



University of Colorado System

Boulder • Colorado Springs • Denver and Health Sciences Center

Office of the Vice President for Academic Affairs and Research

1800 Grant Street
Suite 800
35 UCA
Denver, Colorado 80203
(303) 860-5600, Fax: (303) 860-5620

MEMORANDUM

TO: Board of Regents

FROM: Carmen Braun Williams, Assistant Vice President for Diversity

DATE: April 10, 2007

SUBJECT: Annual Diversity Report for CU Campuses and System

Every year the campuses report to the Regents on their progress in achieving diversity among the students, faculty, and staff of the University. As requested, academic affairs and student affairs officers provide highlights of their accomplishments and progress toward meeting their diversity goals (see attached campus narratives), while the campus institutional research officers are instrumental in accurately providing the large amount of data illustrated in the enclosed charts and tables. In addition, the System Office of Information and Analysis provides charts and tables covering longer-term trends for each campus in student, faculty, and staff diversity. These charts and tables also are attached.

In reviewing these materials, care must be taken not to make comparisons across campuses without taking into account the different roles and missions of the campuses and the different student, faculty, and staff populations and markets from which the campuses draw. Finally, in some categories of data, there are only a few individuals (e.g., personnel in the Regents' Office) and thus the gain or loss of one or two people can dramatically alter the percentage in that category.

Programs and Planning

The campuses have undertaken several new initiatives this year to enhance diversity. At the University of Colorado at Boulder, the *Blueprint for Action* serves as the campus's strategic diversity plan and emphasizes three goals: building an inclusive campus climate; recruiting, retaining, and graduating diverse students; and enhancing diversity among faculty, staff, and administration. A notable activity implemented in fall 2006 to enhance the campus climate was a pilot course for entering freshmen, *The Contemporary Research University: Student Citizenship*. Other new initiatives include expansion of the Pre-Collegiate Program, the announcement of a new diversity officer position, and the development of stronger relations with the Boulder community.

At UCDHSC, a national search was launched in spring 2007 for a senior diversity officer. The creation of this new position is but one of a number of initiatives designed to strengthen diversity and inclusion at UCDHSC. Every academic and administrative unit is expected to submit a diversity plan by fall 2007. During fall 2006, a campus-wide, structured mentoring program was implemented to assist pre-tenure faculty to achieve tenure. Twenty-two mentor-mentee pairs participate in the program; 16 (36%) participants are faculty of color. A professional development program for staff, designed to foster greater diversity in upper-level staff positions, is expected to be implemented in spring 2007. And, in fall 2006, new student residential facilities opened, affording students new opportunities for connecting with one another and with the campus – key elements in undergraduate retention.

At UCCS, a campus-wide strategic planning effort, *Diversity Within, Diversity Without, and Diversity in What We Do*, was launched in 2006 to emphasize accountability and action with regard to diversity. Among several recent changes at UCCS, the Office of Student Multicultural Affairs and Outreach was relocated to the student center. The move was a direct response by UCCS to a key recommendation of the Blue Ribbon Commission on Diversity to provide more visibility and access to support services for diverse students. Also of note, UCCS is scheduled to host a national diversity conference in April 2007 expected to attract educators, academics, students, and other individuals from both within and outside Colorado.

Undergraduate Students

Pipeline programs. The system-wide Pre-Collegiate Development Program (PCDP) serves as a successful pipeline to the campuses for under-represented minority and first generation students. Over 2,000 students have graduated from this program in the past two decades, over 90% of whom have qualified for admission to CU. A recent gift of \$1 million for scholarships for CU Pre-Collegiate Development Program graduates is expected to assist the University's efforts to increase student diversity by supporting more PCDP students who demonstrate financial need. In fall 2006, 27 Pre-Collegiate graduates benefited from this program.

In addition to the PCDP, several other recruitment and retention programs on the campuses actively engage in outreach to prospective under-represented students and offer support services after they are enrolled. For example, on the Boulder campus, the Upward Bound program is a long-standing, successful pipeline program for student recruitment. Once students matriculate to the Boulder campus, retention programs, such as the CU-LEAD Alliance, provide critical academic and social supports. At UCDHSC, student recruitment programs include the CU-Denver Scholars Program, the School of Pharmacy's Summer Enrichment Program, the CU-Succeed Silver and Gold programs, and the Undergraduate Pre-Health Program. Educational Opportunity Programs, among other retention programs at UCDHSC, provide support services after students enroll. Similarly, UCCS offers more than ten pipeline programs to students throughout the southern Colorado region. These include Smart Girl, a program designed to improve the self-esteem of young girls; the Stay Ahead and Ready program, which works with middle school students; and Project Lead the Way, a national partnership among public schools, higher education, and the private sector. The Office of Student Multicultural Affairs and Outreach, through programs such as the Student Mentorship Program, also assists the UCCS campus' retention efforts.

Admissions. In fall 2006, CU-Boulder admitted 1,100 resident students of color with a CCHE admission index of 103 or above. Of these, 537 enrolled, or 49% of those admitted (identical to the percentage of white students admitted at or above the 103 index). CU-Boulder saw increases in enrollment of first-time freshman for all ethnic groups in fall 2006 compared to the previous fall. The most dramatic increase was for American Indian students, whose fall 2006 enrollment was 112% over fall 2005 (from 26 students to 55 students). At UCDHSC, 37.1% of new freshmen in fall 2006 were ethnic minorities (15.3% were Asian/Pacific Islander, 14.5% were Latino, 6.3% were African American, and less than 1% were American Indian). Compared to first-time freshmen enrollment in fall 2005 at UCDHSC, enrollment increases occurred for all ethnic groups in fall 2006. At UCCS, fall 2006 enrollment of first-time Asian American freshmen, African American freshmen, and Latino freshmen was larger than enrollments for those populations in the previous fall. Only American Indian enrollment declined from fall 2005 to this past fall, but by only 4 students. The average admissions index score for incoming minority students at UCCS was 106 in fall 2006.

Undergraduate enrollments. Along with promising progress in new freshmen enrollment across the campuses, undergraduate minority enrollments as a percentage of total undergraduate enrollments also have increased over the past several years, albeit not substantially. At Boulder, minority undergraduate enrollment in 2006-2007 is 15% of the total undergraduate headcount, reflecting an increase from 3,572 undergraduate students of color in 2005-2006 to 3,670 in the current academic year. At UCDHSC, undergraduate students of color numbered 2,271 in fall 2006, or 27.4% of total undergraduate enrollment, the highest in six years. At UCCS, undergraduate minority enrollments are 19% of total undergraduate enrollment, a five-year high. These data suggest that minority recruitment efforts at all three campuses are producing results.

Retention rates. Persistence, or retention, of first-time freshmen into their second year augurs well for future graduation rates. At Boulder, the retention rate for minority freshmen is 82%; for white students it is 85% (overall, it is 84%). At UCDHSC, the retention rates for both first-time minority and white freshmen are 71%. At UCCS, minority freshmen retention is 61% compared to 64% for white students and 63% overall.

Degrees awarded. The proportion of undergraduate degree recipients who are minorities has increased, although not significantly, over the past five years at all campuses. At Boulder, the percentage of baccalaureate degrees conferred to minority students was 13% in 2006, somewhat higher than the last five years. At UCDHSC, 341 baccalaureate degrees were awarded to students of color, or 21.2% of the total. These figures have been fairly consistent for five years. At UCCS, 19% of baccalaureate degrees were awarded to minority students; again, this figure has been fairly consistent over the past five years. However, the actual number of minority students receiving undergraduate degrees at UCCS has steadily increased.

Graduate Students and First Professional Students

Enrollments. Minority graduate student enrollment percentages generally have been consistent over the past five years at all campuses. At Boulder, minority graduate enrollment is 11.4% of total graduate enrollments, similar to the past five years. At UCDHSC, minority graduate student enrollment is 700, 12.9% of the total, which is consistent with the last five years. At UCCS, minority graduate enrollment is 250, or 17% of the total graduate student enrollment.

First professional programs at UCDHSC reflect an overall minority enrollment of 21.3% (or 307 students, the majority of whom are Asian American). The minority proportion of students in these programs has been over 20% for the past five years.

Faculty

Proportion of minority and female faculty. At Boulder, 14% of regular instructional faculty are minorities, similar to the previous five years. At UCDHSC, 11% of regular faculty are minorities. At UCCS, 11% of regular faculty are minorities, also similar to previous years. At both UCCS and UCDHSC, the proportion of full-time faculty who are female has increased steadily over the past five years (currently 47% at UCCS and 46% at UCDHSC). Boulder's proportion of female regular instructional faculty, at 37%, has been fairly constant over a five year period.

Pipeline of minority faculty. The future diversity of tenured faculty depends largely on the pipeline, i.e., the promotion of faculty from the assistant, to associate, to full professor ranks. Thus, increasing the number of tenured/tenure-track assistant professors of color is a key to future faculty racial diversity. At Boulder, the percentage of tenured/tenure-track assistant professors who are minority is 21%; at UCDHSC, it is 14%; at UCCS, it is 21%. If these minority assistant professors are retained and tenured at the same rates as other assistant professors, the ranks of the tenured faculty will be somewhat more diverse in the future.

Pipeline of women faculty. The pipeline for women faculty is more robust than for faculty of color, promising increases in the ranks of female associate and full professors in the future. At Boulder, 44% of assistant professors are women; at UCDHSC, 46% are women; and at UCCS, 53% are women.

Academic administrators. As is true for faculty, considerably more gender diversity than ethnic diversity exists within academic administration (i.e., chancellors, deans, department chairs, and directors). On the Boulder campus, 28% of academic administrators are women while 15% are persons of color; at UCCS, 44% of academic administrators are women and 13% are persons of color. At UCDHSC, 29% of administrative faculty are women and 9% are persons of color.

Staff

Officers and Administrators. The proportion of minority officers is 14% at Boulder, 12% at UCDHSC, and 12% at UCCS. The number of officers is quite small, and the addition or loss of even one or two minority officers can produce large percentage differences from year to year. Women fare better in the officer ranks than do minorities. The percentage of women officers is 23% at Boulder, 40% at UCDHSC, and 53% at UCCS.

At CU-Boulder, 125 people are included in the category executive/administrator/manager. Of these, 19% are minority and 63% are women. UCDHSC has 284 administrators, 9% of whom are persons of color and 63% of whom are women. At UCCS, out of 59 administrators, 12% are minority and 68% are women. The Emerging Leaders Program, a system-wide leadership development program for staff and faculty, should continue to contribute to expanding the diversity pipeline for university leadership.

Other Staff Positions. Several occupational categories remain very gender and ethnic specific. Women dominate secretarial/clerical positions on all campuses and at the system. Men dominate the skilled crafts. The only staff occupational category in which minorities are well represented on all campuses is service/maintenance.

Summary and Conclusions

The annual diversity report provides an opportunity to monitor progress toward achieving a more diverse university. As reflected in the data from the campuses, recent successes are evident in the area of minority undergraduate recruitment. Minority student retention, on the other hand, is an ongoing challenge on some campuses. The pipeline for resident minority students is not robust; i.e., the number of minority students graduating from Colorado high schools who meet the campuses' index levels is low. Continued effort to strengthen partnerships between the University and K-12 and more community outreach activities clearly would enhance the pipeline. More scholarship and financial aid dollars for low- and middle-income students also is needed. Efforts in the area of student recruitment also would be aided by collecting systematic data on the reasons why more than half of minority students who are admitted to the campuses fail to matriculate.

With regard to faculty, women continue to outpace minorities, which has been the case for many years. Efforts to recruit, retain, and promote minority faculty no doubt will be bolstered when senior diversity officer positions, now vacant at all three campuses, are filled. These offices are significant sources of support and resources for deans and chairs in their faculty recruitment and retention efforts. Systematic collection of exit interview data across the campuses to pinpoint the reasons faculty of color leave CU also would be very useful.

Overall, the diversity of the staff has not changed much. Generally, as with faculty, women staff have fared better than staff of color. What is striking is the continued overrepresentation of women and minorities in secretarial and maintenance positions, respectively. More professional development and succession opportunities for staff clearly are needed.



UNIVERSITY OF COLORADO SYSTEM

Boulder • Colorado Springs • Denver and Health Sciences Center

Office of the Vice President for Academic Affairs and Research

University of Colorado 2007 Diversity Report

Boulder Campus

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

March 2007

The University of Colorado at Boulder continues to be committed to the campus diversity plan, *A Blueprint for Action*, which has been in place for the past seven years and has served as the basis for implementation of diversity initiatives and programs on the campus. This plan has also acted as a model for unit diversity plans across campus.

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

Performance and progress towards the goals of the diversity plan are measured annually against the plan's stated performance metrics. In addition, more comprehensive reviews are done during periodic assessments of schools, colleges, departments, and research institutes, and of student affairs and administrative units. As reflected in their plans and progress reports, many campus units have shown impressive strategies and advancement towards improving climate and making their unit's staff, students, and faculty more diverse by activities such as infusing diversity into the curriculum, encouraging unit members to attend diversity-related trainings and events, and engaging their unit members in mentoring, recruiting, and outreach. Unit diversity plans and progress reports are posted at <http://www.colorado.edu/cu-diversity/plans.html>.

The President's Blue Ribbon Commission on Diversity held its first meeting on the CU-Boulder campus in January of 2006. In March 2006, the Commission presented a report that included a series of recommendations to the campus (see <http://www.colorado.edu/cu-diversity/BlueRibbonReport.html>). In response to the recommendations of the Commission, the Boulder campus issued an action plan in May 2006 (see <http://www.colorado.edu/cu-diversity/BlueRibbonResponse.html#actionplan>). In September of 2006, after the Commission had held meetings on the other CU campuses, the Commission reconvened for one last meeting. A report on CU-Boulder's action plan progress was presented and can be found at http://www.colorado.edu/cu-diversity/BR/BRC_Update_12-21-06.doc. Also in response to the Commission recommendations, UCB has increased efforts to work with the City of Boulder on multicultural issues. See Addendum II at http://www.colorado.edu/cu-diversity/BR/BRC_Update_12-21-06_Addendum_II.doc for more information on joint efforts with the City of Boulder related to multicultural inclusion, engagement, and policy development.

Students

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

Recruitment and admission

- The availability of Colorado high school graduates of color who are college bound is limited, and their academic preparation is, on average, lower than that of other high school graduates. This poses a particular recruitment challenge for CU-Boulder, with "selective admission standards" specified by statute (CRS 23-20-101) and the highest CCHE freshman admission index (103) of all public

comprehensive colleges and universities in Colorado. Active support and action from constituent communities across the state will be necessary as part of any effort to enhance the numbers of high school graduates of color who are college bound with strong academic preparation.

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

Graduation and retention rates

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

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

Enrollment over time

- Enrollment of all students of color (undergraduate and graduate students combined) increased substantially in the last 17 years, from 1990 to 2006. The current enrollment of 4,177 students of color is at an all-time high, and has increased by almost 50% since the 1990 enrollment of 2,809 students of color.
- The proportion of students of color among all enrolled students has also been steadily increasing over this time period. In 1990 students of color represented 11.3% of all enrolled students, and by fall 2006 they represented 14.4%. Looked at separately, undergraduate and graduate students of color have shown the same increasing trend in enrollment proportions, having also increased by approximately three percentage points in each group.
 - The proportion of undergraduate student of color to all undergraduates has increased from 12.1% in 1990 to 14.9% in 2006.
 - The proportion of graduate students of color to all graduate students (excluding business and law) has increased from 6.7% in 1990 to 10% in 2006.

Campus climate

Preliminary results from the most recent CU-Boulder Campus Climate Survey (Fall 2006) indicate relatively high levels of student satisfaction with their experience at CU-Boulder. Three quarters of

students of color (African American, Asian American, Hispanic, and Native American students) and 81% of white students were either “satisfied” or “very satisfied” with their overall experience at UCB. Markedly lower proportions of African American students (56%) reported these levels of overall satisfaction, compared with other students of color—74% of Asian American students, 81% of Hispanics, and 71% of Native Americans. When describing CU-Boulder as a place to be for “all students,” 65% of white students reported that it is a “good” or “great” place to be, compared with 55% of students of color—40% of African American students, 54% of Asian Americans, 58% of Hispanics, and 63% of Native Americans. When describing CU-Boulder as a place to be for “students of your identity group” however, 75% of white students reported that it is a “good” or “great” place to be, compared with only 40% of students of color—21% of African American students, 37% of Asian Americans, 44% of Hispanics, and 52% of Native Americans.

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

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

New and ongoing initiatives/programs

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

BUILDING COMMUNITY CAMPAIGN

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

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

<http://www.colorado.edu/buildingcommunity/initiatives.html>.

OFFICE OF DISCRIMINATION AND HARASSMENT (ODH)

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

During fiscal year 2005-06, the ODH provided discrimination and harassment workshops for approximately 5,503 employees, including staff, PRAs, faculty, managers, student employees, and teaching assistants. Trainings were conducted in Spanish and in Laotian, as well as in English. For a detailed report on complaints referred to ODH, investigations, and resolutions, see <http://www.colorado.edu/odh/downloads/fiscal0506.pdf>.

OFFICE OF JUDICIAL AFFAIRS

Much like the Office of Discrimination and Harassment, the Office of Judicial Affairs has a brochure that summarizes the Discrimination and Harassment Policy and provides options for addressing harassment and discrimination if it occurs to students or someone they know. This information is disseminated through student buff bulletins and presentations to non-paid student assistants. Moreover, copies are provided to all of the advocacy centers, the Inter Fraternity Council, campus sororities, the Multicultural Greek Council, Athletics, Residence Life, and UCSU. Brochures are delivered to most of the student groups as well.

CHANCELLOR'S ADVISORY COMMITTEES

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

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

DIVERSITY COMMUNICATIONS ABOUT TRAINING AND EDUCATION

The Office of Diversity and Equity (ODE) has in place a multi-faceted communication strategy to alert the campus of diversity-related events, trainings, activities, and resources. In addition to the office updating the diversity news channel of student CUConnect web portal with diversity-related information, the updates are now being streamed into the Diversity and Equity website at <http://www.colorado.edu/cu-diversity/news.html>. The number of diversity-related events and activities that take place on campus is impressive. In the fall of 2006 alone, over 120 days included some kind of conference, workshop or other event that focused on multicultural issues and improving campus climate. A summary of these news items, which certainly does not include all such activities, can be found at http://www.colorado.edu/cu-diversity/BR/BRC_Update_12-21-06_Addendum_I.doc.

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

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

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

THE CONTEMPORARY RESEARCH UNIVERSITY: STUDENT CITIZENSHIP

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

In the fall 2006, four pilot sections were taught. Instructors used the same syllabi and readings and met weekly with each other to insure consistency. A study was conducted to assess the benefits of the course for the participating students and to gain information that may help improve the course.

JOURNALISM PROGRAM IN DENVER HIGH SCHOOL

A partnership between CU-Boulder’s School of Journalism and the *Rocky Mountain News* is working to build a bridge from high school to college. In fall of 2006, the Journalism School established a journalism program at George Washington High School to give prospective minority students a chance to explore print journalism. The program’s first class included 50 students. The American Society of Newspaper Editors and CU representatives are also involved in the partnership. These professionals provide support to the diverse group of high school students by helping them when needed and by showing them that it is their voices that matter. This program gives the students a strong tie to CU-Boulder and may also lead future newsrooms to have more diverse perspectives.

CU-LEAD ALLIANCE

Student access and opportunity have been advanced significantly through the Leadership, Excellence, Achievement, and Diversity (CU-LEAD) Alliance and Scholarship Program, a set of multidisciplinary academic neighborhoods whose students, faculty, and staff are united to promote diversity and educational excellence for the CU-Boulder campus through access for students of color and first generation students. Over 1,300 students are currently being served in the CU-LEAD program. The recent addition of the Diverse Musicians Alliance (College of Music) and the Designers Without Boundaries (College of Architecture and Planning) has expanded the reach of the CU-LEAD Alliance to cover all of the undergraduate schools and colleges of the campus. The CU-LEAD academic neighborhoods are: the Multicultural Engineering Program, Minority Arts and Sciences Program, Honors CU-LEAD Program, Chancellor’s Leadership Residential Academic Program, McNeill Academic Program, Diverse Scholars Program (Business), Journalism Diversity Scholars Program, McNair Post Baccalaureate Achievement Program, First Generation Scholars Program, White Antelope Scholars Program, the Education Diversity Scholars Program, Diverse Musicians Alliance, and Designers Without Boundaries.

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

The CU-LEAD Alliance programs have been cited as major contributors to student success. The overall improvement in graduation rates indicates that these programs have a positive outcome. These programs are open to all students, and approximately 25% of undergraduate students of color participate in one of the CU-LEAD Alliance programs. Two of the 13 programs have existed long enough to report six-year graduation rates of 79%.

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

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

The CU-LEAD Alliance works closely with other student support services such as the Center for Multicultural Affairs, the Student Academic Services Center, and the Office of Career Services, which continue to assist students in their academic, personal, and cultural development, playing an important role in campus diversity efforts. Academic and co-curricular support programs are key to successful recruitment, retention, and graduation rates. Each school and college offers a variety of programs that support all students, including students from under-represented populations. In addition, support for diversity is a central component of all 38 Student Affairs departments focusing on student development, building community, enhancing diversity, organizational and professional development, and excellent services. The following programs are intersections between Academic Affairs and Student Affairs. Although these programs have a high participation rate from a diverse student population, program participation is not limited to students of color.

CENTER FOR MULTICULTURAL AFFAIRS (CMA)

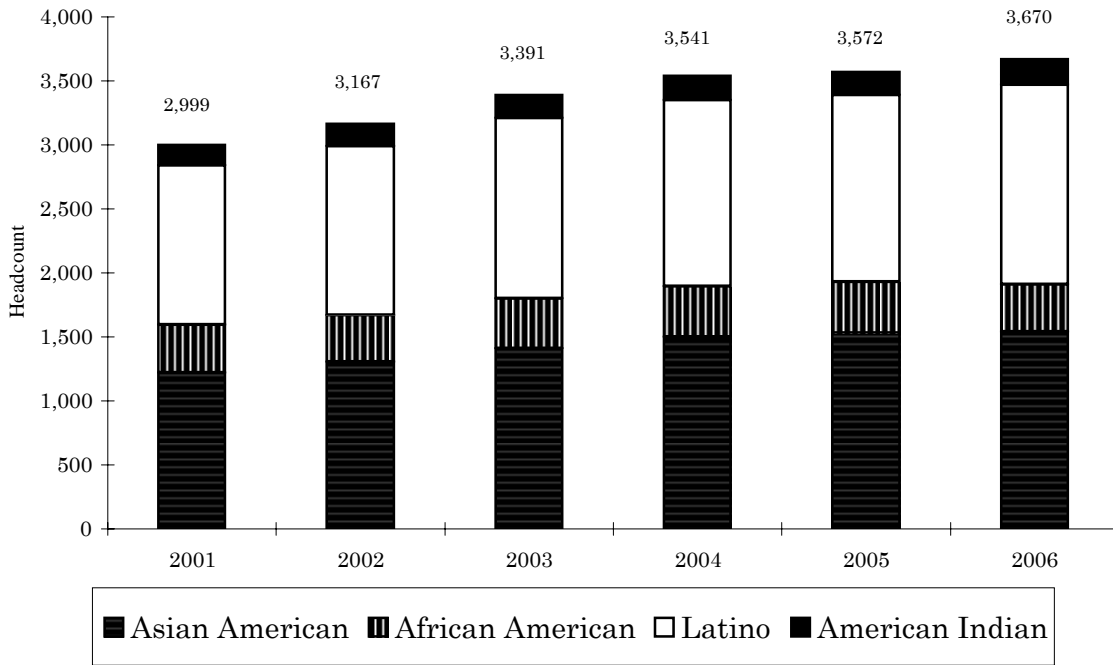
Approximately 50% of the students of color access services from the Center for Multicultural Affairs, which includes counseling services. In the spring of 2006, CMA partnered with Southwest Airlines to sponsor students at a leadership conference in Chicago. (To read more on this program, see “UCB Students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

PRE-COLLEGIATE DEVELOPMENT PROGRAM (PCDP)

PCDP motivates and prepares first generation and underrepresented students in pursuit of their higher education goals. It is structured to ensure that students are academically prepared to enroll and be successful at the University of Colorado or any postsecondary institution of the students' choice. The Program has worked with approximately 800 students and their families each year. The high school graduation rate for students participating in the Pre-collegiate Program has been 100% over the last five years with 96% matriculated in a post-secondary institution. This program is one of several that works with K-12 students and teachers.

The Pre-College Outreach Task Force is in the process of evaluating the campus outreach efforts to determine audience, recruitment/outreach strategies, inter-connectedness, and scope in order to formulate recommendations for modification of existing resources and/or providing additional resources. Upon completion, the Task Force's report will be presented to Chancellor Peterson and senior-level campus administrators.

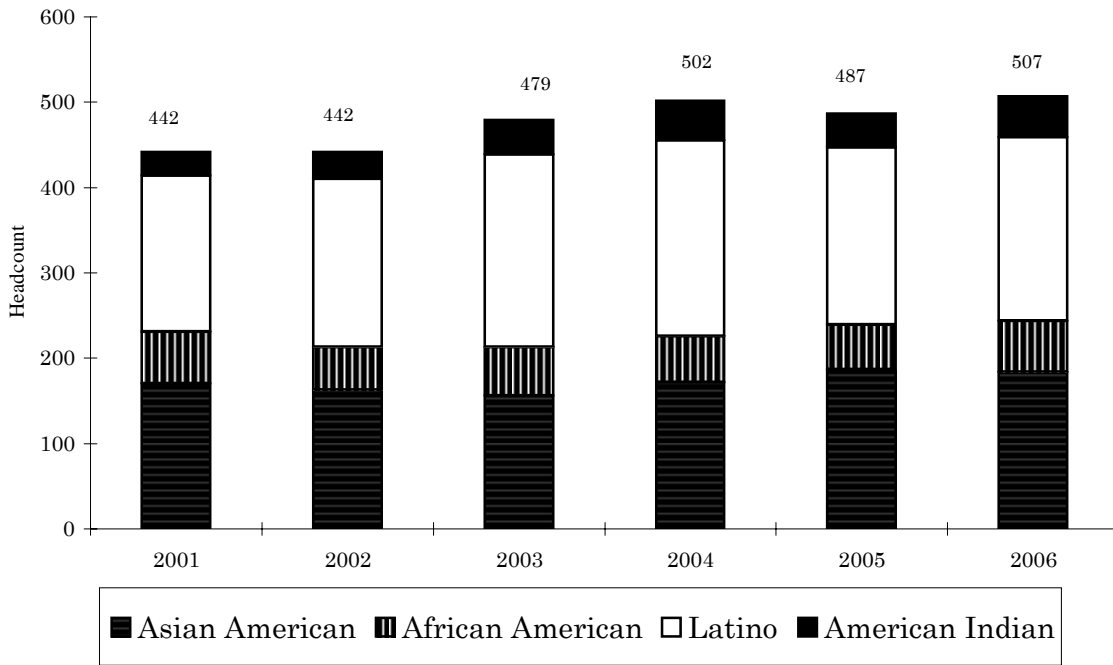
**University of Colorado - Boulder
Undergraduate Fall Headcount Enrollment by Ethnicity*
6 Year History**



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

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

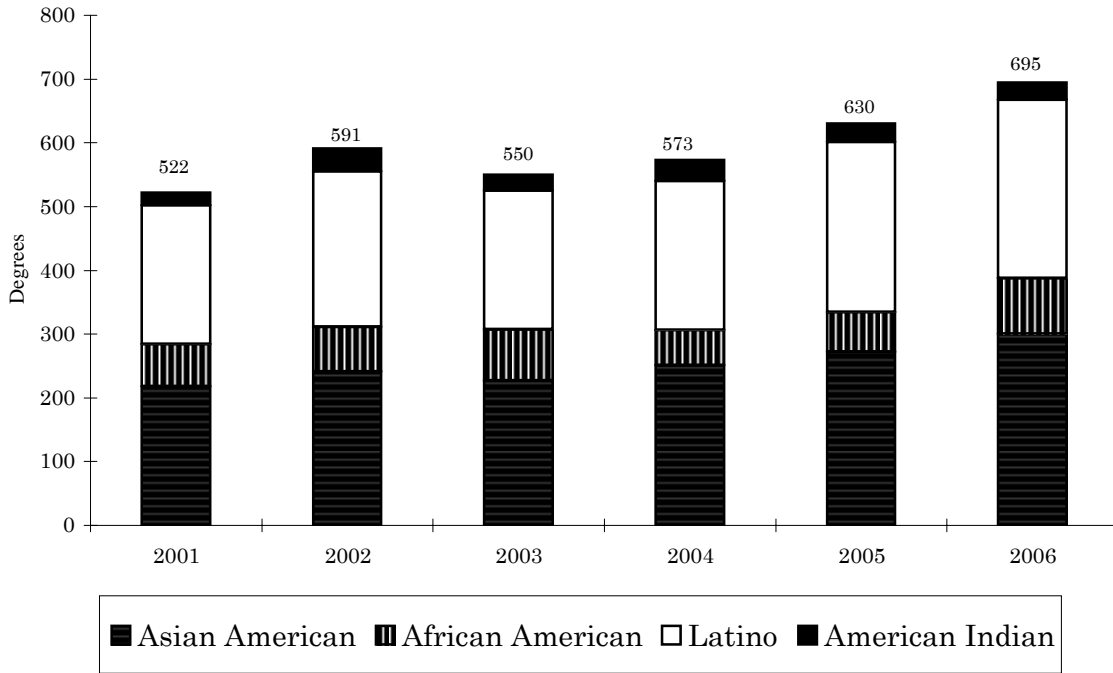
**University of Colorado - Boulder
Graduate Fall Headcount Enrollment by Ethnicity*
6 Year History**



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

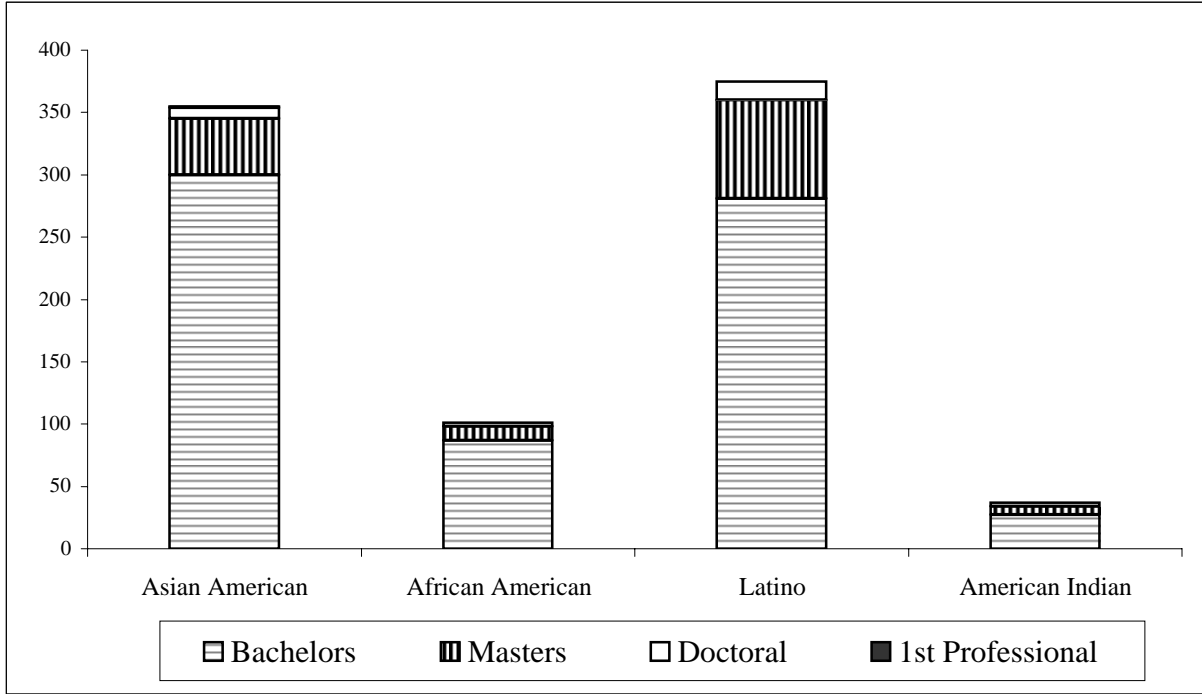
(*) Census figures, Boulder degree seeking non-reciprocal students only

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



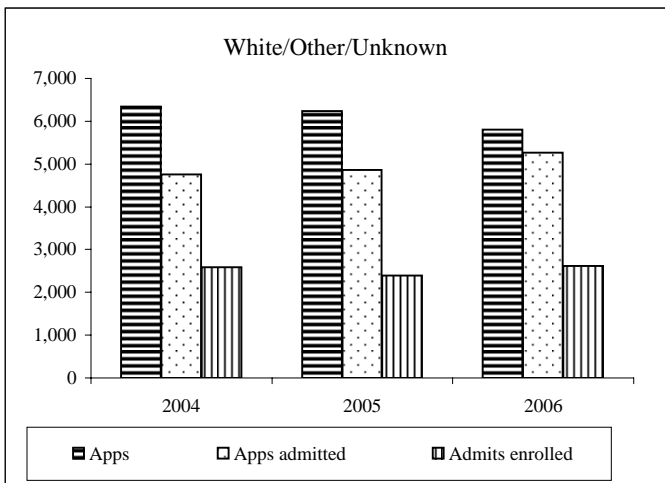
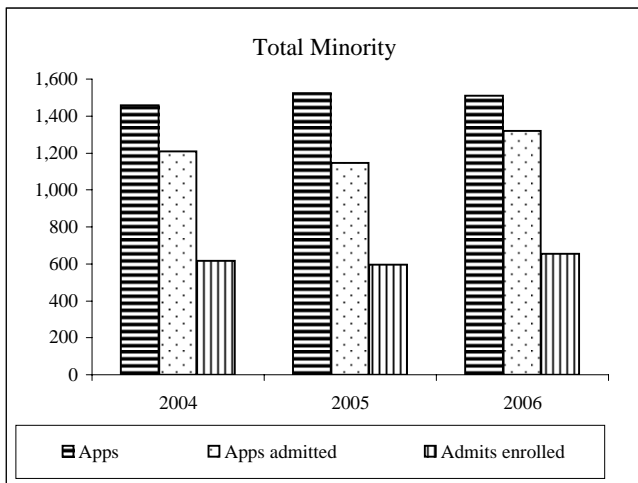
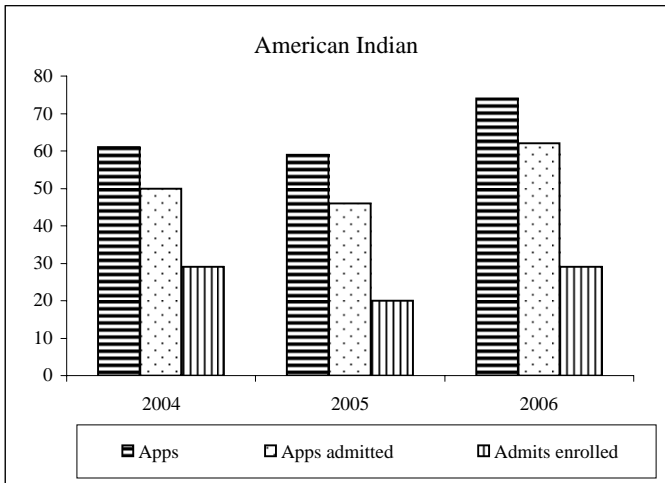
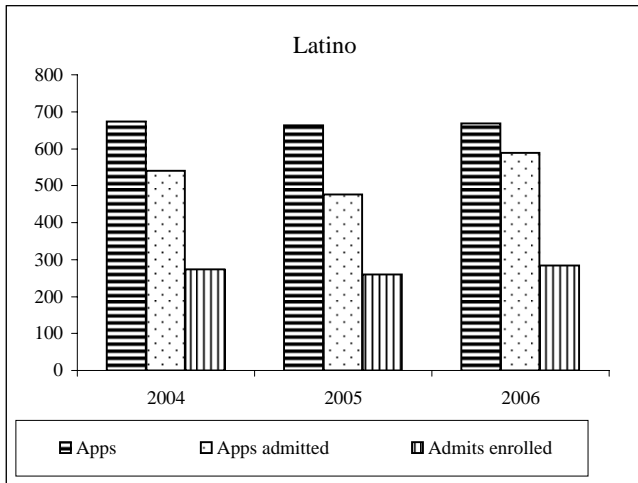
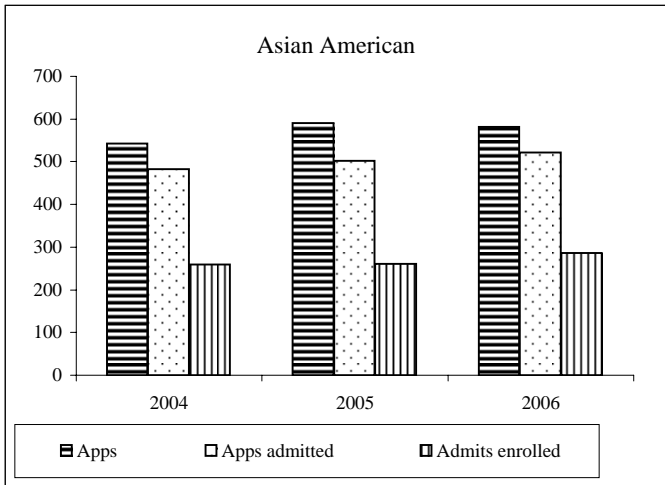
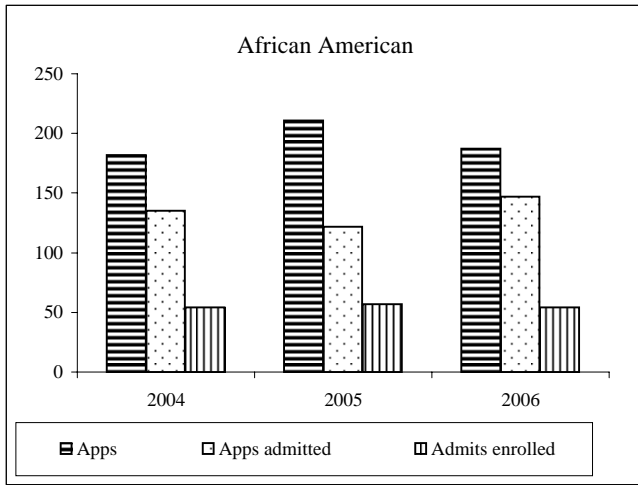
	2001	2002	2003	2004	2005	2006
Minority Degrees Awarded as a % of Total Degrees Awarded	12.3%	13.4%	11.8%	11.9%	12.3%	13.0%
Asian American	218	241	227	251	272	300
African American	66	70	80	55	62	87
Latino	218	244	218	234	267	281
American Indian	20	36	25	33	29	27
Minority Total	522	591	550	573	630	695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

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



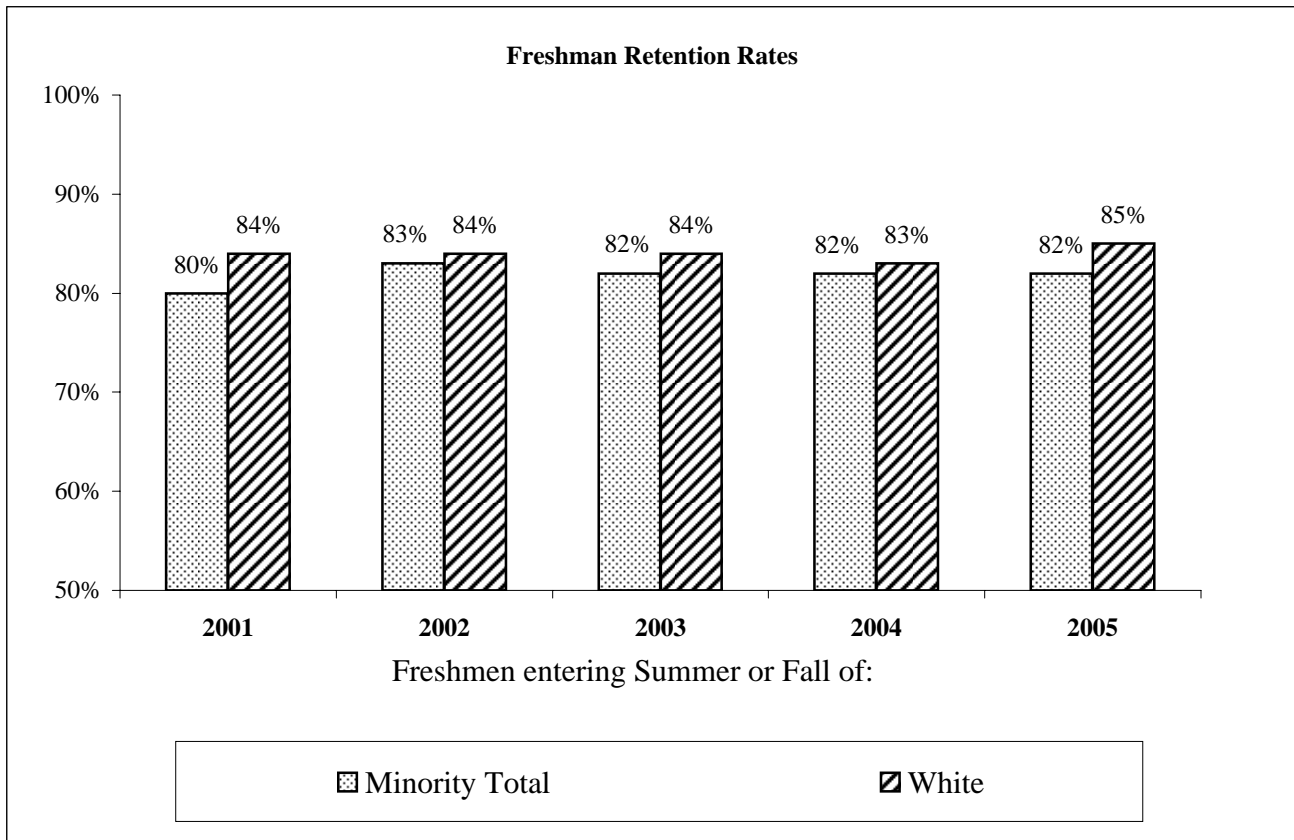
	Bachelors	Masters	Doctoral	1st Professional	Total
Asian American	300	45	9	9	363
African American	87	11	3	5	106
Latino	281	79	15	9	384
American Indian	27	7	3	3	40
Minority Total	695	142	30	26	893
White/Unknown	4,597	805	201	138	5,741
International	58	125	67	1	251
Total	5,350	1,072	298	165	6,885

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



UNIVERSITY OF COLORADO AT BOULDER
Freshman Retention Rates by Ethnicity

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



Faculty

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

Data highlights

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

- Seventeen percent of tenure/tenure track faculty who are US citizens, naturalized US citizens, or permanent US residents, and who have ethnicity recorded on PeopleSoft, are recorded as African American, Asian American, Hispanic/Latino, or Native American. These individuals are referred to as “faculty of color.”
- The number of faculty of color in tenure/tenure track positions has more than doubled over the last 16 years, from 71 faculty of color in tenure/tenure track positions in 1990 to 162 faculty of color in these positions in 2006.
- 44% of assistant professors, up from 39% of assistant professors in 2005, and 55% of instructors and senior instructors were women in fall 2006. The number of women in the assistant professor ranks increased by 22% in the last six years, from 100 women in this rank in 2000 to 122 women in 2006.
- The percent of women holding full professorships has been steadily increasing, and in the last 8 years has increased from 14% (fall 1999) to 20% (fall 2006).
- The percentage of women among tenure/tenure track faculty is now 31% and has increased slowly but steadily over the last 10 years, from approximately one quarter of women faculty holding tenure-tenure track positions (24%) to almost one-third (31%) holding such positions.

New and ongoing initiatives/programs

The campus continues to focus on enforcing diversity outreach efforts in the search committee process. The Department of Equal Opportunity (DEO) works closely with each faculty search committee. The DEO’s web site has been enhanced to include search process information as well as an on-line process for getting resumes. The director of the Department of Equal Opportunity is developing training for all chairs and members of the search committees to acquaint individuals engaging in searches with the campus procedures and with state and federal laws. The course is intended to be an on-line training and should be completed and available by the end of spring 2007.

NEW OPPORTUNITIES FOR RECRUITMENT OF FACULTY CONTRIBUTING TO DIVERSITY

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

Compact for Faculty Diversity Institute on Teaching and Mentoring Program. The campus is working with the Compact for Faculty Diversity Institute on Teaching and Mentoring Program to develop concrete tools for bringing scholars of diverse backgrounds to campus so they can get to know us and so we can get to know them and what they have to offer UCB. The Compact provides a directory that can be used by UCB to identify potential faculty members. The DEO director will collect the names, disciplines,

and contact information from scholars at the Compact, and then UCB faculty members will contact the scholars. We have a range of opportunities available to bring potential colleagues to campus, including funding for seminars and conferences, for summer teaching, and for postdoctoral appointments.

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

SALARY EQUITY STUDIES

The campus has examined female and minority faculty salaries each year since 1997, statistically controlling for differences in faculty rank, market demand, and experience. In 1999, the Chancellor committed \$240,000 in funding for a two-year program which successfully eliminated an observed gap in female salaries.

Research in the area of multicultural perspectives is supported by IMPART grants (Implementation of Multicultural Perspectives and Approaches in Research and Teaching Award Program). Awards are given annually on the campus. These grants are open to all faculty on campus, but priority is given to junior faculty, working in diversity areas, to support the establishment of their research agendas.

Climate

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

FACULTY CLIMATE STUDIES

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

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

In 2006, 39% of the study population took part in the survey (44% of tenured and tenure-track faculty). Findings from the 2006 Faculty Climate Survey are encouraging insofar as they indicate an

improved professional climate for women faculty members, suggesting that the efforts of chairs and deans to create a more supportive climate may indeed be having an impact. Similar improvements for minority faculty, however, have yet to be achieved. Noteworthy findings from analyses of 2006 data collected from tenured and tenure-track faculty show:

- No substantial differences between female and male faculty.
 - Women and men did not view the climate in their units significantly differently from one another.
 - These results differed from those in the prior year study. In 2005, women faculty were more likely than men to report that the atmosphere in their units was problematic.
 - No gender differences were found in the reported quality of evaluation, mentoring, and acknowledgment, or in intentions to stay at the University.
- Significant differences between minority and majority faculty.
 - Intentions to stay differed significantly by ethnicity. Caucasians were more eager to stay, minority faculty less so. These findings parallel those of 2005.
 - Marginally significant differences were found in perceptions of the atmosphere in academic units. Minority faculty were more likely to report that the atmosphere in their units was problematic. Just over half of the minority faculty reported, "If I had to do it all over again, I would still accept this position." In contrast, the same statement was affirmed by two thirds of the majority faculty.

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

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

PERSISTENCE OF FACULTY OF COLOR OVER THE LAST 10 YEARS

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

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

FACULTY/STAFF OF COLOR FOCUS GROUPS

Understanding campus culture and building a sense of community are vital for retention of faculty. To this end, the Office of Diversity and Equity has been providing small group sessions throughout the year that serve as a sounding board for faculty and staff concerns.

EXIT INTERVIEWS

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

FACULTY DEVELOPMENT AND TRAINING

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

- FTEP Consultation Services

- “60 Minute” Talk on Teaching
- Developing a Teaching Portfolio
- Lectures and Interaction for Learning
- Teaching by Leading a Discussion
- Setting course learning goals and assessing how well they are met
- Teaching in a Nutshell (4 workshops)
- Well Argued? Well Written! A Writing Workshop (4 workshops), Summer Institute 2005.

One hundred of 213 (47%) participants were women. Fourteen percent (N=30) of the participants were faculty of color.

Diversity Summit: As noted earlier, the Diversity Summit is an outstanding example of a diversity education opportunity for the entire CU-Boulder campus. The 11th Annual Diversity Summit, "Diversity 9-1-1," took place in February 2006. The Summit featured keynote speaker Lee Mun Wah and included a Safehouse Progressive Alliance for Non-Violence presentation on building multi-ethnic organizations and anti-racism alliances. A more complete description of the Diversity Summit is available in the Spring 2006 *Focus on Diversity* newsletter, which is posted to: http://www.colorado.edu/cu-diversity/newsletter_sp06.pdf.

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

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

DIVERSITY COMMUNICATIONS ABOUT TRAINING AND EDUCATION

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

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

REPORTS AND RESPONSES

Improving the Climate for Women: Subsequent to the report and recommendations of the Chancellor’s Committee on Women for improving the climate for women on campus in May 2005 (see <http://www.colorado.edu/cu-diversity/reports.html>), a number of advancements have been made. Guidelines were developed, for the training of supervisors, regarding both children in the workplace and

differentiated workloads for employees. In addition, the Chancellor has established a task force to address the provision of child care on Campus.

Faculty/Staff with Disabilities and Serious Health Conditions:

Task Force: In Fall 2006, the Vice Provost/Associate Vice Chancellor for Diversity and Equity formed a task force to issue a report on faculty and staff with disabilities and serious health conditions at the University of Colorado, Boulder. The report was submitted to the Chancellor and Provost in January, 2007 (see <http://www.colorado.edu/cu-diversity/dtf2007.pdf>).

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

Staff

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

Data highlights

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

- The number of campus administrators (officers and professional exempt) who are people of color has almost doubled over the last 12 years from 56 in 1995 to 103 in 2006.
- The number of female administrators is at an all-time high of 316 and now represents 57% of all administrators, up from 53% in 2000, when there were just 223 women employed in these positions.
- Females represent 58% of classified staff outside food service and custodial positions. People of color hold 19% of these positions, up from 17% in 2001.
- The percentage of people of color in skilled crafts has remained fairly stable, with 30% of people of color represented in these positions in 2001 and 29% in 2006.
- There has been a steady increase in the number of women employed in service maintenance positions in the last few years. In 2006 women represented 46% of these positions, whereas only 40% of women were working in these positions in 2001. The proportion of people of color working in these positions also increased—from 60% in 2001 to 71% in 2006.

New and ongoing initiatives/programs

Recruitment and retention are the top issues the campus continues to focus on in terms of staff diversity. Chancellor Peterson has charged a newly formed task force to provide recommendations on

how best to provide child care services for employees. The report will be presented to the chancellor in May.

SERVICES FOR EMPLOYEES WITH LIMITED ENGLISH SKILLS:

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

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

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

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

FACULTY/STAFF OF COLOR FOCUS GROUPS

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

STAFF DEVELOPMENT AND TRAINING

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

DIVERSITY COMMUNICATIONS ABOUT TRAINING AND EDUCATION

See prior description under the faculty section.

REPORTS AND RESPONSES

See prior description under the faculty section.

Conclusion

The University of Colorado at Boulder strives to be a place where respect for diversity is expected. We believe that this respect is essential in creating a supportive climate in which students are able to reach their academic potential and where the entire campus can benefit from participation in a multicultural community. As CU-Boulder continues to implement the diversity initiatives set forth in diversity plans, both at the campus and at the unit levels, the university's quality of education will be increasingly enhanced and enriched. We are dedicated to pursuing these initiatives in a manner that respects the rights of all, and we believe that every campus member has a personal responsibility to create a welcoming, inclusive, and respectful climate.

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

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

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

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

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

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

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

Tenured		Ethnicity-citizenship with visa information																					
		Afr.Amer.			Amer.In.			Asian			Latino			Internatl			Unknown			White			
		Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	
		#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct	
All		741	4	11	27%	1	2	33%	17	39	30%	9	22	29%	0	8	0%	0	5	0%	161	462	26%
Full Professor		455	0	9	0%	0	2	0%	2	25	7%	0	11	0%	0	3	0%	0	3	0%	87	313	22%
Associate Prof		283	4	2	67%	1	0	100%	15	14	52%	9	11	45%	0	5	0%	0	2	0%	74	146	34%
Assistant Prof		3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0%

Administrative (academic)		Ethnicity-citizenship with visa information																					
		Afr.Amer.			Amer.In.			Asian			Latino			Internatl			Unknown			White			
		Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	
		#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct	#	#	Pct	
All		95	2	2	50%	0	0	0	1	3	25%	1	5	17%	1	1	50%	0	1	0%	22	56	28%
Asst/Assoc/Dean/Chanc		44	2	1	67%	0	0	0	1	1	50%	1	2	33%	1	0	100%	0	0	0	10	25	29%
Dept Chair/Directors		51	0	1	0%	0	0	0	0	2	0%	0	3	0%	0	1	0%	0	1	0%	12	31	28%

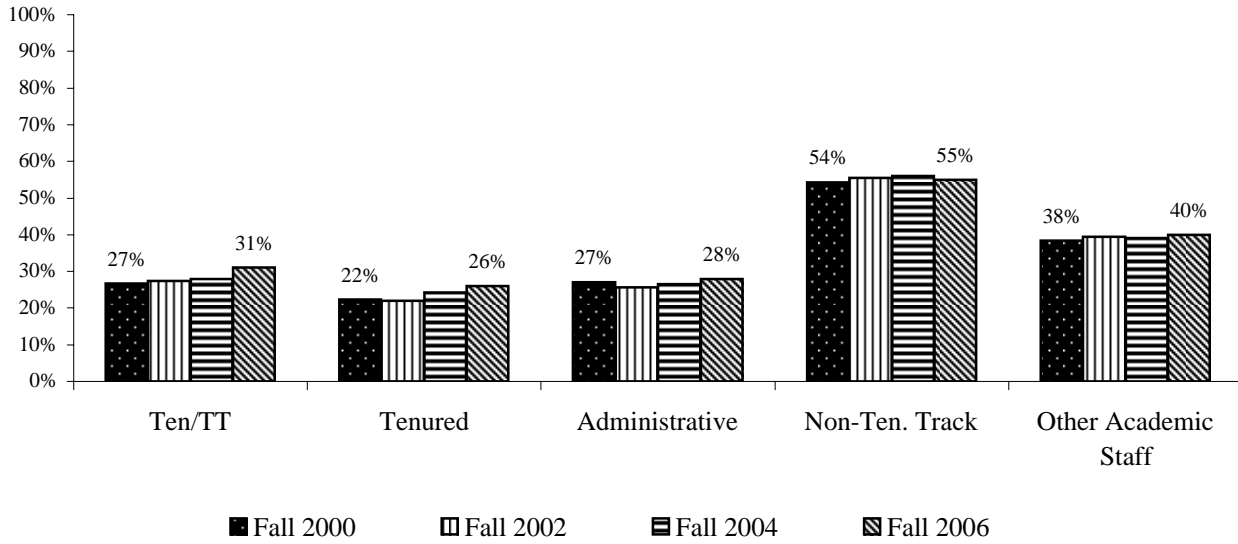
PBA, IR@colorado.edu, l:\ir\facstaff\regdiv 15JAN07
Individuals with active/leave appts w 50%+ total time as of Oct 1 2006, w/o Arch/Planning
Minority total excludes white, unknown, international. % of US is total minority divided by all without international)

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

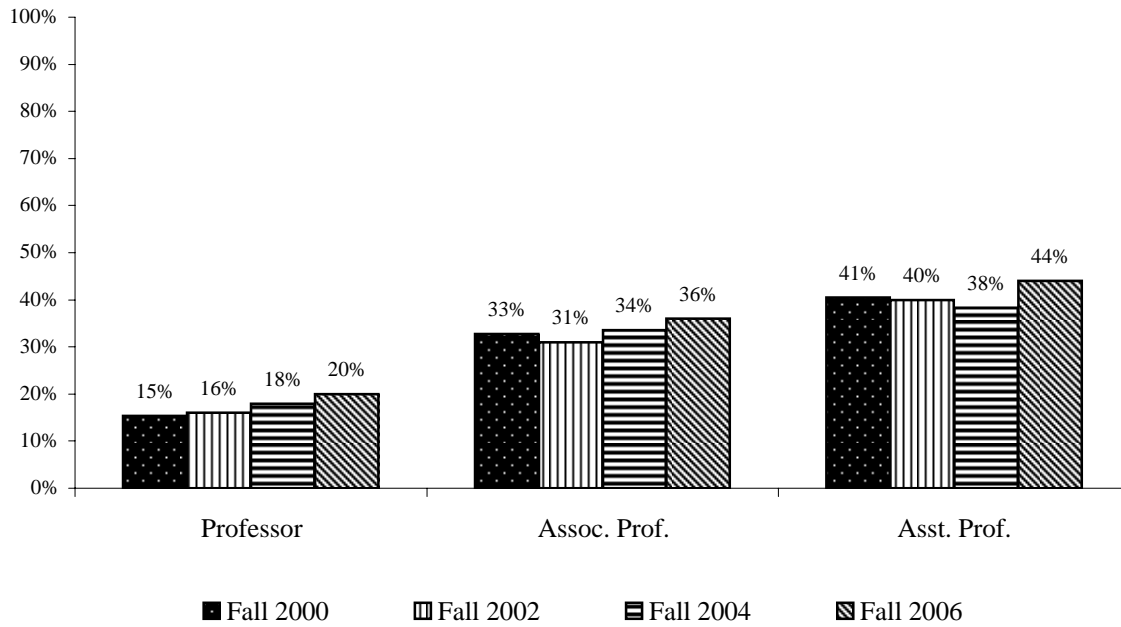
Academic staff other than regular instructional faculty	Total	Ethnicity-citizenship with visa information																				
		Afr.Amer.			Amer.In.			Asian			Latino			Internatl			Unknown			White		
		Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	Female	Male	Female	Female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

University of Colorado at Boulder Faculty Diversity Profile

Percent of Total Faculty Who are Female

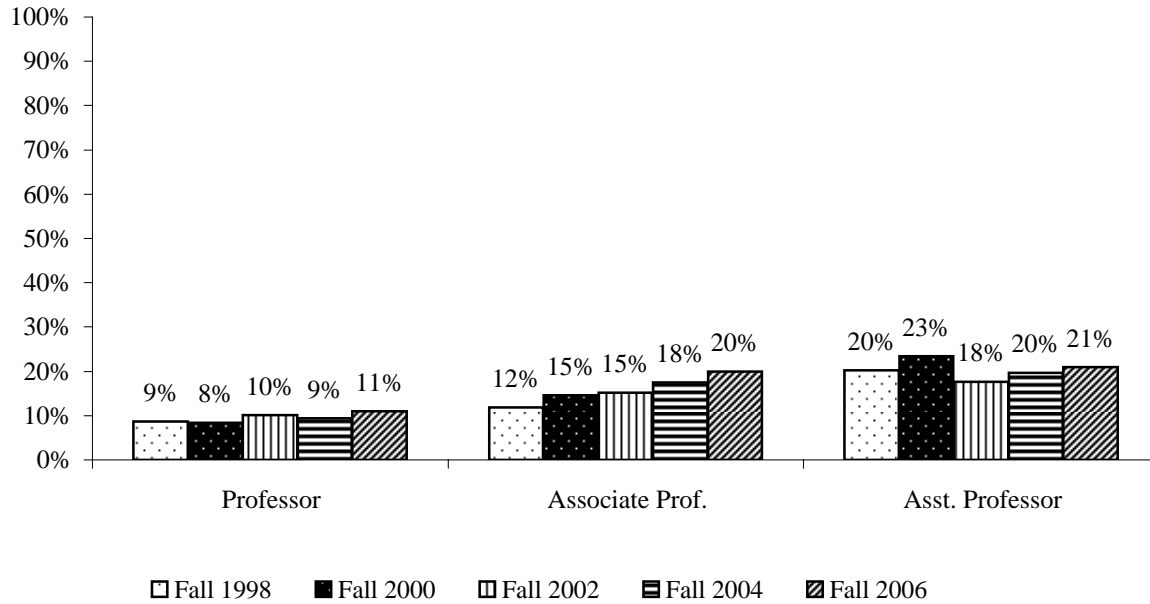


Percent of Tenured/Tenure-Track Faculty Who are Female

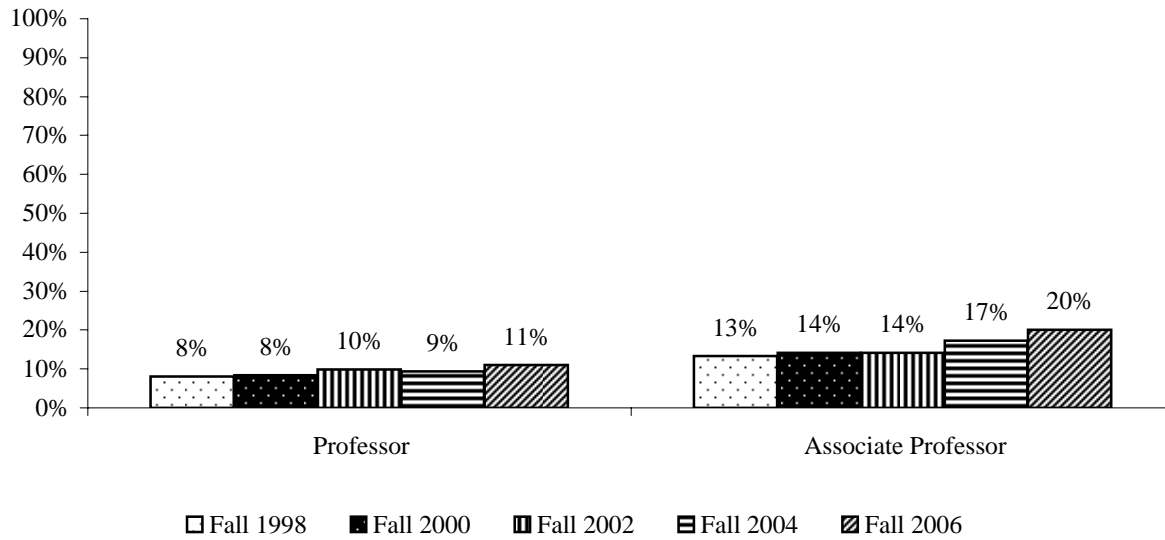


**University of Colorado at Boulder
Faculty Diversity Profile**

Percent Minority Tenured/Tenure-Track of Total Faculty*



Percent Minority Tenured Faculty*



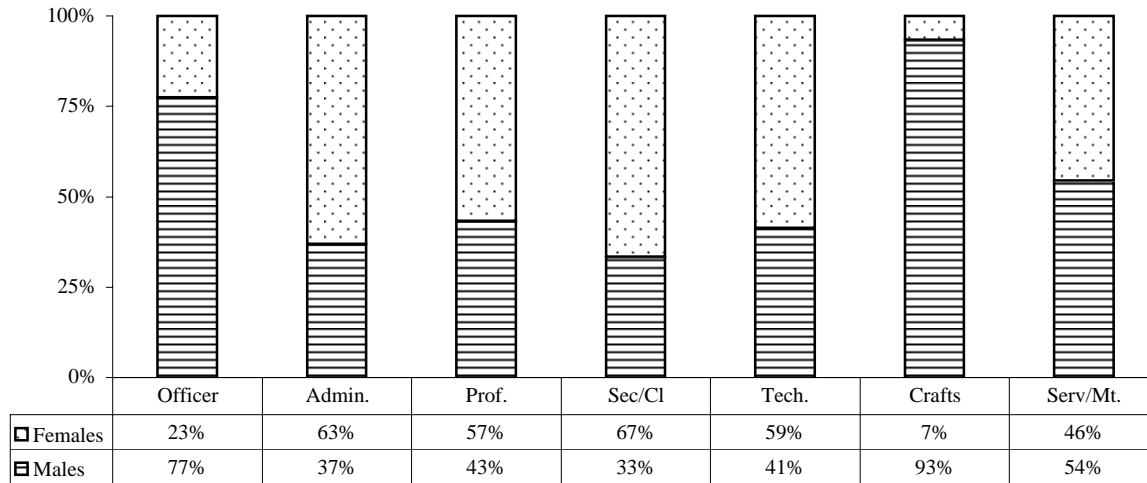
(*)Minority excludes white, unknown, international (% of minority is total minority divided by all without international).

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

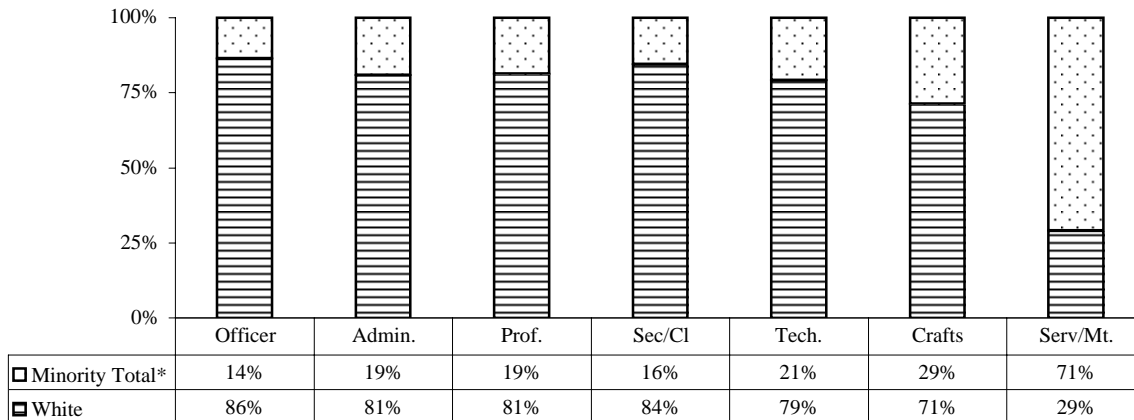
Staff	Total	Female		Male		Minority		Ethnicity-citizenship with visa information						
		#	Pct	#	Pct	#	%_of_US	Afr.Amer.	Amer.In.	Asian	Latino	Internatl	Unknown	White
All	2,820	1,584	56%	1,236	44%	780	28%	104	26	196	454	7	120	1,913
0:UNIVERSITY OFFICER	22	5	23%	17	77%	3	14%	2	0	1	0	0	0	19
1:EXECUTIVE/ADMIN/MGR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

University of Colorado at Boulder 2006 - 2007

Occupational Categories by Gender



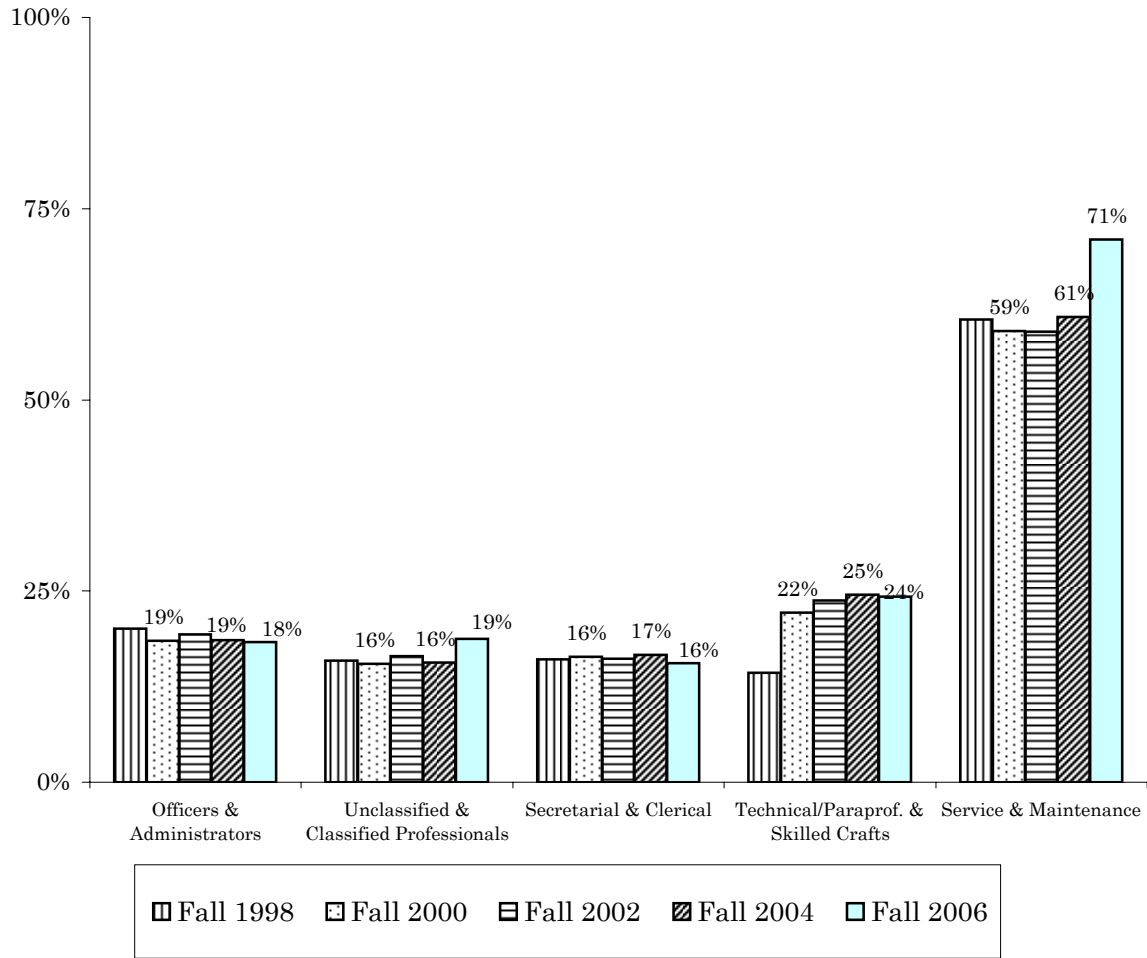
Occupational Categories by Ethnicity



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

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

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





UNIVERSITY OF COLORADO AT COLORADO SPRINGS

2007 Diversity Report

Prepared by the Office of Institutional Research
February 2007

Table of Contents

I. Campus Strategic Plan for Diversity	3
II. Diversity Expenditures	4
III. Student Diversity	4
Data Highlights.....	4
Graduation Rates	5
Initiatives and Programs	6
Goals, Measures, and Accomplishments.....	8
Pipeline Programs	8
Climate Survey Data.....	9
IV. Faculty and Staff Diversity	14
Data Highlights.....	14
Initiatives and Programs	14
Goals, Measures, and Accomplishments.....	15
Recruitment Strategies.....	15
Climate Survey Data.....	15
Professional Development.....	16
Exit Interviews.....	16
Appendix: Diversity Data	17

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

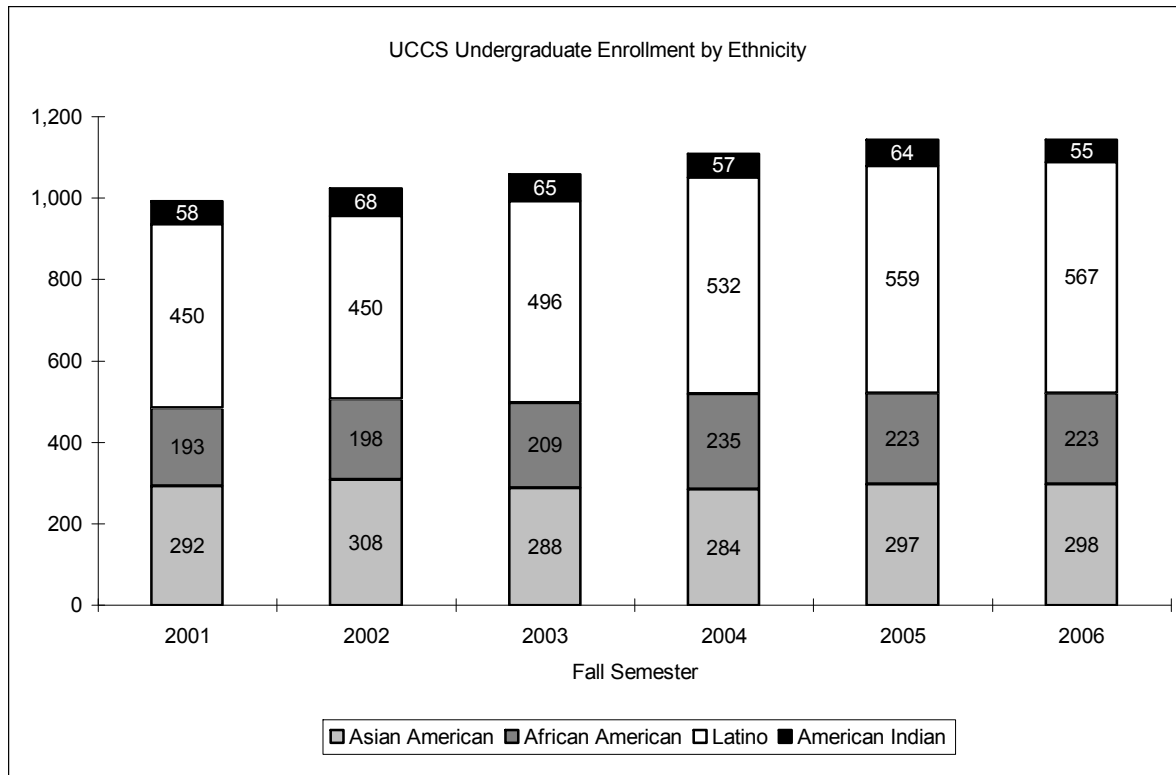
Exit Interviews

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.

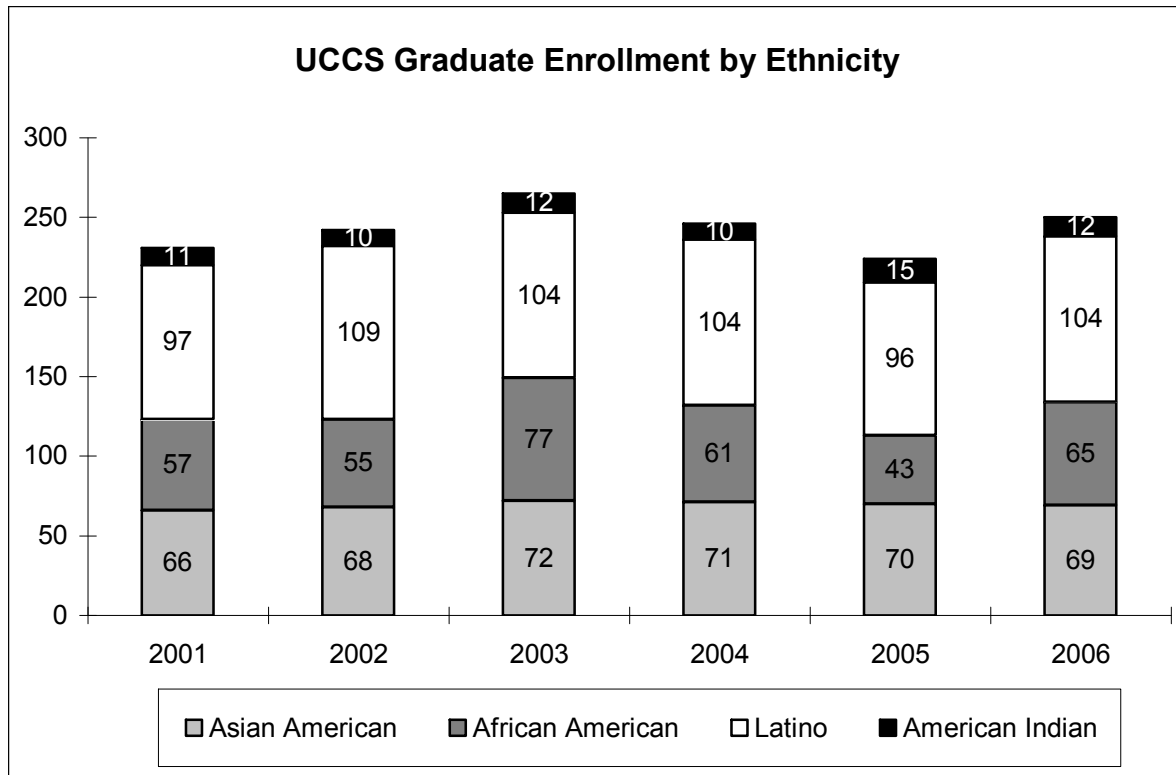
Appendix: Diversity Data

**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**

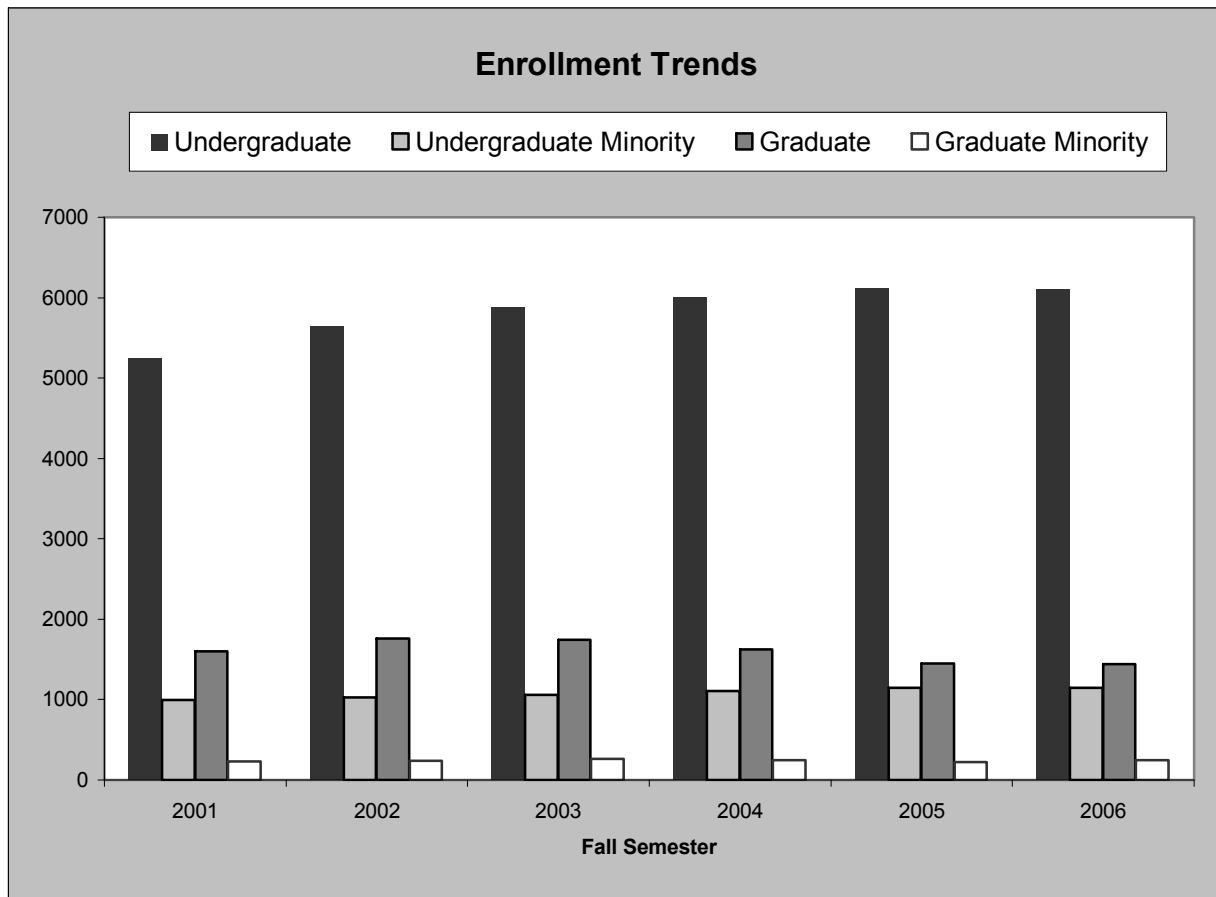


Ethnicity	2001	2002	2003	2004	2005	2006
Asian American	66	68	72	71	70	69
African American	57	55	77	61	43	65
Latino	97	109	104	104	96	104
American Indian	11	10	12	10	15	12
White/Unknown	1272	1429	1426	1337	1196	1166
International	100	87	54	41	28	28
Enrollment	1603	1758	1745	1624	1448	1444
Minority Total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

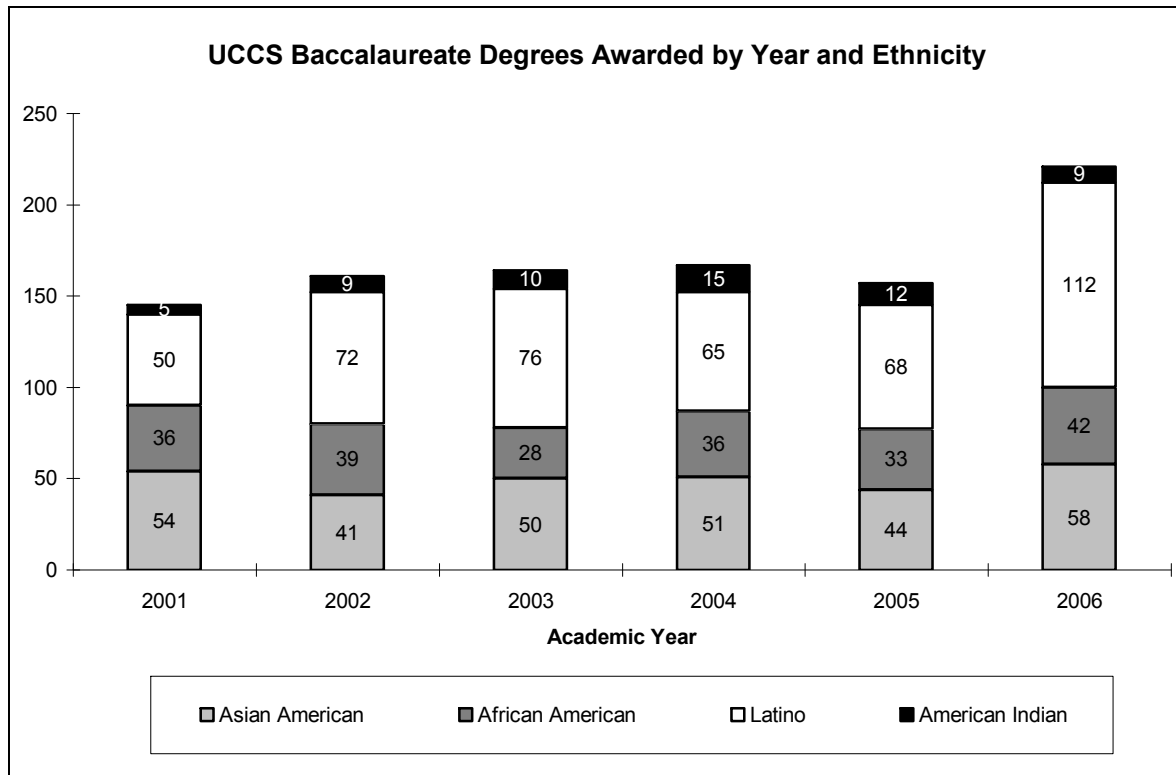
**University of Colorado at Colorado Springs
Enrollment Trends
6 Year History**

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

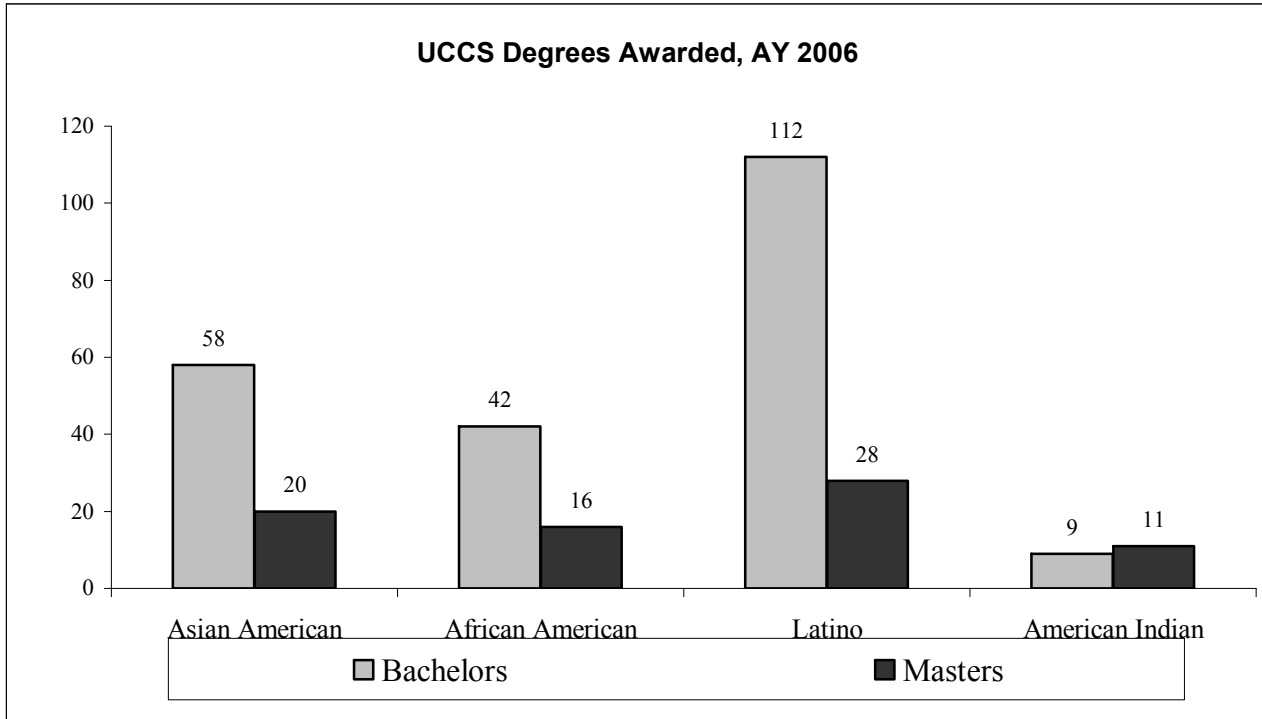


**University of Colorado at Colorado Springs
Baccalaureate Degrees Awarded by Ethnicity
6 Year History**



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

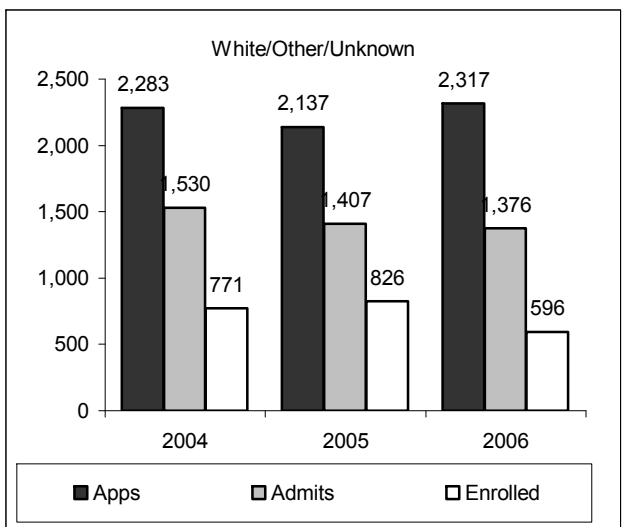
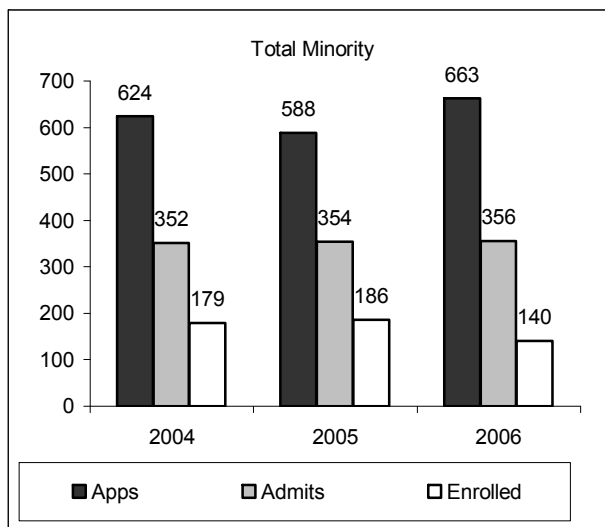
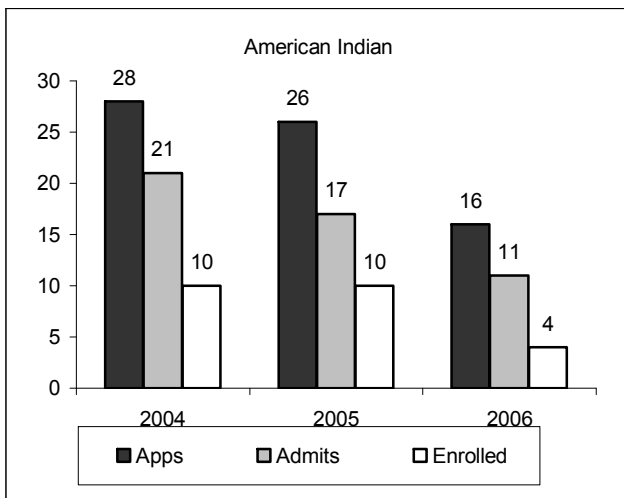
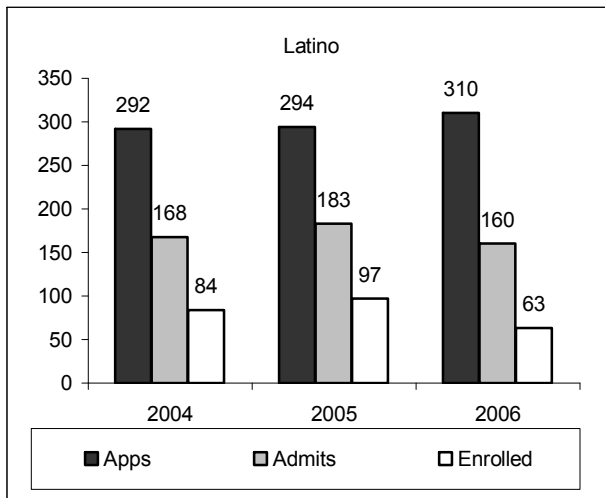
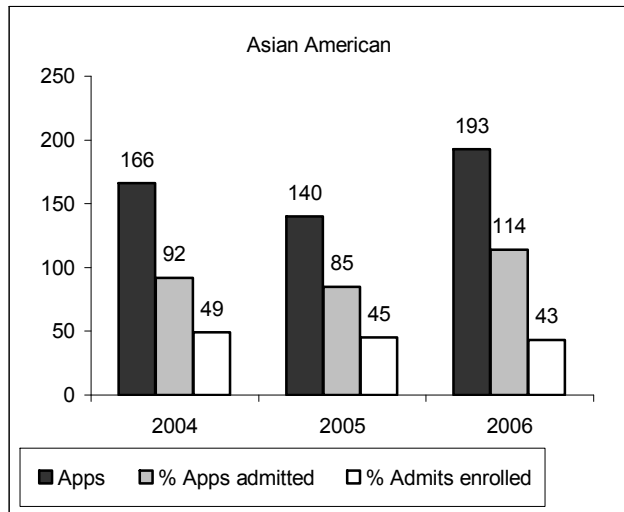
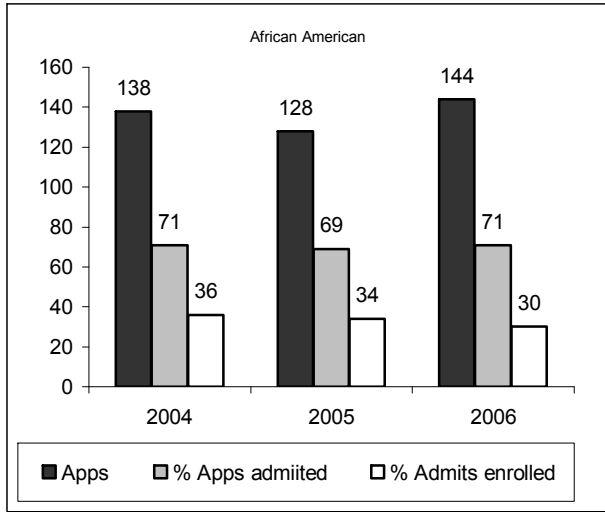
Graduate Cohort**	1999	2000	2001	2002	2003
Asian American	4	4	2	3	4
African American	4	2	3	0	1
Latino	2	3	13	3	4
American Indian	0	2	1	2	3
White/Unknown	79	98	99	87	76
International	8	19	10	7	7
Enrollment	97	128	128	102	95
Minority Total	10	11	19	8	12

**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

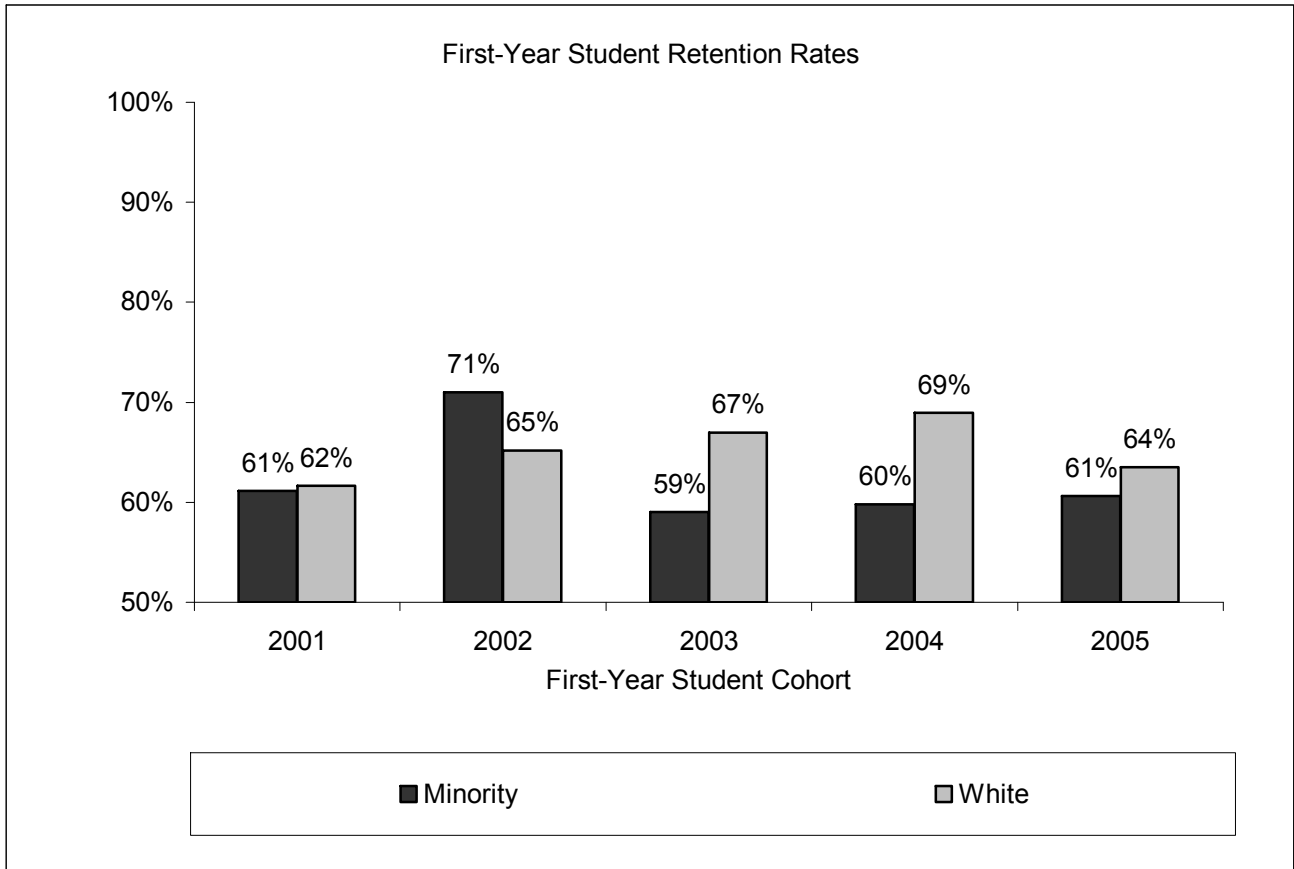
Graduation Rate	1999	2000	2001	2002	2003
Asian American	50%	50%	50%	33%	75%
African American	100%	50%	0%	--	100%
Latino	100%	67%	54%	67%	75%
American Indian	--	50%	100%	50%	100%
White/Unknown	58%	53%	55%	55%	45%
International	75%	68%	40%	43%	43%
Enrollment	62%	55%	52%	54%	49%
Minority Total	80%	55%	47%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

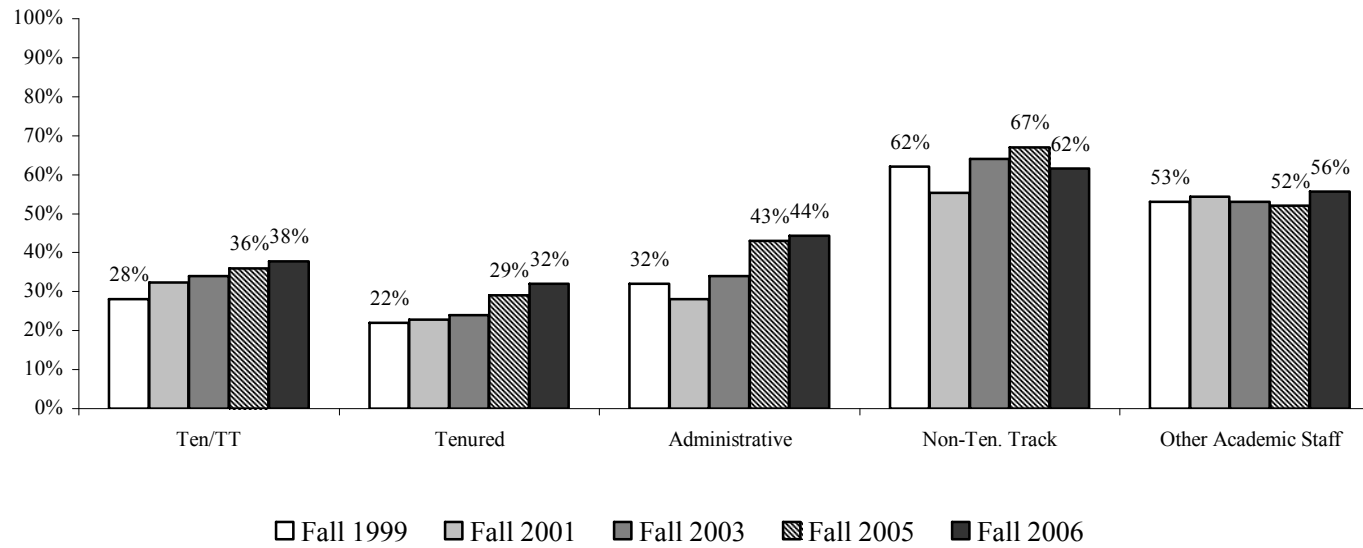
**Chairs are also counted in the faculty categories.

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

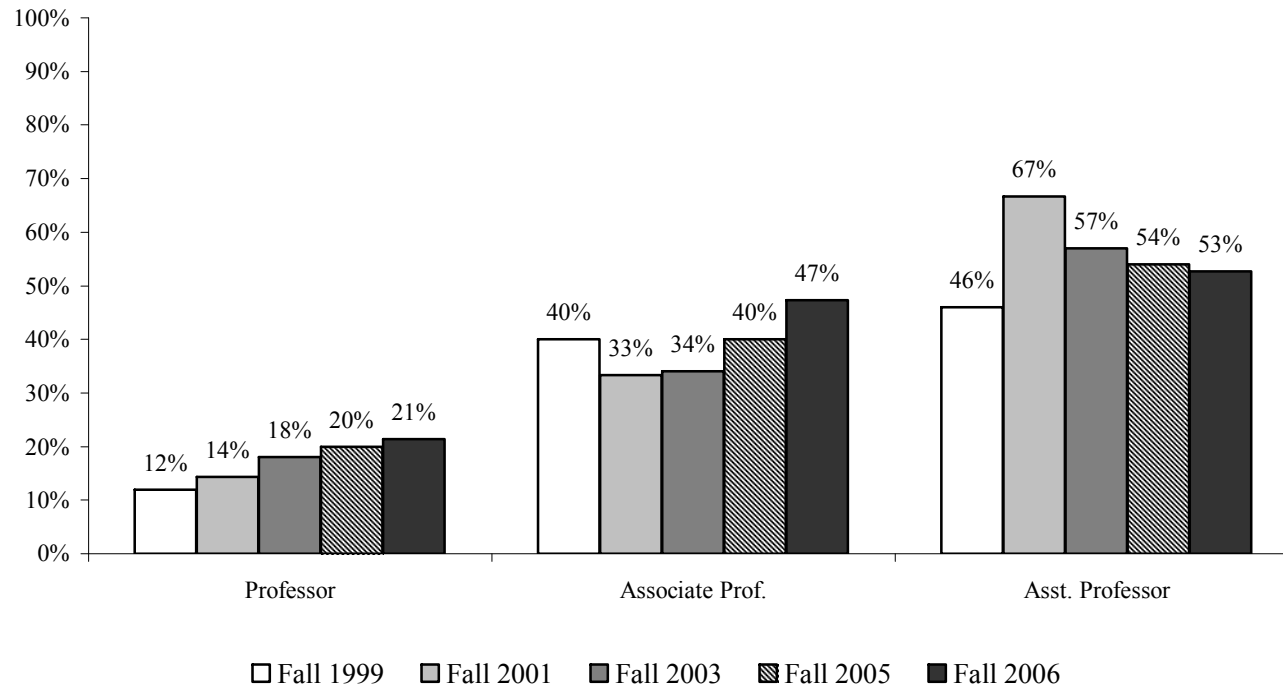
	Fall 1999	Fall 2001	Fall 2003	Fall 2005	Fall 2006
Ten/TT	28%	32%	34%	36%	38%
Tenured	22%	23%	24%	29%	32%
Administrative	32%	28%	34%	43%	44%
Non-Ten. Track	62%	55%	64%	67%	62%
Other Academic Staff	53%	54%	53%	52%	56%

	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

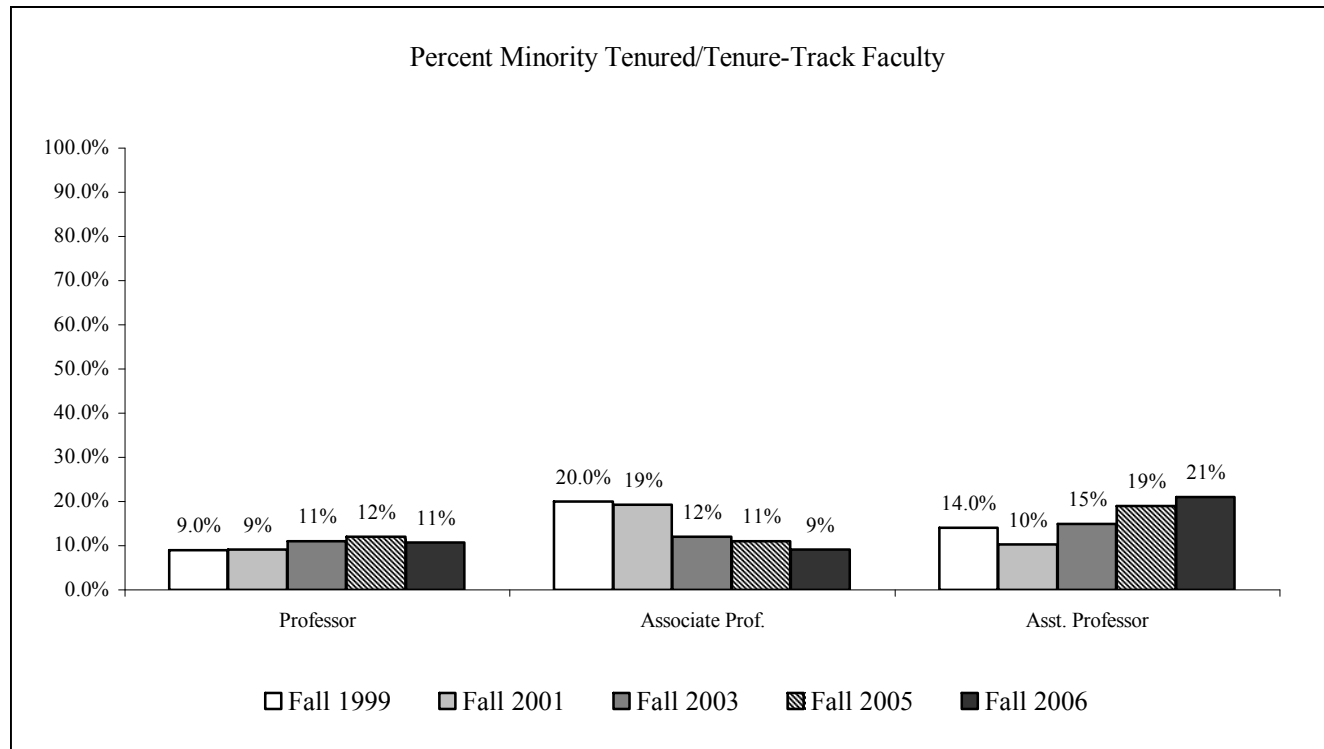


Percent of Tenured/Tenure-Track Faculty
Who are Female



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

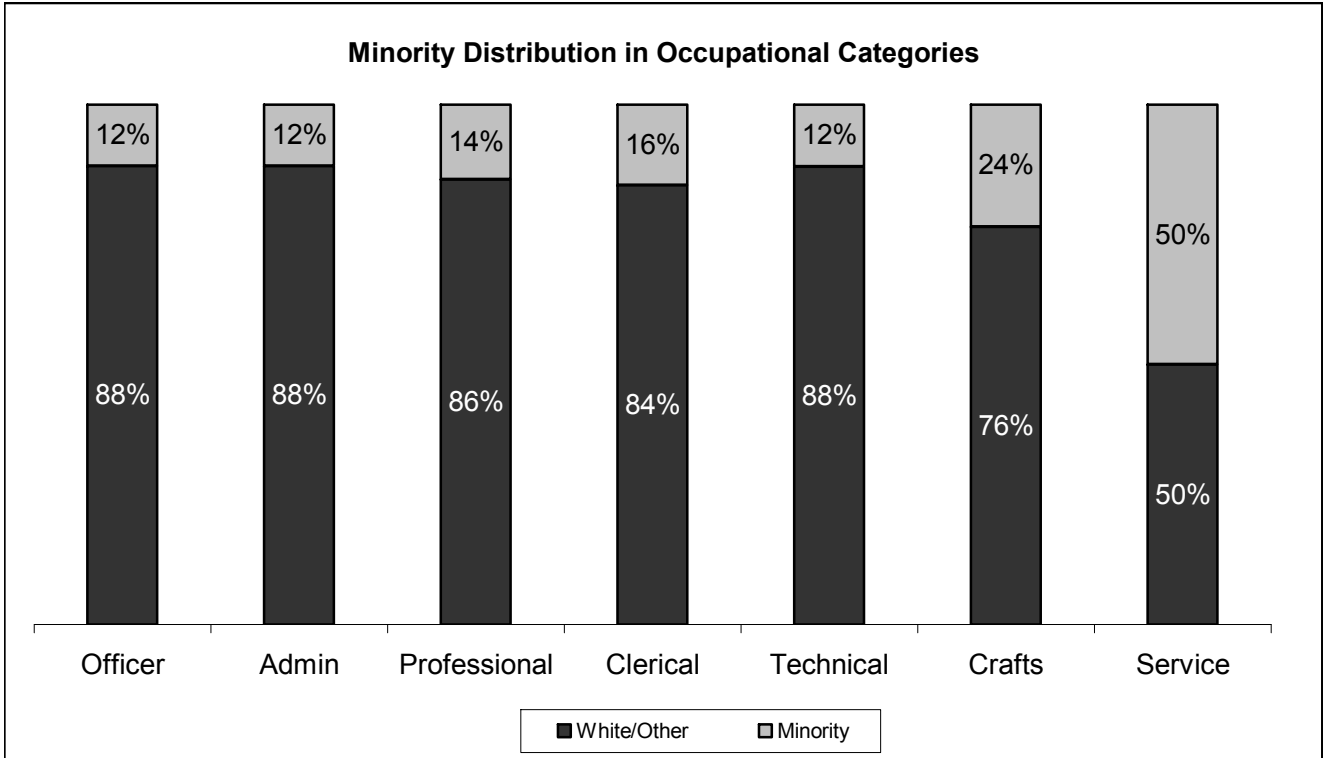
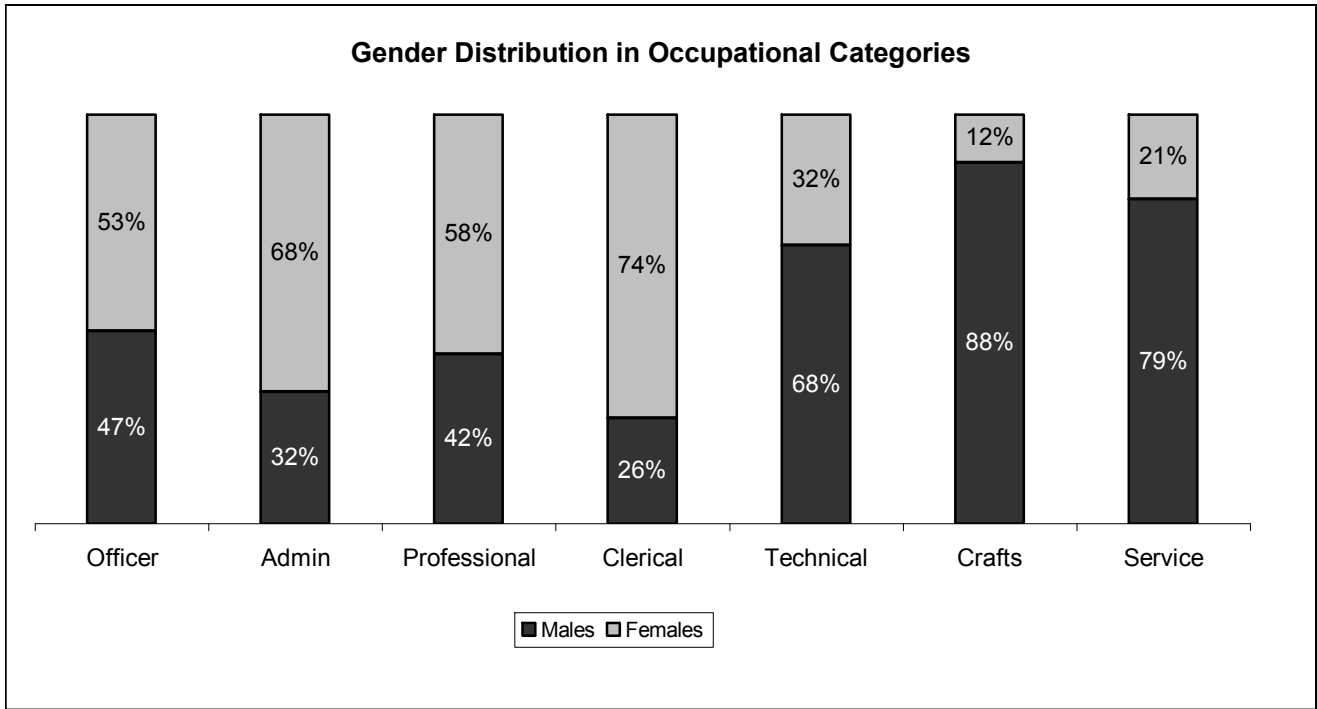
6. Nursing & Health Sciences

	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

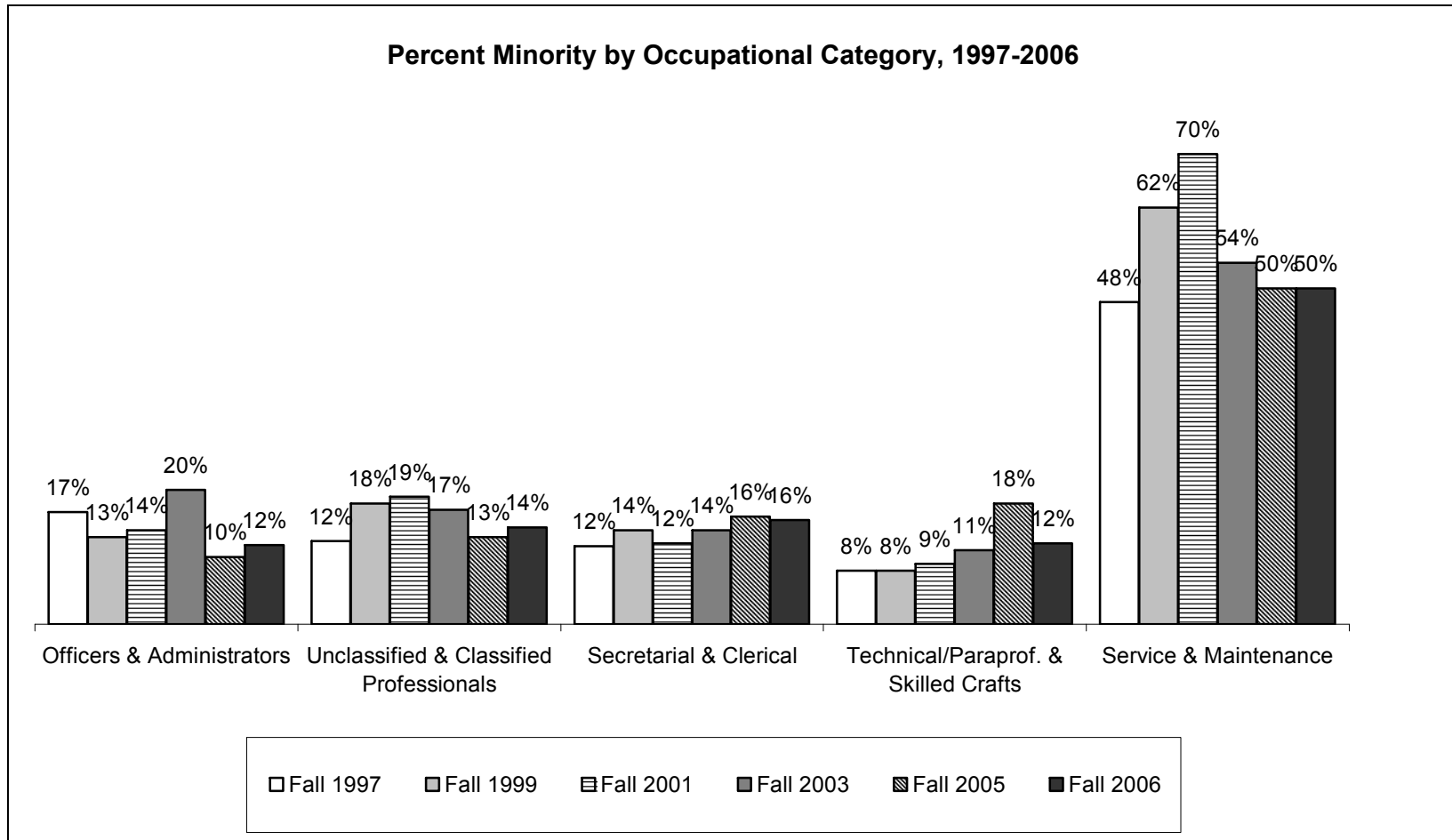
UNIVERSITY OF COLORADO AT COLORADO SPRINGS
 STAFF DIVERSITY PROFILE
 FALL 2006

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**



The University of Colorado at Denver and Health Sciences Center 2006 Regents Report on Diversity¹

Introduction

For the second year, the newly consolidated University of Colorado at Denver and Health Sciences Center (UCDHSC) is reporting data for the combined health sciences center and downtown Denver campus. However, our second year of consolidation has moved us beyond simply combining the data for our locations to the beginning of coordinating and maximizing our resources for diversity and inclusion activities.

Chancellor M. Roy Wilson intends to strengthen diversity and inclusion programs throughout the university by providing an organizational structure with clear leadership oversight and accountability. This structure will allow for coordination of resources and programs that benefit all members of the UCDHSC community while also recognizing and supporting individual school and college initiatives (e.g., School of Medicine recruitment of underrepresented medical residents). The most significant step toward this organizational structure is the initiation of a national search for a senior diversity officer.

Of the UCDHSC faculty, staff and students, the most diversity occurs among our staff and administrators: 27 percent minority and 64 percent female. However, compared to Colorado's research universities, UCDHSC has the most diverse student population: students of color comprise 27.4 percent of the undergraduate student population, 12.9 percent of graduate students, and 21.3 percent of first-professional students. Faculty of color comprise about 11 percent of tenured and tenure-track faculty, which is an increase from 2005 when faculty of color were 10 percent. Importantly, every faculty category showed a slight increase in faculty of color representation.

This 2006 UCDHSC report includes specific data (Appendix A) and program information (Appendix B), and includes highlights of our past year's accomplishments and this year's key initiatives. A full description of our diversity programs are provided in the *UCDHSC Report to the Blue Ribbon Commission* (March 2006). The March 2006 report represents the first time that a comprehensive list of these programs was developed, allowing for tracking and providing a mechanism to link similar programs. Detailed action plans are found in our follow-up report from July 2006: *Blueprint for Action Response to Recommendations from the Blue Ribbon Commission*. <http://www.cudenver.edu/Administration/Office+of+the+Provost/default.htm>

Some of the most critical university-wide initiatives, a subset of those listed in the '*Blueprint*' report, that began in 2006 or are planned for 2007 include:

- Fill position of Vice Provost and Associate Vice Chancellor for Inclusion and Strategic Initiatives by July 2007. This senior diversity officer will be responsible for diversity, inclusion and related strategic initiatives, providing leadership for enhancing and sustaining

¹ Note: Throughout this report, the term diversity refers to many aspects of individuals including but not limited to ethnicity, gender, sexual orientation, culture, nationality and disability status. In general, most of the programs discussed in this report are intended to broaden the university's diversity on these many levels. However, some programs target specific populations, such as first-generation college students, so that the term has particular relevance for that program. In reference to specific data of faculty, staff and students, the only diversity criteria available are ethnicity and gender. Therefore, the data sections on ethnicity refer to 'persons of color' rather than the more general term of diversity.

diversity, promoting a spirit of inclusiveness and developing strategic initiatives that contribute to faculty and student academic success. This position also will focus on the formation of pipelines to graduate education and the health professions.

- Develop new or implement existing diversity plans for every academic and administrative unit. These plans, due September 2007, will include specific goals, objectives, actions, timelines, responsible parties, measures of success and progress milestones. The diversity plans will be key to integrating all parts of UCDHSC to ensure that we are an institution pursuing concrete goals and monitoring progress toward their achievement. The school/college diversity plans will cover areas that are unique to each unit's faculty, staff and students. Some of the schools and colleges have made tremendous progress toward their diversity plans. In fact, the School of Medicine prepared and is pursuing an exemplary plan that may serve as a model for other schools and colleges. Significant amounts of time and resources were put into the development of this plan, including feedback from the school's many departments. The plan addresses the unique challenges facing medical schools nationally, particularly in terms of recruitment and retention of faculty, students and residents/fellows.
- Begin exit interviews by May 2007 for departing faculty and staff to provide information to schools, colleges and the administration (by January 2008) about why faculty and staff leave the institution.
- Formalize succession plans within administrative and faculty ranks, including significant increases in professional development and training opportunities.
- Expand disability services to the health sciences schools, effective March 2007.
- Implement a centralized employee-recruitment process. In November 2006, the university successfully implemented new online job posting processes using the new system: 'JobsatCU'. The university fully implemented this system for all employment groups. Similar programs at other universities have shown significant increases in diverse applicants. Importantly, the automation of this process allows for enhanced tracking and evaluation of recruitment efforts, including data collection regarding how applicants learned of positions, provides increased data regarding ethnicity and gender of applicants, and improves our ability to track highly-qualified applicants for future job openings. Full implementation of this initiative will include development of job ad templates that focus on and target diverse audiences/programs.
- As a critical follow up to our successful Search Committee Training program, a number of resources have been developed to support search committees. As an example, the Auraria Library on the downtown Denver campus recently acquired *New Paradigms for Diversifying Faculty and Staff in Higher Education: Uncovering Cultural Biases in the Search and Hiring Process*, a professional development program designed to assist search committees in developing and sustaining diverse applicant pools, and ultimately to increase the number of diverse hires.

Students

Data Highlights

More than one in five students at UCDHSC is a student of color. In the fall of 2006, minority students numbered 3,278, representing 21.6 percent of the institution's total enrollment. Since the fall of 2005, enrollment for students of color has increased from 3,059 to 3,278, or 7.2 percent. The increases for Asian/Pacific Islander, African American, Hispanic/Latino(a), and American Indian students were 6.9 percent, 15.5 percent, 4.4 percent and 4.2 percent, respectively.

UCDHSC enrollment of undergraduate students of color increased 24.8 percent between the fall of 2001 and the fall of 2006 from 1,820 to 2,271. Students of color now make up 27.4 percent of undergraduates on the campus. Most significant have been increases in Hispanic/Latino(a) (32.2 percent), African American (28.8 percent), and Asian/Pacific Islander (17.2 percent) students.

In the fall of 2006, UCDHSC graduate students of color constituted 12.9 percent of the total graduate enrollment, compared to 12.3 percent in the fall of 2001. Since 2001, enrollment for graduate students of color consistently has been 12 to 13 percent.

In the fall of 2006, 21.3 percent of health professional students were students of color, that's much higher than other graduate school though lower than the numbers for undergraduates. While the proportion of health professional students of color has decreased over the last six years, it consistently has been above 20 percent. All of the health science schools are aware of the recent decline and are actively working to address the decline.

UCDHSC international students made up 3 percent of all students at the university as of fall 2006. This proportion is about half that of fall 2001, reflecting a continuous decline since the events of Sept. 11, 2001. This decline has been most acute at the undergraduate level. Among graduate students, international student representation historically has been higher. Last year, we experienced an increase in the number of international graduate students from 345 to 376.

Freshmen Enrollment

In fall 2006, 37.1 percent of new freshmen were ethnic minorities. Specifically, 6.3 percent of the new freshmen were African American, fewer than one percent were American Indian, 15.3 percent Asian/Pacific Islander and 14.5 percent Hispanic/Latino(a).

Fall 2006 New Freshmen by Ethnicity

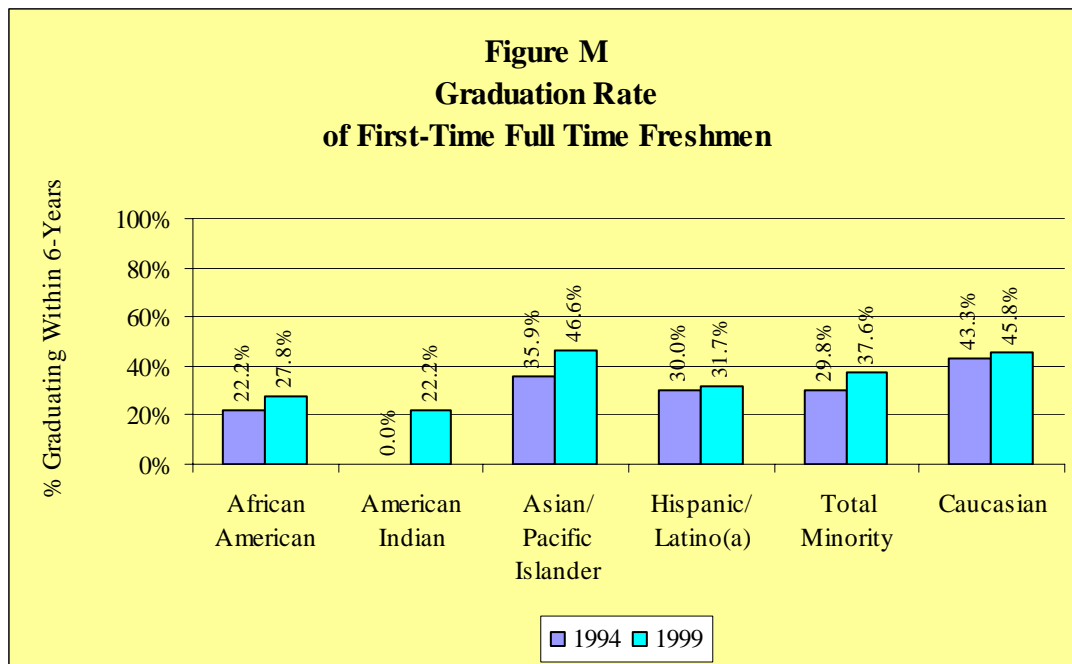
	Asian/Pacific Islander	African American	Hispanic/ Latino(a)	American Indian	Subtotal Minority	White	International	Unknown	Total New Freshmen
N	145	60	138	9	352	542	13	43	950
%	15.3%	6.3%	14.5%	0.9%	37.1%	57.1%	1.4%	4.5%	100%

Persistence, Graduation Rates, and Degrees Awarded

Persistence and Graduation Rates

While the university does a good job of attracting and retaining first-time freshmen students of color to the second fall, the university's record for graduating those undergraduate students of color has not been as successful. In the most recent fall-to-fall retention rate for first-time

freshman, 71 percent of both students of color and Caucasian students were enrolled in the second fall. In the most recent published graduation cohort analysis, however, only 37.6 percent of students of color graduated in six-years compared to 45.8 percent of the Caucasian students.



Degrees Awarded

Bachelor's Degrees: In the 2005-2006 academic year, UCDHSC awarded 341 baccalaureate degrees to students of color, constituting 21.3 percent of the total number of baccalaureate degrees awarded by the campus compared to 23 percent of the total number of baccalaureate degrees awarded in 2000-01. While the percentage share of degrees awarded to students of color decreased, the actual number of degrees awarded to students of color did increase slightly during the last six years, particularly those awarded to Hispanic/Latino(a) students.

Master's, Doctorate and Postsecondary Certificates: Over the same time period, the percent of master's, doctorate and postsecondary certificates awarded to students of color overall increased from 10.6 percent to 13.2 percent. The number of degrees awarded to Hispanic/Latino(a) students has increased from 90 to 132 and the number awarded to Asian/Pacific Islander students has increased from 65 to 94. Similarly, the number of degrees awarded to African American students has increased from 24 to 31 and American Indian students decreased by one from 7 to 6.

Health Professional Degrees: The percent of health professional degrees awarded to students of color has fluctuated since 2001, from a high of 30.6 percent in 2004 to 18.9 percent in 2006. The one constant has been that the actual number of students of color graduating has increased slightly over the last six years, as has the overall size of the class. However, Asian American students have seen a significant decrease in degrees awarded between 2005 and 2006.

Ongoing and New Pipeline Activities

The university offers college preparation through pre-collegiate programs on the downtown Denver campus and the Heath Sciences Center. College preparation programs prepare students to attend college and sometimes pursue advanced degrees. The programs' goals are making higher education accessible, affordable and responsive to first generation and/or underrepresented students and learners on all campuses.

Ongoing Pipeline Activities:

The downtown Denver campus' pre-collegiate programs continue to make higher education accessible, affordable and responsive to the needs of first-generation and/or underrepresented students. Highlights of program activities include:

- **Scholars Program** on the downtown Denver campus is an early college enrollment program for college-bound high achieving students who are potential first generation and/or underrepresented in higher education. The program offers students opportunities to engage in a wide range of pre-collegiate activities throughout the academic year while they are enrolled in a college level class. In 2005, the program enrolled 85 students; 81 percent were of color.
- **Pre-Collegiate Middle School Academic Program** is an academic enhancement program designed to prepare potential first-generation college students in grades six through eight to successfully complete their pre-secondary school career, enroll in a college preparatory high school curriculum and ultimately enroll at a college/university with the necessary skills and academic preparation. For 2005, 145 students were enrolled; 96 percent were students of color.

- **CU-Succeed Silver and Gold Programs** continue to yield positive results. Both programs enhance curricular offerings in high schools; increase opportunities for high school students to earn college credit while in high school; ease the students' transition from high school to college; increase the college attendance rate of first-generation college students and students with potential for success in college who are not planning to attend college after high school. For 2005, 4,670 students from 74 high schools in 20 Colorado counties enrolled in 413 courses. Approximately 24 percent of these students were students of color. In 2007, **CU Succeed** will expand into four new Denver high schools with populations of more than 90 percent students of color. This expansion should have a direct impact on the number of students of color entering the program.
- **Pre-Collegiate Development Program** is an academic enrichment and support program designed to motivate potential first-generation and/or underrepresented students to pursue a college education. This program offers students in grades 9 through 12 the opportunity to engage in a wide range of activities throughout the academic year. For 2005, 400 students from 15 high schools participated; 85 percent of program participants were students of color. According to enrollment statistics, 96 percent of pre-collegiate participants matriculated into a higher education institution; 46 percent enrolled at UCDHSC.
- **Education Scholars for Urban Youth** is a program being developed through the School of Education and Human Development and the College of Liberal Arts and Sciences. It is a recruitment and retention program headed by a Scholars for Urban Youth Coordinator, and it is designed to support undergraduate teacher candidates academically, financially, and socially. They come to UCDHSC from a variety of pipeline programs (e.g., high school teacher cadet, future educators programs, community colleges, CU Succeed, and from our own liberal arts departments). The program is in its initial phase with a search currently underway for a program coordinator. A major focus of the program is to increase the number of undergraduates of color who wish to become teachers.
- **Engineering Scholars Program** in the College of Engineering and Applied Science provides freshman engineering students with a one-year full tuition scholarship. They are required to meet with an advisor monthly to discuss class work, peers, extracurricular activities, etc. The goal is to recruit strong students of color and to expand their college experience. We expect that through scholarships and close mentoring, students of color will succeed and encourage more students of color to join the College of Engineering.
- **The Health Science Center's Health Careers Pre-Collegiate Program** is managed by the Office of Diversity and currently serves approximately 80 students with plans to expand to 120 students. This program specifically is tailored to increasing the number of first-generation and low-income students applying to and being admitted to the health professional schools.
- The School of Pharmacy's **Summer Enrichment Program** focuses on recruiting and preparing students for success in the PharmD degree program. The program is targeted at students who contribute to the cultural and ethnic diversity of the school, are educationally or economically disadvantaged or are first-generation college students to the School of Pharmacy.

- **The Undergraduate Pre-Health Program (UPP)** is entering its second year and currently has 24 first-generation and low-income undergraduate students. Participants spent eight weeks shadowing medical professionals, conducting research and participating in workshops on health disparities. UPP participants are required to attend monthly Saturday Academy sessions on subjects ranging from study skills and personal statements to health disparities. Additionally, participants are required to take one of the tests and preparation courses necessary to apply to medical, pharmacy, nursing, dental or other health professional school (i.e., DAT, MCAT or GRE).
- The School of Dentistry's **Advanced Clinical Training and Service Program** is a unique service-learning program through which dental students are placed in communities throughout Colorado to provide care to underserved, disadvantaged and diverse populations. The purpose is three-fold: to teach students about other cultures and how to provide culturally aware and competent care; to serve as an outreach program in underserved areas and to offer approximately \$3 million worth of free or discounted care annually.
- **Graduate Experiences for Multicultural Students** typically spend nine to 10 weeks during the summer in a research laboratory on campus. In addition to the intensive research experience, students participate in training sessions on ethics, how to put together an effective oral and written presentation and how to apply to graduate school.
- **Post-Baccalaureate Program** is a joint effort of the School of Medicine, Office of Diversity and College of Liberal Arts and Sciences. It works to recruit and support students from underrepresented groups into medicine. Participants must complete 24 hours of intense undergraduate- and graduate-science courses while maintaining a 3.5 grade-point average prior to starting medical school.
- **Summer Institute for Health Careers** offered by the **Area Health Education Center (AHEC)** is a two-week program for high school students recruited from across Colorado. Each regional AHEC Center (Greeley, Clifton, Alamosa, Pueblo and Denver) runs a week-long program in its region. The students are then transported to Denver to continue the program at the health sciences center campus. The project's capstone is a shadowing experience with a health care professional of the students' choice. The curriculum varies from year to year and region to region, but the main theme remains constant--an exploration of health careers that goes beyond the surface discussion.
- **Health Profession Opportunity Day (HPOD)** offered through the Office of Diversity is a day-long, pre-health profession seminar which is open to all undergraduate and high school students. The seminar unites 100 diverse college and high school students from around the state for an in-depth look at different health professions. Activities include workshops, speakers and hands-on activities that introduce students to different health fields and opportunities in higher education. During 2006, two HPOD sessions attracted 200 Colorado students as well as parents, teachers and school principals.
- **High School Clinical Internship** in the School of Nursing provides a summer two-week, hands-on clinical internship in health professions for 10 students from the pre-collegiate program who are entering their senior year of high school.

- **Hands-on Medical Experiences** are organized through the Office of Diversity and Oyate. This program exposes Denver-metro area high school students from North, George Washington, Montbello, John F. Kennedy and Thomas Jefferson High Schools to opportunities available in health care fields through hands-on activities. The facilitators are Health Sciences Center students who also serve as mentors and role models for the students.

Ongoing and New Recruitment Activities

The recruitment of students into the UCDHSC requires ongoing recruitment activity intentionally designed to provide potential students with enough information so that they can make an informed decision about applying for admissions.

Ongoing Recruitment Activities

Current, ongoing recruitment activities include:

- **The Office of Admissions** is responsible for numerous ongoing recruitment activities aimed at increasing enrollment. Examples include the **Community College Partners** program for freshman who apply for admission and are not admitted because they are not ready academically. These students are encouraged to attend a community college and then transfer for a later term. The **Early College Scholars Program** works with the La Raza Youth Leadership Conference and the Denver Ministerial Alliance representing other outreach initiatives that have proven to be successful.
- **The Office of International Education** works to recruit and market the university through its *Promote International Awareness* program. This program established and developed international contacts with Fulbright offices, advising centers, guidance counselors, universities and schools.
- **The Graduate School of Public Affairs** continues to market its programs through a variety of publications targeting ethnic populations and women, including but not limited to: *Latin View*, Colorado Public Radio, *La Voz*, *Military Times*, *Urban Spectrum*, and the American Society for Public Administration's annual *Education Supplement*.

New Initiatives and Pipeline Programs:

New pipeline activities and initiatives for 2005-06 include:

- **The National Science Foundation funded a UCDHSC proposal entitled, "Recruiting Engineers to ACHieve (REACH)."** This grant will develop a summer bridge program for underrepresented high school seniors interested in engineering. The summer curriculum will guide students in building a guitar and upon successful completion of the program offered a scholarship to study engineering.
- **Denver Transfer Initiative - Title V Cooperative Grant** represents a partnership between the university and Community College of Denver (CCD). The effort is aimed at increasing the number of first-generation, low-income transfer students from CCD to UCDHSC. The value over five years is \$3.5 million for a projected 170 students to matriculate over four years. The conclusion of this five-year grant will put in place a \$1 million endowment for scholarships.

- **Escuela Tlatelolco Partnership** - During the fall of 2006, 21 high school seniors from Escuela Tlatelolco participated in a senior seminar developed by the UCDHSC pre-collegiate staff. This seminar provided valuable information on application processes, financial aid and academic study skills. For spring 2007, participants will enroll in a UCDHSC sociology course offered through CU Succeed.
- The Office of Diversity at the health sciences center campus has partnered with **Prairie Middle School and Overland High School** in the Cherry Creek School District to offer summer camps. Prairie Middle School has the most diverse student population and is largest middle school in the state. The summer camp for these schools is scheduled for the last two weeks of June. Currently, we are planning to host 100 middle and 100 high school students for two separate one week summer camps.
- The **School of Dentistry** is instituting a rural doctor of dental science track based on the successful model developed by the School of Medicine.
- The **School of Dentistry** mobile van is ready to deliver dental services around the state. It will begin in Denver and provide service learning opportunities for students as well as provide dental care and health education to school aged children. Exposing children from diverse backgrounds to dentistry could build pipelines for future students.

New Recruitment Initiatives

- **Campus Village Apartments**, adjacent to the Auraria campus, opened fall 2006. This new residential facility provides new and continuing students with a residential academic experience programmed to ensure a successful academic and social transition.
- **The School of Education and Human Development Mentoring Institute for Latino Leaders** is a new initiative aimed at the recruitment and preparation of Latino educators for leadership positions. The goal is to increase the number of Latino educators in school district leadership positions. Since the program is in its early phase, a tracking system will record the number of participants who enroll in the principal preparation program and the doctoral program.
- In the spring of 2006, the Office of American Indian Student Services coordinated an **American Indian Senior Day** with more than 50 invited participants who came to learn more about UCDHSC, financial aid and academic offerings.
- **The College of Engineering and Applied Science's Engineering Scholars Program** reaches out to Denver Public High School students, especially students of color. The program provides them with an opportunity to attend college by giving financial support and mentoring. Freshman engineering students are provided with a one-year scholarship plus monthly advising meetings. Data from a participant survey is being used to counsel the students who may be struggling.
- **Education Scholars for Urban Youth Program** is a recruitment and retention partnership between the School of Education and Human Development and College of Liberal Arts and Sciences. This program is designed to support undergraduate teacher candidates academically, financially and socially. The program is in development and a coordinator is expected to be on staff by spring 2007. Data will be kept on the number of

students, disaggregated by racial group, supported by the program, and the number of students who are licensed as teachers while completing an academic major.

- **Health Sciences Center New Recruitment Brochure** is being developed for all professional and graduate program offerings at the health sciences center campus.

Ongoing and New Retention Activities

UCDHSC delivers a system of support through a variety of offices and student groups. All student support systems are extended to all students regardless of their race/ethnicity, sexual orientation, gender, veteran status or ability status. All support services are designed to assist students academically, and to offer assistance and/or referrals for issues that may affect a student's ability to succeed, including economic and social support.

Ongoing Retention Activities

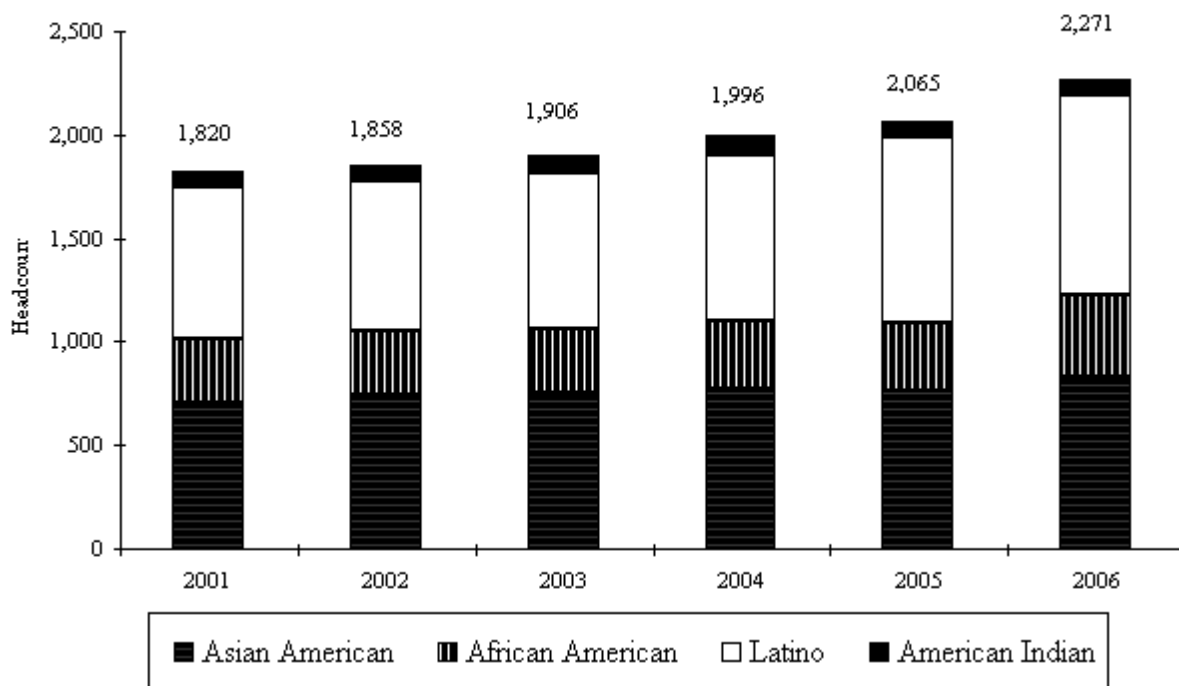
- **Chancellor's Scholars and Leaders:** This program identifies, promotes and nurtures leaders for the 21st Century. The focus is on leadership styles, cultural diversity and ethical responsibility; practical leadership skills; interdisciplinary scholarship and lifelong learning; and service through action and internships. The program is evaluated in part by the success of team projects that focus on real-life problems in the community.
- **Student Support Services:** In 2005, UCDHSC received a Title III grant to provide first-generation, low-income and disabled students with focused advising, academic support and guidance. Participants receive a \$500 voucher to purchase text books for the academic year.
- **International Student Services:** The Office of International Education provides international students with transitional and orientation services including information about the Denver community and opportunities to participate in Colorado events and activities.
- **Disability Resources and Services:** The Office of Disability Resources and Services provides accommodations and transitional support for students with disabilities at the downtown Denver campus and, beginning March 2007, services will expand for the health sciences center campus.
- **Academic Advising Center:** The center provides academic advising to all undeclared students at UCDHSC.

New Retention Initiatives

- **Supplemental Instruction:** The Center for Learning Assistance will be providing supplemental instruction for courses in which the highest number of students earn grades of "F", "D", "I" or "W."
- **Cultural Welcome and Reception:** The Educational Opportunity Offices provides a cultural welcome and reception targeting students of color at UCDHSC.

- **Cultural Heritage Months:** The Educational Opportunity Office has been charged to develop annual heritage month activities including Hispanic Heritage Month, African American Heritage Month, American Indian Heritage Month and Asian American Heritage Month.
- The School of Dentistry plans to re-institute the **Medical (Dental) Spanish Language Program.**
- **Spanish Acquisition Begets Enhanced Service—SABES:** The School of Medicine created a new Spanish elective in 2006-07. The class was created by three current medical school students who recognized the need for Spanish language acquisition. This will allow UCDHSC to educate physicians who can serve Spanish-speaking people with the best care that all people deserve.
This year the student senate on the health sciences center campus created a vice president for diversity position within the senate. The position will serve as liaison between health sciences center campus student senate and the various student groups. This position also will work with Office of Diversity to enhance recruitment of students of diverse backgrounds to the health sciences center campus and to encourage diversity in the student senate. Initiatives begun by this newly created position include partnering with the Office of Diversity to improve the variety of online journals that support diversity, and to publish a booklet about the diverse student life and organizations on campus. The booklet will contain information about each group, what the groups do, membership, goals and how to join.

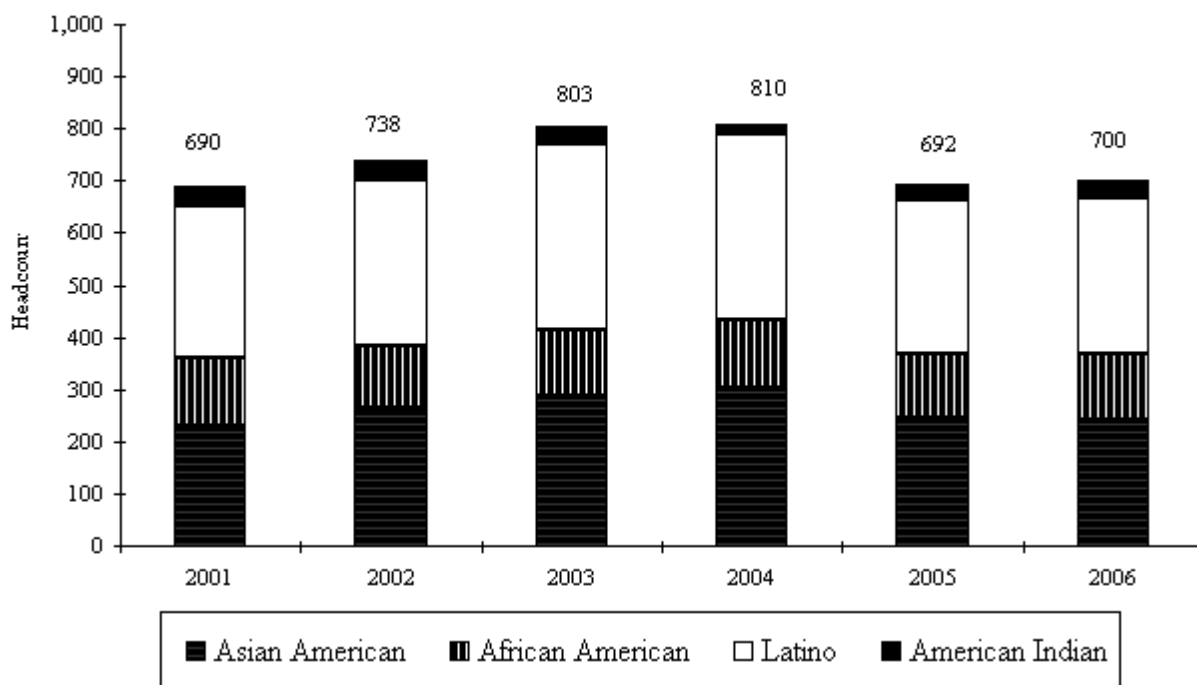
**University of Colorado at Denver and Health Sciences Center
Students of Color Undergraduate Fall Headcount Enrollment
6 Year History**



	2001	2002	2003	2004	2005	2006
Students of Color Enrollment as a % of Total UG Enrollment	26.8%	26.6%	26.5%	26.1%	26.1%	27.4%

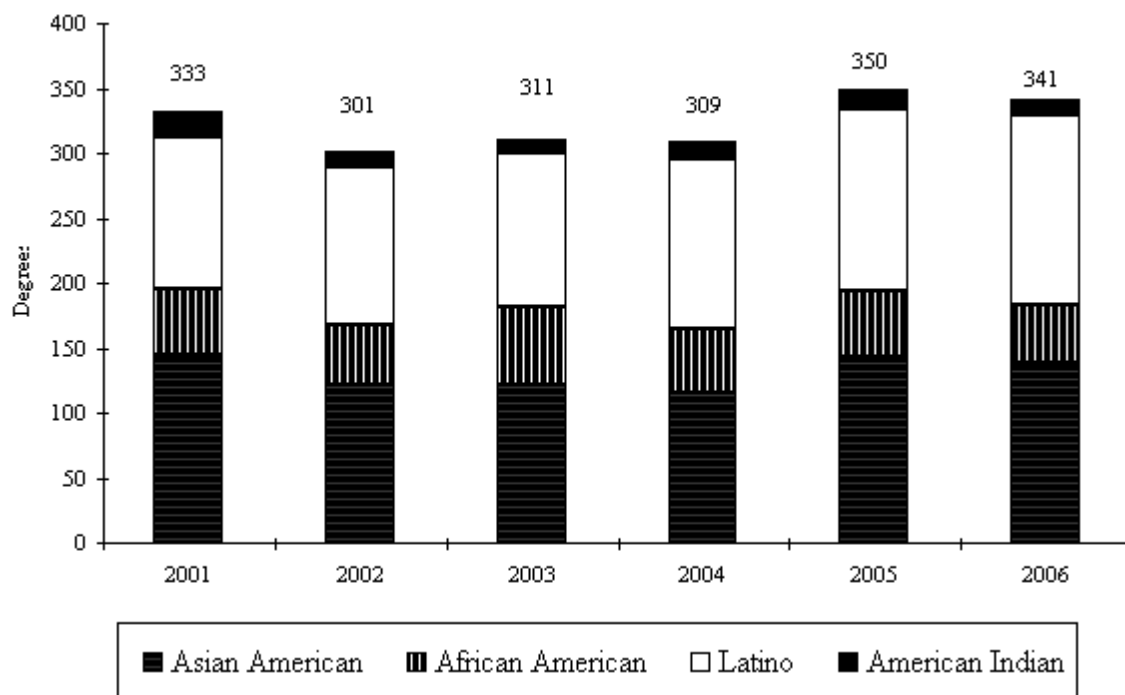
Asian American	709	740	756	773	767	831
African American	309	311	303	326	325	398
Latino	727	724	760	806	894	961
American Indian	75	83	87	91	79	81
Students of Color Total	1,820	1,858	1,906	1,996	2,065	2,271
White/Unknown	4,576	4,812	5,062	5,441	5,716	5,915
International	391	306	211	199	130	107
Total Undergraduate (Hdct) Enrollment	6,787	6,976	7,179	7,636	7,911	8,293

**University of Colorado at Denver and Health Sciences Center
Students of Color Graduate Fall Headcount Enrollment
6 Year History**



	2001	2002	2003	2004	2005	2006
Students of Color Enrollment as a % of Total Grad Enrollment	12.3%	12.2%	13.1%	13.4%	12.5%	12.9%
Asian American	229	265	288	302	244	243
African American	131	118	124	132	122	126
Latino	291	318	360	354	298	298
American Indian	39	37	31	22	28	33
Students of Color Total	690	738	803	810	692	700
White/Unknown	4,457	4,827	4,952	4,877	4,521	4,369
International	475	500	394	344	345	376
Total Graduate (Hdct) Enrollment	5,622	6,065	6,149	6,031	5,558	5,445

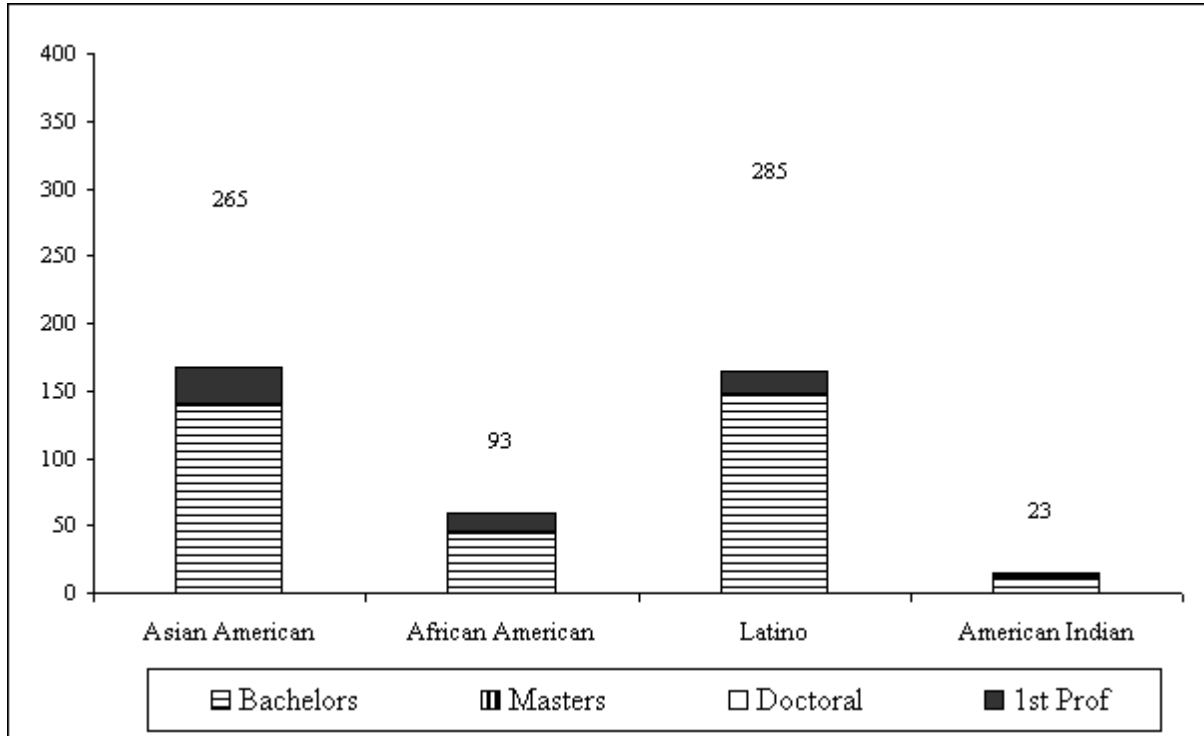
**University of Colorado at Denver and Health Sciences Center
Students of Color Baccalaureate Degrees Awarded
6 Year History**



	2001	2002	2003	2004	2005	2006
Students of Color Degrees Awarded as a % of Total Degrees Awarded	23.0%	21.0%	20.3%	19.5%	22.6%	21.2%

Asian American	144	122	122	115	143	139
African American	51	46	59	50	51	44
Latino	118	122	119	131	140	146
American Indian	20	11	11	13	16	12
Students of Color Total	333	301	311	309	350	341
White/Unknown	917	908	921	1,058	1,048	1,212
International	198	223	302	221	153	52
Total Bachelors Degrees Awarded	1,448	1,432	1,534	1,588	1,551	1,605

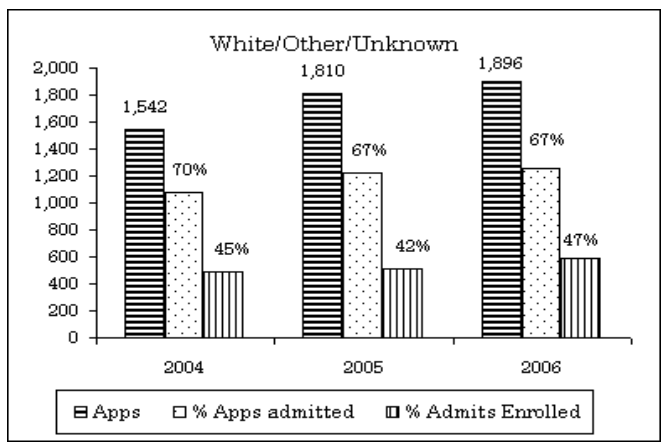
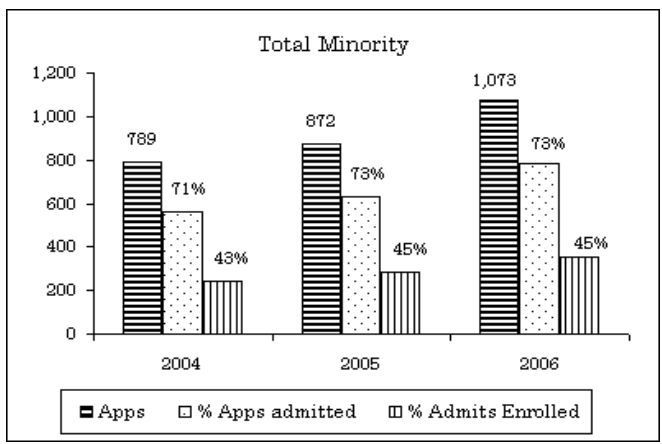
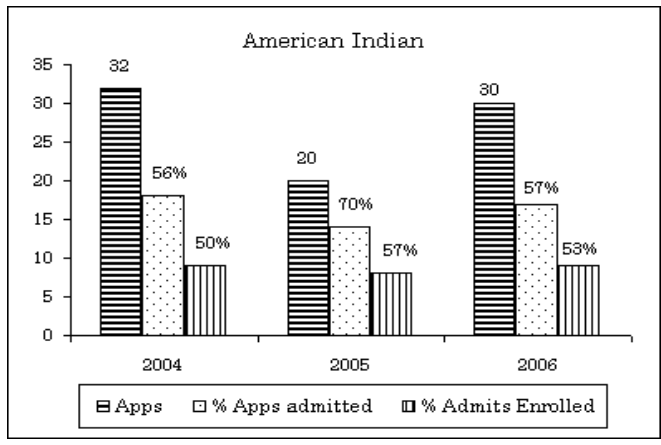
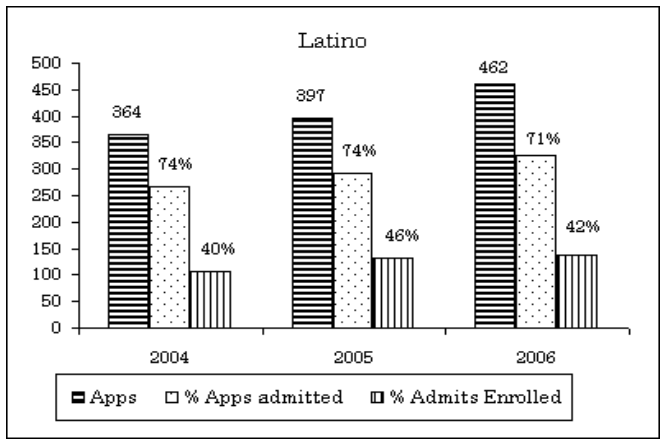
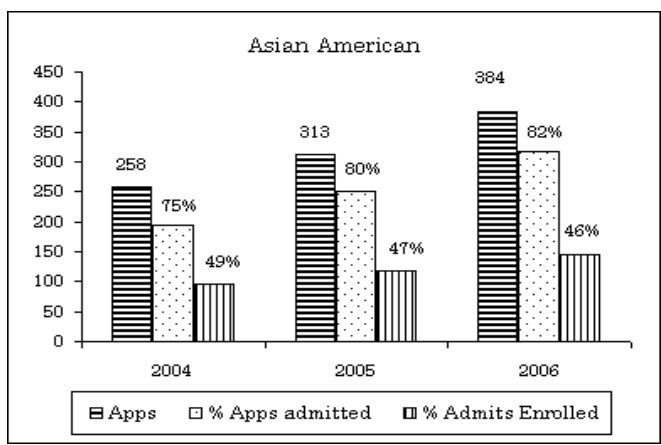
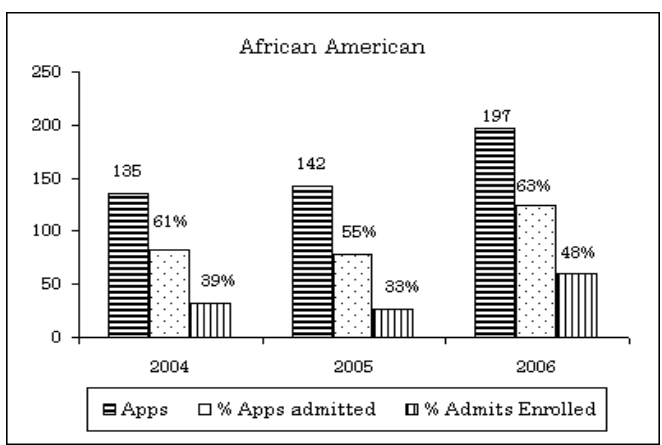
University of Colorado at Denver and Health Sciences Center
All Degrees Awarded by Ethnicity
FY 2006



	Bachelors	Masters	Doctoral	1st Professional	Total
Asian American	139	89	5	29	262
African American	44	29	2	16	91
Latino	146	128	4	19	297
American Indian	12	6	0	3	21
Students of Color Total	341	252	11	67	671
White/Unknown	1,212	1,516	61	287	3,076
International	52	151	9	1	213
Total	1,605	1,919	81	355	3,960

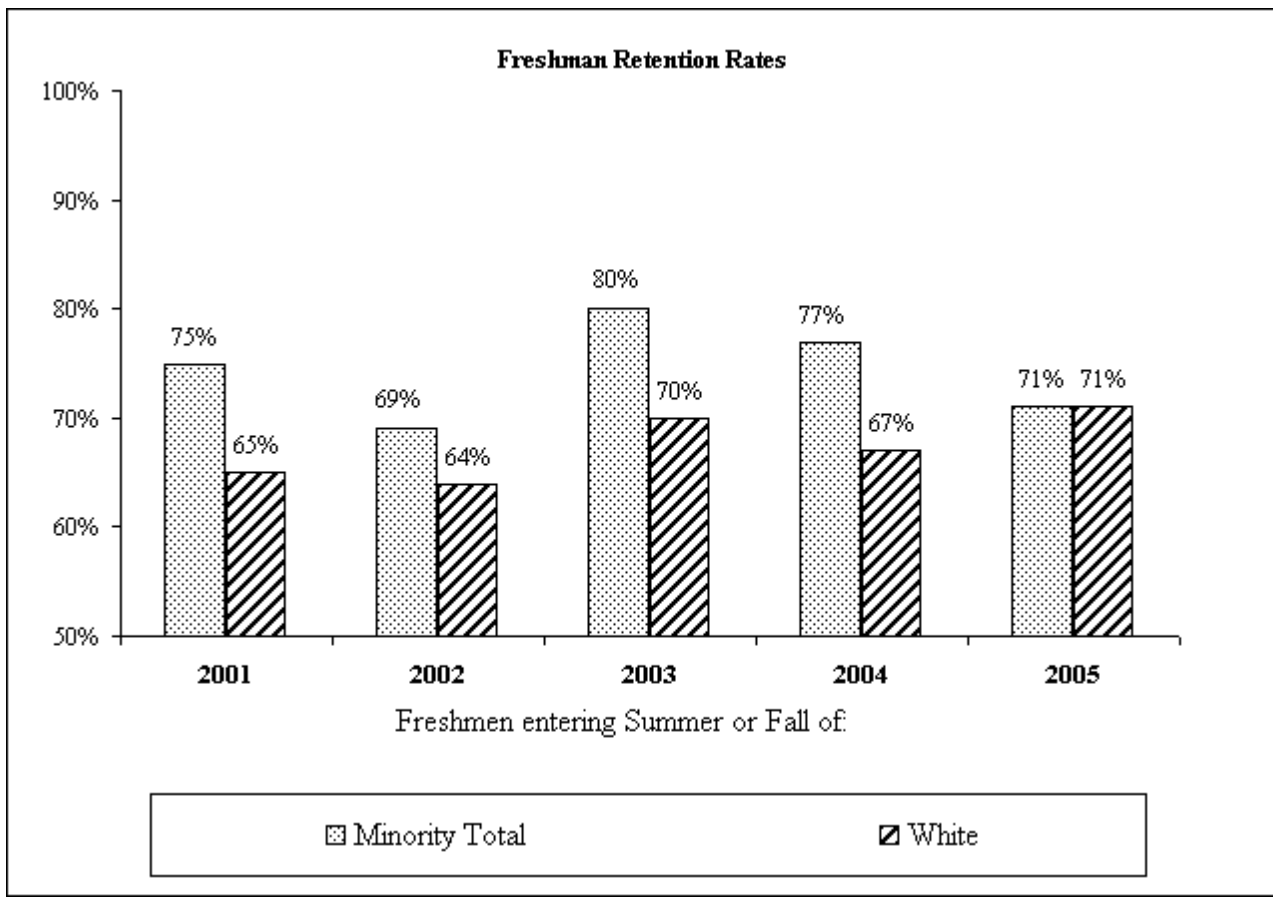
University of Colorado at Denver and Health Sciences Center

All Freshman Applications, Acceptances, and Enrollments
By Ethnicity, 2004, 2005, 2006



**UNIVERSITY OF COLORADO AT DENVER AND HEALTH SCIENCES CENTER
Freshman Retention Rates by Ethnicity**

	First-Time Freshmen entering Summer/Fall of:					Percent enrolled in subsequent Fall of First-Time Freshmen entering:				
	2001	2002	2003	2004	2005	2001	2002	2003	2004	2005
Asian American	80	99	87	93	117	88%	74%	89%	83%	78%
African American	22	12	19	31	24	77%	75%	68%	65%	63%
Latino	64	78	85	104	120	59%	60%	75%	78%	68%
American Indian	5	6	8	9	7	80%	83%	63%	44%	29%
Minority Total	171	195	199	237	268	75%	69%	80%	77%	71%
White	287	356	380	415	435	65%	64%	70%	67%	71%
Other/Unknown	27	23	41	29	37	67%	70%	68%	83%	78%
International	7	6	4	6	4	43%	83%	75%	67%	75%
All	492	580	624	687	744	68%	66%	73%	71%	71%



Faculty and Staff

Data Highlights: Faculty

As of fall 2006, there are 1,376 tenured and tenure-track members at UCDHSC, of whom 36 percent are women and 11 percent are faculty of color (up from 10 percent in fall 2005). The university also has a large number of non-tenure-track faculty (1,015), of whom 11 percent are faculty of color. And, there are 1,207 professional research assistants, of whom 19 percent are persons of color

Recruitment efforts for new faculty hires at the rank of instructor or above yielded mixed results, depending on the specific school. Overall, for fall 2006 the downtown campus hired 69 new faculty with 11 (16 percent) of those hires identified as faculty of color. The health sciences schools recruit on a year-round cycle with 182 new faculty hires from October 2005 through September 2006, and 28 (15 percent) of those are faculty of color.

Not unexpectedly, those schools in which the leaders emphasized the importance of diversity, and whose search committees made significant efforts to build highly qualified, diverse applicant pools had the most success in diversity hires. Specifically, the School of Dentistry was successful in recruiting and hiring two new faculty of color out of six new hires. Similarly, the School of Education and Human Development hired five new faculty of color among a total of seven new hires. Among the five new faculty of color, one is an associate dean.

The deans of these two schools were successful by developing clear search processes and expectations, providing input and feedback throughout the search process, developing and communicating a mission that appeals to faculty who value diversity, and ensuring that job descriptions and ads highlight those aspects of the position related to diversity.

Data Highlights: Staff

No significant changes occurred in the data this year. Among officers, 12 percent are persons of color. In the largest category, professionals, 23 percent are persons of color. The smallest representation for persons of color is in the administrator category, with nine percent persons of color which is down from 12 percent last year. The highest minority representation is in the service/maintenance category, with 47 percent employees of color. The secretarial/clerical, technical and skilled crafts categories include 36 percent, 37 percent, and 24 percent employees of color, respectively.

Women represented the majority in the staff categories—with the exception of skilled crafts, which continues (as in past years) to have no female employees. Women represent 40 percent of the officer category, 63 percent of the administrator category and 67 percent of the professional category.

New and Ongoing Initiatives/Programs: Faculty and Staff

The preparation of the *UCDHSC Report to the Blue Ribbon Commission (March 2006)* revealed many ongoing initiatives and programs aimed at improving the recruitment and retention of diverse faculty. Rather than repeat all of the information that is in that report, here is a sampling:

- **Search committee training** was extended from the health sciences center campus to the downtown Denver campus in 2005 and continued throughout 2006. Most search committees want to produce highly qualified, diverse applicant pools but lack the resources and expertise to do so. The successful recruitment of underrepresented faculty and staff depends on committed and trained search committee members. A classroom-based training program was developed in 2004, followed by a similar program available online in 2005. To date, more than 500 faculty and staff have completed the training.
- An example of another recruitment activity is the training program focused on the **recruitment of minority resident physicians**. This program is run by the Graduate Medical Education Office. Its goal is to increase the number of underrepresented, minority resident physicians in the primary-care residency programs through more active recruitment, education to selection committees, and targeted recruitment efforts and materials. The expectation is that a number of these underrepresented resident physicians will remain in Colorado after completion of their training as health care providers and faculty physicians.
- A pilot **Junior Faculty Mentoring Program** was launched on the downtown Denver campus in September 2006. Based on the principles and procedures used in the School of Education and Human Development's mentoring program, this new campus-wide initiative is managed by the director of the Center for Faculty Development. The purpose of the pilot program is to assist tenure-track faculty members in developing a teaching and research agenda that will successfully lead to tenure. Currently, 23 mentor-mentee pairs participate in the program—11 of which include a mentee of color. Also, five of the mentors are faculty of color. The program will be systematically assessed, and the assessment results will help determine the future plans for the program.
- On the downtown Denver campus, the Provost's office is focused university resources on hiring significant numbers of new tenure-track faculty members. The **faculty stabilization fund**, initiated in 2006, will invest \$2 million each year for four more years. Faculty diversity is a top priority in the development of school/college hiring plans during this period.
- In order to capitalize on the diversity among lower-level staff positions, the university intends to provide significant professional development and training opportunities for staff members during 2007. To begin, the **Professional Development Pilot Program** will be implemented in March 2007 with an outside vendor who provides access to thousands of online professional development and training programs, including access to a large online library of management/leadership books. Assuming success of the pilot program, the university will explore full implementation of this program with accompanying onsite programs.
- As part of the administrative units' diversity plans, significant efforts will be made to develop viable staff/administrative **succession plans**. The university is expecting significant turnover in higher-level positions due to the large numbers of employees eligible for retirement. Efforts will be focused on assessment of employees in current staff positions who are likely candidates for management and administrative positions, and on identification and provision of necessary training and development.

- The **Leadership Book Group** was created on the health sciences center campus to build collegiality and focus on developing leadership potential in faculty and staff from underrepresented groups (e.g., women, minorities, those with disabilities, and members of the Gays, Lesbians, Bisexual, Transgender, Intersex (GLBTI) community). The program is open to all employees; participants read and discuss books on leadership and professional development. The group is sponsored by the Health Sciences Center Faculty Women's Committee, Ethnic Minority Affairs Committee, GLBTI Friends and Allies Committee, and the Office of Diversity. On average 15–20 faculty and staff attend the monthly meetings.
- The School of Nursing has begun an **Inclusion Initiative** to identify why diversity is important in the workplace, in health care and for nursing students. The administration has hired local consultants to present workshops for faculty, staff and students on ways to foster inclusion. The process will assist the task force that is developing the school's diversity plan.
- The School of Dentistry has created programs to fill faculty vacancies (a national problem) and to attract a diverse faculty. The **International Faculty Program** has increased the diversity of faculty while meeting a critical shortage. In addition, the school has offered a program in which the international faculty members provide presentations to increase awareness, understanding and sensitivity of different cultures. The International Faculty Program and the **International Student Program** attract a more diverse patient population to the school. The hope is that this will serve as a pipeline to the school and, ultimately, to the faculty.
- The College of Arts and Media's performance programs, visiting scholars, and LIVE! Presentations showcased a variety of **minority artists**. Included were: a residency by Daniel Valdez in conjunction with the development and presentation of his drama *El Sol Que Tu Eres (The Sun That You Are)*; public lecture, master class and student critiques by visual artist Judy Baca; presentation of films and workshop with film students by filmmaker Charles Burnett; hosting the live radio show *Destination Freedom: Black Radio Days*; and co-sponsorship of Tony Garcia's dramatic presentation *Westside Oratorio*. In addition, the college's diversity task force has engaged a researcher to discover best practices among arts colleges that successfully emphasize cultural exchange and diversity as core principles.
- The Denison Memorial Library staff has created a Web page, **Multicultural and Multilingual Health Information Links** (http://denison.uchsc.edu/finding/multilingual_resources.html). Users can retrieve individual journal articles of interest which, given the nature of the topic of health and diversity, may be scattered in different journals. Denison librarians also are developing a short, one-hour class on how to research multicultural health issues.
- The Auraria Library offered a **series of diversity-related programs** during 2006. Monthly programs focused on various themes (e.g., African-American health issues, diabetes in American Indian and Alaskan Native Tribal communities, students living with disabilities and domestic partnerships), and activities included lectures, movies, gallery exhibits, art showcases and debates.

- In September 2006, UCDHSC developed an inventory of **partnership activities with the Denver Public Schools (DPS)**. Many of these activities relate to diversity, including project and programs aimed at recruiting diverse students for our university. The inventory is available at:
<http://www.cudenver.edu/Administration/Office+of+the+Provost/default.htm>

Professional Development Opportunities: Faculty and Staff

- The **Staff Opportunity Advancement Program** provides a limited training grant program for staff members who submit applications. For FY2005-2006, 26 staff members received a total of about \$10,000 to attend training and/or professional development opportunities this past year.
- The downtown Denver campus offers various types of support for all faculty members through the **Center for Faculty Development**. Services and programs (in addition to the pilot Junior Faculty Mentoring Program, mentioned above) include:
 - **Individual consultations** on teaching, dossier preparation, etc.
 - **Newsletters** *Teaching Excellence*, *Latitude*, and online publications *National Teaching and Learning Forum*
 - **Workshops and symposia** During the spring 2007 semester, two of the offerings will focus on issues related to diversity within curricula and classroom dialogue.
 - **Faculty development grants** These grants are intended to enhance the quality of teaching and/or research/creative work. All faculty (.51 FTE or higher) are eligible. Activities supported include attending conferences, hiring student assistance, paying for publishing subventions, converting existing courses to newer technologies, obtaining special equipment or software, etc.
 - **Young Upwardly Mobile Professors (YUMPs)** The program provides small grants to untenured, tenure-track faculty members, to help defray various professional expenses; these funds must be matched by the recipient's school/college or department.
 - **Senior Upwardly Mobile Professors (SUMPs)** The program focuses on faculty in mid- or late-career who want help refocusing their scholarly agenda.
 - **New faculty orientation** In addition to the week-long series of events held during the week before classes start in August each year, the CFD currently is developing an online faculty orientation program with special attention to the needs of lecturers, who often are unable to attend the on-campus orientation meetings.
 - **Assistance for non-tenure track faculty (NTTF)** is aimed at assimilation into the UCDHSC faculty community. So, the CFD provides various resources, e.g., Web pages devoted to NTTF issues, a subscription to *Adjunct Advocate*, bi-annual meetings, an NTTF list serve, etc.

- **Pilot Faculty Research and Scholarship Contingency** supports limited, unanticipated research and scholarship needs. The maximum award of \$1000 is comprised of \$500 from the FRSC fund and a \$500 match from the school/college or department. Typical projects supported include: publishing page fees, exhibit fees, graphics or photography fees, production costs of audition tapes and shipping charges for artwork in juried shows.

Community Engagement and Participation

Partnerships between UCDHSC and surrounding communities are actively being developed by engaging in meaningful interaction and dialogue. UCDHSC encourages participation in community, city and state functions that allow the university to become more visible, accessible and involved with traditionally underrepresented populations. The university partners with a variety of culturally diverse communities through participation in events which include but are not limited to the following:

- May, 2006, 2nd Annual George Y. King (Bud) Scholarship Awards luncheon
- July 2006, Dragon Gala
- August 2006, Blue Ribbon Commission Reception at Blair-Caldwell Library
- September 2006, Champions in Health Care Awards dinner
- September 2006, 18th Annual Colorado Black Chamber of Commerce dinner
- October 2006, Reisher Scholarship dinner
- October 2006, Denver Ministerial Alliance meeting at the Center for African American Health
- October 2006, Pre-Collegiate Pioneer Fund Scholarship dinner
- October 2006, Cleo Parker Robinson Dance Ensemble presentation
- December 2006, Jack & Jill Annual Beautillion
- October 2006, Rocky Mountain Indian Chamber awards recognition
- November 2006, The Links, Inc. Denver Chapter, 24th Annual Tribute to Black Youth luncheon
- March 2006, Latin American Education Foundation Annual Awards recognition
- June 2006, The Colorado Dragon Boat Festival (with a student/staff team)
- January 2007, Martin Luther King, Jr. Annual Business Awards luncheon
- January 2007, Delta Eta Boule Foundation meeting – awards scholarships for African Americans (associated with Sigma Pi Phi Fraternity, a Black Fraternity)

Also, Chancellor Wilson is a member of the National Institutes of Health National Center on Minority Health and Health Disparities Society of Fellows and Scholars. The center's efforts focus on studying ways to alleviate inequities in health care and concerns for persons of color in the United States.

**University of Colorado at Denver and
Health Sciences Center**

**Faculty Diversity Profile
All Schools and Colleges,
Fall 2006**

Category	Total	Female		Male		People of Color		Ethnic Category				Non-Res.
		#	%	#	%	#	%	Afr. Am.	Am. Ind.	Asian Am.	Lati no	Alien
TOTAL, REGULAR FACULTY	2,391	1,098	46%	1,293	54%	264	11%	34	17	136	77	118
TENURED/TENURE TRACK	1,376	495	36%	881	64%	154	11%	17	9	81	47	50
Professor	451	90	20%	36	80%	39	9%	3	2	20	14	5
Associate Professor	479	199	42%	0	58%	54	11%	4	2	32	16	13
Assistant Professor	446	206	46%	0	54%	61	14%	10	5	29	17	32
FULL-TIME NON-TENURE TRACK	1015	603	59%	412	41%	110	11%	17	8	55	30	68
Professor	6	2	33%	4	67%	0	NA	0	0	0	0	0
Associate Professor	31	12	39%	19	61%	2	6%	0	0	2	0	0
Assistant Professor	63	38	60%	25	40%	7	11%	1	0	4	2	6
Sr. Instructor	315	180	57%	5	13%	29	9%	6	4	9	10	2
Instructor	391	265	68%	6	12%	45	12%	9	4	17	15	11
Clinical Professor	2	0	0%	2	100%	0	NA	0	0	0	0	0
Clinical Assoc. Professor	11	5	45%	6	55%	0	NA	0	0	0	0	2
Clinical Asst. Professor	10	7	70%	3	30%	0	NA	0	0	0	0	0
Clinical Sr. Instructor	0	0	NA	0	NA	0	NA	0	0	0	0	0
Clinical Instructor	9	7	78%	2	22%	1	11%	0	0	0	1	0
Clinical Teaching Faculty (all ranks)	7	5	71%	2	29%	0	NA	0	0	0	0	0
Research Faculty	170	82	48%	88	52%	26	15%	1	0	23	2	47
ADMINISTRATIVE FACULTY	102	30	29%	72	71%	9	9%	2	1	3	3	1
Dept. Chair/Directors	73	18	25%	55	75%	7	10%	2	1	2	2	1
Assistant/Associate/Dean/Chanc	29	12	41%	17	59%	2	7%	0	0	1	1	0
TENURED FACULTY	545	142	26%	403	74%	58	11%	5	4	29	20	5
Full Professor	308	59	19%	24	81%	27	9%	2	1	12	12	2

Associate Professor	149	58	%	39	%	91	%	22	15	1	2	14	5	2
Assistant Professor	0	0	A	0	NA	0	NA	0	NA	0	0	0	0	0
Assistant Professor	88	25	%	63	%	9	%	9	10	2	1	3	3	1
TOTAL, PART-TIME AND OTHER FACULTY	2,452	1,621	66%	831	34%	309	13%	43	34	109	123	153		
Professor	2	1	%	50	%	1	%	0	NA	0	0	0	0	0
Associate Professor	7	0	0%	7	0%	0	NA	0	NA	0	0	0	0	0
Assistant Professor	5	2	%	40	%	3	%	0	NA	0	0	0	0	0
Sr. Instructor, Instructor	8	6	%	75	%	2	%	1	13	0	0	0	1	0
Clinical Faculty	211	137	%	65	%	74	%	13	6%	4	3	4	2	0
Clinical Teaching Faculty	8	5	%	63	%	3	%	0	NA	0	0	0	0	0
Research Faculty	8	5	%	63	%	3	%	0	NA	0	0	0	0	0
Professional Research Assistants	120	7	957	79	%	25	21	195	16	22	24	76	73	54
Lecturer/Emeritus	389	172	%	44	%	21	56	49	13	8	4	17	20	5
Visiting/Adjunct/Adjoint/Reg Fellow	91	53	%	58	%	38	%	8	9%	3	0	1	4	4
Student Faculty	516	283	%	55	%	23	45	43	8%	6	3	11	23	90

Full-Time: >=.5 percent time

Note: Professional research assistants include full-time employees.

Beginning Fall 2006: Professional research assistants are reported separately from research faculty members. Full-time research faculty members are reported as non-tenure track (rather than 'other'). Clinical faculty members are reported separately from clinical teaching faculty members.

**University of Colorado at Denver and Health
Sciences Center**

**Faculty Diversity Profile, Gender by
Ethnicity**

All Schools and Colleges, Fall 2006

Category	Total	African American			American Indian			Asian			Latino			White			Non-Res.Alien		
		Fem ale	Ma le	% Fem ale	Fem ale	Ma le	% Fem ale	Fem ale	Ma le	% Fem ale	Fem ale	Ma le	% Fem ale	Fem ale	Ma le	% Fem ale	Fem ale	Ma le	% Fem ale
TOTAL, REGULAR FACULTY	2,391	20	14	59%	12	5	71%	57	79	42%	33	44	43%	948	1	47%	28	90	24%
TENURED/TENURE TRACK	1,376	9	8	53%	6	3	67%	31	50	38%	13	34	28%	426	746	36%	10	40	20%
Professor	451	1	2	33%	1	1	50%	3	17	15%	2	12	14%	83	324	20%	0	5	0%
Associate Professor	479	1	3	25%	1	1	50%	15	17	47%	5	11	31%	174	238	42%	3	10	23%
Assistant Professor	446	7	3	70%	4	1	80%	13	16	45%	6	11	35%	169	184	48%	7	25	22%
FULL-TIME NON-TENURE TRACK	1015	11	6	65%	6	2	75%	26	29	47%	20	10	67%	522	315	62%	18	50	26%
Professor	6	0	0	NA	0	0	NA	0	0	NA	0	0	NA	2	4	33%	0	0	NA
Associate Professor	31	0	0	NA	0	0	NA	1	1	50%	0	0	NA	11	18	38%	0	0	NA
Assistant Professor	63	0	1	0%	0	0	NA	2	2	50%	0	2	0%	34	16	68%	2	4	33%
Sr. Instructor	315	4	2	67%	2	2	50%	5	4	56%	6	4	60%	163	121	57%	0	2	0%
Instructor	391	6	3	67%	4	0	100%	9	8	53%	13	2	87%	231	104	69%	2	9	18%
Clinical Professor	2	0	0	NA	0	0	NA	0	0	NA	0	0	NA	0	2	0%	0	0	NA
Clinical Assoc. Professor	11	0	0	NA	0	0	NA	0	0	NA	0	0	NA	5	4	56%	0	2	0%
Clinical Asst. Professor	10	0	0	NA	0	0	NA	0	0	NA	0	0	NA	7	3	70%	0	0	NA
Clinical Sr. Instructor	0	0	0	NA	0	0	NA	0	0	NA	0	0	NA	0	0	NA	0	0	NA
Clinical Instructor	9	0	0	NA	0	0	NA	0	0	NA	1	0	100%	6	2	75%	0	0	NA
Clinical Teaching Faculty (all ranks)	7	0	0	NA	0	0	NA	0	0	NA	0	0	NA	5	2	71%	0	0	NA
Research Faculty	170	1	0	100%	0	0	NA	9	14	39%	0	2	0%	58	39	60%	14	33	30%
ADMINISTRATIVE FACULTY	102	1	1	50%	1	0	100%	0	3	0%	0	3	0%	28	64	30%	0	1	0%
Dept. Chair/Directors	73	1	1	50%	1	0	100%	0	2	0%	0	2	0%	16	49	25%	0	1	0%

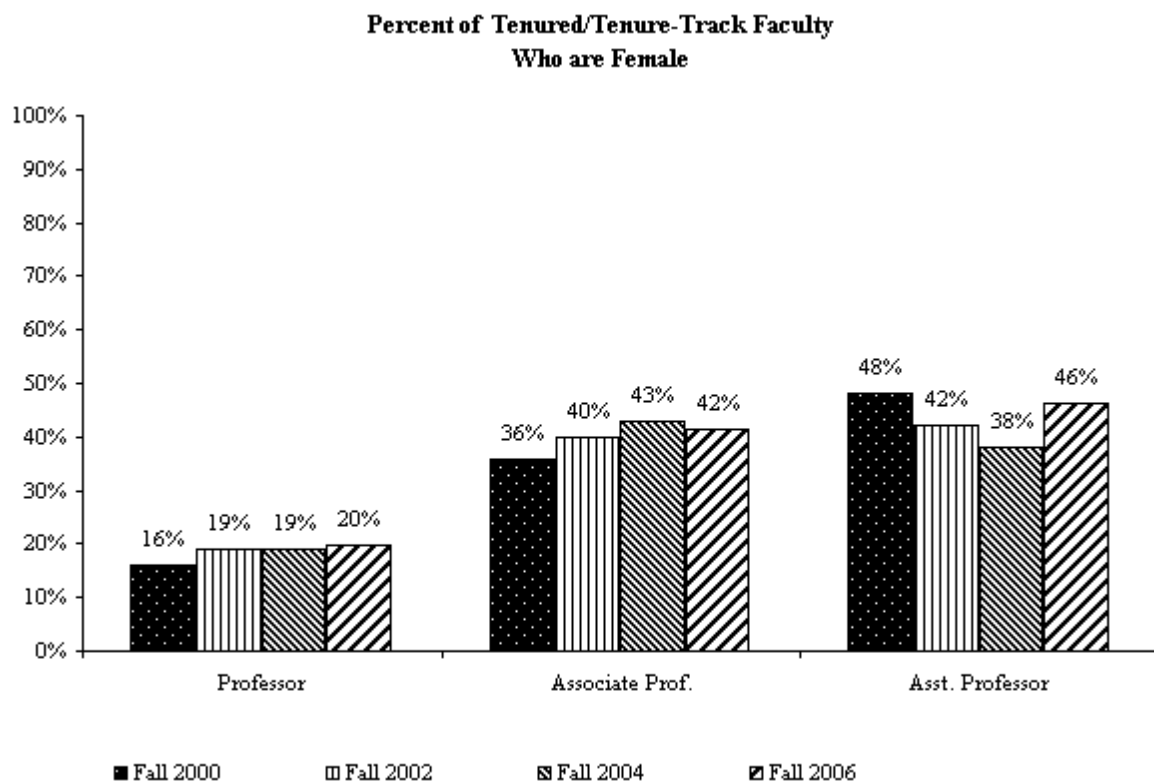
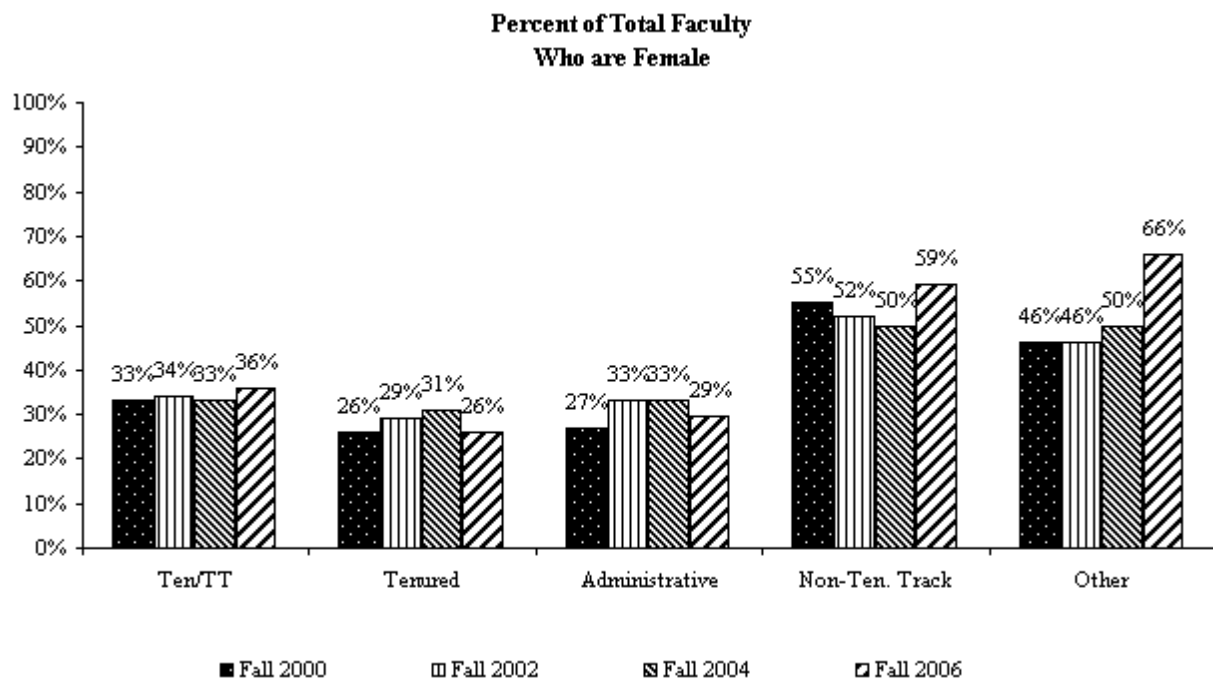
Assistant/Associate/Dean/Chanc	29	0	0	NA	0	0	NA	0	1	0%	0	1	0%	12	15	44%	0	0	NA
TENURED FACULTY	545	1	4	20%	2	2	50%	10	19	34%	3	17	15%	126	356	26%	0	5	0%
Full Professor	308	0	2	0%	0	1	0%	2	10	17%	2	10	17%	55	224	20%	0	2	0%
Associate Professor	149	0	1	0%	1	1	50%	8	6	57%	1	4	20%	48	77	38%	0	2	0%
Assistant Professor	0	0	0	NA	0	0	NA	0	0	NA	0	0	NA	0	0	NA	0	0	NA
Administrative Faculty	88	1	1	50%	1	0	100%	0	3	0%	0	3	0%	23	55	29%	0	1	0%
TOTAL, PART-TIME AND OTHER FACULTY	2,452	25	18	58%	26	8	76%	79	30	72%	80	43	65%	1334	656	67%	77	76	50%
Professor	2	0	0	NA	0	0	NA	0	0	NA	0	0	NA	1	1	50%	0	0	NA
Associate Professor	7	0	0	NA	0	0	NA	0	0	NA	0	0	NA	0	7	0%	0	0	NA
Assistant Professor	5	0	0	NA	0	0	NA	0	0	NA	0	0	NA	2	3	40%	0	0	NA
Sr. Instructor, Instructor	8	0	0	NA	0	0	NA	0	0	NA	1	0	100%	5	2	71%	0	0	NA
Clinical Faculty	211	1	3	25%	2	1	67%	2	2	50%	1	1	50%	131	67	66%	0	0	NA
Clinical Teaching Faculty	8	0	0	NA	0	0	NA	0	0	NA	0	0	NA	5	3	63%	0	0	NA
Research Faculty	8	0	0	NA	0	0	NA	0	0	NA	0	0	NA	5	3	63%	0	0	NA
Professional Research Assistants	1207	16	6	73%	21	3	88%	60	16	79%	58	15	79%	762	196	80%	40	14	74%
Lecturer/Emeritus	389	2	6	25%	1	3	25%	8	9	47%	6	14	30%	152	183	45%	3	2	60%
Visiting/Adjunct/Adjoint/Reg Fellow	91	2	1	67%	0	0	NA	1	0	100%	3	1	75%	47	32	59%	0	4	0%
Student Faculty	516	4	2	67%	2	1	67%	8	3	73%	11	12	48%	224	159	58%	34	56	38%

Full-Time: >=.5 percent time

Note: Professional research assistants include full-time employees.

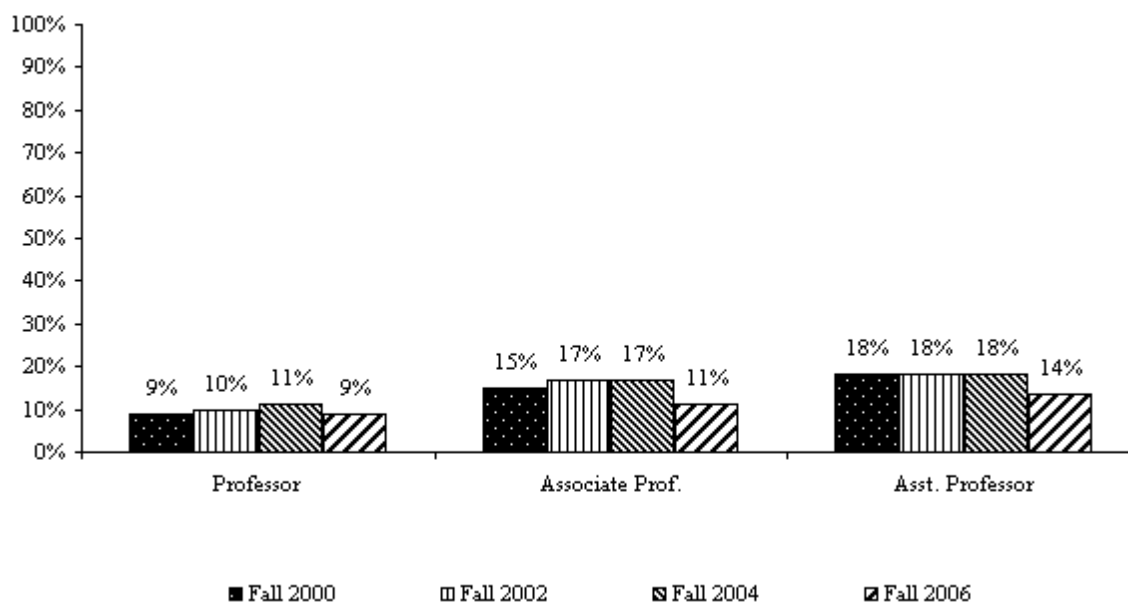
Beginning Fall 2006: Professional Research Assistants are reported separately from research faculty members. Full-time research faculty members are reported as non-tenure track (rather than 'other'). Clinical faculty members are reported separately from clinical teaching faculty members.

University of Colorado at Denver and Health Sciences Center Faculty Diversity Profile

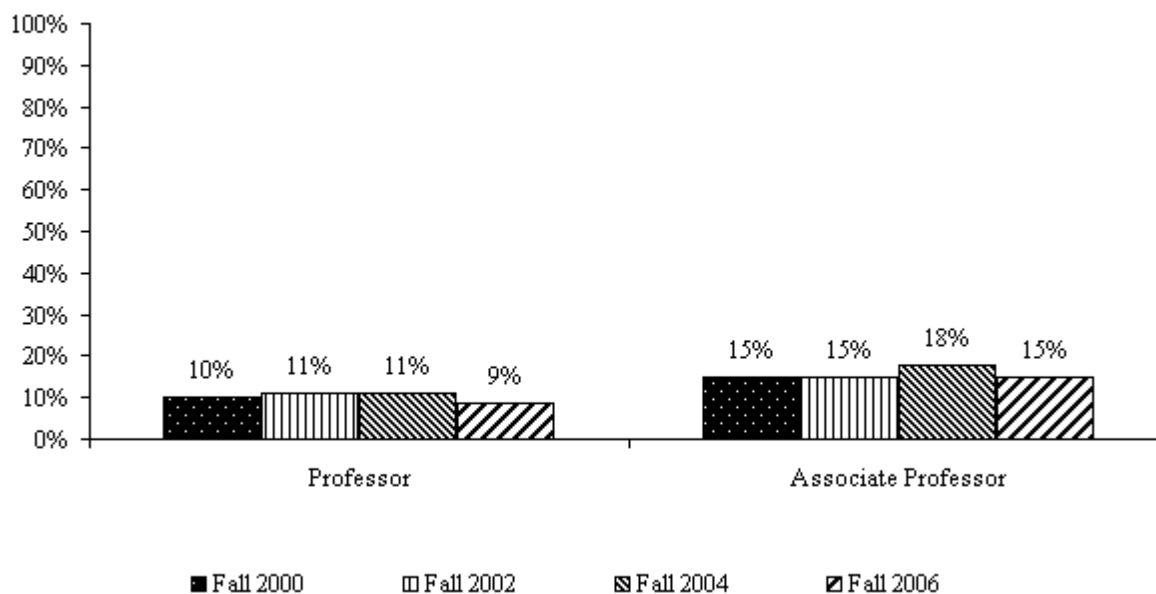


University of Colorado at Denver and Health Sciences Center Faculty Diversity Profile

Percent Tenured/Tenure-Track Faculty of Color



Percent Tenured Faculty of Color



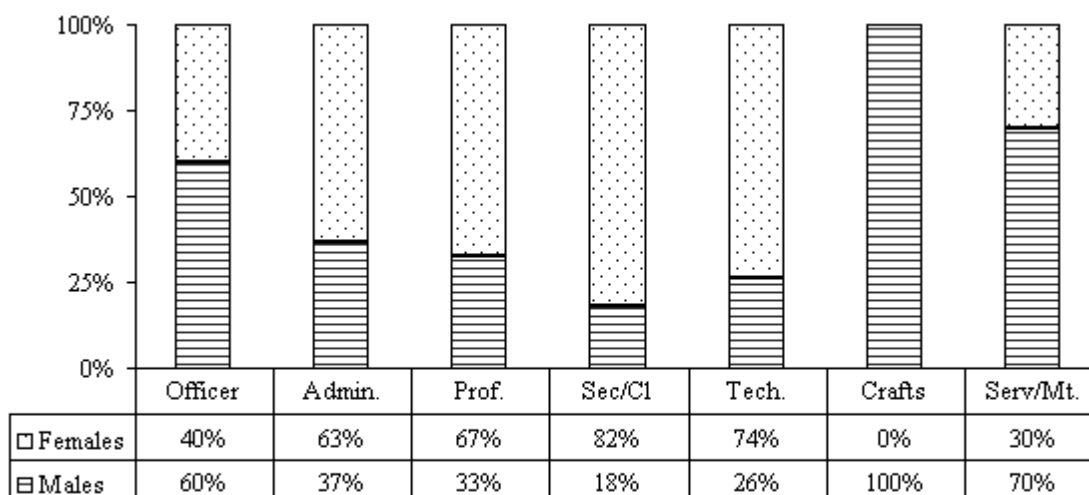
**University of Colorado at Denver and Health
Sciences Center**

**Staff Diversity
Profile
All Schools and
Colleges, Fall 2006**

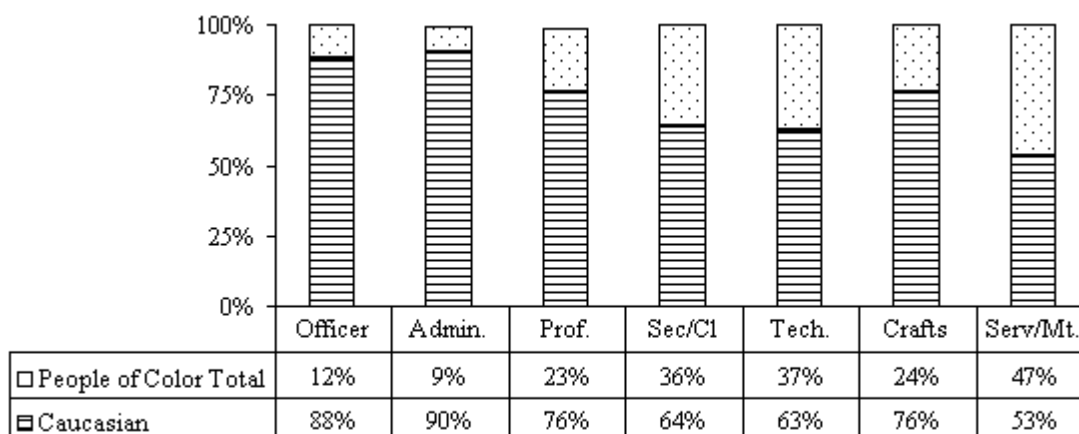
Category	Total	Female		Male		People of Color		Ethnicity				
		#	Pct.	#	Pct.	#	Pct.	Afr. Amer.	Amer. In.	Asian	Latino	NR
TOTAL	1,665	1,064	64%	601	36%	446	27%	167	13	64	202	10
Officer	25	10	40%	15	60%	3	12%	1	0	1	1	0
Administrator Professional (Classified & Exempt)	284	180	63%	104	37%	26	9%	6	1	6	13	3
Secretarial/Clerical	564	380	67%	184	33%	128	23%	36	2	32	58	6
Technical	245	201	82%	44	18%	88	36%	29	3	12	44	0
Skilled Crafts Service/Maintenance	356	263	74%	93	26%	132	37%	64	6	10	52	1
	91	0	0%	91	100%	22	24%	6	1	1	14	0
	100	30	30%	70	70%	47	47%	25	0	2	20	0

**University of Colorado at Denver and Health Sciences Center
2006-2007**

Occupational Categories by Gender



Occupational Categories by Ethnicity



Ethnicity Breakdown	Officer	Admin.	Prof.	Sec/CI	Tech.	Crafts	Serv/Mt.
African American	4.0%	2.1%	6.4%	11.8%	18.0%	6.6%	25.0%
Asian American	4.0%	2.1%	5.7%	4.9%	2.8%	1.1%	2.0%
Latino	4.0%	4.6%	10.3%	18.0%	14.6%	15.4%	20.0%
American Indian	0.0%	0.4%	0.4%	1.2%	1.7%	1.1%	0.0%

University of Colorado at Denver and Health Sciences Center Staff Diversity Profile Percent of People of Color by Occupational Category

