



UNIVERSITY OF COLORADO SYSTEM

Boulder • Colorado Springs • Denver • Health Sciences Center

Office of the Vice President for Academic Affairs and Research

University of Colorado 2004 Report on Diversity

Boulder Campus

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

March 2004

Programs and planning

The Office of Diversity and Equity, along with each division across campus, continues to plan, implement and monitor diversity activities. Activities have focused on extending best practices, increasing outreach efforts and coordinating and linking programs across campus.

The Office of Diversity and Equity has begun several new initiatives for 2004 including a focus on recruitment and retention of faculty of color, and updating and revising all campus diversity plans.

Faculty

- While there has been some progress on the recruitment and retention of women and faculty of color, the campus is renewing its focus on enforcing the search committee process. All search plans for faculty and unclassified staff must be approved by the director of the Department of Equal Opportunity (DEO) before a search can begin. Following the search, a search summary must be submitted to the director of DEO for approval and verification that the search plan was followed before its submission to the appointing authority.
- Faculty Affairs has been provided with \$70,000 to facilitate women and faculty of color recruitment and to bring additional candidates to the campus. A Special Opportunities Program provides additional funds to recruit new faculty, including women and faculty of color. Support for spousal hires is also available.
- The DEO continues to work closely with each faculty search committee. The DEO's web site is being enhanced to include search process information as well as resource lists. Faculty of color will be receiving lists of open faculty positions and will be contacted to help provide the most current channels for outreach.
- Improving recruitment and retention of faculty of color for all four campuses has been made a priority by President Hoffman. The November 2003 President's Diversity Summit was attended by a record number of participants. Dialogue revolved around resolving recruitment and retention issues, resulting in the implementation of support mechanisms such as resources for conflict resolution.
- Postdoctoral fellowships are another outreach strategy designed to recruit faculty of color and women. This effort is being funded jointly by the President's Diversity Grant and the campus.
- Understanding campus culture and building a sense of community is vital for retention of faculty. All newly hired faculty meet with the Faculty Program Coordinator through CU-Boulder's Faculty Teaching Excellence Program. The Program Coordinator provides small group informational

sessions throughout the year and serves as a mentor to the new faculty. In addition to informational and community building support for new faculty, working sessions are provided yearly for 3rd- and 6th-year faculty to help them prepare for reappointment or tenure review.

- The campus has examined female and minority faculty salaries each year since 1997, statistically controlling for differences in faculty rank, market demand and experience. In 1999 the Chancellor committed \$240,000 in funding for a two-year program to eliminate an observed gap in female salaries. The campus recently reported that there are no longer statistically significant differences in salaries paid to male, female and minority faculty when the data are corrected to account for differences in faculty rank, market demand and experience. Starting salaries and packages for women faculty have also been reviewed and are now being monitored for equity.
- Research in the area of multicultural perspectives is supported by IMPART grants (Implementation of Multicultural Perspectives and Approaches in Research and Teaching Award Program). Awards are given annually on the campus. These grants are open to all faculty on campus but priority is given to junior faculty working in diversity areas to support the establishment of their research agendas.

Campus Goals

Some progress has been made on all three of the campus goals:

- 1) climate for living, learning and working
- 2) student access and opportunity
- 3) diverse faculty and staff

Climate

- Goal 1, climate for living, learning and working: Creating a diverse climate continues to be a high priority on the Boulder Campus. Strategies to improve climate will be emphasized in the revision of the diversity plans. More of our undergraduate students are actively participating in recruitment efforts, helping prospective students understand the quality and opportunities CU-Boulder offers. Coordination among programs has increased faculty, staff and student interactions.

Students

- Goal 2, student access and opportunity: This goal has been advanced significantly through the Leadership, Excellence, Achievement, and Diversity Scholarship Program (CU-LEAD). Three more neighborhoods have been added to the eight existing neighborhoods to bring the total number of programs to eleven. Over 1,100 students are being served in the CU-LEAD student retention initiative. These neighborhoods

include the Multicultural Engineering Program, Minority Arts and Sciences Program, Honors CU-LEAD Program, Chancellor's Leadership Residential Academic Program, McNeill Academic Program, Diverse Scholars Program (Business), Journalism Diversity Scholars Program, McNair Post Baccalaureate Achievement Program, First Generation Scholars Program, White Antelope Scholars Program, and the Education Diversity Scholars Program. Academic scholarships have been organized to make more strategic use of funds for first generation, students of color and underrepresented students. Through the two CU-Boulder high school partnerships, an additional 250 students visited campus and had an opportunity to work directly with admissions counselors. Admissions applications for students of color are up, as are acceptances and confirmations to date due to the extraordinary work done by the Admissions office.

- Graduation rates for students of color are lower than those for whites. However, six-year graduation rates for more recent freshmen students of color are clearly higher than those for earlier classes. According to the latest data from the Office of Planning, Budget, and Analysis, about 60% of Asian Americans entering CU-Boulder since 1994 have graduated within six years, an increase of five to ten percentage points from rates for classes entering in the early 1990s. About 58% of Hispanic and Chicano students entering since 1996 have graduated in six years, an increase of 10 percentage points from rates for all classes entering prior to this. Fifty to 55% of African American students entering since 1995 have graduated in six years, up 15 to 20 percentage points from rates for all prior classes. Six-year graduation rates, the federal comparison standard, are calculated on entering classes of full-time freshmen. The most recent class with a full six-year opportunity to graduate entered in 1997.
- The CU-LEAD programs have been cited as a major contributor to student success. The overall improvement in graduation rates indicates that these programs have a positive outcome. The average retention rate for students participating in the CU-LEAD programs is 87%. The campus, with the support from the Chancellor and Provost, continues to develop and implement programs that will increase diversity of our student body and support the success of all students on campus.

Staff

- Goal 3, diverse faculty and staff: Faculty issues have been addressed above. Staff diversity issues continue to focus on recruitment and retention. Child care was identified as a critical need for staff, as well as for students and faculty. The campus developed a child care website and resource guide. Due to budget cuts, however, the Department of Human Resources lost

the Child Care (CU CARES) coordinator position. Another result of the budget cuts that affected staff was the loss of leadership training programs.

- On a more positive note, the campus has held its ground on several diversity initiatives, despite budgetary cuts. The exit survey/interview program, started in 1999, is being revitalized. The Division of Administration's mentoring program thrives. Human Resources (HR) continues to participate in multicultural job fairs locally. HR also provides New Employee Orientation and Sexual Harassment Policy training, and offers translation of important information for Spanish speaking employees. HR is currently working on increasing computer access and computer literacy for custodial and food service employees. Additionally, HR is expanding its involvement in employing people with disabilities.

The Numbers

Faculty

- Sixteen percent of tenure/tenure track faculty who are US citizens, naturalized US citizens, or permanent US residents, and have ethnicity recorded on PeopleSoft, are recorded as African American, Asian American, Hispanic, or Native American. These individuals are referred to as "faculty of color." The percentage has steadily increased over the last ten years, from 10% in 1993 to 16% in 2003.
- The number of faculty of color in tenure/tenure track positions increased 48% in the 10 years since 1993, from 100 in 1993 to 148 in 2003. Ten faculty of color have been hired in the past two years.
- 41% of assistant professors and 55% of instructors and senior instructors were women in fall 2003.
- The percentage of women among tenure/tenure track faculty is now 28% and has remained fairly constant at or above 27% over the last three years, with an 11% increase in the number of female faculty since 1993.
- An additional 83 women (compared to 102 men) joined the ranks of research professionals (research associate and professional research assistants) in fall 2003, representing 45% of all new researchers hired. People of color represented about 10% of new hires (excluding international) in professional researcher ranks in fall 2003.

Students

Bachelor's degrees

- The number of **students of color receiving bachelor's degrees** increased from 425 in 1992-93 to 550 in 2002-03, an increase of 29%. In 2002-03, 11% of bachelor's degrees awarded to US citizens went to students of color (African American, Asian American, Hispanic/Chicano, and Native American).

- The number of **international students** receiving bachelor's degrees increased from 51 in 2002 to 74 in 2003.
- **Women** have received 48% or more of all bachelor's degrees awarded every year for at least the last eight years.

Graduate-level degrees

- The number of **students of color receiving master's, doctoral and law degrees** increased this past year by 6%. The proportion of students of color among graduate-level degree recipients is slightly above what it was ten years ago (8%) and has remained fairly constant at 9-10% for the past several years.
- **International students** received 16% of master's, doctoral, and law degrees awarded in 2002-03. This is an increase of five percentage points since 2001-02, but is still below 2000-01 numbers.
- **Women** received 47% of master's, doctoral, and law degrees awarded in 2002-03, up from 38% in 1992-93 and an increase of four percentage points over 2000-01.

Graduation and retention rates

- The **first-year retention rate** for freshmen students of color entering in fall 2002 is 82%, versus 84% for all students combined.
- The **six-year graduation rate** for students of color entering as freshmen in 1997 is 58% (compared to 69% for other freshmen), an increase of two percentage points in one year and an overall increase from 45% for students entering in 1991. The rate for all women (now 70%) is consistently higher than that for all men (66%).

Freshman admissions

- **New freshmen** entering in fall 2003 included 34 fewer students of color than in fall 2002, a decrease of 4%. Seventy-six percent of new freshmen students of color were Colorado residents.
- The number of new Colorado freshmen of color is at an all-time high of 598 students.
- Yield rates (the proportion of admits who enroll) of students of color are at or above those for whites.

Enrollment

- Since fall 1993, enrollment of **undergraduate students of color** has increased from 2,068 to 3,391, or 64%; this compares to a 22% increase in other undergraduate students. The percentage of domestic undergraduates (US citizens) who are students of color increased from 11% in fall '88 to over 15% in fall '94, decreased slightly for several years, and has been stable at about 13.5% for the past five years.

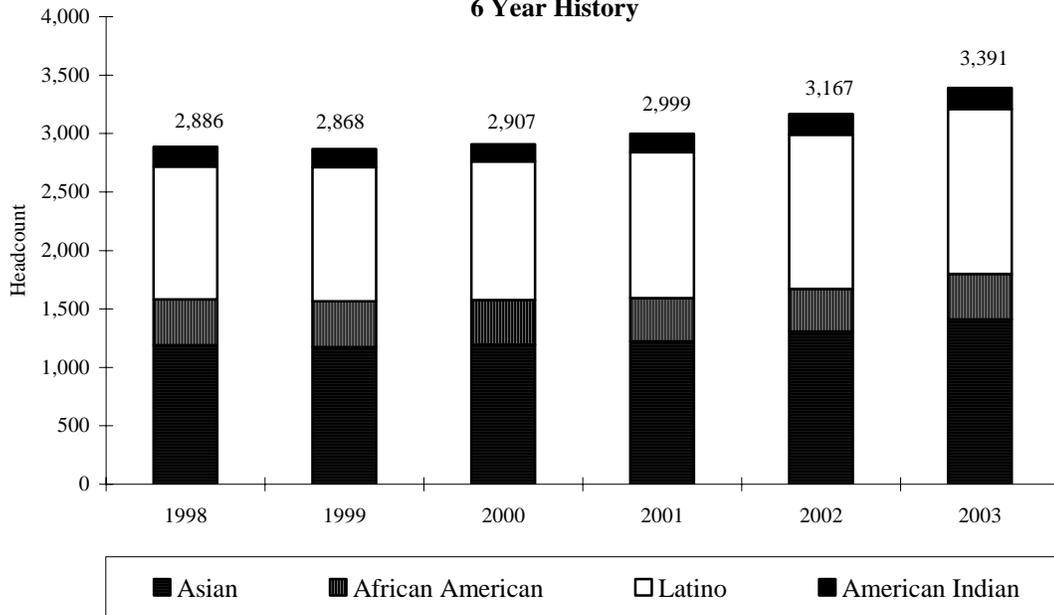
- Enrollment for **graduate-level students of color** is now 479, compared to 281 in fall 1988—a 70% increase. The percentage of domestic graduate students who are students of color was 6% in fall '88, and is 10% in fall 2003. Although Law has been and remains among the campus graduate-level programs with the highest representation of students of color, the number of new law students of color dropped substantially in 1996 and is only slowly rebounding to former levels. In fall 2003, 16% of domestic law students are students of color, a decrease from the prior two years.
- The number of new international graduate students decreased by almost 10% from an all-time high of 829 in fall 2002 to 749 in fall 2003.
- Graduate students of color increased by 8% from fall 2002 to fall 2003 (442 to 479).

Staff

- The number of campus administrators (officers and professional exempt) who are people of color has increased steadily since 1993 from 51 to 86, from 17% to 21% of all administrators. Female administrators represent 54% of all administrators.
- Females represent 59% of classified staff outside food service and custodial positions. Staff of color hold 18% of these positions.
- The percentage of people of color in skilled crafts increased from 18% in 1999 to 32% in 2003. Female representation in skilled crafts is still low at 8%.

The percentage of people of color in clerical positions has remained relatively constant over the past five years at 14-17%, as has the percentage of women at about 82-85%.

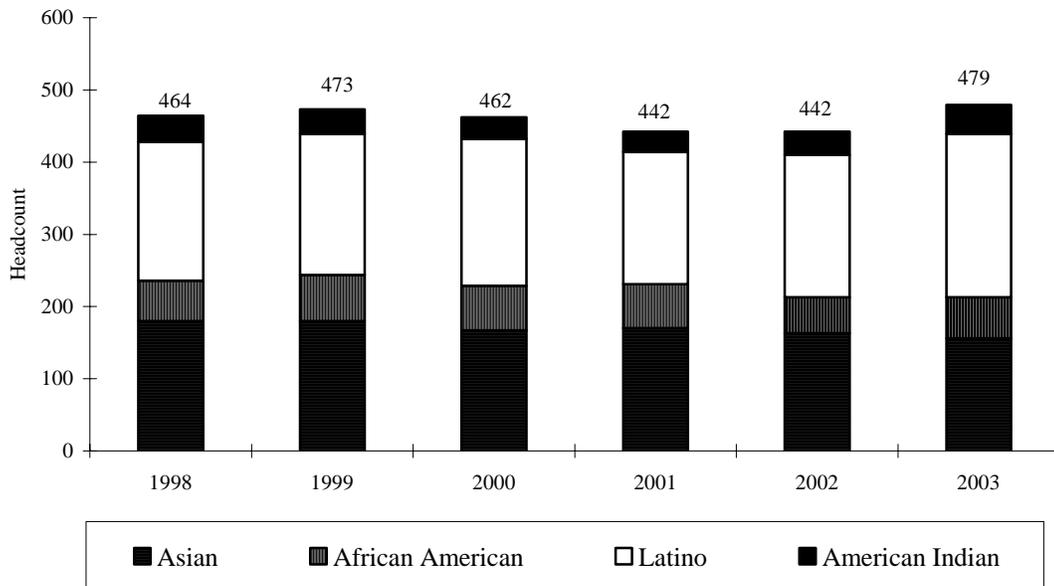
**University of Colorado at Boulder
Minority Undergraduate Fall Headcount Enrollment*
6 Year History**



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

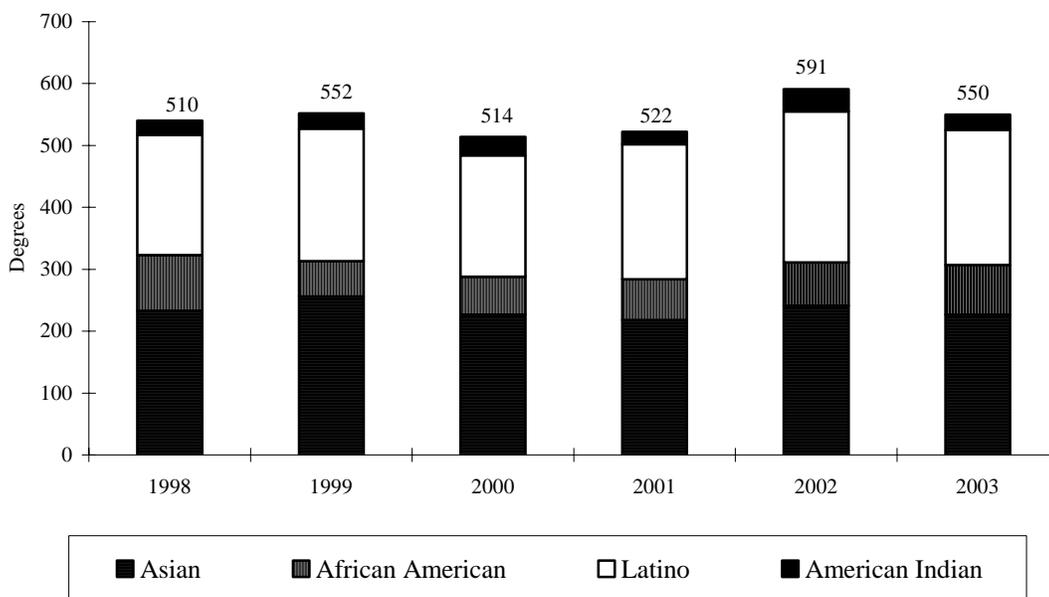
	1998	1999	2000	2001	2002	2003
Minority Enrollment as a % of Total Undergraduate Enrollment	14.0%	13.5%	13.4%	13.5%	13.5%	13.8%
Asian	1,190	1,174	1,195	1,222	1,306	1,410
African American	391	391	381	372	366	391
Latino	1,137	1,146	1,184	1,246	1,318	1,410
American Indian	168	157	147	159	177	180
Minority Total	2,886	2,868	2,907	2,999	3,167	3,391
White/Unknown	17,276	17,974	18,458	18,928	19,951	20,817
International	414	361	318	297	336	332
Total Undergraduate (Headcount) Enrollment	20,576	21,203	21,683	22,224	23,454	24,540

**University of Colorado at Boulder
Minority Graduate Fall Headcount Enrollment
6 Year History**



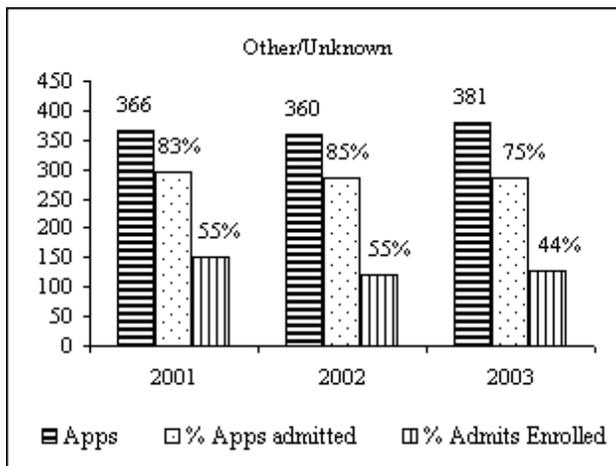
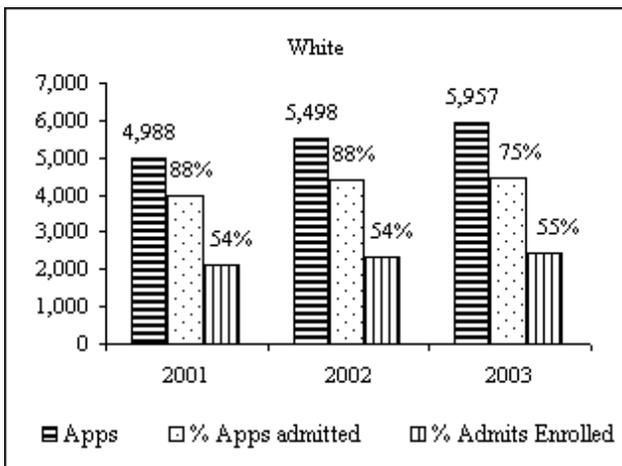
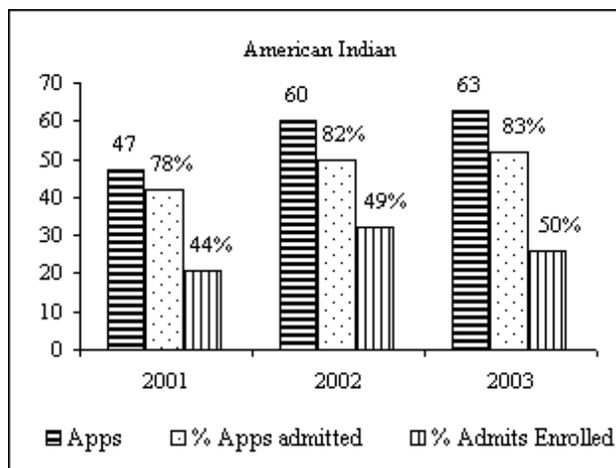
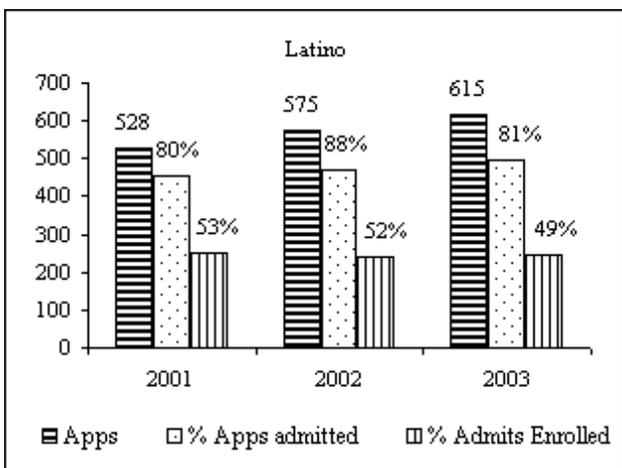
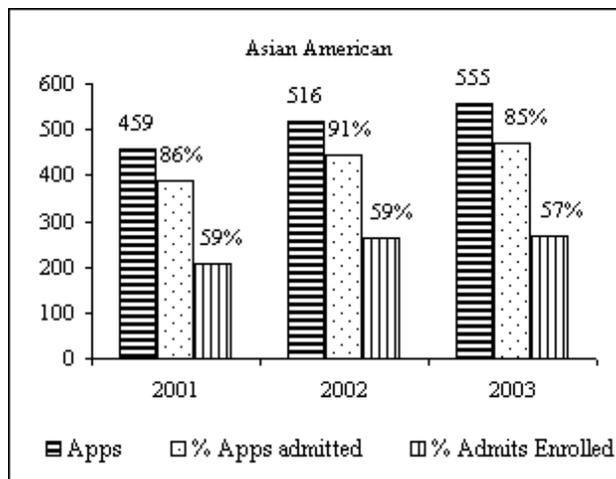
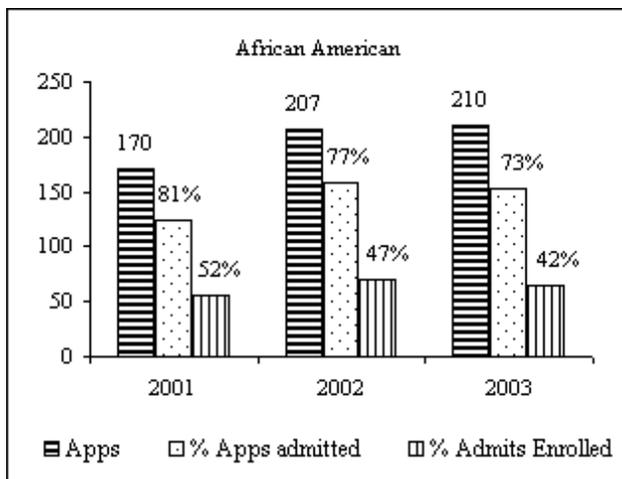
	1998	1999	2000	2001	2002	2003
Minority Enrollment as a % of Total Graduate Enrollment	10.3%	10.6%	10.6%	10.1%	9.8%	10.4%
Asian	180	180	167	170	163	156
African American	56	64	62	61	50	57
Latino	192	195	203	183	197	226
American Indian	36	34	30	28	32	40
Minority Total	464	473	462	442	442	479
White/Unknown	3,420	3,368	3,242	3,214	3,229	3,383
International	614	612	648	717	829	749
Total Graduate (Headcount) Enrollment	4,498	4,453	4,352	4,373	4,500	4,611

**University of Colorado at Boulder
Minority Baccalaureate Degrees Awarded
6 Year History**



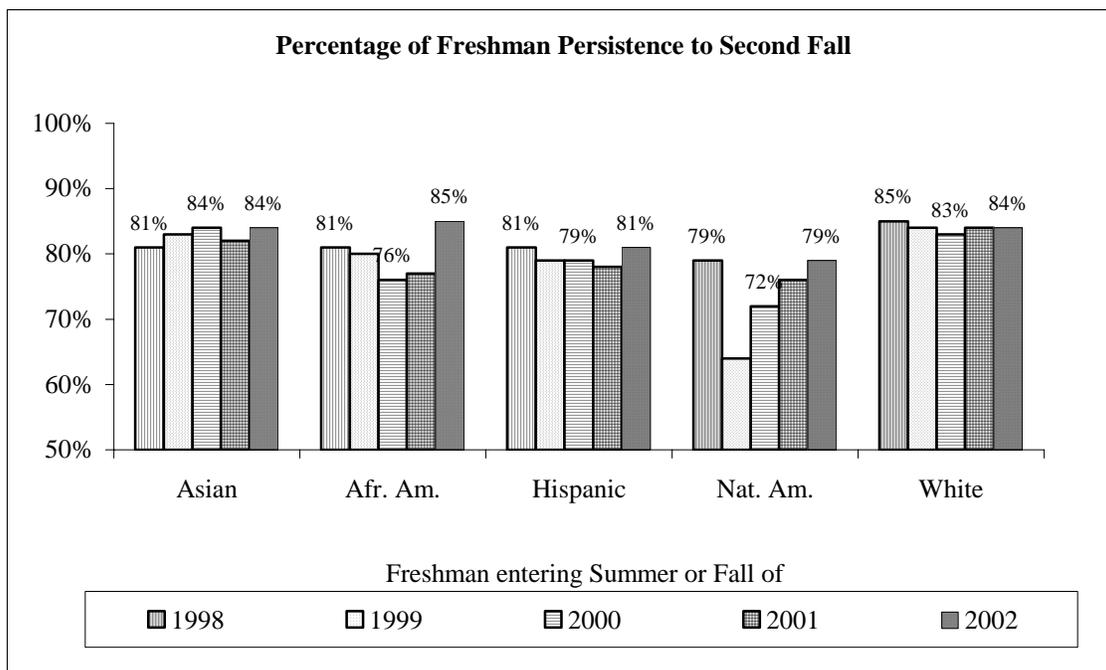
	1998	1999	2000	2001	2002	2003
Minority Degrees Awarded as a % of Total UG Enrollment	13.1%	13.7%	11.7%	12.3%	13.4%	11.8%
Asian	233	256	227	218	241	227
African American	60	57	61	66	70	80
Latino	194	214	196	218	244	218
American Indian	23	25	30	20	36	25
Minority Total	510	552	514	522	591	550
White/Unknown	3,278	3,379	3,822	3,634	3,758	4,043
International	112	96	74	83	51	74
Total Undergraduate Degrees Awarded	3,900	4,027	4,410	4,239	4,400	4,667

University of Colorado at Boulder
Resident Freshman Applications, Acceptances, and Matriculations By Ethnicity
2000, 2001, 2003



**University of Colorado at Boulder
Persistence of First-Time Freshmen to Second Fall Term**

	Freshmen entering Summer/Fall of:					Percent enrolled in subsequent Fall of Freshmen entering:				
	1998	1999	2000	2001	2002	1998	1999	2000	2001	2002
Asian-American	257	265	296	290	357	81%	83%	84%	82%	84%
African-American	74	82	84	74	97	81%	80%	76%	77%	85%
Latino	226	238	272	310	322	81%	79%	79%	78%	81%
American Indian	39	25	29	37	52	79%	64%	72%	76%	79%
White	3,485	3,772	4,134	3,905	4,299	85%	84%	83%	84%	84%
Other/Unknown	147	138	210	330	218	79%	73%	79%	82%	78%
International	36	28	24	24	36	75%	89%	71%	88%	83%
All	4,264	4,548	5,049	4,970	5,381	84%	83%	82%	83%	83%



**University of Colorado at Boulder
Faculty Diversity Profile
All Schools And Colleges, Fall 2003**

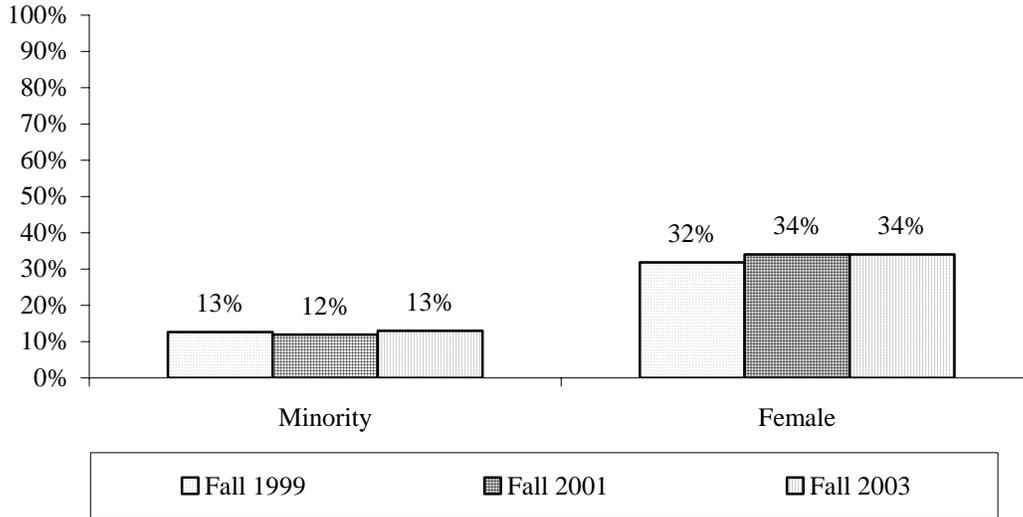
Category	Total	Female		Male		Minority		Ethnicity					
		#	Pct.	#	Pct.	#	Pct.	African American	American Indian	Asian	Latino	International*	
Reg. Instructional Faculty													
TOTAL	1,318	446	34%	872	66%	169	13%	25	10	84	50	51	
<i>Tenured/Tenure Track</i>	1,026	284	28%	742	72%	148	14%	24	3	74	47	42	
Full Professor	445	72	16%	373	84%	41	9%	6	2	22	11	5	
Associate Professor	315	104	33%	211	67%	56	18%	10	0	26	20	8	
Assistant Professor	266	108	41%	158	59%	51	19%	8	1	26	16	29	
<i>Non-Tenure Track</i>	292	162	55%	130	45%	21	7%	1	7	10	3	9	
Instructor/ Sr.Instructor	292	162	55%	130	45%	21	7%	1	7	10	3	9	
Tenured	760	179	24%	581	76%	94	12%	15	2	46	31	16	
Full Professor	444	72	16%	372	84%	41	9%	6	2	22	11	5	
Associate Professor	295	96	33%	199	67%	50	17%	9	0	22	19	8	
Assistant Professor	21	11	52%	10	48%	3	14%	0	0	2	1	3	
Administrative	96	24	25%	72	75%	11	11%	3	1	5	2	0	
Asst/Assoc/Dean/Chanc	52	12	23%	40	77%	7	13%	1	1	3	2	0	
Dept. Chair/Directors	44	12	27%	32	73%	4	9%	2	0	2	0	0	

Academic Staff	Total	Female		Male		Minority		Ethnicity				
		#	Pct.	#	Pct.	#	Pct.	African American	American Indian	Asian	Latino	Foreign*
Total	1,503	574	38%	929	62%	107	7%	6	5	61	35	209
Researcher	1,426	557	39%	869	61%	98	7%	4	5	56	33	205

(*)Note: Foreign born faculty and those with no race/ethnicity on record are included in non-minority totals.

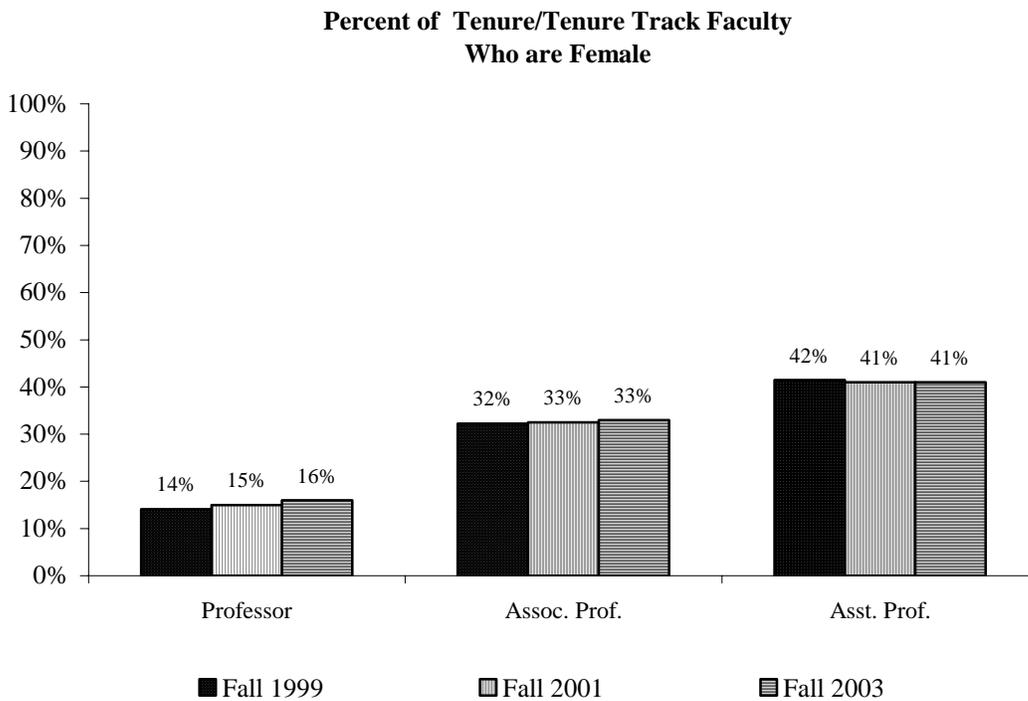
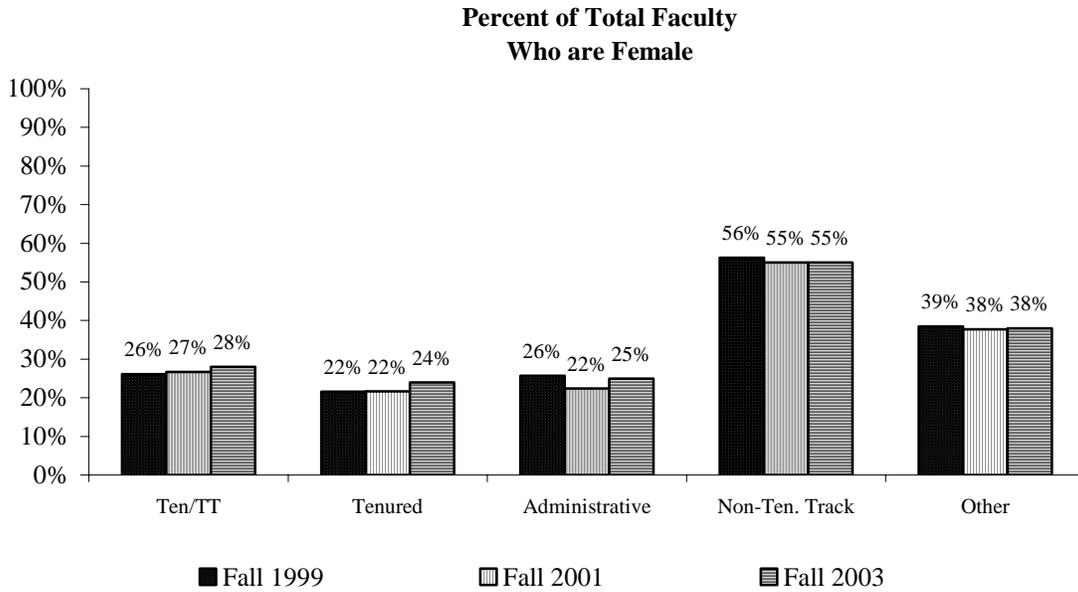
University of Colorado at Boulder Faculty Diversity Profile

Percent of all Regular Faculty
Minorities & Females



Note: All information from PeopleSoft HR

University of Colorado at Boulder Faculty Diversity Profile

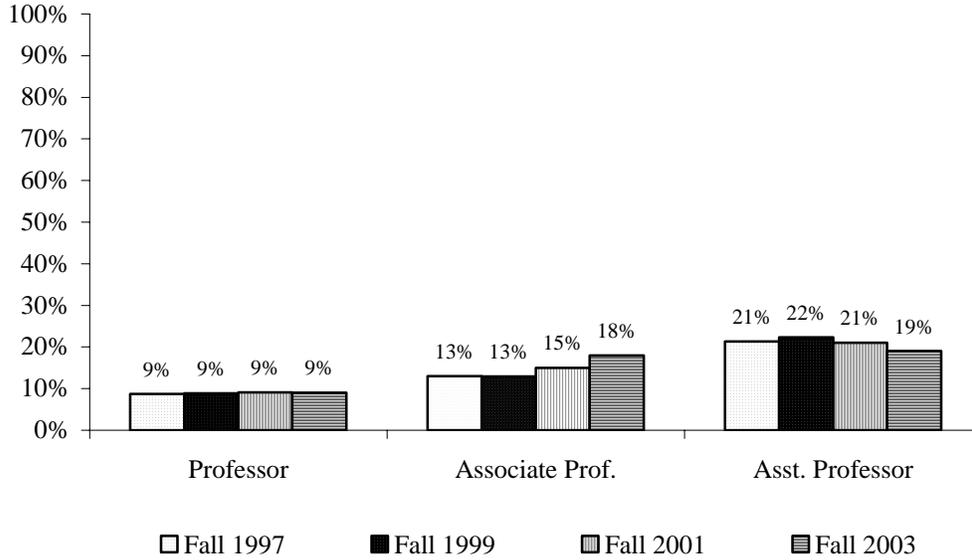


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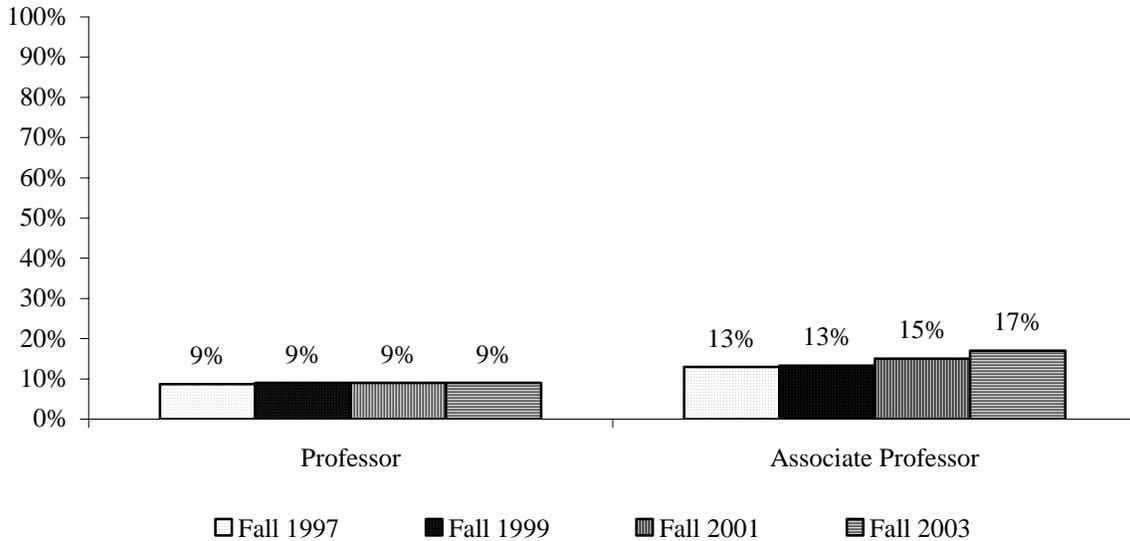
Source: UCB – PBA, January 2004
Prepared by: CU System Office of Information & Analysis, February 2004

University of Colorado at Boulder Faculty Diversity Profile

Percent Minority Tenure/Tenure Track of Total Faculty



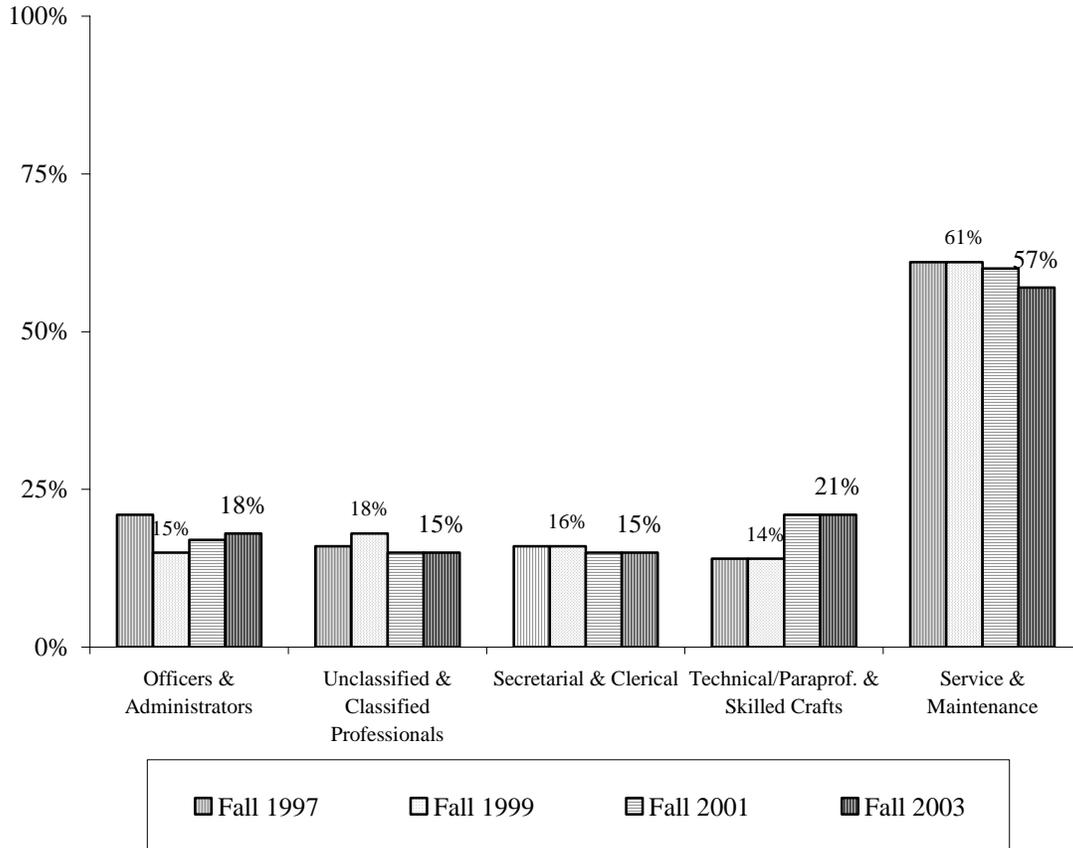
Percent Minority Tenured Faculty



Note: All information from PeopleSoft HR.

University of Colorado at Boulder Staff Diversity Profile

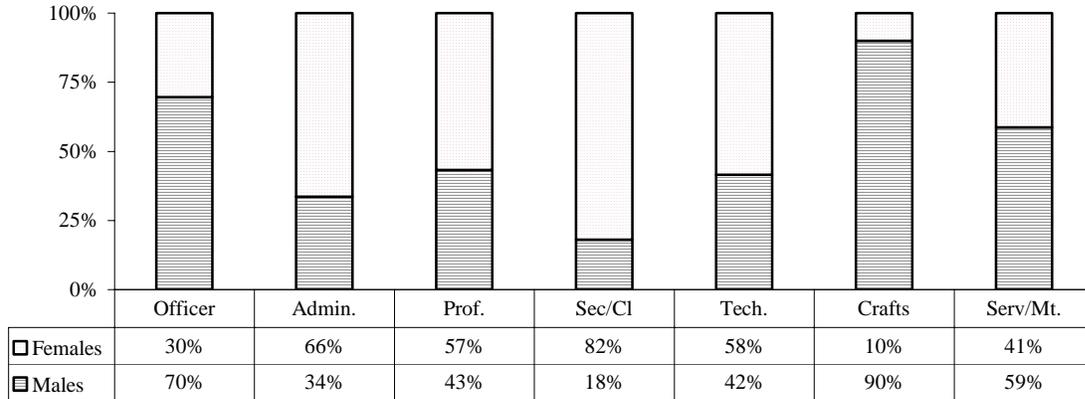
Percent Ethnic Minority by Occupational Category



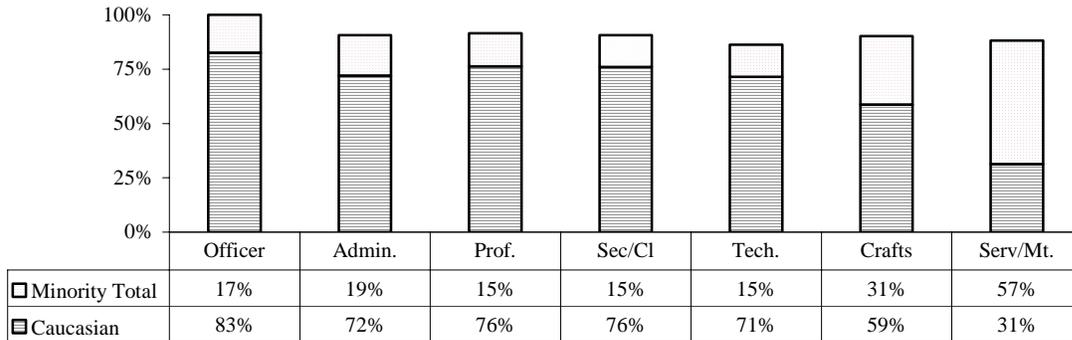
**University of Colorado at Boulder
Staff Diversity Profile**

2003-2004

Occupational Categories by Gender



Occupational Categories by Ethnicity



Minority Breakdown	Officer	Admin.	Prof.	Sec/Cl	Tech.	Crafts	Serv/Mt.
African American	8.7%	8.4%	3.8%	2.6%	2.4%	2.1%	3.1%
Asian American	4.3%	0.9%	4.0%	3.3%	3.8%	4.1%	16.6%
Latino	4.3%	8.4%	6.1%	8.0%	7.6%	22.2%	36.4%
Native American	0.0%	0.9%	1.4%	0.6%	1.0%	3.1%	0.7%

Note: All information from PeopleSoft HR.

Foreign and unknown race/ethnicity not plotted.