Leaning into the Future

2020 – 2025 Draft Strategic Process Plan Overview
Aligning and Elevating Campuses

Listening Phase
August 29, 2019
Meeting Objectives

- Engage Key Stakeholders
- Review Proposed Process
- Review Proposed Timeline
- Listen & Solicit Input
Who Are We?

MISSION

The University of Colorado is a public research university with multiple campuses serving Colorado, the nation, and the world through leadership in high-quality education and professional training, public service, advancing research and knowledge, and state-of-the-art health care.
Who We Are

- Four exceptional campuses
- 36,000 employees
- 67,000 degree seeking students
- 16,000 degrees per year
- 250,000 alumni in Colorado
- 475,000 alumni worldwide
- $12.35 billion annual economic impact on Colorado
- Five Nobel Laureates
- Fostered 190 startups
- Leading global experts in: Business, Alzheimer’s Research, Space Exploration, and Mental Health
Where Are We Headed?

The University of Colorado will be a premier, accessible and transformative public university that provides a quality and affordable education with outstanding teaching, learning, research, service, and health care. Through collaboration, innovation, technology and entrepreneurship, CU will expand student success, diversity and the economic foundation of the State of Colorado.
Why a System Strategic Plan?

- Align all elements of governance - regents, system, campuses
- Complete previous system strategic planning effort
- Make the case for CU with the state
- Shine light on areas of success and need alike
- Optimize collaboration
- Fully leverage technology
- Answer intractable challenges - deferred maintenance
- Lean into the Fourth Industrial Revolution
University of Colorado
Strategic Pillars & Focus Areas

PILLAR 1:
AFFORDABLY EDUCATE

Strategic Focus Areas
- Grad Rates and Retention (CU Boulder, Colorado Springs, and Denver)
- Diversity and Access
- Wellness and Mental Health
- Innovation in Academic Offerings

PILLAR 2:
DISCOVERY & IMPACT

Strategic Focus Areas
- Scholarly/Creative Work and Graduate Programs
- Healthcare (CU Anschutz)

PILLAR 3:
FISCAL SUSTAINABILITY

Strategic Focus Areas
- Technology Enablement and Infrastructure
- Expand Collaborations and Partnerships
- Facilities and Deferred Maintenance

FOUR CAMPUSES UNITED
University of Colorado
Strategic Pillars & Focus Areas

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**Strategic Focus Areas**
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FOUR CAMPUSES UNITED
4IR drives need for more bachelors degrees
Fourth Industrial Revolution accelerating tech disruption
Automation will hit jobs not requiring bachelor’s hardest

<table>
<thead>
<tr>
<th>Automatable</th>
<th>Non-automatable</th>
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<tbody>
<tr>
<td>55</td>
<td>45</td>
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<td>52</td>
<td>48</td>
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<td>44</td>
<td>56</td>
</tr>
<tr>
<td>22</td>
<td>78</td>
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</tbody>
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Example occupations:

- **Automatable**: Logging equipment operators, Taxi drivers
- **Non-automatable**: Stock clerks, Travel agents, Dental lab technicians, Firefighters, Nursing assistants, Web developers, Electricians, Legal secretaries, Lawyers, Doctors, Teachers, Statisticians, Chief executives

Automation could replace 44% of U.S. jobs by 2030

Projected impact on total employment in midpoint automation scenario, 2016–30
% of FTE hours with potential to be automated, midpoint scenario (range of automation scenarios, latest to earliest)

<table>
<thead>
<tr>
<th>Country</th>
<th>Latest</th>
<th>Midpoint</th>
<th>Earliest</th>
</tr>
</thead>
<tbody>
<tr>
<td>India</td>
<td>-11</td>
<td>-16</td>
<td>-31</td>
</tr>
<tr>
<td>Mexico</td>
<td>-13</td>
<td>-15</td>
<td>-26</td>
</tr>
<tr>
<td>China</td>
<td>-10</td>
<td>-23</td>
<td>-44</td>
</tr>
<tr>
<td>United States</td>
<td>-3</td>
<td>-18</td>
<td>-21</td>
</tr>
<tr>
<td>Germany</td>
<td>-2</td>
<td>-24</td>
<td>-25</td>
</tr>
<tr>
<td>Japan</td>
<td>-1</td>
<td>-26</td>
<td>-52</td>
</tr>
</tbody>
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NOTE: Numbers may not sum due to rounding.

Requirements of new jobs and skill upgrades drives demand for 4 vs. 2-Year degrees

<table>
<thead>
<tr>
<th>Education level</th>
<th>Projected net change to labor demand (Million)</th>
<th>% change in jobs Trendline to step-up</th>
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</thead>
<tbody>
<tr>
<td>United States</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than secondary</td>
<td>-2.8 to -2.3</td>
<td>-14 to -12</td>
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<tr>
<td>Secondary</td>
<td>-7.0 to -1.1</td>
<td>-12 to -2</td>
</tr>
<tr>
<td>Associate</td>
<td>-1.7 to 0.9</td>
<td>-5 to -2</td>
</tr>
<tr>
<td>College</td>
<td>1.8 to 3.3</td>
<td>+6 to +12</td>
</tr>
<tr>
<td>Advanced</td>
<td>0.8 to 1.0</td>
<td>+9 to +11</td>
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Predicted wider gap suggests need for more bachelors

In the United States, high wage jobs see the most growth and middle wage jobs decline the most

Percentage change in wage percentile group, 2016–30

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<tbody>
<tr>
<td>Trendline</td>
<td>-7</td>
<td>-3</td>
<td>-7</td>
<td>-7</td>
<td>-12</td>
<td>-16</td>
<td>-19</td>
<td>-21</td>
<td>-15</td>
<td>-9</td>
</tr>
</tbody>
</table>

On-campus alone will not meet need for bachelors or allow CU to grow
Seventh year of decline in national on-campus enrollment

**Figure 1:** Percent Change from Previous Year, Enrollment by Sector

Source: National Center Clearinghouse Research Center, Spring 2019 Term Enrollment Estimates
Colorado high school graduates peak in 2025 following national dip in 2026

Source: Knocking at the College Door, WICHE, Chart by CU System Institutional Research

Less childbirths following 2007-08 financial crisis
Only by bold, future focused steps has CU risen to prominence. Established:

- Medical school in 1883, absorbed DU’s in 1910, took over Fitzsimons Army Medical Center
- Extension Center in Denver in 1912, started teaching in Colorado Springs in 1945
- LASP in 1948, a decade before NASA
- CIRES in 1967, the oldest and largest NOAA cooperative institute
Expand lifelong learning offerings
Up to 33% of workforce may need to switch occupations

No longer will higher education be one (degree earned) and done (for life).

From degrees to credentials
From students to learners

- Credentials, badges, micro-masters
- Stackable, perhaps to degree
- Support nontraditional students and lifelong learners
- Building on credentials from others
Innovation in academic offerings
Adaptive learning leadership essential to catch up online and keep up on-campus
Learning anatomy supported by AR is much more effective than a standard cadaver-based course.
Leverage technology and data
Data Driven Innovation

Need rapid testing cycle for new teaching methods and credentials
Students want mobile, perhaps watch-friendly service options
Expand partnerships - research, experiential learning, lifelong learning
It’s Time to Start Worrying About the National Debt

Expecting economic growth to rescue the U.S. from unprecedented federal deficits is a dangerous gamble, as history shows.

By Valerie Ramey
Aug. 23, 2019 10:19 am ET

FOLLOW FORTUNE ON TWITTER

The Wall Street Journal

With deficit rising, worries grow the U.S. may be out of tools if recession hits

By Jeff Stein and Jonnelle Marte
August 21

The U.S. federal deficit will expand by about $800 billion more than previously expected over the next decade, as recent increases in spending are on track to push the nation into levels of debt unseen since the end of World War II, the Congressional Budget Office said Wednesday.

The annual U.S. deficit will come close to hitting $1 trillion in 2019, an unusually high number during a period of economic growth, the CBO added. Driving that number is spending as well as a large tax cut in corporate and individual income taxes passed by Republicans in 2017.
Amazon to Retrain a Third of Its U.S. Workforce

As technology reshapes roles, the online retailer plans to train 100,000 workers in new skills, from machine learning to nursing.
Success depends on adapting to technological change

Technology changes exponentially (fast), yet organizations change logarithmically (slow).

Management must strategically choose which technological changes to embrace, given the highly constrained bandwidth for absorbing organizational changes.

\[
\text{Technology changes at an exponential rate} \quad \rightarrow \quad \text{fast}
\]

\[
\text{organizations change at a logarithmic rate} \quad \rightarrow \quad \text{slow}
\]

\[\text{this change gap widens over time, eventually requiring a “reset” of the organization}\]

by Scott Brinker (@chiefmartec)
1982 Kodak
#28 on
Fortune
500

Rochester NY
It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is the most adaptable to change.

Charles Darwin
CU Strategic Plan – what it is

CU Strategic Plan Definition - Creates a roadmap that focuses the university’s strategic priorities over the next five years and beyond

• Develops means to leverage enterprise wide opportunities

• Recognizes the unique attributes of each campus while also identifying opportunities to advance the entire CU system

• Articulates metrics that measure progress over time

• Identifies and addresses current and future trends affecting the university

• Informs investment and resource allocation priorities
CU Strategic Plan – *does not*

- Replicate or replace campus strategic plans
- Ignore unique campus attributes and strengths
- Get into campus level execution
- Contain more than 10 focus areas
Listening & Engaging
(Accessing Strengths, Weaknesses, Opportunities & Threats)

CU’s Strategic Planning Process

Phase 1: Listening

Phase 2: Defining the Scope

Phase 3: Synthesis and Prioritization

Phase 4: Finalization & Implementation

Feedback

Feedback

Feedback
CU’s Strategic Plan Development

Strategic Pillars
Reoccurring themes identified from discussions with key stakeholders

Strategic Focus Areas
Identified long-term outcomes to provide focus for the planning process

Key Metrics
Quantifiable measurements that will track and assess the status of established focus areas

Action Items
Specific objectives that are measurable, associated with a timetable and a budget
CU Strategic Plan – *what is in it?*

Focuses on three overarching strategic pillars for the success and sustainability of CU:

- **Affordably Educate**
- **Discovery & Impact**
- **Fiscal Sustainability**
CU Strategic Plan – **AFFORDABLY EDUCATE**

- Innovation in Academic Offerings
- Diversity and Access
- Wellness and Mental Health
- Graduation Rates and Retention (CU Boulder, Colorado Springs and Denver)

**PROCESS**

- How do we define and measure success in each?
- What are the best and most promising practices that would allow us to become a national leader in each?
- How can the System facilitate success in these areas (e.g., facilitating transfer of knowledge, removing bureaucratic barriers, celebrating and sharing successes across the System)
CU Strategic Plan – DISCOVERY & IMPACT

- Scholarly/Creative Work and Graduate Programs
- Healthcare (CU Anschutz)

PROCESS
- How do we define and measure success and impact in discovery?
- What are the best and most promising practices that would allow us to elevate our international standing?
- How can the System facilitate success in this (e.g., facilitating transfer of knowledge and collaboration where appropriate, removing bureaucratic barriers, celebrating and sharing successes across the System)?
CU Strategic Plan – *FISCAL SUSTAINABILITY*

- Technology Enablement and Infrastructure
- Expand Collaborations and Partnerships
- Facilities and Maintenance

**PROCESS**

- How do we define and measure success and impact in fiscal sustainability?
- What are the best and most promising practices that would allow us to be a national leader among public institutions of higher education in this area?
- How can the System facilitate success in this (e.g., exploring innovative partnerships and/or investments at the System level, removing bureaucratic barriers to success)?
Structure identifies campus based strategic priorities as well as those across the entire organization where opportunities exist to elevate, align and advance the CU campuses and system as a whole.
Phase 1: Listening

- Step 1: July - Early August 2019: Gather Regent and chancellor input on priorities
- Step 2: July - November 2019: Process Development
- Step 3: August 20, 2019: Steering committee and VPs review and discuss proposed structure, timeline and strategic pillars and focus areas
- Step 4: Late August - Early September: Shared governance groups and Regents’ Governance Committee meetings
- Step 6: September 12-13, 2019: Regent approval of timeline, structure and general strategic pillars and focus areas

Input will be gather throughout the process
Phase 2: Defining the Scope

- Step 1: Early October 2019: Strategic planning committee kickoff meeting
- Step 2: October - November 2019: Strategic focus areas goal development
- Step 3: November 06 - 07, 2019: Regents’ discussion, feedback and approval of strategic focus area goals
- Step 4: November 2019 - March 2020: Key metrics and action items generation for strategic focus areas
- Step 5: February 13 - 14, 2020: Strategic plan process update, discussion and feedback with Regents’
- Step 6: TBD: Base and sensitivity cases from fiscal feasibility committee
Phase 3: Synthesis and Prioritization

- Step 1: March 2020: Input from fiscal feasibility committee
- Step 2: March 11, 2020: Strategic plan process update, discussion and feedback with Regents’
- Step 3: March 2020: Full strategic planning committee prioritization meeting
- Step 4: April 2 - 3, 2020: Strategic plan process update, discussion and feedback with Regents’
- Step 3: April - May 2020: Distillation by strategic planning team
Phase 4: Finalization & Implementation

• Step 1: May - July 2020: Engagement dialogue with stakeholders
• Step 2: July Regent Retreat: Regent discussion, feedback and approval
• Step 3: TBD: Publication
• Step 4: Fall 2020 - 2025: Implementation & Ongoing Assessment of strategic plan
Questions?
Our Ask to You

- Provide feedback on pillars and focus areas (slides 40 - 42) by close of business, **September 23, 2019** to **CUStratPlan@cu.edu**

- Incorporate continuing conversations regarding the strategic planning process into future meeting agendas