



UNIVERSITY OF COLORADO SYSTEM

Boulder • Colorado Springs • Denver and Health Sciences Center

Office of the Vice President for Academic Affairs and Research

University of Colorado 2006 Diversity Report

Boulder Campus

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

March 2006

The University of Colorado at Boulder has made a multi-level institutional commitment to diversity. This commitment is articulated in the campus diversity plan, *A Blueprint for Action*, which has been in place for the past six years and which has served as the basis for implementation of diversity initiatives and programs on the campus.

This plan has three primary goals: (1) to build and maintain an inclusive campus environment; (2) to recruit, support, retain, and graduate a diverse student population; and (3) to maintain and enhance diversity in employment of staff, faculty, and administrators. Accountability and responsibility for implementing the diversity plan and for achieving diversity success are shared throughout the campus from the Chancellor and other administrators to faculty, staff, students, and governance groups. The Office of Diversity and Equity, established in 1998, provides the dedicated leadership and integration to the campus diversity efforts.

Performance and progress towards the goals of the diversity plan are measured annually against the plan's stated performance metrics. In addition, more comprehensive reviews are done during periodic assessments of schools, colleges, departments, and research institutes, and of student affairs and administrative units.

In preparation for the Blue Ribbon Commission review in January 2006, we analyzed the campus progress towards its diversity goals, utilizing the framework and metrics established by *A Blueprint for Action*. This analysis can be found in the full report which is posted at <http://www.colorado.edu/cu-diversity/BR/0CampusDivPlan.pdf>. The report is structured along the goals of the diversity plan, presented in tabular form, and presents information on activities, actions, and progress as measured by articulated performance metrics. Supporting data are shown in the tables and plots at <http://www.colorado.edu/pba/div/dplanstat/goal40tab.htm>. The website for the Blue Ribbon commission's visit to the Boulder campus is at <http://www.colorado.edu/cu-diversity/BlueRibbon.html>. All materials for commission members are available at this website.

Students

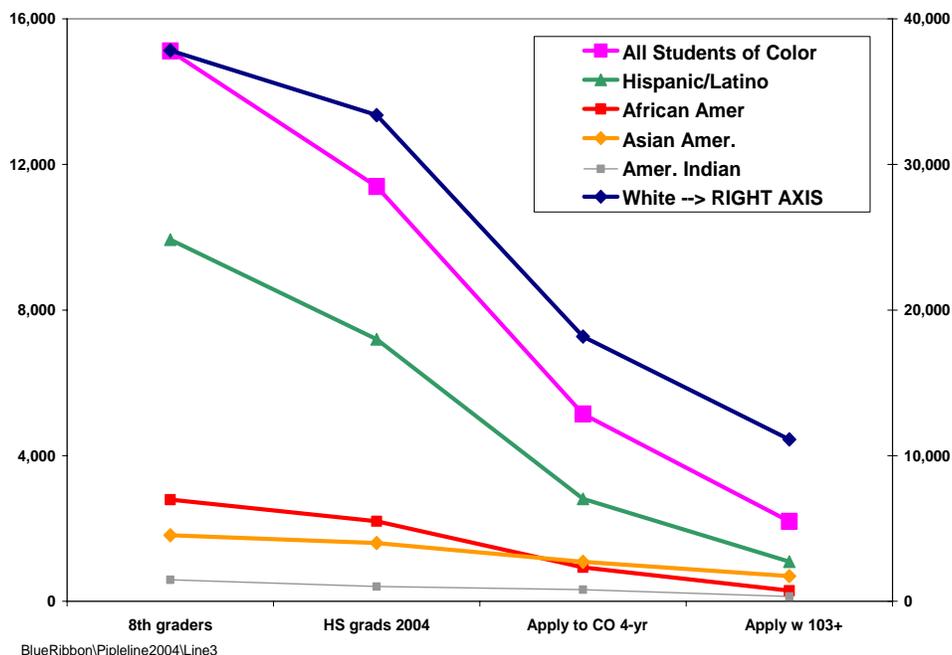
In determining which student programs to analyze for the Blue Ribbon review, we selected those whose *primary* objective is the recruitment, retention, and graduation of undergraduate students, with special focus on students of color and first-generation college students. These programs include all twelve programs of the LEAD Alliance, the Center for Multicultural Affairs, and the Pre-Collegiate Development Program. We also highlighted several other programs, some aimed at upper division and graduate level education. These include the NSF Alliance for Graduate Education and the Professoriate (AGEP) Peaks Grant, the Women in Engineering Program, Student Outreach and Retention Center for Equity (SORCE), Student Academic Services Center, the Indian Law Clinic, and the BUENO Center for Multicultural Education.

It is important to understand that none of these programs act in isolation, and none *solely* serve students of color. They draw upon the rich infrastructure of service and academic programs that are the core of the university. In order to highlight the many resources that are available to students, faculty, and staff, the Office of Diversity and Equity has created a website that organizes useful resources and provides easy access to information (<http://www.colorado.edu/cu-diversity/resources.html>). More than 90 such resources are listed and range from information on child care to services from the police department to financial aid opportunities to diversity programs. The richness of the university infrastructure that is reflected in this website provides the underlying building blocks that are used in creating a diverse environment on campus.

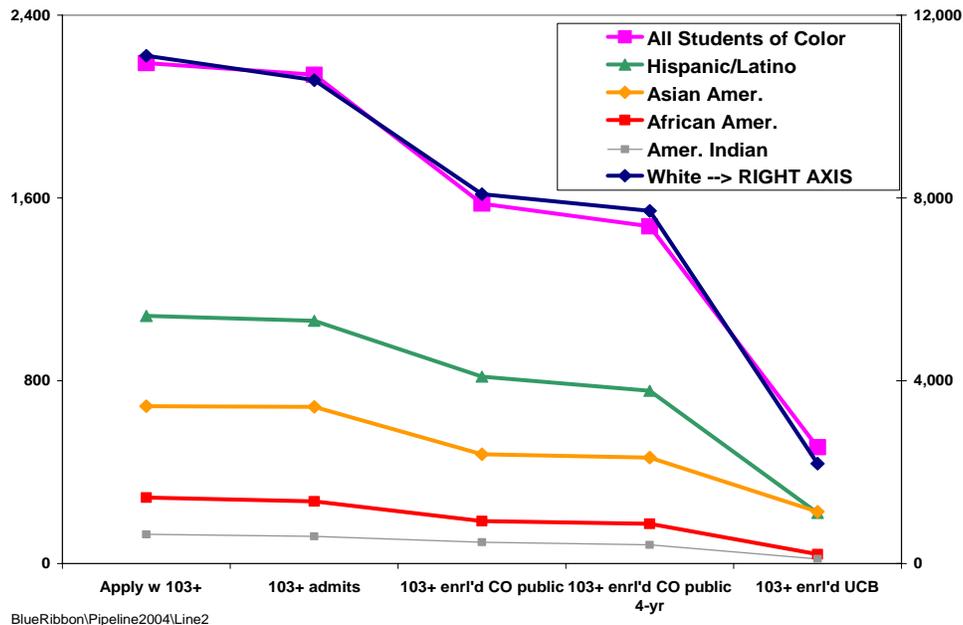
Data Highlights

- The availability of Colorado high school graduates of color who are college bound is limited, and their academic preparation is, on average, lower than that of other high school graduates. This poses a particular recruitment challenge for CU-Boulder, with “selective admission standards” specified by statute (CRS 23-20-101) and the highest CCHE freshman admission index (103) of all public comprehensive colleges and universities in Colorado. Active support and action from constituent communities across the state will be necessary as part of any effort to enhance the numbers of high school graduates of color who are college bound with strong academic preparation. See Display 1 below.
- Students who participate in the Pre-Collegiate Development Program have high school graduation rates of 100% over the last three years.
- For fall 2004, CU-Boulder made freshman admission offers to 1,031 Colorado applicants of color with CCHE freshman indices of 103 or above. The 1,031 represent almost half (48%) of the 2,139 Colorado freshman admits of color with indices of 103 or above statewide. Of these CU-Boulder admits, 509 or 49% enrolled here. This is the same matriculation percentage as for majority Colorado admits. However, it may be possible to encourage more Colorado students of color to apply to and enroll at CU-Boulder. See Display 2 below.
- Once enrolled at CU-Boulder, 60% of freshmen of color are retained and graduate within six years, compared to 67% of majority students. The graduation rate for freshmen of color has increased by 10 percentage points over the last 10 years, while that for majority students has been stable.
- The CU-LEAD Alliance – an integrated group of academic diversity programs – bolsters retention and graduation rates of students of color.
- The 2001 campus survey of climate indicates that 85% of students, regardless of race or ethnicity, are satisfied with the CU-Boulder experience.
- General fund investments in diversity programs are supplemented by substantial additional resources from federal grants and private donations.

Display 1. Number of students at points of the educational pipeline, by race/ethnicity, from eighth grade to applying to a Colorado four-year public college or university with a CCHE admission index of 103 or higher.



Display 2. Number of students at points of the educational pipeline, by race/ethnicity, from application to a Colorado four-year public college or university with a CCHE admissions index of 103 or higher, to enrolling at CU-Boulder (with an index of 103+).



Information from the diversity plan measures, updated each year, and the plotted time series show steady long-term increases in bachelor's degrees to Colorado students of color, increases in enrollment of new Colorado undergraduate students of color, and six-year graduate rates of Colorado freshmen of color.

Minimal progress has been made on graduate-level degrees to students of color, in enrollment of new graduate-level students of color, in the percentage of Colorado high school graduates of color enrolling as new freshmen, and in one-year retention of Colorado freshmen of color.

Six-year graduation rates

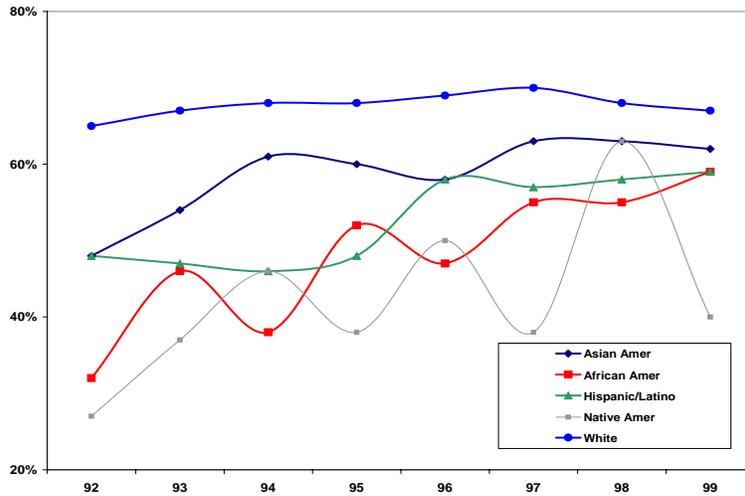
The latest graduation statistics indicate that campus efforts to support a diverse student body are paying off. The overall graduation rate for undergraduate students of color hit an all-time high of 60% in the most recent two classes to have completed six years (the entering classes of 1998 and 1999). In-state residents of color fared even better at 65%, moving very close to the overall graduation rate of 66%. This exceptional rate, which jumped as much as 20-30% since the 1990's for some groups within that category, is at an all-time high.

CU-Boulder leads all public comprehensive colleges and universities in Colorado in six-year graduation rates for students of color (60%) and for majority students. Graduation rates for all students of color have improved significantly over the last eight years, as shown below and also in Display 3:

- African American students: improved from 32% to 59%
- Hispanic/Latin students: improved from 48% to 59%
- Asian/Pacific Islander students: improved from 48% to 62%
- White students: remained stable between 65 and 70%; 67% for the most recently graduating cohort.

In addition, the graduation rate of our freshmen of color is slightly above the rate expected given our majority graduation rate and test scores, based on the pattern seen at 34 AAU public research universities nationwide. At these universities, Hispanic/Latino average 11-12 percentage points lower than majority rates, African American average 15 points lower, Asian American average 2 points lower, and American Indian average 17 points lower.

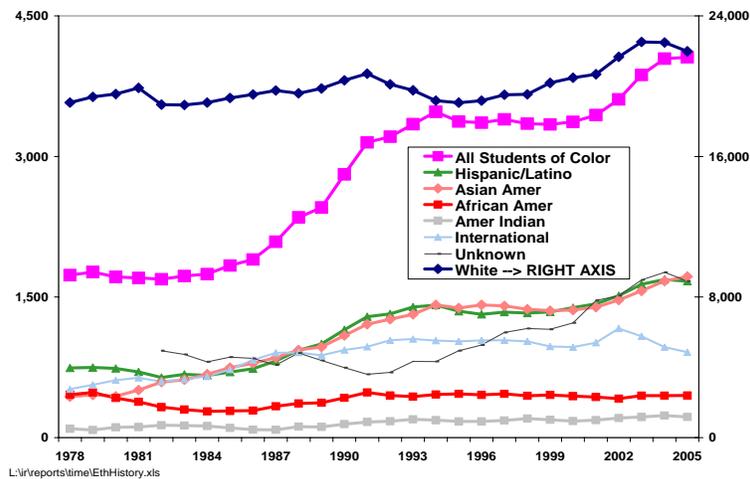
Display 3. University of Colorado at Boulder – Six-year graduation rates of full-time freshmen entering summer/fall only, by ethnicity/citizenship group, shown by entry year.



Enrollment over time

Enrollment of students of color increased dramatically from 1978 to 1994, remained at the 1994 level until 2000, and then dramatically increased again between 2000 and 2004. The current enrollment of 4,059 students of color is at an all-time high, has more than doubled since the late 1980s, and has increased by 20% since 2000. See Display 4 below.

Display 4. Enrollment over time of all CU-Boulder students, by race/ethnicity.



New and ongoing initiatives/programs

Student access and opportunity has been advanced significantly through the Leadership, Excellence, Achievement, and Diversity Scholarship Program (CU-LEAD). The College of Music and the College of Architecture and Planning are in the early stages of developing a CU-LEAD Alliance program. Over 1,100 students are currently 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, students of color and underrepresented students.

Student support services such as the Center for Multicultural Affairs, the Student Academic Services Center and the Office of Career Services continue to assist students in their academic, personal, and cultural development, playing an important role in campus diversity efforts.

The CU-LEAD programs and the Center for Multicultural Affairs have been cited as major contributors to student success. The overall improvement in graduation rates indicates that these programs have a positive outcome.

The campus is working diligently to increase minority graduate student enrollment and retention and there is good news to report on these efforts as well. The Colorado Diversity Initiative in science, math, and engineering oversees two major grants that support diversity initiatives in science, math, and engineering fields. Enrollment of graduate students of color, sponsored by this initiative, increased from 41 in 2000 to 79 in 2005. Enrollment for graduate students of color overall hit an all-time high in fall 2004, increasing by 14% from fall 2002 (442 students to 502 students), and is still high in fall 2005 at 487. In addition, diverse students have represented over 20% of the School of Law's entering class each of the last two years.

In order to increase the available pool, CU-Boulder has significant efforts in the Pre-collegiate Development Program working with approximately 800 students and their families each year. The high school graduation rate for students participating in the Pre-collegiate program has been 100% over the last three years with 96% matriculated in a post-secondary institution. This program is one of several that work with K-12 students and teachers.

CU-Boulder leads state public comprehensive four-year colleges and universities on first-year retention rates for undergraduate freshmen students of color. The retention rate for CU-Boulder majority students entering in 2004 is 83%; for students of color, 82%. Isolation and financial issues are the primary stated reasons for failing to return. The vast majority of students of color who do not return are in good academic standing.

Academic and co-curricular support programs are key to successful recruitment, retention, and graduation rates. Each school and college offers a variety of programs that support all students, including students from under-represented populations. In addition, support for diversity is a central component of all 38 student affairs departments focusing on student development, building community, enhancing diversity, organizational and professional development, and excellent services.

The following programs are intersections between Academic Affairs and Student Affairs. These programs have a high participation rate from a diverse student population, but the program participation is not limited to students of color.

- **PRE-COLLEGIATE DEVELOPMENT PROGRAM:** PCDDP motivates and prepares first generation and underrepresented students in pursuit of their higher education goals. It is structured to ensure that students are academically prepared to enroll and be successful at the University of Colorado or any postsecondary institution of the students' choice.
 - Summer participants included:
 - 349 Middle School Participants: 216 females (62%), 133 males (38%)
 - 95% of the middle school participants are first generation students, 65% are from family units headed by a single parent, 51% are the eldest in their families
 - 4% are African American (N=15), 62% are Hispanic/Latino (N=234), 4% are Asians (N=14), 1% are Native American/American Indian (N=5), 10% are bi-racial (N=34) and 19% are other (N=67)
 - 364 high school participants: 216 females (59%), 148 males (41%)

- 10% African American (N=38), 52% Latino/Hispanic (N=188), 12% Asian (N=42), 2% American Indian (N=6), 6% bi-racial (N=23), 18% Other (N=67)
- *UPWARD BOUND*: The CU Upward Bound program provides high school students from targeted communities with the opportunity to experience a college atmosphere before graduating from high school. Thirty-three males and 59 females participated in the summer 2005 program. Of these participants, two students were White and 90 were Native American.
- *LEAD ALLIANCE*: There are 12 LEAD (Leadership, Excellence, Achievement and Diversity) programs. These programs are open to all students and approximately 25% of undergraduate students of color participate in one of the LEAD Alliance programs. Two of the twelve programs have existed long enough to report 6-year graduation rates of 79%.
 - *MULTICULTURAL ENGINEERING PROGRAM SUMMER BRIDGE* - for admitted students
 - 26 students participated in the summer bridge program (18 males and 6 females), 4 African Americans, 15 Hispanic/Latino, 1 Native American, 6 Asian
 - *MINORITY ARTS AND SCIENCE PROGRAM SUMMER BRIDGE* - for admitted students
 - 19 participants (7 males, 12 females)
 - 10 Hispanic, 2 African American, 7 Asian,
 - *LEEDS DIVERSITY SCHOLARS*
 - There were 30 summer 2005 participants in LEEDS Diversity Scholars: 5 Black/African-American (3 males, 2 females), 7 Asian-American (2 males, 5 females), 10 Hispanic (3 males, 7 females), 8 white (4 males, 4 females), and 1 Native American female.
- *SUCCESS INSTITUTE*: A summer high school Success Institute of the Integrated Teaching and Learning Program sponsored by the College of Engineering is held each summer. There were a total of 79 participants in this summer program in 2005 (35 9th grade, 15 10th grade, 8 11th grade and 21 12th grade students).
 - There were 51 male and 28 female participants. The distribution by race/ethnicity and gender of the 79 participants are as follows: 21 white males and 4 white females, 9 Latino/Hispanic males and 3 Latina/Hispanic females, 1 Asian American male, 19 African American males, 13 African American females, 1 American Indian male, 7 males and 1 female in a category “Other” that includes multi-racial and did not disclose categories.
- *CENTER FOR MULTICULTURAL AFFAIRS (CMA)*: Approximately 50% of the students of color access services from the Center for Multicultural Affairs which provides ethnic-specific counseling services. Almost all of the students of color who participated in the last climate survey indicated that they had accessed services from CMA.

There are 35 targeted undergraduate recruitment and outreach programs for first-generation students and students of color which are planned and coordinated by the CU-Boulder admissions office. These 35 specialized recruitment programs are above and beyond the recruitment programs/strategies the admissions office conducts during the normal 15-18 month recruitment cycle. Underrepresented students are included in all regular recruitment communications and programming. Underrepresented students receive a large amount of additional programming and communication through these targeted recruitment programs.

Campus climate

In the most recent student climate survey (2001), 85% of all students indicate that they are satisfied or very satisfied with their experience at UCB. There was no significant difference between the responses of students of color and the majority population. Almost all students (of all racial/ethnic backgrounds) indicated that interacting with students like themselves had a positive impact on their life at the university.

Derogatory remarks made by faculty about various ethnic group members are rare. Unfortunately, such remarks from students are less rare. One in five undergraduates report "often" or "constantly" hearing other students make disparaging comments targeted at the gay community or hearing negative remarks targeted at people with strong religious beliefs. Far fewer graduate students report hearing such remarks from their fellow students.

Of those responding to the 2001 climate survey, White, Native-American, Hispanic and Asian students report generally similar perceptions of the CU-Boulder campus climate. While overall satisfaction among African-American students who responded was high and they generally feel accepted, welcome and supported on campus, their ratings are somewhat lower than those of other ethnic groups.

African American students also perceive less favorable conditions in the larger Boulder community, when compared to other ethnic groups. They report lower levels of comfort in several community settings, most notably "hanging out on the Hill" and looking for a place to rent in Boulder. Further, they rate the Boulder community lowest in valuing diversity – below that of students, faculty, staff and administration.

The campus has developed the following initiatives aimed at improving campus climate for students. The University of Colorado at Boulder is striving to develop a welcoming and supportive climate on and around our campus in which people are free to hold, share, and express differing ideas and opinions. We know that a community of respect is critical to a rich and vital learning environment.

BUILDING COMMUNITY CAMPAIGN

The Building Community Campaign is committed to developing a campus environment that welcomes and respects all people of diverse perspectives, races, ethnic backgrounds, ages, genders, religions, sexual orientations, abilities, economic status, family situations, national origins, and other individual differences.

To enact this commitment, the Building Community Campaign has developed the following mission: To foster an environment that is welcoming, enriching, and inclusive of all members of the University of Colorado at Boulder. To accomplish this mission, the Building Community Campaign has sponsored or supported, and will continue to sponsor initiatives that lead to respect and success in individual and collective endeavors of an academic, personal, interpersonal, or professional nature. These are wide ranging initiatives aimed at increasing awareness, fostering dialogue, and responding to current needs.

- **Increasing awareness:**
 - At convocation, incoming classes pledge their commitment to a more inclusive campus environment with the following statement.
 - *We come together to proclaim our commitment to a diverse, respectful, and caring community.*
 - *We dedicate ourselves to creating a welcoming and safe environment where all people may pursue scholarly ambitions, personal growth, and active citizenry.*
 - *It is in the sum of unique individuals that we find our strength, creativity and inspiration to promote change and progress.*
 - Environmental Scanning presentations have helped people see how their surrounds send messages about what they do and don't value.

- The *CU Experience* began in fall 1999 as a pilot program called *University 101* in Farrand Hall. It is designed to help incoming students develop skills to help them adjust to campus life. It is now expanding under its new name, and is discussed further below.
- **Fostering dialogue:**
 - The *Interactive Theatre Project* sets the stage for great conversations all across campus on topics ranging from alcohol to date rape to diversity.
 - *Chancellor's Advisory Committee on Minority Affairs* focuses on community issues at its annual summit.
 - *Community Speak-Outs* have helped build bridges and community between campus and surrounding Boulder community.
 - *CU Dialogue Network* – the Dialogue Network is a group of CU Faculty, Staff, and a growing number of students with prior experience and expertise in the area of dialogue and/or working with difficult conversations.
- **Responding and recognizing**
 - The *Bias Motivated Incident Response Team* was developed to make sure that hateful acts don't go unnoticed. Team members meet with groups and individuals who are targeted and come up with constructive resolutions and appropriate responses.
 - *Community Builder Awards* are awarded each semester to people who make it a priority to make CU-Boulder a better place to live, work and learn.

POLICY ON HARASSMENT/DISCRIMINATION FOR PROTECTED CLASSES

The University of Colorado at Boulder has further defined its policies and programs to more clearly articulate that it will not tolerate acts of discrimination and harassment, or related retaliation against or by any employee or student on the basis of race, color, national origin, sex, age, disability, creed, religion, or sexual orientation.

The policy and program is intended to provide a definition of discrimination and harassment and related retaliation, to prohibit discrimination and harassment and related retaliation, and to set out procedures to follow when a member of the University of Colorado at Boulder community believes a violation of the Policy has occurred. Proposed programmatic activities include training, central reporting of violations, investigations, fact finding investigation, and disciplinary actions for violations of the policy. The proposed programmatic activities also include record keeping with statistical records of reports, annual review of the programs, and annual report to the Chancellor.

The policy was approved in Spring 2005. Two investigators were hired in Summer 2005 and the policy was initiated August 15, 2005.

HARASSMENT RESPONSE CARD

Students have raised concerns about not knowing what to do if they observe or experience an act of harassment. A business-size information card will be developed that will provide information which defines the campus policy on harassment as well as how to respond and report such incidents. The new Office of Discrimination/Harassment has begun publicizing and disseminating information about use of the Harassment Response Card.

CHANCELLOR'S ADVISORY COMMITTEE ON MINORITY AFFAIRS (CACMA)

CACMA is dedicated to enhancing the University's climate for diversity, multiculturalism and social justice. The committee assesses the campus environment and advises the Chancellor.

This committee will be asked to provide oversight to the initiatives that are being implemented to address the campus climate. The intent is to assess the success of the strategies and to recommend improvements to close gaps. The committee will also be asked to conduct a review involving outside resource persons of the campus culture, including benchmarks, programs, and policies.

CACMA is also a resource for all University departments and individuals seeking to improve CU-Boulder's climate for diversity. The committee is made up of campus staff, students and faculty.

BYSTANDER TRAINING

For the 2005 academic year, the campus is developing training modules on by-stander training. By-stander training encourages students to intercede when another person may be acting or planning to act in such a way that might be harmful to his or her own or another's health, safety, and welfare. A coalition of individuals and groups including members of the Sexual Assault/Sexual Harassment Working Group, the Diversity Education Team, Residence Life Coordinators, and the Freshman Council have been actively involved in the development of this training.

TRAINING AND EDUCATION

In addition to training and education strategies described in relation to undergraduate coursework, by-stander training, and harassment policy training, discussions are in progress to further strengthen and expand current ongoing training opportunities and requirements for faculty and staff. This training would involve issues of understanding and supporting differences in the university community that would include race, ethnicity, gender, ability, sexual orientation and other dimensions of diversity.

UNIVERSITY 101 COURSE

A formal course structure colloquially referred to as 'University 101' or, more formally, 'The CU Experience' is proposed for implementation for all CU students with the goal of making it mandatory for incoming first year and transfer students over a three year ramp-up period.

This course, supervised by academic faculty and implemented using faculty, staff and peer counselors, would specifically focus on several areas of college life most critical to success in the collegiate environment for incoming students: (a) expectations of CU students (roles, responsibilities, support services, codes of conduct, etc), (b) education on issues of diversity, cultural competency, and social justice (c) personal decision-making techniques, appreciation of consequences of decisions, (d) academic skills such as time management, study strategies, effective utilization of help resources, (e) alcohol and drug education, (f) conflict resolution, anger management, with special emphasis on culturally diverse situations, (g) personal and group behavior in a civil, collegiate atmosphere, (h) intimate connections between 'student life' and 'academic life' issues. In fall 2005, Michael Grant, Professor and Associate Vice Chancellor for Undergraduate Education convened a faculty committee to investigate the feasibility of such a course. A pilot in three residence halls is planned for fall 2006.

ORIENTATION

Beginning in Sept. 2004, the Office of Orientation began planning for including diversity training in the student development portion of New Student Orientation. Working through the National Orientation Director's Association, a new internship program was developed in collaboration with the Department of Housing and Dining Services and the Associate Vice Chancellor for Diversity and Equity. The primary responsibility of the

summer 2005 intern was to develop and deliver diversity oriented programming to the incoming population of freshmen and transfer students. This orientation was accomplished in summer 2005.

The Office of Orientation has a development and training team who assisted the intern in creating appropriate programming. The team also worked in collaboration with other Student Affairs offices to create bridges between this initial student development programming and ongoing efforts on the campus.

All incoming students for fall 2005 in Arts & Sciences, Business, Environmental Design, and pre-Journalism participated in this student development programming during their orientation session.

COLORADO CREED

The Colorado Creed is a social behavior statement of standards which CU students, faculty and staff uphold and embrace. The values of the Creed include personal responsibilities, respect, civility and acceptance. Student leaders from a breadth of areas around campus were involved in the development.

- In Fall-Spring 2004-2005, presentations were made to student leaders, organizations and administration, community and alumni.
- Fund raising, marketing and a public relations campaigns were designed in spring 2005.
- Inaugural installation of the Creed plaque and flagstones in Norlin Quad occurred in April 2005.
- Summer 2005 Orientation included education of incoming students.

HOUSING AND DINING SERVICES - CLIMATE ASSESSMENT AND TRAINING PROGRAM

The Department of Housing and Dining Services is comprised of a very diverse staff, of which the majority are in front line housekeeping and dining services positions. During the past year a task force, in consultation with social justice experts, have developed a plan to assess the work and living and learning climate particularly related to the impacts of privilege, power, and oppression on staff and students. The department is identifying the funding for implementation of this plan with the climate assessment as the highest priority and subsequent training for all staff in supervisory positions as the next phase.

A climate assessment of work force was conducted by summer 2005. Training of supervisory staff occurred in spring and summer 2005. In fall 2005, an on-going social justice training and orientation for new supervisors and staff was developed and implemented.

RESIDENCE LIFE – FIRST YEAR STUDENT EDUCATION AND COMMUNITY AGREEMENT

Department of Housing and Dining Services, more specifically the Office of Residence Life, developed and implemented in August 2005 a proposal to augment new student welcome activities as well as to modify the community alcohol agreement to include social justice, sexual misconduct and personal responsibility.

CUNITY CAMPAIGN

The purpose of the CUnity Campaign is to promote community and campus unity in support of all individuals and groups on campus, particularly those who are marginalized and under attack. The intent is to provide mutual support and respond to threats to the campus community, such as racism, homophobia, sexual assault, abusive behavior, etc. The CUnity Campaign will be a part of the Building Community initiative and have a CUnity symbol in the form of pins, ribbons, stickers, etc. CUnity Campaign is an initiative co-sponsored with student-athletes, the Shoulder2Shoulder group, and Building Community Campaign.

RESTRUCTURE ALCOHOL EDU

Implemented in August 2005, the presentation and educational focus of the Alcohol EDU program - related to the meaning of being a CU student - was broadened to include expectations on academic performance, diversity, and building community, as well as the use of alcohol. Student Affairs' staff, student government representatives, and faculty representatives were involved in the development of this educational program.

CITY OF BOULDER CLIMATE

CU-Boulder is working with the City Manager's Office, permanent residents, and business leaders to address the climate in Boulder for people of color. Collaboration between City-University Liaison, Off-Campus Student Services, campus governance groups, and groups of color are on-going.

- Community United Against Hate: Boulder Human Relations Commission
 - Short-term recommendations:
 - Establish an anti-hate telephone hotline for victims and witnesses of hate-motivated incidents to 1) provide support, advocacy and referral for appropriate follow-through for victims and witnesses, 2) creating documentation of the types of incidents that occur, and 3) working on policy changes that may be indicated by the incidents that are reported.
 - Implementation of Hate Crime Policies for a Safe Community (strengthening of Boulder's current hate crime policy)
 - Longer term recommendations:
 - Legal Advocacy Fund,
 - Continuation of Communities United Against Hate to deal specifically with two topics: institutional racism and community dialogues on race.

STUDENT PORTAL

CU-Boulder plans to utilize direct electronic communication strategies to reach current and newly-admitted students, to promote messages about diversity and expectations of being a CU student.

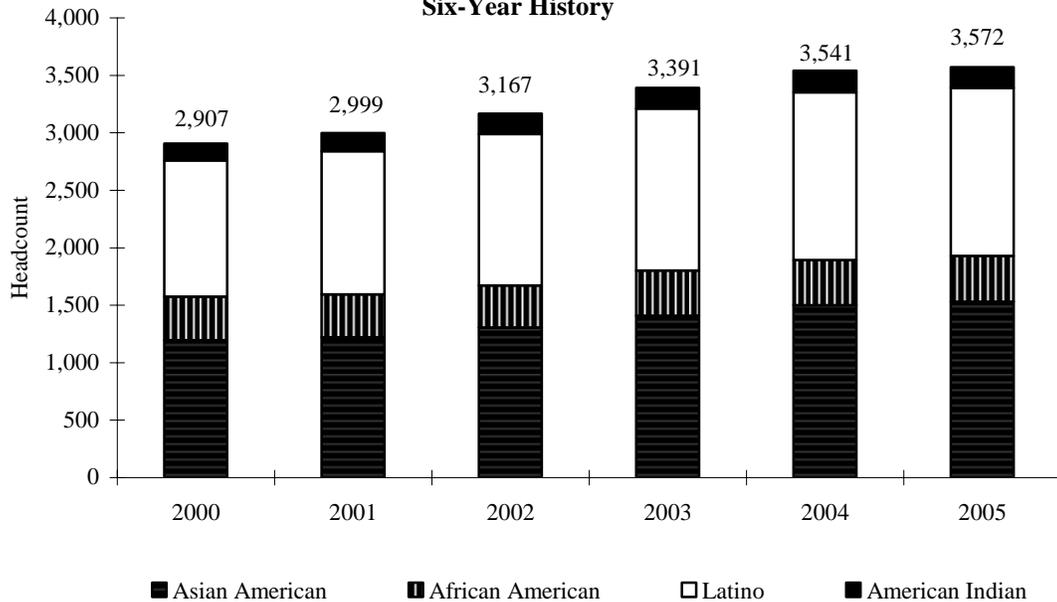
STUDENT EDUCATION AND RESPONSIBILITY CAMPAIGN

Implemented fall 2005, the purpose of this program is to increase student understanding regarding their role and responsibility in creating a supportive, respectful and caring community through education programs and bystander awareness. Students were educated about the Personal Responsibility Contract, which defines respect for others and responsibilities to the community, during new student orientation in summer and fall 2005.

HOUSING AND DINING SERVICES - CLIMATE ASSESSMENT AND TRAINING PROGRAM

The Department of Housing and Dining Services is comprised of a very diverse staff, of which the majority are in front line housekeeping and dining services positions. During the past year a task force, in consultation with social justice experts have developed a plan to assess the work and living/learning climate particularly related to the impacts of privilege, power, and oppression on staff and students. The department is identifying the funding for implementation of this plan with the climate assessment as the highest priority and subsequent training for all staff in supervisory positions as the next phase.

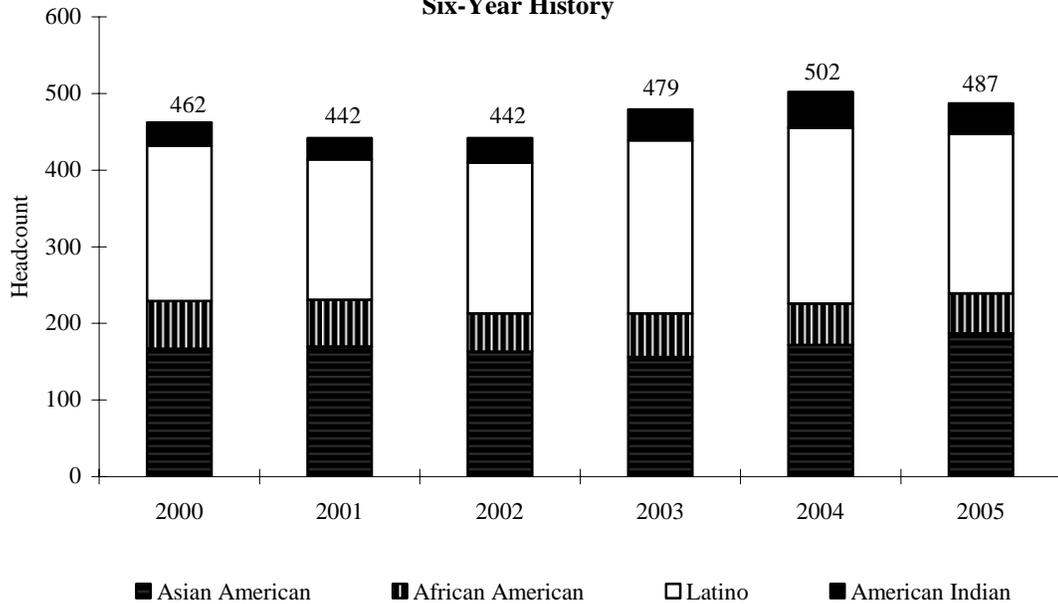
**University of Colorado at Boulder
Undergraduate Fall Headcount Enrollment by Ethnicity*
Six-Year History**



	2000	2001	2002	2003	2004	2005
Minority Enrollment as a % of Total Undergraduate Enrollment	13.4%	13.5%	13.5%	13.8%	14.3%	14.7%
Asian American	1,195	1,222	1,306	1,410	1,500	1,532
African American	381	372	366	391	394	397
Latino	1,184	1,246	1,318	1,410	1,458	1,461
American Indian	147	159	177	180	189	182
Minority Total	2,907	2,999	3,167	3,391	3,541	3,572
White/Unknown	18,458	18,928	19,951	20,817	20,851	20,321
International	318	297	336	332	318	330
Total Undergraduate (Headcount) Enrollment	21,683	22,224	23,454	24,540	24,710	24,223

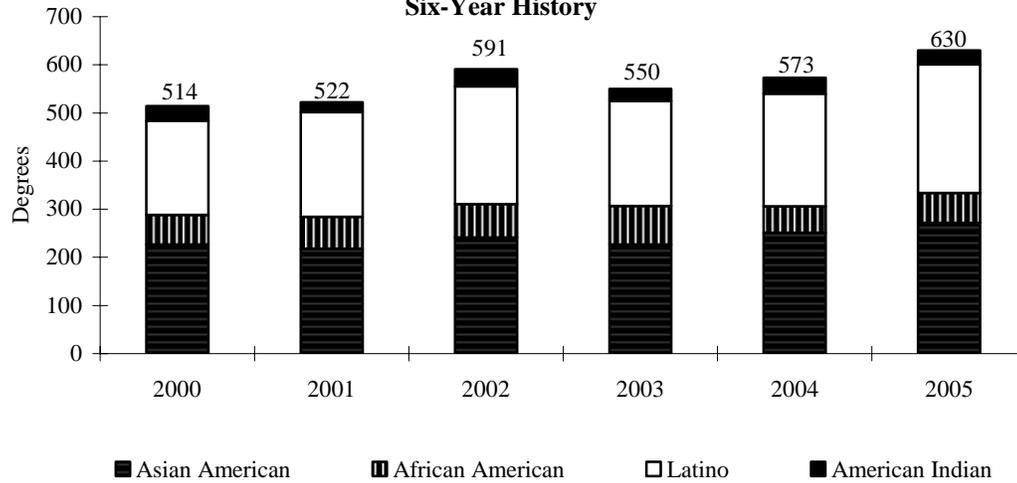
(*) Census figures, Boulder degree seeking non-reciprocal students only

**University of Colorado at Boulder
Graduate Fall Headcount Enrollment by Ethnicity
Six-Year History**



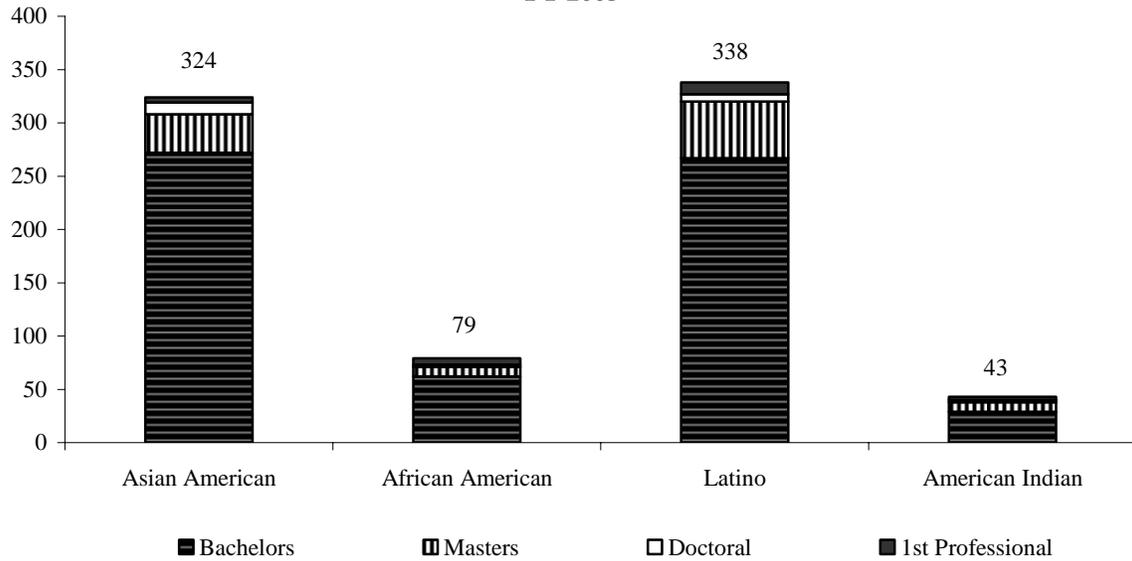
	2000	2001	2002	2003	2004	2005
Minority Enrollment as a % of Total Graduate Enrollment	10.6%	10.1%	9.8%	10.4%	11.0%	11.1%
Asian American	167	170	163	156	172	187
African American	62	61	50	57	54	52
Latino	203	183	197	226	229	208
American Indian	30	28	32	40	47	40
Minority Total	462	442	442	479	502	487
White/Unknown	3,242	3,214	3,229	3,383	3,398	3,332
International	648	717	829	749	648	582
Total Graduate (Headcount) Enrollment	4,352	4,373	4,500	4,611	4,548	4,401

**University of Colorado at Boulder
Baccalaureate Degrees Awarded by Ethnicity
Six-Year History**



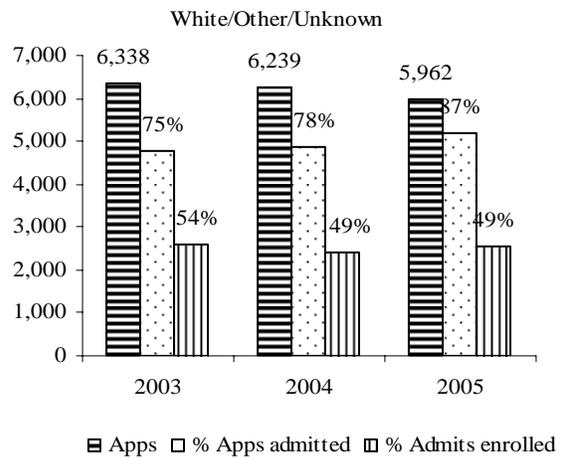
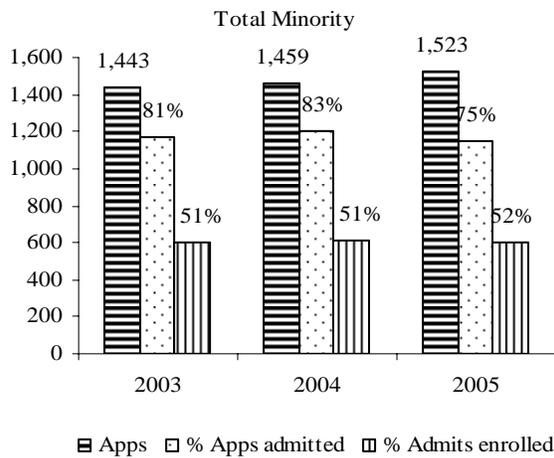
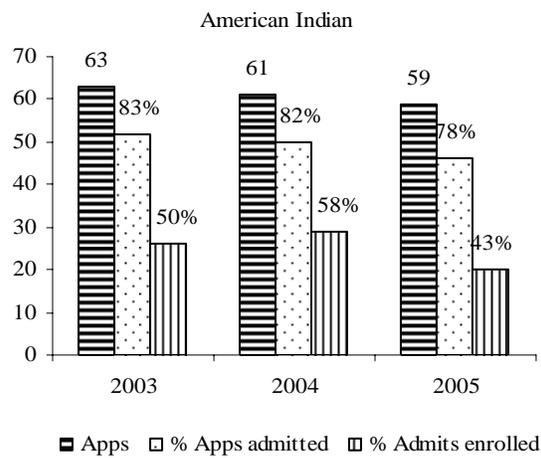
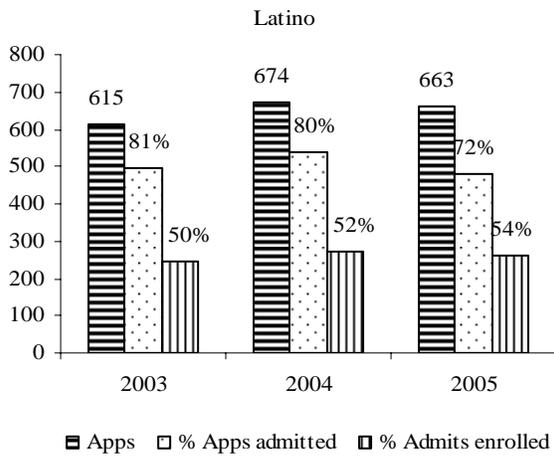
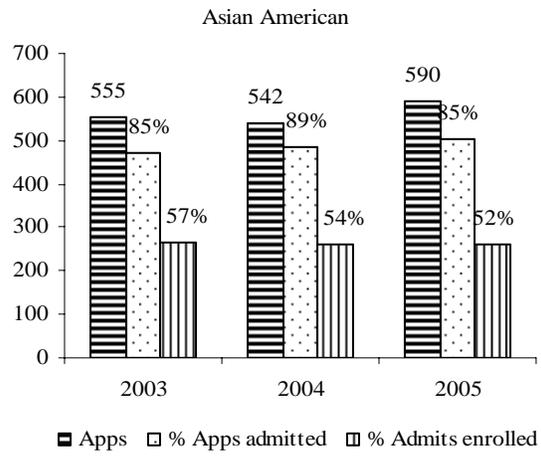
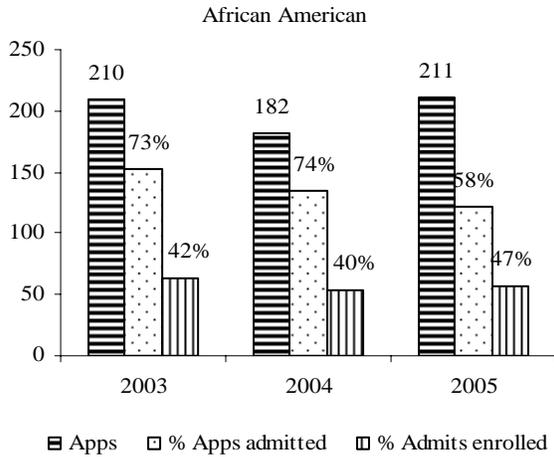
	2000	2001	2002	2003	2004	2005
Minority Degrees Awarded as a % of Total Baccalaureate Degrees Awarded	11.7%	12.3%	13.4%	11.8%	11.9%	12.3%
Asian American	227	218	241	227	251	272
African American	61	66	70	80	55	62
Latino	196	218	244	218	234	267
American Indian	30	20	36	25	33	29
Minority Total	514	522	591	550	573	630
White/Unknown	3,822	3,634	3,758	4,043	4,169	4,423
International	74	83	51	74	57	71
Total Baccalaureate Degrees Awarded	4,410	4,239	4,400	4,667	4,799	5,124

**University of Colorado at Boulder
All Degrees Awarded by Ethnicity
FY 2005**



	Bachelors	Masters	Doctoral	First Professional	Total
Asian American	272	36	11	5	324
African American	62	9	2	6	79
Latino	267	53	7	11	338
American Indian	29	9	2	3	43
Minority Total	630	107	22	25	784
White/Unknown	4,423	817	175	140	5,555
International	71	182	70	0	323
Total	5,124	1,106	267	165	6,662

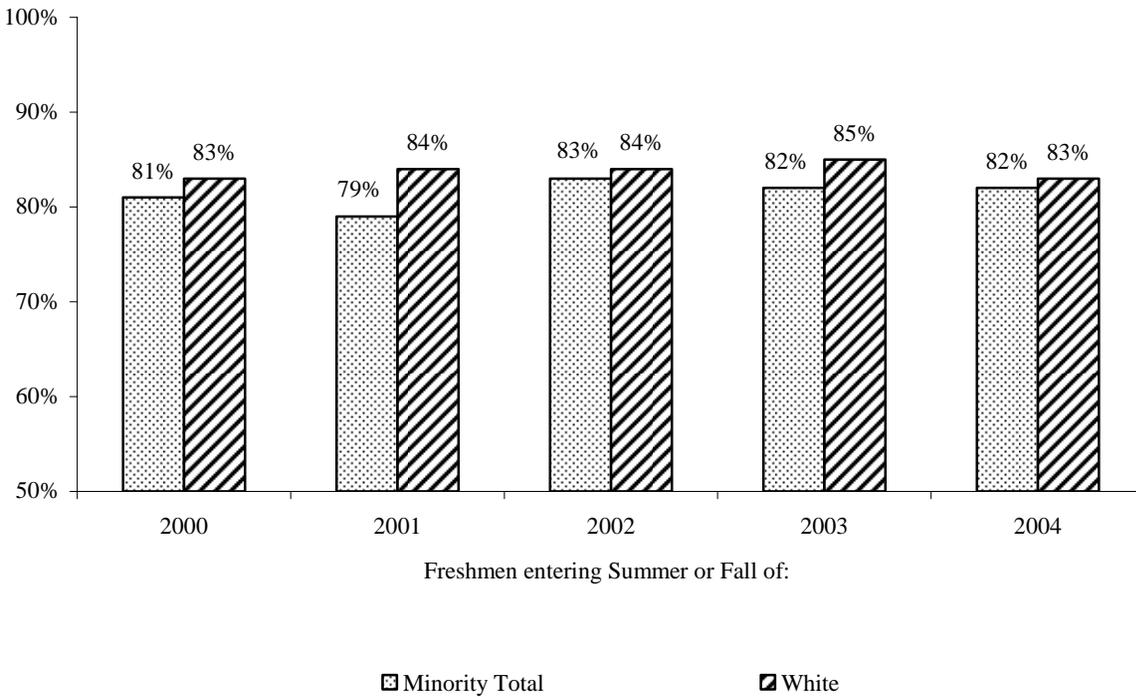
University of Colorado at Boulder
Resident Freshman Applications, Acceptances, and Enrollments
By Ethnicity, 2003, 2004, 2005



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

	First-Time Freshmen entering Summer/Fall of:					Percent enrolled in subsequent Fall of First-Time Freshmen entering:				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
Asian American	297	291	357	338	333	84%	82%	84%	83%	87%
African American	85	74	97	89	70	76%	77%	85%	89%	81%
Latino	272	310	323	325	339	79%	78%	81%	80%	76%
American Indian	29	37	52	37	42	72%	76%	79%	78%	81%
Minority Total	683	712	829	789	784	81%	79%	83%	82%	82%
White	4,132	3,901	4,295	4,465	4,032	83%	84%	84%	85%	83%
Other/Unknown	208	328	217	233	268	79%	82%	78%	78%	84%
International	24	24	36	31	43	71%	88%	83%	81%	81%
All	5,047	4,965	5,377	5,518	5,127	82%	83%	84%	84%	83%

Freshman Retention Rates



Faculty

Campus efforts in recruiting and retaining a diverse faculty continue to be a high priority. Seventy faculty participated in New Faculty Orientation this past year. Fifty percent of the attendees were female. 23% of the attendees were faculty of color (9% Hispanic, 1% African American and 13% Asian/Pacific Islander).

Seventy-nine participants participated in the Office of Faculty Affairs' Department Chairs Training program in 2004-2005. Fifteen percent (N=12) were faculty of color and 34 percent (N=27) were female faculty. Four department chair workshops, including a new chair reception were held in 2005.

Data Highlights

There has been a steady long-term increase in tenured and tenure-track faculty of color, female tenured and tenure-track faculty, administrators of color, and classified staff of color in selected job classes.

- 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 number of faculty of color in tenure/tenure track positions has more than doubled over the past 15 years from 71 in 1990 to 160 in 2005.
- The number tenure/tenure track faculty of color increased from 144 in 2004 to 160 in 2005, and the total number of faculty of color increased from 163 in 2004 to 185 in 2005.
- 41% of assistant professors and 56% of instructors and senior instructors were women in fall 2005.
- The percentage of women among tenure/tenure track faculty is now 30% and has remained fairly constant at or above 28% over the last four years, with a 22% increase in the number of female faculty since 1994.

New and ongoing initiatives/programs

The campus has renewed its focus on enforcing the diversity outreach efforts of the search committee process. All search plans for faculty and unclassified staff are 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 the DEO for approval, to verify that the search plan was followed, before it is submitted to the appointing authority. All faculty search committees must make personal contacts with professional associations, departments, organizations and individuals who might be able to recommend a potentially diverse pool of candidates. Faculty search committees need to personally contact individuals who represent diverse under-represented populations and encourage them to apply.

Faculty Affairs has received additional funding to facilitate the recruitment of women and faculty of color and to bring additional candidates to the campus. A Special Opportunities Program provides additional funds to recruit new faculty. Support for spousal hires is also available.

The DEO continues to work closely with each faculty search committee. The DEO's web site has been enhanced to include search process information as well as an on-line process for getting resumes.

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. The Office of Diversity and Equity has been providing small group sessions throughout the year that serve as a sounding board for faculty and staff concerns.

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 which successfully eliminated an observed gap in female salaries.

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.

Training of individual faculty units on discrimination and harassment was developed and will begin in spring 2006.

Within the Faculty Teaching Excellence program, faculty development activities included: FTEP (Faculty Teaching Excellence Programs) Consultation Services, "60 Minute" Talk on Teaching, Developing a Teaching Portfolio, Lectures and Interaction for Learning, Teaching by Leading a Discussion, Setting course learning goals and assessing how well they are met, Teaching in a Nutshell (4 workshops), and Well Argued? Well Written! A Writing Workshops (4 workshops), Summer Institute 2005. Fifty percent of the 129 participants were women. Seventeen percent of the participants were faculty of color.

Exit interviews are not always conducted when faculty choose to leave their employment at the University of Colorado. Several issues complicate the ability to conduct exit interviews. The Office of Faculty Affairs and the Office of Diversity and Equity are not always informed in a timely manner that a faculty member from a diverse population is resigning his/her position. Frequently, faculty members take a "leave of absence" for a year before resigning their position. In these events, faculty are not physically on campus at the time of their resignation and thus, exit interviews cannot be done. Conversation is occurring with the Office of Faculty Affairs to try to determine whether there can be some mechanism for providing faculty with an opportunity for an exit interview. Currently, faculty do receive an email correspondence from the Office of Faculty Affairs inviting them to an exit interview or the opportunity to comment in writing. Very few faculty avail themselves of the opportunity for an exit interview.

Climate

All academic units updated their diversity plans, initially developed in 2000. All units were instructed to develop goals, action plans, and outcome measures for aspects of climate related to students, staff and faculty. The Chancellor's Committee on Minority Affairs evaluated the academic unit diversity plans. Requests have been made to the Boulder Faculty Assembly Minority Affairs Committee (BFA MAC) (Business, Education, Music, Law, Journalism, Engineering) and to the Arts & Sciences Diversity Committee to evaluate diversity plans from their respective units.

Spring 2005 was the first administration of a climate survey for faculty. Fifty-five percent of the faculty responded to questions about climate, career advisement, mentoring, and their intention to stay at the University of Colorado, Boulder. Significant differences were found between the responses of both women and faculty of color as compared to males and faculty who did not identify as faculty of color. A summary of the results of the survey are shown below. The provost's memo on results and a brief description of methods are posted at http://www.colorado.edu/pba/surveys/special/faculty_climate.htm. The Office of Diversity and Equity is working with academic departments on follow-ups.

Results of the Faculty Climate Survey

Differences between female and male faculty. Women and men viewed the climate or atmosphere in their units significantly differently from one another, as shown in Display 5. The men were more likely to say, "I find the atmosphere or climate to be supportive," "People in this department enjoy working together," and "I fit in with other faculty in this department." The women, on the other hand, more often stated: "I feel left out of things here," and "I find it difficult to work here because of its poor climate."

Differences, although marginally significant, were found in women's intentions to stay. Men indicated "I intend to keep working here for at least the next three years," "I would be happy to spend the rest of my career in this department," and "It would take a lot to get me to leave the department," whereas women were more likely to report "If I could leave this department right now, I would."

Display 5: Differences between Female and Male and Minority and Majority Faculty at CU-Boulder on their Views of the Atmospheres in their Departments and their Wishes to Remain on Campus

	Campus (515)	Gender		Ethnicity ^a	
		Female (152)	Male (345)	Minority (64)	Majority (378)
Climate	.63	.57**	.66**	.58*	.65*
Evenhandedness of Evaluation	.54	.53	.55	.54	.55
Career Advisement	.46	.43	.40	.42	.41
Acknowledgement of Expertise	.54	.52#	.56#	.50*	.56*
Intention to Stay	.59	.56#	.62#	.47**	.64**

Note: # $p < .10$, * $p < .05$, ** $p < .01$.

^a Minority consisted of American Indian (3), Asian American (32), Black/African American (10), Hispanic/Latino American (19).

Differences between minority and majority faculty. As shown in Table 1, minority faculty were more likely than the majority to report that the atmosphere in their units was problematic: “I feel left out of things here,” and “I find it difficult to work here because of the poor climate.”

One aspect of the climate—the acknowledgement of expertise, accomplishment, and progress—was of particular interest. Caucasians more often reported that a colleague/administrator “provided encouragement or recognition,” “inquired about the status of your research/creative work,” and “talked to you about something you have written/created.” In contrast, minority faculty identified these types of exchanges as occurring much less frequently.

Lastly, the groups’ intentions to stay differed significantly. In contrast to the minority faculty, Caucasians were more eager to stay indicating: “It would take a lot to get me to leave the department.”

Discussion of the Faculty Climate Results

For a university striving to retain female and minority faculty, these findings do not portend well. Minority faculty in particular were more likely to report, “If I could leave this department right now, I would.” On the other hand, the findings point to what might have caused these differences and, even more importantly, what could be done to overcome the problem. Acknowledgment of expertise, progress and accomplishment was highly correlated, when aggregated by department, with intention to stay ($r = .68$). Faculty ready to leave viewed the atmospheres in their units as more problematic and acknowledgement as less common. Rarely, they reported, did an administrator and/or colleague inquire about the status of your research/creative work, talk to you about something you have written/created, or ask for your opinion on your area of expertise. Yet, these collegial demonstrations of interest are fairly straightforward. They do not require extensive external resources. They can be encouraged, and with the support of chairs and deans working in consort with junior and senior faculty, they can be accomplished.

The following initiatives and responses illustrate some of the ways the faculty at CU-Boulder are working to improve campus climate.

- *Faculty Response to Racial Incidents:* At the request of the Chancellor, Provost, Deans and Department Chairs, faculty engaged their classes in either a moment of silence in reflection on the role each and every student might play in creating a welcoming environment for a diverse student body and ways of supporting students who were victimized. Faculty have also been engaged in developing faculty development activities in cultural competence.
- *Diversity Summit:* Deans, Chairs and faculty participate in aspects of the annual campus diversity summit.
- *Faculty Research Presentations:* Academic units have sponsored a variety of workshops with speakers on topics of diversity, including Sociology, Professor Eduardo Bonilla Silva. IMPART funds were used to sponsor a number of departmental and center workshops on topics of diversity.
- *School of Journalism:* Professors Bela Mody, Harry Reed, and Tom Mayer developed a TV series on issues of racism in the Boulder community. The school of Journalism received a grant from Knight Ridder to develop high school newspapers in inner city schools with large populations of students of color.
- *LEAP:* A federal grant awarded to Associate Dean Patricia Rankin to develop faculty professional development for women in science. The faculty development activities have been expanded to include faculty in academic areas other than the sciences and males as allies. A variety of topics in workshops and summer programs address climate issues. LEAP provided funds for the Interactive Theatre personnel and Professor Cecelia Pang to attend a workshop at the University of Michigan to incorporate faculty development in cultural competency through Interactive Theatre.
 - *LEAP Leadership Workshop Participants:* In 2005, 12 men and 24 women participated. The total number of participants in leadership workshops from 2002 to 2006 was 43 men and 90 women. The project has not collected information on racial/ethnic diversity of program participants.
- *Faculty Women Focus Groups:* A dozen faculty women focus groups were conducted in spring 2005. The results of these focus groups culminated in a report by the Chancellor's Committee on Women, May 2005 (<http://www.colorado.edu/cu-diversity/ccw/Finalreport.pdf>). A response from the Chancellor was made in fall 2005 (http://www.colorado.edu/cu-diversity/CCW_Narr&Resp9-05.doc, and http://www.colorado.edu/cu-diversity/CCW_Rec&Resp9-05.doc).

Staff

Staff in administrative units and student affairs are participating in discrimination and harassment training dealing with protected classes. In addition, directors in student affairs have completed several diversity training workshops. Each unit has been asked to develop goals and a strategic plan to improve diversity and equity.

The Office of Diversity and Equity constituted a committee to develop and recommend implementation of a Policy on Discrimination and Harassment for protected classes. The policy was approved in spring 2005. Personnel were hired in summer 2005 and the Office officially opened in August 2005. Training of staff was begun and completed in fall 2005.

Data highlights

- The number of campus administrators (officers and professional exempt) who are people of color has increased steadily over the last 10 years from 54 in 1994 to 93 in 2005. Female administrators represent 56% of all administrators.
- Females represent 58% of classified staff outside food service and custodial positions. Staff of color hold 15% of these positions.
- The percentage of people of color in skilled crafts increased from 18% in 1999 to 31% in 2005. Female representation in skilled crafts is still low at 7%.
- 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%.

New and ongoing initiatives/programs

Recruitment and retention are the top issues the campus continues to focus on in terms of staff diversity. In 2001, the Chancellor's Child Care Task force identified childcare as a critical issue for the retention of the many staff and faculty who are parents. As a result of the Task Force's efforts a child care website, resource guide and Child Care (CU CARES) coordinator position were established. Unfortunately recent budget cuts have now eliminated this position. Also a significant piece of diversity training for staff has been lost due to budget cuts.

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. 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 has created a Spanish section of its website <http://www.colorado.edu/humres/Spanish/> which has documents and information that are commonly needed by staff, translated into Spanish.

Staff areas that can benefit from increased diversity in terms of ethnicity and gender include classified positions outside of the food service and custodian positions. The Chancellor is asking HR and the ODE to explore additional ways to recruit and retain staff in these areas.

The Chancellor's Committee on Women (CCW) has launched a study of the campus as an environment for women. This spring, CCW conducted a series of town hall meetings in order to identify ways for improving the campus environment for women. A report was submitted in May 2005. The Chancellor responded in fall, 2005. Both reports are posted on the website of the Office of Diversity and Equity.

The Campus is working to help ensure that important campus information is made accessible to those for whom English is a second language. Utilizing funds from ODE's University System grant, five staff members and graduate students have been trained as translators/interpreters. These individuals will be available to translate documents such as campus policies and critical administrative e-memos, and interpret oral communications such as exit interviews and grievance complaints as the university needs.

The ODE is also working to bring staff of color together to discuss issues and develop solutions to improve the campus climate. Additionally the ODE has been instrumental in reviving two faculty/staff associations—the African-American Faculty/Staff Associations and the Hispanic/Latino/a Faculty/Staff Association.

Conclusion

The University of Colorado at Boulder strives to be a place where respect for diversity is expected. We believe that this respect is essential in creating a supportive climate in which students are able to reach their academic potential and where the entire campus can benefit from participation in a multicultural community. As CU-Boulder continues to implement the diversity initiatives set forth in diversity plans, both at the campus and at the unit levels, the university's quality of education will be increasingly enhanced and enriched. In carrying out diversity initiatives, CU-BOULDER shall continue to be mindful of Regental, Colorado, and Federal laws that prohibit discrimination based on race and ethnicity. We are dedicated to pursuing these initiatives in a manner that respects majority and minority rights.

**University of Colorado at Boulder
Faculty Diversity Profile, Fall 2005
All Schools and Colleges**

Regular Instructional Faculty	Total	Female		Male		Minority		Ethnicity-citizenship						
		#	Pct.	#	Pct.	#	Pct. of US	African American	American Indian	Asian American	Latino	Inter-national	Unknown	White
All	1,344	487	36%	857	64%	185	14%	24	6	99	56	44	35	1,080
Tenure/Tenure Track	1,021	306	30%	715	70%	160	16%	23	3	88	46	37	24	800
Full Professor	451	87	19%	364	81%	46	10%	6	2	26	12	4	2	399
Associate Professor	297	106	36%	191	64%	61	21%	12	0	30	19	6	3	227
Assistant Professor	273	113	41%	160	59%	53	22%	5	1	32	15	27	19	174
Non-Tenure track	323	181	56%	142	44%	25	8%	1	3	11	10	7	11	280
Instructor/Sr Instructor	323	181	56%	142	44%	25	8%	1	3	11	10	7	11	280

Tenured Faculty	Total	Female		Male		Minority		Ethnicity-citizenship						
		#	Pct.	#	Pct.	#	Pct. of US	African American	American Indian	Asian American	Latino	Inter-national	Unknown	White
All	774	209	27%	565	73%	112	15%	16	2	60	34	13	5	644
Full Professor	451	87	19%	364	81%	46	10%	6	2	26	12	4	2	399
Associate Professor	281	98	35%	183	65%	58	21%	10	0	29	19	6	1	216
Assistant Professor	42	24	57%	18	43%	8	21%	0	0	5	3	3	2	29

Administrative (academic)	Total	Female		Male		Minority		Ethnicity-citizenship						
		#	Pct.	#	Pct.	#	Pct. of US	African American	American Indian	Asian American	Latino	Inter-national	Unknown	White
All	94	29	31%	65	69%	13	14%	6	0	4	3	2	2	77
Asst/Assoc/Dean/Chanc	44	14	32%	30	68%	7	16%	4	0	2	1	1	1	35
Dept Chair/Directors	50	15	30%	35	70%	6	12%	2	0	2	2	1	1	42

Academic staff other than regular instructional faculty	Total	Female		Male		Minority		Ethnicity-citizenship						
		#	Pct.	#	Pct.	#	Pct. of US	African American	American Indian	Asian American	Latino	Inter-national	Unknown	White
All	1,513	585	39%	928	61%	163	12%	14	5	106	38	128	79	1,143
Administrative only	52	20	38%	32	62%	8	16%	4	0	3	1	3	1	40
Instructional	18	3	17%	15	83%	3	19%	1	0	2	0	2	0	13
Researchers	1,443	562	39%	881	61%	152	12%	9	5	101	37	123	78	1,090

PBA, IR@colorado.edu. I:\ir\facstaff\regdiv 05JAN06

Individuals with active/leave appts w 50%+ total time as of Oct 1 2005, w/o Arch/Planning

Minority total excludes white, unknown, international. % of US is total minority divided by all without international.

**University of Colorado at Boulder
Faculty Diversity Profile, Gender by Ethnicity, Fall 2005
All Schools and Colleges**

Regular Instructional Faculty	Total	Ethnicity-citizenship																				
		African American			American Indian			Asian American			Latino			International			Unknown			White		
		F	M	Pct. F	F	M	Pct. F	F	M	Pct. F	F	M	Pct. F	F	M	Pct. F	F	M	Pct. F	F	M	Pct. F
All	1,344	6	18	25%	3	3	50%	41	58	41%	24	32	43%	11	33	25%	9	26	26%	393	687	36%
Tenure/Tenure Track	1,021	6	17	26%	1	2	33%	33	55	38%	17	29	37%	7	30	19%	4	20	17%	238	562	30%
Full Professor	451	0	6	0%	0	2	0%	2	24	8%	0	12	0%	0	4	0%	0	2	0%	85	314	21%
Associate Professor	297	4	8	33%	0	0	-	14	16	47%	9	10	47%	1	5	17%	0	3	0%	78	149	34%
Assistant Professor	273	2	3	40%	1	0	100%	17	15	53%	8	7	53%	6	21	22%	4	15	21%	75	99	43%
Non-Tenure track	323	0	1	0%	2	1	67%	8	3	73%	7	3	70%	4	3	57%	5	6	45%	155	125	55%
Instructor/Sr Instructor	323	0	1	0%	2	1	67%	8	3	73%	7	3	70%	4	3	57%	5	6	45%	155	125	55%

Tenured Faculty	Total	Ethnicity-citizenship																				
		African American			American Indian			Asian American			Latino			International			Unknown			White		
		F	M	Pct. F	F	M	Pct. F	F	M	Pct. F	F	M	Pct. F	F	M	Pct. F	F	M	Pct. F	F	M	Pct. F
All	774	4	12	25%	0	2	0%	19	41	32%	11	23	32%	1	12	8%	2	3	40%	172	472	27%
Full Professor	451	0	6	0%	0	2	0%	2	24	8%	0	12	0%	0	4	0%	0	2	0%	85	314	21%
Associate Professor	281	4	6	40%	0	0	-	14	15	48%	9	10	47%	1	5	17%	0	1	0%	70	146	32%
Assistant Professor	42	0	0	-	0	0	-	3	2	60%	2	1	67%	0	3	0%	2	0	100%	17	12	59%

Administrative (academic)	Total	Ethnicity-citizenship																				
		African American			American Indian			Asian American			Latino			International			Unknown			White		
		F	M	Pct. F	F	M	Pct. F	F	M	Pct. F	F	M	Pct. F	F	M	Pct. F	F	M	Pct. F	F	M	Pct. F
All	94	3	3	50%	0	0	-	1	3	25%	0	3	0%	1	1	50%	0	2	0%	24	53	31%
Asst/Assoc/Dean/Chan c	44	3	1	75%	0	0	-	1	1	50%	0	1	0%	1	0	100%	0	1	0%	9	26	26%
Dept Chair/Directors	50	0	2	0%	0	0	-	0	2	0%	0	2	0%	0	1	0%	0	1	0%	15	27	36%

Academic staff other than regular instructional faculty	Total	Ethnicity-citizenship																				
		African American			American Indian			Asian American			Latino			International			Unknown			White		
		F	M	Pct. F	F	M	Pct. F	F	M	Pct. F	F	M	Pct. F	F	M	Pct. F	F	M	Pct. F	F	M	Pct. F
All	1,513	8	6	57%	2	3	40%	38	68	36%	23	15	61%	35	93	27%	36	43	46%	443	700	39%
Administrative only	52	3	1	75%	0	0	-	2	1	67%	0	1	0%	3	0	100%	0	1	0%	12	28	30%
Instructional	18	0	1	0%	0	0	-	1	1	50%	0	0	-	0	2	0%	0	0	-	2	11	15%
Researchers	1,443	5	4	56%	2	3	40%	35	66	35%	23	14	62%	32	91	26%	36	42	46%	429	661	39%

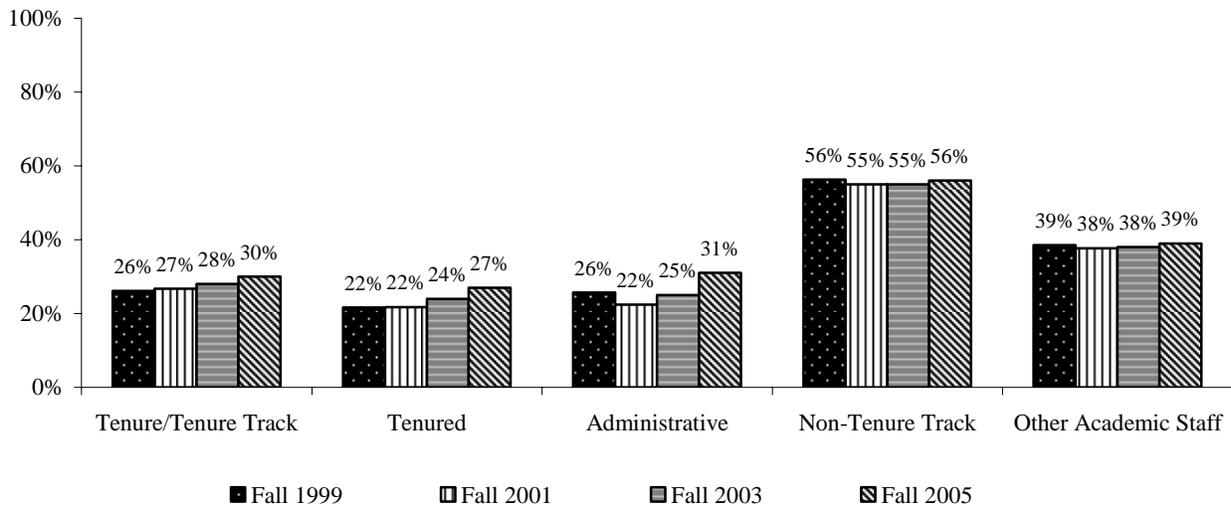
PBA, IR@colorado.edu. l:\ir\facstaff\regdiv 05JAN06

Individuals with active/leave appts w 50%+ total time as of Oct 1 2005, w/o Arch/Planning

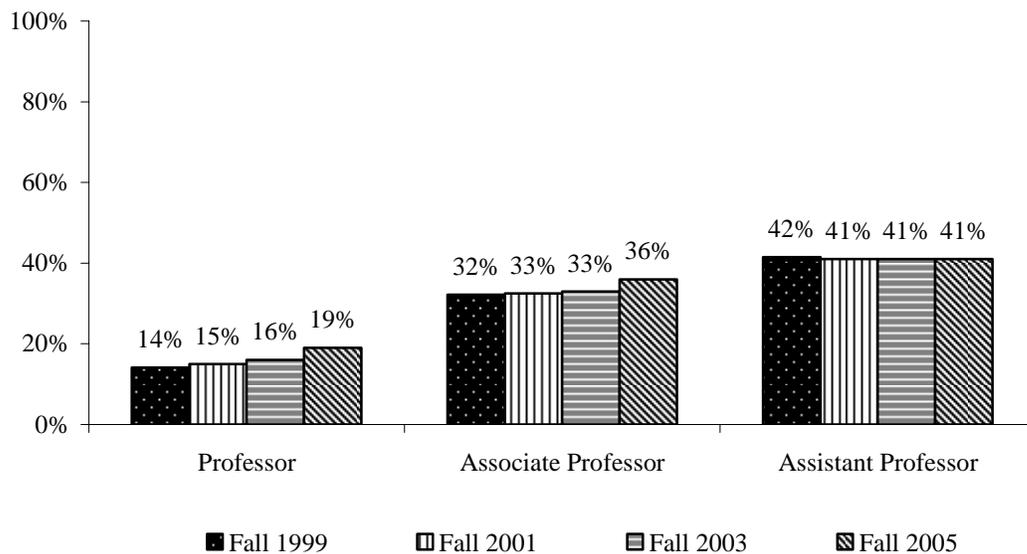
Minority total excludes white, unknown, international. % of US is total minority divided by all without international.

University of Colorado at Boulder Faculty Diversity Profile

Female Faculty as a Percentage of All Faculty

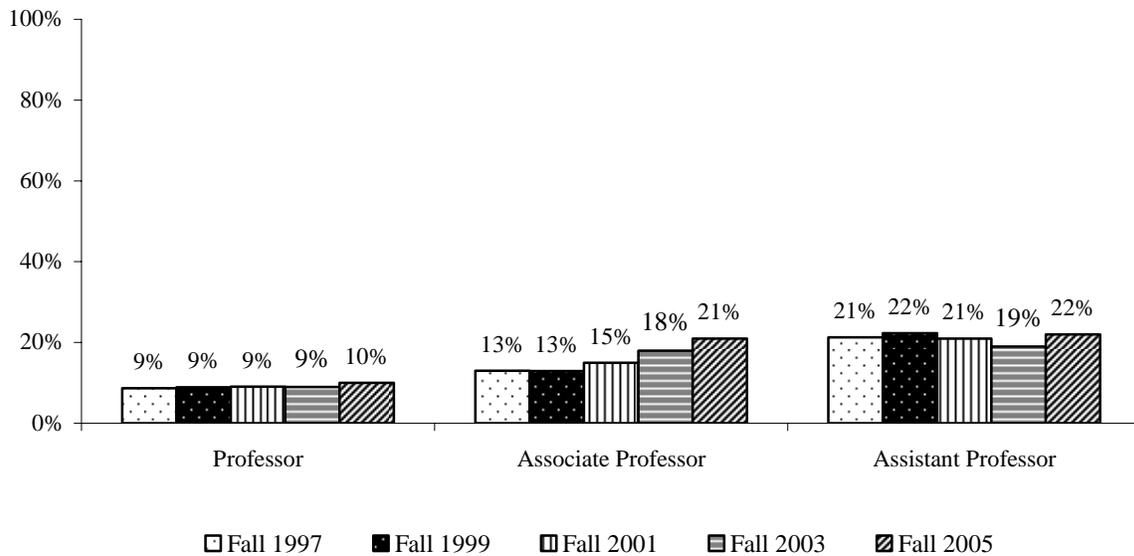


Female Tenured/Tenure Track Faculty as Percent of Total Tenured/Tenure Track Faculty

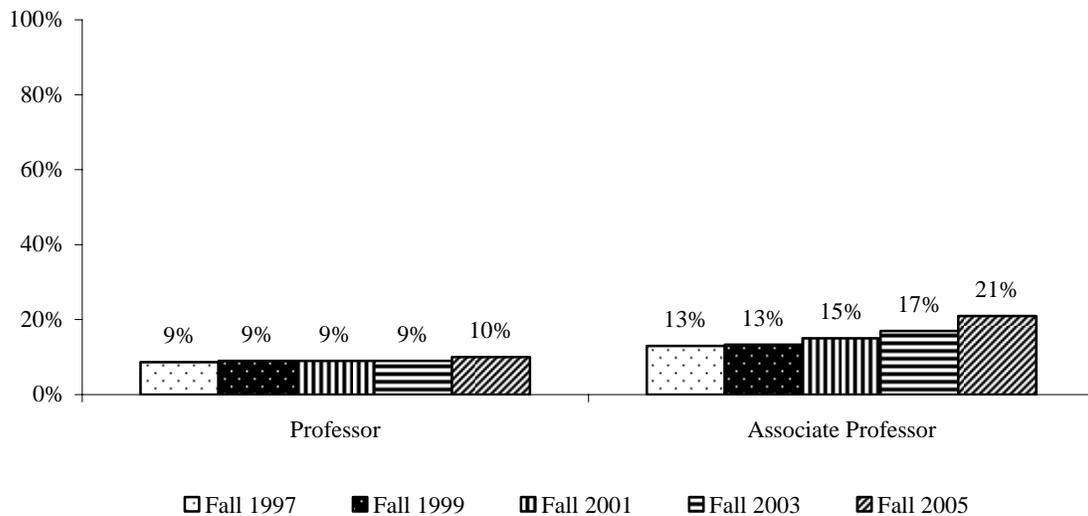


University of Colorado at Boulder Faculty Diversity Profile

Minority Tenured/Tenure Track Faculty as a Percent of Total Tenured/Tenure Track Faculty*



Minority Tenured Faculty as a Percent of Total Tenured Faculty*



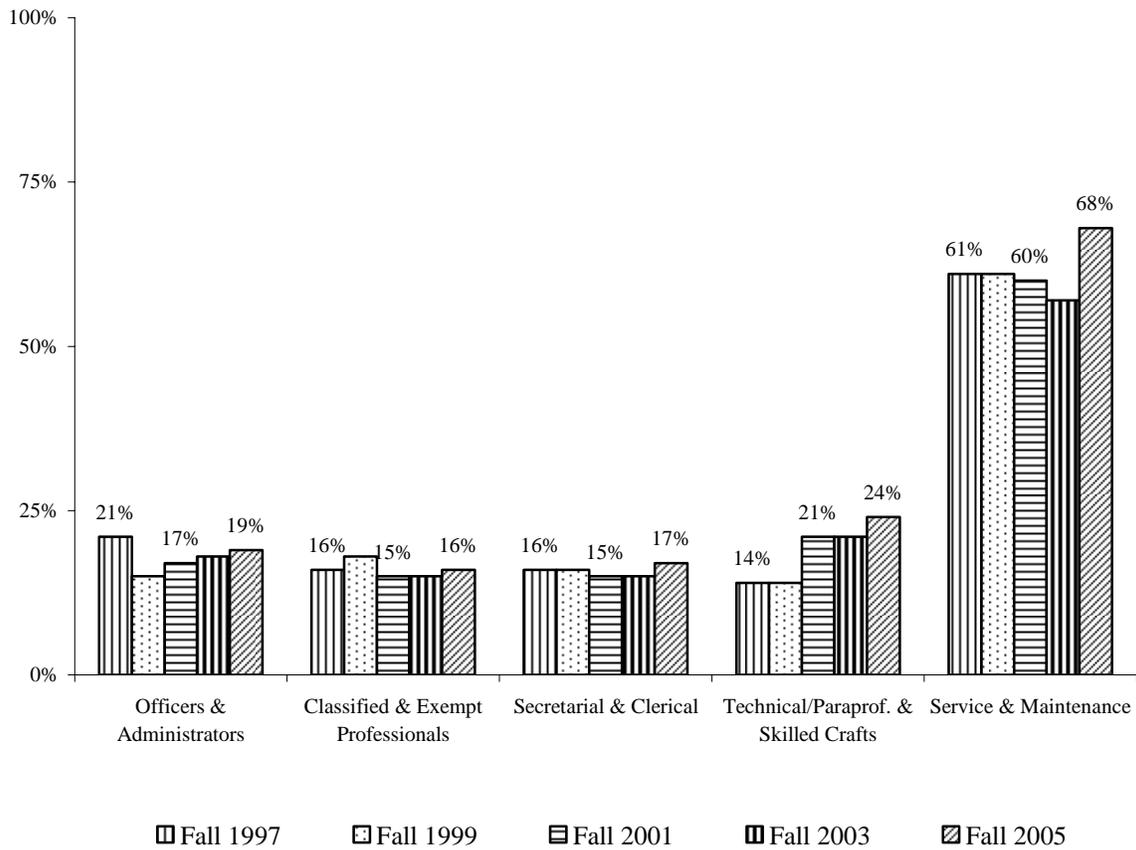
* Minority excludes white, unknown, international (% minority is total minority divided by all without international).

**University of Colorado at Boulder
Staff Diversity Profile, Fall 2005**

Category	Female		Male		Minority		Ethnicity-citizenship							
	Total	#	Pct.	#	Pct.	#	Pct.	African American	American Indian	Asian American	Latino	International *	Unknown	White
TOTAL	2,849	1,600	56%	1,249	44%	743	26%	100	27	195	421	44	102	1,960
Officer	21	4	19%	17	81%	3	14%	2	0	1	0	0	0	18
Administrator	108	68	63%	40	37%	21	20%	7	1	1	12	1	0	86
Professional (Classified & Exempt)	1,169	673	58%	496	42%	188	16%	48	11	51	78	2	49	930
Secretarial/Clerical	566	463	82%	103	18%	97	17%	16	3	24	54	1	22	446
Technical	273	160	59%	113	41%	51	19%	7	3	17	24	1	14	207
Skilled Crafts	197	14	7%	183	93%	60	31%	3	6	8	43	2	8	127
Service/Maintenance	515	218	42%	297	58%	323	68%	17	3	93	210	37	9	146

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

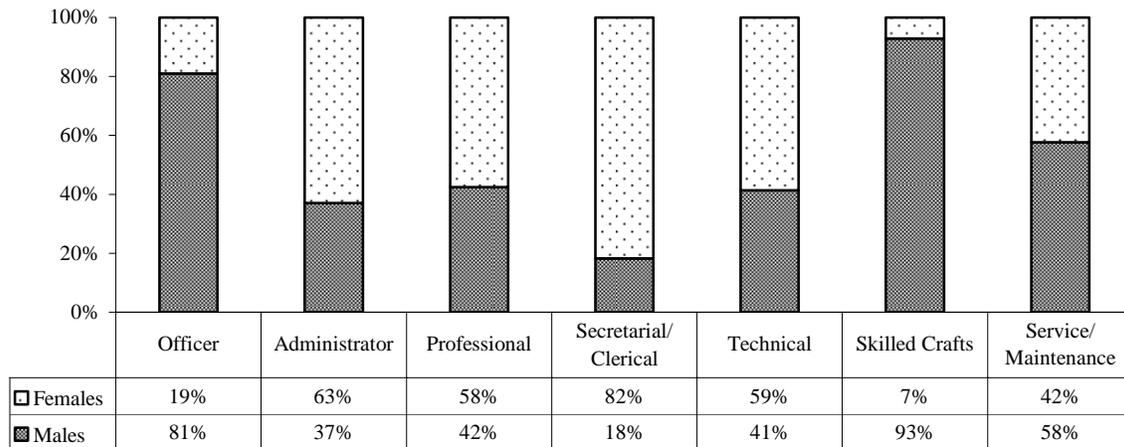
Percent Ethnic Minority by Occupational Category*



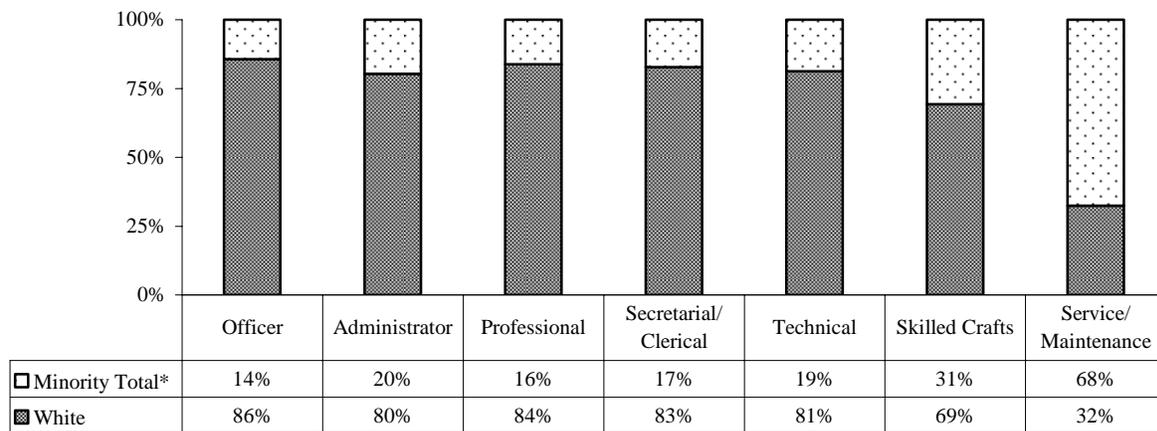
(*) Minority excludes white, unknown, international (% of minority is total minority divided by all without international).

University of Colorado at Boulder Staff Diversity Profile

Occupational Categories by Gender, 2005-06



Occupational Categories by Ethnicity, 2005-06



Minority Breakdown	Officer	Administrator	Professional	Secretarial/ Clerical	Technical	Skilled Crafts	Service/ Maintenance
African American	9.5%	6.5%	4.1%	2.8%	2.6%	1.5%	3.6%
Asian American	4.8%	0.9%	4.4%	4.2%	6.3%	4.1%	19.5%
Latino	0.0%	11.2%	6.7%	9.6%	8.8%	22.1%	43.9%
American Indian	0.0%	0.9%	0.9%	0.5%	1.1%	3.1%	0.6%

(*) Minority excludes white, unknown, international (% of minority is total minority divided by all without international).

University of Colorado System
Office of the Vice President for Academic Affairs and Research
System Office of Information & Analysis
51 SYS Boulder, Colorado 80309-0051
Phone: (303) 492-8232 Email: chris.griffinwehr@cu.edu
Web: http://www.cu.edu/system_info/
