



University of Colorado

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# *University of Colorado*

## **2008-09 Diversity Report**

Prepared by the University of Colorado System Office of Institutional Research  
April 2009

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# *University of Colorado at Boulder*

## **2008-09 Diversity Report**

Data provided by the University of Colorado at Boulder Office of Planning, Budget, and Analysis  
Report prepared by the University of Colorado System Office of Institutional Research  
April 2009

### **CU-Boulder: Building a More Inclusive University Community**

The University of Colorado at Boulder maintains a strong commitment to the campus diversity plan, *A Blueprint for Action*, which has been in place since 1999 and has served as the basis for implementation of diversity initiatives and programs on the campus. The initial leadership for development, deployment, and integration of the plan was provided by the former Office of Diversity and Equity (ODE), established in 1998 and headed by the late Dr. Ofelia Miramontes, CU-Boulder's first associate vice chancellor for diversity and equity.

In 2007, the Chancellor's cabinet was expanded to include the new position of vice chancellor for diversity, equity, and community engagement. The former ODE is now known as the Office for Diversity, Equity and Community Engagement (ODECE—pronounced "Odyssey"). The office is headed by Dr. Sallye McKee, CU-Boulder's first vice chancellor—a position designed to bolster CU-Boulder's commitment to diversity and inclusive excellence. The mission of the office is to enhance and expand existing program offerings and services while working with the campus to enhance diversity and to create greater value for the practice of inclusive excellence across all divisions.

This report presents a brief summary of CU-Boulder's diversity plan, the institutional structures in place to develop and initiate programs and services that help create and maintain a supportive climate for all members of the campus community, and examples of ongoing and recent diversity initiatives.

### **Campus Diversity Plan: Goals and Accountability**

The campus diversity plan, *A Blueprint for Action*, 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. Under the leadership of Dr. Alphonse Keasley (ODECE's Assistant Vice Chancellor for Campus Climate and Community Engagement), CU-Boulder is in the process of updating its diversity plan. The primary aim of the update is to specify a campus commitment to the practice of "inclusive excellence." Inclusive excellence extends the concept of diversity beyond the inclusion and presence of people from traditionally underrepresented groups in all facets of higher education to the recognition that institutional excellence requires *all* faculty, students, and staff to understand and practice multicultural competence from a global context, regardless of origins or personal identities.

Accountability and responsibility for implementing the diversity plan and for achieving success are shared throughout the campus from the Chancellor and other administrators to faculty, staff, students, and governance groups. Performance and progress towards the goals of the diversity plan are measured annually. In addition, more comprehensive reviews are done during periodic assessments of schools, colleges, departments, and research institutes, and of student affairs and administrative units.

### **Mission and Vision**

One of the eight core initiatives of CU-Boulder's current long-range strategic plan, *Flagship 2030*, is to "develop, implement, and assess university strategies to improve the diversity of faculty, students, and staff as well as to foster a supportive, more inclusive community for all." It is ODECE's mission to ensure that diversity is a core value expressed in the work and conduct of all students, faculty, and staff. ODECE works with faculty, staff, students, and alumni to initiate and enhance opportunities to achieve understanding and excellence through diversity, thereby promoting faculty and student success, enhancing campus climate, and strengthening community engagement. ODECE's efforts are guided by three main commitments: respect for the perspectives of others; a high value on open communication; and the practice of inclusive excellence.

We envision a campus that acknowledges and addresses the special needs of groups and individuals who historically have faced institutional barriers, a place where the quality of education is

enhanced and enriched by a diverse campus community, and an environment where the entire campus benefits from participation in a multicultural community. By 2030 we aim to make CU-Boulder a model for the nation in applying best practices in support of diversity and inclusive excellence.

### **Building a New Leadership Structure for Campus Diversity Efforts**

After a national search, Dr. Sallye McKee was appointed in August 2007 as the first CU-Boulder vice chancellor of the newly-established ODECE division. With the historic appointment of a vice chancellor for diversity, CU-Boulder took another step forward in its commitment to engaging and leading faculty, staff, students, and external campus constituencies in initiatives and programs that support diversity in all of its forms.

As a member of the chancellor's cabinet, Dr. McKee works to ensure that diversity-related issues are key considerations in budgetary, administrative, academic, and governance decisions. VC McKee works with other campus administrators, faculty, staff, students, and alumni to strengthen existing campus diversity programs. She is also developing new outreach and partnership programs and initiatives with local and state constituent groups to create a welcoming campus environment.

In April 2008, ODECE was expanded to include two units formerly housed in the Division of Student Affairs: Disabilities Services (DS) and the Center for Multicultural Affairs (CMA). In addition, three programs (Pre-Collegiate Development, University of Colorado Upward Bound, and Roaring Fork Pre-Collegiate) were moved from the Student Academic Services Center and reorganized to develop a new department, the Office of Pre-College Services. The new focus is to enhance and expand the university's pre-college outreach efforts. The VC/ODECE oversees comprehensive diversity efforts in these areas. ODECE is focused on faculty success, student success, campus climate, community outreach and engagement, multicultural affairs, pre-college services, and disability services. A roster of the VC's staff is included at the end of this report.

### **Student Success**

The following overview of campus commitment to student diversity includes information about recruitment and admission, cross-time enrollment patterns, graduation and retention rates, and a summary of new initiatives and programs aimed at developing and maintaining a campus climate that welcomes, respects, and supports all students.

#### *Student Recruitment*

- The Colorado Department of Higher Education (CDHE) specifies varied admission standards across thirteen four-year public institutions in the state of Colorado. CU-Boulder's "selective admission standard" as specified by statute (CRS 23-20-101) is the highest CDHE freshman admission index (103) of all public comprehensive colleges and universities in Colorado. The available cohort 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. Active support and action from constituent communities across the state will be necessary as part of any effort to enhance the number of qualified college-bound high school graduates of color with strong academic preparation.
- In 2008 CU-Boulder established the department of Pre-College Services to coordinate, enhance, and expand recruitment/outreach strategies that strengthen CU-Boulder's partnerships with K-12 initiatives throughout the state and nation (see <http://www.colorado.edu/sasc/precollege.html>). Working with Mr. David Aragon, Executive Director for Student Success, this department has begun identifying outreach programs and/or partnerships that currently exist between the CU-Boulder campus and the community at large, new partnership opportunities throughout the state, populations that are underserved by existing programs and/or partnerships, and ways to provide access for underrepresented communities. Recent efforts include:
  - Collaboration with the College of Engineering and the University of Alaska to co-author a grant to include CU-Boulder as a participating institution in the Indigenous Alliance, which

provides pre-college outreach to the local Native American community in science, technology, engineering and, mathematics (STEM) (see <http://www.uaa.alaska.edu/news/ansep-receives-600k-to-expand-indigenous-alliance.cfm> for more information).

- Initiation of working partnerships with the Aurora and Denver Public Schools to increase opportunities for students in those districts to visit the CU-Boulder campus. Aims are to expose high school students to the wide variety of opportunities available to students on the Boulder campus, to introduce them to college students who share backgrounds similar to theirs, and to help dispel any misconceptions that CU-Boulder is inhospitable to students from less affluent and diverse backgrounds.
- Discussions with local sponsors of the *I Have A Dream* program to develop ways to increase their students' exposure to the Boulder campus and their interaction with CU-Boulder student groups and support programs. For example, UCB multicultural fraternities and sororities can be encouraged to adopt a Dreamer class from a local school, providing the students with mentorship and academic support (tutoring, skills development, etc.) as they move through middle and high school. Such long-term interactions can encourage Dreamers to graduate from high school, develop their networking skills at an early age, and establish a support group should they choose to attend CU-Boulder.
- Continuation of CU-Boulder's sponsorship of the *Upward Bound Program* (described at <http://www.colorado.edu/sasc/cuub.html>). This federally funded program provides pre-college programming to approximately 80 Native American high school students from 28 high schools in 13 reservation communities in Colorado and across the country. This program prepares students from its target communities to successfully matriculate to the university/college of their choice. The *CU Upward Bound Program* has been a part of the university community since 1980 and was recently awarded another four-year renewal grant (\$1.85M) from the U.S. Department of Education to continue its quality work among and for the Native American community.
- In addition, CU-Boulder is in its seventh year of partnership with the Roaring Fork School District, the Aspen Community Foundation, and Colorado Mountain College in providing pre-college programming to approximately 180 middle and high school students from the Roaring Fork Valley. This unique partnership between a school district, a local community foundation, a local community college and a major university has allowed CU-Boulder to extend its pre-college outreach to a rurally isolated community, which further demonstrates that CU-Boulder considers itself in service to the entire state and not just the Colorado Front Range. The partnership has begun to bear fruit for the university as an increasing number of students from the program are being admitted and choosing to matriculate to CU-Boulder. As a result of the success of this partnership, efforts are currently underway with the Summit County School District to assist in developing similar pre-college programming for its student population.
- Additional information on the many programs that work with K-12 students, parents, and teachers is available at <http://www.colorado.edu/SASC/pcdp.html>.

#### *Student Admission*

- In fall 2008, CU-Boulder offered admission to 1,174 Colorado resident students of color with a CDHE admission standard index of 103 or above. Forty-seven percent of those offered admission (553 students) enrolled at CU-Boulder. This is very close to the matriculation percentage of non-minority Colorado admits (48%) with indices of 103 or above.

#### *Fall 2008 resident freshman applications, acceptances, and enrollment by race/ethnicity*

- The proportion of applicants admitted and proportion of admits enrolling were similar across all groups.

*Undergraduate and graduate fall headcount enrollment by race/ethnicity, 2002 through 2008*

- Fall 2008 showed the highest number of minority students in this period for undergraduates, with the percentage minority stable at 11% for graduate, 15% for undergraduate.
- For undergraduates, 2008 was also highest for African American (403) and Hispanic/Latino students (1,592).
- Number of minorities enrolled fall 2008: Undergraduate 3,732; graduate 501.

*Degrees awarded by race/ethnicity*

- 747 bachelor's degrees (14%) to minorities in FY 2008, with an all-time high of 325 to Hispanic/Latino students
- 121 master's, 27 doctoral, and 36 JD's to minorities

*Freshmen 6-year graduation rates by race/ethnicity*

- Two-thirds of all first-time full-time summer/fall freshmen graduate from CU-Boulder within six years of entry, as do 61% of minority freshmen.

*Freshman retention rates by race/ethnicity*

- 84% of all first-time full-time summer/fall freshmen enroll their second fall, as do 80% of minority freshmen.

*First-generation undergraduates (with neither parent possessing a bachelor's degree or higher) – New in the 2008-09 report*

- 21% of resident undergraduates and 9% of non-resident were first-generation students in fall 2008.
- A total of 4,328 first generation undergraduates were enrolled fall 2008.

*Students with disabilities – New in the 2008-09 report*

- There are over 1,400 CU-Boulder students registered and active with Disability Services (DS).
- Approximately 85% have non-visible disabilities (ADD/ADHD, learning disability, psychiatric/psychological and/or traumatic brain injury).
- 15% have visible disabilities (blind/visual impairments, deaf/hard of hearing, physical and/or systemic).
- Approximately 12% of students with disabilities identify as students of color.
- In FY 2008 Disability Services also served 32 students with temporary injuries.

*Pell grant recipients – New in the 2008-09 report*

- 16% of resident undergraduates and 5% of non-resident were Pell recipients in fall 2008.
- A total of 3,001 Pell recipients were enrolled as degree-seeking undergraduates in fall 2008.
- Retention: 84% of first-time full-time summer/fall resident freshmen Pell recipients enroll their second fall, vs. 66% for non-resident freshmen Pell recipients.
- CU-Boulder grants over 1,000 bachelor's degrees each year to students receiving Pell grants at some time in their undergraduate career. The 1,135 in 2008 is 21% of all bachelor's degrees.

*Student Programs and Initiatives*

VC McKee has included on her staff an Executive Director for Student Success. Mr. David Aragon fills this position, and his purview includes programs and program development for pre-college students and undergraduates. The rich infrastructure of academic and support programs and services at CU-Boulder provides the foundation for a diverse and inclusive learning and working environment across campus. Examples of these programs and services are:

- CU-Boulder has recently begun construction on its new Center for Community (C4C) building. Official groundbreaking is scheduled for March 2009, and the building is scheduled to open in late 2010. C4C will be home to a dining center and a student center featuring 11 core programs and



services from two divisions, ODECE and Academic and Student Affairs. ODECE's units include the Center for Multicultural Affairs (CMA), Disability Services (DS), and the Office of Pre-College Services (PCS). Other units include: Counseling and Psychological Services, Career Services, Gay Lesbian Bisexual Transgender Resource Center, Office of International Education, Ombudsmen Office, Student Cultural Centers, Students in Recovery Program, and the Victim Assistance Program. C4C will be a place that exemplifies diversity, intercultural understanding, and community engagement; it will provide opportunities for students to expand their horizons beyond their known world; and it will introduce them to the breadth of thought, ideas, cultures, and traditions that make our world so rich and interesting.

- In 2008 the College of Arts & Sciences established competitive Graduate Minority Fellowships for students who contribute to the diversity goals of their departments.
- In 2008 the College of Engineering & Applied Science developed the new Broadening Opportunity through Leadership and Diversity (BOLD) Center, which includes the Women in Engineering Program, the Multicultural Engineering Program, diverse engineering societies, the GoldShirt Transitional Program for graduating high school students who are motivated but not yet fully prepared to succeed in an undergraduate engineering program, and the Student Success Center, a free tutoring program that provides over 30 hours weekly of assistance with first- and second-year engineering courses.
- Disability Services, in collaboration with Career Services, hosted the 2009 Workforce Recruitment Program for College Students with Disabilities at CU-Boulder. This program, co-sponsored by the U.S. Dept of Labor and the U.S. Dept of Defense, brings a federal recruiter to college campuses. This year, the recruiter interviewed nine CU-Boulder students for federal jobs.
- Karen Boyd, Deaf/Hard of Hearing Coordinator, presented a Deaf Culture and American Sign Language educational session to the residents of Hallett Hall for its diversity program.

### **Faculty and Staff Success**

The following section includes demographic data on CU-Boulder faculty and staff, and a summary of new and ongoing initiatives and programs aimed at promoting and sustaining greater diversity in these campus populations.

#### *Faculty Diversity—updated in February 2009 to include fall 2008 data*

Recruitment and retention of a diverse faculty continues to be a high priority at CU-Boulder. There are 1,051 full-time tenured and tenure-track faculty at CU-Boulder. In fall 2008, there were 94 new faculty in the tenured and tenure track rank, of whom thirty-nine percent were female faculty, twenty-one percent were faculty of color, and seventeen percent were international faculty. Although the majority of the faculty are white, over time there has been a steady increase in tenured and tenure-track faculty of color (African Americans, Asian Americans, Hispanics/Latinos, and Native Americans) and in female tenured and tenure-track faculty.

- Seventeen percent of tenured/tenure-track faculty who are US citizens or permanent US residents, and who have ethnicity recorded on PeopleSoft, are recorded as African American, Asian American, Hispanic/Latino, or Native American.
- The number of faculty of color in tenured/tenure-track positions has more than doubled over the last 19 years, from 70 faculty of color in tenured/tenure-track positions in 1990 to 168 faculty of color in these positions in 2008-09.
- The percentage of women among tenure/tenure track-faculty is now 31% and has increased slowly but steadily over the last 10 years, from approximately one quarter of tenure/tenure-track positions held by women faculty (26%) to almost one third (31%) held by women.
- The percentage of women holding full professorships has been steadily increasing— from 14% in 1999 to 19% in 2008.

- Forty-four percent of assistant professors and 55% of instructors and senior instructors were women in fall 2008. The number of women in the assistant professor ranks increased by 33% in the last eight years, from 100 women in this rank in 2000 to 133 women in 2008.

#### *Faculty Programs/Initiatives*

VC McKee has included on her staff an Associate Vice Chancellor for Faculty Diversity and Development. Professor Patricia Rankin fills this position, and her purview includes programs and program development for graduate students, post doctoral fellows/researchers, faculty, and administrators. Her charge is to ensure that CU-Boulder attracts and retains a more diverse faculty. Since this is the first year of operations, a significant amount of time and effort has been spent in planning and in developing connections, both state and national, and in obtaining a better understanding of the issues. Faculty initiatives in place or being furthered include the following:

- Associate VC Rankin has been working with the Associate Vice Chancellor for Faculty Affairs, Deans, and Department Chairs on the development and implementation of plans that will increase recruitment and retention of a more diverse faculty. These plans include working on how to improve departmental climates, strengthen departmental mentoring programs, and work directly with chairs to help them better understand their roles and responsibilities (especially with respect to ensuring inclusive excellence).
- Under AVC Rankin's leadership ODECE is exploring avenues to create stronger networks with other institutions in the Rocky Mountain region to provide broader support for faculty of color.
- The UCB departmental review process has been revamped so that similar units are now reviewed together—a change used to encourage departments to think about diversity plans in a broader context and to look for ways to work together on these plans.
- Two ongoing grant programs encourage more diverse outlooks among faculty. The Big 12 Faculty Fellowship program funds faculty exchanges within the Big 12. Faculty Fellows spend two weeks in residence at another Big 12 school to do research or creative work, collaborate on curriculum development or other educational projects, consult with colleagues and students, offer lectures, or engage in other professional activities. The purpose of the IMPART (Implementation of Multicultural Perspectives and Approaches in Research and Teaching) grant program is to further develop a campus environment which supports and encourages gender, ethnic, and cultural diversity in approaches to scholarly work and teaching. The most recent competitions for both awards were held during January 2009. For more information on these programs, see <http://www.colorado.edu/cu-diversity/faculty.html>. The Provost and the Chancellor have held luncheon meetings with faculty of color to allow those faculty to raise their issues and concerns and to help campus administrators understand their needs.

#### *Staff Diversity—updated in February 2009 to include fall 2008 data*

There has been a steady long-term increase in female and racial/ethnic minority representation among administrators and among classified staff in selected job classes.

- The number of campus administrators (officers and professional exempt) who are people of color has nearly doubled over the last 13 years from 56 in 1995 to 120 in 2008.
- The number of female administrators is at an all-time high of 343 and now represents 54% of all administrators.
- Females represent 52% of classified staff outside food service and custodial positions. People of color hold 17% of these positions, up from 15% in 2007.
- There has been a slight increase in the number of women employed in service maintenance positions in the last few years. In 2008 women filled 43% of these positions, whereas 40% of women were working in these positions in 2001. The proportion of people of color working in these positions also increased—from 60% in 2001 to 66% in 2008.

### *Diversity-related Programs for Exempt and Classified Staff*

Ongoing diversity-related programs and services for UCB staff include:

- The provision of New Employee Orientation and Sexual Harassment Policy training in Spanish as well as English, as well as translation of other important Human Resources information for Spanish-speaking employees.
- Availability of English-language courses for employees for whom English is a second language to assist in improving their English language skills.
- Encouragement to participate in diversity education and easy access to information about diversity training and education resources, which include formal and informal programs both on and off-campus (please see <http://www.colorado.edu/cu-diversity/training.html>).
- Availability of simultaneous translation equipment for employees with limited English abilities. This equipment is available for training and other activities and can translate up to six languages other than English. There are 108 receivers available for employees.

### **Colleges, Schools and Other Campus Units**

The CU-Boulder campus diversity plan was used as a template for the development of departmental and unit diversity plans across campus. As reflected in their plans and progress reports, many campus units have shown impressive strategies and advancement towards improving climate and making their unit's staff, students, and faculty more diverse by actions such as infusing diversity into the curriculum, encouraging unit members to attend diversity-related trainings and events, and engaging their unit members in mentoring, recruiting, and outreach. Diversity plans and progress reports are posted at <http://www.colorado.edu/cu-diversity/plans.html>. Examples of recent campus-wide achievements include:

- In February 2009, staff from the divisions of Academic Affairs, Student Affairs, and Administration co-planned the annual Diversity Summit, an example of a premier diversity education opportunity for the whole campus. The two-day conference included campus- and community-based experts who presented workshops on a range of topics related to enhancing inclusive excellence.
- The 11<sup>th</sup> Annual Assistive Technology Conference in November 2008 brought nearly 200 attendees for 50 sessions/workshops on current practices in assistive and adaptive technologies for students with disabilities in higher education, as well as legal and policy issues and accessible campus media/information, e.g., web pages, library resources.
- The libraries opened a new research area with improved facilities for users with disabilities; please see also <http://ucblibraries.colorado.edu/about/disabilities.htm>.
- Libraries hired an East Asian librarian to continue building East Asian Collections.
- In the fall of 2008, Davian Gagne, an experienced social worker and outreach director, was named the gender violence prevention and education coordinator for the University of Colorado at Boulder, a new five-year position.
- As part of its ongoing series of symposia on Ethics and Civic Engagement, the School of Journalism devoted its December 2008 symposium to issues of diversity in media. The proceedings of the symposium will be published and distributed to our campus colleagues and to Journalism and Mass Communication colleagues across the country.
- In October 2008, the Black Law Student Association spearheaded the first annual "CU Law Diversity Week." Every student organization was invited to participate in a designated week dedicated to addressing issues related to diversity. Organizations that participated included Women's Law Caucus, Asian Pacific Law Student Association, Latino Law Student Association, and Diversity Awareness Now.
- In February 2008, in honor of African American History Month, the School of Law Dean's Diversity Committee partnered with the Black Law Student Association to host a panel discussion on African American youth in the criminal justice system. A panel discussion also addressed the legal issues raised by Amendment 46.

- Disabilities Services staff, the ADA Coordinator, and Legal Counsel meet regularly to discuss relevant campus disability issues and have developed Campus Accessibility Guidelines and procedures for the Central Access Fund. These guidelines can be found at <http://www.colorado.edu/cu-diversity/downloads/ADACoordinator.pdf>.

### **Campus Climate/Community Engagement**

The University of Colorado at Boulder strives to create a welcoming and supportive climate on and around our campus in which people reflecting diverse and multiple individual identities are free to hold, share, and express differing ideas and opinions. Dr. Alphonse Keasley, Assistant VC for Campus Climate and Community Engagement (CC/CE), oversees efforts in this area.

#### *Campus Climate*

Examples of initiatives and programs aimed at developing and maintaining a campus climate that welcomes, respects, and supports all members of the campus community include:

- The Leadership, Excellence, Achievement, and Diversity (CU-LEAD) Alliance and Scholarship Program, a set of multidisciplinary academic neighborhoods whose students, faculty, and staff are united to promote diversity and educational excellence for the CU-Boulder campus through access for students of color and first-generation students. For more information, please see <http://www.colorado.edu/cu-diversity/lead.html>.
- Four Chancellor's Advisory Committees that oversee initiatives to address campus climate issues related to gender, race and ethnicity, disability/accessibility, and sexual identity. This past year, VC McKee and the Chancellor organized the Chancellor's Diversity Advisory Board (CDAB), with members from across the state representing many facets of diverse communities, to provide feedback and advice to supplement our campus-based advisory committees.
- ODECE meetings with constituents from around the campus on how to prevent bias-motivated incidents and to educate the campus community about bias incidents. Chaired by the Assistant VC for CC/CE, these discussions have included the directors from the Office of Discrimination and Harassment, the Office of Judicial Affairs, Career Services, Sexual Assault Prevention, Alcohol and Other Drugs, Office of Victims Assistance, Student Involvement and Assistant to the Associate Provost for Undergraduate Education, and others. The Office of International Education is providing an opportunity for the Assistant VC for CC/CE to present a session at faculty-led International Education workshops.
- Mandatory discrimination and harassment workshops for employees.
- Disability Services staff collaborated with Dr. Willem Van Vliet and graduate students in Environmental Design and Research, School of Architecture for the iCAN Interactive Mapping Project, which was to develop a three-dimensional mapping system on campus. A campus community forum of individuals with disabilities and interested staff provided valuable needs assessment. Funding and technical assistance was garnered from Google, UROP and CARTS Scholars Seed Fund. Also, a campus accessibility workshop was held for 25 CU staff on creating physical access.

#### *Community Engagement*

Recent CU-Boulder efforts to further community engagement on diversity issues include:

- Collaborative meetings in 2008-09 between Assistant VC Keasley, city council members Crystal Gray and Angelique Espinoza, and other city and campus personnel to work toward improved inclusion and social sustainability in our community
- Establishing a partnership with the city of Boulder's Bias-Incident Hotline, which offers survivors and witnesses of hate-motivated incidents support, advocacy, and referral services
- Cooperative effort of the Reading to End Racism program (serving Boulder county) and the office of the Assistant VC for CC/CE to promote greater collaboration with the university students, staff, and faculty.

- There is a history of diverse people acting locally on problems that directly impact their families, friends, and communities. Historically, many believe that those who prioritize environmental issues are perceived to be upper class, white, and college educated. Integrating these voices in the mainstream has long been a goal of the environmental movement, but it has remained elusive. In the wake of Hurricanes Katrina and Rita, local issues have become global. The campus invited environmental speaker Jerome Ringo who demonstrated why making these voices heard has become more urgent than ever.

### Conclusion

The University of Colorado at Boulder aspires to be a world-class university where respect for diversity is a cultural norm practiced by all faculty, staff and students. We look forward to more fully realizing the power and promise of diversity, intercultural understanding, and community engagement to promote a greater sense of multiculturalism and inclusiveness on our campus.

Additional information on diversity efforts and accomplishments at CU-Boulder can be found at <http://www.colorado.edu/pba/div/divplanprogress.htm>. The chart included at the end of this report describes selected recent accomplishments that enhance an environment of inclusive excellence at CU-Boulder.

### 2008-09 Staff appointments in the Office of Diversity, Equity, and Community Engagement (ODECE)

- Associate Vice Chancellor for Faculty Diversity and Development, **Professor Patricia Rankin**, Physics and former Principal Investigator of the Leadership, Education for Advancement and Promotion (LEAP) of Faculty.
- Assistant Vice Chancellor for Campus Climate and Community Engagement, **Dr. Alphonse Keasley**, former director of the Miramontes Arts and Sciences Program in Arts and Sciences (MASP).
- Executive Director for Student Success, **Mr. David Aragon**, former Director of the Multi-Cultural Engineering Program (MEP), College of Engineering.
- Director, Pre-College Services, **Mr. Christopher J. Pacheco**, former associate director for the Student Academic Services Center.
- Director, Center for Multicultural Affairs, **Dr. Tanya Greathouse**, former staff member in the Office for Victim's Assistance/Student Affairs.
- **Ms. Cindy Donahue**, longstanding Director, Office of Disability Services joined the new ODECE division.
- Faculty Associate, **Dr. Mark Hernandez**, Professor, Civil Engineering, works to assess student progress with special attention to Science, Technology Engineering and Mathematics (STEM) activities (part-time).
- Community Outreach with special attention to faith based communities (part-time), **Dr. Celia Sinoway**, recently retired Consulting Psychologist, Student Affairs.

The University of Colorado at Boulder: 2008-2009 Selected Highlights of New Accomplishments/Diversity/Inclusive Excellence

Division	Student Success	Faculty and Staff Success	Community Engagement	Campus Climate
<b>Academic Affairs</b>  <b>College of Arts &amp; Sciences (ASC)</b> Dean Todd Gleason	<ul style="list-style-type: none"> <li>• Awarded <b>11 competitive</b> merit and need-based fellowships for graduate students who contribute to the diversity goals of their departments</li> <li>• Piloted undergraduate student <b>recruitment letter</b> to attract students from diverse backgrounds</li> <li>• Conducted a review of Miramontes Arts and Sciences Program (MASP) with an eye towards expansion.</li> </ul>	<ul style="list-style-type: none"> <li>• Supported a Professor’s development of a Faculty recruiting film “<i>CU Calling</i>”</li> <li>• Hired faculty of color in eight departments</li> <li>• Charged ASC Curriculum Committee to strengthen the commitment to diversity in the Core Curriculum, effective fall 2009.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Buff Bicycle Classic</i> event raised <b>scholarship funds</b> for need-based, first generation and diversity enhancing students. There are 100 scholarships at \$2,250 (four-year renewable) and two full-tuition costs scholarships.</li> </ul>	<ul style="list-style-type: none"> <li>• Sewall Residential Academic Program (RAP) students and faculty sponsored “<b>Dialogues on Immigrant Integration</b>” with CU dining hall English Language Learners and workers on campus.</li> </ul>
<b>Academic Affairs</b>  <b>School of Journalism</b> Dean Paul Voakes	<ul style="list-style-type: none"> <li>• Secured <b>Hemingway Scholarships</b> for students- \$70K for 18 years.</li> </ul>	<ul style="list-style-type: none"> <li>• Sponsored a 2008 <b>Symposium on Diversity in Media</b></li> <li>• Various faculty recognized as <i>Women Who Make a Difference</i> on campus</li> <li>• Key faculty partnered with ODECE on the development of 2009 MLK Celebration with over 700 attendees.</li> </ul>	<ul style="list-style-type: none"> <li>• “<b>Reaching South</b>” practicum in Scholastic Journalism for schools in Southern Colorado such as Pueblo</li> <li>• Co-sponsored special outreach to 2008 National Hispanic Association of Colleges and Universities Conference (HACU).</li> </ul>	<ul style="list-style-type: none"> <li>• Established Student <b>Diversity Advisory Board</b> for New <i>CU Independent Online Newspaper</i></li> <li>• After <i>Campus Press</i> published controversial opinion column in February 2008, faculty, staff and students undertook a number of diversity projects to enhance campus climate.</li> </ul>
<b>Academic Affairs</b>  <b>Law School</b> Dean David Getches	<ul style="list-style-type: none"> <li>• Established <b>Pre-law Pipeline Event</b> for students from diverse backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Made offers to seven outstanding women and faculty of color (3 accepted)</li> <li>• Supported Women’s Law Caucus</li> <li>• Women in Law Day.</li> </ul>	<ul style="list-style-type: none"> <li>• African American Youth in the Criminal Justice System Panel</li> <li>• Intensive work with Dean’s Diversity Committees.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Black Law Student Association</b> and the <b>Latino Law Students, Women’s Law Caucus, Asian Pacific Law Student Association, and Diversity Awareness Now</b> provided tutoring at local high school.</li> </ul>
<b>Academic Affairs</b>  <b>College of Engineering and Applied Science</b> Dean Rob Davis	<ul style="list-style-type: none"> <li>• Created new <b>BOLD Center</b> to enhance recruitment, retention and graduation rates for underrepresented students.</li> </ul>	<ul style="list-style-type: none"> <li>• Appointed Associate Dean for Student Cultivation, Dr. Jackie Sullivan, with special responsibilities for <b>Diversity and Inclusion</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Engineering Undergraduates mentor 400 <b>Girl Scout</b> badge-earning hands-on sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Women in Engineering Program</b> (WIEP) recruits, retains, and encourages women engineering students with an overall retention rate of 80-85%.</li> </ul>
<b>Academic Affairs</b>  <b>College of Music</b> Dean Dan Sher	<ul style="list-style-type: none"> <li>• <b>Diverse Musicians Alliance</b> joined CU LEAD Alliance.</li> </ul>	<ul style="list-style-type: none"> <li>• Appointed Fred Peterbark as <b>Assistant to the Dean for Recruitment and Outreach</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Free 2009 MLK Celebration Concert</li> <li>• Sponsored Diverse Musician Concerts.</li> </ul>	<ul style="list-style-type: none"> <li>• Diverse concerts and programs sponsored by faculty, staff and students throughout the year.</li> </ul>

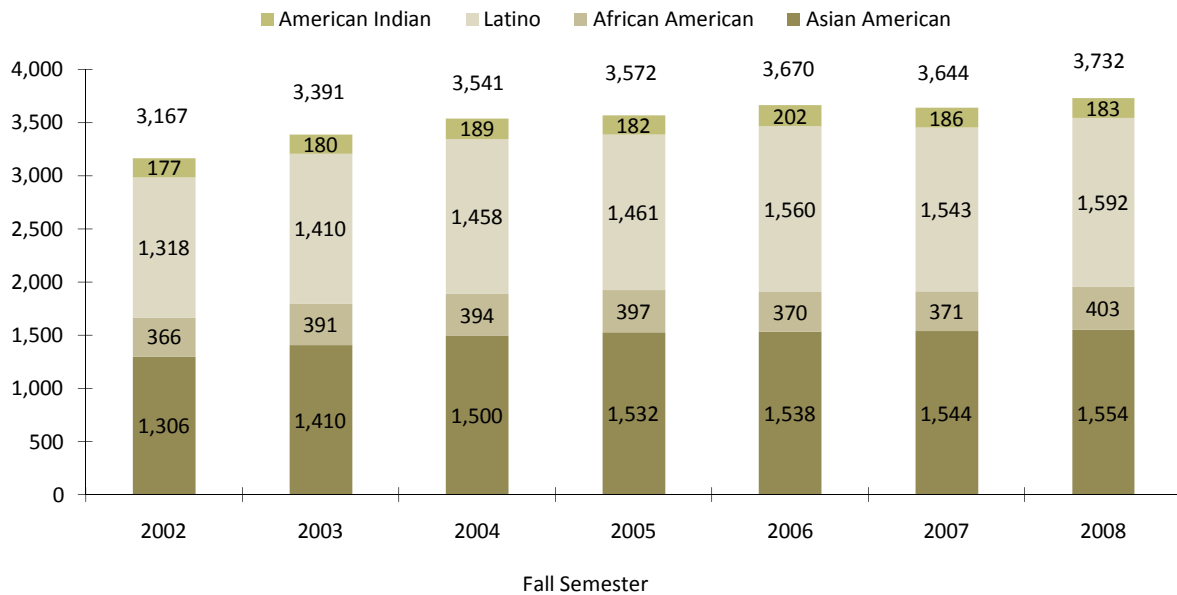
Division	Student Success	Faculty and Staff Success	Community Engagement	Campus Climate
<b>Academic Affairs</b> <b>School of Education</b> Dean Lorrie Shepherd	<ul style="list-style-type: none"> <li>Ongoing <b>Diverse Scholars Program</b>, CU LEAD</li> </ul>	<ul style="list-style-type: none"> <li>Partnered with ODECE and Provost to create student assessment project and <b>co-sponsored three graduate students of color.</b></li> </ul>	<ul style="list-style-type: none"> <li>Academy of Urban Learning and Science Discovery Programs</li> <li>Special Graduate Recruitment effort for Coloradans interested in Education.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty co-sponsored with students <u>Deliberative Democracy Dialogues</u> to help voters understand 2008 CO state election ballot amendments.</li> </ul>
<b>Academic Affairs</b> <b>Business School</b> Dean Dennis Ahlburg	<ul style="list-style-type: none"> <li>Established first- and second-year business course study labs</li> <li>Curriculum to Career Initiative</li> <li><b>Diversity Scholars Program</b> partnered with Business Residential Academic Program (B3).</li> </ul>	<ul style="list-style-type: none"> <li>Recruited and hired women and faculty of color in the departments of accounting and marketing</li> <li><b>Enhanced PhD Project Outreach.</b></li> </ul>	<ul style="list-style-type: none"> <li>Sponsored Faculty/sophomore student luncheons to enhance student retention.</li> </ul>	<ul style="list-style-type: none"> <li>New Alumni Network Initiative</li> <li>Established partnership with Denver Venture High School</li> <li><b>Staff co-chaired HACU Reception</b> for National Conference.</li> </ul>
<b>Academic Affairs</b> <b>Graduate School</b> VC and Dean Stein Sture	<ul style="list-style-type: none"> <li>Awarded National Science Foundation/AGEP Grant</li> <li>Awarded McNair Grant.</li> </ul>	<ul style="list-style-type: none"> <li><b>LEAP, a special initiative to support women scholars</b> was institutionalized after a successful five-year pilot.</li> </ul>	<ul style="list-style-type: none"> <li>Co-sponsored faculty development colloquia in partnership with academic departments across colleges and schools.</li> </ul>	<ul style="list-style-type: none"> <li>Supported faculty and staff to attend regional and national recruitment fairs to identify diverse talent.</li> </ul>
<b>Academic Affairs</b> <b>Libraries</b> Dean James Williams	<ul style="list-style-type: none"> <li>Mentored Summer Multicultural Access to Research and Training (SMART) students</li> <li>Hired student workforce from diverse backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>Hired several faculty and staff of color and men in traditionally female dominated profession</li> <li>Libraries Tenure Committee <b>developed mentoring program</b> for junior faculty.</li> </ul>	<ul style="list-style-type: none"> <li>Cultural exhibits included <i>Japanese Language School, Anasazi Culture, Expansion of South East Asia Areas</i></li> <li><b>Major website revision</b> that improved accessibility for all.</li> </ul>	<ul style="list-style-type: none"> <li>24/5 access to New Information Commons area with improved facilities for <b>users with disabilities</b></li> <li>Chinese materials translated from Wade-Giles to Pinyin.</li> </ul>
<b>Academic Affairs</b> <b>Continuing Education</b> AVC Anne Heinz	<ul style="list-style-type: none"> <li>Hired work study students from diverse backgrounds</li> <li>Hired <b><i>I Have A Dream</i></b> “Dreamer” interns for summer work program.</li> </ul>	<ul style="list-style-type: none"> <li>Sponsored visiting professors and lecturers and lecturers from diverse backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>Continuing Education and Professional Studies High School Program (<b>CEPS</b>), K-12 outreach efforts.</li> </ul>	<ul style="list-style-type: none"> <li>Hired <b>Outreach Director</b></li> <li>Co-sponsored Native American Collaborative Project with Fort Lewis College.</li> </ul>
<b>Division of Administration</b> Vice Chancellor Frank Bruno	<ul style="list-style-type: none"> <li>Bookstore supports diverse cultures and constituencies in its purchasing practices</li> <li>Create visual displays that reflect value for institutional diversity.</li> </ul>	<ul style="list-style-type: none"> <li>13 staff obtained <b>General Educational Diplomas (GED)</b> in collaboration with the BUENO Center</li> <li>25 employees attended CU-Boulder’s 14<sup>th</sup> Diversity Summit.</li> </ul>	<ul style="list-style-type: none"> <li>Funded African Art and Cultural Explosion</li> <li>Diverse environmental and sustainability initiatives throughout campus including “<i>The Color of Green</i>” public discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Updated institutional plans for <b>Americans with Disabilities Act (ADA) and Affirmative Action.</b></li> </ul>
<b>Division of Student Affairs</b> Vice Chancellor Julie Wong	<ul style="list-style-type: none"> <li>Sponsored several campus-wide educational events in support of diversity and social justice</li> <li><b>Social Justice Conference and Transgender Symposium.</b></li> </ul>	<p>Critical new appointments:</p> <ul style="list-style-type: none"> <li><b>Gender violence prevention specialist</b></li> <li><b>Title IX consultant.</b></li> </ul>	<ul style="list-style-type: none"> <li>Diverse <b>Interactive Theater Project</b> helped students, faculty and staff with campus climate challenges.</li> </ul>	<ul style="list-style-type: none"> <li>UCSU Cultural Events Board funded 44 student events with diversity focus</li> <li>Provided <b>bystander education</b> for those who witness bias-motivated incidents.</li> </ul>

*University of Colorado  
at Boulder*

**Student Diversity Data**



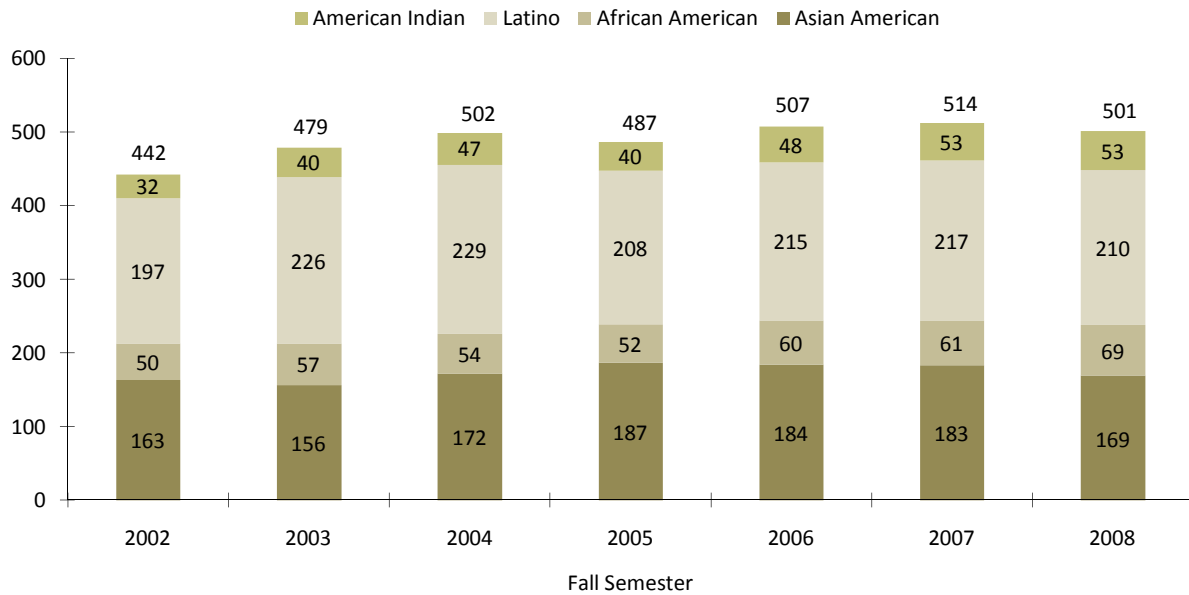
**University of Colorado at Boulder  
Undergraduate Fall Headcount Enrollment by Race/Ethnicity\***



Ethnicity	2002	2003	2004	2005	2006	2007	2008
Asian American	1,306	1,410	1,500	1,532	1,538	1,544	1,554
African American	366	391	394	397	370	371	403
Latino	1,318	1,410	1,458	1,461	1,560	1,543	1,592
American Indian	177	180	189	182	202	186	183
White/Unknown	19,951	20,817	20,851	20,321	20,451	20,464	20,951
International	336	332	318	330	363	365	397
<b>Total Enrollment</b>	<b>23,454</b>	<b>24,540</b>	<b>24,710</b>	<b>24,223</b>	<b>24,484</b>	<b>24,473</b>	<b>25,080</b>
Minority Total	3,167	3,391	3,541	3,572	3,670	3,644	3,732
Min. as % of Total Enroll	14%	14%	14%	15%	15%	15%	15%

\* Degree-seeking enrollment only

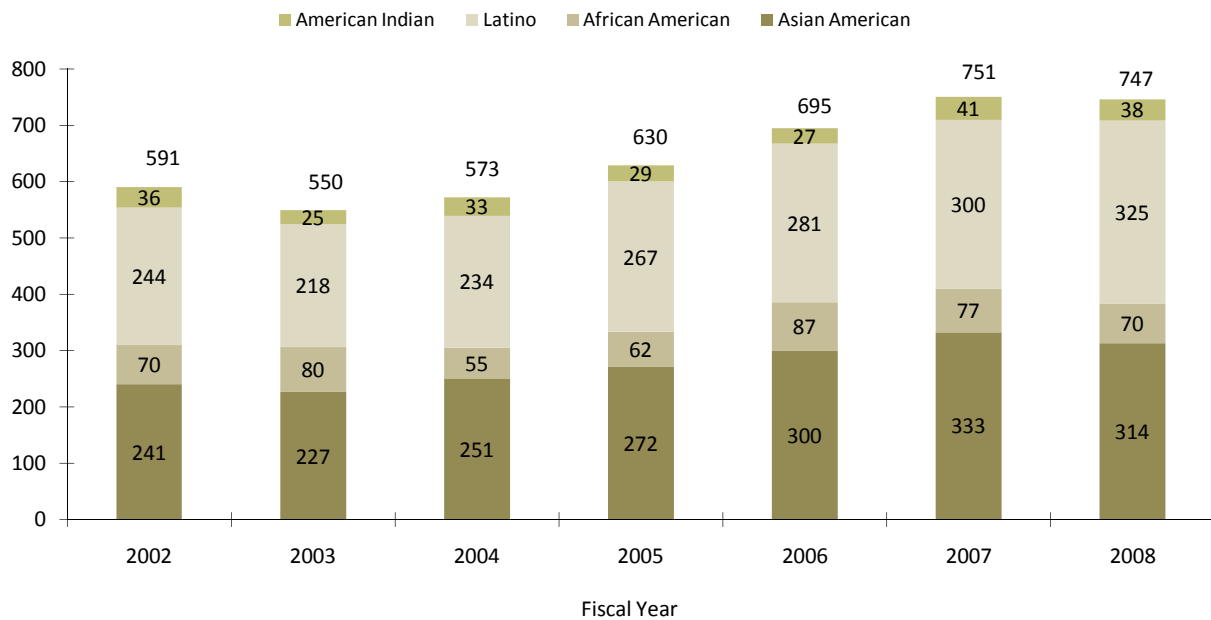
University of Colorado at Boulder  
Graduate Fall Headcount Enrollment by Race/Ethnicity\*



Ethnicity	2002	2003	2004	2005	2006	2007	2008
Asian American	163	156	172	187	184	183	169
African American	50	57	54	52	60	61	69
Latino	197	226	229	208	215	217	210
American Indian	32	40	47	40	48	53	53
White/Unknown	3,229	3,383	3,398	3,332	3,311	3,248	3,310
International	829	749	648	582	640	753	818
Enrollment	4,500	4,611	4,548	4,401	4,458	4,515	4,629
Minority Total	442	479	502	487	507	514	501
Min. as % of Total Enroll	10%	10%	11%	11%	11%	11%	11%

\* Degree-seeking enrollment only

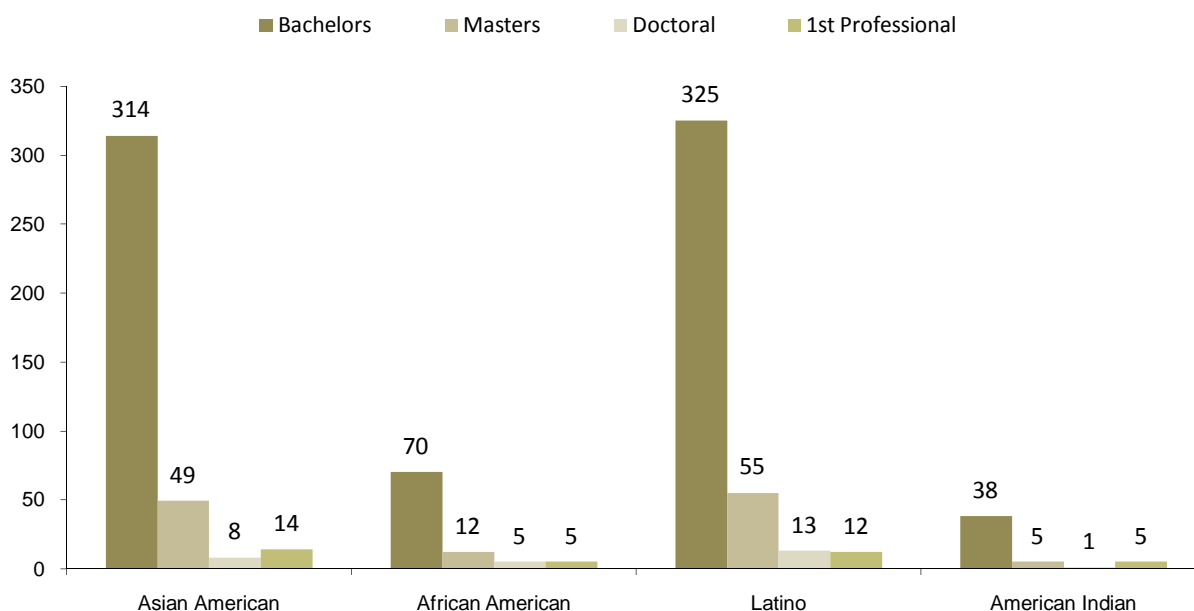
**University of Colorado at Boulder  
Baccalaureate Degrees Awarded by Race/Ethnicity\***



Ethnicity	2002	2003	2004	2005	2006	2007	2008
Asian American	241	227	251	272	300	333	314
African American	70	80	55	62	87	77	70
Latino	244	218	234	267	281	300	325
American Indian	36	25	33	29	27	41	38
White/Unknown	3,758	4,043	4,169	4,423	4,597	4,530	4,516
International	51	74	57	71	58	62	63
<b>Total Degrees Awarded</b>	<b>4,400</b>	<b>4,667</b>	<b>4,799</b>	<b>5,124</b>	<b>5,350</b>	<b>5,343</b>	<b>5,326</b>
Minority Total	591	550	573	630	695	751	747
Minority as % of Total	13%	12%	12%	12%	13%	14%	14%

\* Unduplicated degree counts

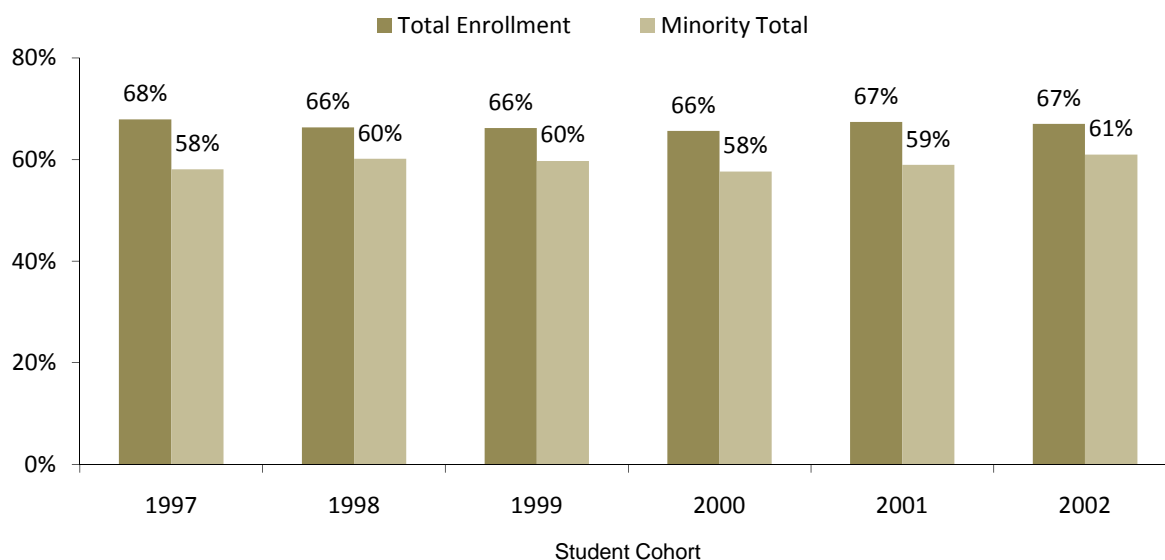
University of Colorado at Boulder  
Degrees Awarded by Race/Ethnicity\*  
Fiscal Year 2008



	Bachelors	Masters	Doctoral	1st Professional	Total
Asian American	314	49	8	14	385
African American	70	12	5	5	92
Latino	325	55	13	12	405
American Indian	38	5	1	5	49
White/Unknown	4,516	781	221	136	5,654
International	63	94	69	1	227
Minority Total	747	121	27	36	931
Total	5,326	996	317	173	6,812

\* Unduplicated degree counts

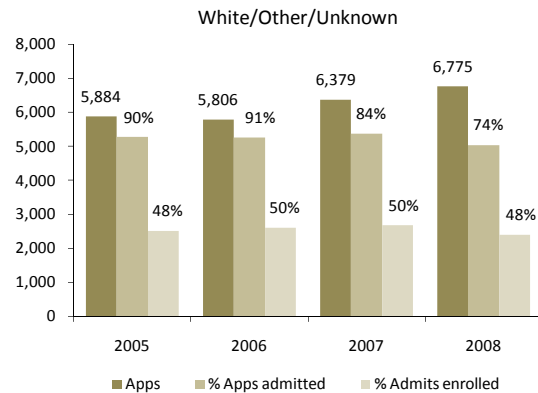
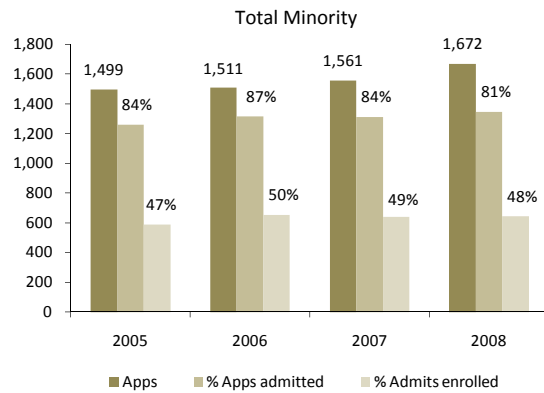
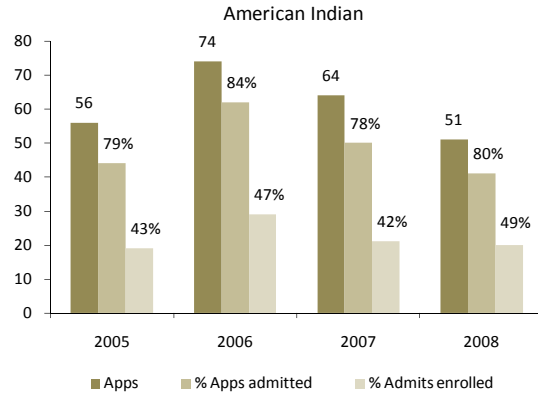
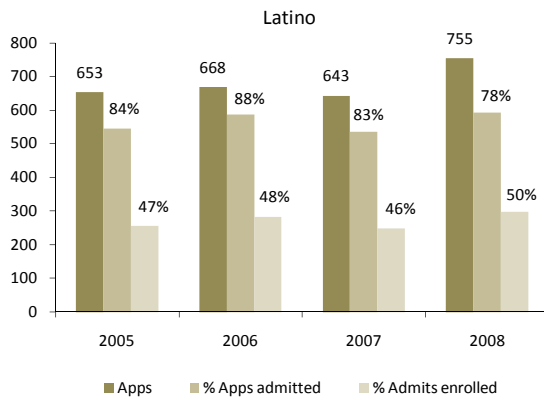
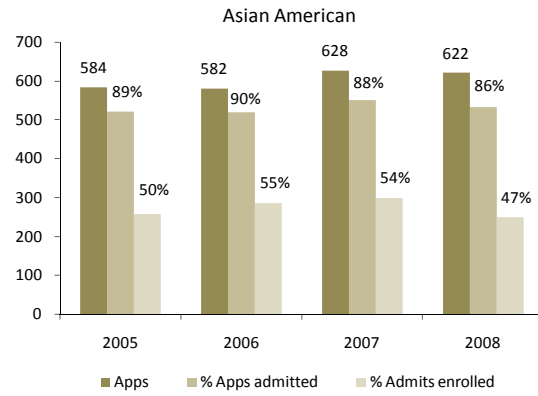
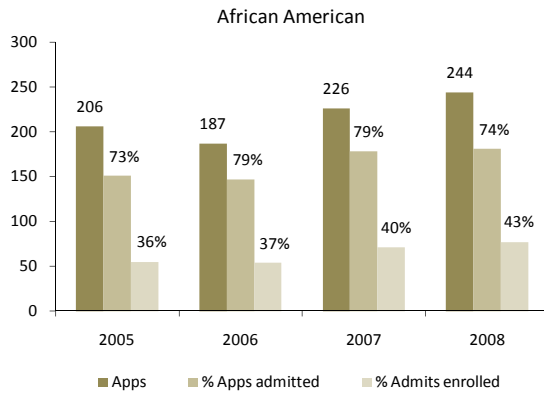
### University of Colorado at Boulder Undergraduate Six-Year Graduation Rates by Race/Ethnicity



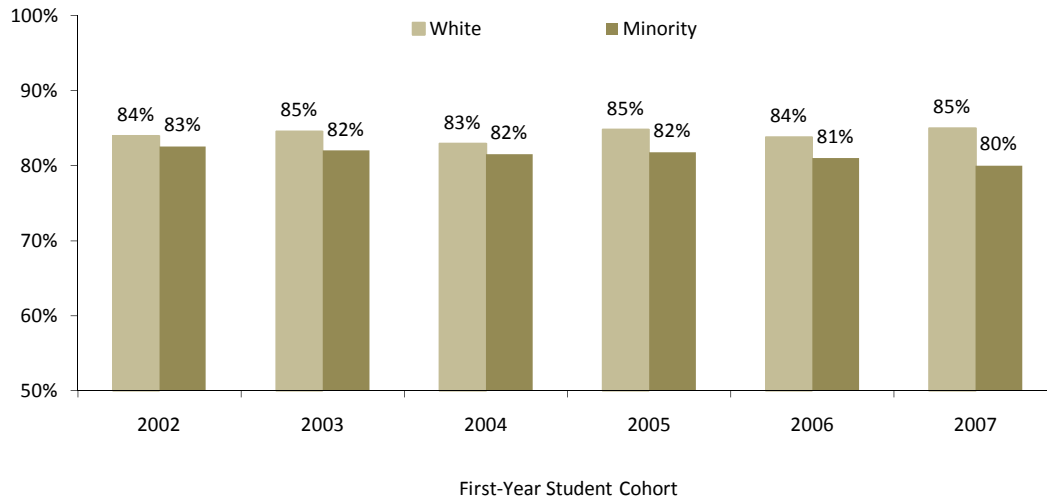
Undergraduate Cohort*	1997	1998	1999	2000	2001	2002
Asian American	255	258	266	297	291	358
African American	89	73	82	85	74	97
Latino	251	226	239	273	310	323
American Indian	32	40	25	30	37	53
White	3,456	3,482	3,767	4,131	3,899	4,294
Other/Unknown	141	147	137	207	327	216
International	35	36	28	24	24	36
<b>Total Enrollment</b>	<b>4,259</b>	<b>4,262</b>	<b>4,544</b>	<b>5,047</b>	<b>4,962</b>	<b>5,377</b>
<b>Minority Total</b>	<b>627</b>	<b>597</b>	<b>612</b>	<b>685</b>	<b>712</b>	<b>831</b>

Six-Year Graduation Rate	1997	1998	1999	2000	2001	2002
Asian American	63%	63%	62%	60%	65%	66%
African American	55%	55%	59%	44%	51%	53%
Latino	57%	58%	59%	60%	55%	60%
American Indian	38%	63%	40%	53%	54%	49%
White	70%	68%	67%	67%	69%	68%
Other/Unknown	65%	50%	61%	61%	65%	64%
International	54%	47%	75%	58%	79%	56%
<b>Total Enrollment</b>	<b>68%</b>	<b>66%</b>	<b>66%</b>	<b>66%</b>	<b>67%</b>	<b>67%</b>
<b>Minority Total</b>	<b>58%</b>	<b>60%</b>	<b>60%</b>	<b>58%</b>	<b>59%</b>	<b>61%</b>

**University of Colorado at Boulder  
Fall Resident Freshman Applications, Acceptances, and Enrollments by Race/Ethnicity**

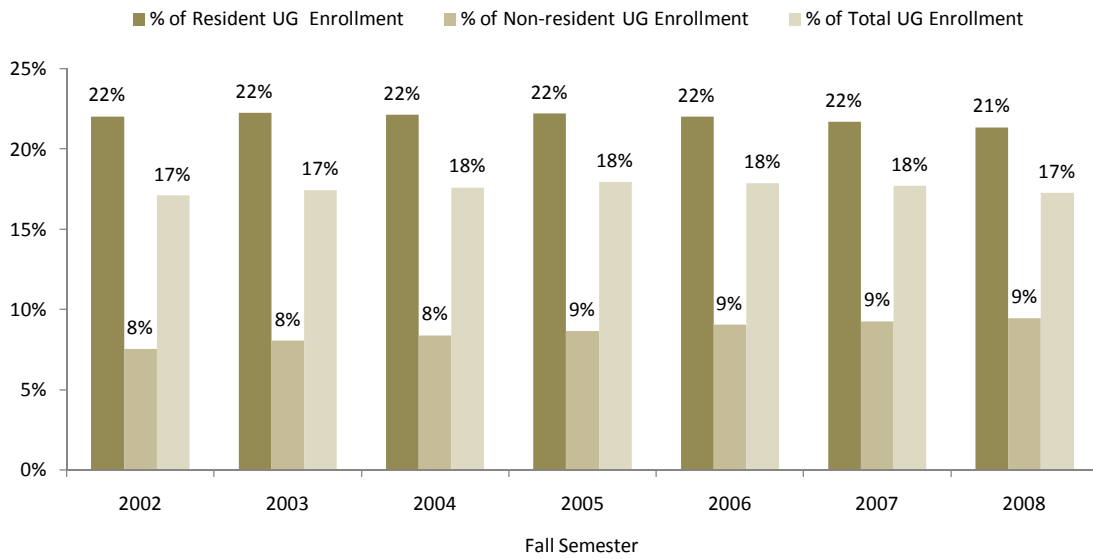


**University of Colorado at Boulder  
Freshman Retention Rates by Race/Ethnicity**



Ethnicity	First-Year Student Cohorts						Percent Enrolled One Year Out					
	2002	2003	2004	2005	2006	2007	2002	2003	2004	2005	2006	2007
Asian American	358	338	333	326	373	375	84%	83%	87%	82%	86%	86%
African American	97	89	70	72	84	106	85%	89%	81%	81%	82%	82%
Latino	323	327	340	313	375	355	81%	80%	76%	82%	78%	74%
American Indian	53	37	44	25	55	38	79%	78%	82%	80%	69%	82%
Minority total	831	791	787	736	887	874	83%	82%	82%	82%	81%	80%
White	4,294	4,461	4,027	3,979	4,424	4,407	84%	85%	83%	85%	84%	85%
Other/Unknown	216	233	268	244	240	198	78%	78%	84%	84%	82%	86%
International	36	31	43	52	62	69	83%	81%	81%	87%	84%	87%
All	5,377	5,516	5,125	5,011	5,613	5,548	84%	84%	83%	84%	83%	84%

University of Colorado at Boulder  
Fall Enrollment of First-Generation Students

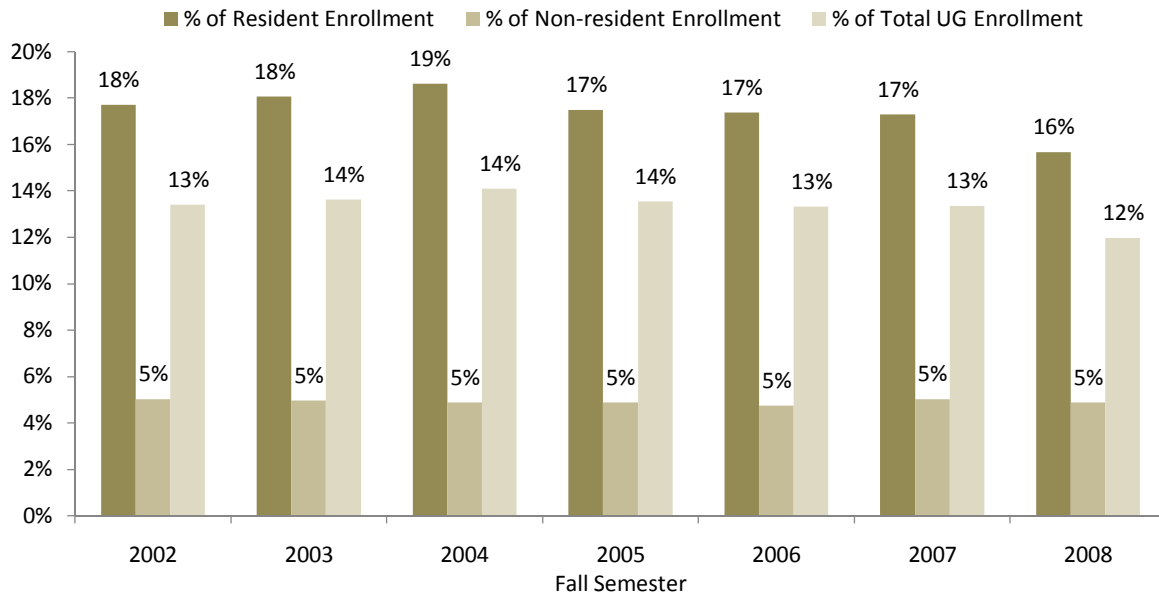


	2002	2003	2004	2005	2006	2007	2008
Resident UG First Generation Enrolled	3,413	3,613	3,668	3,691	3,662	3,598	3,515
Non-resident UG First Generation Enrolled	600	667	681	657	709	730	813
Total UG First Generation Enrolled	4,013	4,280	4,349	4,348	4,371	4,328	4,328
% of Resident UG Enrollment	22%	22%	22%	22%	22%	22%	21%
% of Non-resident UG Enrollment	8%	8%	8%	9%	9%	9%	9%
% of Total UG Enrollment	17%	17%	18%	18%	18%	18%	17%

\* First generation defined as an undergraduate with neither parent possessing a 4-year degree

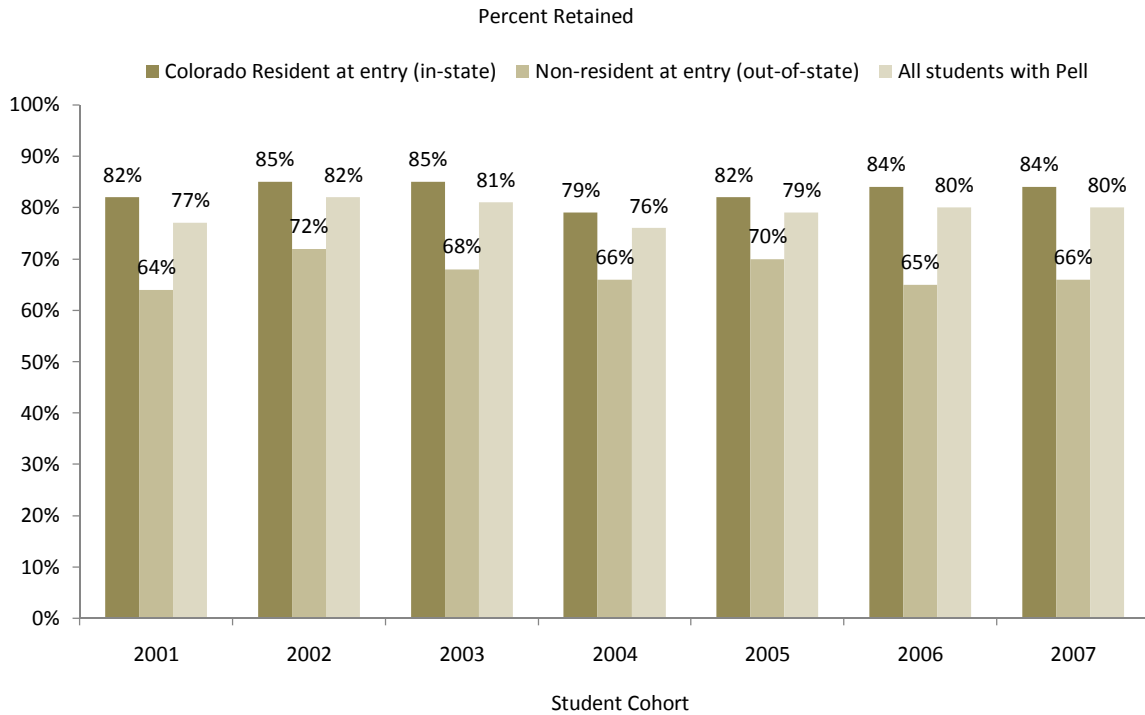


### University of Colorado at Boulder Fall Enrollment of Pell Grant Recipients



	2002	2003	2004	2005	2006	2007	2008
Resident	2,743	2,935	3,088	2,908	2,892	2,869	2,580
Non-resident	400	412	396	371	372	396	421
Total UG pell recipients enrolled	3,143	3,347	3,484	3,279	3,264	3,265	3,001
% of Resident Enrollment	18%	18%	19%	17%	17%	17%	16%
% of Non-resident Enrollment	5%	5%	5%	5%	5%	5%	5%
% of Total UG Enrollment	13%	14%	14%	14%	13%	13%	12%

### University of Colorado at Boulder Retention Rates of Freshman Pell Grant Recipients



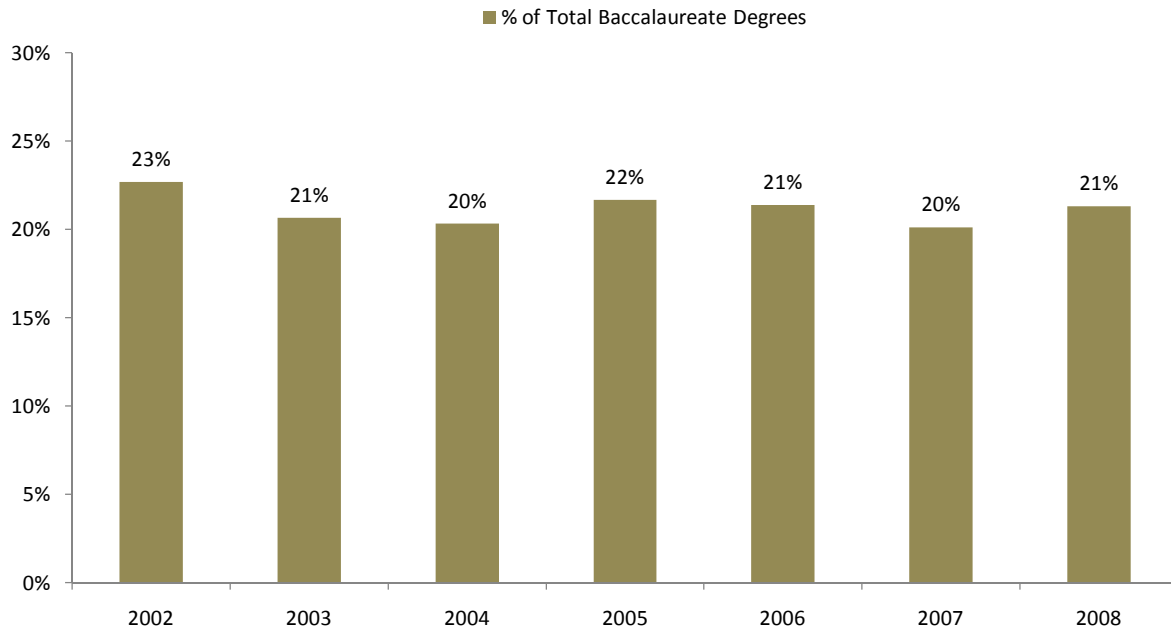
	2001	2002	2003	2004	2005	2006	2007
<b>All students with Pell</b>							
First-Year Student Cohorts*	519	556	580	614	535	605	599
Number Retained**	400	456	470	467	423	484	479
Percent Retained	77%	82%	81%	76%	79%	80%	80%
<b>Colorado Resident at entry (in-state)</b>							
First-Year Student Cohorts*	384	419	431	488	433	470	474
Number Retained**	315	356	366	386	355	395	398
Percent Retained	82%	85%	85%	79%	82%	84%	84%
<b>Non-resident at entry (out-of-state)</b>							
First-Year Student Cohorts*	135	137	149	126	102	135	125
Number Retained**	86	99	101	83	71	88	83
Percent Retained	64%	72%	68%	66%	70%	65%	66%

Note: this is retention of students who got Pell in their first entry year

\* First-Time freshmen w/Pell entering Summer/Fall term

\*\*Number enrolled in subsequent fall

**University of Colorado at Boulder  
Baccalaureate Degrees Granted to Pell Grant Recipients**

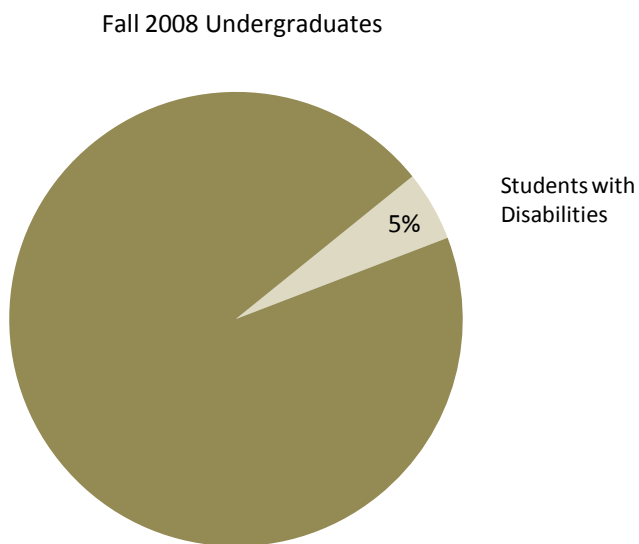


	2002	2003	2004	2005	2006	2007	2008
Baccalaureate Degrees Awarded to Pell Recipients*	998	963	976	1,111	1,143	1,074	1,135
% of Total Baccalaureate Degrees	23%	21%	20%	22%	21%	20%	21%

\* counted if student was ever a Pell recipient

## University of Colorado at Boulder Enrollment of Students with Disabilities

Undergraduate Students formally registered with the Office of Disability Services , Fall 2008



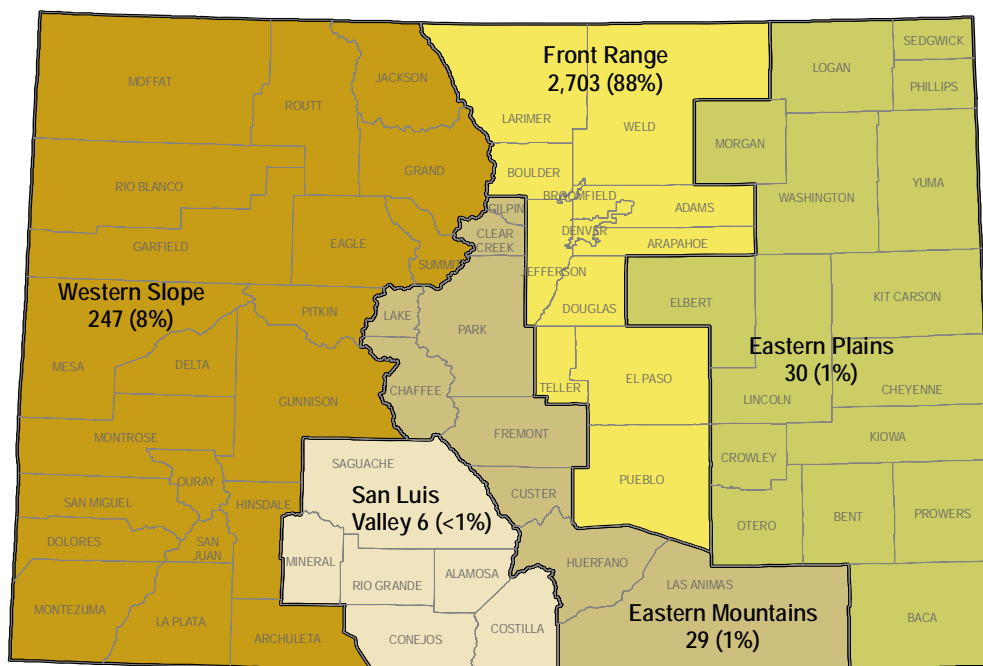
Number of undergraduates registered with Office of Disability Services*	1,260
Percent of all undergraduates**	5%

\* Estimate based on information provided by the CU Boulder Office of Disability Services

\*\* Degree and non-degree seeking

**University of Colorado at Boulder  
New Resident Freshmen, Fall 2008  
Home Region**

(Based on County at Time of Admission)



Unknown: 48 (2%)

Region	12th Graders Enrolled in CO Public Schools <sup>1</sup>	CU-Boulder New Resident Freshmen, Fall 2008			
		Enrolled <sup>2</sup>	Percent	High Schools Represented <sup>3</sup>	Percent
Eastern Mountains	2%	29	1%	9	4%
Eastern Plains	4%	30	1%	17	7%
Front Range	82%	2,703	88%	168	71%
San Luis Valley	1%	6	<1%	4	2%
Western Slope	11%	247	8%	36	15%
unknown	-	48	2%	3	1%
<b>Total</b>	<b>99%</b>	<b>3,063</b>	<b>100%</b>	<b>237</b>	<b>100%</b>

<sup>1</sup> Distribution of 12th grade students enrolled in Colorado public schools based on school district enrollment.

Data source: Colorado Department of Education, [http://www.cde.state.co.us/index\\_stats.htm](http://www.cde.state.co.us/index_stats.htm).

Does not sum to 100% because students enrolled in BOCES and the Charter School Institute are not included in district enrollment.

<sup>2</sup> Home region of new resident freshmen based on county at time of admission.

Data source: SURDS Enrollment File (with new freshmen defined by CU registration type).

<sup>3</sup> Number of high schools represented by new resident freshmen.

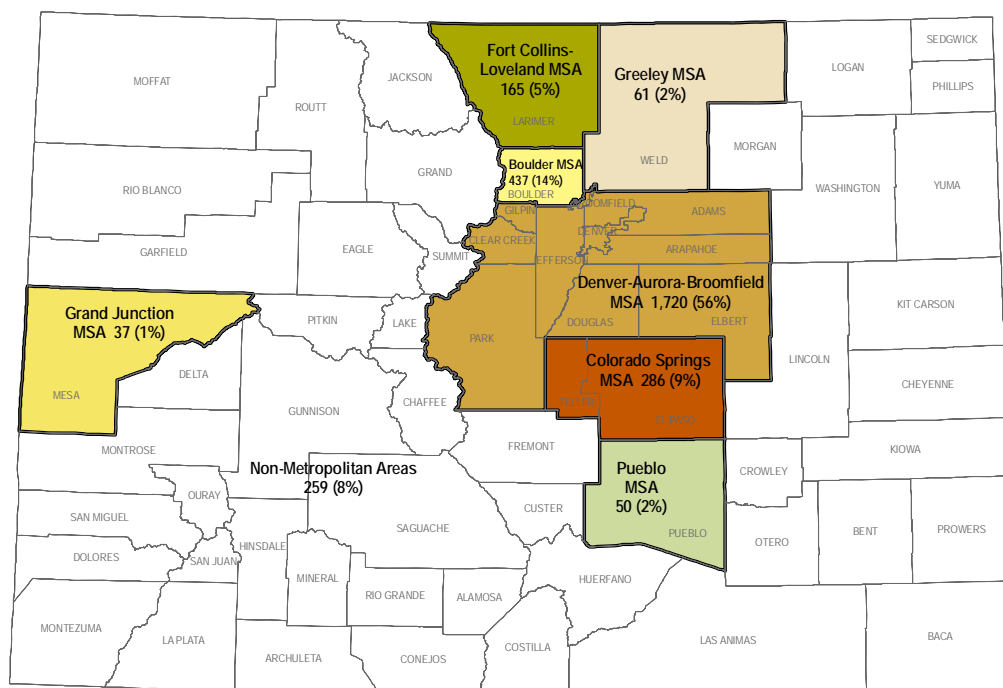
Data source: SURDS Undergraduate Applicant File.

State regions defined at: Colorado Division of Local Government, State Demography Office.

<http://www.dola.colorado.gov/demog/population/geoarea.pdf>

**University of Colorado at Boulder  
New Resident Freshmen, Fall 2008  
Home Region: Metropolitan and Non-Metropolitan Areas**

(Based on County at Time of Admission)



MSA=Metropolitan Statistical Area

Unknown: 48 (2%)

Metropolitan Area	12th Graders Enrolled in CO Public Schools <sup>1</sup>	CU-Boulder New Resident Freshmen, Fall 2008			
		Enrolled <sup>2</sup>	Percent	High Schools Represented <sup>3</sup>	Percent
Boulder MSA	7%	437	14%	18	8%
Colorado Springs MSA	15%	286	9%	27	11%
Denver-Aurora-Broomfield MSA	47%	1,720	56%	94	40%
Fort Collins-Loveland MSA	6%	165	5%	11	5%
Grand Junction MSA	3%	37	1%	3	1%
Greeley MSA	4%	61	2%	14	6%
Pueblo MSA	3%	50	2%	7	3%
Non-metropolitan areas	14%	259	8%	60	25%
unknown	-	48	2%	3	1%
<b>Total</b>	<b>99%</b>	<b>3,063</b>	<b>100%</b>	<b>237</b>	<b>100%</b>

<sup>1</sup> Distribution of 12th grade students enrolled in Colorado public schools based on school district enrollment.

Data source: Colorado Department of Education, [http://www.cde.state.co.us/index\\_stats.htm](http://www.cde.state.co.us/index_stats.htm).

<sup>2</sup> Home region of new resident freshmen based on county at time of admission.

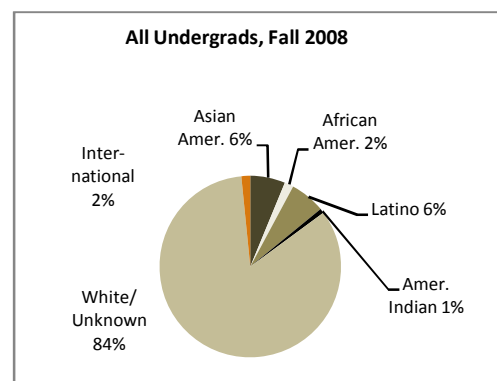
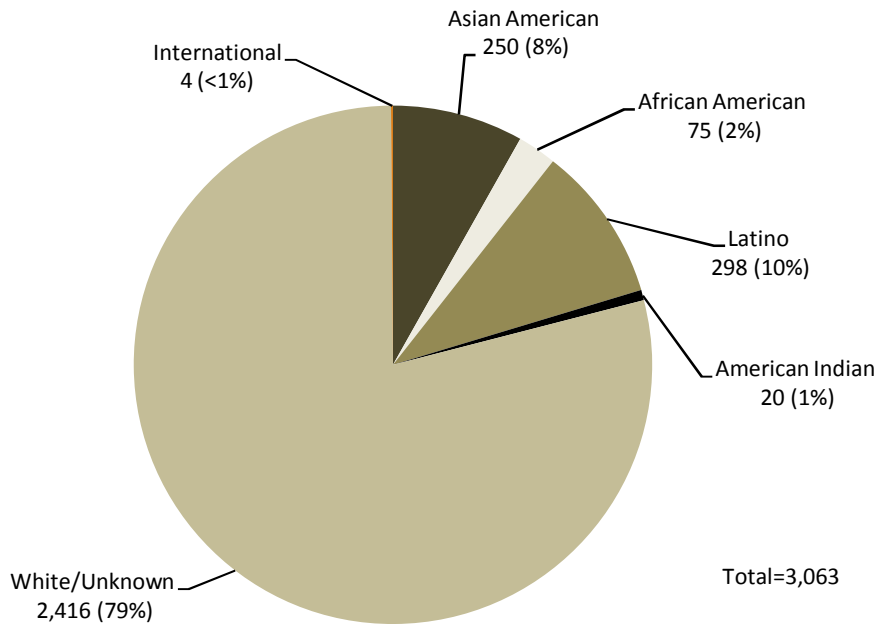
Data source: SURDS Enrollment File (with new freshmen defined by CU registration type).

<sup>3</sup> Number of high schools represented by new resident freshmen.

Data source: SURDS Undergraduate Applicant File.

Metropolitan Statistical Areas (MSAs) defined by U.S. Office of Management and Budget, OMB Bulletin No. 09-01, November 2008. <http://www.whitehouse.gov/omb/assets/omb/bulletins/fy2009/09-01.pdf>

University of Colorado at Boulder  
New Resident Freshmen by Race/Ethnicity, Fall 2008



*University of Colorado  
at Boulder*

**Faculty and Staff Diversity Data**



University of Colorado at Boulder -- Full-time faculty diversity profile, Fall 2008  
 All colleges combined

Effective February 2009, this report matches IPEDS HR population and primary function for CU-Boulder. (Library personnel with faculty status are classified as 'Other professionals' per IPEDS instructions)

Regular instructional faculty		Total	Female		Male		Minority		Ethnicity-citizenship						
			#	Pct	#	Pct	#	%_of_US	Afr.Amer.	Amer.In.	Asian	Latino	Internatl	Unknown	White
All		1,368	494	36%	874	64%	198	15%	23	9	111	55	61	53	1,056
Tenured/Tenure Track	All	1,051	321	31%	730	69%	168	17%	20	6	93	49	55	36	792
	Full Professor	434	84	19%	350	81%	48	11%	5	2	27	14	6	5	375
	Associate Prof	317	104	33%	213	67%	59	19%	9	1	30	19	13	9	236
	Assistant Prof	300	133	44%	167	56%	61	23%	6	3	36	16	36	22	181
Non-Tenure Track	All	317	173	55%	144	45%	30	10%	3	3	18	6	6	17	264
	Instr/Sr.Instr	317	173	55%	144	45%	30	10%	3	3	18	6	6	17	264

Tenured -- subset of regular instructional faculty		Total	Female		Male		Minority		Ethnicity-citizenship						
			#	Pct	#	Pct	#	%_of_US	Afr.Amer.	Amer.In.	Asian	Latino	Internatl	Unknown	White
All		727	181	25%	546	75%	103	14%	13	3	54	33	14	12	598
Full Professor		434	84	19%	350	81%	48	11%	5	2	27	14	6	5	375
Associate Prof		292	97	33%	195	67%	55	19%	8	1	27	19	8	7	222
Assistant Prof		1	0	0%	1	100%	0	0%	0	0	0	0	0	0	1

Administrative (academic) -- subset of regular instructional faculty		Total	Female		Male		Minority		Ethnicity-citizenship						
			#	Pct	#	Pct	#	%_of_US	Afr.Amer.	Amer.In.	Asian	Latino	Internatl	Unknown	White
All		94	23	24%	71	76%	16	17%	6	1	4	5	1	0	77
Asst/Assoc/Dean/Chanc		43	12	28%	31	72%	9	21%	5	0	1	3	1	0	33
Dept Chair/Directors		51	11	22%	40	78%	7	14%	1	1	3	2	0	0	44

Academic research staff (IPEDS 'primarily research')		Total	Female		Male		Minority		Ethnicity-citizenship						
			#	Pct	#	Pct	#	%_of_US	Afr.Amer.	Amer.In.	Asian	Latino	Internatl	Unknown	White
Researchers		849	309	36%	540	64%	75	11%	5	4	39	27	164	43	567

University of Colorado at Boulder -- Full-time faculty diversity profile detail Fall 2008  
All colleges combined

Effective February 2009, this report matches IPEDS HR population and primary function for CU-Boulder. (Library personnel with faculty status are classified as 'Other professionals' in the staff table per IPEDS instructions)

Regular instructional faculty		Total	Ethnicity-citizenship																				
			Afr.Amer.			Amer.In.			Asian			Latino			Internatl			Unknown			White		
			Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female
			#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct
All		1,368	12	11	52%	7	2	78%	45	66	41%	20	35	36%	18	43	30%	16	37	30%	376	680	36%
Tenured/Tenure Track	All	1,051	10	10	50%	4	2	67%	34	59	37%	16	33	33%	16	39	29%	9	27	25%	232	560	29%
	Full Professor	434	0	5	0%	0	2	0%	6	21	22%	1	13	7%	0	6	0%	1	4	20%	76	299	20%
	Associate Prof	317	5	4	56%	1	0	100%	13	17	43%	8	11	42%	2	11	15%	1	8	11%	74	162	31%
	Assistant Prof	300	5	1	83%	3	0	100%	15	21	42%	7	9	44%	14	22	39%	7	15	32%	82	99	45%
Non-Tenure Track	All	317	2	1	67%	3	0	100%	11	7	61%	4	2	67%	2	4	33%	7	10	41%	144	120	55%
	Instr/Sr.Instr	317	2	1	67%	3	0	100%	11	7	61%	4	2	67%	2	4	33%	7	10	41%	144	120	55%

Tenured -- subset of regular instructional faculty		Total	Ethnicity-citizenship																				
			Afr.Amer.			Amer.In.			Asian			Latino			Internatl			Unknown			White		
			Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female
			#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct
All		727	4	9	31%	1	2	33%	19	35	35%	9	24	27%	0	14	0%	1	11	8%	147	451	25%
Full Professor		434	0	5	0%	0	2	0%	6	21	22%	1	13	7%	0	6	0%	1	4	20%	76	299	20%
Associate Prof		292	4	4	50%	1	0	100%	13	14	48%	8	11	42%	0	8	0%	0	7	0%	71	151	32%
Assistant Prof		1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0%

PBA, IR@colorado.edu, L:\IR\Minor\SAScode\RegDiv01.sas 19MAR09  
Individuals with active and paid leave appts w/ known salary including all TTT status, instructor/sr instructor status w/ 50%+ total time, and all others w/ 100% time as of Oct 1 2008  
Minority total excludes white, unknown, international. % of US is total minority divided by all without international

University of Colorado at Boulder -- Full-time faculty diversity profile detail Fall 2008  
 All colleges combined

Effective February 2009, this report matches IPEDS HR population and primary function for CU-Boulder. (Library personnel with faculty status are classified as 'Other professionals' in the staff table per IPEDS instructions)

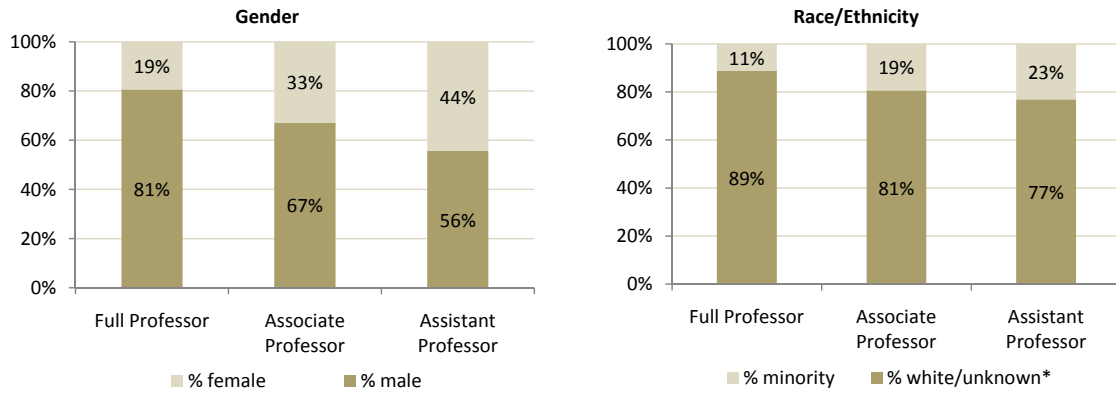
Administrative (academic) -- subset of regular instructional faculty	Total	Ethnicity-citizenship																				
		Afr.Amer.			Amer.In.			Asian			Latino			Internatl			Unknown			White		
		Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female
		#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct
All	94	2	4	33%	0	1	0%	0	4	0%	0	5	0%	1	0	100%	0	0	0	20	57	26%
Asst/Assoc/Dean/Chanc	43	2	3	40%	0	0	0	0	1	0%	0	3	0%	1	0	100%	0	0	0	9	24	27%
Dept Chair/Directors	51	0	1	0%	0	1	0%	0	3	0%	0	2	0%	0	0	0	0	0	0	11	33	25%

Academic research staff (IPEDS 'primarily research')	Total	Ethnicity-citizenship																				
		Afr.Amer.			Amer.In.			Asian			Latino			Internatl			Unknown			White		
		Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female
		#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct
Researchers	849	4	1	80%	3	1	75%	16	23	41%	19	8	70%	46	118	28%	14	29	33%	207	360	37%

# University of Colorado at Boulder

## Regular Instructional Faculty, Fall 2008

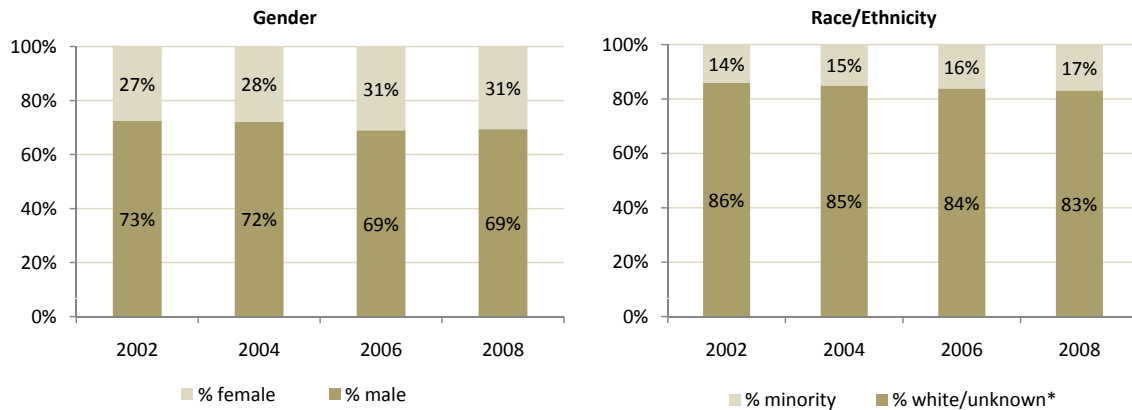
### Tenured/Tenure Track



## Regular Instructional Faculty, Fall 2002 - Fall 2008

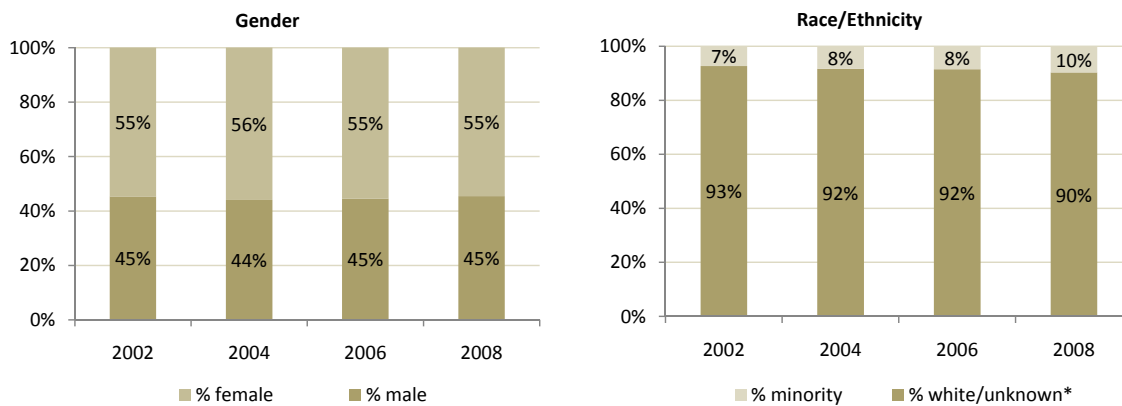
### Tenured/Tenure Track Faculty

#### All Ranks Combined



### Non-Tenure Track Faculty

#### Instructors and Senior Instructors Combined



\* Percent minority and percent white/unknown calculations exclude international faculty.

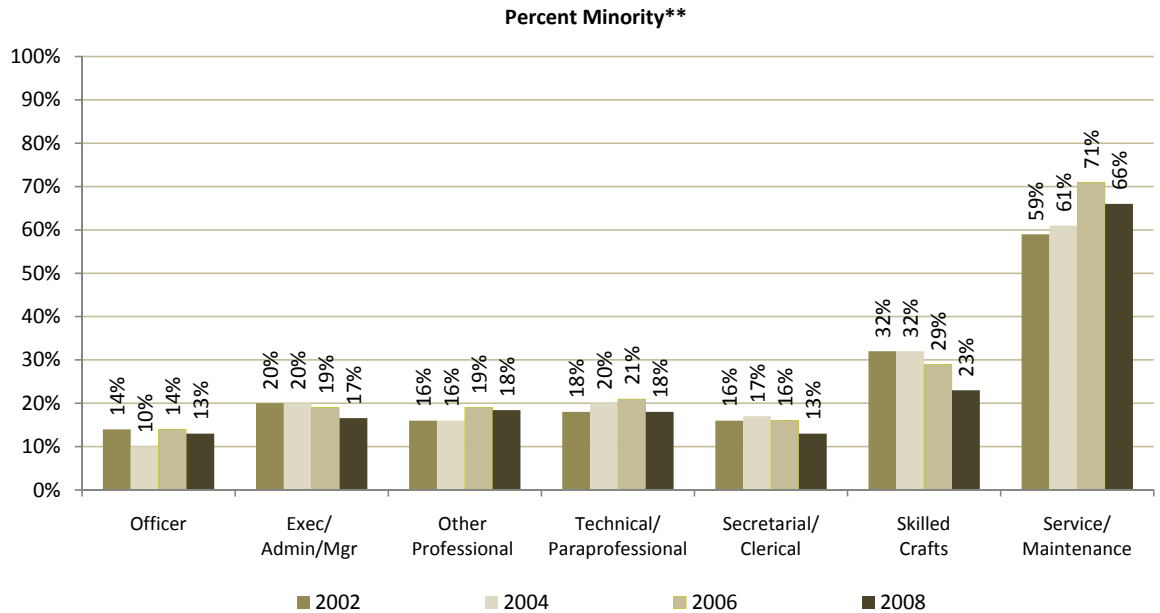
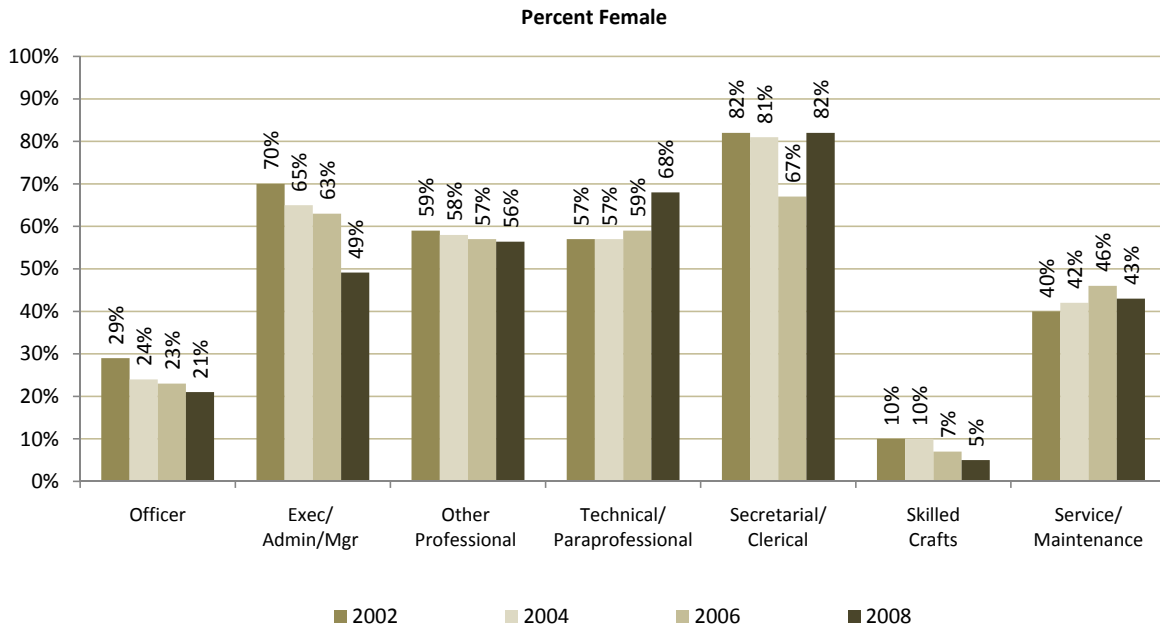
University of Colorado at Boulder -- Full-time staff diversity profile, Fall 2008  
 All colleges combined

Effective February 2009, this report matches IPEDS HR population and primary function for CU-Boulder. (Library personnel with faculty status are classified as 'Other professionals' per IPEDS instructions)

Staff-- IPEDS Upload Number & Category w/additional details	Total	Female		Male		Minority		Ethnicity-citizenship							
		#	Pct	#	Pct	#	%_of_US	Afr.Amer.	Amer.In.	Asian	Latino	Internatl	Unknown	White	
<b>All</b>	2,768	1,509	55%	1,259	45%	760	28%	92	19	208	441	8	133	1,867	
<b>5 Executive/admin/managerial</b>	<b>Officer</b>	24	5	21%	19	79%	3	13%	2	0	1	0	1	0	20
	<b>w/ Faculty Status</b>	32	11	34%	21	66%	8	25%	4	0	1	3	0	0	24
	<b>Other</b>	312	158	51%	154	49%	49	16%	19	2	12	16	1	10	252
<b>7 Other professionals</b>	<b>Library TTT</b>	28	21	75%	7	25%	4	14%	1	0	2	1	0	0	24
	<b>Library w/ Faculty Status</b>	18	12	67%	6	33%	1	6%	0	0	0	1	2	0	15
	<b>Exempt Professionals</b>	271	169	62%	102	38%	60	22%	18	5	17	20	1	18	192
	<b>Classified Staff</b>	502	260	52%	242	48%	86	17%	20	4	27	35	2	30	384
<b>8 Technical/paraprofessional</b>	490	332	68%	158	32%	88	18%	5	4	25	54	1	22	379	
<b>9 Clerical and secretarial</b>	347	286	82%	61	18%	44	13%	8	1	7	28	0	19	284	
<b>10 Skilled crafts</b>	177	9	5%	168	95%	41	23%	2	2	5	32	0	8	128	
<b>11 Service/maintenance</b>	567	246	43%	321	57%	376	66%	13	1	111	251	0	26	165	

University of Colorado at Boulder

Staff by Occupational Category, Fall 2002 - Fall 2008\*



\*\* Percent minority calculations exclude international staff.

\* Changes in staff numbers for this report mainly reflect changes made in 2009 in how non-faculty staff have been categorized. The categorization change was made so as to match categories used in our IPEDS reporting. Therefore, comparisons between 2009 and prior years can not be made.

# *University of Colorado at Colorado Springs*

## **2008-09 Diversity Report**

Data provided by the University of Colorado at Colorado Springs Office of Institutional Research  
Report prepared by the University of Colorado System Office of Institutional Research  
April 2009

## **University of Colorado at Colorado Springs Report on Diversity, April 2009**

Prepared by the University of Colorado at Colorado Springs Associate Vice Chancellor for Diversity & Inclusiveness and the Office of Institutional Research

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### **DIVERSITY STRATEGIC PLAN—VISION AND IMPLEMENTATION**

The UCCS Diversity Strategic Plan 2007 provides a vision of the central role of diversity and inclusiveness in achieving academic excellence. This document was developed with wide participation of faculty, staff, students, administrators and community members. It provides definitions of diversity, inclusiveness, and cultural competence; overarching and comprehensive diversity strategies; and a framework for devising yearly action priorities and resource issues. The UCCS Diversity Strategic Plan 2007 was adopted by the Board of Regents in June 2007.

The Associate Vice Chancellor for Diversity and Inclusiveness (AVCDI) heads the implementation of the Diversity Strategic Plan. This position is structured according to a collaborative model of chief diversity officer. As the result of a regional search, Professor Kee Warner from the department of sociology was appointed to this position in April 2008 after serving in an interim capacity since September 2007 and as director of diversity strategic planning for UCCS for the year prior to that. The Diversity Foundations committee acts as an overarching advisory committee to the AVCDI. This committee includes representation (Diversity Catalysts) from all of the academic colleges and each non-academic division and meets on a semi-monthly basis. The AVCDI is a member of the Chancellor's Strategy Team, the Academic Affairs Leadership Team, and Deans' Council and meets regularly with the Provost and the Chancellor. A critical dimension of diversity and inclusiveness work at UCCS is the effective collaboration between academic affairs and student success. This strong campus tradition is reflected in the integration of faculty, staff, and students in all diversity initiatives. Regular meetings of the chief diversity officers from each campus with the Assistant Vice President for Diversity and the Vice President for Academic Affairs have fostered cooperation within the University of Colorado system.

The AVCDI does not have a support staff or a list of direct reports, but very strong "dotted line" relationships within academic affairs (Faculty Minority Affairs Committee and Women's and Ethnic Studies), student success (MOSAIC: Multicultural Office for Student Access, Inclusiveness, and Community, Student Recruitment, Retention), and administration and finance (Human Resources, Compliance).

### **STUDENT SUCCESS**

#### *Enrollment*

The growth of UCCS as a campus is closely tied to increasing the diversity of the student body and broadening access to higher education, particularly in Southern Colorado. This year, students of color comprise nineteen percent of undergraduate student body, the highest proportion in the past eight years. The ten percent increase in Latino students is



even more than the robust growth of 5.9% annually over the past five years. The proportion of African American students has not shown the same gains, in part reflecting the demography of Southern Colorado. African American applicants end up enrolling at UCCS at a lower rate (36%) than other groups, but students of color as a whole enroll at a slightly higher rate (39% of those who apply) than White students (38% of those who apply). First generation students (37%) and Pell recipients (21%) continue to comprise a substantial portion of the undergraduate student population, though this has fallen slightly in the past year. Graduate enrollment as a whole has not been as robust in the past five years and the proportion of minority students (14.7%) has also declined slightly.

Our success in increasing the diversity of the student body is based on establishing and building pipeline programs; providing holistic outreach to prepare families for the admission and financial aid process; expanding scholarship programs; effectively partnering with the community colleges; and strategically recruiting. Outreach efforts are integrally linked with student support and retention programs.

Our successful Pre-Collegiate program has been expanded to new communities in Southern and Western Colorado—La Junta, Ridgeway, Eagle. The program serves, not only first-generation students, but a high proportion of students of color. Other campus programs have adopted the technique of bringing students to campus to engage in academic activities and to interact with UCCS faculty, staff and students. These include the Mountain Lion Experience, the Colorado Educational Services and Development Association (CESDA) College Symposium, and Partnership in Innovative Preparation for Educators and Students (PIPES).

The Chancellor has actively developed resources to support education for promising students from underrepresented groups and/or with financial challenges. This includes UCCS scholarships, such as Reach Your Peak, as well as close partnership with other scholarship programs—for example Kane, Reisher, Daniels Fund, and Denver Scholarship Foundation. UCCS not only publicizes these scholarships and assists with screening and selection, but provides the personal contact and ongoing-support to students and their families that helps scholarship recipients succeed in college.

Transfer students from the community colleges are another important component of our student body. UCCS has established a very close collaboration with Pikes Peak Community College, the local community college, including a concurrent enrollment program in engineering. This is a model for building closer ties with other community colleges, particularly in Southern College. The College of Nursing and Health Sciences obtained a Johnson Foundation grant to link the two-year nursing program at Otero Junior College with our four-year program. Health Sciences is also working with Pueblo Community College on wellness programming. All of these programs enhance the visibility of UCCS among community college transfers. In addition, scholarships such as the University Connection provide direct support to transfer students.

The new Dean of the Graduate School is actively seeking support for graduate students across the board. Graduate merit fellowships have been increased by forty percent and four new research assistantships have been created in the engineering college. UCCS partnered with four other institutions of higher education on “Bridge to the Doctorate”

proposal to the National Science Foundation that was submitted in January 2009. If approved, this grant will provide one million dollars of funding for UCCS students during the fourth year of the program (2012). This will fund minority students at UCCS earning their bachelor's degree in engineering and continuing on for a doctorate.

### *Retention and Graduation*

Improving retention and graduation rates at UCCS is extremely important to our institutional success. The office for Student Retention and First Year Experience focuses on the academic and non-academic challenges facing our students. The retention rate for students of color this year rose to 69%, only slightly below the 70% retention rate for the entire freshman class. While the proportion of undergraduate degrees awarded to minorities over the past five years has held steady in the range of fifteen to nineteen percent, the number of undergraduate degrees awarded to minority students has gone up thirty percent (2003-2008). Also, the six-year graduation rate for minority students (45%) is actually two points higher than that of white students (43%). The same general pattern holds for graduate degrees though both the proportion of degrees awarded to minority students and the increase in the number of degrees are lower. Over the past five years, the proportion of graduate degrees awarded to minority students has held between twelve and fifteen percent. The actual number of degrees awarded minority students during that time frame increased by eight percent.

Improved retention from freshman to sophomore year is partly due to the high level of participation in the Freshman Seminar. While the Freshman Seminar is not required, it is strongly encouraged and is attracting a significant proportion of the freshman class—sixty eight percent in 2008. This academically grounded class allows students to work directly with faculty and advanced student mentors in small sections of twelve to fifteen students. Students are introduced to support services and coached for success inside and outside of the classroom. Learning communities are being piloted to provide additional educational opportunities that extend beyond the limits of a single class. The retention office identifies and engages with students who are academically at-risk through an Early Alert program.

The Office of Student Multicultural Affairs was renamed this year to emphasize its role in fostering and advocating an inclusive environment for all students in addition to providing particular support for students from underrepresented and/or marginalized groups. The new name is MOSAIC, Multicultural Office for Student Access, Inclusiveness, and Community. The director of MOSAIC is part of the Student Success Division Leadership Team and collaborates closely with the Office for Retention and the First Year Experience and with the AVCDI. MOSAIC works closely with the Diversity Alliance Committee consisting of student support staff from across the campus. The philosophy of MOSAIC is to involve diverse students and their families in the college experience. This is exemplified by the La Familia reception for incoming students and by the Multicultural Graduation Celebration co-sponsored by the Faculty Minority Affairs Committee.

In addition to providing ongoing individual student support, the core programs of MOSAIC include a campus-wide mentoring program and student leadership development including participation in such programs as the Big Twelve Conference for African-American student organizations and national conferences such as the Hispanic Association of Colleges and Universities and the National Conference on Race and Ethnicity.

## **CAMPUS CLIMATE**

Providing an inclusive campus climate is a value that cuts across all the functional areas of the university and affects students, staff, faculty, administrators and community partners. The goal of inclusiveness at UCCS has been defined so that it encompasses not only differences of race, ethnicity, and gender, but also such issues as sexual orientation, disability, gender expression, age, and military service. This requires, not only an openness to other perspectives, but understanding the inequalities created by patterns of privilege and disadvantage and a commitment to join in the work of making the university more inclusive.

The BIG Idea Building Inclusiveness Workshop has been a central campus initiative funded under the auspices of the AVCDI and carried out by a BIG Idea faculty of staff and faculty trainers directed by a program coordinator. The 2.5 hour interactive workshop is designed to provide a ground floor of understanding appropriate for every campus constituency and leading to individual action commitments. The workshop is not mandatory, but has been strongly encouraged by leadership across campus. The Chancellor and her strategy team participated as a group in a workshop and workshops have been organized for each college and various functional areas. Workshops have also been held for specific groups such as freshman seminar instructors, learning center staff, resident assistants, the Chancellor's leadership class, and the Student Government Association. The workshop has been very well received and attended by more than four hundred people during the pilot phase and first year. Based on 223 evaluation responses from seven workshops between August 2008 and February 2009, the average rating of the workshop was eight on a ten-point scale. The BIG Idea Workshop will be incorporated into the required professional development program for student leadership during the coming academic year. We are assembling the BIG Idea faculty for the coming year and considering spin-off activities such as advanced workshops and learning modules for classroom application.

In response to the student government association president's controversial decision not to sign the form approving funding for a "Coming Out Day" sponsored by SPECTRUM, a student organization, extensive conversations have taken place this year between the administration, faculty and student organizations to clarify the responsibilities and procedures of student government officials and the obligation of the university to guarantee free speech while protecting the access, safety and fair treatment of all students inside and outside of the classroom. Faculty members have organized a new committee, the PRIDE Committee to represent Lesbian, Gay, Bisexual, Transgender, Queer and Intersex (LGBTQI) concerns and have requested recognition by the Faculty Assembly. The Chancellor, Vice Chancellor for Student Success, and AVCDI have met with SPECTRUM to discuss concerns and ways to make support for LGBTQI students more visible and available on campus. The Chancellor has convened a task force this Spring to address the climate, policies, practices and procedures important for our LGBT students, faculty, and staff in support of our UCCS core values.

Following recommendations from the Diversity Strategic Plan and from Faculty Representative Assembly, this year UCCS initiated an ombuds program to provide free and informal guidance to any member of the campus community regarding conflicts or concerns. After a regional search, retired faculty member Dr. Adelina Gomez was hired to

direct the program on a part-time basis. The Boulder and Denver Ombuds offices have been extremely supportive in sharing their experience with us during this start-up phase.

The AVCDI in coordination with the BIG Idea Faculty and Institutional Research has piloted a survey to gather student perceptions of campus climate. A preliminary round of responses have been gathered by means of an online survey. The responses will be used to refine the survey and to propose an instrument and reporting protocol to the Chancellor and Leadership Team for implementation in the coming academic year.

## **FACULTY AND STAFF DIVERSITY**

The diversity of the staff and faculty as a whole has not kept pace with the diversity of the student body. Fourteen percent of all staff and faculty are minority, but there is a great deal of variation by job type, rank, and college. As a whole, women have made greater gains, comprising 54% of the faculty and staff, though this also varies by job type, rank, and college. Within the faculty ranks, the highest proportion of minority faculty is among assistant professors (16%), followed by ten percent of associate professors, and eight percent of full professors. Since most faculty are hired at the assistant professor level, this likely reflects the increased emphasis on diversity in faculty searches although the drop-off at higher ranks may also result from senior faculty taking positions elsewhere. Among the colleges, the College of Education has the highest proportion of minority faculty with fourteen percent and the College of Business is lowest at three percent.

Among the staff, there is a higher proportion of minorities among the classified staff (23%) than among the professional-exempt (13%). Interestingly, one third of the university officers (Deans, Associate Vice Chancellors, Vice Chancellors, and the Chancellor) are minorities, which is equaled only by the minority representation in service jobs. Women constitute a majority in all staff classifications except officers and service occupations.

The Human Resources Office has worked in collaboration with the AVCDI to provide training to search committees. The Human Resources Compliance Director meets in person with search committees for professional-exempt and faculty searches. The AVCDI also meets with faculty search committees and officer level administrative searches. The search committee training links recruitment with the strategies of the Diversity Strategic Plan, identifies the characteristics of active recruitment, and flags common misconceptions regarding the recruitment of women and minority candidates. In addition to advocating diversity within pools of candidates at each stage of recruitment, the training urges committees to consider the contributions the new hire may make to campus diversity and inclusiveness strategies over and above the identity of the person who accepts the job. In this way, search committees are encouraged to consider the commitment and experience that candidates offer in advancing diversity and inclusiveness through their pedagogy, scholarship, and professional service. This approach assures that diversity and inclusiveness concerns are addressed with all candidates.

The search process has also been modified to reflect this approach to diversity and inclusiveness. In the past, search committees were required to include a woman and a minority (not the same person) within their membership. Because of the lack of diversity in

many departments, this often meant inviting faculty, staff, and even students from outside the department to join search committees and to “represent” these issues. Being outsiders to the department put these advocates at a substantial disadvantage in arguing the merits of the candidates and, to some degree, sent the message that diversity was not a central departmental concern. While we still encourage search committees to include diverse people within their membership, we are also asking each committee to designate a “diversity champion” who is a voting member of the department in question. The diversity champion is not necessarily a woman or minority, but assumes the role of advocating inclusiveness in the search in terms of active outreach and connection with diversity and inclusiveness strategies. The diversity champion is expected to report back to the Human Resources at the end of the search on best practices and challenges. We are developing a program for support and professional development for diversity champions, beginning this year with an end-of-the-year working breakfast to discuss what we have learned. Human Resources is also introducing the campus to the Jobs@CU. The mail-in postcard system for reporting candidate gender and ethnicity used in the past has proven unreliable. Jobs@CU will provide more consistent, voluntary and confidential data for retrospectively evaluating the diversity of candidate pools.

The Opportunity Hire fund managed by the AVCDI provides limited funds for one-time costs associated with diversity hires. These funds have been used by two colleges in the past year to bring in additional candidates for campus visits. One of these resulted in hiring a female international faculty member in a department with few women. These funds are also available to assist with start-up packages. This year one department accessed funds for a Native American professor who will join the faculty next year.

We recognize that all of the time and energy devoted to faculty and professional searches is for naught unless we provide necessary support for new members of our campus community. This concern was identified in the Diversity Strategic Plan and has been taken up by the Faculty Minority Affairs Committee (FMAC) along with the AVCDI in the form of a Newcomers’ Project. While the Diversity Strategic Plan recommended the introduction of an exit survey procedure, the FMAC felt it was critical to identify concerns and problems well before someone chose to leave UCCS. The Newcomer’s Project was initiated by Dr. Christina Jimenez as a faculty associate to the AVCDI and as chair of FMAC. In consultation with others, she designed an interview schedule for FMAC committee to meet with new faculty during their first year of employment at UCCS. This was not limited to women and minority faculty, but was extended to all newcomers. Dr. Jimenez compiled this information and assembled a report that will be presented to the Provost identifying best practices and areas of concern. In conjunction with the AVCDI and Jessica Wood, an Emerging Leaders Fellow, Dr. Jimenez constructed a questionnaire that will be used in connection with the newcomer interviews this academic year. FMAC and the AVCDI will propose that this process be institutionalized under the auspices of the Provost office. In a similar vein, the FMAC has for several years hosted a Fall reception for all new faculty and open to all faculty and staff. The FMAC also worked with the AVCDI to accomplish another strategy from the Diversity Strategic Plan, the creation of an annual Faculty Award for Outstanding Contribution to Diversity and Inclusiveness. This \$1,000 award, funded by FMAC and the Chancellor’s office, will be given at the end-of-year campus award ceremony.

## **TRANSFORMING TEACHING AND SCHOLARSHIP**

Advancing diversity and inclusiveness for institutional excellence implies transforming the way that we teach, how we produce scholarship, and how we support our students. Certain programs at UCCS have been at the leading edge of advancing teaching and scholarship in these directions. Our new program in Women's and Ethnic Studies (WEST) combines two free-standing minors into a major that employs an innovative intersectional lens. The result is a new model for preparing students for professional and academic careers in a multicultural and global context. After a national search, a director was hired to guide the development of this program and to build the faculty. The enthusiastic response to the first faculty search within WEST reflects a robust appreciation for the intersectional paradigm. The associated Matrix Center for the Advancement of Social Equity and Inclusion promotes understanding and engagement with inclusiveness through activities ranging from the White Privilege Conference to the Knapsack Institute for curricular transformation. The AVCDI has provided scholarships to support the participation of UCCS faculty in the nationally known, Knapsack Institute. Another example is the fourth annual Culturally Responsive Teaching, Leadership, and Counseling (CRTLC) symposium held by the College of Education which brings nationally known scholars to campus for the professional development of UCCS students, staff, and faculty as well as personnel from Colorado school districts.

In addition to this leading edge work, the Diversity Strategic Plan called for broadening the base of faculty who address diversity and inclusiveness through their scholarship. The AVCDI created a new program entitled Innovations in Scholarship for Inclusive Excellence (ISIE) providing small research grants to faculty that address diversity and inclusiveness in their scholarship in one of three ways: 1) producing scholarship that advances our understanding of diversity and inclusiveness; 2) creating scholarly projects that promote diversity in the research process; or, 3) scholarship that is of value to diverse communities and builds their linkage with the university. Five grants of \$1,000 were awarded for projects from the College of Letters, Arts, and Sciences, the College of Education, and the College of Engineering and Applied Sciences.

On the system-wide level, UCCS faculty are engaged in institutional transformation by planning and participating in a new system-wide conference focused on these issues. *Building Inclusiveness at CU* on May 15, 2009 will showcase best practices from faculty and staff throughout the CU System. UCCS faculty and staff will present nine sessions at the conference.

## **COMMUNITY ENGAGEMENT**

As a result of the high value for community engagement, UCCS has been rated one of the most engaged campuses in the country. Community engagement is also critical for building the diversity and inclusiveness of the campus on all fronts. This encompasses activities of a very wide range of actors: from the Chancellor's leadership in advocating for education in Southern Colorado to the custodian who earned accolades from Goodwill Industry for his successful record of hiring and supervising developmentally disabled workers.

Here we highlight just a few areas of activity:

- *Collaboration with Colorado Springs Diversity Forum*—Business and community leaders formed the Colorado Springs Diversity Forum to promote inclusiveness as integral to economic and cultural vitality of the Pikes Peak region. The group has highlighted the long-standing traditions of inclusiveness on the area to counterbalance outside perceptions. UCCS has participated in the Everybody Welcome celebration and co-sponsored Black History events on our campus for the past two years.
- *Participation in Community Banquets and Scholarship events*—As a campus, we have mapped out a calendar of community events so that scarce resources can be directed to the events that produce the greatest impact for students and for higher education.
- *Community Celebrations on Campus*—UCCS is increasing its community visibility by hosting events on campus. This will be further facilitated by the construction of the events center. In the past year, UCCS provided a venue for the Juneteenth celebration organized by the African American Voice. Cinco de Mayo, Inc. also considered the prospect of moving their event to campus.
- *Collaboration on Gender Expression Issues*—The campus has worked with local organizations to clarify our commitment to gender expression as an aspect of diversity and inclusiveness and to assure support for transgendered students.
- *Disability Awareness Week*—The Office of Disability Services worked with local agencies to provide a series of informational activities on campus on disability issues.
- *Black Pastors' Union of Southern Colorado*—The AVCDI hosted a luncheon for the Black Pastors' Union of Southern Colorado with campus leadership to provide information on student outreach and support and to begin to develop outreach programs with their constituencies.
- *National presentations on diversity and inclusiveness programs*—UCCS teams have presented our approaches to planning and implementing diversity and inclusiveness programs at national conferences including the American Association of Colleges and Universities and the Hispanic Association of Colleges and Universities.

## **Summary**

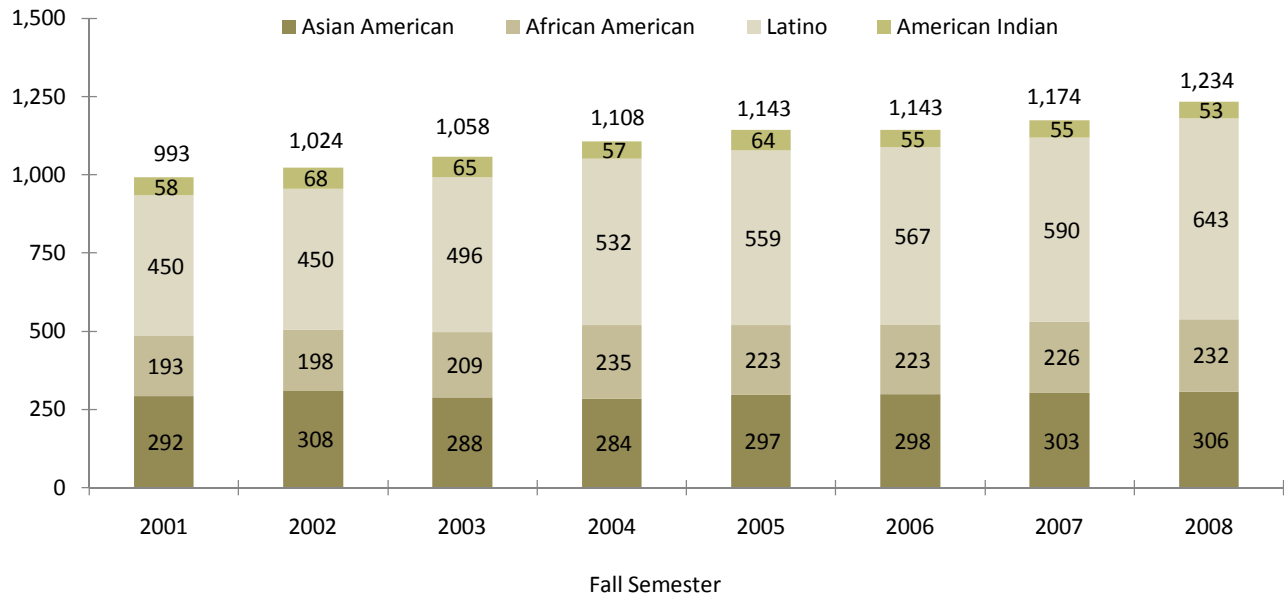
In summary, UCCS is successfully building the infrastructure for diversity and inclusiveness as an element of academic excellence, broadening participation of faculty, staff, and students, and fostering a climate that welcomes and supports all types of students. These efforts are bearing fruit, but there is continued room for growth and innovation. The commitment of UCCS leadership is clear and the broad engagement of campus constituencies are producing results even in an environment of scarce resources.

*University of Colorado  
at Colorado Springs*

**Student Diversity Data**

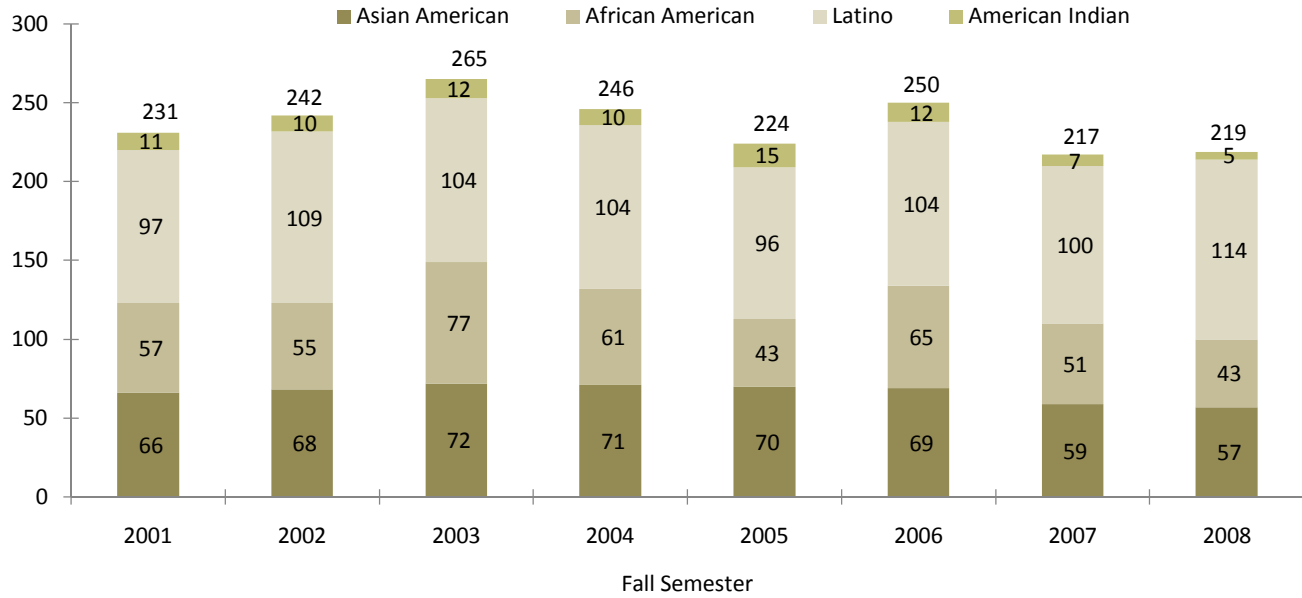


**University of Colorado at Colorado Springs  
Undergraduate Fall Headcount Enrollment by Race/Ethnicity**



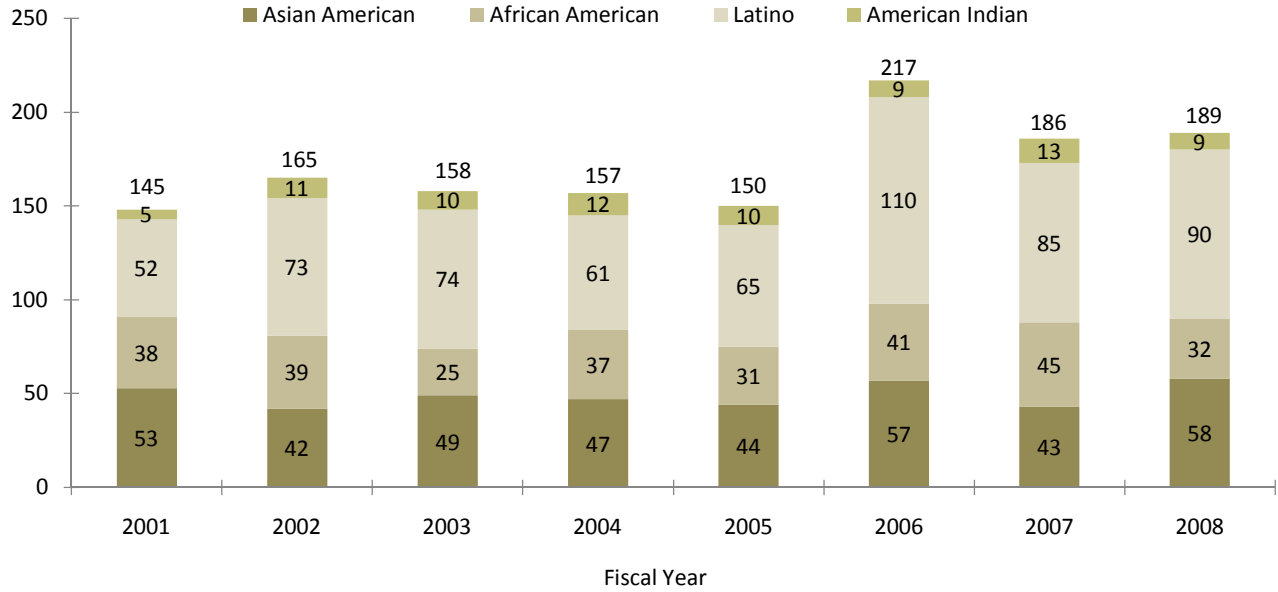
Ethnicity	2001	2002	2003	2004	2005	2006	2007	2008
Asian American	292	308	288	284	297	298	303	306
African American	193	198	209	235	223	223	226	232
Latino	450	450	496	532	559	567	590	643
American Indian	58	68	65	57	64	55	55	53
White/Unknown	4,226	4,574	4,793	4,872	4,955	4,938	5,032	5,235
International	31	51	24	25	21	22	28	29
<b>Total Enrollment</b>	<b>5,250</b>	<b>5,649</b>	<b>5,875</b>	<b>6,005</b>	<b>6,119</b>	<b>6,103</b>	<b>6,234</b>	<b>6,498</b>
<b>Minority Total</b>	<b>993</b>	<b>1,024</b>	<b>1,058</b>	<b>1,108</b>	<b>1,143</b>	<b>1,143</b>	<b>1,174</b>	<b>1,234</b>
<b>Minority as % of Total</b>	<b>18.9%</b>	<b>18.1%</b>	<b>18.0%</b>	<b>18.5%</b>	<b>18.7%</b>	<b>18.7%</b>	<b>18.8%</b>	<b>19%</b>

**University of Colorado at Colorado Springs  
Graduate Fall Headcount Enrollment by Race/Ethnicity**



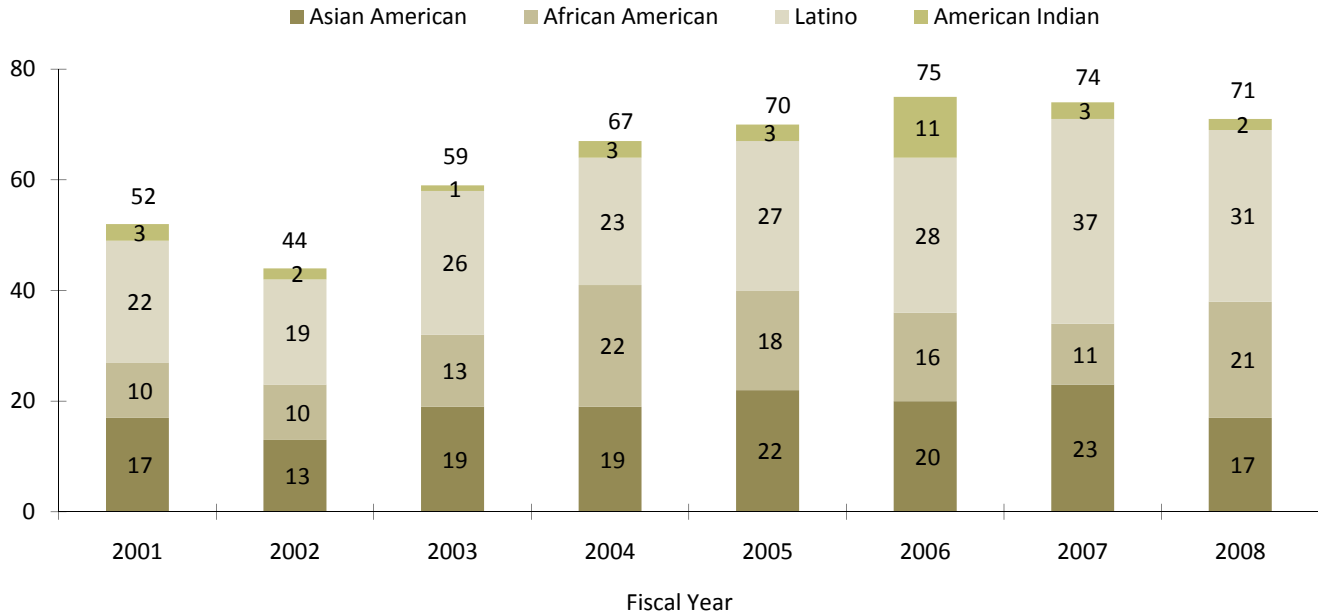
Ethnicity	2001	2002	2003	2004	2005	2006	2007	2008
Asian American	66	68	72	71	70	69	59	57
African American	57	55	77	61	43	65	51	43
Latino	97	109	104	104	96	104	100	114
American Indian	11	10	12	10	15	12	7	5
White/Unknown	1,272	1,429	1,426	1,337	1,196	1,166	1,218	1,249
International	100	87	54	41	28	28	24	23
<b>Total Enrollment</b>	<b>1,603</b>	<b>1,758</b>	<b>1,745</b>	<b>1,624</b>	<b>1,448</b>	<b>1,444</b>	<b>1,459</b>	<b>1,491</b>
<b>Minority Total</b>	<b>231</b>	<b>242</b>	<b>265</b>	<b>246</b>	<b>224</b>	<b>250</b>	<b>217</b>	<b>219</b>
<b>Minority as % of Total</b>	<b>14.4%</b>	<b>13.8%</b>	<b>15.2%</b>	<b>15.1%</b>	<b>15.5%</b>	<b>17.3%</b>	<b>14.9%</b>	<b>14.7%</b>

**University of Colorado at Colorado Springs  
Baccalaureate Degrees Awarded by Race/Ethnicity**



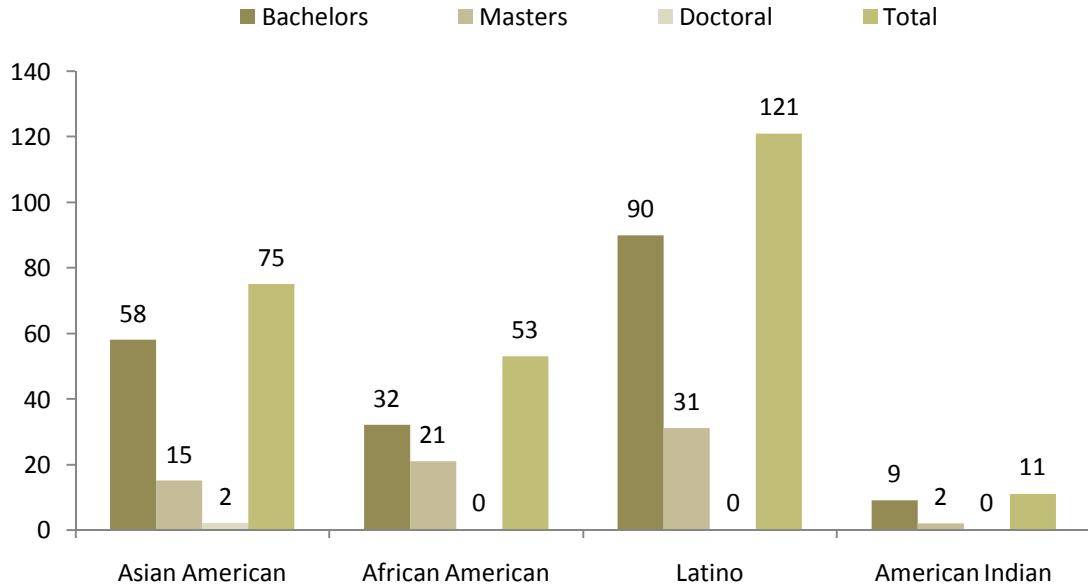
Ethnicity	2001	2002	2003	2004	2005	2006	2007	2008
Asian American	53	42	49	47	44	57	43	58
African American	38	39	25	37	31	41	45	32
Latino	52	73	74	61	65	110	85	90
American Indian	5	11	10	12	10	9	13	9
White/Unknown	598	723	732	843	869	918	926	976
International	9	1	5	6	7	7	4	1
<b>Total Degrees Awarded</b>	<b>755</b>	<b>889</b>	<b>895</b>	<b>1,006</b>	<b>1,026</b>	<b>1,142</b>	<b>1,116</b>	<b>1,166</b>
<b>Minority Total</b>	<b>148</b>	<b>165</b>	<b>158</b>	<b>157</b>	<b>150</b>	<b>217</b>	<b>186</b>	<b>189</b>
<b>Minority as % of Total</b>	<b>20%</b>	<b>19%</b>	<b>18%</b>	<b>16%</b>	<b>15%</b>	<b>19%</b>	<b>17%</b>	<b>16%</b>

**University of Colorado at Colorado Springs  
Graduate Degrees Awarded by Race/Ethnicity**



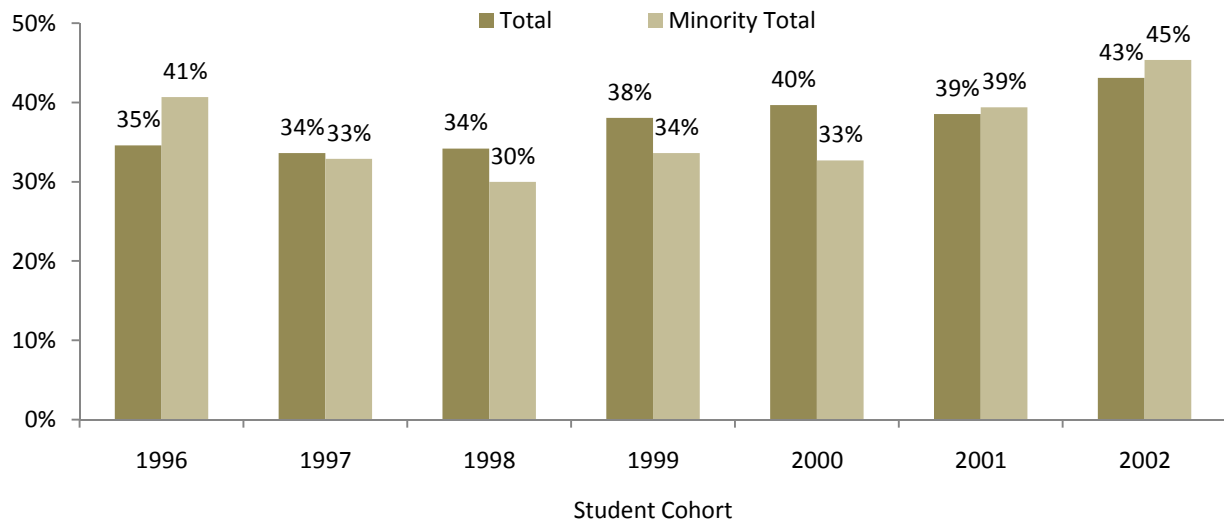
Ethnicity	2001	2002	2003	2004	2005	2006	2007	2008
Asian American	17	13	19	19	22	20	23	17
African American	10	10	13	22	18	16	11	21
Latino	22	19	26	23	27	28	37	31
American Indian	3	2	1	3	3	11	3	2
White/Unknown	354	343	382	475	460	413	416	423
International	13	24	24	24	24	13	10	9
<b>Total Degrees Awarded</b>	<b>419</b>	<b>411</b>	<b>465</b>	<b>566</b>	<b>554</b>	<b>501</b>	<b>500</b>	<b>503</b>
Minority Total	52	44	59	67	70	75	74	71
Minority as % of Total	12%	11%	13%	12%	13%	15%	15%	14%

**University of Colorado at Colorado Springs  
Degrees Awarded by Race/Ethnicity  
Fiscal Year 2008**



	Bachelors	Masters	Doctoral	Total
Asian American	58	15	2	75
African American	32	21	0	53
Latino	90	31	0	121
American Indian	9	2	0	11
White/Unknown	976	418	5	1,399
International	1	9	0	10
<b>Minority Total</b>	<b>189</b>	<b>69</b>	<b>2</b>	<b>260</b>
<b>Total</b>	<b>1,166</b>	<b>496</b>	<b>7</b>	<b>1,669</b>

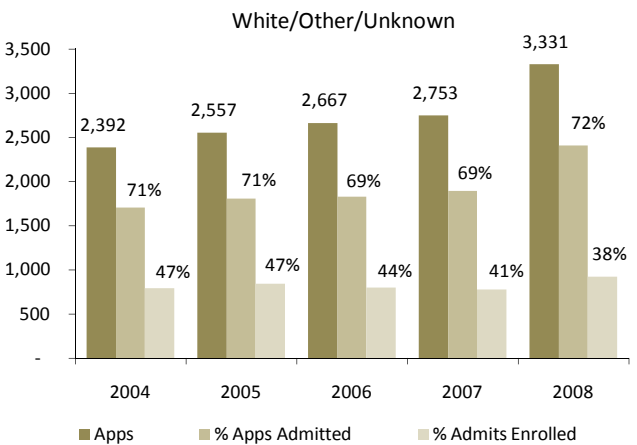
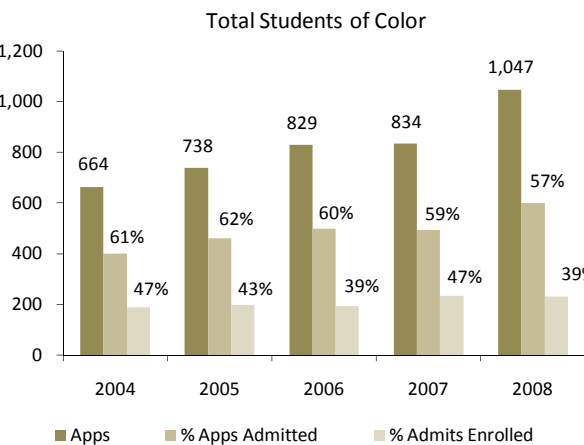
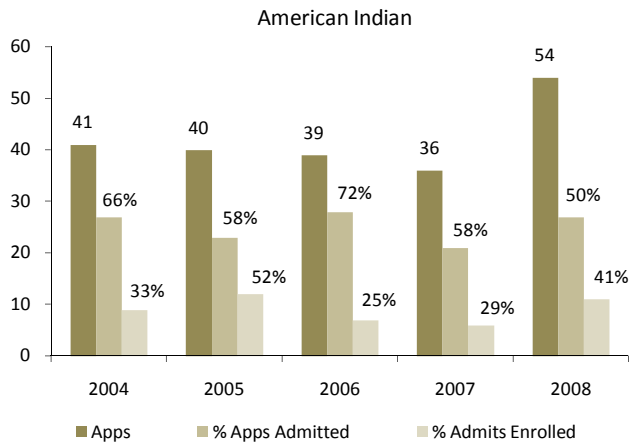
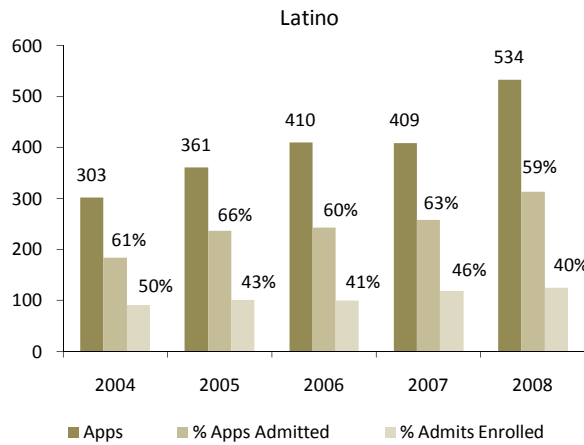
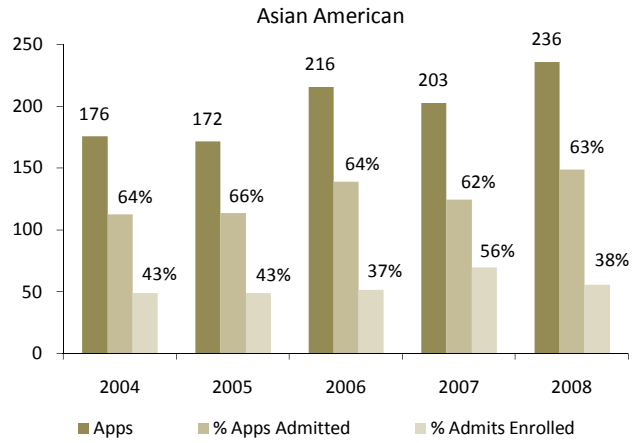
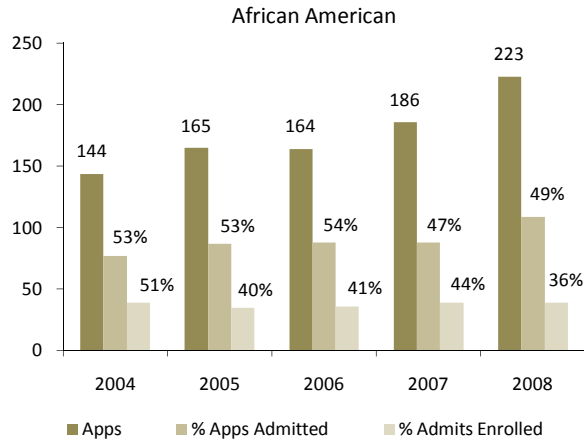
**University of Colorado at Colorado Springs  
Undergraduate Six-Year Graduation Rates by Race/Ethnicity**



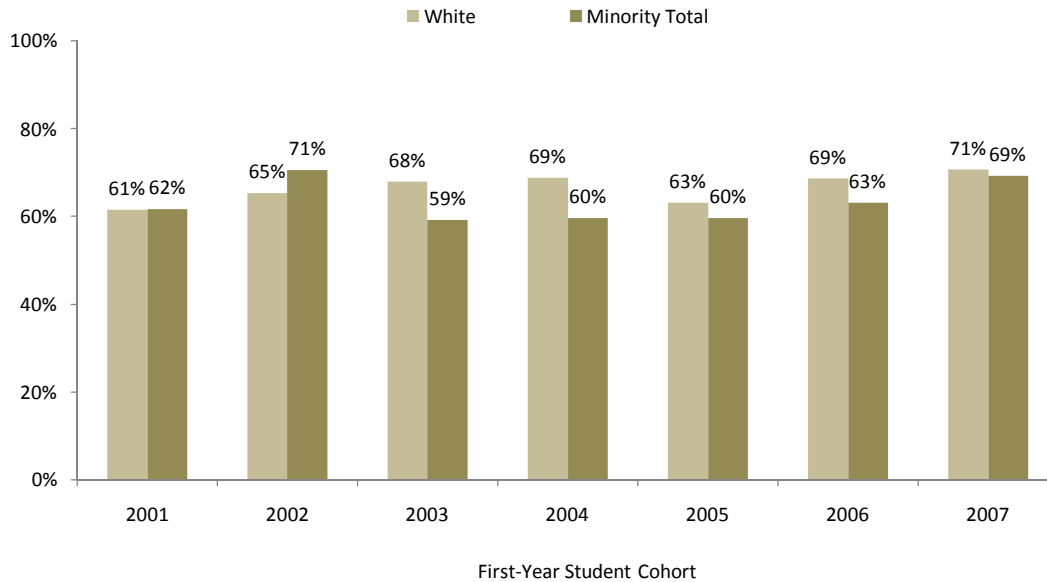
Undergraduate Cohort*	1996	1997	1998	1999	2000	2001	2002
Asian American	19	26	28	34	33	39	34
African American	14	14	11	22	20	15	20
Latino	22	30	45	53	46	43	52
American Indian	4	3	6	4	5	2	2
White	257	367	399	444	462	449	527
Unknown	8	15	14	14	26	29	28
International	0	6	3	2	3	4	5
<b>Total</b>	<b>324</b>	<b>461</b>	<b>506</b>	<b>573</b>	<b>595</b>	<b>581</b>	<b>668</b>
<b>Minority Total</b>	<b>59</b>	<b>73</b>	<b>90</b>	<b>113</b>	<b>104</b>	<b>99</b>	<b>108</b>

Six-Year Graduation Rate	1996	1997	1998	1999	2000	2001	2002
Asian American	53%	27%	32%	53%	36%	38%	59%
African American	14%	50%	27%	36%	15%	33%	35%
Latino	45%	33%	29%	23%	39%	42%	42%
American Indian	50%	0%	33%	0%	20%	50%	0%
White	33%	34%	35%	39%	41%	39%	42%
Unknown	38%	27%	57%	43%	42%	31%	54%
International	-	33%	0%	50%	33%	50%	40%
<b>Total</b>	<b>35%</b>	<b>34%</b>	<b>34%</b>	<b>38%</b>	<b>40%</b>	<b>39%</b>	<b>43%</b>
<b>Minority Total</b>	<b>41%</b>	<b>33%</b>	<b>30%</b>	<b>34%</b>	<b>33%</b>	<b>39%</b>	<b>45%</b>

## University of Colorado at Colorado Springs Fall Freshman Applications, Acceptances and Enrollments by Race/Ethnicity



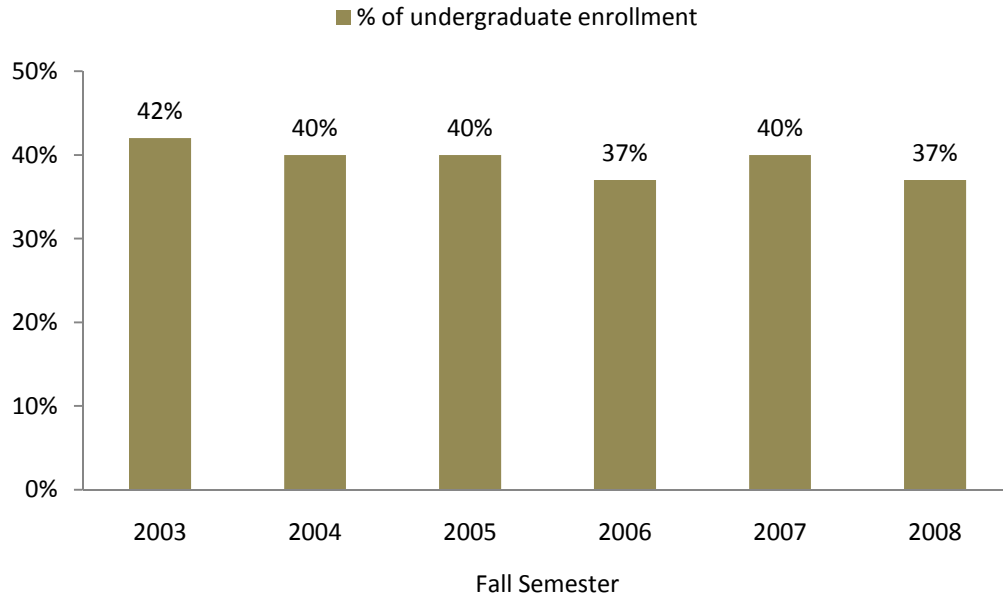
**University of Colorado at Colorado Springs  
Freshman Retention Rates by Race/Ethnicity**



Ethnicity	First-Year Student Cohorts							Percent Enrolled One Year Out						
	2001	2002	2003	2004	2005	2006	2007	2001	2002	2003	2004	2005	2006	2007
Asian American	54	48	44	49	46	52	70	59%	67%	61%	55%	72%	58%	70%
African American	19	26	25	37	34	36	39	63%	77%	56%	54%	65%	58%	69%
Latino	66	73	81	85	98	100	119	59%	73%	60%	64%	54%	66%	69%
American Indian	7	6	7	10	10	7	6	100%	50%	43%	70%	40%	86%	67%
Minority Total	146	153	157	181	188	195	234	62%	71%	59%	60%	60%	63%	69%
White	623	722	714	750	790	752	790	61%	65%	68%	69%	63%	69%	71%
Other/Unknown	36	38	43	31	45	43	45	64%	74%	63%	45%	69%	67%	68%
International	5	6	4	2	3	6	3	60%	83%	100%	100%	100%	100%	75%
<b>Total</b>	<b>810</b>	<b>919</b>	<b>918</b>	<b>964</b>	<b>1,026</b>	<b>996</b>	<b>1,013</b>	<b>62%</b>	<b>67%</b>	<b>66%</b>	<b>66%</b>	<b>63%</b>	<b>68%</b>	<b>70%</b>



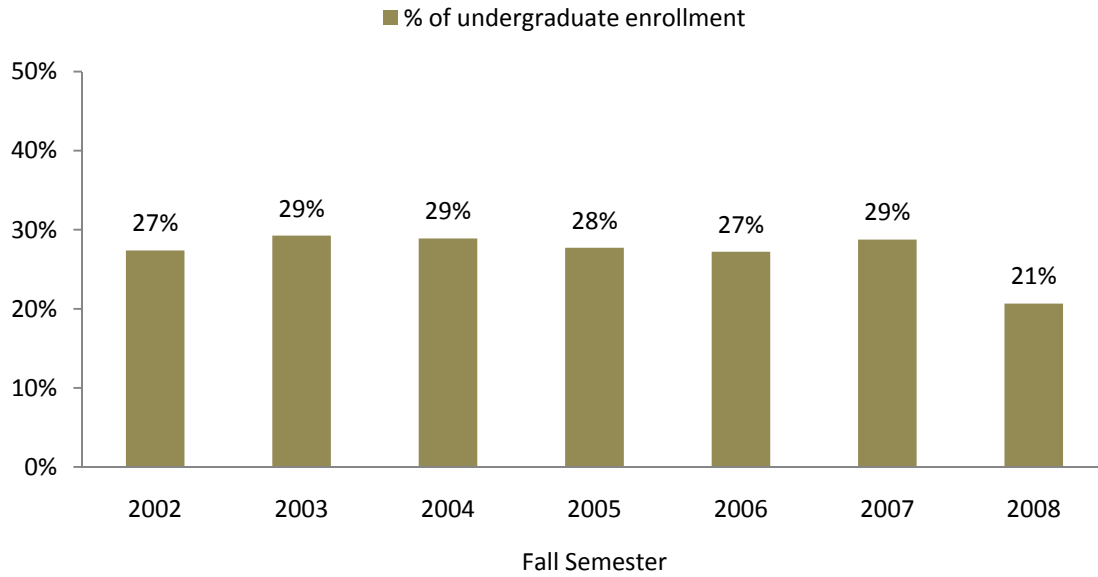
**University of Colorado at Colorado Springs  
Estimated Fall Enrollment of First-Generation Students**



	2003	2004	2005	2006	2007	2008
Total UG First Generation Enrolled	2,468	2,402	2,448	2,258	2,494	2,404
% of Total UG Enrollment	42%	40%	40%	37%	40%	37%

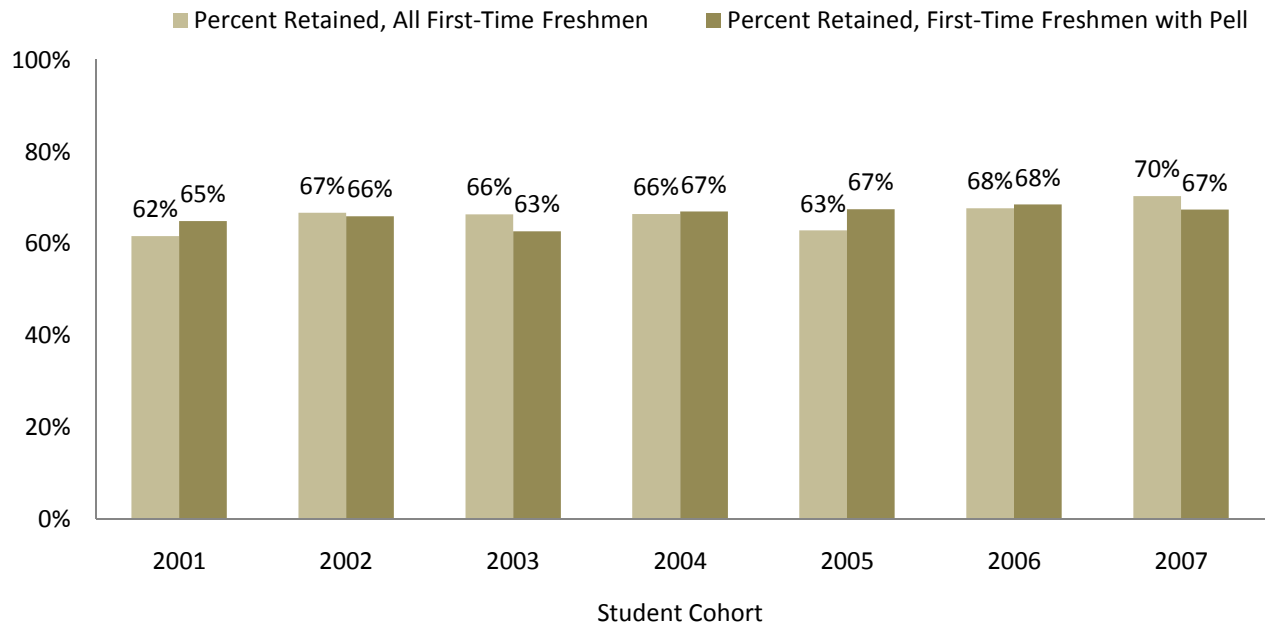
\* First generation defined as an undergraduate with no parent possessing a 4-year degree. UCCS estimate based on student surveys and FAFSA.

**University of Colorado at Colorado Springs  
Fall Enrollment of Pell Grant Recipients**



	2002	2003	2004	2005	2006	2007	2008
Total UG pell recipients enrolled	1,547	1,719	1,735	1,696	1,661	1,793	1,343
% of Total UG Enrollment	27%	29%	29%	28%	27%	29%	21%

## University of Colorado at Colorado Springs Retention Rates of Freshman Pell Grant Recipients

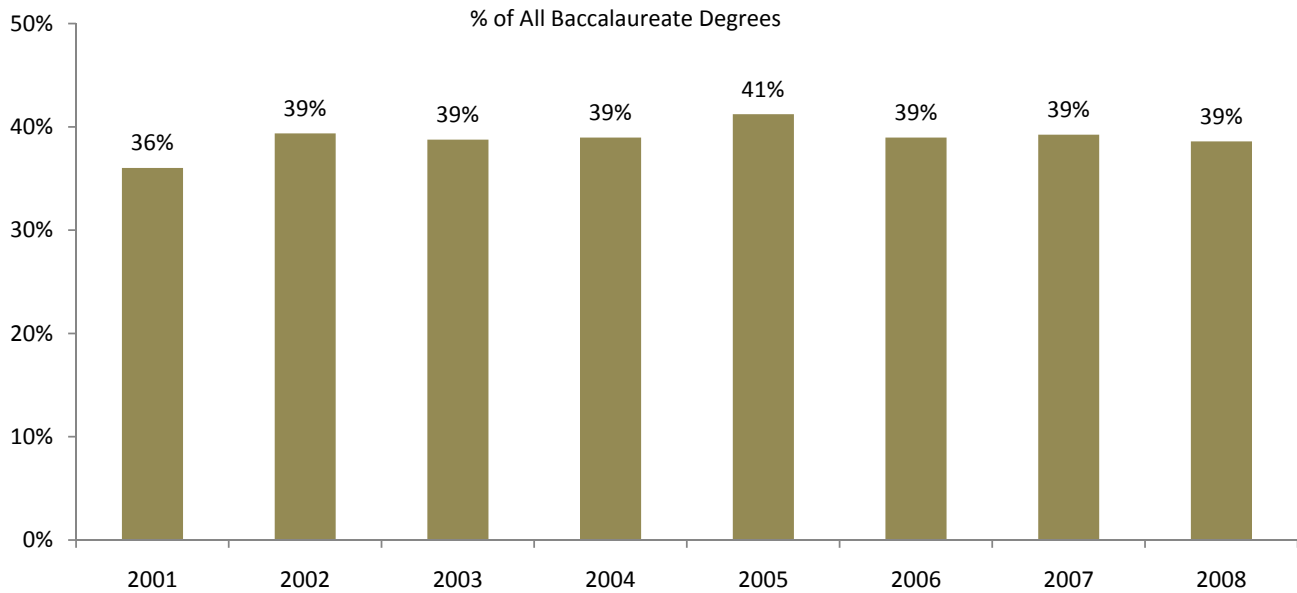


	2001	2002	2003	2004	2005	2006	2007
First-Year Student Cohorts*	151	185	198	221	215	219	230
Number Retained**	98	122	124	148	145	150	155
Percent Retained, First-Time Freshmen with Pell	65%	66%	63%	67%	67%	68%	67%
Percent Retained, All First-Time Freshmen	62%	67%	66%	66%	63%	68%	70%

\* First-Time freshmen (FRF, FRO, FRN) w/Pell entering Fall term

\*\*Number enrolled in subsequent fall

**University of Colorado at Colorado Springs  
Baccalaureate Degrees Granted to Pell Grant Recipients**

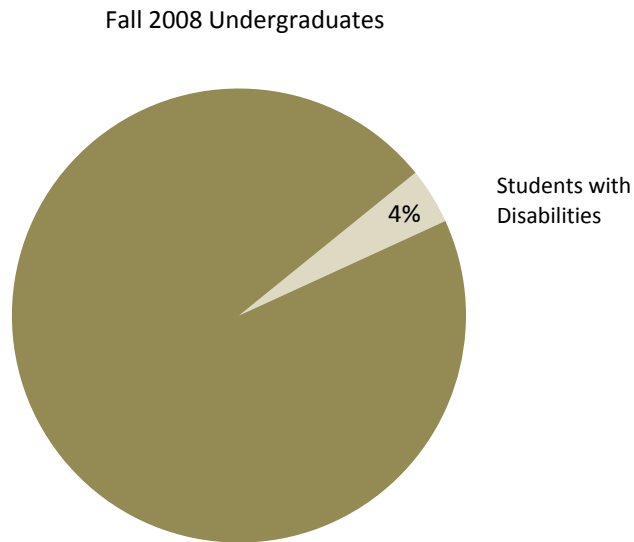


	2001	2002	2003	2004	2005	2006	2007	2008
Baccalaureate Degrees Awarded to Pell Recipients*	272	350	347	392	423	445	438	450
% of Total Baccalaureate Degrees	36%	39%	39%	39%	41%	39%	39%	39%

\* counted if student was ever a Pell recipient

## University of Colorado at Colorado Springs Enrollment of Students with Disabilities

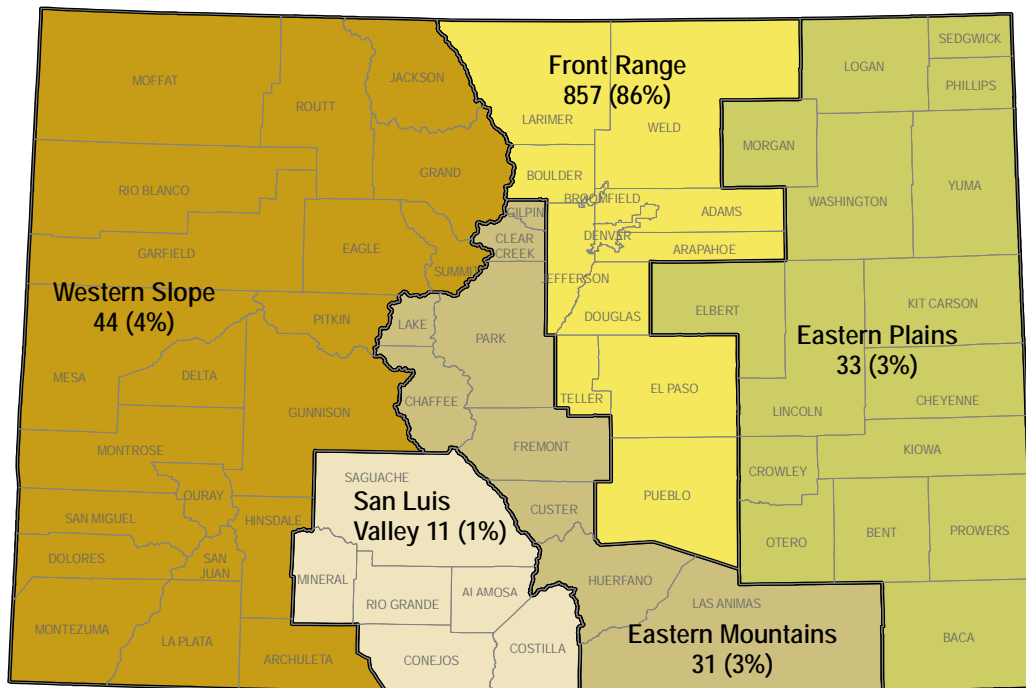
Undergraduate Students formally registered with the Office of Disability Services , Fall 2008



Number of undergraduates registered with Office of Disability Services	274
Percent of all undergraduates	4%

**University of Colorado at Colorado Springs  
New Resident Freshmen, Fall 2008  
Home Region**

(Based on County of Origin)



Unknown: 20 (2%)

Region	12th Graders Enrolled in CO Public Schools <sup>1</sup>	UCCS New Resident Freshmen, Fall 2008			
		Enrolled <sup>2</sup>	Percent	High Schools Represented <sup>3</sup>	Percent
Eastern Mountains	2%	31	3%	15	8%
Eastern Plains	4%	33	3%	16	8%
Front Range	82%	857	86%	120	63%
San Luis Valley	1%	11	1%	4	2%
Western Slope	11%	44	4%	26	14%
unknown	-	20	2%	8	4%
<b>Total</b>	<b>99%</b>	<b>996</b>	<b>100%</b>	<b>189</b>	<b>100%</b>

<sup>1</sup> Distribution of 12th grade students enrolled in Colorado public schools based on school district enrollment.  
Data source: Colorado Department of Education, [http://www.cde.state.co.us/index\\_stats.htm](http://www.cde.state.co.us/index_stats.htm).  
Does not sum to 100% because students enrolled in BOCES and the Charter School Institute are not included in district enrollment.

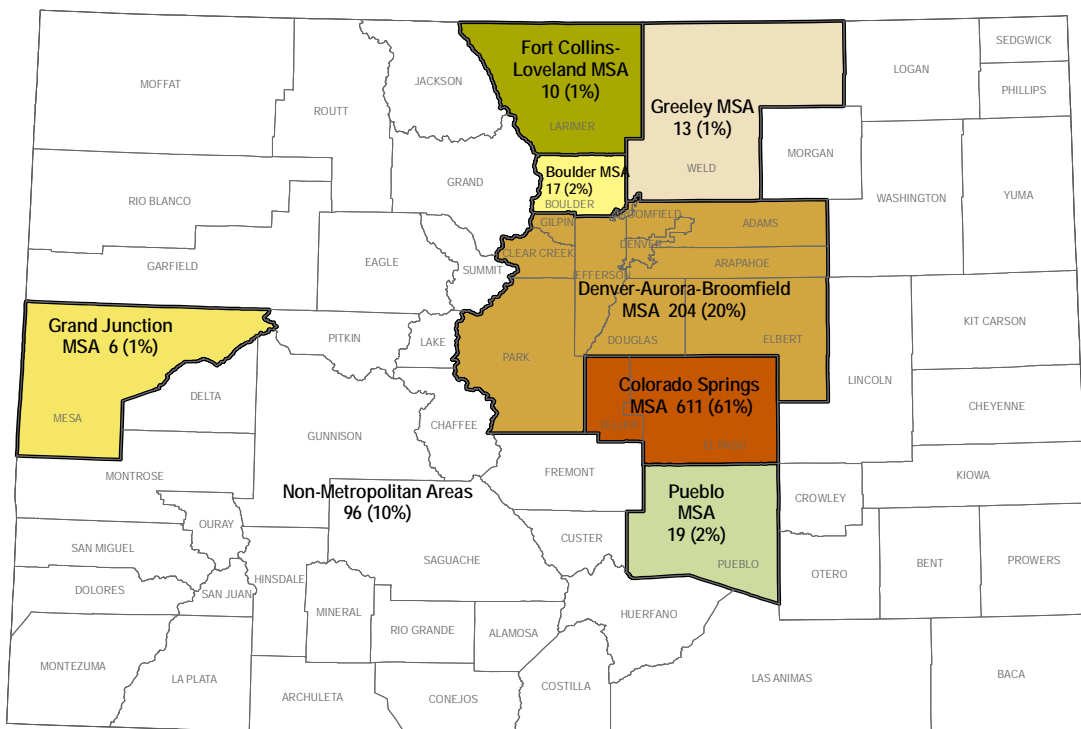
<sup>2</sup> Home region of new resident freshmen based on county of origin.  
Data source: UCCS Office of Institutional Research.

<sup>3</sup> Number of high schools represented by new resident freshmen.  
Data source: UCCS Office of Institutional Research.

State regions defined at: Colorado Division of Local Government, State Demography Office.  
<http://www.dola.colorado.gov/demog/population/geoarea.pdf>

**University of Colorado at Colorado Springs  
New Resident Freshmen, Fall 2008  
Home Region: Metropolitan and Non-Metropolitan Areas**

(Based on County of Origin)



MSA=Metropolitan Statistical Area

Unknown: 20 (2%)

	12th Graders Enrolled in CO Public Schools <sup>1</sup>	UCCS New Resident Freshmen, Fall 2008			
		Enrolled <sup>2</sup>	Percent	High Schools Represented <sup>3</sup>	Percent
<b>Metropolitan Area</b>					
Boulder MSA	7%	17	2%	11	6%
Colorado Springs MSA	15%	611	61%	39	21%
Denver-Aurora-Broomfield MSA	47%	204	20%	52	28%
Fort Collins-Loveland MSA	6%	10	1%	6	3%
Grand Junction MSA	3%	6	1%	3	2%
Greeley MSA	4%	13	1%	7	4%
Pueblo MSA	3%	19	2%	6	3%
Non-metropolitan areas	15%	96	10%	57	30%
unknown	-	20	2%	8	4%
<b>Total</b>	<b>100%</b>	<b>996</b>	<b>100%</b>	<b>189</b>	<b>100%</b>

<sup>1</sup> Distribution of 12th grade students enrolled in Colorado public schools based on school district enrollment.

Data source: Colorado Department of Education, [http://www.cde.state.co.us/index\\_stats.htm](http://www.cde.state.co.us/index_stats.htm).

<sup>2</sup> Home region of new resident freshmen based on county of origin.

Data source: UCCS Office of Institutional Research.

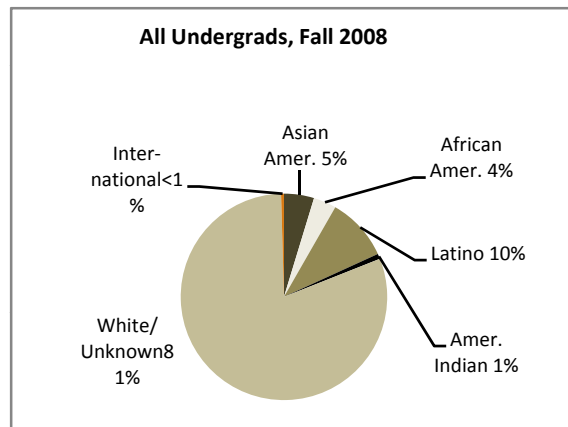
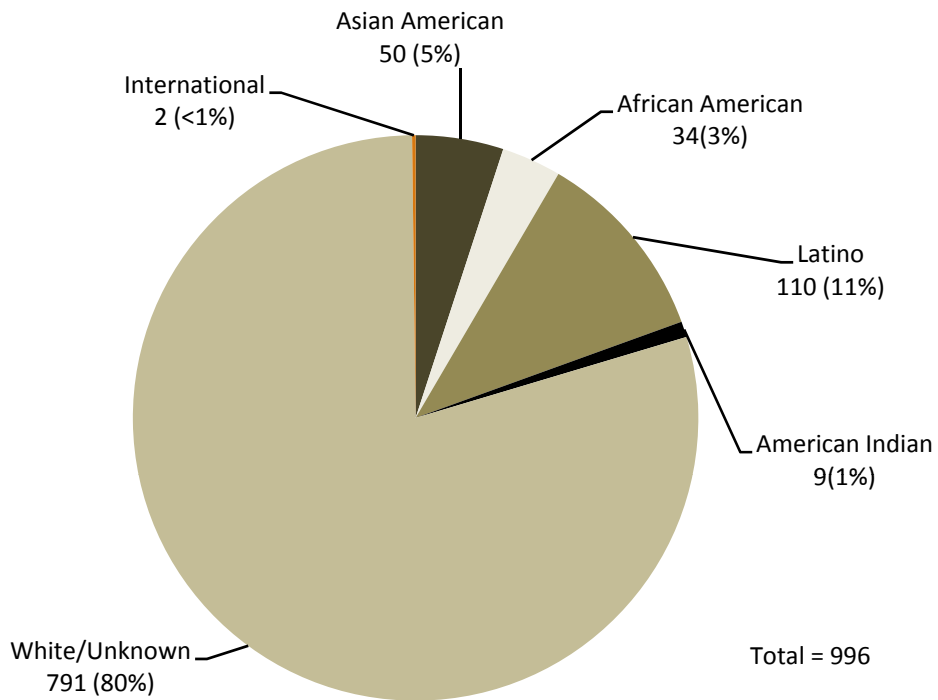
<sup>3</sup> Number of high schools represented by new resident freshmen.

Data source: UCCS Office of Institutional Research.

Metropolitan Statistical Areas (MSAs) defined by U.S. Office of Management and Budget, OMB Bulletin No. 09-01, November 2008.

<http://www.whitehouse.gov/omb/assets/omb/bulletins/fy2009/09-01.pdf>

**University of Colorado at Colorado Springs  
New Resident Freshmen by Race/Ethnicity, Fall 2008**





*University of Colorado  
at Colorado Springs*

**Faculty and Staff Diversity Data**

## Faculty Diversity as of November, 2008\*

Faculty Type**	Total	Female	% F	Male	% M	Minority	% Minority	Black	Amer. Indian	Asian	Latino	Unknown	White
<b>Regular Faculty</b>	<b>353</b>	<b>183</b>	<b>52%</b>	<b>170</b>	<b>48%</b>	<b>38</b>	<b>11%</b>	<b>6</b>	<b>2</b>	<b>15</b>	<b>15</b>	<b>14</b>	<b>301</b>
Tenured & Tenure Track	222	92	41%	130	59%	25	11%	4	1	11	9	10	187
Full Professor	84	16	19%	68	81%	7	8%	1	0	3	3	1	76
Associate Professor	62	32	52%	30	48%	6	10%	2	1	0	3	2	54
Assistant Professor	76	44	58%	32	42%	12	16%	1	0	8	3	7	57
Non-Tenure Track	131	91	69%	40	31%	13	10%	2	1	4	6	4	114
Sr. Instructor	36	24	67%	12	33%	5	14%	1	1	0	3	0	31
Instructor	89	62	70%	27	30%	8	9%	1	0	4	3	4	77
Clinical Instructor^	6	5	83%	1	17%	0	0%	0	0	0	0	0	6
<b>Research Faculty</b>	<b>28</b>	<b>15</b>	<b>54%</b>	<b>13</b>	<b>46%</b>	<b>3</b>	<b>11%</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>22</b>
Research Profs and Instructors	6	3	50%	3	50%	0	0%	0	0	0	0	0	6
Research Associate	2	0	0%	2	100%	0	0%	0	0	0	0	1	1
Professional Research Assistants	20	12	60%	8	40%	3	15%	0	0	1	2	2	15
<b>Other Faculty</b>	<b>272</b>	<b>143</b>	<b>53%</b>	<b>129</b>	<b>47%</b>	<b>30</b>	<b>11%</b>	<b>6</b>	<b>2</b>	<b>4</b>	<b>18</b>	<b>30</b>	<b>212</b>
Lecturers	254	133	52%	121	48%	28	11%	6	2	4	16	27	199
Adjunct/Adjoint/Visiting Profs	14	10	71%	4	29%	2	14%	0	0	0	2	2	10
Other (assistants, advisors, fac dir)	4	0	0%	4	100%	0	0%	0	0	0	0	1	3
<b>Total</b>	<b>653</b>	<b>341</b>	<b>52%</b>	<b>312</b>	<b>48%</b>	<b>71</b>	<b>11%</b>	<b>12</b>	<b>4</b>	<b>20</b>	<b>35</b>	<b>47</b>	<b>535</b>

\* Corresponds to Fall 2008 IPEDS HR data collection.

\*\* Unduplicated count. An individual is counted once and categorized according to their "highest" position.

^ Includes one Assistant Professor, Clinical

IR Note: used "IPEDSHRNov08.xlsx"

Faculty Diversity as of November, 2008\*

Faculty Type** Category	Total	Asian			Black			Latino			American Indian			White			Unknown		
		F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
<b>Regular Faculty</b>	<b>353</b>	<b>8</b>	<b>7</b>	<b>53%</b>	<b>4</b>	<b>2</b>	<b>67%</b>	<b>9</b>	<b>6</b>	<b>60%</b>	<b>2</b>	<b>0</b>	<b>100%</b>	<b>150</b>	<b>151</b>	<b>50%</b>	<b>10</b>	<b>4</b>	<b>71%</b>
Tenured & Tenure Track	222	5	6	45%	3	1	75%	4	5	44%	1	0	100%	72	115	39%	7	3	70%
Full Professor	84	0	3	0%	1	0	100%	1	2	33%	0	0	--	14	62	18%	0	1	0%
Associate Professor	62	0	0	--	2	0	100%	2	1	67%	1	0	100%	25	29	46%	2	0	100%
Assistant Professor	76	5	3	63%	0	1	0%	1	2	33%	0	0	--	33	24	58%	5	2	71%
Non-Tenure Track	131	3	1	75%	1	1	50%	5	1	83%	1	0	100%	78	36	68%	3	1	75%
Sr. Instructor	36	0	0	--	1	0	--	3	0	100%	1	0	100%	19	12	61%	0	0	--
Instructor	89	3	1	75%	0	1	0%	2	1	67%	0	0	--	54	23	70%	3	1	75%
Clinical Instructor^	6	0	0	--	0	0	--	0	0	--	0	0	--	5	1	83%	0	0	--
<b>Research Faculty</b>	<b>28</b>	<b>1</b>	<b>0</b>	<b>100%</b>	<b>0</b>	<b>0</b>	<b>--</b>	<b>2</b>	<b>0</b>	<b>300%</b>	<b>0</b>	<b>0</b>	<b>300%</b>	<b>12</b>	<b>10</b>	<b>55%</b>	<b>0</b>	<b>3</b>	<b>0%</b>
Research Profs and Instructors	6	0	0	--	0	0	--	0	0	--	0	0	--	3	3	50%	0	0	--
Research Associate	2	0	0	--	0	0	--	0	0	--	0	0	--	0	1	0%	0	1	0%
Professional Research Assistants	20	1	0	100%	0	0	--	2	0	100%	0	0	--	9	6	60%	0	2	0%
<b>Other Faculty</b>	<b>272</b>	<b>1</b>	<b>3</b>	<b>25%</b>	<b>4</b>	<b>2</b>	<b>67%</b>	<b>13</b>	<b>5</b>	<b>72%</b>	<b>1</b>	<b>1</b>	<b>50%</b>	<b>112</b>	<b>100</b>	<b>53%</b>	<b>12</b>	<b>18</b>	<b>40%</b>
Lecturers	254	1	3	25%	4	2	67%	12	4	75%	1	1	50%	104	95	52%	11	16	41%
Adjunct/Adjoint/Visiting Profs	14	0	0	--	0	0	--	1	1	50%	0	0	--	8	2	80%	1	1	50%
Other (assistants, advisors, fac dir)	4	0	0	--	0	0	--	0	0	--	0	0	--	0	3	0%	0	1	0%
<b>Total</b>	<b>653</b>	<b>10</b>	<b>10</b>	<b>50%</b>	<b>8</b>	<b>4</b>	<b>67%</b>	<b>24</b>	<b>11</b>	<b>69%</b>	<b>3</b>	<b>1</b>	<b>75%</b>	<b>274</b>	<b>261</b>	<b>51%</b>	<b>22</b>	<b>25</b>	<b>47%</b>

\* Corresponds to Fall 2008 IPEDS HR data collection.

\*\* Unduplicated count. An individual is counted once and categorized according to their "highest" position.

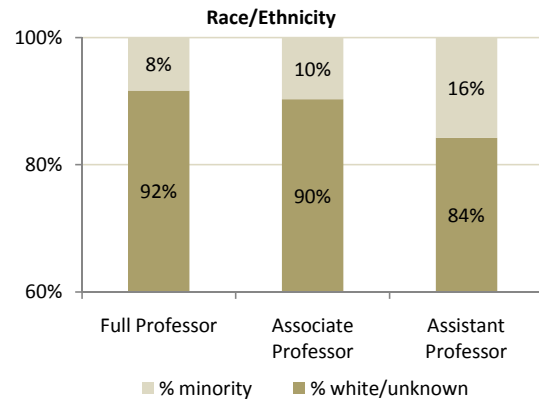
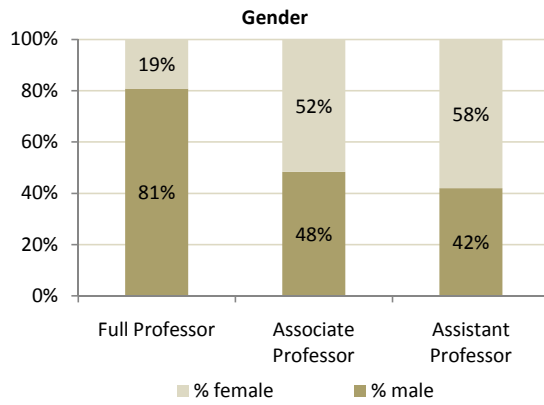
^ Includes one Assistant Professor, Clinical

IR Note: used "IPEDSHRNov08.xlsx"

# University of Colorado at Colorado Springs

## Regular Instructional Faculty, Fall 2008

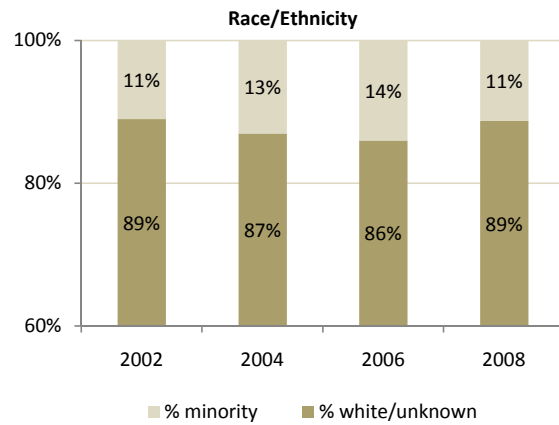
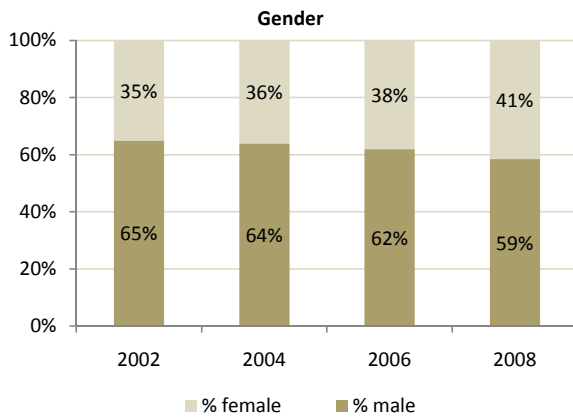
### Tenured/Tenure Track



## Regular Instructional Faculty, Fall 2002 - Fall 2008

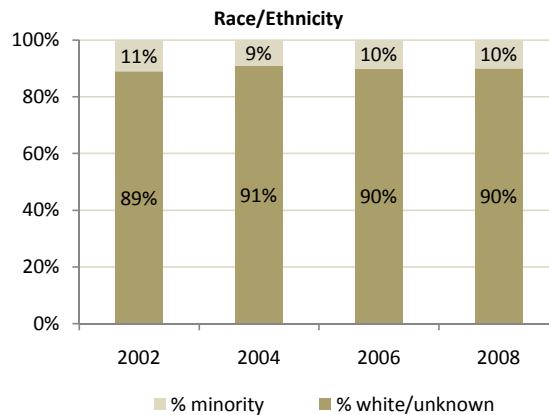
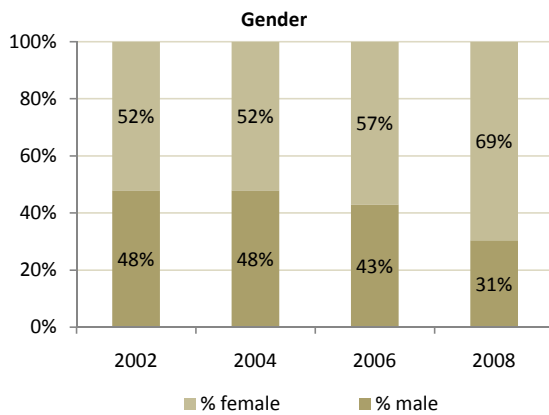
### Tenured/Tenure Track Faculty

#### All Ranks Combined



### Non-Tenure Track Faculty

#### Instructors and Senior Instructors Combined



Employee Diversity as of November, 2008<sup>1</sup>

Faculty Type <sup>2</sup>	Total	Female	% F	Male	% M	Minority	% Minority	Amer.					White
								Black	Indian	Asian	Latino	Unknown	
<b>Regular Faculty</b>	<b>353</b>	<b>183</b>	<b>52%</b>	<b>170</b>	<b>48%</b>	<b>38</b>	<b>11%</b>	<b>6</b>	<b>2</b>	<b>15</b>	<b>15</b>	<b>14</b>	<b>301</b>
Tenured & Tenure Track	222	92	41%	130	59%	25	11%	4	1	11	9	10	187
Full Professor	84	16	19%	68	81%	7	8%	1	0	3	3	1	76
Associate Professor	62	32	52%	30	48%	6	10%	2	1	0	3	2	54
Assistant Professor	76	44	58%	32	42%	12	16%	1	0	8	3	7	57
Non-Tenure Track	131	91	69%	40	31%	13	10%	<b>2</b>	<b>1</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>114</b>
Sr. Instructor	36	24	67%	12	33%	5	14%	1	1	0	3	0	31
Instructor	89	62	70%	27	30%	8	9%	1	0	4	3	4	77
Clinical Instructor <sup>3</sup>	6	5	83%	1	17%	0	0%	0	0	0	0	0	6
<b>Research Faculty</b>	<b>28</b>	<b>15</b>	<b>54%</b>	<b>13</b>	<b>46%</b>	<b>3</b>	<b>11%</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>22</b>
Research Profs and Instructors	6	3	50%	3	50%	0	0%	0	0	0	0	0	6
Research Associate	2	0	0%	2	100%	0	0%	0	0	0	0	1	1
Professional Research Assistants	20	12	60%	8	40%	3	15%	0	0	1	2	2	15
<b>Other Faculty</b>	<b>272</b>	<b>143</b>	<b>53%</b>	<b>129</b>	<b>47%</b>	<b>30</b>	<b>11%</b>	<b>6</b>	<b>2</b>	<b>4</b>	<b>18</b>	<b>30</b>	<b>212</b>
Lecturers	254	133	52%	121	48%	28	11%	6	2	4	16	27	199
Adjunct/Adjoint/Visiting Profs	14	10	71%	4	29%	2	14%	0	0	0	2	2	10
Other (advisors, fac dir)	4	0	0%	4	100%	0	0%	0	0	0	0	1	3
<b>Professional Exempt</b>	<b>183</b>	<b>109</b>	<b>60%</b>	<b>74</b>	<b>40%</b>	<b>23</b>	<b>13%</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>155</b>
Officers <sup>4</sup>	15	7	47%	8	53%	5	33%	2	0	2	1	0	10
Exempt	168	102	61%	66	39%	18	11%	3	3	3	9	5	145
Administrative/Directors	84	47	56%	37	44%	7	8%	1	0	1	5	2	75
Professional	64	35	55%	29	45%	9	14%	2	3	2	2	3	52
Clerical	20	20	100%	0	0%	2	10%	0	0	0	2	0	18
<b>Classified Staff</b>	<b>309</b>	<b>172</b>	<b>56%</b>	<b>137</b>	<b>44%</b>	<b>71</b>	<b>23%</b>	<b>22</b>	<b>3</b>	<b>10</b>	<b>36</b>	<b>7</b>	<b>231</b>
Professional	128	80	63%	48	38%	24	19%	7	1	2	14	4	100
Clerical/Secretarial	93	77	83%	16	17%	18	19%	4	0	4	10	2	73
Service	88	15	17%	73	83%	29	33%	11	2	4	12	1	58
<b>Total Employees</b>	<b>1,145</b>	<b>622</b>	<b>54%</b>	<b>523</b>	<b>46%</b>	<b>165</b>	<b>14%</b>	<b>39</b>	<b>10</b>	<b>35</b>	<b>81</b>	<b>59</b>	<b>921</b>

<sup>1</sup> Corresponds to Fall 2008 IPEDS HR data collection.

<sup>2</sup> Unduplicated count. An individual is counted once and categorized according to their "highest" position.

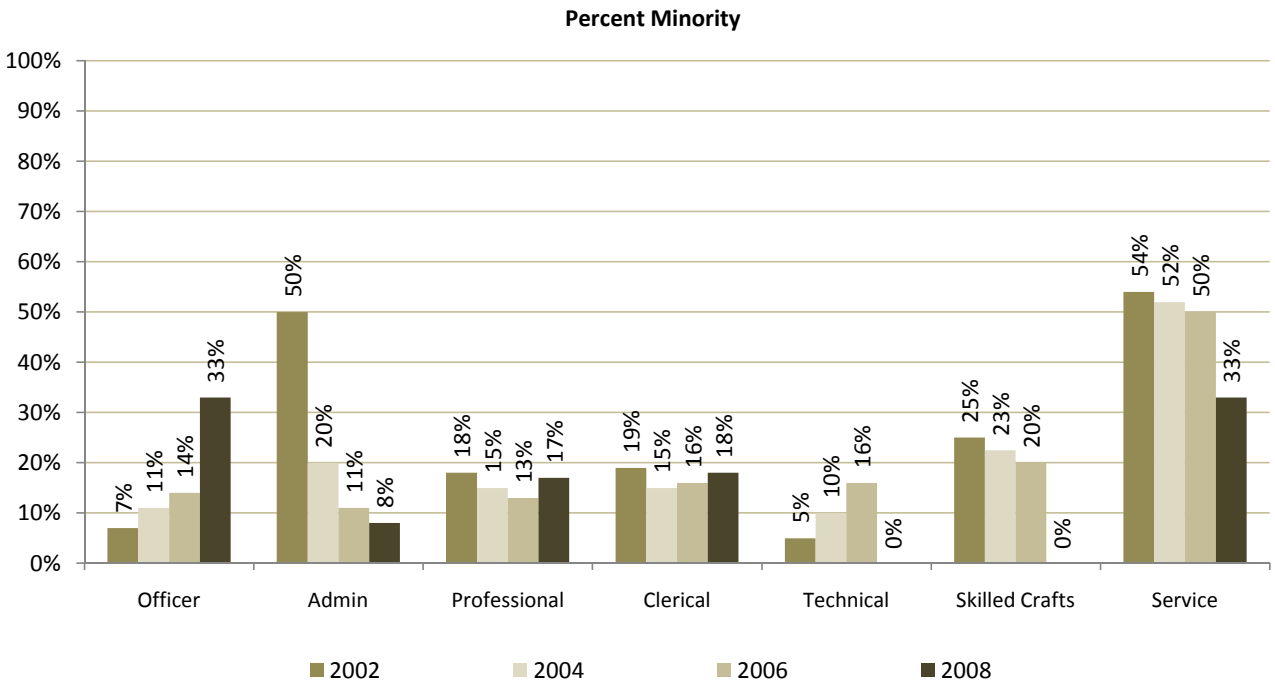
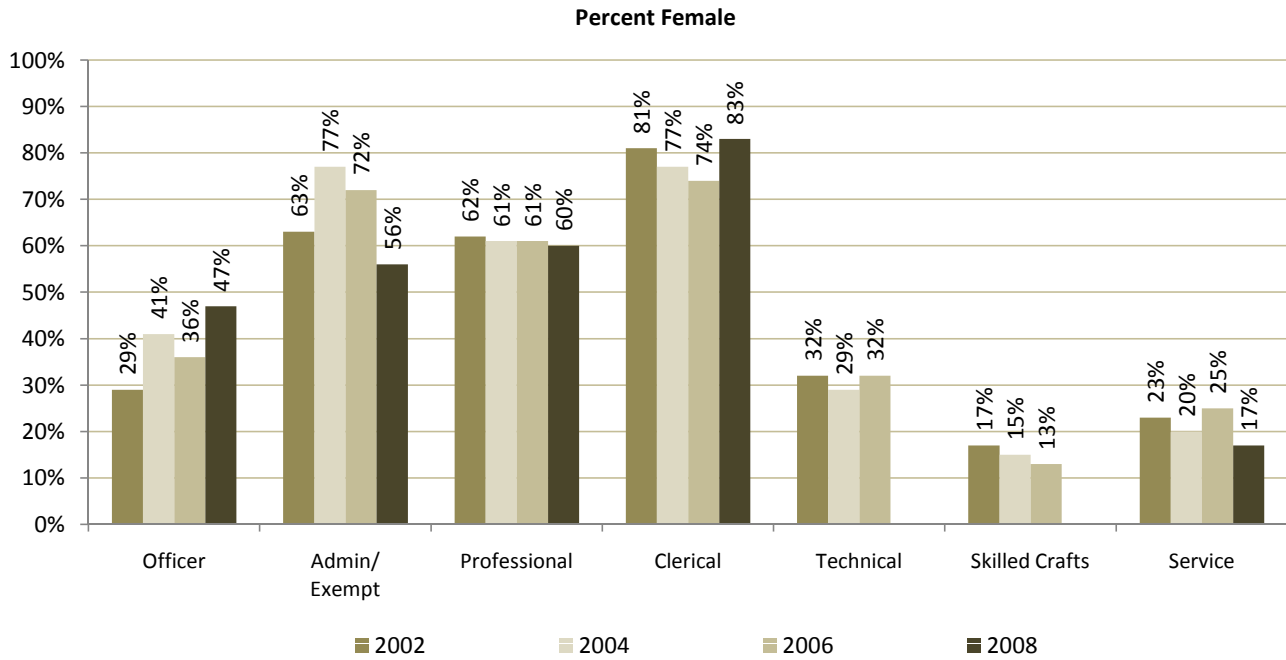
<sup>3</sup> Includes one Assistant Professor, Clinical

<sup>4</sup> Chancellor, Provost, Vice Chancellors, Associate Vice Chancellors, Deans, and 1 Executive Director.

IR Note: used "IPEDSHRNov08.xlsx"

# University of Colorado at Colorado Springs

## Staff by Occupational Category, Fall 2002 - Fall 2008\*



\* 2008 reporting categories differ from prior years.

# *University of Colorado* *Denver*

## **2008-09 Diversity Report**

Data provided by the University of Colorado Denver Office of Institutional Research, Planning and Analysis  
Report prepared by the University of Colorado System Office of Institutional Research  
April 2009

# **University of Colorado Denver Report on Diversity, April 2009**

Prepared by the UC Denver Office of Diversity and Inclusion

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## **About This Report**

In fall 2006, the University of Colorado Denver began implementing the second phase of Chancellor M. Roy Wilson's "Blueprint for Action," a response to the Blue Ribbon Commission's recommendations for diversity activities on the university's downtown and Anschutz medical campus. The colleges, schools and administrative units throughout the institution were asked to develop plans to align with the commission's recommendations. In doing so, they worked closely with faculty governance bodies, engaged staff and student constituencies.

As they developed their plans, the schools and colleges established overarching goals for direction. They defined objectives, set timelines, identified areas of responsibility, designated milestones and established methods of assessing progress.

This report presents a summary of UC Denver diversity initiatives and accomplishments.

## **Mission, Vision and Values**

Diversity is at the heart of the University of Colorado Denver's new mission, vision and value statements, driving its success in reaching the people and communities it serves. We can advance the creation, dissemination and application of knowledge in a culture where boundaries are flexible and permeable only if we promote and sustain diversity.

UC Denver's values embrace mutual respect for all members of the university community; collaboration; the power of community in teaching, learning and scholarship; creativity, innovation and flexibility; service to the public good; personal growth and professional success; and cultural diversity and enrichment. True diversity not only drives, but is driven by these values, and all members of the UC Denver community take it very seriously.

## **Building a Leadership Structure**

After an extensive search, the first Chief Diversity Officer (CDO) at UC Denver was selected. Dr. Zenaido Camacho comes to us with extensive experience at undergraduate, graduate and health science institutions. He has developed a national reputation for his successful efforts in diversity for almost 40 years. In addition to working in several executive positions at these institutions, he has served as professor in the areas of



pathology, molecular and cell biology, community medicine and medicine. His extensive experience in these positions has made him a valuable addition to the university.

Shortly after his arrival, Dr. Camacho selected a new director for the Office of Diversity and Inclusion at the Anschutz Medical Campus (AMC) and restructured the office to ensure the recruitment and retention of diverse health profession students. He strengthened the leadership by helping to recruit a faculty member from the medical school to become the Associate Dean of Diversity at the School of Medicine, Dr. Ann-Christine Nyquist. In addition to his role as CDO, Dr. Camacho was appointed Senior Associate Dean of Diversity, the position Dr. Nyquist will report to.

## **Strategic Plan**

UC Denver has developed a university-wide strategic plan with short-, medium- and long-term goals. A priority of the strategic plan is to infuse a philosophy of diversity in all aspects of the institution. Subsequently, a specific and comprehensive strategic plan for diversity has been completed and many of the action items are being addressed. The institution's diversity plan has the strong support of all segments of the schools and colleges, including deans, chairs, faculty, administrators, staff and students. The plan lays a foundation for efforts in the next decade.

## **Admissions**

The number of diverse students enrolling on the UC Denver downtown campus continues to be strong. For Fall 2008, 36.6 percent of resident freshmen self-identified as students of color.

Much of this success in recruiting and enrolling diverse students comes from strong Preschool-20 (P-20) partnerships, the development of pre-collegiate preparation programs and outreach initiatives such as the Denver Transfer Initiative Title V grant, and recent collaborations with Aurora Public Schools. UC Denver's Downtown Campus pre-collegiate program enrolls more than 50 percent of its program participants. The new residential facility, Campus Village Apartments, has attracted diverse students to the campus. Details about these and other programs will be addressed later in this report.

There continues to be a lack of diversity in the health sciences programs, especially in the School of Medicine. National competition for medical students of color is intense, and UC Denver must find ways to attract those students. The strategic plan calls for expanding the pipeline between the diverse student body on the Downtown Campus and the Anschutz Medical Campus. A more diverse health sciences faculty also will attract a more diverse pool of applicants.

## Retention

The retention rate of freshmen has improved the past three years with students of color persisting at a rate of 10 percent higher than white students: 78 percent to 68 percent respectively. This might be attributed to focused grant programs and services for first-generation and low-income students as well as UC Denver providing a residential experience. New and established programs and strategies have been implemented to improve student success during the first year and throughout their academic careers. They include:

- **Experiential Learning Center (ELC):** The recently created ELC serves students, faculty, employers, and community partners as a resource for experiential learning opportunities. Experiential Learning, broadly defined as “hands-on” learning, engages students in active learning beyond traditional classroom, laboratory or studio pedagogy. Well-planned, supervised and evaluated learning experiences promote interdisciplinary learning, civic engagement, career development, cultural awareness, leadership, problem solving and other professional and intellectual skills. Off-campus internships, undergraduate research and service learning are the most common forms of experiential learning. Experiential learning is an important community outreach tool and enhances UC Denver’s image and reputation. Experiential learning is an important form of student engagement, which promotes student persistence and improves graduation rates.
- **Denver Transfer Initiative (DTI):** DTI is a federally funded partnership program with the Community College of Denver. The program was created to provide a smoother transition from CCD to the university. Collaboration with student and academic departments, workshops and advising for students provides the foundations of the program.
- **Campus Village Apartments – First-Year Programming:** Studies have shown that students who live in campus housing during their first year of college have a higher rate of success in school. Programming designed to help with transitions as well as supporting student academic success will be implemented in Fall 2009.
- **Veteran’s Affairs Office:** The Downtown Campus is developing a robust office to more specifically address the needs of veterans. The office serves as a resource for students, faculty and staff by providing outreach and educational services.
- **Early Alert:** A web-based system allows faculty to refer students who are having academic difficulty. These students are referred to academic advisers who guide the students to appropriate resources. The program is a partnership of the College of Liberal Arts and Sciences, Undergraduate Experiences and the Academic Success and Advising Center of Student Affairs.
- **Supplemental Instruction (SI):** The Learning Resource Center (LRC) has developed partnerships with Chemistry and Biology to offer SI for classes in these disciplines. These areas were identified because of the high D/F/W rates in the beginning classes. The SI model calls for a close working relationship between faculty and the SI student facilitators trained by the LRC.
- **Academic Success Packet:** Utilizing an intrusive advising model, students on probation flagged on SIS (the Student Information System) are required to meet with an adviser before registering for classes. Students also are required to

- complete the Academic Success Packet, which is designed for self-reflection, goal-setting and as an introduction to campus resources. The undergraduate schools and colleges are moving toward a uniform packet across entities to be used as an intervention tool.
- **Early Contact:** This program recognizes the need for the institution to connect early with students. Examples of early contact efforts are:
    - Preparation checklist sent with each acceptance letter
    - Orientation programs
    - Individual contact and welcome by advisers; phone calls from alumni to welcome new students at the beginning of each semester
  - **First-year Seminars:** UC Denver offers an optional program of First-Year Seminars (FYS) designed to assist students to successfully make the transition from high school to college, improve student retention and boost new student confidence. The FYS courses integrate rigorous academic content with academic skills such as library usage, campus resources, information literacy, time management, communication skills and career counseling. An important objective of the First-Year Seminars is to both challenge and support new students so they can excel academically and socially at UC Denver. The strong academic component of the UC Denver FYS courses allows the course to count toward graduation requirements in the UC Denver Core Curriculum, or general education program, required of all undergraduate students.
  - **TRiO Student Support Services (SSS):** A federally funded program that supports low income, first generation and disabled students in the achievement of their academic goals. The UC DENVER SSS program is funded to work with 165 students. Students participate in workshops, cultural enrichment, tutoring and supportive advising to help guide them to success.
  - **Writing/Math Centers:** The Writing Center and Online Math tutoring provide additional academic support for students seeking to address weaknesses in writing and/or mathematics.

## **Graduation**

The percent of baccalaureate degrees awarded to students of color has remained steady during recent years, but the actual number of degrees awarded to this student population has increased in each year since 2006. However, six-year graduation rates for students of color have experienced a significant decline in recent years. Some of these declining graduation rates might be attributed to an increase in the number of undergraduate students who are first-generation. Another factor might include rising tuition expenses.

## **Foundations of Excellence**

UC Denver is part of a national consortium of universities analyzing the experiences of first-year students. The Foundations of Excellence process examines nine specific areas, one of which is diversity. Part of the analysis includes surveying students, faculty and

staff on how first-year students are exposed to diverse cultures and ideas. A committee examines the survey results, along with other sources of evidence, to take a candid and comprehensive look at the institution's strengths and weaknesses and to write a report with recommendations to improve efforts.

### **Community Presence**

Since his arrival, Dr. Camacho has made a concerted effort to meet with area leaders, including members of the Denver City Council, administrators from Denver Public Schools and Aurora Public Schools, members of the Blue Ribbon Commission, heads of the metro-area chambers of commerce, constituents from other institutions of higher education, and many other key players in the Denver and Aurora communities. In these meetings, Dr. Camacho has furthered UC Denver's commitment to diversity and the desire to partner with these affiliates to make an impact at the university and in the community at large.

### **Partnership with Aurora Public Schools and Denver Public Schools**

Through the Office of Diversity and Inclusion, UC Denver has partnered with local public schools to create pipeline programs to ensure the success of their students. Aurora students are entering UC Denver programs as early as the 5<sup>th</sup> grade to expose them to the health profession fields and to prepare them for success as they finish high school and enter college. Currently, there are 60 high school juniors and seniors in this program, and it is anticipated that in the future at least 200 seniors will graduate with a curriculum focused on health professions. This initiative was strengthened through a grant from the Department of Health and Human Services.

Conversations with the leadership of the Denver School of Science and Technology are focused on developing an additional high school academy that would prepare students in the Denver area for careers in the health professions. This school has a successful track record and UC Denver leadership is confident that this success will easily translate to students, enabling them to be successful in college and to be strong candidates for admission to any professional school at the AMC.

### **Joint Admission to UC Denver Undergraduate Programs and Medical School**

UC Denver is exploring the possibility of providing high school graduates the opportunity to simultaneously be admitted to the Downtown Campus and to the medical school. Discussions are taking place to determine the criteria for selection of the students and the performance goals that must be met during the undergraduate training. This exciting initiative will elevate the academic profile and strength of incoming freshmen students. It is anticipated that this type of joint admission also will be provided for students interested in other health professions as well as graduate school.

## Faculty Initiatives

Faculty initiatives in place or being furthered include:

- The Office of Diversity and Inclusion contacted all new faculty hires to describe the mission, vision and values of the office, and to recruit faculty interested in diversity initiatives. In addition, a diversity discussion was a major component of the new faculty orientation. These efforts have led to a large number of new faculty becoming engaged in diversity programs and curricular issues.
- The Minority Affairs Committee (MAC) – a subcommittee of Faculty Assembly – led two major campus events that included a debate on Amendment 46 and a symposium, “Crisis of Inclusion.” Both events attracted a large number of on-campus and community participants. The MAC has become a dynamic group of faculty who want to provide opportunities for students as well as faculty of color.
- The Office of Diversity and Inclusion, in partnership with Ethnic Studies, the Auraria Library and the Center for Faculty Development, held a workshop for faculty on diversifying syllabi. Workshops will be held during the 2009-2010 school year, with accompanying Web pages featuring information and resources presented at the workshops. This initiative provides UC Denver faculty with valuable resources that enable them to include a variety of diversity issues in their courses.
- Dr. Camacho mentors faculty members at the Downtown Campus and at the AMC. Faculty of color in particular have approached his office for professional development assistance. Feedback from faculty is quite clear that they appreciate the insight and advice given to them in preparing for promotion and tenure, as well as assisting them in day-to-day activities. In addition to one-on-one mentoring, Dr. Camacho meets with groups of young faculty to provide assistance and direction.
- Ethnic Studies has submitted a proposal to establish an Ethnic Studies major. To date, only a minor has been offered. The number of students taking Ethnic Studies courses has increased dramatically the past few years and this increase is the catalyst for the request to offer a major. This important curricular offering will provide a large number of students the opportunity to take several new courses. In order to accommodate this major, Ethnic Studies will increase its faculty numbers by one.
- Dr. Camacho has initiated discussions with several young, dynamic faculty members from different departments to see if a center could be created that would be composed of faculty interested in research involving racial and equity issues. It is envisioned that much of the research will be focused on improving UC Denver communities. This model has resulted in an increase in faculty members of color at other institutions. This concept will continue to be discussed with the goal of establishing a research center in the near future. This initiative will supplement concerns with race and ethnicity by incorporating broader notions of citizenship and democracy.

## **Human Resources**

The Office of Human Resources implemented the following initiatives during the past year:

- Jobs@CU has been fully implemented for faculty and staff searches. As a result the available gender and ethnicity data for applicant pools have doubled compared to the previous manual data collection process.
- Exit surveys are being sent to all faculty and staff members leaving the university and HR is working to improve the response rate.
- UC Denver Human Resources hosted a university-wide search fair to help departments develop more creative strategies for recruiting diverse candidates.
- Search committee training is being revised to promote more outreach to diverse prospective candidates.

## **Summary**

The University of Colorado Denver has built upon its strength as the most diverse university in the state, thanks to coordinated efforts enabled by the Chancellor's Blueprint for Action. With dedicated leadership in the office of diversity, the university now is poised to make further gains.

To recap the university's improvements:

- A formal leadership structure, with a Chief Diversity Officer and a Director of Diversity and Inclusion at the Anschutz Medical Campus.
- A new strategic plan in which diversity is not only a stated value, it also permeates the expression of all university goals.
- Active recruiting programs and an inclusive environment have helped build a current freshman class that is 36.6 percent students of color.
- Retention of students of color is 78 percent, higher than the university's average.
- The university profile has been raised through personal diplomacy of the Chief Diversity Officer and through new joint projects with city, school districts and community organizations.
- Efforts to recruit a diverse faculty and staff have become more coordinated.

To recap areas of focus:

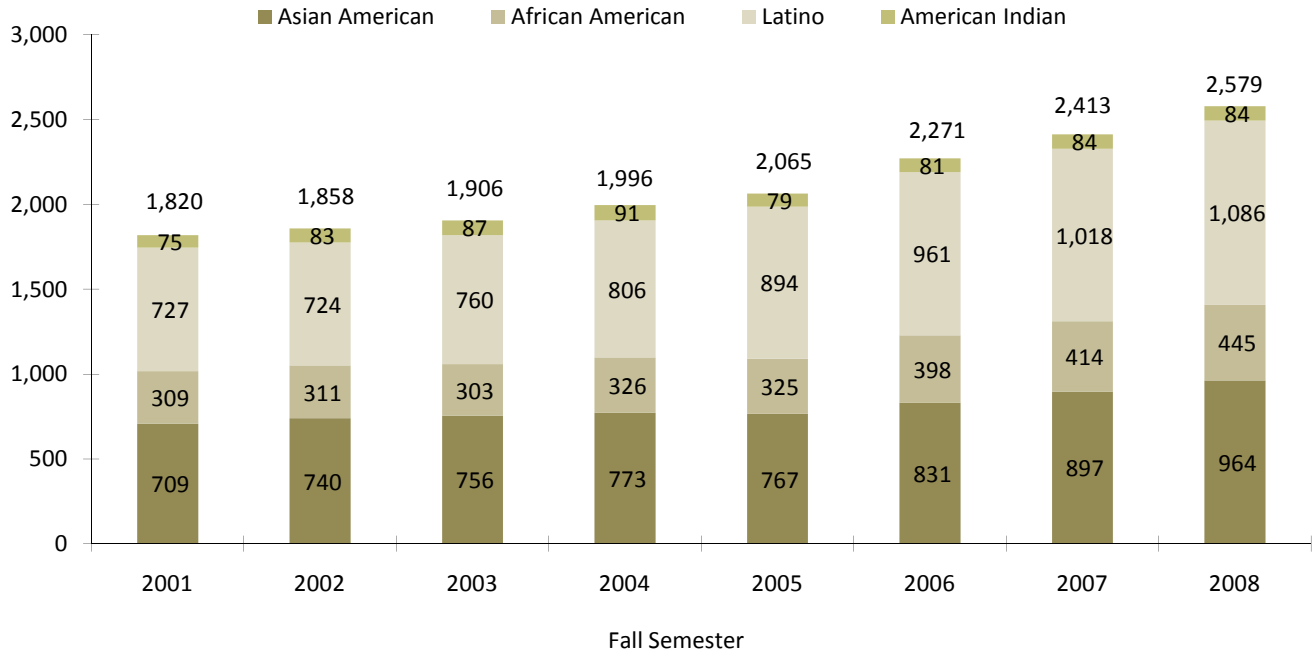
- Six-year graduation rates for students of color have declined. The factors behind this phenomenon must be better understood. This issue will be addressed in the implementation of our strategic plan.
- Diversity in health sciences programs must be increased. Building closer connections between the comprehensive Downtown Campus and the Anschutz Medical Campus is a clear objective. Increased diversity in health sciences faculty and research programs also is important.

Because of the university's established culture of inclusion, it has become integral to the Metro area's economic, social and cultural wellbeing. We are proud of the diversity we have achieved, and our new and continuing programs aim to expand access to excellence for Coloradans of all walks.

*University of Colorado*  
*Denver*

**Student Diversity Data**

**University of Colorado Denver  
Undergraduate Fall Headcount Enrollment by Race/Ethnicity**

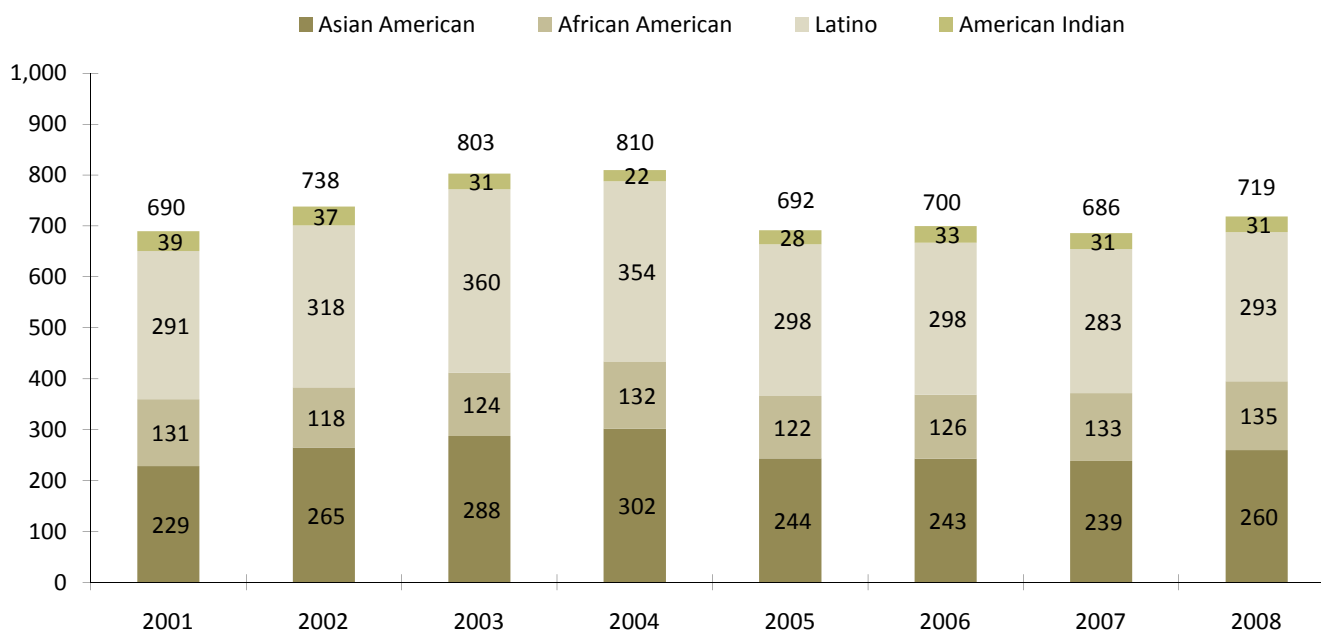


Ethnicity	2001	2002	2003	2004	2005	2006	2007	2008
Asian American	709	740	756	773	767	831	897	964
African American	309	311	303	326	325	398	414	445
Latino	727	724	760	806	894	961	1,018	1,086
American Indian	75	83	87	91	79	81	84	84
White/Unknown	4,576	4,812	5,062	5,441	5,716	5,915	6,023	6,179
International	391	306	211	199	130	107	182	255
<b>Total Enrollment</b>	<b>6,787</b>	<b>6,976</b>	<b>7,179</b>	<b>7,636</b>	<b>7,911</b>	<b>8,293</b>	<b>8,618</b>	<b>9,013</b>
Students of Color Total	1,820	1,858	1,906	1,996	2,065	2,271	2,413	2,579
Students of Color as % of Total	26.8%	26.6%	26.5%	26.1%	26.1%	27.4%	28.0%	28.6%

The proportion of UG students of color at UCD has increased each year since 2005, with 2008 having a high of 28.6%.



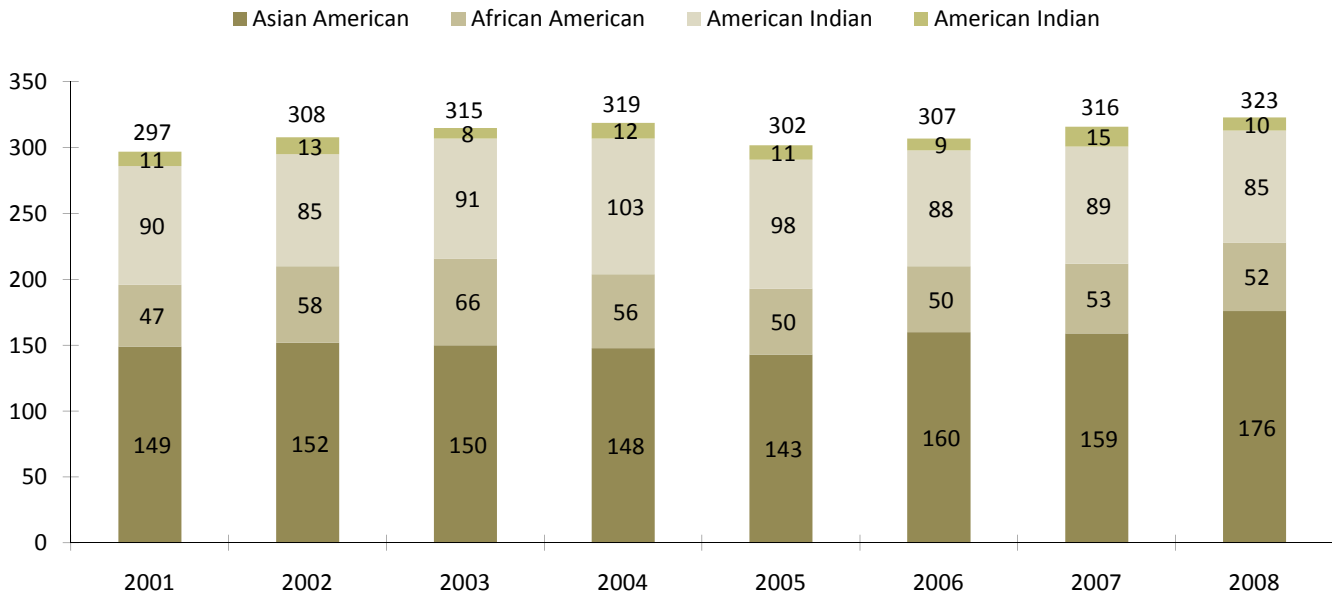
## University of Colorado Denver Graduate Fall Headcount Enrollment by Race/Ethnicity



Ethnicity	2001	2002	2003	2004	2005	2006	2007	2008
Asian American	229	265	288	302	244	243	239	260
African American	131	118	124	132	122	126	133	135
Latino	291	318	360	354	298	298	283	293
American Indian	39	37	31	22	28	33	31	31
White/Unknown	4,457	4,827	4,952	4,877	4,521	4,369	4,480	4,344
International	475	500	394	344	345	376	398	435
<b>Total Enrollment</b>	<b>5,622</b>	<b>6,065</b>	<b>6,149</b>	<b>6,031</b>	<b>5,558</b>	<b>5,445</b>	<b>5,564</b>	<b>5,498</b>
Students of Color Total	690	738	803	810	692	700	686	719
Students of Color as % of Total	12.3%	12.2%	13.1%	13.4%	12.5%	12.9%	12.3%	13.1%

Since 2001, enrollment for graduate students of color consistently has been 12 to 13 percent.

**University of Colorado Denver  
First Professional\* Fall Headcount Enrollment by Race/Ethnicity**

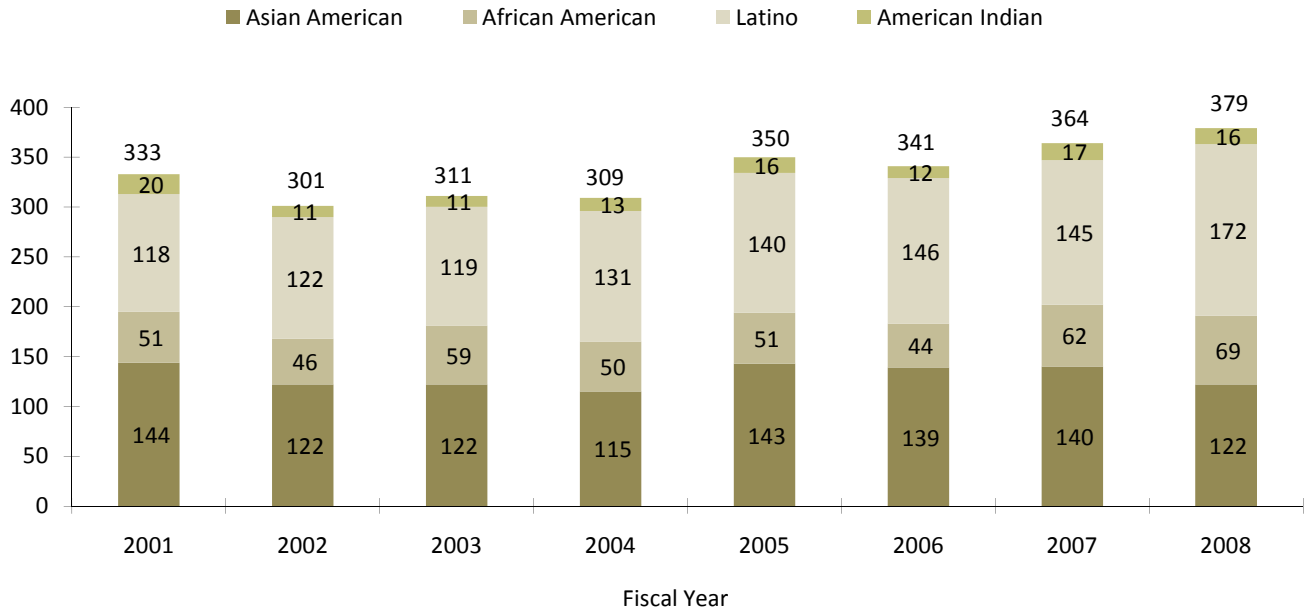


Ethnicity	2001	2002	2003	2004	2005	2006	2007	2008
Asian American	149	152	150	148	143	160	159	176
African American	47	58	66	56	50	50	53	52
Latino	90	85	91	103	98	88	89	85
American Indian	11	13	8	12	11	9	15	10
White/Unknown	822	879	930	1,074	1,092	1,129	1,170	1,209
International	6	8	4	3	4	6	12	14
<b>Total Enrollment</b>	<b>1,125</b>	<b>1,195</b>	<b>1,249</b>	<b>1,396</b>	<b>1,398</b>	<b>1,442</b>	<b>1,498</b>	<b>1,546</b>
Students of Color Total	297	308	315	319	302	307	316	323
Students of Color as % of Total	26.4%	25.8%	25.2%	22.9%	21.6%	21.3%	21.1%	20.9%

\*Enrollment in professional programs as defined by/reported to CDHE

Over the last three years, the percent of health professional students has remained steady at about 21%.

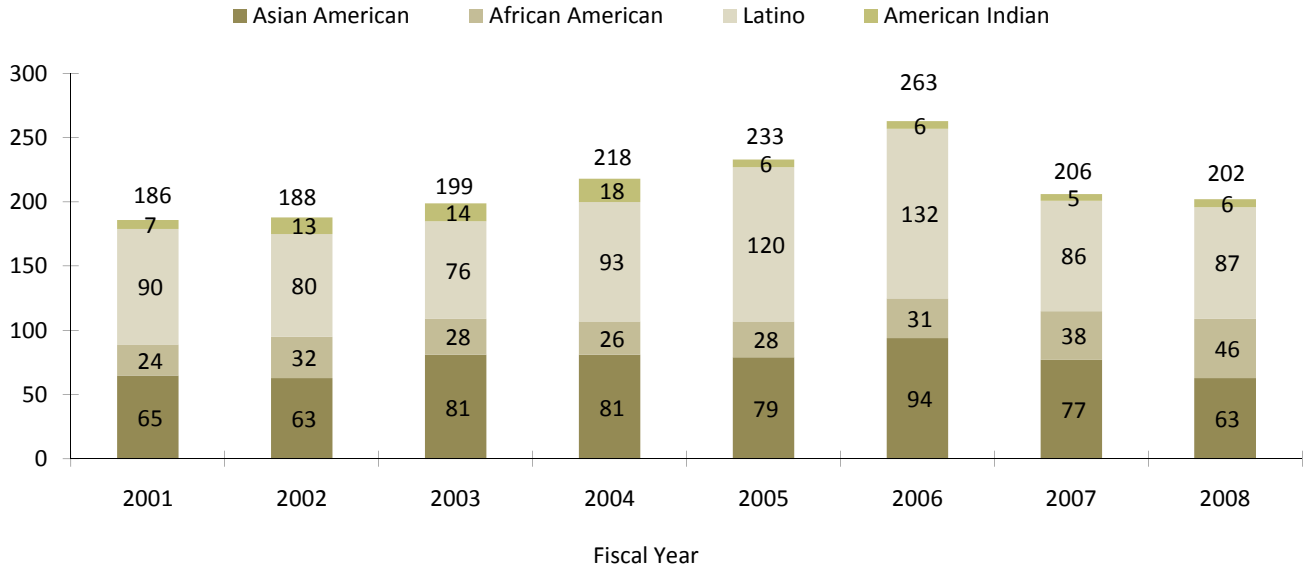
## University of Colorado Denver Baccalaureate Degrees Awarded by Race/Ethnicity



Ethnicity	2001	2002	2003	2004	2005	2006	2007	2008
Asian American	144	122	122	115	143	139	140	122
African American	51	46	59	50	51	44	62	69
Latino	118	122	119	131	140	146	145	172
American Indian	20	11	11	13	16	12	17	16
White/Unknown	917	908	921	1,058	1,048	1,212	1,259	1,329
International	198	223	302	221	153	52	29	10
<b>Total Degrees Awarded</b>	<b>1,448</b>	<b>1,432</b>	<b>1,534</b>	<b>1,588</b>	<b>1,551</b>	<b>1,605</b>	<b>1,652</b>	<b>1,718</b>
Students of Color Total	333	301	311	309	350	341	364	379
Students of Color as % of Total	23%	21%	20%	19%	23%	21%	22%	22%

While the percent of baccalaureate degrees awarded to students of color has remained steady during recent years, the actual number of degrees awarded to that group has increased in each year since 2006.

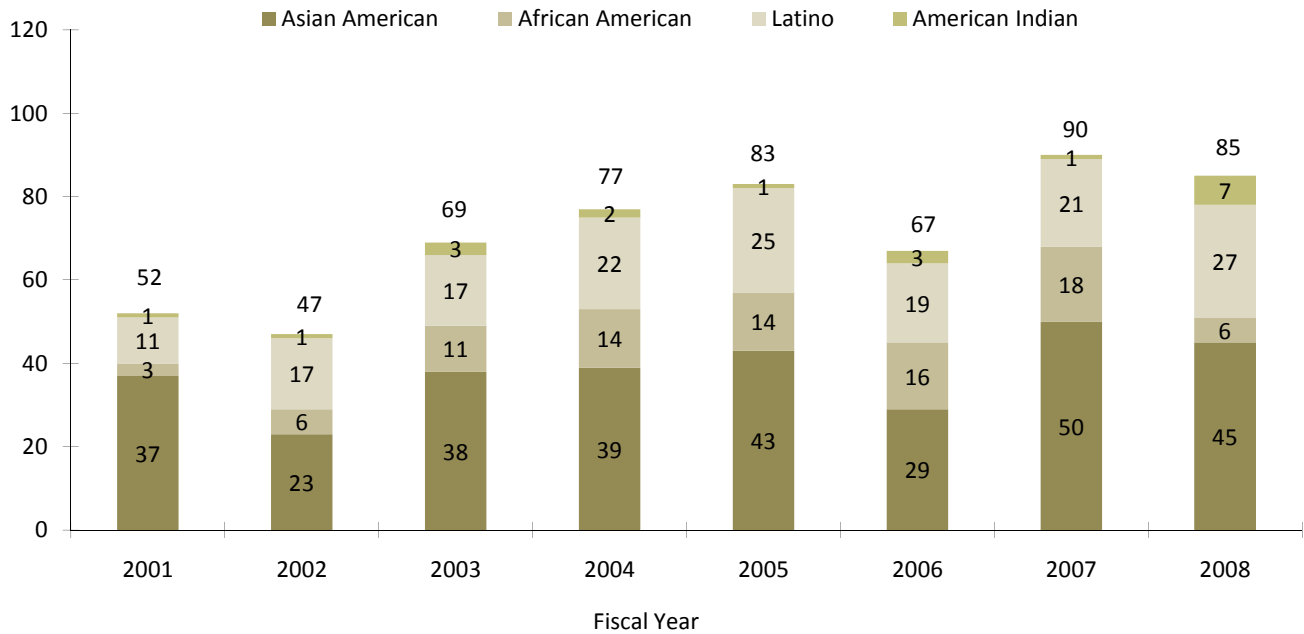
## University of Colorado Denver Graduate Degrees Awarded by Race/Ethnicity



Ethnicity	2001	2002	2003	2004	2005	2006	2007	2008
Asian American	65	63	81	81	79	94	77	63
African American	24	32	28	26	28	31	38	46
Latino	90	80	76	93	120	132	86	87
American Indian	7	13	14	18	6	6	5	6
White/Unknown	1,402	1,373	1,448	1,421	1,566	1,577	1,502	1,564
International	163	203	226	196	144	160	125	23
<b>Total Degrees Awarded</b>	<b>1,751</b>	<b>1,764</b>	<b>1,873</b>	<b>1,835</b>	<b>1,943</b>	<b>2,000</b>	<b>1,833</b>	<b>1,789</b>
Students of Color Total	186	188	199	218	233	263	206	202
Students of Color as % of Total	11%	11%	11%	12%	12%	13%	11%	11%

As with UG degrees, the proportion of graduate degrees to students of color has remained fairly consistent over time. There have, however, been declines in the *numbers* of degrees awarded since 2006. The latter appears to have a direct correlation with the decline in overall enrollment of graduate students of color in 2005 and 2006.

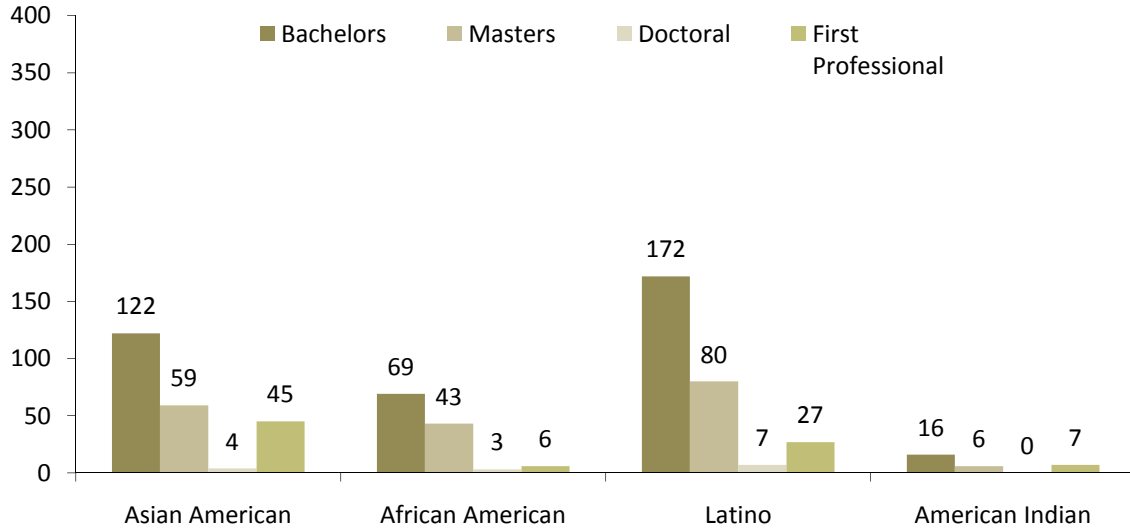
**University of Colorado Denver  
First Professional Degrees Awarded by Race/Ethnicity**



Ethnicity	2001	2002	2003	2004	2005	2006	2007	2008
Asian American	37	23	38	39	43	29	50	45
African American	3	6	11	14	14	16	18	6
Latino	11	17	17	22	25	19	21	27
American Indian	1	1	3	2	1	3	1	7
White/Unknown	184	179	189	173	270	287	329	337
International	0	1	4	2	1	1	2	18
<b>Total Degrees Awarded</b>	<b>236</b>	<b>227</b>	<b>262</b>	<b>252</b>	<b>354</b>	<b>355</b>	<b>421</b>	<b>440</b>
Students of Color Total	52	47	69	77	83	67	90	85
Students of Color as % of Total	22%	21%	26%	31%	23%	19%	21%	19%

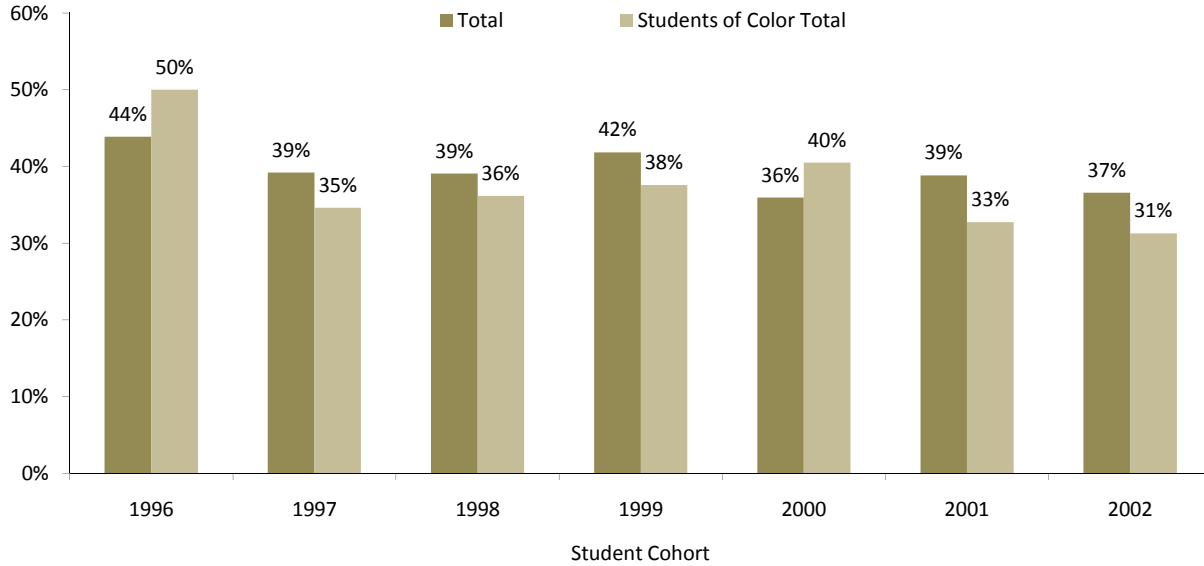
The percentage of health professional degrees awarded to students of color has fluctuated since 2001. During the three most recent years, that number has ranged from 19 to 21 percent.

**University of Colorado Denver  
Degrees Awarded by Race/Ethnicity  
Fiscal Year 2008**



	Bachelors	Masters	Doctoral	First Professional	Total
Asian American	122	59	4	45	230
African American	69	43	3	6	121
Latino	172	80	7	27	286
American Indian	16	6	0	7	29
White/Unknown	1,329	1,483	81	337	3,230
International	10	20	3	18	51
<b>Students of Color Total</b>	<b>379</b>	<b>188</b>	<b>14</b>	<b>85</b>	<b>666</b>
<b>Total</b>	<b>1,718</b>	<b>1,691</b>	<b>98</b>	<b>440</b>	<b>3,947</b>

**University of Colorado Denver  
Downtown Campus  
Undergraduate Six-Year Graduation Rates by Race/Ethnicity**

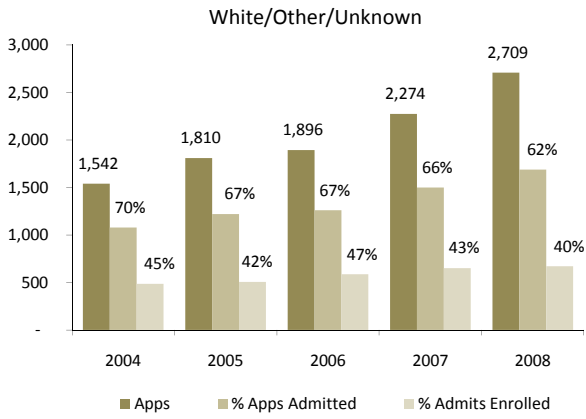
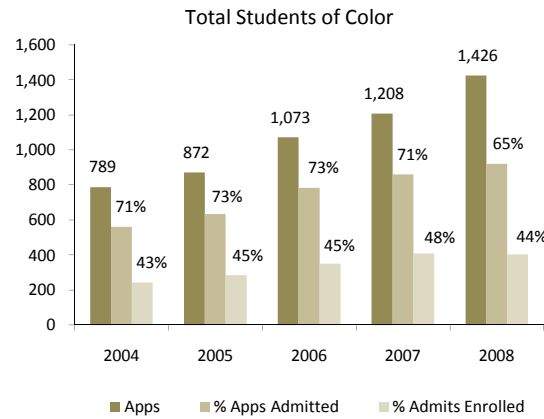
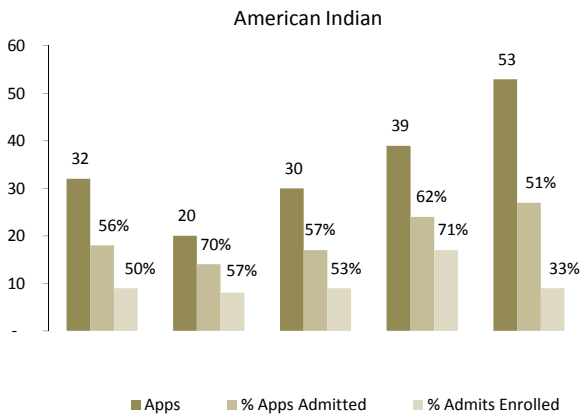
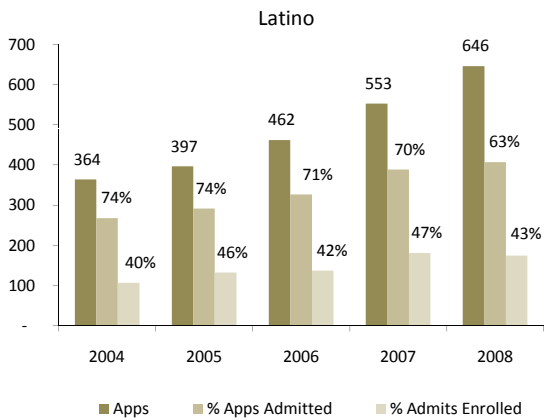
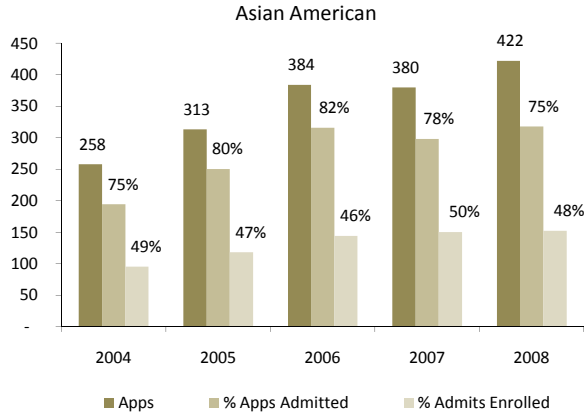
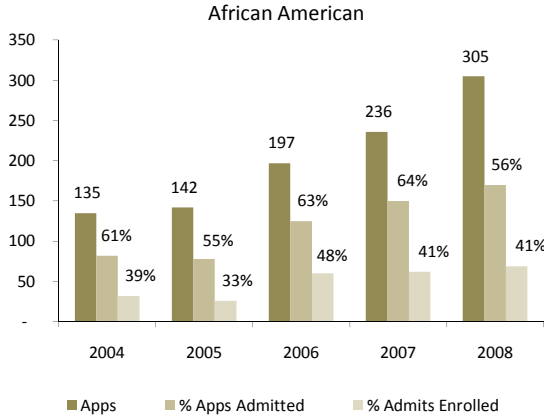


Undergraduate Cohort*	1996	1997	1998	1999	2000	2001	2002
Asian American	48	58	65	88	104	80	99
African American	12	34	27	18	21	22	12
Latino	66	83	69	82	74	64	78
American Indian	2	10	5	9	6	5	6
White	229	231	202	253	271	287	356
Other/Unknown	12	17	18	22	28	27	23
International	5	6	8	6	11	7	6
<b>Total</b>	<b>374</b>	<b>439</b>	<b>394</b>	<b>478</b>	<b>515</b>	<b>492</b>	<b>580</b>
<b>Students of Color Total</b>	<b>128</b>	<b>185</b>	<b>166</b>	<b>197</b>	<b>205</b>	<b>171</b>	<b>195</b>

Six-Year Graduation Rate	1996	1997	1998	1999	2000	2001	2002
Asian American	63%	41%	52%	47%	46%	45%	33%
African American	50%	24%	37%	28%	24%	23%	42%
Latino	41%	34%	23%	32%	35%	23%	26%
American Indian	50%	40%	0%	22%	67%	0%	50%
White	41%	42%	42%	46%	34%	43%	38%
Other/Unknown	33%	35%	22%	32%	29%	41%	61%
International	20%	67%	75%	50%	27%	14%	0%
<b>Total</b>	<b>44%</b>	<b>39%</b>	<b>39%</b>	<b>42%</b>	<b>36%</b>	<b>39%</b>	<b>37%</b>
<b>Students of Color Total</b>	<b>50%</b>	<b>35%</b>	<b>36%</b>	<b>38%</b>	<b>40%</b>	<b>33%</b>	<b>31%</b>

\* Cohorts include first-time first-year full-time students entering in the Summer/Fall semester.

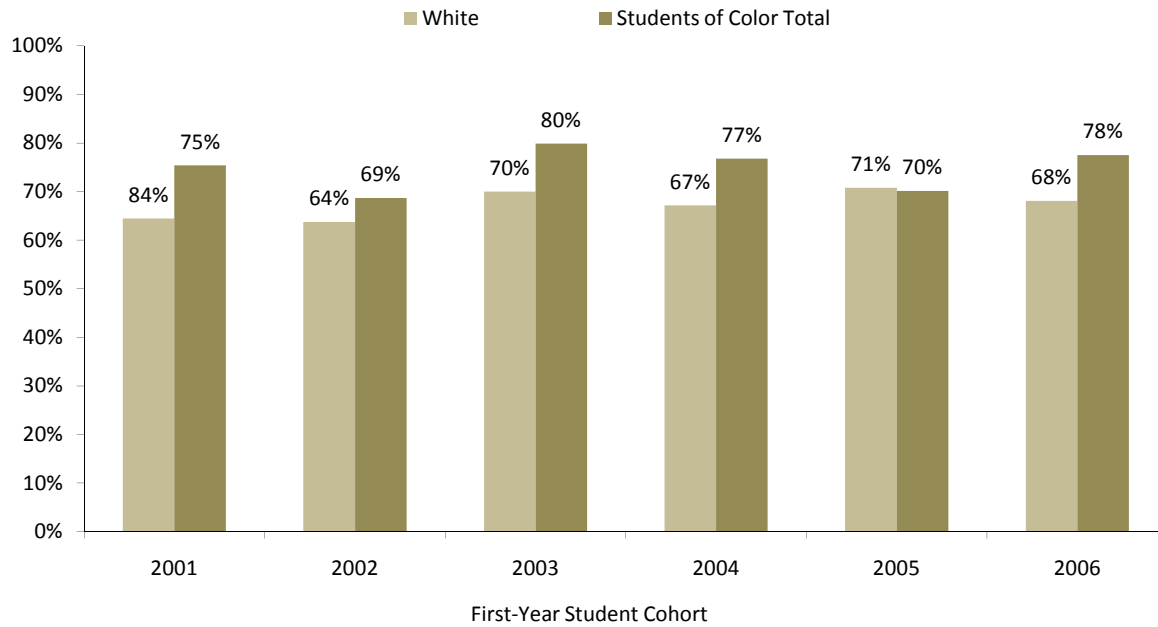
**University of Colorado Denver  
Downtown Campus**  
Fall Resident Freshman Applications, Acceptances and Enrollments by Race/Ethnicity



UCD continues to make strong progress toward increasing the enrollments of our students of color. Both African American and Asian American populations experienced record enrollments while Latino/a and American Indian communities remained stable.



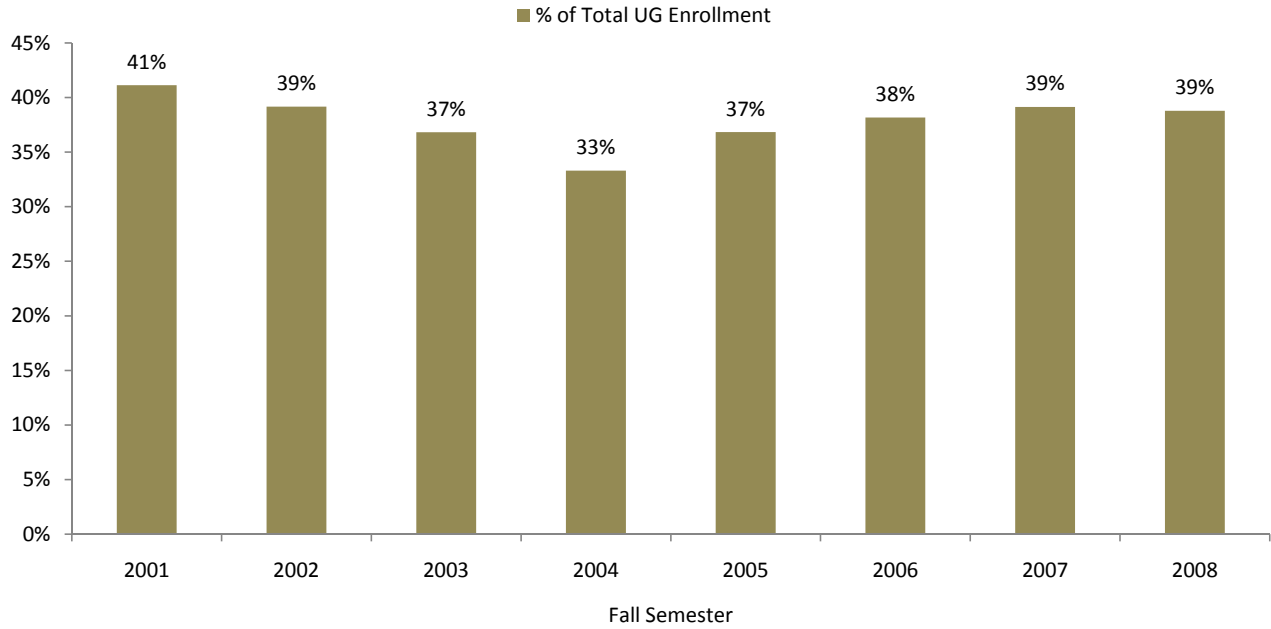
**University of Colorado Denver  
Downtown Campus  
Freshman Retention Rates by Race/Ethnicity**



Ethnicity	First-Year Student Cohorts						Percent Enrolled One Year Out					
	2001	2002	2003	2004	2005	2006	2001	2002	2003	2004	2005	2006
Asian American	80	99	87	93	117	135	88%	74%	89%	83%	77%	83%
African American	22	12	19	31	24	55	77%	75%	68%	65%	63%	69%
Latino	64	78	85	104	120	122	59%	60%	75%	78%	68%	76%
American Indian	5	6	8	9	7	8	80%	83%	63%	44%	29%	63%
Students of Color Total	171	195	199	237	268	320	75%	69%	80%	77%	70%	78%
White	287	356	380	414	435	514	64%	64%	70%	67%	71%	68%
Other/Unknown	27	23	41	29	37	37	67%	70%	68%	83%	78%	78%
International	7	6	4	6	4	14	43%	83%	75%	67%	75%	71%
<b>Total</b>	<b>492</b>	<b>580</b>	<b>624</b>	<b>686</b>	<b>744</b>	<b>885</b>	<b>68%</b>	<b>66%</b>	<b>73%</b>	<b>71%</b>	<b>71%</b>	<b>72%</b>

Note: Data not yet available for the 2007 cohort, as UCD uses End of Term data.

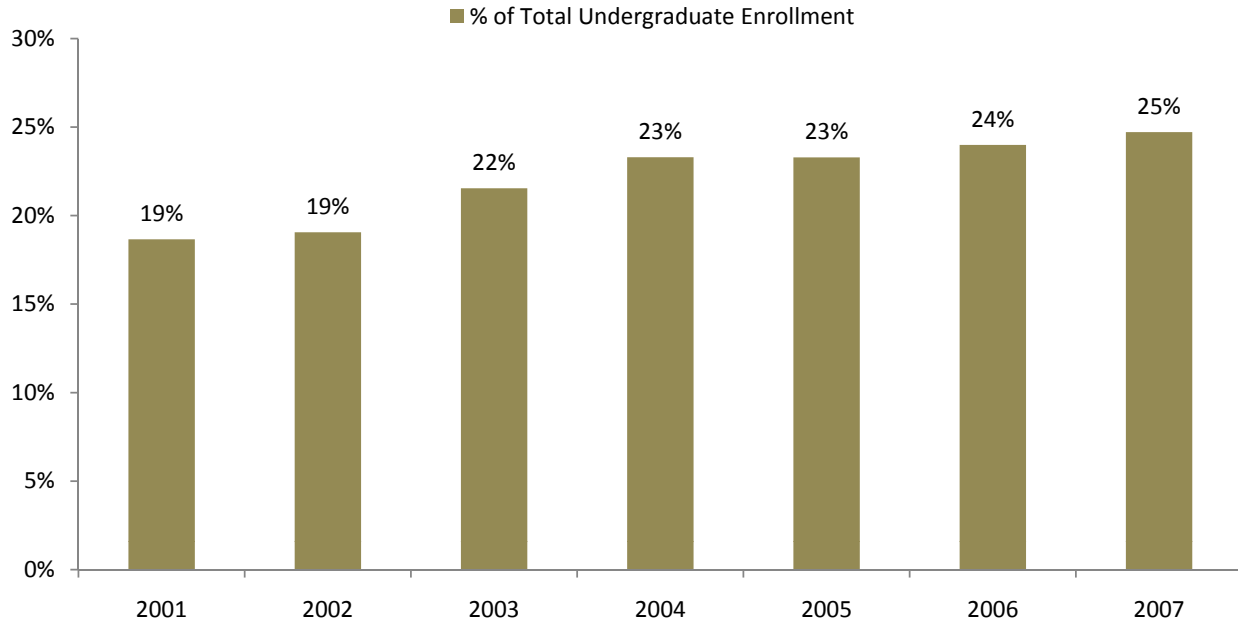
**University of Colorado Denver  
Downtown Campus  
Fall Enrollment of First-Generation Students**



	2001	2002	2003	2004	2005	2006	2007	2008
Total UG First Generation Enrolled	2,685	2,611	2,526	2,423	2,759	3,005	3,205	3,326
% of Total UG Enrollment	41%	39%	37%	33%	37%	38%	39%	39%

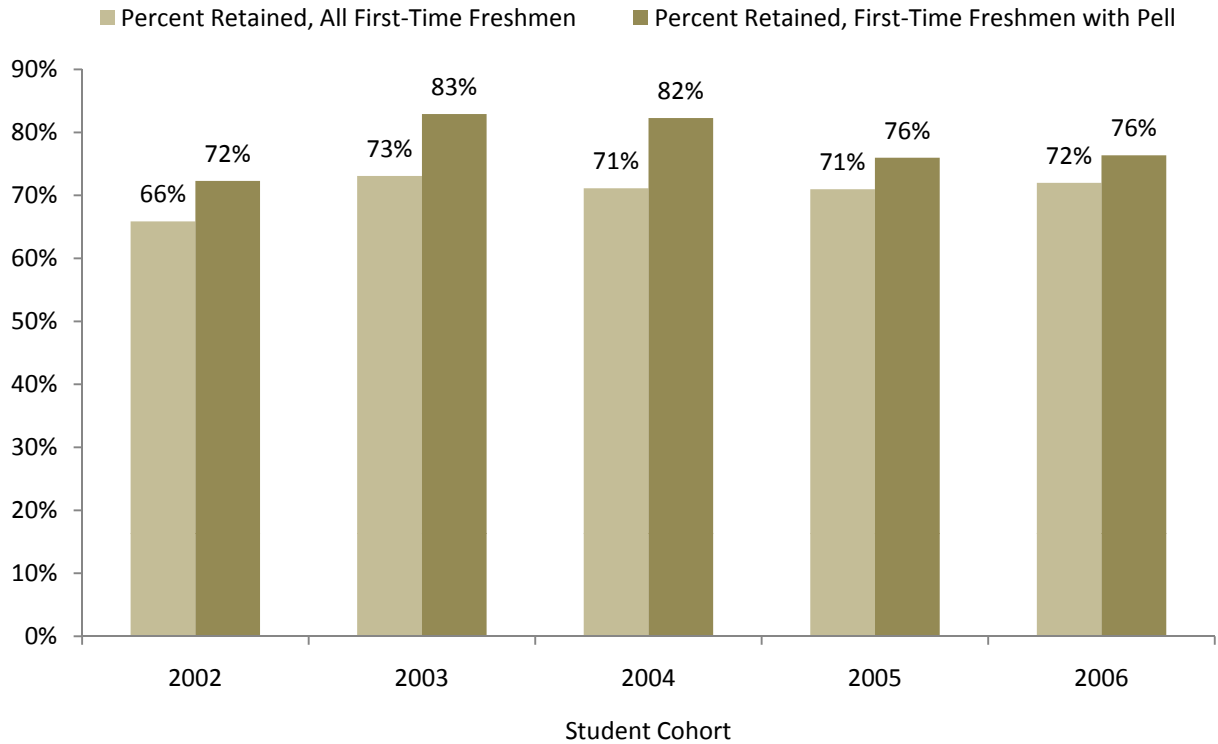
\* First generation defined as an undergraduate with no parent possessing a 4-year degree.

**University of Colorado Denver  
Downtown Campus  
Fall Enrollment of Pell Grant Recipients**



	2001	2002	2003	2004	2005	2006	2007
Total UG pell recipients enrolled	1,218	1,271	1,478	1,695	1,745	1,889	2,024
% of Total Undergraduate Enrollment	19%	19%	22%	23%	23%	24%	25%

**University of Colorado Denver  
Downtown Campus  
Retention Rates of Freshman Pell Grant Recipients**

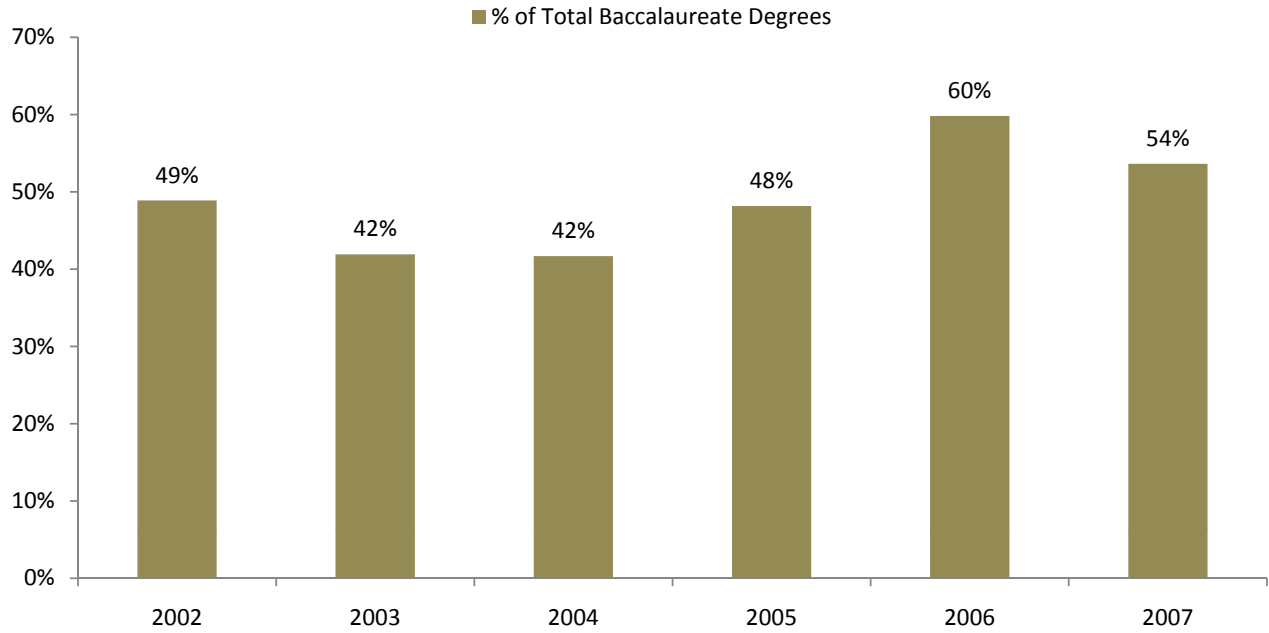


	2002	2003	2004	2005	2006
First-Year Student Cohorts*	148	193	203	179	241
Number Retained**	107	160	167	136	184
Percent Retained, First-Time Freshmen with Pell	72%	83%	82%	76%	76%
Percent Retained, All First-Time Freshmen	66%	73%	71%	71%	72%

\* First-Time freshmen w/Pell entering Summer/Fall term

\*\*Number enrolled in subsequent fall

**University of Colorado Denver  
Downtown Campus  
Baccalaureate Degrees Granted to Pell Grant Recipients**

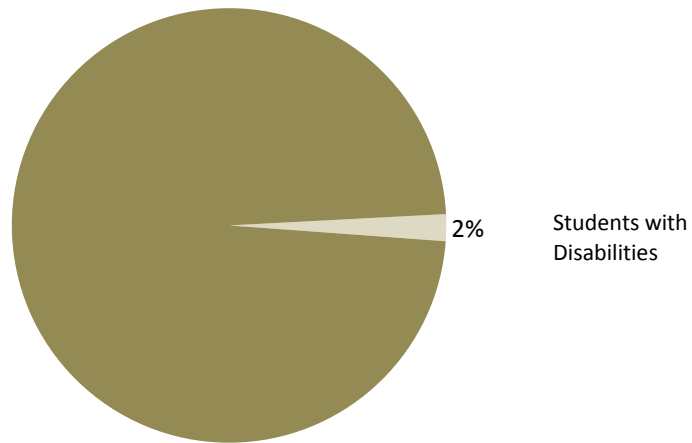


	2002	2003	2004	2005	2006	2007
Baccalaureate Degrees Awarded to Pell Recipients*	700	643	662	747	960	886
% of Total Baccalaureate Degrees	49%	42%	42%	48%	60%	54%

\* counted if student was ever a Pell recipient

**University of Colorado Denver  
Downtown Campus  
Enrollment of Students with Disabilities**

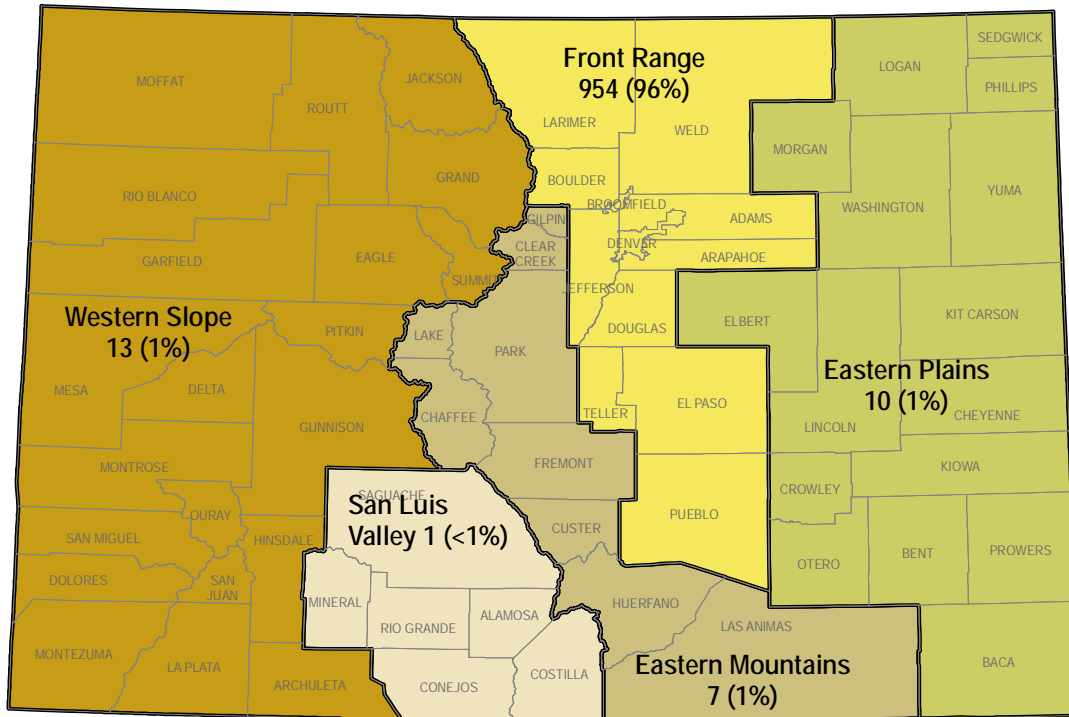
Undergraduate Students formally registered with the Office of Disability Services , Fall 2008



Number of undergraduates registered with Office of Disability Services	192
Percent of all undergraduates	2%

**University of Colorado Denver  
Downtown Campus  
New Resident Freshmen, Fall 2008  
Home Region**

(Based on County at Time of Admission)



Unknown: 5 (1%)

Region	12th Graders Enrolled in CO Public Schools <sup>1</sup>	UCD New Resident Freshmen, Fall 2008			
		Enrolled <sup>2</sup>	Percent	High Schools Represented <sup>3</sup>	Percent
Eastern Mountains	2%	7	1%	5	3%
Eastern Plains	4%	10	1%	5	3%
Front Range	82%	954	96%	134	84%
San Luis Valley	1%	1	<1%	1	1%
Western Slope	11%	13	1%	10	6%
unknown	-	5	1%	5	3%
<b>Total</b>	<b>99%</b>	<b>990</b>	<b>100%</b>	<b>160</b>	<b>100%</b>

<sup>1</sup> Distribution of 12th grade students enrolled in Colorado public schools based on school district enrollment. Does not sum to 100% because students enrolled in BOCES and the Charter School Institute are not included in district enrollment. Data source: Colorado Department of Education, [http://www.cde.state.co.us/index\\_stats.htm](http://www.cde.state.co.us/index_stats.htm).

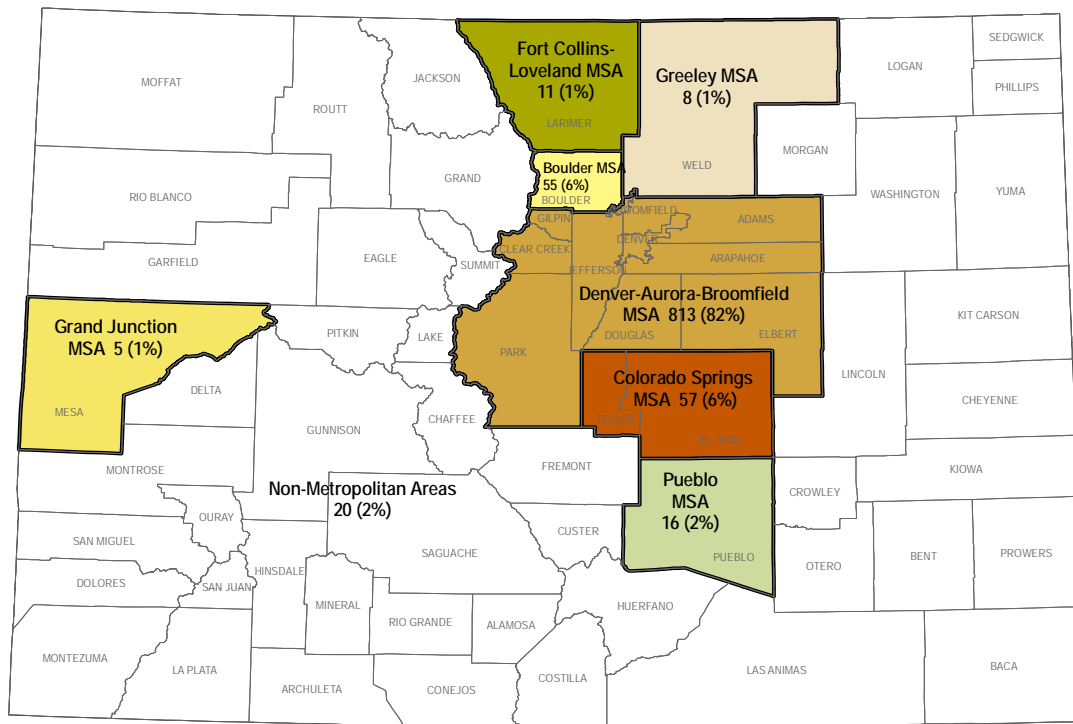
<sup>2</sup> Home region of new resident freshmen based on county at time of admission. Data source: SURDS Enrollment File (with new freshmen defined by CU registration type).

<sup>3</sup> Number of high schools represented by new resident freshmen. Data source: SURDS Undergraduate Applicant File.

State regions defined at: Colorado Division of Local Government, State Demography Office. <http://www.dola.colorado.gov/demog/population/geoarea.pdf>

**University of Colorado Denver  
Downtown Campus  
New Resident Freshmen, Fall 2008  
Home Region: Metropolitan and Non-Metropolitan Areas**

(Based on County at Time of Admission)



MSA=Metropolitan Statistical Area

Unknown: 5 (1%)

	12th Graders Enrolled in CO Public Schools <sup>1</sup>	UCD New Resident Freshmen, Fall 2008			
		Enrolled <sup>2</sup>	Percent	High Schools Represented <sup>3</sup>	Percent
<b>Metropolitan Area</b>					
Boulder MSA	7%	55	6%	10	6%
Colorado Springs MSA	15%	57	6%	18	11%
Denver-Aurora-Broomfield MSA	47%	813	82%	92	58%
Fort Collins-Loveland MSA	6%	11	1%	5	3%
Grand Junction MSA	3%	5	1%	3	2%
Greeley MSA	4%	8	1%	5	3%
Pueblo MSA	3%	16	2%	6	4%
Non-metropolitan areas	15%	20	2%	16	10%
unknown	-	5	1%	5	3%
<b>Total</b>	<b>100%</b>	<b>990</b>	<b>100%</b>	<b>160</b>	<b>100%</b>

<sup>1</sup> Distribution of 12th grade students enrolled in Colorado public schools based on school district enrollment.

Data source: Colorado Department of Education, [http://www.cde.state.co.us/index\\_stats.htm](http://www.cde.state.co.us/index_stats.htm).

<sup>2</sup> Home region of new resident freshmen based on county at time of admission.

Data source: SURDS Enrollment File (with new freshmen defined by CU registration type).

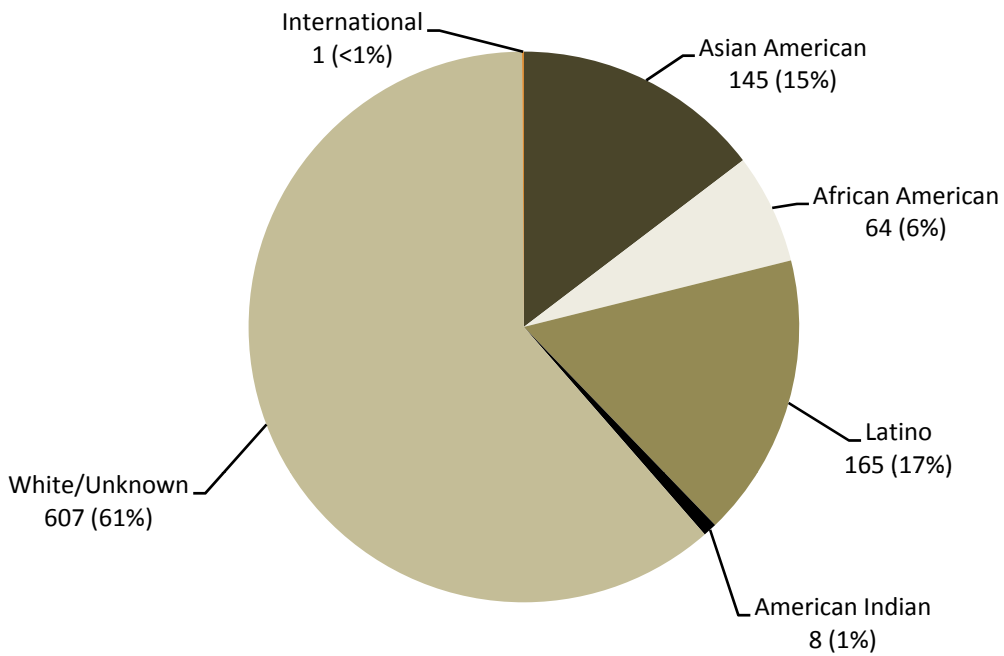
<sup>3</sup> Number of high schools represented by new resident freshmen.

Data source: SURDS Undergraduate Applicant File.

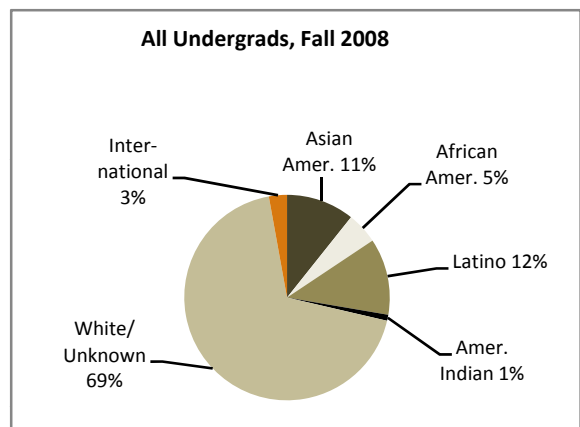
Metropolitan Statistical Areas (MSAs) defined by U.S. Office of Management and Budget, OMB Bulletin No. 09-01, November 2008.  
<http://www.whitehouse.gov/omb/assets/omb/bulletins/fy2009/09-01.pdf>



**University of Colorado Denver  
Downtown Campus  
New Resident Freshmen by Race/Ethnicity, Fall 2008**



Total = 990



*University of Colorado*  
*Denver*

**Faculty and Staff Diversity Data**

University of Colorado Denver

Faculty Diversity Profile, Gender by Ethnicity  
All Schools and Colleges, Fall 2008

Category	Total	African American			American Indian			Asian			Latino			White			Non-Res.Alien		
		Female	Male	%	Female	Male	%	Female	Male	%	Female	Male	%	Female	Male	%	Female	Male	%
<b>TOTAL, REGULAR FACULTY</b>	<b>2,613</b>	<b>25</b>	<b>15</b>	<b>63%</b>	<b>10</b>	<b>7</b>	<b>59%</b>	<b>75</b>	<b>107</b>	<b>41%</b>	<b>40</b>	<b>49</b>	<b>45%</b>	<b>1,094</b>	<b>1,097</b>	<b>50%</b>	<b>36</b>	<b>58</b>	<b>38%</b>
<b>TENURED/TENURE TRACK</b>	<b>1,532</b>	<b>13</b>	<b>9</b>	<b>59%</b>	<b>4</b>	<b>2</b>	<b>67%</b>	<b>39</b>	<b>69</b>	<b>36%</b>	<b>18</b>	<b>37</b>	<b>33%</b>	<b>512</b>	<b>794</b>	<b>39%</b>	<b>11</b>	<b>24</b>	<b>31%</b>
Professor	452	1	3	25%	1	1	50%	5	18	22%	3	9	25%	93	317	23%	0	1	0%
Associate Professor	515	3	1	75%	1	1	50%	13	23	36%	7	13	35%	191	256	43%	1	5	17%
Assistant Professor	565	9	5	64%	2	0	100%	21	28	43%	8	15	35%	228	221	51%	10	18	36%
<b>FULL-TIME NON-TENURE TRACK</b>	<b>1,081</b>	<b>12</b>	<b>6</b>	<b>67%</b>	<b>6</b>	<b>5</b>	<b>55%</b>	<b>36</b>	<b>38</b>	<b>49%</b>	<b>22</b>	<b>12</b>	<b>65%</b>	<b>582</b>	<b>303</b>	<b>66%</b>	<b>25</b>	<b>34</b>	<b>42%</b>
Professor	8	0	0	NA	0	0	NA	0	0	NA	0	0	NA	1	7	13%	0	0	NA
Associate Professor	22	0	0	NA	0	0	0%	1	0	100%	0	0	NA	9	11	45%	0	1	0%
Assistant Professor	29	0	0	NA	0	0	NA	0	0	NA	1	1	50%	19	7	73%	0	1	0%
Sr. Instructor	341	6	1	86%	2	3	40%	4	4	50%	9	4	69%	192	114	63%	1	1	50%
Instructor	444	3	2	60%	4	1	80%	15	11	58%	10	4	71%	287	98	75%	6	3	67%
Clinical Professor	5	0	0	NA	0	0	NA	0	0	NA	0	0	NA	1	3	25%	0	1	0%
Clinical Assoc. Professor	14	0	0	NA	0	0	NA	0	0	NA	0	1	0%	7	6	54%	0	0	NA
Clinical Asst. Professor	9	0	0	NA	0	0	NA	0	0	NA	0	0	NA	5	4	56%	0	0	NA
Clinical Sr. Instructor	-	0	0	NA	0	0	NA	0	0	NA	0	0	NA	0	0	NA	0	0	NA
Clinical Instructor	7	0	0	NA	0	0	NA	0	1	0%	0	1	0%	3	2	60%	0	0	NA
Clinical Teaching Faculty (all ranks)	16	0	1	0%	0	1	0%	0	1	0%	0	0	NA	7	3	70%	2	1	67%
Research Faculty	186	3	2	60%	0	0	NA	16	21	43%	2	1	67%	51	48	52%	16	26	38%
<b>ADMINISTRATIVE FACULTY</b>	<b>113</b>	<b>2</b>	<b>1</b>	<b>67%</b>	<b>2</b>	<b>1</b>	<b>67%</b>	<b>0</b>	<b>5</b>	<b>0%</b>	<b>0</b>	<b>2</b>	<b>0%</b>	<b>36</b>	<b>63</b>	<b>36%</b>	<b>0</b>	<b>1</b>	<b>0%</b>
Dept. Chair/Directors	95	0	1	0%	2	1	67%	0	4	0%	0	1	0%	27	58	32%	0	1	0%
Assistant/Associate/Dean/Chanc	18	2	0	100%	0	0	NA	0	1	0%	0	1	0%	9	5	64%	0	0	NA
<b>TENURED FACULTY</b>	<b>547</b>	<b>2</b>	<b>4</b>	<b>33%</b>	<b>2</b>	<b>2</b>	<b>50%</b>	<b>8</b>	<b>22</b>	<b>27%</b>	<b>6</b>	<b>15</b>	<b>29%</b>	<b>135</b>	<b>350</b>	<b>28%</b>	<b>0</b>	<b>1</b>	<b>0%</b>
Full Professor	309	0	3	0%	0	1	0%	3	11	21%	2	7	22%	65	217	23%	0	0	NA
Associate Professor	150	0	0	NA	0	1	0%	5	7	42%	4	6	40%	44	83	35%	0	0	NA
Assistant Professor	-	0	0	NA	0	0	NA	0	0	NA	0	0	NA	0	0	NA	0	0	NA
Administrative Faculty	88	2	1	67%	2	0	100%	0	4	0%	0	2	0%	26	50	34%	0	1	0%
<b>TOTAL, PART-TIME AND OTHER FACULTY</b>	<b>2,328</b>	<b>24</b>	<b>11</b>	<b>69%</b>	<b>21</b>	<b>3</b>	<b>88%</b>	<b>103</b>	<b>41</b>	<b>72%</b>	<b>81</b>	<b>40</b>	<b>67%</b>	<b>1,287</b>	<b>621</b>	<b>67%</b>	<b>42</b>	<b>54</b>	<b>44%</b>
Professor	3	0	0	NA	0	0	NA	0	0	NA	0	0	NA	0	3	0%	0	0	NA
Associate Professor	8	0	0	NA	0	0	NA	0	0	NA	0	0	NA	1	4	20%	0	3	0%
Assistant Professor	4	0	0	NA	0	0	NA	0	0	NA	0	0	NA	0	4	0%	0	0	NA
Sr. Instructor, Instructor	17	0	0	NA	0	0	NA	0	1	0%	0	0	NA	14	1	93%	1	0	100%
Clinical Faculty	107	0	0	NA	3	1	75%	0	2	0%	0	1	0%	55	43	56%	1	1	50%
Clinical Teaching Faculty	6	0	0	NA	0	0	NA	0	0	NA	0	0	NA	4	2	67%	0	0	NA
Assistant Instructors	19	1	0	100%	0	0	NA	0	0	NA	0	0	NA	17	1	94%	0	0	NA
Research Faculty	9	0	0	NA	1	0	100%	0	0	NA	0	0	NA	4	4	50%	0	0	NA
Professional Research Assistants	1,224	14	6	70%	15	0	100%	80	20	80%	56	17	77%	777	214	78%	18	7	72%
Lecturer/Emeritus	439	5	4	56%	1	1	50%	8	8	50%	15	12	56%	175	209	46%	1	0	100%
Visiting/Adjunct/Adjoint/Reg Fellow	64	3	0	100%	1	0	100%	1	1	50%	1	0	100%	36	17	68%	2	2	50%
Student Faculty	428	1	1	50%	0	1	0%	14	9	61%	9	10	47%	204	119	63%	19	41	32%

Full-Time: >=.5 percent time

Note: Professional research assistants include full-time employees.

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

# University of Colorado Denver

## Faculty Diversity Profile All Schools and Colleges, Fall 2008

Category	Total	Female		Male		People of Color		Ethnic Category				Non-Res. Alien
		#	%	#	%	#	%	Afr. Am.	Am. Ind.	Asian Am.	Latino	
<b>TOTAL, REGULAR FACULTY</b>	<b>2,613</b>	<b>1,280</b>	49%	<b>1,333</b>	51%	<b>328</b>	13%	<b>40</b>	<b>17</b>	<b>182</b>	<b>89</b>	<b>94</b>
<b>TENURED/TENURE TRACK</b>	<b>1,532</b>	<b>597</b>	39%	<b>935</b>	61%	<b>191</b>	12%	<b>22</b>	<b>6</b>	<b>108</b>	<b>55</b>	<b>35</b>
Professor	452	103	23%	349	77%	41	9%	4	2	23	12	1
Associate Professor	515	216	42%	299	58%	62	12%	4	2	36	20	6
Assistant Professor	565	278	49%	287	51%	88	16%	14	2	49	23	28
<b>FULL-TIME NON-TENURE TRACK</b>	<b>1,081</b>	<b>683</b>	63%	<b>398</b>	37%	<b>137</b>	13%	<b>18</b>	<b>11</b>	<b>74</b>	<b>34</b>	<b>59</b>
Professor	8	1	13%	7	88%	0	NA	0	0	0	0	0
Associate Professor	22	10	45%	12	55%	1	5%	0	0	1	0	1
Assistant Professor	29	20	69%	9	31%	2	7%	0	0	0	2	1
Sr. Instructor	341	214	63%	127	37%	33	10%	7	5	8	13	2
Instructor	444	325	73%	119	27%	50	11%	5	5	26	14	9
Clinical Professor	5	1	20%	4	80%	0	NA	0	0	0	0	1
Clinical Assoc. Professor	14	7	50%	7	50%	1	7%	0	0	0	1	0
Clinical Asst. Professor	9	5	56%	4	44%	0	NA	0	0	0	0	0
Clinical Sr. Instructor	0	0	NA	0	NA	0	NA	0	0	0	0	0
Clinical Instructor	7	3	43%	4	57%	2	29%	0	0	1	1	0
Clinical Teaching Faculty (all ranks)	16	9	56%	7	44%	3	19%	1	1	1	0	3
Research Faculty	186	88	47%	98	53%	45	24%	5	0	37	3	42
<b>ADMINISTRATIVE FACULTY</b>	<b>113</b>	<b>40</b>	35%	<b>73</b>	65%	<b>13</b>	12%	<b>3</b>	<b>3</b>	<b>5</b>	<b>2</b>	<b>1</b>
Dept. Chair/Directors	95	29	31%	66	69%	9	9%	1	3	4	1	1
Assistant/Associate/Dean/Chanc	18	11	61%	7	39%	4	22%	2	0	1	1	0
<b>TENURED FACULTY</b>	<b>547</b>	<b>153</b>	28%	<b>394</b>	72%	<b>61</b>	11%	<b>6</b>	<b>4</b>	<b>30</b>	<b>21</b>	<b>1</b>
Full Professor	309	70	23%	239	77%	27	9%	3	1	14	9	0
Associate Professor	150	53	35%	97	65%	23	15%	0	1	12	10	0
Assistant Professor	0	0	NA	0	NA	0	NA	0	0	0	0	0
Administrative Faculty	88	30	34%	58	66%	11	13%	3	2	4	2	1
<b>TOTAL, PART-TIME AND OTHER FACULTY</b>	<b>2,328</b>	<b>1,562</b>	67%	<b>766</b>	33%	<b>324</b>	14%	<b>35</b>	<b>24</b>	<b>144</b>	<b>121</b>	<b>96</b>
Professor	3	0	0%	3	100%	0	NA	0	0	0	0	0
Associate Professor	8	1	13%	7	88%	0	NA	0	0	0	0	3
Assistant Professor	4	4	100%	0	NA	0	NA	0	0	0	0	0
Sr. Instructor, Instructor	17	15	88%	2	12%	1	6%	0	0	1	0	1
Clinical Faculty	107	59	55%	48	45%	7	7%	0	4	2	1	2
Clinical Teaching Faculty	6	4	67%	2	33%	0	NA	0	0	0	0	0
Assistant Instructors	19	18	95%	1	5%	1	5%	1	0	0	0	0
Research Faculty	9	5	56%	4	44%	1	11%	0	1	0	0	0
Professional Research Assistants	1224	960	78%	264	22%	208	17%	20	15	100	73	25
Lecturer/Emeritus	439	205	47%	234	53%	54	12%	9	2	16	27	1
Visiting/Adjunct/Adjoint/Reg Fellow	64	44	69%	20	31%	7	11%	3	1	2	1	4
Student Faculty	428	247	58%	181	42%	45	11%	2	1	23	19	60

Full-Time: >=.5 percent time

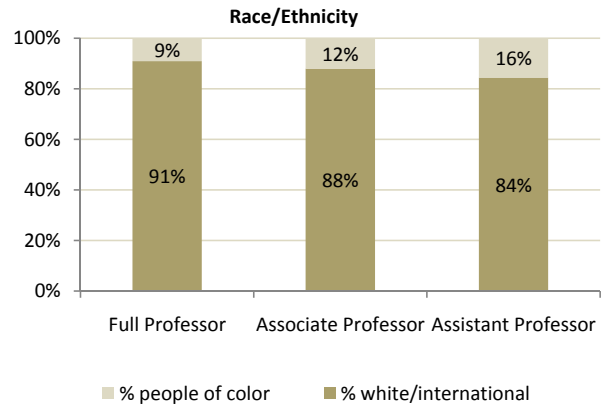
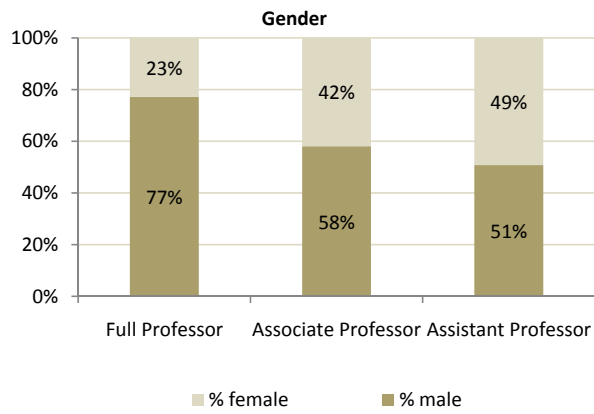
Note: Professional research assistants include full-time employees.

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

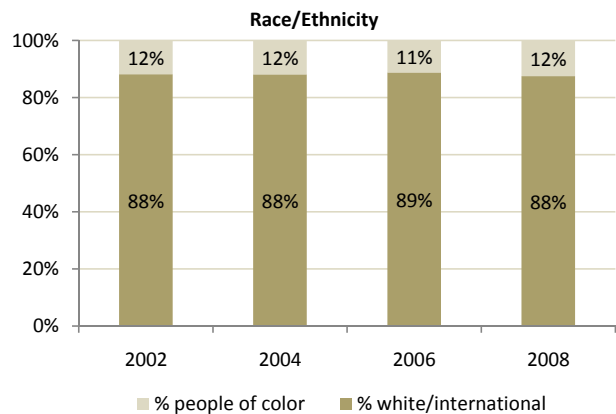
Instructional Faculty are highlighted in yellow. Tenured faculty are highlighted in light yellow because, although they are instructional faculty, they're already being counted in the 'TENURED/TENURE TRACK' section.

# University of Colorado Denver

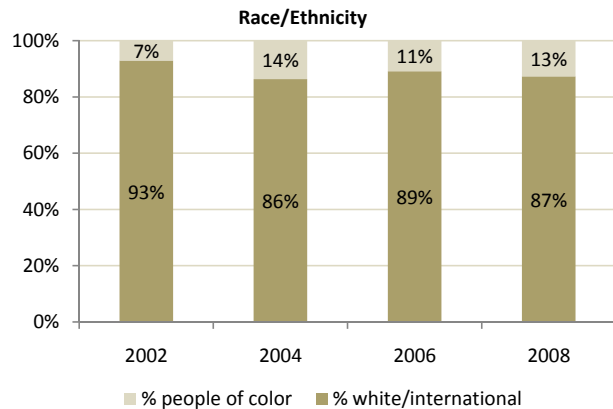
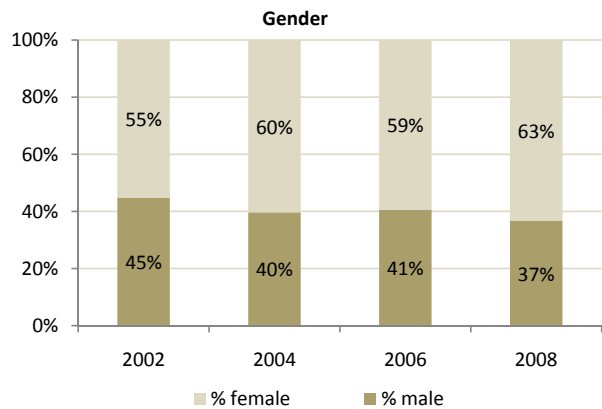
## Regular Instructional Faculty, Fall 2008 Tenured/Tenure Track



## Regular Instructional Faculty, Fall 2002 - Fall 2008 Tenured/Tenure Track Faculty All Ranks Combined



## Non-Tenure Track Faculty



University of Colorado Denver

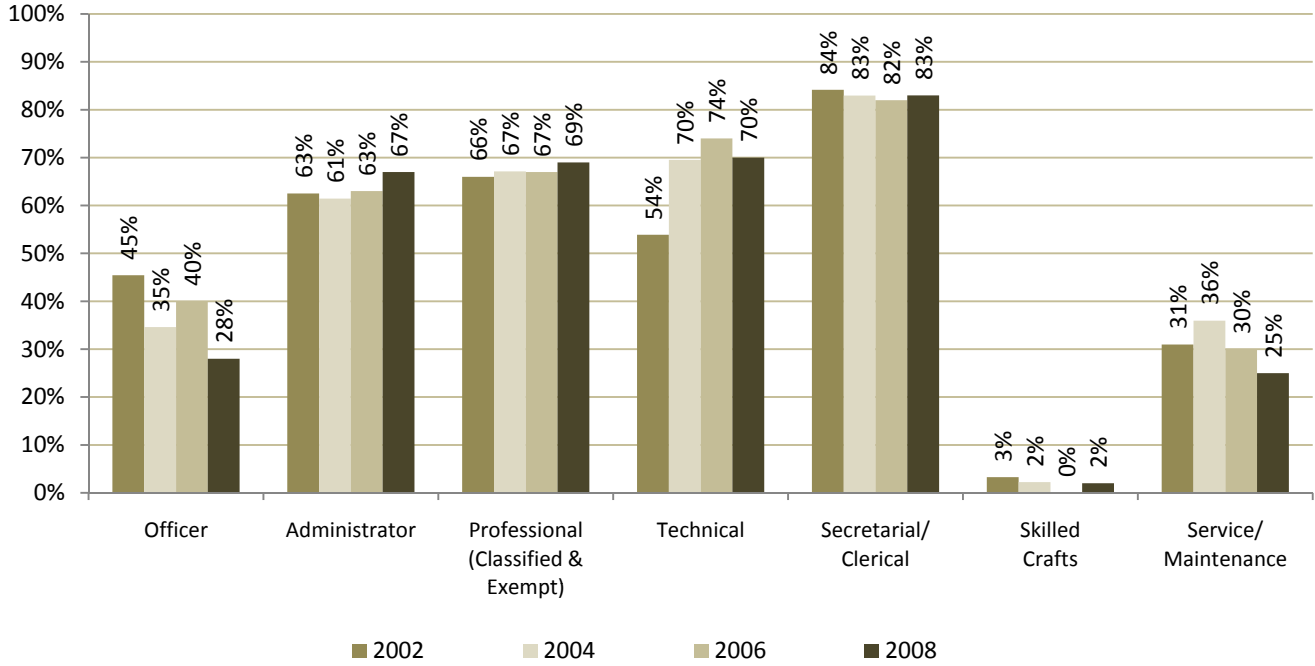
Staff Diversity Profile  
All Schools and Colleges, Fall 2008

Category	Total	Female		Male		People of Color		Ethnicity				
		#	Pct.	#	Pct.	#	Pct.	Afr. Amer.	Amer. In.	Asian	Latino	NRA
<b>TOTAL</b>	2,151	1,389	65%	762	35%	545	25%	184	20	78	263	19
Officer	36	10	28%	26	72%	5	14%	1	0	2	2	1
Administrator	360	240	67%	120	33%	43	12%	10	2	10	21	6
Professional (Classified & Exempt)	750	520	69%	230	31%	157	21%	43	5	30	79	10
Secretarial/Clerical	266	220	83%	46	17%	95	36%	35	3	13	44	0
Technical	529	370	70%	159	30%	182	34%	71	8	17	86	1
Skilled Crafts	103	2	2%	101	98%	17	17%	4	1	2	10	0
Service/Maintenance	107	27	25%	80	75%	46	43%	20	1	4	21	1

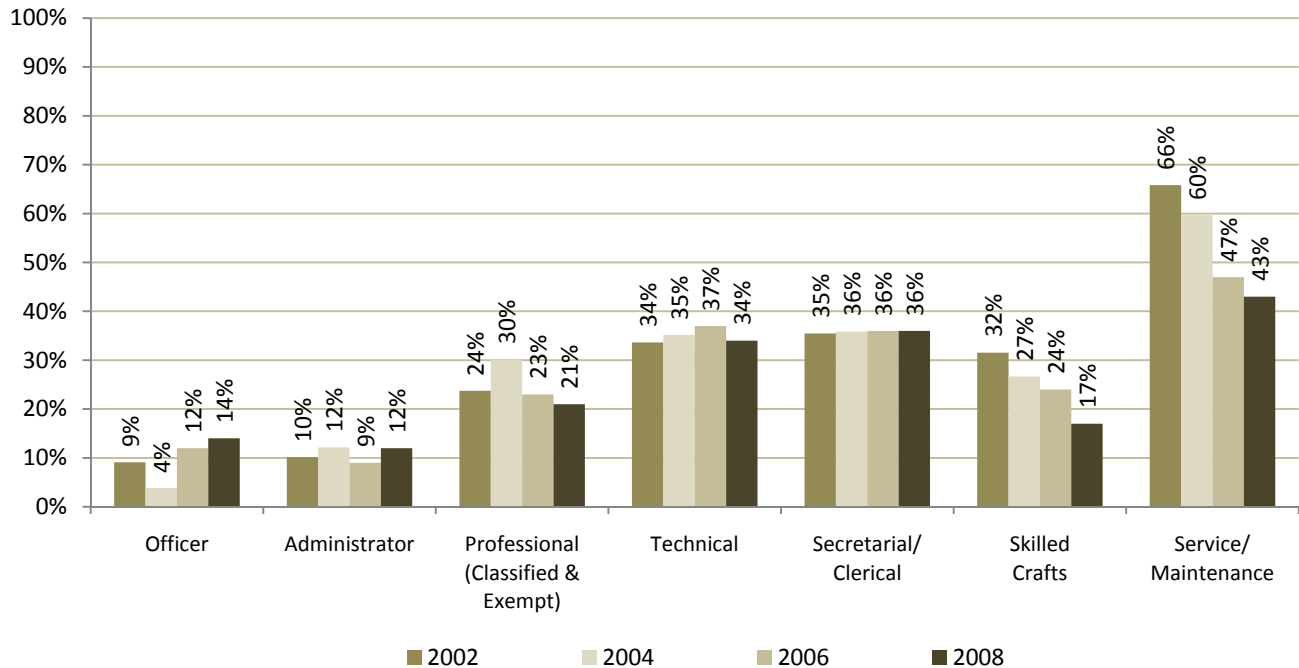
# University of Colorado Denver

## Staff by Occupational Category, Fall 2002 - Fall 2008

Percent Female



Percent People of Color



# *University of Colorado System Administration*

## **2008-09 Diversity Report**

Report prepared by the University of Colorado System Office Of Institutional Research  
April 2009



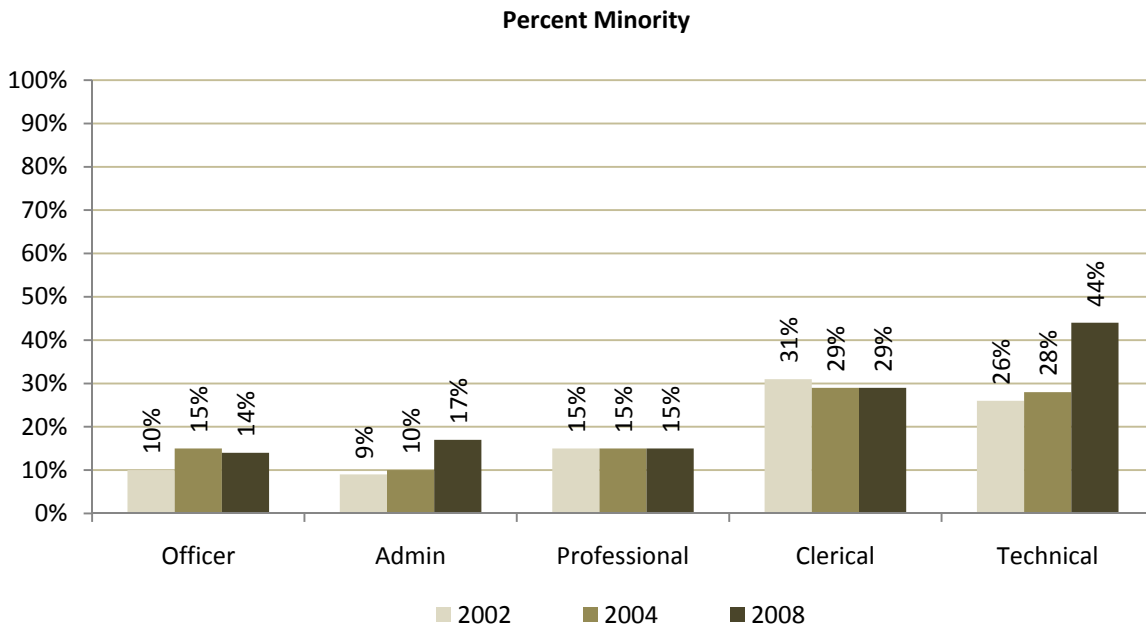
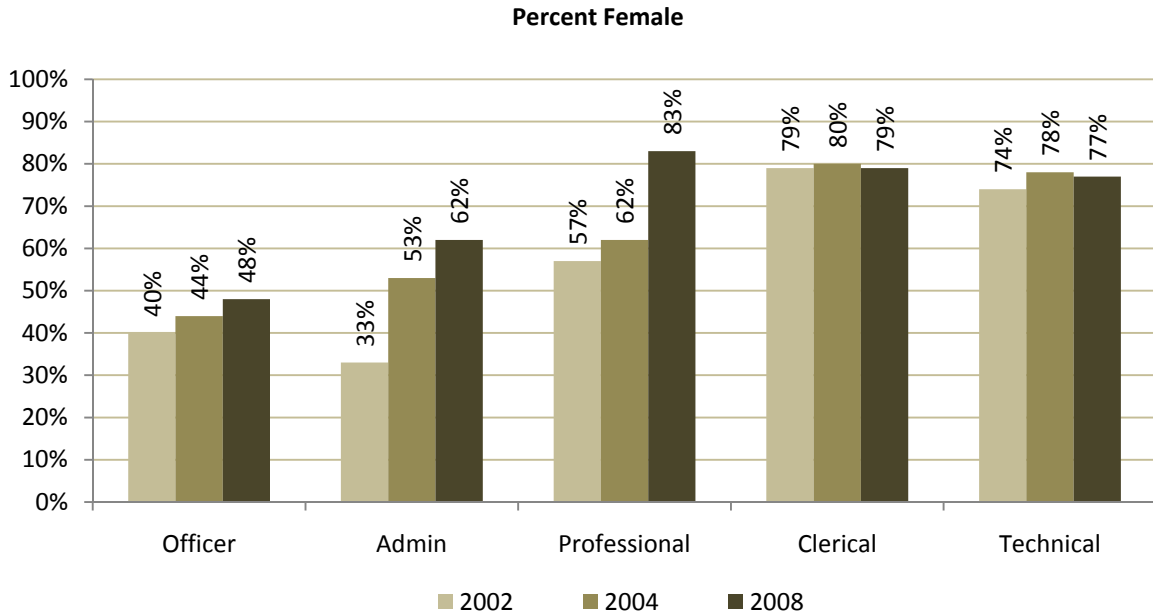
**University of Colorado System Administration  
Staff by Occupational Category, Fall 2008**

IPEDS Staff Category	Total	Female		Male		Minority		Ethnicity/Citizenship						
		#	Pct	#	Pct	#	Pct*	African Amer.	Amer. Indian	Asian	Latino	White	Inter-national	Unknown
All	364	217	60%	147	40%	75	22%	18	7	21	29	264	0	25
Exec/Admin/Mgr	109	61	56%	48	44%	18	18%	1	2	4	11	83	0	8
Other Professionals	194	110	57%	84	43%	32	17%	7	3	12	10	154	0	8
Technical and Paraprofessional	35	27	77%	8	23%	16	52%	5	1	5	5	15	0	4
Clerical and Secretarial	26	19	73%	7	27%	9	43%	5	1	0	3	12	0	5

\* International and unknown are excluded from percent minority calculations.

## University of Colorado System Administration

### Staff by Occupational Category, Fall 2002 - Fall 2008



\* Data for Fall 2006 are not available.

*University of Colorado Enrollments  
in the Context of Education  
in the State of Colorado*

**2008-09 Diversity Report**

Report prepared by the University of Colorado System Office of Institutional Research  
April 2009

## Fall Resident Freshmen Admissions History

University of Colorado at Boulder	Fall 2007			Fall 2006			Fall 2005		
	Students			Students			Students		
	Total	of Color	White	Total	of Color	White	Total	of Color	White
CU-Boulder's share of fall resident freshmen statewide admits with index >=103	43%	46%	43%	41%	44%	41%	42%	47%	41%
Resident undergraduates w/index >=103 <b>applying</b> for admission at CU-Boulder	6,679	1,176	5,244	6,116	1,118	4,728	6,245	1,134	4,799
Minority/White regular applicants as % of total regular undergraduate applicants		18%	79%		18%	77%		18%	77%
Resident undergraduates w/index >=103 <b>admitted</b> to CU-Boulder	6,289	1,137	4,909	5,977	1,095	4,621	6,044	1,093	4,656
CU-Boulder regular admits as a % of regular CU-Boulder undergraduate applicants	94%	97%	94%	98%	98%	98%	97%	96%	97%
Students of Color/White regular admits as a % of total regular undergraduate admits		18%	78%		18%	77%		18%	77%
Resident undergraduates w/index >=103 <b>enrolled</b> at CU-Boulder	3,095	542	2,449	2,638	533	2,279	2,869	497	2,231
CU-Boulder regular enrollees as a % of regular CU-Boulder undergraduate admits	49%	48%	50%	44%	49%	49%	47%	45%	48%
Students of Color/White regular enrollees as a % of total regular undergraduate enrollees		18%	79%		20%	86%		17%	78%

Source: Colorado Department of Higher Education and CU-Boulder Planning, Budget, and Analysis

Totals include international students and students whose race/ethnicity is unknown. Students of Color plus White does not equal total.

Index 103+ applicants include a few with GED scores passing the CCHE admission standard.

Initial source, 3/06 Diversity Rpt to BOR, System OIA. 9/06: PBA, L:/ir/minor/sysovv1-4, PresSummary4-06.xls

4/08: PBA, L:/ir/minor/sysovv1.sas; reports/cusys/ResFroshAdmHistory.xls

University of Colorado at Colorado Springs	Fall 2007			Fall 2006			Fall 2005		
	Students			Students			Students		
	Total	of Color	White	Total	of Color	White	Total	of Color	White
UCCS's share of fall resident freshmen statewide admits with index >=92	8%	10%	8%	8%	10%	8%	9%	10%	9%
Resident undergraduates w/index >=92 <b>applying</b> for admission at UCCS	1,703	380	1,227	1,756	392	1,264	1,846	375	1,378
Minority/White regular applicants as % of total regular undergraduate applicants		22%	72%		22%	72%		20%	75%
Resident undergraduates w/index >=92 <b>admitted</b> to UCCS	1,593	343	1,157	1,619	352	1,172	1,708	344	1,279
UCCS regular admits as a % of regular UCCS undergraduate applicants	94%	90%	94%	92%	90%	93%	93%	92%	93%
Students of Color/White regular admits as a % of total regular undergraduate admits		22%	73%		22%	72%		20%	75%
Resident undergraduates w/index >=92 <b>enrolled</b> at UCCS	838	189	603	834	159	630	902	159	699
UCCS regular enrollees as a % of regular UCCS undergraduate admits	53%	55%	52%	52%	45%	54%	53%	46%	55%
Students of Color/White regular enrollees as a % of total regular undergraduate enrollees		23%	72%		19%	76%		18%	77%

Source: Colorado Department of Higher Education and UCCS Office of Institutional Research

Totals include international students and students whose race/ethnicity is unknown. Students of Color plus White does not equal total.

University of Colorado Denver - Downtown Campus	Fall 2007			Fall 2006			Fall 2005		
	Students			Students			Students		
	Total	of Color	White	Total	of Color	White	Total	of Color	White
UCD-DC's share of fall resident freshmen statewide admits with index >=93	9%	18%	7%	8%	17%	6%	7%	14%	6%
Resident undergraduates w/index >=93 <b>applying</b> for admission at UCD-DC	1,757	660	1,041	1,550	614	869	1,363	480	824
Minority/White regular applicants as % of total regular undergraduate applicants		38%	59%		40%	56%		35%	60%
Resident undergraduates w/index >=93 <b>admitted</b> to UCD-DC	1,686	638	996	1,501	595	839	1,321	474	790
UCD-DC regular admits as a % of regular UCD-DC undergraduate applicants	96%	97%	96%	97%	97%	97%	97%	99%	96%
Students of Color/White regular admits as a % of total regular undergraduate admits		38%	59%		40%	56%		36%	60%
Resident undergraduates w/index >=93 <b>enrolled</b> at UCD-DC	881	342	507	786	290	459	662	231	399
UCD-DC regular enrollees as a % of regular UCD-DC	52%	54%	51%	52%	49%	55%	50%	49%	51%
Students of Color/White regular enrollees as a % of total regular undergraduate enrollees		39%	58%		37%	58%		35%	60%

Source: Colorado Department of Higher Education and UCD Institutional Research, Planning & Analysis  
Totals include international students and students whose race/ethnicity is unknown. Students of Color plus White does not equal total.

#### Resident Admitted Applicants Statewide, with CU Shares<sup>^</sup>

All counts are of discrete students -- A student applying to multiple schools is counted only once  
All counts represent 4-year public colleges and universities only

Admitted applicants for admission as fall new freshmen with Colorado resident status	Fall 2007			Fall 2006			Fall 2005		
	Students			Students			Students		
	Total	of Color	White	Total	of Color	White	Total	of Color	White
Total Admitted Applicants Statewide	21,525	4,402	15,972	22,590	4,647	16,596	22,622	4,478	16,919
With index 103+	14,718	2,497	11,406	14,505	2,469	11,264	14,315	2,340	11,221
With index 93+	18,393	3,487	13,919	18,791	3,531	14,217	18,529	3,325	14,236
With index 92+	18,850	3,593	14,242	19,303	3,642	14,592	19,021	3,441	14,587
Percent of Total Statewide Admits									
With index 103+	68%	57%	71%	64%	53%	68%	63%	52%	66%
With index 93+	85%	79%	87%	83%	76%	86%	82%	74%	84%
With index 92+	88%	82%	89%	85%	78%	88%	84%	77%	86%
Share of state-wide admits									
CU-Boulder (share of statewide admits with index 103+)	43%	46%	43%	41%	44%	41%	42%	47%	41%
UCD-DC (share of statewide admits with index 93+)	9%	18%	7%	8%	17%	6%	7%	14%	6%
UCCS (share of statewide admits with index 92+)	8%	10%	8%	8%	10%	8%	9%	10%	9%

<sup>^</sup>Source: SURDS UAF. Data extracted by CCHE per special request. CCHE code stored in G:\Institutional Research\Diversity Data\April 2008 Regent Request\CCHE code - INDEX report.htm.

Fall 2008 Enrollment, Colorado Public Four-Year Institutions

Student Level/Institution	Minority							Other				Grand Total	Share of CO Enrollment
	Black, non-Asian	Black, non-Hispanic	Hispanic	American Indian	Minority Total	Percent Minority*	Share of CO Minority Enrollment	White, non-Hispanic	Unknown Ethnicity	Domestic Sub-Total	Non-Resident Alien**		
<b>First-Time Resident Degree Seeking Undergraduates</b>													
Adams State College	2	12	129	12	155	42%	4%	201	10	366	-	366	2%
Colorado School of Mines	43	9	40	3	95	16%	3%	419	71	585	1	586	3%
Colorado State University	106	100	253	55	514	14%	14%	2,917	209	3,640	3	3,643	21%
CSU-Pueblo	21	118	235	17	391	43%	10%	484	45	920	-	920	5%
Fort Lewis College	4	5	39	28	76	13%	2%	431	59	566	-	566	3%
Mesa State College	16	25	146	21	208	19%	6%	840	60	1,108	1	1,109	7%
Metropolitan State College	128	151	393	38	710	30%	19%	1,524	167	2,401	1	2,402	14%
University of Colorado System	449	176	578	37	1,240	24%	33%	3,686	189	5,115	7	5,122	30%
Boulder	250	75	298	20	643	21%	17%	2,311	118	3,072	4	3,076	18%
Colorado Springs	52	37	113	9	211	20%	6%	786	48	1,045	2	1,047	6%
Denver	147	64	167	8	386	39%	10%	589	23	998	1	999	6%
University of Northern Colorado	39	80	196	11	326	18%	9%	1,430	71	1,827	2	1,829	11%
Western State College	3	4	30	-	37	9%	1%	340	47	424	-	424	2%
<b>Total</b>	<b>811</b>	<b>680</b>	<b>2,039</b>	<b>222</b>	<b>3,752</b>	<b>22%</b>	<b>100%</b>	<b>12,272</b>	<b>928</b>	<b>16,952</b>	<b>15</b>	<b>16,967</b>	<b>100%</b>
<b>All Undergraduates</b>													
Adams State College	34	111	578	43	766	41%	3%	1,036	67	1,869	2	1,871	2%
Colorado School of Mines	182	53	225	29	489	15%	2%	2,462	276	3,227	226	3,453	3%
Colorado State University	642	497	1,349	327	2,815	14%	13%	16,787	1,102	20,704	374	21,078	18%
CSU-Pueblo	112	351	1,075	88	1,626	38%	7%	2,330	308	4,264	75	4,339	4%
Fort Lewis College	34	34	205	755	1,028	28%	5%	2,355	312	3,695	45	3,740	3%
Mesa State College	153	103	572	110	938	15%	4%	4,765	389	6,092	19	6,111	5%
Metropolitan State College	957	1,211	2,835	289	5,292	25%	24%	14,290	1,767	21,349	120	21,469	19%
University of Colorado System	2,860	1,096	3,392	326	7,674	19%	34%	30,689	2,314	40,677	684	41,361	36%
Boulder	1,577	407	1,639	189	3,812	15%	17%	20,158	1,383	25,353	398	25,751	22%
Colorado Springs	303	233	641	53	1,230	19%	5%	4,863	384	6,477	31	6,508	6%
Denver	980	456	1,112	84	2,632	30%	12%	5,668	547	8,847	255	9,102	8%
University of Northern Colorado	272	335	836	114	1,557	17%	7%	7,432	445	9,434	151	9,585	8%
Western State College	17	41	109	19	186	9%	1%	1,659	265	2,110	-	2,110	2%
<b>Total</b>	<b>5,263</b>	<b>3,832</b>	<b>11,176</b>	<b>2,100</b>	<b>22,371</b>	<b>20%</b>	<b>100%</b>	<b>83,805</b>	<b>7,245</b>	<b>113,421</b>	<b>1,696</b>	<b>115,117</b>	<b>100%</b>
<b>All Graduate/First Professional</b>													
Adams State College	4	4	90	9	107	23%	4%	345	15	467	-	467	2%
Colorado School of Mines	36	17	42	4	99	10%	4%	632	238	969	282	1,251	6%
Colorado State University	148	48	194	68	458	12%	17%	3,011	436	3,905	513	4,418	20%
CSU-Pueblo	4	12	60	3	79	32%	3%	149	16	244	50	294	1%
Mesa State College	-	-	7	1	8	9%	0%	73	11	92	2	94	0%
University of Colorado System	662	305	722	99	1,788	15%	67%	9,459	1,003	12,250	1,305	13,555	63%
Boulder	185	73	222	53	533	13%	20%	3,175	340	4,048	824	4,872	23%
Colorado Springs	52	42	113	5	212	14%	8%	1,176	83	1,471	31	1,502	7%
Denver	425	190	387	41	1,043	15%	39%	5,108	580	6,731	450	7,181	33%
University of Northern Colorado	28	20	76	9	133	9%	5%	1,176	97	1,406	139	1,545	7%
<b>Total</b>	<b>882</b>	<b>406</b>	<b>1,191</b>	<b>193</b>	<b>2,672</b>	<b>14%</b>	<b>100%</b>	<b>14,845</b>	<b>1,816</b>	<b>19,333</b>	<b>2,291</b>	<b>21,624</b>	<b>100%</b>
<b>All Undergraduate and Graduate/First Professional</b>	<b>6,145</b>	<b>4,238</b>	<b>12,367</b>	<b>2,293</b>	<b>18,898</b>	<b>15%</b>		<b>98,650</b>	<b>9,061</b>	<b>126,609</b>	<b>3,987</b>	<b>136,741</b>	

Source: Colorado Department of Higher Education Searchable Database, <http://highered.colorado.gov/Data/Search/query.asp?report=enroll>  
Based on SURDS enrollment files. Excludes students exclusively enrolled in Extended Studies Programs.

\*Percent minority based on percent of US domestic

\*\*Definitions (per State of Colorado and US Department of Education):

"Non-resident alien" is "A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely."

This excludes US citizens (native or naturalized) and permanent residents. The "Domestic subtotal" includes all students except "non-resident aliens."

**First Professional Students Enrolled in Colorado Public Institutions**

	Minority							Other				Grand Total	Share of CO Total First Professional Enrollment
	Asian	Black	Hispanic	American Indian	Minority Total	Percent Minority*	Share of CO Minority First Professional Enrollment	White	Unknown	Domestic Subtotal	Non-resident Alien**		
<b>Fall 2008</b>													
University of Colorado at Boulder	34	17	34	15	100	19%	20%	395	25	520	5	525	20%
University of Colorado Denver	171	54	85	10	320	21%	65%	1,053	155	1,528	7	1,535	59%
Colorado State University	32	4	32	6	74	14%	15%	364	87	525	2	527	20%
<b>Fall 2007</b>													
University of Colorado at Boulder	42	18	40	15	115	28%	23%	369	35	404	5	524	21%
University of Colorado Denver	155	52	86	15	308	26%	61%	1,035	133	1,168	5	1,481	58%
Colorado State University	36	4	36	5	81	18%	16%	455	3	458	-	539	21%
<b>Fall 2006</b>													
University of Colorado at Boulder	43	19	36	17	115	30%	24%	349	39	388	5	508	21%
University of Colorado Denver	160	50	84	9	303	27%	63%	1,028	86	1,114	6	1,423	58%
Colorado State University	26	3	28	4	61	13%	13%	379	91	470	3	534	22%
<b>Fall 2005</b>													
University of Colorado at Boulder	41	16	29	18	104	27%	22%	351	36	387	3	494	20%
University of Colorado Denver	141	49	93	11	294	27%	63%	981	112	1,093	3	1,390	57%
Colorado State University	30	2	27	8	67	14%	14%	399	70	469	1	537	22%
<b>Fall 2004</b>													
University of Colorado at Boulder	31	18	30	16	95	24%	20%	370	31	401	2	498	21%
University of Colorado Denver	147	54	99	12	312	29%	66%	1,018	49	1,067	3	1,382	57%
Colorado State University	29	1	28	11	69	15%	14%	410	58	468	1	538	22%
<b>Fall 2003</b>													
University of Colorado at Boulder	17	18	30	12	77	19%	17%	388	28	416	-	493	22%
University of Colorado Denver	146	65	87	8	306	33%	67%	891	33	924	4	1,234	55%
Colorado State University	29	2	32	12	75	17%	16%	403	49	452	1	528	23%
<b>Fall 2002</b>													
University of Colorado at Boulder	25	19	31	8	83	21%	20%	366	27	393	1	477	23%
University of Colorado Denver	132	45	76	11	264	34%	63%	765	22	787	6	1,057	51%
Colorado State University	24	3	34	8	69	15%	17%	422	44	466	2	537	26%

Source: Colorado Department of Higher Education Searchable Database, <http://higher.ed.colorado.gov/Data/Search/query.asp?report=enroll>  
Based on SURDS enrollment files. Excludes students exclusively enrolled in Extended Studies Programs.

\*Percent minority based on percent of US domestic

\*\*Definitions (per State of Colorado and US Department of Education):

“Non-resident alien” is “A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.”

This excludes US citizens (native or naturalized) and permanent residents. The “Domestic subtotal” includes all students except “non-resident aliens.”

First Professional as defined by CDE, based on degree-seeking level. First Professional programs include: University of Colorado at Boulder – Law; University of Colorado Denver – Dental Medicine, Medicine, Physical Therapy, Pharmacy, Nursing; Colorado State University – Veterinary Medicine

## Population Characteristics of CU's Primary Market Areas

The Boulder campus draws from the entire state of Colorado. The Downtown Campus of UC Denver draws primarily from the Metro Denver area. The Colorado Springs campus draws primarily from Southern Colorado.

### Population by Race/Ethnicity

2000 Population	Total	American Indian & Alaska Native	Asian/ Pacific Islander	Black/ African American	Hispanic Origin	White	Other	Two or More Races
Metro Denver Central Counties	2,109,282	11,824 0.6%	63,569 3.0%	112,289 5.3%	397,236 18.8%	1,484,343 70.4%	2,663 0.1%	63,660 3.0%
Southern Colorado	889,395	6,493 0.7%	15,992 1.8%	39,135 4.4%	166,804 18.8%	640,786 72.0%	1,421 0.2%	30,855 3.5%
Colorado Total	4,301,261	28,982 0.7%	97,122 2.3%	158,443 3.7%	735,601 17.1%	3,202,880 74.5%	5,512 0.1%	122,187 2.8%

Source: U.S. Census Bureau, 2000 Census of Population and Housing

Downloaded from: Colorado Division of Local Government, State Demography Office, [http://www.dola.colorado.gov/dlg/demog/pop\\_cnty\\_hist.html](http://www.dola.colorado.gov/dlg/demog/pop_cnty_hist.html)

### Pupil Membership, Colorado School Districts

Fall 2008 Pupil Membership	Total	American Indian or Alaskan Native	Asian or Pacific Islander	Black (Not Hispanic)	Hispanic	White (Not Hispanic)	Total Minority
All Grades							
Metro Denver Central Counties	406,179	3,735 0.9%	18,447 4.5%	33,373 8.2%	126,810 31.2%	223,814 55.1%	182,365 44.9%
Southern Colorado	168,070	2,183 1.3%	4,988 3.0%	11,851 7.1%	43,820 26.1%	105,228 62.6%	62,842 37.4%
Colorado Total	818,443	9,494 1.2%	29,253 3.6%	48,757 6.0%	232,226 28.4%	498,713 60.9%	319,730 39.1%
Grades 9 - 12							
Metro Denver Central Counties	114,457	1,127 1.0%	4,896 4.3%	10,261 9.0%	31,916 27.9%	66,257 57.9%	48,200 42.1%
Southern Colorado	50,781	667 1.3%	1,455 2.9%	3,522 6.9%	12,015 23.7%	33,122 65.2%	17,659 34.8%
Colorado Total	238,139	3,010 1.3%	7,858 3.3%	14,881 6.2%	59,879 25.1%	152,511 64.0%	85,628 36.0%

Source: Colorado Department of Education, <http://www.cde.state.co.us/cdereval/rv2007pmlinks.htm>

### High School Graduation Rates

Class of 2007 Graduation Rates	All Students		Native American		Asian		Black		Hispanic		White	
	Base	Grad Rate	Base	Grad Rate	Base	Grad Rate	Base	Grad Rate	Base	Grad Rate	Base	Grad Rate
Metro Denver Central Counties	28,991	72.2%	276	56.2%	1,222	81.5%	2,588	63.9%	7,633	53.1%	17,272	81.5%
Southern Colorado	13,793	75.1%	198	63.6%	363	82.4%	909	69.1%	3,198	63.9%	9,125	79.5%
Colorado Total	60,847	75.0%	756	58.9%	1,957	83.5%	3,695	65.4%	14,197	57.1%	40,242	82.1%

Source: Colorado Department of Education, <http://www.cde.state.co.us/cdereval/rv2007GradLinks.htm>

Metro Denver Central Counties: Adams, Arapahoe, Denver, Douglas, Jefferson \*

Southern Colorado Counties: Alamosa, Baca, Bent, Chaffee, Cheyenne, Conejos, Costilla, Crowley, Custer, El Paso, Fremont, Huerfano, Kiowa, Las Animas, Lincoln, Mineral, Otero, Park, Prowers, Pueblo, Rio Grande, Saguache, Teller

\* Broomfield County was formed in 2001. When the 2000 census was conducted, the city of Broomfield included parts of Adams, Boulder, Jefferson, and Weld Counties. School-age children in Broomfield County are served by school districts that are based in Adams, Jefferson and Boulder Counties.