residence Hall Computer Laboratories</td>
<td>RC and Traditional Nursing</td>
<td>3</td>
</tr>
<tr>
<td>Faculty and Student Science Laboratories</td>
<td>RC and RHCHP</td>
<td>21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OFF-CAMPUS LEARNING LABORATORIES</th>
<th>COLLEGE USE</th>
<th>#*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling Skills Laboratory</td>
<td>CPS</td>
<td>1</td>
</tr>
<tr>
<td>Extension Campus Computer Laboratories</td>
<td>CPS</td>
<td>11</td>
</tr>
<tr>
<td>Virtual Computing Laboratory (worldwide)</td>
<td>CPS</td>
<td>1</td>
</tr>
</tbody>
</table>

*# refers to the number of laboratories in a given category
**Student Writing and Tutoring Support**

For the last several years, faculty of the College for Professional Studies and Rueck-ert-Hartman College for Health Professions have been aware of the need for expanded student academic support, including formal tutorial services and a writing center as in Regis College. The Regis College Writing Center has served Regis College and traditional nursing students since 1989. It is available to students, staff, and faculty who desire assistance with any stage of writing. Historically, both RHCHP and CPS have sought to balance costs of student support with competitive tuition rates. However, both colleges are re-thinking this strategy and anticipate increased investment in these areas.

Many other writing and tutorial resources are regularly used by students and faculty of all three colleges as shown below.

**WRITING AND TUTORIAL RESOURCES**

**FACE-TO-FACE WORKSHOPS**

- Library workshops and orientations
- Special workshops in writing, study skills, research design, and APA guidelines

**ONLINE RESOURCES**

- Online library orientations
- Smarthinking (online tutoring and writing services)
- Google Scholar
- Purdue University Online Writing Lab (OWL)
- Colorado State University Writing Lab
- University of Washington Online English Language Assistance
- Avoiding Plagiarism Tutorial
- Bare Bones 101 Web Orientation
- Clientele (help center software)
- GoToAssist (remote computer support)

**Offices of Career Services and Disability Services**

 Particularly noteworthy in the 1998 Comprehensive Visit was the very minimal availability of disability services. The Office of Disability Services was opened in 1999, and serves students of all three colleges. Over the last three years the office has expanded to include three full-time staff. Its services include books in alternate format, test accommodation, note takers, interpreters, residence housing assistance, and student advocacy. Beyond classroom accommodations, students with disabilities are offered tutoring, advising, and academic counseling.
Online learning programs have made particular advances in disability services. Basic Americans with Disabilities Act (ADA) requirements are integrated into every course, including descriptive alt-text for content valuable learning, coding tables, color contrast, text transcript for videos, and flow-of-page-header-elements.¹

The Office of Career Services has both a local and a national presence, serving regional and online students, employees, and alumni around the world. Its services include career counseling, campus interviews, online job listings, career library, workshops at multiple campuses and online, internships, alumni career networks, career fairs, video practice interviews, and career assessments. The extensive use of the office’s services in 2006/2007 is documented below.

The Office of Career Services regularly surveys employers⁴ and graduates. Graduates are surveyed annually about their employment and/or graduate school status. The results of these surveys have been shared with faculty to highlight the relationship of career path to academic major and to promote greater levels of collaboration with Career Services. All new student clients are given an opportunity to complete a survey to evaluate the services received. Assessments are also used to evaluate the experience of both employers and students at major events such as career fairs, so that future events can be refined to enhance their value to all attendees.

### CAREER SERVICES USAGE

<table>
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<tr>
<th>Category</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>Students enrolled in ground-based workshops</td>
<td>343</td>
</tr>
<tr>
<td>Students enrolled in online workshops</td>
<td>232</td>
</tr>
<tr>
<td>Students and alumni registering with Career Link</td>
<td>9,402</td>
</tr>
<tr>
<td>Jobs posted on website and times viewed</td>
<td>3,257 / 143,951</td>
</tr>
<tr>
<td>Total number of jobs available in career library</td>
<td>13,431</td>
</tr>
<tr>
<td>Career services web page hits</td>
<td>32,099</td>
</tr>
<tr>
<td>Staff-employer contacts</td>
<td>1,656</td>
</tr>
</tbody>
</table>
Prior Learning Assessment and Testing

Regis University is one of more than 1,500 schools nationwide that awards credit for learning achieved through prior experiences. The University offers two methods of assessing prior learning: portfolio assessment and testing. Students can earn a maximum of 45 credit hours using portfolio and testing. The students who actually use these methods earn an average of 9-12 credit hours.

Prior Learning Assessment students use the iWebfolio, an advanced electronic portfolio management system that archives, organizes, and presents information contained in documents, graphics, presentations, web projects, and audio, video and any other digital media.

Evaluation of Prior Learning Assessment has resulted in the following changes in the program:

- Improved training for assessors including individual and group training sessions.
- Creation of Assessor Handbook.
- Revision of portfolio submission process from paper to electronic format.
- Publication of Regis’ own Prior Learning Assessment textbook.
- Creation of Prior Learning Assessment website.
- Creation of a year-long evaluation process designed to identify ways to make the process more learner-friendly while maintaining academic rigor.

Since 1988 Regis University has had a comprehensive testing department that serves all colleges of the University. Testing experienced an 18% growth rate in 2005-2006 alone. The department is second in volume nationwide in the administration of DANTES tests. It is the largest administrator of CLEP tests in the State of Colorado and ranks in the top ten nationwide.

The department surveys testers online and in person at least once a year to determine how the University can better serve their needs, asking about what testing times and locations were most convenient. Responses guide decisions as to when and where testing is offered. In addition to these surveys, both CLEP and DANTES provide students with an opportunity to give feedback on their testing experience at the end of their exam.

Learning Enhancement and Commitment Programs

The School of Nursing Learning Enhancement and Advancement Program (LEAP) provides academic and social support to students who otherwise would have difficulty succeeding in the Nursing program. The program has been expanded to support all pre-licensure students, with over 30 students participating.

Created in 1976, the Regis College Commitment Program provides academic support to incoming freshmen who show sufficient motivation and ability to succeed in college, even though they do not meet required GPA and/or entrance examination scores. The program offers students a series of learning support courses, tutorial services, reading and writing development, specialized advising, study groups, a skills library, and peer mentors. In Fall 2006, 53 students were accepted and 41 completed the academic year in good standing.
ANGEL Course Hosting System

In 2005 after six years of using the WebCT course management system, it became apparent to the University that new options were needed for course hosting as a function of changes at WebCT and the changing needs of the University’s online degree programs.

A diverse group of faculty and staff drawn from across the University reviewed a number of possible providers: Blackboard, Desire to Learn, SAKII open course, and ANGEL. The University sought a system that was nimble, supported strong functionality in areas of faculty participation and implementation, and offered the capability of a learning object management system that would allow open source. The team concluded that ANGEL was the best product for the University because it offers immediate perspectives into learner performance and behavior, and utilizes industry-leading assessment and learning outcomes to measure student competency.

The migration of all courses in WebCT to the new platform consumed the academic years 2006/2007 in both CPS and RHCHP. ANGEL’s database structure allows the University to capitalize on its sizeable repository of online courses by making them available to faculty for teaching in any format. Each college has been responsible for training its own faculty and orienting its students to the new learning management system. Continuous evaluation involves examining course evaluations and feedback received through technical and faculty support.

Learning Anytime Anywhere Partnership (LAAP) Grant

In 2000 Regis University was honored to be selected as a partner with the Western Interstate Commission for Higher Education (WICHE) to participate in a three-year LAAP project Beyond the Administrative Core: Creating Web-based Student Services for Online Learners, funded by the Fund for the Improvement of Postsecondary Education. The project addressed the challenge in online education of the ability of institutions to provide time-and-location-independent access to student support services. Four institutions -- Regis University, Kansas State University, Kapi‘olani Community College, and Systems and Computer Technology Corporation (SCT) -- were charged with developing a plan for online student services, and then fully implementing a designated component of that plan. In addition, Systems and Computer Technology Corporation was charged with developing an online version of a selected student services component that could be broadly used by institutions to provide student services.

Within the University, the LAAP grant engaged the College for Professional Studies, the Rueckert-Hartman College for Health Professions, and many student service departments across the University, including Information Technology Services, University Libraries, faculty advisors, Career Services, and Student Enrollment Services.

The outcomes of the grant were significant for the University as a whole, improving its online student support infrastructure, particularly in communication management for the online student and more efficiency in online academic advising. Regis Information Technology Services was expanded to anticipate the growing numbers of distance learners. The University also reconsidered its responsible use of technology policies, and improved communication management strategies.
Distance Demonstration Program

From 2001 to 2004 Regis University was invited to participate in the U.S. Department of Education Distance Education Demonstration Project, along with twenty-nine universities, systems or consortia in twenty-three states. These institutions were selected to enable the U.S. Department of Education to broaden its examination of issues related to the use of federal financial aid by distance education students. The purposes of the Demonstration Program were to:

- Allow demonstration programs that are strictly monitored by the U.S. Department of Education to test the quality and viability of expanded distance education programs.
- Provide for increased student access to higher education through distance education programs.
- Help determine the most effective means of delivering distance education and determining the appropriate level of federal assistance for students enrolled in distance education programs.

The University chose to address student persistence and the most effective means of delivering quality education via distance learning. The key outcomes of the Distance Demonstration Project were expanded understanding of the use of Quality Matters rubrics in evaluating online course content and delivery.

Endlinks

1 Regis University Libraries Usage Statistics
2 College for Professional Studies Academic Advising Survey
3 ADA Web accessibility at Regis University
4 Office of Career Services employer surveys
5 Prior Learning Assessment iWebfolio
6 Learning Anytime Anywhere Partnership (LAAP) Summary Report
7 Distance Demonstration Report
• The Regis University learning community incorporates the University’s mission and its Jesuit Catholic nature in curriculum, student services, and faculty development. This is evident throughout the colleges and results in a learning environment characterized by an atmosphere of open discussion, respectful disagreement, and values-centered education.

• The faculty of Regis University, whether full-time, part-time, or affiliate, are academically and professionally strong. Systems in place for faculty hiring have enabled Regis University to recruit faculty who are experts in their disciplines and who also embrace the University’s mission and values. Processes are also in place to improve faculty diversity. The University has made strides in this area and at the same time recognizes there is room for improvement.

• All three colleges and University Libraries provide both opportunities and significant financial support for faculty development. In addition, among the faculty there is growing interest in developing opportunities for intercollege sharing and collaboration so that faculty can learn from one another, share best practices, and avoid curricular redundancy.

• In most cases, especially in the more traditional academic disciplines, faculty have appropriate terminal degrees. In areas such as nursing and business where faculty shortages exist nationally, the University is using a “grow its own” approach by supporting doctoral study.

• At Regis University learning is tailored to the learner. Generally classes are small and students receive individual attention from faculty. In both Rueckert-Hartman College for Health Professions and the College for Professional Studies the use of standard, modularized course syllabi ensures consistency across class sections and compliance with standards established by specialized accreditation organizations.

• The University has carefully developed University outcome statements that reflect the cognitive, affective, and psychomotor domains of learning. These outcomes have shaped curriculum development and revision. Most recently this is especially evident in Regis College, which has undertaken a major redesign and revision of the core curriculum.

• The quality of the online courses offered in RHCHP and CPS are a source of great pride because of their interactivity, expectations for critical thinking, and academic rigor. Moreover, the high level of faculty and student support services ensures that students at a distance have educational experiences that are fully comparable to the experiences of ground-based students.

• Regis University has built strong community relationships that support and foster excellent learning experiences for students in practice-based programs such as nursing, physical therapy, teacher education, and counseling.
• In the past several years the University has made great strides in all areas of assessment. Assessment processes are most mature in RHCHP, in part because of the requirements of specialized accreditation organizations. Both RC and CPS already have well established indirect measures. Currently they are implementing a wide variety of direct measures and have begun using the results in curricular and programmatic revisions. The addition of full-time assessment directors in both colleges has accelerated the processes.

• Many faculty recognize that student academic preparedness has declined in areas such as writing, basic mathematics, critical thinking, and oral communication. These changes directly impact teaching because of the increased need to focus on fundamental skills and to offer more academic support services. If the University moves to develop a more comprehensive support program for adult students, tuition pricing policies may need to be revised to help defray the incremental costs.

• There is a widespread sense of pride in the campus improvements that have occurred over the past ten years and in the facilities that have been developed to support student learning. The recent renovation of the Science Building provides state-of-the-art science laboratories. The University has also invested significant resources in the gross anatomy lab, the nursing simulation lab, the counseling lab, the Rueckert-Hartman clinical and skills labs, and the computer labs. The dramatic growth the University has experienced has resulted in an acute need for additional space on the Lowell campus. This need is especially noticeable in mid-size classrooms (35-50 students) and in large gathering spaces.

• The University Libraries provides outstanding academic support for faculty and for all students, regardless of learning format or location. This is especially apparent in the infrastructure the library has developed to support distance learners.
The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.
Introduction

Three important themes of Jesuit education inform evidence throughout Criterion 4:

- Jesuit education is world-affirming, believes in the inherent goodness of the world, and is an educational process which leads to a sense of wonder and mystery.
- Jesuit education is about more than knowledge; it is about educating the whole person.
- When it does its job well, the Jesuit university extends well beyond the campus in its promotion of a faith that does justice.

In the words of 19th century Jesuit poet Gerard Manley Hopkins: “The world is charged with the grandeur of God.” As seen throughout so many Jesuit documents, Jesuit education acknowledges that God is present and working in all of creation. Jesuit education regards every element of creation as worthy of study and contemplation, capable of endless exploration. One of the most important outcomes of Jesuit education is a joy of learning and a lifelong thirst for deeper knowledge.

In a very profound way, Jesuit education is about more than knowledge. From its inception, Jesuit education has been about formation of the whole person. The mystery of the world extends to the mystery of the heart of each individual. Knowledge, yes, but also faith, spirit, values, reflection, and service. Curriculum is centered on the person rather than just on the material to be covered. There is great emphasis placed upon the relationship between teacher and student and between student and student.

In the focus groups undertaken for the purpose of this Self-Study, the world was very much on people’s minds – a world that is complex, unpredictable, ubiquitously technological, and rapidly changing. It is a world that presents urgent issues more than ever before, ranging from climate change to war to the increased polarity between rich and poor to rapidly changing professions. Yet most at Regis believe it is a world where goodness and optimism are found in abundance even in the unlike-liest of places.

Self-Study focus groups revealed a confidence that Regis holds an important place in this world and in the lives of its faculty, students, and staff. “Regis’ values are needed in the world.” There is not just a love of learning, there is a love of the community of learning which calls itself Regis, a community that seeks to live out its mission by seeing the positive in one another, celebrating a diversity of gifts, and ultimately committing to be the best for its students and to invite them to acquire knowledge for something more than knowledge itself.
This love of teaching and learning infuses the University. A faculty member speaking at a recent faculty recognition dinner captured it well:

What I think drives teachers to teach are those moments when you witness the light bulb going on in the student’s head. It’s that same feeling of hitting the sweet spot on a tennis racket; or that special sound that comes with the perfect connection between the baseball and the bat; or the high runners feel when they reach “the zone” – when all physical systems are functioning well together and you feel as though you could run like Forrest Gump.

It’s that moment that you know you got it right and, by God, some learning has taken place. It’s knowing that the collection of these individual light bulb moments really can alter a life and, in doing so, really can change the world.

In focus groups faculty expressed pride in their teaching, the quality of their students, and their contributions to scholarship and research. Additionally, faculty acknowledged the dramatic success of Regis University through a college-centric culture that encourages innovation and service with different learners and learning models. At the same time, many faculty across all three colleges voiced concern that the pressures placed upon them at work, the 24/7 culture of today’s world, and the demands of a growing University mitigate the pursuits that express a life of learning such as reflection, scholarship, and professional development.

Faculty also acknowledged the redundancy across the three colleges in an age of limited resources. Examples cited included separate teacher education programs in Regis College and the College for Professional Studies, two distance learning departments in Rueckert-Hartman College for Health Professions and the College for Professional Studies, and college-centric faculty development experiences. While there have been good historic reasons for this and the particular mission of each college often requires it, there was the desire on the part of some faculty to learn from one another. These interests are addressed at the conclusion of Criterion 4.

As is true throughout this Self-Study, the evidence chosen for Criterion 4 reflects the mission of the University and the distinctive Regis University culture of three colleges with different constituents and learning models. Acquisition, discovery, and application of knowledge are inseparable from University mission, student learning, effective teaching, and engagement with the community. Thus there is considerable overlap between Criterion 4 and other criteria. As appropriate, common themes are cross-referenced throughout.

Endlinks with selected supportive documents are found at the end of each Core Component. Additional supporting documents are available in the physical and virtual resource rooms.
**Commitment to Excellence**

Since its founding, Regis University has maintained a commitment to excellence through outstanding academic programs, innovation in new learning models and student populations, accreditation by specialized organizations, visits to campus of exemplary world leaders, and sustained achievements of faculty, staff, students, and alumni. This baseline is articulated in the *University Bulletin*: “Regis University is committed to academic excellence: the disciplined search for knowledge and the joy of discovery and understanding.”

Tangible manifestations of this commitment are numerous and diverse. Examples include:

- ** Academic governance units of the University follow a rigorous process for approval of new programs or modifications to existing programs, including program review and approval by the academic department, by the Academic Council or its equivalent in each college, by the Academic Planning and Policy Council of the University, and if appropriate, by the Academic Affairs Committee of the Board of Trustees, and the Board as a whole.
- ** In order to ensure appropriate financial resources for program support, new academic (and other) programs are required to create a business plan for approval by the University Executive Budget Committee.
- ** The University supports academic excellence through its financial commitment to Regis University Libraries. Reflecting growth of new degrees and doctoral programs, over the past five years financial allocations for library collections have increased 48% from $791,525 in 2004 to $1,172,020 in 2008.

Regis University responds to changing workforce and professional needs by establishing new degree programs of the highest quality. Examples include:

- ** The Doctor of Physical Therapy and the proposed Doctor of Pharmacy degree programs in the Rueckert-Hartman College for Health Professions**
- ** The Neuroscience, Music, and Peace and Justice programs in Regis College**
- ** New degree programs in Counseling, Criminal Justice, and Public Administration in the College for Professional Studies**
- ** International academic partnerships with the Jesuit University of Guadalajara, Mexico, and the National University of Ireland, Galway**

Regis University maintains a high-ranking position among peer institutions in the United States and enjoys the support of multiple specialized accreditation organizations:

- ** The University is nationally recognized as an innovative leader of online learning through its College for Professional Studies and the Rueckert-Hartman College for Health Professions. The University is currently ranked by Eduventures, Inc, a national education research firm, as among the top 2% of universities nationwide offering entirely online degree programs.**
- ** For the last 12 years, *U.S. News & World Report* has named Regis University in its top tier among colleges and universities in the western United States.**
- ** Regis University was one of 100 colleges and universities named to the honor roll for leadership in the field of student character development in The Templeton Guide: Colleges that Encourage Character Development.**
- ** The University’s programs are accredited by specialized organizations,**
including: Council for Accreditation of Counseling and Related Educational Programs (CACREP), American Chemical Society Commission of Professional Training (CPT), Collegiate Commission on Nursing Education (CCNE), Commission on Accreditation of Physical Therapy Education (CAPTE), Commission on Accreditation for Health Informatics and Information Management (CAHIIM), and Teacher Education Accreditation Council (TEAC).

- Regis University is one of 76 institutions meeting stringent criteria to be a Center of Academic Excellence in Information Assurance Education as designated by the U.S. National Security Agency. The designation also provides access to National Science Foundation funding for undergraduate and graduate students.

- The University’s School of Physical Therapy has been the recipient of many national and international awards, including the American Academy of Orthopaedic Manual Physical Therapists Excellence in Research Award and the Journal of Orthopaedic and Sports Physical Therapy Excellence in Clinical Inquiry Award.

Regis University both encourages and celebrates professional and scholarly achievement among its faculty and staff:

- Five Regis University faculty have been named Fulbright Scholars. The most recent was Dr. Barbara White, chosen to teach courses in leadership and health care ethics at Yonsei University and Ewha Woman’s University in Seoul, Korea, in the 2006/2007 academic year.
- Since 2002 Regis University Libraries annually publishes the “Annual Regis University Bibliography” of faculty publications in its magazine, Check It Out!
- In March 2001 Lonnie Porter, head men’s basketball coach for over thirty years, was inducted into the Colorado Sports Hall of Fame as Colorado’s “winningest” men’s college basketball coach.
- In 2006 Sheila Carlon, Director of the Regis University’s Department of Health Services Administration program, received the prestigious Triumph Educator Award for the American Health Information Management Association.
- In 2006 Dr. Marcia Smith, Associate Professor of Physical Therapy, received the Lucy Blair Service Award from the American Physical Therapy Association.

Regis University promotes lifelong learning by regularly hosting distinguished speakers who exemplify excellence not only in academic performance but in lives well-lived, lifelong learning, and exemplary contributions to the common good. On its campus in the past ten years, the University has enjoyed visits of 13 Nobel Laureates:

- His Holiness the 14th Dalai Lama (Tibet)
- Adolfo Perez Esquivel (Argentina)
- John Hume (United Kingdom)
- Mairead Corrigan Maguire (United Kingdom)
- Jose Ramos-Horta (East Timor)
- Oscar Arias Sanchez (Costa Rica)
- David Trimble (United Kingdom)
- Rigoberta Menchu Tum (Guatemala)
- The Most Reverend Desmond Tutu (South Africa)
- Lech Walesa (Poland)
- Ellie Wiesel (United States)
- Betty Williams (United Kingdom)
- Jody Williams (United States)
In many respects, the most tangible evidence of the University’s commitment to lifelong learning is found among its alumni. The lives of its alumni are the University’s “final exam.”

Achievements of University alumni are tracked, recorded, and championed. After graduating from Regis University, many alumni have provided distinguished leadership in education, business, healthcare, religion, and healthcare. Some notable living alumni are:

- Patrick Atkinson (Executive Director, the God’s Child Project, Guatemala)
- Edward R. Beauvais (former Chief Executive, America West Airlines)
- Campbell Brown (CNN)
- Richard Cabela (Chairman, Cabela’s, Inc.)
- Carmen Carrillo (Chief Executive Officer, Mi Casa Resource Center for Women)
- A. Benedict Cosimi (Chief, Massachusetts General Hospital)
- Edwin J. Feulner (President, The Heritage Foundation)
- Patrick Flaherty (former Executive Director, Project Angel Heart)
- John B. Foley, S.J. (Director, Center for Liturgy, St. Louis University)
- Mary Lee Hanewall (Executive Director, Colorado I Have a Dream Foundation)
- Most Reverend Richard C. Hanifen (Bishop Emeritus, Diocese of Colorado Springs)
- Walter F. Imhoff (Managing Director, Stifel Financial Corporation)
- Reverend Grant Jones (Executive Director, Center for African American Health)
- Richard C. Kelly (Chairman, President, and CEO of Xcel Energy)
- Anthony F. Lee (Editor, General Manager, Dow Jones and Company, Inc.)
- Norman Lorentz (former Chief Technology Officer, United States Office of Management and Budget)
- Susan M. Luna (Executive Director, Denver Inner City Parish)
- William J. Murray (actor)
- Jane E. Norton (former Lieutenant Governor of Colorado)
- MaryAnn Lehmkuhle O’Hara (Professor, University of Washington School of Medicine)
- Delphine Red Shirt (Professor, Wayne State College)
- Thomas F. Staley (Director, Harry Ransom Humanities Research Center, University of Texas at Austin)

Records are kept of living alumni career commitments. Many of these commitments reflect the University’s mission of service to others: environment (68), government (859), clergy (126), education (2,803), and healthcare (5,076). The University has established an alumni e-community including news, class notes, business networking opportunities, and local and regional events. One year after its inauguration, 2,500 alumni had registered in the e-community; the business networking exchange had received over 1,500 hits and views.

Foundations recognize and support academic excellence at the University. Examples of foundation commitment include:

- $1.2 million - UCAN Serve Americorps grant for supporting student service in high need community areas.
- $1.2 million - Educating for Linguistically Diverse Education grant for teachers of linguistically different students.
• $1 million - Pioneer Fund grant to assist undergraduate teacher education students, especially single women with children, with living expenses during their student teaching semester.

• $1 million - Corporation for National and Community Service grant supporting schools that engage students and teachers in service learning.

• $.75 million - Lumina Foundation for Education grant to enhance the learning, persistence, and degree completion of working adults.

• $450,000 - WIRED (Workforce Innovation in Regional Economic Development) grant to increase the supply of qualified Hispanic graduates in information technology fields.

• $188,000 - National Institutes of Health Academic Enhancement Research grant.

• $173,000 - U.S. Department of Health and Human Services scholarship grant for students in Master’s degree level nursing education.

• $166,000 - National Science Foundation Research in Undergraduate Institutions grant.

**Acquisition, Discovery, and Application of Knowledge**

Regis University publications clearly express a commitment to the acquisition, discovery, and application of knowledge. The opening pages of the *University Bulletin* identify University Mission, educational goals, undergraduate core educational philosophy, graduate educational philosophy, Regis University Behavioral Goals, and University Outcomes. These are addressed in detail in Core Component 3A.

The University’s Educational Goals reflect the University’s particular commitment to the discovery and application of knowledge:

**REGIS UNIVERSITY EDUCATIONAL GOALS**

Based on hope in the goodness of human life and responding in solidarity with Jesus Christ, “who came to serve, not to be served,” we seek to:

• Provide our students with an excellent education in which they develop the ability to think critically, to perceive comprehensively, and to perform competently.

• Offer a liberal education in the arts and sciences that develops talent and abilities, promotes awareness of career alternatives, and provides the practical skills necessary to pursue such careers. We believe that recognizing the continuum between conceptual rigor and practical application enables our students to adapt to new situations throughout life.

• Examine the dominant values that constitute society. We provide our students with the experience and understanding necessary for establishing their own framework of values within which they can make moral judgments and personal choices. In this way, we help empower students to make a positive impact on a changing society.

• Investigate the theories, methods and data of academic disciplines, as well as their underlying assumptions and values.

• Promote an atmosphere of personal concern for each student. This includes conscientious advising, substantial interaction between faculty and students, and close attention to each individual’s personal intellectual growth.
Academic Freedom in a Jesuit Catholic University

Like most U.S. Catholic institutions, Regis University enjoys administrators, faculty, and staff who are from many religious traditions and philosophies. All of these committed people make significant and valued contributions to fulfilling the identity and mission of Regis University. Most share the University’s intellectual and humanitarian values as they contribute to the achievement of the University’s objectives.

Regis University publishes its position on academic freedom in *Tradition: Our Intellectual, Ethical and Religious Foundations*.

The governance of a Catholic college or university ... remains autonomous so that it may function effectively. In virtue of its institutional autonomy and its identity as a university, academic freedom is guaranteed. Those engaged in research, in their search for truth within their specific disciplines and according to the methods of those disciplines, may proceed to whatever conclusions evidence and analysis may lead them. They may teach and publish the results of their research, so long as the rights of the individual person and of the community are preserved within the confines of the truth and the common good.

Building on the University position stated in *Tradition*, each August at the new faculty orientation retreat Regis University’s President, Fr. Michael Sheeran, S.J., discusses with new faculty the University’s position on academic freedom. Entitled “On the Teaching of Intellectual Positions in an Atmosphere of Academic Freedom at a Jesuit Catholic University,” the document has served the University well. It emphasizes that:

- Catholic teaching has a pride of place at Regis University.
- Discussion of opposing intellectual positions is germane to many courses.
- Faculty and students are free to disagree respectfully with the teachings of the Catholic Church.
- Opposing intellectual positions are to be conducted with respectful open dialogue.
- Intellectual or religious tradition, whether Catholic, Buddhist, or Latter Day Saints, is to be presented with respect, accuracy, and integrity.
Faculty Development

Because of the centrality of effective teaching to the mission of the University, it is incumbent upon faculty and staff to maintain their growth and development, including expertise in teaching. As a learning organization, the University prospers when its members enhance their theoretical and practical development through lifelong learning. Regis University is particularly aware of the importance of ongoing development, given rapid changes in the world, the impact of these changes on every discipline, and the University’s dramatic growth in online learning and pedagogies.

Professional development is college-centric. Each college guides and funds the means by which members of the academic community strengthen their knowledge of new and changing pedagogies and stay current in their disciplines. Professional development is also a part of ongoing evaluation and is necessary for advancement in rank. All three colleges have specific faculty development bodies. College funding includes support towards doctoral studies, conference attendance and presentations, research, publication, attendance at meetings of learned societies, online and campus workshops, and sabbaticals.

The annual retreat for new faculty held at St. Malo Center plays an essential role in new faculty orientation. In addition to socialization across colleges, the retreat focuses particularly on University mission, academic freedom in a Jesuit Catholic University, Regis as a learning community, teaching as a vocation, and managing the rewards and challenges of teaching responsibilities.

The Sponsored Projects Academic Research Council (SPARC) provides research support to all faculty and staff who aspire to promote scholarship and research activities on campus. The fund encourages collaborative projects involving faculty from different disciplines and projects engaging students. 2007/2008 SPARC grants ranged from investigation of service learning in the arts to a study of nursing workload in acute care hospitals.

The Office of Provost and Vice President for Academic Affairs sponsors a University-wide faculty lecture each semester. Faculty from all three colleges and libraries, including affiliate faculty, gather for social engagement and a keynote talk by a visiting lecturer on a topic of common interest. Funded by the Chester Alter Visiting Professorship, the University brings outstanding scholars to the University. Recent lecturers have included: Robert Bellah (University of California), Philip Gleason (University of Notre Dame), John Haughey, S.J. (Loyola University Chicago), David O’Brien (College of the Holy Cross), Br. Raymond Fitz (President Emeritus of the University of Dayton), John O’Malley, S.J. (Weston Jesuit School of Theology), Pietra Rivoli (Georgetown University), and Ron Modras (St. Louis University).

Rueckert-Hartman College for Health Professions

The Rueckert-Hartman College for Health Professions provides each faculty member with $1,200 per year for professional development and doctoral studies and also supports faculty scholarship through regional and national presentations, publications, and disseminated research. As addressed in Core Component 3B, the College has expended $42,000 in doctoral studies support since 2004.
RHCHP recognizes that scholars may be required to be off campus for clinical activities and it allows for one day per week for professional development. Each faculty member meets annually with his/her director and forms a development plan. As part of the ongoing evaluation of faculty, the director reports on that faculty member’s role as teacher, professional, and scholar, and his/her service to the University and the community. Affiliate faculty attend on-campus workshops that include topics such as the current state of the College, improving teaching strategies, curriculum updates, research presentations, innovative teaching methods, and integrating evidence into clinical courses.

Using the college-wide Faculty Forum, faculty engage topics such as applying Jesuit philosophy in health care, understanding the Catholic Church’s position on ethical issues in health care, androgogy versus pedagogy, use of Socratic dialogue, and the role of the Institute for Health Care Improvement’s 100,000 Lives Campaign in helping students understand the importance of patient safety.

Given the increasing role of distance learning in the College, ongoing professional development for online instructors is essential for teaching excellence. Recent workshops included effective facilitation skills in online learning environments and training for the new ANGEL Learning Management System. Funding supported seven faculty to attend the Distance Teaching and Learning Conference in Madison, Wisconsin.

**Regis College**

Over the past several years, Regis College has increased faculty development support capabilities including funding for innovative, collaborative, and interdisciplinary teaching, tailored assessment practices, and multiple professional teaching development opportunities. During the 2006/2007 academic year, Regis College provided $75,000 in support for faculty travel to professional conferences, research grants, publication and art stipends, summer research, and internal research awards for students and faculty. The Director of Assessment and College Research has provided significant support for faculty over the past year. The Associate Dean for Core Curriculum and Faculty Development took office August 2007 with a clear mandate to increase and enhance faculty development opportunities in the College.

At the start of their first semester, each new faculty member is paired with a more senior faculty member who serves as a mentor during the first year. Throughout the year, professional development activities are scheduled, including the annual faculty forum, the annual faculty lecture, monthly dinners for new faculty and mentors, reading groups, and faculty discussions on topics such as integrative learning.

**College for Professional Studies**

The College for Professional Studies teaching model is based on using affiliate faculty who are employed in the professional areas in which they teach. CPS maintains a structured faculty development program for all faculty whether they are full-time, part-time or affiliate. The Academic Dean funds $25,000 per year in faculty and staff development opportunities, ranging from conference attendance and presentation to skill development workshops. The Academic Dean funds an additional $1,000 per year per applicant to support faculty in doctoral studies. As addressed in Core Component 3B, the College has expended $70,000 in doctoral studies support since 2004.
The CPS faculty development committee oversees a number of faculty development opportunities throughout the year. The Fall Faculty Development Conference draws up to 200 faculty members, including selected out-of-state online faculty whose travel expenses are paid for by the University. Topics at the annual faculty conference include: adult learning theory and facilitation techniques, mission and social justice, library resources, effective teaching strategies with linguistically diverse students, teaching in the Jesuit tradition, service learning, and understanding online course management systems.

In 2007 the College for Professional Studies inaugurated an Ignatian Faculty Scholars Program, a two-year process in which selected faculty from all disciplines undertake a program of study, reflection, and action that produces an integration of Jesuit mission and values into the content and context of their courses. Outcomes relate to Jesuit principles, University mission, CPS core mission philosophies, global and social justice awareness, ethical leadership, spiritual life, and service to others. In addition, faculty are expected to gain greater familiarity with mission-friendly pedagogical tools such as service learning, community-based learning, and social justice activities.

Ongoing faculty development is especially important in distance learning. A dedicated College for Professional Studies web site supports faculty in this area. Resources include frequently asked questions, teaching tips, links to online journals, faculty development video archive, intellectual property guidelines, workshop and conference schedules, and an online newsletter providing specific techniques for effective teaching and learning.

**College Sabbaticals**

Recognizing the necessity for faculty members to acquire new experiences to enrich their teaching and to secure uninterrupted time for research and writing, the University supports regular sabbatical leave in all three colleges. Unlike many other universities, Regis University supports the importance of sabbatical leave for faculty of its non-traditional programs as well. Through such leave, each college encourages professional growth and increased competence and productivity among faculty members by subsidizing significant research, creative work or an exchange of teaching responsibilities with a faculty member at another college or university.
Evaluation of Faculty

Regis College

Every member of the faculty, whether tenured or non-tenured, full-time or affiliate, undergoes evaluation every semester. Each and every course offered receives a written student evaluation. In addition, each full-time, probationary/tenure-track faculty member goes through an evaluation process annually. Tenured faculty members go through the process at least every fifth year.

In all cases the evaluation process is conducted by the Committee on Rank and Tenure whose duties are spelled out in the Faculty Status Agreement. The focus of the Committee’s review is threefold: teaching, scholarship, and service to the University and to the broader community. The Committee’s recommendation is based on student evaluations, the faculty member’s self-evaluation, and the evaluation of the faculty member’s immediate supervisor, who is expected to have gained first-hand information by observation of classes. Decisions regarding reappointment are made by the Dean and Provost, with approval of the President on advice of the Committee on Rank and Tenure. When tenure or promotion is at stake, the foci and bases of evaluation are essentially the same as in the case of annual review, but the intensity of scrutiny on the part of the evaluators is higher, as is the standard of excellence to which the applicant is held.

Rueckert-Hartman College for Health Professions

Through the Evaluation Committee, a standardized course evaluation form is used in every course offered in the College. In online courses, faculty and course online evaluations sent to students generate a return rate of 60%-70%. The program chairs receive the summarized findings each term. In addition the departments have developed other tools to provide students with the opportunity to evaluate clinical faculty. Faculty have annual individual meetings with their director or chair to complete their faculty development and evaluation plan. This process is used to help faculty develop professionally in four categories: teaching, scholarship, service to the University, and service to the community.

Rueckert-Hartman College for Health Professions faculty receive rank but there is no tenure system. Instead, faculty initially receive a one-year probationary contract followed by a second one-year contract. They are then eligible for three-year contracts. Faculty in the senior ranks (Associate Professor and Professor) may be offered five-year contracts.

College for Professional Studies

Programs in the College for Professional Studies appoint lead faculty who are responsible for monitoring the quality of teaching in their departments. Their responsibilities include observing faculty in classroom and online courses, providing feedback and suggestions to the faculty they mentor, and providing reports of their observations to degree program chairs. For many years, CPS has utilized a standard written student end-of-course evaluation form that evaluates curriculum, instructor quality, student services, bookstore, classroom environment, media support, and advising. The online course evaluation form additionally assesses the online learning environment. Both department chairs and lead faculty regularly review the instruction of affiliate faculty. They read end-of-course evaluations and work with affiliate faculty where improvement is needed.
CPS faculty recently developed a college-wide comprehensive faculty evaluation system\(^9\) and implemented it in 2007/2008, replacing the manual end-of-course student surveys. Utilizing the consulting support of Dr. Raoul Arreola (Developing a Comprehensive Faculty Evaluation System), the new paperless evaluation system provides rich diagnostic information to CPS faculty, department chairs, and administration, and creates a database of evaluation results with the goal of improving teaching and learning. The faculty evaluation system consists of online end-of-course student surveys, peer observation of classroom and online classes, faculty self-evaluation, a student graduation advising survey, and a department chair (or supervisor) review of faculty performance based on set goals. The faculty customize their review every year based on their anticipated objectives. A web-based reporting tool allows extensive reporting of all aspects of evaluation with access-level restrictions to the data.

**Life of Scholarship and Research**

Regis University has a strong historic focus on its teaching mission. At the same time, the University has among its faculty many who are dedicated to scholarship and research through which they support the University’s teaching mission, build the academy, attract new faculty colleagues, and make contributions to new knowledge in diverse fields.

The Regis College and Regis University Libraries Faculty Status Agreement (faculty handbook) affirms the importance of scholarship: “It is essential that faculty members be considered expert and competent professionals in their given academic fields. It is incumbent on each faculty member to maintain this competence by keeping abreast of the development in the primary field and in other fields related to it.”

The Rueckert-Hartman College for Health Professions faculty handbook states: “Faculty scholarship is essential in maintaining a vigorous, academically sound university. Scholarship takes many forms including publications, presentations, grant activity and fellowships, or creative works.” To support faculty scholarship activities, faculty are entitled to the equivalent of one day per week to pursue scholarly activities. Faculty involved in scholarly activities that require more than one day per week may request a reduction in teaching load.

The College for Professional Studies faculty handbook recognizes that Regis University is primarily a teaching institution. The handbook states: “In higher education both teaching and scholarship related to the improvement of teaching and the expansion of knowledge are essential to a vigorous institution and a sound curriculum and therefore faculty often do participate in some form of scholarship . . . Some departments may encourage scholarship and writing more strongly than others.” As in the other colleges, scholarship includes publications, presentations, grant activity, fellowships, and creative curricular work.

Annually, Regis University Libraries publishes a bibliography of faculty publications, conference proceedings, journal articles, and fine arts exhibitions. University Libraries also retains permanent displays of faculty works. It is of particular note that Regis University has many affiliate faculty who are active in publishing and conference presentation. Affiliate faculty join their colleagues in the work of scholarship. Examples of faculty work are shown ahead.
Rueckert-Hartman College for Health Professions


College for Professional Studies


**Regis College**


• Steele, Thomas J. and Florence Byham Weinberg. “By Letter: Three Years in the Life of Vicar Machebeuf.” *New Mexico Historical Review* 80:3 (Summer, 2005): 293-308.

Regis University Libraries


Affiliate Faculty


Recognition of Excellence

The University strives to recognize excellence whether in a community leader whose life exemplifies the values of service, a faculty member whose scholarship has advanced a particular discipline and touched the lives of students, or a student who is inducted into the Jesuit honor society.

Faculty Recognition

The Regis College annual Lecturer Award honors an outstanding member of the Regis College faculty who teaches full time. The purpose of the award is to recognize a faculty member for creative achievement in teaching and/or publication in the academic areas of the College. The recipient receives an honorarium and delivers a formal lecture on a subject of her/his choosing before the student body, the faculty, and invited guests at a University convocation.
The College for Professional Studies recognizes outstanding faculty nominated by the student body at annual Excellence in Teaching Awards dinners. These dinners serve to honor dedicated faculty whose teaching gifts are also recognized by the learning community. Online faculty are also nominated and, when appropriate, are flown in for the ceremony at University expense.

At the semi-annual Regis University Induction Ceremony of Alpha Sigma Nu, the honor society of Jesuit institutions of higher education, one faculty or staff member is awarded an honorary membership for exemplary commitment to learning and service.

**Civis Princeps**

The Civis Princeps (“first citizen”) Award of Regis University was established in 1958. Rooted in ancient Rome, the title Civis Princeps was conferred on Roman citizens who had contributed to the development of the Roman Empire. Regis University confers the honor of Civis Princeps on Colorado citizens who have manifested integrity in ideals, concern for others, and service to humankind. Typically presented at Commencement, recipients serve as models to graduates of the University’s mission of leadership in service to others. Recent recipients include:

- Jayne A Mazur, Executive Director of Catholic Charities of the Diocese of Pueblo, Colorado
- Martin and Doris Small, Holocaust survivors who speak widely on the subject of the Holocaust
- Carmen Carrillo, Executive Director, Mi Casa Resource Center for Women
- Sister Amy Willcott, SCL, Executive Director of the Mt. Saint Vincent Home for Children
- Sister Lydia Peña, SL, community leader, educator, and fundraiser
- Reginald Washington, M.D., Medical Director for Rocky Mountain Pediatric Cardiology and child health care advocate

**Honorary Doctorates**

At Commencement ceremonies and special events, the University Board of Trustees bestows honorary doctorates upon leaders who have lived lives exemplifying the Regis University mission. Recent recipients include:

- **2006** David Trimble, Nobel Peace Laureate
- **2006** Lech Walesa, Nobel Peace Laureate
- **2006** Sister Helen Prejean, a leading advocate for the abolition of the death penalty
- **2005** Father James Heft, Chancellor of the University of Dayton
- **2001** Ellie Wiesel, Nobel Peace Laureate
- **2000** Sister Mary Rose McGeady, President and CEO of Covenant House
- **2000** Oscar Arias Sanchez, former President of Costa Rica
Lifelong Learning

As noted in the University’s undergraduate and graduate educational philosophies, lifelong learning is a valued outcome of the Regis educational experience. Through surveys in each of the colleges, Regis University seeks evidence that lifelong learning and service are strong values among its alumni.

A 2006 survey of Regis College alumni is cited as evidence in this section. Other alumni surveys are addressed in Core Component 3A. The survey showed that a significant number of Regis College graduates foster a life of learning:

- 30% of the men and 40% of the women in the classes 1996-2003 were pursuing or completed graduate or professional degrees.
- When asked if they were committed to learning as a life-long endeavor, 91% “agreed strongly” or “agreed somewhat.”

Alumni revealed impressive strengths in volunteerism and a commitment to the common good and community life. The 2006 survey showed the percentage of graduates who regarded the following life goals and objectives as “essential or very important:”

- Helping others in difficulty 78%
- Developing a meaningful philosophy of life 74%
- Improving understanding of other cultures 65%
- Integrating spirituality into one’s life 64%
- Influencing social values 60%
- Keeping current with political affairs 56%
- Helping to promote racial understanding 50%

Volunteerism was a key quality of those contributing to social betterment and transformation. The survey showed alumni volunteered in the following areas:

- School or educational institution 60%
- Parish or local church 43%
- Community/neighbor efforts 27%
- Advocacy or ‘issues’ groups 17%
- Human service organizations 16%

As a particular expression of its commitment to lifelong learning, Regis University graduates are invited to continue their education through the Alumni Audit Program. Alumni are eligible to take ground-based courses on a non-credit, space-available basis for $50 per course. From 2004 through 2007, 236 alumni enrolled in one or more courses under this program.
**Endlinks**

1. Regis University faculty publications
2. RHCHP faculty scholarship
3. e.g., RHCHP faculty development workshop
4. RC year-end faculty development report
5. e.g., Regis Review: A Journal of Student Research
6. CPS Fall Faculty Development Conference
7. Ignatian Faculty Scholars Program
8. RHCHP faculty and course evaluation tools
9. CPS faculty evaluation system
Historic Principles of Jesuit Education

In his *Constitutions* of 1556, Ignatius of Loyola, the founder of the Society of Jesus, created guiding principles for Jesuit education. The principles resonate with Core Component 4B and infuse education at Regis University in many ways. As interpreted by George Ganss, S.J., the guiding principles are surprisingly contemporary after 450 years:

- Students should strive to attain excellence in mastering their fields of study, both sacred and secular.
- The Society of Jesus hopes by means of education to place capable leaders into the social order in numbers large enough to leaven it effectively for good.
- Branches of the curriculum should be so integrated that each makes its proper contribution toward the goal of the curriculum as a whole.
- Formation imparted in Jesuit schools should be both intellectual and moral, providing reasoned-out bases for moral living.
- Professors should be personally interested in the intellectual and spiritual progress of their students.
- Jesuit schools should be alert to adapt and improve upon the best procedures which they see emerging in the non-Jesuit schools of the day.
- Jesuit schools should adapt their procedures to circumstances of times, places, and persons.

Regis University has taken contemporary adaptation seriously. Its three colleges tailor learning to the learner, serving a wide variety of constituents at multiple campuses and in multiple learning formats. Students range from the traditional learner to the mature business person, teacher or health care professional. Service learning is integrated into many courses, including online formats, and the student’s capstone project. Jesuits have long believed that if a student is going to be a leader, he/she must have proven oral and written communication skills. As a consequence, faculty regularly evaluate a student’s level of understanding through writing and presentations.

Breadth and Application of Knowledge

As illustrated by the historic Jesuit principles of education, breadth and application of knowledge are hallmarks of a Regis University education. As addressed more fully in Core Component 3A, the core philosophy of the undergraduate experience is characterized by:

- Development of the whole person
- Academic challenge
- Liberal Arts foundation
- Integration
- Ethical inquiry and reflection
- Spirituality and religion
- Concern for social justice
- Global awareness
- Leadership

Each of the University’s colleges requires undergraduate students to complete a general education core consisting of a liberal arts foundation that promotes literacy in the arts, humanities, natural sciences, and social sciences. Advancing the Univer-
sity hallmark of a values-based education in which the nature of faith and reason are complementary, students also complete six credits of religious studies and six credits of philosophy within the general education core.

The University Bulletin identifies the core foundation for the three colleges, with the Core Educational Philosophy overarching the entire educational experience. While the students the colleges serve vary by age and experience, all experience a well-rounded curriculum which both enables them to succeed in their chosen careers and personal lives and to contribute to their communities.

The Rueckert-Hartman College for Health Professions core requirements include English composition, literature, humanities, oral and written communication, natural science, mathematics, computer science, philosophy, health care ethics, religious studies, social science, economics, and business.

Regis College core requirements include themed seminars, economic systems, fine arts, foreign language, literature, philosophy, religious studies, literature and humanities, mathematics, natural science, non-U.S. history, social science, and speech communication.

College for Professional Studies core requirements include composition, oral communication, literature and humanities, social sciences, global issues, natural science, mathematics, philosophy, and religious studies.

Regis University graduate programs also reflect historic Jesuit principles. Graduate degree programs emanate from and embody the University mission of educating men and women to take leadership roles in order to make a positive impact in a changing society. These programs provide a rigorous, focused, value-centered professional education rooted in the Jesuit Catholic tradition. As addressed in Core Component 3A, the graduate education experience is guided by the Graduate Education Philosophy and so is characterized by:

- Academic excellence
- Leadership
- Ethics
- Social justice
- Global awareness

A particularly vivid example of the University’s approach to the breadth and application of knowledge is illustrated ahead. The learning model of the Loretto Heights School of Nursing integrates professional values, core competencies, role development, and core knowledge. Professional values include human dignity, holism, advocacy, autonomy, integrity, social justice, spirituality, and leadership in service of others.
Reviewing the Regis College Core Experience

In September 2006 the Regis College faculty began a comprehensive review of the College Core experience. The most recent modifications to the Core experience occurred over a decade ago when the Core was revised to include a four-seminar series from freshman to senior years which offers students an integrative intellectual experience around broad conceptual themes.

Important issues driving a Core revision at this time include:

- Since 2003 Regis College has added forty-eight new members to the full-time tenure-track faculty roster. For the Core experience to be an effective and successful learning experience for students, the faculty who deliver it must understand it and believe in it.
- There is burgeoning literature on teaching, learning, and effective organizational structures and practices. The Core must be considered against the backdrop of what is known about the teaching that is done.
- Student demographics and interests are changing. Many want something different from students twenty-five years ago. They are motivated by team teaching, faculty and student research, interdisciplinary studies, and experiential learning.
• Declining numbers of Jesuits and the predominance of highly professionalized lay faculty of diverse backgrounds challenge the University to define and understand the Core in new ways in order to bring Jesuit and Catholic character into relationship with issues of contemporary life.
• Students need new skills and knowledge appropriate to the 21st century, including diversity and globalziation, ethical decision-making in complex contexts, and technological literacy.

The Core review is being guided by a series of focused conceptual questions about core education for the 21st century, developed by the Dean in consultation with the College Curriculum and Core Committee and the senior faculty of the College.

The Core review continues to build on the significant groundwork and achievements of 2006/2007 discussions by:
• Further clarifying goal and outcome statements for the Core experience
• Further considering the role of the College Curriculum and Core Committee in reviewing course proposals and syllabi for Core offerings
• Involving the Director of Assessment and College Research in assisting faculty to enhance and develop measures to assess Core outcomes
• Strengthening and enhancing the freshman year experience under the direction of the recently appointed Associate Dean for Student Advising and the First-year Experience
• Considering proposals to expand foundational courses in the first year and examining the role of writing, critical reading, and oral communication in those courses
• Continuing to critically evaluate the effectiveness of the sophomore, junior, and senior seminar series
• Continuing to evaluate the content emphases across the Core for resonance with the Regis University Core Philosophy Statement
• Assuring the distinctive Jesuit Catholic character of the Core
• Planning to develop further the Office of the Associate Dean for Core Curriculum and Faculty Development to assure sufficient resource support necessary to deliver a uniformly high quality Core experience

University Centers, Institutes, and Academies

Regis University’s commitment to the breadth and application of knowledge is enhanced through a variety of Centers, Institutes, and Academies that reach a diverse group of learners as well as the wider community. In this way the University engages the minds, bodies, and resources of faculty, staff, and students by meeting the cultural, economic, environmental, social, and urban challenges of a variety of communities. Many of these engagements are addressed in more detail in Criterion 5.

Institute on the Common Good

The Regis University Institute on the Common Good seeks to facilitate dialogue aimed at developing strategies to resolve important community issues. Rooted in the tradition of Catholic social teaching, the Institute asserts the dignity and social nature of the human person. Neither liberal nor conservative in its posture, the Institute operates on the belief that a healthy society is committed to the welfare of all its members, especially those without a voice, suggesting a balance that avoids the extremes of exclusive individualism or totalitarianism.
The Porter-Billups Leadership Academy

Taking its name from Regis University’s basketball coach, Lonnie Porter, and the Detroit Pistons’ Chauncey Billups, a Denver native and financial supporter, the Leadership Academy is designed for young men and women to promote language arts and academic mastery, develop computer skills, and encourage teamwork through various activities at no cost to the students or their families. The Academy’s academic mission is to challenge students who are high achieving yet possibly at risk of falling through the cracks. In 2002 the University enrolled the first graduates of the Academy. Today 15 students are enrolled as undergraduates and two graduated in 2006. The Porter-Billups Academy and Porter Scholars programs represent a major investment by Regis University’s staff, faculty, and coaches in supporting college preparation for at-risk youth.

O’Sullivan Art Gallery

This recently remodeled space features the work of locally and nationally recognized artists. It has a reputation among artists as a venue where their work will be studied and appreciated by students, art critics, other artists, and the general public. Exhibitions and performances at the gallery all have a lecture and demonstration component providing genuine dialogue between the artist and audience. The O’Sullivan Art Gallery is a true forum for the celebration of art and ideas in the Jesuit tradition of discussion, learning, and application of theory.

Center for the Study of War Experience

The Center serves as an archive of primary source history offering hands-on research opportunities to students, faculty, and members of the community. Thousands of artifacts include uniforms, documents, photograph albums, newspaper collections, and commemorative items. The Center sponsors a public speakers series which draws capacity audiences. It also offers an educational outreach program for teachers which produces instructional materials, curriculum guides, and workshops.

John J. Sullivan Endowed Chair for Free Enterprise

The endowed chair creates a public sphere within which corporations, nonprofits, academics, students, and citizens can discuss and debate the theories and practices of the free enterprise system. The Sullivan Chair program explores values-based solutions, advocates socially conscious business practices, and represents the points of view of underserved communities. Speakers and topics have included: Health Care and Free Enterprise; Poverty and Free Enterprise; Pietra Rivoli’s “Travels of a T-Shirt in a Global Economy;” Julius Walls, CEO of Greyston Bakery; and Father Albino Barrera, author of God and the Evil of Scarcity.

Ignatian Collaborative for Service and Justice

This collaborative of service learning coordinators works with faculty members to develop engaged teaching methods for meeting course objectives in areas of service and justice. These methods keep the curriculum contemporary, engage students practically and interpersonally, and respond to expressed community assets and needs. The collaborative provides instructors with consultation, training, mentorship, curricular tools, guided reflection, guest speakers, and local immersion experiences.
The Center for the Study of Accelerated Learning

For ten years, the Center for the Study of Accelerated Learning served as a research institute for the assessment of the quality and applicability of accelerated learning formats in higher education locally, nationally, and internationally. The focus of the Center was to use primary research on adult learning to evaluate teaching strategies, to document outcomes, and to provide ongoing education and resources to support the effectiveness of accelerated programs. In keeping with the Jesuit tradition of commitment to social justice, the Center maintained a focus on research questions that relate to how well accelerated programs serve people frequently under-represented in universities, such as low income and immigrant populations.

Regis Learning Solutions, Inc.

Established in 2003, Regis Learning Solutions is a direct response to requests from corporations and government organizations for Regis University to apply adult and accelerated learning technologies used in its College for Professional Studies to training in the corporate environment. Regis Learning Solutions is a for-profit entity majority-owned by Regis University. Its mission is to help companies connect business strategy with performance by shortening the learning curve for employees. Offerings include a series of proprietary Speed to Performance® learning products and services, a blend of online and classroom simulations, documentary learning™, and tested measurement and evaluation tools.

New Ventures

Almost twenty years ago, Regis University’s success in the adult education market prompted the creation of this entrepreneurial unit. New Ventures has helped independent colleges nationwide develop, implement, and expand academic programs to meet the needs of working adults. Its Online Consortium of Independent Colleges and Universities (OCICU) offers over 60 institutions, mostly small independent colleges, the opportunity to enter or expand online education while minimizing high technology and course development costs through shared online resources and curriculum.

Recorder Music Center

The Recorder Music Center is operated and maintained jointly by the Department of Fine and Performing Arts and University Libraries. Its purpose is to provide an international repository of recorder music and a friendly, full-service research center for recorder music. The Recorder Music Center also supports academic programs and performance ensembles offered through the Department of Fine and Performing Arts music program. The Center is quickly gaining international attention as a center for early music activities.

Students as Partners in Learning

Learner-centeredness is a key characteristic of Jesuit education. Learners and faculty are full partners in an educational relationship that emphasizes academic excellence, active and collegial participation in the educational process, practical application of theory, ethical processes and decisions, and a commitment to lifelong learning. This is illustrated in several ways as shown in the examples ahead.
In the University’s mission publication *Tradition: Our Intellectual, Ethical and Religious Foundations*, academic challenge and shared learning are addressed as priorities:

> Regis University is committed to academic excellence: the disciplined search for knowledge and the joy and discovery of understanding . . . Students are encouraged to become partners in a collaborative process of learning.

Full partnership of faculty and students in the learning enterprise is particularly illustrative in the adult programs of the College for Professional Studies and the Rueckert-Hartman College for Health Professions. Adult learners, many of whom are fully employed and hold responsible positions in the workforce, bring experience which enhances the learning environment. Skilled faculty members call upon a student’s experience to add to their own expertise. Adult learners typically apply what they are learning in their personal and professional lives, not postponing learning for future graduation and employment. “Ethical Decision Making in Business” supports adult students in the daily pressures of their places of employment. “Leadership and Management in Health Care Settings” equips students for better leadership practice. A “Business Management” course in the Doctor of Physical Therapy Program equips students with business and planning skills to improve management of their health care practices.

In Regis College, a sustained effort has brought about a revitalization of the Regis College Honors Program3 for shared learning. The program curriculum allows for an alternative path through the Core seminar series supplemented with departmental courses carrying honors designations. The five Core Honors seminars are interdisciplinary and team-taught. The Honors Program serves as an important attraction to academically talented prospective students seeking intellectual challenge.

In its Sponsored Projects Academic Research Council (SPARC) grant program,4 the University funds up to $20,000 per fiscal year for competitive research grants and travel for students and faculty in each of the three colleges. At an annual symposium students present refereed research to the University community. Student applicants must have a faculty sponsor and are evaluated on the basis of: scholarly merit, financial need, and equitable distribution of awards among the three colleges. Over the past 10 years, 12 faculty research projects funded by SPARC have been published in peer review journals. Examples of 2007 SPARC funding for student research included:

- Identity issues as reflected in fine arts
- Exercise as part of recovery of women with breast cancer
- Information access for families of prisoners in Adams County jail system
- Industrial hazard of chromate

**Endlinks**

1 Core Philosophy Statement
2 Graduate Education Philosophy
3 Honors Program revision 2005
4 SPARC funded research projects 2005 - 2007
Educating for a Global and Diverse Society

As noted throughout this Self-Study, Regis University is committed to preparing learners to live, work, and undertake leadership roles in an increasingly diverse society. Criterion 1 addresses in detail the University’s progress in living its mission – in its understanding and expression of diversity, financial investment in diversity, the creation of the Office of Diversity, increased minority student enrollment, and increased cultural competence on the part of faculty, staff, and students. Criterion 2 addresses the University’s planning processes for diversity, and plans to increase recruitment of minority faculty in order to better reflect the world in which the University resides, and for its increasingly diverse student body to see themselves reflected in their faculty. Criterion 2 also addresses the University’s significant advancement in planning for technology whether in the classroom or in student support services. Criterion 5 presents evidence that Regis University continues to grow in its engagement with local and international communities, including extensive service learning programs, study abroad opportunities, and immersion experiences for students of all ages.

Undergraduate and graduate educational philosophies reflect the importance of global awareness as a significant component of academic excellence. The University Bulletin addresses this particular historic element of Jesuit education’s commitment:

While contemporary individuals operate in many different social contexts, the Jesuit tradition has always been global in its horizon and outreach. Thus, the core educational experience furthers students’ appreciation of the diversity of persons and cultures, the complexity of relationships in the new evolving international order, and the impact of humans on the natural environment.

Jesuit Superior General Fr. Peter-Hans Kolvenbach, S.J. stated in a seminal address delivered at Georgetown University in 1989:

In the recent past education has sometimes focused exclusively on self-actualization of the individual. Today it must be the world community that forms the context for growth and learning . . . Global perspectives need to become integral to all aspects of the University’s mission . . . Efforts at internationalization are signs of the impulse to incorporate a global dimension into our educational programs – not as occasional special events, but as part of the fiber of what it means to be Jesuit colleges or universities.

Regis University’s entrance into undergraduate and graduate online learning formats has greatly enhanced the globalization of the student learning experience. The online student is not just learning about global society, but is studying in online classrooms with students from many different cultures. This is not just a recent phenomenon. In the 2005/2006 academic year as an example, the College for Professional Studies admitted 250 online international students representing 75 different countries. This cross-cultural phenomenon, impossible a decade ago, enriches the learning experience as never before.
International online academic partnerships also enhance Regis University’s commitment to globalization of the curriculum. A partnership between faculty of the National University of Ireland, Galway and the College for Professional Studies includes an online undergraduate certificate in Irish Studies and an online Master of Science in Software and Information Systems jointly delivered by both universities. The College for Professional Studies also has an online dual MBA partnership with the Jesuit University of Guadalajara, Mexico.1

As is common in Jesuit institutions, at Regis University the concepts of globalization and diversity are frequently expressed in words like “justice,” “preferential option for the poor,” and “service to others.” Rising out of these values, new academic and program initiatives reflect the University’s commitment. Examples include:

- The new Catholic Studies program is infused with a focus on peace and justice topics.
- The new interdisciplinary Bachelor of Arts in Peace and Justice Studies includes participation of 25 faculty from 11 departments, offering over 40 cross-listed courses related to peace, justice, conflict studies, diversity, and nonviolent social change.2
- The Regis College Department of Education is implementing a new endorsement in Linguistically Diverse Education to address the growing need for teachers who are trained to work with culturally and linguistically diverse students.
- The Regis College Department of Chemistry has introduced an environmental racism component in selected chemistry courses, including field experience in a low income community of color where students test soil samples related to industrial pollution.
- The Rueckert-Hartman College for Health Professions has integrated concepts of justice into core seminars and created online resources to offer service and justice material to students engaged in distance learning programs.
- The College for Professional Studies created a graduate level certificate program in global justice. It has also sponsored an online faculty development forum entitled: “A Virtual Conversation on Justice and Catholic Social Teaching.”
- A faculty member in the Master of Business Administration program taught on location in the Jesuit Universities’ Beijing International MBA program, the first foreign MBA program in Beijing to be approved by the Chinese government.
- Faculty from Regis College and the College for Professional Studies engaged in an 18-month conversation on integrating justice across economics and business curricula. As a result, all new business and economic courses now include ethical components.
- Service learning coordinators in all three colleges integrate concepts of social responsibility through reflections on service, justice, diversity, and faith into their work as they design curriculum-based experiences with faculty.
- University Ministry generates awareness and consciousness around themes and issues of justice in worship services and through programming that serves the University community.
- Student Life staff have undertaken increased training in managing multicultural issues on college campuses.
- The Assistant Provost for Diversity regularly addresses issues of inclusion, respect, and justice within the context of diversity through professional development.
Examples of individual courses reflecting a global perspective can be found below.

### REGIS UNIVERSITY COURSES REFLECTING GLOBALIZATION AND MULTICULTURALISM

#### REGIS COLLEGE

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<td>AN426</td>
<td>Race and Ethnicity in Latin America</td>
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<td>BA428</td>
<td>International Marketing</td>
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<td>Assessment of the Diverse Learner</td>
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<td>PJ444</td>
<td>Poverty and Inequality</td>
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#### COLLEGE FOR PROFESSIONAL STUDIES

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<td>World Religious Traditions</td>
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#### RUECKERT-HARTMAN COLLEGE FOR HEALTH PROFESSIONS

<table>
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<td>Experienced Based Practice I</td>
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<tr>
<td>DPT 790T</td>
<td>Clinical Fellowship Practicum</td>
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Experiences of Local and Global Diversity

Regis University’s engagement with the community is discussed at length in Criterion 5. Social responsibility is integral to curricular and co-curricular activity. As it responds to a changing world, the University educates students of all ages with vision and leadership ability to change the world for the better. Most experiences in this arena are part of for-credit courses and assessment of learning is a regular part of course evaluations.

- The Rueckert-Hartman College for Health Professions involves its faculty and students in health care projects in Ethiopia, Kenya, Senegal, Nicaragua, the Dominican Republic, and the Wind River Reservation in Wyoming.3
- The College for Professional Studies offers immersion experiences for graduate students and faculty in South Africa, Guatemala, Ethiopia, Belize, the Navajo Nation, and the Inuit tribe in Alaska.
- Regis College offers immersion experiences for its faculty and students in Ghana and the Barrio Nuevo in Coahuila, Mexico.
- For the past 14 years, Regis College’s Romero House in North Denver has offered students an opportunity to live in an intentional community to share experiences of service, faith, and social justice. In addition to local service learning, they undertake an immersion experience to El Salvador to experience first-hand the life and legacy of their namesake, martyred Archbishop Oscar Romero.
- The Regis College Study Abroad program offers study opportunities in Europe, Africa, Latin America, Australia, and New Zealand.
- The University Academic Internship program offers a wide variety of learning opportunities. Examples include: Boulder County Safehouse, Catholic Charities, Clinica Campesina, Colorado Refugee Assistance Program, La Clinica Tepeyac, Longmont Community Justice Partnership, Mi Casa Resource Center for Women, and Samaritan Homeless Shelter.

Endlinks

1 Jesuit University of Guadalajara partnership proposal
2 Peace and Justice internship possibilities
3 RHCHP intercultural immersion experiences
Regis University has made considerable advances since the last comprehensive Self-Study in policies which assure responsible use of resources, technology, and knowledge. These accomplishments also reflect the University’s commitment to living its mission with integrity. Criterion 1 addresses advances such as an Office of University Counsel, grievance policies, and University initiatives in sexual harassment prevention. Emphasis here is on responsible use of knowledge, particularly in intellectual property and the Institutional Review Board.

**Fiscal, Human Resource, and Student Policies**

Published on the Regis University website, in the *University Bulletin*, and in student handbooks, various policies provide guidelines for responsible behavior by students, staff and faculty.

- Fiscal policies include policy guidelines for University travel, dues and subscriptions, contracts, purchasing, property control, payroll, cash receipts, and honorariums.
- Human Resource policies include workplace and employment policy documents, including the *Human Resources Policy Manual*, Grievance Procedure Flow Chart, Smoking Policy, Criminal Background Check Policy and forms, and Telecommuting Agreement Form and Telecommuting Checklist. The *Human Resource Policy Manual* includes clear descriptions of ethical practices and codes of conduct.
- Information Technology policies encompass issues related to use of University information technology resources, including passive information systems intended to advertise and/or inform broad audiences, responsible use of email, and responsible use of University technology resources.
- Physical Plant policies include policies and procedures involving the operation and maintenance of the University’s physical plant, including auto assistance policy, energy conservation and management policy, key policy, moving policy, and signage policy.
- Risk Management policies include policy and procedure documents related to risk management, including the University fire drill policy, authorized driver forms, and certificate of insurance forms.
- Service Learning travel and work experience guidelines include orientation and participation documentation and forms for those interested in mission-oriented activities, including covered programs, approval process, personal safety and disclosure, proof of insurance, service learning contract, and procedural reminders for trip leaders.
- The *Student Handbook* contains a number of guidelines designed to ensure that a student’s life at Regis University can develop in an atmosphere conducive to intellectual, individual, and communal growth. The handbook contains a wide range of educational goals, codes of ethical conduct, student rights, guidelines for living the mission, and numerous policies ranging from sexual harassment to campus speakers.
- The *University Bulletin* publishes academic policies including academic standing, probation, suspension, dismissal, grading, transfer credit, degree plan, appeals of disputed grades, and graduation as well as the University’s plagiarism policy, procedures for judging plagiarism, and appeal process.

**Institutional Review Board (IRB)**

Regis University has made considerable advances in the assurance of ethical compliance in research. For some time, the University had functioned with local or non-
federally registered and certified IRBs. These committees enabled the University to review research that was conducted locally and not sponsored by the federal government. In the past several years it became apparent that the University had outgrown its previous model. In order to receive federal funds for research involving human subjects and to involve itself in research consistent with its mission, the University sought and received a Federalwide Assurance (FWA) of compliance with federal regulations for the protection of human subjects in research. The IRB reviews research projects involving human subjects in all disciplines. Its membership consists of five representatives from each college and at least one member who is not affiliated with Regis University.

Regis University has an Animal Welfare Assurance (#A4287-01) from the U.S. Office of Laboratory Animal Welfare. The University received renewal during the 2006/2007 calendar year. Similarly the University is registered (Certificate #84-R-0070) by the United States Department of Agriculture. Following law, the University has established an Institutional Animal Care and Use Committee, a review board which approves and monitors animal research conducted at the institution.

**Intellectual Property**

Regis University’s intellectual property policies have been under considerable discussion and revision in recent years primarily due to the University’s involvement in online learning. A comprehensive review of copyright policies took place in 2006 and led to the implementation of refined policies.

The new Intellectual Property Policy recognizes and encourages individual effort on the part of the University’s faculty, staff, and students that leads to the creation of valuable intellectual properties in the course of research and other activities. The new policy is based upon three principles:

- If a work is created independent of the creator’s assigned duties and without substantial University assistance, the work is owned by the creator.
- If a work is created as part of the creator’s duties with the University, the work is owned by the University.
- If the work is created independent of the creator’s duties but with substantial University assistance, the work is owned by the University.

The Intellectual Property Policy covers copyright, authorship and permissions, disclosure, licensing and commercialization, patentable inventions, disclosure, assignment and protection, licensing and commercialization, tangible research policy, sponsored research agreements, federal grant disclosure, distribution of income, intellectual property review board, dispute resolutions, student research and scholarship, and definitions.

Regis University Libraries has in place notices and warnings to users of photocopy equipment. Reserve materials are monitored for copyright compliance. Course syllabi address copyright issues, particularly the use of Internet resources. Faculty members are informed of new policies governing copyright through orientations, and library and University publications.

**Endlinks**

1. Federalwide Assurance approval
2. Copyright Policy
3. Intellectual Property Policy
• Regis University has a commitment to the recognition of excellence. The University benefits from diverse faculty and staff contributions to the body of knowledge. The University has a variety of publications and communications about its commitment to values, acquisition, and application of knowledge.

• The University is responsive to new markets and serves the community and changing workforce needs through new degrees and programs, including international partnerships. University centers advance the learning experience and connect the resources of University and community.

• The University has expanded global awareness in its curriculum, from individual courses to new degree programs. The core curriculum is under review in light of new skills and knowledge appropriate to the 21st century. Online learning has internationalized the student body and advanced the University as an international presence. The University needs to ensure that globalization is increasingly evident in courses and programs.

• Regis University has a maturing culture of scholarship. Faculty are active in research, publishing, conference presentations, and serve on boards and advisory councils. Many faculty report they are operating at capacity in both teaching and University responsibilities, with limited time for scholarship. The academic deans of the colleges have expressed commitment to explore this concern.

• Regis University Libraries is a partner in lifelong learning, supporting faculty, students, community, alumni, online learners, and the emergence of new doctoral programs.

• Faculty development is college-centric. Policies, funding, and sabbaticals vary across the colleges. There is a desire on the part of some faculty for more comprehensive, University-wide faculty development through a Center for Teaching Excellence, where faculty from different colleges could learn best practices from one another. Affiliate faculty would also receive support from the Center and interact more fully with the University community.

• The University demonstrates that students are partners in learning, particularly through institutional funding for student research and publications.

• Regis University has a proven commitment to service learning and justice education. Diversity is not yet reflected as strongly in faculty as in the student body. The University intends to build upon its diversity initiatives, including continuing its efforts to hire more minority faculty.

• The University has recently created an Institutional Review Board (IRB) for ethical compliance in research. It sought and received a Federalwide Assurance (FWA) and also has an Animal Welfare Assurance.
As called for by its mission, the organization identifies its constituencies and serves them in ways both value.
Introduction

Regis University’s commitment to engagement and service is shaped both by its Jesuit Catholic mission and by the cultures of three colleges which build distinctive relationships with their students, communities, and stakeholders.

From its inception, Jesuit education has been dedicated to forming men and women who will make a difference in the world, graduates of competence, conscience, and compassion who bring together concerns for both faith and justice in their desire to be “men and women for others.”

Peter-Hans Kolvenbach, S.J., the Superior General of the Jesuits, has emphasized:

> If student formation is important, our universities cannot be ivory towers; they must be in contact with and in relationship with the wider community and world, in particular, with the poor and marginalized. If the measure and purpose of our universities lie in who our students become, it will not be done through knowledge for its own sake, or to develop in them only those well-honed professional and technical skills that will allow them to compete in the marketplace, but also, a well-educated solidarity -- the social conscience that will call on them to place those skills at the service of others.

Echoing Fr. Kolvenbach, Regis University’s President, Fr. Michael Sheeran, S.J., often states at University commencements: “If we have done our job well, we will have accomplished two things: we will have given you skills for a productive career and we will have awakened in you a hunger to use those skills to make this a better world. You are our final exam.”

These foundational beliefs provide the impetus for engaging Regis University students in the life of the community as part of their formation. Just as importantly, it drives the University as an organization to commit itself to engagement and service in the communities it serves, both locally and globally. The University shares this common mission and language with a worldwide network of Jesuit educational and social institutions.

Similarly, the University’s Catholic identity brings with it a set of assumptions about living in solidarity and relationship with the world. The role of a Catholic university is to be in dialogue with the world and cultures, to help the Church by providing a forum “where people of faith can reflect on and respond to the problems and needs of this age,” to form and inform lay Catholics for leadership in the Church, and to foster a desire to be of service to the wider Church.

Because Jesuit education has been adapting to changing cultures and historical circumstances for over 450 years, and because Regis University has adapted to changing educational and professional realities throughout its own history, the University’s organizational structure reflects several dynamic adaptations, especially those arising during the past thirty years. These adaptations have resulted in three distinct colleges, each of which has evolved in distinctive ways, shaped in large measure by the nature and needs of their learners.
Notable examples of this organizational development are the presence of three service learning programs, each designed to meet the unique needs of students, curriculum, and faculty of their colleges. This complexity is reflected further in the University’s relationships and engagements with the community – from a service learning site in North Denver, to a student teacher field experience in Las Vegas, to a clinical rotation in a neighborhood health clinic in Wyoming, to worldwide service learning experiences chosen by online students in their local communities.

The University’s Self-Study revealed more clearly the scope of its engagement and service, the variety of its relationships, and the surprising definitions of “community” that have emerged over time for Regis University students, faculty, and staff. The narrative which follows includes samples that reflect Jesuit and Catholic core relations, projects of the three colleges, and other significant relationships. The Self-Study also showed that there is infrequent ongoing formal University-wide evaluation of the University’s engagements. Instead, most evaluation is particular to programs or colleges. Conclusions at the end of this criterion will address several recommendations.

Endlinks with selected supportive documents are found at the end of each Core Component. Additional supporting documents are available in the physical and virtual resource rooms.
Scanning the Environment

While the primary focus of Regis University’s engagement is the Denver metropolitan area, its learning environment — the context of engagement and service — is national and international in scope. Examples of engagements extend to a rural health initiative in Ethiopia, a library project in Ghana, an academic partnership in Ireland, a health clinic at the Wind River Reservation in Wyoming, the use of Regis University facilities in Las Vegas by the Catholic Diocese, and service learning sites of online learning students around the world. Much of what is learned by faculty, students, and staff stems from direct and ongoing engagement with the community itself. Examples of faculty and staff leadership roles in the community are found below.

FACULTY AND STAFF LEADERSHIP ROLES IN THE COMMUNITY

ACREDITATION

- Commission on Accreditation for Health Informatics and Information Management Education Accreditation Panel
- Higher Learning Commission Accreditation Review Council
- Higher Learning Commission Appeals Panel
- Higher Learning Commission Assessment Institute teacher
- Higher Learning Commission consultant-evaluators
- Higher Learning Commission Institutional Actions Council
- Higher Learning Commission Strategy Forum facilitator

BUSINESS AND MANAGEMENT

- Academic Management Institute of the ACE Office of Women Board of Directors
- Better Business Bureau Board of Directors
- Colorado Health Care Management Strategies Board of Directors
- Colorado Nanotechnology Task Force on Social and Ethical Implications

COMMUNITY SERVICE

- Colorado Committee on Africa and the Caribbean Board of Directors
- Mile Hi United Way Board of Trustees Chair
- Carriage House for the Homeless Board of Directors
- Colorado Nonprofit Loan Fund Board of Directors
- Interfaith Alliance of Colorado Board of Directors
- Metro Care-Ring Board of Directors
- National Coalition for Dialogue and Deliberation Board of Directors

EDUCATION

- Archdiocese of Denver Seminary Board of Directors
- Campus Compact Board of Directors Chair
- Community College of Aurora Advisory Council
- Colorado Alliance of Research Libraries Board of Directors
- Colorado Council of the Deans of Education Chair
- Creighton University Board of Trustees
- Denver Public Schools Roundtable
The University also engages its communities through a variety of advisory and consultative bodies. Some examples include:

- The Loretto Heights School of Nursing Advisory Council is made up of health care professionals from nineteen organizations.
- The College for Professional Studies advisory council includes senior leaders of CH2M Hill, Qwest, the U.S. Department of Commerce, and the Denver Better Business Bureau.
- Affiliate faculty, teaching predominately in CPS and RHCHP, regularly bring to their classrooms contemporary issues of hundreds of civic and business organizations in which they are employed.
- The Regis University Public Affairs Council is made up of professionals from Catholic Charities, local businesses and nonprofits, and three local television stations.
- Regis University has active relationships with the local foundation community, including the Colorado Trust, the Boettcher Foundation, Adolph Coors Foundation, the Daniels Fund, and the Denver Foundation.
- Through speakers, panels, forums, and workshops, Regis University’s Institute on the Common Good provides educational opportunities for the community to learn about social and civic issues and to explore the meanings and implications of seeking the common good.
One of the insights of the Self-Study process was that Regis University engagement with the community is primarily a reflection of the interests of individual faculty and staff. "We're relational, not intentional." This has worked successfully for the University. However, there are no centralized tracking systems, few guidelines for best practice or widespread University-wide evaluations of programs and partners, except where affiliations are informed by specialized accreditation organizations. Many of the University’s most successful initiatives emerged from personal networks or the University was approached because of its mission, influence, and resources.

The University’s prominence as a Jesuit Catholic university with a strong liberal arts curriculum, vibrant service learning programs, and sizeable programs in computer science, business, teacher education, and health care, make it a visible resource to local and national communities. This has positive and negative effects. Positive benefits include trusting relationships nurtured over time, new resources, and successful programs that the University might not have initiated itself. Negative effects can include somewhat random patterns of outreach, and a wide range of under-resourced activities that rely on one or two individuals.

At the same time there are many examples where small initiatives have eventually captured the imagination of the University community beyond a particular college or program. Examples include the annual Special Olympics games on the Lowell campus, the 9 News Health Fair, Project Mercy in Ethiopia, and the University’s affiliations with Arrupe Jesuit High School and Escuela de Guadalupe Elementary School.

The University as a whole does not regularly evaluate its engagements and there is a general belief that it should not overemphasize formal evaluation. Given the relational nature of community partnerships, there is a natural ebb and flow in the mutual evaluation of resources and program success. Evidence of partner success is most reliably found in the desire of current community partners to continue their relationships with the University. Most partnerships which do come to an end do so naturally and with acceptance from both parties.

**Learning From Regis University’s Constituencies**

Regis University makes the conscious choice that student engagement and service should generally be undertaken in the context of academic work. All three colleges offer extensive service learning programs. The newest program, in the College for Professional Studies, was founded in 2000 as one of the few adult learner-focused service learning programs in the country. In 2006/2007, 105 course sections incorporated service learning pedagogy. Because many CPS courses are business/management focused, many of the service learning offerings have utilized organizational consultancy models. Over the last two years, examples have included more than 65 completed grant applications for not-for-profit agencies as well as marketing and financial management consulting for micro-lending businesses and not-for-profit organizations.

The College for Professional Studies has intentionally chosen academic and community depth over breadth. As a result, service learning emphasizes disciplines and course module integration, thus shifting from service learning as an add-on to service learning as a core component embedded within course outcomes. Additionally, CPS has chosen to focus on a limited number of community agencies. For example, in the School of Business and Management, the primary community partner...
is Micro-Business Development, a not-for-profit institution that creates economic independence and social mobility for people on the margins of society.

The Rueckert-Hartman College for Health Professions requires service learning for all students. In 2006/2007 students contributed 16,700 service hours in activities ranging from a School of Physical Therapy four-week immersion in Nicaragua to nursing students serving as health care volunteers with the Colorado AIDS project. Nursing and Physical Therapy students and faculty offer basic health screenings in local K-12 schools, including an annual health fair at Arrupe Jesuit High School. Graduate nursing students provide free sports physicals to students in inner city schools, making it possible for children from low-income families to participate in school sports. Beginning in 2005 RHCHP partnered with the Denver Homelessness Task Force, Mile High United Way, and the University of Denver to serve the needs of homeless clients in the metro area through Project Homeless Connect.

Regis College service learning staff worked with faculty to integrate service and community-based learning into 53 courses during the 2005/2006 academic year, an increase from 19 courses in 2001/2002. In 2006/2007, 366 students participated in service learning, contributing 7,900 hours to the local community. In addition, 265 students participated in community-based learning, spending 4,225 hours researching and learning from the community, reflecting a growing conception of student engagement beyond direct service.

Service learning is embedded in the curriculum and so its assessment of learning occurs through a college’s assessment of a particular course or program. Assessments are most mature in RHCHP and CPS as addressed in detail in Criterion 3.

All three service learning programs are discussing with University assessment officers ways in which the three colleges might identify more complete measures of service learning, from the perspective of students, faculty and agencies, and ways to better integrate service learning into the curriculum. There is a desire to work together more closely across the colleges and to be able to identify commonalities and differences in the service learning experiences depending on age and learning format of the students.

A recent example of collaboration between the service learning departments of the colleges is the Ignatian Collaborative for Service and Justice. The collaborative strengthens Regis University’s relationships with community agencies through coordinated efforts. It strengthens the college programs through shared ideas and resources. Service learning coordinators work with faculty members to develop engaged teaching methods for meeting course objectives in areas of service and justice. The collaborative also provides instructors with consultation, training, mentorship, curricular tools, guided reflection, guest speakers, and local immersion experiences.

Overall, service learning at Regis University manifests itself in four ways:

- **Direct Service Placements.** Students work directly with community members to develop relationships and gain a deeper understanding of individual and systemic reasons for these needs. Structured class reflection is an essential component of learning. Examples include: tutoring teenagers at the Open Door Youth Gang Alternatives Center, serving in soup kitchens, and taking vital signs in a health clinic for the underserved.
• Community-Based Research. Students serve as researchers for agencies that need assistance with evaluation, needs assessment, etc. Examples include conducting research on human resource regulations for the Gathering Place; chemistry students testing soil, water, and emissions in Globeville, a nearby Denver community; examining issues of environmental racism; and researching a neighborhood’s health care needs.

• Organizational Consultancy. Students serve as consultants to community agencies, building capacity of organizations in areas such as information technology, strategic planning, marketing, volunteer management, and grant writing, etc. Adult students, in particular, frequently bring years of experience in these endeavors. Examples include technology advancement for local high schools and grant writing for nonprofit organizations.

• Advocacy. Students examine local and global social inequities. Based upon these studies, students take action as allies of marginalized populations. Examples include: visiting local legislators to share concerns about homelessness and to seek a community solution together, and advocating for a Black Studies program at Regis.

Academic coursework with embedded service learning components aim to deepen student understanding of issues such as race, class, gender, violence, poverty, and justice. These experiences go well beyond volunteerism and are meant to include structured reflections that invite students to make meaningful connections between their experiences and course content.

In 2005 the service learning programs of the three colleges sought feedback from community agencies concerning the quality of their engagement with the University through community-based or service learning programs. The most significant outcome of this conversation was the identified need for the service learning programs to explore more formal partnerships with selected organizations. Advantages of such partnerships include stronger relationships, improved communication and evaluation, improved management of risk issues, and clearer mutuality of benefits.

Several recent University initiatives fostered improved assessment and matching of community needs. The service learning coordinators of the three colleges worked cooperatively to design a Denver-focused community advisory committee with the goal of creating an institutional plan for working with community issues and agencies. The Community Advisory Group was comprised of service learning coordinators, faculty, and students across the three colleges, as well as community leaders representing needs throughout the Denver region. This project resulted in a clear strategy for choosing and forming deeper partnerships with community organizations, as well as collaborating more broadly with the community development goals of the Denver Foundation, the Piton Foundation, the Denver Strategic Partnerships, and the Denver mayor’s office.

Service learning program staff of the three colleges regularly share information with one another regarding community agency needs in order to better address community issues without redundancy and in a more streamlined fashion. The three programs have initiated an online community information form which identifies the needs of the organizations. Once information is received, coordinators from the three colleges meet to share and prioritize the information. Service learning staff are developing this system into a database tool to be used across the institution to function as a one-stop shopping e-locale for community agencies interested in working with Regis University. Agencies will be better able to match their needs with Uni-
versity resources and Regis faculty and students will be able to search for specific service learning or community-based learning opportunities.

**Responding to Community Needs**

Founded in 1998 The Institute on the Common Good is frequently approached to host public and private community dialogues. Beginning with an annual budget of $12,000, the Institute’s annual budget now exceeds $500,000. In addition to bringing to the University campus international speakers such as Desmond Tutu and the Dalai Lama, the Institute supports a variety of public dialogues between community groups who find themselves in conflict with one another. Since its founding in 2003 the Institute has hosted dialogues with 2,350 participants. Private dialogues offer confidential opportunities for community or corporate members to gather in private, off-the-record settings with skilled conveners. Recent community partners have included:

- Boulder County Immigrant Integration Coalition
- Denver Homelessness Dialogue Series (Denver’s Road Home)
- Denver Public Schools
- Federal Learn and Serve: Communities Strengthening Colorado
- Kaiser Permanente: Thriving Communities Project
- Turning Point Partnership and Alliance for Children and Families

In 1999 Regis University collaborated with the Missouri Province of the Society of Jesus, the Sisters of Loretto, and other community activists to found a dual language Catholic elementary school. Escuela de Guadalupe serves primarily low income Hispanic children. Regis University faculty and staff continue to support the school as board members and through a variety of volunteer activities.

In 2003 Regis was approached by the Missouri Province of the Society of Jesus to help create a Cristo Rey Network model high school which combines a college-preparatory curriculum with work experience for low income, primarily Hispanic, high school students. Arrupe Jesuit High School is thriving today. Regis University provides financial support, trustee representation, technology support and training, building maintenance, library services, a summer college preparation workshop, and job placements for Arrupe students at the University.

At the request of the Archdiocese of Denver, the College for Professional Studies Teacher Education program sponsors a reduced-tuition alternative licensure program for teachers of the Archdiocese, approved by the Colorado Department of Education, and serving 30 to 50 students per year. In 2007 Regis began a program for school principals of the Archdiocese of Denver.

Sometimes, however, the University must say “no” even to requests with merit. In the Spring of 2006 the Denver Mayor’s Task Force on Homelessness approached the University President, Fr. Michael Sheeran, S.J. about the possibility of Regis University offering space for an overnight shelter for homeless people in the area, due to the closing of a downtown shelter with a loss of over 100 beds per night. Regis University assembled a team of maintenance, athletic, housing, and mission staff to examine the issues with representatives of the St. Francis Shelter, Samaritan Shelter, and the Denver Office of Human Services. Issues included: transportation, facilities, campus safety, professional and volunteer staffing, and project development timelines.
Ultimately, and reluctantly, the University planning team and Fr. Sheeran concluded that the University could not support this venture, particularly since there were no likely prospects for transitioning the shelter to another site when the summer ended and Fall classes began. A year later, however, the University was asked to take on leadership of health care services for the Homelessness Task Force, which operates several days of services for homeless clients throughout the year. Faculty of the Rueckert-Hartman College for Health Professions agreed to this role beginning in the 2006/2007 academic year and have expanded their commitment in the current year.

### EXAMPLES OF ENGAGEMENT WITH DIVERSE COMMUNITIES

#### EMERGENCY RELIEF
- Five week-long workcamps to the areas stricken by Hurricane Katrina

#### NATIVE AMERICAN COMMUNITIES
- RHCHP mission to the Jesuit mission at Wind River Reservation in Wyoming
- Master of Nonprofit Management service-oriented field experience with indigenous communities of the Navajo nation in Arizona and the Inuit tribe in Alaska

#### INTERNATIONAL SERVICE
- University-wide engagement with Project Mercy education and health initiative in Ethiopia
- Regis College Romero House immersion in El Salvador
- Regis College study abroad programs throughout Europe, Africa, Latin America, Australia, and New Zealand
- The Pan-Africanist library project and inter-cultural immersion in Ghana
- School of Physical Therapy four-week service projects in Nicaragua and the Dominican Republic
- Rueckert-Hartman College for Health Professions international relief projects in Senegal and Kenya
- Master of Nonprofit Management field experiences with nonprofit organizations in South Africa and Guatemala
- CPS School of Education affiliation with Grace Elementary School in the Dominican Republic
- Escuela de Guadalupe Elementary School
- Arrupe Jesuit High School
- RHCHP Worksite Outreach Program for nursing students undertaking onsite study in Cheyenne, Wyoming
- Joint academic degree programs between the College for Professional Studies and the University of Ireland, Galway
- CPS graduate education partnership with the Jesuit University of Guadalajara, Mexico
- AGMUS Ventures, a joint venture in accelerated, dual-language adult education between the University and the Ana G. Mendez University System in Puerto Rico
Engaging Diverse Communities

The University is involved in a wide array of activities at the local, regional, and even international levels.

In 1996 Regis University’s long-time Men’s Head Basketball Coach established the Lonnie Porter Summer Academy to provide academic and leadership training to at-risk inner city students. By helping young men and women develop skills and aspirations to attend college, the Academy seeks to break cycles of poverty through the opportunities a college education affords. By 2003 the Academy had evolved into a year-long program serving over 125 youth.

In 2006 NBA All-Star, and Denver native, Chauncey Billups of the Detroit Pistons brought his financial and leadership gifts to the Academy. Now known as the Porter-Billups Leadership Academy, Billups’ participation is helping to endow the program to ensure its long-term viability. In 2002 the University enrolled the first graduates of the Academy as freshmen, funded through the Porter Scholars program. Currently, 15 students are enrolled as undergraduates and two graduated in 2006.

PORTER-BILLUPS LEADERSHIP ACADEMY ETHNIC AND GENDER DIVERSITY

<table>
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The success of the Academy is shown in data on the next page, which compare overall Colorado high school graduation rates and college attendance, and graduation rates with those of Academy graduates.
As with Escuela de Guadalupe Elementary School and Arrupe Jesuit High School, the Porter-Billups Academy and Porter Scholars programs represent a major investment by the University and its staff to support preparation for college and college access for at-risk youth in the North Denver community.

Colorado Campus Compact (CCC) builds campus and community partnerships through service learning and civic engagement programs. The Compact moved to Regis University from the University of Denver in 2004. As a Compact member and campus host, the University participates in several of its sponsored grant programs, including the UCAN Serve AmeriCorps program that awards more than $5 million annually in service scholarships to over 4,000 students a year from 50 campuses in six states. The program also awards participating campuses $300,000 in mini-grants to support student leadership development, training, technical assistance, and administrative costs. For the last eight years, the Regis College Center for Service Learning has administered a part-time AmeriCorps program, providing students the opportunity for additional scholarship funds through service to the community. On average, 70 Regis students serve in this capacity and collectively earn $135,948 in scholarship money.

The Letras y Arte service learning collaborative is designed by faculty and students from Regis College Teacher Education and Fine Arts departments. Now in its third year, the program offers a bilingual integrative learning experience for 10-12 children from the Hispanic community. Its mission is to integrate Regis University expertise in literacy, arts, and technology for the benefit of children from low-income homes.
For the past fourteen years, Romero House has annually provided five Regis College students an opportunity to live in an intentional off-campus community and to share in an experience of service, faith, commitment to social justice, and simple lifestyle. Students annually dedicate a total of 1,440 hours to the community. Romero House is located in the Highlands Neighborhood of Northwest Denver. Romero House students engage in a ten-day sojourn to El Salvador to experience first-hand the life and legacy of its namesake, Archbishop Oscar Romero. Romero House students annually participate in the Ignatian Family Teach-in, a Jesuit university-wide protest at the U.S. Army School of the Americas in Georgia. In the summer, Romero House residents serve 36 hours per week through organizations such as the St. Francis Center day-shelter and the YMCA Start Program.

**Endlinks**

1 CPS service learning philosophy and integration
2 RHCHP service learning philosophy and integration
3 RC service learning philosophy and integration
4 Community service learning focus group report
5 Online community information form
6 RC Romero House immersion in El Salvador
7 AGMUS Ventures program description
Investing in Engagement and Service

The University has invested extensively in expanding international engagements for students, staff, and faculty. New international immersion experiences created since 1998 include:

- University-wide engagement with Project Mercy education and health initiative in Ethiopia
- Regis College junior seminar in Coahuila, Mexico
- Regis College border projects in Northern Mexico
- The Pan-Africanist library project and inter-cultural immersion experience in Ghana
- School of Physical Therapy four-week service projects in Nicaragua and the Dominican Republic
- RHCHP international relief projects in Senegal and Kenya
- Master of Nonprofit Management field experiences with nonprofit organizations in South Africa and Mexico
- The Master of Nonprofit Management service oriented field experience to the Navajo Nation and Inuit tribe of Alaska
- CPS School of Education partnership with Grace Elementary School in the Dominican Republic

Since 1998 the University has offered a mission leave policy for staff and faculty. Consistent with the vision of its Jesuit founders, the policy allows employees to participate voluntarily with pay in University sponsored retreats or service experiences up to a total of three working days per year. As addressed in Criterion 1, over 400 employees took advantage of mission leave between 2004 and 2007.

Hurricane Katrina Relief

Following the Hurricane Katrina disaster, Regis University sponsored five week-long workcamps over two years involving students, faculty, and staff. One workcamp was led by ten Regis University Physical Plant professional staff who went to Gulfport, Mississippi and remediated six private homes and several buildings at the University of Southern Mississippi. These professional staff brought not only their considerable expertise, but also Regis University vehicles, equipment, and construction materials. Additionally, Physical Plant staff mentored subsequent workcamp groups who went to the Katrina-torn areas.

As did other Jesuit universities in the United States, Regis offered free tuition, room, and board to Loyola University New Orleans students displaced by the hurricane. 49 students enrolled in 555 credits in classroom-based or online programs. The value of tuition, room, and board received by the students totaled $514,000.
Grants for Engagement

In 2005/2006, Regis University received nearly $2.1 million in gifts and grants from 37 foundations and 22 corporations specifically to support engagement and service projects, including:

- Colorado Trust Fellows nonprofit leadership programs
- Porter-Billups Leadership Academy outreach to at-risk middle school and high school students
- Health Care Ethics speaker series
- Merit-based financial aid to low-income students in Science, Nursing, Porter-Billups Academy, and Arrupe Jesuit High School
- Regis University’s Human Development Magazine published for persons involved in religious leadership and formation, spiritual direction, pastoral care, and education

In 2007 University President Michael Sheeran, S.J., offered five Presidential Grants to faculty at Loreto College in Nairobi, Kenya to enroll in online CPS graduate degrees, so that they might better learn online pedagogy and advance their credentials. Loreto College is a potential partner in the development of a new African Jesuit University. Total value of the five degrees exceeds $75,000.

Co-Curricular Events

As discussed in Core Component 5A, Regis University makes a conscious decision to integrate service and engagement with the academic experience. There are also many co-curricular activities embraced by the University community. Entire departments frequently engage in volunteer service projects, including Special Olympics, 9 News Health Fair, construction projects at Mt. Saint Vincent Home, and Habitat for Humanity. The Regis University alumni office sponsors annual Easter basket campaigns for low-income Catholic school students and blankets for the poor during Denver’s winter months. In October 2007 over 800 Regis employees and students participated in Project Homeless Connect, sponsored by Regis University, Denver’s Road Home of the Office of the Mayor, Mile High United Way, and Denver Broncos Wives.

The John J. Sullivan Endowed Chair for Free Enterprise is a national resource for businesses and academics concerned with contemporary free enterprise issues. Its mission is to create a public sphere within which businesses, nonprofits, academics, students, and citizens can discuss and debate the theories of a free enterprise system. The program has established solid relationships with the Denver and Boulder Better Business Bureaus, the Denver Metro Chamber of Commerce, the Colorado Women’s Chamber of Commerce, the Hispanic Chamber of Commerce, other minority Chambers, and the National Society of Hispanic MBAs. In 2006 Sullivan Chair activities engaged 230 Denver area business people and community members, 545 Regis University students, 210 Regis University faculty and staff, and 110 faculty from institutions outside Regis University.

Internships, Health and Counseling Practica, and Teacher Education Placements

When Regis University’s engagement with the community was quantified for purposes of this Self-Study, the following were identified as active affiliations over the period 2003/2004 to 2006/2007.
Almost all programs in the Rueckert-Hartman College for Health Professions require internships, clinical affiliations or clinical practice. RHCHP maintains affiliation agreements with every major health system in Colorado and many others throughout the country. Currently RHCHP has over 500 active affiliations with health systems. In 2005 students served 640,000 hours in clinical rotations.

In the Master of Arts in Counseling program, each student must complete 800 hours of community agency work to complete his/her degree. 280 hours of the program must be face-to-face service to clients of agencies. With close to 300 students currently in the program, this results in approximately 100,000 hours of service per year to the 72 approved sites for practicum and internship placements in the Denver and Colorado Springs metropolitan areas.

Approximately 200 students in the CPS School of Education and Counseling are placed each semester in student teaching placements within a network of eighteen private and charter schools, twenty-four elementary schools, seven middle schools, and five high schools. The school also has active relationships with thirty-one additional schools and school districts in the Front Range area.

Since its inception, the Regis College Education Department has been committed to serving under-resourced populations. The program supports a minor in Linguistically Diverse Education which provides knowledge and skills in preparing teacher candidates to work with English language learners in schools. This was developed in response to a great need in the Denver metro area and drives the placement of education students in schools supporting a large number of minority students. Students complete placement hours at schools with traditionally marginalized students. Placement of students each semester at Berkeley Elementary and Skinner Middle School demonstrates the Education Department’s commitment to under-resourced students in the University’s own neighborhood.

The Regis College Academic Internship Program is one of the longest standing experiential education programs on campus, with over 24 years of service to traditional students. It is an academic course for which students receive academic credit. Internships are available for all majors and areas of interest. In the 2005/2006 academic year, 45% of all Regis College graduates completed an internship with a variety of employers including the Denver Art Museum, Level 3, St. Joseph’s Hospital, 9 News, and National Jewish Hospital.
University Libraries

The Dayton Memorial Library strives to be a major resource to the local community. There are nearly 2,400 community borrowers registered in the University Libraries system. In 2006/2007 315 community borrowers checked out a total of 362 items. In a typical month, an average of 383 community users log into computers in the reference area. Included in University Libraries outreach are the following services:

- Public access and borrowing privileges. The general public is welcome to use the Regis University Libraries for research and study.
- Computer use and network access. Onsite access to many article databases, including approximately 5,000 full-text journals, is available at both the Dayton Memorial Library in Denver and the Colorado Springs Branch Library.
- Instructional services. Research classes are available for college preparatory high school classes so that students may experience the resources of college library archives and special collections. Since 2001 the library staff have conducted 21 classes on the archival and special collections materials to high school students.

Regis University Libraries serves as a resource for alumni as well. In Fall 2006 Regis University Libraries partnered with a number of public libraries to develop a program to offer Regis alumni a wide selection of online databases available through local public libraries. Through a generous gift of a Regis University alumna in November 2006, Regis University Libraries received the complete collection of full-length courses produced by The Teaching Company. In conjunction with the Alumni and Parent Relations Office of the University, the libraries have promoted these resources to alumni. The collection contains over 200 courses with over 2,000 hours of high quality instruction. The collection was profiled in the Winter 2007 issue of the library magazine, Check It Out! Regis is one of the few universities in the U.S. that offers such a resource to its alumni.

Endlinks
1 Report on Gulfport, Mississippi workcamp
2 Colorado Trust Fellows summary report
3 Denver Business Journal report on the Sullivan Program
4 RHCHP clinical agencies
5 MACP approved practicum sites
6 CPS student teacher internship sites and guidelines
7 University Libraries online alumni access with public libraries
Regis University Affiliations with the Society of Jesus

Like other Jesuit universities within the United States, Regis University is independently incorporated as a 501c(3) chartered nonprofit organization directed by its own Board of Trustees. The University is not owned or controlled by the Society of Jesus or the Catholic Church. Close relationships with regional, national, and international Jesuit entities are central to the University’s mission and identity and provide a sense of continuity with Jesuit Catholic traditions, best practices, and networking opportunities with other Jesuit institutions.

In recent decades, Jesuits have emphasized the importance of sharing leadership and responsibilities with lay colleagues, providing formation opportunities for these colleagues, and maintaining close relationships at the institutional level between Jesuit entities.

Jesuit priests represent twenty-eight percent of the Board of Trustees, and individual Jesuits are assigned to work at Regis in various academic, administrative, and ministerial capacities. Important Jesuit relationships for Regis University include:

- Graduating students’ participation in the Jesuit Volunteer Corps worldwide
- Faculty and staff attendance at the Missouri Province of the Society of Jesus conferences, consultations, and colleague retreats
- Regis involvement with the Association of Jesuit Colleges and Universities (AJCU) at many departmental levels, including the Jesuit Distance Education Network and colleagues in Jesuit Business Education
- Regional Jesuit faculty and staff conferences including Western Jesuit Conversations and Heartland-Delta conferences
- The Worldwide Conference for Jesuit educators involved in adult and online learning, hosted by Regis University in Fall 2006

Regis University Affiliations with Catholic Entities

The Archdiocese of Denver oversees Catholic parishes, chapels, churches, sacramental activities, and social services for northern Colorado. The relationship of Regis University to the Archdiocese is the most direct affiliation with the official Catholic Church. This relationship in recent years has included consultations with the Archdiocese on the design and dedication of the University’s new chapel, as well as sacramental activities and worship services conducted by University Ministry.

Collaborations with, and service to, the Archdiocese have included:

- The University President’s service on the board of the Archdiocesan Seminary
- Regis University undergraduate course work available for seminarians preparing for theology studies
- Course tuition grants for Archdiocese personnel to take Catholic Studies courses
- Scholarships for Regis University undergraduates whose parents are employees of Catholic entities in Colorado
- Sunday masses open to local community members not served by a local parish
- Co-sponsorship of worship activities, social justice workshops, and women’s health programs
- The annual University Catholic Studies speaker series, open to the public in metro Denver
The University has provided similar course grants for personnel of the dioceses of Las Vegas and Colorado Springs, within which Regis has extension campuses. Regis University also helps to sponsor a pastoral ministry program in Las Vegas in conjunction with the Diocese of Las Vegas and Loyola Marymount University of Los Angeles.

**Collaborative Ventures in Government and Education**

The University has acted as a resource for, and works in partnership with, a variety of government entities, including the Denver City Council, the Denver Office of Strategic Partnerships, the Mayor’s Homelessness Initiative (The Denver Road Home), the Denver Office for Regional Cooperation, Denver Public Schools, and the Governor’s Commission on Community Service. Regis University also works closely with several lobbying groups including Independent Higher Education of Colorado and the National Group of Washington, D.C.

Regis University’s success in the adult education market prompted the creation of an entrepreneurial consulting unit in 1986. Called New Ventures in Higher Education, the new entity was a response to a number of colleges who had turned to Regis for assistance in developing accelerated adult learning programs. New Ventures has become widely known as a change agent for colleges and universities seeking to develop new academic programs to meet the needs of changing student populations. New Ventures has had partnerships with 33 institutions of higher learning throughout the world. It also envisioned and manages the Online Consortium of Independent Colleges and Universities (OCICU), which is addressed in Criterion 2.

Regis Learning Solutions (RLS) is a for-profit corporate training entity founded in January 2003. The University is a majority owner of the corporation. RLS was created in direct response to requests from alumni employed in organizational development and human resource fields who believed that Regis University’s values-based, adult learning, accelerated models were needed in the business world. Regis Learning Solutions has particularly excelled in custom e-learning. Its advances in this area led to the creation of a capstone course simulation experience in the CPS Master of Business Administration program. Regis Learning Solutions has externally expanded Regis University’s mission in the business world and has helped Regis innovate with new educational products for its own programs.

Regis University has been a pioneer in articulation agreements that enable the mobile adult learner to transfer an associate’s degree or other coursework into a Regis University degree program. Articulation agreements have built strong relationships between the University and community colleges nationwide while providing greater educational opportunities for students transferring between institutions. Regis University currently has agreements with more than 100 schools. The College for Professional Studies receives transfer credits of an earned Associate in Science or Associate of Arts degree toward fulfillment of Regis University core requirements. Students may also transfer credits into the Rueckert-Hartman College for Health Professions. Those who have completed a degree through a Colorado community college are eligible for entry and receive 33 semester hours toward their BSN degree.

Since 1997 Regis University has been a partner college with College Summit, a not-for-profit organization that focuses on increasing college enrollment of students from low income communities. College Summit has a Denver office and many students in the program are from the Denver community. Regis University provides all
space, housing, and meals for College Summit students involved in workshops during the summer. College Summit estimates that Regis donates $20,000 annually in in-kind goods and services. College Summit has also received the support of the Regis University Advancement Office in creating stronger opportunities in the foundation community.

Grounded in the historic relationship of the Society of Jesus with the Wind River Reservation (Wyoming), Regis has had a particularly strong connection with this Native American community. The Rueckert-Hartman College for Health Professions regularly supports immersion experiences for its faculty and staff (as many as 18 at a time) in providing short-term health education programs for the Wind River schools. University students and faculty create teaching stations on health care topics. The students also engage with leaders of the community and participate in a sweat-lodge ceremony led by a Shoshone healer. These experiences contribute to a better understanding of the spiritual traditions of the Native American community by the students and faculty participating.

Regis University’s Relationships with Vendors

For over twenty years, the University Bulletin has included behavioral goals that extend across all programs, services, and departments. Included in these goals is a commitment to maintaining ethical relationships with those with whom the University does business, including its vendors. Relationships are regularly evaluated at the department level.

With mutual respect and justice, the Regis community seeks to live the Jesuit mission by: maintaining the highest ethical relationships within the Regis community as well as with partners, suppliers and other business entities, the Catholic Church, other religious traditions, and educational institutions.

Regis University has worked for many years with a number of vendors who provide major services:

- Sodexho Campus Dining Services provides meal plans for resident students, a snack bar for commuting students and guests, and catering for University events. Regis provides space, utilities, equipment, repair services, and major renovation support. Sodexho provides food purchases, staffing, interaction with students on meal plans, menu planning, and catering support. Sodexho and Regis have worked collaboratively over the years to incorporate Sodexho staff into mission awareness activities, plan and co-finance major food service plant improvements, work with student and employee groups on food service concerns, and discuss justice issues related to the University’s corporate relationships. Specific initiatives have included hunger awareness activities, student contributions of meals for Oxfam, Sullivan corporate responsibility principles, and joint sponsorship of events.

- Follett Bookstores operates the Regis University Bookstore on the main Lowell campus, as well as smaller subsidiary bookstores at most University extension sites. Given the challenges to meet the textbook needs of 16,000 students enrolled in courses with multiple semester start times at multiple campus locations, Follett and Regis University have worked faithfully to develop a close, consultative relationship. During the most recent contract
Renewal, both sides made major changes to financial and staffing patterns to accommodate student needs, particularly in CPS. For Follett, this has meant adaptations often not common for campus-based stores. At a University with course terms starting continuously and at which students often need texts weeks before the first class meeting, such adjustments were essential. For Regis University, it has meant changes in textbook adoption practices and annual return on commissions. Because of the importance of this relationship to the academic success of students, the University regularly evaluates the business relationship.

- B&G Custodial Services provides janitorial and related housekeeping services at the University’s main campus. Custodial services for satellite campuses are provided by landlords at those locations. The University has worked to ensure that the vendor provide health insurance benefits for its staff, participated in successful joint negotiations to increase wages beyond the earlier minimums recommended by the vendor, and sponsored a voluntary English language acquisition program for over 15 B&G employees staffed by Regis service learning staff and students.

Other major vendor relationships include companies that provide disability insurance for University employees as part of the University’s benefits plan, the University’s benefits consulting firm, TIAA-CREF, Information Technology Services software providers, the student health insurance provider, and key architectural firms that have collaborated on the campus master plan for major campus enhancements.

Endlinks
1 OCICU membership
2 Regis University academic program agreements
The Community’s View of Regis

For the purpose of the Self-Study, Regis commissioned a series of external interviews with selected organizations that resonate with the educational mission of the University1 and/or hire the University’s graduates.2 Interviews with affiliates included: Follett Bookstore, the Aurora Mental Health Center, Berkeley Regis United Neighbors, several advisory councils, the Community College of Aurora, the Denver Foundation, Mount Saint Vincent Home for Children, the Association of Jesuit Colleges and Universities, the Denver/Boulder Better Business Bureau, Berkeley Gardens Elementary School, the College Summit, and the Wind River Indian Reservation Elementary and Middle schools. Interviews with hiring organizations included: the American Physical Therapy Association, Cherry Creek School District, Colorado Coalition for the Homeless, Deloitte (formerly Deloitte and Touche), Exempla St. Joseph Hospital System, King Soopers, LEARN – Local Education Adult Resource Network, and Sun Microsystems.

Important themes came out of these interviews:

• Regis University is highly respected in the Denver area for offering vibrant, values-based academic programs of the highest quality.
• The University mission is what distinguishes it from competitors.
• Regis University personnel go beyond the call of duty with their partners and exceed the service ethic of other institutions of higher education.
• These affiliate organizations are well satisfied with the Regis University graduates they hire.
• While the organizations are strong beneficiaries of Regis involvement, they are able to articulate benefits to Regis of their affiliation.
• All desire a continued relationship with Regis; most would invite more involvement.
• Regis University is viewed as being collaborative rather than competitive with other Jesuit sister schools regarding its new educational models and initiatives.
• Except in RHCHP, the University is perceived as having done little, in any formal way, to solicit input on curricular matters and evaluation of its academic programs.

Of particular note was the interview with several board members of the Berkeley Regis United Neighbors Association, the organization for neighborhoods surrounding the University. The association acknowledged the significant economic impact of the University and the continued working relationship with the University’s Vice President for Mission and the Dean of Students. Issues addressed have included street parking in the neighborhoods and student parties in neighborhood properties that disturb the peace. Street parking is a particularly difficult issue, because the University does not have control over public streets. The University addressed the parking issue by adding a new parking lot and helping the neighborhood obtain city permit parking on side streets. The association hopes to continue working with the University and particularly desires to play a role in helping students better understand the neighborhood. The association expressed appreciation of neighborhood volunteer programs that have strengthened bonds in the community.
University Image Campaigns

At the University level, image-building and marketing activities are coordinated by the University Image Committee. This committee guides decisions on University image advertising and seeks to harmonize advertising and marketing efforts throughout the University. The University distinguishes between image marketing and enrollment marketing. Enrollment marketing is managed at the college level and directed toward potential students whose characteristics vary widely by college. The growth of all three colleges is evidence of considerable success in these efforts.

The overall University image, however, poses challenges given that most students and alumni view the University through their experience in a particular college. A 1960’s graduate will remember a school heavily populated by memorable Jesuits. A working professional living in Georgia sees a virtual Regis University that is a national leader in online education. Denver residents view the University either through direct engagements with the institution such as the Catholic Speakers series, colleagues in the workforce, sports affiliations, proximity of neighborhood residence, world famous visitors to campus, or the University’s image campaigns. That Regis is Jesuit and Catholic complicates the perceptions in a region that is not heavily Catholic.

Since 2000 the University has conducted market research on Regis University’s image in the community with the specific goal of understanding how Denver residents perceive Regis University. Research has included quantitative and qualitative studies in 2000 and follow-up quantitative studies in 2003 and 2006.3

Very little has changed in terms of how people perceive Colorado’s colleges and universities overall since the original study was conducted in 2000. Regis University is no exception. The University’s image appears to be relatively stable.

Regis University as a whole is seen by those who are aware of it as a:

- Prestigious, academically challenging school that takes a no-nonsense, serious approach to education.
- Place where admission is difficult, that is friendly to working adults, and at which students are treated as individuals and receive a well-rounded education.
- Institution that produces quality graduates who are good thinkers, community-minded, and likely to become leaders.
- Religious school that may be exclusive of certain religions and not as particularly open-minded or diverse.
- University that is somewhat aloof, stand-offish, stodgy, and exclusive to some.
- University with a modest array of programs, a fairly limited athletic program, a smaller campus with a serious environment, and not a particularly good value overall.

The University launched its formal image campaign upon completion of the research done in 2000. The tagline Learners Becoming Leaders was adopted. Prior to the creation of this tagline, the phrase Excellence in the Jesuit Tradition had been used but on a more sporadic basis. The Learners Becoming Leaders phrase was intentionally developed to capitalize on the research findings that indicated that a school that produced “leaders” was an important factor in recommending
schools to other people. The University Image Committee agreed that the new tagline would be included in all marketing activities and take a prominent place on the University’s newly designed web pages. In some ways, this tagline can be thought of as akin to the University mission statement, succinctly encapsulated for image-building and marketing purposes.

Along with the standard tagline, phrases are used at both the University and unit levels to catch the attention of various publics. Perhaps the most recognizable was the “we did it all without a football team” campaign developed for the University’s first image-building television commercial. It is clearly the most memorable phrase in the ad and was intentionally developed to combat the “stodgy, no fun” image of Regis University that the research study had uncovered.

The great bulk of activities focused on the image and marketing of the University are found in five areas: advertising, public/media relations, community relations, alumni and parent relations, and the Worldwide Web. Current University goals for its image campaign are:

- Relocate the University Image Committee to the Office of the Provost for a more centralized consideration and implementation of issues.
- Mandate consistent use of the University’s tagline “Learners Becoming Leaders” on advertising in all media.
- Develop formal and coordinated marketing plans at the University and college levels.
- Implement new management model and continuous improvement processes for the Regis University website.

**Regis University Welcomes the Community**

Regis University is engaged with the immediate and broader community in a myriad of ways. As noted throughout this criterion, the University’s engagement with the community is grounded in its mission of service to others. Centers and Institutes, such as the Center for War Experience and the Institute on the Common Good, serve the public in education programs and conflict resolution.

- Regis University has been selected to partner with the prestigious Washington Center for Internships and Academic Seminars, which will bring up to 300 students and faculty to the University from across the country for workshops during the August 2008 Democratic National Convention in Denver.
- The campus is an official arboretum of the City of Denver and hosts hundreds of visitors each year studying the fauna and flora of the Colorado ecology.
- The St. John Francis Regis chapel welcomes worshippers from the community.
- Nobel Peace Laureates draw citizens of the community.
- Conferences open to the public include the annual Crime Scene Investigation Conference hosted by the CPS Communication, Sociology, and Psychology departments, and the summer symposium for nonprofit organizations.
- The Catholic Speakers series is widely attended by the community, with nationally recognized names such as Sr. Helen Prejean, Sally Winn, and Fr. Kevin Burke, S.J.
- Regis University extension campuses are regularly available for use by organizations that desire venues for education and training.
Commitments to the Education Community

Regis University has historically avoided offering for-credit continuing education programs. It has focused instead on academic degrees that reflect a long-standing commitment to undergraduate, graduate, and now doctoral education.

However, because the University has had a strong affinity to the education community, it has committed resources to enhancing the competencies of Colorado teachers through grants and Summer Session programs. The University offers an Educators Grant that provides a 55% remission on tuition for Regis College Winter Interim and Summer Session undergraduate classes to full-time teachers, principals, and counselors who are employed in a primary, secondary, or post-secondary school.

Examples of Regis University continuing education programs for teachers include:

- Coaching for Success Teacher Leader Workshop. Sponsored by the Office of Summer Session and Regis College Master of Arts in Education, this program emphasizes frameworks to support instructional coaches to respond to the multifaceted challenges of their work. Enrollment options include graduate credit, post-baccalaureate credit, and Colorado Department of Education recertification credit.

- Math Institute for ALL Students. Sponsored by the Office of Summer Session and Regis College Master of Arts in Education, participants study concepts basic to the learning of mathematics, diagnostic techniques to decide if students possess basic understandings, and interventions to help students acquire missing concepts. Enrollment options include graduate credit, post-baccalaureate credit, and Colorado Department of Education recertification credit.

- Celebrate Literacy. Sponsored by the Office of Summer Session and Regis College Master of Arts in Education, this program focuses on the latest skills in literacy, facilitated by keynote speakers and local educators. Enrollment options include graduate credit, post-baccalaureate credit, and Colorado Department of Education recertification credit.

- Teaching and Learning about War and Peace Institute. Sponsored by the Office of Summer Session, Regis College Master of Arts in Education, and the Center for the Study of War Experience, this institute offers classroom strategies and curricular materials for presenting the common human experiences of war and the struggle for peace. Enrollment options include graduate credit, post-baccalaureate credit, and Colorado Department of Education recertification credit.

- Teaching and Learning with the Brain in Mind: Increasing Student Achievement through Neuroscience Based Instructional Practices. Sponsored by the Regis College Master of Arts in Education, this program deepens participants’ understanding of neuroscience-based research and how this relates to instructional practices of educators. Enrollment options include graduate credit and Colorado Department of Education recertification credit.
• Reading with Meaning in Mind and Regis Reading Rangers (youth camp). Sponsored by the Office of Summer Session and Regis College Master of Arts in Education, this program provides elementary school teachers with research-based strategies to help all children construct meaning as they read as well as continue to develop the love and interest in reading for teachers and campers. Enrollment options include graduate credit, post-baccalaureate credit, and Colorado Department of Education recertification credit.

• Letras y Arte: Literacy and Art (undergraduate course and youth camp). Sponsored by the Office of Summer Session, this program provides students the opportunity to study visual arts as well as literacy through on-campus class meetings, field trips to artists’ studios and nonprofit art centers, and print making in the local Latino community. The enrollment option is undergraduate credit.

• Integrating Technology into the Classroom and Camp Cyberwocky (youth camp). Sponsored by the Office of Summer Session and the College for Professional Studies School of Education, the program is for elementary and middle school teachers to learn how to develop a plan to integrate technology into instruction, to develop an understanding of the impact technology has upon the learning process, and to design and create technological products for use with children. Enrollment options are undergraduate credit and Colorado Department of Education recertification credit.

Endlinks
1 Report on external interviews #1
2 Report on external interviews #2
3 Regis University image and marketing analysis
Regis University’s connection to the Catholic community is intentional and widespread. In particular, its contributions to regional, national, and international Jesuit and Catholic organizations demonstrate a commitment to mission and identity.

Regis University community involvement is widespread and often reflects individual interests of faculty and staff and a high level of commitment on the part of the Regis community. Because many projects and partnerships arise from individuals or departments, some activities may lack sufficient coordination or shared planning.

Regis University is viewed as a resource by many organizations in the metropolitan area. Some faculty and staff have begun to feel that community requests have exceeded the University’s capacity to respond. To guide faculty and staff in evaluating community requests, the University needs to develop a more University-wide vision, intentional planning, and coordination efforts with a stronger emphasis on identified community needs, and with guidelines which identify student-centeredness, academic purpose, and financial implications.

Regis University is confident that it is meeting community needs in many areas by the positive response of its community and business partners and by the continued request for new engagements.

The University has invested heavily in engagement and service through increased staff and program funding. Service learning programs are expanding their models to incorporate not only direct service but also community-based research, organizational consultancy, and advocacy.

Ongoing evaluation of community engagement most frequently happens in individual colleges or programs and is most mature in those programs with specialized accreditation requirements. There is infrequent University-wide evaluation as to whether the University is addressing identified community needs when it takes on new activities or how these projects compare in importance to existing efforts.

The University needs to consider evaluating its community engagement and service, perhaps every three to five years, as it has done for the purpose of the Self-Study. It needs also to consider ways in which to centralize data about the University’s engagements. The University may also wish to consider a staff position to coordinate community partnerships and affiliations, policies, and evaluations.
As a consequence of Ignatius Loyola’s vision, particularly as reflected in his *Spiritual Exercises*, we encourage all members of the Regis community to learn proficiently, think logically and critically, identify and choose personal standards of values, and be socially responsible.
Credits, Program Length, and Tuition

For traditionally-aged students in Regis College and in the Rueckert-Hartman College for Health Professions one semester hour is normally defined as one lecture, recitation, or other class exercise of 50 minutes per week per 16 week semester. Two 50-minute periods of laboratory or studio work per week are typically equivalent to one semester hour per 16 week semester.

For the College for Professional Studies and the Rueckert-Hartman College for Health Professions accelerated programs, three credit-hour classes meet once each week for four hours per five or eight-week term within the sixteen week semester. Academic calendars vary by program and are available online in the 2007/2008 University Bulletin.

Program length, credit hours, and other requirements vary across the University’s colleges and schools for the baccalaureate, masters and doctoral degrees. The minimum number of semester hour credits required for a bachelor’s degree is 128. A minimum of 30 semester hours of 600-level or 700-level work is required for a master’s degree. Details concerning program length, credit hours, and other requirements can be found online for each college and school in the University Bulletin.

All current student permanent academic records of Regis University are the responsibility of the Office of Academic Records and Registration. Academic records contain cumulative class and grade history, including majors, minors, and degrees conferred. Current students have the ability to inspect electronic displays of their records by logging into INsite, the Regis University portal.

Regis University employs differential tuition rates for its programs. Specific rates are determined by market considerations and instructional costs. The following chart provides a representative selection of the 2007/2008 tuition rates. A complete list of tuition rates is available in the virtual resource room.
## 2007/2008 Tuition Rates

<table>
<thead>
<tr>
<th>Unit</th>
<th>2007/2008 Tuition Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>RC and RHCHP Traditional Nursing Undergraduate</td>
<td>$26,600 for 12-18 credit hours, additional credit hours are $831 per credit hour.</td>
</tr>
<tr>
<td>CPS Undergraduate – classroom-based courses</td>
<td>$335 per credit hour</td>
</tr>
<tr>
<td>CPS Undergraduate – online courses</td>
<td>$435 per credit hour</td>
</tr>
<tr>
<td>CPS Graduate MBA – classroom-based courses</td>
<td>$675 per credit hour</td>
</tr>
<tr>
<td>CPS Graduate MBA – online courses</td>
<td>$750 per credit hour</td>
</tr>
<tr>
<td>RHCHP Undergraduate – classroom-based courses</td>
<td>$326 per credit hour</td>
</tr>
<tr>
<td>RHCHP Undergraduate – online courses</td>
<td>$352 per credit hour</td>
</tr>
<tr>
<td>RHCHP Graduate – classroom-based courses</td>
<td>$378 per credit hour</td>
</tr>
<tr>
<td>RHCHP Graduate – online courses</td>
<td>$410 per credit hour</td>
</tr>
<tr>
<td>RHCHP Doctor of Physical Therapy</td>
<td>$596 per credit hour</td>
</tr>
</tbody>
</table>
Organizational Compliance with the Higher Education Reauthorization Act

Regis University maintains current copies of all documents required by the Higher Education Reauthorization Act of the U.S. Department of Education. The Program Participation Agreement and Eligibility and Certification Renewal are available for review in the virtual resource room.

Regis University’s default rates on Federal Stafford and Federal Perkins loans are summarized in the following table:

<table>
<thead>
<tr>
<th>FISCAL YEAR</th>
<th>NUMBER OF BORROWERS ENTERING REPAYMENT</th>
<th>NUMBER OF BORROWERS ENTERING REPAYMENT &amp; DEFAULTED</th>
<th>FEDERAL DEFAULT RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>2676</td>
<td>55</td>
<td>2.0%</td>
</tr>
<tr>
<td>2004</td>
<td>2075</td>
<td>37</td>
<td>1.7%</td>
</tr>
<tr>
<td>2003</td>
<td>1759</td>
<td>23</td>
<td>1.3%</td>
</tr>
<tr>
<td>2002</td>
<td>1525</td>
<td>31</td>
<td>2.0%</td>
</tr>
<tr>
<td>2001</td>
<td>1661</td>
<td>40</td>
<td>2.4%</td>
</tr>
<tr>
<td>2006</td>
<td>162</td>
<td>6</td>
<td>3.7%</td>
</tr>
<tr>
<td>2005</td>
<td>133</td>
<td>4</td>
<td>3.0%</td>
</tr>
<tr>
<td>2004</td>
<td>129</td>
<td>5</td>
<td>3.3%</td>
</tr>
<tr>
<td>2003</td>
<td>181</td>
<td>10</td>
<td>6.2%</td>
</tr>
<tr>
<td>2002</td>
<td>174</td>
<td>14</td>
<td>8.0%</td>
</tr>
</tbody>
</table>

Source: U.S. Department of Education
Graduation rates for first-time, full-time students (all colleges) are shown below.

**GRADUATION RATES FOR FIRST-TIME, FULL-TIME STUDENTS (ALL COLLEGES)**

<table>
<thead>
<tr>
<th>ENTERING YEAR</th>
<th>NUMBER IN ENTERING FRESHMAN COHORT</th>
<th>NUMBER GRADUATING WITHIN 6 YEARS</th>
<th>% GRADUATING WITHIN 6 YEARS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>303</td>
<td>176</td>
<td>58%</td>
</tr>
<tr>
<td>1999</td>
<td>298</td>
<td>176</td>
<td>59%</td>
</tr>
<tr>
<td>1998</td>
<td>218</td>
<td>131</td>
<td>60%</td>
</tr>
<tr>
<td>1997</td>
<td>272</td>
<td>149</td>
<td>55%</td>
</tr>
<tr>
<td>1996</td>
<td>212</td>
<td>131</td>
<td>62%</td>
</tr>
<tr>
<td>1995</td>
<td>265</td>
<td>138</td>
<td>52%</td>
</tr>
</tbody>
</table>

Source: IPEDS

Retention rates for first-time, full-time students (traditional students only) are shown below.

**RETENTION RATES FOR FIRST-TIME, FULL-TIME STUDENTS (TRADITIONAL STUDENTS ONLY)**

<table>
<thead>
<tr>
<th>ENTERING YEAR</th>
<th>% CONTINUED TO 2ND YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>84%</td>
</tr>
<tr>
<td>2004</td>
<td>81%</td>
</tr>
<tr>
<td>2003</td>
<td>83%</td>
</tr>
<tr>
<td>2002</td>
<td>84%</td>
</tr>
<tr>
<td>2001</td>
<td>78%</td>
</tr>
<tr>
<td>2000</td>
<td>82%</td>
</tr>
<tr>
<td>1999</td>
<td>77%</td>
</tr>
</tbody>
</table>

Source: 2006/2007 CSRDE Retention Survey

Regis University, in compliance with the Clery Act, posts its Campus Safety Report online for the public to access along with information about personal safety on campus, sexual assault policies and programs, and crime reporting procedures. The Regis University Campus Safety Office exists to provide a safe and secure environment for the entire Regis community.
Campus Safety works with students, faculty, and staff to promote awareness and support of safety and security issues. Campus Safety provides vehicle and foot patrol, responds to all incidents and emergency situations, and provides escorts to and from residence halls and parking areas. It also provides assistance for community events and activities on campus, maintains continuous phone and radio contact with officers in the field, provides parking enforcement and makes presentations to the community on security and safety issues. The office provides regular information alerts in the Update and Highlander publications as well as distributing periodic memoranda to the University community concerning security and safety issues.

**Professional Accreditation**

Several departments, units, and schools have earned specialized accreditation and authorizations, as show below:

<table>
<thead>
<tr>
<th>PROGRAM/DEPARTMENT</th>
<th>COLLEGE</th>
<th>ACCREDITOR/AFFILIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL OF EDUCATION AND COUNSELING</td>
<td>College for Professional Studies</td>
<td>Colorado, Nevada, and Wyoming State Departments of Education.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher Education Accreditation Council (TEAC)</td>
</tr>
<tr>
<td>DEPARTMENT OF EDUCATION</td>
<td>Regis College</td>
<td>Colorado Department of Education</td>
</tr>
<tr>
<td>MASTER OF ARTS IN COUNSELING DEGREE PROGRAM</td>
<td>College for Professional Studies</td>
<td>Council for Accreditation of Counseling and Related Educational Programs</td>
</tr>
<tr>
<td>DEPARTMENT OF CHEMISTRY</td>
<td>Regis College</td>
<td>American Chemical Society, Commission of Professional Training</td>
</tr>
<tr>
<td>HEALTH INFORMATION MANAGEMENT DEGREE PROGRAM</td>
<td>Rueckert-Hartman College for Health Professions</td>
<td>Commission on Accreditation for Health Informatics and Information Management</td>
</tr>
<tr>
<td>BACHELOR OF SCIENCE IN NURSING AND MASTER OF SCIENCE IN NURSING DEGREE PROGRAMS</td>
<td>Rueckert-Hartman College for Health Professions</td>
<td>American Association of Colleges of Nursing, Commission on Collegiate Nursing Education</td>
</tr>
<tr>
<td>DOCTOR OF PHYSICAL THERAPY DEGREE PROGRAM</td>
<td>Rueckert-Hartman College for Health Professions</td>
<td>American Physical Therapy Association, Commission on Accreditation in Physical Therapy Education</td>
</tr>
</tbody>
</table>
In addition to the above, Regis University holds membership in the American Council on Education, American Association of Colleges for Teacher Education, Associated Colleges of Colorado, Association of American Colleges, Association of Catholic Colleges and Universities, Association of Jesuit Colleges and Universities, Council on Adult and Experiential Learning, Independent Higher Education Council, National Association of College and University Summer Sessions, National Catholic Education Association, and the National University Continuing Education Association. Regis University is a full member of the Association of Graduate Liberal Studies Programs.

**Federal Compliance Visits to Off-Campus Locations**

Regis University offers a variety of campus-based Bachelors and Masters program courses in Las Vegas, Nevada. At the time of the initiation of these programs, the Higher Learning Commission was notified. A letter from North Central Association Executive Director, Steven D. Crow, to Rev. Michael J. Sheeran, S.J., President of Regis University, dated August 9, 1999, confirmed approval of the Nevada site. A letter dated December 15, 2006 confirmed approval of off-campus sites in Vienna, Virginia and Washington, D.C.

**Advertising and Recruitment Materials**

Regis University regularly reviews all print and electronic publications, statements, and advertising to ensure fair and accurate dissemination of information. The University’s website references to its affiliation with the Higher Learning Commission are in compliance with the Commission’s guidelines. Dated print materials are moving toward full compliance. As catalogs, advertisements, brochures, and other print and electronic materials are produced, the affiliation statement will be written so as to be in full compliance. Future statements of affiliation will read:

Regis University is accredited by The Higher Learning Commission and a member of the North Central Association.

Commission URL: http://www.ncahlc.org/
Commission Phone: 312-263-0456
Organizational Records of Student Complaints

Responding to student complaints and associated record keeping are undertaken by appropriate offices at Regis University, most regularly by the Office of the President, Office of Student Life, and college academic deans. While University policies and procedures are widely published, the President’s office nevertheless receives contacts from people seeking to voice their concerns and to obtain direction. The Executive Assistant to the President serves as University ombudsman for faculty, staff, and students. Frequently the role of ombudsman is performed by directing inquirers to appropriate sources, offices, and policies. The Executive Assistant to the President implements the clear directives of the University President to ensure that anyone who has complaints or grievances be heard respectfully and that their concerns be addressed in a timely manner. Records on such transactions are kept and monitored from the beginning of the process through conclusion.

In 2005 Regis University retained an in-house attorney. The General Counsel is charged with staying informed and knowledgeable about all applicable laws and regulations that govern the University and its operations and providing legal advice to members of the University community. Counsel is especially dedicated to addressing compliance issues.

The University is at times involved in adversarial proceedings (court or administrative) arising from the normal course of business. General Counsel is responsible for the management of those proceedings, most of which are addressed through insurance. All proceedings are promptly responded to and diligently defended. All concluded matters have ended with no material impact on the operations or financial position of the University.