



UNIVERSITY OF COLORADO SYSTEM

*Boulder • Colorado Springs • Denver and Health Sciences Center*

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*Office of the Vice President for Academic Affairs and Research*

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# **University of Colorado 2005 Diversity Report**

## *Executive Summary*

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

March 2005

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Office of the Vice President for Academic Affairs and Research

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## **MEMORANDUM**

**TO:** Board of Regents  
**FROM:** Carmen Braun Williams, Assistant Vice President for Diversity  
**DATE:** March 22, 2005  
**SUBJECT:** Annual Diversity Report for CU Campuses and System Office

Every year the campuses report to the Regents on their progress in achieving diversity among the students, faculty, and staff of the University. As requested, the campuses provide highlights of their accomplishments and progress toward meeting their diversity goals (attached). In addition to the campus narratives, the System Office of Information and Analysis provides charts and tables, covering longer-term trends for each campus in student, faculty, and staff diversity. These charts and tables also are attached. In reviewing these materials, care must be taken not to make comparisons across campuses without taking into account the different roles and missions of the campuses and the different student, faculty, and staff populations and markets from which the campuses draw. Finally, in some categories of data, there are only a few individuals (e.g., the personnel in the Regents' Office) and thus the gain or loss of one or two people can dramatically alter the percentage in that category.

### **Programs and Planning**

Examples of programs the campuses have undertaken to enhance diversity include: on the Boulder campus, a postdoctoral fellowship program, jointly funded by the President's Initiative Fund for Diversity and the campus, has been implemented to recruit faculty of color and women; at Colorado Springs, the Diversity Alliance Committee has implemented several student recruitment and retention initiatives, including establishing a Women in Engineering Program to increase retention of female engineering students; at the UCDHSC Downtown campus, a comprehensive Academic Master Planning process, begun in June 2004, infuses diversity and inclusion in all aspects of its action plan; and, at the UCDHSC Ninth & Colorado and Fitzsimons campuses, a Search Committee Training Program has been instituted to build highly qualified, diverse applicant pools. To date, over four hundred faculty and staff have been trained. The Search Committee Training Program, which is expected to launch an online component by fall 2005, was recently presented at a national conference; subsequently, colleges and universities across the country have requested additional information and are adopting similar programs

Also noteworthy in terms of progress is the creation in 2004 of diversity offices at the system level, the UCDHSC Downtown campus, and the Colorado Springs campus. These new offices, along with diversity offices on the Boulder and UCDHSC Ninth & Colorado and Fitzsimons campuses, intend through their collaboration to contribute significantly to campus efforts to increase student, staff, and faculty diversity, and develop practices for retaining quality faculty, staff, and students.

## **Undergraduate Students**

The campuses continue their efforts to improve recruitment and retention of diverse students. Our Pre-Collegiate Development Program (PCDP), with the revival in 2004 of the PCDP at the UCDHSC Ninth & Colorado campus, now exists on each CU campus and serves as a highly successful pipeline to CU for underrepresented minority and first generation students. Over 2000 graduates have come from this program in the past two decades and over 90% have qualified for admission to CU. Once students matriculate, several student retention programs provide critical academic and social supports. For example, Boulder's CU-LEAD programs, including the award winning Multicultural Engineering Program and Women in Engineering Program, have been cited as major contributors to student success on that campus.

Undergraduate enrollments are generally holding steady. At Boulder, minority undergraduate enrollment in 2004-2005 is 14% of the undergraduate student body, a slight increase over the previous five years' average of 13.5%. Interestingly, African American undergraduate student enrollment, which saw a decline from 1999-2002, began to increase in 2003 and totaled 394 students in 2004 (but still only 1.5% of the total undergraduate student body). At Colorado Springs, minority enrollments are 18.5% of the total, up slightly from the previous year, but similar to the five year average. At the UCDHSC Downtown campus, minorities comprise 27% of undergraduate enrollments, consistent with the past five years, while, over the same time period, the actual number of minority students has increased by 15% since 1999. These data suggest that minority recruitment efforts at Denver are producing results but not keeping pace with increases in overall undergraduate student enrollments (i.e., 19% increase overall in five years).

The persistence of first time freshmen into their second year augurs well for future graduation rates. At Boulder, the persistence rate for minority freshmen is 82%, compared to 85% for white students; at Colorado Springs, minority freshmen persist at 59% compared to 68% for white students; and at UCDHSC Downtown, the persistence of minority first-time students is 75% vs. 67% for non-minority students. The campuses have put significant efforts into retention and these efforts are clearly producing results.

The proportion of degree recipients who are minorities is down slightly in some cases. At Boulder, the percentage of undergraduate degrees that went to minority students was 12%, similar to the last five years. At Colorado Springs, it was 17% for 2003-2004, down slightly from 18% the previous year, and down from the five-year average. Nevertheless, the actual number of degrees awarded to minority students has increased steadily since 1998-1999. At UCDHSC Downtown, it was 21%, consistent with 2002-2003, but down slightly from the five year average of 22.5%. Again, the actual number of minority students receiving baccalaureate degrees has increased since the 1998-1999 academic year. Among the UCDHSC health sciences programs, in dentistry, the share of

degrees going to minority students was 21%, up from the previous year's 18.5%. The five-year average is 18%. The small size of the dentistry program means that the gain or loss of a few students can significantly alter the annual rate; consequently, the past five years' percentages have fluctuated dramatically (e.g., 6% in 2001-2002). In medicine, the minority share was 13%, down from the previous year's 16%, and slightly below the five year average of 14.5%. In nursing, the share was 10%, down from the previous year's 13% rate and down slightly from the five year average of 11%. Pharmacy's excellent share of 46% was up substantially from previous years.

## **Graduate Students**

The enrollments of minority graduate students at the three general campuses have increased over the past five years in most cases. At Boulder, minority graduate enrollment in fall 2004 was at an all-time high of 502 (11% of total graduate enrollments), a 79% increase since fall 1988 (from 201) and a 14% increase in the past two years (from 442). At Colorado Springs, enrollment was 246 minority, or 15%, nearly the same as in 2003, and above the five-year average of 14%. And at Denver, minority graduate student enrollment saw an increase of 20% over the previous five years. In fall 2004, enrollment was 683, or 13.5% minority. Given recent declines in graduate enrollments nationally, sustaining minority enrollment rates at the levels of the past five years is commendable.

At the UCDHSC Ninth & Colorado and Fitzsimons campuses, dentistry enrollments are at 15% minority, in keeping with the five year average; medicine has remained fairly steady at 16%; nursing is at 14%, (an all-time high); and pharmacy at 31.5%, down slightly from its five year average. However, pharmacy has the highest percentage of minority students among the UCDHSC health sciences programs and is among the highest nationally.

## **Faculty**

The proportion of minority faculty and female faculty has increased in some cases. At Boulder, 13% of regular instructional faculty are minorities, similar to the previous five years; at Colorado Springs, 12% are minorities, also similar to previous years; at UCDHSC Downtown, 15% are minorities, up from 13% in 2002; and in the UCDHSC health sciences programs, 12% of regular instructional faculty are minorities, up from 9% in the previous five years. At Colorado Springs (48%) and the Health Sciences Center (46%), the proportion of faculty who are female has increased steadily over the past five years; Boulder, at 33%, and Denver, at 39%, are holding fairly steady.

The pipeline of minority assistant professors is not large, but its proportion is larger than the current minority proportions in tenured/tenure track faculty overall. The future diversity of the faculty depends on the pipeline, the movement of faculty from the assistant, to associate, to full professor ranks. Increasing the number of assistant professors of color is the key to future faculty diversity. At Boulder, the pipeline is 20% minority (vs. 14% for assistant, associate, and full combined); at Colorado Springs, it is 10% (slightly lower than the overall profile of 12%); at UCDHSC Downtown, it is 18% (vs. 15% for all); and at the UCDHSC Ninth & Colorado and Fitzsimons campuses, it is 16% (vs. 11% for all). If these minority assistant professors are retained and tenured at the same rates as other assistant professors, the ranks of the tenured faculty will be somewhat more diverse in the future.

For women, the pipeline is more robust, promising increases in the female ranks of associate and full professors in the future. At Boulder, it is 38% (vs. 28% for all); at Colorado Springs, 63% (vs. 42%); at UCDHSC Downtown, 38% (vs. 33%); and at UCDHSC Ninth & Colorado and Fitzsimons, 49% (vs. 37% overall).

Among academic administrators, there is considerably more gender diversity than ethnic diversity. Academic administration includes chancellors, deans, department chairs, and directors. On the Boulder campus, 27% are women while 14% are persons of color; at Colorado Springs, 47% are women and 17% are minority; at UCDHSC Downtown, it is 33% women and 14% minority, and at UCDHSC Ninth & Colorado and Fitzsimons, the proportions are 26% and 4%.

## **Staff**

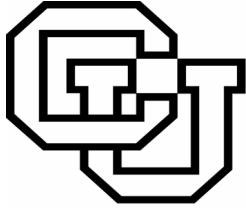
In the ranks of officers, the percentage who are minority ranges from zero to 20%: 10% at Boulder, 20% at Colorado Springs, 7% at UCDHSC Downtown, 0% at UCDHSC Ninth & Colorado and Fitzsimons, and 15% at the System offices. One reason for this wide range is that the number of officers is quite small, so that the addition or loss of even one or two minority officers can produce large percentage differences from year to year. Women fare better in the officer ranks than do minorities. The percentage of women officers is 24% at Boulder, 30% at Colorado Springs, 43% at UCDHSC Downtown, 25% at UCDHSC Ninth & Colorado and Fitzsimons, and 45% at the System offices. The system administration has begun a program to develop future faculty and administrative leaders, called the Emerging Leaders Program. It has served 129 people in its four years of operation, 47% of whom were women and 25% of whom were minorities. This program contributes to expanding the diversity pipeline for university leadership.

In the “administrator” category, minorities fill from 5% to 22% of positions (UCB, 20%; UCCS, 22%; UCDHSC Downtown, 18%; UCDHSC Ninth & Colorado and Fitzsimons, 5%; System, 15%). Women fill from 57% to 73% of administrator positions (UCB, 65%, UCCS, 73%; UCDHSC Downtown, 59%; UCDHSC Ninth & Colorado and Fitzsimons, 64%; and System 57%).

Several occupational categories remain very gender and ethnicity specific. Women dominate secretarial/clerical positions on all campuses and the system. Men dominate the skilled crafts. The only staff occupational category dominated by minorities is service/maintenance. These profiles mirror gender and racial inequities in the larger society.

## **Summary**

The annual report provides an opportunity to monitor progress toward achieving a more diverse university. Progress is most evident in the recruitment, retention, and graduation of minority students. Campus efforts in this arena are continuing to pay off. Increasing the diversity of the faculty is moving more slowly, though progress has been made in increasing the ranks of women faculty. Increasing ethnic diversity among the faculty remains a challenge. Overall, the diversity of the staff also has not changed very much. In the officer and administrator categories, there have been a few incremental improvements for minorities; women have fared better. In other staff categories, what is noticeable is the continuation of skewed gender or ethnicity profiles, similar to what is found in society at large.



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# University of Colorado 2005 Diversity Report

*Boulder Campus*

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

March 2005

## Programs and planning

The Office of Diversity and Equity (ODE), along with each division across campus, continues to plan, implement and monitor diversity activities. Activities have focused on extending best practices, increasing outreach efforts, coordinating and linking programs across campus and improving campus climate.

This year all campus units were asked to update and align their unit diversity plans with the campus diversity plan, "A Blueprint for Action." Best practice models and templates were provided to units for guidance. Most units have submitted their plans for review by the Chancellor's Advisory Committee on Minority Affairs (CACMA). Next year units will be asked to report progress.

The ODE has also stepped up its recruitment efforts and focus on faculty retention. The ODE has also been bringing groups together, both staff and faculty, to talk about ways to improve campus climate and to build community.

This year the CACMA will celebrate its 10<sup>th</sup> anniversary of the Campus Diversity Summit. This year's summit is entitled "Wake Up! Diversity is Now!" and will focus on the need to increase diversity efforts on campus. Additional milestone celebrations include the 30<sup>th</sup> anniversary of the Women Studies Department, the 30<sup>th</sup> anniversary of Disability Services (fall 2004), the 10th anniversary of the Women's Resource Center and the GLBT Resource Center (spring 2005), and the 10<sup>th</sup> anniversary of the Chancellor's Committee on Women which was established in April 1996 coming up next year.

## Faculty

- Last year the campus renewed its focus on enforcing the diversity outreach efforts of the search committee process. All search plans for faculty and unclassified staff are approved by the director of the Department of Equal Opportunity (DEO) before a search can begin. Following the search, a search summary must be submitted to the director of the DEO for approval, to verify that the search plan was followed, before it is submitted to the appointing authority.
- Faculty Affairs has received additional funding to facilitate the recruitment of women and faculty of color and to bring additional candidates to the campus. A Special Opportunities Program provides additional funds to recruit new faculty. Support for spousal hires is also available.
- The DEO continues to work closely with each faculty search committee. The DEO's web site has been enhanced to include search process information as well as an on-line process for getting resumes.

- Postdoctoral fellowships are another outreach strategy designed to recruit faculty of color and women. This effort is being funded jointly by the President's Diversity Grant and the campus.
- Understanding campus culture and building a sense of community is vital for retention of faculty. The Office of Diversity and Equity has been providing small group sessions throughout the year that serve as a sounding board for faculty and staff concerns.
- The campus has examined female and minority faculty salaries each year since 1997, statistically controlling for differences in faculty rank, market demand and experience. In 1999 the Chancellor committed \$240,000 in funding for a two-year program to eliminate an observed gap in female salaries. Starting salaries and packages for women faculty have also been reviewed and are now being monitored for equity.
- Research in the area of multicultural perspectives is supported by IMPART grants (Implementation of Multicultural Perspectives and Approaches in Research and Teaching Award Program). Awards are given annually on the campus. These grants are open to all faculty on campus, but priority is given to junior faculty working in diversity areas to support the establishment of their research agendas.

## Campus Goals

Some progress has been made on all three of the campus goals:

- 1) climate for living, learning and working
- 2) student access and opportunity
- 3) diverse faculty and staff

## Climate

- Goal 1, climate for living, learning and working: Creating a diverse climate continues to be a high priority on the Boulder Campus. Strategies to improve climate have been emphasized throughout the diversity plan revision process. More of our undergraduate students are actively participating in recruitment efforts, helping prospective students understand the quality and opportunities CU-Boulder offers. Coordination among programs has increased faculty, staff and student interactions.

## Students

- Goal 2, student access and opportunity: This goal has been advanced significantly through the Leadership, Excellence, Achievement, and Diversity Scholarship Program (CU-LEAD). The College of Music and the College of Architecture and Planning are in the early stages of developing a CU-LEAD Alliance program. Over 1,100 students are currently being served in the CU-LEAD student retention initiative. These neighborhoods include the Multicultural Engineering Program, Minority Arts and Sciences Program, Honors CU-LEAD Program, Chancellor's Leadership Residential Academic Program, McNeill Academic Program, Diverse Scholars Program (Business), Journalism Diversity Scholars Program, McNair Post Baccalaureate Achievement Program, First Generation Scholars Program, White Antelope Scholars Program, and the Education Diversity Scholars Program. Academic scholarships have been organized to make more strategic use of funds for first generation students, students of color and underrepresented students.
- Student support services such as the Center for Multicultural Affairs, the Student Academic Services Center and the Office of Career Services continue to assist students in their academic, personal, and cultural development, playing an important role in campus diversity efforts.
- The latest graduation statistics indicate that campus efforts to support a diverse student body are paying off. The overall graduation rate for undergraduate students of color hit an all-time high of 60% in the most recent class to have completed six years (the entering class of 1998). In-state residents of color fared even better at 63%, moving closer to the overall graduation rate of 66%. This exceptional rate, which jumped as much as 20-30% since the 1990's for some groups within that category, is at an all-time high. The graduation rate for non-resident students of color is now 55% and also an all-time high for this group. CU-Boulder's minority six-year graduation rate is the highest in the state.
- The CU-LEAD programs and the Center for Multicultural Affairs have been cited as major contributors to student success. The overall improvement in graduation rates indicates that these programs have a positive outcome. The average retention rate for students participating in the CU-LEAD programs is 87%. The campus, with the support from the Chancellor and Provost, continues to develop and implement programs that will increase diversity of our student body and support the success of all students on campus.

- The campus is working diligently to increase minority graduate student enrollment and retention and there is good news to report on these efforts as well. The Colorado Diversity Initiative in science, math, and engineering oversees two major grants that support diversity initiatives in science, math, and engineering fields. Enrollment of graduate students of color, sponsored by this initiative, increased from 41 in 2000 to 141 in 2004. Enrollment for graduate students of color overall is at an all-time high, increasing by 14% from fall 2002 to fall 2004 (442 students to 502 students). In addition, diverse students represented 25% of this year's entering class at the School of Law.

## Staff

- Goal 3, diverse faculty and staff: Faculty issues have been addressed above. Recruitment and retention are the top issues the campus continues to focus on in terms of staff diversity. In 2001, the Chancellor's Child Care Task force identified childcare as a critical issue for the retention of the many staff and faculty who are parents. As a result of the Task Force's efforts a child care website, resource guide and Child Care (CU CARES) coordinator position were established. Unfortunately recent budget cuts have now eliminated this position. Also a significant piece of diversity training for staff has been lost due to budget cuts.
- On a more positive note, the campus has held its ground on several diversity initiatives, despite budgetary cuts. The exit survey/interview program, started in 1999, is being revitalized. HR continues to participate in multicultural job fairs locally. HR also provides New Employee Orientation and Sexual Harassment Policy training, and offers translation of important information for Spanish speaking employees. HR is currently working on increasing computer access and computer literacy for custodial and food service employees. Additionally, HR has created a Spanish section of its website <http://www.colorado.edu/humres/Spanish/> which has documents and information that are commonly needed by staff, translated into Spanish.
- Staff areas that can benefit from increased diversity in terms of ethnicity and gender include classified positions outside of the food service and custodian positions. The Chancellor is asking HR and the ODE to explore additional ways to recruit and retain staff in these areas.
- The Chancellor's Committee on Women (CCW) has launched a study of the campus as an environment for women. This spring, CCW will be conducting a series of town hall meetings in order to identify ways for improving the campus environment for women.



## The Numbers

### Faculty

- Fifteen percent of tenure/tenure track faculty who are US citizens, naturalized US citizens, or permanent US residents, and have ethnicity recorded on PeopleSoft, are recorded as African American, Asian American, Hispanic, or Native American. These individuals are referred to as “faculty of color.”
- The number of faculty of color in tenure/tenure track positions has more than doubled over the past 15 years from 71 in 1990 to 144 in 2004. Fourteen new faculty of color have been hired in the past two years.
- This past year was the only year for which there was a slight drop in the increasing number of faculty of color, from 148 in 2003 to 144 in 2004.
- 38% of assistant professors and 56% of instructors and senior instructors were women in fall 2004.
- The percentage of women among tenure/tenure track faculty is now 29% and has remained fairly constant at or above 28% over the last three years, with an 11% increase in the number of female faculty since 1994.
- An additional 76 women (compared to 122 men) joined the ranks of research professionals (research associate and professional research assistants) in fall 2004, representing 38% of all new researchers hired. People of color represented about 17% of new hires (excluding international) in professional researcher ranks in fall 2004.

### Students

#### Bachelor's degrees

- The number of **students of color receiving bachelor's degrees** increased from 449 in 1993-94 to 573 in 2003-04, an increase of 28%. In 2003-04, 12% of bachelor's degrees awarded to US citizens went to students of color (African American, Asian American, Hispanic/Chicano, and Native American), up from 11% of all bachelor's degrees awarded in 2002-03.
- The number of **international students** receiving bachelor's degrees dropped from 74 in 2003 to 57 in 2004, the lowest it's been in the last 12 years except in 2002, when 51 degrees were granted to international students.
- **Women** have received 50% to 51% of all bachelor's degrees awarded every year for at least the last four years. This has increased from the 10 year period before that: between 1990 through 2000, women received 48-49% of all bachelor's degrees awarded.

#### Graduate-level degrees

- In the last two years, the number of **students of color receiving master's, doctoral and law degrees** has increased by 9% over the number received in 2002. The proportion of US students of color receiving graduate-level degrees has remained stable in the last couple of years, at 11%. The proportion has been consistently higher in the last 10 years (10-12%) than it was in the six-year period before that (5-8%).
- **International students** received 16% of master's, doctoral, and law degrees awarded in 2003-04. The number of graduate level degrees received by international students has remained constant in the last two years, and has shown an 18% increase over the last five years, with the exception of a substantial drop in 2001-02, likely due to 9/11.
- **Women** have consistently received 46%-47% of master's, doctoral and law degrees over the last three years, up from 41% five years ago.

#### Graduation and retention rates

- The **first-year retention rate** for freshmen students of color entering in fall 2003 is 82%, versus 84% for all students combined.
- The **six-year graduation rate** for students of color entering as freshmen in 1998 is 60% (compared to 67% for other freshmen), an increase of two percentage points in one year, for the second year in a row, and an overall increase from 45% for students entering in fall 1992.
- The **six-year graduation rate** for all women (now 69%) is consistently higher than that for all men (64%), and has remained four to six percentage points above the rate for men over the last five years.

#### Freshman admissions

- **New freshmen** entering in fall 2004 included 39 fewer students of color than in fall 2003, a decrease of 4%. The number of new Colorado freshmen of color has been steadily increasing and is at an all-time high of 607 students.
- The yield rate (the proportion of admits who enroll) for Colorado freshmen students of color has been 51-54% over the past 5 years, comparable to that for whites.

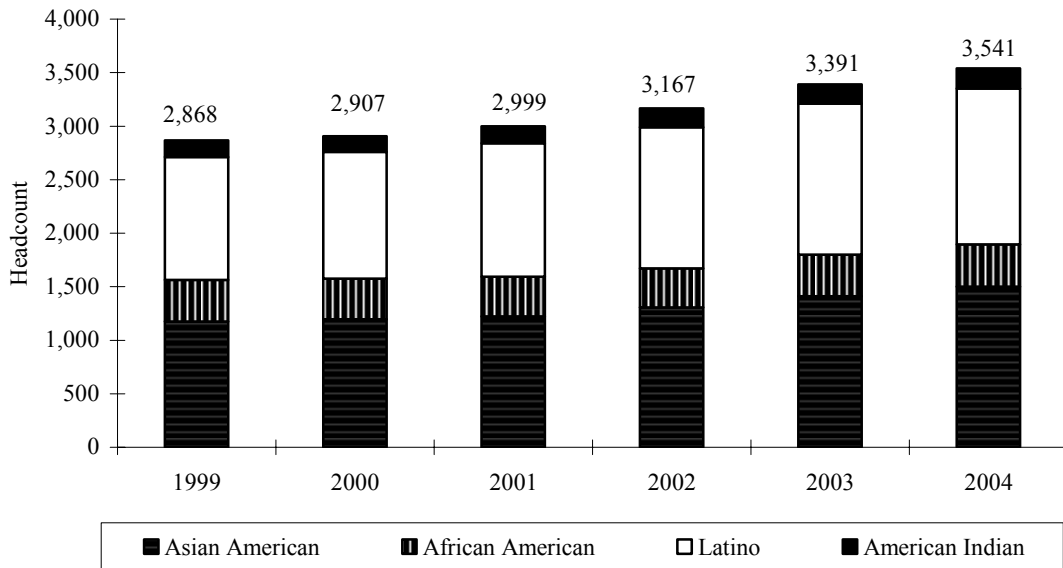
## Enrollment

- Since fall 1998, enrollment of **undergraduate students of color** has increased from 2,068 to 3,541, or 71%; this compares to a 23% increase in other domestic (U.S. citizen) undergraduate students. The percentage of domestic undergraduates who are students of color increased from 11% in fall 1988 to over 15% in fall 1994, decreased slightly for several years, and has been stable at about 14% for the past seven years.
- Enrollment for **graduate-level students of color** is now 502, an all-time high. This is a 79% increase since fall 1988 (from 281) and a 14% increase in the past two years (from 442). The percentage of domestic graduate students who are students of color was 6% in fall 1988, and is 11% in fall 2004.
- Although Law has been and remains among the campus graduate-level programs with the highest representation of students of color, the number of new law students of color started dropping in 1996 and has been slowly recovering to former levels. In fall 2004, 19% of domestic law students are students of color, up from 16% last year. This proportion is the highest since before 1996, when it had been between 21-22% for years 1992-1995.
- The number of enrolled international graduate students has decreased over the past two years by 22% from an all-time high of 829 in fall 2002 to 648 in fall 2004, and is back at the same enrollment level it was in fall 2000.

## Staff

- The number of campus administrators (officers and professional exempt) who are people of color has increased steadily over the last 10 years from 54 in 1994 to 83 in 2004. The proportion of people of color in administrator positions has also increased over this period, from 17% in 1994 to 21% in 2003, except for a drop in 2004, to 18%. Female administrators represent 56% of all administrators, up from 54% in 2003.
- Females represent 58% of classified staff outside food service and custodial positions. Staff of color hold 18% of these positions.
- The percentage of people of color in skilled crafts increased from 18% in 1999 to 31% in 2004. Female representation in skilled crafts is still low at 8%.
- The percentage of people of color in clerical positions has remained relatively constant over the past five years at 14-17%, as has the percentage of women at about 82-85%.

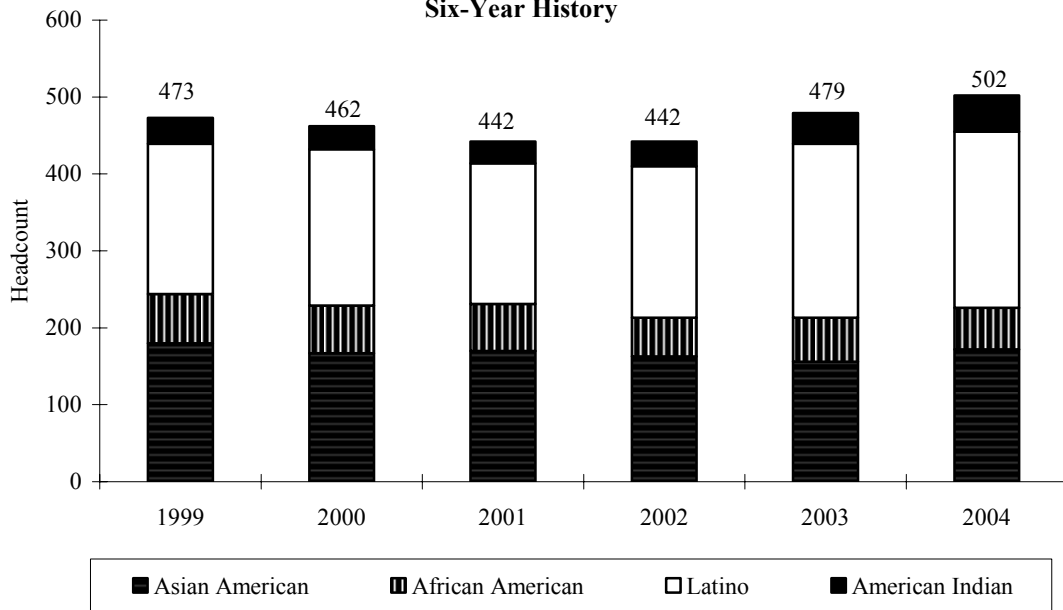
**University of Colorado at Boulder  
Minority Undergraduate Fall Headcount Enrollment\*  
Six-Year History**



	1999	2000	2001	2002	2003	2004
Minority Enrollment as a % of Total Undergraduate Enrollment	13.5%	13.4%	13.5%	13.5%	13.8%	14.3%
Asian American	1,174	1,195	1,222	1,306	1,410	1,500
African American	391	381	372	366	391	394
Latino	1,146	1,184	1,246	1,318	1,410	1,458
American Indian	157	147	159	177	180	189
Minority Total	2,868	2,907	2,999	3,167	3,391	3,541
White/Unknown	17,974	18,458	18,928	19,951	20,817	20,851
International	361	318	297	336	332	318
Total Undergraduate (Headcount) Enrollment	21,203	21,683	22,224	23,454	24,540	24,710

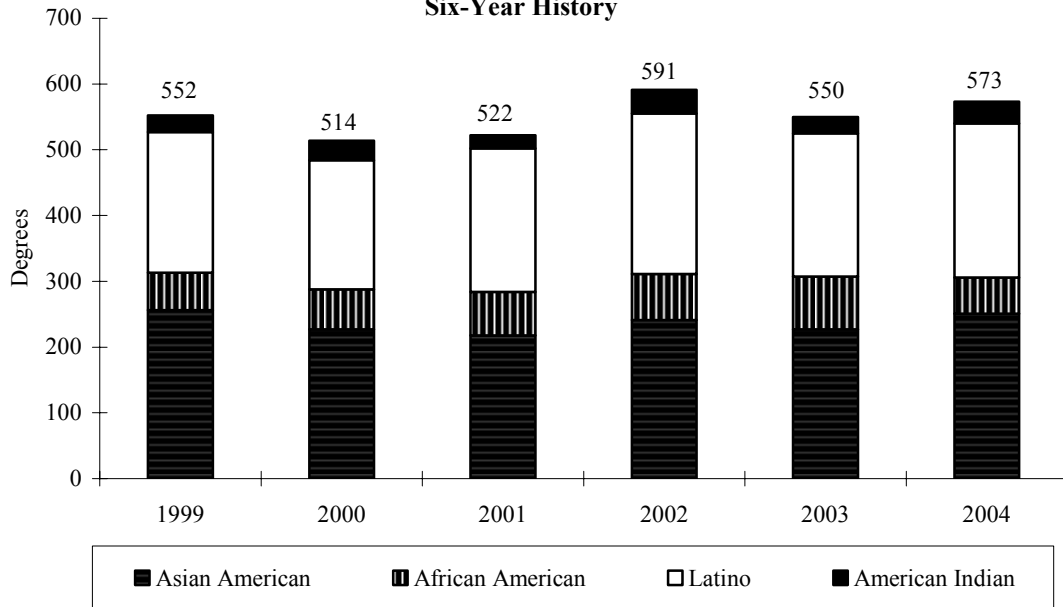
(\* ) Census figures, Boulder degree seeking non-reciprocal students only

**University of Colorado at Boulder  
Graduate Minority Fall Headcount Enrollment  
Six-Year History**



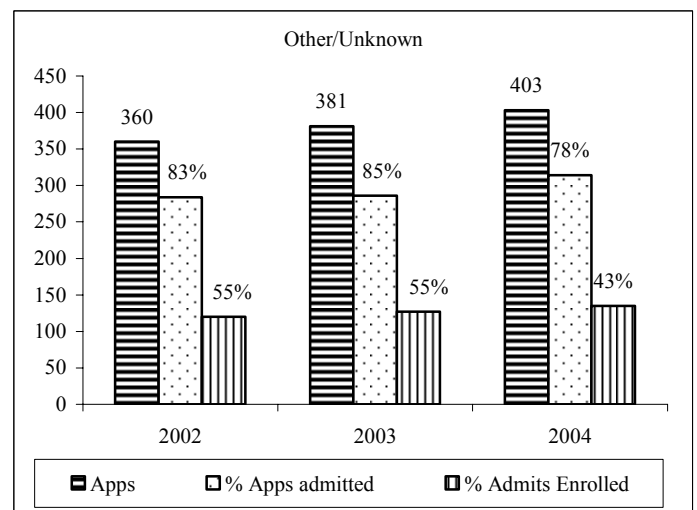
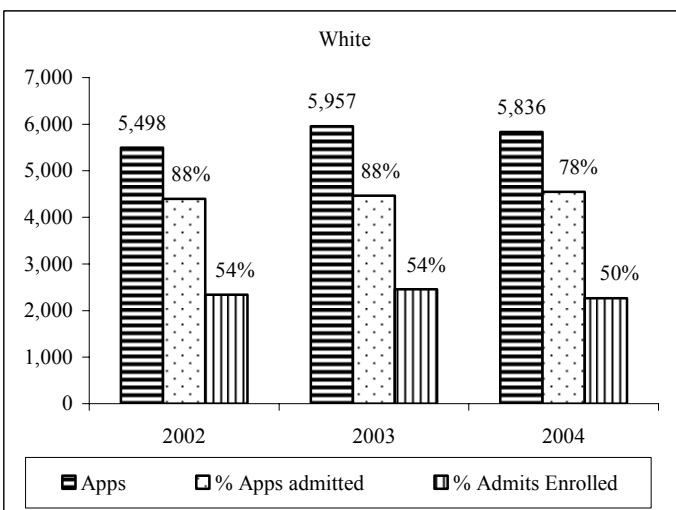
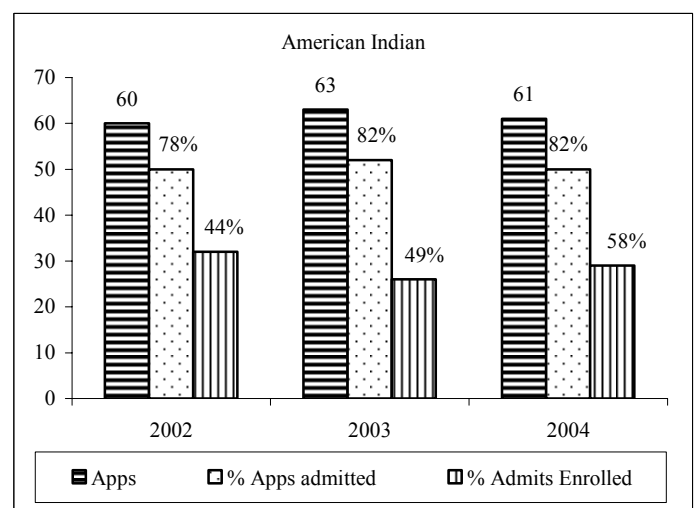
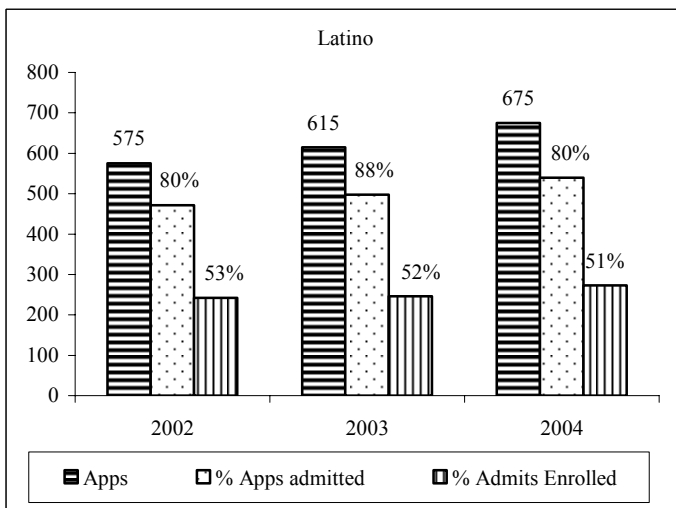
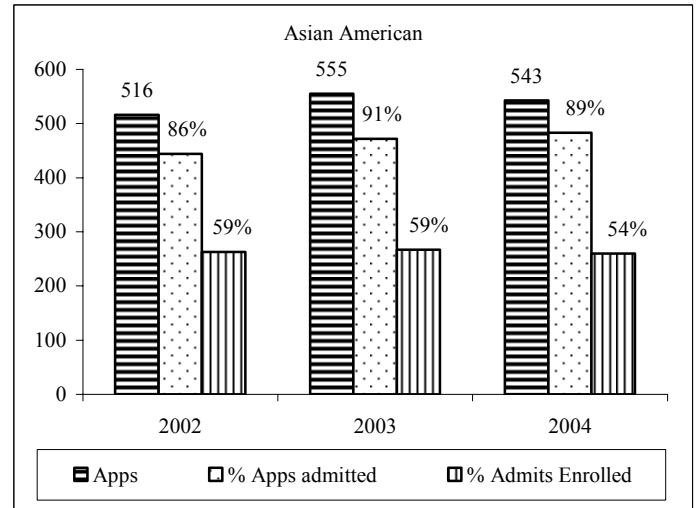
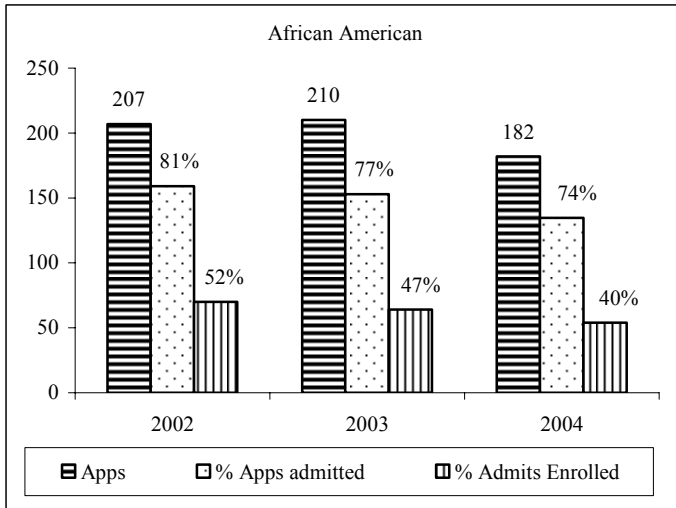
	1999	2000	2001	2002	2003	2004
Minority Enrollment as a % of Total Graduate Enrollment	10.6%	10.6%	10.1%	9.8%	10.4%	11.0%
Asian American	180	167	170	163	156	172
African American	64	62	61	50	57	54
Latino	195	203	183	197	226	229
American Indian	34	30	28	32	40	47
Minority Total	473	462	442	442	479	502
White/Unknown	3,368	3,242	3,214	3,229	3,383	3,398
International	612	648	717	829	749	648
Total Graduate (Headcount) Enrollment	4,453	4,352	4,373	4,500	4,611	4,548

**University of Colorado at Boulder  
Minority Baccalaureate Degrees Awarded  
Six-Year History**



	1999	2000	2001	2002	2003	2004
Minority Degrees Awarded as a % of Total Baccalaureate Degrees Awarded	13.7%	11.7%	12.3%	13.4%	11.8%	11.9%
Asian American	256	227	218	241	227	251
African American	57	61	66	70	80	55
Latino	214	196	218	244	218	234
American Indian	25	30	20	36	25	33
Minority Total	552	514	522	591	550	573
White/Unknown	3,379	3,822	3,634	3,758	4,043	4,169
International	96	74	83	51	74	57
Total Degrees Awarded	4,027	4,410	4,239	4,400	4,667	4,799

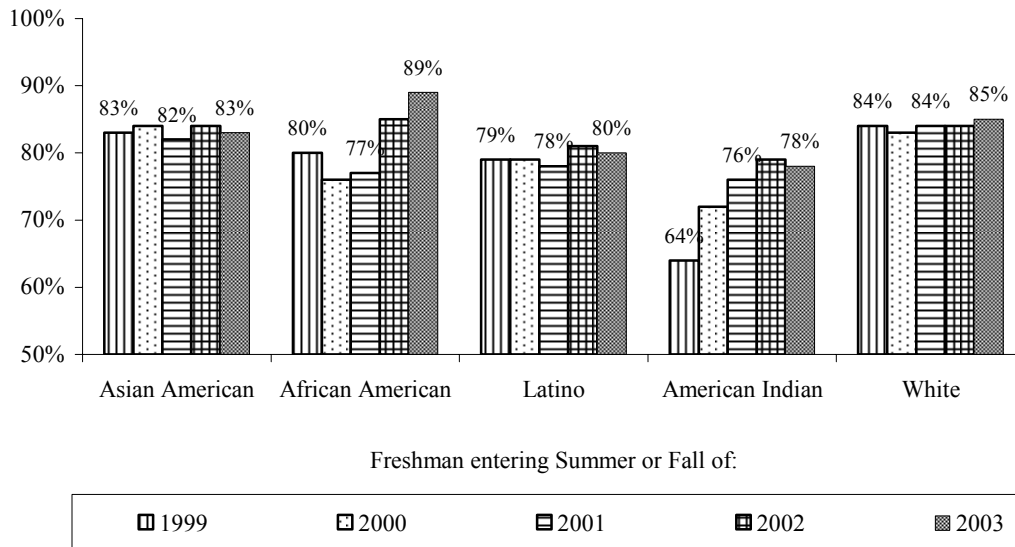
**University of Colorado at Boulder**  
Resident Freshman Applications, Acceptances, and Matriculations  
By Ethnicity, 2002, 2003, 2004



**University of Colorado at Boulder  
Persistence of First-Time Freshmen to Second Fall Term**

	Freshmen entering Summer/Fall of:					Percent enrolled in subsequent Fall of Freshmen entering:				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
Asian American	265	297	291	356	339	83%	84%	82%	84%	83%
African American	82	84	74	97	89	80%	76%	77%	85%	89%
Latino	238	272	310	322	324	79%	79%	78%	81%	80%
American Indian	25	29	37	52	37	64%	72%	76%	79%	78%
White	3,770	4,133	3,905	4,297	4,466	84%	83%	84%	84%	85%
Other/Unknown	138	209	328	218	236	73%	79%	82%	78%	78%
International	28	24	24	36	31	89%	71%	88%	83%	81%
All	4,546	5,048	4,969	5,378	5,522	83%	82%	83%	84%	84%

**Percentage of Freshman Persistence to Second Fall**



**University of Colorado at Boulder  
Faculty Diversity Profile  
All Schools and Colleges, Fall 2004**

Category	Total	Female		Male		Minority		Ethnicity				
		#	Pct.	#	Pct.	#	Pct.	African American	American Indian	Asian American	Latino	Inter-national*
<b>Regular Instructional Faculty</b>												
<b>TOTAL</b>	1,229	408	33%	821	67%	163	13%	24	5	87	47	45
<i>Tenured/Tenure Track</i>	995	277	28%	718	72%	144	14%	23	3	79	39	40
Full Professor	447	80	18%	367	82%	42	9%	6	2	24	10	4
Associate Professor	274	92	34%	182	66%	48	18%	9	0	24	15	7
Assistant Professor	274	105	38%	169	62%	54	20%	8	1	31	14	29
<i>Non-Tenure Track</i>	234	131	56%	103	44%	19	8%	1	2	8	8	5
Instructor/ Sr. Instructor	234	131	33%	103	44%	19	8%	1	2	8	8	5
<b>Tenured</b>	728	177	24%	551	76%	93	13%	15	3	49	26	14
Full Professor	447	80	18%	367	82%	42	9%	6	2	24	10	4
Associate Professor	250	81	32%	169	68%	43	17%	8	0	20	15	7
Assistant Professor	31	16	52%	15	48%	8	26%	1	1	5	1	3
<b>Administrative</b>	94	25	27%	69	73%	13	14%	5	1	4	3	2
Asst/Assoc/Dean/Chanc	46	15	33%	31	67%	6	13%	3	0	2	1	1
Dept. Chair/Directors	48	10	21%	38	79%	8	17%	2	1	2	2	1

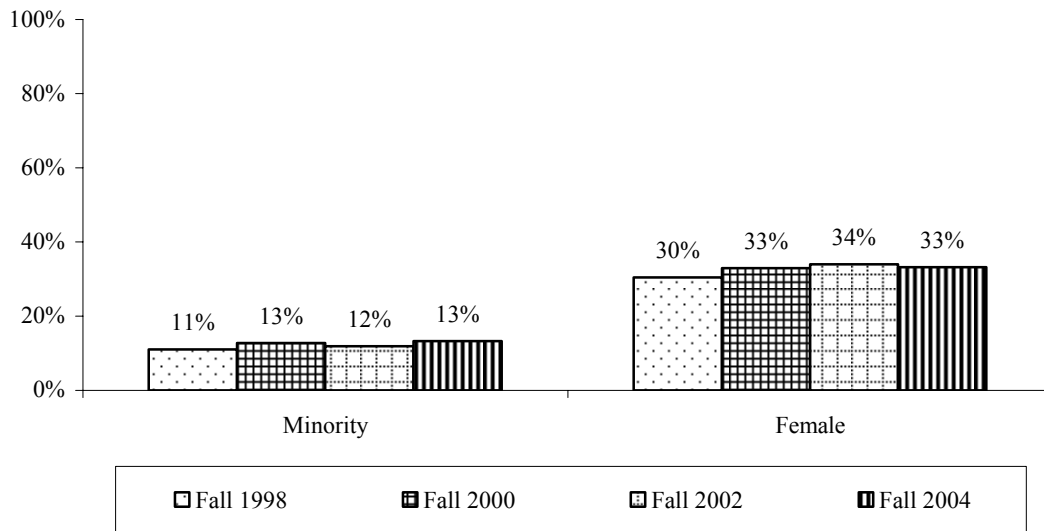
Category	Total	Female		Male		Minority		Ethnicity				
		#	Pct.	#	Pct.	#	Pct.	African American	American Indian	Asian American	Latino	Inter-national*
<b>Academic Staff</b>												
Total	1,568	613	39%	955	61%	153	10%	14	6	92	41	162
Researcher	1,490	589	40%	901	60%	143	10%	10	6	88	39	157

(\*)Note: International faculty and those with no race/ethnicity on record are included in non-minority totals.



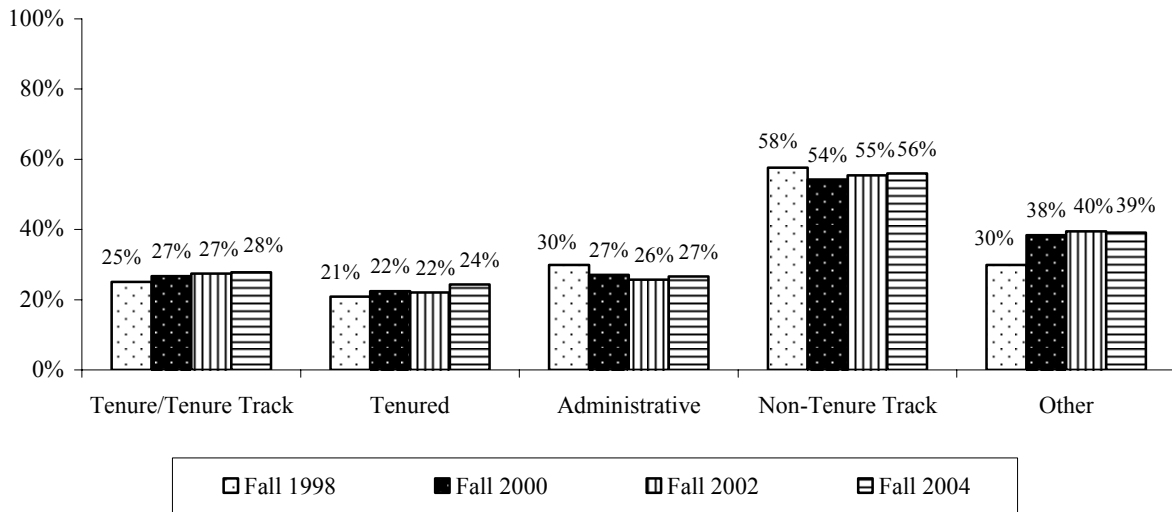
## University of Colorado at Boulder Faculty Diversity Profile

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

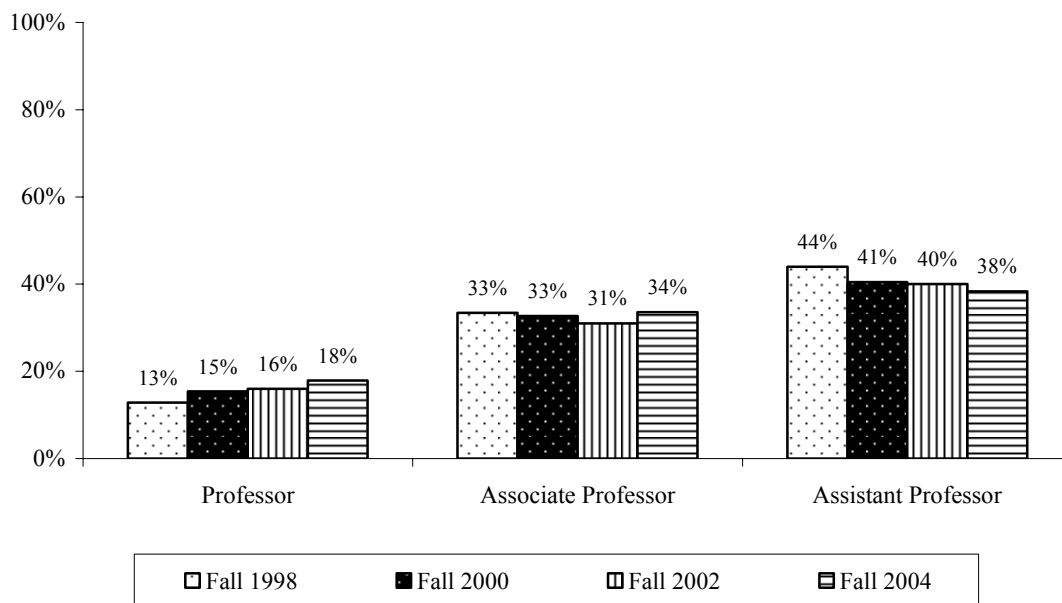


## University of Colorado at Boulder Faculty Diversity Profile

### Female Faculty as a Percent of Total Faculty

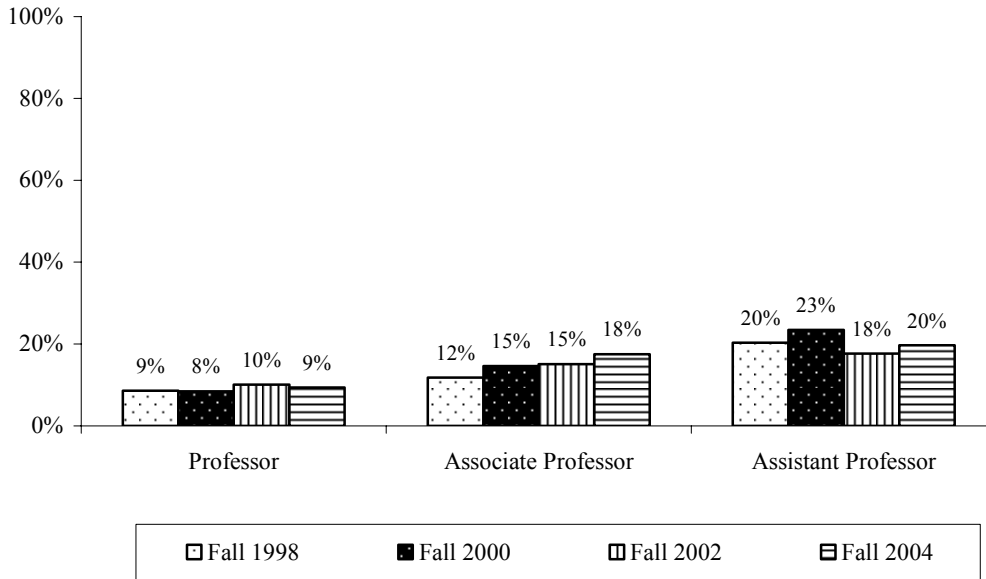


### Female Tenure/Tenure Track Faculty as Percent of Total Tenure/Tenure Track Faculty

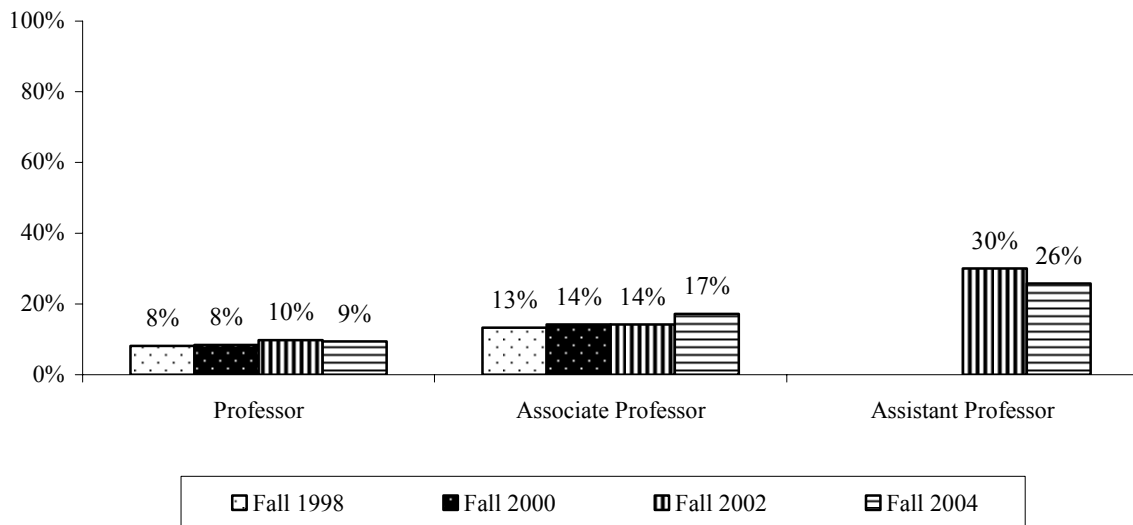


## University of Colorado at Boulder Faculty Diversity Profile

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

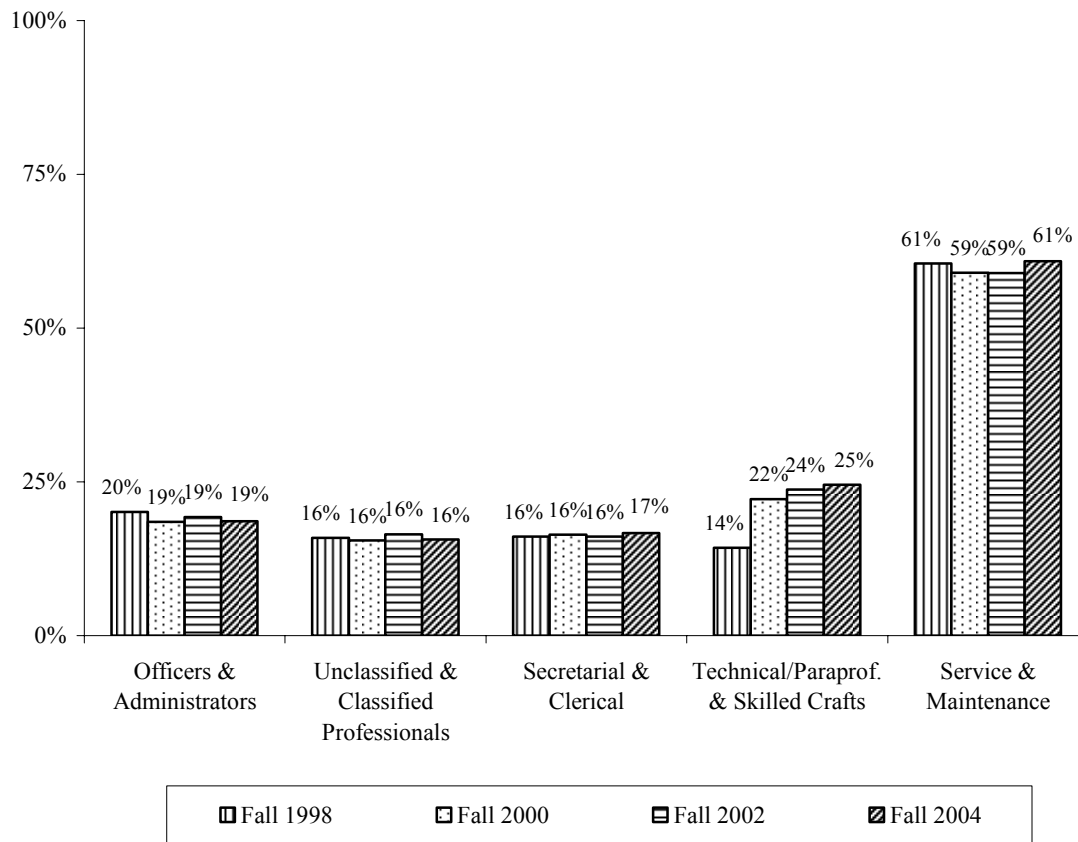


### Minority Tenured Faculty as a Percent of Total Tenured Faculty



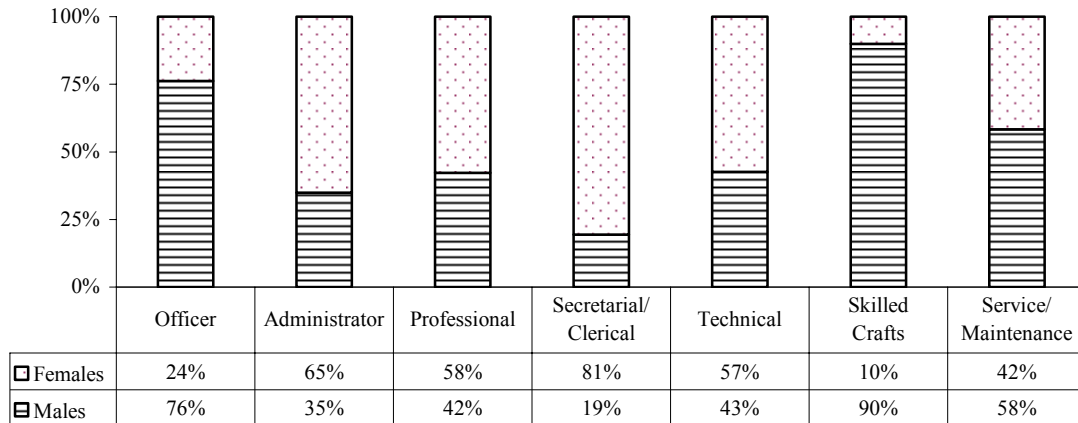
## University of Colorado at Boulder Staff Diversity Profile

**Percent Ethnic Minority by Occupational Category**

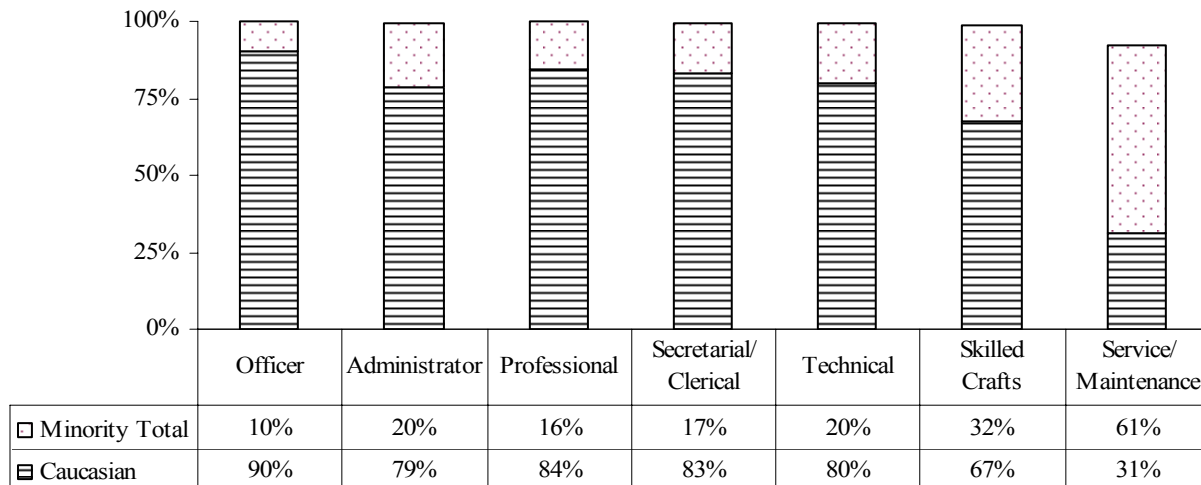


## University of Colorado at Boulder Staff Diversity Profile

### Occupational Categories by Gender, 2004-05

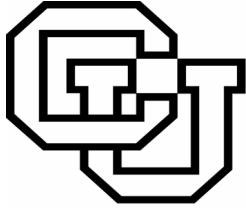


### Occupational Categories by Ethnicity, 2004-05



Minority Breakdown	Officer	Administrator	Professional	Secretarial/ Clerical	Technical	Skilled Crafts	Service/ Maintenance
African American	4.8%	8.3%	3.8%	3.2%	2.9%	1.6%	3.8%
Asian American	4.8%	0.9%	4.3%	3.0%	7.3%	4.2%	17.5%
Latino	0.0%	11.1%	6.8%	9.6%	8.4%	22.6%	38.8%
American Indian	0.0%	0.0%	0.7%	0.8%	1.1%	3.2%	0.7%

Note: All information from PeopleSoft HR. Foreign and unknown race/ethnicity not plotted.



UNIVERSITY OF COLORADO SYSTEM

Boulder • Colorado Springs • Denver and Health Sciences Center

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*Office of the Vice President for Academic Affairs and Research*

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## **University of Colorado 2005 Diversity Report**

*Colorado Springs Campus*

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

March 2005

## Programs and Planning

Two positions have been established to promote diversity and assist in diversity planning at the University of Colorado at Colorado Springs: The Senior Associate University Counsel and the Executive Director for Academic Diversity and Social Equity (EDADSE). The campus Senior Associate University Counsel is now heading legal services for the campus and a new Office of Social Equity. The Senior Associate University Counsel is temporarily responsible for investigating discrimination and sexual harassment complaints and working with diversity issues both at the campus and system level. This position will closely interact with the EDADSE Executive Director. A search to recommend a candidate for the Executive Director is currently underway.

The individual hired as EDADSE Executive Director will sit on the Chancellor's Executive Team and reports to the Chancellor in his/her role as Social Equity Officer and to the Vice Chancellor for Academic Affairs in his/her role as Executive Director for Academic Diversity. This individual will plan and drive implementation efforts to increase faculty diversity on campus via recruitment and retention programs. This position will develop and facilitate access to a search database for all faculty employment searches, support search committees and ensuring they make serious efforts to recruit and to hire diverse candidates, monitor campus climate for diversity, expand resources for and managing the Opportunity Hire program, and collaborate with the Faculty Minority Affairs committee and with the Ethnic Studies and Women's Studies programs. As Social Equity Officer, this individual will promote the diversification of staff and will form and oversee a campus wide Diversity Advisory Board which will represent all diversity efforts on campus. The EDADSE Executive Director will assist the Senior Associate University Counsel with sexual harassment and discrimination investigations and with affirmative action compliance.

Organizationally, these two positions roll-up under two different offices. The Executive Director for Academic Diversity and Social Equity will report to the UCCS Vice Chancellor for Academic Affairs. The Senior Associate University Counsel reports to the CU Vice President for Human Relations and Risk Management and University Counsel.

## Progress Achieved: Faculty and Staff

The past year has seen marked progress in achieving greater diversity among faculty and staff.

- **Faculty**

- UCCS faculty are more diverse today than at any time in the history of the campus. Currently female faculty or faculty of color fill 45% of tenured/tenure track and 49% of regular faculty positions.
- Several years of faculty hires have broadened the characteristics present among junior faculty. Today, two-thirds of UCCS assistant professors and 45% of associate professors are female or faculty of color. These recruitment outcomes have dramatically changed the make-up of UCCS faculty and are brightening the future of diversity and equity on this campus.

- **Staff Occupational Categories**

- The people who fill the managerial and professional categories are among the most influential in creating a campus climate that is supportive of diversity goals and who serve as role models and mentors to a diverse student population. To these ends, the following describes the current status of diversity among staff ranks.
- The highest rates of female and ethnic minority representation among occupational categories at UCCS are in the managerial and professional ranks. Close to one-third of the University Officers at UCCS are women. Nearly three-fourths of positions in the administrative category and the majority of positions in the professional category are filled by female employees. The University Officer and administrative categories also are among the highest employee groups that are filled by members of underrepresented ethnic groups.

## Campus Events and Activities

The Ethnic Studies (EST) Program, the Women's Studies (WMST) Program, in conjunction with the Office of the Chancellor, organized and hosted numerous campus events and activities over the past year. A few highlights from the packed WMST/EST calendar include:

- AWARE (Advocating Women's Assistance, Resources and Education) held an organization meeting on January 27<sup>th</sup>, 2004. AWARE provides a forum for students to promote, support, and advocate women's interests.
- Author and historian Rickie Solinger visited the UCCS on March 8<sup>th</sup>, 2004 to close out a photography exhibit entitled "Beggars and Choosers: Motherhood is Not a Class Privileged in America." Solinger's books include: *Abortion Wars: A Half Century of Struggle, 1950-2000*, *The Abortionist: A Woman Against the Law*, *Beggars and Choosers: How the Politics of Choice Shapes Adoption, Abortion, and Welfare in the United States*, and *Wake Up Little Susie: Single Pregnancy and Race Before Roe V. Wade*. Ms. Solinger also spoke at the Women's Leadership Symposium and Luncheon while at UCCS.
- Michael Kimmel visited UCCS from SUNY Stony Brook on March 17<sup>th</sup>, 2004 to present a lecture entitled "Mars and Venus, or Plant Earth? Women and Men on Campus in the new Millennium." Kimmel's lecture points out that that men and women have far more in common than we have differences. Kimmel has authored a dozen books on the subject of gender studies. His most recent work is *The Invisible Sex: Masculinity in Contemporary America* (University of California Press, 2003)
- The Ethnic Studies Program hosted the 4<sup>th</sup> annual Rosa Parks Scholarship Award Ceremony on May 3<sup>rd</sup>, 2004. Four UCCS students were presented merit scholarships at the ceremony.
- A seminar and colloquium entitled *Race, Gender, and the Transatlantic Slave Trade: A Comparative, Cross-Cultural Study* was held in July, 2004 on the UCCS campus. Race, Gender, and the Transatlantic Slave Trade is a topic that

contextualizes within a comparative framework the histories, perspectives, and cultural experiences of ethnic minority groups within the U.S. and traditionally oppressed groups in Britain and Ireland. Approaching the concepts of race, ethnicity and gender from a transcultural and interdisciplinary perspective, these events featured a host of guest speakers from Britain, Ireland, and the United States. The seminar and colloquium provided students with an opportunity to engage in an exchange with experts representing a variety of fields including Sociology, Social Policy, History, Geography, Literature, Women's Studies, Ethnic Studies, and Irish Studies.

In 2003-04, the Diversity Alliance Committee (DAC) received official recognition from the Chancellor and her Executive Team. DAC is comprised of the Student Multicultural Affairs (SMA) Coordinator, the Engineering and Science Office of Student Support Director, the College of Business Graduate Recruitment Coordinator and the Career Placement and Undergraduate Programs Director, the Campus Activities Associate Director, and representatives from student government. DAC functions to promote and organize student-oriented diversity across UCCS.

Selected highlights from DAC coordinated events and activities over the past year include:

- Encouraged students to participate in cultural and diversity events of both campus and community organizations, including: NAACP, Urban League, Hispanic Chamber, Black Leadership Forum, Black Chamber of Commerce, Native American Chamber, Ella Branson Sickle Cell Association, the Colorado Springs Chamber of Commerce, the Pikes Peak Coalition of Chambers, the El Pomar Emerging Leaders Program
- Collaborated with the Office of Campus Activities (OCA) and student clubs to aid campus diversity events including: Black History Month, Cinco de Mayo, Multicultural Holiday Celebration, Hispanic Heritage Month, Native American History Month, Big XII Black Student Government Leadership Conference, Student Multicultural Affairs Open House,



Diversity Holiday Celebration, International Students Luncheon, and Minority Summer Bridge Program

- Maintained active membership in the Hispanic Chamber of Commerce
- Maintained active participation in the Louis Stokes Colorado Alliance for Minority Participation (CO-AMP)
- Provided assistance for dedicated minority student support offices within the College of Engineering and Applied Sciences, College of Business, and SMA.
- Collaborated with INROADS, Inc. to find talented minority students for corporate internships. In particular, SMA provided classrooms and equipment for Talent Pool Weekends including initial interview sessions for potential participants involving 110 students.
- Assisted in the planning and production of the Latino Youth Leadership Conference, Pikes Peak Community College involving 150 students.
- Established the Pueblo, Colorado minority student recruitment and retention initiative
- Assisted in the submission of a campus-wide TRIO funding proposal to the U.S. Department of Education.
- Initiated an annual Chancellor/Minority Student Luncheon and supported 14 students in attendance.
- Established a Women in Engineering (WIE) program to increase the retention of female engineering students
- Served on *Partnership for Civic Engagement's* Supporting Immigrant and Refugee Families Initiative Education Committee
- Hosted Spanish Troubadour and ethnic desert bar as part of Dean of Students Main Hall Open House. There were 500 participants at the Open House/
- Hosted Summer Sendoff at the Pueblo Greenway and Nature Center for incoming Freshman, families and alumni from Pueblo and surrounding area.
- Hosted End of the Year Celebration for minority student club participants at the Old Chicago restaurant.
- Advised and participated with Black Student Union at the 27<sup>th</sup> Annual Big XII Conference on Black Student Government, Kansas State University
- Assisted Office of Student Recruitment by recruiting to 10 San Luis Valley high schools.
- Assisted with the School Smarts – Adelante con Educación Fair
- Created a Chapter of Hillel, national Jewish student organization
- Supported and collaborated with Office of Financial Aid to fulfill campus commitment to Daniels Fund Initiatives.
- Offered additional support to First Generation Scholarship and at-risk ethnic minority students in collaboration with Office of Financial Aid involving 35 students.

Selected diversity initiatives undertaken by the Office of Student Multicultural Affairs (SMA) in the past year include the following highlights:

- Ethnic minority student mentoring program and mentors were increased to 290 students and 40 mentors. Greater involvement in the mentorship program will assist in raising student retention.

### **Progress Achieved: Students**

2004 was a record-breaking year for student diversity at UCCS:

- Applications from first-year students of color increased by a dramatic 19% in Fall 2004 compared to the previous fall semester.
- More prospective first-year students from underrepresented ethnic groups were accepted by UCCS than any previous fall semester.
- The largest number of new first-year students from underrepresented ethnic groups enrolled in Fall 2004 of any entering class.
- More students of color enrolled in Fall 2004 than any previous semester.
- The 2003-04 graduating class had the largest number of program completers from underrepresented ethnic groups than any other graduating class.
- Representation at each of the points in the educational process mentioned above is highest for Latino/a students, followed by Asian Americans, African-Americans, and Native Americans.

These numeric achievements attest to UCCS fulfilling its commitment to student diversity. These numbers are significant in symbolizing the institution's success in providing access, ensuring educational opportunity, fostering academic achievement and securing the outcomes of learning.

### **Campus Climate**

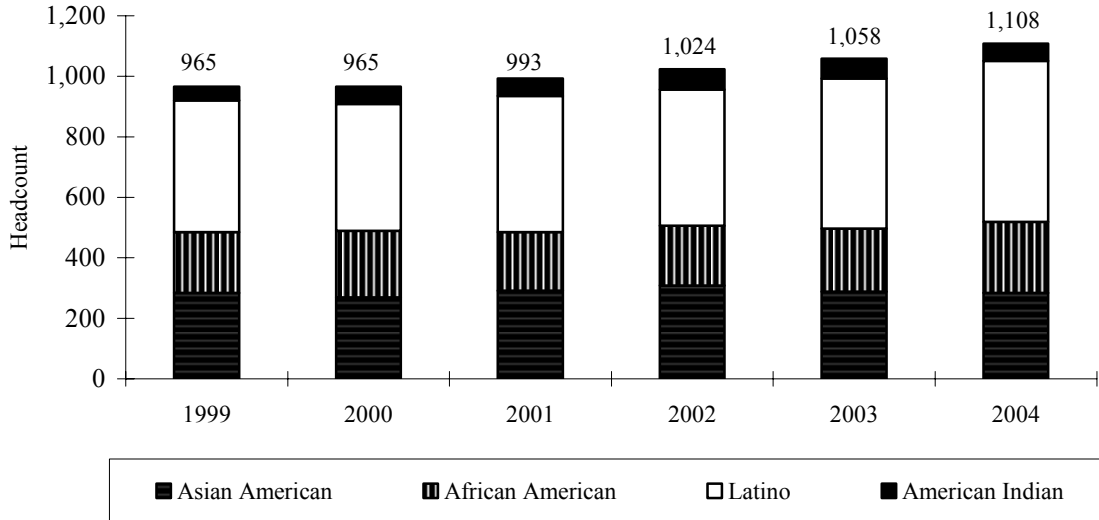
One instrument used by UCCS to gauge the presence of a campus climate that supports diversity is findings from the Annual Survey of Graduating Seniors. The survey has been in place over the past 10 years and is a valuable tool in examining campus trends over time from those who are about to complete their UCCS baccalaureate education. The survey is administered at the time that seniors apply for graduation, thus allowing for a consistent response rate of about 80% of those graduating in a year. Such a large response rate gives the results from the Graduating Senior survey a high degree of reliability.

Findings from the Graduating Senior survey continue to point to areas to improve the campus climate for diversity. The survey results, as well, provide evidence that UCCS is fulfilling its commitment in ways that are improving the lives of students of color. Select highlights from the 2004 survey include:

- The vast majority, 76%, of seniors of color report UCCS has done much to assist them to succeed academically; a 7% higher rate than that indicated by Anglo seniors.
- Seniors of color gave their UCCS education a higher quality rating in such dimensions as Citizenship, Motivation, Working With Others, Self-Discipline, and Multi-Cultural Awareness than did Anglo seniors.
- The same proportions of Anglo seniors and seniors of color (47%) reported that UCCS did much to provide assistance in dealing with non-academic issues, including work and family.

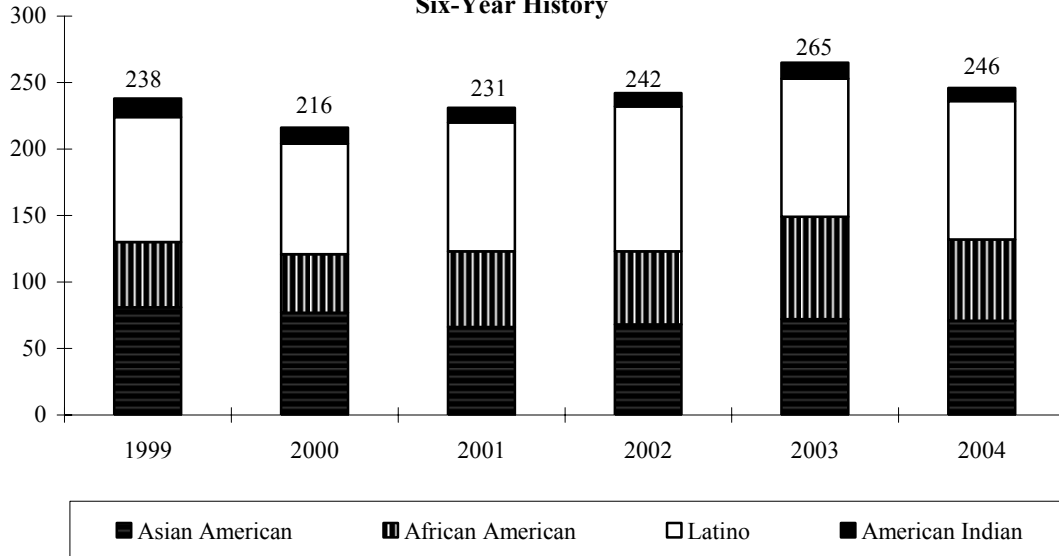
More findings from the 2004 Graduating Senior survey can be found at:  
[http://www.uccs.edu/%7Eirpage/IRPAGE/Assessment\\_Index/surveys.htm](http://www.uccs.edu/%7Eirpage/IRPAGE/Assessment_Index/surveys.htm)

**University of Colorado at Colorado Springs  
 Minority Undergraduate Fall Headcount Enrollment  
 Six-Year History**



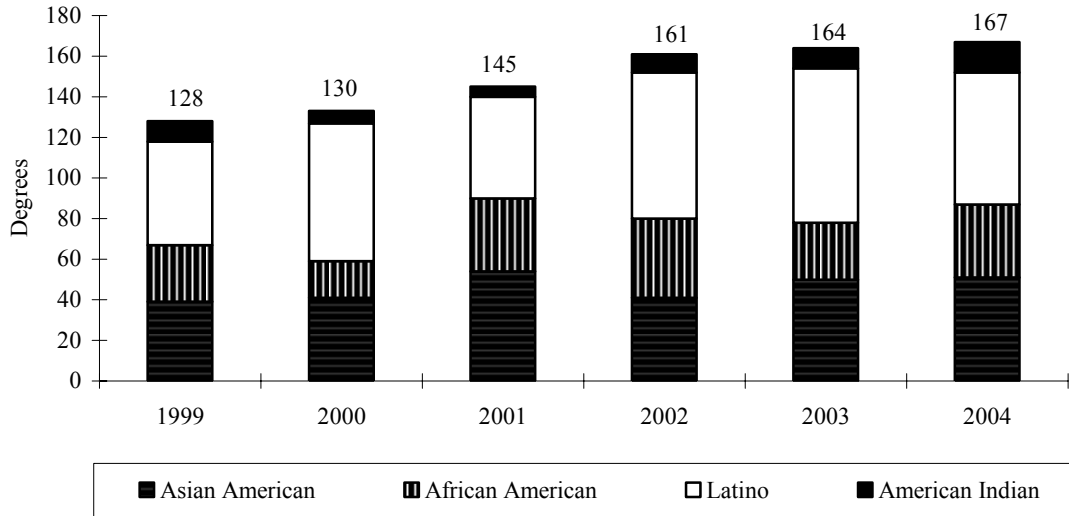
	1999	2000	2001	2002	2003	2004
Minority Enrollment as a % of Total Undergraduate Enrollment	19.4%	19.1%	18.9%	18.1%	18.0%	18.5%
Asian American	284	269	292	308	288	284
African American	201	220	193	198	209	235
Latino	435	419	450	450	496	532
American Indian	45	57	58	68	65	57
Minority Total	965	965	993	1,024	1,058	1,108
White/Unknown	3,947	4,056	4,226	4,574	4,793	4,872
International	50	42	31	51	24	25
Total Undergraduate (Headcount) Enrollment	4,962	5,063	5,250	5,649	5,875	6,005

**University of Colorado at Colorado Springs  
 Minority Graduate Headcount Enrollment  
 Six-Year History**



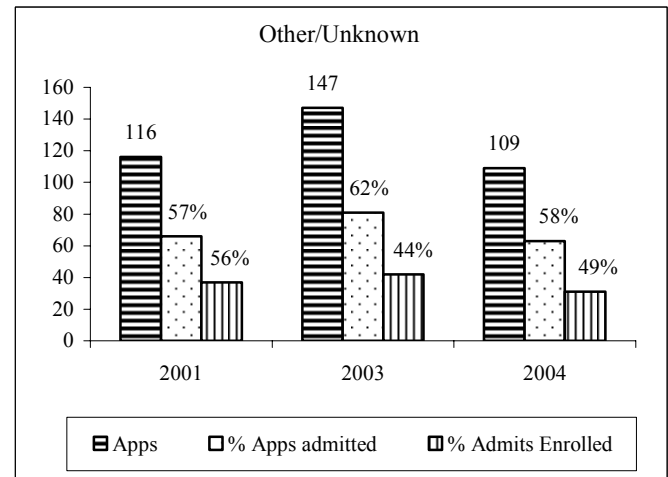
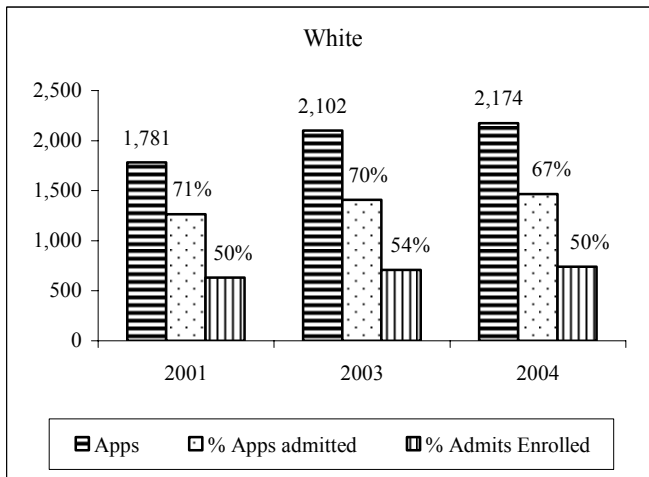
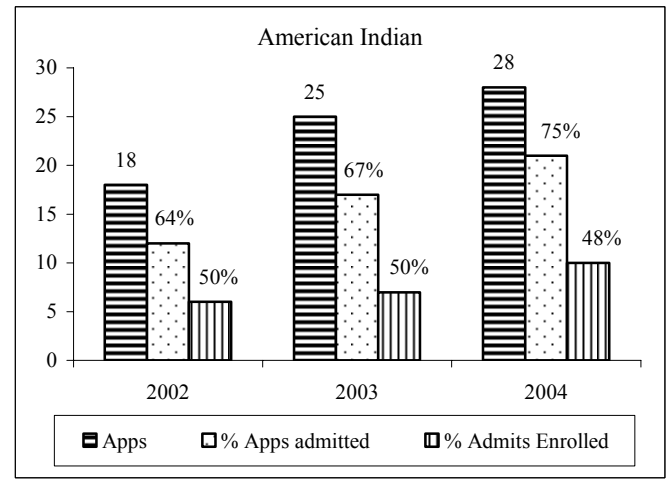
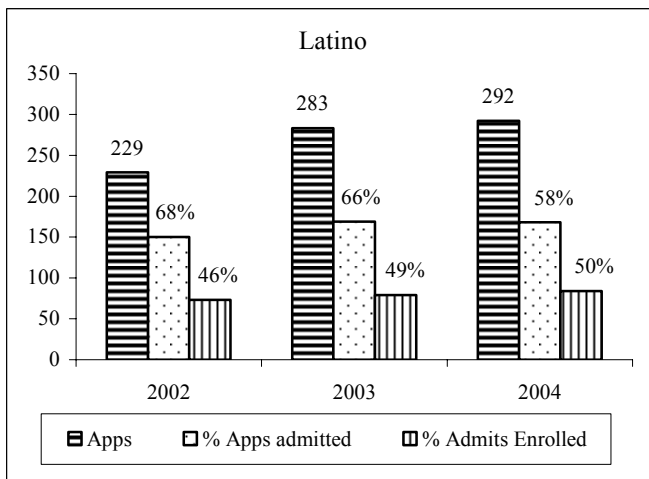
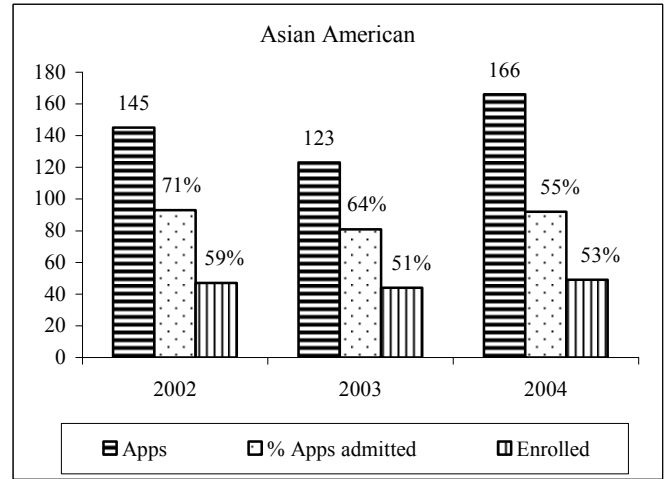
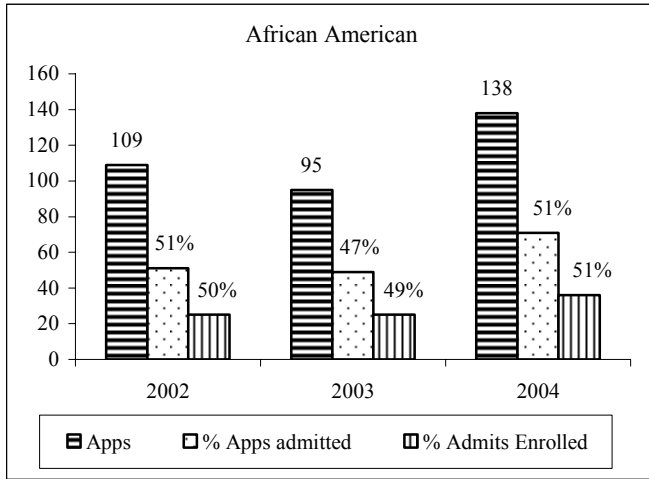
	1999	2000	2001	2002	2003	2004
Minority Enrollment as a % of Total Graduate Enrollment	14.1%	13.9%	14.4%	13.8%	15.2%	15.1%
Asian American	81	77	66	68	72	71
African American	49	44	57	55	77	61
Latino	94	83	97	109	104	104
American Indian	14	12	11	10	12	10
Minority Total	238	216	231	242	265	246
White/Unknown	1,370	1,230	1,272	1,429	1,426	1,337
International	79	108	100	87	54	41
Total (Headcount) Graduate Enrollment	1,687	1,554	1,603	1,758	1,745	1,624

**University of Colorado at Colorado Springs  
Minority Baccalaureate Degrees Awarded  
Six-Year History**



	1999	2000	2001	2002	2003	2004
Minority Degrees Awarded as a % of Total Baccalaureate Degrees Awarded	17.7%	17.9%	18.8%	18.1%	17.8%	16.9%
Asian American	39	41	54	41	50	51
African American	28	18	36	39	28	36
Latino	51	65	50	72	76	65
American Indian	10	6	5	9	10	15
Minority Total	128	130	145	161	164	167
White/Unknown	587	587	623	724	755	816
International	9	9	3	4	3	4
Total Baccalaureate Degrees Awarded	724	726	771	889	922	987

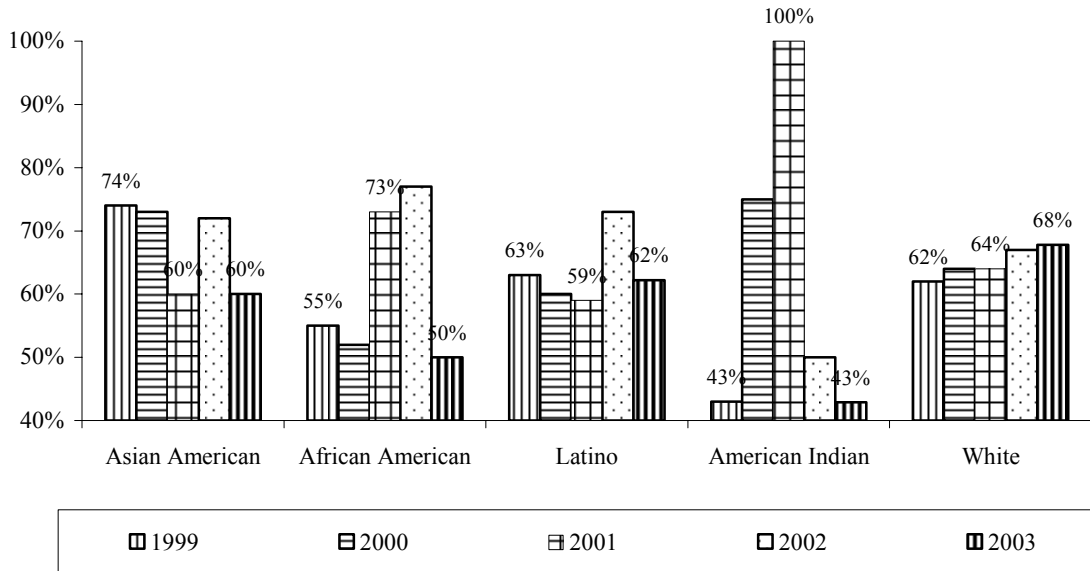
**University of Colorado at Colorado Springs**  
 Freshman Applications, Acceptances, and Matriculations  
 By Ethnicity, 2002, 2003, 2004



**University of Colorado at Colorado springs  
 Persistence of First-Time Freshmen to Second Fall Term**

	Freshmen entering Fall of:					Percent enrolled in subsequent Fall of Freshmen entering:				
	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
Asian American	47	44	50	43	45	74%	73%	60%	72%	60%
African American	29	28	15	26	26	55%	52%	73%	77%	50%
Latino	82	59	61	66	82	63%	60%	59%	73%	62%
American Indian	7	8	7	6	7	43%	75%	100%	50%	43%
White	559	593	558	670	717	62%	64%	64%	67%	68%
Other/Unknown	20	35	34	34	41	60%	57%	65%	79%	66%
International	2	4	5	6	4	50%	75%	60%	83%	100%
All	746	771	730	851	922	62%	63%	64%	68%	66%

**Percentage of Freshman Persistence to Second Fall**



**University of Colorado at Colorado Springs  
Faculty Diversity Profile  
All Schools and Colleges, Fall 2004**

Category	Total	Female		Male		Minority		Ethnicity				
		#	Pct.	#	Pct.	#	Pct.	African American	American Indian	Asian American	Latino	Inter-national*
<b>Regular Instructional Faculty</b>												
<b>TOTAL</b>	329	159	48%	170	52%	38	12%	7	2	13	16	0
<i>Tenured/Tenure Track</i>	232	97	42%	135	58%	27	12%	3	1	12	11	0
Full Professor	81	16	20%	65	80%	10	12%	1	0	6	3	0
Associate Professor	62	25	40%	37	60%	8	13%	2	0	2	4	0
Assistant Professor	89	56	63%	33	37%	9	10%	0	1	4	4	0
<i>Non-Tenure Track</i>	97	62	64%	35	36%	11	11%	4	1	1	5	0
Instructor/Sr. Instructor	97	62	64%	35	36%	11	11%	4	1	1	5	0
<b>Tenured</b>	143	41	29%	102	71%	18	13%	3	0	8	7	0
Full Professor	81	16	20%	65	80%	10	12%	1	0	6	3	0
Associate Professor	62	25	40%	37	60%	8	13%	2	0	2	4	0
<b>Administrative</b>	47	22	47%	25	53%	8	17%	1	1	3	3	0
Asst/Assoc/Dean/Chanc	15	5	33%	10	67%	4	27%	1	1	2	0	0
Dept. Chair/Directors	32	17	53%	15	47%	4	13%	0	0	1	3	0

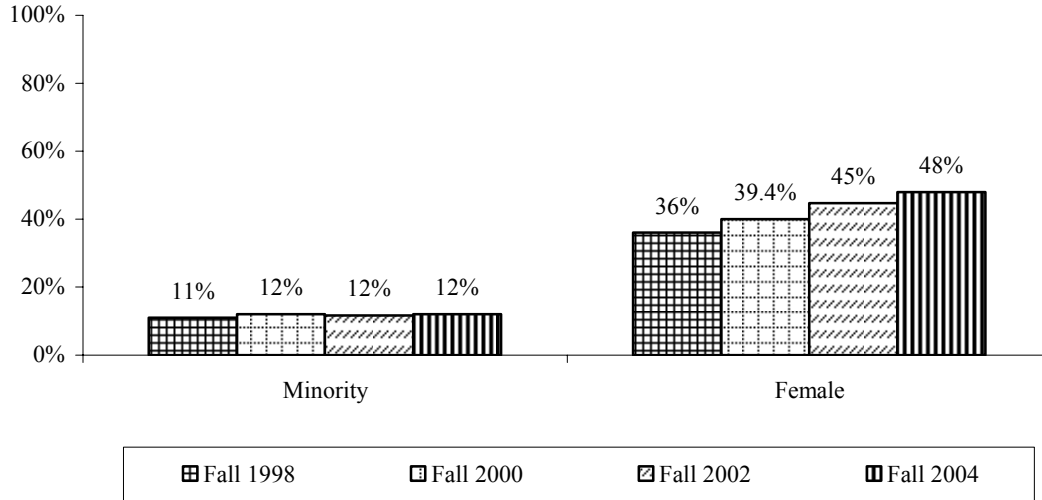
Category	Total	Female		Male		Minority		Ethnicity				
		#	Pct.	#	Pct.	#	Pct.	African American	American Indian	Asian American	Latino	Inter-national*
<b>Other Faculty</b>												
Total	273	158	58%	115	42%	27	10%	5	3	6	13	6
Lecturer/Honorarium	249	141	57%	108	43%	25	10%	5	2	6	12	6
Research Faculty	14	10	71%	4	29%	1	7%	0	0	0	1	0
Visiting/Adjunct/Adjoint	10	7	70%	3	30%	1	10%	0	1	0	0	0

(\*Note: International faculty (temporary aliens) are included in non-minority totals only.



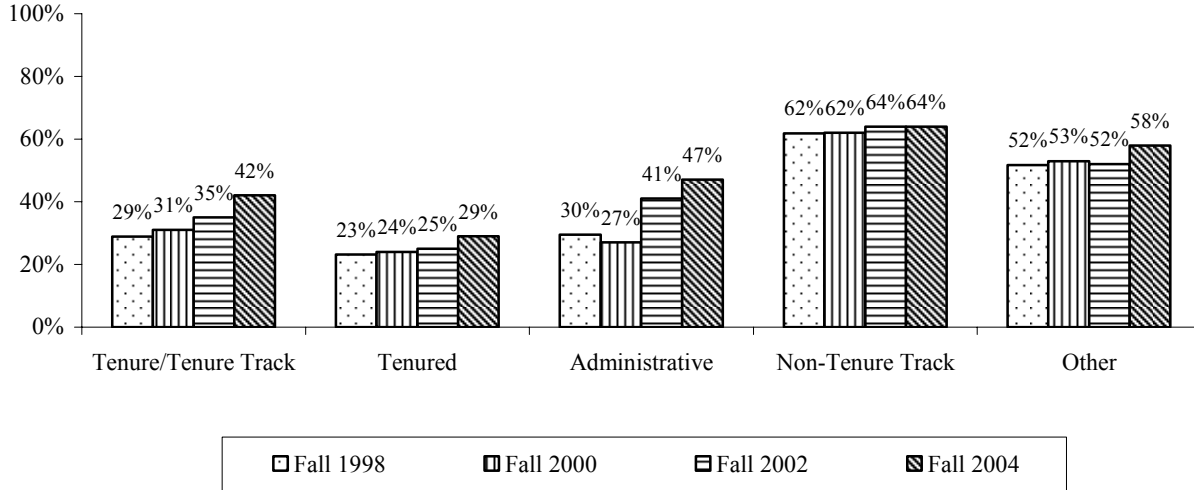
**University of Colorado at Colorado Springs  
Faculty Diversity Profile**

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

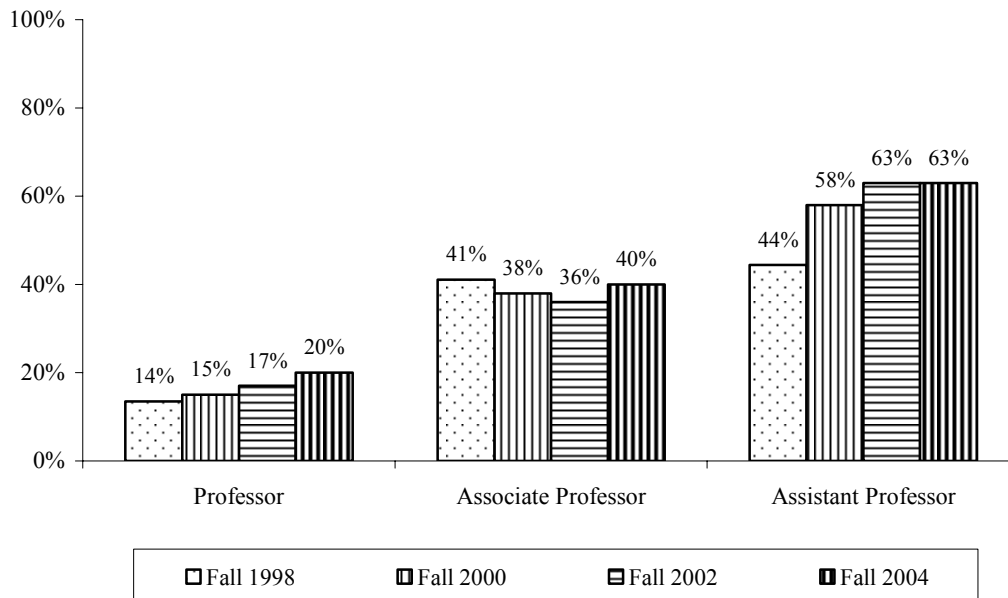


**University of Colorado at Colorado Springs  
 Faculty Diversity Profile**

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

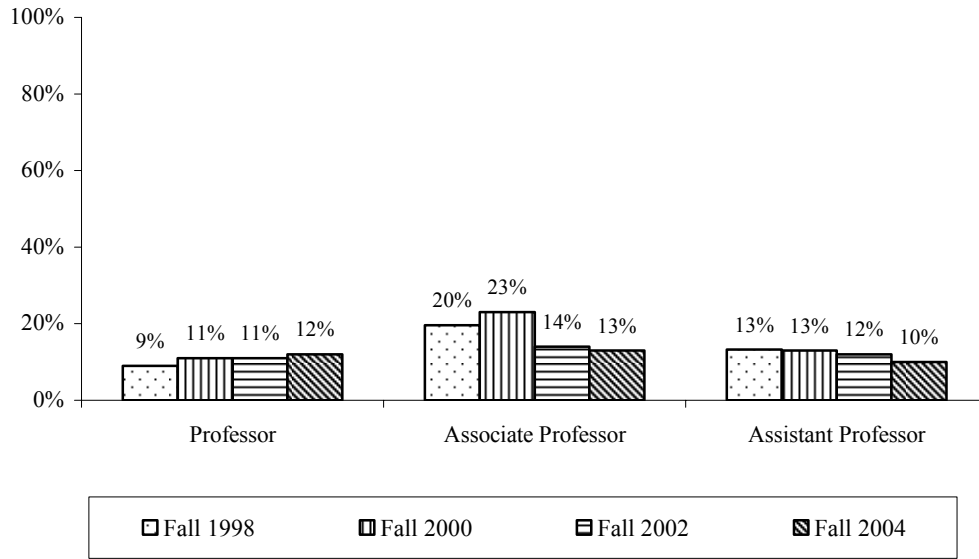


**Female Tenure/Tenure Track Faculty  
 as a Percent of Total Tenure/Tenure Track Faculty**

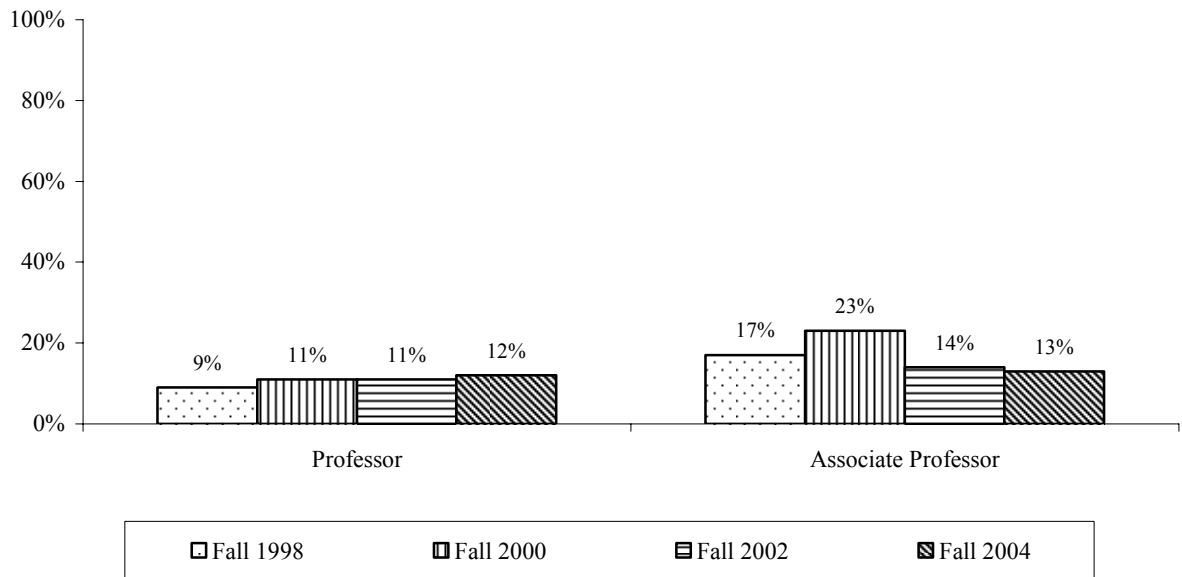


**University of Colorado at Colorado Springs  
 Faculty Diversity Profile**

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

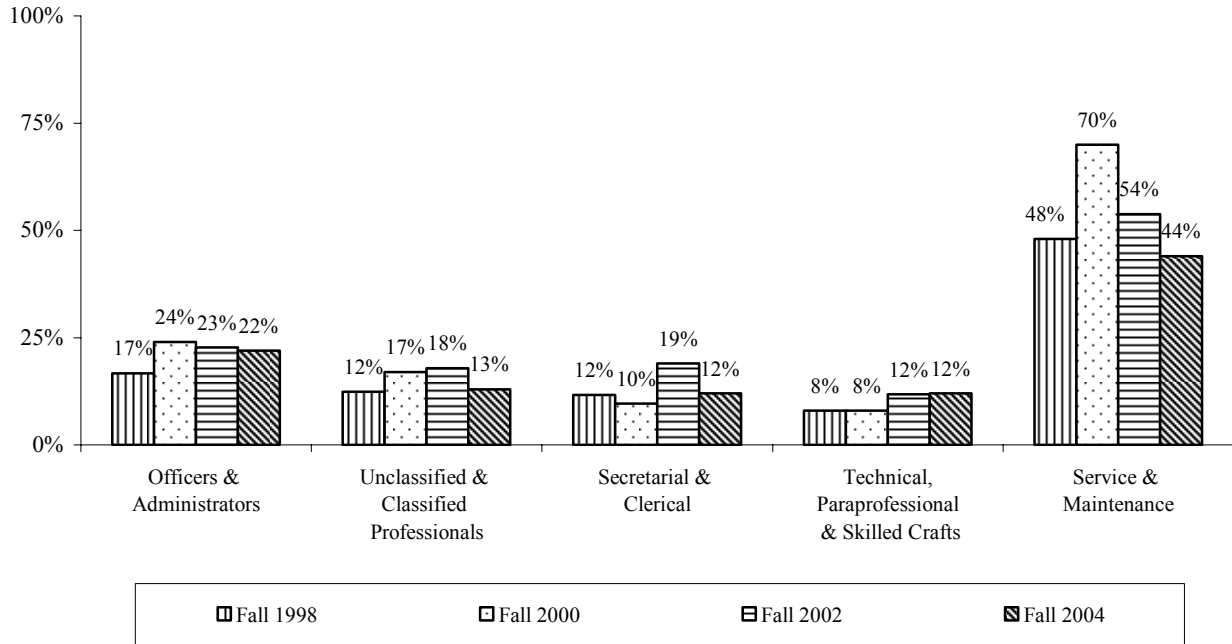


**Minority Tenured Faculty  
 as a Percent of Total Tenured Faculty**



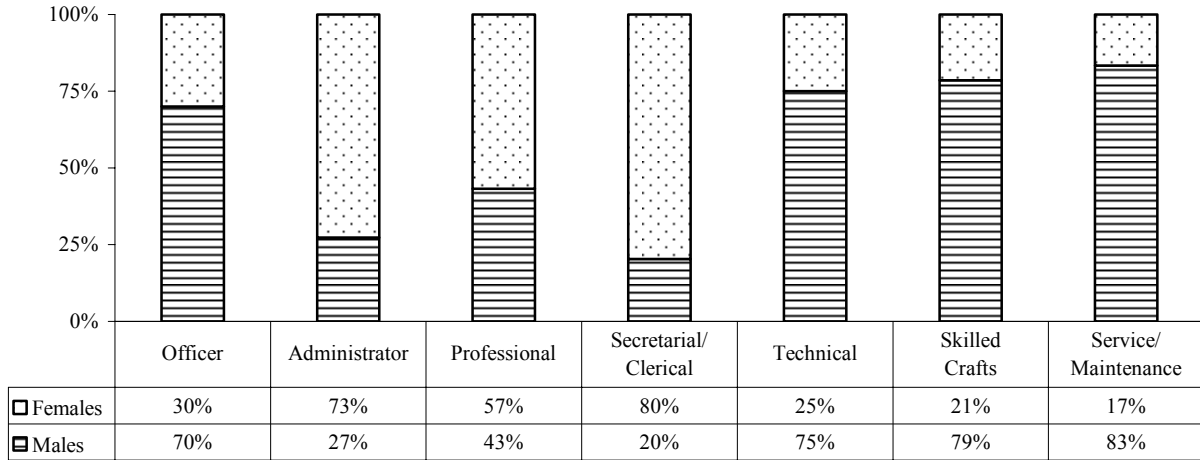
**University of Colorado at Colorado Springs  
 Staff Diversity Profile**

**Percent Ethnic Minority by Occupational Category**

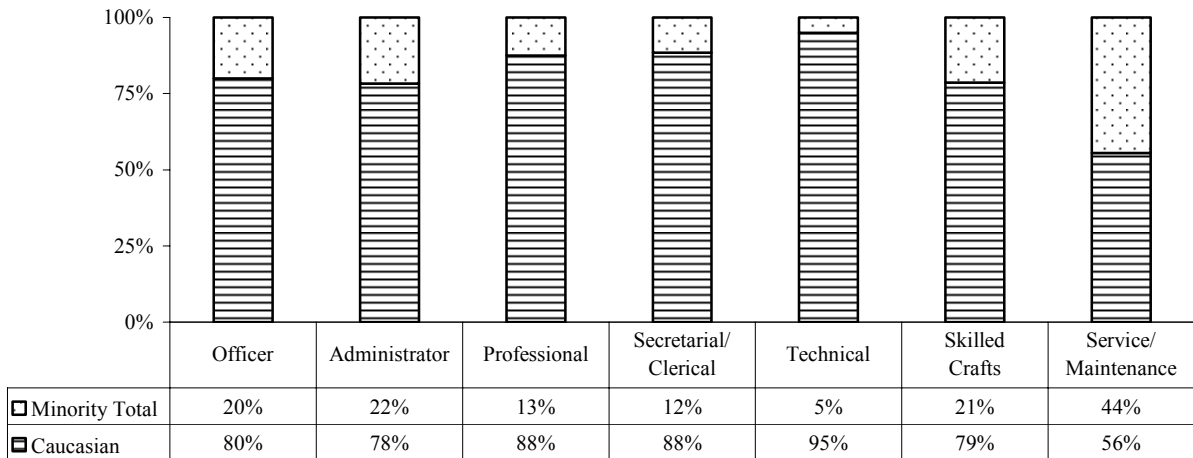


**University of Colorado at Colorado Springs  
Staff Diversity Profile**

**Occupational Categories by Gender, 2004-05**



**Occupational Categories by Ethnicity, 2004-05**



Minority Breakdown	Officer	Administrator	Professional	Secretarial/ Clerical	Technical	Skilled Crafts	Service/ Maintenance
African American	0%	9%	2%	3%	0%	0%	19%
Asian American	10%	4%	2%	1%	0%	0%	0%
Latino	0%	9%	8%	7%	0%	21%	25%
American Indian	10%	0%	1%	0%	5%	0%	0%



UNIVERSITY OF COLORADO SYSTEM

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*Office of the Vice President for Academic Affairs and Research*

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## **University of Colorado 2005 Diversity Report**

*Downtown Denver Campus*

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

March 2005

## Highlights of Student Diversity Report February 2005

### **Enrollment:**

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

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

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

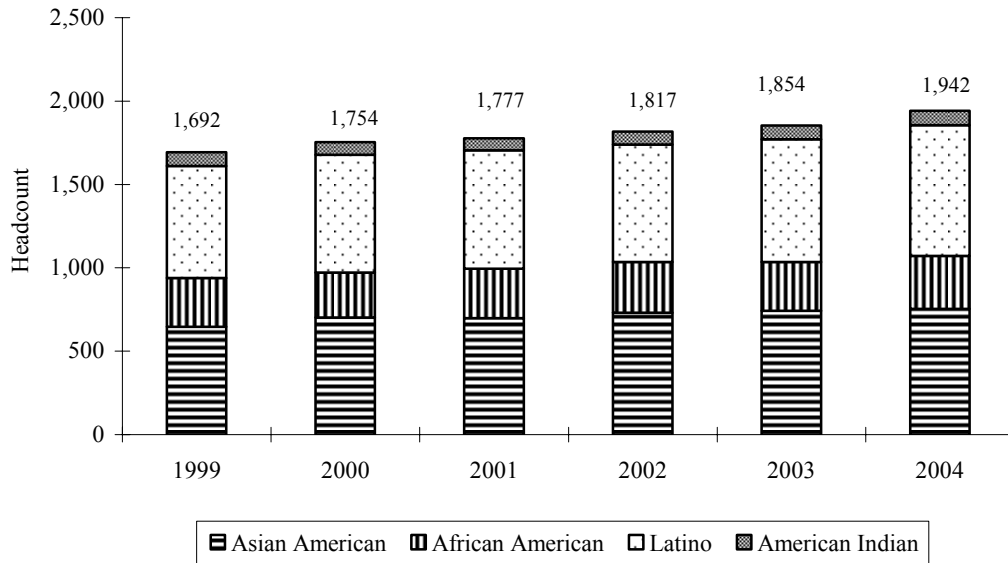
### **Persistence of Freshmen:**

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

### **Degrees Awarded:**

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

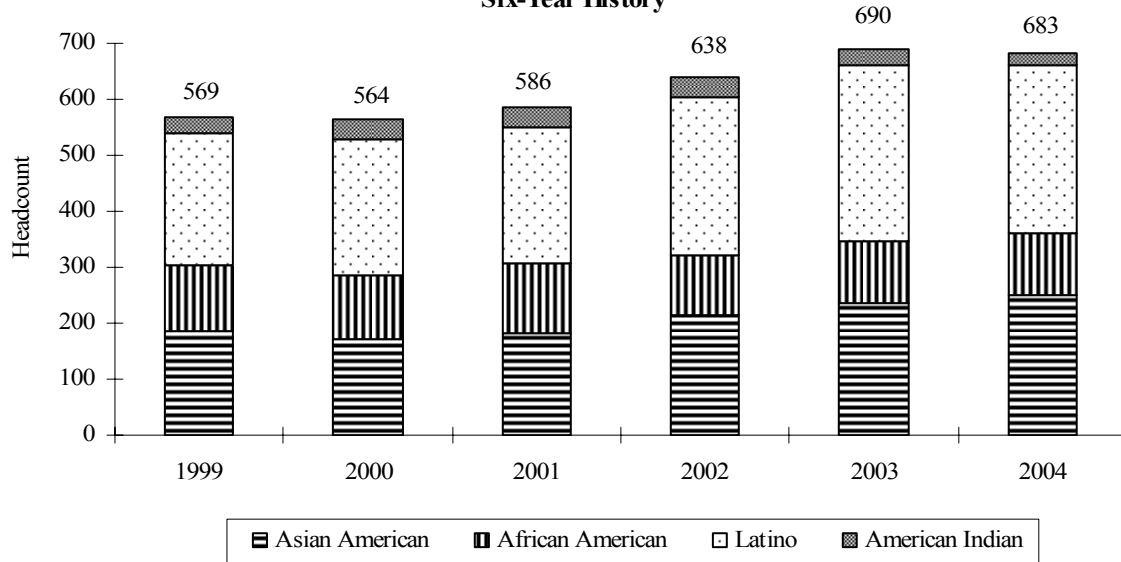
**University of Colorado at Denver & Health Sciences Center  
Downtown Denver Campus  
Minority Undergraduate Fall Headcount Enrollment  
Six-Year History**



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

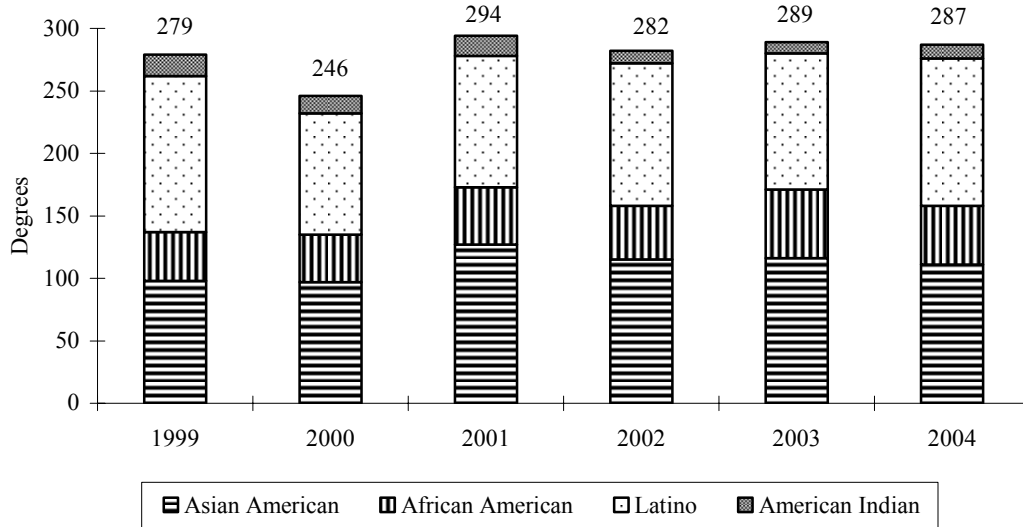


**University of Colorado at Denver and Health Sciences Center  
Downtown Denver Campus  
Minority Graduate Fall Headcount Enrollment  
Six-Year History**



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

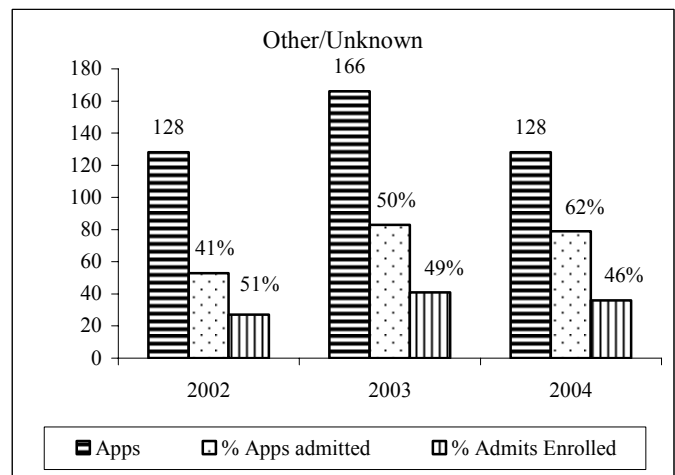
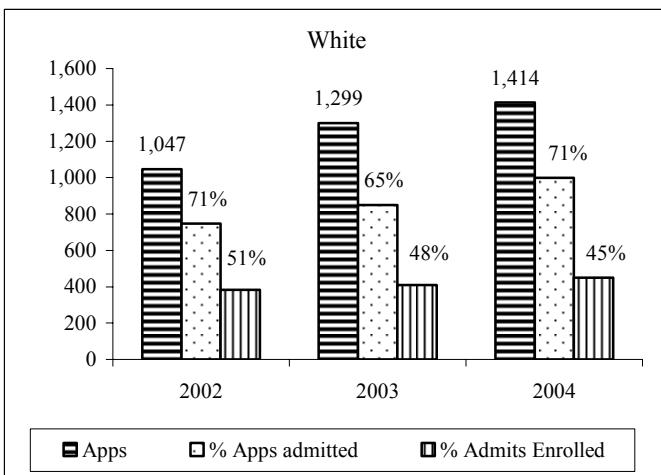
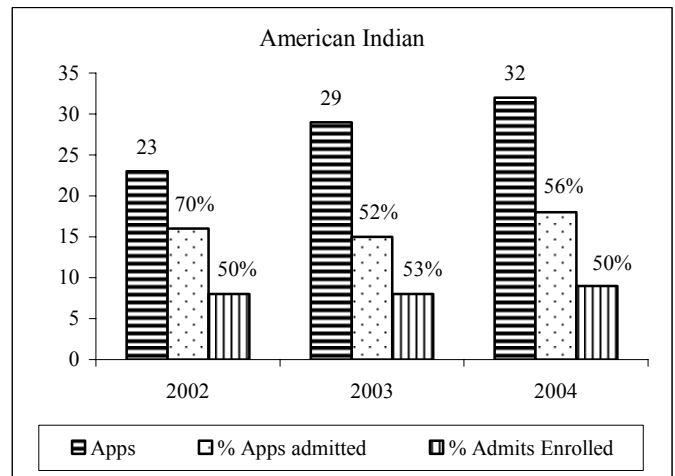
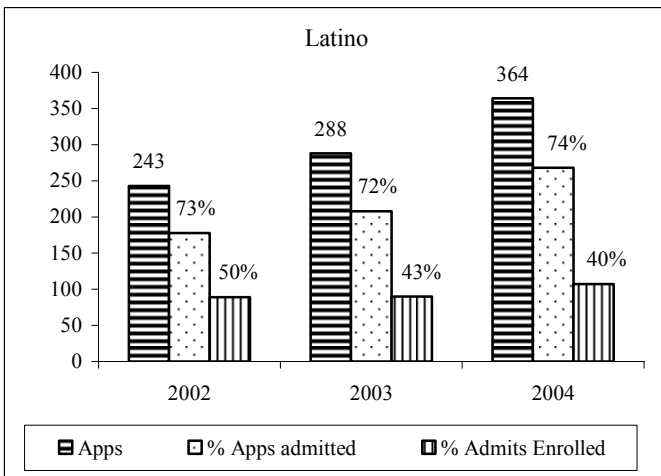
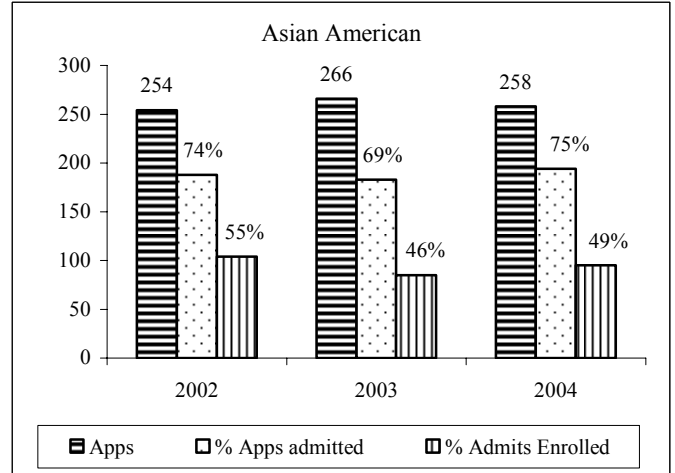
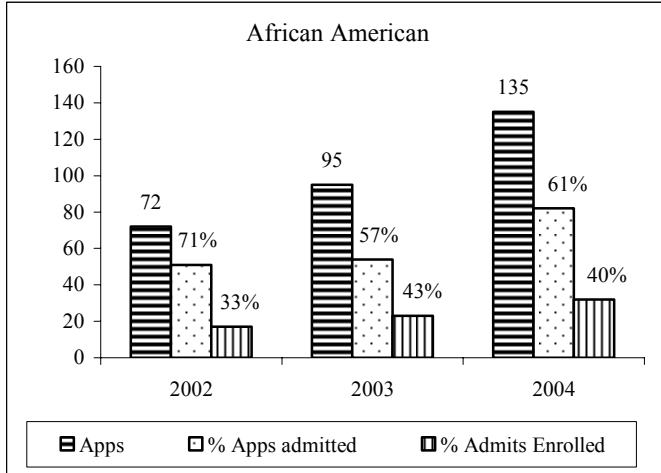
**University of Colorado at Denver and Health Sciences Center  
Downtown Denver Campus  
Minority Baccalaureate Degrees Awarded  
Six-Year History**



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

Note: Students receiving two bachelors degrees are counted twice.

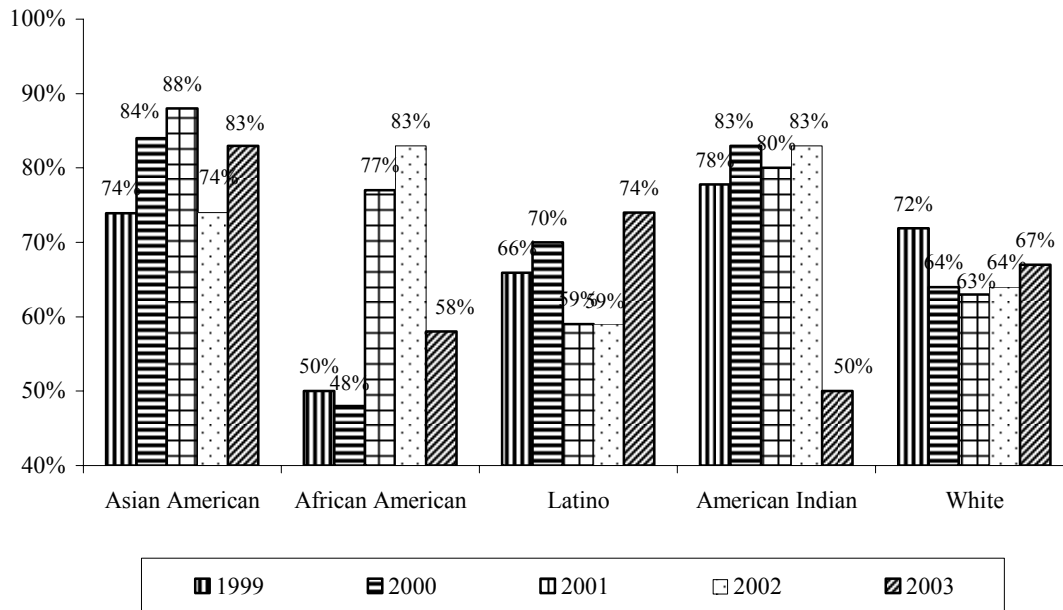
**University of Colorado at Denver and Health Sciences Center  
Downtown Denver Campus  
All Freshman Applications, Acceptances, and Matriculations  
By Ethnicity, 2002, 2003, 2004**



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

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

**Percentage of Freshman Persistence to Second Fall by Ethnicity**



## **Faculty Staff Inclusion and Diversity Report February 2005**

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

### **Academic Master Plan**

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

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

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

### **2004 Inclusion Initiatives and Efforts:**

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

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

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

10. The Auraria Library's Initiatives and Efforts:

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

**2005 Inclusion Initiatives and Efforts:**

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

3. Auraria Library Initiatives and Efforts:

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

**Trends in the Data**

1. Noteworthy trends include:

a. *Minority Faculty*

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

b. *Women Faculty*

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



c. *Minority Staff*

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

2. Trends we are monitoring:

a. *Minority Faculty*

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

b. *Women Faculty*

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

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

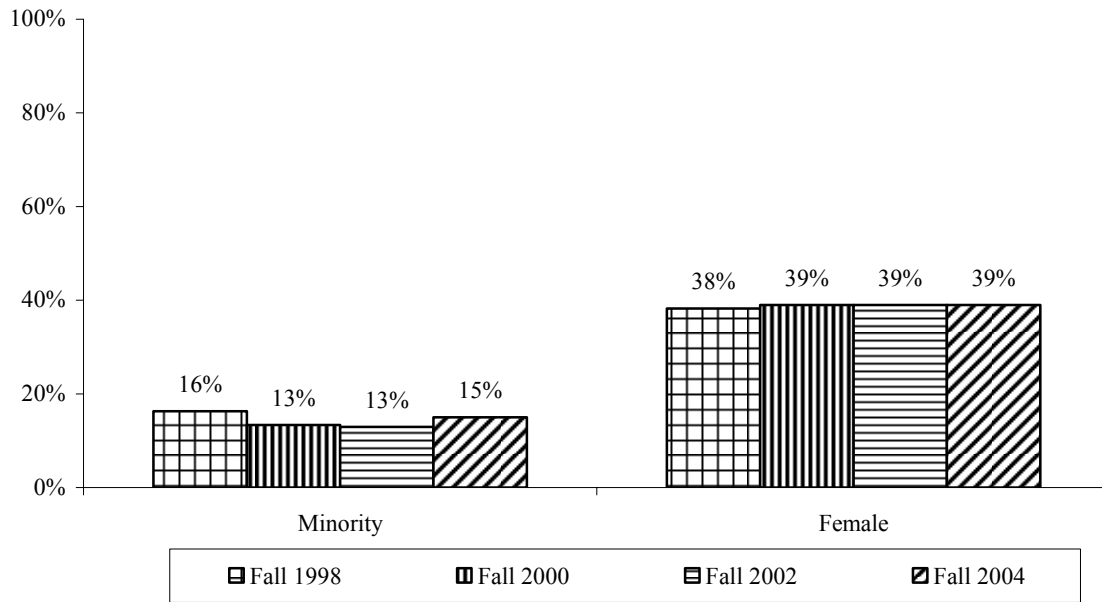
Category	Total	Female		Male		Minority		Ethnicity					
		#	Pct	#	Pct	#	Pct	African American	American Indian	Asian American	Latino	Inter-national*	
<b>Regular Instructional Faculty</b>													
<b>TOTAL</b>	478	186	39%	292	61%	71	15%	11	8	30	22	12	
<i>Tenured/Tenure Track</i>	321	107	33%	214	67%	49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

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

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

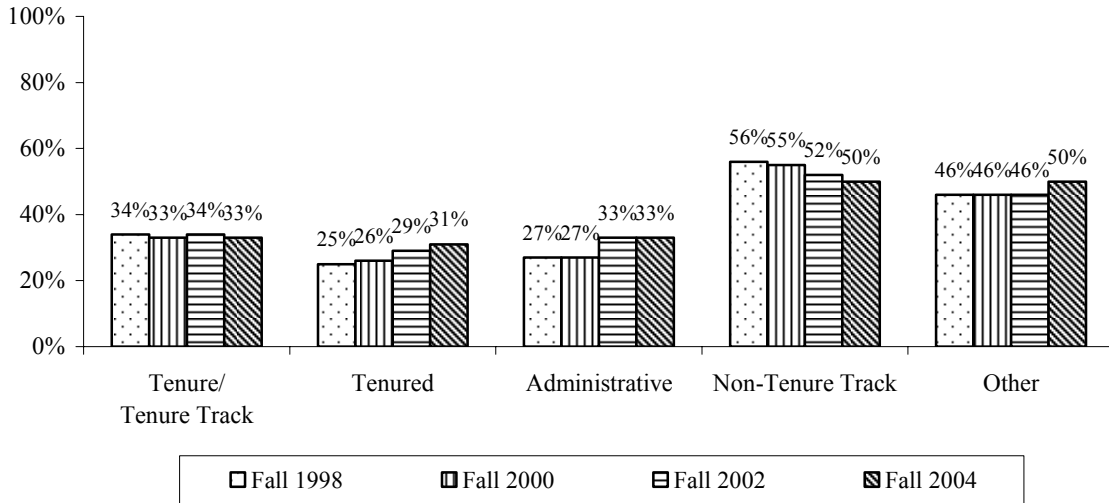
**University of Colorado at Denver and Health Sciences Center  
Downtown Denver Campus  
Faculty Diversity Profile**

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

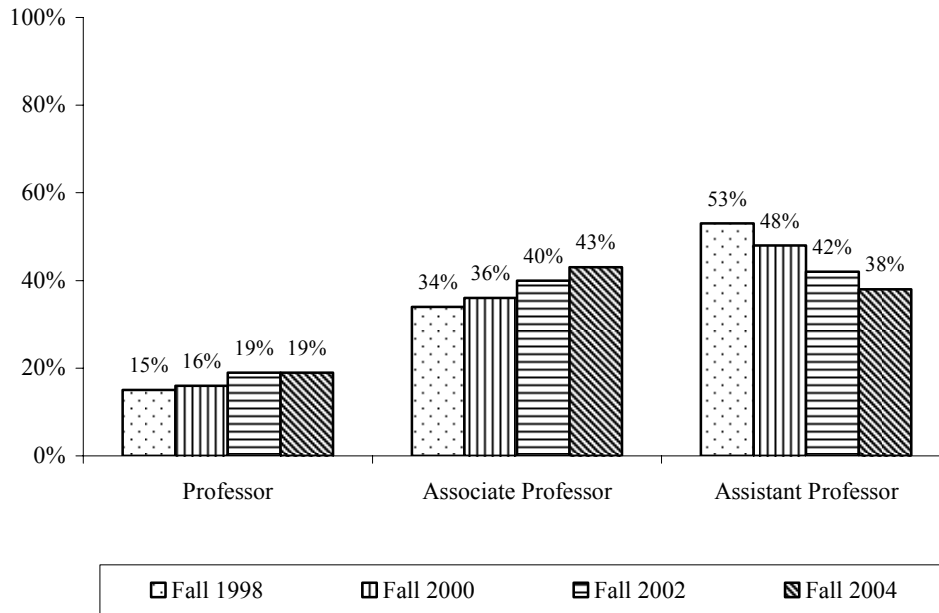


**University of Colorado at Denver and Health Sciences Center  
 Downtown Denver Campus  
 Faculty Diversity Profile**

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

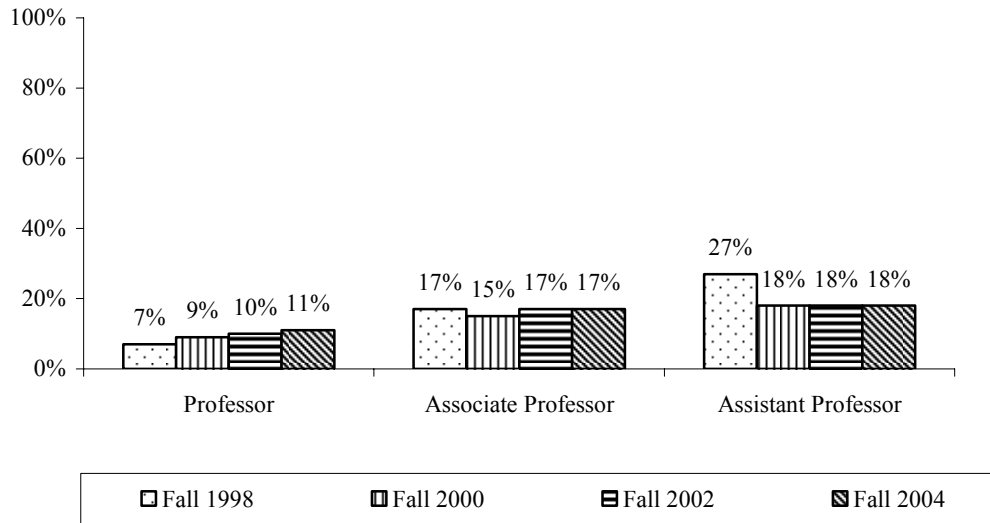


**Female Tenure/Tenure Track Faculty  
 as a Percent of Total Tenure/Tenure Track Faculty**

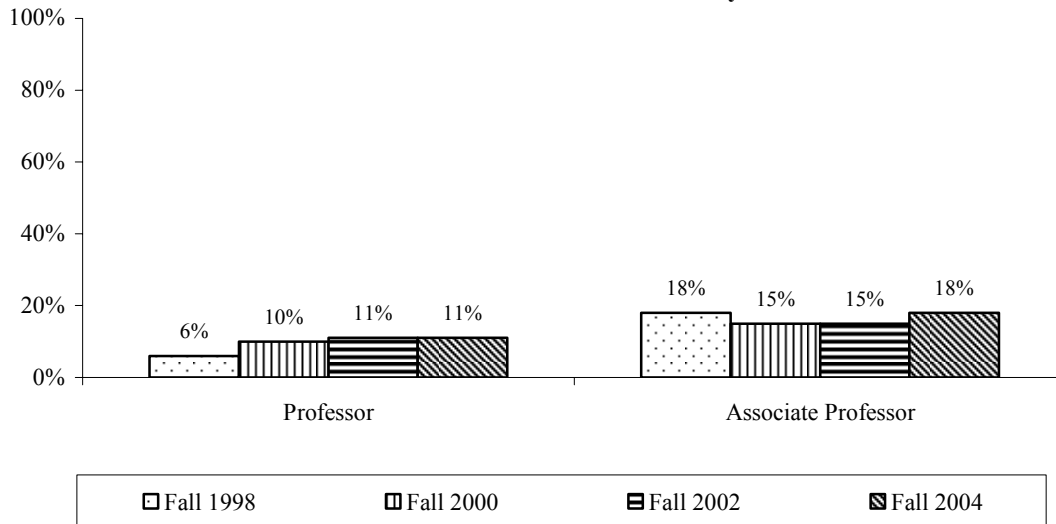


**University of Colorado at Denver and Health Sciences Center  
 Downtown Denver Campus  
 Faculty Diversity Profile**

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

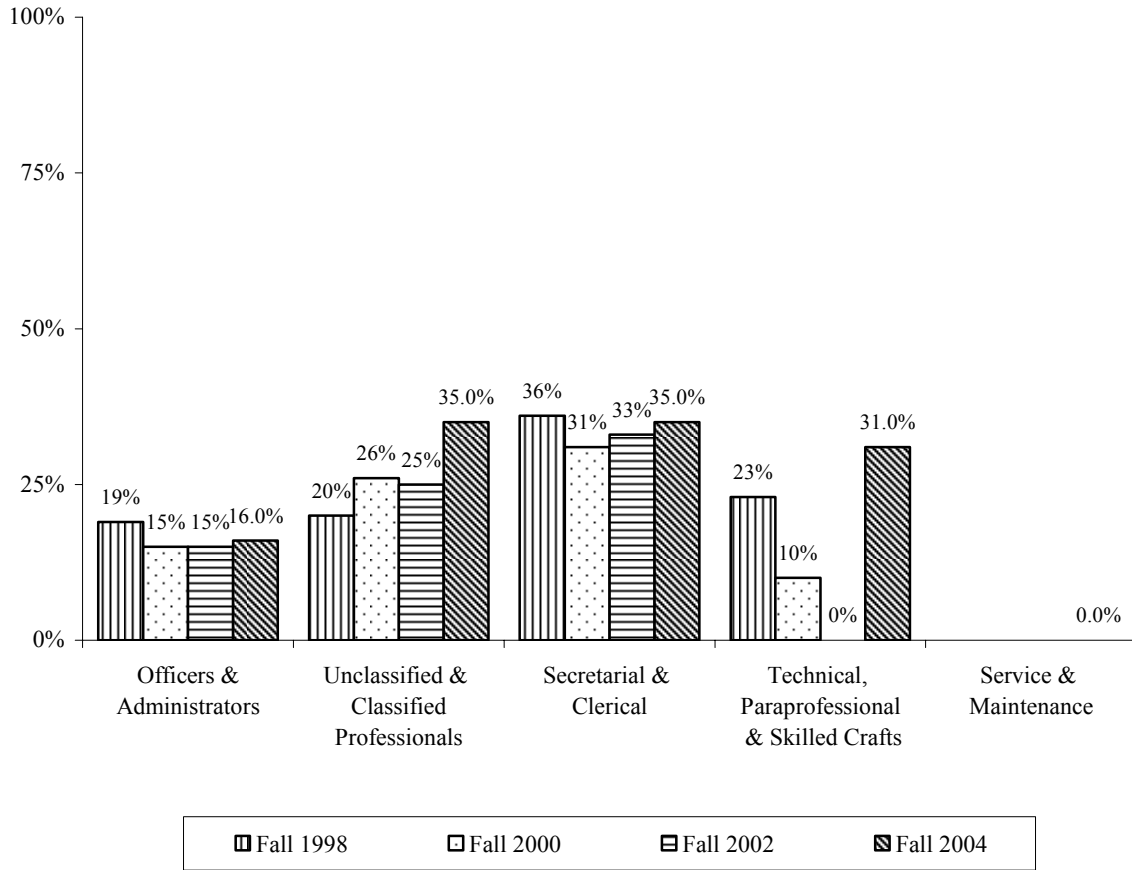


**Minority Tenured Faculty  
 as a Percent of Total Tenured Faculty**



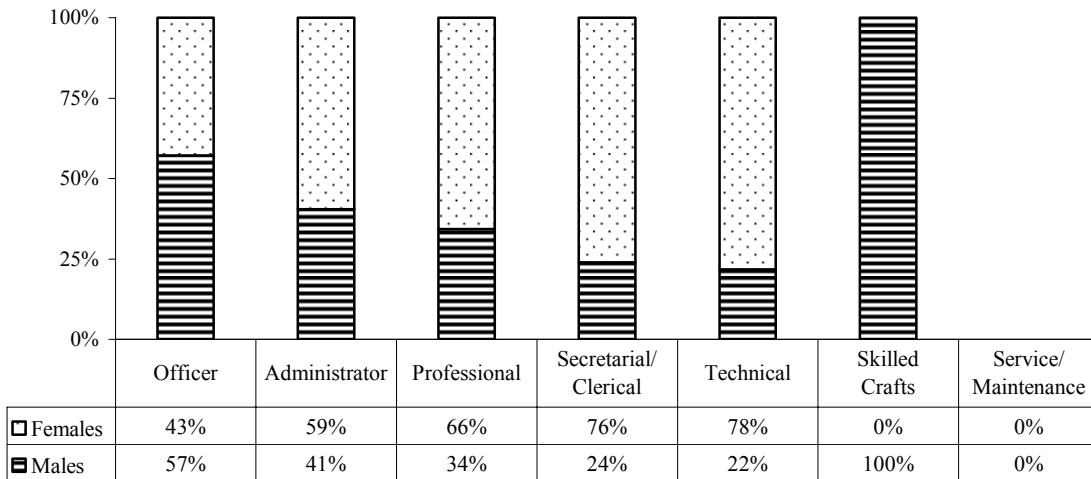
**University of Colorado at Denver and Health Sciences Center  
 Downtown Denver Campus  
 Staff Diversity Profile**

**Percent Ethnic Minority by Occupational Category**

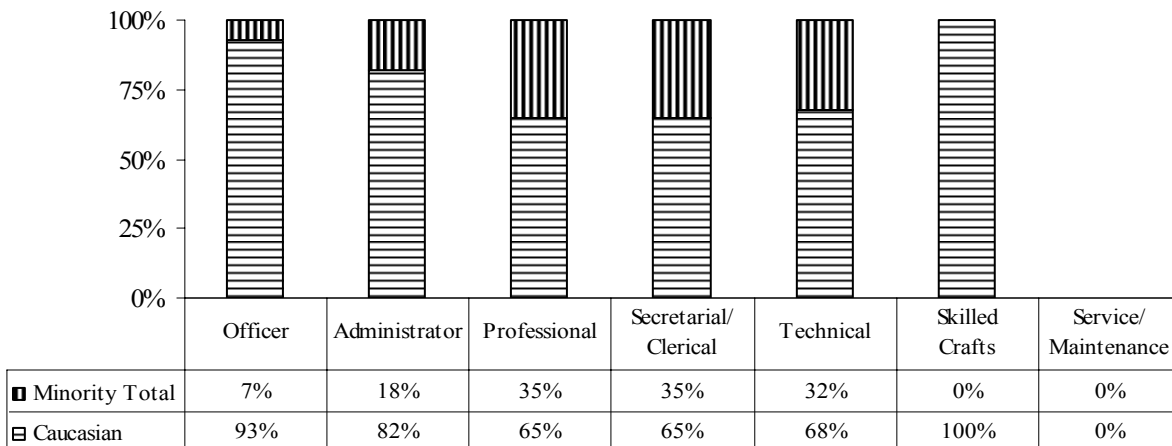


**University of Colorado at Denver and Health Sciences Center  
Downtown Denver Campus  
Staff Diversity Profile**

**Occupational Categories by Gender, 2004-05**



**Occupational Categories by Ethnicity, 2004-05**



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



UNIVERSITY OF COLORADO SYSTEM

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*Office of the Vice President for Academic Affairs and Research*

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## **University of Colorado 2005 Diversity Report**

### *Health Sciences Programs*

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

March 2005



**University of Colorado at Denver and Health Sciences Center  
Health Sciences Programs  
Fall 2004**

**STUDENT DIVERSITY DATA**

School of Dentistry

Total minority student enrollment of about 15% has held fairly steady for the past 5 years.

The School of Dentistry has some long term plans to impact the pipeline for potential dental students. First, in conjunction with the new comprehensive oral-facial health facility there will be a specialty training program to provide low-cost orthodontic care for low-income children in Colorado. Such a program is considered a potential 'pipeline' for minority and low-income children to the health care professions, particularly dentistry. In addition, several years ago the school opened the Healthy Smiles clinic at Fitzsimons, which provides dental care for low-income children and also provides opportunities for under-represented students to consider dentistry as a profession.

School of Medicine

Minority enrollment in the School of Medicine has also remained fairly steady (about 15%) over the past five years and reflects national data on numbers of minority medical students. However, this year's 15.7% level is 0.6% higher than the prior year due to an increase in the number of Hispanic/Latino students.

The School of Medicine has focused significant efforts this past year on minority student recruitment, including putting more resources into the Student Ambassadors program which focuses attention on minority applicants who are invited to campus for interviews. Other pipeline efforts are continuing including the Post-Baccalaureate Program (in collaboration with CU-Denver) which offers medical school admission after students successfully complete the program; the Pre-Collegiate program for health careers which focused on high school students; and the Pre-matric program, an intensive summer program for potentially 'at risk' first year medical students based on self-identification.

School of Nursing

The total minority enrollment has increased from 13.3% to 14.4% with most of the increase in the Asian and Latino minority groups.

This year the school began issuing early admissions in the hopes of getting minority applicants in particular to commit to the school. In addition, the school has continued to partner with community groups to build pipelines into the school.

School of Pharmacy

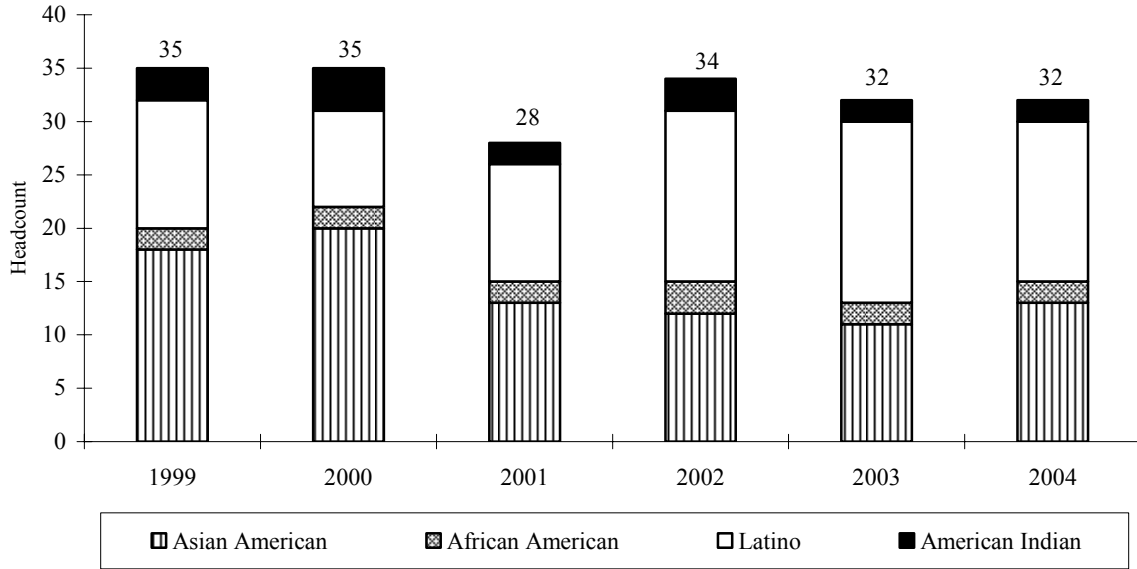
The minority enrollment in the School of Pharmacy decreased slightly from 36.3% to 31.5%. However, the school has the largest minority student population at HSC and one of the highest nationally.

The school has continued significant recruitment and retention activities for minority students. In 2004, SOP sponsored several 'pipeline' activities such as the "Mini Pharmacy School" for high school counselors that deal with large numbers of minority students. This SOP also provided a week-long Pharmacy Summer Camp for minority high school students in the summer of 2004. In addition, tutoring programs have been established for underrepresented minority students.

Campus efforts to recruit minority students

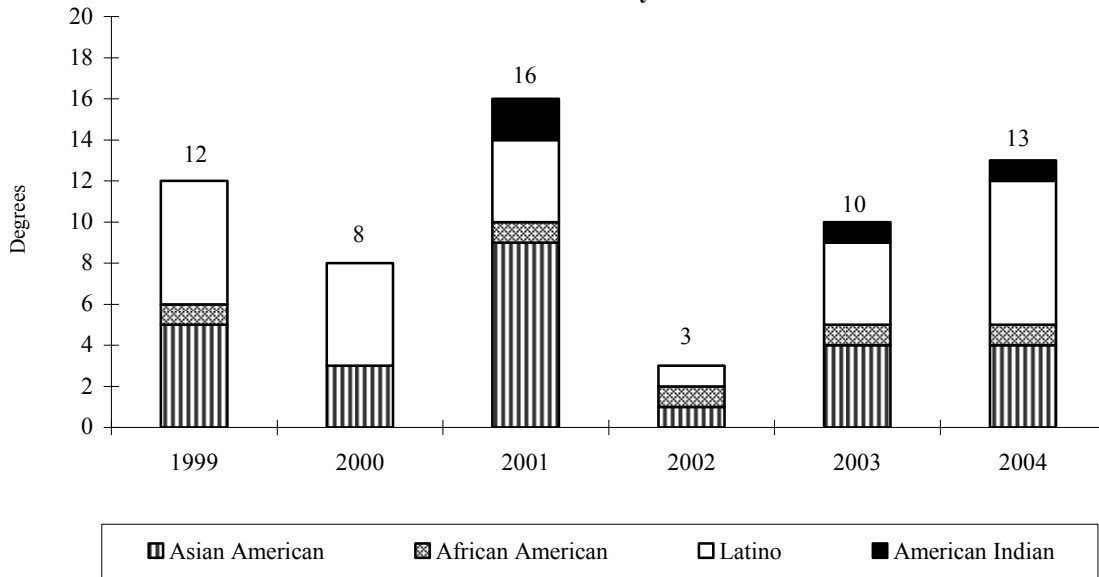
- Student National Medical Association (minority student organization)—medical students attend national meetings and provide support to current and prospective minority students through Office of Diversity and President’s Office diversity funds.
- HSC Minority Health Professions Days (for high school and pre-health career majors at all Colorado feeder institutions) was very successful this year and included hands-on opportunities for the participants.
- CU-Boulder MASP (Minority Arts and Sciences Program) includes monthly visits by Office of Diversity staff to minority students interested in health professions. This year the program focused on developing more formal links to HSC academic programs. Similar efforts are underway with other pre-health programs at CU-Boulder and other feeder institutions, e.g., CSU, Downtown Denver campus.
- SOP Summer Enrichment Program to enhance academic skills for wait-listed students.
- SOP English as a Second Language program for matriculating students.
- Pipeline programs with Central Colorado AHEC and The Children’s Hospital Medical Career Collaborative to work with public schools with high numbers of disadvantaged students (e.g., Aurora, DPS, Douglas and Adams).

**University of Colorado at Denver and Health Sciences Center  
Health Sciences Programs - School of Dentistry  
Minority Fall Headcount Enrollment  
Six-Year History**



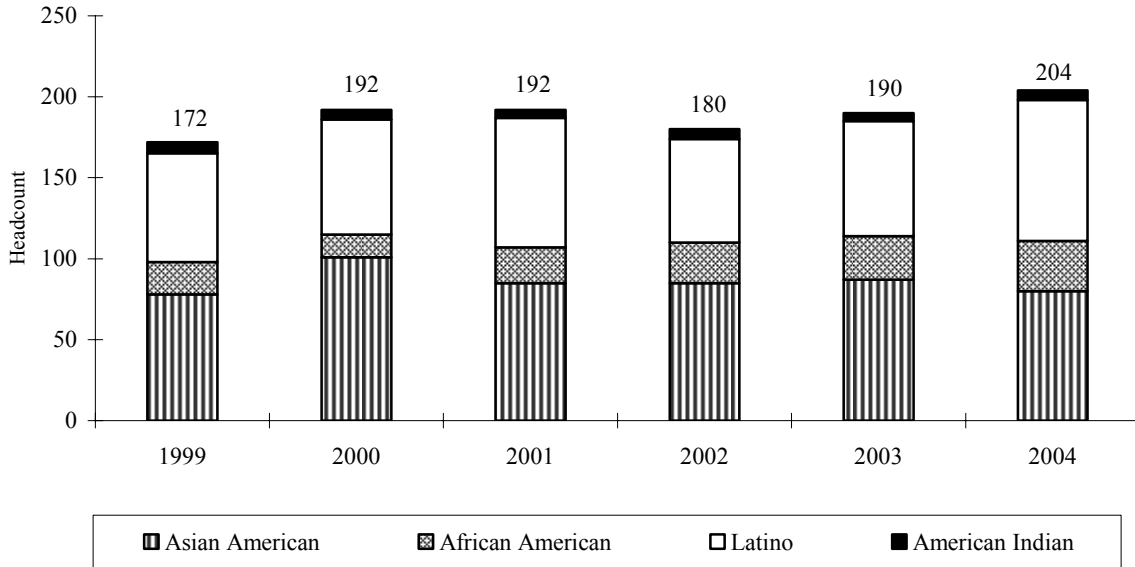
	1999	2000	2001	2002	2003	2004
Minority Enrollment as a % of Total Enrollment	19.0%	18.8%	15.4%	17.8%	15.3%	14.9%
Asian American	18	20	13	12	11	13
African American	2	2	2	3	2	2
Latino	12	9	11	16	17	15
American Indian	3	4	2	3	2	2
Minority Total	35	35	28	34	32	32
White/Unknown	149	151	154	157	177	183
International	0	0	0	0	0	0
Total (Headcount) Enrollment	184	186	182	191	209	215

**University of Colorado at Denver and Health Sciences Center  
 Health Sciences Programs - School of Dentistry  
 Minority Degrees Awarded  
 Six-Year History**



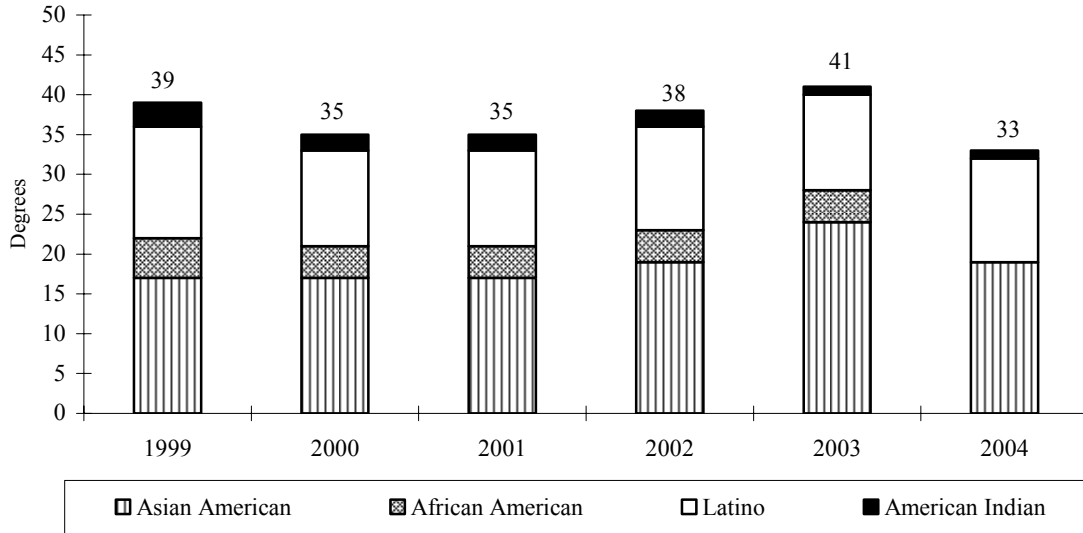
	1999	2000	2001	2002	2003	2004
Minority Degrees Awarded as a % of Total Degrees Awarded	20.3%	14.5%	28.6%	5.9%	18.5%	21.3%
Asian American	5	3	9	1	4	4
African American	1	0	1	1	1	1
Latino	6	5	4	1	4	7
American Indian	0	0	2	0	1	1
Minority Total	12	8	16	3	10	13
White/Unknown	47	47	40	48	44	48
International	0	0	0	0	0	0
Total Degrees Awarded	59	55	56	51	54	61

**University of Colorado at Denver and Health Sciences Center  
Health Sciences Programs - School of Medicine  
Minority Fall Headcount Enrollment  
Six-Year History**



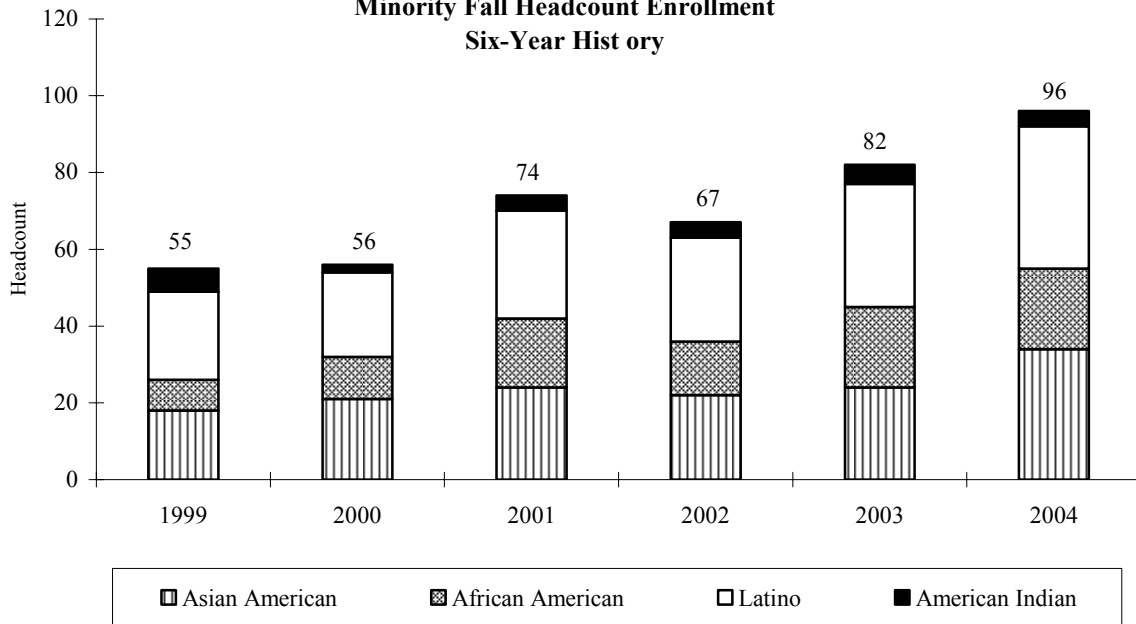
	1999	2000	2001	2002	2003	2004
Minority Enrollment as a % of Total Enrollment	14.9%	16.7%	16.8%	15.0%	15.1%	15.7%
Asian American	78	101	85	85	87	80
African American	20	14	22	25	27	31
Latino	67	71	80	64	71	87
American Indian	7	6	5	6	5	6
Minority Total	172	192	192	180	190	204
White/Unknown	955	929	928	976	1029	1067
International	30	26	24	43	36	31
Total (Headcount) Enrollment	1,157	1,147	1,144	1,199	1,255	1,302

**University of Colorado at Denver and Health Sciences Center  
Health Sciences Programs - School of Medicine  
Minority Degrees Awarded  
Six-Year History**



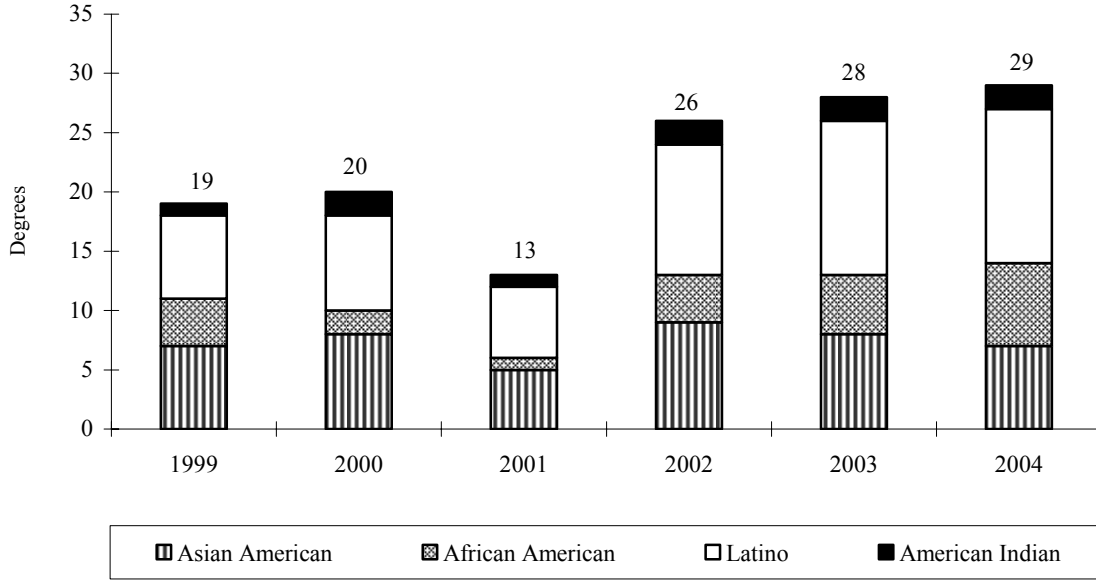
	1999	2000	2001	2002	2003	2004
Minority Degrees awarded as a % of Total Degrees Awarded	15.4%	13.8%	12.2%	15.6%	15.6%	13.2%
Asian American	17	17	17	19	24	19
African American	5	4	4	4	4	0
Latino	14	12	12	13	12	13
American Indian	3	2	2	2	1	1
Minority Total	39	35	35	38	41	33
White/Unknown	215	212	244	200	217	213
International	0	6	8	6	4	4
Total Degrees Awarded	254	253	287	244	262	250

**University of Colorado at Denver and Health Sciences Center  
Health Sciences Programs - School of Nursing  
Minority Fall Headcount Enrollment  
Six-Year History**



	1999	2000	2001	2002	2003	2004
Minority Enrollment as a % of Total Enrollment	10.6%	11.0%	13.0%	10.4%	13.3%	14.4%
Asian American	18	21	24	22	24	34
African American	8	11	18	14	21	21
Latino	23	22	28	27	32	37
American Indian	6	2	4	4	5	4
Minority Total	55	56	74	67	82	96
White/Unknown	455	444	488	576	531	565
International	7	8	6	4	5	6
Total (Headcount) Enrollment	517	508	568	647	618	667

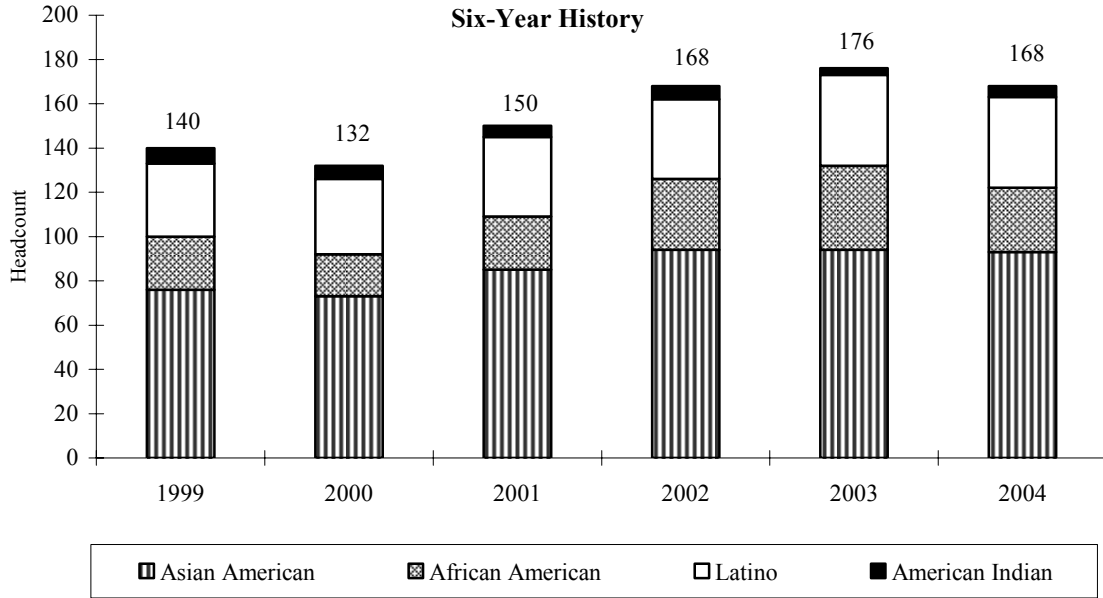
**University of Colorado at Denver and Health Sciences Center  
Health Sciences Programs - School of Nursing  
Minority Degrees Awarded  
Six-Year History**



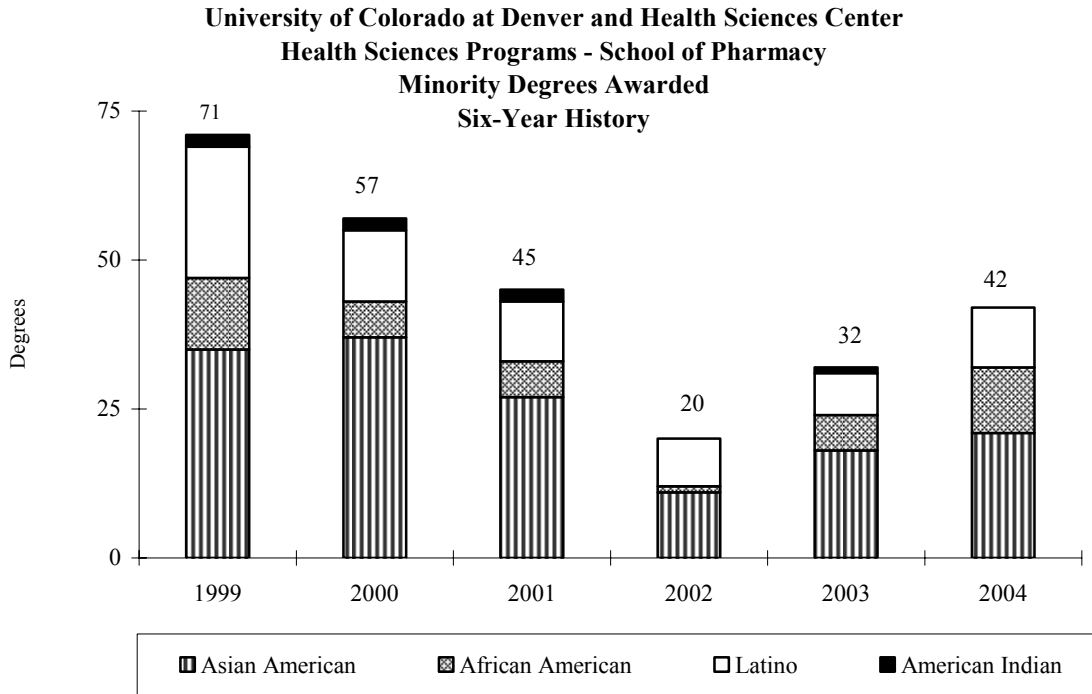
	1999	2000	2001	2002	2003	2004
Minority Degrees awarded as a % of Total Degrees Awarded	9.6%	11.8%	7.3%	14.3%	13.0%	10.4%
Asian American	7	8	5	9	8	7
African American	4	2	1	4	5	7
Latino	7	8	6	11	13	13
American Indian	1	2	1	2	2	2
Minority Total	19	20	13	26	28	29
White/Unknown	179	145	162	153	187	249
International	0	4	2	3	1	0
Total Degrees Awarded	198	169	177	182	216	278



**University of Colorado at Denver and Health Sciences Center  
Health Sciences Programs - School of Pharmacy  
Minority Fall Headcount Enrollment  
Six-Year History**

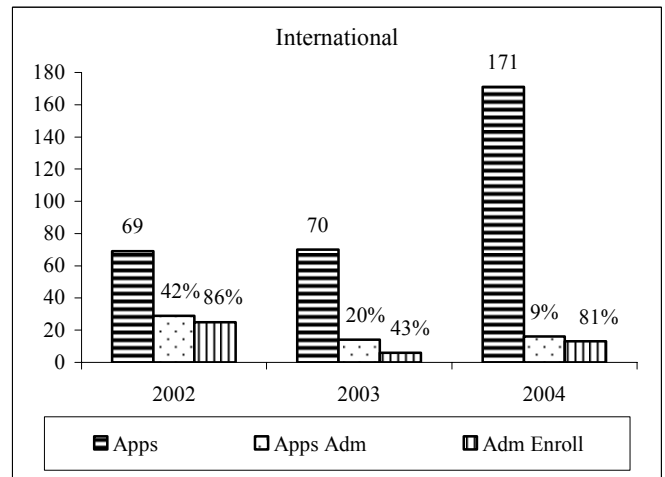
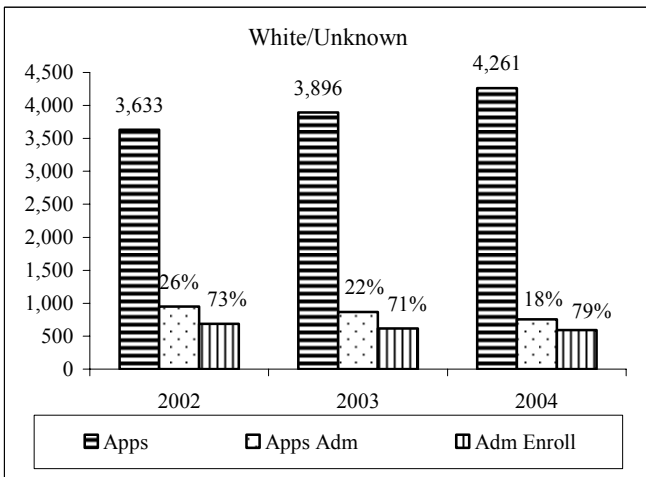
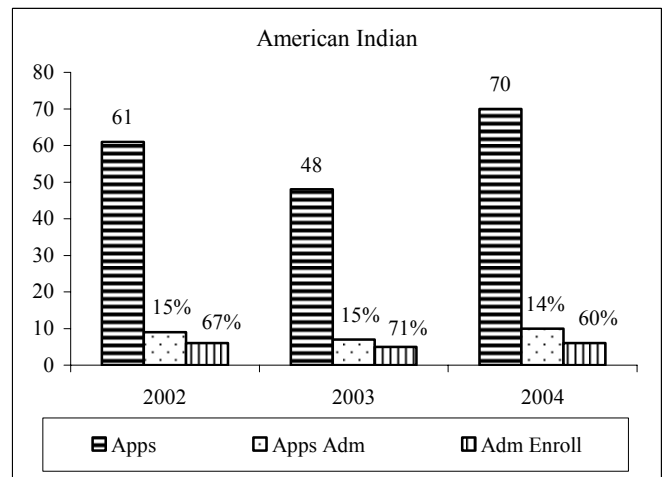
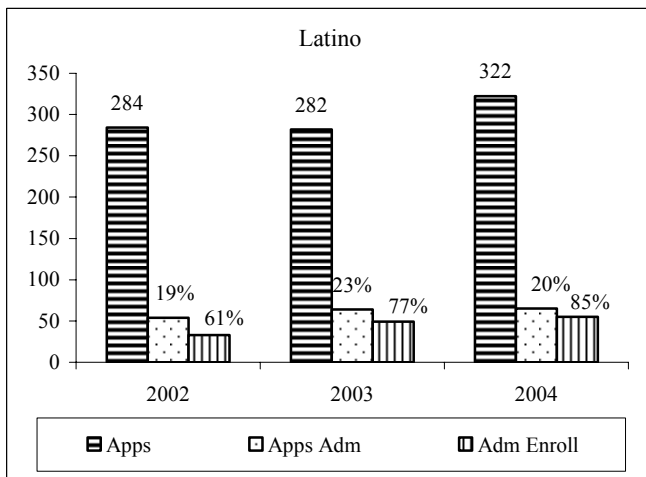
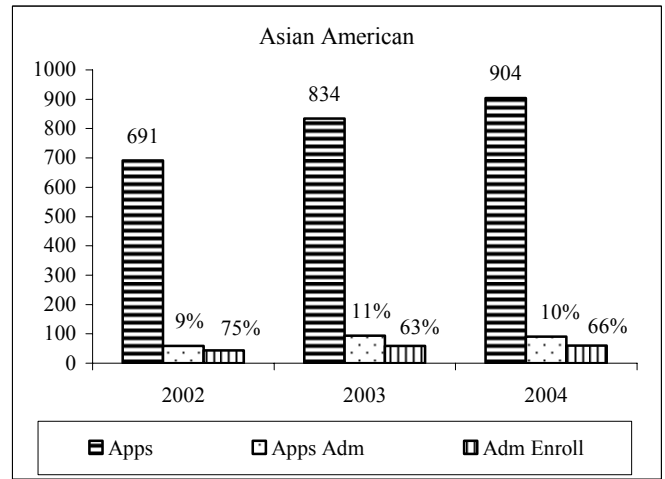
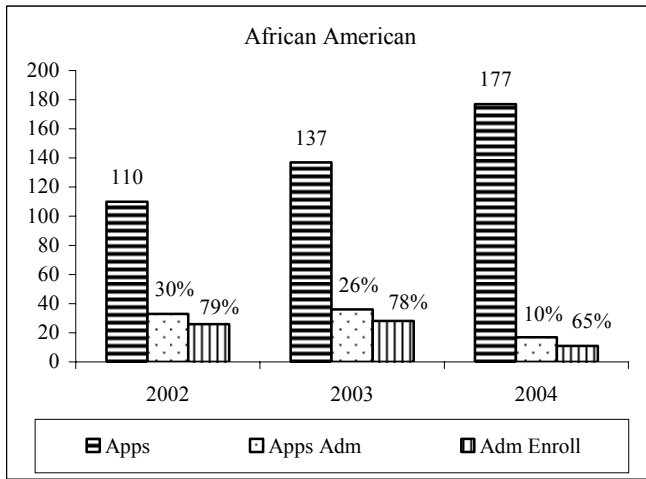


	1999	2000	2001	2002	2003	2004
Minority Enrollment as a % of Total Enrollment	38.3%	38.7%	40.2%	38.3%	36.3%	31.5%
Asian American	76	73	85	94	94	93
African American	24	19	24	32	38	29
Latino	33	34	36	36	41	41
American Indian	7	6	5	6	3	5
Minority Total	140	132	150	168	176	168
White/Unknown	216	196	210	249	295	350
International	10	13	13	22	14	15
Total (Headcount) Enrollment	366	341	373	439	485	533



	1999	2000	2001	2002	2003	2004
Minority Degrees awarded as a % of Total Degrees Awarded	39.4%	37.7%	37.2%	37.0%	37.2%	45.7%
Asian American	35	37	27	11	18	21
African American	12	6	6	1	6	11
Latino	22	12	10	8	7	10
American Indian	2	2	2	0	1	0
Minority Total	71	57	45	20	32	42
White/Unknown	106	93	76	33	47	50
International	3	1	0	1	7	0
Total Degrees Awarded	180	151	121	54	86	92

**University of Colorado Denver and Health Sciences Center - Health Sciences Programs**  
New Student Applications, Acceptances, and Matriculations  
By Ethnicity, 2002, 2003, 2004



**University of Colorado at Denver and Health Sciences Center  
 Health Sciences Programs - Undergraduate  
 Completion Rates for 2004 Graduating Classes**

Ethnicity	Entering Class	Received Degree	Percent Receiving Degree
<b><i>Dental Hygiene</i></b>			
	Fall 2002		
Asian American	0	0	0.0%
African American	0	0	0.0%
Latino	3	3	100.0%
American Indian	0	0	0.0%
White	17	17	100.0%
All	20	20	100.0%
<b><i>Nursing</i></b>			
	Fall 2002		
Asian American	3	2	66.7%
African American	2	1	50.0%
Latino	7	6	85.7%
American Indian	1	1	100.0%
White	124	103	83.1%
All	137	113	82.5%

**University of Colorado at Denver and Health Sciences Center  
Health Sciences Programs  
Fall 2004**

**FACULTY DIVERSITY DATA**

The successes in recruiting, retaining and promoting women and minorities that occurred in 2003 were sustained in 2004 with some modest increases. In particular, minority representation within the tenured faculty rose from 5% in 2003 to 6% in 2004. Within the tenure track ranks the women and minority representation rose about 1% to 50% and 16%, respectively. These incremental changes are being supplemented by campus projects that are expected to produce larger results over time.

The first significant effort was to strengthen the search process from both the compliance and accountability standpoint. One significant aspect of this project was to develop training. To date over 400 faculty and administrators have attended Search Committee Training. This training program focuses on building highly qualified, diverse applicant pools. In addition several hundred staff attended Search Process Training. The Search Committee Training was presented at a national conference in 2004. Subsequently, several universities and colleges across the country have requested additional information and are adopting similar programs.

Second, the HSC schools have developed or are in the process of developing Diversity Plans. These plans, using a campuswide template, address a myriad of diversity issues such as recruitment and retention of faculty, staff and students as well as issues of climate and curriculum. Regardless of their stage in the plan development process, significant efforts are underway at all schools to develop these plans and communicate goals and objectives within the departments and units.

Two projects are also underway that support 'pipeline' efforts at increasing the number of minority and female faculty.

First, The Office of Diversity is coordinating a campuswide study of issues impacting the success of minority and female junior faculty. The goal of the study is to develop recommendations on supporting and mentoring diverse junior faculty. The initiative is funded by a President's Diversity Challenge grant.

Second, the Graduate Medical Education office, several residency program directors, minority faculty and the Office of Diversity are working in collaboration on 3-year plan funded by the School of Medicine to recruit minority residents with the goal of retaining some or all of these residents in academic medicine at UCDHSC. The plan includes funding travel for minority faculty to recruit residents at two national minority medical student conferences, development of brochures and posters targeted toward minorities, and training on recruiting minority residents for residency program directors and others who sit on residency admissions committees

*Note: In 2003 about 300 HSC Sr/Instructors were incorrectly counted in the 'tenure track' category when in fact, the majority of HSC Instructors are 'not tenure track'. Thus, it is best to focus on the levels above Instructor when comparing across years.*

## STAFF DIVERSITY DATA

*Note: Another data conversion artifact occurred within the 'Administrative' and 'Professional' categories. When the Peoplesoft HR system was updated with IPEDs codes this year, some of the positions were incorrectly counted as 'Administrators' rather than 'Professionals'. Thus, the changes from 2003 to 2004 in percentage of minorities within the 'Admin' category and the decrease of minorities in the 'Prof' is, in fact, due to data conversions. In reality there was little change in the relative number of women and minorities in these categories.*

### Women

The percentage of women in staff positions increased slightly this year, although not in the higher level positions. One noteworthy change occurred in the 'Crafts' category. Although historically women have not been represented in this category, this year women comprise 2% of that group.

### Minorities

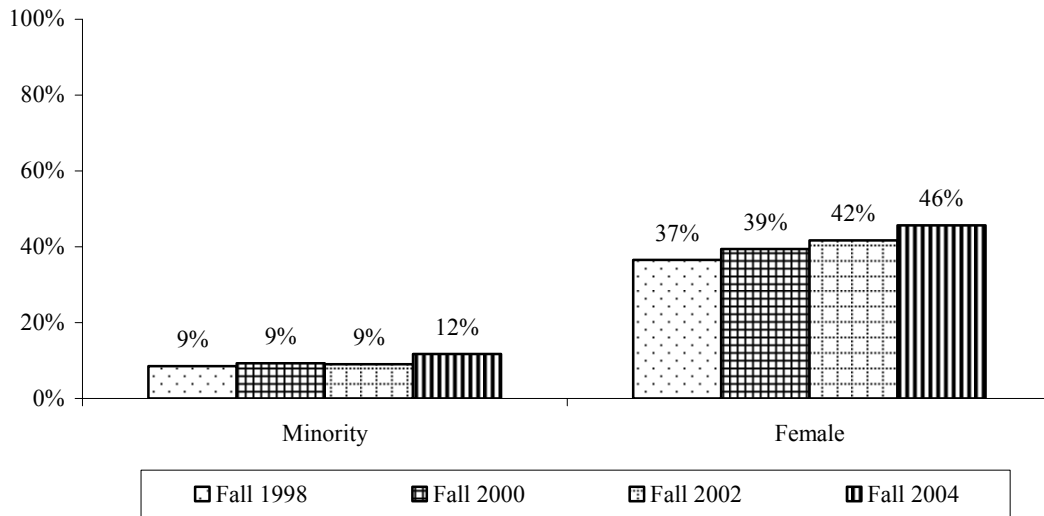
HSC continues to have high numbers of minorities in most staff categories. Unfortunately, the higher the level of the positions, the lower the percent of minorities. For example, there are still no minorities with the Officer category and only 5% minority representation in the Administrator category.

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

Category	Total	Female		Male		Total Minority		Ethnicity					
		#	Pct	#	Pct	#	Pct	African American	American Indian	Asian American	Latino	Inter-national	
<b>Regular Instructional Faculty</b>													
<b>TOTAL</b>	1,626	743	45.7%	883	54.3%	191	11.7%	15	11	117	48	117	
<i>Tenured/Tenure Track</i>	1,087	402	37.0%	685	63.0%	118	10.9%	10	6	75	27	79	
Full Professors	335	64	19.1%	271	80.9%	19	5.7%	2	1	9	7	11	
Associate Professors	323	127	39.3%	196	60.7%	32	9.9%	3	1	17	11	13	
Assistant Professor	429	211	49.2%	218	50.8%	67	15.6%	5	4	49	9	55	
Instructor/Sr. Instructor	0	0	0.0%	0	0.0%	0	0.0%	0	0	0	0	0	
<i>Non-Tenure-Track</i>	539	341	63.3%	198	36.7%	73	13.5%	5	5	42	21	38	
Full Professors	3	0	0.0%	3	100.0%	0	0.0%	0	0	0	0	0	
Associate Professors	22	11	50.0%	11	50.0%	3	13.6%	0	0	2	1	0	
Assistant Professor	18	13	72.2%	5	27.8%	3	16.7%	0	0	2	1	1	
Sr./Instructor	485	311	64.1%	174	35.9%	66	13.6%	5	4	38	19	37	
Clinical Professor	2	0	0.0%	2	100.0%	0	0.0%	0	0	0	0	0	
Clinical Assoc. Professor	2	0	0.0%	2	100.0%	0	0.0%	0	0	0	0	0	
Clinical Asst. Professor	3	2	66.7%	1	33.3%	0	0.0%	0	0	0	0	0	
Clinical Sr/Instructor	4	4	100.0%	0	0.0%	1	25.0%	0	1	0	0	0	
<b>Administrators</b>	82	21	25.6%	61	74.4%	3	3.7%	1	0	1	1	2	
Dept. Chair	35	5	14.3%	30	85.7%	1	2.9%	1	0	0	0	0	
Asst/Assoc/Dean/Chanc	47	16	34.0%	31	66.0%	2	4.3%	0	0	1	1	2	
<b>Tenured</b>	300	60	20.0%	240	80.0%	17	5.7%	2	0	9	6	2	
Full Professors	233	40	17.2%	193	82.8%	12	5.2%	2	0	5	5	7	
Associate Professors	64	20	31.3%	44	68.8%	5	7.8%	0	0	4	1	4	
Assistant Professors	3	0	0.0%	3	100.0%	0	0.0%	0	0	0	0	0	
<b>Other Faculty</b>													
<b>Total</b>	1,594	1,164	73.0%	430	27.0%	251	15.7%	19	22	138	72	107	
Research Faculty/Assts.	1,594	1,164	73.0%	430	27.0%	251	15.7%	19	22	138	72	107	

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

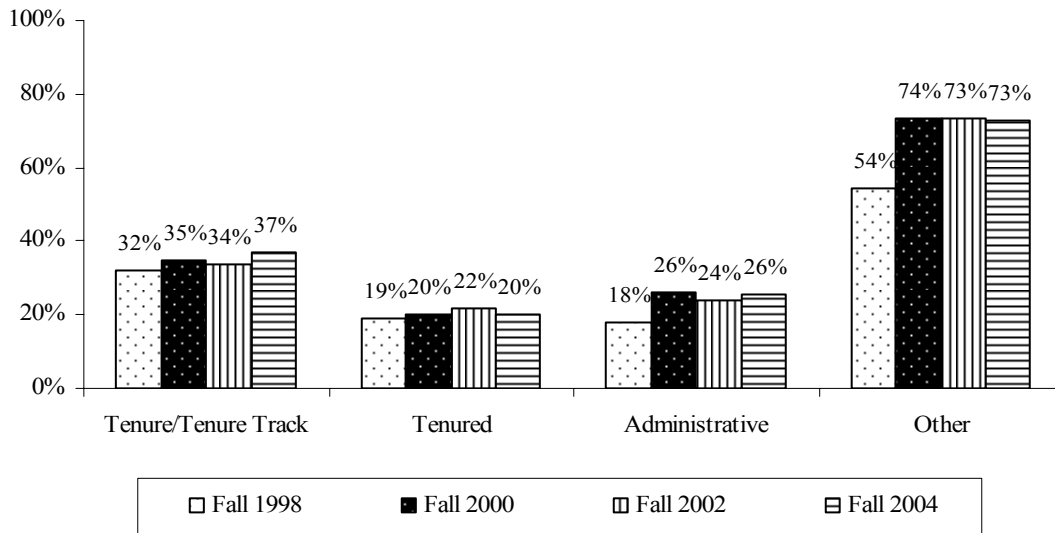
**Minority and Female Faculty  
as a Percent of all Regular Faculty**



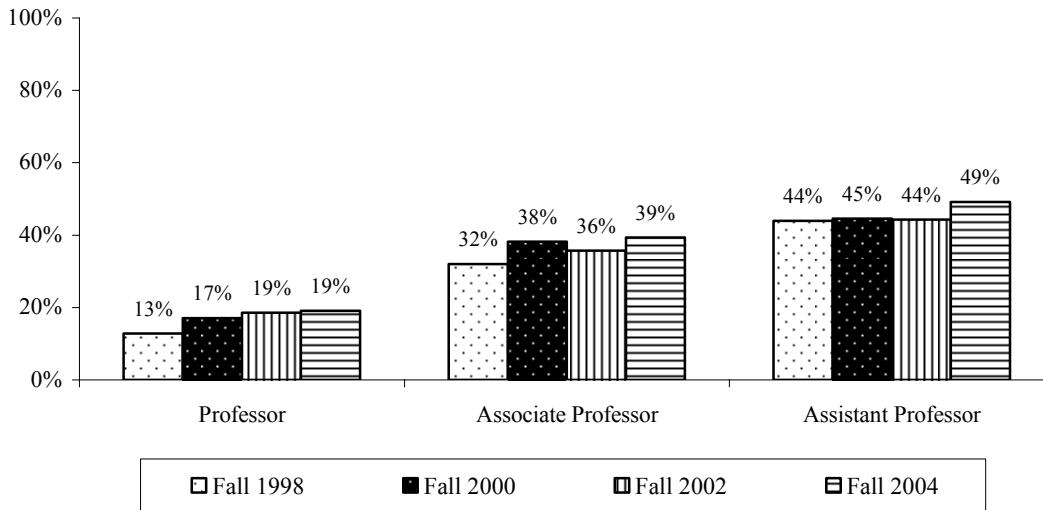


**University of Colorado at Denver and Health Sciences Center  
Health Sciences Programs  
Faculty Diversity Profile**

**Percent of Total Faculty  
Who are Female**

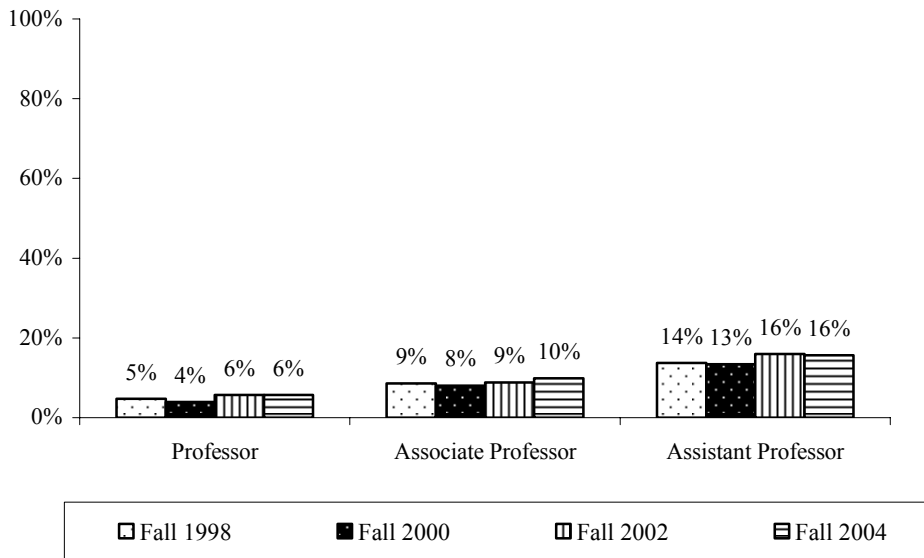


**Female Tenure/Tenure Track Faculty  
as a Percent of Total Tenure/Tenure Track Faculty**

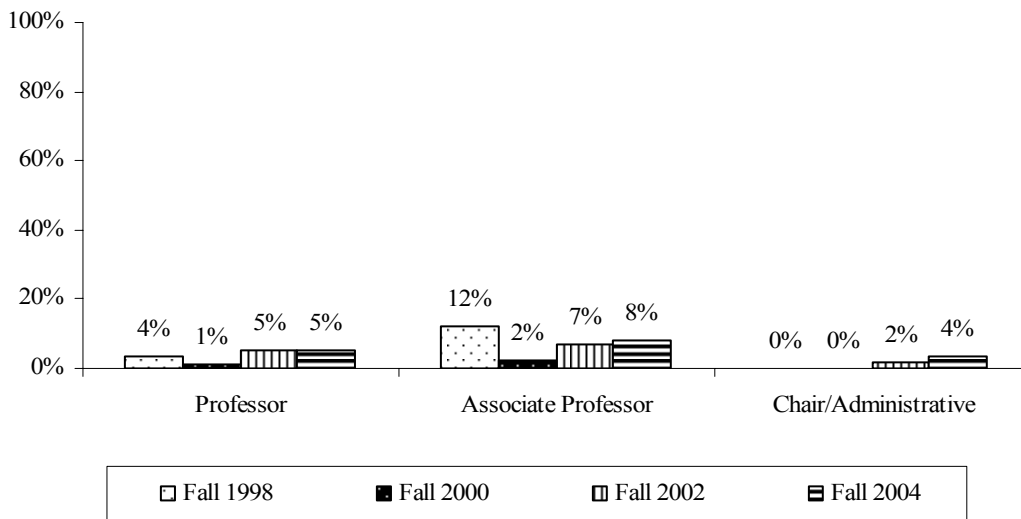


**University of Colorado at Denver and Health Sciences Center  
Health Sciences Programs  
Faculty Diversity Profile**

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

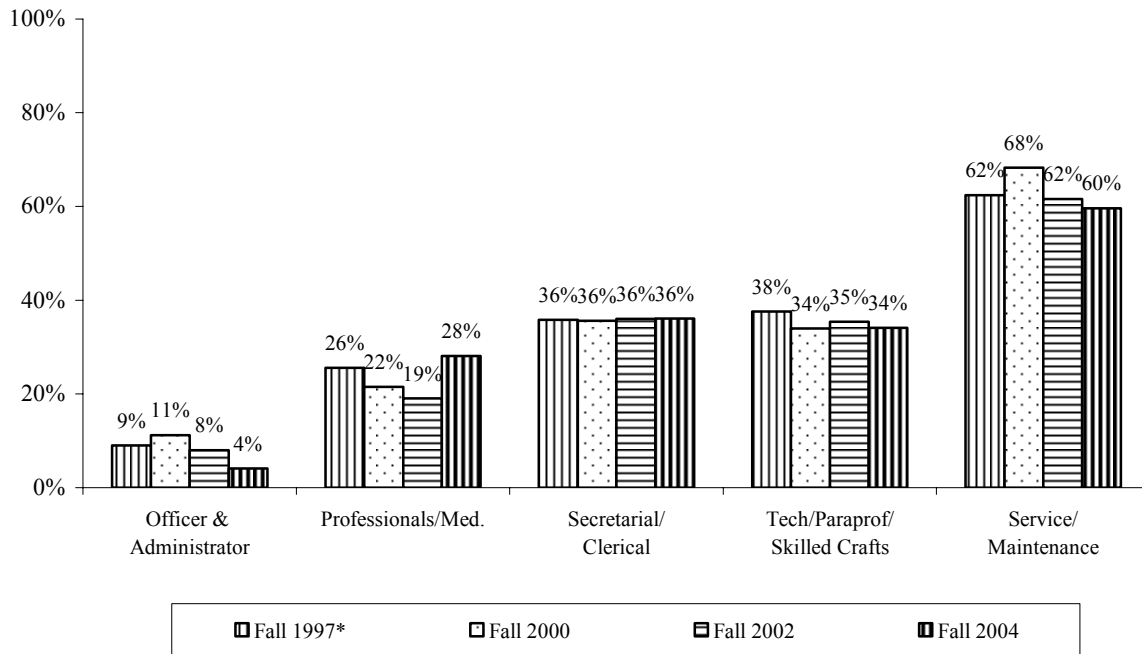


**Minority Tenured Faculty  
as a Percent of Total Tenured Faculty**



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

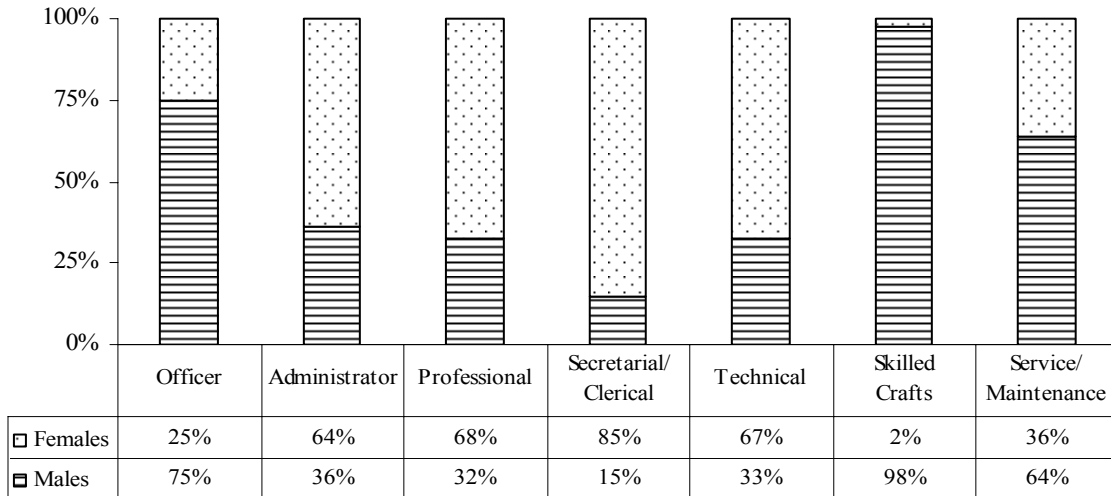
**Percent Minority by Occupational Category**



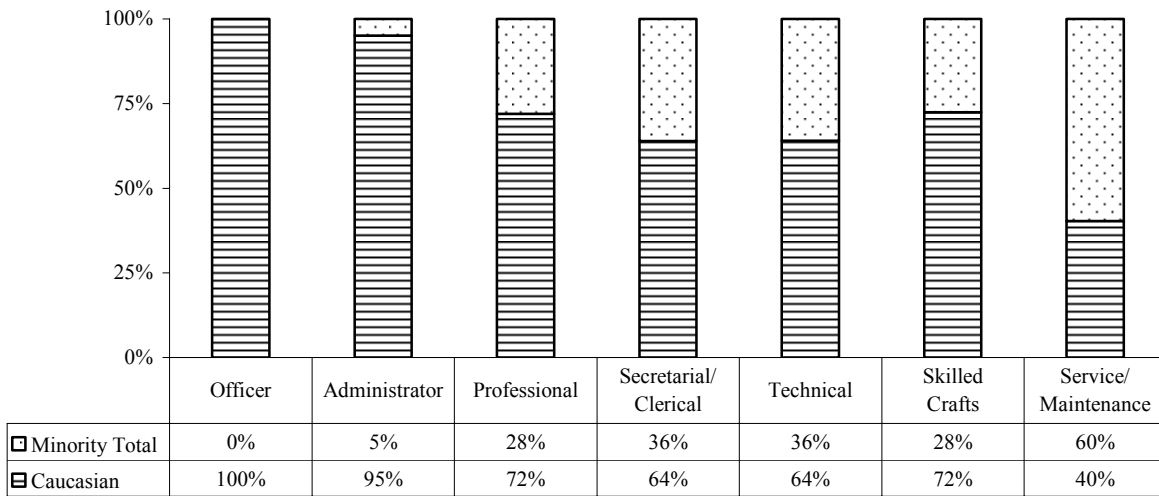
(\* ) Due to job class changes, comparable data are not available for 1998

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

**Occupational Categories by Gender, 2004-05**



**Occupational Categories by Ethnicity, 2004-05**



Minority Breakdown	Officer	Administrator	Professional	Secretarial/ Clerical	Technical	Skilled Crafts	Service/ Maintenance
African American	0.0%	0.0%	13.0%	15.6%	16.7%	11.5%	32.5%
Asian American	0.0%	1.6%	2.3%	2.4%	3.3%	1.1%	1.8%
Latino	0.0%	3.3%	11.5%	16.6%	15.0%	14.9%	24.6%
American Indian	0.0%	0.0%	1.3%	1.5%	1.0%	0.0%	0.9%



UNIVERSITY OF COLORADO SYSTEM

*Boulder • Colorado Springs • Denver and Health Sciences Center*

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*Office of the Vice President for Academic Affairs and Research*

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## **University of Colorado 2005 Diversity Report**

### ***System Administration***

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

March 2005

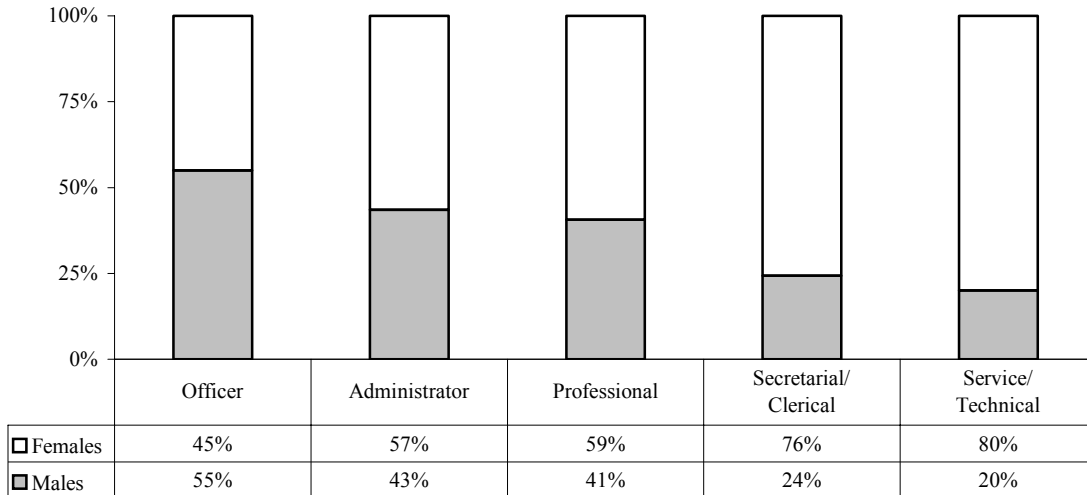
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System Office of Information & Analysis  
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Phone: (303) 492-8232 Email: [chris.griffinwehr@cu.edu](mailto:chris.griffinwehr@cu.edu)  
Web: [http://www.cu.edu/system\\_info/](http://www.cu.edu/system_info/)

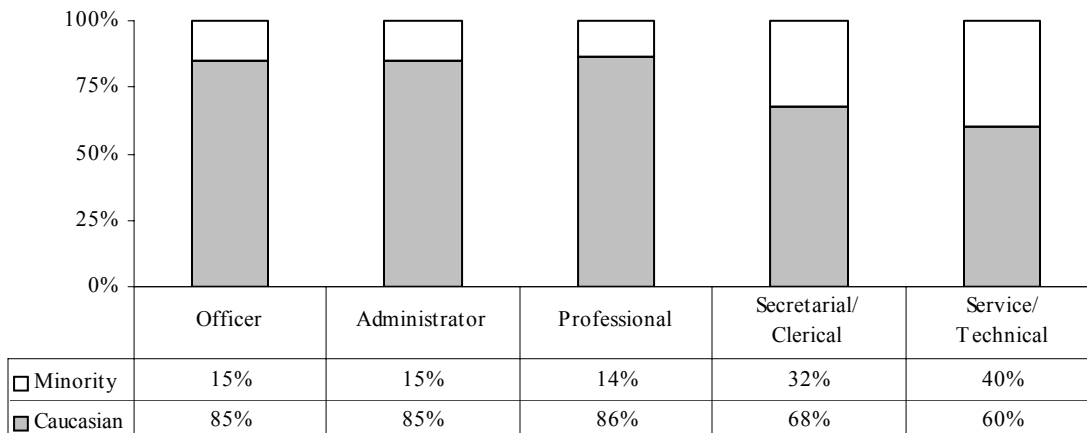
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**University of Colorado System Administration  
Fall 2004**

**Occupational Categories by Gender**

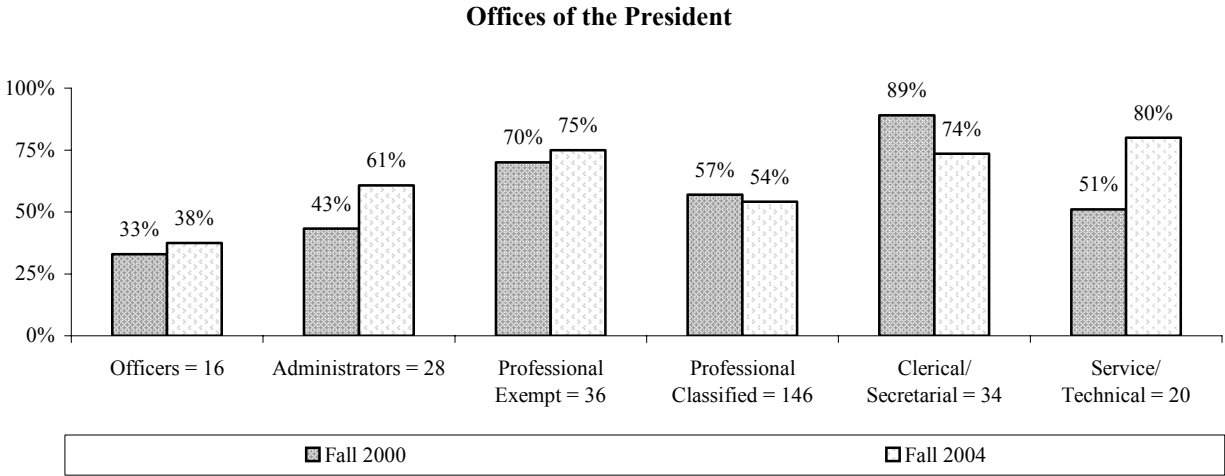
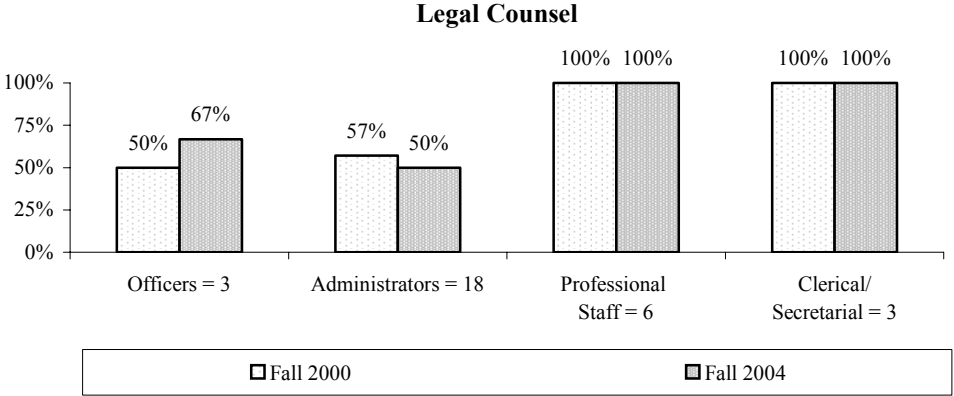
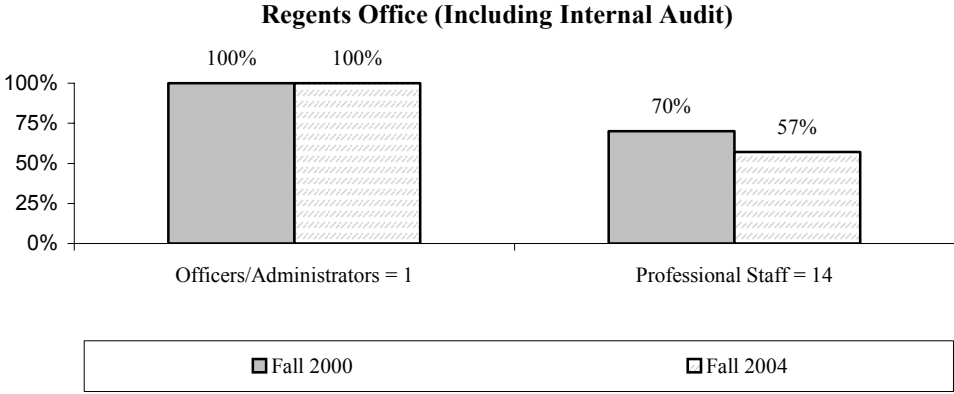


**Occupational Categories by Ethnicity**



Minority Breakdown	Officer	Administrator	Professional	Secretarial/ Clerical	Service/ Technical
African American	5.0%	0.0%	1.5%	13.5%	15.0%
Asian American	0.0%	2.2%	2.5%	0.0%	15.0%
Latino	10.0%	8.7%	8.4%	13.5%	10.0%
American Indian	0.0%	4.3%	1.5%	5.4%	0.0%

**University of Colorado System Administration  
Percent Females by Occupational Category  
Five-Year Change**



**University of Colorado System Administration  
Percent Ethnic Minorities by Occupational Category  
Five-Year Change**

