



Annual Report on Institutional Effectiveness 2008-2009 **University of Colorado Denver**

Office of
Institutional Accreditation Strategic Planning & Effectiveness
“Turning data into information and information into action”



Annual Report on Institutional Effectiveness (ARIE)

In 2007 the University of Colorado Denver began an inclusive strategic planning process to produce the *University of Colorado Denver Strategic Plan 2008-2020*. The plan consists of seven strategic priorities developed to guide the university as it carries out its mission:

***UC Denver is a diverse teaching and learning community
that creates, discovers, and applies knowledge
to improve the health and well-being of Colorado and the world***

and strives to realize its bold vision:

***By 2020, UC Denver will be a leading public university
with a global reputation for excellence in learning, research and creativity,
community engagement, and clinical care.***

UC Denver has made significant progress during fiscal year 2008-2009. The first year's progress was marked by challenges and also great successes. In spite of the economic challenges the nation as a whole is facing, the entrepreneurial and "can-do" spirit of our faculty, staff, and students has enabled us to make remarkable progress and improvements in each of our mission areas. We invite you to review the ARIE, which provides a summary of the university's progress by highlighting examples related to each of the strategic priorities.

Sincerely,



Roderick Nairn, PhD
Provost and Vice Chancellor for Academic and Student Affairs



Our Mission

UC Denver is a diverse teaching and learning community that creates, discovers, and applies knowledge to improve the health and well-being of Colorado and the world.

Our Vision

By 2020, UC Denver will be a leading public university with a global reputation for excellence in learning, research and creativity, community engagement, and clinical care.

In 2007, the University of Colorado Board of Regents required each institution within the CU-System to develop a strategic plan. The University of Colorado Denver (UC Denver) engaged in a thorough and inclusive planning process to produce the *University of Colorado Denver Strategic Plan 2008 – 2020*, presented to and approved by the Board of Regents in January, 2008. The strategic planning process was also used to launch the accreditation self-study process at UC Denver.

The University Planning and Accreditation Committee (UPAC) was established by Chancellor M. Roy Wilson during spring 2007. Membership in the UPAC includes representatives of the faculty, staff, and students, an executive leadership team, and a resource council. UPAC was charged with three primary functions; 1) to oversee development of the strategic plan, 2) preparation of the accreditation self-study, and 3) implementation and ongoing evaluation of the strategic plan.

When the strategic plan was completed and approved, UPAC then turned its attention to the self-study in preparation for the Higher Learning Commission site visit scheduled for early April 2011. As part of the self-study process, a baseline review to evaluate progress on implementing the strategic plan was conducted. All academic and administrative units were asked to report on specific actions they have taken since the strategic plan was approved. A complete inventory of these activities was developed and organized by objective. The *Annual Report on Institutional Effectiveness* (ARIE) provides a summary highlighting many of these activities. Although substantial progress has been made on the strategic plan as a whole, progress has not been made on every goal this year. We anticipate that in future years progress will be made on all goals. When no progress can be reported, that is indicated next to the Goal or Objective.

Strategic Priority 1

Maximize the opportunities of our consolidated university to achieve our vision

Goal 1.1 Develop, strengthen, and sustain interdisciplinary and dual degree programs that maximize the strengths and bridge the disciplines of the Downtown and Anschutz campuses

Planning for Bioengineering Department and

Program – Bioengineering is a multi-disciplinary field blending engineering, physical science, bioscience, and medicine to improve human health and functioning. Its specialties include medical imaging, biomechanics, orthopedic surgery, and tissue engineering. The new graduate program (MS & PhD) will be cross-disciplinary and involve faculty and students from the Anschutz, Denver, and Boulder campuses.

Planning for an Interdisciplinary Joint Degree in Public Health and Urban and Regional Planning at the Master's Level

– The joint intersection of public health (Anschutz) and urban planning (Denver) will allow master's students to achieve both degrees (MPH/MURP) in less time than each separately, and draws on the faculty expertise of both campuses. A focus on the health related issues of urban design and planning provides unique educational strengths not available with a single degree.

Goal 1.2 Strengthen and sustain existing and develop selected new areas of interdisciplinary research and/or creative work involving faculty across the schools and colleges of both campuses

ArtsBridge America – A consortium of leading research universities has developed a proven program of integrated education, resulting in the creation of original works of art across genres by elementary, middle, and high school students. This program is designed to provide an innovative arts curriculum to K-12 children while creating opportunities for College of Arts and Media (CAM) students to become teaching artists. ArtsBridge projects spark imagination, promote collaboration and provide both ArtsBridge

Scholars and participating children opportunities to develop and refine creative problem solving skills.

The ArtsBridge Digital Photography Project at The Children's Hospital was inspired by a genuine commitment to create an innovative art experience that would serve children facing difficult illnesses by refocusing their attention from treatment to creative ingenuity. Children participating in the project learned how to operate a digital camera, compose photographs, make deliberate choices about what to photograph, and how to download images onto a computer. Each child photographed the visually stunning surroundings of The Children's Hospital—capturing light, moments of movement, color, angles, loved ones, textures, patterns, signs, and close-ups of the hospital's impressive art collection. Working under the guidance of junior and senior level UC Denver CAM photography students, each child invented something new—an image that uniquely reflects their own personal story, their life force and their creative spirit.

Goal 1.3 Collaborate with hospitals, the UC Denver Colorado Clinical Translational Science Institute (CCTSI), and academic programs at AMC and on the Downtown Campus to transform clinical and translational research so that new methods of diagnosis and treatment may be developed and delivered more efficiently and effectively to patients and communities. Utilize the National Institutes of Health (NIH) Roadmap for Medical Research to guide these activities

Colorado Clinical and Translational Science

Institute – The Colorado Clinical and Translational Science Institute (CCTSI) was implemented to create an academic home for interdisciplinary and community collaborations in clinical and translational research. As described on their web site, the CCTSI is a collaborative enterprise between both campuses of the University of Colorado Denver and the University of Colorado at Boulder, six affiliated hospitals and health care

organizations, and multiple community organizations with resources to promote research and training that will advance health care and improve the public health. The CCTSI was created in 2008 with funding from the Clinical and Translational Science Award (CTSA) initiative of the National Institutes of Health (NIH). <http://cctsi.ucdenver.edu/Pages/index.aspx>

Goal 1.4 Establish, strengthen, and sustain existing academic pipeline programs from preschool through post-graduate education to increase the available pool of qualified students who can benefit from a UC Denver education and to promote their participation in inter-professional, interdisciplinary, and multi-professional programs

Aurora Lights – A new program that offers Aurora middle and high school students a pathway to health careers, Aurora Lights was funded with a nearly \$4 million grant from the Health Resources and Services Administration’s Health Careers Opportunity Program. Aurora Lights targets students from disadvantaged backgrounds and provides them with a variety of academic and cultural enrichment activities aimed at increasing awareness, developing skills, and motivating them to pursue a pre-health profession education. Program partners include: the Aurora Public School System; the Community College of Aurora; Metro Community Provider Network, a non-profit organization providing medical and health education services to the underserved in the Denver metropolitan region; the Central Colorado Area Health Education Center; University of Colorado Denver, Denver campus undergraduate programs represented by the Career Center; the University of Colorado School of Medicine; and the University of Colorado Anschutz Medical Campus’ Office of Diversity and Inclusion and the Health Sciences Library.

BA/BS Undergraduate Degrees in Public Health on the Denver Campus – Planning began for undergraduate degrees that will provide a pipeline for health professions careers in public health, nursing, medicine, and other areas. The program is being developed by the College of Liberal Arts and Sciences and would be co-taught by faculty from the Colorado School of Public Health on the Anschutz Campus. This new degree offering will provide interdisciplinary education to undergraduates and strengthen ties to the community health workforce.

High School to Health Sciences – During 2008-2009, the Health Sciences Library and AMC Office of Diversity and Inclusion (ODI) participated in the US Institute of Museum and Library Services grant-funded partnership “High School to Health Sciences,” introducing traditionally underrepresented students to health information careers. A health information literacy curriculum was developed and incorporated strategically into a range of ODI pipeline initiatives. The goal was to encourage local high school students to consider careers in the health sciences, including health information-related professions. Assessment of the program was measured through student attendance at and engagement in health information literacy instruction, their performance in curricular assignments, and feedback regarding their Library experiences. Data from FY 09 post-test and class evaluation assessments of the Library’s instruction indicated that 94.43% of participating sophomores and 68.18% of juniors felt that the instruction classes were either completely or somewhat useful to them. 77.81% of the sophomores and 72.72% of the juniors anticipated that they would share at least one thing that they learned in the library instruction classes with someone else.

The Initiative for Maximizing Student Diversity, (IMSD) a National Institutes of Health (NIH) sponsored program was launched and the initial group of students recruited. During the academic year staff were recruited and a “LABCOATS” program was initiated to create a pipeline for sophomore students to eventually have a funded research experience in their junior and senior years with funded biomedical researchers. Faculty members from both campuses have been involved in mentoring students with the aim of them having valuable experiences in the laboratory and continuing toward Ph.D. Programs in the biomedical sciences.

Goal 1.5 Create systems and programs, design technologies, and secure funding to enable collaboration across the schools and colleges on university campuses and other geographic locations

Consolidated Graduate School – UC Denver took steps to strengthen all graduate programs by providing resources for consolidating the graduate schools at Anschutz Medical Campus (AMC) and Denver Campus (DC) into a single university graduate school. The Graduate School was originally part of the system-wide Graduate School of the University of Colorado founded in 1892. In 1999, the system-wide Graduate School was dissolved and independent Graduate Schools were established at both the Denver Campus and the Anschutz Medical Campus. These were consolidated into a single University of Colorado Denver Graduate School in 2009. Distinguished faculty are drawn from all the schools and colleges of the University of Colorado Denver. The consolidated Graduate School currently consists of 28 PhD programs, an EdD program, and 30 Masters’ programs, which combined enroll a total of over 2,000 students. Graduates from these programs assume leadership roles in academia, business, government, industry, education, and many professions.

Consortia Purchasing for all Libraries of the University of Colorado System – A consortium of five CU libraries (Norlin, Law, Auraria, Health Sciences, and Colorado Springs) combined their resources and negotiates with vendors and publishers to obtain a lower price and provide greater access to electronic journals, articles, books, and databases through collective bargaining. Together they spend about \$7.3 million on over 80 online resources, ranging from a single journal title to a large full-text article database. This represents a return-on-investment of 443% for Health Science Library and 710% for Auraria Library.

Goal 1.6 Enhance our capacity to enrich the well-being and sustainability of communities and our cultural, living, and natural environments; promote healthy lifestyles; and deliver high-quality and compassionate health care by leveraging the opportunities of the newly consolidated university

Colorado School of Public Health – The new Colorado School of Public Health (CSPH) is the first and only school of public health in the Rocky Mountain Region, attracting top tier faculty and students from across the country, and providing a vital contribution toward ensuring our region’s health and well-being. Collaboratively formed by the University of Colorado Denver, Colorado State University, and the University of Northern Colorado, CSPH provides training, innovative research and community service to actively address public health issues, including chronic disease, access to health care, environmental threats, emerging infectious disease, and costly injuries. <http://www.cudenver.edu/Academics/Colleges/PublicHealth/about/overview/Pages/index.aspx>

Goal 1.7 Develop novel models of cross-campus, multidisciplinary innovation in teaching and research

Learning Landscapes – Learning Landscapes is a forward-thinking program of the College of Architecture and Planning at the University of Colorado Denver that connects the design and construction of urban public spaces with healthy initiatives. Over the last 10 years, thanks to the generous support of Denver voters, foundation grants, and grassroots efforts, Denver's children now have healthier places to play. Learning Landscapes, a program of the College of Architecture and Planning and the Center for Human Nutrition at the School of Medicine are the recipients of a \$3 million National Institutes of Health grant to study how Denver's redeveloped schoolyards, in combination with nutrition education, affect childhood activity levels and obesity rates. The five-year grant will look at 24 Denver Public Schools' (DPS) elementary playgrounds; 12 that have Learning Landscapes in place and 12 control schools that have older playground equipment and pea gravel yards.

Writing Center at AMC – During FY 09, the administration of the Health Sciences Library worked with the Academic Support Advisory Committee of the AMC Student Senate, the AMC Student Assistance office, and the College of Liberal Arts and Sciences to provide an AMC touchdown site for the University of Colorado Denver Writing Center. Previously, the Writing Center supported AMC students virtually or by requiring that they travel to the Downtown Campus. After a successful first year trial, the Writing Center was invited to continue its presence in the Library, and the service was relocated to a more prominent site on the Library's first floor in the Information Commons area. The Career Center was then invited to share the same footprint in the Library.

Goal 1.8 Launch and sustain comprehensive communication programs that build awareness of and inspire action to achieve the university's mission, vision, and values

As Provost Roderick Nairn indicated in his December 2008 Provost's Post, "We've developed a number of avenues for keeping you updated and for you to give us input on important university events, initiatives, and ongoing issues and we're working on additional ways to make it easier for everyone to feel connected.

To date, we have available a number of two-way communication avenues that you can use and participate in right away including:

- Network, the up-to-the-minute source for news about what's going on at UC Denver
- Chancellor's Communique
- Provost's Posts
- Numerous school and college-oriented magazines
- University-wide public forums on critical issues
- Regular meetings with the Chancellor and Vice Chancellors with all faculty, staff, and student governance groups as well as regular meetings with all academic Deans
- Individual meetings by the Chancellor and Provost with all schools and colleges

We have additional initiatives planned including smaller gatherings during which small groups of faculty members will be invited to discuss their ideas and concerns directly with the Chancellor and other senior leadership."

Strategic Priority 2

Deliver an outstanding and innovative educational experience

Goal 2.1 Deliver superior educational programs on multiple campuses and academic centers across the state, nation, and around the world

Within Colorado, the University of Colorado Denver currently offers educational programs at sites in Breckenridge (Colorado Mountain College); Denver (Bard Center); Durango (Fort Lewis College); Golden (Jeffco Education Center); Grand Junction (Mesa State College); and Parker (University Center at Chaparral). International sites include Haidian, Beijing, China (China Agricultural University).

Goal 2.2 Graduate students who meet the needs of the city, state, nation, and world

Degrees Granted in Health Professions, STEM, and Education

	2006	2007	2008	2009
AMC (Health Professions ¹)	788	895	947	936
DC (Science, Technology, Engineering, and Mathematics ²)	454	400	435	408
DC (Education)	596	513	467	483

Data Source: Office of Institutional Research, Planning & Analysis - Degrees Awarded Report: Degrees by College, Program, and Level (report generated 1/19/2010)

¹ Includes all degrees awarded from the School of Dental Medicine, School of Medicine, College of Nursing, School of Pharmacy, and Colorado School of Public Health

² Science, Technology, Engineering, and Mathematics (STEM) programs include the following:

Bachelor's degree: Applied Mathematics, Biology, Chemistry, Computer Science & Engineering, Civil Engineering, Electrical Engineering, Geology, Mathematics, Mechanical Engineering, Physics.

Graduate degree: Computer Science, Computer Science & Information Systems, Engineering, Environmental Sciences, Integrated Sciences.

Goal 2.3 Create and replicate distinctive “extra year” academic programs and dual degree options in every UC Denver school and college

Following are some examples of current extra year and dual degree options.

Extra Year Academic Programs

- 4+2 program in the College of Architecture and Planning combines a Bachelor's Degree in Environmental Design with a Master's Degree in Architecture (reduces the three-year master's program to two years)
- Five year BS/MS in Engineering
- Accelerated BA/MA program in Anthropology
- Accelerated BS/MS in Chemistry
- Five year MD/MPH in Medicine and Public Health

Dual Degree Options

- Bachelor's Degree in Business and Bachelor's in College of Liberal Arts and Sciences (BS/BA)
- Bachelor's Degree and Master's Degree in Public Affairs (BA/MPA)
- Master's Degree in Architecture and Business Administration
- Master's Degree in Urban and Regional Planning and Business Administration
- Master's Degree in Public Affairs and Urban and Regional Planning
- Master's Degree in Urban and Regional Planning and Juris Doctorate with CU Boulder
- Master's Degree in Public Affairs and Juris Doctorate with CU Boulder
- Master's Degree in Business Administration and Doctor of Medicine
- Master's Degree in Finance and Economics
- Master's Degree in Business Administration and International Management with Thunderbird, School of Global Management
- Doctor of Medicine and PhD
- Doctor of Medicine and Juris Doctorate with CU Boulder

- Doctor of Medicine and Master's Degree in Public Health
- Master's Degree in Public Health and Doctor of Veterinary Medicine with Colorado State University

Goal 2.4 Implement a comprehensive enrollment management strategy for the Denver Campus

Planning and development of a RFA was conducted during the 2008/09 fiscal year so that an enrollment management consultant could be selected during the 2009-10 fiscal year.

Goal 2.5 Expand selected educational programs that align with prominent and distinctive areas of research

No progress to report this year

Goal 2.6 Promote the scholarship of teaching and learning and integrate the latest research data on teaching and learning throughout the curricula at UC Denver

The Center for Faculty Development offers workshops and seminars each semester. Other services available from the Center include self-paced tutorials, various faculty development grants, mentoring, and assistance with the tenure process. More information about the Center can be found at: http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Pages/default.aspx

The School of Medicine's Teaching Scholars Program was designed "to develop a cadre of highly skilled educational scholars and leaders for the School of Medicine and its departments." The program includes Medical Education Seminars held twice each month from August through June. The first half, Teaching and Learning in Medicine, focuses on curriculum development and theories of learning. The second half

focuses on Evaluating Quality and Outcomes in Medical Education. More information on this program can be found on the website: http://www.uchsc.edu/som/edr/TSP_desc.html

The 4th Annual Undergraduate Experience Symposium, held during fall semester 2008 focused on definitions of scholarship and the faculty reward system. The keynote address was delivered by Dr. R. Eugene Rice, Scholar in Residence and Director of the Forum on Faculty Roles and Rewards at the American Association of Higher Education in Washington, D.C.

The University of Colorado Faculty Roles/Rewards Committee was formed to explore the broad topic of the relationship between changing faculty roles and existing reward and recognition structures.

Goal 2.7 Recruit, retain, and reward outstanding teachers/scholars

	2006	2007	2008
Tenured/Tenure Track Faculty:			
Professor	425	424	437
Associate Professor	460	471	505
Assistant Professor	435	472	555
Non-Tenure Track Faculty:			
Instructors	665	702	751
Other Faculty	121	119	64
Research Faculty	1,314	1,316	1,352
Public Service Faculty	49	53	58
Total Full-Time Faculty	3,469	3,557	3,722
Part-Time Faculty	763	765	715
Total All Faculty	4,232	4,322	4,437

Data Source: Office of Institutional Research, Planning & Analysis – data provided on 5/24/2010

Anschutz Medical Campus Faculty Awards:

- **The President's Excellence in Teaching Award,**

an acknowledgement of a faculty member's outstanding, innovative, and inspirational contributions to the students' professional development. One faculty member is selected by the graduating class in each of the schools of Dental Medicine, Medicine, Nursing, Pharmacy, and Public Health. This recognition includes a plaque and a one-time cash award of \$500 added to the recipient's monthly salary.

- **The Chancellor's Teaching Recognition Award**, to recognize and reward outstanding teaching is awarded to one faculty member from each school (Dental Medicine, Graduate, Medicine, Nursing, Pharmacy and Public Health) and includes a plaque and a one-time cash award of \$1,000 (added to the recipient's monthly salary). The award in the Graduate School goes to a member of the College of Nursing faculty every third year.

The Denver Campus Faculty Awards:

- **Excellence in Teaching, Service, Research and Creative Activities, and Librarianship.** The schools and colleges select school and college-level winners, who become the nominees for the campus-level awards; committees comprised of the winners (school and college-level, as well as campus-level) from the past two years select the campus-level winner in each category. The winner of the Excellence in Librarianship Award is selected by the faculty in the Auraria Library

CU System Awards:

- **Distinguished Professor Award.** CU extends the distinguished professor title to faculty members who demonstrate accomplishments in exemplary teaching and distinguished scholarship or creative work. It is the highest honor the University of Colorado bestows on its faculty members. The title signifies a select group of faculty members who are leaders in their respective fields as attested to by

national or international recognition and/or their significant public service achievements.

- **Thomas Jefferson Award.** Although not limited to faculty, the award is given to those persons who advance the ideals of Thomas Jefferson, which include:
 - broad interests in literature, arts and sciences, and public affairs;
 - a strong concern for the advancement of higher education;
 - a deeply seated sense of individual civic responsibility; and
 - a profound commitment to the welfare and rights of the individual

The special significance of the award is its integration of excellence in performance of regular responsibilities with outstanding service to the broader community.

- **Chase Corporation Faculty Community Service Award.** The Chase Faculty Community Service Award is made possible by a generous endowment from the Chase Corporation through the CU Foundation. The purpose of the endowment is to provide a single award of \$10,000 annually to a full-time faculty member at one of the campuses of the University of Colorado who has rendered exceptional educational, humanitarian, civic, or other service in his or her community, external to the faculty member's primary university responsibilities and for no additional remuneration.

Goal 2.8 Provide opportunities for inter-professional and multidisciplinary education

The Center for Sustainable Infrastructure Systems (CSIS) is a new center located in the College of Engineering and Applied Science that builds cross-program collaboration and activities pertaining to infrastructure development for sustainability throughout

the educational disciplines offered in UC Denver schools and colleges. The CSIS Center grew out of the engineering college's innovative inter-disciplinary **Integrative Graduate Education and Research Traineeship (IGERT) Program in Sustainable Urban Infrastructure**, a National Science Foundation doctoral program funded for 2007-2012 with a \$3.2 million award. The IGERT program focuses on sustainable water, energy, transportation, health, sanitation, and built environment infrastructures in cities worldwide. The education of students in the IGERT program is enhanced by the inter-professional collaboration of the UC Denver faculty and the requirements of the multidisciplinary curriculum. Participating UC Denver units: College of Engineering and Applied Science, College of Architecture and Planning, School of Public Affairs, and Health and Behavioral Sciences.

Goal 2.9 Broaden the educational experience for students to improve student success

The University began to develop a plan to provide intercollegiate athletics; however, this plan is currently on hold.

The University Honors and Leadership (UHL)

Program is the University of Colorado Denver's university-wide undergraduate honors program, offering both a traditional academic honors curriculum and an honors program in leadership studies. The interdisciplinary UHL curriculum, taught by some of the University's best faculty members, rewards intellectual curiosity, challenges students to expand their horizons, and promotes life-long learning. UHL also takes students beyond the classroom, through opportunities to engage in research projects side-by-side with UC Denver faculty, to study abroad with fellow UHL students, and to participate in leadership-development activities with like-minded students from other universities. More information about this program can be found at: <http://www.ucdenver.edu/academics/honors/UHL/Pages/default.aspx>

During the 2008-2009 academic year, UC Denver's Downtown Campus was one of 26 institutions nationwide selected to participate in "**Foundations of Excellence® in the First College Year.**" The Foundations of Excellence (FoE) program is a comprehensive, year-long self-study program of assessment that focuses on undergraduate students, especially the first-year student. FoE enhances UC Denver's ability to realize excellence in goals of student learning, success, and persistence. The product of the FoE program is a strategic action plan for the beginning college experience at the University of Colorado Denver. More information about this program can be found at: <http://www.ucdenver.edu/student-services/resources/ue/committees/Pages/FOE.aspx>

Following several years of planning, **Maymester**, an intensive three-week summer session, was launched on the Denver campus. Approximately 45 classes were offered, enrolling about 875 students. To effectively revise or develop classes that fit the compressed model, the Center for Faculty Development conducted two-day workshops for Maymester faculty during the spring 2009 semester. The results of surveys sent to Maymester faculty and students indicated high levels of overall satisfaction with Maymester as well as some suggestions for improvement that were incorporated into planning for Maymester 2010.

Strategic Priority 3

Conduct outstanding research and creative work for the public good

Goal 3.1 Be a global leader in the translation and application of discovery, innovation, and creativity for societal good

Health care practice reaches its full potential when real-life biomedical outcomes inform lab investigations. The **Colorado Clinical and Translational Sciences Institute** (CCTSI) is the academic home of biomedical research that reaches from labs and into lives. The CCTSI is a collaborative enterprise between University of Colorado Denver, University of Colorado at Boulder, six affiliated Hospitals and health care organizations, and multiple community organizations with resources to promote research and training that will advance health care and improve the public health. The CCTSI was created in 2008 with funding from the Clinical and Translational Science Award (CTSA) initiative of the National Institutes of Health (NIH). <http://cctsi.ucdenver.edu/Pages/index.aspx>

First-time published author **Thomas G. Andrews, PhD**, was chosen as a 2009 Bancroft Prize winner by Columbia University. The assistant professor of history at the College of Liberal Arts and Sciences wrote, *Killing for Coal: America's Deadliest Labor War*, about the 1913-14 mining strike in Ludlow, Colo. One of the most coveted honors in the field of history, the Bancroft is awarded annually by the trustees of Columbia University to the authors of books of exceptional merit in the fields of American history, biography, and diplomacy. More than 200 books published in 2008 were nominated for consideration by the Bancroft jury this year. *Killing for Coal* has also been awarded the George Perkins Marsh Prize by the American Society for Environmental History and the Vincent DeSantis Prize from the Society for the History of the Gilded Age and Progressive Era. <http://www.cudenver.edu/Who%20Am%20I/Network/Tell/Spring/Pages/KillingforCoal.aspx>

Goal 3.2 Enhance our reputation for internationally recognized research in basic biomedical science as well as for translating discovery into practice

The University of Colorado Technology Transfer Office (TTO) pursues, protects, packages, and licenses to business the intellectual property generated from research at the University. The TTO is a system-level office which provides assistance to faculty, staff, students, and businesses looking to license or invest in CU technology.

This year, annual technology transfer awards were presented to the following UC Denver faculty.

Robert S. Hodges, Inventor of the Year. Hodges, a professor of biochemistry & molecular genetics, works on understanding protein structure and function through synthetic peptide and antipeptide therapeutic approaches. Antimicrobial peptide technology from Hodges' lab was licensed to BioAMPS International in 2009; he is currently collaborating on a project to develop a universal vaccine against influenza infection. **Malik Y. Kahook, New Inventor of the Year.** An associate professor of ophthalmology, Kahook specializes in the medical and surgical care of glaucoma and cataracts. Kahook recently received sponsored research funds from a pharmaceutical company which may be followed up with an option agreement for one of his inventions, a non-invasive device for lowering intraocular pressure.

In fall 2005, TTO began its **Proof of Concept (POC)** program. As part of this program, TTO (in conjunction with the State of Colorado) provides competitively-reviewed POC grants of up to \$200,000 to CU bioscience investigators; awards with a preclinical and/or product development focus are granted in the fields of therapeutics, diagnostics, medical devices and biofuels. Examples of UC Denver POC awards from FY 2008-09 are identified below:

- **Raymond Browning** and **James O.Hill**, Center for

Human Nutrition, for a shoe-based physical activity monitor for effective weight management.

- **K. Ulrich Bayer**, Department of Pharmacology, for a new drug to prevent permanent neurological damage in stroke patients.
- **Mark W. Duncan** and **Anthony Elias**, Division of Pulmonary Medicine and Division of Medical Oncology, for improved diagnosis and early detection of breast cancer.
- **Heide L. Ford** and **Rui Zhao**, Department of Obstetrics and Gynecology and Department of Biochemistry & Molecular Genetics, for the identification and development of novel therapeutics that may be used to treat a wide variety of cancers.
- **Emily A. Gibson** and **Timothy Lei**, Department of Physics and Department of Electrical Engineering, for an improved flow cytometry device for analysis of blood samples.
- **Robin Shandas**, Division of Cardiology, School of Medicine, UC Denver and Department of Mechanical Engineering, CU-Boulder, for a medical device to treat venous valve incompetence.

New companies created in FY 2008-09 based on UC Denver intellectual property include:

Company	Technology
QGenta	Therapeutics for the treatment of solid tumor cancers
Biotricity	Implantable biogenerator providing power indefinitely to implanted medical devices
MiRagen	Micro RNAs for the diagnosis, treatment, and prevention of heart disease
AlloGenesis	Wound healing extract for treating burns and other tissue damage
Peak BioSciences	Implantable filament for delivering cancer therapeutics to tumors

More information about the CU TTO can be found at: <https://www.cu.edu/techtransfer/index.html>

Goal 3.3 Foster risk-oriented, leading-edge ideas that may forge the next new frontier

The Academic Enrichment Fund (AEF), provides funds for the School of Medicine (SOM) dean to use to promote recruitment and fund programs in the school. The clinical enterprise has generated \$150 million cumulative contribution from the clinical faculty's patient care to the AEF over the past 10 years.

The AEF has been instrumental in supporting the growth of the research enterprise over the last decade. Examples of programs funded by AEF include the following:

- With the addition of **robots to its X-Ray Core facility**, UC Denver is pushing the limits of research, attracting grant money and extending the abilities of modern technology. Technological advances provide more accuracy, improve productivity and further the aims of scientific research with break-through discoveries.

Goal 3.4 Grow the Colorado Biomedical Research Initiative into one of the nation's premier research programs, and foster entrepreneurship and public/private partnerships by leveraging the university's affiliation agreement with the Colorado Science and Technology Park at Fitzsimons

The Colorado Biomedical Research Initiative is an integrated academic-commercial-community model that will revolutionize how discoveries advance from the laboratory to commercialization and the treatment of patients. The unique infrastructure of the Anschutz Medical Campus enables our expert researchers, clinicians, and educators to facilitate the entire spectrum

of innovation from the laboratory, through testing and development, and into the clinic.

Goal 3.5 Recruit, retain, and reward an outstanding workforce to achieve our vision for research and creative work

No progress to report this year

Goal 3.6 Provide superior core research facilities to enhance the discovery, innovation, and creative activities of the university

Oversight of core research facilities available at both campuses of the University is provided within the Office of the Vice Chancellor for Research. Included among the core facilities are a bio-imaging research laboratory, a high-throughput genome sequencer, and a vivarium. A complete directory of Core Facilities can be found at: <http://www.ucdenver.edu/about/WhoWeAre/Chancellor/ViceChancellors/Research/Documents/UC%20Denver%20Core%20Book%2012-09%20Final.pdf>

Goal 3.7 Build an international reputation for research and creative work in selected programs university wide

The University of Colorado Denver was ranked in the top 200 by the Academic Ranking of World Universities in 2008, up from its ranking in the top 300 during the previous year.

One way we are doing this is through the use of the Academic Enrichment Fund (AEF). For example, the Physical Therapy Program began the **Interdisciplinary Movement Science Laboratory** with funding from the Dean's Academic Enrichment Funds. The laboratory provides full motion analysis and kinetic capabilities for researchers on the campus with an interest in rehabilitation.

Strategic Priority 4

Enhance the university's world-class health care programs to achieve recognition as one of the best academic health centers in the nation

Goal 4.1 Offer inter-professional, comprehensive, high-quality, evidence-based, service-driven, patient-centered specialty, primary, and preventive health care services at the university and its clinical partners to international, national, statewide, and community-based patients

In October, 2008, the leadership and faculty of the **School of Medicine** adopted its Strategic Plan for 2009-2020. It centers around the Vision Statement: "The University of Colorado Denver School of Medicine will accelerate its growth at the new Anschutz Medical Campus from its status as the premier medical school in Colorado and the western region to its place in the top ten percent of American medical schools by the year 2020." While nationally competitive in most areas of patient care, teaching, and medical research, the impetus provided by the investment in the new Anschutz Medical Campus fostered the goal of moving the School into national prominence as one of the top tier centers for medicine in the United States.

The Health Sciences Library supports distance medicine through the provision of a state-of-the-art website for accessing the library collections and services, by licensing access to e-information resources by paid faculty, staff and enrolled students regardless of location, by providing virtual reference services to customers regardless of location, and by developing web-based asynchronous tutorials in the use of online resources and services. Website functionality continues to be refined based on feedback from stakeholders. Efforts to enhance accessibility of licensed e-information resources are being advanced contingent on licenses and available funding. During FY 09, staff answered nearly 4550 virtual reference inquiries, and five new online tutorials were launched.

Goal 4.2 Invest in selected areas of scientific research that will improve clinical practice

The Academic Enrichment Fund (AEF), provides funds for the School of Medicine (SOM) to use to promote recruitment and fund programs in the school. The clinical enterprise has generated a \$150 million cumulative contribution from the clinical faculty's patient care to the AEF over the past 10 years. The AEF has been instrumental in supporting the growth of the research enterprise over the last decade and has funded the educational change that has revolutionized the way our medical students are educated. (see Goal 3.3 for examples)

Goal 4.3 Sustain and provide additional signature health care programs that are recognized internationally, nationally, and statewide

The Linda Crnic Institute for Down Syndrome aims to eradicate the ill effects associated with Down syndrome and significantly improve the lives of people with Down syndrome throughout the world. With the Anna and John J. Sie Foundation commitment of \$34 million the Institute will be a global beacon for research and care. It will be the first national organization to comprehensively engage in basic research, clinical research and clinical care all under one umbrella. It will integrate the highest quality basic, translational and clinical research, clinical trials, therapeutic development, medical care, education and advocacy. The inspiration for the establishment of the Linda Crnic Institute is Sophia Kay Whitten, the granddaughter of Anna and John J. Sie who happens to have Down syndrome. The center is named in memory of Dr. Linda Crnic, Professor of Pediatrics and Psychiatry and Director of the Colorado Mental Retardation and Developmental Disabilities Center, in honor of her unwavering dedication to people with Down syndrome through translational research. The institute will partner with the University of Colorado Denver School

of Medicine, University of Colorado at Boulder, The Children's Hospital in Aurora, Colo., and the Anna and John J. Sie Foundation. <http://www.ucdenver.edu/academics/colleges/medicalschoo/institutes/lindacrnica/Pages/siefoundation.aspx>

The Barbara Davis Center for Childhood Diabetes is one of the largest diabetes programs specializing in type 1 diabetes research and care (both children and adults) in the world. The Center is managed as a distinct administrative unit of the University of Colorado School of Medicine. The Center provides state-of-the-art clinical diabetes care to 80% of children with diabetes in Colorado and 2,000 adults within the Rocky Mountain region as well as receiving national and international referrals.

The **University of Colorado Cancer Center (UCCC)** is the Rocky Mountain region's only National Cancer Institute-designated comprehensive cancer center. Headquartered on the Anschutz Medical Campus, UCCC is a consortium of three state universities and five institutions. Together, over 435 members work to ease the cancer burden through cancer care, research, education, and prevention and control. The Cancer Center has multiple missions which include patient care, research, and education. Basic, or laboratory-based, research at UCCC is led by a strong group of senior investigators with international reputations and extensive federal grant support. They work closely with our clinical researchers to translate laboratory findings into drugs, therapies, and techniques that can be applied to people.

The Kempe Center for the Prevention and Treatment of Child Abuse and Neglect delivers excellent services to children in Denver and throughout the Rocky Mountain Region. The Center has developed funding for new research and clinical initiatives and has initiated the development of a strategic plan to lead the Center and the field of child abuse successfully into the future. The Center's direct medical care clinical services are provided by the child Protection Team at The Children's Hospital.

JFK Partners is an interdepartmental program reflecting collaboration between the departments of Pediatrics and Psychiatry at the University of Colorado Denver. The mission of JFK Partners – which has been designated by the U.S. Department of Health and Human Services as a University Center for Excellence in Developmental Disabilities Education, Research, and Service – is to promote the independence, health, and inclusion of individuals with developmental disabilities and special health care needs. The multidisciplinary staff of JFK Partners accomplishes these objectives through the education and training of health care professionals, consultation with community organizations (e.g., schools), provision of exemplary health care services to affected clients and families, and research related to developmental disabilities and special health care needs originating in childhood.

Goal 4.4 Expand clinical facilities, sites, and satellite programs

Planning discussion continued with respect to expanding School of Medicine (SOM) activities in Grand Junction (St. Mary's Hospital).

Goal 4.5 Develop innovative faculty and staff recruitment and retention strategies (See also Goals 2.7 and 3.5)

The university now uses an **electronic HR system** to collect applications for its advertised open positions – *Jobs at CU*.

Under Board of Regents Law and University Policy, the campus Affirmative Action Officer is required to monitor and review all hiring processes for compliance with the institution's Affirmative Action Program and state law. It is expected that outreach and recruitment efforts to achieve a diverse applicant pool are followed as outlined in the school, college or administrative unit's diversity plan.

The 2008-09 academic year saw the beginning of an important new program for the University of Colorado Denver School of Medicine, **The Academy of Medical Educators**. The Academy of Medical Educators is dedicated to creating an environment that enhances the status of teachers of medicine, promotes and rewards teaching excellence, fosters curricular innovation and encourages scholarship in medical education. Membership in the Academy signifies outstanding accomplishment in medical education. The inaugural inductees will be named in winter 2010.

Goal 4.6 Recruit diverse, high-quality health professional students who can meet Colorado's workforce needs

End of Term Headcount Enrollment – Anschutz Medical Campus

Fall	2006	2007	2008
Total Students	2,897	2,979	2,999
White	2,157	2,182	2,142
Hispanic	158	153	167
Asian	226	237	255
African American	79	79	89
Native American	18	28	23
Foreign National	87	80	81
Unkown	172	220	242

Data Source: Office of Institutional Research, Planning, and Analysis – Enrollment Reports (Includes Only State-Funded)

Goal 4.7 Market the university's clinical care programs to key audiences statewide and worldwide

No progress to report this year

Strategic Priority 5

Enhance diversity university-wide and foster a culture of inclusion

Goal 5.1 Recruit and retain a critical mass of traditionally underrepresented and international students

New and established programs and strategies have been implemented to improve student success including*:

- **Denver Transfer Initiative (DTI)**, a federally funded partnership program within the Community College of Denver (CCD). The program was created to increase transfer rates and to provide a smoother student transition from CCD to the University of Colorado Denver, ultimately, improving student retention and graduation rates. Collaboration among faculty and staff in student services departments and academic departments and workshops and advising for students provides the foundation for the program.
- **Early Alert**, a web based system which allows faculty to refer students who are having academic difficulty. Students are referred to academic advisors who guide students to appropriate resources. The program is a partnership of the College of Liberal Arts and Sciences, Undergraduate Experiences, and the Academic Success and Advising Center of Student Affairs.
- **The Academic Success Packet** which uses an intrusive advising model requires students on academic probation to meet with an advisor before registering for classes. Students are also required to complete the Academic Success Packet, which is designed for self-reflection, goal-setting, and introduction to campus resources.
- **Supplemental Instruction** sessions were offered for a variety of courses. Supplemental instruction is projected to lower DFW rates and increase GPA, hopefully enhancing student persistence and retention.

Goal 5.2 Recruit and retain a diverse faculty and staff throughout the university

Faculty initiatives in place or being furthered include*:

- **The Minority Affairs Committee (MAC)** is a subcommittee of Faculty Assembly. MAC led two major campus events that included a symposium, “Crisis of Inclusion.” The MAC has become a dynamic group of faculty who want to provide opportunities for students as well as faculty of color.
- The Office of Diversity and Inclusion, in partnership with Ethnic Studies, the Auraria Library, and the Center for Faculty Development, held a **workshop for faculty on diversifying syllabi**. This initiative provides UC Denver faculty with valuable resources that enable them to include a variety of diversity issues in their courses.

The Office of Human Resources hosted a university-wide search fair to help departments develop more creative strategies for recruiting diverse candidates*. Search committee training is being revised to promote more outreach to diverse prospective candidates*.

* Source: *University of Colorado Denver 2008-2009 Report on Diversity, April 2009*

Goal 5.3 Expand research and community-based programs to reduce health and educational disparities

The Colorado School of Public Health opened its doors to students on July 1, 2008. Several centers located within the Colorado School of Public Health target community-based programs to reduce health and educational disparities. For example, The Centers for American Indian and Alaska Native Health (CAIANH) sponsors the Center for Native American Tele Health and Tele-education (CNATT) which 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.

Another activity within CAIANH is Project EXPORT, funded by the National Center for Minority Health and Health Disparities. Project EXPORT 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.

Goal 5.4 Demonstrate and communicate the university's commitment to diversity

The university hired its first **Chief Diversity Officer (CDO)**, **Dr. Zenaido Camacho**. Dr. Camacho has developed a national reputation for his successful efforts in diversity for almost 40 years. A new director for the Office of Diversity and Inclusion at the Anschutz Medical Campus (AMC) was also hired to ensure the recruitment and retention of diverse health profession students*.

The Health Sciences Library supports outreach services to Colorado's diverse communities by participating in the National Library of Medicine-funded National Network of Libraries of Medicine (NNLM) Resource Library program. The HS Library hosts a Consumer Health Information Liaison whose responsibilities include outreach to underserved communities. The Liaison works with non-profit community-based groups, providing instruction and assistance in the use of freely-available health information services and resources. The goal of this initiative is to improve access by all Coloradans to quality information for personal healthcare decision-making. Programmatic success is measured by the numbers of contacts made through outreach efforts, and the utilization of NNLM-sponsored services and resources. Utilization of services and the numbers of contracts have trended positively in recent years, with an increase of 24% from FY 08 to FY 09.

* Source: *University of Colorado Denver 2008-2009 Report on Diversity*, April 2009

Strategic Priority 6

Grow strong, mutually beneficial partnerships that engage our local, national, and global communities

Goal 6.1 Promote partnerships and active engagement with business, industry, nonprofits, government, schools, and venture capitalists to optimize intellectual and cultural capital for societal use

The Colorado Bioscience Park Aurora is the only academic-affiliated bioscience park in the country. The research park is administered by the Fitzsimons Redevelopment Authority and formally affiliated with the University of Colorado. This relationship provides companies at the bioscience park access to the resources of the region's largest academic medical center as they pioneer discoveries benefiting health care. <http://www.colobio.com/introduction.html>

The School of Medicine (SOM) Dean's community-based **Council of Advisors** is made up of industry and civic leaders. The Council of Advisors serve as advocates, ambassadors, and strategic links to local, regional, and national audiences in partnership with the SOM and its core mission: providing programs of excellence in education, research, clinical care, and community service. The mission of the Council is to facilitate community awareness, support, and involvement in the SOM and the fulfillment of its overarching goals and objectives to achieve a top-ten medical school ranking and recognition as a world-class biomedical research center. One of the Council's priorities is to provide leadership to foster wider community understanding and appreciation of the School's programs and capabilities that increasingly meet community needs and aspirations. The goals of the Council include: increasing the School's endowment; strategizing actions to meet public relations, communications, and branding challenges; establish new frontiers in strategic collaborations and directions with industry, community, government, and University sectors; and participate in strategies and actions to identify sources and pursue opportunities for major private financial support.

Goal 6.2 Expand partnerships in all sectors to advance the success of our students and partners

The Denver Transfer Initiative is a federally funded Title V collaborative grant between the Community College of Denver and the University of Colorado Denver. The purpose of the grant is to help low income and/or Hispanic students successfully transfer from the Community College of Denver to the University of Colorado Denver and earn a Bachelor degree.

The Colorado School of Public Health is a unique collaborative partnership between the University of Colorado Denver, Colorado State University, and the University of Northern Colorado. It was designed to maximize student access to public health coursework, research, and community practice and minimize resource duplication between universities for increased breadth and depth of student offerings.

The Rocky Mountain-Middle School Math and Science Partnership (RM-MSMSP) is a project funded by the National Science Foundation's Math Science Partnership Program. Its purpose is to enhance middle school student achievement in math and science, predominantly through the provision of math and science content courses to middle level teachers as part of their professional development. Through the RM-MSMSP UC Denver has united five institutions of higher education with seven Denver-area school districts and the Front Range Board of Cooperative Education Services (BOCES). Since the project's inception in 2004, 21 content-based math and science courses have been developed primarily as part of 2-3 week summer institutes with a separate four-session follow-up course during the academic year. The summer sessions predominantly focus on math or science content and laboratory activities, while the academic year follow-up sessions focus primarily on pedagogy—implementation of the content gained over the summer into the middle school classroom.

Courses were developed and co-taught by a team of instructors including university math and science faculty, university education faculty, and K-12 math and science education teachers, content experts or administrators. Courses may be lab-based or field-based depending on the content being taught. All courses have been developed using an inquiry-based instructional approach, and that inquiry-focused approach allows for integration of the content/pedagogy mix described above. Research findings from the project have informed a number of similar efforts across the U.S., targeting

- how to correlate teacher profession development coursework to mathematics and science content standards,
- how to enhance teacher efficacy in the classroom,
- how to support teacher efforts to implement enhanced content knowledge in classroom practice to enhance student achievement, and
- how to use enhanced science and mathematics content to promote teacher leadership within school districts.

This summer, we are exploring a capstone experience whereby our most involved teachers are participating in research experiences (Research Experience for Teachers: RET) with mathematics and science faculty as mentors on our Downtown Denver Campus.

Goal 6.3 Engage communities in Colorado and beyond in identifying health and wellness needs

Health and Wellness Center – Colorado’s health and wellness movement took a giant step forward as the University of Colorado Denver received a \$15 million gift from The Anschutz Foundation to create a Health and Wellness Center. The soon-to-be-built center will foster a new culture of health promotion and disease prevention on a campus that includes hospitals, researchers, and a complete set of health sciences programs, from nursing to medicine to public health. Its

interim director will be James O. Hill, PhD., director of the UC Denver’s School of Medicine’s Center for Human Nutrition and co-founder of America On the Move. The center, set to open in March of 2012, will build a collaborative, comprehensive model for long term, sustainable changes in health while providing health resources for communities throughout Colorado, the nation and the world. The project, with a projected cost of \$37.7 million, will provide 95,000 square feet for Health and Wellness building on the Anschutz Medical Campus. The Health and Wellness Center will place in one location the Center for Integrative Medicine, the Center for Human Nutrition, and the Center for Women’s Health Research. It also will house research labs and community programs. Research and care will focus on alternative/complementary medicine, holistic wellness and counseling, weight management, and improving nutrition and physical fitness. The project is another example of the university’s partnership with the community and with private donors. The Anschutz Foundation has long supported the new model of care, education and research created at the Anschutz Medical Campus. The announcement demonstrates the foundation’s ongoing commitment and advocacy of wellness.

<http://www.cudenver.edu/Who%20Am%20I/Faculty%20and%20Staff/Network/TellingOurStories/Pages/healthandwellnesscenterlaunches.aspx>
<http://www.ucdenver.edu/about/departments/FacilitiesManagement/FacilitiesProjects/ActiveProjects/Pages/HealthWellnessCenter.aspx>

Colorado Area Health Education Centers (AHEC)

- This long-standing partnership between University of Colorado Anschutz Medical Campus, and five Area Health Education Centers (AHECs), each serving a designated region of the state, generates 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.

The Rocky Mountain Prevention Research Center

– Housed at the Anschutz Medical Campus, School of Public Health, The Rocky Mountain Prevention Research Center has research and training linkages with communities in the San Luis Valley and throughout rural Colorado. Focused on improving nutrition and physical activity through a combination of research, education, and policy initiatives, it works with community advisory boards to plan and develop interventions of local relevance.

<http://www.ucdenver.edu/academics/colleges/PublicHealth/research/centers/RMPRC/Pages/welcome.aspx>

Goal 6.4 Assess the depth and impact of the university's engagement with key communities

No progress to report this year

Goal 6.5 Mobilize external support for the university by demonstrating the value of partnerships

No progress to report this year

Strategic Priority 7

Secure the resources to achieve our vision
while being responsible stewards of those resources

Goal 7.1 Actively and strategically manage the financial future of UC Denver through a wide range of revenue enhancing initiatives

The university continues to develop new degree programs as one mechanism to increase revenue. Tuition increases along with enrollment growth have also contributed to increased revenue.

Goal 7.2 Invest in providing the infrastructure (services and facilities) necessary for a world-class learning and discovery environment for the benefit of our students, faculty, staff and communities

MetamorphoSIS – Begun in 2007, MetamorphoSIS is the University of Colorado student information system (SIS) replacement project currently underway. Goals of the Integrated Student Information System (ISIS) include creation of a single system of record with flexibility to accommodate various campus policies and processes and improved interoperability between ISIS and satellite systems and to improve data quality and timeliness.

UC Denver Web Site Redesign – As part of the university consolidation, University Web Services and Integrated University Communications are leading and assisting all academic and administrative units in redesigning their web sites. One of the key objectives of this project is to consolidate all existing centrally supported web servers utilizing a content management system to maintain branding and content consistency. The project is targeted for completion in fall 2010.

The Office of Institutional Planning (OIP) facilitates the capital planning processes on the campuses; is responsible for space program development, campus architect oversight, and physical move coordination. OIP facilitates institutional planning by producing physical planning studies which advance the physical goals of the institutional master and strategic plans. Planning

projects underway during fiscal year 2009 include the following:

- Program Plans
 - Business School Revision for the building located at 1475 Lawrence Court
 - Health and Wellness Building at Anschutz Medical Campus (AMC)
 - Science Building Laboratory fit-out at Auraria
- Concept/Master Plans
 - Auraria Higher Education Center (AHEC) General Classroom Building
 - Montview Blvd Design Plan (needed for RTD access to AMC)
 - I-225 Corridor and Colfax Avenue improvements at AMC
 - Micro master-plan for AHEC CU Denver neighborhood – General Development Concept
- Design Plans
 - Pharmaceutical Research Center (Floors 1, 2, and 4) at AMC
 - Lawrence Street Center – Floor 12 to relocate ATEL at DC
 - Simulation and Minimally Invasive Surgery Lab – Education 1B at AMC

Goal 7.3 Enhance the effectiveness of administrative services and systems to support the university's mission and vision, and seek innovative approaches to optimizing efficiencies

Throughout the consolidation of the two campuses, various administrative offices and functions have been consolidated to avoid unnecessary duplication.

Currently, a review of all policies is being conducted in order to eliminate duplicate policies and to clarify policies to ensure they are appropriate for the consolidated university.

Appendix I Ranking and Accomplishments

University of Colorado Denver's Noteworthy National Rankings

US News and World Report: America's Best Graduate Schools

Category	2006	2007	2008	2009
Best Education Programs	#90	#70		#103
Nursing Masters				#15
Nursing Specialties				
Clinical Nurse Specialist				
Adult/Medical-Surgical			#6	
Community/Public Health		#7		
Nurse Practitioner				
Adult		#11	#8	
Pediatric	#1		#3	#3 ¹
Nursing Service Administration		#6		
Physical Therapy - Masters/Doctorate			#40	#40 ²
Physician Assistant - Masters/Doctorate			#8	#8 ¹
Public Affairs - The Top Schools			#35	#32
School of Medicine - The Top Schools				
Primary Care	#6		#3	#4
Research	#30	#26	#23	#27
School of Pharmacy - Health: Pharmacy (PharmD)	#23			
Specialties				
Medical School Deans and Senior Faculty Select the Best Programs				
Family Medicine			#7	#6
Pediatrics		#7	#7	
AIDS			#18	
The Sciences: Biological Sciences				
PhD Programs Ranked Best by Deans & Department Chairs		#56	#48	#48

Source: Office of Institutional Research, Planning, and Analysis (OIRPA)

¹ Ranked in 2007

² Ranked in 2008