University of Colorado

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University of Colorado

2022-23 Diversity Report
May 2023

Prepared by the University of Colorado System Office of Institutional Research
for the University of Colorado System Office of Academic Affairs

https://www.cu.edu/office-academic-affairs/reports-highlights

Table of Contents

University of Colorado Denver

University of Colorado Anschutz Medical Campus

University of Colorado System Administration

Statewide Enrollment

Data Collection Methodology

Introduction

Diversity is a core value of the University of Colorado. CU believes all students—regardless of ethnic, racial, political, gender, religious, intellectual, and geographical background—will have a more enriching college experience when they are exposed to a plurality of ideas, viewpoints, life experiences, and rapidly evolving perspectives on national identity. The university continually seeks to create a more inclusive university community—one that fosters an academic and work climate that is productive, positive, safe, and respectful.

The CU Diversity Report is an important mechanism for campus officials to share information with the Board of Regents, campus community, and the public about efforts to increase campus diversity and provide an environment that allows all students to succeed. It includes the following information for each CU campus:

- An overview of campus efforts to support diversity and inclusion
- Undergraduate and graduate enrollment by race/ethnicity
- Undergraduate and graduate enrollment by sex
- Baccalaureate, master's, doctoral, and professional degrees awarded by race/ethnicity
- Resident freshmen applications, acceptances, and enrollments by race/ethnicity
- First-year to second-year retention rates by race/ethnicity
- Graduation rates by race/ethnicity
- Enrollment of, retention rates for, and degrees awarded to Pell Grant recipients
- Undergraduate students registered with their campus disability services office
- Enrollment of students with military affiliation
- Enrollment of first generation students
- Home region of resident freshmen
- Race/ethnicity of resident freshmen
- Faculty race/ethnicity and gender diversity by rank and tenure status
- Staff race/ethnicity and gender diversity by occupational category
- Summary of statewide enrollment contains information about CU student enrollment in the context of higher education in Colorado

Click for Data Online

View our diversity report data visualization
https://www.cu.edu/diversity-report-interactive-data

Highlights from the 2022-23 CU Diversity Report

The CU Diversity Report includes enrollment data through Fall 2022 and degrees awarded through FY 2021-22. Students of Color are based on self-reported race/ethnicity including American Indian, Asian American, Black or African American, Hispanic/Latino, Native Hawaiian or Pacific Islander, and Two or More Races.

Below are highlights for all CU campuses:

21,651 – Students of Color enrolled in Fall 2022, not including international students; 32% of the total enrolled population; up 59% since Fall 2013.

34% – Undergraduate students of color, up 54% since 2013.

25% – Graduate students of color, up 82% since 2013.

10,667 – Hispanic/Latino students enrolled in Fall 2022 at all levels; this group is 16% of the enrolled population; up 68% since Fall 2013.

4,061 – International students enrolled in Fall 2022 at all levels, nearly 6% of the enrolled population, and up 23% since Fall 2013.

32% – Percentage of Bachelor Degrees awarded to students of color in 2021-22, up 105% since 2012-13.

8,000+ – First-Generation students enrolled in Fall 2022; we know this population is larger overall than reported due to CU Denver reporting only the number of first-time freshman that are first generation. First generation is defined as an undergraduate with neither parent possessing a 4-year degree.

10,904 – Federal Pell recipients enrolled in Fall 2022; approximately 22% of the enrolled undergraduate population; Federal Pell Grant Program provides need-based grants to low-income undergraduate students to promote access to postsecondary education.

23% – Percentage of Tenured/Tenure Track faculty at Boulder from non-white, non-international race/ethnicity categories; 25% at Denver; 21% at UCCS; 17% at Anschutz; this percentage is up at all campuses since 2013.

University of Colorado
Boulder

2022-2023 Diversity Report

Office of the Senior Vice Chancellor for Diversity, Equity, and Inclusion

Office of Institutional Research

University of Colorado Boulder
https://colorado.edu/dei

Contact

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Campus DEI Goals

Advancing diversity, equity, and inclusion (DEI) on our campus requires a clear set of goals and values. The Inclusion, Diversity, and Excellence in Academics (IDEA) Plan has provided a strong foundation for articulating key areas of need. Reflecting on this plan to name a refined set of campus priorities is a next step toward organizing ourselves for action. A collaborative group led by the senior vice chancellor for Diversity, Equity, and Inclusion (SVC-DEI), and involving IDEA Council members, have identified five priority areas to help campus focus energies and resources:

1. Employee skills and development
2. Student achievement outcomes
3. Community building
4. Employee recruitment outcomes
5. Preparing students to participate in a diverse democracy

Having common goals will help to bridge some challenges to aligning our efforts, including, siloed initiatives, lack of collaboration or communication across units, lack of engagement with or access to the IDEA Plan, and difficulties crafting a campuswide DEI narrative.

We recognize that many units, groups and colleges have been working to advance DEI in their spaces. As we move forward as a campus, it is our aim to understand the impact of ongoing work and new initiatives in relation to these priority areas. This will provide data on what is and is not working well and where we might coordinate efforts to achieve our goals more efficiently and powerfully. To do this work, we will privilege listening, collaboration and accountability.

Advancing DEI on our campus is not the activity or responsibility of a single office. It is incumbent upon all of us, the entire CU Boulder community, to address exclusive practices and create a more welcoming and inclusive community for all. Advancing DEI must be embedded as a foundation for all that we do—in teaching, development, leadership, innovation, and service, for example.

University of Colorado Boulder

Using the DEI Goals

- Goals are the what, not the how (there are examples under each goal that relate to the how). The goals are broad enough that units can create their own outcomes, assessment plans and measurements.
- Each unit will have a staff DEI consultant available from the Office of the SVC-DEI to help with their area's work.
- In addition to a consultant, units will have access to a resources hub in SharePoint that will curate research and materials designed to build DEI-related knowledge.
- Impact Grants will be available in FY2023 to support initiatives.
- Working with the consultants, units will be responsible for choosing a goal or two and operationalizing it for their area.
- All units, administrative and academic, will enjoy some independence and flexibility to operationalize goals in a manner that addresses unit priorities, context and prior work.
- Units will be able to tie in recommendations from the IDEA Plan, Buff Undergraduate Success initiative and other efforts with the support of consultants.
- Unit heads are responsible for providing leadership.

Goal 1

Units will build capacity for advancing diversity, equity, and inclusion by focusing on **employee skills and development**. Outcomes *may* target:

    a. Education and training

    b. Expanding accountability mechanisms (e.g., job descriptions and qualifications, performance appraisals, awards, leadership positions)

    c. Rewarding and incentivizing professional behaviors that contribute to organizational change

    d. Education around and use of institutional data

    e. Building accountability structures to address a lack of engagement with advancing diversity, equity, and inclusion or failure to demonstrate contributions or support

Demonstrated Impact: Improvements in sense of belonging; knowledge acquisition; skills building; retention of people with minoritized identities

Goal 2

Colleges, schools, and support units will prioritize and invest in initiatives that address inequities in undergraduate, graduate and professional **student achievement outcomes**. Outcomes *may* target:

    a. Identifying and interrogating common stop-out points or alienation experiences (e.g., prerequisite courses and curriculum sequencing, lab experiences, residence life experiences, transfer processes) and taking actions for remedies

b. Evaluating and re-creating or pruning programs that do not successfully address inequities

c. Creating, expanding, or institutionalizing initiatives that improve the capacity of faculty and staff to interact, advise and teach across difference

d. Creating or expanding student-facing initiatives that support student success (e.g., mentoring, living-learning experiences, coaching, research experiences)

<u>**Demonstrated Impact:**</u> Student retention; amended or streamlined structures; grant funding eligibility

Goal 3

Academic and administrative units will collaborate to support **community building** initiatives (existing and new); to communicate the imperative of advancing diversity, equity and inclusion; and to enhance everyone's sense of belonging. Outcomes *may* target:

a. Education and social events that amplify cultural heritage months

b. Creating incentives for student and employee participation or attendance in campus events

c. Creating "welcome wagon" buddies for new employees

d. Creating or supporting employee affinity groups

e. Identifying and interrogating alienation experiences in existing programs

<u>**Demonstrated Impact:**</u> Satisfaction; sense of belonging; retention

Goal 4

Units will cultivate a diverse, equitable and inclusive workforce by investing in initiatives that address inequalities in **employee recruitment outcomes**. Outcomes *may* target:

a. Creating and institutionalizing candidate assessment procedures that address inherent biases (e.g., in-group or implicit bias that influences assessment and interview questions)

b. Identifying and interrogating alienation experiences during recruitment process (e.g., job descriptions with alienating language) and amending processes

c. Expanding recruitment searches to address reinforcing cycles of inequality (e.g., recruiting only from friends or homogeneous professional networks)

d. Rewarding and incentivizing best practices in recruitment efforts or search committees

e. Creating specific and measurable recruitment goals

<u>**Demonstrated Impact:**</u> Achievement of recruitment goals; increased talent pool diversity; enhanced employer brand

Goal 5

Colleges, schools, and support units will **prepare students to participate in a**

diverse democracy and be thoughtful citizens. Outcomes *may* target:

   a. Creating a required Colorado state history course that addresses historical inequities

   b. Creating experiential learning to address systemic racism and discrimination

   c. Creating, expanding, or institutionalizing initiatives that improve students' civic engagement knowledge and capabilities

   d. Including global perspectives in engagement of DEI-focused work

<u>Demonstrated Impact</u>: Retention of students with minoritized identities; knowledge acquisition; skills building

Campus DEI Action Plans

In spring 2022, academic and administrative unit leaders began using the results of the Campus Culture Survey and other resources to develop action plans to address challenges hindering the campus's ability to create and sustain a more inclusive community. Each unit leader was asked to choose one or two goals to improve student, staff and faculty outcomes in their respective areas, working closely with DEI consultants from the Office of the Senior Vice Chancellor for Diversity, Equity and Inclusion to ensure their success.

Broadly speaking, the goals of these action plans are to promote greater diversity, equity and inclusion and to further support the academic, research and career success of students, faculty and staff with a focus on eliminating barriers disproportionately affecting people with minoritized identities and impacting their achievement, safety and sense of community.

The campus has committed to transparency and accountability in our journey to a more socially just and anti-racist institution. For example, we encourage anyone interested to explore the action planning dashboard. This enables the CU Boulder community to track the progress, and celebrate the successes of 36 administrative and academic units working to create more inclusive experiences for students, staff and faculty. Action planning assessments will be posted in this section in the future.

Campus Supports

The Office of the Senior Vice Chancellor for Diversity, Equity, and Inclusion, just a year old, offers leadership, support, and resources for creating a more equitable and inclusive climate.

The campuswide approach to advancing diversity, equity and inclusion rests on work completed by the IDEA Council, and in the IDEA Plan, for moving responsibility from the periphery to the core of university functioning. In practice this means that Student Affairs, for example, is responsible for addressing the needs of students with minoritized identities regarding leadership development and community building; or that Faculty Affairs assumes leadership for the recruitment and retention of faculty with minoritized identities.

In addition to staff members providing consultation and coaching services to the 36 unit leaders, the office distributes Impact Grants for diversity, equity, and inclusion initiatives; grows, supports, and assesses employee affinity groups; and maintains an asynchronous resource hub for CU Boulder community members. In addition to tracking the progress of unit action plans, for the coming academic year, the office will prioritize the learning and development needed to cultivate leaders and leadership skills to advance diversity, equity, and inclusion across campus. We will do this by providing focused training and tools to guide practice and development.

UCCS Diversity, Equity & Inclusion

UNIVERSITY OF COLORADO **COLORADO SPRINGS**

2022-2023 Diversity Report

Office of the Vice Chancellor for Diversity Equity and Inclusion (VCDEI)

Office of Institutional Research

Commitment to Diversity, Equity, and Inclusion (DEI)

UCCS is committed to being a leading educational institution where all who attend, work and benefit from the campus are valued and respected. We value inclusive diversity as a foundation for teaching and scholarship that prepares students, faculty, staff, and community members for both local and global multicultural engagement.

Creating a culture of inclusion requires active, intentional, and ongoing engagement with diversity in which all members of the UCCS community feel an authentic sense of belonging. As an institution committed to equitable access and opportunity, we uphold our commitment to sustainable inclusive excellence by blending diversity, equity, and inclusion into the full fabric of the UCCS community.

We are committed to fostering an inclusive and supportive campus environment that embraces a culture of belonging, engagement, and learning for all, including individuals with diverse intersecting backgrounds, social identities, abilities, and cultures.

DEI Campus Goals and Priorities

UCCS Core Value:

Inclusive Diversity

> We value inclusive diversity as a foundation for teaching and scholarship that prepares students, faculty, staff and community members for both local and global multicultural realities.

> We provide an open, safe, and supportive campus environment based on mutual respect, engagement, and learning for everyone including those from the full spectrum of backgrounds, social identities, abilities, cultures, perspectives, and university roles.

UCCS Strategic Plan 2030:

Learning, Engagement, and Inclusive Belonging

- o Cultivate a culture of inclusive excellence that responds to the diversity of our campus community.
- o Advance a culture of innovative and inclusive pedagogy that is relevant to the academic and professional needs of today's students.
- o Deepen curricular and co-curricular experiences to foster global perspective, experiential engagement, and professional preparation.
- o Strengthen our culture of health, safety and wellbeing.

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**DEI Strategic
Framework Pillars**

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The DEI Strategic Framework Pillars serve as the foundation of our commitment to creating and sustaining an inclusive culture at UCCS. Each of the five pillars, and three complementary objectives for each pillar, encompass our overarching institutional priorities guiding our DEI strategic actions at UCCS.

Pillar 1. Campus Culture of Belonging
- o Increase institutional agency and action toward a greater campus culture of belonging through inclusive practices, affirming social interactions, and socially just educational opportunities.

Pillar 2. Equity and Inclusion in Teaching, Research, and Service
- o Enhance UCCS's academic DEI infrastructure through innovative practices that promote inclusive pedagogy, culturally responsive teaching, and diversity in research and scholarship.

Pillar 3. Diverse Student Access and Retention
- o Increase access, retention, persistence, and graduation rates of marginalized, underserved, and/or underrepresented undergraduate and graduate student.

Pillar 4. Diverse Talent Foundation and Practices
- o Increase diverse talent resources, opportunities for advancement and promotion, and retention strategies for marginalized, underserved,

and underrepresented staff and faculty.

Pillar 5. Equity in Community Engagement and Partnerships
- o Promote and advance greater DEI community engagement through local and regional collaborative partnerships and philanthropic opportunities.

Division of Diversity, Equity, and Inclusion

The Division of Diversity, Equity, and Inclusion (DEI) aspires to strengthen innovation, impacts, and practices as integral components of inclusive and academic excellence. We are committed to fostering an inclusive learning and work environment where all at UCCS feel a sense of belonging and can thrive.

Our division promotes the principles of inclusive excellence, multicultural education, and social justice that both enhance the University's service to the public and contributes directly to the work environment and the quality of learning for all who participate. Additionally, we seek to elevate the impact UCCS has as a regional and national leader in preparing students for success in a diverse global society and workforce.

Office of the Vice Chancellor for Diversity Equity and Inclusion (VCDEI)

Office of the Vice Chancellor for DEI is responsible for guiding and leading institutional wide efforts to advance a culture of inclusion and belonging at UCCS. This includes leading DEI strategic planning efforts, chairing the Council on Inclusive Belonging (CIB), and building institutional DEI capacity.

Rame Hanna, Vice Chancellor for Diversity, Equity, and Inclusion (VCDEI)
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Ryan Achor, Executive Assistant to VCDEI
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Office of DEI Education and Outreach

The Office of DEI Education and Outreach is responsible for the development of culturally responsive training programs and workshops, coordinating events and programs to highlight critical DEI topics across campus for staff, faculty, and students. Along with creating DEI partnership and collaboration opportunities for faculty, staff, students, and the Colorado Springs community.

Sloan Gonzales, Director of DEI Education and Outreach
sgonzal2@uccs.edu

Office of DEI Strategic Initiatives

The Office of DEI Strategic Initiatives oversees operationalization of organizational DEI strategy, including support to the institution in the implementation of the Inclusive Excellence and Belonging Plan; advising on best practices; DEI research, data collection, and analysis; DEI marketing and communications; and assessment of organizational success in DEI.

Bella Hettich, Director of DEI Strategic Initiatives
bhettich@uccs.edu

Office of International Affairs

The Office of International Affairs at the University of Colorado Colorado Springs (UCCS) supports international education for the UCCS campus community. The office provides services within the following areas: Education Abroad; International Student and Scholar Services; support to colleges and schools for international partnership development; and international opportunities.

Telma Frumholtz, Education Abroad Advisor
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Tina Ewald, International Student Program Manager
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Karlye Enkler, International Student and Scholar Advisor
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DEI Centered Offices

Disability Services

The mission of Disability Services is to facilitate the journey for students with disabilities toward becoming confident, self-advocating, and independent adults. Disability Services promote an equitable and inclusive student experience by providing reasonable accommodations and advancing awareness and education within the campus community.

Ida Dilwood, Director
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Leyna Bencomo, Assistive Technology Specialist
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Chris Johnson, Lead Disability Accommodation Coordinator
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Julie Talty, Accommodation Coordinator
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Kathy Stetler, Administrative Assistant
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MOSIAC & LGBTQ+ Resource Center

The Multicultural Office for Student Access, Inclusiveness, and Community (MOSAIC) and the lesbian, gay, bisexual, trans, queer (LGBTQ+) Resource Center are student advocated support services designed to cultivate the holistic development of historically and currently marginalized students at UCCS.

Whitley Hadley, Director of the MOSAIC and LGBTQ+ Resource Center
whadley@uccs.edu

Ale' Ruiz, MOSAIC Coordinator
aruiz5@uccs.edu

Rafael Norwood, LGBTQ+ Coordinator
rnorwood@uccs.edu

Office of Institutional Equity (OIE)

The OIE's mission is to create and foster a safe, inclusive, and accessible environment. Utilizing a comprehensive and integrated approach, the OIE facilitates accommodations, case resolutions, education, and supportive and safety measures.

Laura Emmot, Director of Intuitional Equity and Title IX Coordinator
lemmot@uccs.edu

Veteran and Military Affairs

The Veteran and Military Affairs team is ready to serve all military-affiliated students at UCCS. Veteran and Military Affairs provide benefits processing, peer advising, success coaching, and social events.

Crista Hill, Director of Veteran and Military Affairs
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Jeff Deickman, Assistant Director
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University of Colorado **Denver**

2022-2023 Diversity Report

Office for Diversity, Equity & Inclusion

Office of Institutional Research

University of Colorado **Denver**

At CU Denver, we believe diversity, equity, and inclusion continues to be a groundwater issue, meaning it flows from and through all that we do as we work to earn the right to serve our students. *Once an exclusive club, higher education has made strides to increase access and equal opportunity. However, merely opening the door is not sufficient to reach equity or ensure success for all. We propose and will pursue a new way to advance equity for all by creating an inclusive and just environment for our campus and broader community.*

At CU Denver, diversity is a core value that is highly prized by students, faculty, and staff alike. It is a source of pride based in our shared belief that diverse experiences and viewpoints enrich the learning and professional environment for all of us. But it is not enough to simply be diverse.

We aim to put our diversity in action by becoming an equity-serving institution—one that provides a racially and culturally enhancing educational and work environment, and a sense of belonging for all learners. We've committed to sustain a culture of belonging for all and provide the necessary resources and support to help everyone succeed.

We will accomplish this goal through engaging our entire community to share in the responsibility for creating and sustaining a just, safe, and inclusive campus; improving our systems to actively support minoritized people and historically marginalized identities, in order to reduce bias and create and sustain equity; and redefine success through a lens of justice, equity, diversity, and inclusion to unlock the potential for everyone to succeed.

The work we do:

- *Intentionally and courageously build a culture of shared responsibility for advancing equity, diversity, and inclusion so that students, faculty, and staff thrive.*
- *Acknowledge the history of our location and honor the positive contributions of the people who came before us.*
- *Leverage our role as an emerging Hispanic and Asian American Native American and Pacific Islander-Serving Institution to develop the culturally responsive mindset necessary to successfully secure resources that build institutional capacity for learner success, research, and scholarship.*
- *Develop and continuously improve our systems, placing a focus on building authentic relationships, community, and compassionate support.*

  We're there when: Success outcome gaps across all demographics are reduced to zero, making education work for all. Faculty and staff of every background and identity find deep purpose and belonging and opportunities to advance here. Other universities and employers seeking diverse talent look to CU Denver as a model of inclusivity. (italics from CU Denver 2030 Strategy)

Office for Diversity, Equity & Inclusion

The Office for Diversity, Equity & Inclusion believes in a process of co-creation of our shared climate and culture, and to that end supports a highly matrixed organizational ecology of empowered students, faculty, and staff committed to making CU Denver an educational work environment where equity is our ethos and everyday practice. The following cross-campus teams were created in the past two years and are part of a growing network of organic and highly collaborative change leadership on campus:

DEI Operational Team name: Hispanic Serving Institution Operational Team
Lead: Leona Lopez
Team members: Edelina Burciaga, Paula Espinoza, Leona Lopez (lead), Dominic Martinez, Alicia Roybal, Rosanna Salas, Miranda Salcedo, Anataly Uribe, Aisury Vasquez,

Summary
The HSI Operational Team will hold its annual presentation of findings meeting on Friday, April 21, 2023. The team will vote on which initiatives/pilot programs (IPP) it plans to purse in year two. The IPPs selected will be elaborated upon and presented formally to executive leadership in Spring 2023.

For year two, the HSI Operational Team will focus on IPPs that are high impact and have high visibility at CU Denver (CUD). This will help position CUD as an industry leader that ensures the academic success of Latinx students are being recognized and addressed, which supports CUD's 2030 strategic plan to become the first equity serving institution in the nation.

Leaning into the knowledge acquired from first year IPPs to inform the way ahead, second year IPPs will be positioned to yield stronger results from the start. This will be accomplished by implementing the goals listed below:

Statement of Goals
- o Focus on fewer high impact/high visibility initiatives that serve Latinx students, faculty/staff, and community.
- o Execute high impact/high visibility initiatives working in conjunction with key stakeholders and community partners such as the DEI communications team and CU Denver Marketing team to ensure HSI IPPs are on the radar of the CUD community.
- o Obtain *formal* buy-in from stakeholders (i.e., in writing).
- o Continue to make progress on first year IPPs.

Initiatives and/or Pilot Programs

The following is a synopsis of initiatives/pilot programs that will be presented to the HSI Operational Team on Friday, April 21, 2023. Some, or all, of these IPPs may move forward to be presented to executive leadership in May 2023.

Community Initiative:

Title: Courageous Conversations

o   Description of initiative and/or pilot program: Present a series of guest speakers and/or panel sessions that highlight issues facing our Latinx students/community (minimum of two per semester). These sessions will serve as an avenue to educate and provide community building opportunities among Latinx students, allies, and the greater CU Denver community. Topics may include *what it means to be a first-generation student*, *imposter syndrome*, and *maintaining personal identity while navigating higher education*, etc.

Faculty/Staff Initiative:

Title: Cultivando Conexiones/Cultivating Connections

o   Description of initiative and/or pilot program: The purpose of this program is to 1) learn what the specific needs are for Latina/o/x faculty and staff through four focus groups, two faculty focus groups and two staff focus groups. Based on the information gathered at these focus groups, the HSI leadership team will collaborate with the Latinx Faculty and Staff Association to develop an action plan that identifies opportunities to advocate for institutional resources and support for professional development and career growth and community building events and programs.

Student Initiative:

Title: Leaping Lynx Peer Mentors

o   Description of initiative and/or pilot program: Leaping Lynx will build upon current initiatives utilizing a cohort model to increase support for prospective Latinx students who are interested in attending CU Denver, have met the requirements for admission, and will pair them with current CU Denver Latinx Student Ambassadors.

DEI Operational Team name: AANAPISI Operations Team
Lead: Faye Caronan
Team members: Soyon Bueno, Faye Caronan, Terence Hughes, Sam Kim, Paul Le, Patricia Park, Donna Than

Summary

The AANAPISI operational team received approval and funding to launch three pilot programs focused on recruitment, retention, and career exploration and readiness for AA, NH and PI students. We delivered three dual enrollment courses Asian American & Pacific Islander Cultures courses in the Denver metro area, enrolling a total 31 students. 9 if these students identified as Pacific Islanders, 2 identified as Asian, and 10 identified Black, Latinx, or Middle Eastern/North African. For all the Pacific Islander

students this was their first college level course. The major challenges we faced in this pilot program was recruitment of instructors and of Asian American and Pacific Islander students. We made key partnerships with key players working on strategic enrollment initiatives. However, it was difficult to implement campus visits because of the timing of the course in the Spring semester.

On campus we implemented a student success program called Academic Success Student Leadership program with structured bi-weekly workshops on academic skill building, cultural identity, career exploration, and social identities. 32 students were enrolled in the program with 26 of these students actively participating throughout the semester. Technical challenges led to a slow initial recruitment of students to the program. We found recruiting from student clubs to be productive as we were able to reach first year students who had not been identified through navigate. We also collaborated with the Office of Institutional Research and campus experts to survey and assess student challenges so we could better tailor the program to student needs. Participating students benefited greatly from the program.

We also lay the infrastructure to better connect Asian American and Pacific Islander students to high impact practices such as internships, research opportunities, and study abroad opportunities. We collaborated with Advancement and Alumni office to host two events to build strong ties with alumni and help identify potential internship opportunities and alumni mentors for our students. We also strengthened collaboration and referrals process with the Career Center and Internship office to encourage earlier career assessments, resume writing, and major exploration. Due to the main point person for this pilot program being on leave, we were not able to place students in internships, research opportunities, or study abroad opportunities this year. We also found that academic policies may hinder students from finding internships if it is not directly related to their major.

Statement of Goals
Our goals are to make CU Denver the first AANAPISI in the Rocky Mountain region by creating a positive, inclusive, and identity-safe environment on campus for AAPI and other underserved students. Specifically, we set out to
o Actively recruit and increase enrollment of Native Hawaiian and Pacific Islander students through dual enrollment courses at Denver Public Schools and Aurora Public Schools.
o Increase access for current AAPI students to campus and community resources to support students' academic, career, and personal success.
o Improve students' access to research, internships, and service-learning opportunities in alignment with our Research 1 status. We will leverage our central location in the heart of Denver and our strong partnerships with the Anschutz Medical Campus, AAPI community organizations, and alumni.

3) Initiatives and/or Pilot Programs

Pilot #1 Title: Preparing Denver Metro Area Native Hawaiian Pacific Islander Students for College
o Description of initiative and/or pilot program: Increase the recruitment of Native Hawaiian and Pacific Islander students by offering culturally relevant dual enrollment courses in high schools in Denver Public Schools and Aurora Public Schools with significant Pacific Islander populations.

Pilot #2 Title: Asian American & Pacific Islander Student Success and Leadership Program
o Description of initiative and/or pilot program: Support CU Denver AAPI students who are struggling academically by providing wrap-around academic support services, counseling, and cultural activities through a cohort model.

Pilot #3 Title: Bridging Asian American & Pacific Islander Past, Present, and the Future at CU Denver
o Description of initiative and/or pilot program: Provide AAPI students with internship and research opportunities, which are identified as high-impact practices.

DEI Operational Team name: Accessibility Serving Taskforce
Lead: Colleen Donnelly. 4/21/2023
Team Members: Colleen Donnelly, Thorsten Spehn, Jennifer Fox, Gabriel Gates, Cornelius Hecker

Summary

Disabled persons face stigma and discrimination as do other marginalized groups, but they also face certain unique challenges. Many people have disabilities that are not visible to others. Many disabled persons do not receive ADA or DRS accommodations—this may be because they cannot afford to access the testing and professional assistance they need, they come from families and communities that discourage seeking resources, they prefer to handle their disabilities on their own to the best of their abilities, and/or they fear discrimination, stigma, and further marginalization. Disability is highly underreported. Therefore, it is imperative that we take a proactive approach the promotes access, moving toward more universal access which benefits all, while prioritizing serving the disabled members of our collegiate urban campus. This team has recommended an action plan to ensure members of the university community with hidden or visible disabilities, those who receive accommodations and those who do not, can experience what CU Denver has to offer equitably, focusing on pedagogical, informational, physical, and social barriers to success of students, faculty, and staff, moving the university beyond the minimal foundation of ADA compliance. Challenges to this are the highly siloed and medicalized model used at UCD that depends almost solely on DRS and HR to ensure ADA compliance. Compliance is the floor and is not accessibility. Our

taskforce demonstrates what bringing together invested faculty, staff, and students representing a broader community to collaboratively consider the issues of accessibility -- pedagogical, physical, psychological, and social issues that contribute to student success and community well being and sustainability -- can imagine and begin to achieve with both institutional support and a greater engagement of campus partners.

Accessibility refers to the design of products, devices, services, programs, systems, and environments that ensure that individuals with disabilities are able to meaningfully participate without limitation. We support accessibility and our disabled students by identifying and implementing proven practices, supporting our students holistically, and disabusing our campus of the notion that disabilities are medical defects and then moving to a more socially responsive and inclusive model that will create a culture of belonging for our students. We must educate faculty and staff to pedagogy and assessment that serves disabled students through workshops on executive functioning and other neurodiversity issues and new and evolving multiple modes of assessment that allow students to demonstrate mastery of material through a variety of means and moving toward mandatory inclusion of access tools in courses (i.e., Ally). Accessibly helps ALL students, our identified disabled students, those you are not identified, second language speakers, and Gen Z who often use multiple modes of information delivery (audio, visual etc.) and best learn when these multiple modes are available to them. Improved accessibility has the power to increase retention and graduation particularly for disabled students and to facilitate the learning and success of all students.

Statement of Goals

#1: Create an inclusive and accessible campus community where all students, faculty, and staff can feel included, supported, and engaged. Disabled students often feel isolated. They feel excluded from the complete college experience. They are less able to engage in social aspects of campus culture as only the necessary ADA compliant accommodations are attended to. The creation of an inclusive campus community requires that all individuals on campus become engaged. The creation of an inclusive community requires addressing ableist attitudes and culture on campus that requires institutional reform, moving from a biomedical ADA compliance model to a DEI social justice model of disability—thereby reimagining policies for inclusion and student success. This includes revising the role of Campus Disability programs and services to better serve disabled students and reach more affected students. Thus we need to establish a campus-wide shared responsibility for disability awareness, services, and inclusive education.

#2: Improve the accessibility of digital course content, web and email communications to support learners with disabilities and create an inclusive and equitable environment

for our community (and in accordance with APS 6001). Accessibility issues makes accessing content for student with disabilities impossible, but also prevents all students from consuming content in the way that works best for them. The lack of accessible course content and university communication affects all students and threatens our commitment to be an inclusive, equity-serving institution.

#3: Provide awareness, events, and education training for faculty, staff, students administration to improve knowledge and skills to improve the accessibility of spaces, course content, and experiences for all students on campus with an emphasis on disabled students. We need to address the misinformation and lack of knowledge and skills that exist on campus as it relates to creating accessible spaces, courses, and experiences for disabled individuals on campus. This proposal will impact students, faculty and staff with disabilities who exist on campus and often do not have their needs considered, let alone met.

3) Initiatives and/or Pilot Programs

o   Access Review Board and Shared Campus Responsibility for Accessibility
o   Improved accessibility in classrooms and communication:
o   Education of Faculty and Students for more Accessible Pedagogy, Additional Training to Faculty and Students to Address Needs and Introduce Tools
o   Pilot changes to Disability Resource Services (DRS) to better serve students.
o   Growing and engaged, inclusive community:

DEI Operational Team name: Age Friendly University Operational Committee
Lead: Anne Button
List of Operational Team members: Ali Anazzal, Cathy Bodine, Paige Coakley, Teresa Cooney, Terry Hughes, Jim Nelson, Ronica Rooks, Ingrid Summers

Summary
Recognizing that Colorado is one of the most rapidly aging states in the country, the AFU Operational Committee sought to incorporate the dimension of *age* into how we define diversity, equity, and inclusion, making sure that older adults are among those who feel welcome and included here and advancing age inclusivity among our students, staff, faculty, and the campus community.
Several data points from the State of Colorado's Demography Office tell a dramatic story about the changing human landscape CU Denver will be a part of in the future. In the 10 years between 2021 and 2031, the state's 17-and-younger population will creep up six tenths of a percent while those 65 and older will increase by over 33%, nearly equaling the under-18 population for the first time in the state's history. An even more striking demographic shift will occur in the Denver Metropolitan Area, where the under 18 population is expected to actually *decrease* by 6.5% (from 687,622 to 668,116) while those 65 and older will increase by over 40% (from 463,692 to 649,954). To

prepare CU Denver and our students to play a vital role in helping the Denver region and Colorado address these challenges and realized the potential opportunities presented by this shift, we are proposing three Year 1 pilot programs:

- **Upgrading our Lifelong Learning program** to make our courses more available to older adults and to provide current students with the benefits of integrational learning.
- **Integrate aging-related content** into existing courses across all academic disciplines, to better prepare our students for careers in which older adults will be their co-workers, customers, patients, or constituents (In other words, virtually all careers)
- **Pilot a staff mentoring program** that will allow older staff to share insights, strategies and network connections with recently hired staff.

One ancillary accomplishment of the committee was the placement of a guest column by Chancellor Marks in the Colorado Springs Gazette on Dec. 6, 2022, titled **GUEST COLUMN: Universities should do more to serve adult Colorado learners.**

Statement of Goals

By the end of Year 1 of the proposed AFU program:

- At least twenty adults age 60 or older will have participated in the Lifelong Learner (LLL) program, with at least 10 of them indicating that they plan to take another course as an LLL or recommend the program to a peer
- Five faculty who teach courses that do not currently address age-related issues will be in the process of revising at least one of their courses to integrate age-related content (revised courses will be taught during Academic Year 2024-2025)
- Ten pairs of staff mentors and mentees will have completed a six-month mentoring cycle and, on a 5 point Likert scale, will have scored the value of the experience at a combined average of at least "4."
- The AFU team will have analyzed feedback from facility, staff, and LLLs and incorporated lessons learned into plans for Year 2 programs

Proposed Initiatives and/or Pilot Programs

Upgrading CU Denver's Lifelong Learners (LLL) Program
- o Description: Working with Student Success (under which is Lynx Central, where the LLL program is currently housed) and the Registrar's Office, we aim to shore up the LLL program (in which people over 60 may audit university classes for free) to make it more accessible and easier to use for participants, and to streamline the tracking and administrative functions for the university.

Mentorship Program for CU Denver Staff
- o Description: To create a mentorship program for staff. Becoming a **Best Place to Work** is one of the 5 goals outlined in CU Denver's 2030 strategic plan. To achieve this goal, the university must improve staff

retention. Creating a mechanism for staff to learn from their peers (e.g., new staff from seasoned staff) will help increase staff retention rates, enhance staff productivity, boost employee engagement, among other benefits. Mentors will also learn from new staff, who may have experience at other institutions or organizations, as well as from the process of mentoring itself.

Integrating Aging-Related Content to CU Denver Courses: A Means of Enhancing Students' Interest in Gerontological Careers
  o <u>Description</u>: We propose adding relevant aging-related information to existing CU Denver courses that to date have not addressed these issues.

Institutional Equity Advocacy Council
Lead: antwan jefferson
Team Members: Anna Crawford, Juan Gonzalez, antwan jefferson Charles Musiba, Stephanie Puello, Alexandra Salazar

Summary
The Institutional Equity Advocacy Council (IEAC) made notable progress on three key initiatives born out of the Equity Task Force recommendations (2021). These initiatives represent the IEAC's purview, which is to support the development and institutionalization of inclusive excellence at CU Denver through structural change and advocacy. During 2022-23, the IEAC experienced some change to its collective makeup due to a faculty departure, which can be significant in a group of 6-7. However, the bi-weekly meeting sequence supported the Council to make progress on the goals below.

With 2023-24 as the sunset year for the IEAC, the Council will incorporate a focus on the development of a transition of its work during the 23-24 academic year to support CU Denver's ongoing commitment to becoming an equity-serving institution.

Statement of Goals
The Institutional Equity Advocacy Council (IEAC) made notable progress on three key initiatives born out of the Equity Task Force recommendations (2021). These initiatives include:
  o Developing, finalizing, and socializing an Inclusive Excellence glossary.
  o Advocating for campus recognition of diversity, equity, and inclusion efforts by staff, students, and faculty. The inaugural Staff and Faculty Inclusive Excellence Awards launched in spring 2023.
  o Cultivating a policy equity review inquiry tool, intended to guide consistent periodic review of campus policies, informed by CU Denver strategic priorities.

<u>Front facing, everyday work to create a true sense of belonging begins at CII</u>

The **Center for Identity & Inclusion** is comprised of six primary programs that offer essential services to our undergraduate learners:

- Asian American Student Services
- American Indian Student Services
- Black Student Services
- Latinx Student Services
- Undocumented Student Resources
- Women & Gender Center

Vision: The vision of the Center for Identity & Inclusion at CU Denver is to ensure an equitable world by dismantling systems of oppression that hinder historically marginalized students from succeeding at the university.

Mission: The Center for Identity & Inclusion is dedicated to uplifting historically marginalized students by creating radically affirming spaces. We commit to developing a sense of community, advocating on students' behalf, and increasing retention and graduation rates. This mission is accomplished by providing students with personal, academic, and professional development opportunities in partnership with students, and campus and community resources.

We recognize that students are impacted by multi-faceted systems of oppression both within and outside of the university. We enable students to reach their full potential by providing opportunities to explore their identities, develop skills to help them overcome barriers to success, and advocate to make systemic-level changes. Through equitable, student-centered, and data-informed work, the Center for Identity & Inclusion works to reimagine student support services that create empowered students at the end of their CU Denver journey.

Our Annual Program Report summarizes the work for each program and provides a narrative of the work that was led by each team member. Guided by program goals and objectives, we offer a snapshot of the efforts that were made this academic year to help the university advance in its mission to become the nation's first Equity Serving Institution by 2030.

Asian American Student Services (AASS)
Soyon Bueno, Program Director of AASS

Asian American and Pacific Islanders graduates

AASS is a valued campus support service that cultivates the cultural, social, intellectual, and professional development of students who are of Asian or Pacific Islander descent. AASS collaborates with campus and community partners to provide events and programs to encourage students to explore their social identities, enhance their academic and career success skills, and actively engage in their own learning.

One of the major initiatives supported by the Asian American Native American Pacific Islander Serving Institution (AANAPISI) Operational Team was to implement a mentoring program targeting Asian American and Pacific Islander (AAPI) students that may be struggling academically, personally, or financially. This pilot program was inspired by research of similar programs at other institutions. The pilot program focused on outreach to AAPI students with GPAs below 2.5 who were primarily (but not limited to) those in the pre-health and STEM track. We also recruited 2 mentors to the cohort who demonstrated high academic performance, leadership, and were involved on campus/in their communities.

In our outreach, we contacted 269 students who met the criteria and followed up with phone calls and additional emails to recruit into a cohort. Based on the AVC of Student Success' recommendation, we expanded our outreach to include students with higher GPAs to get a cohort of students with varying levels of academic performance. We received 43 applicants and accepted 32 students: 26 are actively engaged.

The AANAPISI pilot program, called the Academic Success and Leadership Program, has a curriculum that includes an overnight retreat before the start of the spring semester, bi-weekly workshops that provide information about academic and career resources, and guided discussions that explore Asian American intersectional social identities. The goal of the curriculum is to ensure that AAPI students are aware of the academic and community resources to support their educational success. In addition, the cohort model allows students to explore their social identities that may impact their academic decision-making process and create a sense of belonging and validation.

Statement of Program Goals:

AASS provides a safe and inclusive space for students of Asian and Pacific Island descent, including transracial adoptees, mixed race, recent immigrants, and refugees, East Asian, South Asian, Southwest Asian, Southeast Asian, Native Hawaiians, Oceanians, and other historically marginalized or underrepresented communities. We focus on building community and deconstructing the structural barriers and creating solutions to enhance students' college experience at CU Denver so they may graduate and thrive in college and beyond. The AASS goals are to provide:

1. Cultural Events and Program – To elevate awareness of the diversity of Asia/Asian American/Pacific Island experiences, history, culture, and contemporary issues that impact the community.
2. Leadership development – Provide student leaders with opportunities to attend conferences, participate in research, study abroad, and internships.
3. Advocacy – Meet with students individually to provide personal support and help cultivate students' sense of agency to advocate for themselves and seek resources. Identity barriers at the institutional level proved the appropriate referral or support tailored to students' needs.
4. Academic Support/Mentoring – Research, develop, and implement an Asian American mentoring program to outreach our most vulnerable students.

Programming:
Academic Success Leadership Program (ASLP)
The AASS director and the AANAPISI operational team researched, developed, and implemented a pilot cohort program to target Asian American (AA) and Pacific Islander (PI) students in the pre-health and STEM track with GPAs below 2.5. We then expanded our recruitment to students without campus support to assist with their educational journey. The goals for the pilot program were to recruit 30 AA and PI student into a cohort so they may achieve the following goals:
1. Increase access and usage of academic and community resources.
2. Develop confidence in their ethnic identity and academic decision-making process (Torres, 2003b; Phinney, 1992).
3. Increase retention and academic performance so students can graduate.

Team building activities from the ASLP retreat.

Colorado Asian Pacific United (CAPU) traveling exhibit at the Auraria Library
- Coordinated and organized with CAPU, Denver Performing Arts Center, and Auraria Library to showcase the four-panel traveling exhibit that tells the story of Denver's Chinatown and the history of violence and racism. It was on display for six weeks in the Auraria Library.
- Students, faculty, staff, and community members that visited the library could see the exhibit and learn about the history of the race riots against the Chinese community in downtown Denver in the 1880s and the federal laws and policies that excluded Chinese immigration.
- We did not collect data on all the visitors that saw the exhibit, but on opening day, we had over 35 people visit the exhibit, including many first-year students, library staff, and community visitors.

AA and PI Men's Conversation Hour – E.D.G.E. program
E.D.G.E is a weekly meeting that provides a safe space to center the conversation on gendered expectations, masculinity, and issues impacting AA and PI men and their relationships with family and society. The goals are to:
1. Engage in Brotherhood
2. Develop a New Foundation
3. Gain Positive Experiences
4. Empower others for Change.

For 9 weeks, a CU Denver alum hosted weekly sessions to facilitate conversations about social identities, family expectations, and gender roles. The attendance has grown from 2 attendees at the first meeting to 14 participants on the 4/5/23 meeting. The students' resounding request to continue these sessions next semester is a testament to the success.

Student Organization Support
Served as the primary or secondary advisor to six Asian cultural clubs and in this role, we provided support to their programs and events. In addition to the clubs highlighted below, there are Asian American Inter Varsity, Vietnamese Student Association, Club Zero (K-Pop dance club). The student leaders play a valuable role in providing cultural and social programs on campus. The student leaders also gain invaluable soft skills in organizing and planning their meetings, which are essential for any career. The AASS office is a resource for speakers and topics if needed since students' professional networks may be limited. If needed also provide guidance and funding.

- **Asian Student Association (ASA) –** ASA meets monthly to build community and host fun social and educational events to help students destress and relax. The highlight event this past year was the student-led Lunar New Year celebration. The students were unsettled and nervous about potential chaos and violence with the recent shootings in California during Lunar New Year. A campus security officer was secured to ensure safety and peace at the event. Over 200 people attended the event without any harmful or chaotic incidents.

ASA will plan a spring formal with performers, dinner, and dancing to showcase student talent and Asian cultural heritage.

- **PASA – Filipino American Student Association** – This student club meets twice monthly, and the officer team has become close friends. They have partnered with a community Filipino American organization and attended the national conference/gala in Denver to network with community leaders and learn more about Filipino history, traditions, and culture. PASA has cultivated a strong partnership and they have received informal mentoring from community members.
- **Council of Asian Student Leaders (CASL)** – CASL hosted several professional development workshops bringing alums panelists, career service advisors, corporate human resource directors or DEI officers, and community members to their events. In addition, CASL provided workshops on how to interview effectively, build networking relationships, make money as a creative, and how AAPI women can exercise self-care. Over this year, seven events will be planned: thus far, with an estimated 250 in attendance this year.

American Indian Student Services (AISS)
Marcia Maxson, Interim Program Director of AISS and Dr. Aldora White Eagle, Special Assistant for Indigenous Affairs

CU Denver's AISS has organized a range of services, events, and activities this academic year to support and empower Indigenous students on campus. Some services provided by AISS include academic advising, scholarship opportunities, and cultural and social programming. Through coordinating these activities, we have enhanced the academic and social success of Native and Indigenous Students at CU Denver.

The Special Assistant for Indigenous affairs has been able to reach out to the tribes which have documented ties to the land which CU Denver sits to begin reestablishing relationships to support strategic efforts to create lasting partnerships with the Northern Arapaho, Northern Cheyenne, Cheyenne & Arapaho, and Ute Tribal Nations. Northern Arapaho Tribal Officials and elders have come to campus to meet with administrators, as well as students, staff, and faculty.

Statement of Program Goals:
- **Increase retention and graduation rates of Indigenous students:** AISS aims to provide academic support, mentoring, and cultural programming that help Indigenous students succeed academically and thrive on campus. AISS will track retention and graduation rates and adjust programming accordingly to ensure the best outcomes for Indigenous students.
- **Foster a sense of community and belonging for Indigenous students**: AISS recognizes the importance of community building and cultural grounding in supporting Indigenous students' success. AISS will provide opportunities for

Indigenous students to connect with one another, build relationships, and engage with Indigenous cultures and traditions.

- **Promote cultural competency and understanding among stakeholders:** AISS will work to increase awareness and understanding of Indigenous peoples and cultures among campus faculty, staff, and students, as well as the broader community. AISS will provide training, workshops, and events that promote cultural competency and challenge stereotypes and biases. Begin building sustainable and next steps beyond the land acknowledgement by working closely with Northern Arapaho, Northern Cheyenne, Cheyenne & Arapaho, and Ute Tribal Nations to gain their input and going beyond optical allyship and creating a committed action plan to support Indigenous people in the future. Advise, lead, and coordinate Tribal Serving Operation efforts around the CU Denver restorative justice project by attending the DEI Operations Team meetings. Create a TSO team by building trust, communication, and work in the Indigenous community.

- **Advocate for increased resources and support for Indigenous students**: AISS will collaborate with campus and community stakeholders to advocate for increased funding, resources, and support for Indigenous students. AISS will also work to raise awareness of the unique challenges and needs faced by Indigenous students and advocate for policies and practices that promote equity and justice. Coordinating efforts to review and process applications for the Nelson-Running Wolf Scholarship and collaborated to develop future scholarship funding for Native and Indigenous students currently enrolled at the University of Colorado Denver. Serving as a cultural liaison and ambassador to the American Indian Student Services Program to adequately create a safe and cultural working environment for students and interim director to sustain and assist students and their success.

- **Empower Indigenous students as leaders and changemakers:** AISS believes that Indigenous students have the potential to be powerful agents of change in their communities and beyond. AISS will provide leadership development opportunities, mentorship, and support that help Indigenous students develop the skills, knowledge, and confidence to create positive change.

Programming:
Ongoing Events:
- **Title:** Weekly hybrid meetings for Native Indigenous Student Alliance (NISA)
- **Description:** Every Wednesday during the Fall 2022 semester from 4:30pm-7pm and every Thursday of the Spring 2023 semester from 4:30pm-7pm.
- **Outcomes:** Physical space reserved and ongoing staff support/mentorship. Membership growth from 19 students (Spring 2022) to 34 students (Fall 2022/Spring 2023).

- **Title:** Weekly hybrid meetings for the Native American Student Organization (NASO)

- **Description:** Every Tuesday at 5:30pm in the Student Commons Building #3229
- **Outcomes:** Ongoing staff support/mentorship provided, opened student organization meetings for new students to join and attend.

- **Title:** The Significance of Regalia, Weekly Creation Circles
- **Description:** Creation Circles of healing to build community and share traditional indigenous knowledge on how to bead and different beading techniques from different tribal nations. Every Wednesday from 3:30pm-6pm
- **Outcomes:** 42 individuals engaged with the creation circle programming throughout the semester, with many individuals attending every week. Sometimes when students did not have the capacity to work on creative projects during this time, they would still attend to be a part of the community and work on their academic assignments in the same space.

- **Title:** Social Justice Book Club, There There by Tommy Orange
- **Description:** Explore literature that addresses important social issues and promotes meaningful conversations around social justice. This semester we will read "There There" by Tommy Orange. This stunning debut novel follows the lives of twelve characters from Native American communities as they travel to a powwow in Oakland, California. Through their interconnected stories, Orange exposes the challenges and complexities of contemporary Native American life, including the intergenerational trauma of colonization, identity struggles, and the quest for connection and belonging. When: Weekly Meeting on Wednesdays from 7pm-8pm via zoom.
- **Outcomes:** Across the semester 21 students actively participated in the social justice book club.

Signature Programs:
- **Title:** My Culture is Not Your Costume
- **Description:** A presentation and conversation about "The Significance of Regalia and Traditional Clothing" with Guest Speakers Cathleen Booth & Erlidawn Roy on October 26th, 2022, from 5pm-7pm in Tivoli 320
- **Outcomes:** Over 33 individuals in attendance, feedback surveys completed

- **Title:** NAHM Kickoff Indian Tacos
- **Description:** History of Frybread with Hot Chocolate on November 1st, 2022, from 11:30am-12:30pm
- **Outcomes:** 250 Indian Tacos were served, raised awareness about NAHM and upcoming events with all those in attendance. This event was a great way to connect with the broader campus community. The free frybread was a hit and increased attendance.

- **Title:** Triple F Screening Series: Prey Movie

- **Description:** Prey is the first film to be released in both Comanche and English. This movie addresses white patriarchal values and feminist ideals with strong authentic indigenous representation and casting. It is a rare tribute to the indigeneity, strength, and survival of Indigenous peoples. When: November 10th, 2022, from 3pm-6pm
- **Outcomes:** 11 individuals in attendance for the full screening and discussion. In the future, a hybrid or virtual screening may allow for more individuals to be in attendance.

- **Title:** Chicano Indigeneity: An Exploration of Native Indigenous History
- **Description:** Guest Speaker former Colorado Representative Joe Salazar on the topic of Decolonizing Education on November 16th, 2022, from 5pm-7pm
- **Outcomes:** 23 Individuals in attendance, strong intersectional focus and robust discussion. Evaluation surveys completed.

- **Title:** Fall 2023 Native Indigenous Graduation Ceremony
- **Description:** A special honoring ceremony for our Fall 2023 graduates with a drum group, blessing, keynote speaker, and blanket wrapping ceremony. When: December 9th, 2022.
- **Outcomes:** 52 individuals in attendance with many multi-generational families in attendance.

- **Title:** Spring Welcome Mixer
- **Description:** A special event that celebrates the start of a new academic year and welcomes all Native and Indigenous students from the University of Colorado Denver, Metropolitan State University, and Community College of Denver. We had a blessing and cleansing ceremony from Professora Sigala. When: January 11th, 2023, from 12pm-2pm in the Tivoli Multi Cultural Lounge.
- **Outcomes:** 37 individuals in attendance, mix of students, faculty, and staff. Attendance from both NISA and NASO student organizations. We partnered with NSO for students that were attending welcome days on campus to be invited and in attendance for this event.

- **Title:** Winona LaDuke Event
- **Description:** Winona LaDuke is an internationally renowned indigenous environmental leader and scholar. She is the founder and Executive Director of Honor the Earth, an Indigenous women led organization that has been successful in advancing environmental protection of indigenous peoples' territories and in incubating grassroots economic self-sufficiency projects on her White Earth Anishinaabe reservation in Minnesota and in other indigenous peoples communities across Turtle Island (North America). Winona will be presenting and sharing conversations with
- **Outcomes:** 83 individuals in attendance, strong engagement from community. Collaboration with Dr. Glenn Morris and the Fourth World Center.

- **Title:** AfroIndigenous Panel – Black History Month Intersectional Event
- **Description:** A thought-provoking discussion about the intersection of AfroIndigenous identity and higher education! Our expert panelists will share their personal stories and experiences as AfroIndigenous students and scholars, and explore the challenges and opportunities they faced in pursuing their academic goals. Through this panel, we promoted a deeper understanding and appreciation of the diversity and complexity of AfroIndigenous identities, and the ways in which they shape and are shaped by the higher education system. When: March 2nd, 2023, from 5:30pm-7pm in the Student Commons Building #2500A.
- **Outcomes:** Our panelists examined topics such as the history of AfroIndigenous people in academia, the impact of colonialism and racism on their access to education, and the ways in which higher education can serve as a tool for empowerment and social justice. Collaborate partnership between AISS, BSS, NISA, and ASU. 43 Individuals in attendance.

- **Title:** Woman's History Month, Lunch & Learn with Native Women in Leadership
- **Description:** A panel with four Indigenous women leaders from multiple tribes (Chickasaw Nation, Northern Arapaho, Andrean, Mnicoujou Lakota, Northern Arapaho, and Eastern Shoshone) and industries (Education, Food, Enviromental, Arts, and Media). When: March 16th, 2023, from 12pm-1:30pm
- **Outcomes:** 16 individuals in attendance for this hybrid event and strong networking engagement.

- **Title:** Who She Is – Screening & Panel Discussion
- **Description:** a powerful and thought-provoking screening of "Who She Is," a documentary that sheds light on the issue of Missing and Murdered Indigenous Women (MMIW), followed by a dynamic panel discussion with experts in the field of Indigenous rights and social justice. When: April 21st, 2023
- **Outcomes:** TBA, future event

- **Title:** Tri-Institutional Native Indigenous Graduation and Powwow
- **Description:** An honoring ceremony and powwow for Spring 2023 graduates. When: May 6th, 2023
- **Outcomes:** TBA, future event

Blessing from prominent Arapaho elders from the Wind River Indian Reservation to our Indigenous students and community.
- The blessing had a profound effect on our students, staff, faculty, and community members. We had over 30 people in attendance. The goal for the blessing was to create a culture of belonging and repair relations within our community. A staff member told of her and a student seeing two hawks as they left the blessing. In Native belief, eagles and hawks are messengers from

Creator, and they were in awe. Other students and community members expressed their gratitude for the blessing, in their words, they "have never had a blessing such as that" in their life.

- Elders acknowledged the efforts that CU Denver is doing for our people. They told stories of long ago of our relatives that used to live in and around Denver and of being able to "come home" and that they would "continue to pray for all of us" and for the work that lies ahead.

Presentation for a course regarding Criminal Justice and MMIW
- Approximately 15 staff and students participated in this event. One participant shared, "I cannot thank you enough for coming to our class this morning. I could have stayed in that classroom for hours! I thoroughly enjoyed hearing you speak, learning from you, and listening to the students ask questions and engage with you. I love their passion, and I am so grateful to you for proving them the opportunity to make a meaningful connection with a Native woman."

<div align="center">

Black Student Services (BSS)
Precious Palmer, Program Director of BSS

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During this academic school year I provided services and support to Black students regarding academic, social, financial and professional development. Helping to provide educational resources to students, faculty, staff and community members to share knowledge about the Black community while addressing anti-blackness within the institution as we strive to be a more inclusive and welcoming campus for students of color. Through my many partnerships with Denver Public Schools (DPS) and Admissions, we collaborated on building a more comprehensive pipeline to better recruit and matriculate students to CU Denver. By working with existing partnerships to create a more sustainable and attainable set of goals and outcomes to outreach to underrepresented populations. I will continue to broaden my reach by serving as the Program Lead for the Black Serving Operational Team (BSOT). This year was the first full year at the institution. I have created more connections with students, faculty and staff. Many students didn't know about our services as a whole, but this year more students have visited our space for events, peer mentorship, food pantry and a study space on campus.

Black Girl Equity Alliance

National NSBE Convention 2023

Kansas City, Missouri

Throughout the semester I have participated in, collaborated with and developed several programs that promote student success on campus and in the community. I have added many of the projects that have happened throughout the academic year. Some accomplishments are supporting the National Society for Black Engineers (NSBE) group to attend two conferences with 15-17 students attending each conference. Some of the group members participated and won a Hackathon for creating a cultural diversity game contest, and all of the students were able to connect with other NSBE chapters and network with STEM employers. As they interviewed with different employers, three students received internship opportunities with United Airlines, Boeing, and Toyota. Also, throughout the year they have created close relationships with Medtronic and Apple employers and won an Apple video scholarship for $5,000! They were also recently honored at our Rosa Parks Awards Ceremony as a DEI organization. Additionally, I had the opportunity to help bring back another crucial student group on campus, the Black Girl Equity Alliance. This semester they served as a meet up group, but next year they plan to become an officially recognized student organization. These groups are valuable to Black student success on campus, by promoting community and creating a sense of belonging for our students.

Overview of Events & Activities:
- Black History Month events (February 2023): Kick Back Event, Welcome B(l)ack, Hair and Culture, Study Abroad Panel, Workplace Equity Event, Afro Indigenous Event, and Melanated & Abroad: Study Abroad Panel
- Spring/Fall Center for Identity & Inclusion (CII) Graduation Ceremony
- Professional Workshops: Winter Staycation: Microaggressions and Bias Workshop
- Class presentations
- Working with local employers to promote internship/job opportunities for instance, Databricks, Medtronic, etc.

- Funding for National society of Black Engineers (NSBE) to attend regional and national NSBE conferences
- Rosa Parks DEI Awards Ceremony
- DPS campus visits, Black Student Alliance Fair, Career Coaching, National Hispanic College Fairs etc.
- Serve on the President's DEI Awards and President's DEI Grants
- Adult Learners Partnership for Student Success
- SOC Mental Health Processing Group
- Revamp Black Girl Equity Alliance student organization
- Black Panther Movie Showing
- National First Gen Day
- Partnership with Hispanic Heritage Month: Black Latina Play
- New Student Orientation, Pre-College Summer Program, CAM Summer Camps etc. Presentations
- Rap Session: Mental Health Workshop

Statement of Program Goals:
- Developing student career and professional development opportunities
- Addressing issues of anti-Blackness within our CU campus community
- Expanding the reach of Black Student Services/CII resources and services
- Broaden connections across campus with students, faculty and staff

Programming:
- **Title:** Fall 2023 CII Graduation Ceremony
- **Description:** To celebrate graduating students, December 2022, St. Catejans
- **Outcomes:** 70 students attended with 100 guests, they had the opportunity to celebrate with peers and their families

- **Title:** Rosa Parks DEI Awards Ceremony
- **Description:** To recognize faculty, staff and students who normally don't get recognition for their work in diversity, equity and inclusion support and advocacy, March 2023, St. Catejans
- **Outcomes:** 180 people, they learned about all the amazing people on campus that are doing DEI work and we had the opportunity to honor great women during Women's History Month as well

- **Title:** SOC Mental Health Processing Group
- **Description:** To help address mental health issues within our various communities, occurred throughout spring semester, Student Commons 2000
- **Outcomes:** 5 students attended, built a community with other students, gained more awareness around mental health and communities of color

- **Title:** Rap Session: Mental Health Workshop

- **Description:** To address mental health specifically within the Black community and the stigma behind getting the necessary help needed, October 2022, Student Commons
- **Outcomes:** 4 students attended, they gained knowledge about mental experiences and resources to guide them during their academic journey

- **Title:** Black Panther Movie Showing
- **Description:** To show representation in media/arts, helping to break the stigma surrounding anti-blackness, rewrite a different narrative of the Black characters that are usually depicted, October 2022, Harkins Theater
- **Outcomes:** 140 students and some staff attended, gained insight on how many of our communities can be divided based on experiences, even though we have common goals as marginalized identities

- **Title:** New Student Orientation, Pre-College Summer Program, CAM Summer Campus Presentations
- **Description:** To educate new and prospective students of our resources, Student Commons Building, Summer 2022
- **Outcomes:** Up to 100 students, learned about our resources and services, and support systems on campus

- **Title:** Black Latina Play
- **Description:** 15 people attended, St. Cajetans, September 2022
- **Outcomes:** Students had the opportunity to see and hear their identities played out, and identify with their stories. Others learned more about the experience of Black Latinos.

- **Title:** Black History Month events: Kick Back Event (86 people), Welcome B(l)ack (88 people), Hair and Culture (20 people), Workplace Equity Event (180 people), Afro Indigenous Event (30 people), and Melanated & Abroad: Study Abroad Panel (15 people)
- **Description:** These events took place during the month of February, to celebrate BHM, bring our Black community together, and promote unity amongst our community, Student Commons Building and Tivoli Turnhalle
- **Outcomes:** Students had the opportunity to meet several Black professionals, hear the experiences from our CU community about their experiences as Black folx in our society, and connect with other students, faculty and staff

Latinx Student Services (LSS)
Prepared by: Aisury Vasquez, Program Director of LSS

Latinx Student Leaders 2022-23.

LSS had the honor of hosting and supporting several programs that maximize the recruitment, retention, and professional development of Latinx students at CU Denver. By working in collaboration with key stakeholders across campus and the CU Denver community, LSS works to embed Latinx voices in all areas of support.

To kick off the academic year, LSS in partnership with CU Denver Alumni, hosted the first ever Latinx Alumni Networking event which welcomed 20 Latinx-identifying CU Denver alumni for Hispanic Heritage Month 2022. The Latinx Alumni Networking event served to create community, increase post-graduation engagement, and forged relationships that are valuable to current CU Denver students. Furthermore, LSS partnered with CU Denver Admissions to provide Admitted Student Day guests with Spanish translation headsets. LSS has also actively supported the work of the Hispanic Serving Institution Operational Team by developing a student-serving proposal to create Denver Public School to CU Denver pipelines in collaboration with CU Succeed and the Ethnic Studies Department. Overall, LSS directly impacted 626 undergraduate students this academic year. Throughout the semester, LSS has worked with Latinx Student Alliance (LSA) to host one event a month that reached at least 30 students per event, including advocacy and Undocuallyship workshops.

Statement of Program Goals:
- Provide Latinx students with access to career/leadership development opportunities through networking, conferences, and educational workshops.
- Increase the visibility of the Center for Identity & Inclusion (CII) and Latinx Student Services.
- Develop public school to college pipelines.
- Increase funding support for Latinx students through grassroot fundraising or scholarship development.

Programming:

- Auraria Hispanic Heritage Month Kick Off, September 2022 – Tivoli Multicultural Room
    - In partnership with MSU Denver and CCD Denver, LSS hosted the Hispanic Heritage Month (HHM) Kick Off which featured performances by Matachines, a mariachi band, and tabling from different campus resource centers that supported and advocated for Latinx students on the Auraria campus.
    - 300 people attended the HHM Kick Off where they were able to learn about Latino culture prior to Spanish and Portuguese colonization.
- Title: Latinx Alumni Networking Event, September 2022 – Raices Brewing Company
    - Description (i.e., purpose, when and where): In partnership with CU Denver Alumni, Latinx Student Services hosted an alumni networking event to support CU Denver's mission of becoming a university for life. The Latinx Alumni Networking event provided attendees an opportunity to discuss the creation of a Latinx Alumni Association, gathered alumni stories, and developed a working list of CU Denver alumni. The networking event was hosted at Raices Brewing Company, a Latino-owned brewery that prides itself in providing a place where Latinos can create community, learn about Latino culture, and share Latino success stories.
    - Outcomes (e.g., how many students attended and what did they gain and/or learn?): In attendance were 20 CU Denver Latinx alumni. They engaged in networking, were added to CII listservs, and volunteered to connect with current CU Denver students for mentorship opportunities.
- Black Latina: The Movement, September 2022 – St. Cajetan's
    - In collaboration with Black Student Services and with the support of MSU Denver, Latinx Student Services hosted Black Latina: The Movement a play to showcase the journey, struggles and intersection of being a Black Latina in the United States. The play discussed the impact external factors, such as society and media, and internal factors, like the opinion of family and friends, have on the experiences of Black Latinas.
    - There were 30 people in attendance. Attendees heard from an all-Black Latina cast, who personified the emotions Black Latinas confront in the face of adversity, such as anger, sadness, fear, love and empowerment. The characters delivered a testimony that justified their assigned emotions and offers varying views, ideas, and experiences while sharing the bond of Black Latinidad. This play gave Auraria campus students an opportunity to examine equity, identity and the impact social norms have on our experiences.
- Tri-Institutional Dia de los Muertos, November 2022 – St. Cajetan's
    - In collaboration with MSU Denver Chicano Studies and CCD, hosted a tri-institutional Dia de los Muertos celebration which featured ofrendas by 15 campus resources that serve Latinx students.

- o The 250 attendees were able to have their faces painted in the calavera style, learn about Dia de los Muertos History, and participate in the creation of ofrendas.
- Society of Professional Hispanic Engineers Conference, November 2022 – North Carolina
    - o In partnership with the College of Engineering, Design and Computing sponsored 12 SHPE students so that they could attend the SHPE National Conference. This was the first time that CU Denver was represented at a National SHPE Conference. Students were able to gain experience in conferences attending, networking, and learn about and from companies that work with SHPE students.
- CII Graduation Celebration December 2022 – St. Cajetan's
    - o The CII Graduation Celebration is a hallmark event to honor and celebrate CU Denver's December 2022 graduates, CII, which includes Asian American Student Services, American Indian Student Services, Black Student Services, Latinx Student Services and Undocumented Student Resources would like to provide Asian American Pacific Islander (AAPI), African American, Black, Indigenous, Middle Eastern/North African, Latinx and Undocumented students with cultural stoles at CII Graduation Celebration.
    - o 180 graduates registered to receive stoles, and 200 attended CII graduation with 80 stoles distributed to Latinx-identifying students.
- Aspire Longmont Spanish Language Resources, March 2023 – CU Denver Student Commons Building
    - o LSS, Undocumented Student Resources, and Admissions partnered to host a campus visit for the City of Longmont Children, Youth and Families Program. Perspective students and their parents learned about resources at CU Denver in Spanish. Parents were able to ask about resources, receive application waivers, and feel reassured that their children would belong at CU Denver. Eight students and their parents and siblings were hosted.
- Rosa Parks Awards Luncheon, March 2023 – St. Cajetan's
    - o Helped organize the Rosa Parks Award Luncheon by developing the nomination form, reserving location, and contacting awardees. The Rosa Parks Award Luncheon awarded 5 undergraduate students, 2 graduate students, 2 faculty and staff members, and 2 community organizations. The event was attended by 181 CU Denver campus members and their loved ones.
- Ramadan March 2023 – Online
    - o In collaboration with the CII Leadership Coordinator, developed an online tool so that Ramadan-observing students could request accommodations from their professors or on-campus supervisors. Sixteen students have accessed the online resource.
- Society of Hispanic Professional Engineers Conference (SHPE), April 2023

- o Sponsored 10 members of SHPE so that they could attend the SHPExchange Conference which connects SHPE members with leading industry companies and technologies and allows students to network with future employers. Six of the participants have never attended a conference before, and this opportunity will allow them to gain professional development experience.
- Admitted Student Day, April 2023 – Auraria Campus
    - o Partnered with CU Denver Admissions to provide Spanish language translation via headsets to guest of Admitted Student Day. This will allow Spanish-speaking students, parents, and guests to feel included as part of CU Denver Admitted Student Day without asking that their children or other attendees translate for them.

Undocumented Student Services (USS)
Estéfani Peña Figueroa, Coordinator of Undocumented Student Resources

The Higher Education Immigrant Portal states that approximately 1,000 undocumented students graduate from high school in Colorado every year. Additionally, more than 427,000 undocumented students are enrolled in higher education nationwide. In it's first year, the USS—an academic and social program—developed programming, services, and resources that expanded the awareness and access to higher education for Undocumented, DACA, mix-status, and Immigrant Coloradoan students. USS enhanced CU Denver's commitment to providing an environment where all students, regardless of immigration status, can be successful and achieve their educational and professional goals. Our mission is to amplify the retention and graduation rates for undocumented students and diligently strive to support CU Denver's mission to becoming an equity serving institution.

During the 2022-2023 Academic Year, USS coordinated trainings for over 90 professional staff, faculty, and student staff in UndocuAllyship. USS has also played a crucial role in coordinating and developing the Tri-Institutional UndocuPeers Training taking place on Friday, April 14th where over 70 professional staff and faculty have registered to create a strong community in support of DACA and Undocumented students, dispel commons myths around this student population, share campus resources and support strategies, and learn how to build an inclusive and respectful campus. The Undocumented Student Resource Coordinator consistently met with undocumented students one-on-one, which resulted in building a caseload of 40 students in the last two semesters. USS has hosted 10 undocumented student support workshops for students, staff, and faculty that have increased the knowledge and access to financial aid, educational resources, and has strengthened the sense of belonging for CU Denver's undocumented student population. This has

increased student visibility by 25% at CU Denver and has impacted over 500 people.
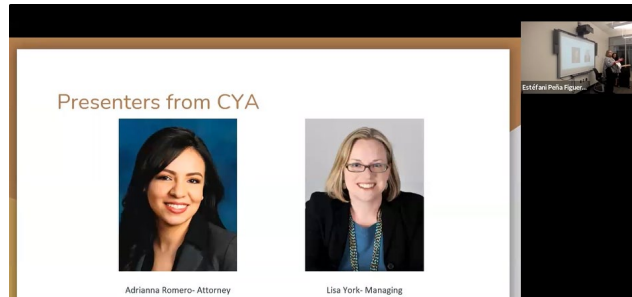
Figure 1- Information Session on the Updates to DACA by Curray York and Associates LLC on Wednesday, April 5th, 2023.

Statement of Program Goals:
- Increase the number of recruitment, retention, and graduation rates of Undocumented and Immigrant students at the University of Colorado Denver
- Strengthen Undocumented and Immigrants' sense of belonging on campus
- Provide UndocuPeers/Ally Trainings for student staff, students support and success staff, and faculty to create an inclusive and respectful campus
- Launch the USS Committee that meets once per month to develop programming that supports all CU Denver undocumented students and TDUS Scholars

Programming:
- UndocuAllyship for President's Leadership Team, October 2022 – 1800 Grant St.
  - o Description: In collaboration with CU Boulder, CU Anschutz, and CU Colorado Springs provided the President's Leadership Team with a one-hour UndocuAllyship training.
  - o Outcome: Participants gained an insight into laws and policies that affect undocumented students and their families, heard from an undocumented CU alum, and strategized on how to create a more inclusive campus.
- INSPiRE Dreamer and Educator Summit, October 2022 – St. Cajetan's, CU Denver Student Commons Building, and Plaza Building
  - o Description: In collaboration with the Community College of Denver and the Metropolitan State University of Denver provided this daylong event to high school students and educators. Other off-campus partners were the University of Denver, Convivir Colorado, INSPiRE, Juntos 2, and others.
  - o Outcomes: Over 200 students and educators from many high schools across the state of Colorado came together to learn about the resources for CO's undocumented and immigrant students towards their path to college. The workshops for students included Funding college, navigating a college campus, and community resources. Workshops for educators

included ways to create a safe and effective learning spaces for undocumented students, college admissions processes and financial aid options, and entrepreneurship and graduate school.

- CASFA Training, January 2023 – Online
  - o Description: In collaboration with the Learning Resources Center (LRC) provided this one-hour training to educate faculty and staff about additional financial aid resources available to Undocumented and Immigrant students. The goal was to empower them to support students complete the application process and know about the resources available to students who complete the CASFA. This also allowed them to meet the Undocumented Student Resource Coordinator so they can refer students to USS.
  - o Outcomes: There were 23 individuals in attendance. 15 joined through Zoom and 8 were present on the CII space. We had CII staff and student staff, ISSS staff, and staff from admissions.
- CASFA/ FAFSA Workshop, February 2023 – CU Denver Learning Commons
  - o Description: in collaboration with the Learning Resources Center provided a workshop for students to complete their CASFA/FAFSA application
  - o Outcome: 2 students were in attendance completing their financial aid forms
- Ayuda Financiera para Estudiantes Inmigrantes, February 2023 – Online
  - o Description: This one-hour virtual workshop was presented to the Convivir Colorado and the community in Spanish. It focused on financial aid for immigrant students with an emphasis of scholarships with deadline that were coming up and provided tips to completing scholarships. We highlighted CU Denver becoming a new Partner College of TheDream.US National Scholarship and encouraged students to apply.
  - o Outcomes: There were 25 individuals in attendance. 13 were parents, and 12 were high school juniors and seniors getting ready to start college in fall 2023.
- Advancing in higher education: Undocumented and Immigrant students for CII Student Staff, February 2023 – Online
  - o Description: This remote workshop was presented to CII student staff. After this workshop, CII Student staff should be able to understand some challenges that undocumented and DACA-status Immigrants face when navigating life after high school and the obstacles in procedures they face accessing higher education. It also covers terminology relevant to this student population and inclusive language.
  - o Outcomes: There were 18 CII Student Staff in attendance.
- TheDream.US National Scholarship Application drop-in hours, February 2023 – CU Denver Student Commons Building
  - o Description: Prospective students had the opportunity to stop by during the drop-in hours to complete their scholarship application or to ask questions.

- o Outcomes: 12 students were able to successfully complete their scholarship application during the drop-in hours
- USS presentation to FAB, February 2023 – Online
  - o Description: Presented information to the Family Advisory Board about USS, the resources, services, and support we provide to Undocumented students
  - o Outcome: 15 CU Denver family members in attendance
- Aspire Longmont CU Denver Visit, March 2023 – CU Denver Student Commons Building
  - o Description: In collaboration with LSS and the Office of Admissions hosted a campus visit with prospective students and their parents from Aspire Longmont. Participants learned about resources, services, and application process in Spanish.
  - o Outcome: There were 8 students in attendance, including their parents and siblings
- Advancing in higher education: Undocumented and Immigrant students, March 2023 – CU Denver Student Commons Building
  - o Description: This two-hour workshop was presented to members of the Latinx Student Alliance (LSA). Attendees should be able to understand some challenges that undocumented and DACA-status Immigrants face when navigating life after high school and the obstacles in procedures they face accessing higher education. It also covers terminology relevant to this student population, inclusive language, and learned about support strategies to support their peers.
  - o Outcomes: 10 members of LSA were in attendance

Women & Gender Student Services (WGSS)
Jill Rubin, Program Director of WGSS

The Center for Identity & Inclusion's (CII) WGSS provides advocacy, education, resources, and support for students overcoming gender-specific barriers to success. We do this through providing necessary physical resources (including sexual health, menstrual, parental, and gender affirming materials); signature programming and events such as the Body Project and the Women & Gender Equity in Leadership (WGEL) Summit; targeted workshops and educational opportunities; professional development (including employment as a Gender Equity Educator and Graduate Student Leader; as well as sponsoring conference opportunities for women and femme students; and sexual health & gender validation cross-trainings for internal staff); peer support; connections with women's student organizations and one-on-one consultations.

We also work to make environmental level change through organizing and collaborating with larger committees to address system-wide gender-specific

and intersectional barriers to student success. This includes working with our LGBTQ Faculty Committee, Lactation Policy Group, Co-chairing the Outreach & Education (Gender Equity and Sexual Assault Prevention) Committee, and Co-Chairing the Steve Fund Committee.

Body Project & National Women's Studies Association Conference (NWSA)

Statement of Program Goals:
- To use evidence-based practices to improve the well-being of women and femme students (e.g., the Body Project),
- To invest in programming that builds into and off of existing campus programs/initiatives to increase buy-in and collaboration (e.g., LEAD Workshops, CII Student Staff Trainings, etc.) and
- To center student voices and address student needs (physical resources/expanded closet, WGEL Summit, etc.).

Programming:
- Resource Distribution: Increased gender-specific resource availability, access, and promotion in the following areas; as well as supplemental educational materials to support resource use to reduce gender-based barriers. **202 individuals** utilized the following resources:
    - **Sexual Health Resources** (plan B, pregnancy tests, internal and external condoms, dental dams, lubricant)
    - **Menstrual Resources** (disposable menstrual pads, disposable tampons, disposable menstrual discs, disposable heating pads, reusable heating and cooling pads, reusable menstrual cups/discs/pads)
    - **Parent Resources** (diapers, lactation pads, access to the "MomCube" freezer, refrigerator)
    - **Gender Affirming Resources** (increased access to affirming and emergency clothing closet)
- *Professional Development*

    - Sponsored and supported **10 members and the advisor of** the Society of Women Engineers attending the National SWE Conference

- o Sponsored and attended the National Women Studies Association (NWSA) Conference with **4 CII student leaders**
- o Hosted [The Body Project Program,](link) an evidence-based, peer-led, train-the-trainer with Dr. Chris Meno to increase body acceptance and prevent eating disorders on college campuses
    - Successfully certified **8 student facilitators** & **7 train-the-trainers**
    - Collaborated with the Phoenix Center and Counseling Center to offer additional specialized training on how to utilize Motivational Interviewing Technique's to better facilitate this program

- Programing and Events
  - o Relaunched [The Women and Gender Equity in Leadership (WGEL) Summit](link) on November 4, 2022
    - Total of **91 participants**
    - Keynote by Colorado local activist Suzi Q. Smith on the theme "Destroy the Dystopia"
    - Powerful lunch performances including: poetry by Savannah Spears (CU Denver Student Leader), Music by Hailey Dean (CU Denver Music Student - Show You Care), and poetry by local professional JC Futrell
      - 2 student led table-talks
    - 9 educational breakout sessions with 3 virtual/hybrid options
    - Vendor fair with 10 student, community, and department organizations tabling
    - Equitable Breakdown of costs across the tri-institution with the following budget breakdown:
  - o Trans Day of Remembrance
    - **16 participants** attended Lunch & Learn for Allies
      - A workshop designed for allies/advocates to increase their cultural humility and empathy skills in order to better support trans folks in our university community
    - Self-Care TDOR Soiree was cancelled due to snow and an emergency closing of the Auraria Campus

  - o The Body Project
    - Successfully launched [Body Project](link) workshops

- February: **<u>6 participants</u>** completed both workshops
- March: **<u>8 participants</u>** completed both workshops
- **70 participants** registered to express interest

- Women's History Month (March): Developed and promoted a Call for Programs to build a collaborative Women's History Month Calendar including the following programs, educational websites and resources.

- LEAD Workshop Series and Collaboration with Student Life & Campus Community
  - Women & Gender Empowerment: Self Advocacy in the Workplace on March 8, 2023 (**7 participants**)
    - Co-led with Gender Equity Educator Tasia Derrera
  - Women, Gender & Financial Empowerment on March 29, 2023 (**14 participants**)
    - Workshop was developed by Graduate Student Leader Mayra Ramirez (and Gender Equity Educator Andrea Avalos
- Trans Day of Visibility Programming: Express Yourself Celebration
  - **42 participants**
  - Student informed and innovated gender play event to celebrate Trans Day of Visibility (TDOV) for our larger campus community
  - Additional benefits: clothing drive resulted in the expansion of a gender affirming and emergency use clothing closet for women, trans, and gender expansive students

- Sexual Assault Awareness Month (April)
  - Participated in the SAAM Planning Committee to collaborate and support the following programs in April

- Steve Fund Workshops & Trainings
  - Activism is Wellness with Armoni Moody (March 31) -- **16 participants**
  - South Asian Women: Giving Voice to Our Mental Health and Wellbeing (April 11, 2023 4-5pm Zoom)
  - Service Me First: Self Care for AAPI Womxn with CASL (April 13, 2023 5-7pm Zoom and Hybrid Options)
- Internal Trainings Provided By and For CII Student Staff on WGSS Topics
  - Maxwell Cornett created provided "Gender Validation" presentation & training on February 24, 2023
  - Iris Barkett created and provided "Sexual Health & Wellness" presentation & training on March 3, 2023

2022-2023 Diversity Report

Office of the Vice Chancellor of Diversity, Equity, Inclusion and Community Engagement

Office of Institutional Research

![CU Anschutz logo]

University of Colorado Anschutz Medical Campus
Office of Diversity, Equity, Inclusion and Community Engagement
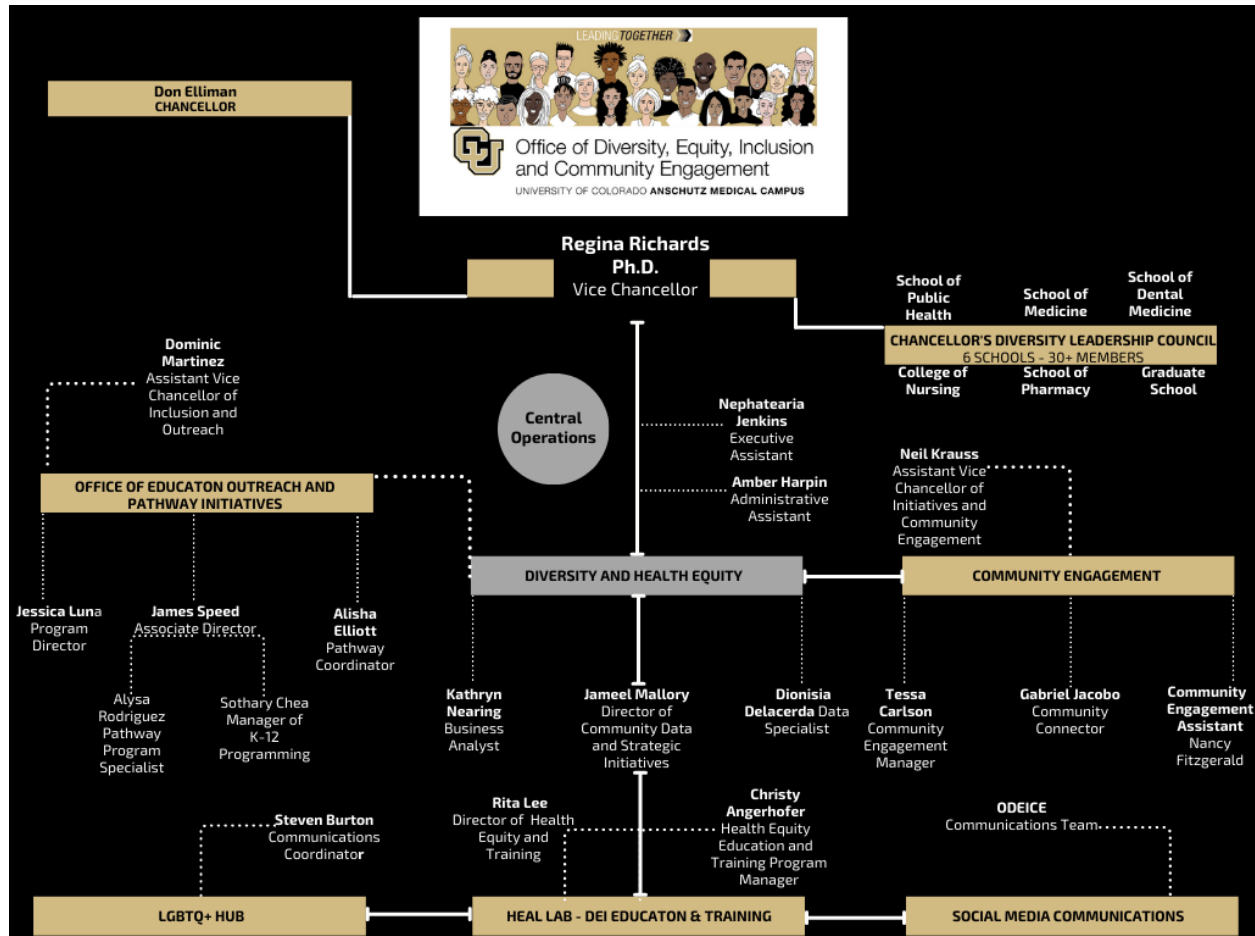
Regina Richards, PhD, MSW
Vice Chancellor of Diversity, Equity, Inclusion and Community Engagement

Jameel Mallory, BA
Director of Community Data and Strategic Initiatives

Dominic F. Martinez, Ed.D.
Assistant Vice Chancellor, Office for Educational Outreach and Pathway Initiatives

James Speed, MS
Associate Director Office for Educational Outreach and Pathway Initiatives

Neil Krauss, MSF, MA
Assistant Vice Chancellor of Initiatives and Community Engagement

Gabriela Jacobo, MS
Director, Community Connector

CU Anschutz

Steven Burton, MPH
LGBTQ+ HUB Resource and Communications Coordinator

Jessica Luna-Garcia, Ed.D.
Director, CU Pre-Health Scholars Program

Tessa Carlson, MS
Community Engagement Manager

Kathryn Nearing, PhD
Business Analyst

Alisha Elliott, MA
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Amber Harpin
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Data Specialist

Sothary Chea, MS
Manager of K-12 Programming/CU Pre-Health Scholars Program (Middle School)

Nephatearia Jenkins
Executive Assistant

Rita Lee, MD
Director of Health Equity Education and Training

Alisya Rodriguez
Pathway Program Specialist

Christy Angerhofer
Health Equity Education and Training Program

Mission:

We are committed to transforming and advancing policies, programs and practices that address social injustices and health disparities alongside the communities we serve.

Vision:

We aspire to build a medical campus community that thrives on diversity, equity, inclusion and community engagement; strives to eliminate social injustices and health disparities through measurable commitments, strategic, systemic and sustainable systems of accountability; and demonstrates trust and respect for ALL through inclusive practices and policies.

As a world-class medical destination at the forefront of transformative education, science, medicine, and health care, will combine efforts and leverage all of the campus missions to attain our goal. This includes expanding on the endeavors of the former Community-Campus Partnership program and strengthening the collaboration with our hospital partners.

Campus DEI Strategic Goals and Priorities

Dr. Regina Richards and her team are committed to being leaders and drivers of Inclusive Excellence.

Our strategic direction was adapted from the Black Student Collective Resolution NO. Res-2020-0001 developed by 40 Black students and allies (led by the CU SOM Student National Medical Association and White Coats for Black Lives Student Groups) on the CU Anschutz

Medical Campus. Our work processes focus on removing racist, biased, oppressive structural systems for underrepresented minorities (URM), Black, Indigenous and People of Color (BIPOC) and other vulnerable populations and stakeholders at the campus community levels and beyond. There were 14 items that emerged from Phase 1 of this document as priority areas for the campus, with seven emerging as the Diversity, Equity, Inclusion and Community Engagement campus-wide initiatives. These evaluation and analysis efforts were led by our Business Analyst, Kady Nearing, PhD, and Program Director, Jameel Mallory, and were voted on, accepted, and supported by Chancellor Elliman.

Strategic Pillars include the following areas (adapted from our DEI Structural Design Model) providing the framework for longitudinal engagement, attraction, attainment and retention practices and process for the strategic areas of:

- Recruitment and Retention
- Holistic Hiring
- Holistic Admissions
- Education and Training
- Community Engagement
- Evaluation and Data Management

Chancellor's DEICE Leadership Council

Dr. Richards with full support from Chancellor Elliman immediately developed the Chancellor's DEICE Leadership Council (August 2020) comprised of dean appointed representatives from all schools/colleges/programs* (*campus programs have limited representation), who serve as the collaborative oversight council with shared decision-making committed to developing DEICE strategic initiatives for our campus including setting measurable goals and outcomes for our ODEICE campus- wide strategic planning processes process led by Laura Borgelt, PharmD, MBA and her team in the Office of Strategic Initiatives. Our DEICE initiatives will be integrated into the framework for the overall campus initiatives and priority areas.

To date, there are approximately 26 partners on this council and include the following partners:

- Chancellor Don Elliman
- Vice chancellor for research
- Faculty representatives for Disability Access and Inclusion
- The Office of Advancement
- Associate vice chancellor for student services
- Director of equity and training for the CU Anschutz Medical Campus
- Faculty and staff from six schools and colleges on the Anschutz Medical Campus
- Director of DEI for student senate
- Three student representatives of the Black Student Collective Group

- Staff leadership from the Office of Diversity, Equity, Inclusion and Community Engagement including the liaison to the North Aurora community
- Representative from Children's Hospital Colorado
- Representative from the VA Hospital

The council meets monthly. Outcomes to date include:

- Developed and unanimously approved the ODEICE Mission Statement
- Co-developed the ODEICE campus-wide strategic priorities
- Engaged in the campus-wide Office of Strategic Initiatives strategic planning processes
- Supported the Campus-wide Climate and Culture Survey (CWC)
- Approved the ODEICE Sustainable Structural Design to be implemented across all schools/colleges/programs. This design focuses on the continuum of longitudinal engagement, attraction, attainment and retention practices and process focused on recruitment, retention and career pathways for ALL faculty, staff, students, trainees, and community members.

Hispanic Serving Institution Advisory Group leads our collective efforts on addressing tough, systemic issues that have hindered the ability of our campus to be welcoming and inclusive in all that we do, with a specific lens on our Latinx students, staff, faculty, and the campus community. The team is charged with developing and recommending an action plan to ensure Latinx members of the university community can experience what CU Anschutz Medical Campus has to offer equitably, focusing on eliminating structural and environmental barriers to maximize the success of Latinx students, faculty, and staff.

Supplier Diversity Initiative

The purpose of the [Supplier Diversity Initiative](#) is to connect local businesses in North Aurora and Northeast Denver with CU Anschutz Medical Campus departments. CU's goal is to establish and maintain strong relationships with local businesses that can meet some of the University's needs for goods and services. Through CU's Anschutz Medical Campus Office of Diversity, Equity, Inclusion, and Community Engagement, this initiative is being created to benefit both the campus and the nearby community. By including and supporting diverse businesses in our supply chain, we create opportunity, promote innovation, and stimulate growth that enriches our community as a whole.

The initiative is being created in partnership with [the City of Aurora – Small Business Development Center](#), [On Havana Street](#), [the Center for Community Wealth Building](#), and the [University of Colorado System Procurement Service Center](#). The initiative follows suit with the mission of the University's [Small Business Program](#) to maximize opportunities for small business concerns to participate in the University's business of procuring goods and services at all dollar levels and regardless of funding source.

Search Advocate "Pilot" Program

Established in 2008, Oregon State University's Search Advocate program enhances equity, validity, and diversity in university hiring. Search Advocates are trained as search and selection process advisors. Search Advocates serve as a consultant/participant who advances inclusive excellence by asking questions to help committee members test their thinking, identify, and promote practices that advance diversity and social justice, and minimize the impacts of cognitive and structural biases. As external committee members, advocates can explore assumptions, norms, and practices that an internal member might not question. The search advocate plays a vital role in position development, recruitment, screening, interviews, references, evaluation, and integration of the new faculty or staff member into the institution. The CU System Office committed to offering the OSU training twice an academic year. As of fall 2022, 35 Search Advocates have been trained at the CU Anschutz Medical Campus.

In 2022 the Colorado School of Public Health partnered with the Office of Diversity, Equity, Inclusion and Community Engagement and the Anschutz Office of Human Resources to repurpose the high-level Search Advocate training provided by the CU System Office to develop a [Search Advocate "Pilot" Program](#) that's tailored to the employment culture at Anschutz. As a result, 10 staff and 10 faculty members concluded the 1st cohort and series of trainings in April 2023. Advocates will be deployed and serve on committees within the School of Public Health. The recruitment process of the 2nd cohort is underway and will include advocates from the central DEICE office with hopes that the program will be broadly adopted within the other schools/college and auxiliary business units' overtime.

Center for Health Equity

The Anschutz Medical Campus Center for Health Equity was development with the strategic process being led by Drs. Regina Richards and Dr. Mark Earnest. The strategic process included engaging with Civic Canopy, a large steering committee (26 members) comprised of internal/external stakeholders. Currently there is an active Community Advisory Board (10 members). The Center for Health Equity has been funded (seed money) with $10M from the support of Chancellor Don Elliman and the Vice Chancellor of Health Affairs Dean John J. Reilly Jr., MD. The strategic framework includes the following areas:

- Teaching and Learning
- Workforce Development
- Research
- Advocacy
- Evaluation and Data Analysis
- Expansion of Education and Training Programs

![CU Anschutz logo]

Health Sciences Career Pathway Hub

CU Pre-Health Scholars Program 2023 Graduates

Under the leadership of Dr. Dominic Martinez, the Office for Educational Outreach and Pathway Initiatives (formerly Office of Inclusion and Outreach) provides sustained, comprehensive programs across all educational levels to promote access and increase numbers of underrepresented populations in healthcare, STEM (science, technology, engineering, and mathematics) and research professions.

Our campus has over 32 career pathway programs offered to students 3rd grade – graduate levels including undocumented student services.

Additional services include resources intended to assist the CU Anschutz Medical Campus in effectively managing the risks, requirements, and onboarding steps for students enrolled in pathway programs (research labs, internships, summer experiential learning opportunities, etc.). Resources include guidelines, checklists, and waivers for volunteers, trainees, and minors.

Undocumented Student Services

- Renamed and fundraised for the Undocumented Student Support Fund (DREAMers Scholarship) during CU Giving Day, the largest amount raised during Giving Day.
- Continues to provide Unapologetic and Unafraid: Supporting Undocumented Students on your Campus Training to campus leadership.

Health **E**quity **A**ction **L**ab – **HEAL Team**

Under the leadership of our Director for Equity and Training, Rita Lee, MD, Professor, Division of Internal Medicine, we are developing comprehensive education and training that will include:

- Standardization of equity topics included in curriculums for all schools, colleges and programs
- DEI trainings for faculty, staff, and trainees on health equity issues for all schools, colleges, and programs
- Development of metrics for reviewing policies and practices using an anti-racist framework

To date, the ODEICE has conducted hundreds of DEI trainings across campus. Topics include:

- Race in Medicine
- Inclusive Syllabi
- DEI 101
- Level Setting
- Unconscious Bias
- Implicit Bias

- Holistic Admissions
- Identity, Privilege and Power
- Microaggressions
- Upstander Training
- CU Equity Certificate Program

We are currently developing the following Train-the-Trainer Programs

- Restorative Justice Healing Practices
- Equity Ambassadors for Search Committees
- Implicit Bias and Microaggressions

Community Engagement

We are continuing the work and partnership with the Resident Leadership Council (RLC) previously supported by the Community-Campus Partnership (CCP). The RLC is a group of North Aurora community leaders who represent a broad array of residents to inform us of the priority issues of the external community. Gabriela Jacobo is our Director, Community Connector working in partnership with the many key stakeholders in Aurora. Additionally, we continue to support El Alba Catering Cooperative, which is a small business endeavor that is working towards opening a commercial kitchen and dining space at the corner of Colfax and Dayton Street in Aurora.

Community Advisory Boards have been established, which consists of community organization representatives and key staff members from the ODEICE. We partner with this group to continue to build and maintain relationships and trust with the external community and to get input on our work as it relates to community efforts.

CU Anschutz

To continue building connections between the community and the campus, our Community Engagement Manager, Tessa Carlson, prepares and distributes a weekly newsletter comprised of timely community and campus opportunities including jobs, events, volunteer activities and other resources. These opportunities are also listed under the community engagement section of our website.

LGBTQ+ Hub

The LGBTQ+ Hub, led by Communication and Resource Coordinator, Steven Burton, MPH, was established to be a one-stop-shop that can achieve a campus and Aurora community culture where LGBTQ+ people are highly visible, are fully included and integrated in leadership, day-to-day living, communication and dialogue, and where vibrant partnerships exist between the LGBTQ+ Hub, the campus and Aurora communities-at-large. All programs from the Hub are open to the CU Anschutz Medical Campus and external community. Areas of focus include:

- Community and events
- Support and resources
- Education and advocacy
- Research

University of Colorado
Boulder | Colorado Springs | Denver | Anschutz Medical Campus

2022-23 Diversity Report

Data Appendix

View and interact with data from the 2022-23 Diversity Report using our data visualization tool.

Click for Data Online

https://www.cu.edu/diversity-report-interactive-data

University of Colorado Boulder

2022-23 Diversity Report

Student Diversity

Data provided by the CU-Boulder Office of Data Analytics
http://www.colorado.edu/oda/ia/

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

Legend: ■Asian □Native Hawaiian/Pacific Islander ■Black/African American ■Hispanic/Latino ■American Indian/Alaska Native □More than one race
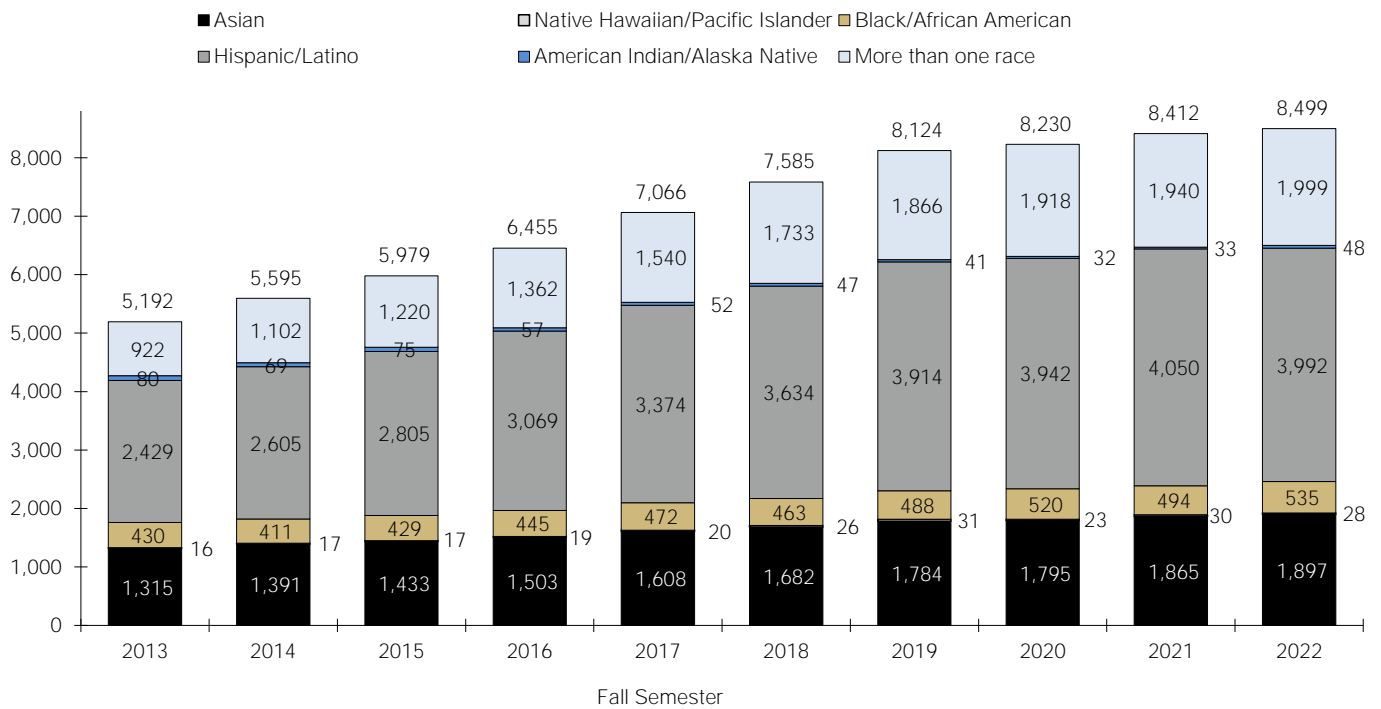
Race/Ethnicity	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Asian	1,315	1,391	1,433	1,503	1,608	1,682	1,784	1,795	1,865	1,897
Native Hawaiian/Pacific Islander	16	17	17	19	20	26	31	23	30	28
Black/African American	430	411	429	445	472	463	488	520	494	535
Hispanic/Latino	2,429	2,605	2,805	3,069	3,374	3,634	3,914	3,942	4,050	3,992
American Indian/Alaska Native	80	69	75	57	52	47	41	32	33	48
More than one race	922	1,102	1,220	1,362	1,540	1,733	1,866	1,918	1,940	1,999
White/Unknown	19,309	18,970	18,927	19,004	19,543	20,285	20,819	20,311	20,950	21,184
International	960	1,294	1,585	1,959	2,058	1,933	1,730	1,254	1,114	988
Total Enrollment	25,461	25,859	26,491	27,418	28,667	29,803	30,673	29,795	30,476	30,671
Students of Color Total	5,192	5,595	5,979	6,455	7,066	7,585	8,124	8,230	8,412	8,499
Students of Color as % of Total*	21%	23%	24%	25%	27%	27%	28%	29%	29%	29%

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Asian	5.2%	5.4%	5.4%	5.5%	5.6%	5.6%	5.8%	6.0%	6.1%	6.2%
Native Hawaiian/Pacific Islander	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
Black/African American	1.7%	1.6%	1.6%	1.6%	1.6%	1.6%	1.6%	1.7%	1.6%	1.7%
Hispanic/Latino	9.5%	10.1%	10.6%	11.2%	11.8%	12.2%	12.8%	13.2%	13.3%	13.0%
American Indian/Alaska Native	0.3%	0.3%	0.3%	0.2%	0.2%	0.2%	0.1%	0.1%	0.1%	0.2%
More than one race	3.6%	4.3%	4.6%	5.0%	5.4%	5.8%	6.1%	6.4%	6.4%	6.5%
White/Unknown	75.8%	73.4%	71.4%	69.3%	68.2%	68.1%	67.9%	68.2%	68.7%	69.1%
International	3.8%	5.0%	6.0%	7.1%	7.2%	6.5%	5.6%	4.2%	3.7%	3.2%

* Students of Color percentage calculation does not include the international population.

Note: In fall 2011, enrollment reporting for this report was changed. Thus, the numbers for fall 2011 and beyond are not comparable to prior numbers. Prior numbers included only degree-seeking students with *state reportable hours.* The numbers for fall 2011 and later include *all* degree-seeking students and are therefore higher than prior years. For example, the tables show a considerable increase in enrollment from fall 2010 to fall 2011. Fall 2011 minority enrollment did increase over fall 2010, but not as dramatically as the charts show. For undergraduate minority enrollment about 160 additional enrollments were due to the change in reporting.

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

Legend: ■Asian □Native Hawaiian/Pacific Islander ■Black/African American ■Hispanic/Latino ■American Indian/Alaska Native □More than one race

Fall Semester
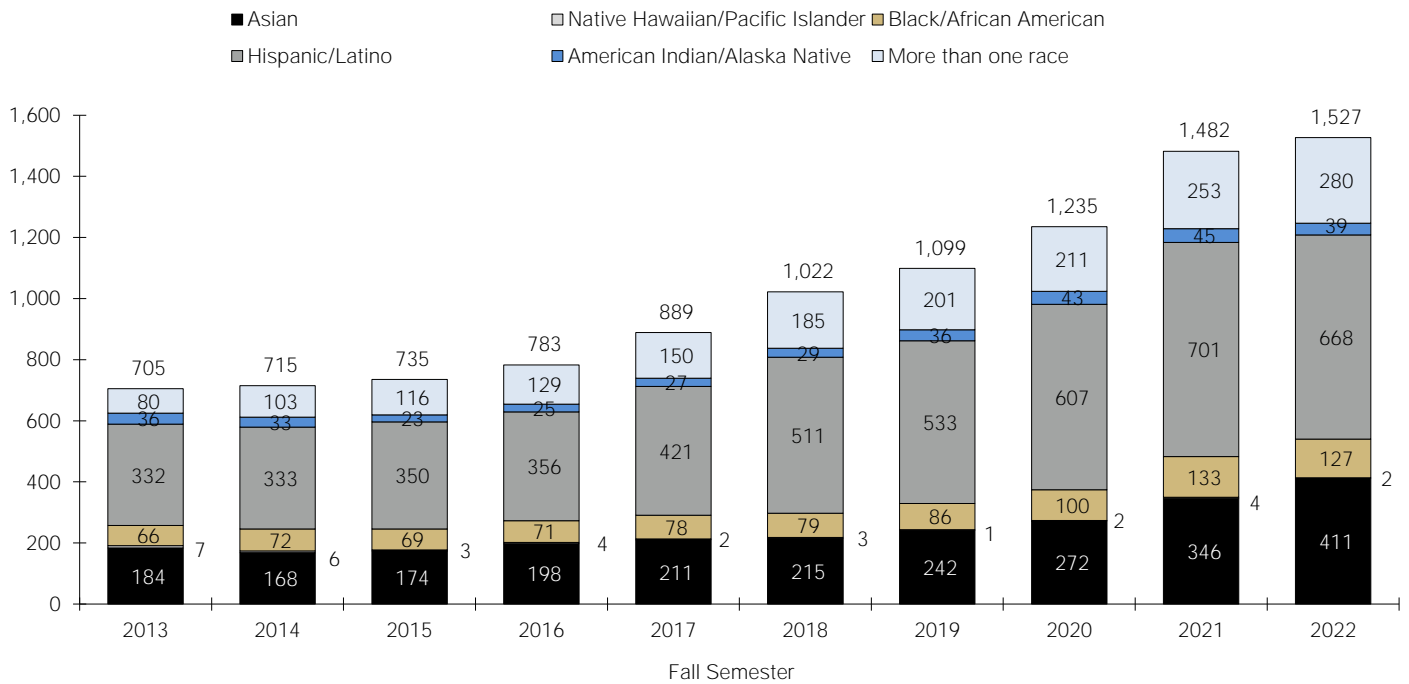
Race/Ethnicity	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Asian	184	168	174	198	211	215	242	272	346	411
Native Hawaiian/Pacific Islander	7	6	3	4	2	3	1	2	4	2
Black/African American	66	72	69	71	78	79	86	100	133	127
Hispanic/Latino	332	333	350	356	421	511	533	607	701	668
American Indian/Alaska Native	36	33	23	25	27	29	36	43	45	39
More than one race	80	103	116	129	150	185	201	211	253	280
White/Unknown	3,698	3,666	3,676	3,706	3,821	3,929	3,980	4,193	4,249	4,084
International	910	927	1,066	1,152	1,181	1,244	1,260	1,040	1,373	1,775
Enrollment	5,313	5,308	5,477	5,641	5,891	6,195	6,339	6,468	7,104	7,386
Students of Color Total	705	715	735	783	889	1,022	1,099	1,235	1,482	1,527
Students of Color as % of Total*	16%	16%	17%	17%	19%	21%	22%	23%	26%	27%

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Asian	3.5%	3.2%	3.2%	3.5%	3.6%	3.5%	3.8%	4.2%	4.9%	5.6%
Native Hawaiian/Pacific Islander	0.1%	0.1%	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%
Black/African American	1.2%	1.4%	1.3%	1.3%	1.3%	1.3%	1.4%	1.5%	1.9%	1.7%
Hispanic/Latino	6.2%	6.3%	6.4%	6.3%	7.1%	8.2%	8.4%	9.4%	9.9%	9.0%
American Indian/Alaska Native	0.7%	0.6%	0.4%	0.4%	0.5%	0.5%	0.6%	0.7%	0.6%	0.5%
More than one race	1.5%	1.9%	2.1%	2.3%	2.5%	3.0%	3.2%	3.3%	3.6%	3.8%
White/Unknown	69.6%	69.1%	67.1%	65.7%	64.9%	63.4%	62.8%	64.8%	59.8%	55.3%
International	17.1%	17.5%	19.5%	20.4%	20.0%	20.1%	19.9%	16.1%	19.3%	24.0%

* Students of Color percentage calculation does not include the international population.

Note: In fall 2011, enrollment reporting for this report was changed. Thus, the numbers for fall 2011 and beyond are not comparable to prior numbers. Prior numbers included only degree-seeking students with *state reportable hours*. The numbers for fall 2011 and later include *all* degree-seeking students and are therefore higher than prior years. For example, the tables show a considerable increase in enrollment from fall 2010 to fall 2011. Fall 2011 minority enrollment did increase over fall 2010, but not as dramatically as the charts show. For graduate minority enrollment, about 45 additional enrollments were due to the change in reporting.

University of Colorado Boulder
Fall Headcount Enrollment by Sex, Fall 2022

Undergraduate Enrollment
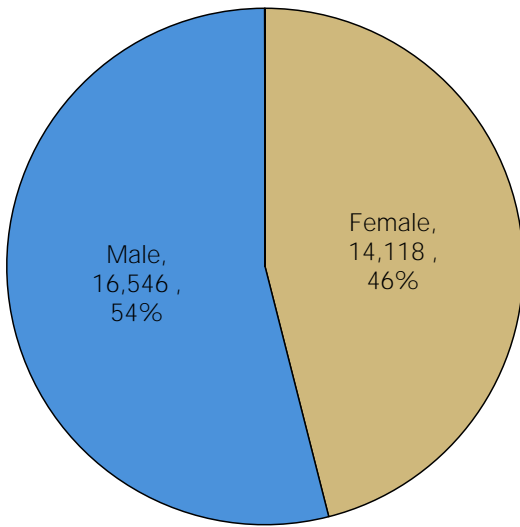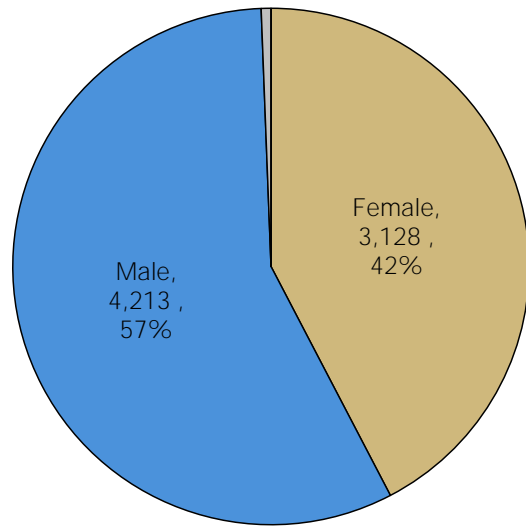
Male, 16,546, 54%
Female, 14,118, 46%

□Female ■Male □X ■Not Reported

Graduate Enrollment

Male, 4,213, 57%
Female, 3,128, 42%

□Female ■Male □X ■Not Reported

Total Enrollment

2022 — Male, 20,759, 55% | Female, 17,246, 45%

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%
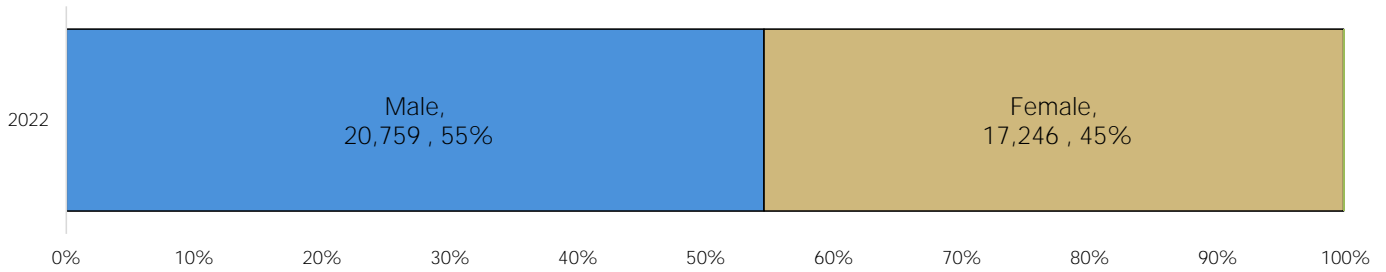
Undergraduate Enrollment	2016	2017	2018	2019	2020	2021	2022
Female	12,129	12,663	13,319	13,947	13,658	13,766	14,118
Male	15,289	16,004	16,484	16,726	16,137	16,705	16,546
X	-	-	-	-	-	5	7
Not Reported	-	-	-	-	-	-	-
Total	27,418	28,667	29,803	30,673	29,795	30,476	30,671

Graduate Enrollment	2016	2017	2018	2019	2020	2021	2022
Female	2,396	2,521	2,685	2,777	2,851	3,117	3,128
Male	3,245	3,370	3,510	3,562	3,616	3,969	4,213
X	-	-	-	-	1	18	45
Not Reported	-	-	-	-	-	-	-
Total	5,641	5,891	6,195	6,339	6,468	7,104	7,386

Total Enrollment	2016	2017	2018	2019	2020	2021	2022
Female	14,525	15,184	16,004	16,724	16,509	16,883	17,246
Male	18,534	19,374	19,994	20,288	19,753	20,674	20,759
X	-	-	-	-	1	23	52
Not Reported	-	-	-	-	-	-	-
Total	33,059	34,558	35,998	37,012	36,263	37,580	38,057

University of Colorado Boulder
Baccalaureate Degrees Awarded by Race/Ethnicity
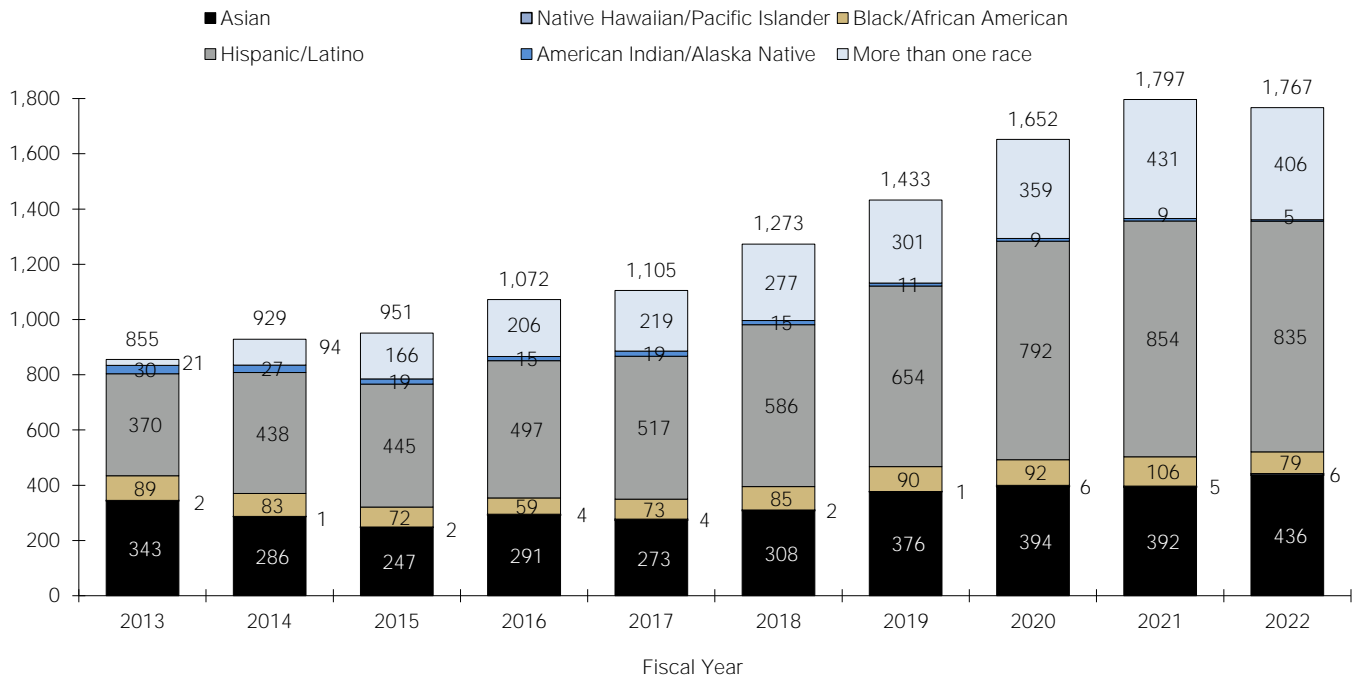
Race/Ethnicity	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Asian	343	286	247	291	273	308	376	394	392	436
Native Hawaiian/Pacific Islander	2	1	2	4	4	2	1	6	5	6
Black/African American	89	83	72	59	73	85	90	92	106	79
Hispanic/Latino	370	438	445	497	517	586	654	792	854	835
American Indian/Alaska Native	30	27	19	15	19	15	11	9	9	5
More than one race	21	94	166	206	219	277	301	359	431	406
White/Unknown	4,790	4,380	4,238	4,268	4,209	4,176	4,457	4,732	4,676	4,661
International	107	106	145	157	225	342	429	476	437	339
Total Degrees Awarded	5,752	5,415	5,334	5,497	5,539	5,791	6,319	6,860	6,910	6,767
Students of Color Total	855	929	951	1,072	1,105	1,273	1,433	1,652	1,797	1,767
Students of Color as % of Total*	15%	17%	18%	20%	21%	23%	24%	26%	28%	27%

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Asian	6.0%	5.3%	4.6%	5.3%	4.9%	5.3%	6.0%	5.7%	5.7%	6.4%
Native Hawaiian/Pacific Islander	0.0%	0.0%	0.0%	0.1%	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Black/African American	1.5%	1.5%	1.3%	1.1%	1.3%	1.5%	1.4%	1.3%	1.5%	1.2%
Hispanic/Latino	6.4%	8.1%	8.3%	9.0%	9.3%	10.1%	10.3%	11.5%	12.4%	12.3%
American Indian/Alaska Native	0.5%	0.5%	0.4%	0.3%	0.3%	0.3%	0.2%	0.1%	0.1%	0.1%
More than one race	0.4%	1.7%	3.1%	3.7%	4.0%	4.8%	4.8%	5.2%	6.2%	6.0%
White/Unknown	83.3%	80.9%	79.5%	77.6%	76.0%	72.1%	70.5%	69.0%	67.7%	68.9%
International	1.9%	2.0%	2.7%	2.9%	4.1%	5.9%	6.8%	6.9%	6.3%	5.0%

* Students of Color percentage calculation does not include the international population.

Note: degree counts are unduplicated (one student receiving multiple degrees is counted only once).
Racial/ethnic counts by category follow IPEDS reporting rules for fall 2011 and later. The counts for a single category represent only those who selected that single category alone.
Individuals selecting multiple categories are placed in "more than one race," unless Hispanic/Latino was one of their choices in which case they are placed in the "Hispanic/Latino"

University of Colorado Boulder
Graduate Degrees Awarded by Race/Ethnicity
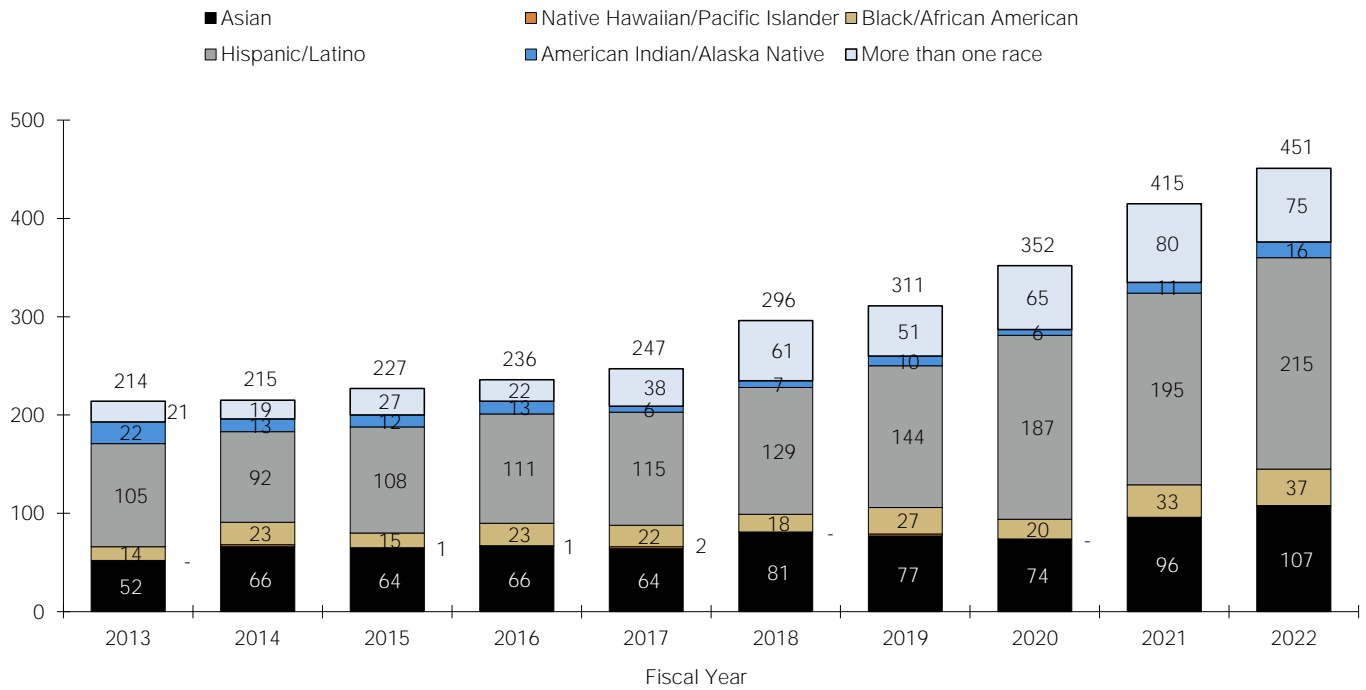
Race/Ethnicity	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Asian	52	66	64	66	64	81	77	74	96	107
Native Hawaiian/Pacific Islander	-	2	1	1	2	-	2	-	-	1
Black/African American	14	23	15	23	22	18	27	20	33	37
Hispanic/Latino	105	92	108	111	115	129	144	187	195	215
American Indian/Alaska Native	22	13	12	13	6	7	10	6	11	16
More than one race	21	19	27	22	38	61	51	65	80	75
White/Unknown	1,346	1,213	1,269	1,201	1,288	1,392	1,415	1,508	1,509	1,598
International	278	295	320	320	412	378	443	432	392	313
Total Degrees Awarded	1,838	1,723	1,816	1,757	1,947	2,066	2,169	2,292	2,316	2,362
Students of Color Total	214	215	227	236	247	296	311	352	415	451
Students of Color as % of Total*	14%	15%	15%	16%	16%	18%	18%	19%	22%	22%

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Asian	2.8%	3.8%	3.5%	3.8%	3.3%	3.9%	3.6%	3.2%	4.1%	4.5%
Native Hawaiian/Pacific Islander	0.0%	0.1%	0.1%	0.1%	0.1%	0.0%	0.1%	0.0%	0.0%	0.0%
Black/African American	0.8%	1.3%	0.8%	1.3%	1.1%	0.9%	1.2%	0.9%	1.4%	1.6%
Hispanic/Latino	5.7%	5.3%	5.9%	6.3%	5.9%	6.2%	6.6%	8.2%	8.4%	9.1%
American Indian/Alaska Native	1.2%	0.8%	0.7%	0.7%	0.3%	0.3%	0.5%	0.3%	0.5%	0.7%
More than one race	1.1%	1.1%	1.5%	1.3%	2.0%	3.0%	2.4%	2.8%	3.5%	3.2%
White/Unknown	73.2%	70.4%	69.9%	68.4%	66.2%	67.4%	65.2%	65.8%	65.2%	67.7%
International	15.1%	17.1%	17.6%	18.2%	21.2%	18.3%	20.4%	18.8%	16.9%	13.3%

* Students of Color percentage calculation does not include the international population.

Note: degree counts are unduplicated (one student receiving multiple degrees is counted only once).
Racial/ethnic counts by category follow IPEDS reporting rules for fall 2011 and later. The counts for a single category represent only those who selected that single category alone.
Individuals selecting multiple categories are placed in "more than one race," unless Hispanic/Latino was one of their choices, in which case they are placed in the "Hispanic/Latino"

70

University of Colorado Boulder
Degrees Awarded by Race/Ethnicity
Fiscal Year 2021-22
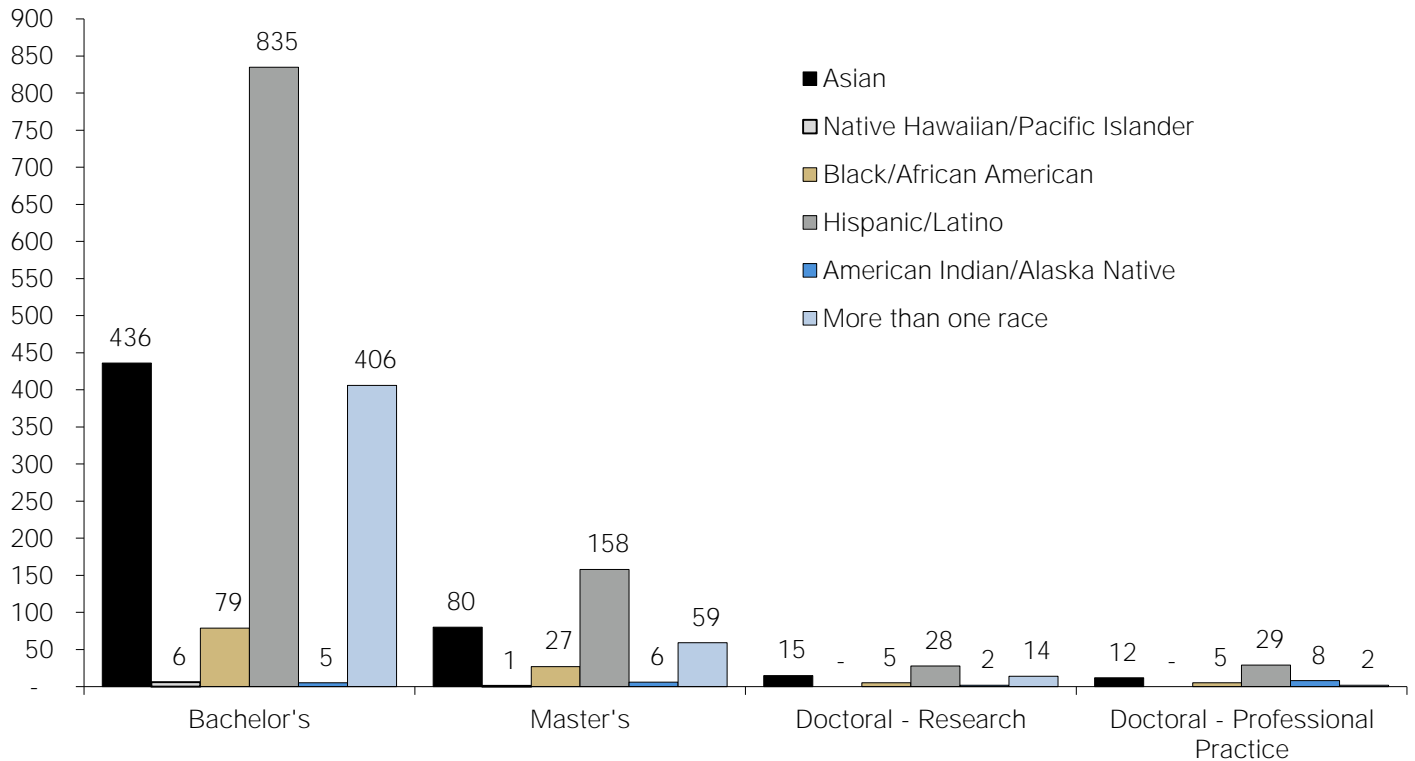
Race/Ethnicity	Bachelor's	Master's	Doctoral - Research	Doctoral - Professional Practice	Total
Asian	436	80	15	12	543
Native Hawaiian/Pacific Islander	6	1	-	-	7
Black/African American	79	27	5	5	116
Hispanic/Latino	835	158	28	29	1,050
American Indian/Alaska Native	5	6	2	8	21
More than one race	406	59	14	2	481
White/Unknown	4,661	1,201	275	122	6,259
International	339	225	88	-	652
Students of Color Total	1,767	331	64	56	2,218
Total	6,767	1,757	427	178	9,129

Note: degree counts are unduplicated (one student receiving multiple degrees is counted only once unless degrees are at different levels - e.g. BA and MA).

Racial/ethnic counts by category follow IPEDS reporting rules for fall 2011 and later. The counts for a single category represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "more than one race," unless Hispanic/Latino was one of their choices, in which case they are placed in the "Hispanic/Latino" category.

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

Students of Color Total

White/Unknown/Other
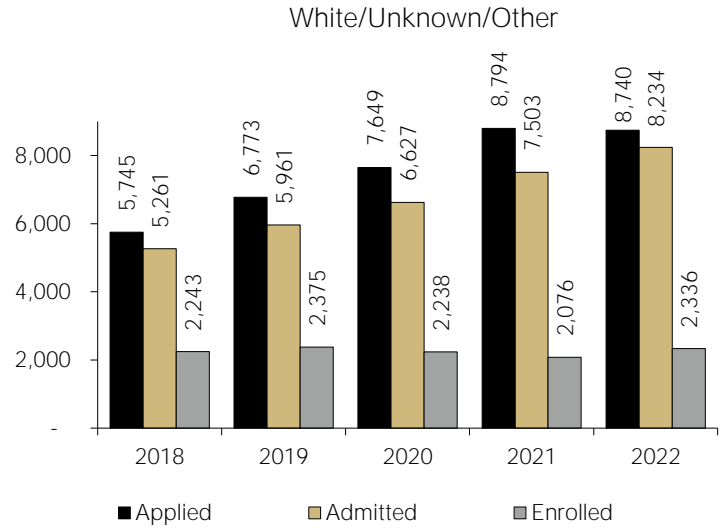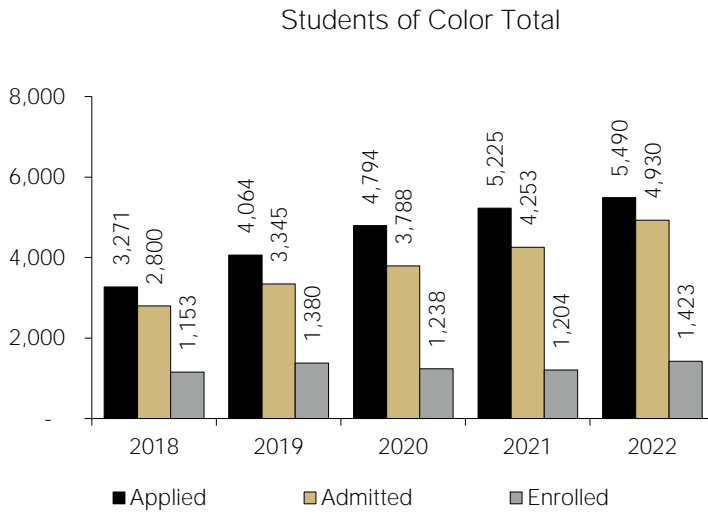
Asian

Fall Term	Applied	Admitted	Enrolled
2018	708	652	312
2019	773	719	353
2020	923	843	310
2021	1,023	933	340
2022	1,061	1,003	387

Native Hawaiian/Pacific Islander

Fall Term	Applied	Admitted	Enrolled
2018	10	10	3
2019	5	4	1
2020	6	5	-
2021	12	11	3
2022	13	11	4

Black/African American

Fall Term	Applied	Admitted	Enrolled
2018	243	187	56
2019	316	232	85
2020	366	257	79
2021	439	342	72
2022	476	411	116

Hispanic/Latino

Fall Term	Applied	Admitted	Enrolled
2018	1,640	1,365	533
2019	2,207	1,740	663
2020	2,626	1,960	589
2021	2,812	2,186	557
2022	2,913	2,559	642

American Indian/Alaska Native

Fall Term	Applied	Admitted	Enrolled
2018	14	7	1
2019	19	14	3
2020	16	8	2
2021	20	14	2
2022	25	22	9

More than one race

Fall Term	Applied	Admitted	Enrolled
2018	656	579	248
2019	744	636	275
2020	857	715	258
2021	919	767	230
2022	1,002	924	265

White/Unknown/Other

Fall Term	Applied	Admitted	Enrolled
2018	5,745	5,261	2,243
2019	6,773	5,961	2,375
2020	7,649	6,627	2,238
2021	8,794	7,503	2,076
2022	8,740	8,234	2,336

Total

Fall Term	Applied	Admitted	Enrolled
2018	11,235	10,191	3,666
2019	6,773	5,961	2,375
2020	7,649	6,627	2,238
2021	8,794	7,503	2,076
2022	8,740	8,234	2,336

University of Colorado Boulder
First-Year to Second-Year Retention Rates by Race/Ethnicity

■ White   ▫ Students of Color total

Fall Term First-Year Student Cohort
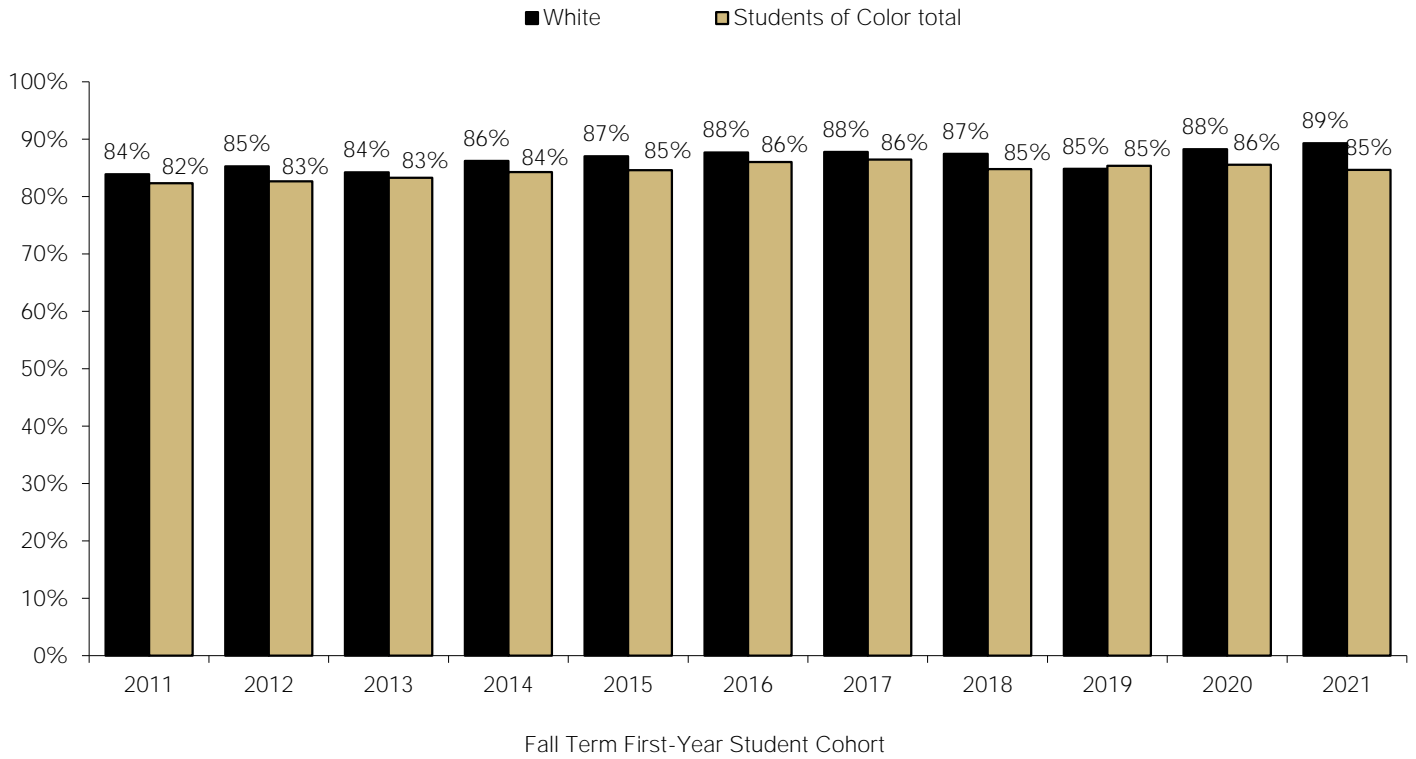
First-Year Cohort	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Asian	286	297	376	338	359	357	397	443	381	416
Native Hawaiian/Pacific Islander	4	3	3	5	6	6	9	5	2	8
Black/African American	89	121	91	103	95	104	81	118	105	105
Hispanic/Latino	556	625	661	722	794	849	833	940	851	910
American Indian/Alaska Native	16	8	17	16	14	9	7	7	4	13
More than one race	250	278	303	334	398	411	441	477	438	431
Other/Unknown	28	20	12	16	14	22	34	26	41	67
White	4,022	4,149	3,962	4,217	4,212	4,398	4,542	4,818	4,290	4,556
International	165	269	378	412	475	320	261	205	96	147
All	5,416	5,770	5,803	6,163	6,367	6,476	6,605	7,039	6,208	6,653
Students of Color total	1,201	1,332	1,451	1,518	1,666	1,736	1,768	1,990	1,781	1,883

Percent Enrolled One Year Later	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Asian	90%	88%	88%	90%	91%	89%	90%	90%	93%	91%
Native Hawaiian/Pacific Islander	75%	33%	67%	80%	67%	83%	78%	80%	100%	63%
Black/African American	80%	83%	89%	90%	85%	87%	81%	89%	81%	85%
Hispanic/Latino	79%	81%	82%	84%	84%	85%	84%	84%	82%	82%
American Indian/Alaska Native	75%	100%	88%	38%	64%	78%	29%	86%	75%	92%
More than one race	85%	83%	84%	81%	86%	87%	83%	83%	88%	85%
Other/Unknown	71%	65%	83%	69%	71%	82%	79%	77%	78%	82%
White	85%	84%	86%	87%	88%	88%	87%	85%	88%	89%
International	85%	90%	90%	93%	92%	90%	92%	86%	93%	86%
All	85%	84%	86%	87%	88%	88%	87%	85%	87%	88%
Students of Color total	83%	83%	84%	85%	86%	86%	85%	85%	86%	85%

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

■ White ☐ Students of Color Total
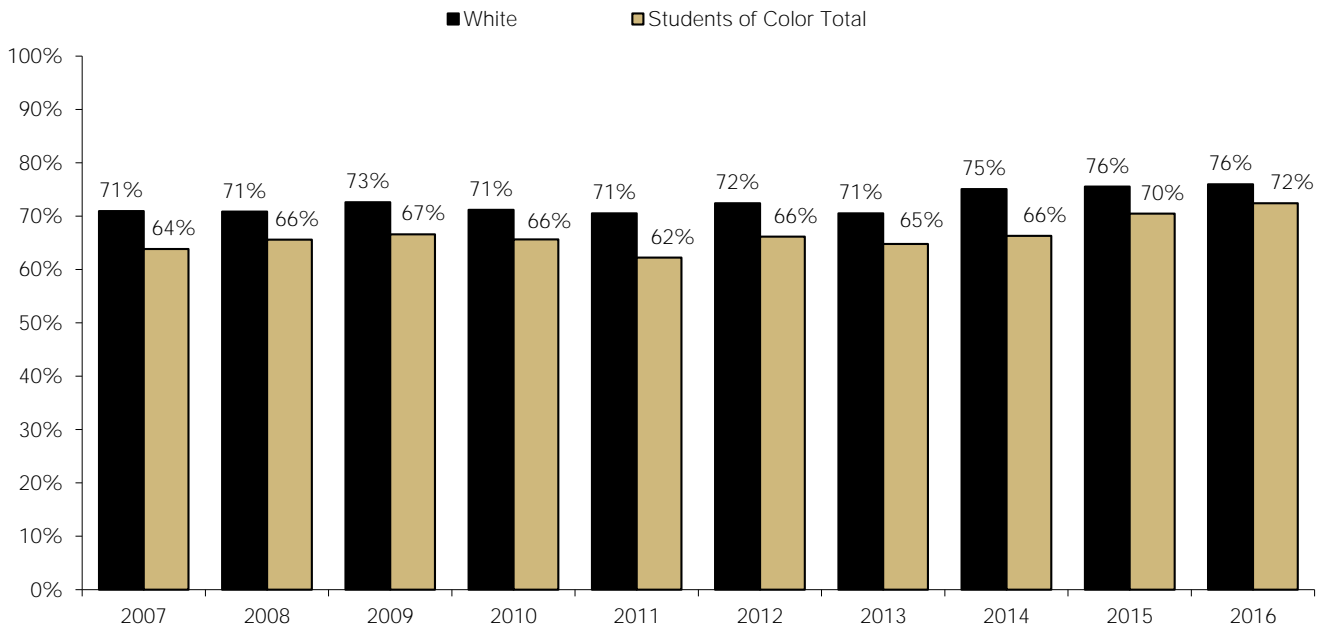
Fall Term Student Cohort Year

Undergraduate Cohort*	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Asian	360	355	350	264	256	286	297	377	338	359
Native Hawaiian/Pacific Islander	-	1	-	1	6	4	3	3	5	6
Black/African American	102	105	94	66	76	89	121	90	103	95
Hispanic/Latino	358	421	388	477	574	556	625	661	722	794
American Indian/Alaska Native	37	36	55	12	14	16	8	17	16	14
More than one race	14	18	23	185	218	250	278	303	334	398
White	4,405	4,568	4,285	4,000	4,339	4,022	4,149	3,955	4,217	4,212
Other/Unknown	198	251	259	60	53	28	20	11	16	14
International	66	56	61	73	106	165	269	377	412	475
Total Enrollment	5,540	5,811	5,515	5,138	5,642	5,416	5,770	5,794	6,163	6,367
Students of Color Total	857	918	887	820	926	951	1,054	1,148	1,184	1,268

Six-Year Graduation Rate	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Asian	71%	72%	71%	77%	70%	73%	71%	72%	79%	83%
Native Hawaiian/Pacific Islander	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%
Black/African American	55%	57%	60%	53%	49%	57%	52%	71%	68%	67%
Hispanic/Latino	59%	63%	65%	64%	62%	63%	64%	63%	68%	67%
American Indian/Alaska Native	59%	47%	55%	42%	43%	69%	88%	65%	31%	57%
More than one race	71%	72%	83%	61%	61%	70%	66%	65%	70%	75%
White	71%	71%	73%	71%	71%	72%	71%	75%	76%	76%
Other/Unknown	68%	69%	72%	72%	60%	61%	50%	55%	50%	57%
International	70%	59%	62%	58%	74%	65%	69%	69%	73%	72%
Total Enrollment	70%	70%	71%	70%	69%	71%	69%	72%	74%	75%
Students of Color Total	64%	66%	67%	66%	62%	66%	65%	66%	70%	72%

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

University of Colorado Boulder
Fall Enrollment of Pell Grant Recipients
(Percent of Undergraduate Enrollment)

■ % of Resident Enrollment ■ % of Non-resident Enrollment ■ % of Total UG Enrollment

Fall Term
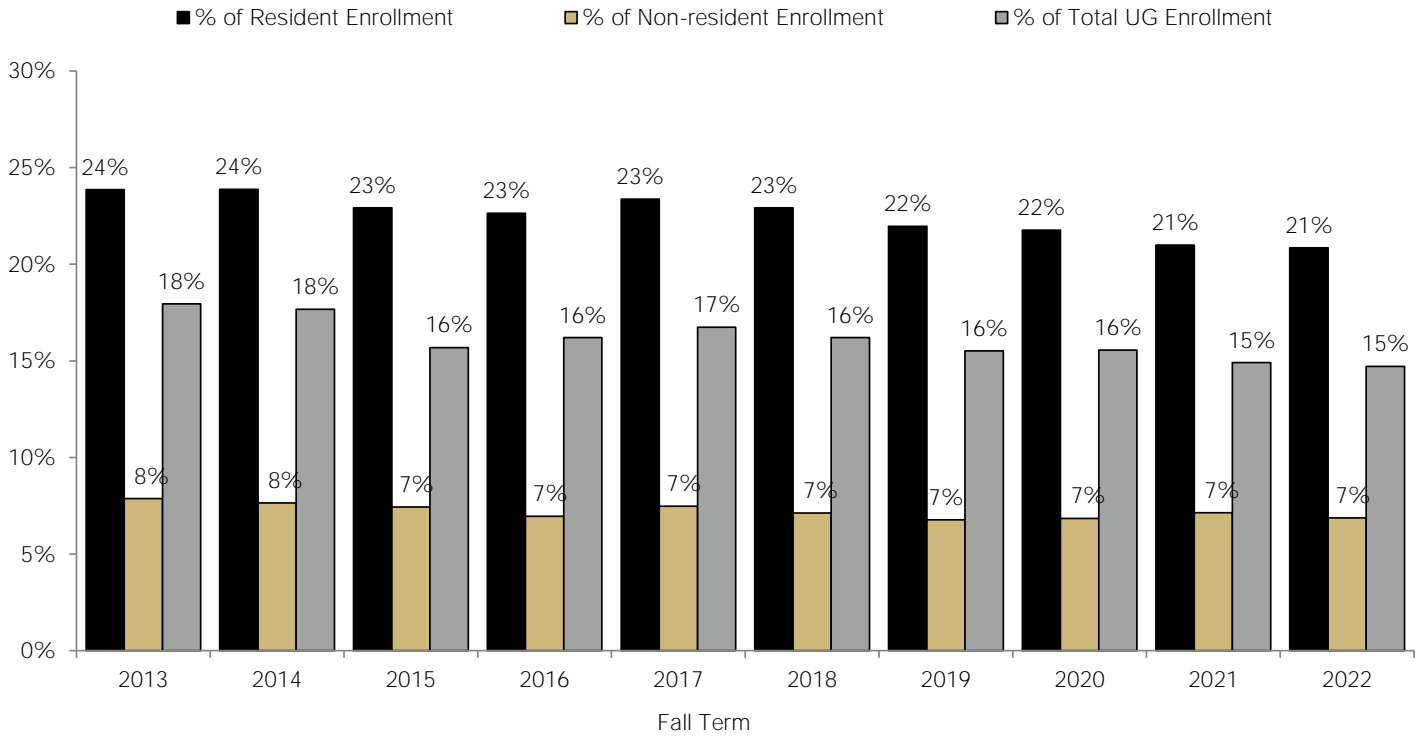
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Resident	3,831	3,814	3,669	3,659	3,903	3,926	3,877	3,788	3,590	3,590
Non-resident	740	756	779	783	894	902	881	848	954	924
Total UG pell recipients enrolled	4,571	4,570	4,156	4,442	4,797	4,828	4,758	4,636	4,544	4,514
% of Resident Enrollment	24%	24%	23%	23%	23%	23%	22%	22%	21%	21%
% of Non-resident Enrollment	8%	8%	7%	7%	7%	7%	7%	7%	7%	7%
% of Total UG Enrollment	18%	18%	16%	16%	17%	16%	16%	16%	15%	15%

University of Colorado Boulder
First-Year to Second-Year Retention Rates of Freshman Pell Grant Recipients

Percent Retained

■ Colorado Resident at entry (in-state)　■ Non-resident at entry (out-of-state)　■ All students with Pell

Fall Term Student Cohort
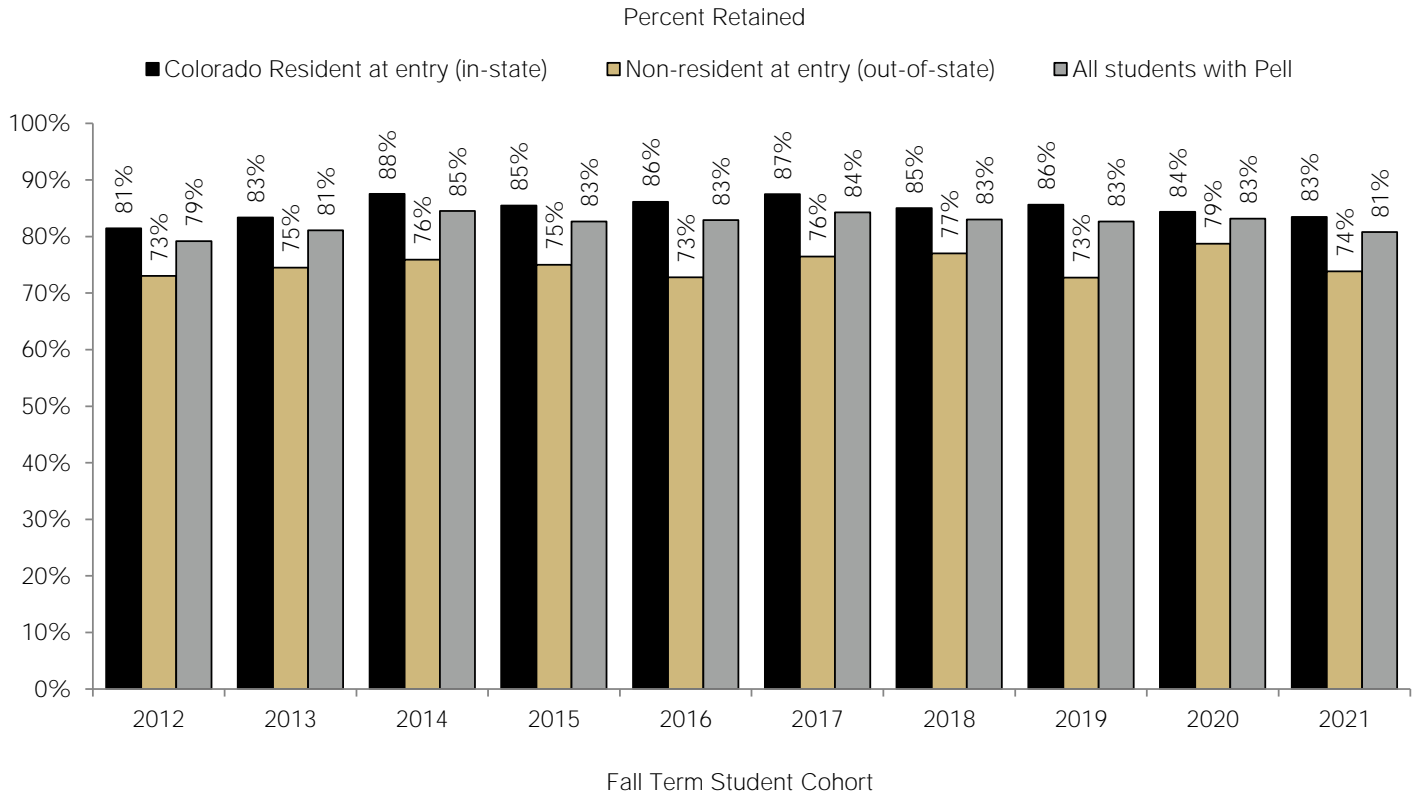
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
All students with Pell										
First-Year Student Cohorts*	898	995	950	975	924	999	942	1,094	879	922
Number Retained**	711	807	803	806	766	842	782	904	731	745
Percent Retained	79%	81%	85%	83%	83%	84%	83%	83%	83%	81%
Colorado Resident at entry (in-state)										
First-Year Student Cohorts*	657	744	705	715	700	710	707	841	691	666
Number Retained**	535	620	617	611	603	621	601	720	583	556
Percent Retained	81%	83%	88%	85%	86%	87%	85%	86%	84%	83%
Non-resident at entry (out-of-state)										
First-Year Student Cohorts*	241	251	245	260	224	289	235	253	188	256
Number Retained**	176	187	186	195	163	221	181	184	148	189
Percent Retained	73%	75%	76%	75%	73%	76%	77%	73%	79%	74%

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

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

**Number enrolled in subsequent fall

University of Colorado Boulder
Baccalaureate Degrees Granted to Pell Grant Recipients

■ % of Total Baccalaureate Degrees
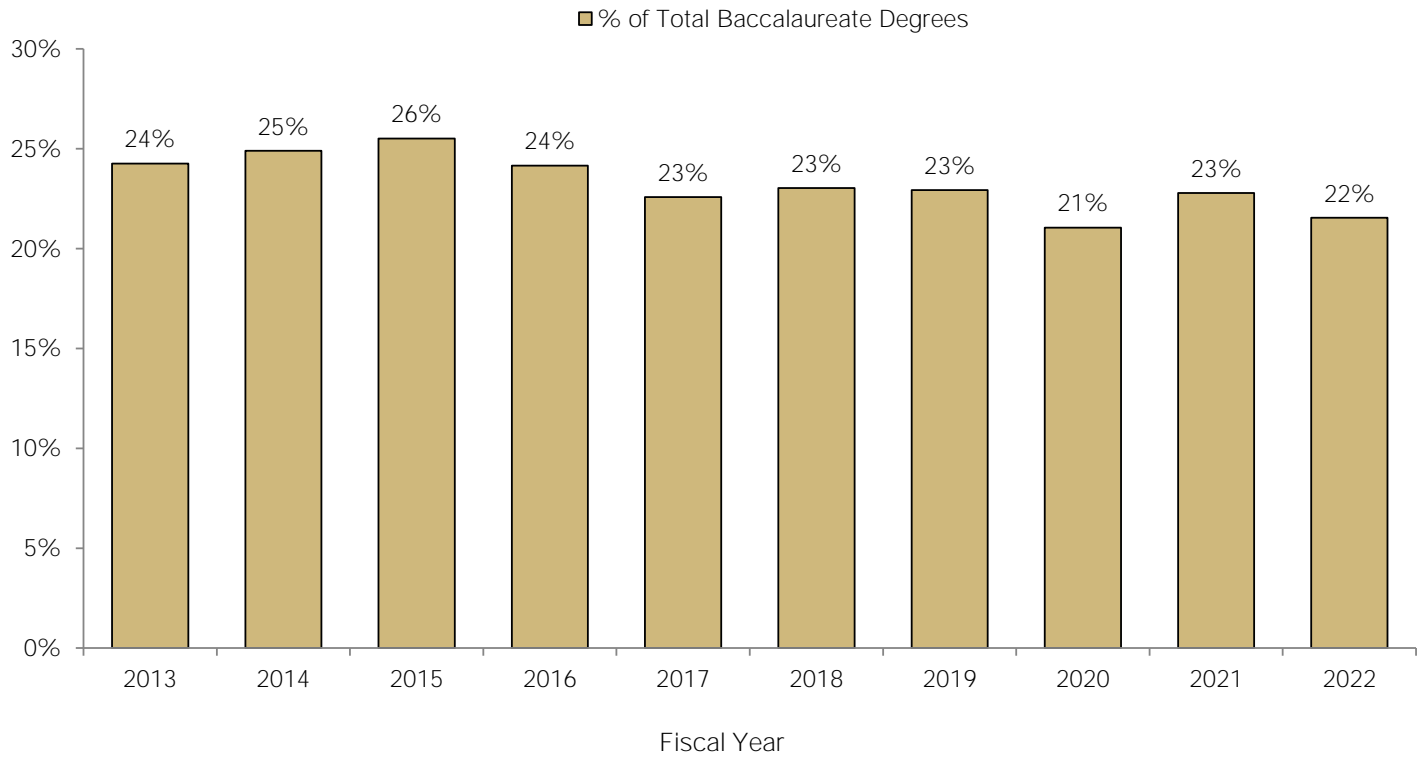
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Baccalaureate Degrees Awarded to Pell Recipients*	1,395	1,348	1,361	1,328	1,251	1,334	1,449	1,444	1,574	1,458
% of Total Baccalaureate Degrees	24%	25%	26%	24%	23%	23%	23%	21%	23%	22%

* counted if student was ever a Pell recipient

University of Colorado Boulder
Enrollment of Students with Disabilities

Undergraduate Degree-Seeking Students formally registered with the Office of Disability Services
(Percent of Degree-seeking Undergraduate Enrollment)
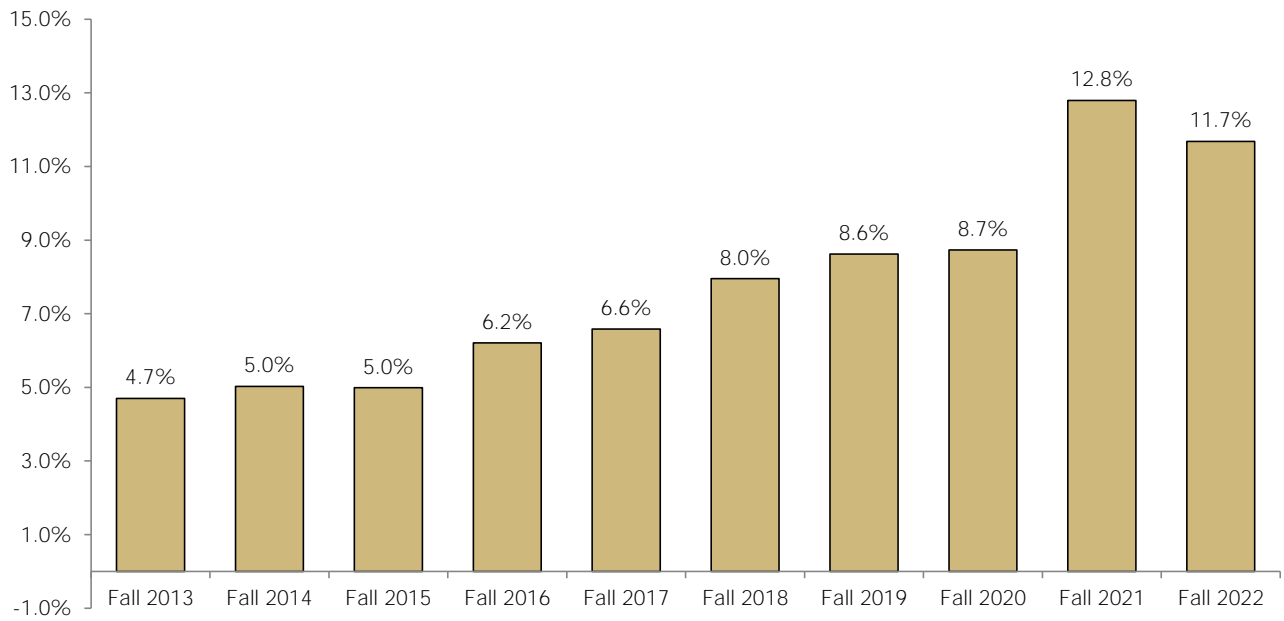
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Number of degree-seeking undergraduates registered with Office of Disability Services*	1,197	1,299	1,322	1,702	1,888	2,370	2,645	2,603	3,900	3,584
Percent of all degree-seeking undergraduates	4.7%	5.0%	5.0%	6.2%	6.6%	8.0%	8.6%	8.7%	12.8%	11.7%

*Numbers include only degree-seeking undergraduate students enrolled in the fall term. This includes students taking main campus or on-line only classes.

Note: Fall 2011 and earlier data are suppressed due to adoption of Campus Solutions for data collection resulting in non-comparable data.

University of Colorado Boulder
Enrollment of Students with Military Affiliation

Military Affiliation includes people who are currently serving or have served in the US Armed Forces, including ROTC, and their dependents.

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Undergraduates	869	936	979	1,075	1,238	1,392	1,443	1,465	1,491	1,465
Graduates	166	189	194	212	255	276	276	276	298	326
Total	1,035	1,125	1,173	1,287	1,493	1,668	1,719	1,741	1,789	1,791
Percent of undergraduate students	3.4%	3.6%	3.7%	3.9%	4.3%	4.7%	4.7%	4.9%	4.9%	4.8%
Percent of graduate students	3.1%	3.6%	3.5%	3.8%	4.3%	4.5%	4.4%	4.3%	4.2%	4.4%
Percent of all students	3.4%	3.6%	3.7%	3.9%	4.3%	4.6%	4.6%	4.8%	4.8%	4.7%

*Numbers include only degree-seeking undergraduate students enrolled in the fall term. This includes students taking main campus or on-line only classes.

Note: Fall 2011 and earlier data are suppressed due to adoption of Campus Solutions for data collection resulting in non-comparable data.

University of Colorado Boulder
Estimated Fall Enrollment of First-Generation Students
(Percent of Undergraduate Enrollment)
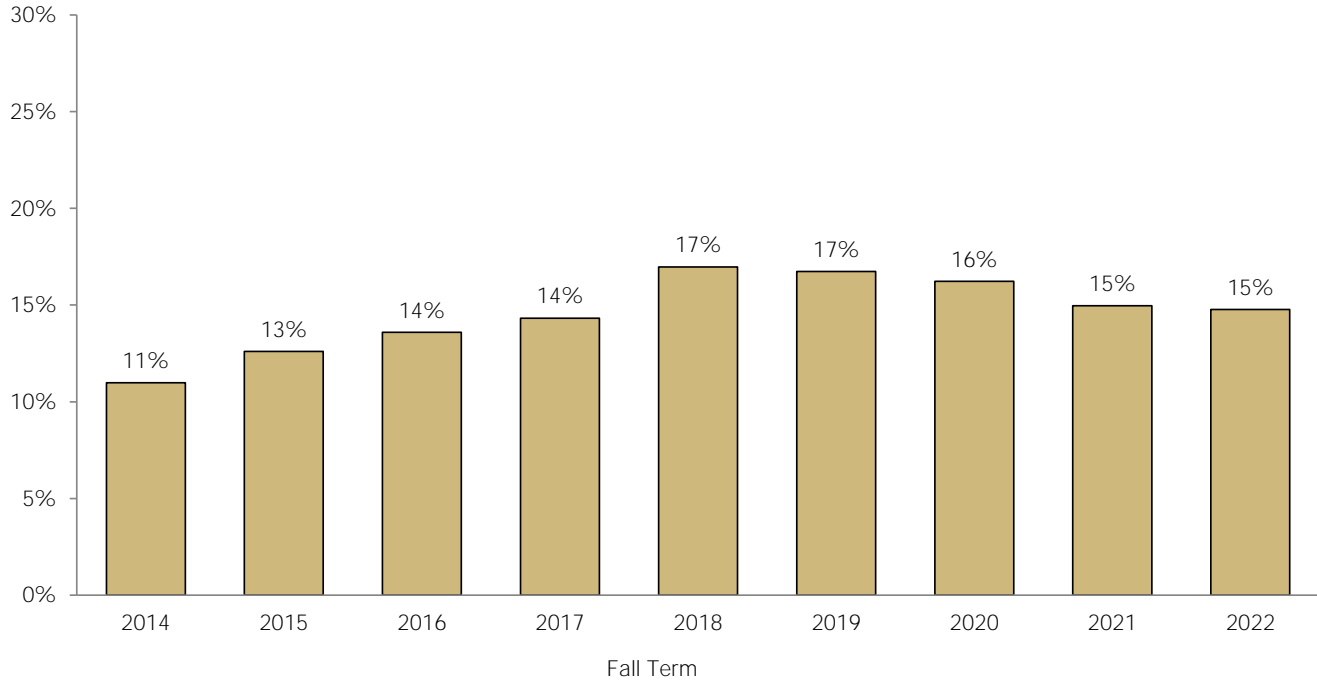
	2014	2015	2016	2017	2018	2019	2020	2021	2022
Total UG First Generation Enrolled	2,839	3,340	3,725	4,106	5,056	5,133	4,834	4,561	4,531
% of Total UG Enrollment	11%	13%	14%	14%	17%	17%	16%	15%	15%

* First generation defined as an undergraduate with neither parent possessing a 4-year degree. Estimate based on student surveys and FAFSA.

University of Colorado Boulder
New Resident Freshmen, Fall 2022
Home Region

(Based on County at Time of Admission, End-of-Term Enrollment)

Front Range
3,351 (93%)

Western Slope
233 (6%)

Eastern Plains
12 (0%)

San Luis Valley 3 (0%)

Eastern Mountains 15 (0%)

Unknown 8 (0%)
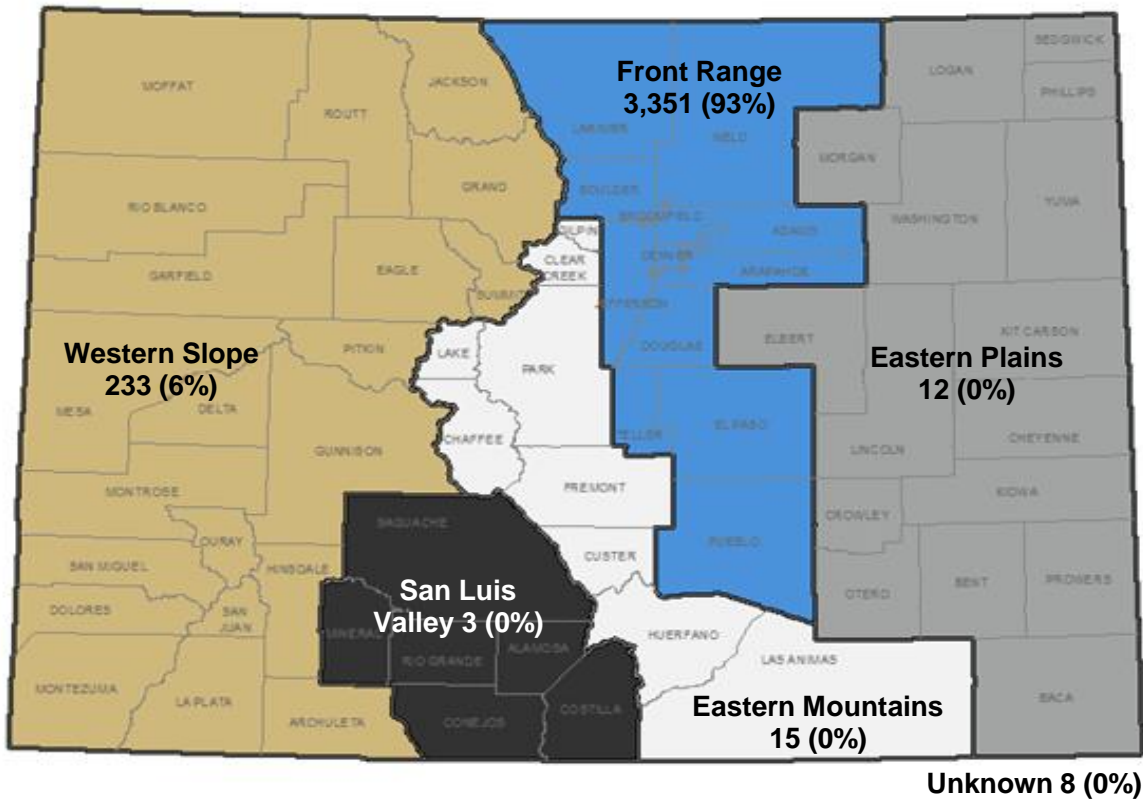
Region	12th Graders Enrolled in CO Public Schools[1]	CU-Boulder New Resident Freshmen	
		Enrolled[2]	Percent
Eastern Mountains	2%	15	0%
Eastern Plains	3%	12	0%
Front Range	83%	3,351	93%
San Luis Valley	1%	3	0%
Western Slope	9%	233	6%
Unknown	2%	8	0%
Total	100%	3,622	100%

[1] Distribution of 12th grade students enrolled in Colorado Public Schools based on school district enrollment, 2019-20. Students in the "unknown" category attended BOCES, the Colorado Charter School Institute, or a Colorado Detention Center. Data source: Colorado Department of Education, http://www.cde.state.co.us/cdereval/pupilcurrent.htm

[2] 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)

State regions defined at: Colorado Division of Local Government, State Demography Office. www.colorado.gov/cs/Satellite/DOLA-Main/CBON/1251593300013

Note: Enrollment data for new freshmen are based on end-of-term enrollment. All other enrollment data are based on census date enrollment.

81

University of Colorado Boulder
New Resident Freshmen, Fall 2022
Home Region: Metropolitan and Non-Metropolitan Areas

(Based on County at Time of Admission, End-of-Term Enrollment)

MSA=Metropolitan Statistical Area

Unknown MSA 8 (0%)

Metro Area	12th Graders Enrolled in CO Public Schools[1]	CU-Boulder New Resident Freshmen	
		Enrolled[2]	Percent
Boulder MSA	8%	546	15%
Colorado Springs MSA	14%	299	8%
Denver-Aurora-Broomfield MSA	49%	2,163	60%
Fort Collins-Loveland MSA	5%	203	6%
Grand Junction MSA	2%	22	1%
Greeley MSA	5%	125	3%
Pueblo MSA	3%	23	1%
Non-Metro	14%	233	6%
Unknown	0%	8	0%
Total	100%	3,622	100%

[1] Distribution of 12th grade students enrolled in Colorado Public Schools based on school district enrollment, 2019-2020. Students in the "unknown" category attended BOCES, the Colorado Charter School Institute, or a Colorado Detention Center. Data source: Colorado Department of Education, http://www.cde.state.co.us/cdereval/pupilcurrent.htm

[2] 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)

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

Note: Enrollment data for new freshmen are based on end-of-term enrollment. All other enrollment data are based on census date enrollment.

University of Colorado Boulder
New Resident Freshmen by Race/Ethnicity, Fall 2022
(End-of-Term Enrollment)

Total=3,622
Students of Color = 1,395 (39%)
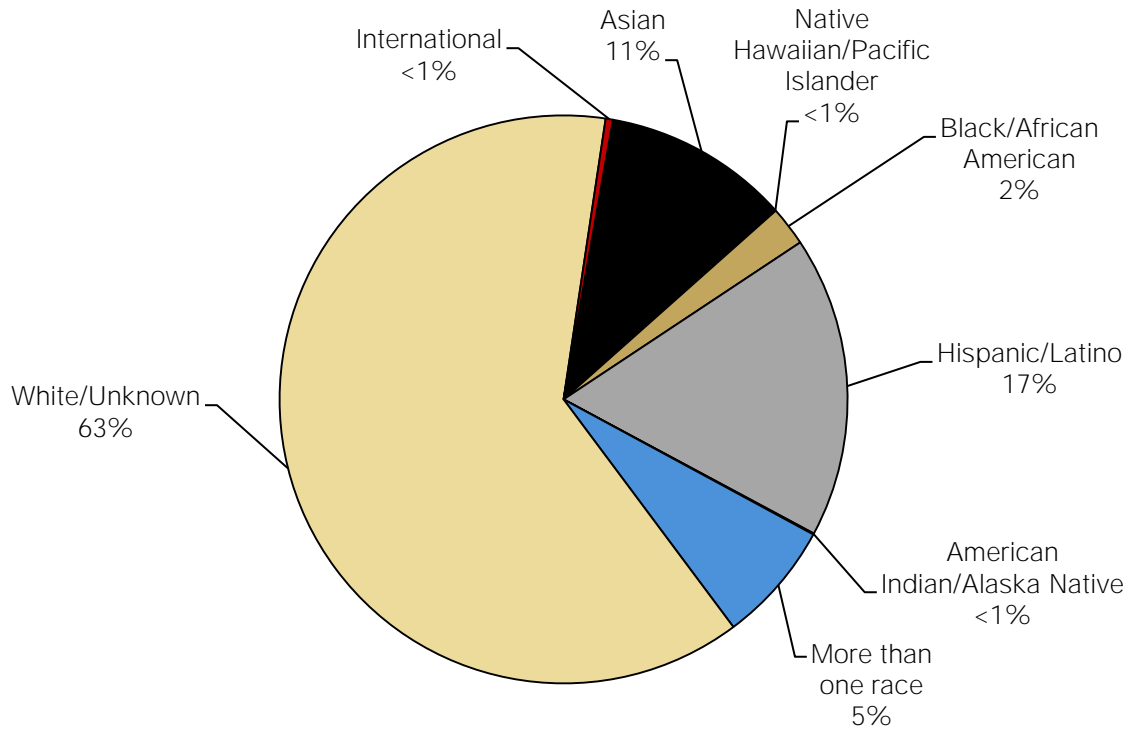
International
<1%

Asian
11%

Native
Hawaiian/Pacific
Islander
<1%

Black/African
American
2%

Hispanic/Latino
17%

White/Unknown
63%

American
Indian/Alaska Native
<1%

More than
one race
5%

Note: Enrollment data for new freshmen are based on end-of-term enrollment. All other enrollment data are based on census date enrollment, as are enrollments shown with applications and acceptances for new freshmen.

Racial/ethnic counts by category follow IPEDS reporting rules for fall 2011 and later. The counts for a single category represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "more than one race," unless Hispanic/Latino was one of their choices, in which case they are placed in the "Hispanic/Latino" category.

University of Colorado Boulder

Faculty and Staff Diversity

Data provided by the CU Boulder Office of Data Analytics
http://www.colorado.edu/oda/ia/

University of Colorado Boulder
Full-Time Faculty and Staff, Fall 2022

Notes: Includes all employees reported for IPEDS HR for Fall 2022. Excludes student and other temporary employees.

Individuals with active and paid leave appointments with known salary including all TTT status, instructor/sr. instructor status with 50%+ total time, and all others with 100% time as of Nov. 1, 2022.

* People of Color total includes more than one race and excludes white, unknown, international. Percentage calculation does not include the international population.

	Total	Sex						Race/Ethnicity											Military[2]	
		Female		Male		Neither Male nor Female (X)		People of Color		American Indian/Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian/Pacific Islander	More than one race	White	Unknown	Inter-national[1]		
	Total	#	%	#	%	#	%	#	%	#	#	#	#	#	#	#	#	#	#	%
Faculty	2,546	1,015	40%	1,531	60%	-	0%	465	21%	8	241	49	139	5	23	1,534	240	307	35	1%
Instructional Faculty	1,641	673	41%	968	59%	-	0%	334	21%	7	157	44	105	4	17	1,081	184	42	20	1%
Tenured/Tenure Track	1,163	432	37%	731	63%	-	0%	270	24%	4	132	34	83	4	13	739	129	25	10	1%
Full Professor	492	139	28%	353	72%	-	0%	92	19%	2	54	8	25	1	2	376	22	2	4	1%
Associate Professor	361	154	43%	207	57%	-	0%	92	26%	1	47	11	24	2	7	222	41	6	4	1%
Assistant Professor	310	139	45%	171	55%	-	0%	86	29%	1	31	15	34	1	4	141	66	17	2	1%
Non-Tenure Track	478	241	50%	237	50%	-	0%	64	14%	3	25	10	22	-	4	342	55	17	10	0
Instructor/Sr. Instructor	478	241	50%	237	50%	-	0%	64	14%	3	25	10	22	-	4	342	55	17	10	0
Research Faculty	905	342	38%	563	62%	-	0%	131	20%	1	84	5	34	1	6	453	56	265	15	0
Staff	5,360	2,884	54%	2,476	46%	-	0%	1,316	25%	30	440	114	649	6	77	3,657	332	55	131	2%
Officers	44	19	43%	25	57%	-	0%	8	18%	-	1	2	4	1	-	29	7	-	2	0
With Faculty Status	20	7	35%	13	65%	-	0%	4	20%	-	1	1	2	-	-	13	3	-	1	0
Without Faculty Status	24	12	50%	12	50%	-	0%	4	17%	-	-	1	2	1	-	16	4	-	1	0
Management/Other Professionals/Support Staff	5,316	2,865	54%	2,451	46%	-	0%	1,308	25%	30	439	112	645	5	77	3,628	325	55	129	0
With Faculty Status	1,121	487	43%	634	57%	-	0%	162	15%	6	59	12	61	1	23	846	79	34	5	0
Exempt Professionals	3,378	2,013	60%	1,365	40%	-	0%	791	24%	19	259	86	379	4	44	2,361	205	21	57	0
Classified Staff	817	365	45%	452	55%	-	0%	355	43%	5	121	14	205		10	421	41		67	0
Faculty/Staff Total	7,906	3,899	49%	4,007	51%	-	0%	1,781	24%	38	681	163	788	11	100	5,191	572	362	166	2%

1 "Nonresident alien" is a cateogry reported within race/ethnicity in the IPEDS HR survey. The race/ethnicity categories are meant to reflect U.S./domestic categories of race and ethnicity.

2 Military includes employees who have identified as current or former members of the Armed Forces, including both protected veterans and other veterans. The information is self-reported through the employee portal.

University of Colorado Boulder

Regular Instructional Faculty, Fall 2022
Tenured/Tenure Track
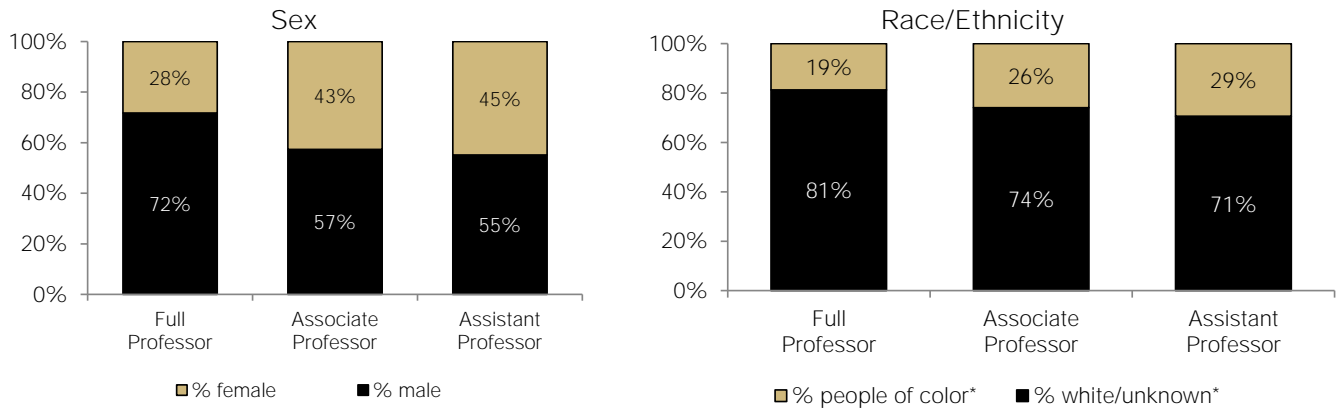
Sex

	Full Professor	Associate Professor	Assistant Professor
% female	28%	43%	45%
% male	72%	57%	55%

□ % female ■ % male

Race/Ethnicity

	Full Professor	Associate Professor	Assistant Professor
% people of color*	19%	26%	29%
% white/unknown*	81%	74%	71%

□ % people of color* ■ % white/unknown*

Regular Instructional Faculty, Fall 2014 - Fall 2022
Tenured/Tenure Track Faculty
All Ranks Combined

Sex

	2014	2016	2018	2020	2022
% female	32%	34%	35%	37%	37%
% male	68%	66%	65%	63%	63%

□ % female ■ % male

Race/Ethnicity

	2014	2016	2018	2020	2022
% people of color*	21%	21%	20%	21%	24%
% white/unknown*	79%	79%	80%	79%	76%

□ % people of color* ■ % white/unknown*
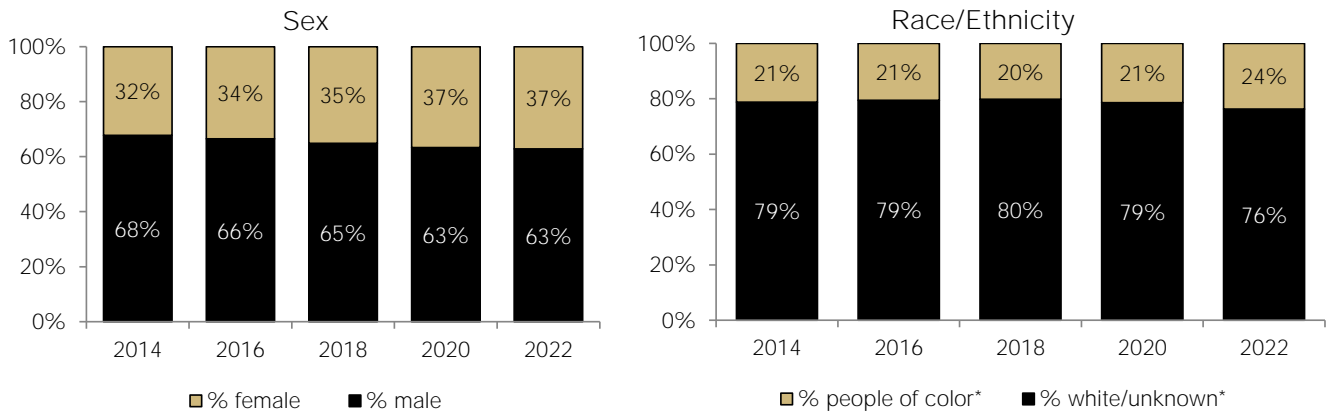
Non-Tenure Track Faculty
Instructors and Senior Instructors Combined

Sex

	2014	2016	2018	2020	2022
% female	51%	48%	51%	52%	50%
% male	49%	52%	49%	48%	50%

□ % female ■ % male

Race/Ethnicity

	2014	2016	2018	2020	2022
% people of color*	12%	13%	11%	13%	14%
% white/unknown*	88%	88%	89%	87%	86%

□ % people of color* ■ % white/unknown*
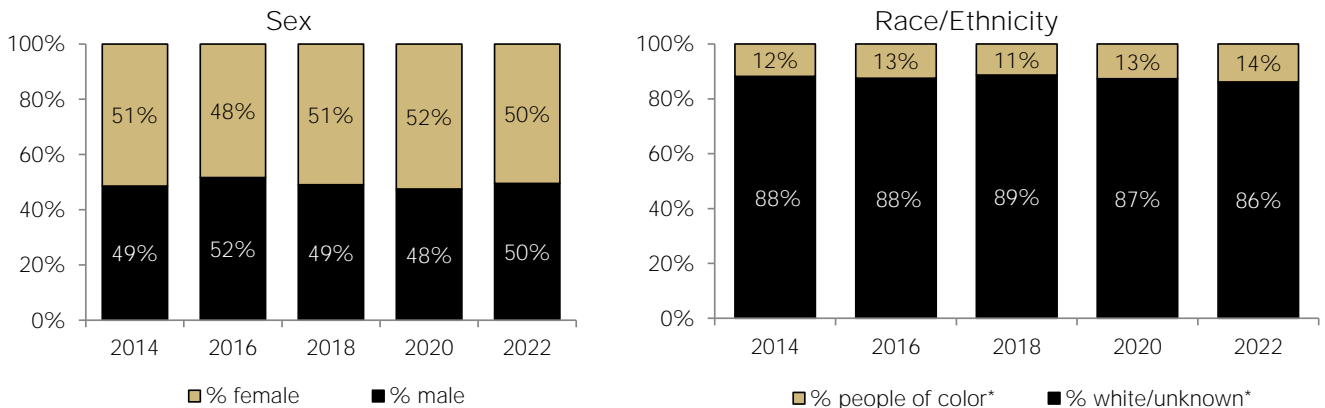
* People of color percentage and white/unknown percentage calculation does not include the international population.

University of Colorado Boulder
Staff Diversity, Fall 2022

Percent Female
- Officer: 43%
- Professional w/Faculty Status: 43%
- Exempt Professional: 60%
- Classified: 45%
- Staff Total: 54%

Percent People of Color*
- Officer: 18%
- Professional w/Faculty Status: 15%
- Exempt Professional: 24%
- Classified: 43%
- Staff Total: 25%

Legend: ■ Officer ■ Professional w/Faculty Status ■ Exempt Professional ■ Classified ▨ Staff Total

* People of color percentage calculation does not include the international population.

University of Colorado Colorado Springs

2022-23 Diversity Report

University of Colorado
Colorado Springs

Student Diversity

Data provided by the UCCS Office of Institutional Research
http://www.uccs.edu/~ir/

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

■ Asian ◻ Native Hawaiian/Pacific Islander ◻ Black/African American ◻ Hispanic/Latino ◼ American Indian/Alaska Native ◻ More than one race

Fall Term
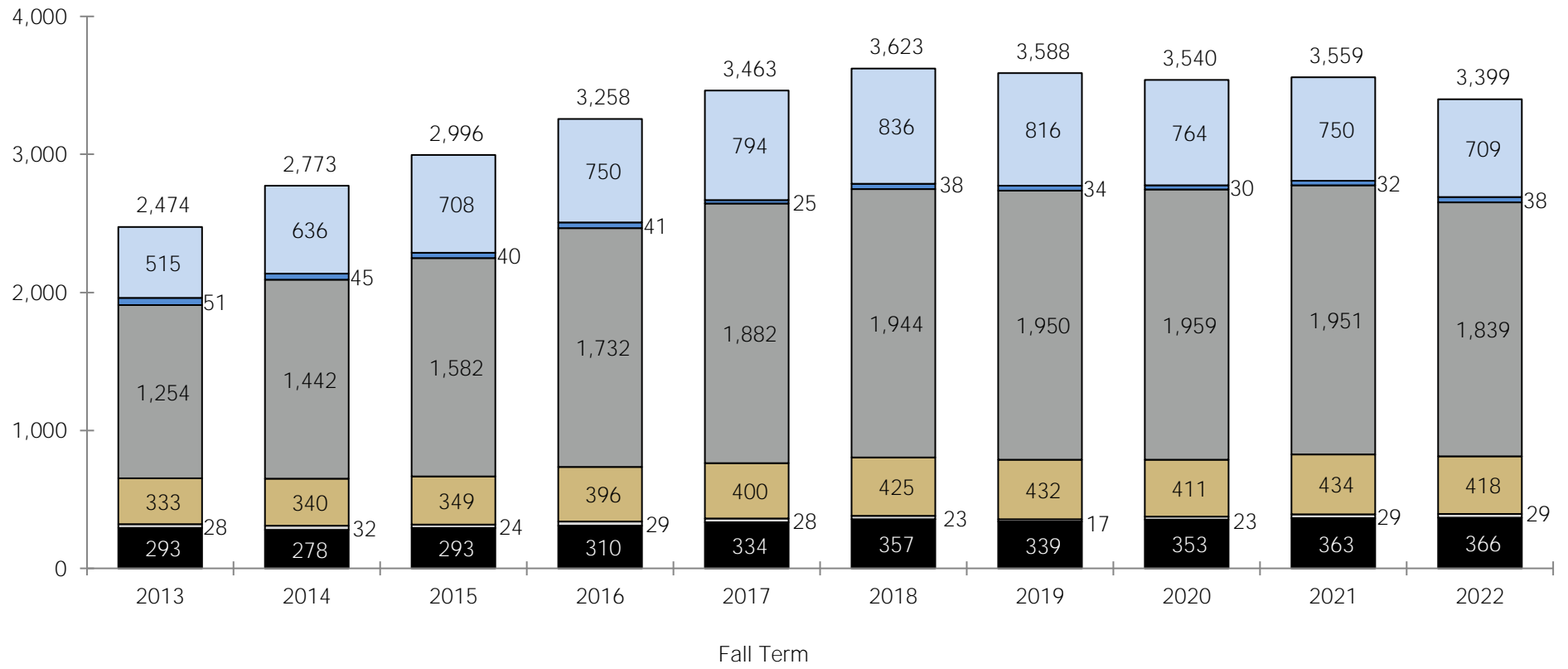
Race/Ethnicity	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Asian	293	278	293	310	334	357	339	353	363	366
Native Hawaiian/Pacific Islander	28	32	24	29	28	23	17	23	29	29
Black/African American	333	340	349	396	400	425	432	411	434	418
Hispanic/Latino	1,254	1,442	1,582	1,732	1,882	1,944	1,950	1,959	1,951	1,839
American Indian/Alaska Native	51	45	40	41	25	38	34	30	32	38
More than one race	515	636	708	750	794	836	816	764	750	709
White/Unknown (White only as of 2018)	6,327	6,466	6,488	6,817	6,879	6,636	6,367	6,024	5,720	5,471
International	70	140	134	112	95	90	95	79	72	85
Total Enrollment	8,871	9,379	9,618	10,187	10,437	10,528	10,204	9,771	9,467	9,540
Students of Color Total	2,474	2,773	2,996	3,258	3,463	3,623	3,588	3,540	3,559	3,399
Students of Color as % of Total w/ International	28%	30%	31%	32%	33%	34%	35%	36%	38%	36%
Students of Color as % of Total w/o International	28%	30%	32%	32%	33%	35%	35%	37%	38%	36%

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Asian	3.3%	3.0%	3.0%	3.0%	3.2%	3.4%	3.3%	3.6%	3.8%	3.8%
Native Hawaiian/Pacific Islander	0.3%	0.3%	0.2%	0.3%	0.3%	0.2%	0.2%	0.2%	0.3%	0.3%
Black/African American	3.8%	3.6%	3.6%	3.9%	3.8%	4.0%	4.2%	4.2%	4.6%	4.4%
Hispanic/Latino	14.1%	15.4%	16.4%	17.0%	18.0%	18.5%	19.1%	20.0%	20.6%	19.3%
American Indian/Alaska Native	0.6%	0.5%	0.4%	0.4%	0.2%	0.4%	0.3%	0.3%	0.3%	0.4%
More than one race	5.8%	6.8%	7.4%	7.4%	7.6%	7.9%	8.0%	7.8%	7.9%	7.4%
White/Unknown	71.3%	68.9%	67.5%	66.9%	65.9%	63.0%	62.4%	61.7%	60.4%	57.3%
International	0.8%	1.5%	1.4%	1.1%	0.9%	0.9%	0.9%	0.8%	0.8%	0.9%

Fall 2011 and later racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

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

■ Asian □ Native Hawaiian/Pacific Islander □ Black/African American ■ Hispanic/Latino ■ American Indian/Alaska Native □ More than one race

Fall Term

Race/Ethnicity	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Asian	53	63	54	59	67	75	73	70	67	59
Native Hawaiian/Pacific Islander	-	3	4	1	1	2	1	2	3	2
Black/African American	55	60	57	52	74	76	77	89	101	73
Hispanic/Latino	154	151	149	186	211	241	248	245	238	246
American Indian/Alaska Native	7	6	3	5	7	7	9	8	5	3
More than one race	34	40	36	79	97	110	105	115	104	72
White/Unknown (White only as of 2018)	1,280	1,258	1,230	1,292	1,395	1,357	1,322	1,333	1,290	1,083
International	144	172	148	134	133	107	107	90	86	79
Total Enrollment	1,727	1,753	1,681	1,808	1,985	1,975	1,942	1,952	1,894	1,617
Students of Color Total	303	323	303	382	457	511	513	529	518	455
Students of Color as % of Total w/ International	18%	18%	18%	21%	23%	26%	26%	27%	27%	28%
Students of Color as % of Total w/o International	19%	20%	20%	23%	25%	27%	28%	28%	29%	30%

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Asian	3.1%	3.6%	3.2%	3.3%	3.4%	3.8%	3.8%	3.6%	3.5%	3.6%
Native Hawaiian/Pacific Islander	0.0%	0.2%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%	0.2%	0.1%
Black/African American	3.2%	3.4%	3.4%	2.9%	3.7%	3.8%	4.0%	4.6%	5.3%	4.5%
Hispanic/Latino	8.9%	8.6%	8.9%	10.3%	10.6%	12.2%	12.8%	12.6%	12.6%	15.2%
American Indian/Alaska Native	0.4%	0.3%	0.2%	0.3%	0.4%	0.4%	0.5%	0.4%	0.3%	0.2%
More than one race	2.0%	2.3%	2.1%	4.4%	4.9%	5.6%	5.4%	5.9%	5.5%	4.5%
White/Unknown	74.1%	71.8%	73.2%	71.5%	70.3%	68.7%	68.1%	68.3%	68.1%	67.0%
International	8.3%	9.8%	8.8%	7.4%	6.7%	5.4%	5.5%	4.6%	4.5%	4.9%

Fall 2011 and later racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

Undergraduate Enrollment

Male, 4,366 , 46%

Female, 5,151 , 54%

☐ Female ■ Male ☐ X ■ Not Reported

Graduate Enrollment

Male, 779 , 41%

Female, 1,103 , 58%

☐ Female ■ Male ☐ X ■ Not Reported

Total Enrollment

2022: Male, 5,145 , 46%   Female, 6,254 , 54%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
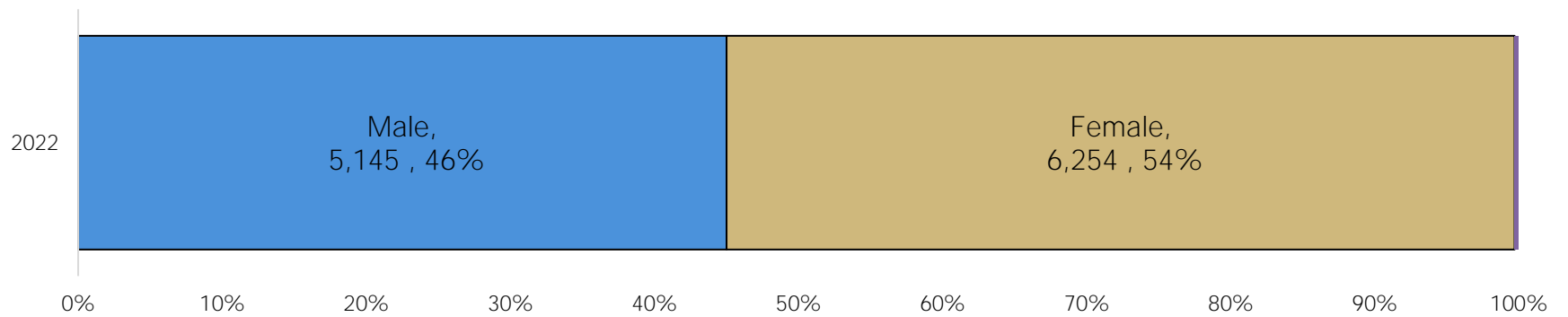
Undergraduate Enrollment	2016	2017	2018	2019	2020	2021	2022
Female	5,298	5,425	5,424	5,284	5,210	5,140	5,151
Male	4,878	5,005	5,092	4,907	4,552	4,317	4,366
X	-	-	-	-	-	1	1
Not Reported	27	20	40	18	9	12	22
Total	10,203	10,450	10,556	10,209	9,771	9,470	9,540

Graduate Enrollment	2016	2017	2018	2019	2020	2021	2022
Female	984	1,112	1,189	1,212	1,172	1,160	1,103
Male	808	860	829	760	810	759	779
X	-	-	-	-	--	-	-
Not Reported	-	-	-	-	7	5	9
Total	1,792	1,972	2,018	1,972	1,989	1,924	1,891

Total Enrollment	2016	2017	2018	2019	2020	2021	2022
Female	6,282	6,537	6,613	6,496	6,382	6,300	6,254
Male	5,686	5,865	5,921	5,667	5,362	5,076	5,145
X	-	-	-	-	-	1	1
Not Reported	27	20	40	18	16	17	31
Total	11,995	12,422	12,574	12,181	11,760	11,394	11,431

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

Legend: ■ Asian | ☐ Native Hawaiian/Pacific Islander | ☐ Black/African American | ☐ Hispanic/Latino | ■ American Indian/Alaska Native | ☐ More than one race

Fiscal Year
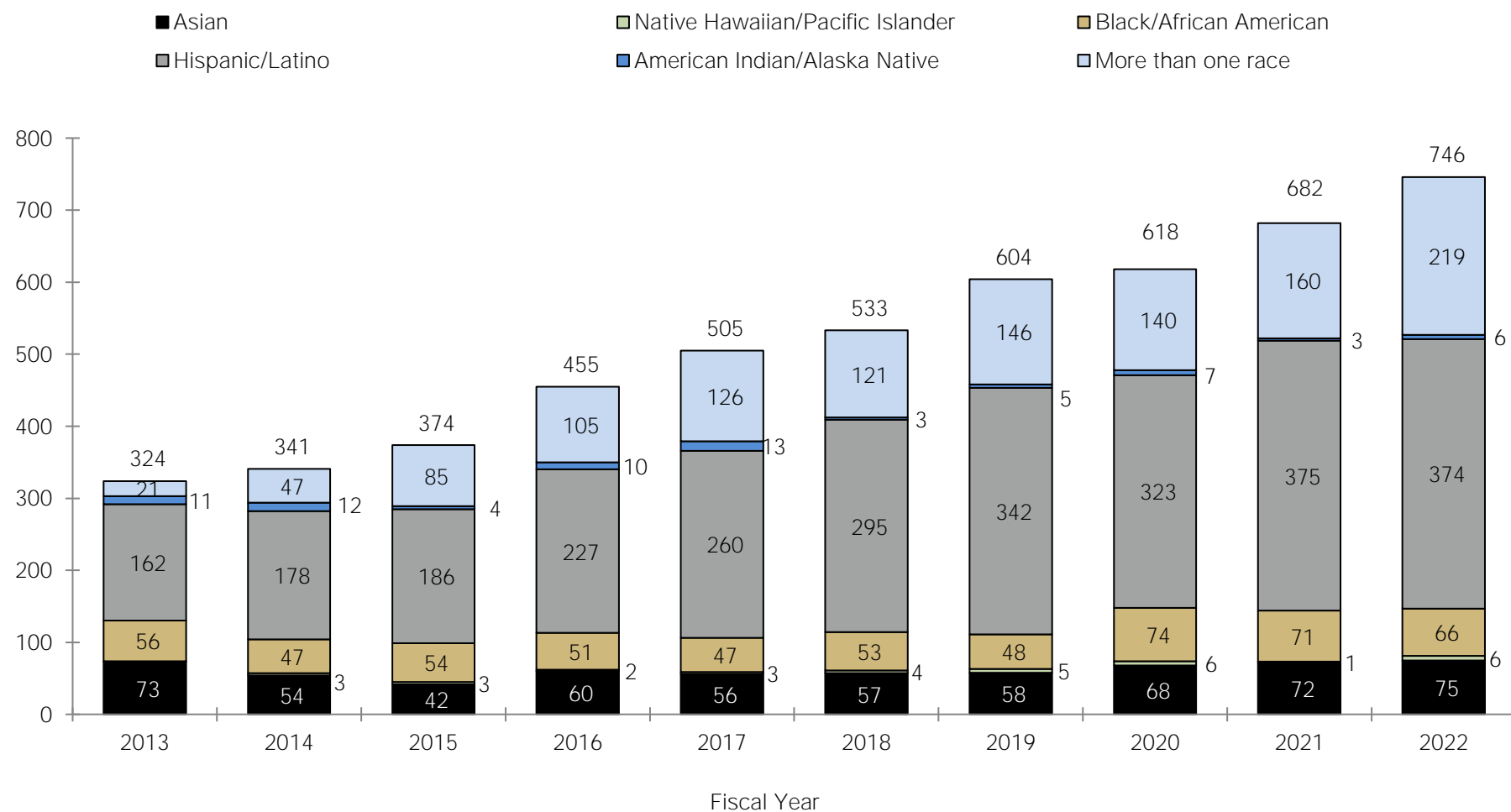
Race/Ethnicity	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Asian	73	54	42	60	56	57	58	68	72	75
Native Hawaiian/Pacific Islander	1	3	3	2	3	4	5	6	1	6
Black/African American	56	47	54	51	47	53	48	74	71	66
Hispanic/Latino	162	178	186	227	260	295	342	323	375	374
American Indian/Alaska Native	11	12	4	10	13	3	5	7	3	6
More than one race	21	47	85	105	126	121	146	140	160	219
White/Unknown (White only as of 2018)	1,071	1,220	1,175	1,265	1,327	1,290	1,327	1,380	1,383	1,225
International	2	2	15	11	13	19	18	21	19	10
Total Degrees Awarded	1,397	1,563	1,564	1,731	1,845	1,842	1,949	2,019	2,084	1,981
Students of Color Total	324	341	374	455	505	533	604	618	682	746
Students of Color as % of Total w/ International	23%	22%	24%	26%	27%	29%	31%	31%	33%	38%
Students of Color as % of Total w/o International	23%	22%	24%	26%	28%	29%	31%	31%	33%	38%

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Asian	5.2%	3.5%	2.7%	3.5%	3.0%	3.1%	3.0%	3.4%	3.5%	3.8%
Native Hawaiian/Pacific Islander	0.1%	0.2%	0.2%	0.1%	0.2%	0.2%	0.3%	0.3%	0.0%	0.3%
Black/African American	4.0%	3.0%	3.5%	2.9%	2.5%	2.9%	2.5%	3.7%	3.4%	3.3%
Hispanic/Latino	11.6%	11.4%	11.9%	13.1%	14.1%	16.0%	17.5%	16.0%	18.0%	18.9%
American Indian/Alaska Native	0.8%	0.8%	0.3%	0.6%	0.7%	0.2%	0.3%	0.3%	0.1%	0.3%
More than one race	1.5%	3.0%	5.4%	6.1%	6.8%	6.6%	7.5%	6.9%	7.7%	11.1%
White/Unknown	76.7%	78.1%	75.1%	73.1%	71.9%	70.0%	68.1%	68.4%	66.4%	61.8%
International	0.1%	0.1%	1.0%	0.6%	0.7%	1.0%	0.9%	1.0%	0.9%	0.5%

Fall 2011 and later racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

University of Colorado Colorado Springs
Graduate Degrees Awarded by Race/Ethnicity
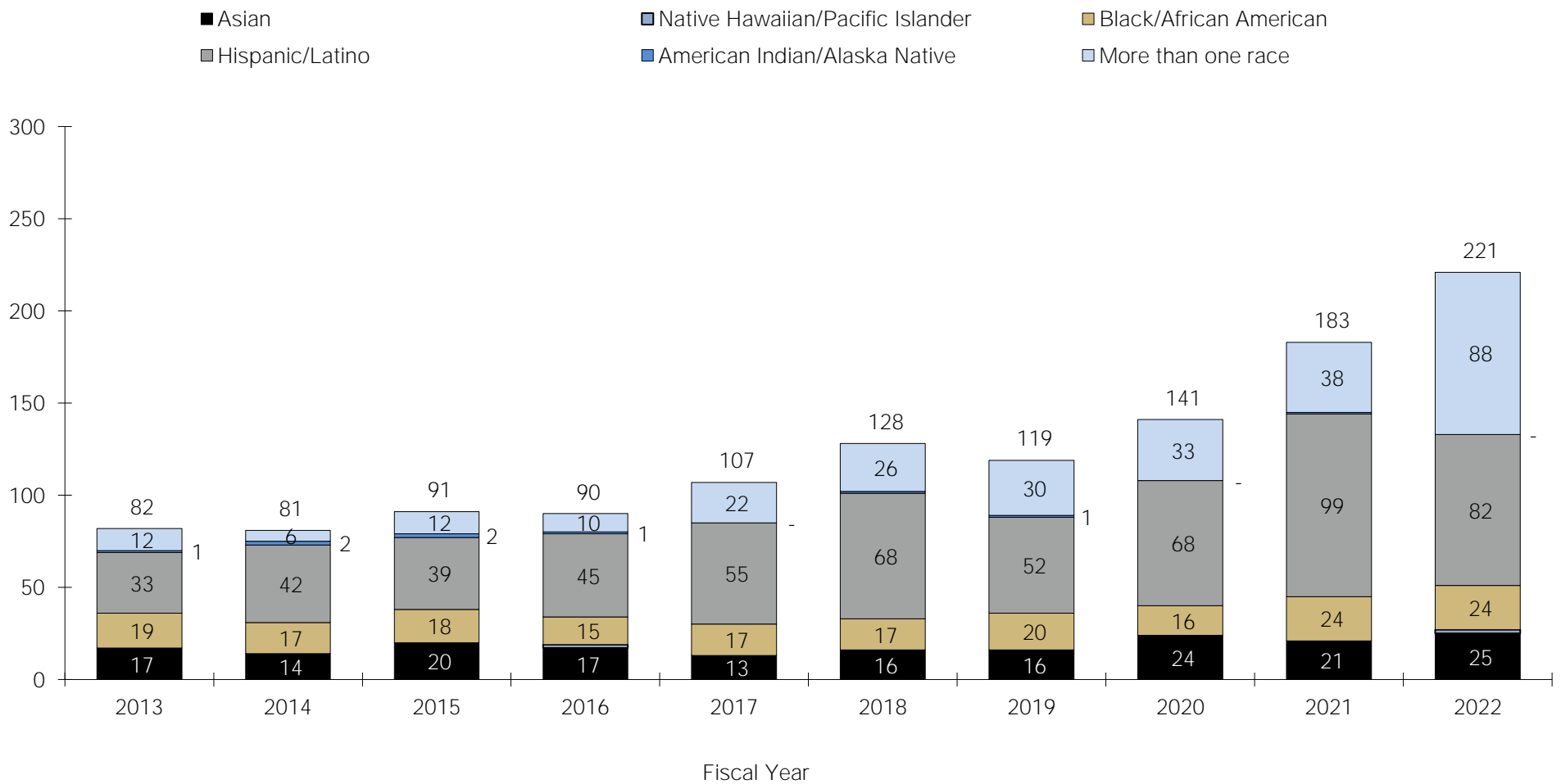
Race/Ethnicity	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Asian	17	14	20	17	13	16	16	24	21	25
Native Hawaiian/Pacific Islander	-	-	-	2	-	-	-	-	-	2
Black/African American	19	17	18	15	17	17	20	16	24	24
Hispanic/Latino	33	42	39	45	55	68	52	68	99	82
American Indian/Alaska Native	1	2	2	1	-	1	1	-	1	-
More than one race	12	6	12	10	22	26	30	33	38	88
White/Unknown (White only as of 2018)	417	389	401	395	451	390	403	389	446	433
International	18	34	49	62	44	46	31	29	31	18
Total Degrees Awarded	517	504	541	547	602	564	553	559	660	672
Students of Color Total	82	81	91	90	107	128	119	141	183	221
Students of Color as % of Total w/ International	16%	16%	17%	16%	18%	23%	22%	25%	28%	33%
Students of Color as % of Total w/o International	16%	17%	18%	19%	19%	25%	23%	27%	29%	34%

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Asian	3.3%	2.8%	3.7%	3.1%	2.2%	2.8%	2.9%	4.3%	3.2%	3.7%
Native Hawaiian/Pacific Islander	0.0%	0.0%	0.0%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%
Black/African American	3.7%	3.4%	3.3%	2.7%	2.8%	3.0%	3.6%	2.9%	3.6%	3.6%
Hispanic/Latino	6.4%	8.3%	7.2%	8.2%	9.1%	12.1%	9.4%	12.2%	15.0%	12.2%
American Indian/Alaska Native	0.2%	0.4%	0.4%	0.2%	0.0%	0.2%	0.2%	0.0%	0.2%	0.0%
More than one race	2.3%	1.2%	2.2%	1.8%	3.7%	4.6%	5.4%	5.9%	5.8%	13.1%
White/Unknown	80.7%	77.2%	74.1%	72.2%	74.9%	69.1%	72.9%	69.6%	67.6%	64.4%
International	3.5%	6.7%	9.1%	11.3%	7.3%	8.2%	5.6%	5.2%	4.7%	2.7%

Fall 2011 and later racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

University of Colorado Colorado Springs
Degrees Awarded by Race/Ethnicity
Fiscal Year 2022

Legend:
- Asian (black)
- Native Hawaiian/Pacific Islander
- Black/African American
- Hispanic/Latino
- American Indian/Alaska Native
- More than one race

Bachelors: Asian 75, Native Hawaiian/Pacific Islander 6, Black/African American 66, Hispanic/Latino 374, American Indian/Alaska Native 6, More than one race 219

Masters: Asian 12, Native Hawaiian/Pacific Islander 2, Black/African American 20, Hispanic/Latino 64, American Indian/Alaska Native -, More than one race 33

Doctoral*: Asian 1, Native Hawaiian/Pacific Islander -, Black/African American 1, Hispanic/Latino 4, American Indian/Alaska Native -, More than one race 1

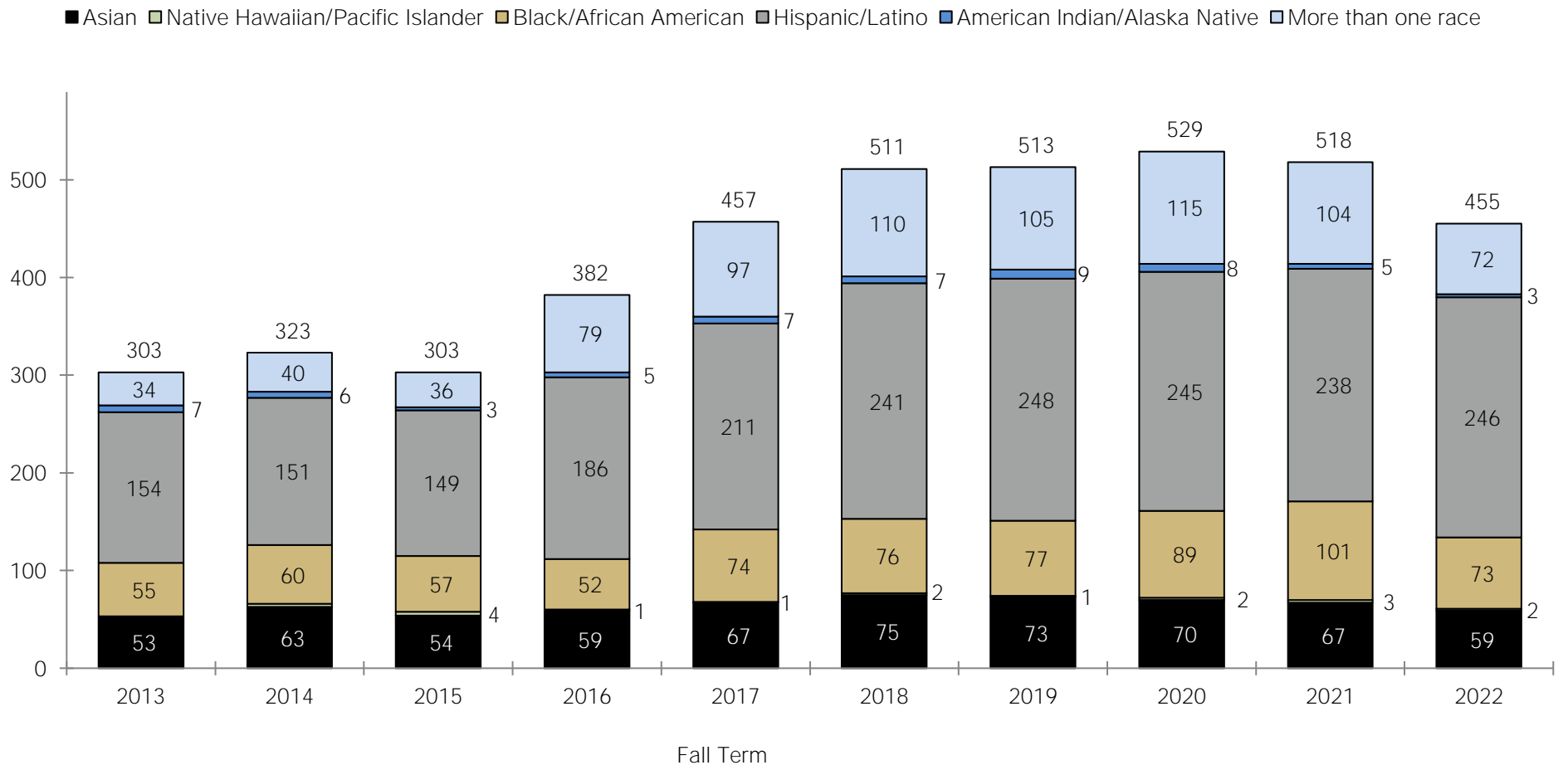| Race/Ethnicity	Bachelors	Masters	Doctoral*	Total
Asian	75	12	1	91
Native Hawaiian/Pacific Islander	6	2	-	8
Black/African American	66	20	1	94
Hispanic/Latino	374	64	4	461
American Indian/Alaska Native	6	-	-	6
More than one race	219	33	1	263
White/Unknown (White only as of 2018)	1,225	373	15	1,736
International	10	11	7	28
Total Degrees Awarded	1,993	528	29	2,727
Students of Color Total	746	131	7	923

*Doctoral includes PhD, DBA, and DNP.

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

Students of Color Total

White/Unknown/Other
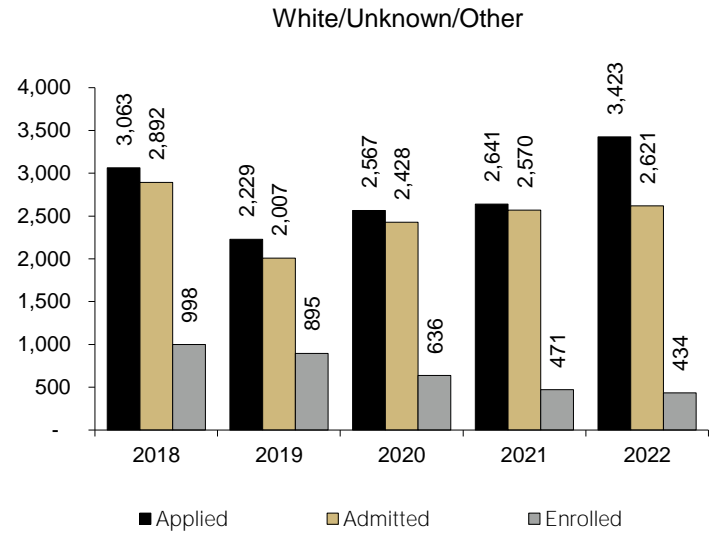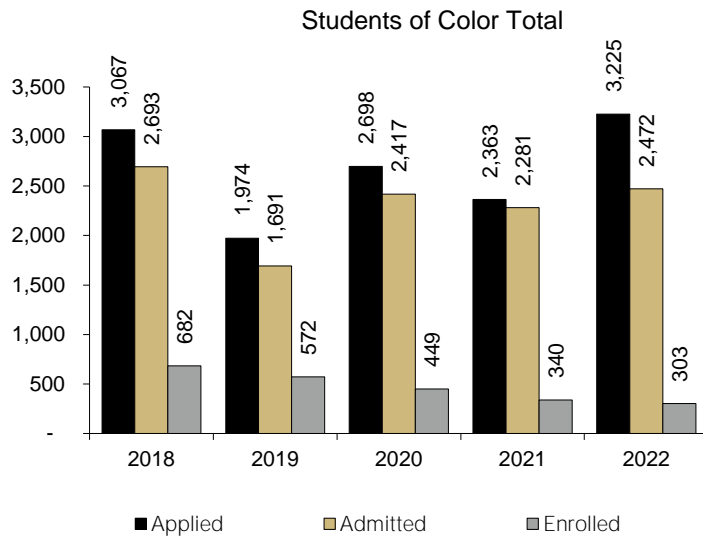
Asian

Fall Term	Applied	Admitted	Enrolled
2018	227	217	62
2019	160	151	49
2020	255	243	42
2021	230	219	26
2022	298	241	27

Native Hawaiian/Pacific Islander

Fall Term	Applied	Admitted	Enrolled
2018	14	13	5
2019	5	5	2
2020	8	8	3
2021	14	14	1
2022	12	9	3

Black/African American

Fall Term	Applied	Admitted	Enrolled
2018	357	284	78
2019	206	168	68
2020	287	245	49
2021	245	235	36
2022	396	284	46

Hispanic/Latino

Fall Term	Applied	Admitted	Enrolled
2018	2,017	1,757	380
2019	1,297	1,098	341
2020	1,779	1,582	270
2021	1,555	1,503	209
2022	2,085	1,596	179

American Indian/Alaska Native

Fall Term	Applied	Admitted	Enrolled
2018	15	14	5
2019	10	10	3
2020	17	15	5
2021	14	12	2
2022	20	16	1

More than one race

Fall Term	Applied	Admitted	Enrolled
2018	437	408	152
2019	296	259	109
2020	352	324	80
2021	305	298	66
2022	414	326	47

White/Unknown/Other

Fall Term	Applied	Admitted	Enrolled
2018	3,063	2,892	998
2019	2,229	2,007	895
2020	2,567	2,428	636
2021	2,641	2,570	471
2022	3,423	2,621	434

Total

Fall Term	Applied	Admitted	Enrolled
2018	6,130	5,585	1,680
2019	4,203	3,698	1,467
2020	5,265	4,845	1,085
2021	5,004	4,851	811
2022	6,648	5,093	737

Fall 2011 and later racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

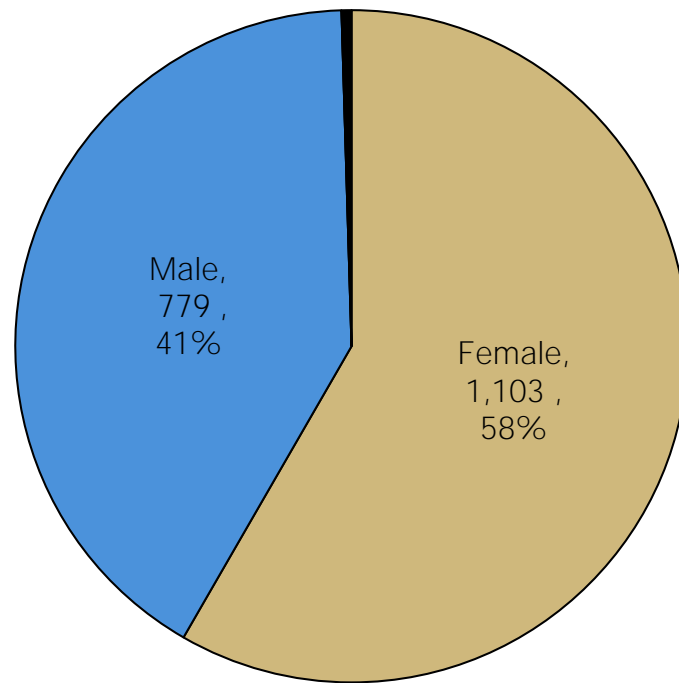# University of Colorado Colorado Springs
First-Year to Second-Year Retention Rates by Race/Ethnicity
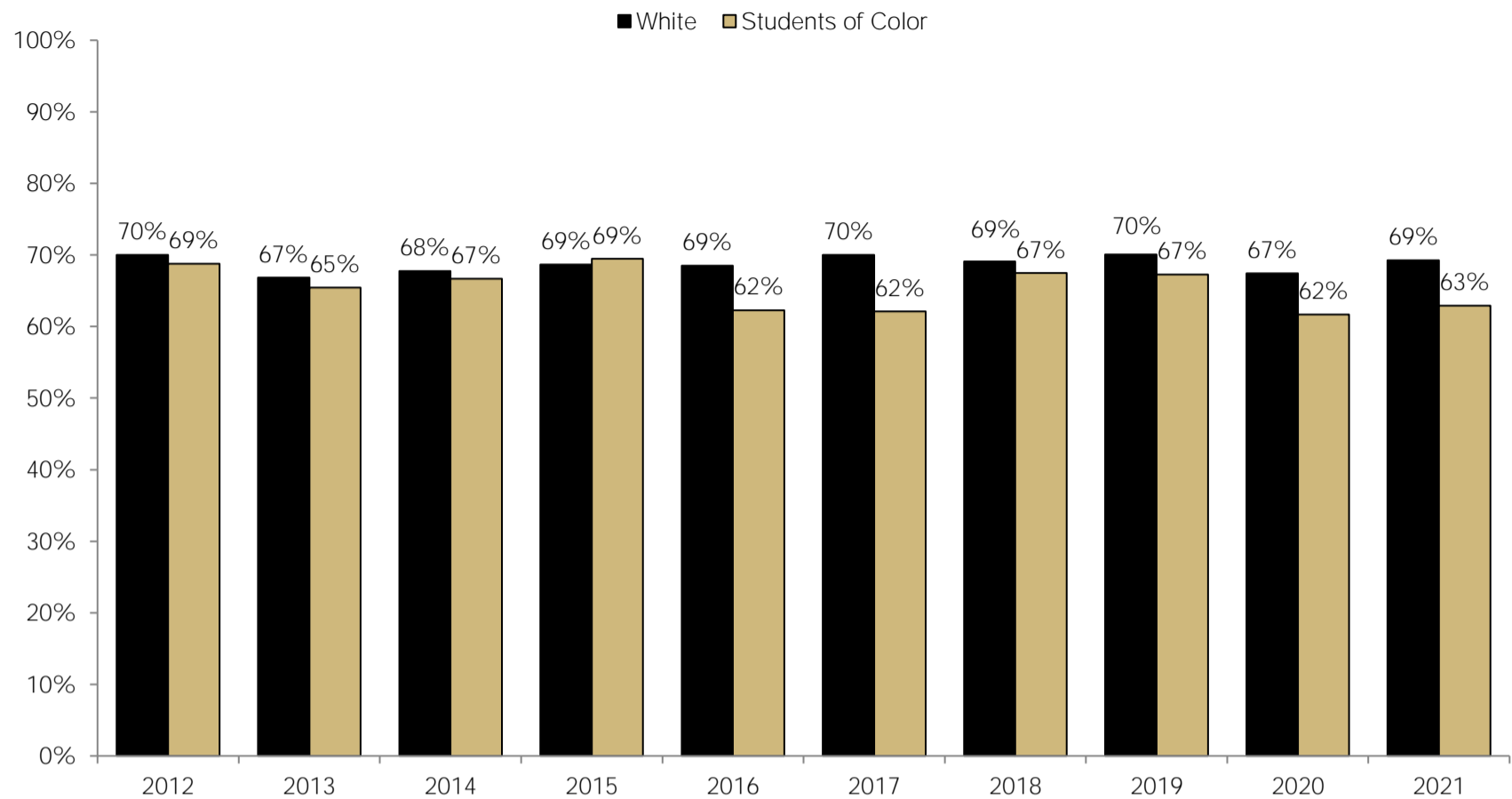
■ White □ Students of Color

Chart showing White and Students of Color retention rates 2012–2021:

Year	White	Students of Color
2012	70%	69%
2013	67%	65%
2014	68%	67%
2015	69%	69%
2016	69%	62%
2017	70%	62%
2018	69%	67%
2019	70%	67%
2020	67%	62%
2021	69%	63%

Fall Term First-Year Student Cohort

First-year Cohort	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Asian	48	46	47	54	70	61	75	58	49	77
Native Hawaiian/Pacific Islander	4	9	6	3	6	4	5	3	4	6
Black/African American	43	71	70	60	80	79	92	80	64	87
Hispanic/Latino	244	295	337	316	410	452	428	396	313	412
American Indian/Alaska Native	3	3	5	4	5	7	5	5	7	8
More than one race	132	123	147	136	161	165	188	133	93	154
White	947	1,016	1,094	993	1,210	1,251	1,237	1,085	749	1,012
Other/Unknown	19	4	6	4	5	12	12	7	17	28
International	7	13	10	11	14	14	8	20	9	19
Total	1,447	1,580	1,722	1,581	1,961	2,045	2,050	1,787	1,305	1,803
Students of Color	474	547	612	573	732	768	793	675	530	744

Percent Enrolled One Year Later	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Asian	60%	72%	81%	80%	73%	66%	80%	83%	61%	77%
Native Hawaiian/Pacific Islander	100%	67%	50%	100%	83%	50%	60%	100%	50%	33%
Black/African American	72%	59%	61%	78%	64%	56%	62%	61%	63%	57%
Hispanic/Latino	69%	65%	66%	65%	59%	60%	67%	66%	62%	60%
American Indian/Alaska Native	100%	67%	60%	75%	40%	71%	60%	40%	29%	63%
More than one race	69%	67%	68%	71%	65%	69%	66%	68%	63%	68%
White	70%	67%	68%	69%	69%	70%	69%	70%	67%	69%
Other/Unknown	74%	75%	83%	100%	80%	83%	50%	71%	76%	68%
International	100%	85%	60%	91%	79%	86%	63%	65%	78%	74%
Total	70%	67%	67%	69%	66%	67%	68%	69%	65%	67%
Students of Color	69%	65%	67%	69%	62%	62%	67%	67%	62%	63%

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

■ White   □ Students of Color
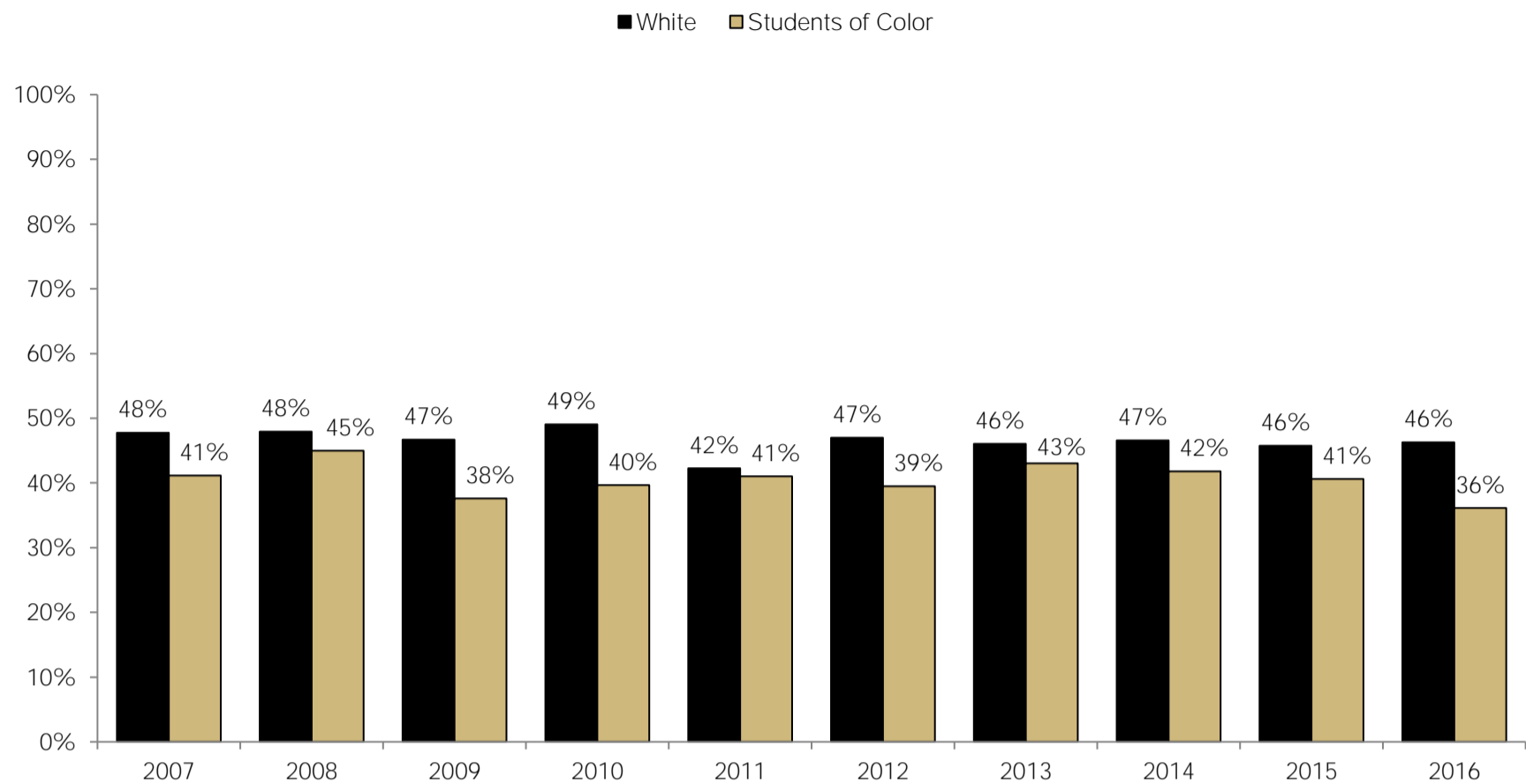
Fall Term Student Cohort

Undergraduate Cohort*	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Asian	62	50	53	42	60	47	46	46	48	70
Black/African American	32	32	35	38	50	38	64	69	73	80
Hispanic/Latino	111	116	130	181	180	222	282	320	340	409
American Indian/Alaska Native	4	11	10	6	7	3	3	5	5	5
Native Hawaiian/Pacific Islander	-	-	-	-	2	3	7	6	6	6
More than one race	-	-	6	33	81	120	116	140	151	161
White	676	814	745	799	925	879	977	1058	1110	1208
Unknown	45	47	56	18	38	16	4	6	6	5
International	4	3	4	7	9	2	16	11	11	14
Total	934	1073	1039	1124	1352	1330	1515	1661	1750	1958
Students of Color	209	209	234	300	380	433	518	586	623	731

Six-Year Graduation Rate	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Asian	37%	52%	45%	38%	53%	45%	61%	70%	67%	49%
Black/African American	44%	41%	37%	34%	28%	29%	36%	29%	27%	35%
Hispanic/Latino	41%	42%	35%	39%	42%	40%	44%	40%	39%	35%
American Indian/Alaska Native	75%	55%	10%	50%	29%	33%	0%	20%	20%	40%
Native Hawaiian/Pacific Islander	0%	0%	0%	0%	0%	33%	14%	50%	50%	17%
More than one race	0%	0%	0%	48%	40%	41%	41%	44%	42%	34%
White	48%	48%	47%	49%	42%	47%	46%	47%	46%	46%
Unknown	42%	60%	29%	56%	37%	50%	75%	67%	67%	20%
International	25%	33%	75%	29%	33%	50%	56%	36%	36%	57%
Total	46%	48%	44%	47%	42%	45%	45%	45%	44%	42%
Students of Color	41%	45%	38%	40%	41%	39%	43%	42%	41%	36%

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

University of Colorado Colorado Springs
Fall Enrollment of Pell Grant Recipients
(Percent of Undergraduate Enrollment)
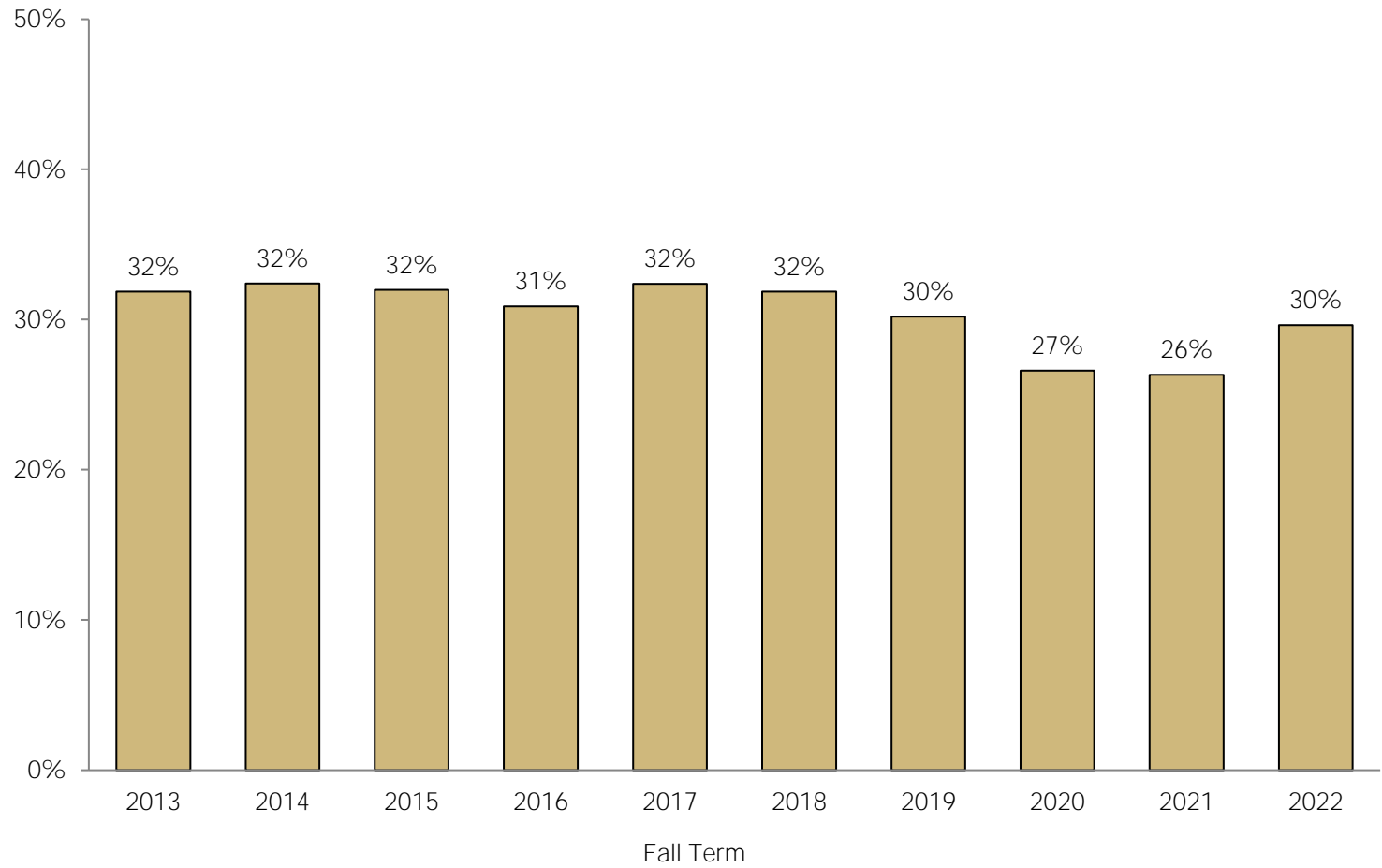
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Total UG Pell recipients enrolled	2,827	3,039	3,076	3,146	3,380	3,355	3,082	2,599	2,493	2,828
% of Total UG Enrollment	32%	32%	32%	31%	32%	32%	30%	27%	26%	30%

University of Colorado Colorado Springs
1-Year Retention Rates of First-Year Pell Grant Recipients

■ Percent Retained, All First-Time Freshmen   ▢ Percent Retained, First-Time Freshmen with Pell

Fall Term Student Cohort
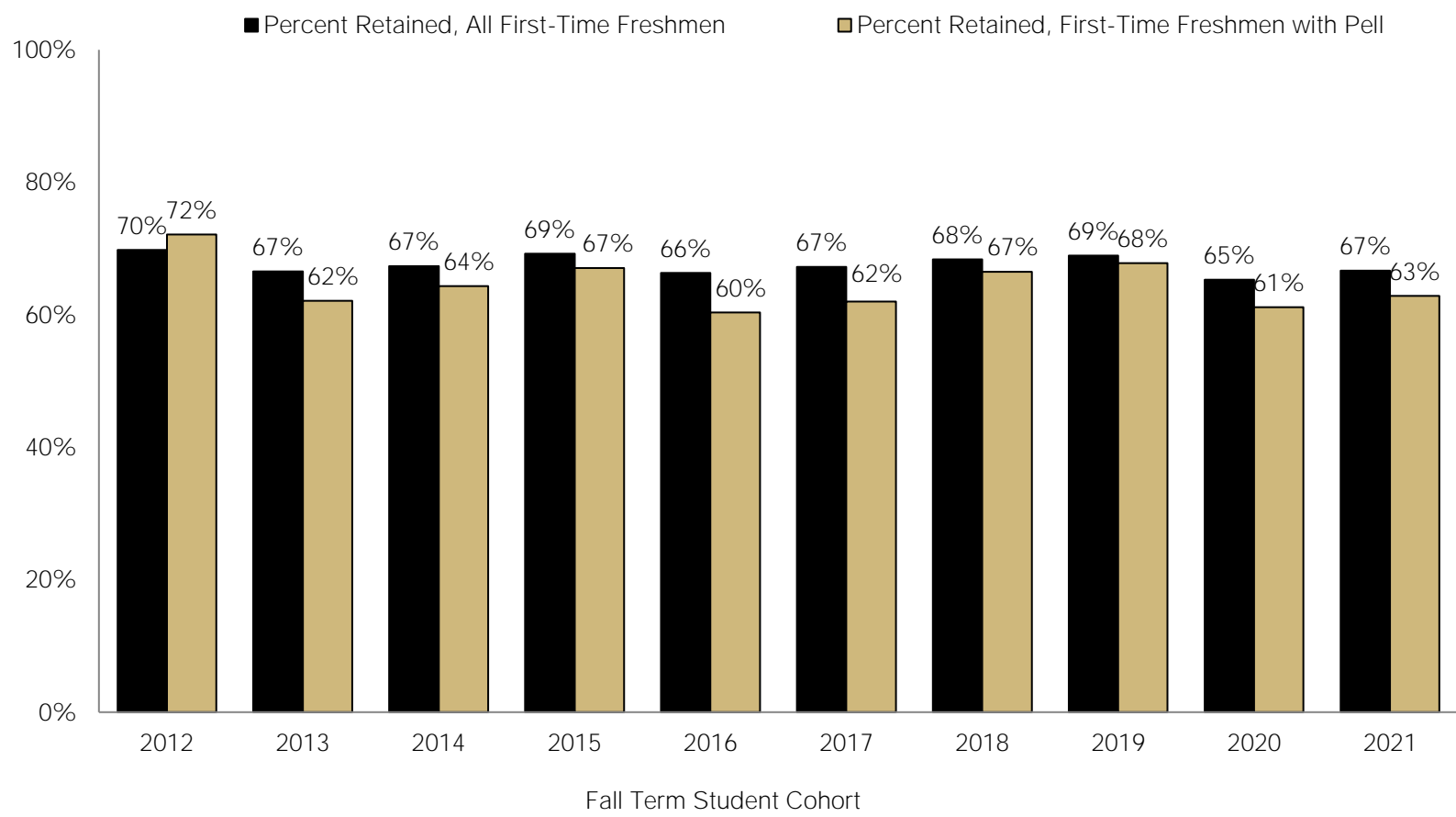
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
First-Year Student Cohorts*	420	499	510	501	595	645	630	528	376	444
Number Retained**	303	310	328	336	359	400	419	358	230	279
Percent Retained, First-Time Freshmen with Pell	72%	62%	64%	67%	60%	62%	67%	68%	61%	63%
Percent Retained, All First-Time Freshmen	70%	67%	67%	69%	66%	67%	68%	69%	65%	67%

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

**Number enrolled in subsequent fall

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

% of All Baccalaureate Degrees
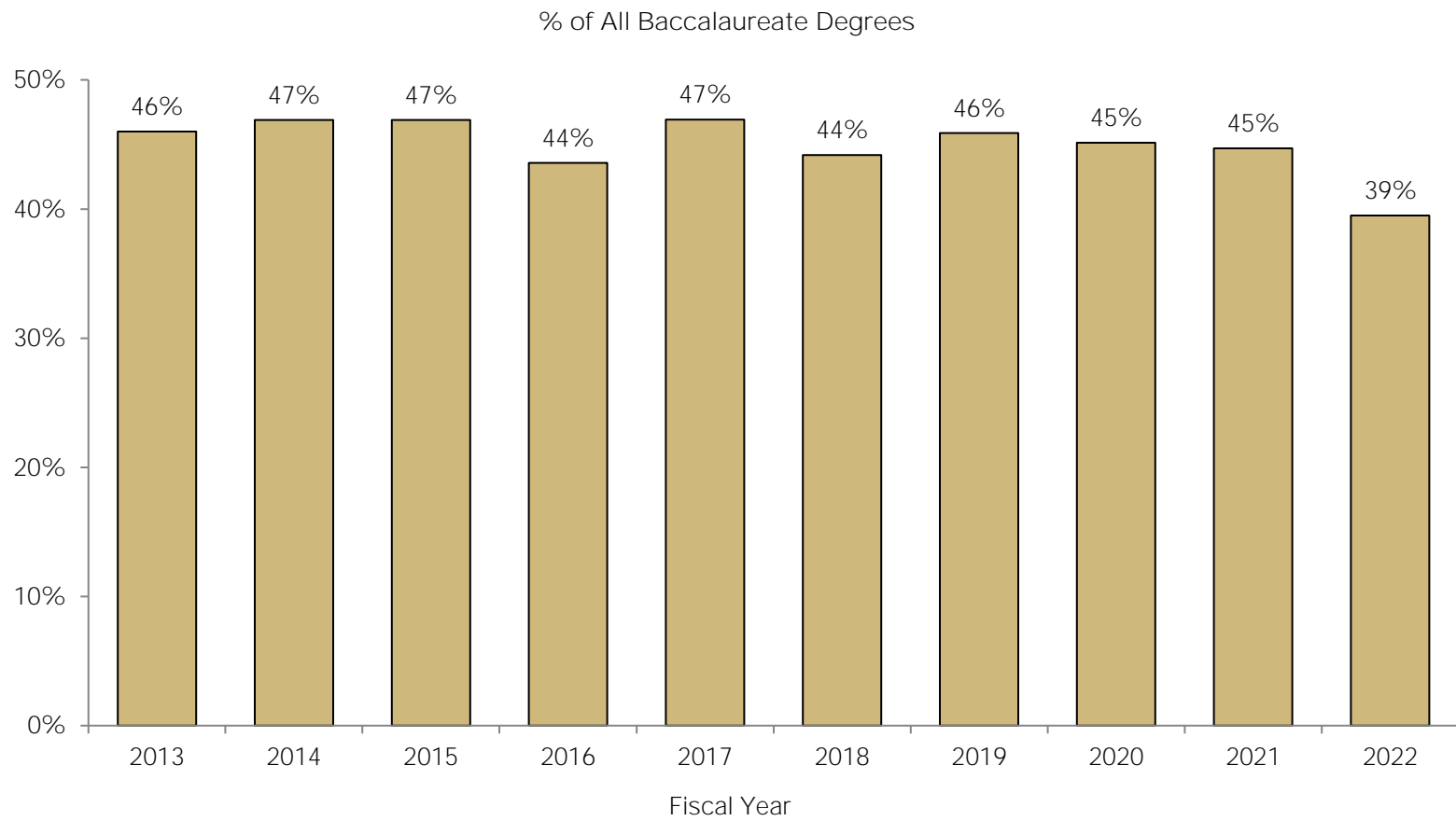
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Baccalaureate Degrees Awarded to Pell Recipients*	610	733	698	754	866	814	894	930	945	787
% of Total Baccalaureate Degrees	46%	47%	47%	44%	47%	44%	46%	45%	45%	39%

* counted if student was ever a Pell recipient

University of Colorado Colorado Springs
Enrollment of Students with Disabilities

Undergraduate Students formally registered with the Office of Disability Services
as a Percent of All Undergraduates
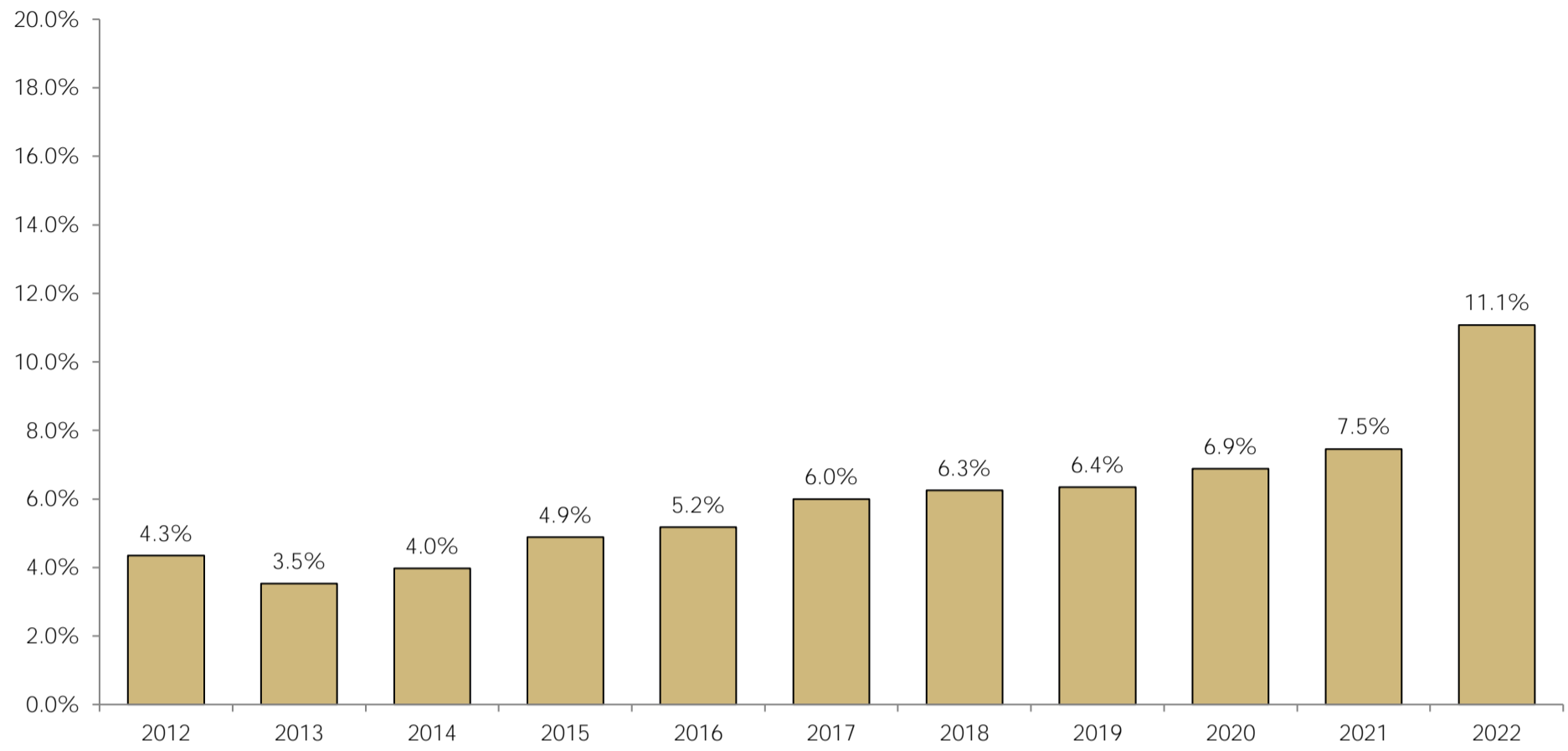
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Number of undergraduates registered with Office of Disability Services	355	313	373	470	527	626	658	648	673	706	1057
Percent of all undergraduates	4.3%	3.5%	4.0%	4.9%	5.2%	6.0%	6.3%	6.4%	6.9%	7.5%	11.1%

University of Colorado Colorado Springs
Enrollment of Students with Military Affiliation

Military Affiliation includes people who are currently serving or have served in the US Armed Forces,
including ROTC, and their dependents.
(Percent of Degree-seeking Enrollment)

■ Percent of undergraduate students ■ Percent of graduate students ■ Percent of all students
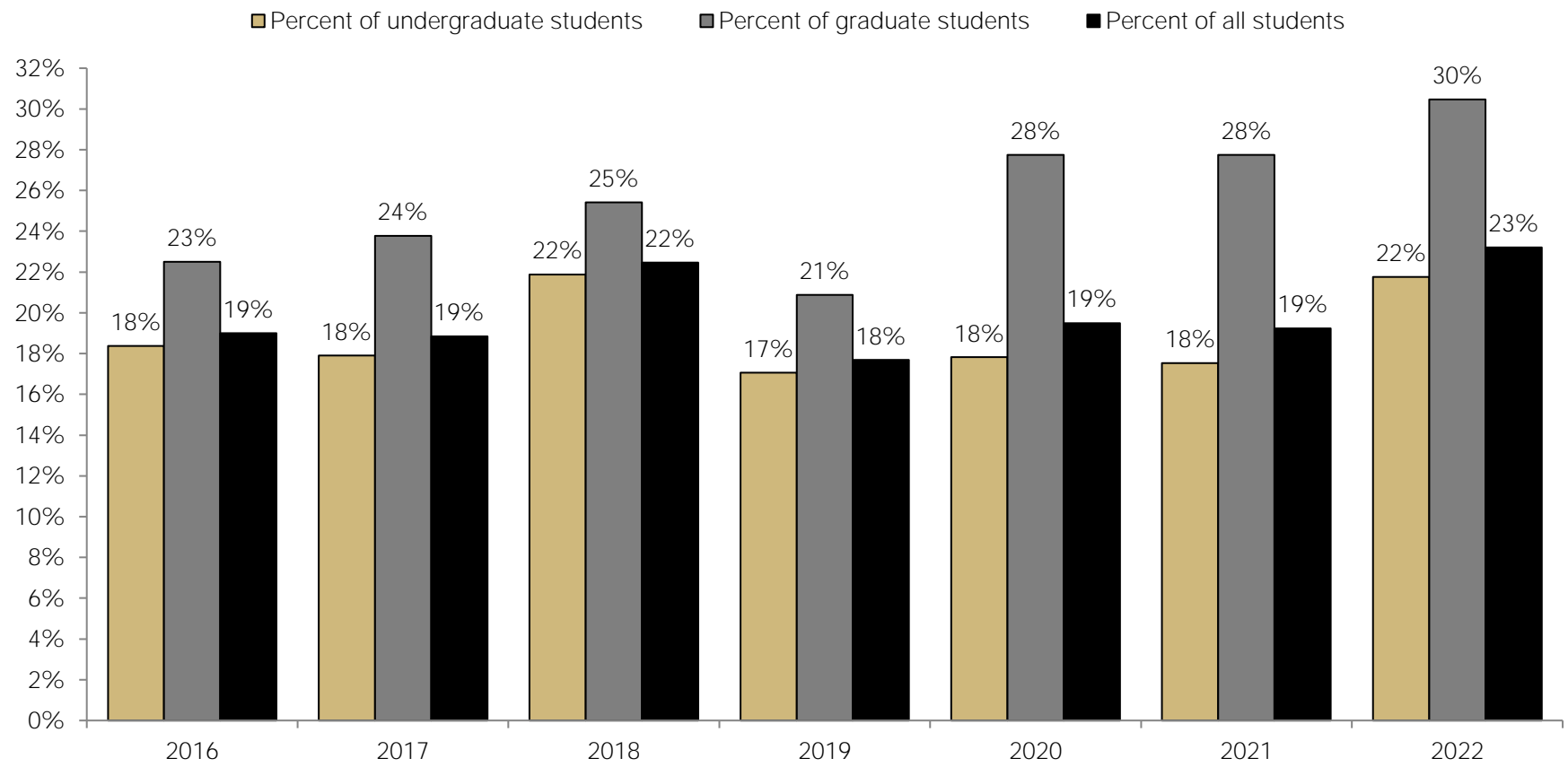
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Undergraduates	-	-	-	1,871	1,868	2,304	1,742	1,741	1,659	2,076
Graduates	-	-	-	407	472	520	416	552	532	576
Total	-	-	-	2,278	2,340	2,824	2,158	2,293	2,191	2,652
Percent of undergraduate students	0%	0%	0%	18%	18%	22%	17%	18%	18%	22%
Percent of graduate students	0%	0%	0%	23%	24%	25%	21%	28%	28%	30%
Percent of all students	0%	0%	0%	19%	19%	22%	18%	19%	19%	23%

University of Colorado Colorado Springs
Estimated Fall Enrollment of First-Generation Students
(Percent of Undergraduate Enrollment)
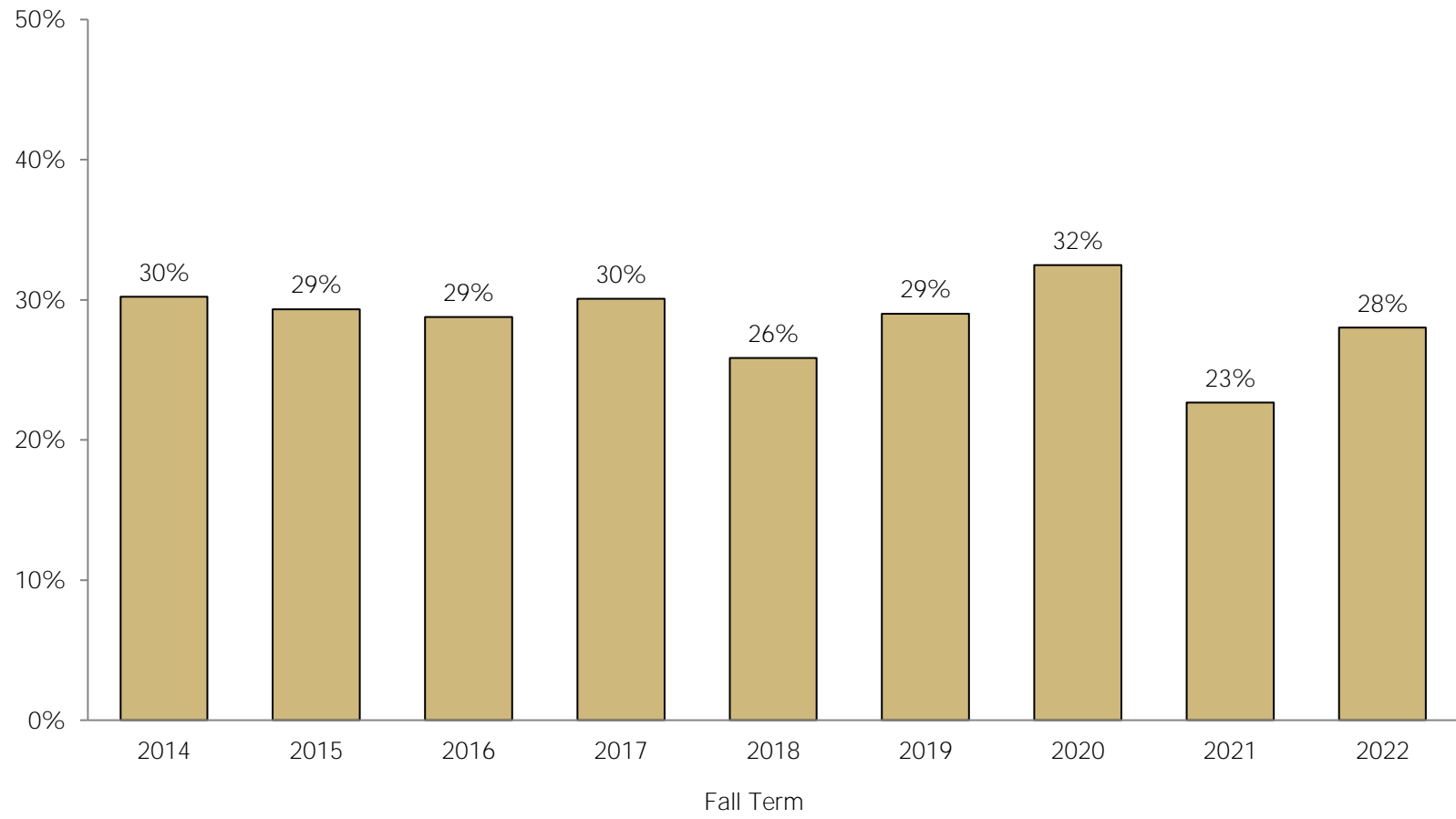
	2014	2015	2016	2017	2018	2019	2020	2021	2022
Total UG First Generation Enrolled	2,835	2,821	2,932	3,139	2,720	2,960	3,172	2,145	2,673
% of Total UG Enrollment	30%	29%	29%	30%	26%	29%	32%	23%	28%

* First generation defined as an undergraduate with neither parent possessing a 4-year degree. UCCS estimate based on student surveys and FAFSA.

University of Colorado Colorado Springs
New Resident Freshmen, Fall 2022
Home Region

(Based on County of Origin, End-of-Term Enrollment)
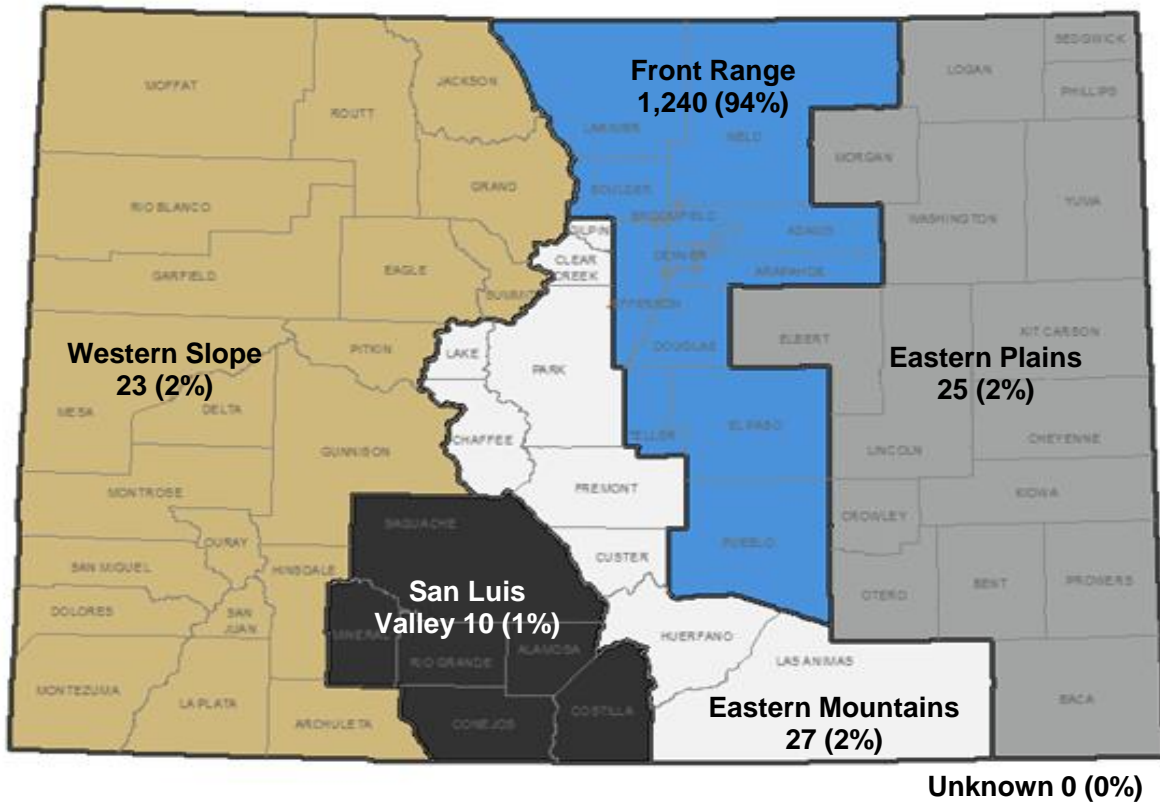
Front Range 1,240 (94%)

Western Slope 23 (2%)

Eastern Plains 25 (2%)

San Luis Valley 10 (1%)

Eastern Mountains 27 (2%)

Unknown 0 (0%)

Region	12th Graders Enrolled in CO Public Schools[1]	UCCS New Resident Freshmen	
		Enrolled[2]	Percent
Eastern Mountains	2%	27	2%
Eastern Plains	3%	25	2%
Front Range	83%	1,240	94%
San Luis Valley	1%	10	1%
Western Slope	9%	23	2%
Unknown	2%	-	0%
Total	100%	1,325	100%

[1] Distribution of 12th grade students enrolled in Colorado Public Schools based on school district enrollment, fall 2019. Students in the "unknown" category attended BOCES, the Colorado Charter School Institute, or a Colorado Detention Center. Data source: Colorado Department of Education,
http://www.cde.state.co.us/cdereval/pupilcurrent.htm

[2] 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)

State regions defined at: Colorado Division of Local Government, State Demography Office.
www.colorado.gov/cs/Satellite/DOLA-Main/CBON/1251593300013

Note: Enrollment data for new freshmen are based on end-of-term enrollment. All other enrollment data are based on census date enrollment.

University of Colorado Colorado Springs
New Resident Freshmen, Fall 2022
Home Region: Metropolitan and Non-Metropolitan Areas

(Based on County of Origin, End-of-Term Enrollment)

Ft. Collins-Loveland MSA 15 (1%)

Greeley MSA 29 (2%)

Boulder 24 (2%)

Denver-Aurora-Broomfield MSA 341 (26%)

Grand Junction MSA 7 (1%)

Colorado Springs MSA 810 (61%)

Non-Metropolitan Areas 67 (5%)

Pueblo MSA 32 (2%)

MSA=Metropolitan Statistical Area

Unknown MSA 0 (0%)

Metro Area	12th Graders Enrolled in CO Public Schools[1]	UCCS New Resident Freshmen	
		Enrolled[2]	Percent
Boulder MSA	8%	24	2%
Colorado Springs MSA	14%	810	61%
Denver-Aurora-Broomfield MSA	49%	341	26%
Fort Collins-Loveland MSA	5%	15	1%
Grand Junction MSA	2%	7	1%
Greeley MSA	5%	29	2%
Pueblo MSA	3%	32	2%
Non-Metro	14%	67	5%
Unknown	0%	-	0%
Total	100%	1,325	100%

[1] Distribution of 12th grade students enrolled in Colorado Public Schools based on school district enrollment, fall 2019. Students in the "unknown" category attended BOCES, the Colorado Charter School Institute, or a Colorado Detention Center. Data source: Colorado Department of Education, http://www.cde.state.co.us/cdereval/pupilcurrent.htm

[2] 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)

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

Note: Enrollment data for new freshmen are based on end-of-term enrollment. All other enrollment data are based on census date enrollment.

University of Colorado Colorado Springs
New Resident Freshmen by Race/Ethnicity, Fall 2022
(End-of-Term Enrollment)

Total = 1,325
Total Students of Color = 530 (40%)
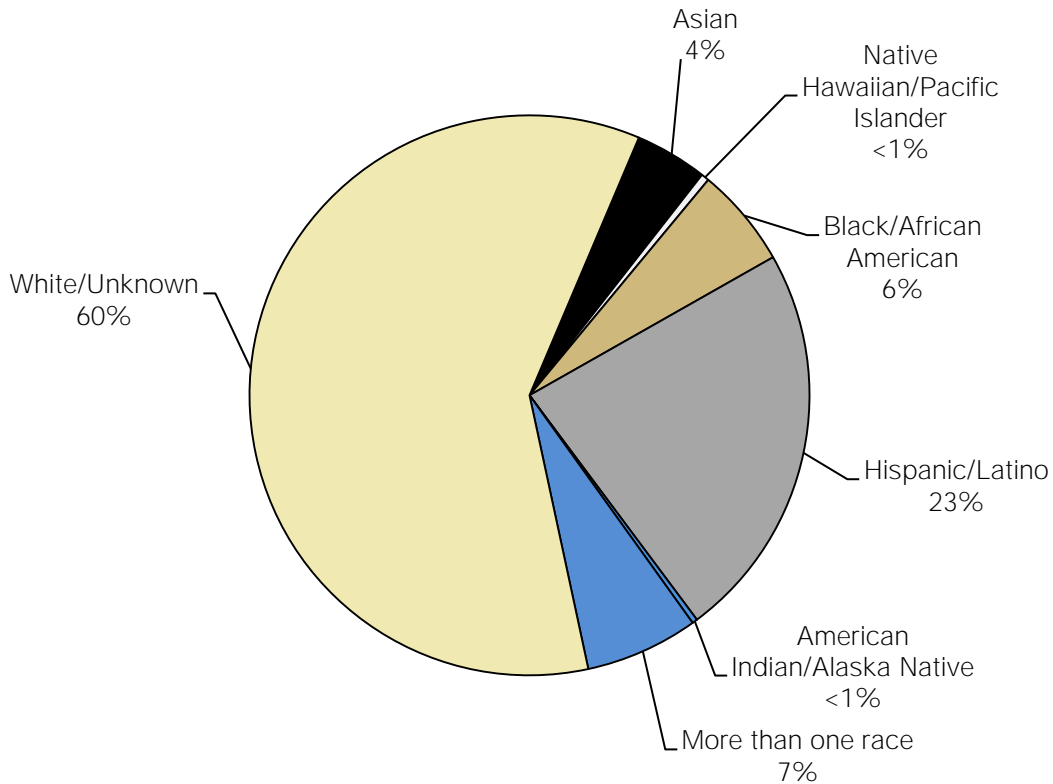
Asian
4%

Native
Hawaiian/Pacific
Islander
<1%

Black/African
American
6%

White/Unknown
60%

Hispanic/Latino
23%

American
Indian/Alaska Native
<1%

More than one race
7%

Note: Enrollment data for new freshmen are based on end-of-term enrollment. All other enrollment data are based on census date enrollment, as are enrollments shown with applications and acceptances for new freshmen.

Fall 2011 and later racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

University of Colorado Colorado Springs

Faculty and Staff Diversity

Data provided by the UCCS Office of Institutional Research
http://www.uccs.edu/~ir/

University of Colorado Colorado Springs

Faculty and Staff, Fall 2022

Notes: Includes all employees reported for IPEDS HR for Fall 2022. Excludes student and other temporary employees.

* People of color total includes more than one race and excludes white, unknown, international. People of color percentage calculation does not include the international population.

	Total	Sex						Race/Ethnicity		American Indian/ Alaska Native	Asian	Black/ African American	Hispanic/ Latino	Native Hawaiian/ Pacific Islander	More than one Race	White	Unknown	International/ Temp Visa[1]	Military[2]	
		Female (F)		Male (M)		Neither Male nor Female (X)		People of Color*												
		#	%	#	%	#	%	#	%	#	#	#	#	#	#	#	#	#	#	%
Faculty	1,156	633	55%	523	45%	3	0%	229	21%	11	74	39	77	2	26	801	77	50	97	8%
Instructional Faculty	539	271	50%	268	50%	-	0%	111	22%	6	52	13	30	2	8	370	24	35	33	6%
Tenured/Tenure Track	332	148	45%	184	55%	-	0%	71	23%	3	40	10	17	1	-	217	17	28	17	5%
Full Professor	96	33	34%	63	66%	-	0%	17	18%	1	9	0	7	0	0	74	3	2	7	7%
Associate Professor	108	49	45%	59	55%	-	0%	17	18%	0	14	2	1	0	0	74	5	13	4	4%
Assistant Professor	128	66	52%	62	48%	-	0%	37	32%	2	17	8	9	1	0	69	9	13	6	5%
Non-Tenure Track[3]	207	123	59%	84	41%	-	0%	40	20%	3	12	3	13	1	8	153	7	7	16	8%
Sr. Instructor	82	55	67%	27	33%	-	0%	13	16%	1	3	1	5	0	3	66	3		6	7%
Instructor	125	68	54%	57	46%	-	0%	27	23%	2	9	2	8	1	5	87	4	7	10	8%
Clinical Faculty	23	16	70%	7	30%	-	0%	5	24%	1	1	2	0	0	1	12	4	2	-	0%
Research Faculty	24	8	33%	16	67%	-	0%	4	17%	0	2	0	2	0	0	18	2		3	13%
Other Faculty	570	338	59%	232	41%	3	0%	109	20%	4	19	24	45	0	17	401	47	13	61	11%
Staff	802	474	59%	328	41%	-	0%	196	25%	5	25	27	111	2	26	575	25	6	42	5%
Officers	16	6	38%	10	63%	0	0%	5	31%	-	1	1	3	-	-	9	2		1	6%
Management/Other Professionals/Support Staff	786	468	60%	318	40%	-	0%	191	24%	5	24	26	108	2	26	566	23	6	41	5%
Exempt Professionals	632	412	65%	220	35%	0	0%	144	23%	4	18	20	78	0	24	465	19	4	31	5%
Classified Staff	154	56	36%	98	64%	0	0%	47	31%	1	6	6	30	2	2	101	4	2	10	6%
Faculty/Staff Total	1,958	1,107	57%	851	43%	3	0%	425	22%	16	99	66	188	4	52	1,376	102	56	139	7%

Notes: Includes full-time and part-time employees but only one position per person. Student positions are excluded.

1 "Nonresident alien" is a cateogry reported within race/ethnicity in the IPEDS HR survey. The race/ethnicity categories are meant to reflect U.S./domestic categories of race and ethnicity.

2 Military includes employees who have identified as current or former members of the Armed Forces, including both protected veterans and other veterans. The information is self-reported through the MyUCCS portal.

3 The UCCS Faculty Assembly voted to rename non-tenure track faculty as Instructional, Research, and Clinical (IRC) Faculty. The Other Faculty group includes student faculty.

University of Colorado Colorado Springs

Instructional Faculty, Fall 2022
Tenured/Tenure Track

Sex

Rank	% male	% female
Full Professor	66%	34%
Associate Professor	55%	45%
Assistant Professor	48%	52%

□ % female   ■ % male

Race/Ethnicity

Rank	% white/unknown*	% people of color*
Full Professor	82%	18%
Associate Professor	82%	18%
Assistant Professor	68%	32%

□ % people of color*   ■ % white/unknown*

Instructional Faculty, Fall 2014 - Fall 2022
Tenured/Tenure Track Faculty
All Ranks Combined

Sex

Year	% male	% female
2014	58%	42%
2016	57%	43%
2018	55%	45%
2020	56%	44%
2022	55%	45%

□ % female   ■ % male

Race/Ethnicity

Year	% white/unknown*	% people of color*
2014	85%	15%
2016	84%	16%
2018	80%	20%
2020	79%	19%
2022	77%	23%

□ % people of color*   ■ % white/unknown*

Non-Tenure Track Faculty

Sex

Year	% male	% female
2014	35%	65%
2016	43%	57%
2018	36%	64%
2020	39%	61%
2022	41%	59%

□ % female   ■ % male

Race/Ethnicity

Year	% white/unknown*	% people of color*
2014	91%	9%
2016	88%	12%
2018	87%	13%
2020	85%	14%
2022	80%	20%

□ % people of color*   ■ % white/unknown*

* People of color and white/unknown percentage calculations do not include the international population.

University of Colorado Colorado Springs
Staff Diversity, Fall 2022

Percent Female
- Officer: 38%
- Exempt Professional: 65%
- Classified: 36%
- Staff Total: 59%

Percent People of Color*
- Officer: 31%
- Exempt Professional: 23%
- Classified: 31%
- Staff Total: 25%

Legend: ■ Officer ■ Exempt Professional ■ Classified ▨ Staff Total

* People of color percentage calculation does not include the international population.

University of Colorado
Denver

2022-23 Diversity Report

Student Diversity

Data provided by the CU Denver Office of Institutional Research & Effectivness
http://www.ucdenver.edu/about/departments/InstitutionalResearch/

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

Legend: ■ Asian □ Native Hawaiian/Pacific Islander ■ Black/African American ■ Hispanic/Latino ■ American Indian/Alaska Native □ More than one race
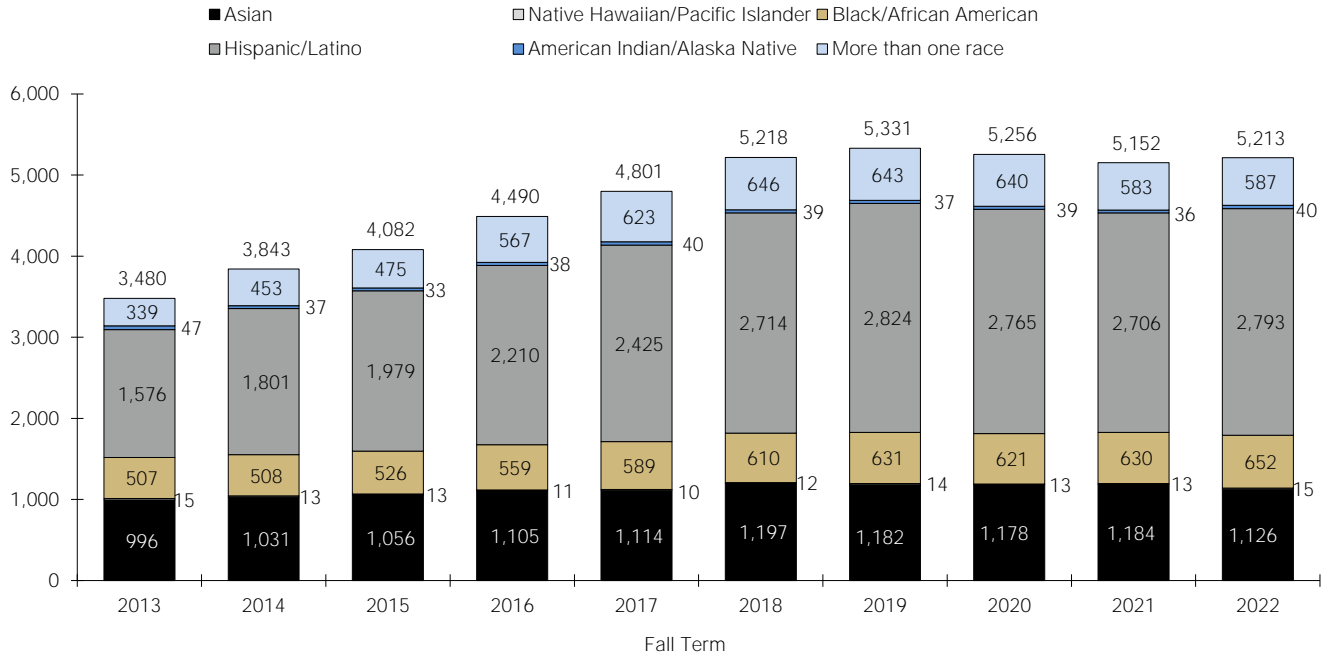
Race/Ethnicity	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Asian	996	1,031	1,056	1,105	1,114	1,197	1,182	1,178	1,184	1,126
Native Hawaiian/Pacific Islander	15	13	13	11	10	12	14	13	13	15
Black/African American	507	508	526	559	589	610	631	621	630	652
Hispanic/Latino	1,576	1,801	1,979	2,210	2,425	2,714	2,824	2,765	2,706	2,793
American Indian/Alaska Native	47	37	33	38	40	39	37	39	36	40
More than one race	339	453	475	567	623	646	643	640	583	587
White/Unknown	5,535	5,439	5,392	5,441	5,421	5,309	5,039	4,848	4,615	4,305
International	721	705	564	562	578	574	526	508	405	414
Total Enrollment	9,736	9,987	10,038	10,493	10,800	11,101	10,896	10,612	10,172	9,932
Students of Color Total	3,480	3,843	4,082	4,490	4,801	5,218	5,331	5,256	5,152	5,213
Students of Color as % of Total*	39%	41%	43%	45%	47%	50%	51%	52%	53%	55%

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Asian	10.2%	10.3%	10.5%	10.5%	10.3%	10.8%	10.8%	11.1%	11.6%	11.3%
Native Hawaiian/Pacific Islander	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.2%
Black/African American	5.2%	5.1%	5.2%	5.3%	5.5%	5.5%	5.8%	5.9%	6.2%	6.6%
Hispanic/Latino	16.2%	18.0%	19.7%	21.1%	22.5%	24.4%	25.9%	26.1%	26.6%	28.1%
American Indian/Alaska Native	0.5%	0.4%	0.3%	0.4%	0.4%	0.4%	0.3%	0.4%	0.4%	0.4%
More than one race	3.5%	4.5%	4.7%	5.4%	5.8%	5.8%	5.9%	6.0%	5.7%	5.9%
White/Unknown	56.9%	54.5%	53.7%	51.9%	50.2%	47.8%	46.2%	45.7%	45.4%	43.3%
International	7.4%	7.1%	5.6%	5.4%	5.4%	5.2%	4.8%	4.8%	4.0%	4.2%

The proportion of undergraduate students of color at the Denver Campus has increased each year since 2009, reaching 55% for Fall 2022.

* Students of color percentage calculation does not include the international population.

Fall 2011 and later racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

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

Legend: ■ Asian   □ Native Hawaiian/Pacific Islander   ■ Black/African American   ■ Hispanic/Latino   ■ American Indian/Alaska Native   ■ More than one race
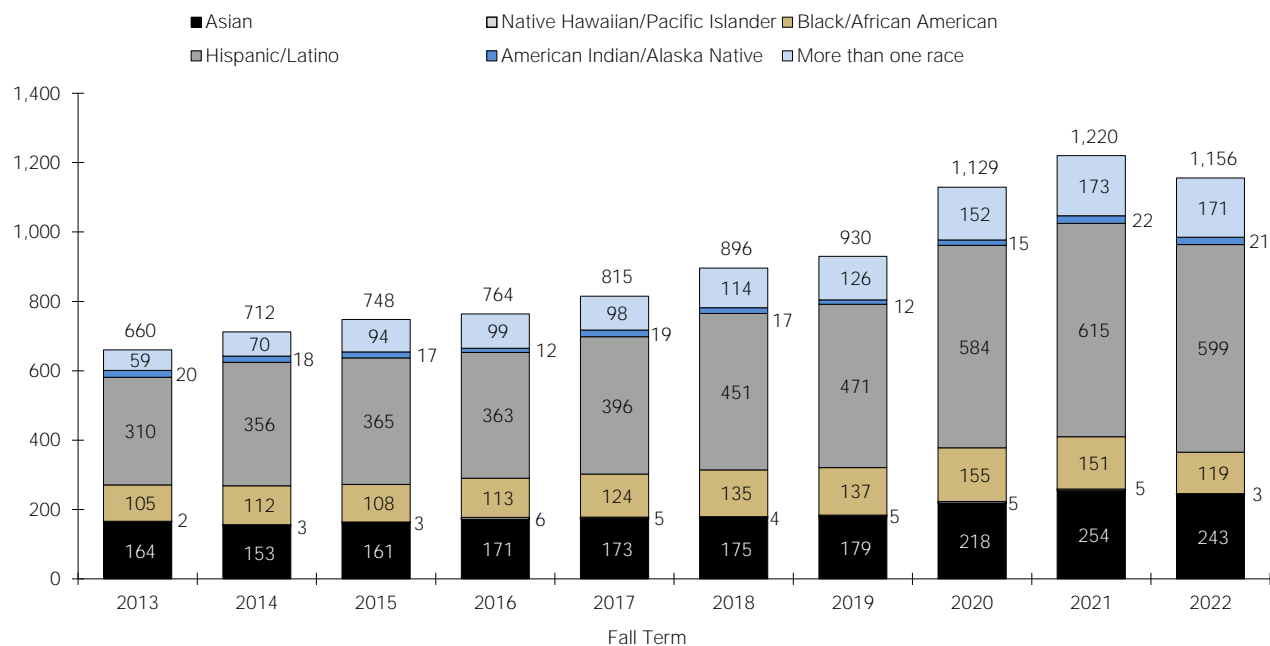
Race/Ethnicity	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Asian	164	153	161	171	173	175	179	218	254	243
Native Hawaiian/Pacific Islander	2	3	3	6	5	4	5	5	5	3
Black/African American	105	112	108	113	124	135	137	155	151	119
Hispanic/Latino	310	356	365	363	396	451	471	584	615	599
American Indian/Alaska Native	20	18	17	12	19	17	12	15	22	21
More than one race	59	70	94	99	98	114	126	152	173	171
White/Unknown	3,209	3,128	3,049	3,023	2,895	2,760	2,684	3,052	3,065	2,879
International	418	542	499	490	498	475	437	369	427	606
Total Enrollment	4,287	4,382	4,296	4,277	4,208	4,131	4,051	4,550	4,712	4,641
Students of Color Total	660	712	748	764	815	896	930	1,129	1,220	1,156
Students of Color as % of Total*	17%	19%	20%	20%	22%	25%	26%	27%	28%	29%

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Asian	3.8%	3.5%	3.7%	4.0%	4.1%	4.2%	4.4%	4.8%	5.4%	5.2%
Native Hawaiian/Pacific Islander	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
Black/African American	2.4%	2.6%	2.5%	2.6%	2.9%	3.3%	3.4%	3.4%	3.2%	2.6%
Hispanic/Latino	7.2%	8.1%	8.5%	8.5%	9.4%	10.9%	11.6%	12.8%	13.1%	12.9%
American Indian/Alaska Native	0.5%	0.4%	0.4%	0.3%	0.5%	0.4%	0.3%	0.3%	0.5%	0.5%
More than one race	1.4%	1.6%	2.2%	2.3%	2.3%	2.8%	3.1%	3.3%	3.7%	3.7%
White/Unknown	74.9%	71.4%	71.0%	70.7%	68.8%	66.8%	66.3%	67.1%	65.0%	62.0%
International	9.8%	12.4%	11.6%	11.5%	11.8%	11.5%	10.8%	8.1%	9.1%	13.1%

Fall 2021 reports the highest proportion of graduate students of color over the last several years, reaching 29% (1,156).

* Students of color percentage calculation does not include the international population.

Fall 2011 and later racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

Undergraduate Enrollment

Male, 4,373, 44%

Female, 5,449, 55%

Female ■ Male □ X ■ Not Reported

Graduate Enrollment

Male, 1,889, 41%

Female, 2,687, 58%

Female ■ Male □ X ■ Not Reported

Total Enrollment

Not Reported, 172, 1%

| 2022 | Female, 8,136, 56% | Male, 6,262, 43% | |

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%
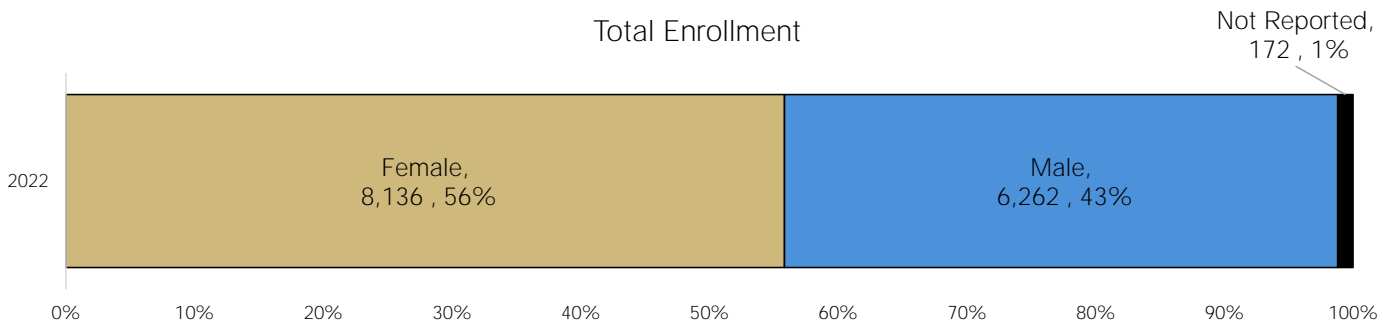
Undergraduate Enrollment	2016	2017	2018	2019	2020	2021	2022
Female	5,428	5,597	5,778	5,719	5,732	5,559	5,449
Male	5,009	5,184	5,267	5,099	4,795	4,507	4,373
X	-	-	-	-	-	-	-
Not Reported	56	19	56	78	85	106	110
Total	10,493	10,800	11,101	10,896	10,612	10,172	9,932

Graduate Enrollment	2016	2017	2018	2019	2020	2021	2022
Female	2,374	2,383	2,393	2,331	2,666	2,753	2,687
Male	1,887	1,811	1,726	1,695	1,849	1,903	1,889
X	-	-	-	-	-	-	3
Not Reported	16	14	12	25	35	56	62
Total	4,277	4,208	4,131	4,051	4,550	4,712	4,641

Total Enrollment	2016	2017	2018	2019	2020	2021	2022
Female	7,802	7,980	8,171	8,050	8,398	8,312	8,136
Male	6,896	6,995	6,993	6,794	6,644	6,410	6,262
X	-	-	-	-	-	-	3
Not Reported	72	33	68	103	120	162	172
Total	14,770	15,008	15,232	14,947	15,162	14,884	14,573

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

Legend:
- ■ Asian
- □ Native Hawaiian/Pacific Islander
- ■ Black/African American
- ■ Hispanic/Latino
- ■ American Indian/Alaska Native
- □ More than one race
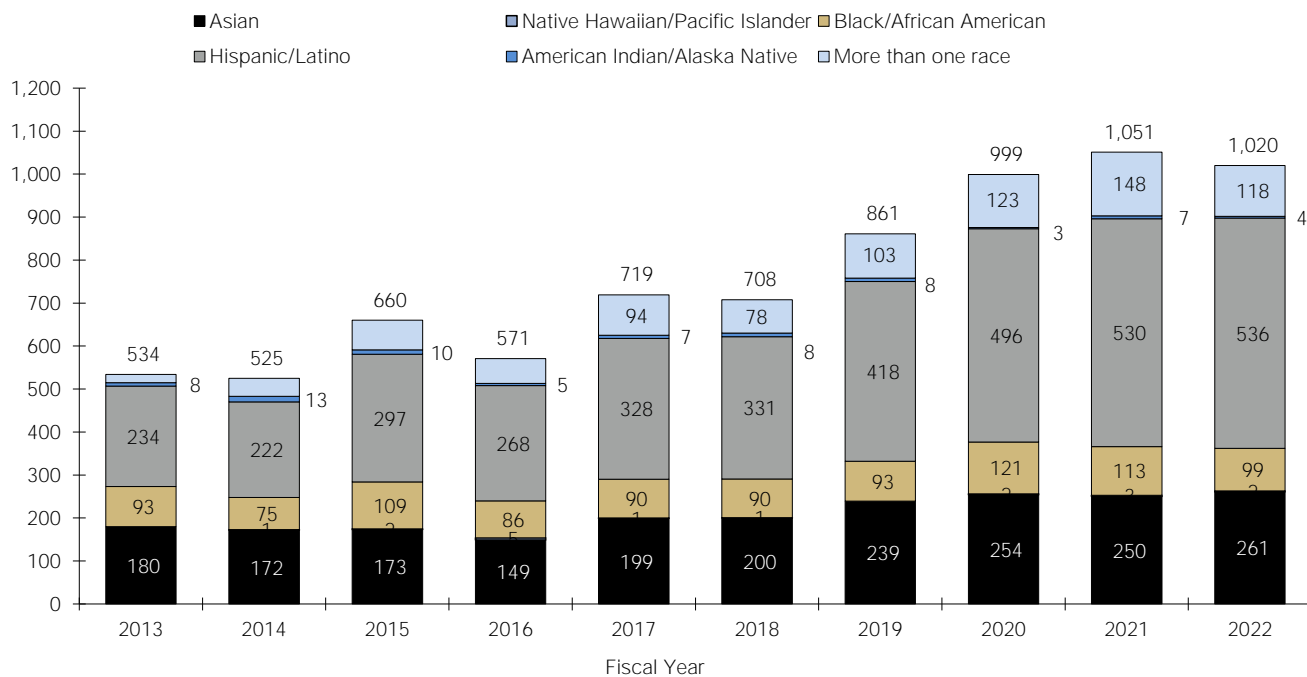
Race/Ethnicity	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Asian	180	172	173	149	199	200	239	254	250	261
Native Hawaiian/Pacific Islander	-	1	2	5	1	1	-	2	3	2
Black/African American	93	75	109	86	90	90	93	121	113	99
Hispanic/Latino	234	222	297	268	328	331	418	496	530	536
American Indian/Alaska Native	8	13	10	5	7	8	8	3	7	4
More than one race	19	42	69	58	94	78	103	123	148	118
White/Unknown	1,181	1,157	1,103	1,005	1,069	1,123	1,106	1,091	1,168	1,057
International	167	199	270	240	252	268	270	241	283	300
Total Degrees Awarded	1,882	1,881	2,033	1,816	2,040	2,099	2,237	2,331	2,502	2,377
Students of Color Total	534	525	660	571	719	708	861	999	1,051	1,020
Students of Color as % of Total*	31%	31%	37%	36%	40%	39%	44%	48%	47%	49%

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Asian	9.6%	9.1%	8.5%	8.2%	9.8%	9.5%	10.7%	10.9%	10.0%	11.0%
Native Hawaiian/Pacific Islander	0.0%	0.1%	0.1%	0.3%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Black/African American	4.9%	4.0%	5.4%	4.7%	4.4%	4.3%	4.2%	5.2%	4.5%	4.2%
Hispanic/Latino	12.4%	11.8%	14.6%	14.8%	16.1%	15.8%	18.7%	21.3%	21.2%	22.5%
American Indian/Alaska Native	0.4%	0.7%	0.5%	0.3%	0.3%	0.4%	0.4%	0.1%	0.3%	0.2%
More than one race	1.0%	2.2%	3.4%	3.2%	4.6%	3.7%	4.6%	5.3%	5.9%	5.0%
White/Unknown	62.8%	61.5%	54.3%	55.3%	52.4%	53.5%	49.4%	46.8%	46.7%	44.5%
International	8.9%	10.6%	13.3%	13.2%	12.4%	12.8%	12.1%	10.3%	11.3%	12.6%

The percent of baccalaureate degrees awarded to students of color at the Denver Campus reached a high of 49% in fiscal year 2022.

* Students of color percentage calculation does not include the international population.

Note: degree counts are unduplicated (one student receiving multiple degrees is counted only once).

Fall 2011 and later racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

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

Legend: ■ Asian □ Native Hawaiian/Pacific Islander ■ Black/African American ■ Hispanic/Latino ■ American Indian/Alaska Native ■ More than one race

Race/Ethnicity	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Asian	62	58	46	61	54	64	64	60	63	97
Native Hawaiian/Pacific Islander	-	1	1	-	-	4	-	2	2	1
Black/African American	37	29	24	33	43	43	42	33	43	60
Hispanic/Latino	96	79	100	137	133	107	152	147	175	222
American Indian/Alaska Native	9	8	3	7	3	5	7	6	2	3
More than one race	5	14	21	35	30	34	35	46	48	53
White/Unknown	1,349	1,184	1,147	1,260	1,214	1,164	1,099	1,011	1,018	1,153
International	167	156	175	193	216	184	195	193	181	163
Total Degrees Awarded	1,725	1,529	1,517	1,726	1,693	1,605	1,594	1,498	1,532	1,752
Students of Color Total	209	189	195	273	263	257	300	294	333	436
Students of Color as % of Total*	13%	14%	15%	18%	18%	18%	21%	23%	25%	27%

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Asian	3.6%	3.8%	3.0%	3.5%	3.2%	4.0%	4.0%	4.0%	4.1%	5.5%
Native Hawaiian/Pacific Islander	0.0%	0.1%	0.1%	0.0%	0.0%	0.2%	0.0%	0.1%	0.1%	0.1%
Black/African American	2.1%	1.9%	1.6%	1.9%	2.5%	2.7%	2.6%	2.2%	2.8%	3.4%
Hispanic/Latino	5.6%	5.2%	6.6%	7.9%	7.9%	6.7%	9.5%	9.8%	11.4%	12.7%
American Indian/Alaska Native	0.5%	0.5%	0.2%	0.4%	0.2%	0.3%	0.4%	0.4%	0.1%	0.2%
More than one race	0.3%	0.9%	1.4%	2.0%	1.8%	2.1%	2.2%	3.1%	3.1%	3.0%
White/Unknown	78.2%	77.4%	75.6%	73.0%	71.7%	72.5%	68.9%	67.5%	66.4%	65.8%
International	9.7%	10.2%	11.5%	11.2%	12.8%	11.5%	12.2%	12.9%	11.8%	9.3%

The proportion of graduate degrees conferred to students of color at the Denver Campus has increased to a new high, 27%.

* Students of color percentage calculation does not include the international population.

Note: degree counts are unduplicated (one student receiving multiple degrees is counted only once).

Fall 2011 and later racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

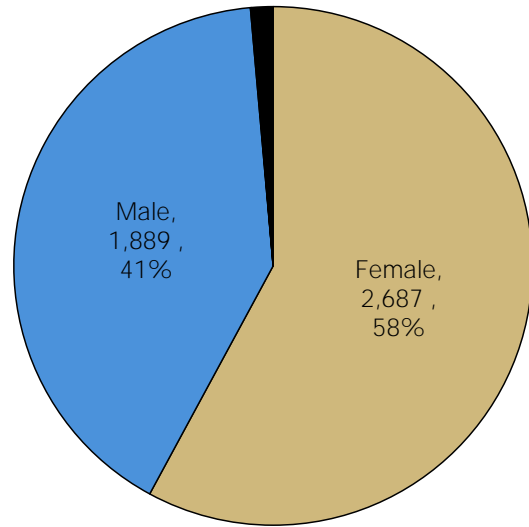# University of Colorado Denver
Denver Campus
Fall Resident Freshman Applications, Acceptances and Enrollments by Race/Ethnicity

Students of Color Total

	2018	2019	2020	2021	2022
Applied	3,729	3,195	3,070	3,754	(4,559)
Admitted	2,658	2,799	2,685	3,388	3,838
Enrolled	906	879	766	841	859

White/Unknown/Other

	2018	2019	2020	2021	2022
Applied	1,951	1,745	1,649	2,725	2,939
Admitted	1,571	1,626	1,572	2,559	2,485
Enrolled	585	493	457	462	452
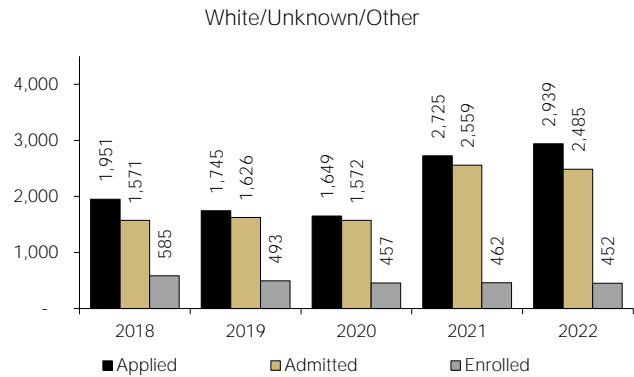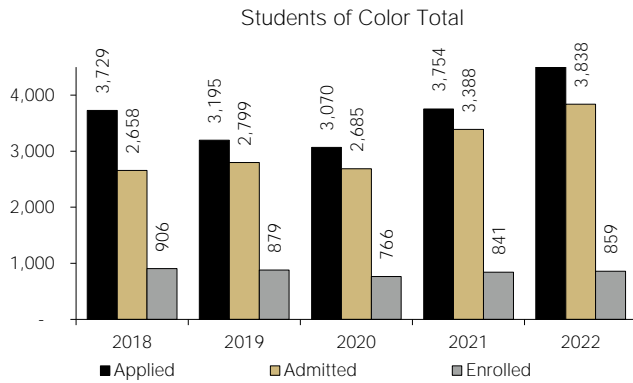
Asian

Fall Term	Applied	Admitted	Enrolled
2018	558	491	222
2019	540	512	196
2020	529	506	195
2021	656	622	196
2022	721	655	176

Native Hawaiian/Pacific Islander

Fall Term	Applied	Admitted	Enrolled
2018	11	10	-
2019	9	9	2
2020	8	7	3
2021	12	10	2
2022	20	12	4

Black/African American

Fall Term	Applied	Admitted	Enrolled
2018	407	246	92
2019	294	242	84
2020	310	262	106
2021	403	356	109
2022	597	444	108

Hispanic/Latino

Fall Term	Applied	Admitted	Enrolled
2018	2,392	1,643	507
2019	2,050	1,759	508
2020	1,956	1,677	401
2021	2,296	2,038	456
2022	3,121	2,335	503

American Indian/Alaska Native

Fall Term	Applied	Admitted	Enrolled
2018	17	10	6
2019	4	4	2
2020	7	3	2
2021	11	8	1
2022	30	13	1

More than one race

Fall Term	Applied	Admitted	Enrolled
2018	344	258	79
2019	298	273	87
2020	260	230	59
2021	376	354	77
2022	460	379	67

White/Unknown

Fall Term	Applied	Admitted	Enrolled
2018	1,951	1,571	585
2019	1,745	1,626	493
2020	1,649	1,572	457
2021	2,725	2,559	462
2022	2,939	2,485	452

Total

Fall Term	Applied	Admitted	Enrolled
2018	5,694	4,242	1,499
2019	4,953	4,437	1,378
2020	4,727	4,265	1,227
2021	6,504	5,966	1,306
2022	7,909	6,339	1,314

Fall 2011 and later racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

University of Colorado Denver
Denver Campus
First-Year to Second-Year Freshman Retention Rates by Race/Ethnicity
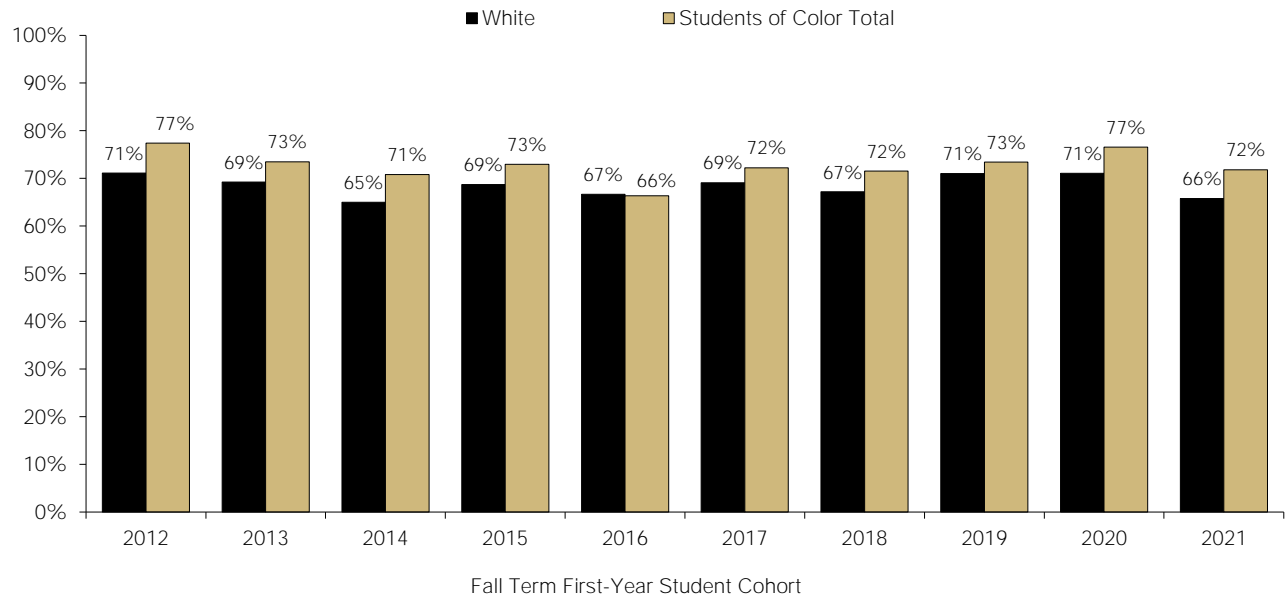
Legend: ■ White ■ Students of Color Total

Year	White	Students of Color Total
2012	71%	77%
2013	69%	73%
2014	65%	71%
2015	69%	73%
2016	67%	66%
2017	69%	72%
2018	67%	72%
2019	71%	73%
2020	71%	77%
2021	66%	72%

Fall Term First-Year Student Cohort

First-Year Cohort	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Asian	123	178	193	176	170	182	207	190	192	194
Native Hawaiian/Pacific Islander	4	3	4	1	4	3	-	2	3	3
Black/African American	57	46	48	64	71	73	97	77	94	120
Hispanic/Latino	195	225	344	371	417	450	494	486	362	519
American Indian/Alaska Native	3	1	3	2	3	3	8	4	1	3
More than one race	52	60	79	81	105	110	90	95	65	101
White	426	514	534	553	561	530	661	538	477	552
Other/Unknown	12	8	6	4	6	2	4	5	11	15
International	90	46	34	26	31	56	39	51	46	31
Total	962	1,081	1,245	1,278	1,368	1,409	1,600	1,448	1,251	1,538
Students of Color Total	434	513	671	695	770	821	896	854	717	940

Percent Enrolled One Year Later	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Asian	85%	89%	86%	80%	76%	87%	85%	87%	86%	82%
Native Hawaiian/Pacific Islander	75%	67%	75%	100%	0%	67%	#DIV/0!	0%	67%	33%
Black/African American	84%	59%	65%	83%	70%	71%	77%	71%	82%	73%
Hispanic/Latino	72%	66%	65%	70%	63%	67%	67%	68%	70%	69%
American Indian/Alaska Native	67%	0%	67%	50%	100%	100%	50%	25%	100%	100%
More than one race	73%	67%	61%	65%	64%	67%	61%	78%	74%	64%
White	71%	69%	65%	69%	67%	69%	67%	71%	71%	66%
Other/Unknown	67%	100%	17%	100%	83%	50%	75%	80%	82%	47%
International	83%	80%	71%	69%	81%	86%	72%	80%	83%	74%
Total	75%	72%	68%	71%	67%	72%	70%	73%	75%	69%
Students of Color Total	77%	73%	71%	73%	66%	72%	72%	73%	77%	72%

Fall 2011 and later racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

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

■ White   ▫ Students of Color Total
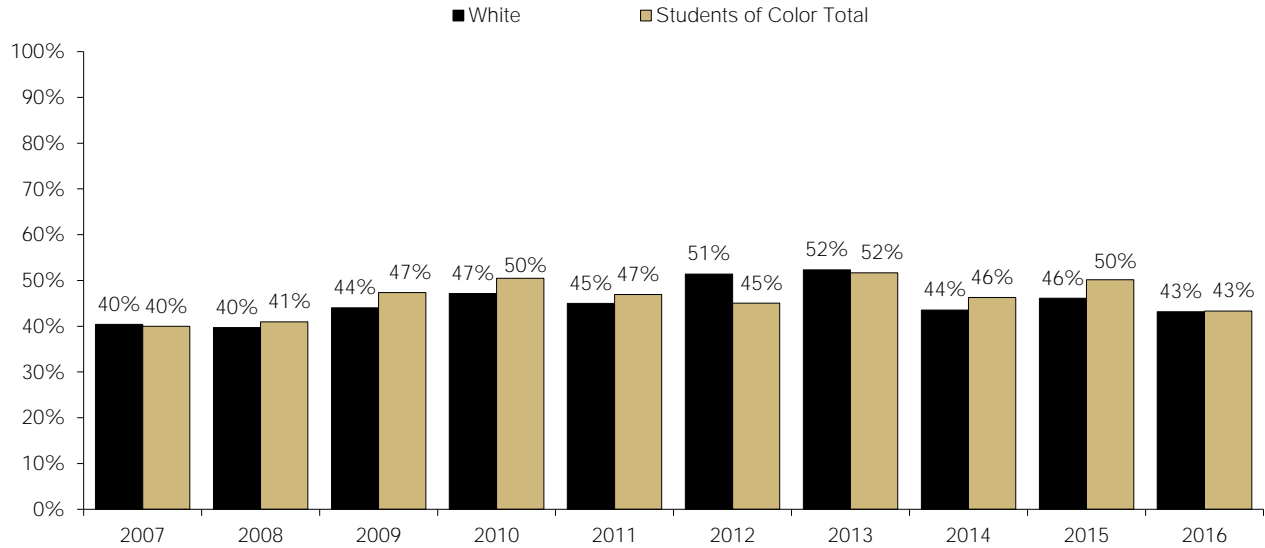
Fall Term First-Year Student Cohort

Undergraduate Cohort*	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Asian	137	149	162	156	118	123	178	193	176	170
Black/African American	55	60	67	60	31	57	46	48	64	71
Hispanic/Latino	161	164	162	189	189	195	225	342	371	417
American Indian/Alaska Native	17	8	6	11	3	3	1	3	2	3
White	567	602	525	522	380	426	514	533	553	561
Other/Unknown	32	21	69	11	15	12	8	6	4	6
International	43	34	48	62	61	90	46	34	26	31
Total	1,012	1,038	1,039	1,020	854	962	1,081	1,242	1,278	1,368
Students of Color Total	370	381	397	416	343	382	453	590	614	665

Six-Year Graduation Rate	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Asian	46%	50%	57%	61%	56%	58%	66%	61%	61%	57%
Black/African American	31%	40%	31%	38%	55%	42%	39%	40%	55%	39%
Hispanic/Latino	40%	35%	45%	48%	40%	38%	44%	39%	45%	39%
American Indian/Alaska Native	24%	13%	33%	9%	33%	33%	0%	33%	0%	33%
White	40%	40%	44%	47%	45%	51%	52%	44%	46%	43%
Other/Unknown	44%	48%	41%	45%	40%	42%	88%	17%	50%	83%
International	60%	53%	54%	47%	43%	50%	43%	53%	62%	58%
Total	41%	41%	46%	48%	45%	48%	52%	44%	48%	44%
Students of Color Total	40%	41%	47%	50%	47%	45%	52%	46%	50%	43%

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

121

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

■ % of Total Undergraduate Enrollment
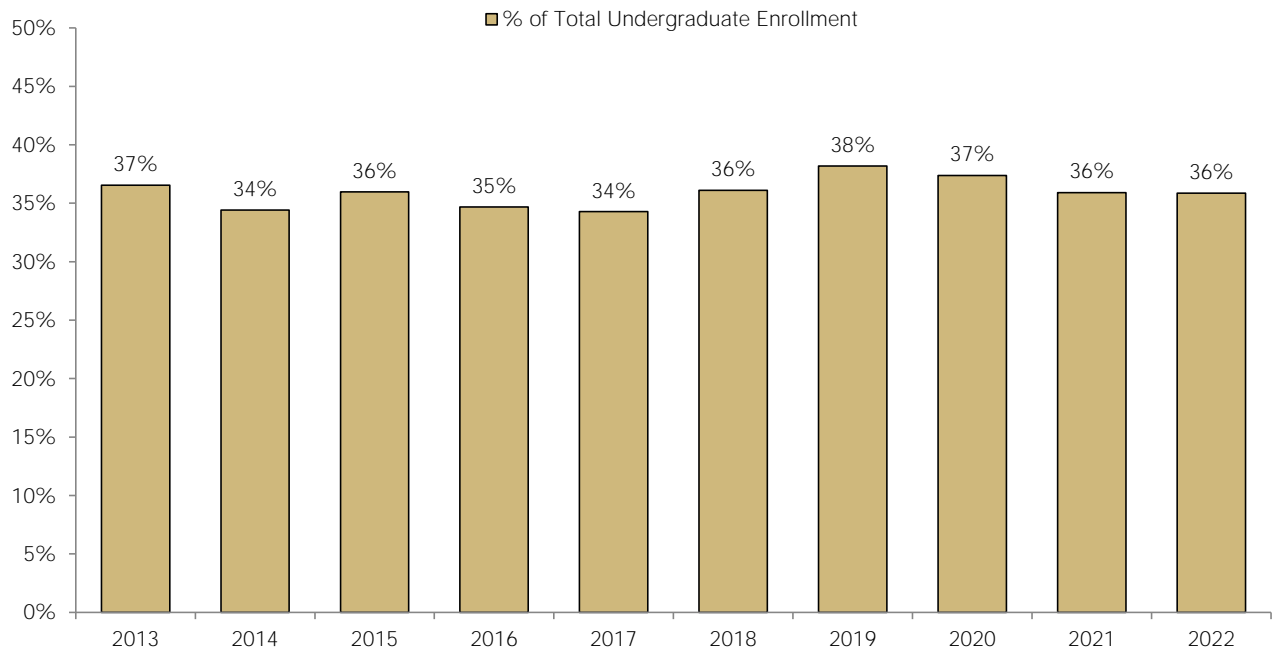
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Total UG Pell recipients enrolled	3,558	3,437	3,610	3,638	3,702	4,008	4,160	3,967	3,653	3,562
% of Total Undergraduate Enrollment	37%	34%	36%	35%	34%	36%	38%	37%	36%	36%

University of Colorado Denver
Denver Campus
First-Year to Second-Year Retention Rates of Freshman Pell Grant Recipients

■ Percent Retained, All First-Time Freshmen ☐ Percent Retained, First-Time Freshmen with Pell

First-Year Student Cohort
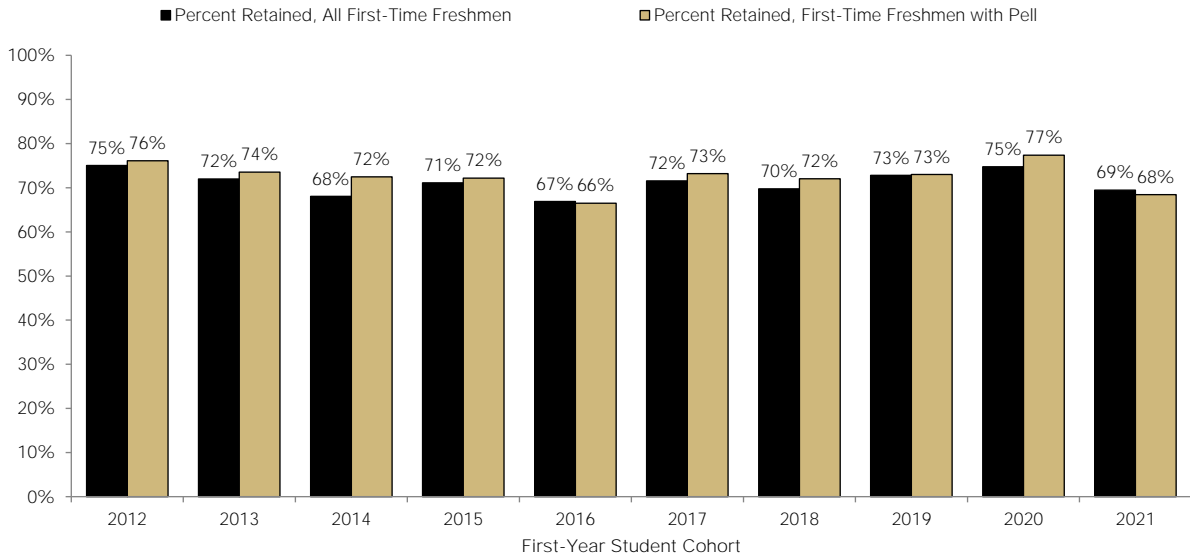
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
First-Year Student Cohorts*	352	393	501	482	516	608	651	578	477	599
Number Retained**	268	289	363	348	343	445	469	422	369	410
Percent Retained, First-Time Freshmen with Pell	76%	74%	72%	72%	66%	73%	72%	73%	77%	68%
Percent Retained, All First-Time Freshmen	75%	72%	68%	71%	67%	72%	70%	73%	75%	69%

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

**Number enrolled in subsequent fall

123

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

■ % of Total Baccalaureate Degrees

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
%	49%	48%	47%	46%	47%	48%	46%	48%	46%	46%

Fiscal Year
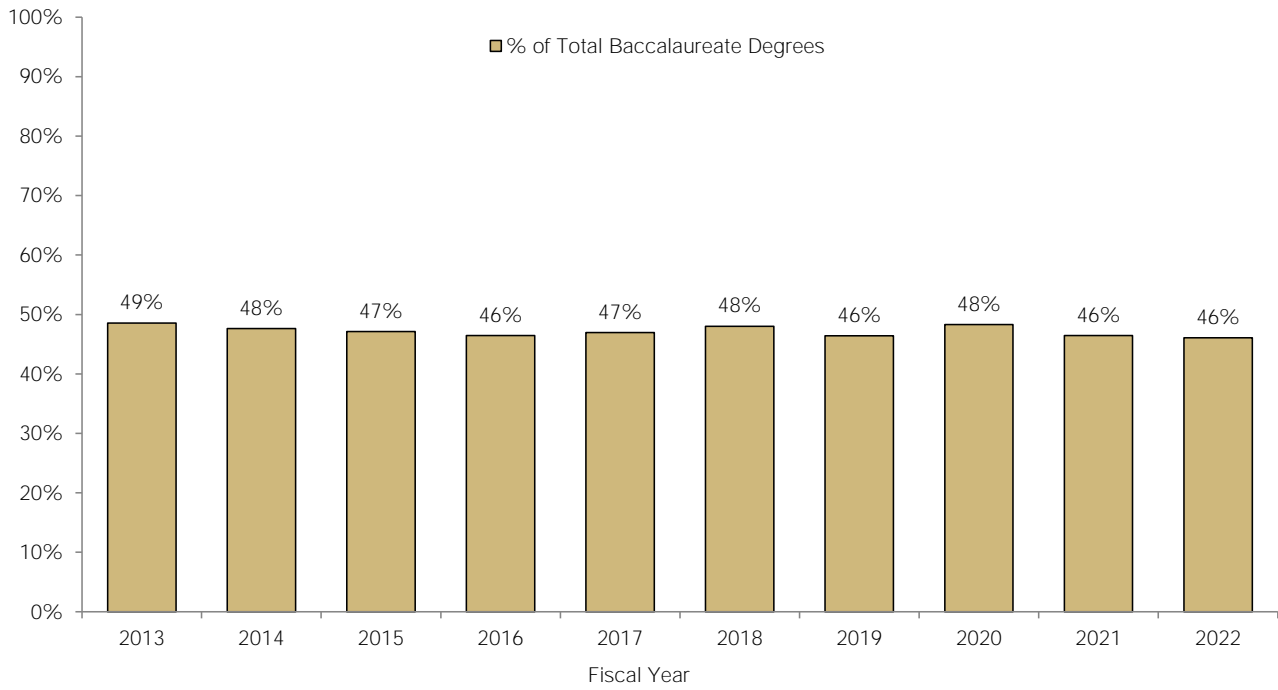
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Baccalaureate Degrees Awarded to Pell Recipients*	914	896	958	844	958	958	1,038	1,126	1,162	1,095
% of Total Baccalaureate Degrees	49%	48%	47%	46%	47%	48%	46%	48%	46%	46%

The percentage of Denver Campus students receiving baccalaureate degrees who were Pell grant recipients reached a high of 49% in fiscal year 2013 and has been hovering around 50% since.

* Counted if student was ever a Pell recipient

University of Colorado Denver
Denver Campus and Anschutz Medical Campus
Enrollment of Students with Disabilities

Undergraduate students formally registered with the Office of Disability Services
as a Percent of All Undergraduates
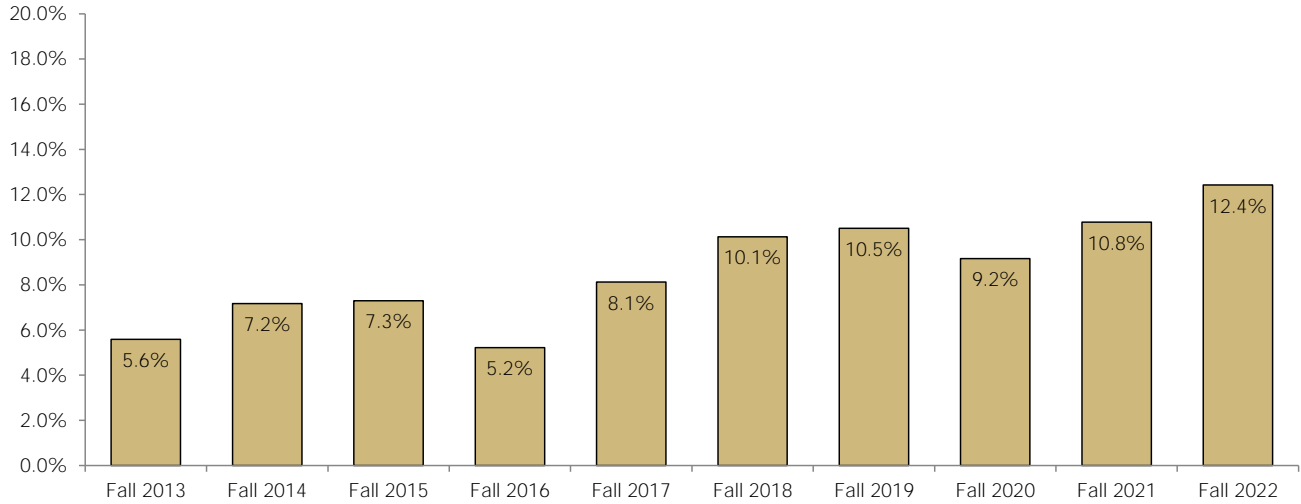
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Number of undergraduates registered with Office of Disability Services	568	750	770	573	918	1,178	1,198	1,015	1,144	1,295
Percent of all undergraduates	5.6%	7.2%	7.3%	5.2%	8.1%	10.1%	10.5%	9.2%	10.8%	12.4%

Over the last ten fall semesters, the proportion of undergraduate students that have registered with the Office of Disability Services has increased to 12.4% in Fall 2022, representing 1,295 undergraduate students from the combined Denver Campus and Anschutz Medical Campus.

NOTE: Fall 2015 is an estimate provided by the Disability Services Office.

University of Colorado Denver
Enrollment of Students with Military Affiliation

Military Affiliation includes people who are currently serving or have served in the US Armed Forces,
including ROTC, and their dependents.
(Percent of Degree-seeking Undergraduate Enrollment)
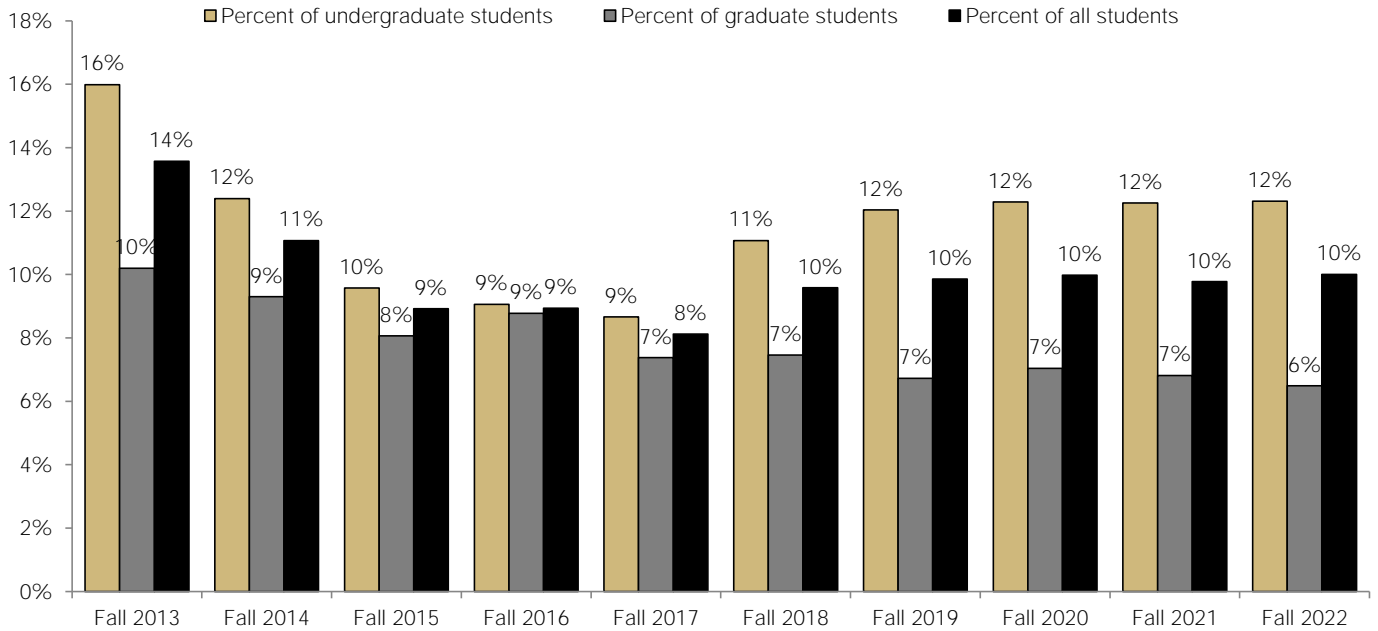
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Undergraduates	1,812	1,375	1,032	1,003	985	1,290	1,376	1,363	1,303	1,283
Graduates	827	770	662	727	605	606	537	617	608	445
Total	2,639	2,145	1,694	1,730	1,590	1,896	1,913	1,980	1,911	1,728
Percent of undergraduate students	16%	12%	10%	9%	9%	11%	12%	12%	12%	12%
Percent of graduate students	10%	9%	8%	9%	7%	7%	7%	7%	7%	6%
Percent of all students	14%	11%	9%	9%	8%	10%	10%	10%	10%	10%

*Numbers include only degree-seeking undergraduate students enrolled in the fall term. This includes students taking main campus or on-line only classes.

University of Colorado Denver
Estimated Portion of First-Generation First-time Freshmen Students
(Percent of Fall First-Time Freshman Matriculants with Known First Generation Data)
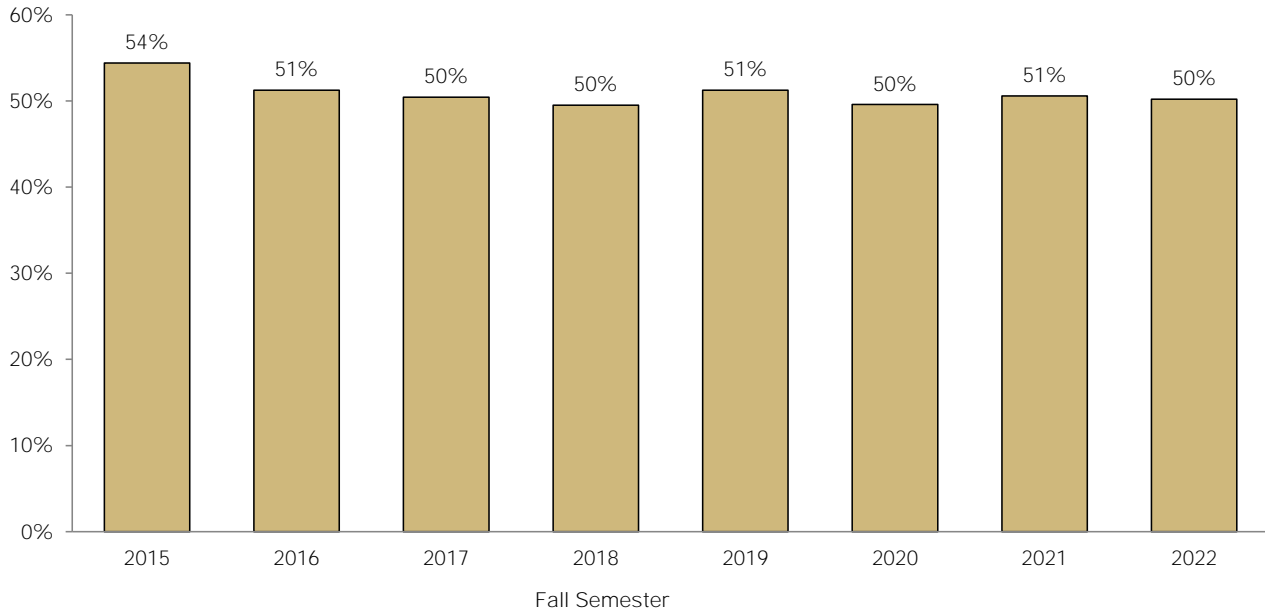
	2015	2016	2017	2018	2019	2020	2021	2022
First Generation Enrolled First-Time Freshman, Fall Term*	691	717	742	848	790	665	825	827
% First Generation of Enrolled First-Time Freshman, Fall Term*	54%	51%	50%	50%	51%	50%	51%	50%

* First generation defined as an undergraduate with neither parent possessing a 4-year degree. Based upon student self-reported data (about parental highest degree/educational achievement) from undergraduate application. Counts do not include incoming freshman transfer students.

University of Colorado Denver
Denver Campus
New Resident Freshmen, Fall 2022
Home Region

(Based on County at Time of Admission, End-of-Term Enrollment)

**Front Range
1,142 (96%)**

**Western Slope
37 (3%)**

**Eastern Plains
7 (0%)**

**San Luis
Valley 0 (0%)**

**Eastern Mountains
1 (0%)**

Unknown 2 (0%)
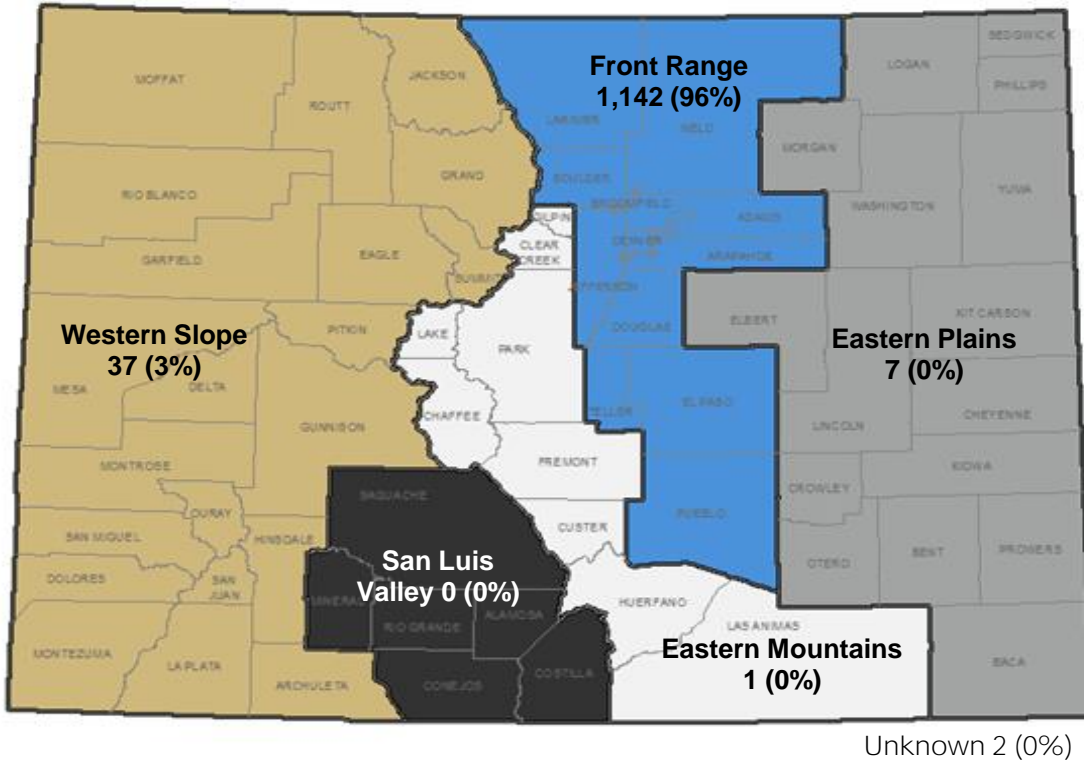
Region	12th Graders Enrolled in CO Public Schools[1]	CU Denver New Resident Freshmen	
		Enrolled[2]	Percent
Eastern Mountains	2%	1	0%
Eastern Plains	3%	7	1%
Front Range	83%	1,142	96%
San Luis Valley	1%	-	0%
Western Slope	9%	37	3%
Unknown	2%	2	0%
Total	100%	1,189	100%

[1] Distribution of 12th grade students enrolled in Colorado Public Schools based on school district enrollment, 2019-2020. Students in the "unknown" category attended BOCES, the Colorado Charter School Institute, or a Colorado Detention Center. Data source: Colorado Department of Education, http://www.cde.state.co.us/cdereval/pupilcurrent.htm

[2] 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)

State regions defined at: Colorado Division of Local Government, State Demography Office. www.colorado.gov/cs/Satellite/DOLA-Main/CBON/1251593300013

Note: Enrollment data for new freshmen are based on end-of-term enrollment. All other enrollment data are based on census date enrollment.

University of Colorado Denver
Denver Campus
New Resident Freshmen, Fall 2022

(Based on County at Time of Admission, End-of-Term Enrollment)

Ft. Collins-Loveland MSA 16 (1%)

Greeley MSA 13 (1%)

Boulder 41 (3%)

Denver-Aurora-Broomfield MSA 1,016 (85%)

Grand Junction MSA 7 (1%)

Colorado Springs MSA 47 (4%)

Non-Metropolitan Areas 36 (3%)

Pueblo MSA 11 (1%)
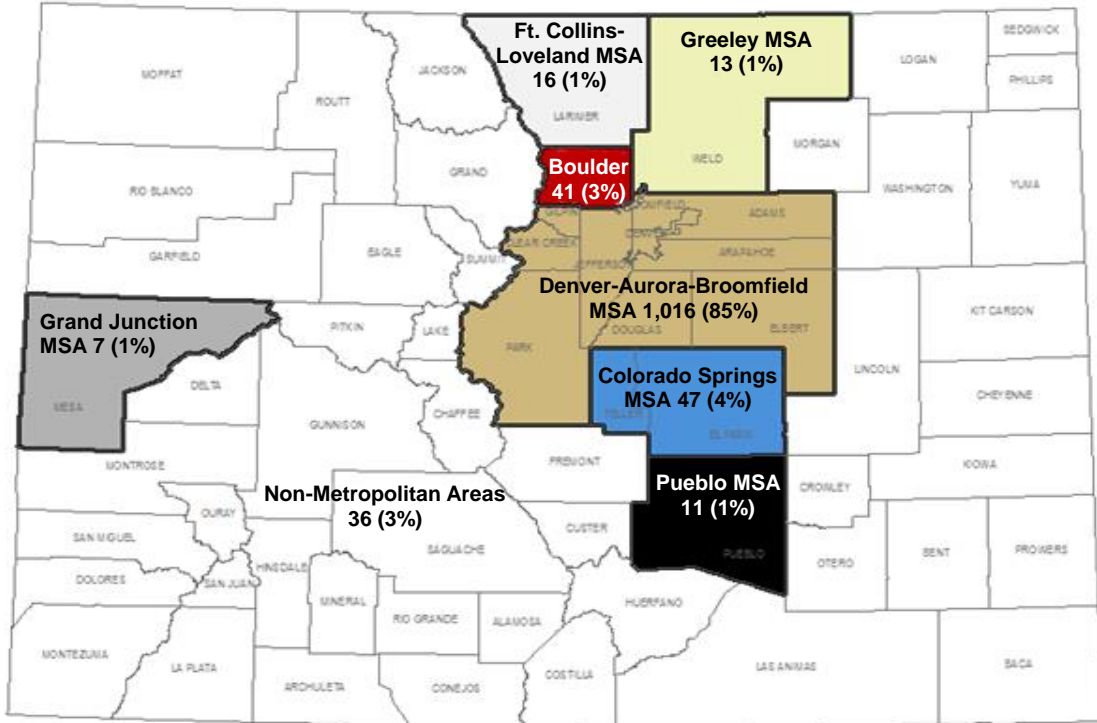
MSA=Metropolitan Statistical Area

Unknown MSA 2 (0%)

Metro Area	12th Graders Enrolled in CO Public Schools[1]	CU Denver New Resident Freshmen	
		Enrolled[2]	Percent
Boulder MSA	8%	41	3%
Colorado Springs MSA	14%	47	4%
Denver-Aurora-Broomfield MSA	49%	1,016	85%
Fort Collins-Loveland MSA	5%	16	1%
Grand Junction MSA	2%	7	1%
Greeley MSA	5%	13	1%
Pueblo MSA	3%	11	1%
Non-Metro	14%	36	3%
Unknown	0%	2	0%
Total	100%	1,189	100%

[1] Distribution of 12th grade students enrolled in Colorado Public Schools based on school district enrollment, 2019-2020. Students in the "unknown" category attended BOCES, the Colorado Charter School Institute, or a Colorado Detention Center. Data source: Colorado Department of Education, http://www.cde.state.co.us/cdereval/pupilcurrent.htm

[2] 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)

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

Note: Enrollment data for new freshmen are based on end-of-term enrollment. All other enrollment data are based on census date enrollment.

University of Colorado Denver
Denver Campus
New Resident Freshmen by Race/Ethnicity, Fall 2022
(End-of-Term Enrollment)

Total = 1,209
Students of Color Total = 789 (65%)
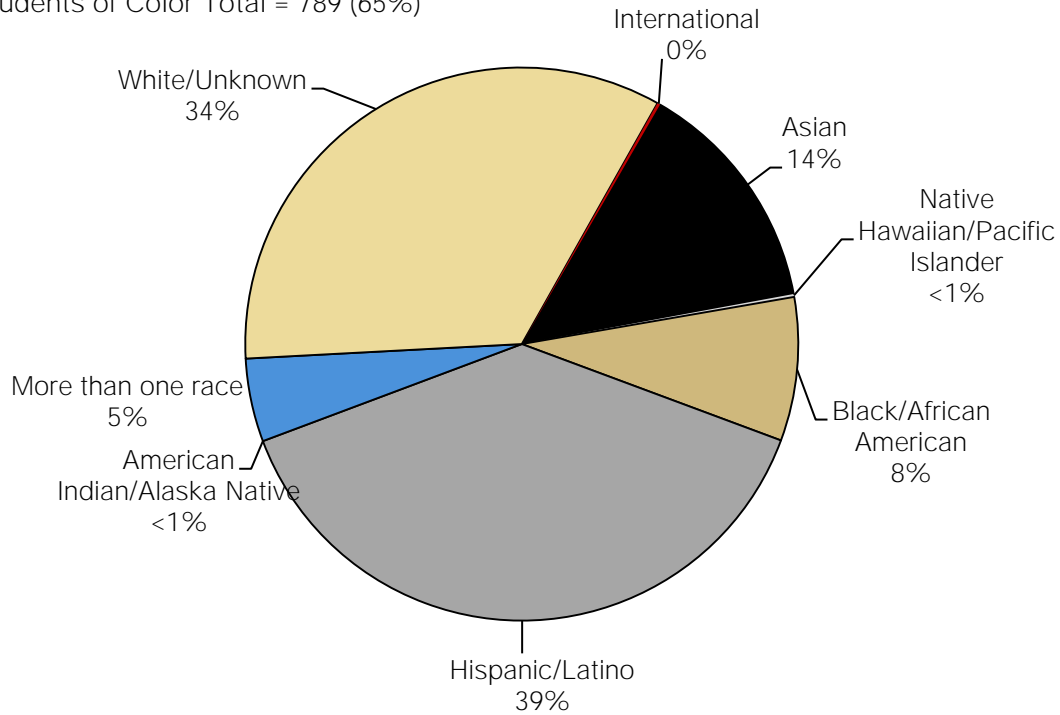
International
0%

White/Unknown
34%

Asian
14%

Native
Hawaiian/Pacific
Islander
<1%

More than one race
5%

Black/African
American
8%

American
Indian/Alaska Native
<1%

Hispanic/Latino
39%

Note: Enrollment data for new freshmen are based on end-of-term enrollment. All other enrollment data are based on census date enrollment, as are enrollments shown with applications and acceptances for new freshmen.

University of Colorado Denver

Faculty and Staff Diversity

Data provided by the CU Denver Office of Institutional Research & Effectivness
http://www.ucdenver.edu/about/departments/InstitutionalResearch/

University of Colorado Denver
Full-Time Faculty and Staff, Fall 2022

Notes: Includes all employees reported for IPEDS HR for Fall 2022. Excludes student and other temporary employees.

* People of Color total includes more than one race and excludes white, unknown, international. People of Color percentage calculation does not include the international population.

**Prior to Fall 2016:
   -Clinical job codes, except for clinical teaching (C/T), were counted under "Primarily Public Service."
   -C/T Faculty were counted in the "Instructional" section under "Other."
 Beginning Fall 2016:
   -The "Public Service" and "Research" sections were combined.
   -Clinical Practice faculty are counted in the new "Research and Public Service" section.
   -All other Clinical Faculty, including C/T, are counted in the "Other, Including Clinical" row of the "Instructional Faculty" section.

DENVER CAMPUS

	Total	Sex						Race/Ethnicity											Military[2]	
		Female		Male		No Reported Sex		People of Color*		American Indian/ Alaska Native	Asian	Black/ African American	Hispanic/ Latino	Native Hawaiian /Pacific Islander	More than one race	White	Unknown	Inter-national[1]		
		#	%	#	%	#	%	#	%	#	#	#	#	#	#	#	#	#	#	%
Faculty	660	309	47%	351	53%	-	0%	146	23%	4	72	15	50	-	5	449	37	28	13	2%
Instructional Faculty	608	282	46%	326	54%	-	0%	137	23%	4	67	15	46	-	5	416	34	21	13	2%
Tenured/Tenure Track	367	152	41%	215	59%	-	0%	91	26%	2	53	7	27	-	2	242	17	17	7	2%
Full Professor	118	47	40%	71	60%	-	0%	25	21%	-	14	3	6	-	2	92	1	-	2	2%
Associate Professor	152	51	34%	101	66%	-	0%	38	25%	2	22	1	13	-	-	104	9	1	4	3%
Assistant Professor	97	54	56%	43	44%	-	0%	28	35%	-	17	3	8	-	-	46	7	16	1	1%
Non-Tenure Track	241	130	54%	111	46%	-	0%	46	19%	2	14	8	19	-	3	174	17	4	6	2%
Instructor/Sr. Instructor	141	71	50%	70	50%	-	0%	26	19%	2	7	5	11	-	1	103	10	2	4	3%
Other	100	59	59%	41	41%	-	0%	20	20%	-	7	3	8	-	2	71	7	2	2	2%
Research and Public Service Faculty**	52	27	52%	25	48%	-	0%	9	20%	-	5	-	4	-	-	33	3	7	-	0%
Staff	858	569	66%	289	34%	-	0%	271	32%	2	75	44	134	1	15	518	67	2	12	1%
Officers	20	12	60%	8	40%	-	0%	5	25%	-	1	2	2	-	-	14	1	-	-	0%
With Faculty Status	7	3	43%	4	57%	-	0%	2	29%	-	-	2	-	-	-	4	1	-	-	0%
Without Faculty Status	13	9	69%	4	31%	-	0%	3	23%	-	1	-	2	-	-	10	-	-	-	0%
Management/Other Professionals/Support Staff	838	557	66%	281	34%	-	0%	266	32%	2	74	42	132	1	15	504	66	2	12	1%
With Faculty Status	99	56	57%	43	43%	-	0%	16	16%	-	5	3	7	-	1	70	12	1	-	0%
Exempt Professionals	664	462	70%	202	30%	-	0%	217	33%	-	61	33	109	-	14	396	50	1	10	2%
Classified Staff	75	39	52%	36	48%	-	0%	33	44%	2	8	6	16	1	-	38	4	-	2	3%
Faculty/Staff Total	1,518	878	58%	640	42%	-	0%	417	28%	6	147	59	184	1	20	967	104	30	25	2%

1 "Nonresident alien" is a cateogry reported within race/ethnicity in the IPEDS HR survey. The race/ethnicity categories are meant to reflect U.S./domestic categories of race and ethnicity.

2 Military includes employees who have identified as current or former members of the Armed Forces, including both protected veterans and other veterans. The information is self-reported through the campus portal.

University of Colorado Denver
Denver Campus
Instructional Faculty, Fall 2022
Tenured/Tenure Track
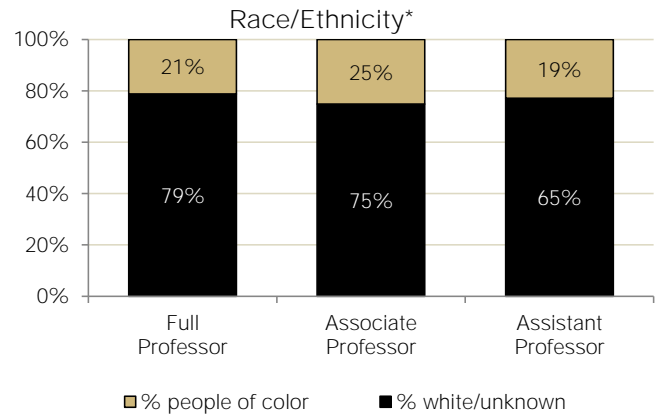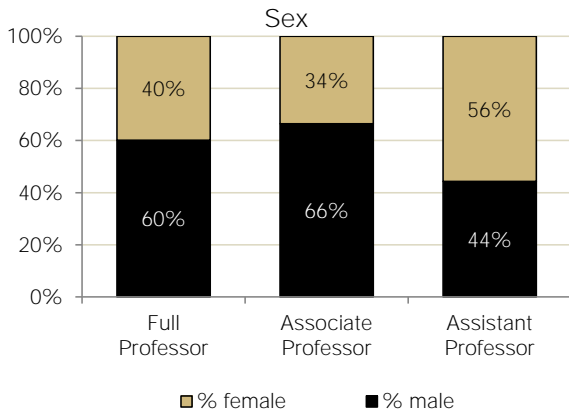
Sex

	Full Professor	Associate Professor	Assistant Professor
% female	40%	34%	56%
% male	60%	66%	44%

Race/Ethnicity*

	Full Professor	Associate Professor	Assistant Professor
% people of color	21%	25%	19%
% white/unknown	79%	75%	65%

Instructional Faculty, Fall 2014 - Fall 2022
Tenured/Tenure Track Faculty
All Ranks Combined

Sex

	2014	2016	2018	2020	2022
% female	37%	36%	37%	39%	41%
% male	63%	64%	63%	61%	59%

Race/Ethnicity*

	2014	2016	2018	2020	2022
% people of color	23%	24%	25%	25%	26%
% white/unknown	77%	76%	75%	75%	74%

Non-Tenure Track Faculty

Sex

	2014	2016	2018	2020	2022
% female	49%	48%	48%	50%	54%
% male	51%	52%	52%	50%	46%

Race/Ethnicity*

	2014	2016	2018	2020	2022
% people of color	15%	14%	18%	16%	19%
% white/unknown	85%	86%	82%	84%	81%

*People of Color percentage calculation does not include the international population.

133
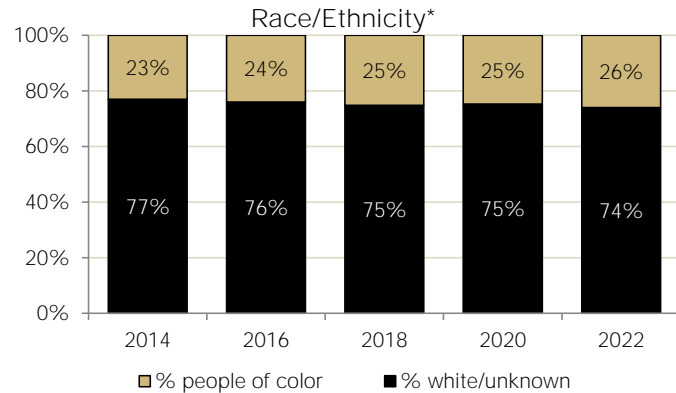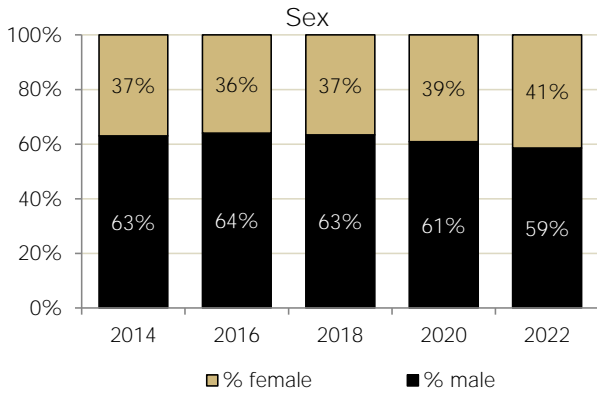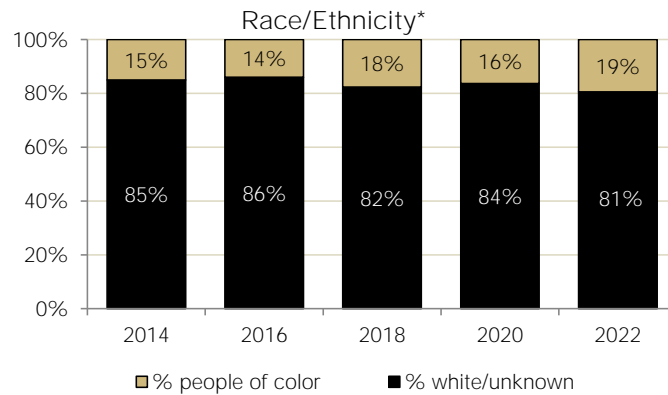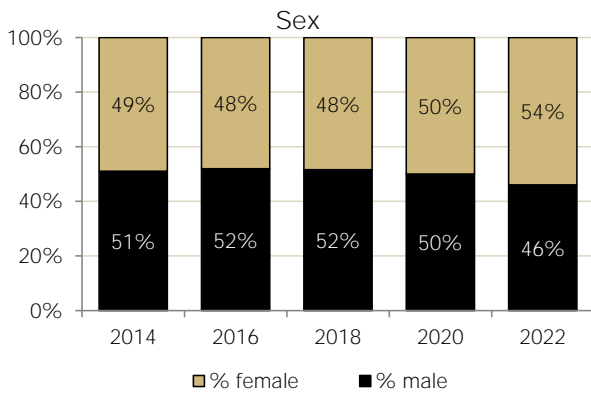
University of Colorado Denver
Denver Campus
Staff Diversity, Fall 2022

Percent Female
- Officer: 60%
- Professional w/Faculty Status: 57%
- Exempt Professional: 70%
- Classified: 52%
- Staff Total: 66%

Percent People of Color*
- Officer: 25%
- Professional w/Faculty Status: 16%
- Exempt Professional: 33%
- Classified: 44%
- Staff Total: 32%

Legend: ■ Officer　□ Professional w/Faculty Status　■ Exempt Professional　■ Classified　▨ Staff Total
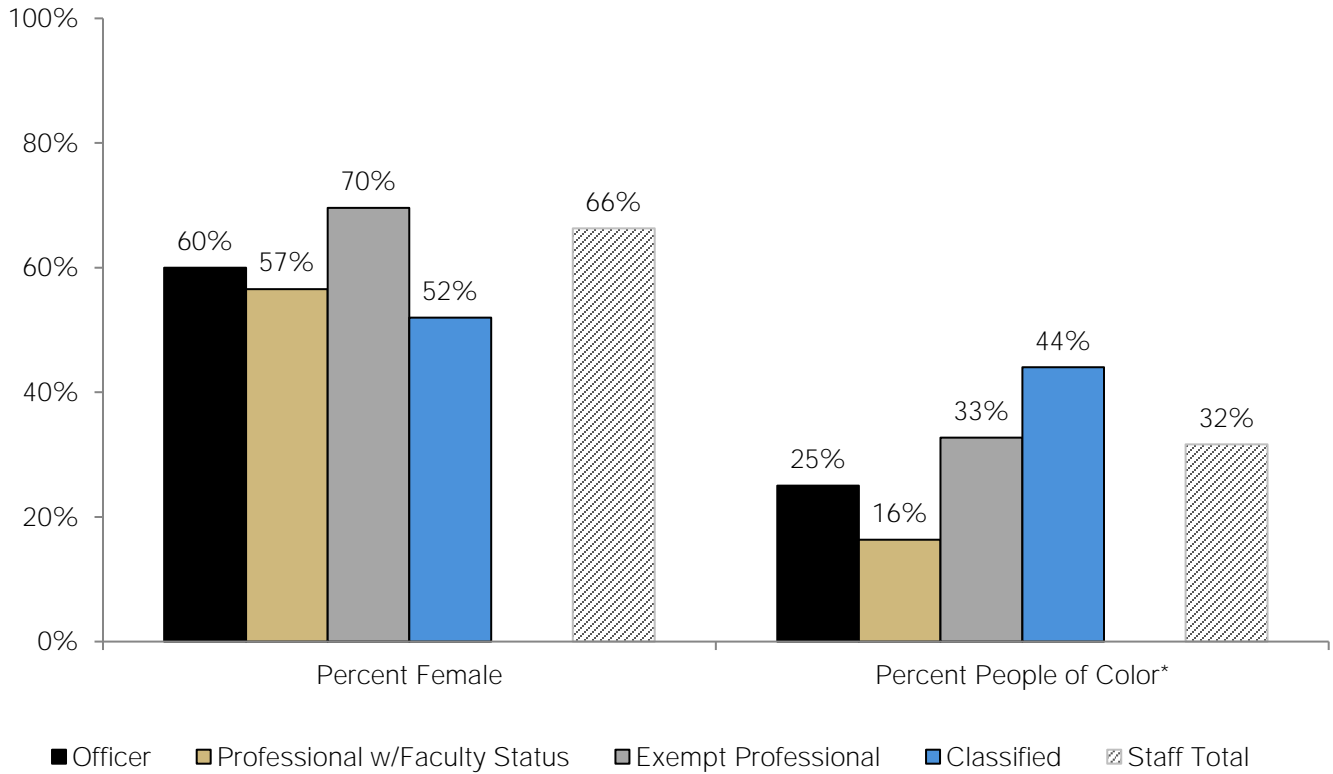
Females represent just under half of the classified (47%) and university officers (44%) as well as more than half of exempt professional (67%) and professionals with faculty status (69%). People of color constitute lower proportions of each of those same categories.

*People of Color percentage calculation does not include the international population.

University of Colorado
Anschutz Medical Campus

2022-23 Diversity Report

Student Diversity

Data provided by the CU Denver Office of Institutional Research & Effectivness
http://www.ucdenver.edu/about/departments/InstitutionalResearch/

University of Colorado Denver
Anschutz Medical Campus
Undergraduate Fall Headcount Enrollment by Race/Ethnicity

Legend: ■ Asian ▫ Native Hawaiian/Pacific Islander ▫ Black/African American ▫ Hispanic/Latino ▪ American Indian/Alaska Native ▫ More than one race
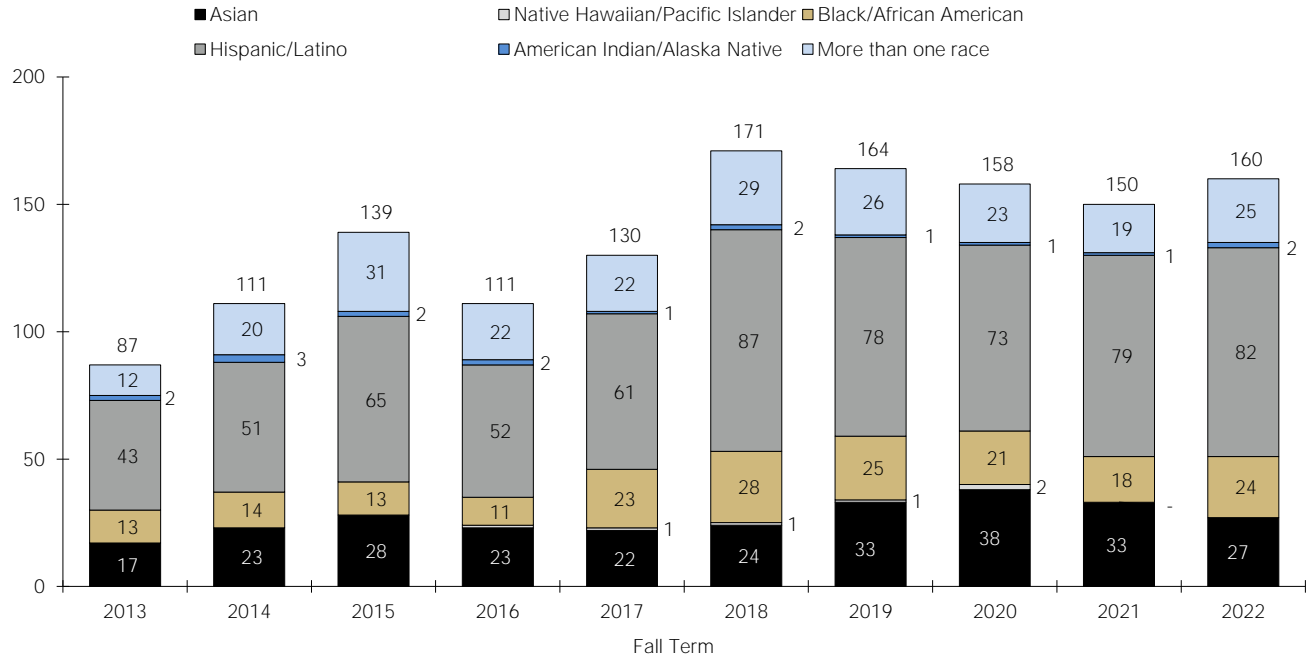
Race/Ethnicity	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Asian	17	23	28	23	22	24	33	38	33	27
Native Hawaiian/Pacific Islander	-	-	-	1	1	1	1	2	-	-
Black/African American	13	14	13	11	23	28	25	21	18	24
Hispanic/Latino	43	51	65	52	61	87	78	73	79	82
American Indian/Alaska Native	2	3	2	2	1	2	1	1	1	2
More than one race	12	20	31	22	22	29	26	23	19	25
White/Unknown	343	354	373	367	362	355	347	311	289	327
International	3	1	1	1	2	2	-	1	4	2
Total Enrollment	433	466	513	479	494	528	511	470	443	489
Students of Color Total	87	111	139	111	130	171	164	158	150	160
Students of Color as % of Total*	20%	24%	27%	23%	26%	33%	32%	34%	34%	33%

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Asian	3.9%	4.9%	5.5%	4.8%	4.5%	4.5%	6.5%	8.1%	7.4%	5.5%
Native Hawaiian/Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.2%	0.2%	0.2%	0.4%	0.0%	0.0%
Black/African American	3.0%	3.0%	2.5%	2.3%	4.7%	5.3%	4.9%	4.5%	4.1%	4.9%
Hispanic/Latino	9.9%	10.9%	12.7%	10.9%	12.3%	16.5%	15.3%	15.5%	17.8%	16.8%
American Indian/Alaska Native	0.5%	0.6%	0.4%	0.4%	0.2%	0.4%	0.2%	0.2%	0.2%	0.4%
More than one race	2.8%	4.3%	6.0%	4.6%	4.5%	5.5%	5.1%	4.9%	4.3%	5.1%
White/Unknown	79.2%	76.0%	72.7%	76.6%	73.3%	67.2%	67.9%	66.2%	65.2%	66.9%
International	0.7%	0.2%	0.2%	0.2%	0.4%	0.4%	0.0%	0.2%	0.9%	0.4%

* Students of color percentage calculation does not include the international population.

Fall 2011 and later racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

University of Colorado Denver
Anschutz Medical Campus
Graduate Fall Headcount Enrollment by Race/Ethnicity

Legend: ■ Asian □ Native Hawaiian/Pacific Islander ■ Black/African American ■ Hispanic/Latino ■ American Indian/Alaska Native □ More than one race
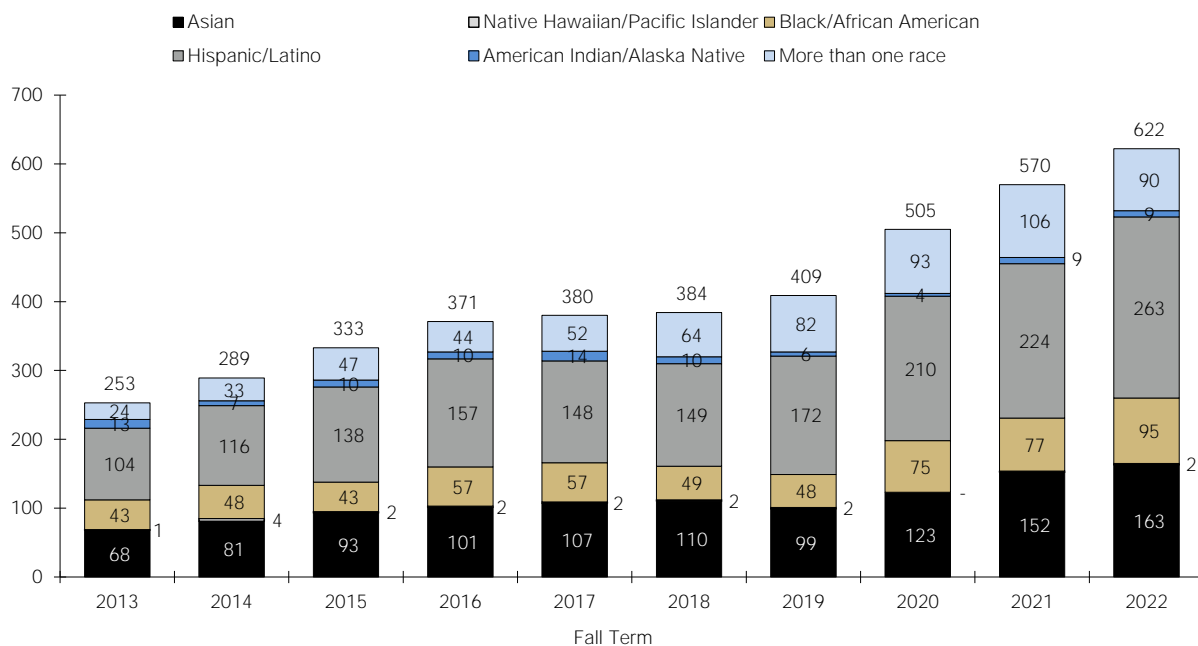
Race/Ethnicity	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Asian	68	81	93	101	107	110	99	123	152	163
Native Hawaiian/Pacific Islander	1	4	2	2	2	2	2	-	2	2
Black/African American	43	48	43	57	57	49	48	75	77	95
Hispanic/Latino	104	116	138	157	148	149	172	210	224	263
American Indian/Alaska Native	13	7	10	10	14	10	6	4	9	9
More than one race	24	33	47	44	52	64	82	93	106	90
White/Unknown	1,166	1,248	1,330	1,376	1,394	1,359	1,424	1,596	1,588	1,501
International	63	59	64	54	57	58	56	66	81	92
Total Enrollment	1,482	1,596	1,727	1,801	1,831	1,801	1,889	2,167	2,239	2,215
Students of Color Total	253	289	333	371	380	384	409	505	570	622
Students of Color as % of Total*	18%	19%	20%	21%	21%	22%	22%	24%	26%	29%

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Asian	4.6%	5.1%	5.4%	5.6%	5.8%	6.1%	5.2%	5.7%	6.8%	7.4%
Native Hawaiian/Pacific Islander	0.1%	0.3%	0.1%	0.1%	0.1%	0.1%	0.1%	0.0%	0.1%	0.1%
Black/African American	2.9%	3.0%	2.5%	3.2%	3.1%	2.7%	2.5%	3.5%	3.4%	4.3%
Hispanic/Latino	7.0%	7.3%	8.0%	8.7%	8.1%	8.3%	9.1%	9.7%	10.0%	11.9%
American Indian/Alaska Native	0.9%	0.4%	0.6%	0.6%	0.8%	0.6%	0.3%	0.2%	0.4%	0.4%
More than one race	1.6%	2.1%	2.7%	2.4%	2.8%	3.6%	4.3%	4.3%	4.7%	4.1%
White/Unknown	78.7%	78.2%	77.0%	76.4%	76.1%	75.5%	75.4%	73.7%	70.9%	67.8%
International	4.3%	3.7%	3.7%	3.0%	3.1%	3.2%	3.0%	3.0%	3.6%	4.2%

The numbers of graduate students of color have consistently increased over the last several years, peaking at 622 (29%) in Fall 2022.

* Students of color percentage calculation does not include the international population.

Fall 2011 and later racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

University of Colorado Denver
Anschutz Medical Campus
Doctoral - Professional Practice* Fall Headcount Enrollment by Race/Ethnicity

Legend: ■ Asian ■ Native Hawaiian/Pacific Islander ■ Black/African American ■ Hispanic/Latino ■ American Indian/Alaska Native ■ More than one race
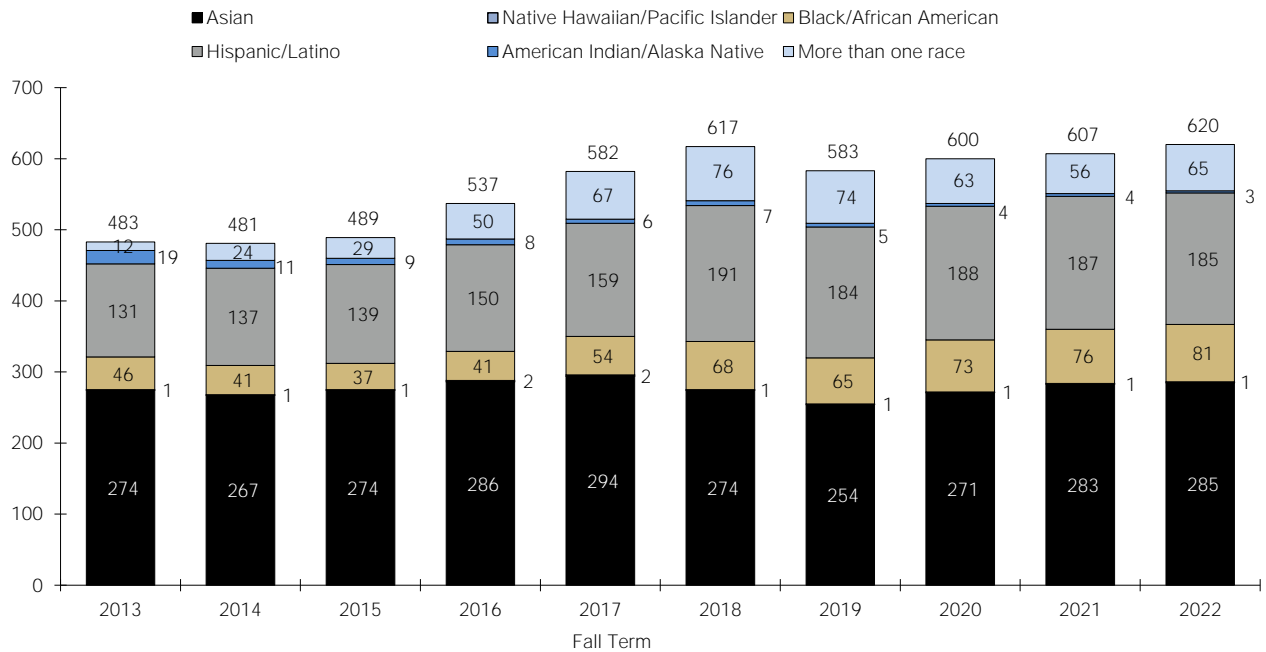
Race/Ethnicity	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Asian	274	267	274	286	294	274	254	271	283	285
Native Hawaiian/Pacific Islander	1	1	1	2	2	1	1	1	1	1
Black/African American	46	41	37	41	54	68	65	73	76	81
Hispanic/Latino	131	137	139	150	159	191	184	188	187	185
American Indian/Alaska Native	19	11	9	8	6	7	5	4	4	3
More than one race	12	24	29	50	67	76	74	63	56	65
White/Unknown	1,298	1,353	1,349	1,344	1,347	1,368	1,296	1,262	1,201	1,135
International	10	5	5	6	10	12	13	23	21	20
Total Enrollment	1,791	1,839	1,843	1,887	1,939	1,997	1,892	1,885	1,829	1,775
Students of Color Total	483	481	489	537	582	617	583	600	607	620
Students of Color as % of Total**	27%	26%	27%	29%	30%	31%	31%	32%	34%	35%

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Asian	15.3%	14.5%	14.9%	15.2%	15.2%	13.7%	13.4%	14.4%	15.5%	16.1%
Native Hawaiian/Pacific Islander	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
Black/African American	2.6%	2.2%	2.0%	2.2%	2.8%	3.4%	3.4%	3.9%	4.2%	4.6%
Hispanic/Latino	7.3%	7.4%	7.5%	7.9%	8.2%	9.6%	9.7%	10.0%	10.2%	10.4%
American Indian/Alaska Native	1.1%	0.6%	0.5%	0.4%	0.3%	0.4%	0.3%	0.2%	0.2%	0.2%
More than one race	0.7%	1.3%	1.6%	2.6%	3.5%	3.8%	3.9%	3.3%	3.1%	3.7%
White/Unknown	72.5%	73.6%	73.2%	71.2%	69.5%	68.5%	68.5%	66.9%	65.7%	63.9%
International	0.6%	0.3%	0.3%	0.3%	0.5%	0.6%	0.7%	1.2%	1.1%	1.1%

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

From the fall semester of 2014, the percentage of health professional students of color at the Anschutz Medical Campus has climbed from 26% (481) in Fall 2014 to 35% (620) enrolled Fall 2022.

** Students of color percentage calculation does not include the international population.

Fall 2011 and later racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

Undergraduate Enrollment

Not Reported, 121 , 25%
Female, 297 , 61%
Male, 71 , 14%

■Female ■Male □X ■Not Reported

Graduate Enrollment

Not Reported, 166 , 4%
Male, 1,124 , 28%
Female, 2,700 , 68%

■Female ■Male □X ■Not Reported

Total Enrollment

Not Reported, 287 , 5%

2022 — Female, 2,997 , 67% | Male, 1,195 , 28%
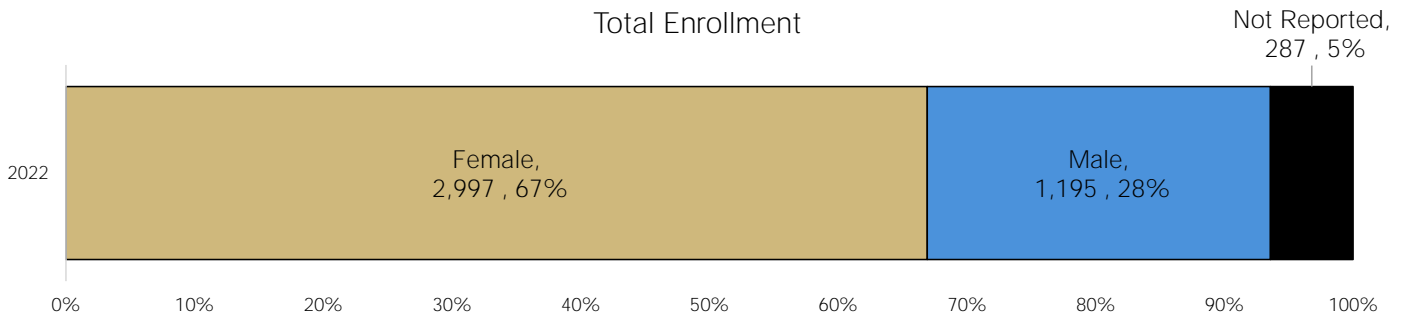
Undergraduate Enrollment	2016	2017	2018	2019	2020	2021	2022
Female	406	408	425	414	377	336	297
Male	73	82	79	72	77	65	71
X	-	-	-	-	-	-	-
Not Reported	-	4	24	25	16	42	121
Total	479	494	528	511	470	443	489

Graduate + Professional Enrollment	2016	2017	2018	2019	2020	0	0
Female	2,457	2,531	2,519	2,482	2,668	2,686	2,700
Male	1,231	1,228	1,245	1,201	1,235	1,215	1,124
X	-	-	-	-	-	-	-
Not Reported	-	11	34	98	149	167	166
Total	3,688	3,770	3,798	3,781	4,052	4,068	3,990

Total Enrollment	2016	2017	2018	2019	2020	2021	2022
Female	2,863	2,939	2,944	2,896	3,045	3,022	2,997
Male	1,304	1,310	1,324	1,273	1,312	1,280	1,195
X	-	-	-	-	-	-	-
Not Reported	-	15	58	123	165	209	287
Total	4,167	4,264	4,326	4,292	4,522	4,511	4,479

University of Colorado Denver
Anschutz Medical Campus
Baccalaureate Degrees Awarded by Race/Ethnicity

Legend: ■ Asian ■ Native Hawaiian/Pacific Islander ■ Black/African American ■ Hispanic/Latino ■ American Indian/Alaska Native ■ More than one race
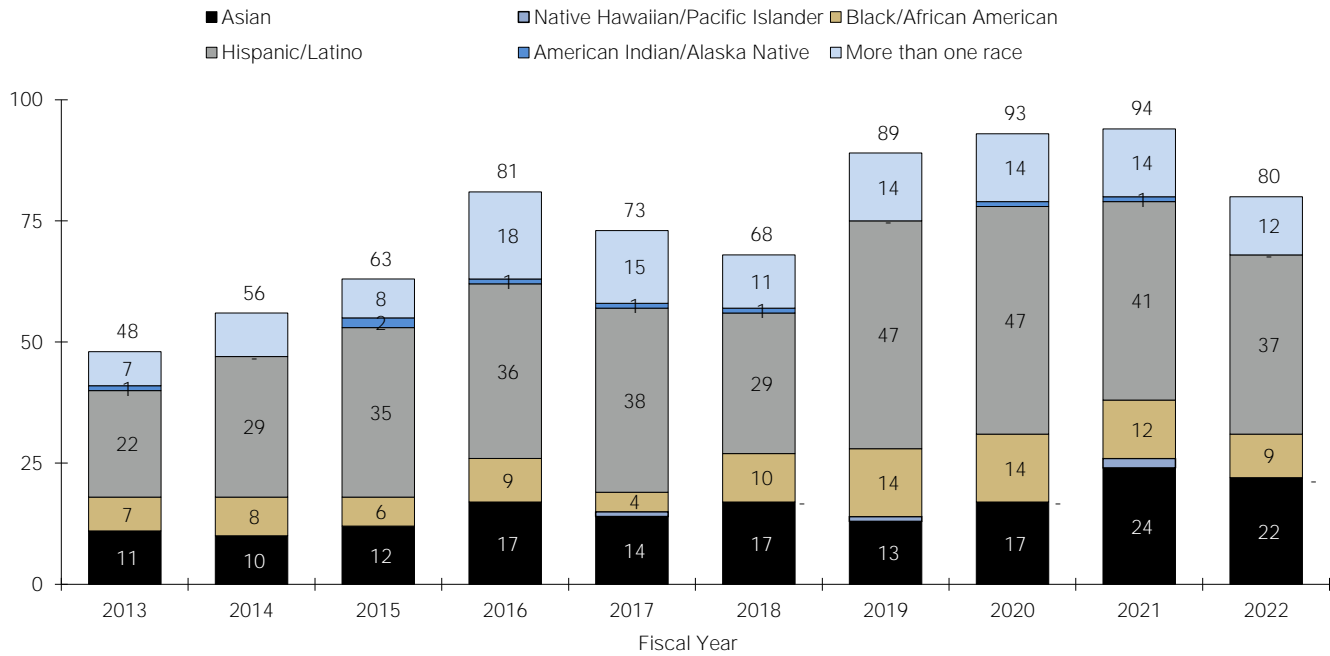
Race/Ethnicity	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Asian	11	10	12	17	14	17	13	17	24	22
Native Hawaiian/Pacific Islander	-	-	-	-	1	-	1	-	2	-
Black/African American	7	8	6	9	4	10	14	14	12	9
Hispanic/Latino	22	29	35	36	38	29	47	47	41	37
American Indian/Alaska Native	1	-	2	1	1	1	-	1	1	-
More than one race	7	9	8	18	15	11	14	14	14	12
White/Unknown	185	212	242	239	236	225	238	234	191	179
International	-	2	-	1	-	-	2	1	-	1
Total Degrees Awarded	233	270	305	321	309	293	329	328	285	260
Students of Color Total	48	56	63	81	73	68	89	93	94	80
Students of Color as % of Total*	21%	21%	21%	25%	24%	23%	27%	28%	33%	31%

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Asian	4.7%	3.7%	3.9%	5.3%	4.5%	5.8%	4.0%	5.2%	8.4%	8.5%
Native Hawaiian/Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.3%	0.0%	0.3%	0.0%	0.7%	0.0%
Black/African American	3.0%	3.0%	2.0%	2.8%	1.3%	3.4%	4.3%	4.3%	4.2%	3.5%
Hispanic/Latino	9.4%	10.7%	11.5%	11.2%	12.3%	9.9%	14.3%	14.3%	14.4%	14.2%
American Indian/Alaska Native	0.4%	0.0%	0.7%	0.3%	0.3%	0.3%	0.0%	0.3%	0.4%	0.0%
More than one race	3.0%	3.3%	2.6%	5.6%	4.9%	3.8%	4.3%	4.3%	4.9%	4.6%
White/Unknown	79.4%	78.5%	79.3%	74.5%	76.4%	76.8%	72.3%	71.3%	67.0%	68.8%
International	0.0%	0.7%	0.0%	0.3%	0.0%	0.0%	0.6%	0.3%	0.0%	0.4%

The number of baccalaureate degrees awarded to students of color at the Anschutz Medical Campus reached a high of 94 in fiscal year 2021, representing 33% of the number of undergraduate degrees.

* Students of color percentage calculation does not include the international population.

Note: degree counts are unduplicated (one student receiving multiple degrees is counted only once).
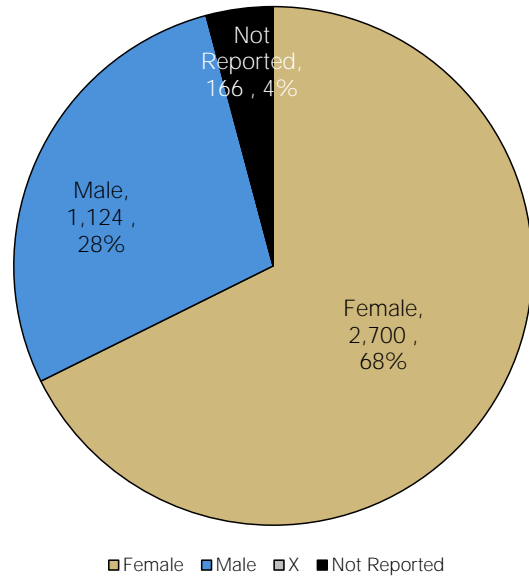
Fall 2011 and later racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

University of Colorado Denver
Anschutz Medical Campus
Graduate Degrees Awarded by Race/Ethnicity

Legend: ■ Asian | □ Native Hawaiian/Pacific Islander | ■ Black/African American | ■ Hispanic/Latino | ■ American Indian/Alaska Native | □ More than one race
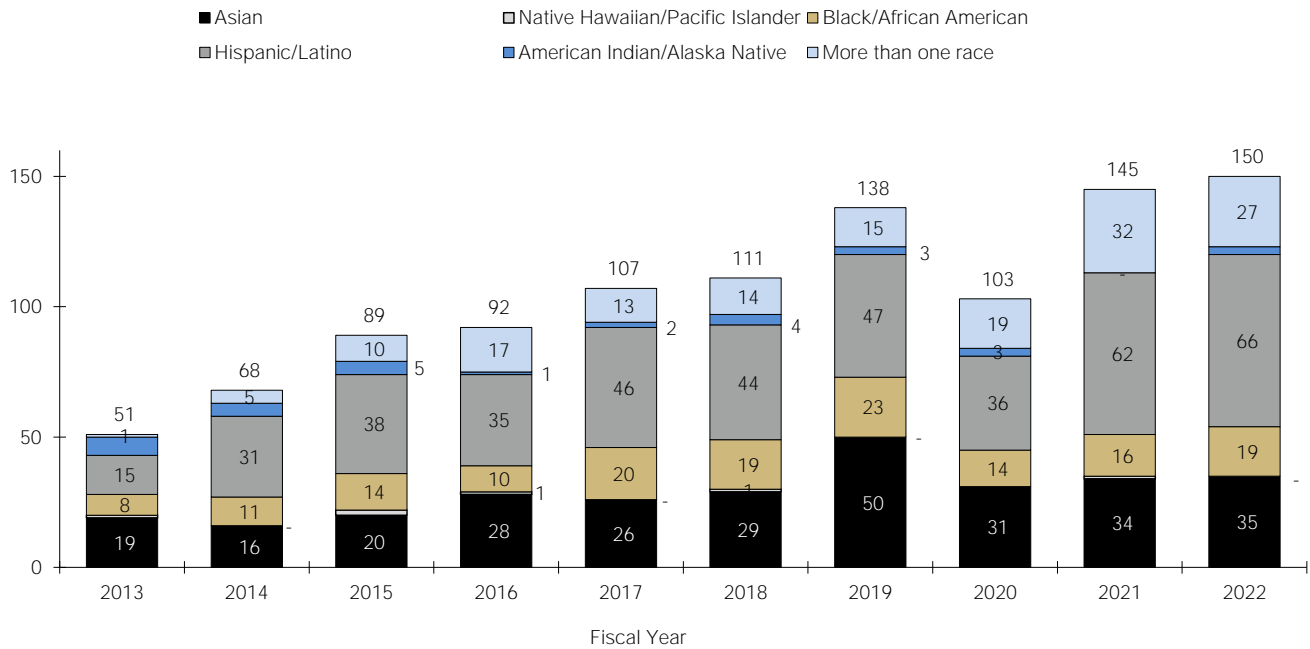
Race/Ethnicity	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Asian	19	16	20	28	26	29	50	31	34	35
Native Hawaiian/Pacific Islander	1	-	2	1	-	1	-	-	1	-
Black/African American	8	11	14	10	20	19	23	14	16	19
Hispanic/Latino	15	31	38	35	46	44	47	36	62	66
American Indian/Alaska Native	7	5	5	1	2	4	3	3	-	3
More than one race	1	5	10	17	13	14	15	19	32	27
White/Unknown	309	363	365	415	437	456	482	447	479	459
International	16	16	10	18	20	16	26	10	9	13
Total Degrees Awarded	376	447	464	525	564	583	646	560	633	622
Students of Color Total	51	68	89	92	107	111	138	103	145	150
Students of Color as % of Total*	14%	16%	20%	18%	20%	20%	22%	19%	23%	25%

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Asian	5.1%	3.6%	4.3%	5.3%	4.6%	5.0%	7.7%	5.5%	5.4%	5.6%
Native Hawaiian/Pacific Islander	0.3%	0.0%	0.4%	0.2%	0.0%	0.2%	0.0%	0.0%	0.2%	0.0%
Black/African American	2.1%	2.5%	3.0%	1.9%	3.5%	3.3%	3.6%	2.5%	2.5%	3.1%
Hispanic/Latino	4.0%	6.9%	8.2%	6.7%	8.2%	7.5%	7.3%	6.4%	9.8%	10.6%
American Indian/Alaska Native	1.9%	1.1%	1.1%	0.2%	0.4%	0.7%	0.5%	0.5%	0.0%	0.5%
More than one race	0.3%	1.1%	2.2%	3.2%	2.3%	2.4%	2.3%	3.4%	5.1%	4.3%
White/Unknown	82.2%	81.2%	78.7%	79.0%	77.5%	78.2%	74.6%	79.8%	75.7%	73.8%
International	4.3%	3.6%	2.2%	3.4%	3.5%	2.7%	4.0%	1.8%	1.4%	2.1%

The proportion of graduate degrees conferred to students of color at the Anschutz Medical Campus has ranged from 14 to 25 percent between 2013 and 2022. The most recent year reflects the most degrees awarded to students of color (150), representing 25% of those degrees.

* Students of color percentage calculation does not include the international population.

Note: degree counts are unduplicated (one student receiving multiple degrees is counted only once).

Fall 2011 and later racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

University of Colorado Denver
Anschutz Medical Campus
Doctoral - Professional Practice Degrees Awarded by Race/Ethnicity
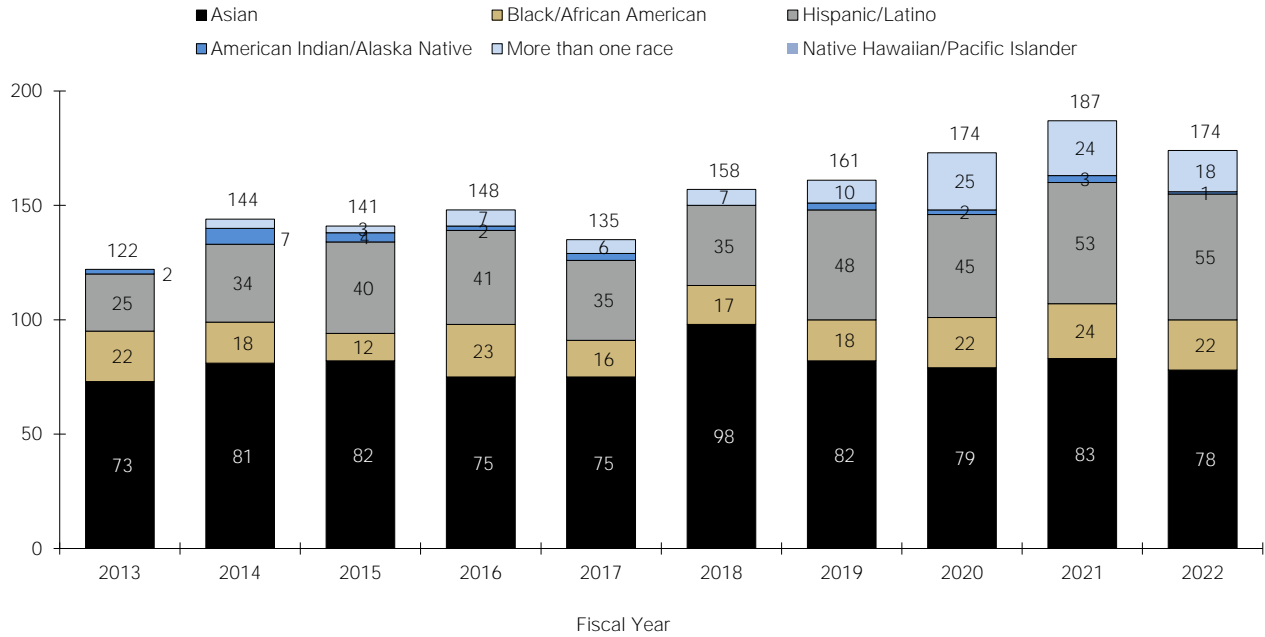
Race/Ethnicity	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Asian	73	81	82	75	75	98	82	79	83	78
Native Hawaiian/Pacific Islander	-	-	-	-	-	1	-	1	-	-
Black/African American	22	18	12	23	16	17	18	22	24	22
Hispanic/Latino	25	34	40	41	35	35	48	45	53	55
American Indian/Alaska Native	2	7	4	2	3	-	3	2	3	1
More than one race	-	4	3	7	6	7	10	25	24	18
White/Unknown	410	363	384	379	396	391	341	359	359	377
International	17	20	24	28	14	11	24	26	29	28
Total Degrees Awarded	549	527	549	555	545	560	526	559	575	579
Students of Color Total	122	144	141	148	135	158	161	174	187	174
Students of Color as % of Total*	23%	28%	27%	28%	25%	29%	32%	33%	34%	32%

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Asian	13.3%	15.4%	14.9%	13.5%	13.8%	17.5%	15.6%	14.1%	14.4%	13.5%
Native Hawaiian/Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%	0.2%	0.0%	0.0%
Black/African American	4.0%	3.4%	2.2%	4.1%	2.9%	3.0%	3.4%	3.9%	4.2%	3.8%
Hispanic/Latino	4.6%	6.5%	7.3%	7.4%	6.4%	6.3%	9.1%	8.1%	9.2%	9.5%
American Indian/Alaska Native	0.4%	1.3%	0.7%	0.4%	0.6%	0.0%	0.6%	0.4%	0.5%	0.2%
More than one race	0.0%	0.8%	0.5%	1.3%	1.1%	1.3%	1.9%	4.5%	4.2%	3.1%
White/Unknown	74.7%	68.9%	69.9%	68.3%	72.7%	69.8%	64.8%	64.2%	62.4%	65.1%
International	3.1%	3.8%	4.4%	5.0%	2.6%	2.0%	4.6%	4.7%	5.0%	4.8%

FY 2021 reflects the highest percentage (34%) of professional practice degrees that were conferred to students of color.

* Students of color percentage calculation does not include the international population.

Note: degree counts are unduplicated (one student receiving multiple degrees is counted only once).

Fall 2011 and later racial/ethnic category counts follow IPEDS reporting rules, and represent only those who selected that single category alone. Individuals selecting multiple categories are placed in "More than one race" or, if Hispanic/Latino was one of their choices, in "Hispanic/Latino."

Faculty and Staff Diversity

Data provided by the CU Denver Office of Institutional Research & Effectivness
http://www.ucdenver.edu/about/departments/InstitutionalResearch/

University of Colorado Anschutz Medical Campus
Full-Time Faculty and Staff, Fall 2022

Notes: Includes all employees reported for IPEDS HR for Fall 2022. Excludes student and other temporary employees.

* People of Color total includes more than one race and excludes white, unknown, international. People of Color percentage calculation does not include the international population.

**Prior to Fall 2016:

   -Clinical job codes, except for clinical teaching (C/T), were counted under "Primarily Public Service."

   -C/T Faculty were counted in the "Instructional" section under "Other."

 Beginning Fall 2016:

   -The "Public Service" and "Research" sections were combined.

   -Clinical Practice faculty are counted in the new "Research and Public Service" section.

   -All other Clinical Faculty, including C/T, are counted in the "Other, Including Clinical" row of the "Instructional Faculty" section.
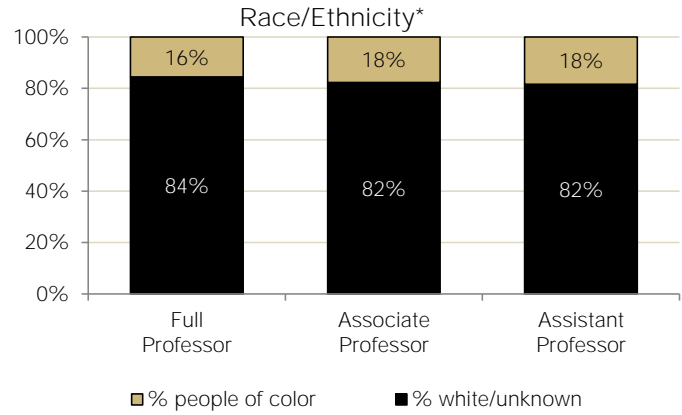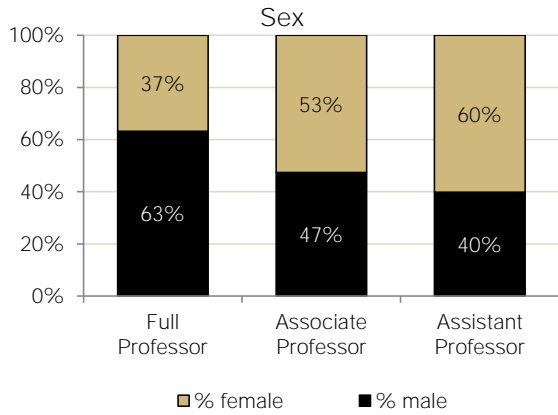
ANSCHUTZ MEDICAL CAMPUS

	Total	Sex						Race/Ethnicity										Military[2]	
		Female		Male		No Reported Sex		People of Color*		American Indian/ Alaska Native	Asian	Black/ African American	Hispanic/ Latino	Native Hawaiian /Pacific Islander	More than one race	White	Unknown	Inter-national[1]		
		#	%	#	%	#	%	#	%	#	#	#	#	#	#	#	#	#	#	%
Faculty	5,348	3,308	62%	2,040	38%	-	0%	877	17%	11	469	59	282	5	51	3,406	918	147	105	2%
Instructional Faculty	4,372	2,750	63%	1,622	37%	-	0%	656	15%	10	326	45	227	4	44	2,891	795	30	92	2%
Tenured/Tenure Track	2,498	1,305	52%	1,193	48%	-	0%	432	17%	8	240	27	128	3	26	1,651	391	24	40	2%
Full Professor	600	221	37%	379	63%	-	0%	93	16%	3	53	2	27	-	8	452	53	2	13	2%
Associate Professor	772	406	53%	366	47%	-	0%	136	18%	1	78	7	45	2	3	548	86	2	14	2%
Assistant Professor	1,126	678	60%	448	40%	-	0%	203	18%	4	109	18	56	1	15	651	252	20	13	1%
Non-Tenure Track	1,874	1,445	77%	429	23%	-	0%	224	12%	2	86	18	99	1	18	1,240	404	6	52	3%
Instructor/Sr. Instructor	1,722	1,332	77%	390	23%	-	0%	202	12%	2	76	16	89	1	18	1,123	392	5	43	2%
Other	152	113	74%	39	26%	-	0%	22	15%	-	10	2	10	-	-	117	12	1	9	6%
Research and Public Service Faculty**	976	558	57%	418	43%	-	0%	221	26%	1	143	14	55	1	7	515	123	117	13	1%
Staff	6,165	4,132	67%	2,014	33%	19	2835%	1,787	29%	44	485	314	841	11	92	3,399	906	73	96	2%
Officers	23	9	39%	14	61%	-	0%	2	9%	-	-	1	1	-	-	19	2	-	2	9%
With Faculty Status	9	3	33%	6	67%	-	0%	2	22%	-	-	1	1	-	-	7	-	-	1	11%
Without Faculty Status	14	6	43%	8	57%	-	0%	-	0%	-	-	-	-	-	-	12	2	-	1	7%
Management/Other Professionals/Support Staff	6,142	4,123	67%	2,000	33%	19	2830%	1,785	29%	44	485	313	840	11	92	3,380	904	73	94	2%
With Faculty Status	233	176	76%	57	24%	-	0%	48	21%	6	14	4	20	-	4	167	18	-	4	2%
Exempt Professionals	5,645	3,838	68%	1,788	32%	19	2795%	1,614	29%	36	459	274	752	9	84	3,093	865	73	80	1%
Classified Staff	264	109	41%	155	59%	-	0%	123	47%	2	12	35	68	2	4	120	21	-	10	4%
Faculty/Staff Total	11,513	7,440	65%	4,054	35%	19	2940%	2,664	24%	55	954	373	1,123	16	143	6,805	1,824	220	201	2%

1 "Nonresident alien" is a cateogry reported within race/ethnicity in the IPEDS HR survey. The race/ethnicity categories are meant to reflect U.S./domestic categories of race and ethnicity.

2 Military includes employees who have identified as current or former members of the Armed Forces, including both protected veterans and other veterans. The information is self-reported through the campus portal.

University of Colorado Denver
Anschutz Medical Campus
Instructional Faculty, Fall 2022
Tenured/Tenure Track

Sex

	% female	% male
Full Professor	37%	63%
Associate Professor	53%	47%
Assistant Professor	60%	40%

Race/Ethnicity*

	% people of color	% white/unknown
Full Professor	16%	84%
Associate Professor	18%	82%
Assistant Professor	18%	82%

Instructional Faculty, Fall 2014 - Fall 2022
Tenured/Tenure Track Faculty
All Ranks Combined

Sex

	2014	2016	2018	2020	2022
% female	46%	48%	48%	50%	52%
% male	54%	52%	52%	50%	48%

Race/Ethnicity*

	2014	2016	2018	2020	2022
% people of color	14%	14%	15%	16%	17%
% white/unknown	86%	86%	85%	84%	83%

Non-Tenure Track Faculty

Sex

	2014	2016	2018	2020	2022
% female	74%	74%	74%	76%	77%
% male	26%	26%	26%	24%	23%

Race/Ethnicity*

	2014	2016	2018	2020	2022
% people of color	11%	11%	10%	10%	12%
% white/unknown	89%	89%	90%	90%	88%
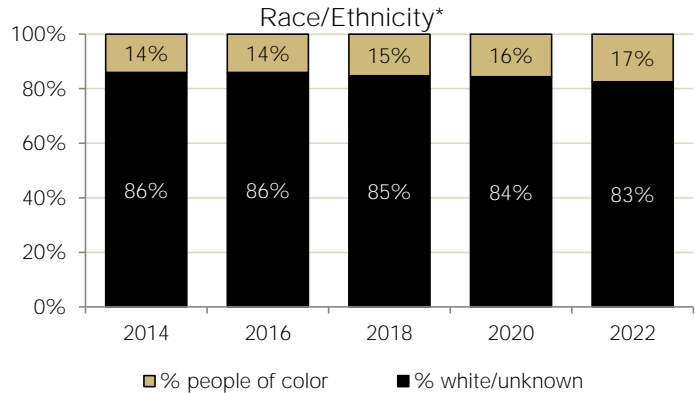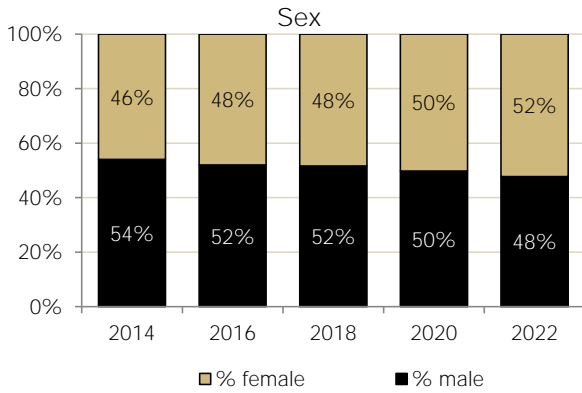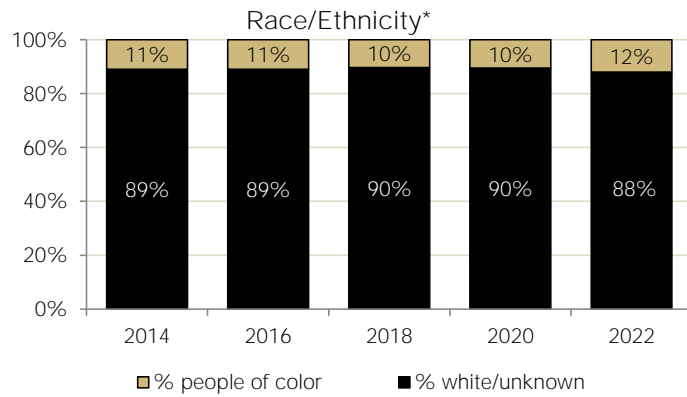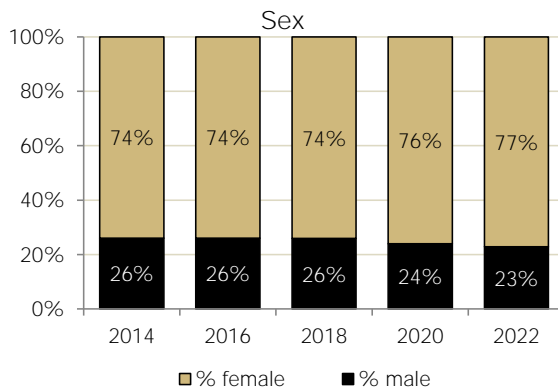
*People of Color percentage calculation does not include the international population.

University of Colorado Denver
Anschutz Medical Campus
Staff Diversity, Fall 2022

Chart: Staff Diversity showing Percent Female and Percent People of Color* by staff category.

Percent Female:
- Officer: 39%
- Professional w/Faculty Status: 76%
- Exempt Professional: 68%
- Classified: 41%
- Staff Total: 67%

Percent People of Color*:
- Officer: 9%
- Professional w/Faculty Status: 21%
- Exempt Professional: 29%
- Classified: 47%
- Staff Total: 29%

Legend: ■ Officer ■ Professional w/Faculty Status ■ Exempt Professional ■ Classified ▨ Staff Total

Females represent just under half of the classified (41%) and university officers (39%) as well as more than half of exempt professional (68%) and professionals with faculty status (76%). People of color constitute lower proportions of each of those same categories.

*People of Color percentage calculation does not include the international population.

University of Colorado System Administration Staff Diversity

Data provided by the CU System Office of Institutional Research
http://www.cu.edu/ir/

University of Colorado System Administration
Full-Time Staff, Fall 2022

Notes: Includes all employees reported for IPEDS HR for Fall 2022. Excludes student and other temporary employees.
People of Color total includes more than one race and excludes white, unknown, international. Minority percentage is total minority divided by all.

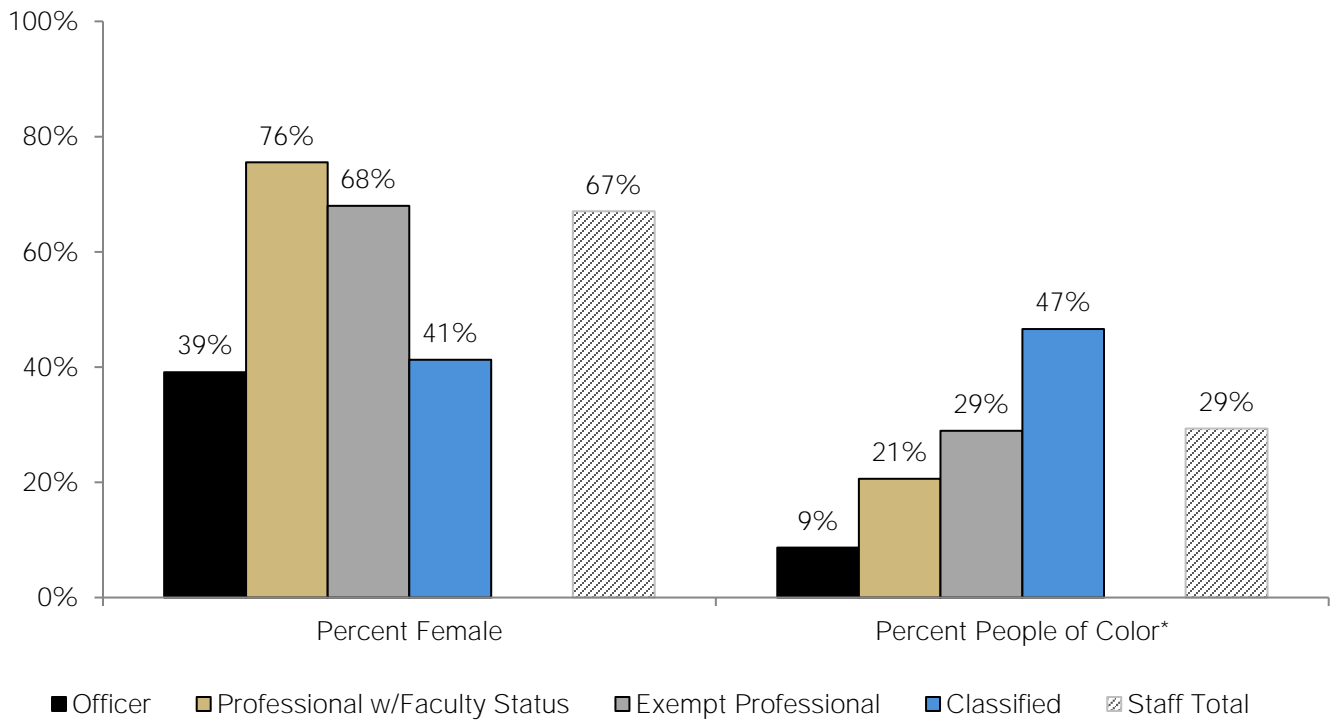| | | Sex | | | | | | Race/Ethnicity | | | | | | | | Military |
| | | Female (F) | | Male (M) | | People of Color | | American Indian/ Alaska Native | Asian | Black/ African American | Hispanic/La tino | More than one race/ ethnicity | White | Unknown | Inter- national | Protected Veterans[1] |
	Total	#	%	#	%	#	%	#	#	#	#	#	#	#	#	#
Staff Total	533	326	61%	207	39%	134	25%	1	56	14	56	7	371	28	0	9
Officers*	50	28	56%	22	44%	11	22%		3	1	5	2	38	1	0	2
Management/Other Professionals/Support Staff	483	298	62%	185	38%	123	25%	1	53	13	51	5	333	27	0	7

*Per Regent policy, officers include those holding the title of President, Vice President, Associate Vice President, Assistant Vice President, Treasurer, or Associate Counsel.
One individual holding a part-time position is included in the Officer count.

[1] Military includes employees who have identified as Protected Class veterans. This is self-reported in the employee portal. Protected Class veterans is a subset of all military veterans, limited to (1) disabled veterans, (2) recently separated veterans (three-year period after discharge), (3) active duty wartime or campaign badge veteran, or (4) Armed Forces service medal veterans. Dependents of veterans and discharged veterans beyond the three-year period after discharge are not included in the count of Protected Veterans.

**University of Colorado System Administration
Staff Diversity by Occupational Category, Fall 2022**

Officers* ■Management/Other Professionals/Support Staff ▫Staff Total

149
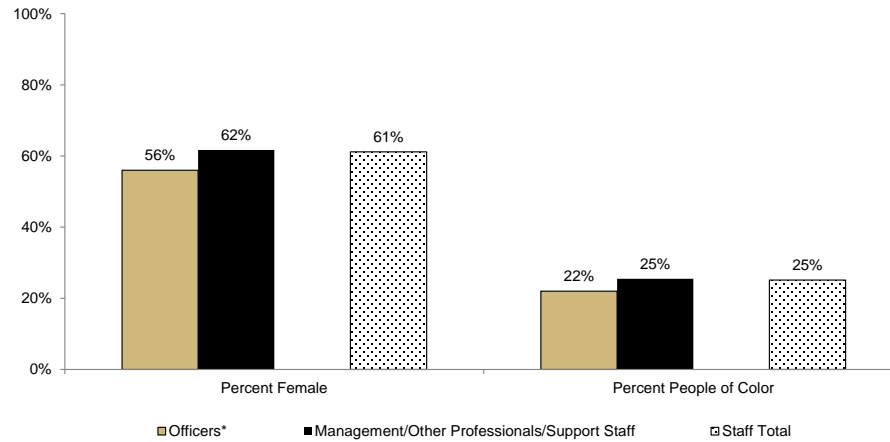
Statewide Enrollment Diversity

Fall 2021 Resident Enrollment, Colorado Public Four-Year Institutions

Fall 2021 Resident Enrollment, Colorado Public Four-Year Institutions

	Hispanic/ Latino	Black or African American	American Indian or Alaskan Native	Asian	Hawaiian or Pacific Islander	More than one Race/Ethnicity (non-hispanic)	White, non-Hispanic	Unknown	Inter-national [a]	Total Resident	Total Resident BIPOC [b]	Percent Resident BIPOC [c]	Share of CO BIPOC Resident Enrollment	Share of CO Total Resident Enrollment
Undergraduate	22,381	3,965	467	5,088	136	5,150	57,374	1,825	200	96,586	37,187	39%	100.0%	100.0%
University of Colorado System	7,162	1,352	76	2,977	47	2,362	20,125	271	70	34,442	13,976	41%	37.6%	35.7%
University of Colorado Boulder	2,756	342	14	1,485	14	1,175	11,083	93	43	17,005	5,786	34%	15.6%	17.6%
University of Colorado Colorado Springs	1,743	390	28	309	24	641	4,888	94	6	8,123	3,135	39%	8.4%	8.4%
University of Colorado Denver	2,590	602	33	1,153	9	527	3,895	79	20	8,908	4,914	55%	13.2%	9.2%
University of Colorado Anschutz	73	18	1	30		19	259	5	1	406	141	35%	0.4%	0.4%
Adams State University	511	53	21	4	2	34	386	66		1,077	625	58%	1.7%	1.1%
Colorado Mesa University	1,571	122	38	118	16	279	5,012	231	3	7,390	2,144	29%	5.8%	7.7%
Colorado School of Mines	504	44	12	218		189	2,090	88	16	3,161	967	31%	2.6%	3.3%
Colorado State University System	4,934	972	146	831	36	1,030	16,596	660	99	25,304	7,949	32%	21.4%	26.2%
Colorado State University - Ft. Collins	2,868	381	95	518	19	753	11,129	92	35	15,890	4,634	29%	12.5%	16.5%
Colorado State University - Pueblo	912	149	16	55	14	76	1,231	60	4	2,517	1,222	49%	3.3%	2.6%
CSU-Global Campus	1,154	442	35	258	3	201	4,236	508	60	6,897	2,093	31%	5.6%	7.1%
Fort Lewis College	248	12	75	10	2	116	964	17	3	1,447	463	32%	1.2%	1.5%
Metropolitan State University of Denver	5,412	1,048	69	760	22	805	7,555	228	5	15,904	8,116	51%	21.8%	16.5%
University of Northern Colorado	1,442	248	15	120	6	247	3,444	39	4	5,565	2,078	37%	5.6%	5.8%
Western State Colorado University	597	114	15	50	5	88	1,202	225		2,296	869	38%	2.3%	2.4%
Graduate	2,749	884	101	1,256	23	901	15,961	914	176	22,965	5,914	26%	100.0%	100.0%
University of Colorado System	1,616	407	61	858	10	584	8,927	387	89	12,939	3,536	28%	59.8%	56.3%
University of Colorado Boulder	466	69	28	223	2	173	2,808	105	22	3,896	961	25%	16.2%	17.0%
University of Colorado Colorado Springs	208	85	5	58	3	98	1,152	19	11	1,639	457	28%	7.7%	7.1%
University of Colorado Denver	607	139	19	241	4	173	2,984	79	45	4,291	1,183	28%	3.2%	4.4%
University of Colorado Anschutz	335	114	9	336	1	140	1,983	184	11	3,113	935	30%	2.5%	3.2%
Adams State University	117	17	5	9	1	17	420	34		620	166	27%	2.8%	2.7%
Colorado Mesa University	21	1			1	1	122	15		161	24	15%	0.4%	0.7%
Colorado School of Mines	65	13	4	43	1	46	784	25	11	992	172	18%	2.9%	4.3%
Colorado State University System	768	413	23	319	8	211	4,748	438	74	7,002	1,742	25%	29.5%	30.5%
Colorado State University - Ft. Collins	252	37	4	83	3	104	2,188	127	11	2,809	483	17%	8.2%	12.2%
Colorado State University - Pueblo	55	16		12	1	20	132	10		246	104	42%	1.8%	1.1%
CSU-Global Campus	461	360	19	224	4	87	2,428	301	63	3,947	1,155	30%	19.5%	17.2%
Fort Lewis College	3		2	1		3	45	1		55	9	16%	0.2%	0.2%
Metropolitan State University of Denver	17	5		1		5	43			71	28	39%	0.5%	0.3%
University of Northern Colorado	130	25	4	22	2	33	656	5	2	879	216	25%	3.7%	3.8%
Western State Colorado University	12	3	2	3		1	216	9		246	21	9%	0.4%	1.1%
Total	25,130	4,849	568	6,344	159	6,051	73,335	2,739	376	119,551	43,101	36%	100.0%	100.0%

Source: Colorado Department of Higher Education Searchable Database, http://highered.colorado.gov/Data/Search.aspx UCD splits from CU Denver Institutional Research,
Based on SURDS enrollment files. Excludes students exclusively enrolled in extended studies programs. These data will not match other data provided in this report; this table is based on end-of-term enrollment whereas other data are based on census date enrollment. Additionally, total enrollment counts may not match other reported totals due to suppressed counts less than 10 that are hidden within the search tool.

[a] International students are non-resident aliens. As defined by the State of Colorado and US Department of Education, a 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.

[b] BIPOC (Black, Indigenous, People of Color) total includes individuals reported under "more than one race/ethnicity."

[c] The percent BIPOC calculation excludes non-resident aliens (International) as they are not included in the numerator or denominator.

Resident Undergraduate Enrollment, Colorado Public Four-Year Institutions, Fall 2021

■ Share of Colorado Total Resident Enrollment ■ Share of Colorado BIPOC Resident Enrollment

Institution	Share of Colorado Total Resident Enrollment	Share of Colorado BIPOC Resident Enrollment
University of Colorado System	35.7%	37.6%
University of Colorado Boulder	17.6%	15.6%
University of Colorado Denver	9.2%	13.2%
University of Colorado Colorado Springs	8.4%	8.4%
Colorado State University System	23.9%	18.8%
Colorado State University - Ft. Collins	15.0%	11.0%
CSU-Global Campus	6.5%	5.0%
Colorado State University - Pueblo	2.4%	2.9%
Metropolitan State University of Denver	15.0%	19.2%
Colorado Mesa University	7.0%	5.1%
University of Northern Colorado	5.3%	4.9%
Colorado School of Mines	3.0%	2.3%
Western State Colorado University	2.2%	2.1%
Fort Lewis College	1.4%	1.1%
Adams State University	1.0%	1.5%

Source: Colorado Department of Higher Education, SURDS End-of-Term Enrollment; CU Anschutz Medical Campus excluded;

Data Collection and Reporting of Race and Ethnicity

Beginning in 2011-2012, this annual report was modified to reflect the new method for collecting data on race and ethnicity, and the method specified by the US Department of Education and its Integrated Postsecondary Education Data System (IPEDS) for reporting these data. The IPEDS hierarchical reporting rule assigns all possible responses to the two questions to a single 8-category dimension. As a result, two new categories were added to this report: one for Native Hawaiian or Other Pacific Islander (a new category) and a "more than one race" designation to capture those students and employees who identified with more than one race categories. Individuals who are reported as "more than one race" are included in minority totals.

The exact phrasing of the questions vary across platforms and institutions, but an example of the two-question format is shown below.

1) Are you Hispanic or Latino?
   ○ Yes
   ○ No

2) What is your race? Select one or more.
   ❑ American Indian or Alaska Native
   ❑ Asian
   ❑ Black or African American
   ❑ Native Hawaiian or Pacific Islander
   ❑ White

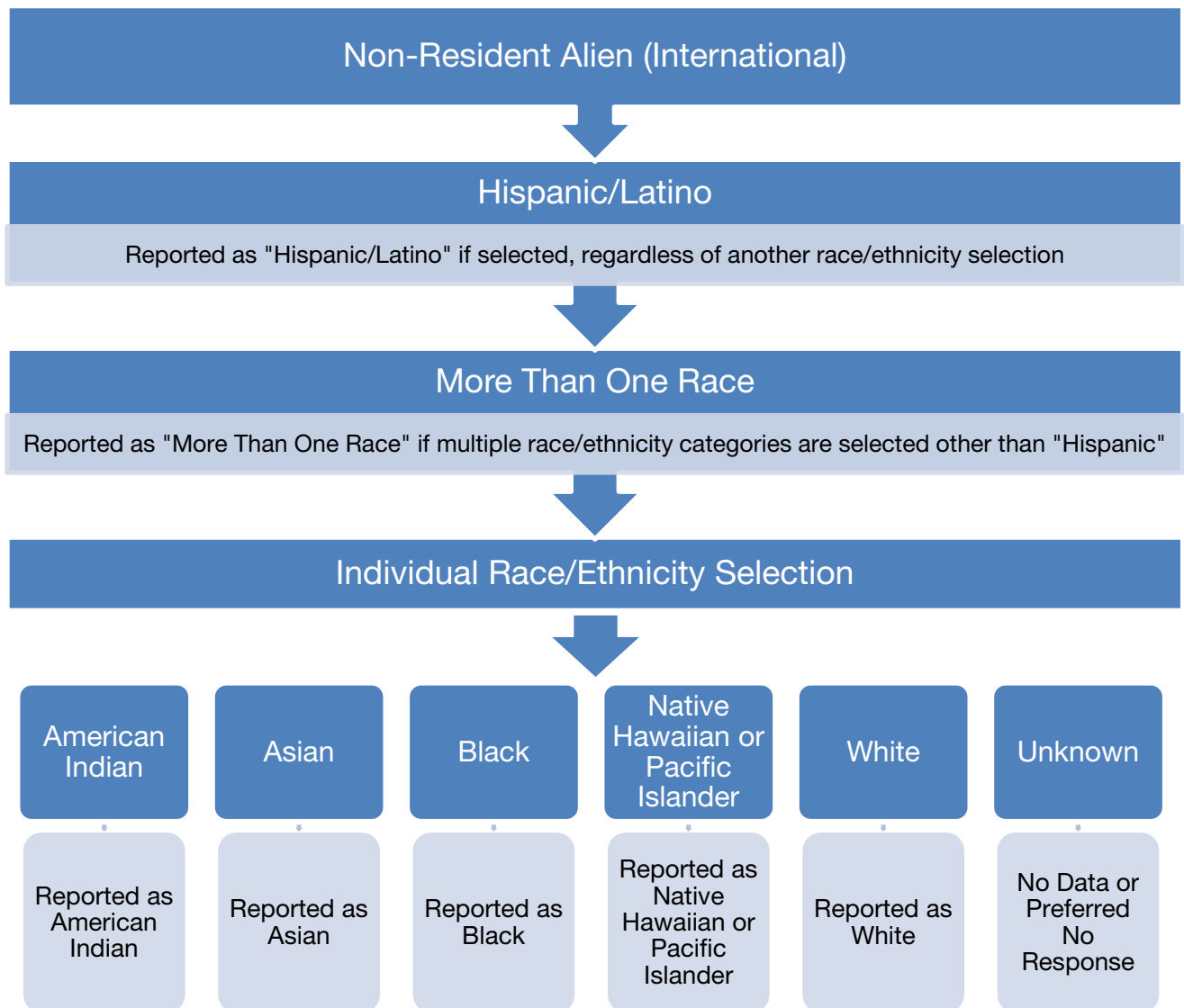Race/ethnicity reporting categories used in the diversity report and in IPEDS:

- **International (Non-Resident Alien)** – not a US citizen or permanent resident – from visa status. All international are reported as international regardless of responses to the two race-ethnicity questions.

- **Hispanic/Latino** – answered 'yes' to "Are you Hispanic, Chicano, Mexican, Latino, Cuban, Puerto Rican, South or Central American, or Spanish origin?"; may have selected any combination of racial categories

- **American Indian or Alaska Native** – did not identify as Hispanic/Latino and selected *only* this racial category

- **Asian or Asian American** – did not identify as Hispanic/Latino and selected *only* this racial category

- **Black or African American** – did not identify as Hispanic/Latino and selected *only* this racial category

- **Native Hawaiian or Other Pacific Islander** – did not identify as Hispanic/Latino and selected *only* this racial category

- **White** – did not identify as Hispanic/Latino and selected *only* this racial category

- **More than one race** – did not identify as Hispanic/Latino and selected *two or more* racial categories

- **Unknown** – did not identify as Hispanic/Latino and selected *no* racial category

It is important to keep in mind that data from fall 2010 and later terms include some students who were presented with the old question format and some who were presented with the new question format. The "more than one race" category primarily includes students who entered the institution in fall 2011 or later; therefore it does not capture the total enrollment of non-Hispanic/Latino students with more than once race.

This IPEDS reporting rule resulted in smaller numbers of students being reported as Asian, Black, or American Indian when compared to prior years, as many of these students will now be captured in the "more than one race" or Hispanic/Latino categories. In contrast, the number of Hispanic or Latino students reported increased. With the new question format, many institutions have seen an increase in the number of students reported as Hispanic/Latino. The same issues are present with faculty/staff data.
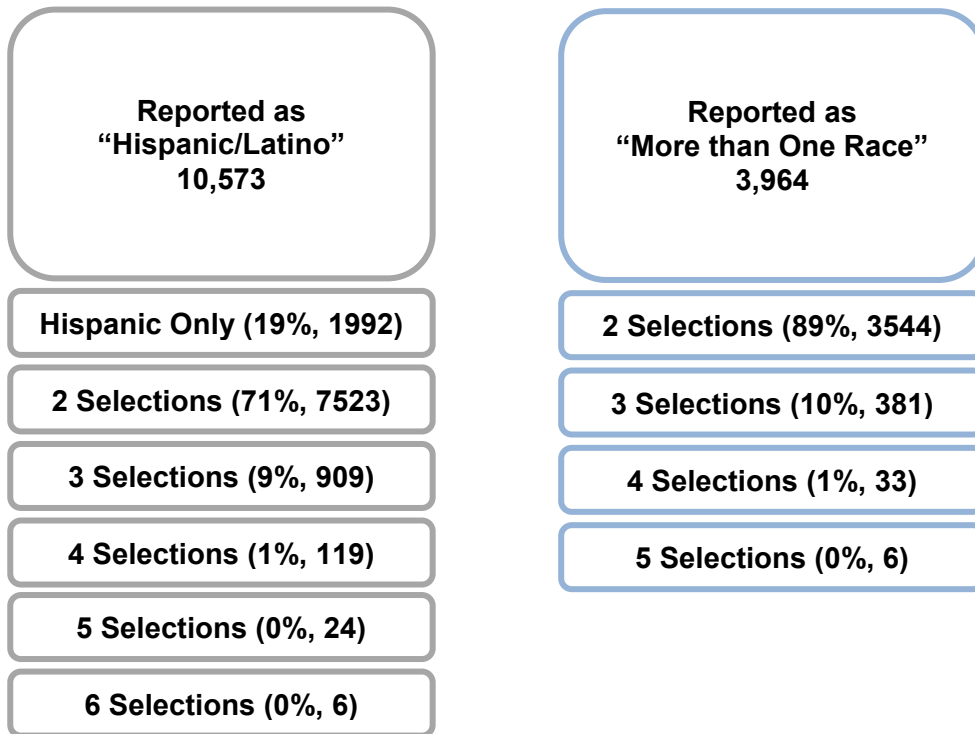
Decision Tree for Reporting Race/Ethnicity

The diagram below shows the decision tree for implementing the IPEDS hierarchical reporting rule based on collecting multiple race/ethnicity categories. This process applies to both student and employee reporting in this report.

Non-Resident Alien (International)

↓

Hispanic/Latino
Reported as "Hispanic/Latino" if selected, regardless of another race/ethnicity selection

↓

More Than One Race
Reported as "More Than One Race" if multiple race/ethnicity categories are selected other than "Hispanic"

↓

Individual Race/Ethnicity Selection

↓

American Indian	Asian	Black	Native Hawaiian or Pacific Islander	White	Unknown
Reported as American Indian	Reported as Asian	Reported as Black	Reported as Native Hawaiian or Pacific Islander	Reported as White	No Data or Preferred No Response

How many race/ethnicity selections do students choose?

Implementing the IPEDS hierarchical reporting rule masks individuals who select more than one race/ethnicity category. The infographic below, based on Fall 2020 student enrollment, shows the percentage of students reported as "Non-Resident Alien", "Hispanic or Latino", or "Two or More Races" with the share identifying with multiple race/ethnicity categories.
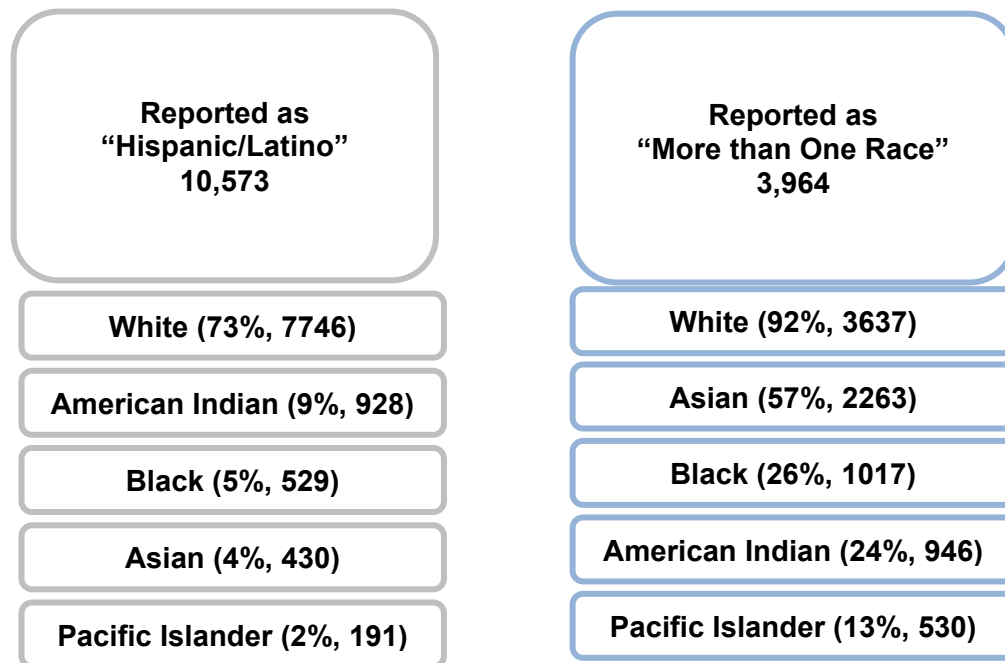
Reported as
"Hispanic/Latino"
10,573

Reported as
"More than One Race"
3,964

Hispanic Only (19%, 1992)

2 Selections (71%, 7523)

3 Selections (9%, 909)

4 Selections (1%, 119)

5 Selections (0%, 24)

6 Selections (0%, 6)

2 Selections (89%, 3544)

3 Selections (10%, 381)

4 Selections (1%, 33)

5 Selections (0%, 6)

Notes from this analysis:

Hispanic or Latino – Only 19 percent of students reported as "Hispanic/Latino" identify as only Hispanic. A large majority, 81 percent, identify with at least one other demographic category but are reported only as "Hispanic/Latino."

IPEDS Hierarchical Reporting Masks Diversity

The infographic below, based on Fall 2020 student enrollment, shows the percentage of students reported as Non-Resident Alien, Hispanic or Latino, or "Two or More Races" with the share identifying with multiple categories.

Note that the sum and percentages of individual selections will exceed the total number reported due to multiple selections per individual. Individuals may select up to seven standard race/ethnicity categories, but sometimes even more depending on expanded selections as campuses.

Reported as "Hispanic/Latino" 10,573	Reported as "More than One Race" 3,964
White (73%, 7746)	White (92%, 3637)
American Indian (9%, 928)	Asian (57%, 2263)
Black (5%, 529)	Black (26%, 1017)
Asian (4%, 430)	American Indian (24%, 946)
Pacific Islander (2%, 191)	Pacific Islander (13%, 530)

Notes from this analysis:

American Indian – 176 students identify ONLY as American Indian. An additional 928 of those reported as "Hispanic/Latino" and 946 of those reported as "More than One Race" identify as American Indian.

Asian or Asian American – 4,340 students identify ONLY as Asian. An additional 430 of those reported as "Hispanic/Latino" and 2,263 of those reported as "More than One Race" identify as Asian.

Black or African American – 2,073 students identify ONLY as Black or African-American. An additional 529 of those reported as "Hispanic/Latino" and 1,017 of those reported as "More than One Race" identify as Black or African-American.

Native Hawaiian or Other Pacific Islander – 73 students identify ONLY as Native Hawaiian or Pacific Islander. An additional 191 of those reported as "Hispanic/Latino" and 530 of those reported as "More than One Race" identify as Native Hawaiian or Pacific Islander.