University of Nebraska
University wide Diversity Report
University wide Diversity Committee
2006-2007

University-wide Committee on Diversity
2006-2007 Report to President James B. Milliken
May 31, 2007

Preface

The 2006-2007 University-wide Diversity Committee report to the President is written in support of the NU Board of Regents' Minority Affairs goals. In its 1993 Report of the Regents Committee on Minority Affairs, the Committee stated the following, "The very foundation and tradition of the university is built upon 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."

The NU Board of Regents approved the 1993 Report of the Regents' Committee on Minority Affairs, thereby, enacting the Minority Affairs 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 people, diversity in the curriculum, and a promotion of awareness and sensitivity through campus programs and activities both in and out of the classroom setting.

During the 2006-007 academic year, the University-wide Committee on Diversity met quarterly to share ideas, assess progress, and develop recommendations aligned with the 1993 Regents' Minority Affairs Goals and Strategies. Additionally, as part of these efforts the Committee reviewed NU campus diversity reports and other data in preparation for their annual meeting with the President. Members of the 2006-2007 University-wide Committee on Diversity are: Cheryl Bressington (UNK), Claude Louishomme (UNK), Juan Franco (UNL), Linda Crump (UNL), Valda Ford (UNMC), Rubens Pamies (UNMC), James Freeman (UNO), and Margaret (Peggy) Jones (UNO).

Recognizing the efforts of each campus to attract new faculty, staff and students, the members of the Committee agree that the University's primary concerns should be the recruitment and retention of persons of color and underserved groups at the University of Nebraska. Identifying and assessing strategies to increase the representation of faculty, students, staff, and administrators of color and disadvantaged populations are a major focus of the Committee. Furthermore, reducing the number of faculty who choose to leave the institution before attaining the academic rewards, retaining staff who have the history, expertise and skill to support our development, and ensuring the academic and personal success of students selecting to study here are just a few of the retention issues demanding our attention. The necessity of creating an environment in which all thrive is essential for the future of the institution. Furthermore, the Committee recognizes the critical importance of creating and ensuring an environment which attracts and is supportive of people of color and underserved populations.

In this regard, the University-wide Diversity Committee met with President James B. Milliken on May 31, 2007 to discuss the topics mentioned above and related access and retention issues. Specific attention was given to policies, programs, and best practices which might be transferable across the University. Representatives present at the meeting were Ms. Cheryl Bressington (UNK), Mr. James Freeman (UNO), Ms. Peggy Jones (UNO), Dr. Rubens Pamies (UNMC), Dr. Juan Franco (UNL), and Ms. Linda Crump (UNL).

The Committee's recommendations are provided below.

The University of Nebraska should:

- continue to review the feasibility and need for an NU Descriptive Inventory Database to collect information on campus diversity programs, along with recommended modifications;

- work with the President in developing recommendations for a scholarship program which captures the imagination of Nebraska students in order to secure full funding for socioeconomically and disadvantaged students;

- continue to develop earlier educational interventions and postsecondary access programs which target underrepresented groups not only in high school but also in elementary and middle school grades;

- develop best practices for the University's Exit Interview Survey process and the collection of related employment data for analysis;

- ensure that each campus has established a Chancellor's advisory commission on diversity in support of the NU Board of Regents' 1993 Minority Affairs goals;

- develop a University-wide survey of faculty and administrators to better determine why various underrepresented groups stay or leave the University; and

- assess current University-wide diversity programs for compliance with the law and develop a proactive response and political strategies to better able us to talk about diversity and why it is important to the University.

The proceeding Report also highlights progress, challenges, and recommendations associated with the recruitment and retention efforts of each NU campus. It also provides overall recommendations for continued University-wide progress. Additionally, data tables for each campus appear immediately after the campus narrative. Much of the reporting includes available data and related programming efforts for academic year 2005-2006. However, wherever possible, the campuses have included data and information on their diversity initiatives for portions of the 2006-2007 academic year.

University of Nebraska at Kearney
2006-2007 Progress Diversity Report

University of Nebraska at Kearney
2006-2007 Progress Toward Diversity Report

This report was written by Claude Louishomme and Cheryl Bressington, members of the 2006-2007 University-wide Diversity Committee. The report briefly describes current initiatives designed to promote diversity on the UNK campus. Data regarding faculty tenure and status by ethnicity, staff status by ethnicity, and student enrollment status by ethnicity is presented in graphs within the text and tables in the Appendix for comparison years of 1995, 1997, 1999, 2001, 2003, 2004, 2005, 2006. Student retention data is also provided for the 1997, 1999, 2001, 2003 and 2005 entering year students.

Executive Summary

1. The University of Nebraska at Kearney has made progress in increasing the diversity of the campus population. In the employment arena we have held ground in most categories or shown growth. Guided by our Affirmative Action plan, we continue to seek increased diversity for the Administrative, Faculty, and Service categories of employees.
2. UNK has seen a significant increase in Hispanic undergraduate students (up almost 17% from 2005 to 2006) while holding previous gains for other categories of race for undergraduate and graduate students. Some of this growth can be attributed to increased efforts from the Admissions office for recruitment (a dedicated Admissions Counselor and other initiatives), and an increasingly attractive multicultural climate on campus.
3. The University of Nebraska at Kearney is now offering an Ethnic Studies minor as a fall semester. Currently 14 students are enrolled.
4. The University of Nebraska at Kearney is reviewing its Cultural Diversity (CD) course offerings and determining how best to incorporate those into the General Studies requirements.
5. The Offices of Multicultural Affairs, International Education, and Affirmative Action/Equal Opportunity have expanded their program offerings to reach more students, faculty and staff.
6. The University of Nebraska at Kearney is now working on a plan to implement the diversity and equity mandates of our Phase I Strategic Plan, which was completed in February 2007. The implementation plan will bring together the key players for diversity and equity on campus and provide an outline for the future.

Recommendations

Based on the commitments expressed in UNK's Phase I Strategic Plan and the University of Nebraska's Strategic Framework, the following are recommendations for continued diversity growth.

1. Efforts to recruit multicultural faculty and staff should remain a priority. When possible, additional funding should be provided to assist in this effort.
2. Efforts should be increased to encourage minority students to pursue advanced degrees.
3. Continue efforts to increase student awareness and enrollment in the ethnic studies minor at UNK and to evaluate and where necessary adjust CD offerings.
4. Complete planning to implement UNK's Phase I Strategic Planning Guidance on diversity and equity.
5. Continue to provide diversity and sensitivity training for all employees and students.
6. Continue efforts to increase the minority student population.
7. Continue benchmarking the campus' progress in hiring, retaining and promoting faculty and staff of color. This should include steps to retain the diverse staff already employed.
8. Develop more effective campus-wide oversight of our multicultural situation and strategy.
9. Continue establishing partnerships with community members to identify strategies that enhance the attractiveness of the Kearney community for multicultural persons and their families.

Recruitment of Faculty

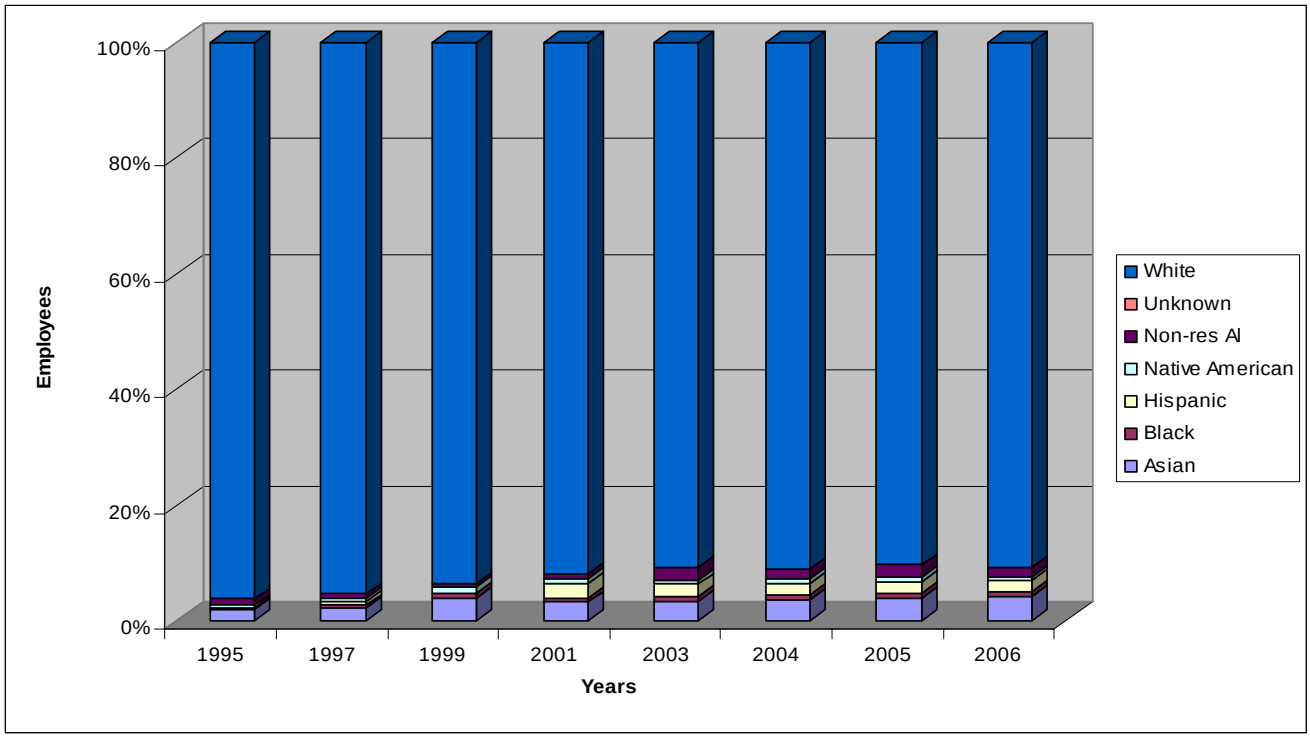
Recruitment of quality faculty continues to be high priority on the Kearney campus. Recruitment of minority faculty in particular is atop the list of campus-wide priorities, with the Senior Vice Chancellor of Academic Affairs assuming primary responsibility.

Advertising Initiatives: The Affirmative Action/Equal Opportunity office advertises with Inside Higher Ed to try to reach a more diverse applicant pool. The faculty profile was updated to collect more information on how applicants are finding openings at UNK. That Office also is collaborating with University Relations to develop a new marketing brochure that faculty can take to professional conferences and send to graduate institutions where there are a large percentage of minority students.
Responsibility: Director, Affirmative Action.

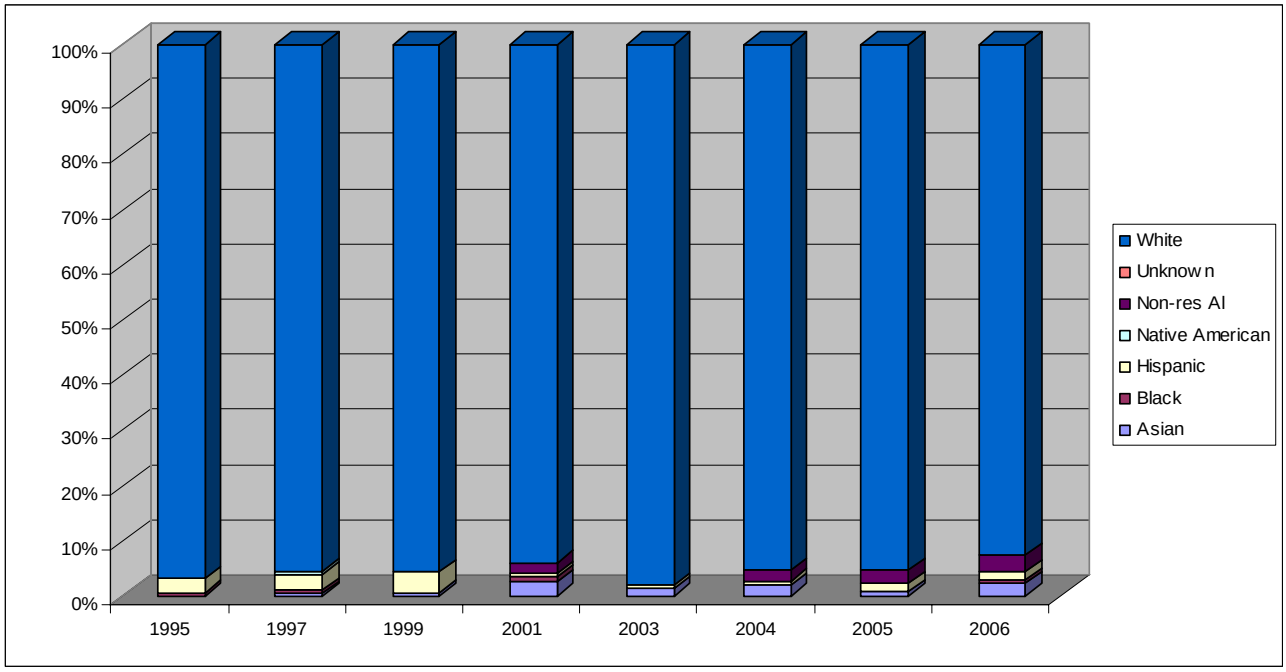
Town Hall Meeting on Diversity. In March 2007 Peter Vogel with Culture Prep conducted a town hall meeting on diversity and several focus group meetings to create a cross-cultural assessment. Over 200 students, faculty and staff took part in these discussions. The final report will be utilized as a springboard to the diversity implementation plan.
Responsibility: Director, Affirmative Action.

Data on faculty recruitment yields are represented in Graphs 1 and 2 below. For complete details please refer to the Appendix, Tables 1 and 2. UNK continues to maintain its levels of diversity in tenure and tenure track faculty while increasing the diversity in non-tenure faculty positions.

Graph 1: Full-Time Tenure/Tenure-Track Faculty by Race/Ethnicity



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



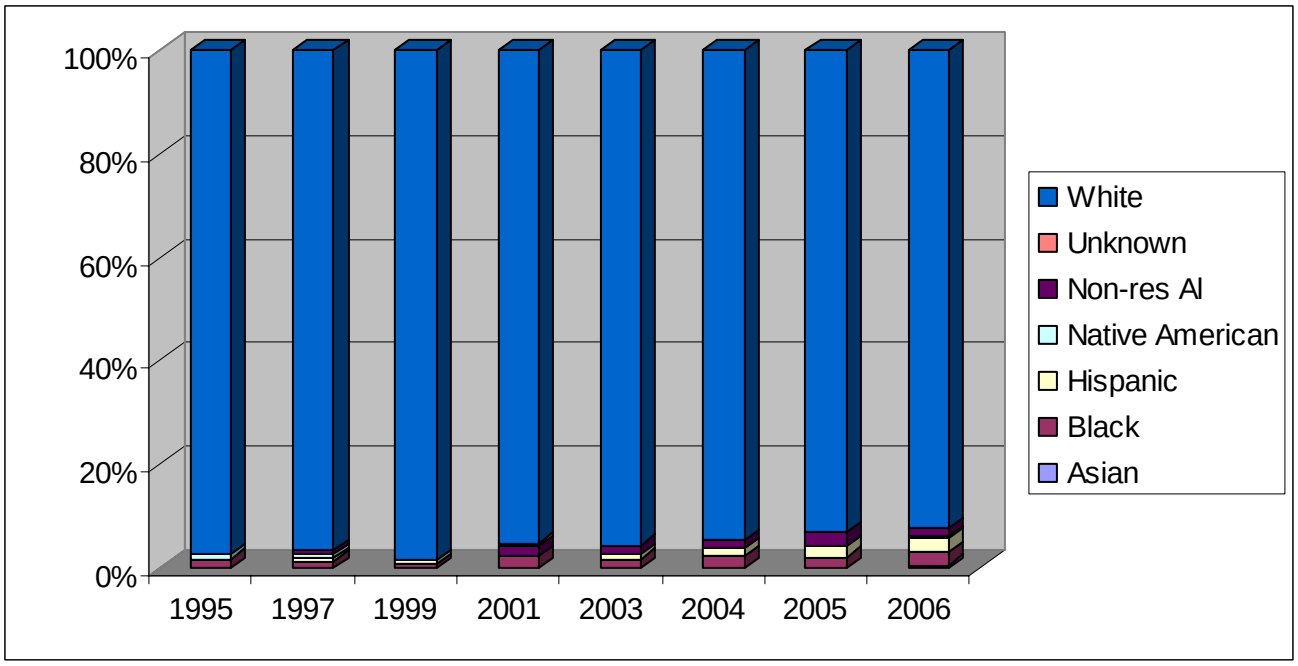
Recruitment of Staff

Current strategies to recruit minority staff focus on reaching viable prospects in communities with larger minority populations (such as Grand Island and Lexington) throughout the state as well as metropolitan areas in the contiguous states. Advertisements are also placed in national publications and on websites that reach a rich pool of prospects. Specific strategies include the following:

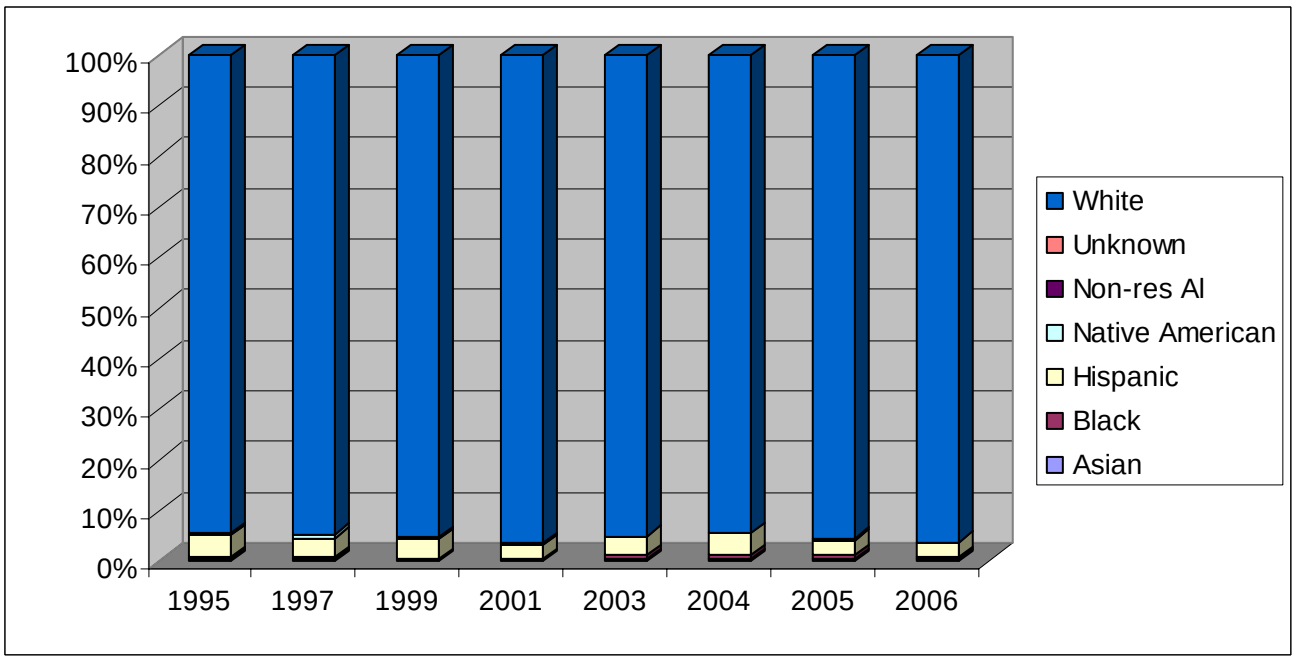
Search Initiatives: Recruitment ads in media of special interest to multicultural groups, i.e., Spanish-language newspapers, The Hispanic Outlook in Higher Education, Black Issues in Higher Education, and advertising position vacancies through professional networks and Historically Black Colleges and Universities; Participating in recruitment fairs in metropolitan areas with higher percentages of diverse prospects; Monitoring of ethnicity changes for employment and recruitment. Search committees are as diverse as possible. **Responsibility for these initiatives rest primarily with the Human Resources/Affirmative Action Offices; however, they are practiced and/or operationalized by departmental supervisors who coordinate the search(es).**

Data on multicultural staff recruitment yield are represented in graphs 3 and 4 below. For complete details please refer to the Appendix, Tables 3 and 4. UNK has shown some growth in diversity for Managerial/Professional staff over the last five years but continues to struggle in the Office and Service categories.

Graph 3: Managerial/Professional Staff by Race/Ethnicity



Graph 4: Office/Service Staff by Race/Ethnicity



Recruitment of Students

Since 2001, the number of multicultural students attending UNK has increased over 40%. This increase is largely the result of significantly enhanced resources devoted to recruiting promising multicultural students and an increasingly appealing multicultural climate on campus. At nearly 100%, the Asian American population has shown the greatest growth with the Hispanic population increasing over 61%. Primarily designed to bring multicultural students to campus, these initiatives recur yearly and include the following:

Multicultural Scholars and Leaders Day: The Multicultural Scholars and Leaders Day (MSLD) is an annual initiative designed to bring the best and brightest multicultural prospects in the region to our campus for a full day's activities including touring facilities, discussing academic programs and scholarship opportunities and candid conversations with currently enrolled multicultural students (**Target population- high school juniors and seniors**). Approximately 180 students attend this event each year. Currently, this initiative produces a 44% application rate, a 75% admittance rate and a 59% enrollment yield. **Responsibility: Office of Multicultural Affairs and Office of Undergraduate Recruitment and Admissions.**

Cultural Unity Conference: The Cultural Unity Conference is an annual initiative designed to raise the consciousness of multicultural students in the state and region regarding educational opportunities and perceived barriers to higher education (**Target population- high school students, grades 9-12**). Over 300 students attend this event each year. Currently 53% of all senior participants apply for admission of which 83% of the applicants are admitted and 90% of the admitted applicants enroll. **Responsibility: Office of Multicultural Affairs**

Multicultural Community Service Scholarship: The UNK Multicultural Community Service Scholarship is designed to attract talented students committed to building a multicultural community. Recipients lead and actively participate in multicultural programs, activities, events and multicultural student organizations that champion issues on the importance of multiculturalism, diversity and inclusion. Currently, this scholarship is offered to 10 students a year and produces over a 90% enrollment yield. **Responsibility: Office of Multicultural Affairs and Office of Undergraduate Recruitment and Admissions.**

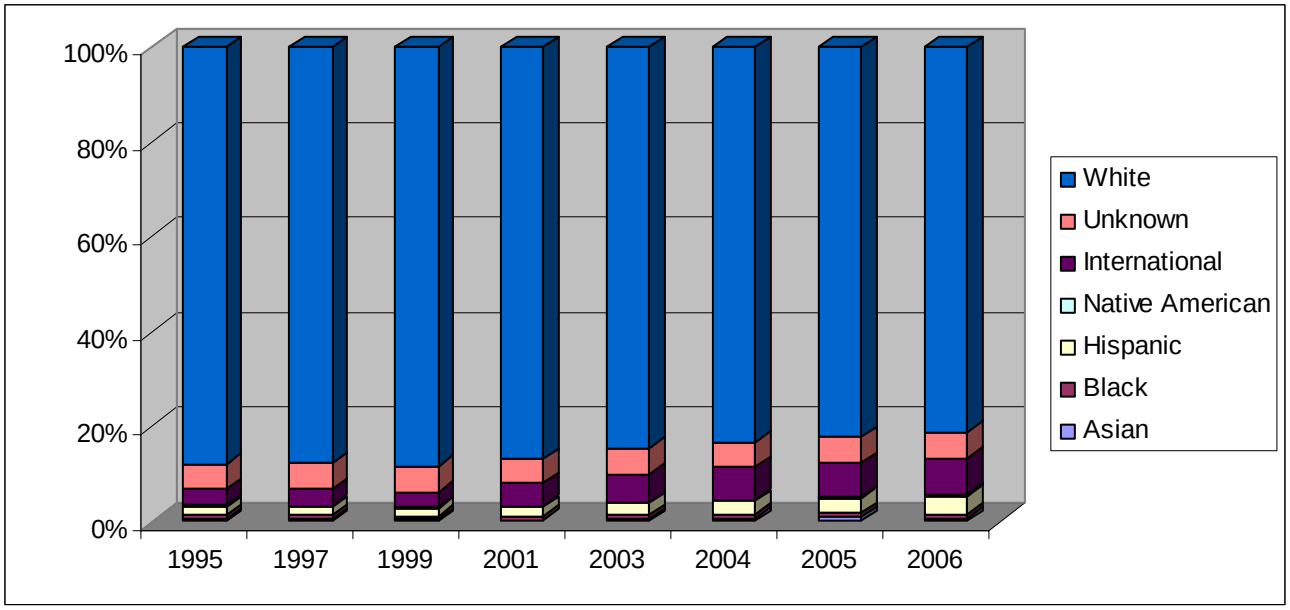
Outreach/Inroads Contact Strategies: These strategies include campus visits, target mailings, phone calls, emails and brochures/flyers that inform prospective multicultural students, high school administrators and parents about UNK. They also enhance prospects' awareness of scholarships, academic programs and multicultural representation on the campus. Posters and informational brochures announcing the new scholarship initiative, the UNK Multicultural Community Service Scholarship, as well as the Davis and NUPATH Scholarships are mailed to all high schools in the State of Nebraska. These new strategies also include advertising in Hispanic publications "El Perico," in Omaha, Nebraska and "Buenas Dias," in 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 information in Spanish. We are currently in the process of producing a recruitment DVD entirely in Spanish (2007). The Office of Undergraduate Recruitment and Admissions has employed a full-time Hispanic Recruiter since 2001. This individual interacts with high schools and community colleges as well as with organizations such as the Chicano Awareness Center and the Mexican-American Commissions. **Responsibility: Office of Undergraduate Recruitment and Admissions**

Special Events Cooperation/Assistance: Campus representatives speak to groups of diverse students when special events such as the MSLD are conducted. Student Affairs professionals seek grant funds specifically awarded for working with under-represented groups, network with other TRIO programs (i.e. Western Nebraska Community College) with diverse populations that may seek to transfer, work with athletic groups in assuring students and parents that academic support is available. **Responsibility: Student Life Director(s), professional staff and faculty**.

Ethnic Studies Minor Program. The Ethnic Studies Minor Program started in the fall of 2006. Initial enrollment of fourteen students has included six Japanese students, one student from Africa, one Native American student, one African American Student as well as several non-traditional female students. These students are pursuing majors in every undergraduate college at UNK. **Responsibility: Senior Vice Chancellor of Academic Affairs and Student Life, Director of Ethnic Studies.**

Data on multicultural student recruitment yield are represented in graphs 5 and 6 below. For complete details please refer to the Appendix, Tables 5 and 6. UNK has seen 71% growth in Black graduate student enrollment from 2004 to 2005 and a 17% increase in Hispanic undergraduate students from 2005 to 2006.

Graph 5: Undergraduate Student Enrollment by Ethnicity



Graph 6: Graduate Student Enrollment by Ethnicity

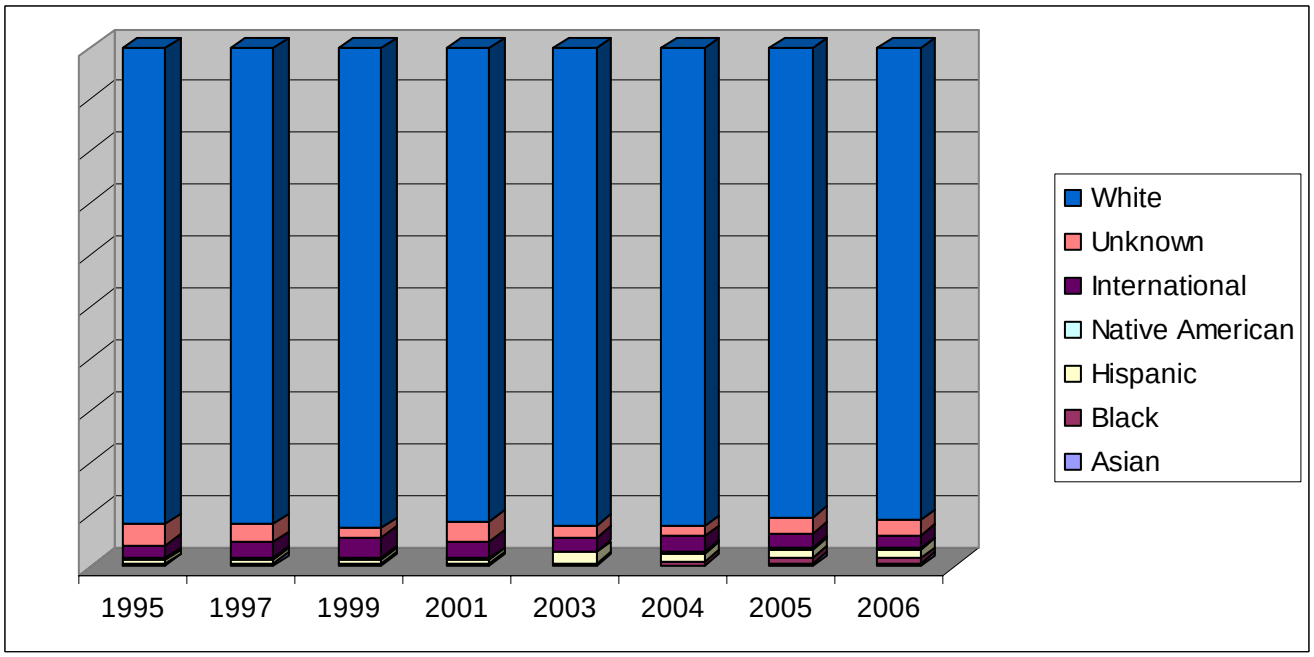


Table 7: Retention and Graduation Rates for First-Time, Full-Time Students by Race/Ethnicity (is included in the Appendix due to size)

Campus Climate

The University of Nebraska at Kearney has recently completed the first phase of its strategic plan. In that plan the campus has included diversity as part of its mission and mission imperatives. The next phase of the strategic planning process will develop an implementation plan for diversity and equity. This will provide the campus a more cohesive approach to diversity efforts for faculty, staff, students and the community. The implementation plan will be completed by early 2008. **Responsibility: Director of Affirmative Action/Equal Opportunity**

As a preliminary step to developing a diversity and equity implementation plan, in March of this year, Peter Vogel with Culture Prep was hired to complete a cross cultural assessment, conduct a series of focus groups and conduct a town hall meeting. Mr. Vogel has provided his report to the Affirmative Action Director and Administration for use in the campus strategic planning process. **Responsibility: Director of Affirmative Action/Equal Opportunity**

It is also hoped that a result from the development of the diversity and equity implementation plan would be to develop more effective ~~a~~ campus-wide oversight for the campus' multicultural situation and strategy. Currently there is not a forum where diversity experts on campus share ideas and strategies or work together to achieve greater results. It is also hoped that the group would also be better able to collectively tell the diversity story of our campus. Finally, this would also potentially assist the Kearney Area Chamber of Commerce's Diversity Task force in their efforts at educating the community as well. **Responsibility: Director of Affirmative Action/Equal Opportunity**

In 2006, the International Education department began a relationship with several universities in China to allow for students to attend UNK for some of their education and also allow for faculty exchange. **Responsibility: Director of International Education**

Also in 2006 UNK increased its' marketing efforts in order to create more of an awareness with potential students, faculty and staff. **Responsibility: Director of Affirmative Action/Equal Opportunity, Director of Admissions, Vice Chancellor of University Relations**

Retention & Graduation Rates for First-Time, Full-Time Students

	Cohort Yr	N	After Year 1		After Year 2		After Year 3			
			Retained	% Retained	Retained	% Retained	Retained	% Retained	Grads	% Grads
Asian										
	1997	2	1	50.0%	1	50.0%		0.0%		0.0%
	1999	3		0.0%		0.0%		0.0%		0.0%
	2001	3	3	100.0%	3	100.0%	3	100.0%		0.0%
	2003	5	4	80.0%	4	80.0%	3	60.0%		0.0%
	2005	8	6	75.0%						
Black										
	1997	6	4	66.7%	2	33.3%	2	33.3%		0.0%
	1999	1		0.0%		0.0%		0.0%		0.0%
	2001	12	8	66.7%	7	58.3%	6	50.0%		0.0%
	2003	10	3	30.0%	2	20.0%	2	20.0%		0.0%
	2005	4	4	100.0%						
Hispanic										
	1997	17	12	70.6%	10	58.8%	11	64.7%		0.0%
	1999	20	12	60.0%	12	60.0%	11	55.0%		0.0%
	2001	15	12	80.0%	9	60.0%	8	53.3%		0.0%
	2003	26	21	80.8%	21	80.8%	16	61.5%		0.0%
	2005	33	25	75.8%						
Nat Amer										
	1997	0								
	1999	2	2	100.0%	1	50.0%	1	50.0%		0.0%
	2001	1		0.0%		0.0%		0.0%		0.0%
	2003	3	3	100.0%	2	66.7%	2	66.7%		0.0%
	2005	4	2	50.0%						
White										
	1997	885	667	75.4%	537	60.7%	568	64.2%		0.0%
	1999	949	782	82.4%	692	72.9%	647	68.2%	4	0.4%
	2001	896	735	82.0%	644	71.9%	607	67.8%	3	0.3%
	2003	864	718	83.1%	636	73.6%	599	69.3%	7	0.8%
	2005	848	681	80.3%						
Unknown										
	1997	95	67	70.5%	55	57.9%	54	56.8%		0.0%
	1999	60	36	60.0%	35	58.3%	34	56.7%	1	1.7%
	2001	111	97	87.4%	83	74.8%	76	68.5%	2	1.8%
	2003	104	83	79.8%	67	64.4%	63	60.6%	1	1.0%
	2005	116	88	75.9%						
Total										
	1997	1005	751	74.7%	605	60.2%	635	63.2%		0.0%
	1999	1035	832	80.4%	740	71.5%	693	67.0%	5	0.5%
	2001	1038	855	82.4%	746	71.9%	700	67.4%	5	0.5%
	2003	1012	832	82.2%	732	72.3%	685	67.7%	8	0.8%
	2005	1013	806	79.6%						

Retention & Graduation Rates for First-Time, Full-Time Students												
After Year 4				After Year 5				After Year 6				
Retained	% Retained	Grads	% Grads	Retained	% Retained	Grads	% Grads	Retained	% Retained	Grads	% Grads	
1	50.0%		0.0%	2	100.0%		0.0%	1	50.0%	1	50.0%	
	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
3	100.0%		0.0%	1	33.3%	1	33.3%					
	0.0%	1	16.7%	1	16.7%	1	16.7%		0.0%	1	16.7%	
	0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
6	50.0%		0.0%	5	41.7%	2	16.7%					
7	41.2%	1	5.9%	3	17.7%	7	41.2%	2	11.8%	7	41.2%	
7	35.0%	1	5.0%	6	30.0%	1	5.0%	5	25.0%	3	15.0%	
8	53.3%	1	6.7%	3	20.0%	4	26.7%					
	0.0%	1	50.0%		0.0%	1	50.0%		0.0%	1	50.0%	
	0.0%		0.0%		0.0%		0.0%					
371	41.9%	170	19.2%	124	14.0%	385	43.5%	55	6.2%	446	50.4%	
409	43.1%	200	21.1%	131	13.8%	448	47.2%	45	4.7%	537	56.6%	
377	42.1%	198	22.1%	108	12.1%	462	51.6%					
41	43.2%	11	11.6%	9	9.5%	41	43.2%	7	7.4%	44	46.3%	
21	35.0%	8	13.3%	4	6.7%	27	45.0%	3	5.0%	28	46.7%	
56	50.5%	14	12.6%	18	16.2%	50	45.1%					
420	41.8%	183	18.2%	139	13.8%	434	43.2%	65	6.5%	499	49.7%	
437	42.2%	210	20.3%	141	13.6%	477	46.1%	53	5.1%	569	55.0%	
450	43.4%	213	20.5%	135	13.0%	519	50.0%					

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

	1995	1997	1999	2001	2003	2004	2005	2006
Asian	5	6	10	8	8	9	10	10
Black	0	1	2	2	2	2	2	2
Hispanic	1	2		6	5	5	5	5
Native	1	1	3	2	2	2	2	1
Non-res AL	3	2	1	2	5	4	5	4
Unknown	0	0	0	0	0			
White	255	249	235	229	217	223	225	218
Total	256	261	255	249	239	245	249	240

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

	1995	1997	1999	2001	2003	2004	2005	2006
Asian	0	1	1	4	2	3	1	3
Black	1	1	0	1	0	0	0	1
Hispanic	4	5	6	1	1	1	2	2
Native	0	1	0	0	0	0	0	0
Non-res AL	0	0	0	3	0	3	3	4
Unknown	0	0	0	0	0	0	0	0
White	152	169	150	140	140	140	125	127
Total	157	177	157	149	143	147	131	137

Graph 3: Managerial/Professional Staff by Race/Ethnicity UNK

	1995	1997	1999	2001	2003	2004	2005	2006
Asian	0	0	0	0	0	0	0	1
Black	2	2	1	4	3	4	4	5
Hispanic	0	1	1	0	2	3	4	5
Native	1	1	0	0	0	0	0	1
Non-res AL	0	1	0	3	3	3	5	3
Unknown	0	0	0	1	0	0	0	0
White	117	148	147	162	174	180	178	179
Total	120	153	150	170	182	190	191	194

Graph 4: Office/Service Staff by Race Ethnicity

	1995	1997	1999	2001	2003	2004	2005	2006
Asian	1	1	1	1	1	1	1	1
Black	1	1	0	0	2	2	2	1
Hispanic	11	10	10	7	9	10	7	7
Native	1	2	1	0	0	0	0	0
Non-res AL	0	0	0	0	0	0	1	0
Unknown	0	0	0	1	0	0	0	0
White	233	244	233	233	226	223	231	231
Total	247	258	245	242	238	236	242	240

Graph 5: Undergraduate Student Enrollment by Ethnicity UNK

	1995	1997	1999	2001	2003	2004	2005	2006
Asian	36	36	27	18	29	37	46	33
Black	50	45	36	46	42	45	46	48
Hispanic	109	100	99	94	131	151	173	202
Native	25	18	15	14	11	9	14	18
International	215	214	178	266	327	368	386	406
Unknown	341	337	319	266	289	283	293	285
White	5691	5361	5131	4703	4544	4478	4423	4284
Total	6467	6111	5805	5407	5373	5380	5381	5276

Graph 6: Graduate Student Enrollment by Ethnicity

	1995	1997	1999	2001	2003	2004	2005	2006
Asian	3	6	3	3	3	3	6	7
Black	2	1	2	2	2	7	12	12
Hispanic	8	8	9	9	22	16	18	19
Native	4	2	2	2	2	2	3	3
International	31	31	39	33	27	30	29	31
Unknown	46	35	17	40	23	19	33	34
White	1059	939	900	930	927	925	963	1086
Total	1153	1022	975	1019	1006	1002	1064	1192

2006-07 Diversity Report to the President
Programs at University of Nebraska -Lincoln

2006-07 Diversity Report to the President
Programs at University of Nebraska – Lincoln
Which Support Diversity Efforts

This report was prepared by Juan N. Franco and Linda R. Crump of the University of Nebraska-Lincoln as part of the university-wide Committee on Diversity Report to President Milliken of the University of Nebraska. The report focuses on programs at the University of Nebraska-Lincoln which support diversity efforts. Data regarding students, administrators, faculty and staff are from IPEDS Staff Survey and Enrollment Survey for the years 2002 – 2006. Student retention and graduation rates are provided for the cohort groups from 1997 – 2005. (This is the latest available data.)

Executive Summary

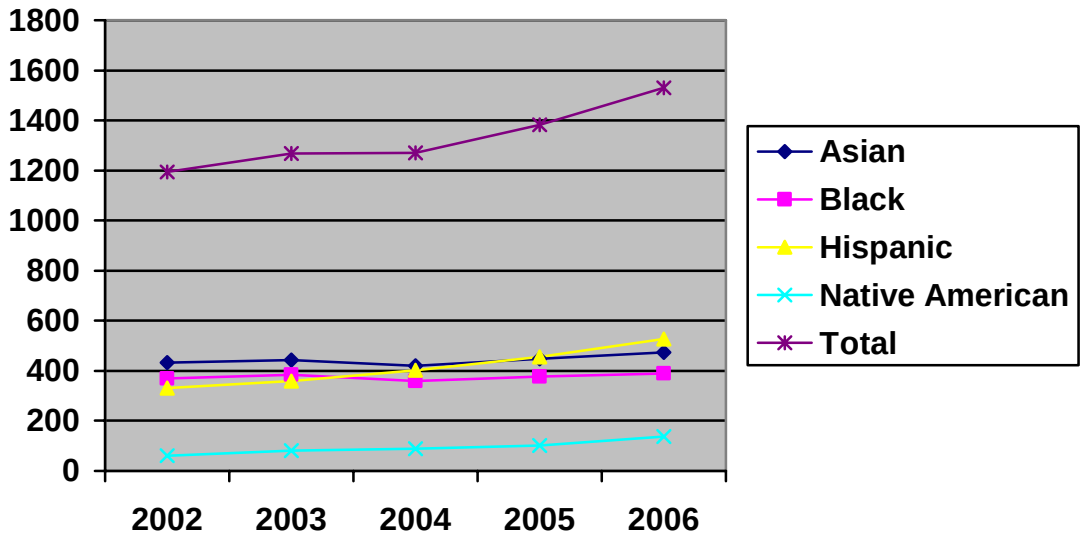
The campus has been working on diversity issues for several years. During our recent accreditation we focused on strategic planning to leverage the things we do well and diversity is an important part of our strategic planning. Every two years we have taken an assessment of the campus climate to determine the level of engagement and inclusiveness within each working group or neighborhood. The results of these assessments are used by working groups to determine ways they can improve their workplace environment. The idea behind this instrument is to enable working groups to begin to dialogue about the climate in a positive and constructive manner. In previous reports factors that contribute to the success of recruiting and retaining a diverse community have been discussed and many innovations have been used to improve the recruitment and retention of a diverse community of scholars on our campus. There is still a belief that, if we could recruit a critical mass of professors of color to our campus, we may be able to take that next step in creating a truly diverse community.

The report is divided into sections to highlight different campus populations beginning with a measure of progress in the recruitment and retention of each population. The section on students also features existing programs and new programs at the campus to recruit and retain undergraduate students. The other sections do not include programs since we continue to use the programs we have in the past for the recruitment and retention of faculty. Some of our greatest success for the recruitment of a diverse faculty has been with joint appointments and dual career hires. Our campus has not developed special programs beyond active recruitment for administrators and staff. The Office of Equity, Access and Diversity Programs monitors all searches for diversity.

Students

Undergraduate enrollment of students of color at UNL has shown a steady increase over the past five years. The total enrollment (both full time and part time students) of students of color in 2002 was 1,193 and by 2005 that number had increased to 1,530. The chart below shows the total increase as well as the progress made within each group. In 2006 there were 474 Asian

students, 390 Black students, 528 Hispanic students and 138 Native American students enrolled at UNL.



Student Affairs and Academic Affairs have worked in concert to provide a host of programs to support the recruitment and retention of students of color at UNL. This is a summary of the major programs:

- **OASIS (**Office of Academic Support and Intercultural Services).
  Promotes ethnic traditions and serves as a community meeting place for all students with emphasis on African American, Asian American, Latino and Native American students.

- **New Multicultural Center.**
  Design work has started on the new Multicultural Center. This 30,000 square foot building will be built at a cost of $8.7 million. Half the amount will be paid by students through a self-imposed fee and half will be paid by externally raised funds.

- **UNL College Preparatory Program (Grand Island Prog.)**
  This is a program for low-income first generation high school students started at Grand Island high. This joint effort with the high school identifies individuals with considerable potential but who, without support and guidance, probably will not attend a college or university. The first class is completing its first year and the second class has been identified.

- **Hispanic Scholars Program**
  This is a highly successful scholarship program for Latino students. It has been modeled after the merit scholarship program.

- **National Achievement Program.**
  This program for African American students is similar to the Hispanic Scholars Program.

- **TRiO Programs**
    1. Educational Talent Search. Provides academic career and financial counseling to high school students.
    2. Classic Upward Bound Program. Provides fundamental support to qualified high school students in preparation for college.
    3. Northeast Upward Bound Program. Provides assistance to 9th and 10th graders to help them graduate from high school.
    4. Student Support Services. Academic success program aimed at UNL students who demonstrate academic need and are (1) first generation college students, (2) demonstrate financial need, or (3) have a disability.
    5. Upward Bound Math and Science. The UBMS program is designed to strengthen the math and science skills of qualified participating high school students.

- **NU Paths Program**
  This is a cooperative program between UNL and UNMC designed to recruit academically talented, underrepresented, ethnic minority students to UNL. The students enroll in programs which prepare them for entry into health care programs at UNMC.

- **Circle of Nations.**
  This is a summer program for Native American high school students. Last summer approximately 200 students attended UNL.

- **Omaha Students of Color Recognition Dinner.**
  Held in the fall semester, about 600 students and family members are recognized for academic achievement at this dinner.

- **Davis Scholarship Program.**
  This is a system wide program which is funded in part by the Davis family, the UN Foundation, and the State.

- **Summer Institute for Promising Scholars (SIPS) Program.**
  SIPS is a six-week, summer bridge program for high school seniors who will be attending UNL in the fall semester. The program is designed to help students transition to university life.

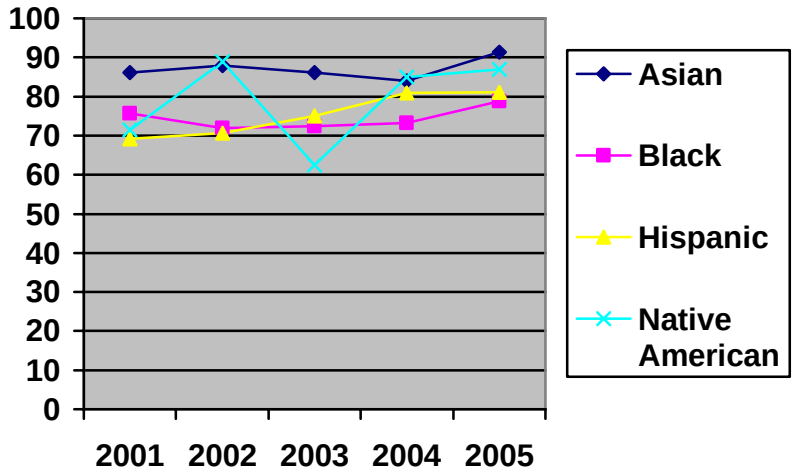
- **Native American Heritage Scholarship**.
  This is a scholarship program for freshman and transfer Native American students.

- **Big XII Conference on Black Student Government.**

  Approximately 1200 African American students attended this conference held at UNL. Attendees came not only from Big XII Conference schools but many other universities as well.

Nuestra Familia, Nuestra Universidad.
UNL faculty, staff and administrators travel to Scottsbluff, Gering, Lexington and Grand Island for bilingual parent sessions, community forums, 4th and 5th grade visits, middle school and high school visits and community Latin Fiestas. New programs are being considered to enhance the chances that a larger number of students will avail themselves of higher education opportunities.

Second year retention rates show an increasing trend over the five year period beginning in 2001. The appearance of a severe dip in 2003 for the retention of Native American students is in part due to the small number of students in the cohort but the retention rate in 2004 and 2005 has rebounded back to 85% and 86.96% respectively.

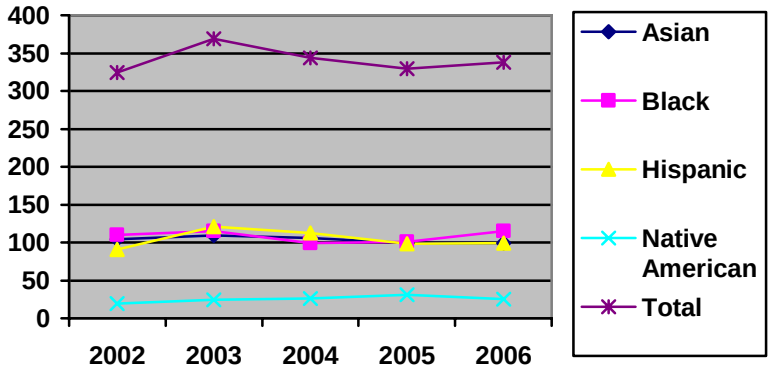


Graduate students of color enrollment trends over the five year period have fluctuated but the overall trend is flat. The Office of Graduate Studies and many of the colleges have taken great strides to offer a diverse experience for both undergraduate and graduate students. The Law College through a grant has offered a summer institute for undergraduate students from around the country to introduce them to the study of law and this program has resulted in an increase in the diversity of the law school classes. Some other programs on campus that support diversity are:

- The Institute for Ethnic Studies
- African American and African Studies Program
- Latino and Latin American Studies Program
- Latino Research Initiative
- Native American Studies Program
- Women's and Gender Studies
- Graduate Student Development
- Culture Center
- Gay, Lesbian, Bisexual, Transgender and Ally Programs and Services
- Women's Center
- Annual Cultural Diversity Retreat

- People of Color in Predominately White Institutions National Conference
- Big XII Conference on Black Student Government
- Black Graduate Students Association
- African Students Association
- Afrikan Peoples Union
- Asian Student Alliance
- Hillel at Nebraska, Jewish Student Association
- Mexican American Student Association
- Queer Student Alliance
- University of Nebraska Inter-Tribal Exchange
- Vietnamese Student Association

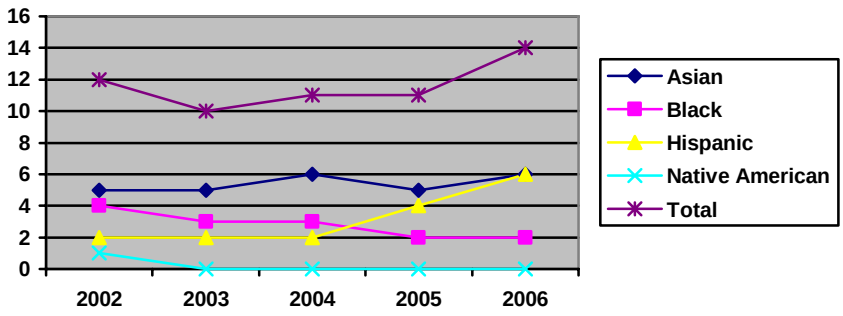
The chart below shows the trend in graduate student enrollment at UNL.



Administrators

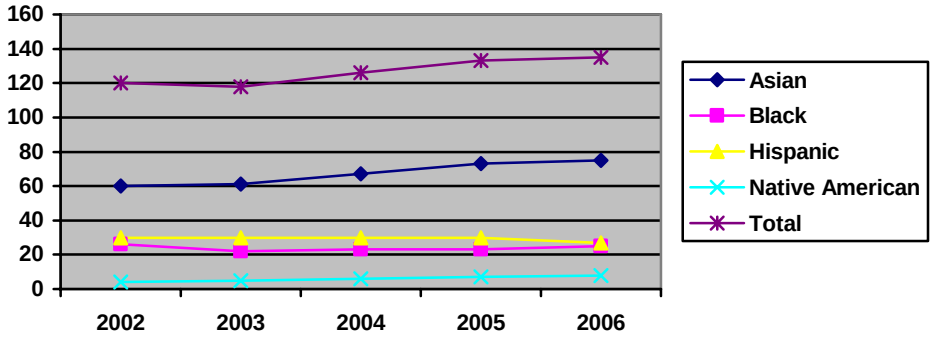
The total number of full-time administrators has declined slightly in the five year period from 2002 – 2006. The total number of administrators of color has remained about the same during this five year span. The total number of administrators of color in 2002 was 12 and in 2006 that number was 14. The Senior Administrative Team is compromised of 13 individuals including all the vice chancellors and the other administrators that report directly to the chancellor. Currently there are four administrators of color in that group and six women. With the retirement of one member at the end of the fiscal year the demographics will shift to women being the majority with the addition of another woman on the team. Within the highest ranks of decision making UNL has a very talented and diverse group of administrators.

The chart below shows the trend of diverse administrators at UNL over the past five years.

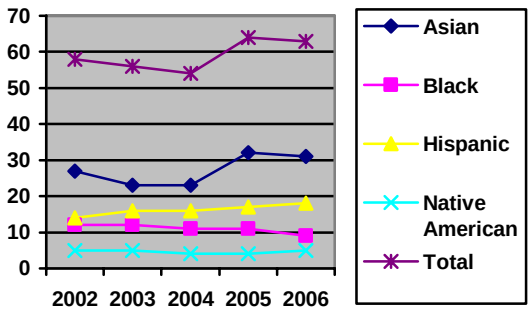


Faculty

Over the past five years the ranks of full time tenure/tenure track faculty of color has grown from 120 in 2002 to 135 in 2006.

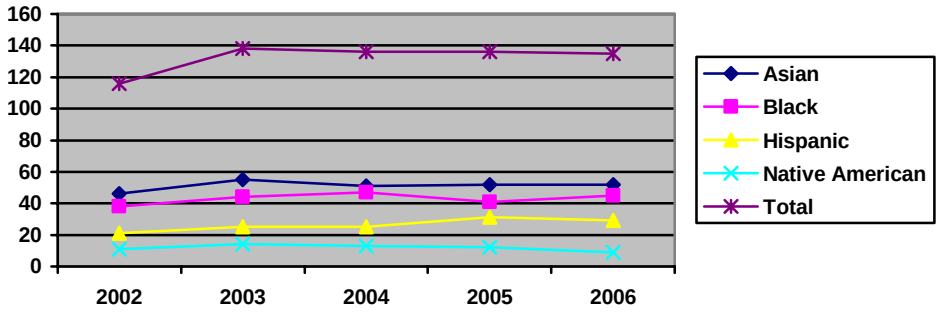


The trend for non-tenure full-time and part-time faculty has increased slightly over the same time period. In 2002 there were 58 faculty of color in these types of positions and in 2006 the number was 63.

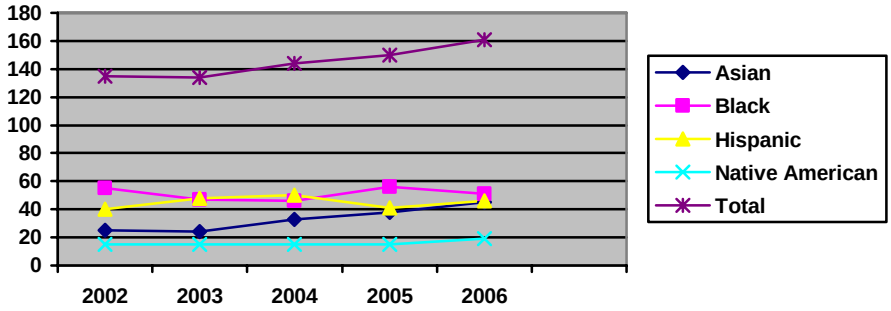


Staff

The ranks of full time and part time managerial/professional staff of color increased in 2003 and have held steady from that point forward.



The number for our full time and part time office/service staff of color has increase over the past five years.



Conclusion

The programs at UNL have shown positive results in the recruitment and retention of our diverse student populations. The creation of the Dean of Undergraduate Studies helped us to increase the focus on the recruitment and retention of all undergraduate students and special emphasis was placed on populations on campus to enhance their success on campus. Faculty programs to recruit and retain faculty of color have had some success with joint appointments but the need for a critical mass of faculty and academic administrators could move us to the next step to have a truly diverse campus.

2005-2006 Diversity Report

University of Nebraska-Lincoln

Staff Data

Table 2

Managerial/Professional Staff by Race/Ethnicity

Race/Ethnicity	2002				2003				2004				2005				2006			
	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	44	2	46	2.4%	49	6	55	2.9%	47	4	51	2.6%	50	2	52	2.8%	47	5	52	2.7%
Black	35	3	38	2.0%	39	5	44	2.3%	43	4	47	2.4%	37	4	41	2.2%	42	3	45	2.4%
Hispanic	19	2	21	1.1%	22	3	25	1.3%	22	3	25	1.3%	27	4	31	1.7%	27	2	29	1.5%
American Indian	11	-	11	0.6%	13	1	14	0.7%	12	1	13	0.7%	11	1	12	0.6%	9	-	9	0.5%
Subtotal Minority	**109**	**7**	**116**	6.0%	**123**	**15**	**138**	7.2%	**124**	**12**	**136**	7.0%	**125**	**11**	**136**	7.3%	**125**	**10**	**135**	7.1%
Non-Resident Alien	38	8	46	2.4%	33	10	43	2.3%	42	5	47	2.4%	37	4	41	2.2%	47	3	50	2.6%
Unknown	1	-	1	0.1%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%
White	1,626	159	1,785	91.6%	1,586	138	1,724	90.5%	1,612	147	1,759	90.6%	1,554	135	1,689	90.5%	1,586	132	1,718	90.3%
TOTAL	1,774	174	1,948	100.0%	1,742	163	1,905	100.0%	1,778	164	1,942	100.0%	1,716	150	1,866	100.0%	1,758	145	1,903	100.0%

Table 3

Office/Service Staff by Race/Ethnicity

Race/Ethnicity	2002				2003				2004				2005				2006			
	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	15	10	25	1.1%	19	5	24	1.1%	26	7	33	1.5%	35	3	38	1.7%	42	3	45	2.0%
Black	50	5	55	2.5%	41	6	47	2.2%	42	4	46	2.2%	50	6	56	2.5%	49	2	51	2.3%
Hispanic	38	2	40	1.8%	44	4	48	2.2%	45	5	50	2.3%	36	5	41	1.9%	40	6	46	2.1%
American Indian	14	1	15	0.7%	13	2	15	0.7%	11	4	15	0.7%	14	1	15	0.7%	17	2	19	0.9%
Subtotal Minority	**117**	**18**	**135**	6.0%	**117**	**17**	**134**	6.2%	**124**	**20**	**144**	6.7%	**135**	**15**	**150**	6.8%	**148**	**13**	**161**	7.3%
Non-Resident Alien	1	10	11	0.5%	8	9	17	0.8%	6	5	11	0.5%	9	4	13	0.6%	11	8	19	0.9%
Unknown	1	1	2	0.1%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%
White	1,742	342	2,084	93.4%	1,762	249	2,011	93.0%	1,726	256	1,982	92.7%	1,787	247	2,034	92.6%	1,793	226	2,019	91.8%
TOTAL	1,861	371	2,232	100.0%	1,887	275	2,162	100.0%	1,856	281	2,137	100.0%	1,931	266	2,197	100.0%	1,952	247	2,199	100.0%

Source: IPEDS Staff Survey or Human Resources Survey for above years

Managerial Professional includes the categories of "Executive/Administrative/Managerial" and "Other Professionals/Support/Service" from the IPEDS Staff Survey.

Office/Service includes the categories of "Technical and Paraprofessionals," "Clerical and Secretarial," "Skilled Crafts," and "Service/Maintenance" from the IPEDS Staff Survey.

IRP, 5/2/2007

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2005-2006 Diversity Report
University of Nebraska-Lincoln
Faculty Data

Table 4
Full-Time Tenure/Tenure Track Faculty by Race/Ethnicity

Race/Ethnicity	2002				2003				2004				2005				2006			
	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	60		60	6.0%	61		61	6.4%	67		67	6.9%	73		73	7.4%	75		75	7.6%
Black	26		26	2.6%	22		22	2.3%	23		23	2.4%	23		23	2.3%	25		25	2.5%
Hispanic	30		30	3.0%	30		30	3.1%	30		30	3.1%	30		30	3.0%	27		27	2.7%
American Indian	4		4	0.4%	5		5	0.5%	6		6	0.6%	7		7	0.7%	8		8	0.8%
Subtotal Minority	**120**	**-**	**120**	12.0%	**118**	**-**	**118**	12.3%	**126**	**-**	**126**	12.9%	**133**	**-**	**133**	13.4%	**135**	**-**	**135**	13.6%
Non-Resident Alien	26		26	2.6%	27		27	2.8%	33		33	3.4%	40		40	4.0%	40		40	4.0%
Unknown	-		-	0.0%	-		-	0.0%	-		-	0.0%	-		-	0.0%	-		-	0.0%
White	851		851	85.4%	815		815	84.9%	816		816	83.7%	819		819	82.6%	815		815	82.3%
TOTAL	997	-	997	100.0%	960	-	960	100.0%	975	-	975	100.0%	992	-	992	100.0%	990	-	990	100.0%

Table 5
Full-Time Non-Tenure and Part-time Faculty by Race/Ethnicity

Race/Ethnicity	2002				2003				2004				2005				2006			
	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	19	8	27	3.1%	15	8	23	2.5%	17	6	23	2.5%	25	7	32	3.4%	26	5	31	3.3%
Black	7	5	12	1.4%	7	5	12	1.3%	7	4	11	1.2%	6	5	11	1.2%	6	3	9	1.0%
Hispanic	11	3	14	1.6%	12	4	16	1.8%	12	4	16	1.8%	13	4	17	1.8%	10	8	18	1.9%
American Indian	2	3	5	0.6%	2	3	5	0.6%	2	2	4	0.4%	2	2	4	0.4%	3	2	5	0.5%
Subtotal Minority	**39**	**19**	**58**	6.7%	**36**	**20**	**56**	6.2%	**38**	**16**	**54**	6.0%	**46**	**18**	**64**	6.8%	**45**	**18**	**63**	6.7%
Non-Resident Alien	125	3	128	14.8%	150	5	155	17.1%	142	12	154	17.1%	149	8	157	16.6%	132	7	139	14.8%
Unknown	-	4	4	0.5%	-	-	-	0.0%	-	-	-	0.0%	-		-	0.0%	-	-	-	0.0%
White	330	343	673	78.0%	325	370	695	76.7%	334	360	694	76.9%	360	363	723	76.6%	381	359	740	78.6%
TOTAL	494	369	863	100.0%	511	395	906	100.0%	514	388	902	100.0%	555	389	944	100.0%	558	384	942	100.0%

Source: IPEDS Staff Survey or Human Resources Survey for above years

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2005-2006 Diversity Report
University of Nebraska-Lincoln
Student Data

Table X

Undergraduate Student Enrollment by Race/Ethnicity

Race/Ethnicity	2002				2003				2004				2005				2006			
	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	381	51	432	2.4%	390	53	443	2.5%	377	44	421	2.5%	403	44	447	2.6%	435	39	474	2.7%
Black	320	49	369	2.0%	340	44	384	2.2%	327	32	359	2.1%	340	38	378	2.2%	359	31	390	2.2%
Hispanic	299	31	330	1.8%	318	41	359	2.0%	360	41	401	2.3%	404	52	456	2.7%	479	49	528	3.0%
Native American	56	6	62	0.3%	68	13	81	0.5%	77	12	89	0.5%	88	14	102	0.6%	121	17	138	0.8%
Subtotal Minority	**1,056**	**137**	**1,193**	6.6%	**1,116**	**151**	**1,267**	7.1%	**1,141**	**129**	**1,270**	7.4%	**1,235**	**148**	**1,383**	8.1%	**1,394**	**136**	**1,530**	8.8%
Non-Resident Alien	482	83	565	3.1%	417	51	468	2.6%	423	60	483	2.8%	421	42	463	2.7%	406	50	456	2.6%
Unknown	583	89	672	3.7%	649	97	746	4.2%	585	86	671	3.9%	620	66	686	4.0%	593	75	668	3.8%
White	14,166	1,522	15,688	86.6%	14,037	1,333	15,370	86.1%	13,535	1,178	14,713	85.9%	13,492	1,013	14,505	85.1%	13,714	1,003	14,717	84.7%
TOTAL	16,287	1,831	18,118	100.0%	16,219	1,632	17,851	100.0%	15,684	1,453	17,137	100.0%	15,768	1,269	17,037	100.0%	16,107	1,264	17,371	100.0%

Table X

Graduate Student Enrollment by Race/Ethnicity (Includes Professional)

Race/Ethnicity	2002				2003				2004				2005				2006			
	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	48	56	104	2.1%	71	38	109	2.3%	55	51	106	2.3%	56	43	99	2.1%	58	41	99	2.1%
Black	60	50	110	2.3%	61	54	115	2.4%	55	44	99	2.1%	58	43	101	2.2%	70	45	115	2.4%
Hispanic	48	43	91	1.9%	58	63	121	2.6%	58	55	113	2.4%	52	46	98	2.1%	46	53	99	2.1%
Native American	6	13	19	0.4%	11	13	24	0.5%	14	12	26	0.6%	17	14	31	0.7%	15	10	25	0.5%
Subtotal Minority	**162**	**162**	**324**	6.7%	**201**	**168**	**369**	7.8%	**182**	**162**	**344**	7.4%	**183**	**146**	**329**	7.1%	**189**	**149**	**338**	7.1%
Non-Resident Alien	763	198	961	19.7%	707	211	918	19.5%	666	272	938	20.2%	676	179	855	18.4%	658	197	855	18.1%
Unknown	55	56	111	2.3%	73	56	129	2.7%	74	62	136	2.9%	112	63	175	3.8%	139	77	216	4.6%
White	1,629	1,845	3,474	71.3%	1,610	1,682	3,292	69.9%	1,576	1,661	3,237	69.5%	1,694	1,585	3,279	70.7%	1,716	1,610	3,326	70.2%
TOTAL	2,609	2,261	4,870	100.0%	2,591	2,117	4,708	100.0%	2,498	2,157	4,655	100.0%	2,665	1,973	4,638	100.0%	2,702	2,033	4,735	100.0%

Source: IPEDS Enrollment Survey for above years

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2005-2006 Diversity Report
University of Nebraska-Lincoln
Staff Data

Table X
Executive/Administrative/Managerial Staff by Race/Ethnicity

Race/Ethnicity	2002				2003				2004				2005				2006			
	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	1	6	2.5%	5	1	6	2.7%	6	-	6	2.6%	5		5	2.1%	6	1	7	2.9%
Black	4	-	4	1.7%	3	-	3	1.4%	3	-	3	1.3%	2	-	2	0.8%	2	-	2	0.8%
Hispanic	2	-	2	0.8%	2	-	2	0.9%	2	-	2	0.9%	4	-	4	1.7%	6	-	6	2.5%
American Indian	1	-	1	0.4%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%
Subtotal Minority	**12**	**1**	**13**	5.4%	**10**	**1**	**11**	5.0%	**11**	**-**	**11**	4.7%	**11**	**-**	**11**	4.5%	**14**	**1**	**15**	6.3%
Non-Resident Alien	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	1	-	1	0.4%	3	-	3	1.3%
Unknown	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%
White	220	8	228	94.6%	201	10	211	95.0%	207	14	221	95.3%	217	13	230	95.0%	207	14	221	92.5%
TOTAL	232	9	241	100.0%	211	11	222	100.0%	218	14	232	100.0%	229	13	242	100.0%	224	15	239	100.0%

Table X
Other Professionals/Support/Service Staff by Race/Ethnicity

Race/Ethnicity	2002				2003				2004				2005				2006			
	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	39	1	40	2.3%	44	5	49	2.9%	41	4	45	2.6%	45	2	47	2.9%	41	4	45	2.7%
Black	31	3	34	2.0%	36	5	41	2.4%	40	4	44	2.6%	35	4	39	2.4%	40	3	43	2.6%
Hispanic	17	2	19	1.1%	20	3	23	1.4%	20	3	23	1.3%	23	4	27	1.7%	21	2	23	1.4%
American Indian	10	-	10	0.6%	13	1	14	0.8%	12	1	13	0.8%	11	1	12	0.7%	9	-	9	0.5%
Subtotal Minority	**97**	**6**	**103**	6.0%	**113**	**14**	**127**	7.5%	**113**	**12**	**125**	7.3%	**114**	**11**	**125**	7.7%	**111**	**9**	**120**	7.2%
Non-Resident Alien	38	8	46	2.7%	33	10	43	2.6%	42	5	47	2.7%	36	4	40	2.5%	44	3	47	2.8%
Unknown	1	-	1	0.1%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%
White	1,406	151	1,557	91.2%	1,385	128	1,513	89.9%	1,405	133	1,538	89.9%	1,337	122	1,459	89.8%	1,379	118	1,497	90.0%
TOTAL	1,542	165	1,707	100.0%	1,531	152	1,683	100.0%	1,560	150	1,710	100.0%	1,487	137	1,624	100.0%	1,534	130	1,664	100.0%

Source: IPEDS Staff Survey for above years

IRP, 5/2/2007
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University of Nebraska Medical Center
Diversity Report
2005-2006

University of Nebraska Medical Center
2005-2006 Diversity Report

This report has been prepared on behalf of the Cultural Competence Development Committee of the University of Nebraska Medical Center.

The University of Nebraska Medical Center aspires to become a world-renowned health sciences center. To realize this aspiration, UNMC is committed to its mission *to improve the health of Nebraska through premier educational programs, innovative research, the highest quality patient care, and outreach to underserved populations*. Developing and maintaining an environment where employees can realize their maximum potential in the workplace and students can engage fully in the learning process is paramount to the accomplishment of this mission, as is the full participation and inclusion of a representative faculty, student and staff population. UNMC understands and values diversity and promotes an environment of learning, communication and respect for individuals, their contributions, and points of view. In addition, UNMC recognizes and embraces diversity as an essential component of our institutional excellence.

The information provided in this report will provide a snapshot of the strategies and activities associated with UNMC's commitment to diversity in the following areas: Education/ Students, Employees/ Recruitment/Retention, Research, and Community-Campus Partnerships. Data regarding faculty, staff and students are for IPEDS reporting years 2005-2006. Footnotes are used to explain the data tables, where applicable.

Education/Students

Student recruitment efforts have continued to focus on the implementation of strategies that identify prospective majority and minority students early in their academic programs at the elementary, secondary, and undergraduate levels and continuing to cultivate their interest in health care and research careers at UNMC through continued relationship development. A cornerstone of these strategies is the belief that if students are exposed early to a welcoming UNMC environment, they will be better informed about health care/research careers, comfortable in the UNMC setting, and more inclined to pursue graduate education at UNMC. Examples of specific in-state, out-of-state and combination of in-state and out-of-state partnership activities implemented to diversify the student body are highlighted below.

<u>Campus activities</u>:

- Continue outreach efforts to Omaha Public School elementary, middle, and high school students. Continue Community Academy outreach to private schools, such as Jesuit Middle School; and community agencies, such as Girls, Inc. Career Connections.
- New targeted outreach to North High School/South High School students. The North High School Program is a summer program for 5^{th}-6^{th} graders providing them with an orientation to health careers. The South High School Program focuses on Hispanic students and their families in order to encourage more Hispanic adolescents to pursue health care/research careers.
- Recruitment activities also include: sister campuses, Nebraska colleges, community agencies, special projects, and coordination with state Area Health Education Center (AHECs).
- Latino Youth Conference was hosted by the OSEMA office, UNMC College of Nursing, and Chicano Awareness Center. Several hundred youth participated in this event.

- UNMC participated in the first Latino Youth Rally at Central Community College.
- UNMC received funding from the Robert Wood Johnson Foundation to host a 6-week Summer Medical-Dental Education Program for 80 underrepresented/disadvantaged undergraduate students. Funding was received for three years.
- Five NU-PATH's students from UNL matriculated to UNMC College of Medicine in fall 2006. This contributed to the largest number of minority students admitted in recent history.
- Secured funds from the UNMC Minority Health Education and Research Program (MiHERO) to support minority students for the 2005-6 summer research experience.
- Coordination of efforts with new UNMC Diversity Officers will be initiated.

In-state partnership activities:

- Classroom presentations about UNMC programs in area high minority high schools continue.
- Undergraduate students in Nebraska University Preadmission to the Health Sciences Program (NU-PATHS) students at (UNO/UNL/UNK) visit UNMC twice a year (once per semester) to meet UNMC faculty and students.
- Received $25,000 from Nebraska EPSCoR to support minority students in research positions at UNMC in summer 2005 and 2006.
- Davis Scholarships are provided on an annual basis to UNMC minority students who are Nebraskans.
- Discussions initiated with Nebraska community colleges regarding a Partnership in Baccalaureate Nursing Program.
- Increased efforts have been initiated to promote UNMC activities and students within the state.
- OSEMA office submitted a McNair proposal with UNO and Metropolitan Community College.

Out-of-state partnership activities:

- UNMC academic programs participated in visit to Fort Lewis College in Durango, Colorado, which has a 20% Native American student body. They met with science faculty, senior administrators, and students regarding UNMC programs and future partnership opportunities. The President of Fort Lewis College also visited UNMC this year.
- Senior administrators from Virginia Union University and Virginia State University have visited the campus and conferred with senior administrators regarding partnership activities.
- Two faculty members and a Minority Access to Research Careers (MARC) student from Ft. Lewis College visited UNMC to meet with faculty and students. This student completed a summer research experience in summer 2006.
- Morehouse College Student Advisor and a Morehouse student visited UNMC to discuss future partnerships. One Morehouse faculty member visited UNMC to present his research.
- Four faculty members from affiliated Virginia-Nebraska partner schools were hosted by UNMC for summer research experiences in summer 2006.
- Eight undergraduate minority students participated in the 2006 Summer Research Experience.
- UNMC representatives have participated in two recruitment tours of Virginia-Nebraska Alliance partner schools.
- Conversations have been initiated with UNMC Bio-security Center and Hampton University regarding mutual interests in seeking funding for bioterrorism preparedness for communities.

Combined in-state and out-of-state partnership activities:

- This year efforts to coordinate sister campuses into UNMC out-of-state partnership activities have been initiated.
- UNO will host five students from Virginia Union University in summer 2007 to serve as counselors in the Aim for the Stars Math/Science Summer Camp.
- Conversations have been initiated with UNL Colleges of Law and Agriculture regarding possible student law summer program, research, grant writing and educational initiatives with Virginia State University.

Retention Activities

The retention rate for students, majority and minority, at UNMC is greater than 90%, but efforts continue to facilitate the seamless transition of all students to professional education and timely graduation.

- Minority student academic progress is monitored with their informed and formal consent by Graduate Outreach Specialists who contact minority students and programs monthly to ascertain student progress.
- A peer tutoring program on all campuses is available to all students as part of the OSEMA Academic Success Program.
- The on-line pre-matriculation programs for incoming College of Medicine and College of Pharmacy students to provide a brief picture of program requirements initiated in 2004 and 2005 respectively have continued. College of Dentistry will also initiate such a program.

Employees/ Recruitment/ Retention

UNMC continues to implement initiatives to create an environment where employees feel proud to be part of the university and engaged in their work. Organizational development initiatives continue campus wide to improve employee development and career growth opportunities. Initiatives to increase diversity in staffing include continued collaborations with outside universities and area organizations.

The following key strategies have been developed and/or implemented:

- The fifth Foundations for Success development program was offered to Office/Service employees in March 2006 and in February 2007. The four sessions include leadership tools that focus on collaboration, diversity, communication and change management.
- The second Management Series development program was launched in October 2006. The eight sessions include successful leadership styles, effective communication, managing change, diversity, motivation, and reward and recognition.
- Lunch and Learn series program was launched in February 2007. The eight sessions provide an opportunity for employees to learn and ask questions on topics such as Family and Medical Leave Act, Americans with Disabilities Act, Harassment, Emotional Intelligence, Time Management, Diversity and Effective Business Communication.
- New Employee Orientation (NEO) was moved to a location more conducive for training and development in January 2007. In 2006 NEO was revamped and a training session on Preventing Harassment was added. In February 2007 a Diversity training session was added to NEO.

- Human Resources implemented the 2006 Employee Satisfaction Survey in September 2006. Overall results indicate increased employee satisfaction in all areas, with no statistically significant differences in responses based on ethnicity or gender.
- UNMC created four new Diversity Specialists positions based in Human Resources, the Colleges of Medicine, Nursing and Pharmacy/Dentistry (joint appointment). Responsibilities of these positions include enhancing and strengthening faculty, staff and student recruitment and selection and retention strategies, providing education and leadership development in cultural competence, and promoting and fostering a facilitative environment that embraces, respects and values diversity.
- Final phase of the NU Values compensation program was implemented in March 2006 which provides market relevant pay structures for office/services and managerial/professional positions.
- Strategic Staffing and Compensation (SS&C) is currently working with the new HR Diversity Specialist to integrate a diversity focus into the recruitment, advertising, sourcing, interview skills training, and career growth models.
- Faculty Initiative: The Association for Faculty Diversity was created in March 2007. The goals of this association are to advocate for diversification, provide a network of scientific mentorship and social support, and to provide an opportunity for Faculty, whose background and origins may be different, to contribute to diversity at UNMC.

Future Strategies:

- Continue to build or strengthen an infrastructure that supports and protects efforts to enhance diversity.
- Continue to evaluate existing policies and procedures to ensure that real or perceived barriers are addressed and/or eliminated.
- Continue to incorporate management training competencies.
- Continue to assess reasons why applicants for employment decide to seek other employers.
- Continue leadership development on cultural competence.

Research

The goal of the Minority Health Education and Research Office (MHERO) is to reduce health disparities among underrepresented minorities in Nebraska. MHERO's efforts to address health disparities in these populations has focused on research directed at diseases or health care conditions impacting minority populations as well as by providing education to underrepresented minority populations regarding the importance of their participation in clinical research. To accomplish its goals, MHERO provides funding for innovative research projects specifically relevant underrepresented minority groups in Nebraska.

Select programs/projects:

- MHERO has a recruited bilingual/bicultural community liaison to assist in its research and educational efforts in the minority community and in interpretation and enrollment of predominantly Spanish-speaking individuals into clinical trials.
- MHERO now provides the bulk of the translation service for University of Nebraska Medical Center investigators who require translation of consent forms into Spanish.
- To advise MHERO regarding the needs of the minority community it has assembled an Advisory Board comprised of community members from each of the major underrepresented minority populations.
- MHERO provides funding for the participation of underrepresented minority students in summer programs designed to prepare and encourage them for careers in health care professions and the sciences. These students spend their summers at UNMC working in the laboratories or on research projects of established investigators.

Community-Campus Partnerships

The joint UNMC and The Nebraska Medical Center office of Community Partnership continues to improve the health and welfare of the community by providing healthcare services to underserved populations; offering resources, enhanced educational opportunities of UNMC students, expanded opportunities for minority students' exposure to health careers, and collaborations with other agencies and organizations to provide programs and services to residents of the community.

Community Partnership has collaborated with over 50 community organizations in programs and projects such as:

- UNMC's Center for Human Diversity has been involved in the provision of cultural competency training to the Omaha Police Department. A three month session trains officers of the law to incorporate culture differences while performing their job function within our community.
- Walnut Hill / UNMC Initiative H.O.P.E – this program provides a collaborative effort to promote healthy lifestyles and wellness in the elementary schools. The Walnut Hill Wildcat Meltdown is a program w here community members are given the opportunity to participate in a program that included activities such as bi-weekly aerobics classes and walking club, weekly weight and body measuring and tracking, nutrition education and self-esteem education. There were 148 total enrolled in the 3rd, 4th and 5th grade classes.
- North Summer Camp – This camp for 5th and 6th graders was held in June (for a 2 week session) that combined technology and health in a camp setting. The curriculum of the camp involved; knowledge of the cardio vascular system; anatomy of the heart; taking blood pressure and pulse; ultrasound and; the effects of smoking and exercise on the heart. Computers were also used to conduct a virtual heart transplant. Approximately 80 children attended this camp.
- UNMC participates in a talk show program on Omaha's only Spanish-language radio (Radio Lobo) and television stations that air one-hour talk shows on the benefits of clean air and tobacco-free environments for 15 weeks.

- The ALL STARS is a program that continues to focus on helping elementary school youth avoid risky behaviors involving drugs, alcohol and early sexual exploration.

Future strategies for campus-community partnerships include:

- Education brought forth through The Winners Circle program for children related health disparities. Will involve Walnut Hill Elementary and four other community schools.
- Tobacco awareness though the South and North Omaha Community Care Councils
- Cultural Competency training to official organizations nationwide
- Domestic Abuse education through focus groups and the Care Councils
- Individualized community support services for questions occurring on behalf of the Radio Lobo airing
- Active role with the Nebraska Association of Translators and Interpreter (NATI), an organization was founded through the SOCCC. NATI provides capacity building language skills.
- HPV Vaccine Education – initiation with the education of the continuing education of cervical cancer in woman. The rollout of education through the schools, health fairs and within organizations such as the Girls Club, etc. of this disease will be predominant in the first quarter of fiscal year 2007. Current research is being conducted to reach a goal of complete education as well as administering the Human papillomavirus Virus (HPV) vaccine.

Communications:

The UNMC Public Affairs Department provides communications support for UNMC's diversity initiatives and is committed to spreading the diversity message internally through UNMC Today, the Internet and other campus communication vehicles, as well as externally through local, regional and national media. Some of the major highlights from 2005-06 are:

- Placed 384 stories in the media related to diversity, 17 percent of the 2,213 total media placements in 2005-06.
- Initiated a live interview on CNN Headline News in September 2005 featuring Dr. Pamies and Dr. David Satcher who were interviewed by CNN's Chuck Roberts. They discussed their book on health care disparities and how Hurricane Katrina exemplifies some of these disparities.
- Created a Diversity Web site detailing a wide variety of diversity initiatives. The Web site is located at http://www.unmc.edu/diversity/.
- Produced a video featuring Virginia students participating in the Virginia-Nebraska Alliance, an academic and research partnership between UNMC, Virginia Commonwealth University, five Historically Black Colleges and Universities and a leading Virginia community college. Copies of the video were distributed to all the participating Virginia colleges for use as a educational recruiting tool.

Diversity activities and events that were publicized in UNMC Today and/or the media in 2005-06.

- Antonia Correa's radio and TV programs directed at Latinos.
- A study by Dr. Ted Mikuls dealing with osteoporosis in African-Americans.
- A minority youth seminar.
- UNMC offering tuition scholarships to students impacted by Hurricane Katrina.

- UNMC's sponsorship of YWCA poster aimed at eliminating racism and empowering
- A look at Dillard students with ties to UNMC who were impacted by Hurricane Katrina.
- Chinese students and faculty on the UNMC campus.
- A presentation on the Holocaust by Bob Wolfson of the Anti-Defamation League.
- A five-part series on Martin Luther King, as well as coverage of the MLK Day presentation by Dr. Robert Jensen on white privilege.
- Campus celebration for the Chinese New Year.
- HIV/AIDS awareness day activities in North Omaha- UNMC sponsored.
- Dr. Oluwatoyin Asojo, a UNMC pathologist, being one of the recipients of the UNO Women of Color Award.
- Valda Ford winning an international volunteer award.
- Forum on health disparities, Latino health issues in Omaha.
- Power to End Stroke campaign launched to make African-Americans more aware of their risk for stroke. Drs. Pamies and Fayad participated in news conference.
- A UNMC physician assistant graduate, Wendy Johnson, providing medical support to U.S. troops in Afghanistan.
- Initial idea of forming a College of Public Health.
- Diversity in the Student Medical & Dental Education Program (SMDEP).
- Features on Virginia students back in Omaha as part of the Virginia-Nebraska Alliance.
- Opening of the Omaha Urban AHEC.

Recommendations/Future Strategies

UNMC is committed to creating a place where all people feel good about being here. Therefore, assessing and addressing climate issues requires aggressive and proactive methods to identify and eliminate possible barriers to success for all faculty, staff and students. UNMC has incorporated diversity as a key goal in the UNMC Strategic Plan 2006-2009 with *Goal D. Create a Culturally Competent Organization*. Continued efforts will address this goal in the following manner:

Improve the culture at UNMC

- Repeat Environmental Assessment survey and compare results from five years ago
- Continue cultural competence training and development in all departments to faculty and staff
- Expand cultural awareness through continued exposure to cultural activities and educational programming
- Host a "town hall meeting' to provide a venue for feedback and recommendations related to the cultural environment
- Create performance measure linked to appropriate incentives
- Establish cultural competence leadership seminar

Improve recruitment and retention of underrepresented faculty, staff and students

- Unify student recruiting efforts within one year.
- Increase underrepresented minority students by a factor of 2 in five years.
- Increase underrepresented minority faculty by a factor of 2 in five years.

- Achieve comparable rates of recruitment and retention for underrepresented minority faculty staff and students as for other faculty staff and students within five years.
- Establish articulation agreements with additional community colleges
- Add full-time Diversity Officer in each college
- Create multi-unit recruitment committee
- Promote health disparities conference

Increase community ties

- Engage community leaders.
- Establish minority advisory committee.
- Increase participation of underrepresented minority patients in clinical research.
    - Promote UNMC's Minority Health Education and Research Organization (MiHERO) in the community as a research center
- Develop and implement communications strategy
- Provide cultural competence training to businesses
- Network with Chambers of Commerce to establish a Minority Young Professionals group

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

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Table UNMC 1
Undergraduate Student Enrollment by Race Ethnicity

Race/Ethnicity	1999			2001			2003			2004			2005			2006		
	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	Full Time	Part Time	Total
Asian	14	3	17	7	2	9	6	0	6	6	0	6	8	2	10	12	0	12
Black	6	2	8	2	2	4	13	1	14	13	3	16	8	3	11	10	0	10
Hispanic	18	1	19	17	3	20	16	1	17	16	3	19	17	3	20	18	4	22
Native American	4	1	5	0	0	0	1	0	1	2	2	4	3	1	4	4	1	5
Sub-total Minority	42	7	49	26	7	33	36	2	38	37	8	45	36	9	45	44	5	49
Non-Resident Alien	1	2	3	1	0	1	5	2	7	9	0	9	8	1	9	7	0	7
Unknown	0	0	0	0	0	0	0	0	0	3	0	3	0	0	0	0	0	0
White	653	59	712	541	88	629	617	80	697	658	64	722	735	62	797	738	49	787
TOTAL	696	68	764	568	95	663	658	84	742	707	72	779	779	72	851	789	54	843

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

Table UNMC 2
Graduate Student Enrollment by Race/Ethnicity [1]

Race/Ethnicity	1999			2001			2003			2004			2005			2006		
	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	Full Time	Part Time	Total
Asian	95	8	103	92	4	96	85	7	92	99	6	105	79	8	87	89	9	98
Black	30	4	34	32	5	37	19	9	28	30	7	37	31	8	39	40	15	55
Hispanic	27	3	30	22	3	25	31	8	39	35	8	43	35	6	41	39	7	153
Native American	10	0	10	7	1	8	10	1	11	5	0	5	5	3	8	9	2	11
Sub-total Minority	162	15	177	153	13	166	145	25	170	169	21	190	150	25	175	177	33	210
Non-Resident Alien	71	7	78	103	18	121	106	18	124	68	20	88	128	9	137	136	10	146
Unknown	0	0	0	0	2	2	0	0	0	5	1	6	0	0	0	0	0	0
White	1351	220	1571	1489	283	1772	1528	301	1829	1548	293	1841	1541	291	1832	1558	310	1868
TOTAL	1584	242	1826	1745	316	2061	1779	344	2123	1790	335	2125	1819	325	2144	1871	353	2224

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

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Table ***UNMC 3***
First-Time Full-Time Retention Rate by Cohort by Race/Ethnicity[2]

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=															
Fall 1997 N=															
Fall 2000 N=															
Black															
Fall 1995 N=															
Fall 1997 N=															
Fall 2000 N=															
Hispanic															
Fall 1995 N=															
Fall 1997 N=															
Fall 2000 N=															
Native American															
Fall 1995 N=															
Fall 1997 N=															
Fall 2000 N=															
TOTAL															
Fall 1995 N=															
Fall 1997 N=															
Fall 2000 N=															

[2]UNMC has no entering freshman and does not complete the cohort section.

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Table ***UNMC 4***
Managerial/Professional Staff by Race/Ethnicity[3]

Race/Ethnicity	1999[3]			2001[4]			2003[5]			2004[6]			2005			2006		
	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	Full Time	Part Time	Total
Asian	88	3	91	71	2	73	78	3	81	60	1	61	66	4	70	65	3	68
Black	22	2	24	37	6	43	37	3	40	34	1	35	39	1	40	43	2	45
Hispanic	10	1	11	22	3	25	27	2	29	23	4	27	25	1	26	27	1	28
Native American	4	0	4	3	1	4	3	0	3	3	0	3	1	1	2	3	1	4
Sub-total Minority	124	6	130	133	12	145	145	8	153	120	6	126	131	7	138	138	7	145
Non-Resident Alien	27	0	27	140	55	195	159	3	162	157	2	159	182	5	187	183	4	187
Unknown	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	806	89	895	1240	168	1408	1273	144	1417	1237	115	1352	1339	116	1455	1316	102	1418
TOTAL	957	96	1053	1513	235	1748	1577	155	1732	1514	123	1637	1652	128	1780	1637	113	1750

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

Race/Ethnicity	1999			2001			2003			2004[7]			2005			2006		
	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	Full Time	Part Time	Total
Asian	12	7	19	8	1	9	4	6	10	6	1	7	10	0	10	10	0	10
Black	75	8	83	89	5	94	77	9	86	66	3	69	66	2	68	64	1	65
Hispanic	13	6	19	20	4	24	22	9	31	23	7	30	26	3	29	25	3	28
Native American	3	0	3	3	1	4	5	1	6	6	0	6	8	0	8	6	0	6
Sub-total Minority	103	21	124	120	11	131	108	25	133	101	11	112	110	5	115	105	4	109
Non-Resident Alien	0	0	0	3	2	5	6	3	9	4	1	5	3	1	4	5	0	5
Unknown	2	0	2	0	0	0	0	0	0	2	0	2	0	0	0	0	0	0
White	650	208	858	683	75	758	661	177	838	686	77	763	721	93	814	748	99	847
TOTAL	755	229	984	806	88	894	775	205	980	793	89	882	834	99	933	858	103	961

[3]1999 data does not include House Officers and executive-administrative data (POA group 61).
[4]2001 data does not include executive-administrative staff (POA group 61).
[5]2003 data includes all managerial/professional employees, House Officers, and executive administrative staff (POA group 61).
[6]2004 data includes all managerial/professional employees (POA 63), House Officers, and executive administrative (POA 61)
[7]2004 data includes all employees in POA 64; POA 65; POA 66; POA 67.

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

Race/Ethnicity	1999[8]			2001			2003			2004			2005			2006		
	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	Full Time	Part Time	Total
Asian	38	0	38	46	0	46	49	0	49	48	0	48	49	0	49	51	0	51
Black	4	0	4	4	0	4	5	0	5	4	0	4	7	0	7	7	0	7
Hispanic	10	0	10	10	0	10	7	0	7	8	0	8	8	0	8	7	0	7
Native American	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sub-total Minority	52	0	52	60	0	60	61	0	61	60	0	60	64	0	64	65	0	65
Non-Resident	0	0	0	18	0	18	22	0	22	23	0	23	27	0	27	25	0	25
Alien	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Unknown	418	0	418	430	0	430	449	0	449	447	0	447	505	0	505	506	0	506
White																		
TOTAL	470	0	470	508	0	508	532	0	532	530	0	530	596	0	596	596	0	596

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

Race/Ethnicity	1999			2001			2003			2004			2005			2006		
	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	Full Time	Part Time	Total
Asian	13	4	17	12	4	16	16	2	18	23	6	29	20	7	27	23	5	28
Black	4	0	4	4	0	4	4	2	6	6	1	7	5	2	7	7	2	9
Hispanic	7	0	7	2	0	2	2	2	4	4	2	6	4	2	6	5	2	7
Native American	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0
Sub-total Minority	24	4	28	18	4	22	22	6	28	33	9	42	29	12	41	35	9	44
Non-Resident	0	0	0	13	1	14	24	6	30	22	9	31	21	5	26	25	8	33
Alien	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Unknown	142	178	320	138	149	287	128	167	295	133	173	306	140	189	329	160	173	333
White																		
TOTAL	166	182	348	169	154	323	174	179	353	188	191	379	161	194	355	185	181	366

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

University of Nebraska at Omaha
2006 Diversity Report to the President

University of Nebraska at Omaha
2006 Diversity Report to the President

This report was prepared by James Freeman and Peggy Jones of the University of Nebraska at Omaha as part of the university-wide Committee on Diversity 2006 Report to the Board of Regents. The report focuses on progress toward Regents' goals three and four. Data regarding faculty, staff and students are compared for IPEDS reporting years from 1995 through 2006.

Executive Summary:

- Since 1995 the total percentage of full-time, tenure track faculty of color has increased from 10.29% to 18.7% while total faculty numbers grew by 7.4%. Full-time non-tenure track faculty of color changed from 16.4% in 1995 to 8.9% in 2006.
- Undergraduate minority student enrollments were up by a very small .05% margin, and graduate students down by .06% since 2005.
- Slight gains in the number of minority staff members are seen in Executive Administration and Managerial/Professional (.33%) with a larger increase in Office/Service categories (1.51%) since 2005.
- Student retention from 1995 to 2006 has shown growth in Asian and Hispanic enrollment, with troubling declines in Black and Native American enrollments.
- A number of new programs underscore UNO's effort to maintain a climate supportive of a diverse population of faculty, staff and students.

Recommendations

- Continue to emphasize the importance of mentoring programs for students, staff and faculty of color.
- Continue to create a welcoming environment for students, staff, and faculty of color through new programs.
- Monitor and/or update diversity policies and procedures when necessary.
- Continue to foster an environment consistent with the metropolitan mission of our campus.

Introduction:

UNO's Diversity Report for 2006 addresses Regents' goals three and four with emphasis on retention of students, faculty and staff. Where appropriate, data charts are for IPEDS reporting years, starting with 1995 and reporting odd-numbered years through 2003 plus 2004. Additional data for 2005-2006 can be seen as well.

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

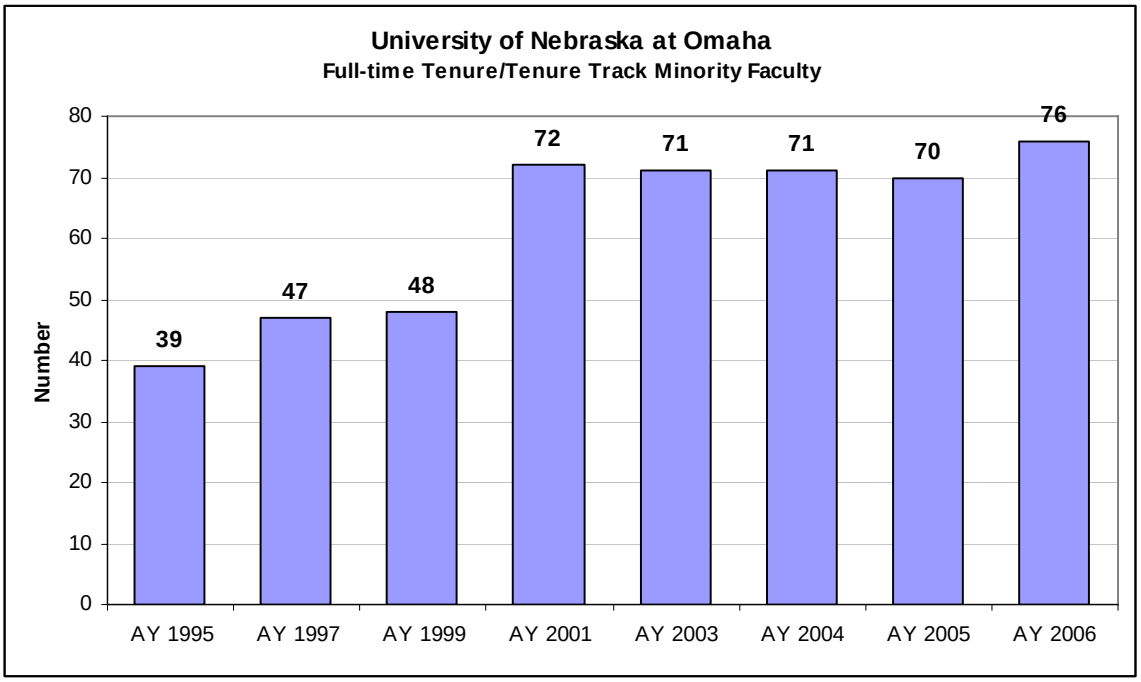
UNO's efforts to retain students, faculty and staff of color have been fruitful since 1995. Tables show increases across nearly all categories over the 1995 base year.

- Tenure and tenure track faculty members have increased since 1995. The table and graph below depict the efforts to recruit and retain faculty of color excluding non-resident aliens.

Full-Time Tenure/Tenure Track Faculty of Color

	1995	2006
Total Number	39	76
Percent of Total Faculty	10.3%	18.7%

Full-Time Tenure/Tenure Track Faculty



- Since 2005, there has been a 1.51% increase in persons of color in office/service personnel and a 0.33% increase in executive administrative and managerial professional staff. In 2006, they represent 19.4% and 8.08% respectively.

- While the total number of undergraduate students decreased slightly since 1995 (11,921-11,179 or 6.22%) the percentage of students of color increased from 11.15% to 12.36%

- The retention rate of students of color, in Year 2, ranged from a low of 40% in 1995 among Native American students to a 2005 high of 86.5% among Black students. Most recently, all students of color achieved a high rate of 69.2%.

Discussion of Progress on Goal 3

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. The priority of retaining faculty, staff, and students of color can be observed through the number of efforts devoted to this end. These strategies complement and support the strategies of the Regents Minority Affairs Goals and Strategies.

- Strategy A of Goal 3 emphasizes role models, active and successful affirmative action participation, and personal networking within fields. With this emphasis, the Urban League of Nebraska, Inc., the University of Nebraska Foundation and the University of Nebraska at Omaha (UNO) College of Business Administration joined together to host the Black Executive Exchange Program (BEEP). The four-day long series of seminars, meetings and receptions presents primarily under-represented students with a realistic view of life, including expected participation and behavior, after graduation. The program supplements college curricula with additional practitioner-oriented lecture presentations and career-oriented subject matter. It provides all students with positive African-American role models who have achieved measurable success in a variety of careers.

- The Enrichment and Mentoring Program (EMP) is a support system designed for students to receive year-long guidance so they may achieve their academic and personal goals in order to succeed at UNO. Academic coordinators provide mentoring and advising. Students work with academic coordinators on developing the study habits that work best for them. Mid-term evaluations are available for participants to review with their academic coordinators. This helps students get a realistic picture of their academic progress in order to plan for the best possible outcome at the completion of a semester. Services available to EMP participants include academic skills development, tutoring and study groups, career exploration, and professional development.

- Student retention is clearly linked to successful navigation of the college environment. Access to technology, which is used for online course registration, class schedules, financial aid, bill paying and grading, is a big part of being successful at UNO. While this link is not an issue for the students who own a computer, it can create an additional barrier for students who cannot afford to buy technology. To better serve these students Information Technology Services partnered with two community-based organizations to create community based technology centers (CTC). These labs, located in the African American and Hispanic communities, provide convenient access to more than 2000 students and also serve community members.

- Retention of faculty and staff is enhanced in a positive environment. The Human Resources Department promotes a family-friendly and thus employee-friendly environment providing and supporting programs that mark UNO as a sought after employer. In particular, the Mentoring Program, designed to assist with the retention of employees including women and minorities beyond the first year of their employment, pairs new employees with long-term employees as a partner for University events and general collegiality; the Faculty/Staff Employee Assistance Program provides free counseling services for employees; and HR provides training on a variety of subjects that enhances supervisory skills and keeps employees in general informed of options in employment and benefits--all in an effort to retain the productive employees UNO attracts.

- 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 are provided with the opportunity to network as well as initiate potential business contacts if the candidates are hired. CPACS also uses its extensive community network to find employment for dual career couples.

- Recruitment Services and Multicultural Affairs now host minority recruitment events with campus faculty. These assist with retention of underrepresented faculty, as well as increased recruitment of students of color. Recruitment Services and Multicultural Affairs also call each and every applicant to ensure they feel welcomed at UNO.

- In accordance with its official mission, the Staff Advisory Council (SAC) strives to maintain a council "reflective of the diverse multi-culture UNO community" (SAC Bylaws, article III, sec. 1, rev. 2001). SAC contributes to staff retention by encouraging participation in the SAC organization, SAC events, and university events that enhance the lives of UNO employees. Moreover, the council provides constituents with assistance identifying correct policies and procedures that assure a more collegial and productive work environment, which ultimately affects employee satisfaction and retention.

- The "Recruiting for Diversity" career fair occurred September 25th. The College of Education at the University of Nebraska at Omaha held a career fair, "Recruiting for Diversity," targeting minority high school students. The morning-long event highlighted the variety of employment options available in education. "We have a great program lined up," said Alan Black, minority recruiter for the College of Education. The event is coordinated through the college's Office of Student Services. "Getting more people of color thinking about careers in education is incredibly important. Faculty and current students will all be involved in the sessions with our guests." A variety of topics were covered, including tools for success, elementary education, secondary education, special education and scholarship options available to students. The event ran from 7:30 a.m. until 12:30 p.m. in the Milo Bail Student Center on the UNO main campus, 60th and Dodge streets. Participants met in the Ballroom on the second floor. Admission was free and lunch was provided.

- From their web site, "The NASA Nebraska Space Grant Consortium has strived for an exceptional reputation, built by delivering geospatial science experiences to Nebraska's Native Americans. For seven years, our program has fostered and sustained partnerships with the two tribal colleges and four reservation-serving school districts in Nebraska to foster aeronautics education and outreach. The Nebraska Native American Outreach Program (NNAOP) has grown to incorporate more than educational institutions and is now a partnership among tribal community leaders, academia, tribal schools, and industry. The content focus has broadened from aeronautics in the school systems to aerospace technology and earth science applications in tribal community decision-making and workforce training on the reservations. Participants include faculty and staff at four Nebraska tribal schools, two tribal colleges, approximately 1,000 Native American youth, and over 1,200 community members. The Native American Initiative of our program addresses Nebraska workforce development and serves as a model to others. Recruitment of underrepresented groups has always been a priority for our scholarship/fellowship programs. In 2004, 62% of the awards went to female students and 19% went to minority students - more than double the state's minority population base of 9.3%. The NASA Nebraska Space Grant African American outreach is also enhanced by the Tuskegee Airmen Internship Program. The Omaha Tuskegee Airman Chapter sponsors a local Civil Air Patrol chapter

for economically disadvantaged youth and actively sponsors an undergraduate intern. Additional NASA Nebraska Space Grant funding provides needed supplies for the official Alfonza W. Davis Chapter office.

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

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. The priority of creating and maintaining a climate conducive to success for all people: faculty, staff, and students of color can be observed through the number of efforts devoted to this end. These strategies complement and support the strategies of the Regents Minority Affairs Goals and Strategies.

- An on-line program aimed at preventing sexual harassment
- A diversity training program for faculty, staff, and students
- A program making it easier for young mothers to visit, learn and work at UNO
- Continued growth in the "Pathways to Harmony" diversity program.

Discussion of Progress on Goal 4:

UNO's "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 four:

Strategy A of Goal Four stipulates that appropriate steps be taken to eliminate discrimination within the University of Nebraska. A new and updated "Pathways to Harmony" diversity program was conducted in February 2005. The program for faculty, staff, and students continues to focus on human relation issues pertinent to the UNO campus and community, as well as understanding and respecting cultural differences.

The Office of Diversity has continued the online professional development program on preventing sexual harassment. This program is in support of UNO's commitment to maintain a positive, productive work environment that is free from any form of harassment or bias. "Preventing Sexual Harassment is an active learning process that enables you to review materials at your own leisure in a practical and convenient way that does not disrupt your work responsibilities," said Sharon Ulmar, director of Office of Diversity and coordinator of the program. The program is located on the web with accessibility 24 hours a day.

In 2006,

- UNO hosted the fifth annual Women of Color luncheon that recognizes women of color in the Omaha community in the areas of education, entrepreneurship/business, arts and humanities, science and technology, community service and youth leadership.
- Hosted a visit by Peter Vogel who conducted a 2 day workshop for faculty, staff, and students on cross cultural issues.
- Conducted professional development programs on discrimination laws for faculty and staff.
- Conducted professional development programs for faculty on disability laws.
- Continue to visit classes to discuss diversity issues
- The on-line sexual harassment program has had over 500 faculty, staff, and students participate in the program.

Per its website, "The American Multicultural Student Agency (AMS) promotes cultural awareness through weaving an understanding of, and appreciation for, diversity in the life of the university institution. This is accomplished by coordinating programs involving scholars and artists from the academic, political and social arenas. These programs bring a diverse range of backgrounds, perspectives and insights to the university campus and Omaha-metropolitan community. The Agency serves as an impetus to cultivate and promote and awareness for, and appreciation of, the African American, Arab, Asian, Latino/a, Middle Eastern, Native American, and other cultures on-campus."

The UNO Department of Black Studies held the following events in the 2006-2007 academic year: The 6th Annual Malcolm X Festival was held in the Milo Bail Student Center. Special guests included Melvin Edwards, an American sculptor who attempts to work within accepted mainstream aesthetic standards without rejecting his African heritage. His art addresses his existence as an African-American as well as the oppression of African people in their native countries. Also performing were the Imani Winds Quintet. Since its inception in 1997, the Grammy-nominated Imani Winds, comprised of five unabashedly adventurous yet delightfully accessible musicians, has been enriching the traditional wind quintet repertoire with European, African, Latin American and American music traditions. Just as the name Imani denotes in Swahili (faith), the ensemble closely follows its mission over nearly a decade, carving out a distinct presence in the classical music world for their dynamic playing, culturally poignant programming and inspirational outreach programs, which they have brought to many communities throughout the country.

The UNO Black Studies Department was established in 1971, and is one of the oldest departments of its kind in the nation. They celebrated their 35th Anniversary in Strauss Performing Arts Center. Among the guests were Mike Maroney, president of New Community Development Corporation and a UNO graduate, who talked about the student sit-in that helped establish the department. The Urban Bush Women also performed at the event. Founded in 1984 by Jawole Willa Jo Zollar, Urban Bush Women (UBW) is a performance ensemble dedicated to exploring the use of cultural expression as a catalyst for social change. The group weaves contemporary dance, music and text with the history, culture, and spiritual traditions of African Americans and the African Diaspora. The GBT Academy of the Arts in Omaha also participated in the celebration. They presented a reenactment of the events that led up to the formation of the Black Studies Department at the University.

The Chancellor's Commission on Multicultural Affairs (CCMA) is responsible for examining and recommending policies, practices, and programming which affect the well-being of current and prospective multicultural students, faculty and staff at UNOmaha. In addition, the Commission is responsible for broadening the University community's understanding and appreciation of ethnic diversity. It provides more information about the Commission and about multicultural activities and opportunities at UNOmaha. The CCMA serves as an advisory to the chancellor and other university administrators on issues that relate to diversity on campus. The commission's goal is to recognize individuals that exemplify a commitment to diversity and to meeting the Diversity Action Plan goals.

The CCMA at the University of Nebraska at Omaha (UNO) announced the 2007 winners of its annual Diversity Awards. These awards recognize current UNO faculty, staff, students, departments, colleges or organizations that have demonstrated a commitment to diversity on the university campus or in the community through mentoring, outreach initiatives or other activities that advance the institution's goal of inclusion.

This year's honorees were: Maria Garza, multicultural affairs; Paul Sather and the Service-Learning Academy faculty, staff and students; and Cathi Warren, multicultural affairs Native American recruitment. "The Diversity Awards offer a great opportunity for faculty, staff and students involved in initiatives, both inside and outside the university, to gain recognition for their efforts," said Karen Hayes, CCMA co-chair and assistant professor of educational administration and supervision at UNO. The recipients were honored at a reception scheduled for Thursday, April 12. It was held from 2 to 3:30 p.m. in the Milo Bail Student Center (MBSC) Chancellor's Room. The program began at 2:30 p.m. with remarks from Jonathan Benjamin-Alvarado, associate professor of political science at UNO.

The Program for Women and Successful Aging (PWSA) is a membership-based, non-profit organization that serves nearly 200 active members and reaches out to hundreds of other elderly people in the community, based at UNO. Its mission is to create a climate that encourages an appreciation of the elderly, their wisdom, their cultural diversity, and the multiple aspects of their aging process. PWSA offers a variety of professional and community education opportunities for older women and their service providers. Its members also work to improve the lives of women through community outreach activities.

The FacConnect website features easily accessible links to the following for “Teaching Diversity” Diversity Resources:

Offices

- American Multicultural Student Agency
- Black Studies Department
- International Studies and Programs
- Native American Studies
- Network for disAbled Students
- Office of Diversity
- Office of Latino/Latin American Studies (OLLAS)
- Office of Multicultural Affairs
- Project Achieve
- Services for Students with Disabilities
- Women's Resource Center
- Women's Studies Program

Committees

- Chancellor’s Commission on Multicultural Affairs
- Chancellor's Commission on the Status of Women
- U-Wide Gender Equity Committee
- U-Wide Diversity Committee

Starting Monday, May 15, 2006, a core group of University of Nebraska at Omaha faculty, staff and administrators convened to begin the process of creating opportunities for open, productive dialogues on issues of religion, sexuality and race. The meeting, which kicked off a weeklong workshop, is part of the Ford Foundation's Difficult Dialogues initiative created in response to reports of growing intolerance and efforts to curb academic freedom at colleges and universities. More than 600 institutions of higher education submitted proposals for programs to encourage dialogue, and UNO was one of 27 to receive funding.

The two-year project at UNO is titled "Breaking Silence: Difficult Dialogues at the University of Nebraska at Omaha." The effort is directed by a team of UNO faculty – Nora Bacon, associate professor in the UNO Department of English; Shereen Bingham, professor in the UNO School of Communication; and Hollis Glaser, associate professor in the UNO School of Communication. Cynthia Robinson-Moore, assistant professor in the UNO School of Communication, is scheduled to join the team when Glaser leaves UNO to assume a new post in New York City at the end of May.

"The Difficult Dialogues program dares each of us at UNO to take a risk," Bingham said. "It invites us to participate in dialogue with others who may think very differently than we do on sensitive and controversial issues, at this moment in history, when our community is divided on issues of race, religion and sexuality. Participating in genuine dialogue on difficult issues requires courage: it opens the possibility of learning something new that might change what we think or who we know ourselves to be."

The Difficult Dialogues core group at UNO includes 20 faculty, 10 staff and three administrators. They represent diverse departments, disciplines and programs whose work is particularly important to creating an inclusive campus, Bacon said.

The weeklong workshop, scheduled for May 15-19 at the William H. and Dorothy Thompson Alumni Center, will be facilitated by Stephen Littlejohn and Leslie Fagre, consultants from the Public Dialogue Consortium and experts in dialogue theory and practice.

Participants will learn to:

- Understand how people construct social realities in communication with others;

- Understand the moral and values basis of difficult issues;

- Identify typical patterns of communication used when encountering contentious, difficult issues and the limitations of these;

- Appreciate dialogue as a form of communication that enables constructive exploration of difficult issues;

- Use a variety of models for dialogue;

- Frame issues and ask questions in a way that makes constructive communication possible;

- Facilitate dialogue, especially in the classroom; and

- Teach dialogue to students.

They then will have the summer to incorporate what they have learned into their plans for teaching or co-curricular activities for the 2006-07 academic year. A core group reunion is set for Aug. 17 at which participants can share their ideas with others.

The core group members and the areas they represent are as follows: Lori Arias, International Studies and Programs; Meredith Bacon, Political Science; Frank Bramlett, English; Mike Carroll, Goodrich Program; Maggie Christensen, English; Kate Clark, Disability Services; Ana Cruz, Communication; Carol Dillon, English; Karen Falconer Al-Hindi, Women's Studies; Carolyn Fiscus, Native American Studies; Jim Freeman, Multicultural Affairs; Farooka Gauhari, Biology; Rita Henry, Student Services; Peggy Jones, Black Studies; Teresa Lamsam, Communication; Kent Lavene, Student Affairs; Sharif Liwaru, Cultural Awareness Programs; Carol Lloyd, Teacher Education; Bonnie O'Connell, Art and Art History; Patty Patton Shearer, Athletics; David Peterson, English; Kathy Pettid, Counseling/University Division; Joe Price, English; Shireen Rajaram, Sociology; Dori Richards, English; Barbara Robins, English; Lisa Sample, Criminal Justice; Thomas Sanchez, Sociology; Connie Sorensen-Birk, Project Achieve; Mary Sweaney, Human Resources; Peter Szto, Social Work; Barb Treadway-Janousek, Student Organizations and Leadership Programs; and Paul Williams, Religion. Sarah Moulton, English, is the project's graduate assistant.

2006-2007 Diversity Report
University of Nebraska at Omaha
Student Data

Table 1b
Undergraduate Student Enrollment by Race/Ethnicity

Race/Ethnicity	2005			2006		
	Full Time	Part Time	Total	Full Time	Part Time	Total
Asian	230	81	311	226	75	301
Black	451	192	643	454	170	624
Hispanic	283	104	387	296	103	399
Native American	42	12	54	42	16	58
Sub-total Minority	1006	389	1,395	1,018	364	1,382
Non-Resident Alien	199	67	266	212	48	260
Unknown	277	121	398	281	87	368
White	7,050	2,220	9,270	7015	2154	9,169
TOTAL	8,532	2,797	11,329	8,526	2,653	11,179

Table 2b
Graduate Student Enrollment by Race/Ethnicity

Race/Ethnicity	2005			2006		
	Full Time	Part Time	Total	Full Time	Part Time	Total
Asian	8	47	55	16	52	68
Black	25	94	119	25	86	111
Hispanic	14	39	53	13	35	48
Native American	1	7	8	2	3	5
Sub-total Minority	48	187	235	56	176	232
Non-Resident Alien	177	63	240	150	85	235
Unknown	17	87	104	36	77	113
White	427	1,758	2,185	471	1,699	2,170
TOTAL	669	2,095	2,764	713	2,037	2,750

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	40.0	9	8	22.9	3
Fall 2000 N= 41	34	82.9	0	32	78.0	0	32	78.0	7	22	53.7	8	15	36.6	5
Fall 2004 N= 39	31	79.5	0	24	61.5	0	*								
Fall 2005 N= 52	42	80.8	0	*											
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	5	28	27.5	4	21	20.8	10
Fall 2004 N= 62	40	64.5	0	34	54.8	0	*								
Fall 2005 N= 96	69	86.5	0	*											
Hispanic															
Fall 1995 N= 27	16	59.3	0	10	37.0	0	10	37.0	1	9	33.3	0	6	22.2	4
Fall 1997 N= 32	24	75.0	0	20	62.5	0	16	50.0	2	12	37.5	6	6	18.8	4
Fall 2000 N= 53	35	66.0	0	33	62.3	0	29	54.7							
Fall 2004 N= 63	42	66.7	0	32	50.8	0	*								
Fall 2005 N= 63	38	60.3	0	*											
Native American															
Fall 1995 N= 5	2	40.0	0	2	40.0	0	0	0.0	1	1	20.0	0	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	0
Fall 2000 N= 6	5	83.3	0	3	50.0	0	2	33.3							
Fall 2004 N= 10	7	70.0	0	4	40.0	0	*								
Fall 2005 N= 10	4	40.0	0	*											
TOTAL															
Fall 1995 N= 133	78	58.6	0	56	42.1	1	46	34.6	5	32	24.1	8	23	17.3	9
Fall 1997 N= 158	97	61.4	0	82	51.9	0	68	43.0	6	50	31.6	24	23	14.6	13
Fall 2000 N= 202	135	66.8	0	114	56.4	0	97	48.0							
Fall 2004 N= 179	120	67.0	0	94	52.5	0	*								
Fall 2005 N= 221	153	69.2	0	*											

2004-2005 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			2004		
	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	Full Time	Part Time	Total
Asian	5	1	6	9	0	9	5	0	5	7	1	8	9	1	10	8	1	9
Black	17	0	17	13	0	13	14	0	14	22	0	22	21	1	22	21	0	21
Hispanic	3	2	5	4	1	5	3	2	5	3	0	3	4	0	4	6	0	6
Native American	0	0	0	1	0	1	5	0	5	1	0	1	0	0	0	0	0	0
Sub-total Minority	25	3	28	27	1	28	27	2	29	33	1	34	34	2	36	35	1	36
Non-Resident Alien	0	0	0	1	0	1	1	0	1	3	0	3	2	0	2	3	0	3
Unknown	0	0	0	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	330	33	363
TOTAL	298	28	326	334	9	343	344	22	366	387	27	414	372	33	405	368	34	402

Table 5

Office/Service Staff by Race/Ethnicity

Race/Ethnicity	1995			1997			1999			2001			2003			2004		
	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	Full Time	Part Time	Total
Asian	6	2	8	6	0	6	5	1	6	7	1	8	6	0	6	8	1	9
Black	47	0	47	48	1	49	45	1	46	74	1	75	63	1	64	62	1	63
Hispanic	17	0	17	18	20	38	14	0	14	17	0	17	14	0	14	9	0	9
Native American	2	0	2	2	0	2	3	0	3	2	0	2	0	1	1	2	0	2
Sub-total Minority	72	2	74	74	21	95	67	2	69	100	2	102	83	2	85	81	2	83
Non-Resident Alien	0	0	0	2	0	2	1	0	1	0	0	0	0	0	0	0	0	0
Unknown	0	0	0	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	317	19	336
TOTAL	445	26	471	452	24	476	431	21	452	438	23	461	407	22	429	398	21	419

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Staff Data

Table 4b
Executive Administrative and Managerial/Professional Staff by Race/Ethnicity

Race/Ethnicity	2005			2006		
	Full Time	Part Time	Total	Full Time	Part Time	Total
Asian	8	0	8	10	0	10
Black	19	0	19	19	0	19
Hispanic	4	1	5	5	0	5
Native American	0	0	0	0	0	0
Sub-total Minority	31	1	32	34	0	34
Non-Resident Alien	6	0	6	3	1	4
Unknown	0	0	0	0	0	0
White	342	33	375	350	33	383
TOTAL	379	34	413	387	34	421

Table 5b
Office/Service Staff by Race/Ethnicity

Race/Ethnicity	2005			2006		
	Full Time	Part Time	Total	Full Time	Part Time	Total
Asian	9	1	10	7	1	8
Black	57	1	58	62	0	62
Hispanic	7	0	7	12	0	12
Native American	1	0	1	1	0	1
Sub-total Minority	74	2	76	82	1	83
Non-Resident Alien	0	0	0	1	0	1
Unknown	0	0	0	0	0	0
White	334	15	349	327	17	344
TOTAL	408	17	425	410	18	428

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Faculty Data

Table 6

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

Race/Ethnicity	1995			1997			1999			2001			2003			2004		
	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	Full Time	Part Time	Total
Asian	19	0	19	21	0	21	23	0	23	31	0	31	32	0	32	31	0	31
Black	11	0	11	18	0	18	18	0	18	24	0	24	22	0	22	23	0	23
Hispanic	8	0	8	8	0	8	7	0	7	11	0	11	10	0	10	10	0	10
Native American	1	0	1	0	0	0	0	0	0	6	0	6	7	0	7	7	0	7
Sub-total Minority	39	0	39	47	0	47	48	0	48	72	0	72	71	0	71	71	0	71
Non-Resident Alien	2	0	2	7	0	7	6	0	6	7	0	7	8	0	8	8	0	8
Unknown	0	0	0	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	319	0	319
TOTAL	379	0	379	397	0	397	385	0	385	401	0	401	400	0	400	398	0	398

Table 7

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

Race/Ethnicity	1995			1997			1999			2001			2003			2004		
	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	Full Time	Part Time	Total
Asian	3	0	3	1	0	1	3	1	4	3	4	7	1	7	8	1	9	10
Black	5	5	10	3	3	6	3	1	4	5	25	30	4	18	22	3	17	20
Hispanic	2	1	3	2	3	5	3	3	6	2	9	11	2	10	12	2	12	14
Native American	0	1	1	0	1	1	1	0	1	2	2	4	2	2	4	2	2	4
Sub-total Minority	10	7	17	6	7	13	10	5	15	12	40	52	9	37	46	8	40	48
Non-Resident Alien	3	0	3	4	0	4	4	0	4	9	3	12	6	0	6	5	0	5
Unknown	0	0	0	0	0	0	0	0	0	0	4	4	0	2	2	0	5	5
White	48	13	61	49	12	61	51	25	76	59	318	377	56	271	327	59	297	356
TOTAL	61	20	81	59	19	78	65	30	95	80	365	445	71	310	381	72	342	414

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Faculty Data

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

Race/Ethnicity	2005			2006		
	Full Time	Part Time	Total	Full Time	Part Time	Total
Asian	31	0	31	31	0	31
Black	24	0	24	25	0	25
Hispanic	9	0	9	13	0	13
Native American	6	0	6	7	0	7
Sub-total Minority	70	0	70	76	0	76
Non-Resident Alien	8	0	8	9	0	9
Unknown	0	0	0	0	0	0
White	323	0	323	322	0	322
TOTAL	401	0	401	407	0	407

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

Race/Ethnicity	2005			2006		
	Full Time	Part Time	Total	Full Time	Part Time	Total
Asian	4	8	12	2	10	12
Black	4	21	25	2	21	23
Hispanic	1	19	20	1	14	15
Native American	2	2	4	3	2	5
Sub-total Minority	11	50	61	8	47	55
Non-Resident Alien	9	0	9	9	0	9
Unknown	0	4	4	0	0	0
White	60	306	366	73	319	392
TOTAL	80	360	440	90	366	456