



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 2006 Diversity Report

Colorado Springs Campus

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

March 2006

STUDENTS

1. SUMMARY ON CAMPUS STRATEGIC PLAN FOR DIVERSITY

The Office of Student Multicultural Affairs

The Office of Student Multicultural Affairs (SMA) collaborates with other campus-wide constituencies to recruit diverse students and promote a supportive pluralistic environment. This office also works closely with the Executive Director of Academic Diversity to increase recruitment and retention of underrepresented faculty and staff. The Coordinator of SMA is responsible for the CU-Opportunity Program (CUOP) which advocates for ethnic minorities, first-generation college students, and students who are educationally and financially disadvantaged. This office is developing a monitoring system specifically for newly admitted students to be introduced to campus resources that offer academic assistance and peer mentoring.

The office has been very productive in connecting and building a collaborative network on campus and within the community to recruit and retain students of diverse backgrounds. The coordinator assists the campus in obtaining support from the Office of the President of the University of Colorado for diversity initiatives. Additional staffing has enabled the SMA office to expand its mentorship program to include extensive email notification. The SMA office has assembled a database with 380 students and 87 mentors registered as participants. Staff, administrators, faculty, and graduate students currently serve as mentors. Also, an assessment instrument is being developed to evaluate the institution's effectiveness in academic support in retention, academic achievement and financial support. The Director of Retention and the Coordinator of SMA have partnered with Pikes Peak Community College (PPCC) to facilitate the transition for potential transfer students. These efforts have featured an orientation at UCCS and sessions for staff and faculty to collaborate on ways to recruit and retain students of color. The President of PPCC, Dr. Jose Garcia, has participated in these sessions.

2. DATA HIGHLIGHTS

Minority Undergraduate Enrollment For the past six years, minority student enrollment has ranged between 18% and 19%. During 2000-2005, Hispanic enrollment increased by 33%.

Minority Graduate Enrollment During the academic years 2000-2003, there was an increase in minority graduate students. Since 2003, the number of minority graduate students declined along with the total enrollment of students in graduate programs.

Minority Persistence Rates The retention rate in 2004 for all first year students was 67%. Sixty-nine percent of the white student population stays at UCCS for the next academic year while 60% of the minority first year students stays for the next academic year. Asian students and African American students are least likely to persist.

3. SIX-YEAR GRADUATION RATES

First-Year Students Entering in Summer or Fall 1999

The following table displays the six-year graduation rates for white and minority students. These data show that graduation rate for minority students is 37.8%, which compares favorably with the overall rate of 39%.

Ethnicity	Number	Graduated	% Graduated in Six Years
Native American	7	1	14%
Asian	48	25	52%
Black	33	12	36%
Hispanic	87	26	30%
White	581	229	39%
Other/Foreign	2	2	100%
Did not provide	24	10	42%
Total	782	305	39%

4. NEW AND ONGOING INITIATIVES AND PROGRAMS

The university engages in a variety of programs and other initiatives that have a positive impact on our ability to recruit and retain a diverse student population. Some examples of our efforts in *academic and cultural programming* include:

- the African Burial Ground Project in the Department of Anthropology;
- an International Student Day hosted by the College of Business;
- a Mosaic Diversity Culture Day which is a collaboration among student organizations to enhance respect for different cultures on campus, organized by the Student Diversity Alliance; and
- a recent “Politics of Appearance Lecture” which was a joint undertaking of Campus Activities and Women’s Studies.

Throughout the year the Kraemer Family Library presents a number of displays within the theme of diversity. Examples include:

- Black History Month (February)
- Day of the Dead/Thanksgiving (November)
- Freedom’s Song, African American History and African American Authors
- Gay/Lesbian Pride Month (June)
- Hispanic American Heritage Month (September-October)
- Irish American Heritage (March)

The university also supports a wide variety of programs that offer *academic, social, and pre-professional support* for all students. Among those that are especially relevant for recruiting and retaining a diverse student population are:

- the Chancellor’s Leadership Class;
- Women in Engineering supported by the Intel Corporation;
- the Faculty and Staff Mentoring Program under the direction of the Office of Student Multicultural Affairs;
- a National Science Foundation Grant for the Colorado Alliance for Minority Participation (CO-AMP);
- the Pre-Collegiate Development Program; and
- INROADS, a non-profit organization that places minority youth in paid internship programs

Finally, UCCS offers and supports a plethora of *student organizations* to create a supportive campus environment to enhance the learning and development opportunities for all students. Several of these are focused on the challenges and opportunities particularly pertinent to diverse students. Among these are:

- American Indian Science and Engineering Society;
- Advocating Women's Assistance Resources and Education;
- Black Student Union;
- Business Diversity Union;
- Gay and Lesbian Alliance;
- International Student Club;
- Latino Student Union;
- National Society of Black Engineers;
- Student Diversity Council;
- Society of Hispanic Professional Engineers.

5. EFFECTIVENESS OF INITIATIVES AND PROGRAMS

The following examples illustrate the participation of students in a variety of diversity-focused activities:

- Twenty-eight UCCS students attended the Big 12 Regional Conference for black student governance in Iowa.
- Approximately 150 members from the campus community participated in the annual Harlem Cabaret Night.
- Twenty-six students from the UCCS campus attended the student leadership retreat for diversity sponsored by DAC.
- Approximately five hundred people from the campus and surrounding communities attended the city wide Cinco de Mayo Celebration.

6. GOALS, MEASURES, AND ACCOMPLISHMENTS FOR STUDENT DIVERSITY

Recruitment Strategies

To increase access for diverse populations, the Office of the Dean of Students has undertaken several initiatives:

- The university has become an active member in the Colorado Educational Services and Development Association (CESDA). This association promotes access to post-secondary education for all students, with specific focus on students of color and those who are educationally and economically disadvantaged. Recruiters engage with students through college fairs and visits to local area high schools to explain the college selection process.
- The Offices of Recruitment, Student Multicultural Affairs, Student Success, Financial Aid, and the Office of the Chancellor have partnered to implement specialized recruitment activities in the San Luis and Arkansas Valleys.
- 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 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 to focus on more targeted recruitment of these students. The staff conducts comprehensive follow-up services for program participants and establishes collaboration with parents, guidance counselors, and surrounding communities.

Pipeline Programs

Chancellor’s Leadership Class (CLC) This is a highly selective, premier leadership development program for undergraduate students. The majority of these students are selected from high schools around the state. A number of first-year and sophomore students are also admitted to the program. The primary mission of the CLC is to develop the potential of these students through opportunities for personal growth, leadership, and community involvement through exposure to unique curricular and co-curricular experiences.

Cinco de Mayo Inc. 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. This year nine students received awards from the Pueblo Hispanic Education Foundation and 30 students received awards through Cinco de Mayo Inc.

Pre-Collegiate Leadership Development Program This project is in collaboration with other educational entities and non-profit organizations in the Colorado Springs area. This comprehensive four-year leadership curriculum is designed for students in grades 9 through 12. The curriculum focuses on attaining both cognitive and non-cognitive skills to succeed in the education and work environment. School counselors and administrators work to identify students who will best benefit from this leadership model.

Smart Girl Leadership Institute The Smart Girl Leadership Institute is a non-profit organization that brings middle schools girls together to explore smart choices for becoming confident, capable and reliant young women. UCCS faculty members in the Counseling and Women’s Studies programs lead a Smart Girl program locally. In addition, UCCS students serve as tutors and mentors for girls in diverse communities in the Colorado Springs area.

Stay Ahead And Ready (STAR) Program Co-sponsored by the League of United Latin American Citizens (LULAC) and UCCS, STAR 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.

Summer Bridge Program As a recruitment initiative and an opportunity to share its institutional resources in the community, UCCS offers a summer bridge program in the Harrison school district.

Climate Survey Data

According to a 2005 Survey of Baccalaureate Alumni, approximately 66% of the respondents rated the overall quality of their education in multi-cultural awareness as “good” or “excellent” (see Table 1). Approximately 52% of these respondents indicated “moderate gain” or “high gain” when asked to evaluate their degree of personal development in appreciating persons of other races and ethnic backgrounds as a result of attending UCCS (Table 2).

The 2005 Survey of Graduating Seniors also included questions regarding diversity and campus climate. Approximately 58% “agree” or “strongly agree” that their education at UCCS helped them understand how diversity issues are interrelated in regional, national, and global relations (Table 3). Nearly 71% of graduating seniors rated their overall education in multi-cultural awareness as “good” or “excellent” (Table 4) and 54% agreed that faculty used examples of diversity in their class material (Table 5). Similar to the baccalaureate alumni, approximately 60% of the graduating seniors indicated “moderate” to “very high gains” in appreciation for persons of other races and ethnic backgrounds (Table 6).

Table 1: How would you rate the overall quality of your education in Multi-Cultural Awareness (e.g., sensitivity to others unlike you)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very poor	6	1.7	1.8	1.8
	Poor	18	5.2	5.4	7.2
	Fair	90	26.2	26.9	34.1
	Good	131	38.2	39.2	73.4
	Excellent	89	25.9	26.6	100.0
	Total	334	97.4	100.0	
Missing	System	9	2.6		
Total		343	100.0		

Table 2: Please evaluate the degree of personal development or gain that resulted from your attendance at UCCS in the appreciation for persons of other races and ethnic backgrounds.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No gain	26	7.6	8.0	8.0
	Very Slight gain	38	11.1	11.6	19.6
	Slight Gain	93	27.1	28.4	48.0
	Moderate Gain	104	30.3	31.8	79.8
	High Gain	66	19.2	20.2	100.0
	Total	327	95.3	100.0	
Missing	System	16	4.7		
Total		343	100.0		

Table 3: The education I received at CU-Colorado Springs helped me understand how diversity issues are interrelated in regional, national and global relations.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	21	2.1	2.2	2.2
	Disagree	53	5.4	5.5	7.7
	Slightly Disagree	72	7.4	7.5	15.1
	Slightly Agree	257	26.3	26.7	41.8
	Agree	360	36.8	37.3	79.1
	Strongly Agree	200	20.4	20.7	99.9
	N/A	1	.1	.1	100.0
	Total	964	98.6	100.0	
Missing	System	14	1.4		
Total		978	100.0		

Table 4: How would you rate the overall quality of your education at CU-Colorado Springs in multi-cultural awareness (e.g., sensitivity to others unlike you).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Poor	20	2.0	2.1	2.1
	Poor	47	4.8	4.9	7.0
	Fair	214	21.9	22.2	29.2
	Good	401	41.0	41.6	70.8
	Excellent	281	28.7	29.2	100.0
	Total	963	98.5	100.0	
Missing	System	15	1.5		
Total		978	100.0		

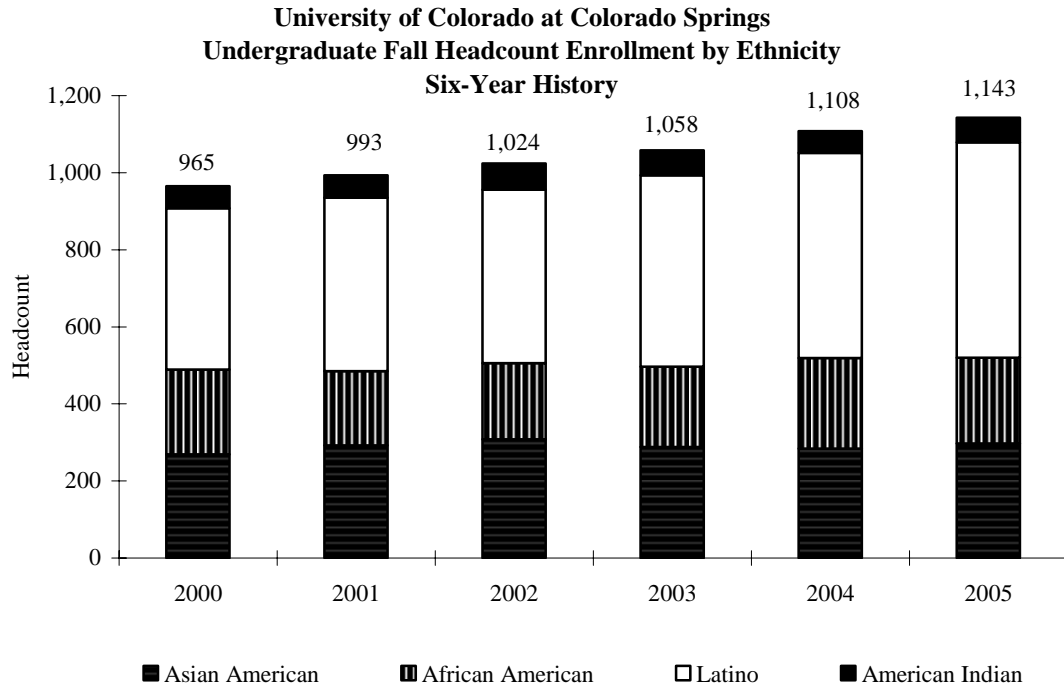
Table 5: The faculty at CU-Colorado Springs used examples of diversity (different cultures, religions, races, people with disabilities, etc.) in their class material.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	19	1.9	2.0	2.0
	Disagree	46	4.7	4.8	6.8
	Slightly Disagree	111	11.3	11.5	18.3
	Slightly Agree	270	27.6	28.1	46.4
	Agree	355	36.3	36.9	83.3
	Strongly Agree	161	16.5	16.7	100.0
	Total	962	98.4	100.0	
Missing	System	16	1.6		
Total		978	100.0		

Table 6: Please evaluate the degree of personal development or gain which resulted from your attendance at CU-Colorado Springs in appreciation for persons of other races and ethnic backgrounds.

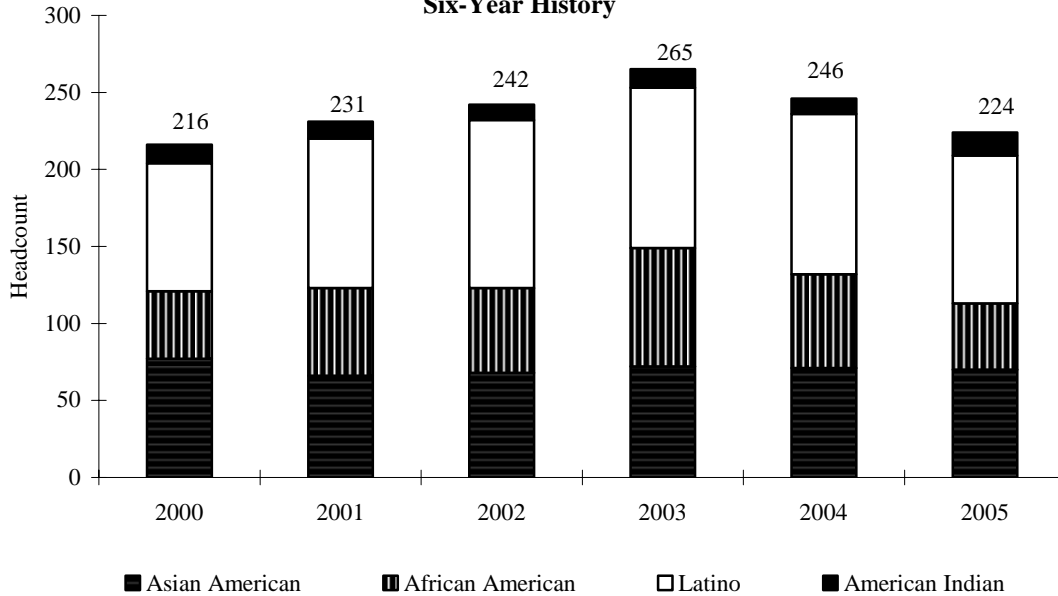
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A loss	8	.8	.8	.8
	No gain	115	11.8	11.9	12.7
	Very slight gain	79	8.1	8.2	20.8
	Slight gain	181	18.5	18.7	39.5
	Moderate gain	258	26.4	26.6	66.2
	High gain	220	22.5	22.7	88.9
	Very high gain.	108	11.0	11.1	100.0
	Total	969	99.1	100.0	
Missing	System	9	.9		
Total		978	100.0		

Note: UCCS is currently administering surveys for the National Survey of Student Engagement. Questions in the survey include aspects of the college experience that involves experiencing diversity. The results of this survey should be available by the end of next summer.



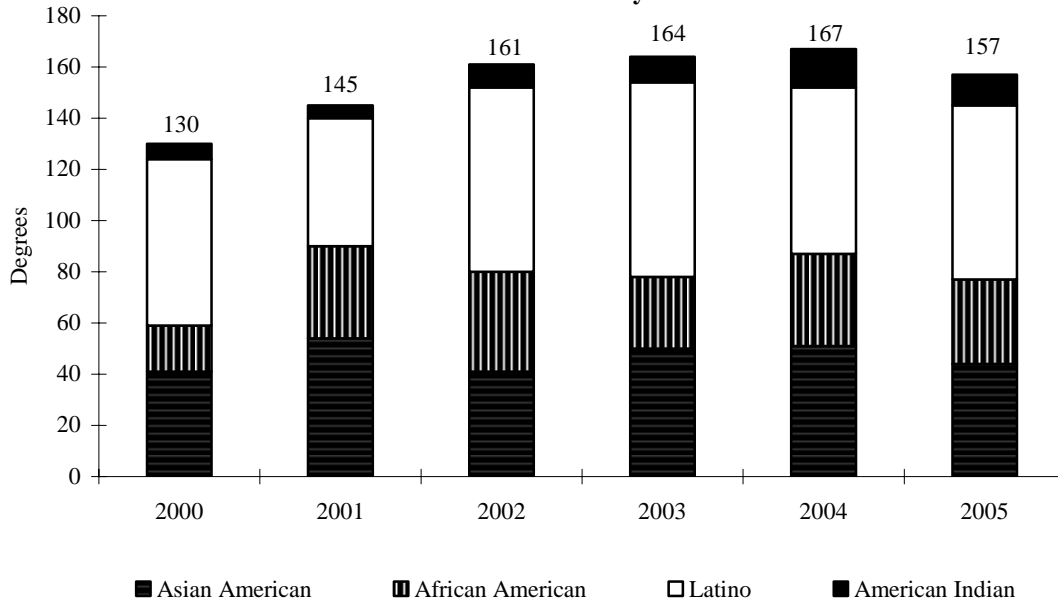
	2000	2001	2002	2003	2004	2005
Minority Enrollment as a % of Total Undergraduate Enrollment	19.1%	18.9%	18.1%	18.0%	18.5%	18.7%
Asian American	269	292	308	288	284	297
African American	220	193	198	209	235	223
Latino	419	450	450	496	532	559
American Indian	57	58	68	65	57	64
Minority Total	965	993	1,024	1,058	1,108	1,143
White/Unknown	4,056	4,226	4,574	4,793	4,872	4,955
International	42	31	51	24	25	21
Total Undergraduate (Headcount) Enrollment	5,063	5,250	5,649	5,875	6,005	6,119

**University of Colorado at Colorado Springs
 Graduate Headcount Enrollment by Ethnicity
 Six-Year History**



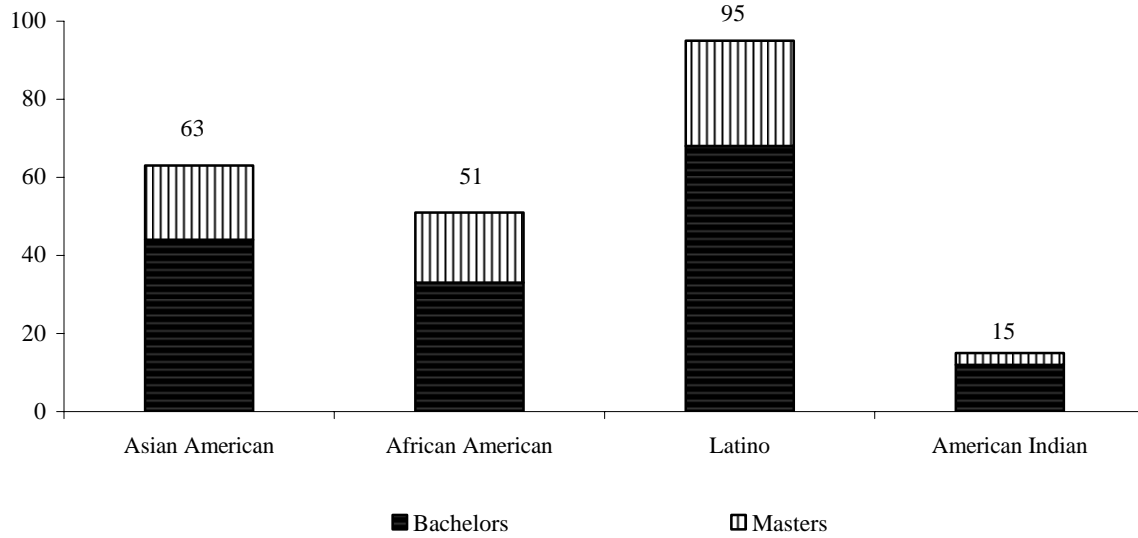
	2000	2001	2002	2003	2004	2005
Minority Enrollment as a % of Total Graduate Enrollment	13.9%	14.4%	13.8%	15.2%	15.1%	15.5%
Asian American	77	66	68	72	71	70
African American	44	57	55	77	61	43
Latino	83	97	109	104	104	96
American Indian	12	11	10	12	10	15
Minority Total	216	231	242	265	246	224
White/Unknown	1,230	1,272	1,429	1,426	1,337	1,196
International	108	100	87	54	41	28
Total (Headcount) Graduate Enrollment	1,554	1,603	1,758	1,745	1,624	1,448

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



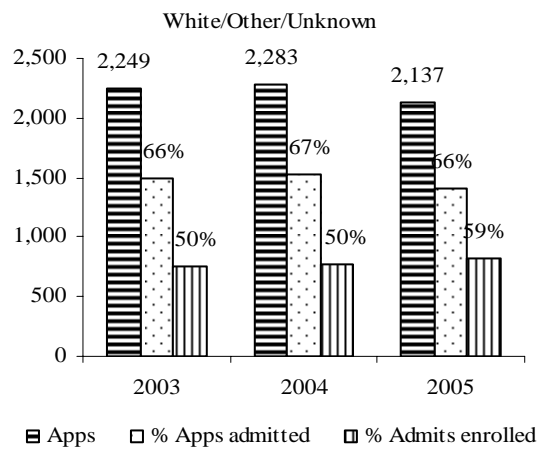
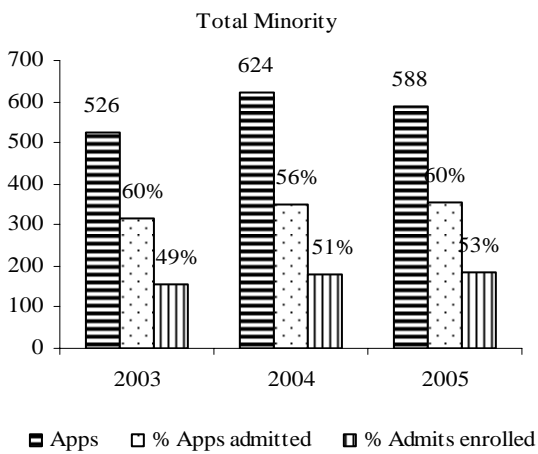
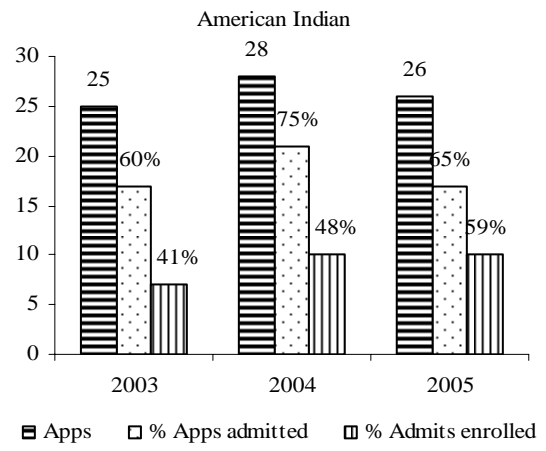
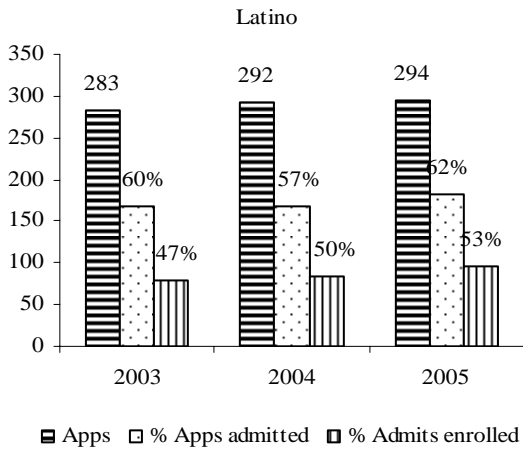
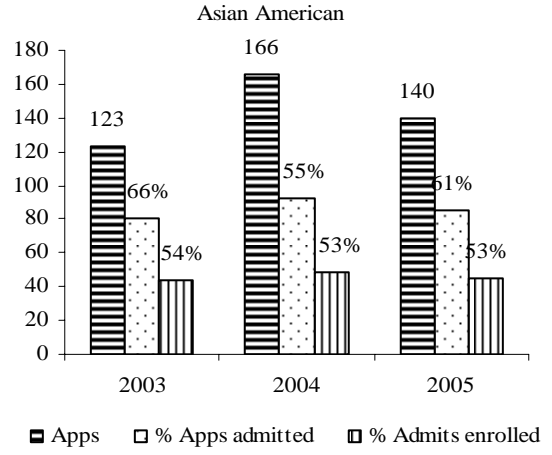
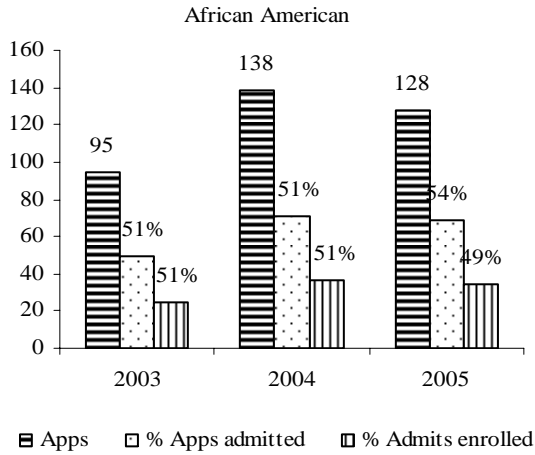
	2000	2001	2002	2003	2004	2005
Minority Degrees Awarded as a % of Total Baccalaureate Degrees Awarded	17.9%	18.8%	18.1%	17.8%	16.9%	14.7%
Asian American	41	54	41	50	51	44
African American	18	36	39	28	36	33
Latino	65	50	72	76	65	68
American Indian	6	5	9	10	15	12
Minority Total	130	145	161	164	167	157
White/Unknown	587	623	724	755	816	904
International	9	3	4	3	4	4
Total Baccalaureate Degrees Awarded	726	771	889	922	987	1,065

**University of Colorado at Colorado Springs
 All Degrees Awarded by Ethnicity
 FY 2005**



	Bachelors	Masters	Doctoral	Total
Asian American	44	19	0	63
African American	33	18	0	51
Latino	68	27	0	95
American Indian	12	3	0	15
Minority Total	157	67	0	224
White/Unknown	904	475	7	1,386
International	4	6	0	10
Total	1,065	548	7	1,620

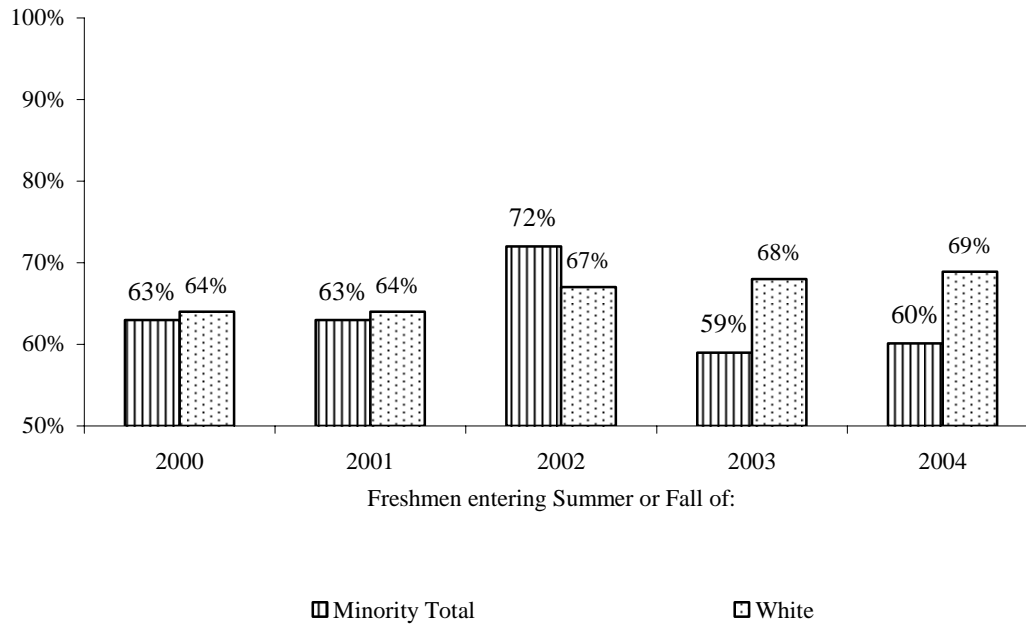
**University of Colorado at Colorado Springs
 Resident Freshman Applications, Acceptances, and Enrollments
 By Ethnicity, 2003, 2004, 2005**



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

	First-Time Freshmen entering Summer/Fall of:					Percent enrolled in subsequent Fall of First-Time Freshmen entering:				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
Asian American	44	50	43	45	49	73%	60%	72%	60%	55%
African American	28	15	26	26	38	52%	73%	77%	50%	55%
Latino	59	61	66	82	91	60%	59%	73%	62%	64%
American Indian	8	7	6	7	10	75%	100%	50%	43%	70%
Minority Total	139	133	141	160	188	63%	63%	72%	59%	60%
White	593	558	670	717	765	64%	64%	67%	68%	69%
Other/Unknown	35	34	34	41	31	57%	65%	79%	66%	45%
International	4	5	6	4	2	75%	60%	83%	100%	100%
All	771	730	851	922	986	63%	64%	68%	66%	67%

Freshman Retention Rates



FACULTY

1. SUMMARY ON CAMPUS STRATEGIC PLAN FOR DIVERSITY

Office of Academic Diversity

In 2005, UCCS created the Office of Academic Diversity to enhance the goals and objectives for diversity. The Executive Director of Academic Diversity (EDAD) reports to the Vice Chancellor of Academic Affairs and serves on the Chancellor's Strategy Team. The EDAD is responsible for promoting the diversification of faculty and staff through recruitment and retention programs. Additional responsibilities include:

- developing and facilitating access to a search database for all faculty and selected professional exempt staff;
- offering training to search committees;
- ensuring serious efforts to recruit and hire diverse candidates;
- monitoring the campus climate for diversity; and
- collaborating with the Faculty Minority Affairs Committee in its initiative to promote diverse faculty and staff hires

The EDAD serves *ex-officio* on various committees related to equity and diversity and represents the campus in various settings on diversity issues. The EDAD also assists the Ethnic Studies and Women's Studies faculty and staff with campus programming and conferences and may teach courses pertaining to gender, race, and diversity.

The Faculty Minority Affairs Committee (Faculty MAC) has implemented a program to promote the recruitment and retention of diverse faculty at UCCS. This program is designed to support deans, department chairs, and search committees in their efforts to diversity faculty and staff with temporary financial support, assist with recruiting, and provide consultation throughout the search and final selection process. The committee showcases success stories that relate to campus activities and programming to enhancing diversity.

The responsibilities of the Deans Council in The Seven-Year Growth Plan include developing strategies for fiscal years 2006-2012 to address tenure-track faculty positions, staff positions to support a growing campus, new programs in critical areas, and additional capital infrastructure to serve the educational community. The council also addresses the diversification of the faculty and staff through development of a hiring plan. The Office of the Vice Chancellor for Academic Affairs reviews retirement vacancies to identify areas to target for future hires.

2. FACULTY DATA HIGHLIGHTS

Tenured-Tenure Track and Non-Tenured Track Faculty Fourteen percent of 200 faculty tenure track positions are held by minorities; 11 % of the 132 non-tenure track positions are held by minorities. Women hold 36% of the 200 tenure track positions, and 67% of the 132 non-tenure track positions.

3. NEW AND ONGOING INITIATIVES AND PROGRAMS

Diversity and Excellence Grant

The UCCS College of Education received a grant from this fund for a symposium addressing both campus and community needs as they relate to cultural relevancy. These grants of up to \$5,000 are designed to provide assistance for projects initiated by faculty and /or staff to promote diversity and inclusion. These grants include research support for early-career faculty, research colloquia that highlight multicultural scholarship, and efforts to expand and/or integrate cultural competency into courses, curricula, or departments.

Educating the Campus Community

The EDAD makes available to the vice chancellors, deans and search committees employee demographics data for faculty and staff according to gender, race, ethnicity and nationality. This information is used in search committee training, institutional reports, information sessions, new employee orientations, and recruitment goals. Such an approach creates a shared understanding of university diversity policies and the institution's recruitment plans for increasing the number of diversity hires. This ongoing education effort promotes a culture that values and respects diversity in the workplace as a part of the university's commitment to excellence in learning. The annual diversity report and the work of the Faculty MAC on activities for the recruitment and retention of a diverse campus also serve to educate the campus community about diversity.

National Conferences

In 2005 the Women's Studies and Ethnic Studies programs launched *The Matrix: Center for the Advancement of Social Equity and Inclusion*. The center focuses on intersections of gender, race/ethnicity, and sexuality, along with dimensions of inequality. Activities include extra-curricular programming such as conferences, workshops, film series, visiting lectures and the Rosa Parks and Cesar Chavez Student Scholarship Competitions. The center operates with advisory boards that include various constituencies and external linkages throughout the city of Colorado Springs and surrounding cities.

The Knapsack Institute provides educators with a framework for teaching about privilege and oppression, and it serves as a forum for sharing ideas, strategies and hands-on activities for the classroom. This year for the first time the institute included participants from across the nation. Another national conference, the White Privilege Conference (WPC) is being planned for 2007 at UCCS. Now in its seventh year of operation, the WPC features national and international experts who speak on all aspects of privilege.

National Curriculum Project: Freedom's Song

In February 2006 the College of Education, under the leadership of the Dean LaVonne Neal, launched a national curriculum project, **Freedom's Song: 100 Years of African American Struggle and Triumph**. Faculty members in the College of Education developed curricular modules for each decade of the twentieth century. This curriculum includes lesson plans and DVD's which will be available nationally free of charge for use in K-12 classrooms. Freedom's Song is sponsored by the Association for the Study of African American Life and History through funding provided by the Farmer's Insurance Group. During the spring semester of 2006, UCCS and Pikes Peak Community College (PPCC) are partnering to present ten curriculum modules that extend the reach of Freedom's Song to the postsecondary education community. Faculty and administrators from both institutions, including the chancellor of UCCS and the president of PPCC, are presenting these in the form of weekly lectures.

Training

The EDAD has instituted training sessions for search committees pertinent to faculty and professional exempt positions. Beginning in August 2006, the EDAD will give a presentation about diversity to the New Employee Orientation programs that occur periodically throughout the year. Additional training sessions are being offered to the faculty and staff by the EDAD in collaboration with the Office of Sponsored Programs to encourage grant writing related to interdisciplinary collaborations, scholarship, social issues for targeted populations, and outreach to communities of color.

Reporting Systems

The campus is in the early stages of creating a system to categorize racial and ethnic identities according to the federal guidelines. Such a system for identifying people from diverse backgrounds will assist the campus in applying for grants, communicating with the media, reaching out to communities, generating campus reports, and fundraising.

4. EFFECTIVENESS OF INITIATIVES AND PROGRAMS

- A total of 39 participants attended The Knapsack Institute, 14 from UCCS and the remaining from across the country (e.g. New York, California, Florida, Alabama, North Carolina, Texas).
- Eighteen of the twenty five invited guests attended the organizational board meeting for the Matrix Center for the Advancement of Social Equity and Inclusion.
- One hundred people attended the Women and Politics Leadership Luncheon sponsored by the Women's Studies Program. The keynote speakers were former Colorado Springs Mayor Mary Lou Makepeace and Re. Diana DeGette (D-CO).
- One hundred seventy-five participants attended the Culturally Responsive Teaching and Counseling Symposium sponsored by the College of Education.
- Approximately 80 people attended opening night of Freedom's Song sponsored by the College of Education. The two lectures sponsored by UCCS and Pikes Peak Community College, had 60 and 40 attendees, respectively.
- The Faculty Diversity Reception sponsored by Faculty Minority Affairs Committee had 39 attendees.
- The World AIDS Day sponsored by UCCS and the Black Leadership Forum had more than 65 attendees.

5. GOALS, MEASURES AND ACCOMPLISHMENTS FOR FACULTY DIVERSITY

Recruitment and Retention Strategies

For every new and vacant faculty position, the search committee chair initially meets with the EDAD to develop a recruitment plan that has a strong focus on diversity. The EDAD maintains a data bank of sources for national, local, and regional advertisements. The EDAD works with other relevant campus offices to assist in placing advertisements in publications that will attract a broadly diverse pool of applicants. For example, the Marketing Communications Office assists by exploring and advising about ways to best market these advertisements. Among the strategies for expanding the recruitment and marketing efforts are:

- making use of community outreach to build strategic partnerships for the recruitment and retention of diverse faculty and staff;
- advertising in local and national publications geared to racially and ethnically diverse communities;
- establishing relationships with diverse professionals in the military community and business industry for future hiring possibilities;
- engaging alumni of color and women in recruitment and retention initiatives; and
- using national conferences at UCCS for actively recruiting diverse faculty and staff.

At every stage of the process-- authorization, search committee training, advertising, application and screening, interviewing candidates on campus--the EDAD is fully engaged with the academic units to provide guidance, consultation and support. The EDAD plays a key role by assisting the search committee in broadening the applicant pool..

For recruitment and retention of a diverse faculty, UCCS partners with the Pikes Peak region to insure that the candidate or faculty member senses a welcoming community. There are a variety of organizations and events in the Pikes Peak region that serve to communicate this sense of community. A partial list includes:

- African American Voice Diversity Brunch;
- AISES (American Indian Science and Engineering Society) Film Native American Heritage Month;
- Cinco de Mayo Celebration;
- Collaborations with the Engineering and Applied Science Office of Student Support Minority Support Program;
- Delta Sigma Theta Founders Day;
- El Pomar Emerging Leadership Multicultural Youth Program;
- Juneteenth Celebration;
- El Pomar Foundation, Penrose Chinese Reception;
- World Aids Day--Black Leadership Forum;
- Denver Indian Family Resource Center: Fifth Anniversary;
- Hispanic Chamber of Commerce Gala;
- Latin American Education Fund Gala (LAEF); and
- Martin Luther King Luncheon.

Pipeline Programs

Colorado Springs Diversity Forum: The mission of CSDF is to enhance and maintain a “thriving culture for diversity” in the city. This forum comprises professionals who create opportunities for citizens to appreciate the rich diversity of Colorado Springs. Those involved in this mission come from varied educational, political, and business backgrounds, including the profit and non-profit sectors. The forum educates members about how their companies and organizations can contribute to the advancement of diversity. CSDF contributes to the philosophies and practices of diversity through cultural and ethnic programming, scholarly endeavors, community developments, and city initiatives.

Hip Hop Television Show: Titled “It’s Like This: What Youth Culture Has To Say,” this program is supported in part by the Pepsi Cola Bottling Company of Colorado Springs. Guests on the show are members of the UCCS community including alumni. Activist, artists, and young people from neighboring communities are also invited to participate in the production. The shows are broadcast over the Colorado Springs cable network and are a part of the Kraemer Family Library Collection.

DELTA Team: UCCS staff members participate in a model for “community inclusiveness” through the sponsorship of Colorado Springs Utilities. The goal of this organization is to involve members of various organizations in surrounding communities in cultural events, diversity planning, and holiday celebrations as a means for valuing diversity.

Climate Survey Data

The climate survey is not available at this time. UCCS is scheduled to participate in the UCLA Higher Education Research Institute’s Faculty Survey in 2007.

6. PROFESSIONAL DEVELOPMENT OPPORTUNITIES

The university engages in a number of professional development activities and programs targeted to enhancing the understanding of diversity on the part of faculty and staff targeted. These programs provide opportunities for faculty and staff to hear nationally known speakers and to gain experience in making presentations about topics related to diversity in their fields. Examples of these initiatives include:

- a web conference on best practices in recruiting and retaining diverse faculty;
- a faculty retreat on classroom civility;
- faculty and student presentations at a Colorado Writing Tutors Conference: “Connections with Deaf Writers”;
- a symposium organized by the College of Education on “Culturally Responsive Teaching and Counseling”;
- academic leadership retreats on hiring and retaining diverse faculty
- a national conference on “Leadership in the 21st Century: Reflections on Diversity, Discovery, and Change”

The university also has a number of boards and committees that engage in a variety of activities that benefit the campus and that also serve as means of professional development for faculty and staff. Examples are:

- Campus Climate Response Committee;
- Diversity Alliance Committee (DAC);
- Diversity Summit Follow-up Committee;
- Ethnic Studies Faculty Advisory Board;
- International Student Committee;
- PDAC and Diversity Officers (system wide);
- White Privilege National Conference Organizational Meeting (Matrix Center);
- Women’s Studies Faculty Advisory Board; and
- Women’s Faculty Committee

7. EXIT INTERVIEW RESULT/COMMENTS

The university recognizes the need to nourish an institutional culture that values appointing and retain a diverse faculty and staff. We are working to employ exit interviews as one means of “probing and prompting” to identify why diverse employees choose to come to UCCS, why they leave, what UCCS does well in recruiting and retaining a diverse faculty, and where we need improvement. We take seriously the challenge to identify those equity issues that affect the quality of life of our employees as professionals and individuals. The EDAD will develop and execute an exit interview process to achieve these ends.

STAFF

1. SUMMARY ON CAMPUS STRATEGIC PLAN FOR DIVERSITY

The Diversity Alliance Committee (DAC) promotes and organizes programs and activities that are related to diversity across the UCCS campus. This committee comprises the Coordinator of Student Multicultural Affairs, the Director of Student Support for Engineering and Science, the Director of Student Engagement, the Coordinator for Graduate Recruitment, and the Director of Career Placement and Undergraduate Programs. Other campus representatives include colleagues from Campus Life and the Student Government. All professionals that promote diversity across the campus are invited to attend these meetings. For the second year, DAC has been a recipient of the Diversity and Excellence Grant. UCCS and the University of Colorado at Boulder will use this award for a diversity leadership workshop that involves students.

The Presidents' Diversity Advisory Committee (PDAC) is crafting a document to address staff development issues, implementation strategies, and goals that can enhance professional development opportunities for staff in across the Colorado University system.

2. DATA HIGHLIGHTS

Officers Minorities are employed in 14% of the 14 university officer positions; 36% are held by women.

Administrators Minorities hold 9% of the 35 administrative positions. Women are in 71% of these positions.

Classified & Professional Exempt Thirteen percent of the 220 classified and professional exempt positions are minorities; women are in 61% of these positions.

Secretarial/Clerical Sixteen percent of the 80 secretarial/clerical positions are held by minorities; 74 % of these positions are held by women.

Technical Sixteen percent of 25 technical positions are held by minorities; 32% of these positions are held by women.

Skilled Crafts Twenty percent of the 15 skilled crafts positions are minorities; and 13% are women.

Service/Maintenance Fifty percent of the 36 service/maintenance positions are minorities; 25% are women.

For the remaining elements of the report outline--**New and Ongoing Initiatives and Programs; Effectiveness of Initiatives and Programs; Goals, Measures and Accomplishments for Staff Diversity; Climate Survey Data; and Professional Development Opportunities**--the university's efforts are very similar for staff as well as faculty. Thus the reader is referred to these portions of the Faculty section for information pertinent to these topics.

New Hires

Position & Gender	Asian	Hispanic	Black
Faculty			
Women	2		
Men		2	
Administrative (Director/Dean)			
Women			2
Men			
Administrative (Adjunct)			
Women		1	
Men			
Research Faculty			
Women		1	
Men			

Applicant Pool

Position	Department	Applicants	Women	Men	Minorities	Minorities Interviewed	Interviewed
Exec. Director for Academic Diversity	VCAA	31	13	18	3	3	3
Dean of the College of Education	College of Education	34	11	23	5	1	3
Assistant Professor	Communications	12	5	7	0	0	1
Assistant Professor	GES	54	19	35	0	0	4
Interim Director Teacher Education	College of Education	10	6	4	1	0	1
Director Undergraduate Programs	College of Business	59	27	32	0	0	5
Sustainability Officer	Facilities	4	3	1	1	1	2
Director of Community Relations/Exe LAS	LAS	39	28	11	1	0	6
Director of Student Health Center	Dean of Students	11	10	1	1	0	2
Executive Assistant to the Dean Business	College of Business	67	62	5	9	1	5
Graduate Student Recruitment Coordinator	Graduate School	6	5	1	2	0	2
Senior Research Associate	Physics	138	5	133	71	0	2
Facilities Manager	Facilities	5	0	5	1	1	5
Director of NISSC	VCAA	7	0	0	0	0	2
Director of Small Business Development	College of Business	141	40	101	9	0	3
Instructor	Philosophy	10	0	1	0	0	1
Staff Therapist	Counseling Center	33	28	5	4	0	2
Assist Director Student Recruitment	VCSS	54	40	14	3	1	3
El Pomar Chair of Entrepreneurial Fin	College of Business	29	1	28	1	0	1
El Pomar Chair of Engineering	EAS	62	2	60	9	0	3
GRAND TOTAL		816	311	489	122	8	58

REFERENCES

Applicants in Pool and Faculty Hire Ethnicity Report. UCCS Personnel Office. (Spring 2006).

Diversity Report Data. UCCS Office of Institutional Research. (Fall 2005).

UCCS Blue Ribbon Commission Organizational Committee. (Spring 2006).

UCCS Presentation to the CCHE Taskforce on Minority Success. (October 3, 2005).

UCCS Self Study for Accreditation with the Higher Learning Commission of the North Central Association of Colleges and Schools. (Spring 2006).

University of Colorado at Colorado Springs
Faculty Diversity Profile
All Schools and Colleges, Fall 2005

	Total	Female	Pct.	Male	Pct.	Minority	Pct.	African American	American Indian	Asian American	Latino	Inter-national*
Regular Instructional Faculty	332	161	48%	171	52%	42	13%	7	3	14	18	0
<i>Tenured/Tenure Track</i>	200	72	36%	128	64%	28	14%	3	1	14	10	0
Full Professor	81	16	20%	65	80%	10	12%	1	0	7	2	0
Associate Professor	62	25	40%	37	60%	7	11%	2	0	2	3	0
Assistant Professor	57	31	54%	26	46%	11	19%	0	1	5	5	0
<i>Non-Tenure Track</i>	132	89	67%	43	33%	14	11%	4	2	0	8	0
Instructor/ Sr. Instructor	132	89	48%	43	33%	14	11%	4	2	0	8	0
<i>Tenured</i>	143	41	29%	102	71%	17	12%	3	0	9	5	0
Full Professor	81	16	20%	65	80%	10	12%	1	0	7	2	0
Associate Professor	62	25	40%	37	60%	7	11%	2	0	2	3	0
Assistant Professor	0	0	--	0	--	0	--	0	0	0	0	0
Administrative**	60	26	43%	34	57%	7	12%	2	0	2	3	0
Asst/Assoc/Dean/Chanc	21	9	43%	12	57%	2	10%	1	0	1	0	0
Dept. Chair/Directors	39	17	44%	22	56%	5	13%	1	0	1	3	0
Academic Staff	203	105	52%	98	48%	18	9%	4	1	5	8	0
Lecturers	163	79	48%	84	52%	16	10%	4	1	4	7	0
Adjunct/Visiting Profs	4	2	50%	2	50%	1	25%	0	0	0	1	0
Researcher	36	24	67%	12	33%	2	6%	0	0	1	1	0

*International faculty and those with no race/ethnicity on record are included in non-minority totals.

**Persons in the Asst/Assoc/Dean/Chanc category are not counted elsewhere, but Dept Chairs/Directors are included among faculty.

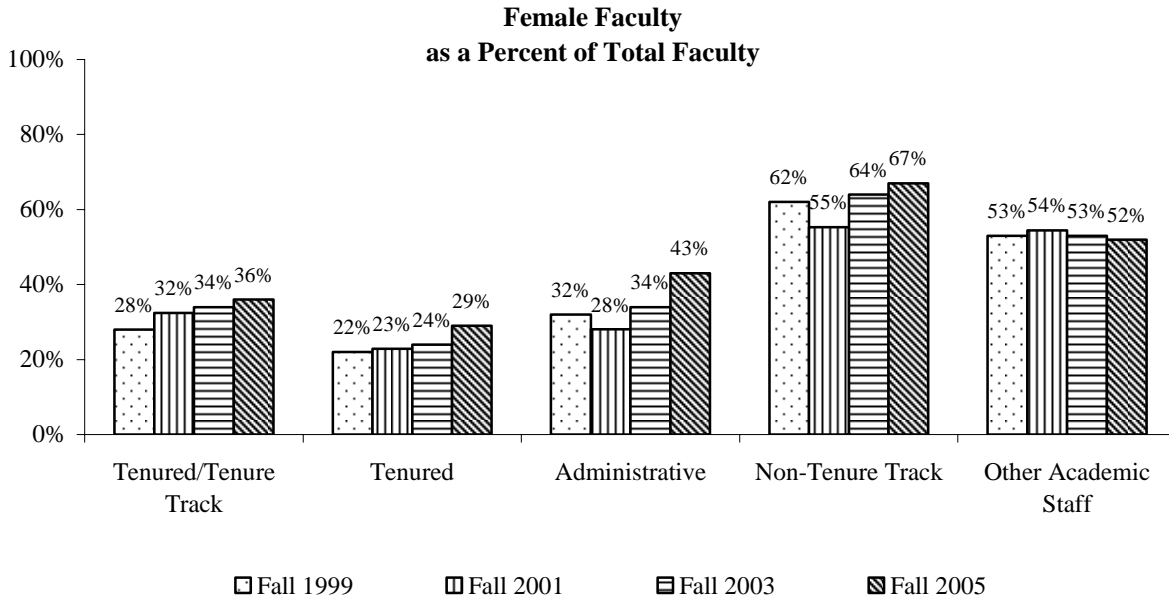
**University of Colorado at Colorado Springs
Faculty Diversity Profile, Gender by Ethnicity
All Schools and Colleges, Fall 2005**

Category	Total	Asian American			African American			Latino			American Indian			White			Did Not Disclose/ Unknown		
		F	M	% Female	F	M	% Female	F	M	% Female	F	M	% Female	F	M	% Female	F	M	% Female
Regular Instructional Faculty	332	2	12	14%	5	2		11	7	71%	2	1	67%	137	143	49%	4	6	40%
<i>Tenured/Tenure Track</i>	200	2	12	14%	3	0	100%	5	5	50%	1	0	100%	59	108	35%	2	3	40%
Full Professor	81	0	7	0%	1	0	100%	2	0	100%	0	0	--	13	58	18%	0	0	--
Associate Professor	62	1	1	50%	2	0	100%	1	2	33%	0	0	--	21	33	39%	0	1	0%
Assistant Professor	57	1	4	20%	0	0	--	2	3	40%	1	0	100%	25	17	60%	2	2	50%
<i>Non-Tenure Track</i>																			
Instructor/ Sr. Instructor	132	0	0	--	2	2	50%	6	2	75%	1	1	50%	78	35	69%	2	3	40%
<i>Tenured</i>	143	1	8	11%	3	0	100%	3	2	60%	0	0	--	34	91	27%	0	1	0%
Full Professor	81	0	7	0%	1	0	100%	2	0	100%	0	0	--	13	58	18%	0	0	--
Associate Professor	62	1	1	50%	2	0	100%	1	2	33%	0	0	--	21	33	39%	0	1	0%
Assistant Professor	0	0	0	--	0	0	--	0	0	--	0	0	--	0	0	--	0	0	--
Administrative	60	0	2	0%	2	0	100%	1	2	33%	0	0	--	23	30	43%	0	0	--
Asst/Assoc/Dean/Chanc	21	0	1	0%	1	0	100%	0	0	--	0	0	--	8	11	42%	0	0	--
Dept. Chair/Directors	39	0	1	0%	1	0	100%	1	2	33%	0	0	--	15	19	44%	0	0	--
Academic Staff	203	4	1	80%	2	2	50%	5	3	63%	0	1	0%	85	82	51%	0	0	--
Lecturer	163	4	0	100%	2	2	50%	4	3	57%	0	1	0%	61	69	47%	0	0	--
Adjunct/Visiting Profs	4	0	0	--	0	0	--	1	0	100%	0	0	--	1	2	33%	0	0	--
Researcher	36	0	1	0%	0	0	--	1	0	100%	0	0	--	23	11	68%	0	0	--

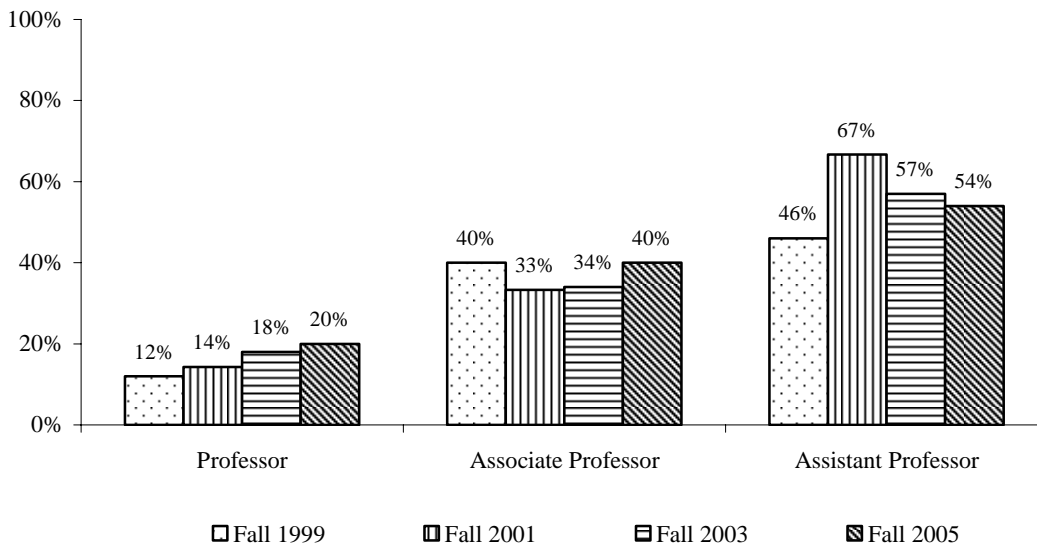
*International faculty and those with no race/ethnicity on record are included in non-minority totals.

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

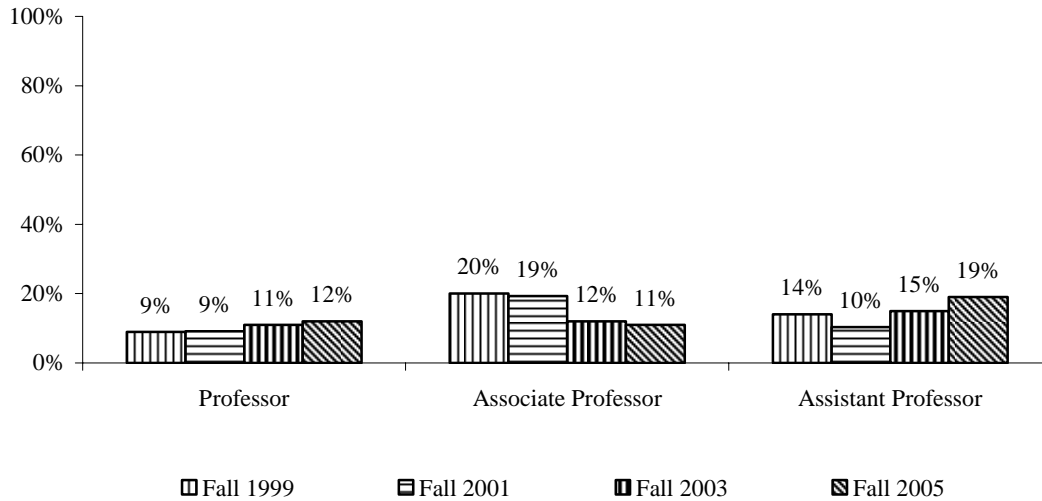


**Female Tenured/Tenure-Track Faculty
 as a Percent of Total Tenured/Tenure-Track Faculty**

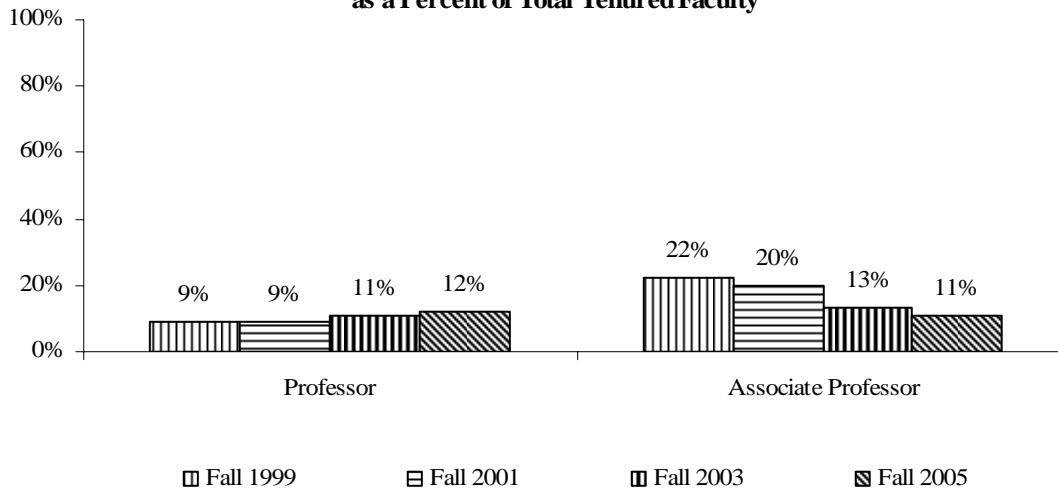


**University of Colorado at Colorado Springs
 Faculty Diversity Profile**

**Minority Tenured/Tenure Track Faculty
 as a Percent of Total Tenured/Tenure Track Faculty**



**Minority Tenured Faculty
 as a Percent of Total Tenured Faculty**

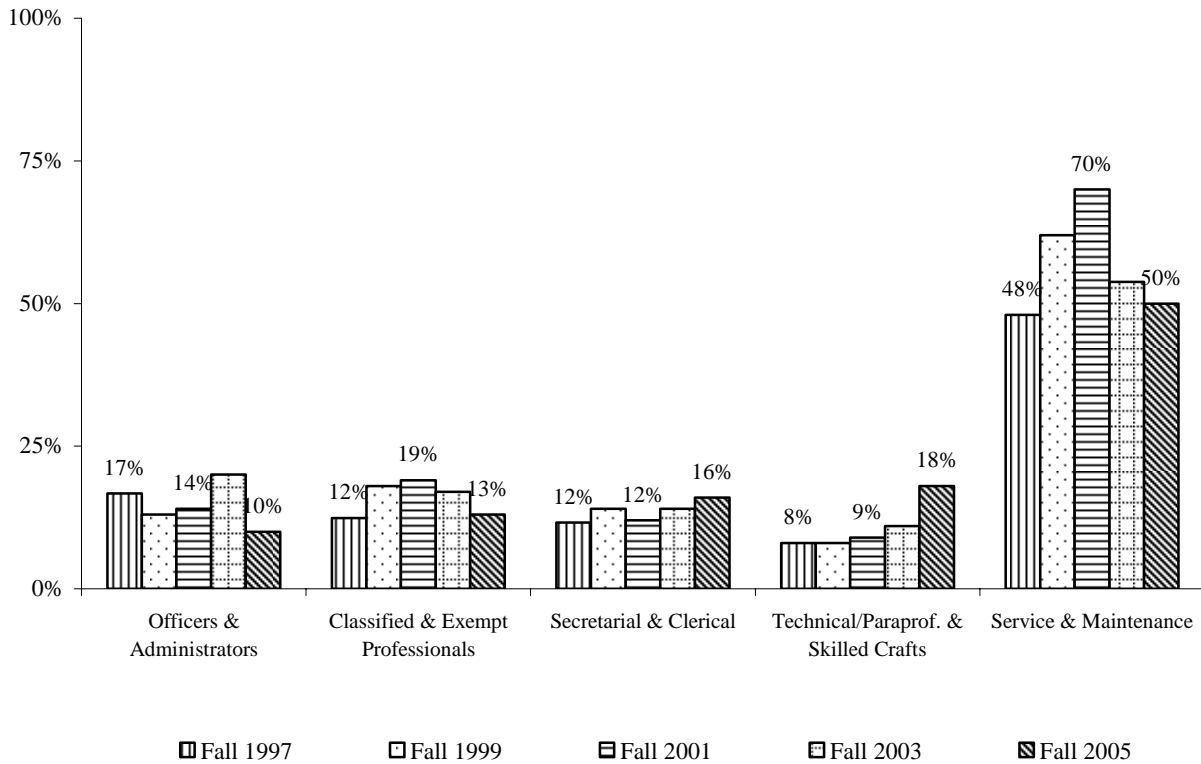


**University of Colorado at Colorado Springs
 Staff Diversity Profile, Fall 2005**

Category	Female		Male		Minority		Ethnicity					
	Total	#	Pct.	#	Pct.	#	Pct.	African American	American Indian	Asian American	Latino	Inter-national
TOTAL	425	243	57%	182	43%	72	17%	20	2	6	44	0
Officer	14	5	36%	9	64%	2	14%	1	0	1	0	0
Administrator	35	25	71%	10	29%	3	9%	1	0	0	2	0
Professional (Classified & Exempt)	220	135	61%	85	39%	29	13%	5	1	5	18	0
Secretarial/Clerical	80	59	74%	21	26%	13	16%	2	0	0	11	0
Technical	25	8	32%	17	68%	4	16%	3	1	0	0	0
Skilled Crafts	15	2	13%	13	87%	3	20%	0	0	0	3	0
Service/Maintenance	36	9	25%	27	75%	18	50%	8	0	0	10	0

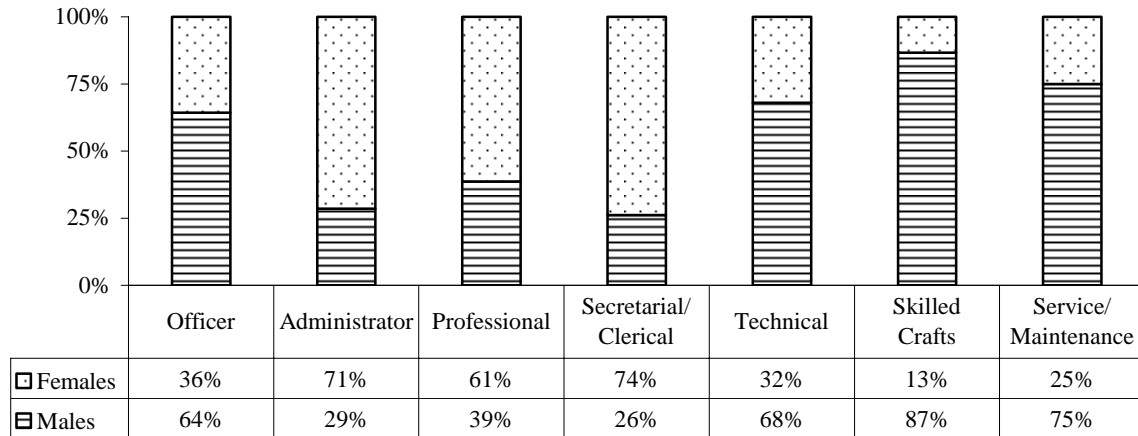
University of Colorado at Colorado Springs Staff Diversity Profile

Percent Ethnic Minority by Occupational Category

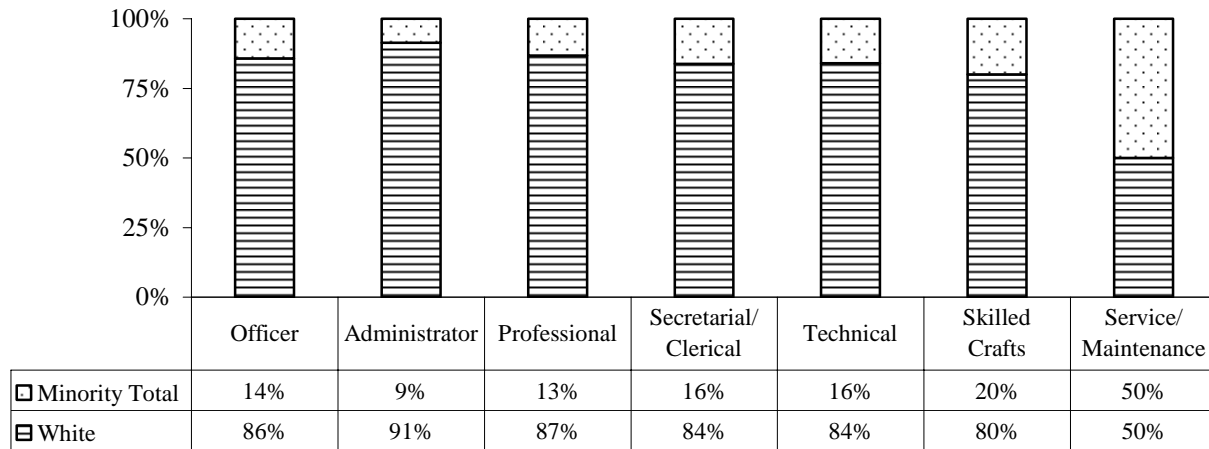


**University of Colorado at Colorado Springs
 Staff Diversity Profile**

Occupational Categories by Gender, 2005-06



Occupational Categories by Ethnicity, 2005-06



Minority Breakdown	Officer	Administrator	Professional	Secretarial/ Clerical	Technical	Skilled Crafts	Service/ Maintenance
African American	7%	3%	2%	3%	12%	0%	22%
Asian American	7%	0%	2%	0%	0%	0%	0%
Latino	0%	6%	8%	14%	0%	20%	28%
American Indian	0%	0%	0%	0%	4%	0%	0%

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