



UNIVERSITY OF COLORADO SYSTEM

Boulder • Colorado Springs • Denver and Health Sciences Center

Office of the Vice President for Academic Affairs and Research

University of Colorado 2005 Diversity Report

Downtown Denver Campus

Prepared by the University of Colorado System Office of Information & Analysis

March 2005

Highlights of Student Diversity Report February 2005

Enrollment:

In the fall of 2004, minority students numbered 2,625, which represent 21.3% of CU-Denver's total enrollment. Since the fall of 2000, minority enrollment on the campus has increased from 2,318 to 2,625, an increase of 13%. The increases for Asian American, African American and Latino, were 14.8%, and 12.5% and 14% respectively. The percentage of American Indian students declined 2.7% from 2000 to 2004.

Minority undergraduate enrollment increased 10.7% between the fall of 2000 and the fall of 2004 from 1754 to 1942 students. Minority students now make up 26.7% of undergraduates on the campus. Most significant have been increases in African American (17.7%), Latino (11.1%), and American Indian (13%) students.

In the fall of 2004, minority graduate students constituted 13.5% of CU-Denver's total graduate enrollment, compared with 12.5% in the fall of 2000. Since 2000, minority graduate enrollment has increased from 564 to 683, or 21.1%. Asian American, and Latino graduate student enrollment rose 44.5%, and 22.4% respectively, however American Indian declined by 38.2%.

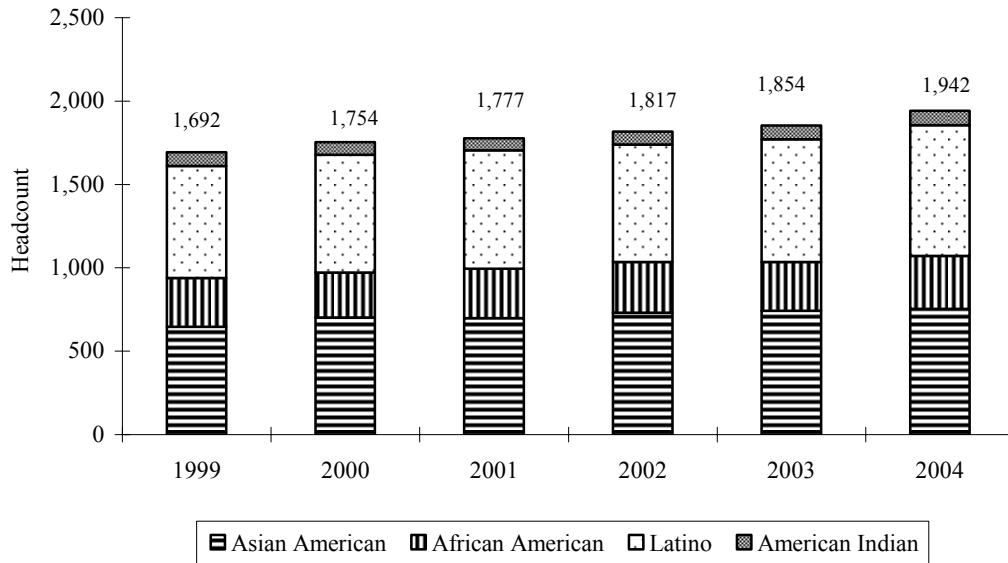
Persistence of Freshmen:

Of the 200 minority first-time, full-time freshmen who enrolled in the fall of 2003, 151, or 75% enrolled in the fall of 2004. This percentage compares favorably with the reenrollment rate of 69% for first-time freshmen overall.

Degrees Awarded:

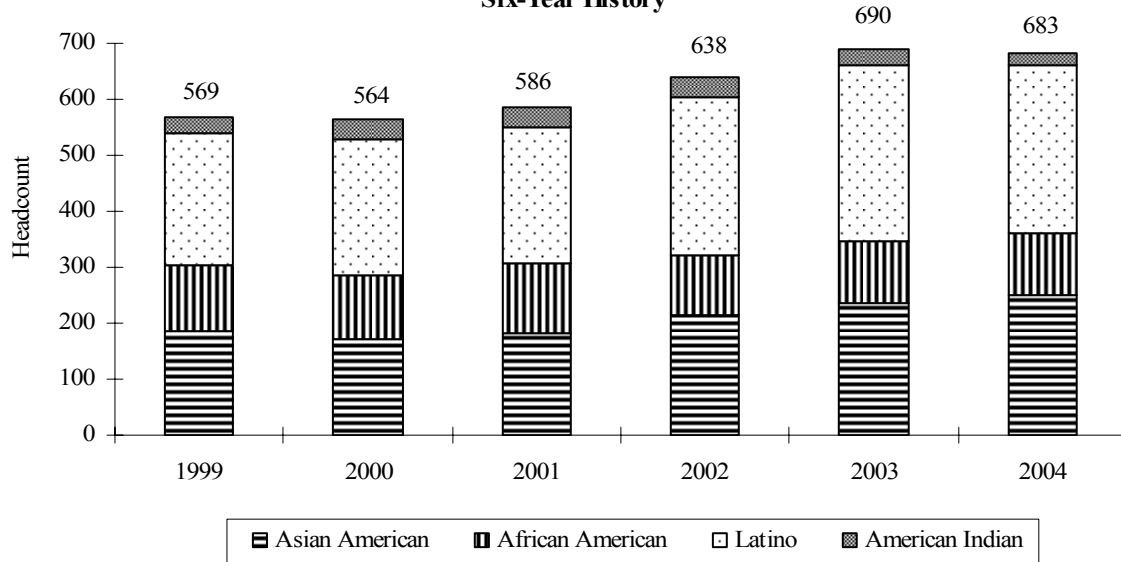
In the 2003-2004 academic year, CU-Denver awarded 287 baccalaureate degrees to minority students, constituting 20.7% of the total number of baccalaureate degrees awarded by the campus compared to 22.7% of the total number of baccalaureate degrees awarded in 1999-2000. Since 1999-2000 the number of minority baccalaureate degrees has increased 16.7%.

**University of Colorado at Denver & Health Sciences Center
Downtown Denver Campus
Minority Undergraduate Fall Headcount Enrollment
Six-Year History**



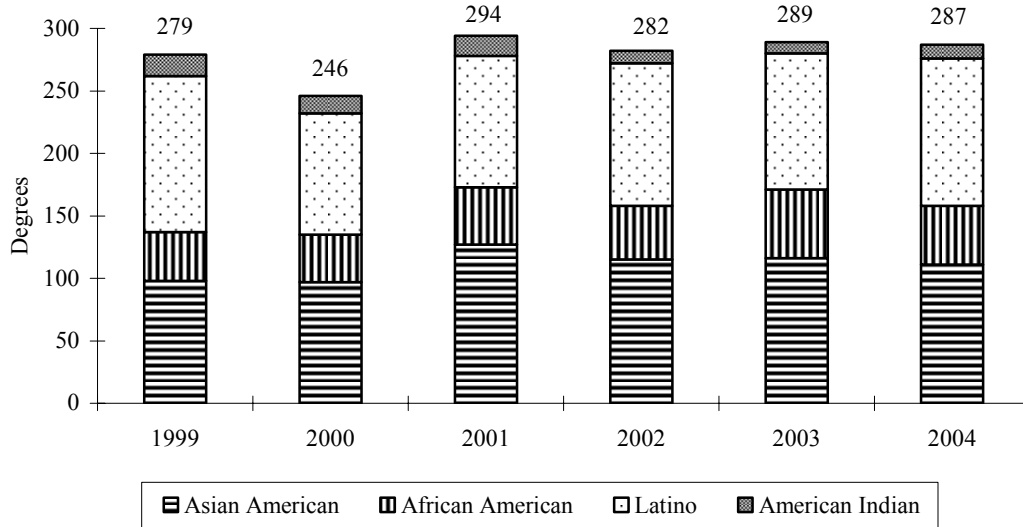
	1999	2000	2001	2002	2003	2004
Minority Enrollment as a % of Total Undergraduate Enrollment	27.8%	27.6%	27.2%	27.3%	27.0%	26.7%
Asian American	647	701	697	731	742	753
African American	292	271	298	304	294	319
Latino	672	705	710	703	736	783
American Indian	81	77	72	79	82	87
Minority Total	1,692	1,754	1,777	1,817	1,854	1,942
White/Unknown	4,201	4,285	4,360	4,544	4,794	5,136
International	201	324	391	306	211	198
Total Undergraduate (Headcount) Enrollment	6,094	6,363	6,528	6,667	6,859	7,276

**University of Colorado at Denver and Health Sciences Center
Downtown Denver Campus
Minority Graduate Fall Headcount Enrollment
Six-Year History**



	1999	2000	2001	2002	2003	2004
Minority Enrollment as a % of Total Graduate Enrollment	12.4%	12.5%	12.4%	12.5%	13.4%	13.5%
Asian American	187	173	183	213	236	250
African American	118	112	123	109	111	112
Latino	235	245	243	281	314	300
American Indian	29	34	37	35	29	21
Minority Total	569	564	586	638	690	683
White/Unknown	3,646	3,524	3,715	4,016	4,118	4,091
International	377	412	438	439	343	296
Total Graduate (Headcount) Enrollment	4,592	4,500	4,739	5,093	5,151	5,070

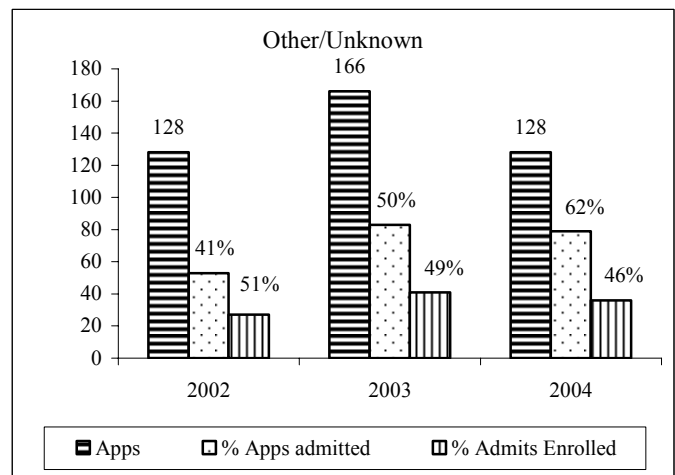
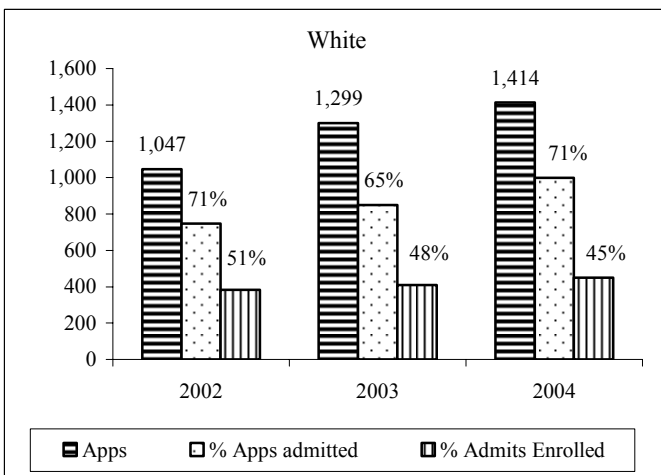
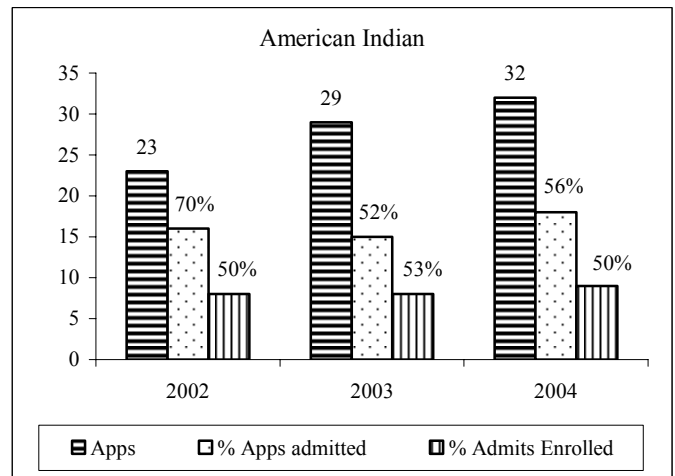
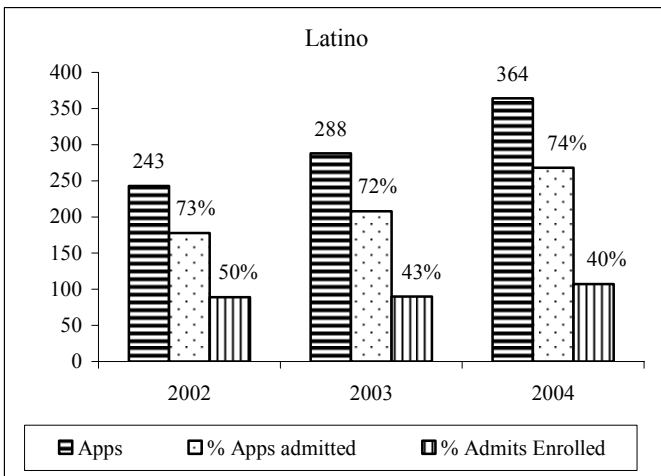
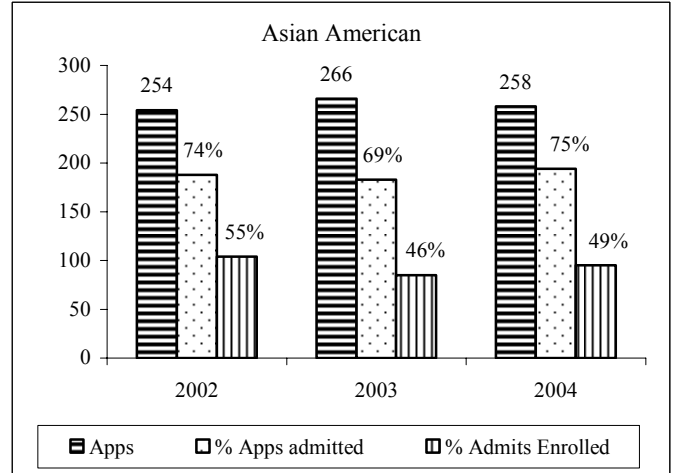
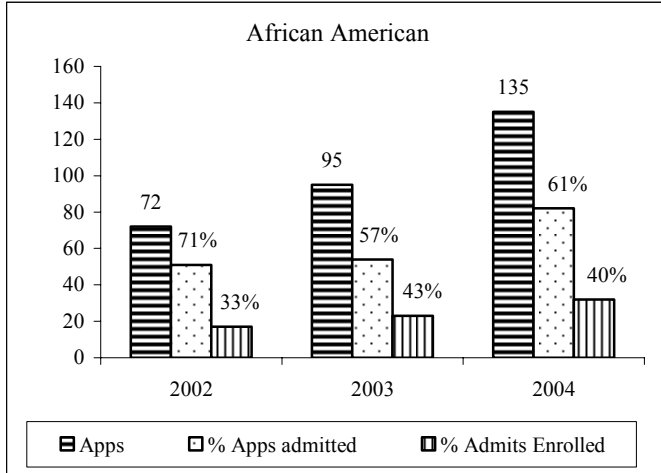
**University of Colorado at Denver and Health Sciences Center
Downtown Denver Campus
Minority Baccalaureate Degrees Awarded
Six-Year History**



	1999	2000	2001	2002	2003	2004
Minority Degrees Awarded as a % of Total Baccalaureate Degrees Awarded	24.0%	22.7%	23.3%	21.4%	20.9%	20.7%
Asian American	98	97	127	115	116	111
African American	39	38	46	43	55	47
Latino	125	97	105	114	109	118
American Indian	17	14	16	10	9	11
Minority Total	279	246	294	282	289	287
White/Unknown	785	778	770	813	793	879
International	100	58	198	222	302	221
Total Baccalaureate Degrees Awarded	1,164	1,082	1,262	1,317	1,384	1,387

Note: Students receiving two bachelors degrees are counted twice.

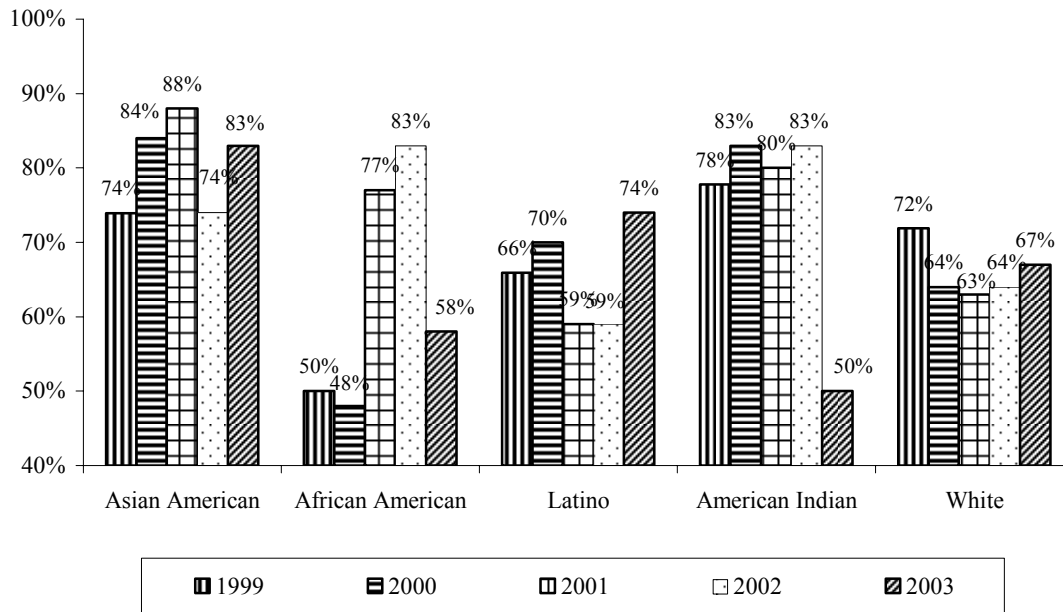
**University of Colorado at Denver and Health Sciences Center
Downtown Denver Campus
All Freshman Applications, Acceptances, and Matriculations
By Ethnicity, 2002, 2003, 2004**



**University of Colorado at Denver and Health Sciences Center
Downtown Denver Campus
Persistence of First-Time Full-Time Freshmen to Second Fall Term**

	Freshmen entering Fall of:					Percent enrolled in subsequent Fall of Freshmen entering Fall of:				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
Asian American	88	104	80	99	88	74%	84%	88%	74%	83%
African American	18	21	22	12	19	50%	48%	77%	83%	58%
Latino	82	74	64	78	85	66%	70%	59%	59%	74%
American Indian	9	6	5	6	8	78%	83%	80%	83%	50%
White	253	271	287	356	379	72%	64%	63%	64%	67%
Other/Unknown	22	28	27	23	41	55%	64%	67%	70%	59%
International	6	11	7	6	4	83%	46%	43%	100%	50%
All	478	515	492	580	624	67%	70%	68%	67%	69%

Percentage of Freshman Persistence to Second Fall by Ethnicity



Faculty Staff Inclusion and Diversity Report February 2005

The Downtown Denver Campus of UCDHSC was actively engaged in a number of exciting inclusion initiatives and efforts during 2004. Some of these initiatives and efforts are ongoing into 2005. Foremost of these initiatives is the development of an Academic Master Plan (AMP). All these activities demonstrate the Downtown Denver Campus' commitment to fostering and furthering an inclusive and welcoming campus environment for faculty, staff, and students.

Academic Master Plan

The Academic Master Planning process began in June 2004 with preliminary planning by a core group of faculty leaders. During September and October, three primarily faculty groups, with some administration, staff, and student representatives, convened as separate "search conferences" to envision desired futures for the Downtown Denver Campus. An "action planning" session in early November and a reconciliation process in December synthesized the results into 12 desired future statements, one of which is Inclusion & Diversity, and 8 action clusters, one of which is Inclusion & Diversity. A number of the other desired futures-(Faculty, Attract and Develop Students, Campus of Choice, Identity, University Community, Public Good, and Interdisciplinary Research and PhD Program Development) and several of the other action clusters (The Reward System, Support and Service for Students, Curriculum and the Student Experience, Links to the External Community, Links to the Internal Community, and Centers & Institutes) have inclusion aspects.

The planning process continues throughout Spring 2005. Activities in February include School, College, and Library faculty discussions around 11 questions; an online survey to capture anonymous feedback from faculty and staff on the draft AMP; and faculty and staff participation in a public online threaded discussion of the draft AMP. Activities in March include a campus-wide "Action Fair," a very large interactive poster session to engage faculty, staff, and students in conversation about the 12 desired future statements and 8 action clusters, and to enlist wider participation in implementing various facets of the draft AMP; and Faculty Assembly's prioritizing elements of the draft AMP that have significant faculty support, identifying and developing strategies for key parts of the draft AMP that faculty will lead; and advising the Deans, Provost, and Chancellor on faculty priorities.

From March through May, the Faculty Assembly Budget Priorities Committee will review the AMP for budgetary items, prioritize those based on Faculty Assembly priorities, seek and review more detailed budget information on prioritized items, and make recommendations to Faculty Assembly, the Provost and Chancellor on budgetary investments for FY 2005-06. This will continue annually as an ongoing link between planning and budgeting for the Downtown Denver Campus.

2004 Inclusion Initiatives and Efforts:

1. In Fall 2004, Dr. Jennifer Wade of GSPA was appointed as the first Faculty Fellow for Inclusion, a half time position created in the Provost's Office. The Faculty Fellow conveys the University's vision of focusing on diversity in a manner that stresses unity rather than difference and ensures that all groups are included; provides leadership to and with a campus Inclusion Advisory Committee; works with various Faculty Assembly committees and other campus groups to encourage collaborations that will be synergistic and improve the campus climate for creating a more inclusive community; maintains effective interpersonal working relationships with an inclusive university

community and the community-at-large; and oversees the design and implementation of inclusion programs and the development of a campus inclusion website.

2. With support from the President's Fund for Diversity Programming, the Downtown Denver Campus sponsored the LaRaza Youth Leadership Conference; the 18th Annual P.A.N.D.A. Games, an academic competition on the contributions by people of African descent throughout the world, which creates knowledge pertaining to the accomplishments of African Americans throughout history; and the annual African American Business Students Association "Commencement Celebration for African American Students" graduating from the Business School.
3. The Graduate School of Public Affairs received the Downtown Denver Campus' first Federal Earmark, amounting to approximately \$1 million, in the area of Domestic Violence.
4. The Faculty Assembly Diversity Committee, which serves as an umbrella structure for various Faculty Assembly subcommittees that deal with issues pertaining to inclusion--(1) Minority Affairs Committee, (2) Women's Issues Committee, (3) Disabilities Committee, and (4) Gay, and Lesbian, and Transgender Committee—began its work, including creating a website.
5. The QUE Project (Quality Undergraduate Education) includes an inclusion/diversity component.
6. The School of Education Initiatives and Efforts:
 - a. The Faculty Mentoring Process for Faculty of Color is in its third year in AY 03-04. 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. An important measure of the success is the publication record of the participating faculty.
 - b. The Center for Collaborative Educational Leadership (CCEL) has a number of inclusion/diversity projects underway: (a) Academic Engagement of Low Income African American and Latino Middle School Students: Multi-Level Action Research Project; (b) English as a Second Language Elementary Network (BEN); (c) English as an Additional Language for Secondary and Adult Learners (ESAL); (d) The National Institute for Urban School Improvement Inclusive Schools: Good for Kids & Families in Urban Communities.
7. The Center on Faculty Development hosted workshops pertaining to inclusion/diversity in teaching.
8. 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; CAM Records, which will produce a RAP album; and Latin Jazz Ensemble.
9. The mission of the Center for Pre-Collegiate Programs (CPCP) 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 CPCP has partnered with the University of Colorado Foundation to seek private donations to support its programs. This partnership has been successful in obtaining \$98,500 in private philanthropic donations from the Lumina Foundation and the Denver-based Daniels Fund. The CPCP's programs fulfill one of Lumina's three major funding themes. The Lumina Foundation award is designed to double the current participation level in its programs from 50 to 100 students for 2004 and 2005.

10. The Auraria Library's Initiatives and Efforts:

- a. The Diversity Committee's Fifth Annual Diversity Series included programs on (1) Chinese Calligraphy, with Xin-shi Tu, Calligrapher; (2) Women in the Professions: A-Z in Children's Literature, exhibit by Rosemary Evetts, Auraria Library; (3) Shades of Healing Around the World, Booth co-sponsored with Student Health Center at Campus Spring Fest Celebration; (4) Music and Healing, Janis Page, Auraria Library; (5) A Brief Historical and Contemporary Overview of the Gay Movement in the United States, Steven Mascaro, Auraria Library; (6) Third Annual Library Employee Art Showcase; (7) Etiquette Essentials for the Physically Challenged, LaVerne Buchanan-Donelson and Julie Rummel Mancuso, Disability Accommodations and Adaptive Technology Services, Metropolitan State College of Denver; (8) Video Histories of Displaced Aurarians (History of the Hispanic community that was displaced by the Auraria campus), Anna Sampaio, University of Colorado at Denver, Political Sciences Department; (9) Three video showings throughout the month: *Fahrenheit 9/11*, *Women Vote 2004: The Margin of Victory*, and *Fahrenhype 9/11*; (10) Introduction to the Smithsonian National Museum of the American Indian, Mary Dodge, Auraria Library.
- b. Charlotte and Robert Baron donated nearly \$1500 to the Library for the purchase of forty new titles from the *Library of America* collection. Some of these classic titles are new to the collection; a few are much needed added copies. Sample titles in the collection by diverse authors include: *Collected Essays*, by James Baldwin; *Novels and Stories*, by Zora Neale Hurston; and *Writings*, by James Weldon Johnson.
- c. Mr. William Sharpless Jackson, Jr., matched funds raised at a fundraising event in May 2004, to create The William Sharpless Jackson, Jr. Endowment, the annual yield from which will fund and enhance library learning resources in Asian studies and Asian arts.

2005 Inclusion Initiatives and Efforts:

1. The Ethnic Studies program is in the process of hiring to fill a tenure track position in Latino/Chicano Studies.
2. Several Downtown Denver Campus faculty and staff received Diversity and Excellence Grants from the President's Office:
 - a. Rene Galindo of the School of Education received a \$3,000 grant for the project, "Curriculum Diversity Review and Infusion."
 - b. Ellen Greenblatt and Althea Redd of the Auraria Library received a \$4,000 grant for the project, "Auraria Library Diversity Programming Series."
 - c. Clark Strickland of the College of Arts and Media received a \$3,000 grant for the project, "Infusing Diversity and Inclusion as a Core Value in the College of Arts and Media."
 - d. Marjorie Levine Clark of the Department of History in CLAS is a member of the Faculty Council GLBTI Committee that received a \$4000 grant for the project, "Creating a Portal Website Serving Gay, Lesbian, Bisexual, Transgender, Intersex Issues for the Entire CU Community."

3. Auraria Library Initiatives and Efforts:

- a. In observance of the Lunar New Year, which began February 9, 2005, and to welcome the Year of the Rooster, the UCDHSC Asian Student Services Office, the UCDHSC Asian Student Alliance, and the Auraria Library are sponsoring an exhibition of works from the collection of Mr. Wann Caron. The collection spans a period from 1967 to 2000, with an emphasis on Vietnamese art from the 1990s. While Viet Nam is geographically located in Southeast Asia, its culture, for the most part, places it among the East Asian family of nations. Artists from several Asian countries--China, Japan, Singapore, Cambodia, India, and Sri Lanka--are also featured. The video entitled "Vietnamese Lacquer: Tradition and Innovation," accompanies the exhibit. Mr. Caron will be available to discuss the collection at a reception on February 15, 4:00-5:30 p.m., in the Library Gallery. Light refreshments, including Library faculty member Vera Gao's fabulous dumplings, will be served.
- b. "Daily Differences, A Photographic Essay of Women in Colorado," is being shown in the Library gallery during February 2005.

Trends in the Data

1. Noteworthy trends include:

a. *Minority Faculty*

- 1) Retention from Fall 2003 to Fall 2004 of all tenured minority faculty and an increase of four minority regular instructional faculty.
- 2) The percentage of minority Professors increased steadily from 6% in Fall 1998 to 11% in Fall 2004.
- 3) The percentage of minority Associate Professors remained basically constant at 18% in Fall 1998, through a slight dip to 15% in Fall 2000 and Fall 2002, to 18% in Fall 2004.

b. *Women Faculty*

- 1) The percentage of tenured women faculty increased steadily from 25% in Fall 1998 to 31% in Fall 2004.
- 2) The percentage of women in administrative faculty leadership positions increased from 27% in Fall 1998 to 33% in Fall 2004, with a jump from 27% in Fall 2000 to 33% in Fall 2002.
- 3) The percentage of women Professors increased steadily from 15% in Fall 1998 to 19% in Fall 2004.
- 4) The percentage of women Associate Professors increased steadily from 34% in Fall 1998 to 43% in Fall 2004.

c. *Minority Staff*

- 1) The percentage of minority unclassified and classified professionals has increased steadily and dramatically from 20% in Fall 1998 to 35% in Fall 2004.
- 2) The percentage of minority secretarial and clerical staff, which dropped from 36% in Fall 1998 to 31% in Fall 2002 (the result of layoffs due to State budget cuts), has increased to 35% in Fall 2004.
- 3) The percentage of minority technical/para-professionals and skilled crafts has increased steadily and dramatically from 23% in Fall 1998 to 31% in Fall 2004.

2. Trends we are monitoring:

a. *Minority Faculty*

- 1) The overall percentage of minority faculty has remained basically constant but with a slight negative dip from Fall 1998 (16%), through Fall 2000 and Fall 2002 (13%), to Fall 2004 (15%).
- 2) The percentage of minority Assistant Professors declined dramatically from 27% in Fall 1998 to 18% in Fall 2000 and has remained steady through Fall 2004. This may likely be due to hiring freezes as a result of dramatic cuts in State funding over the past three years.

b. *Women Faculty*

- 1) The overall percentage of women faculty has remained basically constant and positive from Fall 1998 (38%) to Fall 2004 (34%).
- 2) The percentage of women Assistant Professors has declined steadily and dramatically from 53% in Fall 1998 to 38% in Fall 2004. This may likely be due to hiring freezes as a result of dramatic cuts in State funding over the past three years.
- 3) The percentage of non-tenure track women faculty has declined steadily from 56% in Fall 1998 to 50% in Fall 2004. This may likely be due to hiring freezes as a result of dramatic cuts in State funding over the past three years.

University of Colorado at Denver and Health Sciences Center – Downtown Denver Campus
Faculty Diversity Profile
All Schools and Colleges, Fall 2004

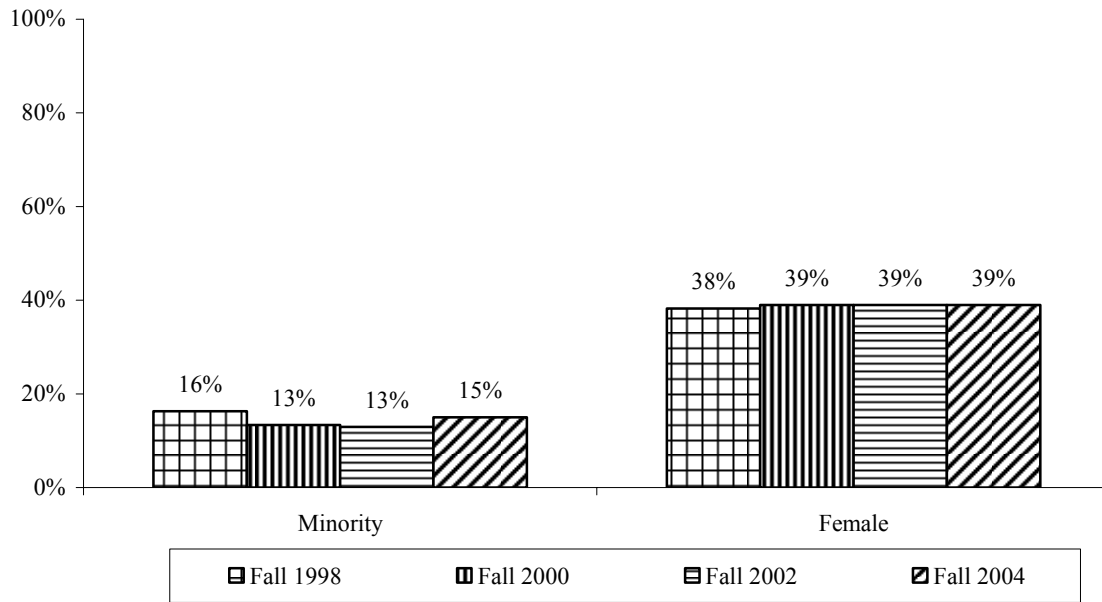
Category	Total	Female		Male		Minority		Ethnicity					
		#	Pct	#	Pct	#	Pct	African American	American Indian	Asian American	Latino	Inter-national*	
Regular Instructional Faculty													
TOTAL	478	186	39%	292	61%	71	15%	11	8	30	22	12	
<i>Tenured/Tenure Track</i>	321	107	33%	214	67%	49	15%	6	5	22	16	10	
Full Professors	108	20	19%	88	81%	12	11%	0	1	6	5	0	
Associate Professors	123	53	43%	70	57%	21	17%	2	2	12	5	2	
Assistant Professor	90	34	38%	56	62%	16	18%	4	2	4	6	8	
<i>Non-Tenure-Track</i>	157	79	50%	78	50%	22	14%	5	3	8	6	2	
Full Professors	0	0	0%	0	0%	0	0%	0	0	0	0	0	
Associate Professor	0	0	0%	0	0%	0	0%	0	0	0	0	0	
Assistant Professors	0	0	0%	0	0%	0	0%	0	0	0	0	0	
Senior Instructor	85	43	51%	42	49%	10	12%	1	2	4	3	0	
Instructor	72	36	50%	36	50%	12	17%	4	1	4	3	2	
Administrative	64	21	33%	43	67%	9	14%	0	2	4	3	0	
Dept. Chair/Directors	52	15	29%	37	71%	7	13%	0	2	3	2	0	
Asst/Assoc/Dean/Chanc	12	6	50%	6	50%	2	17%	0	0	1	1	0	
Tenured	226	70	31%	156	69%	33	15%	2	3	18	10	2	
Full Professors	83	17	20%	66	80%	9	11%	0	0	5	4	0	
Associate Professors	85	34	40%	51	60%	15	18%	2	1	9	3	2	
Assistant Professors	0	0	0%	0	0%	0	0%	0	0	0	0	0	
Administrative Faculty	58	19	33%	39	67%	9	16%	0	2	4	3	0	
Other Faculty													
Total	880	442	50%	438	50%	96	11%	16	0	36	44	59	
Professor	2	0	0%	2	100%	0	0%	0	0	0	0	0	
Associate Professor	2	0	0%	2	100%	0	0%	0	0	0	0	0	
Assistant Professor	0	0	0%	0	0%	0	0%	0	0	0	0	0	
Sr. & Instructor	14	9	64%	5	36%	1	7%	1	0	0	0	0	
Research Faculty/Assts.	74	58	78%	16	22%	16	22%	4	0	2	10	2	
Lecturer/Honorarium	435	188	43%	247	57%	37	9%	4	0	18	15	3	
Visit/Adjunct/Adjoint	48	21	44%	27	56%	1	2%	0	0	0	1	1	
Student Faculty	305	166	54%	139	46%	41	13%	7	0	16	18	53	

(*Note: Foreign born faculty are included in non-minority totals only.

Note: Regular faculty=tenured and tenure track faculty with multiple year appointments. Other=1 Yr. or < faculty appointments could include faculty on restricted grant programs.

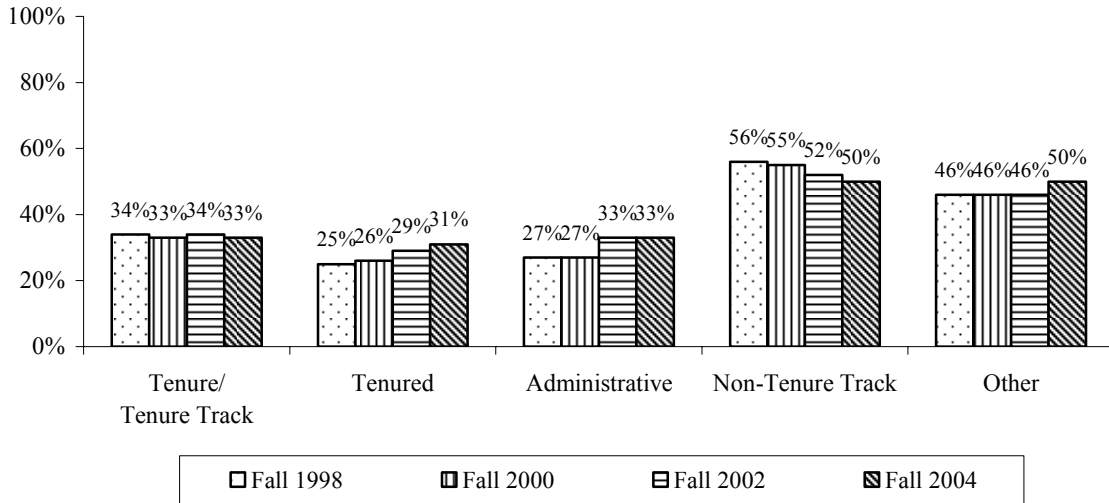
**University of Colorado at Denver and Health Sciences Center
Downtown Denver Campus
Faculty Diversity Profile**

**Minority and Female Faculty
as a Percent of all Regular Faculty**

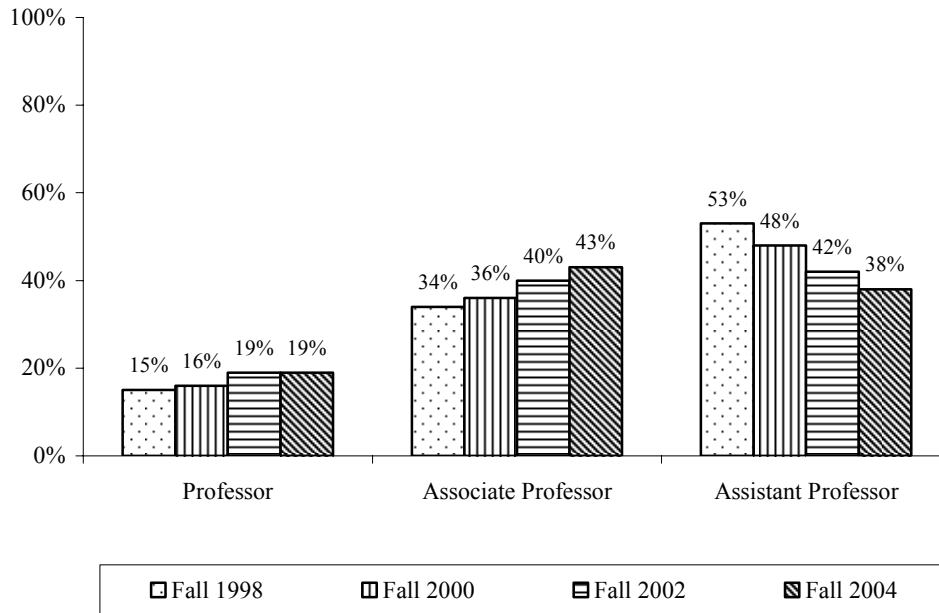


**University of Colorado at Denver and Health Sciences Center
Downtown Denver Campus
Faculty Diversity Profile**

**Female Faculty
as a Percent of Total Faculty**

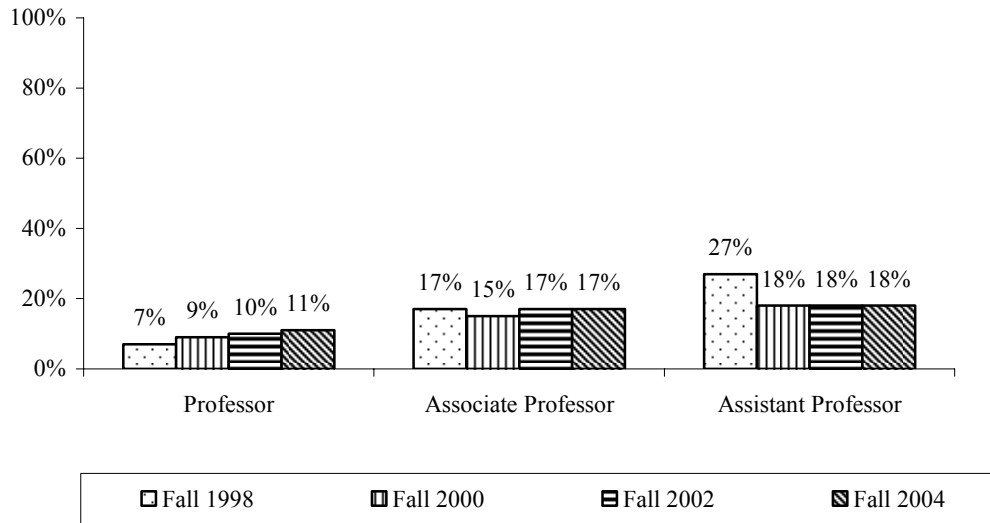


**Female Tenure/Tenure Track Faculty
as a Percent of Total Tenure/Tenure Track Faculty**

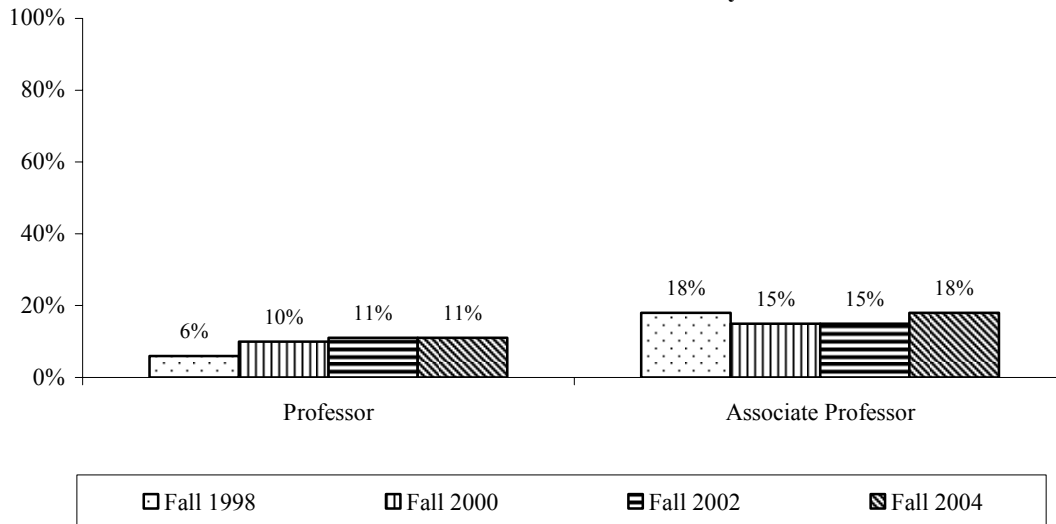


**University of Colorado at Denver and Health Sciences Center
Downtown Denver Campus
Faculty Diversity Profile**

**Minority Tenure/Tenure Track Faculty
as a Percent of Total Tenure/Tenure Track Faculty**

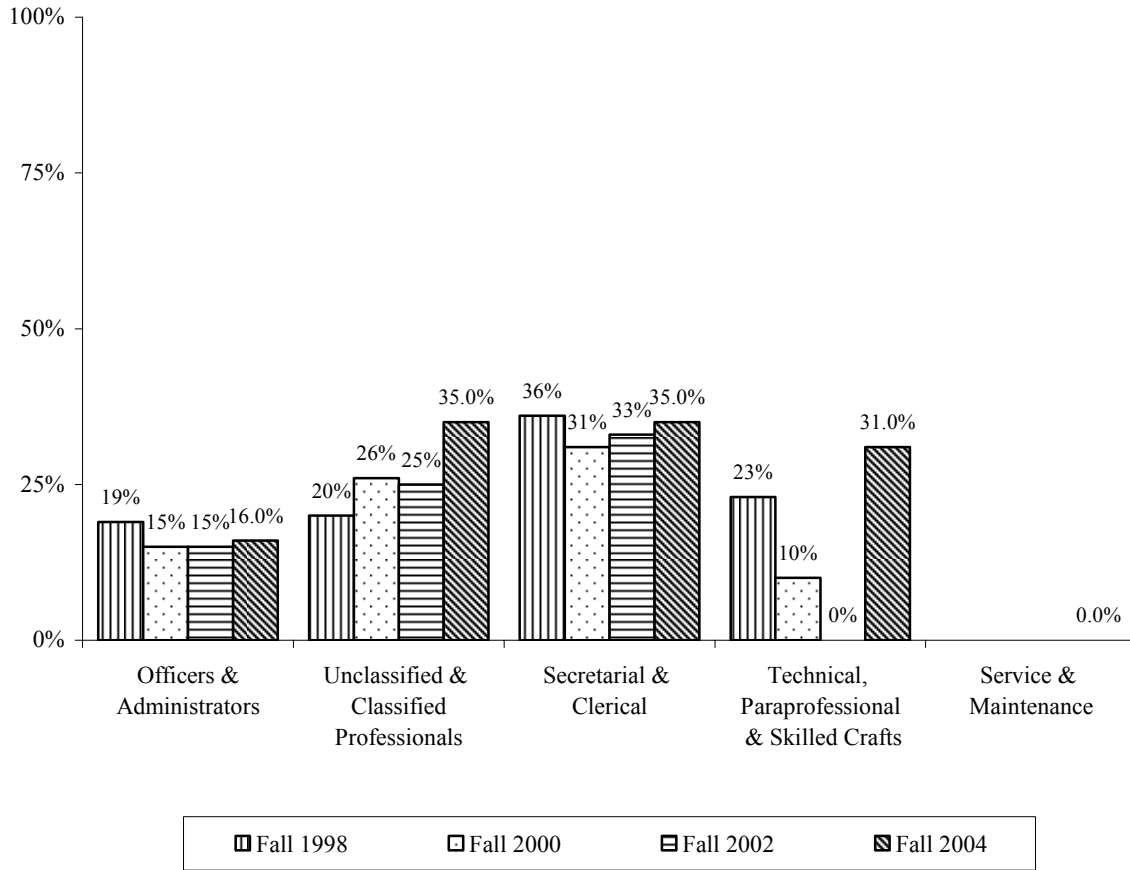


**Minority Tenured Faculty
as a Percent of Total Tenured Faculty**



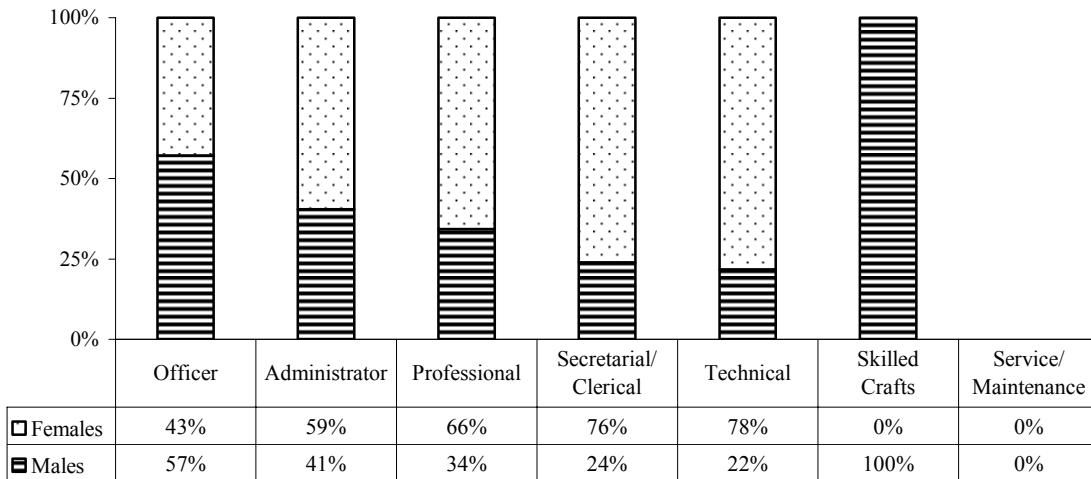
**University of Colorado at Denver and Health Sciences Center
Downtown Denver Campus
Staff Diversity Profile**

Percent Ethnic Minority by Occupational Category

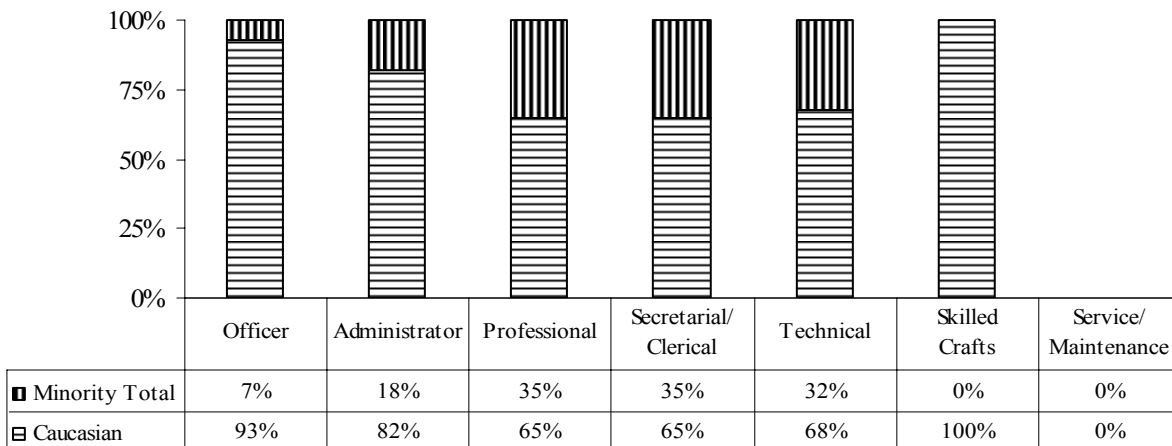


**University of Colorado at Denver and Health Sciences Center
Downtown Denver Campus
Staff Diversity Profile**

Occupational Categories by Gender, 2004-05



Occupational Categories by Ethnicity, 2004-05



Minority Breakdown	Officer	Administrator	Professional	Secretarial/ Clerical	Technical	Skilled Crafts	Service/ Maintenance
African American	0.0%	2.5%	6.7%	7.0%	11.5%	0.0%	0.0%
Asian American	7.1%	5.1%	11.8%	11.3%	6.4%	0.0%	0.0%
Latino	0.0%	8.9%	15.7%	15.5%	11.5%	0.0%	0.0%
American Indian	0.0%	1.3%	1.1%	1.4%	2.6%	0.0%	0.0%