



# UNIVERSITY OF COLORADO BLUE RIBBON COMMISSION REPORT



University of Colorado at Denver  
and Health Sciences Center

*Spring 2006*





*Diversity and inclusion thrive in an environment where commitment is demonstrated through leadership, action and the promotion of a culture of excellence. Through the articulation of a mission that is advanced by the creation, dissemination and application of knowledge in a culture of excellence, the University of Colorado at Denver and Health Sciences Center promotes, through values, research, teaching, service and patient care, respect for cultural diversity and enrichment.*

## ACKNOWLEDGEMENTS

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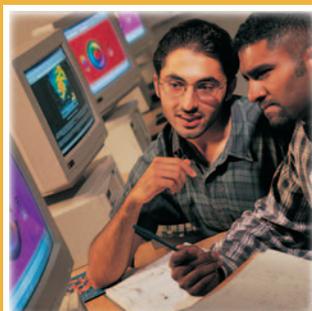
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## EXECUTIVE SUMMARY



The University of Colorado at Denver and Health Sciences Center (hereafter called “the university”) was formed on July 1, 2004, through the consolidation of the urban campus in downtown Denver at the Auraria campus and in other downtown office properties and the two Health Sciences campuses: 9<sup>th</sup> Street and Colorado Boulevard in Denver and Fitzsimons in Aurora. Educating more than 27,000 students annually from 50 states and 134 nations, half of whom are pursuing graduate degrees, the university is one of the nation’s top public urban research universities. Among Colorado’s research universities, it is the most diverse: students of color comprise 21 percent of the overall student body.



The university’s report to the Blue Ribbon Commission on Diversity presents information and data about diversity and inclusion activities at the university. There are two books that comprise the report: the Commission Report and related Appendices. Book One, of which this executive summary is a part, provides an overview and analysis of institutional mission, demographic data, position statement on diversity and inclusion, qualitative data on diversity related programs and activities in the context of metropolitan Denver and the internal institutional environment, and costs. In the section on diversity and inclusion programs, the analysis subsections include:



- University Leadership
- Student Recruitment and Pipeline Programs
- Faculty and Staff Recruitment
- Student Retention and Graduation Rates
- Faculty and Staff Retention
- Classroom and Campus Climate
- Community Outreach and Patient Care

Book Two provides supplemental data and detailed program descriptions to support the information and analyses found in Book One.

### *On Diversity and Inclusion*

The university uses a definitional framework for diversity that recognizes historically underrepresented persons/groups in the areas of *race, ethnicity, gender, sexual orientation, veteran status, and ability status*. This framework is coupled with added recognition of dimensions that speak to *nationality, religion, socioeconomic status, diverse experiences and attributes* that can enhance the scholarly and learning environment. However, diversity alone is not enough. The university must strive to develop a culture of inclusion, where diversity is coupled with the principles of value, trust and respect to create a campus culture of inclusion.

The university also operates philosophically with the assumption that campus diversity is everybody’s job. As a result, modest resources are spent in the administration of programs exclusively related to diversity and inclusion, particularly at the Health Sciences Center. Most units pursue diversity objectives as part of daily responsibilities and expectations. Consequently, the preparation of this report has been a challenging task for the university. This is most clearly evident in the section that summarizes costs for “diversity” programs, few of which exist at the university for the sole purpose of university diversity.

## ***The Demographic Environment***

The university is located in a diverse metropolitan community which complements and enhances the university's ability to attract and retain diverse faculty, staff and students. However, the university still struggles, like other Colorado higher-education institutions, with a historically low pool of qualified high school graduates, particularly from minority populations. However, recent improvements in its retention rates and other educational indicators provide reasons for the university to be optimistic about its ability to attract and retain qualified diverse students. Similarly, the university needs to improve its ability to attract and retain a diverse workforce, particularly at the top administrative level.

## ***University Leadership***

Because of its recent consolidation, the university has a unique opportunity to leverage best practices and attributes of each institution to develop an overall organizational structure for diversity and inclusion. The key to successful implementation is the alignment of university leadership at the executive and grassroots levels of the organization that maximizes effectiveness. Key messages sent by administration must be supported with action. Measures must be refined to accurately report information and systems of evaluation must be created to assess impact. University leadership can then hold itself and others in the organization accountable for the agenda on diversity and inclusion.

## ***Student Recruitment and Pipeline Programs***

The university has a variety of student recruitment and pipeline programs and a host of supporting activities that are conducted university-wide and within schools and colleges. Its future challenge is to coordinate these somewhat-separate programs and activities to leverage resources and ensure accountability for program effectiveness.

## ***Faculty and Staff Recruitment***

The overall numbers of faculty and staff (mid-level to upper management) do not mirror the student population. The university must do more to recruit and retain faculty and staff, especially from underrepresented groups. To address this concern, significant effort has been focused on faculty and staff search committees; specifically, how to develop high-quality, diverse applicant pools. More than 400 faculty and staff have attended search committee trainings during the past two years.



## *Student Retention and Graduation Rates*

Given the large student population on the downtown Denver campus and the relatively high graduation rates for health professionals, most of the university's student retention programs focus on the undergraduate population. Current retention programs concentrate on academic assistance and advising to improve the university's minority undergraduate graduation rate. Many university student groups support the academic and social experiences of undergraduate and graduate students, as well as health professionals. Retention activities will be enhanced in fall 2006 with the opening of residential housing at the downtown Denver campus.

## *Faculty and Staff Retention*

Faculty and staff retention issues assume increasing importance. Some schools and colleges do a good job with faculty and staff support systems, particularly through faculty mentoring. Grants for conference attendance, teaching and conversion of courses onto new technologies have also been made available. Other critical components of the university's retention efforts include training and career advancement opportunities, as well as benefits programs and other university resources that support diverse faculty and staff. However, on the downtown Denver campus, issues related to the reward system (i.e., annual merit reviews, tenure and promotion) may be hindering the university's overall ability to retain diverse faculty. A diverse workforce also needs to be supported through improved conflict-resolution resources and fair and accessible complaint procedures.

## *Classroom and Campus Climate*

Classroom and campus climate play an important role within the university by contributing to the psychological and physical well being of the entire community. The 2000 Student Profile Survey asked students if the downtown Denver campus had a culturally sensitive atmosphere. Almost 92 percent of all undergraduates and 87 percent of graduate students answered yes. While these results are promising, the university recognizes that it is not without its share of conflict and issues. It is important to not only establish a classroom climate where students feel safe to engage each other in difficult dialogues, but it is equally important to create a campus climate where students, faculty and staff can increase their proficiency in cultural interactions and conflict resolution. There are many programming activities and human resource policies currently that contribute to strengthening climate. Additionally, efforts to infuse the curriculum with increased diversity and inclusion content, skill development, and experiences have begun in several schools and colleges. These efforts need to be extended to all schools and colleges. Additionally, the university would benefit from a comprehensive climate study.



## *Community Outreach and Patient Care*

Critical to the mission of the university is community outreach and patient care. Many of the university's efforts in these areas are directed toward diverse and underserved populations. In particular, the university is proud to have garnered several significant grants that have established nationally recognized research and patient care programs located on its campuses. Examples include the National Veterans Training Institute and the Latino/a Center for Research and Policy on the downtown Denver campus, and the American Indian and Alaska Native programs at the Health Sciences Center. These and many other programs not only make significant contributions to the community and the nation but also provide opportunities for students and medical residents to work with diverse populations in educational, training, research and patient care settings.

## *Cost Analysis*

The University of Colorado at Denver and Health Sciences Center spends less than 1 percent of its total unrestricted budget on programs and activities exclusively related to diversity and inclusion. More resources should be allocated as the number of students, faculty, and staff increase. The university must also work on improving systems that track costs associated with programs that directly and indirectly contribute to the diversity and inclusion agenda.

Faculty, staff, and students of the University of Colorado at Denver and Health Sciences Center are excited to welcome the Blue Ribbon Commission on Diversity and honored by the willingness to assist in the assessment of and planning for diversity initiatives for the university. It is hoped that these materials will assist in preparing for this important conversation about the university's future.

In addition to the material presented in this report, readers are invited to visit the university Web page at <http://www.ucdhsc.edu>.





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<sup>1</sup> The Blue Ribbon Commission Report Book II contains the appendices to this report.

# I. UNIVERSITY OVERVIEW

In July 2004, the University of Colorado at Denver and the University of Colorado Health Sciences Center<sup>2</sup> consolidated to become a single university. The new university operates three primary locations: downtown Denver, 9<sup>th</sup> Avenue and Colorado Boulevard, and Fitzsimons in Aurora, as well as other locations throughout the state.

As the only comprehensive public university in Colorado's capital, the university holds a unique and special place in the hearts of the state residents and businesses. It is part of the University of Colorado, one of the finest university systems in the world.

An economic impact study<sup>3</sup> found the university has contributed to the economy of the state of Colorado significantly by:

- Providing a combined annual economy of \$1.8 billion a year with an annual operating budget of \$850 million
- Attracting more than \$300 million a year in outside research funding
- Leveraging about \$3.80 from outside research sources for every taxpayer dollar invested
- Employing more than 12,200 Coloradans, making the university one of the top metro area employers
- Returning more than \$22 to the state economy for every general fund dollar invested, with \$0.81 recaptured through state and local taxes for each dollar invested
- Serving more than 500,000 patients a year through hospital and clinical services

The university provides students, whatever their ages or circumstances, with opportunities to enhance their lives and careers through higher education. Because a little more than 50% of our graduates remain in Colorado after graduation, the education, knowledge, and skills attained by students have a direct impact on the greater good of the Denver metropolitan area and throughout the state of Colorado. Graduates are highly sought after by area businesses, governmental agencies, health care and nonprofit organizations. Additionally, the university is committed to research, technology, creative scholarship, patient care, and providing an institutional culture that reflects the plurality, collegiality and integration of an increasingly diverse global workplace.

The downtown Denver campus offers more than 80 undergraduate and graduate programs that span a wide range of fields and disciplines. These programs are offered through the university's seven distinct academic units: the College of Architecture and Planning, the College of Arts and Media, the Business School, the School of Education and Human Development, the College of Engineering and Applied Science, the College of Liberal Arts and Sciences, and the Graduate School of Public Affairs.

The Health Sciences Center offers 29 degrees and certifications for health professionals through five schools: medicine, dentistry, nursing, pharmacy, and graduate studies. This one-of-a-kind Colorado institution serves the entire Rocky Mountain region and provides a strong presence in rural Colorado. The Health Sciences Center is also widely renowned for its cluster of more than 40 health sciences research and treatment institutions (e.g., CU Cancer Center, Barbara Davis Center for Childhood Diabetes, the

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<sup>2</sup> The University of Colorado at Denver and Health Sciences Center is referred to as the university throughout the report.

<sup>3</sup> Fiscal year 2004-2005 estimated economic impact of the consolidated university based on University of Colorado, *More than Ever CU is a Sound Investment in Colorado*, Economic Indicators 2003 report.

Colorado Sickle Cell Treatment and Research Center, and the Kempe Center), and five affiliates: the University of Colorado Hospital, the Children’s Hospital of Denver, National Jewish Medical and Research Center, Denver Health Medical Center, and the Veterans Affairs Medical Center.

In fall 2005, the university served 14,866 students in traditional on-campus instruction. See table 1 for categories of student characteristics.

**Table 1: University of Colorado at Denver and Health Science Center  
Fall 2005 Headcount  
On-Campus Instruction**

Category	Downtown Denver Campus		Health Sciences Center		Total	
	#	%	#	%	#	%
Undergraduate	7,446	62%	419	15%	7,865	53%
Graduate	4,605	38%	1,007	36%	5,612	38%
Health/1st Professional	0	0%	1,389	49%	1,389	9%
<b>Total Headcount</b>	12,051	100%	2,815	100%	14,866	100%
Full-time	6,775	56%	2,583	92%	9,358	63%
Women	6,578	55%	1,949	69%	8,527	57%
Minority	2,591	22%	458	16%	3,049	21%
Colorado Resident	11,245	93%	2,519	89%	13,764	93%
International	341	3%	59	2%	400	3%

The university also served 4,524 students enrolled exclusively in extended study programs (off-campus). See table 2 for categories of students enrolled exclusively in extended studies.

**Table 2: University of Colorado at Denver and Health Sciences Center  
Fall 2005 Headcount  
Students Enrolled Exclusively in Extended Studies Program**

Category	Downtown Denver Campus		Health Sciences Center		Total	
	N	% of Total	N	% of Total	N	% of Total
Undergraduate	2,192	54%	1	0%	2,193	48%
Graduate	1,872	46%	131	28%	2,003	44%
Health/1 <sup>st</sup> Professional	-	0%	328	71%	328	7%
Full-Time	275	7%	68	15%	343	8%
Women	2,775	68%	337	73%	3,112	69%
Minority	431	11%	81	18%	512	11%
International	38	1%	4	1%	42	1%
<b>Total</b>	<b>4,064</b>	<b>100%</b>	<b>460</b>	<b>100%</b>	<b>4,524</b>	<b>100%</b>

There are 1,410 tenured and tenure-track faculty at the university of whom 36 percent are women and 10 percent are minorities. In addition, the university has a large number of nontenure-track and part time faculty. The former includes about 9% minority, and the latter has the highest percent minority at 12%. In every job group, staff at the combined campuses showed greater ethnic diversity than the faculty. However, staff diversity varied by job group, with minority representation lowest among officers and administrators (12 percent) and highest among skilled, crafts, and maintenance staff (40 percent). See table 3 for the characteristics of faculty and staff by selected job groups.

**Table 3: University of Colorado at Denver and Health Sciences Center  
Faculty and Staff by Selected Job Groups  
Fall 2005**

Job Group	Minority		Female		Total
	Number	% of Job Group	Number	% of Job Group	
Tenured/Tenure Track Faculty	138	9.8%	512	36.3%	1,410
Nontenure-Track Faculty	65	8.8%	461	62.6%	736
Part-Time Faculty	272	12.5%	1,446	66.7%	2,169
Officers/Administrators	24	11.7%	121	59.0%	205
Other Professionals	258	26.9%	651	67.9%	959
Secretary/Clerical	95	37.5%	210	83.0%	253
Skilled/Crafts/Maintenance	84	40.0%	39	18.6%	210

Of the tenure-track minority faculty reported in fall 2005, the following statistics provide additional details: African Americans<sup>4</sup> comprised a little more than 1 percent of the tenure and tenure-track faculty; American Indians made up a little less than 1 percent; Asian/Pacific Islanders almost 5 percent; and Hispanic/Latinos(as) less than 3 percent. Minority representation among tenured and tenure-track faculty is higher on the downtown Denver campus (15 percent) than at the Health Sciences Center (8 percent)<sup>5</sup>. However, it should be noted that faculty on the Health Sciences Center campus choose between non-tenure-track clinical appointments and tenure-track research appointments. This contributes to lower tenure numbers among the faculty on this campus.

<sup>4</sup> For the purpose of this study, the term African American is used instead of the word “Black” in order to represent persons having origins in any of the racial groups associated with Africa, with the exception of those with Hispanic heritage.

<sup>5</sup> Due to the consolidation, staff and administrators are no longer tracked by campus, but historical data are available in Appendix Tables 35–40. However, faculty are still tracked by campus and these data are also available in Appendix Tables 35–40.

## II. MISSION AND VISION

The current statutory mission statements of the downtown Denver campus and the Health Sciences Center reflect the main purposes of the institution. Over time, the statutory missions of the two institutions will be combined into a single mission statement that includes the key components of the mission statements that were in place prior to the consolidation:

University of Colorado at Denver: 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 bachelor's, master's 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.

University of Colorado Health Sciences Center: The Health Sciences Center campus of the University of Colorado shall offer specialized baccalaureate, health 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.

A draft vision statement of the consolidated University of Colorado at Denver and Health Sciences Center has been prepared for consideration. It includes these goals:

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

The consolidated university will build upon the many strengths and accomplishments of the formerly separate institutions. Through partnerships with business, government, education, health care institutions, foundations and nonprofit organizations, the university aims to build and nurture its human capital; evolve its programs toward greater levels of collaboration, quality and engagement; improve its physical facilities; and secure increased resources to accomplish its ambitious goals.

### III. POSITION ON DIVERSITY AND INCLUSION

A principal value of the University of Colorado system is diversity. The University of Colorado system defines its vision for diversity as:

*[embracing all] historically underrepresented groups and the general population, in forging a more productive and enriching sense of self and community. Principles of equity, fairness, and social justice argue for a university climate which is not only inclusive of a range of human differences, but also is one in which all students, faculty, and staff, regardless of sexual orientation, gender, race, or ability status, feel comfortable and safe. A vision is promoted of the University of Colorado as an institution that promotes the free flow of ideas and perspectives, values diverse pedagogies and interactions, and encourages constructive engagement across lines of difference ([www.cu.edu/diversity](http://www.cu.edu/diversity)).*

The University of Colorado at Denver and Health Sciences Center supports the University of Colorado system's vision for diversity. At the institutional level, the definitional framework for diversity is one that recognizes historically underrepresented persons/groups in the areas of race, ethnicity, gender, sexual orientation, veteran status and ability status. The university couples this with added recognition of dimensions that speak to nationality, religion, socioeconomic status, diverse experiences and attributes that can enhance the scholarly and learning environment.

As an institution of higher learning, it is important that the university create pathways for faculty, staff, and students to celebrate their uniqueness. The university strives to admit qualified students and appoint qualified medical residents and fellows, faculty, staff and administrators who contribute to campus diversity and inclusion. Its programs, policies, services and curricula are designed to:

- Promote the academic advancement and success of students, medical residents and fellows, staff, and faculty
- Enhance cultural and diversity instruction throughout the curricula
- Break down racial and ethnic stereotypes to promote cross-cultural understanding
- Promote unexplored research agendas and new areas of scholarship
- Enhance diversity and develop cultural competency in students and employees
- Improve access to health care for poor, minority, and under-served populations
- Eliminate racial, ethnic, and socioeconomic disparities in education, health, and health services

With this academic enterprise, the university contributes to the development of an educated citizenry. However, diversity alone is not enough. The university must strive to develop a culture of inclusion, where diversity is coupled with the principles of value, trust, and respect to create a campus culture of inclusion: The University of Colorado at Denver and Health Sciences Center becomes a campus where faculty, staff, and students feel secure in the knowledge that the very nature of their being makes a difference to the educational enterprise.

**Each individual is a mirror of the whole,  
but simultaneously each individual can  
only account for a portion of what is  
happening. We need dialogue with each  
other that evokes a greater whole.**

*—The Stirring of Soul in the Workplace*  
by Alan Briskin

The challenge is to create a university community where every member understands and values the University of Colorado at Denver and Health Sciences Center's position on diversity and inclusion as an integral part of the educational experience and academic excellence.

## IV. METHODOLOGY

For the purpose of this report, key areas related to diversity and inclusion were analyzed, including:

- University leadership
- Student recruitment and pipeline programs
- Faculty and staff recruitment
- Student retention and graduation rates
- Faculty and staff retention
- Classroom and campus climate
- Community outreach and patient care

The analysis includes both quantitative and qualitative data. More specifically:

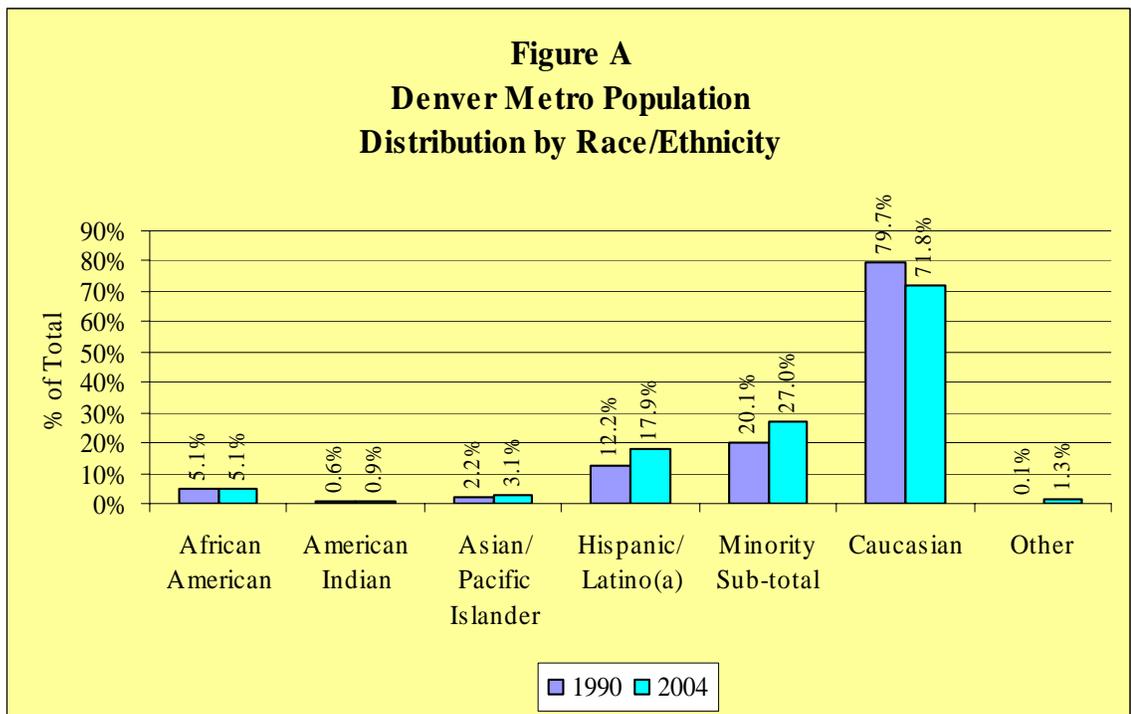
- The demographic environment was defined
- Statistics pertaining to enrollment, retention, graduation rates, and employment were collected
- Program information was identified and catalogued
- Costs and sources of income were examined

The results provide:

- An inventory of what the university is currently doing in the area of diversity and inclusion
- A suggested agenda for action to leverage strengths and address areas of weakness

## V. THE DEMOGRAPHIC ENVIRONMENT

The University of Colorado at Denver and Health Sciences Center operates in three primary locations: 9<sup>th</sup> and Colorado, Fitzsimons at Aurora, and downtown Denver. The Health Sciences Center has primary responsibility for delivering health professions education in Colorado while the downtown Denver campus has primarily served the Denver metropolitan area. Although the state’s minority population is only 24 percent; it is important to note that the Denver area’s minority population is 27 percent and, within the city and county of Denver, the population rate for minorities is 47 percent. (See figure A.)



In addition to being located in a diverse urban setting, the downtown Denver campus is located on the Auraria campus, a unique and diverse educational setting. The Auraria location houses the Community College of Denver, Metropolitan State College of Denver, and a significant portion of the University of Colorado at Denver and the Health Sciences Center’s downtown Denver campus. Collectively, these three institutions have a minority student population of 28.5 percent in the following categories: 7.2 percent African American, 1.1 percent American Indian, 5.4 percent Asian/Pacific Islander and 14.8 percent Hispanic/Latino(a).

When comparing the Auraria institutions, the downtown Denver campus has a lower minority population overall at 21.5 percent, composed of 3.5 percent African American, 0.8 percent American Indian, 7.8 percent Asian/Pacific Islander and 9.3 percent Hispanic/Latino(a), and 2.8 percent international. The downtown Denver campus has particular success in recruiting a diverse undergraduate student population at 27%. Upon consolidation, the University of Colorado at Denver and Health Sciences Center became the most diverse doctoral-granting university in the state with 20.5 percent minority students.

The primary source for the university's undergraduate student body consists of in-state students who have been through the Colorado P-12 system. The P-12 system is more diverse than the state population overall, with minorities making up 37 percent of the student membership in 2004, up from 32 percent in 2000. P-12 enrollment in the Denver metropolitan area is more diverse than the statewide total, with 41 percent minority students currently, up from 36 percent in 2000. This increase in the proportion of P-12 minority students is expected to continue.

**The University of Colorado at Denver and Health Sciences Center became the most diverse doctoral-granting university in the state with 20.5 percent minority.**

Colorado historically has lagged other states in terms of the number of students going directly from high school to college, but the adult population is one of the most educated in the nation. The governor has referred to this phenomenon as "The Colorado Paradox," and the state is focusing on ways to encourage more high school graduates to go directly to college. Since the number of minority students in P-12 is expected to continue to increase, efforts to address the Colorado Paradox also provide an opportunity to create a more diverse student body in the higher education system. The number of Colorado high school graduates has increased 15 percent since 2000, and the proportion of minority graduates increased to 25 percent. In the Denver metropolitan area, the number of graduates increased 18 percent over that period, and the minority share increased to 28 percent. Of the downtown Denver campus' in-state first-time freshmen, 93 percent of the total and 96 percent of minority students were from the Denver metropolitan area. As the numbers of minority high school graduates increase, the University has an opportunity to increase the diversity of its student body significantly. The University of Colorado at Denver and Health Sciences Center is well positioned to serve as the portal to the University of Colorado system as a whole and its diversity showcase, providing access to an excellent education in an attractive, exciting urban setting.

## **VI. RESULTS OF DIVERSITY AND INCLUSION ANALYSIS**

### **A. University Leadership**

To cultivate and maintain a university culture of inclusion, leadership must come from both the executive and grassroots levels of the organization. To advance a diversity and inclusion agenda, the university utilizes a networked system of groups, leaders and offices. The commitment to diversity and inclusion begins with President Hank Brown, who met early in his tenure with staff and faculty of color to discuss climate and resource issues. Working with Assistant Vice President for Diversity Carmen Williams and the president's Diversity Advisory Committee, the president provides leadership across the University of Colorado system. The University of Colorado at Denver and Health Sciences Center's Interim Chancellor Greg Stiegmann mirrors this commitment as the university's chief executive officer.

Leadership commitment is demonstrated by the following examples of institutionalization:

- The downtown Denver campus Provost's Committee on Inclusion. Consisting of faculty, staff and student representatives of the various groups engaged in diversity issues on the campus level, this committee advises and reports directly to the provost and supports the work of the Faculty Fellow for Inclusion.
- The downtown Denver campus Faculty Fellow for Inclusion. The faculty fellow serves in a leadership role with various campus committees to encourage collaborations and to improve the campus climate for creating a more inclusive community. This position also works to implement strategies to diversify faculty and staff; coordinates communication; seeks external funding opportunities; and researches best practices and information.
- The downtown Denver and Health Sciences Center campuses' Faculty Assemblies each have diversity committees including: the Diversity Committee, Women's Committee, Ethnic Minority Affairs Committee, Disabilities Committee, and the Gay, Lesbian, Bisexual, Transgender, and Intersex Committee.
- The downtown Denver campus and Health Sciences Center Staff Councils and the university Exempt Professional Association each have diversity representatives who participate on various campus committees.
- Student groups and clubs. There are more than 30 student groups at the university that advance the diversity and inclusion agenda directly. Examples include Ethnic Studies Student Association, African American Business Student Alliance, Minority Engineering Student Association, Asian American Pharmacy Student Association, Oyate Diversity Student Council, Student National Medical Association, and the Student National Pharmacy Association. See appendix D for a brief description of each organization. Students work within respective and collective groups to support each other through their academic experience.
- Health Sciences Center Office of Diversity. To ensure coordination and collaboration across the schools on the Health Science Center campus, the Office of Diversity was established. The office works to increase the number of underrepresented students pursuing degrees in the health

professions. Similarly, the office supports retention and recruitment activities for diverse faculty and staff.

- Diversity plans, goals, or strategies within each of the schools and colleges. A wide variety of programs have been implemented. (See appendix E.)
- Diversity liaisons within each school on the Health Sciences Center campus serve as the primary contact for each school and are responsible for developing, implementing, and monitoring each school's diversity plan. The associate deans on the downtown Denver campus mirror this structure and work as needed with the Faculty Fellow for Inclusion to communicate and disseminate information.
- The academic master plan on the Denver campus promotes diversity and inclusion as one of its 12 desired futures. It includes, as well, diversity and inclusion in its strategic goals and action strategies for advancement in 2005-2007. Similarly, the health sciences schools are restructuring curricula to include strong diversity components throughout academic programs.
- Policies and procedures, through the Human Resources Office, the Office of the Provost, the Office of Student Life, and in schools and colleges, are designed to ensure and promote a flexible and safe academic and work environment.

It is through the networks of individuals, schools and colleges, and programs that the institution remains steadfast in its commitment to diversity and inclusion. However, it recognizes that intentional implicit and explicit directives from senior administrators and deans are necessary to keep the university moving in the right direction. Additionally as shown in table 3, the university needs to hire and retain key officers and administrators from underrepresented groups.

**Intentional implicit and explicit directives from our top administrators and deans are necessary.**

### *Agenda for Action for Leadership*

- Emulate the School of Medicine diversity plan to ensure that each school and college develops and implements goals and strategies in the area of diversity and inclusion.
- Replicate the academic master planning process in order to create a university plan of action in the area of diversity and inclusion.
- Institutionalize rewards for faculty, staff, and students who show leadership in the area of diversity and inclusion.
- Hire a permanent chancellor who will be a champion of diversity and inclusion.
- Create an organizational structure for diversity for the consolidated university that is responsive to the needs of the entire institution.
- Recruit and hire persons of color for key officer and administrative leadership positions.
- Hold leaders accountable for the results in the area of faculty and student retention as well as in the creation of an inclusive climate.

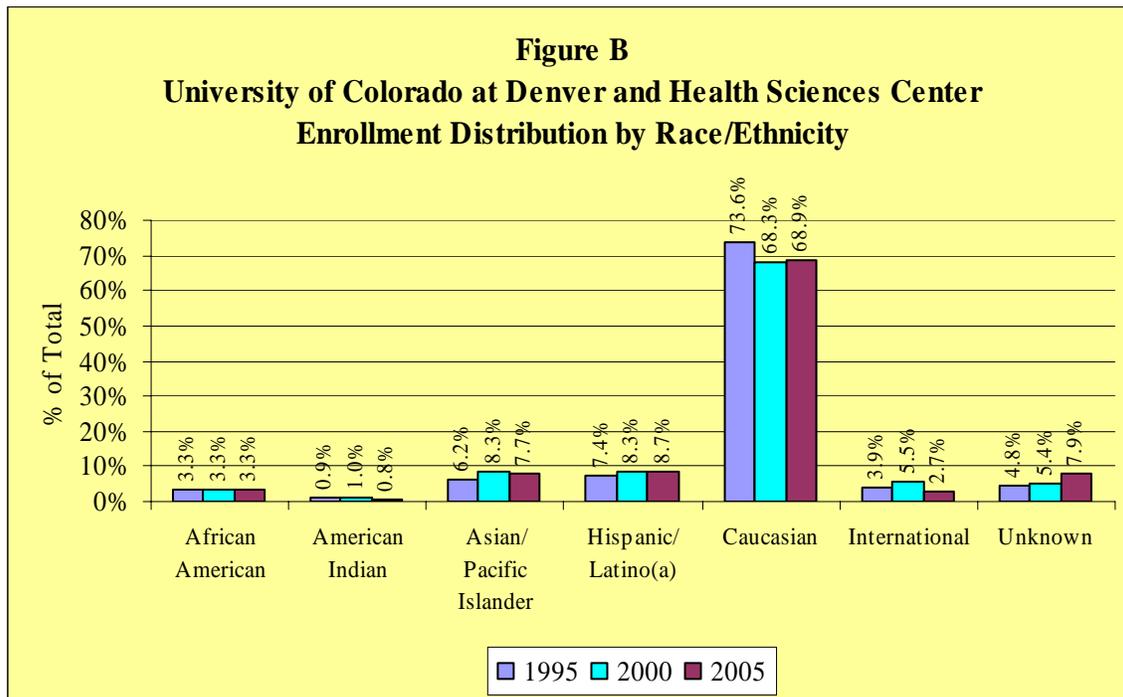
## B. Student Recruitment and Pipeline Programs

An important aspect of diversity and inclusion efforts is the recruitment of underrepresented students. While the university has experienced success in this area, there are several challenges in becoming more diverse. In this section, context and statistics are provided for understanding accomplishments and challenges in recruiting and enrolling a diverse student body.

As of fall 2005, more than one in five of all students at the university were minorities. Hispanic/Latinos(as) (9 percent) and Asian/Pacific Islanders (8 percent) made up the largest proportion of minorities, with smaller proportions of African Americans (3 percent) and American Indians (1 percent) represented. Minority representation has increased since 1995, when 18 percent of students were minorities, but it has remained essentially the same since 2000. (See figure B.)

International students made up less than 3 percent of all students at the university as of fall 2005. This proportion is about half that of fall 2000, reflecting a continuous decline since the events of September 11, 2001. This decline has been most acute at the undergraduate level. Among graduate students, international student representation has been higher historically and, although these proportions have declined precipitously as well, new international graduate students still comprised almost 8 percent of students at the combined campuses in fall 2005.

**Cynthia Johnson was a 1996 precollegiate student from a rural high school. She enrolled in the fall 1997 semester as a first-generation college student. Her initial semester was a struggle. She had difficulty with her studies and she needed additional funds to pay for her tuition and fees. Cynthia was starting to feel like she did not belong, and was not prepared for college. She knew she needed tutoring and some financial aid but wasn't sure how to go about getting either one, or whether she should even ask.**



The best determinant of understanding the future trends in the student population is through an assessment of new students. In the next section, statistics by ethnicity and gender for new freshmen, undergraduate transfers, graduate and health professional students are examined over time.

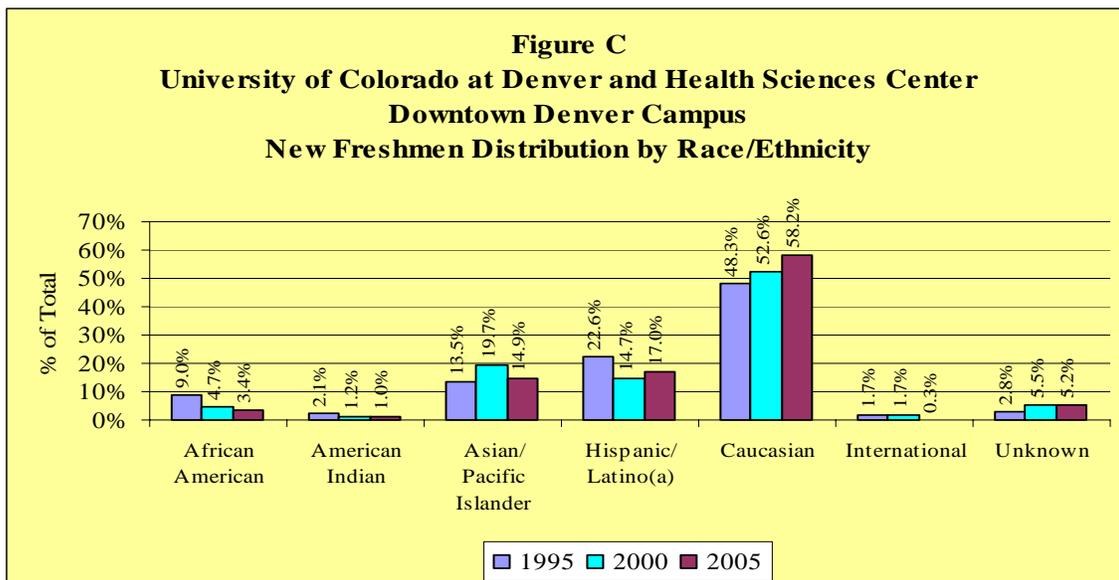
### *Admission Decision Process for New Freshmen*

**The Denver campus of the University of Colorado follows the admissions standards policy of the Colorado Commission on Higher Education.**

**New freshmen applicants: The downtown Denver campus is a 93-index institution. The index is a score derived from the high-school cumulative grade point average or the class rank, whichever is higher, and the standardized test scores (SAT or ACT). Applicants who have an index of 93 or higher are admitted automatically to the College of Liberal Arts and Sciences and the College of Arts & Media; applicants with a 103 index are admitted to the Business School and the College of Engineering. This happens automatically unless there is a factor “out of range” and that file comes to the attention of the director of admissions. Example: a very low grade point average and a very high test score may derive an index score of 93 or higher but this application requires a special review by the director for consideration of admission.**

### **New Freshmen**

Because the Health Sciences Center does not enroll freshmen, the discussion of new freshmen is limited to the downtown Denver campus. In fall 2005, more than one-third (36 percent) of new freshmen were ethnic minorities. Specifically, 3 percent of the new freshmen were African American, 1 percent were American Indian, 15 percent were Asian/Pacific Islander, and 17 percent were Hispanic/Latino(a) (See figure C).



Since 1995, the total number of new freshmen who were minorities has more than doubled from 136 to 287 in fall 2005. However, because the number of nonminority new freshmen has increased more sharply, the proportion of minorities has actually declined over this time, from 47 percent in fall 1995 to 40 percent in fall 2000 to 36 percent this past fall. The proportional decline has been most striking among African Americans and Native Americans—their numbers have held essentially steady over the past decade while the overall number of new freshmen has steadily increased. One reason for these trends among new freshmen is the admissions yield rate<sup>6</sup> for minorities relative to nonminorities. The admissions yield rate is substantially lower for minority applicants than for Caucasian applicants.

**The admissions committee has been historically comprised of the director of admissions, at least one other member of the admissions staff; representatives from the educational opportunities programs; and a member of another unit in the student services area. At no time during the year does the admissions committee know the percentage or numbers of admitted applicants by ethnic categories. Applicants are admitted based on the strength of their academic preparedness and potential for academic success at the University of Colorado at Denver and Health Sciences Center.**

The downtown Denver campus serves a nontraditional population in many ways, and this distinction is likely part of the reason that graduation and retention rates for undergraduates are quite low. For instance, almost half (47 percent) of freshmen report that they work at least half-time, as do 60 percent of seniors according to the 2005 National Survey of Student Engagement. At other urban universities who participated in the survey, the corresponding percentages are significantly lower. Downtown Denver students are even more distinctive from students at all National Survey of Student Engagement-participating institutions. For instance, three times as many of freshmen respondents work at least half-time relative to all survey first-year respondents. In addition, almost half of the freshmen and seniors report providing care for a dependent (48 percent of freshmen, 47 percent of seniors). Freshmen are more than twice as likely to care for a dependent as those at all participating National Survey of Student Engagement schools.

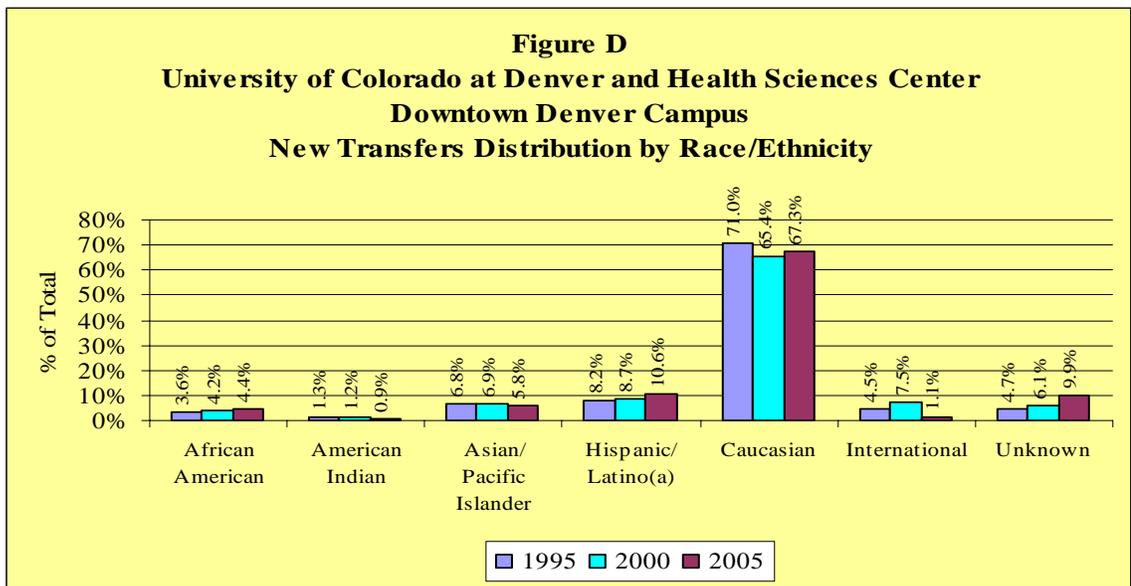
**Almost half (47%) of freshmen report that they work at least half-time, as do 60% of seniors according to the 2005 National Survey of Student Engagement.**

## **New Transfer Students**

The downtown Denver campus has a relatively high rate of transfer students. As shown in figure D, a little more than one in five (21 percent) of the new transfers to the university were minorities, a proportion that is quite a bit lower than new freshmen (36 percent). However, African Americans were more highly represented among new transfers (4 percent) than among new freshmen (3 percent). All other minority groups have lower proportions among new transfers. Unlike new freshmen, the minority proportion of new transfers has increased steadily since fall 1995, when it was 20 percent. Among specific ethnic groups, African American and Hispanic/Latino(a) proportions have increased over the past decade, while American Indian and Asian/Pacific Islander proportions have declined.

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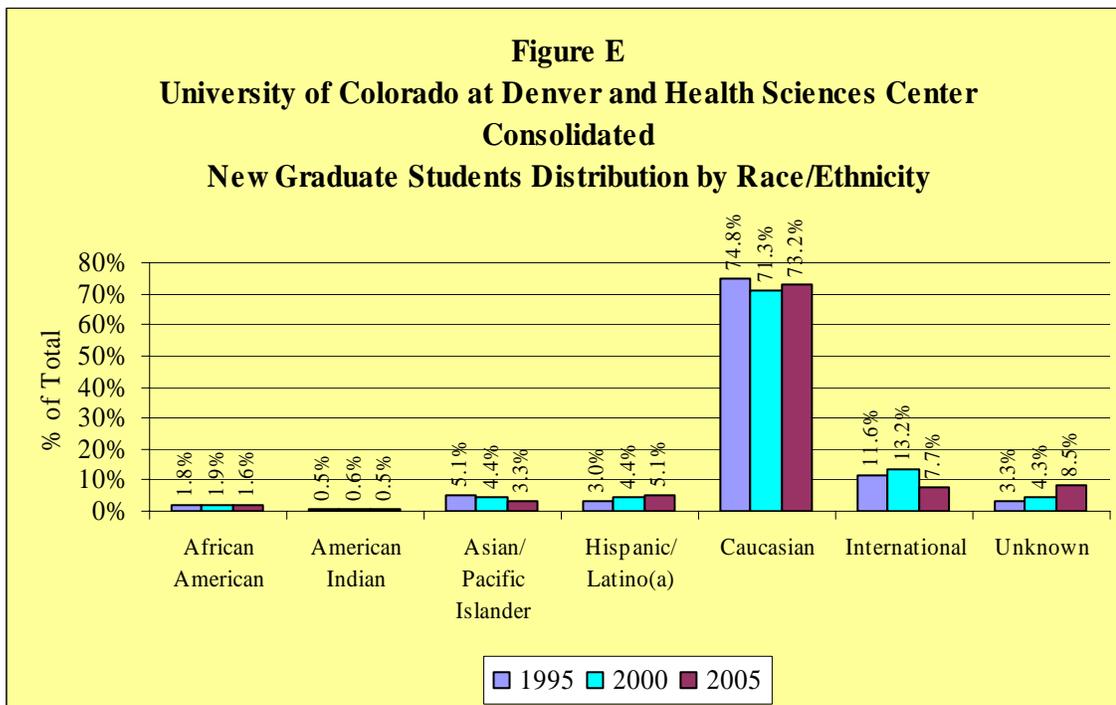
<sup>6</sup> The yield rate is the percentage of those admitted who actually enroll.



### New Graduate Students

Minority enrollment among new graduate students is markedly lower than among undergraduates as shown in figure E. A little less than 11 percent of all new university graduate students were minorities in fall 2005, about the same as in 1995 (10 percent). In 2005, less than 2 percent of new graduate students were African American, .5 percent were American Indian, a little more than 3 percent were Asian/Pacific Islander, and 5 percent were Hispanic/Latino(a). The Health Sciences Center experienced an increase in new minority graduate enrollment, from 9 percent in 1995 to 12 percent in 2005. At the downtown Denver campus, new minority graduate enrollment remained steady over this period.

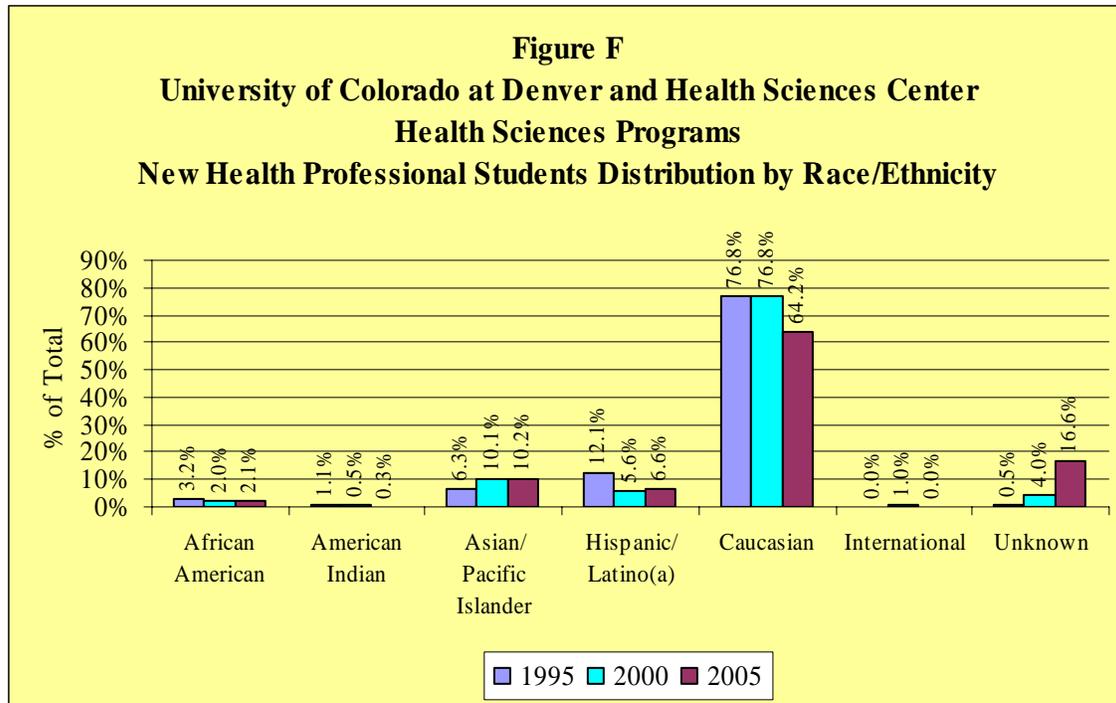
Male enrollment lagged female enrollment dramatically among new graduate students for the combined campus (39 percent male, 61 percent female). However, this lag was most remarkable among Caucasians. (Caucasian males represented 27 percent of all new graduate students; Caucasian females were 47 percent.) Among all minority groups, however, new graduate student enrollment exhibited close to gender parity.



### Health Professional Students

Health professional programs—medicine, dentistry, pharmacy and nursing—are offered exclusively at the Health Sciences Center. In fall 2005, 19 percent of new health professional students were minorities, much higher than among graduate students though lower than the minority representation among undergraduates. As shown in figure F, African Americans made up 2 percent of these students, American Indians comprised .3 percent, Asian/Pacific Islanders 10 percent, and Hispanic/Latinos(as) 7 percent.

The minority proportion of new health professionals has declined from 23 percent in 1995 to 19 percent in fall 2005. In the past decade, only Asian/Pacific Islanders among minority groups have experienced an increase in new health professional enrollment, from 6 percent in fall 1995 to 10 percent in fall 2005. African American enrollment as new health professionals has declined over this period from 3 percent to 2 percent; new Hispanic/Latino(a) enrollment has declined from 12 percent to 7 percent.



### Statewide Comparison of Entering Freshman Minority Enrollment

Colorado Commission on Higher Education admission standards policy requires that the majority of freshmen students admitted by the University of Colorado at Denver and Health Sciences Center have an admissions index of 93 or better. Of the 44,773 Colorado high school graduates in 2004, only 24,399 (54 percent) applied to a state public four-year institution. Of that 24,399, only 18,006 (74 percent) had an index of 93 or higher. This discrepancy is lower for most minority groups with the African American (50 percent), American Indian (59 percent) and Hispanic/Latino(a) (60 percent) rates all well below the non-minority rate (77 percent). Of the students in Colorado who had an index score of 93 or higher, only 1,258 (7 percent) applied to the university and 1,208 (96 percent) were admitted. Four hundred seventeen (35 percent) were minorities. Of the 625 of the admitted students enrolled, 194 were minorities (31 percent). (See appendix B – table 05)

In addition to students who meet the freshmen admissions index, the institution may use other criteria for 20 percent of the total freshmen admitted. Fifty-two (52) percent of the students admitted in the window were minorities compared to 35 percent of the admitted students with index 93 or higher. Minority students made up 54 percent of the enrolled window students. When looking at enrolled students with an index of 93 or higher, minority students were 31 percent of the enrollment.

## Yield

Another area where room for improvement exists is the yield rate. Although the university admitted 97 percent of the minorities with an index of 93+ who applied, only 47 percent enrolled. The yield for minority students admitted through the window was 58 percent. Identifying and addressing why such a large number of admitted students do not enroll would provide an opportunity to quickly increase the student diversity.

### *The Window of Admit*

**Applicants who have an index score of 92 to 83 are referred to the admissions committee for review for consideration as a “window admit.” Factors considered by the committee are: quality of courses taken in high school; grades; standardized test scores; personal essay; and letters of recommendation. Currently, 20 percent of the freshman applicants can be admitted with index scores of 92–83. The admissions committee reviews the applicant file and makes a decision. It is a common practice to postpone the admission decision and ask the applicant to submit a seventh semester transcript (first semester of his or her senior year) in hopes that the student is taking a solid load of academic courses. Promising students who have a solid academic record as a rule and who then experience a major change in grades during a particular semester, are contacted in order to gather additional information about circumstances that impacted their progress. This information is also considered in the decision. If the applicant is granted admission, she or he is granted regular admission. Applicants who are not well prepared academically are redirected to a community college. Students with index scores of 82 or less are not generally admitted. If they are, they are admitted in a category called “under the floor.” Only 1 percent of all admitted students can be admitted under the floor.**

## Financial Aid

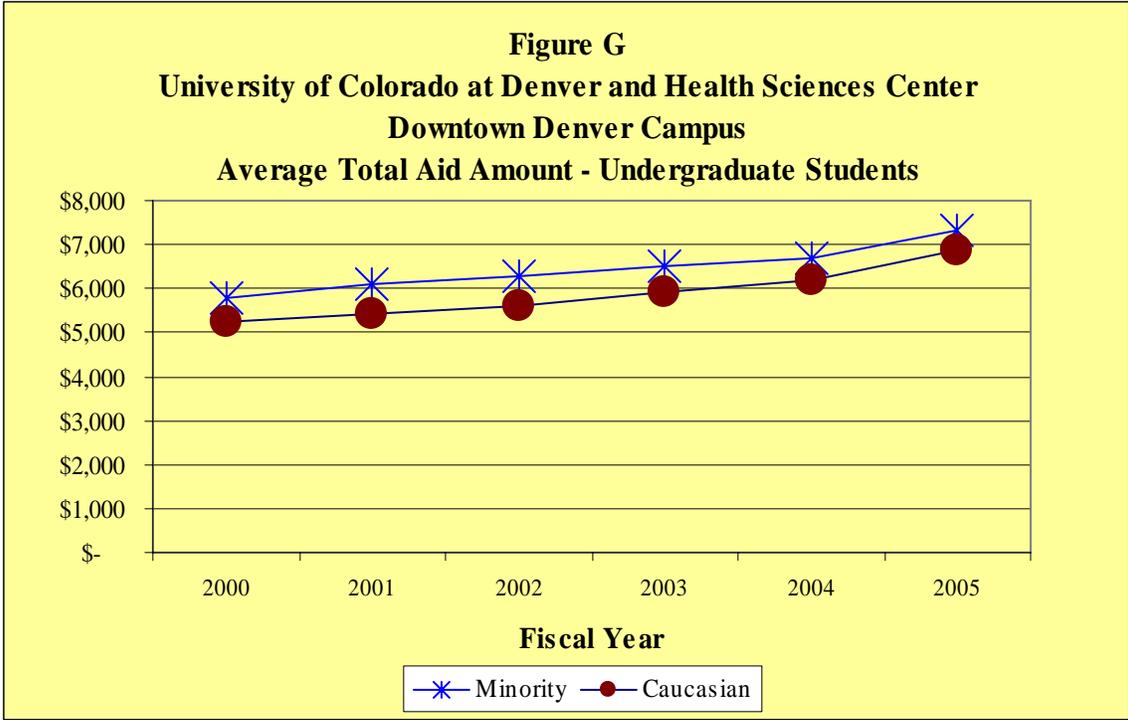
The university has more than doubled its financial aid budget over the last four years. Increases in institutional financial aid have been used to increase access and diversity during years of significant tuition increases and budget shortfalls. As shown in table 4, a greater portion of the university's unrestricted budget (funds appropriated to the university from the state) is being allocated to financial aid. In fiscal year 2004, the financial aid budget increased 18 percent while the unrestricted fund budget declined. In fiscal year 2005-2006, the financial aid budget increased almost 62 percent and an additional 20 percent, while the unrestricted fund budget only increased 10 percent and 6 percent respectively.

**Table 4: University of Colorado at Denver and Health Sciences Center  
Institutional Aid Budget and Unrestricted Fund Budget**

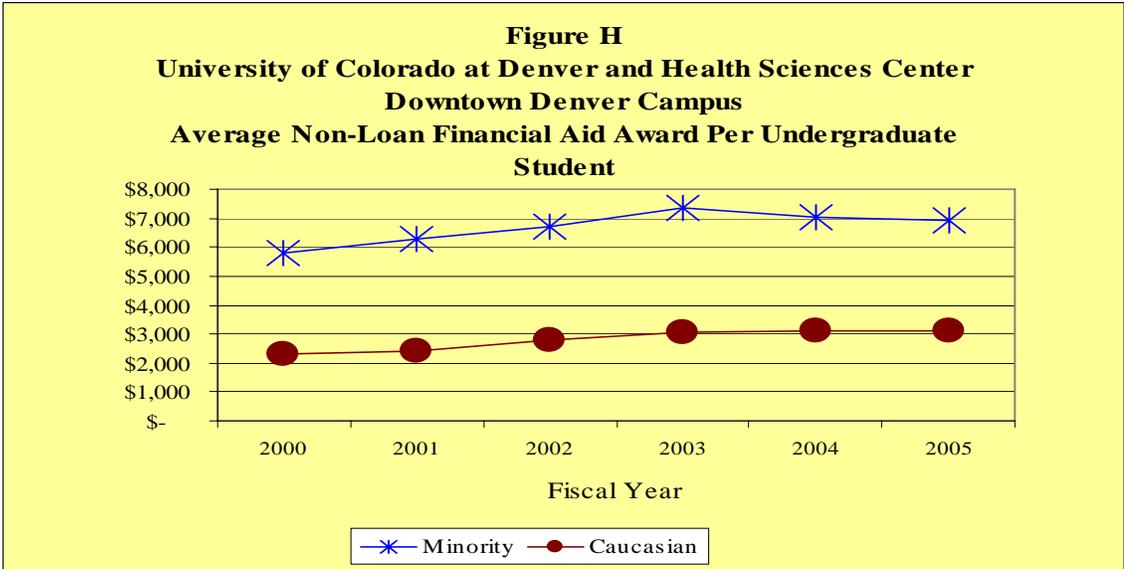
Budgets	FISCAL YEAR			
	2003	2004	2005	2006
Total Institutional Aid Budget	\$ 2,965,106	\$ 3,503,560	\$ 5,668,896	\$ 6,801,628
Institutional Aid \$ Increase		\$ 538,454	\$ 2,165,336	\$ 1,132,732
Institutional Aid % Increase		18.2%	61.8%	20.0%
Total Unrestricted Fund Budget	\$ 215,043,788	\$ 213,783,294	\$ 235,858,399	\$ 251,520,101
Unrestricted Budget \$ Increase		\$ (1,260,494)	\$ 22,075,105	\$ 15,661,702
Unrestricted Budget % Increase		-0.6%	10.3%	6.6%

**Student Financial Aid.** Student financial aid awards are comprised of a combination of various federal, state and local sources. They also include various types of awards including: grants/scholarships, loans and work-study awards. Financial aid resources may vary by the institution and level of student. Depending on the student's financial need, the amounts and types of awards will vary. For the downtown Denver campus, appendix B (tables 28-34) includes financial aid data by: 1) Total average financial aid (all sources and types) per student by ethnicity and level; 2) Nonloan financial aid (scholarship/grant and work-study) per student by ethnicity and level; and 3) Loan aid per student by ethnicity and level. For health sciences programs, only total average financial aid (all sources and types) per student by ethnicity and level was available. It is important to note that the number of students receiving loan versus nonloan aid is different, and an individual student may or may not receive both types of aid.

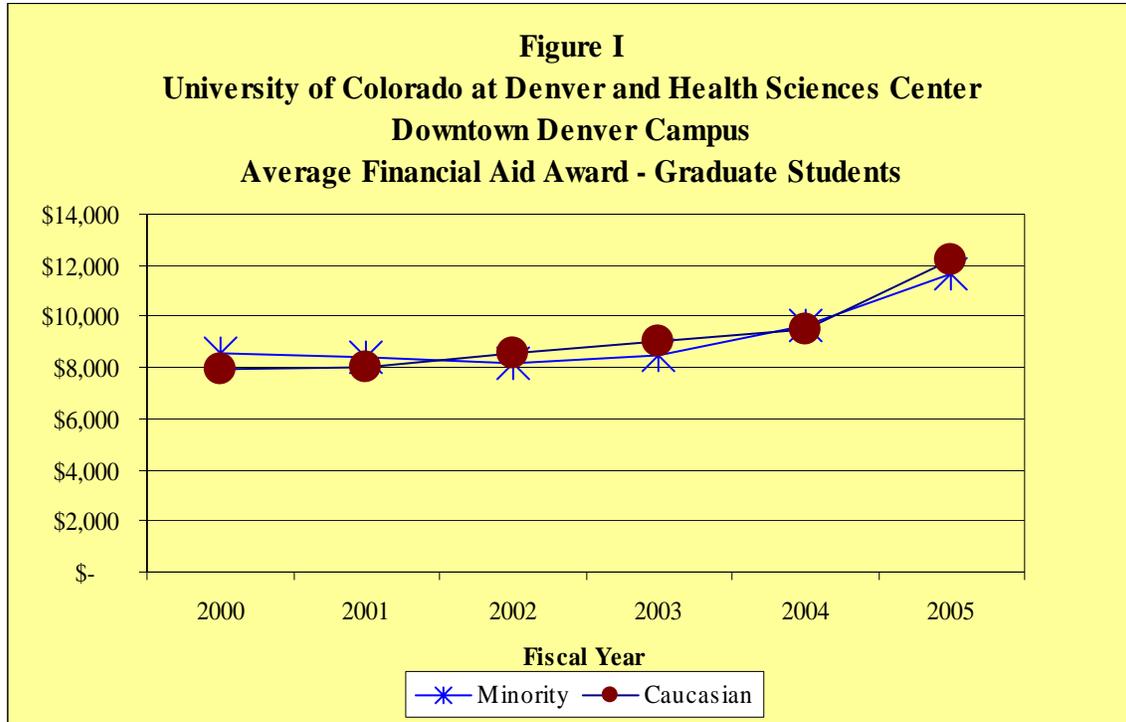
**Downtown Denver Campus Undergraduate Students.** From fiscal year 2000 through fiscal year 2005, the total amount of financial aid per student has increased; more students have received more money. As shown in figure G, minority students on average received several hundred dollars more in financial aid than Caucasian students over this time period.



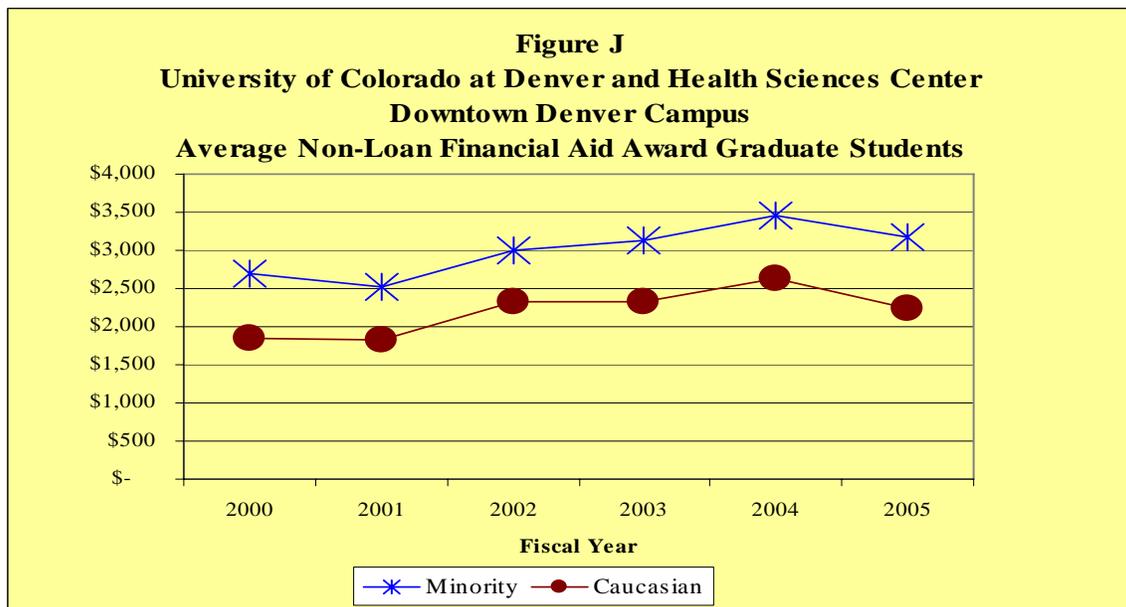
**Nonloan sources.** On average from fiscal year 2000 through fiscal year 2005, undergraduate minority students at the downtown Denver campus received more money from nonloan sources than from student loans. As shown in figure H, minority students received more than twice as much nonloan aid as Caucasian students over this time period.

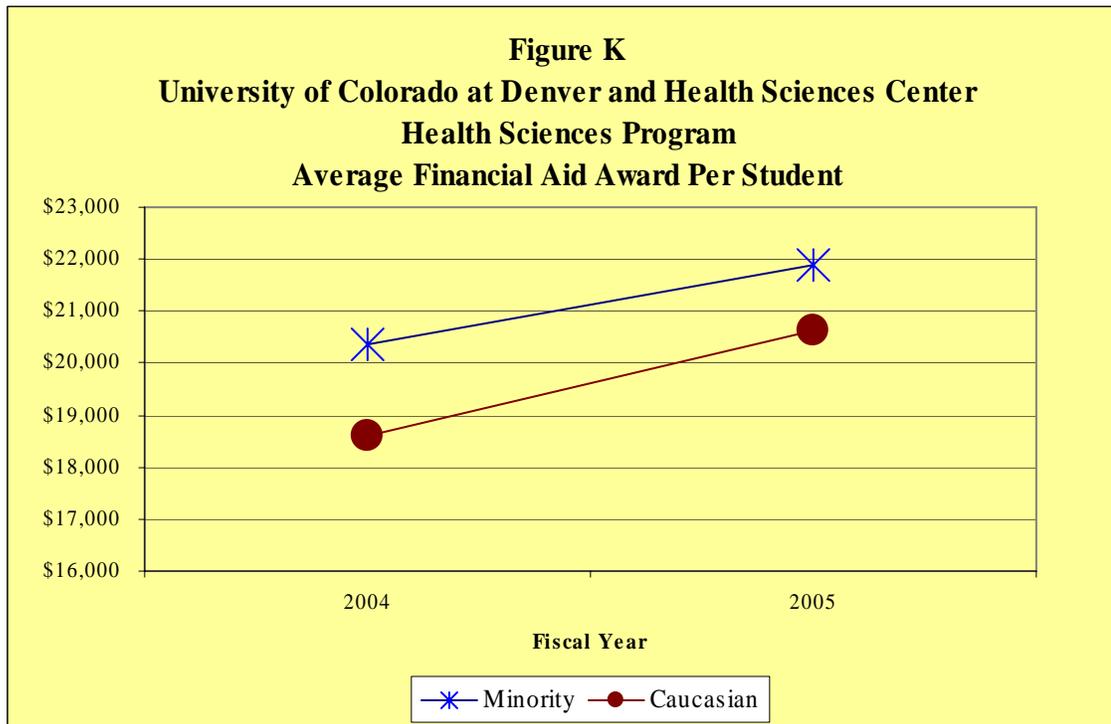


**Downtown Denver Campus Graduate Students.** From fiscal year 2000 through fiscal year 2005, the total amount of financial aid per graduate student has also increased; more students have received more money. As shown in figure I, Caucasian students and minority students received comparable amounts of financial aid.



**Nonloan sources.** When comparing average nonloan aid over this time period, minority students received an approximate average of \$800 more than Caucasian students. This trend is shown in figure J.





**Students in Health Sciences Programs.** Financial aid data are not available by student level. Only the total average financial aid award per student has been analyzed. As shown in figure K, from fiscal year 2004 through fiscal year 2005, average financial aid awards per student increased. Minority students received more financial aid than Caucasian students. In fiscal year 2004, the average award for minority students was \$1,740 more than Caucasian students, and in fiscal year 2005, the average award for minority students was \$1,280 more than the average award for Caucasian students.

### **Recruitment and Pipelines**

To remedy the lack of preparedness in the applicant pool, the University of Colorado at Denver and Health Sciences Center has committed to increasing the size of the qualified applicant pool. In order to assist P-16 education, the university offers:

- pipeline programs
- educational partnerships targeted to P-16 students to improve their qualifications and raise their expectation of attending college, as well as graduate and professional school
- research related to educational policy
- recruitment and admissions activities

### **Pipeline Programs**

The creation and development of pipeline programs is essential to the recruitment efforts of the University of Colorado at Denver and Health Sciences Center. The success of precollegiate programs directly impacts the ability to recruit and matriculate students, especially those from underrepresented and

economically disadvantaged backgrounds, because programs of this nature provide students with the hope that higher education is accessible and within reach.

The university offers precollegiate programs that work to make higher education accessible, affordable and responsive to first generation and/or underrepresented students and learners on all campuses through the Center on Pre-Collegiate Programs on the downtown Denver campus and the Health Sciences Center's Office of Diversity. Both programs prepare students to attend college and ultimately pursue advanced degrees. The Health Sciences Center's precollegiate programs are complemented by a new program initiative, the undergraduate prehealth program. This program will work with undergraduates from underrepresented groups to ensure they are well prepared to enter graduate and professional programs in the health professions.

Two highly successful programs are CU-Succeed Silver and CU-Succeed Gold Programs. CU-Succeed offers juniors and seniors the opportunity to get a head start on college by earning college credit while still in high school. Courses are taught using the same academic quality and rigor as those taught at the university. This program served 4,670 students from 74 high schools, of which 24 percent were students of color. In 2006, CU-Succeed will expand into four new Denver high schools with minority populations of over 90 percent. This expansion should have a direct impact on the number of students of color entering into the program.

Other effective pipeline programs are managed within specific schools and colleges, such as the School of Medicine's Area Health Education Center, Cancer Center summer student internship, Summer Health Institute, and postbaccalaureate program. The School of Medicine's postbaccalaureate program identifies students from underrepresented groups for admission who would benefit from a year of rigorous preparation in advanced science courses. Twenty-four of the 27 (89 percent) post-baccalaureate students, entering from 1995 through 2004, successfully completed the post-baccalaureate program and entered the university's School of Medicine. Of the ten students who entered the School of Medicine from 1996 through 2000, all graduated by May 2005.

Examples on the downtown Denver campus include the College of Liberal Arts and Sciences' Advancement via Individual Determination program, which pairs undergraduate students with middle and high school students in order to tutor/mentor academically disadvantaged students. This program has placed undergraduate students in Cherry Creek, Aurora, Jefferson County, Denver, Mapleton and Adams County school districts.

Statistics show that the downtown Denver campus has experienced relative success through the transfer of students. By taking a strategic approach, the university has created partnerships with area community colleges. One program with the Community College of Denver assures that those students who complete a Community College of Denver two-year program can continue their four-year degree with the university. Currently the pilot program has resulted in the matriculation of 33 students. Both institutions are scheduled to submit a federal Title V grant in March 2006. If funded, the estimated value over five years would be \$3 million, and a projected 170 students would matriculate over four years.

### ***Educational Partnerships***

The university leverages the talents of its faculty and staff, utilizing their knowledge and research to inform the skill sets, operations and training of educational organizations. The School of Education and Human Development is a campus leader in working directly with P-12 educational systems throughout the metropolitan Denver area. Their work not only pertains to underrepresented students but also special education and students with disabilities. Examples of their educational partnerships include:

- The Bilingual English as a Second Language Network is focused on increasing the effectiveness of the education of K-6 linguistically diverse students and the programs that serve them. Forty-four (44) university level courses have been taught and/or co-taught by the joint faculty of the network (university professors and teacher leaders). Approximately 400 participants have benefited from Bilingual English as a Second Language professional development.
- The National Center for Culturally Responsive Educational Systems provides technical assistance and professional development to close the achievement gap between students from culturally and linguistically diverse backgrounds and their peers, and to reduce inappropriate referrals to special education.
- The National Institute for Urban School Improvement develops powerful networks of K-12 urban school districts and schools that embrace and implement a data-based, continuous-improvement approach for inclusive practices in the area of special education and disabilities.
- The Mentoring Institute for Latino(a) Leaders recruits and prepares Latino(a) educators for leadership positions. The goal is to increase the number of Latino(a) educators in leadership positions in school districts. The project, directed by volunteer Latino(a) public school administrators, has partnered from its inception with the School of Education and Human Development to recruit Latinos(as) into the principal preparation program and into the doctoral program.

Additionally the School of Education and Human Development is in a collaborative arrangement with the College of Liberal Arts and Sciences to produce the next generation of teachers, known as the Education Scholars for Urban Youth. The program's primary target audience is minority students who are interested in pursuing a career in education. The program is scheduled to begin in late 2006.

### ***Dissemination of Research in the Area of Education***

The university has developed a variety of research centers charged with providing information and data on a variety of public policies. Several centers work to examine issues directly related to education, such as the Graduate School of Public Affairs Center for Education Policy Analysis. This center works to provide timely and rigorous analysis of education policy issues in Colorado and the United States. Recent projects include: a project on early childhood programs for low-income families in Colorado; research on parent outreach and information programs; research on school finance in Colorado; and achievement gap issues in various districts and in the state of Colorado.

Other centers, such as the School of Education and Human Development's PARA Professional Resource and Research Center, conducts research that generates new information about the employment, training, and supervision of paraeducators who work in typical classrooms, special education, bilingual education, and Title I programs, as well as in school library/media centers, health rooms, playgrounds, lunchrooms and on school buses. Approximately 23 percent of paraprofessionals who participate in training are students of color. Policy makers use knowledge generated by the center to make key decisions in school districts regarding employment and training practices. The work provided by centers like these help the University of Colorado at Denver and Health Sciences Center respond directly to issues pertaining to P-12 education. The impact of such partnerships will hopefully translate into the ability of the university to recruit and retain more students and faculty, especially those from traditionally underrepresented and disadvantaged communities.

### ***Admissions Outreach Activities***

The undergraduate admissions office actively participates in regularly scheduled activities, such as college day/night programs, college fairs, individual visits to high schools and community colleges, career fairs, adult student fairs, and specific programs targeted at the recruitment of first generation and low income students. The admissions office's outreach activities are often sponsored with other units (e.g., the Education Opportunity Program and the Office of Student Life).

Examples at the school and college level include the Summer Enrichment Program in the School of Pharmacy, which offers academic preparation, learning skills preparation, and practical experience through an eight-week summer program worth six credit hours. The School of Business' Opportunity Day breakfast hosts Denver-area high school juniors and seniors interested in pursuing their college careers.

Further, the Office of International Education works to recruit international students. On average, the office has approximately 18,000-20,000 international student marketing impressions every year. Approximately 8,000-10,000 inquiries are generated from these contacts. For 2005, the Office of International Education had 719 applications, admitted 364 students and enrolled 200 students. Additionally, many schools and colleges have created programs that actively recruit in international countries. As Denver becomes an international city, the university also becomes a campus of choice for international students. The School of Business' Exchange Program with Ed-Hec (France) and the University of Incheons (Korea), and the Graduate School of Public Affairs' memoranda of understanding with three governmental agencies and foundations in Korea and China represent examples of such programs.

The Health Sciences Center recruitment focus is primarily on attracting diverse students. Many more students apply to health professions and science programs than can be accepted. Therefore, resources are devoted to increasing the number of diverse students. Most of the active recruitment is handled through the Office of Diversity by visits to colleges across the state.

### ***Agenda for Action for Student Recruitment and Pipelines***

- Continue to use precollegiate and pipeline programs to strengthen the academic skills and knowledge of students so they may realize the opportunities that higher education present.
- Use research centers to inform P-12 educational policies and practices.
- Prepare middle school students to meet the rigorous demands of health professions and engineering by strengthening their knowledge in the areas of math and science.
- Strengthen recruitment efforts throughout the state of Colorado, the region, the nation and global society through the Office of Admission, Office of International Education, and the schools and colleges.
- Analyze and understand the university's admission funnel.
- Obtain needed resources (e.g., personnel and money) to strengthen P-12 partnerships, precollegiate, and pipeline programs.
- Increase funding for educational policy research and training that can be used to inform policy makers and practitioners.
- Increase coordination and collaboration across recruitment and pipeline programs.
- Develop more programs aimed at targeting African American and Native American students.
- Incorporate retention tools into overall recruitment strategy in order to illustrate the unique aspects of the university, such as university housing. (See Section VI - D: Student Retention and Graduation Rates.)

## C. Faculty and Staff Recruitment

Recruitment of a diverse and inclusive faculty and staff is a continuing challenge for the university. The Health Sciences Center Office of Diversity and the downtown Denver campus Faculty Fellow for Inclusion, in collaboration with the schools and colleges and other administrative offices, have turned their attention to support a number of campus-wide activities and programs aimed at recruiting diverse workforce.

The single largest undertaking to support faculty and staff recruitment was the development of search committee training. Most search committees want to produce highly qualified, diverse applicant pools but lack the resources and expertise to do so. The successful recruitment of underrepresented faculty and staff depends on committed and trained search committee members. Thus, a classroom-based training program was developed, followed by a similar program available online. To date, more than 400 faculty and staff have completed the training. Participants of the training learn availability of various campus experts to support particular searches. For example, the directors of Diversity and Inclusion for both the School of Medicine and the downtown campus support faculty searches. The directors serve as a resource for customized searches to include identifying additional recruitment venues to increase the number of women and minorities in the applicant pool and for search committee chair or committee member questions during a search.

Further recruitment activities are focused on particular groups. For example, the Graduate Medical Education office has training programs focused on the recruitment of minority resident physicians. The goal of this program is to increase the number of underrepresented, minority resident physicians in the primary-care residency programs through more active recruitment, education to selection committees, and targeted recruitment efforts and materials. The expectation is that a number of these underrepresented resident physicians will remain in Colorado after completion of their training as health care providers and faculty physicians.

Additional support for each of the school and college search committees come from the development of specialized networks that provide opportunities for job postings to specific underrepresented groups, attendance at job fairs that focus on underrepresented groups, and specific outreach to community groups. Resources, such as the Michigan Database (an electronic resource that lists numerous associations and

**Dr. Betty Crow (a fictitious name), an African American surgeon, is being recruited by the School of Medicine for a faculty position. Dr. Crow has been formally given a letter of offer but has concerns about the lack of diversity she observed during her campus visit. To encourage Dr. Crow to accept the offer and alleviate her concerns about the climate for her and her family, the Department has asked Dr. Larry Houston (a fictitious name) to call Dr. Crow. Dr. Houston is an African American physician in another department and has lived in the area for several years. Doctors Crow and Houston have a frank discussion about the campus and local climate. Based on this discussion, Dr. Crow decides to accept the offer and move to Colorado. After several weeks on the job, she begins to second-guess her decision. Although, Dr. Houston has been very supportive, they rarely have an opportunity to visit.**

**Dr. Crow is now feeling very isolated...she wonders who in this department can relate to her issues?**

professional organizations for underrepresented faculty), and postdoctoral fellowships help departments to recruit new doctoral graduates to the university in the hopes of retaining them into tenure track positions.

The university's use of the human resource management system has increased the quality of applicant data, records of recruiting efforts, and follow-up opportunities with search committees. As part of a planned upgrade, the university will add an electronic recruit (e-recruit) module similar to popular online recruitment Web sites such as Monster.com. The new module will improve the data even more by allowing applicants to enter their own information, and it has some diversity oriented features, including the ability to scan the entire applicant database for targeted recruiting efforts and direct e-mail notifications of new announcements. Finally, the Office of Human Resources is developing a new campus-wide advertising strategy that will use the data from the e-recruit module to combine resources across the campus. This will allow the university to negotiate better access and pricing for advertising sources, including several hundred diversity Web sites and e-mail distribution lists that are not currently reached.

Successes in utilizing new resources and sending intentional messages are evidenced in the the most recent hires on the downtown Denver campus. For example, the Business School hired two faculty of color; the College of Arts and Media hired one new minority faculty member; the College of Architecture and Planning successfully recruited one tenured professor of color; and the College of Liberal Arts and Sciences hired one new tenure-track professor of color.

Issues that impede faculty hiring include dual-career couples, the perception of the social environment in Colorado, non-competitive salary levels, and having to overcome the negative publicity for the university. Additionally, the downtown Denver campus needs to stabilize faculty lines. Instructors teach a significant amount of credit hours, approximately 30 percent of the student credit hours, while 35 percent are taught by tenured and tenure-track faculty and 35 percent are taught by lecturers and others. Further, a significant number of tenured faculty will be eligible to retire in five years: of the tenured and tenure-track faculty at the downtown Denver campus, 38 percent will be 60 years of age or older in five years. To help remedy this problem, the Office of the Provost has created a faculty stabilization fund that will invest \$2 million each year for the next five years.

For staff, especially high-level administrators and officers, these same issues exist. At this level, search committees are also trained to help increase the number of minority applicants in the pools. Intentional leadership, recruitment strategies, and messages are needed to yield successful minority hires in this area. For example, through the leadership of the provost, a highly qualified person of color was hired at the associate vice chancellor level. Similar messages are being voiced to high-level administrative searches, such as the College of Liberal Arts and Sciences dean search. The university must continue to have serious and intentional leadership in this area.

### ***Action Agenda for Faculty and Staff Recruitment***

- Require schools and colleges to adopt specific goals around the recruitment of diverse faculty, similar to the School of Medicine and School of Education and Human Development.
- Continue to require all search committee members to go through search committee training.
- Expand the use of the expedited search process when highly qualified underrepresented faculty are identified, as in the case of the College of Architecture and Planning, School of Education and Human Development, and the Graduate School of Public Affairs.
- Implement electronic employment application process to increase ability to attract underrepresented faculty and staff.

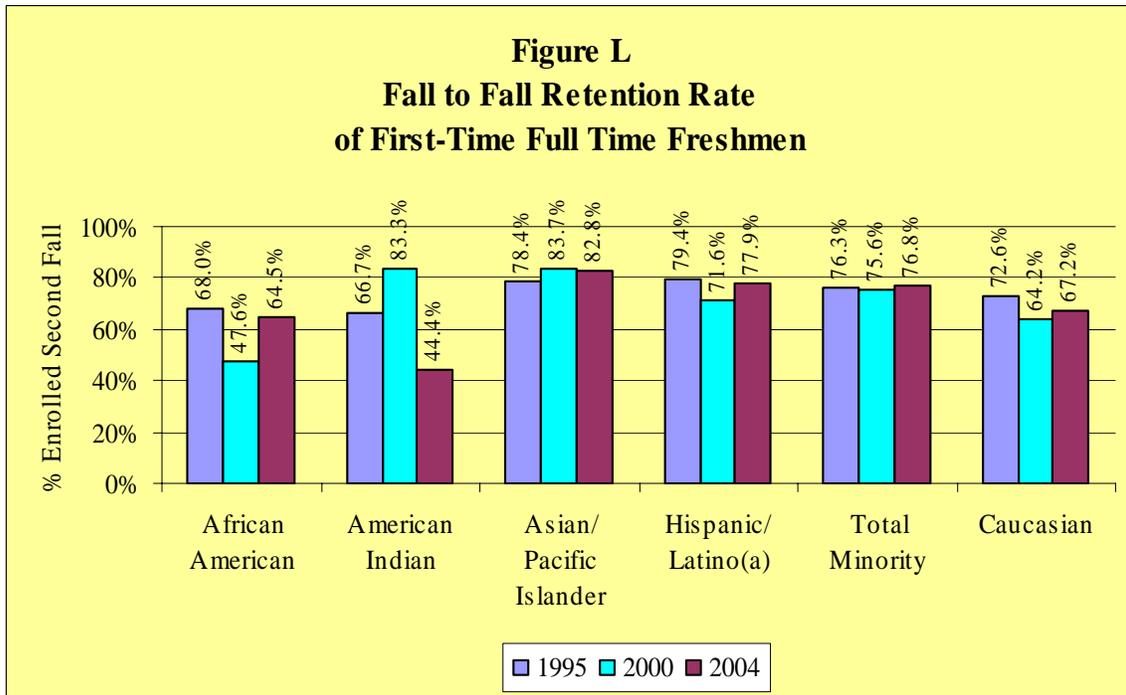
- Help senior administrators and officers recognize the importance of sending strong messages regarding the recruitment of underrepresented faculty, staff, and administrators.
- Increase the number of underrepresented officers and high-level and mid-level administrators.
- Find resources and job opportunities for spousal hires.
- Deal with the challenge of 38 percent of tenure track and tenured faculty eligible to retire within the next five years.
- Consolidate university employment advertising budgets to maximize diversity recruitment.

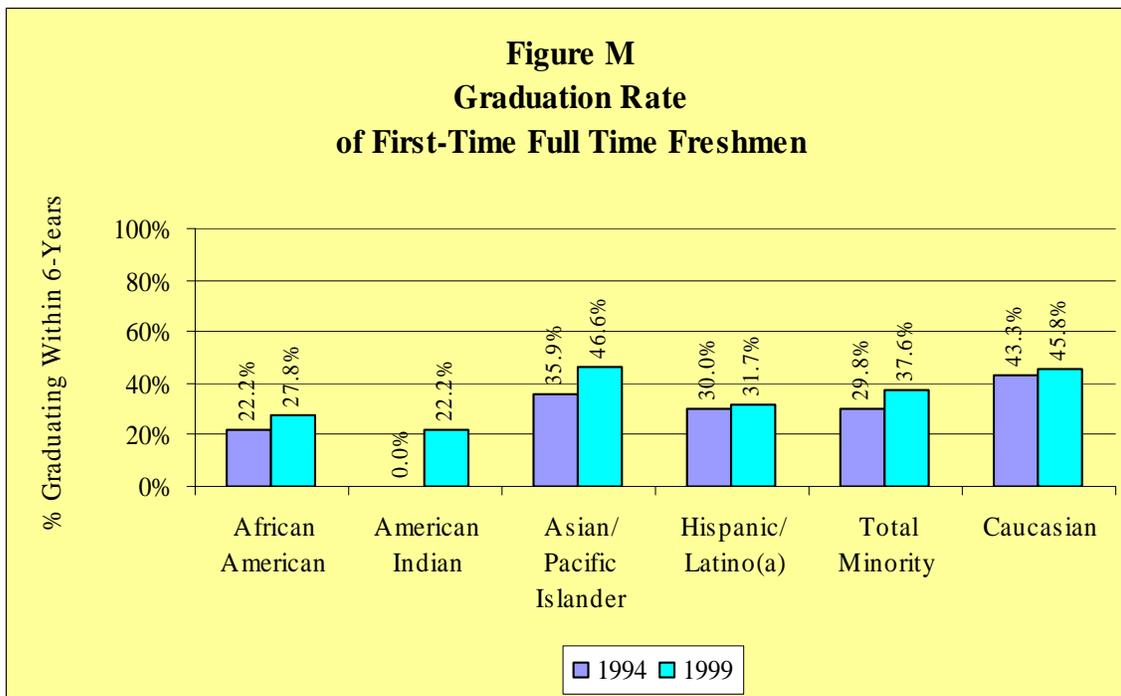
## D. Student Retention and Graduation Rates

While the university does a good job of attracting and retaining first-time freshmen minorities to the second fall, the university's record for graduating those undergraduate minorities has not been as successful. In the most recent fall-to-fall retention rate, 77 percent of minorities were enrolled in the second fall compared to 67 percent of Caucasian students. (See figure L.) In the most recent graduation cohort, however, only 38 percent of minorities graduated in six-years compared to 46 percent of the Caucasian students. (See figure M.) The university is also not doing as well as peer institutions when comparing graduation rates. The University of Colorado at Denver and Health Sciences Center is sixth out of 11 peers for nonminority graduation rates and eighth out of 11 peers for minority graduation rates.

Retention rate trends for undergraduate transfers have been similar to the first-time freshmen trends. In most years, the minority rate has been higher than the nonminority rate. However, in the most recent year, the nonminority rate (71 percent) was above the minority rate (70 percent). Retention for first-time graduate students is higher than the undergraduate retention rates. This is true for both minorities and nonminorities. However, the minority retention rate at the graduate level was consistently below the nonminority rate.

The Health Sciences Center has historically been able to retain and graduate a very high percentage of all the students admitted to any of its schools. There is not a significant difference in the graduation rate of minority and nonminority students or between male and female students. First professional programs are very selective, and it is unusual for any students to drop out. No race/ethnicity differences in retention were noted at the first-professional level.





There is no nationally defined methodology to calculate graduation rates for transfer, graduate or first-professional students. In order to determine graduation rates for new transfer undergraduates, the percentages of 1995 and 1999 cohorts who graduated within 6 years were calculated. Overall, a little more than 50 percent of the new transfers in 1995 graduated within six years; a bit less than half of those entering in 1999 graduated in six years. The minority graduation rate for both cohorts was higher than the nonminority rate, driven by relatively high graduation rates among Hispanic/Latinos(as) and, especially, Asian/Americans.

Similarly, the three-year graduation rate for new master's students was calculated utilizing cohorts entering in 1995 and 2004. For both the 1995 and 2004 cohorts, more than 50 percent received their degrees within three years of entering their programs. The percentages for minority master's candidates, however, were substantially lower—48 percent for the 1995 cohort and 43 percent for the 2004 cohort.

For doctoral students, only one starting cohort was assessed, using those students beginning in 1998, in order to calculate a seven-year graduation rate. More than half (55 percent) of the doctoral students who started in 1998 completed their PhDs by 2005. The minority graduation rate was slightly lower at 33 percent.

Finally, the six-year graduation rate of new first-professional students was calculated at the Health Sciences Center for those entering in 1995 and 1999. More than 90 percent of entering students in both of these years graduated within six-years. The minority graduation rate was slightly lower than the nonminority rate for the 1995 cohort and slightly higher for the 1999 cohort. Completions were particularly high for the few Native Americans (100 percent of 1995 and 1999 cohorts) and for Asian/Pacific Islanders (92 percent for the 1995 cohort, 100 percent for the 1999 cohort).

## **Degrees Awarded**

*Bachelor's Degrees.* The percent of bachelor's degrees awarded to students of color has increased slightly from 20.6 percent in 1996 to 22.6 percent in 2005. Most of that increase was in degrees awarded to Hispanic/Latino(a) and Asian/Pacific Islander students, while the number and percent of degrees awarded to African American and American Indian students did not increase over ten years.

*Master's and Postsecondary Certificates.* Over the same time period, the percent of master's and postsecondary certificates awarded to students of color overall increased from 8.7 percent to 12 percent. The number of degrees awarded to Hispanic/Latino(a) students more than doubled over the ten-year period (from 50 to 115) and the number awarded to Asian/Pacific Islander students almost doubled (from 39 to 76). However, the number of degrees awarded to African American students remained the same (28) and the number awarded to American Indian students decreased by half over the ten year period from 12 in 1995 to five in 2005.

*Doctorate Degrees.* Overall the number of doctoral degrees awarded remained fairly constant from 1995 to 2005 (at about 75). However, the number awarded to students of color decreased from 12 in 1995 to nine in 2005. The majority of that decrease is in degrees awarded to African American students (three in 1995 down to zero in 2005).

*Health Professional Degrees.* Unlike the trend for the bachelor's, master's, and doctorates, there is a positive change in the number and percent of health professional degrees awarded to African American students in 2005 over 1995 (from one in 1995 to 14 in 2005). Degrees awarded to American Indian students remained the same, but the number of degrees awarded to both Asian/Pacific Islanders and Hispanic/Latinos(as) increased significantly from 1995 to 2005 (Asian from 10 to 43 and Hispanic/Latino(a) from 13 to 25).

## **Unknown Ethnicity**

The determination of numbers for both the enrollment and degrees awarded categories has shown a significant increase in the numbers of persons who indicate the "unknown ethnicity" category. This is challenging because, as more and more students are choosing not to disclose their ethnicity, it becomes more difficult to determine whether changes in various categories of ethnicity are due to real increases or decreases in that population or are because of increases in the numbers of students with unknown ethnicity. For example, students who identify as being biracial or multiracial face a difficult dilemma when forced to choose between their ethnic heritages. This type of decision often creates internal conflict, so students will choose to identify with "other," "unknown" or simply not disclose.

## **Retention Programs and Services**

Given the undergraduate graduation and retention rates and the overall size of the underrepresented population, the need for strong support systems is ever present. Currently, the University of Colorado at Denver and Health Sciences Center delivers a system of support through a variety of offices and student groups. All student support systems are extended to all students regardless of their race/ethnicity, sexual orientation, gender, veteran status or ability status. Yet the university has intentionally designed several programs to meet the specific needs of underrepresented populations. All support services are designed to not only assist students academically, but to offer assistance and/or referrals for issues that may affect a student's ability to succeed, including economic and social support. (See appendix E.)

For example, the downtown Denver campus provides, under the auspices of student affairs, offices such as the Career Center, Disability Resources and Services Office, Student and Community Counseling Center, the Writing Center, Center for Learning Assistance, Student Advocacy Center, TRIO Program (i.e., Student Support Services and the McNair Program), the Office of Student Life (which oversees a myriad of student groups), and the Gay Lesbian Bisexual Transgender Student Services through a tri-institutional arrangement; and the Educational Opportunity Programs: Black Student Services, Hispanic Student Services, American Indian Student Services, and Asian Student Services. Other supports include the Auraria Day Care Center, the Health Clinic and the Physical Education Center.

In order to retain students from underrepresented groups, the Health Sciences Center has developed a variety of support programs. The Gay, Lesbian, Bisexual, Transgender and Intersex Committee focuses on issues of concern for faculty, staff and students and exists under the auspices of the Health Sciences Center Faculty Assembly. The Student Assistance Office administers the Tutoring/Learning Assistance Program at the Health Sciences Center. Students who are failing or in danger of failing any of their classes may come to the office for tutoring that is provided at no cost to the student.

Additionally, each school and college offers retention activities through the support of student clubs. For example, the Business School supports student groups such as the African American Business Student Alliance, the Minority Business Club, and the Hispanic Business Student Association. The School of Education supports the Doctoral Students of Color, while the Graduate School of Public Affairs supports the Franklin James Student Organization and a chapter of the American Society of Public Administrators. The College of Engineering works with the Society of Hispanic Professional Engineers, the Society of Women Engineers, and the National Society of Black Engineers. (See appendix D.)

The university has also developed campus-wide programming that provides an opportunity to learn and share the views and ideas about diversity and inclusion throughout the year. Event programming includes:

- Health Sciences Center Celebrate Diversity monthly series
- Health Sciences Center and downtown Denver Offices of Student Life event programming
- Downtown Denver campus Diversity Summit
- School of Medicine's Health Disparities Research Exchange Forum
- College of Arts and Media's Denver Live! Series and Performing Arts Series
- Auraria Library's diversity programming

Events are advertised and communicated through various mechanisms including campus distribution lists (such as PostExpress, HSC-Announce, UCiversity Listserv) and the campus newspaper.

The University of Colorado at Denver and Health Sciences Center finds that support services and event programming not only help to retain underrepresented students but also provide platforms for the community to come together to discuss issues and learn from each other. However, the university still needs to work to increase the staffing of support programs and find more resources to strengthen services and offerings.

While retention programs and services are important, equally important are those offices that provide academic assistance, such as the Academic Advising Center, which provides help to new freshmen and transfer students in the form of academic advising, schedule planning, time management, personal support and referrals to other on-campus resources, and the Center for Learning Assistance, where students go to get help or insight with class assignments, course-loads, and study skills.

Technology also plays a key role in retention and graduation efforts. Additional resources are needed to support initiatives, such as Early Alert and GoalQuest. In Early Alert, the student academic support-services' staff identifies potential at-risk students once the semester has started. Often, these programs will give faculty the opportunity to identify struggling students (e.g., low attendance, failed exams, low participation). Faculty will typically fill out a form (hard-copy/electronic) identifying the student/challenges and then forward it to the appropriate support staff for follow-up with the student.

GoalQuest is directed toward the retention of first-year students. It is an electronic support system where first-year students receive electronic information to assist with their social and academic transition to the university.

For the first time in the history of the University of Colorado at Denver and Health Sciences Center, the university has initiated the development of residential apartments to open fall 2006. These new residential facilities will provide new and continuing students with a residential academic experience programmed to ensure a successful academic and social transition. Research has shown that students who live in university housing are more likely to succeed academically, have better grade point averages, improved retention, increased student satisfaction, and higher graduation rates than students who choose to live off campus.

### ***Agenda for Action for Student Retention***

- Extend downtown Denver campus student support services to students on the Health Sciences Center campus.
- Maximize the new student information system to improve tracking of student information.
- Provide students with more tools so they can track their academic progress.
- Develop ways to encourage students to disclose their ethnicity to better measure need and impact.
- Understand and implement strategies for improving the graduation rate for underrepresented students.
- Obtain resources (e.g., personnel, time, and monetary) to support existing, new, and innovative support systems targeted at retention.
- Develop and standardize metrics to evaluate student retention services.

## E. Faculty and Staff Retention

Issues pertaining to faculty and staff retention are becoming increasingly salient. Although recruitment is important, it is equally important to have institutionalized support and tools to retain faculty once they are members of the university. A recent cohort study shows that out of a group of 19 tenure-track faculty who were hired in 1998-1999 on the downtown Denver campus, 8 (42 percent) received tenure, 10 (53 percent) left the downtown Denver campus, and 1 (5 percent) is in an administrative position. The university recognizes the need to collect data to understand why faculty may leave the institution.

A collaborative team created an online training program in the area of retaining diverse faculty. This online training provides best practices for senior administrators and department heads to adopt as they create their own retention and mentoring practices. The training was launched in December 2005.

This type of training is supplemented by various school and college initiatives aimed at the retention of minority faculty. For example, the School of Medicine and the School of Education and Human Development have each launched an extensive faculty mentoring program designed to support and mentor junior faculty during their untenured years. An important feature of these mentoring programs is the creation of cohort groups. The cohort experience creates additional support for participants by affording opportunities to junior faculty members to support each other in a myriad of ways.

The downtown Denver campus Center for Faculty Development offers ongoing support to instructors and faculty in the form of faculty development grants, which help to support conference attendance, converting courses to new technologies, and etcetera. The Young Upwardly Mobile Professors program provides support to untenured, tenure-track faculty to help defray professional costs, and the Senior Upwardly Mobile Professors provides similar support to tenured faculty.

The reward structure on the downtown Denver campus also affects retention. One issue that falls within this category is the

**Assistant Professor Jay James (a fictitious name) is an Native American male who has been at the university for four years. Generally, he has found the climate on the downtown Denver campus to be welcoming, although he wishes that there were more faculty members of color, and he has found it difficult at times to balance his teaching, research, and service – especially since he is frequently asked to serve on various committees. For his comprehensive review, he prepared a dossier without much assistance. After receiving feedback that the teaching section of his dossier was found deficient, Dr. James approached the Center for Faculty Development for help. After all, his student evaluations were typically high; and students saw him as organized, enthusiastic, approachable and a fair grader. His question—“What more do they want?”—reflects his confusion and frustration. During consultation, Dr. James realized that he had not included many legitimate activities in the teaching section or had, instead, put activities into the service section that should be included in the teaching section. He expanded the teaching section of his dossier to include sections on student satisfaction, student advising and mentoring, professional development, peer evaluations of teaching, curriculum and program development, and examples of course materials and student assignments. Will his revised dossier be viewed more positively upon a second review by his primary unit?**

reappointment, tenure, and promotion process. The criteria for awarding tenure are at the school, college, or department level. Issues of concern raised by underrepresented faculty show a perceived lack of connection between the process of awarding tenure and promotion and the realities associated with being a tenure-track or tenured faculty member. These include:

- Higher service demands and/or expectations to participate in areas related to service
- Lack of understanding among colleagues about diverse research areas
- Feelings of isolation when preparing dossiers for comprehensive reviews and tenure/promotion reviews

These types of issues are being discussed in numerous forums including, the academic master phase II reward group and within each school and college.

Retention efforts are also supported through the creation of accountability systems. For example, the School of Pharmacy includes a paragraph in the new faculty and administrator letters of offer that highlight the importance of diversity and professionalism. The statement reads:

*Before closing this letter of offer, I would like to emphasize a few final, very important points. I expect every member of the faculty to strongly support the school's commitment to the promotion of diversity, to exhibit characteristics of concerned good citizenship and to demonstrate a high level of collegiality throughout the tenure of their faculty appointment. You should acquaint yourself thoroughly with the school's diversity plan and work diligently to pursue its objectives and become conversant with the school's mission, goals and strategic initiatives and actively involved in their accomplishment. As a faculty member in the School of Pharmacy, you will be expected to demonstrate a sincere interest in the welfare of the school and its students at all times. If any of the matters discussed in this paragraph are inconsistent with your own priorities or personal convictions, or if you feel they may seriously conflict with or constrain your career goals, it would only be fair for you to decline this offer of employment at this time.*

Statements such as these help to assure that the university retains only those faculty and staff who are truly dedicated to the university's diversity and inclusion efforts.

Career advancement is a critical element of retention. Employees who wish to advance their careers have a variety of university resources. All employees may take up to six course hours, tuition free, each year. Staff may apply for professional development funds to attend conferences, training or other professional development opportunities. Staff and faculty in leadership roles are provided professional development several times during the year through the university's Leadership Development Institute. Although training opportunities are available to all faculty and staff; it is sometimes difficult for staff to find time out of their schedules to attend. Additionally, there few are resources available to staff seeking professional development outside of the university.

The university benefits program is designed to support employees in a variety of life situations. The parental leave policy provides time off for childcare in the early months of birth or adoption. Various disability policies and programs support employees during times of unexpected catastrophic illness or injury. The university health insurance program extends coverage to families, including domestic partners. (See appendix C.)

In addition to significant resources being invested in faculty and staff, the university contracts with many businesses and consultants. The university needs to examine the policy related to contracting and the proportion of contracts that are offered and executed to minority and women-owned businesses.

## *Agenda for Action for Faculty and Staff Retention*

- Use existing programs to develop a collaborative mentoring system, especially for new underrepresented faculty.
- Expand internal and external opportunities for spousal hiring.
- Expand professional development and training opportunities for staff and faculty, especially in areas related to cultural competency training.
- Reexamine the downtown Denver campus reappointment, tenure, and promotion process to:
  - Help colleagues to value diverse research agendas.
  - Reevaluate the criteria associated with this process in each school, college, and department to ensure that the criteria are up-to-date and inclusive.
  - Find mechanisms to ensure that faculty, especially faculty from underrepresented groups, are not over-committed in the area of service.
- Identify and address issues related to underrepresented faculty isolation.
- Conduct systematic interviews (i.e., exit interviews) of all departing faculty, especially for underrepresented faculty, to identify barriers to academic and social success.
- Continue to evaluate and improve institutional policies and employee benefit programs that support a diverse workforce. Examine current policies related to contracting out to ensure minority vendors have an equal opportunity to bid for contracts and/or provide services.
- Ensure equal access to professional development and training opportunities, especially for staff.

Shalei Johnson (a fictitious name) is a biracial accounting manager in an academic department, who worked her way through her undergraduate degree program as a work-study employee of the university. Through the university employee tuition program, she has managed to complete most of her requirements toward her master's degree in finance while maintaining her full-time employment. As a long-time employee of the university, Shalei would like her career trajectory to be management. However, she is concerned that there are very few persons of color in upper-level management positions. Although she receives outstanding performance evaluations and support from her director, she worries about whether she will really be considered for advancement opportunities. More importantly, Shalei knows she needs mentoring and professional development to ensure her readiness for upper-level responsibilities.

## F. Classroom and Community Climate

The university recognizes the profound influence that an institutional climate can have on diversity efforts. University personnel are implementing proactive strategies to assure that the campus climate is warm and inviting as well as inclusive.

A 2000 survey of more than 900 students on the downtown Denver campus included two measures regarding the campus climate for diversity. The first asked respondents whether they found the downtown Denver campus to have a culturally sensitive atmosphere. Almost 92 percent of all undergraduate respondents and more than 87 percent of all graduate student respondents answered “yes.”

A second measure asked respondents whether they found the downtown Denver campus to have a comfortable environment for culturally diverse students. Over 92 percent of all undergraduates and more than 89 percent of graduate student respondents answered “yes.”

A more recent survey, the 2005 National Survey of Student Engagement, asked several diversity-related questions of first-year and senior undergraduates. More than two-thirds of first year students said their classroom experiences exposed them to diverse perspectives often or very often. This was significantly higher than for all first-year students participating in the survey nationally. Well over half of seniors also reported that their classroom activities exposed them to diverse viewpoints often or very often.

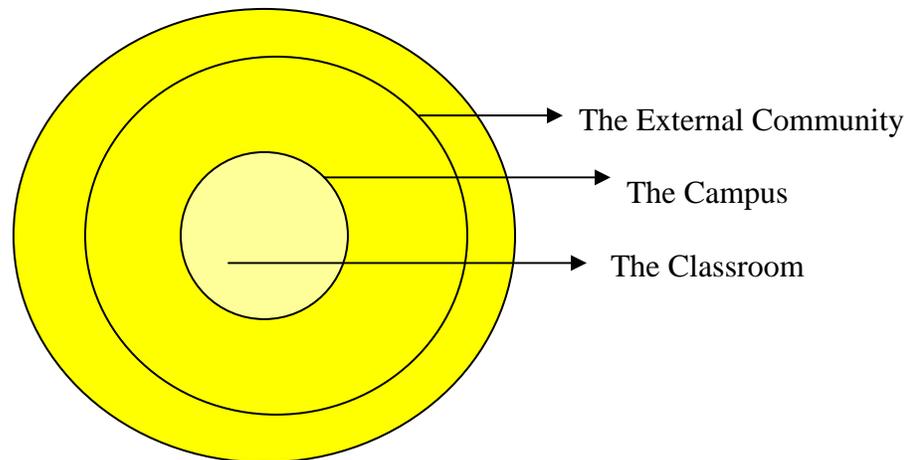
More than half of the first year students and seniors report having frequent serious conversations with students of a different race or ethnicity, as well as those with different political opinions, values or religious beliefs. However, only about half of these students think their experiences on the downtown Denver campus have contributed to their understanding of people of other racial and ethnic backgrounds, however. And less than half of students perceive that the downtown Denver campus encourages contact among diverse students quite a bit or very much.

On all of these questions, minority students report lower levels of cultural sensitivity, exposure to diversity in and out of the classroom, and institutional support for diversity compared to nonminority students. For instance, slightly more than half of minority senior respondents to the survey indicated that their classroom experiences exposed them to diverse perspectives frequently, compared to more than 60 percent of nonminority senior respondents. None of these differences, however, is statistically significant.

Sarah Russell (a fictitious name) has been an active and engaged gay student at the university for the past four years. A member of the speakers bureau of the Auraria Gay, Lesbian, Bisexual and Transgender Student Services, she has helped educate other students about the difficulties faced by gay, lesbian, bisexual, transgender and intersex (GLBTI) people and has worked to break down stereotypes that some people hold about the community. She reports that, in general, the environment on campus has been welcoming—and she particularly appreciates the faculty in her department (and throughout the university) who have sought her out to help champion the needs of GLTBI students through research and opportunities to participate in student government. She notes, however, the lack of a very vibrant GLBTI student community on campus, and she is concerned about the need to attend to this issue as the downtown Denver campus transitions from a commuter campus to one with both commuters and residential students.

Although the results are promising, the university is not devoid of conflict and issues. The need to be more proactive in diversity and inclusion strategies will be key to the diversification of the University of Colorado at Denver and Health Sciences Center. In order to understand climate issues, the university uses a concentric circle explanation<sup>7</sup> (See figure N.) The last concentric circle is the community. (See Section VI-G: Outreach and Patient Care.)

**Figure N: Concentric Circles**



Within the classroom, it is important to establish an atmosphere and environment where faculty and students feel safe to engage each other in difficult dialogues and where students are exposed to a curriculum that speaks to diverse experiences. The University of Colorado at Denver and Health Sciences Center recognizes the importance of such academic departments, such as the College of Liberal Arts and Sciences' Ethnic Studies Department and the Graduate School of Public Affairs' Domestic Violence Program, as institutional supports that not only provide a program of academic study, but provide a unique environment where students can explore topics that may impact their lives on a daily basis. However, the work does not end with academic programs. The university has a responsibility to ensure a safe campus climate. Thus, several initiatives have begun on both campuses to strengthen skills and knowledge as it relates to classroom climate.

In the area of curriculum design, there are several examples, such as the Quality Undergraduate Experience, which was developed to (1) promote access to high-quality and innovative university academic programs for all undergraduate students, (2) to improve undergraduate student retention, and (3) to coordinate academic and student affairs initiatives for undergraduate students. The initiative calls for students to complete academic courses as they relate to domestic and international diversity and inclusion.

Additionally, schools and colleges are also undertaking their own curriculum reforms to address mechanisms for imparting knowledge to their students. For example, the College of Arts and Media's Diversity Task Force and the School of Education and Human Development's Curricular Infusion of Diversity project were created in order to review where diversity topics were addressed in the program's curricula and to identify the areas where diversity topics were missing and needed to be added. The end result is intended to be a thoughtful infusion of diversity across all programs in the school where

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<sup>7</sup> This concept is credited to Dr. A. Castillo.

appropriate to course and program content. The review of curricula was also intended to provide the program area faculty the opportunity to discuss the place and role of diversity within the context of their program area mission and goals. Similarly, the School of Medicine has recognized diversity gaps in their curriculum and has undergone major reform by adding cultural competency and diversity and medicine and society as integrated threads. It is expected that, throughout the four-year curriculum, the knowledge, skills, and attitudes needed to practice culturally competent medicine will be fully integrated in the basic science and clinical curricula.

With regard to difficult dialogues, it is important to work with faculty on increasing their skill sets in the areas of cultural competency and conflict resolution. This type of professional development will aid in their ability to facilitate dialogues and create a safe environment for such dialogues to occur. On the downtown Denver campus, the Faculty Fellow for Inclusion works to coordinate campus resources in order to implement a strategy for classroom climate issues.

Examples of partnerships include the Center for Faculty Development through the design of teaching workshops focused on skill development and cultural competency; and working through the Ombuds Office to create a system of referral in which students, faculty and staff can receive assistance with resolving conflict. Beginning in 2005-2006, annual data of cases handled in the Ombuds Office will be utilized and published in partnership with the faculty fellow to provide case study data that can be used to inform teaching. In partnership with Auraria Gay, Lesbian, Bisexual and Transgender Student Services, ongoing safe zone training for faculty and staff is offered to create places on campus where students can find a comfortable environment and allies. And working with the Faculty Assembly's Diversity Committee, a pamphlet listing support services in the area of diversity and inclusion is ready for publication. Additionally, out of the Academic Master Planning Phase II conversations, the idea of developing a cultural competency scorecard for faculty and staff is underway. This tool will help the university understand what types of training faculty and staff need in this area and provide a system of tracking the training received.

To promote a climate of mutual respect and to provide information related to various diversity and inclusion issues, the university offers cutting-edge event programming to stimulate dialogue and promote inclusion with the integration of support services. (See section VI-D: Student Retention and Graduation Rates.) For example, Human Resources, the Office of Student Life, Office of Diversity, the downtown Denver campus Faculty Fellow for Inclusion, the Ombuds Office, and the Educational Opportunity Programs (i.e. Black Student Services, Hispanic Student Services, Asian Student Services and American Indian Student Services) all play a pivotal role in finding and securing resources that aid in creating a campus climate of inclusion.

In order to promote and reward individual diversity efforts, annual university awards are given to faculty and staff who demonstrate a significant commitment to diversity or who have developed a specific program to support campus diversity efforts. For example, diversity awards are given annually at the Health Sciences Center Office of Diversity reception. On the downtown Denver campus, Black Student Services recently recognized faculty and staff during the First Annual Martin Luther King and Rosa Parks Celebration, and the 2006 downtown Denver campus Diversity Summit will recognize campus programs and leaders.

In addition to programming and support services, the university has instituted a series of policies and procedures through the Office of Human Resources, the Office of Student Life and on the school/college level that are designed to ensure and promote a flexible and safe academic and work environment. See appendix C for a list and hyperlink to the actual policies. These policies all help to promote diversity and ensure equal opportunity to programs and jobs.

Although the university has policies and procedures in place, some employees or supervisors struggle with work-related or personal issues. The University of Colorado at Denver and Health Sciences Center provides resources through several confidential and free services: university Ombuds Office, Colorado State Employees Assistance Program, and the state mediation program. Additionally, a staff council representative created a pamphlet delineating support services for staff. Employees with complaints regarding discrimination, including sexual harassment and race discrimination, may avail themselves of their options under the university sexual harassment policy and the campus discrimination complaint procedures. While these resources are available, they remain underutilized. Antidotal information suggests that employees and students have perceptions of inequity and lack of sensitivity pertaining to grievance procedures. The university must address these perceptions.

To begin the process of re-examination of the campus climate, the downtown Denver campus will utilize a cultural organization change model, similar to the process used at the University of Massachusetts and the University of California, to measure campus and institutional climate as it relates to faculty, staff and students. A comprehensive examination through the use of surveys and focus groups will take place in spring and fall of 2006 to capture both quantitative and qualitative data as it relates to classroom and campus climate and safety; staff and faculty supports; institutional policies and procedures; leadership; and communication networks in the area of diversity and inclusion. Data such as these are important to capture as the university embarks upon strengthening the institution in this area. Further, a proposal is in place to hire a director of multicultural affairs for enrollment and student affairs to oversee aspects related to student supports and services.

Aspects related to classroom and campus climate have a direct effect on the university's ability to matriculate and graduate students, as well as recruit and retain faculty and staff. It is important to overcome the challenges if the stabilization of the workforce and the improvement of graduation rates are to occur.

### ***Agenda for Action for Classroom and Campus Climate***

- Continue to obtain data and information to inform university decisions pertaining to organizational policies, procedures, professional development, and academic and student support services.
- Develop more opportunities inside and outside the classroom and campus for students to engage diverse populations.
- Continue to develop quality professional development courses with diversity components/threads online.
- Emulate current school and college diversity and inclusion curricula reform efforts with remaining schools and colleges.
- Implement a comprehensive climate study for faculty, staff, and students.
- Develop new trainings and methods to ensure that university employees know how to address and resolve conflict around issues pertaining to cultural difference.
- Address the gaps and/or absence of leadership skills for university employees in the areas of diversity and inclusion.
- Review existing employee grievance procedures to ensure the greatest amount of fairness in outcomes.

## **G. Outreach and Patient Care**

Central to the mission of the university is outreach, service and patient care. The university is committed to sharing its expertise and knowledge to enhance the broader community, including affiliated institutions, other health care professionals, alumni and other colleagues, and citizens of the state. All schools and colleges offer outreach activities, especially within the state of Colorado. Some examples are listed below and can be found in appendix E.

The School of Dentistry continues to play an important role in serving the underserved in Colorado. The number of patients being treated at the school's Healthy Smiles Clinic (a collaborative program with the Children's Hospital) continues to climb. Additionally, through participation in the Advanced Clinical Training and Service Program, dental students not only see an average of eight patients each day, they provide the market equivalent of \$3 million of uncompensated or discounted care each year to needy populations in Colorado.

The Graduate School of Public Affairs has recently received a \$1 million earmark from the federal government to create the Center on Domestic Violence. The Center on Domestic Violence responds to a nationally recognized need to educate and train individuals as leaders, advocates and managers, and to better understand the causes and consequences of, and effective response strategies to domestic violence. The center will have three primary service components: education, research and outreach/service. The Graduate School of Public Affairs centers' Diversity Training Program receives prominent attention within the public sector. Clients, such as the Denver Fire Department and the United States Department of Agriculture Forest Service (Sacramento, California region), receive customized diversity training to increase their employees' understanding and skill sets in the area of cultural competency.

At present, the School of Nursing has contracts for clinical practices at school-based health centers, community health centers and indigent care clinics. In addition, the School of Nursing provides consultant services for several rural counties throughout Colorado. During the 2004-2005 academic years, assessments were completed for Kiowa, Cheyenne, and Park counties.

The Health Sciences Center is also home to the American Indian and Alaska Native Programs. The mission of this center is to promote the health and well-being of American Indians and Alaska Natives of all ages by pursuing research, training, continuing education, technical assistance and information dissemination within a biopsychosocial framework that recognizes the unique cultural contexts of this special population.

The Center for Global Health promotes the development of partnerships around the world to improve knowledge, education and participation in global health issues. This involves educational, research and service activities that include the university and general community, and promote better understanding of the socioeconomic, cultural, biologic and environmental aspects of health and disease in the diverse populations of the United States and abroad. Recent accomplishments include its Global Health Connections program for middle schools. In 2005, more than 4,000 students at 12 schools throughout Colorado participated in this program. The center will work in coordination with the combined Office of International Education to facilitate the orientation and integration of international and immigrant students, residents and fellows into academic, research and consultative global health activity groups.

The School of Pharmacy has partnered with the Stout Street Clinic to provide pharmacy health care services for an underserved Denver community. Through partnership, a trained pharmacist was brought to the clinic. Results include the stabilization of operations and the budget, as well as increased services provided to patients. Outreach activities such as these provide students with the opportunity to learn

about the unique aspects of serving indigent patients, thereby increasing their cultural competence. The School of Pharmacy also has similar partnerships throughout the state of Colorado.

The Latino/a Research and Policy Center works to improve the quality of life for Latinos(as) in Colorado through our research, policy initiatives, forums, publications, and educational outreach. For example, for the last three years the center has held the Dia de la Mujer Latina, a health fair that has provided free breast and cervical cancer screenings, blood draws, etc. to more than 2,000 Latinos(as). The health fair includes an educational walkway that provides preventive education for the Latino(a) community.

In addition to these types of outreach and patient care activities, a number of classes on the downtown Denver campus incorporate service learning activities into their courses and/or capstone experiences to provide students with an experiential learning opportunity. Often these types of service learning activities partner students with community agencies and groups who serve underrepresented and diverse populations. Examples include the Graduate School of Public Affairs master's degree capstone experiences and course service learning partnerships with organizations such as the Urban League of Metropolitan Denver, the Museo, the 2007 Indigenous Games, and the School of Education and Human Development's partner schools, where faculty and students work with middle and high school providers. Most schools and colleges also receive community feedback through the incorporation of advisory boards. An example includes the Ethnic Studies Advisory Board which brings community leaders together to offer direction and support to ongoing departmental activities.

### ***Agenda for Action for Outreach and Patient Care***

- Increase marketing and communication funding in order to:
  - publish our accomplishments and activities to the community
  - disseminate research further into the community
  - enhance the visibility of the university's diversity programs
- Partner with the Graduate School of Public Affairs' Diversity Training Program to create professional development training for university employees.
- Develop opportunities to allow students to engage in outreach activities (i.e., service learning).
- Identify new opportunities for developing inter-institutional and external partnerships.
- Take steps to educate community stakeholders on issues related to higher education.
- Ensure that the university graduates students who are culturally competent in areas related to their chosen profession, especially culturally competent health care providers.

## VII. COST ANALYSIS

Conducting a complete cost analysis is impossible at this time due to insufficient cost data. Quantifying costs associated with all diversity and inclusion activities proved difficult, since these activities are often embedded within our operational costs. While the university is proud to have diversity and inclusion as an integral part of the core business, that structure presents challenges in terms of cost analysis. For example, the student admissions office spends a great deal of time, and therefore budget, on diversity and inclusion related to the student admissions process. Similarly, the Office of Human Resources considers diversity and inclusion as part of its mission of recruitment and retention of faculty and staff. To include the entire budgets of these two departments in a cost analysis for diversity would be misleading. Clearly the university needs to improve its data collection of these activities.

However, the university can provide cost data on programs that provide discernable services in diversity and inclusion, and do not have these activities embedded within an overall budget. Examples include many of the programs highlighted in this report such as the, Health Sciences Center Office of Diversity, the pre-collegiate programs, and the downtown Denver Educational Opportunity Programs.

For programs with discernable diversity services, the university spent a little more than \$3 million in 2004-2005. Unrestricted funds were the primary source of funds for these programs. These program costs represent less than 1 percent of the university unrestricted budget. See appendix F for additional information about programs costs and the overall budget.

## VIII. CONCLUSION

In summary, the University of Colorado at Denver and Health Sciences Center remains optimistic about its diversity and inclusion direction. The university operates with a philosophical assumption that diversity and inclusion is everybody's job. Schools and colleges pursue diversity objectives as part of daily responsibilities and expectations, and several of them are using best practices in the areas of recruitment, retention, and climate. However, if the university is to meet its overall goal of creating and fostering an inclusive university, one key to successful implementation will be the alignment of university leadership at all levels of the organization to maximize effectiveness. Given that modest resources are spent currently on the administration of programs exclusively related to diversity and inclusion, the university needs to strengthen these resources and provide mechanisms for strengthening resources within schools, colleges and administrative units. Finally, the University of Colorado at Denver and Health Sciences Center needs to improve and increase its ties to the local community for more effective recruitment of qualified diverse students, staff, and faculty. Retention of these students and employees also will require continued investment in the university's infrastructure, continued attention to campus culture and messages of inclusion, and continued development of specific programs to support and advance individuals in their academic and professional careers.