



University of Colorado System

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MEMORANDUM

TO: Board of Regents

FROM: Carmen Braun Williams, Assistant Vice President for Diversity

DATE: March 6, 2008

SUBJECT: Annual Diversity Report

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, academic affairs and student affairs officers provide highlights of their accomplishments and progress toward meeting their diversity goals, 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 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 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 new initiatives this year to enhance diversity. At the University of Colorado at Boulder, the *Blueprint for Action* continues to serve as the campus's strategic diversity plan and emphasizes three goals: building an inclusive campus climate; recruiting, retaining, and graduating diverse students; and enhancing diversity among faculty, staff, and administration. To facilitate progress toward these goals, the Boulder campus appointed Dr. Sallye McKee as the first vice chancellor for diversity, equity, and community engagement. Vice Chancellor McKee is responsible for engaging and leading faculty, staff, students, and external campus constituencies in initiatives and programs that support diversity in all of its forms. Other new diversity initiatives include the establishment of a Pre-College Outreach Task Force, which is in the process of evaluating the campus outreach efforts to determine audience, recruitment/outreach strategies, inter-connectedness, and scope in order to formulate recommendations for modifying existing resources and/or providing additional resources. Upon completion, the Task Force's report will be presented to Chancellor Peterson and senior-level campus administrators.

UCD is engaged in a search for its first senior diversity officer, a vice provost and associate vice chancellor for diversity and inclusion. This position is an officer of the university, reports directly to the provost, and is a member of the Provost's Executive Team. The creation of this new position is but one of a number of initiatives designed to strengthen diversity and inclusion at UCD. For example, in fall 2007, every academic

and administrative unit developed action plans to ensure that the university more fully represents the communities it serves. Another recent UCD initiative, the Pilot Tenure Track Mentoring Program, had a successful inaugural year in 2006-2007. Forty-three senior faculty members responded to an invitation to become a mentor, and 23 untenured faculty members were paired with a senior colleague. Meetings were held to provide information about mentoring, the tenure process, and to build a sense of community among participants. In fall 2007, 18 were eligible to continue, and indicated a desire to do so. In addition, 16 newly hired tenure track faculty applied to the program. Forty percent of those being mentored and 33 percent of the mentors are from underrepresented groups.

At UCCS, the recommendations of the Blue Ribbon Commission on Diversity were incorporated directly into the strategic planning process for the UCCS campus. The planning process for the Diversity Strategic Plan 2007 included broad participation of students, staff, faculty, and administrators from all of the colleges, as well as community representation. UCCS took an expansive look at diversity based on previous campus efforts, the Blue Ribbon Commission on Diversity recommendations, and an assessment of current issues at UCCS. The strategic recommendations and goals for diversity were organized in the action areas of *diversity within*, *diversity without*, and *diversity in what we do*. Kee Warner, Interim Associate Vice Chancellor for Diversity, is working with the Diversity Foundation committee to identify diversity catalysts throughout the university and support conversations regarding diversity and inclusiveness initiatives at the level of departments and organizational units. At the same time, work is moving forward to create needed support structures and programs. The Diversity Foundations committee identified critical organizational and resource needs that are being linked to campus budget and planning processes.

Undergraduate Students

Pipeline programs. 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 private gift of \$1 million for scholarships for CU Pre-Collegiate Development Program graduates has assisted the University's efforts to increase student diversity by supporting more PCDP students who demonstrate financial need. To date, 54 Pre-Collegiate graduates benefited from this program.

In addition to the PCDP, several other programs on the campuses actively engage in outreach to prospective underrepresented students and offer support services after they are enrolled. For example, a partnership between CU-Boulder's School of Journalism and the *Rocky Mountain News* is working to build a bridge from high school to college. In fall of 2006, the Journalism School established a journalism program at George Washington High School to give prospective minority students a chance to explore print journalism. The American Society of Newspaper Editors and CU representatives are also involved in the partnership. These professionals provide support to the diverse group of high school students by helping them when needed and by showing them that it is their voices that matter. The George Washington High School newspaper program was an astounding success this past year. About twenty-five percent (25%) of the approximately 40 students who participated in the newspaper this past year were students of color, compared to one or two the year before.

At UCD, the Pre-collegiate Program recently partnered with Escuela Tlateloco, a predominately Latino/a alternative K-12 school, to offer seniors a weekly "senior seminar" on the downtown Denver campus. The seminar facilitated the enrollment process, including admissions and financial aid, and addressed transition topics. The Pre-Collegiate Program also established a senior day, when pre-college seniors and their parents can attend information workshops about the university and services supporting their students. Another pipeline program, the Early College Scholars Program, is a new component of CU Succeed that was initiated in spring 2006. The program offers college-level courses but operates in high schools that have large enrollments of first-generation college students and students of color. Early College Scholars is offering courses in five high schools in Denver Public Schools.

At UCCS, pipeline and student recruitment programs are viewed as critical for the quality growth of the campus. UCCS is building the capacity of pre-collegiate programs, of the recruitment office, and linkages with student support functions on campus, particularly the Office of Student Multicultural Affairs and Outreach. Examples include: the Student Multicultural Affairs Office shares a position with the Recruitment Office that targets high schools with large numbers of minority students; recruiter visits have increased in rural areas throughout Colorado, including the heavily Hispanic school districts in the southern part of the state; recruiters are working with financial aid to offer college planning/financial aid workshops that are particularly helpful for first generation college students which promotes inclusiveness; and the Pre-Collegiate Development Program established successful satellite programs in Ridgeway and Eagle, Colorado serving ninety-three students in three schools.

Admissions and Enrollments. In fall 2007, CU-Boulder offered admission to 1,139 Colorado resident students of color with a CDHE admission standard index of 103 or above. Forty-eight percent of those offered admission (543 students) enrolled at CU-Boulder. This is very close to the matriculation percentage of non-minority Colorado admits (50%) with indices of 103 or above. Enrollment of all students of color (undergraduate and graduate students combined) increased substantially in the last 17 years, from 1990 to 2006. The current enrollment of 4,158 students of color is an increase of almost fifty percent (50%) compared with the 1990 enrollment of 2,809 students of color and is close to last year's all time high of 4,177. The proportion of undergraduate students of color to all undergraduates has increased from twelve percent (12.1%) in 1990 to almost fifteen percent (14.8%) in 2007.

In fall 2007, minority students at UCD numbered 3,415, representing 21.8 percent of the institution's total enrollment. Since fall 2006, enrollment for students of color has increased from 3,278 to 3,415, or 4.2 percent. Additionally, the percentage of new freshmen who are minority students rose to 37.7 percent. University enrollment of undergraduate students of color increased 29.9 percent between fall 2002 and fall 2007, from 1,858 to 2,413. Students of color now make up 28.0 percent of undergraduates at the three locations. Most significant have been increases in Hispanic/Latino/a (40.6 percent), African American (33.1 percent), and Asian/Pacific Islander (21.2 percent) students.

UCCS serves a wide variety of diverse undergraduate students: 3% are international (based on citizenship), 19% are students of color, 58% are women, 30% are Pell grant recipients, an estimated 40% are first-generation students, and 26% are of a non-traditional age. We estimate that only 10-15% of UCCS undergraduate students do not fall into one of these categories. The entering freshman class of 2007 includes 234 students of color who comprise 23% of the cohort, one of the highest percentages to date. Freshman students of color entering in fall 2007 had an average admissions index of 105, several points higher than the UCCS index of 92.

Retention rates. Persistence, or retention, of first-time freshmen into their second year augurs well for future graduation rates. At Boulder, the retention rate for minority freshmen is 81%; for white students it is 84% (overall, it is 83%). At UCD, the retention rates for both first-time minority and white freshmen are 71%. At UCCS, minority freshmen retention is 63% compared to 69% for white students and 68% overall.

Degrees awarded. The proportion of undergraduate degree recipients who are minorities has increased, although not significantly, over the past five years at all campuses. At Boulder, the percentage of baccalaureate degrees conferred to minority students was 14% in 2007, somewhat higher than the last five years. At UCD, 364 baccalaureate degrees were awarded to students of color, 22% of the total. These figures have been fairly consistent for five years. At UCCS, 17% of baccalaureate degrees were awarded to minority students; again, this figure has been fairly consistent 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 is 11% of total graduate enrollments, similar to the past five years. At UCD, minority graduate student enrollment is 686, 12.3% of the total, which

is consistent with the last five years. First professional programs at UCD reflect an overall minority enrollment of 21.1% (316 students, the majority of whom are Asian American). The minority proportion of students in these programs has been over 20% since 2001. At UCCS, minority graduate enrollment is 217, or 15% of the total graduate student enrollment.

Faculty

Proportion of minority and female faculty. At Boulder, 14% of regular instructional faculty are minorities, similar to the previous five years. At UCD, 11% of regular faculty are minorities. At UCCS, 12% of regular faculty are minorities, also similar to previous years. At both UCCS and UCD, the proportion of full-time faculty who are female has increased steadily over the past five years (currently 50% at UCCS and 47% at UCD). Boulder's proportion of female regular instructional faculty, at 37%, has been fairly constant over a five year period.

Pipeline of minority faculty. The future diversity of tenured faculty depends largely on the pipeline, i.e., the promotion of faculty from the assistant, to associate, to full professor ranks. Thus, increasing the number of tenured/tenure-track assistant professors of color is a key to future faculty racial diversity. At Boulder, the percentage of tenured/tenure-track assistant professors who are minority is 20%; at UCD, it is 15%; at UCCS, it is 18%. 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 than for faculty of color, promising increases in the ranks of female associate and full professors in the future. At Boulder, 41% of assistant professors are women; at UCD, 49% are women; and at UCCS, 55% are women.

Academic administrators. As is true for faculty, considerably more gender diversity than ethnic diversity exists within academic administration (i.e., chancellors, deans, department chairs, and directors). On the Boulder campus, 25% of academic administrators are women while 17% are persons of color; at UCCS, 47% of academic administrators are women and 26% are persons of color. At UCD, 36% of administrative faculty are women and 7% are persons of color.

Staff

Officers and Administrators. The proportion of minority officers is 13% at Boulder, 11% at UCD, and 27% at UCCS. 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 17% at Boulder, 31% at UCD, and 47% at UCCS. The Emerging Leaders Program, a system-wide leadership development program for staff and faculty, has contributed to expanding the diversity pipeline for university leadership.

Other Staff Positions. Several occupational categories remain very gender and ethnic 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 on all campuses 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, recent successes are particularly evident in the area of minority undergraduate recruitment. Minority student retention, on the other hand, is an ongoing challenge on some campuses. The pipeline for resident minority students is not robust; i.e., the number of minority students graduating from Colorado high schools who meet the campuses' index levels is low. Continued effort to strengthen partnerships between the University and K-12 and more community outreach activities clearly would enhance the pipeline.

With regard to faculty, women continue to outpace minorities, which has been the case for many years. Efforts to recruit, retain, and promote minority faculty no doubt will be bolstered as senior diversity officers, now in place at two of the three campuses, continue to implement campus strategic diversity plan goals. These offices are significant sources of support and resources for deans and chairs in their faculty recruitment and retention efforts. Systematic collection of exit interview data across the campuses to pinpoint the reasons faculty of color leave CU also would be very useful.

Overall, the proportion of diversity among the staff continues to be stagnant. Generally, as is the case with faculty, women staff have fared better than staff of color. What is striking is the continued overrepresentation of women and minorities in secretarial and maintenance positions, respectively. More professional development and succession opportunities for staff clearly are needed.