SELF STUDY FOR RE-ACCREDITATION

University of Colorado Denver

Prepared for The Higher Learning Commission
A COMMISSION OF THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SCHOOLS
April 2011
TABLE OF CONTENTS

Message from the Chancellor
Preface and Acknowledgments
Chapter 1 Introduction
Chapter 2 Status of Consolidation
Chapter 3 Response to Concerns Raised During Previous Visits by the Higher Learning Commission
Chapter 4 Mission and Integrity (Criterion 1)
Chapter 5 Preparing for the Future (Criterion 2)
Chapter 6 Student Learning and Effective Teaching (Criterion 3)
Chapter 7 Acquisition, Discovery, and Application of Knowledge (Criterion 4)
Chapter 8 Engagement and Service (Criterion 5)
Chapter 9 University Budget and Finances
Chapter 10 Federal Compliance
Chapter 11 Request for Continued Accreditation

Appendix
A Organizational Charts
B Institutional Snapshot
C Campus Maps
MESSAGE FROM CHANCELLOR JERRY WARTGOW

The University of Colorado Denver is proud to present this report submitted to the Higher Learning Commission of the North Central Association of Colleges and Schools for reaffirmation of accreditation. We welcome the team of consultant-evaluators and look forward to their visit and their work that will help us continue on the path to achieving our vision of excellence in learning, research and creativity, community engagement, and clinical care.

Our self-study report is the culmination of a three-year process that involved faculty, staff, and students in engaged committees, writing groups, and as reviewers who collected and analyzed information about our university. Their work produced both the university strategic plan in 2008 and now this document. This interwoven strategic planning and self-study process has already provided opportunities for improvements to our practices, and we now look forward to thoughtful input from the site-visit team aimed at helping us continue the process.

It has been enlightening to review our accomplishments over the last 10 years, especially since the decision to create the consolidated university in 2004. We have achieved a great deal while facing many challenges, including the recent major economic downturn. The accomplishments of the past are a reliable predictor of more great things to come for the University of Colorado Denver. Our self-study, in addition to identifying challenges, identifies some of the opportunities for the future.

I would like to thank all the people who contributed their time, effort, and talent to the self-study process. I look forward to welcoming the consultant-evaluator team representing the Higher Learning Commission of the North Central Association of Colleges and Schools to our university and thank them in advance for their work on behalf of higher education.

Sincerely,

Jerry Wartgow
Chancellor
PREFACE AND ACKNOWLEDGEMENTS

The timing of both the development of an institutional strategic plan and the self-study immediately followed a period of dramatic change during which the university embarked on two major initiatives: the building and relocation of the health sciences campus to the Anschutz Medical Campus and the consolidation of the University of Colorado at Denver with the University of Colorado Health Sciences Center.

Much of the analysis of data from environmental scans, discussion, and research for the self-study was conducted as part of the strategic planning process throughout 2007. The self-study benefited from the work of the task forces that consisted of university and community representatives. The self-study and strategic planning processes were deliberately intertwined. The concept was to perform the work of developing a strategic plan in a manner such that would not be duplicative and would inform the development of the subsequent self-study.

The strategic planning process began in spring 2007 with three primary purposes: (1) to guide and to drive the university’s future; (2) to respond to a request from the University of Colorado Board of Regents for a strategic plan from each of its three universities; and (3) to serve as the foundation for the University of Colorado Denver’s application for renewal of accreditation in 2010-11 by the Higher Learning Commission of the North Central Association of Colleges and Schools. The process was an inclusive one that invited participation by the entire university community as well as external stakeholders. It began with the chancellor appointing a permanent group, the University Planning and Accreditation Committee, consisting of senior university officers and elected leadership of the faculty, staff, and students. It is currently chaired by the provost and reports its recommendations directly to the chancellor. The committee is served by an extensive resource council comprised of individuals throughout the university who have the information to assist the committee in its work.

The convening of the University Planning and Accreditation Committee was followed by the appointment of seven task forces, involving more than 200 faculty, staff, and students. Each task force focused on one of the following areas:

- Mission, vision, and values
- Learning
- Discovery, creativity, and innovation
- Health care
- Engagement
- Institutional image and university communications
- Resource needs, infrastructure, and development
Each task force organized its discussion by using a standard report template and examined its particular assignment through the lens of the draft mission, vision, and values statements. Each task force surveyed the external and internal environments, examined extant literature on its topic, responded to a set of guiding questions, and then developed specific goals and objectives. The university community received regular updates about the strategic planning process through a biweekly letter sent by the provost and multiple university-wide announcements dedicated entirely to committee information. At key mileposts, input was sought from the university community through a website with a feedback component and a series of open forums. Leadership of all governance groups (exempt professional assembly, faculty assemblies, staff council, and student councils) were intimately involved in the feedback process as members of the University Planning and Accreditation Committee, and specific feedback sessions were held with governance groups at the Denver and Anschutz campuses. Input was solicited from alumni/ae and external stakeholders through facilitated focus groups. The committee was assisted by the Pappas Consulting Group, which has extensive experience in higher education strategic planning.

The strategic plan was approved by the Board of Regents in March 2008.

Following the approval of the university’s strategic plan by the Board of Regents, the University Planning and Accreditation Committee turned its focus toward accreditation. Then-Chancellor Wilson charged Provost Nairn and the committee with the task of conducting a comprehensive study that would not only form the basis of the self-study report, but would also analyze the steps taken to implement the strategic plan and conduct a thorough analysis of the current state and direction of the university.

Throughout the 24 months over which the self-study was developed, the self-study coordinator (Dr. Terry Potter) was engaged with the Higher Learning Commission. The coordinator submitted an outline for the self-study process and a preliminary outline of the report, and also discussed the self-study with the liaison appointed to the university by the Higher Learning Commission, Dr. Andrew Lootens-White.

A steering committee to oversee the self-study was formed in fall 2008. In January 2009, the University Planning and Accreditation Committee established five working groups, each formed around the Higher Learning Commission’s five criteria for accreditation. The composition of these working groups was decided after receiving input from the executive leadership of the university, as well as the accreditation committee and the steering committee. Provost Nairn invited the selected individuals to serve on the working groups. Each working group collected and reviewed data
and other information related to their area of focus and met multiple times during spring and summer 2009. The working groups submitted their materials to the steering committee, which began writing the first complete draft of the self-study. The initial draft of the self-study focused primarily on content and went through multiple rounds of revision involving the steering committee, the particular working group, and other members of the University Planning and Accreditation Committee. The second phase of writing the self-study focused more on the analytical components and in particular the challenges and opportunities section of the chapters describing criteria 1-5. The challenges and opportunities sections were developed following interactive small group discussions at committee meetings.

The outreach efforts to educate the broader university community about the self-study and accreditation were multipronged. The steering committee developed a website⁷ (www.ucdenver.edu/accreditation) that supplied information about regional accreditation of institutions of higher education and provided copies of previous self-studies prepared by the university. Members of the steering committee, as well as other members of the University Planning and Accreditation Committee, made presentations on aspects of the self-study and the process for their involvement to different groups (including faculty, staff, and student governance) within the university community⁸ and emphasized and encouraged their participation in the process.

One particularly successful effort in engaging the university community was structured around the cross-cutting themes. After considerable debate, the University Planning and Accreditation Committee selected four cross-cutting themes (emergent, learning-driven, collaborative, and responsible) to emphasize in the self-study process. These themes were then used as discussion points for committee members to engage their constituents and ask them in which ways did they feel that they contributed to the university in these four areas. To fuel such discussions, members of the university were featured in four short videos, each focused on one of the four themes, that were posted on the accreditation website⁹. The responses from units such as academic departments within a school or college were forwarded to the dean, or in the case of an administrative unit an assistant, associate, or vice chancellor, who then collated and analyzed the responses and forwarded them¹⁰ to the steering committee. This input on the four cross-cutting themes was integrated into the initial draft of the self-study that was made available to the entire university community in September 2010. The draft was posted on an internal website together with a series of specific questions on the self-study. Between 50 and 60 faculty, students, and staff provided detailed feedback¹¹ on parts of or the entire document.
This input was incorporated into the self-study and a penultimate draft of the self-study was again made available to the entire university community November through December 2010. The additional feedback submitted on the penultimate draft was incorporated into this final version of the self-study.

The Office of Integrated University Communications has also been involved in additional outreach activities that promote awareness of and further education on accreditation to the university community.
ACKNOWLEDGEMENTS

The university is indebted to numerous individuals and groups who contributed their time and considerable expertise throughout the self-study process. The entire effort involved hundreds of people in the university community as well as stakeholders beyond campus boundaries. Following is a summary of individuals and groups who made major contributions both to the self-study process and the strategic planning process that was the foundation for the self-study report.

Self-Study Planning Committee

The self-study process was directed by a planning committee that met weekly beginning in summer 2008 and continuing until the visit by the Higher Learning Commission team. This committee is comprised of:

Roderick Nairn, Provost and Vice Chancellor for Academic and Student Affairs, Professor, College of Liberal Arts and Sciences, and School of Medicine
Terry Potter, Assistant Vice Chancellor for Academic Effectiveness, Professor, School of Medicine (self-study coordinator)
Marguerite Childs, Associate Vice Chancellor for Academic Resources and Services
Laura D. Goodwin, Associate Vice Chancellor for Academic Affairs, Professor, School of Education and Human Development
Christine Stroup-Benham, Director, Office of Institutional Research, Planning, and Analysis
Kimberly Thompson, Director, Office of Institutional Accreditation, Strategic Planning, and Effectiveness
Kenneth Wolf, Associate Professor and Director, Office of Assessment

University Planning and Accreditation Committee

The strategic planning and accreditation processes were overseen by a committee of university leaders who met monthly beginning in April 2007 and continuing until the visit by the Higher Learning Commission team. This committee is currently comprised of:

Vice Chancellors

Andy Jhanji, Vice Chancellor for Advancement
Richard Krugman, Vice Chancellor for Health Affairs (and his designees), Dean and Professor, School of Medicine
Roderick Nairn, Provost and Vice Chancellor for Academic and Student Affairs, Professor, College of Liberal Arts and Sciences and School of Medicine
Jeff Parker, Vice Chancellor for Administration and Finance
Richard Traystman, Vice Chancellor for Research, Professor, School of Medicine
**Deans**
Judith Albino, Interim Dean, Colorado School of Public Health
Ralph Altiere, Dean, School of Pharmacy
Sueann Ambron, Dean, Business School
David Dynak, Dean, College of Arts and Media
Mark Gelernter, Dean, College of Architecture and Planning
Dan Howard, Dean, College of Liberal Arts and Sciences
Marc Ingher, Dean, College of Engineering and Applied Science
Denise Kassebaum, Dean, School of Dental Medicine
Richard Krugman, Dean, School of Medicine
Pat Moritz, Dean, College of Nursing
Deanna Sands, Interim Dean, School of Education and Human Development
Barry Shur, Dean, Graduate School
Paul Teske, Dean, School of Public Affairs

**Governance Leaders**
Leeann Fields, Exempt Professional Assembly
Taylor Profita, Anschutz Medical Campus Student Government
Lisa Province, Staff Council
Jason Robinson, Exempt Professional Assembly
Keven Shaw, Denver Campus Student Government
David Thompson, Anschutz Medical Campus Faculty Assembly, Associate Professor, School of Pharmacy
John Wyckoff, Denver Campus Faculty Assembly, Associate Professor, College of Liberal Arts and Sciences

**External/Community**
Jack Gilbraith

**Resource Council**
Zenaido Camacho, Associate Vice Chancellor for Diversity and Inclusion
Marguerite Childs, Associate Vice Chancellor for Academic Affairs
(Office of Academic Resources and Services)
Robert Damrauer, Special Assistant to the Provost, Professor, College of Liberal Arts and Sciences
Laura Goodwin, Associate Vice Chancellor for Academic Affairs (Faculty Affairs and Undergraduate Enrichment), Professor, School of Education and Human Development
Gerald Perry, Director, Anschutz Medical Campus Library
Terry Potter, Assistant Vice Chancellor for Academic Effectiveness, Professor, School of Medicine
Samantha J. Ortiz, Interim Associate Vice Chancellor for Student Affairs
Jerry Scezney, Chief Planning Officer, Office of Institutional Planning
Christine Stroup-Benham, Director, Office of Institutional Research, Planning, and Analysis
Mary Somerville, Director, Auraria Campus Library
Kimberly Thompson, Director, Office of Institutional Accreditation, Strategic Planning, and Effectiveness
Aaron Wishon, Assistant Vice Chancellor, Information Technology Services
Kenneth Wolf, Associate Professor and Director, Office of Assessment

**Staff Support**
Jessi Snyder
Vicky Starbuck

**Former members of University Planning and Accreditation Committee who were involved in the earlier stages of strategic planning and/or self-study, but have since assumed other roles include:**

**Former Vice Chancellors**
Teresa Berryman, Vice Chancellor for Administration and Finance
Jay Gershen, Vice Chancellor for External Affairs
Mark Heckler, Provost and Vice Chancellor for Academic and Student Affairs
Steve Krizman, Associate Vice Chancellor, Integrative Communications

**Former Deans**
Kathleen Beatty, Dean, School of Public Affairs
N.Y. Chang, Interim Dean, College of Engineering and Applied Science
John Freed, Dean, Anschutz Medical Campus Graduate School
David Gleim, Auraria Campus Library
Richard Hamman, Dean, Colorado School of Public Health
Jon Harbor, Interim Dean, College of Liberal Arts and Sciences
Robin Harvan, Dean’s Representative, School of Medicine
Carol Hodgson, Dean’s Representative, School of Medicine
Kathy Maes, Interim Dean, College of Arts and Media
Lynn Rhodes, Dean, School of Education and Human Development
Ren Su, Dean, College of Engineering and Applied Science
Teri Switzer, Auraria Campus Library

**Former Governance**
Jack Kroll, Denver Campus Student Government
Sruthi Pandapati, Anschutz Medical Campus Student Government
Jonathan Kurche, Anschutz Medical Campus Student Government
Hilary Bruce, Exempt Professional Assembly
Colin Rose, Denver Campus Student Government
Mary Ulibarri, Staff Council
Rebekah Griffith, Anschutz Medical Campus Student Government
Dallas Jensen, Exempt Professional Assembly
Brianna Sweeney, Anschutz Medical Campus Student Government
Zach Targos, Denver Campus Student Government
John Bryant, Denver Campus Student Government
Denny Lezotte, Anschutz Medical Campus Faculty Assembly, Professor, Colorado School of Public Health
Judy Igoe, Anschutz Medical Campus Faculty Assembly and Retired Faculty Association
Roxanne Byrne, Denver Faculty Assembly, Associate Professor, College of Liberal Arts and Sciences
Leslie Jameson, Anschutz Medical Campus Faculty Assembly, Associate Professor, School of Medicine
Carla Johnson, Exempt Professional Assembly
M. Judy Chavez, Exempt Professional Assembly

Former Resource Council
Bill Freud, Assistant Vice Chancellor, Information Technology
Louise Vale, Associate Vice Chancellor, Budget
Danielle Zieg, Director, Internal Communications

Former Staff Support
Cintia Alemán

Members of the Working Groups for the Self-Study
The self-study was driven by the strategic plan, followed by the contributions of the working groups, and in particular the co-chairs of these groups who devoted considerable time and effort in meeting with their groups, providing information to the steering committee and continuously reading, re-reading, and providing input on the drafts of the chapters with which they were involved. The membership of these groups was:

Criterion 1
Co-Chairs
Marguerite Childs, Associate Vice Chancellor for Academic Resources and Services
Gerald Perry, Director, Health Sciences Library

Members
Thomas P. Beresford, Professor of Psychiatry, School of Medicine
Jean-Claude Bosch, Professor and Associate Dean, Business School
Zenaido Camacho, Associate Vice Chancellor for Diversity and Inclusion
Linda M. deLeon, Associate Professor and Associate Dean, School of Public Affairs
John H. Freed, (formerly) Dean, Graduate School at the Anschutz Medical Campus
Patricia Moritz, Dean, College of Nursing
Clark J. Strickland, Assistant Dean, College of Arts and Media
Ren Su, (formerly) Dean, College of Engineering and Applied Science
Criterion 2
Co-Chairs
Teresa Berryman, (formerly) Vice Chancellor for Administration and
Finance (served until her retirement in November 2009)
Jeff Parker, Vice Chancellor for Administration and Finance
(since December 2009)
Christine Stroup-Benham, Director, Office of Institutional Research,
Planning, and Analysis

Members
Ralph J. Altiere, Dean, School of Pharmacy
David M. Dynak, Dean, College of Arts and Media
Carla L. Johnson, Director, Budget and Finance, College of Nursing
Jean Kutner, Associate Professor, School of Medicine
Lynn K. Rhodes, (formerly) Dean, School of Education and
Human Development
Jerry Scezney, Chief Planning Officer, Institutional Planning
Aaron R. Wishon, Assistant Vice Chancellor, Information
Technology Services

Criterion 3
Co-Chairs
Laura D. Goodwin, Associate Vice Chancellor for Academic Affairs
Daniel Howard, Dean, College of Liberal Arts and Sciences

Members
Carol S. Hodgson, (formerly) Associate Dean, School of Medicine
John A. Lanning, Assistant Vice Chancellor, Undergraduate Experiences
Joan K. Magilvy, Professor and Associate Dean, College of Nursing
Steven G. Medema, Professor of Economics, College of Liberal Arts
and Sciences
Brad J. Potter, Associate Dean, School of Dental Medicine
Frank Sanchez, (formerly) Associate Vice Chancellor for Student Affairs
Ellen Stevens, Associate Professor and Director, Center for
Faculty Development
Tammy T. Stone, (formerly) Professor and Associate Dean,
College of Liberal Arts and Sciences
Bob Tolsma, Assistant Vice Chancellor, Academic Technology/
Extended Learning
Kenneth Wolf, Associate Professor and Director of Assessment
Clifford E. Young, Professor and Associate Dean, Business School
Nancy R. Zahniser, Professor and Associate Dean, School of Medicine
Criterion 4
Co-Chairs
Richard Traystman, Vice Chancellor for Research
James Hageman, Associate Vice Chancellor for Research
Robert Damrauer, Special Assistant to the Provost

Members
Laura M. Argys, Professor of Economics, College of Liberal Arts and Sciences
Lois Brink, Professor, Landscape Architecture, College of Architecture and Planning
John C. Cambier, Professor and Chair, Department of Immunology, School of Medicine
Richard F. Hamman, (formerly) Dean, School of Public Health
Richard B. Johnston, Associate Dean, School of Medicine
Gary A. Kochenberger, Professor, Business School
J. Kenneth Ortega, Professor, College of Engineering and Applied Science
Mary M. Somerville, Director, Auraria Campus Library
David Ross, Professor, School of Pharmacy
Karen H. Sousa, Professor and Associate Dean for Research, College of Nursing

Criterion 5
Co-Chairs
Jay Gershen, (formerly) Vice Chancellor for External Affairs
(served until his departure in December 2009)
Andy Jhanji, Vice Chancellor for Advancement and Chief of Staff
(since December 2009)
Sueann Ambron, Dean, Business School

Members
Kathleen Beatty, Professor, School of Public Affairs
Terry Batliner, (formerly) Associate Dean, School of Dental Medicine
Steve Coffin, Managing Principal, GBSM
Mary Francavilla, Director, Student Affairs, Denver Campus
Lissa Gallagher, (formerly) Director, Experiential Learning Center, Denver Campus
Christine Johnson, (formerly) Special Assistant to the Provost
Janet Lopez, Director, P-20 Education Initiatives
Jacque Montgomery, Associate Vice Chancellor, Integrated University Communications; Director, PR and Media Relations
Randall Stubbs, Associate Vice President, University of Colorado Foundation
The working groups and the steering committee also relied upon a large group of special content contributors who provided valuable input on specific issues throughout the self-study.

In addition, editing, preparing, and publishing of the self-study report could not have been accomplished without the expert contributions of the Office of Integrated University Communications, particularly the assistance in editing, layout, and design by Erica Lefeave and Micheline Heckler, and Martin Lambuth at Visual Images, Inc.

The work of the self-study planning group also was greatly assisted by the Office of Institutional Research, Planning, and Analysis, the Office of the Provost, and the Office of Administration and Finance that verified facts and figures and provided data and information.

The online resource room was created by Robert Schell and Caglar Ozer of the Development and Informatics Service Center in the School of Public Health, in collaboration with Terry Potter.

Throughout the self-study process the steering committee received valuable assistance and advice from the university’s liaison with the Higher Learning Commission, Dr. Andrew Lootens-White, vice president for accreditation relations, and from Mary Jo White, senior advisor to the chancellor of the University of Colorado Boulder.

The accompanying video that serves as an introduction to the university resulted from a collaborative learning experience involving students and faculty from the College of Arts and Media. From the Department of Theatre, Film, and Video Production, co-director Assistant Professor David Liban oversaw the work of student scholars Ryan Bell and Matthew Brown, who were responsible for the cinematography and rough-cut editing. From the Department of Visual Arts—Digital Design, co-director and editor Assistant Professor Michelle Carpenter oversaw the work of Elizabeth Edwards, Joseph Garcia, Tanya Lipscomb, and Tyler Singson, who were also involved in the cinematography and developed the motion graphics. The sound and music were supervised by sound editor and re-recording mixer Assistant Professor David Bondelevitch from the Department of Music and Entertainment Industry Studies, who oversaw the work of student scholars Jeff Ratterman and Alex Layne (sound editors) and Brandon Vaccaro (music composer).

The visit of the Higher Learning Commission review team was coordinated by the logistics committee that is comprised of Marguerite Childs, Genla Larson, Vicky Starbuck, Jessi Snyder, Lisa Atencio, and Christine Stroup-Benham.
The university owes a debt of gratitude to former Chancellor M. Roy Wilson, whose leadership initiated the development of the university strategic plan and the early phases of the accreditation self-study report. Broad-based campus participation helped ensure continued momentum following Chancellor Wilson’s departure. Chancellor Jerry Wartgow and Vice President and Executive Vice Chancellor Lilly Marks provided strong support to bring the self-study to this point.

Finally, the self-study process was coordinated by Dr. Terry Potter. His talent and extraordinary effort contributed greatly to the success of the study and to the quality of the final document.

The university extends its deep appreciation and gratitude to all who contributed to the accreditation self-study and the visit by the review team from the Higher Learning Commission.
CITATIONS: REFERENCES AND WEBSITES CITED IN THIS CHAPTER

All references are available through the electronic resource room at:
http://www.ucdenver.edu/AccredLib

1. Membership of the University Planning and Accreditation Committee
2. Membership of the Seven Task Forces for Strategic Planning
3. Pappas Consulting Group
4. University Strategic Plan 2008
5. Charge from Chancellor Wilson for the Self-study
6. Sample Invitation to Members of the Working Group
7. University Accreditation 2011 Website
8. List of Presentations made to Constituents about Accreditation
9. Videos on Cross Cutting Themes
10. Feedback on Cross Cutting Themes
11. Feedback on Drafts of the Self-study
12. Additional Individuals who Provided Specialist Content
13. Online Resource Room
CHAPTER 1 – Introduction

- The university occupies two campuses, each of which serves the educational needs of its students. ............................. 1-1
- The University of Colorado Denver is one of three accredited institutions that comprise the University of Colorado system. .... 1-2
- The Auraria Higher Education Center serves three institutions of higher learning, including the University of Colorado Denver. .... 1-3
- The Denver Campus is undergoing an exciting transformation. .... 1-4
- Construction of the new Anschutz Medical Campus on the former Fitzsimons Army Medical Garrison established a world-class academic health center. ........................................ 1-5
- Relocation of some of the university’s partner and affiliated hospitals to the Fitzsimons facility has further enhanced the visibility of clinical programs. ......................................... 1-7
- Consolidation of the University of Colorado at Denver and the University of Colorado Health Sciences Center resulted in a more comprehensive academic institution. ...................... 1-8
- The economy of Colorado and the Denver-metropolitan area. .... 1-8
- The student population at the University of Colorado Denver continues to grow. ................................................. 1-9
- Academic programs meet the needs of current and future students. ................................................................. 1-13
- The university’s schools and colleges offer programs ranging from arts and literature to science and medicine. .............. 1-14
- Research at the University of Colorado Denver advances the sciences and makes a positive contribution to communities around the world. ................................................ 1-16
- Despite the difficult financial times, the University of Colorado Denver remains an important part of Colorado’s economy. .... 1-17
- The University of Colorado Denver has implemented many changes of major significance since the North Central Association/Higher Learning Commission focus visit on consolidation in 2005. .... 1-18
- The self-study document is organized around the five criteria identified by the North Central Association/Higher Learning Commission. ... 1-19
CHAPTER 1

INTRODUCTION

The past few years have been an exciting period of change for the University of Colorado Denver. Three major undertakings have transformed the university, creating a dynamic urban academic institution for the 21st century. The first was the consolidation of the University of Colorado at Denver with the University of Colorado Health Sciences Center to form a single multi-campus university now known as the University of Colorado Denver. The second was the planning and building of the Anschutz Medical Campus in Aurora, Colorado, and the relocation of the schools previously located at the Health Sciences Center in Denver. Construction of the Anschutz Medical Campus, one of the largest health care and health sciences development projects in the country, was planned and completed within 10 years (from 1998-2008). The third undertaking was the expansion of the physical facilities and resources at the Denver Campus in response to the consistent growth in enrollment and the desire to better engage with various constituencies and communities in downtown Denver.

This introductory chapter provides an overview of the university—its location on two campuses; its history; its facilities; as well as the faculty, students, schools, and colleges; and its current economy. The chapter concludes with an outline of the self-study process and the organization of this document.

In this self-study document, the term “university” is used to refer primarily to the University of Colorado Denver, comprised of the Denver Campus and the Anschutz Medical Campus. The term “system” is used to refer to the entire University of Colorado, which is comprised of Boulder, Colorado Springs, Denver, and Anschutz Medical Campuses.

*The university occupies two campuses, each of which serves the educational needs of its students.*

The University of Colorado Denver is comprised of two campuses approximately eight miles apart. The Denver Campus includes facilities on the Auraria Higher Education Center, which occupies 150 acres and is shared with two other institutions—Metropolitan State College of Denver and Community College of Denver. The Denver Campus also includes three buildings occupied exclusively by the university on Lawrence Street, contiguous to the Auraria Higher Education Center. Seven of the university’s schools and colleges, (1) College of Architecture and Planning, (2) College of Arts and Media, (3) Business School, (4) School of Education and Human Development, (5) College of Engineering and Applied Science, (6) College of Liberal Arts and Sciences, and (7) School of Public Affairs, as well as some administrative units, are located at the Denver Campus. The Graduate School also has an

“Look at how much has happened and is happening at the University of Colorado Denver. As a “new” university, we are still a work in progress. However, we are a resounding success in spite of the very difficult challenges we have faced in the past few years. Our past successes are a strong predictor of more great things to come as we continue to build a great 21st century urban university.”

Roderick Nairn, Provost
office at the Denver Campus. The campus is a five-minute walk from the heart of the civic, financial, and cultural districts of downtown Denver. This close proximity facilitates partnerships between the university and the city, enabling students to utilize the city as a learning laboratory.

The Anschutz Medical Campus, is located on the former Fitzsimons Army Medical Garrison in northwest Aurora (Colorado’s third largest city), eight miles east of downtown Denver. The campus houses four schools, (1) Dental Medicine, (2) Medicine, (3) Pharmacy, (4) Public Health, and one college, the College of Nursing. The Graduate School also has an office on this campus. The campus is located in close proximity to two of the university’s major clinical affiliates, University of Colorado Hospital and The Children’s Hospital. There are more than 10,000 faculty, staff, and students at the Anschutz Medical Campus. Today the campus, including University of Colorado Hospital and The Children’s Hospital, totals 232 acres. In addition, there is an adjacent 184 acre Colorado Science and Technology Park at Fitzsimons, which is affiliated with the university.

The University of Colorado Denver is one of three accredited educational institutions that comprise the University of Colorado system.

The University of Colorado was originally established as a territorial university in 1861. Upon the admission of Colorado to the Union in 1876, the Colorado state constitution declared the “University of Boulder” to be an institution of the state. In 1923 the University of Colorado Board of Regents was authorized by the state to operate specific clinical programs in Denver. In 1972, the state constitution was again amended to describe the University of Colorado as being “at Boulder, Colorado Springs, and Denver.”

With the consolidation of the University of Colorado at Denver and the University of Colorado Health Sciences Center in 2004, the University of Colorado system is currently comprised of three institutions with distinct campuses at four locations: Boulder, Colorado Springs, Denver, and Aurora. Each institution is independently accredited by the Higher Learning Commission of the North Central Association of Schools and Colleges, and each has its own chancellor and administration. The chancellors report to the president of the University of Colorado system, who is the principal executive officer for the system. The president is hired by and reports to the Board of Regents.

The Board of Regents is constitutionally mandated and publicly elected. The board is charged with general supervision of the campuses within the University of Colorado system including the control and direction of all funds and appropriations, unless otherwise provided by law. The board’s nine
members serve staggered six-year terms; one member is elected from each of the state’s seven congressional districts and two are elected from the state at large.

In addition to the Board of Regents, the University of Colorado is also accountable to the Colorado Commission on Higher Education. Established by the Colorado Legislature in 1965, the commission plans and coordinates higher education in Colorado to avoid duplication of facilities and programs offered by different institutions. It authorizes all degrees and reviews and approves all academic degree programs. In addition, the commission oversees the transfer of credits from institution to institution and has the authority to approve annual tuition and fee schedules, monitor progress toward graduation targets, and coordinate extended studies and student aid for state institutions of higher education. The Colorado Commission on Higher Education also establishes priorities for capital construction and renovation and reviews master and facilities plans for all state-supported institutions of higher education.

The Auraria Higher Education Center serves three institutions of higher learning, including the University of Colorado Denver. In 1912, the University of Colorado Department of Correspondence and Extension established an extension division in Denver that was managed by a single faculty member from the Boulder campus for many years. A dean was appointed to the Extension Division in Denver during 1953, and after being moved in and out of different facilities throughout its existence, the Division was moved to the Tramway Building on the northeast bank of Cherry Creek in 1956. In 1957 it was named the Denver Extension Center and in 1965 renamed the University of Colorado Denver Center with the authority to offer complete undergraduate and graduate degree programs. In 1972 it was given its own budget authority and again renamed as the University of Colorado at Denver.

In 1968 the Colorado Commission on Higher Education developed a concept to co-locate three institutions on a single site (University of Colorado at Denver, Metropolitan State College of Denver, and Community College of Denver). The site selected was the former township of Auraria where gold was first discovered in 1859, launching the Colorado gold rush (Auraria being derived from the Latin for gold). The Colorado Legislature agreed in principle to fund the construction at the Auraria site in 1970, and in the spring of 1972, the state’s largest capital construction project to that date (more than $40 million) was approved.

In 1973 the Colorado Legislature established the Auraria Higher Education Center to provide the common infrastructure and facilities management for
the three institutions. The current mission of the Auraria Campus is to provide "an effective, comprehensive and supportive environment which facilitates the missions of Community College of Denver, Metropolitan State College of Denver, and the University of Colorado Denver"\(^{24}\). Construction of the Auraria Campus was initiated in October 1973, and the campus opened in January 1976.

The University of Colorado at Denver moved to the Auraria Campus in 1977. The construction of the Auraria Campus required the relocation of many residents who were previously living at the site. The university established the Displaced Aurarian Scholarship\(^{25}\) to provide tuition and fees funds for students who were residents of the Auraria neighborhood at the time the Auraria Campus was first built. The program also extends to descendants of these residents.

Today the Auraria Campus occupies approximately 2,364,548 gross square feet of space on which its three institutions educate more than 45,000 students (approximately 20,000 full time) and employs more than 3,200 persons. The Auraria Campus is governed by the Auraria Board of Directors whose responsibilities include the

- allocation of physical resources;
- effective coordination and economies of joint use of physical operations;
- development of long range plans;
- coordination of nonacademic joint programs among the institutions; and
- resolving interinstitutional disputes and investigating delivery methods for campus services.

A more detailed description of the Auraria Campus Board of Directors, including the minutes of its meetings, can be found on their website\(^{26}\).

In view of the prolonged economic downturn, it is unlikely that the state of Colorado will provide funds for the construction of new buildings at the Auraria Campus in the near future. Therefore each of the three institutions is cooperating to enable each to construct new buildings that serve the educational needs of only their institution. For example, Metropolitan State College Denver will soon begin construction on two new buildings that will house an educational hotel facility and a student success building. The University of Colorado Denver is developing a program plan for an academic building adjacent to the North Classroom building on the Auraria Campus.
The growth in the number of academic programs and students at the Denver Campus has been enabled in part by the acquisition of three buildings adjacent to the Auraria Campus. These buildings currently house most of the Business School programs, the College of Architecture and Planning, the School of Education and Human Development, the School of Public Affairs, and several programs in the College of Arts and Media and the College of Liberal Arts and Sciences. This has established an “education corridor” for the university into downtown Denver (see also Criterion 2) that has enhanced not only the visibility of the university, but also the experiential learning opportunities for students.

In addition to the growth in facilities, other changes are fueling a transformation at the Denver Campus. For the first years of its existence, the University of Colorado Denver was considered primarily a “commuter” campus. The growth and appeal of our academic programs has led to an increase in enrollment of “traditional” first-time, full-time freshman students on the Denver Campus. The availability of residential housing helps foster this growth in freshman students who are selecting the University of Colorado Denver as their school of first choice. The new University Honors and Leadership Program (see Criterion 3), launched in fall 2008, is attracting many accomplished and talented applicants who might otherwise not consider the university. The program is thriving and admitted its third cohort in fall 2010. The university’s participation in the national Foundations of Excellence program (see Criterion 3) during the 2008-09 academic year produced several excellent recommendations including instituting learning communities in the student housing facility in order to strengthen the undergraduate experience.

Graduate programs on the Denver Campus, such as the new program in global energy management offered by the Business School, are growing and thriving. Many of the programs have hired new faculty who have a strong commitment to research, and some programs, such as bioengineering, are placing a greater emphasis on extramurally sponsored research. In addition, new collaborations in research, engagement activities, and new academic programs (e.g., in public health and the BA/BS to MD program—see Criterion 3) stretch across both University of Colorado Denver campuses. These changes and the possibilities for additional growth have created a heightened level of excitement at both campuses.

Construction of the new Anschutz Medical Campus on the former Fitzsimons Army Medical Garrison established a world-class academic health center.

The School of Medicine began in 1883 at the University of Colorado at Boulder when the University of Colorado created a department of medicine and surgery. Initially there were two instructors, and in 1885 the first two medical
students were granted their degrees. In 1925, the school moved to a new medical center built three miles east of downtown Denver on 17 acres of land donated by Frederick G. Bonfils, then-publisher of *The Denver Post*. The school shared a building with the hospital until 1965 when a new hospital was constructed. Soon after, the School of Medicine was joined in Denver by the School of Nursing (established 1898) and later by the School of Dentistry (established 1972). In 1975 the University of Colorado Medical Center became an autonomous campus of the University of Colorado with its own chancellor, and in 1979 it was renamed the University of Colorado Health Sciences Center to reflect the interrelationships between the schools. The School of Pharmacy was organizationally transferred from the Boulder campus to the health sciences campus in 1988, and physically moved to the campus in a newly-constructed facility in 1992.

In 1994, the U.S. Congress closed the Fitzsimons Army Medical Garrison in Aurora, Colorado, and the property at Fitzsimons was subsequently conveyed to the U.S. Department of Education. Approximately 227 acres, at no cost, were then transferred to the University of Colorado Health Sciences Center to build a new academic health center. In fall of 1997, the University of Colorado Board of Regents voted unanimously to move the entirety of the health sciences disciplines to the former Fitzsimons Army Medical Garrison. The University of Colorado Hospital Board of Directors also voted unanimously to move the hospital to Fitzsimons. In 1998, the first move of administrative units into the partially renovated former Army hospital (Building 500) occurred. Construction of new buildings for the campus began in 1999, and the first move of personnel into newly constructed buildings at the site began in June 2004. By January 2009, the move from the former health sciences campus in Denver to the Fitzsimons site was completed.

The investment by the university and the affiliated hospitals in facilities at the Fitzsimons site has totaled more than $2.1 billion—between 1997 and 2008, the university completed almost $900 million in construction and renovation. Currently, the university is spending an additional $100 million on several construction projects (e.g., the Pharmacy and Pharmaceutical Sciences Building and the Health and Wellness Center).

Raising this level of financing required the assistance of multiple partners, including the City of Aurora, state legislators, and private philanthropists. In recognition of the role played by the largest gifts from an individual donor, businessman Philip Anschutz, the new campus was renamed the Anschutz Medical Campus in November 2007.

The Anschutz Medical Campus currently occupies almost 2,908,205 gross square feet, supporting:
1. education, including classrooms, class laboratories, and support space;
2. health care, including all typical hospital and ambulatory medical services;
3. research; and
4. institutional support offices and general physical plant operations (see Table 3.2).

The fact that the relocation of the health sciences schools was completed in about 10 years is a testament to the vision and leadership of the university and to the resilience of faculty and their overriding desire to pursue even greater excellence in education, research, and clinical care.

Relocation of some of the university’s partner and affiliated hospitals to the Fitzsimons facility has further enhanced the visibility of clinical programs.

Each year the Anschutz Medical Campus graduates approximately 150 MDs, 50 physical therapists, 40 physician assistants, 70 dentists, 215 nurses, and 157 pharmacists. Students in these clinical programs receive part of their training at several hospitals that are partnered or affiliated with the university. These affiliated hospitals include University of Colorado Hospital, The Children’s Hospital, Veterans Affairs Medical Center, National Jewish Health, and Denver Health. Each hospital has several programs that are recognized nationally for their excellence and provide outstanding learning environments for students in the clinical programs. A major consideration of the university’s move to the Anschutz Medical Campus was whether some or all of the clinical affiliates would also relocate to the Fitzsimons site adjacent to the university. The proximity of the hospitals to the university enhances the access of faculty and staff to the clinical areas and facilitates the flow of discoveries made at the bench to the bedside and ultimately to the community.

While the Health Sciences Center was engaged in its planning process to move to the new site, University of Colorado Hospital developed its own master plan that led to the Anschutz Outpatient Pavilion opening in 2000. The hospital moved all of its inpatient services to the new campus in 2006.

The Board of The Children’s Hospital in Denver also decided to move from its aging and cramped facilities (located approximately four miles from the old health sciences campus) to the Fitzsimons site. This decision meant that the pediatric faculty would be located all together again (the pediatric programs had physically moved from the old health sciences campus to The Children’s Hospital in 1990). The new Children’s Hospital facilities were constructed and opened in October 2007. The Children’s Hospital plans an expansion project to add 350,000 square feet for newborn and pediatric intensive care, bone marrow transplants, and maternal fetal medicine.
In March 2009, the Secretary of Veterans Affairs Eric Shinseki, announced that construction of an 800,000 square foot Veterans Affairs hospital with approximately 200 beds adjacent to the Anschutz Medical Campus would start in 2010, with an anticipated opening date of summer 2013.

**Consolidation of the University of Colorado at Denver and the University of Colorado Health Sciences Center resulted in a more comprehensive academic institution.**

In 2004, during the planning process for the move of the University of Colorado Health Sciences Center, the University of Colorado Board of Regents approved the consolidation of the Health Sciences Center and the University of Colorado at Denver into a single institution. The consolidated university was initially named the University of Colorado at Denver and Health Sciences Center, and subsequently in 2007, was renamed the University of Colorado Denver—one institution with two campuses. The progress of the consolidation is discussed more extensively in Chapter 3.

**The economy of Colorado and the Denver-metropolitan area.**

The state of Colorado is a geographically varied land area of 103,717 square miles, consisting of the Great Plains in the east, canyon lands in the west, and the Rocky Mountains centrally. In 2009, the population of Colorado was estimated to be 5,024,748 residents with a current growth rate of 1.9 percent, making it the 22nd most populous and the eighth-fastest growing state in the country. It is home to skiing, hiking, and climbing areas that attract a major recreational tourist population.

In addition to tourism, the economy of Colorado is centered on agriculture, service industries (including medical providers and other business and professional services), and manufacturing. Approximately 50 percent of the state’s population lives in the Denver primary metropolitan statistical area. Although these are turbulent economic times, Denver remains a vibrant metropolitan city with a bustling downtown that has sustained a resurgence that began in the early 1990s. Many of the jobs in Denver have an international component based on foreign ownership, foreign partnerships, or a focus on foreign markets. For example, Denver is an international center for the telecommunications and information technology industries. Colorado ranks third nationally in expected growth in jobs that require post-secondary educational training. Colorado’s economy is tied to strong support for cutting-edge scholarship and research needed to create a work force for these jobs as well as to develop new industries, new products and solve pressing problems in areas such as energy, health, climate change, and technology.

The median age of residents of Colorado is 35. The median household income (2005-08) is $62,217, which is the seventh highest in the United States.
Colorado has an educated work force and the fourth-highest percentage of residents (34.7 percent of all citizens 25 or older) with college bachelor’s degrees among all states. The demographic characteristics of Colorado are 71 percent white (not Hispanic), 20 percent Hispanic or Latino origin, and 4.3 percent black. In Colorado the Hispanic population is the fastest growing demographic; however only 6 percent of Hispanics have an associate’s degree, and only 8 percent have a bachelor’s degree. This disparity is the largest majority-minority ethnic gap (white-Hispanic) in attainment of post-secondary in the nation. The state has a number of “pipeline” programs at various stages of development to address this problem. The Denver Campus is one of Colorado’s most diverse university campuses and serves more low income students than any other research institution in Colorado.

The student population at the University of Colorado Denver continues to grow.

In academic year 2009-10, the University of Colorado Denver offered 128 degree and 58 certificate programs and served more than 29,000 students—including full- and part-time students receiving education either in-class, online, or through extended studies or nondegree programs. Enrollment data is available in the report libraries maintained by the Office of Institutional Research, Planning and Analysis. Students come to the university from 130 countries and 50 states, and current enrollment includes 9 percent out-of-state residents and 4 percent international students. The Denver Campus attracts mostly Colorado residents, primarily from the Denver metropolitan area (approximately 75 percent). Many graduates remain in Colorado—67 percent of alumni continue to live here and contribute further to the educated work force that helps to fuel the economy and enhance the quality of life of the state.

Currently (fall 2009 census), the student body at the University of Colorado Denver is 57 percent female and comprised of 56 percent undergraduate and 44 percent graduate/professional students. At the Denver Campus, 65 percent of students are undergraduates, whereas at the Anschutz Medical Campus the student body is 13 percent undergraduate students and 87 percent graduate/professional students. At the Denver Campus 41 percent (28.5 percent of undergraduate and 64.4 percent graduate) of students are parttime (fall 2009), while at the Anschutz Medical Campus, 9 percent of students are parttime. The student body at both campuses is heterogeneous with respect to age, ethnicity, culture, and academic credentials. In 2009, students of color comprised 38 percent of new freshmen, 29.4 percent of undergraduate students, and 13.3 percent of graduate students at the Denver Campus. At the Anschutz Medical Campus, 17.5 percent of students are students of color.
Over the last eight years, the number of full-time undergraduate students enrolled at the Denver Campus has increased each year and grown by 46 percent (Figure 1.1). The part-time undergraduate student population at the Denver Campus is substantial (28.5 percent in fall 2009), and several populations of undergraduate students have been increasing at the Denver Campus over the past few years.

- First-time, full-time, degree-seeking undergraduates rose 62 percent (from 624 to 1012) from fall 2003 to fall 2007 and has held constant since then (Figure 1.3).
The average age of undergraduate students has fallen by almost one year since 2003 (from 24.4 to 23.6 through fall semester 2009).

The proportion of Pell Grant recipients has risen from 19 percent in fall 2001 to 29 percent in fall 2009 (Figure 1.5).

The number of undergraduate transfer students at the Denver Campus has increased only slightly during the past eight years. In contrast to the vigorous growth of the undergraduate student population, the number of full-time graduate students on the Denver Campus has decreased by nearly 3.5 percent since 2003 (Figure 1.2). There is still a greater proportion of part-time graduate students at the Denver Campus (Figure 1.4).
Ethnic minority students account for 29.4 percent (fall 2009) of the current undergraduate enrollment at the Denver Campus. This increase (from 26.8 percent in 2005) is likely fueled, at least in part, by the university developing strong preschool-20 (P-20) partnerships including pre-collegiate preparation programs. The number of undergraduate international students on the Denver Campus has increased from 123 in fall 2005 to 335 in fall 2009, now with nearly as many undergraduate as graduate international students (Figure 1.6).
In 2010, the higher education flexibility bill (Senate Bill 10-003) passed by the Colorado Legislature enabled the institutions within the University of Colorado system to increase the proportion of international students. The University of Colorado Denver has provided additional resources and personnel for the Office of International Affairs to support an increase in the international activities of the university.

Student enrollment at the Anschutz Medical Campus has also risen consistently since 2003 (Figure 1.7). The ability for significant enrollment growth in some of the clinical programs is limited by the availability of clinical sites, preceptors, and faculty. Entry into the graduate and professional programs at the Anschutz Medical Campus is highly competitive. The School of Dental Medicine is one of the most selective in the United States. In recent years is received more than 1,400 applicants annually for 52 positions in the DDS program. Similarly, in 2009 the MD program in the School of Medicine received 3,660 applications (84 percent from outside of Colorado) for their class of 160.

Academic programs meet the needs of current and future students.

In 2009 Forbes ranked the University of Colorado Denver 34th among public universities. Rankings are based partly on research accomplishments—the five criteria are: graduation rate (how good a college is at helping its students finish on time); the number of national and global awards won by students and faculty; students’ satisfaction with instructors; average debt upon graduation; and postgraduate vocational success as measured by a recent graduate’s average salary and alumni achievement. Many of the university’s graduate research programs are also highly rated by U.S. News and World Report.
The University of Colorado Denver has the largest accredited graduate schools of education and business and the only public schools of medicine, pharmacy, dental medicine, and architecture and planning in the state.

In addition, the collaborative Colorado School of Public Health, a partnership that includes University of Northern Colorado\(^7\) and Colorado State University\(^8\), is the only school of public health in the Rocky Mountain region. The university also has statewide authority to deliver programs in public affairs.

In academic year 2009 the university conferred 4,024 degrees, including 1,743 bachelor’s degrees and 2,281 graduate degrees (including first–professional), which is more than any other Colorado institution. The most popular majors among undergraduate students are biology, business, and psychology.

*The university’s schools and colleges offer programs ranging from arts and literature to science and medicine.*

The 13 schools and colleges within the University of Colorado Denver offer a wide range of academic and professional programs for undergraduate and graduate students.

**College of Architecture and Planning**

The College of Architecture and Planning offers the only graduate programs in architecture in Colorado and is one of the country’s largest colleges of architecture and related design and planning disciplines. The college supports a number of centers such as the Center of Preservation Research; the Colorado Center for Sustainable Urbanism; the Children, Youth; and Environments Center for Research and Design; and the Colorado Center for Community Development.

**College of Arts and Media**

The College of Arts and Media offers undergraduate and graduate programs focused on the intersection of art, the creative industry, and emerging technology. The college benefits from the proximity of the Denver Performing Arts Complex, the Denver Art Museum, and a multitude of performance and gallery venues in downtown Denver.

**Business School**

The Business School offers undergraduate and graduate programs that merge academic theory with actual business implementation for an advanced, integrated education. Specialized resource centers of the Business School include the Bard Center for Entrepreneurship; the Center for Information Technology Innovation; and the Center for International Business, Education, and Research, which is the only federally funded center of this type in the western United States.
School of Dental Medicine
The DDS program offered by the School of Dental Medicine is one of the most selective in the United States. The school consistently ranks in the top 15 of all dental schools for National Institutes of Health funding and performs pioneering research in oral cancer, salivary gland disease, neurobiology, craniofacial developmental biology, and pain control.

School of Education and Human Development
The School of Education and Human Development is the largest graduate school of education in Colorado, serving students seeking degree/licensure and offering many options for continuing education. The school’s professional development programs engage students in a strategic and interrelated combination of course work and internships in Denver metro schools.

College of Engineering and Applied Science
The College of Engineering and Applied Science provides education for both undergraduate and graduate students in civil, electrical, mechanical, and computer science engineering, as well as graduate education in bioengineering. The college also has strong educational and research programs in evolving areas of national need such as bioengineering, energy conservation, and sustainability.

Graduate School
The Graduate School encompasses programs on both campuses. Graduate students at the Anschutz Medical Campus perform research focused on human health and disease in more than a dozen basic science, analytical, clinical, and nursing disciplines. At the Denver Campus graduate students work in widely divergent areas for master’s and doctoral degrees. All PhD and EdD programs, as well as master’s programs that do not undergo specialized accreditation, are housed in the Graduate School.

College of Liberal Arts and Sciences
The College of Liberal Arts and Sciences serves the greatest number of students within the university and has faculty who are award-winning professors, teachers, researchers, and writers engaged in the exchange of fundamental ideas and the discovery of solutions to shared, global issues. The college is committed to providing a strong liberal arts education to its students, while recognizing that many students enter the college with aspirations to become health care professionals. To meet the needs of the latter students, the college has developed a strong health-professions advising program, a direct pipeline to an MD through the BA/BS-MD program, and undergraduate degree programs in public health.
School of Medicine
The School of Medicine offers educational programs leading to an MD, a doctor of physical therapy, and a master of science in physician assistant studies, that are nationally and internationally known for their excellence. The school ranks 10th out of all public medical schools in the country for research grants and contracts from the National Institutes of Health.

College of Nursing
The College of Nursing offers both undergraduate and graduate programs, including the first nurse practitioner and school nurse programs developed in the United States. The doctor of nursing practice program incorporates faculty mentoring and innovative delivery methods that prepare graduates to be clinical leaders.

School of Pharmacy
The School of Pharmacy is one of the top-ranked pharmacy schools in the nation and is consistently among the top 12 pharmacy schools for federal research funding in the United States. The doctor of pharmacy program has been notably successful in enrolling minority students.

School of Public Affairs
The School of Public Affairs offers both undergraduate and graduate programs on the policies and programs of the state and region. The school is ranked number 32 nationally and is one of only two programs nationally to partner with the U.S. Office of Personnel Management to provide executive master of public administration students the opportunity to participate in management development centers.

Colorado School of Public Health
The Colorado School of Public Health is the only collaborative school of public health west of the Mississippi River. The university partners with Colorado State University and University of Northern Colorado to offer many public health academic and professional programs including master's and doctoral programs in public health, biostatistics, epidemiology, and health services research. The school provides a vital contribution toward ensuring the region’s health and well-being and is also home to several local and national centers including the Centers for American Indian and Alaskan Native Health.

Research at the University of Colorado Denver advances the sciences and makes a positive contribution to communities around the world.
Research activities at the University of Colorado Denver are a cornerstone of the mission. During academic year 2009-10, the university had 1,578 regular
tenure/tenure-track faculty, 1,378 regular nontenure/tenure-track faculty, 265 clinical track faculty, 225 research faculty, and 1,319 research assistants and associates. Included among the faculty are 18 members of the National Academies (four National Academy of Sciences; 14 Institute of Medicine) and numerous winners of national and international fellowships and awards (see Criterion 4).

In academic year 2009-10, sponsored awards totaled $421.4 million. The research performed by University of Colorado Denver faculty is unlocking, for example, the fundamental mechanisms of adult and children’s diabetes, obesity, alcoholism, cancer (breast, kidney, prostate, lung, and skin), heart disease, emphysema, and organ transplants, among others. The university also exercises national leadership in interdisciplinary signature areas such as the study of altitude and its impact on people. In addition, centers at the Anschutz Medical Campus conduct nationally prominent work on comparative effectiveness, community prevention and policy change, and health among American Indians and Alaska Natives and others.

At the Denver Campus the scholarly activity is extensive and includes media forensics; developing sustainable infrastructures and reducing carbon dioxide in the atmosphere; historic preservation; urban architecture; education of children with special needs; and the development of policies in diverse areas including public schools, domestic violence, water use, and administrative affairs.

Despite the difficult financial times, the University of Colorado Denver remains an important part of Colorado’s economy. The University of Colorado Denver is a public university, however only about 8 percent of its budget is derived from the state. In spite of this limited support, the university has been able to sustain and grow. In fiscal year 2009-10, the university’s operating budget was approximately $1.3 billion, comprised of general, auxiliary, and restricted funds. Component 2B outlines how the university ensures that its financial resources are directed toward its mission, in particular its educational mission. The details of the university’s budget are provided in Chapter 9.

The University of Colorado Denver is an important engine to Colorado’s economy. Contributions to the state economy include education, training, research, community service, and outreach activities. A recent study by the University of Colorado system determined that there are nearly 40,000 employees in the University of Colorado system, making it the fourth-largest employer in the state. The study further estimated that for every $1 of unrestricted support from the state government, $26.50 is returned to the state’s economy. For the fiscal year ending June 30, 2008, the combined
economic contributions of the University of Colorado Denver and affiliated University Physicians Incorporated included:

- direct employment of 9,337 jobs and indirect support of up to another 13,200 jobs for a total employment impact of more than 22,500. On average, each faculty and staff position at the university supports up to 1.41 additional jobs in Colorado;
- operations generating as much as $2.48 billion in total goods and services produced in Colorado; and
- compensation expenses of $720 million, including wages, salaries, and benefits; $299 million for goods and contracted services; and $250 million in miscellaneous expenses such as rent, transportation, and utilities.

The university has undertaken a recent economic impact study. The data from this study will be available in 2011. Intellectual property developed by faculty from the university has produced approximately 376 invention disclosure statements and 282 patent applications over the past three years.

The University of Colorado Denver has implemented many changes of major significance since the North Central Association/Higher Learning Commission focus visit on consolidation in 2005.

The university has made great strides toward achieving the vision described in the 2004/05 focus visit report to the Higher Learning Commission (see Chapter 3).

- To become the leading urban research university with nationally ranked programs of teaching, clinical care, and community service throughout Colorado
- To provide access to higher education for undergraduate, graduate, and professional students with increased multicultural diversity through recruitment and pipeline initiatives
- To offer new interdisciplinary programs of education, research in the life sciences, professional programs, and liberal arts
- To become a more entrepreneurial university with two campuses in the Denver/Aurora metropolitan area and in the state
- To develop regional business and community partnerships that stimulate new programs and an improved economy

The university has had several major achievements since the 2005 focus visit by the Higher Learning Commission that are enabling it to achieve the vision described in the 2004-05 focus visit report.

- Completed the move to the Anschutz Medical Campus (see Criterion 2) and developed a learning environment that incorporates high technology in the education buildings (see Criterion 3)
- Purchased and constructed new buildings and renovated existing space at the Denver Campus (see Criterion 2)
- Expanded student services (see Criterion 3)
- Consolidated many administrative and service functions that are estimated to result in multimillion dollar savings each year (see Criterion 2)
- Established the Colorado Clinical and Translational Sciences Institute that has initiated not only translational research (Criterion 4) but also many community-based health projects (see Criterion 5)
- Developed a new school—the Colorado School of Public Health—and new academic programs, e.g., bioengineering (see Criterion 4)
- Grown pipeline activities including middle schools, high schools, and undergraduate to graduate activities (see Criteria 1 and 5)
- Increased undergraduate enrollment (see Figure 1.1)
- Enhanced diversity and inclusion at both campuses (see Criterion 1)
- Improved internal and external communications through the creation of an office of integrated communications and the new website for the university (see Criterion 1)
- Invested in improvements for the infrastructure that supports research and funded collaborative projects (see Criterion 4)
- Consolidated the Graduate School and, following a national search, appointed a new dean of the Graduate School

The self-study document is organized around the five criteria identified by the North Central Association/Higher Learning Commission.

This self-study report is organized around the five criteria identified by the North Central Association/Higher Learning Commission. This structure is consistent with the work performed by the task forces for both the self-study (2008-10) and the strategic plan (2007-08), as described in the preface.

- Chapter 1 is an introduction.
- Chapter 2 discusses the consolidation of the university.
- Chapter 3 outlines the accreditation history of the university and provides responses to concerns raised in previous visits.
- Chapters 4-8 outline how the university fulfills the Higher Learning Commission Criteria 1-5.
- Chapter 9 presents a comprehensive outline of the current financial position of the university.
- Chapter 10 discusses federal compliance.
- Chapter 11 is the concluding chapter and includes a formal request for continued accreditation.

The supporting documentation is available in the online resource room41 (www.ucdenver.edu/AccredLib), which is part of the accreditation website42 (www.ucdenver.edu/Accreditation). Some of the documents may be downloaded by individuals with a password.
Toward the end of 2009, University Planning and Accreditation Committee discussed several cross-cutting themes that might be contained within the self-study. The themes selected are consistent with those described in the Higher Learning Commission handbook for accreditation. All members of the University Planning and Accreditation Committee asked the individuals they represent what these themes meant and how they considered the activities of their unit (school, college, department, administrative unit, governance group, etc.) to fit within the themes. Following this three-month process, 54 units submitted feedback on each of the selected four themes: (1) emergent, (2) learning-driven, (3) collaborative, and (4) responsible. The four themes are interwoven into the self-study criteria to describe the University of Colorado Denver. In defining what these terms mean, the university is considered to be:

- **Emergent**, rising to new levels of prominence and distinction as a result of strategic planning and choices that create transformational change. It is energized and renewed as it focuses on its mission and vision and is responsive to its environment.

- **Learning-driven** through study and self analysis, assessing and advancing learning, teaching, and practice. It creates and applies knowledge, innovations, and discoveries to improve the human condition.

- **Collaborative**, fostering partnerships among faculty, students, and staff across school, college, department, and unit boundaries. It listens and responds to the concerns of external constituencies, establishing mutually beneficial partnerships that impact local, national, and global communities.

- **Responsible**, focusing on its mission and accountable to its diverse constituencies through ongoing, effective, systematic assessment that promotes and results in continuous improvement. It understands its position locally, nationally, and globally, allowing it to plan for and respond to societal changes while demonstrating integrity and good stewardship.

These four terms appear in bold in subsequent chapters of this self-study.
CITATIONS: REFERENCES AND WEBSITES CITED IN THIS CHAPTER

All references are available through the electronic resource room at:
http://www.ucdenver.edu/AccredLib

1. Denver Campus
2. Auraria Higher Education Center
3. Metropolitan State College of Denver
4. Community College of Denver
5. College of Architecture and Planning
6. College of Arts and Media
7. Business School
8. School of Education and Human Development
9. College of Engineering and Applied Science
10. College of Liberal Arts and Science
11. School of Public Affairs
12. Graduate School
13. Anschutz Medical Campus
14. School of Dental Medicine
15. School of Medicine
16. School of Pharmacy
17. Colorado School of Public Health
18. College of Nursing
19. University of Colorado Hospital
20. The Children’s Hospital
21. Colorado Bioscience Park
22. Board of Regents
23. Colorado Commission of Higher Education
24. Auraria Higher Education Center Mission Statement
25. Displaced Aurarian Scholarship Program
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27. National Jewish Health
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29. Colorado Census Quickfacts
30. Household Income by State
31. College Degrees by State
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33. Office of Institutional Research, Planning, and Analysis—Report Library
34. Colorado Senate Bill SB 10-003
35. Forbes Magazine Rankings of Top 100 Colleges
36. U.S. News & World Report Rankings of Graduate Programs
37. University of Northern Colorado
38. Colorado State University
39. Economic Impact Study
40. Consolidation Focused Visit 2004-05 Report
41. Resource Room Website
42. University Accreditation 2011 Website
Chapter 2 | Consolidation
The decision to consolidate was studied and vetted by multiple planning committees. .................. 2-1

The Higher Learning Commission approved the consolidation following a focus visit. .......................... 2-2

Initial changes following consolidation included changes in leadership and reorganization of administrative structures. .... 2-2

Many major initiatives have resulted in a successful implementation of consolidation. .......................... 2-5

The university has implemented changes in student and faculty services following consolidation. .................. 2-7

The different models for budget distribution at both campuses that existed before consolidation have been maintained. .... 2-8

The consolidation has created additional opportunities for new academic programs and research. .................. 2-9

Challenges and opportunities for improvement .................. 2-10
CHAPTER 2

THE SUCCESSFUL CONSOLIDATION OF THE UNIVERSITY OF COLORADO AT DENVER AND THE UNIVERSITY OF COLORADO HEALTH SCIENCES CENTER

This chapter describes the history and rationale for the university’s consolidation and explains that the goals, the approach, and the accomplishments to-date are perfect examples of the university’s cross-cutting themes. As a result of the consolidation, the University of Colorado Denver has become a more vibrant emergent university that excels at collaboration and is responsible to the community and state. The consolidation has also provided new opportunities to enhance the learning-driven nature of the university.

The decision to consolidate was studied and vetted by multiple planning committees.
Following her appointment in 2000 as president of the University of Colorado system, Dr. Elizabeth Hoffman unveiled her “Vision 2010” statement that challenged all campuses in the University of Colorado system to: grow a culture of excellence; build a “university without walls”; increase diversity; increase resources and use them wisely; and integrate infrastructure. Dr. Hoffman had previously served as provost at the University of Illinois Chicago, an institution that consolidated its urban predominantly undergraduate campus with its health sciences campus in 1982; she suggested that the University of Colorado at Denver and the University of Colorado Health Sciences Center consider a similar consolidation.

During the 2002-03 academic year the university initiated a “Consolidation Desirability” study1 that, in June 2003, proclaimed that the university “has an unprecedented opportunity to create a great 21st century urban research university.” This study further suggested that several advantages would arise from this consolidation, including opportunities for cross-disciplinary research that could improve grant funding; enhancement in educational opportunities for all students; and budget diversification, particularly for the Health Sciences Center. A feasibility study2 performed in the 2003-04 academic year by university and community representatives, in addition to an independent study by outside consultants3, concluded that consolidation was feasible and that there were no insurmountable obstacles to consolidation. Based on the findings of these studies, the University of Colorado Board of Regents voted on June 30, 2004, to consolidate the two separately regionally accredited institutions into a single educational institution as of July 1, 20044. State lawmakers also supported the consolidation during their 2004 legislative session with the...
passage of a house joint resolution (HJR-04-1005). In summer 2009 the Board of Regents asked for a review of the state of consolidation and unanimously reaffirmed the commitment to the University of Colorado Denver as a consolidated entity.

The Higher Learning Commission approved the consolidation following a focus visit.

Immediately following the official adoption of consolidation, the university contacted the Higher Learning Commission, which determined that a focus visit should be arranged to ensure that the consolidation complied with Higher Learning Commission guidelines. The university prepared and submitted a self-study focused on the consolidation, and the visit occurred in January 2005. Following this visit, the Higher Learning Commission approved a revised Statement of Affiliation Status for the university and reiterated the goals established by the new university including:

- become the premier urban research university with nationally ranked programs of teaching, clinical care, and community service throughout Colorado (consistent with the theme of emergent);
- provide access to higher education for undergraduate, graduate, and professional students with increased multicultural diversity through recruitment and pipeline initiatives (consistent with the theme of learning-driven);
- offer new interdisciplinary programs of education and research in the life sciences, professional programs, and liberal arts (consistent with the theme of collaborative);
- become a more entrepreneurial university with two campuses in the Denver/Aurora metropolitan area (consistent with the theme of collaborative); and
- develop regional business and community partnerships that stimulate new programs and an improved economy (consistent with the themes of collaborative and responsible).

As outlined below, the University of Colorado Denver has made great progress on these goals during the past six years.

Initial changes following consolidation included changes in leadership and reorganization of administrative structures.

Dr. James Shore, the first chancellor of the combined institution, which was renamed the University of Colorado at Denver and Health Sciences Center, retired in 2005 and an interim chancellor, Dr. Greg Stiegemann, was selected while a search for a chancellor was undertaken. In July 2006, Dr. M. Roy Wilson began duties as chancellor of the university and served through June 2010, when he was appointed chancellor emeritus. In
August 2010, Dr. Jerry Wartgow was appointed interim chancellor and Lilly Marks was appointed executive vice chancellor for the Anschutz Medical Campus and vice president for health affairs for the University of Colorado system.

The consolidation into a single university presented challenges and offered opportunities. The challenges included bridging cultural and logistical differences. For example, in 2005 the schools of the current Anschutz Medical Campus were engaged in funded research exceeding $330 million annually and educating 2,900 students, predominantly at the graduate level. The Denver Campus provided education in a variety of formats, including in-class, online, extended studies and nondegree programs, for approximately 27,000 students. In addition, funded research at the Denver Campus was approximately $20 million annually. The budget model for the health sciences schools is heavily dependent on research and clinical funds and is largely decentralized, while that of the Denver Campus is largely dependent on tuition and state funding and is centralized. In addition, the health sciences schools have operated primarily with 12-month faculty appointments, whereas the Denver Campus has operated primarily with 9-month faculty appointments. Respecting these complex differences and remaining true to a pledge that the consolidation be evolutionary rather than revolutionary, the first units to be consolidated were administrative. Initially the executive leadership of the university was reorganized.

This included:

- creating the position of vice chancellor for health affairs and combining this position with that of dean of the School of Medicine;
- expanding the role of the provost on the general academic campus to include the title of vice chancellor for academic and student affairs with broad oversight responsibilities for all schools and colleges, academic affairs, student services, the newly consolidated Graduate School, and all academic processes on both campuses;
- expanding the role of chief of staff to include the title of vice chancellor for university advancement, with oversight responsibilities over university-wide alumni affairs, institutional development, and marketing/communications;
- expanding the role of the vice chancellor for research to oversee research activities on both campuses;
- consolidating the Office of Grants and Contracts at the former Health Sciences Center with the Division of Sponsored Program Administration as well as the Office of Sponsored Program Accounting at the Denver Campus in 2008; and
- creating the position of associate vice chancellor for diversity and inclusion and vice provost, with broad oversight responsibilities for
university-wide diversity policies and efforts, which coordinates with and augments efforts in place within many of the individual schools and colleges.

Consolidation has also provided an opportunity for the university to become more efficient and effective in the support services that it provides to the university community. For example:

- co-locating staff in key service offices into a single location where employees are now cross-trained and have a more extensive set of knowledge and skills, thereby improving the quality of the services available;
- developing consolidated policies and procedures for the major functional service areas that have adopted the best practices of both previously separate functions;
- leveraging centralized computing resources to create better backup/recovery and redundancy than was practical or financially feasible when the campuses were separate;
- improving financial accounting and reporting by adopting practices that were in place at the Health Sciences Center for the Denver Campus;
- enhancing overall hiring practices for faculty, staff, and professional exempt employees, for example many search committees are now comprised of individuals from both campuses;
- integrating facilities operations, projects, and planning across the university, which has optimized solutions to difficult space issues faced on both campuses;
- reviewing and revising the Institutional Animal Care and Use Committee and Institutional Review Board policies and procedures developed across both campuses to ensure compliance with the highest national standards; and
- developing a more streamlined and integrated grants and contracts system that assists faculty in seeking grant opportunities and provides greater support for post-award financial compliance.

A review performed in 2009 suggested that the changes in organizational structure through combining administrative and academic functions have increased effectiveness and efficiency leading to an estimated multimillion dollar savings, demonstrating the university’s commitment to being responsible stewards of the state’s financial resources.
Many major initiatives have resulted in a successful implementation of consolidation.

Consolidation of administrative services

1. During the first year of university consolidation, all of the administrative units, such as human resources, institutional research, budget and finance, information technology, and facilities maintenance, were consolidated.

Consolidation of academic and student affairs

2. By the start of the 2007-08 academic year, the major units and programs pertaining to academic and student affairs were consolidated, including faculty affairs and faculty development; assessment; academic resources and services; student affairs, including student life; diversity; the Office of the Registrar; the Office of International Affairs; academic program review; and development/approval of new academic programs. In January 2009, the Graduate Schools at both campuses approved a unified set of policies that integrated the two schools into a single entity.

Initiating a university-wide strategic planning process

3. In 2006, then-president of the University of Colorado system, Hank Brown, and the University of Colorado Board of Regents directed all three institutions in the University of Colorado system to undergo a strategic planning process to define their plans for the future. The University of Colorado Denver decided that its strategic planning process should strongly intertwine with and establish the framework for planning for the reaffirmation of accreditation and, in particular, the self-study. The strategic planning process was university-wide; it involved more than 300 individuals and culminated with the approval of the strategic plan in March 2008. The new mission, vision, and values statements that the institution had developed provided the basis for the strategic plan and serves as the foundation for the decisions made and the actions taken by the university.

4. Changing the name of the university and initiating a comprehensive branding and marketing effort

The name initially adopted after consolidation, the University of Colorado at Denver and Health Sciences Center, served as an effective placeholder; however, it had limitations as a permanent university name, not the least of which was its length. In January 2007, a marketing and consulting firm was hired to identify a new university name following consultations with key stakeholders, both internal and external to the university, including the mayor’s offices in Denver and Aurora; economic development organizations and/or chambers

“Through the consolidation of the two campuses, the university has a broader scholarly reach and a much greater diversity of students.”

Jim Hageman, Associate Vice Chancellor for Research
of commerce in Aurora, Denver, and Adams County; Aurora City Council; the University of Colorado Foundation; representatives from University of Colorado Hospital; and a randomly selected group of residents of the metropolitan Denver community.

The name, University of Colorado Denver, was selected and approved by the University of Colorado Board of Regents in January 2008. This is the official name of the educational institution for the purposes of institutional accreditation by the Higher Learning Commission as well as the legal name for consortial and contractual agreements, memoranda of understanding, and agreements with agencies that fund the university’s sponsored programs. It is also the derivation for the single registered domain name, ucdenver.edu.

An inherent challenge has been to brand and market the consolidated university in a manner that meets the needs of both campuses and appeals to both overlapping and distinct constituencies. At the Denver Campus the major constituencies are current, former, and prospective students; external partners with whom the university engages for entrepreneurial, service, and experiential learning opportunities; and philanthropic donors who are particularly interested in supporting programs including research and scholarships for students. At the Anschutz Medical Campus the external constituencies include similar groups of students, prospective patients, potential research and entrepreneurial partners, and philanthropic donors who wish to support educational, research, and clinical programs.

After reaching the decision in January 2008 to adopt the name University of Colorado Denver, the university began the process of establishing that name with its constituencies and the media. Soon thereafter the University of Colorado system initiated a marketing and branding study for the entire system that suggested (and was later approved by the Board of Regents) that while the name University of Colorado Denver should be retained for the overall institution, the two component campuses should be marketed separately. The consultants then studied various marketing and branding plans that would best market the Anschutz Medical Campus as a health care destination and concluded that, because it was located outside the limits of the city of Denver, using the term Denver was confusing. Therefore for marketing purposes the Anschutz Medical Campus and its component schools and colleges would not use the word “Denver” in their title. For example the School of Medicine is now referred to as the University of Colorado School of Medicine and not the University of Colorado Denver School of Medicine. The campus in downtown
Denver, formerly known as the Downtown Denver Campus, will be known as the Denver Campus but will be marketed as the University of Colorado Denver.

Changes in how shared governance is organized

5. There are representative councils for faculty\(^1\), staff\(^2\), and students\(^3\) within the University of Colorado system who represent their councils at the Board of Regents meetings. In addition, there are separate governance organizations for these groups at the University of Colorado Denver. Both organizations that represent university staff—the Staff Council\(^4\) and the Exempt Professional Assembly\(^5\)—have been consolidated and meet monthly or quarterly, respectively. Currently, each campus still has separate representative bodies for faculty\(^6\),\(^7\) that meet monthly throughout the academic year and hold a joint meeting every semester. There are still separate student government organizations at each campus: the University of Colorado Denver Student Government Association at the Denver Campus\(^8\), and the Student Senate at the Anschutz Medical Campus\(^9\). These organizations meet jointly to discuss fee issues. The chancellor holds a joint monthly meeting with representatives of all the university governance groups.

The university has implemented changes in student and faculty services following consolidation.

The university continues to work on the differences that exist between the two campuses and, where possible, has bolstered weaknesses in service areas on both campuses. For example, student life services were extended at the Anschutz Medical Campus to improve the student experience. Replicating services available on one campus at the other or providing centralized services of exactly the same type was not always feasible. Instead, accommodations for the particular needs of graduate students or undergraduate students were made in order to provide real value to all student groups. The consolidation has already greatly enhanced student and faculty services across both campuses. Strengths have been leveraged to extend services previously unavailable to all students and additional faculty services have been added. Following are just a few examples of those efforts.

- The Office of Disability Resources and Services\(^10\) on the Denver Campus has been expanded to serve students on the Anschutz Medical Campus, increasing the number of students served and the technologies available to assist learning.

- The staff of the libraries, through the creation of an e-resources team across both campuses, continues to increase information technology and technical services on both campuses, strengthening overall offerings.
- Veteran student services are enhanced on both campuses, including the merging and streamlining of processing of GI benefits for veterans.
- Student government structures and the policies for student fees were reviewed and are now more integrated.
- The Office of the Registrar offers enhanced services, including transcript requests and printing, diploma ordering, and concurrent registration. The new student records system, ISIS, spans both campuses and is designed to make it easier for students in cross-campus programs to enroll for classes on both campuses without additional paperwork.
- The career and writing centers, following successful pilot programs, have been extended from the Denver Campus to the Anschutz Medical Campus with a location in the Health Sciences Library.
- The Office of Undergraduate Experiences frequently invites the College of Nursing, which offers an undergraduate program at the Anschutz Medical Campus, to engage in discussions about new or revised policies and procedures that affect undergraduate students.
- The Office of Faculty Affairs coordinates all faculty processes for both the Denver Campus and the Anschutz Medical Campus, such as approvals for sabbatical leaves; reappointment, tenure, and promotion reviews and recommendations; approval of emeritus/emerita faculty designation; reviews of nominations for distinguished professors; the collection of information for reports on faculty and academic affairs for the president of the University of Colorado system and University of Colorado Board of Regents.

The different models for budget distribution at both campuses that existed before consolidation have been maintained. Traditionally, the budgeting process on the Denver Campus pools the (general) funds from tuition, state appropriations, facilities and administration (indirect cost recovery), and miscellaneous revenue. These pooled funds are distributed among the schools and colleges. In contrast, the Anschutz Medical Campus model returns most revenue directly to the individual schools and college that generated the funds and is centralized only in so far as it supports the services provided by central administration. At the Denver Campus, mandated costs (such as faculty and staff salaries, utilities, insurance, library, etc.) are deducted from the central budget pool, and a faculty committee, known as the Budget Priorities Committee, provides recommendations to the chancellor on the allocation of the remaining funds. The Budget Priorities Committee and the Denver Campus Deans Council review the development of the budget and recommend priorities and initiatives to the chancellor. The provost and vice chancellors also submit recommendations to the chancellor who
makes the final decision on the funding of initiatives. The funds for the initiatives are returned to the appropriate school and added to the revenue directly assigned to the school. At the Anschutz Medical Campus, allocation of the central pool is decided by the chancellor, executive vice chancellor, and vice chancellors with input from the deans of the schools or college.

Because these two different models have served both campuses well, no attempt has been made to change them and implement a single budget model.

The consolidation has created additional opportunities for new academic programs and research.

As the consolidated university has evolved, numerous collaborations between the campuses have occurred, and many more are in the planning and development stages. These emerging opportunities have arisen because consolidation has broken down traditional barriers between schools and colleges. These organic collaborations have proven to be beneficial to students and faculty and reflect the academic, learning, research, creative, and clinical focus of faculty and students working in classrooms, studios, clinics, and laboratories every day.

Cross-campus interactions have already produced opportunities and advances central to the mission and vision of the university by enhancing academic offerings that lead to benefits in student learning, faculty teaching, research, and creative activities. The cross-fertilization of ideas across academic disciplines has resulted in a number of emergent programs and course offerings, areas of study, and areas of research expansion that demonstrate the university’s commitment and responsibility to its constituents. Following are some of the new opportunities:

- **collaborations** between the School of Medicine and the College of Engineering and Applied Science created Colorado’s first Department of Bioengineering and increased course offerings in biomechanics, development of photonic applications for medical diagnoses, and overall enhanced photonics capability;

- **collaborations** between the School of Medicine and the Department of Psychology in the College of Liberal Arts and Sciences resulted in the launch of a new program in clinical health psychology;

- **collaboration** between the Colorado School of Public Health and the College of Liberal Arts and Sciences created a bachelor’s degree program in public health that is projected to quickly become one of the largest majors on the Denver Campus;

- sustainable infrastructure teaching and research are being advanced through work involving the College of Engineering and Applied Science, the School of Public Affairs, and the Department of Family Medicine;
pipeline programs for students hoping to enter health sciences careers after completing their undergraduate degree have grown out of multiple school and college relationships; these collaborations include programs like the BA/BS-MD program, which accepts qualified students into undergraduate programs with an assured entrance into medical school for those students who maintain high academic standards and successfully complete all medical school prerequisites;

additional research opportunities at the Anschutz Medical Campus have become available for undergraduate students enrolled at the Denver Campus (see Components 4A and 4B);

connections through the “build-out” of the Anschutz Medical Campus allowed students from the College of Architecture and Planning to get hands-on experience redesigning property vacated by entities that moved to the Anschutz Medical Campus from the former Health Sciences Center;

through the Learning Landscapes program, teaching and research in areas of human health are being expanded through collaborations between the College of Architecture and Planning and the School of Medicine, including the integrated nutrition program, Colorado on the Move, Friends of the Center for Human Nutrition, and the Rocky Mountain Prevention Research Center;

creation of emergent areas of engagement, such as the ArtsBridge project, involves individuals at both campuses and provides new learning opportunities for students;

collaborations across both campuses assisted the university in securing a $76 million National Institutes of Health, Clinical and Translational Science Award (resulting in the Colorado Clinical and Translational Sciences Institute), one of the largest awards of its kind granted nationally; and

consolidation of the two Graduate Schools provides greater oversight of academic programs and facilitates better services as students move through the process of acquiring their degrees.

CHALLENGES AND OPPORTUNITIES FOR IMPROVEMENT

Even with this progress, the University of Colorado Denver continues to face challenges related to successful consolidation. Many of these challenges can be overcome in the near future, while others may take longer to be fully implemented. One particular hurdle is the geographic separation of the two campuses. We have identified four specific challenges and/or opportunities:
1. **Overcoming the geographic separation of the two campuses** (related to the university strategic plan objective 7.2.6)

To date, solutions have included the expansion of videoconferencing capabilities, a regularly scheduled shuttle bus, and some limited reciprocal parking arrangements. Even so, faculty and students identify most strongly with the campus on which they spend the majority of their time. Most faculty, staff, and students have no need to travel between the two campuses; however, a small number would like to, or need to, but find the travel to be a barrier. This will continue to be a challenge for some in the university community, particularly those for whom videoconferencing is not an acceptable alternative. In spite of these practical issues, some individuals who travel regularly between the two campuses enjoy the diversity of experiences and the variety of colleagues.

2. **Resolving issues of identity** (related to the university strategic plan goal 1.8)

As discussed in greater detail in Chapter 4: Criterion 1 there remain significant identity issues for the university and its two campuses. The branding and marketing campaign launched in January 2011 seeks to address these identity issues.

3. **Expanding cross-campus initiatives** (related to the university strategic plan goals 1.1, 1.2, and 1.3)

Efforts to develop cross-campus and interdisciplinary educational and research programs can still be hampered by administrative and distance barriers. For example, the implementation of the new student information system (see Criterion 2) has been difficult and problems have arisen; however, once they are solved, issues such as registering for classes across both campuses should be simplified. Further difficulties with cross-campus programs may continue to arise due to the 9-month academic calendar at the Denver Campus compared to the 12-month calendar at the Anschutz Medical Campus. However, the benefits of cross-campus collaboration can be significant and are a priority of the university strategic plan.

While these ongoing challenges are real, the benefits of consolidation far outweigh the challenges when the changes inspired by consolidation are viewed as a whole. Discussions with representatives from other institutions (such as University of Illinois Chicago and University of Alabama, Birmingham) that underwent a similar consolidation indicate that, even after more than 25 years, not all aspects of those universities are truly integrated. Similarly, not all faculty and staff are equally positive about consolidation and the changes it has brought.
In its current configuration, the University of Colorado Denver is consistently able to more **responsibly** leverage existing resources for students, faculty, and staff, provide more **educational opportunities**, and support a **collaborative** robust research enterprise through shared facilities. There is still much promise to be realized. One such significant opportunity at the Anschutz Medical Campus is the Colorado Science and Technology Park at Fitzsimons, directly adjacent to the campus, that provides an accommodating climate for biotechnology and translational research companies to flourish. All of these changes and the campus community’s commitment to making this a highly successful **emergent** university resulted in the university meeting its stated goals for consolidation.

4. *Continuously improving the student experience* (related to the university strategic plan objective 7.2.3)

Providing high-quality student facilities (such as recreational facilities) and services on both campuses remains a challenge. This is being addressed on both campuses in different ways. For example, providing access for students to the health and wellness center that is currently under construction on the Anschutz Medical Campus.
CITATIONS: REFERENCES AND WEBSITES CITED IN THIS CHAPTER

All references are available through the electronic resource room at:
http://www.ucdenver.edu/AccredLib

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3. PriceWaterhouseCoopers Feasibility Study
4. Approval of Consolidation by Board of Regents
5. House Joint Resolution HJR-04-1005
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   “Consolidation Focus Visit” 2004/05
9. University of Colorado Denver Strategic Plan
11. University of Colorado System Faculty Council
12. University of Colorado System Staff Council
14. University of Colorado Denver Staff Council
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16. University of Colorado Denver Faculty Assembly—Denver Campus
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19. University of Colorado Denver Student Senate—
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20. Disability and Resource Services Office
21. University of Colorado Denver Veteran Student Services
22. Office of the Registrar
23. University of Colorado Denver Career Center
24. University of Colorado Denver Writing Center
25. University of Colorado Denver Office of Undergraduate Experiences
26. University of Colorado Denver Office of Faculty Affairs
27. Denver Campus Faculty Assembly—Budget Priorities Committee
28. BA/BS-MD Program
29. Learning Landscapes Program
30. Colorado Clinical and Translational Sciences Institute
Chapter 3 | Responses to Previous Concerns
The university has a long history of accreditation by the Higher Learning Commission of the North Central Association of Schools and Colleges, though it has been accredited as several different educational institutions.

The university addressed the issues raised during the 2005 focused visit.

Areas of concern

1. Leadership Continuity
2. Funding Matters

Areas of Focus

1. Partnering with other academic institutions to establish the Colorado School of Public Health
2. Expanding opportunities for undergraduate honors students
3. Providing student housing on the Denver Campus
4. Retaining a health care facility in Downtown Denver

The university has addressed the issues raised during the 2001 Higher Learning Commission review and visit to the Denver Campus.

1. Expanding assessment of student learning outcomes
2. Implementing policies and expanding funding for the Graduate School and graduate programs
3. Attaining a higher level of diversity within the faculty
4. Developing and implementing an enrollment management plan
5. Availability of daycare for students
6. Availability of incentive grants and scholarships
7. Establishing a comprehensive communications and marketing program
8. Providing incentives for faculty involved in distance learning and off-campus programs
9. Access to facilities at the Denver Campus
10. Need for additional space for research laboratories particularly for the College of Architecture and Planning
11. Constraints on enrollment and growth as a consequence of sharing a campus with two other institutions
12. Providing support for long-term maintenance of access to information technology
13. Development of international programs.................. 3-14
14. Compensation for nontenure track faculty................. 3-15
15. Centers .................................................................. 3-15
16. Financial management ........................................... 3-16

The university has addressed the issues raised during the 1998 visit to the former University of Colorado Health Sciences Center. . . . 3-17
1. Space constraints....................................................... 3-17
2. Transition to a new campus ....................................... 3-17
3. Allocation of resources to academic support ............ 3-17
4. Student study areas and student life ....................... 3-17
5. There is no efficient mechanism for dispute resolution between the clinical faculty and the hospital concerning resource allocations. ................................................. 3-19
6. Minorities are underrepresented in the student body, staff, faculty, and institutional leadership ................. 3-19

The Higher Learning Commission report also raised eight other concerns, or areas in which they offered advice or suggestions. . . 3-20

- Issue #1: Lack of space and the difficulty in the recruitment of patients in the School of Dentistry (now called School of Dental Medicine) .................................................. 3-20
- Issue #2: State resources to support the educational programs . 3-20
- Issue #3: Policy documents were out of date .................. 3-20
- Issue #4: Lack of common identity............................... 3-21
- Issue #5: State government interference with academic process .................................................. 3-21
- Issue #6: The state personnel system is difficult and makes it hard to reward quality staff ................................. 3-22
- Issue #7: Lack of space for education and research for the School of Nursing (now the College of Nursing) ............. 3-22
- Issue #8: Shortage of staffing, especially advisors, in the School of Pharmacy ............................................. 3-23
CHAPTER 3

PROGRESS ON ADDRESSING ISSUES RAISED IN PREVIOUS ACCREDITATION REVIEWS

The university has a long history of accreditation by the Higher Learning Commission of the North Central Association of Schools and College, though it has been accredited as several different educational institutions.

Prior to 1970, the Denver Campus was accredited as part of the University of Colorado Boulder. During the 1970 accreditation review, the team visited the Denver Campus and granted accreditation of the University of Colorado at Denver at the bachelor’s degree level, subject to re-examination in 1972. The Higher Learning Commission visit in 1972 reaffirmed the accreditation of the university as a bachelor’s degree-granting institution and also granted preliminary accreditation to several master’s degree programs. The commission again accredited the university and its bachelor’s and master’s degree programs in 1980 and the addition of three doctoral programs was approved in 1983. The university received a 10-year accreditation in 1990 and again in 2001, although the visit raised several concerns about the assessment of student outcomes that were subsequently addressed by the university in a progress report submitted in March 2004 and accepted by the Higher Learning Commission.

Prior to 1980 the University of Colorado Health Sciences Center was accredited as part of the University of Colorado system. The Health Sciences Center underwent comprehensive reviews by the commission in 1980, in 1988, and in 1998. The 1998 visit recommended a 10-year accreditation and required a five-year progress report “on the status of enhancements to the current campus and the development of the Fitzsimons campus including financial status” that was submitted in March 2003 and accepted by the Higher Learning Commission.

Following the consolidation of the Denver and health sciences campuses in 2004, a report that included a change request to extend accreditation to the consolidated university was prepared and submitted to the Higher Learning Commission. This report outlined several topics including

- a description of the requested change;
- the factors that led to the decision to consolidate the former University of Colorado at Denver and the University of Colorado Health Sciences Center;
- the involvement of various constituencies in the decision to consolidate;
- what approvals were necessary and had been obtained for the decision to consolidate;
the expected outcome of the consolidation;
the institution’s plans to implement and sustain consolidation;
the impact of consolidation on the organization’s mission, the
numbers and types of students to be served, and the breadth of
educational offerings;
the impact of consolidation on challenges identified by the Higher
Learning Commission at previous comprehensive visits;
an analysis of the needs associated with consolidation; and
strategies to evaluate the consolidated university.

Following the review team visit to the university on January 24-25, 2005, the
Higher Learning Commission granted accreditation to the then University
of Colorado at Denver and Health Sciences Center, and recommended that
the next comprehensive visit occur in 2010-2011. In October 2007 the
commission accepted the new name for the institution, University of
Colorado Denver.

The university addressed the issues raised during the 2005 focused visit.

During their review and visit in 2005, the Higher Learning Commission team
focused on three areas.

1. Evaluate whether consolidating University of Colorado at Denver
with the University of Colorado Health Sciences Center into one
entity was in the long-term best interest of higher education in
Colorado and the people of Colorado.
2. Ascertain if consolidation would enable the new institution to attain
new levels of institutional excellence and service.
3. Determine if a recommendation for continued full accreditation was
warranted, and schedule the next comprehensive evaluation for
2010-2011.

While the team recommended ratification of the consolidation of the
university, they expressed several concerns in the “Advancement” section
(pages 39-41) of the report. The most important of these were detailed
in section “B. Areas of Concern,” while team suggestions were placed
in section “A. Areas of Focus.”

Areas of concern
The evaluation team expressed two areas of concern: leadership continuity
and funding matters.

1. Leadership Continuity – Prior to the focused visit in January 2005,
Dr. James Shore, who had served as chancellor of the Health Sciences
Center since 1998 and as leader of the then-named University of Colorado
at Denver and Health Sciences Center since 2004, had announced his
intention to retire. Dr. Shore served as chancellor through December 2005, when Dr. Greg Stiegmann (a university faculty member) was appointed as interim chancellor. From July 1, 2006 to June 30, 2010, Dr. M. Roy Wilson served as chancellor and currently is chancellor emeritus. On August 3, 2010, Dr. Jerry Wartgow assumed the role of interim chancellor. Also, effective July 1, 2010, Lilly Marks was appointed as vice president for health affairs and executive vice-chancellor of the Anschutz Medical Campus to provide a focus on some of the unique issues facing the medical campus (e.g., relationship with the clinical affiliates).

Having interim chancellors (from December 2005 to July 2006 and from August 2010 to the present) has not impeded progress at the university. Both interim chancellors were experienced academic administrators who have been very effective at building positive internal and external relationships. In addition both have been supported by an experienced core administrative leadership team of vice chancellors that did not undergo changes during the tenure of the interim chancellors.

2. Funding Matters – The review team was impressed by the university’s achievements, especially when they considered that only 10 percent of the budget was provided by state-appropriated public funding. However, the team recognized the vast expense of developing new facilities on the Anschutz Medical Campus as well as initiating the new Colorado School of Public Health and other new enterprises and programs. They expressed confidence in the institution’s ability to continue and even increase private fundraising. In spite of the worldwide economic downturn and the cuts in state funding over the previous years, the university has been able to grow its financial base, complete the move to the Anschutz Medical Campus, establish the Colorado School of Public Health, and undergo expansion of facilities downtown (see Chapter 5, Criterion 2 and Chapter 9 for a more complete description of the financial state of the university).

Areas of focus
In the “Advancement” section of the report, under the title Areas of Focus, the team presented a number of suggestions to improve the positive aspects of University of Colorado Denver, including

1. encouraging continued partnerships with other institutions of higher education in Colorado and with other public entities;
2. expanding opportunities for undergraduate honors students;
3. accelerating planning for on-campus housing (Denver Campus); and
4. retaining branch clinics associated with affiliate hospitals in downtown Denver.

1. Partnering with other academic institutions to establish the Colorado School of Public Health – The team encouraged the institution
to continue partnering with institutions of higher education in the state. The university partnered with Colorado State University and University of Northern Colorado to establish the Colorado School of Public Health, which enrolls students from all three universities. In academic year 2009-10 the school enrolled 260 students.

A number of centers and institutes at the university, such as the University of Colorado Cancer Center\footnote{11} and the Colorado Clinical and Translational Sciences Institute\footnote{12}, involve faculty from other institutions such as University of Colorado Boulder and Colorado State University. The university also has a number of other collaborations and consortia agreements that expand its educational offerings (see Components 3C, 4C, and 5C, and the “Additional Documents” repository in the resource room).

2. **Expanding opportunities for undergraduate honors students** – The team noted that the university was planning a comprehensive honors program and recommended that “consideration be given to expanding opportunities for honors students to have one or more experiences in an undergraduate research program under the mentorship of the research faculty.” As a result, in 2008 the university established the University Honors and Leadership program\footnote{13}, a university-wide undergraduate honors program that offers both a traditional academic honors curriculum and an honors program in leadership studies (see Component 3c). The university has also established a BA/BS to MD program\footnote{14} and expanded the Undergraduate Research Opportunities Program and the Experiential Learning Center\footnote{15}.

3. **Providing student housing on the Denver Campus** – A new policy\footnote{16} establishes a requirement for most undergraduates to spend their freshman year living in the Campus Village apartments\footnote{17} that were created in the summer of 2006 (within 18 months of the visit by the Higher Learning Commission team). Campus Village is a 685-bed facility located adjacent to the Denver Campus and was constructed under a public/private partnership. The rooms are comfortable and furnished, and the students have access to academic support services and quiet study areas. Campus Village is the only housing associated with University of Colorado Denver. The university is planning to expand student housing (see also Component 2B).

4. **Retaining a health care facility in Downtown Denver** – The team suggested that accompanying the construction of the new hospitals at the new campus it may be desirable to retain a branch clinic in downtown Denver. The hospitals are separate organizations with their own boards of directors and governance. While there is very close collaboration between University of Colorado Denver and its affiliates, those decisions
are made by the boards of the hospitals. To date The Children’s Hospital\(^{18}\) has established satellite facilities throughout the metro area to accommodate demand. University of Colorado Hospital\(^{19}\) has established a number of ambulatory care clinical locations. Both hospitals are planning to significantly expand their facilities on the Anschutz Medical Campus.

The university has addressed the issues raised during the 2001 Higher Learning Commission review and visit to the Denver Campus.

The last comprehensive visit by the Higher Learning Commission to the Denver Campus occurred in 2001, several years prior to consolidation. At that time, the commission continued accreditation of the institution for another 10 years. In addition to identifying nine strengths of the university, the report raised several concerns (see section III, p. 33, Strengths and Challenges, in visit report\(^2\) pertaining primarily to the assessment of student learning outcomes that required a follow-up progress report\(^1\). The review team also raised concerns about a number of other areas including the Graduate School and its programs, diversity, student life, and marketing and communications. The university has responded to all of these concerns as described below.

1. Expanding assessment of student learning outcomes. “Progress on developing student assessment plans and the use of assessment results varies widely among academic programs. There is not a clear pattern of evidence that assessment is used systematically and effectively to assure program improvement. Overall, assessment appears to be unsure and spotty with a few programs possibly demonstrating patterns of characteristics consistent with progress toward the early stages of Level Two.”

Since the review in 2001, the university has continued in successfully building and refining a culture of assessment and continuous improvement to advance student learning. Actions have included hiring an assessment director to conduct workshops and guide programs in strengthening their outcomes assessment systems; creating policies and procedures for outcomes assessment; forming academic assessment committees with representatives from each school and college; and requiring all programs and schools/colleges to submit annual assessment reports documenting the effects of their assessments and program modifications on student learning. Currently all academic programs monitor student learning outcomes and submit reports twice annually to the director of assessment. The university’s comprehensive assessment of student learning activities is outlined more extensively in Component 3A and in the “Assessment Reports” repository in the online resource room.

“University of Colorado Denver employees genuinely reckon with the university’s unique position as an urban research university, serving a city that is increasingly multinational, multilingual, and heterogeneous. We are constantly asking ourselves what it means to be an educational leader in the city that we serve.”

Philip Joseph, Associate Professor of English
2. Implementing policies and expanding funding for the Graduate School and graduate programs. “There are insufficient institutional policies and procedures to ensure the quality of graduate programs.” And, “There is insufficient availability of fellowships and assistantships for graduate students.”

The visiting team noted as a major challenge that there were insufficient policies and procedures to ensure the quality of the Denver Campus Graduate School. Additional Graduate School issues also were noted in other sections of the report. These included ensuring student and faculty quality in a decentralized structure, graduate program review, and assessment of learning outcomes in graduate programs. In addition, the adequacy of library resources for new graduate programs was raised.

For many years, the University of Colorado system operated with a systemwide Graduate School. In 1999, the systemwide Graduate School was dissolved and independent Graduate Schools were established at both the Denver Campus and the Anschutz Medical Campus. The decentralized graduate schools operated on the two campuses until they were consolidated into a single University of Colorado Denver Graduate School in 2009. A new dean assumed the leadership of the consolidated graduate school in November 2010. In accordance with the recommendations of a faculty task force that analyzed the potential models for a consolidated Graduate School,20 graduate programs that are independently accredited have the option to be governed by either their home school or college, or by the Graduate School. The consolidation of the graduate programs into a single school has resolved many issues cited in the past review in the following ways:

- A new set of policies was developed by a faculty committee and adopted following a vote of all schools and colleges that had programs under the auspices of the consolidated Graduate School. Those graduate programs that opt to be governed by their home school college are subject to rules and policies determined by the school or college in which they are offered.

- Ensuring quality for graduate programs has improved with the adoption of the new rules that define admission standards, faculty qualifications, course approval processes, and other topics for those programs that reside in the Graduate School. For those graduate programs that are not part of the Graduate School, the standards are determined by the rules and policies in their school or college and their specialized accrediting agency.

- An additional mechanism for ensuring quality is that the University of Colorado Board of Regents mandated that all academic programs undergo program review every five to seven years22 (see Component 4C).
The team expressed concern about the adequacy of library resources to support new doctoral programs. The process for approving new programs requires an assessment of resources, including library resources, necessary to deliver the degree. If additional resources are required to initiate a new program, they are incorporated into the budget model for the proposal. The library on the Auraria Campus has a “Research Incentive Fund,” to augment the purchase of resources supporting new programs, new courses, and new faculty.

The team was also concerned that there was insufficient availability of fellowships and assistantships for graduate students. Increasing support for graduate students is a major priority on the Denver Campus. One aspect of this effort is increasing extramural funding and the multidisciplinary program in sustainable urban infrastructure, obtained an IGERT (Integrative Graduate Education and Research Traineeship) grant from the National Science Foundation to help in that regard. Since 2005-06, funds for tuition and stipends to support full-time doctoral students at the Denver Campus have been awarded on a merit or need basis. In fiscal year 2009-10 the funding support for PhD students in the 10 doctoral programs at the Denver Campus was $1,095,758 (sufficient for approximately 44 PhD students). This support does not cover the existing need; however, it represents significant progress since the previous accreditation visit. The recruitment of a new dean for the Graduate School has been accompanied by the creation of a multi-year budget that will support graduate education at both campuses. Doctoral and master’s students who serve as teaching assistants also receive financial support.

3. Attaining a higher level of diversity within the faculty. “Given the critical link between a university’s effectiveness in attracting and retaining students of color and the presence of a critical mass of faculty and staff of color, CU-Denver should convene a campuswide task force to evaluate what impediments exist to attracting minority faculty and to recommend incentives and strategies for achieving a higher level of diversity within the faculty. Because of the relative small number of minorities in some disciplines, CU-Denver should consider cluster hiring in those disciplines where minorities are more readily available, e.g. education.”

The university has continued its efforts on the recruitment and retention of a diverse faculty. These efforts have included gaining a better understanding of the campus climate through a campus climate survey developed in the School of Education and Human Development; the establishment of a Minority Faculty Affairs Committee to address the needs of diverse faculty; the formation of the University of Colorado Denver Black Staff and Faculty Affinity Group; and the creation of human resources training, specifically, “Recruiting Diverse Faculty—Search Committee Training,” aimed at
providing guidance on the recruitment of faculty from underrepresented
groups. The associate vice chancellor for diversity and inclusion is available
to meet with all hiring committees to provide guidance on the recruitment
of faculty from underrepresented groups. The university’s procedures and
its successes and challenges with regard to attaining a diverse faculty are
outlined in Component 1B.

4. Developing and implementing an enrollment management plan.
The team suggested that there was no clearly articulated enrollment
planning at the Denver Campus. Following discussions at the 2008 budget
retreat for the deans, a comprehensive enrollment plan for the schools and
colleges on the Denver Campus was developed in 2010 with assistance
from an external enrollment consultant (see also Component 2A).

5. Availability of daycare for students. The “Advice and Suggestion”
section of the report commented on the length of the waiting list for day
care services and the numbers of University of Colorado Denver students
needing childcare. The Auraria Early Learning Center on the Auraria
Campus currently has approximately 300 children enrolled and is at
maximum capacity. The center takes children from ages one to six years.
Enrollment is open for students before each semester through a lottery
system. Students who are not selected are referred to Qualistar for
childcare resources. Students pay for the center on a sliding fee scale.

6. Availability of incentive grants and scholarships. The report
encouraged the university to increase the amount of funding for grants
and scholarships. The university, together with other entities such as the
University of Colorado Foundation and the Reisher family, provides funds
for both scholarships and need-based grants to incoming students. In
addition, the university has partnered with the Denver Scholarship
Foundation that helps support the economic needs of some graduates
from the Denver Public School system. Institutional funds for need- and
merit-based scholarships and grants to undergraduates have risen dramati-
cally over the last few years—from $3,678,887 in 2006 to $6,731,027 in
2009. The university has also created a Scholarship Resource Office that
assists students in locating more scholarship funding, supports students in
the application process for high-merit national scholarships, and provides
active mentoring to assist students in meeting their renewal eligibility
criteria. One example of the impact of the expanded scholarship office is
that University of Colorado Denver has three Fulbright Scholars for the
2010-11 academic year.

7. Establishing a comprehensive communications and marketing
program. “The HLC evaluation team expressed concern and offered advice in the
area of communications and marketing. These include establishing a comprehensive
strategic communications program, branding CU-Denver’s identity and reinforcing that identity in the public eye—with higher priority assigned to external relations and marketing—creating mechanisms for regular contact among various outreach units, and exposing the university via the media beyond the Denver market.”

To further the external relations effort of the institution an Office of University Advancement28 was created. The mission of this office is to provide leadership and support to the university by increasing public awareness and advocacy through strategic communications, alumni relations, outreach, stewardship, and fundraising. The office has made inroads in telling the university’s story to garner statewide, national, and international recognition and support; generating prospective student, faculty, and staff interest; fostering engagement among constituents; building the university’s endowment and fundraising totals to ensure the institution’s quest for excellence and distinction; and solidifying the brand to further help the university become an institution of choice and destination.

In August 2007, University of Colorado Denver appointed an associate vice chancellor for integrated university communications who is responsible for both internal and external communications and serving both university campuses. The creation of the integrated university communications team29, under the leadership of an associate vice chancellor, resulted in a more coordinated communication program for all of University of Colorado Denver. This program includes the designation of communications consultants from each of the 13 schools and colleges who together comprise a Communications Advisory Council that meets monthly and collaborates on projects. The council also includes members from the alumni office, libraries, student life, and other key areas of the university.

An integrated university communications plan was developed and included the consolidation of the two existing websites (UCHSC.edu and cudenver.edu) into a single domain (ucdenver.edu). The full implementation of the marketing campaign will be carried out once the University of Colorado systemwide branding process is completed, which is expected in the spring of 2011. The new brand platform will marry the University of Colorado system brand with a unique brand platform for the University of Colorado Denver. The brand positioning statement reads:

- The University of Colorado Denver is an emergent university—comprehensive in scope, entrepreneurial in spirit, and innovative at heart. We believe in forward movement—the promise of opportunity, the power of creativity, the impact of discovery, and the support of and for the city around us and then engaging with the world.
- Our tradition is in the untraditional: Our students contribute to and thrive in a diverse cultural, professional, and experiential setting; our

“In the past five years, the college has been able to attract new faculty members who see it as their mission to become leaders in their fields and who are being given the resources necessary to fulfill these ambitions.”

Daniel J. Howard, Dean,
College of Liberal Arts
and Sciences
faculty and researchers elevate the definitions of **collaboration** and inquiry; our alumni and supporters engage with us in fulfilling the shared vision of a better world.

Further details of the communication plan are described in Component 1D.

### 8. Providing incentives for faculty involved in distance learning and off-campus programs.

The report noted that faculty self-selected to develop and teach online courses during the initial phases of CU Online. Faculty compensation was based on the extended studies model (referred to as D2), and was recently changed to state support (referred to as D1). Faculty expressed concern regarding the transfer because the former arrangement provided incentives to faculty and departments, making them partners and stakeholders in the enterprise. Compensation and workload issues for faculty appear to be high on the list of challenges, to maintain faculty enthusiasm for the development and delivery of online courses.

Since the 2001 visit, new programs to compensate faculty for developing online courses and programs were implemented and resulted in an increase in programs available online. Compensation and workload for delivery of online courses is determined by the school or college offering those courses and generally parallels the policies and practices for teaching traditional on-campus courses. Student demand for online courses has continued to exceed the supply over this decade. Although faculty workload issues may be a contributing factor to this situation, there are several other issues, including the budget model at the Denver Campus and competition for resources at the school/college/department level.

An additional issue raised was the assurance that the online version of a course has the same content, rigor, and measurement of student **learning** outcomes as the face-to-face course. At the University of Colorado Denver, all courses and programs, irrespective of their delivery method, are approved through the same processes. Similarly the approval of faculty to teach in-class or online courses is subject to the same processes, and the **learning** requirements for completing courses and programs are the same and independent of whether they are offered online, on-campus, or both. CU Online, the administrative support unit for online education, has no role in these academic processes. The University of Colorado system has adopted a policy on ownership of educational materials, and the Auraria Library has a distance education librarian to assist with copyright and library research questions associated with distance delivery.


The Auraria model of facilities support was raised as an issue with several faculty indicating discontent with the functioning of Auraria facilities management and expressing a need for
clearer boundaries regarding authority and responsibility. Other concerns included the lack of capital equipment budgets in science departments and the need for a plan to maintain SMART classrooms and to establish long-range budgetary support of information technology.

In the past decade there have been many developments that have influenced the availability of facilities and resources on the Denver Campus (see also Component 2A).

- The involvement of the University of Colorado Denver Office of Institutional Planning in representing the Denver Campus in the planning activities at the Auraria Higher Education Center has improved project management and construction service oversight at the campus. The consolidation brought experts from the former University of Colorado Health Sciences Center to the Denver Campus in areas such as construction, project estimation, maintenance, engineering, architecture, planning, space management, and inventory and relocation; this has made a significant difference in advocating with the Board of Directors of the Auraria Higher Education Center on facilities issues. In addition, the Auraria Higher Education Center hired a professional master planner and added a staff member in this area, which has further professionalized its operation.

- The state of Colorado partnered with the three academic institutions at the Auraria Higher Education Center to build a new 142,000 gross square feet science building with new science classrooms, faculty offices, research support services, and research laboratories. The project was completed in the spring of 2010 and addresses many of the concerns related to space expressed in the last accreditation visit.

- The Denver Campus schools and colleges, as well as the central campus budget, have invested heavily in capital equipment and facility upgrades to address the issues of aging equipment in the science-related facilities. Improvements have been made in engineering, biology, chemistry, psychology, geology, anthropology, and sociology. This has been made possible through a policy of leaving reserves with schools and colleges for investment, increased entrepreneurship, and the creation of a centralized fund for capital improvements and recruitment packages.

- The SMART classrooms continue to be a challenge under the Auraria Higher Education Center model. Auraria has purchased a space management system that includes both graphical (CAD) and inventory functionality. This system helps to better utilize space and develop a plan for the decentralization of more space so that it can be dedicated to specific institutions. This will allow the institutions to install and manage their own equipment in classrooms and avoid having to duplicate equipment in classrooms that are not shared by all of the
institutions. In addition, the Denver Campus has funding from the student technology fee that can be invested in classroom technology and will be deployed once the classroom allocation is better defined by the Auraria Higher Education Center.

- During the fall 2009 semester, a task force with representatives from all three institutions on the Auraria Campus (University of Colorado Denver, Metropolitan State College of Denver, and Community College of Denver) and from the Auraria Higher Education Center considered alternatives to the classroom scheduling “grid” that had been in place for many years. A new grid that will add scheduling for approximately 435 more class sessions has been adopted and will begin in the spring 2011 semester (see also Component 2B).

- University of Colorado Denver has constructed classrooms in the university-owned buildings at the Denver Campus that provide additional capacity and control over scheduling and maintenance of technology.

- It is likely that the provision of media support services for some classrooms at the Auraria Higher Education Center and for dedicated University of Colorado Denver classrooms may be assigned to the Office of Educational Support Services. This would benefit the Denver Campus, which now has three buildings with classrooms not located on the Auraria Higher Education Center site that require classroom media/technology support. The Denver Campus and the Anschutz Medical Campus may partner to provide a shared centralized service to address the needs of both campuses.

10. Need for additional space for research laboratories particularly for the College of Architecture and Planning. The last review noted that the growth of the Denver programs present a continuing challenge for the campus. At the time, research laboratory space was becoming an ever-increasing concern. The team noted the need for a new building for the College of Architecture and Planning as a specialized need that does not necessarily translate in every aspect to general use.

A new Master Plan for the Auraria Higher Education Center\textsuperscript{33} that creates institutional neighborhoods on the Auraria Campus was adopted in 2007. Since the visit in 2001 the space available to the College of Architecture and Planning has been increased and was renovated in fall 2010. A new building for the College of Architecture and Planning is a high priority of the Auraria Higher Education Center Master Plan and for the University of Colorado Denver. The recent economic downturn, however, makes it unlikely that the combination of state and private funds required for this building will soon become available.
Recent changes in state laws have enabled public institutions of higher education in Colorado to issue revenue bonds backed by tuition revenue. This enabled the university to buy two buildings that it had formerly leased from the Auraria Foundation and to buy a third building for the Business School. The Denver Campus is locating its graduate classes and programs off the Auraria Campus and focusing its undergraduate programs on the Auraria Campus.

11. Constraints on enrollment and growth as a consequence of sharing a campus with two other institutions. Enrollment growth at the Denver Campus has been healthy (see Chapter 1), and while the shared campus presents some challenges, many of the obstacles have been overcome. The new Science Building, as well as the new University of Colorado Denver buildings, have provided greater access to science classrooms and related facilities. In addition, Metropolitan State College of Denver is planning to build a large administration building in its neighborhood on the Auraria Campus, which, upon completion, will free up space for additional classrooms.

The report also cited perceived increasing oversight by the Colorado Commission on Higher Education\(^4\) and that their approval processes slowed the process to bring new programs to fruition. The oversight role of the commission in the approval of new programs has recently changed and is now limited to assuring congruence of proposed programs with the role and mission of the university. The university has been very successful in the past few years developing new programs to meet current market demands, including bachelor, master’s, and doctoral degrees in public health; master’s and doctoral degrees in bioengineering; and a master’s degree in global energy management, and they all have been approved by the Colorado Commission on Higher Education in a timely manner.

12. Providing support for long-term maintenance of access to information technology. “A few concerns related to information technology were brought to the site-visit team’s attention. A major concern expressed by senior administrators is the cost of supporting the exploding uses of technology. While one-time funding is having high impact for classrooms and other information technology capabilities, long-term maintenance and support of this increased infrastructure will create financial pressures that have no immediate solution.”

The merger of the information technology departments of the former University of Colorado Health Sciences Center and the University of Colorado Denver resulted in a more robust information technology infrastructure, including better deployment of budget-supporting technology, standardization of information technology architecture,
streamlining business practices, and significantly stronger information technology infrastructure. The University of Colorado Denver invested in single-standardized, infrastructure-based systems to serve its faculty, students, and staff. This has resulted in greater stability, reliability, security, and economies of scale. These systems include network, e-mail, and web. In addition, the Auraria Higher Education Center telephone support for the Denver Campus is gradually being replaced with University of Colorado Denver switches and technology, which provide expanded services and better economies than those available through the Auraria Higher Education Center.

Information Technology Services is the central provider of information technology infrastructure for the University of Colorado Denver campuses and is overseen by the assistant vice chancellor of information technology services. Major policy and technology decisions are made through a collaborative process, with input from the schools and colleges, the Office of Regulatory Compliance, the information technology policy group, Denver Campus associate deans and academic support group, the academic and student affairs leadership group, and senior administrators at the Anschutz Medical Campus. The information technology policy group has representation that is solicited from the deans, chairs, and department heads from across the institution and provides input on systemwide and University of Colorado Denver information technology policies.

13. Development of international programs. The team suggested that "the Office of International Education may benefit from the creation of a faculty advisory committee drawn from across the university in developing future program direction, student advisement, and enhancing visibility."

The university has strengthened international education in the past decade. A new position, assistant vice chancellor of international affairs, was created in 2007 to serve as the senior international officer for the university, and the office became the Office of International Affairs. This office was restructured and four new director positions were created to manage international colleges, global education (formerly study abroad), international admissions, and international student and scholar services.

Previously, there was no centralized information source for detailing international education, therefore the Office of International Affairs is conducting inventories of the activities throughout the university. The office has engaged departments and schools/colleges with particular interests in international education in planning efforts and has convened an international risk management working group to assess international risk and develop appropriate policies. These are the first steps in developing
a committee process that will determine future program direction and oversight for study abroad (see also Component 2A, 3C, and 4C).

14. Compensation for nontenure track faculty.
The evaluation team made note of discontent that was expressed about the level of compensation and benefits received by nontenure track faculty. The team referred to the objective of some nontenure track faculty members to bring their compensation level up to a level equal to 80 percent of that paid to faculty members in similar positions at the Boulder campus; however, this was not institutionalized as a goal for University of Colorado Denver. The Denver Campus implemented a practice whereby the rate of pay for lecturers increases each year according to the “pooled amount” for salary increases for faculty and exempt professionals. For example, the amount in the “pool” for fiscal year 2005 was 3.25 percent, so lecturers’ pay also increased by 3.25 percent; for fiscal year 2006, the amount was 3.00 percent. In this way, each lecturer’s pay increases each year by the same percentage amount as is available for salary increases for faculty and exempt professionals.

Since 2001, the Denver Campus has made concerted efforts to address the salary of other nontenure-track faculty—specifically, instructors and senior instructors. The following table shows the percent increases in salary from 2004-05 through 2008-09. In fiscal year 2009-10, no salary increases were given due to budget constraints.

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>3.0%</td>
<td>3.1%</td>
<td>2.8%</td>
<td>5.0%</td>
<td>4.6%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>3.7%</td>
<td>3.8%</td>
<td>3.5%</td>
<td>5.1%</td>
<td>4.9%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>3.5%</td>
<td>4.3%</td>
<td>4.0%</td>
<td>5.3%</td>
<td>5.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Senior Instructor</td>
<td>5.2%</td>
<td>3.6%</td>
<td>3.3%</td>
<td>5.4%</td>
<td>5.2%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Instructor</td>
<td>5.0%</td>
<td>3.6%</td>
<td>3.3%</td>
<td>5.0%</td>
<td>4.3%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

The percent salary increases for senior instructors and instructors during these five fiscal years were comparable, generally, to those for tenure-track faculty members.

The University of Colorado Denver and the University of Colorado system assess the status of nontenure-track faculty and when possible make appropriate changes.

15. Centers. The team noted that the decentralized structure of CU-Denver centers seems to work well, but recommended that some centralized oversight and increased
collaboration among the centers could enhance efficiency and effectiveness. They also felt that convening center directors for purposes of planning, sharing expertise or to determine whether collaborative ventures may make sense would avoid duplication of effort and provide more consistency.

The University of Colorado system revised its administrative policy statement in 2006 to add accountability requirements for centers and institutes. All centers and institutes are now required to undergo regular review, including internal and external assessment. The University of Colorado Denver prepares an annual comprehensive list of all centers and institutes that it uses as a tracking mechanism for reviews and other critical information on centers and institutes. An in-depth review of all centers and institutes at the university in 2009 resulted in the elimination of some inactive entities and the development of a regular process for the creation, review, and listing of centers.

The administrative policy statements of the University of Colorado system, as well as University of Colorado Denver procedures, require that a program plan, by-laws, and a five-year financial plan be developed and reviewed by the legal and budget offices, provost, and vice chancellors (as appropriate) before new centers and institutes are approved by the chancellor. This rigorous review process, coupled with the regular review of all centers and institutes, helps to assure that centers and institutes do not duplicate efforts of another and that all centers and institutes contribute to the mission of the university.

16. Financial management. A few concerns related to financial management were brought to the site-visit team’s attention. A major concern expressed by senior administrators is the cost of supporting the exploding uses of technology. While one-time funding is having a high impact for classrooms and other information technology capabilities, long-term maintenance and support of this increased infrastructure will create financial pressures that do not have an immediate solution.

Technology is now a critical component for learning, research, and administration in higher education. Meeting the financial pressures of sustaining and maintaining the technology is a challenge and one that the university continues to address. Technology costs for online course delivery have been managed through fees of $100 per online course and $50 per hybrid course. Growth of those courses has created economies of scale, which, along with aggressive contracting for outsourced services, cost constraints, and some reduction in hardware costs, has enabled the university to keep those fees stable for this decade and to create a scalable model for covering increased technology costs as long as online enrollment continues to grow. New technology costs for Blackboard and other online
instructional technologies and services have been covered through additional student technology fees over the past decade and seem manageable through aggressive contracting, revenue increases due to enrollment growth, and modest rate increases as necessary.

Investments in web technologies have been supported by a combination of one-time and recurring funding that has resulted in a major two-year redevelopment effort. Long-term funding of infrastructure and continuous web development needs remain issues.

_The university has addressed the issues raised during the 1998 visit to the former University of Colorado Health Sciences Center._

When the Higher Learning Commission performed a comprehensive review of the University of Colorado Health Sciences Center in 1998, the team recommended a 10-year accreditation, though it did express several concerns. Many changes have occurred since then, not the least of which is the construction and monumental move of all units from the former health sciences campus to the Anschutz Medical Campus. As outlined below, the university responded to all of the concerns raised in the 1998 report.

In its report, the team highlighted the excitement surrounding the upcoming move to the Anschutz Medical Campus but also noted the general angst and concern about the moratorium on construction on the health sciences campus. The report also noted the need for critical discussions and the inclusion of shared governance regarding the plans for the new campus and its finances. The team identified six specific concerns, four of which pertained to the planned move from the existing campus to the Anschutz Medical Campus site. These were:

1. **Space constraints:** The health sciences center currently faces severe space constraints which are reflected in clearly suboptimal learning environments and constraints on research growth.

2. **Transition to a new campus:** In the transition to the new campus, there is concern that the mission of the institution not be compromised by distractions and lack of consensus on the part of a segment of the faculty based on issues such as the length of transition time, total costs, and the concept of a new campus.

3. **Allocation of resources to academic support:** The balance in regard to the allocation of resources suggests that certain areas in education such as the library, student study space, and student computer access have been materially underserved.

4. **Student study areas and student life:** Student individual study areas and student life facilities, such as in the area of fitness, remain unmet needs.
With the completion of the move to the Anschutz Medical Campus in January 2009, there was tremendous growth in square footage for health sciences programs (Table 3.2). In particular the clinical space increased almost four-fold, whereas all other areas increased by an additional 67-151 percent.

However, the square footage does not tell the whole story. Developing the campus with a blank slate provided the following advantages: the creation of student-focused learning environments, fostered interprofessional education by having students learn with and next to each other, the creation of generic research laboratories for flexibility and efficiency, and the development of green spaces. The new facilities address the numerous space and facility issues noted in the past Higher Learning Commission report. Some examples of changes from the former environment to the Anschutz Medical Campus are included below.

- **Student study spaces** – Students have 24-hour access to all of the study spaces in the main classroom buildings. Further, the Health Sciences Library is now open 101 hours per week, an increase of 14 hours per week from the hours at the former campus. Overall the number of small-group learning rooms increased from 18 to 80 (half of which are able to be further divided into two rooms).

- **Technology** – All classrooms are technology rich with projection systems, distance education capabilities, and white boards. The small-group learning rooms also have flatscreen monitors for interactive and easy projection.

- **Access to wireless network** – The wireless network extends throughout the campus and includes outdoor areas.

- **Student community spaces and lounges** – 18 dedicated student community spaces (see Criterion 3C) that provide the students dedicated, informal environments are distributed throughout the education quad. These spaces are adjacent to lockers and have both soft and hard seating, microwaves, and refrigerators. In addition there are two dedicated student lounges.

### Table 3.2: Anschutz Medical Campus Square Footage

Space available in 2010 compared to that available at the former health sciences campus in 1998.

<table>
<thead>
<tr>
<th></th>
<th>Office and Conf. Space</th>
<th>Instructional Space</th>
<th>Library Lab</th>
<th>Research</th>
<th>Clinical</th>
<th>Animal</th>
<th>Non-Assigned</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2010</strong></td>
<td>69,798</td>
<td>178,674</td>
<td>71,716</td>
<td>595,931</td>
<td>75,166</td>
<td>50,215</td>
<td>204,810</td>
<td>1,874,492</td>
</tr>
<tr>
<td><strong>1998</strong></td>
<td>37,074</td>
<td>93,109</td>
<td>43,051</td>
<td>339,247</td>
<td>16,268</td>
<td>24,636</td>
<td>81,615</td>
<td>972,998</td>
</tr>
<tr>
<td><strong>Difference</strong></td>
<td>32,724</td>
<td>85,566</td>
<td>28,665</td>
<td>256,684</td>
<td>58,898</td>
<td>25,579</td>
<td>123,195</td>
<td>901,494</td>
</tr>
<tr>
<td>% change</td>
<td>86%</td>
<td>92%</td>
<td>67%</td>
<td>76%</td>
<td>362%</td>
<td>104%</td>
<td>151%</td>
<td>93%</td>
</tr>
</tbody>
</table>
Student fitness – Students can purchase a membership to a public health club (24 Hour Fitness) at a reduced rate. In addition, the groundbreaking for the Health and Wellness Center, scheduled to open in April 2012, occurred in fall 2010. A survey will be conducted to assess student interest in paying a fee to use this facility.

Library subscriptions – The Health Sciences Library has increased the number of journal subscriptions from 1,700 in 1998 to more than 32,000. The library’s remote storage facility PASCAL (Preservation, Access, and Storage for Colorado’s Academic Libraries) on the east side of campus provides dense storage with easy access to less frequently used but still important materials, thereby freeing up space in the library for individual and group study, library-based instruction, a career center, and a writing center.

Above, four of the original six concerns were addressed. The remaining two concerns were:

5. The team raised a specific concern that “There is no efficient mechanism for dispute resolution between the clinical faculty and the hospital concerning resource allocations.”

University of Colorado Hospital, The Children’s Hospital, and University Physicians, Inc. are all separate legal and corporate entities distinct from the University of Colorado and with separate management and governance (University Physicians, Inc. provides business operations and administrative support to the University of Colorado School of Medicine’s 1,200 providers). Over the past two years, substantial progress has been made in developing a “virtual” clinical enterprise that transcends the independent nature of the institutions and attempts to create a collaborative approach to programs, planning, and resource allocation. University Physicians, Inc. and University of Colorado Hospital have conducted a joint strategic planning process and have created a clinical enterprise steering committee and leadership committee. Plans are currently under way for the establishment of an overarching leadership committee that would include both hospitals, University Physicians, Inc., and the School of Medicine. These efforts have all led to far more collegial, collaborative, and effective relationships.

6. The last specific concern was that “Minorities are under-represented in the student body, staff, faculty, and institutional leadership.” The success of the university in attaining a diversity of learners, staff, and faculty is described in Component 1B.
The Higher Learning Commission report also raised eight other concerns, or areas in which they offered advice or suggestions.

**Issue #1: Lack of space and the difficulty in the recruitment of patients in the School of Dentistry** (now called School of Dental Medicine)

The educational and research space available for the School of Dental Medicine has increased following the move to the Anschutz Medical Campus. The School of Dental Medicine now has access to multiple classrooms of different sizes for didactic lecture presentations as well as small group discussions. The clinical education facilities were also upgraded and increased with the move into the new Dental Medicine Clinical Education building on the Anschutz Medical Campus. The building is outfitted with 152 dental operatories spread over three patient care floors, a dental clinical simulation laboratory, and a technique laboratory for psychomotor skills development. Plans to construct an additional floor that will provide an additional 42 clinical operatories were approved in 2010.

In terms of research space, all research faculty from the School of Dental Medicine are integrated into the Research 1 building, where the opportunity to work alongside faculty from the School of Medicine has been instrumental in the development of interdisciplinary research activities in cancer biology, craniofacial developmental biology, salivary gland research, and biomaterials research.

Currently, the school-based clinics of the School of Dental Medicine provide approximately 36,000 patient care visits annually and there is no shortage of patients for students and residents in their clinical training programs.

**Issue #2: State resources to support the educational programs**

The funding provided by the state of Colorado remains a significant budgetary issue. (This is discussed more extensively in Chapters 5 and 9.)

**Issue #3: Policy documents were out of date**

As discussed in Chapter 4: Criterion 1, the University of Colorado Denver, as part of the University of Colorado system, abides by the policy hierarchy (see Chapter 4, Criterion 1E). The systemwide policies are managed by the University of Colorado Policy Office. This office, with input from the system and each campus, develops, oversees, and maintains the systemwide policymaking process. In 2008-09 the University of Colorado president appointed a task force on efficiency that reviewed all systemwide policies and updated, revised, and eliminated many policies.

The policies and guidelines developed for University of Colorado Denver have recently been reviewed and revised. A comprehensive, searchable policy page has been developed.
**Issue #4: Lack of common identity**

The review team suggested that the institution might wish to consider developing a common identity among its publications to show their relations to each other as part of the same campus. This remains a work in progress. Communications, marketing, media relations, and public relations were combined under one roof to cover both campuses in fall 2007. This group has been simultaneously developing a common visual identity and helping to deploy that identity across the 13 schools and colleges. The new name, University of Colorado Denver, was approved in fall 2007. By spring 2008, a common word mark, logo, and branding look and feel were developed but have not yet been deployed, at the request of the president of the university system, who is undertaking a systemwide brand discovery process. Once clarity on the systemwide visual identity is achieved, this will be applied to the publications by the health sciences schools.

**Issue #5: State government interference with academic process**

In the years since the past review, many changes have occurred to develop trust and transparency among the university, the University of Colorado system, and the various branches of government. At the time of the last visit, there were issues and concerns about government interference in faculty affairs, new program approval, capital construction project approval, and other processes. Following a comprehensive economic impact statement showing the positive potential for the Fitzsimons project and a visit by the Urban Land Institute, the governor supported the relocation of the health sciences center and worked to support and facilitate the initiative’s success. In 2005, University of Colorado President Hank Brown was appointed and worked hard to develop positive working relationships with the governor, the Colorado Commission on Higher Education, and the legislature, and changed attitudes about the university in general.

Since 2005, all institutions of higher education in Colorado have entered into a performance contract with the state through the Colorado Commission on Higher Education. That contract identifies expectations, and the university is required to report on its success in attaining them. Entering into the contract has also changed the new-program approval process and moved the locus of control from the Colorado Commission on Higher Education to the University of Colorado Board of Regents. The role of the commission is now limited to assuring that new programs are congruent with an institution’s role and mission. Capital construction timelines have been shortened, and processes have been simplified so that projects can be moved from concept to completion with more expediency.
Issue #6: The state personnel system is difficult and makes it hard to reward quality staff

University of Colorado Denver employs classified staff in the state personnel system and staff exempted from that system by state statute. Classified employees enjoy a property right to their positions granted by the state constitution and have extensive appeal and grievance rights related to their pay, status, tenure, and working conditions. A recent agreement with the state of Colorado appointed the chancellor as the legal authority over matters pertaining to classified staff. Exempt employees are at-will, and the chancellor has delegated authority from the president of the university system over all matters, including appointments, pay, titles, and terminations.

In all cases, policies, practices, and training on performance management, anti-violence, nondiscrimination, sexual harassment, compensation, and related concerns are designed to promote employee engagement, success, fairness, safety, and legal compliance. The university also provides a competitive benefits package, a tuition waiver program, and participation in shared governance. Staff members are recognized for their service and contributions through approved department-level award programs, through a university-wide employee of the month program, and at an annual awards and recognition reception hosted by the chancellor.

Issue #7: Lack of space for education and research for the School of Nursing (now the College of Nursing)

At the time of the last visit, the School of Nursing, now called the College of Nursing, had just lost a faculty candidate who required wet lab space. The college did not have the funds needed to upgrade its limited laboratory space, and at the time there was little laboratory-based research being performed by nursing faculty. Since then the college has grown the number of research faculty through targeted hiring and successful strategies for faculty development in research. The college has gone from having one endowed chair to three, and is recruiting additional faculty. They have also appointed an associate dean for research. The college currently has approximately 25,000 square feet of laboratory space. In addition some faculty from the college utilize research space within the clinical areas of the affiliated hospitals. The educational needs of the college have been satisfied with the move to the Anschutz Medical Campus and access to the shared educational facilities.
Issue #8: Shortage of staffing, especially advisors, in the School of Pharmacy

At the time of the last university self-study in 1997, it was noted that the School of Pharmacy had shortages of support staff and advisors but that there were strong academic support services. In 1997-98, there were 15 support staff and a single academic advisor (based on description in the 2002 self-study) serving 383 students. Today there are 32 staff and four class advisors serving 608 students. [In terms of direct student services staff support, there were three Office of Student Services support staff in 1997-98 and there are nine currently—five in Office of Student Services and four in experiential programs.] Since the last visit, the school has replaced a baccalaureate curriculum with a doctor of pharmacy. The transformation from one level to another has required the school to revise its curriculum and upgrade support systems. Since the last university accreditation, the School of Pharmacy has been reviewed and accredited twice by the Accreditation Council for Pharmacy Education (see the self-study and report in the “special accreditations” repository in the resource room); the school is currently accredited through June 30, 2016.

Overall the issues raised by previous visits of the Higher Learning Commission have been addressed and have helped to improve the university.
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Chapter 4 | Criterion 1

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.
CHAPTER 4, CRITERION 1 – Mission and Integrity

Component 1A. The organization’s mission documents are clear and articulate publicly the organization’s commitments. ........ 4-3

- Component 1A.1 Developing mission documents for the newly consolidated university. .................. 4-4
- Component 1A.2 The new role and mission documents for the consolidated university align with statutory mission statements and have provided the basis for the academic and administrative units within the university to develop revised mission documents. ...... 4-5
- Component 1A.3 The mission documents identify and serve internal and external constituents in a responsible manner. ........... 4-7
- Component 1A.4 The university’s mission, vision, and values statements are easily accessible on the university website. ....... 4-8

Component 1B. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves. ......................... 4-9

- Component 1B.1 The university demonstrates a commitment to creating an environment characterized by diversity, respect, and inclusiveness. ..................... 4-9
- Component 1B.2 The university has created organized structures and offices that oversee, coordinate, and guide efforts for diversity and inclusion. ................................. 4-10
- Component 1B.3 The university has a diverse and inclusive student body. ................................. 4-11
- Component 1B.4 Overall, the retention and graduation rates of undergraduate students of color who enter as freshmen is slightly greater than that for entering white freshman students. ......... 4-14
- Component 1B.5 The university established organizations that provide leadership programs and support services for diverse communities of students. .......................... 4-14
- Component 1B.6 The university established pipeline programs to enhance the diversity and inclusiveness of its student body. .. 4-16
- Component 1B.7 The university has made progress in attaining and maintaining diversity among faculty and staff but is still faced with a challenge to meet its expectations. .................... 4-17
- Component 1B.8 Diversity and cultural programming are integrated into curricula and special events. .......................... 4-18
- Component 1B.9 The university provides educational and service programs that focus on issues confronting diverse communities. . 4-21
Component 1C. Understanding of and support for the mission pervade the organization. ................................................. 4-21
- Component 1C.1 The processes for crafting and vetting the University of Colorado Denver’s mission and planning documents were inclusive and created invested constituents. .............................. 4-21
- Component 1C.2 The university implements its mission and vision through strategic planning. ........................................ 4-23
- Component 1C.3 The mission and planning documents of the schools, colleges, and units identify goals and priorities that are aligned with those of the university. .................................................. 4-25

Component 1D. The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission. .... 4-26
- Component 1D.1 University of Colorado Denver is part of the University of Colorado system that is overseen by a board of regents and a president. ................................................................. 4-27
- Component 1D.2 The university has effective leadership structures that facilitate operation of the university through delegation of authority and responsibility. ............................................. 4-28
- Component 1D.3 Faculty, staff, and students are represented by their own governance groups. ............................................ 4-30
- Component 1D.4 The university’s policies protect academic freedom and the role of faculty in establishing curricula. .............. 4-33
- Component 1D.5 University of Colorado Denver uses multiple methods to keep both its external and internal constituents informed about issues facing the university. .................. 4-34

Component 1E. The organization upholds and protects its integrity .......................................................... 4-38
- Component 1E.1 The university’s mission is apparent in its actions. ................................................................. 4-38
- Component 1E.2 The university operates under the laws and policies of the Board of Regents, the University of Colorado system, the University of Colorado Denver, and the bylaws of the schools, colleges, and departments. ............................................. 4-39
- Component 1E.3 Auditing procedures ensure that the university complies with all laws and policies, including those for fiscal accountability. . 4-40
- Component 1E.4 The university ensures that it complies with federal, state, and local laws. ........................................... 4-41
- Component 1E.5 The university provides a safe and secure environment on both of its campuses. ................................. 4-42
- Component 1E.6 Interactions between the university and its faculty and staff are responsible and compliant. 4-43
- Component 1E.7 Policies and practices protect the quality and integrity of the university's academic programs and ensure high standards of student conduct. 4-46
- Component 1E.8 The university has established policies for timely resolution of grievances. 4-47
- Component 1E.9 The university has policies that ensure appropriate and secure access to information technology. 4-48
- Component 1E.10 The university operates fairly with its partners while protecting the interests of all involved. 4-48

**Overall summary of Criterion 1** 4-50

**Challenges and opportunities for improvement** 4-50
CHAPTER 4, CRITERION 1

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.

The university’s mission documents are the symbolic heart of the University of Colorado Denver. Its passions, resolve, and commitments can readily be found in those pages. In crafting new mission, vision, and values statements, the university community thoroughly considered its history—as separate institutions until 2004 and now as a consolidated university. Considerations included the university’s role in meeting the specific educational needs of the citizens of Colorado and its commitment to excellence in teaching, research, and engagement activities with external constituents.

The new mission documents developed for the consolidated institution detail its commitment to stakeholders and formed the basis of the strategic plan that shapes the direction of this emergent institution. The University of Colorado Denver is something new—a sum that is far greater than its parts; a locus of new and renewed energy, engagement, and innovation.

The evidence presented in this chapter outlines how the University of Colorado Denver fulfills the requirements for Criterion 1 and illustrates that it meets the attributes of the four cross-cutting themes identified for the self-study.

The University of Colorado Denver is an emergent university, as demonstrated by the:

- creation of a new and effective leadership and administrative structure (Component 1D.2);
- creation of new mission, vision, and values statements and a new strategic plan that build on the commitments of consolidation, the move of the Health Sciences Center, the building of the world-class Anschutz Medical Campus, and the enhancements in the facilities, programs, and urban center interface of the Denver Campus (Component 1A.2 and Component 1C); and the
- revision and alignment of mission documents and strategic planning processes of all university academic and administrative units in coordination with the newly articulated university mission and planning documents (Component 1A.1, Component 1C.1, and Component 1C.2).

The university’s commitment to being learning-driven is highlighted by the:

- affirmation of learning, research, and creative work in the university’s mission and values statements (Component 1A.2, Component 1C.1, and Component 1C.2);
articulation of the value of student-learning in the priorities of the strategic plan (Component 1C.1 and Component 1C.2); and the
re-energized focus on pipeline programs, many of which target underrepresented groups (Component 1B.3 and Component 1B.6).

The University of Colorado Denver demonstrates that it is a collaborative university as it:
- encourages and supports open communication between the executive leadership and the deans of the schools and colleges (Component 1D);
- facilitates open communication among the deans and between the deans and faculty (Component 1D);
- demonstrates effective communication between university leadership and representatives of governance groups, all internal constituents (i.e., faculty, staff, and students), and external constituents (e.g., alumni, parents, schools, and government agencies) (Component 1A.3 and Component 1B.6); and
- forms partnerships with clinical affiliates as well as other institutions of higher learning (Component 1E.10).

The University of Colorado Denver is a responsible university in that its systems and processes:
- demonstrate responsibility to the citizens of Colorado by fulfilling the educational, research, service, and clinical roles of its mission (Component 1A.3 and Component 1B.6);
- abide by the policies of the University of Colorado Board of Regents, as well as University of Colorado Denver policies derived by integrating documents of the two previously independent institutions into a composite entity (Component 1C.2 and Component 1D.1);
- enable students to transfer course credits through agreements that facilitate partnerships with other institutions of higher education while maintaining the integrity of the university (Component 1E.10 and Component 5C.4);
- encourage and sustain effective shared governance structures (Component 1B.8, Component 1D.3, and Component 1D.4);
- have developed new interactive communication channels to engage stakeholders (Component 1D.5);
- serve students by offering graduate and professional programs that have high success rates in national board or licensure exams (Component 1E.7);
- affirm the university’s commitment to continuous improvement through the conscientious review of the achievement of student-learning outcomes, the ongoing evaluation of programs and personnel, and use of the resulting information to improve learning (Component 1E.7);
- have achieved a high level of diversity in undergraduate programs (Component 1B.3);
- provide careful stewardship of its resources in compliance with all local, state, and federal regulations and laws (Component 1A and Component 1C.1);
- provide a safe campus environment for faculty, staff, and students (Component 1E.5); and
- establish procedures for a timely review and resolution of grievances (Component 1E.8).

In the following pages of this self-study, evidence is provided that University of Colorado Denver fulfills and exceeds the expectations of Criterion 1: “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.” This criterion has five components (A-E), each of which is addressed.

Component 1A. The organization’s mission documents are clear and articulate publicly the organization’s commitments.
This component outlines how the university crafted new mission documents following the consolidation of the previously separately accredited educational institutions and how those mission statements were central to the strategic planning process undertaken by the university in 2007-2008.

In March 2008, the University of Colorado Board of Regents approved a new mission statement that declares the University of Colorado Denver’s purpose and a new vision statement that expresses its direction. The new values statement provides a framework for how the university will proceed to achieve its mission and vision. These new statements read:

**Mission:** “University of Colorado Denver is a diverse teaching and learning community that creates, discovers, and applies knowledge to improve the health and well-being of Colorado and the world.”

**Vision:** “By 2020, University of Colorado Denver will be a leading public university with a global reputation for excellence in learning, research and creativity, community engagement, and clinical care.”

**Values:** To be a university greater than the sum of its parts, University of Colorado Denver embraces excellence in:

**Learning and Scholarship:** University of Colorado Denver respects academic freedom and the rigorous quest for knowledge and understanding. We share knowledge and foster student success through a continuous process of inquiry, critical thinking, reflection, collaboration and application.
The university’s vision embraces the mission “to improve the health and well-being of Colorado and the world,” and the document outlines the four principal areas in which the university will strive to achieve and maintain excellence: 1. learning; 2. research and creativity; 3. community engagement; and 4. clinical care. Its values assert the university’s behavior as it fulfills its mission and strives to achieve its vision.

Component 1A.1 Developing mission documents for the newly consolidated university.

Prior to consolidation, the University of Colorado at Denver and the University of Colorado Health Sciences Center each had their own mission documents\(^2\)\(^3\) that had evolved over the lives of the institutions. Throughout its history the University of Colorado at Denver embraced its educational mission carried out in an urban location. This mission has always emphasized the need to provide both undergraduate and graduate programs for traditional and nontraditional students from the Denver metropolitan area. The mission documents of the University of Colorado Health Sciences Center reflected its roles in the education of health professionals, the delivery of health care and community service, and its contributions to research in the health sciences.

The first vision statement developed by university leadership following consolidation in 2004\(^4\) promised that the institution would strive to
“Become the premier urban research university” and that the major areas of focus would include:

- attaining nationally ranked teaching and clinical care programs;
- expanding community service throughout Colorado;
- increasing multicultural diversity;
- offering new interdisciplinary programs;
- becoming more entrepreneurial; and
- continuing to develop business and community partnerships.

The successes of the consolidated university in these focus areas are outlined throughout the self-study as they have become an integral part of the new mission statement as well as the priorities of the 2008 strategic plan.

To articulate new mission, vision, and values statements, the leadership of the consolidated university brought together key personnel from across both campuses to prepare for a comprehensive strategic planning process. The university involved all of its constituents in preparing the new set of mission documents.

In May 2007 a task force comprised of faculty, students, and staff was empanelled and encouraged to capitalize on the history, the mission and vision documents of the previously separate institutions, and the new opportunities arising from the consolidation. The mission, vision, and values statements that this task force suggested underwent extensive vetting by internal stakeholders (university leadership, governance groups, and then the entire university community) and external stakeholders before becoming the basis on which the university’s strategic plan was formulated (see Component 1C).

On March 27, 2008, the University of Colorado Board of Regents approved the final mission, vision, and values statements together with the new university strategic plan.

Component 1A.2 The new mission documents for the consolidated university align with statutory role and mission statements and have provided the basis for the academic and administrative units within the university to develop revised mission documents.

In addition to the mission, vision, and values statements developed by the constituents of the university, the University of Colorado Denver also has statutory role and mission statements established by the Colorado State Legislature (Statute 23-20-1016, Colorado Revised Statute). Colorado’s General Assembly differentiates the higher learning institutions in Colorado and outlines separate missions for the Denver Campus and for
the Health Sciences Center (now the Anschutz Medical Campus). These legislative role and mission statements became effective July 1, 2003 and have not been revised since the consolidation in 2004. They read:

(b) The Denver Campus of the University of Colorado shall be an urban comprehensive undergraduate and graduate research university with selective admission standards. The Denver Campus shall offer baccalaureate, masters, and a limited number of doctoral degree programs, emphasizing those that serve the needs of the Denver metropolitan area. The Denver Campus has statewide authority to offer graduate programs in public administration and exclusive authority in architecture and planning.

(d) The Health Sciences Center campus of the University of Colorado shall offer specialized baccalaureate, first-professional, master’s, and doctoral degree programs in health-related disciplines and professions. It shall be affiliated with the University of Colorado Hospital and other health care facilities that offer settings for education, clinical practice, and basic and applied research. It shall have exclusive authority in medicine, dentistry, pharmacy, and physical therapy.

The mission statement formulated by the university community, and in turn the degree-granting programs offered by the consolidated university, are in agreement with both of these statutory mission statements. The focus of the university’s mission documents is a strong commitment to sustaining and advancing excellence in learning. The mission statement as such defines the university as a “diverse learning community that creates, discovers, and applies knowledge.” The university’s vision and values statements specifically target “excellence in learning” and “excellence in learning and scholarship,” respectively. Its statutory role combined with the mission, vision, and values statements emphasize a learning-driven university that serves the Denver metropolitan area, citizens of the state of Colorado, and the broader world.

Following the extensive vetting and subsequent formal adoption of the university mission, vision, and values documents, all of the schools, colleges, and administrative units of the university developed their own mission, vision, and values statements. The mission documents of the schools, colleges, and administrative units are consistent with the university documents and clarify their role in the university. Several example statements drawn from the mission documents of University of Colorado Denver schools and college demonstrate this congruence.

“The College of Arts and Media exists at the intersection of art, technology, and commerce and, as such, faculty and students use powerful art making, expansive teaching/learning, and strategic service to connect deeply with the arts disciplines and the culture industry—as these currently exist and as they might become.”

“The mission of the School of Dental Medicine, as an integral part of the University of Colorado Denver is: to create a diverse teaching and learning
community that provides programs of excellence in teaching, research, patient care, and community and professional service for Colorado and the world.”

What emerged from the development of these new mission, vision, and values documents is a clear commitment by the constituencies of the University of Colorado Denver to pursue excellence as a learning-driven organization. The commitment to excellence in learning that is present in the university’s mission statements is often directly stated in the mission statements from the schools, colleges, and units. For example:

- The mission of the College of Liberal Arts and Sciences is “To foster academic excellence, to create and impart knowledge critical to a modern society and a global economy, and to ensure the acquisition of skills essential for professional careers and graduate study.”

- The School of Medicine mission statement includes a commitment “to provide Colorado, the nation, and the world with programs of excellence in education...”

- The mission of the College of Engineering and Applied Science is to “Offer students a state-of-the-art learning experience with supportive mentoring and guidance...”

The mission documents of the institution and the other units influence the formation of new centers and institutes, as well as the creation of new academic programs within an emergent university. Regent’s, university system, and University of Colorado Denver policies require that all proposals for new centers, institutes, and academic programs must demonstrate congruence with the mission documents and strategic plan of the university, as well as those units likely to be affected by the new entity. The success of the center, institute, or academic program in achieving its role and mission and in supporting the mission of units with which it is associated is examined during the periodic review process (see also Component 4C).

Component 1A.3 The mission documents identify and serve internal and external constituents in a responsible manner.

The University of Colorado Denver is a diverse teaching and learning community whose internal constituents are its students, faculty, and staff as well as alumni, prospective students, and parents of students (former, present, and future). As an academic institution that offers professional and continuing education it also serves or interacts with many distinct professional communities, academic associations, and other graduate and professional schools, faculty, and staff. As a public institution the University of Colorado Denver receives support from, and collaborates with, local, state, and federal government agencies (see Criterion 5). It is also responsible for developing a work force and a pool of talent for current and potential
employers, including health providers, K-12 school systems, and the business community (see Criterion 5).

The university’s mission statement also directs it to “create(s), discover(s), and apply(ies) knowledge to improve the health and well-being of Colorado and the world.” In this capacity, the university’s additional external constituents are the citizens of Colorado and the world. As a responsible university, it serves these constituents, including those who are patients or whose lives are affected by the research that takes place within the institution. External constituents also include those who depend on, or benefit from, the university’s educational or research collaborations and engagement activities—it actively engages with entities such as governmental funding agencies (federal, state, city), private foundations, or individual donors and benefactors who fund research and discovery activities (see Criterion 4).

By educating students and preparing an educated workforce in so many different areas—health care, education, arts, public policy, business, education, and liberal arts—the university responsibly contributes to the intellectual growth of students, as well as the physical and environmental health and well-being of Colorado and its citizens.

Component 1A.4 The university’s mission, vision, and values statements are easily accessible on the university website.

The university community and the public can readily access the mission documents of the university and its individual units through the University of Colorado Denver website. The university’s mission, vision, and values statements1 are directly accessible from the “Who we are” page in the “About Us” section of the university homepage. The mission, vision, and values statements for the schools, colleges, and administrative units are linked to in the “About Us” or in other sections of their websites. In addition to being published on the appropriate websites, mission statements of the university and the units are also conveyed in other publications.

The website for the consolidated university, including all schools, colleges, departments, and other units, was reconfigured, redesigned, and migrated to a new domain name12 (www.ucdenver.edu). The new university website incorporates a content management system that facilitates maintaining accurate and current content—including updates to the mission documents—throughout all web pages in the ucdenver.edu domain.

The website redevelopment and migration process was highly customer-centric, with input of a university-wide Communications Advisory Council. The council meets regularly and provides feedback to the Office of University Integrated Communications13 on the performance of the university and individual unit websites, among other venues. Through the council, unit
representatives are advised of best practices, the need for vigilance over websites, and the need for current, accurate, and authentic information.

Component 1B. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

The university’s commitment to diversity is evident in the opening words of its mission statement: “University of Colorado Denver is a diverse teaching and learning community…” The concepts of diversity, respect, and inclusion are featured in its values: “The University of Colorado Denver seeks the richness that an increasing diversity of our communities brings to our learning, research, and service endeavors. Our common humanity leads us to create an inclusive and respectful ethos characterized by caring, empathy, compassion, nurturing, collegiality, and mentoring.”

The university’s working definition of diversity has been articulated in many documents and states:

“The University of Colorado Denver considers diversity in its broadest sense; it is a term that embraces not only historically underrepresented people and groups—such as race, ethnicity, gender, sexual orientation, veteran status, and ability status—but also socioeconomic status, nationality, religion, and diverse experiences. Diversity includes where we live or where we come from—rural or urban—and how we think...In short, a diverse, inclusive environment should represent the world we live in and the communities we serve.”

As a responsible university, the goals of its collective diversity-related efforts are:

1. to achieve and maintain a community that consists of a “diversity of learners;”
2. to increase diversity among faculty and staff;
3. to increase awareness of diversity by encouraging the incorporation of diversity elements into the curricula of programs (e.g., general education) and courses (e.g., cultural competencies in the health sciences courses); and
4. to develop a climate of inclusiveness in which individuals from all groups are respected and feel that they are integral members of the university community.

Component 1B.1 The university demonstrates a commitment to creating an environment characterized by diversity, respect, and inclusiveness.

The university re-affirmed its commitment to a diverse university community in the 2008 strategic plan (see Component 1C). Strategic priority 5 articulates this commitment, and it is one that the university believes benefits not only the institution, but also the state and nation. Moreover, as described
above, its mission and planning documents highlight the importance of diversity at the University of Colorado Denver in all aspects of university community and life.

In honoring its values, the university and its units acknowledge the necessity and benefits of working within a multicultural society. The mission documents of schools, colleges, and administrative units clearly state a strong commitment to diversity. A few examples from across the university illustrate this point.

- The College of Arts and Media, “strives to be a diverse community of artists and scholars dedicated to professional achievement.”
- The Auraria Library, “we respect and appreciate the ideas, cultures, perspectives, and beliefs of the individuals who comprise our campus communities.”
- The Office of Student Affairs, “regardless of students’ values, attitudes, appearance, behavior, background, or their personal difference from ourselves, we strive to nurture, protect, assist, include, and otherwise care for every student in the best way possible.”

The University of Colorado Board of Regents provides additional guidance with laws and policies on nondiscrimination. The University of Colorado system has administrative policy statements on nondiscrimination, and the University of Colorado Denver has policies on nondiscrimination, disability, sexual harassment, and personally identifiable information.

Component 1B.2 The university has created organized structures and offices that oversee, coordinate, and guide efforts for diversity and inclusion.

In 2005, the recently consolidated university produced a comprehensive report for then University of Colorado President Hank Brown’s Blue Ribbon Commission on Diversity. An essential finding of this report was that the institution’s diversity programs needed coordination, leadership, and strategic direction. The commission’s report yielded a large number of recommendations that guided the university in creating a Blueprint for Action. This report has served to guide many efforts targeting diversity. The Blueprint highlighted specific ideas that bridge the consolidated institution as well as recommendations that focused separately on the Denver Campus and Health Sciences Center (now the Anschutz Medical Campus).

As stated in its report to the Blue Ribbon Commission, the university believes that diversity and inclusion thrive in an environment where commitment is demonstrated through leadership, action, and the promotion of a culture of excellence. The university also believes that it is essential for these foundational ideas to be represented in its governing documents. Therefore the mission, vision, and values statements of its component schools, colleges, and administrative units emphasize creating a culture of inclusion and a commitment to diversity.
Upon his arrival in 2006, Chancellor Wilson made diversity a key priority and made strategic organizational changes to strengthen diversity and inclusion programs on both campuses. Current Interim Chancellor Wartgow has retained these priorities.

The Office of the Provost oversees diversity efforts for the university with a dedicated position that reports directly to the provost. A nationally-recognized expert in diversity, Dr. Zen Camacho, was recruited into this essential leadership role as vice provost and associate vice chancellor for diversity and inclusion, and an organizational structure with clear leadership oversight and accountability was developed. Dr. Camacho coordinates all diversity programs at the university. This structure allows for the coordination of resources and programs, such as student pipeline and retention programs, which also benefits all schools and colleges in the university and supports school- and college-specific efforts.

At the Anschutz Medical Campus, the key locus of activity is the Office of Diversity and Inclusion. At the Denver Campus, the key loci are the educational opportunity programs, which include American Indian Student Services Educational Programs and Outreach, Asian American Student Services Educational Programs and Outreach, Black Student Services Educational Programs and Outreach, and Hispanic Student Educational Programs and Outreach.

In addition to these campuswide offices, many schools and colleges have associate deans, assistant deans or directors for diversity that organize programs focused on the recruitment and support of diverse students. For example, in the College of Liberal Arts and Sciences, an associate dean, Professor Brenda J. Allen, serves as the chief diversity officer. In the School of Medicine, the vice provost and associate vice chancellor for diversity and inclusion serves as the senior associate dean for diversity and inclusion and is assisted by Associate Dean for Diversity and Inclusion Ann-Christine Nyquist, MD. Nearly every school, college, and administrative unit has plans for enhancing diversity and inclusion. Some of these plans are contained within the unit's strategic plan (included in the additional documents section of the online resource room), whereas other units have separate diversity plans.

**Component 1B.3 The university has a diverse and inclusive student body.** Overall, university efforts to achieve a diverse and inclusive environment have been successful and are indicative of the responsible nature of the institution. Each year the demographics of the student body, faculty, and staff are presented to the Board of Regents in the annual diversity report and also are discussed at the annual budget retreat for the deans at the Denver
Campus. The success of the diversity efforts of programs that undergo specialized accreditation is also scrutinized as part of the review process.

In Colorado, the proportion of students who graduate from high school is lower among most ethnic minority students than it is among nonminority students. Colorado has the greatest disparity (35.8 percent) in attainment of postsecondary degrees between white citizens and the next largest ethnic group, which in Colorado is Hispanic\(^\text{20, 21}\). Despite these statistics, in fall 2009, students of color (i.e., African American, Asian American, Hispanic, and Native American students) comprised 22.6 percent of the total student population at University of Colorado Denver (see Table 4.1). Note: the terms “people” or “students of color” is used herein as recommended by The American Heritage guide to contemporary usage and style\(^\text{22}\) as a more preferable term, than “nonwhite” or “minority” to describe all people who are not white.

The University of Colorado Denver has become a destination university for many undergraduate ethnic minority students. Among the applicants for entrance into college in fall 2009, 20 percent of eligible (index score >93) minority applicants statewide applied to the University of Colorado Denver. Of these applicants 95 percent were admitted, and of those admitted 47 percent enrolled. The proportion of undergraduate students of color has increased each year since 2005, with a fall 2009 minority enrollment of 29.4 percent. The university has created and enhanced a number of programs, including targeted scholarships and pipeline activities, which have been successful in improving freshman enrollment and retention rates. University leadership is optimistic that these programs will continue to be successful in attracting and retaining a qualified diverse student body.

The diversity of the student body is becoming a hallmark of the University of Colorado Denver, with 38 percent of first-time freshman entering in fall 2009 being students of color. As shown in Table 4.1, the fall 2009 student body included the following distribution of students of color.

<table>
<thead>
<tr>
<th>Table 4.1 University of Colorado Denver Diversity Fall 2009</th>
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</thead>
<tbody>
<tr>
<td>Percent Students of Color</td>
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<tr>
<td>University of Colorado Denver Overall</td>
</tr>
<tr>
<td>Denver Campus Overall</td>
</tr>
<tr>
<td>Denver Campus Undergraduate</td>
</tr>
<tr>
<td>Denver Campus Graduate</td>
</tr>
<tr>
<td>Anschutz Medical Campus Overall</td>
</tr>
<tr>
<td>Anschutz Medical Campus Undergraduate</td>
</tr>
<tr>
<td>Anschutz Medical Campus Graduate</td>
</tr>
</tbody>
</table>
In many undergraduate programs, recruitment of students of color is very successful and ranges from 19 percent in the nursing BS program to 42 percent in the School of Public Affairs. In contrast many graduate and professional programs still struggle to recruit an ethnically diverse and inclusive student body (range of 8-30 percent), particularly in some of the graduate programs at the Denver Campus (range 8-18 percent). At the Anschutz Medical Campus, several programs have been able to consistently recruit an ethnically diverse class. Some examples include:

- The DDS program in the School of Dental Medicine consistently maintains greater than 15 percent enrollment of ethnic minority students, and the graduating class of 2013 includes 28.5 percent (14/49 students reporting their race/ethnicity) who are students of color.
- The School of Pharmacy’s PharmD class that entered in fall of 2010 consists of 159 students with an enrollment of 38 percent of students of color, including 13.5 percent enrollment of Hispanic, African American, Native American, and Native Hawaiian students. Currently the entire four-year PharmD program has more than 600 students with a 35.1 percent enrollment of students of color.
- Currently 15 percent of the students enrolled in the medical scientist training program (an MD/PhD program funded by the National Institutes of Health) are from underrepresented minority groups.

During its last review by the Liaison Committee on Medical Education in 2009, the MD program was granted continued accreditation with no fixed term. However, the committee notified the School of Medicine that it will return for a focused visit in 2011 to evaluate improvements in three areas, one of which was the diversity of students, residents, and faculty. In response, the School of Medicine instituted a number of strategies (including additional scholarships) to attract qualified diverse applicants (as shown in Table 4.2). The class that entered the MD program in fall 2010 included 33 underrepresented minority students of 145 students who reported their race/ethnicity out of a class size of 160 students (compared to 13/160 who entered in 2009).

### Table 4.2

<table>
<thead>
<tr>
<th>Year of Matriculation</th>
<th>American Indian or Alaskan Native</th>
<th>Asian (URM)</th>
<th>Black (not of Hispanic Origin)</th>
<th>Hispanic</th>
<th>Pacific Islander</th>
<th>White (not of Hispanic Origin)</th>
<th>Declined to Respond</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>3</td>
<td>15 (5)</td>
<td>5</td>
<td>9</td>
<td>0</td>
<td>104</td>
<td>19</td>
<td>156</td>
</tr>
<tr>
<td>2009</td>
<td>0</td>
<td>15 (1)</td>
<td>2</td>
<td>9</td>
<td>1</td>
<td>133</td>
<td>0</td>
<td>160</td>
</tr>
<tr>
<td>2010</td>
<td>4</td>
<td>18 (4)</td>
<td>6</td>
<td>18</td>
<td>1</td>
<td>98</td>
<td>15</td>
<td>160</td>
</tr>
</tbody>
</table>

[A] – Underrepresented minority Asian students = those of Vietnamese origin
[B] – Includes an additional foreign national student
Component 1B.4 Overall, the retention and graduation rates of undergraduate students of color who enter as freshmen is slightly greater than that for entering white freshman students.

For the three most recent cohorts (ie, those who were freshmen in 2006-2008), the retention rate of freshman students of color (66 percent to 83 percent in Figure 4.1 [2008]) was higher than that for white students. The only minority ethnic group that was significantly outside this range was the American Indian cohort, with a rate of 38 percent. However, this cohort was very small (n=8).

Figure 4.1: Denver Campus one-year freshman retention rates (percent enrolled one year later) by ethnicity and national origin for the 2008 cohort.

The six-year graduation rates of first-time, full-time, degree-seeking freshmen is also higher for students of color than for white students (46 percent and 42 percent, respectively, for the 2003 cohort; Figure 4.2). As with the retention data, American Indian students had lower rates (13 percent), but, again, the cohort is very small (n=8).

Component 1B.5 The university established organizations that provide leadership programs and support services for diverse communities of students.

The educational opportunity programs16 on the Denver Campus provide assistance to ethnic minority and other traditionally underrepresented students by providing orientations, academic advising, scholarship information, cultural programming, and in-depth advocacy and counseling.
Figure 4.2: Denver Campus six-year graduation rates for first-time, full-time, degree-seeking freshmen by ethnicity and national origin for the 2003 cohort.

In addition, there are several societies and leadership groups that focus on diverse students including:

- **Student Advocacy Centers** – each educational opportunity program has a student advocacy center that provides support services that promote the retention and academic success of students.

- **Student Leaders Initiating Change** – a comprehensive, co-curricular student leadership program in which students, primarily students of color, provide educational programming, training, workshops, and service-learning projects to other students.

- **Junior Black Chamber of Commerce Student Organization** – exposes students to business opportunities in Denver and to African-American business leaders through a mentoring program operated by the Colorado Black Chamber of Commerce.

- **Society of Hispanic Professional Engineers** – a student organization (74 percent Latino) that seeks to improve the graduation rate of Hispanics in engineering, math, and science. Students support one another through the creation of study groups and the sharing of textbooks and resources and provide opportunities to network with professionals in their field.

- **Minority Association for Pre-Health Students** – a local chapter at the Anschutz Medical Campus that believes diversity is a value that is central to the schools’ educational, research, service, and health care missions.

Just as the University of Colorado Denver is a destination university for minority undergraduate students, it is also a destination for international
students. The university strategic plan explicitly addresses international students and related programming. The university has expanded the resources of the Office of International Affairs\textsuperscript{25}, which provides support for international students studying at University of Colorado Denver (see Component 2A).

Component 1B.6 The university established pipeline programs to enhance the diversity and inclusiveness of its student body.

The university has been successful in developing pipeline programs for diverse middle and high school students who plan to attend college and for undergraduate students who want to enter graduate or professional programs. Pipeline activities, many of which focus on underrepresented populations, are explicitly included in the strategic plans of the university (strategic plan goal 1.4), the Office of Diversity and Inclusion, Student Affairs, and most schools, colleges, and administrative units.

The Office of Diversity and Inclusion at the Anschutz Medical Campus\textsuperscript{13} has established collaborations with several high schools, including the Denver School of Science and Technology, that have high enrollments of diverse students who indicate that they are college bound. Other programs at the university that provide opportunities for diverse students include the LABCOATS\textsuperscript{26} (Link to Advancement in Biomedical Sciences Career Opportunities and Training Section) and GEMS\textsuperscript{27} (Graduate Experiences for Multicultural Students) research internship programs that are funded by grants from the National Institutes of Health (see Criterion 4 for details). The Aurora LIGHTS\textsuperscript{28} (Leading the way to Careers in Health Sciences) (see Criterion 5 for details) program caters to middle and high school students interested in a career in the health professions. There are also several summer pipeline programs, including internships and career exploratory programs through the Undergraduate Pre-Health Program\textsuperscript{29} and collaborations with Denver School of Science and Technology and Skinner Middle School, that assist students in their preparation for entry into health professions.

Recently, the university initiated an eight-year BA/BS-MD program\textsuperscript{30} that accepts qualified students into undergraduate programs with an assured entrance into medical school for those who maintain high academic standards and successfully complete all medical school prerequisites. The program enrolled 10 students in 2010, including three African-American, one Pacific Islander, and two Hispanic students. The program provides scholarship support to all participants.

These programs represent the university’s commitment and responsibility to increase the diversity of its student body; however the programs are too “young” to determine whether the students enrolled in them will pursue graduate education.
Component 1B.7 The university has made progress in attaining and maintaining diversity among faculty and staff but is still faced with a challenge to meet its expectations.

Although the efforts to increase diversity in the student population have generally been successful, success in other areas, such as increasing diversity among faculty and staff, has been harder to achieve. The proportion of faculty who are persons of color ranges from 9-16 percent (assistant professor to professor; Figure 4.3) and is lower than the proportion of ethnic minorities in Colorado (29 percent) and among the University of Colorado Denver’s overall student population (22.6 percent). A similar difference in the proportion of ethnic minorities is observed among mid-level to upper-management staff. The university recognizes that more must be done to recruit and retain faculty and staff, especially from traditionally underrepresented groups. In addition, there is a gender gap for faculty rank, with only 24 percent of women at the rank of full professor. To address these concerns, significant effort has been focused on faculty and staff search committees, specifically, how to ensure that the applicant pool contains diverse applicants and that the search is welcoming to candidates of underrepresented backgrounds. During the past two years more than 400 faculty and staff have attended search committee training sessions on how to diversify the pool of applicants for positions. The Office of Diversity and Inclusion, and Human Resources have implemented other initiatives aimed at faculty and staff. For example, the Office of Diversity and Inclusion, as well as some schools, college, and student-services units, sponsor or coordinate recognition awards for faculty, staff, and students for diversity-related efforts.

On the Anschutz Medical Campus, a number of programs are used to provide leadership training opportunities for women. The women in medicine and science31 program in the School of Medicine’s dean’s office supports an array

[Brandon Sklar, a student in the new BA/BS-MD program. He’s currently studying pre-medicine and is slated to complete medical school in 2018.]

The BA/BS-MD program is a partnership between the College of Liberal Arts and Sciences and the School of Medicine. Acceptance into the program and successful completion of all requirements gives students a guaranteed seat in the medical school.
of activities involving women’s career development, leadership training and research in women’s health. The executive leadership in academic medicine program is a one-year program of leadership training with extensive coaching, networking, and mentoring opportunities aimed at expanding the national pool of qualified women candidates for leadership positions in academic medicine, dentistry, and public health. Almost 90 percent of U.S. medical schools and 50 percent of U.S. dental schools are represented among the program’s graduates.

A number of women faculty at the university participated in the executive leadership in academic medicine program over the past year, including Dr. Brenda Bucklin, assistant dean for the clinical core and associate professor of anesthesiology, and Dr. Chris Nyquist, associate dean for diversity and inclusion and associate professor of pediatrics. The women in medicine and science program also provided support for several women faculty to attend career development and leadership training programs organized by the Association of American Medical Colleges. In addition, in February 2010 the Anschutz Medical Campus hosted the 7th Annual University of Colorado Women Succeeding Symposium, which provides a day of recognition, sharing information, networking, and career development workshops.

The University of Colorado Denver supports the participation of at least two women each year in the year-long academic management institute program, which is a part of the effort by the American Council on Education to “assist the advancement of women in higher education through a variety of networking and professional development activities.”

The University of Colorado Faculty Council includes the Committee on Women. The Committee on Women considers a variety of issues important to women faculty members, including:

- assessing the climate of the university as it pertains to the academic environment and the academic success, advancement, productivity, and compensation of women faculty members;
- working to assure fairness in the recruitment and retention of women faculty;
- developing support networks and recommending policies to address the needs of women faculty; and
- administering the Elizabeth Gee Memorial Lectureship Award, the only award in the University of Colorado system dedicated to recognizing the work of outstanding women faculty.

**Component 1B.8 Diversity and cultural programming are integrated into curricula and special events.**

In response to the report of the Blue Ribbon Commission, the University of Colorado Denver made a commitment to incorporate diversity into the
curricula of its schools and colleges. Similar commitments to improve curricular inclusivity are also part of several units’ strategic plans.

In the general education curriculum (see Component 3A and Component 4B), all undergraduate students must complete one approved core course that focuses on both ethnic and gender diversity in the United States. Each course that touches on cultural diversity brings a different disciplinary perspective to the discussion on diversity. The general education curriculum also offers specific courses that discuss diversity in a larger sense, including socio-economic and religious factors. For example, the economics, sociology, anthropology, political science, psychology, and religious studies courses approved for the cultural diversity requirement discuss socio-economic and religious factors of diversity.

Many core courses include diversity of thought or opinion within the disciplinary confines of the course. Each year the Auraria Library on the Denver Campus, in concert with the Department of Ethnic Studies in the College of Liberal Arts and Sciences and the Office of Diversity and Inclusion, provides advice for faculty on how to incorporate diversity issues into a course curriculum. The Department of Communication in the College of Liberal Arts and Sciences and the Center for Faculty Development provide resources, workshops, and programming on incorporating diversity elements into courses and curricula. The Department of Ethnic Studies, in the College of Liberal Arts and Sciences, offers a program for undergraduate students in any major that leads to a certificate in cultural diversity studies. The curricula of many clinical programs at the Anschutz Medical Campus, such as the MD program, include education in delivering culturally-effective care. Students in the School of Pharmacy are exposed to cultural diversity throughout the entire four-year program in required clinical experiences at sites that serve socio-economically and ethnically diverse populations in inner cities, suburbs, and rural areas of Colorado.

Appreciation for the centrality of diversity and inclusion in community life at the University of Colorado Denver extends into the realms of faculty, staff, and student governance. Faculty committees linked to the campuses’ faculty assemblies or to the University of Colorado shared governance structures represent the interests of women, people with different sexual orientations (i.e., gay, lesbian, bisexual, transgender, and intersex individuals), and ethnic minorities. Nongovernance committees also provide support for people with disabilities.

There are also formal and informal committees and groups organized by student and faculty governance groups around themes related to diversity, inclusion, and the experiences of traditionally underrepresented communities. For example the faculty assembly at the Denver Campus
was a primary sponsor of a conference entitled “The Crisis of Inclusion in Higher Education”

Cultural programming on both the Denver Campus and the Anschutz Medical Campus is heterogeneous and robust. The Office of Diversity and Inclusion at the Anschutz Medical Campus provides information on cultural competence to professional students from all of the health science schools. Most schools, colleges and some other units are involved in programming such events. The educational opportunity programs offer a broad range of cultural events throughout the academic year for the campus community; educational opportunity program leadership produces news alerts that highlight outreach activities.

Responses obtained in the 2010 National Survey of Student Engagement conducted on undergraduate students indicate that student-initiated interactions related to diversity or inclusiveness occur with more frequency at the Denver Campus than at peer institutions (survey items 1e, 1u, and 1v—Table 4.3). The survey also asks whether the institution encourages these contacts and situations. The results indicate that the students believe that the University of Colorado Denver performs slightly below that of its peer institutions (survey items 10c and 11—Table 4.3), suggesting that there is further room for improvement on issues relating to diversity and inclusion.

Additional information is included in the complete National Survey of Student Engagement study.

<table>
<thead>
<tr>
<th>Table 4.3</th>
<th>National Survey of Student Engagement Study</th>
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<tbody>
<tr>
<td></td>
<td>Freshmen</td>
</tr>
<tr>
<td>University of Colorado Denver</td>
<td>Peers</td>
</tr>
<tr>
<td>In your experience at your institution during the current school year, about how often have you done each of the following? (Percent of students responding &quot;often&quot; or &quot;very often&quot;)</td>
<td></td>
</tr>
<tr>
<td>1e. Included diverse perspectives in class discussions or writing assignments</td>
<td>75%</td>
</tr>
<tr>
<td>1u. Had serious conversations with students of a different race or ethnicity than your own.</td>
<td>58%</td>
</tr>
<tr>
<td>1v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values.</td>
<td>61%</td>
</tr>
<tr>
<td>To what extent does your institution emphasize each of the following? (Percent of students responding &quot;often&quot; or &quot;very often&quot;)</td>
<td></td>
</tr>
<tr>
<td>10c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds.</td>
<td>55%</td>
</tr>
<tr>
<td>11c. Understanding people of other racial and ethnic backgrounds.</td>
<td>57%</td>
</tr>
</tbody>
</table>
Component 1B.9 The university provides educational and service programs that focus on issues confronting diverse communities.

In addition to educational and pipeline programs, the university is involved in community-based learning, health care, service, and experiential learning co-curricular and extracurricular activities that are focused on supporting or serving underrepresented groups.

In recent years, the university has established new degree programs and areas of academic scholarship that are particularly relevant to diverse communities. Such programs in the School of Education and Human Development include the new doctorate of education in leadership for educational equity, a certificate program in culturally responsive urban education, and a new master’s degree program in curriculum and instruction with an emphasis in linguistically diverse education. The School of Medicine has created a new Division of Health Care Policy and Research that investigates the health-care needs of diverse communities.

As outlined in greater detail in Criterion 5, university engagement activities, such as providing health care at the Stout Street Clinic, serve a number of diverse groups in many different settings. The Health Disparities Conference held at the Anschutz Medical Campus in May 2010 featured plenary sessions and 15 workshops. The conference drew 250 participants and provided important networking opportunities for investigators seeking additional collaborators.

Component 1C. Understanding of and support for the mission pervade the organization.

The approval of University of Colorado Denver’s strategic plan on March 27, 2008 by the University of Colorado Board of Regents was a seminal event in the young life of the newly-consolidated university, which, as described more fully in Chapter 2, is still implementing components of the consolidation process. The strategic planning process spanned 12 months and included the formulation of new mission documents following numerous collaborative and inclusive discussions. As an emergent and learning-driven university, the mission documents were used as the basis for the development of the university strategic plan. The strategic plan not only drives the decision-making processes of the university (see also Criterion 2), but also formed the framework for the schools, colleges, and units to develop their plans.

Component 1C.1 The processes for crafting and vetting the University of Colorado Denver’s mission and planning documents were inclusive and created invested constituents.

In April 2007, then Chancellor Wilson charged the University Planning and Accreditation Committee with the tasks of developing and vetting a
strategic plan and preparing for accreditation. The committee was placed under the co-leadership of the provost and the vice chancellor for university initiatives (who is now provost) and included senior university officers (vice chancellors and deans) and elected leadership of the faculty, staff, and student governance groups. To assist the committee, a resource council comprised of leadership from the academic and service support units from across the university, was included.

Immediately after its inception, the University Planning and Accreditation Committee discussed and endorsed seven critical areas of focus.

1. Mission, vision, and values
2. Learning
3. Discovery, creativity, and innovation
4. Health care
5. Engagement
6. Institutional image and university communications
7. Resource needs, infrastructure, and development

For each of these seven areas, task forces of 20-30 faculty, staff, and students from all areas of the university were appointed. Overall, more than 200 members from the university, as well as some external constituents, participated as members of a task force. As described in Component 1A, the first task force developed mission, vision, and values statements that underwent extensive vetting by internal and external constituencies. Given the inclusive nature of the vetting process, it is certain that there is both support and agreement for the mission documents. Furthermore, the alignment between the new mission statements of the university and those of the schools, colleges, and other units is consistent with there being strong support for these statements.

Once mission, vision and values statements were drafted, each of the other task forces embarked on a process that surveyed the external and internal environments, examined the literature on its topic, and responded to a set of guiding questions. Ultimately each task force developed draft strategic goals and objectives. Throughout the process, the university community received regular updates in periodic e-mails from the provost and via university-wide announcements dedicated to broadcasting University Planning and Accreditation Committee information. At key mileposts, input was sought from the university community through an interactive website and a series of campus open forums. Targeted presentations to faculty, student, and staff governance groups further ensured that all internal constituencies were involved in the drafting process. Input was also solicited from alumni and external stakeholders using facilitated focus groups.
The University Planning and Accreditation Committee was assisted in these processes by the Pappas Consulting Group, which has extensive experience in higher education strategic planning. The strategic plan, along with the mission, vision, and values statements, were presented by the chancellor to the Board of Regents in January 2008. The Board of Regents formally approved the university’s strategic plan on March 27, 2008. The university’s strategic plan is accessible to internal and external constituents on the chancellor’s website.

**Formulation of the university strategic plan 2008-2020.**

Each task force met multiple times to analyze and discuss information pertinent to its specific area and then submitted summaries to the writing group. The writing group developed a “straw-person” proposal of the strategic plan that went through an iterative process (see Figure 4.4), which included several rounds of vetting from members of the task force and the University Planning and Accreditation Committee that ultimately resulted in a draft that was published for further vetting by internal and external constituencies. This, and subsequent draft versions of the strategic plan, were made available through multiple mechanisms, including publication on the University Planning and Accreditation Committee website, town hall meetings, videos, and university-wide e-mail communications. The input was incorporated through multiple rounds of feedback and continual vetting until the final versions were formulated and submitted to the Board of Regents.

![Figure 4.4](image)

**Component 1C.2 The university implements its mission and vision through strategic planning.**

In proclaiming a vision statement that the university strives to be a “leading public university with a global reputation for excellence in learning, research, and creativity, community engagement, and clinical care,” the committee understood that it needed to develop a strategic plan with high aspirations. It also recognized that the new values statement would influence the plan in providing a description of the environment that the university wished to create and maintain. The university strategic plan defines and focuses on seven strategic priorities:

- Consolidation
- Student learning
- Research and discovery
- Health care
- Diversity
- Engagement
- Resource management

All of these priorities are integral components of advancing the university’s core mission as “a diverse teaching and learning community that creates, discovers, and applies knowledge to improve the health and well-being of Colorado and the world.”

This mission statement underscores the cumulative and powerful impacts of a learning-driven academic enterprise that is shaped by a diversity of thought and experience. The mission statement also affirms that the university’s contributions to the creation and discovery of knowledge must be applied to the needs of communities and society, including its health, general well-being, and quality of life. In addition, it acknowledges that discoveries and service provided by the university have a profound impact—locally, nationally, and as it seeks to be seen as a world-class university, internationally.

As discussed in Component 1A, the vision statement defines four principal areas in which the university will strive to achieve and maintain excellence: 1. learning; 2. research and creativity; 3. community engagement; and 4. clinical care. Each of these areas is the focus of one of the seven strategic priorities. Strategic priority number one seeks to maximize the benefits of the consolidation in all of these four areas. Finally, the university recognizes that just as its mission, vision, and values informed its new strategic plan, the plan informs the budgeting processes. The final strategic priority (number seven) acknowledges that the University of Colorado Denver is a public university that seeks to provide a world-class learning-driven and discovery-rich environment for the benefit of its students, faculty, staff, and communities, and therefore, needs to use its limited resources wisely and responsibly.

As outlined in Criterion 2, the resources of the university should be used to fulfill its mission (Component 2B). The strategic plan is dynamic in a manner that enables a reprioritization in response to the economic realities currently faced by the university and all institutions of higher learning from 2008 to the present day. The senior leadership team participated in the formulation of the strategic plan and, working with the University Planning and Accreditation Committee, led this reprioritization effort.

University leadership demonstrates that their decisions are strategic and are linked to the strategic plan through an annual reporting process.
conducted by the Office of Institutional Accreditation, Strategic Planning, and Effectiveness. The Annual Report on Institutional Effectiveness documents the activities that align with the university strategic plan reported by the schools, colleges, and other selected units. As outlined in more detail in Component 2C, the achievements documented in the annual report support the conclusions that the university is making progress in many goals of the strategic plan and that it can respond to changing circumstances.

Component 1C.3 The mission and planning documents of the schools, colleges, and units identify goals and priorities that are aligned with those of the university.

Following approval of the university’s strategic plan by the Board of Regents, the University Planning and Accreditation Committee required that the schools, colleges, and units develop new or revised strategic plans aligned with the university strategic plan. Most of the schools, colleges, and units already had a history of using the strategic planning process to advance their future through clear intention, typically involving faculty, staff, students, and advisory boards, as well as external constituents. Some units, such as the Health Sciences Library, developed a public blog to receive input. Once the strategic plans for each school, college, and unit were approved by their constituents, they were reviewed by committees formed by the University Planning and Accreditation Committee to ensure that the plans were appropriately aligned with the institutional strategic plan (see Figure 4.5). Most schools, colleges, and units publish their strategic plans on their websites (and are available in the “Additional Documents” repository in the online resource room).

The degree to which individual schools, colleges, and administrative units integrated the university’s plan into their own planning documents is consistent with their support for the mission of the organization. Further,
that integration is evidence that the planning and priority-setting processes are aligned. In turn, the university’s budget models have enabled the schools, colleges, and administrative units to advance their plans in a strategic approach (see Criterion 2) and to protect their educational mission under difficult financial circumstances, particularly in the past two years.

All school and college strategic plans link directly to strategic priority two, the institution’s commitment to “Deliver an outstanding and innovative educational experience.” As a learning-driven university, the strategic plan includes efforts to sustain and advance learning excellence (e.g., goals 2.2 and 2.6). Furthermore, the planning documents of the schools, colleges, and administrative units, available in the online resource room in the “Additional Documents” repository, also clearly define a commitment to a standard of excellence in student learning.

For example, the strategic plan of the College of Arts and Media (CAM) includes a commitment to “Recruit, enroll, and graduate exceptional students in the college’s strategic residency graduate programs … who will enhance the global reach of CAM and the University.” Similarly, strategic initiative two of the School of Pharmacy strategic plan is to “Deliver effective and innovative education programs,” with the first goal being to “Provide an outstanding and innovative PharmD degree program that prepares graduates who are capable of leading innovations in pharmacy practice, able to pursue scientific inquiry, and motivated to engage in lifelong professional development.”

Evidence of the university’s actions in following through on these commitments to excellence in learning are further discussed in Criteria 3 and 4. Of particular note, the laws of the Board of Regents require that all academic programs undergo program review at least every seven years (see also Component 4C). In addition, more than 40 academic programs undergo periodic review as part of their specialized external accreditation, during which the academic standards of the disciplines are rigorously reviewed. The university augments and supports the assessment of learning through the Office of Assessment and through the institutional director of assessment, who has played a major role in creating a university-wide culture of assessment (see also Component 3A).

**Component 1D.** The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

As a recently consolidated and emergent “young” academic enterprise, the University of Colorado Denver has benefited from a series of comprehensive and intentional planning processes led by university leadership to advance and refine new organizational structures, systems, and processes
to match the innovative vision of its faculty, staff, and students. The processes were grounded in the legacy and proud history of the University of Colorado system and the enabling statutes that have lead to the creation of new structures that more effectively serve the consolidated nature of the institution (see also Chapter 2).

Component 1D.1 University of Colorado Denver is part of the University of Colorado system that is overseen by a board of regents and a president.

The University of Colorado system consists of three separately accredited educational institutions at four locations: (1) University of Colorado Denver, which is comprised overall of the schools and colleges at the Denver Campus and the Anschutz Medical Campus; (2) University of Colorado Boulder; and (3) University of Colorado Colorado Springs. The University of Colorado system is centrally coordinated through a systems office, and is overseen by the Board of Regents, who maintain a set of laws and policies that support and enable the mission of the system, as well as the unique missions of the three accredited educational institutions.

The laws, policies, and practices of the Board of Regents document a focus on the mission of the University of Colorado system. The Board of Regents is comprised of nine members, who, as elected representatives, are accountable to the voters of Colorado. The Board of Regents is supported by legal counsel and holds public meetings throughout the year to monitor and review the most critical issues confronting University of Colorado.

The laws and policies of the Board of Regents and University of Colorado system administrative policy statements that most specifically impact program offerings and student learning include:

- mandating that every five to seven years, all units undergo program review\(^1\) to identify strengths, weaknesses, and recommendations for improvement, so that the quality and administration of the program is enhanced;
- ensuring that the mission of all centers, institutes, and programs is congruent with the mission of the university\(^2\);
- approving all proposals for new academic degree programs\(^3\) prior to submission to the Colorado Commission on Higher Education for final authorization;
- discontinuing an academic program\(^4\);
- overseeing and approving the budget process, including the cost of tuition and fees\(^5\);
- mandating faculty-course evaluation processes\(^6\) to improve instruction and student learning and to provide published information to students; and
- ensuring that appointments and review of tenured faculty further the mission of the university\(^7\).
The Board of Regents formally approved the plan for the consolidation of the two campuses in 2004; they approved the mission documents and strategic plan in 2008. Each of the regents was presented with a copy of the strategic plan documents prior to the chancellor presenting the plan at the January 2008 Board of Regents meeting. In approving the plan, the Board of Regents affirmed their support of the new mission documents and the university’s pursuit of its seven strategic priorities. In summer 2009 the Board of Regents asked for a review of the state of consolidation and unanimously reaffirmed its commitment to the University of Colorado Denver as a consolidated entity.

As the principal executive and chief academic officer of the University of Colorado system, the president is responsible for providing academic leadership and administrative support to ensure that all campuses comply with regent laws and policies and state and federal constitutions, laws, and regulations. The president reports directly to the Board of Regents, serves at its pleasure, and holds office until resignation or removal by the Board of Regents. In the past 10 years the university has been under the leadership of three presidents: Elizabeth Hoffman (2000-2005), Hank Brown (2005-2008), and Bruce Benson (2008-present). The president is the chief spokesperson for the university, interpreter of university policy, and is assisted by an executive staff comprised of five vice presidents (chief of staff, chief financial officer, government relations, university counsel, and health affairs).

**Component 1D.2 The university has effective leadership structures that facilitate operation of the university through delegation of authority and responsibility.**

Each chancellor for the separately accredited educational institutions of the University of Colorado system is appointed by the Board of Regents upon the recommendation of the president. The authority and responsibilities of the chancellor and other members of university leadership are defined by the laws and policies of the Board of Regents and their job descriptions. The chancellor has primary responsibility and accountability for the activities and personnel of University of Colorado Denver, including, but not restricted to, academic programs, business, and administrative affairs. The chancellor has a number of duties and responsibilities, as defined by the laws and policies of the Board of Regents, state statute, and various affiliation agreements and memoranda of understanding. In the current situation, these have been divided between the chancellor and the executive vice chancellor as deemed most appropriate to the circumstance. For example, the chancellor serves as a member of the Auraria Higher Education Center board of directors. The executive vice chancellor for the Anschutz Medical Campus/vice president for health affairs is the
The current organizational chart for the leadership of the University of Colorado Denver18 (Figure 4.6) defines an executive group comprised of the chancellor, an executive vice chancellor and five vice chancellors, who form the highest level of leadership at the university and are ultimately responsible for all planning processes and their implementation. This executive group meets frequently. The vice chancellors are assisted by associate and assistant vice chancellors. This leadership structure enables the university to be effective and responsive in making decisions that support the mission and pursue the goals of the strategic plan (see also Criterion 2). The effectiveness of the university’s leadership is best exemplified by its demonstrated ability to respond to new opportunities. Major changes have been accomplished during the implementation of consolidation, including adjusting the structure of the administration,
relocating the health professional schools to the Anschutz Medical Campus, and expanding the Denver Campus, including the new shared Science Building and three buildings that are solely the property of the University of Colorado Denver on the east side of Speer Boulevard (see Criterion 2). These actions attest to the flexible nature of the processes built in to the university structure.

Academic planning for the University of Colorado Denver is overseen by the provost19. The organization of the academic units is outlined in the laws of the Board of Regents (Article 4)20. A dean, who reports to the provost for academic matters, heads each of the schools and colleges and oversees academic planning at the school and college level. In general, deans are assisted by one or more associate and assistant deans. Meetings of the academic leadership are held regularly. For example, the provost chairs the Academic Leadership Council, which consists of deans from both campuses, vice chancellors, associate vice chancellors on the provost’s team, and directors of the libraries on the Anschutz Medical Campus and the Denver Campus.

The faculty Budget Priorities Committee of the Denver Campus Faculty Assembly21 provides recommendations about the budget at the Denver Campus each year (see Criterion 2). The vice chancellor of finance and administration22 and the provost meet with the Budget Priorities Committee every month during the academic year to discuss budget planning and allow for faculty input.

Component 1D.3 Faculty, staff, and students are represented by their own governance groups.

The university has separate governance groups representing faculty, staff, and students. Each group is accountable to its constituents through the processes of periodic elections of representatives and the publication of minutes from their meetings (these are available in the “Additional Documents” repository of the online resource room). While some of these governance groups serve constituencies on a single campus, other groups merged following consolidation and now represent their particular constituency on both campuses23.

In the “Principles of Participation”24 the Board of Regents recognize the role of faculty in the shared governance of the university. University faculty are currently represented by two faculty assemblies that serve the Denver Campus25 and the Anschutz Medical Campus26. The assembly representatives volunteer or are elected by their constituencies in the schools and colleges to serve and represent the interests of the faculty and to work with administration in areas ranging from academic planning and academic personnel issues to enriching all aspects of the climate at the university. The faculty
assemblies at each campus hold separate monthly meetings as well as two joint meetings each year. Currently the provost attends all assembly meetings, and the chancellor meets with the combined faculty group every semester. Early in the consolidation process, the faculty assemblies recognized that the Denver Campus and Anschutz Medical Campus operated differently. For example, Anschutz Medical Campus faculty are on 12-month appointments (versus 9-month appointments on the Denver Campus), with clinical service commonly representing a significant portion of faculty efforts and serving as a revenue source for school operations. In addition, the funding models differ between the two campuses (see Criterion 2). These differences were significant enough to necessitate the maintenance of two separate faculty assemblies to ensure that faculty interests and responsibilities on each campus were appropriately represented. Issues of common interest to faculty of both campuses are addressed through monthly meetings between the chairs of both assemblies and at biannual joint Faculty Assembly meetings. Both assemblies are represented on the University of Colorado Executive Council and on the Faculty Council27. Monthly meetings by these groups permit systemwide faculty issues to be addressed and shared governance with the University of Colorado administration to be maintained.

Schools, colleges, and the two academic libraries have additional governance bodies representing the faculty for matters of more local concern. For example, the dean of the College of Liberal Arts and Sciences meets monthly with the college council28 that advises him on all policy issues facing the college. Similarly the Faculty Senate of the School of Medicine29 meets monthly and has the authority to change and implement certain policies specific to the school. The impact of faculty participation on shared governance at the level of the University of Colorado system, the University of Colorado Denver, and the schools, colleges, and libraries is reflected in their contributions to policies such as faculty tenure30 and intellectual property rights31. In addition, the faculty assemblies played a key role in formulating a recently adopted conflict of interest policy32 and were also involved in the planning for a new child care facility at the Anschutz Medical Campus. To facilitate the recruitment of individuals into university governance who are committed to the university mission and goals, the university provides financial compensation and/or course release time to the leaders of the faculty assemblies to compensate them for their time devoted to governance activities.

University staff are represented by two governance groups: the Exempt Professional Assembly33 and Staff Council34. These governance groups advocate on behalf of their constituencies on both campuses and foster unity, cooperation, and mutual respect between staff and other members of

“I became involved in faculty governance because I saw how committed those around me are to making the University of Colorado Denver the best university we can make it.”

Jeff Franklin, Associate Professor, Department of English, Associate Dean, College of Liberal Arts and Sciences
the university community. These groups provide two-way communication between the staff and administration, and their input gives university leadership a pulse on issues that are important to staff. These groups also provide a context for leadership to communicate to staff regarding issues that specifically impact them.

The Exempt Professionals Assembly holds quarterly meetings to which university leadership are invited, and assembly leaders communicate with their members through regular e-mails. They also provide professional exempt employees with information about professional development opportunities via the assembly’s website.

Regent law Article 6.B.1 establishes a Staff Council for the University of Colorado system. Accordingly, “There shall be a staff council on each of the four campuses and in system administration that shall serve as the representative staff governance organization of each campus and system administration.” The role of the council is to advocate on behalf of staff interests and concerns, to facilitate open and transparent communications with university leadership, and to promote unity, loyalty, and cooperation within the university community. With consolidation, the councils of the two campuses began meeting together in fall 2008, and bylaws with the name of University of Colorado Denver Staff Council were approved in June 2009.

The Laws of the Regents Article 7.D.1 enables student government for the University of Colorado system. University of Colorado Denver students are currently represented by two governance groups: the Student Government Association, which serves students from the Denver Campus, and the Student Senate, which serves students at the Anschutz Medical Campus. Representatives from both of these student governance groups are included on the University Planning and Accreditation Committee. The Board of Regents requires that representatives from student governance are represented on committees that annually examine tuition and fees.

The Student Government Association allocates student fees to campus clubs and organizations through its finance and funding committee. Student activity fee monies are used by the Student Government Association and clubs recognized through the Office of Student Life to hold on-campus events benefiting the student body. Communications to the students are accomplished via a website that directs students to outreach activities and events. The Student Government Association is currently rewriting their internal operating documents to reflect a broader representation of students from both graduate and undergraduate programs.
In addition to the Student Senate, the schools and college at the Anschutz Medical Campus also have student groups representing particular disciplines. These groups act as the official “liaisons” between students and administration and also address issues and ideas for improving student life on campus.

In fiscal matters, the Student Senate allocates the majority of the activity fee paid by each degree-seeking student. The funds are usually directed to travel funds for students attending extracurricular conferences and/or events that contribute to their educational experience. Overall, members of the Student Senate believe that their viewpoint is effectively communicated to the administration of the university—for example, members of the Student Senate worked with academic administrators on the Academic and Student Affairs Committee on the allocation of the academic support fee. Their input resulted in a pilot project to extend the hours of the library and to purchase more textbooks for the reserve. The actions of the Student Senate are communicated to the student population by e-mail and, although considered effective, the senate seeks to improve communication with the entire student body at the Anschutz Medical Campus.

Component 1D.4 The university’s policies protect academic freedom and the role of faculty in establishing curricula.

The laws and policies of the Board of Regents define the roles and responsibilities of the faculty and also how academic units are organized. Regent law 5.E.5^4, Principles of Participation, states that “the faculty and the administration shall collaborate in major decisions affecting the academic welfare of the university. The nature of that collaboration, shared as appropriate with students and staff, varies according to the nature of the decisions in question.”

As stated in its values, the university community respects academic freedom. The laws and policies of the Board of Regents empower the faculty and students with “the freedom to inquire, discover, publish, and teach truth as the faculty member sees it, subject to no control or authority save the control and authority of the rational methods by which truth is established...students likewise must have freedom of study and discussion. The fullest exposure to conflicting opinions is the best insurance against error.” The regent laws also state that “Faculty members have the responsibility to maintain competence, exert themselves to the limit of their intellectual capacities in scholarship, research, writing, and speaking; and to act on and off the campus with integrity and in accordance with the highest standards of their profession. While they fulfill this responsibility, their efforts should not be subjected to direct or indirect pressures or interference from within the university, and the university will resist to the utmost such pressures or interference when exerted from without.”
The Principles of Participation also mandate that “The faculty shall have the principal role for originating academic policy and standards, including initial authorization and direction of all courses, curricula, and degrees offered, admissions criteria, regulation of student academic conduct and activities, and determination of candidates for degrees.” Faculty are also empowered to determine the curriculum and the teaching environment. Curricula are established with a “bottom-up” approach in which faculty members serve as course and program directors. They devise the content of the curricula in collaboration with department chairs (in schools and colleges that have departments) and/or collegewide committees, and with the dean they provide oversight and ensure all necessary compliance. For many of the programs that are independently accredited, the knowledge, skills, and competencies required for licensure or meeting definite standards are defined by the professional accrediting agencies. However, faculty still maintain control over the structure and content of the curriculum and determine how the program and its faculty deliver the educational material. In the case of general education for undergraduates, there is a Core Curriculum Oversight Committee charged with approving courses for inclusion in the core curriculum and ensuring that the core courses deliver the approved curricula.

The university has appropriate policies in place to enable curriculum changes as evidenced by the revamping of the School of Medicine MD curriculum implemented in 2005, following the LCME accreditation report in 2002 citing deficiencies in the curriculum. The dean of the School of Medicine provided structural and financial support, but it was individual faculty members who developed and implemented the new curriculum (see Criterion 3).

Component 1D.5 University of Colorado Denver uses multiple methods to keep both its external and internal constituents informed about issues facing the university.

The meetings of the Board of Regents are open to the public with time allotted for public comment. The board’s website publishes notices of future meetings and minutes from previous meetings. The University of Colorado system holds itself accountable for the board’s actions and, as described above, has an open dialog with the media. The University of Colorado system and the University of Colorado Denver coordinate responses to Freedom of Information and Colorado Open Records Act requests (approximately 10 per year). University of Colorado Denver policy designates the chancellor as the custodian of records, and all requests are reviewed by the University Counsel. Responses are prepared within three business days. A media relations team responds quickly to media requests for interviews, information, video, and photographs. This responsiveness has allowed the University of Colorado Denver to enjoy
an excellent relationship with local print and broadcast media and with national journals.

The Integrated University Communications team\textsuperscript{43} at the University of Colorado Denver is responsible for coordinating communications, including marketing, advertising, media relations, as well as external and internal communication. This ensures a consistency of messaging in all facets of communication from the university. There are also formal liaisons within each school, college, and library who have helped develop communication plans within their units and between university leadership and their constituencies.

**External communication**

The principal communication vehicle between the university and the public is the university website\textsuperscript{44}. This is augmented with catalogs, brochures, and fact books. Many of the organizations and governance groups within the university also publish minutes of their meetings on their websites. The websites of the Denver Campus and the Health Sciences Center were merged in 2005. A complete reconstruction of the university website to a single domain, www.ucdenver.edu, was initiated in 2008 and completed in summer 2010.

Another communication vehicle for the university is the media relations team. The philosophy behind media relations is that University of Colorado Denver is accessible and forthcoming, building credibility and relationships that serves it well. The media relations team managed more than 5,000 news stories, issued more than 130 news releases, and hosted about a dozen news conferences last year. News releases are written for a broad international audience that can readily find these items via online search engines. The online newssroom\textsuperscript{45}, launched in early 2009, attracts about 1,000 unique visitors a month. The newssroom also provides resources for the traditional media, including access to more than 100 faculty experts on a wide range of subjects, bios of the executive team, and pieces written by university experts.

Social media also serves as a vehicle for the university. The university issues a few “tweets” each day via the social media platform Twitter, including links to news releases and to online articles of interest to university stakeholders. The university also maintains a fan page on Facebook with more than 2,000 “friends” who follow the university’s stories. Several schools, colleges, and administrative units have launched their own social media sites. For example the Business School has established a large and active LinkedIn site for its supporters.

In the public’s eye, however, there appears to be some confusion about the university’s identity, which may be exacerbated by the recent consolidation
and the accompanying organizational changes. Further, with the relocation of The Children’s Hospital and University of Colorado Hospital to the Anschutz Medical Campus, there may also be confusion about the relationships between these clinical enterprises and schools and colleges on the Anschutz Medical Campus.

After selection of a permanent name, University of Colorado Denver, in fall 2007, the media began to correctly refer to the Denver and Anschutz Medical Campuses, but the public is generally unaware that these two campuses are part of the same university. It is believed that consistency of reference and increased mention of the university in daily dialogue will overcome this confusion. In late 2009, the University of Colorado President’s Office decided that, for marketing purposes, the Anschutz Medical Campus—including its schools and colleges, which is located in Aurora and not Denver, would delete the mention of Denver in its name. At the Anschutz Medical Campus the following naming conventions are now used: University of Colorado Anschutz Medical Campus; University of Colorado School of Medicine (Dental Medicine; Pharmacy; or College of Nursing).

**Internal communication**

Multiple approaches for communications between all committed stakeholders are essential for the effective and responsible advancement of an academic enterprise as complex as the University of Colorado Denver. Internal communications, both formal and informal, are the lifeblood of such organizations, as having the right information at the right time is critical for doing the right thing. Formal communication exchanges that are built into systems and processes help ensure consistency and accuracy of information sharing and facilitate the work of the university. Following are some of the standing meetings between key constituency groups at University of Colorado Denver.

- The chancellor, provost, and all of the vice chancellors hold a joint monthly meeting with representatives of faculty, staff, and student governance groups.
- The chancellor and provost meet monthly with faculty governance leadership.
- The chancellor and provost attend a combined meeting of the faculty assemblies every semester.
- The provost attends the meetings of both faculty assemblies every month.
- The provost attends meetings of both the Staff Council and the Exempt Professional Assembly at least once a year.
- The chancellor and provost attend a yearly meeting with faculty from each school or college.
The provost and the vice chancellor of finance and administration meet with the Budget Priorities Committee of the Denver Campus every month during the academic year.

The chancellor and/or the provost and/or the respective dean meet with alumni organizations and with the retired faculty group periodically.

The chancellor and/or the provost meet with leadership of student groups periodically; the associate vice chancellor for student affairs meets with the student body presidents on a more regular basis.

The associate deans and academic support group is comprised of all associate deans and representatives from many academic and student support offices on the Denver Campus, including institutional research, the Registrar’s Office, the Office of International Affairs, and so on. The associate vice chancellor for academic affairs (faculty affairs and undergraduate enrichment) chairs the meetings of this group, which occur twice per month.

The Academic Support and Leadership Committee meets monthly and is comprised of the associate and assistant deans for academic, student, and faculty affairs and the associate vice chancellor for academic affairs (Office of Academic Resources and Services).

The University of Colorado system publishes an online faculty and staff newsletter every week during fall and spring semesters and every two weeks during the summer and winter. The University of Colorado Denver community is also kept informed of significant policy or procedural changes through university-wide e-mails such as the President’s Communiqué, the Chancellor’s Communiqué, and the Provost’s Post. For example, in 2009 during the time in which the Colorado Legislature was debating the extent of budget cuts to higher education, both the offices of the president and the chancellor provided frequent updates to the entire university community on the budget situation and its potential impact. The university website also contains a news feature known as Network that communicates significant events and stories as well as recognition of awards. The incorporation of a content management system in the new website facilitates the use of e-mail “pushes” to announce events and articles of general interest.

Within each school and college, deans forward information to department heads and faculty and solicit feedback, comments, and expressions of interest or concern. For example, in the School of Medicine, Dean Krugman sends a weekly e-mail entitled “What’s going on here” that is sent to all school faculty, staff, and students. Similarly Dean Altiere in the School of Pharmacy informs school faculty, staff, students, alumni, and supporters of news events twice per month through an eNewsletter. Dean Howard from the College of Liberal Arts and Sciences informs the
college and its alumni through a weekly e-mail called “CLAS notes”. The deans of most schools and colleges also deliver an annual “State of the School” address and hold annual meetings with small groups of faculty and students to enhance mutual communication.

**Component 1E. The organization upholds and protects its integrity**

The university is focused on pursuing its mission, and its resource base is allocated accordingly (see Component 2B). Leadership throughout the organization monitors and evaluates accomplishments relative to strategic plans (see Component 2C). In pursuit of its mission, the university ensures that it treats all constituencies—both internal and external—appropriately and openly. The governance of the university includes policies that guarantee fair and equitable treatment of faculty, staff, and students. The university also has auditing processes to ensure that it is compliant with these policies as well as federal, state, and local laws. The university maintains a safe and secure environment on both campuses.

**Component 1E.1 The university’s mission is apparent in its actions.**

The university’s mission defines its activities, roles, and actions and directs its efforts in advancing learning, research, and creative work, clinical care, and community engagement. The performance of the university is consistent with its mission documents. As described in Component 2B, the resources of the university are directed primarily to education, research, and service. As prescribed in its mission statement, the university has created a “diverse learning environment”—its student population is ethnically and culturally diverse with many disparate backgrounds and experiences, and the students learn not just in the classroom but also under many different circumstances as described in Criteria 3-5. This diverse learning community of faculty, staff, and students “creates, discovers, and applies knowledge to improve the health and well-being of Colorado and the world.” Currently the university has 128 degree-granting programs, 57 certificate programs, and confers more than 4,000 degrees per year. The 67 percent of alumni who continue to live in Colorado provide a talented work force in the state. Scholarly activity is present throughout all schools and colleges (see Component 4A).

During fiscal year 2010, the university’s funded research programs generated approximately $421.2 million in sponsored program awards, and a number of clinical and research programs were nationally prominent (see Component 4A). As outlined in Criterion 4, the research and discovery efforts at the university are very successful, and publications and presentations by university personnel have an impact both locally and globally. Furthermore, university engagement activities described in Criterion 5, facilitate the dissemination of knowledge and expertise into many different external constituencies and communities. The university has embraced an entrepreneurial culture,
and last year 24 issued patents and 258 invention disclosures were
generated by university personnel (Criterion 4). As outlined in Criterion 5,
the university also has extensive relationships with many different external
constituencies and communities.

As discussed in Component 1C, the university’s Office of Institutional
Accreditation, Strategic Planning, and Effectiveness monitors the progress
of the university and its component schools, colleges, and other units
toward achieving the goals of the institution’s strategic plans. The analyses
conducted by the Office of the Vice Chancellor for Administration and
Finance, the Office of Institutional Research, Planning, and Analysis,
and the Office of Institutional Accreditation, Strategic Planning, and
Effectiveness demonstrate that the university’s resources are allocated
to responsibly support its mission, particularly the educational mission
(Criterion 2B).

Evidence of university accomplishments are documented in a range of
reports accessible to the public, including an annual diversity report, the
Performance Contract, the Annual Report on Institutional Effectiveness,
and submissions to the Integrated Postsecondary Education Data System.
The data submitted to the Integrated Postsecondary Education Data System
are compared to peer universities by the National Center for Education
Statistics and published on the university’s website.

Component 1E.2 The university operates under the laws and policies of
the Board of Regents, the University of Colorado system, the University of
Colorado Denver, and the bylaws of the schools, colleges, and departments.
The laws and policies established by the University of Colorado Board of
Regents, by the University of Colorado system, and by the campuses
ensure that not only are university activities consistent with its mission
and strategic plan, but also that it operates with the highest standards of
integrity with responsibility to the public. The regent laws and policies
clearly articulate the rights and responsibilities of the regents, university
leadership, faculty, staff, and students. The regent laws and policies
also outline promotion and tenure guidelines as well as discipline
processes and procedures for all members of the university community.

In addition to the laws and policies of the regents, the University of
Colorado system has administrative policy statements. The University of
Colorado Denver also maintains campus-level policies and guidelines, as
do some schools and colleges. The hierarchy of these policies is indicated
in the accompanying figure (4.7).
All University of Colorado Denver policies are regularly reviewed, and most have been rewritten as part of the consolidation process so that there is an integrated set of policies in effect at both campuses, which are posted on a single searchable website. This review process incorporated input from a wide range of constituencies and representatives from the appropriate governance groups. Campus experts are available to interpret any confusion over these policies and provide guidance in enacting these policies and processes.

**Component 1E.3 Auditing procedures ensure that the university complies with all laws and policies, including those for fiscal accountability.**

The Audit Committee of the Board of Regents oversees internal and external audit activity. The Department of Internal Audit conducts audits that assess compliance with state and federal laws and regulations, laws of the regents, regent policies, and University of Colorado administrative policy statements. For example, in response to a prior advisory committee review of tenure processes at the university in 2005, the Department of Internal Audit recently conducted a follow-up audit and found that the majority of the recommendations of the advisory committee on tenure-related processes had been incorporated into written law and policy at both the system and campus levels. Some policy and guidance areas were expanded and clarified. The audit report cited University of Colorado Denver for a commendable practice with respect to its guidance document titled “Strategies for Success”. The audit noted that this mentoring manual for tenure-track faculty provided a substantial amount of information relevant to new faculty members in a clear and logical manner.
The regent laws and policies designate the chancellor as responsible for the fiscal operations of the university\(^8\) and require fiscal certification and internal audits to mitigate risk and assure fiscal accountability. As a responsible university, one of its values is that "We are responsible stewards of the resources entrusted to us and utilize them with integrity for the betterment of our community." The university has established fiscal and finance policies\(^18\) that define fiscal roles and responsibilities, as well as ethical behavior, for all employees in the conduct of official university business and, in particular, financial transactions. All individuals with fiscal responsibilities are required to undergo appropriate training. University of Colorado Denver officers and principal fiscal staff conduct an annual fiscal assessment and certification of the campus’ finances to certify reasonable assurance of fiscal responsibility and of accountability for financial management. Financial audits of the University of Colorado system are conducted annually by an external public accounting firm contracted by the Colorado Office of the State Auditor. There are additional auditing procedures conducted by the finance office of the University of Colorado Denver, the audit office of the Board of Regents, and the Office of the University Controller.

**Component 1E.4 The university ensures that it complies with federal, state, and local laws.**

The university is committed to conducting all activities with the highest possible ethical standards. In February 2010 the Board of Regents adopted a policy regarding principles of ethical behavior\(^19\) that requires all members of the university community to be responsible for understanding and upholding the highest standards of legal and ethical conduct.

The student codes of conduct are readily accessible via the University of Colorado Denver website\(^20\). Individual codes of behavior exist for the schools and college on the Anschutz Medical Campus, and there are professional codes of ethics that support the work of the professional schools, colleges, and libraries. For example, the students, residents, and faculty of the Schools of Dental Medicine, Medicine, Nursing, Public Health, and Pharmacy, and the Health Sciences Library, have adopted policies that govern and guide their interactions with pharmaceutical and medical-device company representatives\(^21\).

The university established compliance structures, training, and certifications to ensure compliance with all laws, including compliance with the Americans with Disabilities Act. Almost 2 percent of students currently enrolled report that they have a disability related to learning, cognition, psychological, physical or systemic illness, or vision or hearing impairment. The university provides learning technologies to assist them (see Criterion 3).
As outlined in Component 4D, all research conducted at the University of Colorado Denver meets the highest standards of ethical and regulatory compliance and is overseen by committees for animal care and use, biosafety, human subjects’ research, and radiation safety. The university also complies with numerous federal requirements related to research contracts and grants, including reporting conflicts of interest and commitment and research misconduct.

The University of Colorado Office of the President has legal counsel on staff. The Office of University Counsel provides legal advice to the University of Colorado Board of Regents, the president, system administration, and the campuses. It also represents the university in all lawsuits. The Office of University Counsel assigns the University of Colorado Denver five attorneys and two legal assistants, who provide comprehensive legal services, such as employment law, contract law, and real property law, to constituents at both campuses. The university counsel offices represent the university in state personnel board administrative hearings and minor court cases.

Both the University of Colorado system and the University of Colorado Denver utilize the EthicsPoint service for anonymous and confidential reporting of allegations of fiscal misconduct; violations of federal and state law; recurring violations of university policy; waste of resources and property; and serious or recurring abuse or improper conduct.

Component 1E.5 The university provides a safe and secure environment on both of its campuses.

There is a campus police force for both the Anschutz Medical Campus and the Auraria (Denver) Campus. Campus police maintain strong working relationships with both the Aurora and Denver police departments. The Auraria Campus Police Department provides a safe and secure environment for the Auraria Higher Education Center. Security services for the Campus Village apartments (student housing on the Denver Campus) are provided by the management company appointed by the University of Colorado Real Estate Foundation. For the administrative and educational buildings located east of Speer Boulevard at the Denver Campus, the University of Colorado Denver Police Department contracts with the Auraria Campus Police Department to provide first-response police service and with a private security company for a 24/7 security presence.

Security at the Anschutz Medical Campus is provided by the University of Colorado Denver Police Department. The University of Colorado Denver Police Department and security staff of both the University of Colorado Hospital and The Children’s Hospital share security-related information
with each other and with the City of Aurora Police Department. The university also employs Colorado state certified peace officers to provide a multitude of services, including traffic control, accident investigation, routine patrols of campus buildings and property, investigation of criminal incidents on campus, first aid and fire alarm response, and special event coverage. Noncommissioned security staff provide additional campus support by conducting routine building patrols, helping with special events, assisting motorists who are experiencing problems, and responding to some types of alarms.

At both campuses physical security technologies include alarms, “blue lights,” closed circuit television cameras, and card-access systems to most areas. The University of Colorado Denver Police Department provides training to campus groups on a wide range of safety topics, including self defense, managing aggressive behavior, theft prevention, and workplace violence. The University of Colorado Denver Police Department utilizes multiple means, including e-mail, electronic message boards, in-building announcements, and mass text messages, to disseminate safety information critical to the campus community. To keep the university community informed and to maintain compliance with federal legislation, i.e., the Clery Act, the university police department website provides information on crime statistics for the previous three calendar years for both the Denver Campus and the Anschutz Medical Campus, as well as information on security policies, crime prevention practices, and programs.

The university also has an Office of Emergency Preparedness that is charged with planning, implementing, and training for emergency preparedness, which includes severe weather, power outages, fire, hazardous materials incidents, civil unrest, terrorist activity, and hostage or shooting events, at both campuses. This office was an essential resource in developing prevention and response plans for academic year 2009-10 to prevent widespread outbreaks of the H1N1 flu virus at the university.

Component 1E.6 Interactions between the university and its faculty and staff are responsible and compliant.

The university is strongly committed to providing an environment that is both welcoming and fair to all. As discussed in Criterion 1B, there are regent, University of Colorado system, and University of Colorado Denver laws pertaining to nondiscrimination of faculty, staff, and students, as well as to creating an inclusive environment. The university provides and mandates that all faculty, staff, and students complete training in preventing sexual harassment and, where appropriate, training in fiscal responsibility, privacy protection (HIPPA), and conflict of interest.
Many aspects of the university’s efforts to promote and sustain integrity are covered by specific policy statements. All University of Colorado Denver academic policies have been reviewed and, where appropriate, revised following consolidation. The institution also has policies and statements that govern the behavior and treatment of faculty and staff. Various governance groups as well as schools and colleges have, or are developing, policies on professionalism. Within the university there are numerous processes that ensure integrity, including system-level courses in the responsible conduct of research, as well as bio- and medical-ethics courses.

The integrity of the relationships between the university and its faculty and staff are of paramount concern, and systems and processes are in effect to ensure those relationships are managed appropriately. For administrative leadership, the university has definitive policies for hiring officers and exempt professionals that ensure that the qualifications to perform the tasks required of the position are well-defined and that successful candidates have the necessary competencies and understand their role in fulfilling the university’s mission. There are also policies for ensuring that the compensation is appropriate for the position. All new appointments are required to undergo a background check.

The university has a policy that each academic unit must have a mentoring program for junior faculty. In support of this policy, the university offers several programs and services. For instance, the Center for Faculty Development provides programs to develop teaching skills. There are also many programs for mentoring junior faculty organized by the schools and colleges or by particular interdisciplinary programs, such as the Colorado Clinical Translational Science Institute. For senior faculty, there are programs like the excellence in leadership program. Senior faculty are also able to take advantage of the university’s sabbatical policy to develop additional expertise.

One of the major interests of faculty is the promotion and tenure review process. The requirements for tenure, promotion, and post-tenure review are specifically defined. Faculty members who are denied tenure can request a “third-level” review by the President’s Office; they also can appeal the decision with the university’s Privilege and Tenure Committee, which is a committee of the Faculty Council. Post-tenure review results can be appealed in each school and college.

The deployment of and support for nontenure-track faculty differs among schools, colleges, and some administrative units. The university highly values nontenure-track faculty and recognizes the important role they play in the teaching and learning aspects of its mission. A University of
Colorado system report compiled by an ad-hoc committee in 1999 made a number of recommendations on nontenure-track faculty, and a recent analysis indicates that University of Colorado Denver has made positive progress toward full implementation of the recommendations. The schools, colleges, and library at the Anschutz Medical Campus have traditionally employed many nontenure-track faculty. All nontenure-track faculty on the Denver Campus who have 50 percent or more appointments receive benefits. The Denver Campus has a formal organization for nontenure-track faculty: the University of Colorado Denver Association of Lecturers and Instructors. This group was formed in 2000 and the bylaws were approved in 2006. The association has two representatives on the Faculty Assembly of the Denver Campus. It also holds regular meetings and sponsors workshops, often in conjunction with the Center for Faculty Development. The “Provost’s Award for Excellence in Practices Related to Nontenure-Track Faculty” promotes further recognition of the contributions of nontenure-track faculty. This award is given annually to an academic unit on the Denver Campus that demonstrates a high level of meaningful involvement and support of nontenure-track faculty. In 2010, the award was given to the psychology department in the College of Liberal Arts and Sciences.

All faculty have ready access to detailed information regarding accountability and the expectations of the university through many policies of the Board of Regents, which describe the conduct required of faculty. This includes performance ratings, pre- and post-tenure review, and the development of professional plans. Policies of the University of Colorado system and the University of Colorado Denver ensure that the hiring, promotion, or dismissal of any faculty member must be based on job performance—teaching, research, or other scholarly activities—and cannot be influenced by political, social, or religious views.

For staff, the university employs both classified staff in the state personnel system and staff exempted from that system by state statute. Classified employees enjoy a proprietary right to their positions granted by the state constitution and have extensive appeal and grievance rights related to their pay, status, tenure, and working conditions. The chancellor has delegated legal authority from the state personnel director over classified staff matters (by state decentralization agreement). Exempt employees are at-will and the chancellor has delegated authority from the University of Colorado president over all matters, including appointments, pay, titles, and terminations. In all cases, policies, practices, and training on performance management, antiviolence, nondiscrimination, sexual harassment, compensation, and related concerns are designed to promote employee engagement, success, fairness, safety, and legal compliance. The university also provides staff with a competitive benefits package, a tuition waiver
program, and participation in shared governance. Staff are recognized for their service and contributions through approved department-level award programs, a university-wide employee of the month program, and an annual awards and recognition reception hosted by the chancellor.

**Component 1E.7 Policies and practices protect the quality and integrity of the university’s academic programs and ensure high standards of student conduct.**

To ensure the quality of its educational mission, all programs have incorporated assessment of student-learning outcomes (see Criterion 3) and also undergo periodic review (see Component 4C). To guarantee that students who graduate from the University of Colorado Denver receive degrees that are professionally accredited, many programs undergo specialized accreditation by a professional organization (see “Specialized Accreditations” repository in the online resource room). The university, as well as the schools, colleges and programs, established procedures and committed significant financial and personnel resources required for the exhaustive preparation of the reports and the continued monitoring of the program to ensure that the accredited programs satisfy all aspects required for the rigorous review.

The institution has policies and statements that govern the behavior and treatment of students. At the University of Colorado Denver, the student conduct process is viewed as a learning experience that helps students to understand their responsibilities to both themselves and their living and learning community. To that end, the student code of conduct at the Denver Campus outlines expectations for an educational environment that holds mutual respect for individuals and community in high regard. For example, at the Denver Campus, the Office of Community Standards and Wellness takes a holistic approach when interacting with students who may have violated the code of conduct. This conversation between the staff member and student is focused on helping the student make positive, informed choices regarding behavior and gives the student the opportunity to seek out support services on campus that will help the student become positively reinvested in the University of Colorado Denver community.

A university’s reputation is built on a standing tradition of excellence and scholastic integrity. As members of the University of Colorado Denver academic community, faculty and students accept the responsibility to maintain the highest standards of intellectual honesty and ethical conduct in completing all forms of academic work at the university. The laws of the Board of Regents assign the responsibility to monitor violations of the honor code to the schools and colleges. At the Anschutz Medical Campus,
academic honesty and behavioral expectations are overseen under the honor system. The Anschutz Medical Campus honor code was developed in consultation with faculty and student representatives from each school and college. It provides general policies for all students on campus and directs each school to develop specific procedures to implement the policy. While the process for resolving honor code violations may vary by school or college, these elements are always included: honesty, integrity, respect for the rights and property of others, and the highest standards of professionalism.

*Component 1E.8 The university has established policies for timely resolution of grievances.*

The laws of the regents establish procedures for addressing faculty grievances; these are monitored and applied by the University of Colorado system faculty council committee on privilege and tenure. The schools and colleges incorporate these into their bylaws. The schools and colleges also have grievance procedures for specifically investigating and resolving student disputes, and most of these policies include defined timelines for their resolution. The grievance procedures for classified staff employees in the state personnel system are established and administered by the State of Colorado Personnel Board.

In academic year 2008-09, the Ombuds Office assisted 371 students, staff, faculty, medical residents, and fellows, as well as parents and relatives of university members. The office provides help by generating options for problem-solving, facilitating conversations between groups, and providing conflict-management tools when assistance is requested. The issues presented to the office are wide ranging and include interpersonal disputes; workplace performance/supervision; services and administration; financial, legal, and compliance; policies, procedures, and ethics; safety; organizational issues; and compensation and benefits.

In addition to ensuring maintaining high academic ethical standards as described in the previous section (1E.7), the university requires that students comply with standards of behavior. At the Denver Campus, the Office of Community Standards and Wellness conducts all hearings related to expectations of student behavior. In fall 2009, there were 188 individual conduct hearings that resulted in three students being suspended from the university. Nearly all sanctions given as a result of the hearings resulted in opportunities for students to address personal issues while remaining engaged in their academic course work.
Component 1E.9 The university has policies that ensure appropriate and secure access to information technology.

The University of Colorado system policy on information technology security mandates that the University of Colorado Denver protects the integrity and security of electronic information. The University of Colorado Denver, as part of its health care mission, also is responsible for ensuring the integrity of patient records and protected health information, and has policies that ensure compliance with the Health Insurance Portability and Accountability Act. The university invested almost $1 million during fiscal year 2009-10 toward tools, training, and technology related to information technology security. University of Colorado Denver Information Technology Services is currently in the process of establishing regular scanning of the university network, computers, and systems for activities and/or risks that would constitute policy violations, increase the risk of data loss, and/or compromise integrity. This process will also establish metrics that will assist in determining the effectiveness of the information technology security program.

In addition, the University of Colorado system and the University of Colorado Denver have implemented policies to ensure that students’ educational records are protected in accordance with regulations outlined in the Family Educational and Privacy Rights Act. The university offers online training for faculty and staff regarding the Family Educational and Privacy Rights Act. Student information is further guarded by the oversight of the Integrated Student Information System Data Advisory Group.

Component 1E.10 The university operates fairly with its partners while protecting the interests of all involved.

As a collaborative university, the University of Colorado Denver is deeply engaged with many communities in its experiential and service-learning, as well as its co-curricular and volunteer activities. All of these activities are subject to the same statutes, policies, and practices as other university activities, including fiscal management and other codes of conduct.

In keeping with an entrepreneurial spirit and a desire to be engaged with business communities, the University of Colorado system has an Office of Technology Transfer that has established policies, such as the distribution of technology transfer income, that encourage inventors at the university to collaborate with businesses and other investors. The university also abides by practices that ensure that it does not compete with external and commercial entities.

Members of university leadership, as well as prominent faculty, are represented on many outside boards, such as the Fitzsimmons Redevelopment
Authority\textsuperscript{61} and the Downtown Denver Partnership\textsuperscript{62}. In addition many university deans, directors, and other leaders serve in an advisory capacity for external entities such as businesses, governmental advisory groups, professional societies, school boards, and community organizations. The involvement of university leadership in governing or advisory boards with university partners and outside organizations helps to strengthen positive relationships.

Several academic programs have agreements with programs from other universities that enable University of Colorado Denver students to gain credit for studies performed at other institutions (discussed further in Criteria 3, 4, and 5). These arrangements are covered by various agreements (available in the “Additional Documents” repository of the online resource room), depending on the nature of the interaction. Several examples include:

- the College of Engineering and Applied Science has academic agreements with similar programs at the University of Colorado Boulder;
- the Colorado School of Public Health, which is primarily housed at the University of Colorado Denver, is a joint academic collaboration with Colorado State University and University of Northern Colorado; and
- the College of Nursing allows the interchange of courses from nursing schools at partner institutions.

In addition, several schools and colleges have close ties to other external entities that provide opportunities for experiential learning and collaborative scholarship. These partnerships are covered by formal agreements to ensure that the integrity of the university is not compromised. These include:

- the School of Education and Human Development has close ties with many partner K-12 schools;
- the School of Medicine’s relationship with University Physicians, Inc.\textsuperscript{63}: In June 1982, University Physicians, Inc. was established and designated as the university’s agent to accomplish certain university purposes, including education, research, and service. University Physicians, Inc. was also designated as the exclusive billing agent for the University of Colorado School of Medicine. The University of Colorado Board of Regents requires that all School of Medicine faculty sign a “member practice agreement”\textsuperscript{64} with University Physicians, Inc. as a condition of employment by the School of Medicine;
- The Schools of Medicine, Dental Medicine, Pharmacy, and the College of Nursing have agreements with clinical preceptors and with the Area Health Education Centers\textsuperscript{65}; and
- The university has close ties to several affiliated clinical centers, including The Children’s Hospital, which houses faculty in the School
of Medicine Department of Pediatrics, and National Jewish Health, which houses faculty in the Department of Immunology.

University of Colorado Denver has several major clinical affiliates, including University of Colorado Hospital, The Children’s Hospital, National Jewish Health, Denver Health, and the Veterans Administration Hospital. As outlined above, these affiliates are home to several departments and many faculty of the university. Some of these faculty are full-time employees of the university, while others are employees of the affiliated institution; however, faculty from both groups serve as teachers for students or fellows. There are formal “affiliation agreements” between the university and the affiliated institutions that govern these relationships, which are regularly reviewed and updated. These agreements are available in the “Additional Documents” repository of the online resource room.

OVERALL SUMMARY OF CRITERION 1
The text above presents evidence that the University of Colorado Denver fulfills and exceeds the expectations of Criterion 1. The university developed new mission documents that are central to its strategic planning processes and continue to provide the framework for the commitments the university makes. Its inclusive and collaborative planning processes ensure continued support for the mission. These mission documents and the university’s actions also reflect its commitment to a diverse university community. The university has laws, policies, and procedures guaranteeing that it operates responsibly and with integrity in dealing with all constituents—internal and external.

CHALLENGES AND OPPORTUNITIES FOR IMPROVEMENT
Although the university meets the standard of Criterion 1, it acknowledges that there are opportunities for further improvement. As discussed in this chapter, as well as in Chapter 2, the consolidation of various activities on the two campuses has been evolutionary, and some activities are still in progress. Four areas will be discussed here: (1) identity, (2) enrollment of underrepresented students in graduate programs, (3) increasing diversity among faculty and staff, and (4) effective communication for internal constituencies.

1. Resolving issues of identity (related to the university strategic plan goal 1.8)
The identity of the University of Colorado Denver is still not as clear to the community and its many internal and external constituents as it could be. It is further complicated by specific references to its two component campuses. Branding and marketing also remain outstanding and unresolved issues. To address these issues the two campuses are currently adopting different approaches to marketing, “brand” management, and their public profile.
A branding and marketing campaign was launched in January 2011. At the Denver Campus, the primary goals are to inform constituents about the quality of its educational programs and to selectively increase enrollment. The major constituencies of the Denver Campus are past, present, and future students, staff, and faculty. Many of these constituents still view the campus as a commuter campus serving the needs of many nontraditional students, such as part-time students with full- or part-time employment. However, this view of the campus is increasingly at odds with the current situation. The number of traditional students who enter the university as freshmen and expect to graduate in 4-6 years has risen dramatically as the university has added residence halls and as the people of the state increasingly identify University of Colorado Denver as the health professions university.

In contrast, increasing enrollment at the Anschutz Medical Campus is of less concern. The focus of branding, marketing, and campus profiling is on elevating recognition of the Anschutz Medical Campus as a health care destination, increasing revenue for research, and encouraging entrepreneurial relationships with business entities, particularly in the areas of biotechnology and pharmaceutical and clinical enterprises. Therefore the constituencies, and thus the targeting of the university’s marketing activities, are different at each campus. This has lead to some confusion about the naming, and thus the identity, of the university, particularly at the Anschutz Medical Campus, which has experienced several name changes in the past six years. At the University of Colorado Denver, it is believed that the different profiles or “brands” are meaningful and that they appeal to different constituencies and perspectives.

2. Increasing enrollment of underrepresented students in all graduate, post-secondary graduate, and professional programs (related to the university strategic plan goal 5.1)

As discussed in Criterion 1B, the proportion of students of color in most undergraduate programs is quite high. With the exception of American Indian students, the retention rates are the same or better than students who are not students of color. However, the enrollment of diverse students in many graduate and professional programs is lower than in undergraduate programs. Therefore the university is making a focused effort to diversify its graduate and professional programs. For example, the university has developed precollegiate and P-20 pipeline programs (such as the BA/BS-MD program), that focus on preparing students for success, often with scholarship assistance. Although these pipeline programs are too young to assess their effectiveness, the recent increases in enrollment of underrepresented students in the MD program provides the university with optimism that it can maintain continued success in this area.
3. Increasing diversity among faculty and staff (related to the university strategic plan goal 5.2)

The university recognizes that it does not have the diversity of faculty and staff that it strives for. Further it recognizes the importance of diverse role models and mentors, not only in recruiting faculty and staff of color but also students. Although the university has made significant progress in recent years in the area of diversity, it recognizes that it must continue to reach out and be intentional about its efforts and build on the work of the Office of Diversity and Inclusion.

4. Exploring effective communication vehicles for internal constituencies (related to the university strategic plan goal 1.8)

Communication in all directions—between leadership and faculty, staff and students—is facilitated by an increase in the number and type of avenues for dissemination of information (meetings, newsletters, websites, etc.). How internal constituencies receive their information is changing with technological advances, and the university will continue to adapt its communication mechanisms to reach its target audiences. The University of Colorado Denver is committed to enhancing the effectiveness of its communication processes.
CITATIONS: REFERENCES AND WEBSITES CITED IN THIS CHAPTER

All references are available through the electronic resource room at:
http://www.ucdenver.edu/AccredLib

Component 1A
1. University of Colorado Denver Mission, Vision, Values Statements
2. Mission and Vision Statements for the Former University of Colorado at Denver
3. Mission Statements for the Former University of Colorado Health Sciences Center
4. Initial Mission/Vision Statements Developed by Leadership Following Consolidation
5. University Strategic Plan 2008
6. Role and Mission of Universities of the University of Colorado System Statute 23-20-101
7. Description of Legislative Mission Statements
8. Mission, Vision, Values Statements from all Schools, Colleges and Units
9. Board of Regents Interim Policy (4J) and Procedures for Approving New Degree Program Proposals
11. Policies of the University of Colorado Denver
12. University of Colorado Denver Homepage
13. Office of University Integrated Communications

Component 1B
1. Diversity Report 2007-08
2. Board of Regent Laws—Article 10 Nondiscrimination
3. Board of Regent Policies—Policy 10 Nondiscrimination
4. University of Colorado System Policy on Nondiscrimination
5. University of Colorado Denver Policy on Nondiscrimination
6. University of Colorado Denver Policy on Disability Accommodation
7. University of Colorado Denver Policy on Sexual Harassment
8. University of Colorado Denver Policy on Personally Identifiable Information
9. Report of the Blue Ribbon Commission on Diversity
10. Blueprint for Action
11. Mission, Vision, Values Statements from all Schools, Colleges, and Units
12. Office of Diversity and Inclusion
13. Office of Diversity and Inclusion—School of Medicine
14. Educational Opportunity Programs
15. American Indian Student Services Educational Programs and Outreach
16. Asian American Student Services Educational Programs and Outreach
17. Black Student Services Educational Programs and Outreach
18. Hispanic Student Educational Programs and Outreach
20. Ethnic Disparity by State in Attainment of Post-Secondary Degrees
21. The Crisis of Inclusion
22. Use of the Term “Person of Color” from the American Heritage Guide to Contemporary Usage and Style
23. Student Leaders Initiating Change
24. Society of Hispanic Professional Engineers
25. Office of International Affairs
26. LABCOATS Link to Advancement in Biomedical Sciences Career Opportunities And Training Section
27. GEMS—Graduate Experiences for Multicultural Students
28. Aurora LIGHTS (Leading the way to careers in Health Sciences)
29. Undergraduate Pre-Health Program
30. BA/BS—MD Program
31. Women in Medicine and Science Program
32. Executive Leadership in Academic Medicine Program
33. 7th Annual CU Women Succeeding Symposium
34. Colorado Network of Women Leaders—Academic Management Institute
35. American Council on Education
36. University of Colorado Faculty Council Committee on Women
37. Center for Faculty Development Workshops
38. Certificate in Cultural Diversity Studies
39. Culturally Effective Medicine
40. 2010 National Survey of Student Engagement Survey
41. Doctorate of Education in Leadership for Educational Equity
42. Center for Culturally Responsive Urban Education
43. Master’s Degree Program Curriculum and Instruction with an Emphasis in Linguistically Diverse Education
44. Division of Health Care Policy and Research
45. 2010 Annual Health Disparities Equity Conference

Component 1C
1. Pappas Consulting Group
2. University Strategic Plan 2008
3. Annual Report on Institutional Effectiveness
4. Review of School and College Strategic Plans
5. Board of Regent Policy (4C) on Program Review
6. Office of Assessment
Component 1D

1. Board of Regent Policy (4C) on Program Review
2. University of Colorado System Procedures for Establishing Centers and Institutes
3. Board of Regents policy (4J) on Approval of New Academic Degree Programs
4. Board of Regents policy (4H) on Discontinuing a Program
5. Board of Regents policy (12) on Approval of Tuition and Fees
6. Board of Regents policy (4B) on Faculty-Course Evaluation
7. Board of Regents Law (Article 5B) on Appointment and Review of Tenured Faculty
8. Reaffirmation of Consolidation by Board of Regents 2009
9. Board of Regent Law (Article 3B1) Role of the President of the University of Colorado system
10. Organizational Chart for the University of Colorado System
11. Board of Regent Law (Article 3B5)—Responsibilities of the Chancellor
12. Office of the Chancellor
13. Auraria Higher Education Center Board of Directors
14. Executive Vice Chancellor for Anschutz Medical Campus/
    Vice President for Health Affairs
15. University of Colorado Hospital
16. Colorado Commission of Higher Education
17. Colorado Department of Education
18. Organizational Chart for the Leadership of University of Colorado Denver
19. Office of the Provost
20. Laws of the Board of Regents Outlining Organization of Academic Units (Article 4)
21. Faculty Budget Priorities Committee of the Denver Campus
    Faculty Assembly
22. Office of the Vice Chancellor of Finance and Administration
23. Additional Description of the Status of Consolidation of Governance Groups
24. Board of Regents Law 5E.5 “Principles of Participation”
25. Denver Campus Faculty Assembly
26. Anschutz Medical Campus Faculty Assembly
27. University of Colorado System Faculty Council
28. College of Liberal Arts and Sciences Council
29. School of Medicine Faculty Senate
30. University of Colorado Advisory Committee on Tenure-Related Processes
31. Intellectual Property Policy on Discoveries and Patents for Their Protection and Commercialization
32. University of Colorado System Administrative Policy Statement on Conflict of Interest
33. Exempt Professional Assembly
34. University of Colorado Staff Council
35. Regent Law Establishing Systemwide Staff Council (Article 6.B.1)
36. Regent Law Establishing Student Government (Article 7.D.1)
37. Student Government Association at the Denver Campus
38. Student Senate at the Anschutz Medical Campus
39. Role of Students in Providing Input on Tuition and Fees
40. Student Services
41. Board of Regents Website
42. University of Colorado Denver Policy on Open Records Requests
43. Office of University Integrated Communications
44. University of Colorado Denver Homepage
45. University of Colorado Denver Online Newsroom
46. Associate Vice Chancellor for Student Affairs
47. Associate Deans and Academic Support Group
48. Office of Institutional Research, Planning, and Analysis
49. Office of the Registrar
50. Office of International Affairs
51. Academic Support and Leadership Committee
52. Associate Vice Chancellor for Academic Affairs
53. University of Colorado System Online Faculty and Staff Newsletter
54. President’s Communiqués
55. Provost’s Post
56. Network
57. Archive of Dean Krugman’s Weekly E-mail “What’s going on here”
58. School of Pharmacy eNewsletter

**Component 1E**

1. Office of Institutional Accreditation, Strategic Planning, and Effectiveness
2. University of Colorado System Annual Diversity Reports 2003-10
3. University of Colorado System Performance Contracts 2007-09
4. Annual Report on Institutional Effectiveness
5. Integrated Postsecondary Education Data System (IPEDS) Feedback Report 2010
6. Board of Regent Law (Article 2) - Rights and Responsibilities of the Regents
7. Board of Regent Law (Article 3B1) Role of the President of the University of Colorado System
8. Board of Regent Law (Article 3B5) Responsibilities of the Chancellor
9. Board of Regent Law (Article 5)—Rights and Responsibilities of University Faculty
10. Board of Regent Law (Article 6)—Rights and Responsibilities of University Staff
11. Board of Regent Law (Article 7)—Rights and Responsibilities of University Students
12. Board of Regent Policy (5M)—Guidelines on Reappointment, Promotion, and Tenure
13. Laws and Policies of the Board of Regents
14. University of Colorado System Administrative Policy Website
15. University of Colorado Denver Policy Page
16. Audit Committee of the Board of Regents
17. Strategies for Success
18. Board of Regent Law (Article 13) Business and Finance policies
19. Board of Regent Policy (1C)—“Principles of Ethical Behavior”
20. Student Code of Conduct
21. Policy on Interactions with Pharmaceutical and Medical Device Company Representatives
22. Institutional Animal Care and Use Committee
23. Biosafety Program
24. Colorado Multiple Institutional Review Board
25. Radiation Safety Group
26. Office of University Counsel
27. EthicsPoint Reporting System
28. Auraria Campus Police Department
29. University of Colorado Denver Police Department
30. Clery Crime Report
31. Office of Emergency Preparedness
32. Influenza Preparedness
33. University of Colorado System and University of Colorado Denver Policies Related to Treatment and Conduct of Faculty
34. Classified Staff Handbook
35. Board of Regent Policy (3F) for Hiring Officers and Exempt Professionals
36. Policies Governing Faculty, Officers, and Staff Compensation
37. University of Colorado Denver Policy Requiring New Appointments to Undergo a Background Check
38. University of Colorado System Administrative Policy Statement Faculty Development and Mentoring
39. Center for Faculty Development
40. Colorado Mentoring Training (CO-Mentor) Program
41. Excellence in Leadership Program
42. Board of Regents Policy (5) on Sabbaticals
43. Reports for Nontenure Track Faculty at the Denver Campus 2010
44. University of Colorado Denver Association of Lecturers and Instructors
45. Provost’s Award for Excellence in Practices Related to Nontenure-Track Faculty and Other Faculty Awards
46. University of Colorado Administrative Policy Statement—The Professional Plan for Faculty
47. University of Colorado Administrative Policy Statement—Faculty Post-Tenure Review
48. Board of Regents Requirement for Faculty Personnel Review
49. Board of Regents Policy (2K) delegating Chancellor with Authority over Exempt Employees
50. Office of Community Standards and Wellness
51. Anschutz Medical Campus Student Honor Code
52. Board of Regents Law 5C—Addressing Faculty Grievances
53. University of Colorado Faculty Council Committee on Privilege and Tenure
54. Grievance Procedures for Classified Staff Employees
55. University Ombuds Office
56. Issues presented to the Ombuds Office
57. University of Colorado System Policy on Information Technology Security
58. HIPPA Resources
59. Compliance Policies with Family Educational Rights and Privacy Act (FERPA)
60. University of Colorado System—Distribution of Technology Transfer Income
61. Fitzsimmons Redevelopment Authority/Life Sciences District
62. Downtown Denver Partnership
63. University Physicians, Inc.
64. University Physicians, Inc. Member Practice Agreement
65. Area Health Education Centers
Chapter 5 | **Criterion 2**

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.
CHAPTER 5, CRITERION 2 – Preparing for the Future

Component 2A. The organization realistically prepares for a future shaped by multiple societal and economic trends. ........ 5-4

- Component 2A.1 The executive leadership team receives information from multiple sources and is responsible for allocating resources in keeping with the priorities of the strategic plan. ................. 5-4

- Component 2A.2 The decision-making processes and the planning activities of the university are informed by several offices and reporting documents. .................................................. 5-9

- Component 2A.3 Environmental scanning that informs planning processes is provided by the Office of Institutional Planning, Research, and Analysis, schools and colleges, as well as independent organizations. .............................. 5-10

- Component 2A.4 Participation in major national and regional agencies of higher education ensures that the university remains informed of current educational paradigms and trends. ....... 5-11

- Component 2A.5 The provost, in collaboration with the deans of the schools and colleges, oversees academic planning and monitors academic programs to ensure their quality and relevancy to future educational needs. ......................... 5-12

- Component 2A.6 The university has developed an inclusive enrollment strategy that effectively responds to changes in the demographics of the student population. ............................ 5-13

- Component 2A.7 Academic planning includes planning for student success. .................................................. 5-14

- Component 2A.8 The university has established plans for the new opportunities created by globalization and international education. .................................................. 5-15

- Component 2A.9 The university engages in planning for expansion/growth of physical facilities and resources in order to achieve its vision. .................................................. 5-17

- Component 2A.10 The university has developed plans and mechanisms to ensure that funds are available for renovation and construction of new facilities integral to meeting the university’s needs. ...... 5-17

- Component 2A.11 The university’s planning recognizes the importance of adopting the latest advances in technology that enhance its capacity to meet its mission. ......................... 5-18
Component 2B. The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future. ............................... 5-20
- Component 2B.1 The university has the organizational structure and processes that enable it to effectively monitor its financial position. ................................. 5-20
- Component 2B.2 The revenues of University of Colorado Denver are directed to its mission, and, in particular, its educational role ........................................... 5-21
- Component 2B.3 The university’s planning processes have enabled it to re-evaluate its financial position and adjust to changes in the fiscal and economic environment. 5-23
- Component 2B.4 The university has provided funds for scholarships and stipends to offset increases in tuition and to support graduate education........................................... 5-26
- Component 2B.5 The university has implemented new policies and procedures that have increased efficiency and reduced costs. 5-27
- Component 2B.6 The university has increased the efficiency of space utilization.................................................. 5-28
- Component 2B.7 The university has realized cost containments and reductions through adopting sustainable practices and facilities... 5-31
- Component 2B.8 The university values its faculty and staff and has developed programs that support the development of their careers................................................... 5-32

Component 2C. The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement. ........................................... 5-33
- Component 2C.1 The university provides resources and support for evaluation and assessment processes........................................... 5-33
- Component 2C.2 The Office of Institutional Accreditation, Strategic Planning, and Effectiveness collects, analyzes, and reports on information used to determine the effectiveness of the university’s activities in supporting its mission and achieving its strategic goals................................................... 5-34
- Component 2C.3 The University of Colorado Denver has developed effective systems for collecting, analyzing, and using organizational information........................................... 5-35
- Component 2C.4 Assessment activities have been extended beyond academic areas into many facets of university functions. 5-36
Component 2C.5 The University of Colorado Denver manages and conducts student and faculty surveys to gauge student engagement and satisfaction and to initiate change. .......................... 5-37

Component 2C.6 Feedback from evaluation and assessment activities leads to continuous improvement throughout the organization. . 5-38

Component 2D. All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission. ............................ 5-40

Component 2D.1 Analysis of recent activities provides evidence that the university is making progress in many areas outlined in the university strategic plan and thereby fulfilling its mission. . . 5-41

Component 2D.2 The university’s long-range strategic planning processes allow for reprioritization of goals in response to changes in the environment. ................................. 5-41

Component 2D.3 The university’s strategic planning processes are capable of adapting to provide educational experiences reflective of the needs of a changing world......................... 5-42

Component 2D.4 Input from constituents informs all planning processes. .................................................. 5-43

Overall summary of Criterion 2 ......................... 5-44

Challenges and opportunities for improvement ........... 5-44
CHAPTER 5, CRITERION 2

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.

To achieve its mission while striving for its vision, the university’s planning efforts are focused on creating outstanding opportunities and environments for learning and scholarly and clinical activities. The university’s vision is “to become a leading public university with a global reputation for excellence in learning, research and creativity, community engagement, and clinical care.” Some of its academic, research, and clinical programs, such as biomedical, clinical, and translational research (see Criterion 4), as well as many faculty, have already achieved a global reputation for excellence.

At the time of writing the self-study, the strategic plan was modified to take into account the university’s capacity following the recent economic downturn and the predictions for state support of higher education. The most immediate planning priorities include both institutional and campus-specific components.

The university-wide priorities defined in the updated strategic plan in 2009 are to:

- prepare for Higher Learning Commission accreditation in spring 2011
- increase the available pool of qualified students who can benefit from a University of Colorado Denver education
- develop revenue-enhancing programs—especially those that are innovative and collaborative and meet pressing needs
- enhance communication about the benefit and impact of the university to its stakeholders
- retain and reward the university’s outstanding faculty and staff work force
- enhance the university’s position as a leader in funded research and creative activity

The priorities at the Anschutz Medical Campus are to:

- grow health care services by collaborating with clinical affiliates
- expand clinical facilities, sites, and programs
- recruit and retain underrepresented students into the health professions
- deliver a world-class educational experience for health-professions students by providing adequate state appropriations to ensure that faculty and staff can dedicate sufficient time and effort
- complete construction of the pharmaceutical sciences building and the Health and Wellness Center

“The Anschutz Medical Campus is a health care, research, and educational facility that serves the needs of this region, the nation, and the world. By virtue of careful planning coupled with creative solutions to budget challenges and other complex problems, we were able to achieve in one decade what many considered would take several decades. The campus is now poised for recognition as a world-class resource, largely due to the exceptional creativity, hard work, and the entrepreneurial nature of its faculty, staff, and students.”

Lilly Marks, Vice President for Health Affairs and Executive Vice Chancellor of the Anschutz Medical Campus
The priorities at the Denver Campus are to:

- provide new classroom and faculty office spaces, for example, by raising funds to occupy the new Business School building
- implement a comprehensive enrollment management strategy
- enhance select focus areas for the Denver Campus, including health and biosciences, bioengineering, education policy, and sustainability
- improve student success, including student retention and graduation rates

As the university strives to achieve these goals, several entities are involved in the necessary institutional planning, analysis, and implementation.

- The Office of the Provost oversees academic planning and is in frequent consultation with the deans of schools and colleges and the faculty assemblies of the Denver and Anschutz campuses.
- The Office of the Vice Chancellor of Administration and Finance is the steward of the university’s fiscal resources needed for all projects and is therefore central to academic planning.
- The Office of the Vice Chancellor of Research oversees efforts to increase extramural funding for research and creative work.
- The Office of the Vice Chancellor of Health Affairs, together with the deans from the schools and college on the Anschutz Medical Campus, oversees efforts to provide the university’s clinical care mission in collaboration with our affiliated hospitals.
- The Office of Institutional Research, Planning, and Analysis collects and analyzes institutional data.
- The Office of Institutional Accreditation, Strategic Planning, and Effectiveness monitors effectiveness and documents university-wide achievements in relation to the strategic plan.
- The Office of Institutional Planning oversees facilities planning.
- The Office of Assessment reviews reports from the academic programs and, together with the schools and colleges, helps to improve student learning outcomes.
- The Office of Academic Resources and Services coordinates all reviews of academic programs and develops recommendations for program improvement and modification.

The evidence presented in this chapter outlines how the University of Colorado Denver fulfills the requirements for Criterion 2 and illustrates that it meets the attributes of the four cross-cutting themes identified for the self-study.

The University of Colorado Denver is an emergent university as demonstrated by the:

- ability to “achieve more with diminishing resources,” such as accomplishing the considerable expansion of physical facilities at both campuses.
despite a dwindling commitment of financial resources from the state (Component 2A).

- development of new educational and research programs such as the Colorado School of Public Health\textsuperscript{11}, undergraduate degree programs in public health\textsuperscript{12} offered collaboratively by the College of Liberal Arts and Sciences and the Colorado School of Public Health, the Department of Bioengineering\textsuperscript{13}, and the Colorado Clinical and Translational Sciences Institute\textsuperscript{14} (Component 2A).
- ability to adapt to a changing financial economy, in particular less state funding, by modifying its strategic plan to implement cuts, increase efficiency, and selectively expand revenue generating areas (Component 2B).

The university’s commitment to being learning-driven is highlighted by the:
- integration and alignment of planning processes that enhance “self learning” by the university through monitoring and analyzing its effectiveness in achieving elements within its strategic plan (Component 2C).
- use of environmental scanning and initiating, for example, a plan for enrollment management and plans for new academic programs as listed above (Component 2A).
- provision of access for students of different backgrounds (urban living, part-time, transfer, ethnically diverse) to achieve their learning and career goals (Component 2A).
- establishment of effective pipeline programs for students to access higher education successfully (Component 2A).

The University of Colorado Denver demonstrates that it is a collaborative university as it:
- ensures that the strategic plans of all the units are aligned with the university strategic plan (Component 1C).
- involves external constituents in its planning processes (Component 1A).
- meets the health and health work force needs of Colorado in conjunction with hospital affiliates and partners (Component 2B).
- meets the needs of Colorado for additional K-12 teachers by working closely with school districts (Component 2B).

The University of Colorado Denver is a responsible university in that its systems and processes:
- have established effective structures for planning and for monitoring university activities (Component 2A,B,C).
- document and publicize its achievements (Component 2A,C).
- allocate its resources in accordance with its mission (Component 2B).
- have implemented many efficiencies to reduce costs (Component 2A).
- have deployed greater utilization of resources, for example moving beyond a two-semester system and creating the 3-week Maymester summer term (Component 2A).
The university has repeatedly demonstrated its ability to respond nimbly and thoughtfully to opportunities to enhance its educational capabilities. Its planning structures are focused on its educational mission and foster an entrepreneurial, opportunistic, yet pragmatic, culture. Supporting evidence for these statements comes from several major events, including the consolidation of two previously independent institutions; the relocation of the health sciences schools to the Anschutz Medical Campus; the creation of student housing on the Denver Campus; and expansion of the “neighborhood” for the Denver Campus through the purchase of buildings adjacent to the Auraria Campus. The simultaneous purchase, construction, and redevelopment of buildings on both the Anschutz Medical Campus and Denver Campus also highlights that the university strategically allocates its fiscal, physical, and human resources in accordance with its focus on education.

Component 2A. The organization realistically prepares for a future shaped by multiple societal and economic trends.

The university’s faculty, administrators, and staff include economists, policy makers, educators, researchers, clinicians, and other practitioners who are on the cutting edge of trends in learning, research, creative work, and practice, locally, nationally, and globally. The university is committed to not only knowing what the trends are, but also to playing a role in shaping the development of new trends. To achieve such aspirations and to be poised to adapt to changing internal and external influences, the university has established critical offices (references 2-10 in the preamble) that plan and monitor the activities of the institution.

Component 2A.1 The executive leadership team receives information from multiple sources and is responsible for allocating resources in keeping with the priorities of the strategic plan.

Planning and decision making for university activities that require substantial new resources involve the executive leadership of the university. The university’s planning documents, in particular the strategic plan, provide the basis for this decision making. Many major university initiatives, such as the decision to move to the Anschutz Medical Campus and the establishment of the University of Colorado Denver neighborhood at the Denver Campus (as described above), were facilitated by the leadership team.

Figure 5.1 outlines the process for making most of the major decisions for the institution. Ultimately, the executive leadership (the chancellor and vice chancellors) makes decisions for the university. Following the university-wide process to develop the strategic plan, each member of the executive group prioritized each of the goals and objectives as “high,” “medium,” or “low.” Each goal and objective was assigned a final priority rating based on
MOVING THE HEALTH SCIENCES SCHOOLS TO THE ANSCHUTZ MEDICAL CAMPUS WAS REQUIRED TO CONTINUE TO MEET ITS EDUCATIONAL, CLINICAL, AND RESEARCH MISSIONS.

The process for making the decision to relocate to the Fitzsimons Army Base involved planning with multiple constituencies, including the state of Colorado, the cities of Aurora and Denver, the commercial sector, and citizen groups. In some cases the planning was performed by existing committees, and in other instances new committees were formed. The planning groups worked with several outside entities, including members of the business community, clinical affiliates, as well as state and local governments.

The Office of Institutional Planning coordinated the logistics of the relocation from the former Health Sciences Center to the Anschutz Medical Campus, which was achieved with minimal disruption to faculty, staff, and students.

By the mid 1990's the University of Colorado Health Sciences Center was desperately short of space and was unable to expand beyond its existing facilities. In 1995, a proposed reuse request for a public benefit conveyance to the university was submitted to the Fitzsimons Redevelopment Authority, a nonprofit, public/private organization whose goal is to encourage the economic development of the former Fitzsimons Army Base. The application for a public benefit transfer was approved by the U.S. Department of Education in September 1997. The Health Sciences Center proposal was complemented by an economic development conveyance request by the City of Aurora, through its Fitzsimons Redevelopment Authority, for the remaining land at the site. The design and planning of the campus began following the approval of the application on September 29, 1997. To integrate the educational and research programs and to raise the focus on interdisciplinary and interprofessional programs, the campus was structured into zones that housed the clinical, education, and research activities and took advantage of the proximity to the bioscience research park.

The planning committees designed the education space to incorporate learner-centered approaches and new technologies. The research space deliberately integrated clinical and basic science research to encourage effective interaction between clinicians, clinician researchers, and basic scientists. Clinical space was designed to reflect the reorganization of health care and clinical sites as a result of new treatments and approaches to diseases, the new demographics of patient populations, the emphasis on wellness and preventive care, and the need for facilities to support clinical trials.

The initial 1998 estimates for the build-out of the university's portion of the campus were 20 to 50 years; however the university accomplished the relocation to Anschutz Medical Campus over a 10-year (1998-2008) period. Today the university occupies nearly 3.3 million assignable square feet of cutting-edge education, patient care, and research space.

This accelerated relocation was facilitated through collaborative efforts with many different governmental (federal and state) and private organizations to obtain the necessary financing. In recognition of the important role of early gifts from businessman Philip Anschutz, the new campus was later renamed the Anschutz Medical Campus.

In 2003, the Colorado General Assembly approved the certificates of participation that could fund the construction of education but not research space. The university began a $202 million construction project on seven buildings to house educational facilities, the library, academic offices, offices for health and safety, and campus services. The education facilities include space for multipurpose classrooms, lecture halls, specialized instructional and computer laboratories, student community spaces, program space for the Center for Advancing Professional Excellence, and skills laboratories for programs in nursing, physical therapy, and pharmacy. The new library provides state-of-the-art technology and study areas.

The construction of research space was financed with bonds and by allocating future indirect cost revenues generated from research grants to service the debt. The facilities for the research program include the Research 1 and 2 buildings, the Nighthorse Campbell Center that houses the Center for American Indian and Alaska Native Programs, the Barbara Davis Center for Childhood Diabetes, the Perinatal Research Center, and the Pharmacy and Pharmaceutical Sciences building. Additional facilities include the School of Dental Medicine building, the PASCAL Library Storage Facility, the education facilities, and the Fulginiti Pavilion for Humanities.

The construction areas were deliberately designed and constructed to be state-of-the-art facilities that incorporate technology while providing flexible environments that promote interprofessional interactions. The educational facilities at the Anschutz Medical Campus are vastly superior to those that were available at the old campus and have greatly enhanced the capacity of the schools and colleges at the Anschutz Medical Campus to fulfill their educational missions.
the tally of these ratings. This process enabled university leadership to establish the priorities that inform the ongoing decision-making processes.

The primary strategic planning body representing internal constituencies (schools, colleges, academic and administrative units, as well as governance groups) is the University Planning and Accreditation Committee. External constituencies provide input primarily through the schools and colleges, or in some cases directly to the executive leadership. The University Planning and Accreditation Committee is comprised of all vice chancellors, all deans, governance representatives for faculty, staff, and students, as well as a “resource council” comprised of leaders from the libraries, information technology, institutional research, planning, budget, operations, media relations, student services, and academic and faculty affairs. The University Planning and Accreditation Committee is the body that developed the university strategic plan (see Component 1C), and it also reviews and endorses any reprioritization or modifications to the plan that are proposed by the executive leadership. Many of these actions are performed by the schools, colleges, or other units. Each year the schools and colleges, as well as the academic and administrative units, provide the Office of Institutional Accreditation, Strategic Planning, and Effectiveness with their activities relevant to the institutional strategic plan. The Office of Institutional Accreditation, Strategic Planning, and Effectiveness then generates and submits the Annual Report of Institutional Effectiveness to the executive leadership group. The executive leadership team considers a variety of reports (e.g., the Annual Report of Institutional Effectiveness) and data (e.g., projections on state funding) to formulate decisions that are financially
CREATING FACILITIES SOLELY FOR UNIVERSITY OF COLORADO DENVER ON THE AURARIA CAMPUS IS ESSENTIAL TO CONTINUE TO MEET THE EDUCATIONAL MISSION AT THE DENVER CAMPUS.

The University of Colorado Denver currently shares many of the facilities located on the Auraria Campus with Metropolitan State College of Denver and Community College of Denver. This includes the Campus Village that was opened in fall 2006 and provides housing for students at all three institutions. In addition, the three institutions share the Auraria Library, which is administered by the University of Colorado Denver. In 2007, the governing board of the Auraria Higher Education Center approved a master plan that includes several key elements:

- continuing the practice of the three institutions sharing academic space and library facilities;
- creating three distinct neighborhoods on the Auraria Campus where each institution can express its unique identity and develop its own space to meet its needs;
- enhancing the connections between the Auraria Campus and downtown Denver; and
- allowing for public and private development in the northeast quadrant area (approximately 15 acres).

In January 2008, the Auraria Higher Education Center governing board approved a memorandum of understanding that defined the relationship of the Auraria Higher Education Center and the constituent institutions regarding implementation of the Auraria Higher Education Center Master Plan. In May 2008, the state legislature passed a supporting bill (SB 08-180 — Authority of Auraria Boards) that authorized the establishment of institutional neighborhoods and financing of the construction of the facilities through lease-purchase agreements or revenue bonds.

With the growth of students and faculty at the Denver Campus, the need for additional space has become critical. For many years the university had leased space in multiple buildings in downtown Denver. In 1995 University of Colorado Denver entered into a lease of the entire Dravo building and this was followed in 1998 by the leasing of another building exclusively for University of Colorado Denver at 1380 Lawrence Street (Lawrence Street Center). While these expansions helped to ease some of the space shortages that existed 10-15 years ago, the growth of the university since then has lead to an existing shortage of space. Currently several schools and colleges have faculty who are housed in multiple buildings that they share with other schools, colleges, or institutions (for example faculty in the Business School are currently located in four different buildings).

Over the past few years the university has sought to more fully capitalize on its location in the vibrant metropolitan city of Denver by further expanding its neighborhood beyond the Auraria Campus to strengthen its connections with businesses and other entities downtown. The vice chancellor for university initiatives directed the Office of Institutional Planning to develop a plan for further expansion into the downtown area. The development of this plan was initiated in May 2008 and involved working with multiple city and state government and regulatory agencies as well as community groups. This plan (known as the micro master plan) creates a clear identity for the University of Colorado Denver neighborhood at the Auraria Higher Education Center and downtown Denver. The education neighborhood plan that was approved by the deans, vice chancellors, chancellor, the Board of Regents, and the board of the Auraria Campus outlines the development of 0.75 million square feet on eight tentative sites providing a context for growth even beyond 2020.

The proposed University of Colorado Denver neighborhood has a distinct identity, established with gateways and landmarks, as well as boundaries and a hierarchy of open spaces, while respecting and preserving significant views in the district (including the Tivoli building, Mount Evans, St. Elizabeth’s Church, and views down Larimer and Lawrence Streets as well as the Old City Hall View Plane). In the later part of 2008, the university purchased the building at 1475 Lawrence Street that, when renovated, will be the home of the Business School.

The creation of this “education corridor” for the university enhances the ability of the university to fulfill its educational mission by ensuring that our programs have adequate quality facilities, including offices for faculty and staff, classrooms, and study space for students. To date, the major beneficiaries of this additional space have been the programs in the Colleges of Architecture and Planning, Arts and Media, the Business School, and the School of Education and Human Development.
sound and are in concert with the strategic priorities of the university. This scheme enables the implementation of the strategic plan to be “fluid” and responsive to changing conditions.

As discussed in Criterion 1, major plans for the university are presented to subcommittees of the University of Colorado Board of Regents for their consideration. If supported, the subcommittee then moves the plan forward for consideration by the entire Board of Regents. As indicated in Figure 5.1, external factors can have very significant effects on the university, among them political initiatives active in the state. The Office of the University of Colorado President includes several lobbyists who are engaged with federal and state legislators to present the university’s position on legislation that is likely to affect the university. In addition, the University of Colorado Denver Office of Policy and Fiscal Analysis provides the executive leadership with analyses of the potential short- and long-term consequences of legislation pending before the legislature of Colorado.

An example demonstrating the interactive nature of the university’s decision-making processes is the establishment of the BA/BS-MD program. During a previous review in 2009, the Liaison Committee for Medical Education, the accrediting agency for the MD program, had urged the School of Medicine to more aggressively pursue diversity efforts. The state of Colorado also has a need for a broadly inclusive health care work force. The leadership of the School of Medicine and the College of Liberal Arts and Sciences discussed with the executive leadership team their idea for how to help meet these goals. With the endorsement of university leaders, the School of Medicine and the College of Liberal Arts and Sciences designed the BA/BS-MD program, including special components for learning and research. The first cohort was admitted in fall 2010 and has formed a learning community at Campus Village, the university student housing facility on the Denver Campus. The success of the program will be monitored by tracking the proportion of students who matriculate into the MD program in subsequent years.

The planning and adoption of some activities, particularly those that do not require new resources are made within the academic or administrative units and can move forward without involvement of the university’s executive leadership. Planning activities may also be initiated by individual faculty (e.g., see highlight on bioengineering); governance groups (e.g., advocating for childcare facilities soon to be constructed at the Anschutz Medical Campus); external constituents (e.g., the oil and gas business community working with the Business School to establish a masters program in global energy management); or higher education institutions (such as the Community College of Aurora collaborating with the
College of Nursing to develop an academic pathway for students to transfer into the BS program.

Component 2A.2 The decision-making processes and the planning activities of the university are informed by several offices and reporting documents. As outlined in Figure 5.1, the executive leadership team receives several major documents that inform planning and monitor the effectiveness of the university’s actions in implementing and achieving its strategic plan. The university has established several offices whose primary role is planning and assessment.

- The Office of Institutional Research, Planning, and Analysis has nine staff and provides educational, administrative, and institutional information including the “Institutional Indicators” and the downtown deans budget retreat report (see Component 2C).

- The Office of Institutional Planning has eight staff, coordinates the design of new facilities, plans the renovation of existing facilities, and in collaboration with the Office of the University of Colorado President, develops multi-year plans for capital construction submitted to the state for further approval.

- The Office of Institutional Accreditation, Strategic Planning, and Effectiveness focuses on institutional effectiveness and strategic planning and produces the “Annual Report on Institutional Effectiveness” (see Component 2C).

In addition, the Office of the Provost oversees all planning related to academic activities, including student recruitment, student services, hiring of faculty, and all academic programs. The Office of the Vice Chancellor for Administration and Finance oversees planning related to budget and operations.

These planning groups provide information and reports to the executive leadership team, which uses this information to inform the continuous decision-making and feedback-loop process as described above in Figure 5.1. In addition, information from the planning groups informs all major institutional plans. Some planning processes also involve distinct committees usually comprised by members of university administration, faculty, and staff who are responsible for implementation of the plan, plus students and appropriate external constituents. For example, the remodeling process for the library on the Auraria Campus that began in 2010 involves master planners from each of the three institutions (University of Colorado Denver, Metropolitan State College of Denver, and Community College of Denver) and from the Auraria Higher Education Center, as well as faculty, students, and staff from all three educational institutions. The university has developed several major plans, such as the institutional strategic plan, capital plans,
and master plans for buildings and facilities both at the Anschutz Medical Campus and Denver Campus (available in the “Additional Documents” repository in the online resource room). In addition units including the schools, colleges, and administrative units, all have their own strategic planning documents (available in the “Additional Documents” repository in the online resource room).

In some instances, external consultants have been engaged to facilitate planning processes. For example:

- university architects worked with multiple architectural firms on the design and renovation of buildings at both the Denver Campus and the Anschutz Medical Campus;
- the consultant group PricewaterhouseCoopers assisted in the evaluation of the feasibility of consolidation (see Chapter 2);
- the Pappas Consulting Group\textsuperscript{11} assisted in the development of the university strategic plan; and
- the SEMworks\textsuperscript{12} consulting group assisted in the development of a comprehensive enrollment management plan.

In addition to the planning groups within the University of Colorado Denver, the university’s clinical partners, such as University Physicians Inc.\textsuperscript{13}, University of Colorado Hospital\textsuperscript{14}, The Children’s Hospital\textsuperscript{15}, National Jewish Health\textsuperscript{16}, the Veterans Administration Hospital, and Denver Health\textsuperscript{17} all have their own strategic plans. The master plan developed by the Auraria Higher Education Center\textsuperscript{18} also has a major influence on the university’s planning related to the resources and facilities available at the Denver Campus.

Component 2A.3 Environmental scanning that informs planning processes is provided by the Office of Institutional Planning, Research, and Analysis, schools and colleges, as well as independent organizations.

External factors profoundly affect the university. In addition to affecting budgetary resources, factors such as the economy, the number of students seeking higher education, and other societal changes influence its planning processes and the educational programs offered. Environmental scanning performed by the institution and outside entities is a valuable tool for the university. The university conducts its own analyses and supplements them with external studies. Some analyses are conducted continuously, while others are performed on a regular schedule or in response to a particular episode or opportunity. Major projects such as the consolidation, the relocation to and construction of the Anschutz Medical Campus, the expansion of the Denver Campus, and the strategic planning process were all informed through the institution’s own environmental scanning processes.
The Office of Institutional Research, Planning, and Analysis also evaluates studies performed by other national bodies, particularly studies related to student demographics and employment statistics. Analysis of societal and economic changes that potentially affect the job market for graduates is periodically performed by entities such as the Metro Denver Economic Development Corporation\(^1\), the National Center for Higher Education Management\(^2\), and the Western Interstate Commission for Higher Education\(^3\). In addition, individual schools, colleges, and even departments undertake their own analyses. Many of the schools and colleges involve representatives from the major organizations that employ the university’s graduates in their planning processes and on their advisory boards\(^4\). Such involvement enables the academic programs to receive input on the shifting needs of potential employers. Examples in which analysis of external factors has informed decision-making processes include the following.

- National surveys indicated that 23 percent (110,000) of the current public health workforce are eligible to retire in 2012. This anticipated acute shortage of public health physicians, public health nurses, epidemiologists, health care educators, and administrators\(^5\) influenced the decisions of the university to establish the Colorado School of Public Health and undergraduate degree programs in public health.

- A number of academic programs, for example the program in global energy management, were established in response to identified needs (see Component 4C).

- In response to projections of an increase in ethnically diverse high school students seeking a college education (see Component 2A.6), the university has continued to expand offices of diversity to provide support and coordinate opportunities.

- The enrollment management report undertaken by SEMworks in 2010 considered numerous environmental factors in developing its recommendations for strategic enrollment strategies\(^6\).

- The university monitors tuition and fee rates for similar academic programs at other higher education institutions to inform the decision-making process regarding the cost of tuition and fees for its own programs.

- The university collects data on faculty salaries at other institutions so that if budget conditions allow, appropriate adjustments to faculty salaries can be incorporated.

Component 2A.4 Participation in major national and regional agencies of higher education ensures that the university remains informed of current educational paradigms and trends.

The university keeps abreast of major policy changes and trends in education through membership and participation in many of the major...
In addition several members of the university serve as consultant reviewers for the Higher Learning Commission and also attend its annual meeting. Many faculty are involved in agencies that oversee specialized accreditations and set the standards for learning in the particular discipline.

**Component 2A.5 The provost, in collaboration with the deans of the schools and colleges, oversees academic planning and monitors academic programs to ensure their quality and relevancy to future educational needs.**

Planning activities for academic programs occur at multiple levels. At the University of Colorado system level, the president’s office and the Board of Regents monitor academic programs by requiring periodic assessment of all academic offerings, overseeing approval of all new programs, and reviewing reports that comprise the voluntary system of accountability (see Component 2C). At the university level, the provost’s office works in close collaboration with the deans of the schools and colleges, who in turn receive input from department chairs and faculty. The provost’s staff devise and implement planning processes for academic resources and services, student affairs, and faculty affairs.

The university strategic plan is focused on ensuring that its educational offerings are kept current and provide graduates with skills that meet the changing needs of society. Goal 2.2 of the institution’s strategic plan is to “Graduate students who meet the needs of the city, state, nation, and world.” In particular Objective 2.2.1 is to “Grow and develop undergraduate, graduate, and professional programs that match changing demographics and meet pressing local, national, and global needs,” and Objective 2.2.4 is to “Engage in continuous assessment of regional, national, and international needs, curriculum alignment, student performance, and post-graduation success.” To ensure that academic programs provide students with education and training that is at the cutting edge, each program undergoes rigorous review every five to seven years. The process for program review includes an external review process and is outlined in greater detail in Component 4C.

From 2004 through 2006, multiple faculty, staff, and students were involved in developing an academic master plan for the schools and colleges on the Denver Campus. This plan identified six overarching goals that encompassed multiple objectives, actions plans, responsible parties, measures of success, and associated time frames. This plan also defined three “signature areas”
for the Denver Campus, including health and biosciences, sustainability, and P-20 education. The key features of this academic master plan were incorporated into strategic priorities 2 and 4 of the current university strategic plan.

To achieve the goals of the university strategic plan, one of the major planning activities currently undertaken by the provost’s office centers around developing an enrollment management plan that targets strategic growth aligned with appropriate resources. This incorporates the establishment of new academic programs, increases in the enrollment of international students, the provision of support for student success, and expansion of student pipeline programs.

Component 2A.6 The university has developed an inclusive enrollment strategy that effectively responds to changes in the demographics of the student population.

One of the means to offset anticipated cuts in the general fund resulting from reductions in financial support from the state of Colorado is to increase tuition revenue by enrollment growth in selected programs. This is highlighted in Goal 2.4 of the strategic plan, which is to “Implement a comprehensive enrollment management strategy for the Downtown Campus.” The major increase in the undergraduate student population over the past few years has been in a select number of programs, most notably biology and psychology. The dramatic growth of undergraduate students in only a few areas paired with the shortage of classroom facilities highlights the need to re-examine enrollment growth so that it is more strategic and so that the university has the facilities to accommodate this growth. This issue was discussed extensively at the budget retreat for the Denver Campus deans in 2008 and 2009, which led to the hiring of an external consulting firm, SEM-works, to provide analyses and a report that would guide enrollment growth and investments in academic offerings at the Denver Campus.

A component of enrollment management is adjusting to changes in student demographics. For many years the Denver Campus catered to nontraditional students who were often older, part-time commuter students, many of whom had worked before returning to advance their education. Over the past eight years the undergraduate full-time student population at the Denver Campus has undergone dramatic enrollment growth (46 percent - see Figure 1.1, Chapter 1), whereas the population of full-time graduate students has declined about 3.5 percent (see Figure 1.2, Chapter 1).

Analysis of existing patterns of enrollment, progression, and completion predict that Colorado will see little change in the overall number of high
school graduates each year over the next three years, however, growth will resume, beginning in 2013-14. Although the overall number of high school graduates in Colorado is predicted to be relatively flat the next few years, the number of high school graduates among the Hispanic population is predicted to grow approximately 5 percent per year through 2012-13. In 2013-14 the high school graduation rate for Hispanics then increases by more than 7 percent and rises by greater than 11 percent per year through 2017-18. The high school graduation rate of Hispanic students in Colorado is currently 38 percent.

As discussed in the previous chapter, the university has a strong commitment to continue to build a culture of diversity and inclusion and has attained a high minority enrollment of undergraduate students. The university is committed to maintaining its precollegiate and other pipeline programs to support its commitment to diversity and inclusion (see Components 1B and 5B). Given its urban location, its many pipeline programs, and its diverse student body, the University of Colorado Denver is likely to attract a large proportion of these Hispanic graduates.

**Component 2A.7 Academic planning includes planning for student success.**

As discussed in detail in Component 3C, two major challenges at the Denver Campus are to increase the retention of first-year students and increase the percentage of students who graduate within four to six years. The proportion of first-time, full-time students enrolling at the University of Colorado Denver has increased over the past few years (Figure 1.3, Chapter 1) and the university has implemented several programs and support services to improve the recruitment and retention of all undergraduate students (see Component 3C). The university also established the Office of Undergraduate Experiences to promote access for undergraduate students to high-quality, innovative programs. At the beginning of the 2006-07 academic year, the university, in collaboration with Metropolitan State College Denver and Community College of Denver, established Campus Village, a housing facility for first-time freshman and international students at the Denver Campus. Data from other universities has indicated that living in student housing during the first year of college promotes higher levels of satisfaction with the college experience and higher graduation rates. The Office of Undergraduate Experiences also participated in the Foundations of Excellence Program to examine other strategies to improve student retention (see Component 3C). The university has created a new position, dean of students, that oversees several centers that provide academic support for students (see Component 3C).
Component 2A.8 The university has established plans for the new opportunities created by globalization and international education.

The university has a multifaceted approach to internationalization that includes expanding the number of international students coming to University of Colorado Denver; increasing and enhancing the opportunities for students to participate in research and study abroad programs; and increasing the number of international educational sites. Each of these opportunities required deliberate planning to assess the risk and to ensure that the university had the resources to successfully implement its plans. Objective 2.4.4 of the strategic plan is to grow the proportion of international students to 10 percent of the student body. The recruitment of international students to the university is coordinated by the Office of International Affairs. To strategically and systematically expand its existing international partnerships, as well as seek new partners, the university revamped the Office of International Affairs. Over the past three to four years, the university has experienced a steady increase in the number of international students, and they now comprise 3-4 percent of the student population.

The university actively recruits students in a limited number of international locations, including India, the Middle East, and China, and sustains relationships with 23 international sponsor agencies. The new international admissions plan is focused on recruiting higher achieving international students from priority global regions into specific academic programs. This will ensure that the efforts for recruitment of international students and the planning of the academic program are aligned. The Office of International Affairs, along with the Office of Student Services, provides assistance to international students in dealing with the many issues that confront international students in assimilating into life in the United States.

The strategic plan includes expansion of international education, and the university is cautiously approaching opportunities to expand its educational and research offerings globally. Objective 2.2.3 of the strategic plan is to “Launch a comprehensive initiative to internationalize educational and research programs for students and faculty, including additional opportunities for study and research abroad.” The Office of International Affairs supports study- and research-abroad activities for students and faculty at both campuses and ensures that such international activities include appropriate risk management. Currently several programs in the Business School, the College of Liberal Arts and Sciences, and the Center for Global Health provide opportunities for University of Colorado Denver students to participate in study abroad and other experiential learning opportunities and research experiences overseas. The Center for Global Health, initially founded in the Business School but now housed in the Colorado School of Public Health, partnered with the School of Medicine to offer MD students the
global health track, which provides opportunities for students to be involved in an overseas health program. This is consistent with Objective 4.1.3 of the strategic plan to “Incorporate global perspectives within health care services offerings.” The possibility of extending this program to include students from colleges and schools such as nursing is being considered (see also Criterion 4 for additional information on international study and research programs).

Objective 2.1.3 states that the university will “Grow and diversify international college sites and global institutional partnerships to deliver multi-modal undergraduate, graduate, professional, and continuing education in strategic sites around the world.”

In 1994 the International College at Beijing was established as an educational partnership with the China Agricultural University. The Higher Learning Commission reviewed and approved a change of affiliation status request by the university to include offering undergraduate degree programs at the International College at Beijing in fall 1995. The agreement between University of Colorado Denver and China Agricultural University is recognized as among the first bilateral educational programs authorized by the Chinese government. The International College at Beijing is the largest of the 13 colleges at China Agricultural University and enrolls more than 300 Chinese students in a carefully designed curriculum leading to a bachelor of arts degree with majors in economics or communication from the University of Colorado Denver. The courses offered by the University of Colorado Denver faculty are taught in English and cover the same subject matter as the courses taught on the Denver Campus. It is a cohort-based program with a defined four-year curriculum. China Agricultural University recruits students and teaches the freshman year of the program. Students apply to University of Colorado Denver as transfer students prior to their sophomore year. University of Colorado Denver faculty teach sophomore through senior year courses. In fall 2009 the sophomore cohort had approximately 118 students and the junior cohort 70 students. Some of the sophomore students come to Denver for a year or more of study. The goal is to recruit 150 new students each year; in fall 2010, 170 new students enrolled in the program.

Several other opportunities at international sites are currently being explored (see Component 4C). The College of Architecture and Planning is investigating study abroad opportunities in China. The College of Nursing has long standing arrangements for nursing students from Japan to visit Denver and for reciprocal faculty exchanges. The School of Medicine has a large number of international research collaborations and some study abroad opportunities for students in the clinical phase of their education.
The university engages in planning for expansion/growth of physical facilities and resources in order to achieve its vision.

The growth of student enrollment, particularly at the Denver Campus, as well as increases in research funding and clinical services at the Anschutz Medical Campus, requires growth of facilities. At the Denver Campus there is a shortage of space for classrooms, teaching and research laboratories, and office space. For example, faculty in the Business School are housed in four separate buildings. At the Anschutz Medical Campus there is a need for more clinical, office, and research (translational and wet labs) space. The Office of Institutional Planning develops and updates capital construction plans based on efficient utilization of the current space and projected requirements for additional space. The office works with the Planning and Projects Review Committee and with representatives from leadership and from facilities management to develop and maintain updated space and facilities plans for both campuses.

The university has developed plans and mechanisms to ensure that funds are available for renovation and construction of new facilities integral to meeting the university's needs.

The development of a new master plan for the Anschutz Medical Campus has begun. Together with the master plan for the Auraria Campus that was developed in 2007, this plan will project the long-term needs for facilities and also will be used to create the five-year capital improvement plan and the two-year plan prepared each year for the state legislature. The Office of Institutional Planning oversees the planning, including estimating costs, design, and construction methodology, for all major capital construction projects approved by the executive leadership group. All capital construction and renovation projects over $2 million must be approved by the Board of Regents subcommittee on capital construction.

Financing plans are developed in cooperation with the treasurer of the University of Colorado system who is responsible for ensuring that the university does not exceed the debt burden allowed by the Board of Regents (7 percent of current unrestricted expenditures). Program plans for the construction of new facilities require approval from the Board of Regents. State-funded projects also need approval from the Colorado Department of Higher Education, the state Capital Development Committee, and the Colorado legislature.

The state of Colorado has provided funding for some recent capital construction projects such as the Science Building on the Auraria Campus and the education buildings at the Anschutz Medical Campus. However, in light of its current fiscal crisis, it is unlikely that the state will provide funds for capital construction in the near future. The university will have
to obtain its own funding for new renovation or construction projects. The fundraising arm of the University of Colorado is the University of Colorado Foundation\textsuperscript{35}. Established in 1967, the University of Colorado Foundation is an independent, privately governed, nonprofit corporation whose mission is to support the University of Colorado. Having an independent, nonprofit foundation results in greater fundraising efficiencies and benefits for the university by assuring proper stewardship of private gifts, providing flexibility and responsiveness, managing assets strategically, engaging volunteers as informed advocates, and ensuring confidentiality of donor records. The University of Colorado Foundation develops its own plans for revenue enhancement and a strategic plan for fundraising for the University of Colorado Denver and the other universities in the University of Colorado system. Private gifts are an important revenue source (see Chapter 9) that allow the university to attract and retain the best and brightest faculty, provide scholarships, build first-class facilities, and continue its quality education and research programs.

The current capital construction projects and planned projects for both campuses include:

- renovating the building at 1475 Lawrence Street for the Business School;
- building an addition to the North Classroom building to provide new classroom and office space for colleges, schools, and student services at the Denver Campus;
- remodeling the Auraria Library to better accommodate student’s technology-enabled collaborative learning needs;
- completing construction of the Pharmacy and Pharmaceutical Sciences building at the Anschutz Medical Campus by spring 2011;
- completing construction of the Health and Wellness Center at the Anschutz Medical Campus by January 2012; and
- expanding the power plant facilities at the Anschutz Medical Campus to provide for the new Veterans Administration hospital and the expansion of The Children’s Hospital and University of Colorado Hospital.

In addition, consideration is being given to the construction of additional student housing facilities at the Denver Campus.

**Component 2A.11 The university’s planning recognizes the importance of adopting the latest advances in technology that enhance its capacity to meet its mission.**

The university is very aware of the impact of technological advances on the way it operates. The strategic plan and other planning documents consider the impact of incorporating advances in technology to support teaching, research, service, and administration. During the construction of the educational buildings at the Anschutz Medical Campus, particular attention was paid to the design of classrooms and meeting rooms. These areas are
serviced by wireless Internet and videoconference capabilities. Technological advances also have enabled the use of simulated patients for clinical education in the Center for Advancing Professional Excellence (see Component 3D.2). The experience of designing and implementing the educational space at the Anschutz Medical Campus influenced the design of the new Science Building at the Auraria Campus and will also influence further educational areas, such as those for the Business School. The strategic plan also calls for increasing capacity and access to online courses (Objectives 2.1.4 and 2.1.9) and library resources (Objective 2.1.8).

Much of the university’s research enterprise, particularly biomedical research at the Anschutz Medical Campus, is completely dependent on state-of-the-art technology. The university’s planning documents acknowledge the need to invest in infrastructure and core facilities, especially those that provide researchers with access to cutting-edge technology (Objectives 2.5.3, 3.2.1, and 3.2.2 and Goals 3.6 and 7.2). The core facilities that provide access to cutting-edge technology to support the research enterprise are described in Component 4A.

The Office of Information Technology Services manages the University of Colorado Denver data network, administrative applications, and e-mail system. It also provides common tools, technology, applications, and infrastructure, such as server hosting, data backup, workstation support, file storage, and telephony services. In addition to the role of utility provider, Information Technology Services is also involved in strategic planning and initiatives for implementing new information technologies. A university-wide information technology policy group, consisting of representatives from other information technology units, faculty, and staff, provides input on effective ways of supporting these activities and developing policies and planning for the implementation of new information technology-related projects. The Information Technology Services group was an integral component in the design and implementation of information technology services in the library, offices, educational and research areas at the Anschutz Medical Campus, and in the new Science Building at the Denver Campus. The Information Technology Services group supports several other units, including Academic Technology and Extended Learning, Educational Support Services, and the libraries at Anschutz Medical Campus and Auraria that provide essential services for student learning.

The Information Technology Services group also collaborates with various information technology groups within schools, colleges, and other units at the University of Colorado Denver, the University of Colorado system, affiliate hospitals, University Physicians, Inc., the Auraria Higher Education Center, and the Colorado Department of Personnel and Administration. The Information Technology Services group also invested in technologies such as encryption to ensure compliance with the Health Information
Technology for Economic and Clinical Health Act46 and created of a private fiber optic network between affiliated hospitals. Most recently the Information Technology Services group worked with the alumni association to provide e-mail services for graduating students, enabling this group to remain better connected to the university.

**Component 2B. The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.**

The institutional strategic plan1 that was formulated following consolidation was based on the newly developed mission, vision, and values statements. The major foci of the plan were the educational, research, clinical, and engagement activities of the university. The financial aspects of the plan were based on financial data and models that were appropriate and justifiable at the time the plan was adopted. Throughout 2008 and 2009 the local, national, and international economy underwent a financial crisis that undermined the assumptions in the original financial plan, i.e., the assumption that the state would achieve its goal to increase support for higher education. Fortunately, the institutional strategic plan is fluid, and toward the end of 2009 university leadership was able to develop a modified strategic plan2 based on the current financial picture that protected the ability of the university to fulfill its mission. This modified strategic plan can be further modified in response to future economic impacts, if necessary.

Priority 7 of the strategic plan is to “Secure the resources to achieve our vision, while being responsible stewards of those resources.” This priority challenges the University of Colorado Denver to constantly manage its financial future aggressively and strategically. The university recognizes that it must commit to rigorous stewardship of both new and existing resources (financial, physical, and personnel), with funding allocations and reallocations being driven by the priorities, goals, and objectives outlined in the strategic plan. Strategic priority 7 of the plan directly tied income and expenses to the educational mission.

**Component 2B.1 The university has the organizational structure and processes that enable it to effectively monitor its financial position.**

The University of Colorado Denver recognizes that financial planning and effective allocation of resources is dependent on efficient systems to monitor spending and provide accountability, informing the strategic planning process. The strategic plan calls for the university to increase the level of accountability (Objective 7.3.3). The university is held accountable for its actions by the University of Colorado Board of Regents3. For example, major spending on initiatives such as buildings, that involve borrowing additional funds, requires approval of the treasurer of the University of Colorado system and the Board of Regents. The Office of Finance and
Administration provides short- and long-term fiscal planning and data analysis and produces multiple internal financial reports (available in the “Additional Documents” repository in the online resource room) to monitor the financial health and progress of the university. Some of these reports are provided to senior executive management and some are provided to school and college management. The office also develops working models for the allocation of resources and provides feedback to university leadership as well as school, department, and other unit leaders.

As discussed in the chapter on consolidation (Chapter 2) and the chapter on the status of university finances (Chapter 9), there are differences in the budget allocation processes between the university’s two campuses. However, at both campuses the executive leadership group and the Office of Finance and Administration ensure that the essential missions are supported through appropriate allocation of the general funds. One of the major differences between the two campuses, with respect to the budget process, is that a faculty committee at the Denver Campus, known as the Budget Priorities Committee, meets monthly with the provost and the vice chancellor for administration and finance to receive reports and provide input on the financial situation at the Denver Campus, as well as the entire University of Colorado Denver. The Budget Priorities Committee, along with the vice chancellors and deans, provides recommendations to the chancellor on the allocation of the general funds. At the Anschutz Medical Campus, there is no equivalent committee to the Budget Priorities Committee, however the Faculty Assembly receives briefings on the budgets for the university and the campus and can provide additional input.

Component 2B.2 The revenues of University of Colorado Denver are directed to its mission, and, in particular, its educational role

(A detailed description of the university’s current budget is included in Chapter 9.)

Although the current economic climate has produced challenging financial times for institutions of higher education, the university is committed to maintaining or building excellence and has accomplished remarkable achievements in the past few years. Throughout these events the focus of planning and allocation of resources has always been on its mission. The university’s mission focuses on student learning, research, health care, and community engagement.

Figure 5.2 presents the demand ratio, which measures the extent to which revenues were used for purposes directly related to the university’s mission (instruction, research, patient care, and public service). For fiscal year 2010, expenses directly related to the mission comprised 77.3 percent of revenues
(using the National Association of College and University Business Officers classification). Over the past nine years, mission-directed expenditures have ranged between 74.3 to 78.1 percent of total expenses (Figure 5.2). In fiscal year 2010, shown in Figure 5.3, this included instruction expenses of about $320 million (25.7 percent), research expenses of $217 million (17.4 percent), public service expenses of $81 million (6.5 percent), and patient care expenses of $344 million (27.6 percent). Over the last eight years, the costs of patient care and of instruction have grown the most (24.2 to 27.6 percent and 21.5 to 25.7 percent, respectively). At the same time, administrative and support expenses have been carefully controlled such that they have declined modestly as a percent of total expenses.

Since 2008 the major budget priorities at the Denver Campus have been to provide resources to support the growth of enrollment by increasing the number of tenure track teaching faculty and to provide additional space and facilities for teaching. These efforts have enabled the Denver Campus to achieve significant growth in student enrollment each and every year since 2003 (see Chapter 1). Together with increases in the cost of tuition credits, this has lead to a growth in tuition income from $58.1 million in 2004-05 to $98.9 million in 2010-11 at the Denver Campus (see also Chapter 9).
At the Anschutz Medical Campus the priorities have been to support the infrastructure for education and research, so the focus of the budget has been on establishing educational facilities as well as expansion and improvements to the vivarium and the grants office, and providing stipends for graduate students who are the engine of research in the biomedical sciences programs. Providing the extra bridge funding for these activities at the Anschutz Medical Campus facilitated increases in sponsored research (from $216 million in 2002 to $316 millions in 2010) and clinical earnings (from $151 million in 2002 to $369 million in 2010).

Component 2B.3 The university’s planning processes have enabled it to re-evaluate its financial position and adjust to changes in the fiscal and economic environment.

The specific assumptions on which the projected financial resources needed to carry out the university’s strategic plan included:

- 24 percent growth in the number of faculty;
- 7 percent increase per annum in revenue from tuition and fees (through a combination of rate increases, enrollment growth, and changes in the mix of full-time/part-time and/or resident/nonresident students);
- growth in the proportion of undergraduate students at the Denver Campus to 75 percent; and
- growth in research funding and financial aid at both campuses.
These assumptions also incorporated a gradual increase in appropriations from the state to 70 percent of the university’s peer median, which was conservative compared to Governor Ritter’s statements that he planned to grow funding for the university to 100 percent of its peer median by 2020). Based on this assumption, the university planned to transfer a greater portion of the salaries of faculty to funds provided by the state, thereby freeing up additional resources at both campuses. Following the development of the strategic plan, the national and international economies underwent significant downturns that also severely impacted higher education. The financial support from the state of Colorado did not increase, and since the beginning of fiscal year 2009 state funding to University of Colorado Denver has declined (see Figure 9.3, Chapter 9).

In response to the downturn of the international and local economies, the president of the University of Colorado system instructed the University of Colorado Denver to develop strategies to compensate for the reduction in state funding. University leaders decided on a three-pronged approach that included targeted spending cuts, revenue-enhancement programs, and increased efficiencies to reduce costs. The implementation of many planned initiatives was also delayed while the educational programs, as well as the strong research and clinical programs at the Anschutz Medical Campus, were protected.

The initial budget cuts and a hiring freeze for nonessential personnel was initiated in fiscal year 2008-09. In fiscal year 2009 and fiscal year 2010, the university implemented cuts that reduced its expenditures by $23.9 million and eliminated 113.4 FTE positions, primarily in central administration. As outlined above, the executive leadership reprioritized the strategic plan so that the university’s response was strategic and protected the educational and core missions. For example, the planned introduction of intercollegiate athletics programs was delayed. Another deliberate outcome was that rather than apply uniform budgetary cuts to all spending, budget cuts were applied disproportionately to central administrative areas.

Although central administrative areas were emphasized for budget cuts, schools and colleges also made strategic cuts in existing and planned programs. For example the School of Medicine postponed plans to expand to Colorado’s western slope with a branch campus in Grand Junction. Several academic programs that needed to expand to meet growth deferred that expansion, whereas other programs such as bioengineering and public health were provided with the resources to hire additional faculty and staff. Areas that had seen extraordinary growth in enrollment, such as several in the College of Liberal Arts and Sciences, recruited additional faculty (an additional 60 instructional faculty were recruited to the Denver Campus during 2008-2010).
To offset decreases in state support, University of Colorado Denver sought to increase direct tuition revenue through enrollment growth as well as increases in the cost of tuition. Several selected existing and new educational programs were provided with increased support. This included the provision of additional funds to hire more instructors, particularly in the College of Liberal Arts and Sciences, and for renovations at the Denver Campus to provide additional classrooms. When deciding to increase the rates for tuition and fees, the University of Colorado Denver carefully considers the impact of such proposed increases on its students. In accordance with Article 12 of the laws and policies of the Board of Regents, a committee that includes representation from student government, faculty, staff, and administrators periodically reviews and makes recommendations on changes to student purpose/activity fees. All increases in tuition costs must be approved by the Board of Regents. Prior to academic year 2010-11 undergraduate tuition increases were subject to a rate increase cap set by the legislature. However with the passage of Colorado Senate Bill 10-003 (“Flexibility in Higher Education” legislation), annual tuition increases of 9 percent or less will not require approval of the state legislature for five years.

The costs of tuition and fees for resident undergraduate students at University of Colorado Denver are close to, but still less than institution-selected peers (88 percent of peer average tuition rate). The tuition and fees in the graduate programs at the Denver Campus are close to, but still less than, the average of peer tuition rates (96 percent of peer average tuition rate). The schools and colleges seek to maintain tuition at market rates for their master’s programs. The cost of tuition varies among the doctoral programs; however, most programs keep these rates as low as possible.

Most of the clinical professional programs at the Anschutz Medical Campus are exclusive, within Colorado, to the University of Colorado Denver. The tuition rates for resident students in these programs are at, or above, market rates. For example, in 2009-10 the tuition and fees for resident students in the MD program in the School of Medicine were 19 percent higher than the average of public medical schools; the program was the 20th most expensive of the 78 accredited public medical schools. Similarly, the tuition for resident students in the PharmD program in the School of Pharmacy is above that of its peers. The costs of running these programs are very high and the relatively high tuition rates are due in large part to the low state support, compared to similar programs at public universities in other states. These programs are able to support such high tuition rates because of their national reputation for excellence. Acceptance into these programs is highly competitive, and the potential for growth in enrollment is limited in part by the availability of clinical preceptors.
The university was able to realize significant savings by implementing efficiencies, particularly in administrative areas. The vice chancellors sought to not only lessen the impact of the budget cuts, but also worked with the heads of various units to ensure that the university’s financial, personnel, and physical resources were being used as efficiently as possible. Joint planning activities with representatives from the other universities within the University of Colorado system, as well the Office of the University of Colorado President and the other institutions that share the Auraria Campus, has led to the adoption of many practices that have reduced costs at the university. Some of the outcomes of these efforts are described below.

Component 2B.4 The university has provided funds for scholarships and stipends to offset increases in tuition and to support graduate education. While the university is confident in its ability to sustain and grow its income from tuition, it is aware that it must balance the need to increase tuition revenue to fund academic programs with the need to keep tuition affordable. The university seeks to ensure that the cost of tuition is not a barrier preventing student access to higher education. The state of Colorado provides financial support to Colorado residents pursuing undergraduate degrees through the College Opportunity Fund that can be applied directly to the student’s tuition bill. A recent study conducted by The Project on Student Debt based in Berkeley, California, indicated that although Colorado offers relatively less financial aid to economically needy students, the average debt for students graduating in Colorado is among the lowest in the United States.

Developing financial resources in a forward-looking manner includes providing scholarships and need-based tuition stipends for students from university sources. The funding for these programs comes from money raised either by the university, a particular school or college, or by the University of Colorado Foundation. For several years state law required that an amount equal to 20 percent of the revenue derived from increases in undergraduate resident tuition be directed to need-based financial aid. This provision will cease beginning in academic year 2011-12. Funds for both scholarships and grants at the Denver Campus have almost doubled in the past three years—from $3,678,887 in 2006 to $6,731,027 in 2009. The Scholarship/Resource Office provides students with information on how to search for scholarships and how to develop a calendar to track their scholarship applications.

Students in some of the professional programs at the Anschutz Medical Campus receive scholarships that provide some relief to their heavy debt burden at graduation. However compared to many other public universities offering programs in the health sciences, the University of Colorado Denver has had limited scholarship funds for such programs. This situation changed
considerably in the 2010-11 academic year due to new funds made available to the university by the president’s office. This infusion of funds has allowed the university to make significant scholarship funds available that have enabled the recruitment of a more diverse and inclusive class in the MD program. Students in the PhD biomedical sciences programs within the School of Medicine receive funds that cover their tuition and a stipend. This funding for many of the first-year students is provided by the university, whereas the funding for students in the second year and beyond comes from either a research grant to the faculty serving as the student’s mentor, or a training grant from the National Institutes of Health. These training grants are usually awarded for up to five years and are very competitive (success rates are usually around 10 percent). Applications for the renewal of a training grant are exhaustively scrutinized for the training environment and for the success of individual students supported by the grant. The university currently has approximately 94 different training awards that total more than $24.5 million. On the Denver Campus, some PhD graduate students receive support from the Integrative Graduate Education and Research Traineeship grant in sustainable urban infrastructure. However, the funds available for graduate and professional students at the Denver Campus are generally very limited. Some graduate students serve as teaching assistants and receive financial support for that effort.

Many faculty regard the low level of support for graduate education by the institution as a major challenge to growing successful research programs. At the Denver Campus in particular, many students enroll part-time so that they can work to support their studies; however, this greatly extends the time required to complete their degree. Following consolidation, the university has formed an integrated graduate school with a single dean who oversees graduate education on both campuses. The University of Colorado Denver is committed to providing additional support for graduate education throughout the programs of the integrated graduate school.

Component 2B.5 The university has implemented new policies and procedures that have increased efficiency and reduced costs.

The strategic plan calls for the university to consolidate its organizational structure and administrative functions (Objective 7.3.1), implement streamlined technology, enhance business and support service processes (Objective 7.3.2), increase the level of accountability (Objective 7.3.3), and provide technology infrastructure that aligns with and supports the institutional strategic plan (Objective 7.3.4). The university realized substantial savings—multiple millions of dollars each year—in administrative costs due to the consolidation. This includes reducing the number of support units such as Human Resources and Information Technology from two to one. In addition many units, such as the Budget Office, developed more
efficient reporting mechanisms (e.g., web-based reporting). The Office of the
President identified 36 recommendations for action on policies, practices,
and procedures, and 29 of the 36 recommendations have been fully or
partially implemented, resulting in the elimination of half of the 216
policies that previously existed\textsuperscript{16} (see also Component 1D).

In 2010, the University of Colorado system implemented a new integrated
student information system at a cost of $52.5 million. The goals of the system
are to provide greater access and to increase the efficiency of handling
student-related data. It provides a system for recording student data,
including student records, admissions, student billing, and financial aid.
It has improved functionality, data accessibility, and services provided
to students, faculty, and staff. Specifically it provides:

- a single system of record for all students in the University of
  Colorado system;
- easy-to-use reporting and analytical tools for decision-making;
- improvements in data quality and timeliness;
- web-based access resulting in 24-hour availability, 365 days per year;
- an enhanced efficiency and efficacy of student administrative
  processes; and
- access to billing and financial aid information.

Timelines for rolling out new integrated student information system elements
were spread over three years. The major implementation of the system
occurred in the fall semester of 2010. While numerous problems have
occurred during the implementation of this complex system, in the long run
it represents a significant enhancement and provides greater functionality
for students compared to the previous system.

\textit{Component 2B.6 The university has increased the efficiency of
space utilization.}

The increase in enrollment of undergraduate students at all three institutions
of higher education on the Auraria Campus has led to a shortage of classroom
space. The availability of classrooms in the new Science Building helped to
reduce this problem, although all three institutions are still forced to use
temporary classrooms. Classrooms are currently used at almost 100 percent
capacity from 8 a.m. to 8 p.m. Monday through Thursday in the fall and
spring semesters, with moderate levels of use on Fridays and on the
weekends. The model in which the majority of classrooms are shared with
the other institutions requires that all three institutions agree to decisions
that impact the standard time-of-day and day-of-week scheduling grids.
The long-standing meeting pattern grid for the Auraria Campus has most
daytime classes meeting twice a week on Monday/Wednesday or Tuesday/
Thursday. Coordinated start times are established within this pattern.
Though classes may fall outside this time pattern, the majority are scheduled around these established time slots. This pattern is in contrast to the Monday/Wednesday/Friday and Tuesday/Thursday grids found at many institutions. The primary reason for the two-day-per-week pattern is its convenience for commuter students (easier to compress class schedules if courses are offered two days a week instead of three). Fridays and Saturdays are also used regularly for scheduling, particularly for longer classes meeting one day a week (e.g., five-hour laboratories and studios in the College of Arts and Media) and weekend classes.

As a result of increasing pressures on campus facilities, the Auraria Executive Committee formed the AHEC Classroom Utilization Task Force in summer 2009. Representatives from academic affairs and the staff responsible for classroom scheduling from all Auraria institutions participated. The task force was charged with increasing the availability of classrooms through modifications to the existing scheduling practices. After considerable discussion within the campuses, the task force recommended moving the start time of the schedule one-half hour earlier and adding one additional morning meeting pattern. The recommendations also included “pairing” classes so that longer classes meeting on a single day are systematically scheduled with a similar class on the opposite day. This option produced the greatest additional scheduling capacity with the fewest negative impacts on students. The new grid was implemented in the spring 2011 semester. In addition to this change of schedule, the university is encouraging greater scheduling on Friday and Saturday, particularly for classes that would benefit from a one-day-per-week intensive format or a compressed weekend schedule.

The university has also expanded the teaching calendar by creating a three-week Maymester summer term that in 2009 involved 875 students enrolled in approximately 45 classes offered by all the schools and colleges at the Denver Campus. This program enabled an increase in enrollment in summer classes by about 5.8 percent compared to the previous year. Results of surveys of participating faculty, students, and staff indicated high levels of satisfaction with Maymester, and 2010 saw an increase in the numbers of classes offered and students enrolled. Discussions are under way about offering more courses and programs, including “bridge” programs in the summer.

The university serves many nontraditional students. Among undergraduate students, 19 percent of first-year students and 41 percent of seniors work at off-campus locations more than 20 hours per week. These working students seek flexible and readily accessible educational offerings. In addition to offering classes in the evenings, on weekends, and during
breaks between semesters, a number of schools and colleges offer online or hybrid programs that not only serve students learning from a distance, but also undergraduates or busy professionals who have part-time or even full-time employment. Online instruction also helps to decrease the demand for classroom space. The number of credit hours taught online has increased every year over the last five years, and the growth of enrollments in hybrid programs increased by 47 percent in academic year 2009-10 compared to the previous year19.

In some settings large class sizes can be used to efficiently deliver an effective educational experience, however, where possible the university tries to reduce the student:faculty ratio to facilitate interactions between students and faculty. The educational facilities on the Auraria Campus do not include many large lecture halls, so only a few classes are delivered in this format. The average ratio (15:1) of full-time students to faculty in the undergraduate programs at the University of Colorado Denver is lower than that of the programs at the other two universities within the University of Colorado system20. While small classes and programs offer benefits, such as an intimate environment and a focus for scholarship, they are not as cost effective as large class sizes and programs. As the funds available for higher education become more scarce, there is increasing pressure to eliminate programs with consistently small enrollments. The university ensures that each academic program undergoes a review at least every seven years (see Component 4C). Programs with low enrollments are closely scrutinized.

Notably, the Chronicle of Higher Education found that at the majority of colleges examined, at least one-quarter of all academic programs awarded no more than seven bachelor's degrees in the most recent year for which data were available. The University of Colorado Denver is one of only five public universities with less than 3 percent of its undergraduate programs having such low enrollments21, demonstrating that the academic programs offered by the university are in demand and that the university makes efficient use its resources.

The state of Colorado does not provide funding for buildings that are primarily for research activities, and the university must fund the construction of research buildings through indirect costs (facilities and administration fee) received with extramural funding awards. Consequently, the university monitors the amount of funding generated by each laboratory to ensure that the cost of maintaining the space is reimbursed. The importance of such monitoring is further highlighted by the current pressure on space arising from opportunities to collaborate with The Children’s Hospital, which is proposing to increase the number of
pediatrics faculty, many of whom will require lab space. The university uses software to measure space utilization in terms of dollars generated per square foot of space. These data are then compared to national benchmarks. Although to date no changes have been initiated at the Anschutz Medical Campus, it is possible that in the future continued pressure on optimal utilization of space may require that this information be used to modify existing allocations of laboratory space.

In collaboration with the university’s partners who share the Auraria Campus, analyses of the allocation of space at the Denver Campus are being performed.

Component 2B.7 The university has realized cost containments and reductions through adopting sustainable practices and facilities.

The university’s values statement acknowledges that: University of Colorado Denver enriches the well-being and sustainability of communities and our cultural, living, and natural environments. The university has a strong commitment to environmental stewardship and sustainability and is a signatory to the American College and University Climate Commitment, which commits the university to planning for reductions of its emissions of greenhouse gases. Guiding this effort is the Chancellor’s Advisory Task Force on Sustainability, a group of faculty, staff, and students from across schools and departments who developed a report outlining appropriate measures to help reduce greenhouse gas emissions, lower natural resource use, and reduce costs.

The university is also working toward meeting the Governor’s Executive Order (D0012 07) on the greening of state government, which commits to reduced use of energy, fuel, water, and office paper. By designing and building spaces that are more energy efficient the university can reduce maintenance costs. The new Science Building at the Denver Campus was a Leadership in Energy and Environmental Design (LEED) Certified Gold structure, which saves energy and water and uses environmentally friendly materials. In addition, many of the newly constructed buildings at the Anschutz Medical Campus have advanced energy- and water-saving components. For example, the new Pharmacy and Pharmaceutical Sciences building will be LEED gold and the health and wellness building will be LEED silver. The university is also working to make the campuses even more energy efficient by retrofitting some of its existing buildings that have large energy footprints with advanced technologies to reduce the amounts of electricity and natural gas consumed. When completed, the savings from these projects will amount to millions of dollars in utility costs while lessening the university’s contribution to greenhouse gas emissions.
The university encourages facilities staff to use bicycles or electric carts instead of gas-powered vehicles to move around campus and has installed rain-monitoring instruments that stop lawn irrigation when moisture is present. Recycling programs at the university divert up to 38 tons of refuse per month from landfills. The university employs a dedicated sustainability officer to facilitate discussions, educate campus patrons, and help move climate planning and resource efficiency forward. The facilities management office has collaborated with numerous colleges, departments, and research centers, including the Integrative Graduate Education and Research Traineeship program, on university campuses to learn and employ sustainability in campus operations. New emerging methods of qualifying and quantifying sustainability metrics are being used in construction and renovation projects to calculate the effects on resource use, future savings, and greenhouse gas emissions.

Component 2B.8 The university values its faculty and staff and has developed programs that support the development of their careers. University values include a commitment to being careful stewards of its resources. In this regard, resources include its personnel as well as financial and physical resources. The university has a mentoring culture and has implemented a number of programs to mentor and provide support for faculty. The promotion and tenure process enables successful faculty to advance in their careers through promotion and the award of tenure. The university, as well as the schools, colleges, and in many instances departments, has established mentorship programs. For example, the Center for Faculty Development provides many programs that assist faculty on the Denver Campus in further developing their teaching and research skills (see Component 3B and Criterion 4). In addition, the Center for Faculty Development, the vice chancellor for research, and many of the schools and colleges provide resources to assist faculty to establish a research program. In some schools and colleges, highly successful faculty have been rewarded with endowed chairs and other support for their research programs. The university also has provisions that enable faculty to undertake sabbaticals during which they can acquire new skills or knowledge that will advance their scholarly activity.

The University of Colorado system office and the university also provide development programs for staff. The Excellence in Leadership Program is an annual series of presentations and workshops for staff and faculty who are nominated by their supervisors or the dean of their school or college. Participants in the program learn management and leadership skills from leaders throughout the University of Colorado system, including the president, chancellors, and selected faculty and senior administrators. Other opportunities for staff to advance their training
and acquire additional knowledge and expertise are provided by seminars, symposia, retreats, conferences, and grand rounds, many of which are very specialized whereas others are of general interest to the entire public.

**Component 2C. The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.**

The principal documents that detail the university’s institutional effectiveness are the Annual Report of Institutional Effectiveness\(^1\), budget reports, the institutional indicators, Integrated Postsecondary Education Data System reports, and other documents and sources of information (available in the “Additional Documents” repository in the online resource room). In addition several reports that pertain to assessment in the academic areas, such as program review (discussed in **Component 4C**), specialized accreditations, and assessment of student learning outcomes (discussed in **Component 3A**) are key to monitoring administrative and academic programs. As outlined in **Component 2A**, the university has an array of offices that collaborate in the evaluation and assessment of university activities, including the Office of Institutional Research, Planning, and Analysis\(^2\), the Office of Institutional Planning\(^3\), and the Office of Institutional Accreditation, Strategic Planning, and Effectiveness\(^4\). In addition, several other units provide information that feeds planning processes including the offices of budget\(^5\), finance and administration\(^6\), policy and fiscal analysis\(^7\), grants and contracts\(^8\), University Physicians, Inc.\(^9\), admissions\(^10\), student financial aid\(^11\), academic resources and services\(^12\), faculty affairs and undergraduate enrichment\(^13\), and the registrar\(^14\).

**Component 2C.1 The university provides resources and support for evaluation and assessment processes.**

The university appoints and supports individuals who oversee the evaluation and assessment processes. For example, the director of the Office of Institutional Accreditation, Strategic Planning, and Effectiveness monitors institutional effectiveness and strategic planning; the associate vice chancellor for academic affairs oversees the review of academic programs together with the provost\(^15\); and the director of assessment\(^16\) oversees the assessment of student-learning outcomes by all academic programs. The university provides the funding for these administrative positions and support staff in these and other planning and assessment offices. The university also provides financial support for:

- several faculty and administrators to attend the annual meeting of the Higher Learning Commission, where they learn from commission staff and other colleagues the current best practices in the field.
- the training of five administrators\(^17\) to serve as reviewers for the Higher Learning Commission. This training provided each individual with additional insights into the evaluation practices of the Higher
Learning Commission, which led to improvements in the assessment and evaluation practices at the university.

- the Office of Assessment and the Center for Faculty Development to assist program and course directors to integrate learning outcomes assessment throughout the institution.
- the evaluation of academic programs by external reviewers (see Component 4C).
- a Creative Leadership Academy to train deans, associate deans and departmental chairs from the Denver Campus in administrative best practices.
- an annual budget retreat for the deans at the Denver Campus.
- annual performance reviews of all faculty and staff (as discussed in Component 1D).
- student standardized tests and surveys such as the Education Testing Service profile and the National Survey of Student Engagement.
- student surveys of courses such as faculty course questionnaires and CourseEval (see Component 3B).
- surveys of alumni.
- information technology and support staff to perform and analyze surveys.

Component 2C.2 The Office of Institutional Accreditation, Strategic Planning, and Effectiveness collects, analyzes, and reports on information used to determine the effectiveness of the university’s activities in supporting its mission and achieving its strategic goals.

Each academic and administrative unit within the university has its own strategic plan (see the “Additional Documents” repository in the online resource room). Although units are encouraged to develop plans that serve their unique purposes, alignment with the university strategic plan is expected to ensure consistency in major actions planned throughout the university (see Component 1C). Each year, all academic and administrative units provide an annual update of their activities related to the university strategic plan. An internal reporting system was developed during academic year 2009-10. This reporting system for institutional effectiveness is designed to collect information on each unit’s goals, objectives, activities, measures of intended outcomes, results, and any planned changes or revised goals for the upcoming year. It is flexible enough to accommodate changes in institutional needs for different kinds of data. All reports are submitted by September 15 of each year (based on activities during the previous fiscal year) and the Annual Report on Institutional Effectiveness is published each January for the preceding fiscal year.

The Annual Report on Institutional Effectiveness includes quantitative and qualitative data and information that captures performance at both the...
It is the primary mechanism for sharing results on the institution’s effectiveness in achieving its primary goals. In addition to summarizing data, the report also highlights key achievements that have been identified as part of the annual update process. The analysis of achievements during 2008-09 in areas outlined by the university strategic plan indicated that, despite the fiscal constraints, the university has continued to demonstrate progress toward 37 of the 43 goals outlined in the strategic plan. More detailed data and results are also compiled from the institutional effectiveness reporting system database and combined with other sources of data (e.g., institutional indicators information, survey results, budget, and finance data, etc.) to inform decision-making within the university and determine priorities for the allocation of resources.

Component 2C.3 The University of Colorado Denver has developed effective systems for collecting, analyzing, and using organizational information.

The Office of Institutional Research, Planning, and Analysis, as well as other offices, collect and analyze institutional data and produce a variety of reports that inform the executive leadership, including the Board of Regents. These reports include:

- the performance contract between the University of Colorado and the Colorado Commission of Higher Education, which requires the university to submit annual academic planning reports to the Board of Regents. The most recent report outlines that the University of Colorado Denver meets or exceeds most of the requirements of the performance contract.
- the college portrait, which provides information about the undergraduate student experience and institutional effectiveness that is reviewed by the Board of Regents and published on a website for all constituents including potential students.
- the Assessment of Academic Rigor Reports, which are submitted to the Board of Regents and include descriptions of special efforts to enhance academic rigor; grade distributions by course subject; requirements of the core curriculum; National Survey of Student Engagement data; and results of licensure exams.
- the annual budget retreat reports for the deans at the Denver Campus (available in the “Additional Documents” repository of the online resource room), which include data on student enrollments, degrees, socio-demographic characteristics, financial aid, faculty teaching, faculty salaries and workloads, financial and budget information, surveys and accountability, and benchmarking.
- the Diversity Reports that outline demographic data on students, faculty, and staff.
- the Integrated Postsecondary Education Data System reports that are also submitted to the Department of Education.
- the institutional indicators\textsuperscript{30} that provide a summary of such characteristics such as enrollments, financial expenditures, financial aid, and research grant activity.
- the institutional academic planning reports\textsuperscript{31}, academic program review progress reports\textsuperscript{32}, and enrollment, graduation, and retention reports\textsuperscript{33}.

The Office of Institutional Planning monitors the space requirements for education, research, clinical, and office space. An example of the challenges to which the office responds is the recent initiative to finish shelled-space in the Pharmacy and Pharmaceutical Sciences building as the rest of the building is occupied.

The Office of Grants and Contracts prepares an annual report of sponsored program and other restricted fund activity\textsuperscript{34}. This report outlines the trends among the university’s grants and other sponsored programs and is used by the vice chancellor for research\textsuperscript{35} and the other members of executive leadership to monitor overall activity of sponsored research and to strategically allocate resources to successful programs and emerging opportunities.

Data on faculty activity and performance are monitored within the individual schools and colleges, some of which have developed or adapted software enabling them to compile the information they require for their own unique uses. At the moment, there is no university-wide faculty information system. Information on faculty performance is used primarily within the schools and colleges rather than at the university level to monitor achievements, annual performance, as well as tenure and promotion reviews.

\textit{Component 2C.4 Assessment activities have been extended beyond academic areas into many facets of university functions.}

In addition to documenting student performance through several reports described above, the university regularly conducts analyses of its academic programs. As discussed in detail in Component 3A, the Office of Assessment ensures that all academic programs have established learning goals, have instituted appropriate assessment methods to monitor student achievement, and have implemented plans for continuous improvement. Many academic programs have also established planning procedures to monitor whether they meet or exceed the standards required by the professional agencies that accredit them. Currently, of the more than 40 programs that undergo specialized accreditation, all are fully accredited\textsuperscript{36}. The provost’s office also oversees the periodic (5-7 years) review of academic programs (see Component 4C) to determine whether they are meeting their goals and whether any modifications are needed. The Board of Regents has recently adopted a requirement that all new programs provide updates on achievement of their stated goals for enrollment on an established timetable.
The university has also encouraged and assisted units other than the schools and colleges to establish procedures to monitor effectiveness and performance relative to their strategic plan, as well as that of the university. Units are encouraged to monitor their achievements and provide information that impacts institutional effectiveness. For example departments within the Office of Student Affairs\(^37\) have developed annual report cards to track various measures of their performance, effectiveness, and impact in improving student services and support. Data related to student satisfaction, numbers of events, participation rates among students, and student learning are collected, analyzed, and tracked to provide division leaders with information used to evaluate existing service and program offerings and to suggest priorities for future enhancements. Aggregated results of some measures will also be useful in measuring institutional performance related to the university strategic plan and against national benchmarks.

Similarly, all units overseen by the vice chancellor of finance and administration used the university strategic plan to develop goals, objectives, and measurements that monitor their effectiveness. For example, the Department of Facilities Management defined activities and outcome measures in seven areas\(^38\)—building maintenance, campus access, cost management, custodial services, energy, staffing, and sustainability. The effective management of energy resources, for example, has both significant cost consequences and impacts on emission of greenhouse gasses. To monitor the effective use of energy resources the department will strive to maintain an “energy use index” that is better than that of a predefined group of peer institutions, based on similar building types. Furthermore, analyzing the costs of energy generation made it clear that at the Anschutz Medical Campus it would be cost effective for the university to generate its own steam and also provide enough to supply the affiliated hospitals\(^39\). Consequently the university purchased its own power facility that generates income.

**Component 2C.5 The University of Colorado Denver manages and conducts student and faculty surveys to gauge student engagement and satisfaction and to initiate change.**

The Survey Working Group Associate Deans and Academic Support Group\(^40\) at the Denver Campus and the Institutional Research Advisory Group\(^41\) at the Anschutz Medical Campus evaluate data collected via institutional surveys. These groups determine which surveys to administer, what items need to be included, and when the surveys will undertaken. The university administered the National Survey of Student Engagement in 2001, 2004, 2005, 2006, 2008, and most recently in spring 2010. The results of the National Survey of Student Engagement are published on the Office of Institutional Research, Planning, and Analysis website\(^2\) and are discussed
at the annual budget retreat for the deans at the Denver Campus and other meetings of school and college leadership. Elements of other reports that gather data on student experiences are incorporated within the College Portrait. The Office of Institutional Research, Planning, and Analysis and the Office of Integrated University Communications, along with student governance and other groups, developed and implemented multiple strategies that improved the response rates to the National Survey of Student Engagement from 14 percent of freshmen and 28 percent of seniors in 2008, to 28 percent for freshmen and 37 percent for seniors in 2010.

In response to previous National Survey of Student Engagement surveys the university focused on increasing student services by hiring a dean of students, augmenting student life opportunities and resources, increasing both academic and career counseling services, expanding advising programs, and increasing student health services and diversity programs. The student profile survey conducted at the Denver Campus in 2007 revealed that the highest levels of student satisfaction were in the areas of student life, online services, and learning skills. The areas that were identified as greatest need for improvement were course satisfaction, advocacy services, student support services, and technology. This information is used by the dean of students and other leaders to inform decisions about allocating resources.

Some of the schools and colleges at the Anschutz Medical Campus perform their own surveys of students. A survey performed by the students in the MD program for the Liaison Committee on Medical Education accreditation visit revealed that areas of concern were related to facilities, including the limited parking facilities on campus and at some of the preceptor locations and the absence of health club facilities on the Anschutz Medical Campus. The School of Medicine used some of this information to make improvements for the students such as ensuring that the students will have access to the fitness center within the new Health and Wellness Center currently under construction.

Component 2C.6 Feedback from evaluation and assessment activities leads to continuous improvement throughout the organization.

The university strategic plan acknowledges that it is important to develop new initiatives, programs, and services while at the same time maintaining the quality and strength of existing programs and services. Toward that end, the plan was intended to be periodically reviewed and modified. A baseline review was conducted in 2009. In the first step, academic and administrative units reported on specific actions they had taken since the strategic plan was approved in 2008 so the University Planning and Accreditation Committee could review progress on implementation of the strategic plan. A complete inventory of these activities was developed and organized by objective. The full inventory supports that each academic and
administrative unit has been engaged in a variety of activities informed by
the strategic plan.

Academic and administrative units were then asked to rate progress
implementing each of the actions reported in the first step of the review
using the following rating key (Table 5.1).

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Start-up/initial actions undertaken; concept work completed; early organization efforts under way</td>
<td>25 percent to goal</td>
</tr>
<tr>
<td>2</td>
<td>Process under way and on track; steady progress being made; funding may be secured</td>
<td>50 percent to goal, but no results yet</td>
</tr>
<tr>
<td>3</td>
<td>Deeply deployed; substantial elements of a project may be nearly or fully completed</td>
<td>75 percent to goal and beginning to have results</td>
</tr>
<tr>
<td>4</td>
<td>Fully deployed</td>
<td>100 percent success on results</td>
</tr>
<tr>
<td>0</td>
<td>Ongoing planning, program, or funding process</td>
<td>Annual report on results</td>
</tr>
<tr>
<td>1</td>
<td>Implementation to be undertaken in another year</td>
<td></td>
</tr>
</tbody>
</table>

Ratings were tallied and summarized into three categories of progress.
High progress included those items rated as 4 (fully deployed) or 0 (ongoing). Medium progress was defined to include items rated 2 or 3.
Low progress items were those rated with either a 1 or an I. In this way,
a measure of progress was determined for each objective in the strategic
plan. The University Planning and Accreditation Committee executive
committee independently prioritized each goal and objective in light of the
new economic reality and the revised financial strategic plan. Goals and
objectives were rated as high, medium, or low priority. Final priority ratings
were determined based on a tally of the independent ratings made by the
executive committee members for each goal and objective. The strategic
plan was then reorganized into three phases based on the University
Planning and Accreditation Committee executive team’s ratings of the
strategic goals. Strategic goals rated as high comprise phase 1, medium
as phase 2, and low as phase 3. The three phases are intended to help
organize the plan and suggest a priority for when individual items might
be completed. High priority items will typically begin in the near-term or
are ongoing activities. During subsequent annual review of the strategic
plan, items may be moved among the phases and may be reprioritized
based on the economic situation and other factors (e.g., student enrollment
and interest, grant or donor funding availability, etc.). In addition to the
strategic planning review, operational plans, budget planning, and specific
action plans are all connected and used by academic and administrative
units as they review their own plans.
The new economic reality is fully taken into account in the financial model of the revised strategic plan. The projected reductions in general fund support from the state affect many strategic goals mainly by reducing support for faculty, staff, and capital projects. As appropriate, the university’s top priorities for moving forward will have fully developed action plans, responsible parties, and evaluation processes as part of its ongoing efforts in institutional planning and effectiveness. As the economic situation changes, the plan will be revised accordingly. The plan was developed to be dynamic and responsive to the university environment, which is affected by both internal and external factors.

The university has incorporated evaluation and feedback mechanisms into many of its other reporting vehicles. For example, there are a number of activities in the academic areas that provide feedback; these are discussed in more detail in Chapter 6, Criterion 3. They include:

- student evaluations of courses and faculty teaching performance;
- periodic reviews of all academic programs required for specialized accreditations (see Component 3A) and/or program review mandated by the Board of Regents (see Component 4C). Reports from accrediting agencies and program review teams are submitted to the provost who discusses with the appropriate deans and program leaders the steps they will take to address any concerns raised during the accreditation or program review;
- evaluations of assessment reports by the director of assessment;
- annual performance reviews of faculty; and
- analyses of student enrollments and faculty numbers, workloads, and hiring needs at the annual budget retreat for the deans at the Denver Campus.

Component 2D. All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

Following the adoption of the university strategic plan in 2008, the schools, colleges, and other university units developed and/or revised their own strategic plans to be congruent with the university plan. The university strategic plan, including the financial strategic plan, arose from the university’s mission statements. By documenting its activities and achievements relevant to the strategic plan, the university verifies that it is focused on fulfilling its mission. The major reporting vehicle for demonstrating the link between the activities of the university and the strategic plan is the Annual Report of Institutional Effectiveness. Analysis of the Annual Report of Institutional Effectiveness and other reports provides leadership with information for decision-making and planning processes. This information, together with a strategic plan that is fluid, enables the university to respond to change—to seize opportunities or
to constrain its aspirations under periods of economic downturn.

Component 2D.1 Analysis of recent activities provides evidence that the university is making progress in many areas outlined in the university strategic plan and thereby fulfilling its mission.

The university’s current planning documents have all been developed or extensively revised since the consolidation and the creation of the mission documents. The university’s strategic plan, as well as the strategic plans and mission statements of the schools, colleges, and units, were formulated around the institution’s mission documents. The mission statements of the units were analyzed for their alignment with the university documents. The planning documents of each school, college, and unit developed following the adoption of the university strategic plan were also reviewed. As discussed in Criterion 1, members of the University Planning and Accreditation Committee formed committees that reviewed the strategic plans of the schools, colleges, and other units to ensure they were congruent with the university mission and strategic plan. This analysis was guided by a series of questions formulated from publications presented at Higher Learning Commission annual meetings. The Office of Institutional Accreditation, Strategic Planning, and Effectiveness also examined these plans and confirmed that they all have goals and objectives aligned with the university strategic plan. Finally the schools, colleges, and other units submitted information on activities related to the goals and objectives of the university plan in which they were involved. Analysis of the 2008-09 Annual Report of Institutional Effectiveness demonstrated that there was progress in 37 of the 43 goals of the strategic plan.

Component 2D.2 The university’s long-range strategic planning processes allow for reprioritization of goals in response to changes in the environment.

The strategic plan was formulated to outline the initiatives the university will pursue between 2008 and 2020. Not all of the initiatives were to commence in the first year of the plan, and the intent was to introduce these activities in a multi-phased approach. The ability of any university to pursue their goals is significantly influenced by financial considerations as well as changing needs and opportunities. When the university strategic plan was adopted it was acknowledged that it was likely that the importance of any particular area would change with time. Toward the end of 2009 and in response to its changing financial situation, university leaders modified the plan to reprioritize selected goals.

The university’s new economic realities include the likelihood of reductions in the contribution to the general fund by the state (see Chapter 9), probable reductions in philanthropic support given nervousness about the economy among potential donors, and the uncertainty surrounding the impact of
health care reform on funding for academic health centers such as the Anschutz Medical Campus. While the availability of one-time American Recovery and Reinvestment Act stimulus funds provided some one-time opportunities, the likely future reductions in state support forced the university to delay the implementation of selected goals and objectives of the strategic plan. The university adopted operational efficiencies, developed revenue-enhancing opportunities and achieved savings through funding cuts. At the Anschutz Medical Campus the plan to increase support for faculty salaries was delayed, while at the Denver Campus the rate of growth of tenure-track faculty and staff was reduced and the plan to implement intercollegiate athletics was eliminated.

The looming reductions in state funding, projected to occur following the exhaustion of the stimulus funds, required that university leadership reprioritize the university’s goals. Goals and objectives of the strategic plan rated as “high priority” were assigned to phase I (targeted for major progress over two to three years), those rated as “medium priority” were assigned to phase 2 (targeted for major progress over three to five years), and “low priority” items were assigned to phase 3 (targeted for major progress in 2015 and beyond).

The modified strategic plan that was developed and adopted by the University Planning and Accreditation Committee listed priorities for the next 24-36 months (2010-2012) for the institution as a whole, as well as priorities for the Anschutz Medical Campus and the Denver Campus (see introduction to this chapter). These were approved by the chancellor and president and reviewed with the Board of Regents.

Component 2D.3 The university’s strategic planning processes are capable of adapting to provide educational experiences reflective of the needs of a changing world.

The world is subject to changes from many influences such as advances in technology and increased globalization. The strategic plan discusses the effect that these factors may play on the university, particularly their effect in creating new opportunities. The strategic plan also discusses the need to continuously scrutinize the university’s educational offerings and to create new educational opportunities. Strategic priority number 1 identifies several objectives related to creating new interdisciplinary programs. One example is the creation of the bioengineering program, which fosters collaboration between faculty in the College of Engineering and Applied Science and the School of Medicine. Another example is the establishment of the Colorado Clinical and Translational Sciences Institute.
**Component 2D.4 Input from constituents informs all planning processes.**

The university’s strategic plan was developed by the University Planning and Accreditation Committee and, as discussed in Criterion 1, included representation from academic leadership, faculty, staff, governance groups, students, alumni groups, and the University of Colorado Foundation. Strategic planning in the schools, colleges, and units was an inclusive process. Drafts of the university strategic plan were published online and university leaders made many presentations to various internal and external groups to solicit input. During the vetting phase, external constituents such as the Area Health Education Centers, business communities, and civic groups were engaged with the plan and provided their input. In addition, many of the schools and colleges have advisory boards (whose membership includes external constituents, such as members of community, professional organizations, and civic groups) that depend on the university and participate in the planning activities of the school or college.

The University of Colorado Denver has a wide variety of additional constituents with whom it is engaged, including local, state, and federal governmental agencies (e.g., Colorado Commission of Higher Education), businesses, patients and health care entities, parents, potential students, alumni, affiliate faculty, and local/state communities. These stakeholders continue to shape the university’s planning and decisions. Many schools and colleges have incorporated stakeholders on their advisory boards. A variety of academic programs have been developed in direct response to requests by industry and needs articulated by the community. The Colorado School of Public Health is a good example of this and also demonstrates University of Colorado Denver’s ability to collaborate with other institutions of higher education, specifically Colorado State University and University of Northern Colorado.

The School of Education and Human Development is actively engaged with many K-12 partner schools in multiple collaborative interactions (see Criterion 5). Its pipeline programs also engender a great deal of participation by external constituents, namely Denver Public Schools and Aurora Public Schools.

There are several other interinstitutional collaborations that are essential for some of the university’s educational offerings. The bachelor of environmental design is offered by the College of Architecture and Planning on the University of Colorado Boulder campus. Similarly, the College of Engineering and Applied Science collaborates with the College of Engineering at the University of Colorado Boulder in offering the civil engineering PhD, and the School of Public Affairs collaborates with the University of Colorado Colorado Springs in offering a master’s degree in criminal justice. The
University of Colorado Denver also works in partnership with its clinical affiliates, such as University of Colorado Hospital, The Children’s Hospital, Veterans Administration, Denver Health, and National Jewish Health. Their continued partnership is integral to the university’s educational activity. These partners were kept apprised of its planning activities during the move to the Anschutz Medical Campus.

OVERALL SUMMARY OF CRITERION 2
This chapter presents evidence that the University of Colorado Denver fulfills and exceeds the expectations of Criterion 2. The university has established practices that enable it to implement and evaluate its strategic plan and has adopted appropriate offices and procedures, such as feedback through the Annual Review of Institutional Effectiveness report, to ensure the effectiveness of its actions in achieving its mission. The accomplishments of the university, most notably designing, building, and relocating to the Anschutz Medical Campus in addition to the expansion of facilities and programs at the Denver Campus, attest to its success as a planning organization. Despite budgetary constraints, the university has continued to protect its core educational programs by disproportionately reducing budgets for administrative support functions compared to academic units while maintaining appropriate levels of service within those administrative units. In addition to reducing budgets in certain areas, the university enhanced the efficiency of its operations and invested in programs that generate new revenue that overall comprise a balanced approach to adapting to the changing state and national economy.

CHALLENGES AND OPPORTUNITIES FOR IMPROVEMENT
The university has undergone dramatic changes since the last accreditation, in particular the consolidation and the move of the health sciences schools to the Anschutz Medical Campus. The university strategic plan was formulated in 2007 and adopted in 2008, after which each unit revised or developed a strategic plan that was congruent with the university strategic plan. The university has identified five areas for improvement that will ensure even greater future success in achieving its mission.

1. **Refine the outcome measures of the strategic plan** (as described in the university strategic plan epilogue)
The university has adopted new reporting mechanisms, such as the Annual Review of Institutional Effectiveness and the institutional indicators, that document the university’s significant progress in many of the goals and objectives of the strategic plan during the past two to three years. The analytical information contained in the Annual Review of Institutional Effectiveness report is focused on the achievements made since the university strategic plan was formally adopted. Currently the strategic
plan has predominantly qualitative outcome measures. The university plans to develop quantitative metrics, benchmarks, and milestones, where appropriate, for particular priorities, goals, and objectives of the institutional strategic plan.

2. Develop and implement plans to offset the anticipated further reductions in state funding (related to the university strategic plan goals 7.1 and 7.3 and objective 2.1.6)

The budget cuts during the past two years that were targeted to the administrative areas have impacted institutional and academic support. In addition to the elimination of some staff positions, some senior level positions have been reduced to more entry-level positions. The overall effect is that the remaining employees are required to perform additional duties. The shortage of personnel in some areas has also resulted in some academic administrative services being delayed. In addition, the morale of some employees who are asked to do more in an environment where salaries are frozen has been affected. Although not yet a crisis, the impact of the reductions is reaching a tipping point in some areas, and when possible the university has tried to allocate additional one-time funding to offset certain losses. For example the colleges and schools at the Denver Campus were provided with an additional approximately $1.5 million in one-time funds in fiscal year 2011 to meet operating budgetary needs.

Examples of the effects of the cuts in personnel and resources to central administration include reductions in:
- resources for security
- training of staff
- the level of administrative support for certain academic programs
- maintenance programs for some buildings
- funds for the computer replacement program at the Denver Campus
- funds for some initiatives
- funds for some student awards
- support for some student services
- the rate of hiring of new tenure/tenure track faculty in some schools and colleges in which faculty salaries are derived primarily from state funds

As the university proceeds into fiscal year 2012 and is faced with the likelihood of funding cuts when the federal stimulus funding is no longer available, the university will continue to identify and implement efficiencies and revenue enhancements from enrollment growth and new programs to sustain existing core educational programs, services, and infrastructure.
3. Implement an enrollment management plan for the educational programs on the Denver Campus (related to the university strategic plan goal 2.4)

The strategy to increase enrollment of undergraduate students at the Denver Campus requires a concomitant increase in resources including faculty, classroom and other educational space, and student services. Aggressive and strategic planning will be required to link enrollment growth with the availability of resources as well as the costs associated with program expansion. The Denver Campus is currently faced with a shortage of classrooms, even though the number of classrooms was increased by construction of the new Science Building and the renovation of the Dravo building. Attempts to alleviate this shortage by extending the class schedule grid, extending the summer semester, and offering more classes online have not outpaced the growth in enrollment and course offerings.

In the same manner that the study of enrollment management performed by the external consultants (SEMworks) identified programs that could be selectively grown, the university must also continue to collect and utilize data that enable strategic examination of whether there are academic programs that can be operated more efficiently or programs that should be considered for elimination.

4. Expand space and facilities for research and creative works on both campuses (related to the university strategic plan goals 3.6 and 7.2)

There will be a continuing requirement to increase space for scholarly work at both the Anschutz Medical Campus and the Denver Campus. At the Anschutz Medical Campus there is sufficient land to add buildings when the financial situation permits. At the Denver Campus any increases will require new construction in the university’s Auraria neighborhood as well as efficient renovation of existing facilities. It is unlikely that the state of Colorado will make funds available for capital construction projects at the university in the near future; therefore, funds for new buildings must be obtained through philanthropy and by issuing more university debt.

5. Continue to explore new ways to use existing resources and technology as effectively as possible (related to the university strategic plan goal 7.3 and objectives 7.1.3 and 7.2.2)

The university is constantly evaluating the productivity of its existing space so that it can maximize the use of resources. Some of the educational programs at the Denver Campus are experiencing a high demand. It is possible that expanding the capacity and the breadth of online offerings could meet some of these needs while maintaining quality and without requiring additional expensive new facilities. The Department of Academic Technology and Extended Learning has the faculty training facilities and a fee-based funding model to be able to scale support for online and hybrid
courses without additional resources. Further development of the new enrollment management study will help articulate a strategy for reaching an appropriate scope and scale for online and hybrid offerings.

6. Complete the implementation of the integrated student information system
There are still several components of the integrated student information system that need to be implemented and/or optimized. This will be an ongoing activity for the next one to two years, depending on the availability of resources.
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9. Office of Assessment
10. Office of Academic Resources and Services
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12. Undergraduate BA and BS Degree Programs in Public Health
13. Programs in Bioengineering
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Chapter 6 | **Criterion 3**

The university provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.
CHAPTER 6, CRITERION 3 – Student Learning and Effective Teaching

Component 3A. The university’s goals for student-learning outcomes are clearly stated for each educational program and make effective assessment possible. ........................................ 6-4
  - Component 3A.1 Student-learning outcomes and the processes for monitoring them are primarily determined and defined by faculty. . . 6-5
  - Component 3A.2 Annual assessment of student learning in academic programs is university-wide and is overseen by a director and campus committees on assessment. ........................................ 6-6
  - Component 3A.3 Schools and colleges have adopted processes to oversee assessment of student learning. . . 6-7
  - Component 3A.4 The key assessments of student learning are at the program level. ................................. 6-8
  - Component 3A.5 Student learning in the general education curriculum is assessed. ................................. 6-11
    - Core curriculum learning objectives .......................... 6-11
    - Assessment of student learning ................................. 6-12
  - Component 3A.6 Student learning in individual courses is assessed. . 6-14
  - Component 3A.7 Accreditation by professional agencies ensures incorporation of national standards for student learning. . . . 6-15
  - Component 3A.8 Assessment of student learning extends to programs for continuing education. ......................... 6-18
  - Component 3A.9 Assessment activities have been extended into multiple educational experiences. . . . 6-18

Component 3B. The organization values and supports effective teaching. ........................................ 6-22
  - Component 3B.1 Faculty determine curricular content and instructional strategies. ................................. 6-22
  - Component 3B.2 The teaching responsibilities of faculty vary among the schools and colleges. ......................... 6-24
  - Component 3B.3 All instructional activities are performed by qualified faculty. ......................................... 6-25
  - Component 3B.4 The institution, as well as the schools, colleges, and departments, offers development and mentoring programs to faculty and teaching assistants to enhance their teaching skills. . . . 6-27
  - Component 3B.5 The university evaluates teaching and recognizes effective teaching. .......................... 6-29
  - Component 3B.6 The university's teaching practices incorporate innovations that enhance learning. ................................. 6-31
Component 3C. The organization creates effective learning environments. ........................................... 6-33

- Component 3C.1 The university’s academic programs incorporate many different effective learning environments. .......... 6-33
- Component 3C.2 Combined degrees, dual degrees, and interdisciplinary and interprofessional academic programs expand learning opportunities and prepare students for unique career paths. ........... 6-35
- Interprofessional education .............................................. 6-37
- Component 3C.3 Student learning is enriched through experiential learning that involves community-based experiences. ....... 6-38
- Component 3C.4 The university is expanding the geographical reach of its learning opportunities to provide students with learning opportunities in international settings. .............. 6-39
- Continuing and professional education .................................. 6-41
- Component 3C.5 Learning communities have been established to enhance the student academic experience. ................. 6-42
- Component 3C.6 The university has established a range of educational and support programs to enhance the learning environment for all students and to improve retention and graduation rates. ....... 6-43
- Component 3C.7 The university provides academic advising opportunities to all students that promote student success. ..... 6-47
- Component 3C.8 The university provides resources for a range of programs that support all students. ......................... 6-49
- University life ......................................................... 6-49
- Student success ....................................................... 6-50
- Student financial services .............................................. 6-52
- Enrollment management .............................................. 6-52
- Other student services .................................................. 6-53
- Component 3C.9 The 2010 National Survey of Student Engagement provided valuable insights into the experiences of undergraduate students at the Denver Campus. ......................... 6-54
Component 3D. The organization’s learning resources support student learning and effective teaching. ....................... 6-56

- Component 3D.1 The university provides access to a broad range of learning and teaching resources.......................................................... 6-56

- Libraries .................................................................................. 6-58

- Component 3D.2 The university invests in new technologies that enhance effective learning......................................................... 6-59

- Component 3D.3 The university, schools, and colleges assist students and faculty in using learning technologies effectively.... 6-61

- Component 3D.4 The university monitors that its learning resources are utilized efficiently......................................................... 6-62

Overall summary of Criterion 3 .................................................. 6-62

Challenges and opportunities for improvement ....................... 6-63
CHAPTER 6, CRITERION 3

STUDENT LEARNING AND EFFECTIVE TEACHING

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

As a learning-driven university, the University of Colorado Denver emphasizes that its vision is to become “a leading public university with a global reputation for excellence in learning.” Its values further embrace excellence in learning and scholarship as well as “the rigorous quest for knowledge and understanding” and its commitment to “share knowledge and foster student success through a continuous process of inquiry, critical thinking, reflection, collaboration, and application.” As instructed by its mission, the university has created “a diverse teaching and learning community” in which students, staff, and faculty learn in a variety of settings beyond the traditional classroom and in an environment that is enriched by diversity, respect, and inclusiveness. University planning documents further affirm its focus on student learning. For example, priority 2 of the university strategic plan vows to “deliver an outstanding and innovative educational experience.” With this as a priority, the university believes that the key to student success is to provide an outstanding teaching and learning environment.

Such statements in its mission and planning documents clearly confirm that student learning is integral to fulfilling the university’s mission. To ensure that learning environments are successful and that students achieve the standards of learning that university faculty, professional accrediting agencies, and potential employers expect, academic programs utilize assessment tools to inform continuous improvement in student learning. Assessment of student-learning outcomes has long been embedded in its academic programs that undergo professional accreditation. Following the 2001 Higher Learning Commission accreditation visit to the Denver Campus, the university enhanced the existing assessment activities to establish a university-wide culture of assessment that fosters continuous curriculum improvement throughout all of its academic programs. The Office of Assessment was established to aid all academic programs in evaluating student learning.

The university’s academic programs have been invigorated by many factors, including the consolidation that has fostered collaboration between programs on the two campuses; enrollment growth; development of new academic programs; expansion of experiential learning opportunities; establishment of residence halls; and integration of new learning modalities and situations. Many programs have capitalized on advances in technology.

When I walk about, I see how in planning our new Health Sciences Library that we got it right. We considered the curricula of our schools and college and designed accordingly. And so it’s exhilarating to see the group-study rooms full, laptops everywhere open to MEDLINE, the flat panel monitors lit with presentations, and the white boards marked up with anatomical drawings or lists of signs and symptoms. Observing the intensity of our users and their commitment to their studies, I am absolutely certain our building—and our staff and services—contribute to our students’ success.

Gerald Perry, Director,
Health Sciences Library
to enhance the learning experience. For example, students in the College of Arts and Media incorporate leading-edge technology in music, theatre, film, and the visual arts. Students in the health sciences programs at the Anschutz Medical Campus learn and practice their skills either with real patients or under simulated conditions in the Center for Advancing Professional Excellence. Undergraduate and graduate students in the College of Architecture and Planning use the latest computer-guided fabricating machines to develop design prototypes.

Approximately 25 percent of the undergraduate curriculum is comprised of foundational general education courses. Critical hands-on learning also takes place outside the classroom in experiential courses centered on off-campus internships, undergraduate research, civic engagement, and study abroad courses and programs. The urban location of the Denver Campus has enabled the university to establish partnerships with many communities to provide unique opportunities for experiential learning. For example, students in the School of Public Affairs work with staff to serve the state legislature, teacher candidates in the School of Education and Human Development gain experience in local partner schools, and students in the Business School and the College of Architecture and Planning perform internships with businesses located in downtown Denver (see also Criterion 5).

In addition to consolidation, the university has recently experienced considerable growth that has affected the demographics of the student body. The student body at both campuses is heterogeneous in age, ethnicity, culture, and academic background. At the Denver Campus 28.5 percent of undergraduates and 64.4 percent of graduate students were part time, while just 9 percent of students at the Anschutz Medical Campus were part time (fall 2009 census). In serving such a significant number of part-time students, the university has to accommodate their needs, such as providing distance learning opportunities. Many of the university’s programs have developed courses based on alternative delivery methods, including online and hybrid designs and by scheduling classes during evenings and weekends.

Increased undergraduate enrollment at the Denver Campus has precipitated an examination of both its academic offerings and student support services. To enhance student services, in July 2008 the university appointed an assistant vice chancellor for university life and dean of students, and in January 2009 the university appointed an assistant vice chancellor for student success. The university also created the Office of Undergraduate Experiences in January 2006 and participated in the Foundations of Excellence study in 2008.
This chapter outlines how the university, with its schools, colleges, and administrative units, continuously commits its resources to improve student learning through assessment activities; creates effective learning environments for diverse student populations; and supports programs that assist faculty in improving and expanding their teaching skills. The evidence used to demonstrate these commitments reveals how the University of Colorado Denver fulfills the requirements for Criterion 3 and illustrates that it meets the attributes of the four cross-cutting themes identified for the self-study.

University of Colorado Denver is an emergent university, as demonstrated by the incorporation of new learning modalities, environments, and technologies in academic programs to enhance student learning (Component 3C and 3D).

The university’s commitment to being learning-driven is highlighted by the:

- use of learning outcomes assessment that incorporates both formative and summative means of assessment to guide improvements in academic programs (Component 3A);
- establishment of an institutional Office of Assessment to enhance the culture of assessment on both campuses, resulting in a dramatic increase in the number of academic programs that use assessment activities to improve student learning (Component 3A.2);
- development of an evaluation center in the School of Education and Human Development to help programs incorporate assessment activities (Component 3C.7);
- students’ high success rates on board and licensure exams (Component 3A.7);
- dissemination of assessment data through web pages and through participation in the voluntary systems of accountability such as the Educational Testing Service proficiency profile (Component 3A.5);
- provision of faculty development, mentoring, and support programs that enhance teaching skills (Component 3B.4);
- inclusion of teaching performance in the annual merit and tenure processes and acknowledging effective teaching (Component 3B.5); and
- support for the formation of learning communities (Component 3C).

University of Colorado Denver demonstrates that it is a collaborative university as it:

- partners with other educational institutions to develop new learning opportunities, such as the Colorado School of Public Health, and new opportunities for international education, for example the International College at Beijing (Component 3C.4); and
- creates combined- and dual-degree programs, interdisciplinary programs,
and interprofessional education programs that offer students additional learning experiences and unique career paths (Component 3C.2).

University of Colorado Denver is a responsible university in that its systems and processes:

- hold academic programs accountable for establishing and utilizing data on student learning outcomes for continuous improvement (Component 3A);
- maintain specialized accreditation for appropriate programs (Component 3A.7);
- continuously update resources for student learning (such as the Center for Advancing Professional Education and the libraries) (Component 3C and 3D);
- seek to improve the experience of undergraduate students by participating in programs, such as the Foundations of Excellence, (Component 3C.6); and
- effectively utilize new technologies to enhance student learning (Component 3D.4).

Criterion 3 allows the university to demonstrate these themes as some of its greatest strengths.

**Component 3A. The university's goals for student-learning outcomes are clearly stated for each educational program and make effective assessment possible.**

This component describes the structures and procedures that the university, as a learning-driven institution, has implemented to ensure that all academic programs have integrated assessment of student learning and that the results of these efforts inform decisions for continuous improvement of student performance. The faculty of each program have established learning outcomes (see the “Assessment Reports” repository for links to learning outcomes for all degree-granting programs) that, in the case of programs that undergo specialized accreditation, are informed by the goals and standards of the accrediting agency. Assessment of student learning has been incorporated into many disciplines that have not traditionally utilized outcomes assessment, and the university is fostering an environment that constantly stresses the monitoring of student learning in all areas.

Many of the university's academic programs undergo specialized accreditation by external agencies. The most recent self-studies and the findings of and correspondence with the accrediting agency can be found in the electronic resource room (in the “Specialized Accreditation” repository). All PhD programs, as well as the EdD and master's programs not independently
accredited, are overseen by the Graduate School and governed by its dean and rules. The university has adopted multiple procedures to ensure that all of its degree-granting programs incorporate assessment of student-learning outcomes and provide guidance for continuous improvement. These procedures include evaluation of annual reports from all programs on their assessment activities (see the “Assessment Reports” repository); monitoring specialized accreditation (see the “Specialized Accreditation” repository) and student performance on state or national board or licensure exams; and periodic (every 5 to 7 years) program review mandated by the University of Colorado Board of Regents and the university. The university has further extended assessment of student-learning outcomes to certificate programs.

Many of the university’s faculty are members of boards and/or review panels for specialized accreditation and are involved in determining and monitoring the national standards for academic programs. For example, Professor Kathleen Beatty was president of the National Association of Schools of Public Affairs and Administration in 2008 and Professor Don Klingner was president of the American Society of Public Administration in 2008. Through serving on panels that determine national standards, these faculty are able to inform program directors of current best practices.

Component 3A.1 Student-learning outcomes and the processes for monitoring them are primarily determined and defined by faculty.

Assessment of learning can occur at multiple times. For example, it can occur at the end of a program through licensure exams. Alternatively, general education assessment of learning occurs as a portion of the undergraduate curriculum and is assessed independently of a particular academic program using the Educational Testing Service Proficiency Profile. Assessment of learning also occurs within individual programs at both the graduate and undergraduate level using a variety of formative and summative measures in classrooms, laboratories, studios, and field experiences. The one common feature of the university’s assessment system for student learning is the leadership of faculty in defining expected learning outcomes at the course, program, college, campus, and institutional level. Faculty are experts in their fields and disciplines and are responsible for ensuring that learning goals are rigorous and that assessment approaches used to measure student learning are appropriate. Within academic programs, faculty share in the writing of assessment reports and discuss potential improvements to the program. Broader discussions occur through college/school-wide meetings. For example in spring 2009, faculty from several departments in the College of Liberal Arts and Sciences held a series of meetings that discussed learning goals, assessment rubrics, and assessment results. This process led to the development of plans to assess the collegewide graduation requirements at
the undergraduate level\textsuperscript{8}. These meetings are scheduled to continue every spring semester to ensure ongoing, broad discussions that consider improvements and, if necessary, remedial action to improve student learning.

Component 3A.2 Annual assessment of student learning in academic programs is university-wide and is overseen by a director and campus committees on assessment.

Since the last accreditation review of the Denver Campus in 2001, the university has built a culture of assessment focused at the program level. Programs have used assessment as a vehicle for advancing student learning through processes that involve identification of learning outcomes, assessment of how well students are performing for each of these outcomes, and analysis of the information to inform program improvement. In 2005 the university hired a director of assessment, Dr. Kenneth Wolf, who assists faculty and program directors to incorporate new assessment techniques and activities into their programs, and also provides assessment information, resources, templates, and examples on the assessment website\textsuperscript{9}. The director of assessment has strengthened the culture of assessment by also evaluating and providing feedback on the annual reports of assessment results and improvements submitted by all schools and colleges, as well as all bachelor, master’s, and doctoral degree programs (see the “Assessment Reports” repository). The cumulative results of 5 to 7 years of assessment and improvement are also incorporated into the program review mandated by the Board of Regents and specialized accreditation organizations. Over the last five years, the number of programs that systematically document their assessment activity through these reports increased dramatically, with 100 percent of programs submitting reports in 2008-09 and 2009-10.

The university also established two academic assessment committees\textsuperscript{10}, one on each campus. These committees have developed policies, guided decisions, and informed colleagues about the value of program assessment. The assessment committee at the Denver Campus has been active in a wide range of other areas as well, such as advising the provost’s office on the selection of a web-based assessment system, being featured in a national video series on assessment rubrics\textsuperscript{11}, and co-authoring scholarly publications on assessment. The meetings of the Anschutz Medical Campus academic assessment committee have included presentations by different programs of their outcomes assessment methods and results, particularly as they are related to the demands of specialized accreditation. Two additional committees focus on the assessment of learning in general education\textsuperscript{12}: the General Education Assessment Advisory Committee provides guidance on strategies for assessing general education learning, and the Faculty Survey Committee focuses on student achievement in key learning outcomes for the core curriculum.
Within the schools and colleges, each academic program articulates its **learning** goals and posts these on the website of the school, college, or program in which it is housed. Programs use a blend of assessment approaches customized to their various contents and contexts in assessing the **learning** of students. While direct measures of learning through projects, portfolios, publications, exams, and the like are the heart of each program’s outcomes-assessment system, indirect measures of learning, such as student attitude surveys or student self-assessments, are also used. The director of assessment assists faculty and program directors to incorporate new assessment techniques and activities into their programs.

**Component 3A.3 Schools and colleges have adopted processes to oversee assessment of student learning.**

In addition to the activities of the centralized Office of Assessment and the assessment committees, many schools and colleges have added faculty or staff specialized in assessment. Other colleges such as Nursing, Arts and Media, Liberal Arts and Sciences, and the Colorado School of Public Health, have engaged consultants to design and evaluate their assessment practices. Such guidance assisted all of the programs in the College of Liberal Arts and Sciences to develop assessment of learning plans and also enabled the College of Nursing to implement changes in the advising process for undergraduate students and augment the simulation experiences in the learning laboratories.

Several schools or colleges have appointed committees that oversee assessment activities and/or curricula within their programs. For example:

- The School of Education and Human Development established a schoolwide assessment committee three years ago to address major changes and upgrades in its assessment practices. Over the last five years the school has invested considerable time and funds to develop performance-based assessments across all programs and implement a web-based assessment system (LiveText). As a measure of its commitment to quality assessment, the School of Education and Human Development hired an assessment director and paid a stipend to faculty for developing assessments and taking leadership roles in their programs. The assessment committee meets monthly to address technical issues related to the web-based assessment system, conceptual issues around assessment, and professional accreditation-related responsibilities.

The school has initiated a collaboration with the School of Education at the University of Colorado Boulder and their national professional accrediting agency, the National Council for Accreditation of Teacher Education, to develop and use multiple outcome assessment measures for professional accreditation. The two schools have also obtained approval of their state reauthorizing agencies, the Colorado Department...
of Education and the Colorado Department of Higher Education, to develop state and university data systems that will permit a shift from input measures to the use of measures for fewer, higher-quality outcomes (impact on K-12 student learning, knowledge of content and content pedagogy, dispositions, performance, persistence/retention in the field of education, and leadership). This approved approach to reauthorization and accreditation also shifts the focus to the performance of graduates of the program while continuing to maintain some measures that provide information about program students.

- The School of Pharmacy has both an assessment and a curriculum committee. While the assessment committee designs and implements multiple measures of assessment to monitor student learning and effectiveness of the curricula, the curriculum committee is responsible for improving the program and managing curricular development, evaluation, and mapping of the curriculum to contemporary accreditation standards. Based on assessment measures, the committee indicated the need to bolster the curriculum in areas of public health and management, which led to an expansion of the course in pharmacy and health care and the introduction of a pharmacy management course.

- The School of Dental Medicine also has two subcommittees, the dental curriculum subcommittee and the dental student performance subcommittee, that monitor the assessment of learning outcomes.

Component 3A.4 The key assessments of student learning are at the program level.

As an emergent university concerned with directed growth and improvement, assessment of student learning is integrated into all academic programs at the University of Colorado Denver. The programs have defined their learning outcomes, assess student performance through multiple direct and indirect measures, and make changes for program improvements based on their assessment data. The programs annually report their assessment results and program improvements to the Office of Assessment. (These annual assessment reports and feedback to the programs by the Office of Assessment are available on the accreditation website.)

In many cases, programs are able to clearly track the effects of their program changes over the course of many semesters and years. For example, the physical therapy program identified a weakness in student performance on national licensure exams and revised the program’s curriculum in response, noting that for subsequent years student performance measurably increased (see Table 6.1).
While a number of programs have “closed the loop” by examining the effects of their assessment-driven curricular and pedagogic changes over multiple semesters and years16, other programs have not systematically tracked the effects of their program modifications from year to year. Having more programs meaningfully close the assessment loop is a significant challenge and will be a major goal in coming years. In some cases, however, the assessment process is somewhat more dynamic and complex, with programs identifying multiple areas for improvement in student learning.

### Table 6.1

**Physical Therapy Program 2007-2009**

**Assessment and improvement of specific content areas (in particular cardiovascular physical therapy) in the physical therapy program 2007-09**

**Date:** May 12, 2010  
**School:** Medicine  
**Program:** Physical Therapy  
**Time Period of Assessment Cycle:** 2007-2009

<table>
<thead>
<tr>
<th>Learning Goal(s) Examined</th>
</tr>
</thead>
<tbody>
<tr>
<td>The physical therapy program prepares graduates to practice autonomously as licensed physical therapists. In order to practice, they must pass the national licensure examination.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Of the students who took the licensure examination since 2007, 99 percent or more have passed. In addition, the school received pass rates for each graduating class and also received content-specific information linking students’ performance to the national average. The performance of the school’s graduates in the specific content area of cardiovascular physical therapy was not as strong as in other areas of clinical content.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methods of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance was assessed based on pass rates in specific content areas as indicated on the national licensure examination.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates’ performance on the specific content area related to the cardiovascular/pulmonary system was below the mean for the nation as a whole. (Mean (SD) for the school’s students was 600.7 (106.7); mean (SD) for the nation was 626.7 (91.3).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Modifications in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 2008, the school revised the curriculum to include a more in-depth and focused presentation of cardiovascular physical therapy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effects of Modifications in Program on Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>The scores for cardiovascular/pulmonary content area on the licensure examination have increased relative to the mean score for the country over the following two years. See below:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University of Colorado</th>
<th>U.S. Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT Program</td>
<td>Mean (SD)</td>
</tr>
<tr>
<td>2007</td>
<td>618.0 (78.5)</td>
</tr>
<tr>
<td>2008</td>
<td>651.9 (67.0)</td>
</tr>
<tr>
<td>2009</td>
<td>653.3 (58.5)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Future Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment data is being collected annually and will be used to determine if student performance in these areas remains high for the next graduating class.</td>
</tr>
</tbody>
</table>
and implementing multiple program changes at the same time, making it difficult to draw clear causal conclusions for any single change.

Typically, in these situations, faculty make an overall determination of the health of a program and the level of student success, based on the assessment data each semester or year, and adjust their recommendations for program improvement accordingly, keeping some of the previous changes in place and adding new ones as needed.

In Table 6.2, direct quotations are taken from some of the 2009-10 annual assessment reports in the College of Liberal Arts and Sciences, illustrating the ways in which programs use assessment results to inform the program improvement process.

<table>
<thead>
<tr>
<th>Program</th>
<th>Examples of assessment-based program modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics MA</td>
<td>“The MA outcomes assessment committee unanimously concluded that 19 out of the 20 master’s projects reviewed met the department’s program goals. This reaffirms our recommendation that the department continue to encourage students to begin working on their MA research projects at least one semester before taking the capstone research seminar course.”</td>
</tr>
<tr>
<td>Humanities MA</td>
<td>“75 percent of the thesis proposals were either outstanding or effective on disciplinary grounding 1a, suggesting appropriate disciplines were selected for the designated study; 65 percent were outstanding or effective on 1b, suggesting accurate use of concepts. Slightly less competence was demonstrated on integrative leverage in which 62.5 percent were outstanding or effective. Continue current pedagogical methods with increased focus on integrative leverage and critical stance by emphasizing these aspects in scholarly readings assigned in class; using better papers as samples for weaker students; emphasizing the need for and the development of skills to integrate knowledge and modes of thinking from different disciplines to produce an outcome that would be more effective than using one alone.”</td>
</tr>
<tr>
<td>Political Science MA</td>
<td>“The political science faculty discussed the outcomes assessment findings and agreed to the following to address the weaknesses identified: (1) A required research methods course will be instituted in spring 2011, and (2) There will be a required formal meeting attended by the student and three-member faculty committee to approve the MA thesis/project proposal. All proposals for empirical research will be required to include a substantive section on research methods and to demonstrate engagement with the relevant scholarly literature.”</td>
</tr>
</tbody>
</table>
Component 3A.5 Student learning in the general education curriculum is assessed.

A baccalaureate education at the University of Colorado Denver is based on a strong commitment to a liberal arts philosophy. The traditional translation of the term ‘liberal arts’ is to provide a set of skills to “set one free.” A modern adaptation of the translation is a set of skills to provide for lifelong learning and multiple careers. Students in the 21st century require a skill set that provides a foundation for multiple careers and possibly for a career that doesn’t exist at the time of graduation. The University of Colorado Denver believes that the best approach to prepare students for the 21st century is based in a general education commitment in the liberal arts.

Core curriculum learning objectives

The core curriculum is designed to provide each undergraduate student with a high-quality general education based on a liberal arts foundation while allowing flexibility based on students’ individual backgrounds and specific career goals. The core curriculum develops multiple literacies and stimulates creative thinking. A goal of the core curriculum is to engage students in developing sensitivity to diversity and developing their place in an urban environment, as well as in the rapidly changing global environment. The goals of the core curriculum are published17.

The core curriculum courses are designed with specific learning objectives for student learning. Every core course includes both critical thinking and writing objectives. Additional learning objectives are determined by the specific area of core:

- **English** – writing for different purposes using different print and electronic contexts
- **Mathematics** – logic, quantitative reasoning, numerical relationships in social/physical phenomena
- **Arts** – creativity, self-expression, appreciation of artistic and cultural aesthetics
- **Humanities** – skills for human development, contemporary life issues, responsibilities of social actions
- **Behavioral Sciences** – behavior, communication, analysis of human experience and/or development
- **Social Sciences** – understanding of social, political, and economic relationships in human society
- **Biological and Physical Sciences** – scientific method and reasoning, solutions to complex phenomena
- **International Perspectives** – insight into globalization effects and influence of worldwide society
- **Cultural Diversity** – insight and sensitivity to race/ethnicity and gender issues in the United States
The core curriculum consists of 11 courses—34-36 semester hours that fulfill a liberal arts philosophy of education through intellectual competencies, breadth across knowledge areas, cultural diversity, and international perspectives.

The core curriculum requirement has several notable attributes.

- It applies to all undergraduate students independent of student’s college, school, or major.
- It facilitates students transferring from a Colorado community college through the guaranteed transfer “gtPathways” program and articulation agreements for core equivalencies with the community colleges.
- It incorporates a faculty governance core curriculum oversight committee to approve and assess core courses.

### University of Colorado Denver Core Curriculum

The University of Colorado Denver core curriculum oversight committee is a faculty governance committee comprised of faculty from each undergraduate school/college that developed the core curriculum around a format based both on skills and on breadth of knowledge. The faculty of each undergraduate school/college approved the following core curriculum in fall 2006.

**Intellectual Competencies:** (minimum grade C-)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English composition I</td>
<td>3</td>
</tr>
<tr>
<td>English composition II</td>
<td>3</td>
</tr>
<tr>
<td>Lower division MATH course</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**Knowledge Areas:** (outside a student’s major)

<table>
<thead>
<tr>
<th>Area</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>6</td>
</tr>
<tr>
<td>Behavioral and Social Sciences</td>
<td>6</td>
</tr>
<tr>
<td>Biological and Physical Sciences, Mathematics</td>
<td>7-8</td>
</tr>
</tbody>
</table>

**International Perspectives:** (lower or upper division courses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Cultural Diversity:** (upper division course)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Strengths of the core curriculum are that it provides every undergraduate student basic skills and knowledge, as well as insights into the effects of globalization and cultural diversity that help provide a foundation for graduates in multiple careers.

**Assessment of student learning**

The primary vehicle for the overall assessment of student learning is through academic programs (e.g., psychology, biology, French), and those programs each have annual assessment plans and reports describing their students’ learning and their program modifications (see annual program assessment reports). That said, learning in the cross-cutting general education program is also assessed through a variety of approaches, including standardized measures of learning, student course work, and faculty surveys.
The Educational Testing Service Proficiency Profile (a 40 minute, 36 question multiple-choice test that measures student performance in four areas: critical thinking, reading, writing, and mathematics) is one of the three tests approved for the Voluntary System of Accountability. On the 2009-10 test (the results of which are posted on the university's College Portrait) taken by more than 400 students, University of Colorado Denver seniors substantially out-performed freshmen on the overall test and in each of the sub-measures, which suggests that a University of Colorado Denver education provides a substantial “value-added” learning experience for students. University of Colorado Denver seniors and freshmen performed on par with or above the average score on nearly all measures for comparison universities, which speaks to the high level of knowledge and skills of University of Colorado Denver students. Additional testing of freshmen was performed in October 2010, and another group of seniors will be tested in April 2011. The data will be analyzed by faculty involved in teaching the general education curriculum to consider any modifications.

Another measure of student learning for general education outcomes is through course work. In 2009-10 the College of Liberal Arts and Sciences undertook an initiative to assess student performance for graduation requirements that heavily overlaps with general education outcomes. In the sociology BA program, for example, the program assessed student learning in critical thinking as it pertained to social issues and found that 40 percent of students were performing below expectations, prompting them to recommend that the department faculty retreat focus on the teaching and learning of critical thinking, as well as on their assessment processes overall. In the composition program students were assessed on their ability to critically and effectively write and read, and specifically on their ability to produce and revise multiple drafts. The faculty found that 86 percent of the students were performing at expectations or above, and that those students who were not had irregular attendance, prompting the faculty to strategize on ways to strengthen students’ class attendance.

The general education assessment committee decided to focus on a single general education outcome within the core and surveyed a number of faculty on their views of student strengths and weaknesses in critical thinking and strategies that might be used to advance student learning. They found that student strengths in critical thinking are that they are able to discern arguments, are passionate about debating political perspectives, and have a good understanding of context/background around race, class, and gender. At the same time, the faculty identified several student weaknesses—specifically some students have poor writing skills, some are weak at understanding logical premises in arguments, and some rely on opinion rather than evidence. The faculty noted that there is a wide range of skills
in their first-year courses and there is a high proportion of remedial students. Faculty suggestions for advancing critical thinking skills in students include having more writing activities, smaller classes, more resources and support, and training for faculty in pedagogical strategies for advancing critical thinking skills\textsuperscript{23}.

**Component 3A.6 Student learning in individual courses is assessed.**

Assessment of student learning at the course level includes multiple means that are mutually reinforcing and are typically evaluated by the course director (or instructor of record), with additional oversight by the program director, curriculum committee, and in some schools and colleges an associate dean for academic affairs. The assessment tools to evaluate courses include both formative or summative approaches, as well as direct and indirect measures of student learning outcomes. This includes scores and other results obtained for written, oral, or laboratory examinations conducted by faculty, as well as papers, presentations, and projects. Whether the course is delivered in a traditional classroom setting or online, it is assessed by the same criteria and with the same goals for student learning. Faculty also are encouraged to develop and use diagnostic (formative) evaluation tools over the course of the term to assist in mid-course pedagogical corrections for the purpose of improving instruction and student learning. Additionally, the Early Alert system\textsuperscript{24} identifies individual students having difficulty mastering course objectives early in the semester and connects them with academic support systems to correct the issues.

Regent policy 4B\textsuperscript{25} requires that all courses and their sections undergo an evaluation by the students for the effectiveness of the course and the teaching of the course by the faculty member. The University of Colorado system administrative policy statement, “Multiple Means of Teaching Evaluation,”\textsuperscript{26} requires at least two means of teaching evaluations, such as classroom observations by senior faculty or staff from the center for faculty development; expert review of curricula and instructional materials; long-term follow up of students; and teaching awards. In addition the evaluations must include feedback from students, and regent policy 4B requires that the university establish a committee that includes students and faculty to oversee the design, implementation, and information distribution process of student evaluations of courses. At the Denver Campus the course evaluation document used by students is known as the faculty course questionnaire. For academic year 2008-09, 4,163 instructional sections were rated on a 6-point scale (1-low to 6-high) and the average course rating was 4.8\textsuperscript{27}. These course evaluations by students are published\textsuperscript{28}. Schools at the Anschutz Medical Campus use the online CoursEval\textsuperscript{29} or New Innovations software system. During the process of the self-study it has come to light that the evaluations performed at the Anschutz Medical Campus are not
publicly available to students, and a committee has been formed to ensure that students will be able to view this information in the near future.

Evaluation of courses is also monitored by analyzing the rates of noncompletion of particular courses. For graduate-level courses the percentage of students who received a failing, incomplete, or withdrawal grade is generally less than 1 percent in most of the clinical programs, and less than 5 percent for most of the other programs. The highest noncompletion rates usually occur in the 1000- and 2000-level classes consistent with the lower retention rates in the first two years of study. In spring 2003 the Department of Mathematical and Statistical Sciences was concerned about DFW (grade of D, F, or Withdrawl) rates of many of the freshman-level mathematics classes. Many of these courses had a DFW rate of more than 40 percent. An in-depth analysis determined that many of these students did not have the appropriate background for success in mathematics at the college level. The department introduced the use of prerequisite exams for the classes with the highest DFW rate; business algebra (MATH 1070), college algebra (MATH 1110), and calculus I (MATH 1401), all of which had DFW rates more than 40 percent at the time. The goal was to improve the student experience and ultimately reduce these DFW rates. The department introduced the Accuplacer exam as a prerequisite exam, along with review sessions run locally. Assessment of the prerequisite exams occurred in 2009-10 with a comparison of the DFW rate prior to the institution of the exam and after. This assessment demonstrates a significant decrease in the DWF rate for calculus I but not the other classes. Therefore, beginning in summer 2010, the prerequisite exam is required only for calculus I.

Component 3A.7 Accreditation by professional agencies ensures incorporation of national standards for student learning.

In some academic programs the success of student learning is assessed by whether they attain national standards or by comparing their performance in national accreditation or licensure exams relative to national benchmarks. Many university graduate programs undergo professional accreditation by specialized external agencies. In addition several undergraduate programs such as the BS in nursing, BS in accounting, BS in music and entertainment industry studies, and the BS programs in civil, electrical, and mechanical engineering are also accredited by external agencies. Learning assessment is well-established in most accredited programs as the accrediting agencies generally require that programs identify their educational objectives, learning goals, and measurement methods and make continual improvements in student learning. The university's accredited programs use these regular and rigorous reviews provided by external accreditation organizations to improve student-learning outcomes and assessment procedures. Inherent in all accredited programs is a culture
of continuous assessment and revision to refine the program and the
teaching and learning methods employed to ensure that students achieve
the learning outcomes. Improvements are identified and implemented by
individual faculty members and academic faculty groups, by course or
program directors, and programmatically through the curriculum and
assessment committees.

In some instances these specialized accrediting agencies recommend
extensive changes in curricula. For example, in 2002 the Liaison Committee
on Medical Education challenged the School of Medicine to redesign the
curriculum of its MD program to be similar to that adopted by other
medical schools nationwide. The dean of the School of Medicine allocated
significant financial and personnel resources to form curriculum committees
to design and implement a completely revised curriculum. The School of
Medicine’s curriculum oversight committee revised the curriculum over a
period of six years and established new overall learning objectives and
guidelines for teaching formats. The revised objectives and guidelines
enhanced self-directed and independent learning through the addition
of problem-based learning and better prepared students for their role as
clinicians and, later, as teachers and evaluators of medical students.

The responses of MD program graduates to the Association of American
Medical Colleges Graduation Questionnaire indicate that students who
undertook the new curriculum expressed greater satisfaction compared to
students who undertook the old curriculum, particularly in the areas of
evidence-based medicine, cultural competency, and health policy. In
addition to student self-report measures, clinical performance as measured
by the school’s high-stakes clinical performance exam, improved over time
with students in the new curriculum. One of the most dramatic indicators
of the impact of the new curriculum was identified in a survey conducted by
the students. Their survey indicated that compared to the students enrolled
in the old curriculum, students who undertook the new curriculum reported
a greater than 30 percent increase (from 51 percent to 82 percent) in
positive responses to whether the curriculum prepared them to use
evidence-based medicine methods.

Other examples of changes in programs that were implemented in response
to recommendations by accrediting agencies include:

- Following the 2007 accreditation review of the master in public affairs
  program, the School of Public Affairs followed the recommendation
  of the accrediting agency and included a stronger background in
  budgeting and public finance in its core economics and public
  finance sections of the program.
In response to national accreditation requirements, the School of Education and Human Development developed an assessment plan that focuses on the impact of the school’s graduates on K-12 student learning, on-the-job performance, persistence or retention in the field of education, and graduates’ assumption of leadership roles in education.

The health administration program in the Business School developed 27 competencies in response to the recommendations of their accrediting agency.

In accordance with a recommendation from the National Architecture Accreditation Board in 2009, the Department of Architecture reorganized its curriculum to more widely distribute prescribed learning outcomes across several interconnected courses.

The assessment efforts described above have produced positive results. Many of the university’s graduate programs are highly ranked in national surveys, and in most of the programs that require national, state, or licensure exams, the pass rate of students from the University of Colorado Denver matches or exceeds the national levels.

### Table 6.3

**Pass Rates of University of Colorado Denver Students in Licensure and Accreditation Exams (2009)**

(Source: Academic Rigor Report)

<table>
<thead>
<tr>
<th>Program</th>
<th>Percent Passing First Attempt Exam</th>
<th>National Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDM – National Part I</td>
<td>96</td>
<td>94</td>
</tr>
<tr>
<td>SDM – National Part II</td>
<td>88</td>
<td>80</td>
</tr>
<tr>
<td>SOM – Medicine (Step I)</td>
<td>97</td>
<td>93</td>
</tr>
<tr>
<td>SOM – Medicine (Step II)</td>
<td>98</td>
<td>97</td>
</tr>
<tr>
<td>SOM – PA</td>
<td>97</td>
<td>94</td>
</tr>
<tr>
<td>SOM – PT</td>
<td>93</td>
<td>88</td>
</tr>
<tr>
<td>CON (NCLEX-RN)</td>
<td>94</td>
<td>89</td>
</tr>
<tr>
<td>SOP (NAPLEX)</td>
<td>98</td>
<td>96</td>
</tr>
<tr>
<td>SOP (MPJE)</td>
<td>98</td>
<td>96</td>
</tr>
<tr>
<td>PLACE (08/09)</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>PRAXIS (08/09)</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

(SDM – School of Dental Medicine; SOM – School of Medicine; PA – Physician’s Assistant; PT – Physical Therapy; CON – College of Nursing; NCLEX – National Council Licensure Examination; RN – Registered Nurse; SOP – School of Pharmacy; NAPLEX – North American Pharmacist Licensure Examination; MPJE – Multistate Pharmacy Jurisprudence Examination; PLACE – Program for Licensing Assessments for Colorado Educators; PRAXIS – Professional Assessment for Teachers)
Component 3A.8 Assessment of student learning extends to programs for continuing education.

The continuing and professional education programs offered by the university include undergraduate and graduate degrees, certificates, licensures, and noncredit professional development courses. All credit-bearing degree and certificate programs assess student-learning outcomes. Several schools, colleges, and academic support units offer noncredit courses for personal growth and development, including topics such as preparation for standardized tests (GRE, GMAT), project management techniques, and use of instructional technology. These are often offered in partnership with external organizations or companies (e.g., Systemation, eCollege, and the Center for Legal Studies). These courses have syllabi, objectives, and participant evaluations, and they usually include examinations or require other demonstrations of student achievement to complete.

Component 3A.9 Assessment activities have been extended into multiple educational experiences.

In many graduate and professional programs multiple teaching methods are used to foster learning. For example, many courses at all levels utilize active learning “clicker” technologies to poll the level of understanding of students during class presentations. In addition, in most graduate-level programs, students are not just given information during lectures, but are encouraged, and usually required, to find the answers on their own and become independent learners. Critical thinking and independent-learning skills are developed progressively throughout the many curricula using simulations and practice-based exercises.

Many of the university’s educational programs also involve research engagement, case studies, simulations and practica, field-research mentorships, or internships that utilize a variety of nonclassroom settings such as a laboratory, a clinic, a studio, or a P-12 classroom. Experiential learning is a process through which students develop knowledge, skills, and values from direct experiences outside traditional classroom lectures, discussions, and laboratory exercises. The university strongly believes in the contribution of experiential learning to the educational experience and has integrated the assessment of learning outcomes into experiential learning activities. Professional programs, such as teacher training or clinical programs, require that students acquire particular skills and/or proficiency in certain techniques. For some programs the educational experience is provided within a service-learning opportunity for which learning outcomes are established and a student’s performance is evaluated. Several examples include:

- In the School of Public Affairs all graduate students who have not had appropriate job experience must undertake internships. In addition,
all master of public administration and master of criminal justice students perform “capstone” projects in their final semester, which are typically performed for an outside client, often a government agency or a nonprofit organization that participates in the evaluation, feedback, and grading of the student’s performance.

- In the Colorado School of Public Health, master’s degree students are partnered with community health and voluntary agencies to experience public health action at the grass roots level. The school has developed evaluation tools for these experiential learning opportunities. For example, students participating in community-based practica maintain a log of experiences, regularly evaluate their progress toward competencies, and compare their assessment with that of the course director and community mentor.

- All programs in the School of Education and Human Development that result in state licensure or endorsement feature practica or internships in P-12 education or mental health settings. In the program that prepares new general education and special education teachers, teacher candidates are concurrently enrolled in university courses and do school-based internships from the beginning of the program through the end, accumulating a minimum of 800 hours of P-12 classroom experience.

- Students in the College of Architecture and Planning learn design skills through extensive design projects with real clients. Sometimes their designs are built, other times they help nonprofits envision design possibilities that are then taken to professional design firms for further evaluation. The Learning Landscapes program, for example, provides students with opportunities to develop their skills by designing innovative playgrounds and interacting with real clients.

- In the PharmD program each student is evaluated on their level of contribution throughout longitudinal cases through the use of a participation rubric. Furthermore, the comprehensive patient care course emphasizes self learning, as the course involves problem based learning and there are no didactic lectures.

In academic year 2009, 1,214 undergraduate and graduate students earned academic credit for participation in internships and practica. These activities are supervised, mentored, and evaluated experiences that help students test interests, develop new skills, and learn firsthand about the workplace in their field of study. All undergraduate students who perform their internships through the Experiential Learning Center must complete a learning agreement that outlines the internship description, academic assignments, and intended learning objectives of the experience. This document is signed by the student, faculty member, and employer prior to the commencement of the internship. At the end of the semester the faculty member assigns a grade based on the academic assignments and the employer’s evaluation. Students must also complete a pre- and post
assessment of their skills, and the Experiential Learning Center offers an online professional development discussion group to assist students in reflecting on their experience and thus deepen their learning. In the professional programs, student-learning assessments are based on documentation of competencies by formative and/or summative assessments and/or portfolios.

An example through which learning outcomes were integrated into an experiential learning opportunity was the participation of 10 University of Colorado Denver pre-health undergraduate students in a new six-week nurse assistant internship at Shalom Park Nursing Home during the summer 2009 semester. One of the primary goals of this internship was to acquire the patient contact hours required for admission to health career-related schools. In addition, the interns received training and instruction that made them eligible to take the certified nurse assistant Colorado State Board examination. All 10 students successfully passed their Colorado State Boards and are now qualified to be employed as certified nurse assistants at any health care facility in Colorado. The Shalom Park internship provided students a new avenue for paid employment within their field of study as they continued their education.

Students in the College of Architecture and Planning appointed an internship and mentorship coordinator, who was formerly a partner in one of the largest design firms in Denver, to solicit internship and mentorship opportunities from firms throughout Colorado. The coordinator matches student interests and skills with the needs of the participating design firms.

For educational programs that are not based in a formal classroom and do not undergo professional accreditation, establishing learning goals and monitoring outcomes can be challenging. Courses offered in the College of Arts and Media often fall into this category. The college has actively addressed the issues confronting assessment and found original ways to deal with it. For example, the previous syllabi for college courses were characterized as “content and rule driven.” Over the past few years College of Arts and Media faculty revised syllabi, course structures, and student tasks/products for each course and developed learning outcomes in the areas of knowledge, skills, and dispositions. The college hosted faculty workshops focused on developing a list of artifacts that could capture outcomes of programs, including curricular and co-curricular activities. All faculty were presented with artifacts—films, annotated texts, PowerPoint presentations, and annotated 2-D images created by their peers that captured course learning outcomes and served as a comprehensive evaluation of the program. The faculty also shared strategies for making artifact collection a seamless part of their respective courses and, importantly, to use their
students as the vehicles for artifact design and submission. Examples of these learning materials include a short film that captures students’ reflections on their growth as filmmakers in an upper-level film production course, with knowledge, skills, and dispositions embedded in the narrative. Another example is a film that captures a student’s musical performances and reflective commentaries. Another showcases how the student’s work with motion graphics resulted in engaging products.

All faculty contributed to an assessment rubric in the college, with additional input from students and alumni. This was used in assessing the artifacts for quality. Currently, most College of Arts and Media programs have implemented “capstone” experiences (e.g., portfolio reviews, culminating exhibitions, senior recitals, and thesis defenses). All programs review the rubrics used for these capstone experiences and refine them as needed. In addition, all programs explore, create, and implement a three-part assessment plan for each of the gateway, milestone, and capstone experiences, which includes student self-assessment, peer assessment, and faculty/mentor assessment components. Since gateway, milestone, and capstone experiences are linked to courses, artifact review helps determine programmatic development in these areas. For example, the music and entertainment industry studies program adopted rubrics for use by juries (comprised of a minimum of three faculty) in assessing end-of-semester performances by students and is also exploring the use of rubrics in its capstone experiences. Several programs also include student self- and peer-assessment. The theatre, film and video production bachelor of fine arts program capstone experience for third-year students was revamped, and rubrics were developed for this experience. Also, the senior thesis project is reviewed by a committee comprised of faculty and industry professionals. The bachelor of fine arts capstone experience in the Department of Visual Arts culminates in a public showcase that is reviewed by faculty and held at the Emmanuel Art Gallery on the Denver Campus. The assessment rubrics in all visual arts courses are still being refined but currently include self-, peer-, and faculty/mentor-assessment. Overall, the faculty believe that these assessment activities have been highly successful. For example, students in the recording arts program have produced outstanding multimedia portfolios.

A centerpiece of the College of Arts and Media assessment efforts is to shift the role of their website from a digital brochure to a digital gallery that not only publishes the syllabi and learning outcomes, but showcases research/creative work of students in every course, as well as the work of alumni whose careers have clear linkages to curricular and co-curricular work. This site also includes “wikis” so that multiple users may contribute to the evaluation of a single document or other work. The revamping of
the college’s website enabled assessment to become fully integrated across the college.

Comprehensive assessment of student-learning outcomes in PhD programs, particularly in the biomedical sciences, is still relatively uncommon. The university has extended such assessment into all of these programs (these are provided in the “Assessment” repository in the electronic resource room). Analysis of the first set of assessment data indicates that all the programs are meeting their overall goals. The learning objectives of these programs typically include successful design and interpretation of experiments, writing scientific papers, acquisition of professional skills required for an academic career, as well as discipline-specific learning objectives. These assessment processes will provide additional opportunities for measurement of student performance than was readily captured before in their programs.

The director of assessment supports assessment activities in areas other than academic programs. The director collaborated with the Center for Faculty Development on a grant from the Fund for the Improvement of Post-Secondary Education that digitally documents exemplary faculty practices with assessment rubrics11. Other collaborations include guiding the counseling center in revising its learning outcomes for psychotherapists-in-training; consulting with programs such as international education, experiential education, global education, the writing center, and the Denver transfer initiative on a variety of assessment-related topics; and collaborating with university faculty and administrators in co-authoring numerous scholarly articles on assessment.

Component 3B. The organization values and supports effective teaching.

As a learning-driven university, the University of Colorado Denver strives to empower its faculty with the responsibility to establish curricula. The university, along with its schools and colleges, evaluates teaching performance and offers both mentoring and instructional opportunities for faculty. The university provides the resources that create innovative learning environments and has numerous awards that recognize and honor outstanding teaching.

Component 3B.1 Faculty determine curricular content and instructional strategies.

Criterion 1 described that the laws of the Board of Regents assign faculty “the principal role for originating academic policy and standards, including initial authorization and direction of all courses, curricula, and degrees offered, admissions criteria, regulation of student academic conduct and activities, and determination of
In this component, the university looks further at this important point of policy, with an eye to the role the faculty plays in the development of curricula. Most curricula are established with a “bottom-up” approach in which individual faculty who serve as course and program directors devise the content of the curricula with their faculty colleagues; department chairs and deans provide oversight and ensure all necessary compliance.

For example in the College of Liberal Arts and Sciences, course proposals originating from faculty are forwarded to the educational policies and curriculum committee for review. In a few programs, for example, the EdD and teacher education programs in the School of Education and Human Development and the PharmD program in the School of Pharmacy, practitioners in the field also provide input on curriculum design (see also Component 4C). For many programs that are independently accredited, the knowledge, skills, and competencies required for licensure or meeting definite standards are defined by the professional accrediting agencies, however the faculty still maintain control over the structure and content of the curriculum and determine how the program and its faculty deliver the educational material.

The approval of new academic programs is a rigorous process and is described in the Board of Regents policy 4J. Proposals are initiated within an academic unit and are submitted to the provost’s office. The academic aspects of the proposals are examined and approved by the school or college that initiates the program, as well as the undergraduate or graduate council. Proposals that include post-baccalaureate programs require a review by an external expert in the field. In addition, the associate vice chancellor for academic affairs evaluates the proposal for relevance to the mission of the institution, whether it duplicates other offerings, and whether there are appropriate faculty to deliver the program. The proposal is also evaluated for enrollment projections, space required, and financial impact. After these steps are successfully completed, the proposal is forwarded for review by the provost, the chancellor, and then the University of Colorado president. When the proposal is deemed ready for consideration by the Board of Regents, the provost makes a formal presentation at a Board of Regents meeting. After approval by the Board of Regents, the Colorado Department of Higher Education examines and approves the program, based on how it aligns with the role and mission of the institution (see also Criteria 2 and 4).
Component 3B.2 The teaching responsibilities of faculty vary among the schools and colleges.

Faculty with teaching responsibilities include both tenure-track faculty (assistant professors, associate professors, and professors) and nontenure-track faculty (instructors, senior instructors, lecturers, clinical teaching track faculty, clinical faculty, research faculty, visiting professors, and adjunct and adjoint faculty). Tenure-track faculty receive competitive salary and benefits, annual merit increases (when possible), and are eligible for reappointment, tenure, and promotion. In contrast, nontenure track faculty at the Denver Campus who teach two or fewer courses per semester are paid per course and do not receive benefits. Some faculty at the Anschutz Medical Campus are unpaid volunteers who provide essential learning experiences for students, particularly students in the third and fourth years of the MD program.

The typical annual academic-year workload for faculty in the schools and colleges at the Denver Campus is presented in Table 6.4.

<table>
<thead>
<tr>
<th>School/College</th>
<th>Tenure Track</th>
<th>Instructor/Senior Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Media</td>
<td>4-5 courses</td>
<td>7-8 courses</td>
</tr>
<tr>
<td></td>
<td>(or 12-15 credits)</td>
<td>(or 21-24 credits)</td>
</tr>
<tr>
<td>Architecture and Planning</td>
<td>4 courses</td>
<td>6 courses</td>
</tr>
<tr>
<td>Education and Human Development</td>
<td>4 courses</td>
<td>7-8 courses</td>
</tr>
<tr>
<td></td>
<td>(or 11-13 credits)</td>
<td>(or 21-24 credit hours)</td>
</tr>
<tr>
<td>Engineering and Applied Science</td>
<td>4 courses</td>
<td>8 courses</td>
</tr>
<tr>
<td>Public Affairs</td>
<td>4 courses</td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>3-4 courses</td>
<td>7 courses</td>
</tr>
<tr>
<td>Liberal Arts and Sciences</td>
<td>4 courses</td>
<td>8-10 courses</td>
</tr>
</tbody>
</table>

The university’s last comprehensive analysis (academic year 2007-08) revealed that 80 percent of the full time faculty at the Denver Campus carried their typical “full load.” The 20 percent of full-time faculty who carried less than a full load were granted release time for academic administration (12 percent), research (3 percent), or sabbaticals (2 percent). Less than 4 percent of full-time faculty taught more than a full load.

At the Anschutz Medical Campus, the proportion of time a faculty member devotes to classroom teaching, clinical teaching, research, or clinical practice can vary dramatically between faculty and even among faculty within an individual department. The majority of tenure-track and clinical teaching-track faculty derive a substantial portion of their salary from either clinical earnings or research grants. Some faculty (both basic science and clinical) have significant teaching roles, which are paid for by general funds, whereas many faculty members devote the vast majority of their time to research or to their clinical responsibilities.
Clinical teachers in the School of Medicine, School of Dental Medicine, and the College of Nursing provide instruction in areas such as history-taking, physical examination skills, clinical decision-making, communicating with patients, and advanced clinical procedures. For example, in the College of Nursing, clinical teaching scholars are experienced nurses who are compensated jointly by the employing hospital and the college. The need of the health sciences schools for many clinical teachers and clinical teaching sites is fulfilled to a large extent by volunteer faculty (e.g., the School of Medicine has 2,646 unpaid volunteer faculty in addition to 2,183 full-time faculty), who provide learning opportunities for students while they are in the clinical phases of their programs.

At both campuses teaching activities can take multiple forms. Teaching can occur in classrooms, clinics, laboratories, online, P-12 schools, studios, and private sessions. Teaching may involve independent studies, internships and practica. A teacher may also be involved in academic advising and mentoring of students and/or supervising their research. Multidisciplinary programs such as the University Honors and Leadership Program incorporate team-teaching. No matter how they deliver their instructional material, faculty members spend considerable time developing and updating their courses and curricula, evaluating students, and assessing learning outcomes.

Component 3B.3 All instructional activities are performed by qualified faculty. As a result of recruitment and retention efforts, the University of Colorado Denver has a highly qualified teaching faculty as determined by the highest degrees earned and prior teaching and research experience. The procedures regarding the recruitment and hiring of faculty are outlined by regent laws and policies as well as University of Colorado Denver policy statements. Anecdotally there has been a positive impact of consolidation on recruitment of tenure-track faculty at the Denver Campus, and many candidates for faculty positions state that they were attracted to the University of Colorado Denver because of its dynamic and progressive campus with the added potential for collaboration with the Anschutz Medical Campus. The university offers competitive salary and start-up packages for new tenure-track faculty. The dollar amount of the start-up packages at the Denver Campus has dramatically increased in recent years. At the Anschutz Medical Campus, schools and colleges must offer competitive salaries to recruit and retain faculty who have the opportunity to pursue more lucrative salaries in private practice or industry settings.

While many faculty are recruited primarily on the basis of their ability to carry out noneducation related research or clinical work, in some schools and colleges the importance of the scholarship of teaching and learning is recognized and reflected in hiring practices. Scholarship of teaching and
learning faculty have been hired into tenure-track and clinical teaching-track positions. For example, the College of Liberal Arts and Sciences has hired tenure-track scholarship of teaching and learning faculty in the departments of chemistry, mathematics, physics, geography, and integrative biology and has developed areas of expertise in teacher development in the science, technology, engineering, and mathematics disciplines.

The university also has many senior instructors and instructors who serve as teaching faculty. In addition, the university hires lecturers, who in general are not long-term appointments, on an as-needed basis (temporary replacements for faculty who are on sabbatical or ill, to cover a shortage arising in an emergency situation, to provide specialized knowledge of a particular topic, and to bring real-world expertise and experiences to students in professional programs). Nontenure-track faculty usually participate fully in the life of the department (e.g., attend faculty meetings, vote on curricular issues, etc.) and have been further empowered by the formation of the University of Colorado Denver Association of Lecturers and Instructors\textsuperscript{10}.

At the Denver Campus, all tenure-track teaching faculty have completed a terminal degree and the majority (approximately 65 percent in the fall 2009 semester) of all undergraduate-level student credit hours are taught by either full time tenured/tenure-track faculty members, senior instructors, or instructors\textsuperscript{11}. Courses in the undergraduate core curriculum are taught by a variety of faculty, including both tenure-track and nontenure-track. Virtually all teaching and volunteer faculty in the schools and college at the Anschutz Medical Campus have completed the terminal degree (such as MD, DDS, PharmD, or PhD) determined by the discipline. This includes faculty who oversee doctoral education and conduct research appropriate to the program and degree.

The credentials of teaching faculty participating in a professionally accredited program are scrutinized by the agency as an integral part of their review. For example, the accrediting agency for programs in the Business School, the Association to Advance Collegiate Schools of Business, defines the required qualifications of the teaching faculty. Teaching faculty are academically qualified on the basis of their original academic preparation and their intellectual contributions in the last five years and professionally qualified on the basis of their professional specialty in the last five years.

As outlined above, many graduate programs, as well as several undergraduate programs, undergo specialized accreditation. Graduate programs that do not undergo professional accreditation are under the direction of the Graduate School, whose rules\textsuperscript{12} require that faculty who oversee graduate courses or
chair thesis committees must have an appointment in the Graduate School. Some of these programs, as well as some that undergo specialized accreditation, also include nontenure-track “professionals” among their teaching faculty, and all of the schools and colleges have their own criteria and processes for reviewing teaching faculty. For example, in the College of Architecture and Planning, most of the nontenure-track faculty have a terminal degree in their field, a portfolio of distinguished professional work, and are currently, or have recently been, in professional practice as architects, landscape architects, planners, and/or urban designers.

*Component 3B.4 The institution, as well as the schools, colleges, and departments, offers development and mentoring programs to faculty and teaching assistants to enhance their teaching skills.*

Faculty at the University of Colorado Denver have multiple opportunities to participate in additional training to further develop their teaching skills. These include courses, workshops, and other programs offered by the Center for Faculty Development and some schools and colleges (e.g., the School of Medicine’s Teaching Scholars Program and Academy of Medical Educators and the School of Dental Medicine’s faculty development office). The University of Colorado Denver also participates in the president’s teaching and learning collaborative, a University of Colorado program that supports the scholarship of teaching and learning by providing selected faculty small stipends, bi-semester meetings, coaches, and mentors in order to engage in pedagogical research. Since the program’s inception in 2006, 24 of the 57 participating faculty have come from the University of Colorado Denver. The director of the university’s Center for Faculty Development is a standing member of the president’s teaching and learning collaborative governing board.

In addition to workshops and seminars that assist faculty in improving their teaching skills, the Center for Faculty Development at the Denver Campus provides many other programs and activities, including:

- a teaching mentors program, in which faculty who have won a teaching award or who are known to have special expertise (e.g., teaching large lecture or small studio classes), mentor or instruct faculty on teaching techniques;
- classroom observations and individual consultations about teaching, preparation of dossiers for reappointment, tenure, promotion reviews, and other topics;
- new faculty orientation, held each fall (Denver Campus), as well as an online new faculty orientation, which includes overviews about the university and the students and guides for assessment for all new faculty, including lecturers, instructors, and senior instructors, and tenure-track faculty;
resources such as mini-courses, articles, and other forms of information on teaching and learning about topics such as assessment, communication, group learning and discussion, course management, educational technology, library and electronic resources, using technology to support learning, the scholarship of teaching and learning, and teaching diverse students;

- workshops on ways to convert traditional semester-long courses to the three-week Maymester format;
- workshops, seminars and symposia—together with CU Online, the center has delivered 188 workshops, seminars, and symposia for more than 2,100 faculty over the past five years;
- an annual competition for faculty development grants, which can be used for purposes related to teaching (e.g., intensive training seminars, support for the scholarship of teaching and learning projects, etc.);
- training for science lab teaching assistants each fall semester (in partnership with biology, chemistry, and physics faculty); and
- College Teaching 101 for PhD candidates, post-doctoral students, and new faculty.

Over the past five years, the Center for Faculty Development has sponsored 134 workshops and seminars at which the attendance ranged from 5 to 35 faculty. The evaluation data indicate that 81.4 percent of faculty rated these workshops as very useful or extremely useful. Some faculty also attend or deliver presentations at the annual Colorado Learning and Teaching with Technology Conference, which provides updates and best practices for developing technologies.

There is a strong culture of mentoring at the university. A University of Colorado administrative policy statement on faculty development and mentoring requires that mentoring opportunities be made available to all tenure-track faculty. The mentoring program offered by the Center for Faculty Development on the Denver Campus pairs tenure-track faculty with a senior colleague, typically someone from outside their department. Now in its fifth year, more than 70 percent of eligible faculty members are participating in the program. In addition to this centralized program, most departments, schools, colleges, and centers provide mentoring for their faculty that augments the centralized activities of the university. Most mentoring programs provide valuable information about teaching, as well as research opportunities, strategies to develop successful research programs, career advancement, and so on. For example, the research center in the School of Education and Human Development offers regular professional development opportunities, often focused on specific grant possibilities and research methodology for all interested faculty in the school. Some schools—such as Medicine, Dental Medicine, and Education and Human
Development—pair junior faculty with senior tenured or clinical faculty during their initial years.

In addition to providing teaching and mentoring resources to faculty, similar experiences are made available to teaching assistants in some academic units. In the College of Liberal Arts and Sciences, for example, both the English department and the mathematics and statistical sciences department annually provide training programs for new teaching assistants.

Component 3B.5 The university evaluates teaching and recognizes effective teaching.

The university recognizes high-quality teaching both through its review process and through its reward structures. Regent law\textsuperscript{27} requires that all faculty undergo an annual evaluation of their performance, and at the Denver Campus this involves peer evaluation based upon performance standards developed by each primary unit and consideration of the assigned workload.

At the Anschutz Medical Campus, the annual evaluation is performed by the department chairperson or division chief. In some schools, the teaching load of individual faculty is variable, and although all tenure/tenure-track faculty are expected to be involved in teaching, the extent to which their annual review is focused on teaching performance compared to research accomplishments or clinical duties is influenced by the nature of their workload.

The university’s reappointment, tenure, and promotion process\textsuperscript{28} allows faculty to be tenured and promoted to the rank of associate professor based on a record deemed to be at least meritorious in teaching, research/creative works, and service, with excellence required in either teaching or research/creative works. Promotion to the rank of professor requires overall excellence that is difficult to achieve without performing extremely well in the classroom or in other learning environments. In addition, the teaching activities of tenured faculty are also examined during promotion and tenure processes and during post-tenure review.

For annual merit evaluations, reappointment, tenure, and promotion reviews, and for post-tenure review, the assessment of a faculty member’s teaching performance always includes student evaluations through the faculty course questionnaires\textsuperscript{29} at the Denver Campus and through one of the online course evaluation systems (e.g., CoursEval\textsuperscript{30} or New Innovations) at the Anschutz Medical Campus. The student survey data and additional comments contained in the questionnaire and online evaluation analyses are augmented by other methods of evaluation such as peer observations, review of syllabli and teaching materials, and success of graduates. For example,
in the School of Pharmacy, faculty members are evaluated on their teaching abilities, communication skills, and effectiveness related to pharmacy education using student assessment, focus group comments, self-reflection, and peer-assessment of teaching. The peer teaching assessment system is an example of faculty mentoring that fosters quality teaching based on three validated teaching models: mastery teaching, clinical supervision, and cognitive coaching. Examination of this program four years after its inception suggested that the process is well-accepted and provides a positive experience for the participants. Faculty perceive that the quality of their teaching has improved and enjoy the opportunity to have structured discussions about teaching.

On the Denver Campus there are annual awards for Excellence in Teaching, Excellence in Research and Creative Activities, and Excellence in Service, based on nominations by the schools, colleges, and library. Selection is by committees comprised of the winners from the past two years. A new unit-level award for excellent contributions by nontenure-track faculty at the Denver Campus was instituted during the 2009-10 academic year, and a new award for Excellence in Mentoring will be launched during the 2010-11 academic year. At the Anschutz Medical Campus, there are two annual campus-level teaching awards—the President’s Excellence in Teaching Award and the Chancellor’s Teaching Recognition Award—given to faculty in each school and college. These awards are accompanied by stipends, and recognition is given during commencement ceremonies on the two campuses. The deans of many of the schools and colleges also provide awards to recognize excellence in teaching as determined by school or college committees.

The School of Medicine recently launched an academy of medical educators aimed at creating an environment that promotes and rewards teaching excellence and enhances the education of students, residents, fellows, faculty, and the community. Membership signifies outstanding contributions to the educational mission of the school; members are selected via a competitive process based on accomplishments in direct teaching, mentoring and advising, curriculum development, leadership in medical education, and educational scholarship and research. Awards are also given annually for excellence in direct teaching, curriculum development and innovation, educational administration and leadership, research or scholarship in education, and mentoring/advising. The academy also includes faculty development opportunities and a small grants program. The inaugural group of 20 members was announced in May 2010.

Each year the university community has the opportunity to nominate several of its best teacher/scholars for designation as University of Colorado
President’s Teaching Scholars\textsuperscript{16}, the highest recognition for excellence in teaching at the university and a lifetime appointment. Faculty who are selected attend several meetings and conferences with other president’s teaching scholars selected from throughout the University of Colorado system. These meetings provide a forum to promote innovative teaching practices, to educate faculty on the latest advances in teaching, and to exchange ideas and practices amongst other faculty who are recognized for teaching excellence. The teaching scholars serve as ambassadors for teaching and research; establish and develop individual, departmental, and campuswide projects in assessing classroom learning; integrate research into teaching; and often serve as mentors for other faculty members who aspire to become excellent teachers. Since its inception in 1989, 18 faculty from the University of Colorado Denver have been selected as president’s teaching scholars.

Component 3B.6 The university’s teaching practices incorporate innovations that enhance learning.

The university constantly seeks to improve the quality of the learning experience by developing new pedagogies for teaching. Many lectures incorporate the use of student response systems, more commonly known as clickers; the Office of Educational Support Services\textsuperscript{13} provides clicker support to Anschutz Medical Campus faculty and staff. Students on the Denver Campus purchase clickers at the Auraria bookstore, and faculty are supported by the Center for Faculty Development in terms of learning how to use them effectively.

Both the Center for Faculty Development\textsuperscript{13} and CU Online\textsuperscript{19} offer numerous workshops to faculty from both campuses on technology-related topics, such as the pedagogical uses of Web 2.0 tools. In fall 2009 the Center for Faculty Development, in collaboration with Center for Innovations in Training Technology, developed and launched an Internet-based syllabus tool that assists faculty (particularly nontenure-track faculty) in preparing syllabi that meet the requirements of the Denver Campus syllabus policy\textsuperscript{34}.

In addition, several schools and colleges offer grants that fund the development of innovative teaching practices. One example is the College of Liberal Arts and Sciences, which provides advanced curricula and teaching grants\textsuperscript{35} to help faculty develop and augment approaches to teaching and learning, infusing diversity into the curriculum and/or problem-focused learning. Another example is the School of Medicine’s teaching scholars program\textsuperscript{14}, in which the first nine months includes didactics on educational theory and educational scholarship, and the last nine months include mentored educational research.
The university has provided resources that have enabled faculty to incorporate technological advances into their teaching practices. For example:

- Faculty in the English department of the College of Liberal Arts and Sciences utilize image, sound, and video editing to improve writing techniques. Students are provided with digital environments as a means to project and then reflect on their use of language. They hear and see extraneous words, muddled syntax, and incomplete thoughts. When they revise their writing for audio or video formats, they show a stronger awareness of tone and word choice. As a consequence, their writing becomes more concise and the “voice” is stronger and more consistent.

- The College of Architecture and Planning has built prototyping labs for its students, where they can explore the latest technology for designing and building. The students design using the new generation of building information modeling software in which they create a complete 3-D model of buildings. They can study the energy demands of the building and test different building orientations and arrangements to optimize building performance.

- Students in the health sciences programs utilize the Center for Advancing Professional Excellence to simulate a clinical learning environment (see Component 3D).

The university has also expanded its online programs and courses to better serve students in rural areas of Colorado as well as nationally and internationally. For example:

- The School of Public Affairs developed the first fully online master of public administration program in the nation in 2000; it serves many students in rural Colorado, in other Rocky Mountain states, and in the military at widespread locations.

- The College of Nursing provides a number of its courses online to serve nursing students in rural areas throughout Colorado and the Rocky Mountain region.

- The global energy management master of science program offered by the Business School is a hybrid-online program that provides its courses live and online. Many of its students are business professionals who are employed full time. Students can download the lectures, speaker series, and group projects to a laptop, iPhone, or Blackberry.

Other examples of incorporating innovations into learning practices include:

- The School of Education and Human Development developed a digital literacy plan to increase the use of technology in a variety of teaching settings, including internships and practica. The plan enables education faculty to incorporate technologies into teaching practices and ensures that P-12 teachers and educators in their programs can use technology effectively.
The College of Arts and Media has used its website to facilitate a shift of emphasis from teaching to learning in its programs. The assessment of expected student-learning outcomes is transparent as the outcomes for each course are visible in the public domain of the web (see also Component 3A).

Development of accelerated full-time learning programs, such as the 11-month master of business administration program that enables students to immerse themselves in a program of study, including an international study abroad experience, to earn a master of business administration in just under a year.

Component 3C. The organization creates effective learning environments.

As an emergent university, the University of Colorado Denver strives to implement its mission to be a “diverse learning community” in many ways. This statement goes beyond an affirmation of creating an inclusive learning environment for all individuals; it also highlights that there are many environments other than a traditional classroom where students learn. This component describes some of the university’s experiential opportunities that are essential for student learning in its programs. As a collaborative university, it also has established several multi- or interdisciplinary and interprofessional programs and communities that facilitate exchanges among students of different backgrounds and experiences.

Component 3C.1 The university’s academic programs incorporate many different effective learning environments.

The university’s learning environments include traditional classrooms, small-group learning seminars, online education, research laboratories, practica, P-12 classrooms, health clinics, studios, performance sites, and a variety of experiential learning environments. Faculty have determined that this range of settings is needed to address the different learning outcomes required of students in the university’s broad spectrum of academic programs.

To provide students with opportunities to acquire and practice a variety of skills, as well as apply content knowledge, the university provides students in different programs with specific experiential and active-learning environments. Examples of this approach include:

- Student learning in architecture, landscape architecture, and urban design focuses on the design studio where students learn to translate material from lectures into design skills by receiving one-on-one tutorial advice from a skilled practitioner. This method is learner-based,
grounded in the active application of knowledge, and oriented to problem-solving in the real world.

- Students in the College of Arts and Media actively learn in a variety of settings, including recording and digital animation studios, photography and sculpture labs, live performance venues such as theatres and Black Box production studios, painting, drawing, and print-making studios, and computer labs.

- Students enrolled in the Business School, the School of Public Affairs, and Colorado School of Public Health programs engage in internships, practica, and other experiential learning with individuals or organizations in the business, civic, government, and nongovernment communities.

- Students in the sciences and engineering programs learn in specialty laboratories and by being involved in research collaborations with faculty.

- Teacher candidates in the School of Education and Human Development develop skills in classroom teaching through extensive experience in partner K-12 schools.

- Students in the clinical programs at the Anschutz Medical Campus learn clinical skills by training with faculty on campus and at clinics operated by clinical affiliates. In addition, almost 800 students (50 percent medical, 30 percent allied health, 20 percent nursing and physician assistant) are taught and mentored each year by 200 rural community preceptors and receive training at more than 100 rural sites within the Area Health Education Centers.

The university also has several distinct learning communities of both graduate and undergraduate students that foster inquiry-based learning. For example:

- the University Honors and Leadership Program\(^1\) involves small seminars in which enrollment is capped at 20 for students in the program to supplement and enrich their undergraduate experience;

- **learning** communities for undergraduate transfer students\(^2\);

- research clusters comprised of faculty and students in the School of Public Affairs with similar research interests in areas including comparative policy, nonprofit management, environmental policy and emergency management, and the public policy process; and

- the interprofessional student academic communities\(^3\) at the Anschutz Medical Campus.

As discussed in Criterion 4, there are many programs of excellence in research and creative works. These research-intensive environments creative effective learning environments for undergraduate and graduate students. Some programs have directly aligned their course offerings with their strengths in research. For example, the revamping of the master of
arts program in economics to align with the strengths of the Department of Economics in applied econometric research has significantly increased the program’s national profile and recognition as one of the nation’s top terminal master of arts programs.

Component 3C.2 Combined degrees, dual degrees, and interdisciplinary and interprofessional academic programs expand learning opportunities and prepare students for unique career paths.

As a collaborative university, educational offerings include providing undergraduate students appropriate combined courses or programs that prepare them for continued education in graduate-level programs. For example, the university recently established the combined bachelor of arts/bachelor of science-doctor of medicine, BA/BS-MD⁴, program that provides high school students from diverse backgrounds who are committed to serving the health care needs of Colorado the opportunity to “reserve” a seat in the School of Medicine. Selected undergraduate students enroll in a bachelor’s degree of choice, complete the sequence of required premedical course work, participate in clinical and research seminars, and, if they maintain a sufficient GPA and achieve a minimum score on the MCAT, they will enter the MD program.

The university has expanded and reconfigured its offerings of dual degree as well as inter- and multidisciplinary programs to break down the boundaries that can accompany discipline-specific education. Several of the dual degree programs include:

- the medical doctor degree combined with either a doctorate, a master of public health, or a master of business administration.
- joint master’s degree programs between schools and colleges, such as economics and finance offered by the College of Liberal Arts and Sciences and the Business School; a master of business administration from the Business School combined with either a master of architecture or master of urban and regional planning from the College of Architecture and Planning or a master of nursing from the College of Nursing; a master of public administration offered by the School of Public Affairs can also be combined with a master of urban and regional planning, a master of public health, or a master of arts in economics.
- joint master’s degree programs within a school or college, such as the College of Architecture and Planning which offers dual degree tracks for landscape architecture together with either architecture, planning, or urban design; a master of business administration can be combined with a master of science in different programs in the Business School.
- joint programs offered in collaboration with another university such as the medical doctor degree or master of public administration combined with a juris doctor degree from the University of Colorado.
Boulder Law School; a master of business administration and a master of international management degree offered in collaboration with the Garvin School of International Management.

- combined undergraduate and graduate degrees such as the bachelor’s and master’s in criminal justice and chemistry.
- teacher candidates in the School of Education and Human Development can undertake programs that lead to dual licensure such as general education and special education.

Individual programs may also have interdisciplinary curricula. For example:

- The university has established a program in bioengineering that provides opportunities for students to learn from individuals who have backgrounds in either biomedical sciences or engineering.
- The international studies interdisciplinary track within the master of social science degree applies the social sciences to identifying patterns and trends in international relations. Its areas of application include diplomacy; issues in international and nongovernmental foreign policy; international gender, environmental, and human rights issues; international law; cross-cultural communications; globalization; and the organizational and social structures through which different international entities struggle to build and maintain clear and effective relations.
- The master of science in environmental sciences program is one of the earliest interdisciplinary graduate programs at the Denver Campus and includes core classes in chemistry, biology, civil engineering, and geography.
- The University Honors and Leadership Program is completely multidisciplinary.
- The individually structured major is an interdisciplinary major involving three different departments based on an individual contract rather than a preset list of courses. Students have flexibility in designing their course of study, which affords liberal arts students an opportunity to pursue academic interests that cross traditional department or college boundaries. The individually structured major is attractive to students who have specific educational and career goals not satisfied with a traditional major or to students interested in a K-12 teaching career where breadth, more than depth, is valued, as with elementary education and secondary science licensure requirements. The global health program also provides interdisciplinary educational and research opportunities.
- The Colorado Clinical and Translational Science Institute provides funds for graduate students who are performing translational research under the direction of co-mentors with different expertise (e.g., PhD and MD).
**Interprofessional education**

In addition to interdisciplinary and articulated degree programs, the university has established a number of interprofessional programs. For example, the health professions programs at the Anschutz Medical Campus have developed a number of opportunities for their students to interact with each other through joint **learning** opportunities (see also Component 4C). This includes:

- a 10-week course in bioethics involving all health professions students on campus^12^;
- clinical **learning** experiences conducted within the Center for Advancing Professional Excellence^13^ during which students from several different programs (medicine, physician assistant, physical therapy, nursing, dental medicine, and pharmacy) train alongside others in interprofessional settings;
- participation in the student academic communities^3^, 11 of which have themes chosen by the students related to the health science professions. These communities and spaces in the educational buildings at the Anschutz Medical Campus foster interprofessional/interdisciplinary encounters among students from the different programs and schools. Students pursue their areas of interest and encourage volunteerism and service learning programs that complement their regular curriculum.

Faculty in the health professional programs recognized that health professionals work in teams and therefore that students would benefit from learning in team settings. Consequently, faculty at the Anschutz Medical Campus applied for, and in 2010 received, a grant from the Josiah Macy Foundation and the Colorado Health Foundation entitled “Realizing Educational Advancement for Collaborative Health.” This award will enable the school to establish, teach, and evaluate campuswide student competencies in teamwork, **collaborative** interprofessional practice, and quality and safety.

In the College of Architecture and Planning, students from the different design and planning disciplines undertake shared projects to learn how to work with different disciplines in professional practice. For example, architecture and landscape architecture students worked together in a design studio called “Rethinking Suburbia” in which the students in the landscape architecture program replaced typical cul-de-sacs in favor of clustered housing that freed up more open space in the neighborhood, and the architecture students then designed regionally appropriate cluster houses. In spring 2010, a team of architecture, landscape architecture, and urban and regional planning students worked on new ideas for development and transportation along the I-70 corridor through the Rocky Mountains.
Component 3C.3 Student learning is enriched through experiential learning that involves community-based experiences.

The university has established many different environments that provide a diversity of experiential learning opportunities for students on both campuses. At the Denver Campus the university leverages its urban location to provide internships\textsuperscript{14} and service-learning\textsuperscript{15} opportunities that can enhance students’ educational experiences. For example programs in the School of Public Affairs and the Business School benefit from the proximity of the university to the home of the Colorado State Legislature and the many businesses located in downtown Denver, respectively. Components 4A and 4B describe that providing students with opportunities to participate in research is an important tool for imparting a desire for lifelong learning. All internships occur within a learning-driven approach that incorporates outcomes assessment. For example, all internships and practica in the School of Education and Human Development are tied to performance-based assessment and students who, on the basis of these assessments, are considered to be inappropriate for that particular program are counseled to consider other programs. Similarly the master of public health program evaluates student performance and learning in all practicum experiences. In addition, student performance in many of the practical clinical learning opportunities in the health professional programs at the Anschutz Medical Campus are competency based and evaluated as part of the curriculum.

Experiential learning and community-based experiences at the university are not limited to these examples. The university provides several types of opportunities for students to enhance their learning experience. Specifically, students may participate in research and creative projects, internships, cooperative education programs, and service-learning opportunities. Each of these are described below.

Undergraduate research and creative activities involve collaborations between students and faculty members in which undergraduate students participate in the research endeavors of the faculty or explore a creative activity of common interest. Research and creative projects involve inquiry, design, investigation, and discovery and take place in a variety of settings including science labs, field sites, and studios. Students from all disciplines engage in scholarly research and creative activities. As outlined in Criterion 4, there are several programs such as the Undergraduate Research Opportunities Program\textsuperscript{16} and the University Honors and Leadership Student Research Fellows Program\textsuperscript{17} that match students with faculty mentors and provide students with research opportunities.

Internships integrate academic learning with practical work experience in a professional environment. They are supervised, mentored, and
evaluated experiences that develop and test a student’s interests and enable him/her to develop new skills and learn firsthand about the workplace in their field of study. Internships are either paid or unpaid work experiences for which a student earns academic credits and are intentionally designed to integrate the academic program with a position in the career field or area of interest. For example, the College of Architecture has established partnerships with firms and agencies in the Denver area to offer internships for academic credit. The main objectives of the program are to immerse students in their chosen field and to facilitate the networking process.

Co-ops are paid practical work experiences related to the student’s field of study that complement their academic training and promote their career development. In these educational experiences, students do not earn academic credit; rather they benefit from the work experience as well as the networking opportunities. In some schools and colleges, especially in the School of Education and Human Development, students earn AmeriCorps awards for the unpaid work performed in internships.

Service learning is a credit-bearing educational experience in which students connect concepts in the classroom and participate in an organized activity that meets community needs. By participating in service learning, students gain further understanding of the course content and a broader appreciation of the discipline. For example, students in the College of Architecture and Planning engage in extensive service learning to develop and practice their design skills by undertaking real-world design and planning problems, such as working with several nonprofit organizations to develop plans for a downtown public market and community education center in Fort Collins, Colorado, and a central park/municipal complex in downtown Boulder, Colorado. Another example is in the School of Dental Medicine, whose students in their final year spend up to 100 days in community service learning environments.

Volunteering provides noncredit opportunities for community service and personal growth. Many students who participate in service learning and volunteering have expressed their satisfaction in testimonials such as, “Volunteering really makes me feel like I’m making a difference in more peoples’ lives, not just my own, so it gives me a sense of respect of myself and others…” and “Service to the community may, in fact, be the greatest life lesson in existence. Contentment, simplicity, and joy are able to be found in places before undiscovered…”

Component 3C.4 The university is expanding the geographical reach of its learning opportunities to provide students with learning opportunities in international settings.

The expansion of the Office of International Affairs and the existence of the Center for Global Health have created opportunities for students to incorporate a more global perspective into their learning experiences.
These opportunities include summer abroad, exchanges, study at the International College in Beijing, and field schools. The Office of International Affairs has a network of study abroad programs, international internships, and service-learning opportunities throughout the world and assists students looking for an independent study abroad experience in more than 80 countries. Graduate, professional, and undergraduate students from both campuses who conduct international research also benefit from the assistance of the office.

Some examples of global education experiences (see also Criterion 4) include the following:

- A Maymester course, “London Calling: Global Sports and Entertainment Management”\(^\text{21}\), is offered by the Business School with the support of the sports and entertainment advisory council, which enables graduate students access to global organizations including Molson Coors football sponsorship, All England Lawn Tennis Club/Wimbledon, and the BBC.

- The Center for International Business Education and Research\(^\text{22}\) supports organized faculty study tours to various international locations, including China, India, and Eastern Europe. Faculty learn business practices by visiting companies, and they meet with faculty colleagues to share teaching practices.

- The University Honors and Leadership Program has established a new (beginning in academic year 2010-11) global educational initiative consisting of three experiences: a semester of intensive foreign language (Spanish, French, German, and Chinese) taught on the Denver Campus; a course on the history, culture, peoples, and place in the modern world of the country/region/people associated with the language studied; and a Maymester abroad in an area of the world that fits with the other two experiences.

- In the College of Architecture and Planning, many students gain further experience by working abroad or by working for firms that are undertaking projects abroad. In the last few years, the college has had summer study abroad programs in Finland, France, Turkey, China, and Italy. The college is also building more permanent relationships with international universities. For example, the College of Architecture and Planning is helping one of the first ever women’s colleges in Saudi Arabia, Dar Al Hekma\(^\text{23}\), to implement a new bachelor of architecture degree. In fall 2009, college architecture students partnered with the Dar Al Hekma students to design affordable housing for Jeddah, and each team worked on its joint design through electronic sharing of files between the two countries. The architecture department is developing an exchange between University of Colorado Denver and Tongji University\(^\text{24}\) in Shanghai, China, that includes an internship in the opposite city with an internationally renowned architecture firm with offices in both Denver and Shanghai.
The university **collaborates** with the China Agricultural University in Haidian, Beijing, to offer degrees in economics and communication at the International College of Beijing. The first year of the program is organized primarily by the Chinese Agricultural University and includes intensive education in English as a second language. After the first year, qualified students are accepted into the University of Colorado Denver as degree-seeking students. These students either enroll for courses at the International College of Beijing taught by University of Colorado Denver faculty or they travel to Denver and take courses at the University of Colorado Denver. The entering class size is about 100-125 students. This year five students from the College of Liberal Arts and Sciences are spending a year in Beijing where they will continue to further their studies.

In addition to the students from the International College of Beijing, the university has a number of programs that attract international students. For example, the College of Architecture and Planning currently has 39 degree-seeking international students from a dozen countries. In addition, the Department of Urban and Regional Planning annually brings in a cohort of employees from the Seoul Metropolitan Government, who undertake a master of urban and regional planning focused on sustainable planning. Similarly, the College of Nursing **collaborates** with several Japanese universities (in particular the Yamagata Prefectural University of Health Sciences) that send groups of students to the University of Colorado Denver to attend lectures and presentations and to interact with College of Nursing students and faculty in various health care settings.

The School of Public Affairs has agreements with the National Ministry of Korea, Metropolitan Seoul, and the Korean Defense Institute that enables Korean students, mostly mid-career professionals, to pursue a master of public administration; currently approximately 30 students are enrolled in this program.

**Continuing and professional education**

Most colleges and schools offer continuing and professional education programs, including complete degree programs, certificate/certification/licensure programs, professional development programs, pre-collegiate outreach programs, and personal enrichment courses. These offerings cater not only to students in remote locations, but also to individuals in professions that require continuing education as well as lifelong learners seeking further intellectual growth. The credit programs include several undergraduate and graduate degrees, certificates, licensures, workshops, and global education experiences.
The noncredit offerings include programs and courses for professional development and personal enrichment. The noncredit programs offered for professional development include programs in continuing medical education\(^{27}\), continuing pharmacy education\(^{28}\), and continuing dental education\(^{29}\). Most of the professional education programs are accredited by external accreditation agencies designated by the professional community. These programs include:

- the School of Dental Medicine that provides continuing dental education recognized by the Continuing Education Recognition Program of the American Dental Association;
- the School of Medicine that provides continuing medical education accredited by the Accreditation Council for Continuing Medical Education;
- the School of Pharmacy that provides continuing pharmacy education accredited by the Accreditation Council for Pharmacy Education;
- the School of Public Affairs that offers a certified public manager program accredited by National Certified Public Manager Consortium (see “Specialized Accreditations” repository in online resource room);
- the College of Nursing that offers instruction in Spanish health care terminology and test (GRE) preparation and review (NCLEX) courses\(^{30}\); and
- in collaboration with the Center for Legal Studies\(^{31}\), the College of Liberal Arts and Sciences offers certificate and test preparation programs.

Component 3C.5 Learning communities have been established to enhance the student academic experience.

The provision of student housing to offer a traditional student experience at the Denver Campus is relatively new, but it is a component of the strategy to attract more freshman and international students. The housing also provides a living environment in which students with similar backgrounds or interests can form informal support and study groups to facilitate learning. The development of student housing is associated with an increase in student retention; the retention rate of first-time freshmen who live in Campus Village (student housing complex on the Denver Campus) is almost 10 percent greater than the rate for freshmen who do not live in Campus Village\(^{32}\). A survey conducted in December 2009 reported that overall satisfaction of students with the living environment at the University of Colorado Denver had increased by almost 20 percent\(^{33}\). A number of living and learning communities, as well as common academic themes for students living on the same floor of the building, have been established.
Learning communities comprised of transfer students with similar backgrounds (e.g., students in the liberal arts who transferred from the Community College of Denver) have been established to assist transfer students assimilate into the University of Colorado Denver community. The Denver Transfer Initiative34 established the transfer success center in 2007 to provide support for Hispanic/first-generation students who transfer from Community College of Denver to University of Colorado Denver. In the past three years, this transfer rate of students has increased by approximately 35 percent, and the retention rate of Denver transfer initiative students is 83 percent.35 Students who participate in the transfer seminar course conducted by the Business School (MGMT 3111) have a 92 percent retention rate after two semesters at the University of Colorado Denver. In summer 2010, the chemistry department offered a science research transfer seminar course for science and engineering students.

The University Honors and Leadership Program is a university-wide undergraduate honors program that offers both a traditional academic honors curriculum and an honors program in leadership studies. The program offers exceptional, highly motivated students many of the benefits found in a small liberal arts college along with opportunities available at a major research university. It provides small class sizes (less than 20 students) that promote close relationships with professors and fellow students and a stimulating intellectual environment that nurtures excellence. The interdisciplinary university honors and leadership curriculum is taught by some of the university’s best known teaching faculty and rewards intellectual curiosity and promotes lifelong learning. The program offers students the choice to focus on academic excellence in the honors track or on leadership education in the leadership track. Students move through the program in cohorts that simultaneously promote community, teamwork, and individual initiative. In its first two years, the retention of freshman to sophomore students was greater than 92 percent (compared to 71 to 73 percent for the non-university honors and leadership student group). To expand the access to its honors program the university is considering a second university-wide honors program that will accommodate 500 to 900 students, utilize existing courses, and include transfer students.

Component 3C.6 The university has established a range of educational and support programs to enhance the learning environment for all students and to improve retention and graduation rates. The retention rate of first-year students (71-73 percent from 2003-2007) is in the range of the university’s peer institutions and that established by the Board of Regents and the Colorado Commission on Higher Education performance contract36 (72 percent).
Although the university is essentially meeting this expectation, it still aims to increase the retention rate of students at the end of their freshman year through some of the programs described below.

The four- and six-year graduation rates for undergraduate students are currently lower than the university seeks to achieve.

### Table 6.5

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Enroll 2nd Fall</th>
<th>Enroll 3rd fall</th>
<th>Enroll 4th fall</th>
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<td>1998</td>
<td>67.5</td>
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<tr>
<td>1999</td>
<td>70.3</td>
<td>57.5</td>
<td>50.2</td>
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<tr>
<td>2000</td>
<td>68.3</td>
<td>53.4</td>
<td>46.4</td>
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<tr>
<td>2001</td>
<td>68.1</td>
<td>55.9</td>
<td>50.8</td>
</tr>
<tr>
<td>2002</td>
<td>65.9</td>
<td>56.0</td>
<td>49.0</td>
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<tr>
<td>2003</td>
<td>73.1</td>
<td>58.3</td>
<td>52.4</td>
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<tr>
<td>2004</td>
<td>71.1</td>
<td>58.0</td>
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<tr>
<td>2005</td>
<td>71.1</td>
<td>56.9</td>
<td>49.5</td>
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<tr>
<td>2006</td>
<td>72.0</td>
<td>59.5</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>70.8</td>
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### Table 6.6

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<td>Four-year graduation rate</td>
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<td>15</td>
<td>13</td>
<td>14</td>
<td>16</td>
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<td>Six-year graduation rate</td>
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These statistics apply only to students who enter University of Colorado Denver as first-time freshmen. The Colorado Commission on Higher Education performance contract sets a target of 42 percent for the six-year graduation rate by 2016. In fall 2009 the university’s undergraduate student population at the Denver Campus was enriched with students who had two characteristics that are typically viewed as “at risk” for failing to complete their intended degree: (i) 38 percent came from families in which the parents did not receive a four-year degree; and (ii) 29 percent received PELL grants. Compared to other urban universities, the University of Colorado Denver has proportionally more transfer students. Data obtained from the 2010 National Survey on Student Engagement indicate that freshman and senior students are engaged in more hours of outside employment than students at other peer campuses (i.e., University of Colorado Denver has the lowest percentage of students reporting no hours per week worked off-campus), and although at the time of their enrollment more than 80 percent of freshmen are attending full time, by their senior year, less than 60 percent of undergraduate
students are full time. The university has attempted to mitigate the effect on students, who for financial reasons can only attend part time, by introducing several offices that offer student support, including financial support (see below).

As also discussed in Criterion 2, the institution employs several strategies to assist undergraduate students who are struggling academically, with the ultimate goal to increase student retention rates, particularly in the first year. These initiatives and programs include:

- revamping the undergraduate general education core curriculum (Component 3A);
- establishing learning-living communities (Component 3C);
- providing supplemental instruction in biology, chemistry, and physics;
- implementing placement tests for incoming first-year students in math and English that resulted in an increase in GPA and a decrease in grades of D, F, or withdraw;
- establishing a first-year seminar series;  
- expanding student support through the Learning Resource Center;  
- reorganizing advising for first-year students;
- introducing the Early Alert program;
- establish the Writing Center and the Math Education Resource Center; and
- providing additional student services at both campuses.

The effectiveness of these services is measured by analyzing their effect on student retention and performance, such as GPA, as well as using student surveys conducted either by the center or by the institution (e.g., surveys such as the National Survey on Student Engagement). For example, data on course grades as well as the rate of students who obtain a D/F or withdraw indicate a striking drop (from 40 percent to 16 percent in biology and 26 percent to 17 percent in chemistry) among students who attend three or more sessions of supplemental instruction. The students who attend supplemental instruction also had significantly better GPAs than students who did not attend (for example 2.78 compared to 2.22 for students who attended the sessions in biology). In addition, surveys conducted by the Learning Resource Center indicate that their programs in supplemental instruction are extremely valued by students who participate. For example, in a recent survey, more than 95 percent of respondents indicated that the sessions were very helpful (4 or 5 on a 1-5 scale); more than 94 percent of respondents indicated that the study skills they learned were helpful in other classes; and more than 97 percent of respondents indicated that they would like to see supplemental instruction sessions offered in other courses.

“The University of Colorado Denver has opened its community to me and has supported me through many of its programs, services, and clubs on campus. The Educational Opportunities and Programs Office, the Office of Student Life, Society of Hispanic Professional Engineers, the Hispanic Scholarship Fund Scholar Chapter, and the Counseling Center have all offered me support during some of the hardest times during my college career and have made me feel like I belong on campus.”

Beatriz Salazar (student)
The First-Year Seminar Program is designed to serve as a first step in a student’s academic career by establishing a solid footing in the university community. The program conveys and establishes high expectations for rigorous academic engagement; provides students with the opportunity to connect with academic units and the disciplines they represent; establishes a sense of community on campus and in downtown Denver; and encourages students to become engaged in campus life. The faculty course questionnaires from the past two years indicate a high level of student satisfaction with both the instructors and the course. For fall 2010, 375 entering freshmen (37 percent of entering class) elected to participate in the First-Year Seminar Program. Assessment of the First-Year Seminar Program is ongoing and has directed several curricular modifications around academic content and academic skills.

Early Alert seeks to increase student academic success; improve student persistence and graduation rates; increase communication between students, faculty, and academic advisors; and increase student utilization of student service offices. Early Alert is a web-based system that asks faculty to identify early (fifth week) in the semester, undergraduate students in all years who have issues of concern related to academic performance, class participation, and/or behavioral problems. Students identified by faculty are contacted by academic advisors and are directed to various student support offices for assistance. Providing intervention assistance early in the semester is very important for enhancing undergraduate student retention and graduation rates. The Early Alert system includes data on the number of faculty participating, the number of students alerted, the number of students contacted, the number of students responding, and the number of students referred to support offices. For fall 2010, faculty created 1,631 alerts for 1,404 undergraduate students, indicating that approximately 15 percent of undergraduate students need some assistance early in the semester. Early Alert assessment data indicate alerted students who participate in referrals avoid academic probation and the importance of strong student service offices, especially tutoring.

The Office of Undergraduate Experiences promotes access for all undergraduate students to high-quality and innovative programs, and it seeks to improve the recruitment and retention of undergraduate students. It also serves and engages undergraduate students by coordinating programs between academic and student affairs and sponsoring an annual campuswide symposium on issues pertinent to undergraduate students, curriculum, faculty, and staff. The day-long symposium includes a keynote speaker who has a national and international reputation, participant dialogue, and a wrap-up report by the provost. Previous speakers and topics include:
2005  Richard Light  Student Assessment and the Undergraduate Curriculum
2006  John Gardner  Enriching the Undergraduate Experience in a Research University
2007  Eugene Alpert  Experiential Learning in the Undergraduate Curriculum
Mary Crowe
Lynn Montrose
2008  R. Eugene Rice  Changing Roles of Faculty: Scholarship, Rewards, and Responsibilities
2009  Scott Evenbeck  Foundations of Excellence
2010  Jillian Kinzie  The Promise of High-Impact Retention Practices

These annual symposia have resulted in campus discussions across traditional student affairs and academic affairs boundaries; improved and new retention program for first-year students; budget prioritization for undergraduate student programs; faculty and staff involvement with the National Society for Experiential Education workshops; and continuing dialogue on the broad subject of faculty rewards and responsibilities.

Foundations of excellence

Considerable evidence obtained at multiple universities has indicated the importance of the first-year experience in influencing the integration and retention of students. The university’s Office of Undergraduate Experiences, together with the John N. Gardner Institute, embarked upon a study (the “Foundations of Excellence”) to evaluate the beginning college experience for both first year and transfer students.

Component 3C.7 The university provides academic advising opportunities to all students that promote student success.
Student advising is provided for the academic needs of all students.

Advising and academic support programs for undergraduate students

The advising ‘model’ used by University of Colorado Denver is best described as a decentralized, shared model based on National Academic Advising Association nomenclature, in that academic advising is performed by the school/college and mostly shared between professional staff and faculty advisors. All new students are required to meet with an academic advisor prior to registration for classes to evaluate academic credits earned through high school programs and through the transfer of college credits. The needs of incoming freshmen for a large amount of information encourages a prescriptive model for advising, whereas upper-division students utilize academic advisors more in a consulting or developmental advising role. Undergraduate students in business, engineering, education, and nursing have strict requirements for eligibility for licensure that depends on a mixed prescriptive and development advising model. Professional staff undergraduate advisors at the University of Colorado Denver encourage

FOUN DATIONS OF EXCELLENCE

The university participated in Foundations of Excellence® during the 2008-09 academic year. The Foundations of Excellence process examines and assesses current academic and support programs for entering first-year students. The final report developed from the process becomes the basis for an action plan to implement recommendations required to attain excellence in the first year of college at the University of Colorado Denver. While the process focuses on first-year students, many of the recommendations can be applied to all undergraduates.

The final report relied heavily on the results and recommendations from nine dimension committees and a steering committee of 75 university students, faculty, staff, and administrators. The process included two electronic surveys: a staff/faculty survey sent to 1,500 people with a 50 percent response rate, and a student survey sent to 2,100 freshmen with a 12 percent response rate. Individual dimension committees supplemented survey results with interviews, group discussions, and focus group discussions. The final report contains several positive messages and also provides opportunities for improved student success.
developmental advising to promote student self-sufficiency. In addition to helping undergraduate students with course selection and graduation requirements, professional staff advisors participate in orientation of new students, first-year seminars, English and mathematics placement, convocation, probation/suspension, and school/college committees. All university advising offices that support undergraduate students serve as a point of contact for academic and nonacademic issues, and evaluate student issues for proper referral to support offices.

There is some degree of centralization within this University of Colorado Denver advising model. The Academic Success and Advising Center\textsuperscript{49} works with undeclared majors, pre-engineering students, and pre-business students who do not easily fit the decentralized university model. In addition, the undergraduate advising offices now employ a common set of academic criteria for probation/suspension\textsuperscript{50}, including a student success program jointly developed for all Denver Campus schools/colleges. The Denver Campus maintains pre-professional advising for medicine, allied health, and law programs. The College of Liberal Arts and Sciences and the School of Education and Human Development provide joint financial support for an advisor who focuses on the needs of undergraduates who are interested in becoming teachers. University of Colorado Denver academic advisors routinely attend and present at regional and national advising conferences on advising models, probation/suspension, role of advising in student retention, and the utilization of Early Alert.

The developmental advising model used in the College of Nursing for the bachelor of science program in nursing includes a series of academic advising sessions presented by faculty and guest resource speakers who cover a variety of relevant topics of interest and importance for academic progression and preparation for transition into practice. The sessions are held face-to-face and are also taped using \textsc{PanoTo}\textsuperscript{51}, providing access via the Internet for individuals who could not attend. A case-management approach is helpful in supporting progression and graduation for students on individual program plans and for RNs returning to complete the bachelor’s degree after completing a two-year associate degree in nursing. Evaluation of student satisfaction with the undergraduate advising program is completed collaboratively with the evaluation center in the School of Education and Human Development\textsuperscript{52} to assure student feedback is incorporated for continuous quality improvement. The director of the bachelor of science program, as well as several faculty members who are active, practicing nurses, serve as student advisors and often as mentors to students.

Advising and academic support programs for graduate students

Academic advising and support for graduate students is generally
decentralized as a function of the program, department, or school or college. The student services center in the School of Education and Human Development provides advising by professional staff to about 2,000 students in the school’s numerous academic programs. While faculty provide career advising, the coordinator, four advisors, and support staff of the center provide technical advising for multiple programs and for all paperwork and file preparation related to admission, graduation, and application for Colorado Department of Education licenses and endorsements.

For doctoral or for master’s graduate students who write a thesis, the major learning vehicle is research performed under the supervision of faculty advisors. In some programs this supervision is very active and involves almost daily conversations between the student and mentor. In most PhD graduate programs, a student is advised primarily by a faculty mentor together with an advisory committee. These advisory committees provide a supportive yet intellectually challenging environment by meeting periodically to review the progress of the student’s research and provide suggestions with regard to other potential research directions.

In addition to the academic support provided by the school, college, or program, some of the offices and units that provide services to faculty or to undergraduate students are also available to graduate students. For example the Center for Faculty Development provides workshops and professional development opportunities for the acquisition of teaching and other skills that are required to succeed in academic environments.

Component 3C.8 The university provides resources for a range of programs that support all students.

Many of the resources and programs established by the Office of Student Affairs support the educational environment and impact undergraduate and graduate student learning and wellness. These services can be grouped together by common themes and are described below.

University life

- The University of Colorado Denver Student and Community Counseling Center provides mental health counseling services to the student body at the Denver Campus as well as the Denver metro community. In the past year, the center conducted 5,135 sessions with 1,050 individuals (601 (57 percent) university students and 449 (43 percent) Denver Public School Students or community members).
- The Office of Community Standards and Wellness serves as a resource for the Denver Campus through its efforts to meet the developmental and educational needs of students related to community expectations, civility, and respect for self and others. It functions to
support community members with conflict management and resolution and by responding to inappropriate and threatening behaviors. It also provides student-centered educational services, which promote personal development and individual responsibility.

- **Campus Recreation at Auraria** provides fitness, health, leadership, and recreational sports to students, faculty, staff, alumni, and guests of the Auraria Campus. Students enrolled at the Anschutz Medical Campus can access the Auraria recreational sports facilities for a small fee.

- **The Tivoli Student Union** on the Auraria Campus provides a variety of programs, services, and activities to meet the needs of the students, faculty, staff, alumni, and guests of the university.

- **The Office of Student Life** offers a host of student activities, leadership, and service opportunities through the sponsorship of programs and events, including leadership conferences and workshops, the peer advocate leaders program, the distinguished lecture series, lunch with makers, “hot topics” current events series, “rap sessions” multicultural series, gig series, open mic nights, fall and spring festivals, student government, student organizations, student programming board, student newspaper, and student health insurance.

- **Student clubs and organizations** at the Denver Campus include more than 100 student organizations, such as student government, intramural sports and athletics, honor societies, professional organizations, and faith-based groups. During the 2008-09 year, student life presented 183 programs with 13,719 attendees. Of those attendees surveyed, 87 percent surveyed believe these events are related to their overall education. At the Anschutz Medical Campus there are 69 student organizations and interest groups centered on an academic and professional interests that include students from all of the schools and colleges.

**Student success**

- The **Office of Disability Resources and Services** provides assistance to qualified students with disabilities and coordinates reasonable accommodations to provide students equal access to the institution’s programs, activities, and services. Accommodations may include assistance in identifying volunteer note takers, alternative testing (extra time, scribe, reader), textbooks in alternate format (Braille, enlarged, audiotape), priority registration, interpreters, and referral to the access center.

- The **Academic Success and Advising Center** provides academic advising for undeclared undergraduate students and for students seeking to transfer. The center is actively engaged in orientation programs, Early Alert, degree audit, and remediation tracking.
The Student Assistance Office at the Anschutz Medical Campus provides many services including organization and assistance with interdisciplinary student governance, the student academic communities, advising, learning assistance and tutoring services, housing and child care resources, and coordination of intramural sports.

Tutoring services for students at the Anschutz Medical Campus who are identified as ‘failing/in danger of failing’ by faculty and/or by student affairs offices are referred to the center. These students are given tutors and are instructed on how to utilize the other resources for students. During fiscal year 2008-09, approximately 130 students received individual or group tutoring.

The Learning Resource Center on the Denver Campus provides students with help in managing class assignments, assistance with learning study skills, offers group and individual tutoring, and offers supplemental instruction with tutors who are engaged in a nationally certified program. The center serves as a resource for Early Alert referrals and provides trained tutors for tutoring done at Campus Village. English as a second language support is offered for oral presentation, conversation, and writing skills.

The Career Center on the Denver Campus offers a full array of services to assist and guide students with understanding and leveraging their skills, personality, values, and interests as they choose an academic major and determine a career direction. Services include job search and strategies, resume development and writing, practice interviews, and salary negotiation. Students are encouraged to participate in career-related programs and services to plan their careers and gain the skills and experiences they need to graduate successfully. For employers, the Career Center offers many employment programs and services, including online job posting, resume referrals, on-campus interviewing, career fairs, employer presentations, and networking events.

The Career Center at the Anschutz Medical Campus offers programs and services that facilitate students’ career development, preparation, and successful transition from college to career. The current programs provide assistance with preparing resumes and cover letter reviews, as well as developing and strengthening job search and interviewing skills. They also provide access to job-searching databases and professional development resources.

Career centers in schools and colleges: Some schools and colleges, notably the School of Education and Human Development and the Business School, provide offices for career counseling. The graduate career connection at the Business School has strategic partnerships with employers that facilitate direct connections for students with major employers for jobs and internships.
The TRIO Student Support Services\textsuperscript{67} is a federally funded project targeted to first-generation, low-income students and students with disabilities, and provides services such as advocacy, peer, and professional mentoring; tutoring; advising; and scholarship and financial aid application assistance. Data on retention rates indicate that students in this program have higher rates of retention\textsuperscript{68}.

The Office of Veteran Student Services\textsuperscript{69} assists eligible veterans and dependent students seeking a postsecondary education or university students who wish to utilize Veterans Administration educational benefits. This office assists students with filling out paperwork and in solving problems associated with the receipt of Veterans Administration related educational benefits. The office maintains proper certification for eligible students to ensure that each student meets Veterans Administration requirements for attendance, course load and content, and other regulations necessary to receive educational benefits payments. In addition, the office provides Veterans Administration vocational rehabilitation referrals, information on Veterans Administration tutorial assistance, and Veterans Administration work/study positions for qualified veterans.

Student financial services

- The student employment office\textsuperscript{70} (work study) assists students in finding meaningful work experiences while complementing their college and career goals. Work-study is part of a student’s financial aid package in addition to, or instead of, grants and loans.
- The Financial Aid Office\textsuperscript{71} is the source for information on financial aid, scholarships, and student employment.
- The Student Loan Office\textsuperscript{72} assists students to learn about debt options.

Enrollment management

- The Scholarship/Resource Office\textsuperscript{73} provides information about scholarships and offers guidance in the scholarship application process.
- The Pre-Collegiate Middle School Academic Program\textsuperscript{74} is an academic enhancement program. The program is designed to adequately prepare first-generation, college-bound students (neither of whose natural or adoptive parent(s) received a baccalaureate degree) in grades seven and eight to enroll in a college preparatory curriculum and successfully complete secondary education. The program serves as a precursor to the Pre-Collegiate Development Program for high school students.
- The Pre-Collegiate Development Program\textsuperscript{75} on the Denver Campus was established in January 1988. The program’s objective is to motivate and prepare first-generation, college-bound students (neither of whose natural or adoptive parent(s) received a baccalaureate degree) in grades nine through 12, who attend Denver-area high
schools, to successfully complete high school on a timely basis and possess the necessary skills to successfully enter and graduate from a college or university of their choice.

- **The Pre-Collegiate Health Careers Program** on the Anschutz Medical Campus is an academic, enrichment, and support program. The program is designed to motivate first-generation, college-bound students (neither of whose natural or adoptive parent(s) received a baccalaureate degree) to graduate from high school successfully, complete a college preparatory curriculum, and pursue a college education leading to a career in a health care profession.

- **The Upward Bound Power-Up Program** on the Denver Campus, a federally funded TRIO program, is an educational pre-college program for first-generation, college-bound students from Sheridan and Jefferson high schools. The program’s mission is to prepare and help motivate students with potential for success in post-secondary education.

- **The Denver Bound Scholars Program** on the Denver Campus is an early college enrollment program for high-achieving, first-generation, college-bound students (neither of whose natural or adoptive parent(s) received a baccalaureate degree). The program allows students to begin their college studies by taking one course on the Denver Campus during the fall and spring semesters of their senior year. The credits earned in the courses can be applied toward a bachelor’s degree at the University of Colorado Denver or at another higher education institution of the student’s choice.

- **The CU Succeed Silver and Gold Programs** are a partnership between the University of Colorado Denver and high schools in Colorado. The programs provide high school juniors and seniors the opportunity to enhance their academic skills while experiencing the rigor of college course work at their high schools. The programs offer University of Colorado Denver lower-division courses that students may take for dual credit during regularly scheduled periods throughout the school day.

**Other student services**

- The **Ombuds Office** provides assistance with informal conflict resolution.

- The **Office of International Affairs** provides orientation and special services to support the needs of approximately 650 international students from more than 90 countries who are enrolled in programs at the Denver Campus.

- **The Writing Center** provides assistance to undergraduate and graduate students (as well as faculty, staff, and alumni) in writing of all kinds, including essays, proposals, dissertations, resumes, and scholarship applications. During the 2008-09 academic year, the writing center at the Anschutz Medical Campus assisted 460 students.
collaborative

*The Math Education Resource Center* provides support for students in a large number of courses in mathematics, assisting them with homework and projects and administering technology-based lab quizzes.

*The Phoenix Center* provides resources and assistance in the form of response and support services, education, and training to individuals, as well as their friends and families, who experience interpersonal violence.

There are a number of support and advising groups that provide resources such as orientation, academic advising, scholarship information, cultural programs, in-depth advocacy, and counseling for ethnic minority students as outlined in *Component 1B*.

*Diversity Educational Enrichment Program* assists faculty, students, and staff with educational resource materials and training concerning diversity and inclusion issues.

The *Student Advocacy Center* essentially serves as a “safety net” to help ensure that students’ immediate needs are met either through direct services in the center or by referral to an appropriate unit on campus.

*The Office of Gay, Lesbian, Bisexual, Transgender Student Services* offers a variety of support, education and advocacy services for the entire campus community.

*The Anschutz Medical Campus Office of Diversity and Inclusion* provides services and programs that promote an institutional climate of inclusiveness, respect, and understanding to increase health equity and to reduce disparities in provision of health care. Target groups include health professions pipeline students, health professions students, faculty, and staff.

The student support programs have developed informative, student-friendly websites, and some are open during the evenings to provide access for online and part-time students who only attend the Denver Campus in the evenings.

*Component 3C.9 The 2010 National Survey of Student Engagement provided valuable insights into the experiences of undergraduate students at the Denver Campus.*

Responses obtained in the 2010 National Survey of Student Engagement provided information on the opinions of students about the learning environment including advising, curricula, educational resources, student services, diversity of learning environs, developmental programs, and use of technology.
### Table 6.7

**National Survey of Student Engagement 2010 Results for Denver Campus Seniors**

Items selected for display by the College Portrait of the Voluntary System of Accountability

**Group Learning Experiences**
- 89 percent of seniors worked with classmates on assignments outside of class
- 53 percent of seniors tutored or taught other students
- 16 percent of seniors spent at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports

**Active Learning Experiences**
- 84 percent of seniors spent at least 6 hours per week preparing for class
- 15 percent of seniors worked on a research project with a faculty member
- 42 percent of seniors participated in an internship, practicum, or field experience
- 58 percent of seniors participated in community service or volunteer work
- 7 percent of seniors participated in study abroad
- 93 percent of seniors made at least one class presentation last year

**Institutional Commitment to Student Learning and Success**
- 93 percent of seniors believe this institution provides support for student success
- 62 percent of seniors rated the quality of academic advising at this institution as good or excellent
- 52 percent of seniors reported that this institution provided help in coping with work, family, and other nonacademic responsibilities
- 93 percent of seniors reported working harder than they thought they could to meet an instructor’s standards or expectations

**Student Interaction with Campus Faculty and Staff**
- 40 percent of seniors believed that the campus staff were helpful, considerate, or flexible
- 75 percent of seniors believed that faculty were available, helpful, or sympathetic
- 92 percent of seniors reported that faculty members provided prompt feedback on their academic performance
- 71 percent of seniors discussed readings or ideas with faculty members outside of class

**Experiences with Diverse Groups of People and Ideas**
- 64 percent of seniors reported that they often tried to understand someone else’s point of view
- 89 percent of seniors reported their experience at this institution contributed to their understanding people of other racial and ethnic backgrounds
- 65 percent of seniors often had serious conversations with students of a different race or ethnicity

**Student Satisfaction**
- 74 percent of seniors would attend this institution if they started over again
- 82 percent of seniors rated their entire educational experience as good or excellent
- 77 percent of seniors reported that other students were friendly or supportive
Academic advising was considered good or excellent, by three-quarters of first-year students and by 62 percent of senior, undergraduate students. More specifically, 43 percent of senior students at the Denver Campus (compared to 31-38 percent of senior students at peer institutions) responded that they “often” or “very often” talked about career plans with faculty or advisors (Item 10). Furthermore greater than three-quarters of freshmen and 60 percent of senior students reported that the institution provided them with the support they needed to succeed academically (item 10b). More than half of freshmen and senior students at the Denver Campus have “often” or “very often” examined the strengths/weaknesses of their own views and nearly three-quarters have tried to understand another’s viewpoint by imagining it from his/her vantage point. Interestingly, students at the Denver Campus rated the support they receive from the institution to “socially thrive and cope with nonacademic responsibilities” less favorably than students at peer institutions. Further investigation needs to be done to identify the elements students perceive as lacking.

**Component 3D. The organization’s learning resources support student learning and effective teaching.**

As described in the previous component the university provides effective learning environments. This component outlines several additional examples of how the university commits its resources to create supportive and effective learning environments. This includes providing facilities for student support and incorporating new technologies for learning and teaching. To ensure that these facilities are used correctly, as well as effectively and efficiently, the university provides support for instruction in the use of the technology of these learning facilities and resources. As described in Criterion 2, the university’s financial resources are prioritized to sustain and enhance its educational mission.

**Component 3D.1 The university provides access to a broad range of learning and teaching resources.**

The institution provides students from the schools and colleges with sites equipped with appropriate learning facilities. Student learning occurs in a variety of settings including “smart” classrooms. Access to educational materials is provided electronically, and while many students have their own personal computers, students also have access to multiple computer labs in the schools, libraries, and in student areas at multiple locations on both campuses. For students with their own computers, all of the educational areas at the Anschutz Medical Campus and the residence halls at the Denver Campus have wireless Internet access. Teleconferencing facilities that support digital presentation of materials are available for presentations between students at the Denver Campus and the Anschutz
Medical Campus as well as other educational sites. All schools and colleges have adopted the use of Blackboard¹ or eCollege² to provide lecture notes and other materials to support classroom learning. The educational support services staff have completed the deployment of the PANOPTO classroom recording system³ to provide students access to lecture content outside of the classroom, and all schools and colleges at the Anschutz Medical Campus are now using the PANOPTO lecture capture technology.

As described above, as well as in Criterion 4, students in the different schools and colleges learn in many different settings, especially for experiential learning, including laboratories, clinical sites, and performance sites. Many of these involve incorporation of technical innovations, such as:

- state-of-the-art digital design laboratories in the College of Architecture and Planning that have available the latest generation of building information modeling software and a prototyping lab that provides extensive woodshops with industrial strength motorized and hand tools including those for specialized model-making.
- a geographical information systems computer lab, jointly run by the colleges of engineering, liberal arts and sciences, and architecture and planning, that provides the latest generation of geographical information systems software and is used both for teaching and for research.
- videoconferencing facilities to promote interactions with remote partners constructed by several colleges, schools, and administrative units.
- several resources designed to increase, maintain, or improve the functional capabilities of a person with a disability, provided by the Office of Disability Resources and Services⁴. These include:
  - **Livescribe PULSE Smart Pen**: A paper-based computing platform in which the handheld pen records and links audio to what is written on the special dot paper. Students can later place the pen on the paper and play back any portion of the lecture. This benefits students with learning, psychological, physical, attention deficit, or other disabilities who need assistance with taking notes in courses.
  - **Speaking Language Master**: This talking dictionary has more than 300,000 definitions; more than 500,000 synonyms, antonyms, and core definitions; automatically checks and corrects spelling; and pronounces words and spellings aloud. This benefits students who have a visual impairment, speech impairment, and/or learning disability.
  - **Portable magnifier** that enlarges print up to 15x for students with visual impairments.
  - **Talking and big display desktop calculators** for students with visual impairments.

Beyond the services for information technology that are supported centrally, schools, and colleges develop their own plans to incorporate advances in
informational technology into their curriculum and also provide support and instruction for faculty and students.

The Health Sciences Library on the Anschutz Medical Campus incorporates technology and innovations that support effective student learning as described below.

Libraries
The Health Sciences Library at the Anschutz Medical Campus is a $35 million, 113,000 square foot facility with several state-of-the-art features designed to positively impact student learning, including access to more than 160 databases, 300 digital texts, 32,000 online journals (all subject areas), 185,013 print and nonprint book and journal volumes and audio-visual items, as well as 30 group study rooms, 50 open access computers, ubiquitous wireless connectivity, and three teaching labs. The library at the Auraria Campus holds nearly 1 million print books, 150,000 e-books, 60,000 e-journals, and 300 databases; it is shared by students at Metropolitan State College of Denver and Community College of Denver. The libraries at both campuses license and purchase materials locally and specifically, while some material is co-licensed so that constituencies at the Anschutz Medical Campus and the Denver Campus have joint access. Both libraries also license resources in partnership with the other University of Colorado libraries, extending access to constituencies on both campuses.

Both libraries have well-qualified staff who provide a variety of research, learning, and teaching services. Instructional services include customized disciplinary sessions, such as accessing specialized electronic databases, as well as providing supplemental curriculum materials. The Health Sciences Library assesses the usage of its e-resources and collections to determine a per-use cost to determine whether there is good return on investment for the expenditure. This information is provided to its primary users, and feedback is requested through the standard communications venues (e-mail alert to campus via academic announcements, now also via Facebook and Twitter, etc.). This process enables the library to make good stewardship decisions that take into consideration the perspectives of its users. The Health Sciences Library also analyses its effectiveness by comparing its data with that of 15 university peers. This analysis indicates that for academic year 2008 the Health Sciences Library was first among the peer group for the total number of users served through the library’s educational and outreach services, second in total number of educational sessions provided, and third in the number of reference questions received.
Component 3D.2 Investing in new technologies that enhance effective learning.

Enhancement of student learning was paramount during the design of the educational facilities at the Anschutz Medical Campus. There was a deliberate decision to house educational space within dedicated education buildings not located within space assigned to any particular school. The new classrooms and small-group learning rooms in both the educational buildings and the library at the Anschutz Medical Campus provide state-of-the-art student learning environments equipped with modern technology, wireless Internet service, and can readily be configured to accommodate varying class sizes. Many of the didactic courses utilize learning “clicker” technologies to poll students during class to reinforce didactic material and stimulate discussion. The concept of educational space shared between the Anschutz Medical Campus schools and colleges was different from the situation at the previous Health Sciences Center in Denver. The sharing of educational space and the establishment of the student academic community spaces has facilitated interprofessional educational and other exchanges among students in different programs. Recent surveys of both students and faculty of the educational facilities and student academic community spaces demonstrate that there is a high degree of satisfaction (most questions indicate 70-80 percent of respondents agree or strongly agree that the facilities meet their needs and expectations). An additional survey of students in the School of Medicine indicated that a high proportion of students rate the education facilities very highly—92 percent are satisfied with the lecture halls, 97 percent with small group rooms, 98 percent with the microbiology laboratories, and 97 percent are satisfied with the student lounges.

Students in the clinical programs in the Schools of Medicine, Dental Medicine, Pharmacy, and the College of Nursing must demonstrate not only knowledge of material, but also proficiency in many clinical procedures. The Center for Advancing Professional Excellence provides learning environments for students in all of the clinical programs. Specialized spaces have been developed for the different health profession programs. For example, the pharmacy clinical learning center provides opportunities for students in the pharmacy program to learn interviewing and other skills. The center has introduced several innovations into teaching clinical skills. One innovation is to use teaching associates, who are lay people trained to teach physical examinations using their body for the learner to practice the skill. The associates guide them and provide them with immediate feedback about their technique and communication skills. Analysis over five years indicates that students taught by the teaching associates are able to perform the skill as well, if not slightly better, than those taught by a qualified clinician. The second innovation is the training of up to 60 paid
actors and lay people of different ages, genders, and ethnicities, who serve as “standardized patients” who portray a patient case. The standardized patients exhibit clinical presentations and physical symptoms and provide the learner with a detailed history of their illness or condition. Advanced learners may work with standardized patients who portray patients struggling with challenging behavior issues, have a terminal illness, or have lost a family member. Standardized patients can portray a range of emotions and provide situations for students to learn and practice their clinical reasoning and communication skills.

The Center for Advancing Professional Excellence was recognized as a program of excellence in 1998 by the Colorado Commission on Higher Education and opened in the new educational buildings in January 2008. The center has pioneered the integration of simulated patients as teaching methodology for students in the clinical programs (medicine, nursing, pharmacy, dentistry, physician assistant, physical therapy, and graduate medical education programs) at the Anschutz Medical Campus. The high-fidelity simulation technology that the center has incorporated is not available in all other health professional schools. The technology is used to create crisis situations that require the development of assessment and communication skills among a team of interprofessional learners. The teams may experience and work through a crisis or near-death event with a standardized patient and their “family.” The mannequins used to create these learning situations are complex computerized machines that accurately depict humans experiencing events such as heart palpitations, distressed breathing, urination, vomiting, and bleeding. A human birth simulator (Noelle), who can deliver a baby every 20 minutes, is one of six simulators available in the Center for Advancing Professional Excellence. Another feature of the center is a home care laboratory where students can learn to provide care in the home, practice communication and patient education skills, or work within an interprofessional team (e.g., nursing and physical therapy students might conduct an exercise to learn to deliver coordinated care to patients with chronic health conditions such as a family with an older member who is post-stroke).

The Denver Campus relies almost entirely on the Auraria Higher Education Center for classroom-related technology. Most classrooms are equipped with the capabilities for video, Internet access, and “clicker” technology. As the education facilities in new buildings or renovated buildings, such as the new home for the Business School, are constructed, they will incorporate many of the design and technology features that have been successful in the educational facilities at the Anschutz Medical Campus.
Component 3D3 The university, schools, and colleges assist students and faculty in using learning technologies effectively.

The institution provides seminars as well as online orientation, instruction, and training programs to new and existing faculty and to students on the use of new technology and resources. For example, the Educational Support Services\(^\text{13}\) department offers classroom support instruction on classroom technology. The Academic Technology and Extended Learning group\(^\text{14}\) offers support and training for online instruction and accessing resources on Blackboard and eCollege. CU Online sponsors an ongoing slate of training sessions designed to keep faculty and staff up-to-date on emerging and available **learning** technologies and pedagogies. Some recent examples include workshops on shooting and editing video for online delivery, using Google forms for data collection and classroom management, and online tools for graphics creation. The CU Online Handbook\(^\text{15}\) is a print and e-book covering best practices in academic technology and pedagogy. More than 200 hard copies of the handbook have been distributed to faculty and more than 3,000 copies of the e-book have been downloaded. The CU Online spring symposium will celebrate its 10th year offering a full-day **learning** and networking event designed to engage faculty with the best in **learning** technology. The Center for Faculty Development\(^\text{16}\) and the Health Sciences and Auraria Libraries also offer seminars and online training programs on the use of technology as tools for student **learning**. The Health Sciences Library is home to the Anschutz Medical Campus student e-mail services coordinator. In addition, as referenced earlier, some schools and colleges, such as the School of Education and Human Development, offer professional development for faculty focused on systematically increasing and modeling technology use as programs are redesigned. Also, an assessment system used by the School of Education and Human Development has required regular trainings of students and faculty to use the technology-based system effectively.

In the School of Medicine, all three academic programs (MD, PT, and PA) have a required curriculum on how to efficiently and effectively search the online medical literature, as well as teaching other informatics topics relevant to clinical practice. In 1996, the school’s physician assistant program\(^\text{17}\) was the first such program in the country to begin teaching evidence-based medicine. In addition, the physician assistant program has received external recognition for their excellence in the utilization of new **learning** technologies, for example, through the funding by the Academy of Physician Assistant Programs of a grant entitled *Enhanced Informatics Instruction in an Evidence-Based Medicine Course*. 
Component 3D.4 The university monitors that its learning resources are utilized efficiently.

The classrooms on the Auraria Campus, shared by University of Colorado Denver, Metropolitan State College of Denver, and Community College of Denver, are used at almost 100 percent capacity from Monday through Thursday in the fall and spring semesters, with moderate levels of use on Fridays and the weekends. More classroom space is needed, as all three institutions are seeing growth in enrollments. Because the majority of classrooms are shared with the other Auraria institutions, all three must agree to decisions impacting standard time-of-day and day-of-week scheduling grids. An individual institution cannot change its grid without substantially disrupting scheduling for the other institutions. As discussed in Chapter 4, the three institutions that share the Auraria Campus have worked together to create a new schedule that involves starting classes each day one-half hour earlier and adding one additional morning meeting pattern. This new schedule, which began in spring 2011, will add greater utilization of the classrooms and hopefully will reduce the shortages of classrooms for all three institutions. The university is also encouraging programs to schedule classes on Friday and Saturday.

Student satisfaction surveys conducted by the university have indicated that students are very satisfied with the services provided by the libraries on both campuses, as well as the student academic communities and the educational support and services at the Anschutz Medical Campus (see Component 3C).

OVERALL SUMMARY OF CRITERION 3

Within this criterion there is evidence that the University of Colorado Denver fulfills and exceeds the expectations of Criterion 3. All educational programs clearly state their student-learning outcomes, and the university has implemented a comprehensive culture of assessment. This includes all graduate programs, professional programs that undergo accreditation by specialized agencies, and general education/core curriculum. The university evaluates teaching and supports faculty development programs that promote effective teaching practices that enhance learning. In recent years the university has invested in many different learning environments such as the new education buildings at the Anschutz Medical Campus; programs such the Undergraduate Research Opportunities Program, the University Honors and Leadership Program, and the Foundations of Excellence program; formation of learning communities; and resources provided by the Office of Student Affairs. In addition the university has also supported learning resources provided by the libraries at both campuses and new technologies, such as the Center for Advancing Professional Excellence, that enhance student learning.
CHALLENGES AND OPPORTUNITIES FOR IMPROVEMENT

Although the university meets the standard of Criterion 3, there are opportunities for further improvement in the areas included in this Criterion. Several opportunities for improvement are discussed below:

1. closing the loop in assessment practices; 2. providing more support for faculty development and teaching effectiveness; 3. improving retention and graduation rates at the Denver Campus; 4. improving the overall student experience at the Denver Campus; 5. establishing successful learning communities in Campus Village.

1. Close the loop in assessment practices (related to the university strategic plan objectives 2.2.4 and 2.6.2)

The university has successfully implemented assessment practices into all of its academic offerings. Most programs have implemented changes based on these practices; however, more work will be done in coming years to build on pockets of excellence as well as engage all faculty in deeper, action-oriented discussions within departments on measuring and documenting the effects of these changes, and assessing improvements in student learning. Assessment in general education (undergraduate core curriculum) will be further expanded through a multipronged approach to assessing and strengthening student learning in the core/general education curriculum by collecting a variety of information about student success through: (1) the Educational Testing Service Proficiency Profile; (2) faculty surveys about student learning; and (3) assessments of general education learning in the College of Liberal Arts and Sciences. The university’s faculty advisory committees in general education and core curriculum oversight will continue to examine the data and recommend strategies to address weaknesses and advance strengths.

2. Enhance support for faculty development and teaching effectiveness (related to the university strategic plan objectives 2.6.3 and 2.6.5)

On the Denver Campus the services offered by the Center for Faculty Development are highly regarded, not only by faculty participants, but by other faculty and administrators as well. The center offers a variety of programs for faculty, graduate students, and postdoctoral fellows. The university will expand these programs through a series of workshops that lead to a certificate in college teaching and learning. At the Anschutz Medical Campus the individual schools or colleges currently provide faculty development service through programs such as the teaching scholars program and the academy of medical educators (see Component 3B) in the School of Medicine. As resources permit, the university will make the services of the Center for Faculty Development available to both campuses.
3. Improve retention and graduation rates at the Denver Campus (related to the university strategic plan goal 2.4 and objective 5.1.2)

The university will continue to evaluate the effectiveness of its programs and strategies recently implemented, as well as introduce new programs to enhance student persistence and graduation rates of undergraduate students at the Denver Campus. For example, units across the Division of Student Affairs have developed annual report cards to track various measures of their performance, effectiveness, and impact in improving student services and support. Data related to student satisfaction and student learning are collected and analyzed, providing division leaders with information used to evaluate existing service and program offerings and to suggest priorities for future enhancements. Aggregated results of some measures will also be useful in measuring institutional performance related to the university strategic plan. Data is gathered from nationally benchmarked surveys, institutional research, and department specific databases. Also, programs under development include a peer-mentoring program, a centralized advising system for entering students, an increase in supplemental instruction, and an expanded learning resource center. In addition, the university is currently developing a student success committee that will review and prioritize existing recommendations, recommend new initiatives and changes in infrastructure, and propose collaborations within the university to increase integration and communication between academic and student affairs.

4. Improving the overall student experience at the Denver Campus (related to the university strategic plan goal 2.9 and objective 7.2.3)

The university will continue to evaluate the data obtained in the National Survey on Student Engagement surveys while implementing additional strategies, such as better coordination of advising services, to increase student satisfaction from current levels (which are similar to those of peer institutions). Also, data collected through the National Survey on Student Engagement and the Noel-Levitz Student Satisfaction Survey will be utilized to inform policy, practice, and budget alignment. As one example of a strategy to increase student engagement, the College of Arts and Media now has a convocation for new students aimed at increasing engagement and connection to the college community. It highlights student and faculty collaborations, new programs, and new faculty.

5. Establish successful learning communities in Campus Village (related to the university strategic plan objective 7.2.3)

Establishing a variety of learning communities in Campus Village is an opportunity that needs to be better realized. Residential learning communities are comprised of students assigned to one floor/area of the Campus Village apartments who share an academic theme. Some
of the programs in place or under consideration include the BA/BS-MD program, pre-health majors, and University Honors and Leadership Program. Also, the university is developing curricular-based learning communities where co-enrollment in multiple courses will be facilitated by the implementation of the new Integrated Student Information System.

6. Enhance interprofessional education opportunities (related to the university strategic plan objectives 2.8.2 and 4.1.2)

The Anschutz Medical Campus was designed to facilitate sharing of educational spaces and to promote interaction among the health sciences students. Considerable progress has been made to promote educational experiences designed to prepare students to work effectively in interprofessional teams of health care providers, and such efforts will be sustained and enhanced.
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34. Experiential Learning Center
35. Certified Nursing Assistant Interns and Shalom Park
36. College of Arts and Media Assessment College Report 2008-2009
37. College of Arts and Media Website with Learning Artifacts

Component 3B
1. Regent Law 5E.5 “Principles of Participation”
2. Educational Policies and Curriculum Committee
3. Regent Policy 4J Approval of New Programs
4. Graduate Council
5. Colorado Department of Higher Education
6. Regent policy 5L Approved Faculty Titles
7. University Honors and Leadership Program
8. Board of Regents Law 5—Faculty
9. University of Colorado Denver Policy Page
10. University of Colorado Denver Association of Lecturers and Instructors ByLaws
11. Summary of Analysis to Determine that Courses are Taught by Qualified Faculty
12. Rules of the Graduate School
13. Center for Faculty Development
14. School of Medicine’s Teaching Scholars Program
15. Academy of Medical Educators
16. President’s Teaching Scholars Program
17. New Faculty Orientation Guide from the Center for Faculty Development
18. Assessment Guide from the Center for Faculty Development
19. CU Online
20. Faculty Development Grants through the Center for Faculty Development
21. Workshops and Seminars hosted by the Center for Faculty Development
22. Colorado Learning and Teaching with Technology Conference
23. University of Colorado System Administrative Policy on Faculty Development and Mentoring
24. Faculty Mentoring by the Center for Faculty Development
25. School of Education and Human Development Research Center
26. Teaching Assistantships in the Department of English
27. Regent Law 5B.6—Annual Evaluation of Faculty
28. University Reappointment, Tenure, and Promotion Process
29. Publishing of Faculty Course Questionnaires
30. CoursEval
31. Denver Campus Faculty Awards
32. Anschutz Medical Campus Faculty Awards
33. Educational Support Services
34. Denver Campus—Syllabus Policy
35. College of Liberal Arts and Sciences—Advanced Curricula and Teaching Grants
36. Center for Advancing Professional Excellence
37. Master’s in Public Affairs—Online Option
38. Online RN—Bachelor of Science Degree Program
40. 11-Month MBA

Component 3C
1. University Honors and Leadership Program
2. Learning Communities for Transfer Students in Campus Village
3. Student Academic Communities at the Anschutz Medical Campus
4. BA/BS-MD Program
5. Bioengineering
6. International Studies BA program
7. Environmental Sciences Master’s Program
8. Individually Structured Major
9. Center for Global Health
10. Colorado Clinical and Translational Science Institute
11. Colorado Clinical and Translational Science Institute
   Pre-doctoral Awards
12. Interprofessional Course on Humanities, Ethics and Professionalism
13. Center for Advancing Professional Excellence
14. Internships at the Denver Campus
15. Service Learning
16. Undergraduate Research Opportunities Program
17. University Honors and Leadership Student Research Fellows Program
18. Volunteering
19. Office of International Affairs
20. International College Beijing
21. London Calling
22. Center for International Business Education and Research (CIBER)
23. College of Architecture and Planning Collaboration with Dar Al Hekma
24. College of Architecture and Planning Collaboration with Tongji University
25. China Agricultural University in Haidian
26. Continuing and Professional Education
27. Continuing Medical Education
28. Continuing Pharmacy Education
29. Continuing Dental Education
30. College of Nursing Professional Development Courses
31. Center for Legal Studies
32. Increased Retention Rate for Students Living in Campus Village
33. Satisfaction of Students Living in Campus Village
34. Denver Transfer Initiative
35. Increase Transfer and Retention of Students Involved in Denver Transfer Initiative
36. Performance Contract
37. 2010 National Survey on Student Engagement
38. First-year Seminar Series
39. Learning Resource Center
40. Early Alert
41. Writing Center
42. Math Education Resource Center
43. Effect of Supplemental Instruction on Decreasing Drop-out Rate
44. Survey of Students Participating in Supplemental Instruction
45. The Office of Undergraduate Experiences
46. Undergraduate experiences symposium
47. Foundations of Excellence
48. Foundations of Excellence Final Report
49. Academic Success and Advising Center
50. Academic Success and Advising Center—Academic Probation and Suspension Policies
51. Education Support Services—PANOPTO
52. Evaluation Center in the School of Education and Human Development
53. Student Services Center in the School of Education and Human Development
54. Office of Student Affairs
55. Student and Community Counseling Center
56. Office of Student Conduct and Community Standards and Wellness
57. Campus Recreation at Auraria
58. Tivoli Student Union
59. Office of Student Life
60. Student Clubs and Organizations
61. Office of Disability Resources and Services
62. Student Assistance Office
63. Tutoring Services
64. Career Center
65. Career Center in the School of Education and Human Development
66. Graduate Career Connection in the Business School
67. TRIO Student Support Services
68. Retention of Students in TRIO Program
69. Office of Veterans Student Services
70. Student Employment Office
71. Financial Aid Office
72. Student Loan Office
73. Scholarship/Resource Office
74. Pre-Collegiate Middle School Academic Program
75. Pre-Collegiate Development Program
76. Pre-Collegiate Health Careers Program
77. Upward Bound Power-Up Program
78. Denver Bound Scholars Program
79. CU Succeed Silver and Gold Programs
80. Ombuds Office
81. Phoenix Center
82. Tri-institutional Office of Gay, Lesbian, Bisexual, Transgender Student Services
83. Anschutz Medical Campus Office of Diversity and Inclusion

Component 3D
1. Blackboard
2. Ecollege
3. Education Support Services—PANOPTO
4. Office of Disability Resources and Services
5. Health Sciences Library
6. Auraria Library
7. Effectiveness Study for Health Sciences Library 2008
8. Student Academic Communities at the Anschutz Medical Campus
9. SAC and Educational Facilities Survey—Students
10. SAC and Educational Facilities Survey—Faculty
11. Student Survey for the Liaison Committee on Medical Education
12. Center for Advancing Professional Excellence
13. Educational Support Services Department
14. Academic Technology and Extended Learning Group
15. University of Colorado Online
16. Center for Faculty Development
17. Physician Assistant Program
Chapter 7 | Criterion 4

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 that are consistent with its mission.
CHAPTER 7, CRITERION 4 – Acquisition, Discovery, and Application of Knowledge

Component 4A. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning. ..................7-4

- Component 4A.1 The laws and policies of the University of Colorado Board of Regents ensure that the university community is guaranteed freedom for a life of inquiry and creativity. ..................7-4
- Component 4A.2 The university has developed a research environment that promotes and facilitates research, scholarship, and creative work that places it at the cutting-edge of discoveries and enhances its educational programs. ..................7-5
- Component 4A.3 The university receives extensive funding from external sources for its programs of research and creative works. ........7-9
- Component 4A.4 The university has increased the focus on funded research and creative work. ..................7-15
- Component 4A.5 The university’s research discoveries and creative activities improve its educational programs. ..................7-16
- Component 4A.6 The university’s research discoveries enhance professional practice (e.g., clinical) activities. ..................7-17
- Component 4A.7 The university provides administrative support and technological infrastructure for research and creative works. 6.7-18
- Component 4A.8 The university, its schools, colleges, centers, and institutes, provide seed money for research and creative works. 7-19
- Component 4A.9 The University of Colorado system provides the infrastructure to facilitate commercialization of discoveries. 6.7-20
- Component 4A.10 Research accomplishments of the faculty are recognized by respected peers, professional societies, and the university. 7-21
- Component 4A.11 Research accomplishments of students are recognized by the university and through national and international awards. 7-24

Component 4B. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs. 7-25

- Component 4B.1 The university’s general education curriculum imparts a culture of lifelong learning and an international perspective among undergraduate students. 7-25
- Component 4B.2 Experiential learning opportunities, including service and socially responsible engagement activities, provide students with a broad base of learning experiences. 7-27
- Component 4B.3 Co-curricular programs, including those for student leadership, provide additional and unique opportunities for learning. 7-30
- Component 4B.4 Many specialized accrediting agencies require that the curriculum provides students with opportunities to acquire a breadth of knowledge and skills and the capacity to exercise intellectual inquiry. 7-30
Component 4B.5 The university established a Graduate School for the consolidated institution and provides financial support for graduate students in research programs. .......................... 7-32

Component 4B.6 An integral component of some graduate programs is to provide “senior” students with opportunities to serve as teachers, instructors, or mentors for more “junior” students. .................. 7-33

Component 4B.7 The university provides funding of research and creative work opportunities designed to enhance diversity and inclusion. ........................................... 7-34

Component 4B.8 The university provides faculty and staff opportunities for lifelong learning. ...................... 7-34

Component 4B.9 The university provides opportunities for lifelong learning for citizens of Colorado and beyond through outreach activities as well as continuing and professional education programs. ...... 7-35

Component 4C. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society. ........................................ 7-36

Component 4C.1 All academic programs are reviewed at least every seven years to ensure that they continue to meet the goals of the institution and society. ........................................ 7-37

Component 4C.2 Practitioners from outside academic settings participate in some academic programs to expand the spectrum of practical training experiences for students. 7-38

Component 4C.3 The university promotes scholarly activity by students and, as directed by its strategic plan, is developing interdisciplinary and multidisciplinary opportunities for their research and creative work. 7-39

Component 4C.4 Learning in interprofessional environments prepares students for working in contemporary settings. 7-40

Component 4C.5 The university provides opportunities in its curriculum for students to experience learning in multiple international venues. 7-41

Component 4D. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly. 7-44

Component 4D.1 The university has procedures to ensure compliance with the highest ethical standards in research and scholarship. 7-44

Component 4D.2 The university offers educational programs and discussions that provide and promote instruction on ethics, professionalism, and the responsible conduct of research. 7-46

Summary of Criterion 4 7-47

Challenges and opportunities for improvement 7-47
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 that are consistent with its mission.

The university’s mission instructs its constituents to “create, discover, and apply knowledge;” its vision is to attain “a global reputation for excellence in learning, research, and creativity.” Its values acknowledge that the university “fosters an energetic, collaborative, and creative environment where we develop and employ new ideas and technologies. Our entrepreneurial culture enables us to expand the frontiers of knowledge and human experience. We respect academic freedom and the rigorous quest for knowledge and understanding.” In addition, “we share knowledge and foster student success through a continuous process of inquiry, critical thinking, reflection, collaboration, and application.”

The environment at the University of Colorado Denver stimulates faculty, staff, and students to embrace a philosophy of lifelong learning. A major focus of the general education curriculum is to expose undergraduate students to a broad-reaching educational experience that provides the knowledge and skills that prepares them to learn in a multitude of settings and from a variety of experiences. Many of the university’s graduate programs have incorporated interdisciplinary, multidisciplinary, or interprofessional learning experiences rather than focusing exclusively on discipline-specific educational experiences. In addition, most graduate programs emphasize the importance for practicing professionals to adopt a lifelong commitment to remaining abreast of advancements in their field and maintaining a current skill set. Increasingly, professional programs are incorporating opportunities for scholarly activity aimed at demonstrating to students that the knowledge and expertise they acquire has applications in multiple settings.

Regent policy states that a “fundamental purpose of the university is to generate new knowledge” and that “faculty members define the cutting-edge of their fields of knowledge through their research, which also strengthens the education of their students.” Scholarly activity is a requirement for all tenure/tenure-track faculty. By the very nature of scholarship, those who commit to a career in research and creative work are lifelong learners who continuously seek to generate new knowledge and discoveries. University of Colorado Denver faculty make this commitment and provide education and training to students and postdoctoral fellows who engage in research and creative works. Furthermore, faculty understand that some students will become the next generation of researchers. To best prepare these students for a career in research and creative activity, faculty constantly modify curricula

“What we do at this campus is extraordinary. We care for very complex medical, surgical and other health problems, and train new generations of physicians and other health professionals to go to all corners of Colorado so people can have the health care they deserve. The future holds huge promise as our basic, clinical, translational and health services research efforts—and the biomedical complex taking shape here—continue to grow and interact, with the goal of bringing what we do from the laboratory to the patient.”

Richard Krugman, MD,
Vice Chancellor for Health Affairs
and Dean of the School of Medicine
to improve programs and ensure that learning goals require or encourage students to become independent thinkers who are creative, informed, critical, technologically proficient, socially aware, and responsible.

In the past few years the university has enhanced the infrastructure that supports the acquisition, discovery, and application of knowledge including 1) creating an Office of Undergraduate Experiences to support independent inquiry by undergraduate students; 2) hiring a new vice chancellor for research with an expanded portfolio of responsibilities; 3) consolidating the Anschutz Medical Campus Office of Grants and Contracts with the former Division of Sponsored Program Administration at the Denver Campus; 4) creating the Office of Research Development and Education to enhance and support faculty efforts to acquire external funding; 5) implementing the InfoEd® (electronic research administration) system to more efficiently manage grants and contracts as well as compliance obligations; and 6) expanding the interactions with the Technology Transfer Office, which is part of the University of Colorado system. In addition, the Anschutz Medical Campus was deliberately designed and constructed to integrate research with education and clinical care, and the proximity of the Denver Campus to many business, entertainment and governmental entities facilitates opportunities for experiential learning.

The evidence presented in this chapter outlines how the University of Colorado Denver fulfills the requirements for Criterion 4, and illustrates that it meets the attributes of the four cross-cutting themes identified for the self-study.

University of Colorado Denver is an emergent university as demonstrated by the:

- many prominent research and clinical programs that have or are gaining a national and international impact (Component 4A.2 and Component 4A.3);
- creation of new research programs such as those within the Colorado Clinical Translational Sciences Institute (Component 4A);
- development of new opportunities for cross-campus research collaborations that have been created by the consolidation (see Chapter 2);
- delivery of academic programs that are current and responsive to local, state, and national needs (Component 4C); and
- increase in external funding of sponsored research and creative work (see Table 7.1) (Component 4A.3).
The university’s commitment to being **learning-driven** is highlighted by:

- the realization of additional opportunities for undergraduate students to be involved in collaborative research projects created by hiring new faculty and by the consolidation of the campuses (*Component 4C.3*);
- the provision of assistance and mentoring to junior faculty to establish careers in academia (*Component 3B*);
- the successful pursuit of competitive, peer-reviewed training grants (e.g., from the National Institutes of Health or National Science Foundation) to support stipends for PhD students (*Component 4B.5*);
- the availability of interdisciplinary/multidisciplinary/interprofessional education programs for research and creative work and the translation of research findings into practice and education (*Component 4A.5, Component 4A.6, and Component 4C.3*); and
- the expansion of the Office of International Affairs to create opportunities for learning, research, and creative activity in a global environment (*Component 4C*).

University of Colorado Denver demonstrates that it is a **collaborative university** as it:

- provides researchers with access to state-of-the-art shared core facilities (*Component 4A.7*);
- partners with many different communities and organizations to enhance research opportunities (*Component 4A.2 and Component 4A.3*);
- promotes technology transfer of intellectual property of faculty (*Component 4A.9*); and
- provides interprofessional **collaborative learning** environments (*Component 4C.4*).

University of Colorado Denver is a **responsible university** in that its systems and processes:

- ensure that all programs undergo program review that incorporates evaluation of their curricula (*Component 4C.1*);
- allocate significant resources for seed and bridge funding opportunities, as well as for the Center for Faculty Development and the Office of Research, Development, and Education to assist faculty to obtain or maintain external funding (*Component 4A.8*);
- provide students with a broad base of learning experiences that include service and socially responsible engagement activities (*Component 4B.2*); and
- provide financing for offices that oversee compliance and offer education in good research practices (*Component 4D.1 and Component 4D.2*).
Component 4A. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

The University of Colorado Denver is one in which acquisition, discovery, and application of knowledge are among the central features of its identity. This component demonstrate how university faculty and students have the freedom to pursue all avenues of research and creative work, and that these activities receive considerable support, including funding, from the university. Financial support comes from external sources, such as the National Institutes of Health, National Science Foundation, the U.S. Departments of Education, Defense, and Interior, as well as state and local government, associations, foundations, industry, and international sources. Support for research also comes from internal resources of the university that support the research effort by providing funds for new research facilities at the Anschutz Medical Campus; the new Science Building at the Denver Campus; start-up programs for new faculty; and “bridge” and seed grants for faculty who are between funding or have an innovative idea that requires further development before a formal application can be submitted to an external funding agency. The university also provides a number of shared and core facilities that support the research and creative work of many investigators.

University support takes other forms, including the granting of sabbaticals and course releases. The university also provides opportunities for professional development that do not require financial support, such as the freedom to engage in new approaches to teaching and learning. The knowledge generated by university research benefits its communities by contributing to professional practice in clinical areas, by improving K-12 teaching environments, and by developing new therapies and products. To maintain excellence in its programs, as well as congruence with the university’s mission, the research and scholarly achievements of each program and its faculty are regularly reviewed.

Component 4A.1 The laws and policies of the University of Colorado Board of Regents ensure that the university community is guaranteed freedom for a life of inquiry and creativity.

The laws and policies of the Board of Regents (regent law 5D.12) declare the academic rights, privileges, and responsibilities of faculty and assert that the university must maintain “an atmosphere of free inquiry and discussion” or “academic freedom” that is defined as “the freedom to inquire, discover, publish, and teach truth as the faculty member sees it, subject to no control or authority save the control and authority of the rational methods by which truth is established. Academic freedom requires that faculty have complete freedom to study, to learn, to do research, and to communicate the results of these pursuits to others.” Faculty
members have the **responsibility** to maintain competence, exert themselves to the limit of their intellectual capacities in scholarship, research, writing, and speaking, and to act on and off the campus with integrity and in accordance with the highest standards of their profession.

*Component 4A.2 The university has developed a research environment that promotes and facilitates research, scholarship, and creative work that places it at the cutting-edge of discoveries and enhances its educational programs.*

Generating new knowledge through research and creative work is not only an integral part of the university's mission, but a requirement of its academic programs and an expectation of its faculty. Many schools and colleges annually monitor scholarly and creative activity for specialized accreditation and other purposes, including merit raises. In addition, all academic units are required by the laws of the Board of Regents\(^3\) to undergo a complete review at least every seven years. As part of the review process, the unit (center, institute, department, or academic program) prepares a self-study that includes: (see also *Component 4C*)

- a description of the major scholarly, research, and creative work interests of the unit;
- an evaluation of the collective focus, extent, quality, and productivity of the research effort;
- a description of any problems or deficiencies in research and creative work and planned activities to correct them; and
- an assessment of the quality of the scholarly contributions of faculty and professional staff.

This self-study is scrutinized by internal and external reviewers whose reports are reviewed by the dean of the school/college or the director of the library and the provost. Summary reports on outstanding issues are prepared for the chancellor, president, or the Board of Regents for three years following the review. Program review is an important component of the process to expand, modify, or eliminate programs (such as dental hygiene). For example, following recent reviews, both the Department of Chemistry and the Department of Integrative Biology in the College of Liberal Arts and Sciences are planning new PhD programs.

A second example of how program review has been used to revamp a program is the process that led to the renaming and reinvigoration of the Center for Computational Biology. In 2009, the Department of Mathematical and Statistical Sciences and two centers that involve faculty from the department, the Center for Computational Biology, and the Center for Computational Mathematics\(^4\), underwent review. The Center for Computational Biology had been largely inactive for several years and was being considered for

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THE RESEARCH ENVIRONMENT AT THE UNIVERSITY PROMOTES RESEARCH, SCHOLARSHIP, AND CREATIVE WORK.
elimination. In contrast, the Center for Computational Mathematics had first-class faculty and had doubled its external funding over the previous seven years. The external reviewers endorsed maintaining the graduate certificate offered by the Center for Computational Biology and offered a number of suggestions for improving the administration of the program. In response, the department changed the name of the center to the Center for Computational and Mathematical Biology to encompass a broader view and be more inclusive—on campus and off campus. This led to the inclusion of more groups from the Anschutz Medical Campus. A new director was named, and that director is assembling a board of overseers. Once the board is assembled, the certificate program will be resurrected.

The university also demonstrates its commitment to a life of learning through program reviews and the annual faculty performance reviews, in that the engagement of faculty with appropriate external professional communities is examined. Many faculty participate in service through peer review—either for grant review committees and/or for journals and books. Some faculty also serve as the editors of journals. In addition, most faculty also belong to the professional society of their discipline; in fact, some serve or have served as elected officers and presidents of leading national and international societies and, by attending regular meetings of these societies, keep abreast of the current developments in their specialty area. Some of these professional societies also enable students to join and/or participate in their activities and/or encourage the formation of student chapters. There are approximately 100 student organizations with an academic focus at the university.

All tenure-track and tenured faculty are expected to engage in scholarly/creative activity, and their accomplishments are an integral part of their annual performance review. The extent to which faculty members meet performance goals for scholarly/creative activity affects their salary merit increases, advancement to tenure, and promotion and post-tenure review. At the Anschutz Medical Campus most non-clinical faculty are required to generate all, or at least a major portion of, the funding of their salary from research grants. To do so, they must obtain a high degree of success in their scholarly activity, as determined by peer reviewers.

In addition to faculty, there are also many postdoctoral fellows, professional research associates, and students pursuing master’s or PhD degrees who are involved in the research enterprise. The dean of the Graduate School oversees all of the PhD programs with the assistance of a graduate council. The Graduate School dean also oversees a separate office specifically for postdoctoral fellows.
PROFESSOR MARK ANDERSON, CHAIRMAN OF THE DEPARTMENT OF CHEMISTRY, DECLARES THAT THE RECENT PROGRAM REVIEW WAS A VERY REWARDING EXERCISE

The program review “challenged us to think about the future rather than simply reacting to the present.”

The review was initiated before the new science building was open, and the faculty developed a strategic plan and began thinking about how to efficiently share laboratory space to achieve the future goals of the department.

Analyzing the curriculum as a whole, rather than as individual classes, identified several strengths (e.g., research style problems in upper-division labs) that will be incorporated into other programs, such as the implementation of an honors section in general chemistry.

The department also analyzed its graduate program and how it contributes to the department’s research agenda. The final report highlighted that in order to sustain the desired level of research, the graduate program must be upgraded; it proposed creating a multidisciplinary PhD program in which chemistry is a central component.
Faculty, postdoctoral fellows, students, and staff in every school and college are involved in scholarly activity leading to the discovery of new knowledge.

- In the **College of Architecture and Planning** scholarly activity is focused primarily on applied research in four areas of prominence and distinction: emerging practices in design, including green design and new digital technologies; sustainable urbanism; healthy environments; and cultural heritage including historic preservation.

- **School of Medicine** faculty are engaged in basic science, clinical, translational, and outcomes and effectiveness research.

- College of **Arts and Media** faculty are involved in creative works in the visual arts, performing arts, multimedia, 3-D animation, film, and the music industry.

- Faculty from the **Business School** are involved in research in accounting, entrepreneurship, finance, information systems, international business, management, and marketing.

- In the **School of Education and Human Development** faculty engage in applied research designed to explore issues regarding K-12 education and mental health, particularly issues related to social justice and equity. For example, the EdD program engages doctoral students in research and evaluation projects that school districts or schools have identified as real problems of practice in need of research/evaluation.

- Research conducted by the **College of Engineering and Applied Science** faculty includes sustainable infrastructures, bridge safety, biophotonics, and advanced laser microscopy.

- Faculty in the **College of Liberal Arts and Sciences** engage in research that spans a spectrum from the influence of Buddhism on Victorian literature to the use of optically active nanomaterials in phototherapy and diagnostics, and from analyses of the importance of networks and institutions in developing social and economic structure to the investigation of behavioral and neurobiological mechanisms that underlie drug tolerance, sensitization, and addiction.

- **School of Public Affairs** faculty conduct research in public policy in many different areas encompassing education, criminal justice, and environmental/water issues.

- **School of Dental Medicine** faculty perform research in oral cancer, salivary gland disease, neurobiology, craniofacial developmental biology, and pain control.

- **College of Nursing** faculty are involved in biobehavioral science and nursing care systems research, including symptom assessment and management, chronic conditions self care, and bio-physiological influences of stress on conditions like pregnancy and urinary tract infections.

- Faculty in the **School of Pharmacy** engage in research in pharmaceutical sciences, medicinal chemistry, toxicology, and drug development.
Faculty in the **Colorado School of Public Health** perform community-based research and epidemiological studies into many health issues and, in particular, chronic diseases such as diabetes and cancer.

Research and creative activities of the faculty in the **Health Sciences Library** focus on the applications of advanced information, knowledge management frameworks, and technologies in the service of clinical care, biomedical research, and instruction in the health sciences.

The productivity and reputation of faculty, students, and staff in scholarly and creative activity is documented in publications in peer-reviewed journals, books, scholarly reviews, public performances, recitals, presentations in juried shows, exhibitions, editorial appointments, review activities for journals and granting agencies as well as applications for patents. The importance of some of these works is reflected in part in the national and international awards and prizes that they garner (see **Component 4A.10**). Overall, faculty make a significant contribution in a variety of peer-reviewed formats. In preparing the self-study, it became apparent that while information on the scholarly work performed by faculty is collected and analyzed at the department or, in some cases, school or college level, it is not yet assembled into a university-wide collection. One reason for this is that different schools have adopted different database structures (such as InfoEd®, or an internal product “Domino”) for reporting such information. The adoption of a common database that may facilitate the collection of this data for all faculty is being considered.

**Component 4A.3 The university receives extensive funding from external sources for its programs of research and creative works.**

University faculty have experienced outstanding success obtaining competitive funding. The Office of Grants and Contracts monitors annual revenue obtained by faculty. The number of applications and proposals submitted for sponsored program funding has risen significantly over the past 10 years. In fiscal year 2010, the awards for sponsored programs totaled more than $421 million. The breakdown of funding by agencies and by schools and colleges is posted on the Office of Grants of Contracts website. The major award sponsors included federal agencies (65 percent—predominantly the National Institutes of Health), industry, associations and foundations, hospitals and universities, state and local governments, and international (see Figure 7.1). Of special note is that over the past two years (2009-10), faculty were awarded more than $80 million in funding from the American Recovery and Reinvestment Act.
New opportunities for research awards at the Denver Campus should arise from some recent recruitment of research-oriented faculty; an increased focus on research by some schools and colleges, such as the College of Liberal Arts and Sciences, which appointed an associate dean for research and introduced a differential workload policy that enables some tenure-track faculty to devote more time to research; increased research space in the new Science Building; and, as outlined in the strategic plan, greater opportunities to partner with colleagues at the Anschutz Medical Campus. The awards for each school and college are shown in Table 7.1.

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<tr>
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<td>$326.3</td>
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<td>School of Public Health</td>
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<td>$7.6</td>
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<td>$6.5</td>
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<td>School of Public Affairs</td>
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<td>College of Arts and Media</td>
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<td>Business School</td>
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<tr>
<td>University of Colorado Denver Total</td>
<td>$371.5</td>
<td>$365.1</td>
<td>$421.4</td>
</tr>
</tbody>
</table>
Analysis of the sponsored program awards by school/college reveals important achievements.

- The School of Dental Medicine has maintained significant funding for its programs and is ranked in the top 20 of all dental schools for National Institutes of Health funding.
- Compared to other schools of pharmacy, faculty in the School of Pharmacy rank third in the nation for individual awards per PhD faculty member and 12th in the nation for total National Institutes of Health funding.
- The School of Medicine ranks 10th among public medical schools for National Institutes of Health research expenditures.

Based on the activities of faculty, staff, and students, several regionally, nationally, and internationally prominent areas of research and creative work have been developed at the University of Colorado Denver including:

**Clinical and biomedical research**—Many clinical programs have achieved national prominence. The pediatric cardiology program is regarded as the top program of its kind nationally. A number of the university’s clinical programs are nationally prominent, including lung and thyroid cancers, diabetes (Type 1 and 2), lung disease and cystic fibrosis, obesity and nutrition, heart failure, transplantation, and pediatric clinical programs in child abuse, hepatitis, and melanoma. Several basic research programs, notably cell and developmental biology, structural biology, immunology, pharmacology, pharmaceutical sciences, neuroscience, and cell signaling, are highly regarded by their peers.

There are more than 100 specialized institutes or centers at the university whose research, education, and service is focused on a particular area, such as a specific disease or policy issue. For example, the University of Colorado Cancer Center and the Barbara Davis Center for Childhood Diabetes are internationally prominent research and clinical centers. More recently the university has established the Charles C. Gates Center for Regenerative Medicine and Stem Cell Biology. In 2008, the Colorado Clinical and Translational Sciences Institute, which supports translational research in addition to training and education programs, was established following the award of a $76 million grant from the National Institutes of Health.

Faculty from the School of Medicine were the first to:
- develop a classification and numbering system for human chromosomes;
identify a genetic factor that converts normal cells into cancer cells;
learn that lymphocytes are preprogrammed to respond to antigens, the foundation of modern immunology;
learn how a human cancer gene functions;
learn that naturally occurring proteins in the blood prevent the AIDS virus from reproducing and spreading to healthy cells;
identify a gene that carries the risk of schizophrenia; and
identify key molecular mechanisms in the failing human heart that have led to successful development of effective therapies.

Dental medicine—Research in the Biomaterials Research Center\(^{29}\) has created a new composite resin material for use in posterior dental fillings that is changing the practice of dentistry. In addition, the Department of Craniofacial Biology has many prominent research programs including the study of:

- molecular, genetic, and developmental mechanisms involved in early craniofacial and neural crest development;
- cancer cellular and molecular biology with primary focus on the signaling pathways involved in neoplastic development;
- characterization of specific transcription factors that regulate embryogenesis and cancer development;
- salivary gland biology; and
- photoactivated polymeric biomaterials and tissue engineering.

Research in health-care needs and delivery to Native American communities—The Center for American Indian Alaskan Native Health\(^{30}\) in the Colorado School of Public Health is engaged with every Native American reservation in the United States. The center promotes the health and well-being of Native Americans by pursuing research, training, continuing education, technical assistance, and information dissemination within a framework that recognizes the unique cultural contexts of this special population. Their research activities include:

- developing culturally acceptable and effective strategies to prevent infectious oral diseases;
- planning, designing, and assessing the feasibility of implementing a culturally appropriate mental health service model for Native American children with serious emotional and/or behavioral disturbances and their families;
- implementing high-quality, multidisciplinary, culturally grounded, problem-oriented research of major scientific and programmatic importance to health status; and
- conducting research on the health of elder Native Americans who are at greater risk for numerous acute as well as chronic illnesses.
Developing sustainable infrastructures—Faculty in the School of Public Affairs, College of Engineering and Applied Science, College of Architecture and Planning, and the College of Liberal Arts and Sciences collaborate to assist communities in Colorado and elsewhere in dealing with unprecedented increases in urban populations, constrained water supplies, energy shifts to mitigate climate change, and vulnerability to disasters. Cities worldwide are planning and reorganizing their existing facilities to develop more sustainable urban infrastructures that are resilient, high-performing, resource-efficient, cost-effective, and environment-friendly. Designing such infrastructures requires emerging technologies to be well-integrated with urban planning, public policy, and participatory community efforts. The Integrative Graduate Education and Research Traineeship program collaborates with the City and County of Denver, as well as other cities and organizations in several areas of focus, including:
  - the development and evaluation of innovative technologies for resource-efficient and environment-benign urban infrastructures;
  - linking emerging technologies, urban forms, population growth, and distribution to the impact of energy-material flows within and outside cities;
  - multi-dimensional cost-benefit analysis of alternative infrastructures and built environments, particularly focusing on the impact of alternative urban infrastructures on vulnerability and resiliency of urban systems and on human health and well-being; and
  - at the request of the city of Avon, the College of Architecture and Planning’s Center for Sustainable Urbanism and Department of Planning and Design participated in a study of the I-70 corridor in spring 2010, exploring the growth and transportation issues plaguing the mountain towns and ski resorts.

Education and care of children with special needs—The School of Education and Human Development and the College of Nursing study methods for better integrating children with special needs into child care and educational programs. The programs and mentoring activities of the Positive Early Learning Experiences Center in the School of Education have been recognized nationally for their impact on families and children. The center investigates, refines, and disseminates inclusive models and curricula for educating preschool autistic children alongside their peers. Similar research by the regional intervention program for children with behavioral challenges in the School of Education educates and encourages parents to work with their children in addressing their children’s challenging behavior. The College of Nursing National Resource Center for Health and Safety in Child Care and Education has developed a training program and technical resources for child care providers that prepares them to include children with special needs in child care and preschool programs.
Preservation of Colorado’s forests, of the history of Denver, and a deeper understanding of human origins—Members of the Department of Integrative Biology in the College of Liberal Arts and Sciences have been leaders in the fight to preserve Colorado’s pine forests in the face of a devastating onslaught from pine beetles. A similar commitment to regional concerns is found in the Department of History that spearheads research into the history of Denver and Colorado and collaborates with the Colorado Historical Society, the National Park Service, and a number of local museums. The history department also coordinates Colorado History Day, the Colorado affiliate of a national program that provides a year-long research experience for middle and high school students as well as training for social studies teachers. While college faculty pay attention to the needs of the city and the state, they are also engaged nationally and internationally. Recent faculty work on Italian Neanderthals suggests that they developed tool innovations independently of modern humans, an indication that they were more resourceful than previously thought. This work has attracted international attention and provides new insights into the evolutionary history of humans.

The National Center for Media Forensics in the College of Arts and Media investigates the application of scientific methods to aid the criminal and civil justice systems in the areas of audio, video, and computer evidence data gathering and authentication. The center is dedicated to fostering innovation in media forensics research and education through the creation of new knowledge, applications, methodologies, and services. The center is focused on designing and adapting cutting-edge techniques and technologies that can strengthen forensic science in the United States and abroad.

Water policy—Faculty in the School of Public Affairs are involved in research that will guide policy making for the “aquaculture” industry and the formation of partnerships between stakeholders that include government agencies, tribes, the private sector, academia, and/or environmental groups. Currently the United States’ seafood trade deficit, exceeds $8 billion per year creating economic opportunities for coastal communities. The research analyzes the effect of aquaculture partnerships on social capital; learning and consensus on scientific and policy issues; and projected socioeconomic and ecological outcomes. Resolution of such research issues will contribute to best management practices in this emerging area.

Geographic information systems and spatial modeling—Faculty in the Department of Geography and Environmental Sciences in the College of Liberal Arts and Sciences use geographic information systems technology in collaboration with faculty and students to conduct spatial analyses of social, environmental, economic, and political behaviors and institutions.
The collaborative research has important policy applications, including the evaluation of health capacity and response to the Haitian earthquake, site restoration in national parks, air resources, and social and economic capital in low-income neighborhoods. Faculty and students from the Department of Mathematical and Statistical Sciences and the Center for Computational Mathematics have received funding for the development and refinement of data-driven computing techniques to model temporal and spatial transmission of disease and the spread of wildfires. Each of these programs has developed facilities to provide necessary equipment and technical research support and have incorporated students into their research.

**Component 4A.4 The university has increased the focus on funded research and creative work.**

The schools and colleges realize that opportunities for growth and development of programs cannot rely on state funding. To offset declines in support, the university is seeking to increase the funding of sponsored programs. All schools and colleges acknowledge their obligation to engage in research and creative activities that provide valuable learning experiences for students and that are worthy of support by funding agencies, alumni, and private donors. The consolidation of the university facilitated opportunities for interdisciplinary and multidisciplinary research collaborations including:

- the Colorado Clinical and Translational Sciences Institute has served as a catalyst for clinical studies that involve faculty in the schools/colleges at the Anschutz Medical Campus as well as faculty in the psychology and health and behavioral sciences departments in the College of Liberal Arts and Sciences;

- the Learning Landscapes program that was founded in the College of Architecture and Planning has led to research by faculty at the Anschutz Medical Campus, investigating the benefits of these playgrounds on obesity and children’s health;

- the health information systems program in the Business School collaborates with faculty in the School of Medicine and the Colorado School of Public Health to investigate the cost and quality of health care;

- faculty in the departments of bioengineering and electrical engineering in the College of Engineering and Applied Science are collaborating with faculty in the School of Medicine to develop and build instrumentation for a microscopy center and biophotonics consortium; and

- the newly created Department of Bioengineering in the College of Engineering and Applied Science is collaborating with pediatric cardiologists and other physicians in the development of new medical devices.
Both the Center for Faculty Development\textsuperscript{39} and the Office of Research Development and Education\textsuperscript{40} provide valuable services in helping faculty prepare grant proposals. Analysis of data comparing faculty who work with the Office of Research Development and Education with those who don’t indicates that faculty who engage with the Office of Research Development and Education submit more proposals and receive more awards. The Office of the Vice Chancellor for Research\textsuperscript{41} also publishes a periodic newsletter, “Research Tips,” that provides useful information, particularly for new investigators, and the Office of Grants and Contracts\textsuperscript{22} provides ongoing training in sponsored-program administration for faculty and staff.

Many schools, colleges, departments, and programs have hired faculty with strong research backgrounds and have initiated support programs. As an example, the School of Education and Human Development has established a research center\textsuperscript{42} designed to support faculty research by providing individual consultation on the design of research and research and grant applications, data input and analysis, literature reviews, editing, and identification of publication outlets. Similarly the Colorado Clinical Translational Science Institute\textsuperscript{28} presents a lecture series, Statistics for Non-Statisticians, that assists investigators in designing their research.

\textit{Component 4A.5 The university’s research discoveries and creative activities improve its educational programs.}

In several schools and colleges at the Anschutz Medical Campus, faculty are expected to raise the majority of their salary from external funding sources. In the competitive environment for external funding that currently exists, most funded research has been evaluated by peer review and is considered to be excellent or outstanding. Graduate students and fellows are often the major participants in driving the research engine in many programs. In such environments the students and fellows receive training that provides them with the skills required to become independent investigators.

In some cases these research settings also provide opportunities for undergraduate students to experience research and to hone their research skills, which can influence their decision to pursue opportunities in graduate programs, thereby developing a highly trained cadre of researchers (for example, the Undergraduate Research Opportunities Program—see \textit{Component 4B}). Undergraduate students have been involved in projects ranging from analyzing bone fragments at a Tanzanian archeological site to investigate tool use by early Hominids to the isolation and analysis of cadmium-resistant bacteria.

In addition to creating learning opportunities for students, the university’s research and creative endeavors also lead to modifications and improvements
in educational programs. For example, the Visible Human Project, led by Vic Spitzer, PhD, director of the Center for Human Simulation in the School of Medicine, created a digital image of the human body. This project, supported by the National Library of Medicine, has influenced the teaching of anatomy at the university as well as institutions worldwide. Using a computer program called the Visible Human Dissector Guide, medical students are able to focus on one part of the body, such as the brain, or examine entire systems, muscle layers, or skeletal structures. Each organ, muscle or tissue system is displayed with photorealistic color and 3-D enhancement, making it possible to explore organs and systems in the body. In 2003, the School of Medicine was the first medical school in the country to incorporate the Visible Human Dissector Guide into the anatomy section of the curriculum. More recently the data obtained in the Visible Human Project has also guided the development of new surgical procedures.

Component 4A.6 The university’s research discoveries enhance professional practice (e.g., clinical) activities.

The School of Education and Human Development collaborates with 27 partner schools in six partner school districts to prepare teacher candidates. Both the student trainees and the practicing teachers are exposed to, and adopt, new pedagogies. Drs. Sherry Taylor and Donna Sobel in the school developed techniques and procedures for culturally responsive teaching that are now used in teacher preparation programs in the School of Education and Human Development.

Through a variety of research, teaching, and outreach programs, including the Center for Applied Science and Mathematics for Innovation and Competitiveness, STEMapalooza, as well as activities funded by the GK-12 grant and a National Science Foundation Noyce grant, faculty from the chemistry, mathematical and statistical sciences, integrative biology, and geography and environmental sciences departments in the College of Liberal Arts and Sciences, along with faculty in the School of Education and Human Development, are studying better approaches to science and math education throughout P-20 education. By coordinating these efforts and sharing the results of these studies with colleagues in K-12 education, the university not only addressed identified needs in these programs, but augments undergraduate pipeline programs by providing students with solid foundations in mathematics and science.

Several research discoveries by university faculty impact professional practice. For example:

- The Visible Human Project has enabled surgeons to model surgical techniques in a virtual environment prior to adoption in clinical settings.
Research in disparities in both education and health care has impacted the ways in which education and health care are delivered. Several centers within the School of Public Health, have established tele-health and tele-education programs that have significantly enhanced the delivery of health care to Native Americans living in rural communities.

Professor of Architecture Julee Herdt has developed BioSIPs, a structural insulated panel system based on her biobased building material research and material applications. BioSIPs is being used to build a research structure for ReSource, the waste reduction division of the Center for ReSource Conservation in Boulder that accepts and resells reusable building materials.

Research by faculty in the Department of Geography and Environmental Science on mountain stream dynamics is being used by environmental consultants and the state of California in stream protection and regulatory programs.

Component 4A.7 The university provides administrative support and technological infrastructure for research and creative works.

Research activities at the university are overseen by the vice chancellor for research, who is assisted by an associate vice chancellor and their staff. The vice chancellor for research oversees the shared facilities and other infrastructure for the research enterprise at the university, such as the vivarium on each campus as well as other core facilities. The vice chancellor for research also oversees the Office of Grants and Contracts, as well as the compliance office and other offices with responsibility for regulatory activities for research involving animal and human subjects. Some schools and colleges also have administrative structures to support research. In the School of Medicine there are three associate deans and two committees, the Research Advisory Committee and the Clinical-Translational Research Advisory Committee, that provide support for research activities in the school. The Research Advisory Committee addresses strategic planning for research and recommends new research initiatives or enhancements to existing facilities or programs, whereas the Clinical-Translational Research Advisory Committee focuses on needs within clinical and translational research. In the School of Education and Human Development, the associate dean for research leads the work of the school’s research center and the evaluation center.

These administrative structures at both the university and the school/college level provide the research community with state-of-the-art core facilities that offer access to cutting-edge technology. Each year, the university, its centers, institutes, and schools/colleges receive requests to establish additional core facilities to offer the latest advances in technology. The
School of Medicine has established the Strategic Infrastructure for Research Committee that provides between $1 million to $2 million annually to develop new core facilities.

Component 4A.8 The university, its schools, colleges, centers, and institutes, provide seed money for research and creative works.

The university Office of Research Administration, in concert with the provost and appropriate colleges or schools, offers direct financial support for faculty research primarily through providing matching funds for major equipment grant applications. Some of the university’s more than 110 centers and institutes provide access to advanced instrumentation for research endeavors and also provide funding for seed and pilot research grants. The Center for Faculty Development and the Office of the Associate Vice Chancellor for Research, for example, offers several internal grants that provide resources for collaborative, inter- and multidisciplinary scholarly and creative work.

Most of the schools/colleges also provide financial support for the research and creative pursuits of their faculty. The College of Liberal Arts and Sciences offers seed grants of up to $15,000 each through its CLAS Research Innovation Seed Programs. The School of Education and Human Development provides course releases for faculty and funds to assist in the preparation of major federal grants. The School of Medicine provides $1 million annually for seed and bridge grants ($50,000 each). Similarly the School of Pharmacy and the College of Nursing provide seed grants, bridge grants, emergency funding grants, and grants to stimulate student involvement in research activities. The College of Arts and Media also provides development grants for faculty research and other creative activities.

These programs are successful in generating publications, grant applications and funded awards.

- The College of Liberal Arts and Sciences 2009 CLAS Research Innovation Seed Programs provided seed money to 10 researchers who submitted nine proposals for external funding. To date, four proposals were funded for $1.65 million from the National Institutes of Health, National Science Foundation, and the Michigan Center for Urban African American Aging Research.

- In academic year 2008-09 the Cancer Center supported 22 pilot project awards that resulted in 25 publications and 24 funded grants (16 grants from the National Institutes of Health, three from the American Cancer Society, one from the Department of Defense, one from the Cancer League, and three from other foundations). An additional five grants are pending.

- From 2006-2009, the School of Medicine awarded $2.2 million in
bridge funding (most awards are $50,000) to 43 faculty. Within a year of receiving one of these awards, 32 (74 percent) of these faculty obtained major (greater than $100,000) grants totaling more than $30.7 million ($21.8 million in direct costs).

- The Center for Women’s Health Research awarded 12 seed grants, five of which subsequently led to major funding (including three from the National Institutes of Health).

**Component 4A.9 The University of Colorado system provides the infrastructure to facilitate commercialization of discoveries.**

The entrepreneurial spirit of the university is apparent in the efforts of its faculty, students, and staff in establishing partnerships to commercialize intellectual property. Technology transfer for the university system is overseen by a centralized Technology Transfer Office under the purview of the president of the University of Colorado. The Technology Transfer Office maintains an office at University of Colorado Denver that provides faculty, staff, and students with assistance in filing invention disclosures and patents and establishing contacts with commercial entities. The office also publishes periodic reports on progress of licensing efforts and formation of start-up companies resulting from patents or other intellectual property of university personnel.

Technology transfer activity has undergone significant growth, particularly in the biomedical field. In 2008-09 five new companies were formed from intellectual property developed at the University of Colorado Denver. Intellectual property developed by university faculty has produced approximately 376 invention disclosure statements and 282 patent applications over the past three years. To stimulate additional technology transfer activity, the University of Colorado system launched a seed grant program three years ago. Approximately $4.1 million has been provided to University of Colorado Denver faculty to fund initiatives that have potential for commercialization. The Technology Transfer Office organizes an annual dinner at which it honors the “Inventor of the Year” from each of the three universities of the University of Colorado system. In 2010 Drs. Robert Hodges and Malik Kahook from the School of Medicine received awards for “Inventor of the Year” and “New Inventor of the Year,” respectively.

Following are several examples of commercialization of inventions and discoveries from university faculty:

- Dr. Myron Levin collaborated with Merck and Co. in the development of a vaccine (Zostavax) for the prevention of shingles in people over 65. The vaccine was approved in the United States in 2006 and the Center for Disease Control recommends that all people over the age
of 60 receive the vaccine. More than one million doses of the vaccine have since been sold.

- Dr. Bill Arend developed a natural inhibitor of cytokines that eventually led to development of Anakinra, or Kineret\textsuperscript{52}, which is currently used in the treatment of rheumatoid arthritis. To date, worldwide sales have amounted to $600 million.

- Drs. Don Bellgrau, Richard Duke, and Alex Franzusoff developed vaccines delivered by recombinant yeast that has enabled Globeimmune\textsuperscript{53} to raise $147 million to perform phase II clinical trials for the treatment of hepatitis C as well as colorectal, pancreatic, and non-small cell lung cancers.

- A group of scientists and clinicians at the University of Colorado Cancer Center have pioneered methods to inhibit the kinase activity of epidermal growth factor receptor for the treatment of lung cancer. These technologies have been licensed by Syndax Pharmaceuticals, Abbott Molecular Diagnostics, and OSI Pharmaceuticals.

- Dr. Michael Bristow and colleagues have identified mutations in the adrenergic receptor that prevent patients who carry the mutation from responding to treatment with Bucindol\textsuperscript{54} for heart failure. Venture capital funds ($40 million) have been raised to test the efficacy of Bucindol to treat heart failure in patients with the responsive form of the adrenergic receptor.

### Component 4A.10 Research accomplishments of the faculty are recognized by respected peers, professional societies, and the university.

Research by faculty, staff, and students is published in appropriate journals and presented at professional meetings. Several faculty have received prestigious national and international awards in recognition of their high-impact research and scholarly activities. The Institute for Scientific Information includes nine University of Colorado Denver faculty among their classification of highly cited researchers (Table 7.2).

#### Table 7.2 Faculty Research Accomplishments

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<thead>
<tr>
<th>Faculty</th>
<th>Discipline</th>
<th>Affiliation</th>
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<tr>
<td>Franca, Leo Penna</td>
<td>Engineering</td>
<td>Mathematical and Statistical Sciences, College of Liberal Arts and Sciences</td>
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<tr>
<td>Bristow, Michael R.</td>
<td>Clinical Medicine</td>
<td>Cardiology, School of Medicine</td>
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<td>Cohen, J. John</td>
<td>Immunology</td>
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<td>Cambier, John</td>
<td>Immunology</td>
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<tr>
<td>Dinarello, Charles, A.</td>
<td>Immunology/ Clinical Medicine</td>
<td>Infectious Disease, School of Medicine</td>
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<tr>
<td>Gelfand, Erwin W.</td>
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<tr>
<td>Marrack, Philippa, C.</td>
<td>Immunology</td>
<td>Immunology, School of Medicine</td>
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</tbody>
</table>
Four current and/or emeritus faculty (Drs. Charles Dinarello; John Kappler, Pippa Marrack, and David Talmage) are members of the National Academy of Sciences, and 13 faculty (Drs. Fred Battaglia, Frank DeGruy III, Robert Freedman, Larry Green, Richard Johnston, John Kappler, Richard Krugman, Spero Manson, Pippa Marrack, Bernard Nelson, Robert Schrier, John Strain, and David Talmage) have been elected to the Institute of Medicine.

Some recent (2009-10) notable faculty awards and recognitions include:

- Dr. Thomas Andrews of the history department in the College of Liberal Arts and Sciences won the Bancroft Prize, the most prestigious award in the field of American history, for his book, *Killing for Coal: America’s Deadliest Labor War*.

- Dr. Phil Strain in the School of Education and Human Development received the Special Education Research Award (2010) from the Council for Exceptional Children.

- David Liban of the Department of Theatre, Film, and Video Production in the College of Arts and Media was nominated for an Emmy for his documentary “Carhenge: Genuis or Junk?”

- David Bondelevitch of the Department of Music and Entertainment Industry Studies in the College of Arts and Media received an Emmy for sound editing for the movie “The Hunley.”

- Dr. Steve Medema of the Department of Economics in the College of Liberal Arts and Sciences received the Jerome Adolfe Blanqui Prize from the European Society for the History of Economic Thought for the best book published in the field in the past two years.

- Dr. Michael Jenson of the Department of Architecture in the College of Architecture and Planning was awarded first place in the 2009-10 European Association of Architectural Educators Prize competition for original writing on architectural education.

- Dr. Charles Dinarello in the School of Medicine was awarded the Royal Swedish Academy of Sciences Crafoord Prize, the Paul Ehrlich and Ludwig Darmstaedter Prize, and the Albany Medical Center Prize in Medicine and Biomedical Research (the largest award in medicine or science in the United States) for his research that isolated and cloned the pro-inflammatory molecule Interleukin 1.

- Dr. Jeffrey Stansbury in the School of Dental Medicine received the Wilmer Souder Award, the top award given for work in the dental materials field, from the International Association of Dental Research.

In addition there are several awards from the university or the University of Colorado system that acknowledge faculty achievements in research and scholarly activity, including:

- Recognition as Distinguished Professors on the basis of outstanding performance in research or creative work. Current active faculty who have received this award are Professors William Arend, John Cambier,
Several schools and colleges also acknowledge the outstanding achievements of faculty in research and/or creative work.

- On the Denver Campus, each school/college annually recognizes a faculty member for his/her research, and then those faculty submit their work to a campus committee to determine the campus awardee for excellence in research/creative activities.
- The School of Medicine presents annual awards at commencement ceremonies recognizing faculty for their teaching, mentoring, or research accomplishments.
- The College of Nursing has the Elizabeth H. Boeker Distinguished Leadership Lectureship that recognizes faculty for their contribution to nursing science with a stipend.

The scholarly contributions of numerous faculty at the University of Colorado Denver have been recognized through appointments to editorships of scholarly journals and leadership positions in professional and scholarly societies. In the College of Liberal Arts and Sciences, nine departments house faculty who serve as editors and associate editors of national and regional journals. As an example, for nearly a decade, Professor Steven Medema served as the editor of the *Journal of the History of Economic Thought*. Under his leadership this journal has gained a place of prominence in its field. Other faculty serve as editors or co-editors of journals such as *Social Choice and Inequality*, *Natural Hazards Review*, *Geography Compass*, *North Carolina Literary Review*, and *storySouth*. As a reflection of respect for their contributions in their fields, Dr. Medema currently serves as the president of the Society of the History of Economic Thought, and Professor Sharon Araji is the president of the Pacific Sociological Society.

Component 4A.11 Research accomplishments of students are recognized by the university and through national and international awards.

The Office of Research Administration sponsors an annual Research and Creative Activities Symposium for graduate and undergraduate students on both the Anschutz Medical Campus and the Denver Campus. The event features posters presented by students, keynote speakers, and awards for outstanding achievements. In 2010, Jenean O’Brien, a graduate student in the cancer biology program at Anschutz Medical Campus, was one of four students presented with the Outstanding Research and Creative Activity Award. Jenean worked with Dr. Pepper Schedin on research involving mammary gland involution as a target for pregnancy-associated breast cancer prevention. Sarah Coughlin, who worked with Dr. Sean McGowan in the College of Arts and Media, received an award for a piano performance entitled “The Brilliance and Plight of 20th Century Composer Aram Khachaturian.”

In addition, some schools, such as the School of Medicine, also sponsor annual research days and capstone events for mentored scholarly activity at which students present their work. Outstanding achievements are recognized with prizes. At the conclusion of these research days, award-winning posters are placed on display at the Health Sciences Library. The College of Engineering and Applied Science sponsors a public senior design event at which engineering students exhibit their accomplishments and visitors from the industrial sector serve as judges to select outstanding projects.

Many students obtain individual funding from external sources for stipends and/or travel funds. For example, some students in the biomedical PhD programs in the School of Medicine obtain support from several funding agencies, including the National Institutes of Health, the Department of Defense, and the American Physiology Society. Similarly, students in the College of Architecture and Planning have won awards from the Association of Schools of Landscape Architecture and Association of Collegiate Schools of Architecture.

University of Colorado Denver undergraduate students have received recognition, honorable mention, finalist standing, or designation as scholars in the Goldwater, Mellon, Rhodes, Truman, and Udall scholarship programs. The research that students have engaged in with the guidance of faculty has played a significant role in the students’ ability to compete for these honors.

Some schools and colleges provide stipends, tuition support, and/or travel awards to students who are performing research and creative works to attend professional meetings. For example, students who participate in basic and/or translational research in the School of Dental Medicine,
College of Nursing, and the Department of Chemistry in the College of Liberal Arts and Sciences receive awards to attend national and international research conferences. The University Honors and Leadership Program provides support for travel through its Student Research Fellows program. The Student Senate at the Anschutz Medical Campus provides travel funds for students to attend meetings of professional societies.

Component 4B. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

The policies of the University of Colorado Denver require that in order for promotion, tenure and tenure-track faculty must be scholars as well as teachers. University of Colorado Denver faculty need to be aware of current concepts and changes in their professional discipline. Through performing research or creative work, faculty stay current with advances in their field enhancing their ability not only to perform cutting-edge research and creative work, but also to inform students of emerging trends in their field. These advances inform changes or modifications in curricula and/or courses. Students in professional programs are aware that their fields will evolve and be affected by advances in understanding, technology, and societal attitudes. Many professional accrediting agencies recognize this and ensure that intellectual inquiry is interwoven into the curricula. Successful undergraduate students also need to acquire skills such as the ability to think critically and to evaluate information; the university’s general education/core curriculum emphasizes acquisition of these skills.

Component 4B.1 The university’s general education curriculum imparts a culture of lifelong learning and an international perspective among undergraduate students.

Since 1990, all students studying for a baccalaureate degree on the Denver Campus, independent of their major, complete a general/core curriculum that provides a broadly based education founded on the liberal arts. This core curriculum promotes intellectual competencies, written communication, quantitative reasoning, information literacy, and critical thinking as well as a breadth of knowledge across the arts, humanities, behavioral sciences, social sciences, and biological/physical sciences. The requirements specify course work and competence in mathematics and writing, five knowledge areas, and diversity, cultural diversity, and international perspectives. This core curriculum1 (see also Criterion 3) encompasses flexibility for students to complement their individual backgrounds and develop specific career goals. The learning objectives of the core curriculum are that students:

- develop basic literacy in quantitative reasoning and English composition;
- develop critical thinking;
- establish content knowledge and competency skill sets for lifelong discovery;
foster understanding of and sensitivity to difference and diversity; and

develop broad knowledge and creativity for an internationalized 21st century society.

Schools and colleges extend the general education foundation for lifelong learning beyond the core by adding graduation requirements in oral communication, foreign language proficiency, and additional depth of understanding in the knowledge areas.

The international perspectives component of the core curriculum provides insight into the effects and influences of a worldwide, multicultural society. The learning objectives of this requirement may be satisfied either by course work involving global perspectives or through an academically oriented study abroad experience. Each international perspectives course fosters an appreciation for and an understanding of the history, culture, social characteristics, and/or economy of a nation or region of the world that is not the United States. The international perspectives requirement serves as an introduction to non-U.S. societies and provides opportunities for students to think globally.

The responses obtained in the 2010 National Survey of Student Engagement provide information on the perception of students at the Denver Campus of educational experiences (including practica/internships/co-ops, community service or volunteer work, independent study, study abroad, and the learning communities) that facilitate the acquisition of a breadth of knowledge and opportunities to practice intellectual inquiry. The data indicate that the participation of senior students in these experiences was quite variable—58 percent had performed community service or volunteer work; 42 percent undertook a practica/internship/co-op/or clinical experience; whereas only 7 percent completed a study abroad experience and only 15 percent planned to do so.

The university would like to increase the proportion of undergraduate students who participate in these study abroad experiences and must develop more effective communication strategies to inform students that these educational opportunities are available and how they may benefit by participating in them. Alternatively, it may be that many students feel that they do not have the time to participate in these events as they are attending the campus part-time. The survey demonstrated that freshman students were more likely to spend 16+ hours per week working for pay off campus and/or 6+ hours commuting to class per week than students from the peer institutions.

The vast majority of students also believe that their experiences at the University of Colorado Denver have contributed “quite a bit” or “very
much” to their knowledge, skills, and personal development in acquiring a broad general education. As discussed in Component 3A, the assessment and advancement of general education has been a recent emphasis involving a multipronged approach that includes standardized testing of students, faculty surveys regarding student performance, and curriculum-embedded assessments of student learning for core learning outcomes.

Table 4.3 below summarizes the National Survey of Student Engagement data related to student educational and personal growth. The data shows that undergraduate students at the University of Colorado Denver have similar favorable impressions as students from peer institutions of the contribution of their college experience to their overall development.

| To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? |
|---|---|---|---|---|
| 11a. Acquiring a broad general education | UC Denver | Peers | UC Denver | Peers |
| 11b. Acquiring job or work-related knowledge and skills | 56 | 57 | 63 | 69 |
| 11c. Writing clearly and effectively | 76 | 72 | 71 | 73 |
| 11d. Speaking clearly and effectively | 63 | 62 | 67 | 66 |
| 11f. Analyzing quantitative problems | 68 | 71 | 72 | 75 |
| 11g. Using computing and information technology | 70 | 72 | 77 | 79 |
| 11h. Working effectively with others | 67 | 69 | 71 | 74 |
| 11j. Learning effectively on your own | 68 | 69 | 79 | 72 |
| 11k. Understanding yourself | 57 | 62 | 60 | 59 |
| 11m. Solving complex real-world problems | 56 | 57 | 58 | 60 |

Additional information on the peer institutions is included in the complete National Survey of Student Engagement study².

Component 4B.2 Experiential learning opportunities, including service and socially responsible engagement activities, provide students with a broad base of learning experiences.

To become lifelong learners individuals must develop the skills for self-learning and the ability to learn in a variety of situations and environments. In most academic programs learning occurs both in and out of the classroom through incorporation of experiential learning and other modalities that develop professional skills and foster self-learning. Many self-learning modalities instill a sense of self-reliance and foster innovation. Students in courses that incorporate or emphasize experiential activities transition from dependent to independent learners, and, as part of that process, are
required to reflect on their education and to create and implement strategies that improve their performance. In addition students have opportunities to be involved in work-study, as well as service and community engagement activities, that broaden their experiences and expose them to new and varied settings.

A survey conducted by the National Association of Colleges and Employers revealed that one thing employers look for is work experience. Employers revealed that three out of five of their new college hires in 2004 had internship experience, and nearly one-third had participated in a co-op assignment. The 2010 National Survey of Student Engagement data revealed that 42 percent of University of Colorado Denver senior respondents reported they had completed a practicum, internship, field experience, co-op experience, or clinical assignment, with an additional 28 percent stating that they still planned to do so. When asked if they had worked on a research project with a faculty member outside of course or program requirements, 15 percent of senior respondents indicated they had done so with another 21 percent who stated they planned to do so. Activities that were once considered extra- or co-curricular are becoming more commonplace and integrated into most curricula.

The student employment office coordinates paid work-study opportunities for approximately 400 students within the University of Colorado Denver and nonprofit organizations. Some students have experiences related to careers they are considering.

- Students considering careers in research may work in research laboratories at either University of Colorado Denver or affiliated hospitals.
- Students planning on teaching careers are given opportunities to serve as tutors at the University of Colorado Denver or local colleges.
- Political science or pre-law students have found employment opportunities with nonprofit social justice organizations.
- Economics students gain valuable experience in internships conducting data analysis for government agencies, most notably at the Colorado Department of Health Care Policy and Financing.
- Students interested in the performing arts have found opportunities to work for local nonprofit theatre groups.
- Students gain hands-on experience as editors of an international literary journal, Copper Nickel, housed at the University of Colorado Denver.
- Students in architecture and landscape architecture work in professional firms.
- A student in historic preservation had a prestigious summer internship with the U.S. National Committee of the International Council on Monuments and Sites.
The university engenders an appreciation of lifelong learning by encouraging all students to participate in scholarly, creative, and co-curricular activities. The Office of Experiential Learning coordinates opportunities for research and creative activities, internships and co-ops, service learning, and volunteer activities for undergraduate students (see Criterion 3). In 2009 the former director of the university’s Experiential Learning Center, Lissa Gallagher, was honored by the National Society for Experiential Education with its Rising Leader Award.

The Undergraduate Research Opportunities Program provides opportunities and support for student research. As a research university, faculty are actively engaged in cutting-edge research and discovery work. This pursuit of new knowledge engenders a culture of lifelong learning that may originate with the faculty but extends to the students, fellows, and staff who work alongside them. In collaboration with faculty, students are engaged at the heart of the university’s intellectual activities, creating new knowledge and creative works. Projects to build robots, create documentary films, investigate cultural trends, and develop new imaging techniques to detect cancer are a few of the opportunities available to students. The university integrates discovery and learning in campus laboratories, studios, and beyond.

The University of Colorado Cancer Center fellowship program enables undergraduate students to perform research with a cancer researcher for 10 weeks during the summer. Students attend seminars twice-weekly, participate in a research project, write a paper before and after the project, and participate in a poster session at the end of the summer. Last year this program had 49 students, and more than 200 people attended the poster session. Now in its 22nd year the program allows students to explore cancer research and hopefully sparks their interest in a cancer-related career.

Undergraduate and graduate students participate in a number of volunteer (or minimal compensation) activities that supplement their learning and expose them to different environments.

- The Learning Landscapes program within the College of Architecture and Planning established an AmeriCorps program and hired a full-time AmeriCorps program coordinator. Often referred to as the “domestic Peace Corps,” AmeriCorps is a national community service program.

- The College of Architecture and Planning implemented several studios and courses (such as New Orleans studios and Advanced Ecology) that provide students with opportunities for research and community involvement.

- Students in the psychology program in the College of Liberal Arts and Science operate a community clinic that provides counseling to individuals who otherwise would not have access to such services.
Students in the MD program volunteer at local low-income clinics, such as Clinica Tepeyac\textsuperscript{11}, that serve the health-care needs of a largely immigrant, Spanish-speaking population. In addition, during their rural and community care clerkship\textsuperscript{12} through the Area Health Education Center network, medical students engage community organizations.

Experiential learning is an integral component of most graduate programs. For example in the PharmD program, students participate in several distinct experiential learning programs and progress from service learning, e.g., providing education on health issues to elementary school children, to advising patients regarding nonprescription products and delivering disease-state management and medication safety programs.

Component 4B.3 Co-curricular programs, including those for student leadership, provide additional and unique opportunities for learning.

The university has several programs, such as the University Honors and Leadership Program\textsuperscript{13}, that provide opportunities for students to develop skills for leadership. The leadership studies track in this program creates a collaborative learning environment in which students work in action-oriented teams on innovative solutions to practical issues. The interdisciplinary seminar courses are given to small groups of students to encourage them to develop their leadership potential through self-guided learning strategies, practical team projects, theory-based seminars and individualized mentoring. Students in the University Honors and Leadership Program are also provided with many networking opportunities. They are designated as “Chancellor’s Ambassadors,”\textsuperscript{14} serving as student representatives of the university at various events, including dinners hosted by the chancellor and banquets acknowledging university donors. These students also engage with students from leadership programs at other universities by participating in the Colorado Leadership Alliance and El Pomar Scholars program activities.

The University of Colorado-LEADS (Leadership, Education, Advocacy, Development, and Scholarship) Track\textsuperscript{11} is a longitudinal program that trains and supports medical students interested in advocacy and the underserved. Students participate in lecture series presented by local and national politicians and community advocates on issues related to health care reform.

Component 4B.4 Many specialized accrediting agencies require that the curriculum provides students with opportunities to acquire a breadth of knowledge and skills and the capacity to exercise intellectual inquiry.

All undergraduates enroll in general education classes; some pursue experiential learning opportunities. Some of the professional programs
also deliberately integrate self-directed learning. Programs are required to define learning outcomes around this standard. For example, the Liaison Committee on Medical Education educational standard ED-5A requires that MD programs include “instructional opportunities for active learning and independent study to foster the skills necessary for lifelong learning.” The clinical programs of the Schools of Medicine, Dental Medicine, Pharmacy, and the College of Nursing promote self-directed study through multiple experiences including case analysis and discussion, analysis of the literature, identification and research on learning issues in problem-based learning, self-assessment of clinical reasoning and patient interviewing skills, and projects in evidence-based clinical practice.

Some agencies that oversee specialized accreditation also require the integration into the curriculum of scholarly activity, including research and other opportunities that promote a commitment to lifelong learning. For example the standards for learning outcomes prescribed by the Liaison Committee on Medical Education specifically pertain to students developing critical thinking and skills for self learning. All students in the MD program participate in mentored scholarly activity in one of five thematic areas: 1) basic science research; 2) clinical research; 3) humanities, social sciences, and medical education; 4) epidemiology, community, and public health; and 5) global health. Similarly, “Standard 6” of the DDS program in the School of Dental Medicine states that “Research, the process of scientific enquiry involved in the development and dissemination of new knowledge, must be an integral component of the purpose/mission, goals, and objectives.”

These experiences are having an impact on the career path selected by the students graduating from the MD program as greater than 95 percent expect to be involved in research during their medical career. Many of these physicians contribute to the pool of teachers critical to the training of medical students and residents. Similarly in the PharmD program, approximately 20 percent of the class of 2009 pursued advanced training in residency, fellowship, or degree programs.

The conceptual framework for teacher preparation programs in the School of Education and Human Development incorporates the role of “teachers as critical inquirers.” To instill teacher candidates with an inquiry stance in their approach to teaching, they are taught to critically reflect on teaching and learning in a manner that generates new knowledge and to integrate this knowledge into existing theories and current practices.
The university established a Graduate School for the consolidated institution and provides financial support for graduate students in research programs.

The university offers 57 master’s degree programs, two specialist’s degree programs and 34 doctoral programs. At the Denver Campus graduate education is concentrated on a variety of master’s degree programs and a few doctoral programs. At the Anschutz Medical Campus, graduate degrees are predominantly advanced professional degrees (DDS, DNP, DPT, MD, and PharmD), doctoral programs, and several specialized master’s degree programs (nursing, physician’s assistant, and public health). Prior to consolidation, both the former Health Sciences Center and the University of Colorado at Denver each had their own Graduate School. Following the consolidation of the two institutions in 2004, an ad-hoc task force appointed by the chancellor recommended forming a single graduate school to oversee all graduate programs except for those with specialized accreditation. The report also recommended that resources be provided for adequate staffing of the graduate school and for support for students and faculty. A separate committee drafted a set of rules for the new graduate school that were approved and adopted in 2008. A unified graduate council was established that is now responsible for reviewing proposals for new graduate programs (master’s or doctoral) before they are submitted to the University of Colorado Board of Regents for approval. A new full-time dean, Dr. Barry Shur, began serving in November 2010.

Research is an integral component of all doctoral programs and many master’s degree programs. Graduate students provide the engine that generates much of the university’s extramural grant revenue. These students receive a stipend that is usually funded by research grants of the faculty who supervise their research. The institution provides stipends for many of these students during their first year before they choose a dissertation project, and in many programs students join the laboratory of an individual faculty member. Almost one-third of the doctoral programs in the biomedical sciences are supported by training grants from the National Institutes of Health. These grants are usually awarded for up to five years and are very competitive (success rates usually around 10 percent). Applications for renewal of training grants are carefully evaluated for the training environment and the success of individual students supported by the grant. The multidisciplinary program in sustainable urban infrastructure is supported by an Integrative Graduate Education and Research Traineeship grant from the National Science Foundation.

The recent introduction and analysis of student-learning outcomes by the biomedical science doctoral programs at the Anschutz Medical Campus demonstrates that they are meeting their goals including preparing students
for a career in research and lifelong **learning** (see the “Assessment Reports” repository in electronic resource room). The learning objectives of these programs typically include successful design and interpretation of experiments, writing scientific papers, acquisition of professional skills required for an academic career, as well as discipline-specific learning objectives.

**Component 4B.6** An integral component of some graduate programs is to provide “senior” students with opportunities to serve as teachers, instructors, or mentors for more “junior” students.

The **learning** outcomes of many graduate-level programs include a requirement for students to become effective communicators of knowledge. The acquisition of effective teaching skills that enable teachers to present material within a general context beyond the narrow focus of a specific discipline generally requires that students acquire a breadth of knowledge. Many graduate students on the Denver Campus teach as part of their training. In some cases, students serve as teaching assistants in large introductory courses. In others, they teach laboratories associated with courses in the sciences.

Providing instruction to more junior students is an additional **learning** opportunity that promotes the development of independent thinking and communication skills for senior students. Communication with and education of others is an important outcome of many graduate-level programs and is often reinforced throughout the curricula with courses that develop professional skills. These experiences may also enhance the student’s desire to serve as an educator of the next generation of students. Instruction of junior students by senior students is a component of other programs, such as the School of Pharmacy PharmD program in which fourth-year students mentor first-year students. Similarly, graduate students on the Denver Campus who are teaching assistants for undergraduate courses receive training through the Faculty Development Office, which provides additional communication skills useful for lifelong **learning**. For example, teaching assistants in the English composition program undergo training before leading sections on English composition for more junior students. This training represents an intensive introduction to effective classroom pedagogy. In many of the doctoral programs that involve laboratory research, senior students are often called upon to provide instruction in techniques and experimental protocols to entering graduate students or even undergraduate and summer students. Similarly, in clinical settings residents, interns, and senior students assist beginning students.
Component 4B.7 The university provides funding for research and creative work opportunities designed to enhance diversity and inclusion.

Diversity and inclusion are core values central to the university’s mission of achieving a diverse learning community. The university has successfully attracted a diverse population of undergraduate students; however, the diversity of many professional and graduate programs remains low. The university has established several programs to encourage undergraduate students from diverse and traditionally underrepresented groups to explore opportunities in biomedical research. For example, the Graduate Experience for Minority Students Program\(^\text{18}\) is a National Institutes of Health-funded program in which minority undergraduate students enroll in a 10-week summer research internship that includes both course work and laboratory research with a faculty mentor in either biochemistry and molecular genetics, cell and developmental biology, cancer biology, human medical genetics, immunology, microbiology, molecular biology, neuroscience, pharmacology, or reproductive science. Graduate Experience for Minority Students Program interns are selected on their academic achievement, interest in biomedical science research careers, and inclusion in an underrepresented group or category (first-generation college attendee, low income, financial need, or ethnic identity as African American, Hispanic, Native American, Alaska Native, Southeast Asian, or Pacific Islander).

The LABCOATS (Link to Advancement in Biomedical Research Career Opportunity and Training Section) program\(^\text{19}\) provides opportunities for 40 undergraduate students to engage in research with biomedical scientists on the Anschutz Medical Campus and the Denver Campus. This program provides tuition and stipend support and is funded jointly by the National Institutes of Health, the University of Colorado Denver Latino/a Research and Policy Center\(^\text{20}\), and the Colorado Latino Community Network Project. Students from underrepresented groups in the sciences, including Latino, African American, Native American, Native Pacific Islander, Hmong, first-generation college attendee, and low income as assessed by free/reduced lunch, are strongly encouraged to apply to this program.

Component 4B.8 The university provides faculty and staff opportunities for lifelong learning.

Both the University of Colorado system and University of Colorado Denver provide online job-specific training through SkillSoft/SkillPort and custom courses that aid employees in enhancing their skills or changing positions\(^\text{21,22}\). There are also professional development programs such as the Excellence in Leadership Program\(^\text{23}\). Full-time university employees (classified staff, unclassified or professional exempt employees, administrative officers, and faculty) are eligible for up to nine semester hours of tuition credit per fiscal year\(^\text{24}\) on a space-available basis. (See also Component 2B.8)
Under the terms outlined in regent law 5.B.3.(C).25 and policy 5-A26, the University of Colorado Denver enables full-time tenured faculty, tenure-eligible faculty, and specialty-track faculty members who have attained the rank of associate or full professor to undertake a sabbatical after six years of full-time service to the university. The university recognizes that the sabbatical assignment is an important tool in developing academic scholarship and concentrated professional development. Faculty must submit a plan for their sabbatical that outlines how their pursuit of scholarly activity during their sabbatical will enhance their scholarly and/or teaching competence and potential for service to the university, and also how it will advance the goals of their department and/or program. Within the first semester after returning to regular duties, the faculty member files a substantive report of their work and overall accomplishments during the sabbatical. The dean of their school/college evaluates the report for conformity with the sabbatical plan. In most academic years, between 25 and 35 faculty members undertake sabbatical leave.

**Component 4B.9** The university provides opportunities for lifelong learning for citizens of Colorado and beyond through outreach activities as well as continuing and professional education programs.

There are many symposia and general learning opportunities not only for the internal university community, but also for members of its external communities (see also Criterion 5).

- The P-20 education initiatives office27 presents a series of lectures by local and national education and civic leaders on issues that link education from preschool through graduate school.
- The School of Public Affairs sponsors symposia and/or town hall meetings on a broad range of topics including criminal justice, domestic violence, and local, national, and international politics.
- The Business School offers monthly community outreach events on topics such as global energy, economic forecasting, and international relations.
- The Health Sciences Library, in partnership with the Center for Bioethics and Humanities, sponsors an annual Visibly Human Symposium28.
- The College of Liberal Arts and Sciences sponsors three public talks a semester featuring its faculty achievement award winners and prominent retired faculty.
- The College of Architecture and Planning hosts a lecture series and co-sponsors an annual architecture and design film series attended by many local professionals.
- The School of Medicine organizes an arts in medicine series29 as well as a mini-medical school30, both of which are available to the general public.
The University of Colorado Denver Office of Alumni Relations\textsuperscript{31} and the Physical Therapy Alumni Association\textsuperscript{32} offer courses in basic life support and CPR to the university community.

The Office of Lifelong Learning in the College of Nursing\textsuperscript{33} offers community outreach, such as the Lola Fehr Lecture, on current topics related to health ethics, policy, and cutting-edge clinical issues.

The outreach activities of the Colorado Clinical Translational Sciences Institute\textsuperscript{34} engage communities throughout the state and provide partnerships that assist ways to transfer research findings into community programs.

Café Scientifique\textsuperscript{35}, organized by Dr. John Cohen in the School of Medicine, holds monthly presentations by university faculty and others on topics of general public interest.

The university enables area residents who are 60 years of age or older to attend classes offered at the Denver Campus (except for courses offered online, at off-campus locations, or continuing education courses) on a noncredit basis without paying tuition.

**Component 4C. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.**

University programs and faculty undergo periodic review in the form of specialized accreditations, program reviews mandated by the Board of Regents, and annual performance reviews of faculty. The specialized accreditation and program reviews ensure that academic programs meet or exceed the current standards of the discipline. In addition to scrutinizing existing programs, the university also utilizes environmental scanning to identify opportunities to develop new programs that meet specific needs or opportunities and to eliminate programs that are in decline. In creating the Colorado School of Public Health, undergraduate degree programs in public health, the Department of Bioengineering, programs in historical preservation, professional degrees in education, and doctorates in physical therapy and nursing practice, the university has expanded its offerings to areas of need and opportunity. On the basis of needs analysis, the university has also eliminated programs in recent years\textsuperscript{1}. The university has also identified opportunities for education and research programs at international locations and is evaluating the risks and benefits of expansion in these areas. A number of programs, such as the global energy management\textsuperscript{2} and the global health\textsuperscript{3} program have a strong international focus (see Component 4C.5).
All academic programs are reviewed at least every seven years to ensure that they continue to meet the goals of the institution and society. The curricula of each academic program are regularly reviewed by program. Periodically new courses or programs are added while others are eliminated (e.g., the dental hygiene program was discontinued several years ago). In some disciplines, professional bodies specify the minimal requirements for particular degrees. For example, the American Chemical Society identifies specifications that ensure students are exposed to training in laboratory techniques as well as in communication skills.

The Laws of the Regents (4C4) and University of Colorado Denver policy require that all academic programs are reviewed at least every seven years. The program prepares a self-study that includes input from faculty and students. Some programs also include input from other constituents such as alumni or major employers. The self-study must outline whether the program’s goals are being met; the strengths and weaknesses of the program; its available resources; and its prospects for future development. The self-study is reviewed by a campuswide committee, the program review panel, to assure accuracy and completeness. It is then forwarded to a team of external experts in the discipline. The external team is usually comprised of two persons from outside the university and one from within the university but outside the unit under review. The external team prepares a formal written report of their observations and includes a section on strengths, weaknesses, and recommendations for program improvement. The program review panel prepares a final program review report that summarizes progress since the last review, the self-study, the external review report, and includes a list of recommendations. All documents are reviewed by the unit under review, their parent unit, the provost, and the chancellor. The external reviewers’ and final reports are submitted to the president’s office. For the three years following program review a report on progress on the recommendations is required and reviewed by the provost, chancellor, and president’s office. A summary report on program review is shared annually with the Board of Regents.

A recent review of the PhD program in the School of Education and Human Development is an example of how these reviews have led to a change in curriculum. The review determined that, while the program was appropriate for those pursuing an academic track or an educational research career, it did not satisfy the needs of those who sought a high-level leadership career in academic administration in the K-12 or the community college education systems. The program also did not graduate individuals who specialize in urban and diverse schools. Stimulated by this review, the School of Education and Human Development sought the
assistance of the Carnegie Project on the educational doctorate to develop a new doctorate of education program (educational leadership for educational equity\textsuperscript{7}, EdD). The EdD specifically meets the needs of practicing professionals who intend to assume leadership roles in P-20 or community-based educational contexts. Students are also provided with a greater understanding of human learning, educational leadership, and the means by which research can be conducted and successfully applied in urban and diverse communities.

Another example is the response to the identified shortage of high school science teachers. The College of Liberal Arts and Sciences and the School of Education and Human Development collaborated in developing individually structured majors that lead to a secondary science licensure program\textsuperscript{8}.

**Component 4C.2 Practitioners from outside academic settings participate in some academic programs to expand the spectrum of practical training experiences for students.**

In some programs, for example the clinical programs at the Anschutz Medical Campus and the teaching programs in the School of Education and Human Development, faculty are carrying out research and practicing in the field in which they are also teaching, ensuring that their students learn current best practices. These programs also involve clinical preceptors or clinical teachers who provide hands-on training and instruction. In some instances the clinical preceptors and other professional practitioners also provide additional mentoring for students. In addition to using current practitioners as teachers, some programs, for example the PharmD program, include nonfaculty practitioners (preceptors) on their curriculum committee\textsuperscript{9}.

In the landscape architecture program, professional practitioners employed by consulting firms and governmental agencies with regional, national, and international distinction contribute to the curriculum of the program by teaching courses, participating in reviews, hosting internships and office visits, giving presentations, exhibiting work, and mentoring and interacting at a personal level with students and faculty.

In other programs, program directors have formed close working relationships with potential employers of graduates to ensure that they have the skills needed to enter the job market. Some schools conduct follow-up analyses on the performance of their graduates with employers. For example the Business School has an office, Graduate Career Connection\textsuperscript{10}, that works with employers to obtain feedback on how well prepared graduates from their programs were to enter the job market.
Component 4C.3 The university promotes scholarly activity by students and, as directed by its strategic plan, is developing interdisciplinary and multidisciplinary opportunities for their research and creative work.

All doctoral programs require that students write a dissertation, and many of the master's degree programs require an original thesis. Such dissertations and theses describe original research conducted by the student under the direction of a faculty mentor. In such programs students are expected to become independent learners who read the literature, learn from presentations by other scholars at seminars and conferences, and discuss their ideas with peers and colleagues.

The three doctoral programs in the College of Liberal Arts and Sciences (applied mathematics, health and behavioral sciences, and clinical health psychology) stress critical thinking, inquiry-based learning and a mastery of the literature of the field. The doctoral programs in biomedical sciences in the School of Medicine have adopted a common multidisciplinary course required for all first-year graduate students. The objective of the course is to provide students with the introductory knowledge and skills required for a successful research career in all disciplines of modern biomedical sciences. Topics cover the fundamentals of biochemistry, molecular biology, cell biology, developmental biology, molecular genetics, and biomolecular structure. In addition, the students learn critical skills such as how to read and critically evaluate scientific publications. The course provides students not only with the basic concepts that they will need to complete the rest of their graduate studies successfully, but with core knowledge and skills needed for the rest of their careers in biomedical science. A recent survey indicated that 80 percent (187/234) of students graduating with a PhD in the biomedical sciences who had decided on their next position were entering positions that involve research.

At the master's level, the University of Colorado Denver offers dual-degree programs that weave together curriculum and require research that incorporates theoretical perspectives and research methodologies across departments, schools, and colleges. These are reflected in dual-degree collaborations between the College of Liberal Arts and Sciences and the Business School (MA economics/MS finance), between the College of Liberal Arts and Sciences and the School of Public Affairs (MPA/MA economics) and the development of a new program in Mathematical and Statistical Sciences and Economics (MS statistics/MA economics).

Students in the Department of the Visual Arts in the College of Arts and Media undertake foundation courses that integrate 3-D animation, digital design (motion graphics), traditional studio areas (such as photo, sculpture, painting, and drawing), and art history. Similarly, courses in the Department
of Theatre, Film, and Video Production\textsuperscript{13} provide solid introductions to the areas of dramatic storytelling, video and theatre production skills, and to the theoretical underpinnings of the art form. In this manner, students learn to work with one another across the different areas within the arts and are uniquely prepared for multidisciplinary settings.

All of the university’s schools and colleges are comprised of faculty with a diversity of research interests and specialties, and many schools sponsor guest lectureship programs that have general appeal to a wide cross-section of faculty within their school. For example, the School of Medicine Dean’s Distinguished Lecture Series\textsuperscript{14} includes prominent national speakers and brings together clinical and research faculty from all of the schools and college at the Anschutz Medical Campus, as well as some of the science faculty in the College of Liberal Arts and Sciences.

There are also many multidisciplinary events conducted at the university. For example, the College of Nursing co-sponsors the Rocky Mountain Regional Multidisciplinary Research and Evidence-Based Practice Symposium. Several schools and colleges, including the Schools of Medicine, Dental Medicine, and Pharmacy, and the Colleges of Nursing, Education and Human Development, Architecture and Planning, Engineering and Applied Science, and Liberal Arts and Sciences, offer courses and classes for working professionals. The university also offers courses and classes that enable educational growth outside of a particular professional discipline. These are described in Criterion 3 and Criterion 5.

At the Denver Campus the Integrative Graduate Education and Research Traineeship Program\textsuperscript{15} in sustainable urban infrastructure is multidisciplinary and involves faculty from the Colleges of Engineering and Applied Science, Architecture and Planning, Liberal Arts and Sciences, and the School of Public Affairs. The newly established program in bioengineering incorporates engineering approaches to biological and clinical problems, and involves faculty from the School of Medicine and the College of Engineering and Applied Science.

\textit{Component 4C.4 Learning in interprofessional environments prepares students for working in contemporary settings.}

Some programs incorporate team-based teaching involving faculty from multiple professions. For example, students in the PharmD program learn from physicians, dentists, nurses, physical therapists, physician assistants, dieticians, public health professionals, and toxicologists. Their exposure to educators with such wide-ranging expertise demonstrates to students how important interprofessional and multidisciplinary relationships are for optimal learning.
There are several interprofessional learning experiences for students and other trainees in the clinical programs at the Anschutz Medical Campus. These include
- a 10-week course in bioethics involving all health professions students on campus;
- a daylong interprofessional orientation session that involves team-building exercises and activities to explore the different professions on campus;
- students from multiple programs work side-by-side with simulated patients in the Center for Advancing Professional Excellence;
- students in the MD program learn oral health from faculty in the School of Dental Medicine; and
- a rural immersion week in which health profession students with an interest in rural practice are exposed to each other and the realities and opportunities of practice in rural Colorado.

Component 4C.5 The university provides opportunities in its curriculum for students to experience learning in multiple international venues.

The university’s strategic plan notes that to achieve its vision it must have an impact locally, nationally, and globally. The university seeks to provide students with learning experiences that encompass globally diverse environments. Providing students with learning opportunities in a multinational environment can be life-altering, helping students see the positive effects of research and leading to a life in which learning is not only valued, it is lived. The College of Liberal Arts and Sciences offers a popular bachelor’s degree in international studies. The Business School offers an international business major and master of science degrees in international business, global management, and global energy management designed to prepare students for the complexities and sensitivities of the global marketplace. All undergraduate students enrolled in the international business program take at least one course that provides them with a broad understanding of the economic, cultural, political, and environmental perspectives of globalization to prepare them to work in a global economy. In addition, the undergraduate general education core curriculum includes components in both cultural diversity and international perspectives. Participation in an approved study abroad program fulfills the international perspectives requirement.

Cultural competency is included as part of the curriculum in graduate programs in the School of Education and Human Development as well as the health sciences schools. In the MD program for example, the 2009 Association of American Medical Colleges Graduation Questionnaire found 35.3 percent of students, compared to 28.1 percent nationally, reported learning another language to improve communication with...
patients; 62.1 percent had experience related to cultural awareness and cultural competence; 69 percent experience related to health disparities; and 73.3 percent learned proper use of an interpreter.

Several new collaborative ventures have increased the number of study abroad programs. The number of students who enroll in study abroad programs has increased almost three-fold (from 118 to 331) in four years from 2004-05 to 2008-09. Schools and colleges have collaborated to encourage students with different interests and perspectives to join their study abroad programs. For example, simple coordination of program schedules and course cross-listings enable students to participate in both the Architecture and Landscape Architecture Finland program and the Digital Design in Scandinavia program that are overseen by the College of Architecture and Planning and the College of Arts and Media, respectively.

The new credit-bearing Maymester Abroad programs have directly addressed the needs of University of Colorado Denver students through department-centric course work and intensive short-term, low-cost program opportunities. These short, multidisciplinary programs include:

- An environmental studies research program entitled Sustainability in the West Indies that is focused on sustainability.
- Students in the communication program may fulfill their service learning requirement through projects with Nobel laureate Rigoberta Menchú Tum and her foundation that focus on democracy and social justice issues for indigenous women in Guatemala.
- The Business School’s sports and entertainment management concentration features an intensive sports and entertainment management Maymester program in London, where students visit, meet, and study the leaders of the 2012 Olympics, Arsenal Football Club, the BBC, and others.
- Several other programs such as the University Honors and Leadership Program and the Department of Modern Languages are developing joint study abroad programs in Spain that focus on Spanish for the Health Sciences and Spanish Language and Culture.

Opportunities available in the School of Medicine’s global health track have also increased by 48 percent in the past two years. The Colorado School of Public Health and the Business School support a winter program, Thailand’s Public Health and Hospital Challenges, where hospital management and public health students jointly research critical health issues in northern Thailand. The Business School and the College of Nursing have jointly developed a Maymester program, Leadership and Entrepreneurship in Ireland, with a focus on leaders in the Irish health system.
In each of the past two years University of Colorado Denver students have been awarded several different prestigious scholarships for foreign study, such as the United Negro College Fund’s Institute for International Public Policy program. Institute for International Public Policy scholars receive scholarships to study abroad twice as undergraduates, participate in an intensive international public policy institute at Georgetown University, and receive a scholarship to the first year of any international public policy graduate program in the United States. This year’s scholar will study Arabic language and Emerging Identities in North Africa in Tunisia. The University of Colorado Denver also had one undergraduate Boren Scholar studying Arabic language at the University of Haifa in Israel and a Gilman Scholar for Latin American studies in Brazil during fall 2010.

In addition to individual or small groups of students being involved in study abroad programs at relatively unique locations, some of the international partnerships that the university has established provide additional learning opportunities for students. Its current existing partners provide several academic offerings or exchanges including:

- classes in economics and communication are taught by faculty from the College of Liberal Arts and Sciences at the International College of Beijing;
- the Departments of Anthropology and Geography, as well as the Schools of Public Health and Medicine, have established programs at the Tanzania Field School. For more than a decade Dr. Charles Musiba, assistant professor of anthropology, has directed a field school in Tanzania that provides University of Colorado Denver students with opportunities to study problems ranging from malaria to the conservation of primates. Students in the field school have developed permanent museum exhibits for the National Museum of Tanzania and the Department of Antiquities;
- second-year medical students performed research and provided guidance on establishing telemedicine facilities to rural communities in Nepal through the program in global health;
- faculty in the Business School carried out research and prepared a business model for rebuilding and increasing the efficiency of rural hospitals in Haiti; and
- the College of Architecture and Planning has established a partnership with Dar Al-Hekma College, one of the first private women’s colleges in Saudi Arabia. Last spring a joint design studio project paired University of Colorado Denver architecture students with Dar Al-Hekma College interior design students to design affordable housing for Jeddah. The College of Architecture and Planning has developed an architecture internship exchange program with Tongji University that will begin in summer 2011.
Component 4D. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

All scholarly activity and research work conducted in the university conforms with the highest standards of legal and ethical behavior. In several instances the university has obtained levels of certification that exceed the standards that it is required to maintain. For example its approval process and standards for clinical investigation studies are accredited by the Association for the Accreditation of Human Research Protection Programs1 (documents are available in the “Additional Documents” repository in resource room). The association adopts the highest possible standards and protection in assuring quality, efficiency, and effectiveness that provide the university’s human clinical research with a competitive edge, government recognition, and the trust and confidence of the public. The university also implemented policies on conflict of interest at the system, university, and school and college levels. The university has established offices and procedures for reporting any suggestions of misconduct in research. Following an investigation, the office may make recommendations for corrective measures that may range from additional education to punitive measures in more egregious instances. The university, its schools and colleges, as well as the Center for Bioethics2, offers courses for students, staff, and faculty in the responsible conduct of research.

Component 4D.1 The university has procedures to ensure compliance with the highest ethical standards in research and scholarship.

The University of Colorado Misconduct in Research and Authorship Administrative Policy Statement3 outlines the expectations for all individuals engaged in scholarly activity within the University of Colorado system. The University of Colorado Denver, as well as the schools, colleges, centers, and institutes, have ethical standards of conduct under which all academic pursuits comply. In addition, all schools and colleges have policies on academic honesty for students that pertain not just to learning in the classroom, but also to the conduct of scholarly work.

The Office of Research Administration4 publishes policies and associated procedures related to responsible conduct of research. All individuals conducting research and scholarly work assume the responsibility of compliance; however, enforcement falls to individual departments. The Office of Grants and Contracts5, for example, ensures that principal investigators complete all mandated training relevant to their sponsored research before they are given access to any grant funds. The university recently appointed an assistant vice chancellor for regulatory compliance,
who established a university-wide committee on the **responsible** conduct of research. This committee has compiled a list of classes, seminars, and online courses to encompass research ethics and associated topics.

The resources available to members of the university to pursue research and creative work in compliance with ethical standards are published on the website of the vice chancellor for research. These include:

**Human subjects in research:** All biomedical and behavioral research involving human subjects conducted at the University of Colorado Denver is reviewed by the Colorado Multiple Institutional Review Board. In 1999 the Food and Drug Administration and the Office of Human Research Protection identified some irregularities in the record keeping of human subjects research. In response the then University of Colorado Health Sciences Center suspended all protocols involving human subjects until each protocol was re-reviewed. The university has significantly increased the allocation of resources for reviewing and maintaining experimental protocols involving human subject research since this incident. In its most recent review in 2009, the university was granted full accreditation by the Association for the Accreditation of Human Research Protection Programs. The university is transitioning to the internal review board module of the InfoEd® system so that the review of research protocols can be expedited. The university offers training for all investigators (faculty, fellows, staff, and students) in the rights of human research subjects and complies with the Health Insurance Portability and Accountability Act and the Family Educational Rights and Privacy Act regulations. University staff works with faculty to provide training as part of research-oriented courses for both graduate and undergraduate students.

**Use of animals in research:** All research and teaching involving experimental animals is overseen by the Office of Laboratory Animal Resources. Three full-time veterinarians and a well-qualified staff supervise the housing and treatment of all research animals. Over the past few years the university has opened new vivarium facilities (in 2004, 2008, and 2010). All experimental protocols are reviewed by the Institutional Animal Care and Use Committee. Resources for training in the care and treatment of animals are available on their website, and all investigators must document their proficiencies and experience in the personal qualifications form. The animal care facilities and procedures were examined and re-accredited in full by the Association for the Assessment and Accreditation of Laboratory Animal Care in 2009 (documents are available in the “Additional Documents” repository of the resource room).
**Environmental Health and Safety**: The director for environmental health and safety supervises chemical inventories, chemical hygiene plans, management of hazardous waste, radiation protection, as well as the safe use and disposal of radionucleotides. Online training is available on the through the website. There is also a director who oversees environmental health and safety for all three institutions at the Auraria Campus. All experimental protocols that involve the use of transforming DNA, transgenic animals, gene therapy, and infectious or hazardous agents are reviewed by the Institutional Biosafety Committee.

**Conflict of Interest and Commitment**: The laws and policies of the Board of Regents outline conflict of interest and/or commitment procedures. In addition, the University of Colorado Denver has additional campus-level policies for evaluating conflicts of interest and commitment and for addressing and correcting infractions that might arise. Any potential conflicts of interest must be disclosed annually by all faculty, senior administrators, and staff who participate in either basic or clinical research or who negotiate or execute research agreements on behalf of the university.

**The Office of Grants and Contracts**: All applications for external funding for research are submitted to the Office of Grants and Contracts and must be accompanied by an internal routing form that provides evidence that all investigators and the protocols associated with the application are in compliance with the requirements of the university and appropriate external agencies. The Office of Grants and Contracts also assures fiscal compliance and adherence to university policies pertaining to grants and contracts, although the principal investigators have primary responsibility of ensuring that the funds provided are spent in accordance with policies of the university and the granting agencies.

**Intellectual Property**: The laws and policies of the Board of Regents outline procedures pertaining to copyright and information; patent rights and ownership; technology transfer; and classified, restricted, and proprietary research to which all university personnel must adhere.

*Component 4D.2 The university offers educational programs and discussions that provide and promote instruction on ethics, professionalism, and the responsible conduct of research.*

As discussed in Criterion 1 there are codes of conduct for faculty and for students. The expectations of faculty are outlined in the Principles of Professional and Ethical Responsibilities. Clinical faculty in the schools at the Anschutz Medical Campus also must abide by professional codes. This includes a requirement to divulge any potential conflict of interest relating to performing the role of faculty and in conducting unbiased research.
There are a number of courses for students on professionalism and ethics.

- Students in the clinical programs at the Anschutz Medical Campus are required to take an interprofessional course in ethics that is taught by faculty from the Center for Bioethics, all Anschutz Medical Campus health professions programs, and community members.
- Doctoral students in the biomedical sciences programs at the Anschutz Medical Campus must take a course in research ethics and professionalism (such as those offered by the Departments of Immunology and Pharmacology). These courses cover an extensive range of topics related to responsible conduct including falsification, fabrication, plagiarism, and authorship.

**SUMMARY OF CRITERION 4**

This content of this chapter has presented evidence that University of Colorado Denver fulfills and exceeds the expectations of Criterion 4. The knowledge derived from the discoveries and creative works of the faculty, staff and students of the University of Colorado Denver have impact locally, nationally, and globally. The university supports scholarship and demonstrates that it values a life of learning in a variety of ways, including financial support, sabbaticals, and other opportunities for professional development; cutting-edge facilities; technological infrastructure; and recognition of faculty and student accomplishments. The university’s educational programs include opportunities such as the Undergraduate Research Opportunities Program, the University Honors and Leadership Program, experiential learning opportunities, and study abroad to acquire the skills necessary for intellectual inquiry. The university has laws, policies, and procedures that promote the highest standards of integrity in scholarship.

**CHALLENGES AND OPPORTUNITIES FOR IMPROVEMENT**

The university faces several challenges with respect to Criterion 4:

1. *Sustaining/expanding student involvement in research and creative work*

In some instances this will require more faculty from more schools to become entrepreneurial in raising funds to sponsor their research and creative work to provide stipends for students. New initiatives in this area are a major focus of the consolidation of the Graduate School and the hiring of a new dean. Although many graduate programs have obtained the support of training grants, the number of stipends for graduate students and postdoctoral fellows must be increased to support the expansion of research and scholarly work at all levels.
2. Fully implementing the consolidated Graduate School (related to the university strategic plan objectives 2.2.1 and 2.4.2)

Graduate students are a very important component of the University of Colorado Denver research engine—perhaps to a greater extent than at institutions with similar research expenditures. Therefore the university needs to ensure the continued success of the graduate programs to sustain and enhance the prominence of research and creative works programs and faculty. The new dean of the Graduate School, Dr. Barry Shur, will collaborate with the directors of graduate programs to apply for additional funding for stipends and other resources to enhance the training and success of graduate students and programs.

3. Constructing more facilities including additional research space and infrastructure through philanthropy and the entrepreneurial activities of the faculty (related to the university strategic plan goal 3.6)

The university is faced with a shortage of research space at both the Anschutz Medical Campus and the Denver Campus. Ongoing facilities- and space-planning activities seek to address this issue (as outlined in Criterion 2). The likelihood that the university will not receive any state funds for capital construction projects, especially for research buildings, places the burden of raising such funds onto the University of Colorado Foundation and on faculty for the generation of additional facilities and administrative indirect cost recovery funds from research grants. In the absence of additional funds for the construction of new buildings, options such as leasing extra space at convenient locations may need to be explored.

While it is easy to acknowledge that more faculty need to become entrepreneurial in raising additional funds from external sources, the university is cognizant that the economic downturn that has led to a reduction in the state budget for higher education and other external factors, such as the projected flat National Institutes of Health budget, will indeed make this a difficult task.

The university strategic plan anticipates an increase in research awards. This is based primarily on the past performance of faculty. However, this may be an overly optimistic projection in view of the predictions for the National Institutes of Health budget. The university's efforts to effectively monitor utilization of research space (see Criterion 2) may be critical to increase efficiencies so that more funded research can be accommodated in the existing laboratory space.
4. Greater celebration of success in scholarly activity by faculty, fellows, and students through additional awards and recognition (related to the university strategic plan goal 3.5)

Although the university sponsors some university-wide events focused on student research, in many cases the achievements of students are primarily recognized at the school or college level. The Office of Integrated University Communications and the Communication Advisory Committee will explore additional avenues for a broader university-wide dissemination of the achievements of students in research and creative work.

5. Expanding of interdisciplinary education and research such as instruction in ethics and professionalism as well as interdisciplinary leadership programs (related to the university strategic plan goals 1.1 and 1.2)

The university has made considerable progress in expanding interdisciplinary programs and activities that have lead to enhanced collaboration between faculty, including faculty between the two campuses. In addition, pipeline programs such as the BA/BS-MD, as well as student activity communities on the Anschutz Medical Campus have increased the opportunities for faculty and students to engage in conversations, courses, and intellectual inquiry in areas such as ethics, professionalism, and leadership. For example, the interprofessional orientation session for “Professional Qualities and Interprofessional Collaboration” includes first-year dental, genetic counseling, medical, nursing, physical therapy, physician assistant, and pharmacy students and faculty from across an even wider array of disciplines. In fall 2010, approximately 650-700 students and more than 70 faculty were involved. In addition the School of Public Affairs has initiated cross-disciplinary leadership programs in collaboration with several other programs. These model programs provide unique learning opportunities and should be replicated in other settings among a variety of other programs to foster additional cross-disciplinary areas of discovery.

6. Adopting a common database for faculty scholarly and creative activity (related to the university strategic plan objective 1.5.1)

As described in Component 4A.2 the faculty databases that house information about faculty scholarly and creative activity are in different formats and are maintained at the department, school, or college level. Currently there is no university-wide faculty database, and a unifying format or comprehensive approach has not been agreed upon. Having a rich repository of information may facilitate research collaborations among faculty and provide more opportunities for students to be involved in faculty work.
All references are available through the electronic resource room at:
http://www.ucdenver.edu/AccredLib

Preamble
1. University of Colorado Denver Mission
2. University of Colorado Board of Regent Policy 11B
3. Office of Undergraduate Experiences
4. Vice Chancellor for Research
5. Office of Grants and Contracts
6. Office of Research Development and Education
7. University of Colorado System Technology Transfer Office

Component 4A
1. Shared Core Facilities
2. Regent Law 5D.1
3. Board of Regent Law 4C—Requirement for Program Review
4. Center for Computational Mathematics
5. Student organizations with an Academic Focus
6. Graduate School
7. Postdoctoral Fellows Office
8. College of Architecture and Planning Scholarly Activity
9. School of Medicine Research
10. College of Arts and Media Creative Works
11. Business School Research
12. School of Education and Human Development
13. College of Engineering and Applied Science
14. College of Liberal Arts and Sciences research
15. School of Public Affairs
16. School of Dental Medicine
17. College of Nursing
18. School of Pharmacy
19. Colorado School of Public Health
20. Health Sciences Library
22. Office of Grants and Contracts
23. University Strategic Plan 2008
24. Centers and Institutes
25. University of Colorado Cancer Center
26. Barbara Davis Center for Childhood Diabetes
27. Charles C. Gates Center for Regenerative Medicine and Stem Cell Biology
28. Colorado Clinical and Translational Sciences Institute
29. Biomaterials Research Center
30. Center for American Indian Alaskan Native Health
31. Integrative Graduate Education and Research Traineeship (IGERT) Program
32. Positive Early Learning Experiences (PELE) Center
33. Diane Tomback’s Research on Pine Beetles
34. Department of History Research
35. Colorado History Day
36. National Center for Media Forensics
37. Department of Geography and Environmental Sciences
38. Learning Landscapes Program
39. Center for Faculty Development
40. Office of Research Development and Education
41. Office of the Vice Chancellor for Research
42. School of Education and Human Development Research Center
43. Visible Human Project
44. School of Education and Human Development-partner School Districts
45. Center for Applied Science and Mathematics for Innovation and Competitiveness
46. STEMapalooza
47. Tele-health and Tele-education Programs for Native Americans Living in Rural Communities
48. School of Education and Human Development Evaluation Center
49. College of Liberal Arts and Sciences Research Innovation Seed Programs (CRISP)
50. Center for Women’s Health Research
51. Zostavax
52. Anakinra, or Kineret)
53. Globeimmune
54. Bucindol
55. Award of Bancroft Prize to Tom Andrews
56. Special Education Research Award to Phil Strain
57. Emmy Nomination for David Liban
58. Jerome Adolfe Blanqui Prize to Steve Medema
59. European Association of Architectural Educators Prize to Michael Jensen
60. Paul Ehrlich and Ludwig Darmstaedter Prize to Charles Dinarello
61. Wilmer Souder Award to Jeffrey Stansbury
62. University of Colorado System Distinguished Professors
63. University of Colorado Denver Annual Award for Excellence in Research/Creative Activities
64. Elizabeth H. Boeker Distinguished Leadership Lectureship
65. Society of the History of Economic Thought
66. Pacific Sociological Society
67. Office of Integrated Communications
68. Research and Creative Activities Symposium

**Component 4B**

1. General Education curriculum
2. 2010 National Survey of Student Engagement
3. Student Employment Office
4. Copper Nickel
5. Office of Experiential Learning
6. Undergraduate Research Opportunities Program
7. Student Cancer Research Fellowship Program
8. Learning Landscapes Program
10. Community Counseling Clinic
11. LEADership Community—Clinica Tepeyac
12. Rural and Community Care
13. University Honors and Leadership Program
14. Chancellor’s Ambassadors
15. School of Medicine Mentored Scholarly Activity Program
16. Rules of the Graduate School
17. Integrative Graduate Education and Research Traineeship (IGERT) Program
18. Graduate Experience for Minority Students (GEMS) Program
19. Link to Advancement in Biomedical Research Career Opportunity and Training Section Program
20. Latino/a Research and Policy Center
21. University of Colorado System Training
22. University of Colorado Denver Online Job Training
23. Excellence in Leadership
24. Tuition Credit Program for Employees
25. Board of Regent Law 5B—Faculty Sabbaticals
26. Board of Regent Policy 5A—Faculty Sabbaticals
27. P-20 Education Initiatives Office
28. Visibly Human Symposium
29. Arts in Medicine
30. Mini-medical School
31. University of Colorado Denver Office of Alumni Relations
32. Physical Therapy Alumni Association
33. Office of Lifelong Learning in the College of Nursing
34. Colorado Clinical and Translational Sciences Institute
35. Café Scientifique
Component 4C

1. Discontinued Academic Programs 1997-2010
2. Global Energy Management Program
3. Program in Global Health
4. Board of Regent Law 4C—Program Review
5. University of Colorado Denver Policy on Program Review
6. University of Colorado Denver Program Review Criteria
7. Education Leadership for Educational Equity EdD Program
8. Individually Structured Major - Secondary Science Licensure Program
9. Pharm D Curriculum Committee
10. Business School—Graduate Career Connection
11. Survey of Graduates in Biomedical Sciences PhD Programs
12. College of Arts and Media Department of the Visual Arts
13. College of Arts and Media Department of Theatre, Film, and Video Production
14. School of Medicine—Distinguished Seminar Series
15. Integrative Graduate Education and Research Traineeship (IGERT) Program
16. Interprofessional Course in Bioethics
17. Center for Advancing Professional Excellence
18. Rural Immersion Week
19. Bachelor’s in International Studies
20. International Business Major
21. MS degrees in International Business
22. MS degrees in Global Management
23. General Education Curriculum
24. Extract from Graduation Questionnaire for students in MD Program 2009
25. Study Abroad Programs
26. Maymester Abroad
27. Sustainability in the West Indies
28. Maymester Study Abroad—Guatemala 2011
29. Sports and Entertainment Management Maymester Program
30. University Honors and Leadership Program
31. Global Education Program in Thailand’s Public Health and Hospital Challenges
32. Global Education Program in Leadership and Entrepreneurship in Ireland
33. United Negro College Fund’s Institute for International Public Policy
34. International College Beijing
35. Tanzania Field School
36. Business School—Programs in Haiti
37. Partnership with Dar Al-Hekma College
38. Internship exchange program with Tongji University
Component 4D

1. Association for the Accreditation of Human Research Protection Programs
2. Center for Bioethics—Courses in Responsible Conduct of Research
3. University of Colorado System Administrative Policy Statement on Misconduct in Research and Authorship
4. Office of Research Administration
5. Office of Grants and Contracts
6. Vice Chancellor for Research
7. Colorado Multiple Institutional Review Board
9. Compliance with Health Insurance Portability and Accountability Act—Training
10. Compliance with Family Educational Rights and Privacy Act—Training
11. Office of Laboratory Animal Resources
12. Institutional Animal Care and Use Committee
13. Environmental Health and Safety
14. Institutional Biosafety Committee
15. Regent Laws on Conflict of Interest
16. Regent Laws on Conflict of Commitment
17. University of Colorado Denver Policies on Conflict
18. Regent Policy 5K Intellectual Property that is Educational Material
21. Principles of Professional and Ethical Responsibilities
Chapter 8 | **Criterion 5**

As called for by its mission the organization identifies its constituencies and serves them in ways both value.
CHAPTER 8, CRITERION 5 – Engagement and Service

Component 5A. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations. ................................................. 8-5

- Component 5A.1 The university learns from its communities by creating wholly reciprocal relationships. ....................... 8-5
- Component 5A.2 The university learns about its communities and provides those communities with valuable services through activities in experiential learning. ......................... 8-6
- Component 5A.3 The university learns about its communities through community-based research. ......................... 8-7
- Component 5A.4 The consolidation of the Denver Campus and the Anschutz Medical Campus has provided additional opportunities for engagement. ................................. 8-8
- Component 5A.5 Our educational offerings for continuing education, outreach, customized training, and extension services provide valued lifelong-learning opportunities for many professionals in our communities. ......................... 8-9

Component 5B. The organization has the capacity and the commitment to engage with its identified constituencies and communities. .................................................. 8-10

- Component 5B.1 The university has effective structures and processes to encourage and support community engagement activities for both university personnel and external community members. ........ 8-10
- Component 5B.2 The university works with federal, state, and local legislators and agencies to advance mutual goals. ........ 8-11
- Component 5B.3 Engaging with business, industry, and other nonprofit entities enables the university to expand its entrepreneurial offerings to the community. ....................... 8-12
- Component 5B.4 Pipeline programs are mutually beneficial to the university and students in local school districts. ........ 8-13
- Component 5B.5 Co-curricular and volunteer activities provide valuable services to university communities. ........... 8-14
- Component 5B.6 The university’s facilities are available to, and are used by, the community. ................................. 8-16
- Component 5B.7 A variety of communication tools connect the university to internal and external constituents. .......... 8-16
**Component 5C.** The organization demonstrates its responsiveness to constituencies that depend on it for service. .......................... 8-17

- Component 5C.1 Collaborating with other universities allows the University of Colorado Denver to expand its educational offerings and provide greater access for students. .................. 8-17
- Component 5C.2 Partnering with clinical affiliates expands the university’s ability to serve the community and exposes students to a larger set of learning opportunities. .................. 8-18
- Component 5C.3 The university consciously and consistently works to build effective bridges with and support for underrepresented, underserved, and at-risk communities. .................. 8-19
- Component 5C.4 The university has established transfer policies that promote student access. .......................... 8-20

**Component 5D.** Internal and external constituencies value the services the organization provides. .......................... 8-23

- Component 5D.1 University community service and engagement projects deliver services that matter to its fellow citizens. ....... 8-23
- Component 5D.2 Recognition through awards and testimonials provides evidence that university constituents value the partnerships and services provided by the university. ........... 8-23
- Component 5D.3 The economic impact of the university and the contribution of its graduates to the local work force and talent pool links the university with external communities. .......... 8-24
- Component 5D.4 The university is a major contributor to the cultural life of Denver and front range communities. ........... 8-25
- Component 5D.5 Alumni derive value from their continued association with the university and provide continued value to its students. .......................... 8-26

**Summary of Criterion 5** .......................... 8-27

**Challenges and opportunities for improvement** .......................... 8-27
CHAPTER 8, CRITERION 5

ENGAGEMENT AND SERVICE

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

The university’s mission includes providing the opportunity for students to learn as part of a community. That is facilitated by robust engagement and service to the university’s constituents and communities. Certainly its learners include those from diverse backgrounds, including the Latino, African-American, Asian-American, and Native American communities. In addition, its learning environments—for both students and faculty—extend beyond the boundaries of classrooms, providing engagement through experiential learning, service learning, co-curricular activities, and pathway programs in diverse communities including minority communities, underserved populations, and rural areas.

According to its mission statement the university “applies knowledge to improve the health and well-being of Colorado and the world.” To apply knowledge for the betterment of the state the university needs to work with commercial, nonprofit, and other interests to achieve significant impact and relevance in serving communities that have local, national, and global interests.

The university not only serves its mission but it also upholds its values, which include a commitment to enriching the well-being and sustainability of communities and cultural, living, and natural environments; promoting healthy lifestyles; preventing, diagnosing, and treating disease; and delivering high-quality and compassionate health care. In addition, the university “seeks the richness that an increasing diversity of our communities brings to our learning, research and service endeavors” and commits to serving “Colorado and the world as a recognized source of talent, knowledge, informed judgment.” These high standards provide a structure and clarity for the university’s mission as it defines engagement and service now and in the future.

This chapter demonstrates that university engagement activities fall within these ideals. In these endeavors it strives to attract and provide diverse learning and service opportunities. The university seeks partnerships that are mutually beneficial and assist it in engaging locally, nationally, and globally.

The evidence presented in this chapter outlines how the University of Colorado Denver fulfills the requirements for Criterion 5 and illustrates that it meets the attributes of the four cross-cutting themes identified for the self-study.

“Our alumni and donor base have provided the University of Colorado Denver with outstanding support during the past decade and particularly over the past five years. With such passionate supporters of the university’s mission our future and our continuing impact locally and nationally looks very bright.”

Andy Jhanji, Vice Chancellor for Advancement
The University of Colorado Denver is an emergent university, as demonstrated by the:

- programs that blend the strengths of the consolidated institution and leverage the talents of faculty on both the comprehensive campus and the academic medical center to expand the ways the university touches the community around it (Component 5A.4); and the
- creation of mechanisms that expand the university’s engagement reach and improve its ability to deliver innovative educational opportunities to students (Component 5B.1).

The university’s commitment to being learning-driven is highlighted by the:

- incorporation of experiential learning into the curricula of many engagement programs (Component 5A.2);
- location of the Denver Campus, which facilitates interaction and partnerships with many different businesses, civic organizations, and artistic and cultural centers (Component 5B.2 and Component 5B.3); and
- expansion of the Office of International Affairs to provide additional locations and opportunities for students to learn overseas, to educate international students, and to bring international students to Denver (Component 4C).

The University of Colorado Denver demonstrates that it is a collaborative university as it:

- engages in community-based research that works with communities to identify needs and potential solutions (Component 5A.3 and Component 5D.1);
- nurtures mutually beneficial partnerships with educational organizations, local government, businesses, and clinical affiliates (Component 5C.1 and Component 5C.2); and
- establishes centers and institutes that involve faculty from multiple departments, schools, and campuses.

The University of Colorado Denver is a responsible university in that its systems and processes:

- enable it to focus on alleviating disparities in health and education and provides valuable health care to many indigent patients (Component 5C.3);
- have developed many educational outreach programs targeted to middle and high school students who might not otherwise be exposed to the opportunities higher education provides, as well as created pipelines into health sciences careers for students of diverse backgrounds who are tracking to health care programs (Component 5B.4);
- assist government agencies with developing policies (Component 5B.2); and
- engage with alumni (Component 5D.5); and
provide community service in many different areas and to many different groups (Component 5B.5).

The university and its members are a valued resource for many local and statewide communities with whom it collaborates in educational, cultural, civic, health care, or other projects. The University of Colorado Denver demonstrates a strong commitment to assisting underserved populations in both urban and rural settings in multiple ways. The university’s major focus areas engage its external constituencies and have a major impact on not only those university members who provide the service, but on the communities with which they interact. Those areas include:

**Serving those who depend on the university for health care**
University faculty, staff, and students perform more than 1 million outpatient office visits and consultations each year. Many of its health sciences faculty are rated among the top practitioners in Colorado and beyond and are actively sought by patients. In addition to providing patient care to those with health insurance coverage, university clinical engagement activities include providing new clinics and treatment programs that are otherwise not available, providing health care to uninsured or underinsured patients, and serving communities in rural Colorado. In fiscal year 2010, University of Colorado Denver physicians provided care to 19,821 medically indigent patients; to 64,156 Medicaid and 25,979 Medicare patients, many of whom doctors in the community refused to accept as patients because of reimbursement practices; and to 21,992 military personnel and their families through the military’s health insurance program (TriCare). The estimated value of the services that were NOT compensated is in excess of $46.8 million.

Several programs in the School of Dental Medicine provide clinical care to uninsured or underserved communities. Students in the advanced clinical training and services program provided 19,229 visits, or more than $3.1 million, in uncompensated care in addition to the $1.6 million of uncompensated care provided in the school’s direct patient care clinics and the $153,000 by the Mobile Dental Clinic in 2009.

**Participation in the P-20 education pipeline in Colorado**
The University of Colorado Denver is actively involved with teacher education programs and is a major contributor to providing the work force of teachers and other educators in Colorado. The School of Education and Human Development is highly engaged with local school districts and is responsive to their needs. The school is also a major provider of continuing education for professional K-12 teachers and other educators. Additionally, the university provides positive educational experiences for pre-collegiate
students through various pipeline programs that prepare students for college and assist students with particular career aspirations. Finally, the university participates fully, through its faculty experts from School of Education and Human Development and the School of Public Affairs, in Colorado’s ongoing efforts to reform public education through policy initiatives.

Enhancing entrepreneurial goals through engagement with business and industry

The university relies heavily on its entrepreneurial nature to advance its educational and service goals, especially in creating new learning opportunities for students. To do this, it encourages its faculty to expand beyond traditional academic silos to pursue various research and scholarly areas that both enhance student learning and improve community service. Additionally, faculty are encouraged to use the university’s strong support of technology transfer as a pathway to insure that their inventions have the best chance of moving from the laboratory bench to the community. Many faculty have worked with the technology transfer office to file patents and to create spin-off companies based on their intellectual property, providing jobs, and creating wealth for the state.

Collaborating with legislators, civic leaders, and other nonprofit organizations

As a public university, University of Colorado Denver serves the people of Colorado and is accountable to state legislators. The university engages representatives of state and local governments in a collaborative effort to meet the state’s needs in a number of areas. A striking example of such engagement was the close interactions between the University of Colorado Denver and representatives from federal, state, and local governments and their agencies to build the Anschutz Medical Campus in such an accelerated timeframe. This effort continues to be important for further growth of that campus, with its positive impacts on the city of Aurora, Colorado’s third largest city. Another example is the university’s close work with the city of Denver in planning and designing the further growth of the university in the downtown Denver community. More recently, the Buechner Institute for Governance was established in the School of Public Affairs to provide facilitation, strategic planning, and conflict resolution services to a range of state agencies, local government, and nonprofit organizations to enhance decision making in Colorado.

Contributing to the cultural life of Denver and communities across Colorado

The University of Colorado Denver supports the cultural life of the state through projects in a variety of areas, including the theater and literature. It is one of only a few universities nationally that has a College of Arts and Media dedicated not only to art, but to the business of art. As such, the college provides cultural enrichment for the Denver and Front Range
communities through organizing, sponsoring, and participating in many activities such as the theatre, performing arts, film festivals, music performances, recitals, and art exhibitions.

_Providing Colorado and the nation with a well-trained work force and providing students with the skills to enter that work force_

The university provides students with a mixture of classroom and hands-on learning to prepare them to enter the ever-changing work force in the global economy. In addition the University of Colorado Denver provides the nation and the state with thousands of needed workers in a wide range of disciplines, but especially in the area of health care in rural Colorado counties that have been designated as a health care shortage area, or have no health care services at all.

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

_Component 5A.1 The university learns from its communities by creating wholly reciprocal relationships._

The university strives to create partnerships in the community that reflect the needs and values of both the community and the university. To do this, the university relies on ongoing conversation and feedback, community liaisons, and mechanisms that insure the services it provides are truly needed and valued. Additionally, these connections allow the university to provide extraordinary learning experiences for students. Some examples of work in this area include:

- The Center for American Indian and Alaska Native Health\(^1\) cultivates close ties with members of all tribes in the United States. University representatives have visited many tribal reservations and host visits of tribal members to the university.

- The University of Colorado Denver Latino Research and Policy Center\(^2\) conducts research, policy analysis, and disseminates information about Latinos in Colorado and the national Latino population. Faculty in several schools and colleges conduct research that focuses on the Latino community, including work with breast cancer detection and other health-related issues.

- The Colorado Clinical and Translational Sciences Institute\(^3\) solicits and funds grant proposals that originate in the community and involve community members who act as liaisons between the community and the university. The institute has 11 liaisons representing seven communities with either different geographic or ethnic constituents. The liaisons bring the issues from the community to the university and they communicate to the community on behalf of the university. The engagement activities of the institute have been so successful that
even with its other strong components of basic and clinical translational research, the engagement activities are considered to be a major strength. The modes of interaction with the community that they have developed have taught the university how to engage different communities effectively and have become a model that other clinical and translational sciences institutes have sought to emulate.

Component 5A.2  *The university learns about its communities and provides those communities with valuable services through activities in experiential learning.*

In many instances, feedback on engagement activities is provided directly to the members of the university who deliver services. This is readily apparent in clinical settings or in classrooms of K-12 students. Such direct contact ensures that faculty, students, and others who provide such services receive important feedback on whether these services are critically required by the community. Examples of these service-learning activities include:

- The School of Education and Human Development is involved in many research and evaluation projects that assess initiatives designed to improve K-12 education and higher education. The evaluation center in the school evaluates the effectiveness of many different programs, including an initiative funded by the National Science Foundation that provides professional development for middle school science teachers; a professional development program for improving literacy skills in K-12 students; a teachers pay-for-performance program; an innovative schools program; a youth work force development program; a program that promotes financial literacy in grades K-12; a teacher education program at another institution; and a number of education programs on the medical campus.

- The College of Liberal Arts and Sciences is home to a GK-12 National Science Foundation program that brings graduate students in math and the sciences into middle school classrooms where they help teachers deliver up-to-date content and inquiry-based learning experiences to students.

- About 300 College of Liberal Arts and Sciences students participate annually in internships sponsored by the University of Colorado Denver. Faculty and administrators work actively with the Downtown Denver Partnership to establish strong connections with the Denver business community and a better understanding of the community’s needs.

- Students pursuing a master of criminal justice in the School of Public Affairs serve as interns and are involved in research projects with a several city offices, including the Denver District Attorney’s Office, the Denver Fire Department, the Denver Police Department, the Denver Medical Examiner, and the Denver Coroner.

- Students in the College of Engineering and Applied Science participate
in ongoing projects to monitor structural deficiencies on all major bridges in downtown Denver and have proposed solutions for those deficiencies.

- Students in the advanced planning studio in the College of Architecture and Planning are working on proposals for redevelopment of Denver’s historic Union Station, a $4.7 billion transportation plan that makes the station the center of a multimodal transportation hub for the entire region, integrating both public and private transit systems operating at the local, regional, state, and national scales.

- The faculty-led, student-operated Colorado Center for Community Development in The College of Architecture and Planning, with the advice of an advisory board, receives requests from communities throughout Colorado for an array of projects to improve local communities. The center chooses projects and provides funding (from state resources) and management oversight for the achievement of the development projects selected each year.

- The Advanced Clinical Training and Service program is a nationally recognized service-learning component of the DDS program. For a significant portion of their senior year, dental students provide care to disadvantaged populations in underserved rural and urban locations across Colorado. The market value of this uncompensated care is more than $3.1 million annually.

- Students in the School of Medicine (MD, physician assistant, and physical therapy programs), the School of Dental Medicine, the School of Pharmacy, and the College of Nursing collaborate with the area health education centers. While students learn the skills required to become practicing clinicians, they serve the health care needs of patients in more than 50 counties in Colorado and last year participated in the care of more than 40,000 patients.

- Students in the School of Pharmacy spend several hundred hours in experiential- and service-learning settings, such as elementary classrooms, where they lead activities promoting good nutrition, active lifestyles, and disease prevention. Pharmacy students annually administer 10-15,000 vaccinations and provide 25-30,000 consultations on nonprescription medications in the Denver metropolitan area.

Component 5A.3 The university learns about its communities through community-based research.

One of the most obvious examples in which the university learns from communities is in the area of community-based research. All university schools and colleges have programs that involve community research. These often provide environmental scans that determine whether existing services are meeting the needs of the community while identifying what additional or new services are needed. Examples of this include:
The Rocky Mountain Prevention Research Center in the Colorado School of Public Health was awarded a five-year grant from the Centers for Disease Control to work with community partners to identify local health priorities in the San Luis Valley in southern Colorado. Researchers from the University of Colorado Denver have worked with this rural, low income, Latino, and non-Latino population—where 43 percent of middle school students are obese or overweight—on epidemiologic and health-promotion studies related to Type 2 diabetes for more than 20 years.

Within the School of Public Affairs, two centers, the Center for Education Policy Analysis and the Center on Reinventing Public Education, focus on research and analysis of the effectiveness of existing public education programs. They also examine a range of alternatives that rethink and challenge current systems in urban school systems. One particular high profile project, conducted in collaboration with the School of Education and Human Development evaluation center, is an evaluation of a pay-for-performance system for teachers in Denver Public Schools that has attracted national attention and is a component of President Obama’s education agenda.

Currently 84 percent of the U.S. population lives in metropolitan areas, and many of these urban centers are placing a greater emphasis on policies that are environmentally friendly. The University of Colorado Denver has integrated sustainable development into campus life and activities, curricula, research, student services, new buildings, professional development, mission and planning, and community outreach. The urban sustainable infrastructure engineering project housed in the College of Engineering and Applied Science received a $3.2 million award from the National Science Foundation that focuses on sustainable water, energy, transport, and sanitation.

Component 5A.4 The consolidation of the Denver Campus and the Anschutz Medical Campus has provided additional opportunities for engagement.

The consolidation has facilitated new engagement activities and new learning opportunities that benefit both the university and external communities. Some examples of this include:

- The College of Arts and Media developed the ArtsBridge program to provide an innovative art curriculum for K-12 children while creating opportunities for university students to become teaching artists to local high school students as well as patients from The Children’s Hospital. The program provides both ArtsBridge scholars and participating children with opportunities to develop and refine creative problem-solving skills during collaborations in art, film making, and photography projects.
The Learning Landscapes program originated in the College of Architecture and Planning in partnership with Denver Public Schools and has led to the construction of almost 50 playgrounds and exercise facilities that provide Denver’s children with safer and healthier places to play. Today, the program has expanded to incorporate health and wellness research conducted by researchers in the School of Medicine interested in how these playgrounds impact child health.

The LABCOATS (Link to Advancement in Biomedical Research Career Opportunity And Training Section) program provides opportunities for undergraduate students in the College of Liberal Arts and Sciences to engage in research with scientists conducting biomedical research on both campuses.

Former Chancellor Wilson formed a task force on sustainability, comprised of faculty and staff from both campuses, to complete a university-wide energy use assessment and strategic plan for reducing the university’s carbon footprint and saving disposal costs (see also Criterion 2).

Faculty on both the Denver Campus and the Anschutz Medical Campus, with research or practical interests in questions of health disparities and equity, formed a working team that organized and held the first Colorado statewide conference on health disparities. Members of several universities and nonprofit agencies concerned with health delivery and services participated in the conference. The group is now applying for funding to create a center to focus on this work.

Component 5A.5 Our educational offerings for continuing education, outreach, customized training, and extension services provide valued lifelong-learning opportunities for many professionals in our communities.

The university’s mission statement says that it is “...a diverse learning community...” One of the nontraditional constituencies the university serves is the working professional. Several of schools and colleges have major commitments to continuing education (see Criteria 3 and 4) and many of the schools in the health professions are the only local resource available to health practitioners in Colorado and surrounding states. The university takes its responsibility to serve as a resource in this area very seriously. Some examples of include:

- The School of Education and Human Development is the largest provider of continuing education at the University of Colorado Denver. Annually, they serve more than 6,400 degree-seeking and continuing education students, the majority of whom are educators from local school districts, with graduate six-level classes and many unique certificate programs, some of which were designed in collaboration with major school districts in Colorado.
Faculty from the School of Education and Human Development and the Anschutz Medical Campus developed and implemented the Scholars for Knowledge in Learning and Leadership Mathematics Science Partnership that provides experiences for middle-level teachers in Denver Public Schools to participate in research laboratories on the Anschutz Medical Campus.

The College of Nursing provides distance-learning opportunities for continuing education\(^\text{19}\) that gives individuals working in rural health care areas an opportunity to further their skills and education while remaining in the communities that need their services the most.

The new certified public manager program\(^\text{20}\) in the School of Public Affairs will offer training to current public servants in a flexible and convenient format. Designed mainly for those with a bachelor’s degree and government experience, up to six credits from the program can be used toward the school’s master of public administration degree. The program is offered in nearly 40 states across the country; the University of Colorado Denver program is the only one in Colorado. Courses are offered online, via webinars, and in face-to-face settings.

The new certified public manager program\(^\text{21}\) in the School of Public Affairs will offer training to current public servants in a flexible and convenient format. Designed mainly for those with a bachelor’s degree and government experience, up to six credits from the program can be used toward the school’s master of public administration degree. The program is offered in nearly 40 states across the country; the University of Colorado Denver program is the only one in Colorado. Courses are offered online, via webinars, and in face-to-face settings.

The global energy management program\(^\text{21}\) in the Business School, established with the collaboration of the energy industry, prepares students for careers in global energy management, a field largely ignored by institutions of higher education but one the industry itself needs to keep highly qualified individuals at the helm of the nation’s energy production and development sector.

Component 5B. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Component 5B.1 The university has effective structures and processes to encourage and support community engagement activities for both university personnel and external community members.

The university embraces the notion that engagement is a two-way process that considers the changing needs of communities. The university has multiple mechanisms by which it stays abreast of community trends and problems, not to mention other means that facilitate direct two-way exchanges with its numerous constituents. The university supports these mechanisms as an integral part of its strategic plan.

University leadership includes individuals dedicated to advancing this type of dialogue through their work responsibilities and their volunteer commitments. The chancellor, vice chancellors, deans\(^\text{1}\), and some faculty serve on advisory boards for government, civic, educational, health care, business, and nonprofit organizations. In addition, most schools and colleges have external advisory boards\(^\text{2}\)
that incorporate members of several communities. For example, the School of Education and Human Development has a teacher education site council that consists of a university faculty member and a professional development school site coordinator from each of 30 elementary, middle, and high schools across six districts, as well as the university faculty who teach in the program. The site council meets monthly to work on the teacher education program and to make admissions decisions. In addition to the School of Education and Human Development, the Business School advisory board is populated by prominent members of the local business community who provide input into various areas, such as the skills required for individuals entering the work force and the need for the development of academic programs such as global energy management.

- Community members of the advisory boards of some schools and colleges also participate in strategic planning, fundraising, and reviews of curriculum. In many cases they also may mentor students, lecture in classes, or speak at community events and assist in the formation of partnerships with other companies and individuals.

Component 5B.2 The university works with federal, state, and local legislators and agencies to advance mutual goals.

As a state institution, University of Colorado Denver is particularly responsive to the concerns of the legislature and the taxpayers whom they represent. The University of Colorado system Office of Government Relations3 employs several individuals who act as liaisons with members and staff of the federal and state governments. These face-to-face contacts between university and governmental leaders and their staff provide an ideal forum for each party to learn of the other’s concerns. This level of engagement, which enables the university to work with the legislature and government agencies, was essential, for example, throughout the planning of the relocation of the health sciences schools to the Anschutz Medical Campus. In addition, these partnerships allow the university to lend its expertise to a variety of public policy discussions impacting citizens across Colorado.

- In 2007-08, the University of Colorado Denver chancellor and the University of Colorado system president collaborated with state lawmakers to ensure construction of state-of-the-art classroom and laboratory space on the Auraria Campus4. Now complete, the new Science Building is home to some of the university’s science faculty, as well as classrooms and teaching and research laboratories.
- University leadership is working with numerous local and state agencies, including the City of Aurora, the Colorado Department of Transportation, the Denver Regional Council of Governments, and the business community, to obtain funding for the construction of an interchange from the I-225 interstate to better serve the Anschutz
Medical Campus and the surrounding community. With the growth of the campus—it serves in excess of 27,000 people each day—transportation issues are a matter of communitywide concern.

- The Sustainable Urban Infrastructure Center in the College of Engineering and Applied Science has teamed up with the Colorado Municipal League, an association of all Colorado cities, towns, and villages, to provide rural towns with the resources needed to determine and monitor their carbon footprint. Funded through a federal grant, municipal league donations, and private philanthropy, the center brings together faculty and students to provide monitoring and suggest sustainable measures within the financial capability of small towns.

- Several of the university’s top administrators and faculty are also involved in task forces for local, regional, or national interests. For example, Vice Chancellor for Health Affairs and Dean of the School of Medicine Dick Krugman chairs a task force for the Institute of Medicine on the current needs of the dental work force; Provost Rod Naim serves on the steering committee for the health strand of the urban-serving universities coalition that advocates for further funding to expand the health care work force; and Chancellor Jerry Wartgow served on the transition team for Colorado’s new governor, John Hickenlooper.

Component 5B.3  Engaging with business, industry, and other nonprofit entities enables the university to expand its entrepreneurial offerings to the community.

One of the university’s values states that “Our entrepreneurial culture enables us to expand the frontiers of knowledge and human experience.” It is with this in mind that the University of Colorado Denver actively seeks innovative connections to business, industry, and nonprofit entities that share its commitment to the community. Some examples of work in this area include the following.

- An important connection between the Business School and the business community is the Bard Center for Entrepreneurship, which includes a business incubator that fosters the development of many new companies. The Bard Center has helped launch 23 new businesses, 13 of which are still in business and collectively employ several hundred employees while generating millions of dollars in sales that contribute to the growth of the Colorado economy.

- Intellectual property of University of Colorado Denver faculty has spawned 30 new startup companies, which have raised more than $25 million in grant funding and $1 billion in equity capital since 2002.

- The Colorado Science and Technology Park at Fitzsimons, adjacent to the Anschutz Medical Campus, is expected to facilitate the launching
of additional biotechnology companies that will provide employment opportunities and benefit the local economy. Currently, the park area is home to a university-sponsored business incubator that provides a home and support for faculty’s in-progress inventions and research.

**Component 5B.4 Pipeline programs are mutually beneficial to the university and students in local school districts.**

One of the signature academic areas identified for the university in the strategic plan is the development and support of pipeline education programs that encompass the entire P-20 spectrum. The university’s focus on P-20 pipelines includes professional and/or graduate education. Efforts in this area include:

- **STEMapalooza**, a collaborative event organized by the Center for Applied Science and Mathematics for Innovation and Competitiveness, engages university faculty, staff, and students with outside educators, the business community, and more than 6,000 K-12 students and their parents from across Denver and Colorado. The event focuses on increasing the number of students pursuing careers in science, technology, engineering, and mathematics.

- The Aurora Lights Program works with middle and high schools in Aurora, Colorado, to provide students from disadvantaged backgrounds opportunities to receive training and obtain study skills to enhance their chances of becoming a health professional, such as a physician, a nurse, a physical therapist, a dentist, a researcher, or a medical assistant. Faculty from the College of Liberal Arts and Sciences on the Denver Campus, the Health Sciences Library, and the health sciences schools and college on the Anschutz Medical Campus actively participate in this program along with the leadership, staff, and teachers of the Aurora public school system.

- The CU Succeed program helps prepare disadvantaged and underrepresented students for higher education, beginning in middle school. The program not only works with students in a variety of academic subject areas, but also with their families on topics such as financial aid. To date, the CU Succeed program has resulted in a 92 percent matriculation rate into higher education.

- Both the School of Education and Human Development and the College of Liberal Arts and Sciences are involved in several programs that focus on improving K-12 education in the areas of math and science. The Northeast Front Range Mathematics and Science Partnership funds 90 teachers from four school districts to participate in the Rocky Mountain Middle School Math and Science Partnership summer institutes, and it also develops an articulation team of teacher leaders and higher education faculty to work on issues of secondary-post-secondary articulation. The Rocky Mountain Middle School Math and

“The existence of the Anschutz Medical Campus in our community inspires Aurora Public Schools students to set goals for higher education and a future in health and allied health professions. Our partnership provides important guidance and resources as we continue to develop a rigorous, relevant health sciences pathway that includes real-world clinical and research experiences—opportunities that will have an enormous impact on our students’ lives and their capacity to contribute to the community. This partnership with Aurora Public Schools is an incredible gift to our students.”

**John Barry, Superintendent, Aurora Public Schools**
Science Partnership enables teachers to participate in professional learning development courses and mathematics and science summer camps to improve their understanding of, and their skills as educators, in mathematics and science. The goal of this program is to develop a cadre of mathematics and science leaders across Colorado, leading to increased student achievement in grades five through nine. It also supports students’ participation in mathematics and science after school and summer camp programs.

- The College of Engineering and Applied Science, in partnership with Community College of Denver, Arapahoe Community College, and University of Colorado Boulder, participates in the Mathematics, Engineering, Science Achievement (MESA) program, in which K-12 students engage in an after-school math and science-project based curriculum. More than 3,600 students from 161 schools across many Colorado regions are enrolled in a curriculum that prepares them for further study in engineering.

**Component 5B.5 Co-curricular and volunteer activities provide valuable services to university communities.**

The University of Colorado Denver embraces the important contributions that volunteer activities can bring to the overall education of its students. To this end, the university fosters an environment of opportunities for students to serve the community. Many of its schools and colleges require student engagement with underserved communities as a requirement for graduation.

- Each and every day, thousands of University of Colorado Denver faculty, staff, and students have an impact on their neighborhoods, their cities, and their state through the work they do. From November 1, 2009 to February 2, 2010, University of Colorado Denver launched the Giving Back Campaign in an effort to allow the campus community an opportunity to further engage with community interests. Faculty and staff were given four hours of work time to select an organization of their choice for their volunteer efforts. Various student groups participated as well. In the end, the university contributed more than 700 hours of tracked participation; more than 50 different schools and organizations benefited from the university’s collective efforts. The program is being repeated in the winter of 2010.

- At the Stout Street Clinic for the Homeless in Denver a faculty member from the School of Pharmacy serves as the pharmacy director, overseeing students who provide pharmacy services to hundreds of patients daily, including care clinics such as diabetes care management. In addition, the school oversees 14 diabetes care and anti-coagulation clinics located in pharmacies throughout rural Colorado. Each site serves as an experiential training site for senior pharmacy students
Jung Park found the help and education he needed to fulfill his entrepreneurial dreams as the winner of the 2004 Bard Center Business Plan Competition. He is now the owner of a men's salon in Denver.

The Bard Center Business Plan Competition seeks to promote the development of high-caliber businesses by recognizing the most outstanding plans for early-stage Colorado companies with cash and in-kind awards and encouraging the creation of new businesses. The Bard Center solicits business plans from community members as well as faculty, staff, students, and alumni at all colleges and universities in Colorado.

The six best aspiring entrepreneurs and their teams are chosen to compete in a public competition.

Over the years the business plan competition has grown from a smaller university-focused event to a statewide competition. Historically cash and in-kind awards totaling nearly $100,000 are awarded annually.
who provide direct patient care under the supervision of local preceptors and full-time School of Pharmacy faculty members.

Component 5B.6 The university’s facilities are available to, and are used by, the community.

The university makes its facilities available for meetings, conferences, displays, and performances. Some examples of the public using university facilities include:

- Public and community groups use the facilities such as St. Cajetans church at the Auraria Campus or the Ben Nighthorse Campbell conference center at the Anschutz Medical Campus, as well as other facilities at both campuses, for meetings and conferences.
- The School of Public Affairs hosts debates between political candidates running for various offices to which the public are invited. Similarly the Business School hosts meetings of the Colorado Real Estate Network.
- The King Center on the Auraria Campus hosts public concerts, student recitals and ensembles, as well as many other events that bring together university students and/or area high school students with professional performers and that benefit educational programs and the public.
- The Health Sciences Library assists local community groups in hosting displays and other exhibits of cultural and general interest to which the public are invited.
- The recreational and exercise facilities at the Health and Wellness Center, which is under construction at the Anschutz Medical Campus, will be available to the campus and local communities as space permits.

The university facilities are used by multiple community groups, however a future goal is to better document the impact and value of these facilities to the public.

Component 5B.7 A variety of communication tools connect the university to internal and external constituents.

The university understands the importance of effective communication tools and vehicles in keeping individuals and the Denver community connected with and informed about the mission, vision, and values of the University of Colorado Denver. To that end, the university has made investments in these tools through both human capital and strategic financial investments (see Criterion 1). Work in this area includes:

- Executive leadership at the university, via a vice chancellor for advancement, has restructured the university’s communication functions to increase support for schools and colleges and enhance direct external communication to key constituencies.
- The university is using social networks to connect with all constituents, in particular with students.
The newly redesigned university website is the primary portal for visitors exploring the university. The website provides easy access for visitors to learn about its educational and engagement activities.

Ongoing efforts are being made to establish online communities for alumni that will allow them to better connect with one another and with the university’s resources and activities.

Component 5C. The organization demonstrates its responsiveness to constituencies that depend on it for service.

Component 5C.1 Collaborating with other universities allows the University of Colorado Denver to expand its educational offerings and provide greater access for students.

The university has developed several joint ventures with other academic institutions that have enhanced access for students. Through these dynamic partnerships, the University of Colorado Denver has expanded both the reach of its learning opportunities and the breadth of its services to local communities, Colorado, and the world. Examples of this include:

- In 2007, the University of Colorado Denver partnered with Colorado State University and University of Northern Colorado to create the Colorado School of Public Health, housed primarily on the Anschutz Medical Campus. This first-of-its-kind venture in Colorado brought the resources of three institutions to establish the first school of public health in the Rocky Mountain region.

- The nursing education exchange is a collaborative of nine western universities offering distance-accessible doctoral programs in nursing. Known as NEXus, the collaborative venture enables PhD students in the College of Nursing to access enrichment course work at several partner schools, including University of Northern Colorado, Oregon Health and Science University, Arizona State University, Loma Linda University, and the Universities of Utah, New Mexico, Hawaii, and Nevada Las Vegas.

- The Center for Advancing Professional Excellence at the Anschutz Medical Campus provides hands-on student training opportunities across all health sciences schools and colleges (see Component 3C). In addition, the center offers learning resources to clinical programs at other institutions including the nursing program at Regis University and the College of Veterinary Medicine and Biomedical Sciences at Colorado State University. It also partners with the Denver Center for the Performing Arts, which provides trained actors who serve as standardized patients.

- The Auraria Higher Education Center is one of the few examples in the country in which multiple institutions of higher education—University of Colorado Denver, Metropolitan State College of Denver,
and Community College of Denver—are joint partners in sharing resources and facilities on one campus, reducing cost and improving offerings to students.

- The University of Colorado Denver maintains a partnership with the Chinese Agricultural University⁵ to create the International College in Beijing⁶, which offers Higher Learning Commission-accredited programs in economics and communications (see Criterion 4).

The University of Colorado Denver also collaborates with the institutions within the University of Colorado system at Boulder and at Colorado Springs to offer several programs.

- The College of Architecture and Planning maintains close ties to the University of Colorado Boulder, offering a bachelor’s degree in environmental design on the Boulder campus.
- The College of Engineering and Applied Science collaborates with the College of Engineering at the University of Colorado Boulder in offering the civil engineering PhD.
- Faculty from the School of Public Affairs teach classes at the University of Colorado at Colorado Springs.
- The executive MBA program⁷ is offered jointly by the business schools at University of Colorado Denver, University of Colorado Boulder, and University of Colorado at Colorado Springs.

Component 5C.2 Partnering with clinical affiliates expands the university’s ability to serve the community and exposes students to a larger set of learning opportunities.

The University of Colorado Denver has expended considerable time and effort building the strong affiliated networks and centers needed to sustain the educational programs in its health sciences schools. Some examples of these relationships include:

- A major component of the university’s clinical enterprise is the relationship with the clinical affiliates: University of Colorado Hospital⁸, The Children’s Hospital⁹, National Jewish Health¹⁰, Denver Health, and the Veterans Administration Medical Center. The majority of faculty at these institutions also hold faculty appointments at the university and are involved in the teaching and training of students, residents, and fellows as well as the care of thousands.
- The Center for Dependency, Addiction, and Rehabilitation¹¹, located at the Anschutz Medical Campus, is a world-class residential addiction and co-occurring disorder treatment facility. It is one of the select few rehabilitation centers in the United States associated with an academic medical center.
The university has an established record of serving traditionally underserved, rural or ethnic minority, and at-risk communities in Colorado and around the world. This work not only provides service to constituents that need it most, but it provides new and challenging learning opportunities for students and additional research opportunities for faculty.

- More than 3,500 clinical visits were provided through the College of Nursing’s school-based clinic for children and families in the Sheridan School District, one of the poorest and most medically underserved in Colorado. The clinic provides pediatric, adult, midwifery, and mental health care.

- Almost every county in rural Colorado is designated as a medically underserved area. In these health professional shortage/medically underserved areas one county has no primary care physician; six counties are served only by a part-time physician; eight counties have only one full-time primary care physician; seven counties have no dentist; and 14 rural counties do not have a dentist accepting Medicaid. The School of Medicine created the rural health track to increase the number of physicians who enter and remain in practice in rural Colorado.

- The School of Dental Medicine has a track for students, who upon obtaining licensure, are interested in practicing in rural areas in Colorado.

- The School of Public Affairs began a new certificate program in spring 2009 to assist physicians, nurses, dentists, physical therapists, and other caregivers in screening for and providing interventional support to domestic violence victims.

- Headquartered on the Anschutz Medical Campus, the Kempe Center for the Prevention and Treatment of Child Abuse and Neglect has been recognized as a world leader in child abuse treatment and prevention programs for more than 40 years. Directed by some of the nation’s leading experts, the Kempe Center hosts innovative programs that treat abused children (from birth to age 13), train professionals, and develop treatment methods to help and heal children.

- The student and community counseling center in the Office of Student Affairs provides free and low-cost professional therapy to community members with a special focus on the children and families in Denver Public Schools who have free access to 10 counseling sessions per year. Therapy takes place year-round, not just during the traditional school year, and is staffed by psychologists, professional psychotherapists, and graduate-level practicum students who are enrolled in the School of Education and Human Development. During 2009-10, 393

“...Our numerous partnerships with the University of Colorado Denver provide the Denver Public Schools with invaluable opportunities to strengthen our programs and service to schools. The range of interaction includes the preparation of teachers and principals; education on good nutrition; instruction in the arts and college readiness. We are very appreciative of these ongoing partnerships and the benefits they provide.”

Tom Boasberg, Superintendent, Denver Public Schools
community members, including Denver Public Schools students, took part in 1,684 counseling sessions.

- In 2009 the University of Colorado Denver led a partnership of universities in the Rocky Mountain region that hosted the first regional student conference of the Society for the Advancement of Chicanos and Native Americans in Science. The conference was held at the Tivoli Student Union on the Denver Campus and was attended by Latino/a and Native American engineering and science students and their mentors from several states in the region.

**Component 5C.4 The university has established transfer policies that promote student access.**
(See also Chapter 10.C)

For more than 30 years, the University of Colorado Denver has maintained a reputation as a ‘transfer friendly’ institution. The university supports all initiatives to make transfer between other institutions of higher learning easier and to ensure the highest academic program quality for students receiving a University of Colorado Denver baccalaureate degree.

Currently, approximately 65-70 percent of undergraduate students receiving a University of Colorado Denver baccalaureate degree have transfer credit. The university typically admits approximately 1,200 new freshmen and 2200 new transfer students per year; approximately two-thirds of new undergraduate students are transfer students. The number of new transfer students is expected to increase because of a recent University of Colorado system policy\textsuperscript{17} that guarantees admission for Colorado public community college students with a minimum of 30 hours of transfer work and a minimum 2.7 GPA and recent legislation that requires 60 plus 60 transfer agreements (general education plus major) be developed for Colorado public community college students seeking a major in any of 14 disciplines.

The university works very hard to maintain strong ties with Colorado community colleges. The Office of Admissions makes regular visits to community colleges in the extended greater Denver metropolitan area and also hosts visits to the university by community college academic advisors. The Office of Admissions\textsuperscript{18}, in collaboration with the academic units, has developed a comprehensive transfer planning guide\textsuperscript{19} to provide students a road map for the courses they must take at their current institutions, as well as help them understand what their course load might be once they are admitted to the university. The University of Colorado Denver scholars scholarship program targets incoming transfer students, and the student transfer club\textsuperscript{20}, an official student organization, provides support specifically for students transferring to University of Colorado Denver.
COMMUNITY BENEFITS FROM WEALTH OF KNOWLEDGE

If imitation is the sincerest form of flattery, J. J. Cohen, MD, should be basking in the praise. Two of the university's community education outreach programs, the Mini Medical School and Café Scientifique, were developed by Dr. Cohen in the School of Medicine and have become immensely popular in the community.

The first ever Mini Medical School was founded in 1989 and has more than 15,000 “graduates.” This eight-week program provides education in lay language by University of Colorado Denver faculty to community members interested in learning about medicine. The popularity of the program is such that live video feeds are transmitted to an audience of 1,500 at more than 12 sites throughout Colorado every year. There are now more than 100 Mini Medical Schools in the United States, Canada, and Europe modeled on Dr. Cohen's program.

Similarly, the monthly Café Scientifique series that Dr. Cohen initiated in Denver in 2003, have spawned the development of many similar programs nationwide.
While regional accreditation is considered, University of Colorado Denver automatically accepts transfer credit for admitted students when all three of the following criteria are met: (1) the course is college-level (not remedial), (2) the course is academic (not professional or technical), and (3) the minimum course grade is C– (1.7). To ensure smooth transfer and applicability of credit, the university participates in the gtPathways (guaranteed transfer for general education) program developed by the Colorado Commission on Higher Education. 100 percent of the lower-division general education courses in the University of Colorado Denver core curriculum have been approved for the gtPathways program.

The major principles of the university’s transfer policies are encompassed by the following points.

**Transfer of general education credit**
Lower-division general education courses that fall within the gtPathways program sponsored by the Colorado Commission on Higher Education are guaranteed to transfer and be applied to University of Colorado Denver core curriculum. Colorado public community college students earning the associate of arts/associate of science degree are guaranteed to have completed the lower-division requirements of the university’s core curriculum.

**Transfer of credit via statewide articulation**
Specific course credits in select programs (currently engineering, business, and elementary teacher licensure) are guaranteed to transfer and apply to University of Colorado Denver graduation agreements through Colorado Commission on Higher Education-sponsored, statewide articulation agreements. The number of statewide articulation agreements sponsored by the commission will increase to a minimum of 14 over the next five years.

**Transfer of credit via campus-specific articulation**
Specific course credits in select majors (sociology, political science, criminal justice, and nursing) are guaranteed to transfer to the University of Colorado Denver because of campus-specific (not statewide) articulation agreements.

**Transfer guides**
Transfer planning guides are major-specific and identify courses that students should take before transferring to the University of Colorado Denver. The guide serves as an advising document to ensure accurate registration prior to transfer and baccalaureate degree completion on a comparable time frame as that for native University of Colorado Denver students.
Minimum academic preparation standards
In 1988, the University of Colorado Board of Regents established minimum academic standards for new freshmen and new transfer students. These standards are established for each school/college and become a secondary admission standard. Transfer students not meeting these requirements must make up all deficiencies prior to graduation.

Copies of these campus-specific and statewide articulation agreements, as well as the university’s policies on transfer are available in the “Additional Documents” repository of the online resource room.

Component 5D. Internal and external constituencies value the services the organization provides.

Component 5D.1 University community service and engagement projects deliver services that matter to its fellow citizens.
Evidence that the university’s constituents value its services and engagement activities is provided in multiple ways. One of the most obvious is that for many of these activities the number of people with whom the university engages or provides services is increasing. This is true of its health care clinics, pipeline and training programs with area schools districts, and with those attending the university’s cultural offerings. Examples of such activities include:

- Students in the College of Engineering and Applied Science use GPS technology to locate potholes on roads and bike paths. This information is forwarded to appropriate city repair crews so the problems can be fixed.
- Through an outreach program to the Aurora Public Schools, students from the Anschutz Medical Campus administered flu shots to K-12 students, resulting in a decrease in absenteeism. Additionally, students also provide free dental screenings and participate in a host of holiday-related activities including a book drive.
- Members of the Business School provide free assistance in the preparation of income tax returns to the community during tax season.
- Members of the Business School and the College of Liberal Arts and Sciences assisted the Downtown Denver Partnership in the redevelopment of Skyline Park.

Component 5D.2 Recognition through awards and testimonials provides evidence that university constituents value the partnerships and services provided by the university.
While the University of Colorado Denver does not focus on accolades as a sole indicator of success, these acknowledgments recognize that the university’s partnerships and services are a benefit to the community. Some examples of these include:

“It's a driver for new jobs. It's a driver for innovation...it's a constant reminder that we value higher education, we value business, and we're committed to its success. The community came together and created a 20-year vision for Downtown Denver, and the University of Colorado Denver is really serving as a launching pad for that vision.”

Tami Door, President, Downtown Denver Business Partnership
■ Dr. Randy Kluender, an associate dean in the School of Dental Medicine, received community service awards from the Metro Denver Dental Society and the Colorado Dental Association for “Outstanding Service to Children” for his efforts in coordinating the “Give Kids a Smile Day” program\(^1\). This program provided free dental screenings and restorative care to 125 children in need in 2010.

■ Dr. George Eisenbarth, executive director of the Barbara Davis Center for Childhood Diabetes and a professor of pediatrics, medicine, and immunology, received the Commitment to the Dream Award from the local chapter of the Juvenile Diabetes Research Foundation and is also a past winner of the prestigious Banting award from the American Diabetes Association\(^2\).

■ Professor Tony Robinson in the College of Liberal Arts and Sciences won the Chase Faculty Community Service Award on the basis of his history of leadership and work with Denver community organizations for immigrant rights and assistance with low-income housing\(^3\).

■ Six of the 150 individuals recognized in Denver’s 150\(^{th}\) anniversary celebration for “their efforts in making Denver an even better place than it is now” were University of Colorado Denver faculty or staff\(^4\).

■ The Learning Landscapes program\(^5\), created by Dr. Lois Brink of the College of Architecture and Planning, allows students to design and build public school playgrounds in Denver. The program received the 2009 Entrepreneurial American Community Award from the Partners for Livable Communities at the Celebration of Vision and Community Spirit Awards in Washington, D.C. Partners President Bob McNulty describes the award given to Learning Landscapes: “Through vision and dedication, Learning Landscapes has grown to become one of the most vital resources within Denver’s communities. Cities across the country should look to this program when developing their outdoor play spaces for children and families.”

Component 5D.3 The economic impact of the university and the contribution of its graduates to the local work force and talent pool links the university with external communities.

The university has long been an economic driver in the region, supporting and adding to the overall economy while providing a pool of highly trained work force across the business, nonprofit, and health care spectrum. Some evidence of this includes:

University of Colorado Denver economic impact study\(^6\) (of fiscal year 2008 data):

■ The economic impact of University of Colorado Denver in fiscal year 2008 demonstrated that in addition to the direct employment of 9,337 (10,298 in 2010) individuals, the institution indirectly supported another 13,200 (13,824 in 2010) jobs for a total employment impact of
more than 22,500 (24,100 in 2010). On average, each faculty and staff position at University of Colorado Denver supports up to 1.41 (1.34 in 2010) additional jobs in Colorado. In fiscal year 2008, the operation of University of Colorado Denver supported between $2.36 billion and $2.48 billion in total economic activity throughout Colorado.

The economic activity developed by the university is valued by civic and business leaders. The University of Colorado system is the fourth largest employer in Colorado. The capital investment made by University of Colorado Denver at the Anschutz Medical Campus has transformed the Denver-Boulder region into one of nine emerging regions considered to be “next up on the biotech landscape”.

The College of Nursing actively engages with the largest employers of its graduates, hosting meetings on campus to stay apprised of the satisfaction of employers with how the college prepares students for success. The most recent survey of 21 employers that frequently employ nursing graduates revealed that 60 percent rated nursing graduates better prepared than graduates from other programs; 30 percent reported they were equally well-prepared; and 100 percent indicated they would recommend hiring graduates from the college.

The Business School has developed a new service known as the graduate career connection that is funded by students. It provides a relationship manager who engages the major employers of students from the Business School and connects them with program directors as well as internship and mentoring opportunities.

Component 5D.4 The university is a major contributor to the cultural life of Denver and front range communities.

As part of its commitment to the arts and culture, the University of Colorado Denver makes its offerings available to the public both as a community service and as a way to expose students to a broader array of opportunities and offerings in the area. Some work in this area includes:

- Many performance events on the Denver Campus showcase the talents of students, faculty, community, and professional theatre groups. To ensure that they are accessible to as many groups as possible, tickets for most of these events are heavily discounted.

- A national author on the relationship between art and medicine, Dr. Henry Claman, serves as director of the University of Colorado Denver Medical Humanities Program. This program enriches students’ knowledge by weaving literature and art into the medical curriculum.

- The College of Arts and Media is a sponsor of the annual Starz film festival in Denver, which is attended by 200,000 members of the Denver Film Society and their guests. It also sponsors screenings for the Denver Film Society and hosts an international filmmaker forum.
The University of Colorado Denver is deeply involved in an annual literary tradition in Denver, the One Book, One Denver series\textsuperscript{12}. Each year, the Department of English in the College of Liberal Arts and Sciences facilitates numerous lectures and book talks on the chosen manuscript. In addition, the College of Arts and Media adapts the selected novel into a multi-part radio series, which is broadcast across the state on Colorado Public Radio.

The College of Arts and Media organizes a concert series held at the King Center on the Denver Campus, as well as many events that bring together University of Colorado Denver students and area high school students with professional performers and student recitals and ensembles.

Faculty and professional artists are exhibited on the Denver Campus in the Emmanuel Gallery\textsuperscript{13}. The gallery host visits by the community. It is highly regarded by the Denver art community and has received many awards and accolades. The College of Arts and Media has assisted in the creation of an immersive art environment at the Gates Planetarium in the Denver Museum of Nature and Science and hosts symposia on art history available to the public.

Dr. J.J. Cohen and Helen Macfarlane from the School of Medicine curated the first “Art in Science | Science in Art”\textsuperscript{14} juried exhibition of works by university artists and scientists, a show that has traveled around Colorado, Mexico, and New York.

The Department of English in the College of Liberal Arts and Sciences publishes a nationally recognized literary magazine, \textit{Copper Nickel}\textsuperscript{15}, that regularly receives awards and accolades. The magazine is a blend of student contributions and pieces from practicing poets and authors across the United States.

\textbf{Component 5D.5 Alumni derive value from their continued association with the university and provide continued value to its students.}

The impact of alumni on the University of Colorado Denver community is profound. Each year, alumni engage students in a variety of ways that both enrich the students’ learning environment and provide benefits to the alumni themselves. These efforts include:

- At the Anschutz Medical Campus the school/college alumni association\textsuperscript{16} boards serve as representatives for the greater alumni body to provide guidance on what alumni want from the university. With this information the university is able to engage alumni in university-hosted events, activities, and programs. The College of Nursing, as well as the Schools of Medicine, Dental Medicine, Pharmacy, and Public Health all have active alumni boards. In addition, the Anschutz Medical Campus alumni advisory board works with all the school/college/program boards to further listen to the requests of alumni and
**collaborate** as a whole to accomplish these goals to continue the positive relationships with alumni.

- Students actively participate on all of the alumni boards, allowing them to voice suggestions of how the alumni and the university can help enrich the student experience. Because of this, the alumni boards continue to organize and hold panel discussions, lunches, ice cream socials, and coffee sessions, sponsor portions of student-run events, and serve as mentors.

- Many of the alumni associations have established scholarships for students in their respective school, college, or program. On the Anschutz Medical Campus, for example, alumni provide stethoscopes to all first-year medical students.

- Alumni raise funds for and distribute 45 to 50 scholarships of $2,500 per year for undergraduate students and $3,000 per year for graduate students on the Denver Campus. These scholarship recipients, in turn, volunteer with alumni to develop potential professional relationships.

- The alumni association implements activities and events that are educational, family oriented, affordable, and in the spirit of the university. Attendance ranges from 600-900 per event, indicating widespread approval and enthusiasm for the offerings.

**Summary of Criterion 5**

This chapter presents evidence that University of Colorado Denver fulfills and exceeds the expectations of Criterion 5. The University of Colorado Denver views its engagement activities as an integral component of its mission and essential for many of its **learning** activities. The university is connected to its external communities in multiple ways, for example, it is actively engaged in many community-based research and service programs for the benefit of its students and faculty.

**CHALLENGES AND OPPORTUNITIES FOR IMPROVEMENT**

University engagement activities are a strength of the institution. As it moves forward and is confronted by complex budgetary issues, the university is faced with a significant challenge in attempting to maintain some of these activities.
CITATIONS: REFERENCES AND WEBSITES CITED IN THIS CHAPTER

All references are available through the electronic resource room at:
http://www.ucdenver.edu/AccredLib

Preamble
1. University of Colorado Denver Mission
2. University of Colorado System Office of Technology Transfer
3. Buechner Institute

Component 5A
1. Center for American Indian and Alaska Native Health
2. Latino Research and Policy Center
3. Colorado Clinical and Translational Sciences Institute
4. The Evaluation Center
5. GK-12 program
6. Colorado Center for Community Development
7. Advanced Clinical Training and Service Program
8. Area Health Education Centers
9. Experiential learning in the School of Pharmacy
10. Rocky Mountain Prevention Research Center
11. Center for Education Policy Analysis
12. Center on Reinventing Public Education
13. Urban Sustainable Infrastructure Engineering Project
14. ArtsBridge Program
15. Learning Landscapes Program
16. LABCOATS Program
17. Report from Chancellor’s Advisory Task Force on Sustainability 2010
18. Annual Health Disparities Equity Conference, 2010
19. College of Nursing Distance Education
20. Certified Public Manager Program

Component 5B
1. Schools and College Deans Participating on Advisory Boards of External Organizations
2. External Membership on School and College Advisory Boards
4. Opening of New Science Building
5. New I-225 Interchange Slated for Anschutz Medical Campus
6. Center for Sustainable Infrastructure - Research on Carbon Footprinting
7. Bard Center for Entrepreneurship
8. University of Colorado System Technology Transfer Office
9. Colorado Science and Technology Park at Fitzsimons
10. STEMapalooza
11. Center for Applied Science and Mathematics for Innovation and Competitiveness
12. Aurora Lights Program
13. CU Succeed Program
15. Rocky Mountain Middle School Math and Science Partnership
16. Mathematics, Engineering, Science Achievement (MESA) Program
17. Giving Back Campaign
18. School of Pharmacy Students—Experiential Learning at the Stout Street Clinic
19. Health Sciences Library
20. Health and Wellness Center

Component 5C
1. Colorado School of Public Health
2. Nursing Education Exchange
3. Center for Advancing Professional Excellence
4. Auraria Higher Education Center
5. Chinese Agricultural University
6. International College Beijing
7. Executive MBA program
8. The University of Colorado Hospital
9. The Children’s Hospital
10. National Jewish Health
11. Center for Dependency, Addiction, and Rehabilitation
12. College of Nursing Faculty Practice Sites—Sheridan Clinic
13. School of Medicine—Rural Track
15. Kempe Center for the Prevention and Treatment of Child Abuse and Neglect
16. Student and Community Counseling Center
17. University of Colorado System Policy on Adopting Standards for the Intercampus Transfer of Students Among Campuses
18. Office of Admissions
19. Transfer Planning Guide
20. Student Transfer Club
21. Colorado Commission on Higher Education

Component 5D
1. News Release on “Giving Kids a Smile”
2. Dr. Eisenbarth Receiving Awards from American Society for Diabetes
3. Chase Faculty Community Service Award
4. Top 150 Citizens of Denver
5. Learning Landscapes Program
6. Economic Impact Study
7. Article in Genome Technology on “Best Biotech Places and Emerging Clusters”
8. Employer Survey from College of Nursing self study
9. Business School Office of Graduate Career Connections
10. Arts in Medicine Program
11. Starz Film Festival in Denver
12. One Book, One Denver
13. Exhibits in Emmanuel gallery
14. Art in Science | Science in Art
15. Copper Nickel
16. Anschutz Medical Campus Alumni Association Boards
17. University of Colorado Denver Office of Alumni Relations
Introduction ....................................................... 9-1

9.1 The university’s budget has shown sustained growth in general, auxiliary, and restricted funds throughout the last eight years. ....... 9-1

9.2 The consistent growth of the general funds over the past several years has been driven by increased tuition revenue. ............... 9-2

   1. Support from the state of Colorado .................. 9-3
   2. Tuition and fees ..................................... 9-6
   3. Other unrestricted revenue ............................ 9-6
   4. Facilities and administrative cost recovery revenues .... 9-6

9.3 The sustained growth in the auxiliary fund has been fueled by growth in clinical revenues from University Physicians, Inc. ............................... 9-7

   1. Auxiliary funds ..................................... 9-7
   2. University Physicians Incorporated ................ 9-7
   3. Other significant auxiliary activities .................. 9-8

9.4 The consistent growth of the restricted fund over the past decade has been driven by increases in both sponsored research and philanthropy. .......................................... 9-8

   1. Sponsored projects .................................... 9-8
   2. Gift funding ........................................ 9-9

9.5 As measured by the proportion of the general fund that is allocated to instruction, the university has selectively increased expenditures on its educational mission. ....................... 9-10

          General fund expenditures ........................ 9-10

9.6 The University of Colorado Denver has maintained separate budget allocation mechanisms at the Anschutz Medical Campus and the Denver Campus. ................................. 9-11

9.7 Analysis of key financial ratios indicates that the University of Colorado Denver is, and has been, financially stable. ............... 9-12

   1. Primary reserve ratio ................................ 9-13
   2. Viability ratio ....................................... 9-13
   3. Cash income ratio .................................... 9-14
   4. Capitalization ratio ................................... 9-14
   5. Leverage ratio ....................................... 9-15
   6. Debt capacity ratio ................................... 9-16
- 9.8 Growth in the university’s physical facilities at the Anschutz Medical Campus and at the Denver Campus has been strategically planned. ........................................9-16

- 9.9 The University of Colorado system has established policies for investment and debt. ........................................9-17

- 9.10 The university has received a clean opinion from external auditors and has resolved all issues raised in recent audit reports (A-133 findings). ........................................9-18

- 9.11 The university has developed multiple financial plans that would be implemented in response to significant further reductions in state funding. ........................................9-18
CHAPTER 9

OVERVIEW OF THE FINANCIAL PICTURE OF UNIVERSITY OF COLORADO DENVER

Introduction
The information presented in this chapter provides both a historical (2002-2010) and a current picture of the fiscal situation at the University of Colorado Denver. The chapter outlines the changes in revenue for the general, auxiliary, and restricted funds in this time period and provides an analysis of general fund expenses and expense components per student (FTE). Also described is the budget process, the growth in facilities, key financial ratios, investment and debt policies, and the most recent audit findings. In addition, the chapter provides an assessment of the effects of, and the university's response to, the current economic crisis and its plans to react to further projected cuts in funding from the state.

Although the last comprehensive accreditation visits occurred in 1998 (at the former Health Sciences Center) and 2001 (for the Denver Campus), comparison data in this chapter are only provided between fiscal years 2002 and 2010 because of two significant changes in financial reporting that occurred around 2002. First, the university's external auditors required that University Physicians, Inc. be included as a blended entity in the financial statements of the university, and second, the Governmental Accounting Standards Board's adoption of Statement 35 completely changed the financial reporting format for public institutions of higher education.

Since the last comprehensive reviews by the Higher Learning Commission, the university has experienced significant growth in many areas such as: the physical facilities at the Denver Campus; the relocation to the Anschutz Medical Campus; enrollment of undergraduate students; research and creative works and clinical activity. This growth could not have been accomplished without careful oversight of the fiscal and other resources of the university. In spite of the downturn in the local, national, and global economy, most of the university's major revenue streams have maintained consistent growth.

9.1 The university's budget has shown sustained growth in general, auxiliary, and restricted funds throughout the last eight years.
In spite of variations in the local, national, and global economy between fiscal year 2002 and fiscal year 2010, most of University of Colorado Denver's major revenue streams have maintained consistent growth (see Table 9.1 and Figure 9.1). The total revenue for the university in fiscal year 2010 was approximately $1.3 billion and was comprised of general, auxiliary, and restricted funds. This is an increase of nearly $533 million,
or a 7.01 percent average annual growth rate, since fiscal year 2002. This growth was primarily driven by tuition and fees, research, and clinical activity at University Physicians, Inc. Each funding stream has its own unique set of constraints that pose fiscal challenges to which the university has adopted a three-pronged response to address shortfalls. The response includes revenue enhancements, efficiency savings, and budget cuts.

Table 9.1

| University of Colorado Denver Total Sources of Revenue[^4] Fiscal Year 2002-2010 |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
|                                    | Fiscal Year 2002 | Fiscal Year 2010 | Growth from Fiscal Year\(^{10}\) 2002-2010 | Average Annual Growth |
|                                    | Revenue[^a] | Percent | Revenue[^a] | Percent | Revenue[^a] | Percent | 2002-2010 | Percent | 2002-2010 | Percent |
| **General Fund:**                  |                |          |              |          |              |          |          |          |          |          |
| State Funding (COF/FFS)            | 106,251 | 14.34 | 42,774 | 3.36 | (63,477) | -10.75% |
| Tobacco                            | 17,150 | 1.35 | 17,150 | 1.35 | 100.00% |
| ARRA                               | 57,101 | 4.48 | 57,101 | 4.48 | 100.00% |
| Total State Funding                | 106,251 | 14.34 | 117,025 | 9.19 | 10,774 | 1.21% |
| Tuition & Fees, gross[^1]          | 63,560 | 8.58 | 163,026 | 12.80 | 99,466 | 12.50% |
| Other Unrestricted                 | 21,273 | 2.87 | 11,573 | 0.91 | (9,700) | -7.33% |
| F&A                                | 49,316 | 6.66 | 77,598 | 6.09 | 28,283 | 5.83% |
| Total General Fund                 | 240,400 | 32.45 | 369,222 | 28.99 | 128,822 | 5.51% |
| **Auxiliary Fund:**                |                |          |              |          |              |          |          |          |          |          |
| UPI                                | 151,077 | 20.39 | 368,734 | 28.95 | 217,658 | 11.80% |
| Other Auxiliaries                  | 101,092 | 13.65 | 186,706 | 14.66 | 85,614 | 7.97% |
| Total Auxiliary Fund               | 252,168 | 34.04 | 555,440 | 43.61 | 303,272 | 10.37% |
| **Restricted Fund[^c]**            |                |          |              |          |              |          |          |          |          |          |
| UPI                                | 248,246 | 33.51 | 348,890 | 27.40 | 100,644 | 4.35% |
| Total Revenues                     | 740,814 | 100.00 | 1,273,553 | 100.00 | 532,738 | 7.01% |

[^a] – Net of consolidation entries, and exclusive of noncurrent revenues.  
[^b] – Excludes scholarship allowance entries that eliminate duplicate revenue counting caused by student aid counted as grant revenue in the restricted fund that is applied on student accounts toward tuition and fees.  
[^c] – Net of F&A recovery shown separately above.  
[^D] – In thousands.

9.2 The consistent growth of the general funds over the past several years has been driven by increased tuition revenue.

The general fund is comprised of: (1) support from the state of Colorado; (2) tuition and fee revenue; (3) other unrestricted revenue; and (4) facilities and administrative cost recovery. During the period fiscal year 2002 to fiscal year 2010, revenue from tuition and fees (Figure 9.2 light blue bars) and from facilities and administrative cost recovery (Figure 9.2 gold bars) have shown appreciable growth (Table 9.1).
1. Support from the state of Colorado

Although the funding mechanisms used by the state of Colorado to provide support to the university have changed significantly since 2002, the dollar amount of state funding in the present year (fiscal year 2011—$108 million) is essentially the same as in fiscal year 2002 ($106 million—Figure 9.3 and Table 9.1). During the period fiscal year 2002 to fiscal year 2008, state funding to the university was less than that provided in fiscal year 2002, and it was not until fiscal year 2009 that state support was above the fiscal year 2002 amount. Since fiscal year 2009 the levels of state support have now declined again to levels similar to fiscal year 2002. As outlined below, and in greater detail in section 9.11, the university is anticipating that the state will further reduce the support it provides to the university in fiscal year 2012.
Prior to 2006, the University of Colorado Denver received its state funding as a lump sum appropriation. In 2006 the funding methods for Colorado higher education changed. Since 2006 the state provided funds to the university from several sources: the College Opportunity Fund/Fee-For-Service; the settlement paid to the states by the tobacco companies; the American Recovery and Reinvestment Act, and, in fiscal year 2011, additional “one-time” funds were provided to offset a shortfall in the available American Recovery and Reinvestment Act funds. The future availability of each of these sources is likely to impact the total support provided to the university by the state in the coming years.

(i) **College Opportunity Fund / Fee-For-Service** – Since 2006 each institution of higher education in Colorado receives a flat amount per credit hour undertaken by resident undergraduate students who have applied for and been authorized use of the College Opportunity Fund. Funding for graduate programs, which cost much more than undergraduate programs, is provided through a Fee-For-Service contract. From fiscal year 2006 to
2008, the university received payments through the College Opportunity Fund/Fee-For-Service ranging from $81 million to almost $94 million. In fiscal year 2009, the state reduced the amount paid through these programs to $77 million but used funds from the American Recovery and Reinvestment Act to supplement the reduction (Figure 9.4). In fiscal year 2010, the state provided approximately $43 million in funding through the College Opportunity Fund/Fee-For-Service, plus an allocation from the American Recovery and Reinvestment Act funds to maintain support similar to that of fiscal year 2009. The funding through College Opportunity Fund/Fee-For-Service in fiscal year 2011 is approximately $47 million.

(ii) Tobacco Settlement – Since fiscal year 2008 the state of Colorado has allocated a portion of the funds from the tobacco settlement monies to the Anschutz Medical Campus. The tobacco funds began with $8.5 million in fiscal year 2008 and $18 million in fiscal year 2009; however, in this current budget year they have declined to $16 million (Figure 9.4). The future of these funds is dependent on distributions of the tobacco fund by the state legislature and on the tobacco companies continuing to make settlement payments to the states.

(iii) American Recovery and Reinvestment Act – In fiscal year 2009 through the 2011 budget year, the state of Colorado “backfilled” the cuts it made to College Opportunity Fund/Fee-For-Service with funding supported by the American Recovery and Reinvestment Act. These funds were intended to be temporary and are not likely to be available in fiscal year 2012.

In fiscal year 2011 the overall support from the state declined $9 million (approximately 8 percent) compared to fiscal year 2010. In addition to the $47 million from the College Opportunity Fund/Fee-For-Service, the state allocated $30 million from “one-time” funds and $15 million from the remaining American Recovery and Reinvestment Act funds. The overall effect on the revenue stream from the state in fiscal year 2002 ($106 million) compared to fiscal year 2011 ($108 million) is that the funding in fiscal year 2011 is coming from four sources. In fiscal year 2012 it is unlikely that the American Recovery and Reinvestment Act funds will be available, and it is unclear how much, if any, of the “one-time” funds from the state will be available.

There is currently uncertainty about the level of continued state funding for higher education in Colorado. Like most states, Colorado is being buffeted by a prolonged recession with reduced state revenues and increased mandates. The state of Colorado is in its third year of budgetary shortfalls and may be facing a fourth year. The university is responding to the current financial pressures in several ways, including working with the
state legislature. Fortunately the university already had in place several entrepreneurial processes for self funding of faculty salaries and a faculty practice plan that provides academic enrichment funds for salary support and initiatives such as recruitment of department chairs and other prominent faculty. However, the uncertainty surrounding funding from the state has required that the university’s future budget projections incorporate state funding assumptions that address a range of funding scenarios. These are discussed in further detail in section 9.11.

2. Tuition and fees
As a component of the general fund, tuition and fees grew from $63.6 million in fiscal year 2002 (8.6 percent of the total revenues and 26.4 percent of the general fund) to $163 million in fiscal year 2010 (12.8 percent of total revenues and 44.2 percent of the general fund). This growth has been driven by enrollment increases as well as escalation in tuition rates. Each year the institution evaluates the need for tuition increases. Many factors are considered as part of this decision-making process, including projected enrollments, tuition rates of peer institutions, increases in mandated costs, and other budgetary pressures. Overall, tuition rates have increased over the last 10 years at both the Anschutz Medical Campus and the Denver Campus.

To offset the cuts from the state to the institution in fiscal year 2011, the undergraduate tuition rates were increased by 9 percent. The average financial aid awarded to students, including loans, in 2002 was $6,754 for the Denver Campus and $16,941 for the Anschutz Medical Campus. In fiscal year 2010 the average annual financial aid award increased to $12,905 for the Denver Campus (8.4 percent average annual increase) and $28,837 for the Anschutz Medical Campus (6.9 percent average annual increase). The University of Colorado system has taken an approach of “higher-tuition, higher-aid” to help close the gap created by state funding shortfalls (see also Component 2B.4).

3. Other unrestricted revenue
This category includes patient revenue from the School of Dental Medicine’s student teaching clinic, funding for the shared Auraria Library from the Metropolitan State College of Denver and the Community College of Denver, and rental income. The revenue line is $11.5 million (1 percent) of total revenue. The decrease of $9.7 million since fiscal year 2002 is attributable to the transfer of the Colorado Psychiatric Hospital to the University of Colorado Hospital and a decrease in shared services provided to University of Colorado Hospital pursuant to the decommissioning of the Ninth Avenue campus. It is anticipated that these funds will remain stable in the next few years.

4. Facilities and administrative cost recovery revenues
The revenues in this category were $77.6 million in fiscal year 2010, a 5.8 percent average annual increase since fiscal year 2002. Approximately 65
percent of this amount was generated from research supported by the National Institutes of Health. The University of Colorado Denver is dependent on this revenue stream to help pay the related debt and facility operating expenses on the Anschutz Medical Campus research buildings as well as the related research support costs.

9.3 The sustained growth in the auxiliary fund has been fueled by growth in clinical revenues from University Physicians, Inc.

1. Auxiliary funds
Auxiliary funds are self-supporting units that provide facilities and services to students, faculty, staff, patients, and outside entities. Overall the auxiliary funds account for the largest part of the total revenue stream. Auxiliary funds totaled $555 million in 2010 or 43.6 percent of the total revenue.

2. University Physicians Incorporated
Established in 1982, University Physicians, Inc.\(^1\) is the faculty practice plan for the university’s School of Medicine and performs the billing, collection, and disbursement functions, managed care contracting, network and utilization management, and clinical business development and management functions for more than 1,000 member physicians of the faculty of the School of Medicine. While accounted for as a blended auxiliary component unit in the university’s financial statements, University Physicians, Inc. is a 501(c)(3), with separate legal standing from the university. The majority of the members of University Physicians, Inc.’s Board of Directors are the chairs of the departments within the School of Medicine, with the dean of the school acting as its president. Multiple board and committee seats are also filled by elected or appointed faculty.

University Physicians, Inc. currently contributes about $369 million (approximately two-thirds of the auxiliary funds and 29 percent of total revenue in fiscal year 2010) to the overall university budget. A majority of these revenues are used to pay for the salaries of the member physicians. However, $22.5 million of the amount transferred in fiscal year 2010 was for the dean’s Academic Enrichment Fund. This fund is generated by a 10 percent tax on all faculty clinical revenue and is used by the School of Medicine to support a variety of academic initiatives including, but not limited to, new academic programs, start-up funding for new physicians, research support, and scholarships for students. The annual revenue generated by the Academic Enrichment Fund is the equivalent of more than a $500 million endowment and has enabled the growth and maintenance of high-quality and highly competitive teaching and research programs within the School of Medicine. The relationship between University Physicians, Inc. and the university is unique in the country, and is viewed as a national model for its centralized functions and close ties to the School of Medicine.
The increase in the revenue from University Physicians, Inc. over the last decade is reflective of the growth in clinical programs and the success of the new hospital facilities at the Anschutz Medical Campus. As general fund revenues at the Anschutz Medical Campus have been reduced, more pressure has been placed on the clinical earnings to help support non-clinical programs. Clinical revenues are a major source of mission support at most academic medical centers, including Colorado. The implications of health care reform and how that impacts reimbursement and the clinical revenue margins that provide these subsidies and the resulting impact on our academic mission is a concern both here and nationally. The university has strong relationships with its clinical affiliates as well as resident expertise in health care policy. The university and its affiliates are in the midst of major strategic discussions to ensure that the university is well positioned to respond to the new challenges and paradigms driven by both changes in the market and health care reform.

3. Other significant auxiliary activities
These revenues include two major components: (1) graduate medical education, the residency training program for physicians prior to licensure, which contributed $65 million (5 percent of total revenues) in fiscal year 2010, and (2) other health service revenues that consist mostly of testing services provided by medical laboratories services to external entities, which generated $40 million (3 percent of total revenues). The average annual growth rates in revenues from graduate medical education and other health services are 8 percent and 10 percent respectively.

9.4 The consistent growth of the restricted fund over the past decade has been driven by increases in both sponsored research and philanthropy.
The restricted fund includes funds from direct sponsored research as well as private gifts. Of the $349 million in total restricted fund revenues in fiscal year 2010, approximately 91 percent ($316 million of which $12 million is from the American Recovery and Reinvestment Act) was from sponsored research activity and 8 percent ($28 million) was from gifts.

1. Sponsored projects
Revenues for sponsored projects increased substantially from about $216 million in fiscal year 2002 to $316 million in fiscal year 2010. A breakdown of the funding of sponsored project awards by sponsor is provided in the accompanying chart (Figure 9.5). Growth in sponsored project funding over the last 10 years has been driven by the doubling of the National Institutes of Health budget, which occurred between 1998 and 2004, and the expansion of research space available at the Anschutz Medical Campus. Growth in this revenue source has slowed over the past five years, although the university received more than $80 million in research awards that were
supported by the American Recovery and Reinvestment Act. These funds will be spent in a short window over the next few years.

2. Gift funding
Fundraising efforts continue to be a high priority in coordination with the University of Colorado Foundation. Since 2002, the University of Colorado Foundation experienced an average annual growth rate of 3.7 percent in the receipt of “new” gifts on behalf of the University of Colorado Denver (Figure 9.6). At the end of fiscal year 2010, the value of the university’s endowments was $228 million. Gifts transferred to the University of Colorado Denver from the University of Colorado Foundation for operating purposes have grown at an average annual rate of 8.4 percent since 2002 (Figure 9.7) and in fiscal year 2010, totaled $28 million (2 percent of total revenue). Donor restrictions for operating gifts primarily include
programmatic support, research, and scholarships. Capital gifts were an important component in the construction of the Anschutz Medical Campus. Capital gifts are also being used to fund the remodel of the new home for the Business School on the Denver Campus.

Figure 9.7

Gifts to University of Colorado Denver
Fiscal Year 2002-2010

9.5 As measured by the proportion of the general fund that is allocated to instruction, the university has selectively increased expenditures on its educational mission.

General fund expenditures

Table 9.2 shows the change in general fund spending by NACUBO function category over the last eight years. All categories have increased, with instruction and academic support having the largest gains. The decrease in other expenses resulted from the closing of the former Health Sciences Center campus at Ninth Avenue.

Table 9.2

<table>
<thead>
<tr>
<th>University of Colorado Denver General Fund Expenditures</th>
<th>Fiscal Year 2002</th>
<th>Fiscal Year 2010</th>
<th>Growth from Fiscal Year 2002-2010</th>
<th>Average Annual Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Amount</td>
<td>Percent of Total</td>
<td>Amount</td>
<td>Percent of Total</td>
</tr>
<tr>
<td>Instruction</td>
<td>96,706</td>
<td>43.8%</td>
<td>156,722</td>
<td>48.9%</td>
</tr>
<tr>
<td>Academic Support</td>
<td>31,286</td>
<td>14.2%</td>
<td>41,523</td>
<td>13.0%</td>
</tr>
<tr>
<td>Student Services</td>
<td>6,957</td>
<td>3.1%</td>
<td>8,409</td>
<td>2.6%</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>26,490</td>
<td>12.0%</td>
<td>35,553</td>
<td>11.1%</td>
</tr>
<tr>
<td>Operation and Maintenance</td>
<td>31,391</td>
<td>14.2%</td>
<td>39,944</td>
<td>12.5%</td>
</tr>
<tr>
<td>Debt Service</td>
<td>1,653</td>
<td>0.7%</td>
<td>28,049</td>
<td>8.7%</td>
</tr>
<tr>
<td>Other Expenses</td>
<td>26,507</td>
<td>12.0%</td>
<td>10,392</td>
<td>3.2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>220,990</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>320,592</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

[A] - In thousands.
Despite the challenges to the general fund, the proportion allocated to instruction has increased by 5.1 percent (from 43.8 percent to 48.9 percent, or approximately $60 million) from fiscal year 2002 to fiscal year 2010. This selective increase in the instruction category demonstrates the university’s commitment to protecting its core educational mission.

The contribution ratio measures how a particular revenue item contributed to meeting expenses (Figure 9.8). Ratios for tuition and fees and state support are only compared to the expenses of the general fund since other funds are supported by other sources. Comparing the trends of the tuition and fees ratio (light grey line) to the state-support ratio (blue line) reveals the direct effect of decreasing state support on increasing the financial burden for students. Also shown are the ratios that incorporate cuts to state appropriations that have been backfilled by American Recovery and Reinvestment Act funds (black line). If the state is unable to restore funding, this may result in more of the cost burden being shifted to students, at least temporarily. The chart also reveals the importance of revenue from facilities and administrative cost recovery (gold line; 24.2 percent in fiscal year 2010) to the general fund.

9.6 The University of Colorado Denver has maintained separate budget allocation mechanisms at the Anschutz Medical Campus and the Denver Campus.

The distinct budget allocation mechanisms that existed at both campuses of the University of Colorado Denver prior to consolidation have been maintained. These models worked effectively for many years and accommodate
differences in campus revenue sources, in particular tuition income. In addition, the historical budget models support the different funding approaches used in meeting the plans, goals, and objectives of the two campuses. The major features of the process used to allocate budget resources at each campus include the following.

- Program fees, auxiliary revenue, and restricted revenues are assigned and managed directly by the college or school generating the revenue at each campus.
- Tuition revenue is shared among the schools and colleges at the Denver Campus, whereas at the Anschutz Medical Campus tuition is allocated directly to the school or college at which it is generated.

Allocation of the university’s budget is decided by the chancellor, executive vice chancellor, and vice chancellors, with input from the deans of the schools and colleges. The Budget Priorities Committee of the Denver Campus Faculty Assembly makes recommendations to the chancellor on issues that pertain to the budget at the Denver Campus. At the Anschutz Medical Campus, meetings with the deans and budget officers for each of the schools and colleges, as well as with the faculty assembly, inform the budget process. The individual schools and colleges have their own processes for receiving input on budget allocations to departments, centers and other units.

The University of Colorado Board of Regents has the ultimate authority for approval of annual tuition and fee increases and the annual expenditure budgets for each University of Colorado educational institution, including the University of Colorado Denver.

The University of Colorado Denver utilizes many internal financial reports to monitor the budget and its financial health. These reports are provided to university leadership, and schools and colleges where appropriate, on a monthly basis. Copies of these reports are provided in the “Additional Documents” repository in the online resource room.

9.7 Analysis of key financial ratios indicates that the University of Colorado Denver is, and has been, financially stable.

As the following charts indicate, University of Colorado Denver is above the minimum standard for key ratios presented, and its debt capacity is well below the maximum. The individual key ratios are presented and discussed below. The financial ratios for the University of Colorado Denver demonstrate, for example, that it has been able to plan for and successfully finance facilities to meet increased enrollment demands at the Denver Campus, and leverage its resources to build the Anschutz Medical Campus.
1. **Primary reserve ratio**

The primary reserve ratio provides insight into whether the university has sufficient flexible resources to meet its immediate needs by comparing expendable net assets to operating and non-operating expenses. The minimum is generally considered to be about 45 days. The University of Colorado Denver has maintained this ratio above 90 days (Figure 9.9), indicating that it has had a strong primary reserve over the last nine years and is able to meet its immediate obligations.

![Figure 9.9](image)

2. **Viability ratio**

The viability ratio compares expendable net assets to capital debt and measures the availability of expendable net assets to cover debt in the event that the university needs to settle its obligations as of the balance sheet date. This ratio also provides a measure of the institution’s ability to assume new debt. A higher score indicates the institution has relatively low debt, signifying less risk of not being able to meet its obligations. During the

![Figure 9.10](image)
period of construction of the Anschutz Medical Campus, fiscal year 2002 to fiscal year 2008, the viability ratio declined (Figure 9.10). However, in the past two years the viability ratio has improved. The University of Colorado Denver is operating effectively within the current ratio of 77.8 percent and this, coupled with a low debt capacity ratio (see Figure 9.14), helps to minimize the risk of not being able to meet its obligations.

3. Cash income ratio
The cash income ratio measures the results of operations on a cash basis compared to total operating and non-operating revenues to show the strength and quality of the income stream. It excludes accruals, noncash expenses such as depreciation, interest, capital revenues, and gains or losses on disposal of fixed assets. It represents cash earnings available for investing in the future of the university. Analysis of the trend of this ratio (Figure 9.11) indicates that the university is successfully managing revenues and expenses to support capital investment.

![Figure 9.11](image)

4. Capitalization ratio
The capitalization ratio measures net assets compared to gross assets, the difference between the two being liabilities. Generally liabilities should not exceed net assets, which is to say that asset acquisitions should be financed overall by no more than 50 percent debt. This ratio has ranged from about 59.5 percent in fiscal year 2002 to 54.5 percent in fiscal year 2010 (Figure 9.12).
5. Leverage ratio

The leverage ratio is another perspective on debt that compares net assets to capital debt (rather than total liabilities). A ratio of one means capital debt equals net assets, a ratio below one means capital debt exceeds net assets, and a ratio above one shows the extent to which net assets exceed capital debt. Therefore, in general, it is desirable to have a leverage ratio greater than one. This ratio for the University of Colorado Denver has ranged from about 4.7 in fiscal year 2002 to 1.9 in fiscal year 2010 (Figure 9.13). This ratio indicates that the university is strong because it has more net assets than capital debt. Thus, leverage is relatively low and therefore the risk that the university will not be able to meet its debt service obligations is also low.
6. Debt capacity ratio
The debt capacity ratio measures debt affordability or the ability to issue and repay debt. The Board of Regents has established a limit of 7 percent for the debt service at the university. The current debt capacity ratio for the University of Colorado Denver is 4.4 percent (Figure 9.14), and it is projected to gradually decline over the next 10 years to less than 4 percent, as the university’s unrestricted net assets continue to grow. Debt capacity includes not only current debt but any planned debt for future capital expansion to ensure the institution remains below the 7 percent established limit.

![Figure 9.14](image)

9.8 Growth in the university's physical facilities at the Anschutz Medical Campus and at the Denver Campus has been strategically planned.
The University of Colorado Denver has experienced significant growth in facilities and infrastructure over the past eight years. This growth has been strategically planned to meet the educational needs of students and to accommodate the growing research enterprise while ensuring financial viability. The cost of this expansion, including ongoing projects at both campuses, is approximately $1 billion. This is mostly at the Anschutz Medical Campus, however it also includes $49 million for buildings at the Denver Campus.

Before embarking on a decision to purchase/construct a building, the University of Colorado Denver goes through a review process to ensure that it is feasible from both programmatic and economic perspectives. The review consists of a financial analysis of the revenue stream available to cover the related construction/operating expenses and debt service requirements. The program plan and the financial analysis are subsequently presented to
the Board of Regents’ capital construction subcommittee prior to sending the request for approval by the full Board. After the Regents approve the project, the offices of facilities projects and university planning work on the final design with the architects and construction companies chosen for the project and the university’s design review board, which includes architects from the community who are appointed by the president.

One key piece of funding that enabled the accelerated move to the Anschutz Medical Campus was the $202 million from the state of Colorado through the issuance of “Certificates of Participation” (COP). The certificates financed the construction of the educational buildings at the new site, and the annual debt service on the certificates is paid for by the state, not the university. In addition, any future capital expansion of the research enterprise zone at the Anschutz Medical Campus will be predicated on the continued growth of federal awards, philanthropy, and cash reserves.

At the end of fiscal year 2010 the university’s portion of completed construction projects on the Anschutz Medical Campus was funded by the multiple sources indicated in Figure 9.15.

![Figure 9.15](image)

**Figure 9.15**

**Anschutz Medical Campus**

**Actual Funding Committed**

**Fiscal Year 2010**

- UCD Cash: $159,070,000 (17%)
- Gifts: $65,784,000 (7%)
- Federal: $23,224,000 (3%)
- State (includes COP): $243,951,000 (27%
- Debt: $415,899,000 (46%)

**9.9 The University of Colorado system has established policies for investment and debt.**

The treasurer of the university, as authorized by the Board of Regents investment policy, is directed to manage and invest the financial assets of the campuses to serve and protect the institution and each campus within the University of Colorado system.
The treasurer of the university invests the university’s financial assets primarily in cash equivalents, debt instruments, equities, and alternative strategies, using external managers, mutual funds, the University of Colorado Foundation’s long-term investment pool, where appropriate, and advice from the university investment advisory committee to ensure compliance with the Regents investment policy. The treasurer has developed written guidelines detailing the purpose of the portfolios, use of earnings, diversification limits, restrictions, limits, and the periodic review of the investment strategy to ensure safety, liquidity, and yield.

Debt financing also is governed by policy, which allows the university to pay for an asset over a period of time, up to its useful life, rather than pay for it at the time of purchase. This is a financially responsible practice for certain types of investments within appropriate limitations and at appropriate interest rates. Since the total amount of debt the university may issue is limited by statute, resolutions of the Regents, and the university’s ability to repay, the demand for debt may exceed the supply at some point in time. The constant monitoring of debt capacity and policy guidelines ensures debt is structured effectively and these resources are managed in the most advantageous manner.

9.10 The university has received a clean opinion from external auditors and has resolved all issues raised in recent audit reports (A-133 findings). In conjunction with the annual external audit, additional audit procedures are performed pursuant to the Office of Management and Budget’s Circular A-133 requirements. The single audit reports on compliance, internal controls over financial reporting, and other matters with respect to federal award expenditures. In addition, the separate audit report expresses an opinion on the “Schedule of Expenditures of Federal Awards” and includes findings and recommendations as applicable. The university has always received a clean opinion from its external auditors.

The university resolved all outstanding issues in a timely manner, and new policies and procedures were developed and implemented as appropriate. A complete description of the recommendations of the audits and the responses by the University of Colorado Denver are provided in the “Additional Documents” repository in the online resource room.

9.11 The university has developed multiple financial plans that would be implemented in response to significant further reductions in state funding. As outlined above (section 9.2), the University of Colorado Denver has already absorbed $24 million in cuts to its state funding during fiscal years 2010 and 2011. This was accomplished by the three-pronged strategy: (1) revenue enhancement, (2) efficiency savings, and (3) budget cuts. The
budget proposal that was submitted by Colorado’s incumbent governor to the General Assembly on November 1, 2010, for fiscal year 2012 contemplates a general fund allocation to all of Colorado’s educational institutions that is commensurate with the institution’s current continuing state funding levels. This means that if the governor’s proposed budget is realized, the university will not need to make additional budget cuts as a result of state funding shortfalls. Colorado’s governor-elect will be submitting a revised state budget sometime in late-January/early-February, which may also impact the proposed funding for higher education and the institution.

The state of Colorado gauges its budgetary status by performing quarterly assessments of current revenues earnings and by performing future revenue forecasts based on current economic trends and expectations. These forecasts happen at the end of each calendar quarter. The key revenue forecast for state budgeting purposes occurs in March of each year. The March forecast includes the results of the fourth-quarter sales tax revenues from the previous year’s fourth-quarter (holiday) spending and the early results for income tax returns. It is from this forecast that the state’s joint budget committee introduces its budgetary bill for the following fiscal year.

The institution anticipates additional budget reductions will be necessary if the state/national economy does not turn around in the near future and if the amount of funding for higher education in the budget proposal submitted by the governor and affirmed by the state’s budget committee is reduced. In anticipation of worsening in the state’s economic outlook, the University of Colorado system, as well as each educational institution, is modeling a variety of scenarios that will be implemented if there is further reduction in state funding. While such additional cuts will be challenging to absorb, the current budget planning scenarios focus on strategies that will ensure continued stability of the core mission and programs. The impact of any state cuts will likely be different on the two campuses. Therefore the solutions will also be different and each campus and will be accommodated within different economic models. As the ultimate state budget picture is still fluid at this time, current expectations and related financial modeling will be shared with the review committee during the site visit in April.
CITATIONS: REFERENCES AND WEBSITES CITED IN THIS CHAPTER

All references are available through the electronic resource room at:
http://www.ucdenver.edu/AccredLib

1. University Physicians, Inc.
2. Regent Law (Article 12): Tuition and Fees
4. Board of Regents Investment Policy
5. University Treasurer
6. University of Colorado Debt Policy
7. University of Colorado Denver Audit Reports
Chapter 10 | Federal Compliance
CHAPTER 10 – Federal Compliance Program

- A. Credits, Program Length, and Tuition. ...................... 10-1
- B. Student Complaints. ........................................... 10-2
- C. Transfer Policies. ............................................. 10-2
- D. Verification of Student Identity. ............................. 10-3
- E. Title IV Program and Related Responsibilities. .......... 10-3
  1. General program responsibilities. ........................... 10-3
  2. Financial responsibility requirements. ....................... 10-4
  3. Student loan default rates. .................................... 10-5
  4. Campus crime information and related disclosure
     of consumer information. ...................................... 10-5
  5. Satisfactory academic progress and attendance policies. 10-6
  6. Contractual relationships. ..................................... 10-6
- F. Institutional Disclosures and Advertising and
   Recruitment Materials. ........................................... 10-7
- G. Relationship with Other Accrediting Agencies and
   with State Regulatory Bodies. ................................. 10-7
- H. Public Notification of Comprehensive Evaluation Visit
   and Third-Party Comment. ..................................... 10-8
CHAPTER 10

FEDERAL COMPLIANCE PROGRAM

A. Credits, Program Length, and Tuition

*The University of Colorado Denver has credit-hour assignments for each course offered, and its credit-hour allocations and requirements are within the range of good practice currently recognized in higher education. There is a rational basis for program-specific tuition rates.*

The Denver Campus offers courses on a semester system consisting of 16-week fall and spring semesters, an eight-week summer semester, and a “Maymester” term of three weeks. The schedule for programs at the Anschutz Medical Campus varies. For example, some programs are year-round.

Student contact hours comply with guidelines from the Colorado Commission on Higher Education—specifically, a faculty base contact hour is equal to a minimum of 750 minutes per semester or a minimum of 15 50-minute hours per semester. The university is aware of the changes in federal policies in assigning credit hours and is reviewing its own policies to ensure that it remains in compliance.

The length and requirements of academic programs are consistent with peer institutions and conform to standards and policies established by national specialized accrediting agencies and the CCHE. Undergraduate degree programs include an academic core curriculum of approximately 34-38 credit hours.

Tuition and fees are established each year and approved by the University of Colorado Board of Regents. Differential tuition rates and fees exist and are based on a number of factors including the cost of education, market for the degree or program, and student-specific factors such as residency status. Information on tuition and fees at all University of Colorado campuses are available on the University of Colorado system’s website. The University of Colorado Denver also provides tuition and fee rates as well as other information for students on its website.

Information on program requirements, courses, tuition, and fees for academic programs are available to current and prospective students in the academic catalogs for both the Denver Campus and the Anschutz Medical Campus, available on the university website.
B. Student complaints

*The University of Colorado Denver complies with the Higher Learning Commission’s expectations for maintaining records of student complaints and their disposition.*

The university has a nondiscrimination policy. There are many avenues for students to express concerns. The University of Colorado system maintains an EthicsPoint hotline that can be utilized by employees and students to report fiscal and other concerns. At a campus level, students who have concerns about interpersonal conflicts or academic concerns, including disagreements about grades, may contact the university Ombuds Office, which is available to assist in informal conflict resolution to all members of the university community. The Ombuds Office has an office and staff on both the Denver Campus and the Anschutz Medical Campus and is committed to making sure that students receive fair and equitable treatment. The Ombuds Office provides information on how students and others may seek assistance on their website.

For concerns about civil rights violations including sexual harassment, students may file a complaint with the university’s employment rights compliance and investigation officer in the Human Resources Office. The employment rights compliance and investigation officer is tasked with reviewing and investigating complaints from students, staff, faculty, and community members.

The Office of Community Standards and Wellness at the Denver Campus oversees concerns and also provides referral services for issues related to student conduct, the health and wellness of students, or disruptive or concerning behavior in the classroom. This office provides a complaint form on its website.

For academic concerns, including grade appeals, students may file a grievance or appeal with their college or school. For example, in the School of Education and Human Development students may appeal academic issues such as grades, admission or termination from a school program, and issues related to comprehensive exams or academic progression to the Student Academic Appeals Committee.

C. Transfer Policies

*The University of Colorado Denver appropriately discloses its transfer policies and practices and provides information about criteria used to make transfer decisions to students and to the public.*

(See also Component 5C.4)
Detailed explanations of the institution’s policies on the transfer of undergraduate level credit are included in the course catalogs and are also described on the university’s website. This information assists undergraduate students considering transfer to the University of Colorado Denver by providing specific details on: identifying course credits that may be transferred; minimum grades for transfer; maximum number of credits that may be transferred; how to receive credit for college-level work taken during high school; advanced placement exams; college-level examination programs; international baccalaureate exams; military credit; and course work typically not accepted by the university. The catalog also provides specific transfer credit requirements for certain schools and colleges.

Guided by state statute, the University of Colorado Denver provides specific guidelines for students wishing to receive guaranteed transfer credit from Colorado community colleges. The gtPathways program assists community college students by identifying classes that are guaranteed to transfer and apply to requirements of specific majors.

D. Verification of student identity

The University of Colorado Denver verifies the identity of its distance or correspondence students.

The university verifies the identity of online students through a robust system of passwords and logins. The university does not offer correspondence education. Students are issued a login id and select a password when they first access their university-sponsored online courses. This information is kept confidential and not provided to any other users. Students may change their password at any time and are required to change it at the beginning of every semester. In accord with the Higher Education Opportunity Act, the university continues to consider and evaluate ways to improve and strengthen its student verification process.

E. Title IV program and related responsibilities

The University of Colorado Denver complies with its Title IV responsibilities.

1. General program responsibilities

University of Colorado Denver is in good standing with the U.S. Department of Education.

The Office of the Inspector General has not advised the university of any program reviews, inspections, or audits relative to Title IV since the last accreditation self-study. The institution has demonstrated the administrative and financial capabilities necessary to participate in federal financial aid programs such as Pell Grants, Direct Loan, Perkins Loan, Supplemental...
In fiscal year 2009-10, the institution awarded Title IV aid of approximately $199 million to approximately 12,400 students. The Office of Financial Aid ensures that the university complies with the regulations of financial aid mandated by the U.S. Department of Education and the Higher Education Opportunity Act reauthorization of 2008, the Higher Education Reauthorization Act of 1998 and 2006, the Ensuring Continued Access to Student Loans Act of 2008, and the College Opportunity and Affordability Act of 2007. The Office of Financial Aid also submits an annual report (Student Unit Record Data System) on students applying for or receiving financial aid.

2. Financial responsibility requirements

University of Colorado Denver fulfills its Title IV responsibilities related to financial management.

As part of the University of Colorado system, University of Colorado Denver is included in the annual financial report. The university is also part of the state of Colorado Department of Higher Education and is included in the statewide A-133 audit. The audit for fiscal year 2009-10 found no matters involving the internal control over financial reporting and operations with respect to any material weaknesses or significant deficiencies. The audit did reveal an area for improvement regarding the amount of Title IV financial aid to be returned upon withdrawal of a student during a semester. Institutions must determine the amount of Title IV aid earned by the student as of the student’s withdrawal date with any unearned amounts being returned to the program. Specifically the audit noted that the withdrawal amount was incorrectly calculated for nine students resulting in an overstated return of Title IV monies in the approximate amount $2,000. The amount did not represent any questioned costs and was considered insignificant overall. The error pertained to entering the incorrect number of days for institutional breaks into the calculation process. Institutional calendars are established in advance and normally this is not a problem determining the number of days during breaks. However, during fiscal year 2009-10, the Democratic National Convention was held in Denver (August 2008), and the Denver Campus was required to shut down a day early for security reasons. This unique circumstance was inadvertently not taken into account when calculating the institutional breaks days. To prevent a recurrence, the University of Colorado Denver subsequently strengthened its internal controls by adding a secondary review and approval of the calculation.

The University of Colorado system has fiscal policies and procedures to ensure the following concerning university resources: they are protected by rigorous internal controls; they are used for appropriate purposes and
in keeping with any restrictions; and they are reported accurately in accordance with GAAP and federal cost accounting standards such as OMB Circulars A-21 and A-110. Furthermore, the University of Colorado Denver also has campus policies and procedures to supplement this guidance. The university has a decentralized accounting structure, therefore a key component of its internal controls is the training of department management and fiscal personnel in code of ethics, fiscal responsibilities, sponsored project management, gift management, procurement, finance system use, and monthly financial report review. Moreover, the university’s administrative structure includes several offices whose charge includes various aspects of fiscal policy compliance, including the University of Colorado system Office of Internal Audit, the Office of University Controller, the campus Financial Compliance Office, and the campus Controller’s Office. In addition, the campus Office of Grants and Contracts is charged with ensuring compliance with grant terms and restrictions. Finally, by state statute, the university is subject to an external audit by the State Auditor’s Office or a contract auditing firm selected by the state auditor.

3. Student loan default rates

Student loan default rates for University of Colorado Denver students are below the national averages.

The student loan default rate for the most current year (2008) at the University of Colorado Denver is 3.3 percent. Although this is an increase over the rates in 2007 (2.8 percent), 2006 (1.9 percent) and 2005 (1.9 percent), these default rates are lower than the corresponding national averages for four-year public institutions (2007—4.3 percent, 2006—3.4 percent, and 2005—3.0 percent).

The Office of Financial Aid provides information on its website, as well as on the university admissions websites, about the financial aid application process, including how to apply, costs, withdrawals, options for financial aid, and other information and links for students and their parents on the financial aspects of their education. The Office of Financial Aid also offers students in-person counseling/advising on financial issues at both campuses as well as group sessions on selected topics of interest.

4. Campus crime information and related disclosure of consumer information

The University of Colorado Denver abides by the requirements of the Clery Act and provides annual and timely notifications of campus crime information.
The police departments on the Anschutz Medical Campus and the Auraria (Denver) Campus are separate. Each prepares annual and emergency campus crime information in compliance with the Clery Act. The Denver Campus is serviced by the Auraria Police Department; the university oversees the police department that has jurisdiction at the Anschutz Medical Campus.

The annual crime report for the Anschutz Medical Campus is provided by the University of Colorado Denver Police Department and is sent via e-mail to all students, faculty, and staff. It is also available on the department’s website. The annual crime report for the Auraria campus is available on the same website, and is provided to all students, faculty, and staff. The Auraria Police Department also provides a link to the annual report on its website. Many individuals are involved in gathering this information, and every effort is taken to ensure that all persons required to report do so, and that the statistics are as accurate as possible.

The university also makes specific disclosures to students relative to financial aid, general institutional information, health and safety, student enrollment reports, retention rates, graduation rates, survey results, and student outcomes on a website maintained by the Office of Institutional Research, Planning and Analysis. Other information that the university makes publicly available includes the College Portrait and the Student’s Right to Know. In addition, student enrollment reports, retention rates, graduation rates, and survey results are made available on the Office of Institutional Research, Planning and Analysis website. The registrar also publishes information on Notice of Student Rights Under the Family Educational and Privacy Rights Act of 1974.

5. Satisfactory academic progress and attendance policies

The University of Colorado Denver has policies on satisfactory academic progress and attendance.

The university publishes its policies on satisfactory academic progress on the Office of Financial Aid website.

6. Contractual relationships

The University of Colorado Denver appropriately reports and requests permission for its consortial and contractual relationships.

The university engages in a number of consortial and contractual arrangements with other institutions of higher education (these agreements are available in the “Additional Documents” repository in the electronic resource room). This includes the University of Colorado at Boulder to
provide programs in architecture and engineering, as well as Colorado State University and University of Northern Colorado with whom the university partnered to create the Colorado School of Public Health.

The university has contractual relationships with several non-Title IV accredited companies to provide less than 50 percent of extended studies programs. There is currently one arrangement where the contractor teaches and provides 5 of 9 credits for a certificate in digital storytelling. The university is working with the school and the contractor to reduce the percentage of outside involvement in the certificate to less than 50 percent.

F. Institutional disclosures and advertising and recruitment materials

_The University of Colorado Denver provides information regarding its accreditation status with the Higher Learning Commission to current and prospective students and to the public._

The university homepage displays the accreditation seal of the Higher Learning Commission, which links directly to the Statement of Affiliation Status for the University of Colorado Denver as maintained on the Higher Learning Commission website. The Denver Campus course catalog contains the following statement regarding accreditation: “The Downtown Campus of the University of Colorado Denver is institutionally accredited by the Higher Learning Commission of North Central Association of Colleges and Schools. The commission can be contacted at: 30 N. LaSalle Street, Suite 2400; Chicago, IL 60602-2504; Telephone: 1-800-621-7440; Web site: [www.ncacihe.org](http://www.ncacihe.org).”

G. Relationship with other accrediting agencies and with state regulatory bodies

_All degree-granting programs that undergo specialized accreditation currently meet or exceed the expectations of their accrediting agencies._

Many professional organizations have also granted accreditation to programs, colleges, and schools at the Denver Campus, including:

- Accreditation Board for Engineering and Technology
- Accreditation Council for Pharmacy Education
- Association for the Advancement of Collegiate Schools of Business—International
- American Board of Genetic Counseling
- American Chemical Society
- American College of Nurse-Midwives
- Colorado State Board of Education
- Commission on Accreditation of Healthcare Management Education
- Commission on Accreditation in Physical Therapy Education
- Commission on Dental Accreditation
Specialized accreditation reports are available in the “Specialized Accreditations” repository in the electronic resource room, with no sanctions or adverse actions in the past five years. The state regulatory body is the Colorado Commission on Higher Education of the Colorado Department of Higher Education.

The university’s compliance in research involving the use of human subjects is accredited by the Association for the Accreditation of Human Research Protection Programs, and research involving the use of animals is accredited by the Council on Accreditation of the Association for Assessment and Accreditation of Laboratory Animal Care. These agreements are available in the “Additional Documents” repository in the electronic resource room.

**H. public notification of comprehensive evaluation visit and third-party comment**

The university has made an appropriate and timely effort to solicit third-party comments.
CITATIONS: REFERENCES AND WEBSITES CITED IN THIS CHAPTER

All references are available through the electronic resource room at:
http://www.ucdenver.edu/AccredLib

A. Credits, Program Length, and Tuition
1. Colorado Commission on Higher Education Guidelines for Student Contact Hours
2. University of Colorado System Information on Tuition and Fees
3. University of Colorado Denver Information on Tuition and Fees
4. Denver Campus Course Catalog 2010-11
5. Anschutz Medical Campus Course Book 2010-11

B. Student Complaints
6. University of Colorado Denver Nondiscrimination Policy
7. University of Colorado Ethicspoint Hotline
8. Denver Campus Ombuds Office
9. Human Resources Office
10. Office of Community Standards and Wellness
11. School of Education and Human Development—Student Academic and Appeals Committee

C. Transfer Policies
12. Transfer of College-level Credit—Instructions
13. GTPathways Program

D. Verification of Student Identity

E. Title IV Program and Related Responsibilities
14. Office of Financial Aid
15. Higher Education Opportunity Act - Student's Right to Know (HEOA)
17. Statewide A-133 Audit Report
18. University of Colorado System Department of Internal Audit
19. University of Colorado System Office of University Controller
20. University of Colorado Denver Office of Financial Compliance and Training
21. University of Colorado Denver Office of Controller
23. University of Colorado Denver Police Department
25. Auraria Police Annual Report
26. Office of Institutional Research, Planning and Analysis
27. University of Colorado Denver College Portrait
29. Policies on Maintaining Satisfactory Academic Progress

F. Institutional Disclosures and Advertising and Recruitment Materials
30. University of Colorado Denver Homepage

G. Relationship with Other Accrediting Agencies and with State Regulatory Bodies
31. Colorado Commission on Higher Education
Chapter 11 | Request for Accreditation
CHAPTER 11 – Request for Continued Accreditation

Request for Continued Accreditation ....................... 11-1
CHAPTER 11

REQUEST FOR CONTINUED ACCREDITATION

The primary purpose of the self-study report is to assist the Higher Learning Commission and its team of consultant/evaluators in evaluating the University of Colorado Denver for continued accreditation. The self-study process itself has also assisted the university in its efforts for continuous improvement. This close examination of the university's success in address its mission and implementing its strategic plan, as well as identification and analysis of its challenges and opportunities, has enabled the university to define pathways for continuous improvement. The self-study process is an integral part of the improvement process. Previous visits of the Higher Learning Commission to the former University of Colorado Health Sciences Center and the University of Colorado at Denver yielded many suggestions for improvement that the university subsequently addressed (see Chapter 3).

Request for Continued Accreditation
The University of Colorado Denver requests continued accreditation by the Higher Learning Commission of the North Central Association.
Functional reporting relationships are represented by dotted lines. Administrative reporting relationships are represented by solid lines.
University of Colorado Denver
Vice President for Health Affairs and Executive Vice Chancellor at the Anschutz Medical Campus

- Colorado School of Public Health*
- School of Dental Medicine*
- School of Medicine*
- College of Nursing*
- School of Pharmacy*
- Colorado Clinical and Translational Sciences Institute (CCTSI)
- University of Colorado Hospital
- National Jewish Health
- Denver Health and Hospital Authority
- Veterans Affairs Medical Center
- The Children's Hospital

* For clinical affairs
University of Colorado Denver
Provost and Vice Chancellor Academic and Student Affairs

Chancellor

Provost and Vice Chancellor Academic and Student Affairs

- Associate Vice Chancellor for Academic Affairs
- Associate Vice Chancellor for Student Affairs
- Assistant Vice Chancellor for Faculty Development
- Director Center for Faculty Development
- Assistant Vice Chancellor for Diversity & Inclusion
- Director Office of Diversity & Inclusion, AMC
- Director of Outcomes Assessment
- Executive Director of Educational Opportunity Programs
- University Librarian and Director Auraria Library
- Interim Director of Educational Support Services
- Director HS Library

Denmark Campus-wide Institutes and Research Centers
Center for International Business Education and Research and Institute for International Business

Special Assistant to the Provost
- Assistant Vice Chancellor for Institutional Affairs
- Assistant to the Provost J. Snyder
- Interim Associate Vice Chancellor for Student Affairs
- Assistant Vice Chancellor for Enrollment Management
- Assistant Vice Chancellor for Student Success
- Assistant Vice Chancellor for Undergraduate Experiences
- University Registrar

Director of Institutional Research, Planning and Analysis
- Interim Dean of University Registrar
- Assistant to the Provost

Denotes Officers

* For academic affairs
Office of the Vice Chancellor for Health Affairs

Vice Chancellor for Health Affairs

AHEC Health Education Centers

Center on Aging

Center for Bioethics and Humanities

Professional Risk Management

Interprofessional Education

Anschutz Medical Campus Deans*  

* for health affairs

Denotes Officers
University of Colorado Denver
Vice Chancellor for Research

Vice Chancellor for Research

Assistant Vice Chancellor for Regulatory Compliance
- Director COMIRB
- Director IACUC
- Director Environmental Health and Safety Office
- Conflict of Interest Manager
- IT Compliance Security Analyst
- Compliance and Privacy Officer

Director Grants and Contracts
- Assistant Director Post Award and Accounting
- Assistant Director Policy/Education/Contracting
- Assistant Director Pre-Award

Director Administrative Programs

Center for Comparative Medicine (CCM) Office of Laboratory Animal Care (OLAR)
- Associate Director Finance and Administration
- Director Physical Facilities RC1, RC2 & DDC Denver Health

Director Academic and Clinical Program and University Veterinarian, DVM VACANT
- Veterinarians
- Facility Manager RC1
- Coordinator RC1 & RC2
- Facility Manager RC2
- Cage Wash Manager RC1 & RC2
- Lead Veterinarian Tech
- Denver Health

Associate Vice Chancellor for Research
- Director Research Development and Education (ORDE)
- Assistant Director ORDE
- ORDE Officer
Appendix B | Institutional Snapshot

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student demographic data</td>
<td>B-1</td>
</tr>
<tr>
<td>Student recruitment and admissions</td>
<td>B-3</td>
</tr>
<tr>
<td>Financial assistance for students</td>
<td>B-4</td>
</tr>
<tr>
<td>Student retention and program productivity</td>
<td>B-6</td>
</tr>
<tr>
<td>Faculty demography</td>
<td>B-12</td>
</tr>
<tr>
<td>Availability of instructional resources and information technology</td>
<td>B-14</td>
</tr>
<tr>
<td>Financial data</td>
<td>B-16</td>
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</table>
1. Student Demographic Data

Notes: All enrollment data will be updated with fall 2010 by mid-February
All data are end-of-term and include both state funded (D1/H1) and extended studies (D2/H2) enrollment.
Undergraduate figures include the AMC College of Nursing.

A. Undergraduate Enrollments by Class Levels

<table>
<thead>
<tr>
<th>Class Level</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
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</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>2,156</td>
<td>2,126</td>
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<tr>
<td>Sophomore</td>
<td>1,789</td>
<td>2,047</td>
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<tr>
<td>Junior</td>
<td>2,423</td>
<td>2,538</td>
</tr>
<tr>
<td>Senior</td>
<td>2,850</td>
<td>3,058</td>
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<tr>
<td>Non-Degree</td>
<td>3,020</td>
<td>3,473</td>
</tr>
<tr>
<td>Grand Total</td>
<td>12,238</td>
<td>13,242</td>
</tr>
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B. Undergraduate Students by Degree Seeking and Non-degree Seeking Status

<table>
<thead>
<tr>
<th>Gender &amp; Ethnicity</th>
<th>Fall 2008</th>
<th>Non-Degree Seeking</th>
<th>Fall 2009</th>
<th>Non-Degree Seeking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Degree Seeking</td>
<td>Non-High School Concurrent</td>
<td>High School Concurrent</td>
<td>Total</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>262</td>
<td>72</td>
<td>72</td>
<td>334</td>
</tr>
<tr>
<td>Asian American</td>
<td>581</td>
<td>4</td>
<td>80</td>
<td>84</td>
</tr>
<tr>
<td>Hispanic</td>
<td>659</td>
<td>3</td>
<td>211</td>
<td>214</td>
</tr>
<tr>
<td>International</td>
<td>102</td>
<td>1</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>Native American</td>
<td>59</td>
<td>12</td>
<td>12</td>
<td>71</td>
</tr>
<tr>
<td>Unknown</td>
<td>294</td>
<td>64</td>
<td>309</td>
<td>373</td>
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<tr>
<td>White</td>
<td>3,198</td>
<td>30</td>
<td>986</td>
<td>1,016</td>
</tr>
<tr>
<td>Total Female</td>
<td>5,155</td>
<td>102</td>
<td>1,685</td>
<td>1,787</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>189</td>
<td>45</td>
<td>45</td>
<td>234</td>
</tr>
<tr>
<td>Asian American</td>
<td>408</td>
<td>2</td>
<td>55</td>
<td>57</td>
</tr>
<tr>
<td>Hispanic</td>
<td>439</td>
<td>104</td>
<td>104</td>
<td>543</td>
</tr>
<tr>
<td>International</td>
<td>218</td>
<td>9</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Native American</td>
<td>26</td>
<td>8</td>
<td>8</td>
<td>34</td>
</tr>
<tr>
<td>Unknown</td>
<td>235</td>
<td>8</td>
<td>192</td>
<td>200</td>
</tr>
<tr>
<td>White</td>
<td>2,548</td>
<td>14</td>
<td>787</td>
<td>801</td>
</tr>
<tr>
<td>Total Male</td>
<td>4,063</td>
<td>33</td>
<td>1,200</td>
<td>1,233</td>
</tr>
<tr>
<td>Grand Total</td>
<td>9,218</td>
<td>135</td>
<td>2,885</td>
<td>3,020</td>
</tr>
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</table>
### C. Graduate/Professional Students by Degree Seeking and Non-degree Seeking Status

<table>
<thead>
<tr>
<th>Gender &amp; Ethnicity</th>
<th>Degree Seeking</th>
<th>Non-Degree Seeking</th>
<th>Fall Total</th>
<th>Degree Seeking</th>
<th>Non-Degree Seeking</th>
<th>Fall Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Female</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>120</td>
<td>30</td>
<td>150</td>
<td>117</td>
<td>43</td>
<td>160</td>
</tr>
<tr>
<td>Asian American</td>
<td>244</td>
<td>41</td>
<td>285</td>
<td>287</td>
<td>36</td>
<td>323</td>
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<tr>
<td>Hispanic</td>
<td>238</td>
<td>108</td>
<td>346</td>
<td>260</td>
<td>96</td>
<td>356</td>
</tr>
<tr>
<td>International</td>
<td>189</td>
<td>23</td>
<td>212</td>
<td>196</td>
<td>7</td>
<td>203</td>
</tr>
<tr>
<td>Native American</td>
<td>32</td>
<td>6</td>
<td>38</td>
<td>33</td>
<td>9</td>
<td>42</td>
</tr>
<tr>
<td>Unknown</td>
<td>359</td>
<td>569</td>
<td>928</td>
<td>434</td>
<td>501</td>
<td>935</td>
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<tr>
<td>White</td>
<td>3,100</td>
<td>1,004</td>
<td>4,104</td>
<td>3,483</td>
<td>1,015</td>
<td>4,498</td>
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<tr>
<td><strong>Total Female</strong></td>
<td>4,282</td>
<td>1,781</td>
<td>6,063</td>
<td>4,810</td>
<td>1,707</td>
<td>6,517</td>
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<tr>
<td><strong>Male</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>95</td>
<td>16</td>
<td>111</td>
<td>100</td>
<td>11</td>
<td>111</td>
</tr>
<tr>
<td>Asian American</td>
<td>169</td>
<td>20</td>
<td>189</td>
<td>206</td>
<td>19</td>
<td>225</td>
</tr>
<tr>
<td>Hispanic</td>
<td>155</td>
<td>25</td>
<td>180</td>
<td>187</td>
<td>29</td>
<td>216</td>
</tr>
<tr>
<td>International</td>
<td>278</td>
<td>7</td>
<td>285</td>
<td>245</td>
<td>6</td>
<td>251</td>
</tr>
<tr>
<td>Native American</td>
<td>13</td>
<td>4</td>
<td>17</td>
<td>18</td>
<td>5</td>
<td>23</td>
</tr>
<tr>
<td>Unknown</td>
<td>278</td>
<td>105</td>
<td>383</td>
<td>314</td>
<td>122</td>
<td>436</td>
</tr>
<tr>
<td>White</td>
<td>2,106</td>
<td>310</td>
<td>2,416</td>
<td>2,335</td>
<td>344</td>
<td>2,679</td>
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<tr>
<td><strong>Male Total</strong></td>
<td>3,094</td>
<td>487</td>
<td>3,581</td>
<td>3,405</td>
<td>536</td>
<td>3,941</td>
</tr>
<tr>
<td><strong>Unknown</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown Total</td>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>7,378</td>
<td>2,268</td>
<td>9,646</td>
<td>8,215</td>
<td>2,243</td>
<td>10,458</td>
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</table>

### D. Age Range of Undergraduate Students

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Degree Seeking</td>
<td>Non-High School Concurrent</td>
</tr>
<tr>
<td></td>
<td>Degree Seeking</td>
<td>Non-Degree Seeking</td>
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<tr>
<td>24 and Under</td>
<td>6,563</td>
<td>43</td>
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<td>25+</td>
<td>2,655</td>
<td>92</td>
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<td>Grand Total</td>
<td>9,218</td>
<td>135</td>
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</table>

### E. Number of Students by Residency Status

<table>
<thead>
<tr>
<th>Residency Status</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident</td>
<td>14,950</td>
<td>16,045</td>
</tr>
<tr>
<td>Non-Resident</td>
<td>2,365</td>
<td>2,961</td>
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<tr>
<td>Unclassified (Extended Studies)</td>
<td>4,568</td>
<td>4,694</td>
</tr>
<tr>
<td>Unknown</td>
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<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>21,884</td>
<td>23,700</td>
</tr>
</tbody>
</table>
2. Student Recruitment and Admissions

Note: Fall 2010 admissions data will be available mid-February.

A. Number of Applications, Acceptances and Matriculations for Categories of Entering Students

<table>
<thead>
<tr>
<th>Student Level</th>
<th>Degree Applied For</th>
<th>Applied Fall 2008</th>
<th>Admitted Fall 2008</th>
<th>Matriculations Fall 2008</th>
<th>Applied Fall 2009</th>
<th>Admitted Fall 2009</th>
<th>Matriculations Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td></td>
<td>4,316</td>
<td>2,684</td>
<td>1,110</td>
<td>4,995</td>
<td>2,999</td>
<td>1,090</td>
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<tr>
<td>Transfer</td>
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<td>3,317</td>
<td>2,087</td>
<td>1,404</td>
<td>3,798</td>
<td>2,345</td>
<td>1,484</td>
</tr>
<tr>
<td>Grad/ Professional</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CERT</td>
<td></td>
<td>19</td>
<td>16</td>
<td>9</td>
<td>14</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Masters</td>
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<td>1,127</td>
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<td>2,224</td>
<td>1,423</td>
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<tr>
<td>ED S</td>
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<td>65</td>
<td>38</td>
<td>27</td>
<td>57</td>
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<td>22</td>
</tr>
<tr>
<td>PhD</td>
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<td>362</td>
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<td>65</td>
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<td>14</td>
<td>13</td>
<td>92</td>
<td>13</td>
<td>12</td>
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<td>DDS</td>
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<td>89</td>
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<tr>
<td>DNP</td>
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<td>41</td>
<td>36</td>
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<tr>
<td>DPT</td>
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<td>101</td>
<td>48</td>
<td>253</td>
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<td>62</td>
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<tr>
<td>MD</td>
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<td>3,250</td>
<td>262</td>
<td>156</td>
<td>3,660</td>
<td>255</td>
<td>160</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>8,452</td>
<td>2,472</td>
<td>1,535</td>
<td>9,732</td>
<td>2,836</td>
<td>1,837</td>
</tr>
</tbody>
</table>

B. Required Instrument for Admissions and Mean Scores

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Component</th>
<th>Fall 2008</th>
<th></th>
<th></th>
<th>Fall 2009</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freshman</td>
<td>Transfer</td>
<td>Graduate</td>
<td></td>
<td>Freshman</td>
<td>Transfer</td>
<td>Graduate</td>
</tr>
<tr>
<td>ACT</td>
<td>Composite</td>
<td>23</td>
<td>23</td>
<td></td>
<td>24</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>SAT</td>
<td>Total</td>
<td>187</td>
<td>1081</td>
<td></td>
<td>1106</td>
<td>1095</td>
<td></td>
</tr>
<tr>
<td>GRE</td>
<td>Verbal</td>
<td>483</td>
<td></td>
<td></td>
<td>493</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quantitative</td>
<td>609</td>
<td></td>
<td></td>
<td>601</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analytic</td>
<td>584</td>
<td></td>
<td></td>
<td>574</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GMAT</td>
<td>Total</td>
<td>540</td>
<td></td>
<td></td>
<td>551</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**3. Financial Assistance for Students**

Note: The remaining 2009-2010 data will be available by the end of February.

<table>
<thead>
<tr>
<th></th>
<th>2007-2008 Number</th>
<th>Percent</th>
<th>2008-2009 Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Enrollment by Student Level</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>10,231</td>
<td>53%</td>
<td>10,879</td>
<td>54%</td>
</tr>
<tr>
<td>Graduate/Professional</td>
<td>9,092</td>
<td>47%</td>
<td>9,347</td>
<td>46%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>19,323</td>
<td>100%</td>
<td>20,226</td>
<td>100%</td>
</tr>
</tbody>
</table>

**A. Percentage of Students that Applied for Any Type of Financial Assistance**

<table>
<thead>
<tr>
<th>Student Level</th>
<th>2007-2008 Number</th>
<th>Percent</th>
<th>2008-2009 Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>6,861</td>
<td>67%</td>
<td>7,686</td>
<td>71%</td>
</tr>
<tr>
<td>Graduate/Professional</td>
<td>5,515</td>
<td>61%</td>
<td>6,086</td>
<td>65%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>12,376</td>
<td>64%</td>
<td>13,772</td>
<td>68%</td>
</tr>
</tbody>
</table>

**B. Number and Percentage of Students Receiving Financial Assistance**

<table>
<thead>
<tr>
<th>Student Level</th>
<th>2007-2008 Number</th>
<th>Percent</th>
<th>2008-2009 Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>6,296</td>
<td>62%</td>
<td>6,721</td>
<td>62%</td>
</tr>
<tr>
<td>Graduate/Professional</td>
<td>5,206</td>
<td>57%</td>
<td>5,415</td>
<td>58%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>11,502</td>
<td>60%</td>
<td>12,136</td>
<td>60%</td>
</tr>
</tbody>
</table>

**Type of Assistance**

*Academic Based Merit Based Scholarships*

<table>
<thead>
<tr>
<th>Student Level</th>
<th>2007-2008 Number</th>
<th>Percent</th>
<th>2008-2009 Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>842</td>
<td>8%</td>
<td>1,024</td>
<td>9%</td>
</tr>
<tr>
<td>Graduate/Professional</td>
<td>1,168</td>
<td>13%</td>
<td>861</td>
<td>9%</td>
</tr>
</tbody>
</table>

*Loans*

<table>
<thead>
<tr>
<th>Student Level</th>
<th>2007-2008 Number</th>
<th>Percent</th>
<th>2008-2009 Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>4,666</td>
<td>46%</td>
<td>5,146</td>
<td>47%</td>
</tr>
<tr>
<td>Graduate/Professional</td>
<td>4,327</td>
<td>48%</td>
<td>4,506</td>
<td>48%</td>
</tr>
</tbody>
</table>

*Scholarships/Grants*

<table>
<thead>
<tr>
<th>Student Level</th>
<th>2007-2008 Number</th>
<th>Percent</th>
<th>2008-2009 Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>4,650</td>
<td>45%</td>
<td>4,828</td>
<td>44%</td>
</tr>
<tr>
<td>Graduate/Professional</td>
<td>1,827</td>
<td>20%</td>
<td>2,239</td>
<td>24%</td>
</tr>
</tbody>
</table>

*Work-Study*

<table>
<thead>
<tr>
<th>Student Level</th>
<th>2007-2008 Number</th>
<th>Percent</th>
<th>2008-2009 Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>451</td>
<td>4%</td>
<td>430</td>
<td>4%</td>
</tr>
<tr>
<td>Graduate/Professional</td>
<td>87</td>
<td>1%</td>
<td>93</td>
<td>1%</td>
</tr>
</tbody>
</table>

Note: Counts across assistance types are unduplicated within type but duplicated across.
## C. Tuition Discount Rate

<table>
<thead>
<tr>
<th></th>
<th>2008-2009</th>
<th>2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institutional Financial Aid Dollars Awarded for Tuition (I)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional Financial Aid</td>
<td>$17,776,751</td>
<td>$15,436,199</td>
</tr>
<tr>
<td>Faculty/Staff Tuition Benefit</td>
<td>$803,012</td>
<td>$973,094</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$18,579,763</td>
<td>$16,009,293</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Total Tuition Income That Would Result From All Students Paying Full Tuition (I+P)</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Tuition</td>
<td>$164,565,076</td>
<td>$181,939,224</td>
</tr>
<tr>
<td>Student Fees</td>
<td>$14,560,692</td>
<td>$20,584,039</td>
</tr>
<tr>
<td>State Support from College Opportunity Fund(^1)</td>
<td>$(14,604,202)</td>
<td>$(9,756,688)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$164,521,566</td>
<td>$192,766,575</td>
</tr>
</tbody>
</table>

| **Tuition Discount Rate (TDR)**                                  | 11%         | 8%          |

\(^1\) Total tuition charged includes state support for undergraduates (College Opportunity Fund). Student does not pay this portion.
4. Student Retention and Program Productivity

Note: Retention data will be available by the middle to end of March.

A. Undergraduate Retention Rate by Race and Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Starting Cohort</th>
<th>Fall 2007</th>
<th>% Enrolled</th>
<th>Fall 2008</th>
<th>% Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Starting 2nd Fall</td>
<td>Enrolled 2nd Fall</td>
<td></td>
<td>2nd Fall</td>
<td></td>
</tr>
<tr>
<td>Minority</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>17</td>
<td>10</td>
<td>59%</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>137</td>
<td>111</td>
<td>81%</td>
<td>149</td>
<td>121</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>55</td>
<td>36</td>
<td>65%</td>
<td>60</td>
<td>50</td>
</tr>
<tr>
<td>Hispanic</td>
<td>161</td>
<td>113</td>
<td>70%</td>
<td>164</td>
<td>111</td>
</tr>
<tr>
<td>Minority Total</td>
<td>370</td>
<td>270</td>
<td>73%</td>
<td>381</td>
<td>285</td>
</tr>
<tr>
<td>Non-Minority</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>43</td>
<td>33</td>
<td>77%</td>
<td>35</td>
<td>25</td>
</tr>
<tr>
<td>Unknown</td>
<td>32</td>
<td>23</td>
<td>72%</td>
<td>21</td>
<td>15</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>567</td>
<td>391</td>
<td>69%</td>
<td>601</td>
<td>397</td>
</tr>
<tr>
<td>Non-Minority Total</td>
<td>642</td>
<td>447</td>
<td>70%</td>
<td>657</td>
<td>437</td>
</tr>
<tr>
<td>Grand Total</td>
<td>1012</td>
<td>717</td>
<td>71%</td>
<td>1038</td>
<td>722</td>
</tr>
</tbody>
</table>

B. Graduate or Professional Degree Production by Race and Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2008-2009</th>
<th>2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minority</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>70</td>
<td>1</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>41</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic</td>
<td>83</td>
<td>1</td>
</tr>
<tr>
<td>Minority Total</td>
<td>202</td>
<td>4</td>
</tr>
<tr>
<td>Non-Minority</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>118</td>
<td>7</td>
</tr>
<tr>
<td>Unknown</td>
<td>120</td>
<td>1</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>1,296</td>
<td>22</td>
</tr>
<tr>
<td>Non-Minority Total</td>
<td>1,534</td>
<td>23</td>
</tr>
<tr>
<td>Grand Total</td>
<td>1,736</td>
<td>27</td>
</tr>
<tr>
<td>CIP Category</td>
<td>2008-2009</td>
<td></td>
</tr>
<tr>
<td>------------------------------</td>
<td>-----------</td>
<td>----------</td>
</tr>
<tr>
<td>Architecture/</td>
<td>111</td>
<td>263</td>
</tr>
<tr>
<td>Engineering/ Engineering</td>
<td>82</td>
<td>41</td>
</tr>
<tr>
<td>Biological and Physical Science</td>
<td>336</td>
<td>498</td>
</tr>
<tr>
<td>Business</td>
<td>213</td>
<td>6</td>
</tr>
<tr>
<td>Education/Communication</td>
<td>445</td>
<td>27</td>
</tr>
<tr>
<td>Library Science</td>
<td>246</td>
<td>128</td>
</tr>
<tr>
<td>Psychology/Social Services</td>
<td>837</td>
<td>314</td>
</tr>
<tr>
<td>Grand Total</td>
<td>1,743</td>
<td>1,736</td>
</tr>
</tbody>
</table>
### D. Licensure Exam Rates

<table>
<thead>
<tr>
<th>Exam</th>
<th>UCD: Denver</th>
<th>UCD: AMC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#test takers</td>
<td>avg. score/ pass rate</td>
</tr>
<tr>
<td>NCE (National Counselor Examination for Licensure and Certification)</td>
<td>4/1/10</td>
<td>22</td>
</tr>
<tr>
<td>PLACE (Program for Licensing Assessments for Colorado Educators® (PLACE®))</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Ed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 08-09</td>
<td>25</td>
<td>100%</td>
</tr>
<tr>
<td>FY 07-08</td>
<td>32</td>
<td>100%</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 08-09</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>FY 07-08</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 08-09</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>FY 07-08</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 08-09</td>
<td>3</td>
<td>100%</td>
</tr>
<tr>
<td>FY 07-08</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 08-09</td>
<td>0</td>
<td>NA</td>
</tr>
<tr>
<td>FY 07-08</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>French</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 08-09</td>
<td>0</td>
<td>NA</td>
</tr>
<tr>
<td>FY 07-08</td>
<td>0</td>
<td>NA</td>
</tr>
<tr>
<td>German</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 08-09</td>
<td>0</td>
<td>NA</td>
</tr>
<tr>
<td>FY 07-08</td>
<td>0</td>
<td>NA</td>
</tr>
<tr>
<td>Spanish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 08-09</td>
<td>6</td>
<td>100%</td>
</tr>
<tr>
<td>FY 07-08</td>
<td>0</td>
<td>NA</td>
</tr>
<tr>
<td>Title II Completer Praxis Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 08-09</td>
<td>46</td>
<td>100%</td>
</tr>
<tr>
<td>FY 07-08</td>
<td>36</td>
<td>100%</td>
</tr>
<tr>
<td>English Language, Literature and Composition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 08-09</td>
<td>10</td>
<td>100%</td>
</tr>
<tr>
<td>FY 07-08</td>
<td>13</td>
<td>100%</td>
</tr>
<tr>
<td>General Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 08-09</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>FY 07-08</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 08-09</td>
<td>1</td>
<td>100%</td>
</tr>
<tr>
<td>FY 07-08</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>Exam</td>
<td>UCD: Denver #test takers</td>
<td>avg. score/pass rate</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 08-09</td>
<td>13</td>
<td>100%</td>
</tr>
<tr>
<td>FY 07-08</td>
<td>10</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY 08-09</td>
<td>74</td>
<td>100%</td>
</tr>
<tr>
<td>FY 07-08</td>
<td>65</td>
<td>100%</td>
</tr>
<tr>
<td>CPA (Certified Public Accountants)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auditing &amp; Attestation (AUD)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>78</td>
<td>52%</td>
</tr>
<tr>
<td>2008</td>
<td>77</td>
<td>35%</td>
</tr>
<tr>
<td>Business Environment &amp; Concepts (BEC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>78</td>
<td>44%</td>
</tr>
<tr>
<td>2008</td>
<td>77</td>
<td>46%</td>
</tr>
<tr>
<td>Financial Accounting &amp; Reporting (FAR)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>78</td>
<td>45%</td>
</tr>
<tr>
<td>2008</td>
<td>77</td>
<td>33%</td>
</tr>
<tr>
<td>Regulation (REG)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>78</td>
<td>49%</td>
</tr>
<tr>
<td>2008</td>
<td>77</td>
<td>45%</td>
</tr>
<tr>
<td>GRE (Graduate Record Exam)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/08-9/09</td>
<td>162</td>
<td>479</td>
</tr>
<tr>
<td>10/07-9/08</td>
<td>146</td>
<td>465</td>
</tr>
<tr>
<td>Quantitative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/08-9/09</td>
<td>162</td>
<td>563</td>
</tr>
<tr>
<td>10/07-9/08</td>
<td>146</td>
<td>561</td>
</tr>
<tr>
<td>Analytical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/08-9/09</td>
<td>160</td>
<td>4.06</td>
</tr>
<tr>
<td>10/07-9/08</td>
<td>146</td>
<td>4.1</td>
</tr>
<tr>
<td>Exam</td>
<td>UCD: Denver</td>
<td>UCD: AMC</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-------------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>#test takers</td>
<td>avg. score/</td>
</tr>
<tr>
<td></td>
<td>pass rate</td>
<td>pass rate</td>
</tr>
<tr>
<td>NCLEX-RN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010 (year-to-date)</td>
<td>99</td>
<td>96%</td>
</tr>
<tr>
<td>2009</td>
<td>187</td>
<td>94%</td>
</tr>
<tr>
<td>Test cohort: baccalaureate degree program students</td>
<td></td>
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</tr>
<tr>
<td>DPT Combined Verbal/Quantitative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>60</td>
<td>1165</td>
</tr>
<tr>
<td>2009</td>
<td>61</td>
<td>1156</td>
</tr>
<tr>
<td>Physical Therapist Licensing Exam</td>
<td></td>
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<tr>
<td>2010</td>
<td>41</td>
<td>95%</td>
</tr>
<tr>
<td>2009</td>
<td>45</td>
<td>93%</td>
</tr>
<tr>
<td>CHA/PA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>38</td>
<td>534</td>
</tr>
<tr>
<td>2008</td>
<td>40</td>
<td>526</td>
</tr>
<tr>
<td>Quantitative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>38</td>
<td>672</td>
</tr>
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<td>2008</td>
<td>40</td>
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<tr>
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<td>38</td>
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</tr>
<tr>
<td>2008</td>
<td>40</td>
<td>4.5</td>
</tr>
<tr>
<td>Physician's Asst. Nat'l Certifying Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>38</td>
<td>97%</td>
</tr>
<tr>
<td>2008</td>
<td>39</td>
<td>97%</td>
</tr>
<tr>
<td>Test cohort: first-time #test takers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Central Regional Dental Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restorative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>17</td>
<td>82%</td>
</tr>
<tr>
<td>2008</td>
<td>14</td>
<td>76%</td>
</tr>
<tr>
<td>Periodontics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>17</td>
<td>100%</td>
</tr>
<tr>
<td>2008</td>
<td>14</td>
<td>91%</td>
</tr>
<tr>
<td>Computer Simulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>17</td>
<td>100%</td>
</tr>
<tr>
<td>2008</td>
<td>14</td>
<td>84%</td>
</tr>
<tr>
<td>Endodontic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>17</td>
<td>88%</td>
</tr>
<tr>
<td>2008</td>
<td>14</td>
<td>93%</td>
</tr>
<tr>
<td>2004</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td>UCD: Denver</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>-------------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>#test takers</td>
<td>avg. score/ pass rate</td>
</tr>
<tr>
<td><strong>Prosthodontic</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td><strong>Nat’l Board of Dental Exams, Pt. I</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td><strong>Nat’l Board of Dental Exams, Pt. II</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td><strong>Western Regional Examining Board (Dental)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009-10</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td><strong>US Medical Licensing Exam, Step I</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>155</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>153</td>
<td></td>
</tr>
<tr>
<td><strong>US Medical Licensing Exam, Step II (Clinical Knowledge)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009-10</td>
<td>176</td>
<td></td>
</tr>
<tr>
<td>2008-09</td>
<td>129</td>
<td></td>
</tr>
<tr>
<td><strong>US Medical Licensing Exam, Step II (Clinical Skills)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009-10</td>
<td>102</td>
<td></td>
</tr>
<tr>
<td>2008-09</td>
<td>159</td>
<td></td>
</tr>
<tr>
<td><strong>MCAT scores for entering Medical Students (year below indicates Fall year of entry)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>2008</td>
<td>7</td>
<td>31.0 P</td>
</tr>
</tbody>
</table>

**NOTE:** MCAT scores are not bypass rate, so we simply inserted the aggregate scores for that group of matriculants. However, scores in the MCAT range of 31-33 translate to the 80th-90th percentile among all test takers for that particular administration. The writing sample scores are aggregated through a numeric system that ranges from J-T. The P and Q range, where the University of Colorado Denver, School of Medicine matriculants normally score, is the 60th-90th percentile. MCAT score year indicates Fall the year of matriculation.

<table>
<thead>
<tr>
<th>Exam</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>National Pharmacy Licensing Exam (NAPLEX)</strong></td>
<td>120</td>
<td>98%</td>
</tr>
<tr>
<td>2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>129</td>
<td>98%</td>
</tr>
<tr>
<td><strong>Multistate Pharmacy Jurisprudence Exam (MPJE)</strong></td>
<td>123</td>
<td>98%</td>
</tr>
<tr>
<td>2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>112</td>
<td>98%</td>
</tr>
</tbody>
</table>
5. Faculty Demography

A. Headcount of Faculty by Highest Degree Earned

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Fall 2009</th>
<th></th>
<th></th>
<th>Fall 2010</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-Time</td>
<td>Part-Time</td>
<td>Total</td>
<td>Full-Time</td>
<td>Part-Time</td>
<td>Total</td>
</tr>
<tr>
<td>First Professional</td>
<td>1,004</td>
<td>118</td>
<td>1,122</td>
<td>1,082</td>
<td>110</td>
<td>1,192</td>
</tr>
<tr>
<td>Doctorate</td>
<td>1,012</td>
<td>166</td>
<td>1,178</td>
<td>1,058</td>
<td>172</td>
<td>1,230</td>
</tr>
<tr>
<td>Master's</td>
<td>468</td>
<td>323</td>
<td>791</td>
<td>526</td>
<td>338</td>
<td>864</td>
</tr>
<tr>
<td>Bachelor's</td>
<td>105</td>
<td>72</td>
<td>177</td>
<td>107</td>
<td>74</td>
<td>181</td>
</tr>
<tr>
<td>Associate's</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>8</td>
<td>11</td>
<td>7</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>Unknown</td>
<td>9</td>
<td>43</td>
<td>52</td>
<td>37</td>
<td>47</td>
<td>84</td>
</tr>
<tr>
<td>Grand Total</td>
<td>2,603</td>
<td>733</td>
<td>3,336</td>
<td>2,819</td>
<td>752</td>
<td>3,571</td>
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</tbody>
</table>

B. Headcount of Faculty by Race/Ethnicity, Gender and Rank

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2009</th>
<th></th>
<th></th>
<th>Fall 2010</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-Time</td>
<td>Part-Time</td>
<td>Total</td>
<td>Full-Time</td>
<td>Part-Time</td>
<td>Total</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>20</td>
<td>4</td>
<td>24</td>
<td>20</td>
<td>6</td>
<td>26</td>
</tr>
<tr>
<td>Asian</td>
<td>168</td>
<td>28</td>
<td>196</td>
<td>196</td>
<td>20</td>
<td>216</td>
</tr>
<tr>
<td>Black</td>
<td>33</td>
<td>15</td>
<td>48</td>
<td>34</td>
<td>13</td>
<td>47</td>
</tr>
<tr>
<td>Hispanic</td>
<td>85</td>
<td>35</td>
<td>120</td>
<td>92</td>
<td>33</td>
<td>125</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>66</td>
<td>4</td>
<td>70</td>
<td>74</td>
<td>5</td>
<td>79</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Race and Ethnicity Unknown</td>
<td>318</td>
<td>77</td>
<td>395</td>
<td>385</td>
<td>87</td>
<td>472</td>
</tr>
<tr>
<td>White</td>
<td>1,912</td>
<td>570</td>
<td>2,482</td>
<td>2,016</td>
<td>587</td>
<td>2,603</td>
</tr>
<tr>
<td>Grand Total</td>
<td>2,603</td>
<td>733</td>
<td>3,336</td>
<td>2,819</td>
<td>752</td>
<td>3,571</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Fall 2009</th>
<th></th>
<th></th>
<th>Fall 2010</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-Time</td>
<td>Part-Time</td>
<td>Total</td>
<td>Full-Time</td>
<td>Part-Time</td>
<td>Total</td>
</tr>
<tr>
<td>Female</td>
<td>1,291</td>
<td>407</td>
<td>1,698</td>
<td>1,413</td>
<td>412</td>
<td>1,825</td>
</tr>
<tr>
<td>Male</td>
<td>1,312</td>
<td>326</td>
<td>1,638</td>
<td>1,406</td>
<td>340</td>
<td>1,746</td>
</tr>
<tr>
<td>Grand Total</td>
<td>2,603</td>
<td>733</td>
<td>3,336</td>
<td>2,819</td>
<td>752</td>
<td>3,571</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rank</th>
<th>Fall 2009</th>
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<th></th>
<th>Fall 2010</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Full-Time</td>
<td>Part-Time</td>
<td>Total</td>
<td>Full-Time</td>
<td>Part-Time</td>
<td>Total</td>
</tr>
<tr>
<td>01-Professor</td>
<td>478</td>
<td>38</td>
<td>516</td>
<td>504</td>
<td>49</td>
<td>553</td>
</tr>
<tr>
<td>02-Assoc Professor</td>
<td>591</td>
<td>25</td>
<td>616</td>
<td>613</td>
<td>28</td>
<td>641</td>
</tr>
<tr>
<td>03-Assst Professor</td>
<td>674</td>
<td>73</td>
<td>747</td>
<td>757</td>
<td>62</td>
<td>819</td>
</tr>
<tr>
<td>04-Instructor</td>
<td>856</td>
<td>132</td>
<td>988</td>
<td>943</td>
<td>127</td>
<td>1,070</td>
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<tr>
<td>05-Lecturer</td>
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<td>465</td>
<td>930</td>
<td>486</td>
<td>486</td>
<td>972</td>
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<tr>
<td>06-Other</td>
<td>4</td>
<td>4</td>
<td>8</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Grand Total</td>
<td>2,603</td>
<td>733</td>
<td>3,336</td>
<td>2,819</td>
<td>752</td>
<td>3,571</td>
</tr>
</tbody>
</table>
### C. Headcount of Faculty by CIP Group

<table>
<thead>
<tr>
<th>CIPGroup</th>
<th>Fall 2009</th>
<th></th>
<th></th>
<th>Fall 2010</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-Time</td>
<td>Part-Time</td>
<td>Total</td>
<td>Full-Time</td>
<td>Part-Time</td>
<td>Total</td>
</tr>
<tr>
<td>Agriculture/Natural Resources</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Architecture/Engineering/</td>
<td>84</td>
<td>92</td>
<td>176</td>
<td>100</td>
<td>79</td>
<td>179</td>
</tr>
<tr>
<td>Engineering Technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biological &amp; Physical Science</td>
<td>241</td>
<td>23</td>
<td>264</td>
<td>259</td>
<td>14</td>
<td>273</td>
</tr>
<tr>
<td>Business</td>
<td>56</td>
<td>35</td>
<td>91</td>
<td>58</td>
<td>45</td>
<td>103</td>
</tr>
<tr>
<td>Communications/Communication</td>
<td>72</td>
<td>70</td>
<td>142</td>
<td>75</td>
<td>61</td>
<td>136</td>
</tr>
<tr>
<td>Technology/Fine Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education/Library Science</td>
<td>78</td>
<td>134</td>
<td>212</td>
<td>85</td>
<td>124</td>
<td>209</td>
</tr>
<tr>
<td>Health</td>
<td>1,827</td>
<td>263</td>
<td>2,090</td>
<td>1,999</td>
<td>294</td>
<td>2,293</td>
</tr>
<tr>
<td>Humanities/Interdisciplinary</td>
<td>97</td>
<td>35</td>
<td>132</td>
<td>93</td>
<td>42</td>
<td>135</td>
</tr>
<tr>
<td>Mathematics/Computer Science</td>
<td>48</td>
<td>12</td>
<td>60</td>
<td>46</td>
<td>19</td>
<td>65</td>
</tr>
<tr>
<td>Military Technology/Protective Services</td>
<td>7</td>
<td>7</td>
<td>14</td>
<td>6</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>Psychology/Social Sciences &amp; Services</td>
<td>93</td>
<td>66</td>
<td>159</td>
<td>98</td>
<td>62</td>
<td>160</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>2,603</strong></td>
<td><strong>733</strong></td>
<td><strong>3,336</strong></td>
<td><strong>2,819</strong></td>
<td><strong>752</strong></td>
<td><strong>3,571</strong></td>
</tr>
</tbody>
</table>
### 6. Availability of Instructional Resources and Information Technology

**A. Computing resources used to support instruction**

**FISCAL YEAR: 2008-2009**

<table>
<thead>
<tr>
<th>Campus Location</th>
<th>Lab/Room Description</th>
<th>Systems Available</th>
<th>Days* Available</th>
<th>Hrs/Week* Available</th>
<th>Accessible By:</th>
<th>Supported By:</th>
<th>Estimated Usage</th>
<th>Measurement of Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC – Auraria Library</td>
<td>Classrooms and Open area</td>
<td>160</td>
<td>7</td>
<td>84.5</td>
<td>Students, Staff and Faculty</td>
<td>Library's IT Dept.</td>
<td>NA</td>
<td>A reporting module to collect usage information was installed August of 2010; therefore, no data are available for prior years or current year yet.</td>
</tr>
<tr>
<td>DC – North Classroom</td>
<td>NC 1206</td>
<td>79</td>
<td>*7</td>
<td>*82</td>
<td>Students Only</td>
<td>IT Services</td>
<td>4200 users</td>
<td># of full sessions logon/log off) for Oct ‘08 – unique users</td>
</tr>
<tr>
<td>DC – Tivoli</td>
<td>Tiv 241</td>
<td>20</td>
<td>*7</td>
<td>*69</td>
<td>Students Only</td>
<td>IT Services</td>
<td>2170 users</td>
<td># of full sessions logon/log off) for Oct ‘08 – unique users</td>
</tr>
<tr>
<td>DC – St. Cajetans</td>
<td>SC 101</td>
<td>44</td>
<td>*5</td>
<td>*65</td>
<td>Students Only</td>
<td>IT Services</td>
<td>800 users</td>
<td># of full sessions logon/log off) for Oct ‘08 – unique users</td>
</tr>
<tr>
<td>DC – CU Denver Bldg.</td>
<td>CU 460</td>
<td>35</td>
<td>7</td>
<td>168</td>
<td>CAP Only</td>
<td>CAP-ITS</td>
<td>91</td>
<td>Keyserver</td>
</tr>
<tr>
<td>DC – King Center</td>
<td>KC-216-B'School Computer Lab</td>
<td>65</td>
<td>7</td>
<td>61</td>
<td>Faculty, Students</td>
<td>Business School</td>
<td>750</td>
<td>logins/week</td>
</tr>
<tr>
<td>DC – Bard Center</td>
<td>BCE – Computer Lab</td>
<td>12</td>
<td>4</td>
<td>48</td>
<td>Faculty, Students</td>
<td>Business School</td>
<td>100</td>
<td>logins/week</td>
</tr>
<tr>
<td>AMC – Health Sciences Library</td>
<td>Information Commons</td>
<td>48</td>
<td>7</td>
<td>93</td>
<td>Affiliated, Limited Public Use</td>
<td>Library IT</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>AMC – P18 Research 1</td>
<td>1309</td>
<td>24</td>
<td>7</td>
<td>168</td>
<td>Students, Faculty, Staff</td>
<td>Educational Support Services</td>
<td>Not tracked</td>
<td>Computer Teaching Labs</td>
</tr>
<tr>
<td>AMC – P26 Education 1</td>
<td>1501</td>
<td>21</td>
<td>7</td>
<td>168</td>
<td>Students, Faculty, Staff</td>
<td>Educational Support Services</td>
<td>Not tracked</td>
<td>Computer Teaching Labs</td>
</tr>
<tr>
<td>AMC – P26 Education 1</td>
<td>2400</td>
<td>40</td>
<td>7</td>
<td>168</td>
<td>Students, Faculty, Staff</td>
<td>School of Pharmacy</td>
<td>Not tracked</td>
<td>Computer Teaching Labs</td>
</tr>
<tr>
<td>AMC – P28 Education 2 North</td>
<td>2201A</td>
<td>13</td>
<td>7</td>
<td>168</td>
<td>Students, Faculty, Staff</td>
<td>Educational Support Services</td>
<td>Not tracked</td>
<td>Computer Teaching Labs</td>
</tr>
<tr>
<td>AMC – P28 Education 2 North</td>
<td>2201B</td>
<td>13</td>
<td>7</td>
<td>168</td>
<td>Students, Faculty, Staff</td>
<td>Educational Support Services</td>
<td>Not tracked</td>
<td>Computer Teaching Labs</td>
</tr>
<tr>
<td>AMC – P28 Education 2 North</td>
<td>2201C</td>
<td>13</td>
<td>7</td>
<td>168</td>
<td>Students, Faculty, Staff</td>
<td>Educational Support Services</td>
<td>Not tracked</td>
<td>Computer Teaching Labs</td>
</tr>
<tr>
<td>AMC – P28 Education 2 North</td>
<td>2201D</td>
<td>17</td>
<td>7</td>
<td>168</td>
<td>Students, Faculty, Staff</td>
<td>Educational Support Services</td>
<td>Not tracked</td>
<td>Computer Teaching Labs</td>
</tr>
<tr>
<td>AMC – P28 Education 2 North</td>
<td>2201E</td>
<td>17</td>
<td>7</td>
<td>168</td>
<td>Students, Faculty, Staff</td>
<td>Educational Support Services</td>
<td>Not tracked</td>
<td>Computer Teaching Labs</td>
</tr>
</tbody>
</table>

*Days and Hours/Week info is based on Spring/Fall semesters. The availability is different for Summer semester and breaks

Definitions: DC = Denver Campus; AMC = Anschutz Medical Campus
### Fiscal Year: 2008-2009

<table>
<thead>
<tr>
<th>Campus Location</th>
<th>Lab/Room</th>
<th>Systems Available</th>
<th>Days* Available</th>
<th>Hrs/Week* Available</th>
<th>Accessible By:</th>
<th>Supported By:</th>
<th>Estimated Usage</th>
<th>Measurement of Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC – Auraria Library</td>
<td>Classrooms and Open Area</td>
<td>162</td>
<td>7</td>
<td>84.5</td>
<td>Students, Staff and Faculty</td>
<td>Library's IT Dept.</td>
<td>NA</td>
<td>A reporting module to collect usage information was installed August of 2010; therefore, no data are available for prior years or current year yet.</td>
</tr>
<tr>
<td>DC – North Classroom</td>
<td>NC 1206</td>
<td>79</td>
<td>*7</td>
<td>*82</td>
<td>Students Only</td>
<td>IT Services</td>
<td>4800 Users</td>
<td># of full sessions (logon/log off) for April ’10 – Unique Users</td>
</tr>
<tr>
<td>DC – Tivoli</td>
<td>Tiv 241</td>
<td>20</td>
<td>*7</td>
<td>*69</td>
<td>Students Only</td>
<td>IT Services</td>
<td>2200 users</td>
<td># of full sessions (logon/log off) for April ’10 – Unique Users</td>
</tr>
<tr>
<td>DC – St. Cajetans</td>
<td>SC 101</td>
<td>44</td>
<td>*5</td>
<td>*65</td>
<td>Students Only</td>
<td>IT Services</td>
<td>900 users</td>
<td># of full sessions (logon/log off) for April ’10 – Unique Users</td>
</tr>
<tr>
<td>DC – CU Denver Bldg.</td>
<td>460</td>
<td>35</td>
<td>7</td>
<td>168</td>
<td>CAP Only</td>
<td>CAP-ITS</td>
<td>1056.82 keys</td>
<td>Keyserver</td>
</tr>
<tr>
<td>DC – King Center</td>
<td>KC-216-B'School Computer Lab</td>
<td>65</td>
<td>7</td>
<td>61</td>
<td>Faculty, Students</td>
<td>Business School</td>
<td>750 logins/week</td>
<td>logins/week</td>
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<tr>
<td>DC – Bard Center</td>
<td>BCE – Computer Lab</td>
<td>12</td>
<td>4</td>
<td>48</td>
<td>Faculty, Students</td>
<td>Business School</td>
<td>100 logins/week</td>
<td>logins/week</td>
</tr>
<tr>
<td>AMC – Health Sciences Library</td>
<td>Information Commons</td>
<td>48</td>
<td>7</td>
<td>106</td>
<td>Affiliated, Limited Public Use</td>
<td>Library IT</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>AMC – P18 Research 1</td>
<td>1309</td>
<td>24</td>
<td>7</td>
<td>168</td>
<td>Students, Faculty, Staff</td>
<td>Educational Support Services</td>
<td>Not tracked</td>
<td>Computer Teaching Labs</td>
</tr>
<tr>
<td>AMC – P26 Education 1</td>
<td>1501</td>
<td>21</td>
<td>7</td>
<td>168</td>
<td>Students, Faculty, Staff</td>
<td>Educational Support Services</td>
<td>Not tracked</td>
<td>Computer Teaching Labs</td>
</tr>
<tr>
<td>AMC – P26 Education 1</td>
<td>2400</td>
<td>40</td>
<td>7</td>
<td>168</td>
<td>Students, Faculty, Staff</td>
<td>School of Pharmacy</td>
<td>Not tracked</td>
<td>Computer Teaching Labs</td>
</tr>
<tr>
<td>AMC – P28 Education 2 North</td>
<td>2201A</td>
<td>13</td>
<td>7</td>
<td>168</td>
<td>Students, Faculty, Staff</td>
<td>Educational Support Services</td>
<td>Not tracked</td>
<td>Computer Teaching Labs</td>
</tr>
<tr>
<td>AMC – P28 Education 2 North</td>
<td>2201B</td>
<td>13</td>
<td>7</td>
<td>168</td>
<td>Students, Faculty, Staff</td>
<td>Educational Support Services</td>
<td>Not tracked</td>
<td>Computer Teaching Labs</td>
</tr>
<tr>
<td>AMC – P28 Education 2 North</td>
<td>2201C</td>
<td>13</td>
<td>7</td>
<td>168</td>
<td>Students, Faculty, Staff</td>
<td>Educational Support Services</td>
<td>Not tracked</td>
<td>Computer Teaching Labs</td>
</tr>
<tr>
<td>AMC – P28 Education 2 North</td>
<td>2201D</td>
<td>17</td>
<td>7</td>
<td>168</td>
<td>Students, Faculty, Staff</td>
<td>Educational Support Services</td>
<td>Not tracked</td>
<td>Computer Teaching Labs</td>
</tr>
<tr>
<td>AMC – P28 Education 2 North</td>
<td>2201E</td>
<td>17</td>
<td>7</td>
<td>168</td>
<td>Students, Faculty, Staff</td>
<td>Educational Support Services</td>
<td>Not tracked</td>
<td>Computer Teaching Labs</td>
</tr>
</tbody>
</table>

*Days and Hours/Week info is based on Spring/Fall semesters. The availability is different for Summer semester and breaks.
Definitions: DC = Denver Campus; AMC = Anschutz Medical Campus
7. Financial Data

A. Actual Unrestricted Revenues (Current Funds)

<table>
<thead>
<tr>
<th>Fiscal Year Ended June 30:</th>
<th>2009</th>
<th>2010</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student tuition, net:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student tuition</td>
<td>164,565,076</td>
<td>181,939,224</td>
<td>2</td>
</tr>
<tr>
<td>Scholarship allowance</td>
<td>(28,388,365)</td>
<td>(29,169,183)</td>
<td>3</td>
</tr>
<tr>
<td>Total Student tuition, net</td>
<td>136,176,710</td>
<td>152,770,041</td>
<td></td>
</tr>
<tr>
<td>Student fees, net:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student fees</td>
<td>14,560,692</td>
<td>20,584,039</td>
<td></td>
</tr>
<tr>
<td>Scholarship allowance</td>
<td>(2,547,352)</td>
<td>(3,075,263)</td>
<td>3</td>
</tr>
<tr>
<td>Total Student fees, net</td>
<td>12,013,340</td>
<td>17,508,776</td>
<td></td>
</tr>
<tr>
<td>Federal grants and contracts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State and local grants and contracts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nongovernmental grants and contracts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sales and services of educational departments</td>
<td>102,613,728</td>
<td>110,909,975</td>
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</tr>
<tr>
<td>Auxiliary enterprises, net:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auxiliary enterprises</td>
<td>14,576,234</td>
<td>15,074,613</td>
<td></td>
</tr>
<tr>
<td>Scholarship allowance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Auxiliary enterprises, net</td>
<td>14,576,234</td>
<td>15,074,613</td>
<td></td>
</tr>
<tr>
<td>Health services</td>
<td>348,508,680</td>
<td>375,344,934</td>
<td></td>
</tr>
<tr>
<td>Internal revenues:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal service center revenues</td>
<td>42,275,089</td>
<td>40,070,055</td>
<td>3</td>
</tr>
<tr>
<td>Interdepartmental revenues</td>
<td>14,266,337</td>
<td>14,994,424</td>
<td>3</td>
</tr>
<tr>
<td>Other internal revenues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total internal revenues</td>
<td>56,541,426</td>
<td>55,064,479</td>
<td></td>
</tr>
<tr>
<td>Other operating revenues:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denver AHEC Library funding</td>
<td>4,419,968</td>
<td>4,195,310</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous interdepartmental sales</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other revenues</td>
<td>20,025,055</td>
<td>16,552,320</td>
<td></td>
</tr>
<tr>
<td>Total Other operating revenues</td>
<td>24,445,023</td>
<td>20,747,630</td>
<td></td>
</tr>
<tr>
<td>State appropriations</td>
<td>17,997,300</td>
<td>17,150,000</td>
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</tr>
<tr>
<td>Investment income, net:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investment income</td>
<td>5,687,983</td>
<td>10,655,007</td>
<td>3</td>
</tr>
<tr>
<td>Investment expense</td>
<td>(21,513)</td>
<td>(18,958)</td>
<td>3</td>
</tr>
<tr>
<td>Total Investment income, net</td>
<td>5,666,470</td>
<td>10,636,049</td>
<td></td>
</tr>
<tr>
<td>Royalty income, net:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Royalty income</td>
<td>1,271,135</td>
<td>656,199</td>
<td>3</td>
</tr>
<tr>
<td>Royalty expense</td>
<td>(1,741)</td>
<td>(948)</td>
<td></td>
</tr>
<tr>
<td>Total Royalty income, net</td>
<td>1,269,394</td>
<td>655,251</td>
<td></td>
</tr>
<tr>
<td>State Fiscal Stabilization</td>
<td>22,725,129</td>
<td>57,101,178</td>
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</tr>
<tr>
<td>Other nonoperating revenues</td>
<td>6,269,487</td>
<td>3,884,161</td>
<td></td>
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<tr>
<td>Indirect cost recovery transfers</td>
<td>71,724,708</td>
<td>77,598,373</td>
<td></td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td><strong>883,073,142</strong></td>
<td><strong>947,462,438</strong></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>
### B. Actual Unrestricted Expense (Current Funds)

<table>
<thead>
<tr>
<th>Fiscal Year Ended June 30</th>
<th>2009</th>
<th>2010</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education and general:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>241,733,529</td>
<td>254,010,673</td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>1,726,550</td>
<td>1,644,129</td>
<td></td>
</tr>
<tr>
<td>Public service</td>
<td>41,374,531</td>
<td>44,485,378</td>
<td></td>
</tr>
<tr>
<td>Academic support</td>
<td>40,970,924</td>
<td>41,874,709</td>
<td></td>
</tr>
<tr>
<td>Student services</td>
<td>11,534,484</td>
<td>12,255,114</td>
<td></td>
</tr>
<tr>
<td>Institutional support</td>
<td>41,257,712</td>
<td>35,406,966</td>
<td></td>
</tr>
<tr>
<td>Operation and maintenance of plant:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program expenses</td>
<td>43,802,247</td>
<td>39,433,904</td>
<td></td>
</tr>
<tr>
<td>Plant noncapitalizable activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Operation and maintenance of plant</td>
<td>43,802,247</td>
<td>39,433,904</td>
<td></td>
</tr>
<tr>
<td>Student aid</td>
<td>1,161,810</td>
<td>1,974,969</td>
<td></td>
</tr>
<tr>
<td>Total Education and general expenses</td>
<td>423,561,787</td>
<td>431,085,841</td>
<td></td>
</tr>
<tr>
<td>Depreciation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auxiliary enterprises</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program expenses</td>
<td>13,372,764</td>
<td>13,795,139</td>
<td></td>
</tr>
<tr>
<td>Internal service center expenses</td>
<td>49,215,027</td>
<td>48,628,120</td>
<td></td>
</tr>
<tr>
<td>Other internal expenses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Auxiliary enterprises, net</td>
<td>62,587,790</td>
<td>62,423,259</td>
<td></td>
</tr>
<tr>
<td>Health services</td>
<td>340,225,760</td>
<td>365,791,753</td>
<td></td>
</tr>
<tr>
<td>Loss on disposal of fixed assets</td>
<td>(18,147)</td>
<td>(808)</td>
<td></td>
</tr>
<tr>
<td>Interest on capital asset related debt</td>
<td>596,859</td>
<td>293,813</td>
<td></td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>826,954,049</strong></td>
<td><strong>859,593,858</strong></td>
<td></td>
</tr>
</tbody>
</table>
C. If, in either of the past two completed fiscal years, the total in 7B exceeded the total in 7A above, how did the institution cover its shortfall?

<table>
<thead>
<tr>
<th>Fiscal Year Ended June 30,</th>
<th>2009</th>
<th>2010</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Net Income (Loss) Before Transfers</strong></td>
<td>56,119,093</td>
<td>87,868,580</td>
<td></td>
</tr>
<tr>
<td><strong>Other Interfund Related Additions and Deletions</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandatory transfers</td>
<td>(30,893,270)</td>
<td>(35,348,286)</td>
<td></td>
</tr>
<tr>
<td>Voluntary transfers</td>
<td>(29,674,342)</td>
<td>(52,979,394)</td>
<td></td>
</tr>
<tr>
<td>Scholarship allowance offset</td>
<td>23,827,108</td>
<td>24,520,245</td>
<td></td>
</tr>
<tr>
<td>Fixed asset additions &amp; plant fund activity</td>
<td>8,261,632</td>
<td>(16,373,739)</td>
<td></td>
</tr>
<tr>
<td>Financing activity</td>
<td>(703,435)</td>
<td>(498,641)</td>
<td></td>
</tr>
<tr>
<td><strong>Total Other Interfund Related Additions and Deletions</strong></td>
<td>(29,182,306)</td>
<td>(80,679,815)</td>
<td></td>
</tr>
<tr>
<td><strong>Increase (Decrease) in Net Assets</strong></td>
<td>26,936,787</td>
<td>7,188,765</td>
<td></td>
</tr>
<tr>
<td>Net assets, beginning of year as originally stated</td>
<td>145,273,947</td>
<td>172,210,734</td>
<td></td>
</tr>
<tr>
<td>Adjustments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Net assets, beginning of year as adjusted</strong></td>
<td>145,273,947</td>
<td>172,210,734</td>
<td></td>
</tr>
<tr>
<td><strong>Net Assets, End of Year</strong></td>
<td>172,210,734</td>
<td>179,399,499</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
1. As requested, this includes only unrestricted activity, that is, the General Fund and the Auxiliary and Self-Funded Activities Fund. Because other funds are excluded, interfund consolidation eliminations are included to the extent they are related to unrestricted revenues so that this statement will correlate to the Finance Chapter presentation of revenues.
2. Includes state support from College Opportunity Fund (COF) 14,604,202 9,756,688
3. Excluded from Finance Chapter table of revenues: 25,582,454 22,800,128
4. Unrestricted revenues as shown in Finance Chapter table of revenues: 857,490,688 924,662,309
5. Complete, official financial statements are published at: https://www.cu.edu/System_Controller/financial-rpts.html
Appendix C | Campus Maps

University of Colorado Anschutz Medical Campus Map ..... C-1

University of Colorado Denver Campus Map ..... C-2