



University of Colorado System

Boulder • Colorado Springs • Denver and Health Sciences Center

Office of the Vice President for Academic Affairs and Research

914 Broadway
51 SYS
Boulder, Colorado 80309-0051
(303) 492-8911, Fax: (303) 492-0330

MEMORANDUM

TO: Board of Regents

FROM: Carmen Braun Williams, Assistant Vice President for Diversity

DATE: April 3, 2006

SUBJECT: Annual Diversity Report for CU Campuses and System

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 campus diversity officers provide highlights of their accomplishments and progress toward meeting their diversity goals (see attached campus narratives), while the campus institutional research officers are instrumental in accurately providing the large amount of data illustrated in the enclosed charts and tables. In addition, 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 fall 2005, President Hank Brown requested that data on admissions and financial aid be added to the annual diversity report. These data, summarized in this executive report, were included in the campuses' reports to the Blue Ribbon Commission on Diversity and are posted on the CU system diversity website.

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., 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

The campuses have undertaken several initiatives this past year to enhance diversity. On the Boulder campus, in response to a series of racist incidents in spring and fall 2005, discussions involving university and community members resulted in implementation of cultural competency training and other initiatives to build a more inclusive campus climate. At UCCS, an office for academic diversity was created. This office has primary responsibility for promoting faculty and staff diversity and for monitoring the campus climate for diversity. Also at UCCS, "Freedom's Song: 100 Years of African American Struggle and Triumph," a national curriculum project, was launched. Under the leadership of the Dean of the College of Education, this project will make available to K-12 classrooms across the United States lesson plans and DVDs for teaching African American history.

At UCDHSC, the School of Education and Human Development started a new initiative, the Mentoring Institute for Latino Leaders, designed to increase the numbers of Latino educators in leadership positions in school districts. Also at UCDHSC, a Title V grant was submitted in partnership with the Community College of Denver to create a Transfer Success Center, which, if successful, would increase student diversity. The Office of Diversity at the UCDHSC health sciences center campus received a grant to start a new

Undergraduate Pre-Health Program. This program is designed to boost diversity by providing academic preparation to under-represented students interested in health careers.

Undergraduate Students

Admissions. Out of a total of 6,245 applications from resident undergraduate students meeting the index score for the Boulder campus, 18% were minority. Ninety six percent of these minority students were admitted to CU-Boulder and 45% matriculated. At UCDHSC, 35% of the 1,365 resident undergraduate applicants meeting the index score were minority, 99% of whom were admitted, and 49% of whom matriculated. At UCCS, 2,052 students at or above the index score applied in fall 2005; 20% were minority. Eighty-four percent of minority applicants were admitted to UCCS, and 45% of these admitted students matriculated.

Financial Aid. Non-loan financial aid (from both federal and non-federal sources) for degree-seeking resident undergraduate students at the Boulder campus totaled \$29.2 million. Minority students received 32% of this grant aid. At UCCS, \$11.1 million in federal and non-federal grant aid was provided to degree-seeking resident undergraduates. Minority students received 25% of this grant aid. In 2005, UCDHSC-DDC awarded almost \$13 million in undergraduate non-loan financial aid. Awards to minorities were at 58%. Over the last 5 years, the average non-loan aid award for minority students was twice as much as the award for white students at the DDC.

Recruitment and retention. The system-wide Pre-Collegiate Development Program (PCDP) serves as a successful pipeline to the campuses for under-represented minority and first generation students. Over 2,000 students have graduated from this program in the past two decades, over 90% of whom have qualified for admission to CU. A recent gift of \$1 million providing scholarships to CU Pre-Collegiate Development Program students matriculating to one of the campuses is expected to assist the University's efforts to increase student diversity by supporting more PCDP students who demonstrate financial need.

In addition to the PCDP, several other recruitment and retention programs on the campuses actively engage in outreach to prospective under-represented students and offer support services after they are enrolled. For example, on the Boulder campus, the Upward Bound program is a long-standing, successful pipeline program for student recruitment. Once students matriculate to the Boulder campus, retention programs, such as the CU-LEAD Alliance, provide critical academic and social supports. At UCDHSC, additional student recruitment programs include the CU-Denver Scholars Program, the Colorado Rural Health Scholars Program, the CU-Succeed Silver and Gold programs, and the Child Health Associate/Physician Assistant Program (CHAPA). Educational Opportunity Programs, among other retention programs at UCDHSC, provide support services after students enroll. Similarly, UCCS offers more than ten pipeline programs to students throughout the southern Colorado region. These include Smart Girl, a program designed to improve the self-esteem of young girls, and the Science and Math Olympiads. The Office of Student Multicultural Affairs and the Office of Academic Diversity assist the UCCS campus in retention efforts.

Undergraduate enrollments. Generally, undergraduate minority enrollments as a percentage of total undergraduate enrollments have been relatively flat over the past several years. At Boulder, minority undergraduate enrollment in 2005-2006 is 14.7% of the undergraduate student body, an increase over the previous five years' average of 13.5%. African American undergraduate student enrollment, which saw a decline from 1999-2002, began to increase in 2003 and totaled 397 students in 2005. Despite this progress, African American undergraduate students account for only 1.6% of the total undergraduate student body. At UCCS, minority enrollments are 18.7% of the total, similar to the five year average. At UCDHSC, minorities comprise 26.1% of undergraduate enrollments. This percentage is consistent with the past five years, although the actual number of minority students has increased by 15% over the same time period. These data suggest that minority recruitment efforts at UCDHSC are producing results but not keeping pace with increases in overall undergraduate student enrollments.

Persistence rates. Persistence, or retention, 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 83% for white

students. At UCCS, minority freshmen persist at 60% compared to 63% for white students. At UCDHSC, the persistence of minority first-time students is 77% vs. 67% for non-minority students. The campuses have put significant efforts into retention and these efforts are clearly producing results.

Degrees awarded. 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 12.3%, similar to the last five years. At UCCS, it was 14.7%, down slightly from the five-year average (the actual number of degrees awarded to minority students increased steadily from 2000-2004, and then dipped in 2005). At UCDHSC, the proportion of undergraduate minority degree recipients was 22.6%, consistent with the five year average. As at UCCS, the actual number of minority students at UCDHSC receiving baccalaureate degrees has increased over the past five years.

Graduate Students and First Professional Students

Enrollments. Minority graduate student enrollment percentages generally have been consistent over the past five years at all campuses. At Boulder, minority graduate enrollment was 11% of total graduate enrollments, similar to the past five years. At UCCS, minority graduate enrollment was 224 (15.5% of the total graduate student enrollment), slightly above the five-year average of 14.4%. At UCDHSC, minority graduate student enrollment is 692, 12.5% of the total, which is consistent with the last five years.

First professional programs at UCDHSC reflect an overall minority enrollment of 21.6% (or 302 students, the majority of whom are Asian American). The minority proportion of students in these programs has been over 20% for the past five years.

Faculty

Proportion of minority and female faculty. At Boulder, 14% of regular instructional faculty are minorities, similar to the previous five years. At UCCS, 13% of regular faculty are minorities, also similar to previous years. At UCDHSC, 9% of regular faculty are minorities. At UCCS and UCDHSC, the proportion of faculty who are female has increased steadily over the past five years (currently 48% at UCCS and 45% at UCDHSC). Boulder's proportion of female regular instructional faculty, at 36%, has been fairly constant over a five year period.

Pipeline of minority faculty. The future diversity of tenured faculty depends largely on the pipeline, the movement of faculty from the assistant, to associate, to full professor ranks. Thus, increasing the number of assistant professors of color is key to future faculty racial diversity. At Boulder, the percentage of assistant professors who are minority is 22%; at UCCS, it is 19%; at UCDHSC, it is 12%. 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.

Pipeline of women faculty. The pipeline for women faculty is more robust, promising increases in the ranks of female associate and full professors in the future. At Boulder, it is 41%; at UCCS, it is 54%; and at UCDHSC, it is 47%.

Academic administrators. As is true for the faculty, considerably more gender diversity than ethnic diversity exists among the academic administration (i.e., chancellors, deans, department chairs, and directors). On the Boulder campus, 32% of academic administrators are women while 16% are persons of color; at UCCS, 43% of administrators are women and 12% are minority; and at UCDHSC, 29% are women and 6% are minority.

Staff

Officers. The proportion of minority officers is 14% at Boulder, 14% at UCCS, 8% at UCDHSC, and 13% at the system level. The number of officers is quite small, and 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 19% at Boulder, 36% at UCCS, 38% at UCDHSC, and 33% at the system level. The Emerging Leaders Program, a system-wide leadership development program for staff and faculty, should continue to contribute to expanding the diversity pipeline for university leadership.

Other Staff Positions. Several occupational categories remain very gender and ethnicity specific. Women dominate secretarial/clerical positions on all campuses and at the system. Men dominate the skilled crafts. The only staff occupational category in which minorities are well represented is service/maintenance.

Summary and Conclusions

The annual diversity report provides an opportunity to monitor progress toward achieving a more diverse university. As reflected in the data from the campuses, successes are evident in the area of minority undergraduate retention. Minority student recruitment, on the other hand, is an ongoing challenge. The pipeline for resident minority students is not robust; i.e., the number of minority students graduating from Colorado high schools who meet the campus's index levels is low. Stronger partnerships between the University and K-12 clearly would enlarge the pipeline. Efforts in the area of student recruitment also would be aided by collecting systematic data on the reasons many minority students who are admitted to the campuses fail to matriculate.

With regard to faculty, women continue to outpace minorities. Efforts to increase the numbers of minority faculty would be aided by establishing postdoctoral programs and other initiatives to develop the pipeline. Also, systematic collection of exit interview data across the campuses to pinpoint the reasons faculty of color leave CU would be very useful.

Overall, the diversity of the staff has not changed much. Generally, women have fared better than minorities. What is striking is the continued overrepresentation of women and minorities in secretarial and maintenance positions, respectively. More professional development opportunities for staff clearly are needed.



UNIVERSITY OF COLORADO SYSTEM

Boulder • Colorado Springs • Denver and Health Sciences Center

Office of the Vice President for Academic Affairs and Research

University of Colorado 2006 Diversity Report

Boulder Campus

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

March 2006

The University of Colorado at Boulder has made a multi-level institutional commitment to diversity. This commitment is articulated in the campus diversity plan, *A Blueprint for Action*, which has been in place for the past six years and which has served as the basis for implementation of diversity initiatives and programs on the campus.

This plan has three primary goals: (1) to build and maintain an inclusive campus environment; (2) to recruit, support, retain, and graduate a diverse student population; and (3) to maintain and enhance diversity in employment of staff, faculty, and administrators. Accountability and responsibility for implementing the diversity plan and for achieving diversity success are shared throughout the campus from the Chancellor and other administrators to faculty, staff, students, and governance groups. The Office of Diversity and Equity, established in 1998, provides the dedicated leadership and integration to the campus diversity efforts.

Performance and progress towards the goals of the diversity plan are measured annually against the plan's stated performance metrics. In addition, more comprehensive reviews are done during periodic assessments of schools, colleges, departments, and research institutes, and of student affairs and administrative units.

In preparation for the Blue Ribbon Commission review in January 2006, we analyzed the campus progress towards its diversity goals, utilizing the framework and metrics established by *A Blueprint for Action*. This analysis can be found in the full report which is posted at <http://www.colorado.edu/cu-diversity/BR/0CampusDivPlan.pdf>. The report is structured along the goals of the diversity plan, presented in tabular form, and presents information on activities, actions, and progress as measured by articulated performance metrics. Supporting data are shown in the tables and plots at <http://www.colorado.edu/pba/div/dplanstat/goal40tab.htm>. The website for the Blue Ribbon commission's visit to the Boulder campus is at <http://www.colorado.edu/cu-diversity/BlueRibbon.html>. All materials for commission members are available at this website.

Students

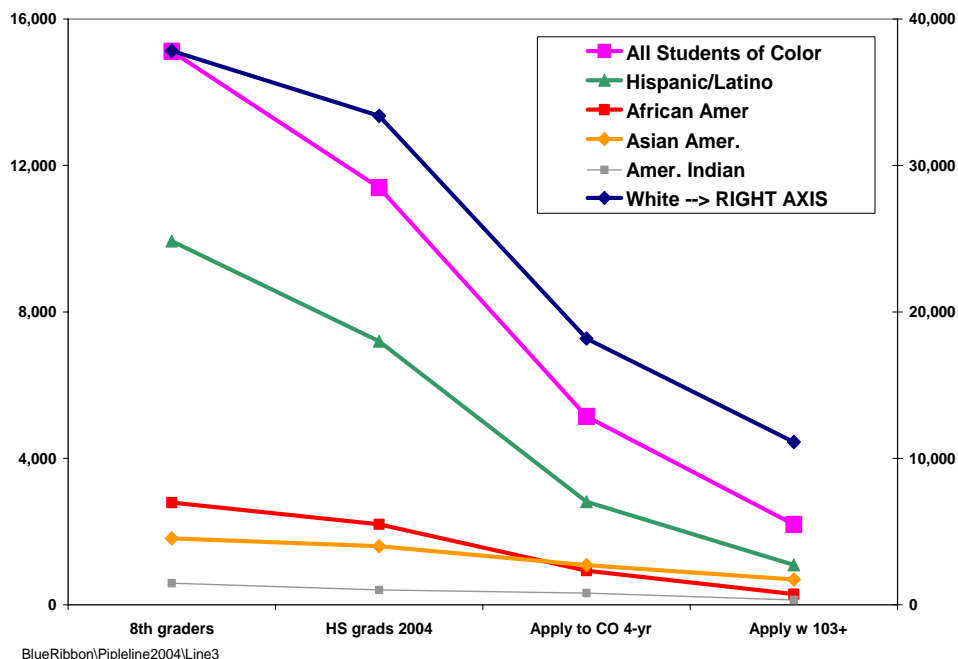
In determining which student programs to analyze for the Blue Ribbon review, we selected those whose *primary* objective is the recruitment, retention, and graduation of undergraduate students, with special focus on students of color and first-generation college students. These programs include all twelve programs of the LEAD Alliance, the Center for Multicultural Affairs, and the Pre-Collegiate Development Program. We also highlighted several other programs, some aimed at upper division and graduate level education. These include the NSF Alliance for Graduate Education and the Professoriate (AGEP) Peaks Grant, the Women in Engineering Program, Student Outreach and Retention Center for Equity (SORCE), Student Academic Services Center, the Indian Law Clinic, and the BUENO Center for Multicultural Education.

It is important to understand that none of these programs act in isolation, and none *solely* serve students of color. They draw upon the rich infrastructure of service and academic programs that are the core of the university. In order to highlight the many resources that are available to students, faculty, and staff, the Office of Diversity and Equity has created a website that organizes useful resources and provides easy access to information (<http://www.colorado.edu/cu-diversity/resources.html>). More than 90 such resources are listed and range from information on child care to services from the police department to financial aid opportunities to diversity programs. The richness of the university infrastructure that is reflected in this website provides the underlying building blocks that are used in creating a diverse environment on campus.

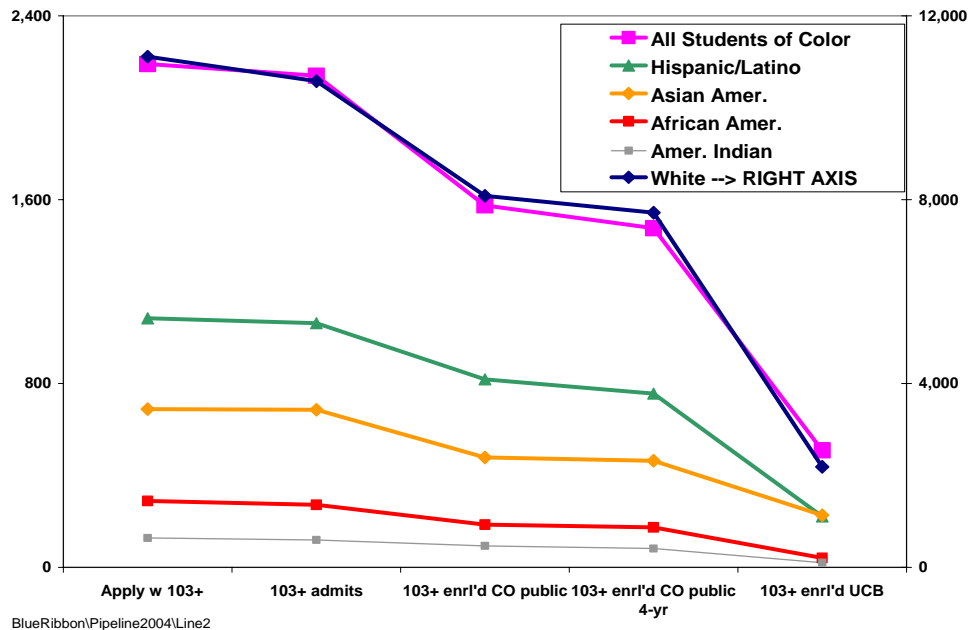
Data Highlights

- The availability of Colorado high school graduates of color who are college bound is limited, and their academic preparation is, on average, lower than that of other high school graduates. This poses a particular recruitment challenge for CU-Boulder, with “selective admission standards” specified by statute (CRS 23-20-101) and the highest CCHE freshman admission index (103) of all public comprehensive colleges and universities in Colorado. Active support and action from constituent communities across the state will be necessary as part of any effort to enhance the numbers of high school graduates of color who are college bound with strong academic preparation. See Display 1 below.
- Students who participate in the Pre-Collegiate Development Program have high school graduation rates of 100% over the last three years.
- For fall 2004, CU-Boulder made freshman admission offers to 1,031 Colorado applicants of color with CCHE freshman indices of 103 or above. The 1,031 represent almost half (48%) of the 2,139 Colorado freshman admits of color with indices of 103 or above statewide. Of these CU-Boulder admits, 509 or 49% enrolled here. This is the same matriculation percentage as for majority Colorado admits. However, it may be possible to encourage more Colorado students of color to apply to and enroll at CU-Boulder. See Display 2 below.
- Once enrolled at CU-Boulder, 60% of freshmen of color are retained and graduate within six years, compared to 67% of majority students. The graduation rate for freshmen of color has increased by 10 percentage points over the last 10 years, while that for majority students has been stable.
- The CU-LEAD Alliance – an integrated group of academic diversity programs – bolsters retention and graduation rates of students of color.
- The 2001 campus survey of climate indicates that 85% of students, regardless of race or ethnicity, are satisfied with the CU-Boulder experience.
- General fund investments in diversity programs are supplemented by substantial additional resources from federal grants and private donations.

Display 1. Number of students at points of the educational pipeline, by race/ethnicity, from eighth grade to applying to a Colorado four-year public college or university with a CCHE admission index of 103 or higher.



Display 2. Number of students at points of the educational pipeline, by race/ethnicity, from application to a Colorado four-year public college or university with a CCHE admissions index of 103 or higher, to enrolling at CU-Boulder (with an index of 103+).



Information from the diversity plan measures, updated each year, and the plotted time series show steady long-term increases in bachelor's degrees to Colorado students of color, increases in enrollment of new Colorado undergraduate students of color, and six-year graduate rates of Colorado freshmen of color.

Minimal progress has been made on graduate-level degrees to students of color, in enrollment of new graduate-level students of color, in the percentage of Colorado high school graduates of color enrolling as new freshmen, and in one-year retention of Colorado freshmen of color.

Six-year graduation rates

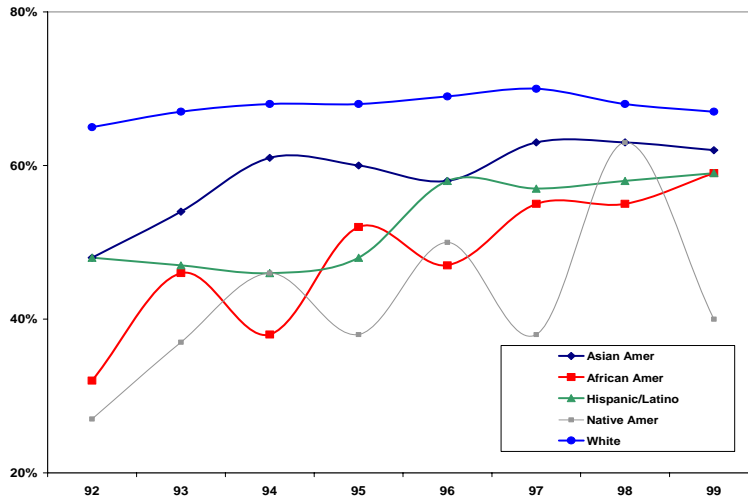
The latest graduation statistics indicate that campus efforts to support a diverse student body are paying off. The overall graduation rate for undergraduate students of color hit an all-time high of 60% in the most recent two classes to have completed six years (the entering classes of 1998 and 1999). In-state residents of color fared even better at 65%, moving very close 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.

CU-Boulder leads all public comprehensive colleges and universities in Colorado in six-year graduation rates for students of color (60%) and for majority students. Graduation rates for all students of color have improved significantly over the last eight years, as shown below and also in Display 3:

- African American students: improved from 32% to 59%
- Hispanic/Latin students: improved from 48% to 59%
- Asian/Pacific Islander students: improved from 48% to 62%
- White students: remained stable between 65 and 70%; 67% for the most recently graduating cohort.

In addition, the graduation rate of our freshmen of color is slightly above the rate expected given our majority graduation rate and test scores, based on the pattern seen at 34 AAU public research universities nationwide. At these universities, Hispanic/Latino average 11-12 percentage points lower than majority rates, African American average 15 points lower, Asian American average 2 points lower, and American Indian average 17 points lower.

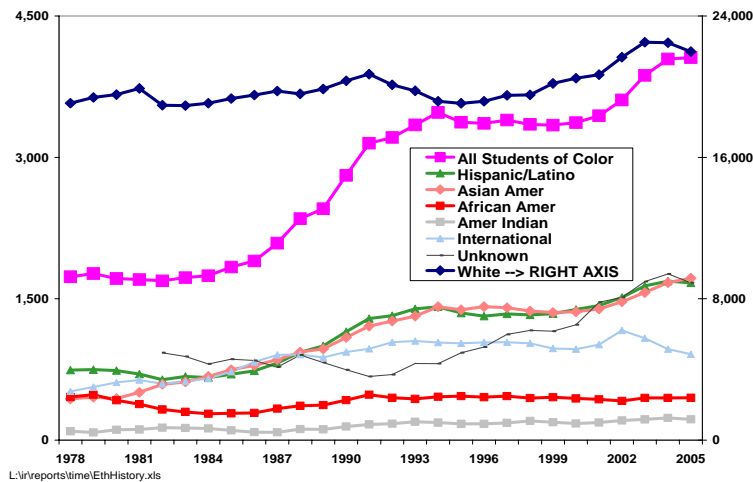
Display 3. University of Colorado at Boulder – Six-year graduation rates of full-time freshmen entering summer/fall only, by ethnicity/citizenship group, shown by entry year.



Enrollment over time

Enrollment of students of color increased dramatically from 1978 to 1994, remained at the 1994 level until 2000, and then dramatically increased again between 2000 and 2004. The current enrollment of 4,059 students of color is at an all-time high, has more than doubled since the late 1980s, and has increased by 20% since 2000. See Display 4 below.

Display 4. Enrollment over time of all CU-Boulder students, by race/ethnicity.



New and ongoing initiatives/programs

Student access and opportunity 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 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 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 79 in 2005. Enrollment for graduate students of color overall hit an all-time high in fall 2004, increasing by 14% from fall 2002 (442 students to 502 students), and is still high in fall 2005 at 487. In addition, diverse students have represented over 20% of the School of Law's entering class each of the last two years.

In order to increase the available pool, CU-Boulder has significant efforts in the Pre-collegiate Development Program working with approximately 800 students and their families each year. The high school graduation rate for students participating in the Pre-collegiate program has been 100% over the last three years with 96% matriculated in a post-secondary institution. This program is one of several that work with K-12 students and teachers.

CU-Boulder leads state public comprehensive four-year colleges and universities on first-year retention rates for undergraduate freshmen students of color. The retention rate for CU-Boulder majority students entering in 2004 is 83%; for students of color, 82%. Isolation and financial issues are the primary stated reasons for failing to return. The vast majority of students of color who do not return are in good academic standing.

Academic and co-curricular support programs are key to successful recruitment, retention, and graduation rates. Each school and college offers a variety of programs that support all students, including students from under-represented populations. In addition, support for diversity is a central component of all 38 student affairs departments focusing on student development, building community, enhancing diversity, organizational and professional development, and excellent services.

The following programs are intersections between Academic Affairs and Student Affairs. These programs have a high participation rate from a diverse student population, but the program participation is not limited to students of color.

- **PRE-COLLEGIATE DEVELOPMENT PROGRAM:** PCDDP motivates and prepares first generation and underrepresented students in pursuit of their higher education goals. It is structured to ensure that students are academically prepared to enroll and be successful at the University of Colorado or any postsecondary institution of the students' choice.
 - Summer participants included:
 - 349 Middle School Participants: 216 females (62%), 133 males (38%)
 - 95% of the middle school participants are first generation students, 65% are from family units headed by a single parent, 51% are the eldest in their families
 - 4% are African American (N=15), 62% are Hispanic/Latino (N=234), 4% are Asians (N=14), 1% are Native American/American Indian (N=5), 10% are bi-racial (N=34) and 19% are other (N=67)
 - 364 high school participants: 216 females (59%), 148 males (41%)

- 10% African American (N=38), 52% Latino/Hispanic (N=188), 12% Asian (N=42), 2% American Indian (N=6), 6% bi-racial (N=23), 18% Other (N=67)
- *UPWARD BOUND*: The CU Upward Bound program provides high school students from targeted communities with the opportunity to experience a college atmosphere before graduating from high school. Thirty-three males and 59 females participated in the summer 2005 program. Of these participants, two students were White and 90 were Native American.
- *LEAD ALLIANCE*: There are 12 LEAD (Leadership, Excellence, Achievement and Diversity) programs. These programs are open to all students and approximately 25% of undergraduate students of color participate in one of the LEAD Alliance programs. Two of the twelve programs have existed long enough to report 6-year graduation rates of 79%.
 - *MULTICULTURAL ENGINEERING PROGRAM SUMMER BRIDGE* - for admitted students
 - 26 students participated in the summer bridge program (18 males and 6 females), 4 African Americans, 15 Hispanic/Latino, 1 Native American, 6 Asian
 - *MINORITY ARTS AND SCIENCE PROGRAM SUMMER BRIDGE* - for admitted students
 - 19 participants (7 males, 12 females)
 - 10 Hispanic, 2 African American, 7 Asian,
 - *LEEDS DIVERSITY SCHOLARS*
 - There were 30 summer 2005 participants in LEEDS Diversity Scholars: 5 Black/African-American (3 males, 2 females), 7 Asian-American (2 males, 5 females), 10 Hispanic (3 males, 7 females), 8 white (4 males, 4 females), and 1 Native American female.
- *SUCCESS INSTITUTE*: A summer high school Success Institute of the Integrated Teaching and Learning Program sponsored by the College of Engineering is held each summer. There were a total of 79 participants in this summer program in 2005 (35 9th grade, 15 10th grade, 8 11th grade and 21 12th grade students).
 - There were 51 male and 28 female participants. The distribution by race/ethnicity and gender of the 79 participants are as follows: 21 white males and 4 white females, 9 Latino/Hispanic males and 3 Latina/Hispanic females, 1 Asian American male, 19 African American males, 13 African American females, 1 American Indian male, 7 males and 1 female in a category “Other” that includes multi-racial and did not disclose categories.
- *CENTER FOR MULTICULTURAL AFFAIRS (CMA)*: Approximately 50% of the students of color access services from the Center for Multicultural Affairs which provides ethnic-specific counseling services. Almost all of the students of color who participated in the last climate survey indicated that they had accessed services from CMA.

There are 35 targeted undergraduate recruitment and outreach programs for first-generation students and students of color which are planned and coordinated by the CU-Boulder admissions office. These 35 specialized recruitment programs are above and beyond the recruitment programs/strategies the admissions office conducts during the normal 15-18 month recruitment cycle. Underrepresented students are included in all regular recruitment communications and programming. Underrepresented students receive a large amount of additional programming and communication through these targeted recruitment programs.

Campus climate

In the most recent student climate survey (2001), 85% of all students indicate that they are satisfied or very satisfied with their experience at UCB. There was no significant difference between the responses of students of color and the majority population. Almost all students (of all racial/ethnic backgrounds) indicated that interacting with students like themselves had a positive impact on their life at the university.

Derogatory remarks made by faculty about various ethnic group members are rare. Unfortunately, such remarks from students are less rare. One in five undergraduates report "often" or "constantly" hearing other students make disparaging comments targeted at the gay community or hearing negative remarks targeted at people with strong religious beliefs. Far fewer graduate students report hearing such remarks from their fellow students.

Of those responding to the 2001 climate survey, White, Native-American, Hispanic and Asian students report generally similar perceptions of the CU-Boulder campus climate. While overall satisfaction among African-American students who responded was high and they generally feel accepted, welcome and supported on campus, their ratings are somewhat lower than those of other ethnic groups.

African American students also perceive less favorable conditions in the larger Boulder community, when compared to other ethnic groups. They report lower levels of comfort in several community settings, most notably "hanging out on the Hill" and looking for a place to rent in Boulder. Further, they rate the Boulder community lowest in valuing diversity – below that of students, faculty, staff and administration.

The campus has developed the following initiatives aimed at improving campus climate for students.

The University of Colorado at Boulder is striving to develop a welcoming and supportive climate on and around our campus in which people are free to hold, share, and express differing ideas and opinions. We know that a community of respect is critical to a rich and vital learning environment.

BUILDING COMMUNITY CAMPAIGN

The Building Community Campaign is committed to developing a campus environment that welcomes and respects all people of diverse perspectives, races, ethnic backgrounds, ages, genders, religions, sexual orientations, abilities, economic status, family situations, national origins, and other individual differences.

To enact this commitment, the Building Community Campaign has developed the following mission: To foster an environment that is welcoming, enriching, and inclusive of all members of the University of Colorado at Boulder. To accomplish this mission, the Building Community Campaign has sponsored or supported, and will continue to sponsor initiatives that lead to respect and success in individual and collective endeavors of an academic, personal, interpersonal, or professional nature. These are wide ranging initiatives aimed at increasing awareness, fostering dialogue, and responding to current needs.

- **Increasing awareness:**

- At convocation, incoming classes pledge their commitment to a more inclusive campus environment with the following statement.
 - *We come together to proclaim our commitment to a diverse, respectful, and caring community.*
 - *We dedicate ourselves to creating a welcoming and safe environment where all people may pursue scholarly ambitions, personal growth, and active citizenry.*
 - *It is in the sum of unique individuals that we find our strength, creativity and inspiration to promote change and progress.*
- Environmental Scanning presentations have helped people see how their surrounds send messages about what they do and don't value.

- The *CU Experience* began in fall 1999 as a pilot program called *University 101* in Farrand Hall. It is designed to help incoming students develop skills to help them adjust to campus life. It is now expanding under its new name, and is discussed further below.
- **Fostering dialogue:**
 - The *Interactive Theatre Project* sets the stage for great conversations all across campus on topics ranging from alcohol to date rape to diversity.
 - *Chancellor's Advisory Committee on Minority Affairs* focuses on community issues at its annual summit.
 - *Community Speak-Outs* have helped build bridges and community between campus and surrounding Boulder community.
 - *CU Dialogue Network* – the Dialogue Network is a group of CU Faculty, Staff, and a growing number of students with prior experience and expertise in the area of dialogue and/or working with difficult conversations.
- **Responding and recognizing**
 - The *Bias Motivated Incident Response Team* was developed to make sure that hateful acts don't go unnoticed. Team members meet with groups and individuals who are targeted and come up with constructive resolutions and appropriate responses.
 - *Community Builder Awards* are awarded each semester to people who make it a priority to make CU-Boulder a better place to live, work and learn.

POLICY ON HARASSMENT/DISCRIMINATION FOR PROTECTED CLASSES

The University of Colorado at Boulder has further defined its policies and programs to more clearly articulate that it will not tolerate acts of discrimination and harassment, or related retaliation against or by any employee or student on the basis of race, color, national origin, sex, age, disability, creed, religion, or sexual orientation.

The policy and program is intended to provide a definition of discrimination and harassment and related retaliation, to prohibit discrimination and harassment and related retaliation, and to set out procedures to follow when a member of the University of Colorado at Boulder community believes a violation of the Policy has occurred. Proposed programmatic activities include training, central reporting of violations, investigations, fact finding investigation, and disciplinary actions for violations of the policy. The proposed programmatic activities also include record keeping with statistical records of reports, annual review of the programs, and annual report to the Chancellor.

The policy was approved in Spring 2005. Two investigators were hired in Summer 2005 and the policy was initiated August 15, 2005.

HARASSMENT RESPONSE CARD

Students have raised concerns about not knowing what to do if they observe or experience an act of harassment. A business-size information card will be developed that will provide information which defines the campus policy on harassment as well as how to respond and report such incidents. The new Office of Discrimination/Harassment has begun publicizing and disseminating information about use of the Harassment Response Card.

CHANCELLOR'S ADVISORY COMMITTEE ON MINORITY AFFAIRS (CACMA)

CACMA is dedicated to enhancing the University's climate for diversity, multiculturalism and social justice. The committee assesses the campus environment and advises the Chancellor.

This committee will be asked to provide oversight to the initiatives that are being implemented to address the campus climate. The intent is to assess the success of the strategies and to recommend improvements to close gaps. The committee will also be asked to conduct a review involving outside resource persons of the campus culture, including benchmarks, programs, and policies.

CACMA is also a resource for all University departments and individuals seeking to improve CU-Boulder's climate for diversity. The committee is made up of campus staff, students and faculty.

BYSTANDER TRAINING

For the 2005 academic year, the campus is developing training modules on by-stander training. By-stander training encourages students to intercede when another person may be acting or planning to act in such a way that might be harmful to his or her own or another's health, safety, and welfare. A coalition of individuals and groups including members of the Sexual Assault/Sexual Harassment Working Group, the Diversity Education Team, Residence Life Coordinators, and the Freshman Council have been actively involved in the development of this training.

TRAINING AND EDUCATION

In addition to training and education strategies described in relation to undergraduate coursework, by-stander training, and harassment policy training, discussions are in progress to further strengthen and expand current ongoing training opportunities and requirements for faculty and staff. This training would involve issues of understanding and supporting differences in the university community that would include race, ethnicity, gender, ability, sexual orientation and other dimensions of diversity.

UNIVERSITY 101 COURSE

A formal course structure colloquially referred to as 'University 101' or, more formally, 'The CU Experience' is proposed for implementation for all CU students with the goal of making it mandatory for incoming first year and transfer students over a three year ramp-up period.

This course, supervised by academic faculty and implemented using faculty, staff and peer counselors, would specifically focus on several areas of college life most critical to success in the collegiate environment for incoming students: (a) expectations of CU students (roles, responsibilities, support services, codes of conduct, etc), (b) education on issues of diversity, cultural competency, and social justice (c) personal decision-making techniques, appreciation of consequences of decisions, (d) academic skills such as time management, study strategies, effective utilization of help resources, (e) alcohol and drug education, (f) conflict resolution, anger management, with special emphasis on culturally diverse situations, (g) personal and group behavior in a civil, collegiate atmosphere, (h) intimate connections between 'student life' and 'academic life' issues. In fall 2005, Michael Grant, Professor and Associate Vice Chancellor for Undergraduate Education convened a faculty committee to investigate the feasibility of such a course. A pilot in three residence halls is planned for fall 2006.

ORIENTATION

Beginning in Sept. 2004, the Office of Orientation began planning for including diversity training in the student development portion of New Student Orientation. Working through the National Orientation Director's Association, a new internship program was developed in collaboration with the Department of Housing and Dining Services and the Associate Vice Chancellor for Diversity and Equity. The primary responsibility of the

summer 2005 intern was to develop and deliver diversity oriented programming to the incoming population of freshmen and transfer students. This orientation was accomplished in summer 2005.

The Office of Orientation has a development and training team who assisted the intern in creating appropriate programming. The team also worked in collaboration with other Student Affairs offices to create bridges between this initial student development programming and ongoing efforts on the campus.

All incoming students for fall 2005 in Arts & Sciences, Business, Environmental Design, and pre-Journalism participated in this student development programming during their orientation session.

COLORADO CREED

The Colorado Creed is a social behavior statement of standards which CU students, faculty and staff uphold and embrace. The values of the Creed include personal responsibilities, respect, civility and acceptance. Student leaders from a breadth of areas around campus were involved in the development.

- In Fall-Spring 2004-2005, presentations were made to student leaders, organizations and administration, community and alumni.
- Fund raising, marketing and a public relations campaigns were designed in spring 2005.
- Inaugural installation of the Creed plaque and flagstones in Norlin Quad occurred in April 2005.
- Summer 2005 Orientation included education of incoming students.

HOUSING AND DINING SERVICES - CLIMATE ASSESSMENT AND TRAINING PROGRAM

The Department of Housing and Dining Services is comprised of a very diverse staff, of which the majority are in front line housekeeping and dining services positions. During the past year a task force, in consultation with social justice experts, have developed a plan to assess the work and living and learning climate particularly related to the impacts of privilege, power, and oppression on staff and students. The department is identifying the funding for implementation of this plan with the climate assessment as the highest priority and subsequent training for all staff in supervisory positions as the next phase.

A climate assessment of work force was conducted by summer 2005. Training of supervisory staff occurred in spring and summer 2005. In fall 2005, an on-going social justice training and orientation for new supervisors and staff was developed and implemented.

RESIDENCE LIFE – FIRST YEAR STUDENT EDUCATION AND COMMUNITY AGREEMENT

Department of Housing and Dining Services, more specifically the Office of Residence Life, developed and implemented in August 2005 a proposal to augment new student welcome activities as well as to modify the community alcohol agreement to include social justice, sexual misconduct and personal responsibility.

CUNITY CAMPAIGN

The purpose of the CUnity Campaign is to promote community and campus unity in support of all individuals and groups on campus, particularly those who are marginalized and under attack. The intent is to provide mutual support and respond to threats to the campus community, such as racism, homophobia, sexual assault, abusive behavior, etc. The CUnity Campaign will be a part of the Building Community initiative and have a CUnity symbol in the form of pins, ribbons, stickers, etc. CUnity Campaign is an initiative co-sponsored with student-athletes, the Shoulder2Shoulder group, and Building Community Campaign.

RESTRUCTURE ALCOHOL EDU

Implemented in August 2005, the presentation and educational focus of the Alcohol EDU program - related to the meaning of being a CU student - was broadened to include expectations on academic performance, diversity, and building community, as well as the use of alcohol. Student Affairs' staff, student government representatives, and faculty representatives were involved in the development of this educational program.

CITY OF BOULDER CLIMATE

CU-Boulder is working with the City Manager's Office, permanent residents, and business leaders to address the climate in Boulder for people of color. Collaboration between City-University Liaison, Off-Campus Student Services, campus governance groups, and groups of color are on-going.

- Community United Against Hate: Boulder Human Relations Commission
 - Short-term recommendations:
 - Establish an anti-hate telephone hotline for victims and witnesses of hate-motivated incidents to 1) provide support, advocacy and referral for appropriate follow-through for victims and witnesses, 2) creating documentation of the types of incidents that occur, and 3) working on policy changes that may be indicated by the incidents that are reported.
 - Implementation of Hate Crime Policies for a Safe Community (strengthening of Boulder's current hate crime policy)
 - Longer term recommendations:
 - Legal Advocacy Fund,
 - Continuation of Communities United Against Hate to deal specifically with two topics: institutional racism and community dialogues on race.

STUDENT PORTAL

CU-Boulder plans to utilize direct electronic communication strategies to reach current and newly-admitted students, to promote messages about diversity and expectations of being a CU student.

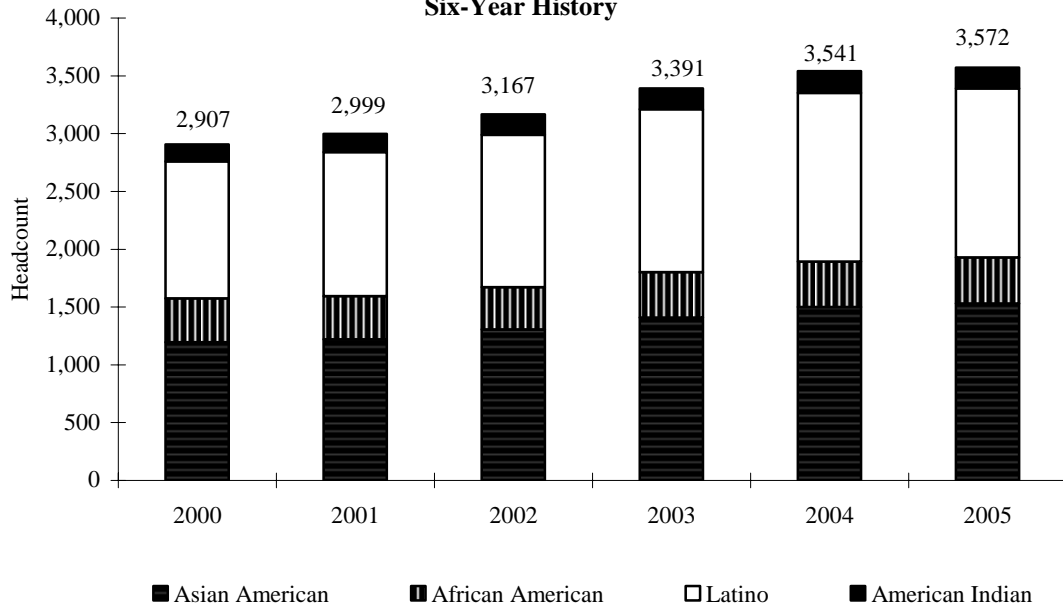
STUDENT EDUCATION AND RESPONSIBILITY CAMPAIGN

Implemented fall 2005, the purpose of this program is to increase student understanding regarding their role and responsibility in creating a supportive, respectful and caring community through education programs and bystander awareness. Students were educated about the Personal Responsibility Contract, which defines respect for others and responsibilities to the community, during new student orientation in summer and fall 2005.

HOUSING AND DINING SERVICES - CLIMATE ASSESSMENT AND TRAINING PROGRAM

The Department of Housing and Dining Services is comprised of a very diverse staff, of which the majority are in front line housekeeping and dining services positions. During the past year a task force, in consultation with social justice experts have developed a plan to assess the work and living/learning climate particularly related to the impacts of privilege, power, and oppression on staff and students. The department is identifying the funding for implementation of this plan with the climate assessment as the highest priority and subsequent training for all staff in supervisory positions as the next phase.

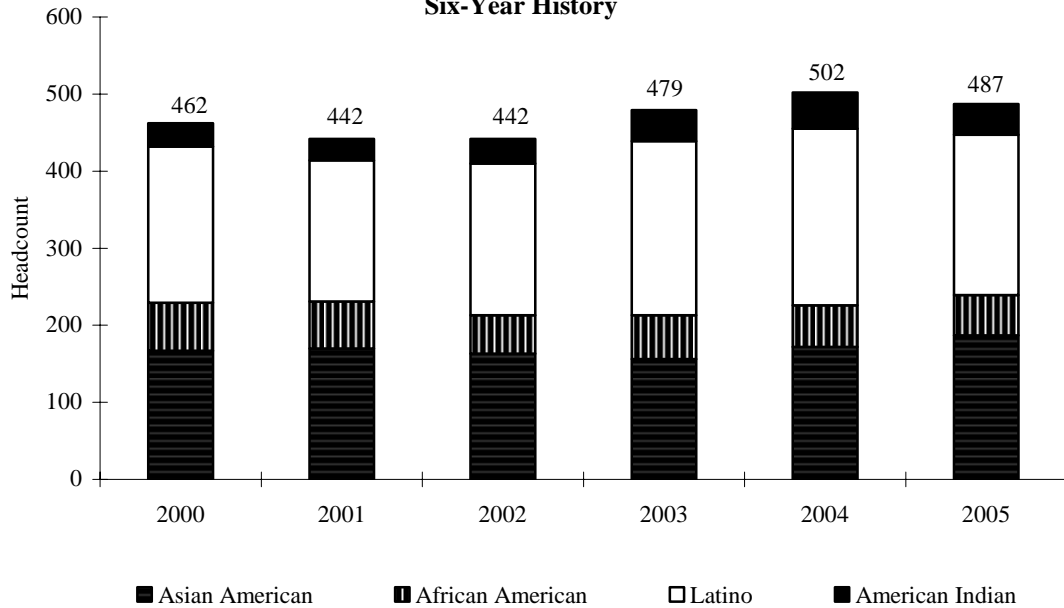
**University of Colorado at Boulder
Undergraduate Fall Headcount Enrollment by Ethnicity*
Six-Year History**



	2000	2001	2002	2003	2004	2005
Minority Enrollment as a % of Total Undergraduate Enrollment	13.4%	13.5%	13.5%	13.8%	14.3%	14.7%
Asian American	1,195	1,222	1,306	1,410	1,500	1,532
African American	381	372	366	391	394	397
Latino	1,184	1,246	1,318	1,410	1,458	1,461
American Indian	147	159	177	180	189	182
Minority Total	2,907	2,999	3,167	3,391	3,541	3,572
White/Unknown	18,458	18,928	19,951	20,817	20,851	20,321
International	318	297	336	332	318	330
Total Undergraduate (Headcount) Enrollment	21,683	22,224	23,454	24,540	24,710	24,223

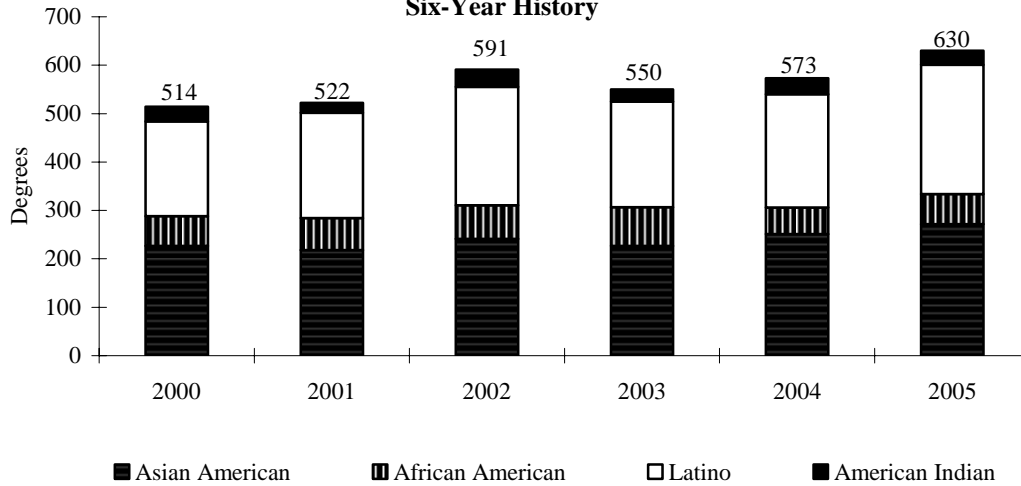
(*) Census figures, Boulder degree seeking non-reciprocal students only

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



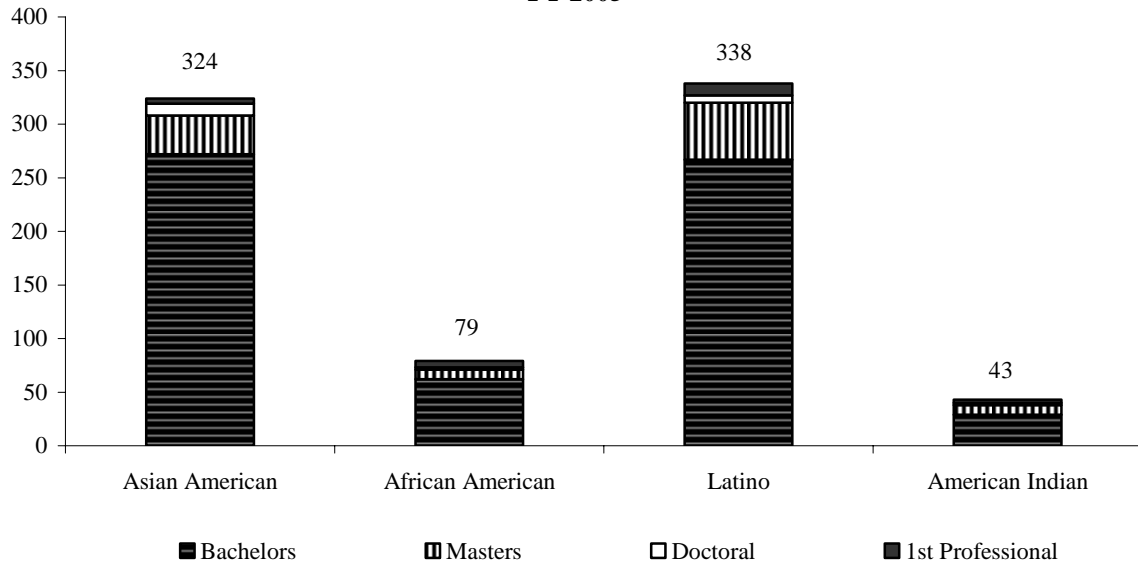
	2000	2001	2002	2003	2004	2005
Minority Enrollment as a % of Total Graduate Enrollment	10.6%	10.1%	9.8%	10.4%	11.0%	11.1%
Asian American	167	170	163	156	172	187
African American	62	61	50	57	54	52
Latino	203	183	197	226	229	208
American Indian	30	28	32	40	47	40
Minority Total	462	442	442	479	502	487
White/Unknown	3,242	3,214	3,229	3,383	3,398	3,332
International	648	717	829	749	648	582
Total Graduate (Headcount) Enrollment	4,352	4,373	4,500	4,611	4,548	4,401

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



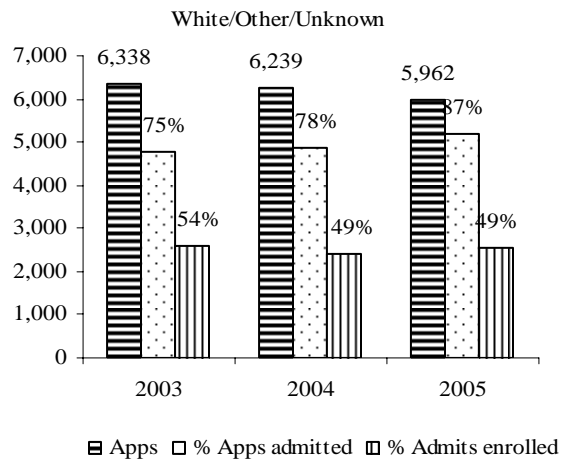
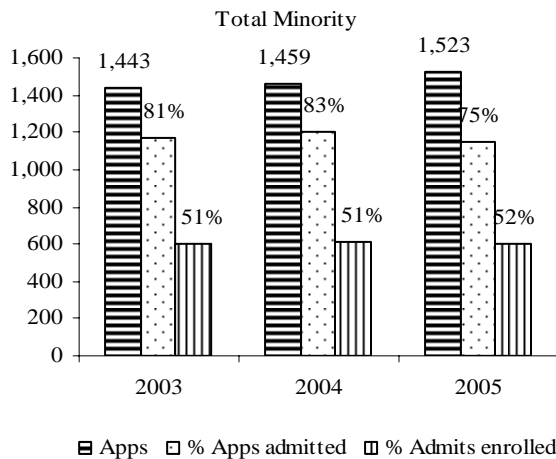
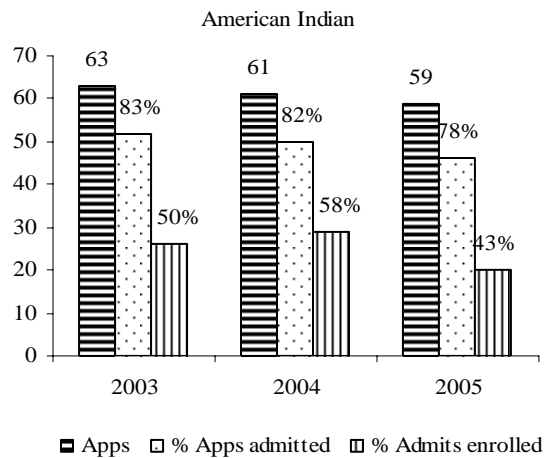
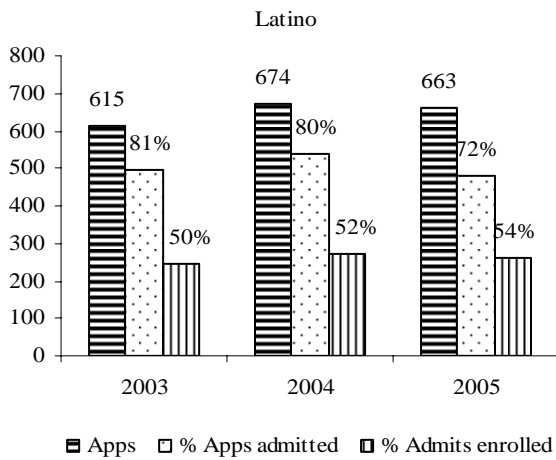
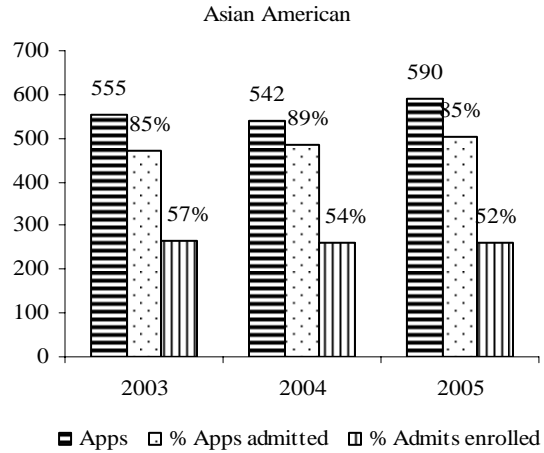
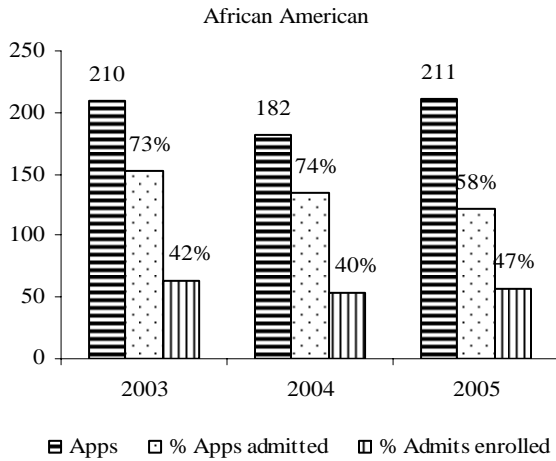
	2000	2001	2002	2003	2004	2005
Minority Degrees Awarded as a % of Total Baccalaureate Degrees Awarded	11.7%	12.3%	13.4%	11.8%	11.9%	12.3%
Asian American	227	218	241	227	251	272
African American	61	66	70	80	55	62
Latino	196	218	244	218	234	267
American Indian	30	20	36	25	33	29
Minority Total	514	522	591	550	573	630
White/Unknown	3,822	3,634	3,758	4,043	4,169	4,423
International	74	83	51	74	57	71
Total Baccalaureate Degrees Awarded	4,410	4,239	4,400	4,667	4,799	5,124

**University of Colorado at Boulder
All Degrees Awarded by Ethnicity
FY 2005**



	Bachelors	Masters	Doctoral	First Professional	Total
Asian American	272	36	11	5	324
African American	62	9	2	6	79
Latino	267	53	7	11	338
American Indian	29	9	2	3	43
Minority Total	630	107	22	25	784
White/Unknown	4,423	817	175	140	5,555
International	71	182	70	0	323
Total	5,124	1,106	267	165	6,662

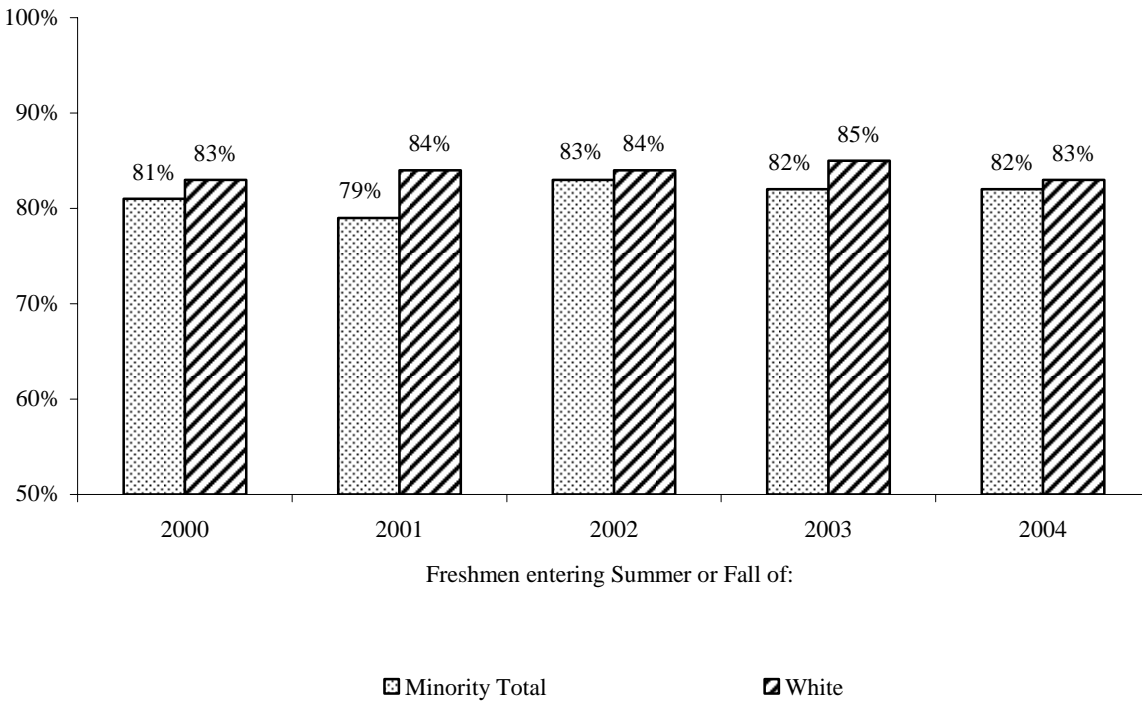
University of Colorado at Boulder
Resident Freshman Applications, Acceptances, and Enrollments
By Ethnicity, 2003, 2004, 2005



**University of Colorado at Boulder
Freshman Retention Rates by Ethnicity**

	First-Time Freshmen entering Summer/Fall of:					Percent enrolled in subsequent Fall of First-Time Freshmen entering:				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
Asian American	297	291	357	338	333	84%	82%	84%	83%	87%
African American	85	74	97	89	70	76%	77%	85%	89%	81%
Latino	272	310	323	325	339	79%	78%	81%	80%	76%
American Indian	29	37	52	37	42	72%	76%	79%	78%	81%
Minority Total	683	712	829	789	784	81%	79%	83%	82%	82%
White	4,132	3,901	4,295	4,465	4,032	83%	84%	84%	85%	83%
Other/Unknown	208	328	217	233	268	79%	82%	78%	78%	84%
International	24	24	36	31	43	71%	88%	83%	81%	81%
All	5,047	4,965	5,377	5,518	5,127	82%	83%	84%	84%	83%

Freshman Retention Rates



Faculty

Campus efforts in recruiting and retaining a diverse faculty continue to be a high priority. Seventy faculty participated in New Faculty Orientation this past year. Fifty percent of the attendees were female. 23% of the attendees were faculty of color (9% Hispanic, 1% African American and 13% Asian/Pacific Islander).

Seventy-nine participants participated in the Office of Faculty Affairs' Department Chairs Training program in 2004-2005. Fifteen percent (N=12) were faculty of color and 34 percent (N=27) were female faculty. Four department chair workshops, including a new chair reception were held in 2005.

Data Highlights

There has been a steady long-term increase in tenured and tenure-track faculty of color, female tenured and tenure-track faculty, administrators of color, and classified staff of color in selected job classes.

- Sixteen 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 160 in 2005.
- The number tenure/tenure track faculty of color increased from 144 in 2004 to 160 in 2005, and the total number of faculty of color increased from 163 in 2004 to 185 in 2005.
- 41% of assistant professors and 56% of instructors and senior instructors were women in fall 2005.
- The percentage of women among tenure/tenure track faculty is now 30% and has remained fairly constant at or above 28% over the last four years, with a 22% increase in the number of female faculty since 1994.

New and ongoing initiatives/programs

The campus has 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. All faculty search committees must make personal contacts with professional associations, departments, organizations and individuals who might be able to recommend a potentially diverse pool of candidates. Faculty search committees need to personally contact individuals who represent diverse under-represented populations and encourage them to apply.

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 which successfully eliminated an observed gap in female salaries.

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.

Training of individual faculty units on discrimination and harassment was developed and will begin in spring 2006.

Within the Faculty Teaching Excellence program, faculty development activities included: FTEP (Faculty Teaching Excellence Programs) Consultation Services, "60 Minute" Talk on Teaching, Developing a Teaching Portfolio, Lectures and Interaction for Learning, Teaching by Leading a Discussion, Setting course learning goals and assessing how well they are met, Teaching in a Nutshell (4 workshops), and Well Argued? Well Written! A Writing Workshops (4 workshops), Summer Institute 2005. Fifty percent of the 129 participants were women. Seventeen percent of the participants were faculty of color.

Exit interviews are not always conducted when faculty choose to leave their employment at the University of Colorado. Several issues complicate the ability to conduct exit interviews. The Office of Faculty Affairs and the Office of Diversity and Equity are not always informed in a timely manner that a faculty member from a diverse population is resigning his/her position. Frequently, faculty members take a "leave of absence" for a year before resigning their position. In these events, faculty are not physically on campus at the time of their resignation and thus, exit interviews cannot be done. Conversation is occurring with the Office of Faculty Affairs to try to determine whether there can be some mechanism for providing faculty with an opportunity for an exit interview. Currently, faculty do receive an email correspondence from the Office of Faculty Affairs inviting them to an exit interview or the opportunity to comment in writing. Very few faculty avail themselves of the opportunity for an exit interview.

Climate

All academic units updated their diversity plans, initially developed in 2000. All units were instructed to develop goals, action plans, and outcome measures for aspects of climate related to students, staff and faculty. The Chancellor's Committee on Minority Affairs evaluated the academic unit diversity plans. Requests have been made to the Boulder Faculty Assembly Minority Affairs Committee (BFA MAC) (Business, Education, Music, Law, Journalism, Engineering) and to the Arts & Sciences Diversity Committee to evaluate diversity plans from their respective units.

Spring 2005 was the first administration of a climate survey for faculty. Fifty-five percent of the faculty responded to questions about climate, career advisement, mentoring, and their intention to stay at the University of Colorado, Boulder. Significant differences were found between the responses of both women and faculty of color as compared to males and faculty who did not identify as faculty of color. A summary of the results of the survey are shown below. The provost's memo on results and a brief description of methods are posted at http://www.colorado.edu/pba/surveys/special/faculty_climate.htm. The Office of Diversity and Equity is working with academic departments on follow-ups.

Results of the Faculty Climate Survey

Differences between female and male faculty. Women and men viewed the climate or atmosphere in their units significantly differently from one another, as shown in Display 5. The men were more likely to say, "I find the atmosphere or climate to be supportive," "People in this department enjoy working together," and "I fit in with other faculty in this department." The women, on the other hand, more often stated: "I feel left out of things here," and "I find it difficult to work here because of its poor climate."

Differences, although marginally significant, were found in women's intentions to stay. Men indicated "I intend to keep working here for at least the next three years," "I would be happy to spend the rest of my career in this department," and "It would take a lot to get me to leave the department," whereas women were more likely to report "If I could leave this department right now, I would."

Display 5: Differences between Female and Male and Minority and Majority Faculty at CU-Boulder on their Views of the Atmospheres in their Departments and their Wishes to Remain on Campus

	Campus (515)	Gender		Ethnicity ^a	
		Female (152)	Male (345)	Minority (64)	Majority (378)
Climate	.63	.57**	.66**	.58*	.65*
Evenhandedness of Evaluation	.54	.53	.55	.54	.55
Career Advisement	.46	.43	.40	.42	.41
Acknowledgement of Expertise	.54	.52#	.56#	.50*	.56*
Intention to Stay	.59	.56#	.62#	.47**	.64**

Note: # $p < .10$, * $p < .05$, ** $p < .01$.

^a Minority consisted of American Indian (3), Asian American (32), Black/African American (10), Hispanic/Latino American (19).

Differences between minority and majority faculty. As shown in Table 1, minority faculty were more likely than the majority to report that the atmosphere in their units was problematic: “I feel left out of things here,” and “I find it difficult to work here because of the poor climate.”

One aspect of the climate—the acknowledgement of expertise, accomplishment, and progress—was of particular interest. Caucasians more often reported that a colleague/administrator “provided encouragement or recognition,” “inquired about the status of your research/creative work,” and “talked to you about something you have written/created.” In contrast, minority faculty identified these types of exchanges as occurring much less frequently.

Lastly, the groups’ intentions to stay differed significantly. In contrast to the minority faculty, Caucasians were more eager to stay indicating: “It would take a lot to get me to leave the department.”

Discussion of the Faculty Climate Results

For a university striving to retain female and minority faculty, these findings do not portend well. Minority faculty in particular were more likely to report, “If I could leave this department right now, I would.” On the other hand, the findings point to what might have caused these differences and, even more importantly, what could be done to overcome the problem. Acknowledgment of expertise, progress and accomplishment was highly correlated, when aggregated by department, with intention to stay ($r = .68$). Faculty ready to leave viewed the atmospheres in their units as more problematic and acknowledgement as less common. Rarely, they reported, did an administrator and/or colleague inquire about the status of your research/creative work, talk to you about something you have written/created, or ask for your opinion on your area of expertise. Yet, these collegial demonstrations of interest are fairly straightforward. They do not require extensive external resources. They can be encouraged, and with the support of chairs and deans working in consort with junior and senior faculty, they can be accomplished.

The following initiatives and responses illustrate some of the ways the faculty at CU-Boulder are working to improve campus climate.

- *Faculty Response to Racial Incidents:* At the request of the Chancellor, Provost, Deans and Department Chairs, faculty engaged their classes in either a moment of silence in reflection on the role each and every student might play in creating a welcoming environment for a diverse student body and ways of supporting students who were victimized. Faculty have also been engaged in developing faculty development activities in cultural competence.
- *Diversity Summit:* Deans, Chairs and faculty participate in aspects of the annual campus diversity summit.
- *Faculty Research Presentations:* Academic units have sponsored a variety of workshops with speakers on topics of diversity, including Sociology, Professor Eduardo Bonilla Silva. IMPART funds were used to sponsor a number of departmental and center workshops on topics of diversity.
- *School of Journalism:* Professors Bela Mody, Harry Reed, and Tom Mayer developed a TV series on issues of racism in the Boulder community. The school of Journalism received a grant from Knight Ridder to develop high school newspapers in inner city schools with large populations of students of color.
- *LEAP:* A federal grant awarded to Associate Dean Patricia Rankin to develop faculty professional development for women in science. The faculty development activities have been expanded to include faculty in academic areas other than the sciences and males as allies. A variety of topics in workshops and summer programs address climate issues. LEAP provided funds for the Interactive Theatre personnel and Professor Cecelia Pang to attend a workshop at the University of Michigan to incorporate faculty development in cultural competency through Interactive Theatre.
 - *LEAP Leadership Workshop Participants:* In 2005, 12 men and 24 women participated. The total number of participants in leadership workshops from 2002 to 2006 was 43 men and 90 women. The project has not collected information on racial/ethnic diversity of program participants.
- *Faculty Women Focus Groups:* A dozen faculty women focus groups were conducted in spring 2005. The results of these focus groups culminated in a report by the Chancellor's Committee on Women, May 2005 (<http://www.colorado.edu/cu-diversity/ccw/Finalreport.pdf>). A response from the Chancellor was made in fall 2005 (http://www.colorado.edu/cu-diversity/CCW_Narr&Resp9-05.doc, and http://www.colorado.edu/cu-diversity/CCW_Rec&Resp9-05.doc).

Staff

Staff in administrative units and student affairs are participating in discrimination and harassment training dealing with protected classes. In addition, directors in student affairs have completed several diversity training workshops. Each unit has been asked to develop goals and a strategic plan to improve diversity and equity.

The Office of Diversity and Equity constituted a committee to develop and recommend implementation of a Policy on Discrimination and Harassment for protected classes. The policy was approved in spring 2005. Personnel were hired in summer 2005 and the Office officially opened in August 2005. Training of staff was begun and completed in fall 2005.

Data highlights

- 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 93 in 2005. Female administrators represent 56% of all administrators.
- Females represent 58% of classified staff outside food service and custodial positions. Staff of color hold 15% of these positions.
- The percentage of people of color in skilled crafts increased from 18% in 1999 to 31% in 2005. Female representation in skilled crafts is still low at 7%.
- 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%.

New and ongoing initiatives/programs

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. Human Resources (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 conducted a series of town hall meetings in order to identify ways for improving the campus environment for women. A report was submitted in May 2005. The Chancellor responded in fall, 2005. Both reports are posted on the website of the Office of Diversity and Equity.

The Campus is working to help ensure that important campus information is made accessible to those for whom English is a second language. Utilizing funds from ODE's University System grant, five staff members and graduate students have been trained as translators/interpreters. These individuals will be available to translate documents such as campus policies and critical administrative e-memos, and interpret oral communications such as exit interviews and grievance complaints as the university needs.

The ODE is also working to bring staff of color together to discuss issues and develop solutions to improve the campus climate. Additionally the ODE has been instrumental in reviving two faculty/staff associations—the African-American Faculty/Staff Associations and the Hispanic/Latino/a Faculty/Staff Association.

Conclusion

The University of Colorado at Boulder strives to be a place where respect for diversity is expected. We believe that this respect is essential in creating a supportive climate in which students are able to reach their academic potential and where the entire campus can benefit from participation in a multicultural community. As CU-Boulder continues to implement the diversity initiatives set forth in diversity plans, both at the campus and at the unit levels, the university's quality of education will be increasingly enhanced and enriched. In carrying out diversity initiatives, CU-BOULDER shall continue to be mindful of Regental, Colorado, and Federal laws that prohibit discrimination based on race and ethnicity. We are dedicated to pursuing these initiatives in a manner that respects majority and minority rights.

**University of Colorado at Boulder
Faculty Diversity Profile, Fall 2005
All Schools and Colleges**

Regular Instructional Faculty	Total	Female		Male		Minority		Ethnicity-citizenship						
		#	Pct.	#	Pct.	#	Pct. of US	African American	American Indian	Asian American	Latino	Inter-national	Unknown	White
All	1,344	487	36%	857	64%	185	14%	24	6	99	56	44	35	1,080
Tenure/Tenure Track	1,021	306	30%	715	70%	160	16%	23	3	88	46	37	24	800
Full Professor	451	87	19%	364	81%	46	10%	6	2	26	12	4	2	399
Associate Professor	297	106	36%	191	64%	61	21%	12	0	30	19	6	3	227
Assistant Professor	273	113	41%	160	59%	53	22%	5	1	32	15	27	19	174
Non-Tenure track	323	181	56%	142	44%	25	8%	1	3	11	10	7	11	280
Instructor/Sr Instructor	323	181	56%	142	44%	25	8%	1	3	11	10	7	11	280

Tenured Faculty	Total	Female		Male		Minority		Ethnicity-citizenship						
		#	Pct.	#	Pct.	#	Pct. of US	African American	American Indian	Asian American	Latino	Inter-national	Unknown	White
All	774	209	27%	565	73%	112	15%	16	2	60	34	13	5	644
Full Professor	451	87	19%	364	81%	46	10%	6	2	26	12	4	2	399
Associate Professor	281	98	35%	183	65%	58	21%	10	0	29	19	6	1	216
Assistant Professor	42	24	57%	18	43%	8	21%	0	0	5	3	3	2	29

Administrative (academic)	Total	Female		Male		Minority		Ethnicity-citizenship						
		#	Pct.	#	Pct.	#	Pct. of US	African American	American Indian	Asian American	Latino	Inter-national	Unknown	White
All	94	29	31%	65	69%	13	14%	6	0	4	3	2	2	77
Asst/Assoc/Dean/Chanc	44	14	32%	30	68%	7	16%	4	0	2	1	1	1	35
Dept Chair/Directors	50	15	30%	35	70%	6	12%	2	0	2	2	1	1	42

Academic staff other than regular instructional faculty	Total	Female		Male		Minority		Ethnicity-citizenship						
		#	Pct.	#	Pct.	#	Pct. of US	African American	American Indian	Asian American	Latino	Inter-national	Unknown	White
All	1,513	585	39%	928	61%	163	12%	14	5	106	38	128	79	1,143
Administrative only	52	20	38%	32	62%	8	16%	4	0	3	1	3	1	40
Instructional	18	3	17%	15	83%	3	19%	1	0	2	0	2	0	13
Researchers	1,443	562	39%	881	61%	152	12%	9	5	101	37	123	78	1,090

PBA, IR@colorado.edu. I:\ir\facstaff\regdiv 05JAN06

Individuals with active/leave appts w 50%+ total time as of Oct 1 2005, w/o Arch/Planning

Minority total excludes white, unknown, international. % of US is total minority divided by all without international.

University of Colorado at Boulder
Faculty Diversity Profile, Gender by Ethnicity, Fall 2005
All Schools and Colleges

Regular Instructional Faculty	Total	Ethnicity-citizenship																				
		African American			American Indian			Asian American			Latino			International			Unknown			White		
		F	M	Pct. F	F	M	Pct. F	F	M	Pct. F	F	M	Pct. F	F	M	Pct. F	F	M	Pct. F	F	M	Pct. F
All	1,344	6	18	25%	3	3	50%	41	58	41%	24	32	43%	11	33	25%	9	26	26%	393	687	36%
Tenure/Tenure Track	1,021	6	17	26%	1	2	33%	33	55	38%	17	29	37%	7	30	19%	4	20	17%	238	562	30%
Full Professor	451	0	6	0%	0	2	0%	2	24	8%	0	12	0%	0	4	0%	0	2	0%	85	314	21%
Associate Professor	297	4	8	33%	0	0	-	14	16	47%	9	10	47%	1	5	17%	0	3	0%	78	149	34%
Assistant Professor	273	2	3	40%	1	0	100%	17	15	53%	8	7	53%	6	21	22%	4	15	21%	75	99	43%
Non-Tenure track	323	0	1	0%	2	1	67%	8	3	73%	7	3	70%	4	3	57%	5	6	45%	155	125	55%
Instructor/Sr Instructor	323	0	1	0%	2	1	67%	8	3	73%	7	3	70%	4	3	57%	5	6	45%	155	125	55%

Tenured Faculty	Total	Ethnicity-citizenship																				
		African American			American Indian			Asian American			Latino			International			Unknown			White		
		F	M	Pct. F	F	M	Pct. F	F	M	Pct. F	F	M	Pct. F	F	M	Pct. F	F	M	Pct. F	F	M	Pct. F
All	774	4	12	25%	0	2	0%	19	41	32%	11	23	32%	1	12	8%	2	3	40%	172	472	27%
Full Professor	451	0	6	0%	0	2	0%	2	24	8%	0	12	0%	0	4	0%	0	2	0%	85	314	21%
Associate Professor	281	4	6	40%	0	0	-	14	15	48%	9	10	47%	1	5	17%	0	1	0%	70	146	32%
Assistant Professor	42	0	0	-	0	0	-	3	2	60%	2	1	67%	0	3	0%	2	0	100%	17	12	59%

Administrative (academic)	Total	Ethnicity-citizenship																				
		African American			American Indian			Asian American			Latino			International			Unknown			White		
		F	M	Pct. F	F	M	Pct. F	F	M	Pct. F	F	M	Pct. F	F	M	Pct. F	F	M	Pct. F	F	M	Pct. F
All	94	3	3	50%	0	0	-	1	3	25%	0	3	0%	1	1	50%	0	2	0%	24	53	31%
Asst/Assoc/Dean/Chan c	44	3	1	75%	0	0	-	1	1	50%	0	1	0%	1	0	100%	0	1	0%	9	26	26%
Dept Chair/Directors	50	0	2	0%	0	0	-	0	2	0%	0	2	0%	0	1	0%	0	1	0%	15	27	36%

Academic staff other than regular instructional faculty	Total	Ethnicity-citizenship																				
		African American			American Indian			Asian American			Latino			International			Unknown			White		
		F	M	Pct. F	F	M	Pct. F	F	M	Pct. F	F	M	Pct. F	F	M	Pct. F	F	M	Pct. F	F	M	Pct. F
All	1,513	8	6	57%	2	3	40%	38	68	36%	23	15	61%	35	93	27%	36	43	46%	443	700	39%
Administrative only	52	3	1	75%	0	0	-	2	1	67%	0	1	0%	3	0	100%	0	1	0%	12	28	30%
Instructional	18	0	1	0%	0	0	-	1	1	50%	0	0	-	0	2	0%	0	0	-	2	11	15%
Researchers	1,443	5	4	56%	2	3	40%	35	66	35%	23	14	62%	32	91	26%	36	42	46%	429	661	39%

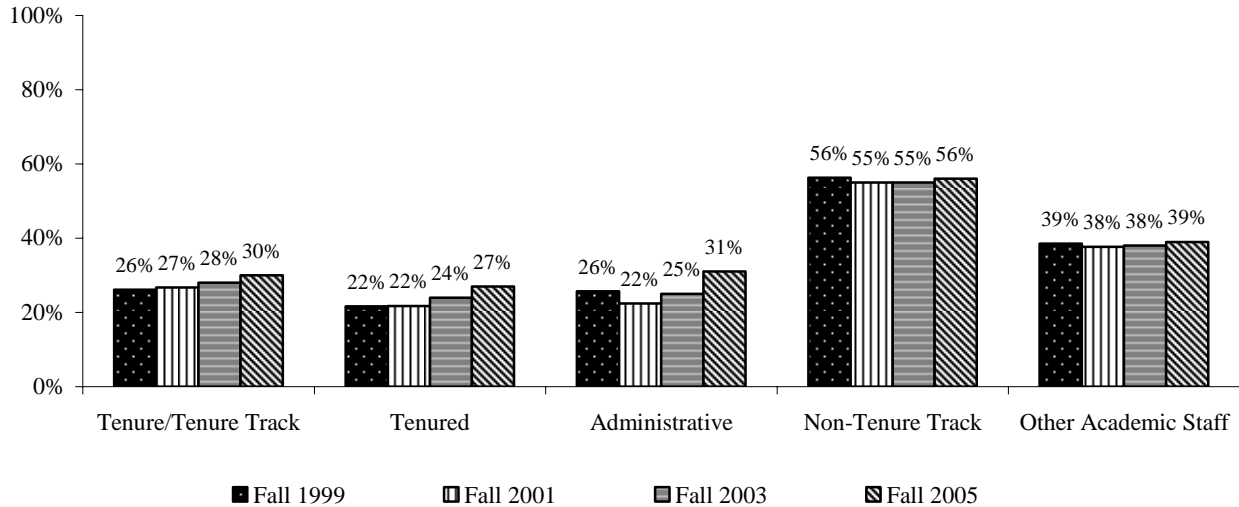
PBA, IR@colorado.edu. I:\ir\facstaff\regdiv 05JAN06

Individuals with active/leave appts w 50%+ total time as of Oct 1 2005, w/o Arch/Planning

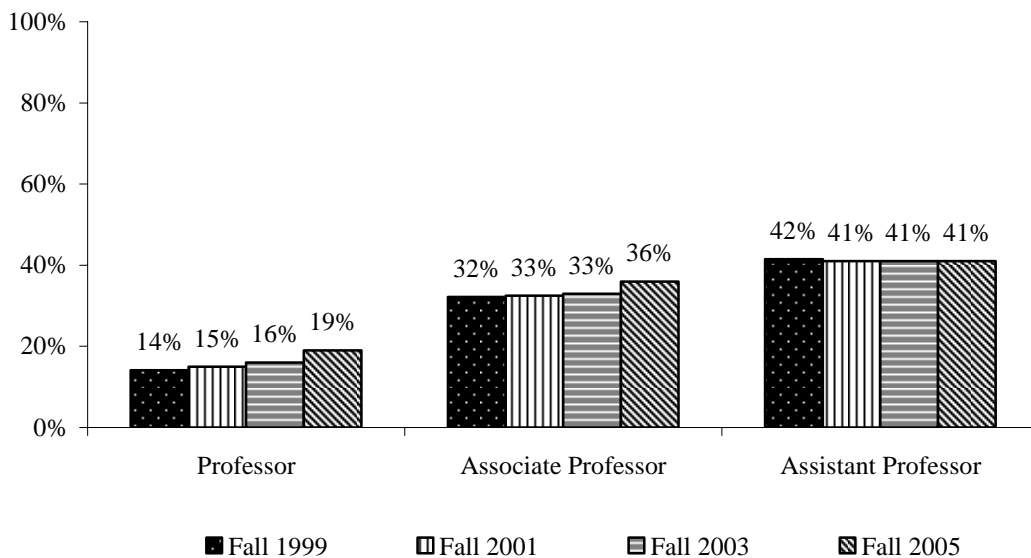
Minority total excludes white, unknown, international. % of US is total minority divided by all without international.

University of Colorado at Boulder Faculty Diversity Profile

Female Faculty as a Percentage of All Faculty

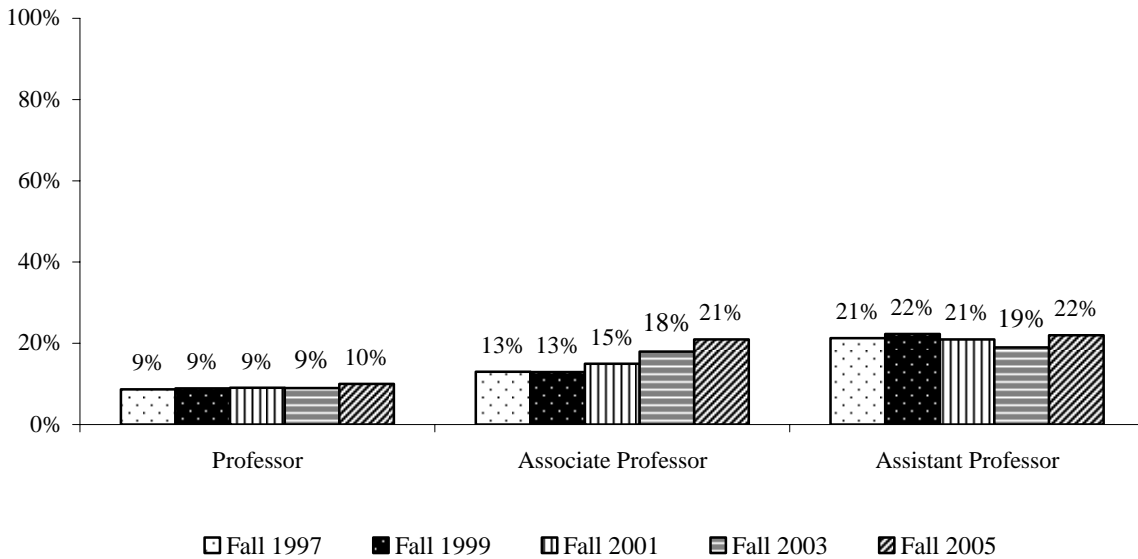


Female Tenured/Tenure Track Faculty as Percent of Total Tenured/Tenure Track Faculty

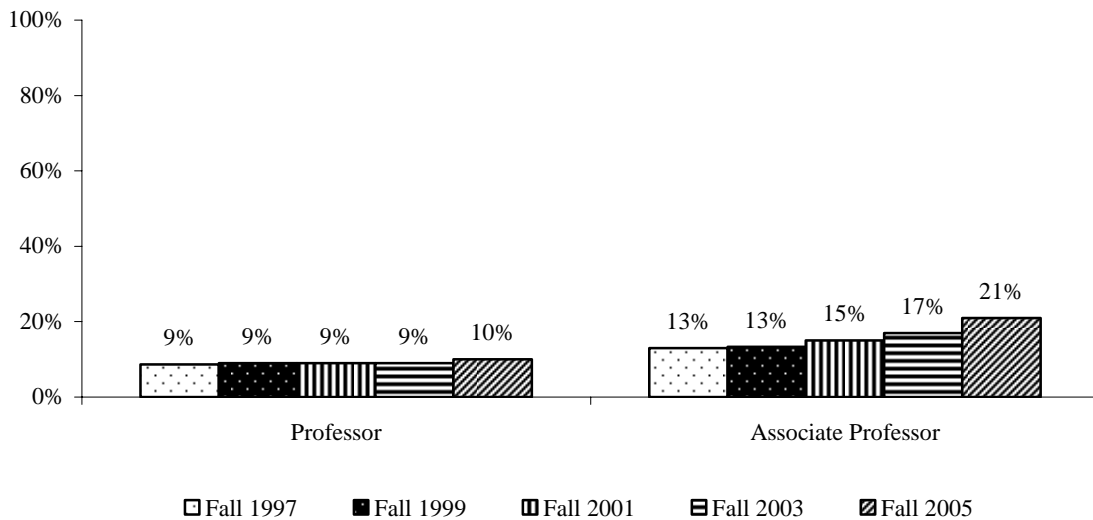


University of Colorado at Boulder Faculty Diversity Profile

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



Minority Tenured Faculty as a Percent of Total Tenured Faculty*



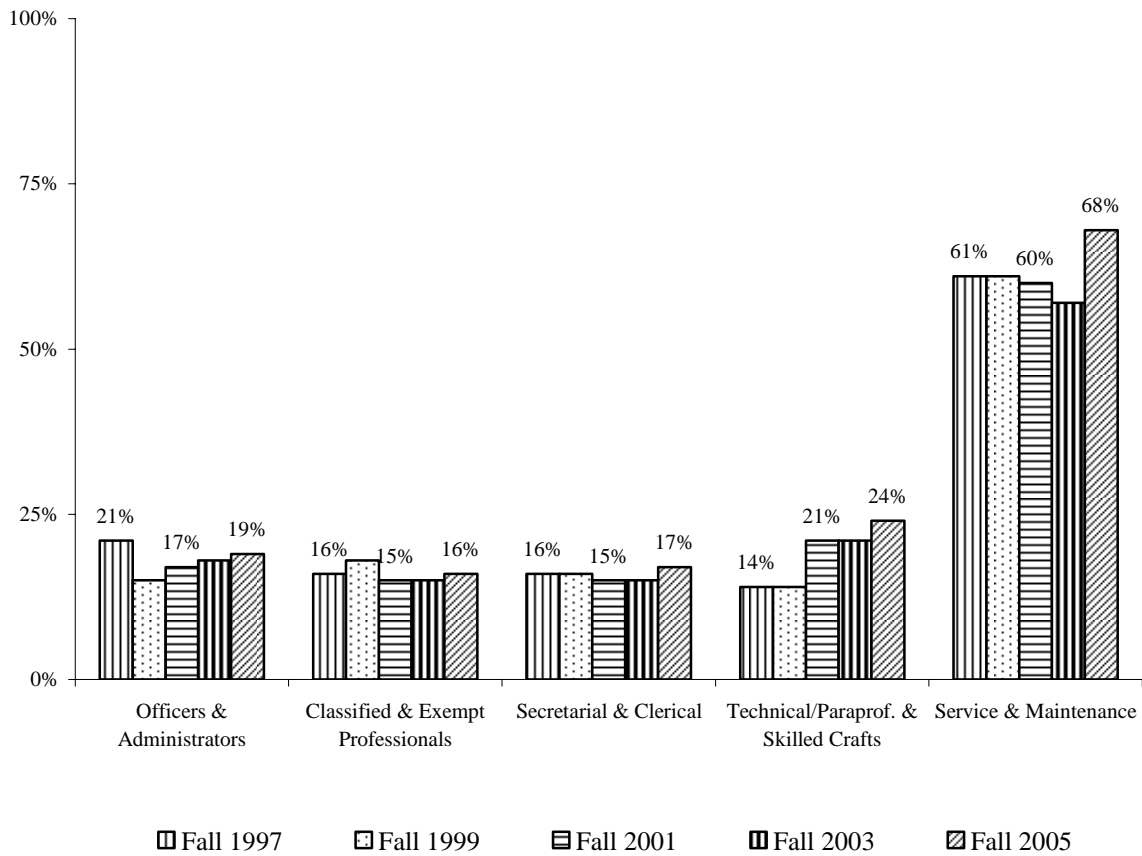
* Minority excludes white, unknown, international (% minority is total minority divided by all without international).

**University of Colorado at Boulder
Staff Diversity Profile, Fall 2005**

Category	Female		Male		Minority		Ethnicity-citizenship							
	Total	#	Pct.	#	Pct.	#	Pct.	African American	American Indian	Asian American	Latino	International *	Unknown	White
TOTAL	2,849	1,600	56%	1,249	44%	743	26%	100	27	195	421	44	102	1,960
Officer	21	4	19%	17	81%	3	14%	2	0	1	0	0	0	18
Administrator	108	68	63%	40	37%	21	20%	7	1	1	12	1	0	86
Professional (Classified & Exempt)	1,169	673	58%	496	42%	188	16%	48	11	51	78	2	49	930
Secretarial/Clerical	566	463	82%	103	18%	97	17%	16	3	24	54	1	22	446
Technical	273	160	59%	113	41%	51	19%	7	3	17	24	1	14	207
Skilled Crafts	197	14	7%	183	93%	60	31%	3	6	8	43	2	8	127
Service/Maintenance	515	218	42%	297	58%	323	68%	17	3	93	210	37	9	146

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

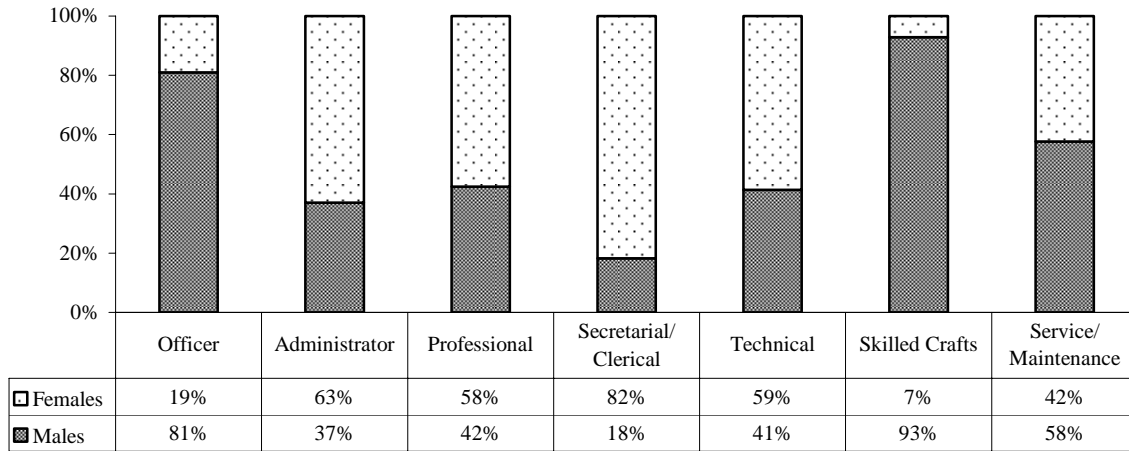
Percent Ethnic Minority by Occupational Category*



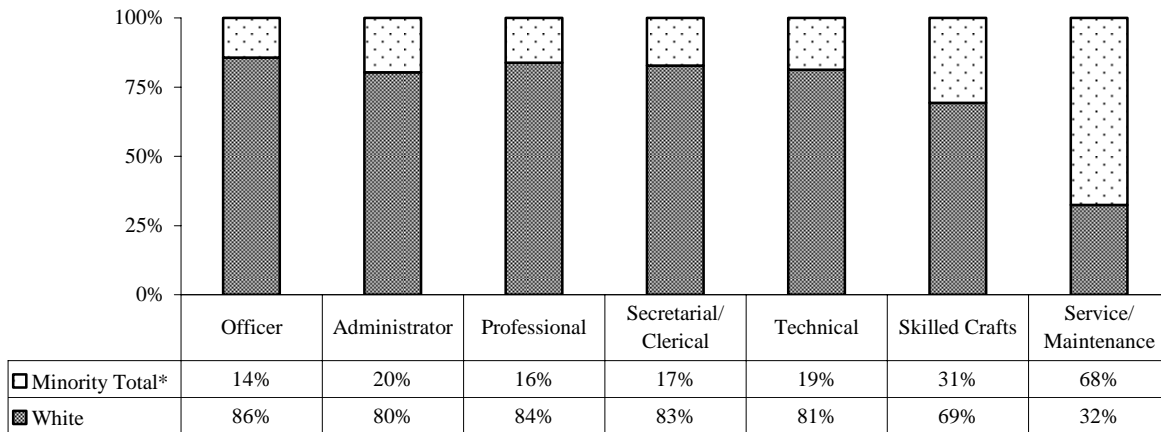
(*) Minority excludes white, unknown, international (% of minority is total minority divided by all without international).

University of Colorado at Boulder Staff Diversity Profile

Occupational Categories by Gender, 2005-06



Occupational Categories by Ethnicity, 2005-06



Minority Breakdown	Officer	Administrator	Professional	Secretarial/ Clerical	Technical	Skilled Crafts	Service/ Maintenance
African American	9.5%	6.5%	4.1%	2.8%	2.6%	1.5%	3.6%
Asian American	4.8%	0.9%	4.4%	4.2%	6.3%	4.1%	19.5%
Latino	0.0%	11.2%	6.7%	9.6%	8.8%	22.1%	43.9%
American Indian	0.0%	0.9%	0.9%	0.5%	1.1%	3.1%	0.6%

(*) Minority excludes white, unknown, international (% of minority is total minority divided by all without international).

University of Colorado System
Office of the Vice President for Academic Affairs and Research
System Office of Information & Analysis
51 SYS Boulder, Colorado 80309-0051
Phone: (303) 492-8232 Email: chris.griffinwehr@cu.edu
Web: http://www.cu.edu/system_info/



UNIVERSITY OF COLORADO SYSTEM

Boulder • Colorado Springs • Denver and Health Sciences Center

Office of the Vice President for Academic Affairs and Research

University of Colorado 2006 Diversity Report

Colorado Springs Campus

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

March 2006

STUDENTS

1. SUMMARY ON CAMPUS STRATEGIC PLAN FOR DIVERSITY

The Office of Student Multicultural Affairs

The Office of Student Multicultural Affairs (SMA) collaborates with other campus-wide constituencies to recruit diverse students and promote a supportive pluralistic environment. This office also works closely with the Executive Director of Academic Diversity to increase recruitment and retention of underrepresented faculty and staff. The Coordinator of SMA is responsible for the CU-Opportunity Program (CUOP) which advocates for ethnic minorities, first-generation college students, and students who are educationally and financially disadvantaged. This office is developing a monitoring system specifically for newly admitted students to be introduced to campus resources that offer academic assistance and peer mentoring.

The office has been very productive in connecting and building a collaborative network on campus and within the community to recruit and retain students of diverse backgrounds. The coordinator assists the campus in obtaining support from the Office of the President of the University of Colorado for diversity initiatives. Additional staffing has enabled the SMA office to expand its mentorship program to include extensive email notification. The SMA office has assembled a database with 380 students and 87 mentors registered as participants. Staff, administrators, faculty, and graduate students currently serve as mentors. Also, an assessment instrument is being developed to evaluate the institution's effectiveness in academic support in retention, academic achievement and financial support. The Director of Retention and the Coordinator of SMA have partnered with Pikes Peak Community College (PPCC) to facilitate the transition for potential transfer students. These efforts have featured an orientation at UCCS and sessions for staff and faculty to collaborate on ways to recruit and retain students of color. The President of PPCC, Dr. Jose Garcia, has participated in these sessions.

2. DATA HIGHLIGHTS

Minority Undergraduate Enrollment For the past six years, minority student enrollment has ranged between 18% and 19%. During 2000-2005, Hispanic enrollment increased by 33%.

Minority Graduate Enrollment During the academic years 2000-2003, there was an increase in minority graduate students. Since 2003, the number of minority graduate students declined along with the total enrollment of students in graduate programs.

Minority Persistence Rates The retention rate in 2004 for all first year students was 67%. Sixty-nine percent of the white student population stays at UCCS for the next academic year while 60% of the minority first year students stays for the next academic year. Asian students and African American students are least likely to persist.

3. SIX-YEAR GRADUATION RATES

First-Year Students Entering in Summer or Fall 1999

The following table displays the six-year graduation rates for white and minority students. These data show that graduation rate for minority students is 37.8%, which compares favorably with the overall rate of 39%.

Ethnicity	Number	Graduated	% Graduated in Six Years
Native American	7	1	14%
Asian	48	25	52%
Black	33	12	36%
Hispanic	87	26	30%
White	581	229	39%
Other/Foreign	2	2	100%
Did not provide	24	10	42%
Total	782	305	39%

4. NEW AND ONGOING INITIATIVES AND PROGRAMS

The university engages in a variety of programs and other initiatives that have a positive impact on our ability to recruit and retain a diverse student population. Some examples of our efforts in *academic and cultural programming* include:

- the African Burial Ground Project in the Department of Anthropology;
- an International Student Day hosted by the College of Business;
- a Mosaic Diversity Culture Day which is a collaboration among student organizations to enhance respect for different cultures on campus, organized by the Student Diversity Alliance; and
- a recent “Politics of Appearance Lecture” which was a joint undertaking of Campus Activities and Women’s Studies.

Throughout the year the Kraemer Family Library presents a number of displays within the theme of diversity. Examples include:

- Black History Month (February)
- Day of the Dead/Thanksgiving (November)
- Freedom’s Song, African American History and African American Authors
- Gay/Lesbian Pride Month (June)
- Hispanic American Heritage Month (September-October)
- Irish American Heritage (March)

The university also supports a wide variety of programs that offer *academic, social, and pre-professional support* for all students. Among those that are especially relevant for recruiting and retaining a diverse student population are:

- the Chancellor’s Leadership Class;
- Women in Engineering supported by the Intel Corporation;
- the Faculty and Staff Mentoring Program under the direction of the Office of Student Multicultural Affairs;
- a National Science Foundation Grant for the Colorado Alliance for Minority Participation (CO-AMP);
- the Pre-Collegiate Development Program; and
- INROADS, a non-profit organization that places minority youth in paid internship programs

Finally, UCCS offers and supports a plethora of *student organizations* to create a supportive campus environment to enhance the learning and development opportunities for all students. Several of these are focused on the challenges and opportunities particularly pertinent to diverse students. Among these are:

- American Indian Science and Engineering Society;
- Advocating Women's Assistance Resources and Education;
- Black Student Union;
- Business Diversity Union;
- Gay and Lesbian Alliance;
- International Student Club;
- Latino Student Union;
- National Society of Black Engineers;
- Student Diversity Council;
- Society of Hispanic Professional Engineers.

5. EFFECTIVENESS OF INITIATIVES AND PROGRAMS

The following examples illustrate the participation of students in a variety of diversity-focused activities:

- Twenty-eight UCCS students attended the Big 12 Regional Conference for black student governance in Iowa.
- Approximately 150 members from the campus community participated in the annual Harlem Cabaret Night.
- Twenty-six students from the UCCS campus attended the student leadership retreat for diversity sponsored by DAC.
- Approximately five hundred people from the campus and surrounding communities attended the city wide Cinco de Mayo Celebration.

6. GOALS, MEASURES, AND ACCOMPLISHMENTS FOR STUDENT DIVERSITY

Recruitment Strategies

To increase access for diverse populations, the Office of the Dean of Students has undertaken several initiatives:

- The university has become an active member in the Colorado Educational Services and Development Association (CESDA). This association promotes access to post-secondary education for all students, with specific focus on students of color and those who are educationally and economically disadvantaged. Recruiters engage with students through college fairs and visits to local area high schools to explain the college selection process.
- The Offices of Recruitment, Student Multicultural Affairs, Student Success, Financial Aid, and the Office of the Chancellor have partnered to implement specialized recruitment activities in the San Luis and Arkansas Valleys.
- The university's commitment to the education of first-generation and ethnic minority students is reflected in the University Connection program with Colorado community colleges. This program provides continuing scholarship support to students who transfer to UCCS with an Associate's degree from an accredited Colorado community college.

- The Pre-Collegiate Development Program (PCDP) is designed to motivate and prepare first generation and underrepresented students in pursuit of their higher education goals. PCDP collaborates with the Office of Student Recruitment to focus on more targeted recruitment of these students. The staff conducts comprehensive follow-up services for program participants and establishes collaboration with parents, guidance counselors, and surrounding communities.

Pipeline Programs

Chancellor’s Leadership Class (CLC) This is a highly selective, premier leadership development program for undergraduate students. The majority of these students are selected from high schools around the state. A number of first-year and sophomore students are also admitted to the program. The primary mission of the CLC is to develop the potential of these students through opportunities for personal growth, leadership, and community involvement through exposure to unique curricular and co-curricular experiences.

Cinco de Mayo Inc. Cinco de Mayo Inc. is a community-based program that offers scholarships, cultural programming, and community activities for Hispanic students. This program works in collaboration with the UCCS Offices of Admissions and Financial Aid. This year nine students received awards from the Pueblo Hispanic Education Foundation and 30 students received awards through Cinco de Mayo Inc.

Pre-Collegiate Leadership Development Program This project is in collaboration with other educational entities and non-profit organizations in the Colorado Springs area. This comprehensive four-year leadership curriculum is designed for students in grades 9 through 12. The curriculum focuses on attaining both cognitive and non-cognitive skills to succeed in the education and work environment. School counselors and administrators work to identify students who will best benefit from this leadership model.

Smart Girl Leadership Institute The Smart Girl Leadership Institute is a non-profit organization that brings middle schools girls together to explore smart choices for becoming confident, capable and reliant young women. UCCS faculty members in the Counseling and Women’s Studies programs lead a Smart Girl program locally. In addition, UCCS students serve as tutors and mentors for girls in diverse communities in the Colorado Springs area.

Stay Ahead And Ready (STAR) Program Co-sponsored by the League of United Latin American Citizens (LULAC) and UCCS, STAR is designed to introduce middle school students from diverse backgrounds to a college setting. Scholarships are available for qualified students to attend UCCS upon graduation from high school.

Summer Bridge Program As a recruitment initiative and an opportunity to share its institutional resources in the community, UCCS offers a summer bridge program in the Harrison school district.

Climate Survey Data

According to a 2005 Survey of Baccalaureate Alumni, approximately 66% of the respondents rated the overall quality of their education in multi-cultural awareness as “good” or “excellent” (see Table 1). Approximately 52% of these respondents indicated “moderate gain” or “high gain” when asked to evaluate their degree of personal development in appreciating persons of other races and ethnic backgrounds as a result of attending UCCS (Table 2).

The 2005 Survey of Graduating Seniors also included questions regarding diversity and campus climate. Approximately 58% “agree” or “strongly agree” that their education at UCCS helped them understand how diversity issues are interrelated in regional, national, and global relations (Table 3). Nearly 71% of graduating seniors rated their overall education in multi-cultural awareness as “good” or “excellent” (Table 4) and 54% agreed that faculty used examples of diversity in their class material (Table 5). Similar to the baccalaureate alumni, approximately 60% of the graduating seniors indicated “moderate” to “very high gains” in appreciation for persons of other races and ethnic backgrounds (Table 6).

Table 1: How would you rate the overall quality of your education in Multi-Cultural Awareness (e.g., sensitivity to others unlike you)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very poor	6	1.7	1.8	1.8
	Poor	18	5.2	5.4	7.2
	Fair	90	26.2	26.9	34.1
	Good	131	38.2	39.2	73.4
	Excellent	89	25.9	26.6	100.0
	Total	334	97.4	100.0	
Missing	System	9	2.6		
Total		343	100.0		

Table 2: Please evaluate the degree of personal development or gain that resulted from your attendance at UCCS in the appreciation for persons of other races and ethnic backgrounds.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No gain	26	7.6	8.0	8.0
	Very Slight gain	38	11.1	11.6	19.6
	Slight Gain	93	27.1	28.4	48.0
	Moderate Gain	104	30.3	31.8	79.8
	High Gain	66	19.2	20.2	100.0
	Total	327	95.3	100.0	
Missing	System	16	4.7		
Total		343	100.0		

Table 3: The education I received at CU-Colorado Springs helped me understand how diversity issues are interrelated in regional, national and global relations.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	21	2.1	2.2	2.2
	Disagree	53	5.4	5.5	7.7
	Slightly Disagree	72	7.4	7.5	15.1
	Slightly Agree	257	26.3	26.7	41.8
	Agree	360	36.8	37.3	79.1
	Strongly Agree	200	20.4	20.7	99.9
	N/A	1	.1	.1	100.0
	Total	964	98.6	100.0	
Missing	System	14	1.4		
Total		978	100.0		

Table 4: How would you rate the overall quality of your education at CU-Colorado Springs in multi-cultural awareness (e.g., sensitivity to others unlike you).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Poor	20	2.0	2.1	2.1
	Poor	47	4.8	4.9	7.0
	Fair	214	21.9	22.2	29.2
	Good	401	41.0	41.6	70.8
	Excellent	281	28.7	29.2	100.0
	Total	963	98.5	100.0	
Missing	System	15	1.5		
Total		978	100.0		

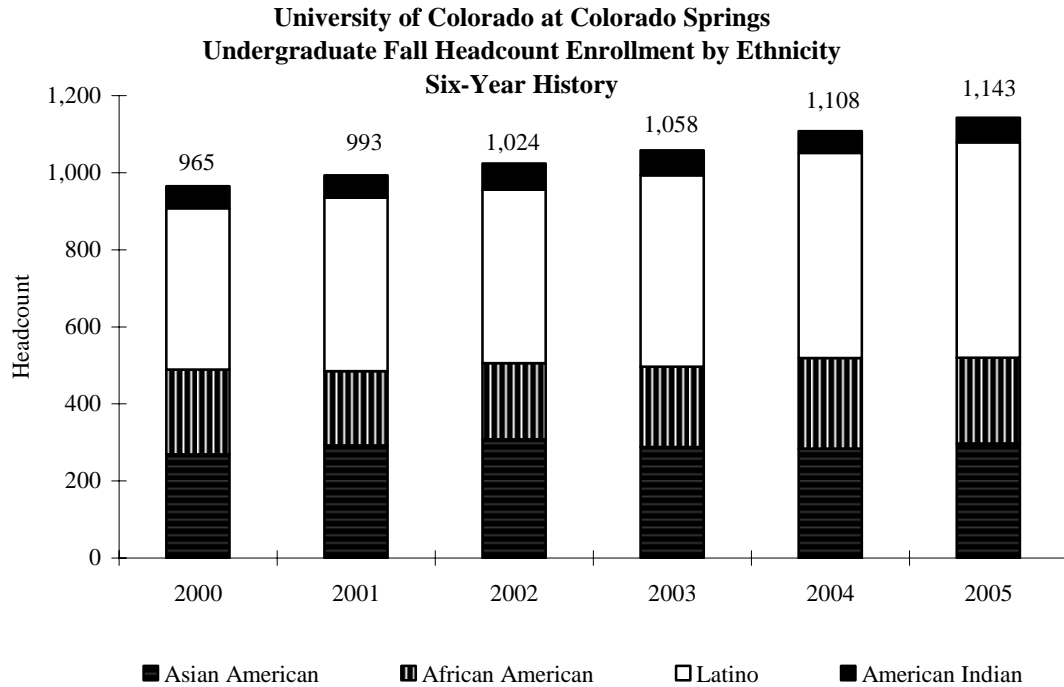
Table 5: The faculty at CU-Colorado Springs used examples of diversity (different cultures, religions, races, people with disabilities, etc.) in their class material.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	19	1.9	2.0	2.0
	Disagree	46	4.7	4.8	6.8
	Slightly Disagree	111	11.3	11.5	18.3
	Slightly Agree	270	27.6	28.1	46.4
	Agree	355	36.3	36.9	83.3
	Strongly Agree	161	16.5	16.7	100.0
	Total	962	98.4	100.0	
Missing	System	16	1.6		
Total		978	100.0		

Table 6: Please evaluate the degree of personal development or gain which resulted from your attendance at CU-Colorado Springs in appreciation for persons of other races and ethnic backgrounds.

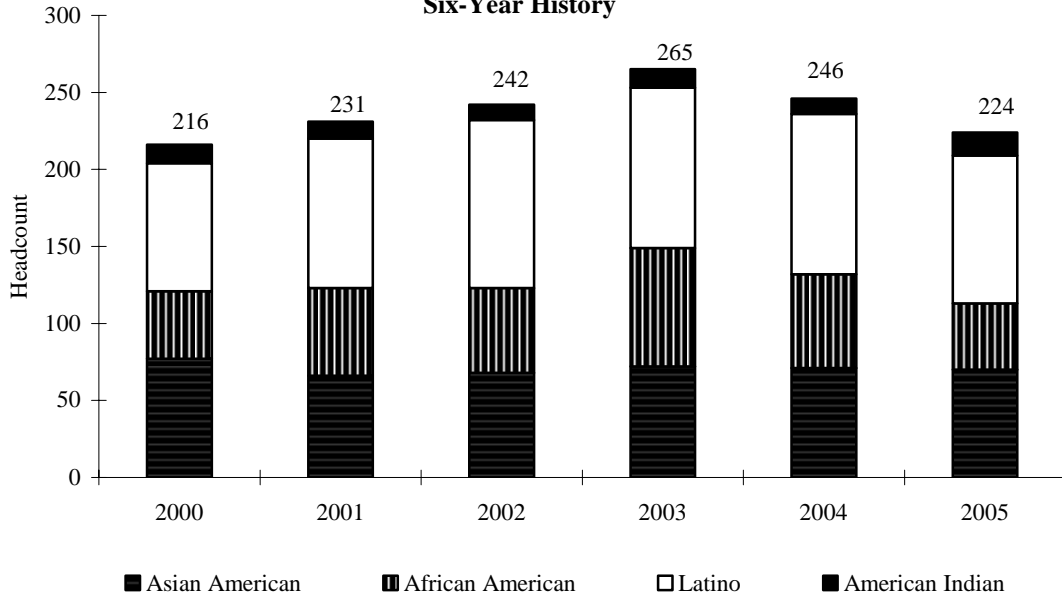
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A loss	8	.8	.8	.8
	No gain	115	11.8	11.9	12.7
	Very slight gain	79	8.1	8.2	20.8
	Slight gain	181	18.5	18.7	39.5
	Moderate gain	258	26.4	26.6	66.2
	High gain	220	22.5	22.7	88.9
	Very high gain.	108	11.0	11.1	100.0
	Total	969	99.1	100.0	
Missing	System	9	.9		
Total		978	100.0		

Note: UCCS is currently administering surveys for the National Survey of Student Engagement. Questions in the survey include aspects of the college experience that involves experiencing diversity. The results of this survey should be available by the end of next summer.



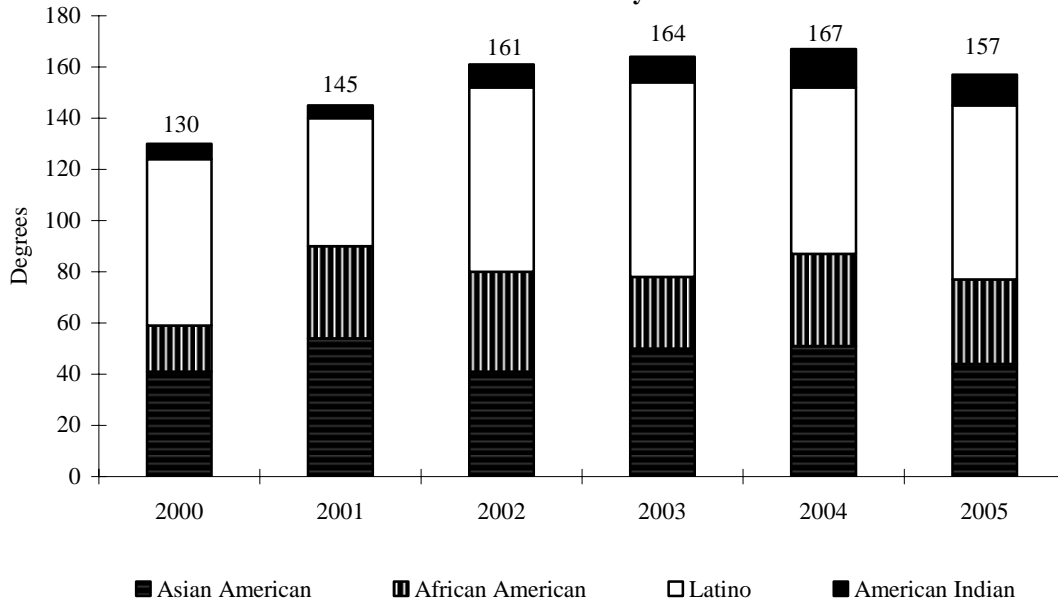
	2000	2001	2002	2003	2004	2005
Minority Enrollment as a % of Total Undergraduate Enrollment	19.1%	18.9%	18.1%	18.0%	18.5%	18.7%
Asian American	269	292	308	288	284	297
African American	220	193	198	209	235	223
Latino	419	450	450	496	532	559
American Indian	57	58	68	65	57	64
Minority Total	965	993	1,024	1,058	1,108	1,143
White/Unknown	4,056	4,226	4,574	4,793	4,872	4,955
International	42	31	51	24	25	21
Total Undergraduate (Headcount) Enrollment	5,063	5,250	5,649	5,875	6,005	6,119

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



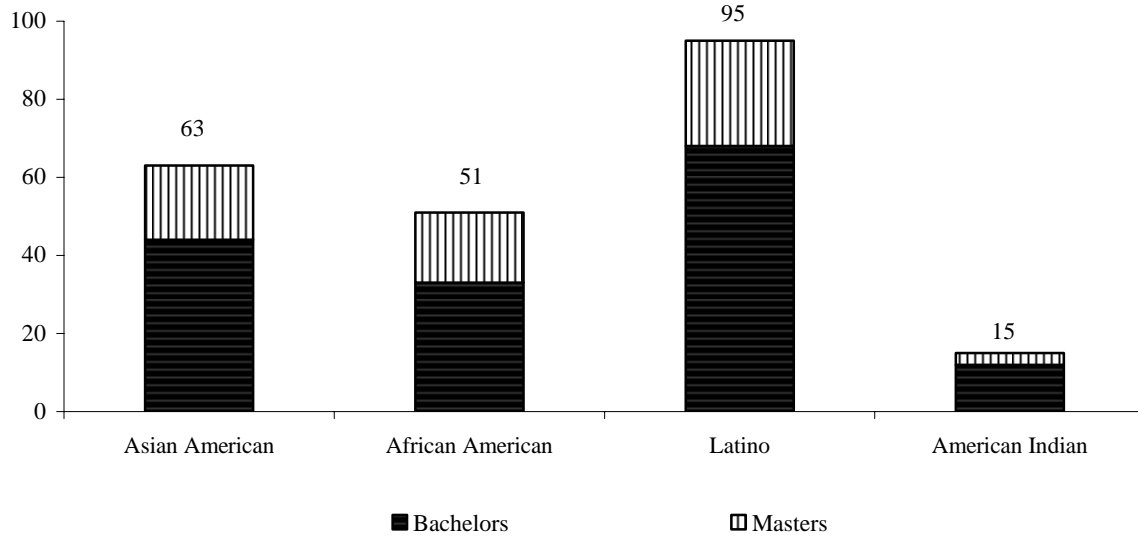
	2000	2001	2002	2003	2004	2005
Minority Enrollment as a % of Total Graduate Enrollment	13.9%	14.4%	13.8%	15.2%	15.1%	15.5%
Asian American	77	66	68	72	71	70
African American	44	57	55	77	61	43
Latino	83	97	109	104	104	96
American Indian	12	11	10	12	10	15
Minority Total	216	231	242	265	246	224
White/Unknown	1,230	1,272	1,429	1,426	1,337	1,196
International	108	100	87	54	41	28
Total (Headcount) Graduate Enrollment	1,554	1,603	1,758	1,745	1,624	1,448

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



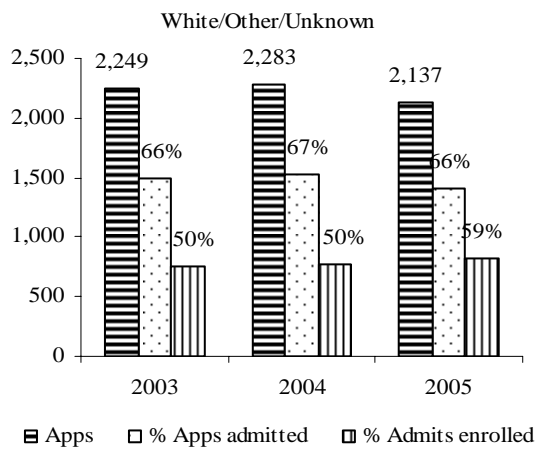
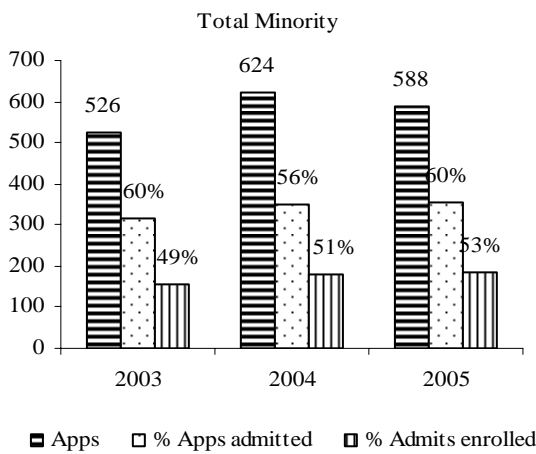
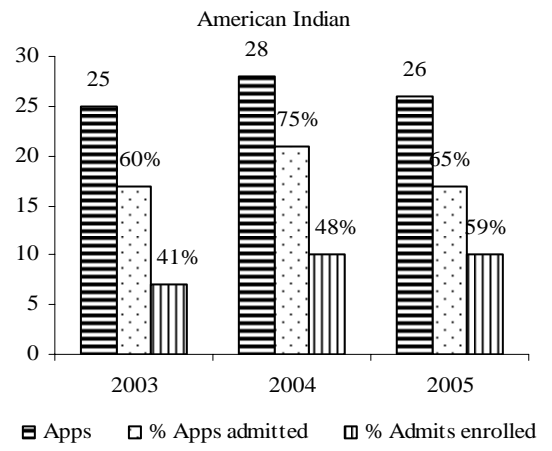
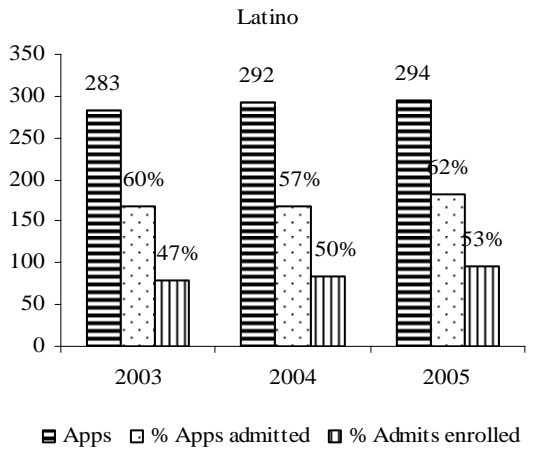
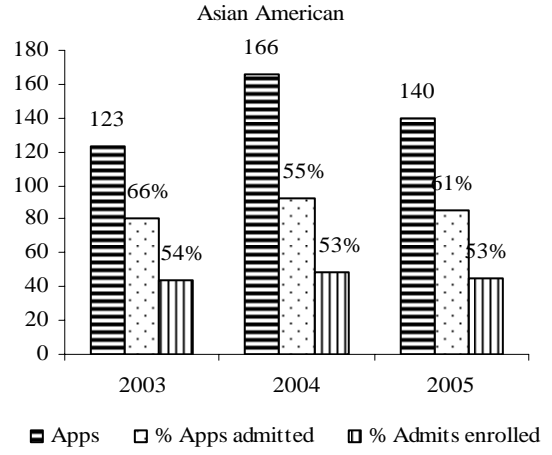
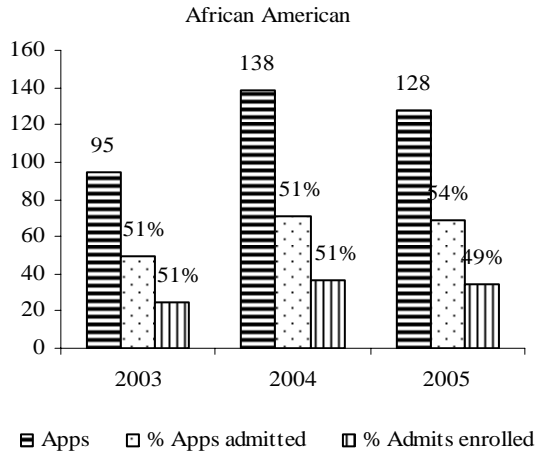
	2000	2001	2002	2003	2004	2005
Minority Degrees Awarded as a % of Total Baccalaureate Degrees Awarded	17.9%	18.8%	18.1%	17.8%	16.9%	14.7%
Asian American	41	54	41	50	51	44
African American	18	36	39	28	36	33
Latino	65	50	72	76	65	68
American Indian	6	5	9	10	15	12
Minority Total	130	145	161	164	167	157
White/Unknown	587	623	724	755	816	904
International	9	3	4	3	4	4
Total Baccalaureate Degrees Awarded	726	771	889	922	987	1,065

**University of Colorado at Colorado Springs
 All Degrees Awarded by Ethnicity
 FY 2005**



	Bachelors	Masters	Doctoral	Total
Asian American	44	19	0	63
African American	33	18	0	51
Latino	68	27	0	95
American Indian	12	3	0	15
Minority Total	157	67	0	224
White/Unknown	904	475	7	1,386
International	4	6	0	10
Total	1,065	548	7	1,620

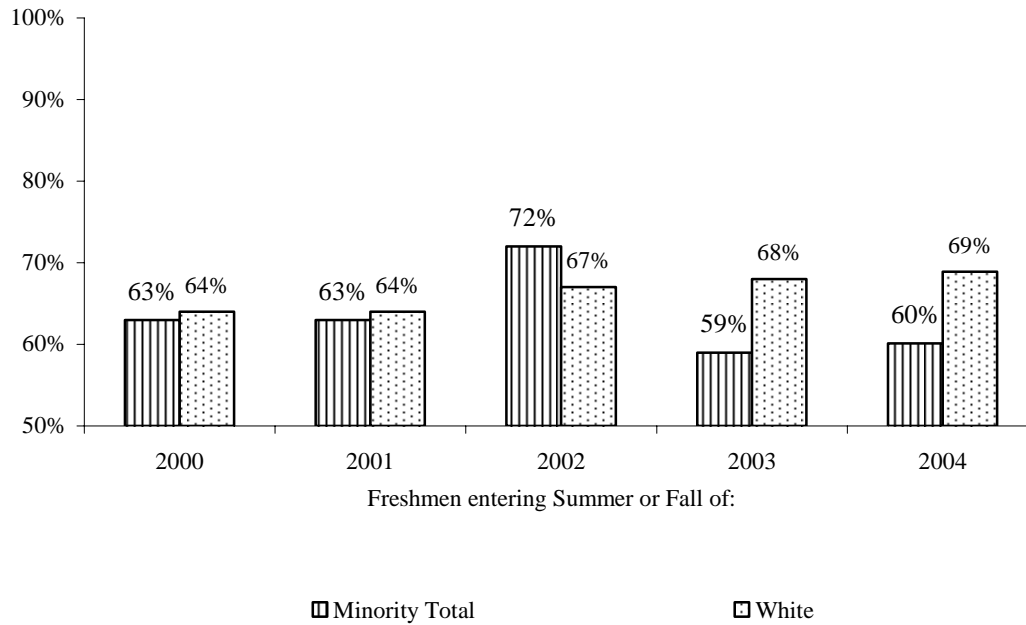
**University of Colorado at Colorado Springs
 Resident Freshman Applications, Acceptances, and Enrollments
 By Ethnicity, 2003, 2004, 2005**



**University of Colorado at Colorado Springs
 Freshman Retention Rates by Ethnicity**

	First-Time Freshmen entering Summer/Fall of:					Percent enrolled in subsequent Fall of First-Time Freshmen entering:				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
Asian American	44	50	43	45	49	73%	60%	72%	60%	55%
African American	28	15	26	26	38	52%	73%	77%	50%	55%
Latino	59	61	66	82	91	60%	59%	73%	62%	64%
American Indian	8	7	6	7	10	75%	100%	50%	43%	70%
Minority Total	139	133	141	160	188	63%	63%	72%	59%	60%
White	593	558	670	717	765	64%	64%	67%	68%	69%
Other/Unknown	35	34	34	41	31	57%	65%	79%	66%	45%
International	4	5	6	4	2	75%	60%	83%	100%	100%
All	771	730	851	922	986	63%	64%	68%	66%	67%

Freshman Retention Rates



FACULTY

1. SUMMARY ON CAMPUS STRATEGIC PLAN FOR DIVERSITY

Office of Academic Diversity

In 2005, UCCS created the Office of Academic Diversity to enhance the goals and objectives for diversity. The Executive Director of Academic Diversity (EDAD) reports to the Vice Chancellor of Academic Affairs and serves on the Chancellor's Strategy Team. The EDAD is responsible for promoting the diversification of faculty and staff through recruitment and retention programs. Additional responsibilities include:

- developing and facilitating access to a search database for all faculty and selected professional exempt staff;
- offering training to search committees;
- ensuring serious efforts to recruit and hire diverse candidates;
- monitoring the campus climate for diversity; and
- collaborating with the Faculty Minority Affairs Committee in its initiative to promote diverse faculty and staff hires

The EDAD serves *ex-officio* on various committees related to equity and diversity and represents the campus in various settings on diversity issues. The EDAD also assists the Ethnic Studies and Women's Studies faculty and staff with campus programming and conferences and may teach courses pertaining to gender, race, and diversity.

The Faculty Minority Affairs Committee (Faculty MAC) has implemented a program to promote the recruitment and retention of diverse faculty at UCCS. This program is designed to support deans, department chairs, and search committees in their efforts to diversity faculty and staff with temporary financial support, assist with recruiting, and provide consultation throughout the search and final selection process. The committee showcases success stories that relate to campus activities and programming to enhancing diversity.

The responsibilities of the Deans Council in The Seven-Year Growth Plan include developing strategies for fiscal years 2006-2012 to address tenure-track faculty positions, staff positions to support a growing campus, new programs in critical areas, and additional capital infrastructure to serve the educational community. The council also addresses the diversification of the faculty and staff through development of a hiring plan. The Office of the Vice Chancellor for Academic Affairs reviews retirement vacancies to identify areas to target for future hires.

2. FACULTY DATA HIGHLIGHTS

Tenured-Tenure Track and Non-Tenured Track Faculty Fourteen percent of 200 faculty tenure track positions are held by minorities; 11 % of the 132 non-tenure track positions are held by minorities. Women hold 36% of the 200 tenure track positions, and 67% of the 132 non-tenure track positions.

3. NEW AND ONGOING INITIATIVES AND PROGRAMS

Diversity and Excellence Grant

The UCCS College of Education received a grant from this fund for a symposium addressing both campus and community needs as they relate to cultural relevancy. These grants of up to \$5,000 are designed to provide assistance for projects initiated by faculty and /or staff to promote diversity and inclusion. These grants include research support for early-career faculty, research colloquia that highlight multicultural scholarship, and efforts to expand and/or integrate cultural competency into courses, curricula, or departments.

Educating the Campus Community

The EDAD makes available to the vice chancellors, deans and search committees employee demographics data for faculty and staff according to gender, race, ethnicity and nationality. This information is used in search committee training, institutional reports, information sessions, new employee orientations, and recruitment goals. Such an approach creates a shared understanding of university diversity policies and the institution's recruitment plans for increasing the number of diversity hires. This ongoing education effort promotes a culture that values and respects diversity in the workplace as a part of the university's commitment to excellence in learning. The annual diversity report and the work of the Faculty MAC on activities for the recruitment and retention of a diverse campus also serve to educate the campus community about diversity.

National Conferences

In 2005 the Women's Studies and Ethnic Studies programs launched *The Matrix: Center for the Advancement of Social Equity and Inclusion*. The center focuses on intersections of gender, race/ethnicity, and sexuality, along with dimensions of inequality. Activities include extra-curricular programming such as conferences, workshops, film series, visiting lectures and the Rosa Parks and Cesar Chavez Student Scholarship Competitions. The center operates with advisory boards that include various constituencies and external linkages throughout the city of Colorado Springs and surrounding cities.

The Knapsack Institute provides educators with a framework for teaching about privilege and oppression, and it serves as a forum for sharing ideas, strategies and hands-on activities for the classroom. This year for the first time the institute included participants from across the nation. Another national conference, the White Privilege Conference (WPC) is being planned for 2007 at UCCS. Now in its seventh year of operation, the WPC features national and international experts who speak on all aspects of privilege.

National Curriculum Project: Freedom's Song

In February 2006 the College of Education, under the leadership of the Dean LaVonne Neal, launched a national curriculum project, **Freedom's Song: 100 Years of African American Struggle and Triumph**. Faculty members in the College of Education developed curricular modules for each decade of the twentieth century. This curriculum includes lesson plans and DVD's which will be available nationally free of charge for use in K-12 classrooms. Freedom's Song is sponsored by the Association for the Study of African American Life and History through funding provided by the Farmer's Insurance Group. During the spring semester of 2006, UCCS and Pikes Peak Community College (PPCC) are partnering to present ten curriculum modules that extend the reach of Freedom's Song to the postsecondary education community. Faculty and administrators from both institutions, including the chancellor of UCCS and the president of PPCC, are presenting these in the form of weekly lectures.

Training

The EDAD has instituted training sessions for search committees pertinent to faculty and professional exempt positions. Beginning in August 2006, the EDAD will give a presentation about diversity to the New Employee Orientation programs that occur periodically throughout the year. Additional training sessions are being offered to the faculty and staff by the EDAD in collaboration with the Office of Sponsored Programs to encourage grant writing related to interdisciplinary collaborations, scholarship, social issues for targeted populations, and outreach to communities of color.

Reporting Systems

The campus is in the early stages of creating a system to categorize racial and ethnic identities according to the federal guidelines. Such a system for identifying people from diverse backgrounds will assist the campus in applying for grants, communicating with the media, reaching out to communities, generating campus reports, and fundraising.

4. EFFECTIVENESS OF INITIATIVES AND PROGRAMS

- A total of 39 participants attended The Knapsack Institute, 14 from UCCS and the remaining from across the country (e.g. New York, California, Florida, Alabama, North Carolina, Texas).
- Eighteen of the twenty five invited guests attended the organizational board meeting for the Matrix Center for the Advancement of Social Equity and Inclusion.
- One hundred people attended the Women and Politics Leadership Luncheon sponsored by the Women's Studies Program. The keynote speakers were former Colorado Springs Mayor Mary Lou Makepeace and Re. Diana DeGette (D-CO).
- One hundred seventy-five participants attended the Culturally Responsive Teaching and Counseling Symposium sponsored by the College of Education.
- Approximately 80 people attended opening night of Freedom's Song sponsored by the College of Education. The two lectures sponsored by UCCS and Pikes Peak Community College, had 60 and 40 attendees, respectively.
- The Faculty Diversity Reception sponsored by Faculty Minority Affairs Committee had 39 attendees.
- The World AIDS Day sponsored by UCCS and the Black Leadership Forum had more than 65 attendees.

5. GOALS, MEASURES AND ACCOMPLISHMENTS FOR FACULTY DIVERSITY

Recruitment and Retention Strategies

For every new and vacant faculty position, the search committee chair initially meets with the EDAD to develop a recruitment plan that has a strong focus on diversity. The EDAD maintains a data bank of sources for national, local, and regional advertisements. The EDAD works with other relevant campus offices to assist in placing advertisements in publications that will attract a broadly diverse pool of applicants. For example, the Marketing Communications Office assists by exploring and advising about ways to best market these advertisements. Among the strategies for expanding the recruitment and marketing efforts are:

- making use of community outreach to build strategic partnerships for the recruitment and retention of diverse faculty and staff;
- advertising in local and national publications geared to racially and ethnically diverse communities;
- establishing relationships with diverse professionals in the military community and business industry for future hiring possibilities;
- engaging alumni of color and women in recruitment and retention initiatives; and
- using national conferences at UCCS for actively recruiting diverse faculty and staff.

At every stage of the process-- authorization, search committee training, advertising, application and screening, interviewing candidates on campus--the EDAD is fully engaged with the academic units to provide guidance, consultation and support. The EDAD plays a key role by assisting the search committee in broadening the applicant pool..

For recruitment and retention of a diverse faculty, UCCS partners with the Pikes Peak region to insure that the candidate or faculty member senses a welcoming community. There are a variety of organizations and events in the Pikes Peak region that serve to communicate this sense of community. A partial list includes:

- African American Voice Diversity Brunch;
- AISES (American Indian Science and Engineering Society) Film Native American Heritage Month;
- Cinco de Mayo Celebration;
- Collaborations with the Engineering and Applied Science Office of Student Support Minority Support Program;
- Delta Sigma Theta Founders Day;
- El Pomar Emerging Leadership Multicultural Youth Program;
- Juneteenth Celebration;
- El Pomar Foundation, Penrose Chinese Reception;
- World Aids Day--Black Leadership Forum;
- Denver Indian Family Resource Center: Fifth Anniversary;
- Hispanic Chamber of Commerce Gala;
- Latin American Education Fund Gala (LAEF); and
- Martin Luther King Luncheon.

Pipeline Programs

Colorado Springs Diversity Forum: The mission of CSDF is to enhance and maintain a “thriving culture for diversity” in the city. This forum comprises professionals who create opportunities for citizens to appreciate the rich diversity of Colorado Springs. Those involved in this mission come from varied educational, political, and business backgrounds, including the profit and non-profit sectors. The forum educates members about how their companies and organizations can contribute to the advancement of diversity. CSDF contributes to the philosophies and practices of diversity through cultural and ethnic programming, scholarly endeavors, community developments, and city initiatives.

Hip Hop Television Show: Titled “It’s Like This: What Youth Culture Has To Say,” this program is supported in part by the Pepsi Cola Bottling Company of Colorado Springs. Guests on the show are members of the UCCS community including alumni. Activist, artists, and young people from neighboring communities are also invited to participate in the production. The shows are broadcast over the Colorado Springs cable network and are a part of the Kraemer Family Library Collection.

DELTA Team: UCCS staff members participate in a model for “community inclusiveness” through the sponsorship of Colorado Springs Utilities. The goal of this organization is to involve members of various organizations in surrounding communities in cultural events, diversity planning, and holiday celebrations as a means for valuing diversity.

Climate Survey Data

The climate survey is not available at this time. UCCS is scheduled to participate in the UCLA Higher Education Research Institute’s Faculty Survey in 2007.

6. PROFESSIONAL DEVELOPMENT OPPORTUNITIES

The university engages in a number of professional development activities and programs targeted to enhancing the understanding of diversity on the part of faculty and staff targeted. These programs provide opportunities for faculty and staff to hear nationally known speakers and to gain experience in making presentations about topics related to diversity in their fields. Examples of these initiatives include:

- a web conference on best practices in recruiting and retaining diverse faculty;
- a faculty retreat on classroom civility;
- faculty and student presentations at a Colorado Writing Tutors Conference: “Connections with Deaf Writers”;
- a symposium organized by the College of Education on “Culturally Responsive Teaching and Counseling”;
- academic leadership retreats on hiring and retaining diverse faculty
- a national conference on “Leadership in the 21st Century: Reflections on Diversity, Discovery, and Change”

The university also has a number of boards and committees that engage in a variety of activities that benefit the campus and that also serve as means of professional development for faculty and staff. Examples are:

- Campus Climate Response Committee;
- Diversity Alliance Committee (DAC);
- Diversity Summit Follow-up Committee;
- Ethnic Studies Faculty Advisory Board;
- International Student Committee;
- PDAC and Diversity Officers (system wide);
- White Privilege National Conference Organizational Meeting (Matrix Center);
- Women’s Studies Faculty Advisory Board; and
- Women’s Faculty Committee

7. EXIT INTERVIEW RESULT/COMMENTS

The university recognizes the need to nourish an institutional culture that values appointing and retain a diverse faculty and staff. We are working to employ exit interviews as one means of “probing and prompting” to identify why diverse employees choose to come to UCCS, why they leave, what UCCS does well in recruiting and retaining a diverse faculty, and where we need improvement. We take seriously the challenge to identify those equity issues that affect the quality of life of our employees as professionals and individuals. The EDAD will develop and execute an exit interview process to achieve these ends.

STAFF

1. SUMMARY ON CAMPUS STRATEGIC PLAN FOR DIVERSITY

The Diversity Alliance Committee (DAC) promotes and organizes programs and activities that are related to diversity across the UCCS campus. This committee comprises the Coordinator of Student Multicultural Affairs, the Director of Student Support for Engineering and Science, the Director of Student Engagement, the Coordinator for Graduate Recruitment, and the Director of Career Placement and Undergraduate Programs. Other campus representatives include colleagues from Campus Life and the Student Government. All professionals that promote diversity across the campus are invited to attend these meetings. For the second year, DAC has been a recipient of the Diversity and Excellence Grant. UCCS and the University of Colorado at Boulder will use this award for a diversity leadership workshop that involves students.

The Presidents' Diversity Advisory Committee (PDAC) is crafting a document to address staff development issues, implementation strategies, and goals that can enhance professional development opportunities for staff in across the Colorado University system.

2. DATA HIGHLIGHTS

Officers Minorities are employed in 14% of the 14 university officer positions; 36% are held by women.

Administrators Minorities hold 9% of the 35 administrative positions. Women are in 71% of these positions.

Classified & Professional Exempt Thirteen percent of the 220 classified and professional exempt positions are minorities; women are in 61% of these positions.

Secretarial/Clerical Sixteen percent of the 80 secretarial/clerical positions are held by minorities; 74 % of these positions are held by women.

Technical Sixteen percent of 25 technical positions are held by minorities; 32% of these positions are held by women.

Skilled Crafts Twenty percent of the 15 skilled crafts positions are minorities; and 13% are women.

Service/Maintenance Fifty percent of the 36 service/maintenance positions are minorities; 25% are women.

For the remaining elements of the report outline--**New and Ongoing Initiatives and Programs; Effectiveness of Initiatives and Programs; Goals, Measures and Accomplishments for Staff Diversity; Climate Survey Data; and Professional Development Opportunities**--the university's efforts are very similar for staff as well as faculty. Thus the reader is referred to these portions of the Faculty section for information pertinent to these topics.

New Hires

Position & Gender	Asian	Hispanic	Black
Faculty			
Women	2		
Men		2	
Administrative (Director/Dean)			
Women			2
Men			
Administrative (Adjunct)			
Women		1	
Men			
Research Faculty			
Women		1	
Men			

Applicant Pool

Position	Department	Applicants	Women	Men	Minorities	Minorities Interviewed	Interviewed
Exec. Director for Academic Diversity	VCAA	31	13	18	3	3	3
Dean of the College of Education	College of Education	34	11	23	5	1	3
Assistant Professor	Communications	12	5	7	0	0	1
Assistant Professor	GES	54	19	35	0	0	4
Interim Director Teacher Education	College of Education	10	6	4	1	0	1
Director Undergraduate Programs	College of Business	59	27	32	0	0	5
Sustainability Officer	Facilities	4	3	1	1	1	2
Director of Community Relations/Exe LAS	LAS	39	28	11	1	0	6
Director of Student Health Center	Dean of Students	11	10	1	1	0	2
Executive Assistant to the Dean Business	College of Business	67	62	5	9	1	5
Graduate Student Recruitment Coordinator	Graduate School	6	5	1	2	0	2
Senior Research Associate	Physics	138	5	133	71	0	2
Facilities Manager	Facilities	5	0	5	1	1	5
Director of NISSC	VCAA	7	0	0	0	0	2
Director of Small Business Development	College of Business	141	40	101	9	0	3
Instructor	Philosophy	10	0	1	0	0	1
Staff Therapist	Counseling Center	33	28	5	4	0	2
Assist Director Student Recruitment	VCSS	54	40	14	3	1	3
El Pomar Chair of Entrepreneurial Fin	College of Business	29	1	28	1	0	1
El Pomar Chair of Engineering	EAS	62	2	60	9	0	3
GRAND TOTAL		816	311	489	122	8	58

REFERENCES

Applicants in Pool and Faculty Hire Ethnicity Report. UCCS Personnel Office. (Spring 2006).

Diversity Report Data. UCCS Office of Institutional Research. (Fall 2005).

UCCS Blue Ribbon Commission Organizational Committee. (Spring 2006).

UCCS Presentation to the CCHE Taskforce on Minority Success. (October 3, 2005).

UCCS Self Study for Accreditation with the Higher Learning Commission of the North Central Association of Colleges and Schools. (Spring 2006).

University of Colorado at Colorado Springs
Faculty Diversity Profile
All Schools and Colleges, Fall 2005

	Total	Female	Pct.	Male	Pct.	Minority	Pct.	African American	American Indian	Asian American	Latino	Inter-national*
Regular Instructional Faculty	332	161	48%	171	52%	42	13%	7	3	14	18	0
<i>Tenured/Tenure Track</i>	200	72	36%	128	64%	28	14%	3	1	14	10	0
Full Professor	81	16	20%	65	80%	10	12%	1	0	7	2	0
Associate Professor	62	25	40%	37	60%	7	11%	2	0	2	3	0
Assistant Professor	57	31	54%	26	46%	11	19%	0	1	5	5	0
<i>Non-Tenure Track</i>	132	89	67%	43	33%	14	11%	4	2	0	8	0
Instructor/ Sr. Instructor	132	89	48%	43	33%	14	11%	4	2	0	8	0
<i>Tenured</i>	143	41	29%	102	71%	17	12%	3	0	9	5	0
Full Professor	81	16	20%	65	80%	10	12%	1	0	7	2	0
Associate Professor	62	25	40%	37	60%	7	11%	2	0	2	3	0
Assistant Professor	0	0	--	0	--	0	--	0	0	0	0	0
Administrative**	60	26	43%	34	57%	7	12%	2	0	2	3	0
Asst/Assoc/Dean/Chanc	21	9	43%	12	57%	2	10%	1	0	1	0	0
Dept. Chair/Directors	39	17	44%	22	56%	5	13%	1	0	1	3	0
Academic Staff	203	105	52%	98	48%	18	9%	4	1	5	8	0
Lecturers	163	79	48%	84	52%	16	10%	4	1	4	7	0
Adjunct/Visiting Profs	4	2	50%	2	50%	1	25%	0	0	0	1	0
Researcher	36	24	67%	12	33%	2	6%	0	0	1	1	0

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

**Persons in the Asst/Assoc/Dean/Chanc category are not counted elsewhere, but Dept Chairs/Directors are included among faculty.

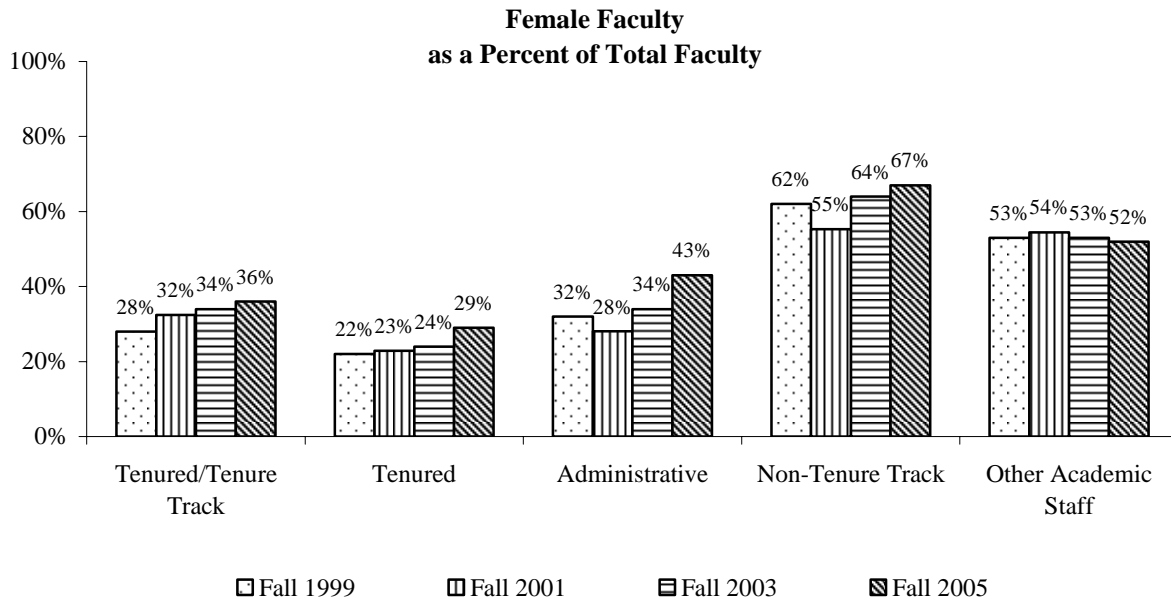
**University of Colorado at Colorado Springs
 Faculty Diversity Profile, Gender by Ethnicity
 All Schools and Colleges, Fall 2005**

Category	Total	Asian American			African American			Latino			American Indian			White			Did Not Disclose/ Unknown		
		F	M	% Female	F	M	% Female	F	M	% Female	F	M	% Female	F	M	% Female	F	M	% Female
Regular Instructional Faculty	332	2	12	14%	5	2		11	7	71%	2	1	67%	137	143	49%	4	6	40%
<i>Tenured/Tenure Track</i>	200	2	12	14%	3	0	100%	5	5	50%	1	0	100%	59	108	35%	2	3	40%
Full Professor	81	0	7	0%	1	0	100%	2	0	100%	0	0	--	13	58	18%	0	0	--
Associate Professor	62	1	1	50%	2	0	100%	1	2	33%	0	0	--	21	33	39%	0	1	0%
Assistant Professor	57	1	4	20%	0	0	--	2	3	40%	1	0	100%	25	17	60%	2	2	50%
<i>Non-Tenure Track</i>																			
Instructor/ Sr. Instructor	132	0	0	--	2	2	50%	6	2	75%	1	1	50%	78	35	69%	2	3	40%
<i>Tenured</i>	143	1	8	11%	3	0	100%	3	2	60%	0	0	--	34	91	27%	0	1	0%
Full Professor	81	0	7	0%	1	0	100%	2	0	100%	0	0	--	13	58	18%	0	0	--
Associate Professor	62	1	1	50%	2	0	100%	1	2	33%	0	0	--	21	33	39%	0	1	0%
Assistant Professor	0	0	0	--	0	0	--	0	0	--	0	0	--	0	0	--	0	0	--
Administrative	60	0	2	0%	2	0	100%	1	2	33%	0	0	--	23	30	43%	0	0	--
Asst/Assoc/Dean/Chanc	21	0	1	0%	1	0	100%	0	0	--	0	0	--	8	11	42%	0	0	--
Dept. Chair/Directors	39	0	1	0%	1	0	100%	1	2	33%	0	0	--	15	19	44%	0	0	--
Academic Staff	203	4	1	80%	2	2	50%	5	3	63%	0	1	0%	85	82	51%	0	0	--
Lecturer	163	4	0	100%	2	2	50%	4	3	57%	0	1	0%	61	69	47%	0	0	--
Adjunct/Visiting Profs	4	0	0	--	0	0	--	1	0	100%	0	0	--	1	2	33%	0	0	--
Researcher	36	0	1	0%	0	0	--	1	0	100%	0	0	--	23	11	68%	0	0	--

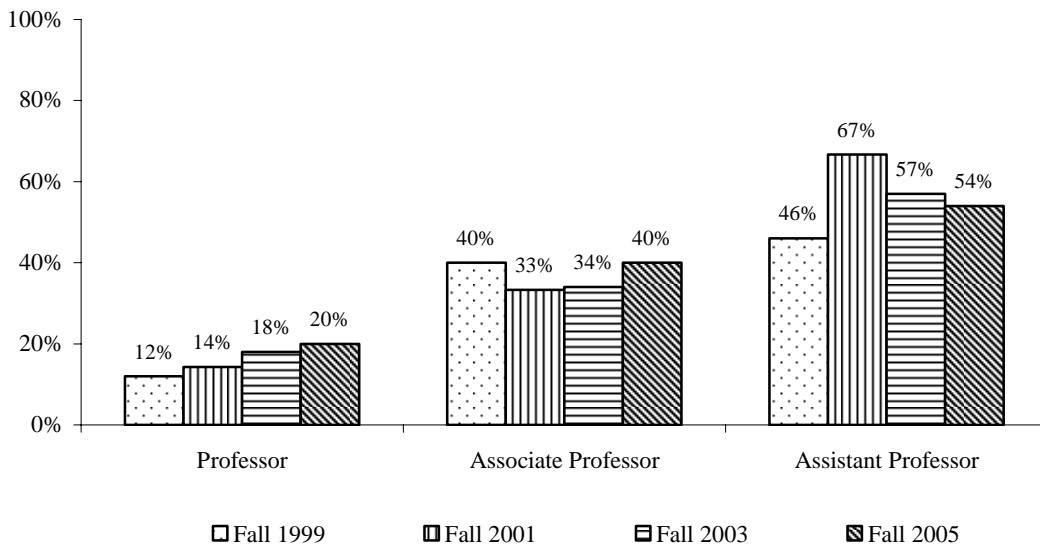
*International faculty and those with no race/ethnicity on record are included in non-minority totals.

**Persons in the Asst/Assoc/Dean/Chanc category are not counted elsewhere, but Dept Chairs/Directors are included among faculty.

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

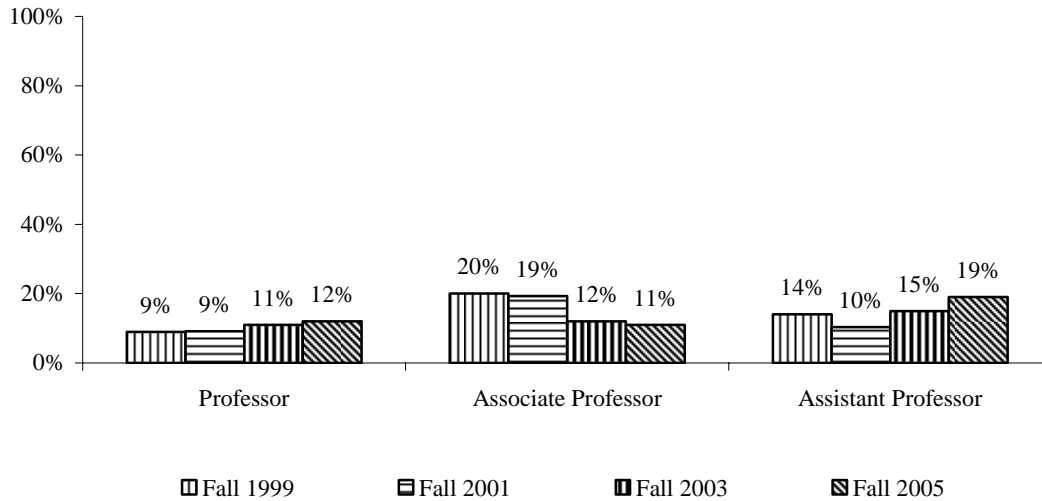


**Female Tenured/Tenure-Track Faculty
 as a Percent of Total Tenured/Tenure-Track Faculty**

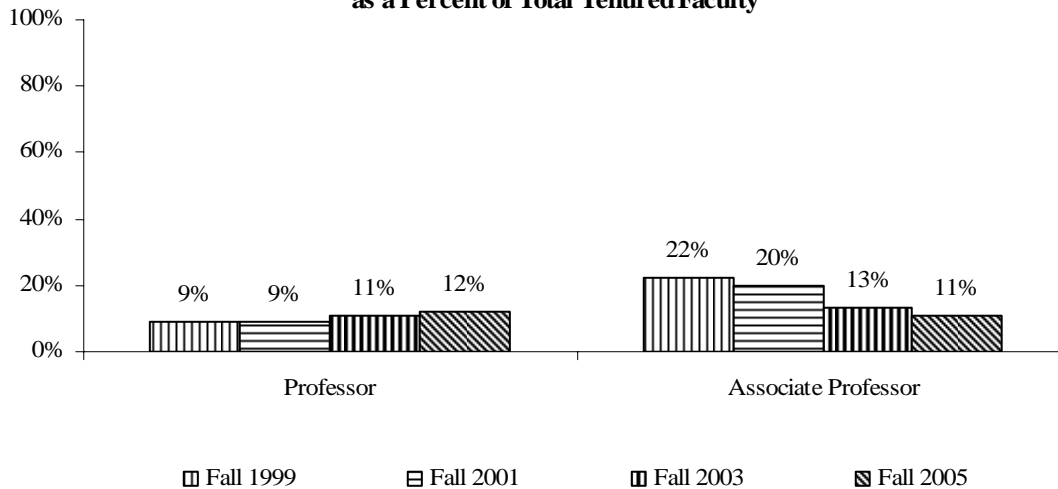


**University of Colorado at Colorado Springs
 Faculty Diversity Profile**

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



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

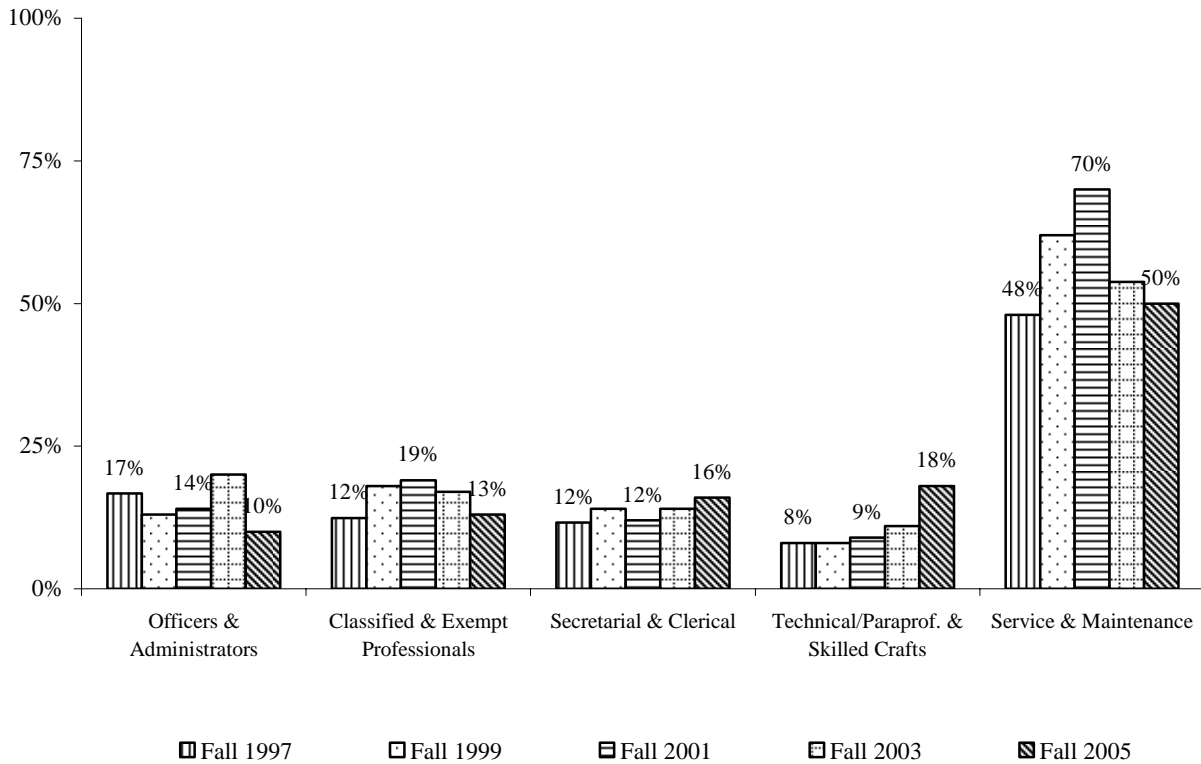


**University of Colorado at Colorado Springs
 Staff Diversity Profile, Fall 2005**

Category	Female		Male		Minority		Ethnicity					
	Total	#	Pct.	#	Pct.	#	Pct.	African American	American Indian	Asian American	Latino	Inter-national
TOTAL	425	243	57%	182	43%	72	17%	20	2	6	44	0
Officer	14	5	36%	9	64%	2	14%	1	0	1	0	0
Administrator	35	25	71%	10	29%	3	9%	1	0	0	2	0
Professional (Classified & Exempt)	220	135	61%	85	39%	29	13%	5	1	5	18	0
Secretarial/Clerical	80	59	74%	21	26%	13	16%	2	0	0	11	0
Technical	25	8	32%	17	68%	4	16%	3	1	0	0	0
Skilled Crafts	15	2	13%	13	87%	3	20%	0	0	0	3	0
Service/Maintenance	36	9	25%	27	75%	18	50%	8	0	0	10	0

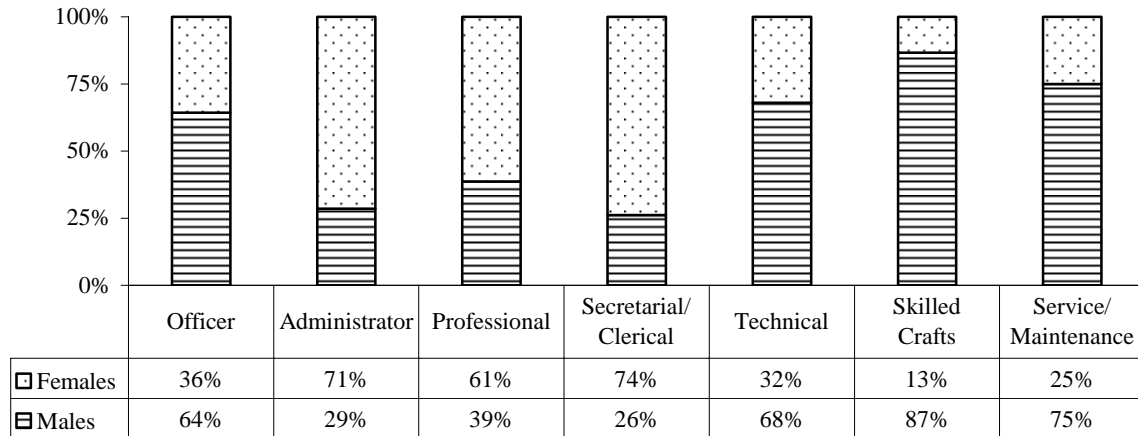
University of Colorado at Colorado Springs Staff Diversity Profile

Percent Ethnic Minority by Occupational Category

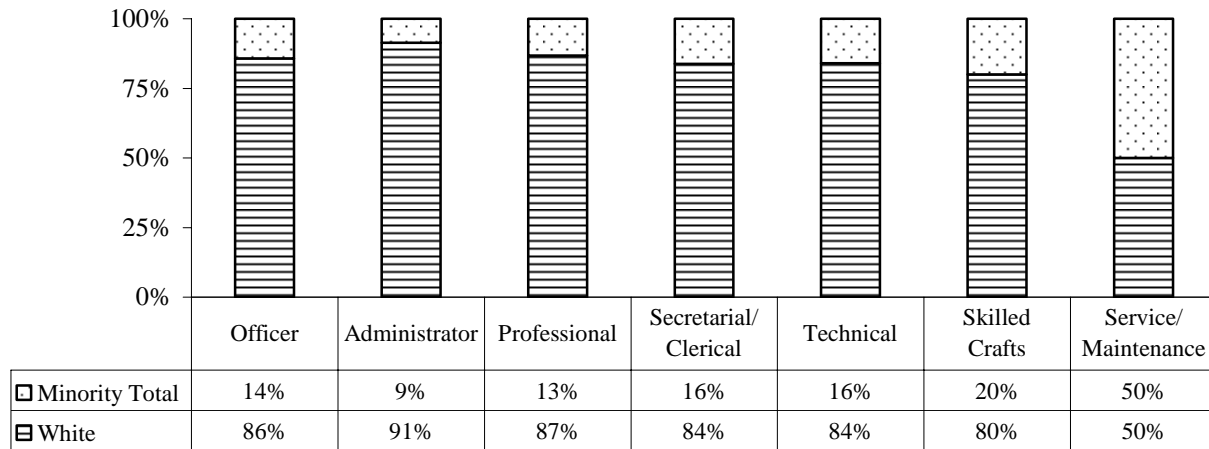


**University of Colorado at Colorado Springs
 Staff Diversity Profile**

Occupational Categories by Gender, 2005-06



Occupational Categories by Ethnicity, 2005-06



Minority Breakdown	Officer	Administrator	Professional	Secretarial/ Clerical	Technical	Skilled Crafts	Service/ Maintenance
African American	7%	3%	2%	3%	12%	0%	22%
Asian American	7%	0%	2%	0%	0%	0%	0%
Latino	0%	6%	8%	14%	0%	20%	28%
American Indian	0%	0%	0%	0%	4%	0%	0%

University of Colorado System
Office of the Vice President for Academic Affairs and Research
System Office of Information & Analysis
51 SYS Boulder, Colorado 80309-0051
Phone: (303) 492-8232 Email: chris.griffinwehr@cu.edu
Web: http://www.cu.edu/system_info/



UNIVERSITY OF COLORADO SYSTEM

Boulder • Colorado Springs • Denver and Health Sciences Center

Office of the Vice President for Academic Affairs and Research

University of Colorado 2006 Diversity Report

Denver and Health Sciences Center

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

March 2006

Introduction

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

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

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

University Overview

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

2005 Highlights: STUDENTS

Data Highlights

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

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

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

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

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

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

Freshmen Enrollment

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

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

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

Persistence and Degrees Awarded

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

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

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

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

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

Graduation Rates

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

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

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

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

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

Pipelines

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

Pipeline On-going Activities:

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

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

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

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

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

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

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

Pipeline New Initiatives/Programs:

New pipeline activities and initiatives for 2005-06 include:

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

Recruitment

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

On-going Recruitment Activities

Current, on-going recruitment activities includes:

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

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

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

New Recruitment Initiatives:

New initiatives include:

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

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

Retention

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

Retention Ongoing Activities

The 2005 highlights of retention programs include:

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

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

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

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

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

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

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

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

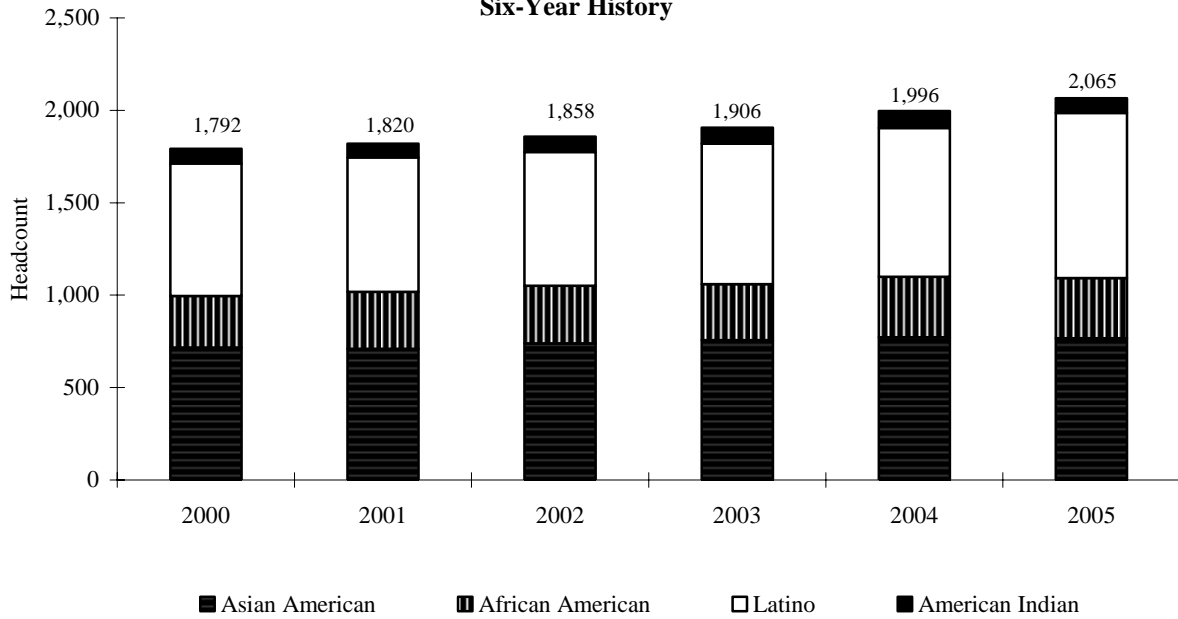
- participants reported
 - Persistence: 92 percent
 - Good Academic Standing: 92 percent
 - Graduation: 37 percent
- **The Auraria Library** offers a Diversity Programming Series that helps to promote diversity related resources available to the campus through the library. Examples include: Vietnamese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

New Initiatives:

New 2005-06 initiatives include:

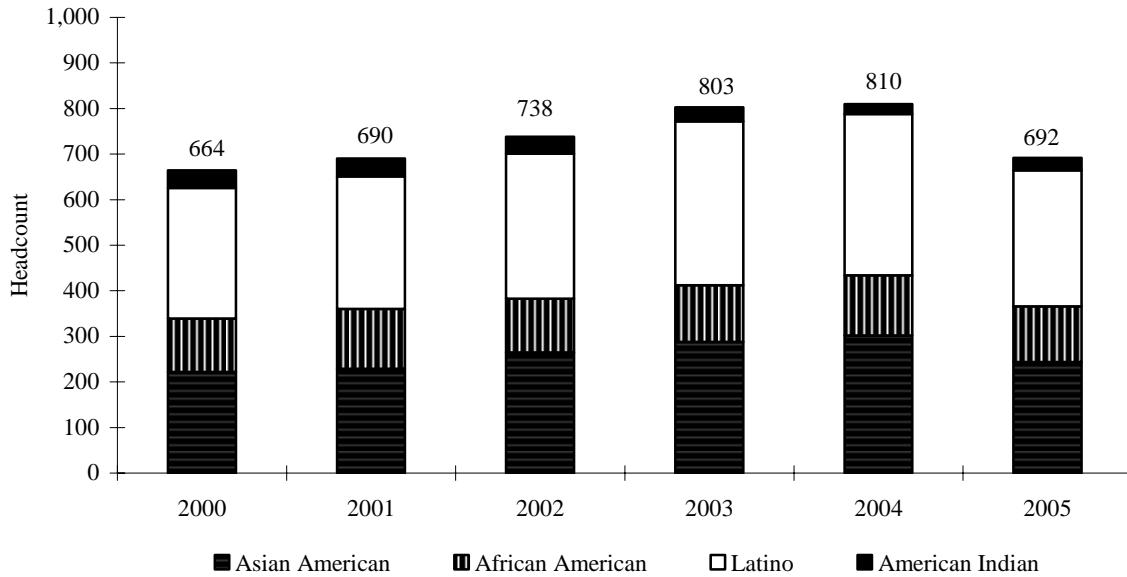
Quality Undergraduate Education: The new Undergraduate Experiences unit (1) promotes access to high quality and innovative academic programs for all undergraduate students; (2) improves undergraduate retention, and (3) coordinates academic and student affairs initiatives for undergraduate students. In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

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



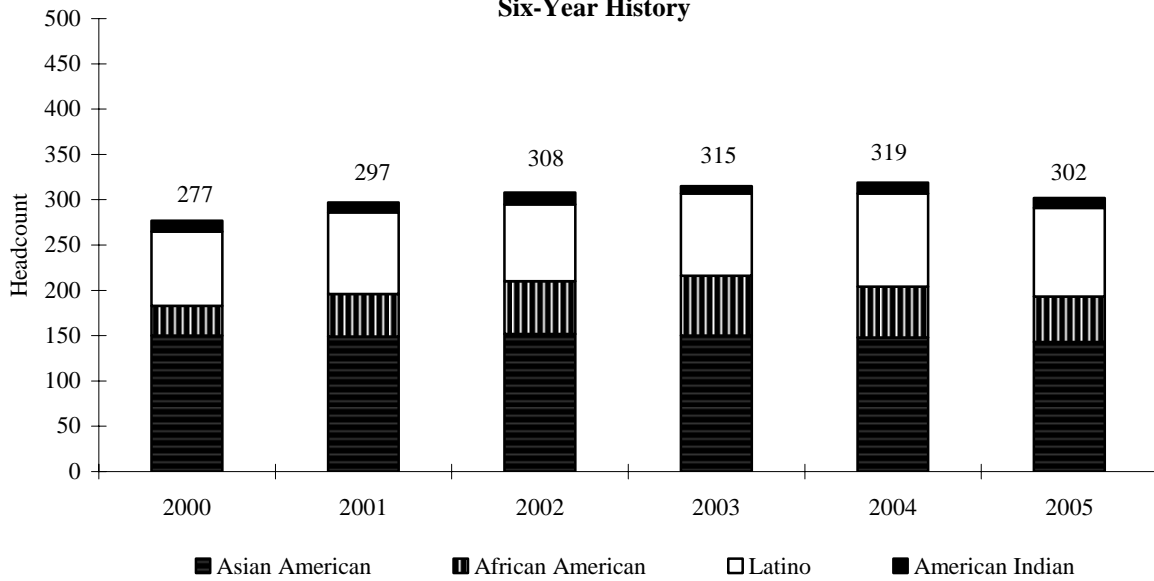
	2000	2001	2002	2003	2004	2005
Minority Enrollment as a % of Total Undergraduate Enrollment	27.1%	26.8%	26.6%	26.5%	26.1%	26.1%
Asian American	717	709	740	756	773	767
African American	279	309	311	303	326	325
Latino	717	727	724	760	806	894
American Indian	79	75	83	87	91	79
Minority Total	1,792	1,820	1,858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

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



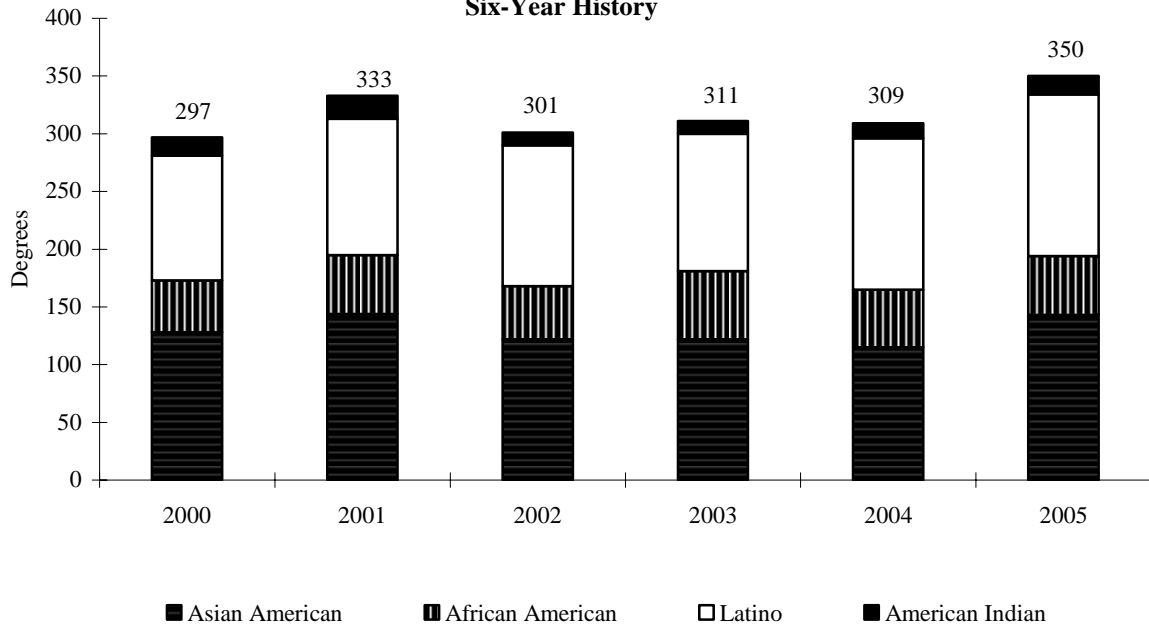
	2000	2001	2002	2003	2004	2005
Minority Enrollment as a % of Total Graduate Enrollment	12.5%	12.3%	12.2%	31.1%	13.4%	12.5%
Asian American	222	229	265	288	302	244
African American	117	131	118	124	132	122
Latino	287	291	318	360	354	298
American Indian	38	39	37	31	22	28
Minority Total	664	690	738	803	810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

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

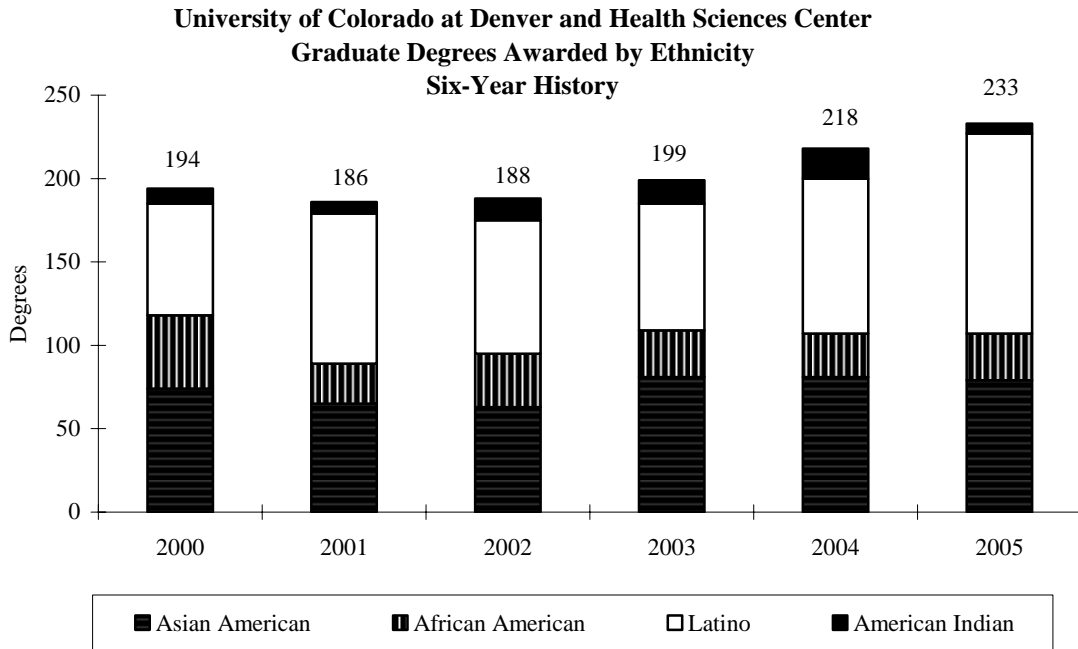


	2000	2001	2002	2003	2004	2005
Minority Enrollment as a % of Total First Professional Enrollment	25.1%	26.4%	25.8%	25.2%	22.9%	21.6%
Asian American	150	149	152	150	148	143
African American	33	47	58	66	56	50
Latino	82	90	85	91	103	98
American Indian	12	11	13	8	12	11
Minority Total	277	297	308	315	319	302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

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

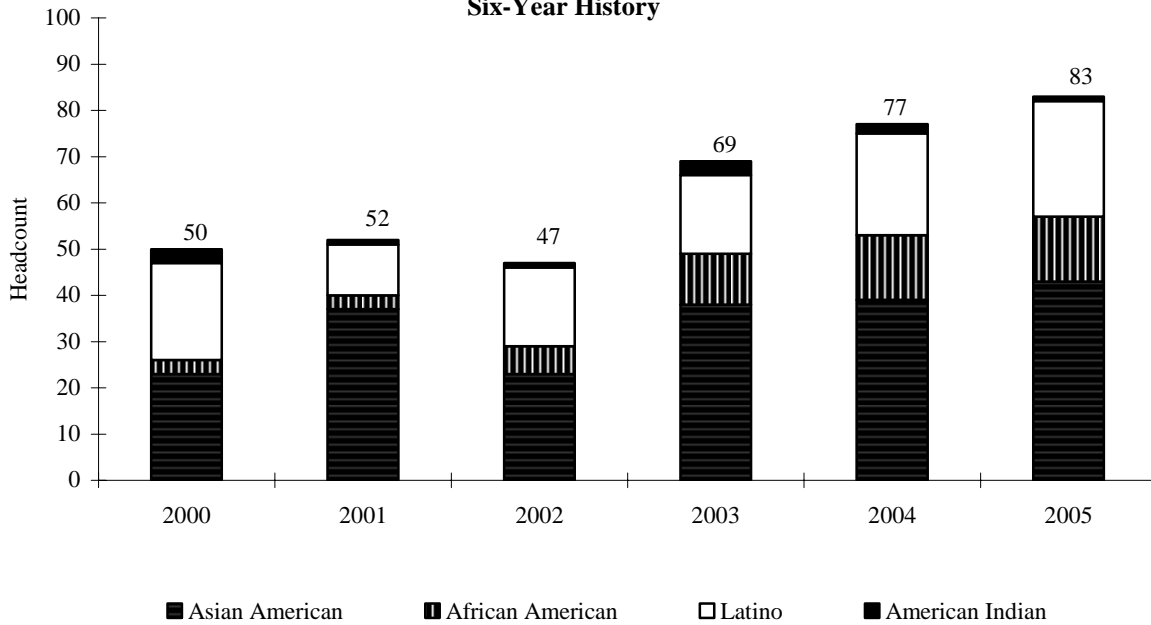


	2000	2001	2002	2003	2004	2005
Minority Degrees Awarded as a % of Total Baccalaureate Degrees Awarded	23.3%	23.0%	21.0%	20.3%	19.5%	22.6%
Asian American	128	144	122	122	115	143
African American	45	51	46	59	50	51
Latino	108	118	122	119	131	140
American Indian	16	20	11	11	13	16
Minority Total	297	333	301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



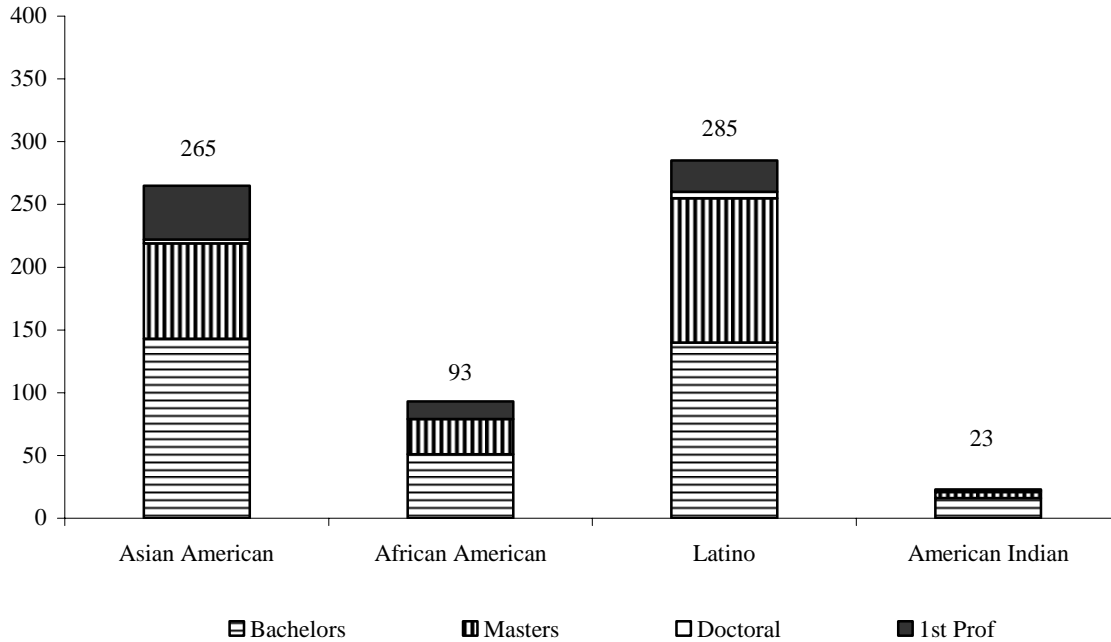
	2000	2001	2002	2003	2004	2005
Minority Degrees Awarded as a % of Total Graduate Degrees Awarded	11.1%	10.6%	10.7%	10.6%	11.9%	12.0%
Asian American	74	65	63	81	81	79
African American	44	24	32	28	26	28
Latino	67	90	80	76	93	120
American Indian	9	7	13	14	18	6
Minority Total	194	186	188	199	218	233
White/Unknown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

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



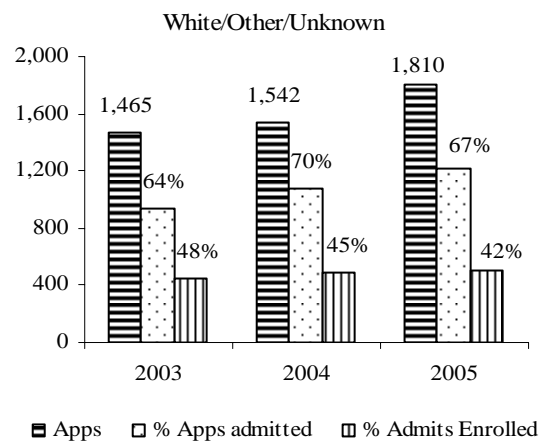
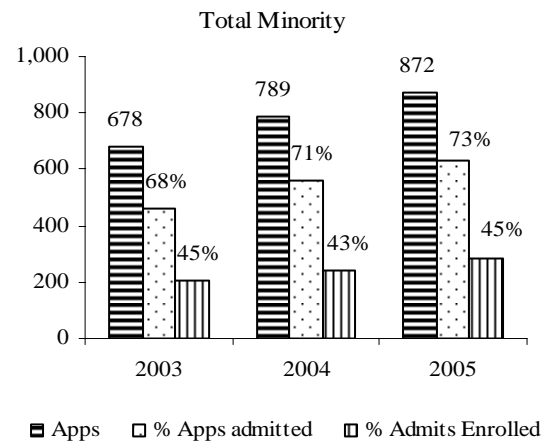
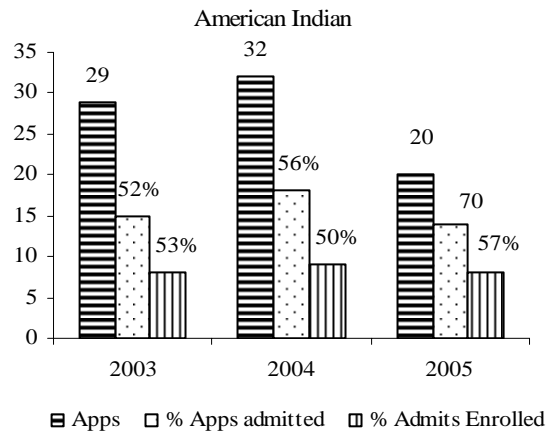
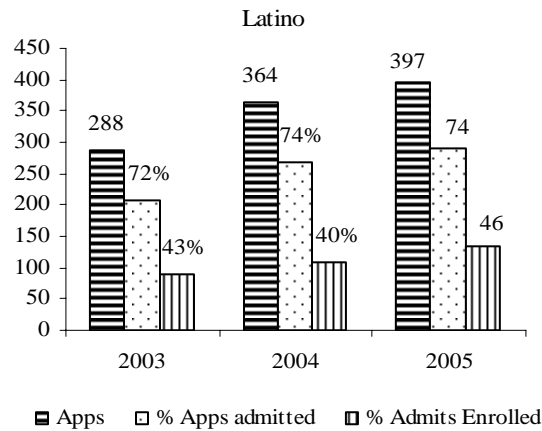
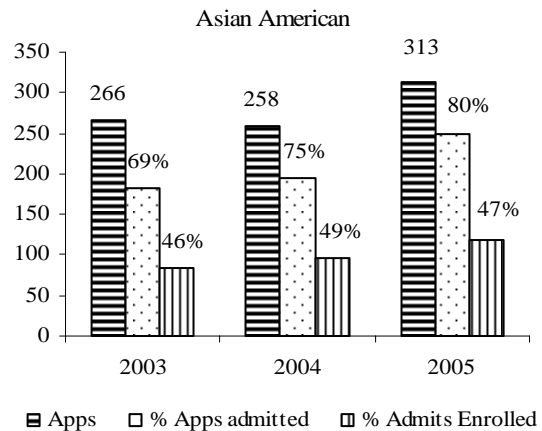
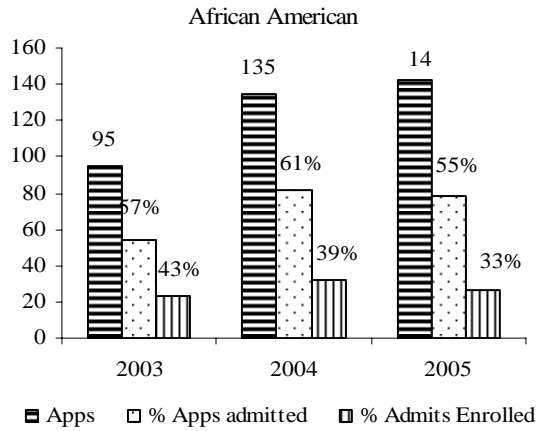
	2000	2001	2002	2003	2004	2005
Minority Degrees Awarded as a % of Total First Professional Degrees Awarded	20.7%	22.0%	20.7%	26.3%	30.6%	23.4%
Asian American	23	37	23	38	39	43
African American	3	3	6	11	14	14
Latino	21	11	17	17	22	25
American Indian	3	1	1	3	2	1
Minority Total	50	52	47	69	77	83
White/Unknown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

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



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

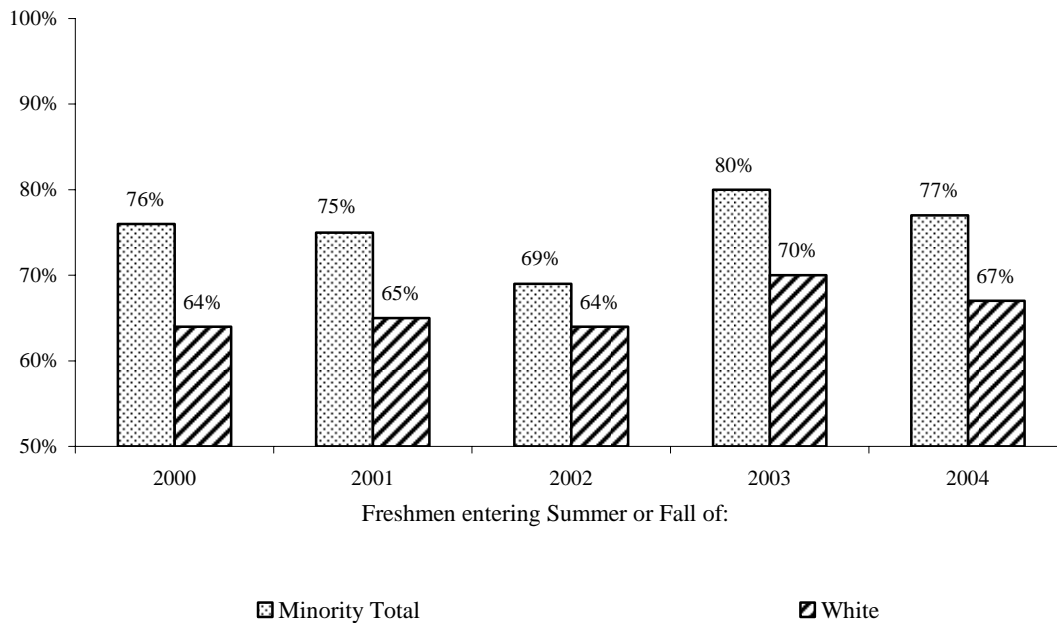
**University of Colorado at Denver and Health Sciences Center
 All Freshman Applications, Acceptances, and Enrollments
 By Ethnicity 2003, 2004, 2005**



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

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

Freshman Retention Rates



2005 Highlights: FACULTY and STAFF

Data Highlights

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

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

Ongoing Faculty and Staff Programs

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

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

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

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

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

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

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

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

New Initiatives/Programs for Faculty and Staff

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

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

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

OTHER

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

Activities for 2006 include:

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

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

attendance and program evaluations.

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

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

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

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

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

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

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

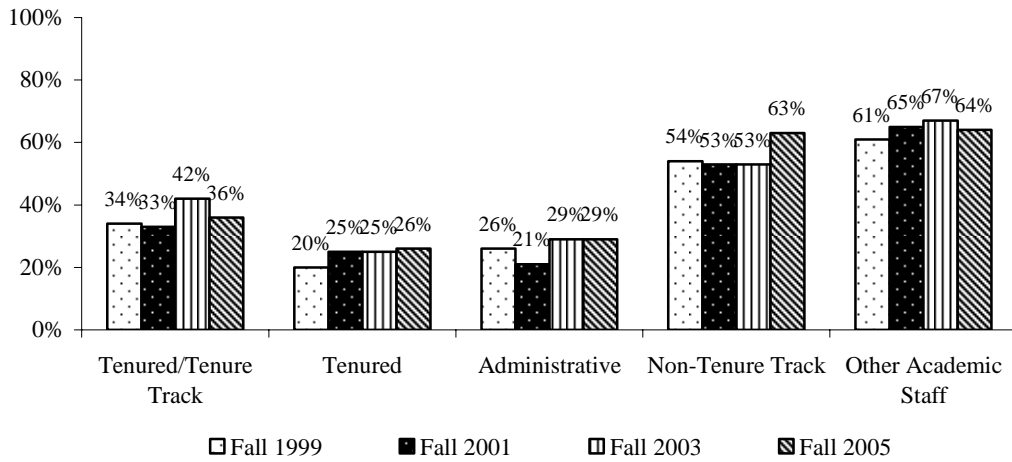
Category	Total	African American			American Indian			Asian American			Latino			White			Non-Resident Alien		
		F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
Total, Regular Faculty	2,146	14	15	48%	13	5	72%	45	53	46%	27	31	47%	837	980	46%	37	89	29%
Tenured/Tenure Track	1,410	9	11	45%	8	3	73%	29	40	42%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

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

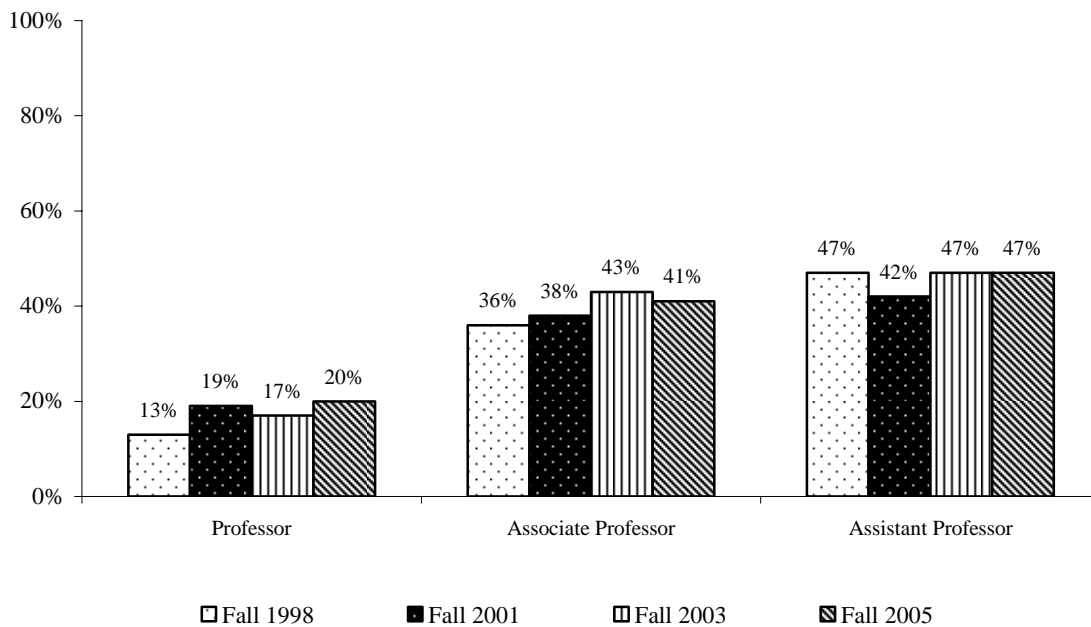
Other = one year or less faculty appointments, could include faculty on restricted grant appointments.

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

Female Faculty as a Percent of Total Faculty

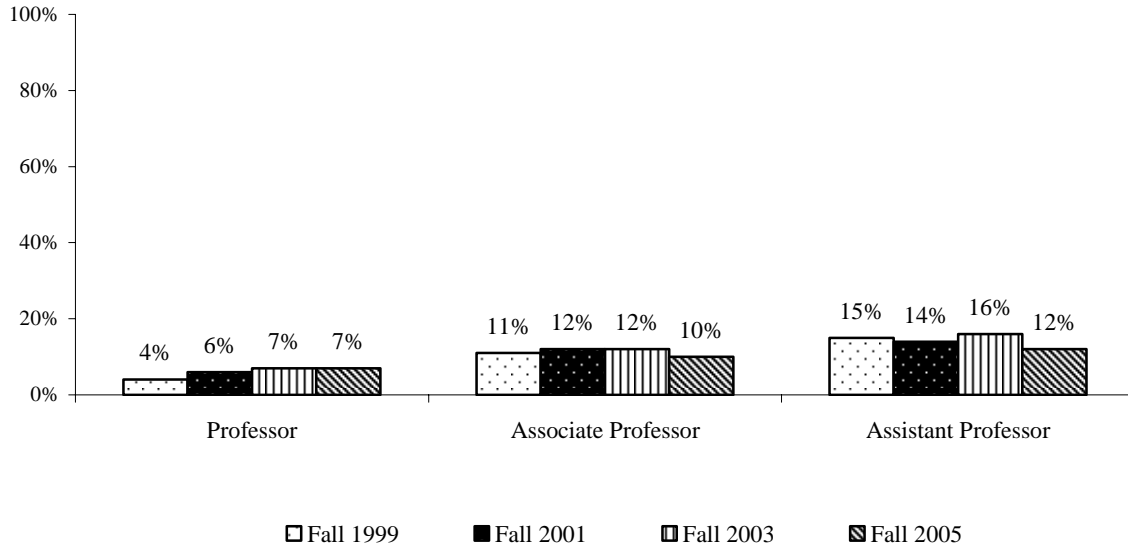


Female Tenured/Tenure Track Faculty as a Percent of Total Tenured/Tenure-Track Faculty

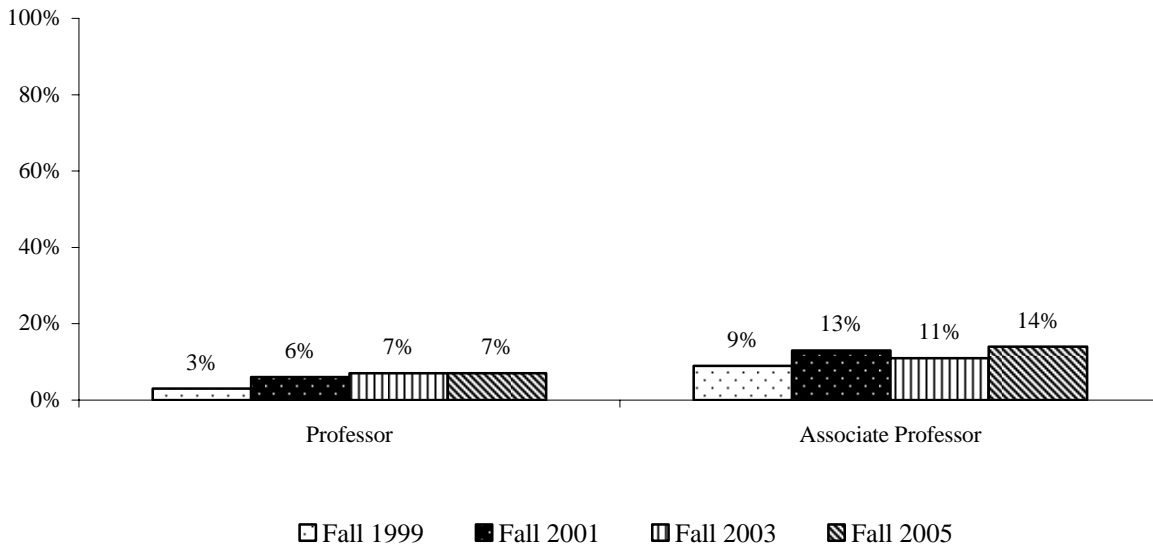


University of Colorado at Denver and Health Sciences Center Faculty Diversity Profile

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



Minority Tenured Faculty as a Percent of Total Tenured Faculty

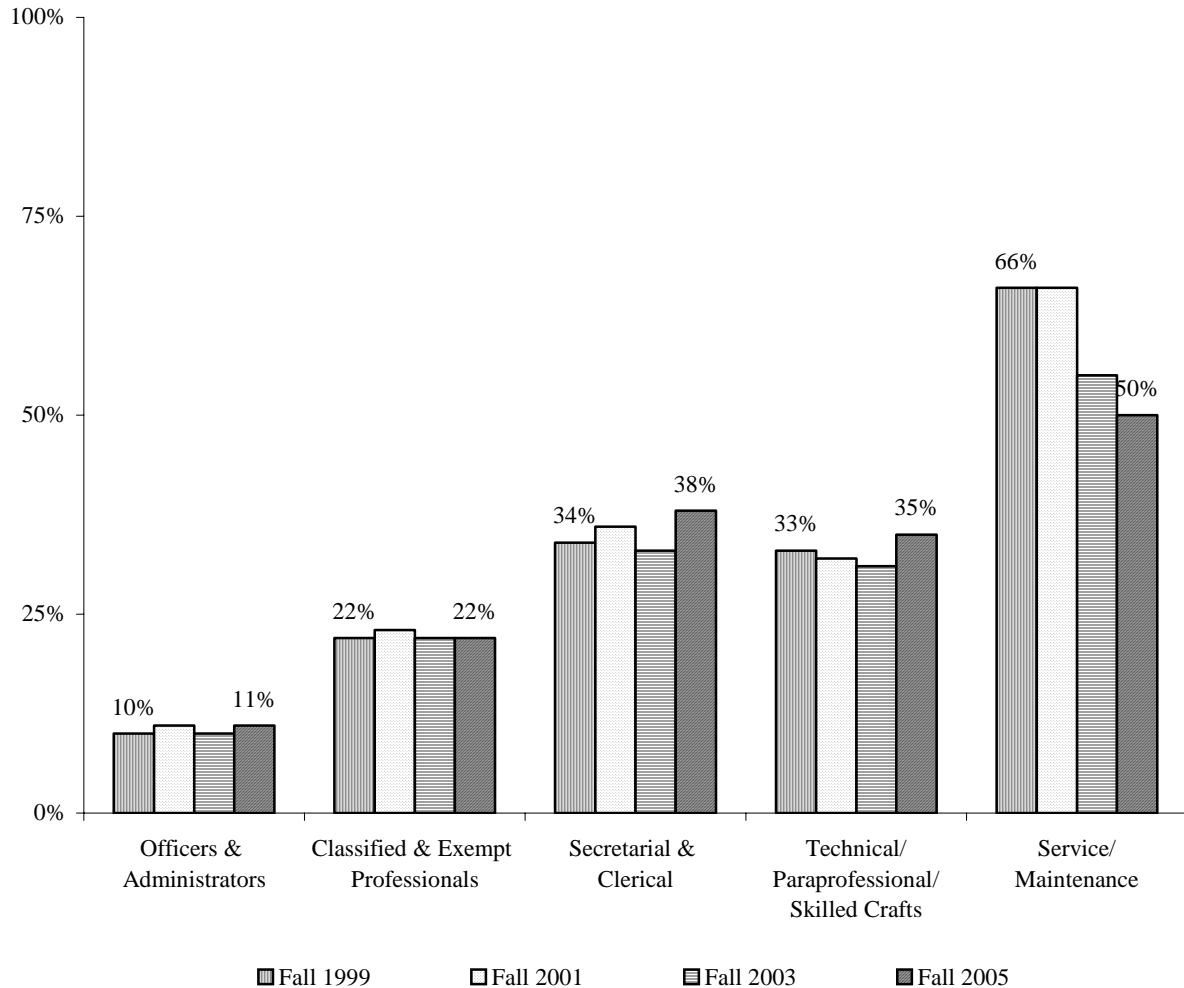


**University of Colorado at Denver and Health Sciences Center
 Staff Diversity Profile
 All Schools and Colleges, Fall 2005**

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

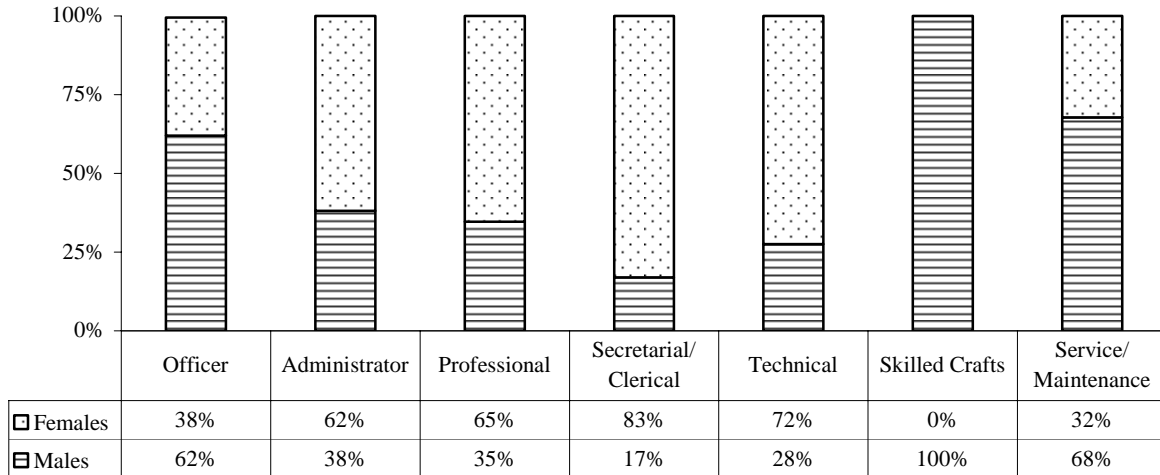
University of Colorado at Denver and Health Sciences Center Staff Diversity Profile

Percent Ethnic Minority by Occupational Category

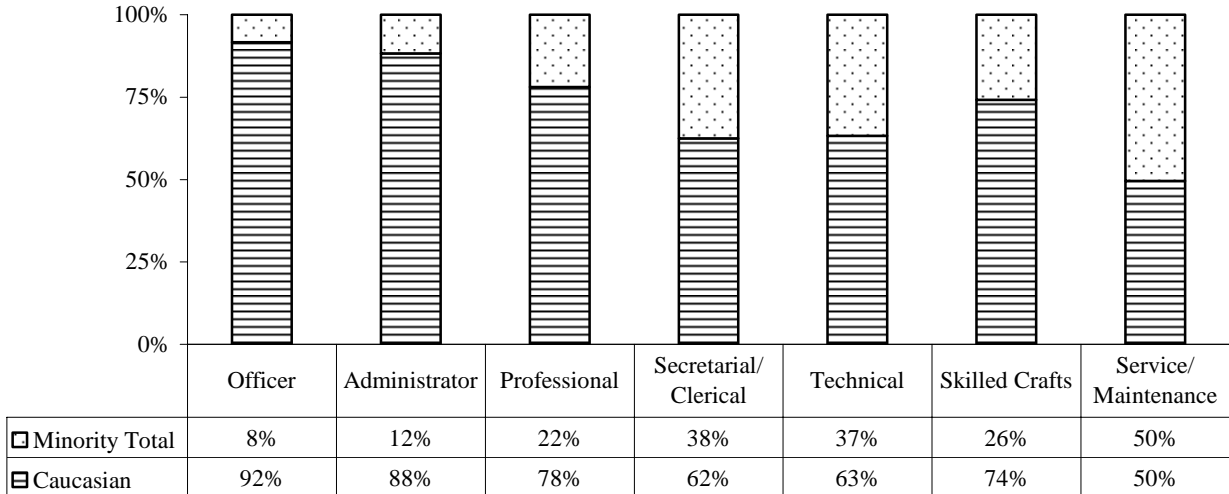


University of Colorado at Denver and Health Sciences Center Staff Diversity Profile

Occupational Categories by Gender, 2005-06



Occupational Categories by Ethnicity, 2005-06



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

University of Colorado System
Office of the Vice President for Academic Affairs and Research
System Office of Information & Analysis
51 SYS Boulder, Colorado 80309-0051
Phone: (303) 492-8232 Email: chris.griffinwehr@cu.edu
Web: http://www.cu.edu/system_info/



UNIVERSITY OF COLORADO SYSTEM

Boulder • Colorado Springs • Denver and Health Sciences Center

Office of the Vice President for Academic Affairs and Research

University of Colorado 2006 Diversity Report

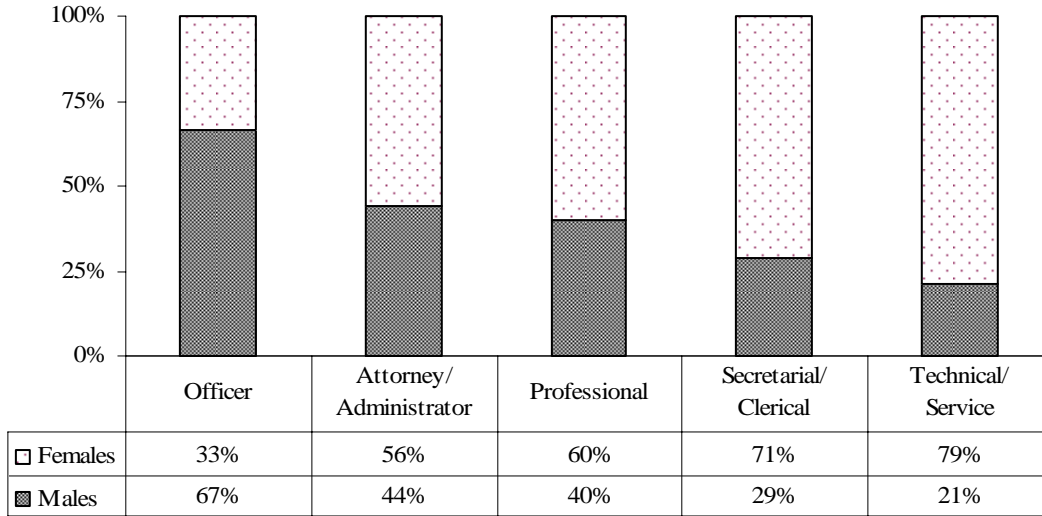
System Administration

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

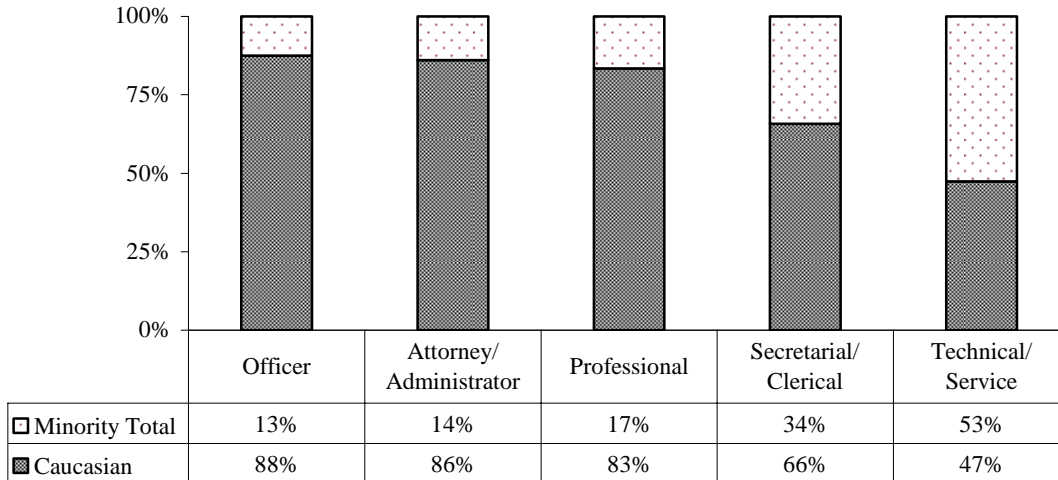
March 2006

**University of Colorado System Administration
Fall 2005**

Occupational Categories by Gender

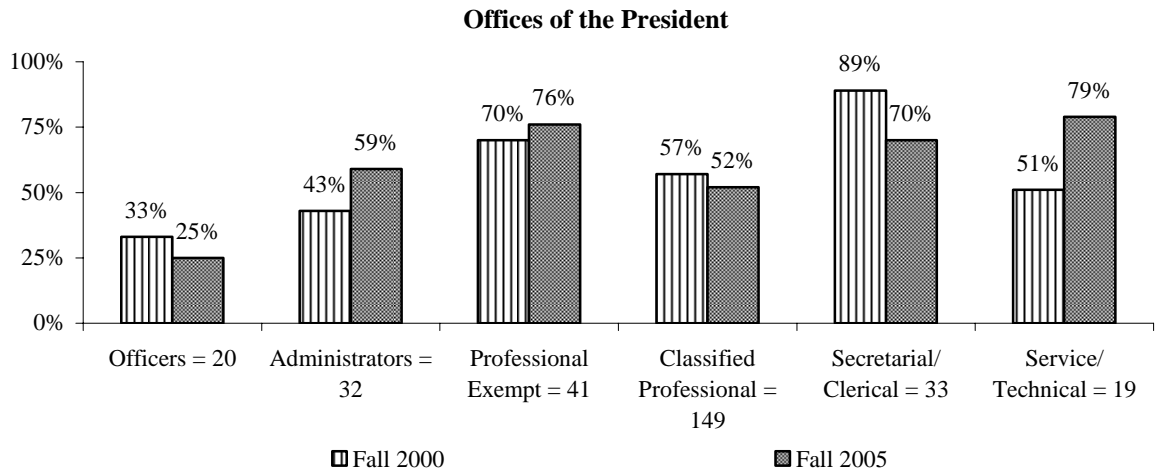
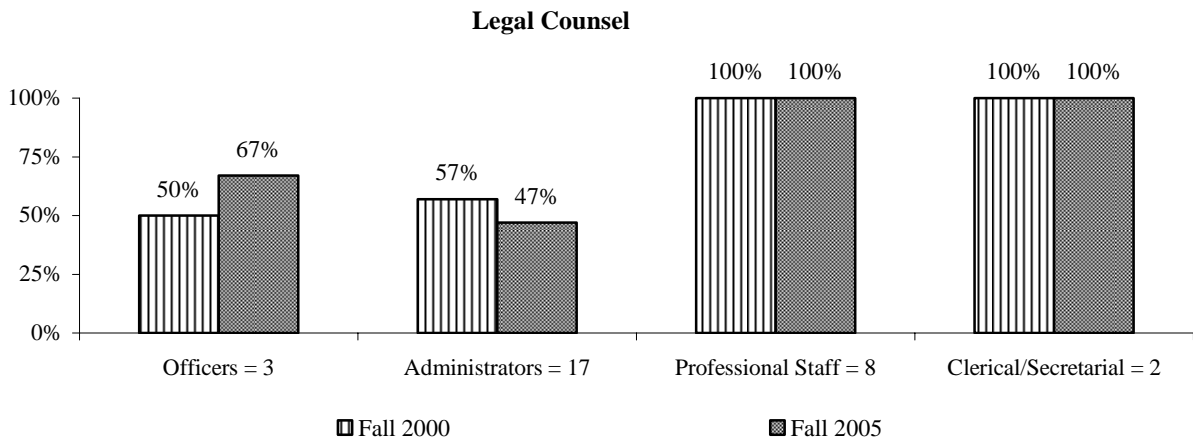
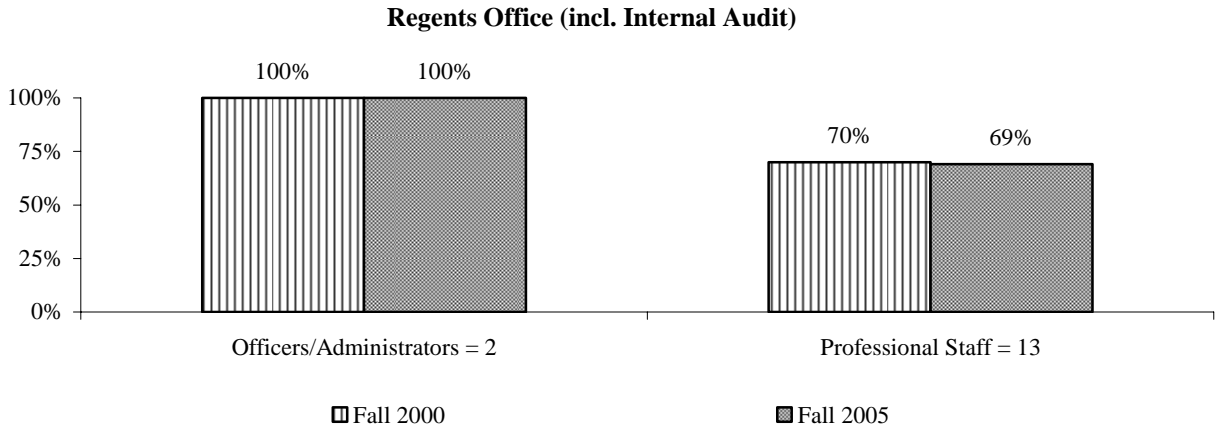


Occupational Categories by Ethnicity

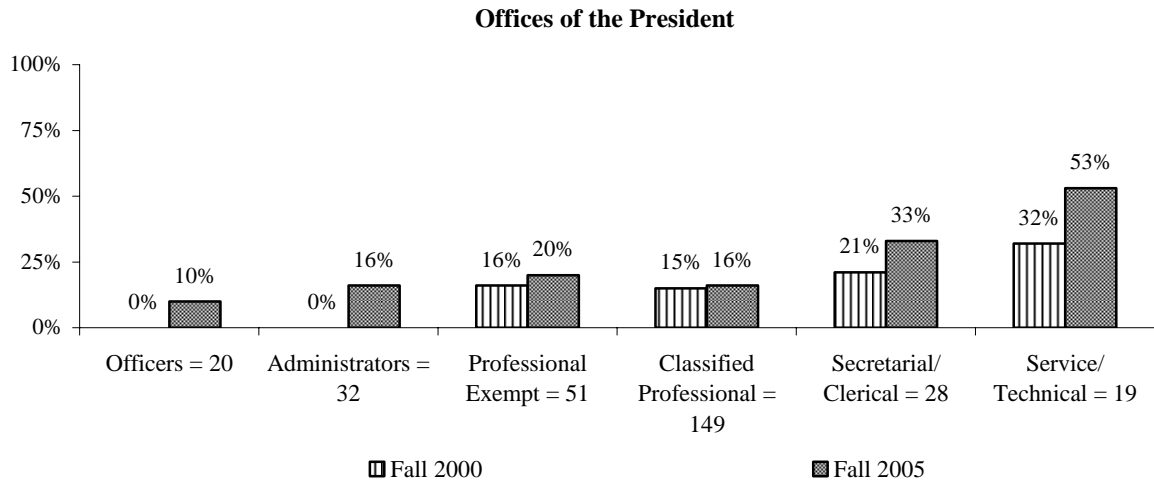
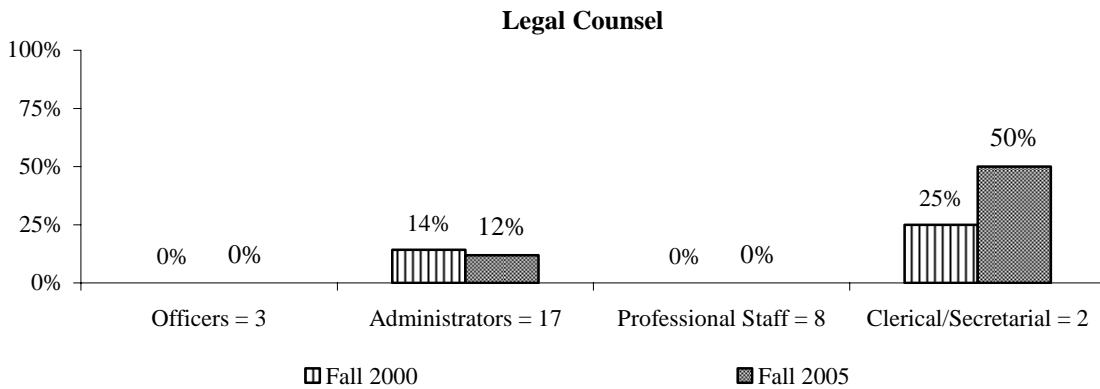
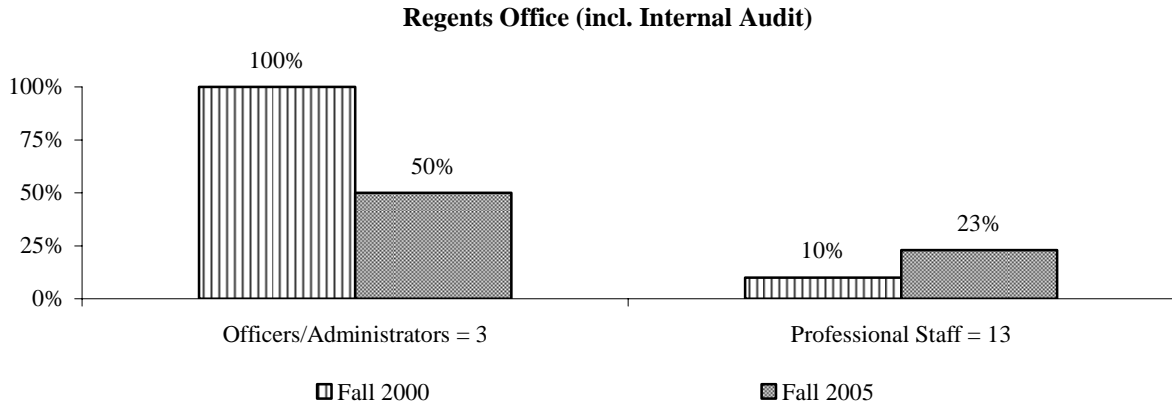


Ethnicity	Officer	Administrator	Professional	Secretarial/ Clerical	Service/ Technical
African American	4.2%	0.0%	1.9%	14.3%	21.1%
Asian American	0.0%	0.0%	4.3%	0.0%	15.8%
Latino	8.3%	12.0%	9.0%	14.3%	15.8%
American Indian	0.0%	2.0%	1.4%	5.7%	0.0%

University of Colorado System Administration Percent Females by Occupational Category



University of Colorado System Administration Percent Ethnic Minorities by Occupational Category



University of Colorado
Office of the Vice President for Academic Affairs and Research
System Office of Information & Analysis
51 SYS Boulder, Colorado 80309-0051
Phone: (303) 492-8232 Email: chris.griffinwehr@cu.edu
Web: http://www.cu.edu/system_info/
