



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 2006 Diversity Report

Denver and Health Sciences Center

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

March 2006

Introduction

In July of 2004, the University of Colorado at Denver and the University of Colorado Health Sciences Center consolidated to become a single university: the University of Colorado at Denver and Health Sciences Center. The new university operates three primary locations: downtown Denver, 9th Avenue and Colorado Boulevard, and Fitzsimons in Aurora, as well as other locations throughout the state. Educating more than 27,000 students annually from 50 states and 134 nations, half of whom are pursuing graduate degrees, the university has the new distinction of being classified by the Carnegie Foundation as RU/VH: Research Universities (very high research activity). Among Colorado's research universities, it is the most diverse: students of color comprise 21 percent of the overall student body.

The 2005 Annual Regents Diversity Report provides combined data for the institution that was previously provided in two separate documents. Therefore, some data reflect increases or decreases from previous years that are a product of the consolidation rather than an actual change in the data. Significantly, the consolidated university does not yet have a strategic plan for diversity. Work has begun to build a consolidated organizational structure that will implement programs and activities pertaining to diversity and inclusion. Subsequently, a strategic plan will be developed.

Although the faculty, staff and student data are not significantly different from the past few years, efforts are underway that are expected to have a positive impact on the diversity of faculty, staff and students as well as on the classroom and campus climate. Additionally, the work resulting from the 2006 Blue Ribbon Commission will impact the manner in which the University of Colorado at Denver and Health Sciences Center will approach diversity and inclusion.

University Overview

The University of Colorado at Denver and Health Sciences Center offers more than 80 undergraduate and graduate programs that span a wide range of fields and disciplines. These programs are offered through the university's 12 distinct academic units: The College of Architecture and Planning, the College of Arts and Media, the Business School, the School of Education and Human Development, the College of Engineering and Applied Science, the College of Liberal Arts and Sciences, the Graduate School of Public Affairs, the School of Medicine, the School of Nursing, the School of Dentistry, the School of Pharmacy, and the Graduate School. The Auraria Library provides support to the academic units and to campus climate through the provision of library materials and event programming. Health professional programs—medicine, dentistry, pharmacy and nursing—are offered exclusively at the Health Sciences Center. The Health Sciences Center is also well known for its cluster of health sciences research and treatment centers. The Denison Library Collection is the State's only medical library that primarily serves the needs of the health sciences programs.

2005 Highlights: STUDENTS

Data Highlights

More than one in five students at the university are minority. In the fall of 2005, minority students numbered 2,591; that represents 21.54 percent of the downtown Denver campus' total enrollment. Since the fall of 2000, minority enrollment on the campus has increased from 2,318 to 2,591, or 11.8 percent. The increases for Asian/Pacific Islander, African American and Hispanic/Latino(a), were 8.6 percent, 10.7 percent, and 17.7 percent, respectively. The percentage of American Indian students declined 9.9 percent from 2000 to 2005.

Minority undergraduate enrollment increased 14.4 percent between the fall of 2000 and the fall of 2005 from 1,754 to 2,006 students. Minority students now make up 26.8 percent of undergraduates on the campus. Most significant have been increases in Hispanic/Latino(a) (22.7 percent), African American (17.0 percent), and Asian/Pacific Islander (6.8 percent) students.

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

In the fall of 2005, minority graduate students constituted 12.8 percent of downtown Denver campus' total graduate enrollment, compared with 12.5 percent in the fall of 2000. Since 2000, minority graduate enrollment has increased from 564 to 585, or 3.7 percent. Asian/Pacific Islander and Hispanic/Latino(a) enrollment rose by 15.6 percent and 3.3 percent respectively, however African American and American Indian declined by 4.5 percent and 26.5 percent respectively.

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

For the Health Sciences Center, in the fall of 2005 21.6 percent of health professional students were minorities, much higher than other graduate schools though lower than the minority representation among undergraduates. The minority proportion of students has consistently been above 20 percent over the last five years at the Health Sciences Center. All of the schools on the Health Science Center are aware of the recent decline and are actively working to address the decline in enrollment of minority students.

Freshmen Enrollment

In fall 2005, more than one-third (36 percent) of new freshmen were ethnic minorities. Specifically, 3 percent of the new freshmen were African American, 1 percent were American Indian, 15 percent were Asian/Pacific Islander, and 17 percent were Hispanic/Latino(a). Of the 237 minority first-time, full-time freshman who enrolled in the fall of 2004, 183, or 77 percent enrolled in the fall of 2005. This percentage compares favorably with the reenrollment rate of 72 percent for first-time freshmen overall.

Since 1995, the total number of new freshmen who were minorities has more than doubled from 136 to

287 in fall 2005. However, because the number of nonminority new freshmen has increased more sharply, the proportion of minorities has actually declined over this time, from 47 percent in fall 1995 to 40 percent in fall 2000 to 36 percent this past fall. The proportional decline has been most striking among African Americans and Native Americans—their numbers have held essentially steady over the past decade while the overall number of new freshmen has steadily increased. The admissions yield rate is lower for minority applicants than for Caucasian applicants.

Persistence and Degrees Awarded

In the most recent fall-to-fall retention rate, 77 percent of minorities were enrolled in the second fall compared to 67 percent of Caucasian students. In the most recent graduation cohort, however, only 38 percent of minorities graduated in six-years compared to 46 percent of the Caucasian students. Retention rate trends for undergraduate transfers have been similar to the first-time freshmen trends.

Bachelor's Degrees: In the 2004-2005 academic year, the downtown Denver campus awarded 318 baccalaureate degrees to minority students, constituting 23.5 percent of the total number of baccalaureate degrees awarded by the campus compared to 22.7 percent of the total number of baccalaureate degrees awarded in 1999-2000. For the consolidated UCDHSC, the percent of bachelor's degrees awarded to students of color has increased slightly from 20.6 percent in 1996 to 22.6 percent in 2005. Most of that increase was in degrees awarded to Hispanic/Latino(a) and Asian/Pacific Islander students, while the number and percent of degrees awarded to African American and American Indian students did not increase over ten years.

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

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

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

Graduation Rates

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

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

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

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

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

Pipelines

The university offers college preparation programs that work to make higher education accessible, affordable and responsive to first generation and/or underrepresented students and learners on all campuses through the Center on Pre-Collegiate Programs on the downtown Denver campus and the Health Sciences Center's Office of Diversity. College preparation programs prepare students to attend college and ultimately pursue advanced degrees.

Pipeline On-going Activities:

The downtown Denver Campus' Center on Pre-Collegiate Programs continues to make higher education accessible, affordable and responsive to the needs of first generation and/or underrepresented students. Highlights of program activity include:

- **CU-Denver Scholars program** is an early college enrollment program for college bound high achieving students who are potential first generation and/or underrepresented in higher education. The program offers students the opportunity to engage in a wide range of Pre-Collegiate activities throughout the academic year while they are enrolled in a college level class. In 2005, the program enrolled 85 students; 81 percent were of color.
- **Pre-Collegiate Middle School Academic Program** is an academic enhancement program designed to prepare potential first-generation college students in grades six through eight to successfully complete their pre-secondary school career, enroll in a college preparatory high school curriculum and ultimately enroll to their choice college/university with the necessary skills and academic preparation. For 2005, 145 students were enrolled; 96 percent were students of color.

- **CU-Succeed Silver and Gold programs** continue to yield positive results. Both programs serve to enhance curricular offerings in high schools; increase opportunities for high school students to earn college credit while in high school; ease the students' transition from high school to college; increase the college attendance rate of first generation college students and students with potential for success in college who are not planning to attend college after high school. For 2005, 4,670 students from 74 high schools in 20 counties took 413 courses. Approximately 24 percent of these students were students of color.
- **Pre-Collegiate Development Program** is an academic enrichment and support program designed to motivate potential first generation and/or underrepresented students to pursue a college education. This program offers students in grades 9 through 12, the opportunity to engage in a wide range of activities throughout the academic year. For 2005, 400 students from 15 high schools participated; 85 percent of program participants were of color. According to enrollment statistics, 90 percent of Pre-Collegiate participants have been admitted to the University of Colorado at Denver and Health Sciences Center; 46 percent matriculate into the University of Colorado at Denver and Health Sciences Center; and 51 percent matriculate into a CU school.

Quantitative and qualitative data are used to analyze the success of pre-collegiate programs including: the number of students eligible to participate, the number of students who enroll and complete the program, and the number of precollegiate participants who enroll into college.

The Health Sciences Center's Pre-Collegiate programs served about 40 students in 2005. Other effective on-going pipeline programs are managed within specific schools and colleges. Examples include:

- **The School of Medicine's Area Health Education Center, Cancer Center summer student internship, Summer Health Institute, and Post Baccalaureate program.** The School of Medicine's Post Baccalaureate program identifies students from underrepresented groups for admission who would benefit from a year of rigorous preparation in advanced science courses. Twenty-four of the 27 (89 percent) post-baccalaureate students, entering from 1995 through 2004, successfully completed the post-baccalaureate program and entered the university's School of Medicine. Of the ten students who entered the School of Medicine from 1996 through 2000, all graduated by May 2005.
- **The School of Pharmacy** has its **Summer Enrichment program.** The mission of the Summer Enrichment Program is to recruit and prepare students for success in the PharmD degree program. The program is targeted at students who contribute to the cultural and ethnic diversity of the school, are educationally or economically disadvantaged or are first generation college students to the School of Pharmacy.
- **The School of Nursing** has created the **Diversity Leadership Reception** is a social event that encourages our diverse students to consider higher-level degrees in nursing. This year's event was held in early December and both the leaders of the local Hispanic Nurses Association and the Black Nurses Council spoke to inspire nurses to pursue higher degrees. Select community leaders were invited as well.
- **The School of Dentistry** has the **Advanced Clinical Training and Service (ACTS) Program.** The ACTS Program is a unique service learning program in which dental students are placed in communities throughout the State of Colorado to provide care to underserved, disadvantaged,

diverse populations. The purpose is three-fold: 1) educationally, it teaches students about other cultures and how to provide culturally aware and competent care; 2) it is a great outreach program as the places the students go need health care providers and 3) regarding care, approximately \$3 million of free or discounted care is provided by the dental students in the ACTS Program annually. This is one of the programs that distinguish CU School of Dentistry from other dental schools and it helps CU to recruit top dental student, including diverse students.

Pipeline New Initiatives/Programs:

New pipeline activities and initiatives for 2005-06 include:

- The **Health Sciences Center's Pre-Collegiate programs** are complemented by a new program initiative, the **Undergraduate Pre-Health Program**. This program will work with undergraduates from underrepresented groups to ensure they are well prepared to enter graduate and professional programs in the health professions.
- In 2006, **CU-Succeed** will expand into four new Denver high schools with minority populations of over 90 percent. This expansion should have a direct impact on the number of students of color entering into the program.

Recruitment

The recruitment of students into the University of Colorado at Denver and Health Sciences Center requires ongoing recruitment activity intentionally designed to provide potential students with enough information that they can make an informed decision as to whether or not apply for admissions.

On-going Recruitment Activities

Current, on-going recruitment activities includes:

- **The Office of Admissions** is responsible for numerous ongoing recruitment activities aimed at increasing enrollment. Examples include the **Community College Partners** program for freshman who apply for admission and are not admitted because they are not ready academically. These students are encouraged to attend a community college and then transfer for a later term. Currently, no measures were available for this program. The **Community College of Denver partnership** creates an opportunity for first generation students identified by Community College of Denver case managers to become apart of the University of Colorado at Denver and Health Sciences' pipeline. Twenty-five (25) students participated in the inaugural year. Measures include the number of students identified and transferred into the university. Additionally, the Office of Admissions hosts a variety of activities to recruit applicants, including: high school visits, career and college fairs, Colorado Educational Services and Development Association programs, and conferences. Measures include the number of students who apply, are admitted and eventually enroll.
- **The Office of International Education** has worked to recruit and market the university through its *Promote International Awareness* program. This program established and developed overseas contacts with Fulbright offices, advising centers, guidance counselors, universities and schools. On average, the Office of International Education received 18,000-20,000 international student impressions. For 2005, the number of applications has decreased from 802 to 719. The office admitted 364 international students but only enrolled 200 students. To support the work of the Office of International Education, many schools and colleges have their own partnerships with overseas institutions. For example, the School of Business has established relationships with **the**

International Business University of Incheon, Korea and the Exchange Program with Ed-Hec (French University). Over the past two years, 42 Business School students have taken a course in France and 10 Ed-Hec students have studied in Denver. The Korea program is not currently being measured for impact. **The Graduate School of Public Affairs** have **Memoranda of Understanding** with governmental agencies or foundations in Korea and China, resulting in 9 percent of their student body coming from overseas.

- **The Business School** held its annual **Opportunity Breakfast** for high school juniors and seniors from Denver Area public schools. The breakfast is designed to motivate high school students to graduate and consider a college career. Approximately 120-150 students and 20-30 guidance counselors attended from 18-22 Denver and Adams County high Schools. Results are measured through the matriculation of students into college and the increased awareness of the university.
- **The Graduate School of Public Affairs** continues to market its program through a variety of publications targeting minority populations and women, including but not limited to: *Latin View* with Sherry Vasquez, Colorado Public Radio, *La Voz*, *Military Times*, *Urban Spectrum*, and the ASPA annual *Education Supplement*. Retention of diverse students builds upon a partnership between advising faculty and student services. Results show that 22 percent of students are students of color as measured by student enrollment.

New Recruitment Initiatives:

New initiatives include:

- The development of **residential apartments** to open fall 2006 have been underdevelopment. These new residential facilities will provide new and continuing students with a residential academic experience programmed to ensure a successful academic and social transition. The new housing coordinator was hired spring 2005.
- **The School of Education and Human Development Mentoring Institute for Latino Leaders** is a new initiative aimed at the recruitment and preparation of Latino educators for leadership positions. The goal is to increase the number of Latino educators in leadership positions in school districts. Approximately 50 Latino educators attended the first informational meeting in May 2005. A second informational meeting was held on the doctoral program, which included 13 participants. Two additional meetings were held with participation numbering over 40 persons. Since the program is in its early phase, a tracking system will record the number of participants who enroll in the principal preparation program and the doctoral program.
- In partnership with the Community College of Denver, the university submitted a federal **Title V grant** in March 2006 to create a Transfer Success Center for transferring students into the University of Colorado at Denver and Health Sciences Center. If funded, the estimated value over five years would be \$3 million and a projected 170 students would matriculate over four years. Additionally, success of the center would create an opportunity for expansion to other community colleges.
- **The College of Engineering and Applied Science's Engineering Scholars Program** is designed to outreach to Denver Public High School Students, especially students of color. The program provides them with an opportunity to attend college by giving financial support and close mentoring. Freshman engineering students are provided with a one-year scholarship plus monthly advising meetings. The new program is currently under evaluation, but the four current participants completed a survey. The data were used to counsel the students on struggling areas.

- **The School of Education and Human Development and College of Liberal Arts and Sciences** have partnered to create the **Education Scholars for Urban Youth Program**. This program is a recruitment and retention program designed to support undergraduate teacher candidates academically, financially, and socially. The program is currently under development and the coordinator search is underway with hiring expected by March/April 2006. Data will be kept on the number of students, disaggregated by racial group, supported by the program, and the number of students who are licensed as teachers while completing an academic major.

Retention

Currently, the University of Colorado at Denver and Health Sciences Center delivers a system of support through a variety of offices and student groups. All student support systems are extended to all students regardless of their race/ethnicity, sexual orientation, gender, veteran status or ability status. Yet the university has intentionally designed several programs to meet the specific needs of underrepresented populations. All support services are designed to not only assist students academically, but to offer assistance and/or referrals for issues that may affect a student’s ability to succeed, including economic and social support.

Retention Ongoing Activities

The 2005 highlights of retention programs include:

- **Chancellor’s Scholars and Leaders** identifies, promotes, and nurtures leaders for the 21st century. The four areas of focus are: leadership styles, cultural diversity and ethical responsibility; practical leadership skills; interdisciplinary scholarship and lifelong learning and service through action and internships. For 2005, spring enrollment was 45 students for a total of \$45,000 in scholarships; fall enrollment was 35 students for a total of \$35,000 in scholarships. The program is in part evaluated by the success of a wide variety of team projects that focus on real-life problems in the community. The long-term effect of leadership education is not easily assessed by any existing instruments. However, the program does use periodic questionnaires to its alumni to gain insight on the effectiveness of the programs.
- **Office of Disability Resources and Services** serves the needs of a large and diverse community of students with disabilities. For 2004-05 the office served the following students, in the following areas:

<u>Category</u>	<u>2004-05</u>	<u>Fall 2005</u>
Cognitive	14	15
Deaf/Hard of Hearing	11	11
Learning/Attention Deficit	58	61
Physical	24	26
Psychological	30	30
Temporary	01	2
Vision	16	17
Total	154	162

The program impact is measured through the number of students served, graduation and retention rates, and qualitative feedback from students, faculty, and parents about the assistance accommodations provided towards academic success.

- Education Opportunity Programs** consists of **Asian Student Services, Hispanic Student Services, Black Student Services, and Native American Student Services**. These offices provide academic and culturally sensitive advising, advocacy, programs and resources including: orientation, advising, alert/midterm grade reporting, event programming, and community liaisons. Services for 2005 were extended to over 767 Asian/Pacific Islander Students; 325 African American/Black students, 894 Hispanic/Latino(a) students and 79 Native American Students on the downtown Denver campus. The offices evaluate success using qualitative and quantitative measures such as the number of student, faculty, staff, and community visits, number of programs sponsored and attended and graduation and retention rates.
- Ethnic and Women’s Studies** continue to be academic programs that sustain high enrollments. The Ethnic Studies minor is designed to develop a sophisticated and broad understanding of ethnicity and its role in contemporary American society; while Women’s Studies is an interdisciplinary program that focuses on gender issues in humanities, natural sciences, and social sciences. Ethnic Studies generated 822 student credit hours in 2005. Women’s studies program is more difficult to calculate because of its cross listing with other departments, however 45 student credit hours were generated in 2005.
- Gay, Lesbian, Bisexual, Transgender Student Services** at Auraria is a tri-institutional student funded office that works to improve the campus climate for gay, lesbian, bisexual, transgender, intersex and questioning students. Through the provision of support services, advocacy, speaker’s bureau, educational programming and resources, the office provides opportunities for students. For 2005, services in the following categories were provided to university students primarily on the downtown Denver Campus.

<u>Type of Service</u>	<u>Frequency of Use</u>
Office visits (not including email or phone contacts)	507
Speaker’s Bureau	60 students & 3 classes
Leadership Activities	10
Programs	Over 40 students

Measurements are collected quantitatively and qualitatively, including: number of student/faculty/staff visits, number of programs sponsored and attended, and graduation and retention rates.

- Study Abroad** through **the Office of International Education** fosters educational abroad opportunities for students and faculty at the university and encourages students from international institutions to study at the university. For 2004-05, 200 students participated; for 2005-06 193 students participated. Impact is measured through a successful academic experience; enriching home and international perspectives after a study abroad experience; participation in a diverse and intercultural experience to be shared with other students on campus; enhanced growth of the universities global reputation and educational offerings worldwide.
- TRIO** is a federally funded set of programs designed to increase student retention and the number of students going into graduate education. The downtown Denver campus currently supports two trio programs: **Student Support Services** and **the Ronald E. McNair Program**. Currently, Student Support Services serves 156 undergraduates who are low-income and/or first generation and/or students with disabilities. There are six (6) students who have McNair scholarships. To measure effectiveness, academic achievement, retention and graduation rates are examined. Data

are collected that indicates the amount of academic support students received through tutoring, skills workshops, resource referrals, and peer advising. For 2004-05, the following data were reported on measurable objectives:

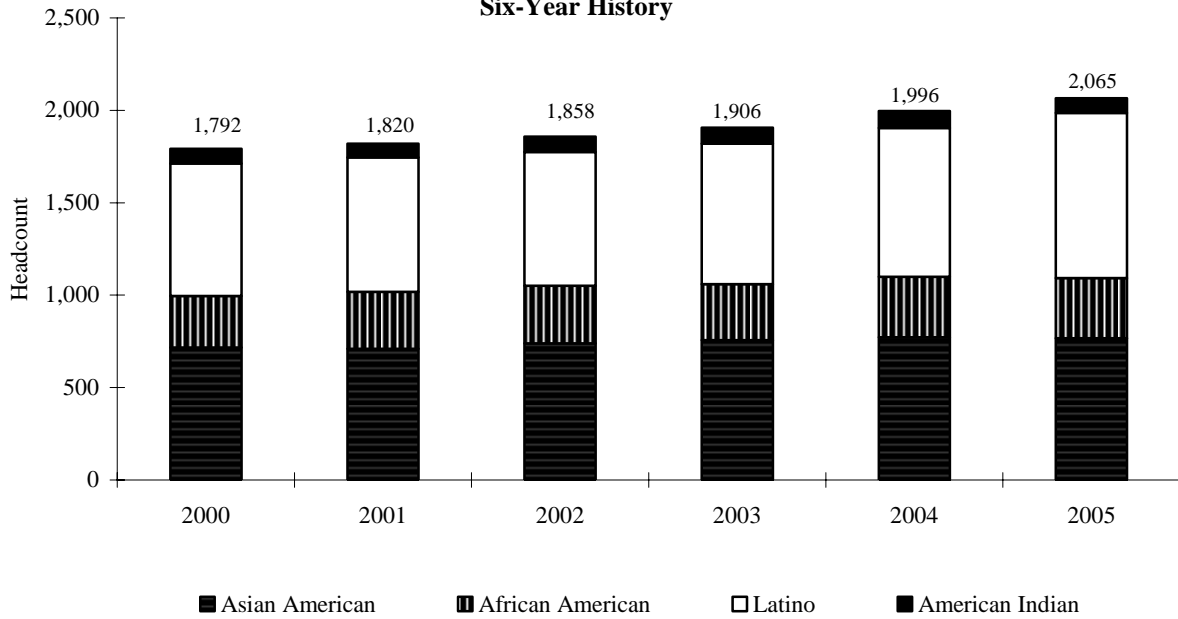
- participants reported
 - Persistence: 92 percent
 - Good Academic Standing: 92 percent
 - Graduation: 37 percent
- **The Auraria Library** offers a Diversity Programming Series that helps to promote diversity related resources available to the campus through the library. Examples include: Vietnamese Art Exhibition, *The Women of Camp Hale*, *Get Some Spring in Your Step!*, *Wellness Tryathlon*, *Grateful: A Page in My Quilted Journal*, *La Raza de Colorado*, *The ADA on Campus: 1990 - 2005 and Beyond*, Fourth Annual Library Employee Art Showcase, *Auraria Library Celebrates Diversity @ Your Library*, *Art-ability at Auraria*, *Coming Out Day*, *Intersex on the Brain*, *Urban Indians and the Role of the Indian Center*, *Reverse Trick-or-Treat*, and *American Indians: Two Worlds*. Over 4,000 people were served in 2005.
 - **The College of Arts and Media** supports CU Denver Live! for the community. Approximately 500 audience members were connected with diversity and inclusion events such as the Radio freedom broadcasts, the BaoBao Festival, and co-sponsored events.

New Initiatives:

New 2005-06 initiatives include:

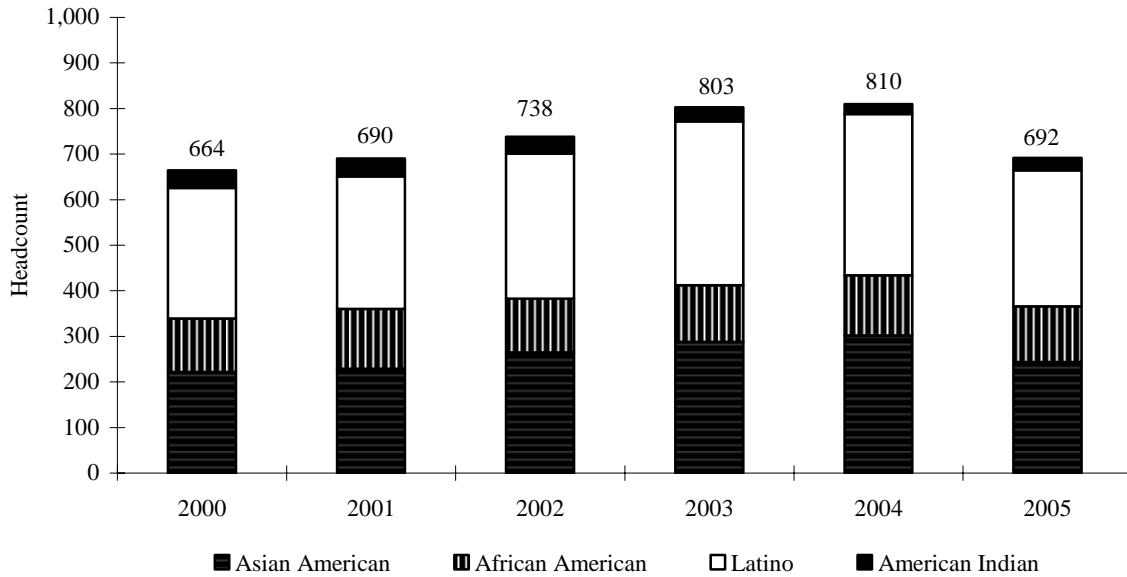
Quality Undergraduate Education: The new Undergraduate Experiences unit (1) promotes access to high quality and innovative academic programs for all undergraduate students; (2) improves undergraduate retention, and (3) coordinates academic and student affairs initiatives for undergraduate students. In 2006, the new director, Dr. John Lanning, was hired to coordinate the program.

**University of Colorado at Denver and Health Sciences Center
 Undergraduate Fall Headcount Enrollment by Ethnicity
 Six-Year History**



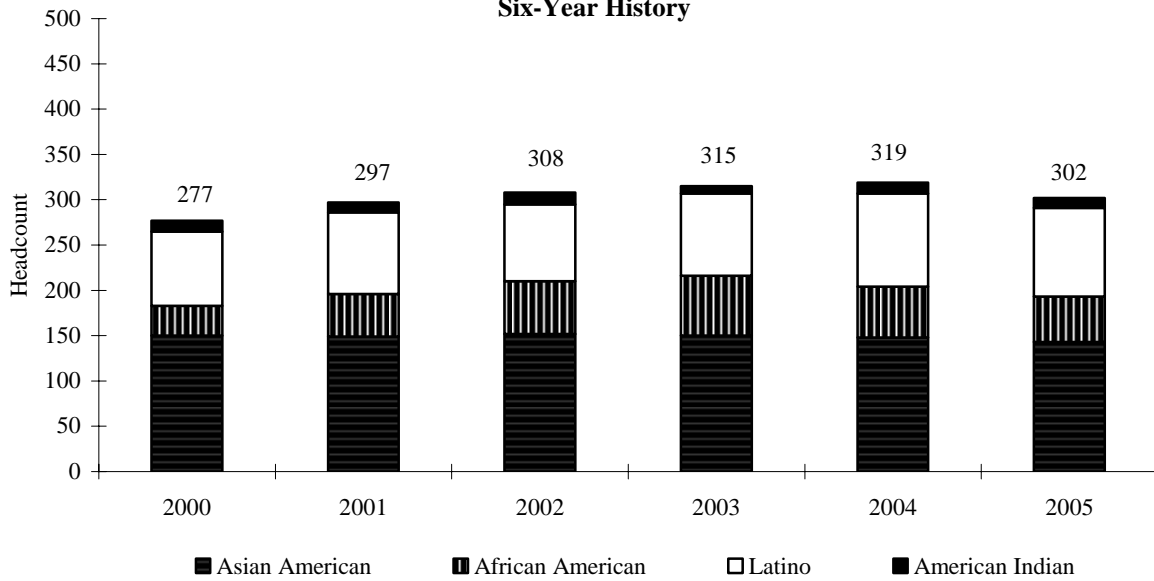
	2000	2001	2002	2003	2004	2005
Minority Enrollment as a % of Total Undergraduate Enrollment	27.1%	26.8%	26.6%	26.5%	26.1%	26.1%
Asian American	717	709	740	756	773	767
African American	279	309	311	303	326	325
Latino	717	727	724	760	806	894
American Indian	79	75	83	87	91	79
Minority Total	1,792	1,820	1,858	1,906	1,996	2,065
White/Unknown	4,498	4,576	4,812	5,062	5,441	5,716
International	324	391	306	211	199	130
Total Undergraduate (Headcount) Enrollment	6,614	6,787	6,976	7,179	7,636	7,911

**University of Colorado at Denver and Health Sciences Center
 Graduate Headcount Enrollment by Ethnicity
 Six-Year History**



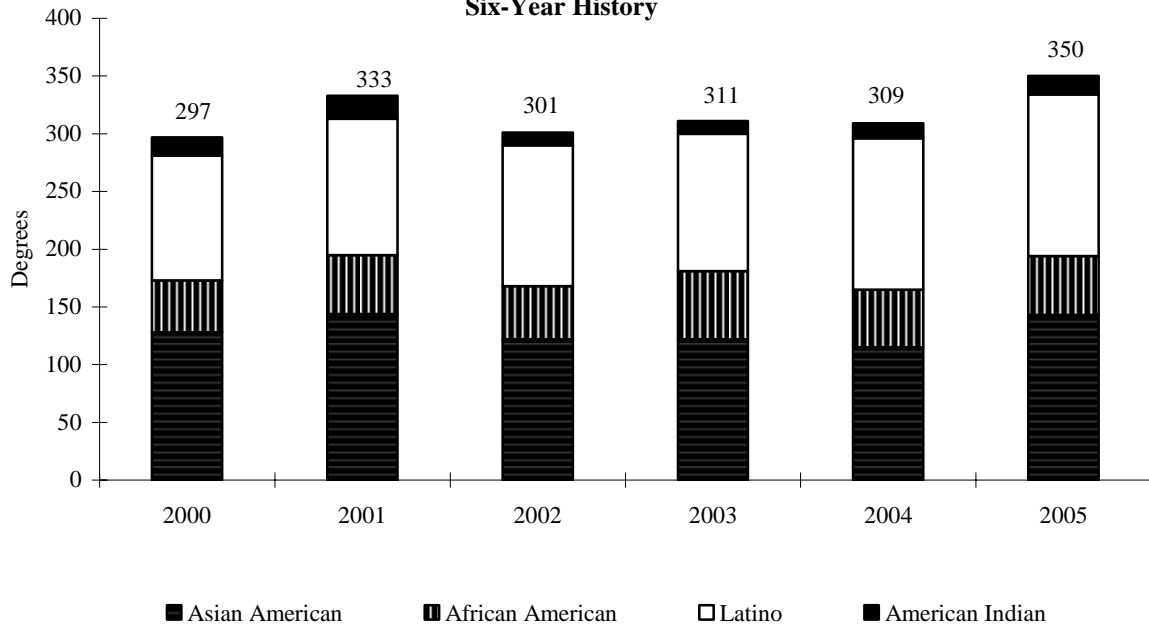
	2000	2001	2002	2003	2004	2005
Minority Enrollment as a % of Total Graduate Enrollment	12.5%	12.3%	12.2%	31.1%	13.4%	12.5%
Asian American	222	229	265	288	302	244
African American	117	131	118	124	132	122
Latino	287	291	318	360	354	298
American Indian	38	39	37	31	22	28
Minority Total	664	690	738	803	810	692
White/Unknown	4,214	4,457	4,827	4,952	4,877	4,521
International	451	475	500	394	344	345
Total Graduate (Headcount) Enrollment	5,329	5,622	6,065	6,149	6,031	5,558

**University of Colorado at Denver and Health Sciences Center
 First Professional Fall Headcount Enrollment by Ethnicity
 Six-Year History**

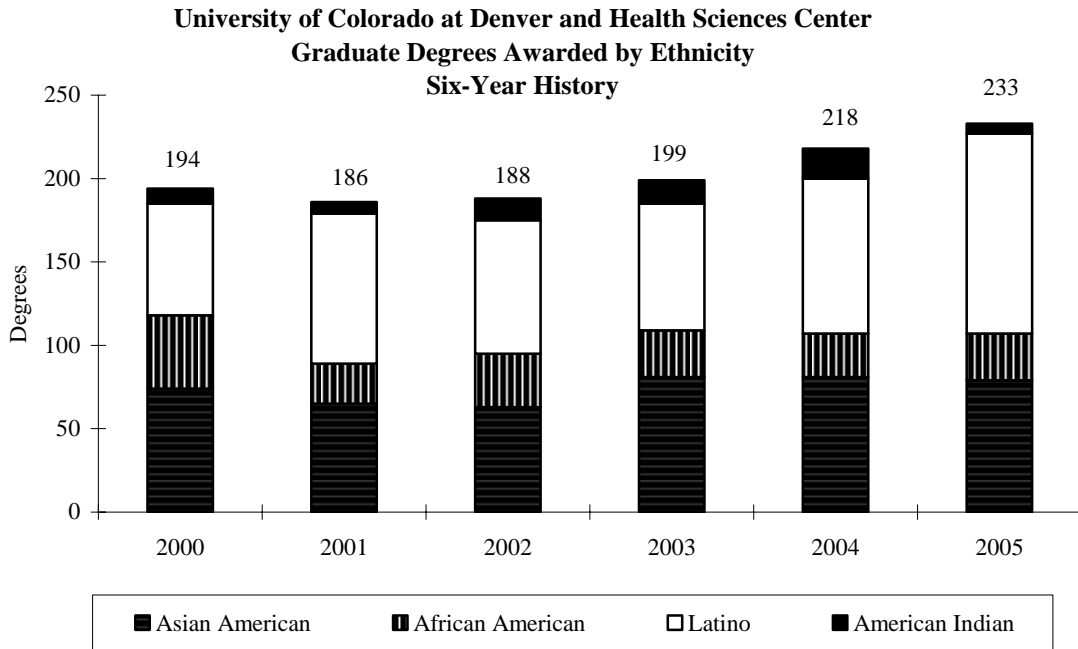


	2000	2001	2002	2003	2004	2005
Minority Enrollment as a % of Total First Professional Enrollment	25.1%	26.4%	25.8%	25.2%	22.9%	21.6%
Asian American	150	149	152	150	148	143
African American	33	47	58	66	56	50
Latino	82	90	85	91	103	98
American Indian	12	11	13	8	12	11
Minority Total	277	297	308	315	319	302
White/Unknown	817	822	879	930	1,074	1,092
International	8	6	8	4	3	4
Total First Professional (Headcount) Enrollment	1,102	1,125	1,195	1,249	1,396	1,398

**University of Colorado at Denver and Health Sciences Center
 Baccalaureate Degrees Awarded by Ethnicity
 Six-Year History**

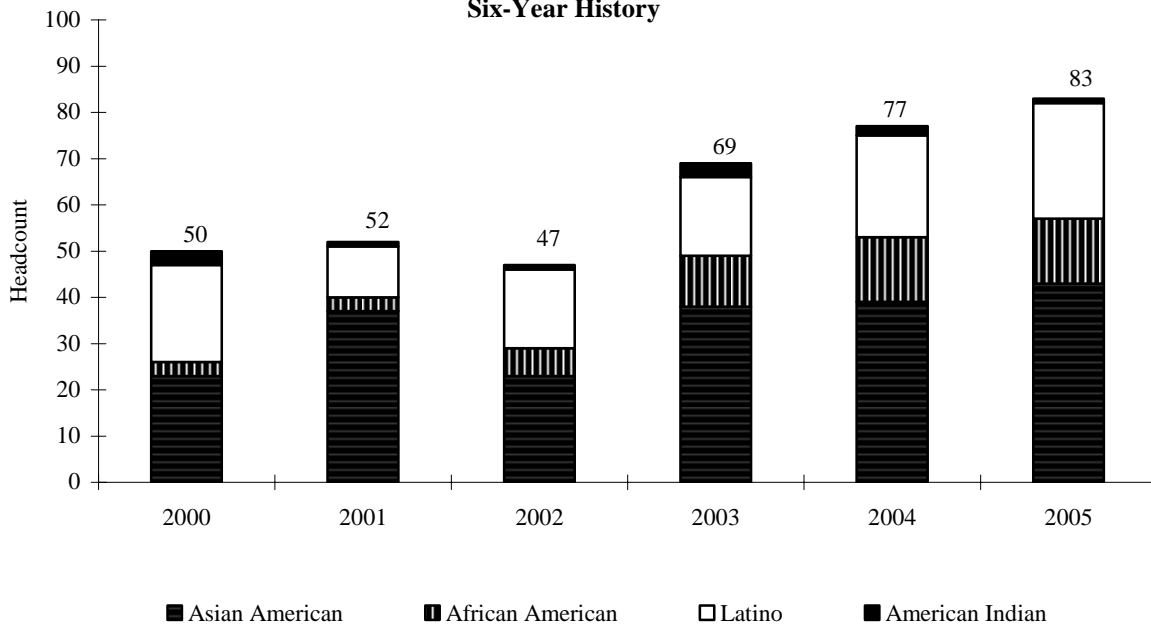


	2000	2001	2002	2003	2004	2005
Minority Degrees Awarded as a % of Total Baccalaureate Degrees Awarded	23.3%	23.0%	21.0%	20.3%	19.5%	22.6%
Asian American	128	144	122	122	115	143
African American	45	51	46	59	50	51
Latino	108	118	122	119	131	140
American Indian	16	20	11	11	13	16
Minority Total	297	333	301	311	309	350
White/Unknown	919	917	908	921	1,058	1,048
International	60	198	223	302	221	153
Total Baccalaureate Degrees Awarded	1,276	1,448	1,432	1,534	1,588	1,551



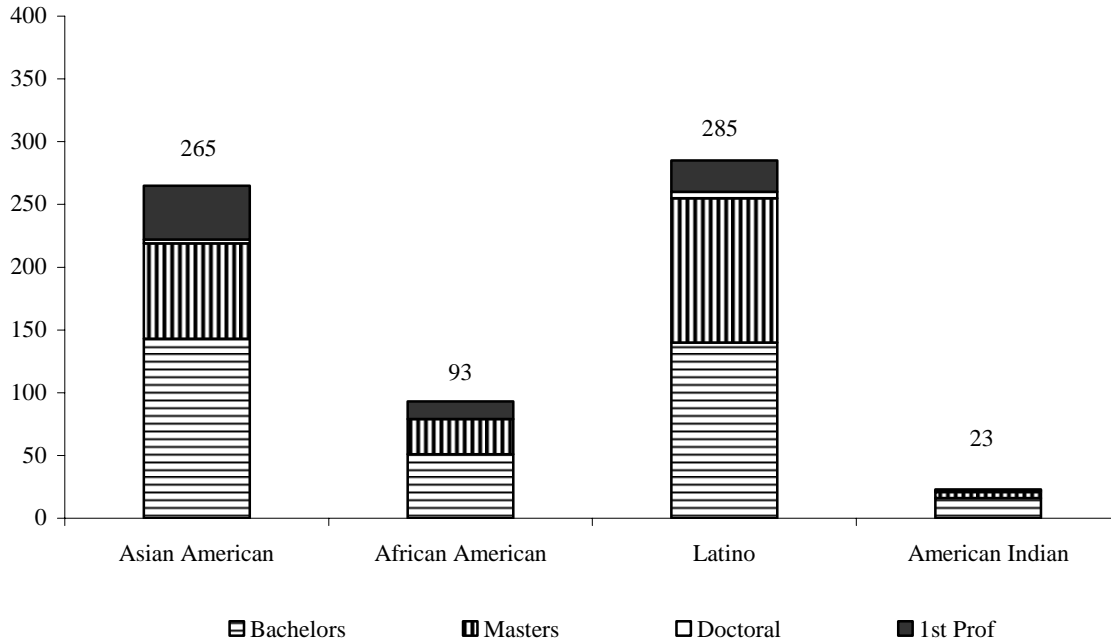
	2000	2001	2002	2003	2004	2005
Minority Degrees Awarded as a % of Total Graduate Degrees Awarded	11.1%	10.6%	10.7%	10.6%	11.9%	12.0%
Asian American	74	65	63	81	81	79
African American	44	24	32	28	26	28
Latino	67	90	80	76	93	120
American Indian	9	7	13	14	18	6
Minority Total	194	186	188	199	218	233
White/Unknown	1,373	1,402	1,373	1,448	1,421	1,566
International	175	163	203	226	196	144
Total Graduate Degrees Awarded	1,742	1,751	1,764	1,873	1,835	1,943

**University of Colorado at Denver and Health Sciences Center
 First Professional Degrees Awarded by Ethnicity
 Six-Year History**



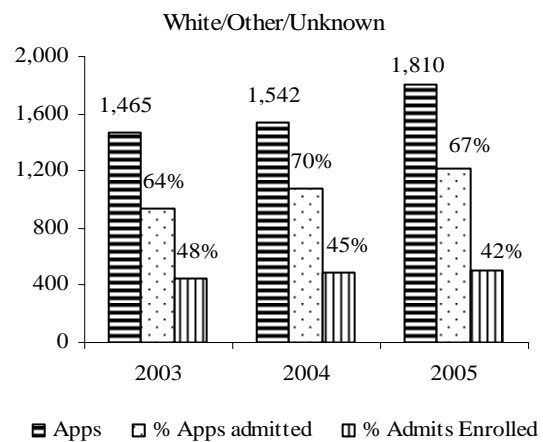
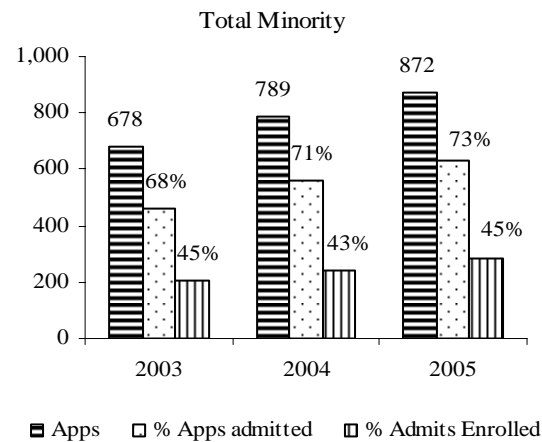
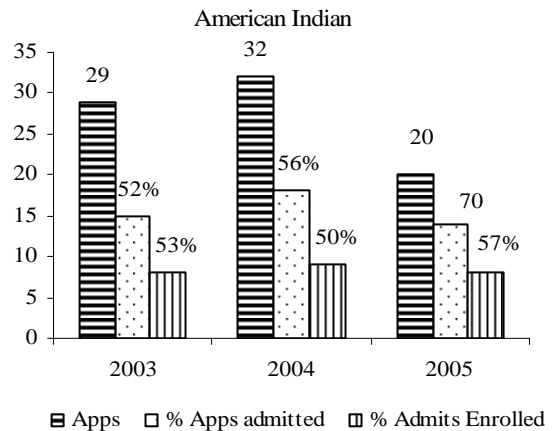
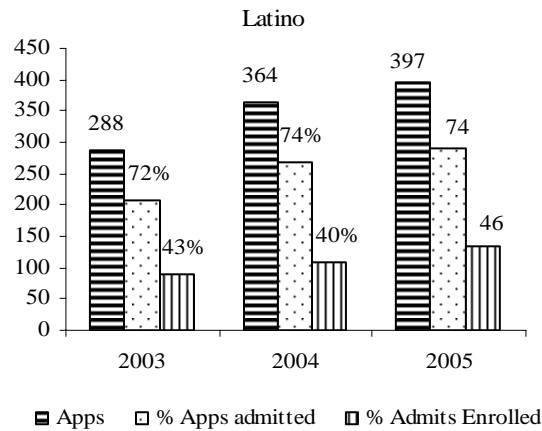
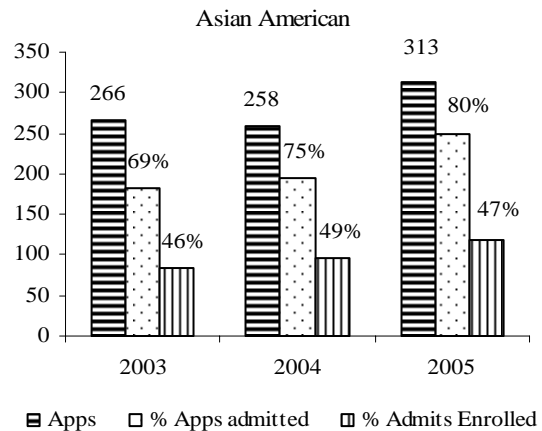
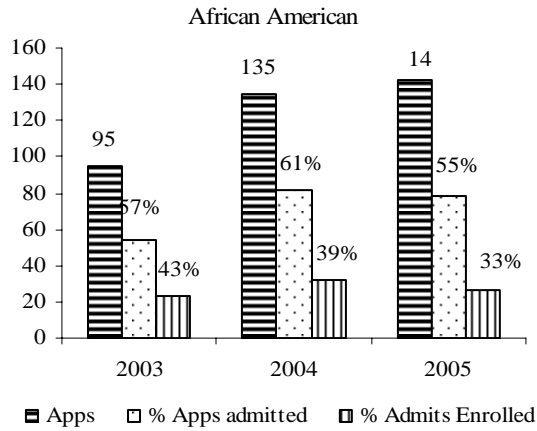
	2000	2001	2002	2003	2004	2005
Minority Degrees Awarded as a % of Total First Professional Degrees Awarded	20.7%	22.0%	20.7%	26.3%	30.6%	23.4%
Asian American	23	37	23	38	39	43
African American	3	3	6	11	14	14
Latino	21	11	17	17	22	25
American Indian	3	1	1	3	2	1
Minority Total	50	52	47	69	77	83
White/Unknown	191	184	179	189	173	270
International	0	0	1	4	2	1
Total First Professional Degrees Awarded	241	236	227	262	252	354

**University of Colorado at Denver and Health Sciences Center
 All Degrees Awarded by Ethnicity
 FY 2005**



	Bachelors	Masters	Doctoral	First Professional	Total
Asian American	143	76	3	43	265
African American	51	28	0	14	93
Latino	140	115	5	25	285
American Indian	16	5	1	1	23
Minority Total	350	224	9	83	666
White/Unknown	1,048	1,513	53	270	2,884
International	153	131	13	1	298
Total	1,551	1,868	75	354	3,848

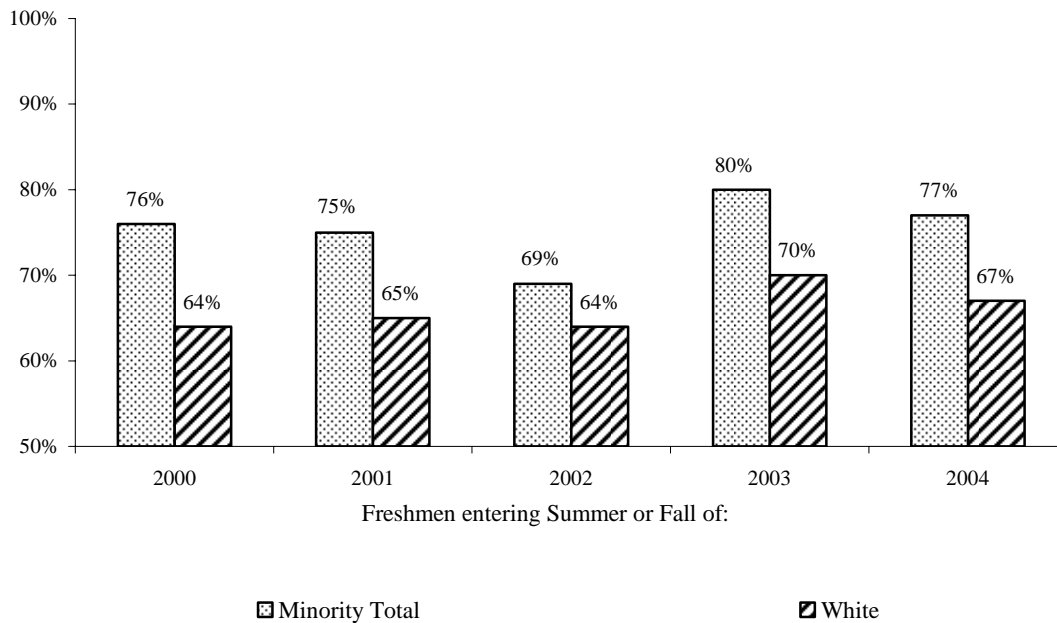
**University of Colorado at Denver and Health Sciences Center
 All Freshman Applications, Acceptances, and Enrollments
 By Ethnicity 2003, 2004, 2005**



**University of Colorado at Denver and Health Sciences Center
 Freshman Retention Rates by Ethnicity**

	First-Time Freshmen entering Summer/Fall of:					Percent enrolled in subsequent Fall of First-Time Freshmen entering:				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
Asian American	104	80	99	87	93	84%	88%	74%	89%	83%
African American	21	22	12	19	31	48%	77%	75%	68%	65%
Latino	74	64	78	85	104	72%	59%	60%	75%	78%
American Indian	6	5	6	8	9	83%	80%	83%	63%	44%
Minority Total	205	171	195	199	237	76%	75%	69%	80%	77%
White	271	287	356	380	415	64%	65%	64%	70%	67%
Other/Unknown	28	27	23	41	29	64%	67%	70%	68%	83%
International	11	7	6	4	6	46%	43%	83%	75%	67%
All	515	492	580	624	687	68%	68%	66%	73%	71%

Freshman Retention Rates



2005 Highlights: FACULTY and STAFF

Data Highlights

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

For 2005, the downtown Denver campus yielded several successful new minority hires. These include: two faculty of color in The Business School; one new minority faculty member in the College of Arts and Media; the College of Architecture and Planning successfully recruited one tenured professor of color; and the College of Liberal Arts and Sciences hired one new tenure-track professor of color. Additionally, the downtown Denver campus hired a new administrator of color as an officer of the university.

Ongoing Faculty and Staff Programs

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

- The single largest undertaking for 2005 to support faculty and staff recruitment was the extension of **search committee training** from the health sciences campus to the downtown Denver campus. Most search committees want to produce highly qualified, diverse applicant pools but lack the resources and expertise to do so. The successful recruitment of underrepresented faculty and staff depends on committed and trained search committee members. Thus, a classroom-based training program was developed in 2004, followed by a similar program available online in 2005. To date, more than 400 faculty and staff have completed the training. Participants of the training learn about the availability of various campus experts to support particular searches. For example, the directors of Diversity and Inclusion for both the School of Medicine and the downtown campus support faculty searches. The directors serve as a resource for customized searches to include identifying additional recruitment venues to increase the number of women and minorities in the applicant pool and for search committee chair or committee member questions during a search.
- Additional support for each of the school and college search committees come from the development of **specialized networks** that provide opportunities for job postings to specific underrepresented groups, attendance at job fairs that focus on underrepresented groups, and specific outreach to community groups. Resources, such as the Michigan Database (an electronic resource that lists numerous associations and 27 professional organizations for underrepresented faculty), and postdoctoral fellowships helped departments in 2005 to recruit new doctoral graduates to the university in the hopes of retaining them into tenure-track positions.

The effectiveness of the search committee training and the use of some of the tools from the training will be evaluated in 2006 using applicant data collected over the past two years. The results of this analysis will be shared with campus leaders.

Further recruitment activities are focused on particular groups. An example includes:

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

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

Several activities in 2005 focused on retention of faculty and staff. Examples include:

- **The School of Medicine and the School of Education and Human Development** have each launched an extensive faculty mentoring program designed to support and mentor junior faculty during their untenured years. An important feature of these mentoring programs is the creation of cohort groups. The cohort experience creates additional support for participants by affording opportunities to junior faculty members to support each other in a myriad of ways.
- The downtown Denver campus **Center for Faculty Development** offers ongoing support to instructors and faculty in the form of faculty development grants, which help to support conference attendance, converting courses to new technologies, and etcetera. The Young Upwardly Mobile Professors program provides support to untenured, tenure-track faculty to help defray professional costs, and the Senior Upwardly Mobile Professors provides similar support to tenured faculty.
- **The Faculty Assembly** on the downtown Denver Campus has four subcommittees that work on issues related to diversity and inclusion: **The GLBT Committee, the Women's Issue Committee, the Disabilities Committee, and the Minority Affairs Committee**. These groups are linked together through the Diversity Committee of the Faculty Assembly. For 2005, each committee worked on a series of activities including, but not limited to:
 - Serving as a critical reviewer and sounding board for ADA and access policies with university counsel (Disabilities Committee)
 - Developed a recommended template to be included in all syllabi that informs students of services available through the Office of Disability Services (Disabilities Committee)
 - Developed a faculty web page for diversity activities (Diversity Committee)
 - Sponsored Social Events (Diversity Committee and the Women's Issue Committee)
 - Discussion on how to meet the needs of international faculty (Minority Affairs Committee)
 - Participated in New Faculty Orientation (all committees)

New Initiatives/Programs for Faculty and Staff

Issues that impede hiring progress in faculty and high-level administrative positions include dual-career couples, the perception of the social environment in Colorado, non-competitive salary levels, and having

to overcome the negative publicity for the university. Thus, the university will focus on addressing these recruitment and retention issues in 2006.

- The downtown Denver campus needs to stabilize faculty lines. Instructors teach a significant amount of credit hours, approximately 30 percent of the student credit hours, while 35 percent are taught by tenured and tenure-track faculty and 35 percent are taught by lecturers and others. Further, a significant number of tenured faculty will be eligible to retire in five years: of the tenured and tenure-track faculty at the downtown Denver campus, 38 percent will be 60 years of age or older in five years. To help remedy this problem, the Office of the Provost has focused university resources to build a **faculty stabilization fund** that plans to invest \$2 million each year for the next five years. University leaders are asked to make faculty diversity among the top priorities in the development of school/college hiring plans during this period..
- Given the large number of expected retirements over the next five years, UCDHSC is undertaking projects in the areas of **succession planning and professional development**. These projects will, of course, focus on the opportunities to diversity faculty and staff, particularly at the higher administrative and managerial levels.

OTHER

- The **Faculty Fellow for Inclusion** on the downtown Denver campus works to promote a classroom and campus climate of inclusion, in partnership with various campus committees and offices. For 2005, new activities that were launched include:
 - the implementation of the UCDiversity listserv that publicizes activities related to diversity and inclusion for the university (partnership with the Faculty Assembly Diversity Committee)
 - the creation of a support services brochure for faculty, staff and students (partnership with the Faculty Assembly Diversity Committee);
 - the development of 1st annual Graduation Celebration on Inclusion (partnership with the Office of Student Life, the Business School, the African American Business Student Alliance, and the Education Opportunity Program)
 - the creation of the Provost Committee on Inclusion that includes staff, faculty and students
 - the support of event programming (partnership with Office of Student Life and other campus committees)
 - the development of a faculty panel for new faculty orientation (partnership with the Center on Faculty Development)

Activities for 2006 include:

- Safe Zone Training (March 2006) (sponsored by the President's Diversity Grant)
- Publication of the Support Services Brochure (April/May 2006)
- Development of a Diversity Website for the downtown Denver campus
- Advertisement for student support services pertaining to diversity (in partnership with the Health Sciences Center Directory and Office of Diversity)
- Skills training for faculty on how to communicate effectively and handle difficult dialogues (partnership with the Center on Faculty Development)
- Curriculum Infusion of Diversity and Inclusion discussion

Programs are measured through the use of qualitative and quantitative measures including: frequency of

attendance and program evaluations.

- The **Office of Diversity** on the Health Science Center campus has initiated changes to existing programs and created new programs and events to enhance the climate. 2005 activities are:
 - The Diversity Week was changed to a Celebrate Diversity Series of monthly events. These events are also cosponsored with other campus groups. These changes have increased attendance and support for diversity programming.
 - Created a Presidents Steering Committee for the Office of Diversity. This committee consists of the presidents of all the ethnic minority clubs to serve as a steering committee for the Office of Diversity.
 - Obtained a grant from the Daniels fund to host a summer camp for first generation and minority students to encourage them to pursue a career in the health professions

The Office of Diversity wrote for and received a grant from the State of Colorado Office of Health Disparities for over \$130,000 to create an undergraduate pre-health program (please see above). As part of this grant, funding is provided to purchase software for a data base to track students. This will allow the Office of Diversity to measure the effectiveness of the recruitment efforts.

- The **Ombuds Office** worked in the area of conflict resolution to provide alternative dispute resolution services for the university. The majority of work done was informal coaching of individuals and assisting visitors by engaging them in discussions about their desired outcomes for situations. For 2005, the Ombuds served 1,880 people for the university. Due to the Ombuds Standards of Practice, particularly the principal of confidentiality, it is difficult to measure outcomes. However, data regarding the number of visitors seen, and the types of issues and assistance rendered are tracked.
- The **College of Arts and Media** created the **Diversity and Inclusion Task** force to assess the climate of the college. Formed in 2005, the task force serves 1,000 majors and 70 FTE faculty/staff. The expected outcomes are improved self-awareness on the part of the faculty, staff and students participating, increased commitment to diversity and inclusion activities that are arts based and increased student enrollment.

University of Colorado at Denver and Health Sciences Center
Faculty Diversity Profile
All Schools and Colleges, Fall 2005

Category	Total	Female		Male		Minority		Minority Category				Non-Resident Alien
		#	%	#	%	#	%	African American	American Indian	Asian American	Latino	
Total, Regular Faculty	2,146	973	45%	1,173	55%	203	9%	29	18	98	58	126
Tenured/Tenure Track	1,410	512	36%	898	64%	138	10%	20	11	69	38	96
Professor	454	93	20%	361	80%	32	7%	3	2	14	13	14
Associate Professor	464	188	41%	276	59%	46	10%	5	3	25	13	19
Assistant Professor	492	231	47%	261	53%	60	12%	12	6	30	12	63
Non-Tenure Track	736	461	63%	275	37%	65	9%	9	7	29	20	30
Professor	6	2	33%	4	67%	0	NA					
Associate Professor	15	5	33%	10	67%	1	7%			1		
Assistant Professor	10	8	80%	2	20%	0	NA					4
Sr. Instructor	279	168	60%	111	40%	26	9%	2	3	12	9	3
Instructor	377	248	66%	129	34%	35	9%	6	3	16	10	20
Clinical Professor	2		0%	2	100%	0	NA					
Clinical Assoc. Professor	22	10	45%	12	55%	0	NA					2
Clinical Asst. Professor	19	14	74%	5	26%	2	11%	1	1			1
Clinical Sr. Instructor	0		NA		NA	0	NA					
Clinical Instructor	6	6	100%		NA	1	17%				1	
Administrative Faculty	109	32	29%	77	71%	6	6%	2	1	1	2	3
Dept. Chair/Directors	80	20	25%	60	75%	4	5%	2	1		1	2
Assistant/Associate/Dean/Chanc	29	12	41%	17	59%	2	7%			1	1	1
Tenured Faculty	536	138	26%	398	74%	47	9%	5	4	22	16	19
Full Professor	296	56	19%	240	81%	21	7%	2	1	8	10	9
Associate Professor	145	55	38%	90	62%	21	14%	2	2	13	4	7
Assistant Professor	2		0%	2	100%	0	NA					
Administrative Faculty	93	27	29%	66	71%	5	5%	1	1	1	2	3
Total, Other Faculty	2,677	1,705	64%	972	36%	326	12%	51	34	122	119	219
Professor	4	1	25%	3	75%	0	NA					
Associate Professor	6		0%	6	100%	0	NA					
Assistant Professor	9	5	56%	4	44%	2	22%			2		
Sr. Instructor, Instructor	41	24	59%	17	41%	3	7%	1		2		1
Clinical Faculty	205	126	61%	79	39%	15	7%	5	2	3	5	
Research Faculty/Assts.	1378	1039	75%	339	25%	199	14%	20	29	77	73	124
Lecturer/Honorarium/Emeritus	417	188	45%	229	55%	42	10%	12	3	13	14	4
Visiting/Adjunct/Adjoint/Reg Fellow	109	63	58%	46	42%	11	10%	5		2	4	8
Student Faculty	508	259	51%	249	49%	54	11%	8		23	23	82

Note: Regular = tenured and tenure track faculty or faculty who have multiple year appointments. Other = one year or less faculty appointments, could include faculty on restricted grant appointments.

University of Colorado at Denver and Health Sciences Center
Faculty Diversity Profile, Gender by Ethnicity
All Schools and Colleges, Fall 2005

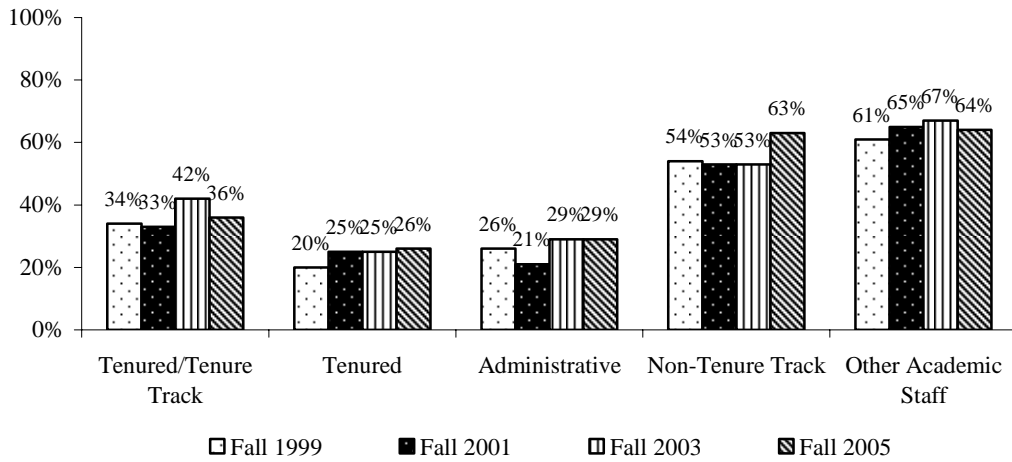
Category	Total	African American			American Indian			Asian American			Latino			White			Non-Resident Alien		
		F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
Total, Regular Faculty	2,146	14	15	48%	13	5	72%	45	53	46%	27	31	47%	837	980	46%	37	89	29%
Tenured/Tenure Track	1,410	9	11	45%	8	3	73%	29	40	42%	11	27	29%	429	747	36%	26	70	27%
Professor	454	1	2	33%	1	1	50%	2	12	14%	3	10	23%	85	323	21%	1	13	7%
Associate Professor	464	2	3	40%	2	1	67%	12	13	48%	4	9	31%	166	233	42%	2	17	11%
Assistant Professor	492	6	6	50%	5	1	83%	15	15	50%	4	8	33%	178	191	48%	23	40	37%
Non-Tenure Track	736	5	4	56%	5	2	71%	16	13	55%	16	4	80%	408	233	64%	11	19	37%
Professor	6			NA			NA			NA			NA	2	4	33%			NA
Associate Professor	15			NA			NA	1		100%			NA	4	10	29%			NA
Assistant Professor	10			NA			NA			NA			NA	5	1	83%	3	1	75%
Sr. Instructor	279	1	1	50%	1	2	33%	5	7	42%	6	3	67%	155	95	62%		3	0%
Instructor	377	3	3	50%	3		100%	10	6	63%	9	1	90%	215	107	67%	8	12	40%
Clinical Professor	2			NA			NA			NA			NA		2	0%			NA
Clinical Assoc. Professor	22			NA			NA			NA			NA	10	10	50%		2	0%
Clinical Asst. Professor	19	1		100%	1		100%			NA			NA	12	4	75%		1	0%
Clinical Sr. Instructor	0			NA			NA			NA			NA			NA			NA
Clinical Instructor	6			NA			NA			NA	1		100%	5		100%			NA
Administrative Faculty	109	1	1	50%	1	0	100%	0	1	0%	0	2	0%	30	70	30%	0	3	0%
Dept. Chair/Directors	80	1	1	50%	1		100%			NA		1	0%	18	56	24%		2	0%
Assistant/Associate/Dean/Chanc	29			NA			NA		1	0%		1	0%	12	14	46%		1	0%
Tenured Faculty	536	1	4	20%	2	2	50%	8	14	36%	3	13	19%	123	347	26%	1	18	5%
Full Professor	296		2	0%		1	0%	1	7	13%	2	8	20%	53	213	20%		9	0%
Associate Professor	145		2	0%	1	1	50%	7	6	54%	1	3	25%	45	72	38%	1	6	14%
Assistant Professor	2			NA			NA			NA			NA		2	0%			NA
Administrative Faculty	93	1		100%	1		100%		1	0%		2	0%	25	60	29%		3	0%
Total, Other Faculty	2,677	27	24	53%	24	10	71%	72	50	59%	79	40	66%	1394	738	65%	109	110	50%
Professor	4			NA			NA			NA			NA	1	3	25%			NA
Associate Professor	6			NA			NA			NA			NA		6	0%			NA
Assistant Professor	9			NA			NA	1	1	50%			NA	4	3	57%			NA
Sr. Instructor, Instructor	41		1	0%			NA	1	1	50%			NA	23	14	62%		1	0%
Clinical Faculty	205	2	3	40%	1	1	50%	3		100%	2	3	40%	118	72	62%			NA
Research Faculty/Assts.	1,378	14	6	70%	21	8	72%	54	23	70%	58	15	79%	817	238	77%	75	49	60%
Lecturer/Honorarium/Emeritus	417	5	7	42%	2	1	67%	3	10	23%	6	8	43%	171	200	46%	1	3	25%
Visiting/Adjunct/Adjoint/Reg Fellow	109	2	3	40%			NA	2		100%	3	1	75%	56	34	62%		8	0%
Student Faculty	508	4	4	50%			NA	8	15	35%	10	13	43%	204	168	55%	33	49	40%

Note: Regular = tenured and tenure track faculty or faculty who have multiple year appointments.

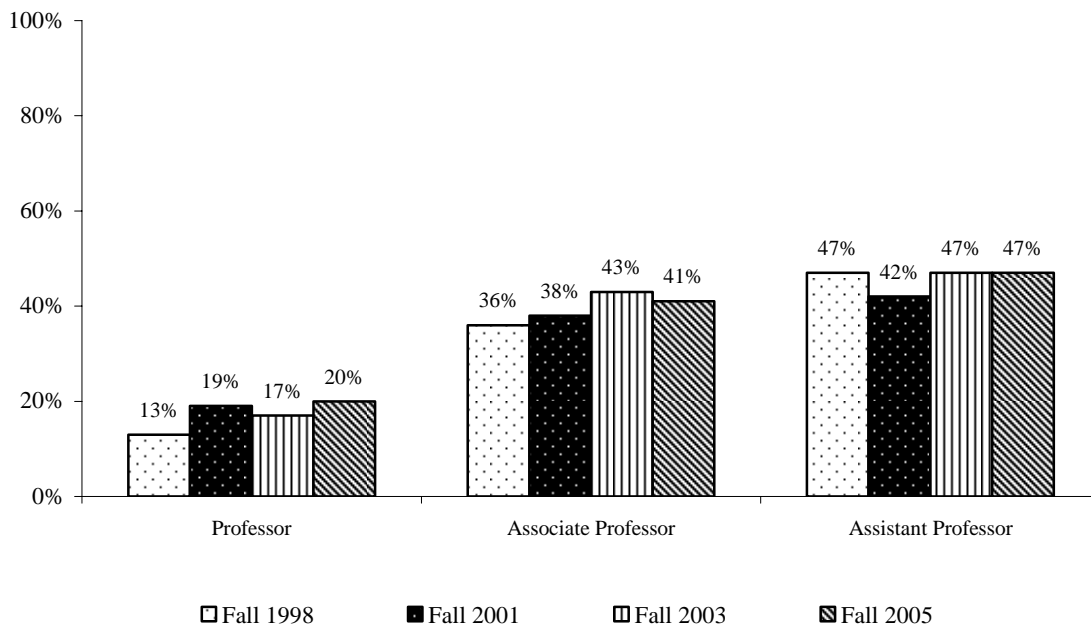
Other = one year or less faculty appointments, could include faculty on restricted grant appointments.

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

Female Faculty as a Percent of Total Faculty

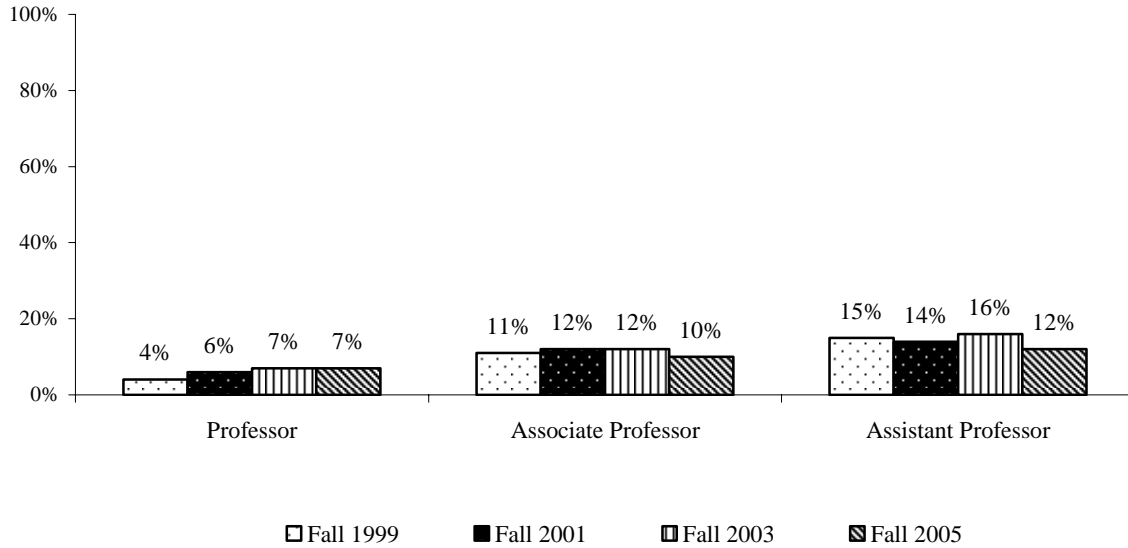


Female Tenured/Tenure Track Faculty as a Percent of Total Tenured/Tenure-Track Faculty

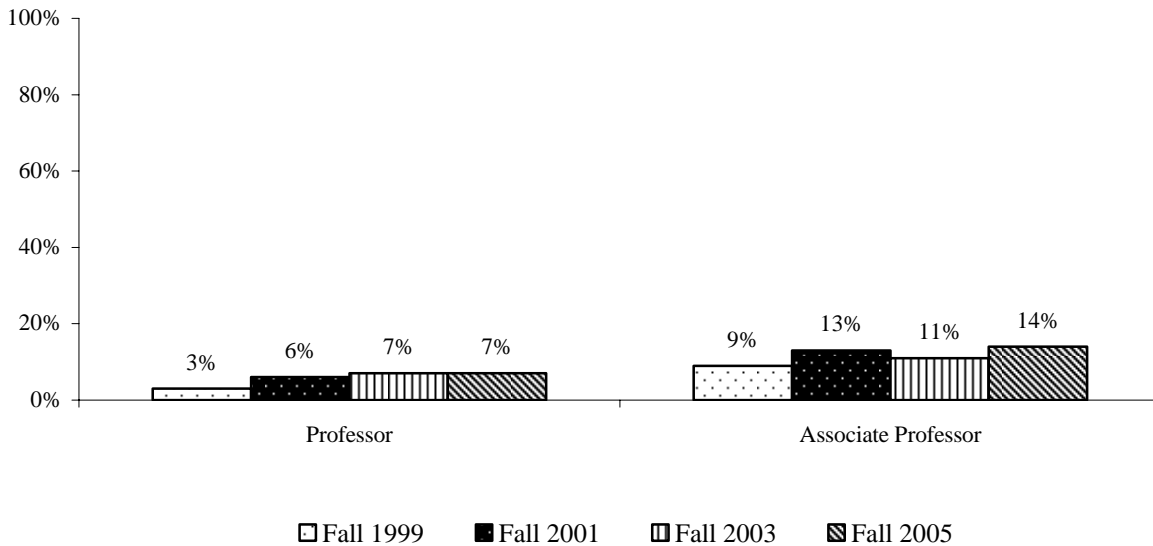


University of Colorado at Denver and Health Sciences Center Faculty Diversity Profile

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



Minority Tenured Faculty as a Percent of Total Tenured Faculty

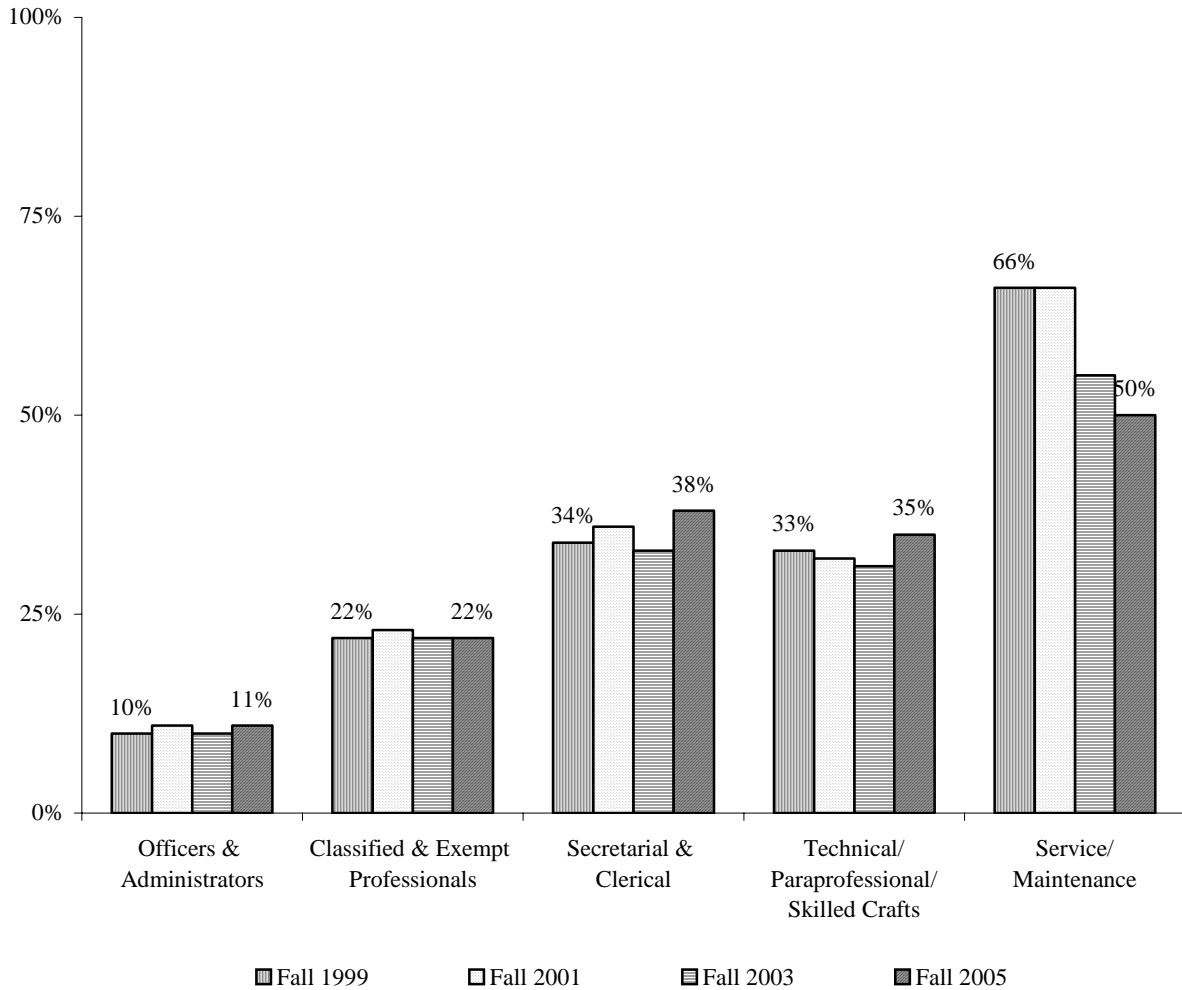


**University of Colorado at Denver and Health Sciences Center
 Staff Diversity Profile
 All Schools and Colleges, Fall 2005**

Category	Total	Female		Male		Minority		Ethnicity				
		#	Pct.	#	Pct.	#	Pct.	African American	American Indian	Asian American	Latino	Non-Resident Alien
TOTAL	1,627	1,021	63%	606	37%	461	28%	181	15	60	205	18
Officer	24	9	38%	15	63%	2	8%	0	0	1	1	0
Administrator	239	148	62%	91	38%	28	12%	6	2	6	14	5
Professional (Classified & Exempt)	534	349	65%	185	35%	117	22%	37	3	26	51	6
Secretarial/Clerical	253	210	83%	43	17%	95	38%	31	5	13	46	1
Technical	367	266	72%	101	28%	135	37%	63	5	12	55	4
Skilled Crafts	89	0	0%	89	100%	23	26%	10	0	1	12	0
Service/Maintenance	121	39	32%	82	68%	61	50%	34	0	1	26	2

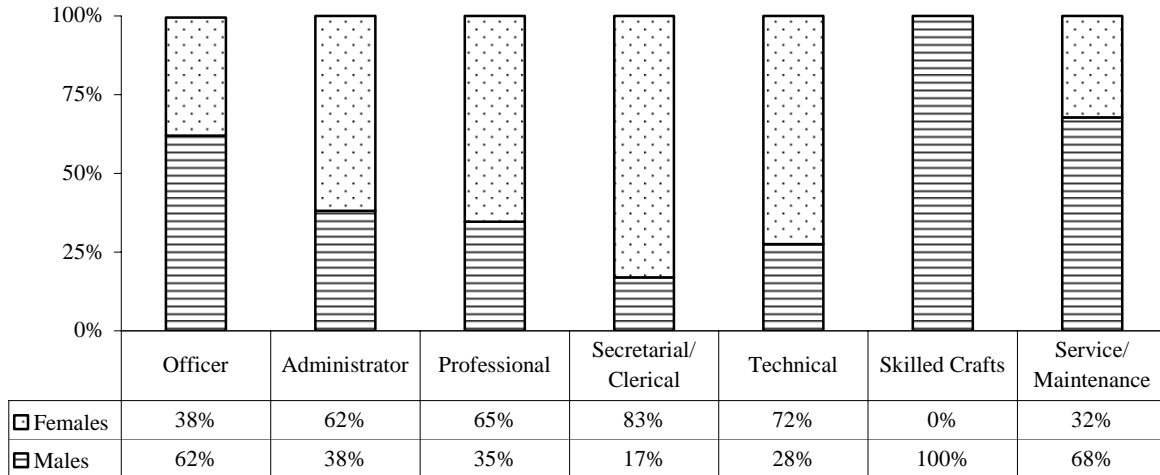
University of Colorado at Denver and Health Sciences Center Staff Diversity Profile

Percent Ethnic Minority by Occupational Category

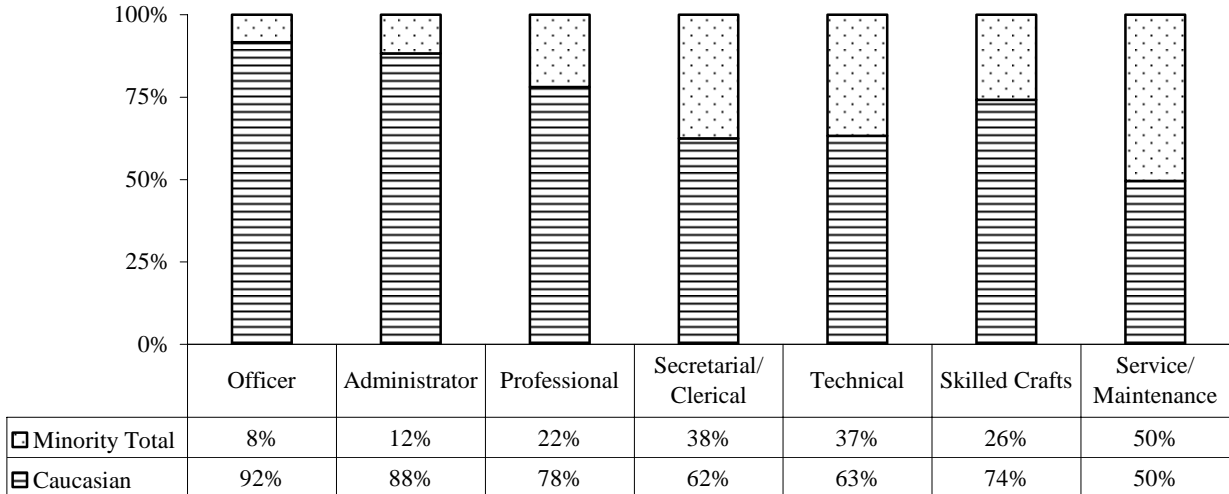


University of Colorado at Denver and Health Sciences Center Staff Diversity Profile

Occupational Categories by Gender, 2005-06



Occupational Categories by Ethnicity, 2005-06



Minority Breakdown	Officer	Administrator	Professional	Secretarial/ Clerical	Technical	Skilled Crafts	Service/ Maintenance
African American	0.0%	2.5%	6.9%	12.3%	17.2%	11.2%	28.1%
Asian American	4.2%	2.5%	4.9%	5.1%	3.3%	1.1%	0.8%
Latino	4.2%	5.9%	9.6%	18.2%	15.0%	13.5%	21.5%
American Indian	0.0%	0.8%	0.6%	2.0%	1.4%	0.0%	0.0%

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