



UNIVERSITY OF COLORADO AT COLORADO SPRINGS

2007 Diversity Report

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I. Campus Strategic Plan for Diversity

The University of Colorado at Colorado Springs is committed to diversity and equality in education and employment. The new Diversity Strategic Plan (DSP) embodies these commitments; the plan is currently underway and will be completed towards the end of the Spring 2007 semester. Led by Dr. Kee Warner with the collaboration of a five-member task force of faculty and staff, the Diversity Strategic Plan is introducing a refreshing and innovative approach to target accountability and action among three interrelated areas: (a) Diversity Within, (b) Diversity Without, and (c) Diversity in What We Do. A DSP Leadership Team of more than forty members of the UCCS community (students, faculty, staff, administrators and community members) was assembled during the fall and divided into three working groups that drafted strategic recommendations and goals. These were sent to all faculty, staff, and student organizations for comment and discussed in the Chancellor's Campus Forum in January 2007. Revisions were reviewed and adopted by the DSP Leadership Team to complete Phase I of the plan and will be provided the CU Regents as a progress report. For further information, refer to the "Strategic Recommendations and Goals" posted online at <http://www.uccs.edu/~dsp/planning.html>.

The first action area, Diversity Within, focuses on representation and inclusion in the everyday life of the campus among diverse students, faculty, and staff. Diversity Within encompasses issues such as student retention, faculty and staff retention, service for diversity, campus climate, support, resolving conflict, and addressing discrimination. Some of the strategic goals and recommendations include:

- Evaluate retention of students from underrepresented groups by college and academic units
- Establish guidelines for valuing contributions to diversity in processes of merit and promotion of staff and faculty
- Establish an ombuds office to oversee conflict resolution and to identify patterns of exclusion
- Provide diversity and inclusiveness training for all faculty, staff, and students

The Diversity Without action area addresses the relationships between UCCS and communities beyond the campus. Diversity Without hones in on student recruitment and outreach, faculty and staff recruitment, creating a welcoming community, diversity leadership in the region, and community partnerships. Strategic goals and recommendations include, but are not limited to:

- Create an outreach team of students, staff, and faculty to enhance diversity through recruitment
- Train search committees on best practices in diversifying recruitment pools
- Partner with primary education institutions in the community
- Partner with higher education institutions and professional academic organizations

The third action area, Diversity in What We Do, is broad and robust. Diversity in What We Do is elaborated into nine planning themes: (1) Cultural Competency, (2) Curriculum and Instruction, (3) Diversity Outcome Skills, (4) Research on Diversity, (5) Diverse Researchers, (6) Communicating Diversity, (7) Community Engagement, (8) Campus Planning, and (9) Budget and Business Practices. The core of Diversity in What We Do is to apply knowledge of excluded and marginalized groups to develop an awareness and ability to work with diverse people and ideas. The following items are among many strategic goals and recommendations:

- Broadcast a definition of "cultural competency" and provide opportunities to cultivate it in teaching, learning, research, service, and campus activities
- Address diversity within the core curricula in all colleges
- Enhance study-abroad and service learning opportunities for students
- Enhance visibility of campus research on diversity issues
- Provide resources and awards for research in diversity issues and explore local sponsors for funding
- Encourage the business practice of contracting with diverse vendors

Phase II of the Diversity Strategic Plan is currently underway; it focuses on priority actions, implementation, responsible agents, and accountability mechanisms. Action Committees are translating the strategic recommendations and goals into priority actions that identify responsible parties, timelines,

required resources, and measurable targets. The Diversity Strategic Plan is on course to be finalized in April 2007.

Additional information, documentation, participants, and updates on the Diversity Strategic Plan are available online at <http://www.uccs.edu/~dsp/>. The remaining parts of this report rely heavily upon the Blue Ribbon Commission Report, also available online at <http://www.uccs.edu/blueribbon/commission.htm>.

II. Diversity Expenditures

At UCCS, diversity and inclusiveness are treated as core values that advance the excellence of the university as a whole. In many cases, the human and financial resources that contribute to advancing diversity are inseparable from the general resources devoted to teaching and assuring student success. For example, the faculty and staff who advise students from underrepresented groups are not paid separately for that work. On the other hand, programs that support diversity, such as the Pre-Collegiate program, the Excel Learning Centers, and programs such as the Diversity Strategic Plan, also benefit the larger student body as well as the campus community. Some of the programs with more direct associations to campus diversity efforts are:

- Affirmative Action/Compliance Office
- Pre-Collegiate Development Program
- Office of Student Multicultural Affairs and Outreach
- Diversity Strategic Plan
- Ethnic Studies
- The Matrix Center for the Study of Oppression and Privilege

III. Student Diversity

UCCS recognizes that the concept of diversity is dynamic and intersecting among social categories based on race, ethnicity, gender, socioeconomic class, sexual orientation, physical ability, veteran's status, nationality, religion, academic background, and experiences. For the purpose of this report, student diversity focuses primarily upon students of color, hereby defined as students who identify as Black/African American, Asian/Asian American, Latina/o, Chicana/o, Mexicana/o, Hispanic, or Native American/American Indian.

Data Highlights

- Students of color are 19% of the undergraduate and 17% of the graduate student populations at UCCS.
- The average admissions index score among incoming minority students was 106 in fall 2006. The admissions index is 93 at UCCS and 103 at Boulder.
- Among the 2005 cohort of entering first-year students, Asian American and Black/African American students had higher retention rates than the entire cohort. However, retention rates declined among Latinos and American Indians.
- Between academic years 2005 and 2006, the number of baccalaureate degrees conferred to Latinos increased by 65%. The number of baccalaureate degrees conferred to minority students increased by 41%.

- The number of students of color at the graduate level increased by 12%, primarily due to the increase of Black/African American graduate students.
- As reported in the Blue Ribbon Commission Report, UCCS serves a wide variety of diverse undergraduate students: 2% are disabled, 2% are international, 19% are students of color, 26% are low-income (Pell eligible), 41% are first-generation students, and 31% are of a non-traditional age. (These figures do not add up to 100% because the groups overlap.)

Graduation Rates

Graduation rates are reported as the percentage of students in an incoming cohort of full-time first-year (freshman) who graduate from UCCS within six years. These data do not exclude students who switch to part-time status, students called to active duty, or students who have died while attending UCCS. The tables below are also in the appendix.

Undergraduate Cohort*	1996	1997	1998	1999	2000
Asian American	19	26	27	35	34
African American	14	14	12	21	20
Latino	21	30	46	56	47
American Indian	4	3	6	4	5
White/Unknown	266	382	411	457	488
International	0	6	4	2	3
Total Enrollment	324	461	506	575	597
Minority Enrollment	58	73	91	116	106

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

Graduation Rates	1996 Cohort	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort
Asian American	53%	27%	33%	54%	35%
African American	14%	50%	33%	38%	15%
Latino	43%	33%	28%	23%	36%
American Indian	50%	0%	33%	0%	20%
White/Unknown	33%	34%	36%	39%	42%
International	--	33%	0%	50%	33%
Total Graduation Rate	34%	34%	34%	38%	40%
Minority Graduation Rate	40%	33%	31%	34%	31%

Although the six-year graduation rate has improved steadily over the past few years, the rate itself is low and improvement has been variable within the ethnic groups. UCCS is striving to improve retention and graduation rates by providing more support and programs to students who are likely to leave UCCS and, in some cases, graduate from another institution.

Due to our participation with the National Student Clearinghouse and further analyses of first-year retention one and two years out, we are able to determine where the students have gone. Approximately 8% of students within each cohort have graduated from another institution. An additional 5-10% of students in each cohort leave UCCS after their second year; and prior to further analyses, we assume that the majority of these transfer-out students also graduate from other institutions.

Initiatives and Programs

In addition to the new Diversity Strategic Plan, there are a number of initiatives and programs that move the university towards a more inclusive and pluralistic atmosphere. Leading the way are the students, staff, and faculty working with the Matrix Center for the Advancement of Social Equity and Inclusion, the Office of Multicultural Student Affairs and Outreach, the Office of Campus Activities, and the Student Government Association.

The Matrix sponsors the Knapsack Institute, a three-day summer workshop for faculty. The Knapsack Institute focuses on curricular reform and provides participants with a “knapsack” of tools to transform their curricula and pedagogy by integrating concepts of privilege, inclusion, and social equity. This year the Knapsack Institute will be incorporated into the White Privilege Conference.

The White Privilege Conference (WPC) is scheduled for April 18-21 in Colorado Springs. The WPC is a national conference that brings together educators, students, youth, academics, and individuals from the non-profit and corporate sectors of our society. It includes workshops, speakers, panels, presentations, and discussions around the themes of multicultural education, cultural competency, white privilege, and intersecting inequalities. The faculty, students, and staff at UCCS have been integral in the administration and organization of the conference and we are proud to announce that the WPC will be held in Colorado Springs every other year.

Pending approval, UCCS may have a new major in women’s and ethnic studies. The new undergraduate major is scheduled to be offered in fall 2007 and will bring with it the beginnings of a new academic department and additional course offerings. Should the major be approved, it will be the only combined women’s and ethnic studies major offered in Colorado.

A new series of panel presentations and discussions are underway at UCCS. All faculty, staff, and students are invited to attend the “What is Privilege All About?” discussions, held in the Kraemer Family Library every month. Upcoming topics include “Privilege in Research,” featuring four faculty members, and “Becoming an Ally,” featuring a panel of students.

Dr. La Vonne Neal, Dean of the College of Education, will deliver the keynote address for African American History Month on February 23, 2007. “Communalism: Through Collaboration African Americans Can Overcome Crippling Obstacles of Slavery” incorporates the scholarly work of Booker T. Washington, W.E.B. DuBois, James Weldon Johnson, and John Hope Franklin.

The College of Education sponsored the Culturally Responsive Teaching Symposium in January of 2006 and 2007. Nationally recognized speakers came to UCCS to exchange teaching strategies that meet the needs of underrepresented students.

The Office of Student Multicultural Affairs and Outreach moved from Main Hall to the University Center. The new location, next to the campus bookstore and student organization offices, is in the center of campus and is now more accessible to students. There is a new staff position shared with Student Recruitment and the coordinator, Anthony Cordova, has been promoted to Director, reporting directly to the Vice Chancellor of Student Success.

The Office of Student Multicultural Affairs and Outreach continues to offer a Student Mentorship Program in which students are matched with faculty or staff mentors who offer students the opportunity to become more engaged, motivated, and empowered. “The aim of the program is to provide students from diverse cultural backgrounds with a supporter on campus who will encourage and offer guidance in dealing with any problems they confront while pursuing their education” (Mentorship Program, <http://web.uccs.edu/oama/Mentorship%20Program.htm>).

Minority students at UCCS are attending national conferences related to diversity. Approximately 20 students in the Black Student Union are joining students from Pikes Peak Community College to attend

the 20th Annual Big XII Conference on Black Student Government held in Lincoln, Nebraska. The members of the Latino Student Union plan to attend the U.S. Hispanic Leadership Institution, a national conference held in Chicago.

The College of Engineering and Applied Sciences continues to offer a variety of opportunities and programs and has been ranked 7th in the nation for women engineers, according to the American Society for Engineering Education. In addition to the Society of Women Engineers, there are several active students clubs: American Indian Science and Engineering Society, National Society of Black Engineers, and the Society of Hispanic Professional Engineers. A renowned alumnus of UCCS, John Herrington, has returned to campus to direct the Center for Space Studies. He was the first Native American astronaut to fly in space and continues to be involved with the American Indian Science and Engineering Society.

College of Education Dean La Vonne Neal and Associate Dean Carol de Casal established a partnership with Yeungjin College in Daegu, South Korea to create a language village. The partnership will “cultivate and develop a global learning environment for the 21st century, and establish an environment which provides English education for South Korean citizens in an experiential learning environment of foreign cultures” (<http://www.uccs.edu/~coegen>).

The following items are brief descriptions of a sampling of additional initiatives and programs at UCCS.

- Two new student clubs have been established: El Circulo de Espanol and the Asian Pacific Islanders Student Union. An additional club, Nursing Diversity, is in the organization process.
- Cinco de Mayo continues to be one of the largest cultural celebrations at UCCS. Last May, the festivities were kicked off by keynote speaker James Escalante.
- INROADS, an international organization, provides opportunities of paid internships for minority students to develop and place talented minority youth in business and industry and prepare them for corporate and community leadership.
- AWARE continues to organize and sponsor a variety of events advocating women’s assistance, resources, and education.
- The Business Diversity Union provides networking and guidance to help students succeed in a diverse business world. Activities include K-12 outreach visits, guest speakers, workshops, and excursions to local companies.
- The Student Diversity Council is a hub for student organizations including the Black Student Unions, Society of Women Engineers, Society of Hispanic Professional Engineers, Latino Student Union, American Indian Science and Engineering Society, and the Student Government Association.
- A mural project organized by Dr. Feliu-Moggi and sponsored by the President’s Fund is underway. A permanent mural depicting celebrations of all types of diversity will be displayed near the students’ ROAR office (Refuge for Organizations, Activities, and Recreation) in the University Center.
- The Office of Campus Activities organized 62 multicultural events this past year (2005-2006) and reported in the UCCS Self-Study, including the following: Latin American Film Festival, Latin History Month, Celebrations from Around the World, National Coming Out Day, Femicide and Social Justice, Hip Hop and Youth Cultures, and the Human Race Machine.

Evaluation

The efficacy of diversity programs and initiatives are measured via student surveys. At this time, a single survey focusing on “climate” is not feasible, but the Office of Institutional Research is revising the content of all internal surveys to include better questions and scalable items on diversity and multicultural awareness. In the next two years, we plan to participate in national surveys of students and faculty administered by the Higher Education Research Institute (HERI) at UCLA. The HERI faculty survey is conducted triennially with the next administration scheduled for fall 2007. We also anticipate that the Diversity Strategic Plan will include recommendations for measurement and evaluation.

Goals, Measures, and Accomplishments

Student Recruitment Strategies

UCCS has developed a variety of recruitment strategies, many of which are reported in detail in the Blue Ribbon Commission Report. Descriptions of strategies listed in the Blue Ribbon Commission Report are listed here.

The Office of Student Recruitment and Admissions Counseling implements several recruitment strategies to reach students in the Pikes Peak Region and beyond, especially underrepresented students. The Office of Student Recruitment partners with Financial Aid, Student Multicultural Affairs and Outreach, and minority faculty and staff to provide workshops, information, and support to parents and families of minority students. Together, these offices implement specialized recruitment activities in the San Luis and Arkansas Valleys.

A new position dedicated to the recruitment of under-represented populations is shared by the Office of Student Recruitment and Admissions Counseling and the Office of Student Multicultural Affairs and Outreach. The primary responsibility is to recruit and promote UCCS in areas of large minority populations and to coordinate with various groups and associations with the same mission.

The Pre-Collegiate Development Program (PCDP) is designed to motivate and prepare first generation and underrepresented students in pursuit of their higher education goals. PCDP collaborates with the Office of Student Recruitment and the Office of Student Multicultural Affairs and Outreach to focus on more targeted recruitment of these students. The staff collaborate with parents, guidance counselors, and surrounding communities to conduct comprehensive follow-up services for program participants.

UCCS is a member of the Colorado Educational Services and Development Association (CESDA) to promote, facilitate, and coordinate the access to post-secondary education for all students, particularly students of color and educationally or economically disadvantaged students. Activities include college fairs and visits to local high schools to explain college admissions processes.

UCCS is undergoing a marketing initiative to publicize financial aid resources to attract more low-income students with high academic ability. Financial aid resources include Kane Family Scholarships, work study, and grants for students whose family income is below the federal poverty level. Reduced out-of-state tuition for students from western states is offered via the Western Undergraduate Exchange Program.

Pipeline Programs

UCCS offers several pipeline programs to students throughout the Pikes Peak Region of Southern Colorado. The following programs, listed below, are also reported in the Blue Ribbon Commission Report, available online at <http://www.uccs.edu/blueribbon/commission.htm>.

The Chancellor's Leadership Class is a highly selective undergraduate honors program designed to develop effective leaders. Through coursework, community service, skill building, and mentoring, students have the opportunity to enhance their leadership abilities. To allow students to focus their full attention on the program, CLC provides a \$3500 scholarship renewable for up to four years.

The university's commitment to the education of first-generation and ethnic minority students is reflected in the University Connection program with Colorado community colleges. This program provides continuing scholarship support to students who transfer to UCCS with an Associate's degree from an accredited Colorado community college.

The Summer Bridge Program, sponsored by the College of Engineering and Applied Sciences with grants from the NSF and the Colorado Alliance for Minority Participation, offers advising sessions prior to the beginning of coursework at UCCS for incoming first-year students interested in science, engineering, technology, or math. The sessions are intended to build community and engage students in the university culture.

Project Lead the Way is a national program forming partnerships among public schools, higher education institutions and the private sector. The program seeks to improve the quality of teaching and curriculum at the middle and high school levels by offering pre-engineering courses to students and workshops for teachers. The intention is to increase the quantity and quality of engineers from all cultural backgrounds.

Cinco de Mayo Inc. is a community-based program that offers scholarships, cultural programming, and community activities for Hispanic students. This program works in collaboration with the UCCS Offices of Admissions and Financial Aid.

The Pre-Collegiate Development Program collaborates with K-12 institutions and non-profit organizations to provide leadership curriculum to high school students. It is designed to motivate and prepare first generation and underrepresented students in pursuit of their higher educational goals. PCDP is structured to ensure that students are academically prepared to enroll and be successful at UCCS or any other postsecondary institution of the students' choice.

UCCS continues its partnership with the Smart-Girl Leadership Institute, a non-profit organization. Smart-Girl leaders become guides to middle-school girls to inspire them to be "confident, capable, and self-reliant young women" (<http://www.uccs.edu/~lases/smartgirl.htm>). The leadership training is provided by the Women's Studies Program in the form of courses which can be counted towards a degree. In addition, UCCS students serve as tutors and mentors for girls in diverse communities in the Colorado Springs area.

Stay Ahead and Ready (STAR) is a program co-sponsored by the League of United Latin American Citizens and UCCS. It is designed to introduce middle school students from diverse backgrounds to a college setting. Scholarships are available for qualified students to attend UCCS upon graduation from high school.

Student Climate Survey Data

UCCS administers 4-5 student surveys per year which include a variety of questions regarding experiences and expectations of diversity on campus. The internal surveys are: Entering First-Year Students, Graduating Seniors, Baccalaureate Alumni, and Graduate Alumni. Results from the National Survey of Student Engagement are also reported below.

Approximately 75% of fall 2006 incoming first-year students completed the Entering First-Year Survey. On a 5-point scale, 52% rated their abilities in multicultural awareness as good or excellent; 90% affirmed that they hope to improve their multicultural awareness at UCCS.

Over 1100 seniors completed the 2006 Graduating Senior Survey; 79% of the respondents identified as White, 4% as Black or African American, 8% as Hispanic, 5% as Native American, and 1% as Asian. Approximately 74% rated the quality of their education in multicultural awareness as either good or excellent; 84% agreed that the education they received at UCCS helped them understand how diversity issues are interrelated in regional, national, and global relations. In addition, 67% of senior respondents indicated that coursework in their last year required them to complete activities requiring knowledge of other cultures; 64% reported that they were required to complete activities in which they applied knowledge of gender issues. Tables 1-5 illustrate several results from the 2006 Graduation Senior Survey.

Table 1: How would you rate the overall quality of your education at UCCS in multicultural awareness (e.g., sensitivity to others unlike you)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Poor	23	2.1	2.1	2.1
	Poor	44	4.0	4.0	6.1
	Fair	214	19.5	19.6	25.8
	Good	471	42.9	43.2	68.9
	Excellent	337	30.7	30.9	99.8
	Total	1091	99.3	100.0	
	Missing	10	.9		
Total		1099	100.0		

Table 2: The education I received at UCCS helped me understand how diversity issues are interrelated in regional, national and global relations.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	29	2.6	2.7	2.7
	Disagree	51	4.6	4.7	7.3
	Slightly Disagree	91	8.3	8.3	15.6
	Slightly Agree	282	25.7	25.8	41.4
	Agree	398	36.2	36.4	77.8
	Strongly Agree	243	22.1	22.2	100.0
	Total	1094	99.5	100.0	
Missing	System	5	.5		
Total		1099	100.0		

Table 3: The faculty at UCCS used examples of diversity (different cultures, religions, races, people with disabilities, etc.) in their class material.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	22	2.0	2.0	2.0
	Disagree	60	5.5	5.5	7.5
	Slightly Disagree	135	12.3	12.4	19.9
	Slightly Agree	278	25.3	25.5	45.3
	Agree	408	37.1	37.4	82.7
	Strongly Agree	189	17.2	17.3	100.0
	Total	1092	99.4	100.0	
Missing	System	7	.6		
Total		1099	100.0		

Table 4: Please evaluate the degree of personal development or gain which resulted from your attendance at UCCS in knowledge of international issues.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No gain	74	6.7	6.8	6.8
	Very slight gain	138	12.6	12.6	19.4
	Slight gain	286	26.0	26.1	45.5
	Moderate gain	379	34.5	34.6	80.2
	High gain	214	19.5	19.6	99.7
	Very high gain	3	.3	.3	100.0
	Total	1094	99.5	100.0	
Missing	System	5	.5		
Total		1099	100.0		

Table 5: Please evaluate the degree of personal development or gain which resulted from your attendance at UCCS in appreciation for persons of other races and ethnic backgrounds.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No gain	81	7.4	7.4	7.4
	Very slight gain	106	9.6	9.7	17.1
	Slight gain	255	23.2	23.3	40.4
	Moderate gain	362	32.9	33.1	73.5
	High gain	274	24.9	25.0	98.5
	Very high gain	15	1.4	1.4	99.9
	Total	1093	99.4	100.0	
Missing	System	6	.6		
Total		1099	100.0		

Results from the Baccalaureate Alumni Survey indicate that 64% of respondents rated the overall quality of their education in multicultural awareness as good or excellent and 73% reported gains in their appreciation for persons of other races and ethnic backgrounds as a result from attending UCCS.

The 2006 National Survey of Student Engagement revealed some disappointing results. The survey is administered to a representative sample of first-year students and seniors, whose participation led to a mere 33% response rate. Tables 6-14 illustrate results from several diversity-related questions in the survey. Complete survey results from the NSSE, as well as all internal surveys, are posted on the Office of Institutional Research website.

Table 6: Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	80	10.1	10.1	10.1
	Sometimes	245	30.9	30.9	41.0
	Often	280	35.3	35.4	76.4
	Very often	187	23.6	23.6	100.0
	Total	792	99.7	100.0	
Missing	System	2	.3		
Total		794	100.0		

Table 7: Had serious conversations with students of a different race or ethnicity than your own

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	113	14.2	14.7	14.7
	Sometimes	270	34.0	35.1	49.7
	Often	221	27.8	28.7	78.4
	Very often	166	20.9	21.6	100.0
	Total	770	97.0	100.0	
Missing	System	24	3.0		
Total		794	100.0		

Table 8: Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	87	11.0	11.3	11.3
	Sometimes	245	30.9	31.7	42.9
	Often	245	30.9	31.7	74.6
	Very often	196	24.7	25.4	100.0
	Total	773	97.4	100.0	
Missing	System	21	2.6		
Total		794	100.0		

Table 9: Tried to better understand someone else's views by imagining how an issue looks from his or her perspective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	49	6.2	6.4	6.4
	Sometimes	268	33.8	35.1	41.5
	Often	257	32.4	33.6	75.1
	Very often	190	23.9	24.9	100.0
	Total	764	96.2	100.0	
Missing	System	30	3.8		
Total		794	100.0		

Table 10: Institutional emphasis: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very little	154	19.4	20.5	20.5
	Some	333	41.9	44.3	64.8
	Quite a bit	177	22.3	23.6	88.4
	Very much	87	11.0	11.6	100.0
	Total	751	94.6	100.0	
Missing	System	43	5.4		
Total		794	100.0		

Table 11: Institutional contribution: Understanding people of other racial and ethnic backgrounds

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very little	142	17.9	19.1	19.1
	Some	282	35.5	37.9	56.9
	Quite a bit	204	25.7	27.4	84.3
	Very much	117	14.7	15.7	100.0
	Total	745	93.8	100.0	
Missing	System	49	6.2		
Total		794	100.0		

Table 12: To what extent have your experiences at this institution contributed to your understanding of today's international/multicultural world?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very little	177	22.3	24.1	24.1
	Some	298	37.5	40.7	64.8
	Quite a bit	180	22.7	24.6	89.4
	Very much	78	9.8	10.6	100.0
	Total	733	92.3	100.0	
Missing	System	61	7.7		
Total		794	100.0		

Table 13: To what extent have your experiences at this institution contributed to your ability to work effectively in diverse/cross-cultural settings?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very little	178	22.4	24.3	24.3
	Some	307	38.7	41.9	66.3
	Quite a bit	184	23.2	25.1	91.4
	Very much	63	7.9	8.6	100.0
	Total	732	92.2	100.0	
Missing	System	62	7.8		
Total		794	100.0		

Table 14: As an outcome of your college education, how important to you is understanding people of other racial and ethnic backgrounds?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	35	4.4	4.8	4.8
	Slightly important	86	10.8	11.8	16.6
	Moderately important	246	31.0	33.8	50.5
	Very important	360	45.3	49.5	100.0
	Total	727	91.6	100.0	
Missing	System	67	8.4		
Total		794	100.0		

IV. Faculty and Staff Diversity

Data Highlights

- Approximately 47% of regular instructional faculty at UCCS are women.
- Women make up 21% of full professors, 47% of associate professors, 53% of assistant professors, 62% of non-tenure track faculty, 56% of temporary faculty, and 56% of research faculty.
- Men and women of color represent 11% of full professors, 9% of associate professors, and 21% of assistant professors. In addition, 13% of temporary faculty and 16% of research faculty are men or women of color.
- Results from the Institutional Self-Study Faculty Questionnaire in fall 2005 (N = 147) indicate that 73% of respondents agreed that UCCS does a good job of making its commitment to diversity public and clear.
- Women are 53% of officers, 68% of administrators, 58% of professionals, 74% of clerical staff, 32% of technical staff, 12% of skilled workers, and 21% of service workers.
- Men and women of color represent 12% of officers, 12% of administrators, 15% of professionals, 16% of clerical staff, 12% of technical staff, 24% of skilled workers, and 50% of service workers.
- Of a total 446 staff, 55% are women and 17% are people of color.
-

Initiatives and Programs

- Dean La Vonne Neal, College of Education, received the Community Excellence Award in the Higher Education category as part of the Colorado Springs Branch National Association for the Advancement of Colored People (NAACP) Freedom Fund Gala October 21, 2006.
- Anthony Cordova, Student Multicultural Affairs Director, and Barbara Gaddis, Student Retention Director, received a \$3000 Diversity in Excellence Grant to establish HELP, Hispanic Emerging Leader Peers.
- The Policy to Promote Faculty Diversity was developed by the Faculty Minority Affairs Committee. It provides financial resources to deans, departmental chairs, and search committee chairs for their efforts to recruit and retain diverse faculty. The resources are applied to advertising, on-campus visits, and start-up funds. In AY 2005-2006, there were 9 offers extended to diverse candidates.
- The College of Education organized a symposium last January (2006), titled "Culturally Responsive Teaching and Counseling: Eradicating Gaps in Student Achievement." The keynote speaker was Dr. Geneva Gay, a leader in multicultural education. The participants exchanged teaching strategies that meet the needs of underrepresented students.
- Faculty associated with the Women's Studies and Ethnic Studies programs are in the process of proposing a new major and department to be named Women's and Ethnic Studies (WEST). The

proposal received overwhelming support from faculty in the College of Letters, Arts and Sciences. The next steps are to gain approval from university committees (such as Academic Planning and the University Budget Advisory Committee) and the Board of Regents.

- Several faculty are involved in the planning, organization, and leadership of the White Privilege Conference, a national conference to be held every other year at UCCS.
- “Freedom’s Song: 100 Years of African American Struggle and Triumph,” a national curriculum of U.S. history for middle school students, was created by faculty in the College of Education and funded by a grant from the Farmer’s Insurance Group. The curricular materials are available online at www.freedomssong.net. Freedom’s Song received the 2006 Bronze Anvil Award of Commendation from the Public Relations Society of America.
- Dr. Christi Kasa-Hendrickson, College of Education, will be participating with key senate staff in the development of plans for increasing access to communication supports and services for people with disabilities nationwide. This initiative, Breaking the Barriers (<http://www.breakingthebarriers.org>), was born out of the collective efforts to Support the Right to Communicate. The Governor’s Office of Boards and Commissions appointed Kasa-Hendrickson to the Developmental Disability Council.
- The Teaching and Learning Center continues to offer teaching round tables, workshops, and symposium series on topics related to diversity, such as an upcoming discussion titled, “Defining Collaborative Learning: A Multicultural Approach.”
- UCCS faculty were instrumental to the Blue Ribbon Commission on Diversity, volunteering as panel speakers, collaborating to write the final report, and participating in the event.

Goals, Measures, and Accomplishments

Recruitment Strategies

As reported in the Blue Ribbon Commission Report, the Faculty Minority Affairs Committee promotes the recruitment and retention of underrepresented faculty at UCCS. The committee provides consultation throughout the search process and final selection process, showcases success stories to enhance diversity, and has implemented a program to offer temporary financial support to deans, department chairs, and search committees in their efforts to recruit and retain underrepresented faculty and staff.

Academic deans also play an integral role in enhancing diversity of the faculty. The academic deans at UCCS are committed to increasing the number of faculty of color, women in STEM fields, and men in Nursing. Progress toward recruiting and retaining diverse faculty is measured via surveys, reported to the Vice Chancellor for Academic Affairs, and incorporated in the annual performance evaluation of each dean.

UCCS also partners with organizations in the Pikes Peak Region to provide a welcoming community for faculty. These organizations include El Pomar Foundation, Black Leadership Forum, Hispanic Chamber of Commerce, and the American Indian Science and Engineering Society, among others. The partnerships provide resources to offer activities such as the African American Voice Diversity Brunch, Cinco de Mayo Celebration, Martin Luther King Jr. Luncheon, and World AIDS Day.

Climate Survey Data

UCCS did not conduct a climate survey for faculty. However, we will participate in the in the 2007 HERI Faculty Survey coordinated by UCLA and administered every three years.

In fall 2005, 147 faculty completed the Institutional Self-Study Faculty Questionnaire, an online survey conducted for the North Central Association’s accreditation review. Among respondents, 73% agreed that UCCS does a good job of making its commitment to diversity public and clear; 57% agreed that UCCS’ actions have been successful in fostering the goals of diversity on campus; and, 54% agreed that UCCS offers the opportunity to participate in stimulating, diverse and globally-focused intellectual discourse with

colleagues. A full, detailed report of results is available online at <http://www.uccs.edu/~ncaport/portfolio/surveys.htm>.

All classified and professional exempt staff at UCCS were invited to participate in the Institutional Self-Study Staff Questionnaire in fall 2005. Of 188 respondents, 68% identified as classified staff and 28% as professional exempt. Approximately 67% agreed that UCCS does a good job of making its commitment to diversity public and clear, 61% agreed that UCCS has been successful in fostering the goals of diversity on campus, and 62% agreed that UCCS offers staff the opportunity to participate in diversity intellectual discourse with colleagues. Additional survey results are posted online at <http://www.uccs.edu/~ncaport/portfolio/surveys.htm>

Professional Development

UCCS offers professional development activities and programs for faculty and staff who want to improve their multicultural knowledge base and incorporate diversity in their teaching, research, and service.

Examples of these opportunities include:

- Culturally Responsive Teaching and Counseling Symposium
- White Privilege Conference
- Round tables, workshops, and discussions organized by the Teaching and Learning Center
- Knapsack Institute
- Presentation series, "What is Privilege All About?"
- Faculty retreats
- IT support to ensure usability of course websites (for persons with disabilities)
- Student Multicultural Affairs Mentorship Program
- Ethnic Studies Advisory Board
- Diversity Alliance Committee

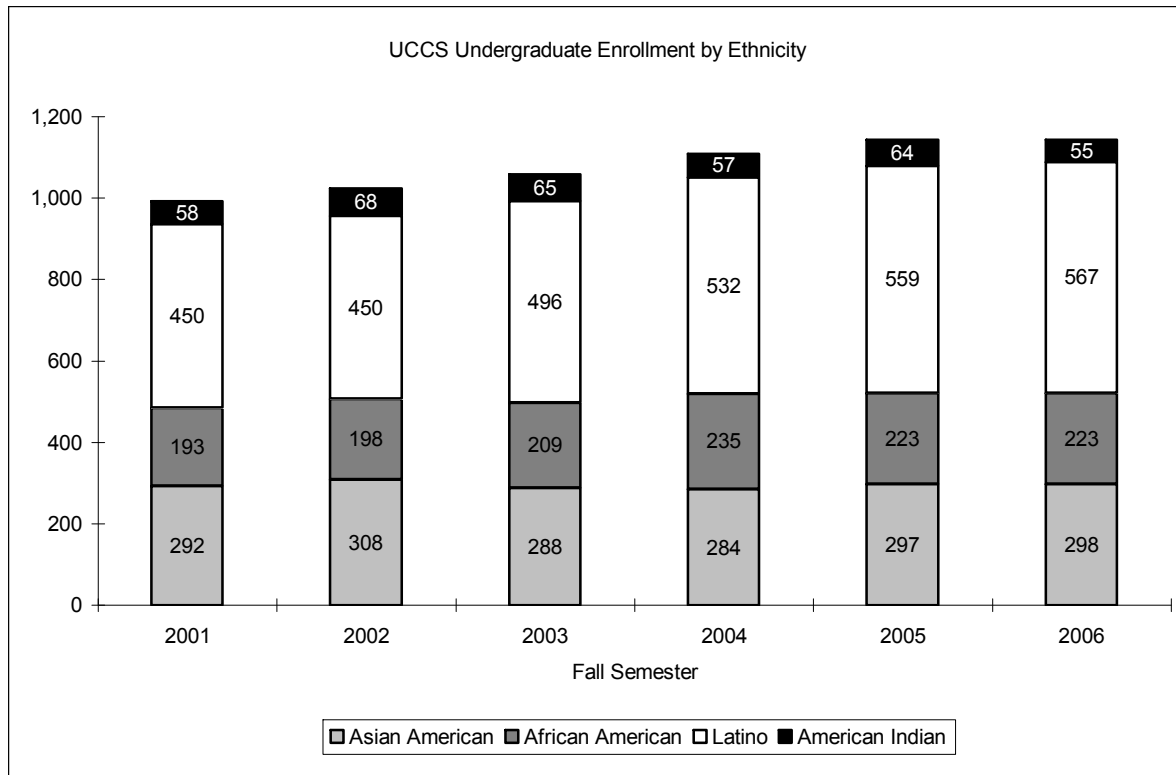
Exit Interviews

UCCS has not institutionalized a standardized exit interview for departing faculty. Individual deans and/or department chairs may be conducting informal exit interviews, but these data are neither reported nor appropriate for data analyses (due to both the anecdotal nature of second-hand reporting as well as the concern to maintain the privacy of personnel actions).

The university recognizes the need to nourish an institutional culture that values the recruitment and retention of diverse faculty. We are working towards a feasible method to identify why diverse faculty choose to come to UCCS, why they leave, what UCCS does well in recruiting and retaining a diverse faculty, and where we need improvement. The Office of Institutional Research is developing a tool to project faculty diversity up to 150 years from now based on existing rates of hiring, retaining, and exiting among different gender and ethnic groups of faculty. Projections applied to another campus revealed that the faculty diversity was unlikely to ever match the diversity of current cohorts of Ph.D. earners unless drastic interventions were implemented to recruit, hire, and retain faculty. In contrast to this depressing finding at another institution, preliminary results from a similar model applied to UCCS show that faculty diversity could match the diversity among recent Ph.D. earners in as few as 20-25 years. Further results of these analyses are available from the Office of Institutional Research.

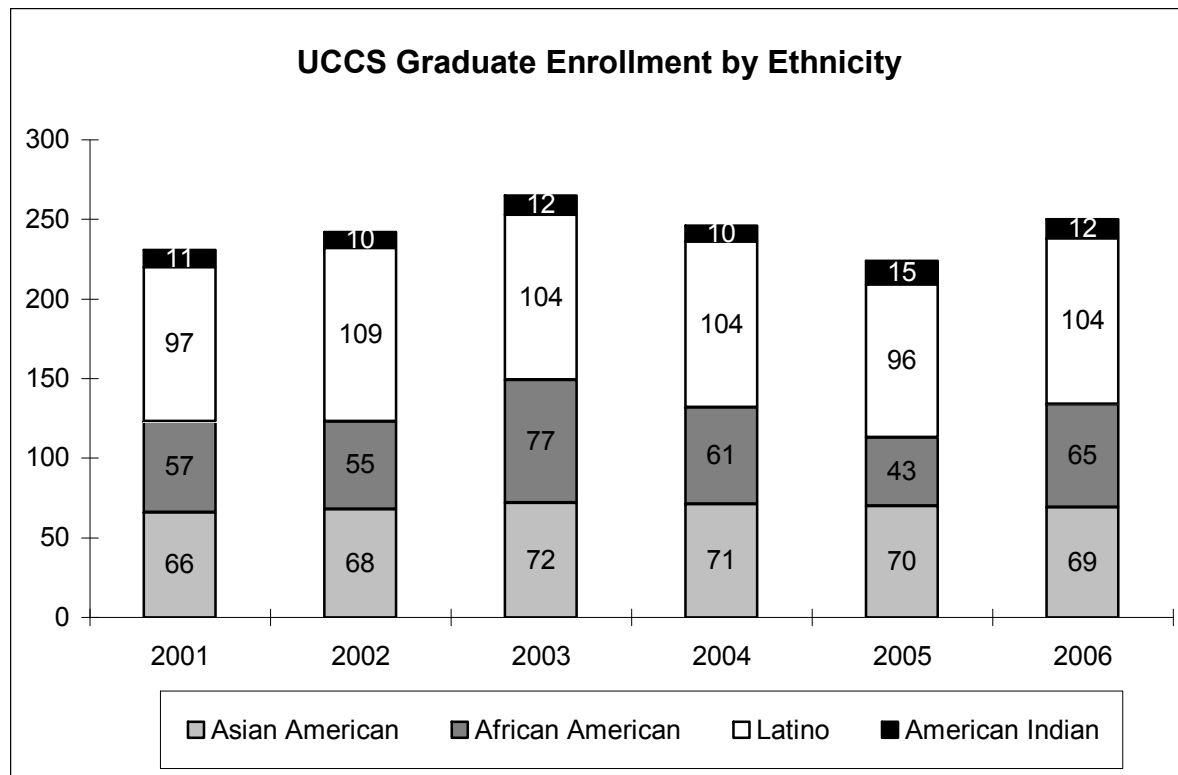
Appendix: Diversity Data

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



Ethnicity	2001	2002	2003	2004	2005	2006
Asian American	292	308	288	284	297	298
African American	193	198	209	235	223	223
Latino	450	450	496	532	559	567
American Indian	58	68	65	57	64	55
White/Unknown	4226	4574	4793	4872	4955	4938
International	31	51	24	25	21	22
Total Enrollment	5250	5649	5875	6005	6119	6103
Minority Total	993	1024	1058	1108	1143	1143
Min. as % of Total Enroll	19%	18%	18%	18%	19%	19%

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

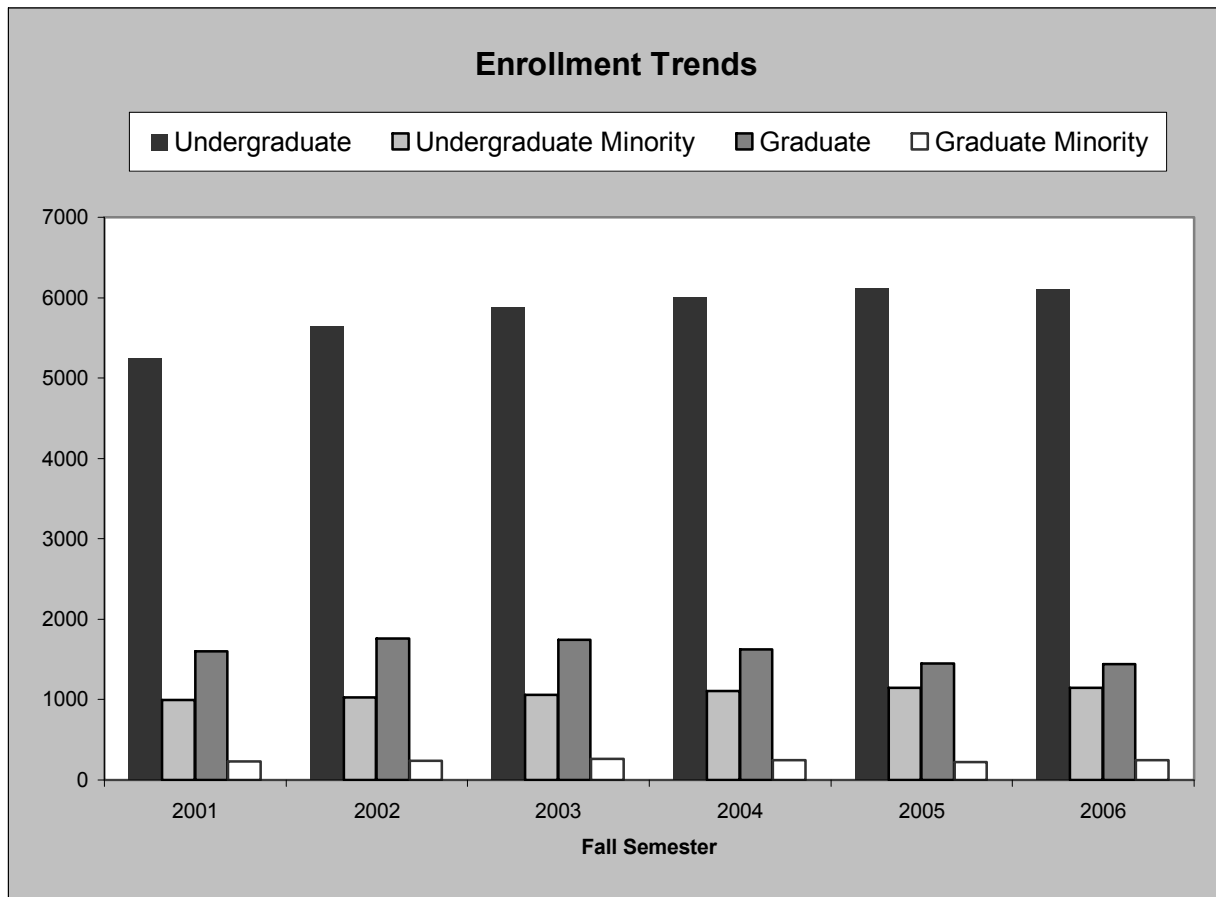


Ethnicity	2001	2002	2003	2004	2005	2006
Asian American	66	68	72	71	70	69
African American	57	55	77	61	43	65
Latino	97	109	104	104	96	104
American Indian	11	10	12	10	15	12
White/Unknown	1272	1429	1426	1337	1196	1166
International	100	87	54	41	28	28
Enrollment	1603	1758	1745	1624	1448	1444
Minority Total	231	242	265	246	224	250
Min. as % of Total Enroll	14%	14%	15%	15%	15%	17%

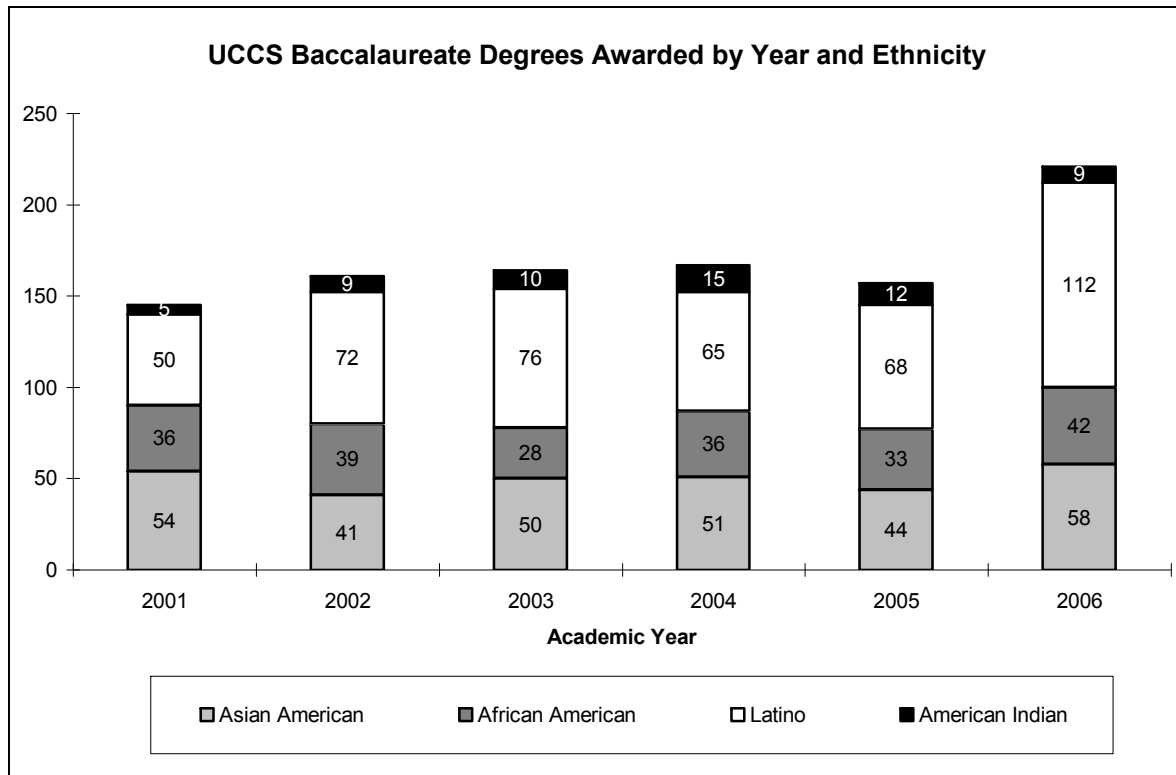
**University of Colorado at Colorado Springs
Enrollment Trends
6 Year History**

Undergraduate Enrollment	2001	2002	2003	2004	2005	2006
Asian American	292	308	288	284	297	298
African American	193	198	209	235	223	223
Latino	450	450	496	532	559	567
American Indian	58	68	65	57	64	55
White/Unknown	4226	4574	4793	4872	4955	4938
International	31	51	24	25	21	22
Total Enrollment	5250	5649	5875	6005	6119	6103
Minority Total	993	1024	1058	1108	1143	1143

Graduate Enrollment	2001	2002	2003	2004	2005	2006
Asian American	66	68	72	71	70	69
African American	57	55	77	61	43	65
Latino	97	109	104	104	96	104
American Indian	11	10	12	10	15	12
White/Unknown	1272	1429	1426	1337	1196	1166
International	100	87	54	41	28	28
Enrollment	1603	1758	1745	1624	1448	1444
Minority Total	231	242	265	246	224	250

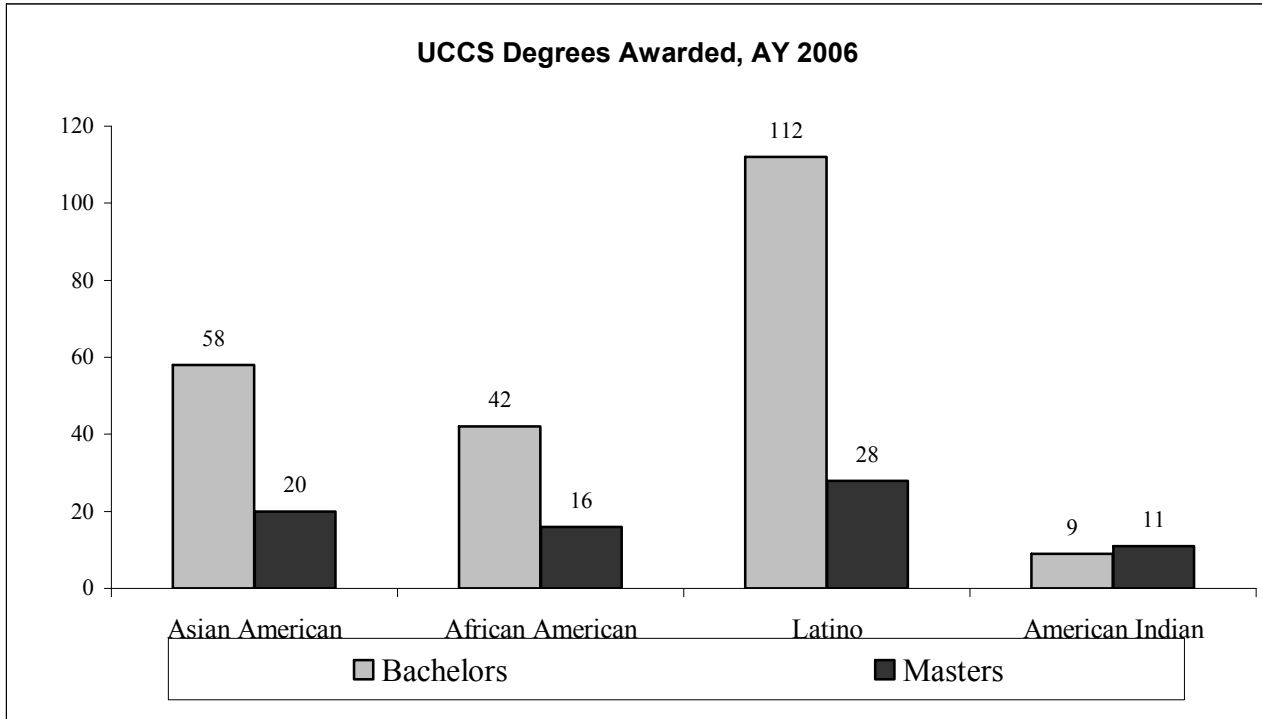


**University of Colorado at Colorado Springs
Baccalaureate Degrees Awarded by Ethnicity
6 Year History**



Ethnicity	2001	2002	2003	2004	2005	2006
Asian American	54	41	50	51	44	58
African American	36	39	28	36	33	42
Latino	50	72	76	65	68	112
American Indian	5	9	10	15	12	9
White/Unknown	623	724	755	816	904	914
International	3	4	3	4	4	7
Total Degrees Awarded	771	889	922	987	1065	1142
Minority Total	145	161	164	167	157	221
Min. as % of Total	19%	18%	18%	17%	15%	19%

**University of Colorado at ColoradoSprings
Degrees Awarded by Ethnicity
AY 2006**



	Bachelors	Masters	Doctoral	Total
Asian American	58	20	0	78
African American	42	16	0	58
Latino	112	28	0	140
American Indian	9	11	0	20
White/Unknown	914	413	1	1,328
International	7	10	2	19
Minority Total	221	75	0	296
Total	921	423	3	1,347

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

Undergraduate Cohort*	1996	1997	1998	1999	2000
Asian American	19	26	27	35	34
African American	14	14	12	21	20
Latino	21	30	46	56	47
American Indian	4	3	6	4	5
White/Unknown	266	382	411	457	488
International	0	6	4	2	3
Total Enrollment	324	461	506	575	597
Minority Total	58	73	91	116	106

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

Graduated in 6 Yrs	1996	1997	1998	1999	2000
Asian American	10	7	9	19	12
African American	2	7	4	8	3
Latino	9	10	13	13	17
American Indian	2	0	2	0	1
White/Unknown	88	131	146	180	204
International	0	2	0	1	1
Total Enrollment	111	157	174	221	238
Minority Total	23	24	28	40	33

Graduation Rate	1996	1997	1998	1999	2000
Asian American	53%	27%	33%	54%	35%
African American	14%	50%	33%	38%	15%
Latino	43%	33%	28%	23%	36%
American Indian	50%	0%	33%	0%	20%
White/Unknown	33%	34%	36%	39%	42%
International	--	33%	0%	50%	33%
Total Enrollment	34%	34%	34%	38%	40%
Minority Total	40%	33%	31%	34%	31%

University of Colorado at Colorado Springs
 Graduate-Level Graduation Rates by Ethnicity
 Five Year History

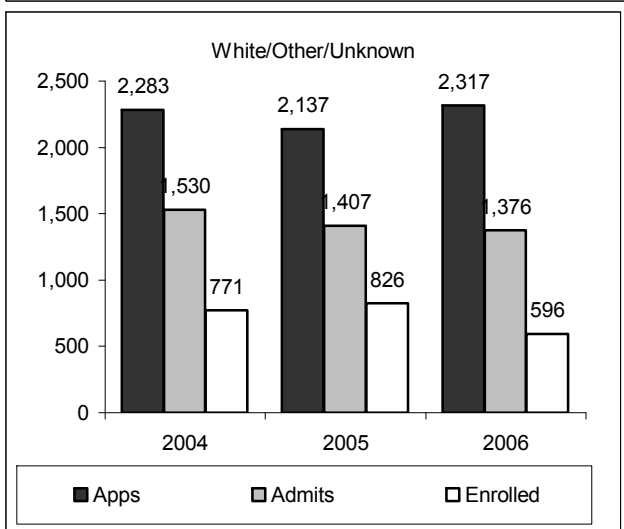
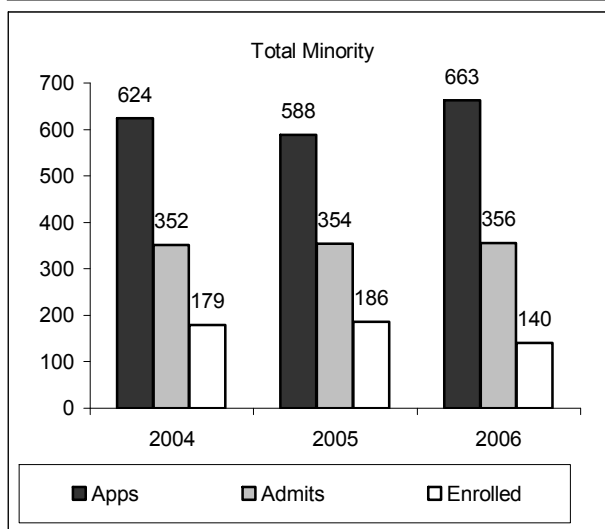
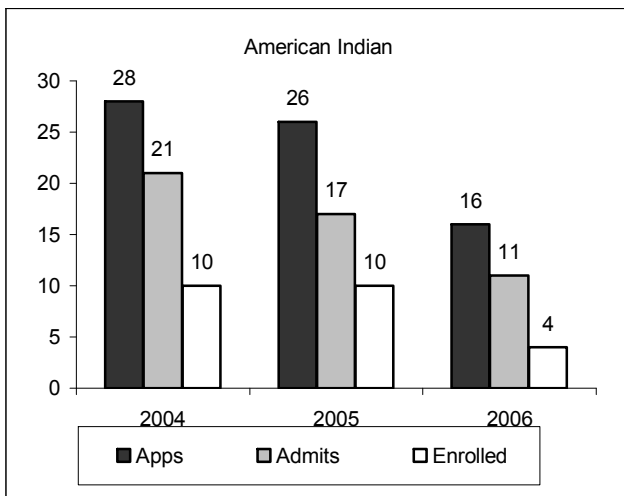
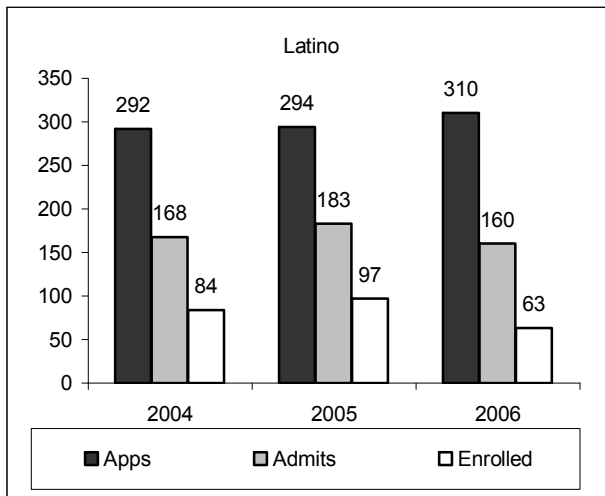
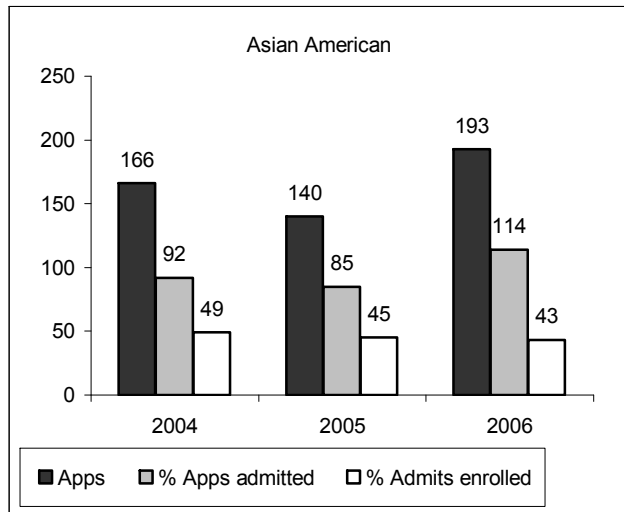
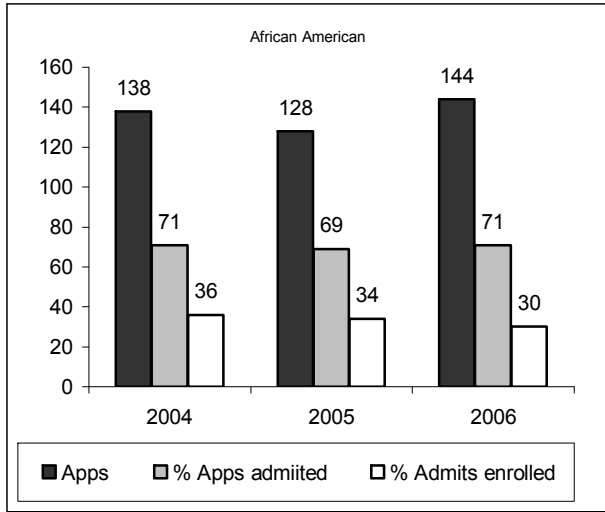
Graduate Cohort**	1999	2000	2001	2002	2003
Asian American	4	4	2	3	4
African American	4	2	3	0	1
Latino	2	3	13	3	4
American Indian	0	2	1	2	3
White/Unknown	79	98	99	87	76
International	8	19	10	7	7
Enrollment	97	128	128	102	95
Minority Total	10	11	19	8	12

**Includes first-time master's and first-time doctoral students entering in Fall.

Graduated in 3 Years	1999	2000	2001	2002	2003
Asian American	2	2	1	1	3
African American	4	1	0	0	1
Latino	2	2	7	2	3
American Indian	0	1	1	1	3
White/Unknown	46	52	54	48	34
International	6	13	4	3	3
Enrollment	60	71	67	55	47
Minority Total	8	6	9	4	10

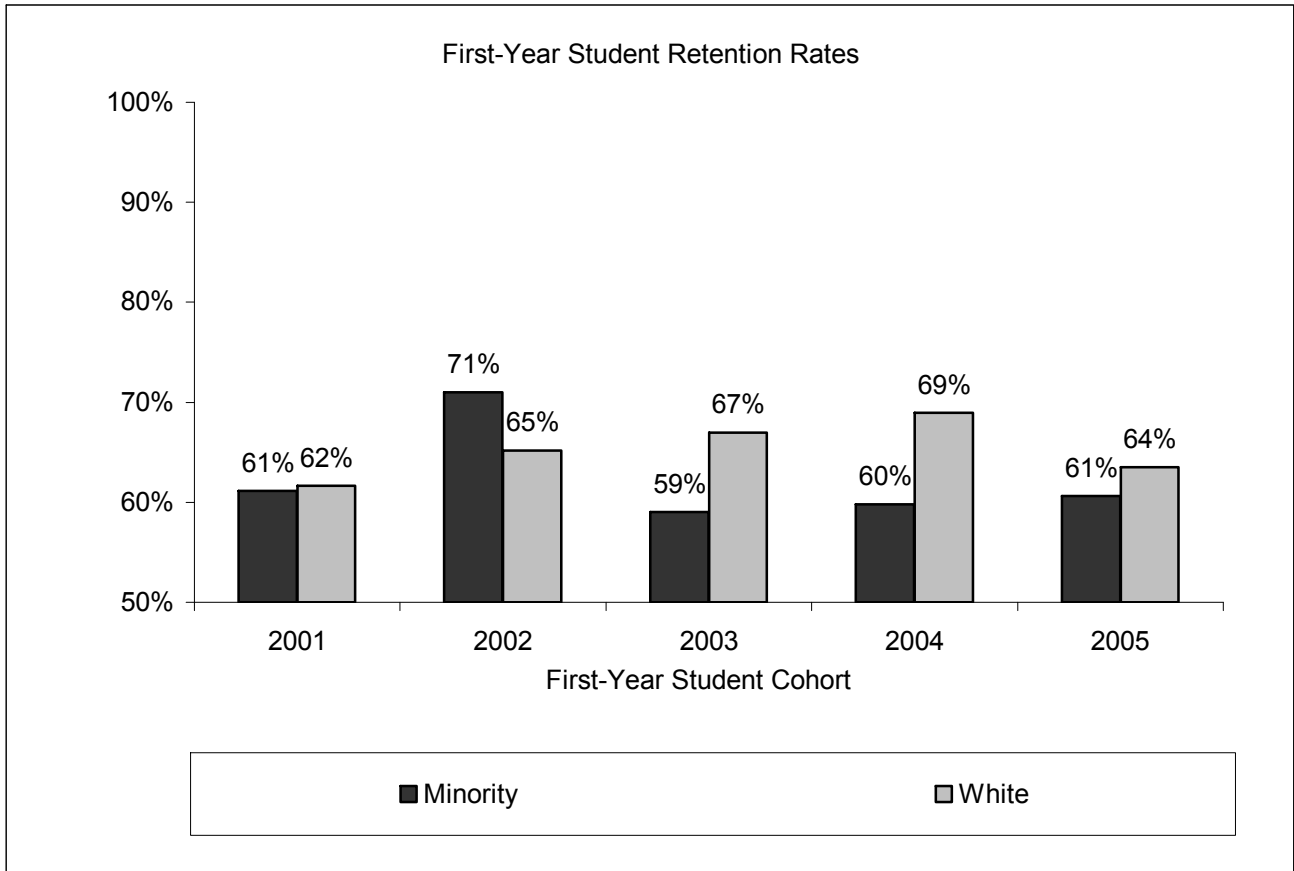
Graduation Rate	1999	2000	2001	2002	2003
Asian American	50%	50%	50%	33%	75%
African American	100%	50%	0%	--	100%
Latino	100%	67%	54%	67%	75%
American Indian	--	50%	100%	50%	100%
White/Unknown	58%	53%	55%	55%	45%
International	75%	68%	40%	43%	43%
Enrollment	62%	55%	52%	54%	49%
Minority Total	80%	55%	47%	50%	83%

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



UNIVERSITY OF COLORADO AT COLORADO SPRINGS
Freshman Retention Rates by Ethnicity

Ethnicity	First-Year Student Cohorts					Percent Enrolled One Year Out				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
Asian American	60	49	47	49	49	62%	67%	60%	55%	73%
African American	20	26	26	39	35	60%	81%	58%	54%	66%
Latino	69	82	85	92	102	58%	71%	61%	63%	55%
American Indian	8	5	8	9	12	88%	60%	38%	78%	42%
Minority Total	157	162	166	189	198	61%	71%	59%	60%	61%
White	644	741	739	764	800	62%	65%	67%	69%	64%
Other/Unknown	37	42	42	31	46	65%	69%	64%	45%	67%
International	6	6	4	2	4	67%	83%	100%	100%	75%
Total	844	951	951	986	1,048	62%	66%	66%	67%	63%



UNIVERSITY OF COLORADO AT COLORADO SPRINGS
 FACULTY DIVERSITY PROFILE
 ALL SCHOOLS AND COLLEGES, FALL 2006

UCCS	Total	Female	F Pct.	Male	M Pct.	Minority	Min.Pct.	Afr. Amer.	Amer. In.	Asian Am.	Latino	Internatl	Unknown	White
Instructional Faculty	313	146	47%	167	53%	34	11%	4	2	12	16	0	5	274
<i>Tenured & Tenure Track</i>	196	74	38%	122	62%	26	13%	2	1	12	11	0	3	167
Full Professor (Tenured)	84	18	21%	66	79%	9	11%	1	0	5	3	0	1	74
Associate Professor (Tenured)	55	26	47%	29	53%	5	9%	1	1	1	2	0	0	50
Assistant Professor	57	30	53%	27	47%	12	21%	0	0	6	6	0	2	43
<i>Non-Tenure Track</i>	117	72	62%	45	38%	8	7%	2	1	0	5	0	2	107
Sr. Instructor	32	21	66%	11	34%	4	13%	0	1	0	3	0	0	28
Instructor	79	47	59%	32	41%	4	5%	2	0	0	2	0	2	73
Sr. Clinical Instructor	2	0	0%	2	100%	0	0%	0	0	0	0	0	0	2
Clinical Instructor	4	4	100%	0	0%	0	0%	0	0	0	0	0	0	4
Administrative	61	27	44%	34	56%	8	13%	2	1	3	2	0	1	52
Officers^	17	9	53%	8	47%	2	12%	1	0	1	0	0	0	15
Deans*	15	8	53%	7	47%	2	13%	1	0	1	0	0	0	13
Chairs**	29	10	34%	19	66%	4	14%	0	1	1	2	0	1	24
Other Faculty	245	136	56%	109	44%	32	13%	4	5	8	15	0		
Lecturers, unduplicated	224	125	56%	99	44%	30	13%	4	5	7	14	0	18	176
Adjunct/Adjoint/Visiting Profs	21	11	52%	10	48%	2	10%	0	0	1	1	0	1	18
Research Faculty	32	18	56%	14	44%	5	16%	1	0	3	1	0		
Research Profs and Instructors	9	5	56%	4	44%	1	11%	1	0	0	0	0	0	2
Research Associate	4	0	0%	4	100%	2	50%	0	0	2	0	0	0	2
Professional Research	19	13	68%	6	32%	2	11%	0	0	1	1	0	0	17

^One person holds 2 officer positions, but is counted once.

* Deans are counted in other categories if applicable.

**Chairs are also counted in the faculty categories.

UNIVERSITY OF COLORADO AT COLORADO SPRINGS
 FACULTY DIVERSITY PROFILE, GENDER BY ETHNICITY
 ALL SCHOOLS AND COLLEGES, FALL 2006

Category	Total	Asian American %			African American %			Latino %			American Indian			White %			Did Not Disclose/UK %		
		Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	% Female	Female	Male	Female	Female	Male	Female
Reg. Instructional Faculty	313	3	9	25%	3	1	75%	8	8	50%	2	0	100%	127	147	46%	3	2	60%
<i>Tenured & Tenure Track</i>	196	3	9	25%	2	0	100%	4	7	36%	1	0	100%	62	105	37%	2	1	67%
Full Professor	84	0	5	0%	1	0	100%	1	2	33%	0	0	--	16	58	22%	0	1	0%
Associate Professor	55	1	0	100%	1	0	100%	1	1	50%	1	0	0%	22	28	44%	0	0	--
Assistant Professor	57	2	4	33%	0	0	--	2	4	33%	0	0	--	24	19	56%	2	0	100%
<i>Non-Tenure Track</i>																			
Instructors	117	0	0	--	1	1	50%	4	1	80%	1	0	100%	65	42	61%	1	1	50%
<i>Tenured</i>	143	1	5	17%	2	0	100%	2	3	40%	1	0	--	38	86	31%	0	1	
Full Professor	81	0	5	0%	1	0	100%	1	2	33%	0	0	--	16	58	22%	0	1	0%
Associate Professor	62	1	0	100%	1	0	100%	1	1	50%	1	0	0%	22	28	44%	0	0	--
Assistant Professor	0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Administrative	61	0	3	0%	2	0	100%	0	2	0%	1	0	--	25	27	48%	0	0	--
Officers^	17	0	1	0%	1	0	100%	0	0	--	0	0	--	8	7	53%	0	0	--
Deans*	15	0	1	0%	1	0	100%	0	0	--	0	0	--	7	6	54%	0	0	--
Chairs**	29	0	1	0%	0	0	--	0	2	0%	1	0	100%	10	14	42%	0	1	0%
Other Faculty	277	6	5	55%	4	1	80%	11	5	69%	3	2	60%	123	98	56%	7	12	0%
Lecturer	224	5	2	71%	3	1	75%	9	5	64%	3	2	60%	98	78	56%	7	11	0%
Adjunct/Visiting Profs	21	1	0	100%	0	0	--	1	0	100%	0	0	--	9	9	50%	0	1	0%
Researchers	32	0	3	0%	1	0	100%	1	0	100%	0	0	--	16	11	59%	0	0	--

^One person holds 2 officer positions, but is counted once.

* Deans are counted in other categories if applicable.

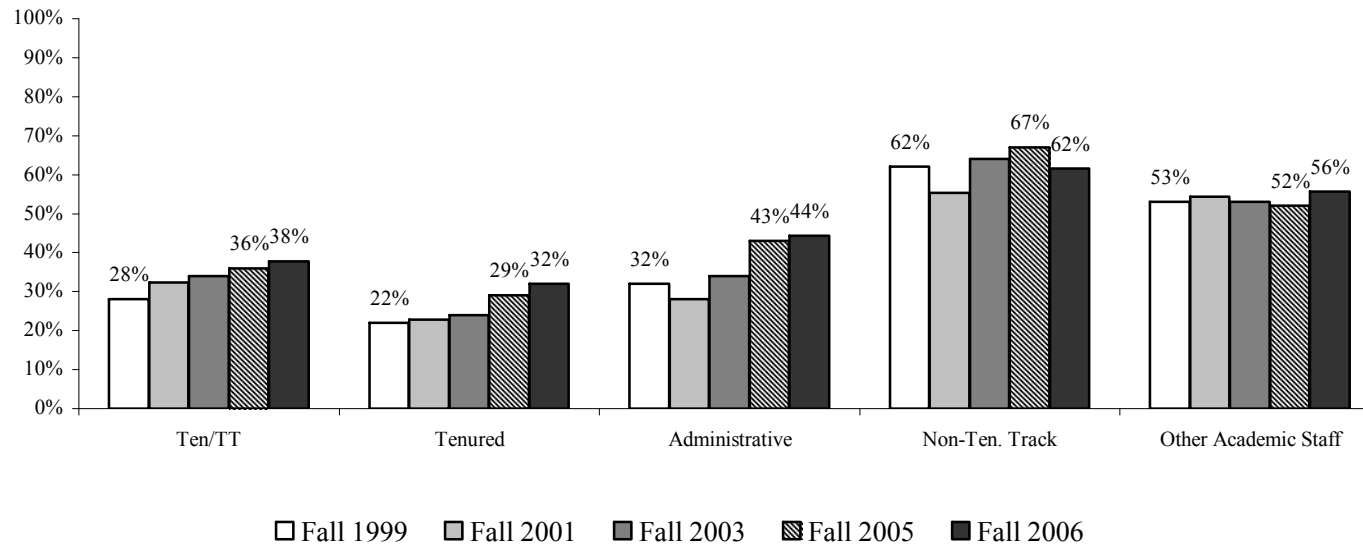
**Chairs are also counted in the faculty categories.

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

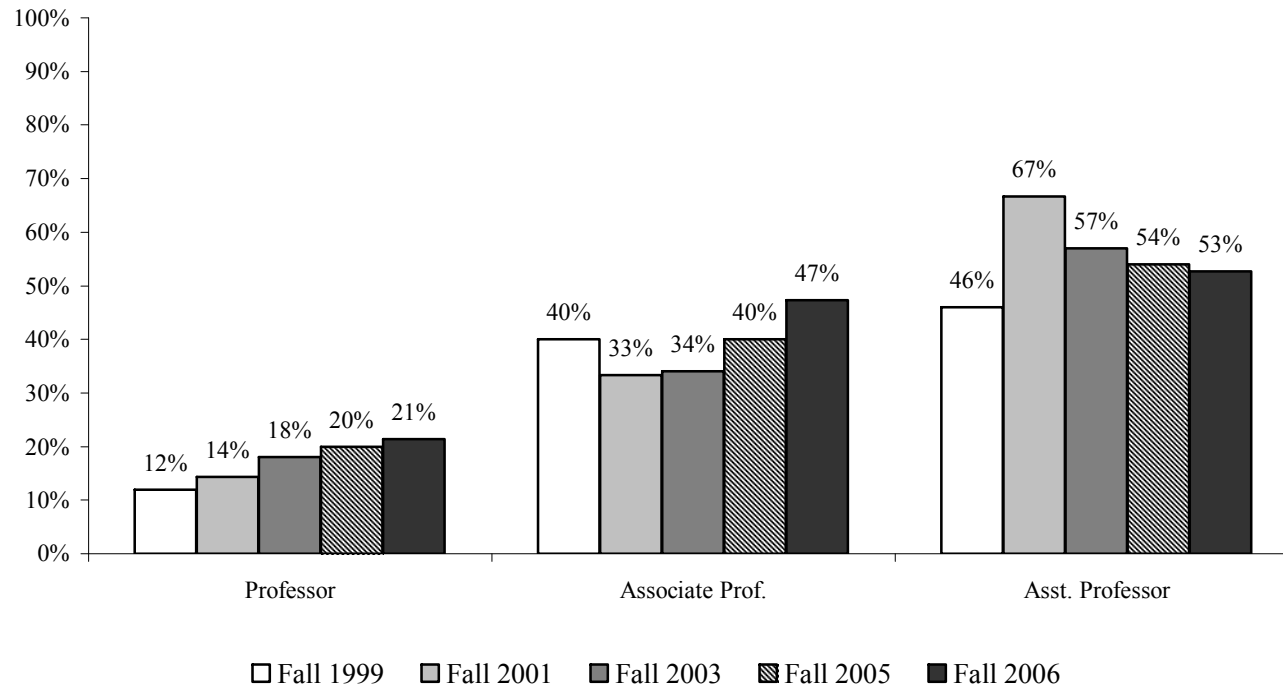
	Fall 1999	Fall 2001	Fall 2003	Fall 2005	Fall 2006
Ten/TT	28%	32%	34%	36%	38%
Tenured	22%	23%	24%	29%	32%
Administrative	32%	28%	34%	43%	44%
Non-Ten. Track	62%	55%	64%	67%	62%
Other Academic Staff	53%	54%	53%	52%	56%

	Fall 1999	Fall 2001	Fall 2003	Fall 2005	Fall 2006
Professor	12%	14%	18%	20%	21%
Associate Prof.	40%	33%	34%	40%	47%
Asst. Professor	46%	67%	57%	54%	53%

Percent of Total Faculty
Who are Female

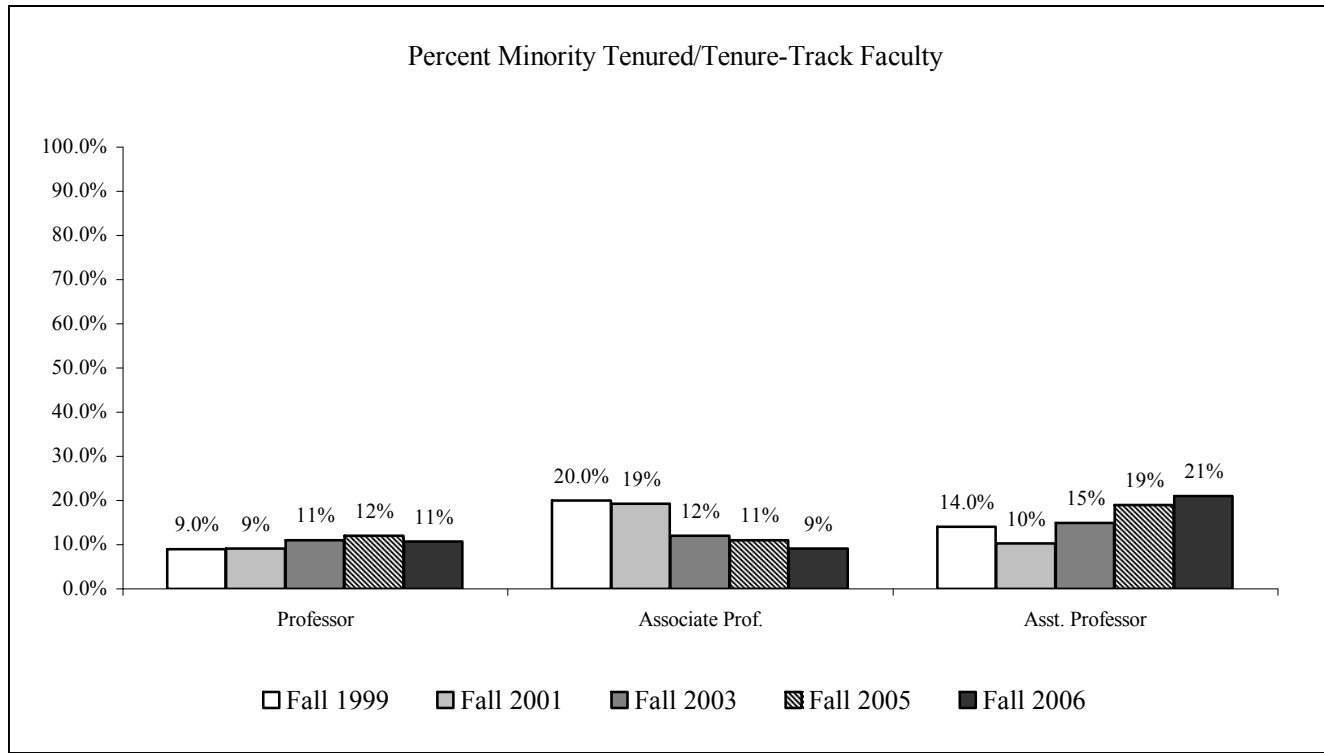


Percent of Tenured/Tenure-Track Faculty
Who are Female



University of Colorado at Colorado Springs Faculty Diversity Profile

	Fall 1999	Fall 2001	Fall 2003	Fall 2005	Fall 2006
Professor	9.0%	9%	11%	12%	11%
Associate Prof.	20.0%	19%	12%	11%	9%
Asst. Professor	14.0%	10%	15%	19%	21%



UNIVERSITY OF COLORADO AT COLORADO SPRINGS
 FACULTY DIVERSITY PROFILE
 Fall 2006

1. Letters, Arts & Sciences

	Total	Female	% Female	Male	% Male	Minority	% Min.	Afr. Amer.	Amer. In.	Asian	Latino	Internatl	Unknown	White
Instructional Faculty	193	96	50%	68	35%	20	10%	1	0	5	8	0	2	96
<i>Tenured & Tenure Track</i>	112	44	39%	68	61%	14	13%	1	0	5	8	0	2	96
Full Professor	45	12	27%	33	73%	3	7%	0	0	1	2	0	0	42
Associate Professor	32	15	47%	17	53%	3	9%	1	0	1	1	0	0	29
Assistant Professor	35	17	49%	18	51%	8	23%	0	0	3	5	0	2	25
<i>Non-Tenure Track</i>														
Instructors	81	52	50%	29	36%	6	7%	1	1	0	4	0	2	73
<i>Tenured</i>	77	27	35%	50	65%	6	8%	1	0	2	3	0		
Full Professor	45	12	0.266667	33	0.7333	3	0.067	0	0	1	2	0	0	42
Associate Professor	32	15	0.46875	17	0.5313	3	0.094	1	0	1	1	0	0	29
Assistant Professor	0	0	--	0	--	0	--	0	0	0	0	0	0	0
Administrative	21	5	24%	16	76%	1	5%	0	0	0	1	0	0	20
Officers	1	0	0%	1	100%	0	0%	0	0	0	0	0	0	1
Deans	2	0	0%	2	100%	0	0%	0	0	0	0	0	0	2
Chairs	18	5	28%	13	72%	1	6%	0	0	0	1	0	0	17
Other Faculty	117	58	50%	59	50%	18	15%	2	2	6	8	0	5	94
Lecturers	94	48	51%	46	49%	16	17%	2	2	4	8	0	5	73
Adjunct/Visiting Profs	9	2	22%	7	78%	1	11%	0	0	1	0	0	0	8
Research	14	8	57%	6	43%	1	7%	0	0	1	0	0	0	13

2. Engineering & Applied Sciences

	Total	Female	% Female	Male	% Male	Minority	% Min.	Afr. Amer.	Amer. In.	Asian	Latino	Internatl	Unknown	White
Instructional Faculty	36	5	14%	28	78%	7	19%	0	0	5	2	0	1	21
<i>Tenured & Tenure Track</i>	29	1	3%	28	97%	7	24%	0	0	5	2	0	1	21
Full Professor	20	1	5%	19	95%	5	25%	0	0	4	1	0	1	14
Associate Professor	5	0	0%	5	100%	0	0%	0	0	0	0	0	0	5
Assistant Professor	4	0	0%	4	100%	2	50%	0	0	1	1	0	0	2
<i>Non-Tenure Track</i>														
Instructors	7	4	14%	3	43%	0	0%	0	0	0	0	0	0	7
<i>Tenured</i>	25	1	4%	24	96%	5	20%	0	0	4	1	0	0	
Full Professor	20	1	0.05	19	0.95	5	0.25	0	0	4	1	0	1	14
Associate Professor	5	0	0	5	1	0	0	0	0	0	0	0	0	5
Assistant Professor	0	0	--	0	--	0	--	0	0	0	0	0	0	0
Administrative	8	1	13%	7	88%	1	13%	0	0	1	0	0	1	6
Officers	1	0	0%	1	100%	0	0%	0	0	0	0	0	0	1
Deans	2	0	0%	2	100%	0	0%	0	0	0	0	0	0	2
Chairs	5	1	20%	4	80%	1	20%	0	0	1	0	0	1	3
Other Faculty	33	7	21%	26	79%	5	15%	0	1	3	1	0	5	24
Lecturers	28	7	25%	21	75%	4	14%	0	1	2	1	0	5	19
Adjunct/Visiting Profs	0	0	--	0	--	0	--	0	0	0	0	0	0	0
Research	5	0	0%	5	100%	1	20%	0	0	1	0	0	0	5

3. Education

	Total	Female	% Female	Male	% Male	Minority	% Min.	Afr. Amer.	Amer. In.	Asian	Latino	Internatl	Unknown	White
Instructional Faculty	19	11	58%	5	26%	4	21%	1	1	0	1	0	0	9
<i>Tenured & Tenure Track</i>	12	7	58%	5	42%	3	25%	1	1	0	1	0	0	9
Full Professor	3	2	67%	1	33%	1	33%	1	0	0	0	0	0	2
Associate Professor	3	1	33%	2	67%	2	67%	0	1	0	1	0	0	1
Assistant Professor	6	4	67%	2	33%	0	0%	0	0	0	0	0	0	6
<i>Non-Tenure Track</i>														
Instructors	7	4	58%	3	43%	1	14%	1	0	0	0	0	0	6
<i>Tenured</i>	6	3	50%	3	50%	3	50%	1	1	0	1	0	0	3
Full Professor	3	2	67%	1	0.3333	1	33%	1	0	0	0	0	0	2
Associate Professor	3	1	33%	2	0.6667	2	67%	0	1	0	1	0	0	1
Assistant Professor	0	0	--	0	--	0	--	0	0	0	0	0	0	0
Administrative	6	5	83%	1	17%	4	67%	2	1	0	1	0	0	2
Officers	1	1	100%	0	0%	1	100%	1	0	0	0	0	0	0
Deans	1	1	100%	0	0%	1	100%	1	0	0	0	0	0	0
Chairs	4	3	75%	1	25%	2	50%	0	1	0	1	0	0	2
Other Faculty	47	39	83%	8	17%	5	11%	2	0	0	3	0	4	38
Lecturers	29	24	83%	5	17%	3	10%	1	0	0	2	0	3	23
Adjunct/Visiting Profs	12	9	75%	3	25%	1	8%	0	0	0	1	0	1	10
Research	6	6	100%	0	0%	1	17%	1	0	0	0	0	0	5

4. Business

	Total	Female	% Female	Male	% Male	Minority	% Min.	Afr. Amer.	Amer. In.	Asian	Latino	Internatl	Unknown	White
Instructional Faculty	28	6	21%	15	54%	0	0%	0	0	0	0	0	0	18
<i>Tenured & Tenure Track</i>	18	3	17%	15	83%	0	0%	0	0	0	0	0	0	18
Full Professor	11	0	0%	11	100%	0	0%	0	0	0	0	0	0	11
Associate Professor	6	2	33%	4	67%	0	0%	0	0	0	0	0	0	6
Assistant Professor	1	1	100%	0	0%	0	0%	0	0	0	0	0	0	1
<i>Non-Tenure Track</i>														
Instructors	10	3	21%	7	70%	0	0%	0	0	0	0	0	0	10
<i>Tenured</i>	17	2	12%	15	88%	0	0%	0	0	0	0	0	0	17
Full Professor	11	0	0	11	1	0	0	0	0	0	0	0	0	11
Associate Professor	6	2	33%	4	67%	0	0	0	0	0	0	0	0	6
Assistant Professor	0	0	--	0	--	0	--	0	0	0	0	0	0	0
Administrative	3	0	0%	3	100%	2	67%	0	0	2	0	0	0	1
Officers	1	0	0%	1	100%	1	100%	0	0	1	0	0	0	0
Deans	2	0	0%	2	100%	1	50%	0	0	1	0	0	0	1
Chairs	0	0	--	0	--	0	--	0	0	0	0	0	0	0
Other Faculty	25	6	24%	19	76%	1	4%	0	0	0	1	0	3	21
Lecturers	25	6	24%	19	76%	1	4%	0	0	0	1	0	3	21
Adjunct/Visiting Profs	0	0	--	0	--	0	--	0	0	0	0	0	0	0
Research	0	0	--	0	--	0	--	0	0	0	0	0	0	0

5. Public Affairs

	Total	Female	% Female	Male	% Male	Minority	% Min.	Afr. Amer.	Amer. In.	Asian	Latino	Internatl	Unknown	White
Instructional Faculty	2	0	0%	2	100%	0	0%	0	0	0	0	0	0	2
<i>Tenured & Tenure Track</i>	2	0	0%	2	100%	0	0%	0	0	0	0	0	0	2
Full Professor	2	0	0%	2	100%	0	0%	0	0	0	0	0	0	2
Associate Professor	0	0	--	0	--	0	--	0	0	0	0	0	0	0
Assistant Professor	0	0	--	0	--	0	--	0	0	0	0	0	0	0
								0	0	0	0	0	0	0
<i>Non-Tenure Track</i>														
Instructors	0	0	0%	0	--	0	--	0	0	0	0	0	0	0
<i>Tenured</i>	2	0	0%	2	100%	0	0%	0	0	0	0	0	0	2
Full Professor	2	0	0	2	100%	0	0%	0	0	0	0	0	0	2
Associate Professor	0	0	--	0	--	0	--	0	0	0	0	0	0	0
Assistant Professor	0	0	--	0	--	0	--	0	0	0	0	0	0	0
Administrative	3	3	100%	0	0%	0	0%	0	0	0	0	0	0	3
Officers	1	1	100%	0	0%	0	0%	0	0	0	0	0	0	1
Deans	2	2	100%	0	0%	0	0%	0	0	0	0	0	0	2
Chairs	0	0	--	0	--	0	--	0	0	0	0	0	0	0
Other Faculty	4	4	100%	0	0%	0	0%	0	0	0	0	0	0	4
Lecturers	4	4	100%	0	0%	0	0%	0	0	0	0	0	0	4
Adjunct/Visiting Profs	0	0	--	0	--	0	--	0	0	0	0	0	0	0
Research	0	0	--	0	--	0	--	0	0	0	0	0	0	0

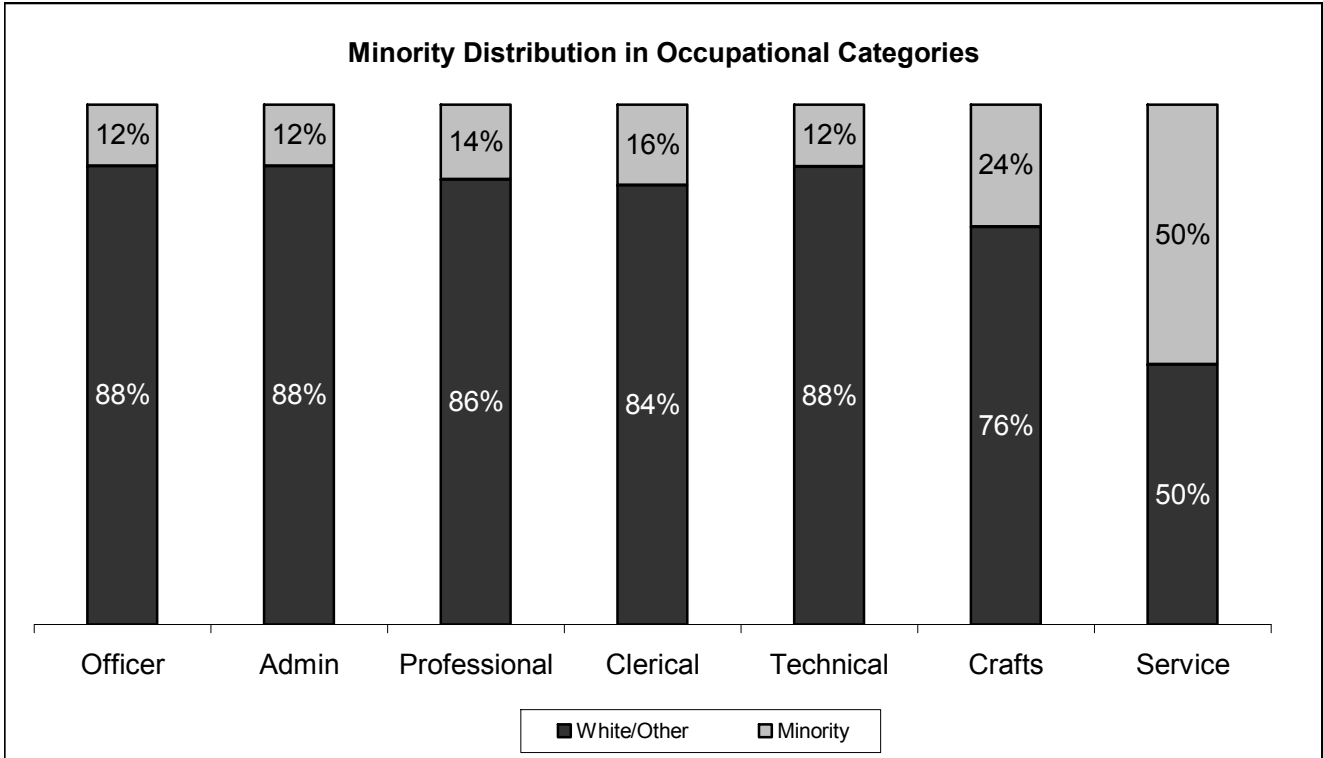
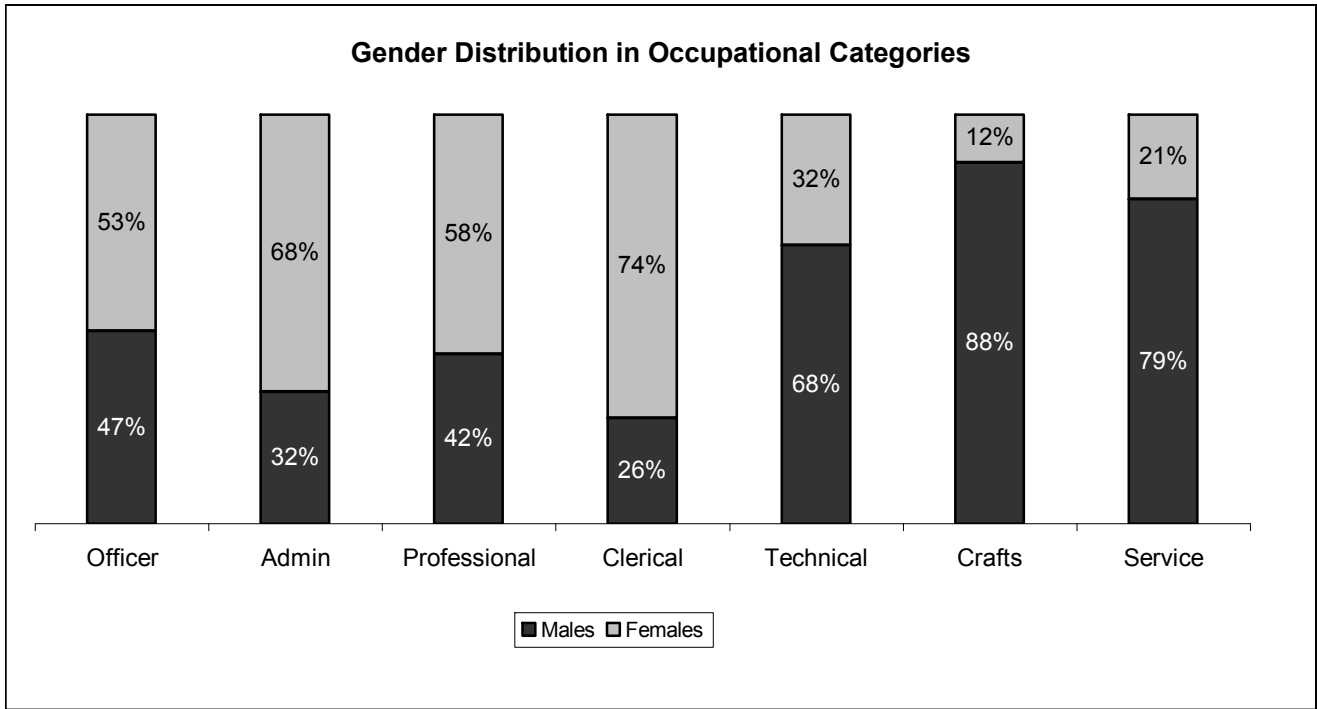
6. Nursing & Health Sciences

	Total	Female	% Female	Male	% Male	Minority	% Min.	Afr. Amer.	Amer. In.	Asian	Latino	Internatl	Unknown	White
Instructional Faculty	24	21	88%	2	8%	0	0%	0	0	0	0	0	0	17
<i>Tenured & Tenure Track</i>	17	15	88%	2	12%	0	0%	0	0	0	0	0	0	17
Full Professor	2	2	100%	0	0%	0	0%	0	0	0	0	0	0	2
Associate Professor	6	6	100%	0	0%	0	0%	0	0	0	0	0	0	6
Assistant Professor	9	7	78%	2	22%	0	0%	0	0	0	0	0	0	9
<i>Non-Tenure Track</i>														
Instructors	7	6	88%	1	14%	0	0%	0	0	0	0	0	0	7
<i>Tenured</i>	8	8	100%	0	0%	0	0%	0	0	0	0	0	0	8
Full Professor	2	2	100%	0	0	0	0%	0	0	0	0	0	0	2
Associate Professor	6	6	100%	0	0	0	0%	0	0	0	0	0	0	6
Assistant Professor	0	0	--	0	--	0	--	0	0	0	0	0	0	0
Administrative	5	4	80%	1	20%	0	0%	0	0	0	0	0	0	5
Officers	1	1	100%	0	0%	0	0%	0	0	0	0	0	0	1
Deans	2	2	100%	0	0%	0	0%	0	0	0	0	0	0	2
Chairs	2	1	50%	1	50%	0	0%	0	0	0	0	0	0	2
Other Faculty	46	38	83%	8	17%	6	13%	1	2	1	2	0	2	38
Lecturers	44	36	82%	8	18%	6	14%	1	2	1	2	0	2	36
Adjunct/Visiting Profs	0	0	--	0	--	0	--	0	0	0	0	0	0	0
Research	2	2	100%	0	0%	0	0%	0	0	0	0	0	0	2

UNIVERSITY OF COLORADO AT COLORADO SPRINGS
 STAFF DIVERSITY PROFILE
 FALL 2006

Category	Total	Female	% Female	Male	% Male	Minority	% Min.	Afr. Amer.	Amer. In.	Asian Am.	Latino	Internatl*
TOTAL	446	247	55%	199	45%	76	17%	21	3	10	42	0
Officer	17	9	53%	8	47%	2	12%	1	0	1	0	0
Administrator	59	40	68%	19	32%	7	12%	2	0	4	1	0
Professional	236	138	58%	98	42%	34	14%	6	1	4	23	0
Secretarial/Clerical	58	43	74%	15	26%	9	16%	2	0	0	7	0
Technical	25	8	32%	17	68%	3	12%	2	1	0	0	0
Skilled Crafts	17	2	12%	15	88%	4	24%	0	1	0	3	0
Service/Maintenance	34	7	21%	27	79%	17	50%	8	0	1	8	0

**University of Colorado at Colorado Springs
Fall 2006**



**University of Colorado at Colorado Springs
Staff Diversity Profile
Six Year History**

