



UNIVERSITY OF COLORADO SYSTEM

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*Office of the Vice President for Academic Affairs and Research*

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# **University of Colorado 2007 Diversity Report**

*Boulder Campus*

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

March 2007

The University of Colorado at Boulder continues to be committed to the campus diversity plan, *A Blueprint for Action*, which has been in place for the past seven years and has served as the basis for implementation of diversity initiatives and programs on the campus. This plan has also acted as a model for 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 Office of Diversity and Equity, established in 1998, provides the dedicated leadership for integration of 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. 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 activities 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 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 for one last meeting. 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](http://www.colorado.edu/cu-diversity/BR/BRC_Update_12-21-06.doc). Also in response to the Commission recommendations, UCB 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](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.

## **Students**

Student programming is a critical part of recruitment and retention of diverse students. It is important to understand that no program acts in isolation and none *solely* serve students of color. All programs draw upon the rich infrastructure of services and academic programs that are the core of the university and that provide the foundation for a diverse and inclusive learning and working environment on campus. The Office of Diversity and Equity provides a website that organizes useful resources and provides easy access to information relevant to health issues, legal services, conflict management, etc., available to students, faculty, and staff (<http://www.colorado.edu/cu-diversity/resources.html>).

### *Recruitment and admission*

- 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.

- Students who participate in the Pre-Collegiate Development Program have high school graduation rates of 100% over the last five years.
- In fall 2006, CU-Boulder offered admission to 1,100 Colorado resident students of color with a CCHE admission standard index of 103 or above. Of these, 537 enrolled at CU-Boulder, or 49% of those who were admitted. This is the same matriculation percentage as for majority Colorado admits with indices of 103 or above.

### *Graduation and retention rates*

Although graduation 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 classes 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.

- The one-year retention rate for students of color in the class entering in 2005 was 82%; 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 2000 was 58%, off from the all-time high of 60% reached by the previous two classes. The six-year graduation rates of Asian Americans, Hispanic/Latinos, and African Americans have all shown long-term gains. Hispanic/Latinos reached an all-time high rate of 60%.
- The rate for African Americans showed a fairly substantial drop from last year's all-time high, although the overall long-term trend remains upward. There are greater fluctuations from year to year within this group owing to relatively small numbers. It is quite possible, therefore, that the drop from last year is a one-year aberration. This will be closely monitored.
- The four-year graduation rate of 32% for students of color in the freshman class entering in 2002 equaled the all-time high for the second consecutive year.

### *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 4,177 students of color is at an all-time high, and has increased by almost 50% since the 1990 enrollment of 2,809 students of color.
- 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 11.3% of all enrolled students, and by fall 2006 they represented 14.4%. Looked at separately, undergraduate and graduate students of color have shown the same increasing trend in enrollment proportions, having also increased by approximately three percentage points in each group.
  - The proportion of undergraduate student of color to all undergraduates has increased from 12.1% in 1990 to 14.9% in 2006.
  - The proportion of graduate students of color to all graduate students (excluding business and law) has increased from 6.7% in 1990 to 10% in 2006.

### *Campus climate*

Preliminary results from the most recent CU-Boulder Campus Climate Survey (Fall 2006) 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 UCB. Markedly lower proportions of African American students (56%) reported these levels of overall satisfaction, compared with other students of color—74% of Asian American students, 81% of Hispanics, and 71% of Native Americans. When describing CU-Boulder as a place to be for “all students,” 65% of white students reported that it is a “good” or “great” place to be, compared with 55% of students of color—40% of African American students, 54% of Asian Americans, 58% of Hispanics, and 63% of Native Americans. When describing CU-Boulder as a place to be for “students of your identity group” however, 75% of white students reported that it is a “good” or “great” place to be, compared with only 40% of students of color—21% of African American students, 37% of Asian Americans, 44% of Hispanics, and 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 activities, most notably “hanging out” on the Hill and looking for a place to rent in Boulder. However, they report 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 UCB were generally very similar to those of white students.

#### *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 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 the following initiatives aimed at improving campus climate for students.

#### ***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. 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 has created informational brochures that are provided to all UCB 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, Gay Lesbian Bisexual Transgender (GLBT) Resource Center, the Graduate Teacher Program, 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 just want 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 2005-06, the ODH provided discrimination and harassment workshops for approximately 5,503 employees, including staff, PRAs, 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*

Much like the Office of Discrimination and Harassment, the Office of Judicial Affairs has a brochure that summarizes the Discrimination and Harassment Policy and provides options for addressing harassment and discrimination if it occurs to students or someone they know. This information is disseminated through student buff bulletins and presentations to non-paid student assistants. Moreover, copies are provided to all of the advocacy centers, the Inter Fraternity Council, campus sororities, the Multicultural Greek Council, Athletics, Residence Life, and 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, the Program Accessibility Committee, and the Chancellor's Standing Committee on Gay, Lesbian, Bisexual, and Transgender Issues. 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 children in the workplace and for differentiated workloads for employees. In addition, a task force has been selected by the Chancellor to work on child care on Campus.

#### *DIVERSITY COMMUNICATIONS ABOUT TRAINING AND EDUCATION*

The Office of Diversity and Equity (ODE) has in place a multi-faceted communication strategy to alert the campus of diversity-related events, trainings, activities, and resources. In addition to the office updating the diversity news channel of student CUConnect web portal with diversity-related information, the updates are now being 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 summary of these news items, which certainly does not include all such activities, can be found at [http://www.colorado.edu/cu-diversity/BR/BRC\\_Update\\_12-21-06\\_Addendum\\_I.doc](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 11<sup>th</sup> Annual Diversity Summit, "Diversity 9-1-1," took place featuring 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](http://www.colorado.edu/cu-diversity/newsletter_sp06.pdf).

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 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 UCB homepage of a “quicklist 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.

#### *THE CONTEMPORARY RESEARCH UNIVERSITY: STUDENT CITIZENSHIP*

The *Contemporary Research University: Student Citizenship* is an introductory course designed for entering University of Colorado students. Using 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 role and responsibilities of the research university to the local, state, and international communities; the human diversity represented within the campus community—from the entering freshman to the distinguished faculty. The course concludes with a synthesizing project where students in the course involve students in various campus communities.

In the 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.

#### *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 program’s first class included 50 students. 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.

#### *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 are: 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, the Education Diversity Scholars Program, Diverse Musicians Alliance, and 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 13 programs have existed long enough to report six-year graduation rates of 79%.

Currently the CU-LEAD Alliance Programs are being reviewed through a year-long process that includes the following assessment tools. The evaluation will be completed by June 2007.

- 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, which continue to assist students in their academic, personal, and cultural development, playing 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.

#### *CENTER FOR MULTICULTURAL AFFAIRS (CMA)*

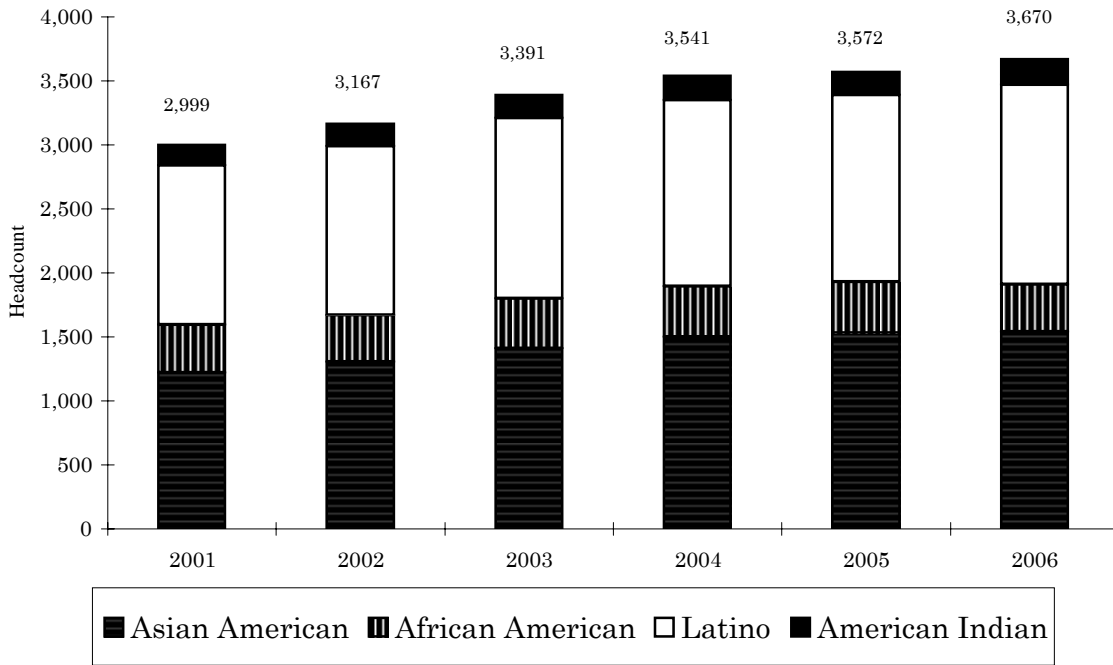
Approximately 50% of the students of color access services from the Center for Multicultural Affairs, which includes counseling services. In the spring of 2006, CMA partnered with Southwest Airlines to sponsor students at a leadership conference in Chicago. (To read more on this program, see “UCB Students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

#### *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 has worked 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 five years with 96% matriculated in a post-secondary institution. This program is one of several that works with K-12 students and teachers.

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 modification of 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.

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

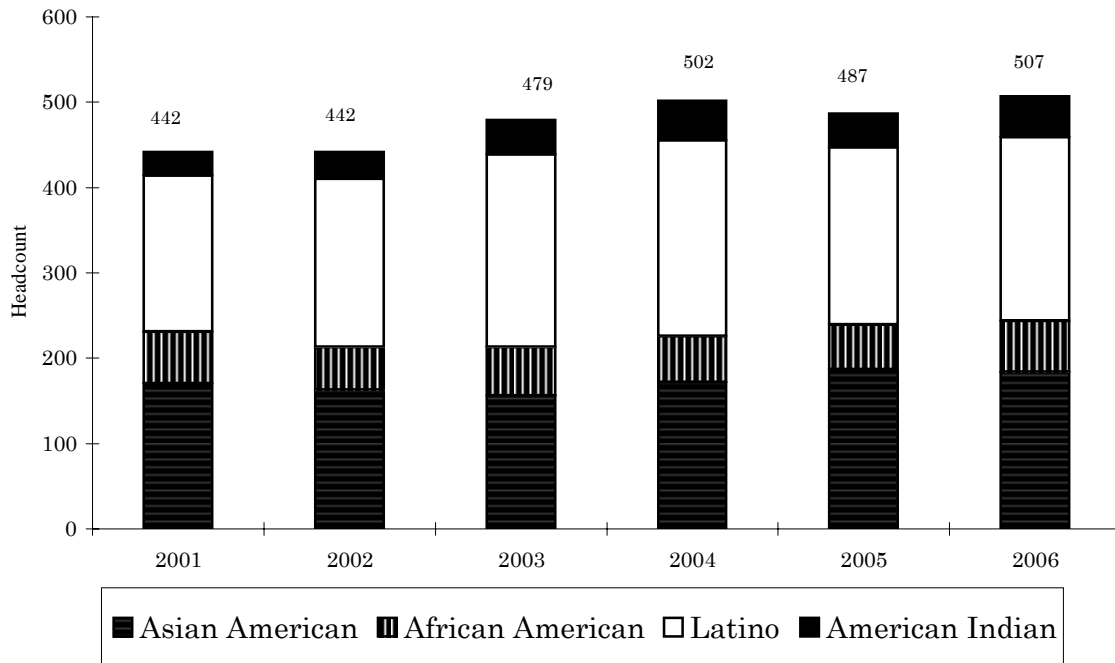


	2001	2002	2003	2004	2005	2006
Minority Enrollment as a % of Total UG Enrollment	13.5%	13.5%	13.8%	14.3%	14.7%	15.0%
Asian American	1,222	1,306	1,410	1,500	1,532	1,538
African American	372	366	391	394	397	370
Latino	1,246	1,318	1,410	1,458	1,461	1,560
American Indian	159	177	180	189	182	202
Minority Total	2,999	3,167	3,391	3,541	3,572	3,670
White/Unknown	18,928	19,951	20,817	20,851	20,321	20,451
International	297	336	332	318	330	363
Total UG (Hdct) Enrollment	22,224	23,454	24,540	24,710	24,223	24,484

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



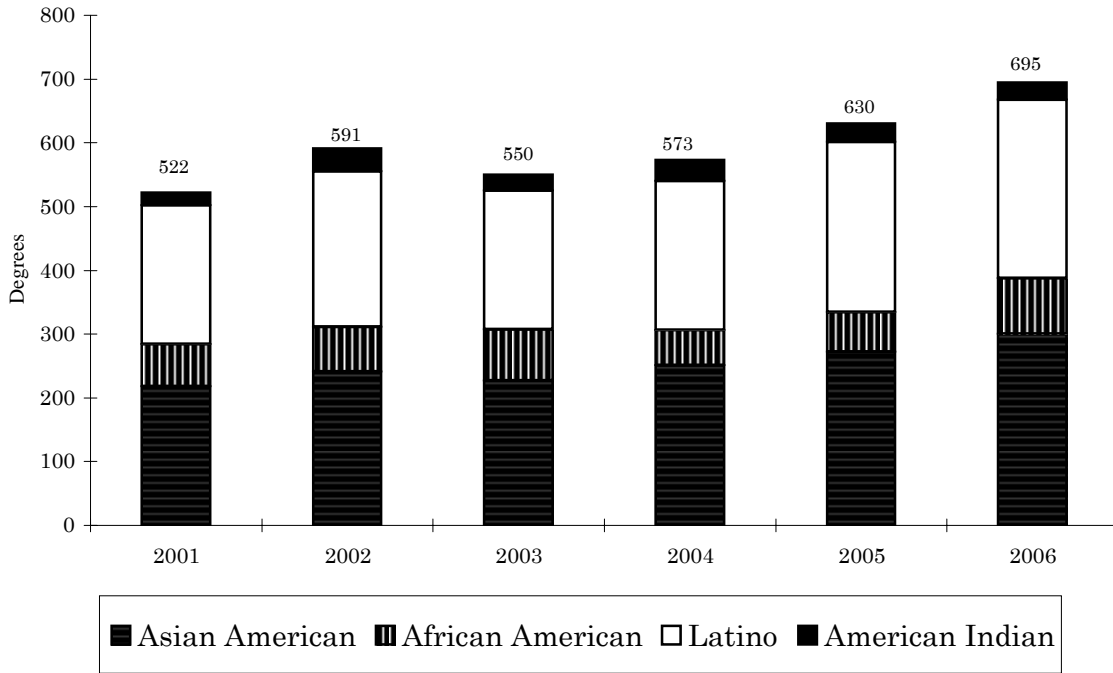
**University of Colorado - Boulder  
Graduate Fall Headcount Enrollment by Ethnicity\*  
6 Year History**



	2001	2002	2003	2004	2005	2006
Minority Enrollment as a % of Total Grad Enrollment	10.1%	9.8%	10.4%	11.0%	11.1%	11.4%
Asian American	170	163	156	172	187	184
African American	61	50	57	54	52	60
Latino	183	197	226	229	208	215
American Indian	28	32	40	47	40	48
Minority Total	442	442	479	502	487	507
White/Unknown	3,214	3,229	3,383	3,398	3,332	3,311
International	717	829	749	648	582	640
Total Graduate (Hdct) Enrollment	4,373	4,500	4,611	4,548	4,401	4,458

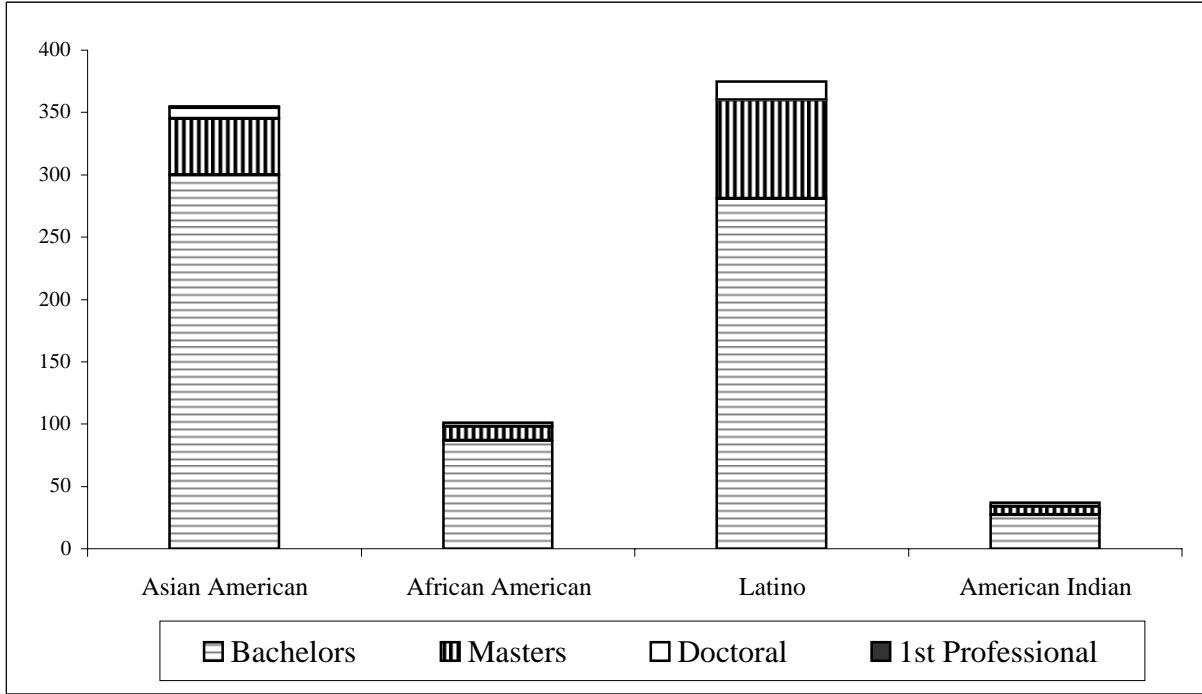
(\*) Census figures, Boulder degree seeking non-reciprocal students only

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



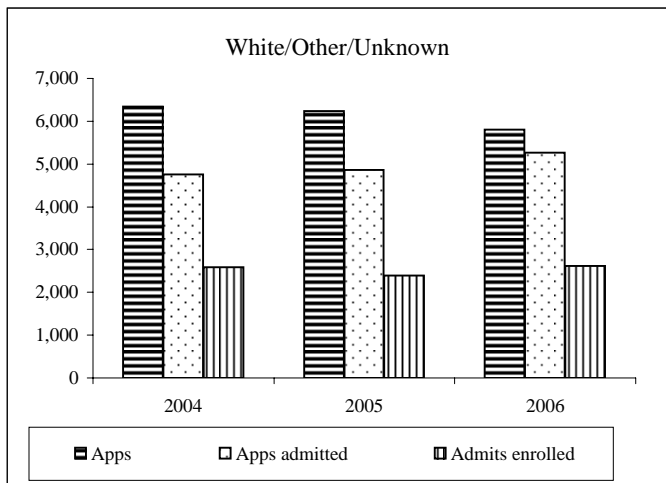
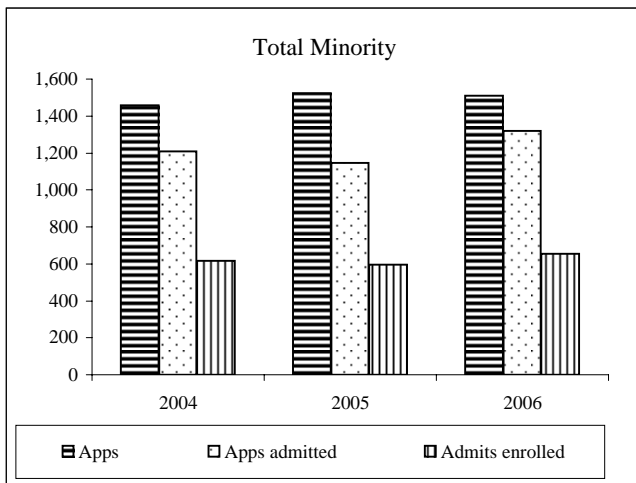
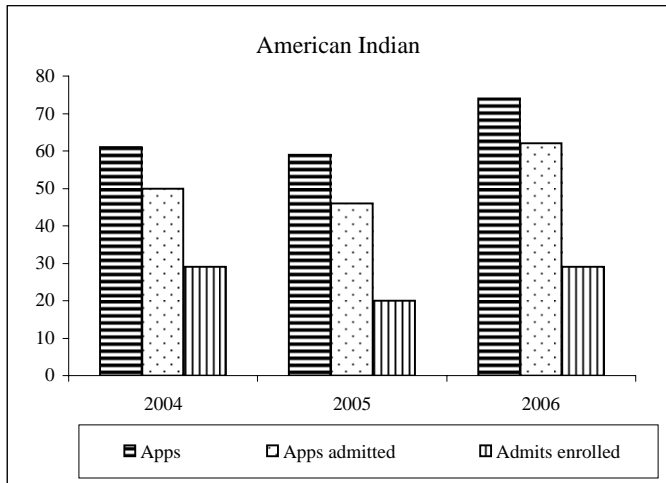
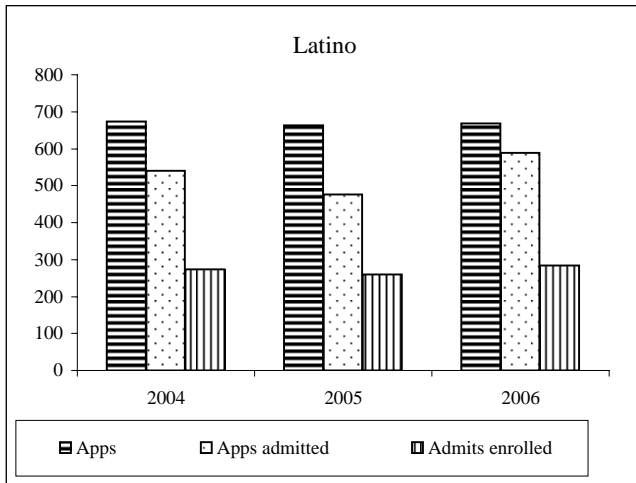
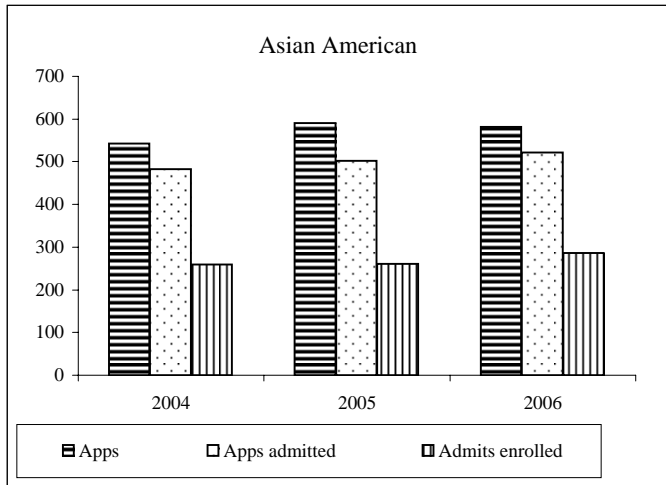
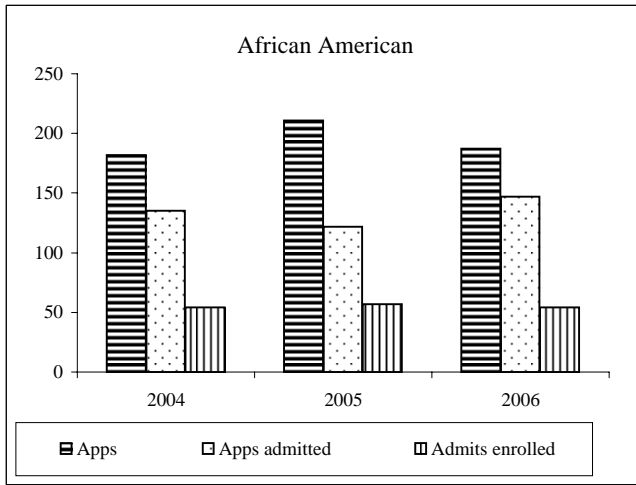
	2001	2002	2003	2004	2005	2006
Minority Degrees Awarded as a % of Total Degrees Awarded	12.3%	13.4%	11.8%	11.9%	12.3%	13.0%
Asian American	218	241	227	251	272	300
African American	66	70	80	55	62	87
Latino	218	244	218	234	267	281
American Indian	20	36	25	33	29	27
Minority Total	522	591	550	573	630	695
White/Unknown	3,634	3,758	4,043	4,169	4,423	4,597
International	83	51	74	57	71	58
Total Degrees Awarded	4,239	4,400	4,667	4,799	5,124	5,350

**University of Colorado - Boulder**  
**All Degrees Awarded by Ethnicity**  
**FY 2006**



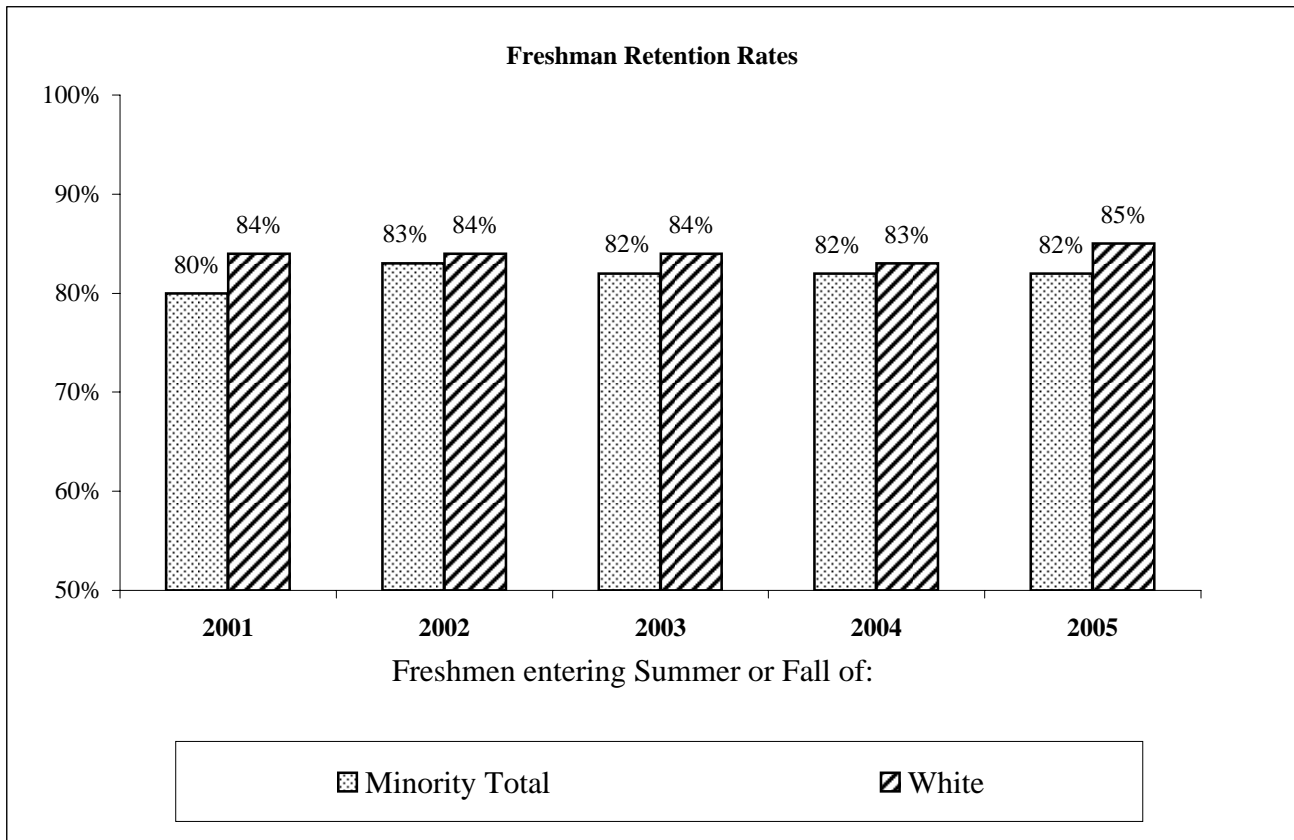
	<b>Bachelors</b>	<b>Masters</b>	<b>Doctoral</b>	<b>1st Professional</b>	<b>Total</b>
Asian American	300	45	9	9	363
African American	87	11	3	5	106
Latino	281	79	15	9	384
American Indian	27	7	3	3	40
<b>Minority Total</b>	<b>695</b>	<b>142</b>	<b>30</b>	<b>26</b>	<b>893</b>
White/Unknown	4,597	805	201	138	5,741
International	58	125	67	1	251
<b>Total</b>	<b>5,350</b>	<b>1,072</b>	<b>298</b>	<b>165</b>	<b>6,885</b>

**University of Colorado at Boulder**  
 Resident Freshman Applications, Acceptances, and Enrollments  
 By Ethnicity, 2004, 2005, 2006



**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:				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
Asian American	291	358	338	333	327	82%	84%	83%	87%	82%
African American	74	97	89	70	72	77%	85%	89%	81%	81%
Latino	310	323	326	339	313	78%	81%	80%	76%	82%
American Indian	37	52	37	43	25	76%	79%	78%	81%	80%
Minority Total	712	830	790	785	737	80%	83%	82%	82%	82%
White	3,901	4,295	4,465	4,032	3,980	84%	84%	84%	83%	85%
Other/Unknown	328	217	233	268	245	82%	78%	78%	84%	84%
International	24	36	31	43	52	88%	83%	81%	81%	87%
All	4,965	5,378	5,519	5,128	5,014	83%	84%	84%	83%	84%



## Faculty

Recruitment and retention of a diverse faculty continue to be high priorities. Sixty-one faculty participated in New Faculty Orientation in fall 2006. Twenty (33%) of the sixty-one participants were female. Sixteen (26%) of the participants self-identified as faculty of color: 3 (5%) as Hispanic, 2 (3%) as African American, 9 (15%) as Asian/Pacific Islander, and 2 (3%) as American Indian/Native American. Of the 77 faculty of color who were hired by August 29, 2006, 60 were tenure-track. Forty-two percent (25) were female faculty, and 25% (15) were faculty of color.

### *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.

- Seventeen percent of tenure/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 tenure/tenure track positions has more than doubled over the last 16 years, from 71 faculty of color in tenure/tenure track positions in 1990 to 162 faculty of color in these positions in 2006.
- 44% of assistant professors, up from 39% of assistant professors in 2005, and 55% of instructors and senior instructors were women in fall 2006. The number of women in the assistant professor ranks increased by 22% in the last six years, from 100 women in this rank in 2000 to 122 women in 2006.
- The percent of women holding full professorships has been steadily increasing, and in the last 8 years has increased from 14% (fall 1999) to 20% (fall 2006).
- The percentage of women among tenure/tenure track faculty is now 31% and has increased slowly but steadily over the last 10 years, from approximately one quarter of women faculty holding tenure-track positions (24%) to almost one-third (31%) holding such positions.

### *New and ongoing initiatives/programs*

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. The director of the Department of Equal Opportunity 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 is intended to be an on-line training and should be completed and available by the end of spring 2007.

### ***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 UCB 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 UCB. The Compact provides a directory that can be used by UCB to identify potential faculty members. The DEO director will collect the names, disciplines,

and contact information from scholars at the Compact, and then UCB faculty members will contact the scholars. 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 has 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 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.

### *Climate*

Nearly every academic unit updated their diversity plans, 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, 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](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, 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>.

#### *PERSISTENCE OF FACULTY OF COLOR OVER THE LAST 10 YEARS*

In an effort to investigate the persistence of faculty of color over the last ten years, further analysis of faculty who left CU in the last decade was done. In the last ten years:

- 37% (8/22) of faculty denied tenure were faculty of color.
- 40% of the faculty denied reappointment were faculty of color (4/10).
- Of the 154 faculty who left before tenure review, 41 or 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 UCB.

#### *FACULTY/STAFF OF COLOR FOCUS GROUPS*

Understanding campus culture and building a sense of community are vital for retention of faculty. To this end, 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.

#### *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. 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 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 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.

#### *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.

One hundred of 213 (47%) participants were women. Fourteen percent (N=30) of the participants 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 11<sup>th</sup> 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](http://www.colorado.edu/cu-diversity/newsletter_sp06.pdf).

**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 males as allies. A variety of topics in workshops and summer programs address 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 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 carry on 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 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.

## Staff

As mentioned above, staff are being encouraged to take part 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 103 in 2006.
- The number of female administrators is at an all-time high of 316 and now represents 57% of all administrators, up from 53% in 2000, when there were just 223 women employed in these positions.
- Females represent 58% of classified staff outside food service and custodial positions. People of color hold 19% of these positions, up from 17% in 2001.
- The percentage of people of color in skilled crafts has remained fairly stable, with 30% of people of color represented in these positions in 2001 and 29% in 2006.
- There has been a steady increase in the number of women employed in service maintenance positions in the last few years. In 2006 women represented 46% of these positions, whereas only 40% of women were working in these positions in 2001. The proportion of people of color working in these positions also increased—from 60% in 2001 to 71% in 2006.

### *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](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, and are available at the various levels of ability. These courses 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 that serve 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 2006  
All colleges combined

Regular instructional faculty		Total	Female		Male		Minority		Ethnicity-citizenship with visa information						
			#	Pct	#	Pct	#	%_of_US	Afr.Amer.	Amer.In.	Asian	Latino	Internatl	Unknown	White
All		1,379	510	37%	869	63%	190	14%	25	8	102	55	47	50	1,092
Tenured/Tenure Track	All	1,040	322	31%	718	69%	162	16%	23	4	89	46	38	28	812
	Full Professor	455	89	20%	366	80%	49	11%	9	2	27	11	3	3	400
	Associate Prof	306	111	36%	195	64%	61	20%	8	1	32	20	8	4	233
	Assistant Prof	279	122	44%	157	56%	52	21%	6	1	30	15	27	21	179
Non-Tenure Track	All	339	188	55%	151	45%	28	8%	2	4	13	9	9	22	280
	Instr/Sr.Instr	339	188	55%	151	45%	28	8%	2	4	13	9	9	22	280

Tenured		Total	Female		Male		Minority		Ethnicity-citizenship with visa information						
			#	Pct	#	Pct	#	%_of_US	Afr.Amer.	Amer.In.	Asian	Latino	Internatl	Unknown	White
All		741	192	26%	549	74%	105	14%	15	3	56	31	8	5	623
Full Professor		455	89	20%	366	80%	49	11%	9	2	27	11	3	3	400
Associate Prof		283	103	36%	180	64%	56	20%	6	1	29	20	5	2	220
Assistant Prof		3	0	0%	3	100%	0	0%	0	0	0	0	0	0	3

Administrative (academic)		Total	Female		Male		Minority		Ethnicity-citizenship with visa information						
			#	Pct	#	Pct	#	%_of_US	Afr.Amer.	Amer.In.	Asian	Latino	Internatl	Unknown	White
All		95	27	28%	68	72%	14	15%	4	0	4	6	2	1	78
Asst/Assoc/Dean/Chanc		44	15	34%	29	66%	8	19%	3	0	2	3	1	0	35
Dept Chair/Directors		51	12	24%	39	76%	6	12%	1	0	2	3	1	1	43

Academic staff other than regular instructional faculty		Total	Female		Male		Minority		Ethnicity-citizenship with visa information						
			#	Pct	#	Pct	#	%_of_US	Afr.Amer.	Amer.In.	Asian	Latino	Internatl	Unknown	White
All		1,512	605	40%	907	60%	128	10%	10	6	69	43	213	90	1,081
Administrative only		50	18	36%	32	64%	8	17%	3	0	2	3	2	1	39
Instructional		25	8	32%	17	68%	4	18%	0	2	2	0	3	3	15
Researchers		1,437	579	40%	858	60%	116	9%	7	4	65	40	208	86	1,027

University of Colorado at Boulder -- Faculty diversity profile, gender by ethnicity Fall 2006  
All colleges combined

Regular instructional faculty		Ethnicity-citizenship with visa information																					
		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	
<b>All</b>		1,379	7	18	28%	5	3	63%	41	61	40%	23	32	42%	17	30	36%	12	38	24%	405	687	37%
<b>Tenured/Tenure Track</b>	<b>All</b>	1,040	7	16	30%	2	2	50%	33	56	37%	16	30	35%	8	30	21%	4	24	14%	252	560	31%
	<b>Full Professor</b>	455	0	9	0%	0	2	0%	2	25	7%	0	11	0%	0	3	0%	0	3	0%	87	313	22%
	<b>Associate Prof</b>	306	5	3	63%	1	0	100%	15	17	47%	9	11	45%	1	7	13%	0	4	0%	80	153	34%
	<b>Assistant Prof</b>	279	2	4	33%	1	0	100%	16	14	53%	7	8	47%	7	20	26%	4	17	19%	85	94	47%
<b>Non-Tenure Track</b>	<b>All</b>	339	0	2	0%	3	1	75%	8	5	62%	7	2	78%	9	0	100%	8	14	36%	153	127	55%
	<b>Instr/Sr.Instr</b>	339	0	2	0%	3	1	75%	8	5	62%	7	2	78%	9	0	100%	8	14	36%	153	127	55%

Tenured		Ethnicity-citizenship with visa information																					
		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	
<b>All</b>		741	4	11	27%	1	2	33%	17	39	30%	9	22	29%	0	8	0%	0	5	0%	161	462	26%
<b>Full Professor</b>		455	0	9	0%	0	2	0%	2	25	7%	0	11	0%	0	3	0%	0	3	0%	87	313	22%
<b>Associate Prof</b>		283	4	2	67%	1	0	100%	15	14	52%	9	11	45%	0	5	0%	0	2	0%	74	146	34%
<b>Assistant Prof</b>		3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0%

Administrative (academic)		Ethnicity-citizenship with visa information																					
		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	
<b>All</b>		95	2	2	50%	0	0	0	1	3	25%	1	5	17%	1	1	50%	0	1	0%	22	56	28%
<b>Asst/Assoc/Dean/Chanc</b>		44	2	1	67%	0	0	0	1	1	50%	1	2	33%	1	0	100%	0	0	0	10	25	29%
<b>Dept Chair/Directors</b>		51	0	1	0%	0	0	0	0	2	0%	0	3	0%	0	1	0%	0	1	0%	12	31	28%

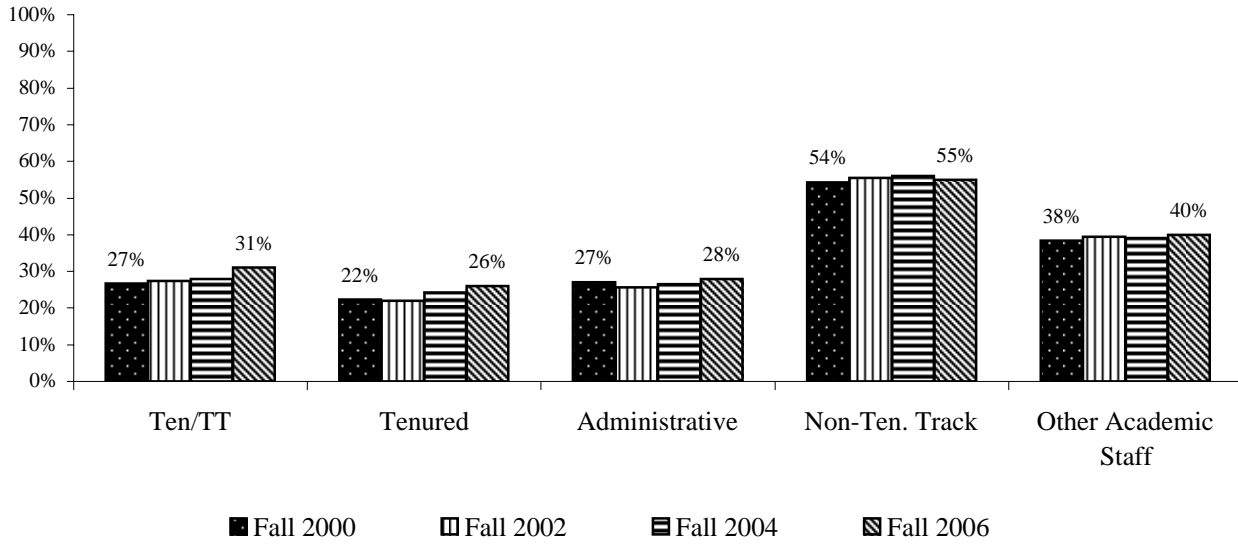
PBA, IR@colorado.edu, l:\ir\facstaff\regdiv 15JAN07  
Individuals with active/leave appts w 50%+ total time as of Oct 1 2006, w/o Arch/Planning  
Minority total excludes white, unknown, international. % of US is total minority divided by all without international)

University of Colorado at Boulder -- Faculty diversity profile, gender by ethnicity Fall 2006  
 All colleges combined

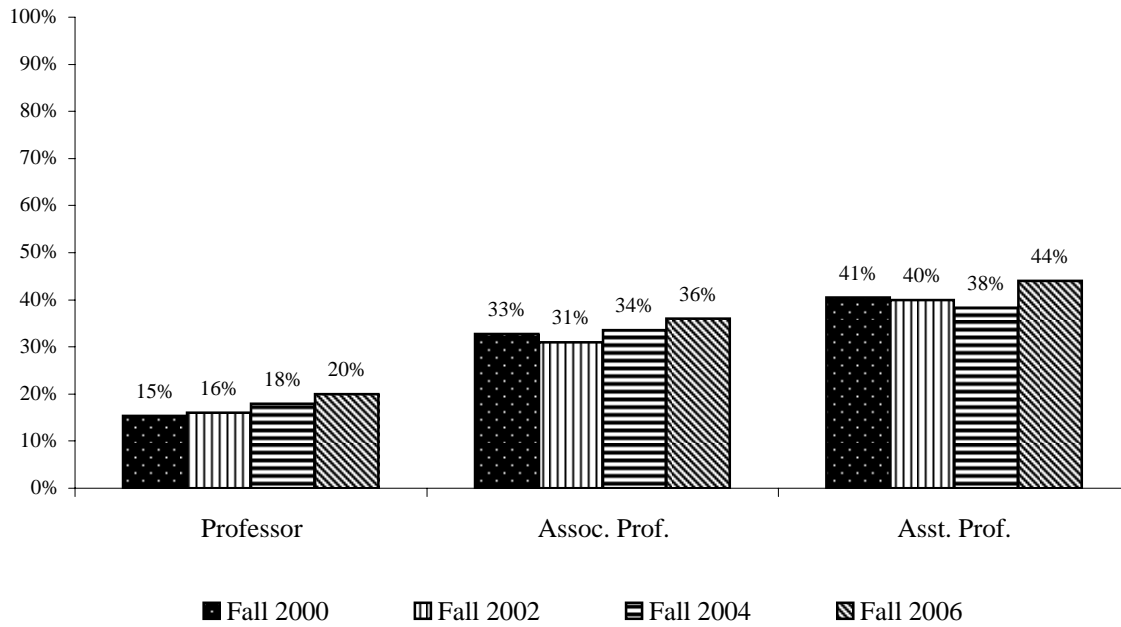
Academic staff other than regular instructional faculty	Total	Ethnicity-citizenship with visa information																				
		Afr.Amer.			Amer.In.			Asian			Latino			Internatl			Unknown			White		
		Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female
		#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct
<b>All</b>	1,512	5	5	50%	4	2	67%	31	38	45%	28	15	65%	55	158	26%	39	51	43%	443	638	41%
<b>Administrative only</b>	50	2	1	67%	0	0	0	1	1	50%	1	2	33%	2	0	100%	1	0	100%	11	28	28%
<b>Instructional</b>	25	0	0	0	2	0	100%	1	1	50%	0	0	0	1	2	33%	1	2	33%	3	12	20%
<b>Researchers</b>	1,437	3	4	43%	2	2	50%	29	36	45%	27	13	68%	52	156	25%	37	49	43%	429	598	42%

## University of Colorado at Boulder Faculty Diversity Profile

### Percent of Total Faculty Who are Female

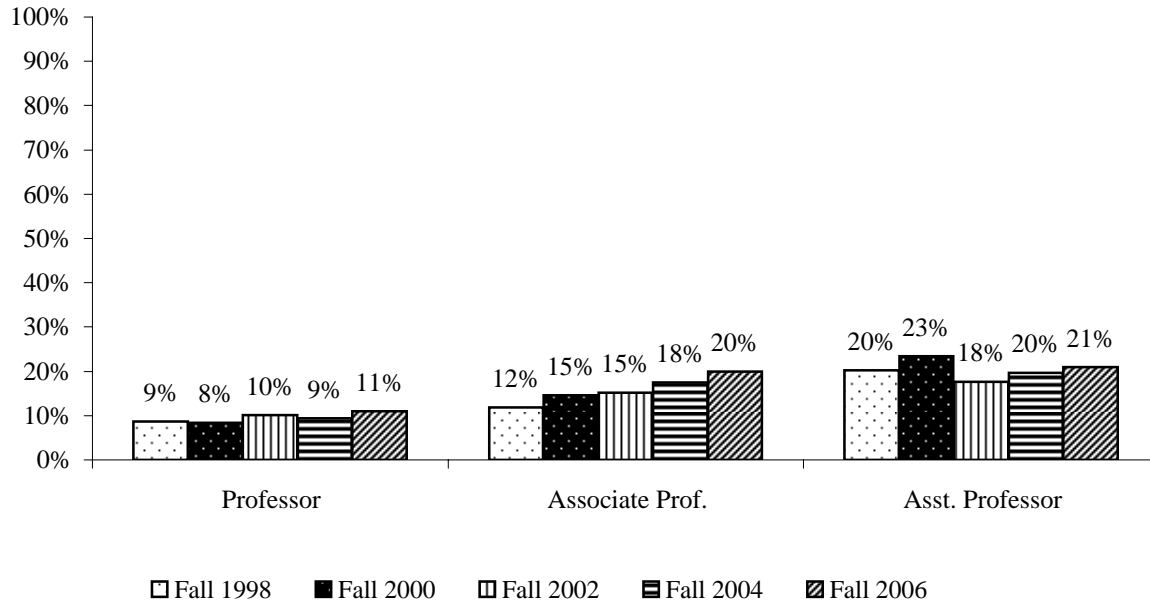


### Percent of Tenured/Tenure-Track Faculty Who are Female

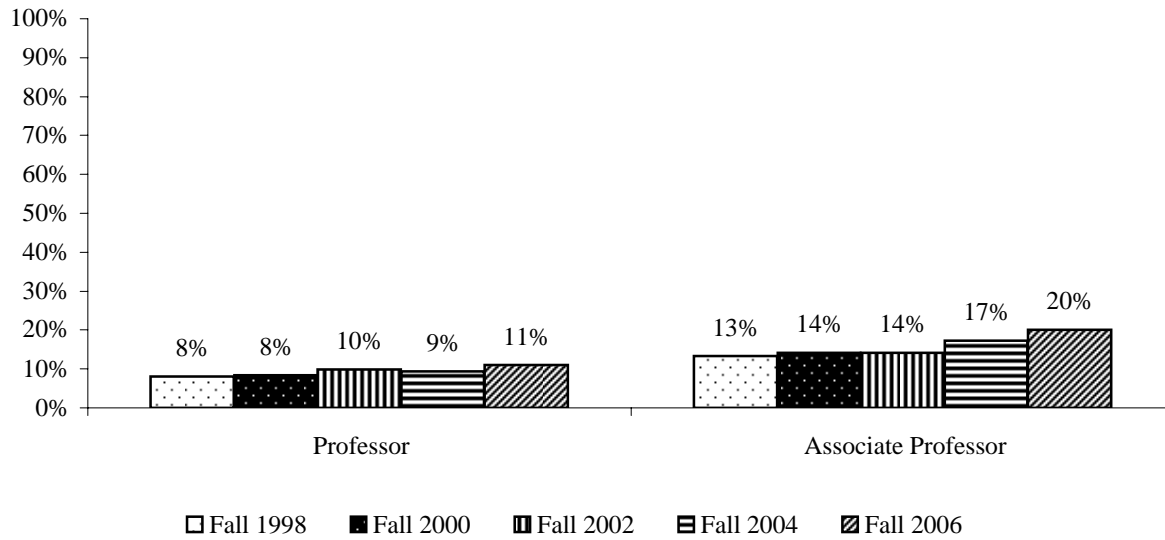


**University of Colorado at Boulder  
Faculty Diversity Profile**

**Percent Minority Tenured/Tenure-Track of Total Faculty\***



**Percent Minority Tenured Faculty\***



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

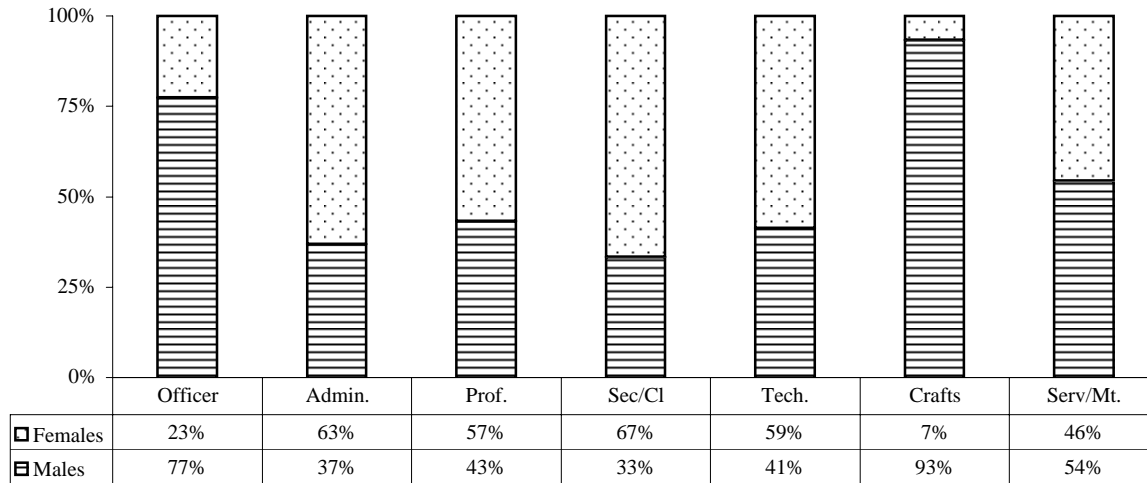


University of Colorado at Boulder -- Staff diversity profile, Fall 2006  
 All colleges combined

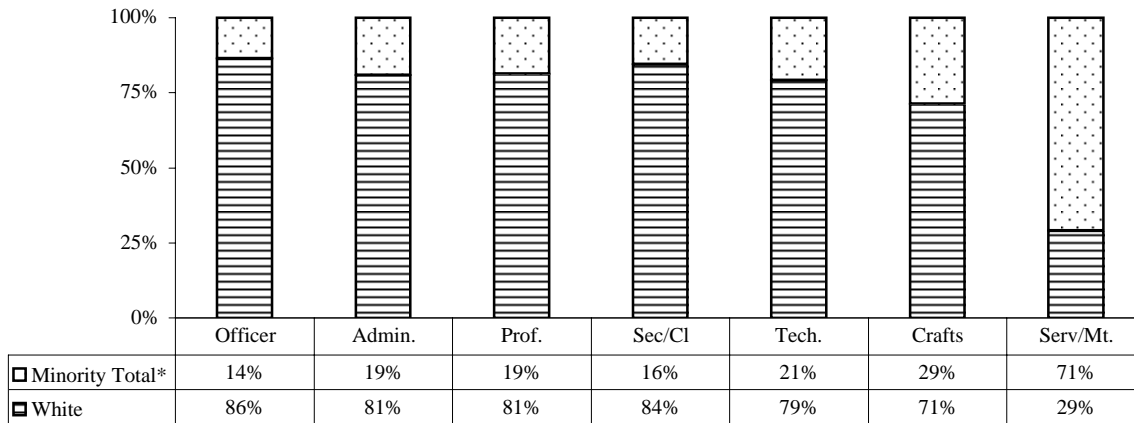
Staff	Total	Female		Male		Minority		Ethnicity-citizenship with visa information						
		#	Pct	#	Pct	#	%_of_US	Afr.Amer.	Amer.In.	Asian	Latino	Internatl	Unknown	White
<b>All</b>	2,820	1,584	56%	1,236	44%	780	28%	104	26	196	454	7	120	1,913
<b>0:UNIVERSITY OFFICER</b>	22	5	23%	17	77%	3	14%	2	0	1	0	0	0	19
<b>1:EXECUTIVE/ADMIN/MGR</b>	125	79	63%	46	37%	24	19%	8	1	3	12	0	3	98
<b>2:EXEMPT PROFESSIONALS</b>	408	232	57%	176	43%	76	19%	38	5	15	18	3	18	311
<b>3:CLASSIFIED PROFESS</b>	798	461	58%	337	42%	127	16%	19	7	36	65	4	35	632
<b>4:SECRETARIAL/CLERICAL</b>	498	404	81%	94	19%	74	15%	13	2	16	43	0	24	400
<b>5:TECHNICAL/PARAPROFES</b>	262	154	59%	108	41%	55	21%	6	3	18	28	0	14	193
<b>6:SKILLED CRAFTS</b>	191	13	7%	178	93%	55	29%	2	3	9	41	0	7	129
<b>7:SERVICE MAINTENANCE</b>	516	236	46%	280	54%	366	71%	16	5	98	247	0	19	131

## University of Colorado at Boulder 2006 - 2007

### Occupational Categories by Gender



### Occupational Categories by Ethnicity



Minority Breakdown	Officer	Admin.	Prof.	Sec/Cl	Tech.	Crafts	Serv/Mt.
African American	9.1%	6.4%	9.4%	2.5%	2.3%	1.0%	3.1%
Asian American	4.5%	2.4%	3.7%	4.0%	6.9%	4.7%	19.0%
Latino	0.0%	9.6%	4.4%	8.4%	10.7%	21.5%	47.9%
American Indian	0.0%	0.8%	1.2%	0.7%	1.1%	1.6%	1.0%

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

**University of Colorado at Boulder  
Staff Diversity Profile  
Percent of Ethnic Minority by Occupational Category**

