



University of Colorado

*Boulder • Colorado Springs • Denver • Anschutz Medical Campus*

**Office of Academic Affairs**

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# *University of Colorado*

## **2009-10 Diversity Report**

Prepared by the University of Colorado System Office of Institutional Research  
April 2010

<https://www.cu.edu/content/diversityreports>

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# *University of Colorado at Boulder*

## **2009-10 Diversity Report**

Data provided by the University of Colorado at Boulder Office of Planning, Budget, and Analysis  
Report prepared by the University of Colorado System Office of Institutional Research  
April 2010

## CAMPUS DIVERSITY: VISION FOR INCLUSIVE EXCELLENCE

CU-Boulder's vision for diversity and inclusion is expressed in many ways and in many venues, but the central theme is consistent: everyone benefits from an inclusive campus culture enriched by diverse ideas, thoughts, and perspectives. Students are better prepared for workplaces reflecting a wide range of backgrounds and experiences; staff and faculty are more productive in an atmosphere of support and respect for people from diverse backgrounds. Society as a whole reaps important benefits from the civic engagement of people who had diverse educational experiences in college. This report offers an overview of how the university plans for, implements, and evaluates strategies for creating a more inclusive and diverse community of learners, including faculty, staff and students.

### Creating a New Model

The strategic plan, [\*Flagship 2030\*](#), articulates an ambitious goal: "By 2030, CU-Boulder will be a model for the nation in applying best practices in support of diversity and inclusive excellence." The strategic plan envisions a university that "exemplifies the power and promise of diversity, intercultural understanding, and community engagement to promote a greater sense of multiculturalism and inclusiveness in the state of Colorado and around the world."<sup>1</sup> The University of Colorado at Boulder embraces diversity as a core value that is critical to the achievement of excellence and inclusion within the campus and community climates. At CU-Boulder, diversity is defined broadly to ensure the inclusion of a wide variety of human experiences and identities. The university recognizes and celebrates a diverse campus community to include people from many backgrounds—ethnic, regional and national origins, cultural heritage, intellectual, economic, religious, international—as well as first-generation students, people with disabilities, students who are parents, people of different sexual and gender orientations, people of different ages, and many other diverse characteristics.

Many of the Flagship 2030 initiatives incorporate the values of inclusiveness and excellence. In particular, the core initiative called "Learning for a Diverse World" focuses on improving the diversity of faculty, students, and staff as well as fostering a more supportive and inclusive community. The initiative calls for the university to renew its commitment to diversity and inclusion by refining the existing diversity plan and developing effective strategies for reaching its goals.

Other core initiatives in the plan also include diversity among their goals. For example, the "Enhancing Education and Scholarship" core initiative calls for identifying and implementing strategies for enhancing faculty diversity. In the core initiative on "Ensuring Access," the plan emphasizes initiating a statewide dialogue on how Colorado can expand access to higher education and on developing recruitment strategies for building a diverse student body. The "Supporting the Mission" initiative calls for building a talented and diverse staff who contribute to the success of students and faculty in meeting the university's mission. The core initiative on "Serving Colorado, the Community, and Our Graduates" is intended to expand CU-Boulder's interactions with diverse communities throughout the state.

Diversity is served also by the "flagship initiatives" in the university's strategic plan. For example, expanding residential academic programs under the flagship initiative "Residential Colleges" will foster a greater appreciation of diversity and community. Interdisciplinary work, which is the focus of the initiative on "Transcending Traditional Academic Boundaries," includes research projects that incorporate diversity goals. The Flagship 2030 initiative on "Building a Global Crossroads" will bring a global, more diverse dimension to the learning environment at CU-Boulder. With an emphasis on further internationalizing the university, this initiative encourages world-wide intellectual exchanges, interconnections, and relationships aimed at enriching the learning community.

While diversity is everyone's responsibility in the university community, dedicated leadership is provided by the Vice Chancellor for Diversity, Equity, and Community Engagement, Sallye McKee.

The vice chancellor participates on the Chancellor's Cabinet and other senior leadership teams, providing her perspectives on budgetary, academic, and administrative matters. She works with all areas of the campus to find new ways to increase diversity that will enhance inclusion and excellence for the faculty, staff, students, and community constituencies. The goal is to build a welcoming climate for all. In addition, the vice chancellor has placed a high priority on community engagement with diverse communities in Boulder, Denver, and throughout Colorado. A [website](#) developed by the vice chancellor's Office of Diversity, Equity, and Community Engagement (ODECE) provides focus and visibility for the university's institutional vision, planning, policies, education, resources, and recent newsworthy events. Equally important is the recognition that diversity training is incorporated into the life of the university, with multiple opportunities for dialogue, reflection, practice, and education.

ODECE is focused on faculty and student success, campus climate, community outreach and engagement, multicultural affairs, pre-college services, and disability services. Recent organizational changes have provided greater focus and visibility for those efforts. In April 2008, ODECE was expanded to include two units formerly housed in the Division of Student Affairs: the Center for Multicultural Affairs and the Office of Disabilities Services. Also, three programs (Pre-Collegiate Development, University of Colorado Upward Bound, and the Roaring Fork Pre-Collegiate program) were moved from the Student Academic Services Center and reorganized to form a new department, the Office of Pre-College Services, within ODECE. The purpose of the reorganization was to enhance and expand the university's pre-college outreach efforts.

As part of its commitment to diversity and inclusion, CU-Boulder has developed a rich infrastructure of academic and support programs and services aimed at building a diverse and inclusive campus climate. Examples of recent activities include:

- A new Center for Community building, scheduled to open in late 2010, which will house 11 core programs and services from two divisions, ODECE and Student Affairs
- Competitive Graduate Minority Fellowships in Arts and Sciences for students who contribute to the diversity goals of their departments
- A new Broadening Opportunity through Leadership and Diversity (BOLD) Center in engineering, which includes several support programs such as Women in Engineering Program, diverse engineering societies, Multicultural Engineering Program, and a new initiative called "Gold Shirt" which allows students to strengthen their math and science skills
- The 2009 Workforce Recruitment Program for College Students with Disabilities, co-sponsored by the U.S. Department of Labor and the U.S. Department of Defense, to bring a federal recruiter to CU-Boulder
- A tuition rate for graduate students on appointment that helped promote enrollment of international graduate students
- A Deaf Culture and American Sign Language educational session for a student residence hall diversity program.

**Accountability and assessment.** Accountability for implementing the [Blueprint for Action](#) and achieving diversity success is shared throughout the university, from the Chancellor's Office and governance groups to students, faculty, and staff. Performance measures have been used to determine levels of progress toward meeting the goals. The tables of statistical measures and plotted time series, updated annually, illustrate both the accomplishments and challenges of building a diverse learning community. The time series indicate, for example:

- Steady long-term increases in:
  - Bachelor's degrees to Colorado students of color
  - New Colorado undergraduate students of color
  - Six-year graduation rates of Colorado freshmen of color
  - Tenured and tenure-track faculty of color

- Female tenured and tenure-track faculty
- Administrators of color
- Classified staff of color in selected job classes
- Minimal progress on:
  - Graduate-level degrees to students of color
  - New graduate-level students of color
  - The percentage of Colorado high school graduates of color enrolling as new freshmen
  - One-year retention of Colorado freshmen of color.

Despite the efforts and progress made in diversity and climate, intolerant incidents occur -- reminding the community of the work remaining to be done. In such situations, the university administration responds promptly and publicly to reiterate the institution's values and expectations, and to communicate the steps being taken to address the incidents. Information is provided about the wide array of university resources available to help victims of discrimination and intolerance.

The university has begun to further refine the *Blueprint for Action*, with a new model developed under the leadership of the vice chancellor for diversity, equity, and community engagement. The model focuses on "inclusive excellence," a concept promoted by the American Association of Colleges and Universities.<sup>ii</sup> It emphasizes: 1) melding inclusiveness and excellence; 2) moving away from an emphasis on numerical representation only; 3) shifting the responsibility for diversity to everyone in the learning community; 4) broadening the definition of diversity to include a wide range of social dimensions; and 5) creating a vibrant community in which diversity is embedded throughout the campus. At CU-Boulder, inclusive excellence extends the concept of diversity beyond the inclusion and presence of people from traditionally underrepresented groups in all facets of higher education to the recognition that institutional excellence requires all faculty, students, and staff to understand and practice multicultural competence from a global context, regardless of origins or personal identities.

In summary, while important progress has been made on the *Blueprint for Action*, much remains to be done. The Flagship 2030 call for renewed commitment to inclusive excellence is expected to help refine and elevate the diversity plan as well as develop evidence-based strategies for success.

## Enhancing Diversity Planning

Strategic planning and deliberate actions are necessary to achieve and support a diverse campus community, and CU-Boulder engages in both. Through the years, the university has monitored progress on reaching its diversity goals and continues to update the plan, *Blueprint for Action*, which has been recognized as a national model. The College Board included *Blueprint for Action* in its materials on developing a lawful yet ambitious diversity and inclusion plan. Moreover, the initial process for developing the institutional diversity plan, which included a campus-wide approach, is touted as an example of creating a climate of diversity and inclusion.

**Campus climate.** The university works to build a supportive, safe, and welcoming climate both on the campus and critical areas surrounding the campus. As noted in the *Blueprint for Action* diversity plan, "the quality of learning is enhanced by a campus climate of inclusion, understanding, and appreciation of the full range of human experience." A number of programs have been launched, and committees have been established to support, develop, and enhance a safe and welcoming campus climate. Examples include:

- Four chancellor's advisory committees have been established: Chancellor's Committee on Women (CCW); Chancellor's Advisory Committee on Minority Affairs (CACMA); Program Accessibility Committee (PAC); and Chancellor's Committee on Gay, Lesbian, Bisexual, Transgender, and Questioning (GLBTQ) Affairs. These committees are composed of faculty, staff, students, and community representatives, and their charge is to address campus climate

challenges related to gender, gender orientation and identity, race and ethnicity, disability, and accessibility.

- Through the [Office of Discrimination and Harassment](#), the university has established a set of mandatory discrimination and harassment workshops for employees.
- The prevention of bias-motivated behaviors is handled through several committees that meet regularly to discuss best practices related to prevention of negative bystander and micro-aggressive behaviors.
- Several schools and colleges have established standing committees to enhance the campus climate in relation to human diversity. For example, the College of Arts and Sciences Council, a major part of the shared governance structure in CU-Boulder's largest college, has developed a standing [Committee on Academic Community and Diversity](#) (CACD). CACD identifies, prioritizes, and addresses issues of academic community and campus climate. The committee advocates for diversity at all levels and in all activities of the college, makes recommendations to the dean about college diversity programs, and maintains and updates the college's diversity plan.

ODECE also has worked with the university's senior leadership to develop a new assistant vice chancellor position and appointed a seasoned administrator to focus on the continual development of best practices related to campus climate and community engagement. This position works closely with the various advisory committees, provides follow-up as needed, and works to ensure a more coordinated and effective approach to building inclusive excellence through diversity.

CU-Boulder faculty, staff, and students work to improve the campus climate for diversity in both curricular and co-curricular activities and programs. For example, in the classroom each semester, students are asked to rate their instructors and courses by completing a Faculty Course Questionnaire (FCQ). In fall 2006, the university instituted a revised questionnaire that included, among other changes, a question rating the instructor's "respect for and professional treatment of all students regardless of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status." The Chancellor's FCQ Advisory Committee, which recommended the revisions, spent considerable time and attention on diversity, seeking a comprehensive every-term, every-course approach.

**Community engagement.** CU-Boulder is making strides in the development of collaborative relationships with the city of Boulder and other communities in the state, with a focus on diversity and outreach efforts. CU-Boulder administrators and faculty serve on Boulder community diversity committees and participate in culturally specific chambers of commerce activities in the Denver metropolitan area. Specifically, members of the Boulder City Council are spearheading a collaborative relationship with university and community leaders to develop targeted strategies and new approaches to enhance social sustainability for traditionally marginalized communities. CU-Boulder also is collaborating with the city of Boulder's [Bias Incident Hotline](#), which provides support and advocacy for survivors and witnesses of hate-motivated incidents. Positive relationships emerging from these partnerships provide a solid basis for jointly promoting inclusiveness and addressing negative and unwanted behaviors on both the campus and within the surrounding community.

As noted on the website for the [Office of Diversity, Equity, and Community Engagement](#), CU-Boulder envisions a place where pervasive respect for diversity creates a supportive climate for student success, and the entire campus benefits from the richness of a multicultural community. Nevertheless, the campus continues to face serious challenges in building a more diverse university community and remains vigilant in working to improve the campus climate for diverse groups. While progress has been made, sustained and concentrated effort is necessary to reach the goals set at all levels of planning. The university's affirmative action plan for faculty and staff is updated annually to help identify and implement recruiting efforts to achieve a more diverse workforce. Implementation of CU-Boulder's equal opportunity programs and affirmative action compliance is assigned to the Department of Human Resources (DHR). Additionally, DHR continues to work with campus units to help them use diverse recruiting sources to improve the representational diversity for staff and



faculty. Equally important is the development of high-quality and diverse applicant pools. Clearly, the university's strategic actions, decisions, and investments are aimed at realizing a campus vision imbued with diversity that helps build multicultural competencies for all faculty, staff, and students.

**Student diversity.** Several academic programs and student support services at CU-Boulder help promote excellence through diversity among the student body. For example, the CU Leadership, Excellence, Achievement, and Diversity (CU-LEAD) Alliance was established in 2000 as a means of better connecting students of color and first-generation students in the campus community through a network of programs that promote inclusive excellence. The alliance works to increase recruitment, retention, and graduation rates for its target populations; to build a sense of community; to provide participation grants; and to strengthen coordination among existing and emerging programs.

Several units and programs in the Division of Student Affairs work to enhance diversity and advance social justice throughout the campus. They support student retention and success through programs, engagement, and mentoring. Examples include the Women's Resource Center; the Student Outreach Retention Center for Equity (SORCE); the Gay, Lesbian, Bisexual, Transgender (GLBT) Resource Center; and the Interactive Theatre Program (ITP). Through the ITP, for example, students become engaged with educational theater with an emphasis on diversity and social justice. In addition, diverse living and learning communities provide opportunities for faculty and students to focus on key issues in diversity in both residential and academic contexts.

In 2008, ODECE established a new Department of Pre-College Services to coordinate, enhance, and expand recruitment and engagement strategies developed in partnership with the Office of Admissions and selected K–12 districts throughout the state and nation. For example, ODECE staff worked with faculty from the College of Engineering and Applied Science in partnership with the University of Alaska to secure a National Science Foundation (NSF) award to support the Indigenous Alliance. This program reaches out to pre-college members of local Native American communities. CU-Boulder also is working in partnership with the Aurora and Denver Public Schools to bring more students from diverse backgrounds to visit the Boulder campus. The Department of Pre-College Services has expanded the successful Roaring Fork Pre-Collegiate program to include a new site in Summit County. These projects work collaboratively with local school districts and community foundations to provide pre-college programming for students in the rurally isolated areas of the state. In addition, through the university's Summer Session program, scholarships are offered to high school students attending the Denver School of Science and Technology.

CU-Boulder students themselves continue to initiate programs that help to develop a supportive campus climate. For example, in 2000 a group of students interested in creating a more diverse student body formed the [Student Outreach Retention Center for Equity](#) (SORCE). SORCE members reach out to K–12 and community college students from underrepresented groups, offering help in developing a plan for meeting their educational goals. A decade later, this group continues to provide an array of student programs designed to bolster diversity. Most recently, the University of Colorado Student Union (UCSU)—CU-Boulder's student government—passed legislation to help ensure accessibility for all students who use automatic teller machines (ATMs) on campus. The legislation mandates that all ATMs under contract with the University Memorial Center will include audio-enabling software to assist visually impaired students.

Students, both undergraduate and graduate, were [surveyed about campus climate](#) in 2001 and 2006. The results were reported for racial/ethnic groups; men and women; students with disabilities; international students; and gay, lesbian, bisexual, and transgender students. They have been used by campus academic and support units to plan and monitor activities. The survey, a joint effort of the Office of Institutional Analysis and ODECE, is scheduled again for fall 2010.

In 2008, the university was one of 12 Division I National Collegiate Athletic Association (NCAA) institutions to win the prestigious [Overall Excellence in Diversity](#) in Athletics Award, honoring the athletics department in seven specific categories related to diversity. The awards program is coordinated by the NCAA in conjunction with the Laboratory for Diversity in Sport at

Texas A&M University. More than 300 universities participate in intercollegiate athletics at the Division 1 level.

CU-Boulder has made steady progress in increasing student diversity, as demonstrated in [enrollment overviews](#) and [diversity progress reports](#). Among new freshmen in 2010, for example, 889 were students of color, close to the all-time high of 931 in fall 2008. Students of color made up 16 percent of freshmen, the highest level of ethnic diversity ever.

At CU-Boulder, as at most major public universities, the demographics of enrolled students are heavily influenced by the demographics of high school graduates in the state. In fall 2006, nine percent of CU-Boulder's total enrollment was underrepresented minorities (Hispanic, African American, and Native American). While this is lower than the percentage at many Association of American Universities (AAU) public universities, it is in line with percentages at universities in states with populations similar to Colorado.

**Faculty diversity.** CU-Boulder's vice chancellor for diversity, equity, and community engagement created a new position with a special focus on faculty diversity and development. This position provided leadership for programs and program development for graduate students, post-doctoral fellows/researcher, faculty, and administrators. Examples of faculty diversity initiatives included:

- Developed and implemented plans to increase recruitment and retention of a more diverse faculty, including improving departmental climates, strengthening departmental mentoring programs, and clarifying the roles and responsibilities of department chairs in ensuring inclusive excellence
- Created stronger networks with other area institutions to provide broader support for faculty of color
- Used the new Academic Review and Planning process (formerly Program Review) to explore new ways of thinking about diversity
- Provided support for ongoing grant programs that encourage more diverse outlooks among faculty: the Big XII Faculty Fellowship exchange program and the Implementation of Multicultural Perspectives and Approaches in Research and Teaching (IMPART) grant program.

**Staff diversity.** The university also has seen a steady long-term rise in female and racial/ethnic minority representation among administrators and among classified staff in selected job classes. Programs and services aimed at enhancing diversity among staff members include English-language courses for employees for whom English is a second language, formal and informal diversity programs, and the availability of 108 simultaneous translation receivers for employees with limited English abilities.

## **CU-Boulder Diversity Accomplishments, 2009-2010**

The university has developed several new programs that provide inclusive and welcoming climates for learning and teaching, as well as maintaining existing programs that are bringing successful results. All of the colleges, schools and divisions annually report on their commitment to diversity and inclusive excellence. The following bullets highlight recent diversity accomplishments for CU-Boulder colleges, schools, and divisions. The reports for the College of Arts and Sciences and the College of Engineering include selected examples at the departmental level as well.

## **ACADEMIC AFFAIRS**

### **College of Arts and Sciences, Dean Todd Gleason**

#### **Student Success**

- Hired a new director and associate director for the Miramontes Arts and Sciences Program ([MASP](#)): Dr. Linnea Avallone and Dr. Leticia Sanchez

- Awarded one merit-based fellowship for a graduate student contributing to the diversity goal of his or her department
- Hired students from diverse backgrounds as hourly employees
- Partnered with ODECE to complete MASP program review and to award [CU-LEAD](#) scholarships
- Department of Physics – Chair, Professor Paul Beale
  - The [American Physical Society](#) has a new effort designed to double the number of African American and Hispanic PhDs in physics. CU-Boulder was selected to join in this effort along with Harvard, Stanford, Princeton, University of Texas at Austin, and Michigan. The goal is to establish partnerships, to create a bridge program, and/or to modify structure in the department.
  - The [National Society of Black Physicists](#) encouraged the delegation of 10 students to form an undergraduate academic seminar/ support group. These students sponsor weekly presentations on their research and bring in scholars from across sciences and engineering (STEM). About 25 students attend the weekly meetings.
- Department of Sociology – Chair, Professor Richard Rogers
  - Extended offers of graduate admission to four applicants of color, three international students, and one non-traditional student from a pool of 20 applicants. Of these, one student of color, one international student, and one non-traditional student accepted.
- Department of History – Chair, Professor Tom Zeiler
  - [Global Studies Residential Academic Program \(G-RAP\)](#) recruited international students from France, the Netherlands, Indonesia, and Afghanistan into the RAP and focused on retaining them in the program.
- Department of Geological Sciences – Chair, Professor Lang Farmer
  - Four students of color are working towards completion of PhDs.
  - One *underrepresented* student is working towards completion of MS.
  - Recruited four underrepresented students to interview with the department. Three were admitted into the PhD program and offered financial support; two accepted the offer (one Chicano, one Native American).
  - Student visits and tuition were partially funded by Sloan Minority Recruitment Funds and/or by Alliance for Graduate Education and the Professoriate ([AGEP](#)) and the faculty advisor.
  - Two underrepresented students interviewed with the department and are in the process of acceptance and funding (one Latina and one African American).
- Department of Classics – Chair, Associate Professor Peter Hunt
  - Several students from diverse ethnic backgrounds were welcomed into the department this year and several more graduated with Classics degrees.
  - In 2006-7, 9% of the 33 students in the Classics MA program were first-generation or from underrepresented sections of the population. 45% were female. Of the seven students in the PhD program, 14% were underrepresented or first-generation students; 29% were female.
  - In 2008, 32% of the MA applicants and 28% of the PhD applicants were first-generation students. 51.6% of the MA applicants and 14% of the PhD applicants were female.
  - In 2009-10, 20% of PhD applicants were first-generation, and 25% were female; of the MA applicants, 7% were first-generation, and 45% were female.
- Department of Communication – Chair, Professor Bryan Taylor
  - The [Diversity and Outreach Committee](#) spearheaded an outreach effort in December to raise money to help a committee member and student intern when her father was murdered, leaving her and her brother (both CU students) without financial support and faced with significant expenses of an immediate nature. \$2600 was raised through donations provided by department faculty, staff, graduate students, and undergraduate students.

- A doctoral candidate requested and obtained financial support in the amount of \$100 from the D&O Committee annual budget for the March 4 event sponsored by the Chancellor's Committee on Women ([CCW](#)), featuring guest speaker Barbara Berg.

### Faculty and Staff Success

- Posted the recruiting film "[CU Calling](#)" targeted to diverse faculty on the College website
- Strengthened the commitment to diversity in the Core Curriculum
- Arts and Sciences Council (ASC) Diversity Committee reviewed department diversity plans and developed a best practices document.
- 20% of new hires this year have been faculty of color.
- Department of Physics – Chair, Professor Paul Beale
  - The Learning Assistant Program, [CU Teach](#), and course transformation are designed to link with each other and broader Science, Technology, Engineering and Math (STEM) education initiatives.
- Department of Sociology – Chair, Professor Richard Rogers
  - Partnered with ODECE and Continuing Education to develop multiple ties with [Morehouse College](#), which include inviting two professors, Dean Terry Mills and Dr. Michael Hodge, to teach during the summers through the Summer First Scholars program
  - Several faculty are actively involved in training and research efforts in other countries, including Mexico, Bangladesh, Kenya, and South Africa.
- Department of History – Chair, Professor Tom Zeiler
  - G-RAP Director Tom Zeiler taught IA 1000: Introduction to International Affairs (IA) in fall 2009, with a theme of Globalization and Development. The curriculum included US history and interactions of underrepresented groups in the process of globalization around the world.
- Department of Geological Sciences – Chair, Professor Lang Farmer
  - An underrepresented faculty member attended the [SACNAS](#) Conference to mentor and recruit underrepresented students in fall 2009.
  - Faculty member serves on AGEP Steering Committee.
  - Created and administrated the CU Boulder Faculty of Color list serve.
- Department of Classics – Chair, Associate Professor Peter Hunt
  - All department faculty were given a chance to express their interest in serving on this year's search committee. While other commitments prevented female faculty colleagues from serving, one untenured female faculty member has joined the "expanded search committee" and participated in interviews at the Boston convention.
  - Of the candidates interviewed in Boston, ten were women and five were men; all four campus finalists were female candidates.
  - A pool of fourteen (14) interview finalists included five women and nine men; the only finalist was a former colleague who wished to return to CU; but a female colleague was also hired to teach [Byzantine Art History](#) in the same search season.
  - Three of the four finalists were women, and a female candidate was chosen and hired. An attempt was made to secure funding to hire a female candidate from an underrepresented background.
  - The [Classics Department](#) has ensured that the search committee is as diverse as possible; additionally, all members of the department have been invited to participate in the search committee. The candidate is a woman of foreign (Scottish) origin.
  - Beginning in 2005-06, individual faculty, with the support of GCAH, CHA, and the Chair, arranged for a roster of visitors that was diverse in terms of gender, sexual orientation, and nationality.

- This procedure remained in place in 2006-07, 2007-08, 2008-09 and 2009-10. Classics faculty aspire to continue this trend.
- Department of Communications – Chair, Professor Brian Taylor
  - Helped fund and promote guest speaker Barbara Berg who addressed the Chancellor’s Committee on Women (CCW)
  - Professor Larry Frey investigated departmental policies and procedures for recruiting students from diverse backgrounds and identities to join the graduate programs. Professors Frey and Elvins participated in faculty discussion on graduate admissions and expressed concerns related to diversity and inclusion.
  - Two faculty serve as members of the Chancellor’s Committee on Women ([CCW](#)).
  - One faculty member serves as a member of the [Chancellor's Standing Committee on GLBT Issues](#).

### Community Engagement

- Department of Physics – Chair, Professor Paul Beale
  - The afterschool/community partnership programs continue to grow. There are six sites reaching well over 100 students (mostly from underrepresented populations) each week with a doubling projected for the summer. The program works in close partnership with Math, Engineering and Science Achievement ([MESA](#)).
  - The Physics department is forming a Boulder area-wide coalition that focuses on STEM education. There is a strong partnership with the NCAR-initiated program that focuses on STEM in the Hispanic community throughout Colorado.
  - Now in its 33rd year, the [CU Wizards](#) program explores the exciting worlds of physics, chemistry, biology and astronomy. Free to the public, the Saturday morning monthly shows entertain and inform children about the wonders of science.
  - The department sent a 2010 [calendar](#) of physics events and information to campus colleagues and maintains an active electronic calendar of events that are available to the public.
- Department of Sociology – Chair, Professor Richard Rogers
  - In fall 2009, the Sociology Diversity Committee organized a talk by David Cook-Martín, a Latino scholar whose research focuses on the importance of race in immigration policies in the Americas.
  - In spring 2010, the Sociology Diversity Committee organized a showing of the film “[Papers](#),” a documentary about the lives of undocumented youth.
- Department of History – Chair, Professor Tom Zeiler
  - G-RAP sponsored Teachers Without Borders, an outgrowth of the Doctors Without Borders and Engineers Without Borders programs. Students were actively engaged in service learning projects related to education in Nepal, Peru, and Rwanda.
  - Students raised \$450 (to date) for Haiti earthquake relief.
- Department of Geological Sciences – Chair, Professor Lang Farmer
  - Faculty outreach activities include:
  - Consultant to CU Boulder Society for the Advancement of Chicanos and Native Americans ([SACNAS](#)) chapter, a newly formed student group
  - Chaired Sloan Committee and Diversity Liaison for Geological Sciences Department
  - Attended Society for the Advancement of Chicanos and Native Americans (SACNAS) Leadership Institute in Wash., DC
  - Attended the SACNAS Annual Conference: mentored underrepresented undergraduates, graduates, post-docs, and junior faculty members in the sciences; worked on recruitment of potential graduate students
  - Member of the Leadership Task Force of SACNAS



- Received \$5K funding to support the “Girls At the Museum Exploring Science ([GAMES](#))” Program, Summer 2009-Summer 2010
- Professors Dena Smith and Cathy Regan, serve as Principal Investigator (PI) and Co-PI, respectively, for a grant awarded to the [CU Museum of Natural History](#).
- Department of Classics – Chair, Associate Professor Peter Hunt
  - In conjunction with the Colorado Classics Association, the Department sought to spread the teaching of Latin throughout the state by visiting secondary schools and encouraging them to initiate or continue Latin programs. This often involved schools with ethnically and culturally diverse populations, such as [Centaurus High School](#) in Lafayette, which was visited by the Chair in 2007 as part of this program. He also brought students from the [Legion XIII](#) group to campus.
  - Courses like “Trash and Treasure, Temples and Tombs” and “The Roman Empire” were taught with specific lectures designed to emphasize diversity.
- Department of Communications – Chair, Professor Brian Taylor
  - Professor Larry Frey investigated departmental policies, and Professor Elvins is working to coordinate visits by CU Alum Dan Sladek to fellow educational institutions in the area, including the University of Colorado at Denver, the University of Denver, Regis University, Boulder High School, and Fairview High School.
  - Co-sponsored filmmaker and CU alum Dan Sladek to screen his Emmy-nominated film *Prayers for Bobby*, the story of the founder of [PFLAG](#) (Parents and Friends of Gays and Lesbians); co-sponsors were the Committee on GLBT Issues, and CU Counseling and Psychological Services. Other groups are being contacted for possible co-sponsorship and help with publicity. The event is scheduled for the Boulder campus the evening of March 31.

### Campus Climate

- Department of Sociology – Chair, Professor Richard Rogers
  - Incorporated a session on diversity for the annual open house for prospective graduate students. By doing so, a strong message was sent about the importance of inclusive diversity on campus.
  - The department invited Elijah Anderson, Yale University, to present “The Cosmopolitan Canopy: The Meanings of Race in Public Life,” from 2:00-3:00 on April 23 in Old Main Chapel.
- Department of History – Chair, Professor Tom Zeiler
  - Launched a fundraising campaign, through the new G-RAP/International Affairs Program Advisory Board, for a Diversity Scholarship aimed at attracting underrepresented students into G-RAP, and having them continue as IA majors. Three students will receive \$2,000/year four-year scholarships in fall 2010.
- Department of Geological Sciences – Chair, Professor Lang Farmer
  - Faculty representation on panel at 2009 Diversity and Inclusion Summit sponsored by ODECE and CACMA
  - Faculty member serves on [Boulder Faculty Assembly](#) Diversity Committee.
  - Co-Founder/Facilitator of CU Boulder Faculty of Color Group.
- Department of Classics – Chair, Associate Professor Peter Hunt
  - The Classics Department surveyed different sub-groups within the Classics population to determine how safe and welcoming an environment they felt the department to be; whether respondents knew how to get diversity-related concerns addressed; and whether they felt that issues related to diversity and multiculturalism were being helpfully addressed in the department, both in and out of class. The survey revealed that respondents felt that the Classics Department is, by and large, thoughtful and diligent in regard to diversity and intercultural understanding.

- The survey administered in spring 2007 showed that respondents felt that the Classics curriculum regularly addresses issues of diversity in appropriate ways, and that it is an effective strategy to have it continue to do so. Many respondents were aware, however, of the relative homogeneity of the population, an issue the department regularly seeks to address by applying for college fellowships for minority graduate students applicants. The recent infusion of money through the A&S Diversity committee in order to attract graduate recruits from diverse backgrounds represents a solid beginning.
- The Diversity Committee has re-written parts of the questionnaire with a view to re-administering it in the future and ensuring that its results are readily interpretable.
- Department of Communications – Chair, Professor Brian Taylor
  - Provided support for the Afghan Student Union’s ([ASU](#)) event “Afghan Culture Nigh.”
  - Encouraged student support of ASU’s project with Afghans4Tomorrow to raise money for schools in Afghanistan
  - Hosted the screening of the documentary *Beyond Belief*. A panel of guests answered questions from the audience afterwards
  - Continued the film series initiated in 2005 by the Department of Communication Diversity and Outreach Committee
  - Professor Jane Elvins invited filmmaker and CU Alum Dan Sladek to Boulder from Los Angeles to screen his Emmy-nominated film, *Prayers for Bobby*, starring Sigourney Weaver. The film reflects the story of Mary Griffith, founder of [PFLAG](#), and her son, who was gay. His suicide motivated Mrs. Griffith to reach out to other parents of gay and lesbian youth. Sladek's campus visit and film screening will be co-sponsored by the following ally groups: the CU [GLBT Resource Center](#), Boulder [PFLAG](#), and the [Chancellor's Standing Committee on GLBT](#).
- Department of Geography – Chair, Professor Timothy Oakes
  - The Geography Department has a standing diversity committee that meets twice per semester. Members include Professors Elizabeth Cullen Dunn, Emily Yeh, and Najeeb Jan.

## College of Engineering and Applied Science (COE), Dean Rob Davis

### Student Success

- Partnered with ODECE to award CU-LEAD scholarships to undergraduate students
- Performed analysis of historic data to identify patterns of access, retention, and academic performance profiles for students from traditionally underrepresented minority (URM) backgrounds and women engineering students
- Institutionalized Broadening Opportunities through Leadership and Diversity ([BOLD](#)) Student Success Center (SSC), providing 45 hours per week of free group tutoring to engineering students
- In fall 2009, 189 unique students used the SSC tutoring, *during 700* visits, including 34% and 30% of the college’s 1<sup>st</sup>- and 2nd-year women and students from traditionally URM, respectively.
- In 2009-2010 engineering has the highest percentage and number of first-year women in the history of the college (24.6% and 173, respectively).
- First-year student URM numbers rose from 54 in 2008 to 65 (9.3%) in fall 2009 — with the increase largely attributable to the new *GoldShirt* Engineering Program enrollment.
- The pilot cohort of *GoldShirt* Engineering students completed its first semester with all 16 students in good academic standing and 5 on the Dean’s List.
- Demographics of the cohort include: 11 are first-generation, 13 URM, eight female, and six are English language learners (ELL).

- Constituted a 12-member Student Leadership Council to empower students to help the [BOLD leadership team](#) create an excellent, innovative, and diverse environment for engineering education
- Membership on the SLC includes representatives from diversity-focused engineering societies: Society of Women Engineers ([SWE](#)), American Indian Science and Engineering Society ([AISES](#)), National Society of Black Engineers ([NSBE](#)), and Society of Hispanic Professional Engineers ([SHPE](#)) and Mexican American Engineers and Scientists ([MAES](#)), the GoldShirt Program, the new Student Alliance of Gay Engineers ([SAGE](#)), the Andrews Hall Residential College, the international student population, and first-year through graduate school class representatives
- Secured an unprecedented third [NSF GK-12](#) five-year \$2.8M grant, based on recruiting and working with 10 PhD engineering candidates from diverse backgrounds; funding supports work in nine Longmont schools that serve students from diverse backgrounds.
- Received \$45K/yr for five years from the National Action Council for Minorities in Engineering ([NACME](#)) for 30 \$1500 renewable scholarships.
- Department of Civil, Environmental and Architectural Engineering (CEAE) – Chair, Professor Joann Silverstein
  - Awarded two (2), two-year fellowships to underrepresented MS students, originally to be funded by the "Bridges to the Doctorate" program but did not receive the grant; cost to CEAE Department is \$120,000 over two years
  - Recruited three civil engineering PhD students for AGEP fellowships, match by Department fellowship funds and faculty grants (approximately \$120,000 per student)
  - Supported students in student chapters of National Society of Black Engineers ([NSBE](#)) and Society of Hispanic Engineers ([SHPE](#)) to attend national conferences for those professional societies. (Approximately \$1,000 per chapter/year).

### Faculty and Staff Success

- Worked with faculty to reorganize COE's diversity initiatives into the new BOLD Center
- Conducted national searches for, and filled, all of BOLD director openings with first-choice women candidates from traditionally underrepresented minority (URM) backgrounds
- Thirteen faculty members from across the COE came together to serve on a new college-wide Diversity Action Committee. Held multiple meetings.
- With intense faculty engagement, the Engineering *GoldShirt* Program was created and piloted, with 16 students from highly diverse and academically capable backgrounds.
- At 31, the college has a record number of women professors.
- The overall representation of URM faculty and staff increased from 27 (5.5%) in 2008 to 32 (6.6%) in 2009.
- Conducted a well-received diversity-focused workshop as part of new faculty orientation
- Received \$110K in NSF funding for making more K-12 engineering curricula available through the *TeachEngineering* digital library
- Assembled the inaugural BOLD External Advisory Board, comprised of highly-placed industry and community leaders
- Held the first meeting of the Engineering Advisory Council's Diversity subcommittee
- Redesigned [GEEN 1510](#), Self-Management and Leadership course
- Diversity Seminar Series: developed a plan for a seminar series to highlight the contributions of diverse groups to engineering. The inaugural spring 2010 seminar will feature a Presidential Early Career Award for Scientists and Engineers Program ([PECASE](#)) recipient who does engineering education research.



- BOLD faculty conducted a literature review of retention of students of color. Major takeaways included the importance for students of color (SOC) at predominantly white institutions establishing a bi-culturality, and the development of programs that focus on academic excellence rather than a focus on remediation.
- Department of Civil, Environmental and Architectural Engineering (CEAE) – Chair, Professor Joann Silverstein
  - Recruited and hired two new underrepresented minority faculty and developed mentoring program based on clustered hiring and mentoring of minority faculty
  - Provided support for faculty engaged in significant diversity service at CU and nationally: Mark Hernandez (CDI, AGEP, and NSF activities), Rosario-Ortiz and Bielefeldt (co-PIs, GK-12 grant), College of Engineering and Applied Science Diversity Action Committee (Silverstein, Rosario-Ortiz, Bielefeldt)
  - Two CEAE faculty are co-PIs on NSF funded GK-12 Fellowships for underrepresented and women PhD students to develop pre-engineering curricula for high schools with high minority and economically disadvantaged student populations. GK-12 Fellowships will be matched by Department fellowship and faculty grant funds (approximately \$120,000 per student).

### Community Engagement

- Received a \$300,000 grant from a Denver-based foundation to provide engineering education in the K-12 community
- The *TeachEngineering* K-12 digital library regularly served ~50,000 K-12 teachers and other users worldwide.
- [Engineering Honors Program](#) students have become very involved with diversifying K-12 initiatives, including leading after-school engineering clubs.
- In six Lafayette schools CU engineering Graduate Fellows taught engineering to ~1,200 students weekly in 40 classrooms, inspiring students to understand the world around them through hands-on, inquiry-based learning.
- Directed weekly afterschool engineering clubs at six elementary schools for more than 100 youth
- [Centaurus High School's](#) many-year engineering partnership result: 22% (251) of all Centaurus High students chose to study engineering in 2009. The Principal reported that this partnership has been key to supporting desired enrollment profiles for the total student population. The high school's enrollment has increased 12% over the past six years, while the engineering program enrollment has grown from 73 students in 2002 to 251 in 2009. The number of seniors taking an engineering course grew from 10 in 2004 to 40 last year.
- Continued a strong partnership with the Denver School of Science and Technology ([DSST](#)), a public 6-12<sup>th</sup> grade school in Denver that serves 45% economically disadvantaged, 60% minority and 50% first-generation college-bound students; faculty and staff continue to have a strong presence on their Board of Directors.
- DSST – all 9<sup>th</sup> graders and twenty-eight (28) 11<sup>th</sup> graders spent a full day on-campus in hands-on engineering workshops.
- For Longmont's new public [Skyline STEM](#) academy – helped design the curriculum and provided training for teachers and counselors at this school that has students from very ethnically diverse backgrounds
- All 94 diverse juniors from Denver's [Manual High School](#) attended an on-campus, hands-on engineering day. Discussed engineering with their teachers with hopes of forming a partnership.
- Provided a *Public Understanding of Engineering* seminar for ~150 folks from [Ball Aerospace Engineering](#)

- Student-led *GoldShirt* outreach program conceived and funded an initiative to bring 45 high school students from diverse backgrounds to campus for a day- in-the-life of a CU engineering student
- Engineering for American Communities (EFAC) is a student organization recently formed to perform entrepreneurial engineering design work to create affordable living innovations for people in need in Colorado communities.
- [Success Institute](#), a weeklong resident engineering camp at CU-Boulder was hosted in summer 2009 for 44 high school juniors and students from economically disadvantaged backgrounds.
- Hosted a [Tuskegee Airman](#) Mile High Flight Club visit.
- Provided the engineering portion of the campus-wide Diversity Sampler recruitment activities.
- Hosted multiple computer build workshops for Native American high school students.
- [IBM EXITE](#) camp was held in conjunction with IBM; Twenty-one (21) 7<sup>th</sup> and 8<sup>th</sup> grade girls from [Heritage](#) and [Trial Ridge](#) middle schools in Longmont attended.
- [Engineering's Girl Scout Badge](#) program brought ~600 young girls to campus for hands-on engineering badge workshops.
- Sixty-eight high performing students from [Northglenn](#), [Rangeview](#), and [Gateway](#) who came from diverse cultural backgrounds visited multiple CU engineering labs.
- Department of Civil, Environmental and Architectural Engineering (CEAE) – Chair, Professor Joann Silverstein
  - Participation in GK-12 grant will engage faculty and students with student/teacher community in Longmont's Skyline High School.
  - Two faculty have programs to develop pre-engineering curriculum and teaching modules for [Denver School of Science and Technology](#) and [Centaurus High School](#).

### Campus Climate

- The [Andrews Hall Living and Learning Community](#) was established for BOLD students, with 16 *GoldShirt*, 17 multicultural, and 28 women engineering students.
- The BOLD Student Leadership Council is planning spring 2010 college-wide cultural events.
- Many BOLD luncheons were held for students, faculty and staff of the college to promote an inclusive environment. Over 750 students attended during fall 2009.
- Created space for the diversity-serving engineering student societies in the BOLD Center to foster mentoring and communication.
- BOLD Welcome Back event attended by over 125 students on the Friday prior to start of fall classes.
- Conducted the first survey of female student's perceptions of campus climate in the College of Engineering.
- Reorganized college's diversity programs and initiatives to better align with college mission.
- Department of Civil, Environmental and Architectural Engineering (CEAE) – Chair, Professor Joann Silverstein
  - Department policy to recognize contributions of CEAE faculty to Campus-wide diversity activities: CDI (Mark Hernandez, Director), Faculty Advisory Council for AGEP and SMART programs (Joann Silverstein), Campus Salary Equity Committee (Joann Silverstein).

## College of Music, Dean Daniel Sher

### Student Success

- The [Diverse Musicians' Alliance](#) presented the 2009 Diversity Concert, performing music representative of UCB's diverse student population, including music of: Italy, Russia, Japan, India, Argentina, Indonesia, Thailand, Turkey, Zambia, Guam, Poland, United Kingdom, & USA.
- Partnered with ODECE to provide CU-LEAD scholarships.

### Faculty and Staff Success

- COM Keyboard Professor Alejandro Cremaschi was awarded a 2009 Provost's Faculty Achievement Award for his Latin-American-inspired CD.
- COM Composition professor Michael Theodore was named director of the Center for Arts, Media and Performance. He developed diverse programming for the Black Box Theater, with projects involving more than one discipline, including collaborations between various branches of the arts, collaborations between artists and scientists, and other interdisciplinary hybrids.

### Community Engagement

- The College of Music presented a benefit concert for Haiti Relief at [St. Aidan's Episcopal Church](#) in Boulder. The concert, planned and produced in one week's time, raised over \$50,000.
- The CU-Boulder [African Highlife Ensemble](#) presented its 10th anniversary concert at Macky Auditorium, performing high energy, tightly knit traditional, neo-traditional, and highlife dance music from Ghana, Africa.
- Assistant to the Dean for Recruitment and Outreach, Fred Peterbark, served as the Keynote Speaker for the Dr. Martin Luther King, Jr. Assembly at [Bear Creek Elementary School](#) in Boulder.

### Campus Climate

- COM Composition faculty member, Hsing-ay Hsu presented "China through the Lens of Piano Music" as part of the 9th Annual Asia Day sponsored by the Center for Asian Studies.
- COM string department hosted Professor Zhao and Chinese students from Beijing's [Renmin University](#) for a lecture.

## Leeds School of Business, Interim Dean Manuel Laguna

### Student Success

- Continued the [Diverse Scholars Program](#) (DSP)
- Established first- and second-year business course study labs
- Secured funding for macro/micro economics co-seminars
- Designed curriculum for Career Initiative Program
- Established DSP/Business Residential Academic Program (B3) feeder initiative
- Pursued [Leeds/McNeill](#)/ Admissions offices "Talent Mining" program
- Employed recitation leaders from diverse backgrounds
- Partnered with ODECE to provide CU-LEAD scholarships.

### Faculty and Staff Success

- Recruited and hired women and faculty of color in the departments of Accounting and Management
- Appointed Interim Dean Manuel Laguna, the first dean of Hispanic heritage

- Continued the [PhD Project](#)
- Sponsored the Workforce Diversity and Inclusion Symposium initiative
- Partnered with ODECE to co-sponsor Family Educational Rights and Privacy Act ([FERPA](#)) webinar.

### **Community Engagement**

- Sponsored the faculty/sophomore student luncheon designed to enhance student retention for the second year.
- Developed a two-year Professional Mentorship Program for all juniors with Curriculum Emphasis on Social Responsibility ([CESR](#)) program, piloted in the fall 2009 to be launched again in fall 2010. (5/80 students are in the Diverse Scholars Program)
- Attracted seven new corporate partners through the [Business Leadership Program](#)
- Published quarterly [Office of Diversity Affairs](#) newsletter.

### **Campus Climate**

- DSP Alumni Network Initiative has 30+ active members.
- Established partnership with Denver Venture High School
- Jaime Trujillo, Assistant Director DSP, worked to create statewide Hispanic organization, [CO-CEAL](#)
- Jamie Trujillo was also elected as President of the CU Boulder [Hispanic Alumni Association](#) for a two-year term.
- Staff provides campus leadership for the CU-LEAD Alliance.
- ODECE partnered with DSP to sponsor institutional representative to [HACU](#).

### **School of Journalism, Dean Paul Voakes**

#### **Student Success**

- Partnered with ODECE to Award six new and renew 24 [CU-LEAD](#) scholarships
- Other significant scholarships include:
  - 5 first-generation Hemingway; Mary Frances Berry; Columbine Unity in Diversity; Denver Woman's Press Club; Teddy Ebersol; Jerry and Lorna Gray; Holden Fellow for Graduate Students; Karsh & Hagan; Courtney Klee Scholarship for Disabled Students; Lehman Communications; Dominic Manzanares Memorial; Marcella Hertzog/Georgene Carlson Scholarships; Dottie Roberts Foundation Scholarship for Women renewed.
  - Kylee Perez received Willard Simms Memorial Scholarship sponsored by the National Western Stock Show.
  - Three Pre-Journalism students received Colorado Association of Black Journalists Scholarships
- Provided funding for CU-LEAD JDS Scholars to participate in a leadership retreat which included a ropes challenge and other community building exercises.
- Multi Ethnic Student Organization students created [MEMO blog](#) with pictures, events and update of bi-weekly meetings.
- Provided funds for seven members of Association of Women in Communication to meet with media professionals in Los Angeles. Lynette Romero, Investigative Reporter KCAL News and SJMC Advisory Board Member, hosted social for students.
- Worked with ODECE and [I Have a Dream of Boulder County](#) in the Summer Intern Program. Hired one student to assist the Diversity Coordinator and other faculty.
- Vignesh Ramachandran received the one-year 9NEWS Inclusive Excellence Broadcast Scholarship/Internship.

- [CU Independent](#) hosts campus events to raise diversity awareness.
- Provided diversity training to the CU Independent by Lillian Dunlap, CRE Media Group, Gil Asakawa, Erin Yoshimoto, and Sheila Soloman
- Created co-seminar “[Pathways for Excellence in Journalism](#)” for the Journalism Diversity Scholars (JDS) and McNeill Students sponsored by SJMC, Loretta Wahl, Student Academic Services Center and ODECE.

### Faculty and Staff Success

- Appointed Kelty Logan, fall 2009 and Kathleen Ryan, fall 2010 as tenure track professors in SJMC
- Hired David Wallace and Thomas Hendrick to teach the 15<sup>th</sup> consecutive year of the SJMC Pre-Collegiate and [Upward Bound](#) *Fundamentals in Journalism* courses
- [Dr. Lillian Dunlap](#), Principal and CEO, Council Research Excellence/CRE Media Group, provided Diversity Training for faculty and staff to assist with syllabi, teaching, communication with students
- Professor Polly McLean provided leadership in the development of strategic plans for the Center for Multicultural Affairs (CMA/ODECE) and the SJMC Undergraduate Curriculum Committee. She was also appointed by the Chancellor to the Internationalization Task Force
- Supported research publications by Professors Shu-Ling Berggreen, Janice Peck and Deserai Crow
- Diversity Coordinator David Martinez received the *Marinus Smith Award* sponsored by the CU Parents Alumni Association.
- David Martinez became a member of the CU [Hispanic Alumni Association](#) Scholarship and Communication Committees and also serves as a member of the CU-LEAD Management Team.
- Assistant Dean Steve Jones and David Martinez received the CU- Boulder Outreach Award for Pre-Collegiate and [Upward Bound](#) Programs.
- SJMC Dean Paul Voakes serves as the Diversity Liaison for the [Association for Education in Journalism and Mass Communication](#) National Convention 2010.
- Dean’s Scholars tutored campus employees in English as part of the [Student Worker Alliance Program](#) for the Journalism 1871 course (Media, Self and Society).

### Community Engagement

- Continued “Reaching South” practicum in journalism focusing on recruitment of student populations in Pueblo, Durango, and Grand Junction
- Professors McDevitt and Goode-Allen launched “[Civic Blast](#)” project with [Centaurus High School](#) and the [I Have a Dream Foundation](#) funded by the [Knight Foundation](#)
- Professors Nabil Echchaibi and Stewart Hoover sponsored *Islam and the Media*
- Several SJMC professors participated as facilitators at an International Conference.
- Continued support for SJMC Diversity Coordinator and his work with ODECE and the Hispanic Association of Colleges and Universities
- [MEMO](#) sponsored Christmas Toy Drive for children in need at the [OUR Center](#) of Boulder County
- Continued working with the [National Association of Hispanic Journalists](#) to host student campus at the University of Colorado at Boulder during the Annual National Convention the week of June 20, 2010
- David Martinez serves on the planning team for the National Association of Hispanic Journalists National Convention.
- Continued to partner with the [Denver Scholarship Foundation](#) in recruitment and retention efforts.

**Campus Climate**

- University of Colorado [President Bruce Benson](#) provided information to Denver Public Schools regarding SJMC's weekly role with [John F. Kennedy](#) and [George Washington](#) High School Journalism Projects for newspapers.
- SJMC provided certificate recognition for [Journalism Diverse Scholars](#) and McNeill Students who were part of "Pathways to Excellence in Journalism" Co-Seminar.
- SJMC continued support for David Martinez and the department's partnership with [CO-CEAL](#) and Hispanic Association and Colleges and Universities.
- SJMC partnered with ODECE to send institutional representative to [HACU](#).

**School of Education, Dean Lorrie Shepherd****Student Success**

- Ongoing [Diverse Scholars Program](#), CU-LEAD
- Established student organization Racial Initiatives for Students and Educators (RISE)
- Established "Gateway recruiting course" taught by [Collinus Hutt](#).

**Faculty and Staff Success**

- Partnered with ODECE and Provost to create student assessment project and co-sponsored three graduate students of color
- Co-sponsored with RISE a fall retreat on race and diversity for doctoral students and faculty
- Held undergraduate recruiting event targeting first-generation/students of color
- Competed and won [WISE award](#) for recruitment purposes
- Working with Ethnic Studies to develop a teacher licensure program for Ethnic Studies majors.

**Community Engagement**

- Academy of Urban Learning and [Science Discovery Programs](#)
- Special Graduate Recruitment effort for Coloradoans interested in Education.
- [Teachers of Color and Allies Summit](#) for educators in the Front Range
- Won WISE and Campus Diversity Grant to hold a CU-TEACH outreach event for 11<sup>th</sup> and 12<sup>th</sup> grade first-generation students.

**Campus Climate**

- RISE-sponsored campus-wide symposium, "The State of Discourse in 'Post-Racial' America."

**School of Law, Dean David Getches****Student Success**

- Initiated "Dean's Scholars" program, which, in its inaugural year, has one white male, one African-American male, one white female, and one Asian female
- 29% of the Class of 2012 (entering fall 2009) is minorities, and 52% are female
- Partnered with CU-LEAD to sponsor pre-law workshops and admissions information sessions for Boulder undergraduate students.

**Faculty and Staff Success**

- Extended faculty offers to one white male (chair, declined), one white male (tenure-track, declined), one white female (tenured full professor, accepted), and one African American male (tenure-track, declined)



### Community Engagement

- Colorado Law's Black Law Student's Association ([BLSA](#)) hosted a one-day conference, "Still Chained? The Overrepresentation of African Americans in the Criminal Justice System."
- At Colorado Law's 53rd Annual John R. Coen Lecture in February, University of Arizona College of Law Professor Carol M. Rose spoke about the historical practice of racially restrictive covenants and its continued impact today. Her lecture was titled "Racing Property Racially: Restrictive Covenants from the City Beautiful to Shelley v. Kraemer - and Beyond."

### Campus Climate

- The Dean's Diversity Committee focused on improving the campus diversity climate through collaboration with the Asian Pacific American Law Students Association (APALSA), Black Law Students Association ([BLSA](#)), Christian Legal Society ([CLS](#)), Diversity Action Now (DAN), [Jewish Law Students Association](#), Latino Law Students Association ([LLSA](#)), Native American Law Students Association, Non-Traditional Law Student Association, OUTlaw (serving the needs of LGBT law students), and the Women's Law Caucus.

### Graduate School, Interim Dean John Stevenson

#### Student Success

- Laboratory for Atmospheric and Space Physics ([LASP](#)): Two APS majors received the 2010 Colorado Science Scholarship from the College of Arts and Sciences. This award brings a \$2017 stipend.
- Cooperative Institute for Research in Environmental Sciences (CIRES), Director Konrad Steffen: Mentored Summer Multicultural Access to Research and Training ([SMART](#)) students.
- CIRES continued annual mentoring, funding, and participation on the steering committee to select protégés for Significant Opportunities in Atmospheric Research and Science ([SOARS](#)).
- CIRES provided ongoing participation in the Undergraduate Research Opportunity Program ([UROP](#)) and mentoring for students from traditionally URM yearly.

#### Faculty and Staff Success

- [Leadership Education for Advancement and Promotion \(LEAP\)](#) is a special initiative to support women scholars was institutionalized after a successful five-year pilot. LEAP sponsored leadership workshops, luncheons for faculty women and chairs.
- Institute of Arctic and Alpine Research (INSTAAR)
  - In the last two years, [INSTAAR](#) has added four women to the Directorate, its governing body, nearly doubling the representation of women. Three new faculty hires; two are women, and one of those is a woman of color.
  - Suzanne Anderson was promoted to Associate Professor with tenure.
  - Diana Nemergut, Assistant Professor in Environmental Studies, successfully passed her reappointment.
  - Astrid Ogilvie won the University of Colorado's [Dorothy Martin Faculty Award](#). This award honors those who exemplify the ideals of Dorothy Martin, Professor Emerita, who was a faculty member in the Psychology Department at CU-Boulder for 46 years, and who was instrumental in establishing the first CU Women's Center in 1964.
- CIRES recruited and hired faculty and staff from traditionally underrepresented groups nationally and internationally.
- CIRES sponsored visiting fellows from international and diverse backgrounds.

### **Community Engagement**

- [CIRES'](#) Center for Science and Technology Policy Research conducts research, education, and outreach to improve the relationship between societal needs and science across traditional academic boundaries.
- The Education and Outreach Program continues to build better partnerships between CIRES and the educational community.
- CIRES annually hosts The National Ocean Sciences Bowl ([NOSB](#)<sup>®</sup>), a program that prepares the next generation of marine scientists, policy makers, teachers, explorers, researchers, technicians, environmental advocates, and informed citizens to accept this challenge.

### **Campus Climate**

- The Graduate School supported faculty and staff to attend regional and national recruitment fairs to identify diverse talent.
- INSTAAR's Diversity Committee meets throughout the year as needed. Committee members are Astrid Ogilvie (Chair), Julie Hughes (Chief Financial Officer), Suzanne Anderson, and Sarah Spaulding.

### **Libraries, Dean James Williams**

#### **Student Success**

- Mentored and provided internship for Library School student (protected class) in Special Collections
- Hired work/study students from diverse backgrounds
- Provided over 100 laptops for checkout
- Developed a Spanish version of [Special Collections](#) website.

#### **Faculty and Staff Success**

- Mentored two staff members of color through Master's Degrees and to excellent professional positions
- Hired faculty specialist in Japanese language and culture
- Hired three male department heads in a female-dominated profession
- Continued Faculty Tenure Committee mentoring with one male and one female receiving tenure
- Library Award for Excellence given to Asian American librarian
- Promoted student of color to staff position in Security
- Hired one protected class faculty and one protected class staff member
- Faculty member has research agenda around information literacy for underserved undergraduate population.

#### **Community Engagement**

- Held [Information Day](#) for seniors
- Worked with ITS to get low-vision software on all computers
- Purchased over 200,000 e-books for collection easing access for mobility impaired
- Added electronic descriptions of diverse collections to catalog, including Slavic materials, Langston Hughes collection
- Added several items to a collection of abolitionist/anti-slavery materials
- Hosted art exhibit on "[Cuban Five.](#)"

#### **Campus Climate**

- Extended hours for campus use of the Library



- Added campus police to evening hours for safer environment during late nights
- Book pick-up and return available at all branches
- Coffee shop using free-trade items and recycling nearly everything
- Added two elevators for mobility impaired access
- Associate Director gave panel presentation on ebooks at DS/ODECE “[Accessing Higher Ground](#)” conference on disabilities in higher education
- Zero waste for all library events.

## Continuing Education, Dean Anne Heinz

### Student Success

- Received grant from Colorado Department of Higher Education ([CDHE](#)) to promote and support degree completion among adult students through advising and scholarships
- Created CU Admissions workshops for International English students at the International English Center ([IEC](#))
- Hired undergraduate and graduate students from diverse backgrounds to work with the distance learning programs: Independent Learning (IL) and Center for Advanced Engineering and Technology Education ([CAETE](#))
- Students enrolled through the IEC Intensive English Program include 30% from Saudi Arabia, 26% from Japan, 13% from Kuwait, and 19% from various other countries. Of these students, 10% have been accepted into and have matriculated into degree programs at CU-Boulder or at one of the other CU campuses.

### Faculty and Staff Success

- Hired Hispanic females for registration team and an African American male to manage IT desktop support
- The Office of University Outreach ([OUO](#)) granted awards for outreach and engagement projects that extended faculty members’ research, teaching, and creative work through mutually beneficial partnerships with external constituents. The Outreach Committee values proposals that incorporate a variety of elements, including “engages a community with limited access to CU-Boulder programs and expertise, is minority ethnicity, and/or is economically challenged.”

### Community Engagement

- Hosted an Adult Student Awareness Week to increase the awareness of adult students on campus, provide information to these students regarding campus resources, and to identify ways to better support them as a campus
- The [OUO](#) *CU in the Community* program has developed relationships with the towns of Fort Morgan and Trinidad. By collaborating with local community colleges, Chambers of Commerce, school districts, and community leaders, CU-Boulder has brought an array of public and school programs to those areas of the state
- 507 Colorado K-12 schools have been served by Outreach funded projects and the [Science Discovery](#) programs.

### Campus Climate

- Coordinated panel presentation on adult students for 2009 [Diversity and Inclusion Summit](#) and the Statewide Extended Studies Conference
- Serve on campus-wide Veteran’s Affairs Workgroup
- OUO meetings and campus events are zero waste.

## ADMINISTRATION, Vice Chancellor Frank Bruno

### Student Success

- Hired four [\*I Have a Dream\*](#) “Dreamer” interns for the summer work program in 2009
- Several student interns from diverse cultural backgrounds were hired within the Facilities Engineering group during the past few months.

### Faculty and Staff Success

- Created five basic computer training courses for employees; about 350 workers who have limited or no computer skills have been trained. This training is important because employees now have access to critical university information online, such as pay advices. The primary employee group that attends this program includes those who are employed in some of the lowest paid positions on campus and are given few training opportunities.
- Achieved 96% faculty compliance with the [Office of Discrimination and Harassment](#) training program
- Enhanced the employee exit survey by offering it in Spanish and Laotian
- Provided staff trainings (i.e., lab safety/awareness, blood borne pathogen, all staff meetings, customer service training) in three languages
- Staff members Sunnie Gist and Maria Silva verbally translate important issues for custodial clusters and provide written translation as necessary
- Lisa Potter and Terri Stankiewicz are working with Olga Vera-Nesmith in FSAP on cultural awareness training for staff.
- The [Book Store](#) Diversity program included a potluck revolving around the foods and culture of the Germanic people; an event to explore a variety of traditions from around the world and why they started; and an event to discover where several everyday items originated and to give credit to that specific culture.
- Movie Week: Culturally diverse movies are selected, watched, and discussed during spring break.
- Updated a fluency list for staff and students to help if there is a language barrier
- Ensure all employees are compliant with University requirements regarding the Discrimination and Harassment Policies and training classes
- All PTS employees have a diversity support requirement in their PPPs.
- Held an all-staff meeting which included a presentation by the Interactive Theater Project (ITS) ITS created a skit to show diversity of age and the impact age can have on the use and understanding of technology.
- UCPD designated an employee as its Diversity Coordinator.

### Community Engagement

- Vice Chancellor Bruno was a founding member and continues to be an active participant in the City of Boulder’s [Subcommittee on Inclusiveness and Diversity](#).
- VC Bruno participated in the Martin Luther King, Jr. Day Celebration held in partnership with the City of Boulder.
- Financial support for *Growing Up Boulder* activities and the [University Hill Revitalization](#) efforts
- Continue to partner with the Boulder Valley School District Special Education Project by providing students with special needs an avenue to learn life skills
- Alan Nelson leads tree walks with interested parties from the community, including Boulder Valley schools.

### Campus Climate

- Provided funds to support the African Students' Association first annual conference
- Worked with Human Resources, DS/ODECE staff, and US Bank to create the first ever [audio enabled ATM](#) for individuals with visual impairments on campus
- Provided approximately 360 hours of Spanish translation services (interpretation (43) and written (317)) to the campus last fiscal year
- Participate on SAFE Committee supporting a variety of student group special events
- Participate on the Safety Initiatives Coalition (SIC)
- The CU Book Store creates visual displays that reflect value on institutional diversity such as African American History Month, [Holocaust Awareness Week](#), [GLBT Awareness Month](#), Hanukkah, Kwanza and Christmas display, and Speak Out Table against "isms."
- The CU Book Store supports diverse cultures and constituencies in its purchasing practices.
- The CU Book Store advertises campus diversity events in the weekly newsletter, and employees are encouraged to attend.
- The CU Book Store is continually updating and evaluating current floor plans and future design models to improve accessibility.
- The CU Book Store website is ADA compliant.
- The Book Store provided accessible water dispensers in the store.
- [Facilities Management](#):
  - Participated in the recent Master Plan review/update
  - Hired several student interns with diverse backgrounds within Facilities Engineering group during past few months
  - Continually update and evaluate current floor plans and future design models to accommodate handicap issues
  - Each custodial cluster averages 2-3 potlucks a year to assist with diversity and team building.
  - Incorporated a "community building" factor in all Project Management Plans.
  - Many staff attended the diversity summit; Sunnie Gist (from FMHR) presented twice, once with information on how to use SkillSoft and a second time with the Lao film "[The Betrayal.](#)"
  - Department-wide commitment to Organizational Culture; have completed the OCI facilitated by Mark Augustin in OED, and have active OCI teams in place to enhance the work culture.
  - Sunnie Gist will be holding two sessions of "The Betrayal" for staff to view.
  - AVC/ODECE Alphonse Keasley is working with the Facilities Management Leadership Team (FMLT) to create a Diversity Team.
- Parking and Transportation Services ([PTS](#)):
  - Maintains Diversity Awareness boards that provide relevant information to staff on diversity related events
  - Provides update information to staff on a weekly basis that includes Diversity related events on campus
  - Maintains Diversity Awareness boards that provide relevant information to staff on diversity related events
  - Ensures that all UCPD officers attend a law enforcement basic academy to receive training in Ethics and Anti-Bias Policing (8 hours), Interactions with Special Populations (2 hours), Community Problem Solving (2 hours), Ethnic Intimidation (6 hours), and Wrongs to At-Risk Adults (3 hours)
  - State statute on profiling (24-31-309) and UCPD Policy on profiling (Policy 232) were distributed to all officers as a roll-call training item
  - DPS Executive Director supports employee attendance at the annual CU-Boulder Diversity Summit.

## STUDENT AFFAIRS, Vice Chancellor Julie Wong

### Student Success

- [Multicultural Career Fair](#), October 5, 2009
- Vocational Assessments and Interpretation for Academic Excellence Program, Fall 2009
- [Career Counseling Office](#) Hours for CMA Students Weekly
- Counseling and Psychological Services ([CAPS](#)) Peer Education certification training on inclusive diversity issues
- CAPS “Satellite” offices for counseling/consultation hours in SASC and SORCE offices
- CAPS teaches MASP research seminar for two semesters.
- CAPS consultations have increased regarding students of concern, many of whom include diverse populations.
- CAPS improved accessibility for students with vision impairment with consultation by [Disability Services](#).
- Volunteer Resource Center ([VRC](#)) Social Justice and Diversity Events: Volunteer Fairs give students opportunity to engage in a wide variety of social and environmental initiatives; Poverty Awareness event; supply drive for Boulder Shelter for the Homeless; One World Running; Buffalo Can Challenge; Better Boulder Better World Day of Service; 100+ Alternative Breaks students led and participated in volunteer trips working on issues related to poverty, health (HIV/AIDS), culture and education - a transformational learning and leadership experience.
- Women’s Resource Center ([WRC](#)): Student staff and volunteers provide leadership across campus on gender equity and social justice initiatives; numerous volunteer opportunities.
- Graduate interns, who run a program during Orientation called Inclusive Campus Climate, have found employment in Student Affairs Higher Education positions, two at Duke University and one at Cal Poly. Two more are completing their master's degree this season.
- [SORCE](#): Programming and resources provided to underrepresented CU students including underrepresented student council, mentor support session, study slams, open mic, etc.
- The University of Colorado President's Diversity Award Selection Committee selected the Dennis Small Cultural Center ([DSCC](#)) for a 2009 CU President's Diversity Commendation. The commendation was given in recognition of DSCC's outstanding achievements and contributions in the area of diversity at CU-Boulder.
- The UMC has offered 11 diversity trainings for employees, including five trainings in Spanish. Additionally, the UMC staff participated in a service project with Share-A-Gift for local Boulder families in need of holiday gifts.
- Recreation Services provided additional diversity training for more than 200 student employees.

### Faculty and Staff Success

- [CAPS](#) professional development trainings on modern racism, prejudice, and counseling/therapeutic applications with Mid-East, Arab, and Muslim students, students with disabilities, [GLBT](#) students, etc.
- CAPS maintains diversity in hiring: 33% of staff and 33% of trainees are therapists of color. Other diversity includes gender, sexual orientation, disabilities, religion, and age.
- All CAPS staff members have extensive diversity goals that they must meet.
- Women’s Resource Center ([WRC](#)): Recipient of Chancellor’s Committee on Women Award; recipient of UCSU Diversity Award and UCSU Cost Center of the Year Award.
- Interactive Theater Project ([ITP](#)) provides performances for supervisor training around race and gender, four times a year.

### Community Engagement

- Co-Sponsored the Center for Multicultural Affairs Welcome Back program, fall 2009.
- CAPS delivered suicide prevention lectures including diverse population issues to city and county groups.
- CAPS met with multiple mental health service agencies/providers to search for low income therapy options.
- CAPS staff presented papers and invited workshops at multiple national conferences on GLBT issues and other diversity topics.
- [WRC](#): Intergenerational Women's Initiative; Women Who Make a Difference recognition reception.
- Interactive Theatre Project ([ITP](#)) performed a total of 84 performances related to social justice this academic year.
- The GLBT Resource Center provided over 40 major events, trainings, and educational programs reaching approximately 2,900 students, faculty, staff, and community members.
- In the spring of 2010, the GLBT Resource Center had its first ever Student Leadership retreat, spending 2 days training 14 student leaders on teamwork, activism, and group dynamics.
- In the spring of 2010, the GLBT Resource Center hosted the 4th Annual Transforming Gender Transgender Symposium.
- Jewish Affairs: Inception of Jewish/Muslim dialogue group.
- SORCE –Tours and college panels for underrepresented communities throughout the State of Colorado (served over 1500 youth).
- [SORCE](#) Hosted Boulder Valley High School (BVSD) district conferences; five diverse conferences (African American, Asian American, GLBTQ, Latino, and American Indian) organized annually with BVSD and CU students (total of 500 participants).
- Cultural Events Board ([CEB](#)) funded 36 student organization events with a multicultural focus.
- The 4th Annual Miramontes Music and Arts Festival was held to celebrate the contributions of woman-identified musicians and artists. Organized by Program Council, Cultural Events Board, the Dennis Small Cultural Center, and the Women's Resource Center, the week featured a series of events with the highlight being a concert in the Glenn Miller Ballroom featuring Paper Bird, Eisley, Daniela Cotton, and DJ Rehka (550 in attendance).
- In fall 2009, the Dennis Small Cultural Center, a dedicated space for underrepresented students in the UMC, sponsored 22 events including cooking and dance classes, film screenings, and discussions with a total of 482 students attending.
- The 7th Annual Poetry Slam was held March 12 in the Glenn Miller Ballroom with 550 in attendance (sponsored by Program Council, UMC Student Programs and CU Late Night).
- In collaboration with the Office of International Education, the UMC continues to host International Coffee Hour every Friday afternoon with dozens of students attending each week.
- The Recreation Services Board partnered with ODECE to provide free facility rentals for a Boulder Community initiative by the Family Learning Center, serving low income children in a multi-week summer camp program at CU.

### Campus Climate

- 45 student organization events/conferences focused on diversity were supported by funds totaling \$42,000 from VCSA (as of March 5) through the Coordinated Administrative Funding Committee (CAFC).
- [CAPS](#) planned with campus administrators on issues regarding international students.
- CAPS met with campus members regarding suicide rates of men of color on campus.
- CAPS delivered numerous diversity lectures to classes, student groups, and departments by request.

- CAPS spearheaded discrimination and harassment forum for graduate students.
- CAPS provided GLBT sports discrimination film and forum.
- Orientation is working with Community Health to implement phase two of an evidence-based bystander intervention training program with incoming students that is key to the gender violence prevention plan and to other efforts to improve the campus climate.
- Jim Davis Rosenthal has a forthcoming article in the social work journal, *Reflections*, for its special edition on "Privilege."
- [VRC](#): Providing community volunteer opportunities, as well as on-campus events (such as food drives) allows campus community members a chance to consider issues such as income disparity, educational access in a direct and meaningful way.
- [WRC](#) Peer groups: Kitchen Table (for women of color and multiracial women), Queer Women in Community ([QWIC](#)).
- Rumor Has It: Real Talk at the WRC – weekly conversations on issues affecting women.
- OCSS has partnered with [UCSU](#) for the Safety Survey that specifically asks about perceptions of vulnerability based on gender, race, ethnicity, physical ability, political affiliation, and other values, it also asks about bias-motivated incidents and crimes.
- ITP provided forum theatre performances for orientation on bystander skills around gender violence.

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<sup>i</sup> Flagship 2030, p. 29

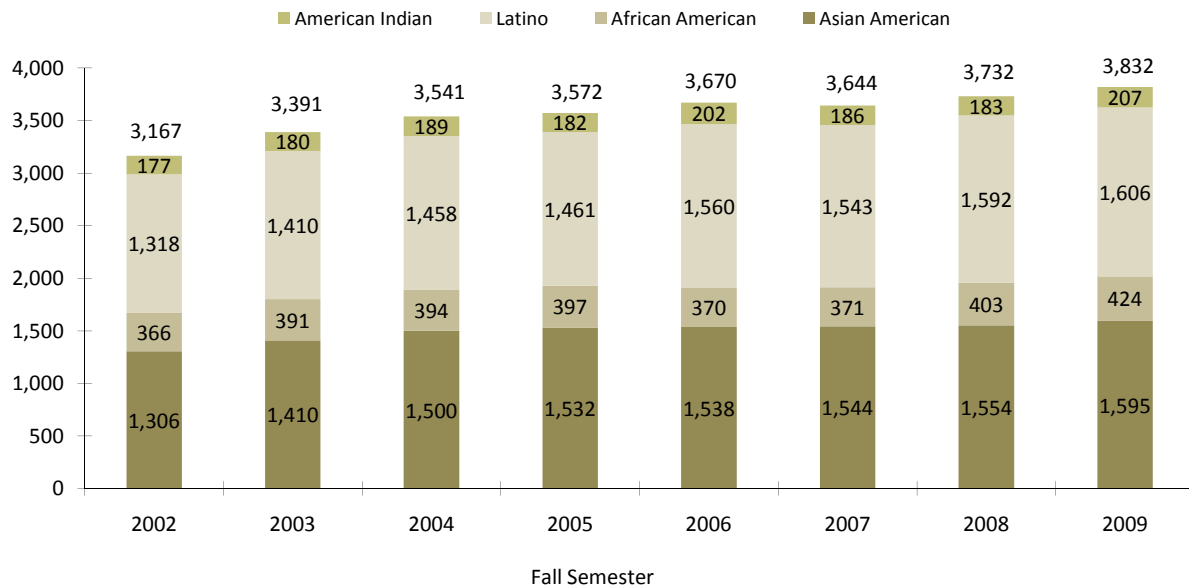
<sup>ii</sup> Association of American Colleges and Universities  
([http://www.aacu.org/inclusive\\_excellence/index.cfm](http://www.aacu.org/inclusive_excellence/index.cfm))

*University of Colorado at Boulder*

**Student Diversity Data**



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

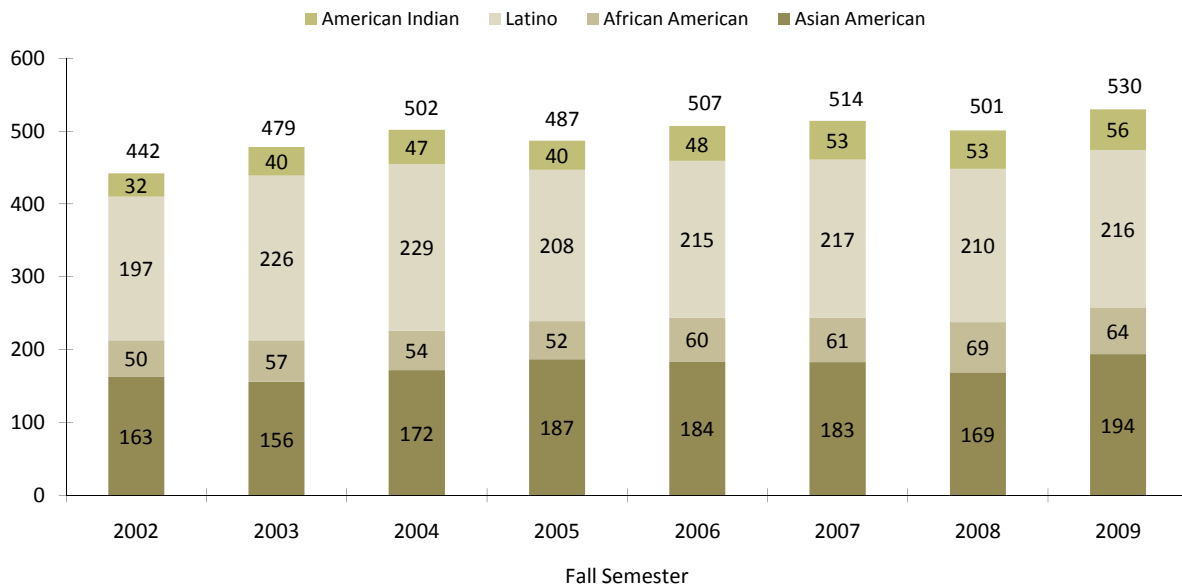


Ethnicity	2002	2003	2004	2005	2006	2007	2008	2009
Asian American	1,306	1,410	1,500	1,532	1,538	1,544	1,554	1,595
African American	366	391	394	397	370	371	403	424
Latino	1,318	1,410	1,458	1,461	1,560	1,543	1,592	1,606
American Indian	177	180	189	182	202	186	183	207
White/Unknown	19,951	20,817	20,851	20,321	20,451	20,464	20,951	21,151
International	336	332	318	330	363	365	397	425
<b>Total Enrollment</b>	<b>23,454</b>	<b>24,540</b>	<b>24,710</b>	<b>24,223</b>	<b>24,484</b>	<b>24,473</b>	<b>25,080</b>	<b>25,408</b>
Minority Total	3,167	3,391	3,541	3,572	3,670	3,644	3,732	3,832
Min. as % of Total Enroll	14%	14%	14%	15%	15%	15%	15%	15%

\* Degree-seeking enrollment only



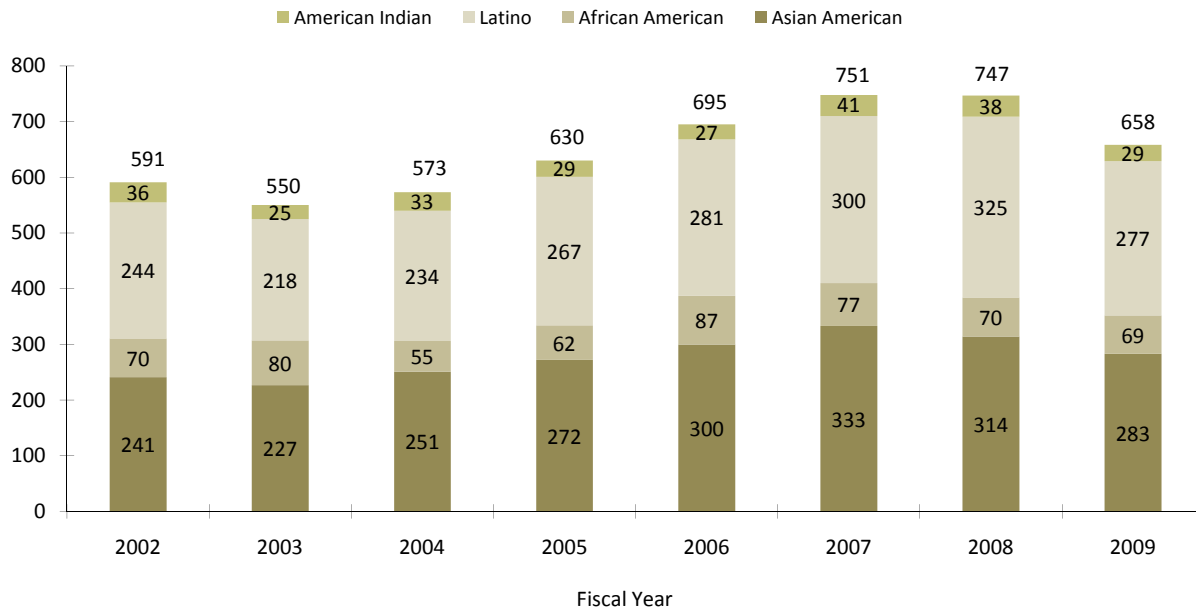
University of Colorado at Boulder  
Graduate Fall Headcount Enrollment by Race/Ethnicity\*



Ethnicity	2002	2003	2004	2005	2006	2007	2008	2009
Asian American	163	156	172	187	184	183	169	194
African American	50	57	54	52	60	61	69	64
Latino	197	226	229	208	215	217	210	216
American Indian	32	40	47	40	48	53	53	56
White/Unknown	3,229	3,383	3,398	3,332	3,311	3,248	3,310	3,455
International	829	749	648	582	640	753	818	803
Enrollment	4,500	4,611	4,548	4,401	4,458	4,515	4,629	4,788
Minority Total	442	479	502	487	507	514	501	530
Min. as % of Total Enroll	10%	10%	11%	11%	11%	11%	11%	11%

\* Degree-seeking enrollment only

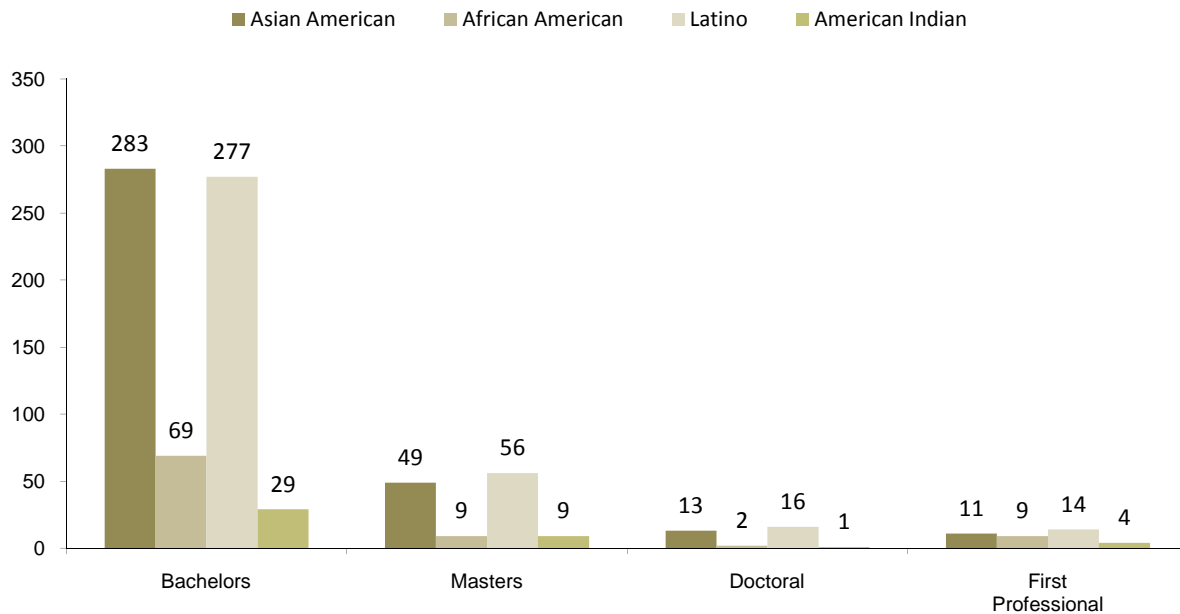
**University of Colorado at Boulder  
Baccalaureate Degrees Awarded by Race/Ethnicity\***



Ethnicity	2002	2003	2004	2005	2006	2007	2008	2009
Asian American	241	227	251	272	300	333	314	283
African American	70	80	55	62	87	77	70	69
Latino	244	218	234	267	281	300	325	277
American Indian	36	25	33	29	27	41	38	29
White/Unknown	3,758	4,043	4,169	4,423	4,597	4,530	4,516	4,290
International	51	74	57	71	58	62	63	59
<b>Total Degrees Awarded</b>	<b>4,400</b>	<b>4,667</b>	<b>4,799</b>	<b>5,124</b>	<b>5,350</b>	<b>5,343</b>	<b>5,326</b>	<b>5,007</b>
Minority Total	591	550	573	630	695	751	747	658
Minority as % of Total	13%	12%	12%	12%	13%	14%	14%	13%

\* Unduplicated degree counts

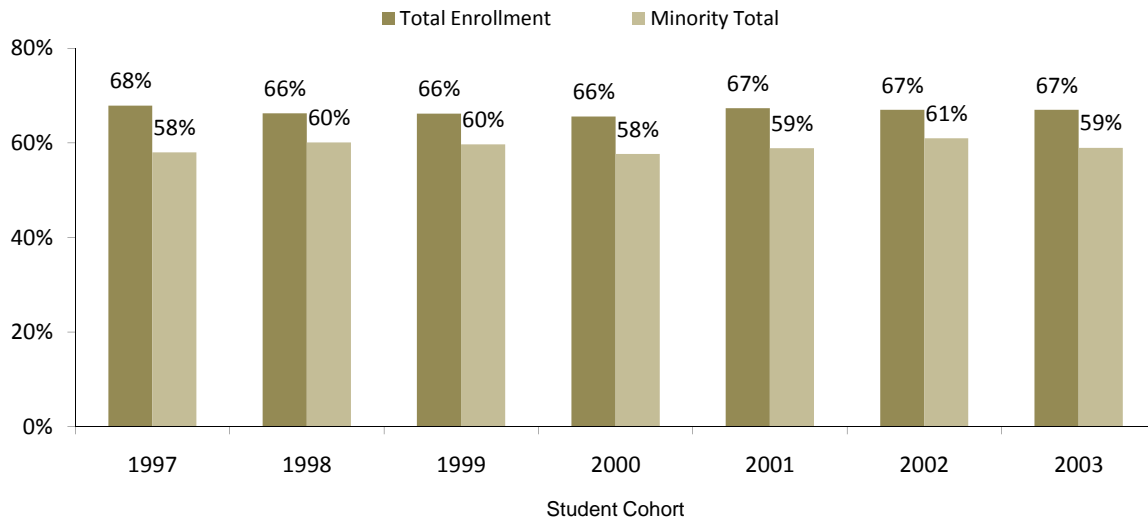
**University of Colorado at Boulder  
Degrees Awarded by Race/Ethnicity\*  
Fiscal Year 2009**



	Bachelors	Masters	Doctoral	First Professional	Total
Asian American	283	49	13	11	356
African American	69	9	2	9	89
Latino	277	56	16	14	363
American Indian	29	9	1	4	43
White/Unknown	4,290	756	210	126	5,382
International	59	184	48	2	293
<b>Minority Total</b>	<b>658</b>	<b>123</b>	<b>32</b>	<b>38</b>	<b>851</b>
<b>Total</b>	<b>5,007</b>	<b>1,063</b>	<b>290</b>	<b>166</b>	<b>6,526</b>

\* Unduplicated degree counts

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

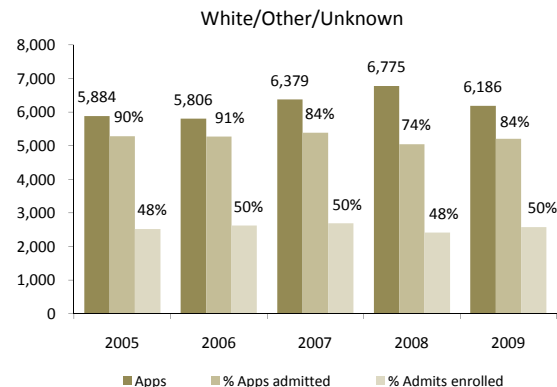
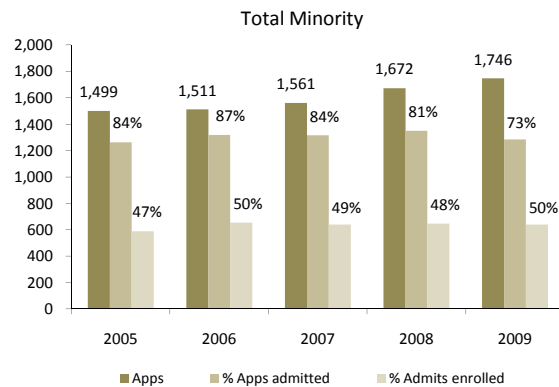
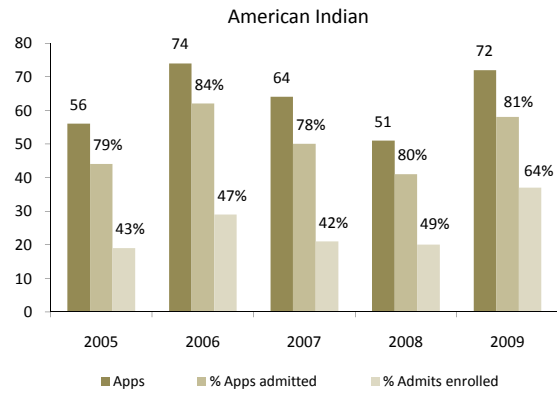
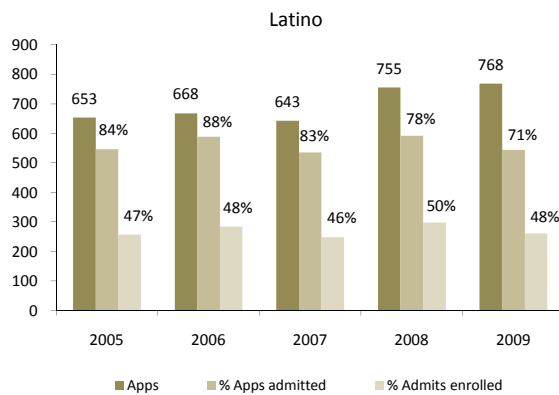
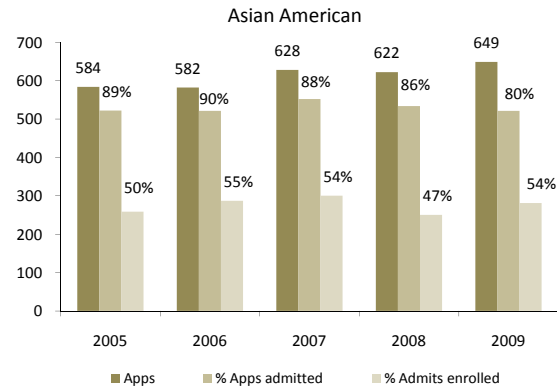
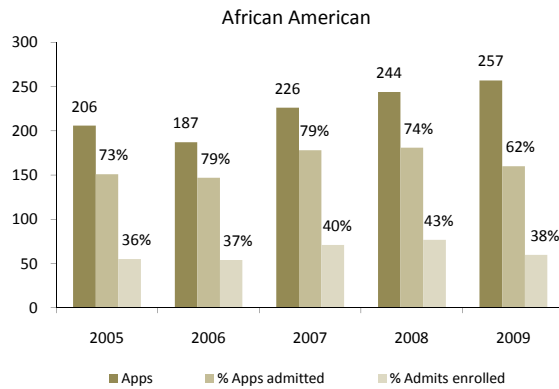


Undergraduate Cohort*	1997	1998	1999	2000	2001	2002	2003
Asian American	255	258	266	297	291	358	338
African American	89	73	82	85	74	97	89
Latino	251	226	239	273	310	323	327
American Indian	32	40	25	30	37	53	36
White	3,456	3,482	3,767	4,131	3,899	4,293	4,461
Other/Unknown	141	147	137	207	327	216	233
International	35	36	28	24	24	36	31
<b>Total Enrollment</b>	<b>4,259</b>	<b>4,262</b>	<b>4,544</b>	<b>5,047</b>	<b>4,962</b>	<b>5,376</b>	<b>5,515</b>
<b>Minority Total</b>	<b>627</b>	<b>597</b>	<b>612</b>	<b>685</b>	<b>712</b>	<b>831</b>	<b>790</b>

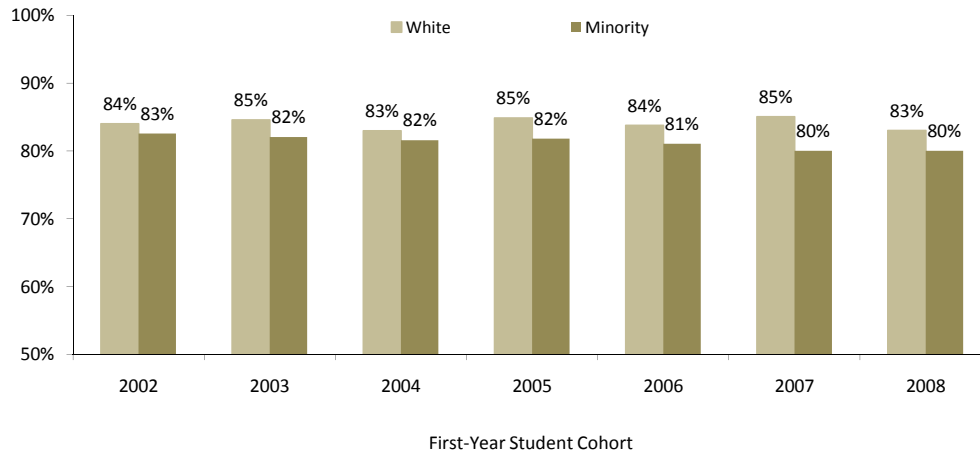
Six-Year Graduation Rate	1997	1998	1999	2000	2001	2002	2003
Asian American	63%	63%	62%	60%	65%	66%	65%
African American	55%	55%	59%	44%	51%	53%	49%
Latino	57%	58%	59%	60%	55%	60%	57%
American Indian	38%	63%	40%	53%	54%	49%	53%
White	70%	68%	67%	67%	69%	68%	69%
Other/Unknown	65%	50%	61%	61%	65%	64%	64%
International	54%	47%	75%	58%	79%	56%	58%
<b>Total Enrollment</b>	<b>68%</b>	<b>66%</b>	<b>66%</b>	<b>66%</b>	<b>67%</b>	<b>67%</b>	<b>67%</b>
<b>Minority Total</b>	<b>58%</b>	<b>60%</b>	<b>60%</b>	<b>58%</b>	<b>59%</b>	<b>61%</b>	<b>59%</b>

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

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

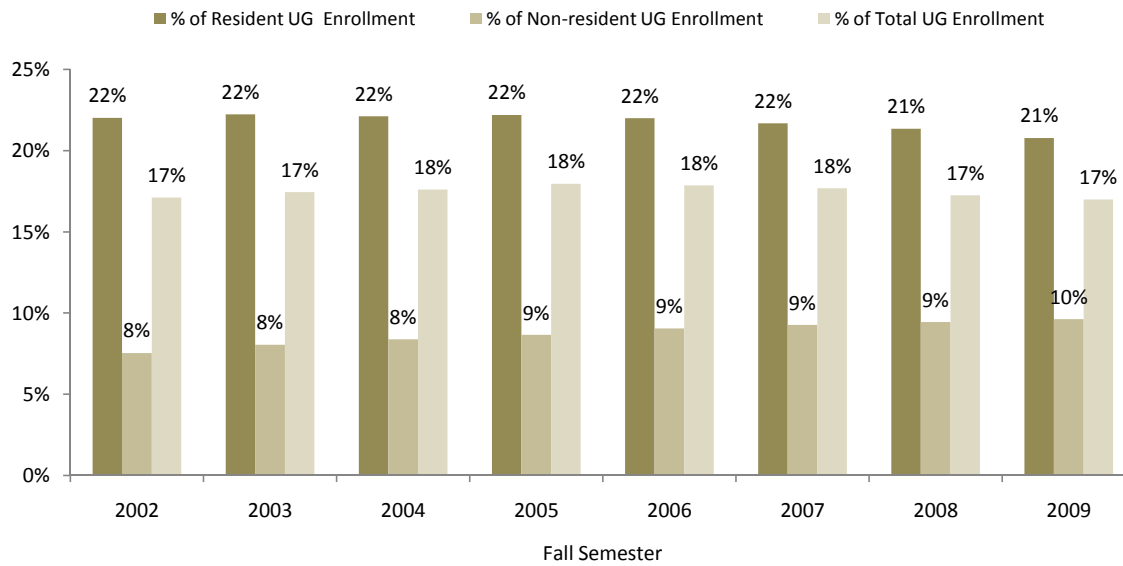


**University of Colorado at Boulder**  
**1-Year Freshman Retention Rates by Race/Ethnicity**



Ethnicity	First-Year Student Cohorts							Percent Enrolled One Year Out						
	2002	2003	2004	2005	2006	2007	2008	2002	2003	2004	2005	2006	2007	2008
Asian American	358	338	333	326	373	375	370	84%	83%	87%	82%	86%	86%	86%
African American	97	89	70	72	84	106	112	85%	89%	81%	81%	82%	82%	74%
Latino	323	327	340	313	375	355	417	81%	80%	76%	82%	78%	74%	78%
American Indian	53	37	44	25	55	38	35	79%	78%	82%	80%	69%	82%	60%
Minority total	831	791	787	736	887	874	934	83%	82%	82%	82%	81%	80%	80%
White	4,294	4,461	4,027	3,979	4,424	4,407	4,569	84%	85%	83%	85%	84%	85%	83%
Other/Unknown	216	233	268	244	240	198	263	78%	78%	84%	84%	82%	86%	83%
International	36	31	43	52	62	69	58	83%	81%	81%	87%	84%	87%	79%
All	5,377	5,516	5,125	5,011	5,613	5,548	5,824	84%	84%	83%	84%	83%	84%	83%

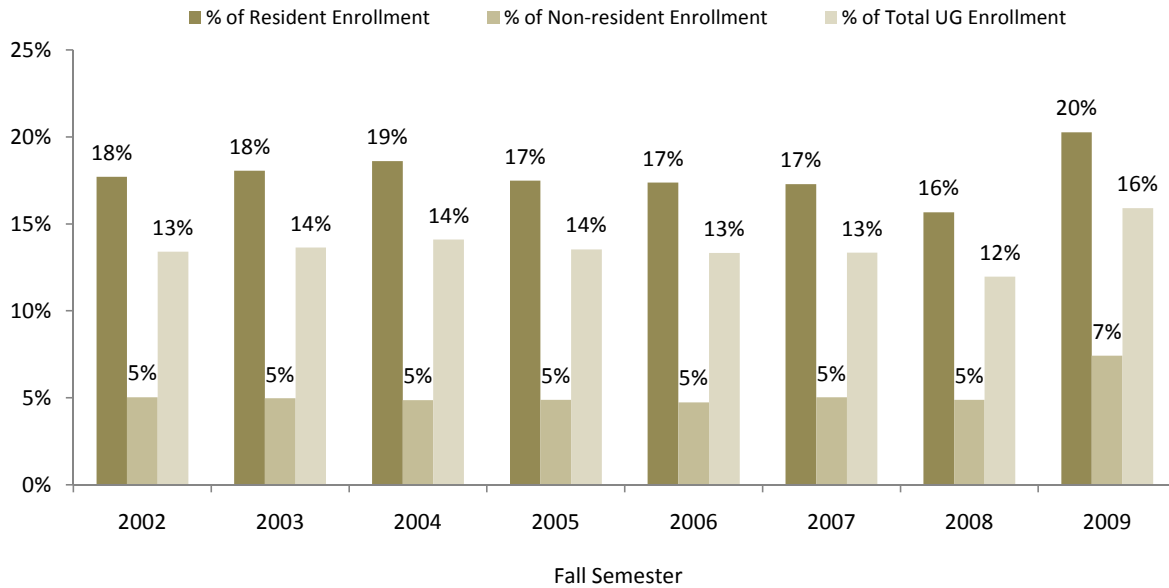
University of Colorado at Boulder  
Fall Enrollment of First-Generation Students



	2002	2003	2004	2005	2006	2007	2008	2009
Resident UG First Generation Enrolled	3,413	3,613	3,668	3,691	3,662	3,598	3,515	3,487
Non-resident UG First Generation Enrolled	600	667	681	657	709	730	813	830
Total UG First Generation Enrolled	4,013	4,280	4,349	4,348	4,371	4,328	4,328	4,317
% of Resident UG Enrollment	22%	22%	22%	22%	22%	22%	21%	21%
% of Non-resident UG Enrollment	8%	8%	8%	9%	9%	9%	9%	10%
% of Total UG Enrollment	17%	17%	18%	18%	18%	18%	17%	17%

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

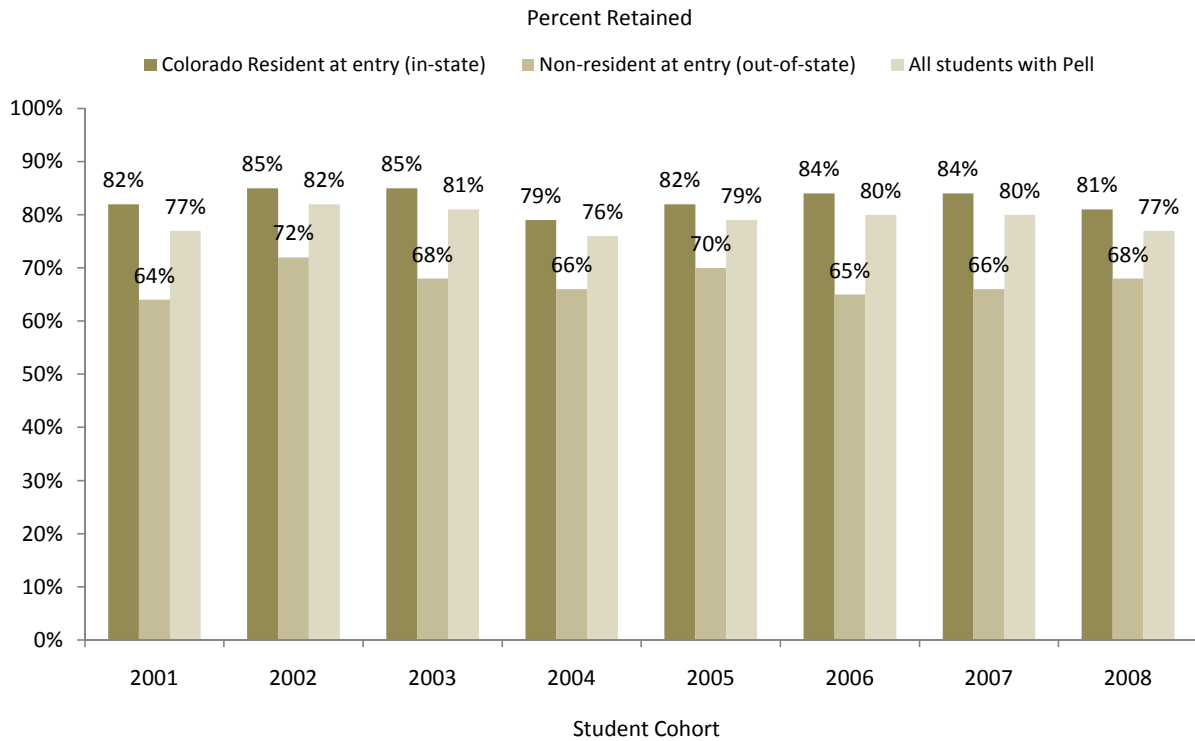
**University of Colorado at Boulder  
Fall Enrollment of Pell Grant Recipients**



	2002	2003	2004	2005	2006	2007	2008	2009
Resident	2,743	2,935	3,088	2,908	2,892	2,869	2,580	3,401
Non-resident	400	412	396	371	372	396	421	641
Total UG pell recipients enrolled	3,143	3,347	3,484	3,279	3,264	3,265	3,001	4,042
% of Resident Enrollment	18%	18%	19%	17%	17%	17%	16%	20%
% of Non-resident Enrollment	5%	5%	5%	5%	5%	5%	5%	7%
% of Total UG Enrollment	13%	14%	14%	14%	13%	13%	12%	16%



### University of Colorado at Boulder 1-Year Retention Rates of Freshman Pell Grant Recipients



	2001	2002	2003	2004	2005	2006	2007	2008
<b>All students with Pell</b>								
First-Year Student Cohorts*	519	556	580	614	535	605	599	628
Number Retained**	400	456	470	467	423	484	479	484
Percent Retained	77%	82%	81%	76%	79%	80%	80%	77%
<b>Colorado Resident at entry (in-state)</b>								
First-Year Student Cohorts*	384	419	431	488	433	470	474	452
Number Retained**	315	356	366	386	355	395	398	366
Percent Retained	82%	85%	85%	79%	82%	84%	84%	81%
<b>Non-resident at entry (out-of-state)</b>								
First-Year Student Cohorts*	135	137	149	126	102	135	125	176
Number Retained**	86	99	101	83	71	88	83	120
Percent Retained	64%	72%	68%	66%	70%	65%	66%	68%

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

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

\*\*Number enrolled in subsequent fall

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



	2002	2003	2004	2005	2006	2007	2008	2009
Baccalaureate Degrees Awarded to Pell Recipients*	998	963	976	1,111	1,143	1,074	1,135	1,018
% of Total Baccalaureate Degrees	23%	21%	20%	22%	21%	20%	21%	20%

\* counted if student was ever a Pell recipient

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

Undergraduate Students formally registered with the Office of Disability Services  
as a Percent of All Undergraduates



Number of undergraduates registered with Office of Disability Services\*  
Percent of all undergraduates\*\*

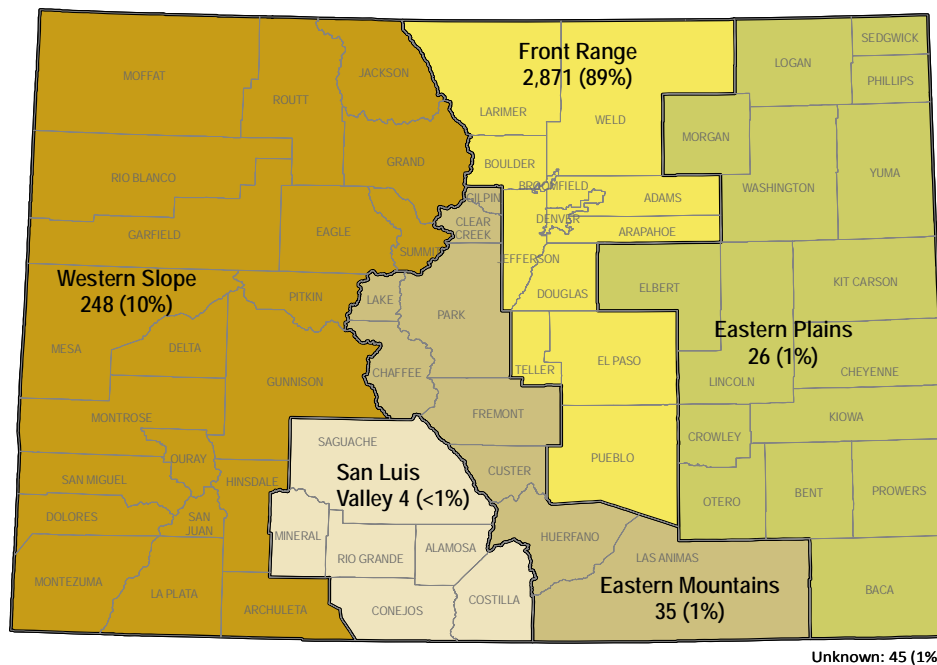
	Fall 2008	Fall 2009**
Number of undergraduates registered with Office of Disability Services*	1,260	1,288
Percent of all undergraduates**	5.0%	5.0%

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

\*\* Degree and non-degree seeking

University of Colorado at Boulder  
New Resident Freshmen, Fall 2009  
Home Region

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



Region	12th Graders Enrolled in CO Public Schools <sup>1</sup>	CU-Boulder New Resident Freshmen, Fall 2009			
		Enrolled <sup>2</sup>	Percent	Number of High Schools Represented <sup>3</sup>	Percent
Eastern Mountains	2%	35	1%	8	3%
Eastern Plains	4%	26	1%	13	5%
Front Range	82%	2,871	89%	172	72%
San Luis Valley	1%	4	<1%	4	2%
Western Slope	10%	248	8%	42	18%
unknown		45	1%		
<b>Total</b>	<b>99%</b>	<b>3,229</b>	<b>100%</b>	<b>239</b>	<b>100%</b>

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

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

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

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

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

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

Data source: SURDS Undergraduate Applicant File.

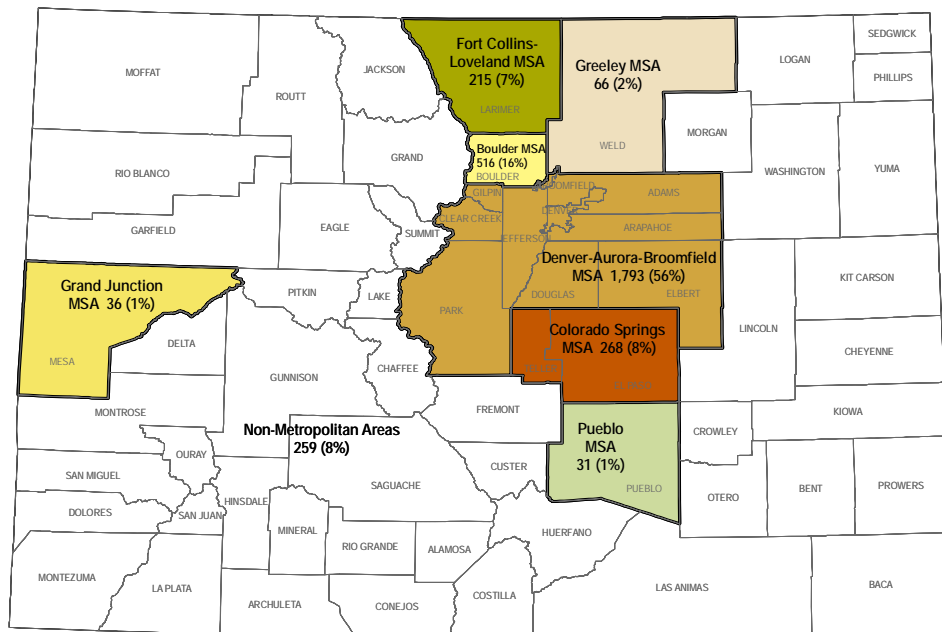
State regions defined at: Colorado Division of Local Government, State Demography Office.

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

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 at Boulder  
New Resident Freshmen, Fall 2009  
Home Region: Metropolitan and Non-Metropolitan Areas**

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



MSA=Metropolitan Statistical Area

Unknown: 45 (1%)

	12th Graders Enrolled in CO Public Schools <sup>1</sup>	CU-Boulder New Resident Freshmen, Fall 2009			
		Enrolled <sup>2</sup>	Percent	Number of High Schools Represented <sup>3</sup>	Percent
<b>Metropolitan Area</b>					
Boulder MSA	7%	516	16%	18	8%
Colorado Springs MSA	15%	268	8%	26	11%
Denver-Aurora-Broomfield MSA	42%	1,793	56%	99	41%
Fort Collins-Loveland MSA	6%	215	7%	12	5%
Grand Junction MSA	3%	36	1%	6	3%
Greeley MSA	4%	66	2%	16	7%
Pueblo MSA	3%	31	1%	6	3%
Non-metropolitan areas	19%	259	8%	56	23%
unknown		45	1%		
<b>Total</b>	<b>99%</b>	<b>3,229</b>	<b>100%</b>	<b>239</b>	<b>100%</b>

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

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

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

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

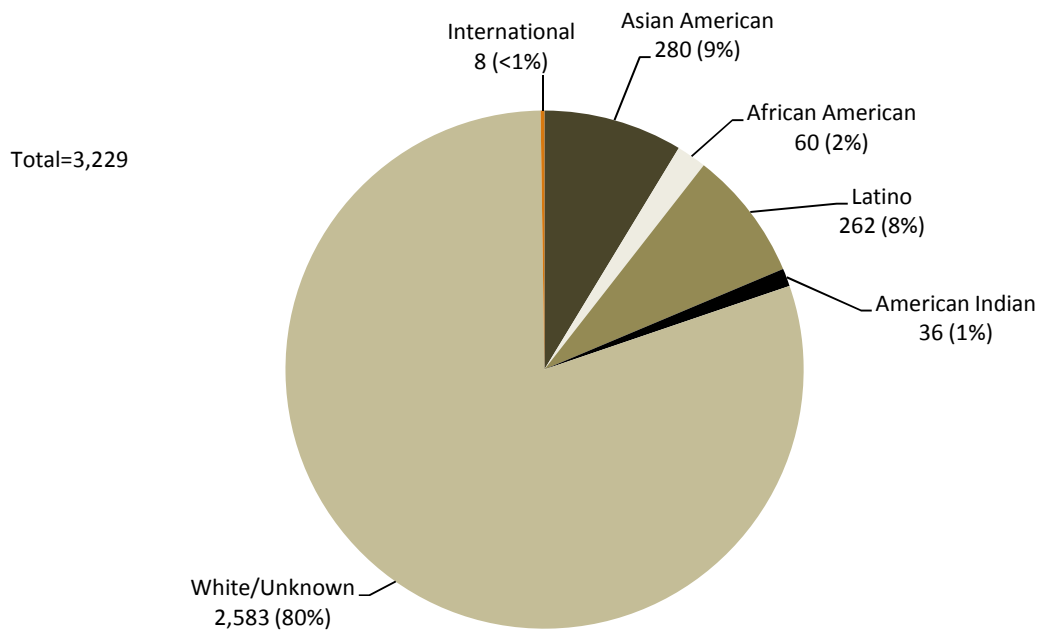
<sup>3</sup> Number of high schools represented by new resident freshmen.

Data source: SURDS Undergraduate Applicant File.

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

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 at Boulder  
New Resident Freshmen by Race/Ethnicity, Fall 2009  
(End-of-Term Enrollment)



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 at Boulder*

**Faculty and Staff Diversity Data**

**University of Colorado at Boulder**  
**Full-Time Faculty and Staff, Fall 2009**

	Total	Female		Male		Minority		Ethnicity/Citizenship						
		#	%	#	%	#	%	African American	American Indian	Asian	Latino	White	Unknown	Inter-national
								American	Indian	Asian	Latino	White	Unknown	Inter-national
<b>Faculty/Academic Staff</b>	<b>2,357</b>	<b>910</b>	<b>39%</b>	<b>1,447</b>	<b>61%</b>	<b>314</b>	<b>15%</b>	<b>31</b>	<b>14</b>	<b>172</b>	<b>97</b>	<b>1,702</b>	<b>102</b>	<b>239</b>
Instructional Faculty	1,395	517	37%	878	63%	221	17%	27	9	124	61	1,065	53	56
Tenured/Tenure Track	1,088	346	32%	742	68%	189	18%	23	7	106	53	808	41	50
Full Professor	445	93	21%	352	79%	51	12%	5	2	28	16	380	7	7
Associate Professor	337	117	35%	220	65%	67	20%	12	2	32	21	248	13	9
Assistant Professor	306	136	44%	170	56%	71	26%	6	3	46	16	180	21	34
Non-Tenure Track	307	171	56%	136	44%	32	11%	4	2	18	8	257	12	6
Instructor/Sr. Instructor	307	171	56%	136	44%	32	11%	4	2	18	8	257	12	6
Research Faculty/Academic Research Staff	962	393	41%	569	59%	93	12%	4	5	48	36	637	49	183
<b>Staff</b>	<b>2,807</b>	<b>1,524</b>	<b>54%</b>	<b>1,283</b>	<b>46%</b>	<b>753</b>	<b>27%</b>	<b>89</b>	<b>17</b>	<b>211</b>	<b>436</b>	<b>1,905</b>	<b>142</b>	<b>7</b>
Executive/Administrative/Managerial	389	188	48%	201	52%	63	16%	26	1	14	22	310	15	1
Officers -- Faculty Status	16	2	13%	14	88%	1	6%	1	-	-	-	15	-	-
Officers -- Without Faculty Status	7	3	43%	4	57%	2	29%	1	-	1	-	5	-	-
Other -- Faculty Status	33	12	36%	21	64%	7	21%	3	-	1	3	26	-	-
Other -- Without Faculty Status	340	174	51%	166	49%	55	16%	22	1	13	19	269	15	1
Other Professionals (support/service)	840	475	57%	365	43%	141	17%	38	7	42	54	640	54	5
w/Faculty Status	42	29	69%	13	31%	4	10%	1	-	2	1	37	-	1
Exempt Professionals	303	192	63%	111	37%	59	20%	17	3	17	22	216	26	2
Classified Staff	495	254	51%	241	49%	78	16%	20	4	23	31	387	28	2
Technical and Paraprofessionals	502	338	67%	164	33%	91	18%	7	3	29	52	389	21	1
Clerical and Secretarial	339	273	81%	66	19%	44	13%	4	1	9	30	274	21	-
Skilled Crafts	179	8	4%	171	96%	42	23%	2	3	5	32	127	10	-
Service/Maintenance	558	242	43%	316	57%	372	67%	12	2	112	246	165	21	-
<b>Faculty/Staff Total</b>	<b>5,164</b>	<b>2,434</b>	<b>47%</b>	<b>2,730</b>	<b>53%</b>	<b>1,067</b>	<b>22%</b>	<b>120</b>	<b>31</b>	<b>383</b>	<b>533</b>	<b>3,607</b>	<b>244</b>	<b>246</b>

	Total	Female		Male		Minority		Ethnicity/Citizenship						
		#	%	#	%	#	%	African American	American Indian	Asian	Latino	White	Unknown	Inter-national
								American	Indian	Asian	Latino	White	Unknown	Inter-national
<b>Tenured Faculty</b> (a subset of Instructional Faculty)	<b>765</b>	<b>203</b>	<b>27%</b>	<b>562</b>	<b>73%</b>	<b>115</b>	<b>15%</b>	<b>16</b>	<b>4</b>	<b>59</b>	<b>36</b>	<b>621</b>	<b>17</b>	<b>12</b>
Full Professor	445	93	21%	352	79%	51	12%	5	2	28	16	380	7	7
Associate Professor	318	109	34%	209	66%	64	20%	11	2	31	20	239	10	5
Assistant Professor	2	1	50%	1	50%	-	0%	-	-	-	-	2	-	-

Notes: Includes all employees reported for IPEDS EAP for Fall 2009. 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 Oct 1 2009  
 Minority total excludes white, unknown, international. Percent minority is total minority divided by all excluding international

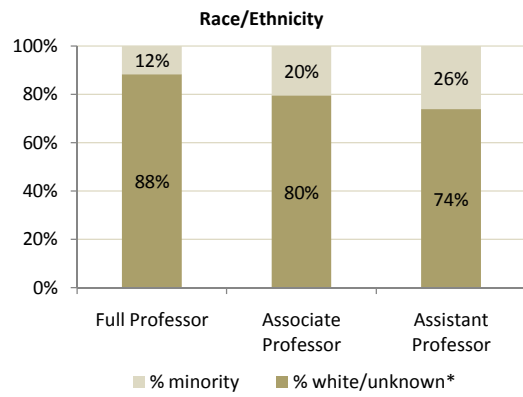
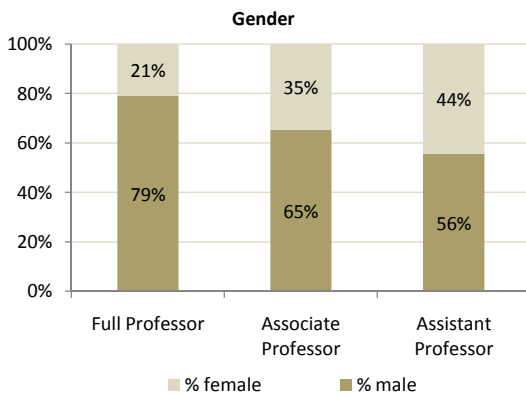
	Total	Ethnicity/Citizenship																				
		African American			American Indian			Asian			Latino			White			Unknown			International		
		Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
<b>Instructional Faculty</b>	<b>1,395</b>	<b>13</b>	<b>14</b>	<b>48%</b>	<b>7</b>	<b>2</b>	<b>78%</b>	<b>55</b>	<b>69</b>	<b>44%</b>	<b>25</b>	<b>36</b>	<b>41%</b>	<b>385</b>	<b>680</b>	<b>36%</b>	<b>17</b>	<b>36</b>	<b>32%</b>	<b>15</b>	<b>41</b>	<b>27%</b>
Tenured/Tenure Track	1,088	10	13	43%	5	2	71%	43	63	41%	19	34	36%	244	564	30%	11	30	27%	14	36	28%
Full Professor	445	-	5	0%	-	2	0%	7	21	25%	2	14	13%	81	299	21%	2	5	29%	1	6	14%
Associate Professor	337	5	7	42%	2	-	100%	16	16	50%	10	11	48%	80	168	32%	2	11	15%	2	7	22%
Assistant Professor	306	5	1	83%	3	-	100%	20	26	43%	7	9	44%	83	97	46%	7	14	33%	11	23	32%
Non-Tenure Track	307	3	1	75%	2	-	100%	12	6	67%	6	2	75%	141	116	55%	6	6	50%	1	5	17%
Instructor/Sr. Instructor	307	3	1	75%	2	-	100%	12	6	67%	6	2	75%	141	116	55%	6	6	50%	1	5	17%
<b>Tenured Faculty</b> (a subset of Instructional Faculty)	<b>1,088</b>	<b>10</b>	<b>13</b>	<b>43%</b>	<b>5</b>	<b>2</b>	<b>71%</b>	<b>43</b>	<b>63</b>	<b>41%</b>	<b>19</b>	<b>34</b>	<b>36%</b>	<b>244</b>	<b>564</b>	<b>30%</b>	<b>11</b>	<b>30</b>	<b>27%</b>	<b>14</b>	<b>36</b>	<b>28%</b>
Full Professor	445	-	5	0%	-	2	0%	7	21	25%	2	14	13%	81	299	21%	2	5	29%	1	6	14%
Associate Professor	337	5	7	42%	2	-	100%	16	16	50%	10	11	48%	80	168	32%	2	11	15%	2	7	22%
Assistant Professor	306	5	1	83%	3	-	100%	20	26	43%	7	9	44%	83	97	46%	7	14	33%	11	23	32%

Notes: Includes all employees reported for IPEDS EAP for Fall 2009. 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 Oct 1 2009

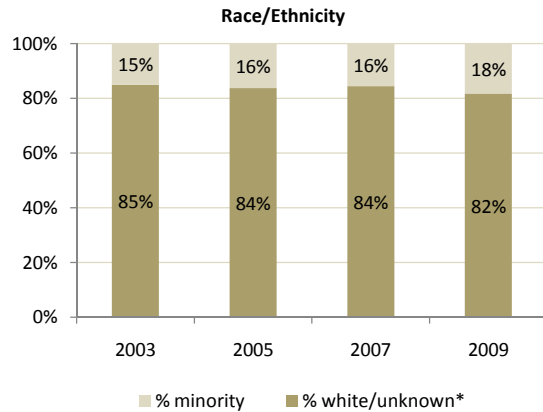
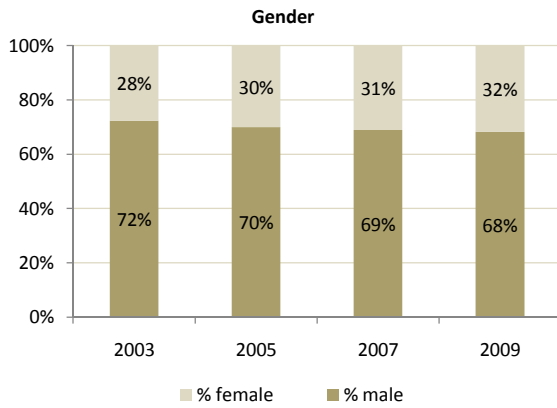


# University of Colorado at Boulder

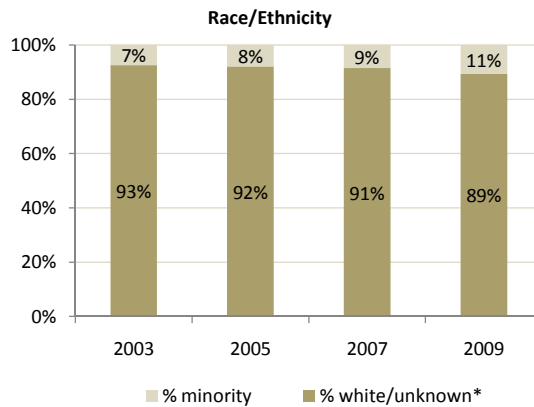
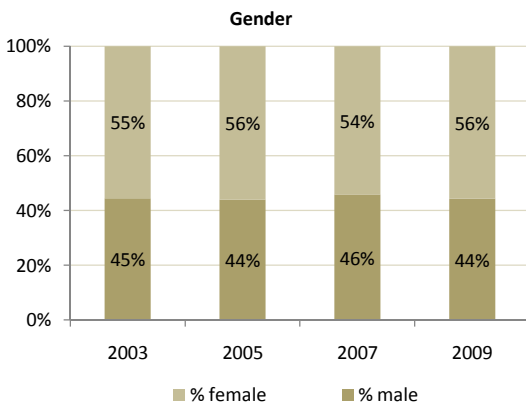
## Regular Instructional Faculty, Fall 2009 Tenured/Tenure Track



## Regular Instructional Faculty, Fall 2003 - Fall 2009 Tenured/Tenure Track Faculty All Ranks Combined



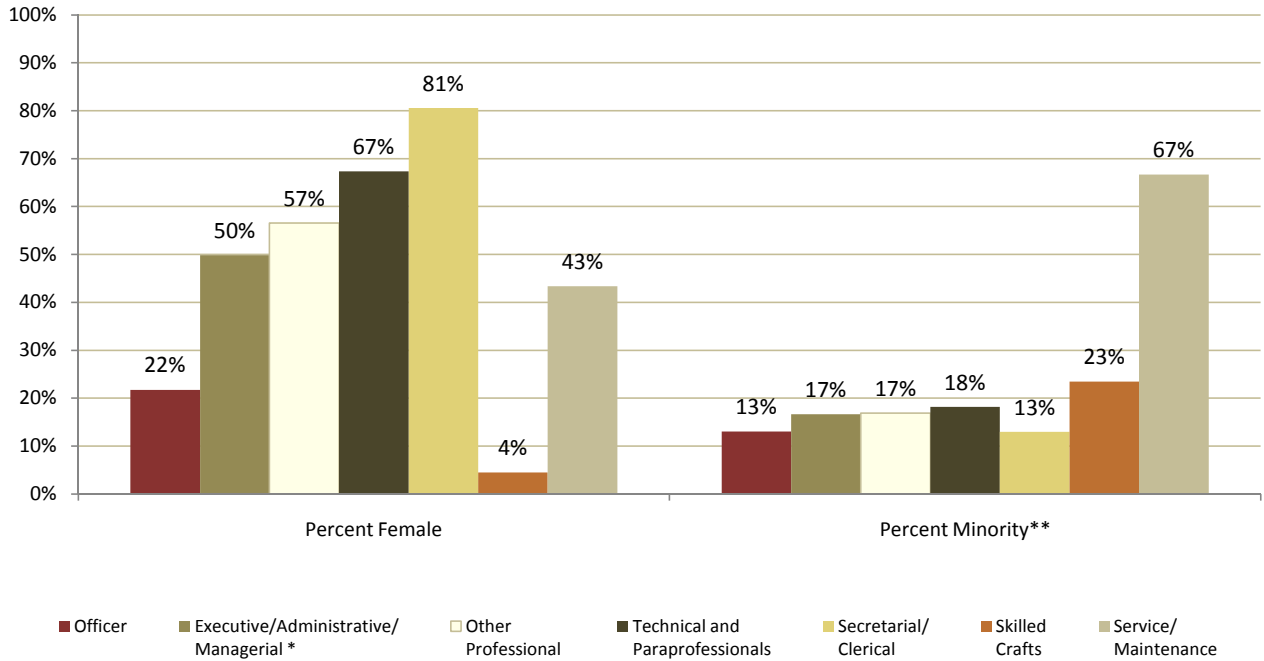
## Non-Tenure Track Faculty Instructors and Senior Instructors Combined



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

# University of Colorado at Boulder

## Staff Diversity by Occupational Category, Fall 2009



\* Excluding officers

\*\*Percent minority calculations exclude international staff

# *University of Colorado at Colorado Springs*

## **2009-10 Diversity Report**

Data provided by the University of Colorado at Colorado Springs Office of Institutional Research  
Report prepared by the University of Colorado System Office of Institutional Research  
April 2010

## DIVERSITY STRATEGIC PLAN—VISION AND IMPLEMENTATION

The UCCS Diversity Strategic Plan 2007 provides a vision of the central role of diversity and inclusiveness in achieving academic excellence. This document was developed with wide participation of faculty, staff, students, administrators and community members. It provides definitions of diversity, inclusiveness, and cultural competence; overarching and comprehensive diversity strategies; and a framework for devising yearly action priorities and resource issues. The Board of Regents adopted the UCCS Diversity Strategic Plan in June 2007. Each year, the Diversity Foundation group, working with the Associate Vice Chancellor for Diversity and Inclusiveness (AVCDI), determines action priorities.

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

## STUDENT ENROLLMENT

Students of color comprise 20% of the undergraduate population. The proportion has increased steadily since 2001 indicating that students of color are increasing at a faster rate than the undergraduate population as a whole. The number of ethnic minority students, with the exception of Native Americans, grew substantially, by 114 students since Fall 2008. The growth rates for distinct groups were as follows: Asian American (9%), African American (11%), and Latino/a (10%). Over the same time period, the number of White and Unknown students increased by 113 (a 2% increase for this group). Fall 2009 is the first time since 2005 that the number of Asian American and African American undergraduates grew noticeably.

At the graduate level, growth rates among students of color are impressive: Asian American (12%), African American (28%), Latino/a (14%), and American Indian (40%). However, the number of graduate students in ethnic minority groups is small (256) and their proportion of the graduate student population has been approximately 15% since 2001.

UCCS continues to accept and graduate a high proportion of students from lower income households. Approximately 30% of undergraduates receive Pell Grants. The average gross income for a Pell recipient from a family of four is \$23,822 per year, not much above the poverty line. The 65% retention rate for these students is nearly equivalent to all freshmen and, since 2001, 35-41% of baccalaureate degrees conferred by UCCS were earned by Pell recipients. We also estimate that forty percent of our undergraduate students are first-generation college students.

### *Highlighted Initiatives*

**Strategic Enrollment Management**—Strategic Enrollment Management (SEM) is becoming an organizing principle for implementing recruitment and outreach linked to resources and academic programming. SEM requires an evidence-based understanding of specific components of the student population that are defined in terms of academic interests, scholarly qualifications, geographic area and social background. Diversity strategies must be clearly articulated throughout strategic enrollment

management, not only to increase the pool of potential students by broadening access, but also to also attract diverse students to our programs of distinction, such as the honors program and the Chancellor's Leadership Class. These issues have been at the forefront in recruiting new leadership in SEM including the new Vice Chancellor for Student Success and Enrollment Management who will represent these issues on the campus leadership team, the new Director of Financial Aid, and the current search for a Director of Enrollment Management/Registrar.

**Scholarship Development**—UCCS sustains close collaborations with scholarship programs serving the state of Colorado. Our commitment to the Daniels Fund, Denver Scholarship Foundation, and the Denver Foundation (administrator of the Reisher Family Scholarship Program) includes outreach to potential students, targeted orientation, and ongoing mentorship. MOSAIC and Student Recruitment are strengthening relationships with the Pueblo Hispanic Education Fund (PHEF) by providing information about PHEF during our high school recruitment visits in Southern Colorado. Despite difficult economic conditions, UCCS continues to develop resources for such scholarships as Reach Your Peak, Karen Possehl Women's Endowment, the Chancellor's Leadership Class and the CU Pioneer Fund. For our most economically challenged students, we extend the UCCS Promise which guarantees that the entire cost of tuition, fees, and books will be covered by a combination of federal and state grants, institutional grants and work study awards. For a family of four, the upper income limit for the UCCS Promise is \$30,975 per year. 12.9% of the UCCS freshman class were eligible this year. Last Spring, UCCS captured the attention of an anonymous donor who bequeathed \$5.5 million to the university, mostly for scholarships. This gift supported particularly our efforts to assist students of color and first generation students.

**Inclusive Outreach**—Inclusive outreach is a coordinated effort, not just the work of the recruitment office. Given our high proportion of first generation students, we take responsibility for helping students and their families understand what it takes to get into college, how to afford college, and how to be successful. We bring groups and individuals to our campus for programs such as Mountain Lion Days as well as taking UCCS to the community. The recruitment office partners with AVID (Advancement Via Individual Determination) high schools to help motivate and prepare underrepresented minorities and first-generation students for college. Pipeline programs such as Pre-Collegiate, PIPE/STEMS are also important mechanism for engaging students with the collegiate experience and developing tools for success beginning in middle school. Another important pipeline of students is through the community college system, particularly the close relationship with Pikes Peak Community College (PPCC). UCCS has an advisor-in-residence on the campus of PPCC several days a week to help transfer students plan for and make the transition to four-year degree programs.

Even as we attract more students from the Denver metropolitan area, UCCS plays a vital role for the University of Colorado in the Pikes Peak Region and southern Colorado. Of the resident freshmen students attending all campuses of the University of Colorado this year from the eastern mountains, eastern plains, and San Luis Valley, 42% are at UCCS. This year the student of the year honored by the Latin American Education Foundation is a UCCS business student from Lamar, Colorado.

We are building the institutional capacity to reach out to Spanish-speaking families by identifying key information points in our printed and online materials to offer bilingually. We are working with College Invest to host on our campus a Spanish-language college fair, *Feria Universitaria*, to facilitate access to higher education.

## RETENTION AND GRADUATION

The retention rate for the 2008 cohort of first-year students of color was 65%, only slightly below the 67% retention rate for the entire freshman class. Retention for the campus was slightly down this year mirroring broader state and national trends related to economic conditions.

The proportion of baccalaureate degrees earned by students of color has decreased steadily since 2006; while the total number of degrees conferred increased, the number earned by students of color did not (186 and 2007, 189 in 2008, and 184 degrees in 2009). We experienced a decline in the six-year graduation rate for all groups except African Americans. The record-breaking 45% graduation rate achieved by the 2002 minority cohort fell to 36% for the 2003 minority cohort. However, the size of the minority cohort from 2000 to 2003 was quite small – approximately 100 students.

Over the past five years, the proportion of graduate degrees awarded to minority students averaged 14% per year. There have been approximately 70-75 students of color earning a graduate degree each year since 2005.

### *Highlighted Initiatives*

**MOSAIC**—The Multicultural Office for Student Access Inclusiveness and Community (MOSAIC) was launched in Spring 2009 and has been a key component of retention programming for diverse students. This center not only serves underrepresented populations, but also creates a space for collaboration and leadership development among the whole range of student populations. MOSAIC helps connect students with support systems and problem-solve individual issues. In turn, programs such as Early Alert call on MOSAIC as an additional resource for students who are struggling academically. Students of color who connect with MOSAIC are 1.4 times more likely to stay enrolled at UCCS than those who do not—(84% compared to 59% retention rate). MOSAIC programming includes mentorship, holistic advising, and outreach to students and families. The Director of MOSAIC is an integral member of the Student Success Leadership Team to facilitate the incorporation of inclusiveness into broader student development and support programs. MOSAIC facilitates students' educational development by urging them to look beyond immediate requirements and envision possibilities over the longer term. A new collaboration is building relationships between UCCS students interested in health care fields and advisors from the Anschutz Medical Campus.

**C3 Learning Community**—The C3 (Community, Communication, Commitment) is a learning community that has been developed for “admit by review” students. These are students that a special admissions review committee determines show the potential for succeeding at UCCS even though their formal scores do not guarantee their admission. This group of scholars often includes a high proportion of underrepresented and first-generation students. The learning community involves shared enrollment in several foundational courses complemented by focused academic skills development, advising and mentoring. Participants in the C3 Learning Community were retained at 67% and achieved grades that were 33% higher than a matched set of counterparts.

**Supporting Latino/a Retention**— Latino/a students comprise an important component of the growth of the UCCS student body, but retention rates (at 60%) are markedly lower than the student body as a whole as well as other students of color. The retention office has identified several factors that improve retention, including connection with MOSAIC, the Excel Learning Centers and Freshman Seminar. A new

initiative, funded by the University of Colorado Diversity and Excellence grant is developing a peer mentoring program serving Latino/a students to increase awareness of and involvement in student support systems. For students who are not native English speakers (including some Latina/os as well as other populations) we are developing a conditional admission program in collaboration with the English Language Institute at Pikes Peak Community College.

## CAMPUS CLIMATE

With the robust growth of the UCCS campus the development of an inclusive and engaging campus climate is critical. Many elements of collegiate life are achieving a new level of development on our campus as it matures. This is reflected in participation in student government, the burgeoning of clubs and organizations, support for the UCCS sports teams, and the flourishing of creative arts, among other elements. We understand that campus climate plays an important role in recruitment, retention, and in student learning. Several key initiatives focus on the inclusiveness of the campus climate:

### *Highlighted Initiatives*

**Student Inclusiveness Survey**—The office of diversity and inclusiveness developed an online survey with the office of institutional research to gather student perceptions of campus inclusiveness and identify specific concerns. The survey was piloted during the 2008/09 academic year. Summary results were provided to the campus leadership team along with recommendations for a revised survey to be administered on an ongoing basis and a suggested process for learning from and responding to the survey results. More than 1300 students responded to the inclusiveness survey this year. Results are being compiled and will be delivered to the Inclusive Campus Action Team, a new leadership group that will monitor and respond to campus climate issues. An initial review of survey results indicates improving perceptions of campus inclusiveness and broad support for the value of diversity and inclusiveness as elements of UCCS education and programming.

**LGBT Task Force**—The Chancellor appointed a task force to focus on the experiences and challenges of LGBT (Lesbian, Gay, Bisexual, Transgender) members of the UCCS community. The LGBT Task Force was charged with developing a report with recommendations for the Chancellor over the course of the current academic year. The mapping of current practices at UCCS was completed using the LGBT-Friendly campus climate, a national assessment tool ([www.campusclimateindex.org](http://www.campusclimateindex.org)). The eight inclusion factors specified in this assessment (Policy Inclusion, Support & Institutional Commitment, Student Life, Academic Life, Housing & Residence Life, Campus Safety, Counseling & Health, and Recruitment & Retention Efforts) are being used to identify areas for short-term and long-term institutional change. To this point, the campus has generally done more to address sexual orientation than transgender issues. However, a number of changes have been made concurrent with the work of the task force. One of the most significant was the creation of a LGBT Resource Center within the Multicultural Office for Student Inclusiveness, Access and Community (MOSAIC). The campus hosted a very successful and visible Coming Out Day celebration and has begun to institutionalize Safe Space trainings. With the leadership of the faculty PRIDE committee and UCCS has become a more visible participant in such community events as Pridefest.

**The BIG Idea Building Inclusiveness Workshop**—In its second full year, the BIG Idea Building Inclusiveness Workshop was revised based on feedback from over 500 participants and continues to be

offered for faculty, staff, and student leaders. BIG Idea faculty has been called in to engage with specific audiences on inclusiveness issues, for example with one of the residence halls and a campus fraternity.

### **FACULTY AND STAFF DIVERSITY**

Approximately 17% of UCCS employees identify as African American, American Indian, Asian, or Latino/a in comparison to 19% of students. Persons of color are most underrepresented in tenured/tenure track positions (11%) but we are pleased to report solid representation among professional staff (21%) and university officers (29%).

Women are a slight majority (53%) of employees. However, the representation of women varies dramatically across job categories. For example, 58% of assistant professors are women in comparison to 21% of full professors. On our campus, women and faculty of color are tenured and promoted at equivalent rates to their white male counterparts. Therefore, we expect the greater proportion of women in our assistant professor ranks to result in greater balance in the ranks of full professors over time. Women make up half of administrative and exempt professionals, 60% of classified staff, a predominant 84% of clerical staff, and 17% of public service and maintenance staff.

The concentration of women in non-tenured and clerical jobs as well as the concentration of persons of color in classified, clerical, and service jobs suggests that UCCS has not yet overcome larger societal patterns of occupational segregation. Nevertheless, we are encouraged by the representation of minority groups in our top administrative positions and in the overall progress towards greater diversity despite minimal, if any, employment growth.

#### *Highlighted Initiatives*

**Inclusive Hiring of Faculty and Professionals**—Last year, we introduced the practice of identifying Diversity Champions for each faculty and professional search committee. The Diversity Champions are tasked with advocating diversity in terms of including underrepresented candidates in the search pool at each step of the process. Diversity Champions also help the search committee to consider the potential contributions that any candidate (regardless of social identity) might make to the diversity and inclusiveness strategies of the university and to assess these qualities in ranking and interviewing candidates. Search committee trainings were updated to highlight the linkage of each search with campus strategies. UCCS adopted Jobs@CU on-line as the standard method for processing job applications, providing a more efficient and systematic method for processing applications. Of the five faculty searches that have been completed this year, four resulted in hiring underrepresented candidates and were supported by the AVCDI's opportunity hire program.

**Inclusive Engagement in Learning**—Last year the CU Faculty Senate Ethnic Minority Affairs Committee hosted a system-wide conference for faculty, staff, and students on the UCCS campus entitled "Building Inclusiveness at CU." One of the top concerns identified by participants was the cultivation of inclusive environments in the classroom, particularly around controversial topics and for women and underrepresented faculty members. We launched a series on the theme "Inclusive Engagement in Learning" for the spring semester. The first workshop was in conjunction with the Fifth Annual Culturally Responsive Teaching, Learning and Counseling Symposium sponsored by our College of Education. The first workshop featured the linkage between culturally responsive teaching and inclusive engagement in face-to-face instruction as well as on-line. The workshop, which was attended by 45 faculty and staff, also included a panel of UCCS students. The second workshop, attended by 30 faculty,



was a participatory seminar led by Dr. Jesus Treviño from the University of Denver on the topic “Being Inclusive When the Classroom Gets Hot.” The final workshop will offer an exchange of best practices among UCCS faculty. Our goal is to build on this series with ongoing resources and support for instructional staff and faculty.

**Faculty and Staff Feedback Mechanisms**—The Faculty Minority Affairs Committee, in collaboration with the Associate Vice Chancellor for Diversity, introduced a program for interviewing new faculty during their first year to identify concerns and best practices. This relies on the participation of members of the Faculty Minority Affairs committee and is a form of outreach to all new faculty. A report on those findings by Faculty Diversity Associate Christina Jimenez was presented to the Deans Council for their consideration and has influenced the design of new faculty orientation. After the first year of interviews, the program incorporated a more standardized questionnaire in addition to personal interviews. The office of Human Resources has adapted an on-line exit interview developed by the University of Colorado at Denver and is developing methods for implementation during the coming year. The Ombuds program, which was initiated by the office of diversity and inclusiveness, provides an additional mechanism for informally addressing conflicts that arise among staff and faculty and has delivered two workshops on conflict management and civility in the workplace.

## TRANSFORMING TEACHING AND SCHOLARSHIP

### *Highlighted Initiatives*

**Teaching Transformation**—Diversifying the faculty is one of the ways that new perspectives are introduced into the curriculum, but inclusive teaching requires a broader reconsideration of course content and pedagogy. The Knapsack Institute for Curriculum Transformation sponsored by the UCCS Matrix Center for Social Inclusion has gained national reputation for assisting faculty in this process. This year each of the colleges offered matching scholarships for faculty to participate in this intensive institute. Other programs, such as the series on Inclusive Engagement in Learning described above offer professional development for faculty who are unable to participate in Knapsack. Diversity and inclusiveness are also important topics under discussion in the revision of the core curricular goals for general education at UCCS.

**Support for Scholarship**—In its second year, the Innovations in Scholarship for Inclusive Excellence program housed in the Office for Diversity and Inclusiveness funded four small grants including proposals from health science, philosophy and chemistry. This year the funding was linked to participation in the campus-wide Mountain Lion Research Day to provide broader exposure to scholarship that advances diversity and inclusiveness strategies.

**CU System Diversity and Excellence Program**—With the elimination of diversity functions in the CU President’s Office, the responsibility for managing the Diversity and Excellence Awards program is being rotated among the campus diversity officers. UCCS managed the program this year, receiving 28 very competitive proposals from all CU campuses. The selection committee, including faculty, staff, and students from all campuses, awarded 11 projects representing an excellent and broad range of activities.

## COMMUNITY ENGAGEMENT

UCCS is becoming an increasingly attractive venue for community events because of the improvement and expansion of campus facilities and the broader community awareness of what UCCS has to offer. Community members have increasing opportunities to visit campus for diverse educational and recreational opportunities. At the same time, faculty, staff, and students foster engagement by reaching out and getting involved in multiple ways with the communities that surround us. These involvements are built not only around individual interests, but also on programmatic connections with community partners.

### *Highlighted Initiatives*

**Colorado Springs Diversity Forum (CSDF)**—UCCS was one of the founding members of the Colorado Springs Diversity Forum and continues to partner on a number of projects. The Everybody Welcome Festival was one of four projects recently honored by the National Black Caucus of Local Elected Officials. UCCS also partners with CSDF and the College of Education for a very successful Black History Celebration.

**Institutional Collaborations**— UCCS is very active in establishing institutional collaboration in the community. To name just a few, the College of Education works closely with school districts including offering a *Culturally Responsive Leadership Program* for teachers and administrators. This yearlong curriculum was provided in three public school districts in the past year. The Palisades at Broadmoor Park is a living learning community partnering the UCCS Gerontology Center with a private developer to create a 120-retirement community as a center for education and applied research. Students from diverse backgrounds engage with and learn from people from another generation and vice versa. The Health Sciences department in has formed a partnership with Pueblo Community College (a Hispanic-serving institution) to provide wellness and health promotion programming with faculty, staff, and students.

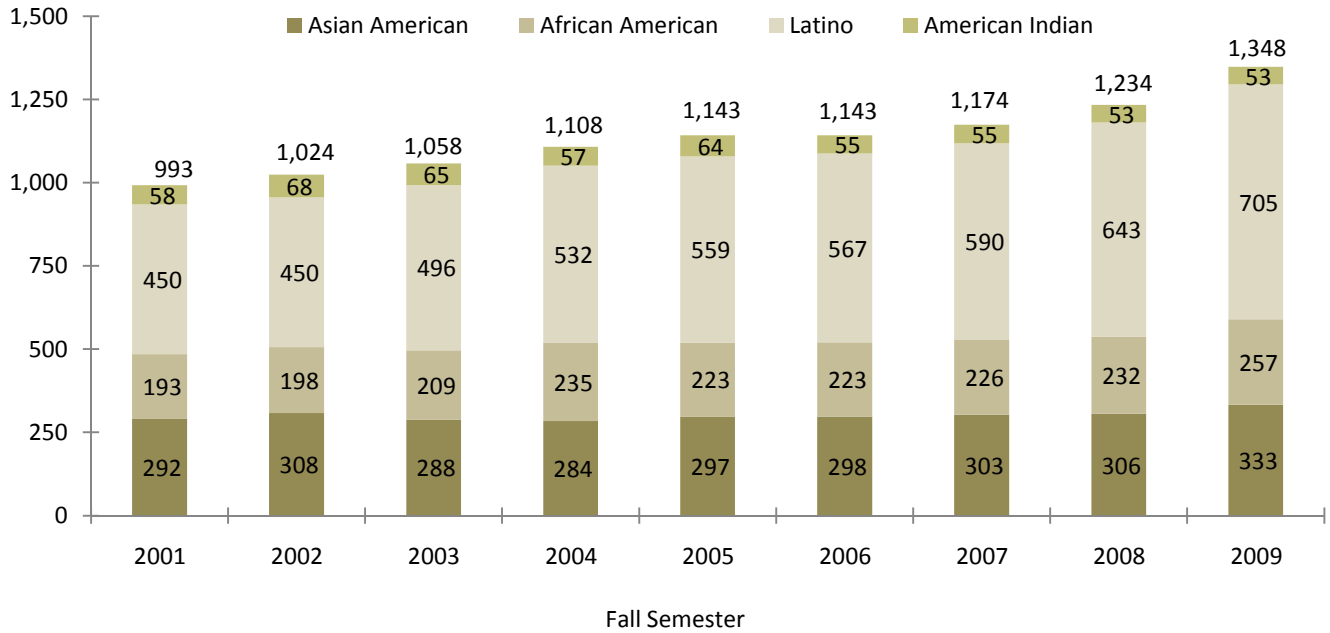
## SUMMARY

The UCCS Community is becoming more diverse, in response to broader demographic trends, but also through intentional efforts to accomplish our public mission. Diversity and inclusiveness are not just about who chooses UCCS, but their college experience and ultimate success. This is reflected in the feeling of a campus where everyone belongs as well as more traditional measures of staying on, getting involved and completing college.

*University of Colorado at Colorado Springs*

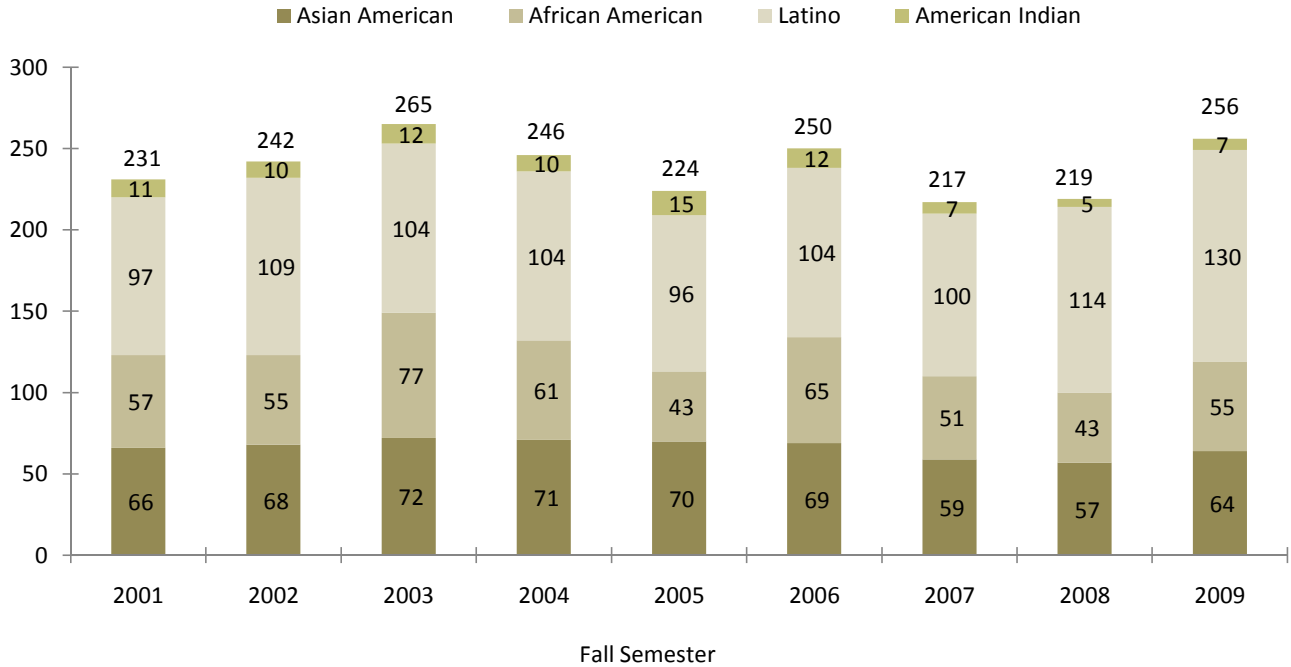
**Student Diversity Data**

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



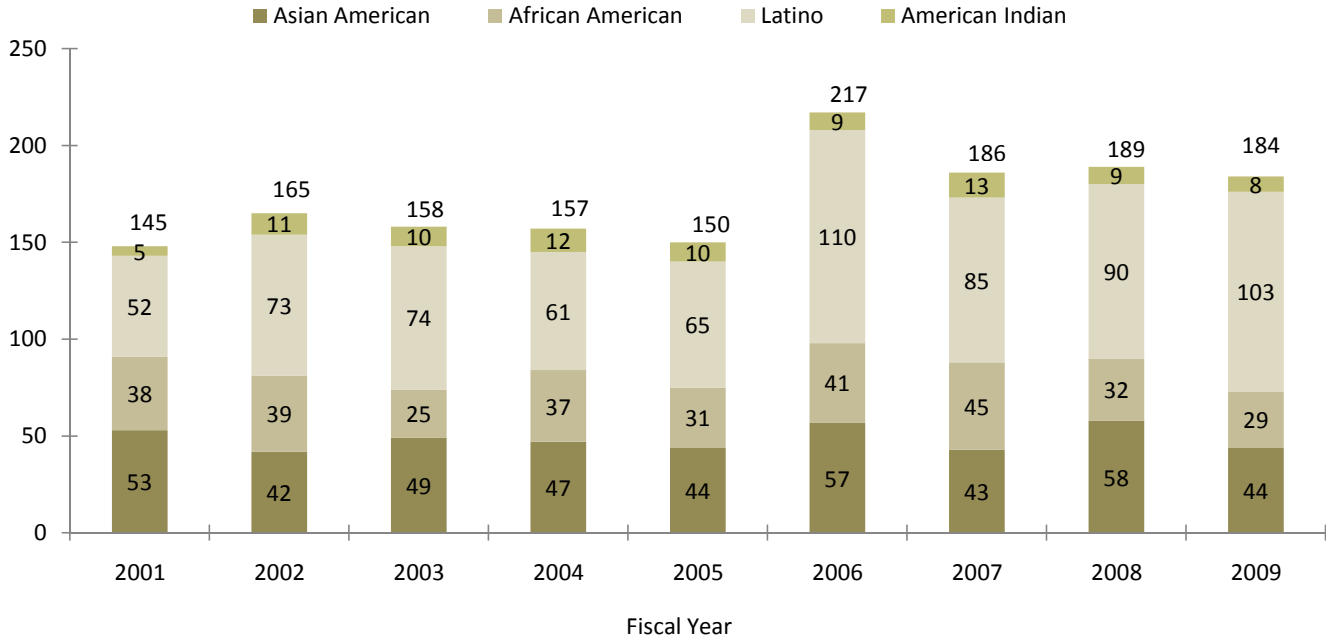
Ethnicity	2001	2002	2003	2004	2005	2006	2007	2008	2009
Asian American	292	308	288	284	297	298	303	306	333
African American	193	198	209	235	223	223	226	232	257
Latino	450	450	496	532	559	567	590	643	705
American Indian	58	68	65	57	64	55	55	53	53
White/Unknown	4,226	4,574	4,793	4,872	4,955	4,938	5,032	5,235	5,392
International	31	51	24	25	21	22	28	29	30
<b>Total Enrollment</b>	<b>5,250</b>	<b>5,649</b>	<b>5,875</b>	<b>6,005</b>	<b>6,119</b>	<b>6,103</b>	<b>6,234</b>	<b>6,498</b>	<b>6,770</b>
<b>Minority Total</b>	<b>993</b>	<b>1,024</b>	<b>1,058</b>	<b>1,108</b>	<b>1,143</b>	<b>1,143</b>	<b>1,174</b>	<b>1,234</b>	<b>1,348</b>
<b>Minority as % of Total</b>	<b>18.9%</b>	<b>18.1%</b>	<b>18.0%</b>	<b>18.5%</b>	<b>18.7%</b>	<b>18.7%</b>	<b>18.8%</b>	<b>19%</b>	<b>20%</b>

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



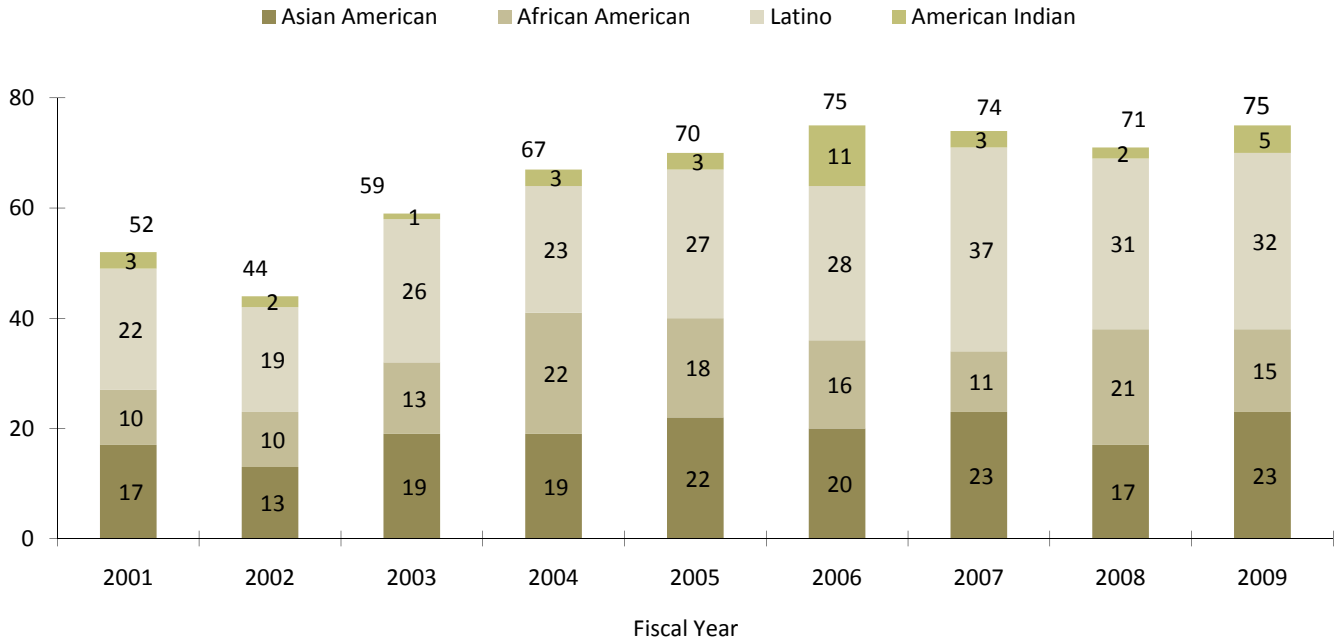
Ethnicity	2001	2002	2003	2004	2005	2006	2007	2008	2009
Asian American	66	68	72	71	70	69	59	57	64
African American	57	55	77	61	43	65	51	43	55
Latino	97	109	104	104	96	104	100	114	130
American Indian	11	10	12	10	15	12	7	5	7
White/Unknown	1,272	1,429	1,426	1,337	1,196	1,166	1,218	1,249	1,415
International	100	87	54	41	28	28	24	23	23
<b>Total Enrollment</b>	<b>1,603</b>	<b>1,758</b>	<b>1,745</b>	<b>1,624</b>	<b>1,448</b>	<b>1,444</b>	<b>1,459</b>	<b>1,491</b>	<b>1,694</b>
<b>Minority Total</b>	<b>231</b>	<b>242</b>	<b>265</b>	<b>246</b>	<b>224</b>	<b>250</b>	<b>217</b>	<b>219</b>	<b>256</b>
<b>Minority as % of Total</b>	<b>14.4%</b>	<b>13.8%</b>	<b>15.2%</b>	<b>15.1%</b>	<b>15.5%</b>	<b>17.3%</b>	<b>14.9%</b>	<b>14.7%</b>	<b>15.1%</b>

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



Ethnicity	2001	2002	2003	2004	2005	2006	2007	2008	2009
Asian American	53	42	49	47	44	57	43	58	44
African American	38	39	25	37	31	41	45	32	29
Latino	52	73	74	61	65	110	85	90	103
American Indian	5	11	10	12	10	9	13	9	8
White/Unknown	598	723	732	843	869	918	926	976	1037
International	9	1	5	6	7	7	4	1	4
<b>Total Degrees Awarded</b>	<b>755</b>	<b>889</b>	<b>895</b>	<b>1,006</b>	<b>1,026</b>	<b>1,142</b>	<b>1,116</b>	<b>1,166</b>	<b>1,225</b>
Minority Total	148	165	158	157	150	217	186	189	184
Minority as % of Total	20%	19%	18%	16%	15%	19%	17%	16%	15%

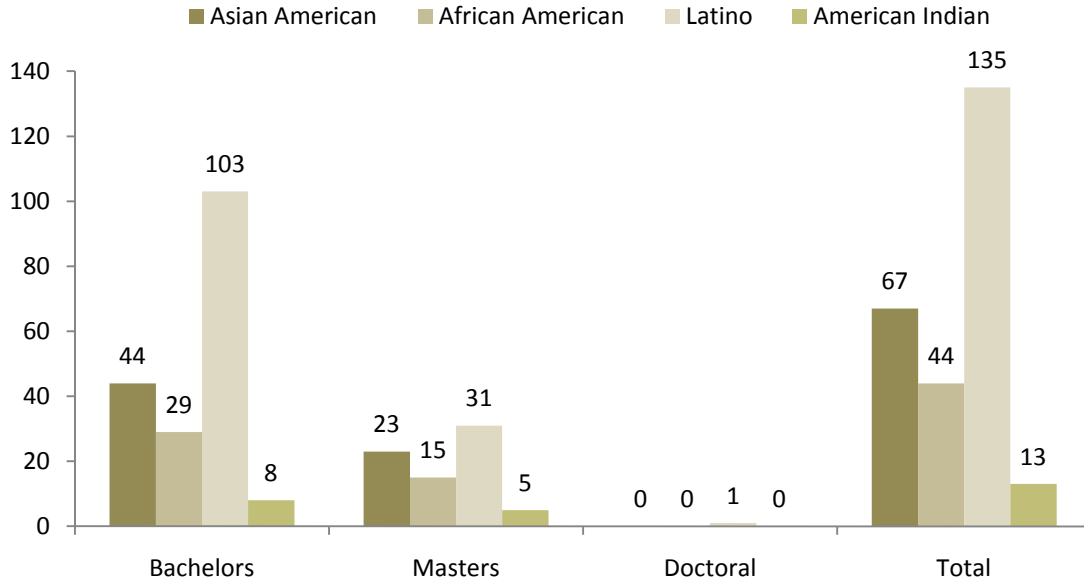
**University of Colorado at Colorado Springs  
Graduate Degrees Awarded by Race/Ethnicity**



Ethnicity	2001	2002	2003	2004	2005	2006	2007	2008	2009
Asian American	17	13	19	19	22	20	23	17	23
African American	10	10	13	22	18	16	11	21	15
Latino	22	19	26	23	27	28	37	31	32
American Indian	3	2	1	3	3	11	3	2	5
White/Unknown	354	343	382	475	460	413	416	423	459
International	13	24	24	24	24	13	10	9	7
<b>Total Degrees Awarded</b>	<b>419</b>	<b>411</b>	<b>465</b>	<b>566</b>	<b>554</b>	<b>501</b>	<b>500</b>	<b>503</b>	<b>541</b>
Minority Total	52	44	59	67	70	75	74	71	75
Minority as % of Total	12%	11%	13%	12%	13%	15%	15%	14%	14%

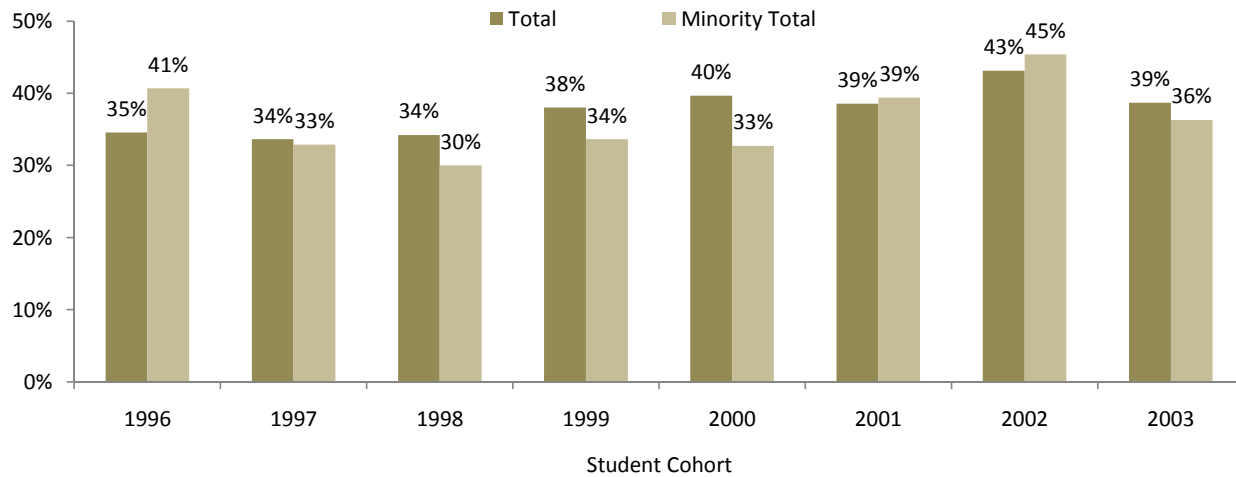


**University of Colorado at Colorado Springs  
Degrees Awarded by Race/Ethnicity  
Fiscal Year 2009**



	Bachelors	Masters	Doctoral	Total
Asian American	44	23	0	67
African American	29	15	0	44
Latino	103	31	1	135
American Indian	8	5	0	13
White/Unknown	1,037	450	9	1,496
International	4	7	0	11
Minority Total	184	74	1	259
Total	1,225	531	10	1,766

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

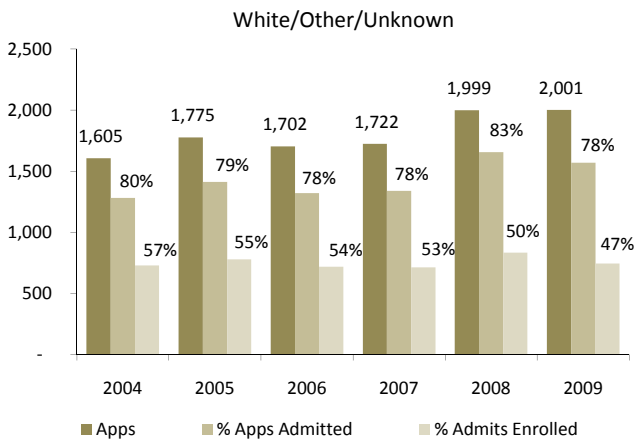
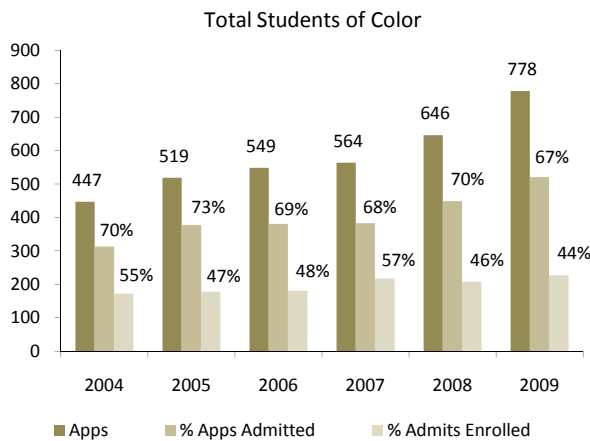
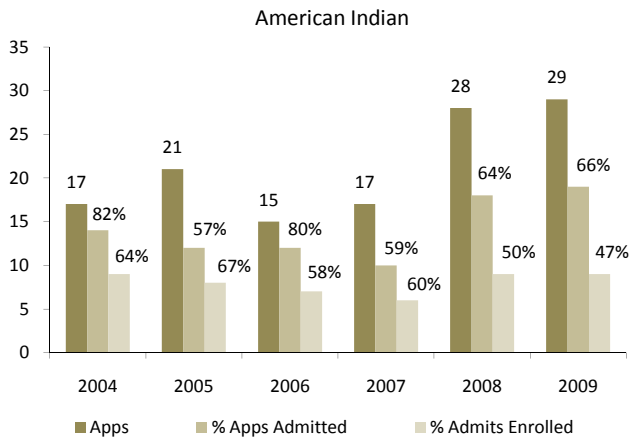
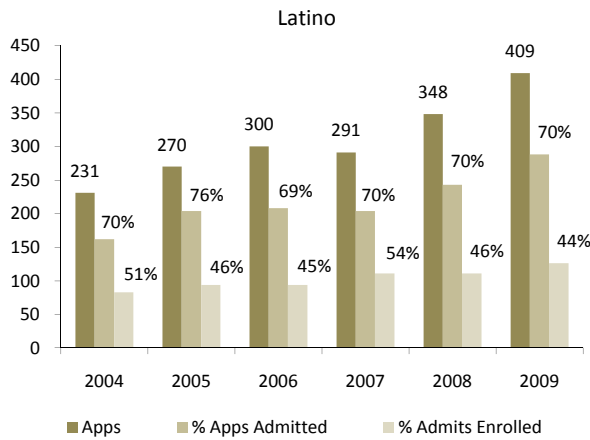
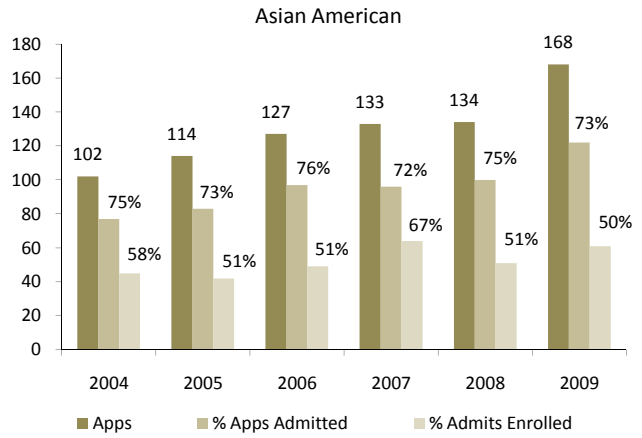
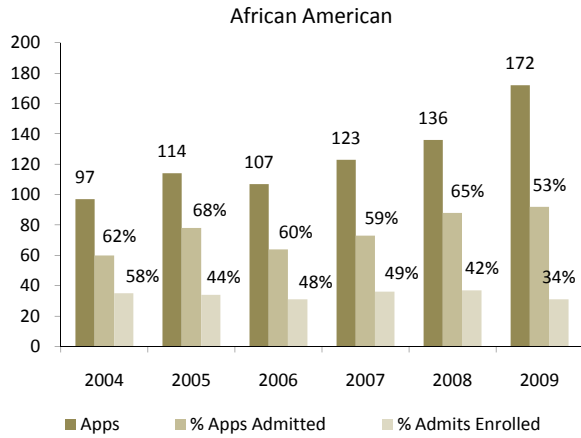


Undergraduate Cohort*	1996	1997	1998	1999	2000	2001	2002	2003
Asian American	19	26	28	34	33	39	34	31
African American	14	14	11	22	20	15	20	20
Latino	22	30	45	53	46	43	52	47
American Indian	4	3	6	4	5	2	2	4
White	257	367	399	444	462	449	527	503
Unknown	8	15	14	14	26	29	28	33
International	0	6	3	2	3	4	5	3
<b>Total</b>	<b>324</b>	<b>461</b>	<b>506</b>	<b>573</b>	<b>595</b>	<b>581</b>	<b>668</b>	<b>641</b>
<b>Minority Total</b>	<b>59</b>	<b>73</b>	<b>90</b>	<b>113</b>	<b>104</b>	<b>99</b>	<b>108</b>	<b>102</b>

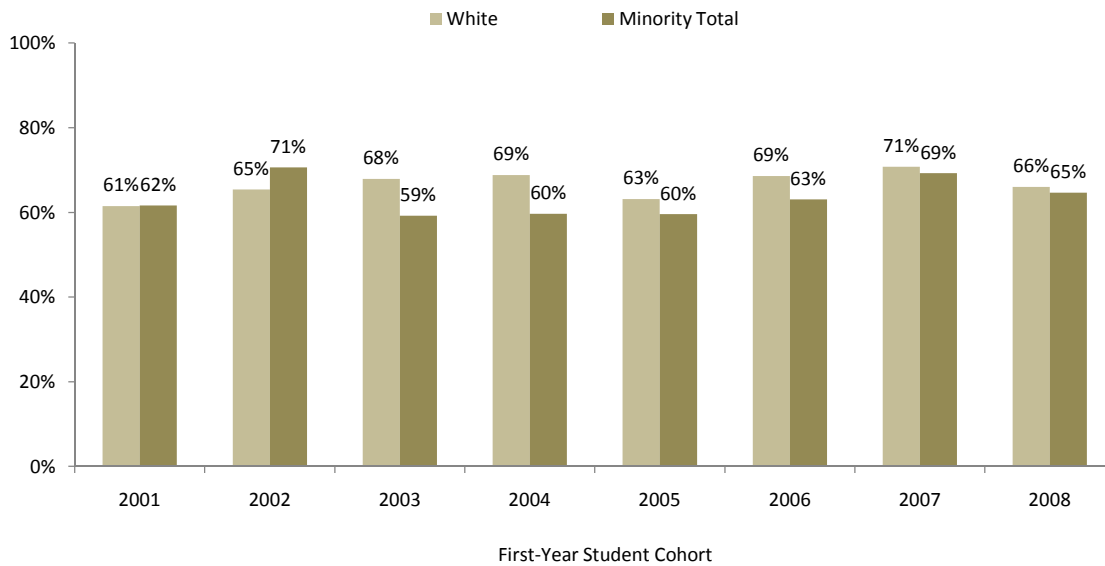
Six-Year Graduation Rate	1996	1997	1998	1999	2000	2001	2002	2003
Asian American	53%	27%	32%	53%	36%	38%	59%	39%
African American	14%	50%	27%	36%	15%	33%	35%	50%
Latino	45%	33%	29%	23%	39%	42%	42%	32%
American Indian	50%	0%	33%	0%	20%	50%	0%	0%
White	33%	34%	35%	39%	41%	39%	42%	40%
Unknown	38%	27%	57%	43%	42%	31%	54%	33%
International	-	33%	0%	50%	33%	50%	40%	0%
<b>Total</b>	<b>35%</b>	<b>34%</b>	<b>34%</b>	<b>38%</b>	<b>40%</b>	<b>39%</b>	<b>43%</b>	<b>39%</b>
<b>Minority Total</b>	<b>41%</b>	<b>33%</b>	<b>30%</b>	<b>34%</b>	<b>33%</b>	<b>39%</b>	<b>45%</b>	<b>36%</b>

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

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

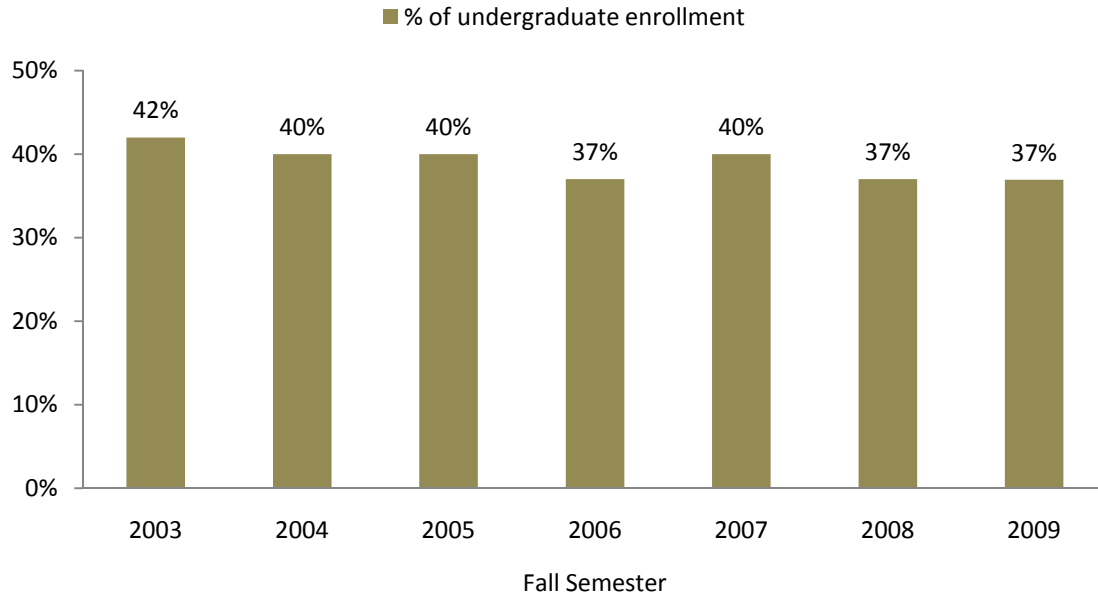


**University of Colorado at Colorado Springs  
1-Year Freshman Retention Rates by Race/Ethnicity**



Ethnicity	First-Year Student Cohorts								Percent Enrolled One Year Out							
	2001	2002	2003	2004	2005	2006	2007	2008	2001	2002	2003	2004	2005	2006	2007	2008
Asian American	54	48	44	49	46	52	70	56	59%	67%	61%	55%	72%	58%	70%	71%
African American	19	26	25	37	34	36	39	39	63%	77%	56%	54%	65%	58%	69%	67%
Latino	66	73	81	85	98	100	119	126	59%	73%	60%	64%	54%	66%	69%	60%
American Indian	7	6	7	10	10	7	6	11	100%	50%	43%	70%	40%	86%	67%	73%
Minority Total	146	153	157	181	188	195	234	232	62%	71%	59%	60%	60%	63%	69%	65%
White	623	722	714	750	790	752	725	871	61%	65%	68%	69%	63%	69%	71%	66%
Other/Unknown	36	38	43	31	45	43	50	52	64%	74%	63%	45%	69%	67%	68%	85%
International	5	6	4	2	3	6	4	3	60%	83%	100%	100%	100%	100%	75%	67%
Total	810	919	918	964	1,026	996	1,013	1,158	62%	67%	66%	66%	63%	68%	70%	67%

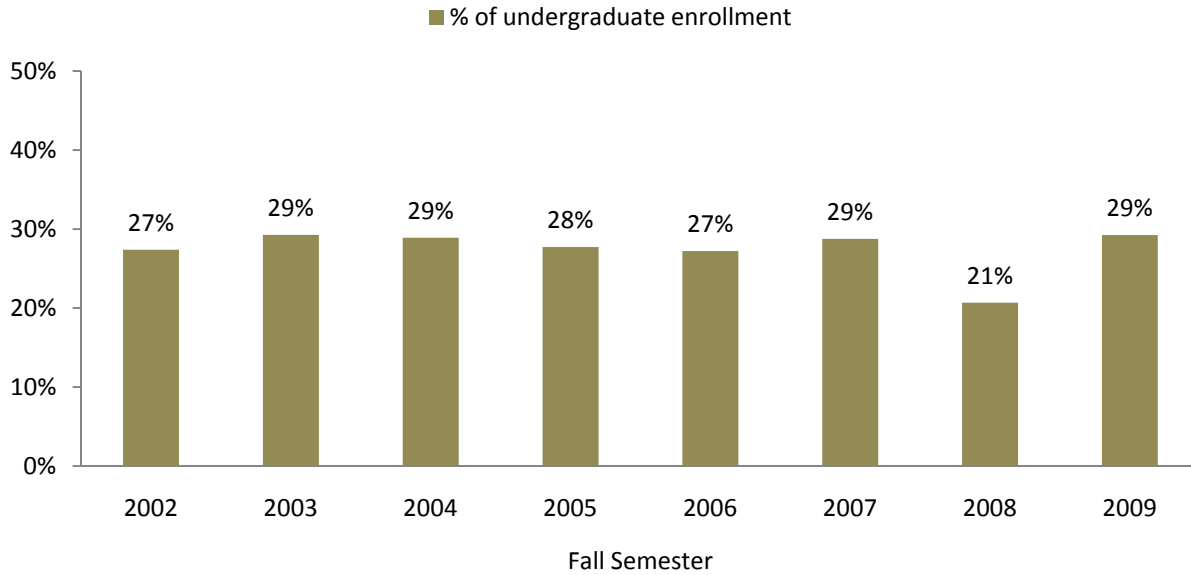
**University of Colorado at Colorado Springs  
Estimated Fall Enrollment of First-Generation Students**



	2003	2004	2005	2006	2007	2008	2009
Total UG First Generation Enrolled	2,468	2,402	2,448	2,258	2,494	2,404	2,500
% of Total UG Enrollment	42%	40%	40%	37%	40%	37%	37%

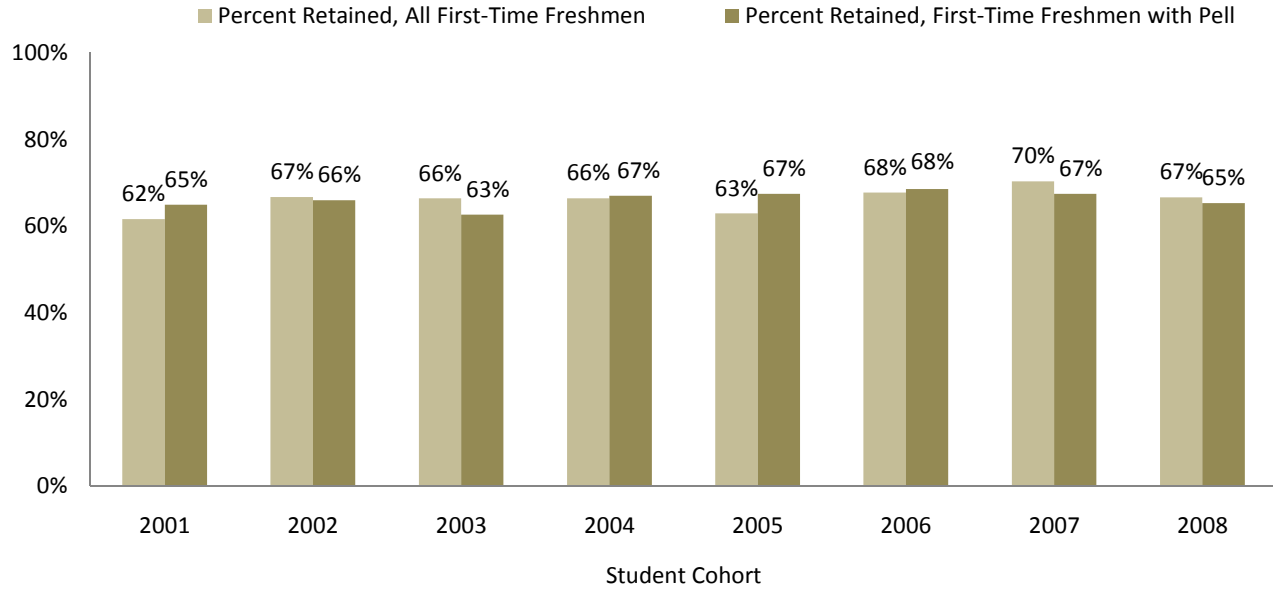
\* First generation defined as an undergraduate with neither parent possessing a 4-year degree. UCCS estimate based on student surveys and FAFSA.

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



	2002	2003	2004	2005	2006	2007	2008	2009
Total UG pell recipients enrolled	1,547	1,719	1,735	1,696	1,661	1,793	1,343	1,980
% of Total UG Enrollment	27%	29%	29%	28%	27%	29%	21%	29%

**University of Colorado at Colorado Springs  
1-Year Retention Rates of Freshman Pell Grant Recipients**



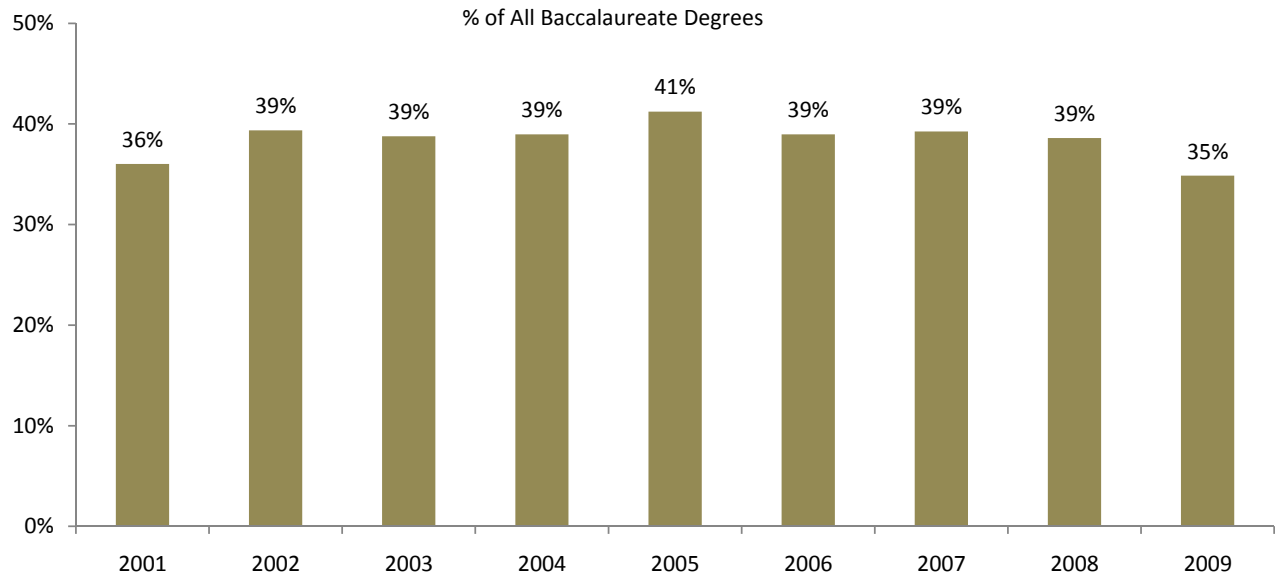
	2001	2002	2003	2004	2005	2006	2007	2008
First-Year Student Cohorts*	151	185	198	221	215	219	230	236
Number Retained**	98	122	124	148	145	150	155	154
Percent Retained, First-Time Freshmen with Pell	65%	66%	63%	67%	67%	68%	67%	65%
Percent Retained, All First-Time Freshmen	62%	67%	66%	66%	63%	68%	70%	67%

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

\*\*Number enrolled in subsequent fall



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

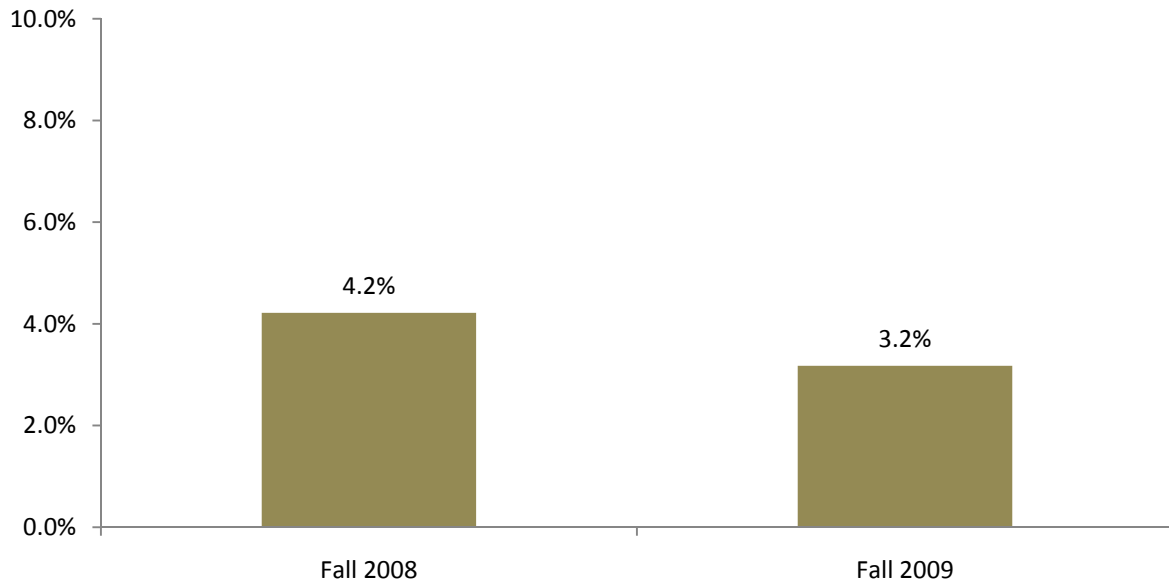


	2001	2002	2003	2004	2005	2006	2007	2008	2009
Baccalaureate Degrees Awarded to Pell Recipients*	272	350	347	392	423	445	438	450	427
% of Total Baccalaureate Degrees	36%	39%	39%	39%	41%	39%	39%	39%	35%

\* counted if student was ever a Pell recipient

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

Undergraduate Students formally registered with the Office of Disability Services  
as a Percent of All Undergraduates

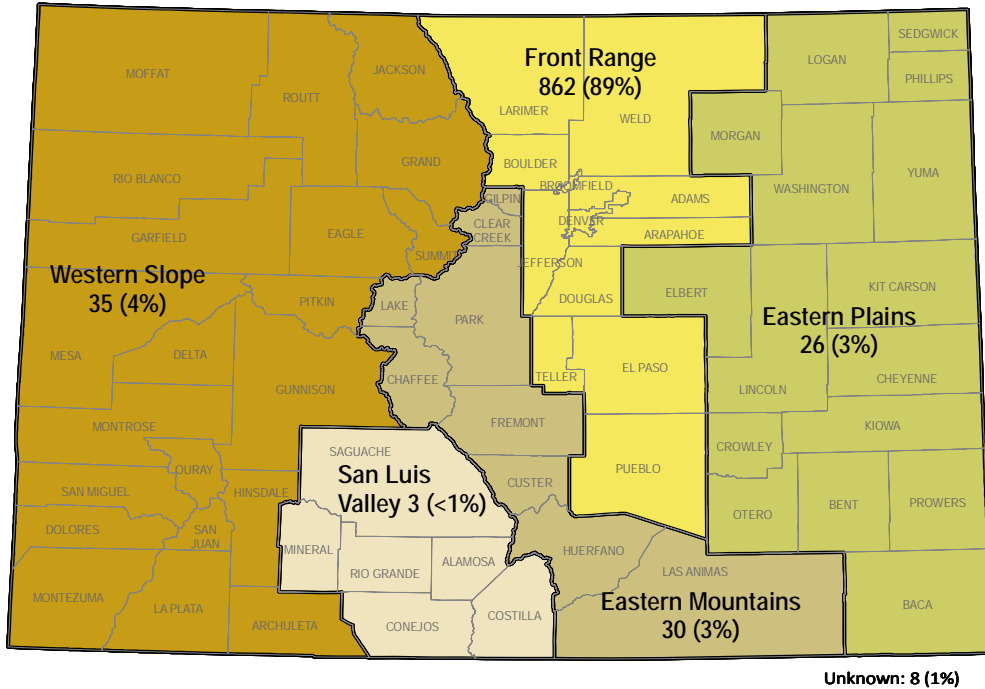


Number of undergraduates registered with Office of Disability Services  
Percent of all undergraduates

	Fall 2008	Fall 2009
Number of undergraduates registered with Office of Disability Services	274	215
Percent of all undergraduates	4.2%	3.2%

**University of Colorado at Colorado Springs  
New Resident Freshmen, Fall 2009  
Home Region**

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



**Unknown: 8 (1%)**

Region	12th Graders Enrolled in CO Public Schools <sup>1</sup>	UCCS New Resident Freshmen, Fall 2009			
		Enrolled <sup>2</sup>	Percent	Number of High Schools Represented <sup>3</sup>	Percent
Eastern Mountains	2%	30	3%	14	8%
Eastern Plains	4%	26	3%	18	10%
Front Range	82%	862	89%	130	71%
San Luis Valley	1%	3	<1%	4	2%
Western Slope	10%	35	4%	18	10%
unknown		8	1%		
<b>Total</b>	<b>99%</b>	<b>964</b>	<b>100%</b>	<b>184</b>	<b>100%</b>

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

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

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

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

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

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

Data source: SURDS Undergraduate Applicant File.

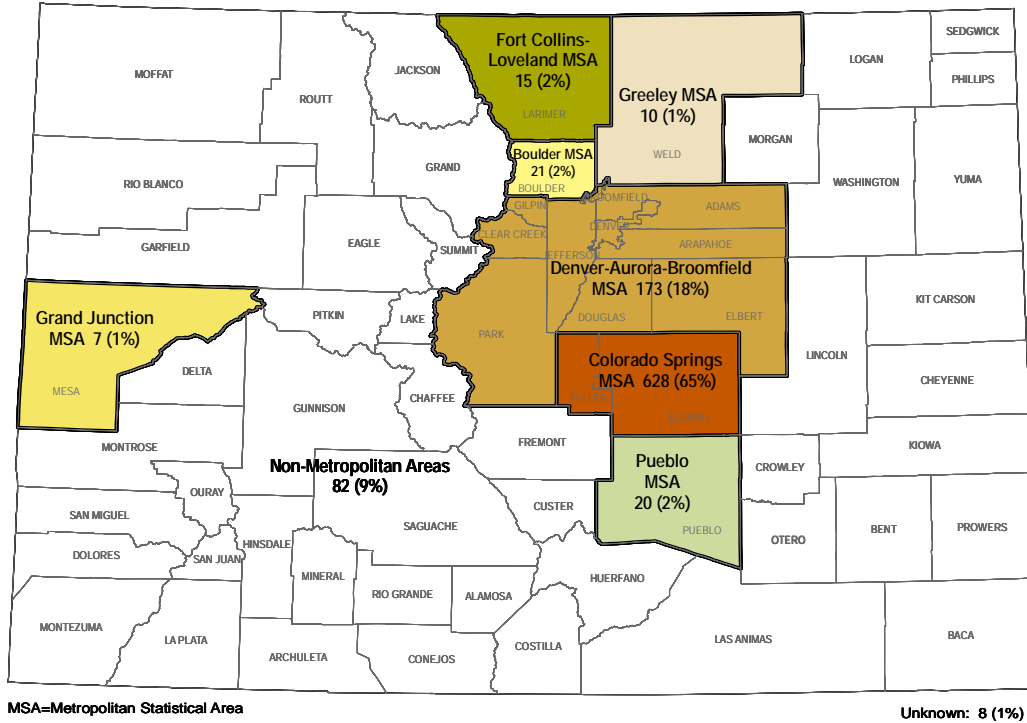
State regions defined at: Colorado Division of Local Government, State Demography Office.

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

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 at Colorado Springs  
New Resident Freshmen, Fall 2009  
Home Region: Metropolitan and Non-Metropolitan Areas**

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



	12th Graders Enrolled in CO Public Schools <sup>1</sup>	UCCS New Resident Freshmen, Fall 2009			
		Enrolled <sup>2</sup>	Percent	Number of High Schools Represented <sup>3</sup>	Percent
<b>Metropolitan Area</b>					
Boulder MSA	7%	21	2%	10	5%
Colorado Springs MSA	15%	628	65%	38	21%
Denver-Aurora-Broomfield MSA	42%	173	18%	63	34%
Fort Collins-Loveland MSA	6%	15	2%	9	5%
Grand Junction MSA	3%	7	1%	3	2%
Greeley MSA	4%	10	1%	6	3%
Pueblo MSA	3%	20	2%	9	5%
Non-metropolitan areas	19%	82	9%	46	25%
unknown		8	1%		
<b>Total</b>	<b>99%</b>	<b>964</b>	<b>100%</b>	<b>184</b>	<b>100%</b>

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

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

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

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

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

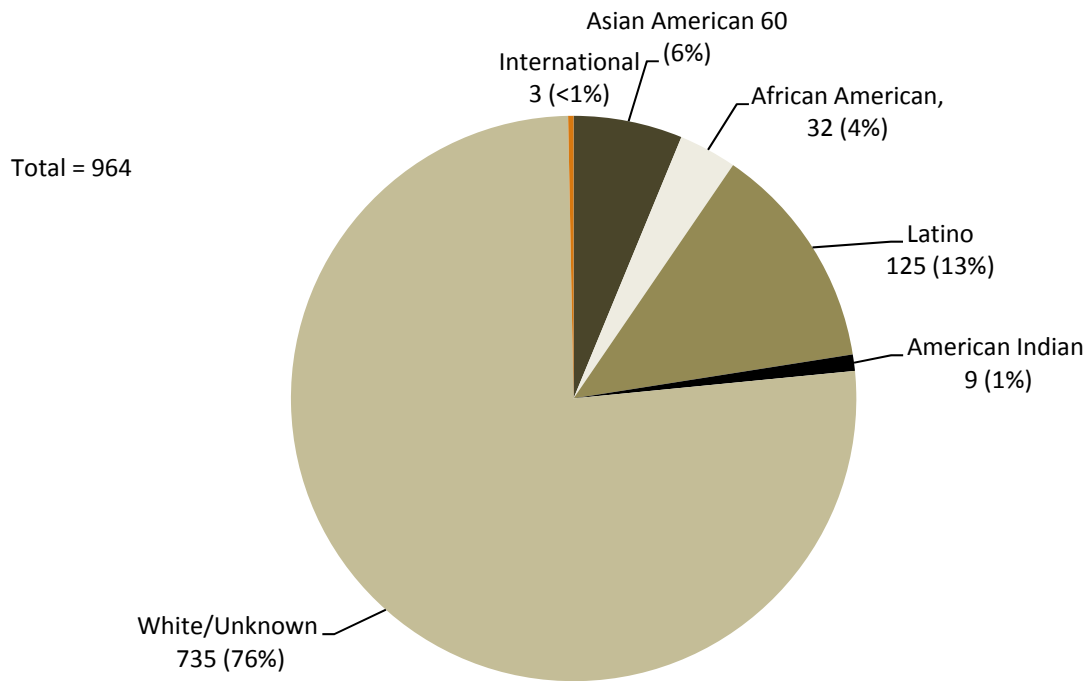
Data source: SURDS Undergraduate Applicant File.

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

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

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 at Colorado Springs**  
**New Resident Freshmen by Race/Ethnicity, Fall 2009**  
(End-of-Term Enrollment)



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

*University of Colorado at Colorado Springs*

**Faculty and Staff Diversity Data**

University of Colorado at Colorado Springs  
Full-Time Faculty and Staff, Fall 2009

	Total	Female		Male		Minority		Ethnicity/Citizenship						
		#	%	#	%	#	%	African American	American Indian	Asian	Latino	White	Unknown	Inter-national
<b>Faculty/Academic Staff</b>	<b>337</b>	<b>171</b>	<b>51%</b>	<b>166</b>	<b>49%</b>	<b>43</b>	<b>13%</b>	<b>6</b>	<b>3</b>	<b>15</b>	<b>19</b>	<b>274</b>	<b>20</b>	<b>0</b>
Instructional Faculty	317	159	50%	158	50%	41	13%	6	3	15	17	260	16	0
Tenured/Tenure Track	219	95	43%	124	57%	25	11%	4	2	10	9	182	12	0
Full Professor	76	16	21%	60	79%	7	9%	1	0	3	3	68	1	0
Associate Professor	59	30	51%	29	49%	7	12%	2	1	1	3	51	1	0
Assistant Professor	84	49	58%	35	42%	11	13%	1	1	6	3	63	10	0
Non-Tenure Track	98	64	65%	34	35%	16	16%	2	1	5	8	78	4	0
Instructor/Sr. Instructor	96	64	67%	32	33%	16	17%	2	1	5	8	77	3	0
Other	2	0	0%	2	100%	0	0%	0	0	0	0	1	1	0
Research Faculty/Academic Research Staff	14	6	43%	8	57%	2	14%	0	0	0	2	9	3	0
Public Service Faculty*	6	6	100%	0	0%	0	0%	0	0	0	0	5	1	0
<b>Staff</b>	<b>425</b>	<b>233</b>	<b>55%</b>	<b>192</b>	<b>45%</b>	<b>87</b>	<b>20%</b>	<b>23</b>	<b>5</b>	<b>14</b>	<b>45</b>	<b>325</b>	<b>13</b>	<b>0</b>
Executive/Administrative/Managerial	121	64	53%	57	47%	16	13%	4	1	5	6	99	6	0
Officers -- Faculty Status	9	4	44%	5	56%	4	44%	1	0	2	1	5	0	0
Officers -- Without Faculty Status	5	3	60%	2	40%	0	0%	0	0	0	0	5	0	0
Other	107	57	53%	50	47%	12	11%	3	1	3	5	89	6	0
Other Professionals (support/service)	122	69	57%	53	43%	26	21%	7	2	3	14	92	4	0
Exempt Professionals	16	5	31%	11	69%	4	25%	1	1	0	2	11	1	0
Classified Staff	106	64	60%	42	40%	22	21%	6	1	3	12	81	3	0
Technical and Paraprofessionals	-	0	--	0	--	0	--	0	0	0	0	0	0	0
Clerical and Secretarial	104	87	84%	17	16%	17	16%	3	0	2	12	86	1	0
Skilled Crafts	-	0	--	0	--	0	--	0	0	0	0	0	0	0
Service/Maintenance	78	13	17%	65	83%	28	36%	9	2	4	13	48	2	0
<b>Faculty/Staff Total</b>	<b>762</b>	<b>404</b>	<b>53%</b>	<b>358</b>	<b>47%</b>	<b>130</b>	<b>17%</b>	<b>29</b>	<b>8</b>	<b>29</b>	<b>64</b>	<b>599</b>	<b>33</b>	<b>0</b>

\*Clinical faculty.

	Total	Female		Male		Minority		Ethnicity/Citizenship						
		#	%	#	%	#	%	African American	American Indian	Asian	Latino	White	Unknown	Inter-national
<b>Tenured Faculty</b> (a subset of Instructional Faculty)	<b>135</b>	<b>46</b>	<b>34%</b>	<b>89</b>	<b>66%</b>	<b>14</b>	<b>10%</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>6</b>	<b>119</b>	<b>2</b>	<b>0</b>
Full Professor	76	16	21%	60	79%	7	9%	1	0	3	3	68	1	0
Associate Professor	59	30	51%	29	49%	7	12%	2	1	1	3	51	1	0
Assistant Professor	0	0	--	0	--	0	--	0	0	0	0	0	0	0

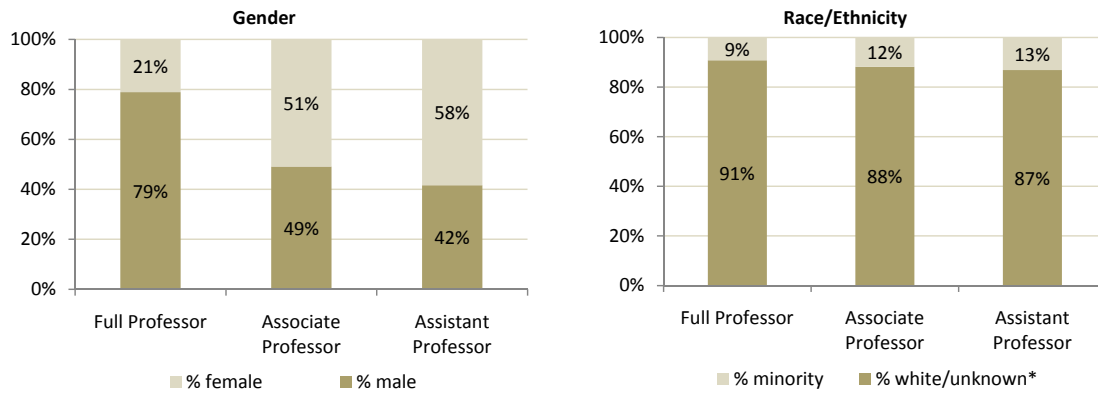
Notes: Includes all employees reported for IPEDS EAP for Fall 2009. Excludes student and other temporary employees  
Minority total excludes white, unknown, international. Percent minority is total minority divided by all excluding international

	Total	Ethnicity/Citizenship																				
		African American			American Indian			Asian			Latino			White			Unknown			International		
		Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
<b>Instructional Faculty</b>	<b>317</b>	<b>4</b>	<b>2</b>	<b>67%</b>	<b>3</b>	<b>0</b>	<b>100%</b>	<b>8</b>	<b>7</b>	<b>53%</b>	<b>10</b>	<b>7</b>	<b>59%</b>	<b>124</b>	<b>136</b>	<b>48%</b>	<b>10</b>	<b>6</b>	<b>63%</b>	<b>0</b>	<b>0</b>	<b>--</b>
Tenured/Tenure Track	219	3	1	75%	2	0	100%	4	6	40%	4	5	44%	74	108	41%	8	4	67%	0	0	--
Full Professor	76	1	0	100%	0	0	--	0	3	0%	1	2	33%	14	54	21%	0	1	0%	0	0	--
Associate Professor	59	2	0	100%	1	0	100%	0	1	0%	2	1	67%	24	27	47%	1	0	100%	0	0	--
Assistant Professor	84	0	1	0%	1	0	100%	4	2	67%	1	2	33%	36	27	57%	7	3	70%	0	0	--
Non-Tenure Track	98	1	1	50%	1	0	100%	4	1	80%	6	2	75%	50	28	64%	2	2	50%	0	0	--
Instructor/Sr. Instructor	96	1	1	50%	1	0	100%	4	1	80%	6	2	75%	50	27	65%	2	1	67%	0	0	--
Other	2	0	0	--	0	0	--	0	0	--	0	0	--	0	1	0%	0	1	0%	0	0	--
<b>Tenured Faculty</b> (a subset of Instructional Faculty)	<b>135</b>	<b>3</b>	<b>0</b>	<b>100%</b>	<b>1</b>	<b>0</b>	<b>100%</b>	<b>0</b>	<b>4</b>	<b>0%</b>	<b>3</b>	<b>3</b>	<b>50%</b>	<b>38</b>	<b>81</b>	<b>32%</b>	<b>1</b>	<b>1</b>	<b>50%</b>	<b>0</b>	<b>0</b>	<b>--</b>
Full Professor	76	1	0	100%	0	0	--	0	3	0%	1	2	33%	14	54	21%	0	1	0%	0	0	--
Associate Professor	59	2	0	100%	1	0	100%	0	1	0%	2	1	67%	24	27	47%	1	0	100%	0	0	--
Assistant Professor	0	0	0	--	0	0	--	0	0	--	0	0	--	0	0	--	0	0	--	0	0	--

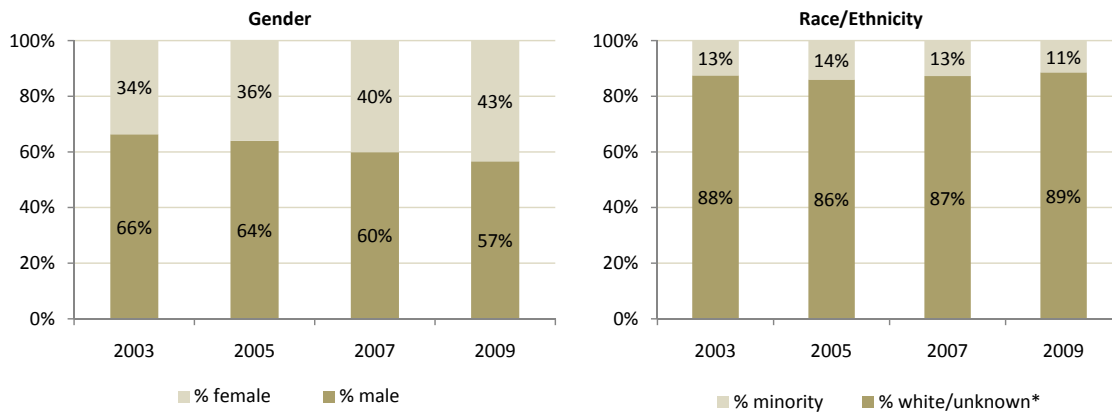
Notes: Includes all employees reported for IPEDS EAP for Fall 2009. Excludes student and other temporary employees

# University of Colorado at Colorado Springs

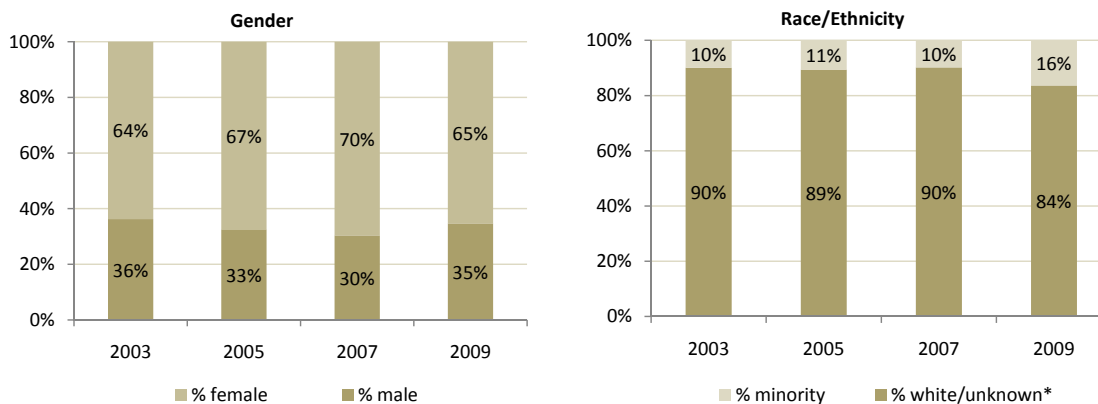
## Regular Instructional Faculty, Fall 2009 Tenured/Tenure Track



## Regular Instructional Faculty, Fall 2003 - Fall 2009 Tenured/Tenure Track Faculty All Ranks Combined



## Non-Tenure Track Faculty Instructors and Senior Instructors Combined

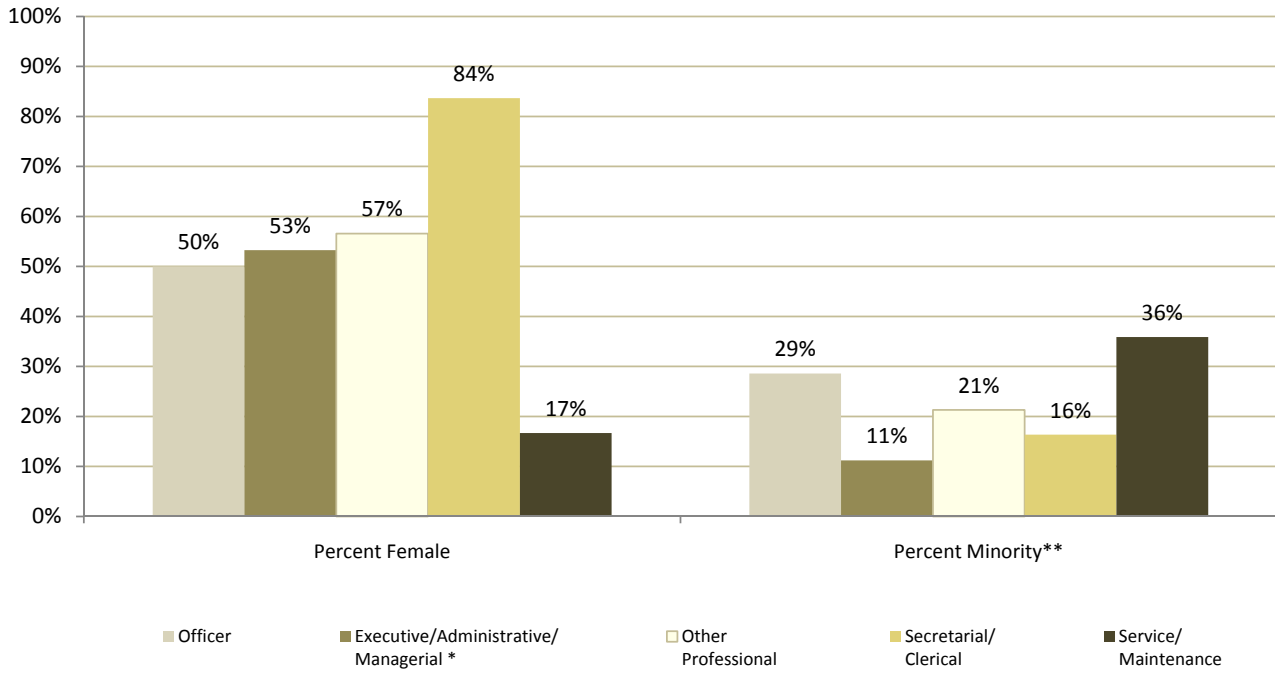


\* Percent minority and percent white/unknown calculations exclude international faculty.



# University of Colorado at Colorado Springs

## Staff Diversity by Occupational Category, Fall 2009



\* Excluding officers

\*\*Percent minority calculations exclude international staff

# *University of Colorado* *Denver*

## **2009-10 Diversity Report**

Data provided by the University of Colorado Denver Office of Institutional Research, Planning and Analysis  
Report prepared by the University of Colorado System Office of Institutional Research  
April 2010

## About This Report

The University of Colorado Denver continues to make diversity and inclusion a main priority as it carries out strategic planning that relies on this enhanced culture to sustain and advance success in reaching the people and communities we serve. Since the advent of the Blue Ribbon Commission's recommendations, UC Denver has made great strides in advancing our diversity agenda through Chancellor M. Roy Wilson's "Blueprint for Action". This work has included the development in each school and college of an overarching plan for achieving diversity goals as well as supporting existing diversity successes. Additionally, an administrative structure has been put in place that acknowledges diversity as one of the institution's highest priorities.

Last year, the institution began implementing a strategic plan that places ongoing and enhanced diversity as a cornerstone of any future imagined.

But all of these overarching efforts are of little value without the on-the-ground programs and initiatives that directly touch the lives of students, faculty and staff and create a more welcoming and supportive environment on our campuses as well as a more compelling alternative for those who wish to work and study at UC Denver.

This report outlines new initiatives we believe work toward those ends and highlights select ongoing initiatives that are having an impact on our overall diversity achievements.

## Admissions

The number of diverse students enrolling on the Denver Campus continues to be strong. For Fall 2009, 37.4 percent of resident freshmen self-identified as students of color up from 36.6 percent in Fall of 2008.

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

There continues to be a lack of diversity in some of the health sciences programs, particularly in the School of Medicine. National competition for medical students of color is intense, and UC Denver must find ways to attract those students. The strategic plan calls for expanding the pipeline between the diverse student body on the Denver Campus and the Anschutz Medical Campus. A more diverse health sciences faculty also will attract a more diverse pool of applicants. Additionally, the university must seek out new ways, even in this financially challenged environment, to create the types of scholarship opportunities that will attract and retain top student candidates.

## Retention

The overall retention rate of all freshmen has remained fairly consistent over the last 4 years, ranging from 71 to 72 percent. Currently, students of color persist at a rate somewhat higher than white students: 73 percent and 69 percent, respectively. This might be attributed to focused grant programs

and services for first generation and low-income students as well as UC Denver providing a residential experience. New and established programs and strategies have been implemented to improve student success during the first year and throughout their academic careers. They include:

- **Experiential Learning Center (ELC):** The recently created ELC serves students, faculty, employers, and community partners as a resource for experiential learning opportunities. Experiential Learning, broadly defined as “hands-on” learning, engages students in active learning beyond traditional classroom, laboratory or studio pedagogy. Well-planned, supervised and evaluated learning experiences promote interdisciplinary learning, civic engagement, career development, cultural awareness, leadership, problem solving and other professional and intellectual skills. Off-campus internships, undergraduate research and service learning are the most common forms of experiential learning. Experiential learning is an important community outreach tool and enhances UC Denver’s image and reputation. This type of learning is an important form of student engagement, because it promotes student persistence and improves graduation rates.
- **Denver Transfer Initiative (DTI):** DTI is a federally funded partnership program with the Community College of Denver (CCD). The program was created to provide a smoother transition from CCD to the university. Collaboration with student and academic departments, workshops and advising for students provide the foundations of the program. In 2009, 68% of the 101 students that transferred from CCD to UC Denver were students of color. There are 90 more students in the pipeline. Sixty one percent of these are students of color.
- **Campus Village Apartments – First-Year Programming:** Studies have shown that students who live in campus housing during their first year of college have a higher rate of success in school. Programming designed to help with transitions as well as supporting student academic success was implemented in Fall 2009.
- **Veteran’s Affairs Office:** The Denver Campus is developing a robust office to more specifically address the needs of veterans. The office serves as a resource for students, faculty and staff by providing outreach and educational service. A newly appointed full-time director provides the leadership for program growth.
- **Early Alert:** A web-based system allows faculty to refer students who are having academic difficulty. These students are referred to academic advisers who guide the students to appropriate resources. The program is a partnership of the College of Liberal Arts and Sciences, Undergraduate Experiences and the Academic Success and Advising Center of Student Affairs.
- **Supplemental Instruction (SI):** The Learning Resource Center (LRC) has developed partnerships with Chemistry and Biology to offer SI for classes in these disciplines. These areas were identified because of the high D/F/W (grade of D or F; withdrawal) rates in the beginning classes. The SI model calls for a close working relationship between faculty and the SI student facilitators trained by the LRC. Physics has been added to the disciplines utilizing SI. Discussions have begun with Psychology and there are other disciplines interested in utilizing the SI modality.
- **Academic Success Packet:** Utilizing an intrusive advising model, students on probation flagged within SIS (the Student Information System) are required to meet with an adviser before registering for classes. Students also are required to complete the Academic Success Packet, which is designed for self-reflection, goal-setting and as an introduction to campus resources.

The undergraduate schools and colleges are moving toward a uniform packet across entities to be used as an intervention tool.

- **Early Contact:** This program recognizes the need for the institution to connect early with students. Examples of early contact efforts are:
  - Preparation checklist sent with each acceptance letter
  - Orientation programs
  - Individual contact and welcome by advisers; phone calls from alumni to welcome new students at the beginning of each semester
- **First-year Seminars:** The UC Denver First-Year Seminar (FYS) courses are designed to support high school graduates entering the university. The FYS courses are low enrollment, 3-credit hour seminars designed to integrate academic skills with academic content. The rigor of the academic content allows FYS courses to fulfill requirements of the UC Denver Core Curriculum. The academic skills are built around time management, learning styles, critical thinking, writing competence, research, campus resources, engagement, and health/wellness. Student engagement is the fundamental component for enhanced student retention. The FYS courses require students to participate in workshops taught by student support staff covering study skills, academic advising, financial aid and personal finance, career counseling, writing, information literacy, and alcohol/drug awareness. Each FYS course engages students in a service learning project to support the greater Denver community. Finally, FYS courses require students to participate in the university community through student clubs, arts and theatre performances, etc.
- **TRiO Student Support Services (SSS):** A federally funded program that supports low income, first generation and disabled students in the achievement of their academic goals, the UC Denver SSS program is funded to work with 165 students each year. Students participate in workshops, cultural enrichment, tutoring and supportive advising to help guide them to success. For the 2008-09 academic year, the TRiO-SSS program had an 82% retention rate from 2008-09 to the beginning of fall 2009 and a good academic standing (2.00 or above GPA) rate of 94%. The six-year graduation rate of new participants from the 2003-04 academic year, which included freshmen, sophomore, and junior students, was 64%.
- **Writing/Math Centers:** The Writing Center and Online Math tutoring provide additional academic support for students seeking to address weaknesses in writing and/or mathematics.
- **Foundations of Excellence:** UC Denver is part of a national consortium of 167 colleges and universities analyzing the experiences of first-year students. UC Denver was a member of the 2008-2009 Foundations of Excellence (FoE) cohort examining nine specific areas, one of which is diversity. Part of the analysis includes surveying students, faculty and staff on how first-year students are exposed to diverse cultures and ideas. The FoE Final Report made 17 specific recommendations, 3 of which directly pertain to diversity, covering administrative structure, student-student interactions, student-faculty interactions, student recruitment, program coordination and student assessment. Implementation of FoE recommendations is on-going consistent with the UC Denver Strategic Plan and budget processes.

## **NEW INITIATIVES**

### **Colorado Clinical and Translational Sciences Institute Summer Undergraduate Minority Mentoring in Translational Science (SUMMIT)**

Through the work of the \$76 million National Institutes of Health-funded CCTSI, this program brings together African American, Hispanic, and Native American undergraduate students to enhance their summer research programs by participating in development sessions. These sessions focus on the unique needs of Hispanic, Native American, and Alaskan Native students. In addition, the CCTSI provides stipend support for qualifying candidates in these programs to encourage and increase diversity across clinical translational disciplines.

### **Health Interest Program (HIP)**

HIP is a mentorship program that allows undergraduate students to be paired with a healthcare professional from various disciplines at Denver Health. Participants shadow their mentor multiple times while learning more about their health care profession.

### **BA/BS to MD degree program**

The BA/BS-MD degree program is a partnership between the College of Liberal Arts and Sciences and the School of Medicine designed to assemble eight to ten outstanding students from broadly diverse backgrounds who are committed to serving the health care needs of Colorado. Students accepted to the program will receive either a bachelor of science or a bachelor of arts degree on the Denver Campus and will be automatically accepted to medical school on the Anschutz Medical Campus on proof of their continuing high academic achievement.

### **Student Leaders Initiating Change (SLIC)**

SLIC is a student leadership program that serves the Denver Campus through educational programming, training, workshops, and service learning projects. There are 70 students currently involved in the program aimed at supporting other students, 92 percent of whom are students of color.

### **Urban Scholars**

This program is a partnership between the Office of Diversity and Inclusion, the School of Medicine, and the Central Area Health Education Centers. It provides undergraduate students with a one-month intensive science review in preparation for the MCAT exam, information on admissions to UC Denver professional programs, science courses taught by current medical students, clinical and research experiences, mentor relationships with current medical students and faculty, and study skills workshops.

## **ADDITIONAL INITIATIVES**

### **Disability services and awareness**

The Office of Disability Resources and Services (DRS) continues to expand its work with students on the Denver Campus, who have grown to 270 students with 1,000 classes accommodated, and the Anschutz Medical Campus with 30 students and 180 classes accommodated. Additionally, the Disabilities Committee has been formed with the immediate goals of improving access for those with mobility impairments to 9<sup>th</sup> Street Park buildings on the Denver Campus and to review the placement of disability in the Auraria Campus Emergency Plan. In the longer term, the committee plans to assess physical and social access on both campuses using GIS technology to help “map” the campus.

**Faculty Assembly GLBT Committee**

This Denver Campus committee works to raise awareness and to support research on campus surrounding gay, lesbian, bisexual and transgender issues. The committee also works with Faculty Assembly and Faculty Council on non-discrimination policies related to gender identity and expression.

**Graduate Experiences for Multicultural Students (GEMS)**

This program introduces undergraduate students from diverse and traditionally under-represented groups to the biomedical research career opportunities offered at the graduate level. Students enroll in a ten-week summer research internship course conducted by distinguished science faculty which consists of lectures, demonstrations, and laboratory research assignments.

**Health Disparities Conference**

As an integral part of the School of Medicine's Diversity Plan to increase health equity through education, workforce development and community outreach, the Office of Diversity and Inclusion, in partnership with the Health Equity Coalition, is hosting the 2010 Health Disparities/Health Equity Conference "Mobilizing Voices of Change for Health Equity" on the Anschutz Medical Campus. This conference will integrate basic science, translational research, and advocacy work to connect the University of Colorado campuses to the community. One of the primary goals of this conference is to form a collaboration for research and community engagement creating pathways and strategies for increasing health equity.

**Ongoing partnerships with local public schools**

UC Denver maintains numerous partnerships with local schools and school districts. Two of those partnerships include mini-clinics and summer sessions for Denver School of Science and Technology students, who are connected with current UC Denver students who act as tutors and mentors. In response to a growing Latino student population (currently 69 percent) at Thornton High School, a partnership began with the school and the Office of Hispanic Student Educational Programs and Outreach. Events were held at Thornton High School where students and their parents learned about UC Denver admissions, financial aid, scholarships, and preparing for the challenges faced by immigrant students. All presentations were given in both English and Spanish. This same partnership will be duplicated with other predominately Latino high schools.

**Aurora LIGHTS**

The Colorado and Central AHECs (area health education centers), along with the Aurora Public Schools, are excited to announce a new collaboration called Aurora LIGHTS (LeadInG the way in HealTh Sciences). The Aurora LIGHTS Career Program is a new partnership designed to help minority and disadvantaged students succeed in science, enroll in pre-med and health sciences school programs and become health science professionals. Aurora LIGHTS is engaging a range of partners with expertise and resources to help students achieve this goal; in addition to AHEC and Aurora Public Schools, these include UCD, Community College of Aurora and the Metropolitan Community Provider Network (Aurora's local community health network). This collaboration will support educationally and economically disadvantaged students to enter a pipeline program extending from kindergarten through the health professional schools at the UCD, with a focus on education, recruitment and retention in the health sciences.

## Human Resources

The Human Resources Department implemented the following initiatives during the past year:

- Revised the on-line and classroom search committee training programs to reflect best practices discovered over the past five years and make them more accessible and applicable to all faculty and staff searches.
- Analyzed initial exit survey data, worked with Institutional Research to make minor revisions and used data to inform diversity efforts in the colleges and schools.
- Worked with other campuses to improve discrimination and harassment prevention training and implemented training requirements for all faculty and staff.
- Launched a new HR website that better reflects the University's commitment to diversity and makes resources easier to find.

## Summary

UC Denver continues to have success attracting a diverse pool of undergraduate and graduate students to the Denver Campus. Additionally, a number of new and ongoing retention programs have helped to advance success of the populations beyond the average success rates of the student body as a whole.

On the Anschutz Medical Campus, we continue to struggle with diversifying our health sciences enrollments across some of our schools and colleges. One example of a successful school is the School of Pharmacy, where in Fall 2009 31.6% of the PharmD students are minority.

Certainly our constrained financial resources have made it impossible to offer the scholarship opportunities that would assist us in competing for the best and brightest students. To compensate for this challenge, we have adopted a number of new programs – including the BS/BA to MD program as well as Aurora LIGHTS (both described above) that we believe will help us overcome these issues and supplement needed diverse students in our healthcare programs and ultimately in the healthcare workforce.

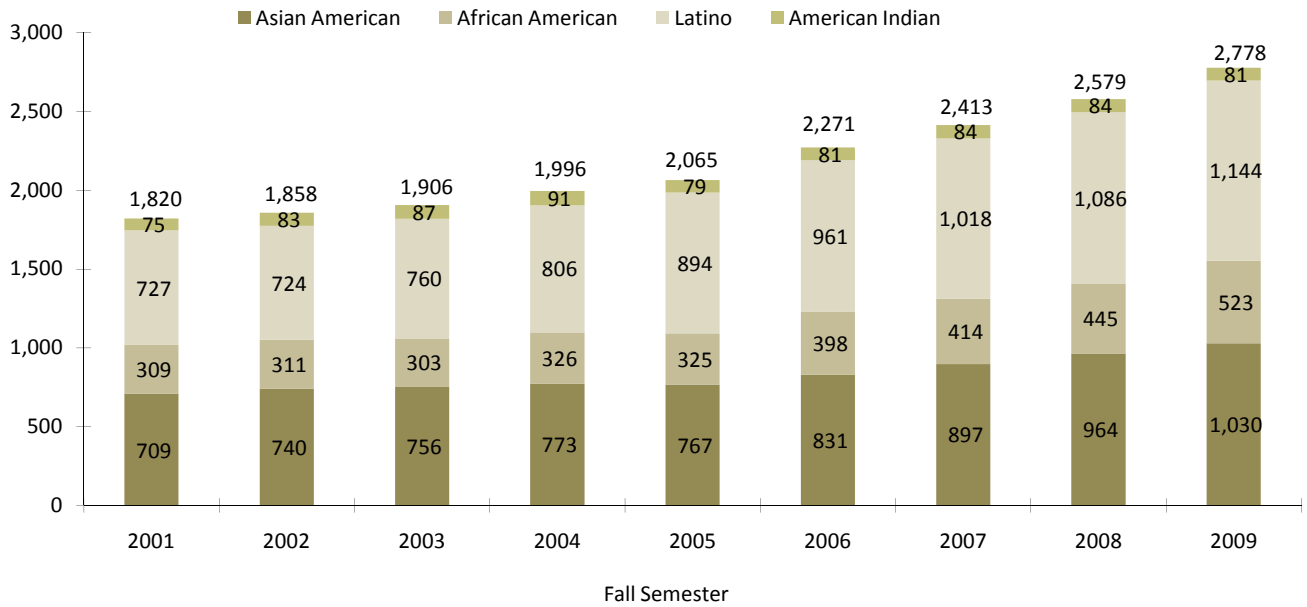
Based on the direction of our strategic plan, we continue to seek out new programs and opportunities to strengthen our existing diversity work and to develop new avenues for reaching these communities in the future.



*University of Colorado Denver*

**Student Diversity Data**

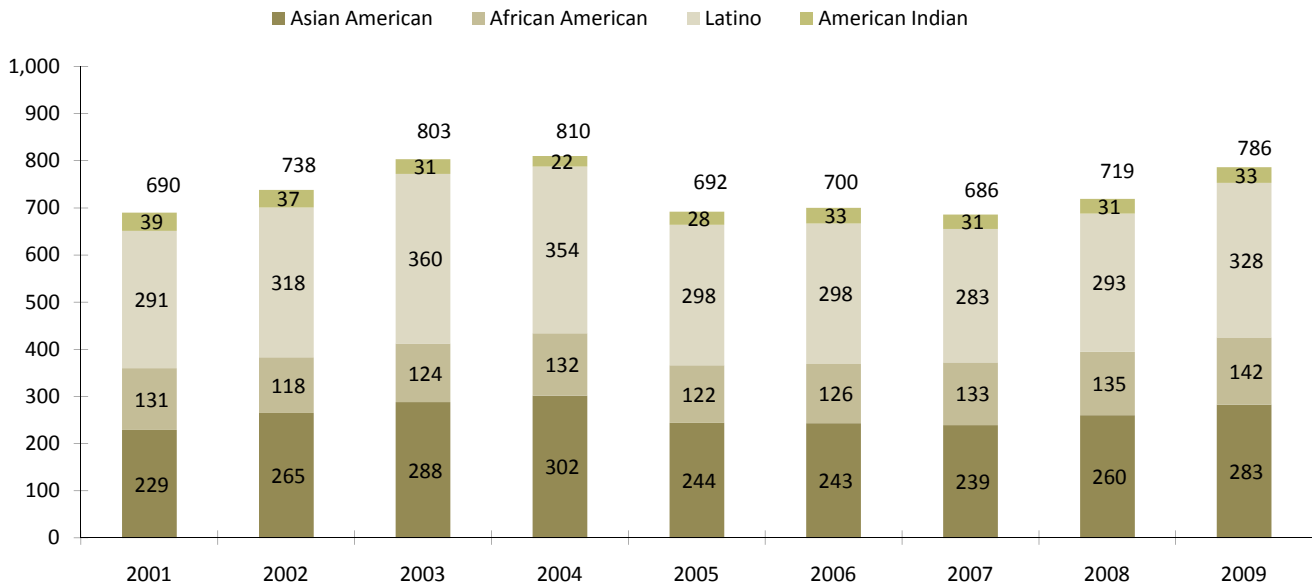
**University of Colorado Denver  
Undergraduate Fall Headcount Enrollment by Race/Ethnicity**



Ethnicity	2001	2002	2003	2004	2005	2006	2007	2008	2009
Asian American	709	740	756	773	767	831	897	964	1,030
African American	309	311	303	326	325	398	414	445	523
Latino	727	724	760	806	894	961	1,018	1,086	1,144
American Indian	75	83	87	91	79	81	84	84	81
White/Unknown	4,576	4,812	5,062	5,441	5,716	5,915	6,023	6,179	6,484
International	391	306	211	199	130	107	182	255	342
<b>Total Enrollment</b>	<b>6,787</b>	<b>6,976</b>	<b>7,179</b>	<b>7,636</b>	<b>7,911</b>	<b>8,293</b>	<b>8,618</b>	<b>9,013</b>	<b>9,604</b>
Students of Color Total	1,820	1,858	1,906	1,996	2,065	2,271	2,413	2,579	2,778
Students of Color as % of Total	26.8%	26.6%	26.5%	26.1%	26.1%	27.4%	28.0%	28.6%	28.9%

The proportion of UG students of color at UCD has increased each year since 2005, with 2009 having a high of 28.9%.

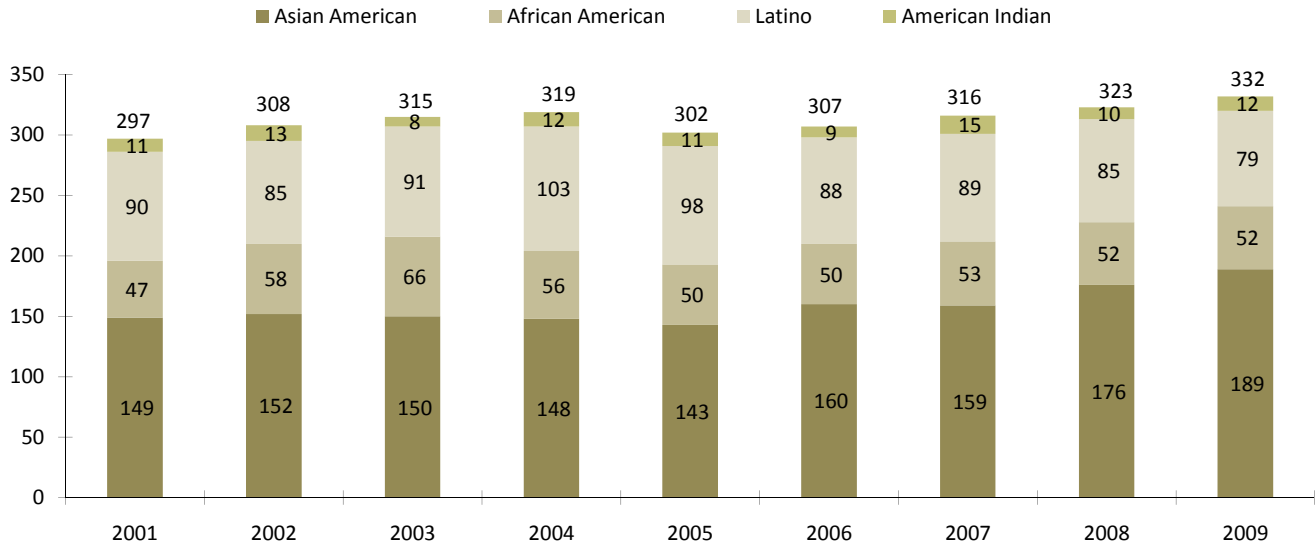
**University of Colorado Denver  
Graduate Fall Headcount Enrollment by Race/Ethnicity**



Ethnicity	2001	2002	2003	2004	2005	2006	2007	2008	2009
Asian American	229	265	288	302	244	243	239	260	283
African American	131	118	124	132	122	126	133	135	142
Latino	291	318	360	354	298	298	283	293	328
American Indian	39	37	31	22	28	33	31	31	33
White/Unknown	4,457	4,827	4,952	4,877	4,521	4,369	4,480	4,344	4,810
International	475	500	394	344	345	376	398	435	403
<b>Total Enrollment</b>	<b>5,622</b>	<b>6,065</b>	<b>6,149</b>	<b>6,031</b>	<b>5,558</b>	<b>5,445</b>	<b>5,564</b>	<b>5,498</b>	<b>5,999</b>
Students of Color Total	690	738	803	810	692	700	686	719	786
Students of Color as % of Total	12.3%	12.2%	13.1%	13.4%	12.5%	12.9%	12.3%	13.1%	13.1%

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

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

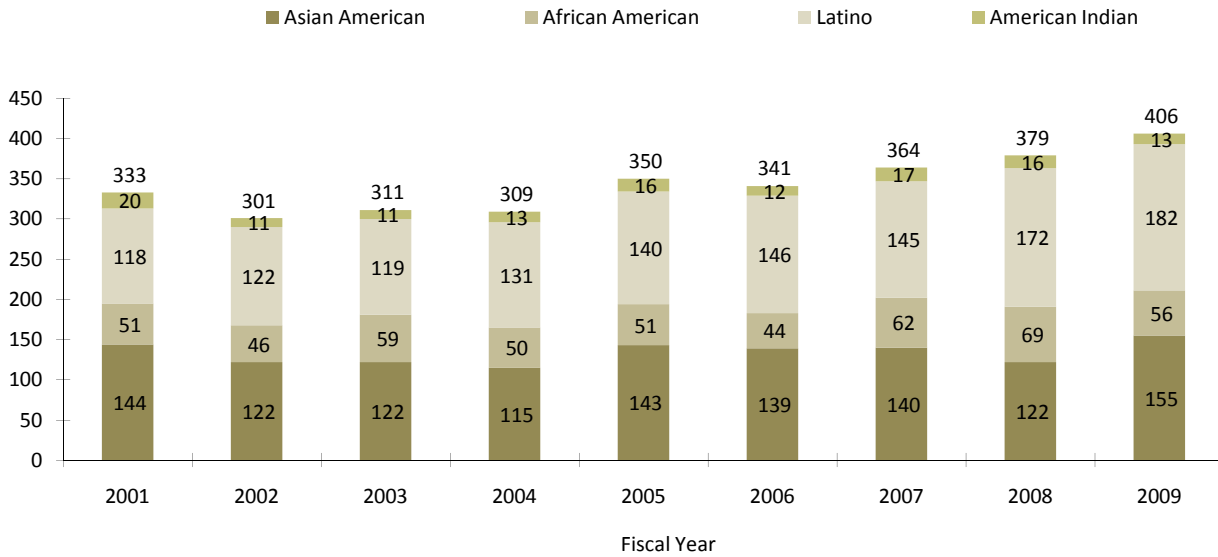


Ethnicity	2001	2002	2003	2004	2005	2006	2007	2008	2009
Asian American	149	152	150	148	143	160	159	176	189
African American	47	58	66	56	50	50	53	52	52
Latino	90	85	91	103	98	88	89	85	79
American Indian	11	13	8	12	11	9	15	10	12
White/Unknown	822	879	930	1,074	1,092	1,129	1,170	1,209	1,244
International	6	8	4	3	4	6	12	14	9
<b>Total Enrollment</b>	<b>1,125</b>	<b>1,195</b>	<b>1,249</b>	<b>1,396</b>	<b>1,398</b>	<b>1,442</b>	<b>1,498</b>	<b>1,546</b>	<b>1,585</b>
<b>Students of Color Total</b>	<b>297</b>	<b>308</b>	<b>315</b>	<b>319</b>	<b>302</b>	<b>307</b>	<b>316</b>	<b>323</b>	<b>332</b>
<b>Students of Color as % of Total</b>	<b>26.4%</b>	<b>25.8%</b>	<b>25.2%</b>	<b>22.9%</b>	<b>21.6%</b>	<b>21.3%</b>	<b>21.1%</b>	<b>20.9%</b>	<b>20.9%</b>

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

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

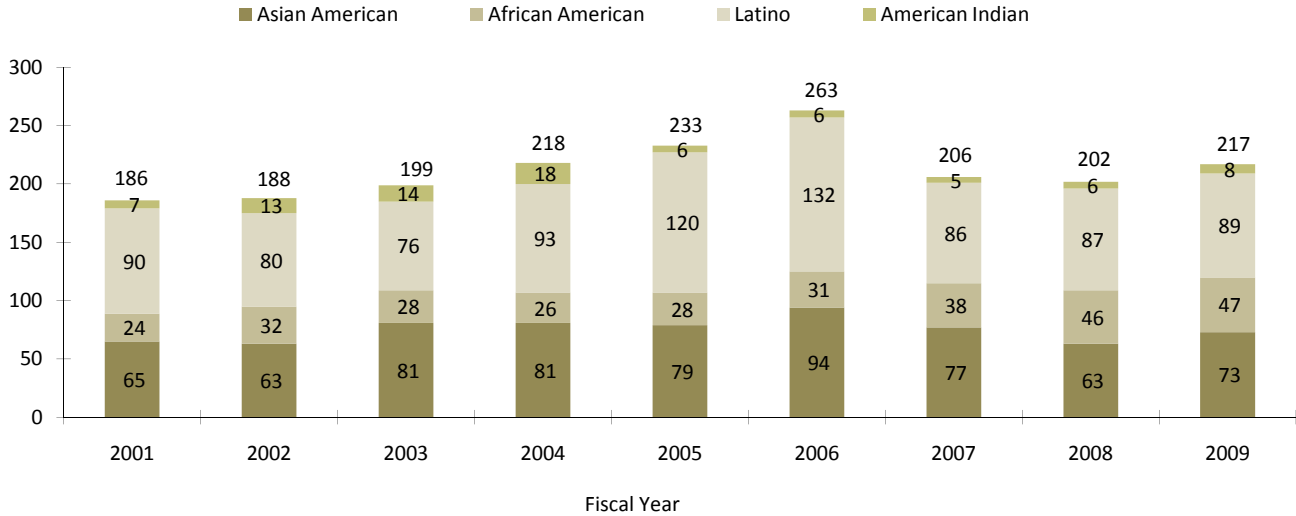
## University of Colorado Denver Baccalaureate Degrees Awarded by Race/Ethnicity



Ethnicity	2001	2002	2003	2004	2005	2006	2007	2008	2009
Asian American	144	122	122	115	143	139	140	122	155
African American	51	46	59	50	51	44	62	69	56
Latino	118	122	119	131	140	146	145	172	182
American Indian	20	11	11	13	16	12	17	16	13
White/Unknown	917	908	921	1,058	1,048	1,212	1,259	1,329	1,331
International	198	223	302	221	153	52	29	10	6
<b>Total Degrees Awarded</b>	<b>1,448</b>	<b>1,432</b>	<b>1,534</b>	<b>1,588</b>	<b>1,551</b>	<b>1,605</b>	<b>1,652</b>	<b>1,718</b>	<b>1,743</b>
Students of Color Total	333	301	311	309	350	341	364	379	406
Students of Color as % of Total	23%	21%	20%	19%	23%	21%	22%	22%	23%

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

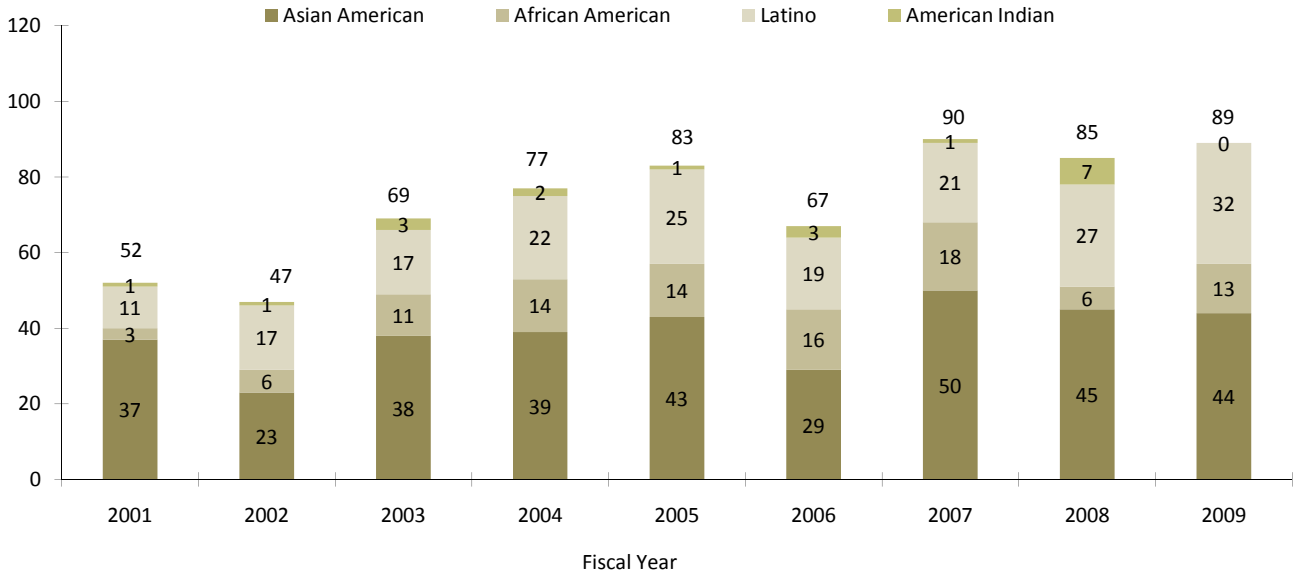
## University of Colorado Denver Graduate Degrees Awarded by Race/Ethnicity



Ethnicity	2001	2002	2003	2004	2005	2006	2007	2008	2009
Asian American	65	63	81	81	79	94	77	63	73
African American	24	32	28	26	28	31	38	46	47
Latino	90	80	76	93	120	132	86	87	89
American Indian	7	13	14	18	6	6	5	6	8
White/Unknown	1,402	1,373	1,448	1,421	1,566	1,577	1,502	1,564	1,625
International	163	203	226	196	144	160	125	23	16
<b>Total Degrees Awarded</b>	<b>1,751</b>	<b>1,764</b>	<b>1,873</b>	<b>1,835</b>	<b>1,943</b>	<b>2,000</b>	<b>1,833</b>	<b>1,789</b>	<b>1,858</b>
<b>Students of Color Total</b>	<b>186</b>	<b>188</b>	<b>199</b>	<b>218</b>	<b>233</b>	<b>263</b>	<b>206</b>	<b>202</b>	<b>217</b>
<b>Students of Color as % of Total</b>	<b>11%</b>	<b>11%</b>	<b>11%</b>	<b>12%</b>	<b>12%</b>	<b>13%</b>	<b>11%</b>	<b>11%</b>	<b>12%</b>

As with UG degrees, the proportion of graduate degrees to students of color has remained fairly consistent over time. There have, however, been declines in the *numbers* of degrees awarded since 2006. The latter appears to have a direct correlation with the decline in overall enrollment of graduate students of color in 2005 and 2006. However, the number of degrees awarded for 2009 increased for the first time in three years.

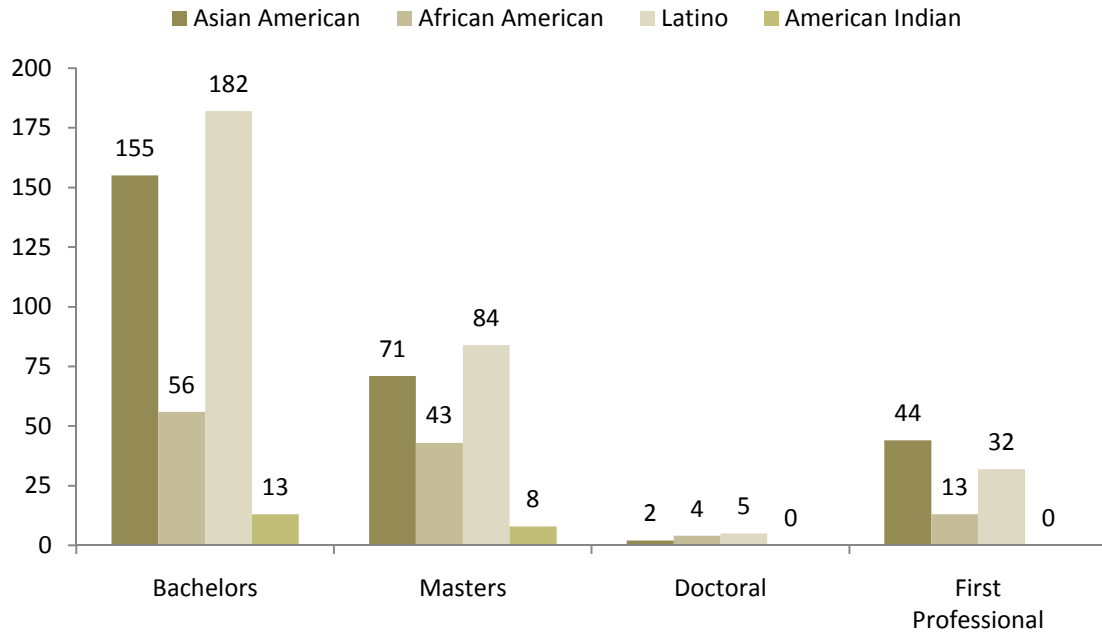
**University of Colorado Denver  
Anschutz Medical Campus  
First Professional Degrees Awarded by Race/Ethnicity**



Ethnicity	2001	2002	2003	2004	2005	2006	2007	2008	2009
Asian American	37	23	38	39	43	29	50	45	44
African American	3	6	11	14	14	16	18	6	13
Latino	11	17	17	22	25	19	21	27	32
American Indian	1	1	3	2	1	3	1	7	0
White/Unknown	184	179	189	173	270	287	329	337	327
International	0	1	4	2	1	1	2	18	7
<b>Total Degrees Awarded</b>	<b>236</b>	<b>227</b>	<b>262</b>	<b>252</b>	<b>354</b>	<b>355</b>	<b>421</b>	<b>440</b>	<b>423</b>
Students of Color Total	52	47	69	77	83	67	90	85	89
Students of Color as % of Total	22%	21%	26%	31%	23%	19%	21%	19%	21%

The percentage of health professional degrees awarded to students of color has fluctuated since 2001. During the four most recent years, that number has become somewhat more stable, ranging from 19 to 21 percent.

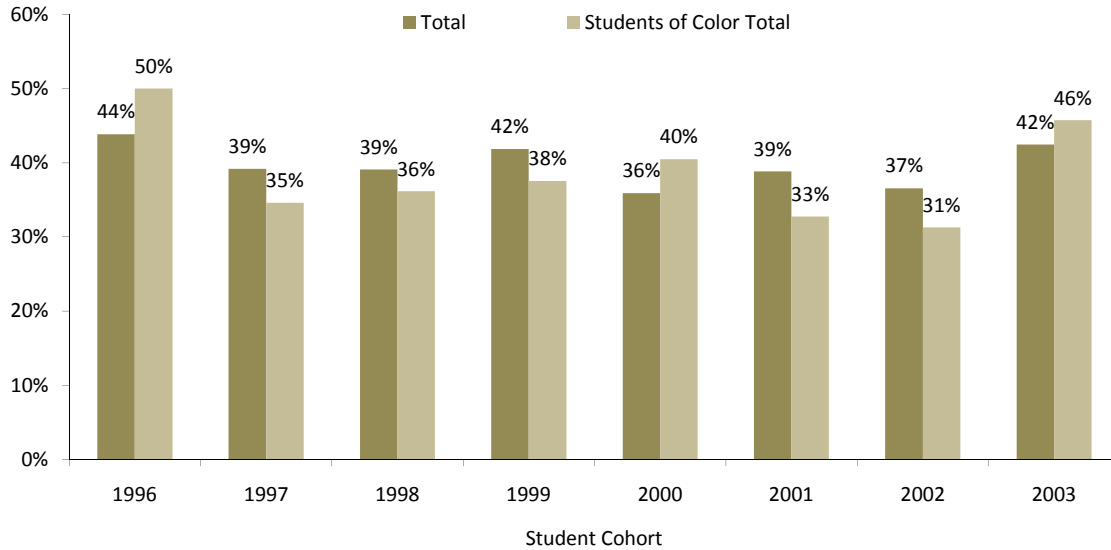
**University of Colorado Denver  
Degrees Awarded by Race/Ethnicity  
Fiscal Year 2009**



	Bachelors	Masters	Doctoral	First Professional	Total
Asian American	155	71	2	44	272
African American	56	43	4	13	116
Latino	182	84	5	32	303
American Indian	13	8	0	0	21
White/Unknown	1,331	1,542	83	327	3,283
International	6	15	1	7	29
<b>Students of Color Total</b>	<b>406</b>	<b>206</b>	<b>11</b>	<b>89</b>	<b>712</b>
<b>Total</b>	<b>1,743</b>	<b>1,763</b>	<b>95</b>	<b>423</b>	<b>4,024</b>



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



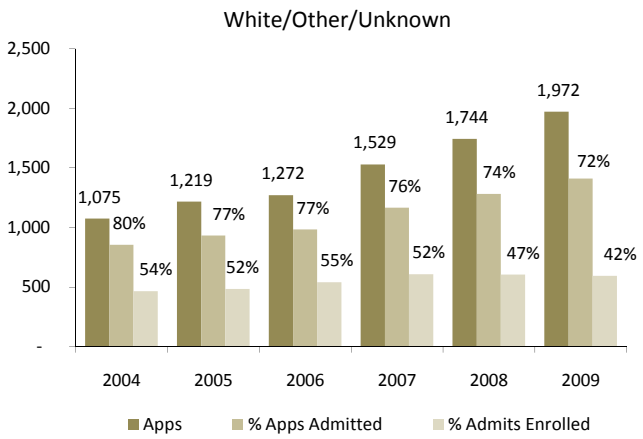
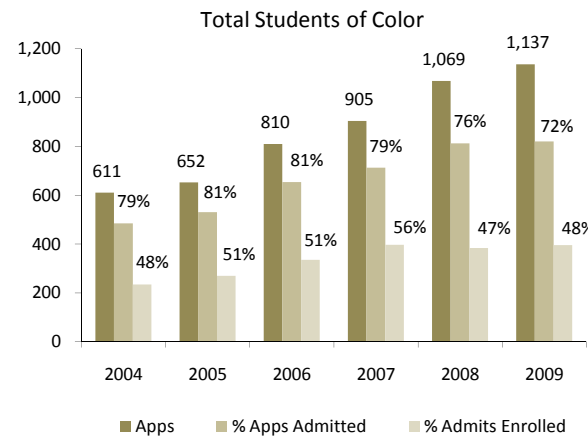
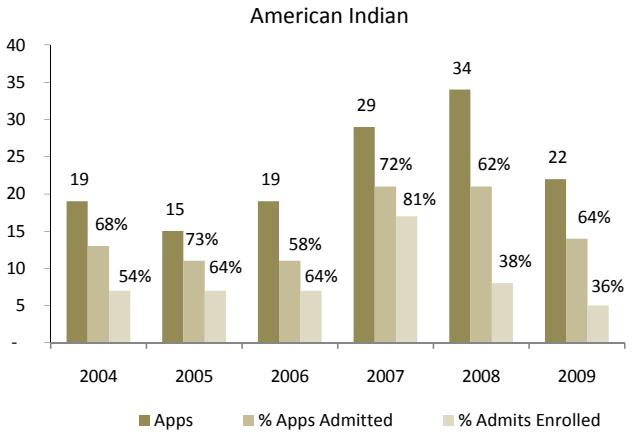
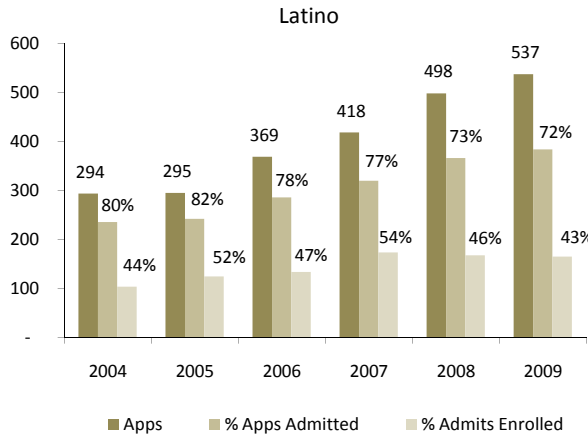
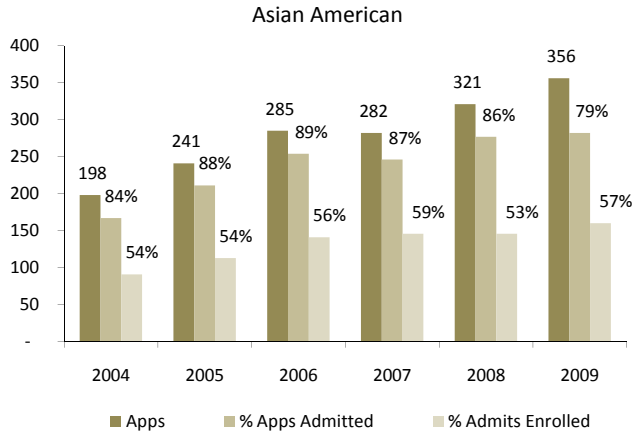
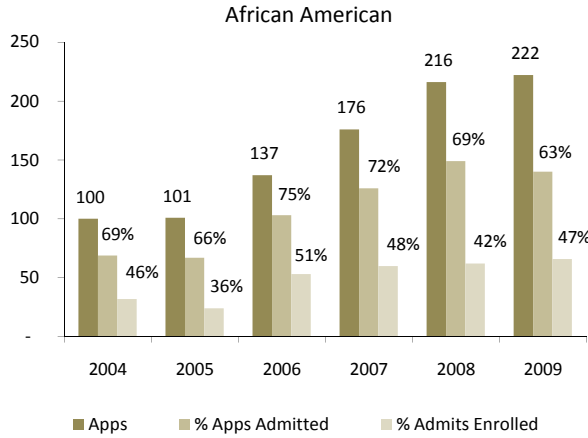
Undergraduate Cohort*	1996	1997	1998	1999	2000	2001	2002	2003
Asian American	48	58	65	88	104	80	99	87
African American	12	34	27	18	21	22	12	19
Latino	66	83	69	82	74	64	78	85
American Indian	2	10	5	9	6	5	6	8
White	229	231	202	253	271	287	356	380
Other/Unknown	12	17	18	22	28	27	23	41
International	5	6	8	6	11	7	6	4
<b>Total</b>	<b>374</b>	<b>439</b>	<b>394</b>	<b>478</b>	<b>515</b>	<b>492</b>	<b>580</b>	<b>624</b>
<b>Students of Color Total</b>	<b>128</b>	<b>185</b>	<b>166</b>	<b>197</b>	<b>205</b>	<b>171</b>	<b>195</b>	<b>199</b>

Six-Year Graduation Rate	1996	1997	1998	1999	2000	2001	2002	2003
Asian American	63%	41%	52%	47%	46%	45%	33%	53%
African American	50%	24%	37%	28%	24%	23%	42%	53%
Latino	41%	34%	23%	32%	35%	23%	26%	40%
American Indian	50%	40%	0%	22%	67%	0%	50%	13%
White	41%	42%	42%	46%	34%	43%	38%	42%
Other/Unknown	33%	35%	22%	32%	29%	41%	61%	34%
International	20%	67%	75%	50%	27%	14%	0%	50%
<b>Total</b>	<b>44%</b>	<b>39%</b>	<b>39%</b>	<b>42%</b>	<b>36%</b>	<b>39%</b>	<b>37%</b>	<b>42%</b>
<b>Students of Color Total</b>	<b>50%</b>	<b>35%</b>	<b>36%</b>	<b>38%</b>	<b>40%</b>	<b>33%</b>	<b>31%</b>	<b>46%</b>

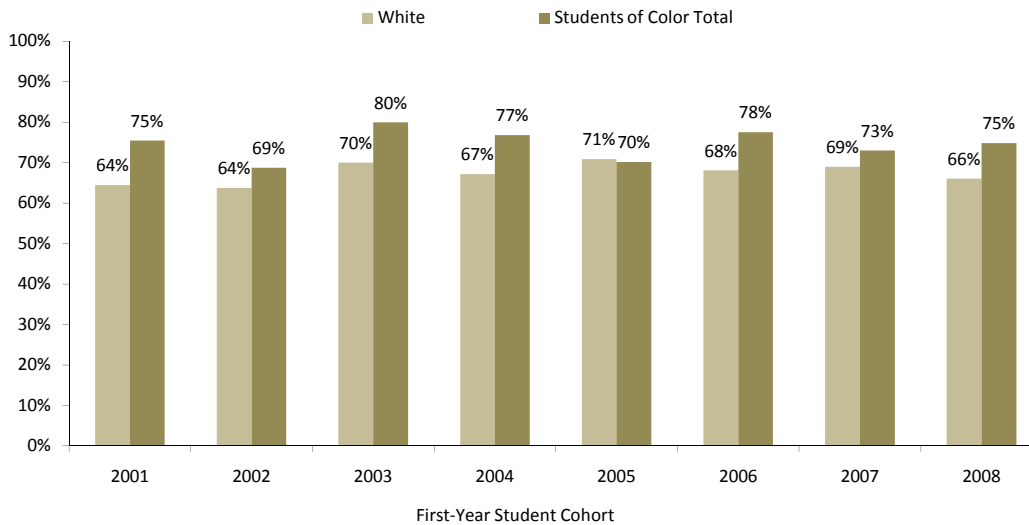
\* Cohorts include first-time first-year full-time students entering in the Summer/Fall semester.

Improvements from the 2002 to 2003 cohort were seen in 6-year graduation rates for all race/ethnic groups with the exception of American Indians (which has a low N: 8) and the "Other/Unknown" category (which also has relatively few students in it: 41).

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



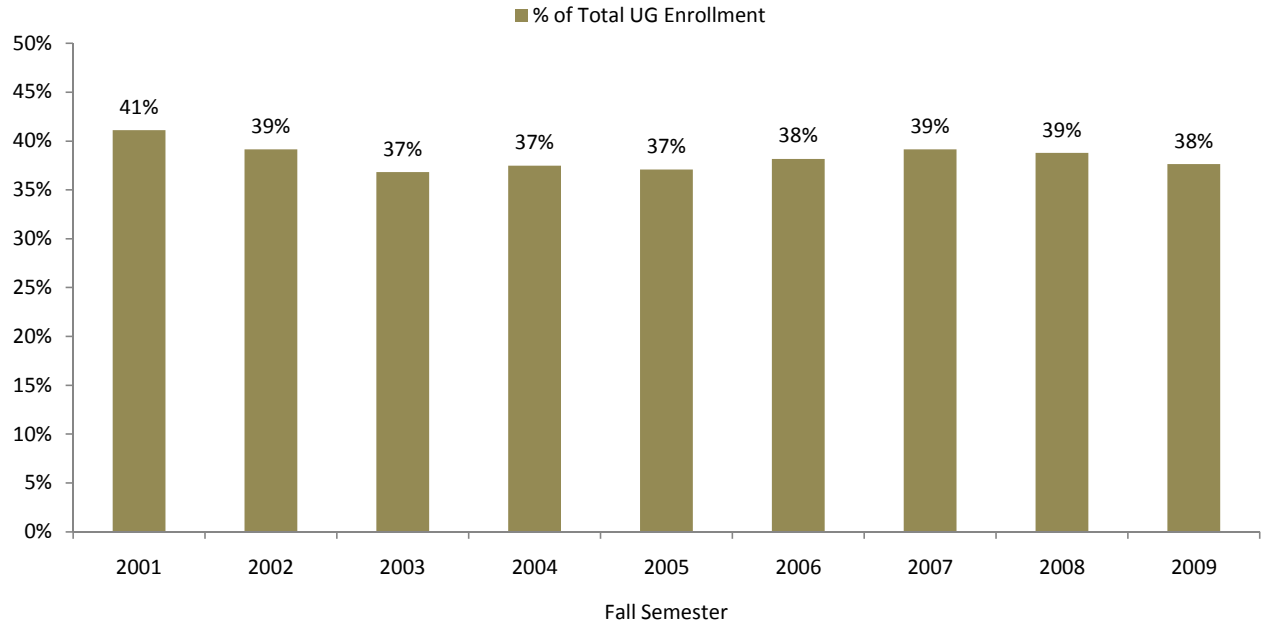
**University of Colorado Denver  
Denver Campus  
1-Year Freshman Retention Rates by Race/Ethnicity**



Ethnicity	First-Year Student Cohorts									Percent Enrolled One Year Out							
	2001	2002	2003	2004	2005	2006	2007	2008		2001	2002	2003	2004	2005	2006	2007	2008
Asian American	80	99	87	93	117	135	137	149		88%	74%	89%	83%	77%	83%	81%	81%
African American	22	12	19	31	24	55	55	60		77%	75%	68%	65%	63%	69%	65%	83%
Latino	64	78	85	104	120	122	161	164		59%	60%	75%	78%	68%	76%	70%	68%
American Indian	5	6	8	9	7	8	17	8		80%	83%	63%	44%	29%	63%	59%	38%
Students of Color Total	171	195	199	237	268	320	370	381		75%	69%	80%	77%	70%	78%	73%	75%
White	287	356	380	414	435	514	567	601		64%	64%	70%	67%	71%	68%	69%	66%
Other/Unknown	27	23	41	29	37	37	32	21		67%	70%	68%	83%	78%	78%	72%	71%
International	7	6	4	6	4	14	43	35		43%	83%	75%	67%	75%	71%	77%	71%
Total	492	580	624	686	744	885	1,012	1,038		68%	66%	73%	71%	71%	72%	71%	70%

While declines in the 1-year retention rates between the 2006 and the 2007 freshmen cohorts were seen for nearly all student race/ethnic groups (with the exception of white and international students), the rates for the 2007 cohort are more in alignment with those from the 2005 cohort. An examination of the trend data suggests that the individual race/ethnic persistence rates can vary substantially from one cohort to the next, even when there are more than 100 students in that cohort. We continue to see higher persistence rates for students of color than for white students, although the gap for the 2007 cohort is just 4%.

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

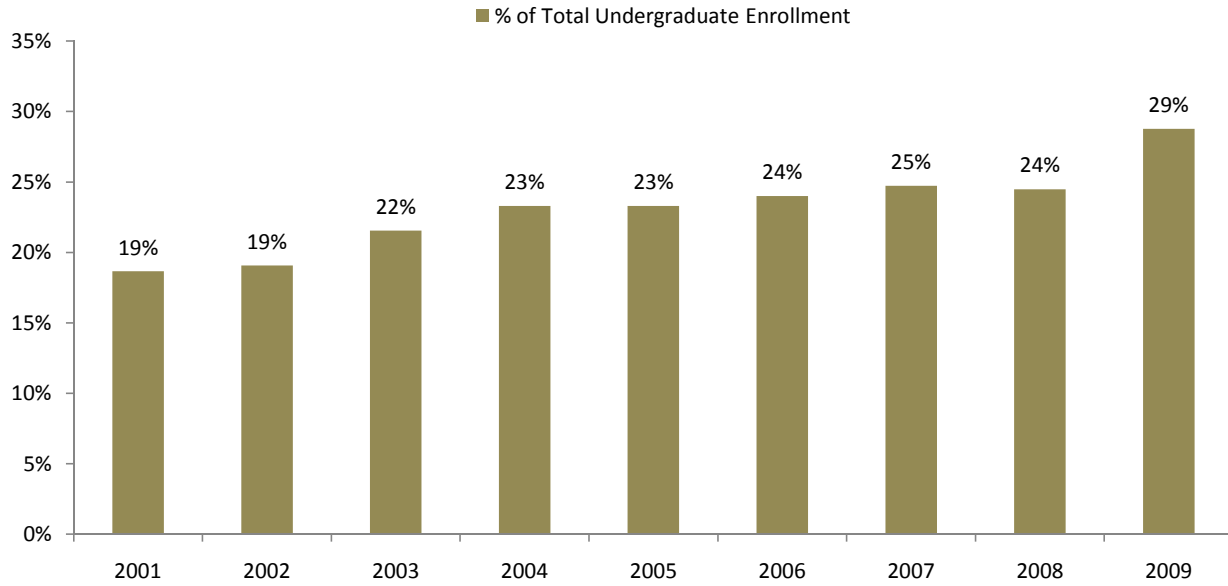


	2001	2002	2003	2004	2005	2006	2007	2008	2009
Total UG First Generation Enrolled	2,685	2,611	2,526	2,726	2,777	3,005	3,205	3,326	3,458
% of Total UG Enrollment	41%	39%	37%	37%	37%	38%	39%	39%	38%

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

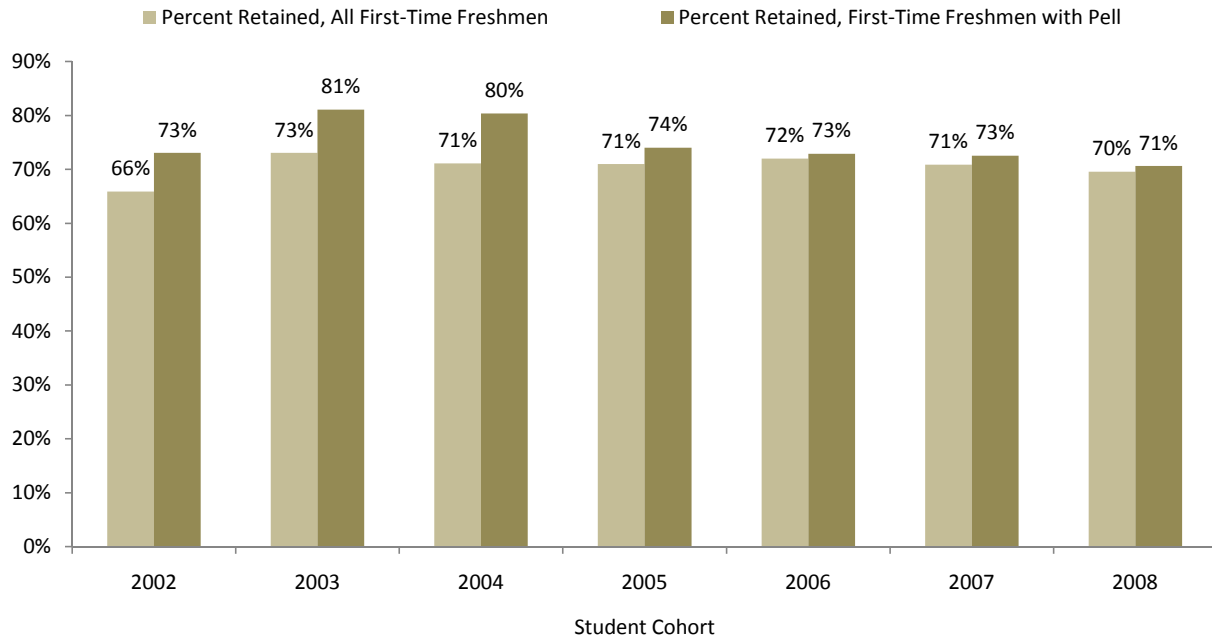
During the last four years, first-generation students have made up 38-39% of the total undergraduate enrollment, indicating a stable population.

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



	2001	2002	2003	2004	2005	2006	2007	2008	2009
Total UG Pell recipients enrolled	1,218	1,271	1,478	1,695	1,745	1,889	2,024	2,100	2,643
% of Total Undergraduate Enrollment	19%	19%	22%	23%	23%	24%	25%	24%	29%

**University of Colorado Denver  
Denver Campus  
1-Year Retention Rates of Freshman Pell Grant Recipients**

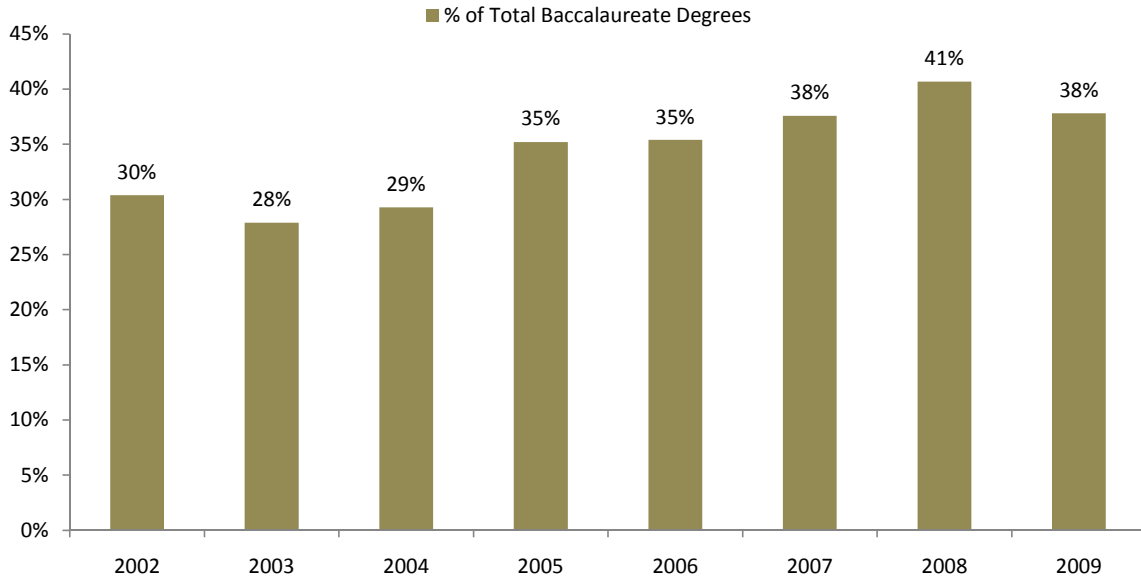


	2002	2003	2004	2005	2006	2007	2008
First-Year Student Cohorts*	104	148	168	154	203	277	262
Number Retained**	76	120	135	114	148	201	185
Percent Retained, First-Time Freshmen with Pell	73%	81%	80%	74%	73%	73%	71%
Percent Retained, All First-Time Freshmen	66%	73%	71%	71%	72%	71%	70%

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

\*\*Number enrolled in subsequent fall

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

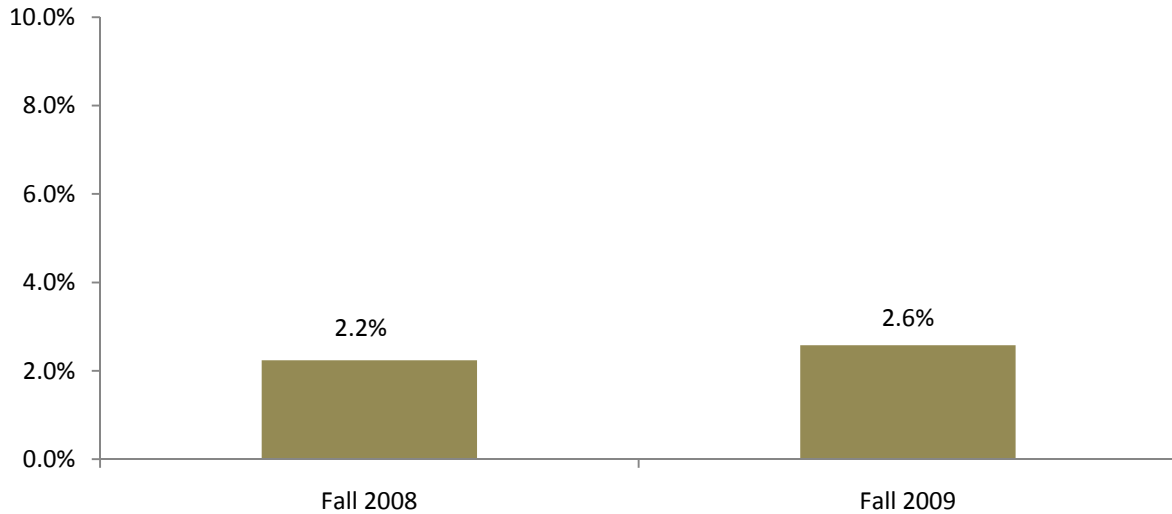


	2002	2003	2004	2005	2006	2007	2008	2009
Baccalaureate Degrees Awarded to Pell Recipients*	400	386	406	476	480	527	602	566
% of Total Baccalaureate Degrees	30%	28%	29%	35%	35%	38%	41%	38%

\* counted if student was ever a Pell recipient

## University of Colorado Denver Enrollment of Students with Disabilities

Undergraduate Students formally registered with the Office of Disability Services  
as a Percent of All Undergraduates



\*In Fall 2008, 218 students were registered with the office. This count reflects the Denver Campus only. Of those 218 students, 192 were undergraduates.

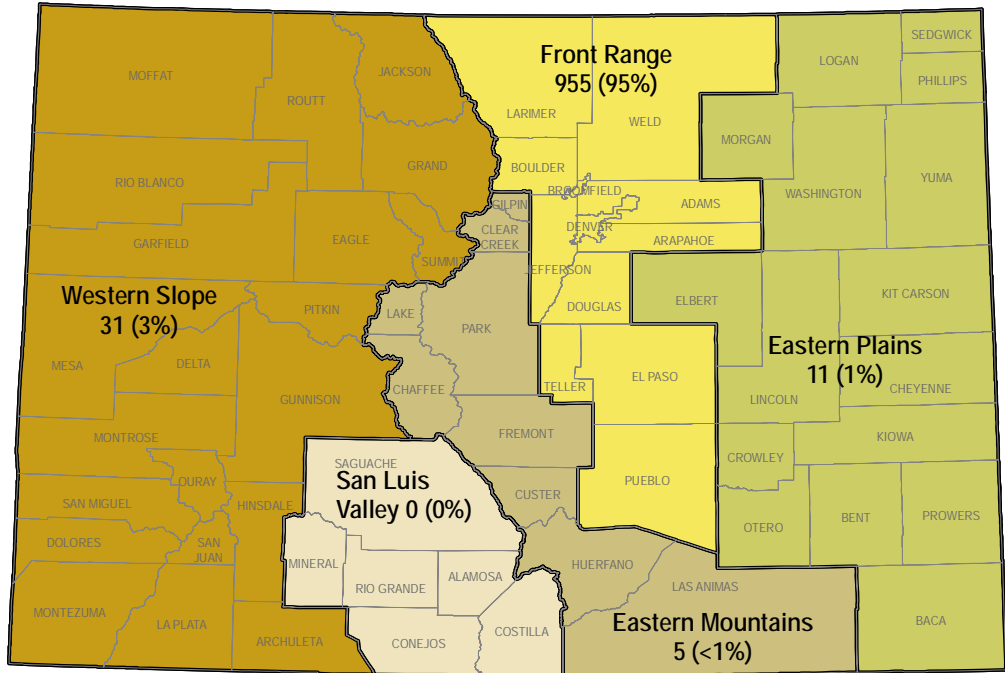
\*In Fall 2009, 297 students were registered with the office on the Denver Campus and at the Anschutz Medical Campus. Of those 297 students, 237 were undergraduates.

	Fall 2008	Fall 2009
Number of undergraduates registered with Office of Disability Services	192	237
Percent of all undergraduates	2.2%	2.6%



**University of Colorado Denver  
Denver Campus  
New Resident Freshmen, Fall 2009  
Home Region**

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



Unknown: 4 (<1%)

Region	12th Graders Enrolled in CO Public Schools <sup>1</sup>	UCD New Resident Freshmen, Fall 2009			
		Enrolled <sup>2</sup>	Percent	Number of High Schools Represented <sup>3</sup>	Percent
Eastern Mountains	2%	5	<1%	4	2%
Eastern Plains	4%	11	1%	6	3%
Front Range	82%	955	95%	152	84%
San Luis Valley	1%	-	0%	-	0%
Western Slope	10%	31	3%	19	10%
unknown		4	<1%		
<b>Total</b>	<b>99%</b>	<b>1,006</b>	<b>100%</b>	<b>181</b>	<b>100%</b>

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

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

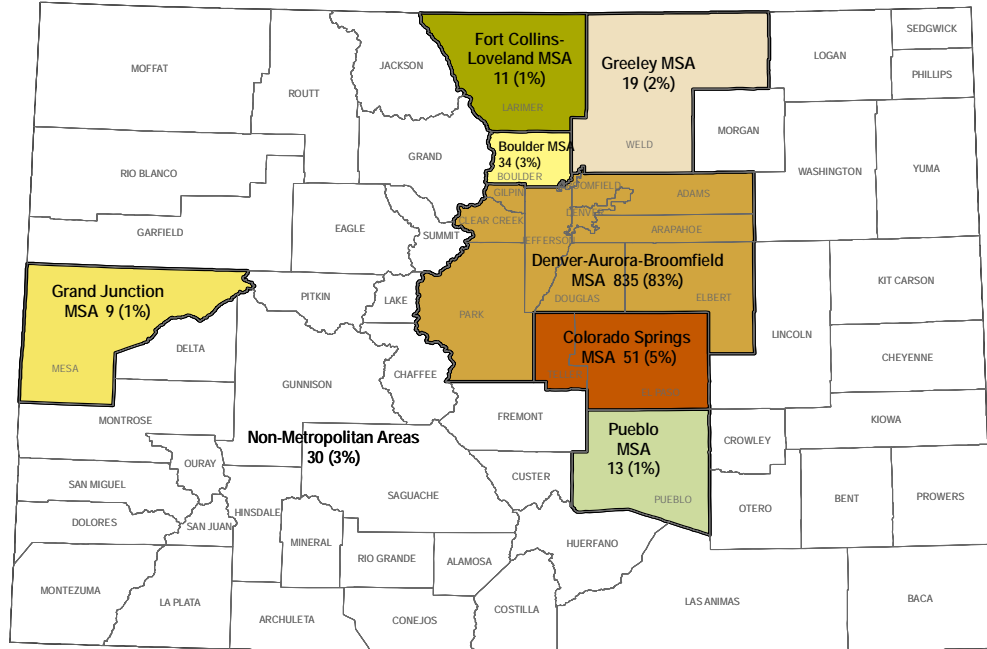
<sup>3</sup> Number of high schools represented by new resident freshmen. Data source: SURDS Undergraduate Applicant File.

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

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 2009**  
**Home Region: Metropolitan and Non-Metropolitan Areas**

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



MSA=Metropolitan Statistical Area

Unknown: 4 (<1%)

	12th Graders Enrolled in CO Public Schools <sup>1</sup>	UCD New Resident Freshmen, Fall 2009			
		Enrolled <sup>2</sup>	Percent	Number of High Schools Represented <sup>3</sup>	Percent
Metropolitan Area					
Boulder MSA	7%	34	3%	9	5%
Colorado Springs MSA	15%	51	5%	20	11%
Denver-Aurora-Broomfield MSA	42%	835	83%	104	57%
Fort Collins-Loveland MSA	6%	11	1%	7	4%
Grand Junction MSA	3%	9	1%	5	3%
Greeley MSA	4%	19	2%	10	6%
Pueblo MSA	3%	13	1%	5	3%
Non-metropolitan areas	19%	30	3%	21	12%
unknown		4	<1%		
<b>Total</b>	<b>99%</b>	<b>1,006</b>	<b>100%</b>	<b>181</b>	<b>100%</b>

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

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

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

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

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

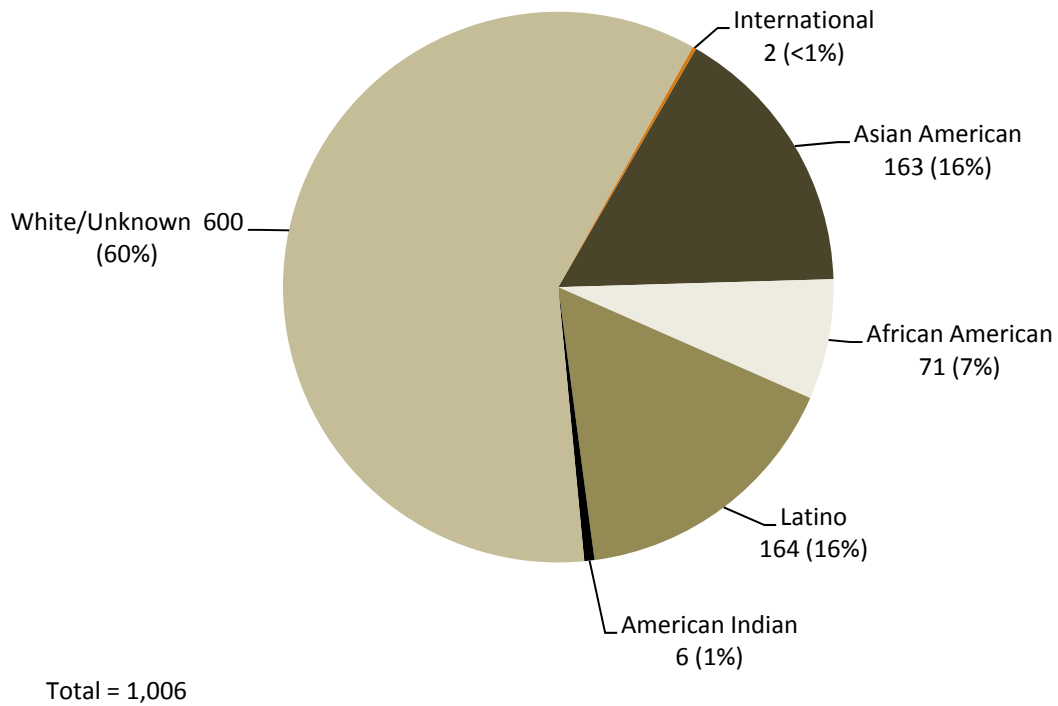
Data source: SURDS Undergraduate Applicant File.

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

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

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 2009**  
(End-of-Term Enrollment)



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*

**Faculty and Staff Diversity Data**

University of Colorado Denver  
Full-Time Faculty and Staff, Fall 2009

	Total	Female		Male		People of Color		Ethnicity/Citizenship						
		#	%	#	%	#	%	African American	American Indian	Asian	Latino	White	Unknown	International
<b>Faculty/Academic Staff</b>	<b>3,961</b>	<b>2,314</b>	<b>58%</b>	<b>1,647</b>	<b>42%</b>	<b>551</b>	<b>14%</b>	<b>52</b>	<b>34</b>	<b>303</b>	<b>162</b>	<b>2,799</b>	<b>471</b>	<b>140</b>
Instructional Faculty	2,416	1,200	50%	1,216	50%	272	11%	29	19	144	80	1,802	298	44
Tenured/Tenure Track	1,570	613	39%	957	61%	189	12%	19	8	112	50	1,186	161	34
Full Professor	461	112	24%	349	76%	42	9%	3	2	24	13	406	13	-
Associate Professor	533	219	41%	314	59%	60	11%	4	3	35	18	402	68	3
Assistant Professor	576	282	49%	294	51%	87	16%	12	3	53	19	378	80	31
Non-Tenure Track	846	587	69%	259	31%	83	10%	10	11	32	30	616	137	10
Instructor/Sr. Instructor	791	554	70%	237	30%	75	10%	10	11	27	27	577	133	6
Other	55	33	60%	22	40%	8	16%	-	-	5	3	39	4	4
Research Faculty/Academic Research Staff	1,467	1,070	73%	397	27%	270	20%	20	14	156	80	937	167	93
Professional Research Assistant (PRA)/Sr. PRA	1,252	963	77%	289	23%	219	18%	18	14	112	75	843	148	42
Research Associate/Sr. Research Associate	91	53	58%	38	42%	22	31%	1	-	19	2	44	5	20
Other	124	54	44%	70	56%	29	31%	1	-	25	3	50	14	31
Public Service Faculty	78	44	56%	34	44%	9	12%	3	1	3	2	60	6	3
<b>Staff</b>	<b>2,155</b>	<b>1,425</b>	<b>66%</b>	<b>730</b>	<b>34%</b>	<b>561</b>	<b>26%</b>	<b>182</b>	<b>19</b>	<b>86</b>	<b>274</b>	<b>1,413</b>	<b>165</b>	<b>16</b>
Executive/Administrative/Managerial	403	253	63%	150	37%	52	13%	11	2	14	25	316	31	4
Officers -- Faculty Status	21	4	19%	17	81%	3	14%	1	-	1	1	17	1	-
Officers -- Without Faculty Status	15	6	40%	9	60%	2	13%	-	-	1	1	13	-	-
Other -- Faculty Status	32	18	56%	14	44%	3	9%	-	-	2	1	23	6	-
Other -- Without Faculty Status	335	225	67%	110	33%	44	13%	10	2	10	22	263	24	4
Other Professionals (support/service)	817	580	71%	237	29%	180	22%	48	3	36	93	554	71	12
Faculty Status	37	28	76%	9	24%	6	16%	-	-	3	3	30	1	-
Exempt Professionals	481	378	79%	103	21%	95	20%	23	1	15	56	326	50	10
Classified Staff	299	174	58%	125	42%	79	27%	25	2	18	34	198	20	2
Technical and Paraprofessionals	476	347	73%	129	27%	177	37%	65	10	17	85	265	34	-
Clerical and Secretarial	254	216	85%	38	15%	90	35%	34	2	13	41	140	24	-
Skilled Crafts	99	1	1%	98	99%	16	16%	5	1	2	8	81	2	-
Service/Maintenance	106	28	26%	78	74%	46	43%	19	1	4	22	57	3	-
<b>Faculty/Staff Total</b>	<b>6,116</b>	<b>3,739</b>	<b>61%</b>	<b>2,377</b>	<b>39%</b>	<b>1,112</b>	<b>19%</b>	<b>234</b>	<b>53</b>	<b>389</b>	<b>436</b>	<b>4,212</b>	<b>636</b>	<b>156</b>

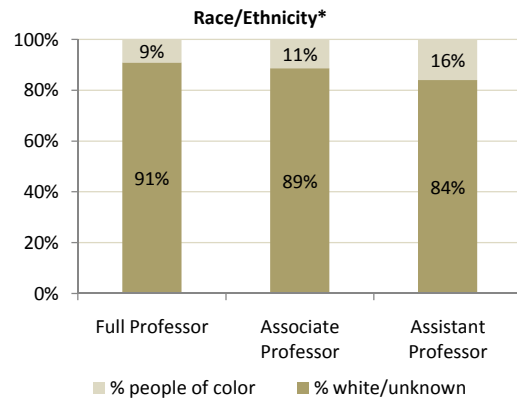
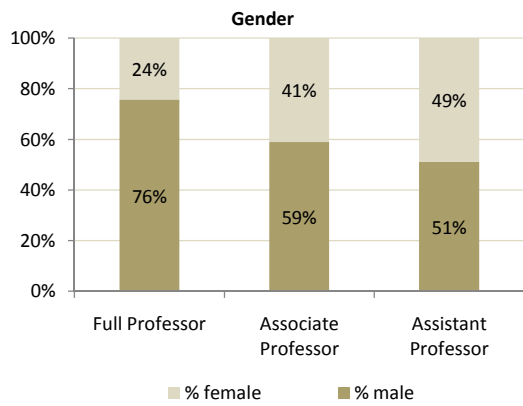
	Total	Female		Male		People of Color		Ethnicity/Citizenship						
		#	%	#	%	#	%	African American	American Indian	Asian	Latino	White	Unknown	International
<b>Tenured Faculty (a subset of Instructional Faculty)</b>	<b>535</b>	<b>152</b>	<b>28%</b>	<b>383</b>	<b>72%</b>	<b>57</b>	<b>11%</b>	<b>4</b>	<b>4</b>	<b>30</b>	<b>19</b>	<b>459</b>	<b>19</b>	<b>-</b>
Full Professor	341	79	23%	262	77%	30	9%	3	2	16	9	305	6	-
Associate Professor	194	73	38%	121	62%	27	14%	1	2	14	10	154	13	-

Notes: Includes all employees reported for IPEDS EAP for Fall 2009. Excludes student and other temporary employees.  
Minority total excludes white, unknown, international. Percent minority is total minority divided by all excluding international.

	Total	Ethnicity/Citizenship																				
		African American			American Indian			Asian			Latino			White			Unknown			International		
		Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
<b>Instructional Faculty</b>	<b>2,416</b>	<b>17</b>	<b>12</b>	<b>59%</b>	<b>13</b>	<b>6</b>	<b>68%</b>	<b>62</b>	<b>82</b>	<b>43%</b>	<b>40</b>	<b>40</b>	<b>50%</b>	<b>891</b>	<b>911</b>	<b>49%</b>	<b>164</b>	<b>134</b>	<b>55%</b>	<b>13</b>	<b>31</b>	<b>30%</b>
Tenured/Tenure Track	1,570	10	9	53%	5	3	63%	44	68	39%	19	31	38%	462	724	39%	65	96	40%	8	26	24%
Full Professor	461	-	3	0%	1	1	50%	5	19	21%	4	9	31%	98	308	24%	4	9	31%	-	-	NA
Associate Professor	533	2	2	50%	2	1	67%	14	21	40%	6	12	33%	171	231	43%	23	45	34%	1	2	33%
Assistant Professor	576	8	4	67%	2	1	67%	25	28	47%	9	10	47%	193	185	51%	38	42	48%	7	24	23%
Non-Tenure Track	846	7	3	70%	8	3	73%	18	14	56%	21	9	70%	429	187	70%	99	38	72%	5	5	50%
Instructor/Sr. Instructor	791	7	3	70%	8	3	73%	14	13	52%	20	7	74%	404	173	70%	98	35	74%	3	3	50%
Other	55	-	-	NA	-	-	NA	4	1	80%	1	2	33%	25	14	64%	1	3	25%	2	2	50%
<b>Tenured Faculty (a subset of Instructional Faculty)</b>	<b>535</b>	<b>-</b>	<b>4</b>	<b>0%</b>	<b>2</b>	<b>2</b>	<b>50%</b>	<b>10</b>	<b>20</b>	<b>33%</b>	<b>5</b>	<b>14</b>	<b>26%</b>	<b>127</b>	<b>332</b>	<b>28%</b>	<b>8</b>	<b>11</b>	<b>42%</b>	<b>-</b>	<b>-</b>	<b>0%</b>
Full Professor	341	-	3	0%	1	1	50%	4	12	25%	2	7	22%	70	235	23%	2	4	33%	-	-	0%
Associate Professor	194	-	1	0%	1	1	50%	6	8	43%	3	7	30%	57	97	37%	6	7	46%	-	-	0%

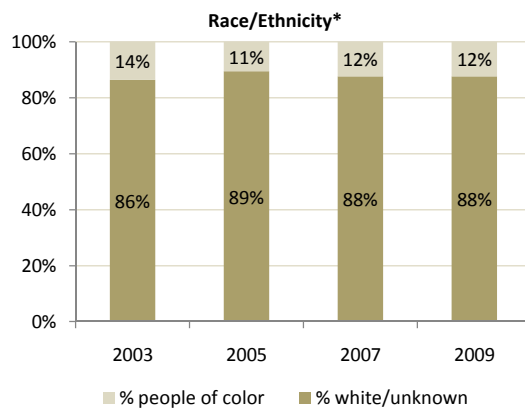
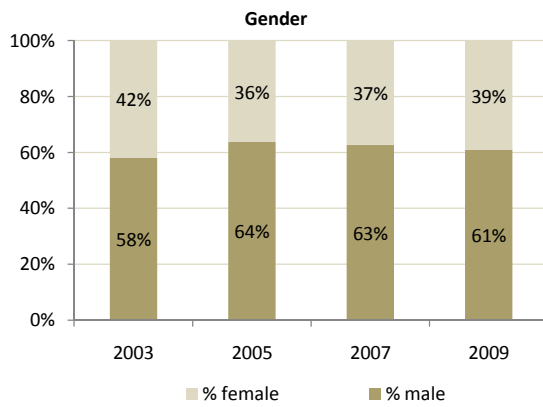
## University of Colorado Denver

### Regular Instructional Faculty, Fall 2009 Tenured/Tenure Track

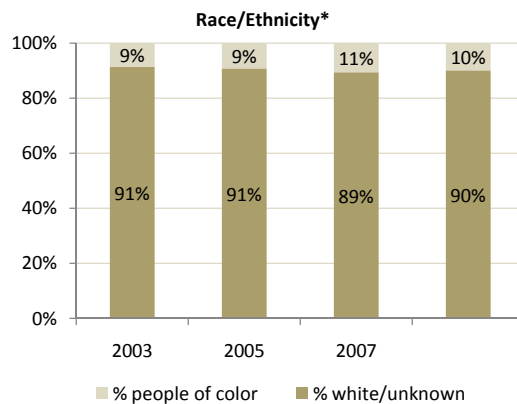
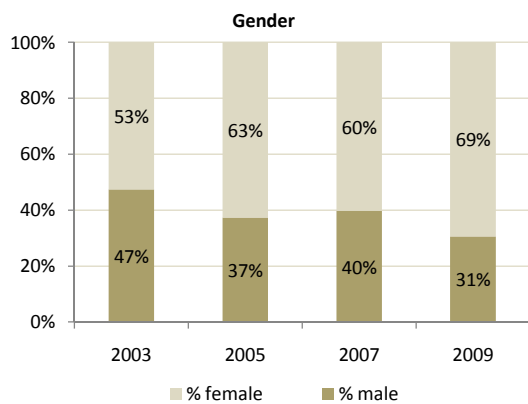


### Regular Instructional Faculty, Fall 2003 - Fall 2009

#### Tenured/Tenure Track Faculty All Ranks Combined



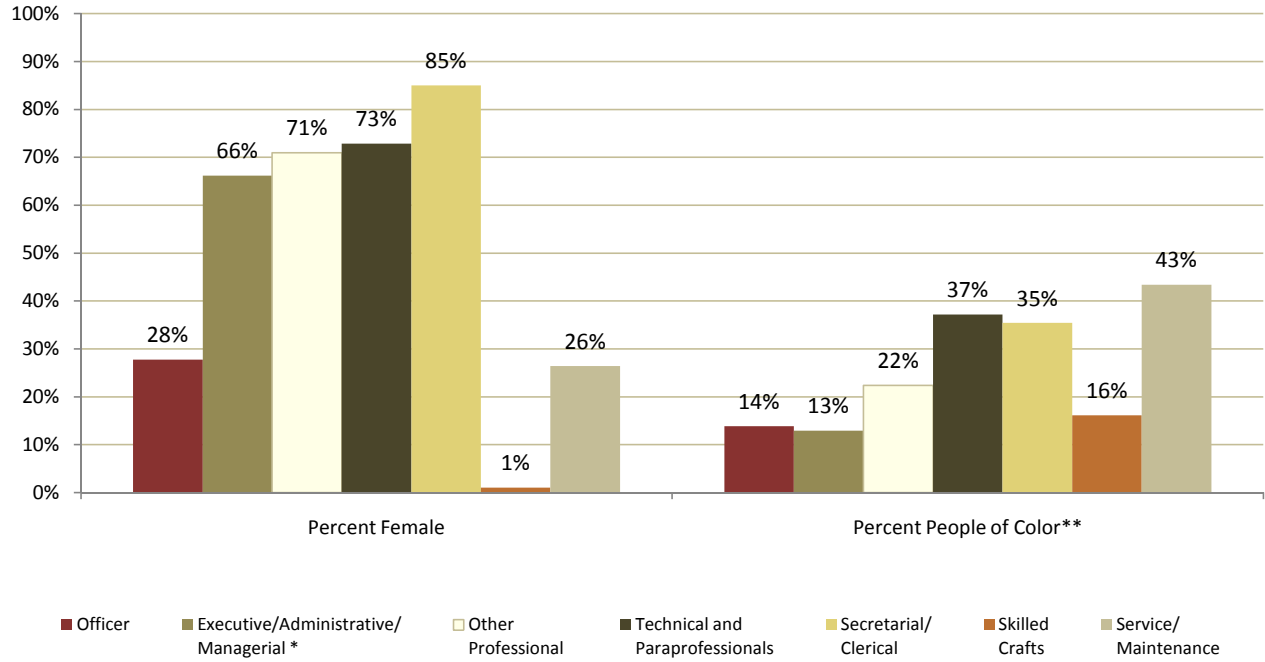
#### Non-Tenure Track Faculty



\* Calculated percentages exclude international faculty.

# University of Colorado Denver

## Staff Diversity by Occupational Category, Fall 2009



\* Excluding officers

\*\*Percent minority calculations exclude international staff

# *University of Colorado System Administration*

## **2009-10 Diversity Report**

Report prepared by the University of Colorado System Office Of Institutional Research  
April 2010



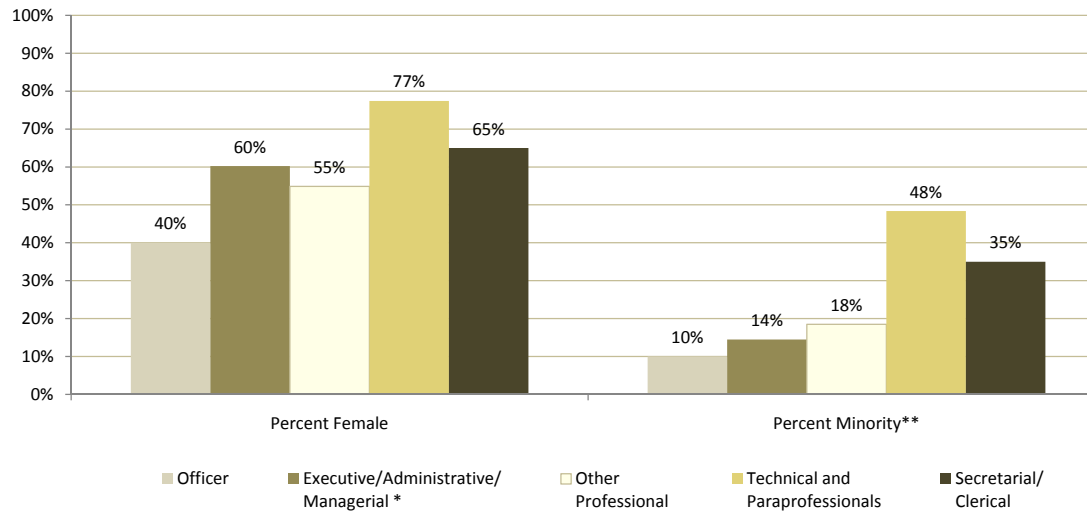
**University of Colorado System Administration  
Full-Time Staff, Fall 2009**

	Total	Female		Male		Minority**		Race/Ethnicity/Citizenship						
		#	%	#	%	#	%	African American	American Indian	Asian	Latino	White	Unknown	Inter-national
<b>Staff Total</b>	<b>348</b>	<b>200</b>	<b>57%</b>	<b>148</b>	<b>43%</b>	<b>71</b>	<b>20%</b>	<b>15</b>	<b>6</b>	<b>22</b>	<b>28</b>	<b>254</b>	<b>23</b>	<b>0</b>
Executive/Administrative/Managerial Officers*	113	62	55%	51	45%	15	13%	1	1	5	8	89	9	0
Other	30	12	40%	18	60%	3	10%	1	1	0	1	24	3	0
Other Professionals (support/service)	83	50	60%	33	40%	12	14%	0	0	5	7	65	6	0
Exempt Professionals	184	101	55%	83	45%	34	18%	8	4	11	11	142	8	0
Classified Staff	64	45	70%	19	30%	10	16%	1	1	4	4	49	5	0
Technical and Paraprofessionals	120	56	47%	64	53%	24	20%	7	3	7	7	93	3	0
Clerical and Secretarial	31	24	77%	7	23%	15	48%	3	0	6	6	14	2	0
Skilled Crafts	20	13	65%	7	35%	7	35%	3	1	0	3	9	4	0
Service/Maintenance	0	0	-	0	-	0	-	0	0	0	0	0	0	0
	0	0	-	0	-	0	-	0	0	0	0	0	0	0

\*Per Regent policy, officers include those holding the title of President, Vice President, Associate Vice President, Assistant Vice President, Treasurer, or Associate Counsel. Three individuals holding part-time positions are included in the Officer count.

\*\* Percent minority calculations exclude international staff.

**University of Colorado System Administration  
Staff Diversity by Occupational Category, Fall 2009**



\* Excluding officers

\*\*Percent minority calculations exclude international staff

# *Colorado Higher Education Pipeline and Market Share*

**2009-10 Diversity Report**

Report prepared by the University of Colorado System Office Of Institutional Research  
April 2010

**Fall Resident Freshmen Admissions  
CU and Colorado Public Four-Year Institutions**

**Boulder**

	Fall 2009				Fall 2008			
	Students				Students			
	Total	of Color	White	Unknown	Total	of Color	White	Unknown
Total <b>applicants</b> statewide with an index score of 103+	17,043	2,903	11,423	2,717	16,258	2,822	12,198	1,238
As a percent of total applicants statewide	61%	51%	67%	53%	58%	43%	63%	60%
CU-Boulder applicants (index 103+)	6,650	1,263	5,036	351	7,046	1,245	5,484	317
As a percent of total applicants statewide with an index score of 103+	39%	44%	44%	13%	43%	44%	45%	26%
Total <b>admitted</b> statewide with an index score of 103+	16,361	2,757	11,007	2,597	15,763	2,822	11,794	1,147
As a percent of total applicants statewide (index 103+)	96%	95%	96%	96%	97%	100%	97%	93%
CU-Boulder admitted (index 103+)	6,189	1,161	4,696	332	6,156	1,173	4,709	274
As a percent of total statewide admitted with an index score of 103+	38%	42%	43%	13%	39%	42%	40%	24%
As a percent of total CU-Boulder applicants (index 103+)	93%	92%	93%	95%	87%	94%	86%	86%
Total <b>enrolled</b> statewide with an index score of 103+	9,930	1,719	7,123	1,088	10,103	1,733	7,851	519
As a percent of total statewide admitted (index 103+)	61%	62%	65%	42%	64%	61%	67%	45%
CU-Boulder enrolled	3,077	577	2,353	147	2,932	552	2,268	112
As a percent of total enrolled statewide with an index score of 103+	31%	34%	33%	14%	29%	32%	29%	22%
As a percent of total CU-Boulder admitted (index 103+)	50%	50%	50%	44%	48%	47%	48%	41%

Statewide numbers include Colorado public four-year institutions only. International students are excluded from the analysis.  
Data source: Colorado Department of Higher Education, SURDS Undergraduate Applicant File

**Colorado Springs**

	Fall 2009				Fall 2008			
	Students				Students			
	Total	of Color	White	Unknown	Total	of Color	White	Unknown
Total <b>applicants</b> statewide with an index score of 92+	21,926	4,108	14,080	3,738	21,506	4,202	15,734	1,570
As a percent of total applicants statewide	79%	72%	83%	73%	77%	65%	81%	76%
UCCS applicants (index 92+)	2,059	520	1,437	102	1,950	401	1,458	91
As a percent of total applicants statewide with an index score of 92+	9%	13%	10%	3%	9%	10%	9%	6%
Total <b>admitted</b> statewide with an index score of 92+	20,701	3,807	13,348	3,546	20,600	4,039	15,119	1,442
As a percent of total applicants statewide (index 92+)	94%	93%	95%	95%	96%	96%	96%	92%
UCCS admitted (index 92+)	1,919	467	1,354	98	1,883	379	1,414	90
As a percent of total statewide admitted with an index score of 92+	9%	12%	10%	3%	9%	9%	9%	6%
As a percent of total UCCS applicants (index 92+)	93%	90%	94%	96%	97%	95%	97%	99%
Total <b>enrolled</b> statewide with an index score of 92+	12,655	2,413	8,670	1,572	13,460	2,622	10,164	674
As a percent of total statewide admitted (index 92+)	61%	63%	65%	44%	65%	65%	67%	47%
UCCS enrolled	846	190	606	50	892	169	680	43
As a percent of total enrolled statewide with an index score of 92+	7%	8%	7%	3%	7%	6%	7%	6%
As a percent of total UCCS admitted (index 92+)	44%	41%	45%	51%	47%	45%	48%	48%

Statewide numbers include Colorado public four-year institutions only. International students are excluded from the analysis.  
Data source: Colorado Department of Higher Education, SURDS Undergraduate Applicant File

**Denver**

	Fall 2009				Fall 2008			
	Students				Students			
	Total	of Color	White	Unknown	Total	of Color	White	Unknown
Total <b>applicants</b> statewide with an index score of 93+	21,390	4,001	13,766	3,623	20,922	4,075	15,324	1,523
As a percent of total applicants statewide	77%	70%	81%	71%	75%	63%	79%	73%
UC Denver applicants (index 93+)	2,225	814	1,263	148	2,039	780	1,210	49
As a percent of total applicants statewide with an index score of 93+	10%	20%	9%	4%	10%	19%	8%	3%
Total <b>admitted</b> statewide with an index score of 93+	20,238	3,724	13,078	3,436	20,061	3,923	14,735	1,403
As a percent of total applicants statewide (index 93+)	95%	93%	95%	95%	96%	96%	96%	92%
UC Denver admitted (index 93+)	2,111	775	1,195	141	1,946	742	1,157	47
As a percent of total statewide admitted with an index score of 93+	10%	21%	9%	4%	10%	19%	8%	3%
As a percent of total UC Denver applicants (index 93+)	95%	95%	95%	95%	95%	95%	96%	96%
Total <b>enrolled</b> statewide with an index score of 93+	12,359	2,355	8,492	1,512	13,099	2,538	9,909	652
As a percent of total statewide admitted (index 93+)	61%	63%	65%	44%	65%	65%	67%	46%
UC Denver enrolled	917	367	484	66	902	344	539	19
As a percent of total enrolled statewide with an index score of 93+	7%	16%	6%	4%	7%	14%	5%	3%
As a percent of total UC Denver admitted (index 93+)	43%	47%	41%	47%	46%	46%	47%	40%

Statewide numbers include Colorado public four-year institutions only. International students are excluded from the analysis.  
Data source: Colorado Department of Higher Education, SURDS Undergraduate Applicant File

## Fall 2008 Enrollment, Colorado Public Four-Year Institutions

Student Level/Institution	Minority							Other				Total	Share of CO Enrollment
	Black, non-Asian	Hispanic	Hispanic	American Indian	Minority Total	Percent Minority*	Share of CO Minority Enrollment	White, non-Hispanic	Unknown Ethnicity	Domestic Sub-Total	Non-Resident Alien**		
<b>First-Time Resident Degree Seeking Undergraduates</b>	<b>811</b>	<b>680</b>	<b>2,039</b>	<b>222</b>	<b>3,752</b>	<b>22%</b>	<b>100%</b>	<b>12,272</b>	<b>928</b>	<b>16,952</b>	<b>15</b>	<b>16,967</b>	<b>100%</b>
Adams State College	2	12	129	12	155	42%	4%	201	10	366	-	366	2%
Colorado School of Mines	43	9	40	3	95	16%	3%	419	71	585	1	586	3%
Colorado State University	106	100	253	55	514	14%	14%	2,917	209	3,640	3	3,643	21%
CSU-Pueblo	21	118	235	17	391	43%	10%	484	45	920	-	920	5%
Fort Lewis College	4	5	39	28	76	13%	2%	431	59	566	-	566	3%
Mesa State College	16	25	146	21	208	19%	6%	840	60	1,108	1	1,109	7%
Metropolitan State College	128	151	393	38	710	30%	19%	1,524	167	2,401	1	2,402	14%
University of Colorado System	449	176	578	37	1,240	24%	33%	3,686	189	5,115	7	5,122	30%
Boulder	250	75	298	20	643	21%	17%	2,311	118	3,072	4	3,076	18%
Colorado Springs	52	37	113	9	211	20%	6%	786	48	1,045	2	1,047	6%
Denver	147	64	167	8	386	39%	10%	589	23	998	1	999	6%
University of Northern Colorado	39	80	196	11	326	18%	9%	1,430	71	1,827	2	1,829	11%
Western State College	3	4	30	-	37	9%	1%	340	47	424	-	424	2%
<b>All Undergraduates</b>	<b>5,263</b>	<b>3,832</b>	<b>11,176</b>	<b>2,100</b>	<b>22,371</b>	<b>20%</b>	<b>100%</b>	<b>83,805</b>	<b>7,245</b>	<b>113,421</b>	<b>1,696</b>	<b>115,117</b>	<b>100%</b>
Adams State College	34	111	578	43	766	41%	3%	1,036	67	1,869	2	1,871	2%
Colorado School of Mines	182	53	225	29	489	15%	2%	2,462	276	3,227	226	3,453	3%
Colorado State University	642	497	1,349	327	2,815	14%	13%	16,787	1,102	20,704	374	21,078	18%
CSU-Pueblo	112	351	1,075	88	1,626	38%	7%	2,330	308	4,264	75	4,339	4%
Fort Lewis College	34	34	205	755	1,028	28%	5%	2,355	312	3,695	45	3,740	3%
Mesa State College	153	103	572	110	938	15%	4%	4,765	389	6,092	19	6,111	5%
Metropolitan State College	957	1,211	2,835	289	5,292	25%	24%	14,290	1,767	21,349	120	21,469	19%
University of Colorado System	2,860	1,096	3,392	326	7,674	19%	34%	30,689	2,314	40,677	684	41,361	36%
Boulder	1,577	407	1,639	189	3,812	15%	17%	20,158	1,383	25,353	398	25,751	22%
Colorado Springs	303	233	641	53	1,230	19%	5%	4,863	384	6,477	31	6,508	6%
Denver	980	456	1,112	84	2,632	30%	12%	5,668	547	8,847	255	9,102	8%
University of Northern Colorado	272	335	836	114	1,557	17%	7%	7,432	445	9,434	151	9,585	8%
Western State College	17	41	109	19	186	9%	1%	1,659	265	2,110	-	2,110	2%
<b>All Graduate/First Professional</b>	<b>882</b>	<b>406</b>	<b>1,191</b>	<b>193</b>	<b>2,672</b>	<b>14%</b>	<b>100%</b>	<b>14,845</b>	<b>1,816</b>	<b>19,333</b>	<b>2,291</b>	<b>21,624</b>	<b>100%</b>
Adams State College	4	4	90	9	107	23%	4%	345	15	467	-	467	2%
Colorado School of Mines	36	17	42	4	99	10%	4%	632	238	969	282	1,251	6%
Colorado State University	148	48	194	68	458	12%	17%	3,011	436	3,905	513	4,418	20%
CSU-Pueblo	4	12	60	3	79	32%	3%	149	16	244	50	294	1%
Mesa State College	-	-	7	1	8	9%	0%	73	11	92	2	94	0%
University of Colorado System	662	305	722	99	1,788	15%	67%	9,459	1,003	12,250	1,305	13,555	63%
Boulder	185	73	222	53	533	13%	20%	3,175	340	4,048	824	4,872	23%
Colorado Springs	52	42	113	5	212	14%	8%	1,176	83	1,471	31	1,502	7%
Denver	425	190	387	41	1,043	15%	39%	5,108	580	6,731	450	7,181	33%
University of Northern Colorado	28	20	76	9	133	9%	5%	1,176	97	1,406	139	1,545	7%
<b>All Undergraduate and Graduate/First Professional</b>	<b>6,145</b>	<b>4,238</b>	<b>12,367</b>	<b>2,293</b>	<b>25,043</b>	<b>19%</b>		<b>98,650</b>	<b>9,061</b>	<b>132,754</b>	<b>3,987</b>	<b>136,741</b>	

Source: Colorado Department of Higher Education Searchable Database, <http://highered.colorado.gov/Data/Search/query.asp?report=enroll>

Based on SURDS enrollment files. Excludes students exclusively enrolled in Extended Studies Programs. 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.

\*Percent minority based on percent of US domestic

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

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

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

Fall 2009 data not available by report release date.

## Fall 2008 Enrollment, Colorado Public Four-Year Institutions

### CU Share of Statewide Enrollment by Race/Ethnic Group

Student Level/Institution	Minority						Other				Total
	Black, non-Asian	Black, non-Hispanic	Hispanic	American Indian	Minority Total	Percent Minority*	White, non-Hispanic	Unknown Ethnicity	Domestic Sub-Total	Non-Resident Alien**	
<b>First-Time Resident Degree Seeking Undergraduates</b>	<b>811</b>	<b>680</b>	<b>2,039</b>	<b>222</b>	<b>3,752</b>	<b>22%</b>	<b>12,272</b>	<b>928</b>	<b>16,952</b>	<b>15</b>	<b>16,967</b>
University of Colorado System	449	176	578	37	1,240	24%	3,686	189	5,115	7	5,122
% of State Total	55%	26%	28%	17%	33%		30%	20%	30%	47%	30%
Boulder	250	75	298	20	643	21%	2,311	118	3,072	4	3,076
% of State Total	31%	11%	15%	9%	17%		19%	13%	18%	27%	18%
Colorado Springs	52	37	113	9	211	20%	786	48	1,045	2	1,047
% of State Total	6%	5%	6%	4%	6%		6%	5%	6%	13%	6%
Denver	147	64	167	8	386	39%	589	23	998	1	999
% of State Total	18%	9%	8%	4%	10%		5%	2%	6%	7%	6%
<b>All Undergraduates</b>	<b>5,263</b>	<b>3,832</b>	<b>11,176</b>	<b>2,100</b>	<b>22,371</b>	<b>20%</b>	<b>83,805</b>	<b>7,245</b>	<b>113,421</b>	<b>1,696</b>	<b>115,117</b>
University of Colorado System	2,860	1,096	3,392	326	7,674	19%	30,689	2,314	40,677	684	41,361
% of State Total	54%	29%	30%	16%	34%		37%	32%	36%	40%	36%
Boulder	1,577	407	1,639	189	3,812	15%	20,158	1,383	25,353	398	25,751
% of State Total	30%	11%	15%	9%	17%		24%	19%	22%	23%	22%
Colorado Springs	303	233	641	53	1,230	19%	4,863	384	6,477	31	6,508
% of State Total	6%	6%	6%	3%	5%		6%	5%	6%	2%	6%
Denver	980	456	1,112	84	2,632	30%	5,668	547	8,847	255	9,102
% of State Total	19%	12%	10%	4%	12%		7%	8%	8%	15%	8%
<b>All Graduate/First Professional</b>	<b>882</b>	<b>406</b>	<b>1,191</b>	<b>193</b>	<b>2,672</b>	<b>14%</b>	<b>14,845</b>	<b>1,816</b>	<b>19,333</b>	<b>2,291</b>	<b>21,624</b>
University of Colorado System	662	305	722	99	1,788	15%	9,459	1,003	12,250	1,305	13,555
% of State Total	75%	75%	61%	51%	67%		64%	55%	63%	57%	63%
Boulder	185	73	222	53	533	13%	3,175	340	4,048	824	4,872
% of State Total	21%	18%	19%	27%	20%		21%	19%	21%	36%	23%
Colorado Springs	52	42	113	5	212	14%	1,176	83	1,471	31	1,502
% of State Total	6%	10%	9%	3%	8%		8%	5%	8%	1%	7%
Denver	425	190	387	41	1,043	15%	5,108	580	6,731	450	7,181
% of State Total	48%	47%	32%	21%	39%		34%	32%	35%	20%	33%
<b>All Undergraduate and Graduate/First Professional</b>	<b>6,145</b>	<b>4,238</b>	<b>12,367</b>	<b>2,293</b>	<b>25,043</b>	<b>19%</b>	<b>98,650</b>	<b>9,061</b>	<b>132,754</b>	<b>3,987</b>	<b>136,741</b>

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Source: Colorado Department of Higher Education Searchable Database, <http://higher.ed.colorado.gov/Data/Search/query.asp?report=enroll>

Based on SURDS enrollment files. Excludes students exclusively enrolled in Extended Studies Programs. 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.

Fall 2009 data not available by report release date.

## Population Characteristics of CU's Primary Market Areas

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

### Population by Race/Ethnicity

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

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

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

### Pupil Membership, Colorado School Districts

Fall 2009 Pupil Membership	Total	American Indian or Alaskan Native		Asian or Pacific Islander		Black (Not Hispanic)		Hispanic		White (Not Hispanic)		Total Minority	
All Grades													
Metro Denver Central Counties	414,874	3,853	0.9%	19,331	4.7%	33,590	8.1%	130,081	31.4%	228,019	55.0%	186,855	45.0%
Southern Colorado	170,708	2,150	1.3%	5,266	3.1%	12,101	7.1%	44,759	26.2%	106,432	62.3%	64,276	37.7%
Colorado Total	832,368	9,604	1.2%	30,820	3.7%	49,413	5.9%	237,797	28.6%	504,734	60.6%	327,634	39.4%
Grades 9 - 12													
Metro Denver Central Counties	116,582	1,208	1.0%	5,211	4.5%	10,300	8.8%	33,462	28.7%	66,401	57.0%	50,181	43.0%
Southern Colorado	50,831	658	1.3%	1,539	3.0%	3,585	7.1%	12,138	23.9%	32,911	64.7%	17,920	35.3%
Colorado Total	240,770	3,024	1.3%	8,395	3.5%	15,016	6.2%	62,188	25.8%	152,147	63.2%	88,623	36.8%

Source: Colorado Department of Education, <http://www.cde.state.co.us/cdereval/rv2009pmlinks.htm>

### High School Graduation Rates

Class of 2009 Graduation Rates	All Students		Native American		Asian		Black		Hispanic		White	
	Base	Grad Rate	Base	Grad Rate	Base	Grad Rate	Base	Grad Rate	Base	Grad Rate	Base	Grad Rate
Metro Denver Central Counties	30,470	71.8%	302	53.0%	1,253	84.9%	2,797	62.8%	8,743	53.3%	17,375	82.0%
Southern Colorado	14,053	74.8%	175	60.6%	388	83.8%	1,000	67.6%	3,375	63.4%	9,115	79.6%
Colorado Total	63,585	74.6%	834	55.9%	2,028	85.7%	4,070	64.3%	16,202	57.8%	40,451	82.3%

Source: Colorado Department of Education, <http://www.cde.state.co.us/cdereval/rv2009GradLinks.htm>

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

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

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