



**University-wide Committee on Diversity  
2004-2005 Report to the Board of Regents  
April 15, 2005**

**SURVIVING OR THRIVING: A REPORT ON**

## **Overview**

“Higher education has an important obligation not only to celebrate diversity, but also to define larger, more inspired goals, and in so doing serve as a model for the nation and the world.”

Ernest Boyer (1990)

## **University of Nebraska-Lincoln 2004-05 Diversity Report**

This report has been prepared by Miguel A. Carranza and Linda R. Crump of the University of Nebraska-Lincoln (UNL) as a part of the University-Wide Diversity Committee 2004-05 Report to the Board of Regents. The report focuses on progress related to the Regents' Goals # 3 and # 4 of the Regents' Goals and Strategies for Minority Affairs. IPEDS data by race/ethnicity for faculty, staff and students has been used to track trends for 1995 through 2004. Student retention and graduation data by race/ethnicity has also been included by entering class for the years 1995, 1997, 1999 and 2001. This report includes a review of minority representation among the faculty, staff and student populations and highlights retention-related programs and activities for the UNL campus.

### **Executive Summary**

The patterns that emerged in last year's report still hold true today. Modest progress has been made on our campus from 1995 through 2004 in the recruitment and retention of minority faculty, staff and students. The retention of minority undergraduate students has shown a significant increase during this time period. The data illustrates that some of the best practices we employ on campus to recruit diverse workforces have been very successful; however, the retention of this same diverse workforce has not achieved a similar level of success.

Last year we recommended that best practices models be disseminated across the campus, and the infrastructure to achieve this dissemination is in place within the current campus strategic planning process. Unfortunately the idea of a "grow-your-own" program has not been realized. Nevertheless, the coordinated efforts of Academic Affairs and Student Affairs through the Office of Undergraduate Studies have shown positive results in the retention of minority students.

### **Faculty**

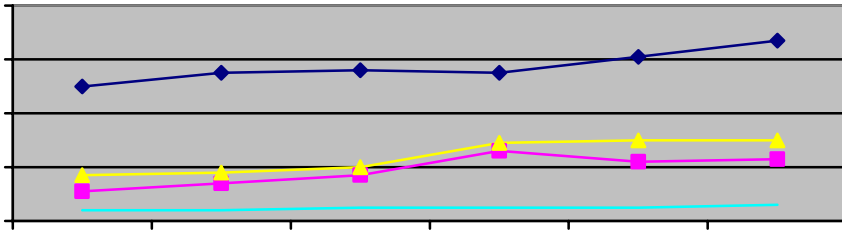
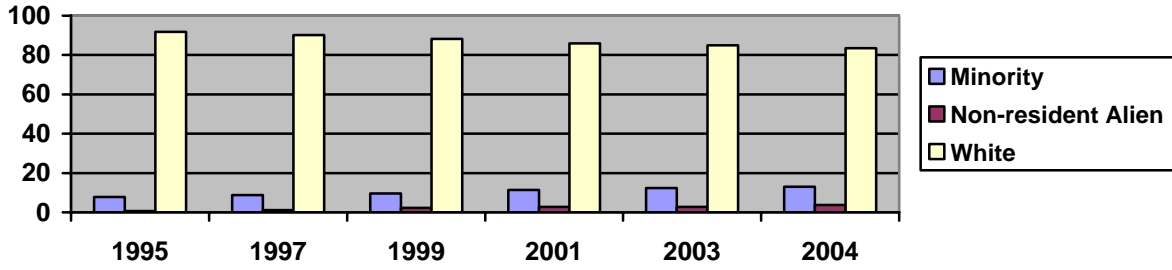
Based upon IPEDS data<sup>1</sup> the overall trends illustrated in Chart 1 reveal that the population of full-time Tenured/Tenure Track Minority<sup>2</sup> faculty has increased since 1995 from 82 minority faculty to 126 minority faculty in 2004. Chart 2 illustrates that within the four minority populations, Asian faculty have the greatest representation on campus, and we find the population of Native American faculty has remained very low. Chart 3 reveals the full picture of the faculty populations on campus with the inclusion of full-time Non-Tenure Track faculty and Part-Time faculty members.

---

<sup>1</sup> Data tables are in the Appendix.

<sup>2</sup> Minority Faculty = Asian, Black, Hispanic and Native American Faculty

**Chart 1 - Percentage of Full-Time Tenure/Tenure Leading Faculty**



Recruitment and retention must be discussed in the same breath and addressed in simultaneous and consistent efforts. We have begun to institute a structure to study and engage in dialogue about the local environments with a focus on ways we can all work towards an improved climate.

We have also identified facets that run contrary to achieving success, such as budget cuts, pipeline issues, mentorship and climate issues. Our campus has continued to utilize the components that facilitate positive outcomes, while at the same time we have worked to find solutions for many of the factors that work against our efforts. We continue to seek alternative methods that might prove to be more productive and long-term. We continue to be very successful in recruiting a diverse population of faculty members in some disciplines but we continue to struggle in others.

When you review a series of these reports, it appears that we are very good at finding talented minority faculty members, thus bringing their scholarship and research to our campus. However, each year our campus becomes the 'recruitment grounds' for other institutions of higher education as they vigorously recruit away our very talented minority junior faculty members to other colleges across the nation. Given our modest numbers, even the loss of one or two minority faculty has a profound impact on our progress precisely because we have so few minority faculty at any one point in time.

Some ideas that have been suggested on campus for several years are the creation of recruitment clusters led by senior minority faculty and the enhancement of some of our disciplines which have a natural fit for our mission and could, more realistically, bring a more diverse cadre of scholars to campus. These ideas involve the attainment of new

campus diversity efforts. Charts 4 and 5 illustra

work for some staff members, but this is an area that still needs further and persistent development.

Work-life issues are critical for all members of our campus community, but the impact of these issues can be greater for many staff members because of their income levels and the options, or perceived lack of options, available to them. Our campus has offered some programs but limited resources have not enabled us to meet all the needs of our diverse campus populations.




**Table 1**

**Retention & Graduation Rates for First-Time, Full-Time Students by Race / Ethnicity**

Entering Year	Cohort	Year 2		Year 3		Year 4				Year 5			Year 6		
		# Contin	% Contin	# Contin	% Contin	# Contin	% Contin	# Grad	% Cum Grad	# Contin	# Cum Grad	% Cum Grad	# Contin	# Cum Grad	% Cum Grad
<b>Asian</b>															
Fall 1995	59	46	77.97	34	57.63	34	57.63	7	11.86	23	23	38.98	9	28	47.46
Fall 1997	52	37	71.15	24	46.15	23	44.23	3	5.77	19	15	28.85	8	19	36.54
Fall 1999	70	52	74.29	44	62.86	46	65.71	9	12.86	34	27	38.57	11	-	-
Fall 2001	79	68	86.08	60	75.95	55	69.62	-	-	-	125.28				

Contin = Continuing  
 Cum Grad = Cumulative Graduated





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

	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	50																							

**Table 6**  
**Undergraduate Student Enrollment by Race/Ethnicity**

	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	297	51	348	1.8%	317	52	369	2.0%	315	54	369	2.1%	329	58	387	2.2%	390	53	443	2.5%	377	44	421	2.5%
Black	307	66	373	1.9%	293	55	348	1.9%	298	52	350	2.0%	315	54	369	2.1%	340	44	384	2.2%	327	32	359	2.1%
Hispanic	260	51	311	1.6%	242	36	278	1.5%	248	43	291	1.6%	275	38	313	1.7%	318	41	359	2.0%	360	41	401	2.3%
Native American	43	9	52	0.3%	58	13	71	0.4%	55	14	69	0.4%	65	20	85	0.5%	68	13	81	0.5%	77	12	89	0.5%
<b>Subtotal Minority</b>	<b>907</b>	<b>177</b>	<b>1,084</b>	<b>5.6%</b>	<b>910</b>	<b>156</b>	<b>1,066</b>	<b>5.8%</b>	<b>916</b>	<b>163</b>	<b>1,079</b>	<b>6.1%</b>	<b>984</b>	<b>170</b>	<b>1,154</b>	<b>6.4%</b>	<b>1,116</b>	<b>151</b>	<b>1,267</b>	<b>7.1%</b>	<b>1,141</b>	<b>129</b>	<b>1,270</b>	<b>7.4%</b>
Non-Resident Alien	430	66	496	0.5%	68	13	81	0.4%	89	69	158	0.8%	89	69	158	0.8%	89	69	158	0.8%	89	69	158	0.8%



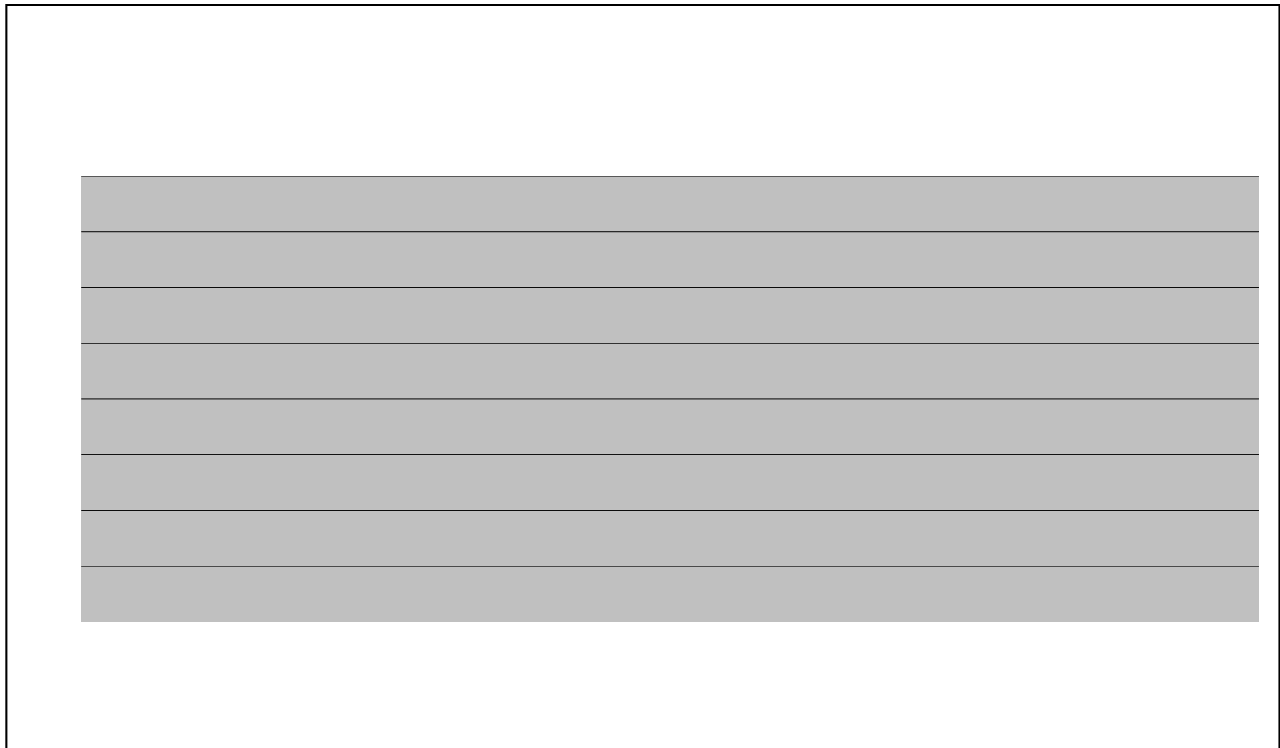
UNO's efforts to retain students, faculty and staff of color have been fruitful since 1995. Tables 1 through 7 show increases across nearly all categories over the 1995 base year.

- 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**

	<b>1995</b>	<b>2004</b>
<b>Total Number</b>	39	71
<b>Percent of Total Faculty</b>	10.3%	18.2%

**Full-Time Tenure/Tenure Track Faculty**



- Among staff there has been a 4.1% increase among office/service personnel and a 1.13% increase among executive administrative and managerial professional staff. They represent 19.8% and 8.89% respectively.
- While the total number of undergraduate students decreased slightly since 1995 (11,921-11,041 or 7.4%) the percent of students of color increased from 11.15% to 11.59%

- The retention rate of students of color, in Year 2, ranged from a low of 40% in 1995 among Native American students to a high of 79.4% among Asian students. In 2001 there was an increase across all categories. The percent of retention was Asian 79.4%, African American 65.2%, Hispanic 71.7%, and Native American 88.9%. Similar increases are seen in Year 4 during 2001. Asian 67.6%, African American 46.1%, Hispanic 52.2%, and Native American 44.4%.

### **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 pr



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 calls 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. SAC’s 2004-2004 Spirit Campaign has been evidence of this over the past year. 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.

#### **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
- A new and updated "Pathways to Harmony" diversity program was conducted in February 2005.

#### **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 launched a new online professional development program on preventing sexual harassment in August 2004. To date, 450 faculty, staff, and students have completed the program.

Diversity extends far beyond race and gender. Thus, in an effort to recognize additional areas of uniqueness, Chancellor Nancy Belck cut the ribbon February 22, 2005 for the official opening of the Infant Care and Nursing Mothers Facility located on the first floor of the Milo Bail Student Center. This Chancellor's Commission on the Status of Women and Women's Studies Program initiative resulted in 23 infant changing stations being installed in men's and women's restrooms across campus. The installation of these stations lets mothers and fathers (among faculty and students) know they are a viable part of the UNO campus.

**2004-2005 Diversity Report**  
 University of Nebraska at Omaha  
 Administrative-Site Student Data

Table 1  
 Undergraduate Student Enrollment by Race/Ethnicity

	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	142	89	231	175	108	283	168	85	253	180	86	266	209	97	306	207	89	296
Black	487	245	732	482	236	718	425	231	656	430	203	633	419	198	617	407	183	590
Hispanic	189	106	295	219	95	314	225	82	307	236	106	342	245	94	339	255	81	336
Native American	52	20	72	44	22	66	34	24	58	38	11	49	34	11	45	40	18	58
Sub-total Minority	870	460	1,330	920	461	1,381	852	422	1,274	884	406	1,290	907	400	1,307	909	371	1280
Non-Resident Alien	125	82	207	160	99	259	186	101	287	234	99	333	192	75	267	205	70	275
Unknown	267	251	518	253	179	432	268	167	435	265	129	394	275	115	390	252	113	365
White	5,911	3,955	9,866	5,550	3,453	9,003	5,842	2,821	8,663	6,523	2,598	9,121	6,746	2,392	9,138	6,806	2,315	9121
TOTAL	7,173	4,748	11,921	6,883	4,192	11,075	7,148	3,511	10,659	7,906	3,232	11,138	8,120	2,982	11,102	8,132	2,851	11041

Table 2  
 Graduate Student Enrollment by Race/Ethnicity

	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	11	15	26	13	26	39	18	37	55	16	50	66	21	40	61	13	36	49
Black	22	60	82	17	76	93	26	84	110	31	82	113	21	105	126	25	94	119
Hispanic	8	26	34	7	25	32	7	28	35	11	36	47	2	44	46	11	33	44
Native American	1	3	4	1	4	5	2	4	6	1	8	9	5	3	8	3	4	7
Sub-total Minority	42	104	146	38	131	169	53	153	206	59	176	235	49	192	241	52	167	219
Non-Resident Alien	67	36	103	100	53	153	86	72	158	172	89	261	189	113	302	148	104	252
Unknown	34	98	132	19	75	94	20	62	82	21	81	102	16	72	88	18	90	108
White	485	1,904	2,389	419	1,800	2,219	413	1,746	2,159	444	1,963	2,407	447	1,817	2,264	440	1,764	2,204
TOTAL	628	2,142	2,770	576	2,059	2,635	572	2,033	2,605	696	2,309	3,005	701	2,194	2,895	658	2125	2,783

**2004-2005 Diversity Report**  
 University of Nebraska at Omaha  
 Administrative-Site Student Data

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	
<b>Asian</b>																
Fall 1995 N= 23	15	65.2	0	10	43.5	0	8	34.8	0	5	21.7	3	5	21.7	0	
Fall 1997 N= 35	26	74.3	0	22	62.9	0	19	54.3	2	14	40	9	8	22.9	3	
Fall 2000 N= 41	34	82.9	0	32	78	0	32	78	7	22	53.7	n/a				
Fall 2001 N= 34	27	79.4	0	24	70.6	0	23	67.6	n/a							
<b>Black</b>																
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	4	28	27.5	n/a				
Fall 2001 N= 89	58	65.2	0	46	51.7	0	41	46.1	n/a							
<b>Hispanic</b>																
Fall 1995 N= 27	16	59.3	0	10	37	0	10	37	1	9	33.3	0	6	22.2	4	
Fall 1997 N= 32	24	75	0	20	62.5	0	16	50	2	12	37.5	6	6	18.8	4	
Fall 2000 N= 53	35	66	0	33	62.3	0	29	54.7	4	21	39.6	n/a				
Fall 2001 N= 46	33	71.7	0	29	63	1	24	52.2	n/a							
<b>Native American</b>																
Fall 1995 N= 5	2	40	0	2	40	0	0	0	1	1	20	0	0	0	0	
Fall 1997 N= 12	5	41.7	0	5	41.7	0	5	41.7	0	1	8.3	1	0	0	0	
Fall 2000 N= 6	5	83.3	0	3	50	0	2	33.3	0	2	33.3	n/a				
Fall 2001 N= 9	8	88.9	0	6	66.7	0	4	44.4	n/a							
<b>TOTAL (does not add intentionally)</b>																
Fall 1995 N= 1,123	697	62.1	0	548	48.8	2	482	42.9	63	337	30	166	164	14.6	83	
Fall 1997 N= 1,185	797	67.3	0	634	53.5	1	543	45.8	94	386	32.6	222	219	18.5	114	
Fall 2000 N= 1,537	1,109	72.2	0	939	61.1	3	834	54.3	145	629	40.9	n/a				
Fall 2001 N= 1,611	1175	72.9	0	997	61.9	6	885	54.9	n/a							

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

	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

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

	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

	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	4000.6(2)-2310.1(9)-1747.8(37)-15	



**Introduction**

The information provided in this report will focus on strategies and activities associated with two of the goals of the Minority Goals and Strate



Relationships with management, with supervisors, and with fellow employees are a vital contributor to employee retention. Internally, staff development efforts to enhance supervisors include conducting Performance Leadership Seminars and workshops to develop managerial skills in Planning, Feedback, and Reward and Recognition. *Foundations for Success*, the *Management Series* and the *Administrative Colloquium* provide professional development for Office/Service, Mid-level managers, and Manageri

Mentoring and professional development opportunities for faculty and staff of color are being encouraged and reviewed for effectiveness,

**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 on-going 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 and out-of-state strategies implemented to diversity the student

Two UNMC faculty members gave presentations to faculty and students of Morehouse/Spelman Colleges as part of Morehouse College's Senior Research Seminar. Twenty-six undergraduate minority students participated in the 2004 Summer Research Experience.

The University of Nebraska signed a formal affiliation agreement with five Historically Black Colleges and Universities (HBCU) and a Richmond-based community college in September 2004. The purpose of the Virginia-Nebraska Alliance is to: a) establish a pipeline for undergraduates interested in pursuing health careers; b) provide the basis for

## **Recommendations**

Identifying organizational factors that contribute to a satisfied UNMC faculty, staff, and student is invaluable in order to accentuate the diverse assets at UNMC and increase retention and recruitment of a diverse, competent workforce and student population who value UNMC as a culturally competent employer and educational institution of first choice. The following tenets will be implemented to achieve this end:

1. Work with Human Resources department to develop a mechanism to assess knowledge base of and participation in activities that promote a culturally competent workforce and campus environment for all.

## **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

Table **UNMC 1**  
 Undergraduate Student Enrollment 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																		
Black																		
Hispanic																		
Native American																		
Sub-total																		

**University of Nebraska Medical Center  
Student Data**

Table **UNMC 3**  
First-Time Full-Time Retention Rate by Cohort by Race/Ethnicity<sup>2</sup>

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=															



**2003-2004 Diversity Report**  
**University of Nebraska Medical Center**  
**Staff Data<sup>3</sup>**

**Table UNMC 4**  
**Managerial/Professional Staff by Race/Ethnicity<sup>4</sup>**

Race/Ethnicity	1995			1997			1999 <sup>4</sup>			2001 <sup>5</sup>			2003 <sup>6</sup>			2004 <sup>7</sup>		
	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
Black							22	2	24	37	6	43	37	3	40	34	1	35
Hispanic							10	1	11	22	3	25	27	2	29	23	4	27
Native American							4	0	4	3	1	4	3	0	3	3	0	3
Sub-total Minority							124	6	130	133	12	145	145	8	153	120	6	126
Non-Resident Alien							27	0	27	140	55	195	159	3	162	157	2	159
Unknown							0	1	1	0	0	0	0	0	0	0	0	0
White							806	89	895	1240	168	1408	1273	144	1417	1237	115	1352
TOTAL							957	96	1053	1513	235	1748	1577	155	1732	1514	123	1637

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

Race/Ethnicity	1995			1997			1999			2001			2003			2004 <sup>8</sup>		
	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
Black							75	8	83	89	5	94	77	9	86	66	3	69
Hispanic							13	6	19	20	4	24	22	9	31	23	7	30
Native American							3	0	3	3	1	4	5	1	6	6	0	6
Sub-total Minority							103	21	124	120	11	131	108	25	133	101	11	112
Non-Resident Alien							0	0	0	3	2	5	6	3	9	4	1	5
Unknown							2	0	2	0	0	0	0	0	0	2	0	2
White							650	208	858	683	75	758	661	177	838	686	77	763
TOTAL							755	229	984	806	88	894	775	205	980	793	89	882

## 2003-2004 Diversity Report

**University of Nebraska at Kearney**  
**2004-2005 Progress Toward Diversity Report**

This report was written by Bryan Samuel and Cheryl Bressington, members of the 2004-2005 University-wide Diversity Committee. The report briefly describes current initiatives designed to enhance both the Structural and Interactional Diversity of the University of Nebraska at Kearney, in accordance with Goals 3 and 4 of the Board of Regents' Minority Affairs Goals and Strategies. Data regarding faculty tenure and status by ethnicity, staff status by ethnicity, and student enrollment status by ethnicity is presented in graphs within the text and tables in the Appendi

## **UNK's Response to Regents' Goals**

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

### **Recruitment of Faculty**

Recruitment of quality faculty continues to be high priority on the Kearney campus. Recruitment of women and minority faculty in particular is atop the list of campus-wide priorities with each college assuming primary responsibility for creating recruitment strategies appropriate for complementing factors that guide their searches. Current initiatives established for the purpose of recruiting the best and brightest women and minority faculty, along with the party responsible for the initiative(s), are described below:

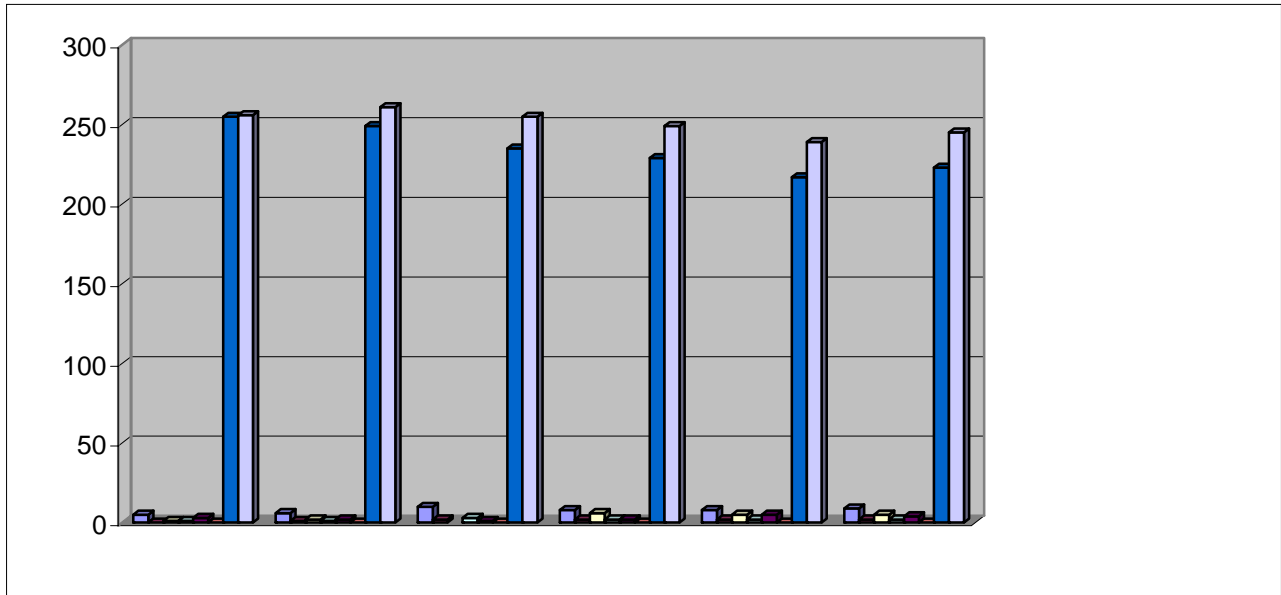
**Diversity Incentive Program:** The Diversity Incentive Program provides tangible incentives to recruit candidate pools rich in qualified ethnic minorities and women and encourage efforts to successfully hire qualified under-represented minorities and women into tenured, tenured-track, and permanent administrative positions to increase diversity in the UNK faculty and administration. Departments whose tenured and tenured-track faculty consists of less than 50% women and/or less than 50% under-represented minorities are qualified for this incentive program. During 2004-2005, \$23,000 is available to supplement searches in departments meeting either or both of these criteria. Each search that interviews at least one competitively qualified woman or under-represented minority candidate will be provided a supplementary recruitment allocation of \$1,000. For 2004-2005, \$30,000 is available to permanently enhance departmental operating budgets for departments that hire under-represented minorities and women tenure-track faculty and permanent administrators through this process. For each search that hires a competitively qualified candidate meeting these criteria, the hiring department will receive a permanent operating budget enhancement of \$2,500. **Responsibility: Senior Vice Chancellor for Academic Affairs with College Deans and Department Heads assuming operational leads.**

**Ph.D. Graduate List:** The Affirmative Action Office creates regional and national mailing lists to distribute job vacancies and purchases listings of minority Ph.D. graduates so departments can contact potential applicants directly. **Responsibility: Director, Affirmative Action.**

**Development of a "Grow Your Own" Program:** The Senior Vice Chancellor of Academic Affairs and Student Life has been asked by the Chancellor to develop a program where the campus would identify promising UNK students and support them during academic preparation to return to the UNK faculty. This program represents a tool that can be used

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.

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





### **Recruitment of Students**

Since 2001, the number of multicultural students attending UNK has increased approximately 41%. This increase is largely the result of significantly enhanced resources devoted to recruiting promising multicultural students. At nearly 100%, the Asian American population has shown the greatest growth with the Hispanic population increasing at 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 is an annual \$7,000 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 seniors**). Approximately 180 students attend this event each year. Currently, this initiative produces 79 applications, with 59 being admitted and 35 enrolling at UNK. **Responsibility: Coordinator for Multicultural Recruitment.**

**Cultural Unity Conference:** The Cultural Unity Conference is an annual \$12,000 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**). Nearly 300 students attend this event each year. Currently 159 senior participants apply for admission of which 132 are admitted and 119 of the admitted applicants enroll. **Responsibility: Office of Multicultural Affairs and Coordinator for Multicultural Recruitment.**

**Multicultural Community Service Scholarship:** The UNK Multicultural Community Service Scholarship is a \$675,000 initiative designed to enhance the structural and interactional diversity of the institution by recruiting talented students committed to building a multicultural community. The Multicultural Community Service Scholarship is designed to assist the university with building a multicultural community by encouraging students to actively participate in multicultural programs, activities, events and multicultural student organizations that champion issues on the importance of multiculturalism, diversity and inclusion. The amount of the scholarship is based on tuition and current awards average \$3357. Currently, this scholarship is offered to 20 students a year and produces a 92% enrollment yield. **Responsibility: Coordinator for Multicultural Recruitment.**

**Outreach/Inroads Contact Strategies:** These strategies include campus visits, target mailings, phone calls, emails and informational brochures/flyers that are used to inform prospective multicultural students, high school administrators and parents, and to 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," out of Omaha, Nebraska and "Buenas Dias," out of Grand Island, Nebraska. "El Perico" services Omaha, Lincoln, Fremont and Schuyler, Nebraska as well as Council Bluffs, IA. "Buenas Dias" services central Nebraska. Additionally, UNK publishes student information in Spanish. **Responsibility: Hispanic Recruiter and Coordinator for Multicultural Recruitment —Office of 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:**



### **Retention of Faculty and Staff**

Retention of women and minority faculty and staff has been good. The University of Nebraska at Kearney is holistically involved with retaining faculty and staff from diverse backgrounds. Through partnerships with community agencies, such as the Kearney Chamber of Commerce, faculty and staff work to champion the equity issue for all pertinent populations in the Kearney community. Through these partnerships, UNK influences specialized assistance strategies, such as identifying best practices for effective communications and identifying current and future needs for dealing with a diverse workforce and clientele. Retention strategies, as a whole, are primarily college or departmentally specific. Current strategies to retain women and minority faculty and staff include the following:

**Mentoring and Guidance in the College of Natural and Social Sciences:** Each Spring, the Dean of the College of Natural and Social Sciences meet with



**Cultural/Educational Programming:** The Office of Multicultural Affairs, in cooperation with campus departments, coordinates cultural and educational programs and activities in recognition of the heritage months as well as individual holidays such as Cesar Chavez and Martin L. King, Jr. and Women's History Month. **Responsibility: Office of Multicultural Affairs with invaluable assistance and cooperation from campus departments.**

## Appendix

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

Race	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	0	5	6	0	6	10	0	10	8	0	8	8	0	8	9	0	9
Black	0	0	0	1	0	1	2	0	2	2	0	2	2	0	2	2	0	2
Hispanic	1	0	1	2	0	2	4	0		6	0	6	5	0	5	5	0	5
Native American	1	0	1	1	0	1	3	0	3	2	0	2	2	0	2	2	0	2
Sub-total	7	0	7	10	0	10	19	0	19	18	0	18	17	0	17	18	0	18

**Table 3: Managerial/Professional Staff by Race/Ethnicity (UNK)**

Race		1995		1997		1999		2001		2003		2004	
	Full-Time	Part-Time											



1(1)Tj4f172.71.1455 -1.14370.0013 Tc0.0053Tj -1.14D(0)Tj#.4825 4.5928 TD/a05 Tw0 Tc0 Tw(1)TjTT19 1 Tf0.5558 0 TD( )Tj60015 -1.14.0017 Tc(-

**Table 7: Retention and Graduation Rates for First-Time, Full-Time Students by Race/Ethnicity**

Entering Year	Year 2		Year 3		Year 4			Year 5			Year 6		
	# Contin.	% Contin.	# Contin.	% Contin.	# Contin.	% Contin.	Grads	# Contin.	% Contin.	Grads	# Contin.	% Contin.	Grads
<b>Asian</b>													
Fall 1995 N= NA	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 1997 N= 2	1	50.0%	1	50.0%	0	0	0	1	50.0%	0	2*	100%	0
Fall 1999 N= 2	0	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2001 N= 3	3	100%	3	100%	3	100%	0	0	0	0	0	0	0
<b>Black</b>													
Fall 1995 N= NA	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 1997 N= 6	4	66.7%	2	33.3%	2	33.3%	0	0	0	1	1	16.7%	1
Fall 1999 N= 1	0	0	0	0	0	0	0	0	0	0	0	0	0
Fall 2001 N= 12	8	66.7%	7	58.3%	6	50.0%	0	0	0	0	0	0	0
<b>Hispanic</b>													
Fall 1995 N= NA	-	-	-	-	-	-	-	-	-	-	-	-	-
Fall 1997 N= 17			6										
Fall 1999 N= 20													
Fall 2001 N= 15		66.7%											

1(1)Tj70.6015 -1.1460 -1.14370.0013 Tc0.0080 -1.1437 TD7%

## **General Recommendations**

**of the**

### **University-wide Committee on Diversity**

- Establish the NU ED (Equity and Diversity) Think Tank – a system-wide process for stimulating discussion and research on issues of equity and diversity impacting the students, faculty and staff of the university.
- Implement a mechanism through which campus “best practices” in diversity may be disseminated and coordinated. Examples of such include:
- Implement the accountability recommendation of the 2004 Ad Hoc Gender Equity Committee, to ensure appropriate outcome measures and regular monitoring of progress down to the department level.