



UNIVERSITY OF COLORADO AT COLORADO SPRINGS

2007 Diversity Report, December Update

Prepared by the Interim Associate Vice Chancellor for Diversity with the Office of Institutional Research

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I. Campus Strategic Plan for Diversity

The recommendations of the Blue Ribbon Commission on Diversity were incorporated directly into strategic planning process for the UCCS campus. The planning process for the Diversity Strategic Plan 2007 included broad participation of students, staff, faculty, and administrators from all of the colleges, as well as community representation. Rather than separating the concerns of different constituencies for separate discussions, we intentionally encouraged a diversity of perspectives in all of the working groups. At the same time, we took an expansive look at diversity based on previous campus efforts, the Blue Ribbon Commission on Diversity recommendations, and an assessment of current issues at UCCS. The strategic recommendations and goals for diversity were organized in the action areas of *diversity within*, *diversity without*, and *diversity in what we do*.

In Phase I of the DSP, the leadership team split into three working groups to develop a comprehensive set of strategic recommendations and goals. These were communicated to the campus community, revised and adopted as an action framework for the DSP in February 2007. During the second phase of planning, action committees (*Including Diversity*, *Bringing Diversity*, and *Diversity Innovations*) developed priority actions for 2007-2008 within this framework. The action committees consulted with responsible agents to devise implementation plans for each priority action. These have been summarized in the DSP action matrix and are included in detail in the Appendix. A separate group, the *Building Inclusiveness Group* (B.I.G.) was convened by invitation of the Chancellor to make recommendations for universal diversity training that are incorporated into the DSP. A final action committee, *Diversity Foundations*, met to consolidate resource and infrastructure issues that had emerged from the other action committees to be highlighted in the strategic plan. This group continues to function as a campus-wide oversight group. It is linked to “diversity catalysts” in each of the colleges and divisions, persons or committees that provide points of contact on diversity issues.

The DSP establishes a broad set of strategic recommendations and goals for the next five years and details implementation for the first year. These are detailed in the Diversity Strategic Plan 2007 which was adopted by the Board of Regents in summer 2007 and are reflected in campus-wide goals and strategies. The goals and measures associated with each action priority are included in the Diversity Strategic Plan 2007 document available at www.uccs.edu/dsp.

Effective implementation will depend on an annual assessment of the progress that has been made and definition of priority actions for the coming year. This will involve people who have already been engaged the strategic planning process as well as the variety of actors that play a role in implementation.

Kee Warner, the Interim Associate Vice Chancellor for Diversity, is working with the Diversity Foundation committee to identify diversity catalysts throughout the university and support conversations regarding diversity and inclusiveness initiatives at the level of departments and organizational units. At the same time, work is moving forward to create needed support structures and programs. The Diversity Foundations committee identified critical organizational and resource needs that are being linked to campus budget and planning processes.

II. Campus Strategic Actions for Diversity and Inclusiveness

Before separately discussing student and faculty/staff diversity, we give an overview of strategic actions that have moved forward at UCCS since the initiation of the Blue Ribbon Commission on Diversity, emphasizing activities in the past year.

1. Diversity Strategic Plan

- appointed Director of Diversity Strategic Planning and task force
- convened leadership team with broad and extensive involvement of faculty, staff, students, administrators and community members

- built from BRC recommendations and past diversity plans
- identified comprehensive strategies for diversity and inclusiveness: diversity within, diversity without, diversity in what we do
- determined action priorities and implementation plans for 2007-2008
- integrated DSP into campus strategic plan approved by CU Regents
- developed shared definitions of diversity, inclusiveness, and cultural competency
- formed coordinating group, Diversity Foundations, to oversee and support diversity action
- set organizational and resource priorities to link with leadership and budget process
- identified “diversity catalysts” in each of the colleges to connect with department

2. Establish Associate Vice Chancellor for Diversity (AVCD)

- reorganized Executive Director of Social Equity and Academic Diversity position as Associate Vice Chancellor for Diversity (AVCD)
- to lead implementation of Diversity Strategic Plan
- to participate as member of Academic Affairs Executive Team, Chancellor’s strategic team and Dean’s Council
- to provide training to search committees on diversity and inclusiveness
- to coordinate with system diversity and inclusiveness efforts
- appointed Kee Warner, Professor of Sociology, Interim AVCD with support of governance groups

3. Develop educational programs for building inclusiveness (the BIG idea)

- Christina Jimenez, Associate Professor of History, heads program in collaboration with Dena Samuels, Women’s and Ethnic Studies and the Building Inclusiveness Group
- developed recommendations for educational programs for faculty, staff, and students
- designed and pilot two hour workshop to adapt for distinct audiences, presented to campus leaders on Nov 1
- five workshops for distinct audiences to be held in Spring 2008 to refine workshop design
- launch planned for campus wide program to promote universal understanding of diversity and inclusiveness, with 20-30 workshops beginning next academic year
- measuring campus inclusiveness in climate surveys and exit interviews in coordination with Institutional Research Office

4. Foster diversity within faculty, administration, and staff of UCCS

- revised training for search committees to incorporate definitions and strategies in the Diversity Strategic Plan
- incorporated recruitment and retention of diverse faculty in the annual performance evaluation of each dean.
- encouraged recognition of diversity work in staff job descriptions
- emphasized the centrality of diversity and inclusiveness in recruitment for top campus leadership producing diverse pool of finalists for the Provost position
- increased proactive efforts for inclusive faculty searches, for example two offers extended to excellent candidates from underrepresented groups in the new doctoral program in geropsychology, one was accepted
- four departments accessed opportunity hire funds under the policy to promote faculty diversity, resulting in three hires
- twelve percent of new tenure-track faculty hires were African American or Hispanic

5. Advance learning and understanding of diversity and inclusiveness

- advanced the creation of a Women’s and Ethnic Studies Department, the first in Colorado
- scheduled Knapsack Institute for Curriculum Transformation for June 2008
- held Second Annual Culturally Responsive Teaching and Counseling Symposium
- hosted national conference in Colorado Springs advancing theoretical and practical understanding of privilege and oppression, the 8th White Privilege Conference

- distributed more than 10,000 copies of Freedom’s Song—interdisciplinary K-12 African American history curriculum—awarded Bronze Anvil Award of Commendation by the Public Relations Society of America.

6. Provide Inclusive Student Support

- centralized student multicultural center for all UCCS students
- established Director of Student Multicultural Affairs and Outreach
- designed retention and intervention programs for diverse student needs
- engaged families in student support efforts such as La Familia Welcome Reception
- held Unity gathering for Pikes Peak Community College transfer students, staff and faculty
- established “Academic Fitness” course for CU-Opportunity Students
- assign pre-major advisor to help undecided students find majors instead of dropping out
- connected at-risk students with peer mentors
- redesigned web page and introduced student portal to increase inclusiveness and accessibility

7. Reach Diverse Potential Students

- created Assistant Director of Recruiting with emphasis on inclusive recruitment
- created position shared by the Student Multicultural Affairs and Outreach Office and Recruitment Office for outreach to high schools with large numbers of minority students.
- doubled number of students in summer pre-collegiate programs
- introduced satellite pre-collegiate programs in Ridgeway and Eagle, Colorado including high participation by Latino/a students
- attracted and retained diverse students for first cohort of the Kane Family Scholars, a merit-based four-year scholarship for full tuition, fees, and books— four of ten were African American or Hispanic
- separated Admissions and Records functions
- hired Director of Admissions Services to integrate admissions and recruitment
- established campus-wide group to inclusively recast marketing and branding of UCCS
- redesigned web page to be more accessible and inclusive, including prospective student page

8. Bridge Academic Affairs and Student Affairs for inclusive engagement

- established team to organize campus-wide campaign for inclusive student engagement
- Engaging Pedagogies—support engaging teaching practices linking curricular and co-curricular
- Learning Communities—promote efforts to organize diverse forms of learning communities to engage students of different ages, ethnicities, social identities, commuter status, etc.
- Academic Orienteering—clarify for students the components and pathways to becoming an educated graduate of UCCS going beyond course requirements

9. Strengthen structural supports for diversity and inclusiveness

- reorganized personnel functions into distinct Human Resources office
- created Compliance Office and carry out successful search for compliance officer
- initiated organization of campus ombuds process to serve faculty, staff, and students
- organized faculty committee to recommend how university service including, diversity work, can be adequately recognized in merit and promotion
- supported diversity and inclusiveness in job description development for staff positions, interviewing and performance management

10. Expand and Diversify Community Engagement

- established Director of Inclusive Student and Community Engagement position within Office of Student Multicultural Affairs and Outreach
- invested in alumni engagement by appointing of Jennifer Hane as Director of University Events and Alumni Relations
- College of Education awarded CU President’s Diversity Award for diversity programs and close collaboration with local school districts

- organized first Latino/a alumni reunion at UCCS with great success
- facilitated use of campus facilities by more diverse range of local communities, include Black History Month event with African American Voice and U.S. Postal Service

III. 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 Associate Vice Chancellor for Diversity, 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
 Associate Vice Chancellor for Diversity
 Ethnic Studies
 The Matrix Center for the Advancement of Social Equity and Inclusion
 Faculty Minority Affairs Committee

IV. Student Diversity

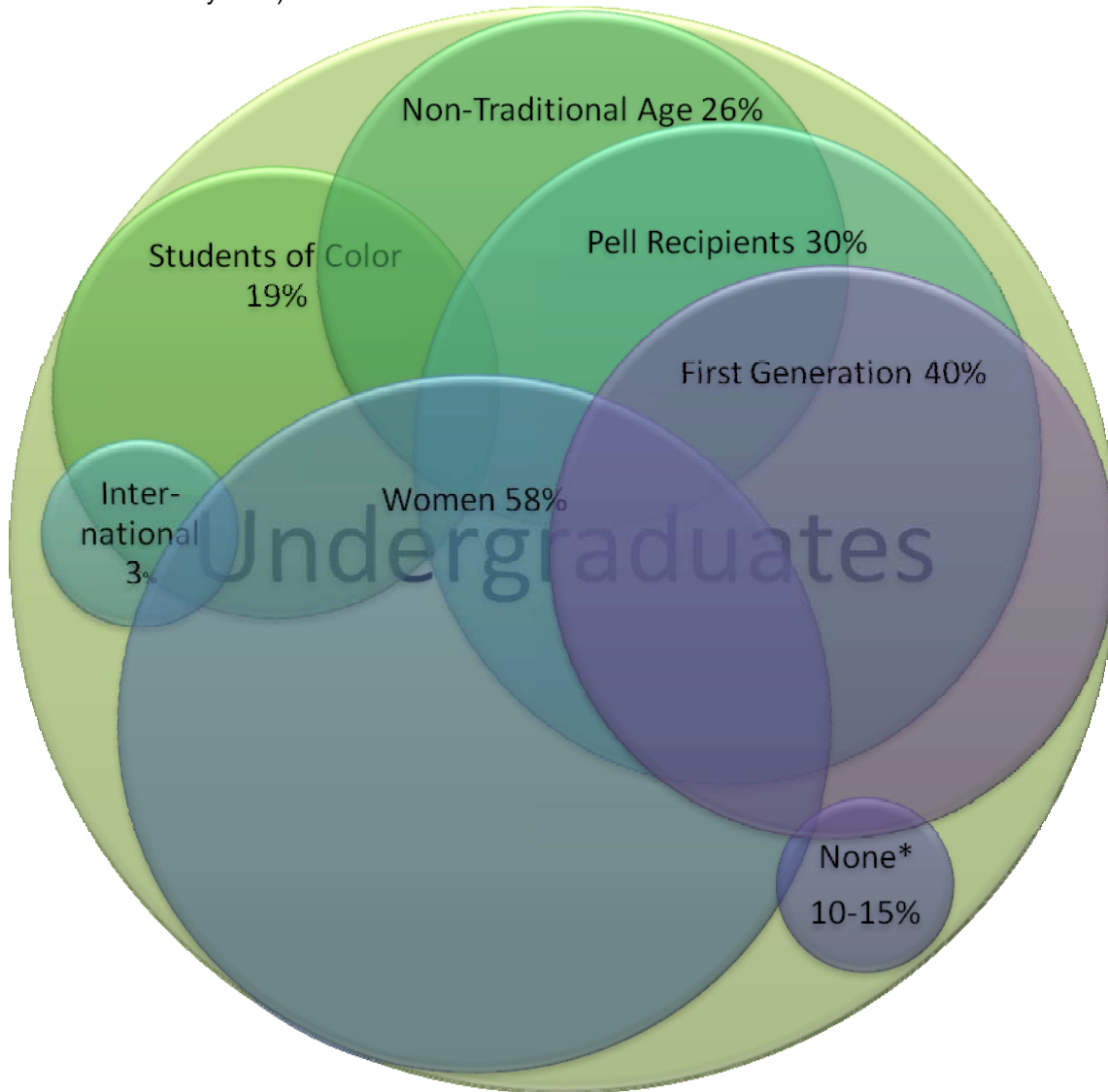
UCCS recognizes that the concept of diversity is dynamic and intersecting among social categories based on race, ethnicity, gender identify and expression, socioeconomic class, sexual orientation, physical ability, veteran's status, nationality, religion, academic background, and experiences. For the purpose of this report, underrepresented students refer to those who identify as Black/African American, Asian/Asian American, Latina/o, Chicana/o, Mexicana/o, Hispanic, or Native American/American Indian. Our fundamental premise is that diversity and inclusiveness are values that contribute to academic excellence and benefit all of the UCCS community.

A. Data Highlights

The data show that UCCS diversity and inclusiveness efforts are bringing results in the areas of recruitment and retention. This year's incoming class of freshman includes 23% students of color. The students that choose UCCS are also more likely to come back in the second year and persist to graduation than in the past.

- UCCS serves a wide variety of diverse undergraduate students: 3% are international (based on citizenship), 19% are students of color, 58% are women, 30% are Pell grant recipients, an estimated 40% are first-generation students, and 26% are of a non-traditional age. We estimate that only 10-15% of UCCS undergraduate students do not fall into one of these categories.
- The entering freshman class of 2007 includes 234 students of color who comprise 23% of the cohort, one of the highest percentages to date.
- Freshman students of color entering in Fall 2007 had an average admissions index of 105, several points higher than the UCCS index of 92.
- The graduation rate among students of color has been increasing for the past four years and is now comparable to that of the cohort. (Graduation rates are reported as the percentage of

students in an incoming cohort of full-time degree-seeking freshman who graduate from UCCS within six years.)



Six Year Graduation Rate	1996	1997	1998	1999	2000	2001
Asian American	53%	27%	32%	53%	36%	38%
African American	14%	50%	27%	36%	15%	33%
Latino	45%	33%	29%	23%	39%	42%
American Indian	50%	0%	33%	0%	20%	50%
White	33%	34%	35%	39%	41%	39%
Unknown	38%	27%	57%	43%	42%	31%
International	--	33%	0%	50%	33%	50%
Total	35%	34%	34%	38%	40%	39%
Total, Minority	41%	33%	30%	34%	33%	39%

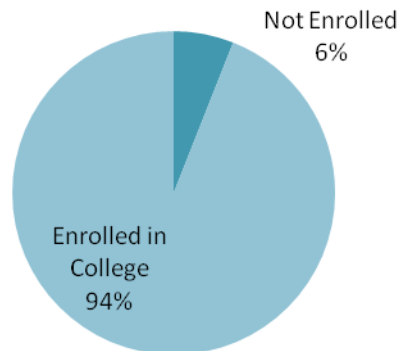
- The graduation rate among students of color improved from 33% to 39% between the 2000 and 2001 cohorts, compared to a 1 point decline among the cohort in general and a 2 point decline among White students.
- Data available from the National Student Clearinghouse reveal that many students who leave UCCS persist with their education and graduation from other institutions. Including these graduates, the UCCS “extended” graduation rate increases by 8 percentage points.

B. Student Recruitment and Pipeline Programs

Pipeline and student recruitment programs are critical for the quality growth of the UCCS campus. Students from underrepresented populations comprise an important component of enrollment. Our goal is to recruit effectively while proactively expanding the pool of potential students through pipeline programs. We are building the capacity of pre-collegiate programs, of the recruitment office, and linkages with student support functions on campus, particularly the Office of Student Multicultural Affairs and Outreach.

- Student Multicultural Affairs Office shares a position with the Recruitment Office that targets high schools with large numbers of minority students.
- The Recruitment Office was moved to the first floor of Main Hall closer to advising and admissions to be more accessible to campus visitors.
- Recruiter visits have increased in rural areas throughout Colorado, including the heavily Hispanic school districts in the southern part of the state.
- Recruiters are working with financial aid to offer college planning/financial aid workshops that are particularly helpful for first generation college students which promotes inclusiveness.
- Local high schools with diverse student bodies are hosting increased recruiter visits and visits to campus.
- CU Opportunity Program provides support with admissions, academic advising and mentoring for traditionally underrepresented students, including but not limited to ethnic minority students, first generation college students, and economically and academically disadvantaged students..
- The Recruitment Office is increasing out-of-state efforts in diverse regions, particularly in the states participating in the Western Undergraduate Exchange program.
- The Pre-Collegiate Development Program doubled participation in the summer program on campus.
- The Pre-Collegiate Development Program established successful satellite programs in Ridgeway and Eagle, Colorado serving ninety-three students in three schools
- Over the past four years, at least eighty seven percent of Pre-Collegiate Development Program graduates have enrolled in college. The actual enrollment rate is likely higher because several regional colleges do not submit enrollment information to the National Student Clearinghouse.

Pre-Collegiate Graduating Classes, 2004-2007



C. Student Retention Programs

The student retention office has diligently studied retention issues to identify at-risk students and to connect faculty and staff with these students. The student retention office has collaborated extensively with the Office of Student Multicultural Affairs and Outreach to assure that retention interventions are inclusive and well-timed.

- engaged families in student support efforts such as La Familia Welcome Reception
- held Unity gathering for Pikes Peak Community College transfer students, staff and faculty
- established "Academic Fitness" course for CU-Opportunity Students
- assign pre-major advisor to help undecided students find majors instead of dropping out
- The freshman retention rate improved from 63% to 68%. Among students of color, the retention rate improved from 61% to 63%, with Latinos showing the most substantial improvement.
- Results from a survey of entering freshman suggest that first generation students among Latinos and Whites have higher retention rates than their peers who are not first generation students.

D. Student Climate Surveys

UCCS administers 4-5 student surveys per year which include a variety of questions regarding experiences and expectations of diversity on campus. Full reports on all survey results are available online at <http://www.uccs.edu/irpage/> and upon request from the Office of Institutional Research. New data from surveys conducted after the Annual Diversity Report of Spring 2007 are reported below.

The efficacy of diversity programs and initiatives are often measured via student surveys. UCCS is improving these evaluation techniques by participating in the following nation-wide surveys, all of which will provide benchmarks and comparisons to our peer institutions:

- **Freshman Survey** conducted by the Cooperative Institutional Research Program at UCLA.
- **College Senior Survey**, also conducted by CIRP, scheduled for Spring 2008.
- **Baccalaureate and Graduate Student Alumni Surveys**, conducted each summer.
- **National Survey of Student Engagement (NSSE)**, scheduled for Jan-Feb 2008.

At this time, we are also drafting a new **Climate Survey** to be distributed to all students in 2008. We intend to gather students' perceptions of the campus as related to all types of diversity, their cultural competency, and awareness of resources available on campus.

Graduating Senior Survey Results. Among 1046 respondents to the Graduating Senior Survey of 2007, 19% identified as students of color belonging to one or more of the following ethnic groups: African American and Black, Asian American and Pacific Islander, Latino/a, Native American, or multi-ethnic. Results from three questions related to diversity are reported below.

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

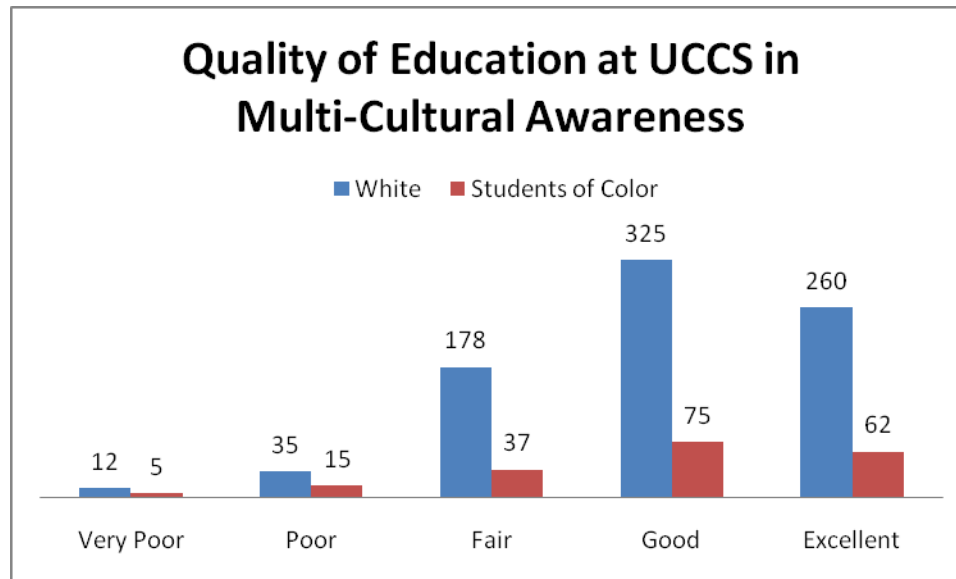
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	19	1.8	1.8	1.8
	Disagree	31	3.0	3.0	4.8
	Slightly Disagree	74	7.1	7.1	12.0
	Slightly Agree	260	24.9	25.1	37.0
	Agree	385	36.8	37.1	74.2
	Strongly Agree	268	25.6	25.8	100.0
	Total	1037	99.1	100.0	
Missing	System	9	.9		
Total		1046	100.0		

2. 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	18	1.7	1.7	1.7
	Disagree	33	3.2	3.2	4.9
	Slightly Disagree	57	5.4	5.5	10.4
	Slightly Agree	257	24.6	24.8	35.2
	Agree	445	42.5	43.0	78.2
	Strongly Agree	226	21.6	21.8	100.0
	Total	1036	99.0	100.0	
Missing	System	10	1.0		
Total		1046	100.0		

3. How would you rate the overall quality of your education at UCCS in multi-cultural awareness (e.g., sensitivity to others unlike you)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Poor	17	1.6	1.6	1.6
	Poor	53	5.1	5.1	6.8
	Fair	223	21.3	21.6	28.4
	Good	411	39.3	39.8	68.2
	Excellent	328	31.4	31.8	100.0
	Total	1032	98.7	100.0	
Missing	System	14	1.3		
Total		1046	100.0		



E. Initiatives and Programs

There are a number of initiatives and programs that move the university towards a more inclusive and pluralistic atmosphere for students. Leading the way are the students, staff, and faculty working with the the Office of Multicultural Student Affairs and Outreach, the Office of Campus Activities, and the Student Government Association, the Matrix Center for the Advancement of Social Equity and Inclusion, the Faculty Minority Affairs Committee and the Interim Associate Vice Chancellor for Diversity. Many of these efforts are included above in the section on Campus Strategic Actions. Here we highlight some with the largest impact on student diversity and inclusiveness:

- The Office of Student Multicultural Affairs and Outreach (OSMAO) moved from Main Hall to the University Center as per the recommendation of the Blue Ribbon Commission. 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. Anthony Cordova was promoted from coordinator to Director of Multicultural Student Affairs and Outreach. A new staff position focusing on recruitment is shared between OSMAO and student recruitment. The restructured position of Director of Inclusive Student and Community Engagement is also in this office.
- 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”
- Minority students at UCCS attend national conferences related to diversity. Last year, approximately 30 students in the Black Student Union joined students from Pikes Peak Community College to attend the 20th Annual Big XII Conference on Black Student Government held in Lincoln, Nebraska. Members of the Latino Student Union and El Círculo de Español attended the U.S. Hispanic Leadership Institution, a national conference held in Chicago. Two Student Government representatives attended The National Conference on Race and Ethnicity in American Higher Education held in San Francisco.
- 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

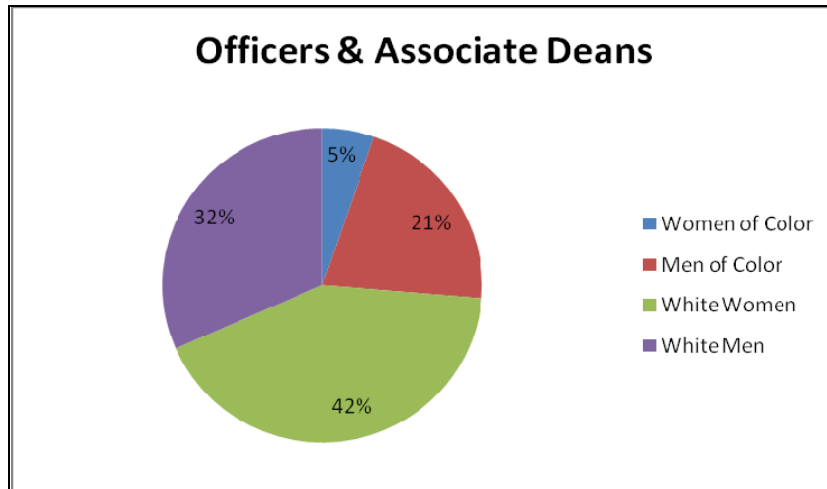
Society for Engineering Education. In addition to the Society of Women Engineers, there are several active students clubs: American Indian Science and Engineering Society, National Society of Black Engineers, and the Society of Hispanic Professional Engineers.

- Pending approval, UCCS will 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.
- Dr. La Vonne Neal, Dean of the College of Education, delivered 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.
- Cinco de Mayo continues to be one of the largest cultural celebrations at UCCS. Last May, the festivities were kicked off by keynote speaker Carlos Atencio.
- 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 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.
- The Student Dean of Multicultural Affairs is an active voice in student government and working with a wide variety of student organizations.
- American Indian Science and Engineering Society hosted Winona LaDuke, Native American writer, activist and environmentalist for Native American History Month in November 2007.
- The Office of Campus Activities organized numerous multicultural events during 2006-2007 including such activities as: Harlem Cabaret, Cinco de Mayo, Cultural Celebrations from Around the World, Mosaic Cultural Celebration.

IV. Faculty and Staff Diversity

A. Data Highlights

- Approximately 50% of regular instructional faculty at UCCS are women. Women make up 19% of full professors, 55% of associate professors, 55% of assistant professors, 70% of non-tenure track faculty, 55% of temporary faculty, and 64% of research faculty.
- Men and women of color represent 9% of full professors, 11% of associate professors, and 18% of assistant professors. In addition, 12% of temporary faculty and 11% of research faculty are men or women of color.
- Among 19 administrative officers and associate deans, 47% are women and 26% are people of color.



- Among records of 24 new tenured/tenure-track faculty, 63% are women and 12% are Latino/a or Black. An additional 17% did not disclose their ethnicity.

B. Faculty and Staff Recruitment and Retention

Academic deans and departments 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. An increasing number of departments are engaging in active search process to increase the diversity of applicant pools at each step of the recruitment process.

Diversity is emphasized in searches for higher level academic positions. The pool of finalists for the Provost/Executive Vice Chancellor for Academic Affairs was very diverse. All of the top candidates demonstrated value and understanding for diversity and inclusiveness as elements of academic excellence.

The Faculty Minority Affairs Committee takes an active interest in 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. The Interim Associate Vice Chancellor has complemented the committee efforts and meets with all faculty search committee to discuss strategies for advancing diversity and inclusiveness through faculty and staff hires.

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.

C. Understanding Campus Climate and Faculty Satisfaction

UCCS is participating in the 2007 HERI Faculty Survey coordinated by UCLA and administered every three years.

The Faculty Minority Affairs Committee is designing a process of interviewing new faculty, particularly women and faculty of color, to understand to the experience of the adjusting to UCCS. The committee will coordinate with Institutional Research and the Interim Associate Vice Chancellor of Diversity to link this methodology with an exit interview methodology for faculty. Similar procedures will be encouraged for classified staff and professional exempt.

The Institutional Research is developing a climate survey instrument in conjunction with the Building Inclusiveness Group and the Interim Associate Vice Chancellor for Diversity.

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.

D. 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
- IT support to ensure usability of course websites (for persons with disabilities)
- Student Multicultural Affairs Mentorship Program
- Ethnic Studies Advisory Board
- Diversity Alliance Committee

E. Initiatives and Programs

The diversity of the faculty and staff are addressed in recruitment and support programs, but also by efforts to broadly incorporate diversity and inclusiveness in campus culture and programming. These activities are of broad benefit to the faculty and staff. The following exemplify these efforts:

- UCCS has proposed a new undergraduate degree in Women's and Ethnic Studies (WEST). With broad campus support, the proposal is being considered by the University of Colorado Board of Regents.
- The Matrix Center for the Advancement of Social Equity and Inclusion will hold 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. The Knapsack Institute attracts educators and students nationwide as well as serving the UCCS Community.
- UCCS faculty, staff, and students played critical roles in organizing an important national conference on privilege, oppression and diversity. The 8th Annual White Privilege Conference was held on April 18-22, 2007.
- "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

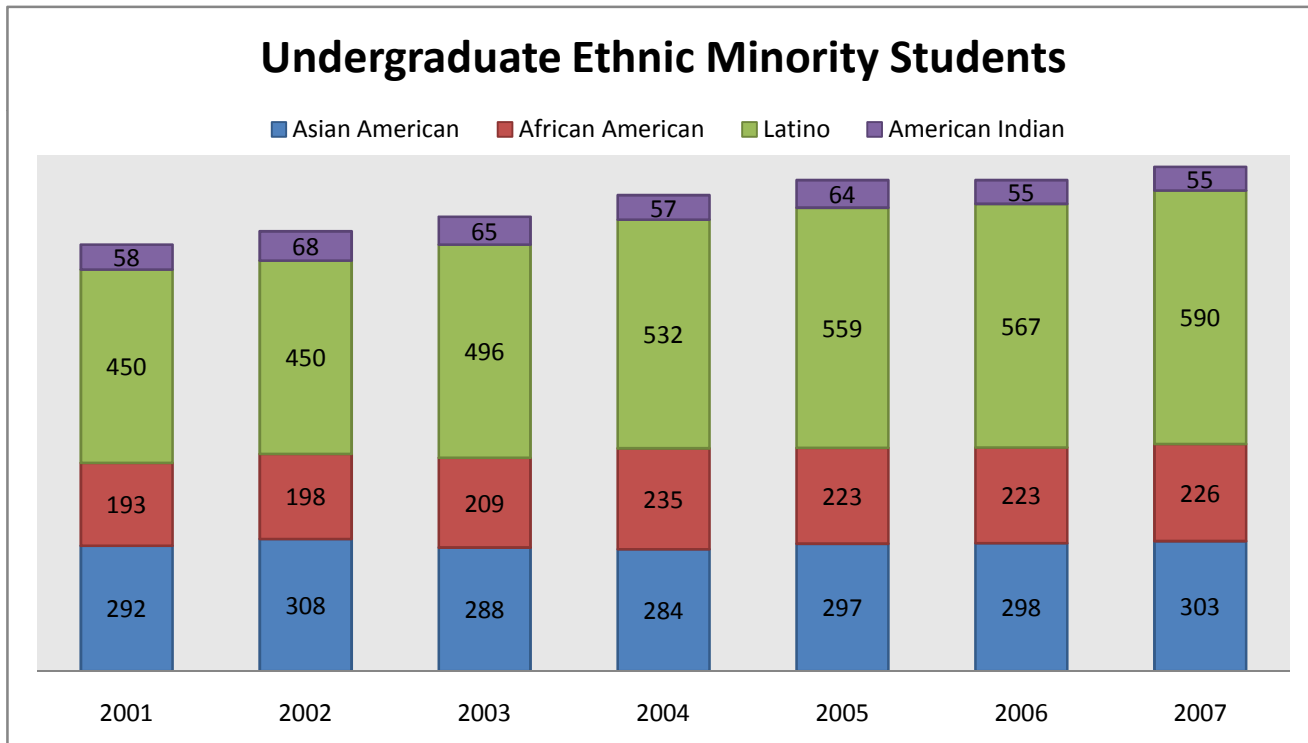
www.freedomssong.net. Freedom's Song received the 2006 Bronze Anvil Award of Commendation from the Public Relations Society of America.

- Interim Vice Chancellor of Student Success, Robert Wonnett, 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 20, 2007.
- 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. During academic year 06-07, four departments received funds to assist with diversifying searches. Of the five offers made to candidates from underrepresented groups, four were accepted.
- The College of Education held its second annual Culturally Responsive Teaching and Counseling Symposium in January 2007 with keynote presentations by Dr. Geneva Gay and Dr. David Campos.
- Dr. Christi Kasa-Hendrickson, College of Education, is working 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.breaking-the-barriers.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 College of Education received the 2007 Community Service Award from the Autism Society of America.
- The Teaching and Learning Center continues to offer teaching round tables, workshops, and symposium series on topics related to diversity, such as, "Defining Collaborative Learning: A Multicultural Approach."

Appendix: Diversity Data

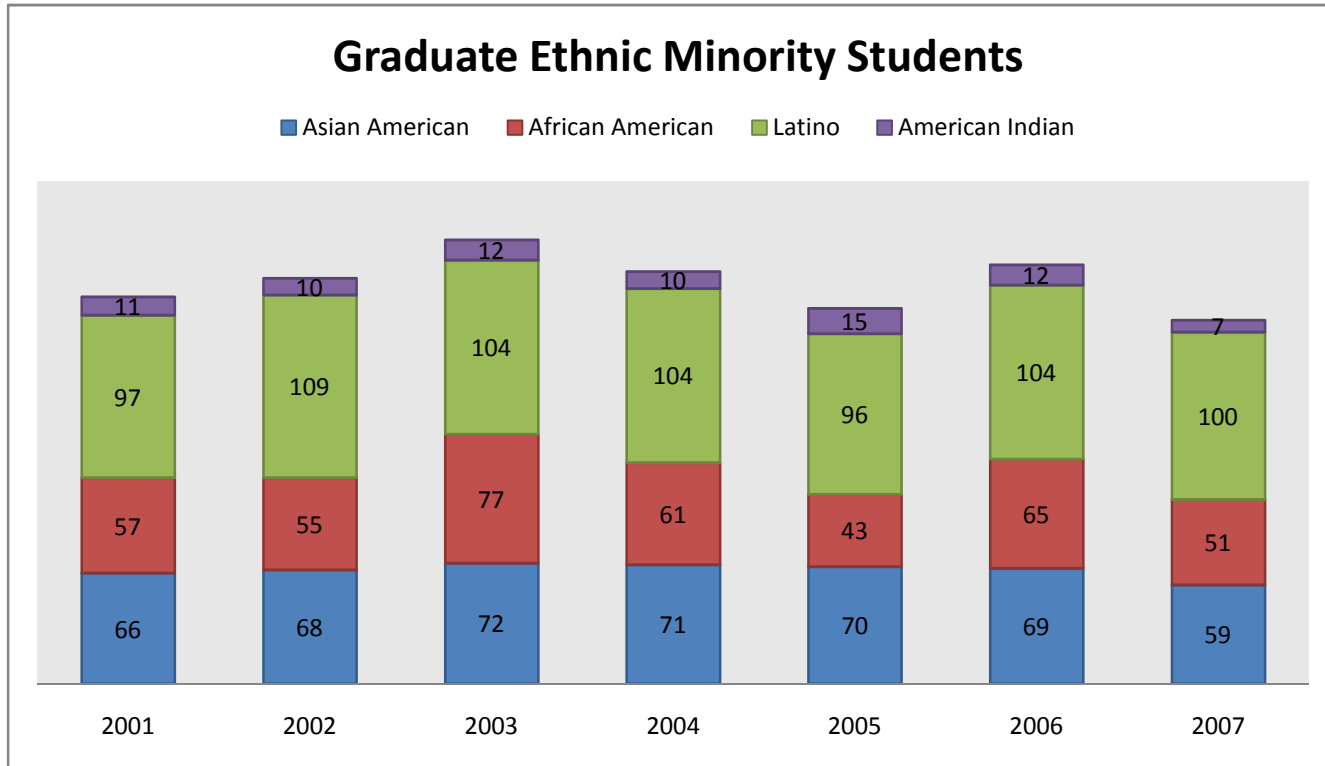
Undergraduate Student Enrollment by Ethnicity: Fall Semesters 2002-2007

Ethnicity	2001	2002	2003	2004	2005	2006	2007
Asian American	292	308	288	284	297	298	303
African American	193	198	209	235	223	223	226
Latino	450	450	496	532	559	567	590
American Indian	58	68	65	57	64	55	55
Minority Total	993	1024	1058	1108	1143	1143	1174
White/Unknown	4226	4574	4793	4872	4955	4938	5032
International	31	51	24	25	21	22	28
Total Enrollment	5250	5649	5875	6005	6119	6103	6234
Min. as % of Total Enroll	19%	18%	18%	18%	19%	19%	19%



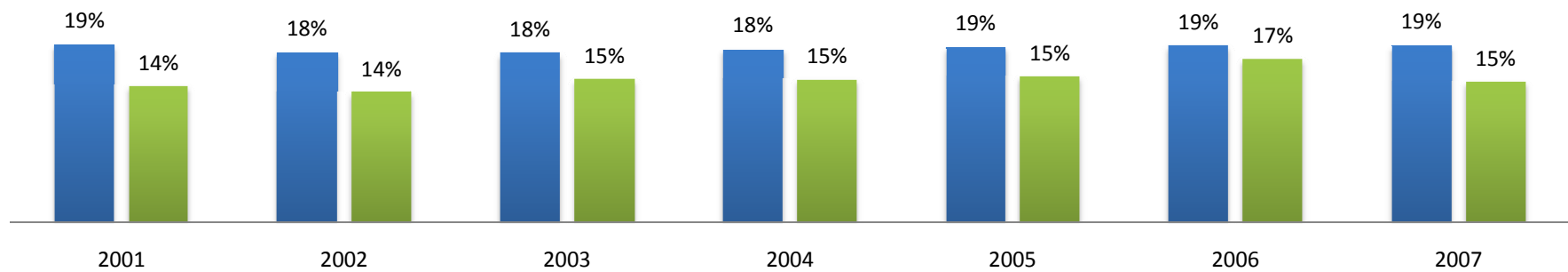
Graduate Student Enrollment by Ethnicity: Fall Semesters 2001-2007

Ethnicity	2001	2002	2003	2004	2005	2006	2007
Asian American	66	68	72	71	70	69	59
African American	57	55	77	61	43	65	51
Latino	97	109	104	104	96	104	100
American Indian	11	10	12	10	15	12	7
Minority Total	231	242	265	246	224	250	217
White/Unknown	1272	1429	1426	1337	1196	1166	1218
International	100	87	54	41	28	28	24
Enrollment	1603	1758	1745	1624	1448	1444	1459
Min. as % of Total Enroll	14%	14%	15%	15%	15%	17%	15%



Percent Ethnic Minority Among Students

■ Undergraduate ■ Graduate

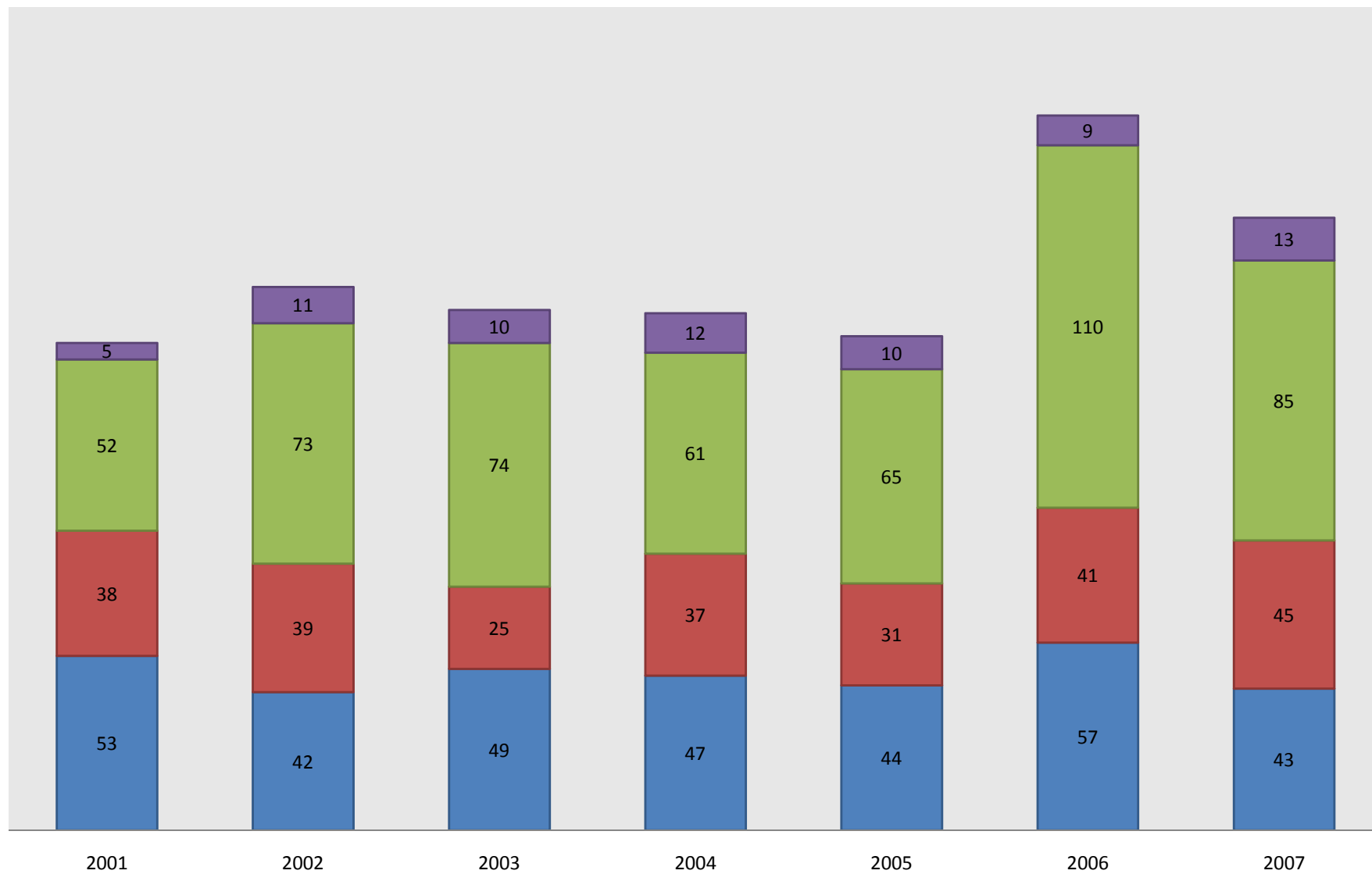


Degrees Awarded by Ethnicity

Ethnicity	2001	2002	2003	2004	2005	2006	2007
Baccalaureate:							
Asian American	53	42	49	47	44	57	43
African American	38	39	25	37	31	41	45
Latino	52	73	74	61	65	110	85
American Indian	5	11	10	12	10	9	13
White	570	702	698	796	820	865	866
Unknown	28	21	34	47	49	53	60
International	9	1	5	6	7	7	4
<i>Total, Baccalaureate</i>	<i>755</i>	<i>889</i>	<i>895</i>	<i>1006</i>	<i>1026</i>	<i>1142</i>	<i>1116</i>
<i>Total, Minority</i>	<i>148</i>	<i>165</i>	<i>158</i>	<i>157</i>	<i>150</i>	<i>217</i>	<i>186</i>
<i>Min. as % of Total</i>	<i>20%</i>	<i>19%</i>	<i>18%</i>	<i>16%</i>	<i>15%</i>	<i>19%</i>	<i>17%</i>
Master's:							
Asian American	16	13	19	19	22	20	22
African American	10	10	13	22	18	16	11
Latino	22	19	26	23	27	28	37
American Indian	3	2	1	3	3	11	3
White	337	331	364	455	441	394	396
Unknown	15	10	16	18	17	18	18
International	13	24	23	22	19	11	10
Doctorate:	3	2	3	4	7	3	3
Asian American	1	0	0	0	0	0	1
African American	0	0	0	0	0	0	0
Latino	0	0	0	0	0	0	0
American Indian	0	0	0	0	0	0	0
White	1	2	2	2	2	1	2
Unknown	1	0	0	0	0	0	0
International	0	0	1	2	5	2	0
<i>Total, Grads</i>	<i>416</i>	<i>409</i>	<i>462</i>	<i>562</i>	<i>547</i>	<i>498</i>	<i>497</i>
<i>Total, Minority Grads</i>	<i>51</i>	<i>44</i>	<i>59</i>	<i>67</i>	<i>70</i>	<i>75</i>	<i>73</i>
<i>Min. as % of Total</i>	<i>12%</i>	<i>11%</i>	<i>13%</i>	<i>12%</i>	<i>13%</i>	<i>15%</i>	<i>15%</i>

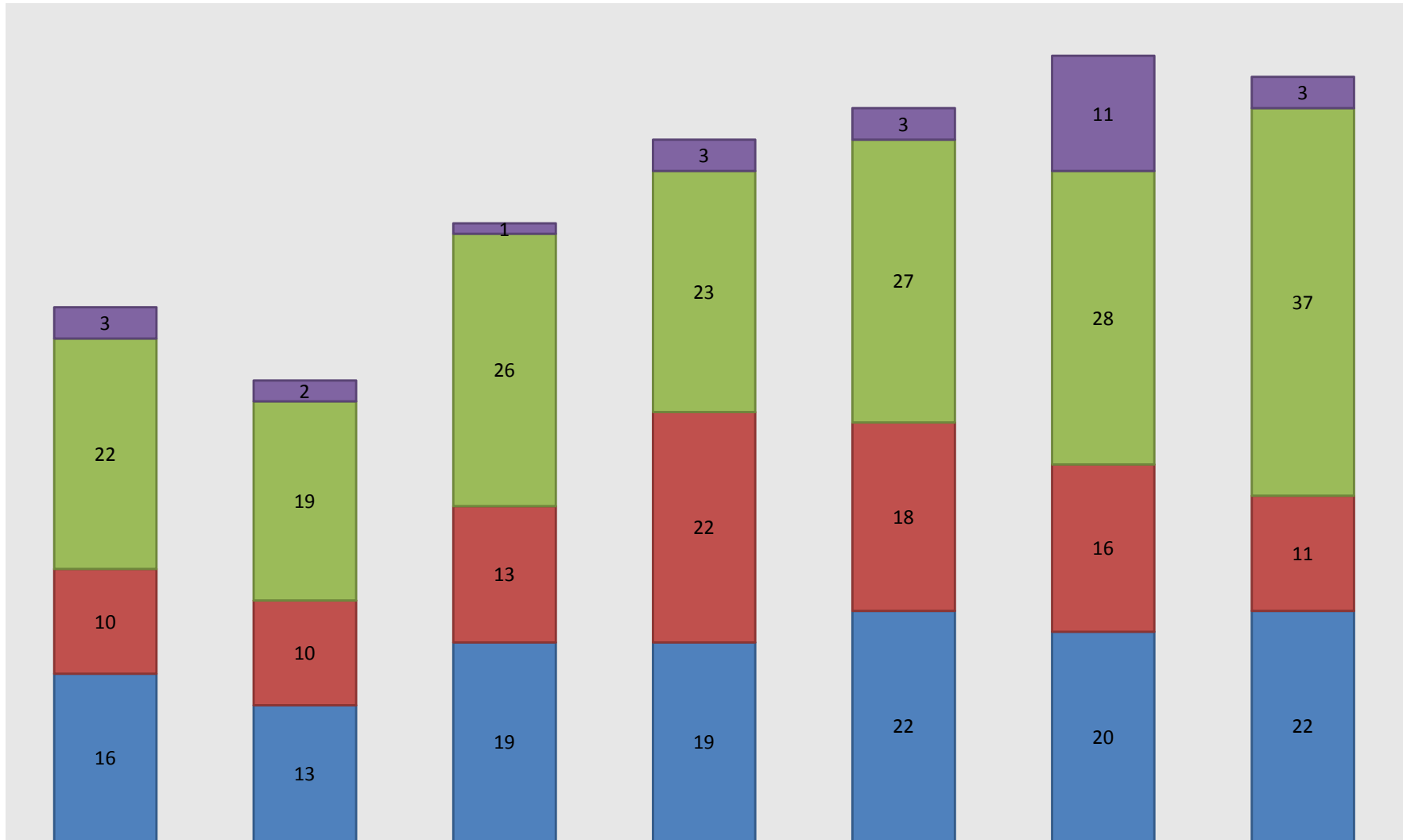
Baccalaureate Degrees Awarded to Minorities

■ Asian American ■ African American ■ Latino ■ American Indian



Master's Degrees Awarded to Minorities

■ Asian American
 ■ African American
 ■ Latino
 ■ American Indian



Undergraduate Graduation Rates by Ethnicity

Undergraduate Cohort*	1996	1997	1998	1999	2000	2001
Asian American	19	26	28	34	33	39
African American	14	14	11	22	20	15
Latino	22	30	45	53	46	43
American Indian	4	3	6	4	5	2
White	257	367	399	444	462	449
Unknown	8	15	14	14	26	29
International	0	6	3	2	3	4
Total	324	461	506	573	595	581
Total, Minority	59	73	90	113	104	99

* Cohorts are full-time degree-seeking first-time students entering in the Fall semester.

Graduated in 6 Yrs	1996	1997	1998	1999	2000	2001
Asian American	10	7	9	18	12	15
African American	2	7	3	8	3	5
Latino	10	10	13	12	18	18
American Indian	2	0	2	0	1	1
White	85	125	138	173	190	174
Unknown	3	4	8	6	11	9
International	0	2	0	1	1	2
Total	112	155	173	218	236	224
Total, Minority	24	24	27	38	34	39

Six Year Graduation Rate	1996	1997	1998	1999	2000	2001
Asian American	53%	27%	32%	53%	36%	38%
African American	14%	50%	27%	36%	15%	33%
Latino	45%	33%	29%	23%	39%	42%
American Indian	50%	0%	33%	0%	20%	50%
White	33%	34%	35%	39%	41%	39%
Unknown	38%	27%	57%	43%	42%	31%
International	--	33%	0%	50%	33%	50%
Total	35%	34%	34%	38%	40%	39%
Total, Minority	41%	33%	30%	34%	33%	39%

Graduate-Level Graduation Rates by Ethnicity

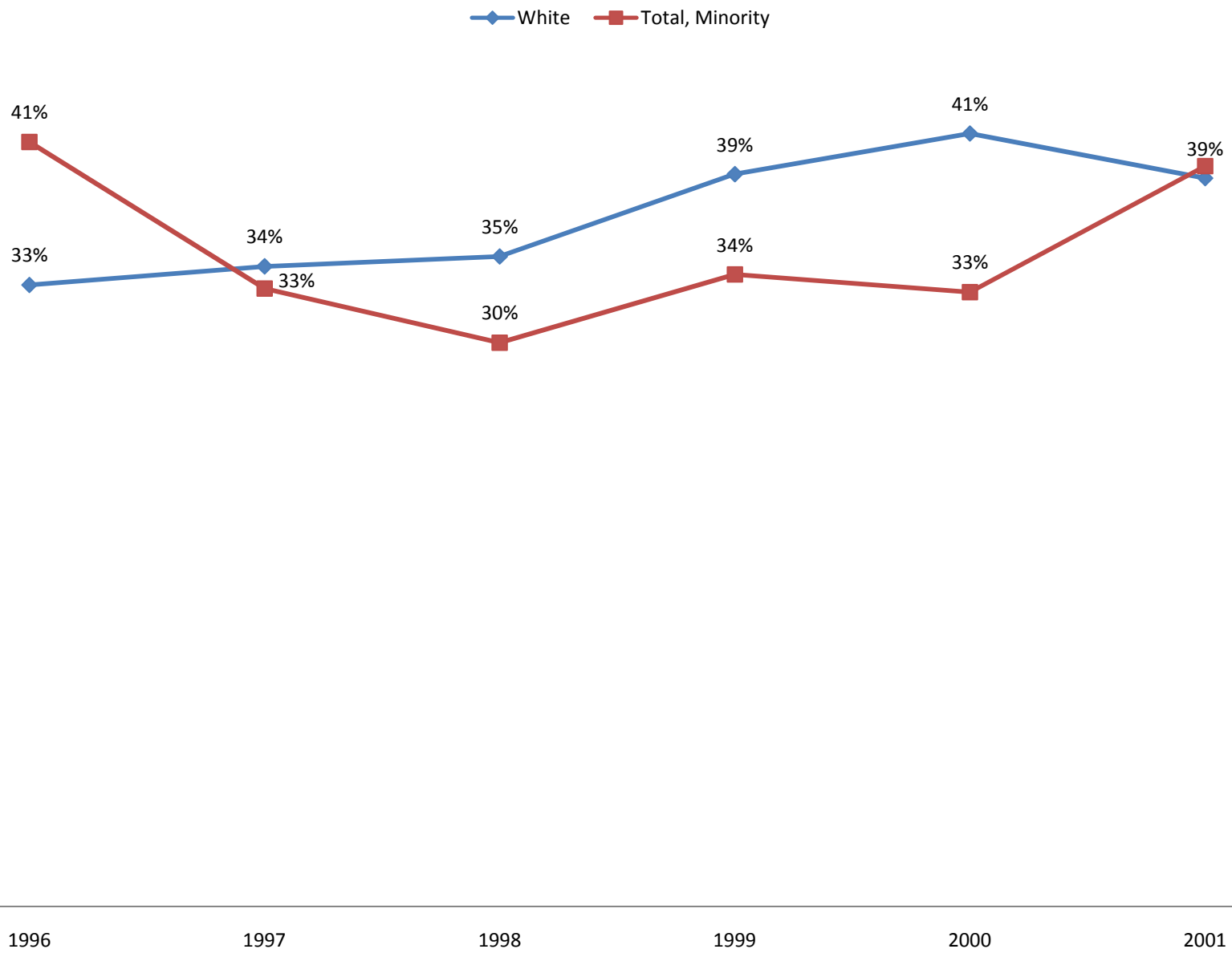
Graduate Cohort**	1999	2000	2001	2002	2003	2004
Asian American	4	4	2	3	4	10
African American	4	2	3	0	1	2
Latino	2	3	13	3	4	4
American Indian	0	2	1	2	3	1
White/Unknown	79	98	99	87	76	73
International	8	19	10	7	7	5
Enrollment	97	128	128	102	95	95
Minority Total	10	11	19	8	12	17

**Full time first-time master's and doctoral students entering in Fall (MFO & DFO).

Graduated in 3 Years	1999	2000	2001	2002	2003	2004
Asian American	2	2	1	1	3	6
African American	4	1	0	0	1	0
Latino	2	2	7	2	3	1
American Indian	0	1	1	1	3	1
White/Unknown	46	52	54	48	34	42
International	6	13	4	3	3	4
Enrollment	60	71	67	55	47	54
Minority Total	8	6	9	4	10	8

Three Year Graduation Rate	1999	2000	2001	2002	2003	2004
Asian American	50%	50%	50%	33%	75%	60%
African American	100%	50%	0%	--	100%	0%
Latino	100%	67%	54%	67%	75%	25%
American Indian	--	50%	100%	50%	100%	100%
White/Unknown	58%	53%	55%	55%	45%	58%
International	75%	68%	40%	43%	43%	80%
Total	62%	55%	52%	54%	49%	57%
Minority Total	80%	55%	47%	50%	83%	47%

Six Year Graduation Rates of Freshman Cohorts

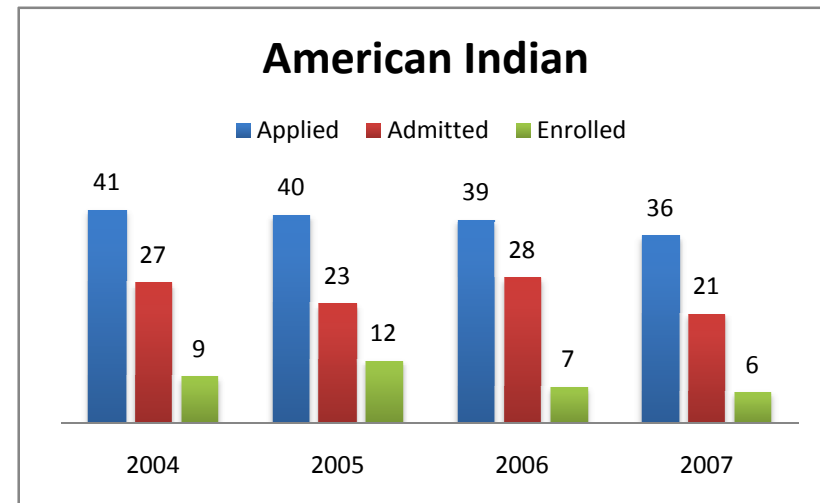
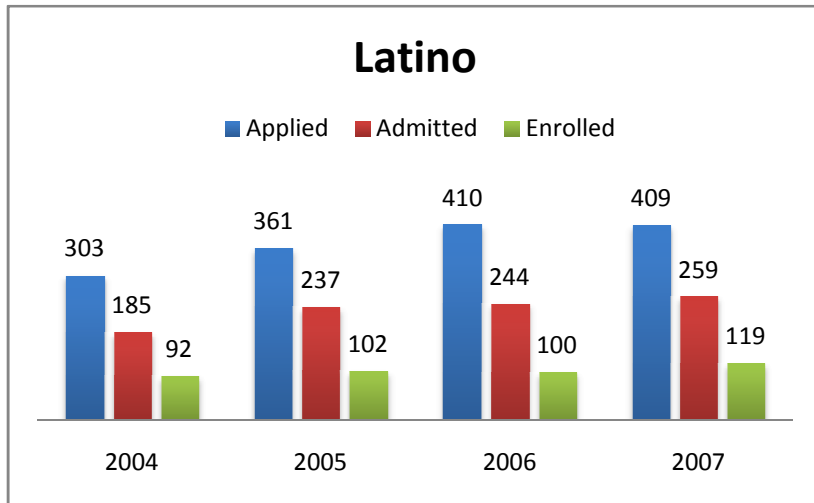
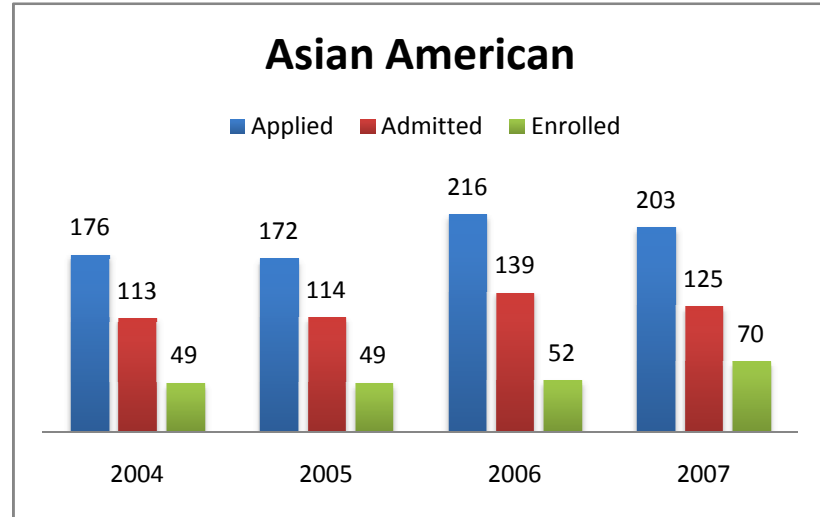
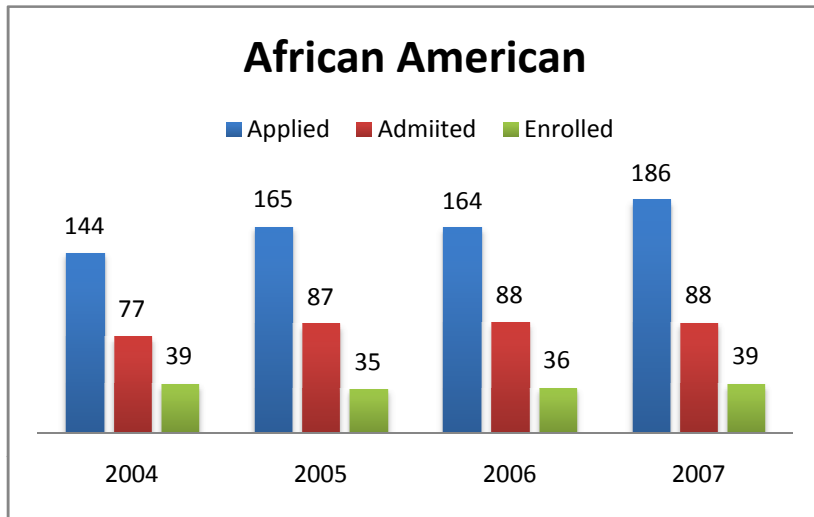


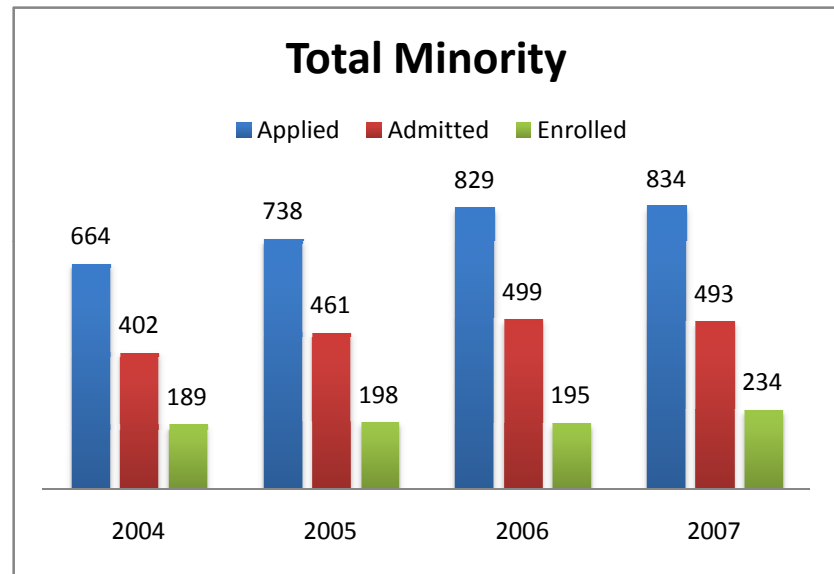
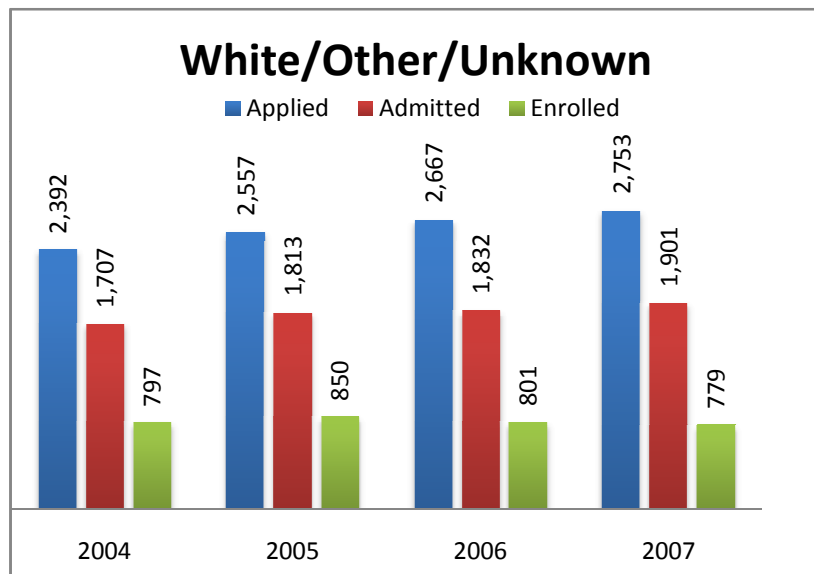
Freshman Applications, Admits, and Enrollments by Ethnicity

		2004	2005	2006	2007
American Indian	Applied	41	40	39	36
	Admitted	27	23	28	21
	Enrolled	9	12	7	6
Asian	Applied	176	172	216	203
	Admitted	113	114	139	125
	Enrolled	49	49	52	70
Black	Applied	144	165	164	186
	Admitted	77	87	88	88
	Enrolled	39	35	36	39
Latino	Applied	303	361	410	409
	Admitted	185	237	244	259
	Enrolled	92	102	100	119
White, Other & Unknown	Applied	2,392	2,557	2,667	2,753
	Admitted	1,707	1,813	1,832	1,901
	Enrolled	797	850	801	779
Total Minority	Applied	664	738	829	834
	Admitted	402	461	499	493
	Enrolled	189	198	195	234
Total	Applied	3,056	3,295	3,496	3,587
	Admitted	2,109	2,274	2,331	2,394
	Enrolled	986	1,048	996	1,013

Percent of Admitted Freshman Who Enrolled

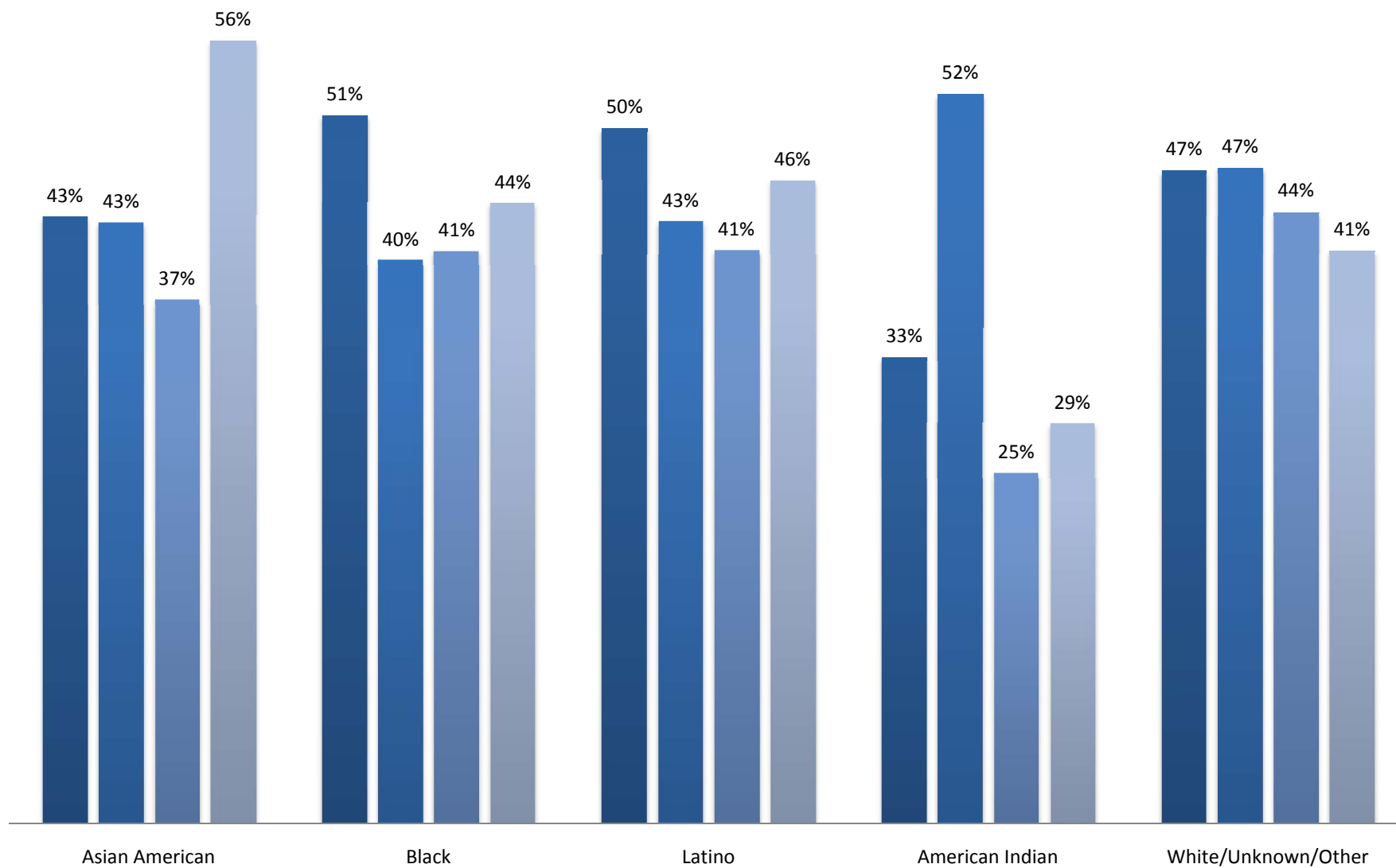
	2004	2005	2006	2007
Asian American	43%	43%	37%	56%
Black	51%	40%	41%	44%
Latino	50%	43%	41%	46%
American Indian	33%	52%	25%	29%
White/Unknown/Other	47%	47%	44%	41%
Total	47%	46%	43%	42%





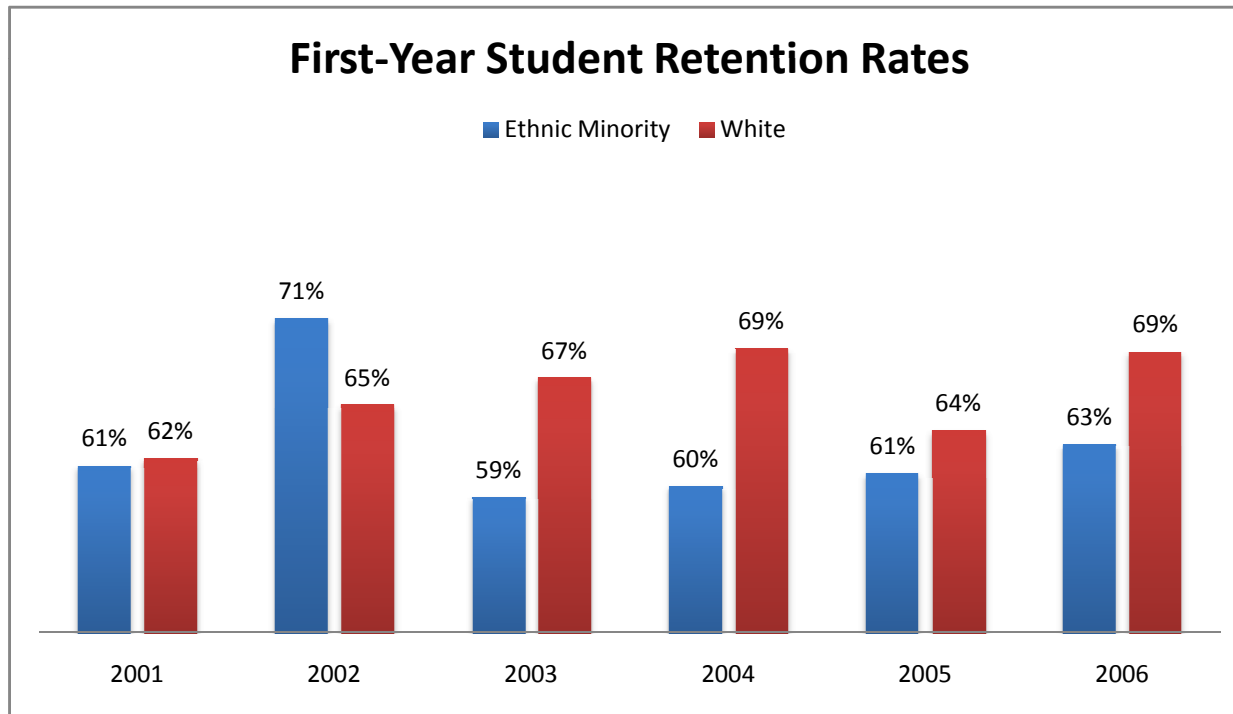
Percent of Admitted Students Who Enrolled

■ 2004 ■ 2005 ■ 2006 ■ 2007



Freshman Retention Rates by Ethnicity

Ethnicity	First-Year Student Cohorts						Percent Enrolled One Year Out					
	2001	2002	2003	2004	2005	2006	2001	2002	2003	2004	2005	2006
Asian American	60	49	47	49	49	52	62%	67%	60%	55%	73%	58%
African American	20	26	26	39	35	36	60%	81%	58%	54%	66%	56%
Latino	69	82	85	92	102	100	58%	71%	61%	63%	55%	66%
American Indian	8	5	8	9	12	7	88%	60%	38%	78%	42%	86%
Minority Total	157	162	166	189	198	195	61%	71%	59%	60%	61%	63%
White	644	741	739	764	800	752	62%	65%	67%	69%	64%	69%
Unknown	37	42	42	31	46	43	65%	69%	64%	45%	67%	67%
International	6	6	4	2	4	6	67%	83%	100%	100%	75%	100%
Total	844	951	951	986	1,048	996	62%	66%	66%	67%	63%	68%



Faculty Diversity as of September 27, 2007

Faculty Type*	Total	Female	% F	Male	% M	Minority	% Minority	Black	Amer.				White
									Indian	Asian	Latino	Unknown	
Instructional Faculty	324	163	50%	161	50%	38	12%	5	2	14	17	11	275
Tenured & Tenure Track	212	85	40%	127	60%	27	13%	4	1	11	11	7	178
Full Professor	88	17	19%	71	81%	8	9%	1	0	4	3	1	79
Associate Professor	53	29	55%	24	45%	6	11%	2	1	1	2	0	47
Assistant Professor	71	39	55%	32	45%	13	18%	1	0	6	6	6	52
Non-Tenure Track	112	78	70%	34	30%	11	10%	1	1	3	6	4	97
Sr. Instructor	38	25	66%	13	34%	4	11%	0	1	0	3	0	34
Instructor	68	48	71%	20	29%	7	10%	1	0	3	3	4	57
Clinical Instructor**	6	5	83%	1	17%	0	0%	0	0	0	0	0	6
Research Faculty	28	18	64%	10	36%	3	11%	0	0	1	2	1	24
Research Profs and Instructors	4	2	50%	2	50%	0	0%	0	0	0	0	0	4
Research Associate	4	0	0%	4	100%	1	25%	0	0	1	0	1	2
Professional Research Assistants	20	16	80%	4	20%	2	10%	0	0	0	2	0	18
Other Faculty	272	150	55%	122	45%	33	12%	6	6	7	14	29	210
Lecturers, unduplicated	249	139	56%	110	44%	29	12%	6	5	7	11	28	192
Other (assistants, special advisors)	3	0	0%	3	100%	1	33%	0	1	0	0	0	2
Adjunct/Adjoint/Visiting Profs	20	11	55%	9	45%	3	15%	0	0	0	3	1	16
Administrative	19	9	47%	10	53%	5	26%	2	0	2	1	0	14
Officers	15	7	47%	8	53%	4	27%	2	0	1	1	0	11
Associate Deans	4	2	50%	2	50%	1	25%	0	0	1	0	0	3
Total	643	340	53%	303	47%	79	12%	13	8	24	34	41	523

* Unduplicated count. An individual is counted once and categorized according to either their "highest" position or their primary position in terms of FTE.

** Includes one Clinical Assistant Professor

IR Note: used "Snapshot roster sept 27 2007.xls"

Faculty Diversity with Gender as of September 27, 2007

Category	Total	Asian			Black			Latino			American Indian			White			Unknown		
		F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
Instructional Faculty	324	7	7	50%	3	2	60%	11	6	65%	2	0	100%	134	141	49%	6	5	55%
Tenured & Tenure Track	212	4	7	36%	3	1	75%	6	5	55%	1	0	100%	67	111	38%	4	3	57%
Full Professor	88	0	4	0%	1	0	100%	1	2	33%	0	0	--	15	64	19%	0	1	0%
Associate Professor	53	1	0	100%	2	0	100%	2	0	100%	1	0	100%	23	24	49%	0	0	--
Assistant Professor	71	3	3	50%	0	1	0%	3	3	50%	0	0	--	29	23	56%	4	2	67%
Non-Tenure Track	112	3	0	100%	0	1	0%	5	1	83%	1	0	100%	67	30	69%	2	2	50%
Sr. Instructor	38	0	0	--	0	0	--	3	0	100%	1	0	100%	21	13	62%	0	0	--
Instructor	68	3	0	100%	0	1	0%	2	1	67%	0	0	--	41	16	72%	2	2	50%
Clinical Instructor**	6	0	0	--	0	0	--	0	0	--	0	0	--	5	1	83%	0	0	--
Research Faculty	28	0	1	0%	0	0	--	2	0	100%	0	0	--	16	8	67%	0	1	0%
Research Profs and Instructors	4	0	0	--	0	0	--	0	0	--	0	0	--	2	2	50%	0	0	--
Research Associate	4	0	1	0%	0	0	--	0	0	--	0	0	--	0	2	0%	0	1	0%
Professional Research Assistants	20	0	0	--	0	0	--	2	0	100%	0	0	--	14	4	78%	0	0	--
Other Faculty	272	3	4	43%	3	3	50%	11	3	79%	2	4	33%	116	94	55%	15	14	52%
Lecturers, unduplicated	249	3	4	43%	3	3	50%	10	1	91%	2	3	40%	106	86	55%	15	13	54%
Other (assistants, special advisors)	3	0	0	--	0	0	--	0	0	--	0	1	0%	0	2	0%	0	0	--
Adjunct/Adjoint/Visiting Profs	20	0	0	--	0	0	--	1	2	33%	0	0	--	10	6	63%	0	1	0%
Administrative	19	0	2	0%	1	1	50%	0	1	0%	0	0	--	8	6	57%	0	0	--
Officers	15	0	1	0%	1	1	50%	0	1	0%	0	0	--	6	5	55%	0	0	--
Associate Deans	4	0	1	0%	0	0	--	0	0	--	0	0	--	2	1	67%	0	0	--
Total	643	10	14	42%	7	6	54%	24	10	71%	4	4	50%	274	249	52%	21	20	51%

* Unduplicated count. An individual is counted once and categorized according to either their "highest" position or their primary position in terms of FTE.

** Includes one Clinical Assistant Professor

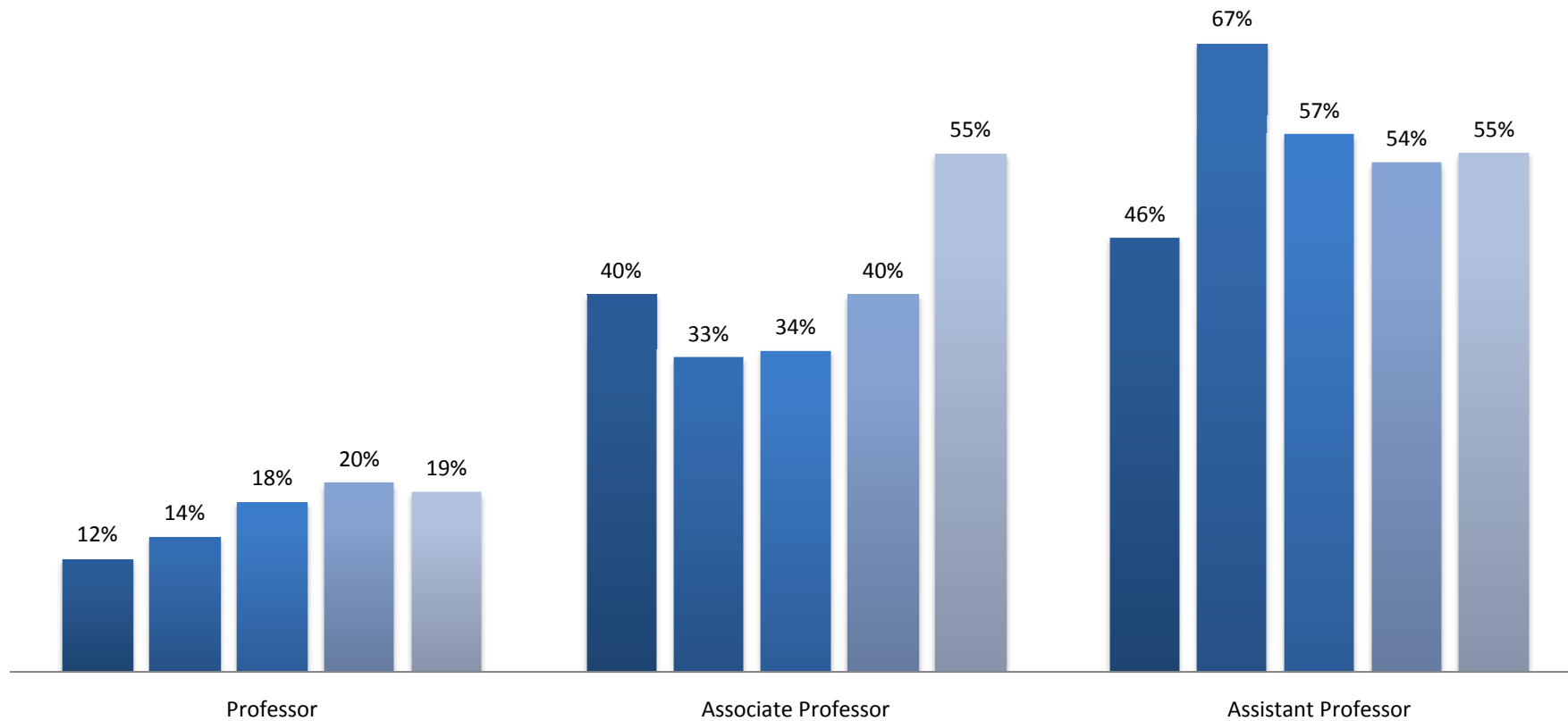
IR Note: used "Snapshot roster sept 27 2007.xls"

Percent Female Among Tenured/Tenure Track Faculty						
	1999	2001	2003	2005	2006	2007
Professor	12%	14%	18%	20%	21%	19%
Associate Professor	40%	33%	34%	40%	47%	55%
Assistant Professor	46%	67%	57%	54%	53%	55%

Percent Minority Among Tenured/Tenure Track Faculty						
	1999	2001	2003	2005	2006	2007
Professor	9%	9%	11%	12%	11%	9%
Associate Professor	20%	19%	12%	11%	9%	11%
Assistant Professor	14%	10%	15%	19%	21%	18%

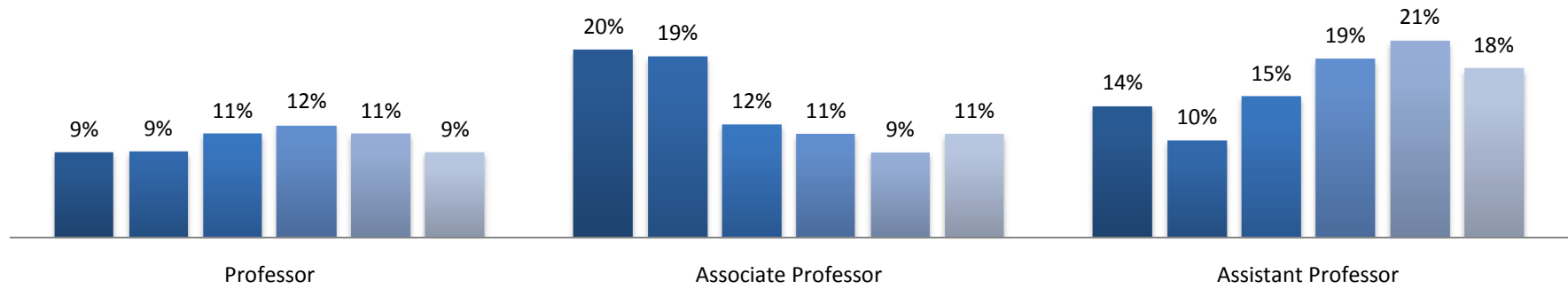
Percent Female Among T/TT Faculty

■ 1999 ■ 2001 ■ 2003 ■ 2005 ■ 2007



Percent Minority Among T/TT Faculty

■ 1999 ■ 2001 ■ 2003 ■ 2005 ■ 2006 ■ 2007



Faculty Diversity by College as of September 27, 2007

* An individual is categorized according to either their "highest" position or their primary position in terms of FTE. Officers are in "Other Academic Units."

** Includes one Clinical Assistant Professor

IR Note: used "Snapshot roster sept 27 2007.xls"

College of Letters, Arts & Sciences

Faculty Type*	Total	Female	% F	Male	% M	Minority	% Min.	Black	Amer. Indian	Asian	Latino	Unknown	White
Instructional Faculty	205	107	52%	98	48%	26	13%	3	1	9	13	6	173
Tenured & Tenure Track	122	49	40%	73	60%	17	14%	3	0	6	8	3	102
Full Professor	50	11	22%	39	78%	2	4%	0	0	1	1	0	48
Associate Professor	31	18	58%	13	42%	5	16%	2	0	1	2	0	26
Assistant Professor	41	20	49%	21	51%	10	24%	1	0	4	5	3	28
Non-Tenure Track	83	58	70%	25	30%	9	11%	0	1	3	5	3	71
Sr. Instructor	27	17	63%	10	37%	3	11%	0	1	0	2	0	24
Instructor	55	41	75%	14	25%	6	11%	0	0	3	3	3	46
Clinical Instructor**	1	0	0%	1	100%	0	0%	0	0	0	0	0	1
Research Faculty	15	11	73%	4	27%	1	7%	0	0	0	1	1	13
Research Profs and Instructors	3	1	33%	2	67%	0	0%	0	0	0	0	0	3
Research Associate	2	0	0%	2	100%	0	0%	0	0	0	0	1	1
Professional Research Assistants	10	10	100%	0	0%	1	10%	0	0	0	1	0	9
Other Faculty	119	67	56%	52	44%	13	11%	3	1	3	6	12	94
Lecturers, unduplicated	115	65	57%	50	43%	13	11%	3	1	3	6	12	90
Other (assistants, special advisors)	0	0	--	0	--	0	--	0	0	0	0	0	0
Adjunct/Adjoint/Visiting Profs	4	2	50%	2	50%	0	0%	0	0	0	0	0	4
Administrative	1	0	0%	1	100%	0	0%	0	0	0	0	0	1
Officers	0	0	--	0	--	0	--	0	0	0	0	0	0
Associate Deans	1	0	0%	1	100%	0	0%	0	0	0	0	0	1
Total	340	185	54%	155	46%	40	12%	6	2	12	20	19	281

College of Engineering & Applied Sciences

Faculty Type*	Total	Female	% F	Male	% M	Minority	% Min.	Black	Amer.				
									Indian	Asian	Latino	Unknown	White
Instructional Faculty	31	7	23%	24	77%	5	16%	0	0	4	1	2	24
Tenured & Tenure Track	27	4	15%	23	85%	5	19%	0	0	4	1	2	20
Full Professor	16	1	6%	15	94%	4	25%	0	0	3	1	1	11
Associate Professor	6	0	0%	6	100%	0	0%	0	0	0	0	0	6
Assistant Professor	5	3	60%	2	40%	1	20%	0	0	1	0	1	3
Non-Tenure Track	4	3	75%	1	25%	0	0%	0	0	0	0	0	4
Sr. Instructor	1	1	100%	0	0%	0	0%	0	0	0	0	0	1
Instructor	3	2	67%	1	33%	0	0%	0	0	0	0	0	3
Clinical Instructor	0	0	--	0	--	0	--	0	0	0	0	0	0
Research Faculty	3	0	0%	3	100%	1	33%	0	0	1	0	0	2
Research Profs and Instructors	0	0	--	0	--	0	--	0	0	0	0	0	0
Research Associate	1	0	0%	1	100%	1	100%	0	0	1	0	0	0
Professional Research Assistants	2	0	0%	2	100%	0	0%	0	0	0	0	0	2
Other Faculty	26	2	8%	24	92%	3	12%	0	1	2	0	4	19
Lecturers, unduplicated	26	2	8%	24	92%	3	12%	0	1	2	0	4	19
Other (assistants, special advisors)	0	0	--	0	--	0	--	0	0	0	0	0	0
Adjunct/Adjoint/Visiting Profs	0	0	--	0	--	0	--	0	0	0	0	0	0
Administrative	1	0	0%	1	100%	1	100%	0	0	1	0	0	0
Officers	0	0	--	0	--	0	--	0	0	0	0	0	0
Associate Deans	1	0	0%	1	100%	1	100%	0	0	1	0	0	0
Total	61	9	15%	52	85%	10	16%	0	1	8	1	6	45

College of Education

Faculty Type*	Total	Female	% F	Male	% M	Minority	% Min.	Black	Amer.				
									Indian	Asian	Latino	Unknown	White
Instructional Faculty	23	12	52%	11	48%	5	22%	2	1	0	2	2	16
Tenured & Tenure Track	16	8	50%	8	50%	4	25%	1	1	0	2	2	10
Full Professor	4	1	25%	3	75%	2	50%	1	0	0	1	0	2
Associate Professor	2	1	50%	1	50%	1	50%	0	1	0	0	0	1
Assistant Professor	10	6	60%	4	40%	1	10%	0	0	0	1	2	7
Non-Tenure Track	7	4	57%	3	43%	1	14%	1	0	0	0	0	6
Sr. Instructor	4	3	75%	1	25%	0	0%	0	0	0	0	0	4
Instructor	3	1	33%	2	67%	1	33%	1	0	0	0	0	2
Clinical Instructor	0	0	--	0	--	0	--	0	0	0	0	0	0
Research Faculty	4	4	100%	0	0%	0	0%	0	0	0	0	0	4
Research Profs and Instructors	0	0	--	0	--	0	--	0	0	0	0	0	0
Research Associate	0	0	--	0	--	0	--	0	0	0	0	0	0
Professional Research Assistants	4	4	100%	0	0%	0	0%	0	0	0	0	0	4
Other Faculty	42	30	71%	12	29%	6	14%	1	0	0	5	7	29
Lecturers, unduplicated	27	21	78%	6	22%	3	11%	1	0	0	2	6	18
Other (assistants, special advisors)	0	0	--	0	--	3	--	0	0	0	3	0	0
Adjunct/Adjoint/Visiting Profs	15	9	60%	6	40%	0	0%	0	0	0	0	1	11
Administrative	1	1	100%	0	0%	0	0%	0	0	0	0	0	1
Officers	0	0	--	0	--	0	--	0	0	0	0	0	0
Associate Deans	1	1	100%	0	0%	0	0%	0	0	0	0	0	1
Total	70	47	67%	23	33%	11	16%	3	1	0	7	9	50

College of Business

Faculty Type*	Total	Female	% F	Male	% M	Minority	% Min.	Black	Amer.					
									Indian	Asian	Latino	Unknown	White	
Instructional Faculty	31	9	29%	22	71%	0	0%	0	0	0	0	0	0	31
Tenured & Tenure Track	24	6	25%	18	75%	0	0%	0	0	0	0	0	0	24
Full Professor	12	0	0%	12	100%	0	0%	0	0	0	0	0	0	12
Associate Professor	8	4	50%	4	50%	0	0%	0	0	0	0	0	0	8
Assistant Professor	4	2	50%	2	50%	0	0%	0	0	0	0	0	0	4
Non-Tenure Track	7	3	43%	4	57%	0	0%	0	0	0	0	0	0	7
Sr. Instructor	3	1	33%	2	67%	0	0%	0	0	0	0	0	0	3
Instructor	4	2	50%	2	50%	0	0%	0	0	0	0	0	0	4
Clinical Instructor	0	0	--	0	--	0	--	0	0	0	0	0	0	0
Research Faculty	0	0	--	0	--	0	--	0	0	0	0	0	0	0
Research Profs and Instructors	0	0	--	0	--	0	--	0	0	0	0	0	0	0
Research Associate	0	0	--	0	--	0	--	0	0	0	0	0	0	0
Professional Research Assistants	0	0	--	0	--	0	--	0	0	0	0	0	0	0
Other Faculty	22	5	23%	17	77%	2	9%	1	0	0	1	2	18	
Lecturers, unduplicated	21	5	24%	16	76%	2	10%	1	0	0	1	2	17	
Other (assistants, special advisors)	1	0	0%	1	100%	0	0%	0	0	0	0	0	1	
Adjunct/Adjoint/Visiting Profs	0	0	--	0	--	0	--	0	0	0	0	0	0	
Administrative	0	0	--	0	--	0	--	0	0	0	0	0	0	
Officers	0	0	--	0	--	0	--	0	0	0	0	0	0	
Associate Deans	0	0	--	0	--	0	--	0	0	0	0	0	0	
Total	53	14	26%	39	74%	2	4%	1	0	0	1	2	49	

School of Public Affairs

Faculty Type*	Total	Female	% F	Male	% M	Minority	% Min.	Black	Amer.				
									Indian	Asian	Latino	Unknown	White
Instructional Faculty	3	1	33%	2	67%	0	0%	0	0	0	0	0	3
Tenured & Tenure Track	3	1	33%	2	67%	0	0%	0	0	0	0	0	3
Full Professor	2	0	0%	2	100%	0	0%	0	0	0	0	0	2
Associate Professor	1	1	100%	0	0%	0	0%	0	0	0	0	0	1
Assistant Professor	0	0	--	0	--	0	--	0	0	0	0	0	0
Non-Tenure Track	0	0	--	0	--	0	--	0	0	0	0	0	0
Sr. Instructor	0	0	--	0	--	0	--	0	0	0	0	0	0
Instructor	0	0	--	0	--	0	--	0	0	0	0	0	0
Clinical Instructor	0	0	--	0	--	0	--	0	0	0	0	0	0
Research Faculty	0	0	--	0	--	0	--	0	0	0	0	0	0
Research Profs and Instructors	0	0	--	0	--	0	--	0	0	0	0	0	0
Research Associate	0	0	--	0	--	0	--	0	0	0	0	0	0
Professional Research Assistants	0	0	--	0	--	0	--	0	0	0	0	0	0
Other Faculty	5	4	80%	1	20%	0	0%	0	0	0	0	0	5
Lecturers, unduplicated	5	4	80%	1	20%	0	0%	0	0	0	0	0	5
Other (assistants, special advisors)	0	0	--	0	--	0	--	0	0	0	0	0	0
Adjunct/Adjoint/Visiting Profs	0	0	--	0	--	0	--	0	0	0	0	0	0
Administrative	1	1	100%	0	0%	0	0%	0	0	0	0	0	1
Officers	0	0	--	0	--	0	--	0	0	0	0	0	0
Associate Deans	1	1	100%	0	0%	0	0%	0	0	0	0	0	1
Total	9	6	67%	3	33%	0	0%	0	0	0	0	0	9

Beth-El College of Nursing & Health Sciences

Faculty Type*	Total	Female	% F	Male	% M	Minority	% Min.	Black	Amer. Indian	Asian	Latino	Unknown	White
Instructional Faculty	23	20	87%	3	13%	0	0%	0	0	0	0	1	22
Tenured & Tenure Track	15	13	87%	2	13%	0	0%	0	0	0	0	0	15
Full Professor	4	4	100%	0	0%	0	0%	0	0	0	0	0	4
Associate Professor	3	3	100%	0	0%	0	0%	0	0	0	0	0	3
Assistant Professor	8	6	75%	2	25%	0	0%	0	0	0	0	0	8
Non-Tenure Track	8	7	88%	1	13%	0	0%	0	0	0	0	1	7
Sr. Instructor	0	0	--	0	--	0	--	0	0	0	0	0	0
Instructor	3	2	67%	1	33%	0	0%	0	0	0	0	1	2
Clinical Instructor	5	5	100%	0	0%	0	0%	0	0	0	0	0	5
Research Faculty	1	1	100%	0	0%	0	0%	0	0	0	0	0	1
Research Profs and Instructors	1	1	100%	0	0%	0	0%	0	0	0	0	0	1
Research Associate	0	0	--	0	--	0	--	0	0	0	0	0	0
Professional Research Assistants	0	0	--	0	--	0	--	0	0	0	0	0	0
Other Faculty	47	39	83%	8	17%	6	13%	1	2	1	2	3	38
Lecturers, unduplicated	47	39	83%	8	17%	6	13%	1	2	1	2	3	38
Other (assistants, special advisors)	0	0	--	0	--	0	--	0	0	0	0	0	0
Adjunct/Adjoint/Visiting Profs	0	0	--	0	--	0	--	0	0	0	0	0	0
Administrative	0	0	--	0	--	0	--	0	0	0	0	0	0
Officers	0	0	--	0	--	0	--	0	0	0	0	0	0
Associate Deans	0	0	--	0	--	0	--	0	0	0	0	0	0
Total	71	60	85%	11	15%	6	8%	1	2	1	2	4	61

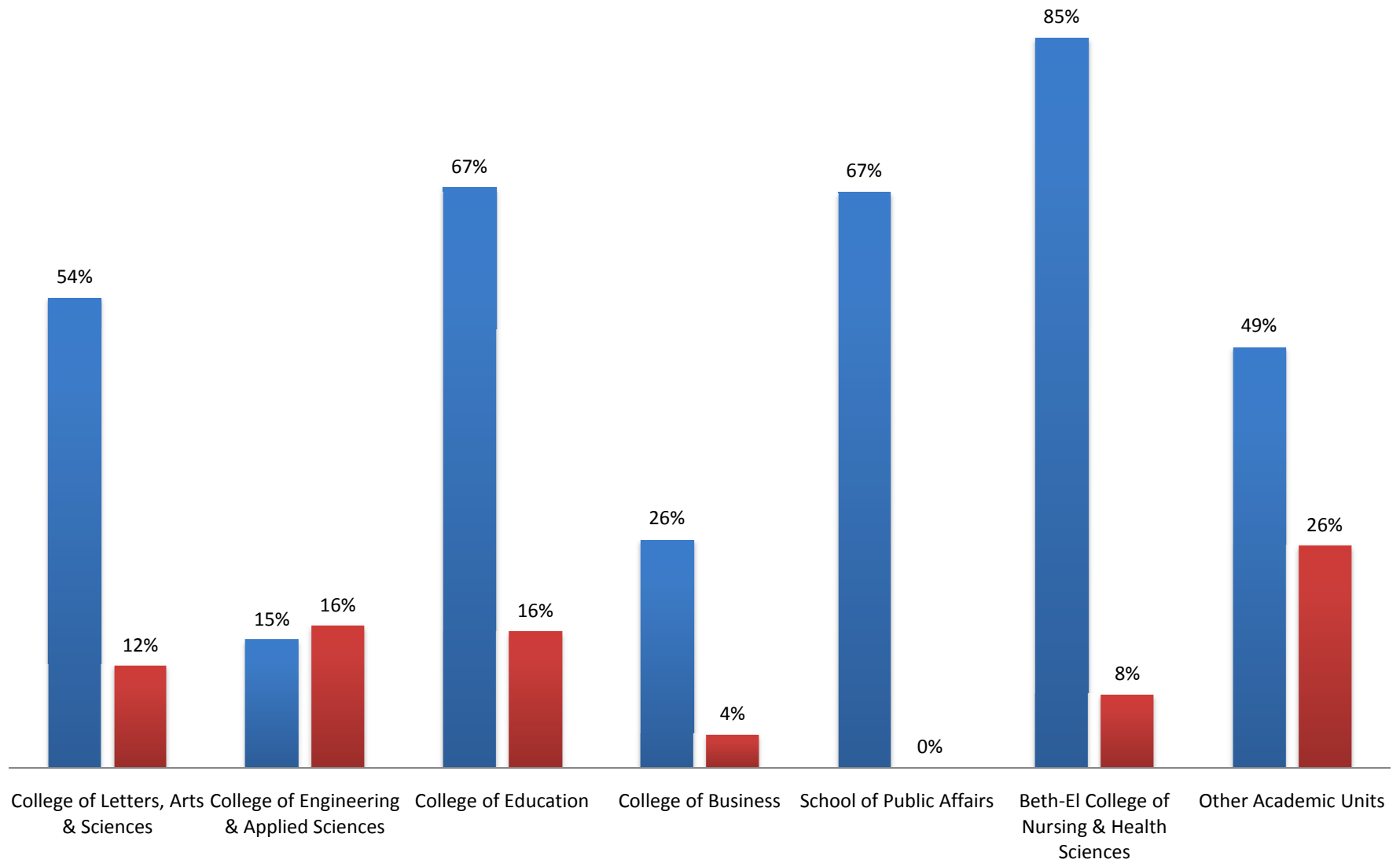
Other Academic Units

Faculty Type*	Total	Female	% F	Male	% M	Minority	% Min.	Black	Amer.				
									Indian	Asian	Latino	Unknown	White
Instructional Faculty	8	7	88%	1	13%	2	25%	0	0	1	1	0	6
Tenured & Tenure Track	5	4	80%	1	20%	1	20%	0	0	1	0	0	4
Full Professor	0	0	--	0	--	0	--	0	0	0	0	0	0
Associate Professor	2	2	100%	0	0%	0	0%	0	0	0	0	0	2
Assistant Professor	3	2	67%	1	33%	1	33%	0	0	1	0	0	2
Non-Tenure Track	3	3	100%	0	0%	1	33%	0	0	0	1	0	2
Sr. Instructor	3	3	100%	0	0%	1	33%	0	0	0	1	0	2
Instructor	0	0	--	0	--	0	--	0	0	0	0	0	0
Clinical Instructor	0	0	--	0	--	0	--	0	0	0	0	0	0
Research Faculty	5	2	40%	3	60%	2	40%	0	0	1	1	0	4
Research Profs and Instructors	0	0	--	0	--	0	--	0	0	0	0	0	0
Research Associate	1	0	0%	1	100%	0	0%	0	0	0	0	0	1
Professional Research Assistants	4	2	50%	2	50%	2	50%	0	0	1	1	0	3
Other Faculty	11	3	27%	8	73%	2	18%	0	2	0	0	1	7
Lecturers, unduplicated	8	3	38%	5	63%	1	13%	0	1	0	0	1	5
Other (assistants, special advisors)	2	0	0%	2	100%	1	50%	0	1	0	0	0	1
Adjunct/Adjoint/Visiting Profs	1	0	0%	1	100%	0	0%	0	0	0	0	0	1
Administrative	15	7	47%	8	53%	4	27%	2	0	1	1	0	11
Officers	15	7	47%	8	53%	4	27%	2	0	1	1	0	11
Associate Deans	0	0	--	0	--	0	--	0	0	0	0	0	0
Total	39	19	49%	20	51%	10	26%	2	2	3	3	1	28

Note: Other Academic Units include NISSC, Freshman Seminar, and

Faculty Diversity in Colleges, Fall 2007

■ % Female ■ % Minority

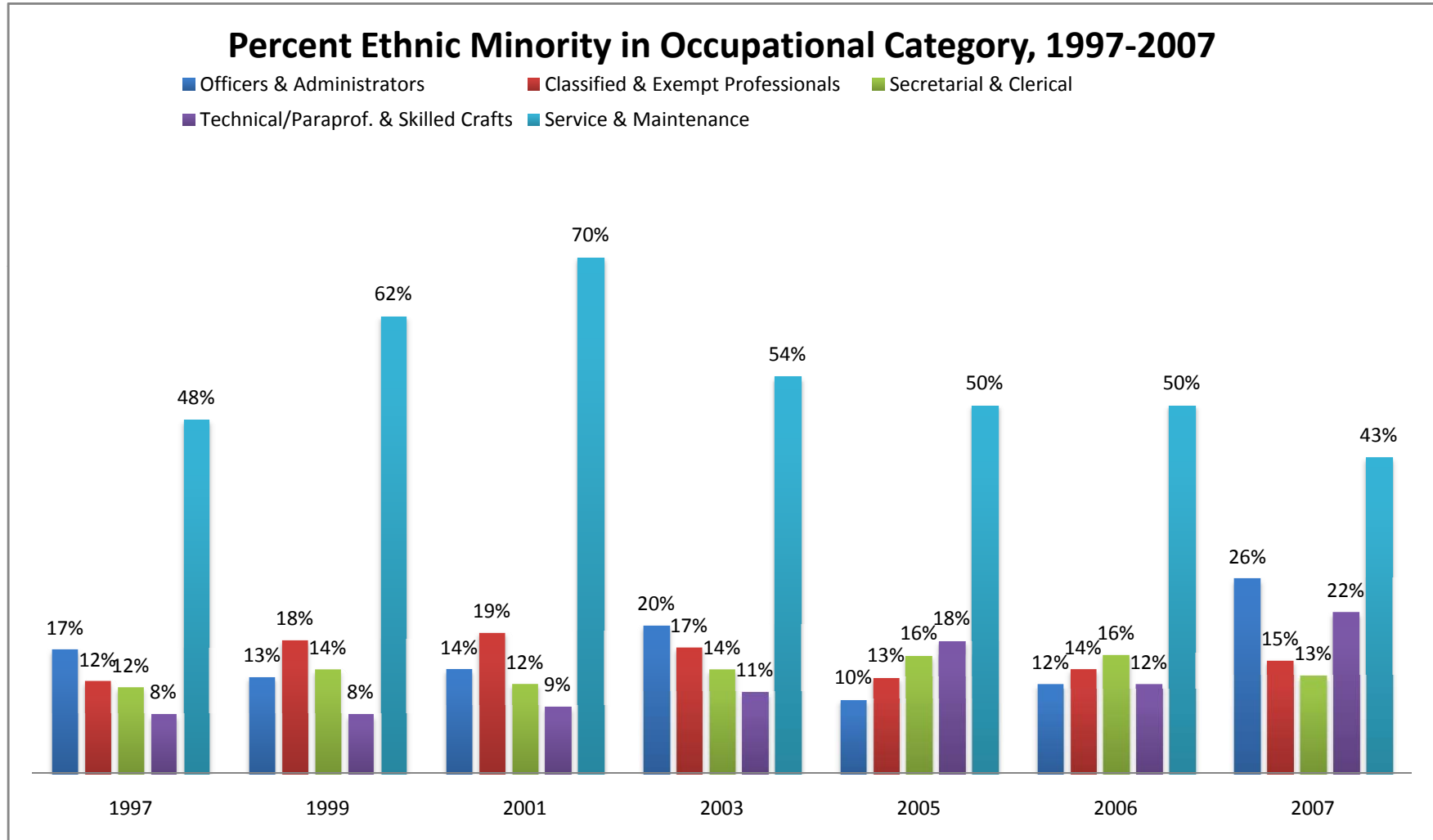


Diversity Profile of All Employees
as of September 27, 2007

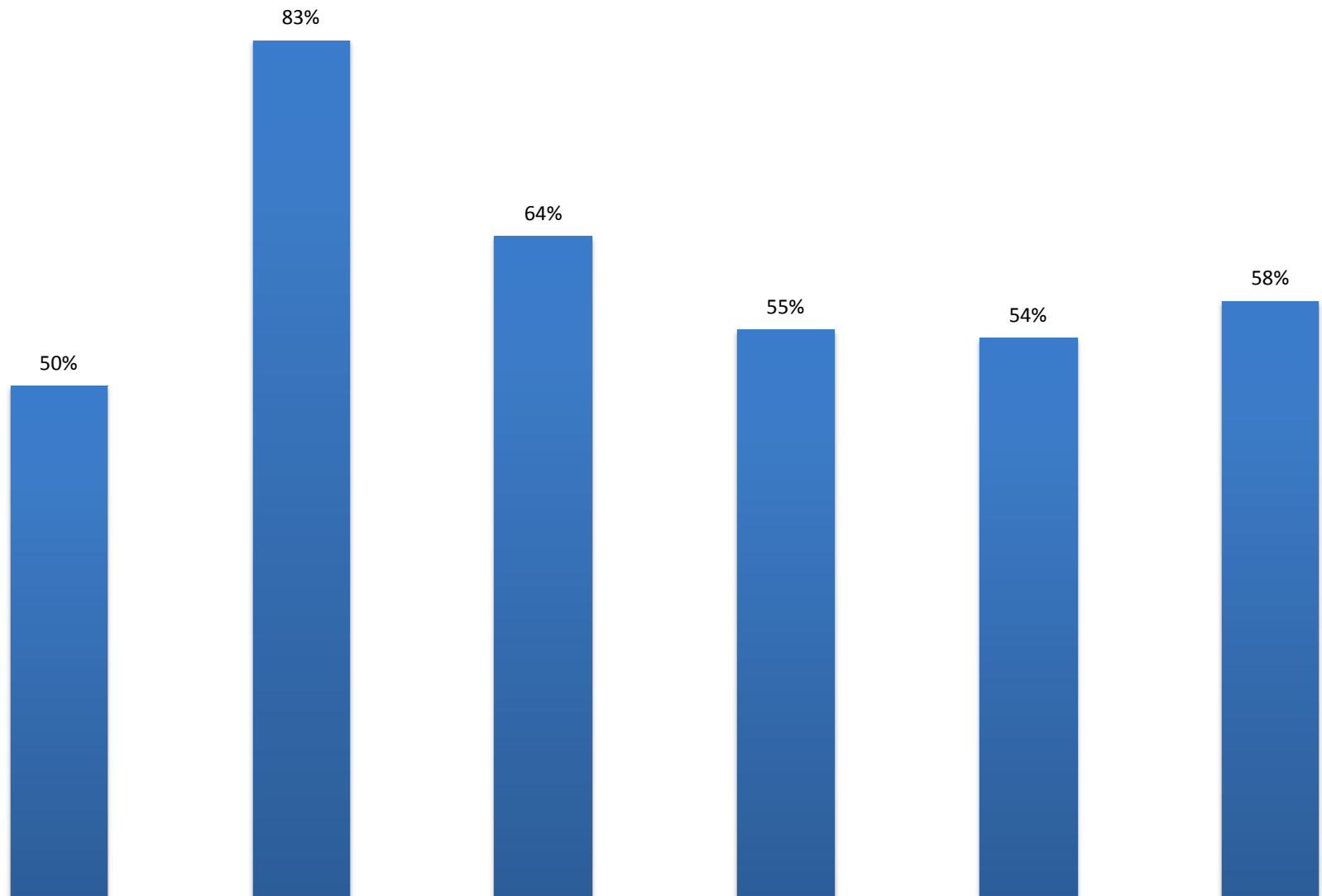
	Total	Female	Male	% Female	Total Minority	% Minority	Black	Indian	American Asian	Latino	White	Did not disclose
Regular Faculty	318	158	160	50%	38	12%	5	2	14	17	269	11
Prof	88	17	71	19%	8	9%	1	0	4	3	79	1
Assoc Prof	53	29	24	55%	6	11%	2	1	1	2	47	0
Asst Prof	71	39	32	55%	13	18%	1	0	6	6	52	6
Sr Instructor	38	25	13	66%	4	11%	0	1	0	3	34	0
Instructor	68	48	20	71%	7	10%	1		3	3	57	4
Clinical Faculty	6	5	1	83%	0	0%	0	0	0	0	6	0
Asst Prof, Clinical	1	0	1	0%	0	0%	0	0	0	0	1	0
Instructor, Clinical	5	5	0	100%	0	0%	0	0	0	0	5	0
Research Faculty	28	18	10	64%	3	11%	0	0	1	2	24	1
Research Prof or Instructor	4	2	2	50%	0	0%	0	0	0	0	4	0
Research Assoc	4	0	4	0%	1	25%	0	0	1	0	2	1
Research Assistants	20	16	4	80%	2	10%	0	0	0	2	18	0
Other Faculty	272	150	122	55%	33	12%	6	6	7	14	210	29
Lecturer	249	139	110	56%	29	12%	6	5	7	11	192	28
Other	3	0	3	0%	1	33%	0	1	0	0	2	0
Visiting/Adjoint/Adjunct	20	11	9	55%	3	15%	0	0	0	3	16	1
Professional Exempt	160	87	73	54%	23	14%	7	1	5	10	135	2
Officer	15	7	8	47%	4	27%	2	0	1	1	11	0
Assoc Dean	4	2	2	50%	1	25%	0	0	1	0	3	0
Exempt	141	78	63	55%	18	13%	5	1	3	9	121	2
Classified Staff	319	185	134	58%	67	21%	19	4	9	35	248	4
Professional	122	86	36	70%	22	18%	4	1	2	15	100	0
Clerical/Secretarial	53	39	14	74%	7	13%	2	0	1	4	46	0
Technical	29	9	20	31%	7	24%	2	1	2	2	22	0
Skilled	17	2	15	12%	3	18%	0	1	0	2	14	0
Service	42	9	33	21%	18	43%	8	0	1	9	23	1
Other	56	40	16	71%	10	18%	3	1	3	3	43	3
Total	1,103	603	500	55%	164	15%	37	13	36	78	892	47

Percent Minority in Occupational Categories, Fall 1997-2007

Occupational Categories	1997	1999	2001	2003	2005	2006	2007
Officers & Administrators	17%	13%	14%	20%	10%	12%	26%
Classified & Exempt Professionals	12%	18%	19%	17%	13%	14%	15%
Secretarial & Clerical	12%	14%	12%	14%	16%	16%	13%
Technical/Paraprof. & Skilled Crafts	8%	8%	9%	11%	18%	12%	22%
Service & Maintenance	48%	62%	70%	54%	50%	50%	43%



Percent Female in Occupational Group, Fall 2007



Regular Faculty

Clinical Faculty

Research Faculty

Other Faculty

Professional Exempt

Classified Staff

Percent Ethnic Minority in Occupational Group, Fall 2007

