



**University-wide Committee on Diversity
2003-2004 Report to the Board of Regents
April 23, 2004**

Preface

The 1993 Report of the Regents Committee on Minority Affairs stated the following, "The very foundation and tradition of the university is built up on diversity. It is diversity of thought and the free exchange of that thought that illuminate the path toward creativity, discovery and enlightenment. And yet, within our own university community, the path remains partially shrouded by shadows of intolerance, prejudice and inequity."

Beginning in 1993, the Board of Regents approved the report of the Regents Committee on Minority Affairs, thereby enacting the goals recommended by the committee. The goals called for a commitment to the value of diversity by all members of the University community, accountability to measure progress in achieving the goals, recruitment and retention efforts designed to achieve multicultural representation among faculty, staff, students, and administration, a climate on all the campuses that is conducive to the success of all peoples, diversity in the curriculum, and a promotion of awareness and sensitivity through campus programs and activities both in and out of the classroom setting.

The University-wide Committee on Diversity, composed of representatives from all four campuses – UNL, UNK, UNO and UNMC, met on a monthly basis to share ideas, assess progress and to develop recommendations aligned with the 1993 Regents' Minority Affairs Goals and Strategies for presentation to the Board of Regents. Members of the committee recognized the need to standardize the format of this annual report in order to ensure uniform measures of progress and consistent updates on the goals from year to year. While each campus has a specific process for the creation and approval of its report, committee members agreed uniformity has merit for an accurate view of system-wide accomplishments. The committee selected Goals 3 and 4 of the Regents' Minority Affairs Goals and Strategies in order to assess progress in the areas of recruitment, retention, and creation of a climate of inclusion for students, faculty and staff. This report will first, highlight progress and challenges for each campus in the identified areas; second, provide campus specific recommendations; and finally offer overall recommendations for the continued assessment of system-wide accomplishments and progress.

The 2002-2004 University-wide Committee on Diversity members are: Miguel Carranza (UNL), Linda Crump (UNL), Valda Ford (UNMC), Jane Harris (UNMC), Claude Louishomme (UNK), Bryan Samuel (UNK), Merry Ellen Turner, and (UNO) Ethel Williams (UNO). During the term of this committee Dr. Shari Clarke concluded her tenure with the University of Nebraska to assume the position of Vice President for Student Affairs at Mansfield University and Dr. Denise Maybank was named Associate to the President.

University of Nebraska-Lincoln 2003-04 Diversity Report

This report has been prepared by Miguel Carranza and Linda Crump of the University of Nebraska-Lincoln (UNL) as a part of the University-Wide Diversity Committee 2003-04 Report to the Board of Regents. This report focuses on progress related to the Regents' Goals #3 and #4 of the Regents' Goals and Strategies for Minority Affairs. IPEDS data by race/ethnicity for faculty, staff and students has been used to track trends from 1995 through 2003. Student retention data and graduation data by race/ethnicity has also been included by cohorts for the years 1995, 1997 and 2000. This report includes: 1) a review of minority representation among the populations of faculty, staff and students, 2) a review of progress and strategies to address campus climate, and 3) a list of recommendations.

Executive Summary

Modest progress has been made from 1995 to 2003 in the *recruitment* of minority faculty, staff and students to our campus. It is less clear how much progress has been made with regard to *retention*. Recruitment and retention must go hand-in-hand for efforts to be successful and long lasting. Many campus units have made significant efforts to recruit and retain diverse faculty, staff and students; some have been relatively successful.

- UNL's minority tenure and tenure-track faculty numbers have increased by 36 from 1995 to 2003. In 1995, members of minority groups made up 7.7 percent of the faculty; that percentage has increased to 12.3 percent.
- The numbers are less favorable among non-tenure track and part-time faculty, showing an increase during the same period of one FTE and a slight decrease in percentage of total within that group.
- UNL made significant gains in minority representation in managerial/professional staff, moving from 87 to 138 between 1995 and 2003. In 1995, minorities made up 5.6 percent of the total population, and 7.2 percent in 2003.
- There has been a significant decrease in office/service staff on campus. The minority representation among office/service staff decreased from 183 to 134. However, the percentage of minority staff increased from 5.4% in 1995 to 6.2% in 2003.
- The numbers for graduate and professional students reflected a modest increase from 311 to 369 between 1995 and 2003.
- In 1995, 1,084 undergraduate minority students attended UNL; that number rose to 1,267 by 2003. In 1995 the minority student enrollment was 5.6 percent of the student population and in 2003 the percentage was 7.1.

A strategy is being proposed to document the successful campus efforts to create best practice models to enable units to replicate the elements appropriate to their departments. It is also important that such efforts be sustained over time. UNL cannot be content with being at the median of our peer institutions; rather, our campus should raise our aspirations for diversity higher and our expectations will follow.

Regents' Goal #3: Establish effective methods of recruitment and retention designed to achieve multicultural representation among faculty, staff, students and administration.

Faculty

Table 1 – Full-Time Tenure/Tenure Track Faculty by Race/Ethnicity, 1995-2003

Race/Ethnicity	1995		1997		1999		2001		2003	
	#	%	#	%	#	%	#	%	#	%
Asian	50	4.7	55	5.3	56	5.3	55	5.5	61	6.4
Black	11	1.0	14	1.3	17	1.7	26	2.6	22	2.3
Hispanic	17	1.6	18	1.7	20	2.0	29	2.9	30	3.1
Native American	4	0.4	4	0.4	5	0.5	5	0.5	5	0.5
Sub-total	82	7.7	91	8.7	98	9.6	115	11.4	118	12.3
Non-resident Alien	6	0.6	12	1.1	24	2.3	27	2.7	27	2.8
Unknown	-	0.0	-	0.0	-	0.0	-	0.0	-	0.0
White	983	91.8	942	90.1	900	88.1	863	85.9	815	84.9
Total	1,071	100	1,045	100	1,022	100	1,005	100	960	100

Source: IPEDS Staff Survey

The overall trend indicates that UNL has made some progress in recruiting faculty historically underrepresented in higher education institutions. While the overall total number of full-time tenure/tenure track faculty has decreased from 1995 to 2003, the number of minority faculty has increased slightly. Numbers for Native American faculty have remained flat for this same period of time, and the greatest progress was made in the recruitment of Black and Hispanic faculty in 2001. In 2003 there was a significant increase in the number of Asian faculty but during that same year there was a slight decline in the total number of Black faculty. The number of Hispanic and Native American faculty was virtually unchanged during that same time period.

Table 2 - Full-Time Non-Tenure and Part-Time Faculty by Race/Ethnicity, 1995-2003

Race/Ethnicity	1995				1997				1999				2001				2003			
	FT	PT	Total	%	FT	PT	Total	%	FT	PT	Total	%	FT	PT	Total	%	FT	PT	Total	%
Asian	29	7	36	4.6	23	4	27	3.4	15	8	23	2.8	18	7	25	2.7	15	8	23	2.5
Black	3	2	5	0.6	7	4	11	1.4	1	2	3	0.4	7	6	13	1.4	7	5	12	1.3
Hispanic	5	6	11	1.4	7	4	11	1.4	7	3	10	1.2	7	3	10	1.1	12	4	16	1.8
Native American	2	1	3	0.4	-	4	4	0.5	1	2	3	0.4	1	1	2	0.2	2	3	5	0.6
Sub-total	39	16	55	7.0	37	16	53	6.7	24	15	39	4.7	33	17	50	5.4	36	20	56	6.2
Non-resident Alien	68	22	90	11.5	59	21	80	10.1	63	55	118	14.3	110	13	123	13.2	150	5	155	17.1
Unknown	-	-	-	0.0	-	-	-	0.0	-	-	-	0.0	-	1	1	0.2	-	-	-	0.0
White	327	309	636	81.4	338	320	658	83.2	341	328	669	81.0	363	393	756	81.3	325	370	695	76.7
Total	434	347	781	100	434	357	791	100	428	398	826	100	506	424	930	100	511	395	906	100

Source: IPEDS Staff Survey; FT=fulltime, PT= part-time

In the area of full-time non-tenure track and part-time faculty, overall there has been a slight increase from 1995 to 2003. Asian faculty numbers reflect a decline for this period, whereas Black and Hispanic faculty have increased slightly. Native American faculty numbers have remained relatively the same. The most significant increase during this time period is the non-resident alien full-time non-tenure track category; in 2003 this category comprises approximately 30% of the full-time non-tenure track faculty at UNL.

There are many factors that contribute to UNL's success or lack of success in recruiting and retaining minority faculty members. Under the leadership of the senior administrators on campus and with resources from Central Administration and the State Legislature, our campus was able to show positive growth trends beginning in 1997.

However, budget cuts and availability of diverse applicants have not enabled us to maintain the kind of progress that culminated in our strong numbers for 2001. Budget cuts resulted in shutting down many searches in order to meet the severe cuts to higher education and this resulted in fewer opportunities to recruit a diverse workforce. Many searches driven by UNL

academic priorities that were able to go forward were in areas where the potential pool of candidates is not very diverse. UNL is involved in programs to help increase the pipeline of future diverse faculty through efforts to increase the number of minority graduate students in a broad spectrum of disciplines. We are also working with Historically Black Colleges and Universities (HBCUs) and those Hispanic-Serving Institutions (HSIs) that graduate significant numbers of Latino students. Programs are in place with some of the tribal colleges to encourage Native American students to pursue graduate education.

During the current recruitment cycle some college deans are proactively working with departmental chairs in the exploration of recruiting diverse faculty to our campus. UNL has had some success in diversifying the faculty through joint appointments with the Institute for Ethnic Studies and various disciplines. The Institute for Ethnic Studies has taken a lead role in the identification of highly qualified candidates to recruit to the campus. The University Libraries has created a new position for a Diversity Librarian. The Chancellor's office has reassigned a faculty member's appointment to work half-time with deans and department chairs on their diversity recruitment and retention efforts. Dr. M. Colleen Jones is serving as a Special Assistant to the Chancellor to work on these efforts.

Traditional methods of training search committees, advertising in minority publications or in population areas with significant minority populations, networking, using directories of minority graduates, contacting minority associations within disciplines, and inclusive language in advertisements are a standard part of our recruitment efforts. Search committees are required to document their efforts to recruit a diverse pool of applicants. Some search committees and departments have developed very effective methods; some committees and departments are still struggling to find a mechanism that will bring meaningful results; and other committees and departments have not shown any proactive efforts. This documentation will assist Dr. Jones in her efforts to determine some 'best practices' that can be shared with departments that have not been successful in diversifying their faculty.

Retention efforts have been a greater challenge to institutionalize. Traditional models of mentoring do not always produce effective results. Part of Dr. Jones' work with deans and chairs will be to explore retention efforts that are more productive and long term. Retention is a very complex issue involving institutional commitment, advancement opportunities, compensation, mentorship opportunities, workplace climate/environment, community issues and personal preferences. There is not a 'one size fits all' solution to retaining faculty members. However, there are efforts that UNL has undertaken to retain faculty members and, thus far, they have shown mixed success. This is an area that is very underdeveloped and should be a primary focus for every administrator, dean, chair, and faculty member as a routine part of their professional development.

Staff

Table 3 – Managerial/Professional Staff by Race/Ethnicity, 1995-2003

Race/Ethnicity	1995				1997				1999				2001				2003			
	FT	PT	Total	%	FT	PT	Total	%	FT	PT	Total	%	FT	PT	Total	%	FT	PT	Total	%
Asian	22	1	23	1.5	28	2	30	1.8	27	6	33	1.8	29	1	30	1.6	49	6	55	2.9
Black	34	5	39	2.5	36	4	40	2.4	35	6	41	2.2	34	6	40	2.2	39	5	44	2.3
Hispanic	14	4	18	1.2	17	2	19	1.1	16	2	18	1.0	18	3	21	1.1	22	3	25	1.3
Native American	6	1	7	0.5	7	-	7	0.4	8	1	9	0.5	10	-	10	0.5	13	1	14	0.7
Sub-total	76	11	87	5.6	88	8	96	5.7	86	15	101	5.4	91	10	101	5.5	123	15	138	7.2
Non-resident Alien	9	2	11	0.7	8	1	9	0.5	19	5	24	1.3	28	6	34	1.8	33	10	43	2.3
Unknown	-	-	-	0.0	-	-	-	0.0	-	-	-	0.0	-	-	-	0.0	-	-	-	0.0
White	1278	167	1445	93.6	1394	193	1587	93.8	1498	240	1738	93.3	1553	162	1715	92.7	1586	138	1724	90.5
Total	1363	180	1543	100	1490	202	1692	100	1603	260	1863	100	1672	178	1850	100	1742	163	1905	100

Source: IPEDS Staff Survey includes “Executive/Administrative/Managerial” and “Other Professionals/Support/Service”
 FT = fulltime, PT = part-time

Recruitment efforts for staff that are historically underrepresented in higher education have not received as much attention and resources as efforts to recruit faculty and students.

Managerial/Professional staffing trends show a recent increase in the total percentage of minorities at UNL. However, the only groups that have shown significant growth are the Asian population and the non-resident aliens. There was a significant increase within these categories from 1995 - 2003. The other groups show a flat trend.

The data regarding upper administrative positions is included within Table 3. When this data is extracted the results reflect no growth. In 1995 there were 10 full-time minority upper administrators on campus and in 2003 the number remained at 10. The percentage has dropped from a high of 5.4% in 1995 to 5.0% in 2003. Beginning in 2000 position reclassifications accounted for moderate growth within this group. IPEDS data does not disaggregate academic administrative positions from other managerial professional positions. Academic leadership positions should be studied to determine the diversity within this important campus population.

Table 4 – Office/Service Staff by Race/Ethnicity, 1995-2003

Race/Ethnicity	1995				1997				1999				2001				2003			
	FT	PT	Total	%	FT	PT	Total	%	FT	PT	Total	%	FT	PT	Total	%	FT	PT	Total	%
Asian	17	15	32	0.9	18	17	35	1.0	19	17	36	1.0	13	8	21	0.9	19	5	24	1.1
Black	42	22	64	1.9	53	16	69	2.1	46	36	82	2.3	55	6	61	2.6	41	6	47	2.2
Hispanic	36	28	64	1.9	41	19	60	1.8	42	29	71	2.0	40	5	45	1.9	44	4	48	2.2
Native American	12	11	23	0.7	13	9	22	0.7	17	7	24	0.7	15	3	18	0.8	13	2	15	0.7
Sub-total	107	76	183	5.4	125	61	186	5.5	124	89	213	6.1	123	22	145	6.2	117	17	134	6.2
Non-resident Alien	3	14	17	0.5	2	14	16	0.5	3	21	24	0.7	6	11	17	0.7	8	9	17	0.8
Unknown	-	-	-	0.0	-	-	-	0.0	-	-	-	0.0	1	1	2	0.1	-	-	-	0.0
White	1937	1268	3205	94.1	1865	1296	3161	94.0	1817	1449	3266	93.2	1814	357	2171	93.0	1762	249	2011	93.0
Total	2047	1358	3405	100	1992	1371	3363	100	1944	1559	3503	100	1944	391	2335	100	1887	275	2162	100

Source: IPEDS Staff Survey included “Clerical and Secretarial,” “Skilled Crafts,” and “Service/Maintenance”
 FT = fulltime, PT = part-time

The trend data shows very little change at the Office/Service rank. This group of employees has been impacted the hardest by budget cuts. The greatest impact at the Office/Service level began in 2001 with a major reduction in the number of part-time staff employed at UNL. In 2003 budget cuts continued to erode the number of Office/Service staff employees, however, while the total number of minority staff has been decreasing, the percentage of minority staff has remained about the same in 2003 when compared to 1999 and 2001 percentages.

The geographic recruitment area for Office/Service staff is predominantly local with a few searches having a regional scope. The current diversity of the geographic area is not reflective of the patterns seen in the diversity of candidate pools. Nebraska has experienced a demographic shift during this same time period but the candidate pools have not been reflective of this shift. The traditional methods of advertising in local newspapers and placing jobs with local Job Service Agencies have not been effective in producing a more diverse pool of candidates.

New efforts need to be explored and some departments are currently contacting various local agencies to boost the diversity of the candidate pool. For example, a new method to be more proactive in recruitment is an effort between one department and the Office of Equity, Access & Diversity Programs. University representatives will go directly to the Malone Community Center, the Indian Center, the Hispanic Community Center and the Asian Community and Cultural Center to bring information about job opportunities at the University and to work with the professionals at those agencies on strategies to diversify our workforce.

As mentioned earlier Nebraska is experiencing a demographic shift and the fastest growing minority population is Hispanics. However, we are not seeing a shift in our applicant pools, which is evidence that we need to increase our recruitment efforts. The geographic recruitment area for Managerial/Professional employees includes local, regional and national targets, especially at the academic administrative ranks. Regional and national trends show that demographic shifts have occurred regionally and nationally while the candidate pools in some searches on campus are reflective of these shifts; other pools have not been very diverse.

Retention issues face the same concerns as those listed for our faculty. Salary competition with the local job market within some disciplines has been a significant factor in attracting a candidate pool with the education and experience we need programmatically. Without adequate financial resources we are finding it more challenging to recruit the type of workforce we need. Benefit packages being offered within the local labor market usually match or may even be more attractive than what the University can offer. There are many examples within the technology fields where competitors can many times offer twice the salary we offer. Many non-UNL employers are also willing to reimburse their employees who further their education, so we no longer offer an educational benefit that employees cannot receive outside of the university setting.

Students

Table 5 – Undergraduate Student Enrollment by Race/Ethnicity, 1995-2003

Race/Ethnicity	1995				1997				1999				2001				2003			
	FT	PT	Total	%	FT	PT	Total	%	FT	PT	Total	%	FT	PT	Total	%	FT	PT	Total	%
Asian	297	51	348	1.8	317	52	369	2.0	315	54	369	2.1	329	58	387	2.2	390	53	443	2.5
Black	307	66	373	1.9	293	55	348	1.9	298	52	350	2.0	315	54	369	2.1	340	44	384	2.2
Hispanic	260	51	311	1.6	242	36	278	1.5	248	43	291	1.6	275	38	313	1.7	318	41	359	2.0
Native American	43	9	52	0.3	58	13	71	0.4	55	14	69	0.4	65	20	85	0.5	68	13	81	0.5
Sub-total	907	17	1084	5.6	910	156	1066	5.8	916	163	1079	6.1	984	170	1154	6.4	1116	151	1267	7.1
Non-resident Alien	430	66	496	2.6	480	56	536	2.9	391	69	460	2.6	457	93	550	3.1	417	51	468	2.6
Unknown	462	175	637	3.3	469	161	630	3.5	468	136	604	3.4	556	102	658	3.7	649	97	746	4.2
White	14752	2217	16969	88.4	14187	1827	16014	87.8	13939	1722	15661	88.0	14112	1511	15623	86.9	14037	1333	15370	86.1
Total	16551	2635	19186	100	16046	2200	18246	100	15714	2090	17804	100	16109	1876	17985	100	16219	1632	17851	100

Source: IPEDS Enrollment Survey
 FT = fulltime, PT = part-time

Historically underrepresented students continue to have low undergraduate enrollment rates at UNL, although, the figures reflect a very slow yet steady increase. However, in 2003 there was an increase of only 116 more Black, Hispanic and Native American full-time students enrolled at the undergraduate level compared to 1995. In 1995 the total enrollment percentage for this population was 3.7% and it rose to 4.5% by 2003. This is still a very small percentage of the entire undergraduate population.

The Admissions Office has revamped their diversity recruitment efforts. The historical model of having only one person specializing in the recruitment of minority students did not enable our campus to reach out to significant numbers of minority students. The office now coordinates efforts with all recruiters sharing in the responsibility for recruitment of diversity students within their geographic areas of responsibility. All recruiters team with the individual that specializes in minority recruitment and this approach has resulted in both increased numbers and enrolling more minority students of high academic ability.

The Senior Vice Chancellor for Academic Affairs reorganized responsibilities of the Associate and Assistant Vice Chancellors in Academic Affairs to enable our campus to have a Dean of Undergraduate Studies. Dr. Rita Kean holds that position and part of her efforts involves the coordination of undergraduate education. Dean Kean has been involved in an assessment of specific populations on campus and in the development of efforts to improve their success. The recruitment and retention of historically underrepresented students is one of the targeted program efforts of this new office.

The Vice Chancellor for Student Affairs has reorganized the former Minority Assistance Program (MAP) into the new Office of Academic Support and Intercultural Services (OASIS). The emphasis of this office is on minority student retention, offering academic and social support for successful matriculation through graduation. OASIS brings together many campus retention efforts centered in academic development and a co-curricular model to enhance student success.

Table 6 – Graduate/Professional Student Enrollment by Race/Ethnicity, 1995-2003

Race/Ethnicity	1995				1997				1999				2001				2003			
	FT	PT	Total	%	FT	PT	Total	%	FT	PT	Total	%	FT	PT	Total	%	FT	PT	Total	%
Asian	55	53	108	2.1	58	62	120	2.6	47	45	92	2.1	45	44	89	1.9	71	38	109	2.3
Black	58	42	100	1.9	52	47	99	2.2	48	40	88	2.0	62	54	116	2.4	61	54	115	2.4
Hispanic	50	35	85	1.7	51	32	83	1.8	50	38	88	2.0	47	44	91	1.9	58	63	121	2.6
Native American	10	8	18	0.4	9	8	17	0.4	11	10	21	0.5	7	15	22	0.5	11	13	24	0.5
Sub-total	173	138	311	6.1	170	149	319	7.0	156	133	289	6.7	161	157	318	6.7	201	168	369	7.8
Non-resident Alien	532	174	706	13.8	584	165	749	16.4	600	199	799	18.4	710	202	912	19.1	707	211	918	19.5
Unknown	63	137	200	3.9	41	47	88	1.9	32	29	61	1.4	52	56	108	2.3	73	56	129	2.7
White	1775	2142	3917	76.3	1588	1837	3425	74.8	1511	1678	3189	73.5	1594	1847	3441	72.0	1610	1682	3292	69.9
Total	2543	2591	5134	100	2383	2198	4581	100	2299	2039	4338	100	2517	2262	4779	100	2591	2117	4708	100

Source: IPEDS Enrollment Survey
 FT = fulltime, PT = part-time

At the graduate and professional student level we see trends similar to undergraduate education. In 2003 there was an increase in the total number of Hispanic students because of a significant increase in both their full-time and part-time student populations. There was a significant increase in the total number of full-time Asian students during 2003. The total number of Black students increased in 2001 and remained about the same for 2003. The population of Native American Students has remained flat since 1995. The enrollment of full-time Black, Hispanic, and Native American graduate students has been about the same for several years. In 1995 through 2001 the total number of full-time graduate students in these three groups was 118 in

1995, 112 in 1997, 109 in 1999 and 116 in 2001. However in 2003 the number increased to 130 largely due to an increase in the total number of full-time Hispanic graduate students.

For Asian graduate students two-thirds are full-time students and one-third part-time in 2003. In comparing the full-time and part-time categories for Black, Hispanic and Native American graduate students a trend becomes apparent. From 1995 to 2003 full-time students in these three groups have increased only 10%; however, part-time students have increased by approximately 52%. The result is a bigger and bigger percentage of these students are now attending graduate and professional schools on a part-time basis. In fact the figures indicate 50% are full-time and 50% are part-time.

The Office of Graduate Studies has been working with HBCUs, HSIs and Tribal Colleges to actively recruit underrepresented graduate students to our campus. Dr. Stephanie Adams currently has a part-time appointment with Graduate Studies to work on the recruitment of minority graduate students to our campus. The Law College received a grant to recruit minority undergraduate students to law school. The program's success resulted in a four year renewal of the grant. These are examples of some of the proactive efforts currently in place on our campus. However, the data suggests that we need to increase our efforts to bring significant changes to our campus.

Table 7 - First-time, Full-time Freshman Cohort Retention Rates by Race/Ethnicity - 1995, 1997, 2000

	Number and Percent of Students Returning in					
	Year 2		Year 3		Year 4	
	#	%	#	%	#	%
Asian						
Fall 1995 N=59	46	78.0	34	57.6	34	57.6
Fall 1997 N=52	37	71.2	24	46.2	23	44.2
Fall 2000 N=83	67	80.7	62	74.7	55	66.3
Black						
Fall 1995 N=82	43	52.4	37	45.1	29	35.4
Fall 1997 N=60	37	61.7	24	40.0	22	36.7
Fall 2000 N=76	59	77.6	53	69.7	47	61.8
Hispanic						
Fall 1995 N=54	36	66.7	31	57.4	28	51.9
Fall 1997 N=55	34	61.8	25	45.5	20	36.4
Fall 2000 N=66	44	66.7	31	47.0	28	42.4
Native American						
Fall 1995 N=10	7	70.0	5	50.0	4	40.0
Fall 1997 N=19	8	42.1	5	26.3	5	26.3
Fall 2000 N=18	12	66.7	10	55.6	7	38.9
All Students						
Fall 1995 N=3900	2888	74.1	2515	64.5	2319	59.5
Fall 1997 N=3200	2543	79.5	2169	67.8	2037	63.7
Fall 2000 N=3605	2840	78.8	2520	69.9	2328	64.6

It is difficult to extrapolate trends based upon the raw numbers displayed in cohort retention tables. Students may drop in and out of the institution, however, year two retention data is one of the standards used nationally to measure student success. Year two retention data at UNL shows significant progress for Black undergraduate students. The trend data for Hispanic

students has shown little change over the same time period and the numbers for Native American students are extremely small and a change in the status of even one student has a great impact on percentages. Asian student retention data has remained on par with the total student population trends. In 2000, the data shows that by ‘year four’ Asian and Black student retention percentages are similar to the all student percentages. For that same time period Hispanic and Native American student retention data continues to lag behind the all student trend.

Table 8 - First-time, Full-time Freshman Cohort Graduation Rates by Race/Ethnicity - 1995, 1997

	Number and Percent of Students Completing in					
	4-Years		5-Years		6-years	
	#	%	#	%	#	%
Asian						
Fall 1995 N=59	7	11.9	23	39.0	28	47.5
Fall 1997 N=52	3	5.8	15	28.9	19	36.5
Black						
Fall 1995 N=82	5	6.1	16	19.5	22	26.8
Fall 1997 N=60	7	11.7	17	28.3	19	31.7
Hispanic						
Fall 1995 N=54	7	13.0	20	37.0	23	42.6
Fall 1997 N=55	3	5.5	10	18.2	14	25.5
Native American						
Fall 1995 N=10	2	20.0	3	30.0	3	30.0
Fall 1997 N=19	1	5.3	3	15.8	3	15.8
All Students						
Fall 1995 N=3900	621	15.9	1718	44.1	2074	53.2
Fall 1997 N=3200	679	21.2	1677	52.4	1900	59.4

Cohort data for the 2000 group is not included in this table. Graduation data for this cohort group will begin in May 2004.

The six year graduation rate is another measure used nationally to measure student success. At UNL in 1995 and 1997 the six year graduation rate for all students shows a positive increase. This same trend is not seen among the minority student population with the exception of the Black student population. However, even taking this positive growth into consideration the six year graduation percentages for all minority students lags significantly behind the all student percentages. Trend data for the 2000 cohort will begin with graduation this May and is expected to show some positive trends based upon the retention data displayed in Table 7. There is a new effort in Nebraska for all institutions of higher education to obtain data to track students beyond the institution where they began their education. With this new data a student that begins his or her education at UNL and subsequently graduates from another institution of higher education can be tracked to show their success beyond our campus.

Regents’ Goal #4: Create and maintain a climate conducive to success for all peoples.

UNL is working with instruments developed by the Gallup Organization to periodically assess climate issues with all employees. The two major instruments assess issues of workplace engagement and inclusiveness. In March of this year the second assessment of campus climate issues was administered. Employees assess the local workplace climate and work as a team to develop and implement plans to improve the local climate. Some units on campus have had great success with this process, some mixed reviews and others have not found the process to be a good match for their unit.

The analysis of survey results for the first administration did not reveal significant differences in the responses from underrepresented populations on campus. UNL has worked with Gallup to fine tune the instrument to include specific assessment questions about climate for faculty and staff of color, women, Gay, Lesbian, Bisexual, Transgender (GLBT) faculty and staff, and those with ADA protected disabilities. The assessment is a measure of progress but the real impact of this instrument is the local engagement on how to work as a team to create a better workplace.

Units that did not want to continue working on climate issues using the Gallup instruments were allowed to find an alternative climate assessment and planning instrument. Reports on alternative climate assessment instruments and plans to improve local workplace environments that units used in place of the Gallup instruments are due to the deans and directors by March 12th.

The Chancellor's Commission on the Status of People of Color has recently been reorganized into three councils to focus in on faculty, staff and student issues. The Commission meets on a regular basis with the Chancellor. Two grassroots organizations have formed on campus to actively work on retention issues for underrepresented populations. The African American Faculty and Staff Caucus and the Latino and Latin American Faculty and Staff Caucus have organized to provide support to faculty, staff and students and to bring forward issues to the upper administration.

UNL is currently exploring the possibility of using on-line courses to provide all employees with information about their rights and responsibilities to prevent illegal discrimination and harassment on campus.

The GLBT Committee administered a survey of faculty, staff and students on climate issues and based upon their findings individuals in the GLBT community do not find the climate on campus to be welcoming. The survey makes many recommendations for campus action and for action by the Board of Regents on issues like domestic partner benefits.

Student retention issues have been address previously in this document. In addition to work on academic retention issues OASIS is engaged in programs beyond the classroom. The Division of Student Affairs has always been involved in providing programs to improve the climate for undergraduate students. Special programming for underrepresented students is a normal part of their programming efforts. The Dean of Undergraduate Studies Office in collaboration with The Office of Admissions has inaugurated a new campus effort called the Melvin Jones Scholars Learning Community. This new effort is specifically designed to work with diverse first year students. The Ethnic and Minority Affairs Committee (EMAC) is a long standing program working with diverse graduate students in Educational Psychology. Some disciplines have similar programs, however there are many disciplines that have not engaged in efforts to assess climate issues for underrepresented graduate students.

Recommendations

We must be comprehensive, consistent and persistent in our efforts to diversify our faculty and staff workforce and our student body. To that end we recommend the continuation and enhancement of the following initiatives:

- Discover the ‘best practices’ that have been successful with recruitment and retention efforts here at UNL and broadly disseminate these models across campus
- Create ‘cohorts’ for administrators and faculty similar to that currently done for undergraduate students, to track our success at retention of minority administrators and faculty over time
- Establish incentives to sustain and expand efforts for units that have successful models to recruit and retain minority faculty and for units that have demonstrated significant efforts but have not realized success.
- Explore the feasibility of a ‘grow-your-own’ program for creating more UNL minority PhDs to then be recruited at our own campuses and simultaneously continue and fortify efforts to recruit minority graduates from other institutions
- Rigorously coordinate the efforts of academic affairs and student affairs through the Dean of Undergraduate Studies to maximize our success at recruiting and retaining minority undergraduate students

Conclusion

Efforts to recruit and retain groups that have been historically underrepresented on campus have shown some progress. The fact that the recruitment efforts have seen some significant results in many years demonstrates that there are talented individuals that will come to the University of Nebraska-Lincoln. The impact of budget cuts has hindered our opportunities to bring a more diverse workforce to our campus. However, the overall flat percentage trends indicate that a greater focus on retention issues is paramount to any future success in having a more diverse campus climate. Retention is a very complex issue but the university must be active in developing multiple efforts to expand our recruitment efforts and enhance our retention efficacy.

University of Nebraska at Omaha 2004 Diversity Report to the Board of Regents

This report was prepared by Merry Ellen Turner and Ethel Williams of the University of Nebraska at Omaha, as part of the university-wide Committee on Diversity 2004 Report to the Board of Regents. The report focuses on progress toward Regents' goals three and four, and selected strategies relative to them. Data regarding faculty, staff and students are compared for IPEDS reporting years from 1995 through 2003.

Executive Summary:

- UNO made significant gains in the recruitment of faculty of color. There was an **82% increase in fulltime tenure and tenure-track faculty of color from 1995 to 2003.**
- **Minority student enrollments increased by about 5% since 1995.**
- Gains in the number of minority staff members are less dramatic. This is at least partially attributable to reductions in the workforce required by budget constraints.
- Retention of undergraduate students has shown increases across all categories. The most dramatic increases are seen in year two with **an average 17.2% increase.**
- Surveys of faculty, students, and staff indicate that UNO **maintains a climate conducive to diversity.**

Recommendations:

- Emphasize enrollment opportunities for African American students and the growing Hispanic population through programs such as the Aguante Project which serves Hispanic families and the African American Ambassadors pilot program designed to attract black students.
- Develop a comprehensive website for resources and information associated with campus diversity initiatives.
- Continue to emphasize mentoring programs for students, staff and faculty of color using models such as the Goodrich Scholarship Program and the Black Women Faculty and Staff "Lunch and Learn" Series.

Introduction:

In keeping with the focus of the university-wide Diversity Committee, UNO's Diversity Report for 2004 will address Regents' goals three and four, and selected strategies associated with them. Where appropriate, data charts are provided for IPEDS reporting years from 1995 to 2003.

Goal 3: Establish effective methods of recruitment and retention designed to achieve multicultural representation among faculty, staff, students, and administration.

UNO has made positive strides in recruiting and retaining students, staff, and faculty of color. Tables 1 through 7 show increases across categories over the 1995 base year.

- **Tenure and tenure-track faculty have increased from 39 in 1995 to 71 in 2003**, representing an 82% increase. Faculty of color represent a total of 17% of all fulltime faculty, an increase of 7.5% since 1995.
- Staff has increased about 2% (97-117).
- While the absolute number of fulltime students of color increased (912-956), the percentage of total fulltime students decreased (11% -10.8%).

2003-2004 Diversity Report
 University of Nebraska at Omaha
 Student Data

Table 1

Undergraduate Student Enrollment by Race/Ethnicity

Race/Ethnicity	1995			1997			1999			2001			2003		
	Full	Part		Full	Part		Full	Part		Full	Part		Full	Part	
	Time	Time	Total	Time	Time	Total	Time	Time	Total	Time	Time	Total	Time	Time	Total
Asian	142	89	231	175	108	283	168	85	253	180	86	266	209	97	306
Black	487	245	732	482	236	718	425	231	656	430	203	633	419	198	617
Hispanic	189	106	295	219	95	314	225	82	307	236	106	342	245	94	339
Native American	52	20	72	44	22	66	34	24	58	38	11	49	34	11	45
Sub-total Minority	870	460	1,330	920	461	1,381	852	422	1,274	884	406	1,290	907	400	1,307
Non-Resident Alien	125	82	207	160	99	259	186	101	287	234	99	333	192	75	267
Unknown	267	251	518	253	179	432	268	167	435	265	129	394	275	115	390
White	5,911	3,955	9,866	5,550	3,453	9,003	5,842	2,821	8,663	6,523	2,598	9,121	6,746	2,392	9,138
TOTAL	7,173	4,748	11,921	6,883	4,192	11,075	7,148	3,511	10,659	7,906	3,232	11,138	8,120	2,982	11,102

Table 2

Graduate Student Enrollment by Race/Ethnicity

Race/Ethnicity	1995			1997			1999			2001			2003		
	Full	Part		Full	Part		Full	Part		Full	Part		Full	Part	
	Time	Time	Total	Time	Time	Total	Time	Time	Total	Time	Time	Total	Time	Time	Total
Asian	11	15	26	13	26	39	18	37	55	16	50	66	21	40	61
Black	22	60	82	17	76	93	26	84	110	31	82	113	21	105	126
Hispanic	8	26	34	7	25	32	7	28	35	11	36	47	2	44	46
Native American	1	3	4	1	4	5	2	4	6	1	8	9	5	3	8
Sub-total Minority	42	104	146	38	131	169	53	153	206	59	176	235	49	192	241
Non-Resident Alien	67	36	103	100	53	153	86	72	158	172	89	261	189	113	302
Unknown	34	98	132	19	75	94	20	62	82	21	81	102	16	72	88
White	485	1,904	2,389	419	1,800	2,219	413	1,746	2,159	444	1,963	2,407	447	1,817	2,264
TOTAL	628	2,142	2,770	576	2,059	2,635	572	2,033	2,605	696	2,309	3,005	701	2,194	2,895

Table 3

First-Time Full-Time Degree-Seeking Undergraduate Retention Rate by Cohort by Race/Ethnicity

Cohort	Year 2			Year 3			Year 4			Year 5			Year 6		
	#	%		#	%		#	%		#	%		#	%	
	Return	Return	Grads	Return	Return	Grads	Return	Return	Grads	Return	Return	Grads	Return	Return	Grads
Asian															
Fall 1995 N= 23	15	65.2	0	10	43.5	0	8	34.8	0	5	21.7	3	5	21.7	0
Fall 1997 N= 35	26	74.3	0	22	62.9	0	19	54.3	2	14	40	9	8	22.9	3
Fall 2000 N= 41	34	82.9	0	32	78	0	32	78							
Black															
Fall 1995 N= 78	45	57.7	0	34	43.6	1	28	35.9	3	17	21.8	5	12	15.4	5
Fall 1997 N= 79	42	53.2	0	35	44.3	0	28	35.4	2	23	29.1	8	9	11.4	6
Fall 2000 N= 102	61	59.8	0	46	45.1	0	34	33.3							
Hispanic															
Fall 1995 N= 27	16	59.3	0	10	37	0	10	37	1	9	33.3	0	6	22.2	4
Fall 1997 N= 32	24	75	0	20	62.5	0	16	50	2	12	37.5	6	6	18.8	4
Fall 2000 N= 53	35	66	0	33	62.3	0	29	54.7							
Native American															
Fall 1995 N= 5	2	40	0	2	40	0	0	0	1	1	20	0	0	0	0
Fall 1997 N= 12	5	41.7	0	5	41.7	0	5	41.7	0	1	8.3	1	0	0	0
Fall 2000 N= 6	5	83.3	0	3	50	0	2	33.3							
TOTAL															
Fall 1995 N=	697	62.1	0	548	48.8	2	482	42.9	63	337	30	166	164	14.6	83
Fall 1997 N=	797	67.3	0	634	53.5	1	543	45.8	94	386	32.6	222	219	18.5	114
Fall 2000 N=	1,109	72.2	0	939	61.1	0	834	54.3							

2003-2004 Diversity Report
 University of Nebraska at Omaha
 Staff Data

Table 4

Executive Administrative and Managerial/Professional Staff by Race/Ethnicity

Race/Ethnicity	1995			1997			1999			2001			2003		
	Full	Part		Full	Part		Full	Part		Full	Part		Full	Part	
	Time	Time	Total	Time	Time	Total	Time	Time	Total	Time	Time	Total	Time	Time	Total
Asian	5	1	6	9	0	9	5	0	5	7	1	8	9	1	10
Black	17	0	17	13	0	13	14	0	14	22	0	22	21	1	22
Hispanic	3	2	5	4	1	5	3	2	5	3	0	3	4	0	4
Native American	0	0	0	1	0	1	5	0	5	1	0	1	0	0	0
Sub-total Minority	25	3	28	27	1	28	27	2	29	33	1	34	34	2	36
Non-Resident Alien	0	0	0	1	0	1	1	0	1	3	0	3	2	0	2
Unknown	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	273	25	298	306	8	314	316	20	336	351	26	377	336	31	367
TOTAL	298	28	326	334	9	343	344	22	366	387	27	414	372	33	405

Table 5

Office/Service Staff by Race/Ethnicity

Race/Ethnicity	1995			1997			1999			2001			2003		
	Full	Part		Full	Part		Full	Part		Full	Part		Full	Part	
	Time	Time	Total	Time	Time	Total	Time	Time	Total	Time	Time	Total	Time	Time	Total
Asian	6	2	8	6	0	6	5	1	6	7	1	8	6	0	6
Black	47	0	47	48	1	49	45	1	46	74	1	75	63	1	64
Hispanic	17	0	17	18	20	38	14	0	14	17	0	17	14	0	14
Native American	2	0	2	2	0	2	3	0	3	2	0	2	0	1	1
Sub-total Minority	72	2	74	74	21	95	67	2	69	100	2	102	83	2	85
Non-Resident Alien	0	0	0	2	0	2	1	0	1	0	0	0	0	0	0
Unknown	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	373	24	397	376	3	379	363	19	382	338	21	359	324	20	344
TOTAL	445	26	471	452	24	476	431	21	452	438	23	461	407	22	429

2003-2004 Diversity Report
 University of Nebraska at Omaha
 Faculty Data

Table 6

Full-Time Tenure/Tenure Track Faculty by Race/Ethnicity

Race/Ethnicity	1995			1997			1999			2001			2003		
	Full	Part		Full	Part		Full	Part		Full	Part		Full	Part	
	Time	Time	Total	Time	Time	Total	Time	Time	Total	Time	Time	Total	Time	Time	Total
Asian	19	0	19	21	0	21	23	0	23	31	0	31	32	0	32
Black	11	0	11	18	0	18	18	0	18	24	0	24	22	0	22
Hispanic	8	0	8	8	0	8	7	0	7	11	0	11	10	0	10
Native American	1	0	1	0	0	0	0	0	0	6	0	6	7	0	7
Sub-total Minority	39	0	39	47	0	47	48	0	48	72	0	72	71	0	71
Non-Resident Alien	2	0	2	7	0	7	6	0	6	7	0	7	8	0	8
Unknown	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	338	0	338	343	0	343	331	0	331	322	0	322	321	0	321
TOTAL	379	0	379	397	0	397	385	0	385	401	0	401	400	0	400

Table 7

Full-Time Non-Tenure and Part-time Faculty by Race/Ethnicity

Race/Ethnicity	1995			1997			1999			2001			2003		
	Full	Part		Full	Part		Full	Part		Full	Part		Full	Part	
	Time	Time	Total	Time	Time	Total	Time	Time	Total	Time	Time	Total	Time	Time	Total
Asian	3	0	3	1	0	1	3	1	4	3	4	7	1	7	8
Black	5	5	10	3	3	6	3	1	4	5	25	30	4	18	22
Hispanic	2	1	3	2	3	5	3	3	6	2	9	11	2	10	12
Native American	0	1	1	0	1	1	1	0	1	2	2	4	2	2	4
Sub-total Minority	10	7	17	6	7	13	10	5	15	12	40	52	9	37	46
Non-Resident Alien	3	0	3	4	0	4	4	0	4	9	3	12	6	0	6
Unknown	0	0	0	0	0	0	0	0	0	0	4	4	0	2	2
White	48	13	61	49	12	61	51	25	76	59	318	377	56	271	327
TOTAL	61	20	81	59	19	78	65	30	95	80	365	445	71	310	381

Progress on Strategies for Goal 3:

The priority of recruiting and retaining faculty, staff, and students of color is demonstrated through the number of efforts underway. These strategies complement and support the Regents Minority Affairs Goals.

- **Strategy A** emphasizes role models, active and successful affirmative action participation, and personal networking within fields. UNO's Diversity Action Plan focuses on maintaining progress in recruitment and retention, through quarterly reports to each Vice Chancellor to ensure that goals and objectives are accomplished.
- The College of Public Affairs and Community Service (CPACS) serves as a model for cooperation with the Omaha community in welcoming candidates for employment and their families. By introducing candidates to leaders in the minority community, often in a social setting, candidates can network and initiate potential business contacts. CPACS also uses its extensive community network to find employment for dual career couples. These efforts are consistent with those described in **Strategy B**.
- **Strategy C**'s focus on mentoring and development opportunities is emphasized in the Black Women Faculty and Staff "Lunch and Learn" Series. This emphasis is also reflected in the participation of several UNO faculty and staff members in the National Faculty Center Institute which "promotes learning-centered education as one means of facilitating success for diverse learners."
- The Goodrich Scholarship Program, a recent recipient of the distinguished national Hesburgh Award, serves as a model for success in retaining students of color through mentoring and supporting first-generation college students. The African American Ambassadors pilot program, implemented in March 2004, will determine the effectiveness of UNO's recruitment efforts among African American high school students. These efforts are consistent with **Strategy E**, which focuses on recruiting students of color, while providing effective formal and informal support systems once on campus.

- UNO's Aguante Project serves as a tool for both recruitment and retention of students from bilingual families. The recently-approved Latino/Latin American Studies major provides the opportunity for businesses, policy makers, scholars, and students to tap into interdisciplinary studies. These efforts reflect the focus of **Strategy F**, in providing recruiting methods that are meaningful to bilingual families.

Goal 4: Create and maintain a climate conducive to success for all peoples.

UNO regularly surveys faculty, staff and students to obtain their feedback about experiences on campus. Included in these surveys are several questions about the campus climate for diversity. Three recent surveys offer valuable feedback.

- The UNO Office of Diversity and Equal Opportunity conducted a survey of all staff in fall 2003 to gauge perceptions of on-the-job experiences. Over 70% of the respondents strongly agreed or agreed that diversity is valued at UNO. When asked if they had "personally experienced discrimination that includes race, sex, color, religion, national origin, marital status, sexual orientation, age and/or disability," 17% of the respondents strongly agreed or agreed.
- In a faculty survey conducted in fall 2001, participants identified the recruitment of more minority students and the creation of a diverse multicultural campus environment, as issues of the highest priority in undergraduate education. Over 90% of the respondents agreed that a racially/ethnically diverse student body enhances the educational experience of all students.
- In an outcomes survey of UNO students graduating in December 2003, nearly 64% indicated they had become more tolerant of cultural diversity through UNO courses. About the same percentage also indicated they had become more aware or sensitive to diversity of cultures as a result of their UNO courses.

Progress on Strategies for Goal 4:

UNO's recently completed "Diversity Action Plan" offers measurable, identifiable and concrete strategies to foster a campus culture of inclusion. It complements and supports the three strategies associated with Goal 4:

Strategy A stipulates that appropriate steps be taken to eliminate discrimination within the University of Nebraska. UNO's policy on prohibited discrimination is clearly stated and widely disseminated, and formal procedures are in place for resolution of complaints. The Assistant to the Chancellor for Diversity and Equal Opportunity has oversight responsibility for discrimination issues. She has extensive experience in mediation and conflict resolution, and conducts workshops throughout the year to familiarize faculty, students and staff with issues related to prohibited discrimination.

One such program, "Pathways to Harmony," addresses the issue in **Strategy B**, the creation of a campus climate "...in which all faculty, staff and students feel respected and comfortable..." Over 600 UNO staff, faculty and students have participated in "Pathways" since its inception in 1998. The program's mission "to nurture a harmonious university community characterized by awareness, integrity, cooperation and mutual respect..." speaks directly to the issues of collegiality and civility described in **Strategy B**.

Increasing multicultural awareness is the focus of **Strategy C**. As a metropolitan university, UNO is committed to creating an inclusive educational environment reflective of the diverse community it serves. On an almost daily basis, there are workshops, festivals, film series, presentations, conferences, and other events on campus that introduce students, staff, faculty and community members to the multicultural experience. Two recent additions are representative: "Color Me Human" Week, sponsored by the American Multicultural Student Agency, celebrates the diversity of backgrounds, cultures, beliefs and lifestyles that are part of the UNO community. And, the UNO "Women of Color" awards luncheon honors those who have made significant contributions to the Omaha community. It is co-sponsored by ConAgra Foods, State Farm Insurance and Cox Communications.

University of Nebraska Medical Center 2003 – 2004 Diversity Report

This report has been prepared by Valda Boyd Ford, Director of Community and Multicultural Affairs on behalf of the Cultural Competence Development Steering Committee of the University of Nebraska Medical Center. The information provided in this report will focus on strategies and activities associated with two of its goals: establishing effective methods of recruitment and retention designed to achieve multicultural representation among faculty, staff, students and administration; and creating and maintaining a climate conducive to success for all people. Data regarding faculty, staff and students are compared for IPEDS reporting years from 1995 through 2003, where applicable. Footnotes are used to explain the data tables.

Executive Summary:

- Activities at UNMC have centered around facilitating an environment where people feel good about being at the university. Two comprehensive reports, the 2002 Workforce Response to Environmental Assessment and the 2002 Employee Satisfaction Survey provided the foundation for subsequent efforts to strengthen positive aspects of UNMC's diversity plan and make improvements as needed.
- Collaborations with outside Universities and area organizations, i.e. Urban League and Chicano Awareness Center, that are sensitive to and advocates for diversity have been established or enhanced.
- Efforts focus on employee development, leadership enhancement, relationship building, and developing skill-sets and competencies.

Recommendations:

- Continue to build or strengthen an infrastructure that supports and protects efforts to enhance diversity.
- Evaluate existing policies to ensure that real or perceived barriers are addressed and/or eliminated.
- Strengthen existing relationships and build new relationships that foster successful partnerships on the campus and in the community.
- Maintain the positive community partnerships in health care access, education, advocacy and research.
- Develop a mechanism to adequately assess reasons why applicants for employment and education decide to seek other venues.
- Continue leadership development, comprehensive education of faculty, staff and students on cultural competence, and mentoring/fellowship opportunities.

Introduction

In 1993, the Board of Regents approved the *Minority Affairs Goals and Strategies* strategic plan that delineates goals, strategies, and activities designed to increase diversity at the University of Nebraska Medical Center (UNMC). The information provided in this report will focus on strategies and activities associated with two of its goals:

Goal 3: Establish effective methods of recruitment and retention designed to achieve multicultural representation among faculty, staff, students and administration; and

Goal 4: Create and maintain a climate conducive to success for all people.

At the University of Nebraska Medical Center, efforts to develop an environment where all people feel good about being here is the foundation of all activities. While numerical measurements are important in determining the effectiveness of efforts to diversify the faculty, staff, and student bases, efforts to do so without first changing the social climate will result in a revolving door effect where employees and students come and go in equal numbers. As such, our efforts and this report reflect strategies designed to effect substantive organizational culture shifts that provide for a welcoming, nurturing and productive environment.

Recruitment and Retention

Diverse effective methods of recruitment and retention have been designed to achieve multicultural representation among faculty, staff, students and administration at UNMC. The continued need to work toward this effort is illustrated in student enrollment (undergraduate and graduate), staff demographics, and faculty representation (frequencies provided in Tables 1-7 enable comparisons between 1995, 1997, 1999, 2001, and 2003, except for staff; data for staff are not available until 1999, as, due to the merger of University Hospital and Clarkson Hospital in 1998, there was a divestiture of 2800 UNMC employees.) Multitudes of strategies and activities have been implemented and are summarized below.

Incentives for active and successful participation of highly qualified staff and administrators are being established with success. For example, Rubens Pamies, MD was hired as Vice Chancellor for Academic Affairs, and is the first person of color in that or a similar post; Jose' Romero, MD continued as chief recruitment officer for Hispanic/Latino students. Additionally, participation in enrichment opportunities and fellowships for faculty and staff are provided and encouraged. Examples include:

- Richard Rigmaiden, MD, Chairman of the Minority Health Education, Research, and Outreach program (MHERO) participated in the Minority Faculty Development Fellowship American Association of Medical Colleges (AAMC) at Georgetown University;
- Kristie Hayes, MD, advanced to the position of Assistant Dean for Students and Multicultural Affairs in the College of Medicine;
- Valda Ford, MPH, Director of Community and Multicultural Affairs is participating in the Kellogg Foundation International Center for Health Leadership Development at the University of Illinois at Chicago; and
- Antonia Correa, MS, is participating in the Latino Council on Alcohol and Tobacco Fellowship.

Additional activities designed to make candidates for University employment feel welcome at work and in the local communities are in place. They include relationships with local community service organizations such as the Urban League, the Chicano Awareness Center, and with Tribal leaders to provide a more direct link with community members of color and

to learn of concerns or kudos from the public regarding these relationships; continued participation at minority career fairs; partnering with Nebraska Department of Vocational Rehabilitation; provision of interview skills training to residents at Girls and Boys Town; serving as the health care anchor at the MultiCultural Expo; conducting Performance Leadership Seminars and workshops to enhance supervisors, and managerial skills in Planning, Feedback, and Reward and Recognition (with the intended outcome of facilitating clarity of understanding what is expected of employees, regardless of ethnicity or race, and provide tools for ongoing dialogue and feedback to employees to maintain and retain qualified committed employees). Other efforts include initiation of formalized “market pricing” process for all job reclassification, or new job development requests, resulting in externally competitive opportunities and internally equitable establishment at pay levels.

The *Workforce Response to Environmental Assessment* report revealed a need for comprehensive training in the area of cultural competency. As such, a formal Training-of-Trainers (T-O-T) program is in progress that will increase the number of faculty, staff, and administrators on the UNMC campus who have in-depth knowledge about cultural competency, e.g., the knowledge and skills necessary to create an environment that respects the values and needs of all people and develops policies and procedures to facilitate such an environment. Participants in the T-O-T program come from 13 different departments and include representatives from clinical programs, human resources, information technology, research programs, counseling services, community outreach, and continuing education. They will serve as trainers on issues of diversity that encompass everything from respect for others to rules, regulations, and laws that guide clinical practice in the areas of vulnerability, linguistic access and cultural diversity.

A mechanism for addressing the reasons why people of color have declined offers of employment at the University will be determined and addressed in order to inform us about the current environment, unseen barriers to success and participation, and recruitment and retention strategies. The Faculty Senate evaluates the decision to decline faculty employment opportunities; however, the evaluation by racial/ethnic status is currently under development and could not be provided in this report.

To learn more about what specific factors contribute to retention, UNMC Human Resources staff developed and implemented the *2002 Employee Satisfaction Survey* in the Fall of 2002. The 30-question survey is designed to gather baseline information concerning employee perspectives about working at UNMC and to identify areas where improvement may be needed. To further define employee opinions, 8 employee focus group sessions are planned for April 2004. *Employee Turnover Data* and *Applicant Tracking Systems* also are being developed as part of this effort.

Recruiting students of color nationally continues but not to the exclusion of enhancing recruitment efforts aimed towards multicultural residents of Nebraska. Below are descriptions of activities implemented within the UNMC campus, with in-state partners, as well as out of state; all are designed to increase the number of students of color and to create a nurturing multicultural UNMC environment in which they will flourish.

Campus activities:

- Continue outreach efforts to Omaha Public School elementary, middle, and high school students and Jesuit Middle School through Community Academy, and Career Connections.
- Facilitated an increase in the number of undergraduate minority students on campus in research laboratories from 15 to 22 in summer 2003.
- Developing a Summer Enrichment Program for undergraduate students on campus in research laboratories that will be offered this summer from June to August, 2004.
- Secured National Cancer Institute funding through the Continuing Umbrella Research Experience (CURE) program to provide stipends for minority and first generation high school and undergraduate students engaged in cancer research in summer 2004.
- Anticipating another year of Nebraska EPSCoR funding [NASA funding to Nebraska (UNL) for the Experimental Program to Stimulate Competitive Research] to facilitate minority undergraduate students engaged in research this summer.
- Received minority undergraduate research supplement funding from ten NIH institutes to support students in UNMC summer laboratory experiences.

In-state partnership activities:

- Graduating first NU-PATHS student (Dental Hygiene) from UNL in May, 2004.
- Admitted first NU-PATHS students (College of Medicine, College of Pharmacy) to UNK in fall, 2003.
- Shared with Creighton University the Community Service Award from American Association of Medical Colleges.
- Developing a NIH research proposal focused on Stroke Prevention with Creighton University and 12 local African-American churches.
- Continued the partnership with INROADS, providing UNMC internships for outstanding minority college students in the Omaha-Council Bluffs area.
- Implementing the Physically Healthy and Toned Kidz (PHAT) program through partnerships with Boys and Girls Clubs, and Girls, Inc. This program is a research and service-learning program that allows Allied Health students to work with minority and socioeconomically disadvantaged youth. This opportunity affords participants with an in-depth cultural immersion and provides the youth members with direct access to health care role models.

Out-of-state partnership activities:

- Completed the 3rd formal affiliation agreement with the University of Arkansas at Pine Bluff, a historically black university.
- Negotiating with historically black colleges and universities (Tennessee State University, Spelman College, Bennett College, Virginia State University and St. Paul's College) to develop formal affiliation agreements.
- Partnered with Fort Lewis College, a college with a high Native American student enrollment, to seek Minority Access to Research Careers (MARC) funding. MARC Students (2) from Fort Lewis College are scheduled to be on UNMC campus for research experiences in summer 2005.
- Scheduled UNMC Recruitment Day at Dillard University for October, 2004.
- Launching faculty exchange program with Dillard University in November, 2004.

➤ Developing a grant proposal with St. Paul's College (HBCU) in response to a NIH initiative focused on enhancing the research infrastructure of historically black colleges and universities.

➤ Through the relationship with Dillard University, 10 minority students from Omaha Public Schools have been admitted to the Gilbert Academy summer program.

Student recruiting methods that are meaningful for bilingual families also are being developed and implemented. For example, we have begun the development of a core curriculum on culturally and linguistically appropriate services that will address the student application and interview process, faculty and staff recruitment, hiring, retention, mentoring, and enrichment. We have also increased the availability of bilingual staff or volunteers at community events.

Faculty and staff of color, as well as volunteers, are crucial role models. Therefore, mentoring and professional development opportunities for people of color are being encouraged and reviewed for effectiveness, where among other things, they also assist in creating a nurturing multicultural environment where all persons at UNMC feel welcome and flourish. Highlighted activities include:

➤ The redevelopment of a formal mentoring program has started. Human Resources has contracted with Career Design to have focus groups to determine how to improve the program. Recommendations will be tested and implemented in the near future.

➤ "Foundations for Success", an in-house staff development program serves many purposes. Its main function is to expose non-managerial employees to the types of training that will help them to advance in the organization. "Foundations for Success" is a four-session career development and networking experience for office service employees. The series is designed to provide participants with career development information and access to UNMC resources that will assist them in their career choices. The goal of the series is to provide an opportunity for employees to acquire additional knowledge and skills that will enhance job performance, maximize career potential and bring value to the University of Nebraska Medical Center. There is a disproportionate representation of underrepresented minorities (URM) in this category and there has been an intentional over-election of URM into the program. By bringing people together from across the campus, new relationships are formed; people who may have felt isolated as "the only" one in their areas have the opportunity to network with similar people or feel empowered because of the quality of learning opportunities offered.

➤ The "Administrative Colloquium" is a one-year course composed of a series of four 8-hour workshops. In addition, there are two 2-hour meetings that take place during February and August to allow participants to network with each other and to work on their projects. Aside from the required course-work, each participant is required to complete a personal growth project that demonstrates the application of the course content to the very specific need of the participant in his/her daily learning and working activities. The personal growth project may be presented either as a poster display or as a short oral presentation at the Colloquium Graduation.

Expanding employment-advertising efforts is yet another strategy that has been implemented to increase multicultural representation among faculty, staff, students, and administration at UNMC. They now include *Nuestro Mundo* (a Spanish-language newspaper) and continue with the *Omaha Star* (traditionally targeted to African Americans) and online with

Career Link. A new print advertising campaign with a focus on diversity, *I work here . . . Maybe you should too*, featuring current UNMC employees, began March 14, 2004 and will continue throughout 2004. The models are UNMC employees and represent a variety of people of different racial/ethnic backgrounds.

Other mediums to increase multicultural representation and inclusion have been implemented. UNMC, with an award from Association of Academic Health Centers, has developed and implemented, “Eliminating Health Disparities in Omaha: A Collaborative Approach” and lead the way in developing a comprehensive strategy to improve the health of and recruit from the most vulnerable in the society. UNMC partners with Heartland Latino Leadership Council, LLC to provide an annual conference that brings approximately 600 people to Omaha. The conference stresses educational, business, and social opportunities for Latinos; addresses issues of cultural competency, and provides over a dozen college scholarships for gifted Latino students.

Finally, the Employee Diversity Network (EDN) continues and has been strengthened. Its mission is to support the growth and development of cultural competency/awareness for all at The Nebraska Medical Center, University of Nebraska Medical Center and University Medical Associates. Community members are always invited to EDN sponsored events.

Conducive Climate for All

The aforementioned strategies and activities to increase diversity at UNMC also serve to create and maintain a climate conducive to success for all people, thus serving multiple purposes. Nevertheless, 3 different additional strategies were delineated to create and maintain a conducive climate; highlighted events and activities implemented to achieve this end are noted below:

1. *Unfair, illegal, and irrational discrimination should not be tolerated in any form within the University of Nebraska. Appropriate steps to eliminate this type of discrimination should be swift and effective.*
 - Annually, a letter from the Chancellor, explaining the non-discrimination policy, is distributed to all employees and students. Supplemental copies are distributed to incoming staff at New Employee Orientation and in the on-line version of the *Student Handbook*.
 - Human Resources staff utilizes a mediation style that addresses complaints or concerns before they rise to the level of a grievance. This practice effectively allows employees the opportunity to speak out about topics that are emotion-evoking without going through a formal process. Human Resources’ specialists then develop educational opportunities and other solutions to address difficult issues.
2. *Every effort should be made to create a university campus in which all faculty, staff, and students feel respected and comfortable and in which success is possible and obtainable. Seemingly simple information is greatly appreciated.*
 - Human Resources provided the funding for *Foundations for Success*, and for the courses provided in cooperation with Metropolitan Community College’s Workforce Development Institute (*Business Writing*, *Command Spanish®*, and *English as a Second Language*).
 - T-O-T program (described on page 2 of this report).
 - Specific retreats and training opportunities for faculty on cultural competency.

- Frequent recognition of and celebration of cultural events which may include formal presentations, culturally specific art and/or music, panel presentations, roundtable discussions, or theatrical presentations.
 - New House Officer orientation.
 - Foundations for Success (described on page 4 of this report).
 - Administrative Colloquium (described on page 4 of this report).
3. *Every effort should be made on campus to dispel the ignorance or anxiety associated with multicultural experiences. The multicultural experience is not to be feared or dismissed; the experience should be viewed and shared by each campus as an important step toward maturity, balance, equity, social justice, and racial harmony.*
- EDN activities (described on page 5 of this report).
 - UNMC Today articles.
 - Course content on cultural competency for all first year students.
 - Unit-based cultural celebrations and presentations.

Overall Success

After reviewing all the activities highlighted in this report—sustained and new—one can conclude that the environment at UNMC is being affected, where these targeted efforts seek to achieve an increase in multicultural representation among faculty, staff, students and administration (goal 3) and create and maintain a climate that is conducive for all people (goal 4). Although there is room for improvement, increased or sustained enrollment or employment among the following groups serves as one positive indicator attributed to such targeted efforts: Black and non-resident alien undergraduates (Table 1); Black, Hispanic, Native American and non-resident alien graduate students (Table 2); Hispanic, Native American, and non-resident alien managers/professionals (Table 4) and office/service staff (Table 5); Asian and non-resident alien full-time tenure track faculty (Table 6) and full-time non-tenure and part-time faculty (Table 7). At minimum, successful implementation and achievement of these two goals is laying a solid foundation for continued and future success where UNMC equitably represents the diversity of those served.

APPENDIX

- Table 1. Undergraduate student enrollment by race/ethnicity
- Table 2. Graduate student enrollment by race/ethnicity
- Table 3. First-time full-time retention rate by cohort by race/ethnicity
- Table 4. Managerial/professional staff by race/ethnicity
- Table 5. Office/service staff by race/ethnicity
- Table 6. Full-time tenure track faculty by race/ethnicity
- Table 7. Full-time non-tenure and part-time faculty by race/ethnicity

2003-2004 Diversity Report
 University of Nebraska Medical Center
 Student Data

Table **UNMC 1**
 Undergraduate Student Enrollment by Race/Ethnicity

Race/Ethnicity	1995			1997			1999			2001			2003		
	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Asian	10	3	13	12	3	15	14	3	17	7	2	9	6	0	6
Black	13	3	16	14	3	17	6	2	8	2	2	4	13	1	14
Hispanic	27	0	27	12	1	13	18	1	19	17	3	20	16	1	17
Native American	6	2	8	5	1	6	4	1	5	0	0	0	1	0	1
Sub-total Min.	56	8	64	43	8	51	42	7	49	26	7	33	36	2	38
Non-Resdnt Alien	1	0	1	4	1	5	1	2	3	1	0	1	5	2	7
Unknown	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	775	83	858	707	73	780	653	59	712	541	88	629	617	80	697
TOTAL	832	91	913	754	82	836	696	68	764	568	95	663	658	84	742

Table **UNMC 2**
 Graduate Student Enrollment by Race/Ethnicity¹

Race/Ethnicity	1995			1997			1999			2001			2003		
	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Asian	70	12	82	63	6	69	95	8	103	92	4	96	85	7	92
Black	30	4	34	26	5	31	30	4	34	32	5	37	19	9	28
Hispanic	29	1	30	29	1	30	27	3	30	22	3	25	31	8	39
Native American	8	0	8	10	1	11	10	0	10	7	1	8	10	1	11
Sub-total Min.	137	17	154	128	13	141	162	15	177	153	13	166	145	25	170
Non-Resdnt Alien	71	10	81	53	13	66	71	7	78	103	18	121	106	18	124
Unknown	0	0	0	0	0	0	0	0	0	0	2	2	0	0	0
White	1334	273	1607	1365	210	1575	1351	220	1571	1489	283	1772	1528	301	1829
TOTAL	1542	317	1859	1546	236	1782	1584	242	1826	1745	316	2061	1779	344	2123

¹ All masters' degrees and Ph.D., M.D. D.D.S., Pharm.D. degrees; includes all students beyond bachelor's degree.

Table **UNMC 3**
 First-Time Full-Time Retention Rate by Cohort by Race/Ethnicity²

Cohort	Year 2			Year 3			Year 4			Year 5			Year 6		
	# Ret.	% Ret.	Grads	# Ret.	% Ret.	Grads	# Ret.	% Ret.	Grads	# Ret.	% Ret.	Grads	# Ret.	% Ret.	Grads
Asian															
Black															
Hispanic															
Native American															
TOTAL															

²UNMC has no entering freshman so no first-time full-time retention rate by cohort by race/ethnicity. Not applicable to this campus.

2003-2004 Diversity Report
University of Nebraska Medical Center
Staff Data³

Table **UNMC 4**
 Managerial/Professional Staff by Race/Ethnicity⁴

Race/Ethnicity	1995			1997			1999 ⁴			2001 ⁵			2003 ⁶		
	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Asian							88	3	91	71	2	73	78	3	81
Black							22	2	24	37	6	43	37	3	40
Hispanic							10	1	11	22	3	25	27	2	29
Native American							4	0	4	3	1	4	3	0	3
Sub-total Min.							124	6	130	133	12	145	145	8	153
Non-Resdnt Alien							27	0	27	140	55	195	159	3	162
Unknown							0	1	1	0	0	0	0	0	0
White							806	89	895	1240	168	1408	1273	144	1417
TOTAL							957	96	1053	1513	235	1748	1577	155	1732

Table **UNMC 5**
 Office/Service Staff by Race/Ethnicity

Race/Ethnicity	1995			1997			1999			2001			2003		
	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Asian							12	7	19	8	1	9	4	6	10
Black							75	8	83	89	5	94	77	9	86
Hispanic							13	6	19	20	4	24	22	9	31
Native American							3	0	3	3	1	4	5	1	6
Sub-total Min.							103	21	124	120	11	131	108	25	133
Non-Resdnt Alien							0	0	0	3	2	5	6	3	9
Unknown							2	0	2	0	0	0	0	0	0
White							650	208	858	683	75	758	661	177	838
TOTAL							755	229	984	806	88	894	775	205	980

³Due to the loss of over 2800 employees with the merger of University Hospital into (then) Nebraska Health System in 1998, UNMC staff data reports will start with 1999.

⁴1999 data does not include House Officers and executive-administrative data (POA group 61).

⁵2001 data does not include executive-administrative staff (POA group 61).

⁶2003 data includes all managerial/professional employees, House Officers, and executive administrative staff (POA group 61).

2003-2004 Diversity Report
University of Nebraska Medical Center
Faculty Data

Table **UNMC 6**
 Full-Time Tenure/Tenure Track Faculty by Race/Ethnicity

Race/Ethnicity	1995			1997			1999 ⁸			2001			2003		
	Full Time	⁷ Part Time	Total	Full Time	⁷ Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Asian	12		12	15		15	38	0	38	46	0	46	49	0	49
Black	0		0	0		0	4	0	4	4	0	4	5	0	5
Hispanic	1		1	2		2	10	0	10	10	0	10	7	0	7
Native American	0		0	0		0	0	0	0	0	0	0	0	0	0
Sub-total Min.	13		13	15		17	52	0	52	60	0	60	61	0	61
Non-Resdnt Alien	0		0	0		0	0	0	0	18	0	18	22	0	22
Unknown	0		0	0		0	0	0	0	0	0	0	0	0	0
White	183		183	180		180	418	0	418	430	0	430	449	0	449
TOTAL	196		196	197		197	470	0	470	508	0	508	532	0	532

Table **UNMC 7**
 Full-Time Non-Tenure and Part-time Faculty by Race/Ethnicity

Race/Ethnicity	1995 ⁹			1997 ⁹			1999			2001			2003		
	Full Time	⁷ Part Time	Total	Full Time	⁷ Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Asian	32		32	24		24	13	4	17	12	4	16	16	2	18
Black	5		5	6		6	4	0	4	4	0	4	4	2	6
Hispanic	10		10	9		9	7	0	7	2	0	2	2	2	4
Native American	2		2	0		0	0	0	0	0	0	0	0	0	0
Sub-total Min.	49		49	39		39	24	4	28	18	4	22	22	6	28
Non-Resdnt Alien	17		17	16		16	0	0	0	13	1	14	24	6	30
Unknown	0		0	0		0	0	0	0	0	0	0	0	0	0
White	359		359	354		354	142	178	320	138	149	287	128	167	295
TOTAL	425		425	409		409	166	182	348	169	154	323	174	179	353

⁷Data not kept on part-time faculty in 1995 and 1997.

⁸Beginning in 1999, faculty on Health Professions contracts were included in the table *Full-Time Tenure and Tenure-Track Faculty by Race/Ethnicity*.

⁹In 1995 and 1997, faculty on Health Professions contracts were included in the table *Full-Time Non-Tenure and Part-Time Faculty by Race/Ethnicity*.

University of Nebraska at Kearney 2003-2004 Diversity Report to the Board of Regents

This report was prepared by Bryan Samuel and Claude Louishomme, members of the 2003-2004 University-wide Diversity Committee. It includes strategies used by the University of Nebraska at Kearney to accomplish Goals 3 and 4 of the Board of Regents' Minority Affairs Goals and Strategies. Data regarding faculty tenure and status by ethnicity, staff status by ethnicity, and student enrollment status by ethnicity is presented in tables for comparison years of 1995, 1997, 1999, 2001 and 2003. Student retention data is also provided for the 1997 and 2000 cohorts.

Executive Summary

1. In the last 3 years, strategies for recruiting multicultural faculty and staff have been enhanced.
2. Although recruitment of multicultural faculty continues to be a challenge, in the past 8 years, representation of full time tenure/tenure track multicultural faculty has increased 143% while total faculty numbers have decreased.
3. Diversity training and maintaining a climate conducive to success for all peoples remains a high priority for the campus.
4. Resources dedicated to the recruitment and retention of multicultural students have been enhanced. Results have been encouraging.

Recommendations

1. Efforts to recruit multicultural faculty and staff should remain a priority.
2. Continue to provide diversity and sensitivity training for all employees.
3. Continue benchmarking the campus' progress in hiring, retaining and promoting faculty and staff of color.
4. In light of the many and varied initiatives that are going forward, examine whether current administrative structure is adequate to monitor multicultural issues and advise the Chancellor about appropriate strategies.
5. Consider establishing partnerships with community members to identify strategies that enhance the attractiveness of the Kearney community for multicultural persons and their families.

Regents' Goal # 3: Establish effective methods of recruitment and retention designed to achieve multicultural representation among faculty, staff, students and administration. Incentives for active and successful affirmative action participation should be established. Establishment of vitae banks, use of minority directories, personal networking within fields of study and consortiums are recommended recruiting tools.

Efforts to recruit faculty of color are evident in strategies employed by the colleges. Although disciplinary and interdisciplinary considerations are the primary factors that guide searches, to the greatest extent possible, job descriptions are developed to maximize the number of multicultural applicants. Faculty search committees include female and/or multicultural representation. Additionally, informal networks searches of other institutions, associations and graduate schools to identify potential minority and/or female candidates are used to identify prospective opportunity hires. Data on faculty recruitment yields are represented in tables 1 and 2 below.

Table 1: Full Time Tenure/Tenure Track Faculty by Race/Ethnicity

Race	1995			1997			1999			2001			2003		
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Asian	5		5	6		6	10		10	8		8	8		8
Black				1		1	2		2	2		2	2		2
Hispanic	1		1	2		2	4		4	6		6	5		5
Native American	1		1	1		1	3		3	2		2	2		2
Sub-total	7	0	7	10	0	10	19	0	19	18	0	18	17	0	17
Non-res Al	3		3	2		2	1		1	2		2	5		5
Unknown			0			0			0			0			0
White	255		255	249		249	235		235	229		229	217		217
Total	265		256	261	0	261	255	0	255	249	0	249	239	0	239

Table 2: Full-Time Non-Tenure and Part-Time Faculty by Race/Ethnicity

Race	1995			1997			1999			2001			2003		
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Asian			0	1		1	1		1	2	2	4	1	1	2
Black		1	1	1		1			0		1	1			0
Hispanic	2	2	4	2	3	5	1	5	6	1		1	1		1
Native American			0	1		1			0			0			0
Sub-total	2	3	5	5	3	8	2	5	7	3	3	6	2	1	3
Non-res Al			0			0			0	1	2	3			0
Unknown			0			0			0			0			0
White	44	108	152	49	120	169	64	86	150	59	81	140	55	85	140
Total	46	111	157	54	123	177	66	91	157	63	86	149	57	86	143

Recruitment of minority faculty and staff at UNK involves the initiatives of the individual colleges and departments, supplemented by the Office of Affirmative Action and Equal Opportunity and the Dual Career Program. The Affirmative Action Office works with hiring departments to recruit faculty and staff of color. Through the Affirmative Action Office, regional and national mailing lists are available to distribute job vacancy notices to institutions with significant minority enrollments. In addition UNK purchases a listing of minorities graduating with PhDs so that departments can contact potential applicants directly. In 2003 UNK purchased a membership to HigherEdJobs.com, one of the largest job databases which focus exclusively on college and university positions. In addition to the regular advertisements in publications such as Black Issues in Higher Education and Women in Higher Education, HigherEdJobs.com offers UNK the optional Affirmative Action Email which is sent weekly to 29,013 (and growing) higher education job seekers. Strategies utilized at UNK include the following.

- The Office of Affirmative Action/Equal Opportunity supplies mailing labels for minority/women colleges and universities to campus departments interested in increasing the number of minority/female applicants for staff positions.
- By comparing the affirmative action cards that are returned to the Office of Affirmative Action/Equal Opportunity and reviewing the shortlist submitted for each position, the Office of Affirmative Action/Equal Opportunity oversees the shortlist and may request explanations for shortlists without minority/women candidates.
- The Office of Affirmative Action/Equal Opportunity routinely provides advertising source updates departments.

The Affirmative Action Office will continue to update and develop creative ways to recruit faculty and staff of color in 2004.

The Dual Career Program (www.unk.edu/offices/dcp) was created in 1998 in response to career concerns of the accompanying partners of qualified applicants and employees. The program is offered to relocating partners of faculty, administrators, and staff and provides them with up-to-date information about local businesses, networking opportunities, support during the job search, and résumé and cover letter assistance and review. A recent survey (Fleig-Palmer, Murrin, Palmer, Rathert, 2003) established that the program is comparable to the best programs in the nation (e.g., Cornell University, Purdue University, and University of Iowa). Data on multicultural staff recruitment yield are represented in tables 3 and 4 below.

Fleig-Palmer, M., Murrin, J., Palmer, D. K., & Rathert, C. (2003, April). Meeting the needs of dual-career couples in academia. Paper presented at the Dual Career Conference, Iowa City, IA, April, 2003.

Table 3 Managerial/Professional Staff by Race/Ethnicity

Race	1995			1997			1999			2001			2003		
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Asian			0			0			0			0			0
Black	2		2	2		2	2		2	4		4	3		3
Hispanic			0	1		1	1		1			0	1	1	2
Native American	1		1	1		1			0			0			0
Sub-total	3	0	3	4	0	4	3	0	3	4	0	4	4	1	5
Non-res Al			0	1		1			0	3		3	2	1	3
Unknown			0			0			0	1		1			0
White	104	13	117	134	14	148	132	15	147	147	15	162	145	29	174
Total	107	13	120	139	14	153	135	15	150	155	15	170	151	31	182

* Data includes Exec and Mgr/Prof

Table 4: Office/Service Staff by Race/Ethnicity

Race	1995			1997			1999			2001			2003			
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	
Asian	1		1	1		1	1		1		1			1	1	
Black	1		1	1		1			0				0	2		2
Hispanic	10	1	11	9	1	10	9	1	10	6	1	7	8	1	9	
Native American	1		1	2		2	1		1			0			0	
Sub-total	13	1	14	13	1	14	11	1	12	7	1	8	10	2	12	
Non-res Al			0			0			0			0			0	
Unknown			0			0			0	1		1			0	
White	213	20	233	223	21	244	213	20	233	216	17	233	207	19	226	
Total	226	21	247	236	22	258	224	21	245	224	18	242	217	21	238	

* Data includes Tech/Para, Clerical, Crafts and Service

Efforts have been implemented to improve the number of multicultural students attending UNK. In August 2001 the Office of Admissions hired a Hispanic Recruiter to assist with establishing inroads in selected cities and townships with high Hispanic student populations. The Hispanic Recruiter also coordinates new advertising strategies for the Office of Admissions. These new strategies include advertising in Hispanic publications “El Perico,” out of Omaha, Nebraska and “Buenas Dias,” out of Grand Island, Nebraska. El Perico services Omaha, Lincoln, Fremont and Schuyler, Nebraska as well as Council Bluffs, IA. Buenas Dias services central Nebraska. Additionally, UNK publishes student information in Spanish. In August of 2002, the Admissions Office created the position of Coordinator for Multicultural Recruitment. The Coordinator for Multicultural Recruitment is responsible for state and regional recruiting strategies designed to pique the interest of students from underrepresented populations. The strategies have included the following.

- In October of 2003, the first annual Multicultural Scholars and Leaders Day program was realized. The Multicultural Scholars and Leaders Day program invites the best and brightest high school multicultural prospects to speak with faculty and students, tour campus facilities and discuss merit and talent based scholarship opportunities offered by UNK. In its first year, the program hosted more than 150 multicultural students from across the state of Nebraska as well as students from Garden City, Kansas.
- In March of 2003, the University of Nebraska at Kearney hosted its first annual Cultural Unity Conference. The Cultural Unity Conference consists of multiple workshops and a keynote luncheon and is designed to assist under-represented students in grades 9-12 with addressing perceived barriers to higher education. In its debut, the Cultural Unity Conference hosted more than 130 students, from central Nebraska and Garden City, Kansas.
- The Campus Visit Program, established in 2000, is being continued. This concerted effort to bring prospects from targeted high schools to campus and to engage them meaningfully with our programs, faculty and students was expanded to include Scottsbluff and Gering, Nebraska and Garden City, Kansas. Currently the Campus Visit Program produces approximately a 24% yield.

The Office of Admissions has also employed multiple contact strategies for enhancing communication with prospective multicultural students, school administrators and parents. These strategies include target mailings, phone calls, emails and information brochures flyers that are used to inform prospective

students, high school administrators and parents, and to enhance prospects' awareness of scholarships, academic programs and multicultural representation on the campus. Posters and information brochures announcing a new scholarship initiative, the UNK Multicultural Community Service Scholarship, were mailed to all high schools in the state of Nebraska. The Multicultural Community Service Scholarship is designed to assist the university with building a multicultural community by encouraging students to actively participate in multicultural programs, activities, events and multicultural student organizations that champion issues on the importance of multiculturalism, diversity and inclusion. Every multicultural student who applied for admissions to UNK received information from the Coordinator for Multicultural Recruitment detailing scholarships such as the Davis Scholarship, Platte River Corridor Scholarship, NUPATH Scholarship and the UNK Multicultural Community Service Scholarship.

In August of 2002, the College of Education secured a grant to begin the Educational Access Project. The Educational Access Project attempts to address and remove perceived barriers to higher education through a multi-component intervention program. Students who are members of any of the underrepresented groups or whose family income is at or below federal poverty guidelines are eligible to participate in the project. The project has a Director and an Assistant Director who conduct recruiting visits at high schools throughout the state of Nebraska.

As a result of these efforts, UNK has witnessed an increase in the number of admissions applications submitted by multicultural students. Further, these efforts have produced a significant increase in the number of multicultural students applying for scholarships such as the Davis Scholarship, NUPATH, Platte River Corridor and the Multicultural Community Service Scholarship. Data on multicultural student recruitment yield are represented in tables 5 and 6 below.

Table 5: Undergraduate Student Enrollment by Ethnicity

Race	1995			1997			1999			2001			2003		
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total
Asian	33	3	36	30	6	36	21	6	27	14	4	18	28	1	29
Black	44	6	50	40	5	45	29	7	36	43	3	46	37	5	42
Hispanic	82	27	109	82	18	100	80	19	99	76	18	94	120	11	131
Native American	17	8	25	12	6	18	13	2	15	11	3	14	9	2	11
Sub-total	176	44	220	164	35	199	143	34	177	144	28	172	194	19	213
Non-res Al	195	20	215	192	22	214	156	22	178	193	73	266	265	62	327
Unknown	266	75	341	293	44	337	281	38	319	229	37	266	261	28	289
White	4,757	934	5,691	4,607	754	5,361	4,467	664	5,131	4,196	507	4,703	4,119	425	4,544
Total	5,394	1,073	6,467	5,256	855	6,111	5,047	758	5,805	4,762	645	5,407	4,839	534	5,373

For Fall 2004, application numbers as of March 10, 2004, show continued progress in reaching out to multicultural audiences. In particular, applications from African American students have increased by 20% over last year and by 46% over three years ago, and applications from Hispanic students have increased by 66% and 227%, respectively.

Table 6: Graduate Student Enrollment by Ethnicity

Race	1995			1997			1999			2001			2003			
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full Time	Part Time	Total	Full Time	Part Time	Total	
Asian	1	2	3	2	4	6	1	5	6	1	2	3		3	3	
Black	2		2	1		1	1	1	2		2	2		1	1	2
Hispanic	2	6	8	2	6	8	1	8	9	3	6	9		3	19	22
Native American	2	2	4	1	1	2		2	2		2	2		2	2	
Sub-total	7	10	17	6	11	17	3	16	19	4	12	16		4	25	29
Non-res Al	25	6	31	20	11	31	34	5	39	24	9	33		18	9	27
Unknown	8	38	46	7	28	35	3	14	17	2	38	40		1	22	23
White	206	853	1,059	178	761	939	139	761	900	172	758	930		163	764	927
Total	246	907	1,153	211	811	1,022	179	796	975	202	817	1,019		186	820	1,006

Regents’ Goal #4: Create and maintain a climate conducive to success for all peoples.

The University of Nebraska at Kearney works to maintain a climate that is conducive to the success of all people. Toward this end, policies and procedures have been implemented to address issues of discrimination and harassment. These policies and procedures can be found at <http://www.unk.edu/offices/aeo/aapolicies.html>. In addition, information brochures are provided to students and new staff during orientation, information is provided in the Student Handbook and Employee Handbook, and training sessions are offered on a semi-annual basis. UNK also has an Affirmative Action Commission that reports to the Chancellor and is comprised of faculty, staff and students. The Affirmative Action Commission exists as a vehicle to advise the Chancellor on Affirmative Action and Equal Opportunity policies and practices. The Commission has two distinct charges: first, to review and support the development of institutional Affirmative Action and Equal Opportunity policies, monitor the hiring process and the Affirmative Action Plan, and identify potential areas of concern in matters related to Affirmative Action and Equal Opportunity; and second, to support education and training programs relative to the institution's Affirmative Action and Equal Opportunity policies and guidelines, monitor Affirmative Action initiatives, and investigate individual grievances related to policies or actions which may be discriminatory. These two charges are designed to encourage and support diversity initiatives and to protect individuals and the university community collectively from the possible moral and legal repercussions of the violation of Equal Opportunity guidelines. These charges to the Commission also provide a means for ensuring due process if members of the university community experience discrimination.

The CORE (Creating Opportunities for Respect and Equity) Program was developed for UNK by faculty, staff and administrators and is patterned after the Pathways to Harmony program that was developed by the University of Nebraska at Omaha. The mission of CORE is to nurture a respectful community characterized by awareness, integrity, cooperation and equal opportunities through open and constructive dialogue among all people. The mission is accomplished by a team of facilitators who guide participants through a day long program of information, activities and discussions. The first CORE Program was held in the fall of 2003 with more than thirty faculty, staff and administrators participating. UNK plans to offer at least two opportunities each year for UNK community members to participate in CORE (including students and Kearney community members). The University of Nebraska at Kearney, in an effort to attract and hire quality faculty and staff, sends surveys to all candidates who decline offers for

interview and/or employment, or who withdraw from the search process. Information received from these surveys is compiled and reported in spreadsheet format to the Administrative Council on an annual basis.

Other strategies of interest include the UNK Mentor Advantage, a mentoring program developed and administered by Staff Senate to assist new staff employees (Office, Service, Managerial/Professional or Administrative). New situations can be stressful as the individual attempts to gain a "sense of place." The mentor helps the new employee achieve a comfort level within the university system. This is accomplished as the mentor assists the new employee become a full participant in the university system through instruction on learning policies, procedures, campus values, customs and expectations. The program is designed to be an ongoing, flexible program that will be updated and expanded as needed. The program is voluntary and offered to all new employees. Additionally, various campus departments assist and participate in the annual James E. Smith Conference on World Affairs and recently the University of Nebraska at Kearney College of Education was selected as only one of four universities nation-wide to host a Multicultural Competence and Social Justice Conference. This conference was designed to help educators and mental health practitioners generate individual advocacy plans, become aware of the thirty-one fundamental multicultural competencies needed by educators and mental health professionals, and learn how to become an advocate for institutional and community change to meet the needs of diverse students and clients.

Student Retention

The need to retain all minority students at similar rates has been recognized and resulted in the continuation of a number of initiatives including, but not limited to, the following.

- The Office of Multicultural Affairs, established in 2000, continues to offer cultural enrichment programs and services for minority students and the University community.
- Utilizing a diversity awareness and appreciation philosophy, Student Affairs professionals in the offices of Multicultural Affairs, Academic Advising and Student Support Services continue to work with minority students. During Summer Enrollment and Advising, these units offer a special diversity session allowing entering minority students to speak candidly with faculty, staff and currently enrolled minority students about multicultural issues prevalent on the campus and in the Kearney community, as well as to allow said students to co-register for selected general education courses.
- Two minority student groups, the Tribunal Council of Black Students and the Student Council of Intertribal Nations, were created in the fall 2001. These groups, in association with the Office of Multicultural Affairs and various other campus departments, have offered creative cultural programs and activities for minority students and the university community. The Hispanic Student Association, established in 1998, assisted by faculty and staff, organizes the annual Cultural Unity Conference.

Table 7: First-Time, Full-Time Degree-Seeking Undergraduate Retention rate by Cohort by Ethnicity

COHORT	YEAR 2		YEAR 6	
		% Return		
	# Return	Retention Rate	Graduation Rate	
Asian				
Fall 1995 Cohort Ethnicity not Available				
Fall 1997 N= 2	1	50.0%	0.0%	0
Fall 2000 N= 6	5	83.3%	avail. Fall 2006	
Black				
Fall 1995 Cohort Ethnicity not Available				
Fall 1997 N= 6	4	66.7%	16.7%	1
Fall 2000 N= 14	12	85.7%	avail. Fall 2006	
Hispanic				
Fall 1995 Cohort Ethnicity not Available				
Fall 1997 N= 17	12	70.6%	41.2%	7
Fall 2000 N= 23	17	73.9%	avail. Fall 2006	
Native American				
Fall 1995 Cohort Ethnicity not Available				
Fall 1997 N= 0				
Fall 2000 N= 0				
TOTAL All Students				
Fall 1995 N= 1,038	735	70.8%	48.3%	501
Fall 1997 N= 1,005	751	74.7%	49.7%	499
Fall 2000 N= 996	792	79.5%	avail. Fall 2006	

Faculty and Staff Retention

Retention of faculty and staff of color, like recruitment, continues to be a challenge. These efforts may be enhanced by institutionalizing specialized assistance strategies designed to address a lack of culturally based goods, services and opportunities commonly found in more urban, metropolitan environments. Such assistance enhances the institution’s holistic involvement through partnerships with various community members and agencies. For example, an African American faculty or staff person living in Kearney, Nebraska, is without Afro-centric spiritual worshiping opportunities. As such, his/her only recourse is to travel 130 miles to Lincoln, Nebraska. Using the scenario described above, one strategy to provide specialized assistance could be to identify a Pastor, of an Afro-centric denomination, who would be willing to occasionally visit Kearney and conduct spiritual worship services.

This form of assistance has proven successful in Fortune 500 companies such as Kimberly Clarke. It could very well work in American higher education, particularly rural colleges and universities such as the University of Nebraska at Kearney.

General Recommendations
of the
University-wide Committee on Diversity

- Establish a cycle on which to reassess the Regents' Goals and Strategies. Through this process develop appropriate measurable benchmarks of success.
- Maintain data in IPEDS format, in the even numbered years, for consistency of reporting and measuring progress over time.
- Develop uniform exit interview items, which may be incorporated into the existing process of each campus, to capture consistent information across the system.