



UNIVERSITY OF COLORADO SYSTEM

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Office of the Vice President for Academic Affairs and Research

University of Colorado 2008 Diversity Report Update

Boulder Campus

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

February 2008

Student data updated in Fall 2007.

Faculty/Staff data updated February 2008 for Fall 2007.

The University of Colorado at Boulder maintains a strong commitment to the campus diversity plan, *A Blueprint for Action*, which has been in place since 1999 and has served as the basis for implementation of diversity initiatives and programs on the campus. This plan was also used as a template for the development of departmental and unit diversity plans across campus.

The 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 initial leadership for ensuring the deployment and integration of the plan was provided by the Office of Diversity and Equity, established in 1998.

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. As reflected in their plans and progress reports, many campus units have shown impressive strategies and advancement towards improving climate and making their unit's staff, students, and faculty more diverse by actions such as infusing diversity into the curriculum, encouraging unit members to attend diversity-related trainings and events, and engaging their unit members in mentoring, recruiting, and outreach. Unit diversity plans and progress reports are posted at <http://www.colorado.edu/cu-diversity/plans.html>.

The President's Blue Ribbon Commission on Diversity (BRC) held its first meeting on the CU-Boulder campus in January of 2006. In March 2006 the Commission presented a report that included a series of recommendations to the campus (see <http://www.colorado.edu/cu-diversity/BlueRibbonReport.html>). In response to the recommendations of the Commission, the Boulder campus issued an action plan in May 2006 (see <http://www.colorado.edu/cu-diversity/BlueRibbonResponse.html#actionplan>). In September of 2006, after the Commission had held meetings on the other CU campuses, the Commission reconvened. A report on CU-Boulder's action plan progress was presented and can be found at http://www.colorado.edu/cu-diversity/BR/BRC_Update_12-21-06.doc. The CU-Boulder campus will also report progress at the December 2007 meeting of the Blue Ribbon Commission.

Additionally, in response to the Commission recommendations, CU-Boulder has increased efforts to work with the City of Boulder on multicultural issues. See Addendum II at http://www.colorado.edu/cu-diversity/BR/BRC_Update_12-21-06_Addendum_II.doc for more information on joint efforts with the City of Boulder related to multicultural inclusion, engagement, and policy development.

After a national search, the University of Colorado at Boulder selected and appointed Dr. Sallye McKee in August 2007 as the first vice chancellor for diversity, equity, and community engagement. This new position is designed to bolster CU-Boulder's commitment to diversity and to enhance and expand program offerings and services formerly coordinated by the associate vice chancellor for diversity and equity. Vice Chancellor McKee is responsible for engaging and leading faculty, staff, students, and external campus constituencies in initiatives and programs that support diversity in all of its forms. As a member of Chancellor Peterson's cabinet, McKee ensures that diversity-related issues are key considerations in budgetary, administrative, academic, and governance decisions. She works collaboratively with the deans, department chairs, senior level staff, student groups, and the greater university community to develop, implement, and assess strategies. In partnership with these groups, she is developing activities and programs for increasing and enhancing faculty, student, and staff diversity, as well as enhancing the campus environment for diversity. She is also developing outreach and partnership programs with local and state constituent groups to create a welcoming campus environment.

Students

This overview of campus commitment to student diversity includes information about recruitment and admissions, graduation and retention rates, cross-time enrollment patterns, campus climate, and a broad array of initiatives and programs aimed at developing and maintaining a campus climate that welcomes, respects, and supports all students.

Recruitment and admission

- The Colorado Department of Higher Education (CDHE) specifies varied admission standards across thirteen four-year public institutions in the state of Colorado. CU-Boulder's "selective admission standards" as specified by statute (CRS 23-20-101) is the highest CDHE freshman admission index (103) of all public comprehensive colleges and universities in Colorado. The available cohort 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. Active support and action from constituent communities across the state will be necessary as part of any effort to enhance the numbers of qualified high school graduates of color who are college bound with strong academic preparation.
- In recognition of this great need, the University of Colorado System has sponsored the Pre-Collegiate Development Program (PCDP). PCDP 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. The Program currently works 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 several years with 98% this past year matriculated in a post-secondary institution. This program is one of several that works with K-12 students and teachers. Additional information is available at <http://www.colorado.edu/SASC/pcdp.html>.
- The Pre-College Outreach Task Force is in the process of evaluating the campus outreach efforts to determine audience, recruitment/outreach strategies, inter-connectedness, and scope in order to formulate recommendations for modifying existing resources and/or providing additional resources. Upon completion, the Task Force's report will be presented to Chancellor Peterson and senior-level campus administrators.
- In fall 2007, CU-Boulder offered admission to 1,139 Colorado resident students of color with a CDHE admission standard index of 103 or above. Forty-eight percent of those offered admission (543 students) enrolled at CU-Boulder. This is very close to the matriculation percentage of non-minority Colorado admits (50%) with indices of 103 or above.

Undergraduate graduation and retention rates

Although undergraduate graduation and retention rates for students of color are lower than those for whites, the six-year graduation rates for more recent freshman students of color, while showing some year-to-year fluctuations, are clearly higher than those for earlier cohorts for Asian Americans, African Americans, and Hispanic/Latinos. This improvement may be due, at least in part, to the CU-LEAD Alliance, an integrated group of academic excellence programs designed to bolster retention and graduation rates of students of color and first-generation students by providing academic, community, and scholarship support. Critical information on current retention and graduation rates is presented below:

- The one-year retention rate for students of color in the class entering in 2006 was 81%; the long-term trend in retention among students of color continues to be steady to slightly up.
- The six-year graduation rate for students of color in the freshman class entering in 2001 was 59%, close to the all-time high of 60% reached by students entering in 1998 and 1999. The six-year graduation

rates for Asian Americans, Hispanic/Latinos, and African Americans have all shown long-term gains. Asian Americans reached an all-time high rate of 65%.

- The overall long-term trend for six-year graduation rates for African American undergraduates remains upward despite the reported drop in the year 2006. There are greater fluctuations from year to year within this group owing to relatively small numbers of students.
- The four-year graduation rate of 33% for students of color in the freshman class entering in 2003 is an all-time high.

Undergraduate and graduate students of color enrollment over time

- Enrollment of all students of color (undergraduate and graduate students combined) increased substantially in the last 17 years, from 1990 to 2006. The current enrollment of 4,158 students of color is an increase of almost fifty percent (50%) compared with the 1990 enrollment of 2,809 students of color and is close to last year's all time high of 4,177.
- The proportion of students of color among all enrolled students has also been steadily increasing over this time period. In 1990 students of color represented eleven percent (11.3%) of all enrolled students, and in fall 2007 they represented fourteen percent (14.3%). Looked at separately, undergraduate and graduate students of color have shown the same cross-time trend in enrollment proportions, with each group having increased by approximately three percentage points.
 - The proportion of undergraduate student of color to all undergraduates has increased from twelve percent (12.1%) in 1990 to almost fifteen percent (14.8%) in 2007.
 - The proportion of graduate students of color to all graduate students has increased from almost seven percent (6.7%) in 1990 to ten percent (10.1%) in 2007.

Campus climate

In 2001, Planning, Budget, and Analysis (PBA) worked in partnership with the Division of Student Affairs and the Office of Diversity and Equity to design a CU-Boulder Campus Climate Survey. The 2006 CU-Boulder Campus Climate Survey parallels the 2001 climate survey. Results from the fall 2006 climate survey indicate relatively high levels of student satisfaction with their experience at CU-Boulder. Three quarters of students of color (African American, Asian American, Hispanic, and Native American students) and 81% of white students were either "satisfied" or "very satisfied" with their overall experience at CU-Boulder. Markedly lower proportions of African American students (56%) reported these levels of overall satisfaction, compared with other students of color—seventy four percent (74%) of Asian American students, eighty-one percent (81%) of Hispanics, and seventy-one percent (71%) of Native Americans. When describing CU-Boulder as a place to be for "all students," sixty-five percent (65%) of white students reported that it is a "good" or "great" place to be, compared with fifty-five percent (55%) of students of color—thirty-nine percent (39%) of African American students, fifty-four percent (54%) of Asian Americans, fifty-eight percent (58%) of Hispanics, and sixty-three percent (63%) of Native Americans. When describing CU-Boulder as a place to be for "students of your identity group," however, seventy-five percent (75%) of white students reported that it is a "good" or "great" place to be, compared with only forty percent (40%) of students of color—twenty-one percent (21%) of African American students, thirty-seven percent (37%) of Asian Americans, forty-four percent (44%) of Hispanics, and fifty-two percent (52%) of Native Americans.

In general, African American students also perceived less favorable conditions in the larger Boulder community, when compared with other racial/ethnic groups. For example, they reported lower levels of comfort in various community contexts, most notably "hanging out" on the Hill and looking for a place to rent in Boulder. However, they reported being *more* comfortable than any of the other groups when participating in campus ethnic or cultural activities.

The data reported here do not include foreign students, whose responses to questions about their experiences at CU-Boulder were generally very similar to those of white students.

More information on the Fall 2006 Campus Climate Survey can be found at <http://www.colorado.edu/pba/surveys/climate/06/index.htm>.

New and ongoing initiatives/programs

The University of Colorado at Boulder is striving to develop a welcoming and supportive climate on and around our campus in which people reflecting diverse and multiple individual identities 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, and the campus has developed a number of programs and initiatives aimed at improving campus climate for students. Although such student programs and services are critical to the recruitment and retention of a diverse student body, it is important to understand that no program acts in isolation and none *solely* serves students of color. The rich infrastructure of academic and support programs and services at CU-Boulder provides the foundation for a diverse and inclusive learning and working environment on campus.

BUILDING COMMUNITY CAMPAIGN

The Building Community Campaign, sponsored by the Division of Student Affairs, 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.

The explicit mission of the Campaign is: *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. Examples of these initiatives can be found at <http://www.colorado.edu/buildingcommunity/initiatives.html>.

OFFICE OF DISCRIMINATION AND HARASSMENT (ODH)

The Office of Discrimination and Harassment, sponsored by the Department of Human Resources, has created informational brochures that are provided to all CU-Boulder employees, including student employees, when they attend an ODH training. These brochures have also been provided to numerous departments and offices on campus that assist students, such as Counseling and Psychological Services (CAPS), Center for Multicultural Affairs (CMA), Women's Resource Center (WRC), Gay Lesbian Bisexual Transgender (GLBT) Resource Center, the Graduate Teacher Program (GTE), and some of the residential academic programs. Occasionally the ODH conducts presentations for some students who are not technically employees, such as student interns, and for some faculty members who want staff from the ODH to talk to students in their classes about the office. ODH brochures can be found at website <http://www.colorado.edu/odh/odh-brochure.pdf>.

During fiscal year 2006-07, the ODH provided mandatory discrimination and harassment workshops for approximately 4,178 employees, including staff, professional research assistants, faculty, managers, student employees, and teaching assistants. Trainings were conducted in Spanish and in Laotian, as well as in English. For a detailed report on complaints referred to ODH, investigations, and resolutions, see <http://www.colorado.edu/odh/downloads/fiscal0506.pdf>.

OFFICE OF JUDICIAL AFFAIRS

Like the Office of Discrimination and Harassment, the Office of Judicial Affairs, sponsored by the Division of Student Affairs, has created a brochure that summarizes the Discrimination and Harassment Policy and provides options for addressing harassment and discrimination experienced by students or

someone they know. This information is also disseminated through student Buff Bulletins and presentations to non-paid student assistants. Moreover, copies are provided to all of the advocacy centers, the Interfraternity Council, campus sororities, the Multicultural Greek Council, Athletics, Residence Life, and the University of Colorado Student Union (UCSU). Brochures are delivered to most of the student groups as well.

CHANCELLOR'S ADVISORY COMMITTEES

The Chancellor's four advisory committees on diversity assess the campus environment and advise the Chancellor. They are asked to provide oversight to the initiatives that are being implemented to address climate in their respective areas. The advisory committees are: Chancellor's Advisory Committee on Minority Affairs (CACMA), the Chancellor's Committee on Women (CCW), the Program Accessibility Committee (PAC), and the Chancellor's Standing Committee on Gay, Lesbian, Bisexual, and Transgender Issues (CSC/GLBT). These committees are also a resource for all University departments and individuals seeking to improve CU-Boulder's climate for diversity. The committees are made up of campus staff, students, and faculty.

Improving the Climate for Women: Following the report and recommendations made by the Chancellor's Committee on Women for improving the climate for women on campus in May 2005 (see <http://www.colorado.edu/cu-diversity/reports.html>), advancements have been made. Guidelines were developed for the training of supervisors regarding both children in the workplace and differentiated workloads for employees. In spring 2007, the 2007 Childcare Task Force selected by the Chancellor to assess issues related to child care on campus submitted its final recommendations to the Chancellor. These recommendations are under review.

DIVERSITY COMMUNICATIONS ABOUT TRAINING, EDUCATION, AND CAMPUS RESOURCES

The Office for Diversity, Equity and Community Engagement (ODECE), formerly known as the Office of Diversity and Equity (ODE), provides a website that organizes and links to useful resources for students, faculty, and staff (<http://www.colorado.edu/cu-diversity/resources.html>). Current and prospective students may access information about health issues, legal services, conflict management, career development, counseling, scholarships and financial aid, and academic services.

ODECE also provides a multi-faceted communication system to alert the campus of diversity-related events, trainings, activities, and resources. ODECE provides weekly updates to the diversity news channel of the student CUConnect web portal, and these updates are now streamed into the Diversity and Equity website at <http://www.colorado.edu/cu-diversity/news.html>. The number of diversity-related events and activities that take place on campus is impressive. In the fall of 2006 alone, over 120 days included some kind of conference, workshop, or other event that focused on multicultural issues and improving campus climate. A selective summary of these news items can be found at http://www.colorado.edu/cu-diversity/BR/BRC_Update_12-21-06_Addendum_I.doc.

The Diversity Summit is a premier example of a diversity education opportunity for the whole campus. In February 2006, the 11th Annual Diversity Summit, "Diversity 9-1-1," featured keynote speaker Lee Mun Wah, as well as a Safehouse Progressive Alliance for Non-Violence presentation on building multi-ethnic organizations and anti-racism alliances. To read more about it, please see the Spring 2006 *Focus on Diversity* newsletter, which is posted to: http://www.colorado.edu/cu-diversity/newsletter_sp06.pdf.

Recently ODECE revamped the Diversity and Equity website to include improved navigation bar links that draw attention to the new page dedicated to diversity and equity education and training resources both on and off campus (<http://www.colorado.edu/cu-diversity/training.html>), as well as campus diversity plans and reports (<http://www.colorado.edu/cu-diversity/reports.html>).

Another large step in 2006 was the addition on the CU-Boulder homepage of a "quick list link" to Diversity. This connects users to a webpage dedicated to the most important diversity-related links on campus (<http://www.colorado.edu/diversity/>). This not only makes the diversity-related information easier to find, it indicates the campus commitment and dedication to diversity.

INITIATIVES TO ENHANCE STUDENT LEADERSHIP AND CIVIC ENGAGEMENT

Efforts are underway to develop and pilot an introductory course entitled *Contemporary Research University: Student Citizenship* designed for entering University of Colorado at Boulder students. In an undergraduate seminar format, students begin to explore the role of universities in open, civilized societies from antiquity to the present-day University of Colorado-Boulder. The course focuses on the academic and intellectual campus life; the larger role of the research university and its responsibilities to the local, state, and international communities; and the human diversity represented within the campus community—from the entering freshman to the distinguished faculty. The course concludes with a synthesizing project.

In fall 2006, four pilot sections were taught. Instructors used the same syllabi and readings and met weekly with each other to insure consistency. A study was conducted to assess the benefits of the course for the participating students and to gain information that may help improve the course. We are now conducting another study with a more rigorous experimental design than used during the initial pilot, the results of which should be available in February. We are doing a 'before' and 'after' design with all first-year students in Cheyenne-Arapaho, along with two control groups (one set in other RAPs; one set not in a RAP).

JOURNALISM PROGRAM IN DENVER HIGH SCHOOL

A partnership between CU-Boulder's School of Journalism and the *Rocky Mountain News* is working to build a bridge from high school to college. In fall of 2006, the Journalism School established a journalism program at George Washington High School to give prospective minority students a chance to explore print journalism. The American Society of Newspaper Editors and CU representatives are also involved in the partnership. These professionals provide support to the diverse group of high school students by helping them when needed and by showing them that it is their voices that matter. This program gives the students a strong tie to CU-Boulder and may also lead future newsrooms to have more diverse perspectives.

The George Washington High School newspaper program was an astounding success this past year. About twenty-five percent (25%) of the approximately 40 students who participated in the newspaper this past year were students of color, compared to one or two the year before. Five students of color from the program attended the National Scholastic Press Association high school convention in November 2006 in Nashville, TN, at which *The Surveyor*, George Washington's monthly-published school newspaper, won several reporting and design awards. Additionally, one African-American student was chosen, after a very competitive national application process, to attend an all-expense paid summer journalism workshop at Princeton University. Another African-American student from this program has been offered direct admission into the CU-Boulder School of Journalism and Mass Communication along with a CU-LEAD scholarship. Beyond numbers and recognition, however, the program's biggest success has been in helping to empower students of color with the belief and reality that their views and voice count—to be proactive and become writers of their own experiences. Stories this past year focused on a variety of culturally diverse topics—from immigration to interracial dating to controversial use of the "N" word—that were sorely lacking the prior year.

The CU-Boulder School of Journalism will be working closely next academic year to find another high school that can also succeed with this type of partnership.

CU-LEAD ALLIANCE

Student access and opportunity have been advanced significantly through the Leadership, Excellence, Achievement, and Diversity (CU-LEAD) Alliance and Scholarship Program, a set of multidisciplinary academic neighborhoods whose students, faculty, and staff are united to promote diversity and educational excellence for the CU-Boulder campus through access for students of color and first-generation students. Over 1,300 students are currently being served in the CU-LEAD program. The recent addition of the Diverse Musicians Alliance (College of Music) and the Designers Without Boundaries (College of Architecture and Planning) has expanded the reach of the CU-LEAD Alliance to cover all of the undergraduate schools and colleges of the campus. The CU-LEAD academic neighborhoods include:

- 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
- Education Diversity Scholars Program
- Diverse Musicians Alliance
- Designers Without Boundaries

Academic scholarships have been organized to make more strategic use of funds for first-generation students, students of color, and underrepresented students. For the 2006-2007 academic year, the campus was able to increase CU-LEAD scholarship awards from \$1000 per year to \$1500 per year for incoming freshmen. More scholarship support for CU-LEAD Alliance students has been provided through the newly created Ofelia Miramontes and Bill Barclay Memorial Fund with matching funds provided by the campus. The campus also put in place the First Nations Scholarship, which provides \$10,000 per academic year to students enrolled in a United States or federally recognized tribe. This resulted in doubling the number of American Indian students enrolled at CU-Boulder this academic year.

The CU-LEAD Alliance programs have been cited as major contributors to student success. The overall improvement in graduation rates indicates that these programs have a positive outcome. These programs are open to all students, and approximately 25% of undergraduate students of color participate in one of the CU-LEAD Alliance programs. Two of the thirteen programs have existed long enough to report six-year graduation rates of 79%. For more information on the CU-LEAD Alliance, see <http://www.colorado.edu/cu-diversity/lead.html>.

The CU-LEAD Alliance programs recently underwent a year-long evaluation process, completed during spring semester 2007, which included the following assessment tools:

- Self-reporting, using a common standards-based format
- Follow-up interviews with CU-LEAD program directors
- Surveys of participating students and other members of the campus community
- A comprehensive report prepared by the CU-LEAD Alliance management team
- A campus visit and report by external reviewers recruited from the national higher education community.

The CU-LEAD Alliance works closely with other student support services such as the Center for Multicultural Affairs, the Student Academic Services Center, and the Office of Career Services. These programs assist students in their academic, personal, and cultural development, and play an important role in campus diversity efforts. 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. Although these programs have a high participation rate from a diverse student population, program participation is not limited to students of color.

PRE-COLLEGIATE DEVELOPMENT PROGRAM (PCDP)

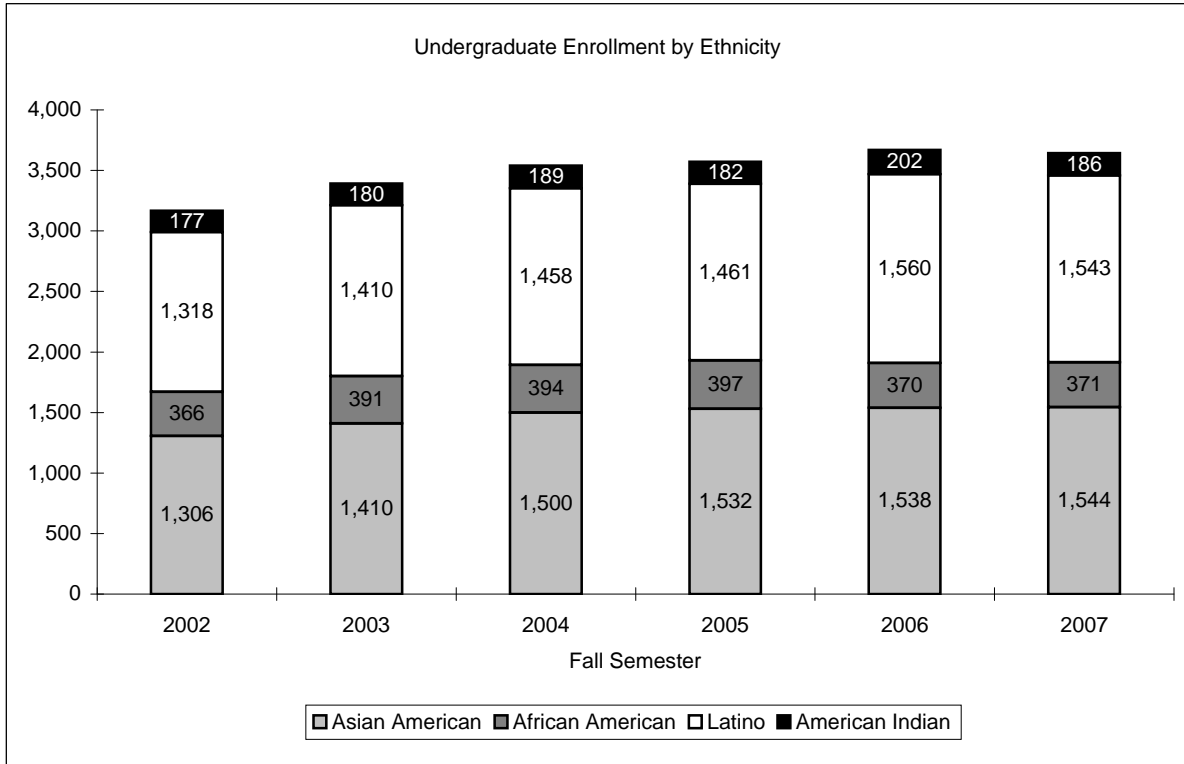
The Pre-Collegiate Development Program (PCDP), described more fully earlier, is an academic enhancement program for targeted middle and high school students. It is designed to motivate and prepare first-generation and underrepresented students in pursuit of their higher education goals. PCDP is structured 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.

CENTER FOR MULTICULTURAL AFFAIRS (CMA)

Approximately 50% of the undergraduate students of color access services from the Center for Multicultural Affairs, which includes counseling services. In the spring of 2006, CMA partnered with Southwest Airlines to sponsor students at a leadership conference in Chicago. (To read more on this program, see “UCB Students on the Wings of Southwest” on page 4 of the spring 2006 *Focus on Diversity* Newsletter at http://www.colorado.edu/cu-diversity/newsletter_sp06.pdf).

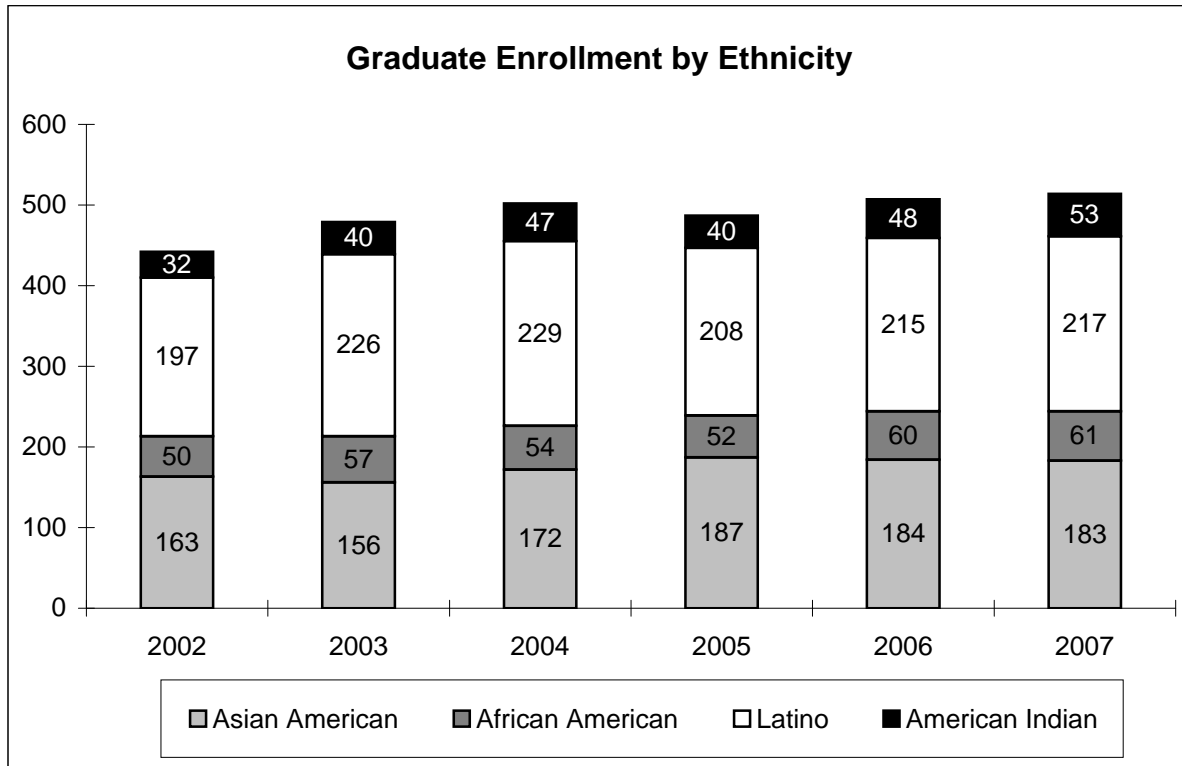
While acknowledging the effects of current efforts to recruit, retain, and graduate more first-generation students and students of color, the campus leadership recognizes the need to continue to enhance these efforts. Changing state demographics suggest a surge in the numbers of students from Hispanic families in the coming decades. The institutional strategic planning process, Flagship 2030, attempts to address this demographic imperative (see <http://www.colorado.edu/chancellor/flagship2030/>). The leadership is committed to improving access, equity, and excellence for all populations.

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



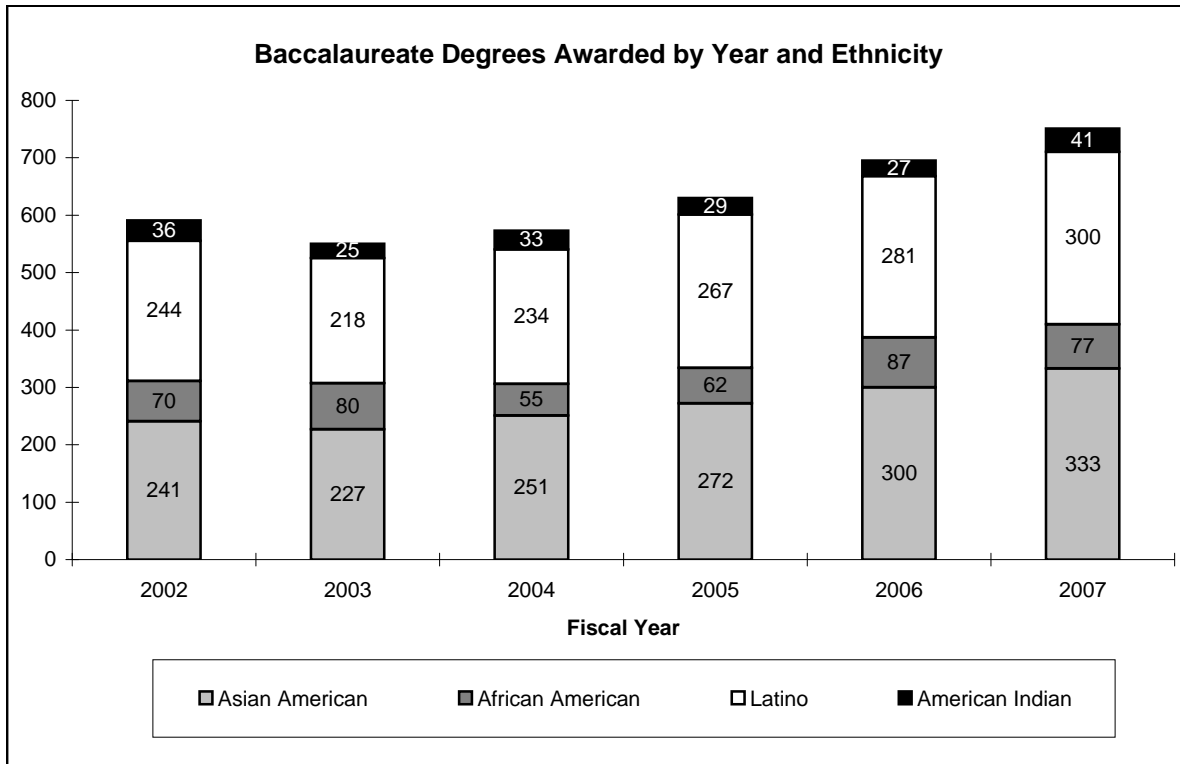
Ethnicity	2002	2003	2004	2005	2006	2007
Asian American	1,306	1,410	1,500	1,532	1,538	1,544
African American	366	391	394	397	370	371
Latino	1,318	1,410	1,458	1,461	1,560	1,543
American Indian	177	180	189	182	202	186
White/Unknown	19,951	20,817	20,851	20,321	20,451	20,464
International	336	332	318	330	363	365
Total Enrollment	23,454	24,540	24,710	24,223	24,484	24,473
Minority Total	3,167	3,391	3,541	3,572	3,670	3,644
Min. as % of Total Enroll	14%	14%	14%	15%	15%	15%

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



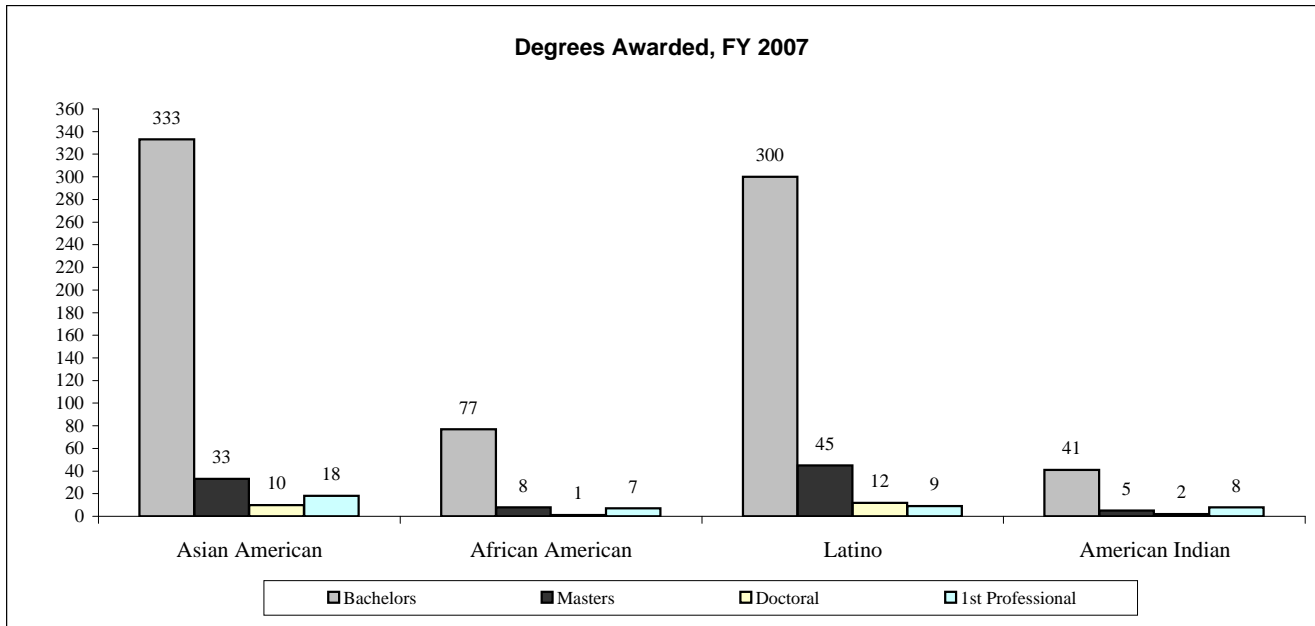
Ethnicity	2002	2003	2004	2005	2006	2007
Asian American	163	156	172	187	184	183
African American	50	57	54	52	60	61
Latino	197	226	229	208	215	217
American Indian	32	40	47	40	48	53
White/Unknown	3,229	3,383	3,398	3,332	3,311	3,248
International	829	749	648	582	640	753
Enrollment	4,500	4,611	4,548	4,401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

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



Ethnicity	2002	2003	2004	2005	2006	2007
Asian American	241	227	251	272	300	333
African American	70	80	55	62	87	77
Latino	244	218	234	267	281	300
American Indian	36	25	33	29	27	41
White/Unknown	3,758	4,043	4,169	4,423	4,597	4,530
International	51	74	57	71	58	62
Total Degrees Awarded	4,400	4,667	4,799	5,124	5,350	5,343
Minority Total	591	550	573	630	695	751
Min. as % of Total	13%	12%	12%	12%	13%	14%

**University of Colorado at Boulder
Degrees Awarded by Ethnicity
Fiscal Year 2007**



	Bachelors	Masters	Doctoral	1st Professional	Total
Asian American	333	33	10	18	394
African American	77	8	1	7	93
Latino	300	45	12	9	366
American Indian	41	5	2	8	56
White/Unknown	4,530	768	225	119	5,642
International	62	103	64	1	230
Minority Total	751	91	25	42	909
Total	5,343	962	314	162	6,781

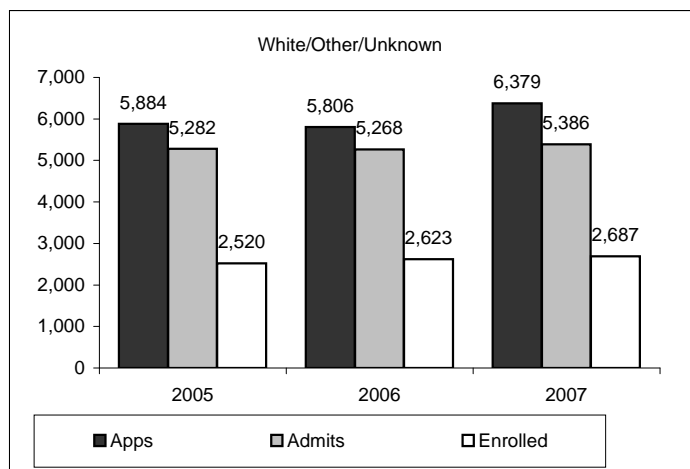
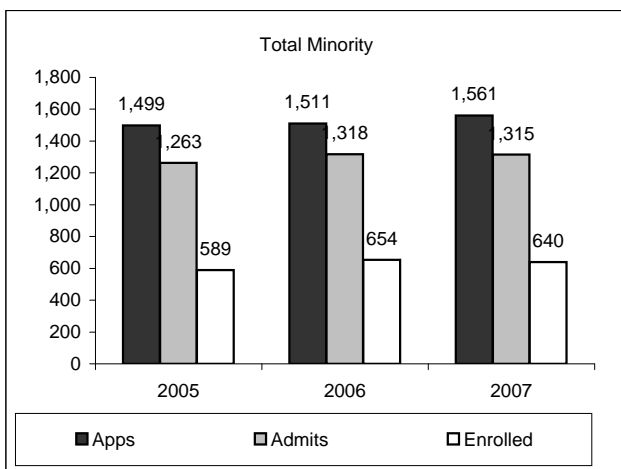
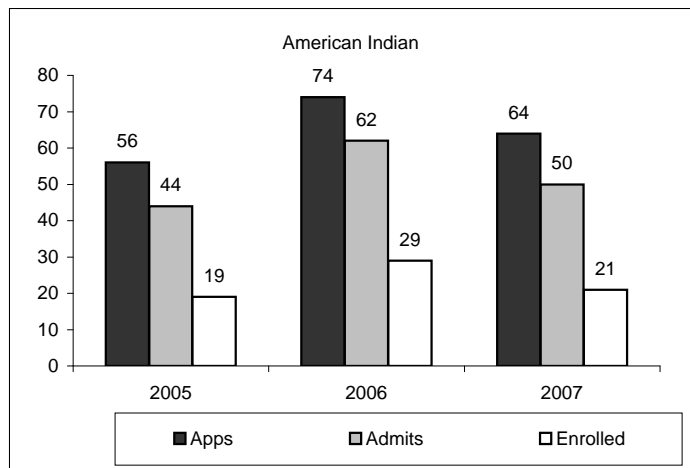
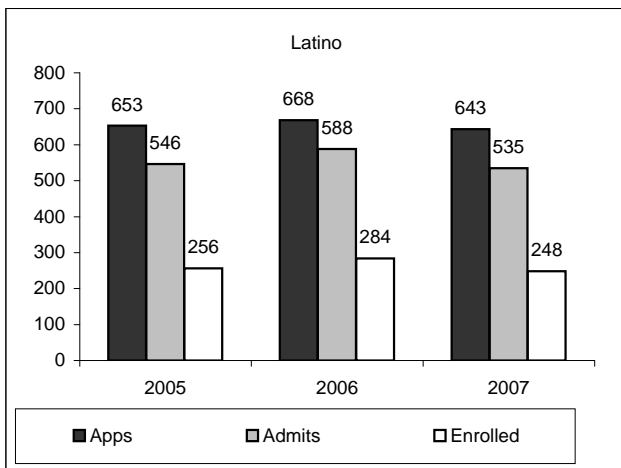
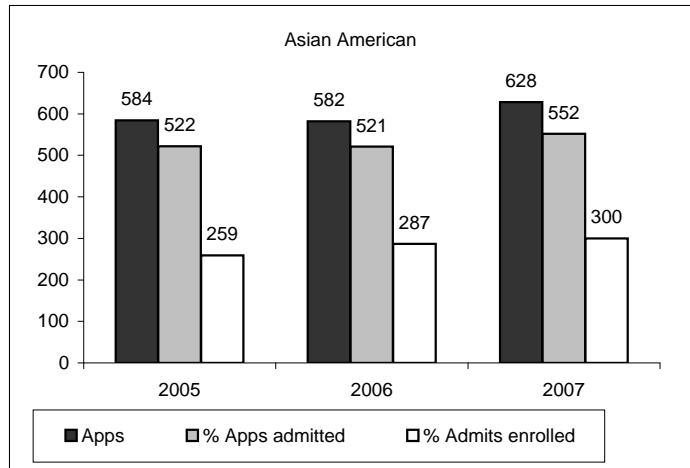
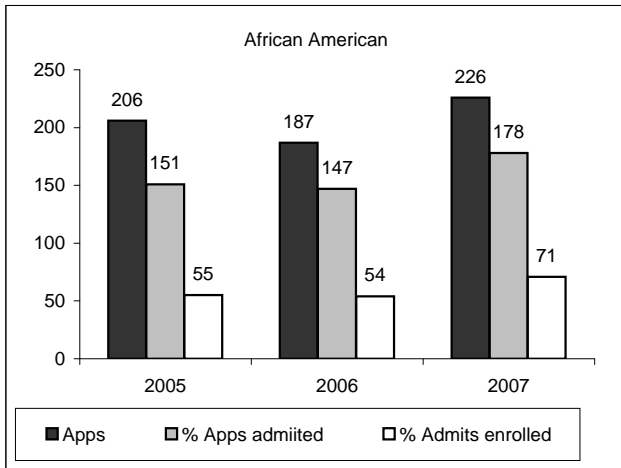
University of Colorado at Boulder
 Undergraduate Graduation Rates by Ethnicity
 Five Year History

Undergraduate Cohort*	1997	1998	1999	2000	2001
Asian American	255	258	265	297	291
African American	89	73	82	85	74
Latino	251	226	239	273	309
American Indian	32	40	25	30	37
White	3,456	3,482	3,767	4,131	3,899
Other/Unknown	141	147	138	207	328
International	35	36	28	24	24
Total Enrollment	4,259	4,262	4,544	5,047	4,962
Minority Total	627	597	611	685	711

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

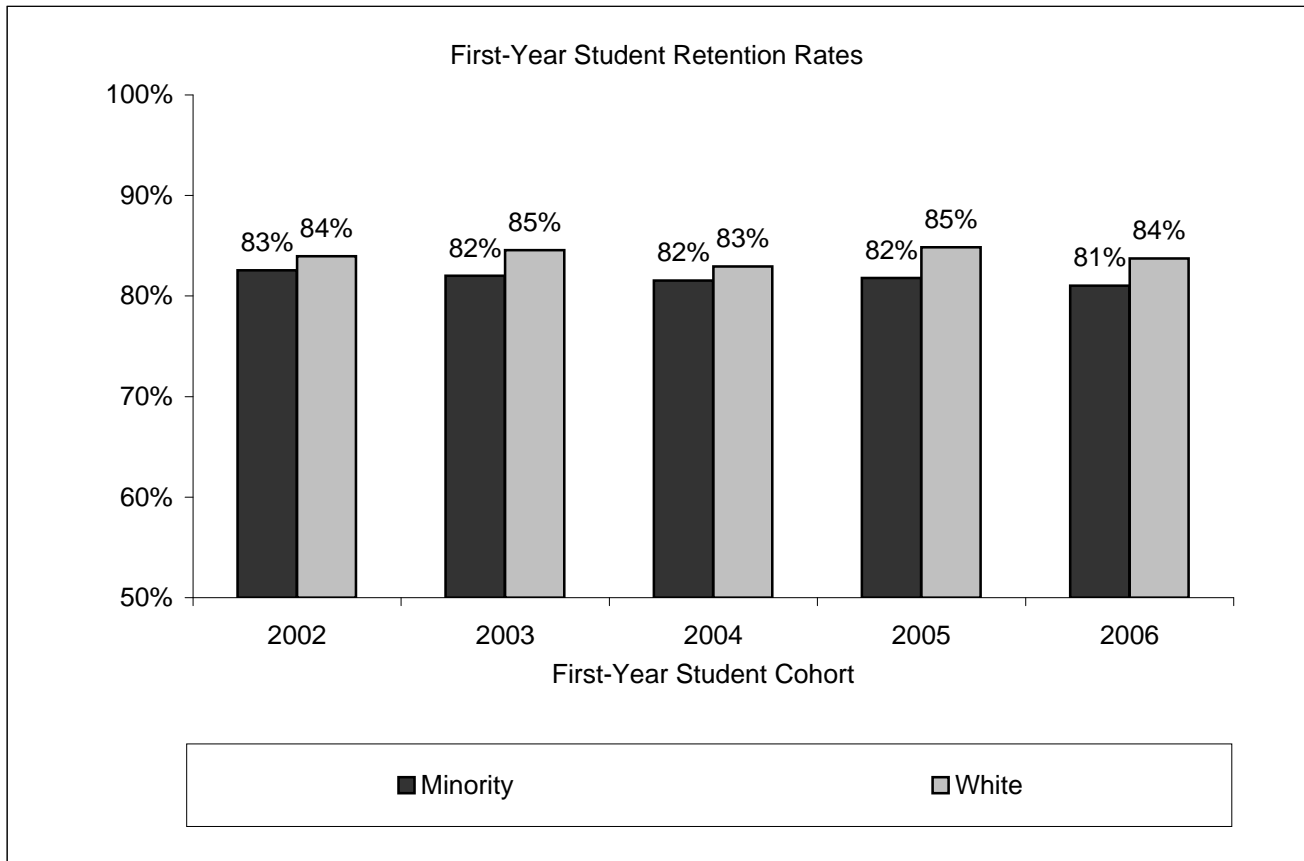
Graduation Rate	1997	1998	1999	2000	2001
Asian American	63%	63%	62%	60%	65%
African American	55%	55%	59%	44%	51%
Latino	57%	58%	59%	60%	56%
American Indian	38%	63%	40%	53%	54%
White	65%	50%	62%	61%	64%
Other/Unknown	70%	68%	67%	67%	69%
International	54%	47%	75%	58%	79%
Total Enrollment	68%	66%	66%	66%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

University of Colorado at Boulder
 Fall Resident Freshman Applications, Acceptances, and Enrollments
 By Ethnicity, 2005, 2006, 2007



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

Ethnicity	First-Year Student Cohorts					Percent Enrolled One Year Out				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
Asian American	358	338	333	326	373	84%	83%	87%	82%	86%
African American	97	89	70	72	84	85%	89%	81%	81%	82%
Latino	323	326	339	313	374	81%	80%	76%	82%	78%
American Indian	53	37	44	25	55	79%	78%	82%	80%	69%
Minority Total	831	790	786	736	886	83%	82%	82%	82%	81%
Other/Unknown	216	233	268	245	240	78%	78%	84%	84%	82%
White	4,294	4,462	4,028	3,979	4,425	84%	85%	83%	85%	84%
International	36	31	43	52	62	83%	81%	81%	87%	84%
Total	5,377	5,516	5,125	5,012	5,613	84%	84%	83%	84%	83%



Faculty – updated in February 2008 to include fall 2007 data

There are 1,065 full-time tenured and tenure-track faculty at CU-Boulder. The majority of the faculty are white. CU-Boulder aspires to be a world class research university with a diverse faculty. Recruitment and retention of a diverse faculty continues to be a high priority. New faculty are invited to participate in a New Faculty Orientation in the fall. In fall 2007 there were 68 new faculty in the tenured and tenure track rank, of which thirty-five percent (24) were female faculty, eighteen percent (12) were faculty of color, and twenty-one percent (14) were international faculty.

Data highlights

There has been a steady long-term increase in tenured and tenure-track faculty of color and in female tenured and tenure-track faculty.

- Sixteen percent (16%) of tenured/tenure-track faculty who are US citizens, naturalized US citizens, or permanent US residents, and who have ethnicity recorded on PeopleSoft, are recorded as African American, Asian American, Hispanic/Latino, or Native American. These individuals are referred to as “faculty of color.”
- The number of faculty of color in tenured/tenure-track positions has more than doubled over the last 16 years, from 71 faculty of color in tenured/tenure-track positions in 1990 to 159 faculty of color in these positions in 2007.
- Forty-one percent (41%) of assistant professors, down from forty-four percent (44%) of assistant professors in 2006, and fifty-four percent (54%) of instructors and senior instructors were women in fall 2007. The number of women in the assistant professor ranks increased by twenty-five percent (25%) in the last six years, from 100 women in this rank in 2000 to 125 women in 2007.
- The percent of women holding full professorships has been steadily increasing, and in the last 8 years has increased from fourteen percent (14% -fall 1999) to twenty percent (20% -fall 2007).
- The percentage of women among tenure/tenure track-faculty is now thirty-one percent (31%) and has increased slowly but steadily over the last 10 years, from approximately one quarter of women faculty holding tenure/tenure-track positions (24%) to almost one-third (31%) holding such positions.

New and ongoing initiatives/programs to diversify the faculty

The campus continues to focus on enforcing diversity outreach efforts in the search committee process. The Department of Equal Opportunity (DEO) works 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. Human Resources is developing training for all chairs and members of the search committees to acquaint individuals engaging in searches with the campus procedures and with state and federal laws. The course includes on-line training.

NEW OPPORTUNITIES FOR RECRUITMENT OF FACULTY CONTRIBUTING TO DIVERSITY

The Provost, the Dean of Continuing Education, the Office of Diversity and Equity, and the Office of Faculty Affairs have collaborated to create a portfolio of programs that can be used by units interested in recruiting faculty who contribute to diversity on the CU-Boulder campus. The goal is to provide units with a series of means by which they can introduce members of underrepresented groups to the CU-Boulder community and also explore whether these individuals are potential future colleagues. Examples of these programs are:

Compact for Faculty Diversity Institute on Teaching and Mentoring Program. The campus is working with the Compact for Faculty Diversity Institute on Teaching and Mentoring Program to develop

concrete tools for bringing scholars of diverse backgrounds to campus so they can get to know us and so we can get to know them and what they have to offer CU-Boulder. The Compact provides a directory that can be used by CU-Boulder to identify potential faculty members. We have a range of opportunities available to bring potential colleagues to campus, including funding for seminars and conferences, for summer teaching, and for postdoctoral appointments.

Postdoctoral Fellowships. The Provost agreed to fund the Chancellor's Postdoctoral Fellowship Program with the intention to increase the diversity of CU-Boulder faculty and the national academic community. We are also interested in applications from faculty whose scholarly work is in the area of diversity. The program offers two postdoctoral research fellowships to members of groups underrepresented on faculties of U.S. universities who show promise for tenure-track appointments on the CU-Boulder campus. More detailed information about this opportunity can be found at <http://www.colorado.edu/cu-diversity/faculty.html#postdoc>.

SALARY EQUITY STUDIES

The campus has analyzed faculty salary data since 1997. Special comparative analysis is provided for female and minority faculty salaries each year, 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 (Implementation of Multicultural Perspectives and Approaches in Research and Teaching Award Program) grants. 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.

Climate

Nearly every academic unit updated its diversity plan, a procedure initially developed in 2000. All units were instructed to develop goals, action plans, and outcome measures for the three goals of the original *Blueprint for Action* relating to improving climate and diversity on campus. Over 100 unit diversity plan progress reports were reviewed by the staff in the Office of Diversity and Equity. Diversity plans and progress reports are posted on the ODE website <http://www.colorado.edu/cu-diversity/plans.html>.

FACULTY CLIMATE STUDIES

Results of recent surveys of CU-Boulder faculty suggest that women faculty and faculty of color may be experiencing increasing professional support and recognition in their academic departments. The Faculty Climate Survey has been administered twice—in spring 2005 and spring 2006. The survey assessed CU-Boulder faculty members' perceptions of the current atmosphere or climate in their departments, including the evenhandedness of evaluation, the helpfulness of career advisement, mentoring, and the prevalence of acknowledgement (such as talking with the faculty member about something he or she had written/created or nominating the faculty member for professional awards). Although the method, timing, and questionnaire content of the two surveys were essentially the same, the study populations did differ from one another. The population for both the 2005 and 2006 studies included tenured and tenure-track faculty in academic departments. The 2006 survey, however, was expanded to include museum faculty, libraries faculty, and research faculty in institutes.

In 2005, fifty-seven percent (57%) of all tenured and tenure-track faculty took part in the survey. Significant differences were found between female and male faculty members, and between faculty of color and faculty who did not identify as faculty of color. In general, women and faculty of color reported a less positive climate in their academic departments. A summary of the results, as well as the provost's memo on results, can be found at http://www.colorado.edu/pba/surveys/special/faculty_climate.htm. The Office of Diversity and Equity used these data to work with academic departments to help create a more supportive professional climate for women faculty and faculty of color.

In 2006, thirty-nine percent (39%) of the study population took part in the survey (44% of tenured and tenure-track faculty). Findings from the 2006 Faculty Climate Survey are encouraging insofar as they indicate an improved professional climate for women faculty members, suggesting that the efforts of chairs and deans to create a more supportive climate may indeed be having an impact. Similar improvements for minority faculty, however, have yet to be achieved. Noteworthy findings from analyses of 2006 data collected from tenured and tenure-track faculty show:

No substantial differences between female and male faculty.

- Women and men did not view the climate in their units significantly differently from one another.
- These results differed from those in the prior year study. In 2005, women faculty were more likely than men to report that the atmosphere in their units was problematic.
- No gender differences were found in the reported quality of evaluation, mentoring, and acknowledgment, or in intentions to stay at the University.

Significant differences between minority and majority faculty.

- Intentions to stay differed significantly by ethnicity. Caucasians were more eager to stay, minority faculty less so. These findings parallel those of 2005.
- Marginally significant differences were found in perceptions of the atmosphere in academic units. Minority faculty were more likely to report that the atmosphere in their units was problematic. Just over half of the minority faculty reported, "If I had to do it all over again, I would still accept this position." In contrast, the same statement was affirmed by two thirds of the majority faculty.

A more comprehensive presentation of 2006 survey results can be viewed at

<http://www.colorado.edu/cu-diversity/FacClimateResults2006.pdf>.

RETENTION OF FACULTY OF COLOR OVER THE LAST 10 YEARS

To assess retention of faculty of color, the former Office of Diversity and Equity conducted an analysis of faculty who left CU in the last decade. Findings from this analysis show that in the last ten years:

- Thirty-seven percent (37% or 8/22) of faculty denied tenure were faculty of color.
- Forty percent (40%) of the faculty denied reappointment were faculty of color (4/10).
- Of the 154 faculty who left before tenure review, 41 or twenty-seven percent (27%) were faculty of color.
- 49 junior faculty of color either left before tenure review or were denied tenure, and about as many senior faculty or tenured faculty of color also left CU-Boulder.

This information is under review by the new ODECE in an effort to develop a data-driven plan of action to improve the retention and recruitment of women and faculty of color.

FACULTY/STAFF OF COLOR FOCUS GROUPS

Understanding campus culture and building a sense of community are vital for retention of faculty. To this end, over the past few years the Office of Diversity and Equity has provided small group sessions throughout the year that serve as a sounding board for faculty and staff concerns. ODECE plans to continue this practice.

EXIT INTERVIEWS

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. Previously the Office of Faculty Affairs and the Office of Diversity and Equity were not always informed in a timely manner that a faculty member from an underrepresented 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 receive 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.

FACULTY DEVELOPMENT AND TRAINING

Faculty Teaching Excellence Program (FTEP): Within the FTEP, faculty development activities included:

- FTEP 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)
- Well Argued? Well Written! A Writing Workshop (4 workshops), Summer Institute 2005.

Of the 213 participants, 100 (47%) were women and 30 (14%) were faculty of color.

Diversity Summit: As noted earlier, the Diversity Summit is an outstanding example of a diversity education opportunity for the entire CU-Boulder campus. The 11th Annual Diversity Summit, "Diversity 9-1-1," took place in February 2006. The Summit featured keynote speaker Lee Mun Wah and included a Safehouse Progressive Alliance for Non-Violence presentation on building multi-ethnic organizations and anti-racism alliances. A more complete description of the Diversity Summit is available in the Spring 2006 *Focus on Diversity* newsletter, which is posted to: http://www.colorado.edu/cu-diversity/newsletter_sp06.pdf. Presently CACMA is working with ODECE to plan the 2007 Diversity Summit. One of the confirmed keynote speakers for this event is academy award winner and holocaust survivor Gerda Klein, who specializes in conflict resolution.

Faculty Research Presentations: Academic units have sponsored a variety of research presentations with speakers on topics of diversity. IMPART funds were used to sponsor a number of departmental and center workshops on topics of diversity.

Leadership Education for Advancement and Promotion (LEAP): The LEAP program, funded by a federal grant awarded to the College of Arts and Sciences, supports faculty professional development for women in science. Faculty development activities have been expanded to include faculty in academic areas other than the sciences and to include men as allies. A variety of topics in workshops and summer programs address campus climate issues. LEAP provided funds for the Interactive Theatre personnel and music faculty to attend a workshop at the University of Michigan to incorporate faculty development in cultural competency through Interactive Theatre. In 2006, LEAP held three leadership workshops. Two were introductory workshops for junior faculty, and the third was designed for associate professors. Participants included 21 junior faculty and 15 associate professors. LEAP also sponsored short talks, two of which addressed issues for women faculty in the classroom. There were approximately 100 faculty, graduate students, and post docs at those events. LEAP is now seen as an important part of the CU institutional culture. The LEAP program will continue, after the initial grant period, as part of the Faculty Affairs Office, and the anticipated budget for workshop related activities will be around \$200K per year once the transition is complete. More information on LEAP can be found at: <http://advance.colorado.edu/>.

DIVERSITY COMMUNICATIONS ABOUT TRAINING AND EDUCATION

In addition to discrimination and harassment compliance policy training, the university is currently working to develop mandatory diversity training for faculty and staff. To get things started, in the summer and fall of 2006, top administrators participated in “Unlearning Racism,” a diversity training workshop led by Stirfry Seminars. Student Affairs and Administration staff also attended the workshop. Additionally, campus members took part in an all-day train-the-trainer session called “Mindful Facilitation,” designed to teach them the skills they need to implement diversity training across campus.

The ODE revamped the Diversity and Equity website to include improved navigation bar links that draw attention to the new page dedicated to diversity and equity education and training resources on and off campus (<http://www.colorado.edu/cu-diversity/training.html>), as well as campus diversity plans and reports (<http://www.colorado.edu/cu-diversity/reports.html>).

REPORTS AND RESPONSES

Improving the Climate for Women: Subsequent to the report and recommendations of the Chancellor's Committee on Women (CCW) for improving the climate for women on campus in May 2005 (see <http://www.colorado.edu/cu-diversity/reports.html>), a number of advancements have been made. Guidelines were developed for the training of supervisors regarding both children in the workplace and differentiated workloads for employees. In addition, the Chancellor has established a task force to address the provision of child care on Campus.

Faculty/Staff with Disabilities and Serious Health Conditions:

Task Force: In fall 2006, the Vice Provost/Associate Vice Chancellor for Diversity and Equity formed a task force to issue a report on faculty and staff with disabilities and serious health conditions at the University of Colorado, Boulder. The report was submitted to the Chancellor and Provost in January 2007 (see <http://www.colorado.edu/cu-diversity/df2007.pdf>).

Americans with Disabilities Act Training: The University of Colorado system has completed an online course entitled: Employment Laws: ADA, FMLA, & Workers Compensation. This course provides important information on the Americans with Disabilities Act. Disability specialists on the Boulder campus have significantly contributed to the development of this course. All 10,622 CU-Boulder employees now have accounts and can log into the faculty/staff portal at <https://blackboard.cudenver.edu> to access this training. The recommendation of the ADA coordinator is to ask all employees on the Boulder campus to take the ADA training.

Exempt and Classified Staff

As mentioned above, all staff are encouraged to participate in diversity education. The Office of Diversity and Equity reorganized its website creating a page dedicated to diversity training and education resources, which include formal and informal programs both on and off campus. The website can be found at <http://www.colorado.edu/cu-diversity/training.html>. In summer and fall of 2006, top administrators participated in the diversity training workshop "Unlearning Racism," led by Stirfry Seminars. Student Affairs and Administration staff also participated in the workshop. Staff and other campus members also took part in an all-day train-the-trainer session called "Mindful Facilitation," designed to help people acquire skills they need to implement and sustain diversity training across campus. In their diversity plans, some units have indicated that they already provide diversity training to their employees. Facilities Management, for example, requires employees to set community- and diversity-building goals (i.e., attending events and serving on committees) as part of their performance plans. Employees are held accountable for these goals.

Data highlights

There has been a steady long-term increase in female and racial/ethnic minority representation among administrators and among classified staff in selected job classes.

- The number of campus administrators (officers and professional exempt) who are people of color has almost doubled over the last 12 years from 56 in 1995 to 104 in 2007.
- The number of female administrators is at an all-time high of 330 and now represents fifty-seven percent (57%) of all administrators, up from fifty-three percent (53%) in 2000, when there were just 223 women employed in these positions.

- Females represent fifty-eight percent (58%) of classified staff outside food service and custodial positions. People of color hold fifteen percent (15%) of these positions, down from nineteen percent (19%) in 2006.
- The percentage of people of color in skilled crafts has remained fairly stable at about thirty percent (30%).
- There has been a steady increase in the number of women employed in service maintenance positions in the last few years. In 2007 women filled forty-six percent (47%) of these positions, whereas only forty percent (40%) of women were working in these positions in 2001. The proportion of people of color working in these positions also increased—from sixty percent (60%) in 2001 to seventy-one percent (71%) in 2007.

New and ongoing initiatives/programs

Recruitment and retention are the top issues the campus continues to focus on in terms of staff diversity. Chancellor Peterson has charged a newly formed task force to provide recommendations on how best to provide child care services for employees. The report will be presented to the chancellor in May.

SERVICES FOR EMPLOYEES WITH LIMITED ENGLISH SKILLS:

HR Training. Human Resources (HR) provides New Employee Orientation and Sexual Harassment Policy training in Spanish as well as English and offers translation of important information for Spanish-speaking employees.

Computer access courses: HR and Facilities Management (FM) developed a highly successful computer access course for FM employees. What started as a pilot training program now has a long waitlist and enough demand to establish open hours at the RLT2 computer lab four days a week. (See cover story in the ODE fall 2006 newsletter at http://www.colorado.edu/cu-diversity/newsletter_Fall06.pdf).

English-language courses: Courses for employees for whom English is a second language are offered to assist in improving their English language skills. These courses are available at various levels of ability and have resulted in significantly better English communication skills.

Translation equipment: Communication has also been improved for employees with limited English abilities thanks to the simultaneous translation equipment purchased by Housing and the Office of Diversity and Equity. This equipment is available for training and other activities and can translate up to six languages other than English. There are 108 receivers available for employees.

FACULTY/STAFF OF COLOR FOCUS GROUPS

These focus groups, aimed at understanding campus culture and building a sense of community, are open to staff as well as faculty. The Office of Diversity and Equity has been providing small group sessions throughout the year as a sounding board for faculty and staff concerns.

STAFF DEVELOPMENT AND TRAINING

Diversity Summit: See prior description of the Diversity Summit under the faculty section.

DIVERSITY COMMUNICATIONS ABOUT TRAINING AND EDUCATION

See prior description under the faculty section.

REPORTS AND RESPONSES

See prior description under the faculty section.

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. We are dedicated to pursuing these initiatives in a manner that respects the rights of all, and we believe that every campus member has a personal responsibility to create a welcoming, inclusive, and respectful climate.

University of Colorado at Boulder -- Faculty diversity profile, Fall 2007
All colleges combined

Regular instructional faculty		Total	Female		Male		Minority		Ethnicity-citizenship						
			#	Pct	#	Pct	#	%_of_US	Afr.Amer.	Amer.In.	Asian	Latino	Internatl	Unknown	White
All		1,425	526	37%	899	63%	189	14%	23	7	104	55	54	50	1,132
Tenured/Tenure Track	All	1,065	331	31%	734	69%	159	16%	22	3	89	45	46	32	828
	Full Professor	440	90	20%	350	80%	45	10%	5	1	27	12	4	4	387
	Associate Prof	321	116	36%	205	64%	60	19%	10	1	32	17	12	5	244
	Assistant Prof	304	125	41%	179	59%	54	20%	7	1	30	16	30	23	197
Non-Tenure Track	All	360	195	54%	165	46%	30	9%	1	4	15	10	8	18	304
	Instr/Sr.Instr	360	195	54%	165	46%	30	9%	1	4	15	10	8	18	304

Tenured		Total	Female		Male		Minority		Ethnicity-citizenship						
			#	Pct	#	Pct	#	%_of_US	Afr.Amer.	Amer.In.	Asian	Latino	Internatl	Unknown	White
All		740	197	27%	543	73%	101	14%	14	2	56	29	13	6	620
Full Professor		437	89	20%	348	80%	45	10%	5	1	27	12	4	4	384
Associate Prof		297	107	36%	190	64%	56	19%	9	1	29	17	9	2	230
Assistant Prof		6	1	17%	5	83%	0	0%	0	0	0	0	0	0	6

Administrative (academic)		Total	Female		Male		Minority		Ethnicity-citizenship						
			#	Pct	#	Pct	#	%_of_US	Afr.Amer.	Amer.In.	Asian	Latino	Internatl	Unknown	White
All		92	23	25%	69	75%	16	17%	6	0	4	6	0	1	75
Asst/Assoc/Dean/Chanc		43	12	28%	31	72%	10	23%	5	0	1	4	0	0	33
Dept Chair/Directors		49	11	22%	38	78%	6	12%	1	0	3	2	0	1	42

Academic staff other than regular instructional faculty		Total	Female		Male		Minority		Ethnicity-citizenship						
			#	Pct	#	Pct	#	%_of_US	Afr.Amer.	Amer.In.	Asian	Latino	Internatl	Unknown	White
All		1,195	493	41%	702	59%	102	10%	11	2	47	42	183	67	843
Administrative only		49	15	31%	34	69%	10	20%	5	0	1	4	0	1	38
Instructional		71	17	24%	54	76%	9	14%	1	0	3	5	5	2	55
Researchers		1,075	461	43%	614	57%	83	9%	5	2	43	33	178	64	750

University of Colorado at Boulder -- Faculty diversity profile, gender by ethnicity Fall 2007
All colleges combined

Regular instructional faculty		Ethnicity-citizenship																					
		Afr.Amer.			Amer.In.			Asian			Latino			Internatl			Unknown			White			
		Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	
		#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct	
All		1,425	11	12	48%	5	2	71%	44	60	42%	20	35	36%	17	37	31%	15	35	30%	414	718	37%
Tenured/Tenure Track	All	1,065	11	11	50%	2	1	67%	33	56	37%	16	29	36%	10	36	22%	7	25	22%	252	576	30%
	Full Professor	440	0	5	0%	0	1	0%	4	23	15%	0	12	0%	1	3	25%	1	3	25%	84	303	22%
	Associate Prof	321	6	4	60%	1	0	100%	16	16	50%	7	10	41%	2	10	17%	1	4	20%	83	161	34%
	Assistant Prof	304	5	2	71%	1	0	100%	13	17	43%	9	7	56%	7	23	23%	5	18	22%	85	112	43%
Non-Tenure Track	All	360	0	1	0%	3	1	75%	11	4	73%	4	6	40%	7	1	88%	8	10	44%	162	142	53%
	Instr/Sr.Instr	360	0	1	0%	3	1	75%	11	4	73%	4	6	40%	7	1	88%	8	10	44%	162	142	53%

Tenured		Ethnicity-citizenship																					
		Afr.Amer.			Amer.In.			Asian			Latino			Internatl			Unknown			White			
		Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	
		#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct	
All		740	5	9	36%	1	1	50%	20	36	36%	7	22	24%	1	12	8%	1	5	17%	162	458	26%
Full Professor		437	0	5	0%	0	1	0%	4	23	15%	0	12	0%	1	3	25%	1	3	25%	83	301	22%
Associate Prof		297	5	4	56%	1	0	100%	16	13	55%	7	10	41%	0	9	0%	0	2	0%	78	152	34%
Assistant Prof		6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	5	17%

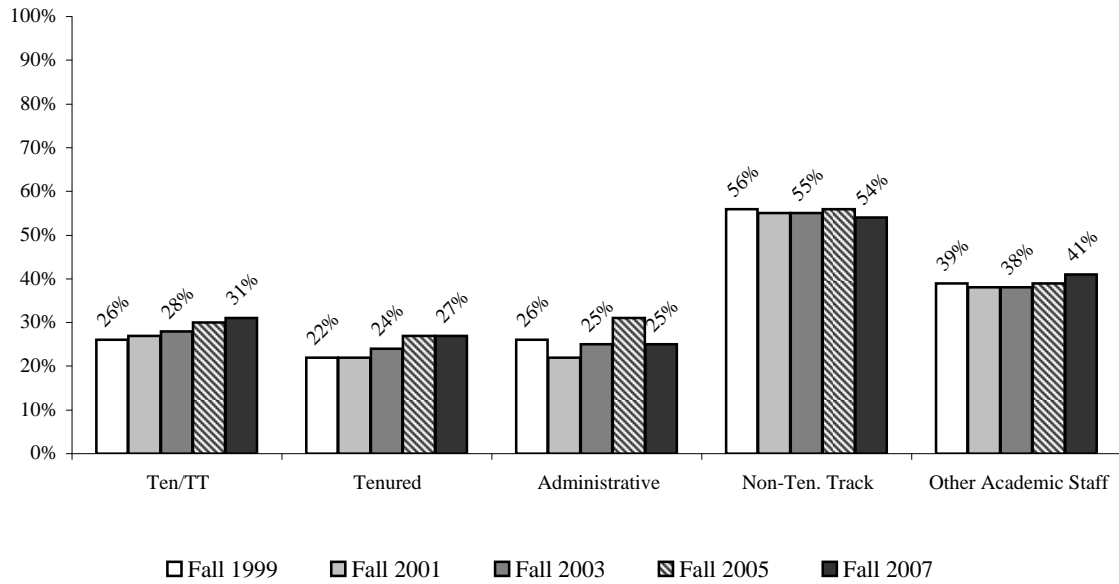
Administrative (academic)		Ethnicity-citizenship																					
		Afr.Amer.			Amer.In.			Asian			Latino			Internatl			Unknown			White			
		Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	
		#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct	
All		92	3	3	50%	0	0	0	0	4	0%	1	5	17%	0	0	0	0	1	0%	19	56	25%
Asst/Assoc/Dean/Chanc		43	3	2	60%	0	0	0	0	1	0%	1	3	25%	0	0	0	0	0	0	8	25	24%
Dept Chair/Directors		49	0	1	0%	0	0	0	0	3	0%	0	2	0%	0	0	0	0	1	0%	11	31	26%

University of Colorado at Boulder -- Faculty diversity profile, gender by ethnicity Fall 2007
 All colleges combined

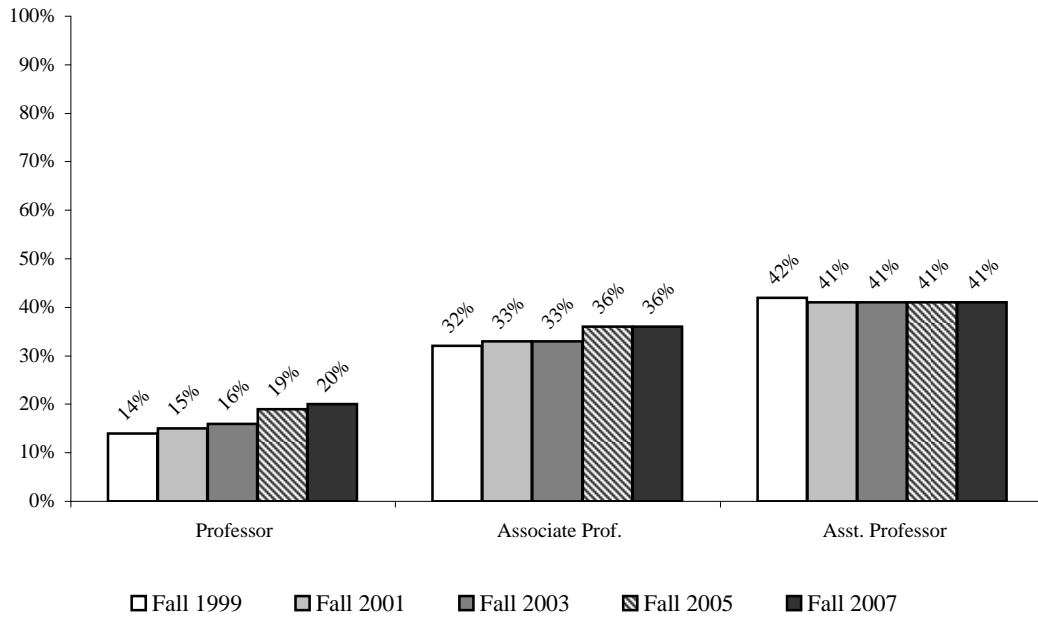
Academic staff other than regular instructional faculty	Total	Ethnicity-citizenship																				
		Afr.Amer.			Amer.In.			Asian			Latino			Internatl			Unknown			White		
		Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female
		#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct
All	1,195	7	4	64%	2	0	100%	22	25	47%	21	21	50%	52	131	28%	30	37	45%	359	484	43%
Administrative only	49	3	2	60%	0	0	0	0	1	0%	1	3	25%	0	0	0	1	0	100%	10	28	26%
Instructional	71	0	1	0%	0	0	0	2	1	67%	0	5	0%	0	5	0%	0	2	0%	15	40	27%
Researchers	1,075	4	1	80%	2	0	100%	20	23	47%	20	13	61%	52	126	29%	29	35	45%	334	416	45%

University of Colorado at Boulder Faculty Diversity Profile

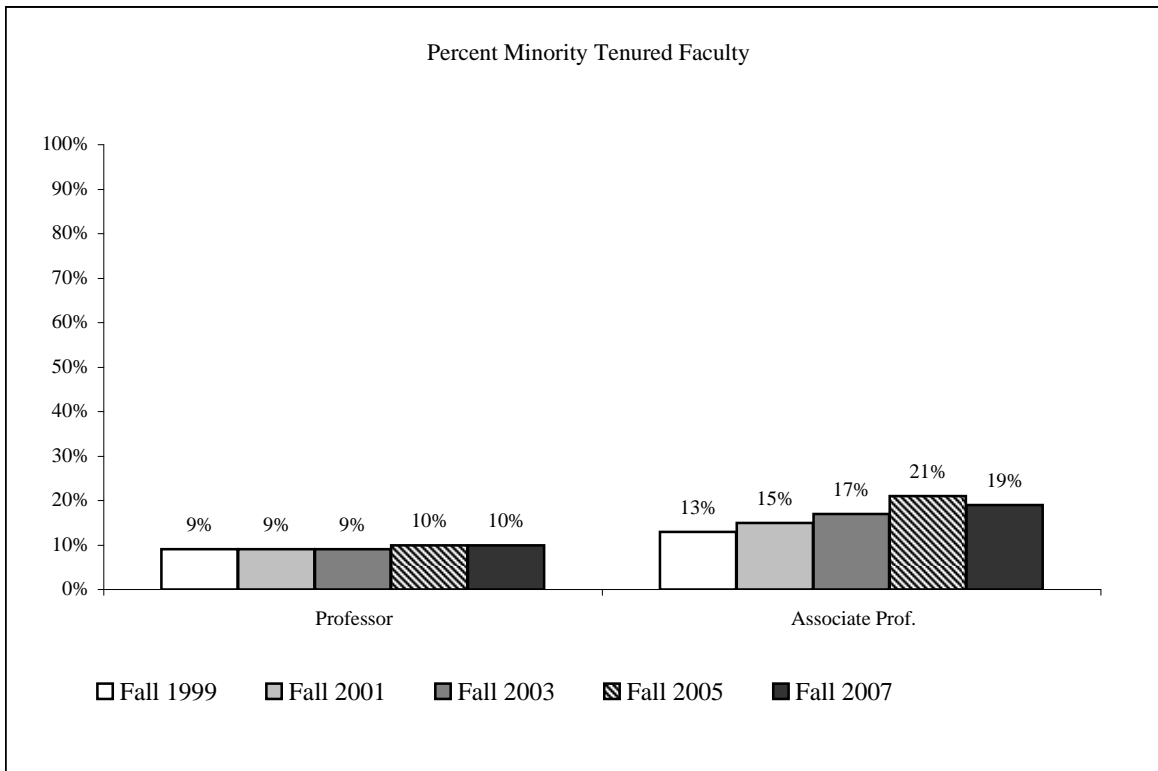
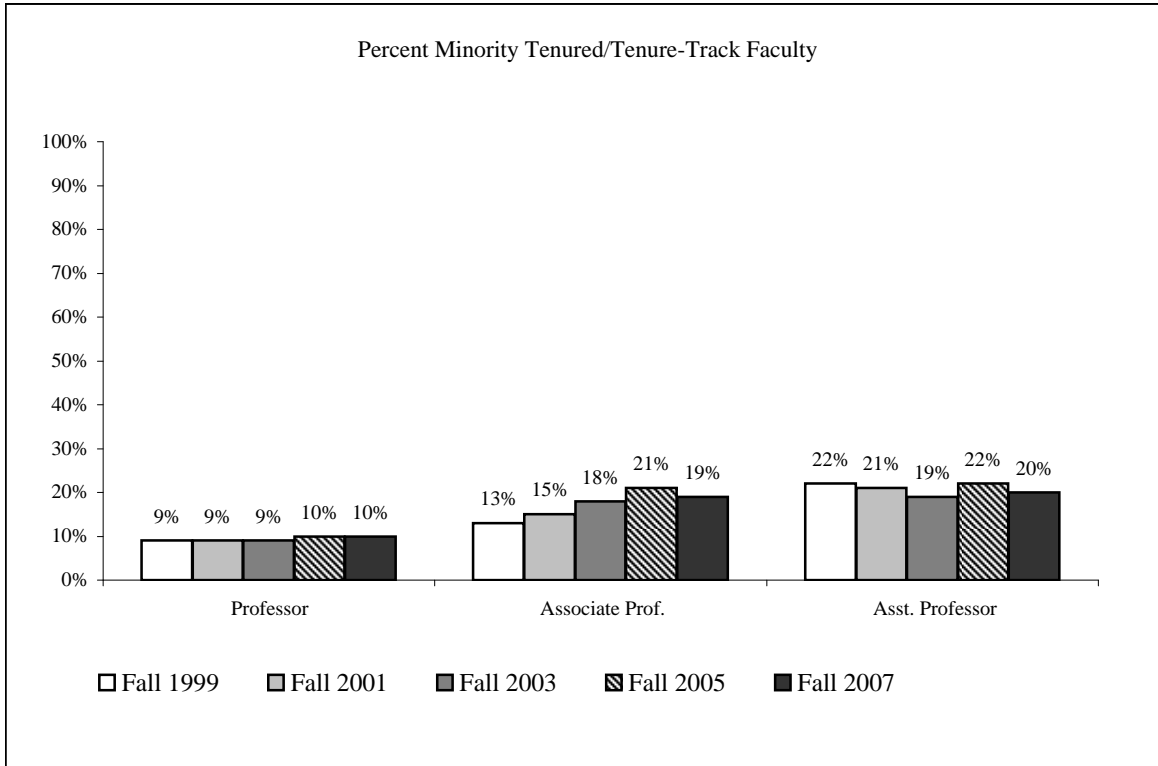
Percent of Total Faculty
Who are Female



Percent of Tenured/Tenure-Track Faculty
Who are Female



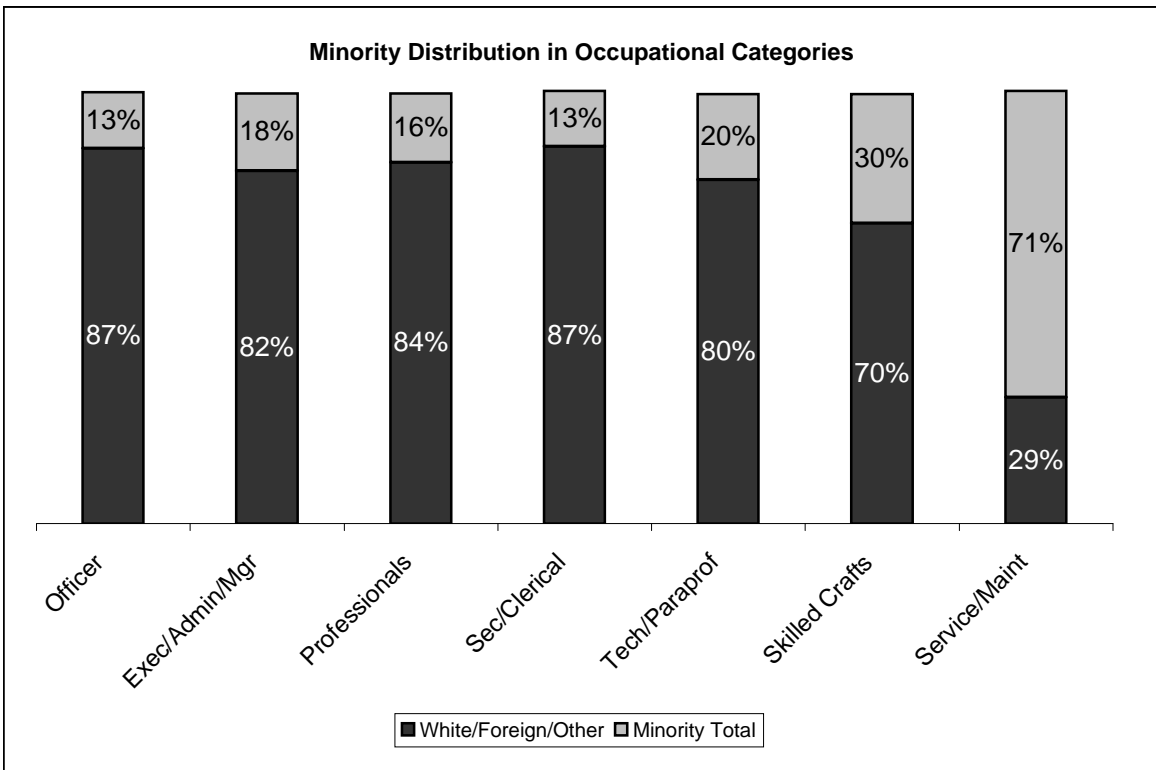
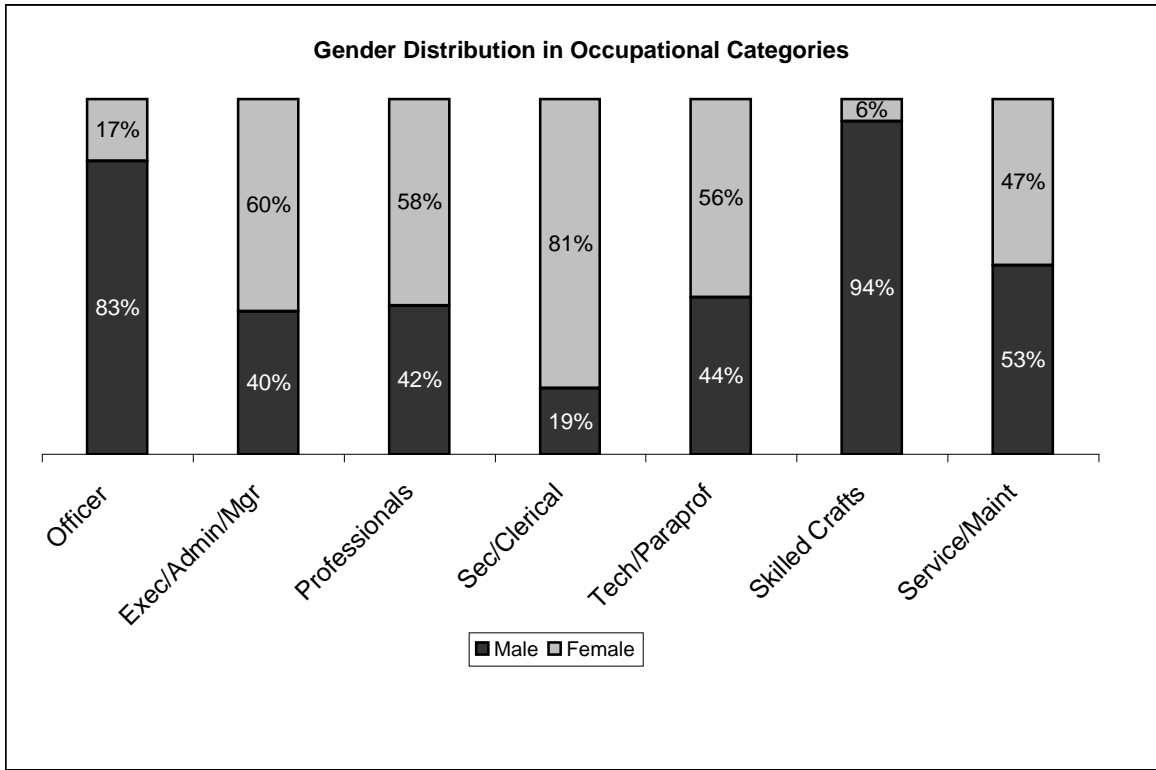
University of Colorado at Boulder Faculty Diversity Profile



University of Colorado at Boulder -- Staff diversity profile, Fall 2007
 All colleges combined

Staff	Total	Female		Male		Minority		Ethnicity-citizenship						
		#	Pct	#	Pct	#	%_of_US	Afr.Amer.	Amer.In.	Asian	Latino	Internatl	Unknown	White
All	2,892	1,617	56%	1,275	44%	776	27%	94	22	212	448	7	145	1,964
0:UNIVERSITY OFFICER	23	4	17%	19	83%	3	13%	3	0	0	0	0	0	20
1:EXECUTIVE/ADMIN/MGR	137	82	60%	55	40%	25	18%	6	1	5	13	0	5	107
2:EXEMPT PROFESSIONALS	415	244	59%	171	41%	76	18%	32	5	18	21	3	19	317
3:CLASSIFIED PROFESS	844	488	58%	356	42%	129	15%	19	6	38	66	4	47	664
4:SECRETARIAL/CLERICAL	490	399	81%	91	19%	62	13%	12	1	14	35	0	27	401
5:TECHNICAL/PARAPROFES	260	145	56%	115	44%	53	20%	6	3	18	26	0	13	194
6:SKILLED CRAFTS	207	13	6%	194	94%	63	30%	4	3	9	47	0	11	133
7:SERVICE MAINTENANCE	516	242	47%	274	53%	365	71%	12	3	110	240	0	23	128

**University of Colorado at Boulder
Fall 2007**



University of Colorado at Boulder Staff Diversity Profile

