

**University of Colorado at Denver and Health Sciences Center  
Diversity and Inclusion Information  
for  
CCHE Taskforce on Minority Success**

**UCDHSC CAMPUS OVERVIEW**

In July 2004, the University of Colorado at Denver and the University of Colorado Health Sciences Center consolidated to become one single research university (UCDHSC). The university operates three campus locations: 9<sup>th</sup> and Colorado, Fitzsimmons, and Downtown Denver.

As the only comprehensive public university in Colorado's capital city, UCDHSC holds a unique and special place in the hearts of the residents and businesses. UCDHSC is one of three campuses that create the University of Colorado and carries with it the prestige and recognition associated with one of the finest university systems in the world.

UCDHSC seeks to provide students, whatever their ages or circumstances, with opportunities to enhance their lives and careers through higher education. In many cases, the education, knowledge, and skills attained by UCDHSC students has a direct impact on the greater good of the Denver metropolitan area and throughout the State of Colorado, as graduates are highly sought after by area businesses, governmental agencies, and nonprofit organizations. Additionally, UCDHSC is committed to research, technology, creative scholarship, and providing an institutional culture that reflects the plurality, collegiality, and integration of an increasingly diverse global workplace.

On the Downtown Denver Campus (DDC), we offer more than 80 programs at the undergraduate and graduate levels that span a wide range of fields and disciplines. These programs are offered through the University's seven (7) distinct academic units, which include the College of Architecture and Planning, the College of Arts and Media, the Business School, the School of Education, the College of Engineering and Applied Science, the College of Liberal Arts and Sciences, and the Graduate School of Public Affairs.

On the Health Sciences Center (HSC) Campus, we offer a variety of degrees and certifications for talented and driven professionals in medicine, dentistry, nursing, pharmacy, graduate studies and physician's assistant programs. This one-of-a-kind Colorado institution serves the entire Rocky Mountain region. Located in Denver, the Health Sciences Center is known for its widely renowned cluster of health sciences institutions, the University of Colorado Hospital, University of Colorado Cancer Center, and a constellation of research and treatment institutions.

UCDHSC is a campus of choice. Our four -part mission focuses on undergraduate and graduate teaching, research, outreach, and clinical care.

Our vision:

- **The premier urban research university** with nationally ranked programs of teaching, research, clinical care and community service throughout Colorado.
- **Providing access to higher education** for undergraduate, graduate and professional students with increased multicultural diversity through recruitment and pipeline initiatives.
- **New interdisciplinary programs** of education and research in the life sciences, professional programs and liberal arts.
- **An entrepreneurial university** with two campuses in the Denver/Aurora metropolitan area and the state.
- **Regional business and community partnerships** that stimulate new programs and an improved economy.

UCDHSC is also a campus of distinction and 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 us 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; and
- Serving more than 500,000 patients a year through our hospital and clinical services.

As an academic enterprise, UCDHSC continues to deliver quality education to its students. Our university continues to make progress in the area of enrollment and degrees awarded among our students of color:

Enrollment:

- In fall 2005, there are 14,801 students enrolled and 21 percent of those were students of color
- The total enrollment for fall 2005 is 9 percent higher than 2001
- Enrollment of students of color increased by 8 percent during this period
- For the last 5 years, the share of students of color has continually been above 20 percent
- 26 percent of the undergraduate students, 22 percent of the first-professional and 12 percent of the graduate students are students of color

### Degrees:

- Awarded an average of 3,600 degrees annually since 2001
- In FY 2005, there were 3,934 degrees awarded with 17 percent going to students of color
- 23 percent of the first-professional, 22 percent of the bachelors, 12 percent of the masters and 11 percent of the PhDs were awarded to students of color
- The share of degrees awarded to students of color has been increasing in recent years
- Degrees awarded to Hispanic and Latino students increased from 219 to 287 during the last 5 years. During this period, the degrees awarded to African American students went from 78 to 94 but their share of degrees did not change significantly.

## **OUR COMMITMENT TO DIVERSITY & INCLUSION**

One aspect of the UCDHSC campus' bedrock mission is to value and promote diversity and inclusion in its community members, curriculum, and research and community service. Building on the synergy among existing campus groups and leveraging already successful efforts, UCDHSC recognizes the importance of continual evaluation and incorporation of best practices that will help to enhance diversity through the creation of cultural understanding and inclusion.

*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  
(CU Website 2005)*

Our commitment to diversity and inclusion begins with our President, Hank Brown who has already engaged in meetings with the members of the staff and faculty on the Downtown Denver Campus to assess issues as they relate to climate and resources. Working with Assistant Vice President for Diversity, Carmen Williams and the President's Diversity Advisory Committee, President Brown drives the focus on diversity across all CU campuses. UCDHSC's Chancellor Shore continues this commitment by articulating a mission that is advanced by the creation, dissemination, and application of knowledge in a culture of excellence. This culture of excellence can only be promoted through values that respect cultural diversity and enrichment. These commitments are supported by faculty, staff, and students and have been institutionalized in various ways, including, but not limited to:

- The creation of the **Denver Campus' 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 creation of the half time position of **Faculty Fellow for Inclusion** on the Downtown Denver Campus. The faculty fellow conveys the campus' vision of focusing on diversity in a manner that stresses unity rather than difference and ensures that all groups are included; provides leadership; and works with various campus committees to encourage collaborations and improve the campus climate for creating a more inclusive community. The position is currently held by Jennifer A. Wade, Assistant Professor of Nonprofit and Public Management (Graduate School of Public Affairs)
- **Support of campus faculty committees through DDC Faculty Assembly & HSC Faculty Senate**, including: the Denver Campus' Faculty Assembly's Women's Committee, Minority Affairs, Committee, Disabilities Committee and the Gay, Lesbian, Bisexual, Transgender, Intersex Committee;
- **Support of student groups**, including the 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.
- Ongoing support to the **Office of Diversity** on the Health Sciences Campus that supports and promotes a diverse community on the HSC Campus. The Office provides a variety of services including: Study materials for the boards (Medicine, Dental, and etc.); Computer software with practice test for the boards; Study rooms with computers; Office space for student organizations; Review of applications and personal statements of prospective students to the Health Sciences Center.
- **Diversity Liaisons** within each school on the Health Sciences Campus who serve as the primary contact for each School and are responsible for implementing and monitoring each School's diversity plan.
- The **adoption of the Academic Master Plan on the Denver Campus** which promotes Diversity and Inclusion as one of its 12 desired futures and includes diversity and inclusion as one of its strategic goals and action strategy in 05-06.
- The integration of Expanded Diversity as a system wide objective of Vision 2010.

## ***Outreach***

Our campus also extends itself to the greater community on a regional and national level. For example, Diversity is central to the education, research, community service and health care missions of UCDHSC. Most institutions work toward diversity of staff, faculty and students to enhance the quality of the institution. But an additional rationale exists especially in policy and the health sciences in terms of addressing national health disparities.

To advance our understanding of health disparities and to develop new knowledge to reduce and ultimately eliminate health disparities requires focused research. While there is significant evidence of racial and ethnic health disparities, there is not a sufficient evidence base to clearly understand these disparities and how to eliminate them. Toward this end, each health science school is working to:

- enhance cultural, bilingual and diversity instruction throughout the curriculum; to promote an institutional climate of inclusiveness, respect and understanding;
- promote unexplored research agendas and new areas of scholarship related to cultural and racial disparities in health and health care;
- improve access to quality health care for poor, minority and underserved populations;
- increase the diversity of health care professionals through student, faculty and trainee recruitment.

Additionally, the schools and colleges on the Denver campus are forging working relationships and partnerships with their colleagues in the Health Sciences to work on this issue.

Many of our UCDHSC schools and colleges give additional attention to underrepresented minority groups. Underrepresented is defined somewhat differently by each school or program but typically is defined by those ethnic minority groups that are not represented in the profession or schools at a rate equivalent to their proportion in the general population.

## **DIVERSITY AND INCLUSION ON THE DOWNTOWN DENVER CAMPUS**

### ***ENROLLMENT, DEGREES AWARDED AND 6-YEAR GRADUATION RATE– Downtown Denver Campus***

#### **Enrollment:**

- In fall 2005, 12,005 students (undergraduate and graduate) are enrolled at the DDC and 22 percent of those are students of color
- The total enrollment for fall 2005 is 6 percent higher than 2001
- Enrollment of students of color increased by 8 percent during this period

- The students of color share of enrollment is the highest in five years
- 27 percent of the undergraduates and 13 percent of the graduate students are students of color
- The share of new freshmen that were students of color has exceeded 31 percent since 2001. The current share of 36 percent is the highest over the last 5 years
- The students of color share of new undergraduate transfers has exceeded 19 percent since 2001
- Total enrollment increased by 6 percent from 2001 to 2005; Hispanic and Latino student enrollment increased by 16 percent.
- The number of new freshmen Hispanic and Latino students almost doubled over the last 5 years (75 to 135) and their share of enrollment increased from 14 percent to 17 percent. The share of enrollment for African American students has not changed in the last five years.
- The number of new freshmen African American students has fluctuated over the last 5 years and their current share of enrollment is 3 percent compared to the 2001 share of 4 percent.

#### **Degrees:**

- Awarded an average of 2,900 degrees annually since 2001
- In FY 2005, there were 3,046 degrees awarded with 17 percent going to students of color
- 24 percent of the bachelors, 12 percent of the masters and 10 percent of the PhDs were awarded to students of color
- The share of degrees awarded to students of color dropped in 2002 and 2003 but the current level is the highest in the last 5 years.
- Over the last five years, the number of degrees awarded to Hispanic and Latino students went from 191 to 228 and their share of degrees increased by 1 percent. The number of degrees awarded to African American students fluctuated over the last 5 years. The number was 68 in 2001, higher during 2002, 2003 and 2004 but has dropped to the 2001 level currently.

#### **6-Year Graduation and Retention Rate (Federal definitions):**

- The 1994 graduation rate for the Caucasian student cohort was 43 percent compared to the 30 percent rate for students of color. For the most recent cohort, the Caucasian graduation rate was 42 percent compared to the 36 percent rate for students of color.
- In the most recent CCHE QIS report, the rates overall and for students of color exceeded the expected rate compared to peers.
- The fall to fall retention rate for students of color has exceeded the Caucasian student rate for the last four years. The most recent fall to fall rate was 67 percent for Caucasians compared to 76 percent for students of color.

## ***SUPPORT SERVICES AND RETENTION ACTIVITIES***

- **EOP:** The Educational Opportunity Program was first established at CU-Denver in 1969. Initially, EOP was a program for Black and Hispanic students, in 1970, Asian American and American Indian programs were also included. The mission of EOP is to facilitate the admission and retention of qualified students from diverse backgrounds by creating a nurturing and supportive environment which promotes the attainment of academic goals and career options. Educational Opportunity Programs provides an assortment of resources for minority students, including but not limited to: orientation, academic advising, scholarship information, cultural programs, and in-depth advocacy and counseling.
- **Academic Advising Center:** The Academic Advising Center seeks to provide 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.
- **Career Center:** The Career Center provides countless avenues of assistance for students looking to put what they've learned to work in the real-world. Whether you've graduated and are looking to land that perfect position, or you're trying to find an internship, the Career Center will assist you with everything from resume writing to interviewing skills.
- **Office of International Education:** The Office of International Education provides services that focus on establishing strong internal relationships with students from other countries, enabling them to bond with one another, and making their adjustment to the United States and Denver as smooth as possible.
- **Center for Learning Assistance:** The Center for Learning Assistance is where students go to get help or insight with class assignments, course-loads, and study skills. The Center also helps with arranging tutoring sessions, which take place in the days or evenings.
- **Student Advocacy Center:** The Student Advocacy Center seeks to familiarize CU-Denver students with its campus policies and procedures. The Center also provides assistance in establishing your educational goals and mapping out a proper path for you to reach those goals.
- **TRIO Programs:** TRIO is a federally funded set of programs designed to increase student retention. The Downtown Denver Campus offers two TRIO programs: Student Support Services and the McNair Program.
  - **Student Support Services:** Student Support Services provides opportunities for academic development, assists students with basic college requirements,

and serves to motivate students towards the successful completion of their postsecondary education. Currently, SSS serves 156 students.

- **The McNair Program** is designed to prepare participants for doctoral studies through involvement in research and other scholarly activities. Currently, the Downtown Denver Campus has 6 McNair Scholars.
  
- **Student and Community Counseling Center:** The Student and Community Counseling Center provides free support to those within the University community. Whether the problem being faced is academic, professional, or personal in nature, individual counseling and group sessions offer an abundance of support.
  
- **Writing Center:** The mission of the Writing Center at CU-Denver is to provide assistance to those looking to improve or enhance their writing ability. The Center is open Monday through Friday, and helps students with anything from class assignments, to scholarship applications, to resumes and letters of application for job openings.
  
- **Quality Undergraduate Education Project:** This project seeks to transform the educational experience of undergraduates by introducing a series integrated activities including: the Freshman Seminar, Freshman Orientation, Learning Communities, Honors College and Core Curriculum Reform. As with the freshmen seminar, learning communities are designed for all students.

The CU-Denver Core Curriculum requires a 3-hr, upper division course in cultural diversity.

Examples of support services in various schools and colleges:

- **School of Education:** Faculty Mentoring Process for Tenure Track Faculty. The purpose of the program is to strengthen the research of participating mentoring pairs so that both members can experience increased research productivity and publication.
  
- **The Auraria Library** works to support the campus' diversity and inclusion activities. Through its Fifth Annual Diversity Series, The Library's Diversity Committee has sponsored: Chinese Calligraphy with Xin-shi Tu, Women in the Professions: A-Z in Children's Literature, Shades of Healing Around the World, A Brief Historical and Contemporary Overview of the Gay Movement in the United States, Introduction to the Smithsonian National Museum of the American Indian, and Video Histories of Displaced Aurarians.
  - Mr. William Sharpless Jackson, Jr. matched funds raised to create an endowment that will fund and enhance the library's resources in Asian Studies and Asian Arts.

- Charlotte and Robert Baron donated \$1500 for the purchase of new titles from the Library of America collection. Some of these titles will increase the collections of diverse authors including: Zora Neale Hurston and James Weldon Johnson.
- The College of Liberal Arts and Sciences supports academic minors in Ethnic Studies and women's studies. Additionally, the schools and colleges across the university offer courses that feature diversity as a central theme to the course.
- The College of Liberal Arts and Sciences has offered a freshmen seminar (FS) program for almost 15 years. The FS program is designed for all entering freshmen as a retention program to assist students making the transition from high school to the university. CLAS has developed three special freshmen seminar classes to assist minority and women students: (1) CLAS 1111 for first generation college students who are primarily minority students, (2) ETST 1111 for women and minority students, and (3) HIST 1111 for women students.
- **SCHOLARSHIPS**
  - The College of Liberal Arts and Sciences offers scholarships to students in the college on a broad range of application requirements. Most CLAS scholarships are open to all students in the college; however, there are four scholarships specifically oriented towards (but not restricted to) minorities and women.
    - Phyllis Schultz – women in biology and science
    - Marty Barrett – women in chemistry
    - Ben Trujillo – minority students
    - Mel Albaum – minority students (based on former population dynamics major in CLAS)
  - CLAS coordinates national and international scholarships for the CU-Denver campus. The Udall Scholarship program has a component for Native American students who wish to work on tribal policies relating to the environment. CLAS has helped one Native American student, from engineering, earn two Udall scholarships.
  - The School of Engineering offers a variety of scholarships. Currently, 128 students hold awards with .7 percent going to African American students, 12.5 percent going to Asian students, 8.5 percent going to Hispanic students (17.9 percent did not identify ethnicity); 67.9 percent of the scholarship holders are women.
  - Governor's Opportunity Program: Through the Scholarship Office, students who are Pell eligible, minority and/or first generation are eligible for this scholarship. Currently 57 students hold this scholarship (12 Hispanic, 6 African American, 16 White, 3 Native American and 3 Undeclared)
  - Two other scholarships administered by the Scholarship Office are the Constance Ahlin Scholarship for students with disabilities (5 in AY 2004/05 and 9 in AY

2005/06) and Rita Jackson Scholarships for unmarried female mobility impaired students (5 in AY 2004/05 and 5 in 2005/06).

## ***RECRUITMENT/OUTREACH***

- **The Center for Pre-Collegiate Programs (CPCP)** – the mission of the pre-collegiate program is to strengthen the pre-collegiate and post-secondary pipelines designed to make higher education accessible, affordable, and responsive to disenfranchised and nontraditional students and learners. The Downtown Denver Pre-Collegiate program has partnered with the University of Colorado Foundation to seek private donations to support its programs. This partnership has been successful in obtaining \$98,000 in private philanthropic donations from the Lumina Foundation and the Daniels Fund. The CPCP serves 600 students annually.
- **CU-Succeed:** 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 of Colorado at Denver. For 2004-05, CU Succeed served 4,670 students from 74 high schools in 23 counties in 413 course sections. Students of Color were 24 percent of this population.
- CLAS provides undergraduate students as mentors to the **Advancement via Individual Determination (AVID)** program. This nation-wide program targets academically disadvantaged students to set high academic standards and prepare students, not planning to continue with college, to go to college. Academically disadvantaged students often translate to socio-economically disadvantaged students. CU-Denver students have been placed in Cherry Creek, Aurora, Jefferson County, Denver, Mapleton and Adams County school districts in middle and high schools for this program.
- **Office of Admissions Recruitment Programs:** Active participation in regularly scheduled College Day/Night programs, college fairs, individual visits to high schools and community colleges, career fairs, adult student (LEARN) fairs, CESDA (Colorado Educational Services and Development Association) programs (specifically targeted to first generation/under-represented students in Colorado high schools), NSSFNS College Fair (National Scholarship Service for Negro Students); and others.
- **Community College Partners program** is for freshmen who apply for admission and are not admitted because they aren't academically strong enough. They are encouraged to attend a community college and they are told what to do to be eligible to "transfer" back to us at a later term.
- **The School of Education and Human Development** houses three centers whose work especially addresses issues in K-12 public education and in the training of

paraprofessional educators. Two of these centers are national in scope. The **National Center for Culturally Responsive Education Systems** provides technical and professional development to close the achievement gap between students from culturally and linguistically diverse backgrounds and their peers and reduce inappropriate referrals in special education. **The National Institute for Urban School Improvement** works to develop powerful networks of Urban LEAS and schools that embrace and implement a data based, continuous improvement approach for inclusive practices. **The PARaprofessional Resource and Research Center** conducts research that generates new information about the employment, training, and supervision of paraeducators and Title 1 programs.

- We continue to work on faculty recruitment (and retention) – **Offering online and face-to-face search committee training** on the diversification of the applicant pool.
  - This AY, the Denver Campus welcomed four new African American Tenured/Tenure Track Professors in the School of Engineering, College of Arts and Media, School of Education and the College of Liberal Arts and Sciences.
- **Performances and programs sponsored by the College of Arts and Media** with a focus on inclusion/diversity included African American Experience Show (Radio); Starz Film Center Cultural Exchange; and CAM Records, which will produce a Rap album, and Latin Jazz Ensemble.

## ***COLLABORATIONS***

- **CCD Pipeline:** This is a partnership between UCDHSC and CCD where students who complete a CCD 2-year program can continue their four-year degree with UCDHSC. Administration from both institutions will be submitting a Federal Title V grant this March. If funded, the estimated value over 5 years is \$3 million. Currently the partnership has resulted in the matriculation of 33 students. It is projected that more than 170 students will matriculate over 4 years.

## ***INTERVENTIONS AND NEW INITIATIVES***

To improve the experience of our students, especially as it relates to the first year experience:

- **Early Alert:** An EA program assists student academic support services staff to identify potential at-risk students once the semester has started. Often times, these programs will give faculty the opportunity to identify students struggling in class (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.

- **Housing:** Research shows that students living in university housing tend to be more satisfied with their college experience, receive better grades and persist at better rates than students who live off campus. The Campus Village initiative will have 685 beds and will open fall 06.
- **GoalQuest:** This program is geared toward the retention of first-year students. It is an electronic support system where first-year students will receive electronic information to assist with their social and academic transition to the university.
- The School of Education and Human Development and College of Liberal Arts and Sciences is developing the **Education Scholars for Urban Youth Program** aimed at increasing the number of undergraduate students of color who want to become teachers.
- The School of Education in conjunction with Latino educators are creating the **Mentoring Institute for Latino Leaders**. This program is a mentoring and support group for Latino educators who aspire to leadership positions in public school districts.
- Donna Langston, ETST director, is discussing with the CLAS Dean's Office the possibilities of developing a major in ethnic studies. Two possibilities are being explored for this new major: (1) broad major specifically designed to attract students of color who are interested in undergraduate K-12 teacher licensure or (2) a major designed to help prepare teachers for English language acquisition.

## **DIVERSITY AND INCLUSION ON THE HEALTH SCIENCES CENTER CAMPUS**

### ***ENROLLMENT and DEGREES AWARDED – Health Sciences Program***

#### **Enrollment:**

- In fall 2005, of the 2,796 students, 17 percent were students of color
- The total enrollment for fall 2005 is 23 percent above 2001 levels
- Enrollment of students of color increased by 5 percent during this period
- 14 percent of the undergraduate students, 22 percent of the first-professional and 11 percent of the graduate students are students of color

#### **Degrees:**

- Awarded an average of 700 degrees annually since 2001
- In FY 2005, there were 888 degrees awarded with 18 percent going to students of color
- 23 percent of the first-professional, 15 percent of the bachelors, 14 percent of the masters and 12 percent of the PhDs were awarded to students of color

- The share of degrees awarded to students of color has fluctuated in the last 5-years but has remained above 16 percent and the current share is the 2<sup>nd</sup> highest during that period
- The total number of first-professional degrees awarded in 2005 is 34 percent higher than 2001 levels
- First-professional degrees awarded to students of color increased by 37 percent during this period
- The number of degrees awarded to African American students and the number of degrees awarded to Hispanic and Latino students more than doubled from 2001 to 2005.
- The Hispanic and Latino student share increased from 4 percent to 7 percent.
- The African American student share increased from 2 percent to 3 percent.

### ***Support Services and Retention Activities***

- The School of Pharmacy offers:
  - **The Summer Enrichment Institute (SEI):** This program, now in its 16th year, is a pre-matriculation in the School of Pharmacy program originally designed to help economically or educationally disadvantaged students better prepare for pharmacy school. Most of these students have been URM students. The SEI is an intensive eight-week preparatory program held each summer prior to matriculation
  - **English as a Second Language (ESL) program:** An ESL instructor teaches students what and how to improve pharmacy skills “in-context,” i.e., utilizing and working in terms of their current courses of study in pharmacy (projects, papers, demonstrations, counseling, telephone sessions, etc).
- **Tutoring Programs:** Tutoring is provided on an as need bases through the Office of Student Services. Course directors in the SOM give the name of any student in academic difficulty to the Office of Student Services so the student can be contacted and tutoring provided.

### **Scholarships:**

- Chancellor’s Diversity Scholarship Fund is available to the 5 Schools on the Health Science Center campus for diversity programs and scholarships
- New Diversity Funds provides over \$30,000 in scholarships to students across disciplines on the Health Science Center each year.
- Through private donations the School of Pharmacy has distributed over \$200,000 annually for diversity scholarships.

- Students on the HSC campus find additional support through participation in various student academic associations:
  - **Asian American Pharmacy Student Association (AAPSA)** goal is to reach out to Asian American communities about pharmacy-related issues.
  - **OYATE** Diversity Student Council is an inclusive and active group committed to its mission to enhance and enrich the experience of minority and disadvantaged students on the CU Health Sciences Center campus.
  - **Student National Medical Association (SNMA)** is the nation's oldest and largest organization focused on the needs and concerns of medial students of color.
  - **Student National Pharmacy Association (SNPhA)** is an educational and service association of students who are concerned about pharmacy issues, professional development and the lack of minority representation in pharmacy and other health-related professions.

### *Recruitment and Outreach*

- **Graduate Experience for Multicultural Students (GEMS):** GEMS is designed to introduce undergraduate students from diverse and traditionally under-represented groups to biomedical research career opportunities offered at the graduate level of a major health science center. Selected GEMS interns will enroll in a nine-week summer research internship course.
- **School of Medicine Post-Baccalaureate Program:** This program targets minority applicants to the CU Health Sciences Center School of Medicine who were not accepted. Through an interview process, six students (double the number in previous years) are selected to attend CU-Denver Campus. They are required to enroll in graduate level science courses for one year. The Office of Diversity identifies the students for the program and provides funding for a percentage of the student's books. Students who successfully complete the courses with a 3.5 GPA are guaranteed admission to the School of Medicine. This program boasts a 90 percent success rate.
- **Student Ambassador Program:** The Office of Diversity works with the School of Medicine to assist in making prospective minority students feel welcome during their interview at CU. The program is designed to introduce the prospective student to the campus and let them know we want them to be a part of this campus. Minority applicants are invited to attend dinner with current minority students. After dinner the current minority students provide mock interviews for the applicants, helping the students to feel prepared and confident for their interview.
- **Health Careers Pre-Collegiate Program:** This program assists minority/low-income/first generation high school students in graduating from high school,

apply and enroll in a post secondary institution. Additionally, it focuses on opportunities available in the healthcare field emphasizing the importance of having culturally competent healthcare providers.

- **Faculty Search Committee Training:** Developed in partnership between the Office of the CU President, the Health Sciences Center Campus, and CU-Online, this web-based training course aimed at diversifying the applicant pool. This training was designed to train faculty on how to be effective search committee members and to provide key information concerning diversity and inclusion.

### *Collaborations*

- **Daniels Fund Summer Program (High School Students):** The goal of the summer program is to introduce minority/low-income/first generation high school students to health careers. The program also emphasizes the impact of health disparities and the need for culturally competent health care providers in our communities. Thirty-seven students from the Denver metropolitan area participated in this summer's program. Eight undergraduate minority students worked as Peer Mentors and 6 current pharmacy students worked as group leaders.
- **AHEC<sup>1</sup> Summer Institute:** We hosted 28 high school students on the CU Health Science Center campus to introduce them the issues of health disparities and careers the in the healthcare profession. All the participants in this program were either from rural areas, ethnic minority or first generation. There were 17 Summer Institute students coming from Aurora Central, Ponderosa, Rangeview, Arapahoe, and Hinkley High Schools as well as from the towns of Rifle and Grand Junction. We also had 11 Jefferson County students coming from McLain Community High School.
- **Rural Health Scholars Program:** In collaboration with Colorado Rural Health Scholars Program, a nonprofit residence-based science and medical program designed for rural students interested in health sciences careers, the School of Medicine hosts students for this five week program in the summer. The University of Denver provides housing for the program participants who explore

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<sup>1</sup> The Colorado Area Health Education Center (AHEC) system is a community/academic partnership involving the University of Colorado Health Sciences Center (UCHSC) with its five schools (Medicine, Dentistry, Nursing, Pharmacy, and the Graduate School) and five AHEC's, each serving a designated region of the state. Four of the AHEC's are rural community-based independent organizations. The fifth AHEC is predominantly urban, with a community-based advisory board. This long-standing partnership has generated numerous linkages between academic resources and local health care facilities and providers, assuring that a variety of educational and support services are available throughout Colorado.

various aspects of the health field. Participants also volunteer with the University hospital.

### *Interventions/New Initiatives*

- American Indian and Alaska Native Programs (AIANP) 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. Spero M. Manson, PhD, professor of psychiatry is head of the AIANP. This program is housed in the Ben Nighthorse Campbell Native Health Building. This new facility completed in August of 2002 is indeed a truly unique and very special place - special to the campus and Native American communities. Ongoing Programs include:
  - **The Center for Native American TeleHealth and TeleEducation** (CNATT) houses a national program that employs state-of-the-art telecommunication technologies to address high priority health-related service, education, and research needs of American Indian and Alaska Native communities. **The Center on Native Elder Health Disparities** (CNEHD) is a 5-year, program project grant funded by the Agency for Healthcare Research on Quality. The work of the center is organized in terms of 4 core components and 3 research projects related to the health and well-being of American Indian and Alaska Native elders. The core components include an Administrative Core, a Community Liaison Core, an Investigator Development Core, and a Methods/Data Analysis Core. The research projects include Diabetes Care, Immunization, and Smoking Cessation.
  - **The Circles of Care Initiative** provides funding to plan, design, and assess the feasibility of implementing a culturally appropriate mental health service model for American Indian/Alaska Native children with Serious Emotional/Behavioral Disturbances and their families. This program is funded by the Federal Center for Mental Health Services (CMHS, part of the Substance Abuse and Mental Health Services Administration). To date, 16 diverse American Indian communities, including tribes, tribal consortiums, and urban Indian programs, have been awarded grants by CMHS to participate in the initiative. The Circles of Care Evaluation Technical Assistance Center is charged with providing technical assistance in regard to the program evaluation activities of the grantees funded under the Circles of Care initiative
  - **Project EXPORT**, funded by the National Center for Minority Health and Health Disparities, plans, promotes and carries out high quality,

interdisciplinary, culturally grounded, problem-oriented research of major scientific and programmatic importance to the health status and functioning of American Indians and Alaska Natives. It emphasizes understanding and improving the following health issues: quality of diabetic care for youth; telepsychiatry; obesity among infants and children; cancer and chlamydia screening; increasing fitness among urban youth; encouraging smoking cessation; and assessing/ improving the quality of mental health care for children. A unique, interdisciplinary cadre of health scientists, the majority themselves Native, has been assembled from across an existing collaborative network to address these aims.

- **The National Center for American Indian and Alaska Native Mental Health Research** (NCAIANMHR) is sponsored by the National Institute of Mental Health and is the only program of this type in the country focusing specifically on American Indian and Alaska Native populations. It conducts research in the assessment, epidemiology, treatment, and prevention of mental illness.
- **The School of Medicine** has created and implemented a new curriculum and incorporated diversity and cultural competency as a “thread” that runs through all 4 years.
- **School of Medicine’s Admission Committee Training** – This training is aimed at increasing diversity by training the admissions committee on aspects related to diversity and inclusion.
- **School of Medicine’s Resident Recruitment Program:** Dr. Robert Winn, has recruited 7 minority residents for the department of internal medicine in the last year. The recruitment of residents is integral to recruiting minority faculty because many of the residents will potentially join the faculty. The School of Medicine has developed a resident recruitment program funded by the Dean’s Office. This includes travel to medical student conferences to recruit, funding to bring prospective residents to Denver, targeted ads in *The Journal for Minority Medical Students*. Recruiting minority residents is a part of the faculty pipeline to academic medicine.

## CONCLUSION

While our commitment to diversity and inclusion is strong, we recognize the associated challenges that present themselves. Currently, our leadership is working through the Office of the President to complete a study on diversity and inclusion for President Brown’s Blue Ribbon Commission on Diversity. This report will be available in February 2006 and will include program descriptions, measures of success and costs of a comprehensive diversity and inclusion initiative.