



## **DRAFT "REGIS RISING" STRATEGIC PLANNING EXECUTIVE SUMMARY**

**Vision Statement:** *Regis University will be a premiere, globally-engaged institution of learning in the Jesuit tradition that prepares leaders to live productive lives of faith, meaning, and service.*

In our strategic planning, we desire to . . .

- Strengthen our Jesuit, Catholic identity,
- Link our students' educations to careers that matter through enhanced experiential learning,
- Promote entrepreneurial engagement and partnership with the Denver, regional, national, and international communities,
- Become an increasingly respected force as a university.

### **Report Summaries**

#### **I. Invigorating Business Education**

**Charge for the Solution Group:** Examine strategies to re-invigorate Regis University business programs, recommend whether to form an independent College of Business, and recommend new degree offerings that respond to student interests and workforce opportunities.

**Primary Recommendations:**

- Create an independent College of Business that combines the School of Management in the College of Professional Studies and the Division of Business in Regis College and prepares graduates to live purposeful lives bringing Jesuit values into free market and social enterprises for the betterment of society;
- Create a University-wide Center for Economic, Environmental and Social Justice that promotes collaboration among faculty throughout the University to design educational experiences on complex issues that cross disciplines such as climate change, sustainable development, and micro-financing for the poor;
- Create a University-wide Innovative Business Solutions Center that develops strategic partnerships with the business community, engages external stakeholders, including alumni, incubates and supports innovative projects, and advises and supports academic units within the University in the development of new revenue-generating ideas;

- Expand and enhance academic programs with strong growth potentials, including accounting, particularly in combination with other fields, socially responsible entrepreneurship, project management, non-profit management, media and marketing, human resource management, health services management, and business intelligence/data management.

## II. Investing in Computer Science and Computer Information Sciences

**Charge for the Solution Group:** Recommend areas for further investment in computer and information sciences, examine whether to create an independent College of Computer and Information Sciences, and examine opportunities to develop new degree offerings that respond to student interests and workforce opportunities.

### **Primary Recommendations:**

- Create an independent College of Computer and Information Sciences that includes the existing School of Computer Information Sciences in the College for Professional Studies, the Computer Science major in Regis College, and the programs in Health Information Management and Health Informatics in the Rueckart-Hartman College for Health Professions;
- Invest in Computer and Information Sciences through expansion of existing graduate programs in Information Assurance and Computer Security; developing a new graduate degree in Data Science/Predictive Analytics; expanding offerings for traditional-age students; exploring a new doctoral program in Computer Science; and expanding the existing graduate program in Healthcare Informatics;
- Promote Jesuit values throughout the curriculum by increasing faculty development and application of Jesuit values, incorporating the Jesuit learning themes of the new CPS Humanities course, "Leading Lives that Matter," into capstone courses, practicum experiences and research projects;
- Build strategic partnerships with industry, government and academic entities to remain responsive to market needs in computer and information sciences.

## III. Promoting Growth and Innovation

**Charge for the Solution Group:** Recommend new growth and innovation initiatives and structures for future exploration of growth opportunities.

### **Primary Recommendations:**

- Maximize Regis University's existing capacities for growth by building on our distinctive grounding in Ignatian values, liberal arts, social justice and paths toward service and the professions. Possibilities include:
  - \* intensifying marketing to existing undergraduates to encourage seamless progression to Regis graduate programs;
  - \* incorporating employer needs into design of academic offerings;
  - \* developing new trans-disciplinary and "intersection" degrees across colleges to meet market needs;

- \*developing “stackable” certificate programs that are responsive emerging employment opportunities, especially in under-utilized courses;
- \*creating “fast tracks” for high school students into Regis;
- \*completing “degree refresh” reviews of existing programs;
- \*offering credit and non-credit courses for lifelong learning to engage alumni.
- Invest in programs that have clear markets for growth, including Health and Rehabilitation Sciences, Global Sustainability, Environmental Sciences, Urban Agriculture, Entrepreneurship, Disaster Response, Business Analytics, and PhD programs and professional doctorates;
- Foster a culture of innovation and develop a Center for Innovation that incentivizes new investment opportunities.

#### **IV. Strengthening Experiential Learning for our Students**

**Charge for the Solution Group:** Recommend expanded experiential learning opportunities across all three colleges that will help students connect their education to careers and service and clearly articulate the impact of their Regis experiences.

##### **Primary Recommendations:**

- Create a standing institutional Committee for Experiential Education (EE). This committee will be responsible for: defining EE, developing student learning outcomes with assessment rubrics, approving EE designated courses, EE faculty development, identifying EE graduation requirements, developing an EE database resource, and coordinating effective partnerships in the community;
- Initiate a task force to create a new community partnership program that integrates the three colleges in partnering with the community by fostering deeply rooted, ethical, long-term reciprocal relationships that include offering services and resources requested by the community;
- Develop distinct Career Education offerings for undergraduate and graduate students, including a required, noncredit, co-curricular career preparation program for undergraduates. Recommend students employ an “e-portfolio” or comparable resource to demonstrate their learning experiences and record completion of these requirements. Recommend that grad students attend at least one career education webinar in their field of study;
- Create a Regis Alumni Mentor Program that develops a Jesuit collegial network to promote professional connections among students and alumni;
- Base all aspects of EE in the ideals of Jesuit education. We must not only transform students, we must graduate students who desire to change the world. Through collaborations that promote dignity and self-determination. Experiential learning at our University must seek the greater good of our community and world. In order to accomplish this, we must commit to pursue the needs of the community and provide purposeful opportunities for our students to confront, examine, and seek answers to the question: “How ought we to live?”

V. **Examining Opportunities in Science, Technology, Engineering, and Math (STEM)**

**Charge for the Solution Group:** Identify emerging career trends in science, technology, engineering, and math fields, including teacher education in these fields.

**Primary Recommendations:**

- Expand the scope and capacity of STEM programs grounded in Jesuit education fundamentals, including Environmental Science, lower division STEM related courses to yield increases in traditional STEM majors and pre-health science students, and secondary science and math teacher education programs;
- Begin new undergraduate degrees in Actuarial Science, Technical Writing, and Secondary Education career and technical education licensure;
- Build capacity to Regis to prepare students for engineering through introductory courses, collaboration with local schools and existing dual-degree programs. Consider the future possibility for an engineering degree, but do not invest in an engineering school or college.
- Develop new collaborative structures across colleges to facilitate seamless student access to course work across disciplines and departments;
- Expand the current Pomponio Science Center to allow for growth in STEM fields.

VI. **Exploring Opportunities in International Education and Internationalizing our University**

**Charge for the Solution Group:** Identify opportunities for recruiting and supporting international students, and for enhancing international learning experiences for all Regis students.

**Primary Recommendations:**

- Examine key University mission statements, policies and structures to demonstrate the importance of international learning experiences, including creation of an Office of Global Education that provides International Student Services, Study Abroad support and other potential global programs;
- Encourage Regis students to become citizens of the world through internationalizing University programs, including added support for research and faculty development activities; study abroad opportunities for students; greater integration of global issues and international experiences into the curriculum and co-curricular activities; and development of targeted majors of interest to international students;
- Promote and support international student recruitment, retention, and alumni services once the foundation to support them noted above is in place;
- Expand outreach activities that support the internationalization efforts, including funding for study abroad grants for low income students, guest professorships, collaboration with organizations such as Jesuit universities in the U.S. and abroad, and partnerships with other universities to provide on-line degree completion opportunities for their students.

**VII. “The Thinking Heart of Jesuit Education”: Strengthening our Core for the 21<sup>st</sup> Century**

**Context Statement:** Regis College, as the heart of Regis University, will be distinguished nationally for its liberating Jesuit spirituality, its distinctive pedagogies in integrative and engaged learning, and the ethical, intellectual, and civically responsible lives of its graduates. We want to prepare our students for careers, but we also want to educate them for life: a life of human flourishing, dedicated to the service of others, and characterized by ethical responsibility and spiritual awareness. Such an education can only be achieved where the liberal arts are the heart of the endeavor. To give our students the best preparation for their 21<sup>st</sup> century lives, Regis must reflect on our Jesuit tradition and origins in Ignatian humanism.

**Primary Recommendations:**

- Strengthen inter-disciplinary curricula in concert with the Center for Excellence in Teaching and Learning through collaborative options such as learning communities that combine service learning with academic coursework; inter-disciplinary faculty “pods” linking distributive or integrative core requirements; student “genius” grants; and expanding campus-wide events such as the Inspired Thinker series.
- Develop integrative centers and institutes, such as a Center for Economic, Environmental and Social Justice (see “Invigorating Business Education”); Center for Urban Agriculture (see “Cultivate Health”); Center for Southwest Studies or Center for Ignatian Humanism.
- Strengthen support for diversity efforts by promoting the spirit and practices consistent with becoming a Hispanic Serving Institution (HSI) and by expanding support for assisting and retaining first generation students.
- Develop and enhance innovative liberal arts programs, such as Global Studies/Development Practice, Social Work, Environmental Science/Studies (see “Examining Opportunities in STEM”); holistic personal and professional development; E-Portfolios that include experiential learning (see “Strengthening Experiential Learning”)

**VIII. “Cultivate Health”: A Unique Resident-Centered Health Neighborhood**

**Context Statement:** In keeping with the President’s vision of developing strong community partnerships to give Regis more opportunities for visibility and service, this project represents a unique chance to design, build, and test a comprehensive neighborhood health program that represents the future of health care in partnership with Urban Ventures/Perry Rose, and potentially with the Colorado Health Foundation. In addition, the project will also meet a strategic goal for the Rueckert-Hartman College for Health Professions to expand experiential education possibilities for students and faculty active practice sites.

**Primary Recommendations:**

- Design and operate a Community-based mid-level provider primary health service (“Regis Cares”) and teaching clinic to serve the residents of the surrounding

neighborhood, new residents of the Aria Denver housing development, Regis University faculty and staff, Warren Village First Step program for homeless women and children, and Marycrest Assisted Living residents;

- Develop initiatives to improve health and reduce childhood obesity in the neighborhood, including a health impact assessment of the neighborhood, “Cooking Matters” classes for residents, operation of a community garden and gardening education, development of a Permaculture Certificate program by Regis College, creation of a healthy living coordinator for the community, development of a pilot wholesome nutrition program through the clinic, and initiation of childhood fitness assessments in area schools by the Physical Therapy program;
- Promote physical infrastructure improvements for resident health, including right-of-way improvements on Federal Boulevard, sidewalk installations along 52<sup>nd</sup> Avenue to improve neighborhood walkability, walkways on the Regis campus to improve access, neighborhood signage and exercise stations, and enhancements to Zuni park to promote physical activity and access to local food.

#### **IX. Investing in Student Access and their Learning Experience**

**Context Statement:** The University has made significant, multi-year commitments to provide a Jesuit education for those students least able to afford it and most able to benefit from it, such as those students from Arrupe Jesuit High School, the Porter-Billups Academy, and the Sociology of College Success program. Similar efforts for non-traditional adult learners have included the CHOICE Nursing program and other efforts to assist students re-starting their education. Strengthening these and similar efforts in a financially sustainable way for students and the University community that supports them will require a significant increase in giving to Regis, including endowment gifts.

#### **Primary Recommendations:**

- Increase scholarship support for students in partner organizations such as Arrupe Jesuit High School, the Porter-Billups Academy and other local foundations that serve first generation, low income students of great promise;
- Increase scholarship support for talented students to participate in signature academic programs such as Honors, Peace/Justice Studies, and natural sciences;
- Provide scholarships for non-traditional learners, including veterans, CHOICE Nursing students, and other students who desire to re-start their education at Regis;
- Provide stipends for low income students to participate in experiential learning opportunities such as internships, service learning immersions, and mentoring programs;
- Endow continuing investments in faculty excellence, including the Center for Excellence in Teaching and Learning, the Integrative Teaching Institute, learning communities to support first generation students, and similar projects to engage faculty in collaborative research, innovative teaching projects, and inter-disciplinary teaching teams.

**X. Enhancing Our Campus**

**Context Statement:** The first phase of Goals and Initiatives in the Strategic Planning process, completed in May 2013, identified a number of possible additions or improvements to Lowell campus facilities. In addition, the University recently updated its Campus Facilities Master Plan to identify possible locations for new buildings and other enhancements.

**Among these facility projects include:**

- Renovation of the current Fieldhouse (Arena Project) to include upgraded sports medicine facility clinic; expanded locker rooms, showers, and training center; replacement of outdated HVAC utilities and infrastructure; addition of a two story entrance to the Arena to include new team training/exercise spaces, performance testing area, concessions, storage space, and ticket window. (Note: This project was approved by the Trustees in 2011.);
- New residence apartments, either south of the existing residence village or on off-campus land owned by the University in partnership with private developers;
- An academic building to replace Loyola Hall. Likely location at the southwest corner of the Lowell campus;
- Expansion of the Pomponio Family Science Center with a 26,000 square foot, three story addition containing new classroom, labs, faculty offices, green house, and a rooftop observatory;
- A new University Student Center on the site of the current art gallery, plus renovation of the current student center for fine arts facility and gallery space;
- Parking /Campus roadways, including a parking deck over the current Lot 5 and completion of the perimeter roadway;
- Athletic field enhancements, including conversion of one field on the south edge of campus to artificial turf; lighting fields; and possible enhancements to the green space north of the softball field;
- Incorporation of the newly acquired Regis Square and strategic plan final projects into the long-range Facilities Master Plan.

Link to the Regis Rising full reports at <http://regis.edu/progress>.