

The University of Colorado at Denver and Health Sciences Center 2006 Regents Report on Diversity¹

Introduction

For the second year, the newly consolidated University of Colorado at Denver and Health Sciences Center (UCDHSC) is reporting data for the combined health sciences center and downtown Denver campus. However, our second year of consolidation has moved us beyond simply combining the data for our locations to the beginning of coordinating and maximizing our resources for diversity and inclusion activities.

Chancellor M. Roy Wilson intends to strengthen diversity and inclusion programs throughout the university by providing an organizational structure with clear leadership oversight and accountability. This structure will allow for coordination of resources and programs that benefit all members of the UCDHSC community while also recognizing and supporting individual school and college initiatives (e.g., School of Medicine recruitment of underrepresented medical residents). The most significant step toward this organizational structure is the initiation of a national search for a senior diversity officer.

Of the UCDHSC faculty, staff and students, the most diversity occurs among our staff and administrators: 27 percent minority and 64 percent female. However, compared to Colorado's research universities, UCDHSC has the most diverse student population: students of color comprise 27.4 percent of the undergraduate student population, 12.9 percent of graduate students, and 21.3 percent of first-professional students. Faculty of color comprise about 11 percent of tenured and tenure-track faculty, which is an increase from 2005 when faculty of color were 10 percent. Importantly, every faculty category showed a slight increase in faculty of color representation.

This 2006 UCDHSC report includes specific data (Appendix A) and program information (Appendix B), and includes highlights of our past year's accomplishments and this year's key initiatives. A full description of our diversity programs are provided in the *UCDHSC Report to the Blue Ribbon Commission* (March 2006). The March 2006 report represents the first time that a comprehensive list of these programs was developed, allowing for tracking and providing a mechanism to link similar programs. Detailed action plans are found in our follow-up report from July 2006: *Blueprint for Action Response to Recommendations from the Blue Ribbon Commission*. <http://www.cudenver.edu/Administration/Office+of+the+Provost/default.htm>

Some of the most critical university-wide initiatives, a subset of those listed in the '*Blueprint*' report, that began in 2006 or are planned for 2007 include:

- Fill position of Vice Provost and Associate Vice Chancellor for Inclusion and Strategic Initiatives by July 2007. This senior diversity officer will be responsible for diversity, inclusion and related strategic initiatives, providing leadership for enhancing and sustaining

¹ Note: Throughout this report, the term diversity refers to many aspects of individuals including but not limited to ethnicity, gender, sexual orientation, culture, nationality and disability status. In general, most of the programs discussed in this report are intended to broaden the university's diversity on these many levels. However, some programs target specific populations, such as first-generation college students, so that the term has particular relevance for that program. In reference to specific data of faculty, staff and students, the only diversity criteria available are ethnicity and gender. Therefore, the data sections on ethnicity refer to 'persons of color' rather than the more general term of diversity.

diversity, promoting a spirit of inclusiveness and developing strategic initiatives that contribute to faculty and student academic success. This position also will focus on the formation of pipelines to graduate education and the health professions.

- Develop new or implement existing diversity plans for every academic and administrative unit. These plans, due September 2007, will include specific goals, objectives, actions, timelines, responsible parties, measures of success and progress milestones. The diversity plans will be key to integrating all parts of UCDHSC to ensure that we are an institution pursuing concrete goals and monitoring progress toward their achievement. The school/college diversity plans will cover areas that are unique to each unit's faculty, staff and students. Some of the schools and colleges have made tremendous progress toward their diversity plans. In fact, the School of Medicine prepared and is pursuing an exemplary plan that may serve as a model for other schools and colleges. Significant amounts of time and resources were put into the development of this plan, including feedback from the school's many departments. The plan addresses the unique challenges facing medical schools nationally, particularly in terms of recruitment and retention of faculty, students and residents/fellows.
- Begin exit interviews by May 2007 for departing faculty and staff to provide information to schools, colleges and the administration (by January 2008) about why faculty and staff leave the institution.
- Formalize succession plans within administrative and faculty ranks, including significant increases in professional development and training opportunities.
- Expand disability services to the health sciences schools, effective March 2007.
- Implement a centralized employee-recruitment process. In November 2006, the university successfully implemented new online job posting processes using the new system: 'JobsatCU'. The university fully implemented this system for all employment groups. Similar programs at other universities have shown significant increases in diverse applicants. Importantly, the automation of this process allows for enhanced tracking and evaluation of recruitment efforts, including data collection regarding how applicants learned of positions, provides increased data regarding ethnicity and gender of applicants, and improves our ability to track highly-qualified applicants for future job openings. Full implementation of this initiative will include development of job ad templates that focus on and target diverse audiences/programs.
- As a critical follow up to our successful Search Committee Training program, a number of resources have been developed to support search committees. As an example, the Auraria Library on the downtown Denver campus recently acquired *New Paradigms for Diversifying Faculty and Staff in Higher Education: Uncovering Cultural Biases in the Search and Hiring Process*, a professional development program designed to assist search committees in developing and sustaining diverse applicant pools, and ultimately to increase the number of diverse hires.

Students

Data Highlights

More than one in five students at UCDHSC is a student of color. In the fall of 2006, minority students numbered 3,278, representing 21.6 percent of the institution's total enrollment. Since the fall of 2005, enrollment for students of color has increased from 3,059 to 3,278, or 7.2 percent. The increases for Asian/Pacific Islander, African American, Hispanic/Latino(a), and American Indian students were 6.9 percent, 15.5 percent, 4.4 percent and 4.2 percent, respectively.

UCDHSC enrollment of undergraduate students of color increased 24.8 percent between the fall of 2001 and the fall of 2006 from 1,820 to 2,271. Students of color now make up 27.4 percent of undergraduates on the campus. Most significant have been increases in Hispanic/Latino(a) (32.2 percent), African American (28.8 percent), and Asian/Pacific Islander (17.2 percent) students.

In the fall of 2006, UCDHSC graduate students of color constituted 12.9 percent of the total graduate enrollment, compared to 12.3 percent in the fall of 2001. Since 2001, enrollment for graduate students of color consistently has been 12 to 13 percent.

In the fall of 2006, 21.3 percent of health professional students were students of color, that's much higher than other graduate school though lower than the numbers for undergraduates. While the proportion of health professional students of color has decreased over the last six years, it consistently has been above 20 percent. All of the health science schools are aware of the recent decline and are actively working to address the decline.

UCDHSC international students made up 3 percent of all students at the university as of fall 2006. This proportion is about half that of fall 2001, reflecting a continuous decline since the events of Sept. 11, 2001. This decline has been most acute at the undergraduate level. Among graduate students, international student representation historically has been higher. Last year, we experienced an increase in the number of international graduate students from 345 to 376.

Freshmen Enrollment

In fall 2006, 37.1 percent of new freshmen were ethnic minorities. Specifically, 6.3 percent of the new freshmen were African American, fewer than one percent were American Indian, 15.3 percent Asian/Pacific Islander and 14.5 percent Hispanic/Latino(a).

Fall 2006 New Freshmen by Ethnicity

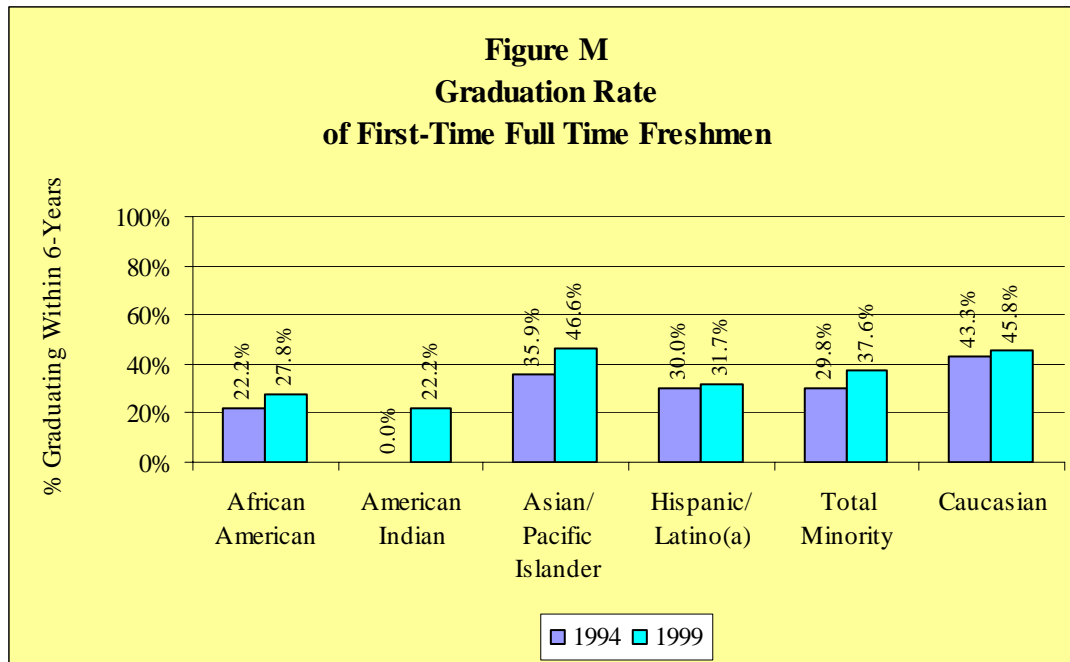
	Asian/Pacific Islander	African American	Hispanic/ Latino(a)	American Indian	Subtotal Minority	White	International	Unknown	Total New Freshmen
N	145	60	138	9	352	542	13	43	950
%	15.3%	6.3%	14.5%	0.9%	37.1%	57.1%	1.4%	4.5%	100%

Persistence, Graduation Rates, and Degrees Awarded

Persistence and Graduation Rates

While the university does a good job of attracting and retaining first-time freshmen students of color to the second fall, the university's record for graduating those undergraduate students of color has not been as successful. In the most recent fall-to-fall retention rate for first-time

freshman, 71 percent of both students of color and Caucasian students were enrolled in the second fall. In the most recent published graduation cohort analysis, however, only 37.6 percent of students of color graduated in six-years compared to 45.8 percent of the Caucasian students.



Degrees Awarded

Bachelor's Degrees: In the 2005-2006 academic year, UCDHSC awarded 341 baccalaureate degrees to students of color, constituting 21.3 percent of the total number of baccalaureate degrees awarded by the campus compared to 23 percent of the total number of baccalaureate degrees awarded in 2000-01. While the percentage share of degrees awarded to students of color decreased, the actual number of degrees awarded to students of color did increase slightly during the last six years, particularly those awarded to Hispanic/Latino(a) students.

Master's, Doctorate and Postsecondary Certificates: Over the same time period, the percent of master's, doctorate and postsecondary certificates awarded to students of color overall increased from 10.6 percent to 13.2 percent. The number of degrees awarded to Hispanic/Latino(a) students has increased from 90 to 132 and the number awarded to Asian/Pacific Islander students has increased from 65 to 94. Similarly, the number of degrees awarded to African American students has increased from 24 to 31 and American Indian students decreased by one from 7 to 6.

Health Professional Degrees: The percent of health professional degrees awarded to students of color has fluctuated since 2001, from a high of 30.6 percent in 2004 to 18.9 percent in 2006. The one constant has been that the actual number of students of color graduating has increased slightly over the last six years, as has the overall size of the class. However, Asian American students have seen a significant decrease in degrees awarded between 2005 and 2006.

Ongoing and New Pipeline Activities

The university offers college preparation through pre-collegiate programs on the downtown Denver campus and the Heath Sciences Center. College preparation programs prepare students to attend college and sometimes pursue advanced degrees. The programs' goals are making higher education accessible, affordable and responsive to first generation and/or underrepresented students and learners on all campuses.

Ongoing Pipeline Activities:

The downtown Denver campus' pre-collegiate programs continue to make higher education accessible, affordable and responsive to the needs of first-generation and/or underrepresented students. Highlights of program activities include:

- **Scholars Program** on the downtown Denver campus 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 opportunities 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 at a 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 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 Colorado counties enrolled in 413 courses. Approximately 24 percent of these students were students of color. In 2007, **CU Succeed** will expand into four new Denver high schools with populations of more than 90 percent students of color. This expansion should have a direct impact on the number of students of color entering the program.
- **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 students of color. According to enrollment statistics, 96 percent of pre-collegiate participants matriculated into a higher education institution; 46 percent enrolled at UCDHSC.
- **Education Scholars for Urban Youth** is a program being developed through the School of Education and Human Development and the College of Liberal Arts and Sciences. It is a recruitment and retention program headed by a Scholars for Urban Youth Coordinator, and it is designed to support undergraduate teacher candidates academically, financially, and socially. They come to UCDHSC from a variety of pipeline programs (e.g., high school teacher cadet, future educators programs, community colleges, CU Succeed, and from our own liberal arts departments). The program is in its initial phase with a search currently underway for a program coordinator. A major focus of the program is to increase the number of undergraduates of color who wish to become teachers.
- **Engineering Scholars Program** in the College of Engineering and Applied Science provides freshman engineering students with a one-year full tuition scholarship. They are required to meet with an advisor monthly to discuss class work, peers, extracurricular activities, etc. The goal is to recruit strong students of color and to expand their college experience. We expect that through scholarships and close mentoring, students of color will succeed and encourage more students of color to join the College of Engineering.
- **The Health Science Center's Health Careers Pre-Collegiate Program** is managed by the Office of Diversity and currently serves approximately 80 students with plans to expand to 120 students. This program specifically is tailored to increasing the number of first-generation and low-income students applying to and being admitted to the health professional schools.
- The School of Pharmacy's **Summer Enrichment Program** focuses on recruiting and preparing 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 Undergraduate Pre-Health Program (UPP)** is entering its second year and currently has 24 first-generation and low-income undergraduate students. Participants spent eight weeks shadowing medical professionals, conducting research and participating in workshops on health disparities. UPP participants are required to attend monthly Saturday Academy sessions on subjects ranging from study skills and personal statements to health disparities. Additionally, participants are required to take one of the tests and preparation courses necessary to apply to medical, pharmacy, nursing, dental or other health professional school (i.e., DAT, MCAT or GRE).
- The School of Dentistry's **Advanced Clinical Training and Service Program** is a unique service-learning program through which dental students are placed in communities throughout Colorado to provide care to underserved, disadvantaged and diverse populations. The purpose is three-fold: to teach students about other cultures and how to provide culturally aware and competent care; to serve as an outreach program in underserved areas and to offer approximately \$3 million worth of free or discounted care annually.
- **Graduate Experiences for Multicultural Students** typically spend nine to 10 weeks during the summer in a research laboratory on campus. In addition to the intensive research experience, students participate in training sessions on ethics, how to put together an effective oral and written presentation and how to apply to graduate school.
- **Post-Baccalaureate Program** is a joint effort of the School of Medicine, Office of Diversity and College of Liberal Arts and Sciences. It works to recruit and support students from underrepresented groups into medicine. Participants must complete 24 hours of intense undergraduate- and graduate-science courses while maintaining a 3.5 grade-point average prior to starting medical school.
- **Summer Institute for Health Careers** offered by the **Area Health Education Center (AHEC)** is a two-week program for high school students recruited from across Colorado. Each regional AHEC Center (Greeley, Clifton, Alamosa, Pueblo and Denver) runs a week-long program in its region. The students are then transported to Denver to continue the program at the health sciences center campus. The project's capstone is a shadowing experience with a health care professional of the students' choice. The curriculum varies from year to year and region to region, but the main theme remains constant--an exploration of health careers that goes beyond the surface discussion.
- **Health Profession Opportunity Day (HPOD)** offered through the Office of Diversity is a day-long, pre-health profession seminar which is open to all undergraduate and high school students. The seminar unites 100 diverse college and high school students from around the state for an in-depth look at different health professions. Activities include workshops, speakers and hands-on activities that introduce students to different health fields and opportunities in higher education. During 2006, two HPOD sessions attracted 200 Colorado students as well as parents, teachers and school principals.
- **High School Clinical Internship** in the School of Nursing provides a summer two-week, hands-on clinical internship in health professions for 10 students from the pre-collegiate program who are entering their senior year of high school.

- **Hands-on Medical Experiences** are organized through the Office of Diversity and Oyata. This program exposes Denver-metro area high school students from North, George Washington, Montbello, John F. Kennedy and Thomas Jefferson High Schools to opportunities available in health care fields through hands-on activities. The facilitators are Health Sciences Center students who also serve as mentors and role models for the students.

Ongoing and New Recruitment Activities

The recruitment of students into the UCDHSC requires ongoing recruitment activity intentionally designed to provide potential students with enough information so that they can make an informed decision about applying for admissions.

Ongoing Recruitment Activities

Current, ongoing recruitment activities include:

- **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. The **Early College Scholars Program** works with the La Raza Youth Leadership Conference and the Denver Ministerial Alliance representing other outreach initiatives that have proven to be successful.
- **The Office of International Education** works to recruit and market the university through its *Promote International Awareness* program. This program established and developed international contacts with Fulbright offices, advising centers, guidance counselors, universities and schools.
- **The Graduate School of Public Affairs** continues to market its programs through a variety of publications targeting ethnic populations and women, including but not limited to: *Latin View*, Colorado Public Radio, *La Voz*, *Military Times*, *Urban Spectrum*, and the American Society for Public Administration's annual *Education Supplement*.

New Initiatives and Pipeline Programs:

New pipeline activities and initiatives for 2005-06 include:

- **The National Science Foundation funded a UCDHSC proposal entitled, "Recruiting Engineers to ACHieve (REACH)."** This grant will develop a summer bridge program for underrepresented high school seniors interested in engineering. The summer curriculum will guide students in building a guitar and upon successful completion of the program offered a scholarship to study engineering.
- **Denver Transfer Initiative - Title V Cooperative Grant** represents a partnership between the university and Community College of Denver (CCD). The effort is aimed at increasing the number of first-generation, low-income transfer students from CCD to UCDHSC. The value over five years is \$3.5 million for a projected 170 students to matriculate over four years. The conclusion of this five-year grant will put in place a \$1 million endowment for scholarships.

- **Escuela Tlatelolco Partnership** - During the fall of 2006, 21 high school seniors from Escuela Tlatelolco participated in a senior seminar developed by the UCDHSC pre-collegiate staff. This seminar provided valuable information on application processes, financial aid and academic study skills. For spring 2007, participants will enroll in a UCDHSC sociology course offered through CU Succeed.
- The Office of Diversity at the health sciences center campus has partnered with **Prairie Middle School and Overland High School** in the Cherry Creek School District to offer summer camps. Prairie Middle School has the most diverse student population and is largest middle school in the state. The summer camp for these schools is scheduled for the last two weeks of June. Currently, we are planning to host 100 middle and 100 high school students for two separate one week summer camps.
- The **School of Dentistry** is instituting a rural doctor of dental science track based on the successful model developed by the School of Medicine.
- The **School of Dentistry** mobile van is ready to deliver dental services around the state. It will begin in Denver and provide service learning opportunities for students as well as provide dental care and health education to school aged children. Exposing children from diverse backgrounds to dentistry could build pipelines for future students.

New Recruitment Initiatives

- **Campus Village Apartments**, adjacent to the Auraria campus, opened fall 2006. This new residential facility provides new and continuing students with a residential academic experience programmed to ensure a successful academic and social transition.
- **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 school district leadership positions. 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 the spring of 2006, the Office of American Indian Student Services coordinated an **American Indian Senior Day** with more than 50 invited participants who came to learn more about UCDHSC, financial aid and academic offerings.
- **The College of Engineering and Applied Science's Engineering Scholars Program** reaches out 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 mentoring. Freshman engineering students are provided with a one-year scholarship plus monthly advising meetings. Data from a participant survey is being used to counsel the students who may be struggling.
- **Education Scholars for Urban Youth Program** is a recruitment and retention partnership between the School of Education and Human Development and College of Liberal Arts and Sciences. This program is designed to support undergraduate teacher candidates academically, financially and socially. The program is in development and a coordinator is expected to be on staff by spring 2007. 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.

- **Health Sciences Center New Recruitment Brochure** is being developed for all professional and graduate program offerings at the health sciences center campus.

Ongoing and New Retention Activities

UCDHSC 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. All support services are designed to assist students academically, and to offer assistance and/or referrals for issues that may affect a student's ability to succeed, including economic and social support.

Ongoing Retention Activities

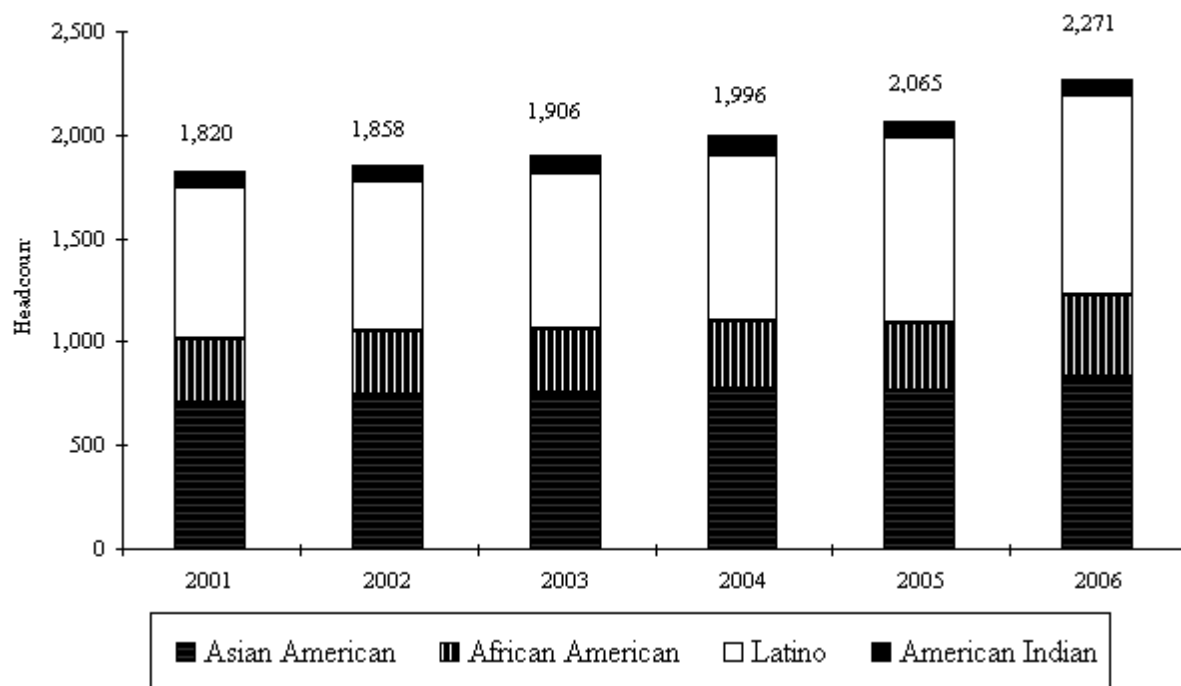
- **Chancellor's Scholars and Leaders:** This program identifies, promotes and nurtures leaders for the 21st Century. The focus is on leadership styles, cultural diversity and ethical responsibility; practical leadership skills; interdisciplinary scholarship and lifelong learning; and service through action and internships. The program is evaluated in part by the success of team projects that focus on real-life problems in the community.
- **Student Support Services:** In 2005, UCDHSC received a Title III grant to provide first-generation, low-income and disabled students with focused advising, academic support and guidance. Participants receive a \$500 voucher to purchase text books for the academic year.
- **International Student Services:** The Office of International Education provides international students with transitional and orientation services including information about the Denver community and opportunities to participate in Colorado events and activities.
- **Disability Resources and Services:** The Office of Disability Resources and Services provides accommodations and transitional support for students with disabilities at the downtown Denver campus and, beginning March 2007, services will expand for the health sciences center campus.
- **Academic Advising Center:** The center provides academic advising to all undeclared students at UCDHSC.

New Retention Initiatives

- **Supplemental Instruction:** The Center for Learning Assistance will be providing supplemental instruction for courses in which the highest number of students earn grades of "F", "D", "I" or "W."
- **Cultural Welcome and Reception:** The Educational Opportunity Offices provides a cultural welcome and reception targeting students of color at UCDHSC.

- **Cultural Heritage Months:** The Educational Opportunity Office has been charged to develop annual heritage month activities including Hispanic Heritage Month, African American Heritage Month, American Indian Heritage Month and Asian American Heritage Month.
- The School of Dentistry plans to re-institute the **Medical (Dental) Spanish Language Program.**
- **Spanish Acquisition Begets Enhanced Service—SABES:** The School of Medicine created a new Spanish elective in 2006-07. The class was created by three current medical school students who recognized the need for Spanish language acquisition. This will allow UCDHSC to educate physicians who can serve Spanish-speaking people with the best care that all people deserve.
This year the student senate on the health sciences center campus created a vice president for diversity position within the senate. The position will serve as liaison between health sciences center campus student senate and the various student groups. This position also will work with Office of Diversity to enhance recruitment of students of diverse backgrounds to the health sciences center campus and to encourage diversity in the student senate. Initiatives begun by this newly created position include partnering with the Office of Diversity to improve the variety of online journals that support diversity, and to publish a booklet about the diverse student life and organizations on campus. The booklet will contain information about each group, what the groups do, membership, goals and how to join.

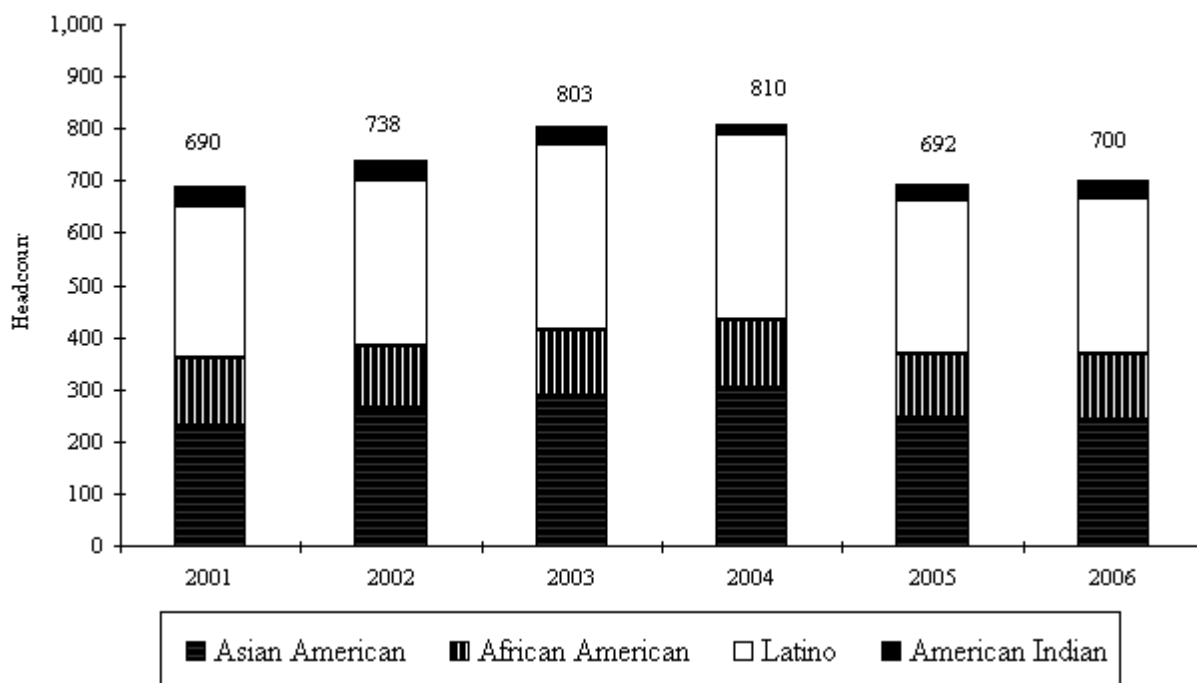
**University of Colorado at Denver and Health Sciences Center
Students of Color Undergraduate Fall Headcount Enrollment
6 Year History**



	2001	2002	2003	2004	2005	2006
Students of Color Enrollment as a % of Total UG Enrollment	26.8%	26.6%	26.5%	26.1%	26.1%	27.4%

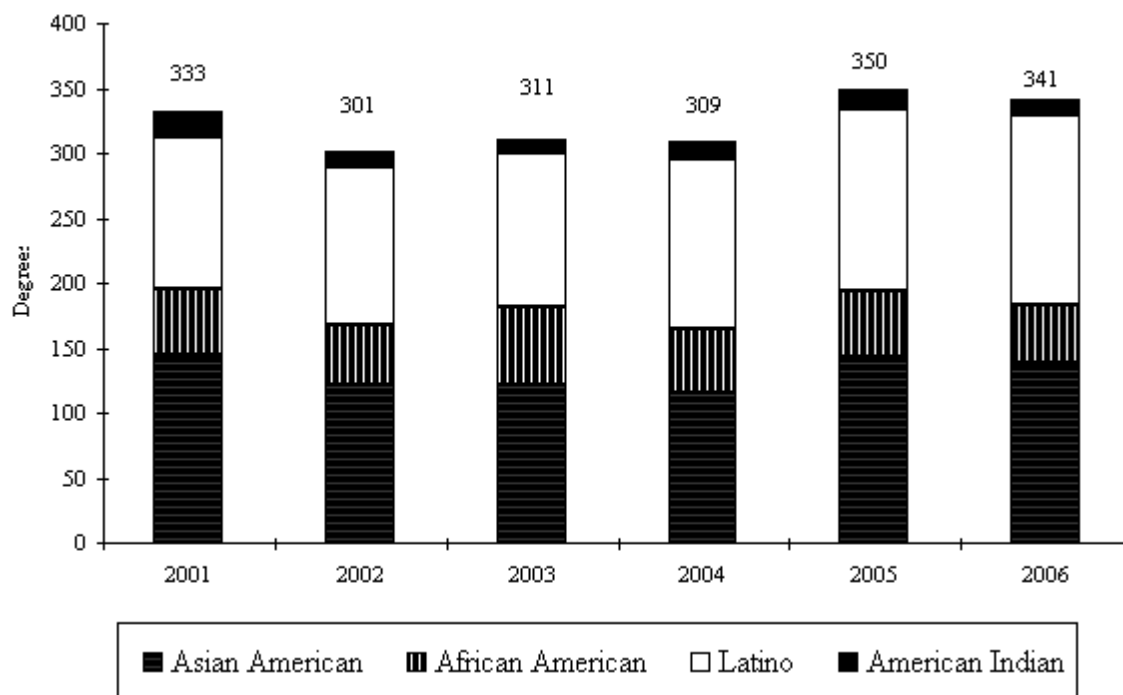
Asian American	709	740	756	773	767	831
African American	309	311	303	326	325	398
Latino	727	724	760	806	894	961
American Indian	75	83	87	91	79	81
Students of Color Total	1,820	1,858	1,906	1,996	2,065	2,271
White/Unknown	4,576	4,812	5,062	5,441	5,716	5,915
International	391	306	211	199	130	107
Total Undergraduate (Hdct) Enrollment	6,787	6,976	7,179	7,636	7,911	8,293

**University of Colorado at Denver and Health Sciences Center
Students of Color Graduate Fall Headcount Enrollment
6 Year History**



	2001	2002	2003	2004	2005	2006
Students of Color Enrollment as a % of Total Grad Enrollment	12.3%	12.2%	13.1%	13.4%	12.5%	12.9%
Asian American	229	265	288	302	244	243
African American	131	118	124	132	122	126
Latino	291	318	360	354	298	298
American Indian	39	37	31	22	28	33
Students of Color Total	690	738	803	810	692	700
White/Unknown	4,457	4,827	4,952	4,877	4,521	4,369
International	475	500	394	344	345	376
Total Graduate (Hdct) Enrollment	5,622	6,065	6,149	6,031	5,558	5,445

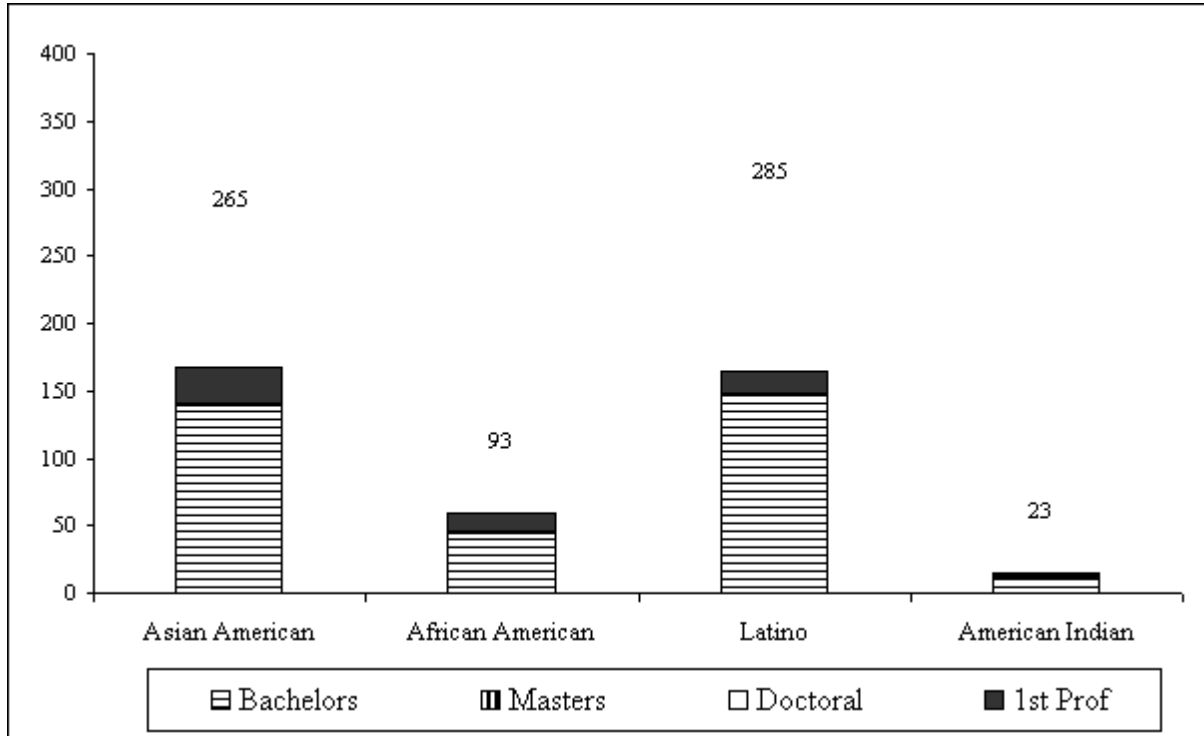
**University of Colorado at Denver and Health Sciences Center
Students of Color Baccalaureate Degrees Awarded
6 Year History**



	2001	2002	2003	2004	2005	2006
Students of Color Degrees Awarded as a % of Total Degrees Awarded	23.0%	21.0%	20.3%	19.5%	22.6%	21.2%

Asian American	144	122	122	115	143	139
African American	51	46	59	50	51	44
Latino	118	122	119	131	140	146
American Indian	20	11	11	13	16	12
Students of Color Total	333	301	311	309	350	341
White/Unknown	917	908	921	1,058	1,048	1,212
International	198	223	302	221	153	52
Total Bachelors Degrees Awarded	1,448	1,432	1,534	1,588	1,551	1,605

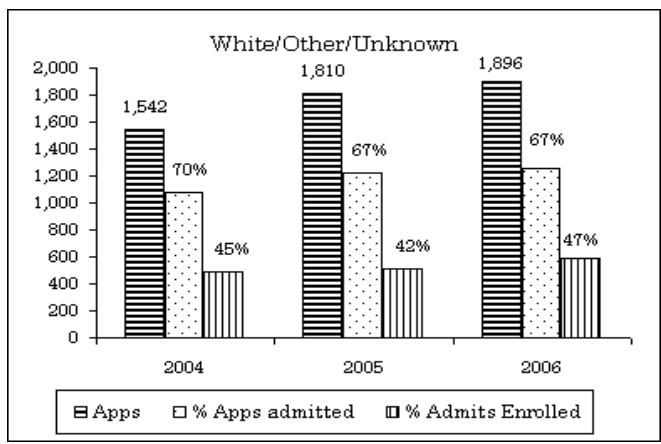
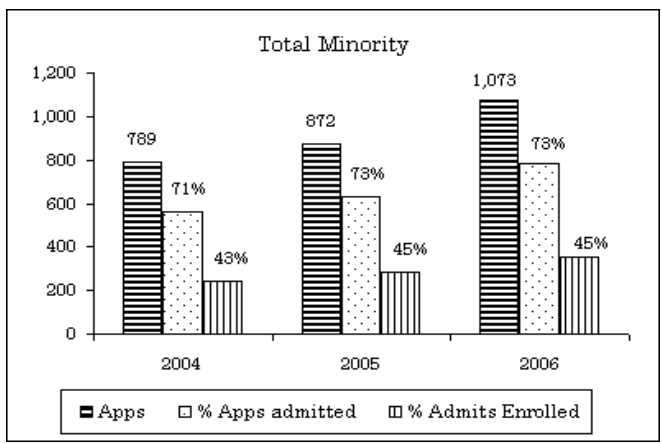
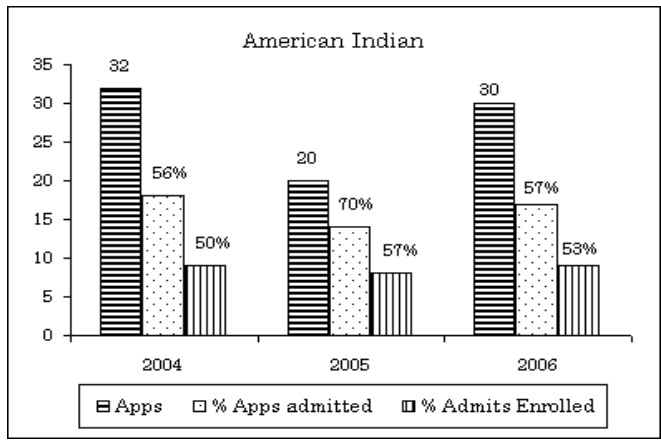
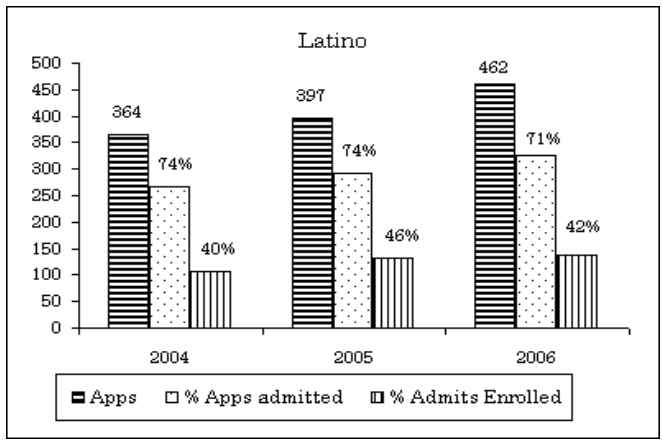
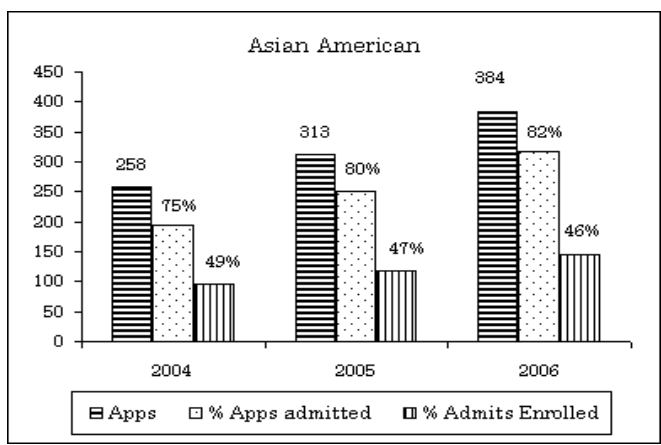
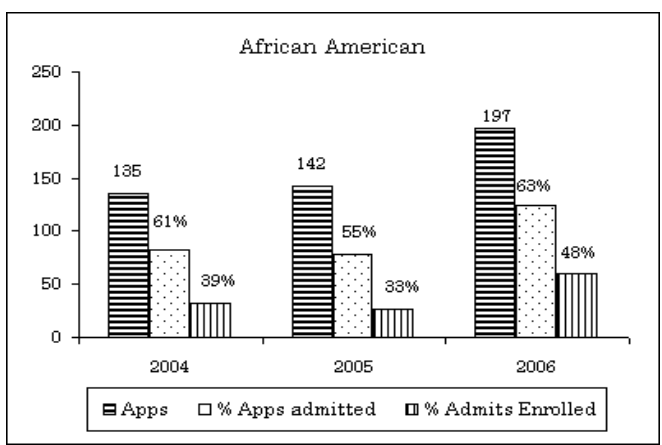
University of Colorado at Denver and Health Sciences Center
All Degrees Awarded by Ethnicity
FY 2006



	Bachelors	Masters	Doctoral	1st Professional	Total
Asian American	139	89	5	29	262
African American	44	29	2	16	91
Latino	146	128	4	19	297
American Indian	12	6	0	3	21
Students of Color Total	341	252	11	67	671
White/Unknown	1,212	1,516	61	287	3,076
International	52	151	9	1	213
Total	1,605	1,919	81	355	3,960

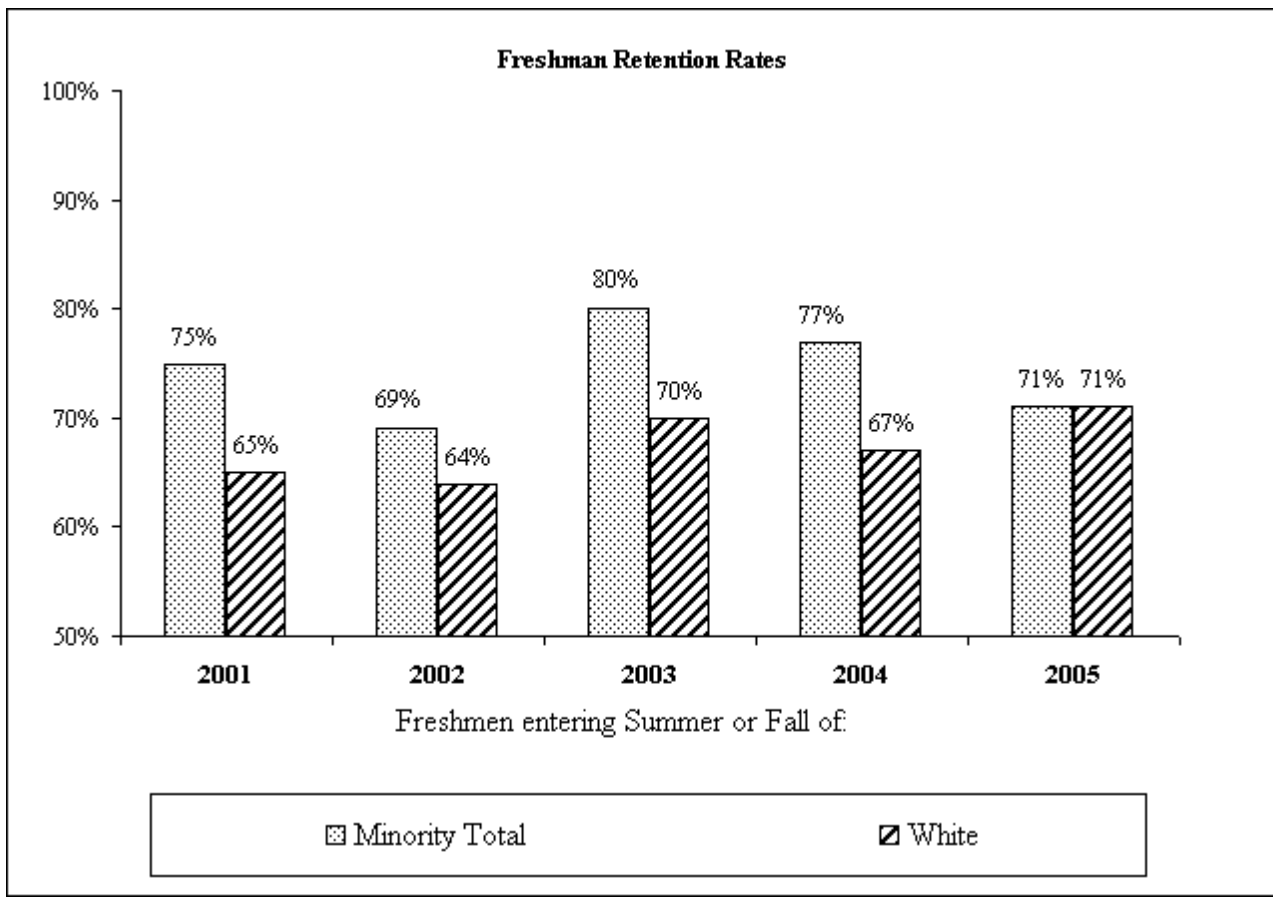
University of Colorado at Denver and Health Sciences Center

All Freshman Applications, Acceptances, and Enrollments
By Ethnicity, 2004, 2005, 2006



**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:				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
Asian American	80	99	87	93	117	88%	74%	89%	83%	78%
African American	22	12	19	31	24	77%	75%	68%	65%	63%
Latino	64	78	85	104	120	59%	60%	75%	78%	68%
American Indian	5	6	8	9	7	80%	83%	63%	44%	29%
Minority Total	171	195	199	237	268	75%	69%	80%	77%	71%
White	287	356	380	415	435	65%	64%	70%	67%	71%
Other/Unknown	27	23	41	29	37	67%	70%	68%	83%	78%
International	7	6	4	6	4	43%	83%	75%	67%	75%
All	492	580	624	687	744	68%	66%	73%	71%	71%



Faculty and Staff

Data Highlights: Faculty

As of fall 2006, there are 1,376 tenured and tenure-track members at UCDHSC, of whom 36 percent are women and 11 percent are faculty of color (up from 10 percent in fall 2005). The university also has a large number of non-tenure-track faculty (1,015), of whom 11 percent are faculty of color. And, there are 1,207 professional research assistants, of whom 19 percent are persons of color

Recruitment efforts for new faculty hires at the rank of instructor or above yielded mixed results, depending on the specific school. Overall, for fall 2006 the downtown campus hired 69 new faculty with 11 (16 percent) of those hires identified as faculty of color. The health sciences schools recruit on a year-round cycle with 182 new faculty hires from October 2005 through September 2006, and 28 (15 percent) of those are faculty of color.

Not unexpectedly, those schools in which the leaders emphasized the importance of diversity, and whose search committees made significant efforts to build highly qualified, diverse applicant pools had the most success in diversity hires. Specifically, the School of Dentistry was successful in recruiting and hiring two new faculty of color out of six new hires. Similarly, the School of Education and Human Development hired five new faculty of color among a total of seven new hires. Among the five new faculty of color, one is an associate dean.

The deans of these two schools were successful by developing clear search processes and expectations, providing input and feedback throughout the search process, developing and communicating a mission that appeals to faculty who value diversity, and ensuring that job descriptions and ads highlight those aspects of the position related to diversity.

Data Highlights: Staff

No significant changes occurred in the data this year. Among officers, 12 percent are persons of color. In the largest category, professionals, 23 percent are persons of color. The smallest representation for persons of color is in the administrator category, with nine percent persons of color which is down from 12 percent last year. The highest minority representation is in the service/maintenance category, with 47 percent employees of color. The secretarial/clerical, technical and skilled crafts categories include 36 percent, 37 percent, and 24 percent employees of color, respectively.

Women represented the majority in the staff categories—with the exception of skilled crafts, which continues (as in past years) to have no female employees. Women represent 40 percent of the officer category, 63 percent of the administrator category and 67 percent of the professional category.

New and Ongoing Initiatives/Programs: Faculty and Staff

The preparation of the *UCDHSC Report to the Blue Ribbon Commission (March 2006)* revealed many ongoing initiatives and programs aimed at improving the recruitment and retention of diverse faculty. Rather than repeat all of the information that is in that report, here is a sampling:

- **Search committee training** was extended from the health sciences center campus to the downtown Denver campus in 2005 and continued throughout 2006. 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. A classroom-based training program was developed in 2004, followed by a similar program available online in 2005. To date, more than 500 faculty and staff have completed the training.
- An example of another recruitment activity is the training program focused on the **recruitment of minority resident physicians**. This program is run by the Graduate Medical Education Office. Its goal 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.
- A pilot **Junior Faculty Mentoring Program** was launched on the downtown Denver campus in September 2006. Based on the principles and procedures used in the School of Education and Human Development's mentoring program, this new campus-wide initiative is managed by the director of the Center for Faculty Development. The purpose of the pilot program is to assist tenure-track faculty members in developing a teaching and research agenda that will successfully lead to tenure. Currently, 23 mentor-mentee pairs participate in the program—11 of which include a mentee of color. Also, five of the mentors are faculty of color. The program will be systematically assessed, and the assessment results will help determine the future plans for the program.
- On the downtown Denver campus, the Provost's office is focused university resources on hiring significant numbers of new tenure-track faculty members. The **faculty stabilization fund**, initiated in 2006, will invest \$2 million each year for four more years. Faculty diversity is a top priority in the development of school/college hiring plans during this period.
- In order to capitalize on the diversity among lower-level staff positions, the university intends to provide significant professional development and training opportunities for staff members during 2007. To begin, the **Professional Development Pilot Program** will be implemented in March 2007 with an outside vendor who provides access to thousands of online professional development and training programs, including access to a large online library of management/leadership books. Assuming success of the pilot program, the university will explore full implementation of this program with accompanying onsite programs.
- As part of the administrative units' diversity plans, significant efforts will be made to develop viable staff/administrative **succession plans**. The university is expecting significant turnover in higher-level positions due to the large numbers of employees eligible for retirement. Efforts will be focused on assessment of employees in current staff positions who are likely candidates for management and administrative positions, and on identification and provision of necessary training and development.

- The **Leadership Book Group** was created on the health sciences center campus to build collegiality and focus on developing leadership potential in faculty and staff from underrepresented groups (e.g., women, minorities, those with disabilities, and members of the Gays, Lesbians, Bisexual, Transgender, Intersex (GLBTI) community). The program is open to all employees; participants read and discuss books on leadership and professional development. The group is sponsored by the Health Sciences Center Faculty Women's Committee, Ethnic Minority Affairs Committee, GLBTI Friends and Allies Committee, and the Office of Diversity. On average 15–20 faculty and staff attend the monthly meetings.
- The School of Nursing has begun an **Inclusion Initiative** to identify why diversity is important in the workplace, in health care and for nursing students. The administration has hired local consultants to present workshops for faculty, staff and students on ways to foster inclusion. The process will assist the task force that is developing the school's diversity plan.
- The School of Dentistry has created programs to fill faculty vacancies (a national problem) and to attract a diverse faculty. The **International Faculty Program** has increased the diversity of faculty while meeting a critical shortage. In addition, the school has offered a program in which the international faculty members provide presentations to increase awareness, understanding and sensitivity of different cultures. The International Faculty Program and the **International Student Program** attract a more diverse patient population to the school. The hope is that this will serve as a pipeline to the school and, ultimately, to the faculty.
- The College of Arts and Media's performance programs, visiting scholars, and LIVE! Presentations showcased a variety of **minority artists**. Included were: a residency by Daniel Valdez in conjunction with the development and presentation of his drama *El Sol Que Tu Eres (The Sun That You Are)*; public lecture, master class and student critiques by visual artist Judy Baca; presentation of films and workshop with film students by filmmaker Charles Burnett; hosting the live radio show *Destination Freedom: Black Radio Days*; and co-sponsorship of Tony Garcia's dramatic presentation *Westside Oratorio*. In addition, the college's diversity task force has engaged a researcher to discover best practices among arts colleges that successfully emphasize cultural exchange and diversity as core principles.
- The Denison Memorial Library staff has created a Web page, **Multicultural and Multilingual Health Information Links** (http://denison.uchsc.edu/finding/multilingual_resources.html). Users can retrieve individual journal articles of interest which, given the nature of the topic of health and diversity, may be scattered in different journals. Denison librarians also are developing a short, one-hour class on how to research multicultural health issues.
- The Auraria Library offered a **series of diversity-related programs** during 2006. Monthly programs focused on various themes (e.g., African-American health issues, diabetes in American Indian and Alaskan Native Tribal communities, students living with disabilities and domestic partnerships), and activities included lectures, movies, gallery exhibits, art showcases and debates.

- In September 2006, UCDHSC developed an inventory of **partnership activities with the Denver Public Schools (DPS)**. Many of these activities relate to diversity, including project and programs aimed at recruiting diverse students for our university. The inventory is available at:
<http://www.cudenver.edu/Administration/Office+of+the+Provost/default.htm>

Professional Development Opportunities: Faculty and Staff

- The **Staff Opportunity Advancement Program** provides a limited training grant program for staff members who submit applications. For FY2005-2006, 26 staff members received a total of about \$10,000 to attend training and/or professional development opportunities this past year.
- The downtown Denver campus offers various types of support for all faculty members through the **Center for Faculty Development**. Services and programs (in addition to the pilot Junior Faculty Mentoring Program, mentioned above) include:
 - **Individual consultations** on teaching, dossier preparation, etc.
 - **Newsletters** *Teaching Excellence*, *Latitude*, and online publications *National Teaching and Learning Forum*
 - **Workshops and symposia** During the spring 2007 semester, two of the offerings will focus on issues related to diversity within curricula and classroom dialogue.
 - **Faculty development grants** These grants are intended to enhance the quality of teaching and/or research/creative work. All faculty (.51 FTE or higher) are eligible. Activities supported include attending conferences, hiring student assistance, paying for publishing subventions, converting existing courses to newer technologies, obtaining special equipment or software, etc.
 - **Young Upwardly Mobile Professors (YUMPs)** The program provides small grants to untenured, tenure-track faculty members, to help defray various professional expenses; these funds must be matched by the recipient's school/college or department.
 - **Senior Upwardly Mobile Professors (SUMPs)** The program focuses on faculty in mid- or late-career who want help refocusing their scholarly agenda.
 - **New faculty orientation** In addition to the week-long series of events held during the week before classes start in August each year, the CFD currently is developing an online faculty orientation program with special attention to the needs of lecturers, who often are unable to attend the on-campus orientation meetings.
 - **Assistance for non-tenure track faculty (NTTF)** is aimed at assimilation into the UCDHSC faculty community. So, the CFD provides various resources, e.g., Web pages devoted to NTTF issues, a subscription to *Adjunct Advocate*, bi-annual meetings, an NTTF list serve, etc.

- **Pilot Faculty Research and Scholarship Contingency** supports limited, unanticipated research and scholarship needs. The maximum award of \$1000 is comprised of \$500 from the FRSC fund and a \$500 match from the school/college or department. Typical projects supported include: publishing page fees, exhibit fees, graphics or photography fees, production costs of audition tapes and shipping charges for artwork in juried shows.

Community Engagement and Participation

Partnerships between UCDHSC and surrounding communities are actively being developed by engaging in meaningful interaction and dialogue. UCDHSC encourages participation in community, city and state functions that allow the university to become more visible, accessible and involved with traditionally underrepresented populations. The university partners with a variety of culturally diverse communities through participation in events which include but are not limited to the following:

- May, 2006, 2nd Annual George Y. King (Bud) Scholarship Awards luncheon
- July 2006, Dragon Gala
- August 2006, Blue Ribbon Commission Reception at Blair-Caldwell Library
- September 2006, Champions in Health Care Awards dinner
- September 2006, 18th Annual Colorado Black Chamber of Commerce dinner
- October 2006, Reisher Scholarship dinner
- October 2006, Denver Ministerial Alliance meeting at the Center for African American Health
- October 2006, Pre-Collegiate Pioneer Fund Scholarship dinner
- October 2006, Cleo Parker Robinson Dance Ensemble presentation
- December 2006, Jack & Jill Annual Beautillion
- October 2006, Rocky Mountain Indian Chamber awards recognition
- November 2006, The Links, Inc. Denver Chapter, 24th Annual Tribute to Black Youth luncheon
- March 2006, Latin American Education Foundation Annual Awards recognition
- June 2006, The Colorado Dragon Boat Festival (with a student/staff team)
- January 2007, Martin Luther King, Jr. Annual Business Awards luncheon
- January 2007, Delta Eta Boule Foundation meeting – awards scholarships for African Americans (associated with Sigma Pi Phi Fraternity, a Black Fraternity)

Also, Chancellor Wilson is a member of the National Institutes of Health National Center on Minority Health and Health Disparities Society of Fellows and Scholars. The center's efforts focus on studying ways to alleviate inequities in health care and concerns for persons of color in the United States.

**University of Colorado at Denver and
Health Sciences Center**

**Faculty Diversity Profile
All Schools and Colleges,
Fall 2006**

Category	Total	Female		Male		People of Color		Ethnic Category				Non-Res.
		#	%	#	%	#	%	Afr. Am.	Am. Ind.	Asian Am.	Lati no	Alien
TOTAL, REGULAR FACULTY	2,391	1,098	46%	1,293	54%	264	11%	34	17	136	77	118
TENURED/TENURE TRACK	1,376	495	36%	881	64%	154	11%	17	9	81	47	50
Professor	451	90	20%	36	80%	39	9%	3	2	20	14	5
Associate Professor	479	199	42%	0	58%	54	11%	4	2	32	16	13
Assistant Professor	446	206	46%	0	54%	61	14%	10	5	29	17	32
FULL-TIME NON-TENURE TRACK	1015	603	59%	412	41%	110	11%	17	8	55	30	68
Professor	6	2	33%	4	67%	0	NA	0	0	0	0	0
Associate Professor	31	12	39%	19	61%	2	6%	0	0	2	0	0
Assistant Professor	63	38	60%	25	40%	7	11%	1	0	4	2	6
Sr. Instructor	315	180	57%	5	43%	29	9%	6	4	9	10	2
Instructor	391	265	68%	6	32%	45	12%	9	4	17	15	11
Clinical Professor	2	0	0%	2	100%	0	NA	0	0	0	0	0
Clinical Assoc. Professor	11	5	45%	6	55%	0	NA	0	0	0	0	2
Clinical Asst. Professor	10	7	70%	3	30%	0	NA	0	0	0	0	0
Clinical Sr. Instructor	0	0	NA	0	NA	0	NA	0	0	0	0	0
Clinical Instructor	9	7	78%	2	22%	1	11%	0	0	0	1	0
Clinical Teaching Faculty (all ranks)	7	5	71%	2	29%	0	NA	0	0	0	0	0
Research Faculty	170	82	48%	88	52%	26	15%	1	0	23	2	47
ADMINISTRATIVE FACULTY	102	30	29%	72	71%	9	9%	2	1	3	3	1
Dept. Chair/Directors	73	18	25%	55	75%	7	10%	2	1	2	2	1
Assistant/Associate/Dean/Chanc	29	12	41%	17	59%	2	7%	0	0	1	1	0
TENURED FACULTY	545	142	26%	403	74%	58	11%	5	4	29	20	5
Full Professor	308	59	19%	24	81%	27	9%	2	1	12	12	2

Associate Professor	149	58	%	39	%	91	%	22	15	1	2	14	5	2		
Assistant Professor	0	0	A	0	NA	0	NA	0	NA	0	0	0	0	0		
Assistant Professor	88	25	%	63	%	9	%	9	10	2	1	3	3	1		
TOTAL, PART-TIME AND OTHER FACULTY	2,452	1,621	66%	831	34%	309	13%	43	34	109	123	153				
Professor	2	1	%	50	%	1	%	0	NA	0	0	0	0	0		
Associate Professor	7	0	0%	7	0%	0	NA	0	NA	0	0	0	0	0		
Assistant Professor	5	2	%	40	%	3	%	0	NA	0	0	0	0	0		
Sr. Instructor, Instructor	8	6	%	75	%	2	%	1	13	0	0	0	1	0		
Clinical Faculty	211	137	%	65	%	74	%	13	6%	4	3	4	2	0		
Clinical Teaching Faculty	8	5	%	63	%	3	%	0	NA	0	0	0	0	0		
Research Faculty	8	5	%	63	%	3	%	0	NA	0	0	0	0	0		
Professional Research Assistants	120	7	957	%	79	%	25	21	16	195	%	22	24	76	73	54
Lecturer/Emeritus	7	44	%	21	56	%	13									
Visiting/Adjunct/Adjoint/Reg Fellow	389	172	%	58	42	%	49	%		8	4	17	20	5		
Student Faculty	91	53	%	55	23	45	%	8	9%	3	0	1	4	4		
	516	283	%	3	%	43	8%	6	3	11	23	90				

Full-Time: >=.5 percent time

Note: Professional research assistants include full-time employees.

Beginning Fall 2006: Professional research assistants are reported separately from research faculty members. Full-time research faculty members are reported as non-tenure track (rather than 'other'). Clinical faculty members are reported separately from clinical teaching faculty members.

**University of Colorado at Denver and Health
Sciences Center**

**Faculty Diversity Profile, Gender by
Ethnicity**

All Schools and Colleges, Fall 2006

Category	Total	African American			American Indian			Asian			Latino			White			Non-Res.Alien		
		Fem ale	Ma le	% Fem ale	Fem ale	Ma le	% Fem ale	Fem ale	Ma le	% Fem ale	Fem ale	Ma le	% Fem ale	Fem ale	Ma le	% Fem ale	Fem ale	Ma le	% Fem ale
TOTAL, REGULAR FACULTY	2,391	20	14	59%	12	5	71%	57	79	42%	33	44	43%	948	1	47%	28	90	24%
TENURED/TENURE TRACK	1,376	9	8	53%	6	3	67%	31	50	38%	13	34	28%	426	746	36%	10	40	20%
Professor	451	1	2	33%	1	1	50%	3	17	15%	2	12	14%	83	324	20%	0	5	0%
Associate Professor	479	1	3	25%	1	1	50%	15	17	47%	5	11	31%	174	238	42%	3	10	23%
Assistant Professor	446	7	3	70%	4	1	80%	13	16	45%	6	11	35%	169	184	48%	7	25	22%
FULL-TIME NON-TENURE TRACK	1015	11	6	65%	6	2	75%	26	29	47%	20	10	67%	522	315	62%	18	50	26%
Professor	6	0	0	NA	0	0	NA	0	0	NA	0	0	NA	2	4	33%	0	0	NA
Associate Professor	31	0	0	NA	0	0	NA	1	1	50%	0	0	NA	11	18	38%	0	0	NA
Assistant Professor	63	0	1	0%	0	0	NA	2	2	50%	0	2	0%	34	16	68%	2	4	33%
Sr. Instructor	315	4	2	67%	2	2	50%	5	4	56%	6	4	60%	163	121	57%	0	2	0%
Instructor	391	6	3	67%	4	0	100%	9	8	53%	13	2	87%	231	104	69%	2	9	18%
Clinical Professor	2	0	0	NA	0	0	NA	0	0	NA	0	0	NA	0	2	0%	0	0	NA
Clinical Assoc. Professor	11	0	0	NA	0	0	NA	0	0	NA	0	0	NA	5	4	56%	0	2	0%
Clinical Asst. Professor	10	0	0	NA	0	0	NA	0	0	NA	0	0	NA	7	3	70%	0	0	NA
Clinical Sr. Instructor	0	0	0	NA	0	0	NA	0	0	NA	0	0	NA	0	0	NA	0	0	NA
Clinical Instructor	9	0	0	NA	0	0	NA	0	0	NA	1	0	100%	6	2	75%	0	0	NA
Clinical Teaching Faculty (all ranks)	7	0	0	NA	0	0	NA	0	0	NA	0	0	NA	5	2	71%	0	0	NA
Research Faculty	170	1	0	100%	0	0	NA	9	14	39%	0	2	0%	58	39	60%	14	33	30%
ADMINISTRATIVE FACULTY	102	1	1	50%	1	0	100%	0	3	0%	0	3	0%	28	64	30%	0	1	0%
Dept. Chair/Directors	73	1	1	50%	1	0	100%	0	2	0%	0	2	0%	16	49	25%	0	1	0%

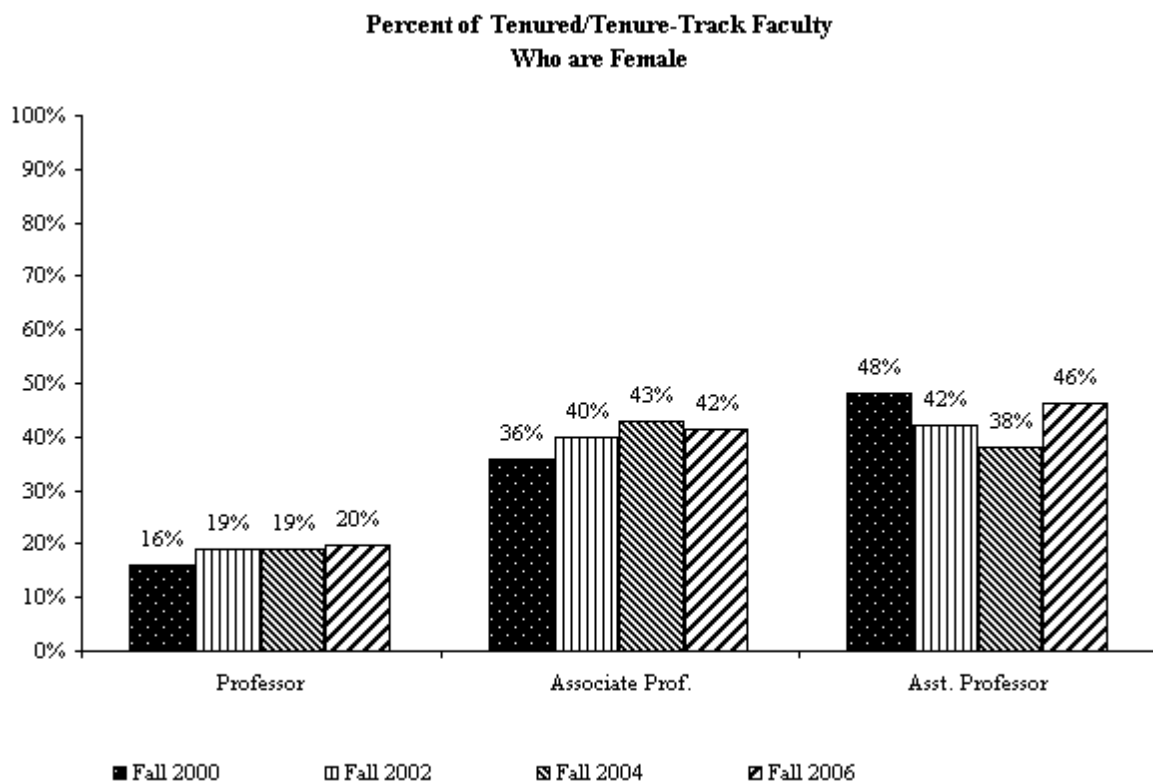
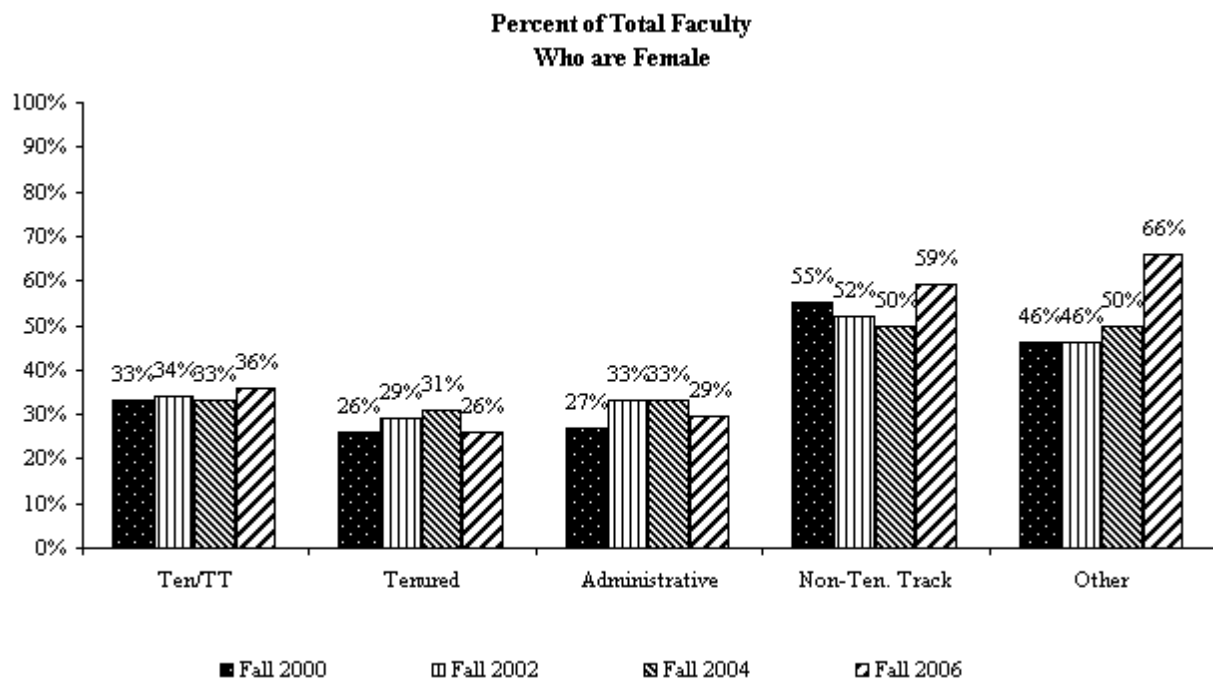
Assistant/Associate/Dean/Chanc	29	0	0	NA	0	0	NA	0	1	0%	0	1	0%	12	15	44%	0	0	NA
TENURED FACULTY	545	1	4	20%	2	2	50%	10	19	34%	3	17	15%	126	356	26%	0	5	0%
Full Professor	308	0	2	0%	0	1	0%	2	10	17%	2	10	17%	55	224	20%	0	2	0%
Associate Professor	149	0	1	0%	1	1	50%	8	6	57%	1	4	20%	48	77	38%	0	2	0%
Assistant Professor	0	0	0	NA	0	0	NA	0	0	NA	0	0	NA	0	0	NA	0	0	NA
Administrative Faculty	88	1	1	50%	1	0	100%	0	3	0%	0	3	0%	23	55	29%	0	1	0%
TOTAL, PART-TIME AND OTHER FACULTY	2,452	25	18	58%	26	8	76%	79	30	72%	80	43	65%	1334	656	67%	77	76	50%
Professor	2	0	0	NA	0	0	NA	0	0	NA	0	0	NA	1	1	50%	0	0	NA
Associate Professor	7	0	0	NA	0	0	NA	0	0	NA	0	0	NA	0	7	0%	0	0	NA
Assistant Professor	5	0	0	NA	0	0	NA	0	0	NA	0	0	NA	2	3	40%	0	0	NA
Sr. Instructor, Instructor	8	0	0	NA	0	0	NA	0	0	NA	1	0	100%	5	2	71%	0	0	NA
Clinical Faculty	211	1	3	25%	2	1	67%	2	2	50%	1	1	50%	131	67	66%	0	0	NA
Clinical Teaching Faculty	8	0	0	NA	0	0	NA	0	0	NA	0	0	NA	5	3	63%	0	0	NA
Research Faculty	8	0	0	NA	0	0	NA	0	0	NA	0	0	NA	5	3	63%	0	0	NA
Professional Research Assistants	7	16	6	73%	21	3	88%	60	16	79%	58	15	79%	762	196	80%	40	14	74%
Lecturer/Emeritus	389	2	6	25%	1	3	25%	8	9	47%	6	14	30%	152	183	45%	3	2	60%
Visiting/Adjunct/Adjoint/Reg Fellow	91	2	1	67%	0	0	NA	1	0	100%	3	1	75%	47	32	59%	0	4	0%
Student Faculty	516	4	2	67%	2	1	67%	8	3	73%	11	12	48%	224	159	58%	34	56	38%

Full-Time: >=.5 percent time

Note: Professional research assistants include full-time employees.

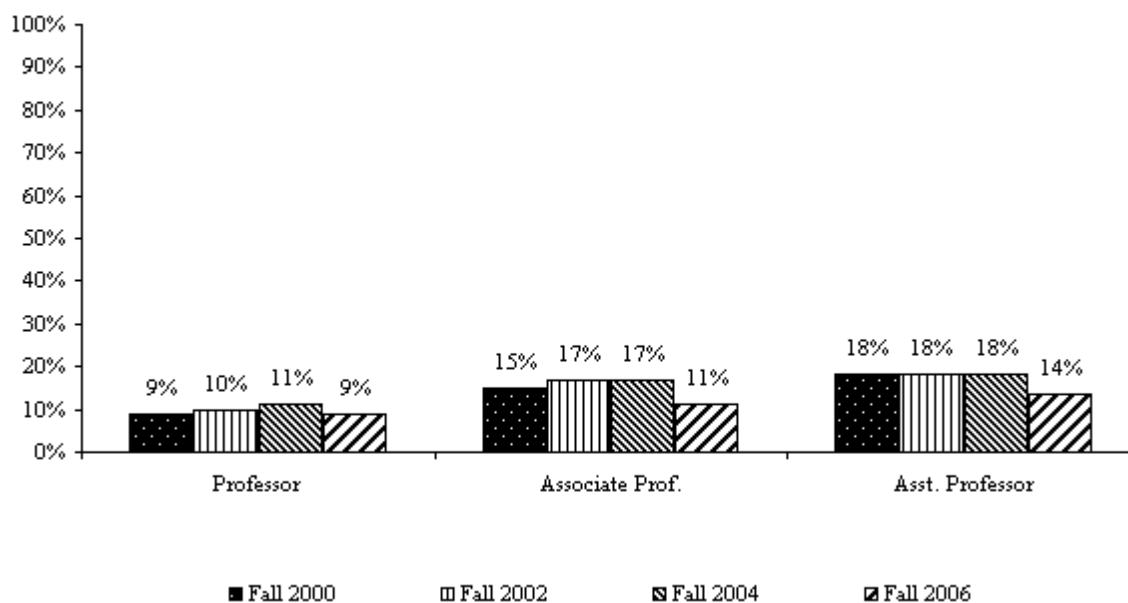
Beginning Fall 2006: Professional Research Assistants are reported separately from research faculty members. Full-time research faculty members are reported as non-tenure track (rather than 'other'). Clinical faculty members are reported separately from clinical teaching faculty members.

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

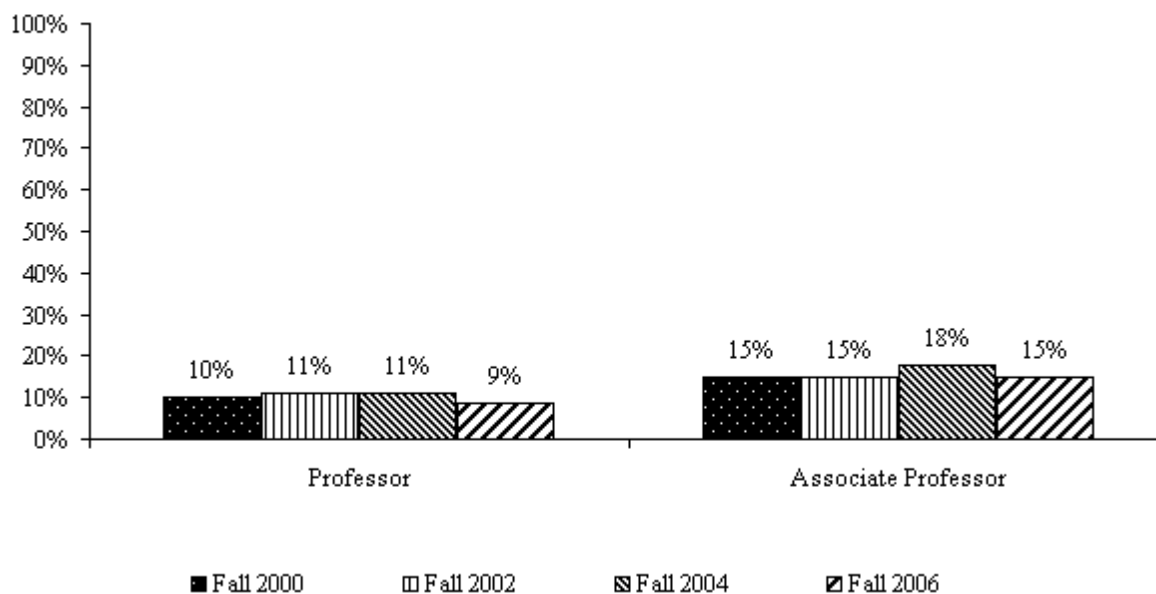


University of Colorado at Denver and Health Sciences Center Faculty Diversity Profile

Percent Tenured/Tenure-Track Faculty of Color



Percent Tenured Faculty of Color



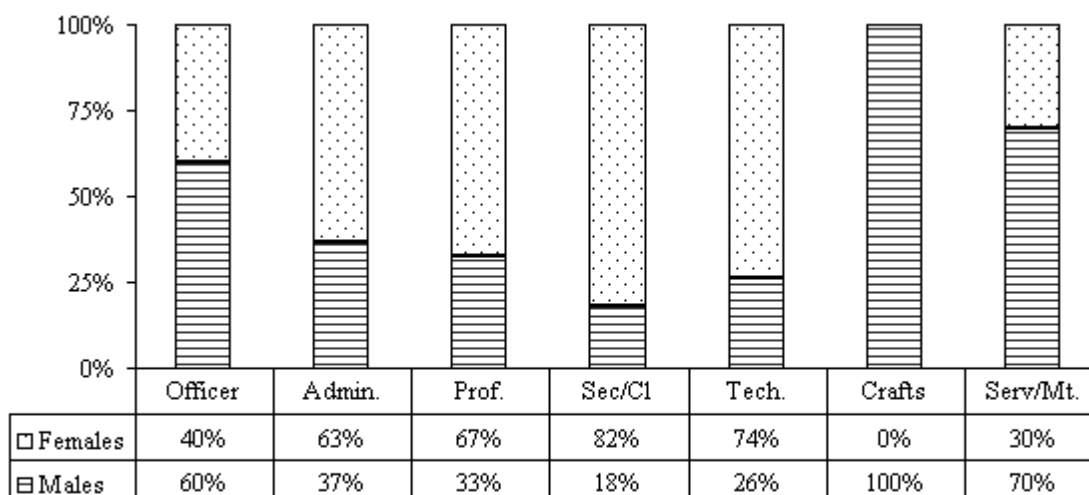
**University of Colorado at Denver and Health
Sciences Center**

**Staff Diversity
Profile
All Schools and
Colleges, Fall 2006**

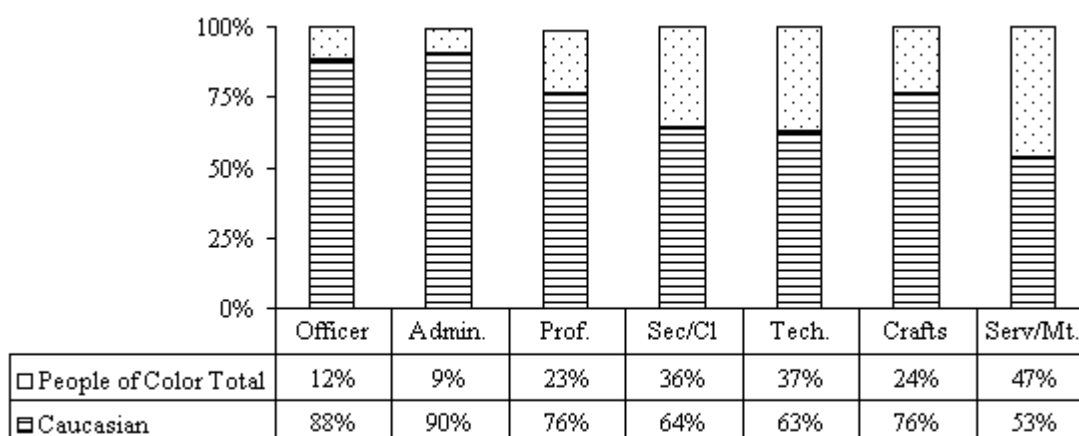
Category	Total	Female		Male		People of Color		Ethnicity				
		#	Pct.	#	Pct.	#	Pct.	Afr. Amer.	Amer. In.	Asian	Latino	NRA
TOTAL	1,665	1,064	64%	601	36%	446	27%	167	13	64	202	10
Officer	25	10	40%	15	60%	3	12%	1	0	1	1	0
Administrator Professional (Classified & Exempt)	284	180	63%	104	37%	26	9%	6	1	6	13	3
Secretarial/Clerical	564	380	67%	184	33%	128	23%	36	2	32	58	6
Technical	245	201	82%	44	18%	88	36%	29	3	12	44	0
Skilled Crafts Service/Maintenance	356	263	74%	93	26%	132	37%	64	6	10	52	1
	91	0	0%	91	100%	22	24%	6	1	1	14	0
	100	30	30%	70	70%	47	47%	25	0	2	20	0

**University of Colorado at Denver and Health Sciences Center
2006-2007**

Occupational Categories by Gender



Occupational Categories by Ethnicity



Ethnicity Breakdown	Officer	Admin.	Prof.	Sec/CI	Tech.	Crafts	Serv/Mt.
African American	4.0%	2.1%	6.4%	11.8%	18.0%	6.6%	25.0%
Asian American	4.0%	2.1%	5.7%	4.9%	2.8%	1.1%	2.0%
Latino	4.0%	4.6%	10.3%	18.0%	14.6%	15.4%	20.0%
American Indian	0.0%	0.4%	0.4%	1.2%	1.7%	1.1%	0.0%

University of Colorado at Denver and Health Sciences Center Staff Diversity Profile Percent of People of Color by Occupational Category

