

I. Introduction

Universities play an important role in preparing students to thrive in an increasingly diverse and global society. At the University of Colorado, we aspire to be a place where the quality of education is enhanced and enriched by a diverse campus community, where all students, faculty and staff benefit from multicultural experiences. The need for the campus to increase diversity was noted in the NCA Accreditation Report, 2000. The “State of the Campus Diversity Report” examines the levels of diversity currently present across the CU-Boulder campus. It serves as a progress report in the meeting of goals and strategies set forth in the “Blueprint for Action.” The “Blueprint for Action”, developed in 1998-99 through an intense CU-Boulder community effort, is a working plan designed to enhance the diversity of the CU-Boulder campus.

The effort to increase diversity at CU-Boulder and other University of Colorado campuses is an important element of the campuses’ educational mission. In 2001, President Hoffman announced Vision 2010, which lists diversity as one of the five distinct action areas designed to make the University of Colorado one of the top public higher education systems in the country. CU-Boulder’s “Blueprint for Action” is the framework of diversity goals and objectives that guides our campus diversity efforts.

The “Blueprint for Action” contains diversity goals under three broad categories:

Goal 1: Climate for Living, Learning and Working - We are committed to fostering a campus environment of inclusion, knowledge and understanding in which faculty, staff and students learn to value diversity and to respect the individual differences that enrich the campus community.

Goal 2: Student Access and Opportunity - We are committed to ensuring equal access and opportunity for a quality education at the University of Colorado at Boulder among all Colorado students, including members of racial/ethnic groups traditionally underrepresented in higher education.

Goal 3: Diverse Faculty and Staff - We are committed to building and maintaining a diverse community of faculty and staff that reflects a broad range of racial/ethnic groups, cultures, perspectives, and gender.

Realization of the plan’s important goals takes commitment on the part of schools, colleges, departments, governance groups, and other units on the campus – as well as individual faculty, staff, administrators, and students. Along these lines, each departmental and organizational unit on campus reviewed its own diversity plan and made the changes needed to fit with the campus’s overall diversity plan. These plans are the backbone of CU-Boulder’s diversity strategy. Because the plan is a *blueprint* for action, it requires the day-to-day work of the entire campus community to make its vision a reality. This report is an effort to aid the CU-Boulder community in this process. It has three central goals:

- 1) To provide the larger CU-Boulder community with an assessment of the campus’ diversity status.
- 2) To detail the data and the major initiatives of departments and units with respect to the overall goals and strategies laid out in the CU-Boulder “Blueprint for Action”.
- 3) To report efforts taken by CU-Boulder’s departments and administrative units to bring their individual diversity plans into greater congruence with the goals and key strategies laid out in the campus diversity plan.

This report is divided into five sections. Section I is the introduction. Section II provides a demographic and economic context of diversity on the campus. Section III, the current State of Campus, describes some of the major interdivisional initiatives underway, and presents campus-wide data. In Section IV, data are presented by Division, College and School. Section V contains reports from each of the Chancellor’s Advisory committees on diversity issues.

II. Changing Contexts and the Challenge of Diversity

Demographic and economic changes. Colorado's economic and demographic composition is changing rapidly. The U.S. Department of the Census estimates that Colorado's population will grow from 3.7 million residents in 1995 to 5.1 million residents by 2025, the 14th fastest rate of growth among the 50 states. Persons of color will represent an increasing number of those new residents. Colorado residents of color will increase from 21% of the state's population in 1995 to 30% of the state's population by 2025. Latino(a)s will comprise the largest minority group. In 2025, there will be over one million Latino(a) residents in Colorado (20.5% of total).

According to the Colorado Legislative Council Staff report, *Focus Colorado: Economic and Revenue Forecast, 2003-2008* (March 2003), Colorado's 2002 population was 4,506,542, only 1.7% more than the year before, the lowest growth rate since 1990. In the coming years, the population is expected to increase, but at more modest rates than the 2.7% gains seen annually in the nineties. Even with the slowed growth rate, Colorado was the sixth-fastest growing state last year (http://www.state.co.us/gov_dir/leg_dir/lcs/focus/2003/Forecast03-03.pdf).

Table 1: State Populations, by Sex, Race, and Hispanic Origin:1995-2025 (1000's)

	1995		2000		2005		2015		2025	
African American	164	4.3%	196	4.7%	224	5.0%	265	5.4%	309	5.9%
Native American	35	0.9%	41	1.0%	46	1.0%	53	1.1%	61	1.2%
Asian American	82	2.1%	108	2.6%	129	2.9%	162	3.3%	199	3.8%
Latino/ Hispanic	507	13.5%	594	14.2%	682	15.2%	859	17.7%	1,067	20.5%
White Non-Hispanic	2,989	79.7%	3268	78.4%	3,434	76.8%	3,557	73.5%	3,642	70%
Colorado Total	3,747	100%	4,168	100%	4,468	100%	4,833	100%	5,188	100%

Source: U.S. Department of Census State Population Projections (<http://www.census.gov/population/projections/state/stprace.txt>)

Colorado economic projections. Over the last several years, Colorado has felt the economic downturn that is affecting the entire nation, a sharp contrast from the technology boom seen in the nineties. The state economy is the weakest in 15 years. Since the end of 2000, Colorado has lost almost 80,000 jobs, the unemployment rate has doubled, spending is down, and income growth was cut almost two-thirds. The technology industry, which especially fueled growth in the nineties, was hit hardest in terms of job losses, with over 30,000 positions eliminated since late 2000. The national recession, impact of terrorism and war, end of real estate/construction boom, and weak business spending contributed to the weak Colorado economy (Colorado Department of Local Affairs).

On the positive side, most economic analysts believe that the economy is rebounding and predict employment in Colorado to rise 2.3% in 2004 and 2.8% in 2005, while wages and salaries increase 6.5% (*Focus Colorado: Economic and Revenue Forecast, 2003-2008*). Retail salespeople showed the highest employment of any occupation in Colorado in 2001, with 82,620 employed (earning on average \$11.07 per hour or about \$23,000 per year), and surgeons topped the list for pay earning on average \$141,870 per year (Colorado Department of Labor and Employment 2001-2002 Occupational Wages). While the high tech industry has taken a hit, it still is a critical part of state's economy. According to AeA Mountain States Council, the *Cyberstates 2002: A State by State Overview of the High Technology Industry* report revealed that the "technology industry is still a very important component of the Colorado economy ... High tech exports represent 50 percent of all Colorado exports, and [Colorado] ... continue[s] to have the highest concentration of tech workers in the country – up to 98 of every 1000 private sector workers" (*Colorado Cyberstates 2002 Press Release*, www.aeanet.org).

The continued recovery and development of Colorado's economy require a constant supply of skilled workers and creative thinkers. As Colorado's population becomes more diverse, it is essential that CU-Boulder and other state institutions reach out to their underrepresented populations, preparing them to thrive in increasingly diverse and global markets.

III. Current State of Diversity, University of Colorado at Boulder

Goal 1: Climate for Living and Learning

Several major interdivisional initiatives to improve the living, learning and working environment of the CU-Boulder campus, and to address the “Blueprint for Action” goals are underway. These are summarized in the first part of this section. A more extensive profile of activities addressing the goals is provided in Section V of this document and is contained in the plans of units across campus. Campus-wide data for students, faculty and staff are presented in the second part of the section. This information is gathered by the CU-Boulder Office of Planning, Budget and Analysis. Most of the data can be found at <http://www.colorado.edu/pba/div/>.

Office of Diversity and Equity (ODE). The Office of Diversity and Equity (ODE) was established in March of 1998 to provide dedicated leadership to CU-Boulder’s campus diversity initiative. This office works to coordinate with programs across campus, advocates for diversity budget priorities, disseminates information on diversity programs and activities, interacts with the administration of each division to define and direct diversity efforts across campus, and works with each of the Chancellor’s Advisory Committees and with students, faculty and staff groups to bring forward concerns and recommendations. The ODE also monitors diversity progress on campus. It is important to note that there have been many good programs on campus for many years. Their effectiveness has been limited by a variety of factors, including a lack of coordination and resources. Since the office’s inception, there has been an increase in units working together in more strategic groups and an increase in diversity related funding.

The ODE also coordinates a number of programs, including the IMPART (Implementation of Multicultural Perspectives and Approaches in Research and Teaching) Faculty Fellowship Award, the Big 12 Faculty Fellowship, the annual campus Diversity Summit sponsored by the Chancellor’s Advisory Committee on Minority Affairs, the Committee on Women’s annual report presentation, the Equity and Excellence Banquet, and others. The 2003 Eighth Annual Diversity Summit was the biggest, most successful diversity summit to date, with lectures, discussions, and presentations spanning three days and drawing over 800 participants from across the CU and Boulder communities. The ODE also developed and oversees the CU-Leadership, Excellence, Achievement and Diversity (CU-LEAD) Alliance for student recruitment and retention. The Alliance, described below in greater detail, facilitates recruitment efforts, coordinates scholarships for underrepresented students and first generation students, and strengthens retention efforts on the campus.

In 2000, the ODE and the CU Foundation set into motion the Campaign for Diversity, a fundraising effort to support diversity initiatives on campus. The Campaign’s major strategies to promote the goal of excellence and enrichment through diversity include: undergraduate scholarships to recruit and retain students of color and first generation students, creation of “sense of place” through academic neighborhoods, graduate fellowships to underrepresented students, pre-collegiate development programs, and efforts to attract and retain diverse faculty.

Building Community Campaign. As stated in the Building Community Campaign’s brochure, “The mission of the Building Community Campaign is to foster an environment that is welcoming, enriching, and inclusive of all members of the University of Colorado at Boulder. This will be done by sponsoring initiatives that lead to respect and success in individual and collective endeavors of an academic, personal, interpersonal, or professional nature.” The Building Community Campaign, spearheaded by the Division of Student Affairs, sponsors and supports a wide range of programs designed to make the campus environment more welcoming. For example, the CU Experience helps incoming students develop skills to help them adjust to campus life, the Bias Motivated Incident Response Team works to develop resolutions and responses when dealing with hateful acts, and the Interactive Theatre Project facilitates conversations about important campus issues.

Building Community—the Chancellor’s Advisory Committees. In Section V of this report, three of the Chancellor’s four Advisory Committees present their yearly update of campus activities in their area, with recommendations for improvement. The fourth committee, the Chancellor’s Advisory Committee on Minority Affairs, works with the ODE on the issues related to student, faculty and staff of color reflected in this report. They also organize the yearly campus-wide Diversity Summit. Several other major committee contributions to the campus climate are highlighted below.

In the last ten years, the **Committee on Gay, Lesbian, Bisexual and Transgender (GLBT) Issues** has conducted a campus climate study, opened the GLBT Resource Center, formed the GLBT issues committee on Boulder Faculty Assembly, and created the LGBT studies certificate program and the LGBT Alumni Association. They have also included sexual orientation in non-discrimination policy, increased the Director of the GLBT Resource Center from three-quarter to full time, and created six scholarships. The committee is now working to extend domestic partner benefits, which have been implemented for faculty and some staff, to all classified staff. Additionally, they are making efforts to win same-sex couples maternity leave benefits and to build unisex restrooms for transgender persons and persons with disabilities. Fund raising efforts are underway for the Resource Center and for scholarships.

The **Program Accessibility Committee (PAC)** addresses program accessibility issues on the campus. In the enclosed report, PAC reviews the progress and the areas of concern in terms of four general areas: physical access, campus services, electronic information and communication access, and education of the campus community. It also highlights the creation in 2002 of the Disability Task Force to provide advice, recommendations and strategies to campus administration and primary units regarding legal academic accommodations for students with disabilities. This past year, the task force conducted a campus survey and recommended continued outreach and education efforts for faculty on determining and providing disability accommodations.

The **Chancellor's Committee on Women**, established in 1996, monitors the status of women on campus, recommends policy to create significant and positive changes, and works to assure justice and equity for women at CU-Boulder. Some examples of its successes: increasing salary equity for faculty, developing programs targeting junior women faculty, facilitating greater campus-wide training and information efforts about sexual harassment, and focusing attention to the campus' child care needs. Moving forward, the committee's high priority issues include keeping student women safe, conducting exit interviews, and creating and implementing procedures to evaluate and ensure equitable classroom climates.

Student Recruitment and Retention. Major recruitment and retention programs for students of color and first generation are described below

CU-LEAD Alliance. The CU-LEAD Alliance is a set of multidisciplinary academic neighborhoods whose students, faculty, and staff are united to promote diversity and educational excellence for our campus through access for students of color and first generation students. These neighborhoods build community by providing academic enrichment, small classes, leadership activities, computer labs, personal links to faculty and staff, scholarships, counseling and mentoring, and community service. Over the past several years, the Alliance grew from three to nine programs. They are, in order of development: the Multicultural Engineering Program (MEP, College of Engineering), the Minority Arts and Sciences Program (MASP, College of Arts and Sciences), McNeill, Leeds School of Business Diversity Scholars, Honors Scholars, Journalism Diversity Scholars (School of Journalism and Mass Communication), Ethnic Living and Learning Community (ELLC), McNair, and the First Generation Program. The School of Education is in the process of developing its own program to add to the Alliance. In the 2002 to 2003 school year, 835 students were enrolled in CU-LEAD Alliance programs, 611 of whom had scholarships and fully completed the program.



PreCollegiate High School and Middle School Programs. The PreCollegiate High School program has a 20-year history of success in supporting first generation students in their pursuit of higher education. Lack of scholarships has been a long-standing problem in attracting PreCollegiate students to the CU-Boulder campus. In the recent years, scholarship monies from Wells Fargo, the CU Parent's Association, and the CU-LEAD Alliance have provided continuing scholarships to selected PCDP graduating students. Additional fundraising will continue.

In addition to the high school program enhancements, PreCollegiate has been greatly expanded. The PreCollegiate Middle School program was developed five years ago. In 2002-03 there were nearly 400 middle school students and parents participating in the PreCollegiate Middle School Academic Program. All PCDP students and their parents are invited to CU-Boulder once a month for Saturday Academies where their programming focuses on college academic planning, financial aid, parenting strategies, study skills enhancement strategies and leadership skills. Also, PCDP Peer Counselors (college students who are former PCDP students) meet with the students on a monthly

basis in each of the 15 high schools and 23 middle schools in an after-school setting where they are taught additional academic skills enhancement strategies. Additionally, each 11th and 12th grade PCDP students are invited to attend the PCDP Summer Residential Program where they live in the CU Residence Halls and take courses that prepare them for their upcoming year in high school.

Multicultural Access and Community Affairs Team (MACA). The Multicultural Access and Community Affairs Team (MACA) has functioned in Admissions for many years as the leadership team responsible for overseeing the outreach and recruitment of underrepresented students. Over the last two years, the team has increased the number of students participating in the various programs hosted by the Office of Admissions that target those students not typically seen at regular campus visit programs. They have been successful at recruiting and matriculating more underrepresented students from around the state of Colorado as well as many parts of the country. The team has also enhanced their coordination of various recruitment efforts with campus constituents including all members of the CU-LEAD Alliance.

High School Partnerships. High school partnerships can be an important recruiting tool. Personal relationships with schools and communities are important in extending understanding and creating trust, particularly in communities of color. Two high school partnerships are in place with Montbello High School (73% African American) and North High School (84% Latino). In visits to the schools, the Chancellor has worked with the principals and staff to identify areas in which CU-Boulder can be of help. Each school has a liaison from Admissions and a CU-Boulder student ambassador. The student ambassadors work with the Admissions liaison to bring information and connection to the school. Since the 2000-2001 school year, groups of high school students (around 120 from Montbello and 50 from North each year) visit the CU campus to hear presentations on preparing for college and spend time at the schools and colleges to learn more about academic and career choices and interests. They also have lunch with CU students in residence halls. This time gives the high school students a sense of the CU-Boulder living and learning experience.

Faculty Initiatives. In addition to the Building Community activities that affect faculty directly, the Faculty Teaching Excellence Program (FTEP) has a long history of providing support for teaching excellence on campus. It provides opportunities for new faculty to connect with the campus community with monthly information and discussion sessions. As part of the program, senior faculty members of color have been designated to work specifically with diversity recruitment, retention and other campus issues as Faculty Teaching Excellence Diversity Scholars. Salary equity issues and preparation sessions for promotion and tenure are also being actively addressed by Faculty Affairs.

Staff Initiatives. Staff issues and concerns are a part of the “Blueprint for Action”. For staff, improving employee information and communication and increasing opportunities to develop leadership and other skills that can lead to advancement have been major areas of focus. The Human Resources department has taken several important steps to address these staff needs. It has reorganized and increased the number of leadership classes for all staff across campus. It has also begun staff English as a Second Language classes. In addition, more information is now available to all employees in terms of job openings on campus, translations of information for second language English speakers are available, and regular attendance at minority job fairs in the Denver metro area has been scheduled. Tracking of staff employment data by ethnicity and gender is also being streamlined by the Institutional Research.

Expanding Communication. An important aspect of creating a strong sense of community is the dissemination of information on programs, initiatives and the stories of individuals working and succeeding all over campus. University Communications works to highlight diversity programs and activities through the placement of feature stories, press releases, and articles in campus, metro area, state and national publications and through electronic messages to the campus community. The office also provides support and advice on publications and informational material.

Goal 2: Student Access and Opportunity

Total Enrollment: Over the past decade, the number of students of color enrolled at CU-Boulder grew slightly from 12.8% of the total in 1992 (3,215 of 25,089 students) to 12.9% (3,609 of 27,954 students) in 2002. While the percentage did not change significantly, the actual number of students of color increased steadily reaching an all-time high of 3,609 students of color enrolled in 2002. White students made up 77.5% of the entire student body in 2002 with 21,665 students. International students and those whose race/ethnicity was unknown accounted for the remaining 9.6%.

Representation of all minority groups grew over the decade, except for African Americans. The majority of students of color were Latino(a) and Asian American. In 2002, 5.4% or 1,515 of all students enrolled were Latino(a) and 5.3% or 1,469 were Asian American. With 416 students, African Americans made up 1.5% of the student body, and with 209 students, Native Americans composed 0.7% of the total.

While gains were made over the decade, some racial/ethnic groups remained underrepresented relative to the state average. Table 1 compares the minority population of CU-Boulder with that of the state of Colorado. (The most recent census data available is for the year 2000. To be most accurate, 2000 CU-Boulder data are used in the ensuing comparison. 2002 data has also been placed in the table for reference.) In 2000, Asian Americans at CU-Boulder were over-represented in relation to the state population. Statewide, Asian Americans represented 2.3% of Colorado's population in 2000. That same year, Asian Americans represented 5.3% of CU-Boulder's student body. Native Americans representation was equal at CU-Boulder and in the state, each at 0.7%.

On the other hand, African Americans and Latino(a)s were underrepresented when compared to the state's population. In 2000, African Americans represented 3.7% of the state's population, but only 1.7% of the campus student body. Similarly, Latino(a)s account for 17.1% of the state's population in 2000, but accounted for only 5.3% of the campus student population that same year.

Table 2: CU-Boulder Total Enrollment by Race/Ethnicity compared with state population*

	CU-Boulder				State of Colorado	
	2002		2000		2000	2000
	Number	% of Total	Number	% of Total	Number	% of Total
African American	416	1.5%	457	1.7%	158,443	3.7%
Hispanic/Latino(a)	1,515	5.4%	1,414	5.3%	735,601	17.1%
American Indian	209	0.7%	187	0.7%	28,982	0.7%
All Asian	1,469	5.3%	1,405	5.3%	97,122	2.3%
White	21,665	77.5%	20,969	78.5%	3,202,880	74.5%
Total	27,954	100.0%	26,697	100.0%	4,301,261	100.0%

Source: U.S. Department of the Census

*A national census is conducted every ten years. Therefore, the most current census data is for 2000. Estimates of population have been made since then, but these are based on small sample groups, which make them far less accurate.

CHART 1: CU-Boulder Enrollment Percentages of Minority Students

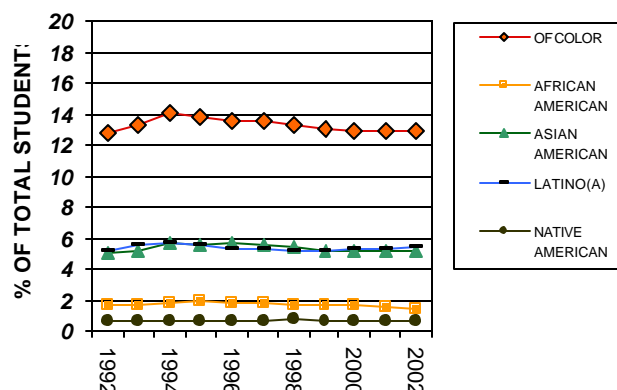
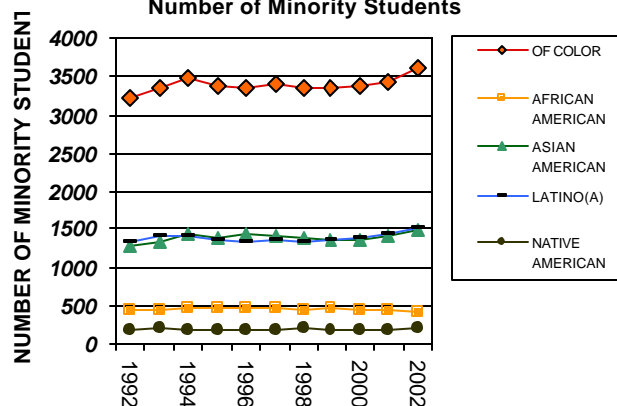


CHART 1A: CU-Boulder Enrollment Number of Minority Students



Student of color enrollment at CU-Boulder is similar to that at other Colorado four-year public institutions. According to the US Department of Education, in 2001, students of color accounted for 12.8% of all enrollments at CU-Boulder. This was above the rate seen at Colorado State University (CSU), the institution closest to CU-Boulder in size and admissions criterion. In 2001, 10.7% of all students enrolled at CSU were students of color. CU-Boulder's student of color rate was slightly below the student of color enrollment rate at CU-Denver (18.1%), CU-Colorado Springs (16.9%), and the University of Northern Colorado (13.1%).

Table 3: CU-Boulder Total Enrollment by Race/Ethnicity in Fall 2001 compared with other Colorado Public Institutions

	University of Colorado - Denver		University of Colorado - Colorado Springs		University of Colorado - Boulder		Colorado State University		University of Northern Colorado	
	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total
African Amer.	474	3.2%	289	3.6%	494	1.6%	492	1.8%	249	2.0%
Hispanic/Latino(a)	1103	7.4%	611	7.7%	1,588	5.3%	1,470	5.2%	859	7.0%
Amer. Indian	117	0.8%	73	0.9%	210	0.7%	332	1.2%	77	0.6%
All Asian	1,003	6.7%	379	4.7%	1,565	5.2%	718	2.6%	431	3.5%
Total of Color	2,697	18.1%	1,352	16.9%	3,857	12.8%	3,012	10.7%	1,616	13.1%
White	8,797	58.6%	6,139	76.9%	23,040	76.6%	22,440	79.8%	9,877	80.3%
Total	15,004	100%	7,980	100%	30,063	100%	28,103	100%	12,301	100%

Source: U.S. Department of Education: Integrated Postsecondary Education Data System Enrollment Data File, 2001
Foreign Students and Students who did not specify are not included in the tabulation

According to Colorado Commission on Higher Education (CCHE) Quality Indicator System (QIS) December 2002 report, minority freshmen are more likely to stay in school and graduate from CU-Boulder than from any other Colorado public four-year institution except Colorado State University. QIS Measure 3C notes that CU-Boulder has an 80.9% retention rate for the fall 2000 minority cohort after one year, second to Colorado State University which shows a retention rate of 81.3%. This is a statistically insignificant distinction meaning that these two schools are basically tied for first. (The School of Mines is not listed in the QIS report.)

Table 4: CCHE QIS Measure 3C - Minority Retention Rates One Year After Entry - Four Year Institutions (Fall 2000 Minority Cohort)

Institution	# Students In Entering Cohort*	% Retained One Year After Entry From -
		Original Institution
Adams State College	138	58.7%
CO State University	459	81.3%
University of Southern Colorado	241	66.0%
Fort Lewis College	244	42.6%
Mesa State College	89	64.0%
Metro State College of Denver	417	62.6%
University of Colorado – Boulder	676	80.9%
University of Colorado – Colorado Springs	137	63.5%
University of Colorado- Denver	205	75.6%
University of Northern Colorado	297	68.0%
Western State College	29	48.3%

*Base year cohort is 2000

Source: Colorado Commission on Higher Education Quality Indicator System Report - December 2002

The CCHE QIS report also shows that CU-Boulder's graduation rate for the 1995 minority cohort was 52.5%, second only to Colorado State University's rate of 54.5%, and more than 10 percentage points above the next institution. (The School of Mines is not listed in the QIS report.)

Table 5: CCHE QIS Measure 3A - Minority Baccalaureate Graduation Rates after Six Years - Four Year Institutions (Fall 1995 Minority Cohort)

Institution	# Students In Entering Cohort*	Cumulative % Graduating Six Yrs After Entry From --
		Original Institution
Adams State College	122	32.0%
CO State University	345	54.5%
University of Southern Colorado	199	17.6%
Fort Lewis College	195	25.6%
Mesa State College	85	25.9%
Metro State College of Denver	403	19.4%
University of Colorado - Boulder	655	52.5%
University of Colorado – Colorado Springs	75	26.7%
University of Colorado- Denver	131	42.0%
University of Northern Colorado	297	38.7%
Western State College	60	25.0%

*Base year cohort is 1995 for six-year rate; graduate totals based on specified number of academic years plus the following summer.

Source: Colorado Commission on Higher Education Quality Indicator System Report - December 2002

When looking at recruitment and retention rates of students of color, CU-Boulder falls in the middle of the list of similar institutions around the nation. Table 3 compares rates of bachelor degrees awarded to minority students at CU-Boulder and other member schools in the Association of American Universities (AAU). The AAU comprises the 61 leading doctorate-granting research institutions in the United States and Canada. In 2002, CU-Boulder ranked 19th out of the 32 AAU public universities in the percentage of bachelor degrees going to students of color. The University of California-Irvine awarded the highest percentage of bachelor degrees to students of color (65%), while the University of Nebraska gave the lowest percentage (5%).

Table 6: Comparison of CU-Boulder to Association of American Universities Public Member Schools – Bachelor Degrees Awarded in 2002

AAU Institution	% African American	% Native American	% Asian American	% Hispanic	% Total of Color	Rank
University of California - Irvine	2%	0%	52%	11%	65.3%	1
University of California - Los Angeles	4%	1%	35%	14%	53.9%	2
University of California - Berkeley	4%	1%	37%	10%	51.5%	3
University of California - Davis	2%	1%	32%	9%	44.9%	4
University of California - San Diego	1%	1%	33%	10%	44.5%	5
SUNY Stony Brook	14%	0%	21%	6%	41.3%	6
Rutgers University-New Brunswick	7%	0%	18%	7%	31.9%	7
University of Maryland - College Park	12%	0%	13%	5%	29.9%	8
University of Texas - Austin	3%	0%	14%	13%	29.3%	9
University of California - Santa Barbara	2%	1%	12%	13%	28.3%	10
University of Washington - Seattle	3%	1%	20%	4%	28.1%	11
University of Illinois at Urbana-Champaign	6%	0%	13%	5%	24.0%	12
University of Arizona	2%	2%	6%	14%	23.2%	13
University of Florida	6%	0%	6%	10%	22.8%	14
University of Michigan - Ann Arbor	7%	0%	12%	4%	22.8%	14
University of Virginia	9%	0%	10%	2%	21.4%	15
SUNY Buffalo	7%	1%	10%	2%	20.0%	16
University of North Carolina - Chapel Hill	10%	1%	4%	1%	16.0%	17
Texas A & M University	2%	0%	3%	8%	13.7%	18
CU - BOULDER	2%	1%	5%	6%	13.5%	19
Michigan State University	7%	0%	4%	2%	13.4%	20
Ohio State University	6%	0%	5%	2%	13.1%	21
University of Pittsburgh	8%	0%	3%	1%	12.4%	22
University of Minnesota - Twin Cities	3%	0%	6%	2%	11.9%	23
University of Missouri - Columbia	6%	1%	3%	2%	11.0%	24
Pennsylvania State University	3%	0%	5%	3%	10.6%	25
University of Oregon	1%	1%	5%	3%	10.5%	26
Indiana University - Bloomington	4%	0%	3%	2%	9.0%	27
Purdue University	3%	0%	3%	2%	8.5%	28
University of Kansas	2%	1%	3%	2%	8.4%	29
University of Wisconsin - Madison	1%	0%	4%	2%	7.3%	30
University of Iowa	2%	0%	3%	2%	7.3%	30
Iowa State University	2%	0%	3%	1%	6.0%	31
University of Nebraska - Lincoln	1%	1%	1%	1%	4.7%	32

Source: U.S. Department of Education: Integrated Postsecondary Education Data System Completions Data File, 2001-02

Undergraduate Enrollment: While the number of undergraduate students of color at CU-Boulder continued to grow over the decade, the proportion of students of color has held steady at 13.5% since 1999. In the fall of 1992, persons of color accounted for 2,754 of the 20,043 students enrolled or 13.7%. In 2002, this number grew to 3,167, however with the total undergraduate student body reaching a count of 23,454, the percentage of students of color became 13.5%. It is worth noting that when only considering domestic students (not including international students in the total enrollment count), students of color comprised 13.7% in 2002.

Since 1992, the Latino(a) population grew by 207 students (18.6% more), and totaled 1,318 or 5.6% of all undergraduates last year. Asian American students gained 166 students (up 14.6%), reaching 1,306 undergrads in 2002, representing 5.6% of the total. Native Americans gained 45 students between 1992 and 2002, a 38% increase. Last year, they held 0.8% of the undergraduate enrollment with 177 students. African Americans were the only underrepresented population to see losses compared to 1992. In 2002, there were 366 African American undergraduate students enrolled or 1.6% of the total, five students and 1.4% less than a decade ago.

Graduate Enrollment: Students of color enrollment in graduate studies increased throughout the decade. In 1992, 9.1% of graduate students enrolled were of color (461 of the 5,046). By 2002, this number rose to 9.8% (442 of 4,500). Because around 15% of graduate students were international, the percentage of students of color jumps when only considering the domestic graduate population. Students of color accounted for 10.5% of domestic graduate students in 1992 and 12% in 2002.

Of all underrepresented groups between 1992 and 2002, Asian Americans made the largest gain at the graduate level. Asian American graduate student enrollment went from 126 students in 1992 (2.5% of the total) to 163 students in 2002 (3.6% of the total), an increase of nearly 30%. While the number of Latino(a) students dropped slightly from 213 in 1992 to 197 in 2002, their representation relative to the total graduate population grew from 4.2% to 4.4%. With 79 students in 1992, African Americans composed almost 1.6% of the total graduate student body. In 2002, this number fell to 50 students or 1.1% of the total. Last year, with 32 students enrolled, Native American graduate students made up 0.7% of the total graduate population, down from 0.9% in 1992.

Retention and Graduation

Retention and graduation rates for students of color increased over the last ten-year period. Of the undergraduates who enrolled from 1987 to 1996, an average of 49% of students of color were awarded bachelor degrees within six years (compared to 68% of white students). In the last four years, more students of color were graduating. From 1993 to 1996, the rate was 53%, and in 1996, it was 56%. (For the same time periods, white students showed a graduation rate of 68% and 69%.) Of the 1996 entering class, 58% of the Asian American and Latino(a) students, 52% of the Native American students, and 47% of the African American students earned their degrees by 2002. The persistence of first-time freshman into their second year of university bodes well for future graduation rates. 79% of students of color who enrolled in 2001 returned in 2002 – nearly equal to the 84% of white students.

CHART 2: Undergraduate Enrollment: Campus-Wide

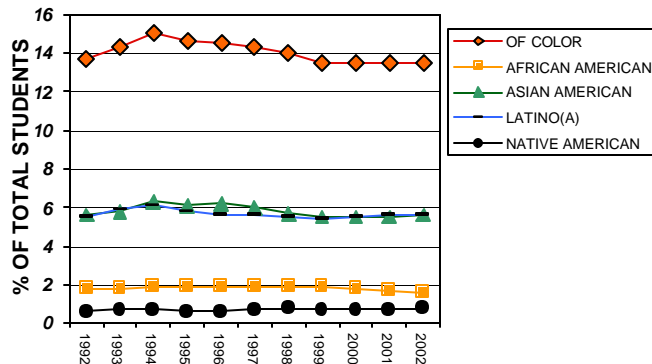
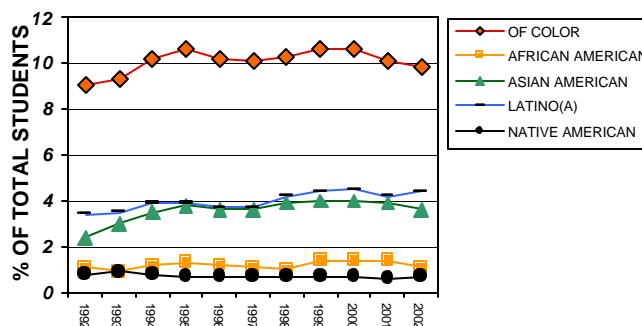
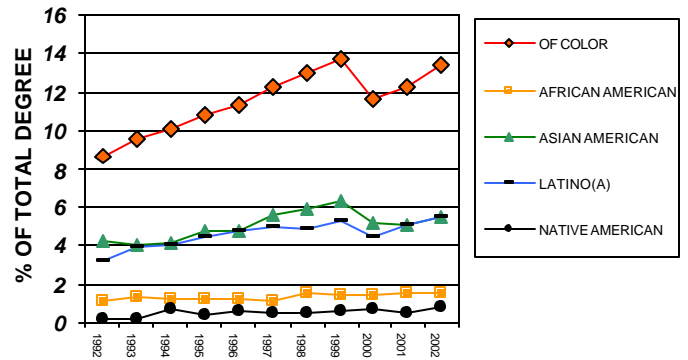


CHART 3: Graduate Enrollment: Campus-Wide



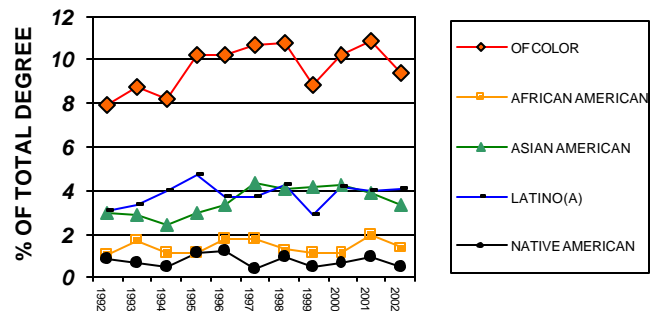
Undergraduate Degrees - The campus made significant gains over the past decade in the number of students of color receiving undergraduate degrees. In FY 1992, students of color earned 366 of the 4,218 undergraduate degrees awarded by the campus (or 8.7%). In FY 2002, students of color earned 591 out of the 4,400 undergraduate degrees awarded by the college (or 13.4%), 61% more than in 1992. All underrepresented groups made significant gains over the decade. In 2002, 244 degrees were awarded to Latino(a) students (or 5.5%), 108 more than in 1992, a 79% increase. Asian Americans earned 241 degrees in 2002 (or 5.5%), 66 more than in 1992. Seventy undergraduate degrees were awarded to African American students in 2002 (or 1.1%), up 52% since 1992. While only 36 degrees were awarded to Native America students in 2002 (or 0.8%), this was a 300% increase over 1992 when there were only nine (or 0.2%).

Chart 4: Undergraduate Degrees Awarded: Campus-Wide



Graduate Degrees: Over the last decade, the proportion of graduate degrees awarded to students of color increased 19%. In FY 1992, students of color earned 113 of 1,427 graduate degrees (7.9% of total). In FY 2002, the number of students of color earning graduate degrees increased to 134 out of 1,421 (9.4% of total). Of underrepresented groups, Latino(a) graduate students saw the most growth in graduate degrees awarded, moving from 44 (or 3.1%) in 1992 to 59 (or 4.1%) in 2002, a 34% increase. Asian American graduate students earned 48 degrees (3.4% of total) in 2002, after earning 43 in 1992 (or 3.0%), a 12% gain. African American students earned 33 and five more graduate degrees in 2002 than in 1992. With 20 degrees earned in 2002, they held 1.4% of all graduate degrees awarded. Seven graduate degrees (0.5% of total) went to Native Americans in 2002, down from 11 (or 0.8%) in 1992.

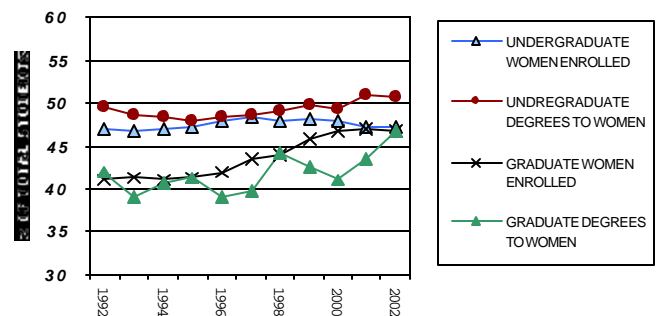
CHART 5: Graduate Degrees Awarded: Campus-Wide



Enrollment and Degrees by Gender:

Slightly more men than women were enrolled in CU-Boulder throughout the decade. In the fall of 2002, women accounted for 47.3% of all students enrolled at CU-Boulder. This was a 3% increase from 1992, when women accounted for 45.8% of all CU students. The number of women earning undergraduate degrees at CU-Boulder also increased slightly from 49.7% in FY 1992 to 50.8% in 2002. Women made more significant gains with respect to graduate enrollment and degrees earned, both increasing 14%. In 1992, women accounted for 2,066 of the 5,046 students enrolled in graduate programs at CU-Boulder (40.9%). By 2002, women represented 2,105 of the 4,500 graduate students (46.8%). They also gained a greater share of graduate degrees. Women were awarded 42% of CU-Boulder's graduate degrees in 1992. By 2002, they accounted for 46.9% of all graduate degrees earned.

CHART 6: Gender Breakdown: Campus-Wide



Goal 3: Diverse Faculty and Staff

The past several years have seen increased efforts to recruit and retain diverse faculty and staff. Search committees are now required to submit a plan for increasing diversity. To increase retention rates, all new faculty meet with New Faculty Program Coordinators who offer informational sessions throughout the year and act as mentors to the new faculty. To recruit a more diverse staff, the campus participates in several multicultural job fairs each year. Leadership training programs and mentorship programs are also in place with increasing enrollment. For faculty and staff, exit interviews are being conducted to better understand reasons for leaving.

Faculty Recruitment and Retention – Faculty of Color:

Over the last decade, faculty of color steadily gained representation on the campus. After only holding 10% of faculty positions in 1992, faculty of color represented 15% of the total last year. In 2002, associate professors and full professors held steady at 15% and 10% respectively. The number of assistant professors of color, however, declined. After reaching 25% in 1999, assistant professors of color represented 18% of total assistant professors.

Faculty Recruitment and Retention – Women Faculty:

Numbers of women faculty across the campus also showed steady growth, increasing from 22% in 1992 to 28% of all faculty positions in 2002. The most significant gains were seen at the full professor level, where last year women held 16% of total professorships (69 of the 429), up 100% from ten years ago. In 2002, female associate professors represented 30% (89 of the 296) of the total, only one percent more than in 1992. This was the only faculty category that declined in proportion of women to men in the past several years, losing two percentage points since 1999. Women's representation in assistant professorships fluctuated the most of all categories, starting in 1992 at 39%, climbing to a high of 46% in 1996 and settling for two the past two years at 42%.

Recruitment and Retention – Staff of Color: Over the last decade, staff of color categorized as professional exempt and as administrative classified (all classified staff except custodial and food service) saw increases. Administrative classified staff of color showed the most growth, moving from 13% in 1992 to 18% in 2002 (331 of 1,510). In 2002, 18% of the professional exempt staff was of color (78 of the 443), up from 16% ten years earlier (49 out of 297).

Officers of color had more varied representation over the past ten years, starting in 1992 at 19% (three out of 16), hitting a one-time high of 31% in 1995, then ending in 2002 at 10%. The number of officers of color changed from four out of 28 in 2001 to three out of 29 in 2002, moving the percentage from 14% to 10%.

The greatest proportion of staff of color hired by CU-Boulder was in the food service/custodial sector, where in 2002, 291 of the 452 (or 64%) were of color. This is down from 1992, when 72% of the staff in the food service/custodial sector was of color. Then, after reaching 76% in 1996, this number fell gradually to 64% in last year. Latino(a)s composed

Chart 7: Faculty of Color: Campus-Wide

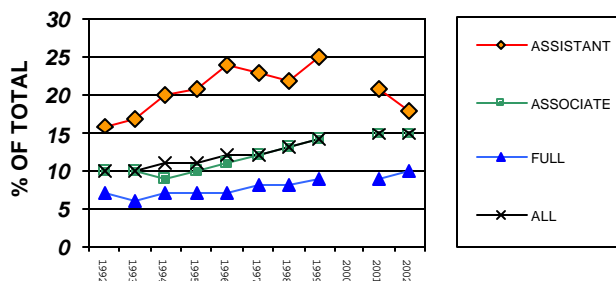


Chart 8: Women Faculty: Campus-Wide

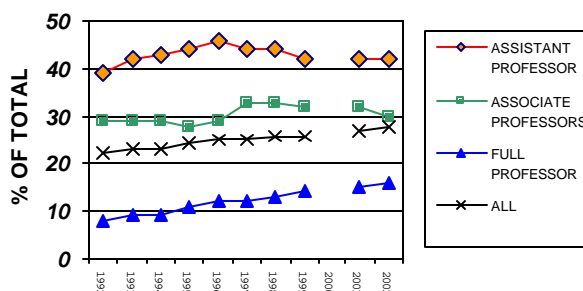
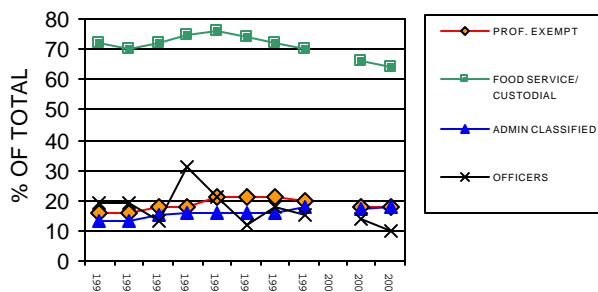


Chart 9: Staff of Color: Campus-Wide

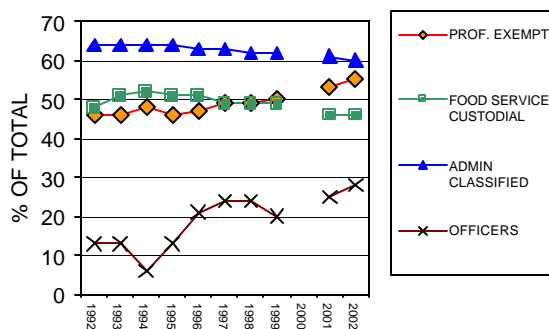


the majority of these employees, with 178 of the 291 (61%). Following Latino(a)s in order of representation in the food service/custodial sector were: Asian Americans at 32%, African Americans at 6% and Native Americans at 1%.

Female Staff: Most of the female staff was employed in the administrative classified staff category. In 2002, women accounted for 1,211 the 2,016 administrative classified staff positions at CU-Boulder (60% of total). A trend of decline towards parity appeared as the proportion of women to men in administrative classified positions was either equal to or less than the prior year. In 1992, women held 1,283 of 1,998 administrative classified staff positions (64% of total).

The professional exempt category fell a close second to administrative classified in representation of women. Female professional exempt staff grew from 46% in 1992 and 50% in 1999 to 55% of the total in 2002. While only 136 of the 294 professional exempt staff were women in 1992, in 2002, women held 244 of the 443 positions.

Chart 10: Female Staff: Campus-Wide



Women in the food service/custodial sector ranked third for proportion of women to men. In 2002, women accounted for 210 of the 452 positions (or 46%), the lowest level seen over the decade. In 1992, women held 119 of the 246 jobs in food service/custodial (or 48%). This number peaked at 52% in 1994 and then declined steadily to 46% in 2001 and 2002.

While women were least well represented in the officer category, they showed the most significant gains of all staff groups over the past decade. In 1992, women held only two of the 16 officer positions (or 13%). The number increased to four out of 17 (or 24%) in 1997 and to a high of eight out of the 29 positions (or 28%) in 2002.